

根据最新《大学英语教学指南》编写

总主编 向明友

  
Pearson

# New Voyage

## 新起航大学英语

### College English

主 编 董召锋 秦平新

原 著 (美) Helen Solorzano

(美) Jennifer P.L. Schmidt

## 听说教程

# 3

### Listening and Speaking



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# PREFACE 总序

自 20 世纪五六十年代我国开启大学英语教学以来,出于社会不同发展阶段的不同需求,受制于不同的客观实际,基于不同人的不同理解,就大学英语教什么、教多少、如何教的问题,从教育主管部门到学界一直存在不同的声音。反映在大学英语教材建设上,文革前有《文科英语》《理科英语》和《高等工业学校英语》的三足鼎立;从文革结束到 20 世纪 80 年代中叶仍然沿用《英语》(供理科用)、《英语》(高等学校文科非英语专业教材)及《英语》(供工科用)的三足模式;伴随 1985 年和 1986 年分别供理工科和文理科使用的两份《大学英语教学大纲》的先后颁布,《大学英语》《大学核心英语》《新英语教程》及《现代英语》等教材应运而生;随着 1999 年大学外语教学指导委员会对原理工科和文理科两份《大学英语教学大纲》的修订、合并完毕,尤其是 2007 年《大学英语课程教学要求》的问世,国内《新编大学英语》《21 世纪大学英语》《全新版大学英语》《新视野大学英语》《现代大学英语》《新世纪大学英语》等教材如雨后春笋般涌现。群雄并起的大学英语教材编写战可谓一路硝烟。如今,大学英语的内涵已不再是一门大学英语课所能包含的,其工具性和人文性的双重特质不断得以彰显;其作为我国高等学校人文教育一部分的功能已为大家所认知;其量大面广的优势已成为不争的事实。致力于指导和规范我国大学英语教学的《大学英语教学指南》(简称《指南》)即将面世。《指南》呼吁构建“服务于学校办学目标、院系人才培养目标和学生个性化发展需求”的新的大学英语课程体系,倡导“can do”理念,提出“基础”、“提高”和“发展”三级教学目标,推荐“通用英语”、“专门用途英语”和“跨文化交际”三大教学内容。修正旧问题,应对新要求,建设服务于新的大学英语课程体系的新教材已成为我国大学英语教育工作者无法回避的重要使命。因应这一新的形势,在上海交通大学出版社的推动下,我们策划出版《新起航大学英语》系列教材。该系列教材由《读写教程》《泛读教程》和《听说教程》等三套主干教材和一套《阅读》辅助教材构成,每套教材分别包括四个分册。

我们认为,英语更多是学生学出来的,不完全是教师教出来的。学好英语的关键是学生的内生动力,而非单靠教师的课堂操劳。在英语学习过程中,教师仅发挥组织教学、引导学习的教练作用。一套好的教材对帮助教师组织课堂,激发学生学习积极性、主体

性有着不可替代的作用。依循英语学习规律,编写一套力求简单、明了,突显趣味性、科学性、思辨性和时代性的大学英语教材,既能激发学生的内生动力,又能满足大学英语教学新内涵的要求。

《新起航大学英语》系列教材中的《读写教程》《听说教程》和《泛读教程》等三套主干教材撇开应试干扰,着重培养学生的英语应用能力。《阅读》辅助教材旨在巩固学生英语知识的同时,引导学生熟悉和适应国家级英语水平考试。本系列教材参照《大学英语教学指南》“基础”和“提高”阶段的教学目标要求,按每周4个学时设计。

《读写教程》在系统讲解英语构词、语法、修辞、文体知识的基础上,着重训练学生“读”、“写”能力,兼顾“说”的能力,并适时导入跨文化交际、学业英语及批判思维元素。

《听说教程》为引进改编教材,旨在培养学生英语“听”、“说”能力,兼顾“写”的能力。教材在保留原版教材生动鲜活语料的基础上,通过改编使之契合整套系列的理念、定位和目标。

《泛读教程》旨在培养学生良好的阅读习惯和有效的阅读技巧,在重点提升学生阅读能力,兼顾“说”、“写”训练的同时,扩大学生知识面,补充学生学习和工作所需的专门用途英语知识,课文选题涵盖自然科学、社会科学、人文素养及工程技术等五十余个学科。

《阅读》作为教辅,既是《读写教程》的延伸补充,又是对国家级英语水平考试的训练。本教辅围绕《读写教程》的单元主题设计阅读题目,题型向国家级考试靠拢,同时体现《大学英语教学指南》的要求与精神。

本套教材具有定位明确、目标清晰、手段具体、可操作性强等特点。我们按照不同规格高校人才培养的不同需求,把本套教材的服务对象明确定位为“非985”院校的非英语专业学生。三套主干教材遵照《大学英语教学指南》有关“基础”和“提高”阶段大学英语教学要求,以“can do”为目标,训练学生用英语交流和思辨,增强学生跨文化交际意识和交际能力,培养学生批判思维能力,提升学生综合文化素养,丰富学生专门用途英语知识,倡导并向学生输入正确价值观,鼓励学生不仅学会用英语讲述西洋风情,

还要会用英语介绍中国故事,可谓目标清晰;本系列教材启用听、说、读、背、咏、辩、写等多种训练手段,多管齐下,多模态综合,操练手段十分具体;本系列教材以《读写教程》为龙头,以《听说教程》和《泛读教程》为主体,形成教材主干,集知识、素养、能力提升于一体,着力增强学生英语应用能力、思辨能力和跨文化交际能力,把《阅读》列为辅助教材,引导学生掌握国家级考试的相关要求,这样既务实,又可操作。

针对教材服务对象的客观实际,我们综合参照高中英语选修1课程要求和“Collins Co-build”基础词表,核准本教材的起点词汇,不追求英语词汇量的盲目扩大,也不赶长难句的时髦,注重新知识的系统循序导入,严把词汇及知识点的重现率,让学生能够温故知新,以简单、有趣和省力来激发学生学习英语的内生动力。

感谢本套教材的全体主创人员,正是得益于大家的共同努力,本套教材才能够按计划如期面世。上海交通大学出版社领导对这套大学英语系列教材的出版提供了可贵支持,我向他们致以最真挚的敬意!

向明友

2016年3月于北京

# INTRODUCTION 编写说明

Northstar 是培生教育集团出版的一套经典教材,专门为“英语作为外语”的学习者编写。原教材具有以下四个特色:

1. 内容丰富新颖,具有时代气息。全书的主题、内容显露出深厚的积淀,是国际视野、时代特色及英语文化风情的综合体现。
2. 语言生动地道,母语气息浓郁。听力材料选自真实场景内容,原汁原味的报告、采访、讲演让学习者身临其境,沐浴于自然流畅的英语之美当中。
3. 练习设计严密细致,可操作性强。听力和口语均采用以信息交流、交往互动为主要目的的设计思路。练习设计目标明确,步骤详细,可操作性强。
4. 技能培养与思维训练并举,注重综合。在侧重听说技能培养的同时,也通过精心设计的内容和练习潜移默化地培养了学习者的批判性思维能力。

本次教材改编的目的主要是让其更加适合国内现阶段非英语专业学生大学英语课堂教学的实际需求。我们的改编遵循了下列原则:

1. 不以难、新奇为导向,注意简明、实用。
2. 兼顾语言的“工具性”与“人文性”,坚持授人以渔的教学理念。
3. 听力的主要目的是抓住信息,听“语块”、“意群”,而不是单纯盲目地听懂某个具体的单词。
4. 练习部分加入写作练习,以“输入”为基础,以“输出”为导向,围绕听力材料进行“写”和“说”的练习。
5. 合理分配每个教学环节的任务,符合国内听说课程课堂教学的习惯,操作性强。

根据上述原则,我们对全书每一个单元的三个部分(Focus on the Topic, Focus on Listening 和 Focus on Speaking)都进行了相应改编,同时也保持了原教材的主要结构和内容。此外,每单元还增加了一段 2-5 分钟的与主题相关的视频材料,这些视频材料都来自国外主流媒体,原汁原味。对于增加的内容,在语言风格、练习设计上尽可能与原教材保持一致,努力做到无缝对接,使其能与原教材完全融为一体。每四个单元结束后,还附有一个测试,内容与单元主题相关,题型则依照国家级最新英语考试设置。

《新起航大学英语》总主编向明友教授对全书进行了审定。如有纰漏不当之处,欢迎读者指正。

编者  
2016 年 3 月



# UNIT STRUCTURE 单元结构

## 1 FOCUS ON THE TOPIC

This section introduces students to the unifying theme of the listening selections.

**PREDICT** and **SHARE INFORMATION** foster interest in the unit topic and help students develop a personal connection to it.

**BACKGROUND** and **VOCABULARY** activities provide students with tools for understanding the first listening selection. Later in the unit, students review this vocabulary and learn related idioms, collocations, and word forms. This helps them explore content and expand their written and spoken language.

# UNIT 1

## ADVERTISING ON THE AIR

**FOCUS ON THE TOPIC**

**A. PREDICT**

*Discuss the questions with the class.*

1. Look at the advertisement. What product do you think this company is advertising? (After you guess, look at the answer below.)
2. Do you think this is a good ad? Would you buy the product? Why or why not?
3. Look at the title of the unit. What kind of advertising do you think this unit will be about?

Answers: a pain medication

**B. SHARE INFORMATION**

*Work in a small group. Describe an ad you have seen or heard recently. Discuss whether you liked the ad and why. Use the questions to guide your discussion.*

Did the ad have ... ?

- a funny situation
- a good song
- nice-looking people
- a famous person
- information about the product
- (other)

**C. BACKGROUND AND VOCABULARY**

1 *Read and listen to the article about advertising from a business textbook.*

### ADVERTISING TODAY

#### Introduction to Advertising

Advertising is a way companies get consumers to buy their products. Advertisers often rely on TV commercials and magazine ads to sell their products. However, with so many ads, it's difficult for advertisers to get our attention. For this reason, they often look for new, more effective ways to sell their products. One popular technique is the use of sound effects, such as a crying baby or breaking glass, to make us listen. Another technique is "product placement." For example, an actor in a movie might drink a specific type of soda or drive a specific type of car. Advertisers hope that this will give consumers a positive feeling about the product so they will decide to buy it.

When advertisers create their ads, they also think about who will buy their product most often. They think about many factors, such as the ages or genders of the consumers. Then they choose different appeals for different groups of consumers. For example, advertisers may use a humorous appeal to sell a children's product. In ads for adults, advertisers may emphasize other things, such as price and quality.

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## 2 FOCUS ON LISTENING

This section focuses on understanding two contrasting listening selections.

**LISTENING ONE** is a radio report, interview, lecture, or other genre that addresses the unit topic. Listeners are based on authentic materials.

**LISTEN FOR MAIN IDEAS** and **LISTEN FOR DETAILS** are comprehension activities that lead students to an understanding and appreciation of the first selection.

The **MAKE INFERENCES** activity prompts students to “listen between the lines,” move beyond the literal meaning, exercise critical thinking skills, and understand the listening on a more academic level. Students follow up with pair or group work to discuss topics in the **EXPRESS OPINIONS** section.

### 2 Circle the correct answer to complete each statement.

1. A **consumer** is someone who \_\_\_\_\_.  
a. sells a product                      b. buys a product
2. When an advertiser **relies** on only TV ads to sell a product, the advertiser \_\_\_\_\_.  
a. puts ads on TV, radio, and magazines      b. puts ads on TV but nowhere else
3. When an ad **gets** your attention, we \_\_\_\_\_.  
a. notice it                              b. forget about it
4. An **effective** ad is an ad that \_\_\_\_\_.  
a. sells a lot of products                      b. is expensive to make
5. An advertising **technique** is \_\_\_\_\_.  
a. a way to sell a product                      b. a kind of advertisement
6. An example of a **sound effect** is \_\_\_\_\_.  
a. a picture of a car                              b. the noise of a car
7. When buying a car, an important **factor** to think about is \_\_\_\_\_.  
a. the headlights                              b. the price
8. An example of an advertising **appeal** is \_\_\_\_\_.  
a. television                                      b. humor
9. People often \_\_\_\_\_ when they see a **humorous** movie.  
a. laugh    b. cry
10. Many ads **emphasize** a product's low price because the cost is \_\_\_\_\_.  
a. especially important                      b. less important than other things

## FOCUS ON LISTENING

### A. LISTENING ONE: ADVERTISING ON THE AIR

#### Word Bank

**appeal** /əˈpiːl/ n. An appeal is a serious and urgent request. 呼吁; 请求  
**advertising** /ˈædvərtaɪzɪŋ/ n. Advertising is the activity of creating advertisements and making sure people see them. 广告活动; 做广告  
**positive** /ˈpɒzətɪv/ adj. If you are positive about things, you are hopeful and confident, and think of the good aspects of a situation rather than the bad ones. 积极的  
**emphasize** /ˈemfəsaɪz/ v. To emphasize something means to indicate that it is particularly important or true, or to draw special attention to it. 强调; 重视  
**negative** /ˈneɡətɪv/ adj. If someone is negative or has a negative attitude, they considered only the bad aspects of a situation, rather than the good ones. 消极的  
**embarrassment** /ˈembərəsmənt/ n. Embarrassment is the feeling you have when you are embarrassed. 尴尬; 难堪  
**woof** /wʊf/ n. Woof is the sound that a dog makes when it barks. (狗叫声) 汪汪

#### Word Bank

**spot** /spɒt/ v. If you spot something or someone, you notice them. 看到; 发现  
**chunk** /tʃʌŋk/ n. Chunks of something are thick solid pieces of it. 大块; 大量  
**gravy** /ˈɡreɪvi/ n. Gravy is a sauce made from the juices that come from meat when it cooks. 肉汁; 肉汤  
**specially** /səˈpeʃəli/ adv. You use specially to emphasize that something is given special attention and considered separately from other things of the same kind. 特别地; 专门地  
**assist** /əˈsɪst/ v. If you assist someone, you help them to do a job or task by doing part of the work for them. 帮助; 协助  
**zip code** /zɪp ˈkɒd/ n. Your zip code is a short sequence of letters and numbers at the end of your address, which helps the post office to sort the mail. 邮政编码

You will hear a lecture from a business course on advertising. Listen to the beginning of the lecture. What is the professor going to discuss? Complete the sentence.

The lecture will be about ...

### LISTEN FOR MAIN IDEAS

Listen to the lecture. Circle the best answer to complete each statement.

1. The lecture is about \_\_\_\_\_ in advertising.  
a. informational appeals  
b. emotional appeals  
c. international appeals
2. The professor gives examples of \_\_\_\_\_.  
a. humorous ads  
b. musical ads  
c. negative ads
3. According to the professor, the ads are effective because they \_\_\_\_\_ about the products.  
a. include famous people's opinions  
b. give information  
c. make us feel good
4. The ads are also effective because \_\_\_\_\_.  
a. we hear them many times  
b. the products are well-known  
c. they get our attention

### LISTEN FOR DETAILS

Listen again. Fill in the missing information in the notes taken by a student in a business class.

**LISTENING TWO** offers another perspective on the topic and is usually another genre. Again, the listenings are based on authentic materials. This second listening is followed by an activity that challenges students to question ideas they formed about the first listening, and to use appropriate language skills to analyze and explain their ideas.

**VIEWING** includes an engaging video segments, including segments from main stream news media, featuring topics correlated to the unit theme Each video segment is from 2 to 5 minutes long.

#### EXPRESS OPINIONS

Work in a small group. Complete the activities.

1. Rate the ads from Listening One using the scale. Explain your opinion.

Doggie Delight				
Very humorous	1	2	3	4
Easy to remember	1	2	3	4
Very effective	1	2	3	4
Neighbors' Bank				
Very humorous	1	2	3	4
Easy to remember	1	2	3	4
Very effective	1	2	3	4

2. Imagine a magazine advertisement for Doggie Delight and Neighbors' Bank. How would the print ads be different from the radio ads? Could the print ads use the same emotional appeals? Why or why not?

#### B. LISTENING TWO: NEGATIVE APPEALS

##### Word Bank

nightmare /'naɪtmə/ n.	A nightmare is a very frightening dream. 噩梦
incredible /ɪn'kredəbl/ adj.	If you say that something is incredible, you mean that it is very unusual or surprising, and you cannot believe it is really true, although it may be. 难以置信的
buster /'bʌstə/ n.	Buster combines with nouns to form new nouns which refer to someone or something that fights or overcomes the specified crime or undesirable activity. 打击——犯罪的人；解决——问题的人
security /sə'juəri/ n.	Security refers to all the measures that are taken to protect a place, or to ensure that only people with permission enter it or leave it. 保卫措施
affordable /ə'fɔ:dəbl/ adj.	If something is affordable, most people have enough money to buy it. 价格合理的；大多数人买得起的
install /ɪn'stɔ:l/ v.	If you install a piece of equipment, you fit it or put it somewhere so that it is ready to be used. 安装；设置
ring off the hook /rɪŋ of ðə 'hʊk/ idiom	（电话）铃声响个不停
got to /'gɒtə/ v.	Got to is used in written English to represent the words "got to" when they are pronounced informally, with the meaning "have to" or "must". 必须；不得不
little /'lɪtl/ prep.	"out of" 的缩写
resort /rɪ'zɔ:t/ n.	A resort is a place where a lot of people spend their holidays. 度假胜地
sip /sɪp/ v.	If you sip a drink or sip at it, you drink by taking just a small amount at a time. 小口地喝；抿

The ads in Listening One focused on humor, a positive emotion. In Listening Two, you will hear ads that use negative emotions.

Listen to the ads and complete the chart. Write down the product and choose a negative emotional appeal from the box. Then write down the sound effects (sounds and voices) the advertiser uses to get your attention.

anger confusion embarrassment fear stress

AD	PRODUCT	EMOTIONAL APPEAL	SOUND EFFECTS
1. Thief Buster	car security system		
2. Sunny Resorts			
3. White Bright			

#### C. VIEWING: TERRA CHIPS

##### Word Bank

alternative /ɔ:l'terntv/ n.	If one thing is an alternative to another, the first can be found, used, or done instead of the second. 替代物；可供选择的事物
caterer /'kætərər/ n.	Caterers are people or companies that provide food and drink for a place such as an office or for special occasions such as weddings and parties. 宴会承办商；提供伙食及服务的人
effective /ɪ'fektv/ adj.	Something that is effective works well and produces the results that were intended. 有效的；能产生预期效果的
gourmet /'gəʊmə/ n.	A gourmet is someone who enjoys good food, and who knows a lot about food and wine. 美食家；讲究饮食的人
luxury /'lʌkʃəri/ adj.	A luxury item is something expensive which is not necessary but which gives you pleasure. 奢侈的；豪华的
product /'prɒdʌkt/ n.	A product is something that is produced and sold in large quantities, often as a result of a manufacturing process. 产品；制品
specialty /'speʃəlti/ n.	A specialty of a particular place is a special food or product that is always very good there. (某个地方的) 特色食品；特产
target marketing /'tɑ:ɡɪt 'mɑ:ktɪŋ/ NP	Target marketing involves breaking a market into segments and then concentrating your marketing efforts on one or a few key segments. 目标营销
technique /tek'ni:k/ n.	A technique is a particular method of doing an activity, usually a method that involves practical skills. 技巧；方法

# 3 FOCUS ON SPEAKING

This section emphasizes development of productive skills for speaking. It includes sections on pronunciation, functional language, and an extended speaking task.

The **PRONUNCIATION** section presents both controlled and freer, communicative practice of the sounds and patterns of English. Models from the listening selections reinforce content and vocabulary. This is followed by the **FUNCTION** section where students are exposed to functional language that prepares them to express ideas on a higher level. Examples have been chosen based on frequency, variety, and usefulness for the final speaking task.

## Writing

Invent a new snack food and write an advertisement for it. Think about: What ingredients you will use, what your target market is and why people should buy your product.

## 3 FOCUS ON SPEAKING

### A. PRONUNCIATION: HIGHLIGHTING

In radio ads, the actors emphasize, or highlight, certain words to help us focus on important information. The same pattern occurs in all kinds of communication. When we speak, we emphasize certain words to make our meaning clear.

**Listen to the ad. Notice how the capitalized words sound.**

LIZ: Hi, Kathy ... Say ... did you do something to your hair?  
KATHY: Yup! I colored it with **YOUNGER YOU**.  
LIZ: It's **AMAZING**! You really **DO** look younger!  
KATHY: **THANKS!** NOW people don't believe I'm a **GRANDMOTHER**.  
LIZ: I should try it.  
KATHY: It's so **EASY** to **USE**. Just **MIX** it with your shampoo, **WASH**, and **RINSE**.  
LIZ: Sounds **GREAT**!  
ANNOUNCER: Only five minutes to a **YOUNGER** you.

To highlight, or emphasize, a word in a sentence, use strong stress.

- Say the word with a higher pitch (tone).
- Say the word louder.
- Make the word longer.

**Read the conversations. Circle the words that you think will be highlighted.**

1. KATHY: Hello?  
LIZ: Kathy! I took your advice.  
KATHY: What advice?  
LIZ: I colored my hair.  
KATHY: With Younger You?  
LIZ: Yes! It's great!

## B. FUNCTION: ATTENTION GRABBERS

Attention grabbers are techniques that you can use to get a listener's attention. These techniques are often used in advertising. They are also used to get an audience's attention at the beginning of an oral presentation.

ATTENTION GRABBERS	
1. Give a solution to a problem.	"Car theft is one of the most common crimes in the United States. Many people have experienced car theft or know someone whose car has been stolen. Luckily, there now is a solution to this problem..."
2. Ask a question.	"Have you ever walked out to a parking lot and discovered that your car is gone?"
3. Tell an anecdote (short story).	"Last night I left the office at 7:00 P.M., car keys in hand, and started to look for my car. I was surprised I couldn't find it because I usually park in the same place. After a couple of minutes, the awful truth hit me: My car had been stolen!"
4. Give a dramatic fact or statistic.	"Every 26 seconds, a car is stolen in the United States."

NOTE: Techniques can be combined. For example, a question can be followed by an anecdote.

**Read the attention grabbers for an oral presentation on advertising. Write the number of the technique from the chart above. Compare your answers with a partner's.**

- \_\_\_\_\_ a. "In 1998, advertisers in the United States spent \$15.4 billion on radio advertising."
- \_\_\_\_\_ b. "As I was listening to the radio the other day, a commercial got my attention. It had a catchy song about coffee, and before I knew what was happening, I started singing along."
- \_\_\_\_\_ c. "If you're like I am, you probably enjoy listening to the radio but hate the ads. Well, if you start to think of the ads as entertainment, you might start to enjoy them."
- \_\_\_\_\_ d. "Have you ever wondered how advertisers get ideas for their ads?"

**Work in a small group. Look at the ads on page 12. Imagine you are creating radio ads for these products. Write an attention grabber to start the ad for each product. Use a different technique for each attention grabber. Then share your attention grabbers with the class.**



# SCOPE AND SEQUENCE 单元内容指南

	UNIT	CRITICAL THINKING
UNIT 1	<b>Advertising on the Air</b> <b>Theme:</b> Advertising <b>Listening One:</b> <i>Advertising on the Air</i> A classroom lecture <b>Listening Two:</b> <i>Negative Appeals</i> Radio ads	Interpret and critique ads Infer word meaning from context Classify information Identify salient features of an ad Support answers with details from the listenings Identify intended market of ads
UNIT 2	<b>Identity Theft</b> <b>Theme:</b> Fraud <b>Listening One:</b> <i>Lily's Story</i> A story about personal experience with fraud <b>Listening Two:</b> <i>Public Service Announcements</i> PSAs on identity theft prevention	Interpret a photograph Infer word meaning from context Classify information Support opinions with reasons Choose appropriate punishments for criminal acts Hypothesize outcomes
UNIT 3	<b>Endurance Test</b> <b>Theme:</b> Extreme sports <b>Listening One:</b> <i>Ultrarunner Jay Batchen</i> A radio interview <b>Listening Two:</b> <i>Sports Psychology</i> A university lecture	Interpret photographs Rank extreme sports Infer word meaning from context Classify information Support answers with information from the listenings Interpret aphorisms
UNIT 4	<b>Culture and Commerce</b> <b>Theme:</b> Tourism <b>Listening One:</b> <i>Tourist Attractions or Human Zoo?</i> A radio report <b>Listening Two:</b> <i>Town Hall Meeting in Cape Cod</i> A recording of a town hall meeting	Interpret a photograph Infer word meaning from context Evaluate advantages and disadvantages Support opinions with reasons Classify information Read a map Hypothesize outcomes Collaborate to reach a compromise

LISTENING	SPEAKING	PRONUNCIATION
Predict content Listen for main ideas Identify details Infer underlying messages in ads Organize and synthesize information from the listenings Identify emphasis in speech Evaluate effectiveness of ads Listen to and evaluate student ads	Speculate about the content of the unit Comment on ads using new vocabulary Share personal opinions about advertising Use appropriate stress and intonation Use attention-grabbing language to promote a product Create, rehearse, and perform an ad	Highlighting words
Predict content Listen for main ideas Identify details Infer implied meaning through intonation Organize and synthesize information from the listenings Listen for suggestions to prevent identity theft Listen for rhythm in speech Listen to and evaluate student role plays	Express and defend opinions about identity theft Conduct a role play Share personal opinions about crime Agree and disagree with statements Use strategies for keeping a conversation going Offer advice for identity theft prevention Create, practice, and perform a role play	Stress in compound words
Predict content Identify main ideas Listen for details Infer speakers' points of view Organize and synthesize information from the listenings Classify sounds	Express opinions about extreme sports Share experiences Relate personal goals Conduct an interview Discuss emotions Interpret and discuss aphorisms Create an aphorism	Expressions with <i>other</i>
Predict content Listen for main ideas and details Infer speakers' emotions Identify contrasting viewpoints in the listenings Organize and synthesize information from the listenings Categorize sounds	Agree and disagree with statements Discuss the pros and cons of tourism Talk about a tourist destination Hypothesize possible outcomes Make suggestions Participate in a simulation	Words spelled with <i>o</i>

	UNIT	CRITICAL THINKING
UNIT 5	<b>Voluntary Simplicity</b> <b>Theme:</b> The simple life <b>Listening One:</b> <i>Urban Homesteaders</i> A radio report <b>Listening Two:</b> <i>Simple Gifts</i> A traditional folk song	Interpret photographs Infer word meaning from context Evaluate information Classify information Brainstorm ideas Apply information to new contexts Complete an outline
UNIT 6	<b>Before You Say "I Do"</b> <b>Theme:</b> Marriage <b>Listening One:</b> <i>A Prenuptial Agreement</i> A radio talk show <b>Listening Two:</b> <i>Reactions to the Prenuptial Agreement</i> Recording of people expressing their opinions	Interpret a photograph Interpret quotations about marriage Infer word meaning from context Hypothesize another's point of view Judge the value of a prenuptial agreement Categorize information Develop arguments for and against an issue Interpret a graph
UNIT 7	<b>Personal Carbon Footprint</b> <b>Theme:</b> Climate change <b>Listening One:</b> <i>Personal Carbon Footprint</i> A radio report <b>Listening Two:</b> <i>A Call to Action</i> A speech at a rally	Interpret illustrations Complete a survey on personal carbon footprints Understand a scientific process Infer word meaning from context Classify data Categorize information Read a map Interpret a graph
UNIT 8	<b>To Spank or Not to Spank?</b> <b>Theme:</b> Punishment <b>Listening One:</b> <i>The Spanking Debate</i> A radio report <b>Listening Two:</b> <i>Parents' Rights versus Children's Rights</i> A university lecture	Interpret an illustration Infer word meaning from context Identify arguments for and against spanking Classify information Conduct a survey Evaluate effectiveness of arguments



LISTENING	SPEAKING	PRONUNCIATION
<p>Predict content</p> <p>Listen for main ideas</p> <p>Identify correct details</p> <p>Infer preferences based on statements</p> <p>Link lines from a song to details from an interview</p> <p>Listen for rhythm patterns in speech</p>	<p>Express opinions about alternative lifestyles</p> <p>Talk about voluntary simplicity</p> <p>Practice agreeing and disagreeing</p> <p>Make analogies with target vocabulary</p> <p>Produce correct rhythm patterns in sentences</p> <p>Use descriptive language to enhance statements</p> <p>Create an outline</p> <p>Give an impromptu presentation</p>	<p>Noticing rhythm</p>
<p>Predict content</p> <p>Identify main ideas</p> <p>Listen for details</p> <p>Infer speakers' points of view</p> <p>Organize and synthesize information from the listenings</p> <p>Listen for contrastive stress in speech</p>	<p>Speculate about the content of the unit</p> <p>Discuss quotations about marriage</p> <p>Express and defend opinions about marriage</p> <p>Agree and disagree with statements</p> <p>Use word stress to change meaning</p> <p>Use transitions</p> <p>Prepare and perform an oral presentation</p>	<p>Contrastive stress</p>
<p>Predict content</p> <p>Listen for main ideas</p> <p>Listen for details</p> <p>Infer speakers' opinions</p> <p>Label a graph</p> <p>Organize and synthesize information from the listenings</p>	<p>Speculate about the content of the unit</p> <p>Discuss results of a survey</p> <p>Express and defend opinions</p> <p>Agree and disagree with statements</p> <p>Conduct a fluency line drill based on information from the listenings</p> <p>Interrupt politely and hold the floor</p> <p>Participate in a seminar about climate change</p>	<p>Intonation—Are you finished?</p>
<p>Predict content</p> <p>Determine speakers' points of view</p> <p>Identify supporting ideas</p> <p>Infer speakers' opinions</p> <p>Take notes on a lecture</p> <p>Organize and synthesize information from the listenings</p> <p>Identify end sounds</p>	<p>Speculate about the content of the unit</p> <p>Share personal experiences</p> <p>Express and defend opinions</p> <p>Agree and disagree with statements</p> <p>Discuss corporal punishment</p> <p>Use language to express confidence</p> <p>Participate in a debate</p>	<p>Final s and z</p>