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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

Listening and Speaking



总主编 向明友

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Listening and Speaking

Authorized Adaptation from the English language edition, entitled NORTHSTAR, LISTENING AND SPEAKING LEVEL 3, 3E (ISBN: 978-0-13-613313-1), by SOLÓRZANO, HELEN; SCHMIDT, JENNIFER, published by Pearson Education, Inc, publishing as, Copyright © 2009, 2004, 1998 by Pearson Education, Inc.

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ENGLISH language adaptation edition published by PEARSON EDUCATION ASIA LTD. and SHANGHAI JIAO TONG UNIVERSITY PRESS Copyright © 2015

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本教材由培生教育集团授权出版,改编自培生教育集团的NORTHSTAR 系列教材中的LISTENING AND SPEAKING(第3册,第3版,原著:Helen S. Solórzano, Jennifer P. L. Schmidt)

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上海市版权局著作权合同登记号图字: 09-2015-730

图书在版编目(CIP)数据

新起航大学英语听说教程.3/向明友等主编.—上海:上海 交通大学出版社,2016 ISBN 978-7-313-12470-8

I. ① 新… II. ① 向… III. ① 英语—听说教学—高等学校—教材 IV. ① H319.9

中国版本图书馆 CIP 数据核字(2014)第 301056号

新起航大学英语听说教程3

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出版发行: 上海交通大学出版社

邮政编码: 200030

出版人: 韩建民

制:常熟市文化印刷有限公司

开 本: 889mm×1194mm 1/16

字 数: 245 千字

版 次: 2016年7月第1版

书 号: ISNB 978-7-313-12470-8/H

定 价:(含光盘)39.80元

主 编: 董召锋 秦平新

地 址:上海市番禺路 951号

电 话: 021-64071208

经 销:全国新华书店

印 张: 10.25

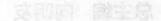
印 次: 2016年7月第·1次印刷

ISBN 978-7-88941-060-1

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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 東到 20 世纪 80 年代中叶仍然延用《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.

PARTE AND TRANSPORTED BY THE

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。听力和口语均采取以信息交流、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

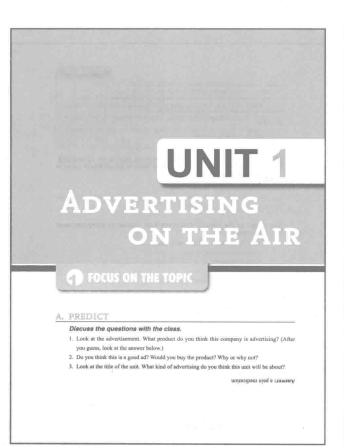


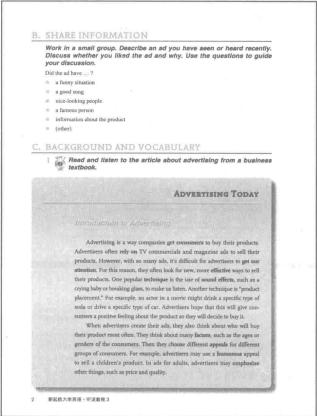
FOCUS ON THE TOPIC

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.





POCUS ON LISTENING

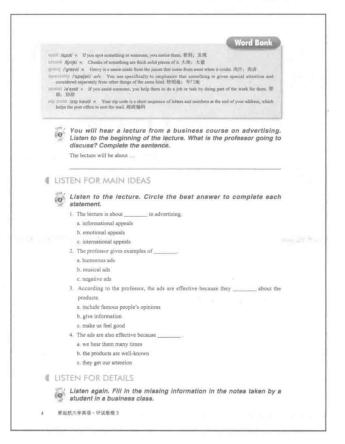
This section focuses on understanding two contrasting listening selections.

LISTENING ONE is a radio report, interview, lecture, or other genre that addresses the unit topic. Listenings 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.

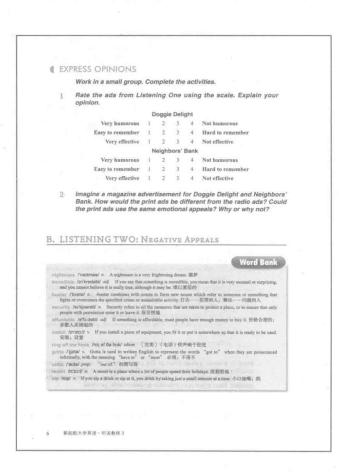
The MAKE INFERENCES activity prompts students to "listen between the lines," move beyond the literal meaning, exercise critical thinking skills, and understand the listening on a more academic level. Students follow up with pair or group work to discuss topics in the EXPRESS OPINIONS section.

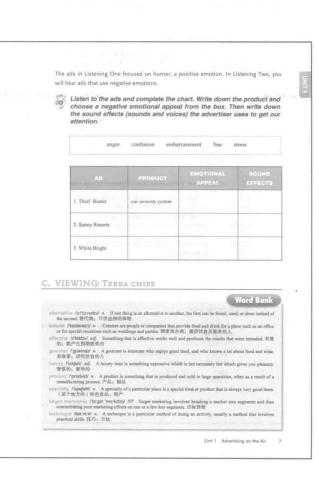
2 Circle the correct answer to comp	elete each statement.
1. A consumer is someone who	
a. sells a product	b. buys a product
2. When an advertiser relies on only TV ad	The second secon
a, puts ads on TV, radio, and magazines	b. puts ads on TV but nowhere else
3 When an ad gets our attention, we	01 pine ear out 1 - an institute one
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	N 1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (
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 hur	morous movie.
a. laugh	b. cry
10. Many ads emphasize a product's low pr	rice because the cost is
a. especially important	b. less important than other things
FOCUS ON USTER	
	Word Bank
them.广告括动。做广告	tivity of creeting advertisements and making sure people see
aspects of a situation rather than the bad ones. FREE!	sings, you are hopeful and confident, and thick of the good है। means to indicate that it is particularly important or true, or
to draw special attention to is. 祖詞: 发现	
committee /regated adj. If someone is negative or h	as a negative antitude, they considered only the said sapetit of
a situation, rather than the good ones. [#610]	as a negative animize, may considered only the sail aspects of the feeling you have when you are embarrassed. 接位: 指接



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.

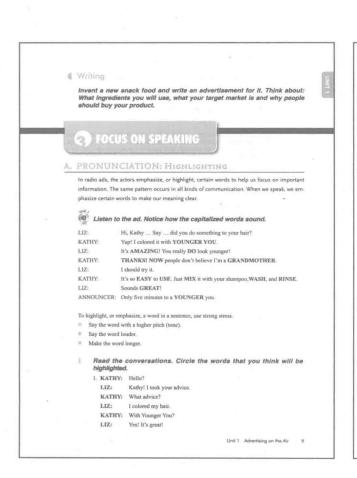




FOCUS ON SPEAKING

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.



United States. Many people have experienced car ther 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 1 left the office at 7:00 P.M., car keys is hand, and started to look for my car. I was surprised 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 staten!" 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. Compai 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 bappening, started singing along." c. "If you're like I am, you probably enjoy listening to the radio but hate the ad Well, if you start to think of the ads as entertainment, you might start to enjother." d. "Have you ever wondered how advertisers get ideas for their ada?" Work In a small group. Look at the ads on page 12. Imagine you an creating radio ads for these products. Write an attention grabber to stat the ad for each product. Use a different technique for each attention at the ads on the state of t	FUNCTION: ATTENT	ON 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 1 left the office at 7:00 P.M., car keys in hand, and started to look for my car. I was surprised 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. Compail your answers with a parther'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 in had a catchy song about coffee, and before I knew what was happening, started singing along." c. "If you're like I am, you probably enjoy listening to the radio but hate the ad Well, if you start to think of the ads as entertainment, you might start to enjothers." 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 a creating radio ads for these products. Write an attention grabber to stat the ad for each product. Use a different technique for each attention at the ads of the states of the	niques are often used in advertising.		
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grabber. Then share your attention grabbers with the class.	creating radio ads for the	se products. Write an attention grabber to star	

The PRODUCTION section gives students an opportunity to integrate the ideas, vocabulary, pronunciation, and function presented in the unit. This final speaking task is the culminating activity of the unit and gets students to exchange ideas and express opinions in sustained speaking contexts. Activities are presented in a sequence that builds confidence and fluency, and allows for more than one "try" at expression. When appropriate, students practice some presentation skills: audience analysis, organization, eye contact, or use of visuals.

ALTERNATIVE SPEAKING TOPICS are provided at the end of the unit. They can be used as alternatives to the final speaking task, or as additional assignments. RESEARCH TOPICS tied to the theme of the unit are organized in a special section at the end of the unit.









C. PRODUCTION: CREATING AN ADVERTISEMENT

In this unit, you listened to several advertisements. Now imagine that you are writers for a major advertising company. You must create an ad for a new product and present it to the company. Your presentation will include an introduction to the product and a performance of the advertisement. Try to use the pronunciation and attention grabbers that you learned in the unit.

Work in a group of three. Follow the steps

Step 11 Plan the art

- Decide on the appeal you will use and how you will get the consumers attention.
- . Discuss other techniques you can use in the ad (music, catchy slogan, sound effects, finny

Step 2: Write a script and practice the ad.

- Make sure that each group member has a speaking part and a copy of the script.
- 8 Keep the ad short (about 60 seconds).

12. 斯巴坦大学英语 - 可证相同口

Include an attention grabber.

Step 3: Present the ad to the class. Give a brief introduction about the product and target audience. Then perform the ad-

As you listen to the presentations, take notes on the questions.

- 1. What attention grabber is this ad using?
- 2. What emotional appeal is this ad using?
- 3. What other techniques do you observe?
- 4. On a scale of 1 to 5, how effective is this ad? Be prepared to explain your rating. (1 = not effective; 2 = somewhat effective; 3 = effective; 4 = very effective; 5 = extremely ef-

ALTERNATIVE SPEAKING TOPICS

Discuss one of the topics. Use the vocabulary from the unit.

- 1. There are many unusual places to advertise aside from TV, radio, and magazines. For example, one company covered the wall of a train station in Tokyo with pictures of its product. People could peel the pictures off the wall and take them home. Make a list of unusual methods of advertising that you have seen. Which is the most unusual? Why are advertisers doing this?
- 2. Children are a big target audience for advertisers. Companies hope that if they start selling products to children at an early age, children will continue to buy the products when they are adults. Some people are against advertising to children. They say that children should not be targets because they are too easily affected by advertising. What is your opinion? Should advertisers be allowed to advertise to children? Why or why not?

RESEARCH TOPICS

Step 1: Find three magazine ads that grab your attention and bring them to class.

Step 2: Work in small groups. Show your ads to the group and discuss the questions.

- 1. Who is the target audience?
- 2. What techniques does the advertiser use to sell the product?
- 3. Do you think this ad is effective? Why or why not

Unit 1 Advertising on the Air 13

SCOPE AND SEQUENCE 单元内容指南

UNIT	CRITICAL THINKING
Advertising on the Air Theme: Advertising Listening One: Advertising on the Air A classroom lecture Listening Two: Negative Appeals 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
Identity Theft Theme: Fraud Listening One: Lily's Story A story about personal experience with fraud Listening Two: Public Service Announcements 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
Endurance Test Theme: Extreme sports Listening One: Ultrarunner Jay Batchen A radio interview Listening Two: Sports Psychology A university lecture	Interpret photographs Rank extreme sports Infer word meaning from context Classify information Support answers with information from the listenings Interpret aphorisms
Culture and Commerce Theme: Tourism Listening One: Tourist Attractions or Human Zoo? A radio report Listening Two: Town Hall Meeting in Cape Cod 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 other
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 o

UNIT	CRITICAL THINKING
Voluntary Simplicity Theme: The simple life Listening One: Urban Homesteaders A radio report Listening Two: Simple Gifts 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
Before You Say "I Do" Theme: Marriage Listening One: A Prenuptial Agreement A radio talk show Listening Two: Reactions to the Prenuptial Agreement 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
Personal Carbon Footprint Theme: Climate change Listening One: Personal Carbon Footprint A radio report Listening Two: A Call to Action 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
To Spank or Not to Spank? Theme: Punishment Listening One: The Spanking Debate A radio report Listening Two: Parents' Rights versus Children's Rights 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
Predict content Listen for main ideas Identify correct details Infer preferences based on statements Link lines from a song to details from an interview Listen for rhythm patterns in speech	Express opinions about alternative lifestyles Talk about voluntary simplicity Practice agreeing and disagreeing Make analogies with target vocabulary Produce correct rhythm patterns in sentences Use descriptive language to enhance statements Create an outline Give an impromptu presentation	Noticing rhythm
Predict content Identify main ideas Listen for details Infer speakers' points of view Organize and synthesize information from the listenings Listen for contrastive stress in speech	Speculate about the content of the unit Discuss quotations about marriage Express and defend opinions about marriage Agree and disagree with statements Use word stress to change meaning Use transitions Prepare and perform an oral presentation	
Predict content Listen for main ideas Listen for details Infer speakers' opinions Label a graph Organize and synthesize information from the listenings	Speculate about the content of the unit Discuss results of a survey Express and defend opinions Agree and disagree with statements Conduct a fluency line drill based on information from the listenings Interrupt politely and hold the floor Participate in a seminar about climate change	Intonation—Are you finished?
	Speculate about the content of the unit Share personal experiences Express and defend opinions Agree and disagree with statements Discuss corporal punishment Use language to express confidence Participate in a debate	Hanne Your Jean Lindering Inc Co. Long Bench, Sent Mandy Alma, Georgeovan University Woodman, Kan Substant University Kehr, Jeanson Sale University Kehr, Jeanson Sale University