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新起航大学英语

College English

主编余丽

原著(美)Laurie Frazier

(美) Robin Mills

听说教程

Listening and Speaking



根据最新《大学英语教学指南》编写 总主编 向明友

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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 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,

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人,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月干北京

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

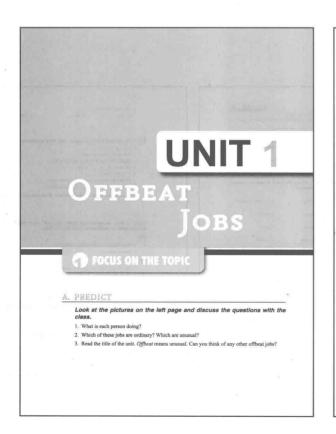
UNIT STRUCTURE 单元结构

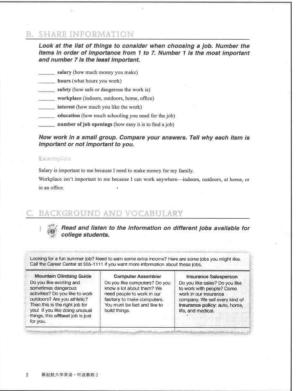
1 FOCUS ON THE TOPIC

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.





2

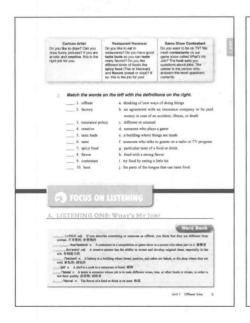
FOCUS ON LISTENING

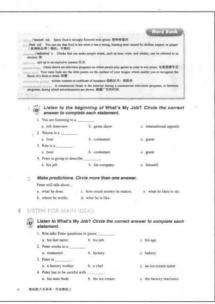
This section focuses on understanding two contrasting listening selections.

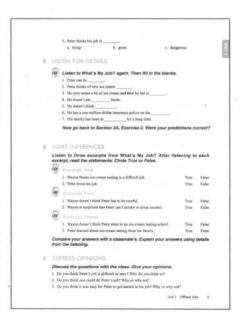
LISTENING ONE is a radio report, interview, lecture, or other genre that addresses the unit topic. Listenings are based on authentic materials.

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.

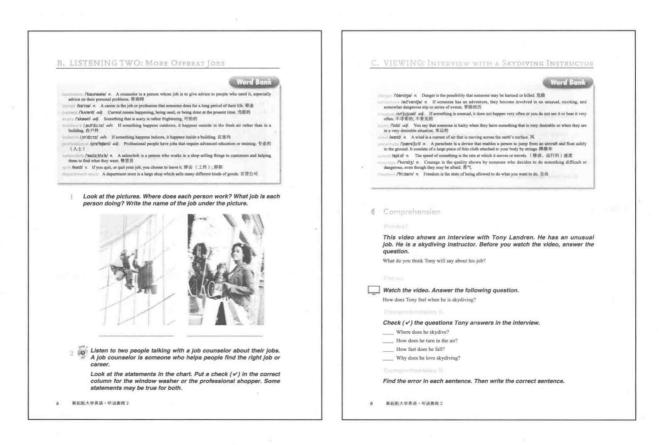






LISTENING TWO offers another perspective on the topic and is usually another genre. Again, listenings are based on authentic materials. This second listening is followed by an activity that challenges students to question ideas they formed about the first listening, and to use appropriate language skills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

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



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.

	 Tony was 15 years old when he started skydiving.
	2. Tony falls faster than his son.
	3. Tony dreamed of flying an airplane.
- 2	Speaking
. 4	
	Choose one of the topics. Record and submit a 1-2-minute response.
	Some people think skydiving is crazy. Do you? Why or why not? Compared to the skydiving is crazy. The skydin crazy is crazy. The skydiving is crazy. The skydiving is crazy.
	Compare Tony Landren's job to other jobs you know about. Which is the most offbeat? the most creative? the most difficult? the most dangerous? the highest paid?
-	Writing
	Write three sentences about Tony Landren.
	FOCUS ON SPEAKING
	C P FOCUS ON SPEAKING
-	
A.	PRONUNCIATION: STRESS
	In words with multiple syllables, one syllable is stressed. Stressed syllables sound longer than
	In words with multiple syllables, one syllable is stressed. Stressed syllables sound longer than unstressed syllables. They are also louder and higher in pitch than unstressed syllables.
	unstressed syllables. They are also louder and higher in pitch than unstressed syllables.
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	unstressed syllables. They are also louder and higher in pitch than unstressed syllables. "" Listen to the examples. Careful
	unstressed syllables. They are also louder and higher in pitch than unstressed syllables. "" Listen to the examples. careful cregitive
	unstressed syllables. They are also louder and higher in pitch than unstressed syllables. Listen to the examples, careful creative relaxing
	unstressed syllables. They are also louder and higher in pitch than unstressed syllables. "" Listen to the examples. careful cregative relaxing A compound noun is formed when two nouns are used together as one noun. In compound
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7. the parts of the 8. someone who career	outs together computers tongue you use to taste food helps people find the right job or	f. department store g. computer assembl h. salesclerk
	t's polite to ask about a person's job t's also polite to express interest (to	
ABRING AROUT SOMEONE'S JOB AND INTERESTS	TALKING ABOUT YOURSELF	SHGWIRD INTERLIST
What do you do?	I'm not working right now. I'm a (student / chef / hornemaker). I'm retired.	Oh Really?
How do you like it?	It's great. It's interesting. It's all right, but I don't like it at all.	Good for you. Oh, I see. Oh, why not?
What do you like to do in your free time?	I like to (listen to music / play tennis). I enjoy (reading / playing computer games).	That's interesting. That's nice.
Then practice it aloud. A: Hi. My name's B: Hi. I'm A: Nice to meet you, too. So v B: I'm A: A: A: A: A:	Nice to meet you. what do you do? How do you like it? How about you? What do you	rou do?

The **PRODUCTION** section gives students an opportunity to integrate the ideas, vocabulary, grammar, 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 back of the unit.

	A: How about you?
	В:
	В
C.	PRODUCTION: PARTICIPATING IN A WORKSHOP
-	
	In this activity, you will take part in a workshop for people looking for jobs. In this work-
	shop, people with offbeat jobs want to get different jobs. Job counselors talk with them
	to identify their skills and think of new jobs. Try to use the pronunciation and language to
	make small talk that you learned in the unit.
	Follow the steps.
	Then 1 Divide into two groups with an equal number of students.
	Group A: people with offbeat jobs who want to change jobs
	Group B: job counselors, who can help identify skills and new jobs
	Each student chooses one job from the list below or another offbeat job.
	This is the job you now have. List the skills, characteristics, and strengths a person needs to do
	that job. Use words like: creative, good with numbers, and trustworthy.
	Then list reasons why you want to find a new job.
	restaurant reviewer ice-cream taster
	cartoon artist professional shopper
	game-show host other:
	window washer
	Write five questions to ask the job holders.
	What are your responsibilities?
	Why do you want to change jobs?
	Form new groups of eight people—four from Group A and four from Group
	B. Offbeat job holders (Group A) sit in a line facing the job counselors (Group B).
	Conduct a workshop:
	Each job holder briefly introduces himself or herself and then gives a short talk about his or
	her current job.
	Each counselor asks one or two questions to each job holder.

	To end the workshop, each job counselor names a new job that is good for	
	the job holders. Explain which skills the job holders can use in the new jobs.	
AL	TERNATIVE SPEAKING TOPICS	
	Work in a small group. Discuss the questions.	
	 Why do you think some people like offbeat jobs? 	
	2. How do you think people get started in their offbeat jobs in the first place?	
RE	SEARCH TOPICS	
	Would you like to find an offbeat job? Follow these steps:	
	Work in small groups. Brainstorm some offbeat jobs and make a	
	list. You can include jobs from the unit or other offbeat jobs that you know.	
	Now work alone. Choose one offnest inh you would like to h	
151	Now work alone. Choose one offheat inb you would like to have	
	There at Now, work alone. Choose one offbeat job you would like to have. Go to the library, look on the Internet, or interview someone who does the job	
	Go to the library, look on the Internet, or interview someone who does the job to get information about it. Take notes. Your notes should include this infor-	
	Go to the library, look on the Internet, or interview someone who does the job	
135	Go to the library, look on the Internet, or interview someone who does the job to get information about it. Take notes. Your notes should include this infor-	
131	Go to the library, look on the Internet, or interview someone who does the job to get information about it. Take notes. Your notes should include this infor- mation:	
	Go to the library, look on the Internet, or interview someone who does the job to get information about it. Take notes. Your notes should include this information: Job title:	
	Go to the library, look on the Internet, or interview someone who does the job to get information about it. Take notes. Your notes should include this information: Job title: Workplace:	
	Go to the library, look on the Internet, or interview someone who does the job to get information about it. Take notes. Your notes should include this information: Job title: Workplace: Person has to be:	
35.	Go to the library, look on the Internet, or interview someone who does the job to get information about it. Take notes. Your notes should include this information: Job title: Workplace: Person has to be: Person has to like:	
35.	Go to the library, look on the Internet, or interview someone who does the job to get information about it. Take notes. Your notes should include this information: Job title: Workplace: Person has to be: Person has to like: Why the job is interesting:	
35.	Go to the library, look on the Internet, or interview someone who does the job to get information about it. Take notes. Your notes should include this information: Job title: Workplace: Person has to be: Person has to like: Why the job is interesting:	
	Go to the library, look on the Internet, or interview someone who does the job to get information about it. Take notes. Your notes should include this information: Job title: Workplace: Person has to be: Person has to like: Why the job is interesting:	

SCOPE AND SEQUENCE 单元内容指南

UNIT	CRITICAL THINKING
offheat Jobs	Classify information
	Rank personal values and preferences in work
heme: Work	Relate personal skills to job responsibilities
istening One: What's My Job? An excerpt from a game show	Infer word meaning from context
istening Two: More Offbeat Jobs	Infer situational context
A conversation	Support opinions with information from the interviews
	Interpret illustrations
	merpret illustrations
Donny Coved to a Donny Farmed	Interpret a cartoon
Penny Saved Is a Penny Earned	A STATE OF THE PROPERTY OF THE PARTY OF THE
heme: Money	Assess personal consumer habits
istening One: A Barter Network	Interpret a timeline
A community meeting	Compare and contrast monetary and bartering systems
istening Two: The Compact	Infer word meaning from context
A conversation	Organize information into a web diagram
	Evaluate consumer behavior
	Categorize goods and services
nnocent or Guilty?	Interpret an illustration
heme: Justice	Analyze eyewitness testimony
istening One: Roger's Story	Formulate and support a moral position
A personal story	Infer word meaning from context
istening Two: Why Do Innocent People Go to Prison?	Classify information as general statements or examples
A radio interview	Prioritize items based on an array of criteria
tiquette	Interpret an illustration
heme: Etiquette	Rank personal opinions about manners and certain behaviors
istening One: What Ever Happened to Manners?	Summarize and analyze responses
A radio interview	Infer information not explicit in a text
istening Two: Our Listeners Respond—Why is There a Lack of	Infer word meaning from context
Manners?	Classify information
A call-in portion of the radio show	Propose solutions

UNIT 2

UNIT 3

JNIT 4

LISTENING	SPEAKING	PRONUNCIATION
Predict content Listen for main ideas Listen for details Interpret speakers' attitudes Sort information from the interview Relate listenings to personal experience	Express and defend opinions Act out a conversation Make small talk Interview a classmate Talk about skills and characteristics Assess classmates' skills and recommend a job	Stress patterns of nouns and adjectives
Predict content Listen for main ideas Listen for details Interpret speaker's tone and emotions Relate listenings to personal experiences	Share opinions and experiences Practice bartering for goods and services Use new vocabulary in conversation Make suggestions and come to an agreement Compare products and services	Numbers and prices
Predict content Listen for main ideas Listen for details Infer speakers' attitudes Relate listenings to personal experiences	Make predictions Share opinions and experiences Describe a drawing in detail Conduct an interview Express and support opinions Role-play a conversation Negotiate with classmates to reach agreement	-ed endings—a sound or a syllable?
Predict content Listen for main ideas Listen for details Interpret speaker's tone and attitude Organize and synthesize information from the listenings Listen for sentence level intonation Listen to and take notes on students' role plays	Express opinions Complain politely Talk about etiquette Interview classmates Role-play situations Debate the rudeness of certain behaviors	Intonation: attention getters and polite questions

Summarize and evaluate classmates' findings

LISTENING	SPEAKING	PRONUNCIATION
Predict content Listen for main ideas	Discuss information from charts Share opinions	Joining words together
Listen for and categorize supporting details	Disagree politely and offer different opinions	
nfer speakers' meaning	Play a word game	
Relate listening to personal experiences	Interview classmates	- 1 :
Organize and synthesize information from the listenings	Debate the value of video games	
Listen for word linking		
Listen to student arguments and formulate counter- arguments	,	
Predict content	Make predictions	Vowels /ʊ/ and /uː/
Listen for main ideas	Describe illustrations	
Listen for and identify details	Express opinions	
nfer speaker's tone and reaction	Compare and discuss solutions	
Relate listening to personal experiences	Politely make suggestions	Reviewers
isten and take notes using a chart	Politely accept or refuse suggestions	We will be surely
Organize and synthesize information from the	Role-play	August and august aug
listenings	Present a restaurant design and menu to the class	
Compare and contrast sounds	Community Cologe; Same Enclarage	Coft August, 15-15
tion and College Kantona Herlandy John	CUNTAIN SING SAME SAME SOLD CO	Barnes 1 mrt Crafe
Predict content	Express opinions	Reductions: hafta, hasta, oughta
Listen for main ideas	Express concern about health problems	
Listen for details	Give and receive advice about health problems	
Evaluate speakers' opinions	Discuss health practices	
Take notes	Interview people about health practices	1 2
Organize and synthesize information from the listenings	Role-play a public service announcement	
Distinguish sounds	1	
	36	
Predict content	Share personal history	Using contractions with will
Listen for main ideas	Express opinions	Trining, 1 was 5 cm V
Listen for details	Survey classmates	C min 1720 of
nfer speaker's tone and attitude	Role-play situations about language learning	Mandy Arms Of a
Organize and synthesize information from the	Talk about preserving languages	
listenings	Report findings on endangered languages	
Relate listening to personal opinions	Make predictions and suggestions	a mark i arizada.
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