

根据最新《大学英语教学指南》编写

总主编 向明友



Pearson

教师用书

New Voyage

新起航大学英语

College English

主 编 亓明俊 夏玉宝

原 著 (美) Tess Ferree

(美) Kim Sanabria

听说教程

4

Listening and Speaking



上海交通大学出版社
SHANGHAI JIAO TONG UNIVERSITY PRESS

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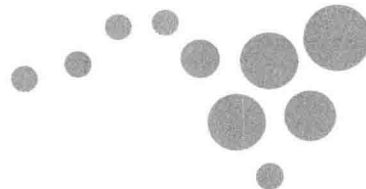
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PREFACE 总序

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“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。

本书为《新起航大学英语听说教程4》的教师用书,完全保持了学生用书的编排结构,另外增加了学生用书习题答案、音视频脚本注解、背景知识等内容。为了方便教师授课,在页边标注了学生用书每页起始部分对应的页码。

《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
Information Overload

FOCUS ON THE TOPIC

A. PREDICT

Look at the cartoons on the left page and the title of the unit. Then discuss the questions with a partner or small group.

1. In what ways is life a puzzle or tricky because of new technology?
2. What is the message of the cartoon? Do you agree or disagree with it?

B. SHARE INFORMATION

Where do you look for news and information? On the chart, check (✓) the news media you use most frequently. Then compare your answers with a small group. Discuss the reasons for your choices.

TYPE OF INFORMATION	NEWS MEDIA					
	Newspapers	TV	Radio	Internet	Magazines	Other media
First news						
National news						
World news						
Weather						
Local sports						
Sports						
Business news						
Technology news						
Entertainment (movies, music)						

C. BACKGROUND AND VOCABULARY

1. **Read and listen to the survey and check (✓) the response that is most similar to your own. Then analyze your results on page 4.**

Survey

1. How often do you use the Internet to get news?

a. every minute
b. every hour
c. every day
d. every week

2. How often do you watch the news on TV?

a. every minute
b. every hour
c. every day
d. every week

3. How often do you read the newspaper?

a. every minute
b. every hour
c. every day
d. every week

4. How often do you listen to the radio?

a. every minute
b. every hour
c. every day
d. every week

5. How often do you read a magazine?

a. every minute
b. every hour
c. every day
d. every week

6. How often do you use a mobile phone to get news?

a. every minute
b. every hour
c. every day
d. every week

7. How often do you use a tablet to get news?

a. every minute
b. every hour
c. every day
d. every week

8. How often do you use a smartwatch to get news?

a. every minute
b. every hour
c. every day
d. every week

9. How often do you use a smartwatch to get news?

a. every minute
b. every hour
c. every day
d. every week

10. How often do you use a smartwatch to get news?

a. every minute
b. every hour
c. every day
d. every week

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 authentic.

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 FOCUS ON LISTENING

LISTENING

A. LISTENING ONE: NEWS REPORTS

Word Bank

Directions: Listen to the audio recording of a news report. Then, choose the best answer for each question. Write the letter of the correct answer in the space provided.

1. What is the main idea of the report?

a. A new type of car is being developed.
b. A new type of car is being sold.
c. A new type of car is being tested.
d. A new type of car is being shown.

2. What is the purpose of the report?

a. To inform people about a new car.
b. To advertise a new car.
c. To report on a new car.
d. To show a new car.

3. What is the speaker's opinion of the new car?

a. It is a good car.
b. It is a bad car.
c. It is a new car.
d. It is a different car.

4. What is the speaker's opinion of the new car's design?

a. It is a good design.
b. It is a bad design.
c. It is a new design.
d. It is a different design.

5. What is the speaker's opinion of the new car's performance?

a. It is a good performance.
b. It is a bad performance.
c. It is a new performance.
d. It is a different performance.

6. What is the speaker's opinion of the new car's safety?

a. It is a good safety.
b. It is a bad safety.
c. It is a new safety.
d. It is a different safety.

7. What is the speaker's opinion of the new car's price?

a. It is a good price.
b. It is a bad price.
c. It is a new price.
d. It is a different price.

8. What is the speaker's opinion of the new car's features?

a. It is a good features.
b. It is a bad features.
c. It is a new features.
d. It is a different features.

9. What is the speaker's opinion of the new car's reliability?

a. It is a good reliability.
b. It is a bad reliability.
c. It is a new reliability.
d. It is a different reliability.

10. What is the speaker's opinion of the new car's maintenance?

a. It is a good maintenance.
b. It is a bad maintenance.
c. It is a new maintenance.
d. It is a different maintenance.

11. What is the speaker's opinion of the new car's resale value?

a. It is a good resale value.
b. It is a bad resale value.
c. It is a new resale value.
d. It is a different resale value.

12. What is the speaker's opinion of the new car's overall quality?

a. It is a good overall quality.
b. It is a bad overall quality.
c. It is a new overall quality.
d. It is a different overall quality.

2 FOCUS ON LISTENING

LISTENING

B. LISTEN FOR MAIN IDEAS

1. Listen to the interview again. Circle the best answer to complete each statement.

a. The speaker is a **man**.
b. The speaker is a **woman**.
c. The speaker is a **child**.
d. The speaker is a **teenager**.

a. The speaker is a **man**.
b. The speaker is a **woman**.
c. The speaker is a **child**.
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a. The speaker is a **man**.
b. The speaker is a **woman**.
c. The speaker is a **child**.
d. The speaker is a **teenager**.

2 FOCUS ON LISTENING

LISTENING

C. MAKE INFERENCES

1. Listen to the interview again. Circle the best answer to complete each statement.

a. The speaker is a **man**.
b. The speaker is a **woman**.
c. The speaker is a **child**.
d. The speaker is a **teenager**.

a. The speaker is a **man**.
b. The speaker is a **woman**.
c. The speaker is a **child**.
d. The speaker is a **teenager**.

a. The speaker is a **man**.
b. The speaker is a **woman**.
c. The speaker is a **child**.
d. The speaker is a **teenager**.

a. The speaker is a **man**.
b. The speaker is a **woman**.
c. The speaker is a **child**.
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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.

FOCUS ON SPEAKING

A. PRONUNCIATION: REDUCING AND CONTRACTING AUXILIARY VERBS

When they talk, some speakers reduce or contract auxiliary verbs like *have*, *do*, and *be*. These contractions are used frequently and help speakers talk more easily and quickly. Listen to the audio and write down the contractions you hear. Then read the sentences aloud to a partner, using contractions and reductions.

1. I've told Sam he has to be a better person. He's not a good person.
2. He's not a good person. He's not a good person.
3. He's not a good person. He's not a good person.
4. He's not a good person. He's not a good person.

5. Listen to the sentences. As you listen, underline the auxiliary verbs that are reduced. Then read the sentences aloud to a partner, using contractions and reductions.

1. I've told Sam he has to be a better person. He's not a good person.
2. He's not a good person. He's not a good person.
3. He's not a good person. He's not a good person.
4. He's not a good person. He's not a good person.

6. Listen to the paragraph about our addiction to the news media. As you listen, fill in the auxiliary verbs or contractions that you hear. Then read the paragraph aloud to a partner.

People _____ addictions to the news media. _____ people _____ addictions to the news media. _____ people _____ addictions to the news media. _____ people _____ addictions to the news media.

FOCUS ON SPEAKING

B. FUNCTION: STATING AN OPINION

When you give your opinion, it is important to state your opinion clearly and confidently. Read the sentences and write down the phrases that you use to state your opinion.

1. I think that...
2. I believe that...
3. I feel that...
4. I am sure that...
5. I am not sure that...
6. I am not sure that...
7. I am not sure that...
8. I am not sure that...

Work with a partner. Take turns presenting and responding to these ideas. Use an expression from the above box when you state your opinion.

1. A: Most people who go to the gym are out of shape. B: I agree. I am not sure that they are out of shape.

2. A: Most people who go to the gym are out of shape. B: I agree. I am not sure that they are out of shape.

3. A: Most people who go to the gym are out of shape. B: I agree. I am not sure that they are out of shape.

4. A: Most people who go to the gym are out of shape. B: I agree. I am not sure that they are out of shape.

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.

5. A. You'll get a free upgrade of new papers every day, couldn't you?
 B. _____
 C. R. Do you think that's a really interesting way?
 D. _____
 6. A. I have a lot of news of interest to you, actually, for me.
 B. _____
 C. A. So sometimes people don't expect any interest of "A" news. How do you like having their opinion about news so important?
 D. _____
 7. A. Further, I'm not sure I can expect this because I have to read news channels.
 B. _____
 C. A. News stories will soon disappear. I expect that the leading news will be in history.
 D. _____
 8. A. Do you agree that people don't have time to be interested in today's news?
 B. _____
 9. A. Do you think it's better to get your news mostly by not doing it?
 B. _____

C. PRODUCTION: A NEWS BROADCAST

In this activity, you will work in pairs to *present your opinion on a TV or radio news program*. One person will be the person who gives the stories. The other person will be the *commentator*, who will explain the significance of the stories and who *predicts what will happen* about them, and agree or disagree with opinions from this morning. Try to *use the your own ideas* and language for stating your comment that you learned in the class.

Activity 5 Choose two of three current news stories from *English news* on the Internet news.

- No social news.
- Local news.
- Spies.
- Crimes (kill, murder, fashion)

Stage 2 Work together to write your news story as the commentator's opinion, or make notes that you could speak from. Practice giving your commentary on the news stories. Then present your interpretation to the class.

140-1. Information-Combined 1.2

[illegible][illegible]

SCOPE AND SEQUENCE 单元内容指南

	UNIT	CRITICAL THINKING
UNIT 1	Information Overload Theme: Media Listening One: <i>News Resisters</i> A radio report Listening Two: <i>Does the Media Overwhelm Our Lives?</i> A radio interview	Compare sources of news Recognize assumptions about media Interpret graphs Infer information not explicit in the interview Hypothesize another's point of view Analyze goals of news reporting Analyze effects of news reporting styles Reflect on the role news has in individual's lives
UNIT 2	The Achilles Heel Theme: Overcoming obstacles Listening One: <i>Dreams of Flying and Overcoming Obstacles</i> A radio broadcast Listening Two: <i>The AchillesTrack Club Climbs Mount Kilimanjaro</i> A television news broadcast	Identify personal obstacles Rank the value of personal qualities Analyze narrative techniques in an essay Hypothesize another's point of view Analyze sensitive language referring to disabilities Infer meaning not explicit in the listening Compare and contrast two life histories Frame contrasting points of view
UNIT 3	Early to Bed, Early to Rise ... Theme: Medicine Listening One: <i>Teen Sleep Needs</i> A radio news report Listening Two: <i>Get Back In Bed</i> A radio interview	Interpret a cartoon Interpret a proverb Compare and contrast sleep habits Hypothesize scenarios Draw conclusions about sleep deprivation Propose solutions to problems Analyze a case of sleep deprivation and its consequences
UNIT 4	Animal Intelligence Theme: Animal intelligence Listening One: <i>The Infinite Mind: Animal Intelligence</i> A radio interview Listening Two: <i>What Motivates Animals?</i> A radio interview	Recognize speakers' attitudes Support opinions with information from the reports Make judgments Support generalizations with examples Infer information not explicit in the interview

LISTENING	SPEAKING	PRONUNCIATION
<p>Make predictions</p> <p>Listen for main ideas</p> <p>Listen for details</p> <p>Provide evidence to support answers</p> <p>Relate listenings to personal values</p> <p>Listen to student broadcasts and analyze them</p>	<p>Summarize points</p> <p>Act out a scripted conversation</p> <p>Give a newscast</p> <p>Express and defend opinions</p>	<p>Reducing and contracting auxiliary verbs</p>
<p>Make predictions</p> <p>Summarize main ideas</p> <p>Listen for details</p> <p>Relate listenings to knowledge of the world</p> <p>Identify thought groups in speech</p> <p>Listen to classmates' reports and pose questions</p>	<p>Share experiences</p> <p>Construct and tell a story from provided notes</p> <p>Conduct an interview</p> <p>Practice storytelling</p> <p>Plan and give a three-minute speech</p>	<p>Thought groups</p>
<p>Make predictions</p> <p>Take notes</p> <p>Summarize main ideas</p> <p>Listen for details</p> <p>Interpret speakers' tone and emotions</p> <p>Relate listenings to personal experiences</p> <p>Identify emphasis in speech and its meaning</p>	<p>Use new vocabulary in a guided conversation</p> <p>Make contrastive statements</p> <p>Act out scripted dialogues</p> <p>Form and express opinions</p> <p>Interrupt politely to clarify or confirm information</p> <p>Role play asking for and giving advice</p> <p>Role play a meeting situation</p>	<p>Contrastive stress</p>
<p>Make predictions</p> <p>Relate previous knowledge to the listenings</p> <p>Identify main ideas</p> <p>Listen for details</p> <p>Infer word meaning from context</p> <p>Listen for specific information</p> <p>Infer speakers' attitudes</p>	<p>Give and ask for examples</p> <p>Form and express opinions</p> <p>Report on research</p> <p>Construct and perform a presentation</p> <p>Evaluate the opinions of others</p>	<p>Questions with <i>or</i></p>

	UNIT	CRITICAL THINKING
UNIT 5	Longevity: Refusing to Be Invisible Theme: Longevity Listening One: <i>The Red Hat Society</i> A radio interview Listening Two: <i>On Vinegar and Living to the Ripe Old Age of 115</i> A radio interview	Recognize feeling from tone of voice Draw conclusions from graphs Support opinions with information from the reports Create graphs from opinions
UNIT 6	Giving to Others: Why Do We Do It? Theme: Philanthropy Listening One: <i>Why We Give</i> A radio interview Listening Two: <i>The Mystery Donor</i> A radio report	Read and interpret graphs Make judgments about motivations for philanthropy Identify personal assumptions Hypothesize rationales for philanthropic actions Compare and contrast information Rank desirable employee qualities
UNIT 7	Goodbye to the Sit-Down Meal Theme: Food Listening One: <i>French Sandwiches</i> A radio report Listening Two: <i>Food in a Bowl</i> A radio report	Identify and analyze food trends Relate general factors to specific behaviors Compare food practices Interpret meaning from context Infer situational context Infer word meaning from context
UNIT 8	No Technology? No Way! Theme: Technology Listening One: <i>Noise in the City</i> A radio news report Listening Two: <i>Technology Talk</i> A radio interview	Interpret cartoons Draw conclusions from a graph Compare opinions about technology Infer situational context Make judgments Hypothesize scenarios Draw conclusions Define a problem and propose a solution

LISTENING	SPEAKING	PRONUNCIATION
<p>Make predictions</p> <p>Relate previous knowledge to the listenings</p> <p>Identify main ideas</p> <p>Listen for specific information</p> <p>Infer information not explicit in the interview</p> <p>Identify speakers' feelings</p>	<p>Make suggestions</p> <p>Form and express opinions</p> <p>Call in to a radio talk show</p> <p>Ask and answer questions</p> <p>Role-play a family meeting</p>	<p>Recognizing word blends with <i>you</i></p>
<p>Make predictions</p> <p>Identify main ideas</p> <p>Listen for details</p> <p>Listen and take notes using a graphic organizer</p> <p>Listen to and evaluate students' presentations</p>	<p>Express opinions about philanthropy</p> <p>Discuss examples of charitable efforts</p> <p>Prioritize and rank ideas</p> <p>Practice correct intonation</p> <p>Develop and perform a public service announcement</p>	<p>Intonation in lists</p>
<p>Make predictions</p> <p>Summarize main ideas</p> <p>Listen for details</p> <p>Interpret speakers' tone and attitude</p> <p>Relate the listening to local food trends</p> <p>Classify vowel sounds</p> <p>Listen to and evaluate student food shows using a rubric</p>	<p>Share ideas on food trends</p> <p>Use tone of voice to indicate attitude</p> <p>Use new vocabulary in free conversation</p> <p>Compose and perform a dialogue</p> <p>Practice gambits that call attention to a particular item</p> <p>Explain how to use a tool</p> <p>Develop and perform a food show</p>	<p>Spelling and sounds: <i>oo</i> and <i>o</i></p>
<p>Make predictions</p> <p>Listen for main ideas</p> <p>Listen for supporting details</p> <p>Interpret speakers' tone and word usage</p> <p>Take notes while listening</p> <p>Listen for specific information</p> <p>Listen for emphasis in speech</p> <p>Identify and name sounds</p>	<p>Discuss opinions</p> <p>Act out scripted dialogues</p> <p>Discuss possible future outcomes</p> <p>Practice gambits to express frustration</p> <p>Role-play a conflict between neighbors</p> <p>Develop and present a new technological gadget</p>	<p>Adverbial particles</p>