

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 余丽

原著 (美) Laurie Frazier

(美) Robin Mills

听说教程

2

Listening and Speaking



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Authorized Adaptation from the English language edition, entitled NORTHSTAR, LISTENING AND SPEAKING, 3E (ISBN: 978-0-13-240988-9), by FRAZIER, LAURIE; MILLS, ROBIN, 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 JIAOTONG UNIVERSITY PRESS Copyright©2014

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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2册, 第3版, 原著: Laurie Frazier, Robin. Mills)

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本教材在中华人民共和国印刷出版, 仅限于中华人民共和国境内(不包括中国香港特别行政区、中国台湾地区、澳门特别行政区)销售发行。

上海市版权局著作权合同登记号图字: 09-2013-968

图书在版编目(CIP)数据

新起航大学英语听说教程.2 / 向明友等主编. —上海: 上海交通大学出版社, 2016

教师用书

ISBN 978-7-313-12465-4

I. ①新… II. ①向… III. ①英语—听说教学—高等学校—教学参考资料 IV. ①H319.9

中国版本图书馆 CIP 数据核字 (2014) 第 301053 号

新起航大学英语听说教程 2 (教师用书)

著 者: [美] Laurie Frazier
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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

印 制: 凤凰数码印务有限公司

开 本: 889mm×1194mm 1/16

字 数: 296 千字

版 次: 2016 年 7 月第 1 版

书 号: ISBN 978-7-313-12465-4/H

定 价 (含光盘): 49.00 元

主 编: 余 丽

地 址: 上海市番禺路 951 号

电 话: 021-64071208

经 销: 全国新华书店

印 张: 12.25

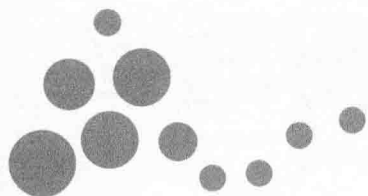
印 次: 2016 年 7 月第 1 次印刷

ISBN 978-7-89424-141-2

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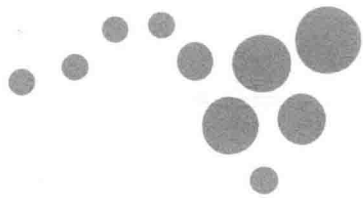
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PREFACE 总序

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 年代中叶仍然沿用《英语》(供理工科用)、《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“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。

本书为《新起航大学英语听说教程2》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

OFFBEAT JOBS

1 FOCUS ON THE TOPIC

A. PREDICT

Look at the pictures on the left page and discuss the questions with the class.

1. What is each person doing?
2. Which of these jobs are ordinary? Which are unusual?
3. Read the title of the unit. *Offbeat* means unusual. Can you think of any other offbeat jobs?

B. SHARE INFORMATION

Look at the list of things to consider when choosing a job. Number the items in order of importance from 1 to 7. Number 1 is the most important and number 7 is the least important.

- _____ salary (how much money you make)
- _____ hours (what hours you work)
- _____ safety (how safe or dangerous the work is)
- _____ workplace (indoors, outdoors, home, office)
- _____ interest (how much you like the work)
- _____ education (how much schooling you need for the job)
- _____ number of job openings (how easy it is to find a job)

Now work in a small group. Compare your answers. Tell why each item is important or not important to you.

Examples:

Salary is important to me because I need to make money for my family.
 Workplace isn't important to me because I can work anywhere—indoors, outdoors, at home, or in an office.

C. BACKGROUND AND VOCABULARY

1 Read and listen to the information on different jobs available for college students.

Looking for a fun summer job? Need to earn some extra income? Here are some jobs you might like. Call the Career Center at 555-1111 if you want more information about these jobs.

<p>Mountain Climbing Guide Do you like exciting and sometimes dangerous activities? Do you like to work outdoors? Are you athletic? Then this is the right job for you! If you like doing unusual things, this offbeat job is just for you!</p>	<p>Computer Assembler Do you like computers? Do you know a bit about them? We need people to work in our factory to make computers. You must be fast and like to build things.</p>	<p>Insurance Salesperson Do you like sales? Do you like to work with people? Come work in our insurance company. We sell every kind of insurance policy: auto, home, life, and medical.</p>
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2 新编大学英语·听说教程2

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.

FOCUS ON LISTENING

A. LISTENING ONE: WHAT'S MY JOB?

Word Bank

1. Listen to the audio recording of the radio report. Write the words from the word bank in the correct column.

Definition	Word Bank
1. a person who works in a factory	factory
2. a person who works in a factory	factory
3. a person who works in a factory	factory
4. a person who works in a factory	factory
5. a person who works in a factory	factory
6. a person who works in a factory	factory
7. a person who works in a factory	factory
8. a person who works in a factory	factory
9. a person who works in a factory	factory
10. a person who works in a factory	factory

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FOCUS ON LISTENING

B. LISTENING TWO: THE FUTURE OF WORK

Word Bank

1. Listen to the audio recording of the radio report. Write the words from the word bank in the correct column.

Definition	Word Bank
1. a person who works in a factory	factory
2. a person who works in a factory	factory
3. a person who works in a factory	factory
4. a person who works in a factory	factory
5. a person who works in a factory	factory
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FOCUS ON LISTENING

C. LISTENING THREE: THE FUTURE OF WORK

Word Bank

1. Listen to the audio recording of the radio report. Write the words from the word bank in the correct column.

Definition	Word Bank
1. a person who works in a factory	factory
2. a person who works in a factory	factory
3. a person who works in a factory	factory
4. a person who works in a factory	factory
5. a person who works in a factory	factory
6. a person who works in a factory	factory
7. a person who works in a factory	factory
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FOCUS ON LISTENING

C. LISTENING THREE: THE FUTURE OF WORK

Word Bank

1. Listen to the audio recording of the radio report. Write the words from the word bank in the correct column.

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10. a person who works in a factory	factory

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.

B. LISTENING TWO: MORE OFFBEAT JOBS

Word Bank

consultant /kən'sʌltənt/ n. A consultant is a person whose job is to give advice to people who need it, especially advice on their personal problems. 咨询顾问

career /kə'riə/ n. A career is the job or profession that someone does for a long period of their life. 事业

current /kə'rent/ adj. Current means happening, being used, or being done at the present time. 当前的

starry /'stɑ:ri/ adj. Something that is starry is rather brightening. 闪亮的

outdoors /'aʊtə'dɔ:z/ adv. If something happens outdoors, it happens outside in the fresh air rather than in a building. 在户外

indoors /'ɪn'dɔ:z/ adv. If something happens indoors, it happens inside a building. 在室内

professional /prə'feʃənl/ adj. Professional people have jobs that require advanced education or training. 专业的

elementary /'elɪmən'tri/ n. A counselor is a person who works in a shop selling things to customers and helping them to find what they want. 营业员

quit /kwɪt/ v. If you quit, or quit your job, you choose to leave it. 辞去; (工作); 辞职

department store /dɪ'pɑ:tment 'stɔ:z/ n. A department store is a large shop which sells many different kinds of goods. 百货公司

1 Look at the pictures. Where does each person work? What job is each person doing? Write the name of the job under the picture.



2 Listen to two people talking with a job counselor about their jobs. A job counselor is someone who helps people find the right job or career.

Look at the statements in the chart. Put a check (✓) in the correct column for the window washer or the professional shopper. Some statements may be true for both.

C. VIEWING: INTERVIEW WITH A SKYDIVING INSTRUCTOR

Word Bank

danger /'deɪndʒə/ n. Danger is the possibility that someone may be harmed or killed. 危险

adventure /əd'ventʃə/ n. If someone has an adventure, they become involved in an unusual, exciting, and somewhat dangerous trip or series of events. 冒险经历

unusual /ʌn'u:ʒuəl/ adj. If something is unusual, it does not happen very often so you do not see it or hear it very often. 不寻常的; 不常见的

lucky /'lʌki/ adj. You say that someone is lucky when they have something that is very desirable or when they are in a very desirable situation. 幸运的

wind /wɪnd/ n. A wind is a current of air that is moving across the earth's surface. 风

parachute /'pærəʃa:tu: / n. A parachute is a device that enables a person to jump from an aircraft and float safely to the ground. It consists of a large piece of thin cloth attached to your body by straps. 降落伞

speed /spi:d/ n. The speed of something is the rate at which it moves or travels. 速度; 速率

courage /'kʌrɪdʒ/ n. Courage is the quality shown by someone who decides to do something difficult or dangerous, even though they may be afraid. 勇气

freedom /'fri:dm/ n. Freedom is the state of being allowed to do what you want to do. 自由

Comprehension

Predict

This video shows an interview with Tony Landren. He has an unusual job. He is a skydiving instructor. Before you watch the video, answer the question.

What do you think Tony will say about his job?

Focus

Watch the video. Answer the following question.

How does Tony feel when he is skydiving?

Comprehension A

Check (✓) the questions Tony answers in the interview.

- ___ Where does he skydive?
- ___ How does he aim in the air?
- ___ How fast does he fall?
- ___ Why does he love skydiving?

Comprehension B

Find the error in each sentence. Then write the correct sentence.

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.

1. Tony was 15 years old when he started skydiving.
2. Tony falls faster than his son.
3. Tony dreamed of flying an airplane.

Speaking

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?
- 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

A. PRONUNCIATION: STRESS

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.

Listen to the examples.

cafe'tal
crea'tive
re'lxing

A compound noun is formed when two nouns are used together as one noun. In compound nouns, the stress is stronger on the first word in the compound.

Listen to the examples.

aga'ent tra'ner
sa'les clerk

When an adjective is followed by a noun, the stress is usually stronger on the noun.

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6. someone who puts together computers
7. the parts of the tongue you use to taste food
8. someone who helps people find the right job or career
9. department store
10. computer assembler
11. salesclerk

B. FUNCTION: SMALL TALK

When making conversation, it's polite to ask about a partner's job and interests (what people like to do in their free time). It's also polite to express interest (to react positively) when people tell you something about themselves.

ASKING ABOUT SOMEONE'S JOB AND INTERESTS	TALKING ABOUT YOURSELF	SHOWING INTEREST
What do you do?	I'm not working right now. I'm a student / chef / homemaker. 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 (choose to) exercise / play tennis. I enjoy / (reading / playing computer games).	That's interesting. That's nice.

Work with a partner. Complete the conversation with your own information. Then practice it aloud.

- A: Hi. My name's _____.
B: Hi. I'm _____. Nice to meet you.
A: Nice to meet you, too. So what do you do?
B: I'm _____.
A: _____ How do you like it?
B: _____ How about you? What do you do?
A: _____
B: _____ So what do you like to do in your free time?

retired (no longer working at a job, usually because of age)

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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?
B: _____

C. PRODUCTION: PARTICIPATING IN A WORKSHOP

In this activity, you will *take part in a workshop for people looking for jobs*. In this workshop, 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 a small talk that you learned in the unit.

Follow the steps.

Step 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

Group A: 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 *hardworking*.

Then list reasons why you want to find a new job.

restaurant reviewer	ice cream maker
cartoon artist	professional shopper
game show host	other: _____
window washer	

Group B: Write five questions to ask the job holders.

Examples

What are your responsibilities?

Why do you want to change jobs?

Step 2: 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.

Step 3: 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.

ALTERNATIVE SPEAKING TOPICS

Work in a small group. Discuss the questions.

- Why do you think some people like offbeat jobs?
- How do you think people get started in their offbeat jobs in the first place?

RESEARCH TOPICS

Would you like to find an offbeat job? Follow these steps:

Step 1: 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.

Step 2: 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 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: _____

Step 3: Report your information to the class.

SCOPE AND SEQUENCE 单元内容指南

	UNIT	CRITICAL THINKING
UNIT 1	<p>Offbeat Jobs</p> <p>Theme: Work</p> <p>Listening One: <i>What's My Job?</i> An excerpt from a game show</p> <p>Listening Two: <i>More Offbeat Jobs</i> A conversation</p>	<p>Classify information</p> <p>Rank personal values and preferences in work</p> <p>Relate personal skills to job responsibilities</p> <p>Infer word meaning from context</p> <p>Infer situational context</p> <p>Support opinions with information from the interviews</p> <p>Interpret illustrations</p>
UNIT 2	<p>A Penny Saved Is a Penny Earned</p> <p>Theme: Money</p> <p>Listening One: <i>A Barter Network</i> A community meeting</p> <p>Listening Two: <i>The Compact</i> A conversation</p>	<p>Interpret a cartoon</p> <p>Assess personal consumer habits</p> <p>Interpret a timeline</p> <p>Compare and contrast monetary and bartering systems</p> <p>Infer word meaning from context</p> <p>Organize information into a web diagram</p> <p>Evaluate consumer behavior</p> <p>Categorize goods and services</p>
UNIT 3	<p>Innocent or Guilty?</p> <p>Theme: Justice</p> <p>Listening One: <i>Roger's Story</i> A personal story</p> <p>Listening Two: <i>Why Do Innocent People Go to Prison?</i> A radio interview</p>	<p>Interpret an illustration</p> <p>Analyze eyewitness testimony</p> <p>Formulate and support a moral position</p> <p>Infer word meaning from context</p> <p>Classify information as general statements or examples</p> <p>Prioritize items based on an array of criteria</p>
UNIT 4	<p>Etiquette</p> <p>Theme: Etiquette</p> <p>Listening One: <i>What Ever Happened to Manners?</i> A radio interview</p> <p>Listening Two: <i>Our Listeners Respond—Why is There a Lack of Manners?</i> A call-in portion of the radio show</p>	<p>Interpret an illustration</p> <p>Rank personal opinions about manners and certain behaviors</p> <p>Summarize and analyze responses</p> <p>Infer information not explicit in a text</p> <p>Infer word meaning from context</p> <p>Classify information</p> <p>Propose solutions</p>

LISTENING	SPEAKING	PRONUNCIATION
<p>Predict content Listen for main ideas Listen for details Interpret speakers' attitudes Sort information from the interview Relate listenings to personal experience</p>	<p>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</p>	<p>Stress patterns of nouns and adjectives</p>
<p>Predict content Listen for main ideas Listen for details Interpret speaker's tone and emotions Relate listenings to personal experiences</p>	<p>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</p>	<p>Numbers and prices</p>
<p>Predict content Listen for main ideas Listen for details Infer speakers' attitudes Relate listenings to personal experiences</p>	<p>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</p>	<p>-ed endings—a sound or a syllable?</p>
<p>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</p>	<p>Express opinions Complain politely Talk about etiquette Interview classmates Role-play situations Debate the rudeness of certain behaviors</p>	<p>Intonation: attention getters and polite questions</p>

	UNIT	CRITICAL THINKING
UNIT 5	<p>Who's Game for These Games?</p> <p>Theme: Games</p> <p>Listening One: <i>Entertainment for All</i> A news broadcast</p> <p>Listening Two: <i>Do You Like Video Games, Too?</i> A conversation</p>	<p>Analyze photographs</p> <p>Rank personal opinions about games</p> <p>Interpret pie charts</p> <p>Infer information not explicit in a text</p> <p>Infer word meaning from context</p> <p>Formulate and defend a position on the value of electronic games</p>
UNIT 6	<p>Good-Mood Foods</p> <p>Theme: Food</p> <p>Listening One: <i>Street Talk</i> An excerpt from a radio show</p> <p>Listening Two: <i>What's the Matter?</i> Three excerpts from a radio show</p>	<p>Identify personal attitudes toward food</p> <p>Interpret a chart</p> <p>Infer word meaning from context</p> <p>Categorize collocations</p> <p>Propose food solutions</p> <p>Design a restaurant</p> <p>Interpret illustrations</p>
UNIT 7	<p>Staying Healthy</p> <p>Theme: Health problems and treatments</p> <p>Listening One: <i>Thin Fast</i> A radio commercial</p> <p>Listening Two: <i>Being Healthy is Good for You!</i> A conversation</p>	<p>Interpret a cartoon</p> <p>Assess and categorize personal health practices</p> <p>Infer word meaning from context</p> <p>Classify health factors</p> <p>Analyze common health problems and prevention strategies</p>
UNIT 8	<p>Endangered Languages</p> <p>Theme: Endangered cultures</p> <p>Listening One: <i>Language Loss</i> A lecture</p> <p>Listening Two: <i>My Life, My Language</i> An autobiographical account</p>	<p>Interpret photographs</p> <p>Infer information not explicit in a text</p> <p>Infer word meaning from context</p> <p>Hypothesize reasons</p> <p>Support opinions with reasons</p> <p>Correlate specific examples to broad themes</p> <p>Summarize and evaluate classmates' findings</p>

LISTENING	SPEAKING	PRONUNCIATION
<p>Predict content</p> <p>Listen for main ideas</p> <p>Listen for and categorize supporting details</p> <p>Infer speakers' meaning</p> <p>Relate listening to personal experiences</p> <p>Organize and synthesize information from the listenings</p> <p>Listen for word linking</p> <p>Listen to student arguments and formulate counter-arguments</p>	<p>Discuss information from charts</p> <p>Share opinions</p> <p>Disagree politely and offer different opinions</p> <p>Play a word game</p> <p>Interview classmates</p> <p>Debate the value of video games</p>	<p>Joining words together</p>
<p>Predict content</p> <p>Listen for main ideas</p> <p>Listen for and identify details</p> <p>Infer speaker's tone and reaction</p> <p>Relate listening to personal experiences</p> <p>Listen and take notes using a chart</p> <p>Organize and synthesize information from the listenings</p> <p>Compare and contrast sounds</p>	<p>Make predictions</p> <p>Describe illustrations</p> <p>Express opinions</p> <p>Compare and discuss solutions</p> <p>Politely make suggestions</p> <p>Politely accept or refuse suggestions</p> <p>Role-play</p> <p>Present a restaurant design and menu to the class</p>	<p>Vowels /ʊ/ and /u:/</p>
<p>Predict content</p> <p>Listen for main ideas</p> <p>Listen for details</p> <p>Evaluate speakers' opinions</p> <p>Take notes</p> <p>Organize and synthesize information from the listenings</p> <p>Distinguish sounds</p>	<p>Express opinions</p> <p>Express concern about health problems</p> <p>Give and receive advice about health problems</p> <p>Discuss health practices</p> <p>Interview people about health practices</p> <p>Role-play a public service announcement</p>	<p>Reductions: <i>hafta, hasta, oughta</i></p>
<p>Predict content</p> <p>Listen for main ideas</p> <p>Listen for details</p> <p>Infer speaker's tone and attitude</p> <p>Organize and synthesize information from the listenings</p> <p>Relate listening to personal opinions</p>	<p>Share personal history</p> <p>Express opinions</p> <p>Survey classmates</p> <p>Role-play situations about language learning</p> <p>Talk about preserving languages</p> <p>Report findings on endangered languages</p> <p>Make predictions and suggestions</p>	<p>Using contractions with <i>will</i></p>