



“十二五”普通高等教育本科国家级规划教材

VIEWING

Listening & Speaking

教育部2008年度普通高等教育精品教材(第二版)



新世纪网络课程建设工程项目(第一版)

大学体验[®]英语

听说教程

3

第三版

— 原 著 Michael Rost
Kenton Harsch
Kate Wolfe-Quintero

— 主 编 李霄翔

— 副主编 陈美华

—  高等教育出版社
HIGHER EDUCATION PRESS

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DAXUE TIYAN YINGYU TINGSHUO JIAOCHENG

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3

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总主编: 孔庆炎 李霄翔 贾国栋
总策划: 刘 援 周 龙

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《大学体验[®]英语听说教程3》(第三版)

主 编: 李霄翔
副主编: 陈美华
编 者: 李霄翔 陈美华 浦惠红 金 曙

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Contents

UNIT 1 Relationships "I didn't recognize you."

pages 8–13



Warm Up: Talking about life choices
Listening Task: Catching up with old friends
Real World Listening: Karen and Charisse talk about their lives
Interactive Practice: Video 1 Family reunion / Video 2 Chatting about American society
Interaction Link: Ten years from now

UNIT 2 Identity "I've got to be myself."

pages 14–19



Warm Up: Personal qualities
Listening Task: Talking about surprising qualities
Real World Listening: TJ talks about recent changes in his life
Interactive Practice: Video 1 Long time no see / Video 2 Talking about one's life dreams
Interaction Link: Who are you really?

UNIT 3 Advice "If you don't mind my saying so."

pages 20–25



Warm Up: Mabel Clarkson gives advice
Listening Task: Getting unwanted advice
Real World Listening: Andrea Price gives advice to callers
Interactive Practice: Video 1 Offering advice / Video 2 Asking for and offering advice
Interaction Link: Advice column

UNIT 4 Family "I'm sure you'll get along with them."

pages 26–31



Warm Up: Unusual people in our family
Listening Task: Talking about unusual relatives
Real World Listening: Lydia and Greg make wedding plans
Interactive Practice: Video 1 Preparing a wedding list / Video 2 Meeting a cousin for the first time
Interaction Link: Family lies

UNIT 5 Decisions "I can't make up my mind."

pages 32–37



Warm Up: Important decisions
Listening Task: Weighing pros and cons
Real World Listening: A theory of decision making
Interactive Practice: Video 1 Chatting about one's decisions / Video 2 Looking for a job
Interaction Link: Get a life

Review Unit 1 (Units 1–5)

pages 38–41

UNIT 6 Language "It's hard to understand him sometimes."

pages 42–47



Warm Up: Learning English
Listening Task: Varieties of English
Real World Listening: Sumi's job interview
Interactive Practice: Video 1 Job interview / Video 2 Talking about a job interview
Interaction Link: English or Englishes?

UNIT 7 Personality "She's not my type."

pages 48–53



Warm Up: Desirable qualities
Listening Task: How people look at themselves
Real World Listening: Amy and Luis talk about each other
Interactive Practice: Video 1 Talking about girlfriends / Video 2 Talking about boyfriends
Interaction Link: Matchmakers

UNIT 8 Technology "Operate with caution."

pages 54–59



Warm Up: Conveniences vs. dangers in technology
Listening Task: Complaining about technology
Real World Listening: Jeff Townsend talks about his new video game
Interactive Practice: Video 1 Talking about computer games / Video 2 Talking about junk mail
Interaction Link: Technological issues

UNIT 9 Living Situations "She's got some unusual habits." pages 60–65



Warm Up: Problems with living situations
Listening Task: Complaints about living with people
Real World Listening: Kara talks about her landlords
Interactive Practice: Video 1 Talking about a teacher / Video 2 Talking about an odd landlord
Interaction Link: Major negatives and major positives

UNIT 10 Survival "I feel lucky to be alive." pages 66–71



Warm Up: Natural disasters
Listening Task: Survival stories
Real World Listening: Petra Nemcova describes her survival experience
Interactive Practice: Video 1 Talking about an earthquake / Video 2 Talking about a tsunami
Interaction Link: Be prepared

Review Unit 2 (Units 6–10) pages 72–75

UNIT 11 Work "I'm not sure what he actually does." pages 76–81



Warm Up: Work environments
Listening Task: Talking about co-workers
Real World Listening: Steve and his boss discuss cultural issues at work
Interactive Practice: Video 1 Talking about new working conditions (I) / Video 2 Talking about new working conditions (II)
Interaction Link: Office rules

UNIT 12 Lifestyle "You may need to change your routine." pages 82–87



Warm Up: Bad habits
Listening Task: Pointing out rude behavior
Real World Listening: Mr. Garcia gets some advice from his doctor
Interactive Practice: Video 1 Lifestyle: talk with a doctor (I) / Video 2 Lifestyle: talk with a doctor (II)
Interaction Link: Kicking the habit

UNIT 13 Travel "Getting there is half the fun." pages 88–93



Warm Up: Travel difficulties
Listening Task: Travel stories
Real World Listening: Randy reflects on an experience in Thailand
Interactive Practice: Video 1 Talking about travel (I) / Video 2 Talking about travel (II)
Interaction Link: Bad trip

UNIT 14 Finances "You can make some real money." pages 94–99



Warm Up: Safe investing
Listening Task: Questionable investment ideas
Real World Listening: Steven Crowe persuades us to try *Real Money*
Interactive Practice: Video 1 Talking about finances (I) / Video 2 Talking about finances (II)
Interaction Link: Infomercial

UNIT 15 Changes "She's still in our hearts." pages 100–105



Warm Up: Dealing with loss
Listening Task: Talking about sadness
Real World Listening: Whitney Opal comforts Clayton on his loss
Interactive Practice: Video 1 Talking about changes (I) / Talking about changes (II)
Interaction Link: Who would you bring back?

Review Unit 3 (Units 11–15) pages 106–109

Self-Study Pages pages 110–124

Self-Study Pages Answer Key page 125

New Words and Expressions pages 126–132

第三版前言

《大学体验英语》自2002年出版以来,经历了创新开拓、融入教学、收获体验的10年历程,从“十五”到“十一五”再到“十二五”,已经成为中国大学英语学习和教学的主流教材。伴随着学生英语学习的成功、教师职业的发展,“体验式英语教学”已经成为当代中国英语教学思想和方法的重要代表。《大学体验英语》提倡把英语作为人生体验去教、去学、去使用,而不只是作为纯粹的知识来教、来学,这不仅更加契合“90后”大学生的英语水平和对语言的认知特点,也满足了国家对培养创新型人才的切实要求。

围绕贯彻《国家中长期教育改革和发展规划纲要(2010—2020年)》,全面提升教学质量,培养创新型人才,教育部即将推出新一轮的大学英语教学改革。面对新的改革形势,我们启动了《大学体验英语》(第三版)的修订工作。修订的主要目标是在坚持英语学习工具性的同时,更好地突出人文性、强化素质教育;在加强听说、加强表达、加强实用的基础上,进一步提升大学生的英语语言能力、跨文化交流能力,强化英语综合应用能力的培养;完善和体现新的教学思想,倡导以“体验”为核心的启发式、参与式等教学方法,帮助学生通过“参与、愉悦、共鸣”的过程,获得外语学习的良性体验,引领中国大学英语课堂教学模式的改革。

在全面总结前两版使用情况的基础上,《大学体验英语》(第三版)进一步完善了教材的总体构架,从多方面细致地梳理和更新了教材内容体系,使其更加鲜活地反映出当今世界科学和文化的发展状况;适度提高了第三版中《综合教程》、《扩展教程》第一册的难度,使《综合教程》和《扩展教程》四册之间及各册内部的难度梯度得到更为科学的调整;练习形式更加丰富、有效,进一步提升学生的参与热情和练习的实践价值;《综合教程》的课堂训练与《扩展教程》的自学拓展更加相辅相成;全部重新制作了配套教学课件,在为师生提供充分备课、自学资源的同时,也为教师保留了个性化发挥的空间。

作为《大学体验英语》(第三版)系列教材之重要组成部分,《大学体验英语听说教程》(第三版)1-4册在保留了第二版教材的编写理念、编写框架和编写特色的基础上,为适应多模态语言输入和英语视听说技能训练的要求,丰富在相同主题下的语言表达形式和内容,提高学习过程中的趣味性和针对性,在各个单元中增添了“视”的内容:

1. 每个单元增加了两个视频素材,并且在内容上与单元主题保持一致。将视频素材融入听说教材中,为教学活动的设计,特别是为视听说交际技能的相互转换和提升,做出了有效的铺垫。
2. 四册教材在练习难度上呈现一定的梯度。基于视频素材的练习形式多样,如第一册增设了语音语调的模仿训练,强调了在英语听说技能训练中音视频精听、模仿朗读、熟练跟读等训练环节的重要性,为多种形式的模仿配音打下良好的基础。针对视频素材的练习设计体现了“视听导入、整体理解和细节理解跟进、口语应答和表达为主”的思路,可有效地提升学生的视听和表达能力。
3. 视频素材短小精悍,方便教学活动的选择和安排。视频由英美等外籍人士录制,语音语调标准自然,为教学活动中的学习和模仿提供了良好的参照。

《大学体验英语听说教程》(第三版)在编写过程中得到了东南大学的大力支持,高等教育出版社外语和国际汉语出版事业部的领导和编辑也给予了多种形式的指导、支持和帮助。我们在此向他们表示衷心的感谢!同时,我们诚挚地欢迎广大教学专家、教师 and 同学对本版教材中尚存的不当和疏漏之处提出批评和建议。

编者

2012年6月于金陵六朝松

第二版前言

《大学体验英语》系列教材之《听说教程》(第二版)1—4册是基于培生教育出版亚洲有限公司最新编写出版的英语听说教材*Impact Listening (2nd edition)*,并参照教育部2004年颁布的《大学英语课程教学要求(试行)》改编而成的。本教程在总体设计上体现了“以听力训练为导入,以听说技能交互训练为过程,以口语表达为目标”的编写模式,力求体现当代外语教学中先进的教学理念和科研成果,并使教学内容、教学方式和教学安排能符合我国大学英语听说教学的要求和实际。

本教程共分4册,每册由15个单元组成,较好地适应了我国大学英语教学安排;每个单元均由背景知识介绍和相关语言知识难点学习为导入,为下一步的听说技能训练扫清语言和背景知识的障碍;较为简单的短篇听力训练及简单的口语练习承接其后,进而是篇幅较长的听力材料以及围绕听力材料内容而展开的口头回答或讨论;最后则要求学生运用新学到的语言素材、结合真实的交际场景进行口语训练。这种由浅入深、由输入到输出的教学安排使学生听得进、说得出,有助于激励学生主动投入并保持良好的学习热情。此外,本教程中的每个单元围绕一个主题展开,学习内容涉及同这一主题相关的场景、情景、功能、意念以及相关的文化背景知识,进一步加强了单元内各部分之间的相互衔接和技能之间的相互转换,使得各个教学环节有机相连,浑然一体。

为了有效地使用本教程,实现相关的教学目标,我们提出“课前预习是前提,课堂训练是关键,课后温习是保证”的教与学的基本原则,在英语听力和口语训练中将课内与课外整合为一体的教学管理理念,因为只有这样才能做到尊重语言学习规律、充分利用学习机会、切实提高语言学习效率。

在改编过程中,我们一方面在尽量保持原书在听说教学方面的优点的基础上对不适合我国英语教学实际的练习活动和语言材料进行了适当的修改。例如,对一些不合时宜或者是不适当的材料进行了更新和替换,并引入了一些为中国学生所适应和熟悉的练习形式。另一方面,考虑到我国英语听说教学的实际情况,改进并强化了听说技能的交互训练,突出了口语技能的训练,弥补了原书听说训练不平衡以及与中国大学英语教学联系不紧密的缺陷,强化了本系列教程所推崇的“实用性”和“体验性”原则。具体表现在:为了适应我国教学实际,本套教程由第一版的每册20个单元缩减为现在的15个单元。但是,每个单元都添加了针对教程听力内容的练习项目。例如,在听说训练不太平衡的部分适当增删了相应的听力或口语训练内容,在Review Unit当中添加了口语训练内容,等等。

本教程的学生用书后附有供学生使用的Self-Study Pages,将每单元中的Warm Up听力内容和有一定难度的Real World Listening听力内容以光盘形式附于书后,供学生课后自主学习。为方便教学,本教程还配有内容丰富、指导详尽、方便使用的教学参考书(书后附有各单元相关听力内容),大大减轻了教师的备课难度,同时还介绍了一些新的教学方法。此外,本教程还配有包含教程完整听力内容的磁带以及辅助教学的多媒体课件光盘以及辅助教学的多媒体课件光盘等。

《听说教程》(第二版)在改编过程中得到东南大学的大力支持,高等教育出版社(集团)外语出版社的领导和编辑也给予了及时的指导和帮助,借此机会,我们向他们表示衷心地感谢。此外,我们也恳请广大专家、教师和学生对本套教程中可能存在的疏漏和不当之处进行批评、指正。

编者

2007年5月于金陵六朝松

第一版前言

《大学体验英语》系列教材是根据教育部大学英语教学改革精神和我国当前高等学校大学英语教学实际以及我国社会经济迅猛发展对大学英语教学要培养具有很强国际竞争能力人才的要求，加强了实用性英语教学，以培养学生的英语综合应用能力为目标，特别突出和加强了听说与交流能力的训练与培养，而设计开发的一套理念创新、内容实用、体系科学并具时代特色的全新立体化系列教材，供大学英语教学基础阶段使用。《大学体验英语》参照大学英语教学对各级的要求，分为1~6级。每级由《综合教程》、《扩展教程》、《听说教程》、《教学参考书》以及配套的多媒体学习课件、网络课程以及电子教案等组成。此外，还编写了《大学体验英语——基础教程》一册，供入学水平低于第一级起点要求的学生使用。

《大学体验英语》充分研究了国内外各教育层次的英语教材的编写原则与特点，既吸纳了国内教材注重思想性、人文性、科学性以及注重打好语言基础等优点，又注入了国外社区教育、大众教育、终身教育的实用、应用型教学的特点；既注意打好语言基础，更侧重培养应用能力，特别是实际使用英语进行涉外交际的能力。在培养阅读能力的同时，加强听、说、写、译等语言技能的综合训练，尤其注重口头和书面实用表达能力的训练与培养，以适应中国入世以后对外交往的需要。在上述总体思路的指导下，更新教学理念和内容体系，这主要体现在如下几个方面：

1. 注重培养表达能力。《大学体验英语》不仅重视语言技能的训练，更注重这些技能的实际运用。以任务为主线进行教材的编排，使课文和练习成为一个有机的整体，有利于培养学生实际使用英语进行涉外交际的能力。
2. 强调交际内容的实用性。《大学体验英语》在选材中注重思想性、现代性、科学性、前瞻性、趣味性和可操练性。文章短小精悍，易于学习、操练。为了突出英语作为涉外交际的工作语言这一特点，本教程还特别突出交际内容的实用性，而且听、说、读、写、译各项技能的培养与训练都围绕同一交际话题展开。
3. 课堂教学和自主学习相结合。《大学体验英语》充分注意课堂教学与课外自主学习相结合，使课堂教学的内容在课外得以延展。《大学体验英语》的《综合教程》(Integrated Book)和《听说教程》(Listening and Speaking)主要用于课堂教学，《扩展教程》(Extended Book)供学生自主学习使用。二者紧密配合，相辅相成。
4. 重视文化教学，培养“跨文化意识”。跨文化交际中的文化因素在外语教学中具有特殊意义。《大学体验英语》注意语言材料与文化内容的融合，注意对西方文化背景的介绍与教学，专门设计的“文化沙龙”模块就是其特点之一。
5. “教、学、考”相互照应。《大学体验英语》的《扩展教程》专门设计了自测试题，供学生自我检测学习《综合教程》和《扩展教程》的效果。
6. 立体化教材为英语学习提供全方位服务。《大学体验英语》是包括文字版、网络版、多媒体学习课件、电子教案等在内的立体式系列教程，为英语教学网络化及使用多媒体等现代化教学手段提供了立体、互动的英语教学环境。
7. 图文并茂，版式新颖。《大学体验英语》有大量与主题相关的启发性强的图片，为语言学习提供了形象的立

体的训练情景，加强了学生对学习和使用语言的实际体验。

本书为《听说教程》第3册。《听说教程》是根据朗文出版社最新出版的Impact Listening英语听说教材，同时结合教育部1999年颁布的《大学英语教学大纲》（修订本）的要求改编而成的。原书以听力教学为主，辅之以一定的口语练习，较好地体现了当代外语教学中先进的教学理念和研究成果，其教学内容、教学方式和教学安排也基本符合我国大学英语听说教学的要求。改编中，我们一方面力求保持原书在听说教学方面的优点，对不适合中国学生的练习活动和语言材料进行了适当的修改；另一方面进一步改进和强化了口语练习，弥补了原书听说训练不平衡以及与中国大学生生活联系不紧密的缺陷，强化了本系列教程所强调的“体验”性。经过改编，本教材主要体现以下一些特点：

1. **内容丰富，语言真实。**本教材每册共包含20个单元，每单元一个主题。这20个主题覆盖了与当代青年学生日常生活相关的大部分内容。教材中的听力材料大都取自真实的交际场景，使听者如同身临其境。经过编写者的选择与加工，这些真实的语言材料可以为不同语言能力的学生所接受，使初级和中级听力水平的学生也能感受到听懂真实英语的乐趣。
2. **题材贴近大学生生活。**本教程在语言材料的选择上强调将知识性、趣味性、实用性相结合的原则，使学生在在学习语言的同时吸收大量与语言相关的社会、文化等知识，同时为他们创造一个轻松、活泼的语言学习氛围。听力和口语活动的话题围绕学生熟悉并且感兴趣的内容展开，力求使学生听得有兴趣，说得有内容，提高学习效率，最终达到学以致用、学以致用的教学目的。
3. **教学内容安排合理。**本教材每一个单元由词汇和背景知识学习入手，为下一步听力练习扫清语言和背景知识的障碍，然后是较为简单的短篇听力训练及简短的口语练习，进而则是较长篇幅的听力材料学习和围绕听力材料内容的口头回答或讨论，最后，学生则被要求运用新学到的语言材料结合真实的交际场景进行口语训练。这种由浅入深、由输入到输出的教学安排使学生听得进、说得出，从而激励学生主动投入并保持良好的学习热情。另外，本教材每一个单元围绕同一个主题展开，内容涉及与这一主题相关的场景、情景、功能、意念和相关的文化背景知识，这进一步加强了单元内各部分，以及听和说的有机联系，使所有教学环节浑然一体。
4. **配套材料完善。**本教程的学生用书除附有供学生自测使用的材料外，还将每单元中较难的Real World Listening听力内容以光盘形式附于书后，供学生课后进一步研听。为方便教学，本教程还配有内容丰富、指导详尽、方便使用的教学参考书，大大减轻了教师的备课难度，同时还可以使教师学到一些新的教学方法。本教程的录音材料有磁带与CD两种载体形式供使用者选择，方便在不同教学环境中师生的使用。

《大学体验英语》可以明显提高学生实际使用英语进行涉外交际的能力，较好地体现了大学英语教学要突出全面培养提高学生的英语综合应用能力的大方向。

本套教材是集体科研和智慧的结晶，它的编写和出版得益于以下院校教授、专家的参与和辛勤的工作：北京大学、南京大学、华南理工大学、电子科技大学、吉林大学、华中科技大学、大连理工大学、中山大学、武汉大学、重庆大学、西安交通大学、湖南大学、东南大学、四川大学、东北大学、中国农业大学等。

《大学体验英语》网络技术指导委员会的领导和专家有：吴中福（重庆大学校长，教育部现代远程教育资源建设专家组组长）、邹寿彬（电子科技大学校长，教育部现代远程教育资源建设专家组副组长）、樊明武（华中科技大学校长，中国工程院院士）、陈准民（对外经济贸易大学校长、教授）、庾建设（湖南大学副校长，网络教育学院院

长)、陈建平(广东外语外贸大学副校长、教授,全国高等学校外语专业教学指导委员会委员,中国英语教学研究会副会长)、王洪(教育部现代远程教育资源建设委员会办公室副主任、高等教育出版社副总编)、顾宗连(中国人民大学网络教育学院院长)、张亚斌(华南理工大学网络教育学院副院长)。上述领导和专家对本系列教材的编写和网络课件的研制开发给予了建设性的指导和极大的支持。

本教材的编写还得到了许多同事和朋友的热情关心、帮助和指导。高等教育出版社的编辑们在整套教材的策划、编写、版式设计、题图设计、插图选配等方面做了大量工作。在此,编者一并表示感谢。

《大学体验英语》是我们在大学英语教学内容和课程体系改革方面所作的一次大胆尝试,其中定会存在不当和疏漏之处,敬请使用者批评指正。

编者
2002年5月

Contents

UNIT 1 Relationships "I didn't recognize you."

pages 8–13



Warm Up: Talking about life choices
Listening Task: Catching up with old friends
Real World Listening: Karen and Charisse talk about their lives
Interactive Practice: Video 1 Family reunion / Video 2 Chatting about American society
Interaction Link: Ten years from now

UNIT 2 Identity "I've got to be myself."

pages 14–19



Warm Up: Personal qualities
Listening Task: Talking about surprising qualities
Real World Listening: TJ talks about recent changes in his life
Interactive Practice: Video 1 Long time no see / Video 2 Talking about one's life dreams
Interaction Link: Who are you really?

UNIT 3 Advice "If you don't mind my saying so."

pages 20–25



Warm Up: Mabel Clarkson gives advice
Listening Task: Getting unwanted advice
Real World Listening: Andrea Price gives advice to callers
Interactive Practice: Video 1 Offering advice / Video 2 Asking for and offering advice
Interaction Link: Advice column

UNIT 4 Family "I'm sure you'll get along with them."

pages 26–31



Warm Up: Unusual people in our family
Listening Task: Talking about unusual relatives
Real World Listening: Lydia and Greg make wedding plans
Interactive Practice: Video 1 Preparing a wedding list / Video 2 Meeting a cousin for the first time
Interaction Link: Family lies

UNIT 5 Decisions "I can't make up my mind."

pages 32–37



Warm Up: Important decisions
Listening Task: Weighing pros and cons
Real World Listening: A theory of decision making
Interactive Practice: Video 1 Chatting about one's decisions / Video 2 Looking for a job
Interaction Link: Get a life

Review Unit 1 (Units 1–5)

pages 38–41

UNIT 6 Language "It's hard to understand him sometimes."

pages 42–47



Warm Up: Learning English
Listening Task: Varieties of English
Real World Listening: Sumi's job interview
Interactive Practice: Video 1 Job interview / Video 2 Talking about a job interview
Interaction Link: English or Englishes?

UNIT 7 Personality "She's not my type."

pages 48–53



Warm Up: Desirable qualities
Listening Task: How people look at themselves
Real World Listening: Amy and Luis talk about each other
Interactive Practice: Video 1 Talking about girlfriends / Video 2 Talking about boyfriends
Interaction Link: Matchmakers

UNIT 8 Technology "Operate with caution."

pages 54–59



Warm Up: Conveniences vs. dangers in technology
Listening Task: Complaining about technology
Real World Listening: Jeff Townsend talks about his new video game
Interactive Practice: Video 1 Talking about computer games / Video 2 Talking about junk mail
Interaction Link: Technological issues

UNIT 9 Living Situations "She's got some unusual habits." pages 60–65



Warm Up: Problems with living situations
Listening Task: Complaints about living with people
Real World Listening: Kara talks about her landlords
Interactive Practice: Video 1 Talking about a teacher / Video 2 Talking about an odd landlord
Interaction Link: Major negatives and major positives

UNIT 10 Survival "I feel lucky to be alive." pages 66–71



Warm Up: Natural disasters
Listening Task: Survival stories
Real World Listening: Petra Nemcova describes her survival experience
Interactive Practice: Video 1 Talking about an earthquake / Video 2 Talking about a tsunami
Interaction Link: Be prepared

Review Unit 2 (Units 6–10) pages 72–75

UNIT 11 Work "I'm not sure what he actually does." pages 76–81



Warm Up: Work environments
Listening Task: Talking about co-workers
Real World Listening: Steve and his boss discuss cultural issues at work
Interactive Practice: Video 1 Talking about new working conditions (I) / Video 2 Talking about new working conditions (II)
Interaction Link: Office rules

UNIT 12 Lifestyle "You may need to change your routine." pages 82–87



Warm Up: Bad habits
Listening Task: Pointing out rude behavior
Real World Listening: Mr. Garcia gets some advice from his doctor
Interactive Practice: Video 1 Lifestyle: talk with a doctor (I) / Video 2 Lifestyle: talk with a doctor (II)
Interaction Link: Kicking the habit

UNIT 13 Travel "Getting there is half the fun." pages 88–93



Warm Up: Travel difficulties
Listening Task: Travel stories
Real World Listening: Randy reflects on an experience in Thailand
Interactive Practice: Video 1 Talking about travel (I) / Video 2 Talking about travel (II)
Interaction Link: Bad trip

UNIT 14 Finances "You can make some real money." pages 94–99



Warm Up: Safe investing
Listening Task: Questionable investment ideas
Real World Listening: Steven Crowe persuades us to try *Real Money*
Interactive Practice: Video 1 Talking about finances (I) / Video 2 Talking about finances (II)
Interaction Link: Infomercial

UNIT 15 Changes "She's still in our hearts." pages 100–105



Warm Up: Dealing with loss
Listening Task: Talking about sadness
Real World Listening: Whitney Opal comforts Clayton on his loss
Interactive Practice: Video 1 Talking about changes (I) / Talking about changes (II)
Interaction Link: Who would you bring back?

Review Unit 3 (Units 11–15) pages 106–109

Self-Study Pages pages 110–124

Self-Study Pages Answer Key page 125

New Words and Expressions pages 126–132

"I didn't recognize you."

Warm Up



Read about some important life choices. Write the missing words and phrases.

my thing into sports a free spirit true calling my own unique style
 junior graduate school a flower shop cooking show an exchange student
 get married drifted apart as an apprentice different colleges

Joe



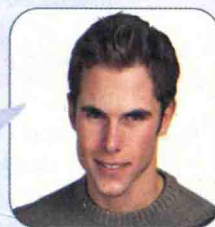
1. When I was in high school, I was really _____. In college I found out that my _____ is to be a science fiction writer! After high school, my girl friend, Melissa, and I went to _____. After a while, we just _____.

2. My _____ year of college I lived in Europe as _____. I ended up going back to New York for _____.



Lindsay

3. My dad owns _____. He always wanted me to take over for him when he retired, but flowers really aren't _____. Right now I'm working _____ to a famous chef. Someday I hope to have my own television _____.



Chris

4. As a teenager, I had _____ and way of thinking. I was _____, while my boyfriend, Brad, was very conservative. Everyone was really surprised when Brad and I decided to _____. I guess they thought we'd eventually break up.



Allison




Now listen and check.



Pretend you haven't seen your partner for five years. Talk about what you've been doing.

Listening Task

 Look at the pictures. These people haven't seen each other for a long time. What are they talking about?

 **First Listening:** What has each person been doing? Check (✓) the true activities.



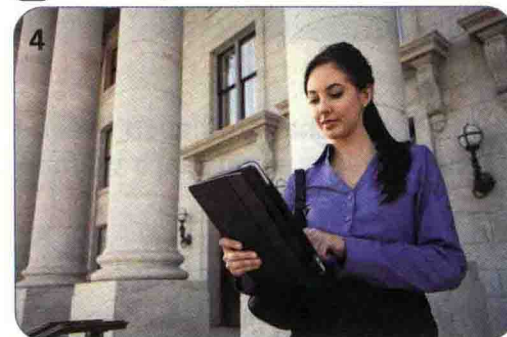
- traveling in Europe
- living in Boston
- studying European history



- apprenticing as a chef
- getting a business degree
- learning how to run a restaurant

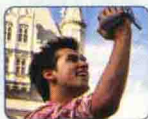



- working as an accountant
- going to business school
- studying medicine





- becoming a judge
- working as a lawyer
- styling hair


 **Second Listening:** How does the other person react?

1.  He isn't surprised that Jake lived abroad.
 He thinks Jake should stay in the U.S.

2.  She didn't know Terry's family owned a restaurant.
 She wants to eat at Terry's restaurant.

3.  He doesn't remember much about high school.
 He thinks Ken should have studied art.

4.  She is surprised by Cindy's physical appearance.
 She doesn't think Cindy is a good lawyer.

 **Third Listening:** Answer the following questions.

1. What is Jake Sutton doing now?
2. What did Jake do last year?
3. Did Terry finish his school?
4. What does Terry really like to do?
5. Why is Barry so busy these days?
6. Who is interested in arts?
7. Why did Kate not recognize Cindy at first?
8. What impressed Kate most when they knew each other years ago?



PREPARE



Karen and Charisse haven't seen each other for many years. One sentence about each woman is NOT true. Which do you think it is?

Karen

- moved to Hollywood.
- got a small part in a horror movie.
- is still in the movie business.
- is an actress.

Charisse

- married her high-school boyfriend Craig.
- is living in L.A.
- is working at an advertising company.
- just got a promotion.



Now listen and check.

GET THE MAIN IDEAS



Both women changed their plans in life. What did they want to do? What did they end up doing?

Karen wanted to be an actress.
 be a director.

She ended up as a waitress.
 as a makeup artist.

Charisse wanted to be a teacher.
 be a mother.

She ended up becoming an executive.
 becoming a professor.



RESPOND TO THE IDEAS

1. Who do you think changed the most, Karen or Charisse? Why?
2. What happened in Karen's and Charisse's lives that they didn't expect? Tell a partner about something happened in your life that didn't end up exactly as you expected.

Video 1 Family reunion

 **Watch for Main Ideas:** Answer the following questions.

1. What're Cindy's plans for the weekend?

2. Does Cindy have any brothers and sisters?

3. Who are Jessica and Kevin?

4. Who is the eldest in Cindy's extended family?

Prepare for Watching

maternal *a.* 母亲的, 母亲一方的

reunion *n.* 团圆, 重聚

toddler *n.* 初学走路的孩子

impressive *a.* 感人的, 给人印象深刻的

paternal *a.* 父亲的, 父亲一方的

 **Watch for Details:** Fill in the blanks with the right information about Cindy's extended family.

1. The number of family members in her mother's side: _____.
2. The number of family members in her father's side: _____.
3. She has _____ uncles, _____ aunts and _____ cousins.
4. She has on her paternal side _____ grandparents and _____ great grandpa.
5. There are _____ people in her immediate family.

 **Watch for Imitation.**

1. What are your plans for the weekend?
2. Your sister has two children, doesn't she?
3. Well, on my mother's side, I have twenty family members.
4. Wow, that's impressive. Is your father's family that big too?

 **Watch for Dubbing:** Suppose you were Mary and complete the dialogue playing the role of Mary in the video clip.