



捷进

Judith Tanka  
Paul Most

Interactions

# 英语路路通

最新美国英语专业教材 与新托福考试配套接轨  
提供强大网上学习支持 丰富自主生成测试题库

听说

LISTENING/SPEAKING ONE



Education



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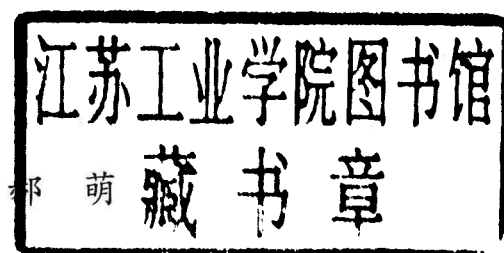
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# Interactions

# 美语路路通

LISTENING/SPEAKING **ONE**

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**Mc  
Graw  
Hill** Education

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# 前言

《捷进美语路路通》最早是 1998 年在中国引进出版,在英语教育界有着广泛的影响,许多大学外语系和英语培训学校采用为主流教材。此版是美国权威英语教学专家、资深英语编辑和英语教育顾问根据最新的英语教育理论和世界 ELT 发展趋势,结合网络教学的特点和优势,在 2007 年全面编写升级完成的最流行最全面最权威的网络交互版。

《捷进美语路路通》是一套由《听说》(五册)、《精读》(五册)、《写作》(四册)和《语法》(四册)18 本书组成的极具整体性的英语学习教材。各个系列既相互联系、又相对独立,每个系列中的各个分册循序渐进。四个系列的每一单元的主题一致,融入四项语言技能,系统性地将内容、词汇和语法反复应用。因此,整个系列可以配合使用,学习英语技能的全部内容;每个系列也可以分别使用,适用于从入门阶段到中高级阶段各个层次的学生。

《捷进美语路路通》提供了全面促进英语教学的最佳训练模式与原则方法:

取材学术新颖,引人入胜

资料与练习以学术内容和学术活动为基础,有助于学生探讨现实世界的各种问题,围绕特定的学术主题和内容展开学习活动。同时,每单元围绕一个主题式语言功能,难易程度适中,语言要点反复循环出现,可以有效地激励学生的学习热情。

信息海量组织,学以致用

语言的学习目的在于信息的涉猎和沟通,本教材汇集大量信息和图片,供不同学习风格和思考方式的学生组织思想和交流。

教学手段先进,科学实用

脚手架有助于建筑施工的进行。同样,脚手架教学法通过灵活的、可预测性的练习辅助语言的学习。传授技能要点和学习策略,使听、说、读、写的训练既有侧重又有联系。在不同的语境中围绕相似的主题或语言功能进行训练,可以显著地收到触类旁通的效果。同时配有由教师和学生进行的示范练习,信息量大,适合模仿。

激活潜在知识,增强学习信心

一旦学生与新的内容建立联系就可以更好地理解新的口语和书面内容。激

活潜在知识可以使学生利用和扩展已学的知识,并对新知识产生好奇心和兴趣。

促进交流能力,效果事半功倍

对话、小组讨论和全班参与的活动给学生提供用日常的语言进行真实交流的机会,可以提高其交际能力。掌握语言技能的关键在于反复实践,必须在轻松愉快的实践过程中自然而然地获得,单纯的机械性模仿达不到这个目的,这套教材的练习使学生自始至终处于交际活动中,可以收到事半功倍的效果。

培养思辨思维,提高学业成就

提供多种培养思辨思维的策略。学生通过学习可以提高思辨能力的技巧,为学业成就打下基础。

与托福考试内容和形式接轨

本教材采用了与新托福接轨的测试内容和形式,使学生在掌握英语的同时也熟悉托福考试,可谓一举两得。

提供网络学习支持和丰富生成试题库,方便高效

与每套每单元配套,本书提供强大实用有趣的网络教学支持,学生可以自由自主的在网上冲浪下载海量信息和 MP3,同时配合自主生成试题库,极大方便了学生检测和反馈自己的学习成绩。

本教材适合高校外语系和培训学校做主流教材和辅助教材,也适合学生自学。

捷进美语路路通教学团队

# Interactions Listening / Speaking (One)

Interactions/Mosaic Edition is a fully-integrated, 18-book academic skills series. Language proficiencies are articulated from the beginning through advanced levels within each of the the four language skill strands. Chapter themes articulate across the four skill strands to systematically recycle content, vocabulary, and grammar.

## **R** eading Strand

Reading skills and strategies are strategically presented and practiced through a variety of themes and reading genres in the five Reading books. Pre-reading, reading, and post-reading activities include strategies and activities that aid comprehension, build vocabulary, and prepare students for academic success. Each chapter includes at least two readings that center around the same theme, allowing students to deepen their understanding of a topic and command of vocabulary related to that topic. Readings include magazine articles, textbook passages, essays, letters, and website articles. They explore, and guide the student to explore, stimulating topics. Vocabulary is presented before each reading and is built on throughout the chapter. High-frequency words and words from the Academic Word List are focused on and pointed out with asterisks (\*) in each chapter's Self-Assessment Log.

## **L** istening/Speaking Strand

A variety of listening input, including lectures, academic discussions, and conversations help students explore stimulating topics in the five Listening/Speaking books. Activities associated with the listening input, such as pre-listening tasks, systematically guide students through strategies and critical thinking skills that help prepare them for academic achievement. In the Interactions books, the activities are coupled with instructional photos featuring a cast of engaging, multi-ethnic students participating in North American college life. Across the strand, lectures and dialogues are broken down into manageable parts giving students an opportunity to predict, identify main ideas, and effectively manage lengthy input. Questions, guided discussion activities, and structured pair and group work stimulate interest and interaction among students, often culminating in organizing their information and ideas in a graphic organizer, writing, and/or making a presentation to the class. Pronunciation is highlighted in every chapter, an aid to improving both listening comprehension and speaking fluency. Enhanced focus on vocabulary building is developed throughout and a list of target words for each chapter is provided so students can interact meaningfully with the material. Finally, Online Learning Center features MP3 files from the Student Book audio program for students to download onto portable digital audio players.

## **W** riting Strand

Activities in each of the four Writing books are systematically structured to culminate in a *Writing Product* task. Activities build on key elements of writing from sentence development to writing single paragraphs, articles, narratives, and essays of multiple lengths and genres. Connections between writing and grammar tie the writing skill in focus with the grammar structures needed to develop each writing skill. Academic themes, activities, writing topics, vocabulary development, and critical thinking strategies prepare students for university life. Instructional photos are used to strengthen engagement and the educational experience. Explicit pre-writing questions and discussions activate prior knowledge, help organize ideas and information, and create a foundation for the writing product. Each chapter includes a self-evaluation rubric which supports the learner as he or she builds confidence and autonomy in academic writing. Finally, the Writing Articulation Chart helps teachers see the progression of writing strategies both in terms of mechanics and writing genres.

## **F**ocus on Testing for the TOEFL® iBT

The all-new TOEFL® iBT *Focus on Testing* sections prepare students for success on the TOEFL® iBT by presenting and practicing specific strategies for each language skill area. The Focus on Testing sections are introduced in Interactions 1 and are included in all subsequent levels of the Reading, Listening/Speaking, and Writing strands. These strategies focus on what The Educational Testing Service (ETS) has identified as the target skills in each language skill area. For example, "reading for basic comprehension" (identifying the main idea, understanding pronoun reference) is a target reading skill and is presented and practiced in one or more *Focus on Testing* sections. In addition, this and other target skills are presented and practiced in chapter components outside the Focus on Testing sections and have special relevance to the TOEFL® iBT. For example, note-taking is an important test-taking strategy, particularly in the listening section of the TOEFL® iBT, and is included in activities within each of the Listening/Speaking books. All but two of the *Interactions/Mosaic* titles have a *Focus on Testing* section. Although *Interactions Access Reading* and *Interaction Access Listening/Speaking* don't include these sections because of their level, they do present and develop skills that will prepare students for the TOEFL® iBT.

## **B**est Practices

Each chapter identifies at least six different activities that support six Best Practices, principles that contribute to excellent language teaching and learning.

### ■ Making Use of Academic Content

Materials and tasks based on academic content and experiences give learning real purpose. Students explore real world issues, discuss academic topics, and study content-based and thematic materials.

### ■ Organizing Information

Students learn to organize thoughts and notes through a variety of graphic organizers that accommodate diverse learning and thinking styles.

### ■ Scaffolding Instruction

A scaffold is a physical structure that facilitates construction of a building. Similarly, scaffolding instruction is a tool used to facilitate language learning in the form of predictable and flexible tasks. Some examples include oral or written modeling by the teacher or students, placing information in a larger framework, and reinterpretation.

### ■ Activating Prior Knowledge

Students can better understand new spoken or written material when they connect to the content. Activating prior knowledge allows students to tap into what they already know, building on this knowledge, and stirring a curiosity for more knowledge.

### ■ Interacting with Others

Activities that promote human interaction in pair work, small group work, and whole class activities present opportunities for real world contact and real world use of language.

### ■ Cultivating Critical Thinking

Strategies for critical thinking are taught explicitly. Students learn tools that promote critical thinking skills crucial to success in the academic world.

# Highlights of Interactions

## Listening/Speaking 1

Full-color design showcases compelling instructional photos to strengthen the educational experience.

### Interacting with Others

Questions and topical quotes stimulate interest, activate prior knowledge, and launch the topic of the unit.

## Chapter

# 10

## Sports



### Connecting to the Topic

- 1 Look at the photo. What's happening?
- 2 What are your favorite sports to watch? Why?
- 3 What qualities do you think someone needs in order to become a successful athlete? Explain.

### In This Chapter

**Conversation:** Explaining a Sport  
**Speech:** A Female Wrestler  
**Getting Meaning from Context:** Which Sport Is It?  
**Real-World Tasks:** Radio Sports Report

“I’ve failed over and over and over again in my life and that is why I succeed.”

—Michael Jordan  
American basketball player, (1963–)





**Making Use of Academic Content**  
Lectures, academic discussions, and conversations among university students explore stimulating topics.

**Scaffolding Instruction**  
Instruction and practice build gradually to support student in the listening tasks.

### Listen

- 3 Listening for Main Ideas** Listen to advice from a radio show called, "Eating Right!" As you listen, answer this question:

What are some important things you can do to eat right?

- 4 Taking Notes on Specific Information** Listen again. This time, complete the chart with Bob and Pam's advice. Try to catch as many details as you can.

Things You Should Eat	Reasons	Examples
vegetables	fiber	carrots
Things You Shouldn't Eat or Drink	Reasons	Examples

### After You Listen

- 5 Summarizing Ideas**

1. Compare notes with a partner. Together, summarize in complete sentences the advice you heard. Include reasons and examples. Tell your partner if you have tried any of these ideas for healthy eating.

#### Example

You should eat a carrot for a snack because it's a vegetable that has ...

2. With your class, make a list on the board of additional dos and don'ts about healthy eating. Tell the class which ones you have tried and if they worked well.



- 6 Using Vocabulary** Discuss the following questions with a partner. Use the underlined vocabulary in your answers.

- Which meal are you least likely to skip, and which meal are you most likely to skip? Why?
- Bodybuilders, football players, and other athletes often try to gain weight and strength. What specific types of food would you suggest for these people to eat?
- What do you eat or drink that you know may be bad for your teeth? Would you consider stopping? Would you cut down on these things? How do you try to avoid tooth decay?
- Do you ever think about the number of calories in certain foods you eat? Do you read food labels? Why, or why not?
- Which of your favorite foods do you think are the best sources of vitamins and minerals?
- What kinds of foods do you eat to get fiber in your diet?

### Talk It Over



- 7 Comparing Eating Habits** "Eating habits" are your eating customs. They include when, where, and what you eat. Take notes in the chart below. Then use the chart to talk about differences between your eating habits at home and the way you eat when you travel somewhere.

	When I'm at Home	When I Travel
1. what you eat for breakfast, lunch, and dinner	I eat rice for breakfast.	I eat cereal for breakfast.
2. the time and size of meals and snacks		
3. the price of food		
4. restaurants		
5. table manners		

**Cultivating Critical Thinking**  
Critical thinking strategies and activities equip students with the skills they need for academic achievement.

**Activating Prior Knowledge**  
Pre-listening activities place the listening in context and allow the student to listen actively.

**Enhanced focus on vocabulary building promotes academic achievement.**

## Part 1 Conversation: Learning New Customs

### Before You Listen



**1. Prelistening Questions** Before you listen, talk about travel with a partner.



Salma talking on her cell phone

1. Discuss the situation in the photo. Why shouldn't Salma use her cell phone?
2. Do you know the expression "When in Rome, do as the Romans do"? Tell about a time when you followed this advice.
3. How do you feel when you travel to a new place, meet new people, and experience new customs? Circle the words in the box that describe how you feel. Explain or give examples of times that you have had these feelings.

excited	careful	afraid	shy	nervous
energetic	homesick	worried	interested	curious



**2. Previewing Vocabulary** Listen to the underlined words. You will hear these words in the conversation. Then use the context to guess their meanings. Write your guesses in the spaces.

Contexts	Meanings
1. My first impression of my new boss was not good. He seemed <u>strict</u> and <u>unfriendly</u> when I first met him, but now I like him.	
2. I don't like getting up at 6 A.M., but I am used to it now because I've been doing it every day for three years.	
3. Mr. and Mrs. Haley like to travel to <u>exotic</u> places. They like <u>unusual</u> and <u>interesting</u> vacations.	
4. If you don't finish your food in an American restaurant, you can take the remaining food home in a <u>doggie bag</u> .	
5. When I arrived in the U.S., I was amazed by the number of large cars on the road. There were so many! We have only small cars where I'm from.	
6. Our teacher has not given us a lot of homework so far, but maybe she'll give us more next week.	
7. When we finished dinner, we saved the <u>leftovers</u> in the refrigerator.	



### Listen

**3. Listening for Main Ideas** Kenji is having lunch with Yolanda and her friend Salma, who is visiting from Lebanon. Close your book as you listen to the conversation. Listen for the answers to these questions.

1. What is Salma's impression of the United States?
2. What surprised Salma in the restaurant?
3. What is Kenji's advice about customs in the United States?

Compare and discuss answers with a partner.

## Organizing Information

Graphic organizers provide tools for organizing information and ideas.

### Strategy

#### Graphic Organizer: Concept Map

A concept map can help you organize your notes when a speaker is comparing two or more sides of a topic. You can also use a concept map to organize your own ideas when you are making this kind of comparison.



**4** Taking Notes on Specific Information Listen again. As you listen, write the key words about big cities and small towns.

Big Cities		Small Towns	
Good Things	Bad Things	Good Things	Bad Things
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
	4. _____	4. _____	
	5. _____		

New strategies and activities for the TOEFL® iBT build invaluable test taking skills.

## Part 3 Strategies for Better Listening and Speaking

### Getting Meaning from Context

TOEFL® iBT



#### Focus on Testing

**Using Context Clues** Many tests such as the TOEFL® iBT assess your academic listening and speaking abilities. This activity, and others in the book, will develop your social and academic communication abilities, and provide a foundation for success on a variety of standardized tests. Listen to the following conversations between roommates.

- Listen to the beginning of each conversation.
- Listen to the question for each conversation. Stop the recording and choose the best answer to each question. Remember to use clues, signals, words you know, grammar, stress, and intonation to help you guess.
- In the **Clues** column, write the words that helped you choose your answer.
- Listen to the last part of each conversation to hear the correct answer.

Answers	Clues
1. <input type="radio"/> A studied for an exam <input type="radio"/> B had a party at the house <input type="radio"/> C talked with a friend until 3:00 A.M.	
2. <input type="radio"/> A because she is messy and doesn't clean <input type="radio"/> B because she won't talk to her <input type="radio"/> C because she doesn't take care of the furniture	
3. <input type="radio"/> A they like the same television shows <input type="radio"/> B they usually watch the news <input type="radio"/> C there's only one television in the house	
4. <input type="radio"/> A his roommate should pay more than half <input type="radio"/> B his roommate uses the phone too much <input type="radio"/> C his roommate should pay all the bills	
5. <input type="radio"/> A it has four bedrooms <input type="radio"/> B it's not comfortable for four people <input type="radio"/> C the rent is shared by four roommates	

# Introducing the Interactions

## Listening/Speaking 1 Characters



Name: **Ming**  
Nationality: **Chinese**



Name: **Peter**  
Nationality: **Puerto Rican**



Name: **Jack**  
Nationality: **American**



Name: **Kenji**  
Nationality: **Japanese**



Name: **Ali**  
Nationality: **American**





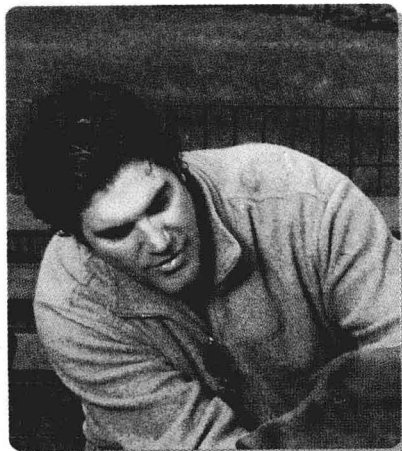
Name: **Salma**  
Nationality: **Lebanese**



Name: **Yolanda**  
Nationality: **American**



Name: **Nancy**  
Nationality: **American**



Name: **Andrew**  
Nationality: **American**



Name: **Lee**  
Nationality: **Korean**

# Table of Contents

Scope and Sequence .....	vi
--------------------------	----



<b>Chapter 1</b>	Academic Life Around the World .....	2
------------------	--------------------------------------	---



<b>Chapter 2</b>	Experiencing Nature .....	22
------------------	---------------------------	----



<b>Chapter 3</b>	Living to Eat, or Eating to Live? .....	40
------------------	---	----



<b>Chapter 4</b>	In the Community .....	62
------------------	------------------------	----



<b>Chapter 5</b>	Home .....	82
------------------	------------	----



<b>Chapter 6</b>	Cultures of the World .....	100
------------------	-----------------------------	-----



<b>Chapter 7</b>	Health .....	120
------------------	--------------	-----



<b>Chapter 8</b>	Entertainment and the Media .....	142
------------------	-----------------------------------	-----



<b>Chapter 9</b>	Social Life .....	160
------------------	-------------------	-----






<b>Chapter 10</b>	Sports .....	180
-------------------	--------------	-----

Vocabulary Index .....	200
------------------------	-----

Skills Index .....	202
--------------------	-----

# Scope and Sequence

Chapter	Listening	Speaking	Critical Thinking
<b>1 Academic Life Around the World</b> page 2 	<ul style="list-style-type: none"> <li>■ Listening for main ideas</li> <li>■ Listening for details</li> <li>■ Listening to an advisor's presentation</li> <li>■ Distinguishing among -s endings</li> </ul>	<ul style="list-style-type: none"> <li>■ Introducing yourself and others</li> <li>■ Leaving telephone messages</li> <li>■ Giving telephone messages</li> <li>■ Discussing body language</li> </ul>	<ul style="list-style-type: none"> <li>■ Guessing meaning from context</li> <li>■ Interpreting a photo</li> <li>■ Predicting the content before listening</li> <li>■ Distinguishing main ideas from details</li> <li>■ Summarizing ideas using key words</li> </ul>
<b>2 Experiencing Nature</b> page 22 	<ul style="list-style-type: none"> <li>■ Listening for main ideas</li> <li>■ Listening for details</li> <li>■ Distinguishing between <i>can</i> and <i>can't</i></li> <li>■ Listening to a story about camping</li> <li>■ Listening to weather forecasts</li> </ul>	<ul style="list-style-type: none"> <li>■ Discussing vacation plans</li> <li>■ Talking about abilities</li> <li>■ Talking about the weather and seasons</li> <li>■ Expressing likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>■ Interpreting a photo</li> <li>■ Using a T-chart to compare two sides of a topic</li> <li>■ Distinguishing main ideas from details</li> <li>■ Summarizing ideas using key words</li> </ul>
<b>3 Living to Eat, or Eating to Live?</b> page 40 	<ul style="list-style-type: none"> <li>■ Listening for main ideas</li> <li>■ Listening for details</li> <li>■ Distinguishing between <i>teens</i> and <i>tens</i></li> <li>■ Listening to radio advice on healthy eating</li> <li>■ Connecting native foods to their locations</li> </ul>	<ul style="list-style-type: none"> <li>■ Interviewing people about food shopping</li> <li>■ Using count and non-count nouns in questions</li> <li>■ Comparing eating habits at home and when traveling</li> <li>■ Ordering food</li> <li>■ Refusing food politely</li> </ul>	<ul style="list-style-type: none"> <li>■ Interpreting a photo</li> <li>■ Interviewing with possible follow-up questions</li> <li>■ Taking notes on causes and effects</li> <li>■ Explaining a process</li> <li>■ Speculating on the outcome of a situation</li> </ul>

### Vocabulary Building

- Expressions used in introductions
- Terms related to arrival and orientation at college or university
- Casual expressions for making friends
- Instructions (imperatives) used in telephone messages

### Pronunciation

- Identifying and practicing stressed words
- Comparing reduced and unreduced pronunciation
- Pronouncing -s endings

### Focus on Testing

- Using context clues to guess the correct answers to questions

TOEFL® iBT

- Terms to express abilities
- Terms to describe the weather and seasons
- Terms to talk about likes and dislikes

- Identifying and practicing stressed words
- Comparing reduced and unreduced pronunciation
- Pronouncing *can* and *can't*

- Using context clues to identify seasons

TOEFL® iBT

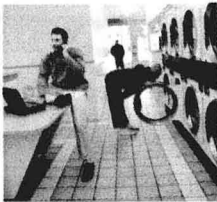



- Terms used in shopping for food at a market
- Terms to talk about healthy eating
- Count and non-count nouns to express quantities of food
- Terms for ordering food in a restaurant
- Polite refusals

- Identifying and practicing stressed words
- Comparing reduced and unreduced pronunciation
- Pronouncing *teens* and *tens*

- Using context clues to guess locations

TOEFL® iBT



Chapter	Listening	Speaking	Critical Thinking
<b>4 In the Community</b> page 62 	<ul style="list-style-type: none"> <li>■ Listening for main ideas</li> <li>■ Listening for details</li> <li>■ Following directions</li> </ul>	<ul style="list-style-type: none"> <li>■ Talking about running errands</li> <li>■ Describing locations in a city</li> <li>■ Asking for and giving directions</li> <li>■ Describing your neighborhood</li> <li>■ Comparing cities and towns</li> </ul>	<ul style="list-style-type: none"> <li>■ Interpreting a photo</li> <li>■ Using a concept map to make comparisons</li> <li>■ Summarizing ideas using key words</li> </ul>
<b>5 Home</b> page 82 	<ul style="list-style-type: none"> <li>■ Listening for main ideas</li> <li>■ Listening for details</li> <li>■ Distinguishing among past tense -ed endings</li> <li>■ Listening to a house tour</li> <li>■ Following house-sitting instructions</li> </ul>	<ul style="list-style-type: none"> <li>■ Talking about finding somewhere to live</li> <li>■ Describing a moving day</li> <li>■ Interviewing someone about an apartment</li> <li>■ Making and answering requests</li> <li>■ Interviewing possible roommates</li> </ul>	<ul style="list-style-type: none"> <li>■ Interpreting a photo</li> <li>■ Explaining a process</li> <li>■ Taking notes while separating positive from negative details</li> <li>■ Using a multi-column chart to fill in notes and organize a plan</li> <li>■ Summarizing ideas using key words</li> </ul>
<b>6 Cultures of the World</b> page 100 	<ul style="list-style-type: none"> <li>■ Listening for main ideas</li> <li>■ Listening for details</li> <li>■ Listening to a lecture about coming of age ceremonies</li> <li>■ Listening to instructions for setting a formal dinner table</li> </ul>	<ul style="list-style-type: none"> <li>■ Comparing customs</li> <li>■ Discussing minimum age requirements in different cultures</li> <li>■ Talking about dining customs and table manners</li> <li>■ Apologizing</li> </ul>	<ul style="list-style-type: none"> <li>■ Interpreting a photo</li> <li>■ Using a matrix diagram to organize ideas</li> <li>■ Summarizing ideas using key words</li> </ul>
<b>7 Health</b> page 120 	<ul style="list-style-type: none"> <li>■ Listening for main ideas</li> <li>■ Listening for details</li> <li>■ Listening to a health club tour</li> <li>■ Distinguishing between rising and falling intonation in tag questions</li> <li>■ Listening to medical advice</li> <li>■ Listening to phone messages from healthcare professionals</li> </ul>	<ul style="list-style-type: none"> <li>■ Forming and using tag questions with correct intonation</li> <li>■ Asking for and giving advice</li> <li>■ Discussing smoking—advertising and laws</li> <li>■ Talking to healthcare workers: making appointments by phone</li> </ul>	<ul style="list-style-type: none"> <li>■ Interpreting a photo</li> <li>■ Using a problem-solution chart to list and clarify symptoms and treatments</li> <li>■ Completing a questionnaire on stress and interpreting the score</li> <li>■ Summarizing a medical visit using key words</li> </ul>