



“十三五”职业教育国家规划教材  
新核心高职英语系列教材

PEARSON

# NORTHSTAR

# 新核心高职英语

总主编 丁国声

原著 (英) Laurie Frazier  
(英) Robin Mills

## 听说教程

Listening and Speaking

# 2



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



“十三五”职业教育国家规划教材  
新核心高职英语系列教材

PEARSON

总主编 丁国声

# 新核心高职英语

## 听说教程

Listening and Speaking

2

原 著 (英) Laurie Frazier (英) Robin Mills

中方主编 沈银珍

副主编 冯红琴 孙秀莉 王静岩

编 委 沈银珍 冯红琴 孙秀莉 王静岩 李瀚曦 魏恒毅

周 路 沈碧萍 卓 然 何有萍 赵 静



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

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.

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage retrieval system, without permission from Pearson Education, Inc.

ENGLISH language adaptation edition published by PEARSON EDUCATION ASIA LTD. and SHANGHAI JIAOTONG UNIVERSITY PRESS Copyright ©2014

ENGLISH language adaptation edition is manufactured in the People's Republic of China, and is authorized for sale only in People's Republic of China excluding Hong Kong, Taiwan and Macau.

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)

未经培生教育集团授权, 不得以任何方式复制或传播本教材的任何部分。

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。

本书封面贴有Pearson Education Asia Ltd. (培生教育出版亚洲有限公司) 激光防伪标签, 无标签者不得销售。

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

新核心高职英语听说教程. 2/ (英) 弗雷泽 (Frazier, L.), (英) 米尔斯 (Mills, R.) 著; 丁国声总主编, 沈银珍主编. —上海: 上海交通大学出版社, 2014 (2024 重印)

ISBN 978-7-313-10705-3

I. ①新… II. ①弗… ②米… ③丁… ④沈… III. ①英语—听说教学—高等职业教育—教材 IV. ①H319.9

中国版本图书馆 CIP 数据核字 (2014) 第 153252 号

## 新核心高职英语听说教程 2

著 者: [英] Laurie Frazier [英] Robin Mills

出版发行: 上海交通大学出版社

邮政编码: 200030

印 制: 天津市蓟县宏图印务有限公司

开 本: 889mm×1194mm 1/16

字 数: 273 千字

版 次: 2014 年 7 月第 1 版

书 号: ISBN 978-7-313-10705-3

定 价: 46.50 元

总 主 编: 丁国声

地 址: 上海市番禺路 951 号

电 话: 021-64071208

经 销: 全国新华书店

印 张: 13.75

印 次: 2024 年 7 月第 7 次印刷

音像书号: ISBN 978-7-88844-852-0

版权所有 侵权必究

告 读 者: 如发现本书有印装质量问题请与印刷厂质量科联系

联系电话: 022-29140509

# CONTENTS 目 录

	Preface	
	总 序	i
	Introduction	
	编写说明	v
	Unit Structure	
	单元结构	vi
	Scope and Sequence	
	单元内容指南	x
	Acknowledgments	
	致 谢	xvi
UNIT 1	Offbeat Jobs	
	新奇的工作	001
UNIT 2	Building a Better Community	
	改善社区	015
UNIT 3	A Penny Saved Is a Penny Earned	
	省钱就是赚钱	031
UNIT 4	Innocent or Guilty?	
	无罪，还是有罪？	047
UNIT 5	Etiquette	
	礼仪	063
UNIT 6	Who's Game for These Games?	
	谁有兴趣玩这些游戏？	077
UNIT 7	Good-Mood Foods	
	改善情绪的食物	093



UNIT 8	An Ice Place to Stay 冰雪世界.....	107
UNIT 9	Staying Healthy 保持健康.....	123
UNIT 10	Endangered Languages 濒临消失的语言 .....	141
	Student Activities 学生活动.....	159
	Research Topics 研究话题.....	165
	Audioscript 音频脚本.....	172
	The Phonetic Alphabet 音标.....	186
	Glossary 词汇表.....	187
	Credits 著作权人名单 .....	197

# PREFACE 总序

2012年12月,教育部发布了《关于开展职业教育“十二五”国家级规划教材选题立项工作的通知》。上海交通大学出版社随后便开始和我接洽并商讨申报教育部“十二五”职业教育国家级规划教材的事宜。我深感责任重大,因而并未轻易答应出版社的邀请。但该社上至社长下至责任编辑,为此投入了许多时间和精力,表现出了极大热忱。后来,一方面受肩负使命的驱使,另一方面为出版社的真诚所感动,我最终决定接受这项任务。

在广泛调研基础上,根据教育部高职英语的最新教学基本要求,我们设计了这套教材的构架:全套教材分为基础部分和行业英语部分;基础部分由《读写教程》和《听说教程》构成,各两册,建议140个学时,以引进版教材改编为主;行业英语部分由《商务英语》、《旅游英语》、《艺术英语》等构成,建议40个学时,以国家示范性高职院校的讲义为基础编写。

2013年2月底,上海交通大学出版社提交了本套教材的编写方案,并成功立项为教育部“十二五”职业教育国家级规划教材。这也成了我和出版社共同奋进的最大动力——我们力求把这套教材打造成国内一流的高职英语教材。

引进合适的外版教材是一项艰巨的工作。通过几个月的筛选,我们最终选择了培生(PEARSON)教育集团下属朗文(LONGMAN)公司的NORTHSTAR系列教材。培生教育集团是举世闻名的教育机构,在高等教育、英语教育、网络教育、考试测评等众多领域位居全球之首。朗文公司是培生集团旗下的著名出版社,已有280多年的英语教育出版历史,其英语教材和词典等在全球占据权威地位。NORTHSTAR系列教材是朗文公司开发的针对母语为非英语的学生的英语培训教材,

其《读写教程》和《听说教程》主题新颖活泼,结构严谨科学,单元设计符合学生的认知规律,正是我国高职英语教学所需要的绝佳教材。这套教材的引进也给了我们充足的底气,使我们对改编好这套教材充满了信心。

我们组织了一支高职英语教师改编队伍,他们大多来自国家示范性高职院校,多数为教育部职业院校外语类专业教学指导委员会委员,同时也是各地方有代表性的英语教育专家。在团队协作的基础上,通过艰苦的努力,对 NORTHSTAR 系列教材和入选的行业英语教材依据互动性、真实性、融合性、职业性、高等性的特点进行了改编和编著。其基本原则如下。

### **1. 注重调动学生兴趣**

学生的学习兴趣被调动得越充分,其语言习得的效果越好。本套教材的各单元主题贴近学生生活,能够引起学生共鸣,有利于培养学生的表达能力和批判性思维,有助于塑造良好的情感态度。

### **2. 注重语言的形式和内容**

本教材将语言和文化有机结合在一起,使学生能够学习不同语境中语言的形式,同时,通过单元主题的变化和发展,增强学生文化意识,使他们逐渐学会使用较为高级的语言形式表达复杂的思想。

### **3. 强调学生的主体地位和能动作用**

积极主动的学习者才能在语言学习中获得成功。教材中的练习形式多样而富有创意,其主题富有时代感且系统性强,与学生日常生活密切相关,使学生在日常生活交际中积极使用所学语言,以“用”促“学”,贯彻了“用英语做事”的理念。

#### **4. 注重反馈**

当学生进行小组活动或回答开放性问题时,老师应积极给予反馈。

#### **5. 注重在课堂中培育师生关系和生生关系**

本套教材的设计力求创造一种融洽的课堂氛围,形成一个师生互动、生生互动、包容不同观点、强化发散性思维与沟通的教学格局,从而帮助学生提高语言技能和思维能力,进而进行更高层次的讨论与写作。

本套教材的改编与编著强调了“三个关注”,即关注中高职衔接,关注学习策略和自主学习并重,关注基础英语与行业英语的融合,力求使教学达到学生“学会——会学——爱学”的目标。

这套教材以建构主义理论为基础,以动机为先导,以兴趣为动力,以学生为主体,以任务为驱动,强调培养学生的英语综合应用能力,遵循“以学生为本”的教学理念,应用最新的英语教学理论和科研成果,形成了以下特色。

##### **1. 结构严谨,精细实用**

本套教材以培养学生的英语综合应用能力和自学能力为目的,单元设计按照由浅入深、循序渐进的原则,课文主题和练习系统连贯流畅、环环相扣,强调词汇复现率,篇章纵横结合、相得益彰,各分册互相融渗,形成了科学的有机整体。

##### **2. 个性鲜明,针对性强**

本套教材体现了中国学生的语言习得认知规律,结合高职的教育现状和区域及行业等因素,突出学生主体地位,强调互动教学,启发能动思考,给使用者自主设计教学保留了空间,彰显了英语教学的

个性化。

### **3. 选材广泛,内容鲜活**

本套教材选材语言规范地道,场景真实准确,内容涉及校园生活、日常活动、就业创业等多个方面,范围包含各行各业,融入区域和行业特征,适合不同专业学生的学习需求。

### **4. 理念新颖,题型多样**

本套教材习题基于猜测、预测、验证、归纳、拓展等多个能力维度的考量,注重学用互动,在关注主题、阅读、写作、听力、口语的同时,还关注学生所学专业的发展,对专业词汇作了适当扩展。

虽然我们倾心编撰、精心制作,但难免百密一疏,恳请各位专家和读者提出宝贵意见,以便在修订中完善。

教育部职业院校

外语类专业教学指导委员会副主任委员

丁国声

2014年6月

# INTRODUCTION 编写说明

《新核心高职英语·听说教程》第二册为《新核心高职英语》系列教材中的主干教材之一,改编自原版引进的培生教育集团 NORTHSTAR 系列教材中的 LISTENING AND SPEAKING (第三版)。本教材将语言和文化有机融合,选材贴近学生生活,既强调语言基本知识的获取,又注重训练学生运用英语汲取信息、处理信息以及解决问题的能力。随着单元主题的变化,内容难度循序渐进,螺旋上升,学生可以逐渐学会用较为高级的语言表达复杂的思想,并不断提升其语用技能,促进学生掌握在课堂教学活动、标准化测试中获得成功的策略。整套教材图文并茂、时尚靓丽,在结构安排、语言材料选择和任务练习设计等方面均具有独树一帜的鲜明特色。

《新核心高职英语·听说教程》第二册面向高中起点的高等职业院校非英语专业学生。全书共十个单元,每个单元建议课时为 3~4 个学时,供一个学期使用。每个单元包括 Focus on the Topic (聚焦主题)、Focus on Listening (聚焦听力)和 Focus on Speaking (聚焦口语)三大部分。本套教材配有《教师用书》,给老师提供了详细的教学建议,如时间分配、教学方法、测试技巧、学生用书练习答案等内容。对不同任务练习的目的和教学方法及建议学时,请教师根据实际情况参考与本教材配套的《教师用书》及使用说明。

《新核心高职英语·听说教程》第二册中方主编为浙江经贸职业技术学院沈银珍教授。本套教材总主编丁国声教授对全书进行了审定。

编者

2014年6月

# UNIT STRUCTURE 单元结构



## 1 FOCUS ON THE TOPIC 聚焦主题

这部分向学生介绍单元主题。

**Predict** (预习)和 **Share Information** (分享信息)目的是调动学生对单元主题的兴趣,进行初步的热身练习。

**Background and Vocabulary** (背景与词汇)目的是帮助学生理解第一个听力材料,学习相关习语、搭配及构词法。通过这部分的训练,使学生能够准确把握听力主题,拓展书面表达和口头表达能力。



### 1 Offbeat Jobs

UNIT 新奇的工作



#### 1 FOCUS ON THE TOPIC

##### A PREDICT

Look at the pictures 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?

Offbeat Jobs · 新奇的工作 / 001

### UNIT 1

#### 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.

#### BACKGROUND AND VOCABULARY

1 Listen. 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.

<b>Mountain Climbing Guide</b> 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.	<b>Computer Assembler</b> Do you like computers? Do you know a lot about them? We need people to work in our factory to make computers. You must be fast and like to build things.	<b>Insurance Salesperson</b> 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.
--	---	--

002 新核心高职英语·听说教程2





## FOCUS ON LISTENING 聚焦听力

这部分要求学生理解两个对比明显的听力材料，听力材料根据真实的语料加工而成。

**Listening One (听力一)**通过广播报道、采访、演讲等形式展现主题。

**Listen for Main Ideas (泛听)**和**Listen for Details (精听)**帮助学生理解和评论听力一。

**Make Inferences (推断)**目的是帮助学生提高对材料“言外之意”的理解,有助于培养他们的批判性思维。

**Express Opinions (表达观点)**,学生根据听力材料分组讨论,表达自己的观点,完成由“输入”到“输出”的过程。

**FOCUS ON LISTENING**

**A LISTENING ONE: What's My Job?**

1. Listen to the beginning of What's My Job? Circle the correct answer to complete each statement.

1. You are listening to a \_\_\_\_\_.  
 a. job interview      b. game show      c. radio show  
 2. Wayne is a \_\_\_\_\_.  
 a. host      b. contestant      c. guest

2. Match the words on the left with the definitions on the right.

1. offbeat	a. thinking of new ways of doing things
2. factory	b. an agreement with an insurance company to be paid money in case of an accident.
3. insurance policy	c. illness, or death
4. creative	d. different or unusual
5. taste buds	e. a building where things are made
6. hate	f. someone who talks to guests on a radio or TV program
7. spicy food	g. particular taste of a food or drink
8. flavor	h. food with a strong flavor
9. contestant	i. try food by eating a little bit
10. host	j. the parts of the tongue that can taste food

3. Rita is a \_\_\_\_\_.  
 a. host      b. contestant      c. guest

4. Peter is going to describe \_\_\_\_\_.  
 a. his job      b. his company      c. himself

5. Peter will talk about \_\_\_\_\_.  
 a. what he does      b. how much money he makes      c. what he likes to do.  
 d. where he works      d. what he is like.

**LISTEN FOR MAIN IDEAS**

1. Rita asks Peter questions to guess \_\_\_\_\_.  
 a. his last name      b. his job      c. his age

2. Peter works in a \_\_\_\_\_.  
 a. restaurant      b. factory      c. bakery

3. Peter is \_\_\_\_\_.  
 a. a factory worker      b. a chef      c. an ice-cream taster

4. Peter has to be careful with \_\_\_\_\_.  
 a. his taste buds      b. the ice cream      c. the factory machines

5. Peter thinks his job is \_\_\_\_\_.  
 a. tiring      b. great      c. dangerous

**LISTEN FOR DETAILS**

1. Listen to What's My Job? again. Then read each statement. Write T (True) or F (False).  
 1. Peter can be creative at work.  
 2. Peter thinks of new ice-cream flavors.  
 3. He eats all the ice cream at work.  
 4. He doesn't eat spicy foods.  
 5. He doesn't drink alcohol or coffee.  
 6. He smokes.  
 7. He has a one-million-dollar insurance policy for his taste buds.  
 8. He studied ice-cream tasting in school.

Now go back to Section 2A, Exercise 2 above. Write your predictions correct?

**MAKE INFERENCES**

Listen to three excerpts from What's My Job? After listening to each excerpt, read the statements. Circle True or False.

**Excerpt One**

1. Wayne thinks ice-cream tasting is a difficult job.      True False  
 2. Peter loves his job.      True False

**Excerpt Two**

1. Wayne doesn't think Peter has to be careful.      True False  
 2. Wayne is surprised that Peter can't smoke or drink alcohol.      True False

**Excerpt Three**

1. Wayne doesn't think Peter went to an ice-cream tasting school.      True False  
 2. Peter learned about ice-cream tasting from his family.      True False

Compare your answers with a classmate's. Explain your answers using details from the listening.

**EXPRESS OPINIONS**

Discuss the questions with the class. Give your opinions.

1. Do you think Peter's job is difficult or easy? Why do you think so?  
 2. Do you think you could do Peter's job? Why or why not?  
 3. Do you think it was easy for Peter to get started in his job? Why or why not?

**B LISTENING TWO: More Offbeat Jobs**

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.

**Listening Two (听力二)**以不同的形式和观点展现本单元主题。该听力活动让学生挑战、质疑听力一的观点并解释理由。

**Integrate Listenings One and Two (听力整合)**为高级训练,学生应用所学知识搜集并有效整合信息。这种技能是真实专业环境下学习和标准化测试取得成功的基本要素。

#### MAKE INFERENCES

Listen to three excerpts from 'What's My Job?'. After listening to each excerpt, read the statements. Circle True or False.



##### Excerpt One

- Wayne thinks ice-cream tasting is a difficult job.
- Peter loves his job.

True False  
True False



##### Excerpt Two

- Wayne doesn't think Peter has to be careful.
- Wayne is surprised that Peter can't smoke or drink alcohol.

True False  
True False



##### Excerpt Three

- Wayne doesn't think Peter went to an ice-cream tasting school.
- Peter learned about ice-cream tasting from his family.

True False  
True False

Compare your answers with a classmate's. Explain your answers using details from the listening.

#### EXPRESS OPINIONS

Discuss the questions with the class. Give your opinions.

- Do you think Peter's job is difficult or easy? Why do you think so?
- Do you think you could do Peter's job? Why or why not?
- Do you think it was easy for Peter to get started in his job? Why or why not?

#### LISTENING TWO: More Offbeat Jobs

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



#### INTEGRATE LISTENINGS ONE AND TWO

##### STEP 1: Organize

Read the questions a person might ask about these three unusual jobs. Then answer the questions with the information from Listenings One and Two.

	WINDOW WASHER	PROFESSIONAL SHOPPER	ICE-CREAM TASTER
1. Can you describe what you do?	I wash office building windows.		
2. What do you like about your job?		I love to shop.	
3. What do you dislike about your job?			
4. What's difficult about your job?			
5. What skills do you need to do your job?			

Compare your answers with a partner's. Discuss any differences.

##### STEP 2: Synthesize

Work with a partner. Student A, you are a host on a radio show. You are interviewing people about their unusual jobs. Student B, you are a guest on the show. You are talking about your offbeat job. Use the questions and the information from Step 1 to guide your conversation.

##### Example

A: What is your job?

B: I'm a window washer.

A: Can you describe what you do?

B: I wash office building windows. I go high up in a basket to reach the windows.

Switch roles and talk about a different job from Step 1.



# 3 FOCUS ON SPEAKING 聚焦口语

这部分重点培养学生的口语技能，包括词汇、发音、实用表达和口语拓展训练。

**Vocabulary** (词汇) 引导学生复习单元词汇、理解其用法，最终达到灵活应用。

**Pronunciation** (发音) 注重通过音标的学习来练习单词发音。

**Function** (能力练习) 训练学生语言交际能力，例如，如何表达不同观点、如何有礼貌地打断别人的谈话来问问题等。

**Production** (能力拓展) 是本单元词汇、发音及语言应用的综合训练，学生可联系上下文表达自己的观点。通过不断尝试表达，培养学生的自信心和语言的流利度，同时培养学生的演讲技能，例如，了解听众、演讲组织、与听众的眼神接触、多媒体应用等。

**UNIT 1**

**FOCUS ON SPEAKING**

**A VOCABULARY**

REVIEW

Match the statement on the left with the best response on the right.

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 (listen to music / play tennis). I enjoy (reading / playing computer games).	That's interesting. That's ...

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

A: Hi, my name's \_\_\_\_\_.

B: Hi, I'm \_\_\_\_\_.

A: Nice to meet you, too. So what do you do?

B: I'm \_\_\_\_\_.

A: \_\_\_\_\_.

B: \_\_\_\_\_.

A: \_\_\_\_\_.

B: \_\_\_\_\_.

A: \_\_\_\_\_.

B: \_\_\_\_\_.

**UNIT 1**

**B SPEAKING**

**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.

**1** Listen to the examples.

careful  
creative  
relaxing

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.

**2** Listen to the examples.

animal trainer  
sales clerk

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

**3** Listen to the examples.

professional shopper  
good pay

**4** Listen to the adjectives. Write the number of syllables you hear in each adjective. Then listen again and underline the stressed syllable. Listen again and repeat the words.

- dangerous
- important
- tiring
- educated
- difficult
- spicy
- unusual
- interesting

**UNIT 1**

**PRODUCTION: Participating in a Workshop**

In this activity, you will take part in a workshop for job counselors. In this workshop, people with offbeat jobs want to get job counselors talk with them to identify their skills. Try to use the vocabulary, pronunciation, and language that you learned in the unit.

retired: 退休的

**2** Read each item and underline the stressed syllable. Listen and check your answers. Then work with a partner. Take turns saying each item and listening for the correct stress.

- cartoon artist
- window washer
- high salary
- taste buds
- ice cream
- spicy foods
- department store

**3** Work with a partner. Student A, ask Wh- questions with the phrases on the left. Student B, answer with the phrases on the right. Be sure to use the correct stress. Switch roles after item 4. Write your answers on the lines.

**Example**

A: What do you call someone who washes windows?  
B: A window washer.

1. someone who washes windows	a. taste buds
2. a frozen dessert	b. window washer
3. someone who sells things	c. job counselor
4. someone who draws cartoons	d. cartoon artist
5. a large store that sells many different products	e. ice cream
6. someone who puts together computers	f. department store
7. the parts of the tongue you use to taste food	g. computer assembler
8. someone who helps people find their right job or career	h. sales clerk

**UNIT 1**

**FUNCTION: Small Talk**

When making conversation, it's polite to ask about a person'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.

# SCOPE AND SEQUENCE 单元内容指南

	UNIT	CRITICAL THINKING	LISTENING
UNIT 1	<p><b>Offbeat Jobs</b></p> <p><b>Theme:</b> Work</p> <p><b>Listening One:</b> <i>What's My Job?</i> An excerpt from a game show</p> <p><b>Listening Two:</b> <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>	<p>Predict content</p> <p>Listen for main ideas</p> <p>Listen for details</p> <p>Interpret speakers' attitudes</p> <p>Sort information from the interview</p> <p>Relate listenings to personal experience</p> <p>Organize and synthesize information from the listenings</p>
UNIT 2	<p><b>Building a Better Community</b></p> <p><b>Theme:</b> The Country and the City</p> <p><b>Listening One:</b> <i>A New-Urbanist Community</i> A radio interview</p> <p><b>Listening Two:</b> <i>Let's Hear from Our Listeners</i> A call-in portion of the radio show</p>	<p>Analyze photographs</p> <p>Evaluate the advantages and disadvantages of different living environments</p> <p>Interpret bar graphs and maps</p> <p>Infer information not explicit in a text</p> <p>Infer word meaning from context</p> <p>Redesign a neighborhood</p>	<p>Predict content</p> <p>Listen for main ideas</p> <p>Listen for details</p> <p>Interpret speaker's tone and attitude</p> <p>Identify contrasting viewpoints</p> <p>Relate listenings to personal opinions</p> <p>Organize and synthesize information from the listenings</p>
UNIT 3	<p><b>A Penny Saved is a Penny Earned</b></p> <p><b>Theme:</b> Money</p> <p><b>Listening One:</b> <i>A Barter Network</i> A newspaper report</p> <p><b>Listening Two:</b> <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>	<p>Predict content</p> <p>Listen for main ideas</p> <p>Listen for details</p> <p>Interpret speaker's tone and emotions</p> <p>Relate listenings to personal experiences</p> <p>Organize and synthesize information from the listenings</p>
UNIT 4	<p><b>Innocent or Guilty?</b></p> <p><b>Theme:</b> Justice</p> <p><b>Listening One:</b> <i>Roger's Story</i> A personal story</p> <p><b>Listening Two:</b> <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>	<p>Predict content</p> <p>Listen for main ideas</p> <p>Listen for details</p> <p>Infer speakers' attitudes</p> <p>Relate listenings to personal experiences</p> <p>Organize and synthesize information from the listenings</p>

SPEAKING	VOCABULARY	PRONUNCIATION
<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>Use context clues to find meaning Define words Use expressions for small talk</p>	<p>Stress patterns of nouns and adjectives</p>
<p>Discuss and find locations on a map Classify negative and positive information Share opinions Express agreement Talk about your community Interview classmates about neighborhood preferences Discuss costs and benefits of different neighborhood designs Present a redesigned neighborhood</p>	<p>Use context clues to find meaning Define words Demonstrate vocabulary usage</p>	<p>TH sounds</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>Use context clues to find meaning Define words Use idiomatic expressions and synonyms</p>	<p>Numbers and prices</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>Use context clues to find meaning Define words</p>	<p>-ed endings—a sound or a syllable?</p>

	UNIT	CRITICAL THINKING	LISTENING
UNIT 5	<p><b>Etiquette</b></p> <p><b>Theme:</b> Etiquette</p> <p><b>Listening One:</b> <i>What Ever Happened to Manners?</i> A radio interview</p> <p><b>Listening Two:</b> <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>	<p>Predict content</p> <p>Listen for main ideas</p> <p>Listen for details</p> <p>Interpret speaker's tone and attitude</p> <p>Organize and synthesize information from the listenings</p> <p>Listen for sentence level intonation</p> <p>Listen to and take notes on students' role plays</p>
UNIT 6	<p><b>Who's Game for These Games?</b></p> <p><b>Theme:</b> Games</p> <p><b>Listening One:</b> <i>Entertainment for All</i> A news broadcast</p> <p><b>Listening Two:</b> <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>	<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 counterarguments</p>
UNIT 7	<p><b>Good-Mood Foods</b></p> <p><b>Theme:</b> Food</p> <p><b>Listening One:</b> <i>Street Talk</i> An excerpt from a radio show</p> <p><b>Listening Two:</b> <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>	<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>

SPEAKING	VOCABULARY	PRONUNCIATION
Express opinions Complain politely Talk about etiquette Interview classmates Role-play situations Debate the rudeness of certain behaviors	Use context clues to find meaning Define words Use idiomatic expressions	Intonation: attention getters and polite questions
Discuss information from charts Share opinions Disagree politely and offer different opinions Play a word game Interview classmates Debate the value of video games	Use context clues to find meaning Define words Use idiomatic expressions	Joining words together
Make predictions Describe illustrations Express opinions Compare and discuss solutions Politely make suggestions Politely accept or refuse suggestions Role-play Present a restaurant design and menu to the class	Use context clues to find meaning Use collocations Use phrasal verbs	Vowels [ʊ] and [u:]



	UNIT	CRITICAL THINKING	LISTENING
UNIT 8	<p><b>An Ice Place to Stay</b></p> <p><b>Theme:</b> Travel</p> <p><b>Listening One:</b> <i>An Unusual Vacation</i> A telephone conversation</p> <p><b>Listening Two:</b> <i>Vacations around the World</i> A recording describing three vacation spots</p>	<p>Interpret a photograph</p> <p>Rank personal preferences in travel</p> <p>Categorize information</p> <p>Evaluate vacation places according to criteria</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>Take notes</p> <p>Compare and contrast sounds</p>
UNIT 9	<p><b>Staying Healthy</b></p> <p><b>Theme:</b> Health problems and treatments</p> <p><b>Listening One:</b> <i>Thin Fast</i> A radio commercial</p> <p><b>Listening Two:</b> <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>	<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>
UNIT 10	<p><b>Endangered Languages</b></p> <p><b>Theme:</b> Endangered cultures</p> <p><b>Listening One:</b> <i>Language Loss</i> A lecture</p> <p><b>Listening Two:</b> <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>	<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>

SPEAKING	VOCABULARY	PRONUNCIATION
Express opinions Make polite requests Role-play a conversation Survey classmates Discuss vacation options Talk about travel Express likes and dislikes	Use context clues to find meaning Define words Use idiomatic expressions and synonyms	<i>Can and can't</i>
Express opinions Express concern about health problems Give and receive advice about health problems Discuss health practices Interview people about health practices Role-play a public service announcement	Use context clues to find meaning Define words Identify synonyms	Reductions: <i>hafta, hasta, oughta</i>
Share personal history Express opinions Survey classmates Role-play situations about language learning Talk about preserving languages Report findings on endangered languages Make predictions and suggestions	Use context clues to find meaning Define words Use idiomatic expressions	Using contractions with <i>will</i>

# ACKNOWLEDGMENTS 致谢

We would like to express our appreciation to the many people who helped make this book possible. Thanks go to Frances Boyd and Carol Numrich who helped to guide and shape our many ideas into the final text. Many thanks go to Debbie Sistino for her skillful management of this project and to Gosia Jaros-White, whose suggestions and careful editing were invaluable to us.

We would also like to thank our family and friends who offered their support and input. In particular, we thank Stefan Frazier, Jackie LeDoux and Caroline LeDoux for contributing their feedback and insights into the world of gaming; and Jyotirmoy Saha for sharing his knowledge of Mumbai and Indian culture. Thanks also to Jonathan Livingston for being a good sounding board and all-around great companion.

*Laurie Frazier*

*Robin Mills*

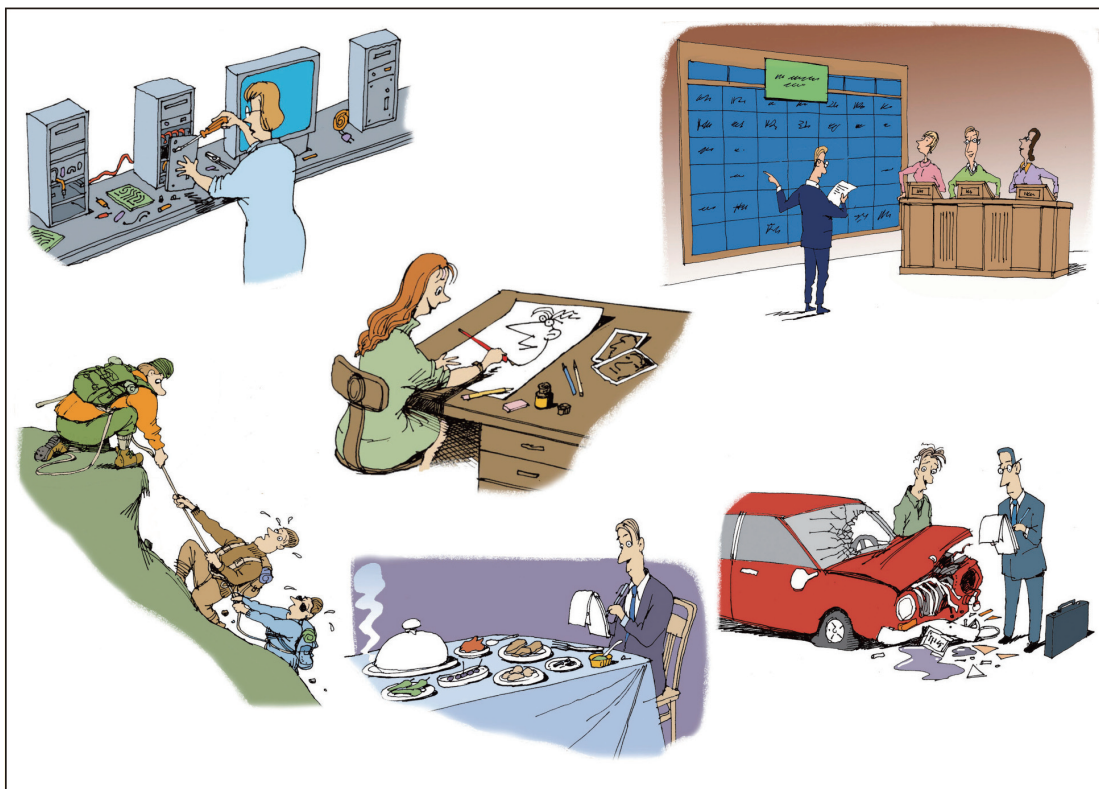
## Reviewers

For the comments and insights they graciously offered to help shape the direction of the Third Edition of NorthStar, the publisher would like to thank the following reviewers and institutions.

**Gail August**, Hostos Community College; **Anne Bachmann**, Clackamas Community College; **Aegina Barnes**, York College, CUNY; **Dr. Sabri Bebawi**, San Jose Community College; **Kristina Beckman**, John Jay College; **Jeff Bellucci**, Kaplan Boston; **Nathan Blesse**, Human International Academy; **Alan Brandman**, Queens College; **Laila Cadavona-Dellapasqua**, Kaplan; **Amy Cain**, Kaplan; **Nigel Caplan**, Michigan State University; **Alzira Carvalho**, Human International Academy, San Diego; **Chao-Hsun (Richard) Cheng**, Wenzao Ursuline College of Languages; **Muhua (Yolanda) Chi**, Wenzao Ursuline College of Languages; **Liane Cismowski**, Olympic High School; **Shauna Croft**, MESLS; **Misty Crooks**, Kaplan; **Amanda De Loera**, Kaplan English Programs; **Jennifer Dobbins**, New England School of English; **Luis Dominguez**, Angloamericano; **Luydmila Drgaushanskaya**, ASA College; **Dilip Dutt**, Roxbury Community College; **Christie Evenson**, Chung Dahm Institute; **Patricia Frenz-Belkin**, Hostos Community College, CUNY; **Christiane Galvani**, Texas Southern University; **Joanna Ghosh**, University of Pennsylvania; **Cristina Gomes**, Kaplan Test Prep; **Kristen Grinager**, Lincoln High School; **Janet Harclerode**, Santa Monica College; **Carrell Harden**, HCCS, Gulfton Campus; **Connie Harney**, Antelope Valley College; **Ann Hilborn**, ESL Consultant in Houston; **Barbara Hockman**, City College of San Francisco; **Margaret Hodgson**, NorQuest College; **Paul Hong**, Chung Dahm Institute; **Wonki Hong**, Chung Dahm Institute; **John House**, Iowa State University; **Polly Howlett**, Saint Michael's College; **Arthur Hui**, Fullerton College; **Nina Ito**, CSU, Long Beach; **Scott Jenison**, Antelope Valley College; **Hyunsook Jeong**, Keimyung University; **Mandy Kama**, Georgetown University; **Dale Kim**, Chung Dahm Institute; **Taeyoung Kim**, Keimyung University; **Woo-hyung Kim**, Keimyung University; **Young Kim**, Chung Dahm Institute; **Yu-kyung Kim**, Suncheon National University; **John Kostovich**, Miami Dade College; **Albert Kowun**, Fairfax, VA; **David Krise**, Michigan State University; **Cheri (Young Hee) Lee**, ReadingTownUSA English Language Institute; **Eun-Kyung Lee**, Chung Dahm Institute; **Sang Hyock Lee**, Keimyung University; **Debra Levitt**, SMC; **Karen Lewis**, Somerville, MA; **Chia-Hui Liu**, Wenzao Ursuline College of Languages; **Gennell Lockwood**, Seattle, WA; **Javier Lopez Anguiano**, Colegio Anglo Mexicano de Coyoacan; **Mary March**, Shoreline Community College; **Susan Matson**, ELS Language Centers; **Ralph McClain**, Embassy CES Boston; **Veronica McCormack**, Roxbury Community College; **Jennifer McCoy**, Kaplan; **Joseph McHugh**, Kaplan; **Cynthia McKeag Tsukamoto**, Oakton Community College; **Paola Medina**, Texas Southern University; **Christine Kyung-ah Moon**, Seoul, Korea; **Margaret Moore**, North Seattle Community College; **Michelle Moore**, Madison English as a Second Language School; **David Motta**, Miami University; **Suzanne Munro**, Clackamas Community College; **Elena Nehrbecki**, Hudson County CC; **Kim Newcomer**, University of Washington; **Melody Nightingale**, Santa Monica College; **Patrick Northover**, Kaplan Test and Prep; **Sarah Oettle**, Kaplan, Sacramento; **Shirley Ono**, Oakton Community College; **Maria Estela Ortiz Torres**, C. Anglo Mexicano de Coyoac'an; **Suzanne Overstreet**, West Valley College; **Linda Ozarow**, West Orange High School; **Ileana Porges-West**, Miami Dade College, Hialeah Campus; **Megan Power**, ILCSA; **Alison Robertson**, Cypress College; **Ma. Del Carmen Romero**, Universidad del Valle de Mexico; **Nina Rosen**, Santa Rosa Junior College; **Daniellah Salario**, Kaplan; **Joel Samuels**, Kaplan New York City; **Babi Sarapata**, Columbia University ALP; **Donna Schaeffer**, University of Washington; **Lynn Schneider**, City College of San Francisco; **Errol Selkirk**, New School University; **Amity Shook**, Chung Dahm Institute; **Lynn Stafford-Yilmaz**, Bellevue Community College; **Lynne Ruelaine Stokes**, Michigan State University; **Henna Suh**, Chung Dahm Institute; **Sheri Summers**, Kaplan Test Prep; **Martha Sutter**, Kent State University; **Becky Tarver Chase**, MESLS; **Lisa Waite-Trago**, Michigan State University; **Carol Troy**, Da-Yeh University; **Luci Tyrell**, Embassy CES Fort Lauderdale; **Yong-Hee Uhm**, Myongii University; **Debra Un**, New York University; **José Vazquez**, The University of Texas Pan American; **Hollyahna Vettori**, Santa Rosa Junior College; **Susan Vik**, Boston University; **Sandy Wagner**, Fort Lauderdale High School; **Joanne Wan**, ASC English; **Pat Wiggins**, Clackamas Community College; **Heather Williams**, University of Pennsylvania; **Carol Wilson-Duffy**, Michigan State University; **Kailin Yang**, Kaohsiung Medical University; **Ellen Yaniv**, Boston University; **Samantha Young**, Kaplan Boston; **Yu-san Yu**, National Sun Yat-sen University; **Ann Zaaijer**, West Orange High School

# 1 Offbeat Jobs

UNIT 新奇的工作



## 1 FOCUS ON THE TOPIC

### A PREDICT

Look at the pictures 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?

## 3 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.

## 4 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.

Mountain Climbing Guide	Computer Assembler	Insurance Salesperson
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 <b>offbeat</b> job is just for you.	Do you like computers? Do you know a lot about them? We need people to work in our <b>factory</b> to make computers. You must be fast and like to build things.	Do you like sales? Do you like to work with people? Come work in our insurance company. We sell every kind of <b>insurance policy</b> : auto, home, life, and medical.



### Cartoon Artist

Do you like to draw? Can you draw funny pictures? If you are artistic and **creative**, this is the right job for you.

### Restaurant Reviewer

Do you like to eat in restaurants? Do you have good **taste buds** so you can **taste** many flavors? Do you like different kinds of foods like **spicy food** (Thai or Mexican) and **flavors** (sweet or sour)? If so, this is the job for you!

### Game Show Contestant

Do you want to be on TV? We need **contestants** on our game show called *What's My Job?* The **host** asks you questions about jobs. The winner is the person who answers the most questions correctly.


2 Match the words on the left with the definitions on the right.

- |                                 |  |
|---------------------------------|--|
| <u>  c  </u> 1. offbeat         | a. thinking of new ways of doing things  |
| <u>    </u> 2. factory          | b. an agreement with an insurance company to be paid money in case of an accident, illness, or death |
| <u>    </u> 3. insurance policy | <del>c.</del> d. different or unusual  |
| <u>    </u> 4. creative         | d. someone who plays a game  |
| <u>    </u> 5. taste buds       | e. a building where things are made  |
| <u>    </u> 6. taste            | f. someone who talks to guests on a radio or TV program  |
| <u>    </u> 7. spicy food       | g. particular taste of a food or drink   |
| <u>    </u> 8. flavor           | h. food with a strong flavor   |
| <u>    </u> 9. contestant       | i. try food by eating a little bit   |
| <u>    </u> 10. host            | j. the parts of the tongue that can taste food   |



## FOCUS ON LISTENING

### A LISTENING ONE: What's My Job?

1  Listen to the beginning of *What's My Job?* Circle the correct answer to complete each statement.

1. You are listening to a \_\_\_\_\_.
 

a. job interview	b. game show	c. radio show
------------------	--------------	---------------
2. Wayne is a \_\_\_\_\_.
 

a. host	b. contestant	c. guest
---------	---------------	----------

3. Rita is a \_\_\_\_.
- a. host                      b. contestant                      c. guest
4. Peter is going to describe \_\_\_\_.
- a. his job                      b. his company                      c. himself

**2** Make predictions. Circle more than one answer.

Peter will talk about ...

- a. what he does.                      c. how much money he makes.                      e. what he likes to do.
- b. where he works.                      d. what he is like.

**→ LISTEN FOR MAIN IDEAS**

**File 4** Listen to *What's My Job?* Circle the correct answer to complete each statement.

1. Rita asks Peter questions to guess \_\_\_\_.
- a. his last name                      b. his job                      c. his age
2. Peter works in a \_\_\_\_.
- a. restaurant                      b. factory                      c. bakery
3. Peter is \_\_\_\_.
- a. a factory worker                      b. a chef                      c. an ice-cream taster
4. Peter has to be careful with \_\_\_\_.
- a. his taste buds                      b. the ice cream                      c. the factory machines
5. Peter thinks his job is \_\_\_\_.
- a. tiring                      b. great                      c. dangerous

**→ LISTEN FOR DETAILS**

**File 5** Listen to *What's My Job?* again. Then read each statement. Write **T** (true) or **F** (false).

- \_\_\_ 1. Peter can be creative at work.
- \_\_\_ 2. Peter thinks of new ice-cream flavors.
- \_\_\_ 3. He eats all the ice cream at work.
- \_\_\_ 4. He doesn't eat spicy foods.
- \_\_\_ 5. He doesn't drink alcohol or coffee.
- \_\_\_ 6. He smokes.
- \_\_\_ 7. He has a one-million-dollar insurance policy for his taste buds.
- \_\_\_ 8. He studied ice-cream tasting in school.

Now go back to Section 2A, Exercise 2 above. Were your predictions correct?



## → MAKE INFERENCES

Listen to three excerpts from *What's My Job?* After listening to each excerpt, read the statements. Circle **True** or **False**.



### Excerpt One

- Wayne thinks ice-cream tasting is a difficult job. **True False**
- Peter loves his job. **True False**



### Excerpt Two

- Wayne doesn't think Peter has to be careful. **True False**
- Wayne is surprised that Peter can't smoke or drink alcohol. **True False**



### Excerpt Three

- Wayne doesn't think Peter went to an ice-cream tasting school. **True False**
- Peter learned about ice-cream tasting from his family. **True False**

Compare your answers with a classmate's. Explain your answers using details from the listening.

## → EXPRESS OPINIONS


Discuss the questions with the class. Give your opinions.

- Do you think Peter's job is difficult or easy? Why do you think so?
- Do you think you could do Peter's job? Why or why not?
- Do you think it was easy for Peter to get started in his job? Why or why not?

## **B** LISTENING TWO: More Offbeat Jobs

- 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.

	WINDOW WASHER	PROFESSIONAL SHOPPER
a. I like my job.		
b. I work outdoors.		
c. I earn a high salary.		
d. My work is dangerous.		
e. I like to work with people.		
f. I'm good with money.		
g. I'm good with my hands.		
h. My work is tiring.		
i. It was difficult to get started in this job.		
j. I have my own business.		
k. I want to quit and find a new job.		
l. I don't want to be the boss.		
m. I like working for myself.		



## INTEGRATE LISTENINGS ONE AND TWO

### → STEP 1: Organize

Read the questions a person might ask about these three unusual jobs. Then answer the questions with the information from Listenings One and Two.

	WINDOW WASHER	PROFESSIONAL SHOPPER	ICE-CREAM TASTER
1. Can you describe what you do?	I wash office building windows.		
2. What do you like about your job?		I love to shop.	
3. What do you dislike about your job?			
4. What's difficult about your job?			
5. What skills do you need to do your job?			

Compare your answers with a partner's. Discuss any differences.

### → STEP 2: Synthesize

Work with a partner. Student A, you are a host on a radio show. You are interviewing people about their unusual jobs. Student B, you are a guest on the show. You are talking about your offbeat job. Use the questions and the information from Step 1 to guide your conversation.

#### Example

A: What is your job?

B: I'm a window washer.

A: Can you describe what you do?

B: I wash office building windows. I go high up in a basket to reach the windows.

Switch roles and talk about a different job from Step 1.



## 3 FOCUS ON SPEAKING

### A VOCABULARY

#### ➔ REVIEW

Match the statement on the left with the best response on the right.

- i 1. I want to find a new job. I like my work, but I don't like being in an office. I don't want to be in a building all day.
- \_\_\_ 2. A friend of mine just got a job as a game-show host. I've never known a game-show host before.
- \_\_\_ 3. I'm so excited because I just got the job I wanted. Over forty people were trying to get that job! I knew it was the perfect job for me!
- \_\_\_ 4. I don't think I would like to work in a factory. You have to watch your work very closely so you don't make mistakes or get hurt.
- \_\_\_ 5. I would like to work as an ice-cream taster, but I'm not sure how to find that kind of work.
- \_\_\_ 6. I don't like my job. I want to get a new job.
- \_\_\_ 7. I could not be a window washer. I'm too scared to be high up on a building.
- \_\_\_ 8. I can't believe how much money basketball players make. I wish I had that much money!
- \_\_\_ 9. I love making up stories. Someday I want to write my own book.
- \_\_\_ 10. I want to be a doctor. I know I need to be in school for a long time, but being a doctor is my dream.
- \_\_\_ 11. I want to be a professional shopper because I don't want to have a boss.
- \_\_\_ 12. I think walking dogs for a job is fun. The only problem is that all the walking is a lot of work!
- a. It sounds like you want to **quit!**
- b. Congratulations! It sounds like it's **the right job for you!**
- c. It is hard to **get started** in that job. Maybe you can ask a job counselor for help?
- d. So, you want a **safe** job on the ground.
- e. That's an **offbeat** job!
- f. They do earn a **high salary!**
- g. You are very **creative.**
- h. I agree. I think it's a **dangerous** job.
- i 1. You want to work **outdoors** then?
- j. I want to **work for myself**, too.
- k. If that's really what you want to do, I think it's a **career** you will enjoy.
- l. Yes, it is a very **tiring** job.



➔ EXPAND

Work with a partner. Read the sentences below. Circle the best definition for each word or phrase.

1. I work 60 hours a week and I always think about my work. I am a workaholic.  
A workaholic is a person who \_\_\_\_\_.  
a. works a lot and finds it difficult not to work      b. knows a lot of people
2. I want a career where I can work with money. I am very good with numbers.  
Someone who is good with numbers \_\_\_\_\_.  
a. likes to count and do math      b. doesn't like doing math
3. I work hard to be successful. I'm unhappy when I don't complete everything. People sometimes say I try to do too much. They call me an overachiever.  
An overachiever \_\_\_\_\_.  
a. is usually not very busy      b. is very active and does a lot all the time
4. Some people like office jobs. Not me. I enjoy a job that lets me make things. I am good with my hands.  
A person who is good with his or her hands \_\_\_\_\_.  
a. likes to do office work all day      b. is good at fixing or building things
5. I'm good at finding solutions to difficult situations. My friends often ask me to help them. They say I am a good problem solver.  
A problem solver \_\_\_\_\_.  
a. is good at finding the best way to do something      b. needs a lot of help doing things
6. I really enjoy working in a store because I like talking to and helping people. I have good people skills.  
Someone with good people skills \_\_\_\_\_.  
a. can relate well with other people      b. is usually very shy
7. I am good at telling people what I think and I can explain things well. I am very clear when I speak. I am a good communicator.  
A good communicator \_\_\_\_\_.  
a. is difficult to understand      b. is very easy to understand

(continued on next page)

8. I always come to work on time and do my work well. Sometimes I stay longer at work to finish my job. My boss says I'm hardworking.

A hardworking person \_\_\_\_.

- a. works a lot and is not lazy                      b. doesn't do a good job

9. My favorite job was working in a restaurant. There were many people working there and we worked well together. We were all team players.

A team player \_\_\_\_.

- a. works alone and doesn't help others                      b. works in a group and helps others

10. I worked in a store last year. The boss let me count the money at the end of the day and take it to the bank. My boss didn't worry because I am trustworthy.

A trustworthy person is \_\_\_\_.

- a. honest    b. not honest

➔ CREATE

*It is a good idea to practice answering questions before you go to a job interview. Work with a partner. Practice asking and answering the questions. Use the words from the box and vocabulary from Review and Expand in your answers.*

<p><b>Skills: Talents or Abilities</b> good with numbers good with my hands good people skills</p>	<p><b>Characteristics: A Description of You as a Person</b> creative hardworking trustworthy a team player</p>	<p><b>Strengths and Weaknesses:</b> good communicator problem solver overachiever workaholic</p>
--	--	--

1. Tell me about yourself. What things do you like to do? Give an example.

I am \_\_\_\_\_

I like to \_\_\_\_\_

2. What skills do you have? Give an example of when you used that skill.

I am \_\_\_\_\_

I \_\_\_\_\_

3. What are your strengths? Give an example.

I am \_\_\_\_\_

I \_\_\_\_\_

4. What are your weaknesses? Give an example.

I am \_\_\_\_\_

I \_\_\_\_\_

## B SPEAKING

### ➔ 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.*

careful

creative

relaxing

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.*

animal trainer

salesclerk


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



*Listen to the examples.*

professional shopper

good pay

- 1  *Listen to the adjectives. Write the number of syllables you hear in each adjective. Then listen again and underline the stressed syllable. Listen again and repeat the words.*

\_\_\_ 1. dangerous

\_\_\_ 2. important

\_\_\_ 3. tiring

\_\_\_ 4. educated


\_\_\_ 5. difficult

\_\_\_ 6. spicy

\_\_\_ 7. unusual

\_\_\_ 8. interesting



- 2  Read each item and underline the stressed syllable. Listen and check your answers. Then work with a partner. Take turns saying each item and listening for the correct stress.

- \_\_\_ 1. cartoon artist  
 \_\_\_ 2. window washer  
 \_\_\_ 3. high salary  
 \_\_\_ 4. taste buds  
 \_\_\_ 5. ice cream  
 \_\_\_ 6. spicy foods  
 \_\_\_ 7. department store

- 3 Work with a partner. Student A, ask Wh- questions with the phrases on the left. Student B, answer with the phrases on the right. Be sure to use the correct stress. Switch roles after item 4. Write your answers on the lines.

### Example

A: What do you call someone who washes windows?

B: A window washer.

- |  |                            |
|--|----------------------------|
| <u>  b  </u> 1. someone who washes windows                   | a. taste buds              |
| ___ 2. a frozen dessert                                      | <u>  b  </u> window washer |
| ___ 3. someone who sells things                              | c. job counselor           |
| ___ 4. someone who draws cartoons                            | d. cartoon artist          |
| ___ 5. a large store that sells many different products      | e. ice cream               |
| ___ 6. someone who puts together computers                   | f. department store        |
| ___ 7. the parts of the tongue you use to taste food         | g. computer assembler      |
| ___ 8. someone who helps people find the right job or career | h. salesclerk              |

## ➔ FUNCTION: Small Talk

When making conversation, it's polite to ask about a person'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. <sup>1</sup>	Oh ... Really?
How do you like it?	It's great. It's interesting. It's all right, but ... I don't like it at all.	Good for you.  Oh, I see. Oh, why not?
What do you like to do in your free time?	I like to (listen to music / play tennis).  I enjoy (reading / playing computer games).	That's interesting.  That's nice.

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?

A: \_\_\_\_\_. How about you?

B: \_\_\_\_\_.

## ➔ 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 vocabulary, pronunciation, and language to make small talk that you learned in the unit.

<sup>1</sup> retired: 退休的

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

restaurant reviewer

ice-cream taster

cartoon artist

professional shopper

game-show host

other: \_\_\_\_\_

window washer

**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.

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

---

**RESEARCH TOPICS, see page 165.**