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美语路路通 系列教材

MOSAIC

第四版

Jami Hanreddy / Elizabeth Whalley



辽宁教育出版社

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## Mosaic 2 Listening/Speaking, 4<sup>th</sup> Edition

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## Dedication

To the memory of Fred Goldstein, Rufus Ruffy Rusty Russell III, Cindy Strauss, and Gertrude and Stanley Whalley.

For Freddy, who shared my love of puns as well as the grand metaphor.

And for Joe and Gracie whose love consummately provides the context for these efforts.

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# Mosaic 2

## **Listening/Speaking**

# Mosaic 2      **Listening/Speaking**

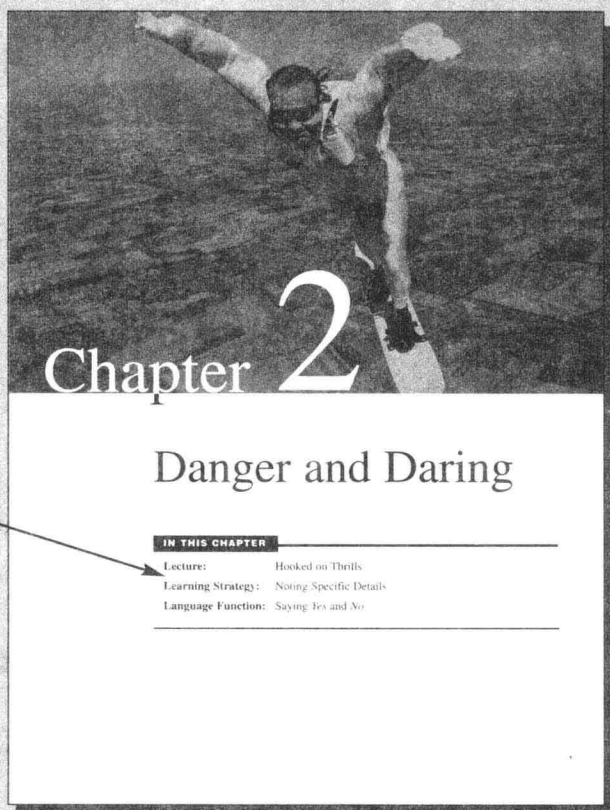
## **Boost your students' academic success!**

*Interactions Mosaic, 4th edition* is the newly revised five-level, four-skill comprehensive ESL/EFL series designed to prepare students for academic content. The themes are integrated across proficiency levels and the levels are articulated across skill strands. The series combines communicative activities with skill-building exercises to boost students' academic success.

*Interactions Mosaic, 4th edition* features

- updated content
- five videos of authentic news broadcasts
- expansion opportunities through the Website
- new audio programs for the listening/speaking and reading books
- an appealing fresh design
- user-friendly instructor's manuals with placement tests and chapter quizzes

**In This Chapter** gives students a preview of the upcoming material.



### Did You Know?

- The first heart transplant took place in Cape Town, South Africa, in 1967 and was performed by Christian Barnard. The patient, Louis Washkansky, lived for only 18 days after the surgery.
- 74,000 Americans are waiting for a transplant. A new name is added to the waiting list every 18 minutes.
- 261 medical institutions in the United States operate organ transplant programs.
- 25 different organs and tissues can be transplanted including heart, lungs, kidney, liver, corneas, bone, and cartilage.
- 90% of American say they support the concept of organ donation, but urgently needed organs are actually donated only 1/3 of the time.
- One donor can provide organs, bone, and tissue for 50 people.
- More than 60% of all organ recipients are between the ages of 18 and 49.

#### PART 1

### Getting Started

#### Sharing Your Experience



- 1 Discuss the following questions as a class or in small groups.

1. The choices of several famous men and women are described here. What are the advantages and disadvantages of these decisions? In similar circumstances, would you have made the same choices?



Buddha



Socrates

- a. Buddha left his family and gave up all his worldly possessions; he vowed to sit in meditation until he achieved enlightenment for the sake of all human beings.
- b. Socrates chose to accept his unjust punishment of drinking poison rather than escape from prison and live in hiding.

**Did You Know?** offers a variety of interesting facts to spark students' interest in the topic.

**Part 1 Getting Started** activates students' prior knowledge through prelistening questions and a vocabulary preview.

**Learning strategies** include using lecture organization to identify main ideas, using different outline forms, understanding and using figurative language, listening for comparisons and contrasts, listening for causes and effects, distinguishing between fact and opinion, predicting exam questions, and thinking critically.

**Before You Listen** prepares students for the lecture by having them consider and discuss the topic and predict main ideas of the lecture.

#### PART 2

### Predicting Exam Questions

Most students want to get good grades. One strategy for getting good grades is to predict which questions an instructor will ask on an exam.

#### Information Likely to Be on Exams

1. Any point the instructor tells you will be on the exam or anything the instructor says would make a good exam question.
2. Information that the instructor repeats directly from the textbook or class readings.
3. Things stated more slowly or more loudly than other things. (Instructors often slow down or speak louder when they want to point out something important.)
4. Key facts.

#### Examples:

For a course about the history of civil rights conflicts:

*Who was Martin Luther King?*

For a business management course:

*What should you say if you don't want to recommend someone for a job and do want to avoid a lawsuit?*

5. Information about recent research, especially the instructor's own research. (Instructors want to make sure their students are up-to-date. Also, asking questions about data that cannot yet be found in the library is a good way to find out if students have been attending class.)
6. Information on handouts.

#### Before You Listen



- 1 **Considering the Context.** The lecture in this chapter is for a training course for resident advisors (RAs). Resident advisors are students living in dormitories (dorms) who receive special training and then are paid to assist new students. They answer questions students may have about campus life and help resolve conflicts in the dorms. In small groups discuss the following questions:



1. Would you like to live in a dorm? Why or why not?
2. What questions do you think a resident advisor needs to be able to answer?
3. What kinds of conflicts do you think people might have in dorms? How would you handle these conflicts?



## Listen

- 3 **Taking Notes on Causes and Effects.** Read through the partial outline of causes and effects. Listen to the Webcast. Take notes by completing the outline.



Causes	Effects
1a. Japanese products are easy to get.	1. Americans buy many Japanese products.
1b. Japanese products are _____	
1c. Japanese products are _____	
2. _____	2. American companies are losing business.
3. _____	3a. Some leaders in business, labor, and government want protective taxes and _____
	3b. Other leaders say the United States should _____
4. U.S. manager encourages individual initiative.	4a. Separate people moving up from: _____
	4b. Keep clear division between: _____

**Note-taking strategies** include using different outline forms, abbreviating, using illustrations, using target expressions to help understand lectures, and using cohesive devices as markers.

**Talk It Over** offers a variety of speaking activities, including role-plays, interviews, presentations, small-group discussions, and pairwork.

**Language function** practice takes students from identifying and understanding functional language to using it in everyday and academic settings. Some useful functions include requesting the main point, persuading and giving in, acquiescing and expressing reservations, and taking and keeping the floor.



- 6 **Evaluating Speakers in Context.** With some speakers, it's easier to determine the main points than with others. And in everyday interactions with friends, family, or co-workers, there are times when we all have difficulty getting to the point. To research this issue:

1. Choose three people from the following list and find an opportunity to listen to each one speak without interruption for several minutes. Many of them can be heard on the radio or TV.

artist	religious speaker	politician	teacher
businessperson	news reporter	scientist	three-year-old child
close friend	parent	shopkeeper	

2. As you listen, note the main points and then consider these questions:

- Which of the three speakers was the most long-winded?
- Which one got to the point in the shortest time?
- Did any of the speakers talk on and on so much that you felt they never got to the point? If so, which one(s)?
- With which speaker was it easiest to get the gist of what was being said?
- With which speaker was it hardest to get the gist of what was being said?

3. Share your responses to these items with your classmates and give brief descriptions of your three subjects, including approximate age and educational background. Did you notice any patterns? For example, did you and your classmates discover a relationship between profession and long-windedness? Or perhaps between age and not getting to the point? Were there any particular topics about which most subjects tended to "beat around the bush" (talk around the subject but not exactly on the subject)?

## PART 3

## Requesting the Main Point



A scene from the classic American film *Mr. Smith Goes to Washington*.

Getting to the point quickly is generally a goal of most English speakers, but not all of them. Some speakers are intentionally long-winded. For example:

- A United States senator who does not want a bill to be passed may talk on and on, day and night, to delay the vote on the bill.
- Someone who is shy and timid about a particular issue might beat around the bush, talking all around the subject, to delay having to face it.

## PART 4

## Focus on Testing



You will hear a short presentation. After the presentation, you will be asked some questions. Circle the letter of the best answer to each question.

## Question 1

- a. in the 1930s
- b. in the 1950s
- c. March 14, 1879
- d. April 18, 1933

## Question 2

- a. because Einstein had reached the age of 15
- b. because Einstein had not completed secondary school
- c. because Einstein was failing his exams
- d. because the family business failed

## Question 3

- a. electrical engineer
- b. patent office clerk
- c. secondary school teacher
- d. mathematician

## Question 4

- a. wrote scientific papers
- b. read a lot of books on physics
- c. talked to other physicists
- d. taught mathematics and physics

## Question 5

- a. the Kaiser-Wilhelm Gesellschaft in Berlin
- b. the German University of Prague
- c. the University of Zurich
- d. the University of Bern

## Question 6

- a. in the United States
- b. in Germany
- c. in Switzerland
- d. in Italy

**Focus on Testing** practices test-taking strategies vital for success on standardized test.

**Video news broadcasts** immerse students in authentic language, complete with scaffolding and follow-up activities to reinforce listening and speaking skills.



## Video Activities: Seeking Love

**Before You Watch.** Discuss these questions in small groups.

1. What are some ways to meet people?
2. Which ways are the most effective?
3. What is the most important quality to seek in a boyfriend or a girlfriend?

**Watch.** Answer these questions in small groups.

1. What does the narrator say is probably what most of us want and need the most? \_\_\_\_\_
2. Check the ways of finding a mate that are mentioned in this video segment.
  - a. \_\_\_ using a dating service
  - b. \_\_\_ placing personal advertisements
  - c. \_\_\_ getting involved in activities that you enjoy
  - d. \_\_\_ asking friends to help you meet someone
3. Put a check (✓) next to things that you should do and an (x) next to things that you shouldn't do on a first date.
  - a. \_\_\_ Ask creative questions.      c. \_\_\_ Be someone that you're not.
  - b. \_\_\_ Dress well.                      d. \_\_\_ Ask questions to find out about your date's financial status.

**Watch Again.** Circle the correct answers.

1. What does Dr. Jim Soulis say you should do before you start looking for a mate?
  - a. look into yourself      b. lose weight and      c. read books about
  - buy new clothes                      relationships
2. What does Dr. Jim Soulis say is the most quality you must have to find love?
  - a. good looks      b. money      c. intelligence      d. confidence
3. Which three things does Victoria Parker tell her clients to do?
  - a. meditate      b. think positively      c. study themselves
  - d. listen to a tape recorder      e. become active in things they enjoy
4. What kind of personal ads does Judy Knoll say are not effective?
  - a. imaginative ones      b. negative ones      c. boastful ones
5. Men should never \_\_\_\_\_.
  - a. pay for a woman's friends
  - b. compliment a woman on a part of her body
  - c. call a woman when they said that they would
6. Men don't like women who \_\_\_\_\_.
  - a. become attached too quickly
  - b. ask them to break a habit

Don't forget to check out the new **Interactions Mosaic** Website at [www.mhcontemporary.com/interactionsmosaic](http://www.mhcontemporary.com/interactionsmosaic).

- Traditional practice and interactive activities
- Links to student and teacher resources
- Cultural activities
- Focus on Testing
- Activities from the Website are also provided on CD-ROM

# Mosaic 2 Listening/Speaking

Chapter	Learning Strategies	Listening Skills	Language Functions
<b>1 Language and Learning</b>  <b>Page 1</b>	<ul style="list-style-type: none"> <li>■ Understanding main ideas: Using lecture organization</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for main ideas</li> <li>■ Listening for a lecturer's style</li> <li>■ Listening for the style of speakers in context</li> <li>■ Listening for appropriate expressions and tone of voice</li> </ul>	<ul style="list-style-type: none"> <li>■ Requesting the main point</li> </ul>
<b>2 Danger and Daring</b>  <b>Page 13</b>	<ul style="list-style-type: none"> <li>■ Noting specific details: Using different outline forms</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for specific details</li> <li>■ Listening for yes and no expressions</li> <li>■ Rating yes and no expressions</li> </ul>	<ul style="list-style-type: none"> <li>■ Saying <i>yes</i> and <i>no</i></li> </ul>
<b>3 Sex and Gender</b>  <b>Page 29</b>	<ul style="list-style-type: none"> <li>■ Abbreviating—when and how</li> <li>■ Creating your own abbreviations</li> </ul>	<ul style="list-style-type: none"> <li>■ Taking notes using abbreviations</li> <li>■ Listening for sincere and insincere congratulations</li> <li>■ Listening for expressions of congratulations</li> <li>■ Listening for expressions of condolences</li> </ul>	<ul style="list-style-type: none"> <li>■ Extending congratulations and condolences</li> </ul>
<b>4 Mysteries Past and Present</b>  <b>Page 43</b>	<ul style="list-style-type: none"> <li>■ Using illustrations in note taking</li> </ul>	<ul style="list-style-type: none"> <li>■ Taking notes using illustrations</li> <li>■ Listening for formal and informal expressions</li> <li>■ Listening for expressions admitting a lack of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>■ Admitting lack of knowledge</li> </ul>
<b>5 Transitions</b>  <b>Page 57</b>	<ul style="list-style-type: none"> <li>■ Understanding and using figurative language</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for figurative language</li> <li>■ Listening for appropriate tone of voice</li> <li>■ Listening for expressions that introduce negative statements</li> <li>■ Listening for negative statements</li> </ul>	<ul style="list-style-type: none"> <li>■ Making negative statements or comments politely</li> </ul>
<b>6 The Mind</b>  <b>Page 71</b>	<ul style="list-style-type: none"> <li>■ Listening for comparisons and contrasts</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for comparison and contrast in informal conversations</li> <li>■ Listening for comparison and contrast in a lecture</li> <li>■ Listening to summarize the positive view</li> </ul>	<ul style="list-style-type: none"> <li>■ Expressing the positive view</li> </ul>

Speaking Tasks	Focus on Testing	Lecture Topics	Video Topics
<ul style="list-style-type: none"> <li>■ Discussing educational experiences</li> <li>■ Evaluating a lecturer's style</li> <li>■ Sharing your language learning autobiography</li> <li>■ Evaluating speakers in context</li> <li>■ Requesting the main point</li> <li>■ Role-playing conversations</li> </ul>	<ul style="list-style-type: none"> <li>■ Questions about a presentation</li> </ul>	<ul style="list-style-type: none"> <li>■ To School or Not to School</li> </ul>	<ul style="list-style-type: none"> <li>■ The School of Success</li> </ul>
<ul style="list-style-type: none"> <li>■ Discussing thrillseekers</li> <li>■ Speaking from a prepared outline</li> <li>■ Saying <i>yes</i> and <i>no</i></li> <li>■ Completing a survey about taking risks</li> </ul>	<ul style="list-style-type: none"> <li>■ Questions about a news feature</li> </ul>	<ul style="list-style-type: none"> <li>■ Hooked on Thrills</li> </ul>	<ul style="list-style-type: none"> <li>■ Extreme Sports</li> </ul>
<ul style="list-style-type: none"> <li>■ Discussing adolescence</li> <li>■ Discussing abbreviations</li> <li>■ Decoding abbreviations</li> <li>■ Creating messages using abbreviations</li> <li>■ Expressing congratulations and condolences</li> <li>■ Sharing cultural expressions</li> <li>■ Role-playing dialogues</li> </ul>	<ul style="list-style-type: none"> <li>■ Questions about a conversation</li> </ul>	<ul style="list-style-type: none"> <li>■ Becoming a Man, Becoming a Woman</li> </ul>	<ul style="list-style-type: none"> <li>■ Seeking Love</li> </ul>
<ul style="list-style-type: none"> <li>■ Discussing the solar system</li> <li>■ Sharing scientific theories</li> <li>■ Using illustrations to enhance descriptions</li> <li>■ Giving a scientific report</li> <li>■ Using formal expressions to admit a lack of knowledge</li> <li>■ Using informal expressions to admit a lack of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>■ Questions about an American Indian folktale</li> </ul>	<ul style="list-style-type: none"> <li>■ The Origins of our Solar System</li> </ul>	<ul style="list-style-type: none"> <li>■ Abduction by Aliens</li> </ul>
<ul style="list-style-type: none"> <li>■ Discussing transitions</li> <li>■ Discussing free will</li> <li>■ Making analogies</li> <li>■ Determining the subjects of analogies</li> <li>■ Role-playing dialogues</li> <li>■ Guessing situations and emotions</li> </ul>	<ul style="list-style-type: none"> <li>■ Questions about a presentation</li> </ul>	<ul style="list-style-type: none"> <li>■ The Stages of Life – A View from Shakespeare</li> </ul>	<ul style="list-style-type: none"> <li>■ College Graduation</li> </ul>
<ul style="list-style-type: none"> <li>■ Discussing dreams</li> <li>■ Comparing and contrasting dreams</li> <li>■ Analyzing dreams</li> <li>■ Interviewing about dreams</li> <li>■ Expressing the positive view</li> <li>■ Debating as optimists and pessimists</li> <li>■ Responding to complaints positively</li> </ul>	<ul style="list-style-type: none"> <li>■ Questions about a conversation</li> </ul>	<ul style="list-style-type: none"> <li>■ Dreams and Reality</li> </ul>	<ul style="list-style-type: none"> <li>■ Social Phobia</li> </ul>

(continued on next page)

# Mosaic 2 **Listening/Speaking**

Chapter	Learning Strategies	Listening Skills	Language Functions
<b>7 Working</b> <b>Page 89</b>	<ul style="list-style-type: none"> <li>■ Listening for causes and effects</li> </ul>	<ul style="list-style-type: none"> <li>■ Taking notes on causes and effects</li> <li>■ Listening to people persuading and giving in</li> <li>■ Listening for expressions introducing persuasive arguments</li> </ul>	<ul style="list-style-type: none"> <li>■ Persuading and giving in</li> </ul>
<b>8 Breakthroughs</b> <b>Page 107</b>	<ul style="list-style-type: none"> <li>■ What to do when you don't understand</li> </ul>	<ul style="list-style-type: none"> <li>■ Practicing note taking strategies</li> <li>■ Listening for appropriate and inappropriate compliments</li> </ul>	<ul style="list-style-type: none"> <li>■ Giving and receiving compliments</li> </ul>
<b>9 Art and Entertainment</b> <b>Page 125</b>	<ul style="list-style-type: none"> <li>■ Distinguishing between fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for facts and opinions</li> <li>■ Listening for expressions of doubt</li> </ul>	<ul style="list-style-type: none"> <li>■ Expressing doubt or disbelief</li> </ul>
<b>10 Conflict and Reconciliation</b> <b>Page 143</b>	<ul style="list-style-type: none"> <li>■ Predicting exam questions</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening to predict exam questions</li> <li>■ Listening for acquiescence and reservations</li> <li>■ Listening for suggestions about conflict resolution</li> <li>■ Listening for ways to express reservations</li> </ul>	<ul style="list-style-type: none"> <li>■ Acquiescing and expressing reservations</li> </ul>
<b>11 Medicine and Science</b> <b>Page 157</b>	<ul style="list-style-type: none"> <li>■ Cohesion and reference</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for cohesive devices</li> <li>■ Listening for expressions for taking and keeping the floor</li> <li>■ Listening for opportunities to take the floor</li> </ul>	<ul style="list-style-type: none"> <li>■ Taking and keeping the floor</li> </ul>
<b>12 The Future</b> <b>Page 177</b>	<ul style="list-style-type: none"> <li>■ Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for facts vs. opinions</li> <li>■ Listening critically</li> <li>■ Listening for expressions of speculation and reminiscence</li> <li>■ Listening for speculations and opinions</li> </ul>	<ul style="list-style-type: none"> <li>■ Speculating about the future; reminiscing about the past</li> </ul>
<b>x</b>	<b>Appendix Tapescript</b>	<b>193 195</b>	

Speaking Tasks	Focus on Testing	Lecture Topics	Video Topics
<ul style="list-style-type: none"> <li>■ Discussing jobs and work</li> <li>■ Discussing advances in technology</li> <li>■ Discussing technology and society</li> <li>■ Describing innovations</li> <li>■ Persuading in informal situations</li> <li>■ Debating work-related issues</li> <li>■ Role-playing situations requiring persuasion</li> </ul>	<ul style="list-style-type: none"> <li>■ Questions about a radio interview</li> </ul>	<ul style="list-style-type: none"> <li>■ Japanese and American Business Management</li> </ul>	<ul style="list-style-type: none"> <li>■ Telecommuting</li> </ul>
<ul style="list-style-type: none"> <li>■ Discussing laws of nature</li> <li>■ Discussing breakthroughs</li> <li>■ Sharing past experiences</li> <li>■ Describing scientific processes</li> <li>■ Giving and receiving compliments</li> <li>■ Discussing compliments in context</li> <li>■ Discussing inappropriate compliments</li> </ul>	<ul style="list-style-type: none"> <li>■ Questions about a presentation</li> </ul>	<ul style="list-style-type: none"> <li>■ Discovering the Laws of Nature</li> </ul>	<ul style="list-style-type: none"> <li>■ Advances in Medicine</li> </ul>
<ul style="list-style-type: none"> <li>■ Discussing music</li> <li>■ Sharing your knowledge</li> <li>■ Role-playing a critic</li> <li>■ Presenting facts and expressing doubts</li> <li>■ Completing conversations</li> </ul>	<ul style="list-style-type: none"> <li>■ Questions about a music review</li> </ul>	<ul style="list-style-type: none"> <li>■ The Rise of Rock 'n' Roll</li> </ul>	<ul style="list-style-type: none"> <li>■ Women in Jazz</li> </ul>
<ul style="list-style-type: none"> <li>■ Discussing conflicts</li> <li>■ Discussing dorm life</li> <li>■ Evaluating exam questions</li> <li>■ Asking and answering exam questions</li> <li>■ Acquiescing and expressing reservations</li> <li>■ Discussing conflicts and resolutions</li> </ul>	<ul style="list-style-type: none"> <li>■ Questions about a discussion</li> </ul>	<ul style="list-style-type: none"> <li>■ Dealing with Conflicts</li> </ul>	<ul style="list-style-type: none"> <li>■ A Strike</li> </ul>
<ul style="list-style-type: none"> <li>■ Discussing principles</li> <li>■ Discussing medical resources</li> <li>■ Discussing the lecture</li> <li>■ Understanding and using reference words</li> <li>■ Presenting your point of view</li> </ul>	<ul style="list-style-type: none"> <li>■ Questions about a human interest story</li> </ul>	<ul style="list-style-type: none"> <li>■ Organ Transplants</li> </ul>	<ul style="list-style-type: none"> <li>■ Stealth Surgery</li> </ul>
<ul style="list-style-type: none"> <li>■ Visualizing the future</li> <li>■ Thinking critically by analyzing responses</li> <li>■ Evaluating critically</li> <li>■ Gathering and reporting research</li> <li>■ Predicting the future</li> <li>■ Role-playing reunions</li> </ul>	<ul style="list-style-type: none"> <li>■ Questions about a presentation</li> </ul>	<ul style="list-style-type: none"> <li>■ The Future</li> </ul>	<ul style="list-style-type: none"> <li>■ Concept Cars</li> </ul>



# Chapter 1

## Language and Learning

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### IN THIS CHAPTER

- |                           |                            |
|---------------------------|----------------------------|
| <b>Lecture:</b>           | To School or Not to School |
| <b>Learning Strategy:</b> | Understanding Main Ideas   |
| <b>Language Function:</b> | Requesting the Main Point  |
-

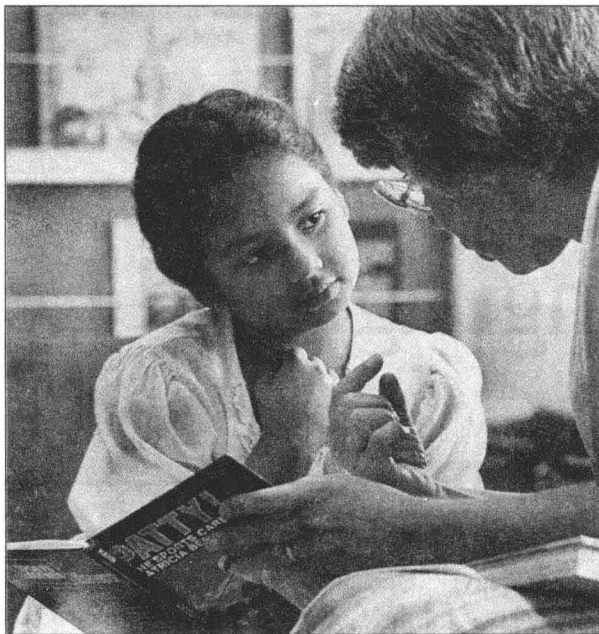
## Did You Know?

- High school students in the United States spend an average of 38 hours per week in the classroom. In Russia the figure is 52 hours, and in Japan it's 59 hours.
- In the United States, reading, writing, and arithmetic are considered the most important school subjects for young children. These three skills are often referred to as the three Rs: reading, 'riting, and 'rithmetic.
- The number of children currently being taught at home in the United States is over 1.2 million and is growing steadily.

### PART 1

## Getting Started

### Sharing Your Experience



- 1 Discuss the following questions in small groups. Think back to the time when you were in elementary school and share your recollections with your classmates.
  1. Who was your favorite teacher? How old were you? Why was he or she your favorite? Share a specific incident that explains why you liked that teacher so well.
  2. Who was your least favorite teacher? Why? How old were you? Share an anecdote that explains why you disliked this teacher.
  3. In what ways has school been exciting? Disappointing?

4. Do you feel you would know less, the same amount, or more if you had not gone to school? Why? If you hadn't gone to school, how do you think you would have learned things? From your parents, your parents' friends, your friends, your siblings, television, radio, movies, books, computers?
5. Do you think everyone should be required to go to school? Why or why not?

## Vocabulary Preview

- 2 Vocabulary in Context.** The speaker uses the following words in the lecture. After the list are six statements that teachers might make to describe students. Fill in the blank in each statement with the appropriate word from the list.

enthusiastic	<i>extremely pleased or excited</i>
genius	<i>a person with great intelligence and/or ability</i>
to get away from it all	<i>to retreat from the stress of daily activities</i>
gifted	<i>very capable and inventive; talented</i>
moody	<i>frequently appearing disagreeable, unpleasant, or sad to others</i>
nonconformist	<i>a person who refuses to follow established customs</i>
obedient	<i>follows orders</i>

1. In nursery school, Rudy Thomas could sing his ABCs on key without missing a note. He played the piano without being taught. He made up beautiful songs by himself. By the time he was six, he must have spent six hundred hours at the piano. He probably will be a great composer or performer one day, because he's musically \_\_\_\_\_.
2. Sometimes Barbara Michaels is happy, but more often she seems sad or grumpy. She is so \_\_\_\_\_ that it is difficult for her to make any friends.
3. I think George Redfern is the kind of student that many teachers like. He does whatever he is told without asking any questions and never gets into trouble. I, however, find this kind of student difficult. I don't like students who are so \_\_\_\_\_. They are so dull. I much prefer students who challenge me.
4. Nancy Burke's IQ is over 165. She completed high school by the time she was 12 years old. She graduated with highest honors from the university when she was 16 and completed her PhD in astrophysics at age 21. Her parents say that by the time she was three months old, they could already tell that she was a \_\_\_\_\_.
5. It's so nice to have Michael Jones in class. He is always cheerful and seems to like everyone. It's clear that he really enjoys school because he is so \_\_\_\_\_ about all the classes and activities.
6. I think that Penny Mattson is working too hard. I know she has her TOEFL exam next week, but she needs \_\_\_\_\_ and relax a little or she might get sick.
7. Instead of doing term papers for her political science class, Patsy usually creates some sort of dance performance that illustrates her main arguments and includes all the supporting details. She is really a \_\_\_\_\_. I'm surprised the professor allows her to change the course requirements in that way.

**PART 2****Understanding Main Ideas**

In most lectures, several main ideas are presented. These are the concepts the speaker wants the audience to remember. Most often the lecturer also provides a general, or thesis, statement that includes all the main concepts. When a lecture is well organized, with a clear beginning, middle, and end, the main ideas are usually easy to pick out. When a lecture is not well organized, understanding the gist of what is being said can be difficult. Some lecturers are long-winded, taking a long time to come to the point. Others talk on and on and never seem to come to the point at all.

**The Model Lecture Has Three Parts****1. Introduction**

Usually the general, or thesis, statement is included here. Sometimes the main ideas are mentioned, but not fully explained.

**2. Body**

The main ideas and examples are always presented here.

**3. Conclusion**

Traditionally this section contains a summary of all the main ideas. The general, or thesis, statement will be repeated, or it may be introduced here for the first time.

**Before You Listen****1 Considering the Topic.** Discuss the following questions in small groups.

1. Think about your classmates during your first eight years of school. Which ones had artistic talent? Did those students like or dislike school? Why?
2. Think about your classmates who were talented in science or math. Did those students like or dislike school? Why?
3. Based on your group discussion, can you draw any conclusions? Share your findings with the rest of the class.

**Listen****2 Listening for Main Ideas.** Listen to the lecture once all the way through. Then listen again. This time, listen for the main ideas in the introduction, the body, and the conclusion of the lecture. Stop the tape or CD after you hear each of the following sentences and write the main idea of the part of the lecture that you have just heard.

**Stop 1** These questions are very important ones for you as future teachers to consider.

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**Stop 2** Mark Twain, Charlie Chaplin, and Vincent van Gogh are examples of what we expect to find.

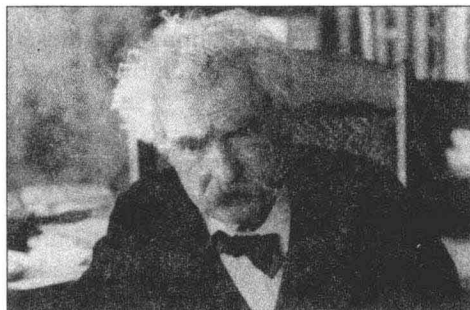
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Huck Finn and Tom Sawyer, two of Mark Twain's characters, frequently stayed away from school.



Mark Twain was not a very obedient student and had very negative experiences in school.

**Stop 3** He [Wordsworth] did well in math, history, and literature courses and felt he had a free and happy life at school.

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**Stop 4** Even though these scientific giants experienced conflicts between the demands of school and the development of their own minds, we should not jump to conclusions.

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**Stop 5** He [Fleming] passed his medical school entrance examinations with higher marks than any other student.

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