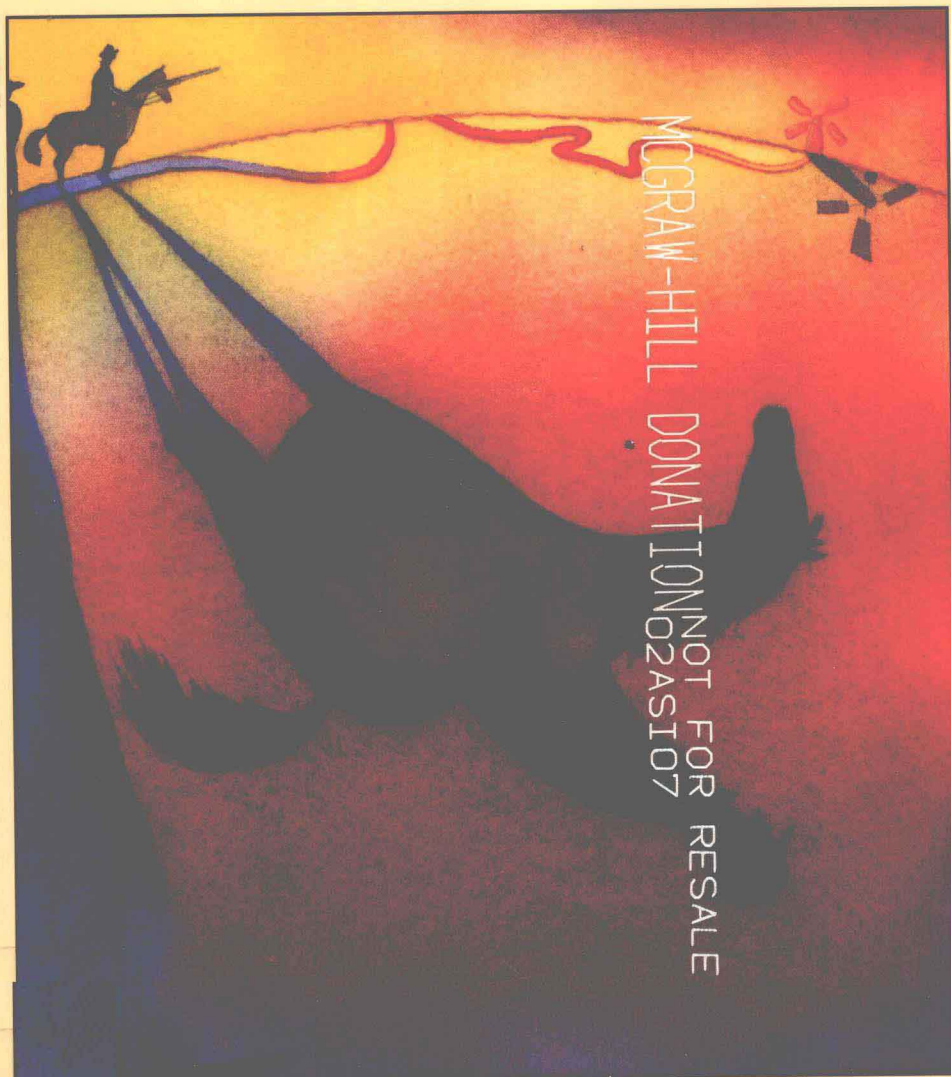


# Quest

*Listening and Speaking  
in the Academic World*



**mela Hartmann**

**Laurie Blass**

**Book**

**1**

# Quest

*Listening and Speaking  
in the Academic World,  
Book 1*

**Pamela Hartmann**

*Los Angeles Unified School District*

**Laurie Blass**



Boston Burr Ridge, IL Dubuque, IA Madison, WI  
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# McGraw-Hill Higher Education

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QUEST: LISTENING AND SPEAKING IN THE ACADEMIC WORLD, BOOK 1

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This book is printed on acid-free paper.

6 7 8 9 0 QPF/QPF 0 9 8 7 6 5 4

ISBN 0-07-006249-8

Vice president and editorial director: *Thalia Dorwick*

Publisher: *Tim Stookesberry*

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Compositor: *David Corona Design*

Typeface: *10/12 Times Roman*

Printer: *Quebecor Printing Book Group/Fairfield, PA*

Cover designer: *Victory Productions*

Cover image: *Lonnie Sue Johnson*

Photo research: *Toni Michaels*

Illustrator: *ElectraGraphics, Inc.*

The credits section for this book begins on page 224 and is considered an extension of the copyright page.

INTERNATIONAL EDITION ISBN 0-07-116387-5

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# *preface*

## **Quest: The Series**

The *Quest* series addresses the need to prepare students for the demands of college-level academic coursework. *Quest* differs from other content-based ESOL series in that it incorporates material typically covered in general education courses, and contains a variety of academic areas including biology, business, U.S. history, psychology, art history, anthropology, literature, and economics.

*Quest* has been designed to parallel and accelerate the process that native speakers of English go through when they study core required subjects in high school. By previewing typical college course material, *Quest* helps students get “up to speed” in terms of both academic content and language skills.

In addition, *Quest* prepares students for the daunting amount and level of reading, writing, listening, and speaking required for college success. The three *Reading and Writing* books combine high-interest material from newspapers and magazines with traditional academic source materials such as textbooks. Reading passages increase in length and difficulty across the three levels. The *Listening and Speaking* books in the *Quest* series contain listening strategies and practice activities based on recorded conversations among college students, authentic “person-on-the-street” interviews, radio programs, and college lectures. Similar to the *Reading and Writing* books, the three *Listening and Speaking* books increase in difficulty within each level and between levels.

The *Quest Listening and Speaking* books have been coordinated with the *Reading and Writing* books so that the two, used in conjunction, provide students with complementary, overlapping, yet distinct information—much as happens in a typical college class, in which students attend a lecture on a given topic and then complete textbook reading assignments on a related topic.

## **Quest: Listening and Speaking in the Academic World, Book 1**

*Quest: Listening and Speaking the Academic World, Book 1* begins with an introductory chapter, *Getting Started*. This chapter presents basic information about higher education in the United States and Canada and introduces students to the concept of listening and speaking in a college context; included is practice in taking lecture notes, listening for the main idea, and understanding fast or difficult English—areas covered in all subsequent chapters at increasingly challenging levels.

Following the introductory chapter are three distinct units, each focusing on a different area of college study—business, biology, and U.S. history. Each content unit contains two chapters. The business unit is comprised of chapters on career planning (beginning college) and the free enterprise system, and the biology unit includes chapters on animal behavior and nutrition. The chapters in the last unit, on U.S. history, concentrate on slavery in the United States and on Native Americans in the 19th century.

Unique to this series is the inclusion of three different *types* of listening passages in each chapter:

- Everyday English—an informal conversation among college students (or in some chapters, person-on-the street interviews)—on both audiotape and videotape;
- Broadcast English—an authentic radio segment from such sources as National Public Radio and Public Radio International; and
- Academic English—a short college lecture.

## Unique Chapter Structure

Each chapter of *Quest: Listening and Speaking in the Academic World, Book 1* (with the exception of Getting Started) contains five parts that blend listening, speaking, and academic skills within the content of a particular area of study. In Part One, pictures, charts, and/or a short reading provide the basis for discussion and journal writing and prepare students for the listening passages that follow. In Part Two, Everyday English, students listen to and use informal, conversational English related to the chapter theme. Part Three, The Mechanics of Listening and Speaking, focuses on language function, pronunciation, and intonation; it culminates in an activity requiring students to make use of all three of these areas. In Part Four, Broadcast English, students learn—at even the level of Book 1—to understand and discuss an authentic radio passage which, in turn, helps to prepare them for the lecture that follows. Part Five, Academic English, presents an audiotaped lecture on the chapter theme and guides students toward proficient note-taking skills; the final activity in the chapter, Step Beyond, involves students in discussion, original research, and presentation of their own findings.

## Supplements\*

The Instructor's Manual to accompany *Quest: Listening and Speaking in the Academic World, Books 1-3* provides instructors with a general outline of the series, as well as detailed teaching suggestions and important information regarding levels and placement, classroom management, and chapter organization. For each of the three books, there is also a separate section with answer keys, oral practice, and unit tests. In addition, there is an audio/video component to accompany each of the three *Quest: Listening and Speaking* books. Tapescripts are also available.

## Acknowledgments

Many, many thanks go to those who have made and are making this series possible: Marguerite Ann Snow, who provided the initial inspiration for this entire series; publisher for ESOL, Tim Stookesberry, who first said *yes*; vice president and editorial director Thalia Dorwick, who made it happen; editors Janet Battiste and Aurora Martinez Ramos, who gave encouragement and support and helped shape the manuscript; marketing manager Pam Tiberia, who guides the books into classrooms; Joe Higgins of National Public Radio, who went above-and-beyond to help us find one especially wonderful but elusive tape; the many students who have tried materials and let us know what worked and what didn't; the good people at Mannic Productions; the entire production team in Dubuque; and the following reviewers, whose opinions and suggestions were invaluable: Marietta Urban, Karen Davy, and Mark Litwicki.

\* The supplements listed here accompany *Quest: Listening and Speaking in the Academic World, Books 1-3*. Please contact your local McGraw-Hill representative for details concerning policies, prices, and availability as some restrictions may apply.

# visual tour

## Highlights of this Book

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Unit 2 Biology

### Part One Introduction: Animal Behavior

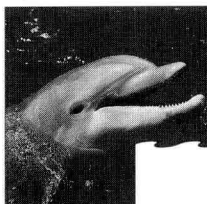
**A. Brainstorming.** **Group** Discuss the animals in these pictures. How are they all similar? How are they different?



A human



A chimpanzee



A dolphin

### Part One: Focus on Activating Prior Knowledge with Practice Opportunities in all Language Skills

**Part One** of each chapter contains a variety of high-interest activities that gradually introduce students to the chapter topic. In these examples, students are given the opportunity to discuss what they already know about animal behavior and to read a brief passage about anecdotes that depict animal behavior. This section is typically followed by discussion questions and ends with a journal writing activity in which students share their reactions to the chapter topic or their knowledge of the subject matter. (pages 92 and 93)

#### Strange but True

Sheba is a healthy six-year-old. She is learning many things: to choose colors, to count (from zero to seven so far), to know words for body parts, and to take care of her own pet dog. Sheba is a chimpanzee.

\*\*\*\*\*

In Kenya, vervet monkeys make many different noises. Some of these noises are alarm calls—"Danger!" One call means "Snake!" When the monkeys hear this, they all look down. A different call means "Leopard!"<sup>5</sup> The monkeys hear this, and they run into the trees. A third call means "Eagle!" At this call, all the monkeys look up into the sky.

\*\*\*\*\*

On July 23, 1996, Martin Richardson was on a tourist boat off the coast of Egypt. A group of dolphins was jumping playfully near the boat. Richardson and two friends decided to swim with the dolphins, and they jumped into the water. Suddenly, a shark appeared and attacked Richardson. Soon the water was red with his blood. Immediately, three of the dolphins swam around him. They began to hit the water again and again with their tails. They protected Richardson from the shark and saved his life.

Sources: Story of Sheba the chimpanzee, adapted from Sally Boyson, "Proving a professor's pet theory, Sheba the Chimp is treating a bassett hound as her own dog" from *People Weekly* (April 18, 1988). Copyright © 1988 by Time, Inc. Reprinted with the permission of Time.

Story of vervet monkeys, adapted from Marian Stamp Dawkins, "The private life of the vampire bat . . . and other surprising examples of animal behavior" from *UNESCO Courier* (February 1988). Copyright © 1988 by UNESCO (France). Reprinted with the permission of the publishers.

Story of Martin Richardson and dolphins, adapted from Aline A. Newman, "Animals in action" from *Boys' Life* (March 1996) 88, no. 3. Copyright © 1996 by the Boy Scouts of America, Inc. Reprinted with the permission of *Boys' Life*.

**C. Discussion.** **Group** Discuss your answers to these questions.

1. Did anything in "Strange but True" surprise you? If so, what?
2. What do the three examples in the reading show us about animals' ability to communicate, their intelligence, and their emotions?
3. Do you know any other strange-but-true animal stories? If so, tell one to your group.

**D. Journal Writing.** Choose one of these topics. Write about it for five minutes. Don't worry about grammar and don't use a dictionary. Just put as many ideas as you can on paper.

- \* Write your ideas about one of the animals from "Strange but True."
- \* Describe an animal that a classmate told you about.
- \* Tell a story about any other surprising animal.

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Unit 2 Biology

Part Two

Everyday English: That Darn Cat

Before Listening

A. **Brainstorming.** **Group** Talk about these animals. What do you know about their ability to communicate, their intelligence, and their emotions?



A domestic cat



A domestic dog



Humans

Emphasis on Listening Preparation

All listening passages are preceded by prelistening activities such as brainstorming, discussion, prediction, and vocabulary preparation. In this example, students engage in a brainstorming session that will prepare them for the listening passage found later in this part of the chapter. (page 94)

Icons Provide Clear Instruction

All speaking activities in the book are labeled for pair, group, or class practice. Listening activities are accompanied by icons that tell whether the materials are available in audio or video formats—or both. (page 95)

Chapter Three Animal Behavior

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C. **Discussing Survey Results.** **Group** Discuss the results of the survey. Try to answer these questions:

1. Do most people with pets think that animals feel emotions?

2. Do most people without pets think that animals feel emotions?

3. Are the two groups' ideas similar?

4. Do most people think that animals feel emotions?

Listening


A. **Listening for the Main Idea.** **Video/Audio** Listen to the conversation. As you listen, try to answer this question:  
• What do Tanya, Jennifer, and Brandon believe about animals' emotions and intelligence?

B. **Listening for Reasons.** **Video/Audio** Read these questions. Then listen to the conversation again. Write your answers.

C. **Listening for Stressed Words.** **Video/Audio** Listen again to part of the conversation. Fill in the blanks with the stressed words. Use the words in the box.

animalsdolphinslaughssmart  
beachdon'toceanstupid  
buyembarrassedpushtrouble  
catshatesavesunderstand  
dohumansensitivezillion

Jennifer: Cats are very sensitive. You know, sometimes when a            does something kind of           —I don't know, falls off a table or something—and everybody           ? You can just tell that the cat feels really           . It            to be laughed at.



Conversational Listening Practice Featured in Part Two

In **Part Two**, students are given a chance to hear authentic conversational language on topics relevant to their interests and everyday concerns. In addition, these listening passages are available in both audio and video formats providing students with the opportunity to study the types of nonverbal cues that accompany oral messages. (page 96)

### Part Three: Focus on the Mechanics of Listening and Speaking

**Part Three** is devoted to providing students with listening and speaking skills that focus on intonation, stress, pronunciation, and various language functions. Here, students learn about the language function of responding to a negative question, and the pronunciation tip focuses on understanding words that are typically reduced in the flow of speech. (pages 101 and 104)

#### Language Function

##### Responding to a Negative Question: Agreeing Audio

In many languages, when people agree with a negative question, they say "yes" because they're thinking: "Yes, That's correct." They are agreeing with the speaker. However, in English, the answer is "no." People are agreeing with the situation when they say "no." Here is an example:

Q: Mr. Jensen isn't in town?

A: No.

After this "no," it's possible to add a short answer. Here are two examples:

Q: Mr. Jensen isn't in town?

A: No, he isn't.

Q: You don't have a pet?

A: No, I don't.

It's also helpful to add more information. Here are some examples:

Q: Mr. Jensen isn't in town?

A: No. He's away on vacation.

Q: You don't have a pet?

A: No. I'm allergic to dogs and cats.

Q: You don't like cats?

A: No. They're so independent.

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Unit 2 Biology

#### Pronunciation

##### Reduced Forms of Words Audio

When people speak naturally, some words (and combinations of sounds) become *reduced*, or short. Here are some examples.

##### Long Form

*I don't know.*

*You'll like him.*

*Don't call her tonight.*

*Is he going to live here?*

*I've got to get out of here.*

##### Short Form

*I dunno.*

*You'll like 'im.*

*Don't call 'er tonight.*

*Is 'e gonna live here?*

*I gotta get outta here.*

People usually *say* the reduced form but *write* the long form. (The reduced form is not correct in formal writing.)

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Unit 2 Biology

### Part Four Broadcast English: Gorilla Love

#### Before Listening



Koko with her human handler, Penny Patterson.



Koko with her pet kitten

### Authentic Broadcast English Featured in Part Four

The listening activities found in **Part Four** of each chapter are all authentic radio segments taken from a variety of sources. In this example, students hear a radio interview with Penny Patterson on National Public Radio. The pages in this section where the listening activities appear, include a shaded bar to indicate that the activities can be done in the language laboratory, at home, or in the classroom. (pages 106 and 108)

#### Listening

**A. Listening for the Main Idea.** Audio You're going to hear a radio interview with Penny Patterson. Listen for the answer to this question:

- How did people at the Gorilla Foundation find a mate for Koko?



**C. Listening for Details.** **Audio** Listen to another part of the interview. Then circle the answer to each question.

- Why did the people at the Gorilla Foundation show Koko videos of male gorillas?
  - Because gorillas enjoy TV, and the humans wanted to make her happy.
  - Because the humans wanted to find a good mate for her, and female gorillas don't like all male gorillas.
  - Because female gorillas are shy with other gorillas, and the humans wanted Koko to feel comfortable with "strangers."
- What was her reaction (response) to the video of a male in Tacoma, Washington?
  - She loved him.
  - She hated him.
  - Her reaction was somewhere between love and hate.
- How did she react to the video of a male gorilla in an Italian zoo?
  - She loved him.
  - She hated him.
  - Her reaction was somewhere between love and hate.
- How did she react to Ndume?
  - She loved him.
  - She hated him.
  - Her reaction was somewhere between love and hate.



Ndume

### Abundance of Practice Material

All listening sections in *Quest* are accompanied by a variety of activities that provide students with practice opportunities to complete before, during, and after hearing the passage. In these examples, students gain practice in such skills as listening for details and guessing meaning from context. (pages 109 and 110)

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Unit 2 Biology

**D. Guessing Meaning from Context.** **Audio** Listen to these sentences. You will hear them in two short pieces from the radio interview. What does each sentence mean? Write your guess.

- The chemistry isn't there. = \_\_\_\_\_
- She went for him. = \_\_\_\_\_

#### Chapter Three Animal Behavior

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### Part Five Academic English: Do Animals Have Emotions?

#### Before Listening



#### Listening Strategy

##### Predicting

Before you listen to a lecture, think about the topic for a few minutes. Do you have any ideas or opinions about this topic? While you listen to the lecture, ask yourself: Are my ideas right or wrong? This will make you an active listener.

**A. Predicting.** **Put** You're going to hear a lecture called "Do Animals Have Emotions?" To prepare for the lecture, answer these questions.

- What do scientists probably say about animals and emotions? Do they think that animals have emotions?
- Look at these pictures and read the information. In your opinion, why do these animals do these actions?



An otter. Otters will slide down a hill into the water, climb back to the top of the hill, and slide down again and again.



An Australian galah. Galahs will slide fly back to the top, and then slide down.

### Strategy Boxes Sharpen Students' Skills

Listening Strategy and Speaking Strategy boxes occur frequently throughout each chapter, providing students with practical skills that they can use immediately as they work on the different listening passages. These strategy boxes are always followed by practice activities that allow students to master the strategy at hand. (pages 111 and 112)



#### Speaking Strategy


##### Using Nonverbal Communication

When we communicate, we don't always use words. We sometimes "speak" without words. We often express meaning through *nonverbal communication*—in other words, communication with hands, face, and body. (*Nonverbal* means "without words.")

- Body language** = the way that people move (for communication)
- Hand gestures** = specific body language that uses the hands for communication
- Facial expressions** = specific body language that uses the face for communication

(Note: Turn back to page 99. Notice the facial expressions.)

## Listening

**A. Listening for the Main Idea.**  Listen to the lecture. As you listen, follow the outline on pages 114–115, but don't write yet. Just try to answer this question:


- What do scientists believe about animals and emotions?

### Listening Focus in Part Five: Authentic Academic Lectures

The listening passages in each chapter of *Quest* increase in length and complexity, and culminate with an academic lecture in **Part Five**. These lectures were written by content experts in each subject area and adapted to meet the special needs of English language students. A variety of activities accompany each lecture. In this example, students learn how to listen for the main idea and examples. The lecture in this chapter, *Do Animals Have Emotions?*, was written by biologist Stem Wilcox. (pages 113 and 114)

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Unit 2 Biology

**B. Finding Examples.**  Listen to these short sections from the lecture and answer the questions.

1. What is an example of a domestic animal that appears to have emotions?

Animal: \_\_\_\_\_

Action: \_\_\_\_\_

Emotion: \_\_\_\_\_

2. What are examples of two animals that appear to do some things for fun?

Example 1: \_\_\_\_\_

Example 2: \_\_\_\_\_


3. What is an example of a sound that “goes with” emotion?

Example: \_\_\_\_\_

4. What are examples of animals that are close to humans?

Example 1: \_\_\_\_\_

Example 2: \_\_\_\_\_

**C. Taking Notes.**  Listen to the lecture again. This time fill in the outline.

#### Do Animals Have Emotions?

I. Introduction: Animals that seem to express emotion

##### A. Domestic animals

1. \_\_\_\_\_

a. Happy: wag tail

b. Sad

Example: dog mourned when friend died

2. Cats

3. Horses

##### B. Wild animals at play

1. Otters


2. \_\_\_\_\_

3. \_\_\_\_\_

### Emphasis on Note-Taking Skills

*Quest* offers intensive note-taking practice to accompany each lecture in **Part Five**. Students are provided with structured outlines to assist them in taking accurate notes. Moreover, well-organized postlistening activities teach students how to use and refer to their notes in order to answer both general and specific questions about the lecture. (pages 114 and 116)

### After Listening

**A. Using Your Notes.**  Use your notes to discuss these questions about the lecture.

1. What do scientists believe about animals and emotions?
2. Why do otters slide down to the water (and parrots slide down a wire) again and again?
3. Why aren't there many studies of emotions in animals?
4. What is a possible solution—a way to study emotions in animals?



### academic Strategy

#### Understanding a Speaker's Point of View

Sometimes a speaker tells you his or her point of view (way of looking at something). The speaker doesn't say his or her opinion directly, but you can guess it.

**Example:** Most of us who have been around domestic dogs, cats, and horses think that these animals have emotions.

The speaker uses the pronoun *us*. The speaker includes himself in the group of people with this opinion about animals: Animals have emotions.

Sometimes you can guess a speaker's point of view. You can look for words that give you clues.

**Practice:** Here is a sentence from the lecture. Read it and answer the questions.

Another very cute example of play behavior is from the Australian galahs. They slide down a wire.

1. Does the speaker think that animals can play? Explain your answer. \_\_\_\_\_
2. Does the speaker enjoy watching animals? Explain your answer. \_\_\_\_\_

### Academic Strategy Boxes

Found in each chapter, these strategy boxes prepare students to be active participants in the academic environment. In this example, students are given instruction in how to understand a speaker's point of view. (page 117)



### Step Beyond

In this activity, you'll study nonverbal communication.

#### A. Doing Research

##### Step One

Choose *one* of these situations for a homework project.

- Watch gorillas or chimpanzees. (You can go to a zoo or rent a nature video.)
- Watch humans. (Choose a place where you can see a lot of nonverbal communication—maybe a shopping center or public park.)
- Watch humans from a different culture. (You can watch people at an international school, at an international festival, or in a foreign film.)
- Watch a TV program with the sound on *mute* (silent).

### Step Beyond: Chapter-Culminating Speaking Activities

Each chapter ends with a *Step Beyond* speaking activity. The content of this activity takes the form of a presentation, a debate, a survey, or an interview. It is based on the chapter's theme and incorporates the listening and speaking skills that students have practiced in previous sections. In this example, students first do research on a topic of their choice and then report their results in groups using a chart. (pages 117 and 118)

#### Step Two

Watch your situation for 30 minutes. As you watch, pay attention to body language, hand gestures, and facial expressions. In Column 1 of the chart on this page, record everything that you notice.

#### Step Three

Try to interpret your notes. In your opinion, what is the meaning of this nonverbal communication? Put this in Column 2.

#### Example:

Column 1	Column 2
One man hits another on the back. Both are smiling.	"Congratulations!" "You did a good job!"

**B. Reporting Results.** In small groups, talk about your project. What did you learn about the nonverbal communication in your situation? How much could you understand without words? Find students with the same situation as yours. How do your ideas compare?

Nonverbal Communication	
Column 1	Column 2
<ul style="list-style-type: none"> <li>• Body Language</li> <li>• Hand Gestures</li> <li>• Facial Expressions</li> </ul>	What Does It Mean?

# summary of Listening and Speaking Skills

Chapter	Listening/Speaking Strategies	Mechanics/Academic Strategies
<i>Getting Started</i>	<ul style="list-style-type: none"> <li>• taking lecture notes</li> <li>• finding practice opportunities</li> <li>• understanding the intonation of tag questions</li> <li>• listening for the main idea</li> <li>• understanding fast or difficult English</li> <li>• talking about your major</li> <li>• making small talk</li> <li>• using tag questions</li> </ul>	
1	<ul style="list-style-type: none"> <li>• guessing meaning from context</li> <li>• understanding numbers</li> <li>• listening for details</li> <li>• taking lecture notes</li> <li>• comparing values</li> <li>• giving advice</li> <li>• planning ahead</li> </ul>	<ul style="list-style-type: none"> <li>• asking for and giving directions</li> <li>• understanding interjections</li> <li>• the <i>th</i> sound</li> </ul> <p><u>understanding higher education in the United States</u></p>
2	<ul style="list-style-type: none"> <li>• brainstorming</li> <li>• listening for supporting information</li> <li>• guessing meaning from context</li> <li>• making eye contact</li> <li>• outlining (for a presentation)</li> </ul>	<ul style="list-style-type: none"> <li>• starting a conversation</li> <li>• continuing a conversation</li> <li>• reduced forms of words</li> <li>• <i>wh</i>- questions</li> </ul> <p><u>asking questions</u></p>
3	<ul style="list-style-type: none"> <li>• listening for stressed words</li> <li>• understanding emotion from tone of voice</li> <li>• making predictions</li> <li>• listening for examples</li> <li>• using nonverbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• statements and questions</li> <li>• responding to a negative question</li> <li>• reduced forms of words</li> </ul> <p><u>understanding a speaker's point of view</u></p>

(Continued)

Chapter	Listening/Speaking Strategies	Mechanics/Academic Strategies
4	<ul style="list-style-type: none"> <li>• listening for reasons</li> <li>• listening for numerical information</li> <li>• knowing when important information is coming</li> <li>• taking turns</li> </ul>	<ul style="list-style-type: none"> <li>• asking for clarification</li> <li>• offering clarification</li> <li>• emphasis for clarification</li> <li>• reduced forms in questions with <i>Do</i></li> </ul> <p><u>asking questions before listening</u> <u>comparing information</u></p>
5	<ul style="list-style-type: none"> <li>• thinking ahead to prepare for listening</li> <li>• being prepared for an important explanation</li> <li>• listening for examples in groups</li> <li>• listening for dates</li> <li>• getting feedback</li> </ul>	<ul style="list-style-type: none"> <li>• introducing yourself to someone who doesn't remember you</li> <li>• responding to an introduction</li> <li>• identifying yourself on the phone</li> <li>• pronunciation: /ɪ/ vs. /i/</li> </ul> <p><u>working cooperatively</u></p>
6	<ul style="list-style-type: none"> <li>• taking lecture notes</li> <li>• talking about symbols</li> <li>• saying something in a different way</li> </ul>	<ul style="list-style-type: none"> <li>• agreeing and disagreeing</li> <li>• showing you don't really agree</li> <li>• pronunciation: verbs ending in <i>-ed</i></li> <li>• giving an opinion</li> </ul> <p><u>understanding irony</u> <u>synthesizing information</u></p>

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# *introduction*

## Getting Started



This chapter will get you started with the material in this book. You will also listen to and discuss basic information about college life.



## Introduction to Academic Life

The time to prepare for college is *now*. It's never too soon. You're already taking a big step. You're improving your English. Students who plan to go to college in the United States or Canada also need to know something about the system of higher education in those countries. What can you expect? What do you need to do?

**Practice 1.** **Audio** Read along as you listen to the speaker explain some of the basics of college life. You'll hear the passage a second time, but don't read along that time.

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### College in the United States and Canada: Part One

Many students begin at a four-year college or university. Many others begin their first year (the **freshman** year) at a two-year **community college**. After their second year (the **sophomore** year), students get a certificate from the community college. Many students transfer to a four-year school for their third (**junior**) and fourth (**senior**) years.

In the first four years of college, students are **undergraduates**. When they graduate, they receive a **degree**—probably a B. A. (Bachelor of Arts) or B. S. (Bachelor of Science).

Students who continue their studies after graduation are in **graduate school**. For short, we call this “**grad school**.” They are “**grad students**.” They are in a master's program. After two more years, they may receive a **master's degree**—perhaps an M. A. (Master of Arts), M. S. (Master of Science), M. B. A. (Master of Business Administration), or M. F. A. (Master of Fine Art). Some students continue a get a **doctor of philosophy** degree (Ph.D.). This is the highest university degree.

Most colleges are two-year community colleges. Some are four-year schools. Perhaps it's important to note the difference between **college** and **university**. Both are kinds of higher education. Both are after high school. But a university is never a two-year school (such as a community college). Also, a university has a graduate school. In Canada, students say “I'm in college” or “I'm in university.” But in the United States, undergraduate students usually just say “I'm in college.” This might really mean “college,” or it might mean “university.” The meaning is not clear. Graduate students usually say “I'm in grad school.”

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