

MP3

捷进大学英语国际化立体化网络化系列教材



大学英语听说教程 4

Mosaic

LISTENING/SPEAKING



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大学英语听说教程

(4)

Mosaic

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LISTENING/SPEAKING

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总序

在知识经济、多元文化日趋全球化的信息社会中,英语作为认识世界、走向世界的交际工具日益重要。因此《大学英语课程教学要求》明确规定:“大学英语的教学目标是培养学生英语综合应用能力,特别是听说能力,使他们在今后的工作和社会交往中能用英语有效地进行口头和书面的信息交流,同时增强其自主学习能力,提高综合文化素养,以适应我国经济发展和国际交流的需要。”然而,我国的大学英语教学因学生入学水平参差不齐,地区教学环境和师资力量的不均衡性,导致缺乏目标语使用语境。所以不能囿于一种教学理论,一部教学大纲和一套教材。应当理性地认识大学英语教学现状,综合各种英语教学策略,总结和汲取我国二十多年来大学英语教学的理论和经验,从国际化、立体化和网络化的角度定位,走一条引进和原创兼容,主干课堂教材和自主学习教材相结合的大学英语教材的编写路子。基于此,吉林出版集团外语教育出版社与世界著名英语教育出版机构策划、组织编写了这套捷进大学英语国际化、立体化和网络化系列教材。主干课堂教材包括:《捷进大学英语阅读教程》(预备级、1-4)、《捷进大学英语听说教程》(预备级、1-4)、《捷进大学英语写作教程》(1-4),自主学习教材包括:《捷进大学英语泛听教程》(1-4)、《捷进大学英语快读教程》(1-4)、《捷进大学英语测试教程》(综合训练、写作训练、听力训练、710分新题型模拟训练),充分满足我国大学英语教材建设和选择的个性化、实用性和灵活性。

一、编写宗旨

1. 贯彻和执行《大学英语课程教学要求》中“一般要求”的教学目标、模式和手段,1-4册以普通高校的本科生为教学对象,预备级兼顾二级学院、高职高专和音、体、美等特长学生。
2. 树立和倡导英语教学的效率观念、高效思维和效率行动,从教材理念构建、策略优化、框建组成、材料选择、活动设计、测试评估等方面促进和保证大学生的英语学习的速效、高效和长效,充分体现捷进英语的教学思想。
3. 突出和提升大学生英语听说能力、自主学习能力、世界公民意识和优秀文化素养,适应国际化、网络化和交际化的需要。

二、编写理念

全套教材依据 3P+3M+3S 的先进英语教学理念进行构建,以主题任务型教学为先导;兼顾以教师为脚手架(Scaffolding Instruction)的呈现模式和以学生为中心的自主学习模式;以现代信息技术,特别是网络技术为支撑,鼓励和激发大学生自主学习的热情、兴趣,引导大学生全面融入和体验,切实达到大学英语教学目标。

1. **3P=Presentation+Practice+Production: Presentation** 是指教材从听、读两方面的材料输入和呈现,保证语言在词汇、语法和语音三个语言基础层面上的真实、准确和地道;在主题和信息选择上具有经典性、现代性、趣味性;在题裁上不但有传统的议论文、叙述文、描写文和说明文,还有当今流行的报纸、杂志、电视、电影、广告和网络等形式。**Practice** 是指以学生为中心,以交际为目的,从多角度、多方面组织课堂活动、游戏和实践等训练方式,做到使学生既掌握了语言结构的内核又满足了真实表达和交际的需要;**Production** 是指从说和写两个方面在形式和主题上的输出活动和真实实践。本教材巧妙和完美地将输入和输出以各种实际及实用的训练方式联系起来,极其活泼和有趣。

2. **3M=Motivational+Meaningful+Memorable: Motivational** 是指教材从形式构架、主题内容和训练方式上充分激发和调动学生主动学习英语的兴趣和意识,从根本上解决了英语教学的价值和效益。**Meaningful** 是指教材无论是从形式和主题输入,还是从活动和训练组织,直到表达和输出都能满足真实语境和意志的需求。**Memorable** 是指教材与教学的效率、效能和效益,学习最终的目的是语言的使用和交际的需求,所以 **Memorable** 既保证了语言要素和结构的灵活掌握,又满足了语言的交际和使用。

3. **3S=Strategy+Skill+Style: Strategy** 是指教材以最优秀的英语学习策略和教学策略为理论构架原则,吸收一切先进和实用的英语教学思想和手段来满足内容呈现、课堂训练和语言输出。**Skill** 是指语言听、说、读、写的微技能的组织和训练,是 **Strategy** 的贯彻和应用。**Style** 是指尊重和激活学生个体的学习风格和差异,整合各种积极有效的教学活动,充分挖掘学生的学习潜力,以适应大学生不同学习风格的要求。

三、教材特色

1. **教材国际化**: 全套教材与世界著名英语教育出版机构麦克劳·希尔和培生朗文合作,保证教材在选材上具有真实性和准确性,在编写理念上具有先进性和权威性。教材高屋建瓴地处理了国际托福考试和国内四六级考试的沿革和关系,既起到对大学英语教学的积极评估和反馈作用,又解决了大学生参加托福考试的需求。教材收录大量高频词汇、学术词汇,对《大学英语课程教学要求》参考词表做了有益补充,是一套与全球学生同步使用的国际化教材。

2. **教材立体化**: 3套主干课堂教材“阅读”“听说”和“写作”,每册书10个单元在同一主题的统筹下,从输入呈现、训练活动到交际输出,不断刺激、循环、深化学术英语的主题意识、思想和表达,充分体现了语言输入、信息传递、知识接收和文化融合的立体化。并且,主题词汇和语言表达反复呈现,循环印证,强化英语学习的记忆和保持度,综合培养大学生听说读写的运用能力。3套自主学习教材“快读”“泛听”和“测试”与3套主干课堂教材相辅相承,有效有益地丰富了主干教材的资源,有助于学生个性化学习方法的形成和学生自主学习能力的发展。

3. **教材网络化**: 本套教材由麦克劳·希尔国际教育网站、100e教育网站、捷进可一出版网

站提供教材的影音文件、辅助材料下载以及其他教学过程中的服务和支持,极尽简便。

四、教学资源

主干教材含学生用书、教师用书,阅读和听说教程配有 MP3 光盘、CD 或磁带,阅读教程配有 CD-ROM 测试题库,并可在网络学习中心下载 MP3 格式文件。自主教材“快读”含学生用书、教师用书;“泛听”含 MP3、CD 或磁带,“测试”亦含 MP3 及答案。

五、编写队伍

本套教材由教育部大学英语指导委员会副主任,大学英语四、六级考试委员会委员、上海交通大学外国语学院院长、教授刘龙根博士担任总顾问,教育部大学英语指导委员会委员、大学英语四、六级考试委员会委员、黑龙江大学大学外语部主任、教授严明博士担任总主编。同时,上海交通大学、吉林大学、黑龙江大学、西安交通大学、北京化工大学、对外经济贸易大学、中南林业科技大学、北京交通大学、河北科技大学、上海财经大学、重庆大学、北京师范大学、大连理工大学、东北师范大学、大连外国语学院、广东韶关学院、湖南大学、吉林大学珠海学院、哈尔滨工程大学、哈尔滨大学、哈尔滨理工大学、北华大学、长春大学、齐齐哈尔大学、吉林化工学院、白城师范学院、大庆石油学院、八一农垦大学、东北农业大学、长春税务学院、广州金融学院、吉林建筑工程学院、长春工业大学、吉林技术职业师范学院、吉林农业大学、长春理工大学、佳木斯大学、吉林师范大学等编委院校的专家、教授为全套教材的编写和出版付出了创造性的智慧和劳动,特此致谢。

希望各高校在使用本套教材中,多提批评性和建设性的宝贵意见,以臻完善。

捷进大学英语编写组

Welcome to College English—

Mosaic (4) Listening / Speaking

Interactions/Mosaic Edition is a fully-integrated, 14-book academic skills series. Language proficiencies are articulated from the beginning through advanced levels within each of the the four language skill strands. Chapter themes articulate across the four skill strands to systematically recycle content, vocabulary, and grammar.

■ Reading Strand

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

■ Listening/Speaking Strand

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

■ Writing Strand

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

■ Focus on Testing for the TOEFL® iBT

The all-new TOEFL® iBT *Focus on Testing* sections prepare students for success on the TOEFL® iBT by

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

■ Best Practices

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

Making Use of Academic Content

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

Organizing Information

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

Scaffolding Instruction

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

Activating Prior Knowledge

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

Interacting with Others

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

Cultivating Critical Thinking

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

Highlights of College English—Mosaic 4

Listening/Speaking

New design showcases compelling instructional photos to strengthen the educational experience.

Interacting with Others

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

Chapter

4

Aesthetics and Beauty

In This Chapter

Conference Presentation: Looking Good Matters—Aesthetics as a Pillar of Industrial Design
Learning Strategy: Using Reference to Create Cohesion
Language Function: Admitting a Lack of Knowledge

“I go to a restaurant for the food, not the visual stimulation, but I sure like a table with a view if I can get it . . . If the aesthetics are just frosting on the cake . . . well, I prefer my cake with frosting.”

—Greg Barnett, Director of Operations,
College of Imaging Arts and Sciences at Rochester Institute of Technology



Connecting to the Topic

- 1 What does the quote on the opposite page mean to you? Share some examples from your own life.
- 2 How might it relate to the work of the industrial designers who designed the look, shape, and feel of the product in the photo?



Activating Prior Knowledge

Pre-listening activities place the lecture, academic discussion, or conversation in context and allow the student to listen actively.

Cultivating Critical Thinking

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

Part 1 Building Background Knowledge

Did You Know?

- Today we are accustomed to talking about beautiful machines—from automobiles to computers—but it was not until 150 years ago that we began to develop an aesthetic concern for the need of beauty in industrial design.
- Many industrial designers are concerned not only with the function of a product, but also with the form, how it appears to the eye and feels to the touch. Others, however, think that beauty is, in many cases, beside the point. They suggest that a thirsty man rushes to drink at the spring and does not consider its appearance; it's only after he is no longer thirsty that he can step back and say, "Hey, that's a lovely spring, isn't it?"
- The International Council of Societies of Industrial Design (ICSID) facilitates cooperation and interaction among more than 150 Member Societies in over 50 countries. Its first international conference took place in 1957.



1 What Do You Think? Discuss the following questions in pairs.

- What do you think is something that was considered beautiful in another era but is considered ugly now? Conversely, can you think of something that was considered ugly in the past but is seen as beautiful today?
- Why do you think standards of beauty change from one generation to the next?
- What is it about some machines that almost makes us whistle out loud at their beauty?
- What do you think is meant by "A thirsty man rushes to drink at the spring and does not consider its appearance"? Do you agree with this statement? Why or why not?
- Why do you think that the International Council of Societies of Industrial Designers might be concerned with notions of beauty and aesthetics?

Sharing Your Experience



2 Discussing Elements of Aesthetics Share your answers to the following questions in small groups.

- Do you think cultural values or style can influence our aesthetic choices, choices we make about what is pleasing to us? Share some examples from your own experience.
- Think of something that you have chosen to buy and use (other than clothing) mainly because you like the way it looks or feels. Are you satisfied with the way this product works? If you could buy a similar product that worked better, but didn't look or feel as good to you, would you do so? Why or why not?
- Consider the following list of adjectives. Rank them in order of importance to you when you are purchasing a product. Explain why you ranked the words in this particular order.

- | | |
|-------------------------|---------------------------|
| — bold; sassy | — seductive; sexy |
| — colorful | — sleek; streamlined |
| — contemporary; modern | — solid; sturdy |
| — cutting-edge | — soothing |
| — delicate | — sophisticated |
| — elegant | — sporty |
| — exciting; stimulating | — timeless; classic |
| — feminine | — trendy |
| — masculine | — unique |
| — natural; earthy | — well-crafted; well-made |



▲ This modern interior is sleek and sophisticated.

■■■ Aesthetics and Beauty

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Making Use of Academic Content

Lectures, academic discussions, and conversations among university students explore stimulating topics.

Organizing Information

Graphic organizers provide tools for organizing information and ideas.

Listen



2 Listening for Main Ideas Listen to the lecture once all the way through. Then listen again. The second time, listen for the main ideas in the introduction, the body, and the conclusion of the lecture. Stop the recording 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 These questions are very important for you as future teachers to consider.

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



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



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

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

After You Listen



3 Reorganizing Your Notes to Prepare for Tests Compare notes in small groups and share your feelings about the note-taking methods you used. Then work together, using your notes to fill in the following chart on specific details in the lecture that could be on a test.

Four types of high-level sensation seekers	Characteristics of each type of high-level sensation seeker	Examples of activities for each type of high-level sensation seeker	Which gender and which age group forms the majority in each category?

Talk It Over



4 Speaking from a Prepared Outline Prepare a brief talk on a daredevil stunt that you have read about and present your talk to the class. You may need to use the Internet or make a trip to the library.

As you speak:

- Use notes that you have made in outline form.
- Have your classmates take notes in outline form.

After you have finished speaking:

- Compare the notes you spoke from with the notes other students made.
- Do you and your classmates have the same main points and details? If not, discuss the differences and why you think they occurred.

Scaffolding Instruction

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

Enhanced focus on vocabulary building promotes academic achievement.

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

Vocabulary Preview



3 Sharing Definitions The following words are used in the lecture. You may already know the meanings of some of them. However, the words you know may be different from the ones your classmates know. In small groups, match the definitions on the right with the words on the left, sharing the definitions you know with your classmates.

Words

1. chaotic
2. conceptualize
3. the downside
4. fleeting
5. flexibility
6. in tune with
7. manipulate
8. perception
9. trivial
10. the upside
11. visualize

Definitions

- a. unimportant; ordinary
- b. to form mental images
- c. the ability to bend; the ability to adjust to new situations
- d. the positive side; the good part
- e. disorganized; in a state of confusion
- f. lasting only a short time; vanishing quickly
- g. insight gained through the senses; observation
- h. to manage (people, numbers, stocks, and so forth) skillfully for one's own profit
- i. in harmony with; in agreement with
- j. to form theories, ideas, or concepts
- k. the negative side; the bad part



4 Vocabulary in Context With a partner, choose roles in the following telephone conversation and read it out loud. Then read it out loud a second time, pausing to replace the underlined words with the correct forms of the expressions introduced in Activity 3. Note: not all of the words in the list are used.

Telephone Conversation

Stacy: Hi, Hank. What's up? How's the psych course going? Is it good?

Hank: Yeah. The chapter this week is pretty interesting.

Stacy: Oh yeah? What's the topic?

Hank: It's about dreams.

Stacy: What's so interesting about dreams?

Hank: Well, for one thing, it's been hard for scientists to agree on only one theory about why we dream and how dreams affect us, so they have formed ideas about several theories.

Stacy: Like what?

Hank: Well, let's see. There's the theory that dreams are not just unimportant images that have no real effect on our lives. This theory says that dreams can actually change our reality.

Part 4 Focus on Testing



CLASSIFICATION QUESTIONS

Some listening questions on the TOEFL® iBT are not multiple choice. Instead of choosing one or two options from a list, classification questions ask you to click on certain boxes to categorize ideas from the passage. This shows that you are able to sort and classify the information that you are given.





1 Sorting and Classifying Information Listen to the lecture about stage-of-life topologies. While you listen, close your book and take notes. After the lecture, you will hear some instructions. Open your book and use your notes to complete the table below.

For each item, mark an X in the appropriate box to indicate which of the four topologies each statement goes with best, according to the lecture. To simulate a real test, give yourself only five minutes to complete the table.

	Functional	Maturational	Ritual	Bureaucratic
1. "rites of passage"				
2. the Hindu system of four life stages				
3. the riddle of the Sphinx				
4. Confucian-based practices marking birth, maturity, marriage, and death				
5. ages at which the law permits marriage, voting, etc.				
6. a system involving "sucking," "braces," and "gumming" stages				
7. a system that contrasts sharply with some almost poetic topologies				
8. baptism, confirmation, etc., in European societies				

Scope and Sequence

Chapter	Features	Listening	Speaking
1 Language and Learning page 2 	Lecture: To School or Not to School Learning Strategy: Listening for Main Ideas Language Function: Requesting the Main Point	<ul style="list-style-type: none"> ■ Listening for main ideas in a lecture about schooling ■ Listening for supporting details in a lecture about schooling ■ Listening for the main points of your classmates' English language learning autobiographies ■ Listening to evaluate whether speakers get to the point or beat around the bush ■ Listening for appropriate expressions and tone of voice for requesting the main point 	<ul style="list-style-type: none"> ■ Expressing opinions about time spent in school, philosophies of education, and traditional schooling ■ Recollecting favorite/least favorite teachers and best/worst school experiences ■ Discussing which types of students do best in school ■ Comparing answers to questions about main points ■ Presenting English language learning autobiographies ■ Comparing main points of English language learning autobiographies ■ Requesting the main point during lectures and situation role-plays
2 Danger and Daring page 20 	Lecture: Hooked on Thrills Learning Strategy: Noting Specific Details Language Function: Saying Yes and No	<ul style="list-style-type: none"> ■ Sharing prior knowledge of thrill seekers and thrill-seeking activities ■ Listening to note specific details in one of seven outline formats ■ Listening for ways of expressing yes and no and the feelings that are revealed 	<ul style="list-style-type: none"> ■ Sharing opinions about reasons for thrill seeking ■ Sharing personal thrilling experiences ■ Sharing speculations about which people are more likely to be thrill seekers than others ■ Comparing note-taking methods and results with classmates ■ Giving a presentation about a daredevil stunt ■ Responding to questions with a variety of yes and no expressions ■ Giving and taking a survey on risk taking

Critical Thinking

- Speculating about who does best in school and why
- Utilizing introduction, body, and conclusion to discern the main ideas in a lecture
- Evaluating a lecturer's style
- Selecting appropriate main ideas and supporting details for a brief oral presentation
- Evaluating speakers' effectiveness in getting to the point
- Evaluating appropriateness of expressions and tone of voice
- Selecting context-appropriate expressions for requesting the main point

Vocabulary Building

- Using definitions and context to place vocabulary words into appropriate sentences
- Understanding and using new vocabulary in discussions about schooling

Focus on Testing

- Using notes to answer basic-comprehension questions


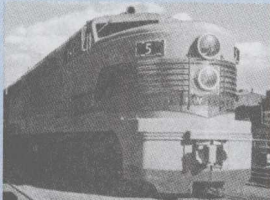
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- Identifying thrilling experiences and common reasons for thrill seeking
- Choosing a note-taking strategy that works best for you
- Speculating about which people are more likely to be thrill seekers than others
- Using a graphic organizer to reorganize information from notes that might be on a test
- Using a prepared outline to give a presentation
- Using a graphic organizer to rate strength of *yes* and *no* expressions
- Selecting *yes* and *no* expressions that match feelings

- Using definitions and context to place vocabulary words into appropriate sentences
- Understanding and using new vocabulary in discussions about danger and daring

- Using notes to answer basic-comprehension questions about specific details

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Chapter	Features	Listening	Speaking
3 Gender and Relationships page 40 	Lecture: Becoming a Man, Becoming a Woman Learning Strategy: Using Abbreviations Language Function: Offering Congratulations and Condolences	<ul style="list-style-type: none"> ■ Listening for things that can be abbreviated when taking notes ■ Listening for expressions of congratulations and condolence in conversations ■ Listening for tone of voice to distinguish sincere from insincere congratulations 	<ul style="list-style-type: none"> ■ Discussing admired qualities of men and women ■ Discussing girls' and boys' leisure activities ■ Discussing important rites of passage ■ Recollecting experiences from adolescence ■ Sharing and comparing note-taking symbols ■ Guessing and explaining the meanings of abbreviations and symbols ■ Sharing expressions of congratulations and condolence from your communities/cultures ■ Expressing congratulations and condolences in a role-play
4 Aesthetics and Beauty page 60 	Conference Presentation: Looking Good Matters—Aesthetics as a Pillar of Industrial Design Learning Strategy: Using Reference to Create Cohesion Language Function: Admitting a Lack of Knowledge	<ul style="list-style-type: none"> ■ Listening for the gist and main points of a lecture ■ Listening for reference words that create cohesion ■ Listening for formal and informal admissions of a lack of knowledge 	<ul style="list-style-type: none"> ■ Sharing ideas about the importance of aesthetics in developing products ■ Discussing how cultural values affect ideas of beauty and aesthetic choices ■ Sharing personal aesthetic values ■ Speculating about why there are so many designs for a one-function object ■ Speculating about why a beautiful device is often more effective than an ugly one ■ Discussing the lecture about aesthetics and beauty ■ Using formal and informal expressions to admit a lack of knowledge ■ Role-playing an industrial design project team

Critical Thinking

- Identifying and classifying events as rites of passage
- Identifying ways to abbreviate when taking notes
- Using symbols to communicate messages
- Using tone of voice as a cue to distinguish sincerity from insincerity
- Choosing appropriate expressions of congratulations and condolence

Vocabulary Building

- Using definitions and context to place vocabulary words into blanks in a letter
- Understanding and using new vocabulary in discussions about adolescence and rites of passage

Focus on Testing

- Answering questions involving pragmatic understanding of things such as tone of voice, hesitations, and word stress to interpret a speaker's attitudes, feelings, and intentions

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- Speculating about why standards of beauty seem to change from era to era, generation to generation
- Ranking adjectives according to personal aesthetic values
- Speculating about the role of aesthetics in the effectiveness of a device
- Identifying reference words that provide cohesion and their referents
- Speculating about what makes a product beautiful
- Distinguishing when and how to admit a lack of knowledge
- Collaborating to design a more appealing product

- Using definitions and context to place new vocabulary into appropriate sentences
- Understanding and using new vocabulary in discussions about aesthetics and beauty

- Answering comprehension questions with multiple answers

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