

博采英语

TAPESTRY

听说

Listening &
Speaking

4

REBECCA L. OXFORD

Series Editor

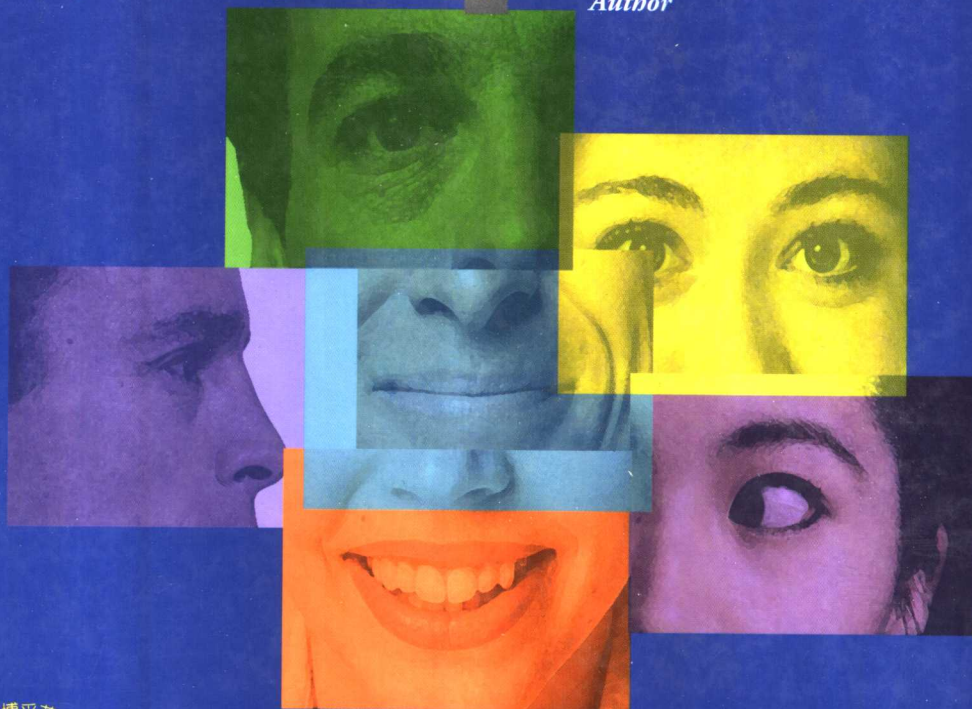
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LEARNING

美国汤姆森学习出版集团

TAPESTRY

博采英语

听说

(第四册)

4

Listening & Speaking

江苏工业学院图书馆

Helen Kalkstein Fragiadakis

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藏书章



清华大学出版社

THOMSON
LEARNING

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内 容 提 要

本书是《博采英语》听说系列的第四册。它在前三册的基础上,侧重于进一步提高学习者在交流过程中迅速领会相关要点,提纲挈领地发表见解的能力。全书注重综合能力的培养,以写促听,以听促说,最终达到听、说、写的完美结合。

本书适用于有较高(advanced)英语水平的学生及英语爱好者。

本书配有两盘原版引进的录音带。丰富多彩的《博采英语》学习网站([www. tapestry. heinle. com](http://www.tapestry.heinle.com))可以事半功倍地提高学习效果;原汁原味的 CNN 录像带是教学的最佳辅助素材。

TAPESTRY Listening & Speaking 4/Helen Kalkstein Fragiadakis, Virginia maurer

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欢迎使用《博采英语》

《博采英语——听说》教材带学生在广阔的英语天地里遨游

语言学习就像用许多五颜六色的线永不停息地编织一幅精美的壁毯。这幅壁毯的构成与诸多因素相关,如听说、阅读和写作等各项技能,教师的特点,学生的学习愿望,对所学语言的需要程度及他们各自的背景,以及第二语言习得的一般发展规律。当所有这些因素有机并高效地结合在一起时,学生的语言能力就会不断增长,从而编织出一幅令师生都引以为自豪的、图案精美的语言壁毯。

《博采英语》的编写指导思想是不但要使学生精通英语,还要培养他们在今后的学术发展和社会实际工作中所需要的各项能力与综合素质。下面是《博采英语》教材在各部分各项训练的教学过程中坚持贯彻的几条原则:

- ◆ 激发学生学习的主动性
- ◆ 通过“语言学习方法”和“学习能力培养”促进学生课内外的学习
- ◆ 提供充分调动学生积极性、适应各种学习方式的练习与活动
- ◆ 利用真实、有意义的语言材料来丰富和加强语言的学习与交流
- ◆ 使学生学会理解和尊重不同的文化
- ◆ 将各个单项语言技能融会贯通起来,以提高交际能力
- ◆ 提出目标并进行不间断的自我测试,以便学生监测自己的学习进展情况

《博采英语——听说》使用指南

目标设定把学生的注意力集中在各章应掌握的知识与技能上。

1

SCHOOL DAZE

Being a student is often overwhelming. Many requirements, expectations, and procedures may be unfamiliar to you. This may be your first experience in this environment. You may be accustomed to doing things differently. You may feel frustration and confusion, and you may be unable to communicate effectively in academic situations. This situation can result in misunderstandings. There are ways that you can overcome these obstacles. In this chapter, you will focus on some of the listening and speaking skills you need to survive the beginning of school. You will learn how to prepare for the beginning of school and how to adapt to new experiences in the classroom and on campus. As you develop specific skills and strategies, you will be able to increase your chances for academic success.

Setting Goals

In this chapter you will learn how to:

- ◆ overcome confusion and frustration at the beginning of school.
- ◆ communicate about academic procedures and requirements.
- ◆ increase your listening comprehension by predicting the language you will hear in a specific situation.
- ◆ ask about alternatives and state preferences.
- ◆ learn to identify the parts of a lecture as you're listening.
- ◆ understand teachers' objectives and expectations.

3

PART 1: "What Did You Say? What Did I Say?"



You have seen how the impact of culture can influence the way you communicate with other people. You have learned that something may be understood in one culture but may not be understood at all in another. It can be difficult to realize this because you begin your cultural learning at a very early age, and by the time you are an adult you have already formed set ideas

about how to behave. Some psychologists and sociologists are taking this idea of cultural learning one step further. They believe that boys and girls learn different lessons about how to behave beginning when they are very young children. Then, when they become adults, they have communication problems just like two people who come from different cultures!

LANGUAGE LEARNING STRATEGY



Take notes as you observe and listen to a conversation, and you will increase your comprehension. Focus your attention on what you see and hear during the conversation by taking notes. Notice nonverbal clues such as facial expressions and gestures, which add to the meaning. This will help you to understand the communication more clearly. Follow these steps to take notes as you observe:

1. Focus on specific information in the conversation rather than trying to understand everything at once.
2. Write down the specific information that you observe.
3. Observe nonverbal clues that show the feelings of the speakers.
4. Write down the nonverbal clues and the feelings of the speakers.

Apply the Strategy

In the scenario activity that follows, take notes on the scenarios. Follow the steps given in the "Language Learning Strategy" section.

相关的文化注释能提高学生对语言和文化更精确的理解，帮助学习者适应英语国家的生活。

语言学习方法能帮助学生最大程度地掌握所学知识，精益求精。

各种口语练习活动像角色扮演、短剧、辩论及课堂报告等为学生提供了运用词汇、语法及相关知识的机会。

What Would You Say?

Choose two of the previous situations that caused you to feel threatened or angry. What would you say in each of these situations? What do you think would happen after you said that? With your group, discuss some of your ideas. In the grid below, write down two or three of your favorite choices. An example is provided for you in the first box.

Situation	What Would You Say?	Expected Result
Situation 2: The Coffee Shop	"Would you mind moving? I need this space so that I can work."	The stranger would apologize and move.



The example in the chart uses a request form: "Would you mind moving?" However, the speaker is actually making a demand. Do people also phrase demands as requests in your native culture? Why would someone do this? People from the

United States consider it extremely rude to give someone a direct order to do something. Therefore, a request is often made when, in fact, the speaker is implying a demand. In the next part of the chapter, you will focus on this language.

Write About It

Think about a time when you had a conflict with someone. What was the conflict? How did it feel to have that conflict? How did you resolve the conflict? Did you have a mediator? Do you think you could have resolved the conflict more successfully if you had known about some techniques of conflict resolution? Write about this on the lines below.

阅读和写作也被包括到与本章话题有关的各种活动中来，以帮助学生提高英语的整体流利程度。

妙语连珠以有趣的事实或
 语为课堂的讨论起到抛砖引
 玉的作用。

听力练习材料选自真实的
 新闻广播、采访录音、对话、
 辩论及故事。

语音点拨锤炼听说和发音
 技能，增强学生用英语交流的
 信心。

学习能力培养教给学生做
 一名成功、自主的学习者所需
 要的知识与技巧。

应用能力训练鼓励学生独
 立安排自己的学习，运用新学
 到的技巧与策略。

美国有线新闻电视网
 (CNN)节目录像提供真实的语言
 素材，进一步培养听说技能。

Chapter 10 All Stressed Out and No Place to Go 219

REAL PEOPLE/REAL VOICES

Getting Ready to Listen

The world is so fast that there are days when the person who says it can't be done is interrupted by the person who is doing it.
 —ANONYMOUS

Listen

Write A if the statement is true about Andrew and H if the statement is true about Henry.

- _____ Worries give him the most stress.
- _____ He has a frantic schedule.
- _____ Academic pressure makes him nervous.
- _____ He worries about his kids.
- _____ Sport helps him to deal with stress.
- _____ Solving one problem at a time helps him to deal with stress.

After You Listen

For each of the two speakers you heard on the tape, give a suggestion for how he can deal with his stress.

Andrew: _____

Henry: _____

The Sound of It: "Filler" Sounds and Words

In spoken language, a *filler* is a sound or word that fills in the space and gives the speaker time to think before continuing. In spoken English, "um" is the most common filler. It's important to recognize this sound so that you don't confuse it with part of another word. Listen to the tape again, and count the number of times each speaker uses the filler "um."

Andrew: _____

Henry: _____

Chapter 2 Walking a Mile in Another Person's Moccasins 45

ACADEMIC POWER STRATEGY

Contribute your ideas in group activities. Actively participating in group activities helps you remember your ideas and gives your teacher a chance to see you working hard to succeed in class. There are some easy things you can do to practice speaking in group discussions:

1. Ask questions. Ask your teacher. Ask other students. Show that you are interested and want to learn.
2. Use your notes to help prepare ideas you can share.
3. Paraphrase—repeat in your own words an idea from a lecture, discussion, or activity.
4. If you have something to say but it's not a good time, make a note to yourself and save your good idea to share later in the discussion.

In small groups, discuss your observation of each simulation based on your notes in the grid. Be sure that everyone in the group contributes ideas. Compare your responses to other members of your group. Do you agree or disagree on the problem, the reason, and the perception?

TUNING IN: "The Bilingual Storyteller"

You will see a CNN video clip about a man who tries to help children be proud of their cultural identities. Before you watch the clip, talk with a partner and answer these questions.

Do you think it is easier for children or adults to adapt to a culture that is different from the culture of their families?

Why do you think this?

What are some of the things parents and other adults can do to help children become comfortable in a new culture?

Antonio is a teacher. He tells stories to children. He tells the stories in a mix of English and Spanish. The stories help the children

应试小窍门告诉学生考试时能提高成绩的一些切实可行的做法。

Test-Taking Tip

Work with a partner to prepare for speaking-based tests. Practice speaking with your partner about subjects you think you may be asked about on the test. First, one of you can play the part of the "interviewer" while the other takes the role of the "interviewee;" then you can reverse roles. The interviewer should prepare questions to ask before the practice interview begins.

自我总结评估帮助学生监测自己的学习情况。

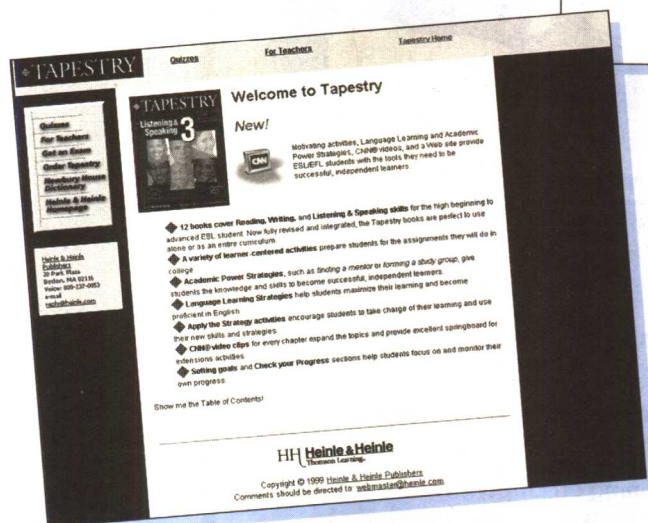
CHECK YOUR PROGRESS

On a scale of 1 to 5, where 1 means "not at all," 2 means "not very well," 3 means "moderately well," 4 means "well," and 5 means "very well," rate how well you have mastered the goals set at the beginning of the chapter:

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | overcome confusion and frustration at the beginning of school. |
| 1 | 2 | 3 | 4 | 5 | communicate about academic procedures and requirements. |
| 1 | 2 | 3 | 4 | 5 | increase listening comprehension by predicting the language in a specific situation. |
| 1 | 2 | 3 | 4 | 5 | ask about alternatives and state preferences. |
| 1 | 2 | 3 | 4 | 5 | learn to identify the parts of a lecture while listening. |
| 1 | 2 | 3 | 4 | 5 | understand teachers' objectives and expectations. |

If you've given yourself a 3 or lower on any of these goals:

- visit the *Tapestry* web site for additional practice.
- ask your instructor for extra help.
- review the sections of the chapter that you found difficult.
- work with a partner or study group to further your progress.



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- 在线测验
- 教师手册
- 提供良好的机会, 使用和拓展“学习能力培养”栏目中学到的知识和技巧
- 还有……

◆ 若要开设系统完整的英语课程, 请配合使用《博采英语——阅读》系列和《博采英语——写作》系列, 这两个系列已由清华大学出版社出版。

◆ 如果您想更多地了解更多的《博采英语》教学理念, 请阅读由Rebecca L. Oxford 和 Robin C. Scarcella 编写的《博采英语教师必读》(*The Tapestry of Language Learning*)。

出版前言

.....

“学外语还是原汁原味的好”，这是学习外语的人士所共有的心声。在这里我们非常高兴地向大家推荐由世界著名英语教学专家Rebecca L. Oxford主编，由众多在亚洲从事多年对外英语教学(EFL)的外籍英语教学专家所共同编写的《博采英语》(Tapestry) (2000版) 阅读、听说、写作系列教材。这是一套既适合高等院校公共英语教学，又适合涉外专业中、高级英语培训的英语系列教材。

本套教材与国内自编教材相比，有如下特色：

◆ **教材编写思路明确，编写人员水平出众**

教材全部由外籍英语教学专家专为母语为非英语国家人士编写。注意并尊重外语学习过程中的普遍规律。

◆ **材料精挑细选**

时代感强、内容丰富、语言地道。使学生置身于真实、现代的语言环境当中。

◆ **课堂活动“花”而又实**

以学生为中心，设计巧妙生动、有的放矢；注重培养学生良好的学习习惯，巧妙传播语言文化知识。

◆ **配有与教学内容相关的CNN节目录像材料**

我们免费为批量使用本套教材的用户提供CNN录像带。

◆ **专门设置配套的学习网址(www.tapestry.heinle.com)**

为老师和学生提供一个虚拟课堂。学生可根据自身领会程度，到该网站加油充电；老师也可不断更新知识，丰富教学内容。

◆ **《博采英语》系列教材的《阅读》、《听说》、《写作》三种课本如同三股彩线完美交融，相互渗透系列教材包括：**

《阅读》 学生用书1—4册、《教学参考书》(全一册)、CNN录像带两盘

《听说》 学生用书1—4册、录音带九盘、《教学参考书》(全一册)、CNN录像带两盘

《写作》 学生用书1—4册、《教学参考书》(全一册)、CNN录像带两盘

◆ **《博采英语教师必读》——教师们的助手**

该书系统完整地介绍了《博采英语》丛书的编写理念，帮助教师更深入地理解课程内容，从而制定切实可行的教学方案。

特别要指出的是，本教材的最终目的是帮助非英语国家的学生真正学好英语，并培养独立学习能力。我们认为这些对于21世纪的学生尤为重要。鉴于中国英语教学面临的重大改革，为了满足我国教材市场多样化，教材朝着更新、更权威、更地道的方向发展的要求，清华大学出版社经美国Thomson Learning 出版集团授权，独家推出《博采英语》系列教材。此系列教材已在日本、韩国等多个国家和地区得到广泛使用。我们希望能中国的各类院校或涉外机构的英语教学与培训送去一缕清风，把国外最新最好的英语学习教材奉献给广大师生，使大家能从该套教材中得到最大的收获。

清华大学出版社外语编辑室

2001年3月



Tapestry Listening & Speaking 4: Contents

CHAPTER

LISTENING & SPEAKING SKILLS FOCUS



LANGUAGE LEARNING STRATEGIES

1 Small Talk—Not Deep, But Important Page 2

Starting, continuing, and ending conversations
Taking notes, paraphrasing, and summarizing
Listening for main ideas and details
Giving an oral reconstruction
Participating in a discussion
Being an active listener
Listening outside of class
Giving a demonstration speech

Listen carefully to stress and intonation to help you find out what a speaker feels is important information.

Practice listening in real contexts outside of class at least five times a week and keep a Listening Log to record these experiences.

2 High-Tech Communication—A Curse or a Blessing? Page 24

Discussing issues regarding cellular phones and e-mail
Taking notes, paraphrasing, and summarizing
Listening for main ideas and details
Giving an oral reconstruction
Expressing opinions in a discussion
Reporting survey results

Predict what you think you will hear.

Analyze your participation in a group discussion.

3 Humor—Can Laughter Be the Best Medicine? Page 48

Discussing laughter and health
Taking notes, paraphrasing, and summarizing
Listening for main ideas and details
Giving an oral reconstruction
Analyzing different types of humor
Using personal experience to develop a conversation
Telling an anecdote

Analyze your strengths and weaknesses as a language learner to help you focus on how to improve your language learning.

Develop an organized, systematic approach to learning vocabulary.

4 Academic Dishonesty—How Common is Cheating? Page 72

Discussing academic dishonesty
Taking notes, paraphrasing, and summarizing
Listening for main ideas and details
Giving an oral reconstruction
Inviting a guest speaker to class
Participating in a panel discussion

Use your background knowledge to guess the meanings of unfamiliar phrases.

Ask native English speakers to explain idioms and other expressions that you don't understand.

5 Exploring American Culture—McDonaldization of the World? Page 96

Discussing different points of view regarding the exporting of American culture
Taking notes, paraphrasing, and summarizing
Listening for main ideas and details
Giving an oral reconstruction
Presenting an information speech

Choose a user-friendly English-English dictionary, and then be an active user of it.

Record yourself speaking as a way to get self-feedback on the content and delivery of your presentations.





ACADEMIC POWER STRATEGIES



CNN VIDEO CLIPS

PRONUNCIATION: THE SOUND OF IT



LISTENING OPPORTUNITIES

Learn how to take meaningful and useful notes in English as you listen to a lecture or discussion.

"Larry King Interviews 'Beatle,' Ringo Starr"
Larry King uses his expert conversation skills to gain information about this very famous musician's past association with the Beatles.

Stress and intonation

Listening: an authority on communication skills explains how to start, continue, and end conversations

Learn about on-campus computer resources.

"From Morse Code to Satellite Phones"
A report on how far we've come in telecommunications—from Morse Code to telephones, to cellular phones, and now to satellite phones.

Pronunciation of numbers

Listening: a radio interview with Miss Manners® about rules of etiquette for communicating by e-mail or with a cell phone

Talk to your instructors outside of class to find out what you need to do to improve your work.

"Dr. Clown"
Hospital doctors dressed as clowns try to get their patients to laugh.

Pronouncing *-ed* at the end of regular past tense verbs

Listening 1: a radio interview with a doctor who explains how laughter strengthens the human immune system

Listening 2: a radio interview with a doctor from Bombay who has developed a laughter-based exercise popular in India

Find out about your school's policies on academic dishonesty.

"Cheating in the Navy"
A cheating scandal among students at the U.S. Naval Academy in Annapolis, Maryland.

Stressed and unstressed words

Listening: a radio report about the widespread problem of cheating at American universities

Assess and improve your study habits by becoming aware of your learning style.

"Toy Barriers and Thai Food Wars"
Examples of two places where American exports don't automatically receive consumer interest and approval.

Thought groups

Listening: a discussion about the global predominance of American popular culture and its effect on other countries

CHAPTER

LISTENING & SPEAKING SKILLS FOCUS



LANGUAGE LEARNING STRATEGIES

6 Medical Ethics— Should Doctors Ever Lie?

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Discussing ethical issues facing doctors and patients
Taking notes, paraphrasing, and summarizing
Listening for main ideas and details
Giving an oral reconstruction
Using a case study as a basis for discussion
Presenting ideas in a clear and organized manner
Giving an impromptu speech

Keep track of when, where, and how much you use English by using an English Use Record.

Learn as many words as you can related to a particular topic.

7 The Time Bind—Are Twenty-Four Hours a Day Enough?

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Discussing the pressures of work and family
Taking notes, paraphrasing, and summarizing
Listening for main ideas and details
Giving an oral reconstruction
Interviewing classmates
Evaluating participation in a discussion group
Giving a problem-solution speech

Become a more active and supportive member of your discussion group.

Imitate clear native-speaker models to practice and improve your pronunciation.

8 Marketing Techniques—Are We Really Influenced?

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Discussing marketing techniques and American values
Taking notes, paraphrasing, and summarizing
Listening for main ideas and details
Giving an oral reconstruction
Understanding connotations of words
Speaking about current issues
Giving a group oral report

Reinforce your language learning by reading, writing, listening, and speaking about a current issue in the news.

Learn the positive and negative connotations that words carry.

9 Being an Immigrant— Culture Shock and Adaptation

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Discussing adjustment to living in a new society
Taking notes, paraphrasing, and summarizing
Listening for main ideas and details
Giving an oral reconstruction
Listening between the lines—understanding what a speaker really means
Interviewing classmates
Giving an information speech

Find a speaker's point by using your ability to infer.

Develop the ability to monitor your pronunciation as you speak.

10 Changes on Earth—It's Not What It Used to Be

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Discussing changes on the earth
Taking notes, paraphrasing, and summarizing
Listening for main ideas and details
Giving an oral reconstruction
Strengthening arguments by using counter arguments
Giving a persuasive speech

Read newspaper and magazine cartoons on a regular basis to increase your knowledge of language and culture.

Anticipate counter arguments when you want to persuade someone that a course of action that you are proposing is an effective one.

Appendices

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Listening Transcripts

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Skills Index

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ACADEMIC POWER STRATEGIES



CNN VIDEO CLIPS

PRONUNCIATION: THE SOUND OF IT



LISTENING OPPORTUNITIES

When you must speak on the spot, use a framework that allows you to sound organized and competent.

"Genetics and Privacy Issues"
A discussion of some of the privacy issues related to genetic testing for disease.

Intonation patterns in questions

Listening 1: a short talk about the effectiveness of placebo medication and the ethical questions surrounding doctors' prescribing of placebos
Listening 2: a discussion about whether it is ever ethical for doctors to lie to their patients

Analyze how you manage your time and whether you have enough time to study.

"Busy Families"
A busy couple tries to balance work and family.

Recognizing unstressed words in natural speech

Listening: a discussion about the difficulty of balancing work and family life and the impact this has had on society

Cope with performance anxiety by practicing stress-reducing exercises recommended by experts.

"In-Floor Ads"
An example of how advertising now bombards us from under our own feet.

Pronouncing the two /th/ sounds correctly

Listening 1: a short talk about stores that are designed to manipulate consumer response
Listening 2: a discussion about how our sense of smell has a significant impact on how we spend money

Take advantage of different kinds of services and opportunities designed to give you added support at your school.

"New Citizens and the Vote"
The views of naturalized U.S. citizens on their newly acquired right to vote.

Stress in noun compounds

Listening 1: a Vietnamese immigrant talks about wasteful American habits
Listening 2: a Vietnamese immigrant talks about giving up a Vietnamese name to take on an American name

Find ways to improve your listening and speaking skills outside of class.

"Melting Icebergs"
A report on the receding glaciers of Antarctica.

Pronouncing -s endings

Listening 1: a linguist explains why half the world's languages are in danger of becoming extinct in the next century
Listening 2: a conservationist explains how the destruction of the rainforest is having a negative effect on chocolate production

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Running on Empty

Drawing by Handelsman; © 1991; The New Yorker Magazine, Inc.

With a partner, fill in the empty balloons with what the people might be saying.

- Would you say that the people in the cartoon are having a light or a serious conversation? Why?
- Notice the cartoon caption: "Running on Empty." What do you think that means?
- What do you think is the cartoonist's message?

SMALL TALK—NOT DEEP, BUT IMPORTANT

Many of us have some difficulty knowing what to say when we meet new people or talk with people we don't know well. Fortunately, there are specific strategies that we can use when we want to start, continue, or end a conversation. In this chapter, you will learn some of these tips from a communication skills expert.

Setting Goals

In this chapter you will:

- ◆ learn about ways to start, continue, and end conversations.
- ◆ learn vocabulary related to making conversation.
- ◆ learn how to take meaningful and useful notes in English.
- ◆ learn to listen carefully to stress and intonation to help you find out what a speaker feels is important information.
- ◆ use expressions to introduce your opinion or your own experience as you participate in small group discussions.
- ◆ practice listening in real contexts outside of class and keep a Listening Log to record these experiences.

Getting Started

It is natural to feel nervous about making conversation in situations where you are with people whom you don't know or don't know well. Talk about this with a partner as you write short notes in the chart below. When you are finished, share interesting aspects of your discussion with the rest of your class.

	You	Your Partner
Describe how you felt the last time you were with people whom you didn't know well.		
Where were you?		
Did you start a conversation (in any language)?		
If yes, what did you say?		
If no, did someone start talking to you?		
If you were involved in a conversation, what did you talk about, and how did you keep the conversation going?		
How did you end the conversation?		

LISTENING: HOW TO BE A GOOD CONVERSATIONALIST

Getting Ready to Listen

Profile of the Speaker

Read the following biographical information about the speaker that you will listen to.

Known as "America's First Lady of Communication," Dr. Lillian Glass is recognized as one of the world's foremost authorities on communication skills and personal image. She has written nine

books on the subjects of communication and relationships, and is also a highly sought-after motivational speaker.

Dr. Glass has successful private practices in New York City and in Beverly Hills, where she trains many top celebrities, heads of corporations, and politicians to improve their personal image through improving the way they speak and communicate.

Dr. Glass has coached many celebrities on their voices, accents, and dialects. She herself is an expert dialectician and can imitate dialects from all over the world. Dr. Glass taught Dustin Hoffman how to perfect his “female” voice for the film *Tootsie*, and Julio Iglesias to improve his accent in his award-winning song, “To All the Girls.”



Predicting

In the passage you will listen to, which has been taken from her tape-recorded book called *Say it Right: How to Talk in Any Social Situation*, Dr. Glass explains how to start a conversation, how to keep it going, and how to end it. Before you hear her talk, predict what you think she will say, using the concept map below. A **concept map** is a visual way for you to organize your ideas and take notes. Add as many items around each circle as you wish, and then compare your predictions to those of a partner.

How to Start a Conversation

How to Keep a Conversation Going

How to End a Conversation