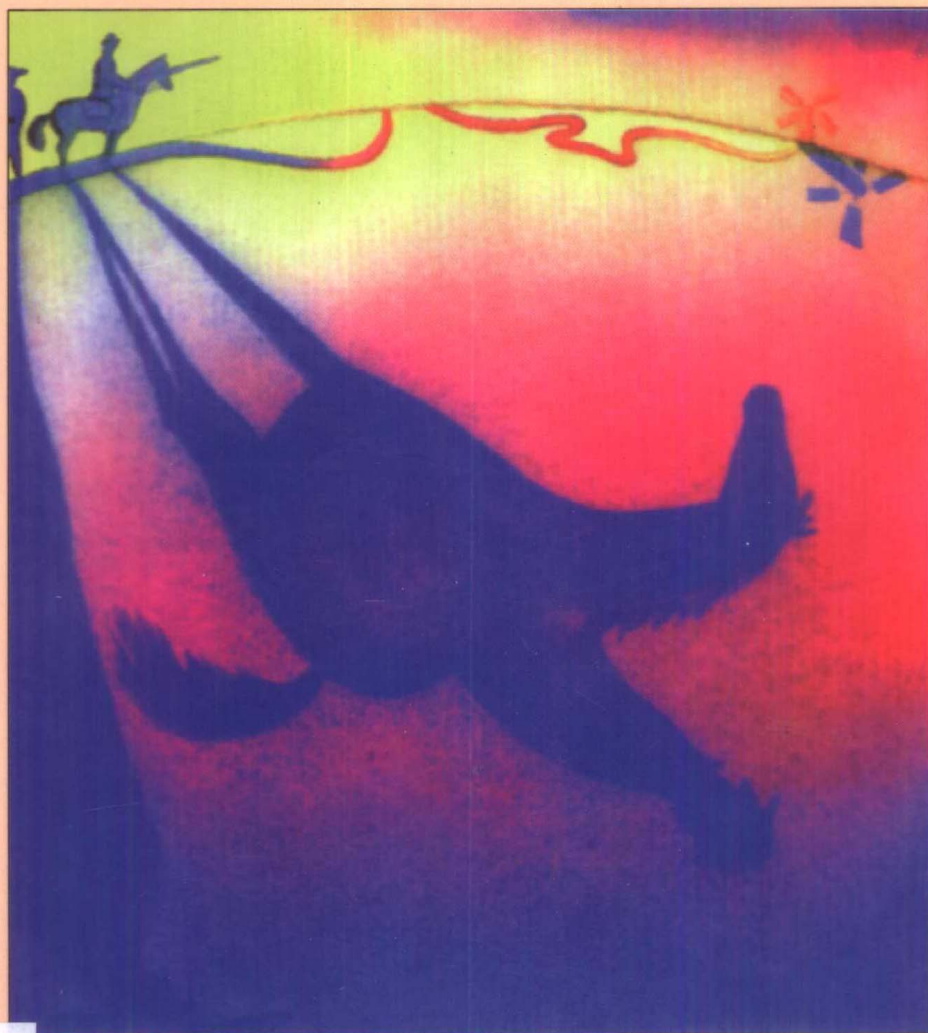


大学新英语听说教程

Quest

*Listening and Speaking
in the Academic World*



Book

1

Pamela Hartmann

Laurie Blass

Mc

Quest

Listening and Speaking
in the Academic World

Book 1

大学新英语

听说教程

第一册

Pamela Hartmann

Laurie Blass



上海外语教育出版社

Shanghai Foreign Language Education Press



麦格劳-希尔教育出版集团

图书在版编目 (CIP) 数据

大学新英语听说教程. 第1册 (Quest: Listening and Speaking in the Academic World, Book 1) / (美) 哈特曼 (Hartmann, P.), 布拉斯 (Blass, L.) 编. —上海: 上海外语教育出版社, 2001
ISBN 7-81080-322-0

I. 大… II. ①哈…②布… III. 英语—听说教学—高等学校—教材 IV. H319.9

中国版本图书馆CIP数据核字 (2001) 第080251号

图字: 09-2000-105号

出版发行: **上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机), 65422031 (发行部)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 李珮莹

印 刷: 常熟市印刷八厂

经 销: 新华书店上海发行所

开 本: 787×960 1/16 印张 15.25 字数 330 千字

版 次: 2001 年 12 月第 1 版 2001 年 12 月第 1 次印刷

印 数: 5 000 册

书 号: ISBN 7-81080-322-0 / H · 127

定 价: 20.30 元

本版图书如有印装质量问题, 可向本社调换

出版前言

随着改革开放的不断深化和国际交往的日益扩大,我国对大学生英语能力的要求也越来越高,越来越具体。最近国家教育部对《非英语专业英语教学大纲》进行了修订,各高校英语教师也纷纷对大学英语教学方法进行积极的探索。在教育部关于“一纲多本”开展教材建设的精神指导下,各家出版社相继推出了数套教材,以求对我国大学英语教学提供有力支持。

在这一背景下,为了给大学英语教学提供更多可以选择的教学材料,我社推出了这套《大学新英语系列教程》。本书原名 Quest,由美国著名的麦格劳-希尔教育出版集团于 1999 年出版。全书课文以主题划分单元,基本涵盖了大学普通文化教育涉及到的所有学科,如生物、历史、心理、艺术、考古和经济等。由于本书语言水平与我国大学阶段英语教学的要求相符,因此它可以为我国的大学生提供一个既能接触到原汁原味的当代美国英语,又能熟悉各专业基础知识和语汇的方便途径,是一套不可多得的好教材。

本教程包括一套读写教程和一套听说教程,每套教程各分为三册,由浅入深地传授有关语言技能。全书材料取自报刊、教科书、广播、访谈和课堂讲座等,语言源于生活且实用。更加难能可贵的是该书的读写听说技能训练与各单元主题结合紧密、富于趣味,体现了行之有效的教学经验和方法。

希望这套教材的引进出版能够进一步丰富我国大学英语教材的园地,使我国的大学英语教学能更上一层楼。

contents

Preface v

Visual Tour vii

Summary of Listening and Speaking Skills xiii

Introduction **Getting Started** 1

unit 1 **Business** 17

chapter one **Career Planning** 19

Part One: Introduction: *Education and Career Success* 20

Part Two: Everyday English: *College for Beginners* 23

Part Three: The Mechanics of Listening and Speaking 30

Part Four: Broadcast English: *College Today* 36

Part Five: Academic English: *Keys to Academic Success* 43

chapter two **Free Enterprise** 55

Part One: Introduction: *Advertising Messages* 56

Part Two: Everyday English: *The Advertising Age* 58

Part Three: The Mechanics of Listening and Speaking 66

Part Four: Broadcast English: *Mista Donatsu* 73

Part Five: Academic English: *Selling Snapple in Japan* 79

unit 2 **Biology** 89

chapter three **Animal Behavior** 91

Part One: Introduction: *Animal Behavior* 92

Part Two: Everyday English: *That Darn Cat* 94

Part Three: The Mechanics of Listening and Speaking 100

Part Four: Broadcast English: *Gorilla Love* 106

Part Five: Academic English: *Do Animals Have Emotions?* 111

*chapter four***Nutrition 119**

Part One: Introduction: *Nutrition Facts and Fiction* 120

Part Two: Everyday English: *Evan's Health Plan* 123

Part Three: The Mechanics of Listening and Speaking 129

Part Four: Broadcast English: *The Mediterranean Diet* 135

Part Five: Academic English: *Basic Principles of Nutrition* 140

*unit 3***U.S. History 153***chapter five***The Days of Slavery 155**

Part One: Introduction: *Fighting against Slavery* 156

Part Two: Everyday English: *About That Assignment* 161

Part Three: The Mechanics of Listening and Speaking 165

Part Four: Broadcast English: *Music of the Underground Railroad* 171

Part Five: Academic English: *The Underground Railroad* 177

*chapter six***Native Americans in a Changing Nation: 1850–1900 187**

Part One: Introduction: *Native Americans: Myths and Reality* 188

Part Two: Everyday English: *Hollywood and Stereotypes* 192

Part Three: The Mechanics of Listening and Speaking 198

Part Four: Broadcast English: *An Irony in Native American Art* 202

Part Five: Academic English: *Euro-Americans vs. Native Americans, 1850 to 1900* 209

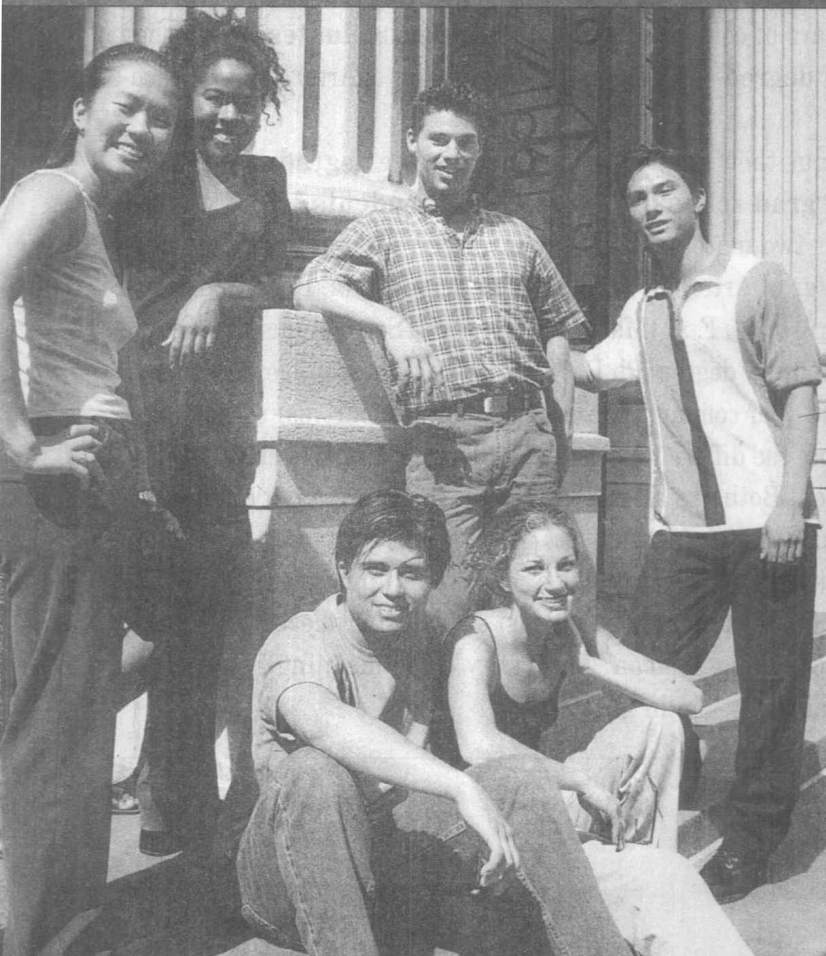
*Instructions for Information Gaps 217**Appendix 223*

Appendix One: Common Irregular Verbs 223

Credits 224

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.

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 to 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."



listening Strategy

Taking Lecture Notes

It's important for college students to take good notes during a **lecture**—a professor's speech or talk. A lot of the material on an exam probably comes from the lectures in a class. Information in class lectures is often different from information in the textbook for a class. You'll practice taking lecture notes in every chapter of this book. Here are some suggestions.

- Take notes. Don't "just listen." You won't remember the information later.
- Don't try to write *everything*. Note taking is not dictation. If you try to write every word, you might not catch important points in the lecture.
- Write all important information. How do you know that it's important? Your professor might do the following:
 - ✓ Tell you that it's important
 - ✓ Emphasize it (say it loudly and clearly)
 - ✓ Say it more than one time
 - ✓ Write it on the board
 - ✓ Give a **definition**

Definitions of new words are usually important. A definition is the meaning of a word. Sometimes your professor will say "X means Y." But more often the professor will say "X is Y" or "Xs are Ys." Very often the professor gives a **synonym** (a word with the same meaning) or a definition right after the new word.

Examples: *University* basically means a college that includes a grad school.

A university is a college that includes a grad school.

A university, a college that includes a grad school, is one form of higher education.

Practice 2. Here is an example of one student's lecture notes. Look back at Part One of the passage "College in the United States and Canada," on page 2. Compare the lecture and the notes. What is in the notes? What *isn't* in the notes?

College in the U.S. and Canada

I. Undergraduate Students

A. Years

1. Freshman (1st year) $\left\{ \begin{array}{l} \text{2-year community college} \\ \text{or 4-year school} \end{array} \right\}$
2. Sophomore (2nd)
3. Junior (3rd)
4. Senior (4th)

B. Graduate/receive a Degree

1. B.A.
2. B.S.

II. Graduate School (= grad school)

A. Grad students—in a master's program or Ph.D. program

B. Receive a master's degree (after 2 years)

1. M.A.
2. M.S.
3. M.B.A.
4. M.F.A.

C. Receive a Ph.D.

III. Definitions: College and University

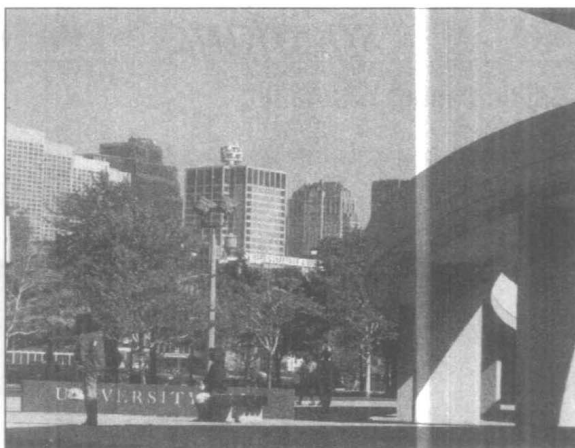
A. Both after high school

B. University

1. Never just 2 years
2. Has a grad school

C. Canada: "I'm in college."/"I'm in university."

D. U.S.: "I'm in college" = college or university (!!)



Practice 3. **Audio** Listen to Part Two of the lecture. This time take notes: fill in the blanks on the outline. This will be the important information. Pay special attention to definitions. If necessary, listen to the lecture more than one time.

College in the United States and Canada: Part Two

I. General Education Requirements (U.S. only)

A. Definition: _____

B. Examples: _____

II. Electives

A. Definition: _____

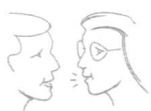
B. Good idea to: _____

III. Major

A. Definition: _____

B. Freshman and sophomore years: _____

C. Junior and senior years: _____



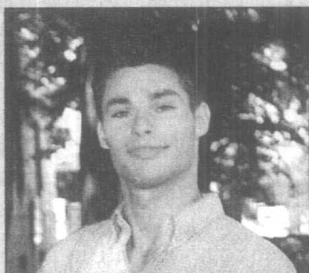
speaking Strategy

Talking about Your Major

The word *major* can be a noun.

Examples: This is Evan.

His **major** is broadcast journalism.



Her name is Chrissy.

Her **major** is going to be psychology.



Major is also a verb. You can **major in** a subject.

Examples: His name is Brandon.

He's **majoring in*** computer science.



This is Tanya.

She's **going to major in** business.



* Notice the preposition *in*.

To ask about majors, you can say

- What's your major?
- What are you going to major in?
- What do you think you'll major in?

To answer, you can say

- My major is . . .
- I'm going to major in . . .
- I think I'll major in . . .
- I'm planning to major in . . .
- I might major in . . .
- I'm not sure yet.
- I'm undecided.

Practice 4. Walk around the classroom with your book and a pencil. Ask ten students about their majors and fill in the chart.

Note: This is a good time to learn your classmates' first names. After they tell you their name, be sure to ask about spelling.

Example: A: Hi. What's your name?

B: Klarissa.

A: How do you spell that?

B: K-L-A-R-I-S-S-A.

A: Klarissa. OK, thanks.

Name	Major	Name	Major
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Introduction to Listening and Speaking

In the listening activities in this book, you'll hear three types of English in each chapter:

- Conversations
- Radio broadcasts
- College (or university) lectures

You'll also practice speaking in different situations:

- Talking with a partner and in small groups
- Collecting information from many students
- Giving presentations

This is a lot of practice in listening and speaking, *but it isn't enough*. To learn English fast—and well—you need to practice outside of class.

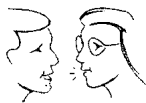


listening Strategy

Finding Practice Opportunities

Where can you practice listening to English? Here are just a few suggestions.

- Every day listen to five minutes of the news (in English) on the radio. If possible, tape this. Listen to it over and over.
- Choose a few TV programs in English. Watch these same programs every week.
- Do you have a VCR? Tape your favorite English-language program once a week. Watch part of it over and over.
- Rent movies in English.
- Find a computer website with listening activities. Listen to it regularly. Examples are Dave's Cafe <<http://www.eslcafe.com>> and Randall's ESL Cyber Listening Lab <<http://esl-lab.com>>.



speaking Strategy

Finding Practice Opportunities

Where can you practice speaking English? Here are just a few suggestions.

- After class, go for coffee with a classmate who doesn't speak your language.
- Find an English-speaking student who is studying your language. Meet once a week. Practice 30 minutes in your language and 30 minutes in English.
- Volunteer at a hospital or homeless shelter.
- Make small talk with strangers in public places.

Practice 1. **Group** With two or three other students, discuss this question: What are other places where you can practice English outside of class? Make a list. After you finish, each group will report at least one place to the class. (Your teacher might put your suggestions on a list on the bulletin board.)



speaking Strategy

Making Small Talk

Small talk is a very short conversation about things that are not very important. Often two strangers make small talk. They have short conversations of two sentences. In the first sentence, one person usually talks about the immediate situation (what's happening around you). This sentence often ends with a **tag question**. In the second sentence, the other person gives a **reply**—an answer.

Example: A: It's cold today, isn't it?

B: Yes, it is.

Small talk is never about very important subjects. It can be about the weather, sports, the time, a product in the market, and so on. It is a way to be friendly. (And it is one way to practice a new language!)

In many English-speaking countries, strangers sometimes make small talk. Here are some situations for small talk: at a bus stop, waiting in line, at a party, in a supermarket, in the school cafeteria, at a music festival, and so on. Small talk seems to be less common in large cities and more common in smaller towns. Some observers say that small talk is less common in England than in other English-speaking countries, including the United States, Canada, and Australia. In all of these countries (even England), there is usually a lot of small talk in a crisis. A "crisis situation" might be a very late bus or a train that breaks down.

Of course, it's necessary to be a little careful. Choose "safe" people to speak to. For example, it's not a good idea to make small talk late at night with strangers on a dark street!

Practice 2. Group Discuss the answers to these questions. Then report your answers to the class.

1. In your country, do people sometimes make small talk with strangers?
2. If so, what do they talk about?
3. If not, why?
4. What are good situations for small talk? What are bad situations for small talk?
5. What do you think about making small talk with strangers?



speaking Strategy

Using Tag Questions

In a tag question, a "tag" at the end of a statement makes it into a question.

Affirmative Statement

It's cold today,
 She's the foreign student advisor,
 These are expensive,
 We had Chapter Three for homework,
 The oranges look good,
 The professor speaks fast,

Negative Tag

isn't it?
 isn't she?
 aren't they?
 didn't we?
 don't they?
 doesn't she?

Negative Statement

This isn't ready,
 He hasn't done it yet,
 You don't have one,
 You didn't take Business 101,
 There aren't any lab fees,
 The students weren't in the lab,

Affirmative Tag

is it?
 has he?
 do you?
 did you?
 are there?
 were they?

As you see, for an affirmative statement, the tag is *negative*. For a negative statement, the tag is *affirmative*.

Practice 3. Write the correct tag to complete each sentence.


1. They're busy, _____?
2. This bus goes to Brand Street, _____?
3. It was a great movie, _____?
4. This bus doesn't go to Riverside, _____?
5. The biology books are over there, _____?
6. The history department isn't offering History 207 this term, _____?
7. The test wasn't very hard, _____?
8. The homework was interesting, _____?
9. We didn't have to do Chapter Five, _____?
10. The food at this party is fabulous, _____?




listening Strategy

Understanding the Intonation of Tag Questions **Audio**

If you really need information (and if you really aren't sure about the answer), your voice goes *up* on a tag question. It's a real question.

Example: They're busy, aren't they? 
(= I'm not sure. Are they busy?)

If you know the answer (and are just making small talk), your voice goes *down*.

Example: They're busy, aren't they? 
(= I know that they are busy.)

Practice 4. **Audio** Now listen to the ten sentences from Practice 3. Are they “real” questions? (Does the speaker really need information?) Check (✓) *yes* or *no*. When you finish, listen again. Repeat each sentence after the speaker.

	Yes	No
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

	Yes	No
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

Practice 5. **Video/Audio** Listen to these five examples. Is the first person really asking for information? Or is this just small talk? Check (✓) *Real Question* or *Small Talk*. If necessary, listen several times.

	Real Question	Small Talk
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____