

博采英语

TAPESTRY

听说 3

Listening & Speaking

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Series Editor

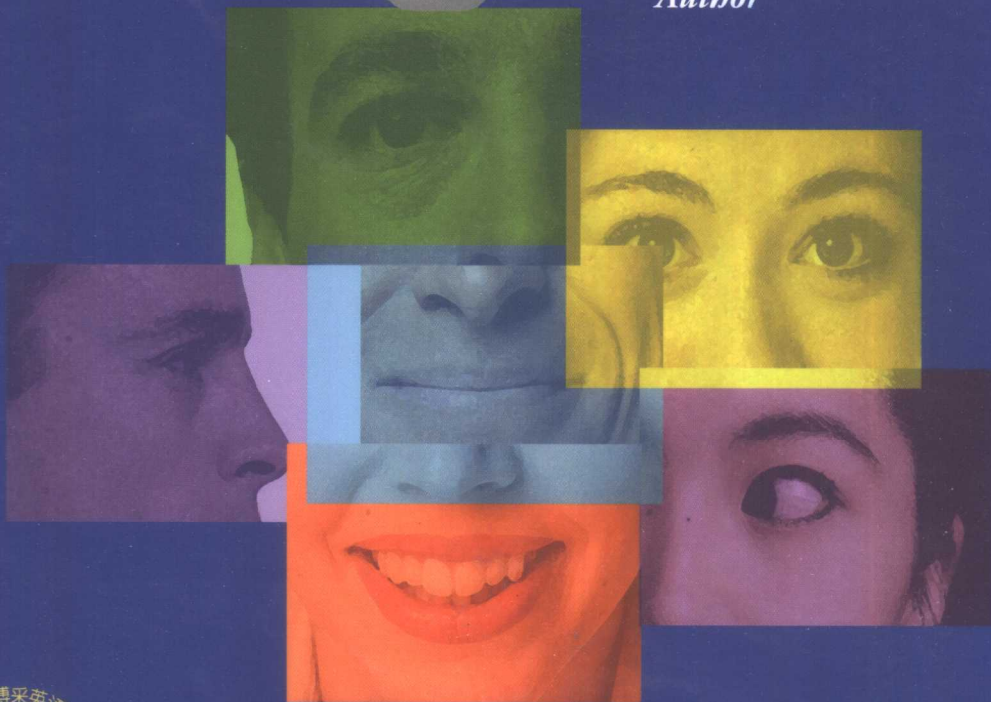
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美国汤姆森学习出版集团

TAPESTRY

博采英语

听说

(第三册)

3

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内 容 提 要

本书是《博采英语》听说系列的第三册。全书通过一些有趣味、有代表性的原版听力材料,引导学习者在练习听力的同时学习用地道的英语讨论问题、解决问题,训练他们更准确地理解,更精确地表达。全书逼真的背景材料和简明精确的评论使每一次讨论都引人入胜,发人深思。

本书适用于有中高级(high intermediate)基础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(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 3/Karen Carlisi, Susana Christie

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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》——教师们的好助手**
该书系统地介绍了《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
2000年12月

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。

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:

- 1. overcome confusion and frustration at the beginning of school.
- 2. communicate about academic procedures and requirements.
- 3. increase your listening comprehension by predicting the language you will hear in a specific situation.
- 4. ask about alternatives and state preferences.
- 5. learn to identify the parts of a lecture as you're listening.
- 6. 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 STRATEGIES

Take notes as you observe and listen to a conversation, and you will increase your comprehension. Fix 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.

In the scenario activity that follows, take notes on the scenario. Follow the steps given in the "Language Learning Strategies" 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。

语言学习方法帮助学生最大程度地掌握所学的知识，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。

阅读和写作也被包括到与各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。

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 Results
Situation 1: 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.

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.

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

You are going to hear two people talking about the stress in their lives. Andrew is a student who has just finished his first semester at college. Henry is a working man with children. For each of them, make one prediction about what causes them stress. Write down your prediction on the line.

Andrew—college student
I think _____ causes Andrew stress.
Henry—working parent
I think _____ causes Henry stress.

Listen



Listening 1: Andrew's and Henry's Experiences

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: _____

妙语连珠以有趣的事实或语录为课堂的讨论起到抛砖引玉的作用。

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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。

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?

Apply the Strategy



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

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。



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LISTENING & SPEAKING SKILLS FOCUS

Communicating about academic procedures and requirements
Predicting the language you will hear
Asking about alternatives and stating preferences
Identifying the parts of a lecture
Understanding teachers' objectives and expectations

Using specific methods to communicate effectively with people from other cultures
Using appropriate language to solve problems
Recognizing and using direct speech
Recognizing and using subtle speech
Contributing ideas in group activities

Taking notes during conversations
Noticing nonverbal clues such as facial expressions and gestures
Asking for clarification
Giving clarification of your point of view
Paraphrasing what someone communicates to you
Communicating more effectively with members of the opposite sex
Expressing empathy for another person's feelings

Making direct requests
Stating implicit demands
Stating a refusal
Offering a polite excuse
Identifying a speaker's intent

Expressing needs so you can ask for what is important to you
Offering advice in order to help others get what they need
Listening for emphasis
Listening for language of advice and suggestion
Practicing new language

LANGUAGE LEARNING STRATEGIES

Increase your listening comprehension by predicting the language you will hear in a specific situation.
Learn to identify the parts of a lecture as you're listening.

Learn the difference between polite and rude speech.
Learn to communicate well with people from different cultures and backgrounds.

Increase your comprehension by taking notes as you observe and listen to a conversation.
Paraphrase orally to help communicate meaning accurately and avoid translation into your native language.

Identify a speaker's intent in order to better understand what is being asked of you.
Use key words to improve your notetaking.

Identify the most important words in a sentence by listening for emphasis.
Practice or repeat new language to make the language become a comfortable, natural part of the English you use every day.



ACADEMIC POWER STRATEGIES

Survive the beginning of the school year by paying attention to details and asking for help.

Contribute your ideas in group activities.

Plan in advance in order to get the most out of each class session.

Cooperate with classmates during group work.

Increase your success as a student and a language learner by improving your ability to remember.



CNN VIDEO CLIPS

“Freshmen Fears”
A student discusses the issues he faces as he starts his freshman year at a large university in the United States.

“The Bilingual Storyteller”
A teacher uses storytelling to help his students feel more comfortable living in a culture that is different from their native culture.

“Anti-Divorce Class”
To resolve marital problems, couples attend a workshop designed to prevent divorce.

“The Ellis Island Decision”
A discussion of the United States Supreme Court decision about the political boundaries of the historical landmark, Ellis Island.

“Cracking Down on the Homeless”
Residents and homeless people in the Berkeley area talk about the problem of homelessness.

PRONUNCIATION: THE SOUND OF IT

Pronunciation of prepositions

Reductions in conversation

Stressed syllables

Distinguishing syllables and recognizing reductions

Guessing meaning from intonation



LISTENING OPPORTUNITIES

A conversation between a student and an academic advisor
A conversation between two students discussing the beginning of the college semester
A lecture given by a college professor on the first day of class

A conversation between two people about going out to dinner
Two people talk about studying in other countries

Four dialogues, each with a different misunderstanding or breakdown in communication
Three people discuss their communication problems with members of the opposite sex

Five short conversations focusing on the speakers' volume, tone, and intent
A lecture about conflict resolution
Two students discuss their views on boundaries

An interview about financial planning
A conversation between two students talking about the high cost of education

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10 All Stressed Out and No Place To Go Page 204



LISTENING & SPEAKING SKILLS FOCUS

Recognizing the difference between facts and opinions
Prefacing facts and opinions
Listening for specific language cues to better understand facts and opinions
Preparing effectively for a debate or discussion

Improving your pronunciation by listening carefully and imitating native speakers
Talking about hypothetical situations
Using new language as soon as you learn it to remember it better
Responding non-judgmentally

Expressing both sides of an issue
Recognizing different points of view
Expressing compromise
Analyzing the meaning of a new word by relating it to something familiar
Understanding whole ideas rather than individual vocabulary words
Talking about uncomfortable subjects with greater comfort and confidence

Identifying the purpose of a language task
Expressing concern and dissatisfaction about specific problems
Stating plans and intentions to solve a problem
Identifying contrasting viewpoints in a debate

Expressing concern
Summarizing what you've heard
Asking for clarification
Expressing empathy
Making suggestions



LANGUAGE LEARNING STRATEGIES

Listen for specific language cues to better understand conversations in which people express different ideas and opinions.
Prepare effectively for a debate or discussion.

Improve your pronunciation by listening carefully and imitating native speakers.
Use new words, phrases, and expressions as soon as you learn them.

Relate the meaning of a new word or phrase to something that is familiar to you.
Try to understand whole ideas rather than individual vocabulary words.

Identify the purpose of a language task.
Identify the contrasting viewpoints when you listen to a debate.

Write a one-to-two paragraph summary of something you have heard.
Use a chart to list problems and solutions.

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**ACADEMIC
POWER
STRATEGIES**



**CNN
VIDEO CLIPS**

**PRONUNCIATION:
THE SOUND OF IT**



**LISTENING
OPPORTUNITIES**

Make an effort to see how your learning relates to what is happening in the world around you.

“Do We Really Need to Know?”
A debate about whether or not the press should reveal private information about politicians.

Conversational pauses

A debate about TV censorship vs. people’s rights and freedoms
A journalist gives his opinion about the public’s right to know vs. public figures’ right to privacy

Search for ideas that challenge your own.

“Teaching Character”
An elementary school has begun a program to teach character to children.

Correct stress placement

A person talks about good behavior and what he was taught about ethics in school
Two dialogues between people discussing solutions and alternatives

Learn to talk about uncomfortable subjects with greater comfort and confidence.

“Two Sides to Cloning”
Three people give their viewpoints on the pros and cons of human cloning.

Using intonation to emphasize different points of view

A radio talk show in which two doctors debate the moral issues concerning technology and medical experimentation
A pregnant woman talks about the pros and cons of medical advances in pre-natal testing

Develop realistic plans and prioritize them.

“An Ecovillage”
The story of a village created to decrease the amount of harm to the environment.

Understanding reductions

A discussion on talk radio between an environmentalist and a caller about the impact of technology on the environment
A conversation between two students with contrasting viewpoints about what makes a good study environment

Manage the stress of academic deadlines, tests, and schedules.

“Student Stress”
A comparison of the stress level for students in the United States, Japan, and China.

Prepositions with two-word verbs
Recognizing “filler” sounds and words

A discussion on talk radio about stress management
A student and a full-time working person talk about the stress in their lives

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。

自我总结评估帮助学生监测自己的学习情况。

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.

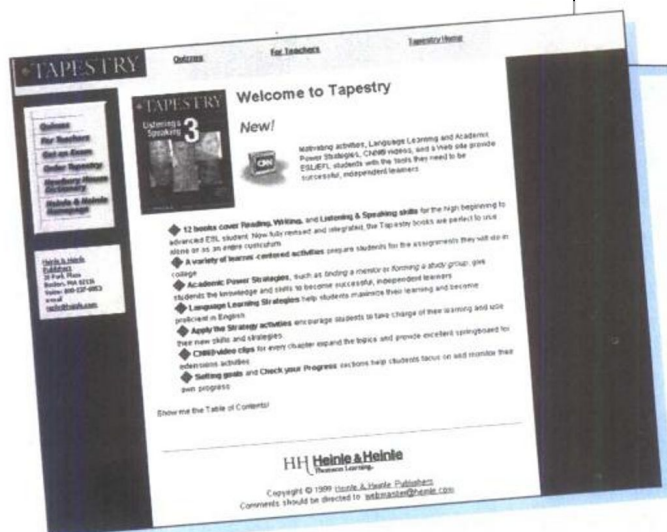
CHECK YOUR PROGRESS

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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- 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。

◆ 如果您想要了解更多的《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*)。



This photo shows students at a university on the first day of school. Usually, the first week of school is very busy and stressful. Students have to be sure that they get the classes they want. They need to buy books and materials that are required for their classes. During the first week, they also find out what is required for each course and how demanding the classes will be. Students may decide to drop a class and add a different class in its place. Look at the photo and think about the difficulties these students face at the beginning of school. What are some of these difficulties, and what can be done about them? Discuss these questions with your classmates.

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.
- ◆ identify the parts of a lecture as you're listening.
- ◆ understand teachers' objectives and expectations.

Getting Started

Complete the following statements. There are no right or wrong answers. The purpose of this activity is to examine your beliefs, attitudes, and feelings. After you have completed the statements by yourself, discuss your answers with a partner.

What Do I Know About the Topic?

1. Before the first week of school, I should . . .
2. During the first week of school, I should . . .
3. By the end of the first week of school, I will . . .
4. On the first day of a new class, the teacher will usually . . .
5. Some of the things that can confuse or frustrate me during the first week of school are . . .
6. If I get confused or frustrated, I should . . .
7. After the first day of class, if I think the class will be too difficult for me, I should . . .

What Do I Know About the Language?

1. Some words or expressions that I can use to talk about school life are _____

2. If I want to ask about alternatives to a choice I'm given, I can say _____

3. If I want to state a preference, I can say _____



In colleges and universities in the United States, students have many choices about the subjects they study, their class schedule, and the teachers of their classes. In this way, students can create a schedule that is most suitable for them. They can also fulfill the requirements of their degree. There-

fore, students carry most of the responsibility for managing their academic life, although academic advisors are available to help them. Is this different from your native culture? In your native culture, how much choice do students have in classes, teachers, and times of classes?

PART 1: Communicating About Academic Procedures and Requirements

LANGUAGE YOU CAN USE: ASKING ABOUT ALTERNATIVES/STATING PREFERENCES

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Because there are many choices to make at the beginning of a semester, it is useful to know how to ask about the alternatives you may have. It is also useful to know how to state your preferences about the alternatives. Study the expressions and the examples given below for these language functions.

ASKING ABOUT ALTERNATIVES

If I can't . . . , will it be possible to . . . ?

What if . . . ? Will I be able to . . . ?

Do you know of any other . . . ?

STATING PREFERENCES

I would much rather . . . than . . .

I prefer to . . . so that . . .

I think it's much better for me to . . . than to . . .

EXAMPLES

If I can't get into the 8:00 class, **will it be possible to** take another class?

What if I can't pass this class? **Will I be able to** repeat it?

Do you know of any other classes that are open?

EXAMPLES

I would much rather drop the class **than** take the chance of failing it.

I prefer to stay in the class **so that** I can improve my skills.

I think it's much better for me to drop the class **than** to fail it.

