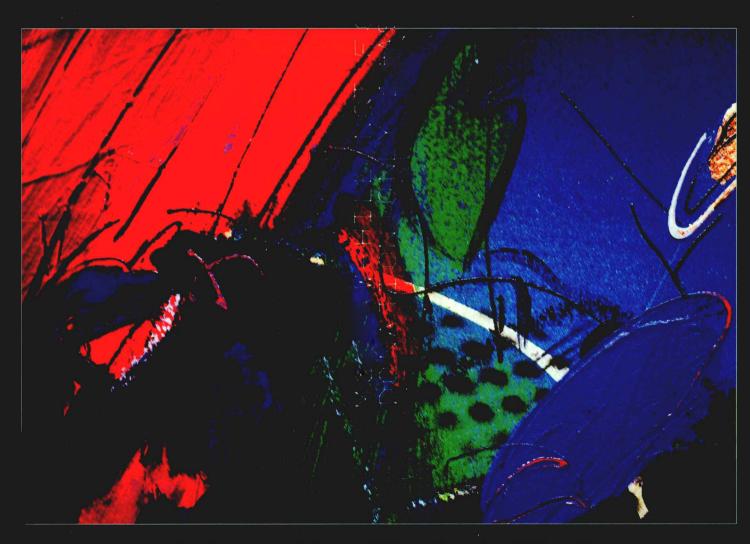
Mosaic 2 Listening/Speaking

4th Edition



Jami Hanreddy / Elizabeth Whalley

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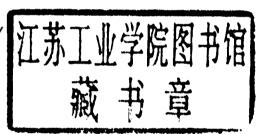
4th Edition

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Dedication

To the memory of Fred Goldstein, Rufus Rufty Rusty Russell III, Cindy Strauss, and Gertrude and Stanley Whalley.

For Freddy, who shared my love of puns as well as the grand metaphor.

And for Joe and Gracie whose love consummately provides the context for these efforts.

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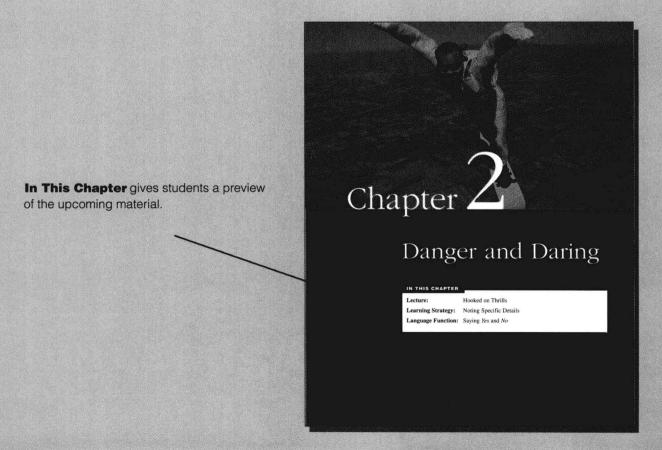
Mosaic 2 Listening/Speaking

Boost your students' academic success!

Interactions Mosaic, 4th edition is the newly revised five-level, four-skill comprehensive ESL/EFL series designed to prepare students for academic content. The themes are integrated across proficiency levels and the levels are articulated across skill strands. The series combines communicative activities with skill-building exercises to boost students' academic success.

Interactions Mosaic, 4th edition features

- updated content
- five videos of authentic news broadcasts
- expansion opportunities through the Website
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- an appealing fresh design
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Did You Know?

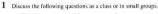
- The first heart transplant took place in Cape Town, South Africa, in 1967 and was performed by Christiaan Barnard. The patient, Louis Washkansk lived for only 18 days after the surgery.
- 74,000 Americans are waiting for a transplant. A new name is added to the waiting list every 18 minutes.

 261 medical institutions in the United States operate organ transplant programs.
- 26) medical institutions in the Childed States operate organ transpiant programs 25 different organs and tissues can be transplanted including heart, lungs, kidney, liver, corneas, bone, and cartilage.

 90% of American say they support the concept of organ donation, but urgently needed organs are actually donated only 1/3 of the time. One donor can provide organs, bone, and dissue for 50 people. More than 60% of all organ recipients are between the ages of 18 and 49.

Getting Started

Sharing Your Experience



1. The choices of several famous men and women are described here. What are the advantages and disadvantages of these decisions? In similar circumstances, would you have made the same choices?





family and gave up all his worldly pos-sessions; he vowed to sit in meditation until he achieved enlightenment for the sake of all human beings.

Socrates chose to accept his unjust punishment of drinking poison rather than escape Did You Know? offers a variety of interesting facts to spark students' interest in the topic.

Part 1 Getting Started activates students' prior knowledge through prelistening questions and a vocabulary preview.

Learning strategies include using lecture organization to identify main ideas, using different outline forms, understanding and using figurative language, listening for comparisons and contrasts, listening for causes and effects, distinguishing between fact and opinion, predicting exam questions. and thinking critically.

Before You Listen prepares students for the lecture by having them consider and discuss the topic and predict main ideas of the lecture.

PART 2 **Predicting Exam Questions**

Most students want to get good grades. One strategy for getting good grades is to pre-dict which questions an instructor will ask on an exam.

Information Likely to Be on Exams

- Any point the instructor tells you will be on the exam or anything the instructor says would make a good exam question.
- 2. Information that the instructor repeats directly from the textbook or class
- Things stated more slowly or more loudly than other things. (Instructors
 often slow down or speak louder when they want to point out something
- 4. Key facts.

Examples:
For a course about the history of civil rights conflicts:
Who was Martin Luther King?

What should you say if you don't want to recommend someone for a job and do want to avoid a lawsuit?

- Information about recent research, especially the instructor's own research. (Instructore want to make sure their students are up-to-date. Also, asking questions about data that cannot yet be found in the library is a good way to find out if students have been attending class.)
 Information on handous:



Considering the Context. The lecture in this chapter is for a training course for res-



ident advisors (RAs). Resident advisors are students living in dormitories (dorms) who receive special training and then are paid to assist new students. They answer questions students may have about campus life and help resolve con-flicts in the dorms. In small groups discuss the fol-lowing questions:

- 1. Would you like to live in a dorm? Why or why
- 2. What questions do you think a resident advisor needs to be able to answer?
- What kinds of conflicts do you think people might have in dorms? How would you handle

Listen



Taking Notes on Causes and Effects. Read through the partial outline of causes and effects. Listen to the Webcast. Take notes by completing the outline.





77.03	Causes		Effects
1a	Japanese products are easy to get.	1	Americans buy many Japanese products
1b	Japanese products are		
to.	Japanese products are		
2		2	American companies are losing business.
3.		3a	Some leaders in business, labor, and government want protective taxes and
		3b.	Other leaders say the United States should
4	U.S. manager encourages individual initiative	4a	Separate people moving up from
		4b.	Keep clear division between

Note-taking strategies include using different outline forms, abbreviating, using illustrations, using target expressions to help understand lectures, and using cohesive devices as markers.



- Evaluating Speakers in Context. With some speakers, it's easier to determine the main points than with others. And in everyday interactions with friends, family, or co-workers, there are times when we all have difficulty getting to the point. To research this issue:
 - 1. Choose three people from the following list and find an opportunity to listen to each one speak without interruption for several minutes. Many of them can be heard on the radio or TV.

Chapter 1 Language and Learning

religious speaker politician teacher businessperson news reporter scientist three-year-old child close friend parent shopkeeper

- 2. As you listen, note the main points and then consider these questions:
 - Which of the three speakers was the most long-winded? Which one got to the point in the shortest time?
 - Did any of the speakers talk on and on so much that you felt they never got to the point? If so, which one(s)?
 - With which speaker was it easiest to get the gist of what was being said? ■ With which speaker was it hardest to get the gist of what was being said?
- 3. Share your responses to these items with your classmates and give brief descrip-Share your responses to these terms with your classmates and give elections of your three subjects, including approximate age and educational background. Did you notice any patterns? For example, did you and your electionship between profession and long-windedness? Or perhaps between age and not getting to the point? Were there any particular topics about which most subjects tended to "beat around the bash" (talk around the subject but not exactly on the subject)?

PART 3 Requesting the Main Point

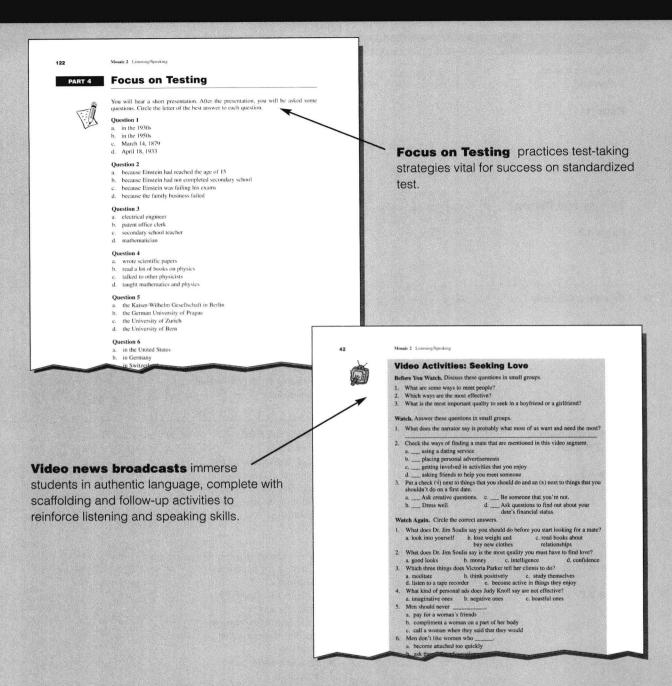


Getting to the point quickly is generally a goal of most English speakers, but not all of them. Some speakers are intentionally long-winded. For example: A United States senator who does not

- want a bill to be passed may talk on and on, day and night, to delay the vote on the bill.
- Someone who is shy and timid about a particular issue might beat around the bush, talking all around the subject, to delay having to face it.

Talk It Over offers a variety of speaking activities, including role-plays, interviews, presentations, small-group discussions, and pairwork.

Language function practice takes students from identifying and understanding functional language to using it in everyday and academic settings. Some useful functions include requesting the main point, persuading and giving in, acquiescing and expressing reservations, and taking and keeping the floor.



Don't forget to check out the new *Interactions Mosaic* Website at www.mhcontemporary.com/interactionsmosaic.

- Traditional practice and interactive activities
- Links to student and teacher resources
- Cultural activities
- Focus on Testing
- Activities from the Website are also provided on CD-ROM

Mosaic 2 Listening/Speaking

Chapter	Learning Strategies	Listening Skills	Language Functions
Language and Learning Page 1	■ Understanding main ideas: Using lecture organization	 Listening for main ideas Listening for a lecturer's style Listening for the style of speakers in context Listening for appropriate expressions and tone of voice 	■ Requesting the main point
Danger and Daring Page 13	 Noting specific details: Using different outline forms 	 Listening for specific details Listening for yes and no expressions Rating yes and no expressions 	Saying yes and no
Sex and Gender Page 29	 Abbreviating—when and how Creating your own abbreviations 	 Taking notes using abbreviations Listening for sincere and insincere congratulations Listening for expressions of congratulations Listening for expressions of condolences 	■ Extending congratulations and condolences
Mysteries Past and Present Page 43	 Using illustrations in note taking 	 Taking notes using illustrations Listening for formal and informal expressions Listening for expressions admitting a lack of knowledge 	■ Admitting lack of knowledge
Transitions Page 57	■ Understanding and using figurative language	 Listening for figurative language Listening for appropriate tone of voice Listening for expressions that introduce negative statements Listening for negative statements 	■ Making negative statements or comments politely
The Mind Page 71	■ Listening for comparisons and contrasts	 Listening for comparison and contrast in informal conversations Listening for comparison and contrast in a lecture Listening to summarize the positive view 	■ Expressing the positive view
	Language and Learning Page 1 Danger and Daring Page 13 Sex and Gender Page 29 Mysteries Past and Present Page 43 Transitions Page 57 The Mind	Language and Learning Page 1 Danger and Daring Page 13 Noting specific details: Using different outline forms Sex and Gender Page 29 Abbreviating—when and how Creating your own abbreviations Mysteries Past and Present Page 43 Transitions Page 57 Listening for comparisons and contrasts	Language and Learning Page 1 Danger and Daring Page 13 Noting specific details: Using different outline forms Danger and Gender Page 29 Abbreviating—when and how Creating your own abbreviations Listening for specific details Listening for yes and no expressions Listening for specific details Listening for yes and no expressions Rating yes and no expressions Listening for specific details Listening for yes and no expressions Rating yes and no expressions Listening for expressions of congratulations Listening for expressions of condolences Listening for expressions Listening for formal and informal expressions Listening for comparison and contrast in informal conversations Listening for comparison and contrast in a lecture Listening for co

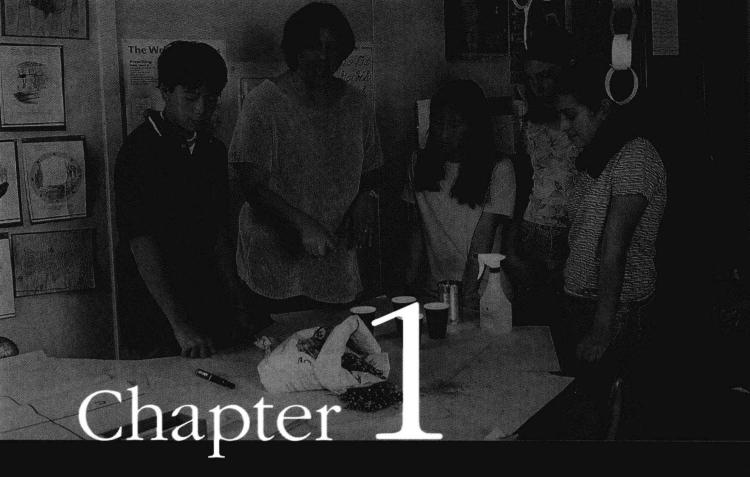
Speaking Tasks	Focus on Testing	Lecture Topics	Video Topics
 Discussing educational experiences Evaluating a lecturer's style Sharing your language learning autobiography Evaluating speakers in context Requesting the main point Role-playing conversations 	Questions about a presentation	■ To School or Not to School	■ The School of Success
 Discussing thrillseekers Speaking from a prepared outline Saying yes and no Completing a survey about taking risks 	■ Questions about a news feature	■ Hooked on Thrills	■ Extreme Sports
 Discussing adolescence Discussing abbreviations Decoding abbreviations Creating messages using abbreviations Expressing congratulations and condolences Sharing cultural expressions Role-playing dialogues 	Questions about a conversation	■ Becoming a Man, Becoming a Woman	Seeking Love
 Discussing the solar system Sharing scientific theories Using illustrations to enhance descriptions Giving a scientific report Using formal expressions to admit a lack of knowledge Using informal expressions to admit a lack of knowledge 	■ Questions about an American Indian folktale	■ The Origins of our Solar System	■ Abduction by Aliens
 Discussing transitions Discussing free will Making analogies Determining the subjects of analogies Role-playing dialogues Guessing situations and emotions 	■ Questions about a presentation	■ The Stages of Life – A View from Shakespeare	■ College Graduation
 Discussing dreams Comparing and contrasting dreams Analyzing dreams Interviewing about dreams Expressing the positive view Debating as optimists and pessimists Responding to complaints positively 	■ Questions about a conversation	■ Dreams and Reality	■ Social Phobia

Mosaic 2 Listening/Speaking

C	hapter	Learning Strategies	Listening Skills	Language Functions
7	Working Page 89	■ Listening for causes and effects	 Taking notes on causes and effects Listening to people persuading and giving in Listening for expressions introducing persuasive arguments 	■ Persuading and giving in
8	Breakthroughs Page 107	■ What to do when you don't understand	 Practicing note taking strategies Listening for appropriate and inappropriate compliments 	■ Giving and receiving compliments
9	Art and Entertain- ment Page 125	■ Distinguishing between fact and opinion	 Listening for facts and opinions Listening for expressions of doubt 	■ Expressing doubt or disbelief
10	Conflict and Reconciliation Page 143	■ Predicting exam questions	 Listening to predict exam questions Listening for acquiescence and reservations Listening for suggestions about conflict resolution Listening for ways to express reservations 	 Acquiescing and expressing reservations
11	Medicine and Science Page 157	■ Cohesion and reference	 Listening for cohesive devices Listening for expressions for taking and keeping the floor Listening for opportunities to take the floor 	■ Taking and keeping the floor
12	The Future Page 177	■ Critical thinking	 Listening for facts vs. opinions Listening critically Listening for expressions of speculation and reminiscence Listening for speculations and opinions 	■ Speculating about the future; reminiscing about the past

Appendix Tapescript xii Tapescript 195 此为试读, 需要完整PDF请访问: www.ertongbook.com

	Speaking Tasks	Focus on Testing	Lecture Topics	Video Topics
:	Discussing jobs and work Discussing advances in technology Discussing technology and society Describing innovations Persuading in informal situations Debating work-related issues Role-playing situations requiring persuasion	Questions about a radio interview	■ Japanese and American Business Management	■ Telecommuting
:	Discussing laws of nature Discussing breakthroughs Sharing past experiences Describing scientific processes Giving and receiving compliments Discussing compliments in context Discussing inappropriate compliments	Questions about a presentation	■ Discovering the Laws of Nature	■ Advances in Medicine
į	Discussing music Sharing your knowledge Role-playing a critic Presenting facts and expressing doubts Completing conversations	■ Questions about a music review	■ The Rise of Rock 'n' Roll	■ Women in Jazz
:	Discussing conflicts Discussing dorm life Evaluating exam questions Asking and answering exam questions Acquiescing and expressing reservations Discussing conflicts and resolutions	Questions about a discussion	■ Dealing with Conflicts	■ A Strike
:	Discussing principles Discussing medical resources Discussing the lecture Understanding and using reference words Presenting your point of view	Questions about a human interest story	■ Organ Transplants	■ Stealth Surgery
:	Visualizing the future Thinking critically by analyzing responses Evaluating critically Gathering and reporting research Predicting the future Role-playing reunions	Questions about a presentation	■ The Future	■ Concept Cars



Language and Learning

IN THIS CHAPTER

Lecture: To School or Not to School

Learning Strategy: Understanding Main Ideas

Language Function: Requesting the Main Point

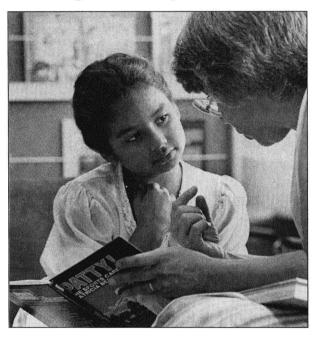
Did You Know?

- High school students in the United States spend an average of 38 hours per week in the classroom. In Russia the figure is 52 hours, and in Japan it's 59 hours.
- In the United States, reading, writing, and arithmetic are considered the most important school subjects for young children. These three skills are often referred to as the three Rs: reading, 'riting, and 'rithmetic.
- The number of children currently being taught at home in the United States is over 1.2 million and is growing steadily.

PART 1

Getting Started

Sharing Your Experience





- Discuss the following questions in small groups. Think back to the time when you were in elementary school and share your recollections with your classmates.
 - 1. Who was your favorite teacher? How old were you? Why was he or she your favorite? Share a specific incident that explains why you liked that teacher so well.
 - 2. Who was your least favorite teacher? Why? How old were you? Share an anecdote that explains why you disliked this teacher.
 - 3. In what ways has school been exciting? Disappointing?

- 4. Do you feel you would know less, the same amount, or more if you had not gone to school? Why? If you hadn't gone to school, how do you think you would have learned things? From your parents, your parents' friends, your friends, your siblings, television, radio, movies, books, computers?
- 5. Do you think everyone should be required to go to school? Why or why not?

Vocabulary Preview

enthusiastic

Vocabulary in Context. The speaker uses the following words in the lecture. After the list are six statements that teachers might make to describe students. Fill in the blank in each statement with the appropriate word from the list.

extremely pleased or excited

genius		a person with great intelligence and/or ability		
to get away from it all		to retreat from the stress of daily activities		
gifted		very capable and inventive; talented		
moody		frequently appearing disagreeable, unpleasant, or sad to others		
non	conformist	a person who refuses to follow established customs		
obe	dient	follows orders		
1.	In nursery school, Rudy Thomas could sing his ABCs on key without missing note. He played the piano without being taught. He made up beautiful songs by himself. By the time he was six, he must have spent six hundred hours at the piano. He probably will be a great composer or performer one day, because he' musically			
2.	Sometimes Barbara Michaels is happy, but more often she seems sad or grumpy. She is so that it is difficult for her to make any friends.			
3.	I think George Redfern is the kind of student that many teachers like. He doe whatever he is told without asking any questions and never gets into trouble. however, find this kind of student difficult. I don't like students who are seemed. They are so dull. I much prefer students who challenge me			
4.	years old. She graduate and completed her PhI	ver 165. She completed high school by the time she was 12 ed with highest honors from the university when she was 16 D in astrophysics at age 21. Her parents say that by the time old, they could already tell that she was a		
5.		chael Jones in class. He is always cheerful and seems to like at the really enjoys school because he is so about vities.		
6.		ttson is working too hard. I know she has her TOEFL exampleds and relax a little or she might get		
7.	some sort of dance per all the supporting detail	papers for her political science class, Patsy usually creates rformance that illustrates her main arguments and includes ils. She is really a I'm surprised the pronange the course requirements in that way.		

PART 2

Understanding Main Ideas

In most lectures, several main ideas are presented. These are the concepts the speaker wants the audience to remember. Most often the lecturer also provides a general, or thesis, statement that includes all the main concepts. When a lecture is well organized, with a clear beginning, middle, and end, the main ideas are usually easy to pick out. When a lecture is not well organized, understanding the gist of what is being said can be difficult. Some lecturers are long-winded, taking a long time to come to the point. Others talk on and on and never seem to come to the point at all.

The Model Lecture Has Three Parts

1. Introduction

Usually the general, or thesis, statement is included here. Sometimes the main ideas are mentioned, but not fully explained.

2. Body

The main ideas and examples are always presented here.

3. Conclusion

Traditionally this section contains a summary of all the main ideas. The general, or thesis, statement will be repeated, or it may be introduced here for the first time.

Before You Listen



- **Considering the Topic.** Discuss the following questions in small groups.
 - 1. Think about your classmates during your first eight years of school. Which ones had artistic talent? Did those students like or dislike school? Why?
 - 2. Think about your classmates who were talented in science or math. Did those students like or dislike school? Why?
 - 3. Based on your group discussion, can you draw any conclusions? Share your findings with the rest of the class.

Listen

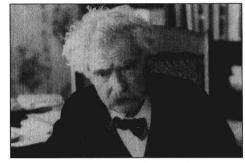


- 2 Listening for Main Ideas. Listen to the lecture once all the way through. Then listen again. This time, listen for the main ideas in the introduction, the body, and the conclusion of the lecture. Stop the tape or CD after you hear each of the following sentences and write the main idea of the part of the lecture that you have just heard.
 - **Stop 1** These questions are very important ones 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.



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



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

Stop 3	He [Wordsworth] did well in math, history, and literature courses and felt he had a free and happy life at school.
Stop 4	Even though these scientific giants experienced conflicts between the demands of school and the development of their own minds, we should not jump to conclusions.
Stop 5	He [Fleming] passed his medical school entrance examinations with higher marks than any other student.
,	