




Talk It Over!

LISTENING,
SPEAKING, AND
PRONUNCIATION
S E C O N D E D I T I O N

ann Rishel Kozyrev

3

Talk It Over!

LISTENING,
SPEAKING, AND
PRONUNCIATION

S E C O N D E D I T I O N

Joann Rishel Kozyrev



THOMSON
—★—™
HEINLE

Australia • Canada • Mexico • Singapore • Spain • United Kingdom • United States



Cover image: Alexander Papaleo

Photo Credits: Page 1 Ronnie Kaufman/Corbis Stock Market; page 5 Gary Andrashko for Plimoth Plantation; Ted Curtin for Plimoth Plantation; page 19 Shelley Gazin/CORBIS; page 34 Douglas Kirkland/CORBIS; page 37 Thomas H. Brakefield/Corbis Stock Market; page 40 Thomas H. Brakefield/Corbis Stock Market; page 42 The Pensacola News Journal; page 53 Judith Cezar; page 56 Owen Franken/CORBIS; page 58 Jessica Drake; page 69 Richard Heinzen/SuperStock; page 87 Sarah Hoskins; page 90 Christopher Morris/PictureQuest; page 92 Ryan McVay/PhotoDisc; page 107 Chuck Savage/Corbis Stock Market; page 109 Diana Soviero; page 111 David King; page 125 George Shelley/Corbis Stock Market; page 138 Mug Shots/Corbis Stock Market

Copyright © 2002 by Thomson Heinle Company. All rights reserved.

No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system without the prior written permission of Thomson Heinle unless such copying is expressly permitted by federal copyright law.

Printed in the U.S.A.

Library of Congress Control Number: 2001131517

ISBN 13: 978-0-618-14401-3

ISBN 10: 0-618-14401-3

8 9 10 11 12-CRS-08 07

Talk It
Over!

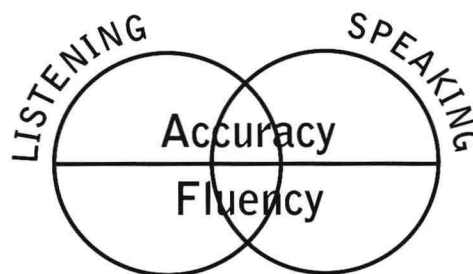
Skills Coverage in Talk It Over!

Chapter	Listening	Note Taking	Pronunciation	Speaking
1: Family	Main ideas Compare and contrast Key terms Details	Basic skills Abbreviations	Thought groups	Discussion skills
2: World Entertainment	Main ideas Details	Listing	Question and statement intonation	Asking and answering questions
3: Environmental Activism	Inference Time order Main ideas	Cause and effect organizational patterns	Syllable stress in compound words and phrasal verbs	Defending an opinion
4: The Sounds of Language	Understand attitudes Details Main ideas	The Cornell method	Rhythm and sentence stress	Definitions
5: Biotechnology	Main ideas Details Time order	Outlining Summarizing from notes	Focal stress	Panel presentation
6: Roots: Living in Two Cultures	Main ideas Details Predictions	Idea mapping	Intonation to signal complete and incomplete thoughts	Presenting to a small group
7: Making it Work	Main ideas Details	Paragraph style	Important endings	Speaking persuasively
8: Alternative Medicine	Main ideas Details Specific words	Getting complete information	Linking and features of fast speech	Formal presentations Fact and opinion

Preface

Talk It Over! is designed to be a complete text for the high-intermediate to advanced oral communication classroom. The text provides a framework to help students build both the fluency and the accuracy of their listening and speaking skills. It has been designed to completely integrate listening, speaking, and pronunciation practice, while allowing the teacher the flexibility to choose the elements of the course that the particular students in each class need the most.

The text is based on the following model for the development of oral communication skills.



This model demonstrates how listening, speaking, accuracy, and fluency can work together to form the whole that is oral communication. In this model, the listening and speaking skills are represented by two overlapping circles. This illustrates that the skills are inherently related, although they sometimes operate separately. A line through the center of the diagram illustrates the division between accuracy and fluency.

Although accuracy and fluency interconnect, students experience the greatest improvement when they focus on one of these elements in a given activity. This focus provides attainable goals, allows students to build specific skills, offers useful strategies for improvement, and reduces the frustration that many students feel when confronting the difficult task of concentrating simultaneously on meaning, vocabulary, fluency, and accuracy.

Each chapter in *Talk It Over!* includes two complementary listening passages on the same topic. These passages feature authentic, unscripted language in a variety of formats such as interviews, radio documentaries, and lectures. The listening, pronunciation, and speaking activities that students complete are all based on these listening passages, and the models for the pronunciation and speaking skills practiced are taken directly from the listening passages. Listening skills emphasized in this book include listening for main ideas, understanding detail, and note taking. In the pronunciation activities, students focus on understanding the meaning conveyed by suprasegmentals and on producing suprasegmentals to convey meaning. In the sections entitled “Talk It Over!,” students practice speak-

ing in academic and professional situations such as discussions, debates, interviews, and oral presentations. The chapters are sequenced so that earlier activities provide support for later activities, but care has been taken to ensure that the chapters and activities can be used in any order. Each chapter is divided into the following sections.

Brainstorming

This section focuses on the segment of the model that represents speaking fluency. In this section, students

- examine and analyze information in charts, graphs, and readings;
- think about the overarching theme of the unit;
- begin to make predictions about the ideas that they will listen to; and
- discuss with others in the class the inferences, ideas, and questions that the information raises for them.

Listening One

Activities in this section focus on the circle in the model that represents listening. The authentic listenings and accompanying exercises for each chapter include activities that

- focus on understanding main ideas and details,
- ask students to interact with the language of the passage,
- emphasize skills such as discerning the meaning of unfamiliar words and understanding analogies, and
- develop critical listening.

Listening Two

The second authentic listening passage provides additional information, a contrasting viewpoint, or a different perspective on the topic from that expressed in the first listening. Listening One and Listening Two are designed to complement each other; however, the passages may be used separately as time and student needs dictate. Listening Two and accompanying activities always include:

- note-taking models to acquaint students with a variety of strategies for taking notes;
- examples in the pronunciation section that are drawn from Listening Two; and
- some follow-up activities that encourage students to compare, contrast, and critically examine the ideas presented in Listening One and Listening Two.

Pronunciation Activities

In this section, activities focus on the segments of the model that represent accuracy in listening and speaking. Each chapter has a pronunciation section that offers

- practice in listening to, understanding, and producing suprasegmentals;
- emphasis on the meaning conveyed by suprasegmentals such as intonation, stress, and pausing;
- examples drawn from the listening passages to provide immediate context for the examples and to allow students to understand the passages on a deeper level; and
- production activities that provide the controlled pronunciation practice of skills linked to the chapter's speaking activities.

Talk It Over!

This section offers extensive speaking activities that develop both fluency and accuracy. The activities draw on the ideas that students listened to in the passages and offer practice in the kinds of communication heard in the listenings. The chapters are arranged so that students receive exposure to and practice with a variety of advanced communication skills necessary in academic and professional situations, including

- participating in discussions,
- conducting interviews,
- presenting to large and small groups, and
- participating in persuasive speaking and debate.

Further Practice

The activities in this section allow students to work on listening and speaking activities at a higher level of complexity. These activities often encourage students to use their listening and speaking skills to interact with other English speakers and to collect and report on information that they have gathered. So that students and instructors can personalize the course to best meet their needs, this section includes activities such as

- readings,
- discussion practice,
- guided television viewing, and
- detailed listening practice.

Web Activities

Talk It Over! has a page on the Houghton Mifflin ESL World Wide Web site, www.college.hmco.com. On this page are activities and links that enable teachers and students to do activities using authentic sources on the Web that are related to the context and skills in each chapter. The activities on the site can be used in the classroom, laboratory, or individual study settings.

Self-Evaluation

Each chapter ends with a self-evaluation chart that can be used by students and teachers to chart the student's progress through the units, identify weaknesses where extra practice is required, and set goals. The chart can be completed as the class progresses through the chapter or at the chapter's end. The evaluation charts are designed so that they can be completed by the students on their own or during meetings with the teacher. The teacher will be able to encourage the discussion of learning styles and preferred strategies based on the students' responses in the charts.

New in the Second Edition

Several improvements have been made to this new edition of *Talk it Over!*. The new edition still contains

- integrated listening, pronunciation, and speaking practice;
- high frequency, interesting topics;
- authentic listenings;
- a variety of speaking skills and strategies; and
- self-evaluations of skills taught in each chapter.

The new edition includes the following new features:

- A chapter on the topic of family
- More thorough, controlled, and communicative pronunciation practice
- Clearer activity direction lines
- Note-taking models
- Improved page layout and design

Acknowledgments

Many people have contributed to the development of *Talk It Over!*. I am especially grateful to the editorial team at Houghton Mifflin: Susan Maguire for her vision and support; Kathleen Sands Boehmer for her encouragement and inspiring guidance; and Manuel Muñoz for his patience and many kindnesses. The interviews and authentic recordings are such an interesting and integral part of this book, I would like to thank Judith Ritter, of Dana Knight Communications, and Phil Lee, of Full House Productions, for collecting this excellent material. Jay Neugeboren and Carol Berkin were kind enough to be interviewed for the new edition, and I am indebted to them for sharing their ideas and thoughts with us. I am grateful to Cindy Johnson and her team for the time and skill they put into creating the design for this edition as well as for researching and finding such ideal photographs and illustrations. My brother, Jay Rishel, and his cable modem also helped a great deal with Internet searches at just the right moment.

Finally, I wish to thank my colleagues, especially Marni Baker Stein, who brought fresh energy and insight to the series both personally and professionally. I am indebted to the teachers and students who used the first edition of this book and gave me valuable feedback. The following reviewers provided their expertise and many useful suggestions:

Heidi Adamson, Northern Virginia Community College

Carolann DeSelms, Marymount College

Kelly H. Gutierrez, University of Texas, Pan American

Janine Rudnick, El Paso Community College

Aija Saario, Georgia Perimeter College

Contents

Skills Coverage in **Talk It Over!** viii

Preface ix

Chapter 1

Family

Brainstorming	2
Listening One: Family: A Modern Perspective	3
Listening Two: Family: A Historical Perspective	5
Note Taking: Basic Skills	8
Pronunciation Activities: Thought Groups	10
Talk It Over!: Group Discussion	14
Further Practice	16
Self-Evaluation Chart	18

Chapter 2

World Entertainment

Brainstorming	20
Listening One: A Universal Funny Bone	21
Listening Two: Game Shows Go Global	24
Note Taking: Listing	26
Pronunciation Activities: Question and Answer Intonation	28
Talk It Over!: Asking and Answering Questions	31
Further Practice	34
Self-Evaluation Chart	36

Chapter 3

Environmental Activism

Brainstorming	38
Listening One: Wildlife Survival	40
Listening Two: The Road to Mt. Dioxin	42
Note Taking: Cause and Effect Organizational Patterns	43
Pronunciation Activities: Syllable Stress in Compound Words and Phrasal Verbs	44
Talk It Over!: Defending an Opinion	48
Further Practice	50
Self-Evaluation Chart	52

Chapter 4

The Sounds of Language

Brainstorming	54
Listening One: A Taste of French	55
Listening Two: The Dialect Coach	58
Note Taking: The Cornell Method	59
Pronunciation Activities: Rhythm and Sentence Stress	61
Talk It Over!: Definitions	66
Further Practice	67
Self-Evaluation Chart	68

Chapter 5

Biotechnology

Brainstorming	70
Listening One: Genetic Research: The Ethical Issues	71
Listening Two: Biotechnology: The Safety Issues	73
Note Taking: Outlining	76
Pronunciation Activities: Focal Stress	79
Talk It Over!: Panel Presentations	83
Further Practice	85
Self-Evaluation Chart	86

Chapter 6

Roots: Living in Two Cultures

Brainstorming:	88
Listening One: Values Under Siege	89
Listening Two: New Land/Old Roots	92
Note Taking: Idea Mapping	93
Pronunciation Activities: Intonation to Signal Complete and Incomplete Thoughts	96
Talk It Over!: Presenting to a Small Group	100
Further Practice	102
Self-Evaluation Chart	105

Chapter 7

Making It Work

Brainstorming	108
Listening One: The Price of Success	109
Listening Two: The Business of Rock-n-Roll	111
Note Taking: Paragraph-Style Notes	113
Pronunciation Activities: Important Endings	115
Talk It Over!: Speaking Persuasively	119
Further Practice	123
Self-Evaluation Chart	124

Chapter 8**Alternative Medicine**

Brainstorming	126
Listening One: Buyer Beware	128
Listening Two: The New Healers	130
Note Taking: Strategies for Getting Complete Information	132
Pronunciation Activities: Linking and Other Features of Fast Speech	135
Talk It Over!: Formal Presentations	137
Further Practice	139
Self-Evaluation Chart	142

Pairwork Pages

Chapter 4: Communicative Pronunciation	143
Chapter 5: Practice Pronouncing Focal Stress	146

Evaluation Forms 147

Text Credits	153
--------------	-----



1 Family

CHAPTER HIGHLIGHTS

Listening	Note Taking	Pronunciation	Speaking
Main ideas Compare and contrast Key terms Details	Basic skills Using abbreviations	Thought groups	Discussion skills

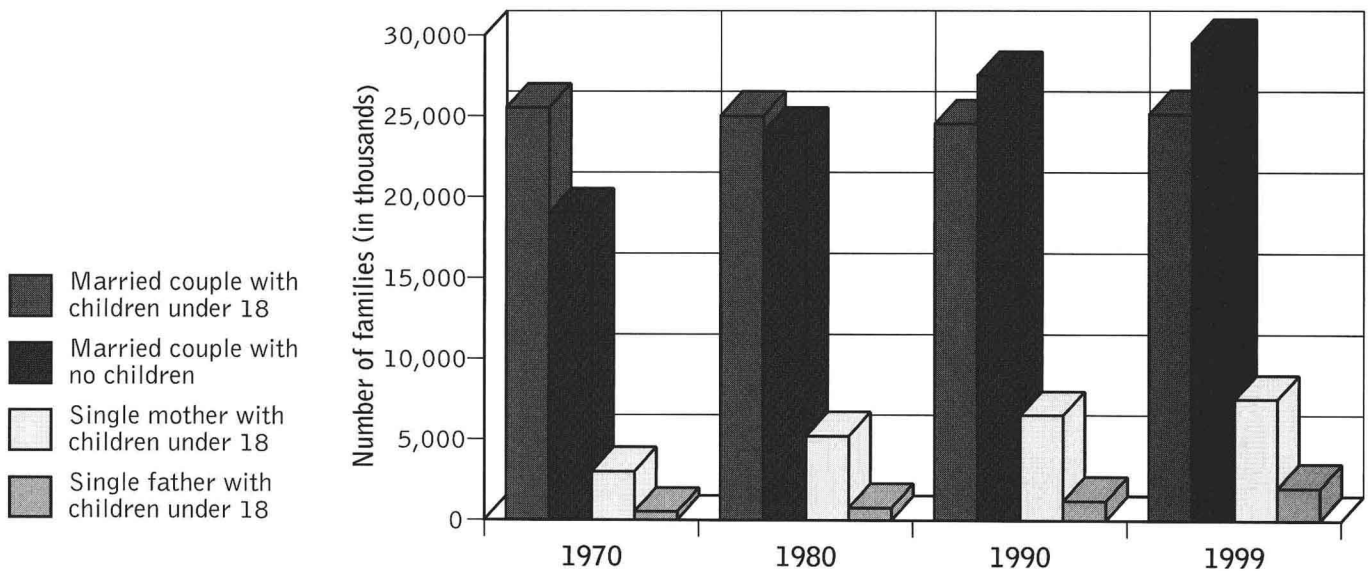
Brainstorming

Discuss the following question with others in your class, or record your answer on tape.

Would you rather live in a large family or a small family? What are the advantages of each?

Gathering Information from a Graph

The following graph shows how families in the United States have been changing since the 1970s.¹ Study the chart, and then discuss the questions that follow with others in your class.



Discussion Questions

1. According to this graph, what kinds of families are becoming more common? Are any kinds of families becoming less common? What do you think the reasons are for these trends?
2. This graph shows only four types of families. What other groups of people do you think can be called a family?

Listening One

Family: A Modern Perspective

Jay Neugeboren is a novelist who has written many books. *Imagining Robert* is one of his books, and it is a memoir about his relationship with his younger brother Robert, his brother's mental illness, and the people in their immediate and extended families. We asked him about his family and how his family experience is different from his children's.

Before You Listen

Before you listen to the interview with novelist Jay Neugeboren, talk about the following questions with others in your class.

1. What is your definition of the word “family”? How many people do you think are in a family?
2. Do you know anyone who grew up in an unusually large family? Do you know anyone who grew up in a very small family? Describe these families to a partner or to others in your class.

TALKING POINT

You can improve your understanding of things that you listen to if you have thought about the topic before you listen. For this reason, professors ask students to read about a lecture topic before class. Reading, talking with a partner, and brainstorming ideas about a topic on your own are all good ways to prepare for a difficult listening task.

Listen for Main Ideas



Listen to the interview with Jay Neugeboren, and answer these questions.

1. What is Neugeboren's definition of the word “family”?

2. List three or more words that describe Jay's family when he was a child.

3. List three or more words that describe the family in which Jay's children grew up.

Listen to Compare and Contrast



How did Jay's family and childhood differ from his children's family and childhood? Write your answers in the following chart. Which type of family experience does Jay prefer? Why?

	Jay Neugeboren's Experience	His Children's Experience
Size of Immediate Family (mother, father, and siblings)		
Size of Extended Family (aunts, uncles, cousins, and so on)		
Location of Extended Family		

After You Listen

Compare your family and childhood to Jay Neugeboren's. Write your answers in the following chart. Which type of family experience do you prefer? Why?

	Your Experience	Jay Neugeboren's Experience
Size of Immediate Family (mother, father, and siblings)		
Size of Extended Family (aunts, uncles, cousins, and so on)		
Location of Extended Family		