

大学英语立体化网络化系列教材·新大学英语系列教材

New College Oral Communication

# 新大学英语 听说教程

总主编 刘树森 刘世生

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[美] Marsha J. Chan



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## 新大学英语听说 教程 1



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## 总 序

历史跨入 21 世纪之后,伴随着中华民族的发展和崛起,更好地培养具有高水平的英语应用能力的新世纪人才便成为我国大学英语教学所肩负的重要任务,也是时代所赋予的使命。如果说,在人类开始步入现代社会的 19 世纪,马克思说“外国语是人生奋斗的一种武器”,歌德说“只通晓一种语言的人无法真正理解他的母语”,主要是着眼于掌握和使用一门外语对作为个体的人的作用和意义,那么在当今社会各个领域都日益全球化、多元的民族文化融合交织的复杂背景下,无论是个人还是国家和民族,掌握并运用一门作为国际通用语言的外语,对其存在与发展的重要性都是不言而喻的。

在教育领域,教材历来是教学的重要基础,教材的质量与特征也在很大程度上决定教学效果。就大学英语教学而言,教材的不断更新和建设历来是促进教学改革、提高教学质量的重要基础和先行任务。在国家的宏观政策方面,国家教育部和全国高校外语教学指导委员会长期以来一直坚定推行大学英语教学改革,制定并颁布了新时期的《大学英语课程教学要求》,为大学英语教材的编写及其教学工作提供了指导与依据。在上述背景下,北京大学教材建设委员会重点立项“大学英语”教材建设,北京大学出版社具体组织、策划了本套《大学英语立体化网络化系列教材》的编写和出版工作,并被教育部批准为普通高等教育“十一五”国家级规划教材。

作为《大学英语立体化网络化系列教材》的重要组成部分,《新大学英语系列教材》原由美国最大的教育出版社之一 Houghton Mifflin 出版社刊行,其主要特色是:基于目前全球化的教育背景,在教材内容中注重培养国际化视野,传授综合性的学术知识,循序渐进地提高英语基础和应用能力。2009 年,北京大学出版社将该教材引入国内后,我们根据国家教育部和全国高校外语教学指导委员会制定的《大学英语课程教学要求》,结合当前国内高校英语教学的普遍现状,对原教材进行了全面修订,酌情删节和补充,旨在保留其主要内容与特征的基础上,充分体现我国大学英语教学的宗旨和特色,并借助于与该套教材配套的立体化

多媒体网络资源,包括与教材内容相关的视频资料、文字资料、各种练习与测试内容,卓有成效地全面提高学生在听、说、读、写、译等方面应用英语的实际能力与技巧。

北京大学英语系刘树森教授、清华大学英语系刘世生教授担任《新大学英语系列教材》总主编。在教材改编过程中,我们得到了总主编和分册主编所在院校的大力支持和协助,并承蒙北京大学、清华大学、北京师范大学、对外经济贸易大学、北京农学院、西北政法大学、山东曲阜师范大学、青岛农业大学、山东临沂大学、山东泰山学院、郑州轻工业学院等院校数十位专家教授予以关注和支持,对此我们深表谢忱。我们也特别感谢参与本套系列教材编写的数十位中外英语教学专家认真负责、细致入微的工作与重要贡献。

我国大学英语教学改革任重道远,教材建设也没有止境。本套系列教材旨在推进大学英语改革,探索教学新路,提高教学质量,缺点与不足乃至谬误之处在所难免。衷心希望得到专家学者的批评指正,听到广大师生的改进意见,以便不断完善,更好地服务于大学英语教学。

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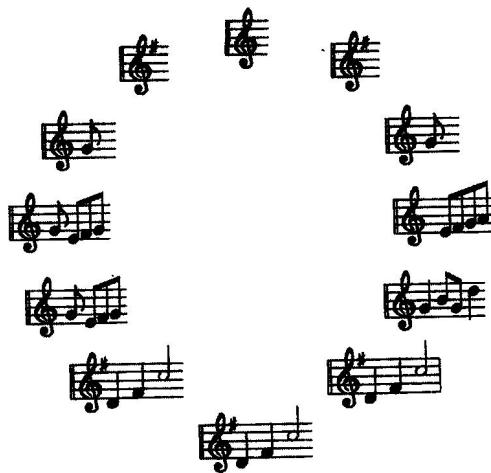
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# The Power of Music

ACADEMIC FOCUS: HUMANITIES ► MUSIC



## Academic Listening and Speaking Objectives

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In this chapter, you will develop your skills as an academic listener and speaker. You will hear a short lecture about ways that music has power over its listeners. Also, you will learn to pronounce academic vocabulary, and you will practice discussing academic topics. You will participate in listening, speaking, moving, and thinking activities. In particular, you will:

- Develop vocabulary and expressions to discuss music
- Complete an outline with details
- Use *make* in causative sentences
- Ask questions for clarification and repetition
- Retell the main points of the lecture
- Ask and answer questions about likes and dislikes
- Take dictation of sentences related to music

# Part 1

## EFFECTIVE ACADEMIC LISTENING

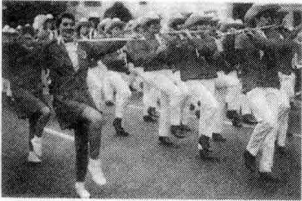

In a Music Appreciation course, you listen to different kinds of music. Some of the things you learn about are rhythm, harmony, and form. Learning about these elements helps you develop a greater understanding and a deeper appreciation of all styles of music.





### Getting Ready for the Lecture

#### ACTIVITY 1 Discussing music and movement

*In a small group of three or four students, look at the illustrations. Discuss the questions with your partners and make notes. Describe the person or people in the pictures. Where are they? What kinds of music or musical instrument are they playing? What kinds of movements are they making? Put a check (✓) by the scenes that you think are interesting. Share your observations with your classmates.*

A.		Person
		Place
		Music or instrument
		Movement
B.		People
		Place
		Music or instrument
		Movement







C. 	People
	Place
	Music or instrument
	Movement
D. 	People
	Place
	Music or instrument
	Movement

**Music Appreciation Classes**

In a music appreciation class, students listen to different kinds, or genres, of music. They learn to identify and appreciate them. Your instructor may present examples of music in class or may ask you to study examples in the library or on the Web.

**ACTIVITY 2** Listening to different kinds of music

Discuss the following genres of music with your class. Do you know the names of artists or songs? What other genres of music are you familiar with?

 Classical	 Country	 Rock	 Jazz



## Looking at Language

### ACTIVITY 3 Glossary.

*Be familiar with the following music-related vocabulary.*

#### 1. Types of music.

Jazz: traditional Jazz (blues, ragtime, swing, bebop/rebop), modern Jazz (cool Jazz, avant-garde Jazz, soul Jazz)

Gospel music

Country music

Hip-pop

Rock music (rock and roll, folk rock, punk rock, heavy metal)

#### 2. Musical instruments.

electronic keyboard, Chinese lute, gong, Chinese fiddle, Chinese zither, saxophone, cornet, trombone, tuba, timpani, bass drum, side drum, triangle, cymbals, harp, piano, guitar, mandolin, organ, flute, harpsichord, clarinet, timpani, violin, violoncello.

#### 3. Others

Artists, producer, charts, compilation, cover version

Demo, fan zine, Indies, label, royalty, mainstream, ethno-pop

Soundtrack, cowboy song, new wave, raggaie

### ACTIVITY 4 Taking dictation

Learning to take dictation is an important skill. Taking dictation builds and assesses many language skills. Dictation can help you sharpen your listening skill, grammar ability, reading comprehension, and vocabulary knowledge.

*You will hear the words from the following eight sentences. You will hear each sentence three times. First, listen and try to understand the meaning of the whole sentence. Second, listen and write. Third, listen and check. Use the number of words in the parentheses as a guide.*

1. \_\_\_\_\_ (7 words)
2. \_\_\_\_\_ (6 words)
3. \_\_\_\_\_ (8 words)

4. \_\_\_\_\_ (8 words)
5. \_\_\_\_\_ (5 words)
6. \_\_\_\_\_ (8 words)
7. \_\_\_\_\_ (6 words)
8. \_\_\_\_\_ (10 words)



### Getting Information from the Lecture

Students listen to lectures to get information to use for tests and other assignments. The activities in this section help you learn to be an academic listener. First, you will listen to get information. Later, you will use that information to answer questions. This short lecture is about the power of music to move people.

#### ACTIVITY 5 Taking lecture notes about main ideas

At the beginning of the lecture, the instructor reminds students how to access the files of different music genres in the music lab. He answers a question about quizzes. This kind of information about how students have to do assignments is often called *teacher talk*. Then he presents a new topic. He describes six powers of music.

*Listen to the lecture. The formal part starts after one minute of teacher talk. As you listen, try to find the answers to the following general question. Jot down notes as you listen. You may listen more than once. Later, you will use your notes to help you recall the information from the lecture.*

In what ways does music have the power to move people?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

How many times did you need to listen to the lecture to jot down the six powers of music?

- a. 1                      b. 2                      c. 3                      d. 4 or more

**Master Student Tip**

Learn from the general to the specific by listening for the big ideas first. Learning from the general to the specific helps you organize the ideas you hear.

**ACTIVITY 6 Comprehending the lecture**

*Listen to eight statements. Refer to your notes and your auditory memory. After listening to each statement, circle True or False according to your information.*

- |                 |                 |
|-----------------|-----------------|
| 1. True / False | 5. True / False |
| 2. True / False | 6. True / False |
| 3. True / False | 7. True / False |
| 4. True / False | 8. True / False |

**STRATEGY****Understanding Outlines**

Instructors often use an outline to prepare a lecture. In a well-organized lecture, the information usually focuses on one particular topic, or theme. It has major points and minor points.

A traditional outline form uses a series of numbers and letters to organize information. Roman numerals (I, II, III, etc.) are used to indicate major points. An indented series of letters (A, B, C, etc.) is used to indicate supporting information—a detail or example. Sometimes the lecture's theme appears in a statement before the first Roman numeral.

**ACTIVITY 7 Understanding outline form**

*Look at the outline model on the next page. Answer the questions that follow.*

1. How many major points are there in this outline? \_\_\_\_\_
2. How many supporting points are there for the first major point? \_\_\_\_\_
3. How many supporting points are there for the fifth major point? \_\_\_\_\_
4. Can you write the Roman numerals from 1 to 10?  
\_\_\_\_\_

Title	
<b>Thesis statement</b>	
I.	First major point
	A. First supporting point
	B. Second supporting point
	C. Third supporting point
II.	Second major point
	A. First supporting point
	B. Second supporting point
	C. Third supporting point
	D. Fourth supporting point
III.	Third major point
	A. First supporting point
	B. Second supporting point
IV.	Fourth major point
	A. First supporting point
	B. Second supporting point
	C. Third supporting point
V.	Fifth major point
	A. First supporting point
	B. Second supporting point
<b>Conclusion</b>	

### ACTIVITY 8 Using an outline to take notes

#### Master Student Tip

If you have an outline of the lecture, use it to listen for the main ideas. Use it to recognize how the details support the main ideas.

Academic students listen for the general ideas and use the specific details to support their understanding of these main ideas. This helps them recall the information in the lecture for use in class discussions, speeches, written reports, and tests. In this activity, you will use a partial outline of the lecture.

*Listen to the lecture again. As you listen, try to answer the following questions:*

- What is the theme of the lecture?
- What are the six major points?
- What are the minor points of each major point?

*On the next page, you will see an incomplete outline of the lecture. Listen to the lecture and complete the outline. Fill in each blank with a word or phrase. You won't use all of them. Two blanks are filled in for you.*

The Power of Music	
Theme: Music has the power to <u>move</u> people. I. Music can make people move _____. A. <u>dance</u> B. _____ C. _____ D. _____	access the files clap their hands dance ✓ move ✓ physically sing tap their toes
II. Music can make people move _____. A. People don't _____. B. _____ march together in battle. C. Music makes workers _____.	emotionally know it soldiers stirs work harder
III. Music can heal people when they are A. _____ B. _____ C. _____	injured romantic sad sick
IV. Music can _____ listeners. A. Makes them _____ B. Makes them _____ C. Takes them to another _____	entertain excited happy well world

The Power of Music (cont.)	
V. Music can _____ people A. when they feel _____. B. when they feel _____. C. when babies need to _____.	calm down react relax tense tired
VI. Music brings people _____. A. It _____ their attention and feelings in a common experience. B. It _____ people's connections to each other _____.	focuses makes stress stronger together

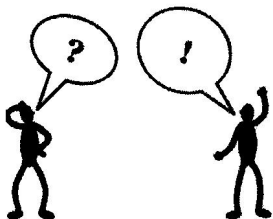
### ACTIVITY 9 Asking for clarification

Successful students use many methods to get the information they need. They read and listen carefully. When they don't understand, they ask their classmates and instructor for help.

*Work in groups of three. Read the questions below. Add other questions to each list. Then share them with the class.*

### Checking and confirming meaning

1. Did the lecturer say that music brings people together?
2. Did the teacher say *major* or *measure*?
3. So... people who sing together feel a strong relationship to each other. Is that right?
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



### Asking about spelling, pronunciation, grammar, or vocabulary

1. How do you spell *access*?
2. How do you pronounce M-A-J-O-R?
3. In this sentence, which part of speech is *calm*: a verb or an adjective?
4. I forgot. What's the word that means "to center your attention on something"?
5. What does *alter* mean?
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### Asking for repetition

1. Could you say that word again, please?
2. Excuse me, would you repeat the last sentence?
3. I'm sorry. Could you speak more slowly, please?
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

#### Master Student Tip

Study with other students to be sure you have all the information you need. Talk with your classmates and share what you know.



### Using Your Lecture Note in Study Groups

#### ACTIVITY 10 Checking your notes in a study group

Work in groups of three. Discuss the information in your outlines and sentences.



## Part 2

### EFFECTIVE ACADEMIC SPEAKING

In their daily academic life, students need to verbalize what they know. They often have to tell someone what they understand about a subject. The instructor gives students grades on how well they verbalize their knowledge. Often, students retell parts of what they learned in a discussion and relate it to other information.

#### Master Student Tip

After you hear something, retell it in your own words to be sure that you really understand.

#### ACTIVITY 11 Retelling the content of a lecture

*Work with a partner to retell the information in the lecture. Look at the main points and supporting points in your outline. You do not need to remember the lecturer's exact words, but you must remember the ideas. You may paraphrase these ideas.*

#### First Retelling

**Speaker:** Retell the lecture to your partner. Use your notes to remind you of the content.

**Listener:** Help the speaker with some keywords or ideas.  
Take turns.

#### Second Retelling

**Speaker:** Retell the lecture to your partner again. This time, however, when you are the speaker, do not use your notes. Look at your listener.

**Listener:** Encourage and help the speaker with keywords or ideas.

Your instructor may call on you to retell some of the information in the lecture to the whole class. Get ready!