

TEACHER'S PACK

CONTEMPORARY TOPICS 1~3

朗文英语听说教程 教师手册

— ~ 三

SECOND EDITION



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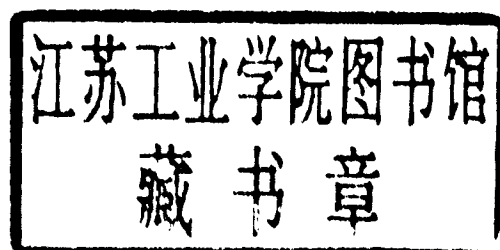
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INTRODUCTION

The materials in this pack provide additional resources for you, the teacher, to meet the needs of your classroom. Included are photocopiable unit quizzes, audioscripts and answer keys for the unit quizzes, answer keys for selected Student Book exercises, and lecture audioscripts.

Although the lectures and activities in *Contemporary Topics* provide the basis for learning, the key to making this program work in the classroom is, as always, involvement. Listening is an active process that involves predicting, guessing, interacting, risk-taking, clarifying, questioning, and responding. The authors and editors of *Contemporary Topics* hope that they have created a rich framework for making students more active, successful learners—and for encouraging you to be a more active guide in that process.

UNIT QUIZZES

The unit quizzes on pages 1 through 12 may be photocopied for use with students in a classroom. These quizzes not only give students an opportunity to see what they have learned, they also provide useful opportunities for TOEFL®-style test-taking practice. Each unit quiz consists of two parts. Part A assesses students' listening comprehension and understanding of the lecture with four multiple-choice questions. Part B assesses students' ability to reconstruct and restate information from the lecture as they provide written responses to two open-ended questions. Taking these quizzes familiarizes students with how to approach multiple-choice and written exam questions—something they need to practice in order to succeed in their university work.

Administering the unit quiz shortly after completing the unit helps train students to recall information. Depending on the goals of your course and your students' needs, you may want to consider the following questions.

- Do you want to emphasize test-taking strategies? If so, encouraging your students to study their notes at home and timing the quizzes simulates an academic testing situation.
- Do you want to emphasize note-taking strategies? If so, letting your students use their notes during the quiz promotes effective study skills.

Answers for the multiple-choice questions in the unit quizzes are provided in the answer key that follows the quizzes. In addition, possible answers for the open-ended questions are supplied. These are intended as sample answers; individual responses may vary.

Other Assessment Techniques

Effective assessment is an integral part of any course. It helps you evaluate what the students know and the areas in which they need more help. In addition to using the unit quizzes, you may want to use the assessment techniques below.

- Ask students to review their notes from a lecture they heard several classes earlier, and then give them a short, open-response question similar to those in the unit quiz.
- Give vocabulary quizzes, reviewing the words from earlier units. This can be done as a spelling quiz, a fill-in-the-blank activity, or a sentence-writing activity.
- Have students create vocabulary quizzes for each other. They can create the quizzes at home or in class.
- Have students create quizzes for each other based on the content of the lectures. Share responses within the class.

STUDENT BOOK ANSWER KEYS

Answers are provided for many exercises in the Vocabulary Preview and Listen to the Lecture sections of each unit. In addition, answers are provided for some Taking Better Notes and Using Your Notes sections. Where students are asked to write a sentence or brief essay, sample answers are provided for your convenience.

The Student Book activities that accompany each lecture are designed to slow down the listening process. Students are encouraged to preview vocabulary, listen with a clear purpose, take notes efficiently, organize and review their notes, and apply the content. The activities also help students develop critical thinking skills, including

- activating prior knowledge
- guessing meaning from context
- predicting information
- organizing ideas
- discriminating between main ideas and details
- reconstructing and summarizing main ideas
- transferring knowledge from lectures to other areas

LECTURE AUDIOSCRIPTS

Each level of the *Contemporary Topics* series comprises twelve original lectures on relevant contemporary topics drawn from a range of academic disciplines, accessible to students of all backgrounds. The audioscripts for all lectures are included here so that you can have a clear record of what your students have heard. You can use the audioscripts to prepare for presentation of the lecture.

Each lecture is divided into two parts in the audioscript. Students will not hear the words “Part 1” and “Part 2,” but they will hear a tone at the end of the first part. Note that there are no references to “Part 1” and “Part 2” in the Student Book, so if you feel your students can listen straight through, they may do so without interruption. The tones provide a natural place to break if you feel your students need it.

One of the key features of the new *Contemporary Topics* series is the authentic sound of the recorded lectures. Lecturers hesitate, add discourse markers, ask questions of their students, and are interrupted by student questions in turn. Our intent was to give your students practice with a classroom experience that is as realistic and natural as possible, while still ensuring that the lectures are comprehensible. The audioscripts included here reflect all of this, with pauses represented by ellipses. Please note that these audioscripts are included as a resource for you and should not be read aloud to the class, since this would create a more artificial lecture than is available on the audio cassettes or audio CDs.

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CONTEMPORARY TOPICS 1

INTERMEDIATE LISTENING AND NOTE-TAKING SKILLS

SECOND EDITION

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—

HELEN SOLÓRZANO

LAURIE FRAZIER

MICHAEL ROST
SERIES EDITOR



UNIT 1 QUIZ



A Listen to each question. Circle the letter of the correct answer.

1. a. Which people are happy
b. What makes people happy
c. How people define happiness
2. a. They like everything.
b. They want to change.
c. They are satisfied.
3. a. They have few problems.
b. They don't worry much.
c. They have negative attitudes.
4. a. Good relationships
b. A successful career
c. A lot of money

B Answer each question. Use complete sentences.

1. Describe how psychologists learned what makes people happy.

2. What three personality factors do happy people have?

UNIT 2 QUIZ



A Listen to each question. Circle the letter of the correct answer.

1.
 - a. Fresh food
 - b. Dangerous food
 - c. Altered food
2.
 - a. Strawberries
 - b. Apples
 - c. Bananas
3.
 - a. It needs fewer pesticides.
 - b. It grows in less space.
 - c. It dominates the environment.
4.
 - a. It may stay fresh longer.
 - b. It may be more expensive.
 - c. It may be harmful to people.

B Answer each question. Use complete sentences.

1. What are three benefits of genetically modified food?

2. What are three risks of genetically modified food?

UNIT 3 QUIZ



A Listen to each question. Circle the letter of the correct answer.

1. a. Art in museums
b. Art in people's houses
c. Art in public places
2. a. *Spoonbridge and Cherry* (spoon and cherry)
b. *Non-Violence* (gun in knot)
c. *Peace* (woman on horse)
3. a. Public art
b. Surrealism
c. Peace
4. a. To make people go to museums
b. To make artists more popular
c. To make public places more beautiful

B Answer each question. Use complete sentences.

1. What is *pop art*? Give an example.

2. What is *surrealistic art*? Give an example.

UNIT 4 QUIZ



A Listen to each question. Circle the letter of the correct answer.

1. a. From 1912 to 1914
b. From 1914 to 1916
c. From 1916 to 1918
2. a. South Georgia Island
b. Elephant Island
c. Argentina
3. a. Everyone died.
b. Some were rescued.
c. Everyone was rescued.
4. a. It reached America.
b. It sank near Antarctica.
c. It returned to London.

B Answer each question. Use complete sentences.

1. What was the goal of Shackleton's journey? Did he succeed?

2. What did Shackleton and his crew eat when they were living on ice?

UNIT 5 QUIZ



A Listen to each question. Circle the letter of the correct answer.

1. a. Three to four hours a day
b. Three to four hours a week
c. Thirty to forty hours a week
2. a. Movies
b. Cartoons
c. The news
3. a. About 1,000
b. About 10,000
c. About 100,000
4. a. TV violence is linked to real violence.
b. TV violence is not harmful for children.
c. TV violence is increasing in the United States.

B Answer each question. Use complete sentences.

1. How did researchers study the immediate effects of TV violence on children?

2. How did researchers study the long-term effects of TV violence on children?

UNIT 6 QUIZ



A Listen to each question. Circle the letter of the correct answer.

1. a. Before the critical period
b. During the critical period
c. After the critical period
2. a. See
b. Eat
c. Meow
3. a. See
b. Eat
c. Sing
4. a. The ability to hear sounds
b. The ability to pronounce sounds
c. The size of the brain

B Answer each question. Use complete sentences.

1. Define *critical period*. Give an example.

2. What is difficult for adult language learners? Why?

UNIT 7 QUIZ



A Listen to each question. Circle the letter of the correct answer.

1.
 - a. Intelligent beings
 - b. Other galaxies
 - c. Rocket ships
2.
 - a. They have received signals from other planets.
 - b. They have seen rockets from other planets.
 - c. They believe other planets could support life.
3.
 - a. By sending out radio signals
 - b. By listening for radio signals
 - c. By sending out rockets
4.
 - a. Radio signals travel quickly and have a short range.
 - b. Radio signals travel quickly and have a long range.
 - c. Radio signals travel slowly and have a long range.

B Answer each question. Use complete sentences.

1. How fast do radio signals travel? How long is needed for a radio signal to travel from the nearest galaxy to earth?

2. Why doesn't the SETI project use rockets to look for intelligent life?

UNIT 8 QUIZ



A Listen to each question. Circle the letter of the correct answer.

1. a. Do what is best for most people.
b. Do what is best for everybody.
c. Do what is best for yourself.
2. a. Take care of other people.
b. Do what is best for yourself.
c. Make your own decisions.
3. a. Aristotle
b. Kant
c. Bentham
4. a. The principle of individual rights
b. The principle of individual good
c. The principle of common good

B Answer each question. Use complete sentences.

1. Explain why the friend in the lecture wanted to lie to the dying woman.

2. Use an ethical principle to explain how the friend can justify lying to the dying woman.

UNIT 9 QUIZ



A Listen to each question. Circle the letter of the correct answer.

1. a. From watching people sleep
b. From surveys about sleep habits
c. From books about sleep habits
2. a. Our modern lifestyle
b. Feeling tired
c. Health problems
3. a. Car accidents
b. Watching TV
c. Family problems
4. a. Seventeen
b. Twenty
c. Fifty

B Answer each question. Use complete sentences.

1. How has technology affected our sleep habits?

2. How does feeling sleepy affect people at work?
