

THOMSON



# 高级英语 视听说教程 2

Advanced Viewing, Listening & Speaking

《高级英语视听说教程》改编组

(引进改编版)

教师用书



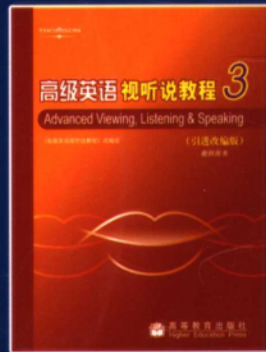
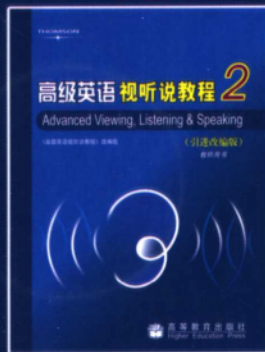
高等教育出版社  
Higher Education Press

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ISBN 7-04-017933-4



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# Noteworthy: Listening and Notetaking Skills

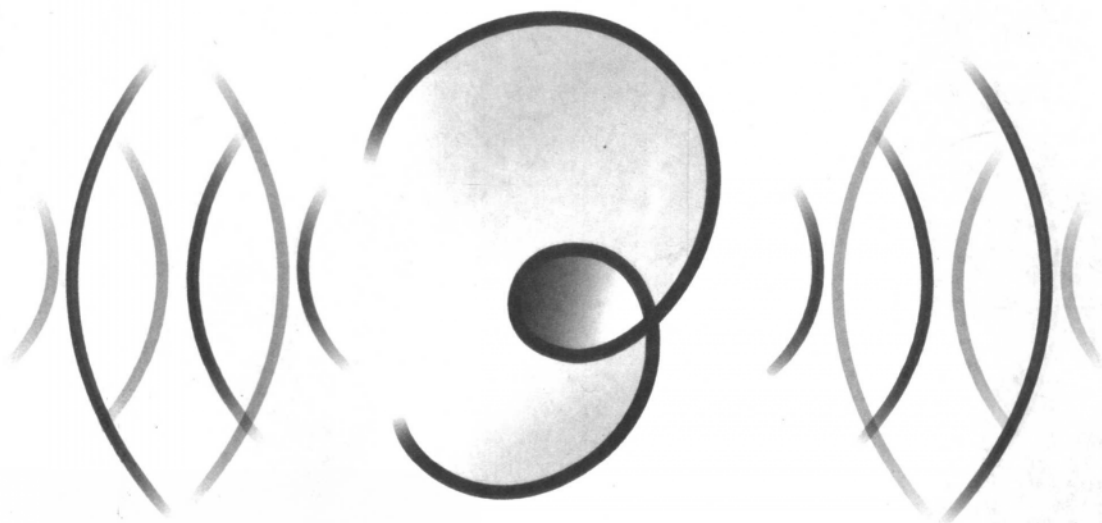
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## 前 言

近年来,加强听力教学,帮助学习者提高其听力理解能力已成为国际英语教学的重点之一。其原因在于无论是学习母语还是学习外语,都要首先培养学习者的听力理解能力。教育部2004年颁布的《大学英语课程教学要求(试行)》的培养目标中指出,注重培养学生英语综合应用能力,特别是听说能力。在“听力”技能培养中还提出,1)能基本听懂英语国家人士的谈话和讲座;2)能听懂题材熟悉、篇幅较长的国内英语广播或电视节目,掌握大意;3)能基本听懂外国专家用英语讲授的专业课程。再如《高等学校英语专业英语教学大纲》(2000)在规定的结业时所应达到“听”的能力时指出,1)听懂真实交际场合中各种英语会话;2)听懂英语国家广播电台以及电视台有关政治、经济、文化、教育、科技等方面的专题报道以及与此类题材相关的演讲;3)听懂电视时事报道和电视剧中的对话等。许多语言教学工作者也指出,听力教学应是其他语言技能教学的基础,只有解决了学习者“听”的问题,才能更有效地解决“说”的问题。

为提高大学生的英语听说能力,使其达到《大学英语课程教学要求(试行)》中规定的较高要求和更高要求,高等教育出版社引进了美国汤姆森公司2005年—2006年最新出版的中高级英语听力教程1~3册,并组织国内高校专家和教师改编出版了这套《高级英语视听说教程》1~3册。

这套教材体现了国内外听力教学的发展趋势,尤其是在如何听懂英语专题讲座,并根据讲座内容作课上笔记方面设计了各种语言输入的活动与练习,集中训练学习者的听力理解与记录能力。该教材的主要目标是:提高学习者听力理解能力;提高学习者听讲座记笔记的能力;深入了解美国的社会、文化与生活。通过大量的听力输入使学习者具备口语产出能力;通过视频录像,模拟课堂讲座气氛,使学习者有身临外教教学课堂的感觉,创造一定的语言环境。此外,教材的每一册都做到了由易到难,由短到长,由简到繁,梯度把握适中。

国内高校专家和教师对该套教材的改编内容包括:1)删除和修改了与我国国情和历史相悖的章节;2)增加了每章节的生词注音注释、短语和专有名词注释(Words, Expressions and Proper Names);3)增加了语言难点注释(Language Points);4)增加了演讲修辞提示(Rhetorical Cues);5)增加了相关文化背景注释(Cultural Background)。另外,在结构上,把原书的听力原文和听力答案移到教师用书,以便于教师组织课堂教学。

教师在使用该套教材的时候,首先,可以根据教师用书及具体教学环境组织教学,最好利用原声外教录像(DVD)以模拟外教讲座形式进行教学,可对语言、修辞、文化背景等进行补充讲解,也可以任务教学法形式,由学生完成,加之利用其他配套的MP3、磁带等音电产品在校园网上让学生对教学内容进行预习及复习,有效地提高学生的听力理解能力。其次,教师应特别注意讲解这套教材每一章中边听边记的学习技巧,如怎样快速记录数字、怎样记下提示词等,这是此教材的编写特色之一,也是学生最需要掌握的技巧。再次,教师应在讲解语言知识、训练语言技能的同时注意充分利用该教材提供的丰富的文化知识,提高学生的文化素养。


该教材适合大学英语本科高级听说课程,特别是基础英语后的高级选修课程,研究生英语课程及同等水平的培训课程,如托福、雅思考试培训等。

由于时间紧迫,加之编者水平有限,改编过程中疏漏之处在所难免,望读者批评指正。

改编组  
2005年7月

## To the Teacher

Teachers will find that *NOTEWORTHY* offers both stimulating topics for study and great versatility. Any one of its three major goals can be emphasized to fit the needs of different classes. A teacher who chooses not to devote the extra time needed for students to take notes could use the materials for listening comprehension with a focus on cultural content. Individual lessons could be used to provide background for further treatment of a topic, and suggestions for doing so are given. And, of course, the teacher who wishes to concentrate on production could use the lectures as input for the accompanying oral and written exercises.

*Note:* The symbol  in the margin indicates that the material needed to complete the listening activity is on the accompanying MP3 or cassette tape.

### FEATURES IN THE THIRD EDITION

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- A new feature added to the third edition of *NOTEWORTHY* is a video component. The lecture for each chapter is now available on DVD or VHS. The video is meant to be used as a complement to the traditional audio program. Students may opt to view a chapter's lecture on video in order to simulate a more authentic classroom listening and notetaking experience.
- The audioscript for *NOTEWORTHY* is now conveniently located in the back of the teacher's manual.
- New topic "Distance Education," as well as updated lectures from the second edition.
- Extensive work on rhetorical cues to help students detect the organization of the lectures.
- Communicative follow-ups to lectures in which students verify their notes by asking each other questions.
- Accuracy checks that require students to refer to their notes rather than answer questions from memory.
- Transfer activities that accommodate EFL as well as ESL classes.
- Collaborative activities for writing summaries and essay question answers as well as for developing critical thinking skills.
- Suggestions for pursuing the topic.
- Quiz preparation for each unit. Students review lectures and collaborate in writing short-answer and essay exam questions.

## CHAPTER OUTLINE

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Provided below is an explanation of the purpose of each part of a full chapter, which requires about three 50-minute periods to complete. (Teachers who opt to do **Pursuing the Topic** will need additional periods.)

**Discussion:** to introduce the topic, to stimulate students' curiosity, and to begin establishing a cognitive schema for the lecture through a discussion of illustrations.

**Vocabulary and Key Concepts:** to familiarize students with new sub-technical vocabulary and with the major concepts of the chapter.

**Predictions:** to get students to invest in the lesson by predicting the content of the lecture through their questions. As students share their prediction questions with the class, a schema for the content is further established.

**Notetaking Preparation:** to give students strategies for understanding the organization of lectures and for taking down information in an organized manner and in a meaningful, usable form.

**Listening:** to lead students through a series of listenings to distinguish the main subtopics from supporting details. Some guidance is given, but content is stressed over skills, and the emphasis is on repeated practice at notetaking.

**Accuracy Check:** to check students' comprehension and the completeness of their notes through a ten-question short-answer quiz.

**Oral Activities:** to provide small-group oral practice that draws on the language and information of the lecture as input to improve students' oral competence. At the same time, students check the completeness of their notes, which they use for these activities.

*Review:* reconstruction of different portions of the lecture.

*Transfer:* questions for discussion or for an oral report on a similar topic in the students' countries.

**Collaboration:** to provide opportunities for students to further develop language and academic skills in small groups through discussion, summary writing, and writing answers to essay questions.

**Pursuing the Topic:** to offer suggestions for further study of the topic through readings, videos, the Internet, and interviews.

**Unit Quiz Preparation (at the end of each unit):** to help students anticipate unit quiz questions by reviewing notes in order to distinguish main ideas from supporting ones. Students write quiz questions and answer them.

**Unit Quiz:** to evaluate students' mastery of the skills and content taught and to simulate the college or university experience of taking a test on content. Quizzes require both short answers and essays.



## SUGGESTIONS FOR TEACHING

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**Discussion:** Question students briefly about the photographs to get them to focus on them and to introduce the topic. Then discuss the questions as a class. Write important vocabulary on the board, if time permits. The activity should require no more than a few minutes, just enough time to introduce the topic and arouse curiosity. Time: 4–5 minutes.

**Vocabulary and Key Concepts:** Have students quickly read through the sentences silently before they listen to the dictated sentences on the tape. This encourages students to invest in the exercise and may be done as homework. After they listen to the tape and fill in the blanks, quickly go over the spelling of each word, and discuss the meanings of words they ask about. Time: 10–12 minutes.

**Predictions:** Ask students to write three questions about the possible content of the lecture so that they make more of an investment in the lesson. If the example questions aren't enough to get them started writing their own questions, ask a "leading" question or two: Do you know how many people there are in the United States? (pause) How would you write the question to find out? Time: 8–10 minutes.

**Notetaking Preparation:** Go over the skill in Section D.1 and have students practice the skill if appropriate. Try to move quickly, because they will practice the skill again during the lecture. Some skill exercises could also be assigned as homework, and those that require pre-lecture reading should be. Section D.2, which generally deals with the organization of the lecture, can be done as homework and checked in class to save time. Time: will vary depending on the particular skill in D.1 and whether D.2 is done in class or at home.

**Listening:** The text calls for two listenings per lecture and additional listening outside of class for those students who fail to get at least 70 percent on the Accuracy Check. There is nothing magical in these numbers. Students stronger in listening comprehension may do well with fewer listenings from the beginning, and weaker students may need more, especially at the beginning of the course. Take into account the general level of the class when deciding how many whole-class listenings to do. Try to maintain some pressure without pushing students to the frustration level. If possible, provide an opportunity for additional listening *outside* class. Ideally, in one class period, you should get through at least the Prelistening Activities and the First Listening. Time: depends on the length of each lecture and the number of listenings done in class. (Actual lecture times vary from about 7 minutes to about 12 minutes.)

**Accuracy Check:** Do as quickly as is feasible. After students listen to and answer questions by referring to their notes, discuss only those answers that students disagree on. Try to raise their consciousness

about why they missed an answer: Did they misunderstand the lecture? Were their notes inaccurate? Or were they unable to locate the information in their notes? Sometimes students try to write down too much and miss relevant information. Sometimes they may simply be unable to locate information that they have in their notes. Recommendations for further listening and/or rewriting notes should be made at this time. Strive to complete and discuss the Accuracy Check by the end of the second class. Time: 12–15 minutes.

### **Oral Activities:**

*Review:* Be sure that every student is involved in the activity by having individual students responsible for assigned sections of the lecture. (If students get their “assignments” the previous day, they can prepare at home and save class time.) You can vary the activity by having pairs or small groups of students prepare the same section together. Sometimes you may want individual students to report on their sections to just one other student; at other times, pairs or small groups can report to the whole class. Time: 10–25 minutes, depending on the complexity and length of the lecture and on the format you choose.

*Transfer:* Students in multinational classes will benefit from doing reports about their own countries on topics from the lectures. Students from the same country can work together to prepare the reports and present the information as a panel or assign one individual to present it. In either case, students should prepare brief notes to speak from rather than write out the full report. Students in homogeneous classes, such as those in EFL settings, will find class discussions more interesting and less duplicative of effort and information. Time: will vary depending on the activity chosen, class size, and number of different national groups.

**Collaboration:** Appoint one member of the group as a leader, one as a recorder, and one as a reporter (when appropriate). Establish realistic time limits for completing the activity. Allow enough time for sharing upon completion of the task. Each group should receive peer feedback especially for summary writing and essay question answer writing. If time is short, assign fewer questions per group for the discussion and essay question answer writing. Time: depends on which skill is being practiced and the number of questions assigned.

**Pursuing the Topic:** If your schedule and course design allow, you may want to use our suggestions for further study of the topic. We have tried to include suggestions for further listening, reading, and speaking, but not every topic lends itself easily to all three. The suggestions are obviously not exhaustive, but they may remind you of works that you find more suitable for use with your students. Or the students themselves can treat this activity as a research project in which they look for articles, stories, and books that they read and report to the class on. Students in an EFL setting, who will have difficulty finding informants



for interviews, may be able to locate one American who would be willing to be interviewed by the whole class. Time: will vary according to the material and activities chosen.

**Follow-up Activities:** Keep all follow-up activities as brief as possible. Besides providing feedback, they are also meant to remind students of the purpose of the just-completed task and to provide closure before moving to the next activity. Time: 2–3 minutes.

**Unit Quiz Preparation:** Our experience is that students retain information better and do better on quizzes when they anticipate the questions that will be asked. Use this section to help students anticipate quiz questions by having them review their notes and then write practice short-answer and essay exam questions. To save class time, students can review their notes at home by looking at the information in terms of main ideas and details that support the main ideas within each major subtopic. In class, small groups should then be ready to write short-answer questions that focus more on the details of the lecture as well as essay exam questions that focus more on the main ideas, albeit with support from details.

Students may well benefit from a reminder about correct question form: *question word/auxiliary/subject/verb*, in most cases. You may also want to walk around and give some guidance as students work, especially in the first units, to make sure that students understand their task. It is probably advisable to tell them that the quiz you eventually give will not derive directly from their questions; at the same time, if their notes are accurate and well-organized, they will have asked many of the same questions that the authors provide in the unit quizzes. Use the follow-up as a chance for students to evaluate their comprehension/retention of the lecture. Discuss their short-answer questions; use the better ones as review. Discuss their essay questions; choose one or two for written follow-up if desired. Time: 8–10 minutes per chapter.

**Unit Quizzes** The primary purposes of the quizzes are to build motivation to take good notes and to simulate a college experience. In a college class, students take notes that they later use to study from to prepare for tests. The time interval can be rather short, or it can be quite long—several weeks, for example.

We suggest giving a quiz on each unit. Assign point values to each question. Short-answer questions obviously earn fewer points than essay questions, and you may want to weight more difficult questions with additional points. On a 25-point scale, the short-answer questions could count a total of 10 points and the essay questions, if both are assigned, a total of 15 points.

We suggest that you let students know how much each question is worth and how much time they should devote to each portion of the quiz. If the class has studied all three chapters in a unit, you will have to make a decision about the number of essay questions to require on

the quiz. Depending on the level of your class and the class time you can allot to the quiz, you may choose only one of the two essay questions for each chapter or let students make their own choice.

Another decision is whether you want your students to study their notes outside class or whether they can use them during the quiz. There are good arguments on both sides of the decision, and the goals of your particular class will help you decide. Initially, you may want to let students use their notes so that the point of having complete, usable notes is made. Having students study their notes but not use them during the quiz, however, more closely duplicates the college experience. Teachers in academic preparation programs will probably want to give students this experience.

# Contents

To the Teacher i

## Unit One

### **The Face of the People 1**

Chapter 1 **The Population 2**

Chapter 2 **Immigration: Past and Present 6**

Chapter 3 **Americans at Work 12**

## Unit Two

### **The American Character 16**

Chapter 4 **Family in the United States 17**

Chapter 5 **Religion 21**

Chapter 6 **Passages: Birth, Marriage, and Death 27**

## Unit Three

### **American Trademarks 30**

Chapter 7 **Multiculturalism 31**

Chapter 8 **Crime and Violence in the United States 34**

## Unit Four

### **Education 36**

Chapter 9 **Public Education: Philosophy and Funding 37**

Chapter 10 **Postsecondary Education: Admissions** 41

Chapter 11 **Distance Education** 44

**Unit Five The Official Side 47**

Chapter 12 **The Role of Government in the Economy** 48

Chapter 13 **Government by Constitution: Separation of Powers/  
Checks and Balances** 51

Chapter 14 **Common Law and the Jury System** 54

Audioscripts and Answer Keys 57

**Audioscripts**

**Unit One The Face of The People 58**

Chapter 1 The Population

Chapter 2 Immigration: Past and Present

Chapter 3 Americans at Work

**Unit Two The American Character 70**

Chapter 4 Family in the United States

Chapter 5 Religion

Chapter 6 Passages: Birth, Marriage, and Death

**Unit Three American Trademarks 85**

Chapter 7 Multiculturalism

Chapter 8 Crime and Violence in the United States

**Unit Four Education 94**

Chapter 9 Public Education: Philosophy and Funding

Chapter 10 Postsecondary Education: Admissions

Chapter 11 Distance Education

**Unit Five The Official Side 109**

Chapter 12 The Role of Government in the Economy

Chapter 13 Government by Constitution:  
Separation of Powers/Checks and Balances

Chapter 14 Common Law and the Jury System

**Answer Keys****Unit One****The Face of the People 121**

Chapter 1 The Population

Chapter 2 Immigration: Past and Present

Chapter 3 Americans at Work

**Unit Two****The American Character 126**

Chapter 4 Family in the United States

Chapter 5 Religion

Chapter 6 Passages: Birth, Marriage, and Death

**Unit Three****American Trademarks 130**

Chapter 7 Multiculturalism

Chapter 8 Crime and Violence in the United States

**Unit Four****Education 134**

Chapter 9 Public Education: Philosophy and Funding

Chapter 10 Postsecondary Education: Admissions

Chapter 11 Distance Education

**Unit Five****The Official Side 139**

Chapter 12 The Role of Government in the Economy

Chapter 13 Government by Constitution:

Separation of Powers/Checks and Balances

Chapter 14 Common Law and the Jury System



## Unit One

# The Face of the People

Chapter 1

**The Population**

Chapter 2

**Immigration:**  
Past and Present

Chapter 3

**Americans at Work**

# 1

## The Population

### Language Points

- 1 ... the population is 281,421,906 people. (Para.1, L.3) 其中的数字读作“two hundred eighty-one million four hundred twenty-one thousand nine hundred and six”。英语千以上大数的读法是：以三位数即“hundred”为基准单位，右边第一个分节号表示“thousand”，第二个分节号表示“million”，第三个表示“billion”。如上面的数字我们听到的便是“two hundred eighty-one million four hundred twenty-one thousand nine hundred and six”。一般说来，and 一词出现在百位和十位之间，但口语中经常省略。演讲和讲座中数字出现的频率较高，要快速准确听懂数字并记录下来，掌握他们的读法规律是关键。
- 2 The first way is by race and origin; the second is by geographical distribution, or by where people live. (Para.1, L.11~12) 讲座中我们有时会遇到生词，因句子较长、或结构相对复杂或内容不熟悉，因而很难一下子听懂。这时千万不要慌，多数情况下讲座人都会采用释义或复述的方式换一种说法阐述同一问题，如上面一句中的 or by where people live 就是对 by geographical distribution 的释义。常用的引导复述内容的表达方式有：or ..., in other words ..., that means ..., I mean ..., that is ..., i.e. .... 等。
- 3 Of the 31 million foreign born, the largest part, 27.6 percent are from Mexico. (Para.2, L.14~15) 此句的主语为 the largest part, 27.6% 作它的同位语，the 31 million foreign born 是“the + 形容词 = 表示群体的名词”结构，此处根据上下文省略了 people。全句相当于 the largest part of the 31 million foreign born (people), 27.6% are from Mexico。
- 4 Do you have any idea which states are the five most populous in the United States? (Para.3, L.2) Do you have any idea ... 是一个特别常见的口头表达用语，用来引起听众的注意，导出接下来要谈到的内容，与讲座中前面提到的 Do you know (which is the second most populous country in the world?) 作用相同。
- 5 Well, I'll help you out there (Para.3, L.3) 中 there 指上一句提到的内容 which states are the most populous in the U.S., 也属于口语用法。
- 6 All told (Para.3, L.8) ... 意思相当于 as has been mentioned all above。
- 7 An interesting side note is that ... (Para.3, L.20) side note 的字面意思是“旁注、边注”，此处指 not the most important of what we are discussing but still can't be ignored。讲座人谈美国人口地域分布状况时，主要集中谈国内，但也提到有380万美国人居住在其他国家。相比之下，后者属于 side note。
- 8 Well, for a variety of complicated reasons that we can't go into here ... (Para.4, L.7) 关系代词 that 引导同位语从句，其先行词是 reasons。
- 9 ... the life expectancy for women is 80.4 years whereas for men it is only 74.5 years (Para.4, L.10) 一句中 whereas 意义为“而”，是连词，表示对比，本段讲座中出现了两次。



## Rhetorical Cues

---

### 1 Introducing a topic / subtopic

- 1) Today we're going to talk about ...
- 2) Let's take a look at the ...
- 3) Let's look at the ...
- 4) First of all, let's ...
- 5) Another way of looking at the ...
- 6) Now let's get back to the ...
- 7) Let's make sure (that) ...
- 8) Did you get all those ... down? If not, I'll give you a chance later to check your ...
- 9) Well, then, let's move on.
- 10) To finish up this section on ...
- 11) Before we finish today, I want to discuss the ...
- 12) Now, to finish up, let's look at the ...

### 2 Paraphrasing some information

- 1) ... by geographical distribution, or by where people live
- 2) That means that only 20 percent, or 2 out of 10 ...
- 3) ... over half, or some 58 percent of the population ...
- 4) ... some 3,800,000 U.S. citizens live abroad, that is, in foreign countries.

### 3 Drawing the audience's attention

Just for interest, would you say ...? (pause) Well, ...

## Cultural Background

---

- 1 **Census (人口普查) (Para.1, L.2):** the modern idea of a population census arose in the 17th and 18th centuries, mainly as a complete enumeration of all the people and their important characteristics for purposes of understanding the basic structure and trends of the society. The United States made history when it took its first census in 1790, not only because of the size of the area enumerated and the effort to obtain data on characteristics of the population but also because of the political purpose for which it was undertaken—namely, representation in Congress on the basis of population. Census, being expensive, is taken only at infrequent intervals: every 10 years in many countries, every 5 years or at irregular intervals in other countries.

The U.S. population census records contain a wealth of information about people. They are useful in learning about one's family and local social and economic conditions at various times in history. For more recent years especially, they are official documents for persons who need to prove their age (in the absence of a birth certificate), relationship, citizenship, residence, and other facts in order to qualify for pensions; get jobs,

naturalization papers, passports, or insurance policies; establish an inheritance; or trace ancestry. There was a population census taken in 1790 and every 10th year after that. Individual records from the Federal population censuses are confidential for 72 years, by law.

- 2 **Hispanics (西班牙裔或墨西哥裔美国人) (Para.2, L.9):** Americans with Spanish or Mexican origin. Persons with Spanish surnames make up more than 7 percent of the U.S. population, but they hardly form a coherent group. The majority are of Mexican origin, some are descendants of ancestors who had lived in areas once part of Mexico-Texas, Arizona, New Mexico, and California-others, legal and illegal migrants from across the loosely guarded border.
- 3 **Native American (印第安人) (Para.2, L.10):** also called American Indian, Amerindian, Amerind, or Indian, member of any of the aboriginal peoples of the Western Hemisphere, with the exception of the Eskimo (爱斯基摩人), or Inuit (因纽特人), and Aleuts (阿留申人). Native Americans are further divided geographically into North American, Middle American, and South American Indian peoples. All these peoples had their origins in Asia. The date of the arrival of Indians in North America has not been accurately established, but it is known to have occurred 1,600,000 to 10,000 years ago. The site of entry into North America is widely assumed to have been a land bridge-where the Bering Strait(白令海峡) now divides Asia and America.
- 4 **New York (纽约州) (Para.3, L.5):** constituent state of the United States of America, one of the 13 original states. The 49,108 square miles (127,190 square kilometres) of New York are bounded, from west to north, by Lake Erie, the Canadian province of Ontario, Lake Ontario, and Quebec province; on the east by the New England states of Vermont, Massachusetts, and Connecticut; on the southeast by the Atlantic Ocean and New Jersey; and on the south by Pennsylvania. The capital is Albany on the Hudson River.
- 5 **the South (美国南部地区) (Para.3, L.9):** region, southeastern United States, generally considered to be south of the Mason and Dixon Line ( the boundary between Maryland and Pennsylvania in the United States. In the pre-Civil War period it was regarded, together with the Ohio River, as the dividing line between slave states south of it and free-soil states north of it. Today the Mason and Dixon Line still serves figuratively as the political and social dividing line between the North and the South), the Ohio River, and the 36° 30' parallel. It includes, as defined by the U.S. federal government, Alabama, Arkansas, Delaware, the District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.
- 6 **the West (美国西部地区) (Para.3, L.9):** western U.S., mostly west of the Great Plains and including, by federal-government definition, Alaska, Arizona, California, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. Virtually every part of the United States except the Eastern Seaboard has been "the West" at some point in American history, linked in popular imagination with the last frontier of American settlement. But especially it is that vast stretch of plain, mountains, and desert west of the Mississippi that has loomed so large in American folklore, a