

CONTEMPORARY TOPICS 3

ADVANCED LISTENING AND NOTE-TAKING SKILLS

朗文英语听说教程 三

SECOND EDITION

DAVID BEGLAR
NEIL MURRAY

MICHAEL ROST
SERIES EDITOR



longman.com



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前 言

本书为南开大学出版社引进朗文公司最新出版的 Contemporary Topics 系列图书。本套教程适用于高校本科生高年级、硕士研究生、博士研究生英语听说课程。

现在英语教师和学生已深刻意识到，听力不仅仅是一项重要的技能，而且还是语言学习重要的基本能力。有效的听力训练能促进学生集中注意力，记住新语法和新词汇，处理信息并做出适当的反应。

不同英语水平的学生需要不同的听力技巧与策略，但归根结底需要具备各学科专业英语听力的能力。各学科专业英语听力训练不仅能使学生顺利完成学业，而且还使学生的语言使用技能得到全面提高。

最近，语言教学与考试专家研究出许多新的教学方法和策略来培养学生们各学科专业英语听力的能力。《朗文英语听说教程》系列正是将这些新的理念融入到在各种课堂都能起作用的、连贯的、循序渐进的提高英语听说能力的系列听说教材。

本书特色

《朗文英语听说教程》系列每一册都由十二课真实的课堂讲课组成的，每课的内容都是同学们很感兴趣的话题，并且是从众多学科中精心选取的。本书的重要特色是每一课都以互动形式来展示各学科专业英语课的自然和真实的语言，并培养学生如何向老师提出问题以及如何对老师提问做出回答。另外，每课都清楚地标出了有助于学生记忆的演说的关键词。

《朗文英语听说教程 三》是一本高级听力教材，目的在于培养学生各学科专业英语的听力与记笔记的能力。内容涵盖了从交际学、计算机科学到心理学等不同学科的知识。每课都为学生们提供真实的语言听力体验，以便学生们不断积累听力技巧和语言知识。

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Scope and Sequence

Unit	Topic	Note-Taking Tip
1 Slang: Talking <i>Cool</i>	Communication Studies	Organize main ideas and supporting details
2 Murphy's Law	Statistics	Note numbers and statistics
3 Types of Memory	Cognitive Science	List and number items
4 Actions Speak Louder than Words	Psychology	Use abbreviations and symbols
5 Marriage: Traditions and Trends	Sociology	Make charts
6 Black Holes, White Holes, and Wormholes	Astronomy	Draw sketches
7 Animal Talk	Cognitive Linguistics	Note Descriptions
8 Gender Differences in Language	Language and Communication	Note comparisons and contrasts
9 Fashion and Status	Fashion Design	Note definitions
10 The Making of Genius	Behavioral Science	Note processes
11 The New Global Superculture	Sociology	Note examples
12 Computer Security	Computer Science	Note causes and effects

Corpus-Based Vocabulary	Projects
decade / deviates / exploit / persist with / phenomenon / priority	Discussing slang Listening for slang in movies
anticipate ⁷ / device / encounter / random / revolution / widespread	Discussing Murphy's Law Reading about probability theory
conceivable / distorted / duration / phenomena / somewhat / temporarily / visual	Presenting memorization techniques Researching ways to improve memory
bulk / clarification / differentiate / dynamic / integral / intensity / minimal	Demonstrating gestures Discussing body language in business
conform / erode / mature / norm / obligations / subordinate / undergoing	Ranking marriage partner characteristics Presenting marriage customs
ceased / collapse / controversial / deny / empirical / identical / via	Discussing time travel Researching astronomy
confirm / contrary / innovation / manipulate / rigid / straightforward / tranquil	Conducting interviews about pets Writing a response to an article
contemporary / crucial / devoted to / dramatic / exhibit / inherent	Evaluating the lecturer's conclusions Analyzing male/female conversation styles
abandoned / conform / definite / hierarchical / radical / vehicles	Giving a presentation Summarizing an article
detect / enormous / intense / notwithstanding / persistence / quoted	Ranking advice Examining multiple intelligences
commodities / diminishing / highlighted / homogeneous/ ideologies / inevitable / insight	Discussing symbols of global culture Reading about endangered cultures
colleague / detect / integrity / persist / scenarios / via	Conducting interviews about computer security Researching computer crime

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Preface to the *Contemporary Topics* Series, Second Edition

As many language teachers now realize, listening is not simply an important skill. It is also essential for progress in language learning. Effective listening enhances students' abilities to pay attention, remember new grammar and vocabulary, process ideas, and respond appropriately. As students develop their listening abilities, they feel more capable and confident in all aspects of language use.

Students at different levels need different kinds of listening skills and strategies, but most eventually encounter the need for academic listening. More than merely enabling them to succeed in college lectures and discussions, effective academic listening allows students to build, synthesize, and use knowledge in the target language. As a result, they can fully participate in the exchange of authentic ideas about relevant topics.

Recent progress in language teaching and testing has provided many new instructional approaches and strategies that help students develop good academic listening skills. *Contemporary Topics*, a three-level audio and text series, incorporates these new ideas into a coherent, carefully sequenced approach that works well in a variety of classrooms.

Authentic Language and Active Listening

Each level of the series comprises twelve original lectures on relevant contemporary topics drawn from a range of academic disciplines that are accessible to students of all backgrounds. In a feature new to this edition, the lectures are recorded in an interactive style that models both the natural, authentic language of academic lectures and the active listening of students questioning and responding to the teacher. In addition, the lectures include explicit discourse markers that guide understanding. Key points are also reinforced so that they are easier to remember.

The 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

The Academic Word List

Because *Contemporary Topics* is designed as a bridge to the world of content listening, at least half the target vocabulary in each lecture is drawn from the latest academic word corpora. The Academic Word List on pages 96–100, developed by Averil Coxhead, consists of ten sublists containing the most commonly used academic vocabulary. Of these lists, Sublist 1 contains the most frequently used words, Sublist 2 the next most frequently used, and so on. *Contemporary Topics 1* includes words from Sublists 1–4, *Contemporary Topics 2* includes words from Sublists 5–7, and *Contemporary Topics 3* includes words from Sublists 7–10. As students progress through the series, they internalize the vocabulary they need to understand academic lectures on a wide range of topics.

In addition to the Academic Word List, the Affix Charts on pages 101–102 provide a useful tool for building academic vocabulary.

Although the lectures and activities in this series provide the basis for learning, the key to making *Contemporary Topics* work in the classroom is involvement. Listening is an active process that involves predicting, guessing, interacting, risk-taking, clarifying, questioning, and responding. The authors and editors of *Contemporary Topics* have created a rich framework for making students more active, successful learners and teachers more active guides in that process.

Michael Rost, Ph.D.
Series Editor

Introduction

We had several goals in revising *Contemporary Topics 3*. As with the first edition, we wanted to find a way to make lectures interesting, lively, and sometimes humorous—and appropriate for students at an advanced level. Our search led us to select from a wide range of academic topics and to record lectures in as authentic a style as possible, with student interaction and natural language. In developing the accompanying student activities, we rediscovered many fundamental principles of successful learning:

- Students need to be actively involved in each stage of the lesson.
- Students need to develop an underlying knowledge of words and concepts that will help them comprehend new ideas and make inferences.
- Students need opportunities to revise their study skills.
- Students need the expectation of a clear outcome to focus their efforts.

This book and audio program is the result of our efforts to find “the right stuff”—the right content and the right learning activities—to engage students in the classroom and prepare them for the more challenging learning experiences of an academic environment. We also wanted to make the learning stages in each unit as transparent as possible, so sections are clearly labeled and activities are clearly ordered.

Organization of Units

The Student Book consists of twelve units. Although the units are sequenced, they can stand on their own. Each unit contains six sections: Topic Preview, Vocabulary Preview, Taking Better Notes, Listening to the Lecture, Using Your Notes, and Projects.

Topic Preview Each unit opens with a title and one or more pictures. By spending a few minutes talking about the pictures, students begin to predict what will be covered in the lecture. The Topic Preview questions can be answered in pairs or small groups. This section introduces the topic, stimulates interest, and elicits background knowledge and vocabulary related to the topic.

Vocabulary Preview The Vocabulary Preview prepares students by previewing academic vocabulary specific to the lecture they will hear. First, students try to guess the meanings of common academic words. Then they read dictionary entries for more technical lecture-specific vocabulary. Finally, they check the pronunciation of the new words by consulting a dictionary.

Taking Better Notes Recent research has underlined the importance of effective note-taking as a strategy for effective listening. In this edition of *Contemporary Topics 3*, we present specific note-taking strategies before students listen to the lecture and provide students an opportunity to practice the strategy in a brief controlled activity. As a result, students are better prepared to take good notes as they listen to the lecture itself.

Listening to the Lecture In this section, students begin by making predictions about the lecture content based on the earlier activities. After listening to the lecture once and taking notes on the main ideas, they use their notes to answer general questions about the lecture. While listening to the lecture a second time, they focus on understanding supporting details and correcting initial errors in their notes. Then they answer a series of questions that ask for more detailed information. The explicit requirement to use lecture notes to answer questions further underlines the importance of good note-taking.

Using Your Notes This new feature in *Contemporary Topics 3* encourages students to evaluate how well they have applied the note-taking strategies presented in Taking Better Notes. Students work with their own notes and with those of their classmates to check for specific information. In addition, they evaluate their use of the cumulative Note-Taking Tips presented throughout the textbook and discuss how they can improve their note-taking skills. Finally, they use their notes to summarize or reconstruct the lecture.

Projects This brief, practical section provides a range of projects that allow students to extend the ideas they have encountered in the lecture. Typical activities include discussion, further reading, research, interviews, and writing.

Other Components An audio program (available on both cassette and CD) accompanies this textbook. It contains recorded lectures and quizzes. A Teacher's Manual contains quizzes, lecture and quiz audioscripts, and answers to selected exercises.

To the Student

When you begin studying English in an academic environment, you will listen to lectures that require you to understand long passages of spoken English. At first, you may feel overwhelmed by the speed and content level of these lectures, especially if you have had little listening practice in your previous English courses.

There is no mystery in learning to listen to and understand lectures—but you can make it easier. Good listening skills and note-taking strategies will help you a lot. This book is designed to develop these strategies, which include predicting content, focusing on main ideas, taking good notes, and reviewing those notes effectively.

Another key to academic success is building your vocabulary. This book suggests many strategies for vocabulary-building. The Academic Word List and Affix Charts at the end of this book can give you a strong foundation in common academic vocabulary. Using both a dictionary and a thesaurus will also help.

Overall, we have designed this book to help you build the listening and note-taking skills you need. We hope you will find it engaging, and we wish you success!

David Beglar
Neil Murray

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Communication Studies

Slang: Talking Cool



Topic Preview

Work in small groups. Discuss the questions below.

1. What does the slang expression *cool* mean?
2. Look at the pictures. Describe the people. Do you think any of them are cool? If so, which ones? Why?
3. Do you know any other slang expressions? If so, what are they?

Vocabulary Preview

A The boldfaced words below are from a lecture on slang. Read each sentence. Circle the letter of the word or phrase that is closest in meaning to the boldfaced word.

1. People in business or politics often **exploit** language to gain power or status.
 - a. completely ignore
 - b. take advantage of
 - c. make up
2. In interviews, people usually use **mainstream** language instead of slang.
 - a. widely accepted
 - b. very formal
 - c. very informal
3. Some English teachers think learning slang is not a **priority**. They prefer to teach standard English.
 - a. easy thing
 - b. difficult thing
 - c. important thing
4. Language changes from **decade** to **decade**. Many expressions that were fashionable in the 1950s were out of style in the 1960s.
 - a. period of 100 years
 - b. period of 20 years
 - c. period of 10 years
5. The two people were close friends, so they used **colloquial** language.
 - a. informal
 - b. standard
 - c. formal
6. The teacher couldn't **tolerate** the student's bad language, so he ordered her to leave the room.
 - a. understand
 - b. accept
 - c. argue
7. Slang is not accepted in all situations because it **deviates** from standard, more formal expressions.
 - a. differs from
 - b. is the same as
 - c. comes from
8. Even today, very conservative people often **persist with** the idea that slang is unacceptable in all situations, even informal ones.
 - a. disagree entirely with
 - b. continue to feel strongly about
 - c. ignore the importance of

9. We **construct** our own style of speaking based on what we've heard throughout our lives.
 - a. build
 - b. desire
 - c. discover
10. In some societies, language is **associated with** social class and education. People judge one's level in society by the kind of language used.
 - a. connected to
 - b. separated from
 - c. not allowed by
11. The use of language is a complex **phenomenon**. Linguists, sociologists, anthropologists, and psychologists are all trying to understand it better.
 - a. belief
 - b. technique
 - c. event
12. Many slang expressions that are acceptable in informal situations are **taboo** in more formal contexts.
 - a. well known
 - b. not allowed
 - c. desirable

B The words below are also from the lecture. Read their definitions and the example phrases or sentences.

code-switching /'kəʊd,swɪtʃɪŋ/ *n*

switching from one language, or variety of language, to another one in the same conversation, especially by people who are able to speak both languages equally well

discourse /'dɪskɔːs/ *n* the language used in particular kinds of speech or writing: *the restraints of diplomatic discourse*

street talk /'stri:t,tɒk/ *n* very informal spoken language that includes new and sometimes offensive words, and that is used especially only by people who belong to a particular group.

subculture /'sʌb,kʌltʃə/ *n* the

behavior, beliefs, activities, etc. of a particular group of people in a society that are different from the rest of the society: *the drug subculture*

underground culture /'ʌndə'graʊnd 'kʌltʃə/ *n* underground music, literature, art, etc. that is not officially approved and usually seems strange or shocking: *an underground newspaper*

youth-speak /'juθspɪk/ *n* informal language which is used especially by young people

C Use a dictionary to check the pronunciation of the new words in Parts A and B.

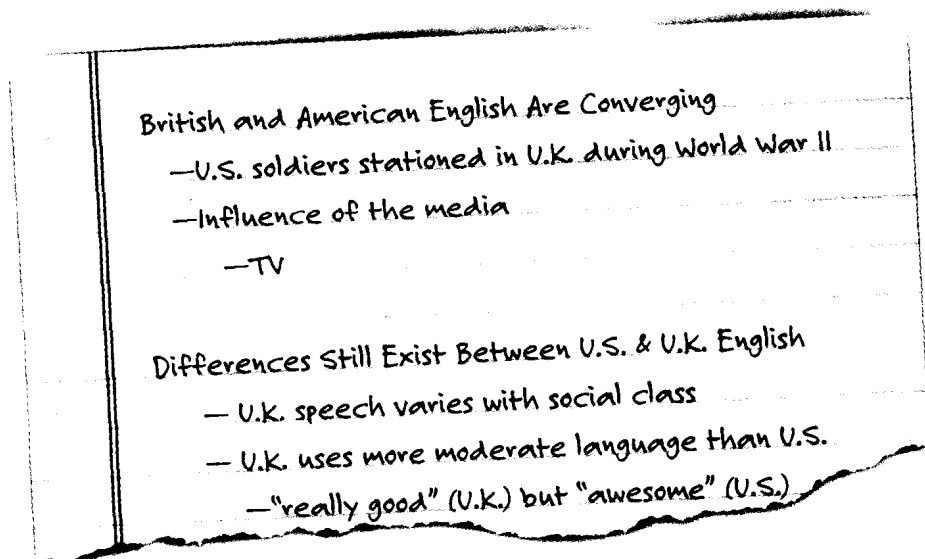
Taking Better Notes

Organizing Main Ideas and Supporting Details

There are two main purposes for taking lecture notes:

- to help you concentrate
- to record information that you can review later

Taking organized notes is very important, especially for the purpose of review. It can be helpful to write the main topics on the left side of the page. Indent the main ideas slightly to the right, and indent the supporting facts, details, and examples even farther to the right. Look at the example below.



Work with a partner. Think of one more fact, detail, or example that is relevant to the example notes, and decide where it would best fit. Explain the reasons for your choice.

When you listen to the lecture, try to take organized notes.

Listening to the Lecture

Before You Listen

You will hear a lecture about slang. Write two topics you think the speaker might discuss.

1. _____
2. _____

Listening for Main Ideas



A Close your book. Listen to the lecture and take notes.

B Use your notes to complete the sentences below. Circle a, b, or c.

1. The speaker defines slang as _____.
 - a. informal language used by a particular group of people
 - b. informal language used by most people
 - c. informal language used only by young people
2. Students use slang _____.
 - a. all the time
 - b. only where it's accepted
 - c. only in class or at work
3. Slang is considered cool because _____. (*Circle two reasons.*)
 - a. it shows that the speaker is in style
 - b. it shows that the speaker is intelligent
 - c. it reinforces relationships
4. The most common slang theme is _____.
 - a. love and romance
 - b. approval and disapproval
 - c. study and the workplace
5. Today, slang is _____ it was ten years ago.
 - a. more acceptable than
 - b. less acceptable than
 - c. about as acceptable as
6. Historically, slang has been associated with _____.
 - a. the media
 - b. youth
 - c. criminals

Listening for Details



A Close your book. Listen to the lecture again. Add supporting details to your notes and correct any mistakes.

B Use your notes to decide if the statements below are true or false. Write T (true) or F (false). Correct the false statements.

- _____ 1. All cultures contain subcultures.
- _____ 2. Young men and women use different slang expressions.