CONTEMPORARY TOPICS 2

HIGH INTERMEDIATE LISTENING AND NOTE-TAKING SKILLS

朗文英语听说教程

二

SECOND EDITION

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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　二》是一本中高级听力教材，目的在于培养学生准备托福考试和参加英语授课的专业课而须具备的听力和记笔记的能力。内容涵盖了从语言学、心理学到工商管理等不同学科的知识。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 What's in a Name?	Cultural Anthropology	Identify main ideas
2 English: A Global Language?	Linguistics	Use signal words to organize your notes
3 High Anxiety: Phobias	Psychology	Note and explain key words
4 TV: What We Watch	Media Studies	Create topic headings and indent subtopics
5 Learning Differently	Education	Note supporting details below main ideas
6 Immigration: Bound for the United States	History	Make columns to note dates and numbers
7 Who's Calling the Shots?	Business Administration	Use symbols and abbreviations
8 Right and Wrong on the Net	Computer Ethics	Make numbered lists
9 Which Way Will it Go?	Environmental Science	Draw arrows to show cause and effect
10 It's in the DNA	Biology	Cluster related ideas in a web
11 Staying Healthy	Public Health	Group related ideas with brackets and arrows
12 Prepare, Prepare	Public Administration	Write down questions as you listen

Corpus-Based Vocabulary	Projects
brief / classic / gender / generation/ image / scope	Learning people's names Researching product names
acknowledge / contact / decline / facilitate / nevertheless	Assessing English language needs Researching words borrowed from English
display / objective / psychology / rational / reveal	Discussing agoraphobia Creating a "systematic desensitization" treatment plan
bond / exceed / expanded / quote / welfare	Evaluating a survey Conducting a survey and creating a database
challenges / confirmed / flexible / identical / intervene	Distinguishing English phonemes Researching famous dyslexics
adjust / diversity / prohibited / survive / symbol / voluntary	Creating Ellis Island role plays Researching immigrant populations: the census
accurate / modify / paradigm / perspective / stable / style / underlies	Researching cultural differences in business Creating an employee/manager role play
alter / decade / edit / enforce / instructed / utilize	Discussing plagiarism Evaluating the content of a web site
declining / equipped / expert / global / implemented / trend /	Determining cause and effect with global warming and the water cycle Researching desertification
compound / fundamental / potential / topic / trace / visible	Discussing DNA patenting Researching gene-environment interaction
adapting / exposed / incidences / medical / overseas / transmitted	Discussing how to stay healthy Evaluating food products for allergens
enables / initiate / minimum / precise / priority / recover	Researching the ring of fire volcano belt Creating a natural disaster survival kit

Acknowledgments

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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 a critical basis 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, accessible to students of all backgrounds. In a feature new to this edition, the lectures are recorded in an interactive style that models the natural, authentic language of academic lectures, as well as active listening, with students questioning and responding to the speaker. 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 pp. xxx 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 pp. xx 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

Contemporary Topics 2 is an intermediate-level book and audio program designed to help students develop the listening and note-taking skills they need to prepare for the TOEFL and to attend academic lectures in English. The program, which offers an accessible simulation of both test-taking and university-style lecture practice, was developed in response to classroom observations of the challenges students face in academic settings. Lecture topics were selected both because of their general appeal to students of varying backgrounds and interests, and because they reflect subjects typically covered in academic settings. Students are provided with a stimulating educational experience as they develop the academic skills they need to do university-level work in their own fields.

Recognizing the multiple challenges that non-English speaking students face in an academic situation, *Contemporary Topics 2* is designed to:
- develop students' ability to focus on the main ideas of a lecture
- provide students with a good foundation in note-taking skills
- increase students' vocabulary
- develop students' analytical skills
- help students recognize how different types of lectures are organized
- promote speaking ability through cooperative work
- familiarize students with academic test taking

Organization of Units

The Student Book consists of twelve units. The units are sequenced, but each can stand on its own. The core content of each unit can be completed in one class period. Each unit has six sections: Topic Preview, Vocabulary Preview, Taking Better Notes, Listening to the Lecture, Using Your Notes, and Projects.

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

Vocabulary Preview   The Vocabulary Preview, which contains three parts, prepares students by previewing academic vocabulary specific to the lecture they will hear. The first part presents ten to twelve key words students will hear as they listen to the lecture, half of which are selected from the Academic Word List. In the second part, students complete an application exercise using these ten words. The third part allows students to expand their vocabulary further through varied activities which sometimes contain additional unfamiliar words and expressions, and sometimes include work on word forms, suffixes and prefixes, and analogies.

Taking Better Notes   Recent research has underlined the importance of effective note-taking as a strategy for effective listening. Taking Better Notes systematically presents note-taking advice and strategies and provides students with an opportunity to practice those strategies before listening to the lecture. Students are shown how to recognize rhetorical patterns and discourse markers that lecturers use—like the word *compare*—and to organize their notes accordingly. As a result, students are better prepared to take good notes as they listen to the lecture.

Listening To The Lecture   In this section, students work alone or in pairs to answer a prelistening focus question which will help them predict the content of the lecture. Students are expected to take notes *as they listen* to the lecture and then use their notes to answer the questions. After listening to the lecture once, they answer a set of questions—Listening for Main Ideas—to check their general understanding of the content and key points. 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 second set of questions—Listening for Details—that ask for a more detailed recall of information.

Using Your Notes   This new feature in *Contemporary Topics 2* encourages students to evaluate how well they have applied the note-taking strategies by using their own notes to reconstruct the lecture, and by evaluating the notes of their classmates. Students also develop critical thinking and speaking skills and learn to review vocabulary by summarizing the key ideas of the lecture. In addition, they evaluate their use of the cumulative Note-Taking Tips. A final listening of the lecture can be used to resolve any difference students find in their notes.

Projects   This section contains two creative, challenging activities—one in-class and interactive; one research-based—that are thematically related to the lecture topic. The in-class activities primarily emphasize the development of speaking and listening skills. The research projects involve reading and writing activities, and encourage use of resources such as the Internet and encyclopedias.

To the Student

The goal of this book is to help you develop the skills you need to successfully understand, take notes on, and apply the information you hear in academic lectures. Good note-taking skills will make it easier for you to follow lectures. As you use this book, develop a style of taking notes that works for you.

Another key to academic success is building your vocabulary. This book provides many strategies for vocabulary-building, including using context clues and learning common word roots/prefixes/suffixes. In addition, this book includes two helpful tools for vocabulary building: the Academic Word List and the Affix charts in the appendices.

This book has been designed to help you develop the skills you need to succeed. Enjoy using it!

Ellen Kisslinger

CONTENTS

Cultural Anthropology

What's in a Name?

a   b   c

Topic Preview

Work in small groups. Discuss the questions below.

1. Look at the pictures. Can you match the people in the pictures with their descriptions? Check your answers at the bottom of page 7.

   _____ He was the author of a novel about World War I. His last name was Kramer, but he used the French-sounding pen name, Erich Maria Remarque. (Remarque sounds like Kramer spelled backwards.)

   _____ He was a famous jazz musician called "Satchel Mouth" because his cheeks got big and looked like a satchel, or bag, when he played his instrument. His nickname became "Satchmo."

   _____ This female writer published novels under the name George Eliot. She used a man's name to make her books sell better.

2. Almost all names have a meaning. Do you know what your first name means? What is the history of your family name?

Vocabulary Preview

A The boldfaced words below are from a lecture about names. Read each sentence. Guess the meaning of the boldfaced words. Then work with a partner to find a synonym or phrase that has the same meaning as the boldfaced word.

1. Do you know the *origin* of your last name? If so, where did it come from?

2. Three *generations* in my family have the first name "Thomas"—my grandfather, my father, and me.

3. He had only a few minutes, so he gave us a *brief* explanation of his family history.

4. *Classic* names like "John" and "Elizabeth" have always been popular.

5. Some names are not *gender* specific; for example, both boys and girls can be named Leslie.

6. The *scope* of his research was only English-language first names, not all names.

7. When I hear the name "Jonathan Biggs" I see an *image* of a tall man with broad shoulders.

8. It doesn't matter what country you're in; the first thing people want to know when they meet you is your name. This is a *universal*.

9. Why don't you name your baby after someone you *admire*, like your favorite artist?

10. That is not her parents' last name. *Keep in mind* that she changed her name after she became famous.

B Fill in the blanks with the boldfaced words from Part A.

1. Before the child is born, parents might choose a name that works for either

   _____.

2. You need to _____ that names can be more complicated than they

   seem.

3. Although the _____ of the lecture today is English-language names,

   we can use the same approach to look at names from any country.

4. Parents may decide to name their baby after someone they _____.

5. Names are what we call a cultural _____. This means everyone uses

   names.

6. Let's take a(n) _____ look at English first names. We won't spend much time on them.

7. Learning about the _____ of your family name can tell you something about your family's history.

8. When you hear the name "Bridges," what _____ do you get in your head?

9. There are _____ names, or names that were popular in 1900, in 1950, and are still popular now.

10. Parents may choose a name because it is passed down from previous

_____.

C The words below are also from the lecture. Read the part of speech and meaning for each word in the chart.

Word	Part of Speech	Meaning
Biblical	adjective	in or from the Bible
patronym	noun	a name that comes from the father's name
surname	noun	family name
occupational	adjective	relating to your job
recap	verb	to review or give a summary

Taking Better Notes

Identifying Main Ideas

There are two main reasons for taking lecture notes:
 • To help you focus on the most important information
 • To review the information later

The speaker usually introduces the main ideas of the lecture with signal phrases.

These signal phrases will help you decide how to organize your notes. Read the following examples. The signal phrases are underlined.

We'll begin by looking at four main ways people decide on a name.

OK, I'd like to begin with the first category.

*Now let's look at another common way people decide on names for their child.*

Work with a partner. Check (✓) the signal phrases that can help you organize your notes.

_____ The four categories are . . .

_____ Today we'll look at two contrasting opinions about . . .

_____ Good afternoon . . .

_____ Basically, we'll look at four ways to . . .

_____ I'd like to talk about two things today . . .

_____ Most of you probably already know that . . .

Read the excerpt from a lecture about names below.

> We'll begin by looking at four ways people choose names for their children. Let's start with the first one, religious reasons.

Here is one way to organize notes for this lecture, based on the phrase "Let's start by looking at four ways people choose names." The notes are organized so that each of the four ways can be listed as it is discussed.

Ways to Choose a Name

1. Religious reasons   2.

3.   4.
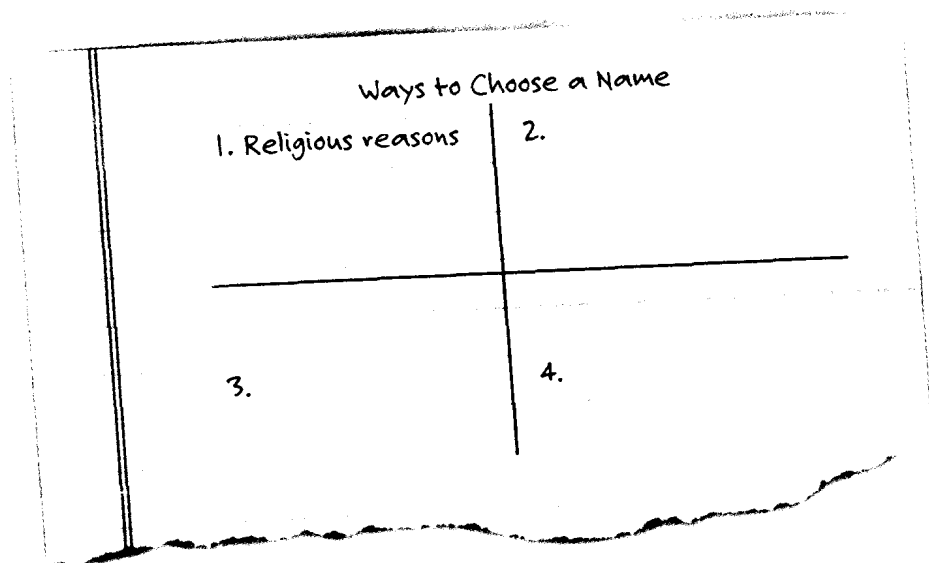
When you listen to a lecture, listen for signal phrases to help you note main ideas.

Listening to the Lecture

Before You Listen

You will hear a lecture about names. Write one way names are chosen in your country.

_____

Listening for Main Ideas

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

B Use your notes to answer the questions below. Circle a, b, or c.

1. What does the speaker say about a person's name?
   a. It is easy to choose.
   b. It is difficult to remember.
   c. It can tell us a little about a person's family.

2. According to the lecture, why do most parents choose a certain name?
   a. because they like it
   b. because of the birth order
   c. because of the meaning

3. What is the speaker's main point in comparing fashions in names to fashions in clothes?
   a. Names are important.
   b. Parents need to be fashionable.
   c. Names change in popularity.

4. Which of the following is *not* a main reason given for choosing a child's name today?
   a. The parents like the meaning of the name.
   b. The name has been in the family for generations.
   c. The name is popular.

5. The speaker's main reason for talking about the last name "Cook" is
   a. to emphasize the great variety of place names.
   b. to illustrate how an added name could be used.
   c. to show there is no longer a connection between names and their origins.

6. One category of family names *not* mentioned in the lecture is
   a. added names
   b. Biblical names
   c. patronyms