

CONTEMPORARY TOPICS 1

INTERMEDIATE LISTENING AND NOTE-TAKING SKILLS

朗文英语听说教程

SECOND EDITION

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SERIES EDITOR



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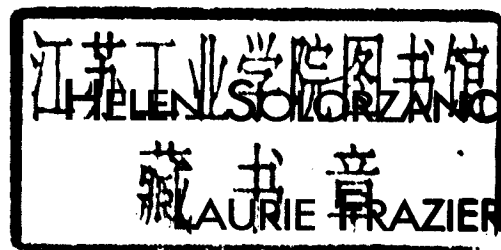
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前 言

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 一》是一本中级听力教材，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。内容涵盖了从艺术、媒体学到生物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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2003 年 9 月

Scope and Sequence

Unit	Topic	Note-Taking Tip
1 Happiness	Psychology	Note main ideas and details
2 New Kinds of Food	Biology	Note subtopics
3 Public Art	Art	Note descriptions
4 Journey to Antarctica	History	Note dates and events
5 Violence on Television	Media Studies	Note numbers
6 Too Old to Learn?	Linguistics	Listen for signal phrases
7 Are We Alone?	Astronomy	Listen for rhetorical questions
8 Do the Right Thing	Ethics	Note definitions
9 A Good Night's Sleep	Public Health	Note causes and effects
10 Negotiating for Success	Business	Note examples
11 Risking It	Statistics	Note comparisons and contrasts
12 The Electronic Brain	Technology	Choose the best note-taking techniques

Corpus-Based Vocabulary	Projects
achieve / assume / attitudes / factors / positive	Discussing proverbs about happiness Conducting interviews about happiness
benefit / consume / dominate / environment / normal	Giving a presentation about genetically modified food Researching a genetically modified food
concept / features / illustrate / interpret / promote	Planning a piece of public art Researching an artist
approached / area / despite / goal / proceed	Evaluating supplies Researching a famous explorer
assess / estimate / focused / impact / long-term	Debating violence on TV Observing violence on TV
conclude / evidence / period / remove / theory	Expressing opinions about skills Researching critical skills in animals
approximately / investigate / locate / range / restricted	Choosing items to send on a rocket Conducting a survey
analyze / individual / justify / principle / source	Discussing ethics and lying Researching an ethical decision
consequence / creates / function / require / survey	Creating a poster about sleep advice Keeping a sleep diary
affects / communicate / conflict / issue / react / techniques	Researching negotiating techniques in different cultures Role playing a negotiation
circumstances / injure / occur / perceived / significant	Ranking the risk of activities Conducting a risk perception survey
complex / designed / error / previous / technology	Discussing the effects of computers Researching an invention

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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 both the natural, authentic language of academic lectures and the active listening of 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 in Appendix A, 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 in Appendix B 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 1 is an intermediate level book and audio program created to develop academic listening and note-taking skills. The lectures are designed to give students an authentic listening experience while building the skills and linguistic knowledge they need in order to understand what they hear. Lecture topics, from a variety of academic disciplines, were selected because of their high interest to students. The lectures are presented in an authentic style and represent a variety of rhetorical structures that mirror the lectures a student will encounter in an academic environment.

To build academic listening skills, *Contemporary Topics 1* helps students:

- learn academic vocabulary that will be useful in many future contexts
- become familiar with a variety of rhetorical structures and the discourse cues those structures evoke
- explore how to organize notes for different types of lectures
- build comprehension by listening to short, clear lectures while taking notes
- use the information from their notes to reconstruct the lecture
- evaluate which listening strategies and note-taking styles work best for each individual

Organization of Units

The Student book contains twelve units. The units are sequences, but each can stand on its own. Each unit has six sections: Topic Preview, Vocabulary Preview, Taking Better Notes, Listening to the Lecture, Using Your Notes, and Projects.

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

Vocabulary Preview This section contains three parts that help prepare students by previewing the academic vocabulary specific to the lecture. The first part presents ten key words in context, half of which are from the Academic Word List. In the second exercise, students use the words again in a new context in order to better understand the meaning. The final exercise gives students practice in recognizing the new vocabulary words as they are pronounced in natural speech.

Taking Better Notes Note-taking is an important skill, but it can be overwhelming at the lower levels. This section aims to teach students practical strategies before they listen to the lecture. Students learn to recognize the discourse markers that signal the rhetorical features, such as exemplification or comparison and contrast, which appear in a lecture. They then look at a page of example notes, which show them how to organize this type of information on the page.

Listening to the Lecture This section contains three parts: Before You Listen, Listening for Main Ideas, and Listening for Details. In Before You Listen, students answer simple questions to help them make predictions about the topic of the lecture. In Listening for Main Ideas and Listening for Details, the procedure has changed from the first edition. In order to make the listening task more authentic, students are asked to close their books and take notes while they listen. They then open their books and answer the comprehension questions based on their notes. This explicit requirement—to use lecture notes to answer questions—further emphasizes the importance of good note taking.

Using Your Notes This new feature in *Contemporary Topics 1* encourages students to evaluate how well they have applied the note-taking strategies. Students work with their own notes and the notes of other classmates to fill in summaries of a lecture, put the ideas on note cards, and make diagrams and charts of the information—all authentic tasks that students use to study from notes. By finding out how well their notes help them with these tasks, students are encouraged to evaluate their own note taking process to find out what works best for them. In addition, they can check the cumulative Note-Taking Tips list, which summarizes the note-taking strategies presented throughout the book.

Projects The projects in this section allow students to use the information they learned in the lecture by applying and extending it in new ways. Typical activities include discussions, surveys, role-plays, and presentations. Each unit contains at least one project that can be done in class and one that requires some research outside the class.

To the Student

The goal of *Contemporary Topics 1* is to help you improve your academic listening and note-taking skills. Using this book will help you increase your vocabulary, improve your listening comprehension, take better notes, and use the information in your notes.

Increase Your Vocabulary

You will learn vocabulary from the Academic Word List. This is a list of the most common words used in academic texts. You will hear these words again and again in lectures and textbooks.

Improve Your Listening Comprehension

The best way to improve your listening comprehension is to practice listening. Listening will become easier with practice. The lectures in this book are similar to lectures you might hear in a lecture class, but are shorter and easier to understand.

Take Better Notes

You use several skills when you take notes. You have to listen to a lecture, understand it, and write down the important information in a very short amount of time. This book will teach how to recognize the organization of a lecture, and how to use the organization to help you take notes. However, remember that everyone takes notes differently. Try the new techniques presented in this book, but think about what works best for you.

Use the Information in Your Notes

You will learn to use your notes in many ways. First, you will use them to answer questions about the main ideas and details in the lecture. Then you will review your notes and use them to make outlines, charts, or summaries of the information in the lecture. You will also have a chance to talk about the information and use it in new ways.

Helen Solórzano

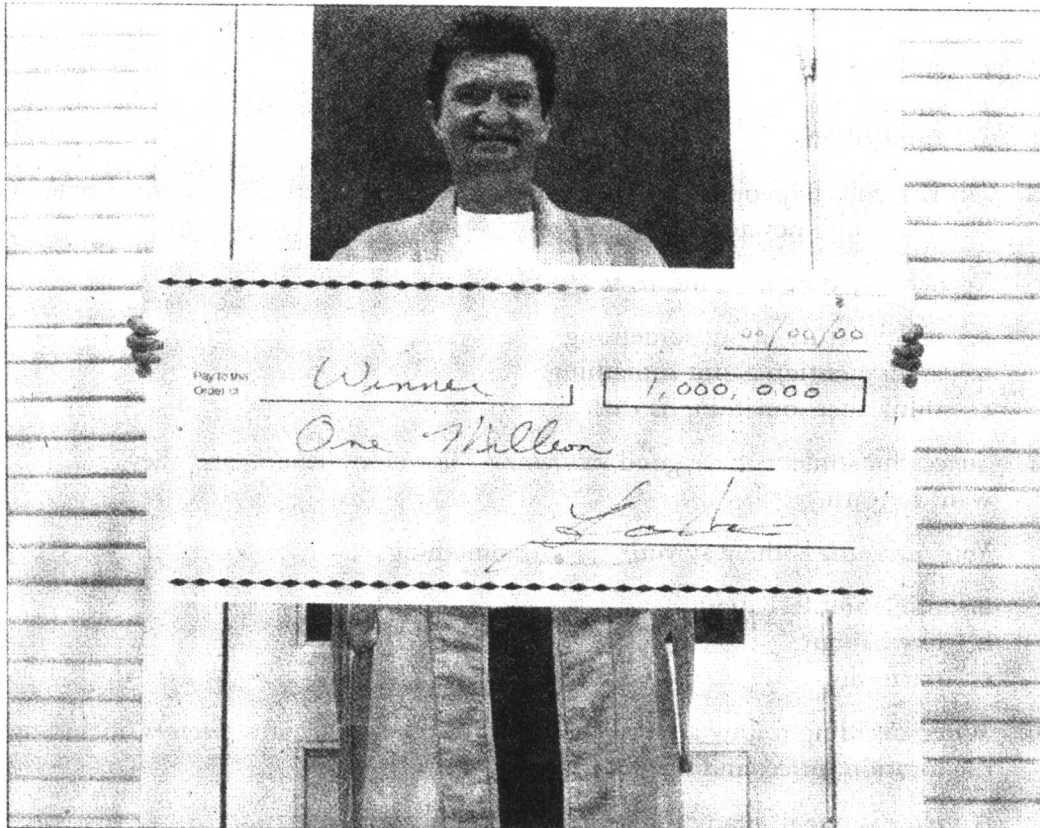
Laurie Frazier

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Psychology

Happiness



Topic Preview

Work in small groups. Discuss the questions below.

1. Look at the picture. What happened to this person? Why is he happy?
2. How happy are you today—very happy, a little happy, or unhappy? Why?
3. What are three things that make you feel happy?

Vocabulary Preview

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

1. If you want to **achieve** in school, you have to work hard.

To **achieve** means to _____ something.

- a. succeed at
- b. not do
- c. think about

2. I'm very tall, so people always **assume** that I play basketball. Actually, I hate basketball and never play it.

To **assume** something means to _____.

- a. tell the truth about something
- b. ask a question about something
- c. think that something is true

3. Successful students have good **attitudes**. They enjoy school, and they want to learn.

Your **attitude** is the way you _____ something

- a. think and feel about
- b. learn about
- c. try to do

4. When deciding to buy a house, you must think about many **factors**, including the location, price, and neighborhood.

A **factor** is one of many things that _____ a situation.

- a. proves something about
- b. influences or causes
- c. stops or slows down

5. I don't play the piano well now, but I'll **improve** if I play every day. I hope to play well by the end of the year!

To **improve** means to _____.

- a. become better
- b. become worse
- c. remain the same

6. He is having problems now, but he's **optimistic**. He thinks his problems will get better.

Being **optimistic** means you believe that _____ things will happen.

- a. good
- b. bad
- c. unusual

7. It is easy to see children's **personalities**. Some children are shy and some are very friendly.

Your **personality** is the way you _____ other people.

- a. talk about
- b. like
- c. act with

8. I think we will find a solution to this problem. I have a **positive** feeling about it.

A **positive** feeling is a _____ feeling.

- a. bad
- b. complicated
- c. good

9. She has a great **relationship** with her sister. They are good friends and love each other very much.

A **relationship** is the _____ between people.

- a. distance
- b. connection
- c. difference

10. I'm **satisfied** with my life now. I'm happy and I don't want anything to change.

To be **satisfied** means to be happy because something _____.

- a. will change very soon
- b. is how you want it
- c. makes other people happy

B Circle the letter of the word that best completes each sentence.

1. Having enough money and being healthy are two _____ that help make people happy.
 - a. factors
 - b. personalities
2. When I have a test, I never _____ it will be easy. That's why I always study a lot.
 - a. positive
 - b. assume
3. I worked hard on the project, and I am _____ with the job I did.
 - a. satisfied
 - b. achieved
4. My family and I have a very close _____.
 - a. relationship
 - b. attitude
5. I am very _____ about this class; I know I'll do well.
 - a. improved
 - b. optimistic



C Listen to each sentence and repeat it. Try to pronounce the boldfaced word correctly.

1. He wants to **achieve** a lot this year.
2. They **assume** I play basketball.
3. He has a good **attitude** about school.
4. Think about all the **factors** before you decide.
5. I'll **improve** if I play every day.
6. He's **optimistic** about the future.
7. Children's **personalities** form at a young age.
8. I have a **positive** feeling about it.
9. She has a close **relationship** with her sister.
10. I'm **satisfied** with my life.