



万水英语系列丛书

英语听力教程系列

英文原版
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高级美语听力 实用教程

[美] Patricia A. Dunkel Frank Pialorsi Joann Kozyrev 著

(Second Edition)

Advanced
Listening
Comprehension



中国水利水电出版社
www.waterpub.com.cn

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内 容 简 介

本书是万水英语听力教程系列中的一本。专为提高大中专院校高年级学生的听力理解能力、笔录能力和进行学术研究的技能而编。

课文和阅读材料均由读者广泛感兴趣的话题组成,如 1993 年的大洪灾,性别与交流,埃及金字塔等,为提高学生的理解能力、笔记和学习技能提供了跳板。书中对词汇、句型结构、修辞方式的介绍是不断扩充的,利于读者循序渐进地提高听力水平。

本书适合大中专院校中高年级的学生,中高级英语听力强化班学员,特别是备考四六级英语听力的学生。

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北京市版权局著作权合同登记号: 图字 01-99-0100

图书在版编目(CIP)数据

高级美语听力实用教程/(美)邓克尔(Dunkel, P. A.)等著.-北京:
中国水利水电出版社, 1999.3

(万水英语听力教程系列)

ISBN 7-5084-0022-4

I. 高… II. 邓… III. 英语, 美国-视听教学-教材 IV. H319.9

中国版本图书馆CIP数据核字(1999)第07203号

书 名	高级美语听力实用教程
作 者	[美]Patricia A. Dunkel Frank Pialorsi Joann Kozyrev
出版、发行	中国水利水电出版社(北京市三里河路6号 100044) 网址: www.waterpub.com.cn E-mail: sale@waterpub.com.cn 电话: (010)63202266(总机)、68331835(发行部)
经 售	全国各地新华书店
排 版	北京万水电子信息有限公司
印 刷	北京市天竺颖华印刷厂
规 格	787×1092 毫米 16 开本 12.25 印张 277 千字
版 次	1999 年 5 月第一版 1999 年 5 月北京第一次印刷
印 数	0001—5000 册
定 价	14.00 元 (另附磁带 5 盘)

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致 教 师

本书是万水英语听力教程系列中的一本。专为提高大中专院校高年级学生的听力理解能力、笔录能力和进行学术研究的技能而编。课文和阅读材料均由读者广泛感兴趣的话题组成，如 1993 年的大洪灾，性别与交流，埃及金字塔等，为提高学生的理解能力、笔记和学习技能提供了跳板。

教学方法总览

一 集中提高学生的英语听力，采用互动式和无参与式的教学方法

本书的指导方法已在北美和世界各地的各高等院校普遍使用。这种在尽可能短的时间内给学生提供相关课题的浓缩信息和观点是最为节约有效的指导方法。不仅仅是许多美国学生在大学生活中遇到了教学方法的问题，全球越来越多的学生正接受着用英语讲授的课程。据 Flowerdew 1994 年的观察显示，英语作为一种国际性语言广泛地传播，结果越来越多的人们在本国或在英语语言国家接受以英语为媒介的大学水平教育。它进一步指出，这些美国本国的学生和国际留学生均面临着适应讲课，培养学术性听力技能的问题。学术性听力能力是大学课程设置中培养交流技能的一个基本组成部分。

Richards (1983), Rost (1990) 和 Flowerdew (1994) 对培养学术性听力和会话性听力提供了大量有价值的知识。例如：Flowerdew 在其学术性听力专著 *Research Perspectives* 中列举了学术性听力的许多显著特征，指出学术性听力区分于会话性听力的一个显著特征是，学术性听力缺乏讲解者与听众的对话性内容。在会话中，双方互讲是必要的，但在学术性讲座中，只有当讲解者允许听众发问，或讲解者向听众提问时，才会发生听说双方的直接交流。因而，学术讲座的听众在很长的时间内将不得不专心于听讲，却没有机会表达自己的观点。换句话说，听讲者必须培养听讲能力，能够长时间地注意听讲座，并在没有机会要求讲座者进行复述，与讲座者探讨含义或者采取补救策略的情况下，能理解讲座者长段的讲座。有些讲座很少给听众参与的机会，也不太注重与学生的交流。这种讲座有时被称为“talk-and-chalk”或无参与式讲座。在美国，当学生们上有许多学生参加、在很大的课堂上讲授的课程时，这种情况是很普遍的。

然而，无参与式教学法并不是唯一的方法，国际性学生在以英语为唯一或主要教学语言的学校中，也会接触到非常具有交流性的讲课风格，特别是在班型较小，有 30 个或更少学生的课堂上。互动式教学法要求学生参与更多的会话性听力练习，讲课者的语言虽然

是学术性的语言，也将包括一些普通会话的标记和习惯。例如，讲座者允许或鼓励听众就听过或阅读过的内容提出需要澄清的问题，或者讲座者会提出问题检验听众对所做信息和要点的理解程度。

本书向读者提供了这两种讲座模式：无参与式和互动式学术讲座。另外，还有第三类，一种更加非正规的信息提供方式。在同一课题下，本书向读者提供了三种模式的讲座。第一种模式是向学生展示无间断的讲座课程，类似于那种在大课上的无参与式讲座，或者是收音机上的新闻广播。在初听阶段，让学生熟悉讲座整体的结构和内容。在聆听的过程中，学生可从笔记中获得讲座提纲，这个提纲列出了关于讲座内容与结构的各方面信息。借助这些，学生可以抓住有助于更深层次地理解讲座的一些支持性背景材料。第二个讲座的语速稍慢些，且时断时续，指导者会经常提问听讲者或笔录者一些问题，试图帮助他们更好地记录下讲座的信息。（对一些主题思想，指导者予以重点强调，同时复述许多细节，以便学生能够决定是否在笔记上记下这些信息。）第三个讲座采用了一种更加口语化的方式，由讲话者对前两个讲座中的内容进行解释或重新组织。其语言常包括偶然的犹豫、纠正以及插入语。

二 重点培养笔录能力：锻炼会选择有用信息并能将信息速记下来的能力

除了前面讲的内容外，Flowerdew（1994）还指出，会话性听力与学术性听力的另一个区别之处在于听众对获取信息进行笔录的愿望。为了记笔记，听众必须完成五个步骤：“破译，理解，辨别要点，决定何时记录，并且记录得快速而清晰”（Flowerdew 1994, p11）。讲座的笔记通常是记在笔记本上以备学习和复习之用。肖德龙、洛施克、库克在他们名为“Second Language Listening Comprehension and Lecture Note-taking”的文章中强调了笔记的外部储备功能。本书的结构和形式强调了笔记的外部储备功能的重要性，因为学生在听课过程中必须不断地参照笔记来做简答题和对几节课内容的短文测验。尽管在讲座的过程中有一名指导者对学生加以引导，例如通过打断讲座多给学生些记录时间，补足遗漏的信息，并且对一些主要观点和内容细节予以暗示，本书还是向学生提供了培养独立记笔记的方法，确立自己的笔记风格的机会。

三 重点开发综合交流技能：拓宽技能发展的基础

尽管培养学生的学术性听力水平和笔录技能是本书的主要目标，但它们却不是本书的唯一目的。本书的作者意识到，学生不仅仅是接受信息的海绵，他们要完成许多事情。在获得了信息，掌握了知识后，他们还是知识的使用者和创造者。他们会对所学的知识进行反应，会与同龄人加以讨论。在大学生活期间，他们不仅仅是通过听来获得信息，他们还通过阅读来得到知识，他们会对由眼睛、耳朵获得的信息加以讨论，作出反馈。偶尔，他

们会被要求在班级做口头汇报，参加学习小组。有时学生会被要求在课后与指导者进行交流。通常情况下，学生是与同龄人进行交流。例如，有时会遇到某个缺席的同学请求借阅一下课程摘要或者阅读材料的总结。学生可能还会被要求对给予的信息进行评估或做出反应。本书不仅仅帮助学生掌握、理解并储存听到和读到的信息，还通过会话和写作构造和分享信息。本书提供机会，让学生阅读与教材内容相关的信息，并要求学生口头讨论或书面交流所得。

四 教学目标总结

总而言之，本书主要有三个教学目的：（1）帮助学生培养听英语讲座的能力；（2）加强学生的英语笔录能力；（3）提高学生针对课文内容进行相关阅读和讨论的能力。我们坚信，通过下面将要介绍的单元设计和综合性的教学方法，上述目标是一定能够实现的。

每单元的教学设计

第一单元

- A. Proverbs and Wise Sayings:** 学生可以阅读一些格言和谚语，思考其含义并讨论其通常和特定的含义及有关性质。
- B. Prelistening:** 学生将在本部分中阅读到有关讲座要点和内容的介绍和摘要。
- C. Think About This:** 学生将回答一两个问题对内容进行预测，然后互相交流一下由问题引发的感想。
- D. Types of Information Presentations and Delivery Styles:** 学生将带着不同的训练任务倾听一个主题下三种类型的讲座。
 - 1. The Orientation Listening Model : 学生将把主要精力放在讲座的结构和内容上，对讲座的内容有个整体的印象。
 - 2. The Listening & Notetaking Model: 学生将在指导者的引导下聆听讲座内容。（讲座将采用一个较慢的速度，利于学生记下一些细节性问题）
 - 3. Listening to a Recounting of the Lecture: 学生将会听到由以英语为母语的学生做的内容复述。（当这名学生复述时，讲座内容又被重新温习了一遍。学生在此期间也可以检验一下自己的笔记是否记得准确，记得完全。其风格更加随意，即席，会使用一些多余的话，一些解释，更正等。）
- E. Recapping the Lecture From the Notes Taken:** 学生将借助笔记对内容进行一下回顾。
- F. Reading Expansion :** 学生将就相关话题阅读一些真正的读物，如报纸上的文章，书籍节选，调查报告等。

G. Conversing With a Partner About the Issues: 学生之间对教材中有关问题展开讨论，作出反应。

H. Journal Writing: 学生保留一份书面的日志，记下自己感兴趣或关心的问题。

第二单元

本单元的结构与第一单元的结构是一致的，主题也是相关的。

单元测验

Information Recognition / Recall Exam : 学生将回答非常简短的问题(填空或简答)，或者利用讲座的笔记写一个段落型的回答。笔记的外部储备功能在此得以强化。学生还被要求设计一些测试题来考同班同学和同龄人。通过这种方式，学生也参与了试题的设计和信息的检测。

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UNIT ONE

History: The Passing of Time and Civilizations

Think about and discuss the meaning of the following quotation:

 "Those who cannot remember the past are condemned to repeat it."

—George Santayana (1863–1952)
American philosopher and poet

THE END OF AN EMPIRE

Montezuma and Cortes



Think about and discuss the meaning of the following quotations:

"Veni. Vidi. Vici." (I came. I saw. I conquered.)

—Julius Caesar (100–44 B.C.)

"I came. I saw. God conquered."

—Charles V (1500–1558)

"...God has purposely allowed these lands (Mexico) to be discovered... causing these barbaric tribes to be enlightened and brought to the faith." (First Dispatch, July 10, 1519 to Charles V)

"The Aztecs said that by no means would they give themselves up, for as long as one of them was left he would die fighting, and that we would get nothing of theirs because they would burn everything or throw it into the water." (Third Dispatch, May 15, 1522 to Charles V)

—Hernan Cortes (1485–1547)

A. Pre-listening Activities (听前练习)

Preview of the Content (内容提示)

The Aztec Empire of Mexico was one of the most powerful, culturally advanced empires in the fifteenth and sixteenth centuries. And yet, in slightly less than two years, this mighty empire was conquered by a small band of treasure-seeking Spanish adventurers. Why did this happen? What factors entered into the downfall of this mighty empire and led to the destruction of such a sophisticated New World culture? In a few minutes, we'll take a look at some of the most obvious factors that led to the fall of the great empire of Montezuma.

Think about this (思考题)

Think of several events you consider to be major turning points in the history of your country. Why were these events turning points? Share your information with a partner.

B. Input Models and Listening Activities (听力类型及练习) =====

Orientation Listening (熟悉内容性听力练习)

As you listen to the lecture for the first time, use the outline below to help you understand the general content of the lecture and the topics discussed. The outline should help you perceive the overall structure of the lecture and the main ideas presented by the lecturer.

- I. Extent and power of the Aztec empire
 - A. Subjugations of area Indians
 - B. Extension of empire from Mexico City to Guatemala
 - C. Human sacrifices to Aztec gods
 - D. Aztec capital of Tenochtitlan
 - 1. Largest city in sixteenth century
 - 2. Military fortress
 - 3. Effective military intelligence system
- II. Conquest of Aztec empire
 - A. Forewarning of Spanish invasion
 - 1. Appearance of white, bearded men
 - 2. Legend of Aztec god Quetzalcoatl
 - 3. Cortes thought to be Quetzalcoatl by Montezuma
 - 4. Spanish gathering of Indian allies
 - B. Defeat of the Aztecs
 - 1. Invasion of the city and capture of the king
 - 2. Aztec rebellion against the conquerors
 - 3. Death of Montezuma
 - 4. Destruction of the capital
 - 5. Slaughter of the Indians
- III. Factors in the downfall of the Aztecs
 - A. Fear of the supernatural
 - B. Role of La Malinche, the Indian woman
 - C. Cortes's use of Indian allies
 - D. Spaniards' superior weaponry
 - E. Spaniards' greed
- IV. Fusion of Indian and European cultures creating the Republic of Mexico

Listening and Notetaking (慢速听力和笔录练习)

Now that you've listened to the lecture once, listen to it again and take notes. The lecturer will present a slower-paced version of the lecture and will reiterate information so you will have time to take notes. You will be assisted in your notetaking by a notetaking mentor, who will ask you to check that you wrote down important information.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Listening to a Recounting of the Lecture (重听内容的复述)

Listen to the lecture a third time, checking to be sure that your notes are complete. This time the speaker will recount the lecture in a more informal, spontaneous speaking style, paraphrasing and summarizing the information in the lecture.

C. Post-listening Activities (听后练习)

Recapping the Lecture from Your Notes: Presenting the Information Orally (根据笔录口头复述听力内容)

Recount the information you heard in the lecture to a partner, the class, or your teacher. Use your notes to help you relate the main ideas as well as the supporting information that you heard in the lecture.

Discussing Information and Issues Presented in the Lecture (就课文内容进行讨论)

In a group of two to four students, discuss the questions below. Your teacher may ask you to address one of the questions or all of them. During your discussion, use the information in your notes to support your ideas. At the end of the discussion, a representative from the group should summarize the group's discussion for the class.

1. Discuss the roles that the following played in the defeat of the Aztecs by the Spaniards:
 - a. superior weaponry
 - b. fear of the supernatural
 - c. Montezuma's indecisive leadership

What factors not mentioned in the lecture may have played a role in the defeat of the Aztecs?

2. In Mexico there is a fusion of races, but the country is quite homogeneous in terms of religion and language. Is your country homogenous or heterogeneous with respect to:
 - a. religion?
 - b. race?
 - c. language?
 - d. social customs?

Explain each answer by giving examples.

3. Below you will see a list of pairs of people who were mentioned in the lecture. With a partner, plan a role play that illustrates a conversation that might have taken place between these individuals.
 - a. Montezuma and Cortes
 - b. Montezuma and the messenger who first saw Cortes' ships
 - c. Cortes and the leader of an Indian tribe that became Cortes' ally
 - d. Cortes and La Malinche

Practice your role play with your partner, and then present the role play to the class.

D. Reading Expansion (阅读扩展练习)

Preparation of the Reading Expansion in Progress (预备练习)

Reading a Translation of Ancient Aztec Chronicles

There is a proverb in English that says, "History is written by the victors." That is, the nation whose army wins tells the story from their point of view. The losers rarely get to tell their side of the story. Therefore, most of the histories of Cortes and Montezuma were written by the Spaniards. The translation you are about to read is a translation of a chronicle, or history, written by Aztec writers in the 1500s. The Aztecs wrote down the stories as they would have told them orally. This means the writing has some qualities of spoken language such as repetition. You will read a story called "The Spaniards Arrive in Tenochtitlan" from the Aztecs' point of view.

The Aztecs who wrote these stories wrote their language down phonetically using the Latin alphabet, which was taught to them by the Spaniards. The Aztecs used a slightly different spelling system than the Spaniards, so some of the names of people and places in these stories are spelled differently by the Aztecs. For example, the Aztecs spell the name of their king "Motecuhzoma," and the Spaniards spell his name "Montezuma." The spellings are different, but the person they represent is the same. Don't let the spellings confuse you.

Each section begins with an introduction by the translator. Use this section to help introduce you to the ideas that will be presented in the more oral-sounding translation that follows.



Chapter Eight

The Spaniards Arrive in Tenochtitlan

from
The Broken Spears: The Aztec Account of the Conquest of Mexico,
 (pp 62–69) trans. Leon Miguel Portilla, 1969.
 Boston: Beacon Press.

Introduction

The Spaniards continued their march toward the Aztec capital, accompanied by all the allies they had brought with them from the Tlaxcala region. The account given in the texts by Sahagun's informants, from which the passages in this chapter are drawn, begins with a description of the order in which the various sections of the army made their appearance. They approached the island city from the south, by way of Ixtapalapa, and arrived in Xoloco (later called San Anton and now part of the Avenue of San Antonio Abad) on November 8, 1519. The precise date is recorded in the *XIII relacion* of Fernando de Alva Ixtlilxochitl.

When Cortes and Motecuhzoma finally met at Huitzillan, on the same avenue, they greeted each other in speeches that have been carefully preserved by Sahagun's informants. The texts then describe the stay of the conquistadors in Tenochtitlan and their greed for the gold objects in the treasure houses.

Motecuhzoma Goes Out to Meet Cortes

The Spaniards arrived in Xoloco, near the entrance to Tenochtitlan. That was the end of the march, for they had reached their goal.