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高级英语 视听说教程 3

Advanced Viewing, Listening & Speaking

Patricia Dunkel
Frank Pialorsi

(引进改编版)

《高级英语视听说教程》改编组



高等教育出版社
Higher Education Press

THOMSON
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Advanced Listening Comprehension

高级英语 视听说教程 3

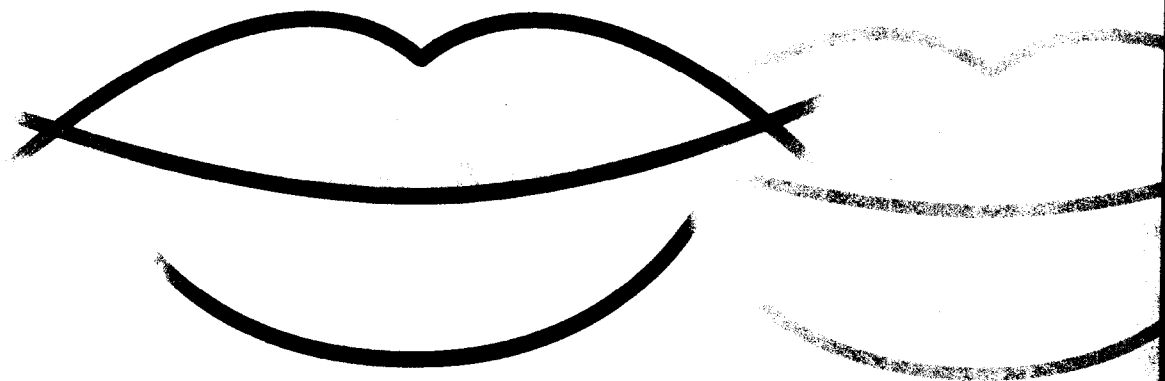
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《高级英语视听说教程 3》(学生用书)

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出版前言

近年来,加强听力教学,帮助学习者提高听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。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学习集团公司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为《高级英语视听说教程》1~3册。这套教材主要是通过观看视频讲座或听录音,训练学习者的英语听力技巧,提高学习者听力理解能力,提高学习者听学术讲座的记录能力,提高学生就相关主题的口头表达能力。

本书是第三册,共5个单元,每单元2章。每章由听前部分(Prelistening)、听中部分(Listening)、听后部分(Postlistening)和阅读扩展(Reading Expansion)组成。这些练习集中训练学习者的听力、记录、口语以及阅读理解能力。教材内容涉及人类学(Anthropology)、历史学(History)、社会学(Sociology)、交流(Communication)、生物学(Biology)等方面,材料丰富、充实。

该教材适用于大学英语本科高级听说课程,特别是高级选修课程、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。本书配有学生用书、教师用书、课堂教学DVD/MP3和磁带。

建议教师和学生在学习第三册教材之前,先预习书后的生词表。

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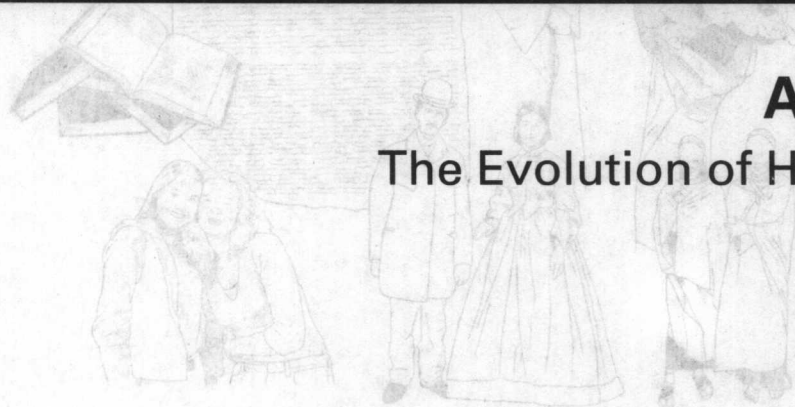
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Anthropology: The Evolution of Human Endeavor

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THINK ABOUT AND DISCUSS THE MEANING OF THE FOLLOWING QUOTATION:

If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potential, and so weave a... fabric in which each diverse human gift will find a fitting place.

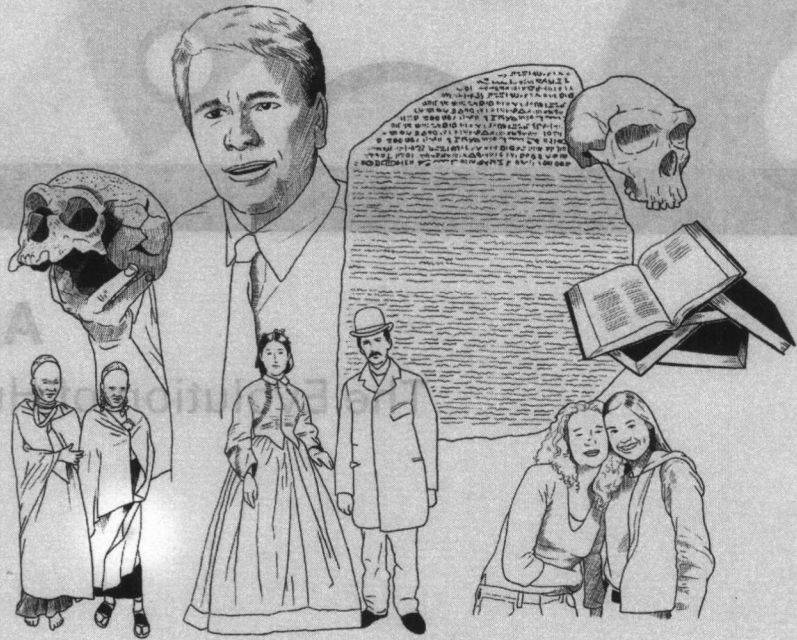
—Margaret Mead (1901–1978)

American Anthropologist

1

Anthropology:

The Study of Human Beings and Their Creations



THINK ABOUT AND DISCUSS THE MEANINGS OF THE FOLLOWING QUOTATIONS:

The awe and dread with which the untutored savage contemplates his mother-in-law are amongst the most familiar facts of anthropology.

—Sir James George Frazer (1854–1941)

Scottish Anthropologist

Almost [all] of our actions and desires [are] bound up with the existence of other human beings.

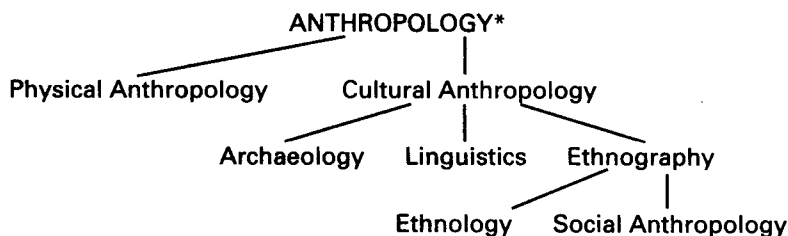
—Albert Einstein (1879–1955)

American Theoretical Physicist

I. PRELISTENING

A. Preview of the Content

Anthropology has been described as the study of human behavior in all places and at all times. As demonstrated in the diagram below, this extensive subject has two main branches: physical anthropology and cultural anthropology. Physical anthropology, according to noted anthropologist George Kneller, traces the evolution of the human organism and its adaptation to various environments. Cultural anthropology is the study of cultures, past and present. It includes the fields of linguistics, archaeology, and ethnology, all of which will be explained. Anthropology, like history, helps humankind find answers to the many problems facing our natural and political environments. It also helps explain how we have developed as physical and social beings, both positively and negatively.



*The subfields of Anthropology

In this chapter you will learn about the multifaceted field of anthropology—the classroom of which is the entire world.

B. Think about This

Anthropology is among the younger fields of social science. Its range of subject matter covers human behavior in all places and at all times. And most important it covers all aspects of humanity: biological, psychological, social, and historical. During the lecture, think about the strengths and weaknesses of such a great scope of study. Where does anthropology leave off, and fields such as history, religion, psychology, and so on, begin?

II. LISTENING

A. Orientation Listening

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

- I. Introduction: What is anthropology?
 - A. Word in English language for centuries
 - B. "The study of human beings"
 - C. Paul Bohannon on definition of *human*
 - D. Barbara Miller: misconception of anthropologist's role

- II. Anthropology developed in the West
 - A. Relatively late science
 - B. Early Greek and Roman scholars interested in ideal society
 - C. Age of exploration and study of non-Western people

- III. Subfields of anthropology
 - A. Physical anthropology: study of the development of humans
 1. Subfield is genetics
 2. Related subjects are anatomy, biology, and paleontology
 - B. Cultural anthropology: study of learned behavior in human societies
 1. Specialists limit studies to a few geographical areas (Margaret Mead—Samoa; Clyde Kluckhohn—Navajo in SW U.S.)
 2. Kluckhohn's *Mirror for Man* a classic
 - C. Cultural anthropology has several subfields
 1. Archaeology—study of culture through material sources
 2. Linguistics—study of language as communication
 3. Ethnography: ethnology and social anthropology—describing of human societies
 - D. Psychological anthropology
 1. Influenced by personality and personal feelings
 2. Related subjects are psychology and psychiatry

- IV. Cultural universals
 - A. Similarities in human biology
 - B. Two sexes
 - C. Education—formal and informal

- V. Applied anthropology
 - A. Helping to plan the future
 1. Jobs: was teacher or museum curator—now also in urban planning, health care, international development
 - B. Predicting the direction of the human species

C. Listening to a Recounting of the Lecture

Listen to a student recount the lecture. The student will speak in a more informal, spontaneous style, paraphrasing and summarizing the information in the lecture. As you listen, check to be sure that your notes are complete.

III. POSTLISTENING

A. Recapping the Lecture from Your Notes: Presenting the Information Orally

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.

B. Discussing Information and Issues Presented in the Lecture

In a group of two to four students discuss the following questions. 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. What are the two main branches of anthropology? Explain each of them.
2. Identify the subfields of cultural anthropology. Have you taken courses in any of them?
3. Give an example of the subject of an ethnography.
4. What are three universals common among all societies?
5. State the role of education in every society.
6. Can you think of ways that applied anthropology is useful in your community?
7. What was the principal role of the anthropologist and how is that role changing?

IV. READING EXPANSION

A. Reading an Excerpt from a Book

Now you'll be reading a book excerpt on the beginnings of agriculture and urbanism. This excerpt is from a book in the *Essential Series on Anthropology* called *Anthropology: Shaping Culture and Society*. The passages in this book are meant for use as a review and study guide for anthropology.

The Beginnings of Agriculture and Urbanism

Tool making began about 3 million years ago. Most important to tool making at this time was stone—thus the term “Stone Age.” The first part of this Stone Age is called the **Paleolithic** or **Old Stone Age**.

Hunting, which had sustained human beings throughout the Paleolithic or Old Stone Age, became a less secure proposition as the environment changed following the retreat of the fourth glacier. The disappearance of the great “Ice Age” mammals forced people to find other means of support. Around 15,000 years ago, people began to settle in more or less permanent territories, and to turn to intensive **foraging** as a food-getting technique.

Ultimately, the collecting of wild plants and the hunting of small animals led to the domestication of plants and animals. The best known of the foraging culture was the **Natufian**, centered in the Middle East. This culture is part of the **Mesolithic** or **Middle Stone Age**.

Domestication of plants and animals developed gradually—and probably in several different places independently—as responses to the need to ensure a more steady food supply. Both **Old and New World** people were involved in this shift. Domestication may have begun with weeding and caring for wild patches of desired plants. It ultimately progressed to the deliberate planting of crops where and when they were needed.

Current evidence suggests that this process began in lightly forested upland grassy areas. It later moved into arid river valleys as the techniques of irrigation were mastered. The development of agriculture marks the **Neolithic** or **New Stone Age**. In addition to the domestication of plants and animals, the “Neolithic Revolution” included the following traits:

1. growth of permanent villages,
2. extension of trade,
3. development of pottery, basketry, weaving, and
4. the beginning of full-time specialized labor, since sufficient food could be produced by a farming class, freeing other members of the community to do the other things, such as make tools, or engage in specialized ritual activities, or in trade.

In the irrigated river valleys, an intensively productive agrarian economy emerged, and by 5,000–7,000 years ago, cities were growing as centers of trade, government, and ritual. These cities were ringed and supported by the farming villages. Major Old World valleys in which civilization flourished were the **Tigris-Euphrates (Mesopotamia)**, the **Nile (Egypt)**, the **Indus (India)**, the **Yellow (China)**, and the **Mekong (Southeast Asia)**. In the New World, agriculture and later, civilization, arose in the Valley of **Mexico** and in the valleys of the **Andes in South America**.

Civilization literally means the culture associated with the growth of cities. With the spread of civilization and the development of literate, metal-based culture, subsequent developments in human chronology are generally treated by historians rather than anthropologists. At this point they turned from the question of what happened in prehistory to the question of how culture works.

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B. Discussing Information and Issues Presented in the Reading

1. What was most important to tool making during the Paleolithic period?
2. What is another name for this period?
3. Describe the Mesolithic Age.
4. With a partner, discuss the activities of the Neolithic Age.
5. On a world map locate the major valleys mentioned in the reading where civilizations developed.
6. Note the writer's definition of *civilization*. Discuss with your partner or group, what else you would include in this description.

Journal Writing

Respond to one of the following questions in your journal.

1. Write a brief ethnography of your childhood neighborhood based on your personal observations. Be sure to include a description of the daily life as you remember it.
2. Briefly compare several similarities and differences between your culture and that of a neighboring country.
3. From what sources have you learned the most about other cultures? Give some specific examples. Do you think they are factual?

Research Project

Individually or with a partner, find a current newspaper or magazine article on the discovery of a fossil form or anthropological discovery.

Write up the details for a short presentation to the class.

Be sure to include the following:

- What is the source of your information?
- Under which branch of anthropology does the discovery fall?
- Who sponsored the research or expedition of the finding?
- What are the significant details (who? what? where?) of the finding?