

研究生英语综合教程

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高级实用英语听说

(引进版)

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[美] Carol Numrich 编著 冯乃祥 任林静 审校 In Cooperation with NPR®



中国人民大学出版社

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前 言

教育部2004年公布的《大学英语课程教学要求(试行)》对英语听说能力的要求是:第一,能基本听懂英语国家人士的谈话和讲座;第二,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;第三,能基本听懂外国专家用英语讲授的专业课程。教育部《高等学校英语专业英语教学大纲》(2000)对听说的要求是:第一,听懂真实交际场合中各种英语会话;第二,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;第三,听懂电视时事报道和电视剧中的对话等。

收听并且听懂英语国家广播电台、电视台的内容,在真实的英语环境中训练英语听说必不可少,也是最有效的学习方法。多年来,我国的英语教学重视笔头,轻视听说,忽视了语言交际功能的培养,许多学习者无法将语言的声音信息与其代表的符号和其表达的意义有效地联系起来,结果只能通过视觉来辨认和接收学得的语言知识,结果,“聋子英语”、“哑巴英语”成为一种比较普遍的现象。

针对上述弊端,英语情景教学已经越来越为人们所重视,提高英语学习者的英语实际交际能力成为日益迫切的问题。

《高级实用英语听说》(1, 2, 3)(引进版)就是在这样的背景下,为学习者提供的一套优秀教材。

该套教材的原版出版者是著名的跨国出版集团培生公司。它以美国权威的国家公共广播电台广播内容为主的英语原版影印听说教材,配以国家广播电台播音员、记者、节目主持人以及节目访谈者的原声录音,使学习者能够聆听、领受美国广播电台的真实内容。原书的编者将广播内容按难易程度和内容选编,分为三册,配有练习,以便引导学习者逐渐达到听—听懂—理解—交流的目的。

《高级实用英语听说》(2)(引进版)内容全部选自美国国家公共广播电台(National Public Radio)的真实访谈报道。美国国家公共广播电台是美国国内收听率最高的广播电台,其广播内容涵盖政治、经济、科技、文化、社会生活等方方面面。

该书的独特之处有以下几点:

1. 独特的编写思想

该书的指导思想不是为听说而听说,而是通过丰富多彩和富有生命力的材料,培养学习者的“CRITICAL THINKING SKILLS”,即学习者的思辨创造性能力,这就超出了一般英语听说教材的思路,使学习者耳目一新,别有获益。

2. 独特的选材

该书内容选材丰富，立足于人们普遍关注、常说常新、不会过时而具有很强教化意义和启迪意义的话题。包括：使用手机应注意的礼仪、给我一个吸烟的空间、儿童与媒介、遗传工程食品、家庭与工作、商业广告伦理、社会慈善（以金融大鳄乔治·索罗斯（George Soros）为例）、医疗、团伙暴力、家庭的组成、跨国企业兼并以及绿色消费。

3. 引人入胜的语言和词汇

一切英语知识的基础是词汇。《高级实用英语听说》（2）（引进版）一书词汇量不仅丰富多彩，而且标准地道，富有生命力，信息容量大。如在第一单元里，作者谈到芝加哥的郊区发起了一场反对开车使用手机的运动（A suburb in Chicago has launched a *campaign* to make driving with a cell phone illegal）时，用了“*campaign*”这个词，如果是我们中国人写的话，我们很可能本能地使用“*movement*”这个词，而“*movement*”在这里比“*campaign*”就逊色多了。

4. 真实语境下富于变化的语感、语音、语调和语速

学习语言，如果语音不准，又不能正确把握语调、语速，就会失去辨音能力，这势必影响整体的听力理解。本书通过真实的话题、真实的语境、真实的口语语言，通过人物的情绪变化，如赞许、肯定、描述、惊喜、失望、怀疑、愤怒等等，形成语音、语调、语速的变化，使读者能够掌握各种情形下的语感，熟悉、模仿标准的英语对话和朗读，分析说话者如何利用不同的语调表达态度、情感和隐含的内容。

5. 丰富的文化背景知识

英语听说的障碍往往不是来自于语言本身，而是由于听者缺乏相应的文化背景知识或知识面过窄，或不了解涉及某一领域常见词汇所造成。学习英语听说应广听、泛听，注意汲取文化营养，注重背景知识的积累，有意识地扩大知识面，不断完善自己的知识结构。本书在每个单元开始之前，都设计与该单元背景知识相关的话题让学员进行讨论，通过讨论对将要学习的单元的内容有初步的了解，帮助学员更好地理解、学习该单元的内容。通过使用本教材，学生会开阔视野，增长知识；学会辩证思考并进一步了解、审视美国社会和文化。

6. 独特的版块设计

该书每个版块的设计都独具匠心，都围绕听说实现一个具体的目的。

7. 该书适合研究生（博士、硕士）英语课程、同等水平的培训课程，如托福、雅思考试等；同时该书适合大学英语本科高级听说课程，尤其是高级选修课程。

8. 该书配有原声的MP3听说材料，以及教师用书，最大限度地方便学习和教学。

9. 为方便学习和教学，我们把全书每一单元（包括录音材料）的重要词汇和短语都进行了归纳总结，并给出中英文的解释。除此之外，因该书是引进版，其结构、体例和版式设计等都不做变动，以保持原版书的风貌。

SCOPE AND SEQUENCE

UNIT	THINKING CRITICALLY	LISTENING
1 A Courtesy Campaign <i>Page 1</i>	How and if inappropriate cell phone use should be regulated	Scott Horsley on recent steps taken to curb inappropriate cell phone use in San Diego
2 Give Me My Place to Smoke! <i>Page 16</i>	Rights of smokers versus non-smokers	Katie Davis on how changes in laws and attitudes have had an impact on smokers and non-smokers in Washington, DC
3 Kids and the Media <i>Page 30</i>	Controversy over the media's interviewing children in crises	Rick Karr on reporters' handling of the Elian Gonzalez case and the Columbine school shootings
4 Is It a Sculpture, or Is It Food? <i>Page 44</i>	Pros and cons of genetically engineered food	Noah Adams on a San Francisco restaurant owner's reasons to boycott genetically engineered food
5 What's Happening to Home? <i>Page 57</i>	The benefits and drawbacks of working at home	Liane Hansen on Maggie Jackson's book, <i>What's Happening to Home? Balancing Work, Life, and Refuge in the Information Age</i>
6 Create Controversy to Generate Publicity <i>Page 72</i>	How companies use advertising to their benefit	Linda Wertheimer on why Benetton uses controversial advertising
7 A Contribution to Make the World a Better Place <i>Page 87</i>	Benefits and drawbacks of extreme wealth	Susan Stamberg on the life of financier and philanthropist George Soros
8 Medicine by the Minute <i>Page 103</i>	An alternative to traditional medical services	Robert Siegel on one doctor's idea of fair payment for medical services
9 Facing the Wrong End of a Pistol <i>Page 117</i>	Determining responsibility for gun crimes	Leslie Breeding on efforts to hold manufacturers and distributors partially responsible for gun crimes
10 What Constitutes a Family? <i>Page 133</i>	Controversy over non-traditional families	Kitty Felde on California's steps toward legal recognition of nontraditional families
11 Business Across Borders: Is Bigger Necessarily Better? <i>Page 146</i>	The positive and negative effects of international mergers	Bob Edwards on the Daimler-Benz Chrysler merger
12 Green Consumerism <i>Page 159</i>	The promises and pitfalls of green consuming	Steve Curwood on how people are fooled by companies' claims of being environmentally friendly

USAGE	PRONUNCIATION	INTERACTIVE PROCESSING ACTIVITIES
Separable Phrasal Verbs	Word Stress in Separable Phrasal Verbs	Survey: Cell Phone Courtesy
Present Perfect, Present Perfect Progressive, and Simple Past	Stress Changes with the a- Prefix	Debate: Smoking in Public Places
Modal Perfects	Reductions of <i>Have</i>	Debate: Interviewing Children in the Media
Restrictive Adjective Clauses	Listing Intonation	Values Clarification: Genetic Experimentation
Adverbial Clauses of Contrast	/i/ and /I/	Interview: Working at Home
Descriptive Adjectives	Thought Groups	Values Clarification: Magazine Advertisements
Past Unreal Conditional	Word Stress for Meaning Differentiation	Values Clarification: The Values of a Philanthropist
Present Unreal vs. Future Unreal Conditions	Noun Compounds	Case Study: Dial-a-Doc
Present Perfect vs. Simple Past to Express Past Time	Rising Intonation	Role Play: The Courtroom
Present Unreal Conditional	Suffix Pronunciation in Different Word Forms	Survey: What Constitutes a Family?
Expressing Partial Agreement or Reservation	Stress Changes in Words with Suffixes	Simulation Game: The Daimler-Chrysler Merger
Causative Verbs	Words with Silent Consonants	Values Clarification: To Save the Earth

INTRODUCTION

Consider the Issues: Listening and Critical Thinking Skills consists of twelve authentic radio interviews and reports from National Public Radio. The broadcasts were taken from *All Things Considered*, *Weekend All Things Considered*, *Living on Earth*, and *Morning Edition*.

Designed for high-intermediate or advanced students of English as a second language, the text presents an integrated approach to developing listening comprehension and critical thinking skills. By using material produced for the native speaker, the listening selections provide content that is interesting, relevant, and educational. At the same time, nonnative speakers are exposed to unedited language, including the hesitations, redundancies, changes in speed, and various dialectal patterns that occur in everyday speech.

Each unit presents either an interview or a report about a controversial issue of international appeal. The students gain an understanding of American values, attitudes, and culture as they develop their listening skills. Throughout each unit, students are encouraged to use the language and concepts presented in the listening selection and to reevaluate their point of view.

The third edition of *Consider the Issues* offers six new units based on broadcasts about compelling contemporary topics. In addition, two sections have been expanded. *Listening* now includes a *Listening for Inference* exercise, a critical skill for mastering comprehension of authentic language. *Looking at Language* now has two parts: *Usage*, which is grammar-based, and *Pronunciation*.

SUGGESTIONS FOR USE

The exercises are designed to stimulate an interest in the material by drawing on students' previous knowledge and opinions, and by aiding comprehension through vocabulary and guided listening exercises. In a variety of discussion activities, the students integrate new information and concepts with previously held opinions.

I. Anticipating the Issue

Predicting: In this two to three minute introduction, students are asked to read the title of the interview or report and predict the content of the unit. Some of the titles require an understanding of vocabulary or idiomatic expressions that the teacher may want to explain to the students. The ideas generated by the students could be written on the chalkboard. The teacher can present this as a brainstorming activity, encouraging students to say as many ideas as they have as

quickly as they can. Once the students have listened to the interview or report, they can then verify their predictions.

Thinking Ahead: Before listening to the audio, students are asked to discuss the issues to be presented in the interview or report. In groups of four or five, the students discuss their answers to general questions or react to statements that include ideas from the broadcast. The students draw on their own knowledge or experience for this exercise. It is likely that students will have different opinions, and the discussion, especially with a verbal class, could become quite lengthy. It is recommended that the teacher limit this discussion to ten or fifteen minutes, so as not to exhaust the subject prior to the listening exercises.

The teacher should also be aware that some students may be sensitive about some of the material discussed. The teacher should stress to students that there is room for all opinions, but at the same time, they should not feel compelled to talk about something that may make them feel uncomfortable.

II. Vocabulary

In this section, a variety of exercises is presented to prepare the students for vocabulary and expressions used in the listening selection.

Vocabulary in a reading passage. Vocabulary is presented in a reading passage that also introduces some of the ideas from the broadcast and provides some background information. The students should read through the text once for global comprehension. Then, as they reread the text, they match the vocabulary items with definitions or synonyms. The meaning of the new words may be derived from context clues, from general knowledge of the language, or from the dictionary.

Vocabulary in sentences. Vocabulary is presented in sentences that relate to the ideas in the listening selection. Context clues are provided in each sentence. The students should first try to guess the meaning of these words by supplying their own definition or another word that they think has a similar meaning. Although the students may not be sure of the exact meaning, they should be encouraged to guess. This will lead them to a better understanding of the new words. Once they have tried to determine the meaning of these words through context, they match the words with definitions or synonyms.

Vocabulary in word groups. Vocabulary items from the selection are presented as part of a word group. The focus is on the relationship between the vocabulary items and other words. A set of three words follows a given vocabulary item; in each set, two words have a similar meaning to the vocabulary item. It is suggested that students work together to discuss what they know about these words. Through these discussions, they will begin to recognize roots and prefixes and how these words relate to each other. The students should be encouraged to use their dictionaries for this exercise.

Vocabulary in context. Vocabulary is presented in short monologues or dialogues that are related to the ideas in the listening selection. The vocabulary item is contained in the text. With the help of context clues, students choose the continuing line of speech. To do this, they must understand the content of the monologue or dialogue as well as the meaning of the new word or phrase.

Listening

Task Listening: Students will now hear the listening selection for the first time. This exercise presents the students with a targeted comprehension task before asking them to focus on main ideas and details. The “task” is purposely simple; students listen for a specific piece of information in the recorded material while listening globally. Consequently, most of the students should be able to answer the questions after the first listening.

Listening for Main Ideas: The second time students hear the broadcast, they focus on the main ideas. Each interview or report has between three and five main ideas used to divide the selection into parts. Each part is introduced by a beep on the audio. Only one listening is usually required for *Listening for Main Ideas*; however, some classes may need to listen twice in order to capture the important information.

In some units, students simply answer multiple-choice questions. In other units, they are given questions or key words to guide them in comprehending the main ideas of the listening selection. In these exercises, the students are asked to write complete statements of the main ideas. The teacher should stop the audio at the sound of the beep to allow the students time to write. Students may then compare their statements to see whether they have understood the relevant information. The teacher may want to ask individual students to write the ideas on the chalkboard. From these statements, the class can discuss the ones that represent the best expression of the main points. Teachers may also ask why incorrect answers do not represent main ideas.

Listening for Details: In the third listening, the students are asked to focus on detailed information. They are first asked to read through the questions of one part. The teacher should clarify any items that the students do not understand. Then each part of the broadcast is played. The teacher should stop the audio at the sound of the beep to allow the students time to write. The students either complete missing information in sentences or answer true/false or multiple-choice questions as they listen, thus evaluating their comprehension. Finally, in pairs, they compare answers. The teacher should encourage the students to defend their answers based on their comprehension. Students should also be encouraged to use the language from the audio to convince other students of the accuracy of their answers. There will certainly be disagreements over some of the answers; the discussions will help focus attention on the information needed to answer the questions correctly. By listening to each part another time, the students generally

recognize this information. Once again, they should be asked to agree on their answers. If there are still misunderstandings, the audio should be played a third time, with the teacher verifying the answers and pointing out where the information is heard on the audio.

Listening for Inference: The final listening activity focuses on inference. Students listen to different segments from the broadcast and are asked to infer or interpret the attitudes, feelings, points of view, or intended meanings expressed. To do this, they focus on speakers' tone of voice, stress and intonation patterns, and choice of language. Students may express slightly varied interpretations in their answers. This is to be expected, since inference can be subjective. This difference in interpretation can be a starting point to an interesting discussion. For this reason, there are *suggested answers* in the Answer Key.

Looking at Language

Usage: In this exercise, a specific use of language from the listening selection is presented in isolation, as a further aid to comprehension. A wide variety of grammatical, semantic, and functional points are presented. The *Scope and Sequence* on pages vi–vii lists the usage points from the twelve units. Students are asked to listen to an example from the listening selection and to focus on this use of language in context. Then, through discussions and exercises, the students practice the language in a different context. These exercises are not meant to be exhaustive but rather to make students aware of a particular grammar point. The teacher may want to supplement this exercise with material from a grammar-based text.

Pronunciation: Like *Usage*, *Pronunciation* focuses on segments from the broadcast that present particular points critical to listening comprehension. Examples of intonation, stress and rhythm, and pronunciation are presented in isolation, as a further aid to comprehension. The *Scope and Sequence* on pages vi–vii lists the pronunciation points from the twelve units.

Follow-Up Activities

In this section, two activities are presented. The teacher may choose to do one or both. The students should be encouraged to incorporate in their discussions the vocabulary and concepts that were presented in the interview or report. It is expected that the students will synthesize the information gathered from the broadcast with their own opinions.

Discussion questions: In groups, the students discuss their answers to one or more of the questions. Students will most likely have different points of view, and should be encouraged to present their views to each other.

Interactive processing activities: Each activity begins with an optional listening and note-taking exercise in which the students listen again to the interview or report for important details. By listening with a particular focus, students will be better prepared to complete the interactive processing activities that follow. The *Scope and Sequence* on pages vi-vii lists the activities from the twelve units. In these activities, students must solve problems or develop ideas that recycle the language and concepts in the interviews and reports. As students complete these activities, they will have an opportunity to examine their beliefs about the issues presented. While each activity has a particular structure, there is ample opportunity for creativity and discussion.

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A Courtesy Campaign



I. ANTICIPATING THE ISSUE

A. PREDICTING

From the title, discuss what you think the report in this unit is about.

B. THINKING AHEAD

In groups, discuss your answers to the following questions.

1. Do you own a cell phone? If so, when and where do you typically use it? When and where do you typically *not* use it?
2. Do you think people ever use cell phones inappropriately? If so, give examples.
3. Should cell phone use be controlled in any way? If so, how and in which circumstances?

II. VOCABULARY

Read the following mini-dialogues. The boldfaced words will help you understand the report. Try to determine the meaning of these words from the context. Then circle the letter of the response that makes sense in the dialogue.

1. A: Did you hear that guy's cell phone ringing during the movie?
B: Yes, that **shrill** sound made me jump out of my seat during the scariest part of the movie.
A: _____
 - a. I know, it did sound rather pretty, didn't it?
 - b. Yeah, it sounded like someone was screaming.
2. A: I heard that a suburb in Chicago has **launched a campaign** to make driving with a cell phone illegal. It wants to give out information and get community support for the plan.
B: _____
 - a. So, are people finally beginning to focus on the problem?
 - b. I didn't realize there was a law against cell phone use in that area.
3. A: I can't believe how drivers just cut in front of me on the highway.
B: Yeah, they can be very rude! What's happened to the rules of **etiquette** in this world?
A: _____
 - a. Well, driving laws are different from state to state.
 - b. People no longer care about manners, I guess.
4. A: I think cell phone users should try to be more polite when they are using their cell phones in public.
B: Frankly, I don't **subscribe to** the idea that people can monitor their own behavior. I think they must be forced to change.
A: _____
 - a. So, you must think we need laws to control cell phone use.
 - b. So, you must disagree with the proposed laws to control cell phone use.
5. A: I like the policies of that car company!
B: Why? What makes them so different?
A: They support good causes. Right now they are **sponsoring** a campaign about using less gas and taking public transportation to work.

B: _____

- a. Doesn't that hurt their business?
- b. Why aren't they in favor of the campaign?

6. A: I hate hearing Dr. Long's cell phone ringing every few minutes.

B: He should turn the sound off.

A: Then, how would he know he's getting a call?

B: Well, he could leave his phone in his pocket and set it on **vibrate**

A: _____

- a. But he might not feel it when a call comes in.
- b. No, his answering service isn't very dependable.

7. A: I loved hearing the concert last night!

B: Yes, so did I. But wasn't that **disruptive** when someone's cell phone rang during the fifth concerto?

A: _____

- a. Yes, it made me laugh, too.
- b. Yes, it certainly was disturbing.

8. A: I think it's great that more and more communities are making it illegal to drive while talking on cell phones.

B: It will certainly start to control some of the bad driving I've seen, but I'm afraid of a public **backlash**. People will get mad if they're told they can't drive and talk on the phone.

A: Why?

B: _____

- a. I don't know. People get angry when they feel there are too many restrictions.
- b. Well, once driving with cell phones is made illegal, people will want to make everything illegal!

9. A: Oh! There goes another driver on his cell phone. He almost hit someone!

B: With drivers like that, I don't understand why so many people are opposed to **banning** the use of cell phones while driving.

A: _____

- a. I guess they've seen too many dangerous incidents with cell phone drivers.
- b. I guess they feel they should have the freedom to use a phone in their cars.

10. A: Why are you so upset?

B: People are **urging** me to stay another day, but I was excited about going home. I don't know what to do!

A: _____

- a. Yeah, they should be more supportive of your presence here.
- b. You should stay if they feel it's that important.

11. A: What was the result of the town board meeting last night?

B: It went well. For one thing, there was a **consensus** that the town should place more restrictions on cell phone use.

A: _____

- a. What did they argue over?
- b. I'm amazed that people had the same opinion!

III. LISTENING

A. TASK LISTENING

Listen to the report. Find the answer to the following question.

Who is the real Miss Manners? What is her real name?

B. LISTENING FOR MAIN IDEAS

Listen to the report again. The report has been divided into five parts. You will hear a beep at the end of each part. Answer the question for each part in a complete sentence. You should have five statements that make a summary of the report. Compare your summary with that of another student.

Part 1

How is San Diego reacting to cell phone complaints?
