

研究生英语综合教程

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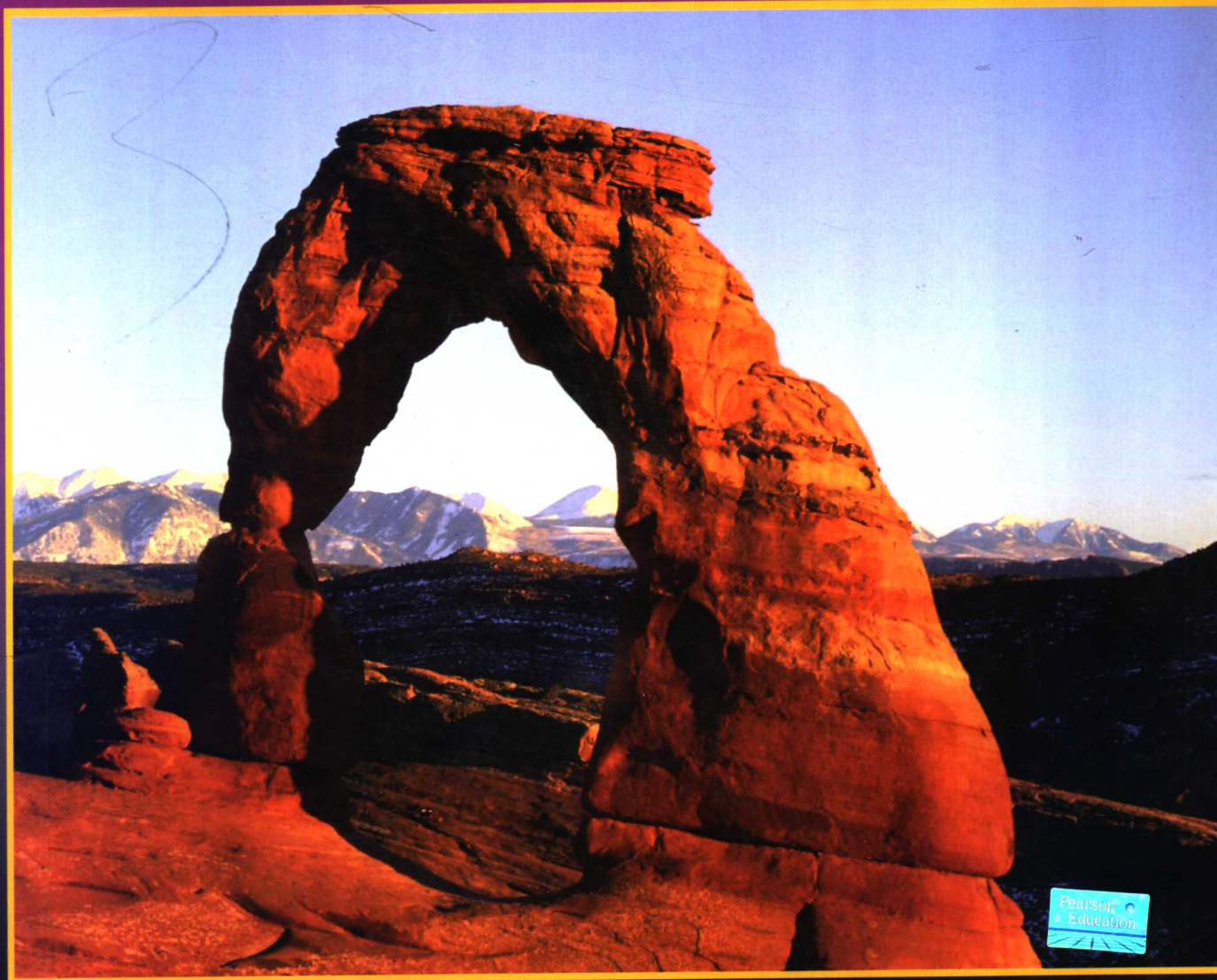


# 高级实用英语听说

(引进版)

1

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



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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》(1)(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

该书选材内容丰富，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。主要包括：购物知识，走出离婚，沙发土豆族，街头流浪者，饮食结构，如何面对文化差异，犯罪，环境保护，癌症与生命，寻偶，男人角色与女人角色的异同等。

## 3. 独特的案例教学 (Case Study)

案例教学是近几年经济学、管理学等学科时兴的教学手段，它具有直观、客观、富有说服力等优势。与其他英语听说教材不同的是，该书也引进了案例教学的模式，作者根据每单元的新闻主题，提供了与之相关的真实案例，供学习者思考、探讨并得出自己的结论，我们相信这种模式会有效地激发学习者的创造性思维，会收到事半功倍的效果。

## 4. 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》(1) (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。如在本书第三单元，有一则关于跑车的广告是这样写的：“Its power will MOVE you. Its beauty will STOP you.” 类似这样的精彩词句在本书随处可见，令人叹为观止。

## 5. 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和说。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。

## 6. 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，都设计了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。

## 7. 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。

8. 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。

9. 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。

10. 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。

# INTRODUCTION

*Face the Issues: Intermediate 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* and *Morning Edition*.

Designed for intermediate 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, they expose the nonnative speaker to unedited language, including the hesitations, redundancies, and various dialectical patterns that occur in everyday speech.

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

## 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 finally integrate new information with previously held opinions.

### 1 Predicting

In this exercise, students are asked to read the title of the interview or report and predict the content of the unit. This exercise should take a very short time—two or three minutes.

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 can be written on the chalkboard. Once the students have listened to the interview or report, they can verify their predictions.

### 2 Think Ahead

Before listening to the tape, 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 activity. It is likely that students will have different opinions and that 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 activities.

### 3 Vocabulary

In this section, three types of exercises are presented to prepare the students for vocabulary and expressions used in the listening selection.

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

**Vocabulary in sentences.** In these exercises, 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 similar meaning. Although the students may not be sure of the exact meaning, they should be encouraged to guess. 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.** These exercises focus on the relationship between specific vocabulary items from the listening selection and other words. A set of three words follows a given vocabulary item; in each set, two words have similar meaning to the vocabulary item. It is suggested that the 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 a dictionary for this exercise.

#### **4 Task Listening**

This exercise presents the students with a global comprehension task before asking them to focus on more specific information in the listening selection. The "task" is purposely simple to help students focus on an important point in the recorded material. Consequently, most of the students should be able to answer the questions after the first listening.

#### **5 Listening for Main Ideas**

The second time students hear the recorded material, they are given questions to guide them in comprehending the main ideas of the listening selection. Each interview or report has between three and six main ideas that have been used to divide the selection into Parts. Each Part is introduced by a beep on the tape. The students are asked to choose the answers that best express the main ideas. The teacher should stop the tape at the sound of the beep to make sure the students have chosen an answer. The students may then compare their answers to see whether they agree on the main ideas. Only one listening is usually required for this exercise; however, some classes may need to listen twice in order to agree on the main ideas.

#### **6 Listening for Details**

In the third listening, the students are asked to focus on detailed information. The students are first asked to read either true-and-false statements or multiple-choice questions. The teacher should clarify any items that the students do not understand. Then each Part of the recording is played. The students choose the correct answers as



they listen, thus evaluating their comprehension. Then, in pairs, they compare answers. The teacher should encourage the students to defend their answers based on their comprehension. They should also be encouraged to convince the 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 tape should be played a third time, with the teacher verifying the answers and pointing out where the information is heard on the tape. It is important to note that some of the questions require interpretation or inference.

## 7 Looking at Language

In this exercise, an interesting point of language from the recorded material is presented in isolation, as a further aid to comprehension. In each broadcast, the use of grammar, idioms, or another aspect of language is highlighted. The students are asked to listen to a segment 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 point out an interesting use of language. The teacher may want to supplement this exercise.

## 8 Follow-up Activities

In this section, three activities are presented. The teacher may want to choose only one or perhaps to choose one oral and one writing activity. The students should be encouraged to incorporate in their writing and 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 it is during this discussion that they are given the opportunity to present their views to each other.

**Essay topics.** These topics give the students the opportunity to react in writing to the interview or report.

**Interactive processing activities.** Each activity begins with an optional listening and note-taking exercise in which the students listen to the interview or report again for important details. By listening with a particular focus, they will be better prepared to complete the final activities. These final activities consist of debates, case studies, role plays, values-clarification exercises, and other activities in which the students must solve problems or develop ideas that recycle the language and concepts in the interviews and reports. During these activities, the students will have an opportunity to examine creatively their beliefs about the issues presented.

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# IF IT SMELLS LIKE FISH, FORGET IT

1



1

## PREDICTING

*From the title, discuss what you think the interview is about.*

## 2

**THINK AHEAD**

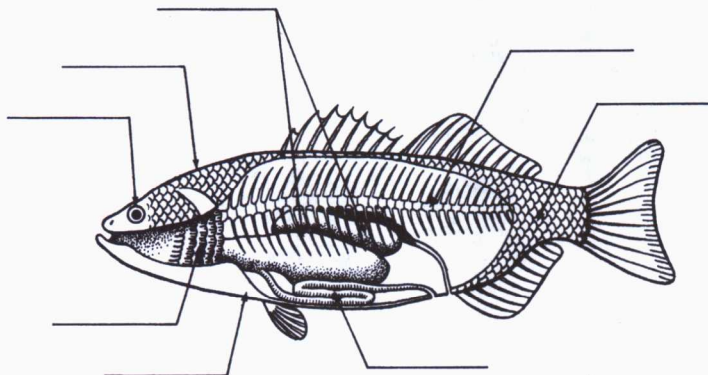
*In groups, discuss your answers to the following questions.*

1. Do you eat fish? Do you ever buy or cook fresh fish?
2. Do you usually shop for fresh food? How do you decide whether certain foods are fresh? Give some examples.
3. What advertising techniques do supermarkets use to encourage you to buy food? How do they make food look fresher than it really is? Give some examples.

## 3

**VOCABULARY****Exercise 1**

*Look at the drawing of a fish. Read the vocabulary and definitions below. Then label each part of the fish on the drawing.*



**backbone:** spine; line of bones down the middle of the back

**belly:** stomach; bulging part

**eyes:** organ of sight

**scales:** overlapping plates of hard material that cover the skin

**viscera:** internal organs of the body

**slime:** sticky substance on the surface of the fish

**gill:** organ with which a fish breathes

**guts:** intestines; bowels (verb: "to gut a fish")

## Exercise 2

Read the following sentences. The highlighted words will help you understand the interview. Try to guess the meaning of these words from the context of the sentences. Then write a synonym or your own definition of the words.

1. Near the harbor, you can hear the **fishmongers** calling out the names of the fish they're trying to sell.

---

2. We could hear the beautiful-sounding **chant** coming from the cathedral on the hill.

---

3. He knows Italy very well, so he gave me some good **tips** on which towns to visit during my vacation.

---

4. She tasted the first dish her friend had ever cooked and said "Oh, this is **yucky**. I don't think I can eat it!"

---

5. A fish must be **slitted** and cleaned out before you can cook it.

---

6. The waves in the ocean **curl** just before they break.

---

7. Most of his clothes were **patchy** because he had repaired them with so many different types of material.

---

8. If you leave food in the refrigerator too long, it will **spoil**, and you won't be able to eat it.

---

(continued on next page)

9. When the archaeologists discovered the dinosaur bones, they were surprised that the whole skeleton had remained **intact**.
- 

10. He hadn't been in the sun all summer, so his skin was **pale**, unlike the other tanned tourists.
- 

*Now try to match the words with a definition or synonym. Then compare your answers with those of another student. The first one has been done for you.*

- |                             |  |
|-----------------------------|--|
| <u>  j  </u> 1. fishmongers | a. cut open  |
| ___ 2. chant                | b. a repeated tune; words repeated over and over           |
| ___ 3. tips                 | c. become bad  |
| ___ 4. yucky                | d. undamaged; whole; complete                              |
| ___ 5. slit                 | e. unpleasant or disgusting                                |
| ___ 6. curl                 | f. irregular; different from the surrounding parts; spotty |
| ___ 7. patchy               | g. little color; not bright                                |
| ___ 8. spoil                | h. twist; turn inward or roll up                           |
| ___ 9. intact               | i. suggestions   |
| ___ 10. pale                | j. people who sell fish                                    |

## 4

**TASK LISTENING**

*Listen to the interview. Find the answer to the following question.*

Which part of the fish (from the fish vocabulary on page 2) is, surprisingly, *not* a good indicator of how fresh a fish is?

## 5

**LISTENING FOR MAIN IDEAS**

*Listen to the interview again. The interview has been divided into five parts, each expressing a main idea. You will hear a beep at the end of each part. As you listen, circle the answer that best expresses the main idea in that part. Compare your answers with those of another student.*

- PART 1** What will we learn from this interview?
- a. how to shop for fish
  - b. how to distinguish different types of fish
  - c. how to choose a fish man (supplier)
- PART 2** How should a fish look when you buy it?
- a. bloody
  - b. fat
  - c. flat
- PART 3** How should a fish feel when you buy it?
- a. slimy
  - b. icy
  - c. patchy
- PART 4** Which part of the fish is a good indicator of freshness?
- a. the eyes, when the fish has been on ice
  - b. the gills, when the fish is intact
  - c. the guts, when the fish has been slitted
- PART 5** How should a quality fish market smell?
- a. like a good fish environment
  - b. fishy
  - c. like nothing

## 6

**LISTENING FOR DETAILS**

*Read the statements for Part 1. Then listen to Part 1 again and decide whether the statements are true or false. As you listen, write a **T** or **F** next to each statement. Compare your answers with those of another student. If you disagree, listen again to Part 1.*

**PART 1**

- \_\_\_ 1. Every red-blooded American knows how to buy fresh fish.
- \_\_\_ 2. Even vegetarians should listen to this interview.
- \_\_\_ 3. The interview takes place in Seattle.
- \_\_\_ 4. Some customers come for the show more than the fish.
- \_\_\_ 5. The fishmongers play football while they sell fish.
- \_\_\_ 6. Brian Poor, a local chef, asks the fishmongers to inspect the fish for him.

*Repeat the same procedure for Parts 2–5.*

**PART 2**

- \_\_\_ 7. Poor says the backbone area is the first place to look to see if a fish is fresh.
- \_\_\_ 8. He doesn't want blood on the backbone.
- \_\_\_ 9. Brown blood is a sign of an old fish.
- \_\_\_ 10. No blood on a fish means it may have been washed.
- \_\_\_ 11. A just slitted and cleaned fish has a flat belly.
- \_\_\_ 12. An older fish's belly curls in on itself.
- \_\_\_ 13. A fresh fish looks like it still has the viscera in it.



**PART 3**

- \_\_\_ 14. The interviewer doesn't like slimy fish.
- \_\_\_ 15. Melting ice will preserve slime on fish.
- \_\_\_ 16. Slime is necessary for a fish's life.
- \_\_\_ 17. The slimier the fish, the better.
- \_\_\_ 18. The more scales there are on the fish, the less the fish has been handled.

**PART 4**

- \_\_\_ 19. If a fish has been iced up, the eyes can be a good indicator of freshness.
- \_\_\_ 20. You should never buy a cloudy-eyed fish.
- \_\_\_ 21. A spoiled fish sometimes has glassy eyes.
- \_\_\_ 22. The gills on a fish should be bloody.
- \_\_\_ 23. Most gutted fish don't have gills intact.
- \_\_\_ 24. The gills on a fish should be pale.

**PART 5**

- \_\_\_ 25. Brian Poor sniffs a fish to judge its freshness.
- \_\_\_ 26. If a fish market smells like fish, you should tell the fishmongers.
- \_\_\_ 27. Fresh fish don't smell.