

总主编 何其莘 [美] 杨孝明

超越概念 Beyond Concept

高等院校英语专业系列教材

Teacher's Manual for
Listening Comprehension 3

听力 教师用书
(第三册)

主编 贾国栋 [美] 石逸莉
编者 许葵花 宿 琴

 中国人民大学出版社

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总序

培养高校英语专业学生的文化素养要有合适的教材：不是那种仅仅文字漂亮却没有太多文化内涵的传统教材，而是具有时代特征，选自政治、经济、社会真实交往，含有丰富文化内涵的读本，同时兼有能够启发学生思考和分析的活泼、互动的教学方法以及配套的课外实践活动。这就是中国人民大学出版社推出“超越概念”这套英语专业系列教材的宗旨。

“超越概念”是一套完整的高校英语专业本科系列教材，涵盖了2000年教育部颁布执行的《高等学校英语专业英语教学大纲》中规定的“英语技能”和“英语知识”两大课程板块中的所有课程，由一批长期从事国内高校英语专业本科教学的中国教师和一批美国学者（均为20世纪80年代赴美留学，而后在美国大学获得博士学位和终身教职的华裔教授）合作编写而成。

与国内高校当前使用比较广泛的几套英语专业教材相比，“超越概念”有以下几个特点：

第一，教材采用了中美教授、学者合作编写的形式。由中外学者合编教材国内已有先例，但是本套教材无论从编撰者的数量到编写人员的素质，从双方合作的广度到相互交流的深度，从教材种类所涵盖的范围到其内容的真实性，都是前所未有的。编写初始由中方编者提出编写思路、选材要求，之后将要求交付美方编者，由美方编者在美国选材。在选材过程中，双方经过多次讨论，最后确定每一篇课文的内容与长度。然后由中方编者根据所选内容编写配套的练习，最后由美方审读并润色。这种分工方式最充分地利用了双方的优势：中方编者不但有在国外学习、工作、获取学位的经历，而且长期在国内高校从事英语教学，对国内学生的需求以及国内现有教材的情况了如指掌，可以准确地把握教材的内容和难易程度。而美方编者的优势在于对西方，特别是美国的英语教学和文化的认知与了解。他们出国前均为国内高校英语教师，并有在美国大学英语系不低于20年的教学经验。他们不但对国外的英语教学了如指掌，更重要的是对英语语言和文化有一种直觉的感知，而这种感知是从任何教科书中学不到的。凭着这种感知，他们不但可以在教材的最终审定过程中杜绝那种语法全对但读起来不像英语的中式英语，更能够在选材的过程中准确把握住西方文化核心的东西。

第二，教材以主要英语国家的文化为切入点，全部课文采用英文原文。教材的配套练习有很强的针对性，适合我国高校英语专业课堂教学使用。以精读教材为例，从第一册的第一课起，全部的课文均采用有实质内容的英文原文，从而彻底摒弃了无文化内容的以句型练习为主的课文。另外，语法讲解和练习均出自课文中出现的语法现象，而不是脱离课文内容、为语法而讲语法的训练。这样安排语法的讲解和练习就是将语法放在一个从属的地位。语法仅仅是对语言现象的描述与诠释，而不是规范语言对错的标准。与课文的文化内涵和语言的活力相比，语法理应处于从属地位。无论是以书面语为主的精读、泛读课文，还是形式活泼的听力、口语课文，有很多句子是“不符合语法规则”的。然而正是这些看似不符合语法的句子才是语言的生命，是有血有肉的活生生的语言。而我们的学生就是要感悟、学习并掌握这种有生命力的活的语言，而不是那些完全按语法规则编造出来的僵死的语言。

过去社会上对于高校英语专业的毕业生有这样一种指责,说他们只是一个“传声筒”。当然,这种指责讲的并不是在翻译中,特别是口译中,即从一国语言转换成另外一国语言的过程,而是嘲笑英语专业的学生没有思想。虽然,在翻译过程中译者不能随意添加或删减原文中的内容,但是如果译者没有足够的思想文化素养,那么很可能在理解上出问题,或是在用另一种语言转述时出现纰漏。这是我们作为外语教师 and 我们的学生都不愿意看到的局面。我们编著本套教材的指导思想之一就是使学生接触有文化内涵、有生命力的真实语言,从而避免在语法规则内闭门造车,避免“传声筒”式的教学。

第三,在注重培养学生听、说、读、写、译英语综合运用能力的同时,努力锻炼学生对外国文化的分析、批判和吸收的能力。不同课型的教材相互呼应,相互配合。突出教材的文化特征是本套教材最大的特点。英语专业学生文化素养的培养起码应该涵盖以下3个方面的内容:(1)要熟悉所学语国家的文化;(2)要了解所学语国家文化深层的内容;(3)要有鉴别、分析、批判和吸收外国文化的能力。本套教材的编写就是基于以上3个文化方面的内容。首先,教材内容涵盖了主要英语国家的政治、经济、历史、地理、哲学、宗教、社会等诸多方面。学生通过学习课文不仅了解其中丰富多彩的内容,同时锻炼对包括历史渊源、宗教背景、政治、经济、地理诸领域之间盘根错节的联系的分析能力。其次,教材的内容要蕴含深层的文化内涵,要有强烈的时代感。要在有限的课文中详尽地反映出几百年甚至上千年的文化内涵是不可能的,因此必须做出选择,有取舍地遴选教材的内容。本套教材的选材原则是兼顾经典和现当代题材,以反映当代文化题材为主。如全部精读和泛读教材的128篇课文中,只有一篇选自18世纪爱尔兰裔英国作家斯威夫特(Swift)的作品,其他文章均为现代和当代作家的作品。而这些文章所涉及的主题并非西方文化所独有,很多文化现象,包括环保、就业、商业和技术对教育的冲击等等问题在世界各国均有普遍性,有些也是中国目前所面临的实际问题。另外,所选文章不仅体现出当代文化的特征,更重要的是这128篇课文中所涉及的问题均以议论文、辩论文的形式出现,没有一篇是一般人物或事件介绍性的文章。况且,很大一部分课文均以对西方传统、主流思潮批判的形式来阐述某个问题。这也是本套教材与国内其他教材一个重要的不同之处。由于议论文、辩论文旨在与读者进行交流,学生是以参与者的身份去接触课文中所涉及的内容,而不是被动的接受者。这就为学生对西方文化的内涵进行分析和批判提供了必要的途径与方法。

国内高校英语教材的编写不仅反映出不同时代西方文化的不同内涵,同时也折射出中国与西方世界的互动关系。20世纪五六十年代的英语教材以古典主义为主,所选内容多为西方文学经典,而中国学生对这一部分的西方文化大体上是被动地接受。七八十年代的英语教材主要以功能训练为主,学生学英语是为了掌握一门工具。而本套教材是以文化交流为宗旨,学生通过学习英语增加对西方文化的了解,全方位地参与到世界事务中去。这也是当前中国发展的真实写照与必然结果。

在教材编写过程中,我们得到了中国人民大学的大力支持,在此,我们代表全体编写人员向校方和相关职能部门表示由衷的感谢。

何其莘 杨孝明

2010年4月

《听力》教材使用说明

《超越概念——听力》教材是根据教育部《高等学校英语专业英语教学大纲》(以下简称《大纲》)中对听力能力的培养要求而编写的,一至四册分别对应《大纲》中基础阶段的1~4级。

本教材各册主要是参考《大纲》对各级的具体要求而编写的。因此,我们设计了听力策略、对话、访谈、篇章、新闻、视频专题、趣味听力、附加听力、长篇续听等不同版块,以满足《大纲》对听懂不同题材、体裁、语音、语速等内容的要求。

听力策略版块每单元集中讨论一个重点,4册书共64种策略,从第一册的如何听辨基本语音、重音、句调、数字等到第二册的如何听懂句子间的因果、条件、主辅等关系,再到第三册的如何听懂篇章主旨大意、细节、背景等语篇层次内容和新闻语篇特殊结构,最后到第四册的如何听懂英文讲座、做讲座笔记等,内容详尽,具有针对性,能为学生养成良好听力习惯打下坚实基础。对话和访谈两大版块的设计由易到难、由短到长,第一、二册以对话为主,第三、四册以访谈为主,力图训练学生在理解简单对话的基础上,理解稍长的各类访谈内容。篇章版块所选内容注意了不同题材的文章,内容均与学生生活密切相关。新闻版块的选材内容以时事、科技、文化、教育、语言等为主,语速上第一、二册以慢速英语为主,第三、四册为正常语速。视频专题版块精选了世界主要英语媒体的与语言学习、文化交际、大学生创业、公共事务、环境问题等内容相关的简短视频片段,以培养学生通过视与听相结合来理解学习内容,将来能够理解越来越普及的环球电视节目和网上视频节目。趣味听力版块选择了小笑话、故事、小诗、歌曲等,旨在使学生能在愉悦的心境下体会英语语言及韵律的优美。附加听力版块主要是配合听力策略部分而设计的拓展性练习,以巩固所学的听力策略。长篇续听版块主要是为泛听而设计的,每册选了一部英语名著,设计了理解性练习,每单元完成一至二章。

与国内同类教材相比,本教材突出了如下特色:

- ★ 中美教师合作编写,材料由美方提供,原汁原味。语音以英、美语音为主,但也选了部分澳大利亚英语、印度英语等材料,以扩大学生听懂不同英语变体的能力。
- ★ 系统的英语听力策略设计,帮助学生解决听懂英语的基本策略问题。
- ★ 语音材料发音标准、音质清晰、立体声文件格式,保证了质量。

- ★ 精听与泛听有机结合, 其中对话、篇章、新闻版块可作为精听, 视频专题、趣味听力、补充听力、长篇续听等版块可作为泛听。
- ★ 为使学生更积极地参与教学, 每个对话、访谈、篇章和部分新闻版块前各设有问题, 以鼓励学生用某专题已知的认知理念和信息来推测和联想新的听力内容。
- ★ 练习形式灵活多样, 既有理解大意与细节的题, 也设计了领会作者的态度、感情和真实意图的练习。题型方面包括听写、填空、总结、大纲、填表、讲座摘要等主观练习, 也包括多项选择、辨误、是非、连线等客观练习形式, 但以主观练习为主。同时, 练习的设计也参考了国内专业英语四、六级考试和国外 TOFEL、IELTS 等的试题设计, 以使学生能熟悉基本的考试类型与题型。

该教材的适用范围为英语专业 1~4 级学生 (1~2 年级) 以及社会各界同等水平的英语自学者。教材中的某些方面如语言难度、语篇长度、语速等略高于《大纲》要求, 这主要考虑到专业学生的入学水平在逐年提高和教材的前瞻性。

该教材选材新颖、原味、音视频结合、精泛听交错, 希望能够满足英语专业及同等水平学习者的英语学习需求。我们也热切期待广大师生对教程提出宝贵意见。

编 者

2010 年 6 月



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Jobs and Occupations

Keys to Exercises

Section

I

Listening Strategies

Part II Consolidation

The advertisement's appeal to customers' buying motives has both positive and negative effects.

Section

II

listening comprehension

Part I Dialogues

Dialogue 1

Main Idea

1. This is not a naturally-occurring conversation; this is a conversation in a movie written by a film writer.
2. The conversation most probably takes place in Ruth's home. The two speakers are friends. The first speaker's name is Barbara and the second speaker's name is Ruth. The conversation is about work related issues. Ruth doesn't like her job and is thinking of looking for another job.
3. Barbara feels terrible about her job while Ruth likes her job.
4. Barbara's attitude towards her job is not quite right. For her, meeting the public was tiresome and unpleasant because her attitude was cold and uncooperative, sometimes even antagonistic.
5. Narrator: It was as simple as that. For Ruth, meeting the public was pleasant because she enjoyed people and greeted them with a smile. For Barbara, meeting the public was tiresome and unpleasant because her attitude was cold and uncooperative, sometimes even antagonistic.

Details and Inferences

1. F 2. T 3. F 4. T 5. F

Dialogue 2**Main Idea**

1. Her work came home last week and this job means their daughter's bedroom has been turned into a mini-studio and their house suddenly seems like the Bethesda bureau of NPR. In fact, she loves the fact that she is sitting at home right now. She has had a cup of coffee, and she is sitting in a very comfortable armchair. She has a home office. Despite all these, she is questioning how one can set psychological boundaries in the home to keep work from interfering, aside from a physical boundary. In other words, the lines are blurring.
2. The second speaker's name is Maggie Jackson. Her new book is called *What's Happening to Home? Balancing Work, Life and Refuge in the Information Age*. She states that "[B]ecause of technology, we are able to have our bodies at home, but our minds in a different place... You are doing work that separates you mentally from the home." She thinks that we're making the boundaries more flexible; boundary-making is important, but we don't make enough boundaries. In that sense, we are facing all kinds of problems and dilemmas while working at home.

Details and Inferences

I.

1. Maggie says, "For me, I was writing about the world of the workplace, the work/life balance, and noticing that the lines were blurring and also, at the same time at home, I was gaining the technology to be more flexible in my work. I could come home for dinner, put the kids to bed, finish a story or interview people in California—and I'm on the East Coast—and I had a lot of flexibility. At the same time, I felt as though my work was seeping and leaking and bleeding into the rest of my house."
2. It supports Maggie's point of view that the kind of experience of home is being lost if we work at home because the lines, the boundaries between the work and life at home are becoming blurring.

II.

1. C 2. B 3. A 4. B

Part II Passages**Passage 1****Main Idea**

The passage mainly tells us that U.S. job growth has been well below normal since the last recession ended in November 2001. But rather than strengthening anytime soon, the labor market may not pick up much, or at all, at least for the foreseeable future, according to a growing number of labor market experts and Wall Street economists.

Details and Inferences

There's little dispute that U.S. job growth has been well below normal since the last recession ended in November 2001. But rather than strengthening anytime soon, the labor market may not pick up much, or at all, at least for the (1) foreseeable future, a growing number of labor market experts and Wall Street economists are saying. "I do think we're in a new era now in which job growth will (2) remain sluggish for quite some time," former Labor Secretary Robert Reich said in a comment e-mailed to CNN/Money. The economy created nearly (3) 2.2 million jobs last year, an improvement from the 2002—2003 period, when there was a net loss of jobs. But that's still well below the average of any recovery that's lasted this long since World War II, according to Anthony Chan at JPMorgan Fleming Asset Management. "We're basically missing (4) 5.1 million jobs at this stage of the expansion. You could even call it the case of the missing jobs," Chan said, noting the job market's now in a "(5) different paradigm."

Jared Bernstein of the left-leaning Economic Policy Institute estimated that the number was closer to 3 million. With 132.6 million Americans working, according to the Labor Department, and another 7.7 million unemployed, the labor market in the United States is obviously (6) vast and enormously complex. Among the factors hurting job growth in the current expansion: companies facing (7) stiff competition from overseas, especially from China and Latin America; productivity growing at better than double the historical average; (8) jobs moving overseas in services and not just in manufacturing; the growing use of temp workers; (9) and the nation's shrinking manufacturing base. "I can't see the state of job creation changing for the better anytime soon," said Richard Yamarone, chief economist at Argus Research in New York. He noted that (10) already cautious employers are getting hit by the rising cost of oil and other raw materials, on top of health care costs growing well above the pace of inflation.

Passage 2

Main Idea

The passage mainly introduces the employment situation in April 2010, according to household survey data, for example the latest data of the unemployed persons.

Details and Inferences

1. T 2. F (195 000) 3. F (increased by 0.3%) 4. T 5. F (they believe no jobs are available for them)

Passage 3

Main Idea

The Adult Advancement and Careers Service will offer advice on jobs and learning as well as on issues such as childcare, money and housing. And the "one-stop-shop" service will be freely available to all from 2010, but will be targeted at those most in need. Ministers pledged a single service on learning work and life last year.

Details and Inferences**I.**

1. AACCS will offer advice on jobs and learning as well as on issues such as childcare, money and housing.
AACCS stands for the Adult Advancement and Careers Service.
2. Ten.
3. Many people, particularly mothers, the low-paid and the unemployed.
4. It found that government-backed careers advice for youngsters and adults was patchy and needed improvement.
5. It mainly introduces AACCS and how it gives advice to help improve employment chances.

II.

1. F 2. F 3. T 4. T 5. F

[Note to the teacher: We give students an opportunity to change the false statements into correct, true statements. We believe this will improve students listening comprehension especially for details. However, we do not provide answer keys to this type of exercise; the teacher can discuss the correct, true statements with students, based on the audio script provided.]

Part III News**News 1**

1. A terrorist attack.
2. At least eight people.
3. In the school's dining hall.
4. A suicide bombing.

News 2

1. T 2. F 3. T 4. F

Section**IV****Supplementary Listening**

The passage is mainly about people and specific aspects of jobs, such as mode of work, working conditions or environment, types of workplace, working with people or products, image or status and good money or good job prospects.

Section**V****Story Series****A. Chapter 1**

1. Although his book is intended mainly for the entertainment of boys and girls, the author hopes it will not be shunned by men and women on that account, for part of his plan has been trying to pleasantly remind adults of what they once were themselves, and of how they felt and thought and talked, and what queer enterprises they sometimes engaged in.
2. St. Petersburg is portrayed as a small, tight-knit community on the riverfront where the frontier culture and the classic Southern tradition meet.
3. In the first chapter, Aunt Polly is introduced as a religious, pious, and stubborn mannered lady.

B. Chapter 2

1. The use of omniscient narrative is very important in establishing Twain's character portraits. Because omniscient narration divulges all, the reader can take all his facts as truth. In turn, we are allowed not only to see all the activity within the novel but we are allowed within the thoughts of each character.
2. Tom tricked other kids into whitewashing the fence for him so that he could skip the work and play with other kids. How did he do that? He thought of the fun he had planned for this day and he got out his worldly wealth and examined it—bits of toys, marbles, and trash. It was enough to buy an exchange of WORK, maybe, but not half enough to buy so much that half an hour of pure freedom would offer, so he used tricks to attract more kids to do the job while he just enjoyed the pure freedom of doing nothing but playing.
3. He had discovered a great law of human action, without knowing it, namely, that in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain.

Script**Section****I****Listening Strategies****Part II Consolidation**

The appeal of advertising to buying motives can have both negative and positive effects. Consumers may be convinced to buy a product of poor quality for high price because of an advertisement. For example,

some advertisers have appealed to people's desire for better fuel economy for their cars by advertising automotive products that improve gasoline mileage. Some of the products work. Others are worthless and a waste of consumers' money.

Sometimes advertising is intentionally misleading. A few years ago a brand of bread was offered to dieters with the message that there were fewer calories in every slice. It turned out that the bread was not dietetic, but just regular bread. There were fewer calories because it was sliced very thin, but there was the same number of calories in every loaf.

On the positive side, emotional appeals may respond to a consumer's real concerns. Consider fire insurance. Fire insurance may be sold by appealing to fear of loss. But fear of loss is the real reason for fire insurance. The security of knowing that property is protected by insurance makes the purchase of fire insurance worthwhile for most people. If consumers consider the quality of the insurance plans as well as the message in the ads, they will benefit from the advertising.

Each consumer must evaluate her or his own situation. Are the benefits of the product important enough to justify buying it? Advertising is intended to appeal to consumers, but it does not force them to buy the product. Consumers still control the final buying decision.

Section

II

Listening Comprehension

Part I Dialogues

Dialogue 1

Barbara: Ruth?

Ruth: Hi.

Barbara: Been home long?

Ruth: No, just got here. Golly, you look tired. Don't you feel well, Barbara?

Barbara: I feel terrible.

Ruth: Oh, what's the matter, you sick?

Barbara: No, it isn't that. I've decided to quit my job.

Ruth: Oh, what happened? Is it your boss?

Barbara: Oh, no, you know, I like him.

Ruth: Well, then, the company?

Barbara: No. The company's all right. It isn't that. Oh, it's the people that come into the office. They're so rude and inconsiderate. It's just more than I can take day in and day out.

Ruth: Why meeting people is the thing I like most about my job. I think it's fun having new people come into the office all the time.

Barbara: Well, I —

Ruth: Oh, the water's boiling.

Narrator: It was as simple as that. For Ruth, meeting the public was pleasant because she enjoyed people and greeted them with a smile. For Barbara, meeting the public was tiresome and unpleasant because her attitude was cold and uncooperative, sometimes even antagonistic.

Ruth: You know when I first started, I felt like you do, Barb, but I found out how wrong I was.

Barbara: What do you mean?

Ruth: I found out it wasn't really the other people I was seeing. It was a reflection of myself. I was cross with them. They were cross with me.

Barbara: Oh, it not as simple as all that.

Ruth: You'd be surprised. I found out that if you're nice to people, they're usually nice to you, too.

Barbara: Well, the people in my office are different and I'm simply not going to stand for it any longer.

Ruth: You're tired now, Barb. I know just how you feel. Let's talk about it again later on.

Barbara: It's no use, Ruth. Really, I've made up my mind. I'm going to start looking for a job tomorrow. I'll set the table.

Ruth: Oh, here I'll do it. Everything else is ready. Why don't you go in and sit down and rest for a few minutes.

Barbara: Oh, thanks. I think I will, if you really don't mind.

Ruth: What you need is some good hot food in you. It'll make you feel better.

Barbara: Oh, it's not that, Ruth. I know I'm tired but it's more than that. A reflection of myself? I don't see how it could be. After all, what do they expect? I've got my work to do. I can't stop and pass the time of day with every person who wants to strike up a conversation. It isn't my attitude that's wrong. It's the people who come into that office. I'm going to look for another job.

Dialogue 2

Liane Hansen, host: Hey, come on in.

Soundbite of door being closed

Hansen: My work came home last week. It's not that I've never worked at home, but this was different. This job means our daughter's bedroom has been turned into a mini-studio and our house suddenly seems like the Bethesda bureau of NPR. During my recent vacation to get ready to come over to this show, an interview was arranged with Maggie Jackson. Her new book is called *What's Happening to Home? Balancing Work, Life and Refuge in the Information Age*. She came into NPR's New York studios while my engineer came to me. The fusion of work and home is not a new phenomenon. In earlier centuries, many families lived above the store. But Maggie Jackson says that while there are similarities, there are also major differences.

Maggie Jackson: Because of technology, we are able to have our bodies at home, but our minds in a different place. When you're on the laptop, your mind is somewhere else, usually. Your

body might be home. So you have a different relationship with the people at home. You are doing work that separates you mentally from the home.

Hansen: Your book actually began with your own exploration, right? I mean, as a writer and an interviewer—

Jackson: Yes.

Hansen: —and raising two small children, your own lines began to blur at home. You wrote about, for example, trying to hurry your kids to bed so you could get back to work.

Jackson: Yes, that was, although I can't say it only happened just once, that was a sort of eureka moment. For me, I was writing about the world of the workplace, the work/life balance, and noticing that the lines were blurring and also, at the same time at home, I was gaining the technology to be more flexible in my work. I could come home for dinner, put the kids to bed, finish a story or interview people in California—and I'm on the East Coast—and I had a lot of flexibility. At the same time, I felt as though my work was seeping and leaking and bleeding into the rest of my house.

Hansen: Let me tell you my situation here. I love the fact that I'm sitting at home right now. I've had a cup of coffee, I'm sitting in a very comfortable armchair. I have a beautiful view. Now that being said, I do have a home office now and I feel as if, if I close the door, the office is going to be—there. How else can one set psychological boundaries in the home to keep work from interfering, aside from a physical boundary?

Jackson: Well, I think that "boundary" is the perfect word to use because I am certainly not saying that all technology automatically means that work takes over your life or that, in this day and age, all the changes that are going on are bad. I think that the—you know, we're making the boundaries more flexible, but boundary-making is important, and I think that in this age we don't make enough boundaries.

Hansen: I'm looking at page 123 of your book, and you quote Olivier Marc, "Home allows us to create an area of peace, calm and security, for once we have crossed the threshold and shut the door behind us, we can be at one with ourselves," and we're not necessarily talking about architecture and physical doors.

Jackson: Exactly. And I just found so many pieces of the picture all around me that show that that kind of experience of home is being lost if we continue down the road. Not everyone lives in futuristic households. I wrote about an apartment in New York City where a currency trader has video monitors all around the apartment, including in the arm of a sofa, so he can watch the markets. Now this is the kind, again, of sort of sci-fi apartment that few of us will ever have. But at the same time, I think that we are marching down that road in little daily decisions that we make.

Hansen: Are all Americans facing these sorts of issues? What about those who are not in these

maybe high-tech, high-creative, high-paying jobs? Are they facing these same issues?

Jackson: I think in many ways they are, and many more people will be facing these issues as technology, computers, etc., gadgets become smaller and less expensive. I interviewed secretaries all around the country and just in the last few years they have gotten cell phones and they're checking their voice mail and e-mail on vacations, on sick days. They really felt often as if their home wasn't a refuge as a result, and I think that we are going to find more and more people are going to be facing the kinds of problems and dilemmas I describe.

Hansen: Maggie Jackson, thanks a lot.

Jackson: You're welcome. Thank you.

Hansen: Maggie Jackson is the author of *What's Happening to Home? Balancing Work, Life, and Refuge in the Information Age*.

Part II Passages

Passage 1 Job Growth—Is This It?

There's little dispute that U.S. job growth has been well below normal since the last recession ended in November 2001. But rather than strengthening anytime soon, the labor market may not pick up much, or at all, at least for the foreseeable future, a growing number of labor market experts and Wall Street economists are saying. "I do think we're in a new era now in which job growth will remain sluggish for quite some time," former Labor Secretary Robert Reich said in a comment e-mailed to CNN/Money. The economy created nearly 2.2 million jobs last year, an improvement from the 2002—2003 period, when there was a net loss of jobs. But that's still well below the average of any recovery that's lasted this long since World War II, according to Anthony Chan at JPMorgan Fleming Asset Management. "We're basically missing 5.1 million jobs at this stage of the expansion. You could even call it the case of the missing jobs," Chan said, noting the job market's now in a "different paradigm."

Jared Bernstein of the left-leaning Economic Policy Institute estimated that the number was closer to 3 million. With 132.6 million Americans working, according to the Labor Department, and another 7.7 million unemployed, the labor market in the United States is obviously vast and enormously complex. Among the factors hurting job growth in the current expansion: companies facing stiff competition from overseas, especially from China and Latin America; productivity growing at better than double the historical average; jobs moving overseas in services and not just in manufacturing; the growing use of temp workers; and the nation's shrinking manufacturing base. "I can't see the state of job creation changing for the better anytime soon," said Richard Yamarone, chief economist at Argus Research in New York. He noted that already cautious employers are getting hit by the rising cost of oil and other raw materials, on top of health care costs growing well above the pace of inflation.