

# step 2 - Lesson 28

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## Lesson 28

### 1. part 1

Robert: Now, 主 one of the biggest hurdles (供人或马在赛跑中跨越的) 栏架, 跨栏; 难关; 障碍 to cross /in getting a good job /系 is the interview.  
There' s no getting away from it 无法摆脱这件事, because in nearly every case /when you **apply for** a job /you will **be called for** (公开) 要求 *one, or sometimes even two, interviews*.

It' s quite natural 这很自然 /that you might also **be dreading** (v.)非常害怕; 极为担心 it; in fact, some people dread (v.) them so much /they never **turn up** 到达; 来到; 露面 at all.

What I want to try to do today /is to **take** some of the sting (n.) (昆虫的) 螫针, 刺; (植物的) 刺, 刺毛; (警察为抓捕罪犯而设的) 圈套 **out of** the interview /and **get you over** 解决; 克服; 控制 what I call '*job interview jitters*' (n.) (事前的) 紧张不安) /to show you /how you can make a good impression /and even **use** (v.) the interview **to your own advantage**.

罗伯特：现在，获得一份好工作，要跨越的最大障碍之一，就是面试。这是不可避免的，因为几乎在所有情况下，当您申请工作时，您都会被要求参加一次，有时甚至两次面试。你可能也会害怕它，这是很自然的。事实上，有些人非常害怕面试，根本就不露面。今天我想做的就是消除面试中的一些刺痛，让你克服我所说的“求职面试紧张感”，向你展示如何给人留下好印象，甚至利用面试为自己谋利。

<div>Example 1. 案例</div> <div>dread</div> <div>(v.) to be very afraid of sth; to fear that sth bad is going to happen 非常害怕; 极为担心</div>
<div>turn 'up</div> <div>(2) ( of a person人 ) to arrive 到达; 来到; 露面 - We arranged to meet at 7.30, but she never <b>turned up</b>. 我们约好7:30碰头，但她根本没露面。</div> <div>(3) ( of an opportunity机会 ) to happen, especially by chance偶然出现; 到来 - He' s still hoping something (= for example, a job or a piece of luck) <b>will turn up</b>. 他仍然在希望会有机会出现。</div>
<div>GET 'OVER STH</div> <div>to deal with or gain control of sth解决; 克服; 控制</div>
<div>GET STH OVER (TO SB)</div> <div>to make sth clear to sb 向 (某人) 讲清某事; 让 (某人) 明白某事 - He didn' t really <b>get his meaning over</b> /to the audience.他未能完全把他的意思向听众讲清楚。</div>
<div>jitters</div> <div>(n.) [ pl.] ( informal ) feelings of being anxious and nervous, especially before an important event or before having to do sth difficult (事前的) 紧张不安</div>

- I always **get the jitters** (n.) /before exams. 我考试前总是很紧张。  
→ 来自jitter,抖动, 剧烈跳动。引申词义紧张不安。

I mentioned two interviews earlier /because some companies /**do** a kind of *screening* 筛查 *interview* first, where they **try to find out** ① what you' re like /② and if you' **re suitable for** the job /before you **go on to** 继续进行 the main interview.

This *screening interview* **would probably be** with someone 后定 from the personnel department, and I' d like now /to show you [on the video] *a couple of examples* of these screening interviews, which I **hope** (v.) will help to illustrate (v.) /how **to go about** 继续做某事; 忙于某事 it /and how **not to**.

In the first, 主 Walter Edwards of *the personnel* 人事部门 *department* of *a biscuit factory* in Southampton /谓 **is interviewing** Anita Jones /for a job as a secretary.

我之前提到过两次面试, 因为有些公司会先进行一种"筛选面试", 他们会在进行主要面试之前, 了解你的性格, 以及你是否适合这份工作。这次"筛选面试", 可能会由人事部门的某个人进行, 我现在想在视频中向您展示一些"筛选面试"的示例, 我希望这些示例将有助于说明如何进行, 以及如何不进行。第一个例子中, 南安普敦一家饼干厂人事部的沃尔特·爱德华兹, 正在面试安妮塔·琼斯, 以应聘秘书一职。

#### Example 2. 案例 go about sth

to continue to do sth; to keep busy with sth 继续做某事; 忙于某事

- Despite the threat of war, people **went about their business** as usual.虽然战争在即, 人们照常忙着自己的事。

#### go a'bout sth

to start working on sth 着手做某事; 开始做某事

SYN tackle

- You' re not **going about** the job **in the right way**.你做这事的方法不对。

[+ -ing]

- How should I **go about** finding a job?我该怎样着手找工作呢?

#### personnel

[ pl.]the people who work for an organization or one of the armed forces ( 组织或军队中的 ) 全体人员, 职员

- skilled personnel 熟练人员

Walter: Come in, I' m Walter Edwards /and you' re Miss ...?

沃尔特: 请进, 我是沃尔特·爱德华兹, 你是.....小姐?

Anita: Anita Jones, er, but my friends **call (v.) me** Nita.

安妮塔: 安妮塔·琼斯, 呃, 但我的朋友们叫我妮塔。

Walter: How do you do, Miss Jones. Do please **sit down**. Now, your application **tells me** you were born /in these parts. Did you **grow up** here?

沃尔特: 你好, 琼斯小姐。请坐下。现在, 你的申请告诉我你出生在这些地方。你是在这里长大的吗?

Anita: Er, um, yes. Well, no. I was born here /in Southampton, but my dad, that is my father, works (v.) in a bank /so we, um, moved up north /when I was fairly small, which is where I went to school /and, um, then we **moved back down** here, which is why I **live (v.) [round here** 附近; 在这周围] now, you see.

安妮塔: 呃, 嗯, 是的。嗯, 不。我出生在南安普敦, 但我的父亲, 就是我的父亲, 在一家银行工作, 所以我们, 嗯, 在我很小的时候就搬到了北方, 那是我上学的地方, 嗯, 然后我们又搬回来了在这里, 这就是我现在住在这里的原因, 你看。

Walter: Quite 在很大程度上；很；的确. And I see you’ ve just completed a one-year **secretarial** 秘书的 **course**. Is this your first **job application**?

沃尔特：确实如此。我看到你刚刚完成了为期一年的秘书课程。这是您的第一份工作申请吗？

Anita: Yes, er, well, no. I mean, I’ ve had several **holiday jobs** and **part-time jobs** 兼职工作 /but this is, **or rather** （纠正所说的话或提供更确切的信息）更确切地讲，更准确地说 would be my first full-time job.

I mean /this is the first time /I’ ve been **looking for** one.

安妮塔：是的，呃，好吧，不。我的意思是，我做过几份假期工作和兼职工作，但这是，或者更确切地说，将是我的第一份全职工作。我的意思是这是我第一次寻找一个。

Example 3. 案例

rather

used to correct sth you have said, or to give more accurate information （纠正所说的话或提供更确切的信息）更确切地讲，更准确地说

- She worked as a secretary, **or rather**, a personal assistant. 她当了秘书；确切地讲，是私人助理。

Walter: Do you have any **special reason** /for choosing this company? Walter :

您选择这家公司有什么特殊原因吗？

Anita: Oh, not really. I mean, er, yes, I was attracted (v.) by the money /but that’ s not the only reason, of course. (Laughs.)

安妮塔：哦，不完全是。我的意思是，呃，是的，我被金钱所吸引，但这当然不是唯一的原因。（笑）

Walter: I see. And **could you tell me** about your secretarial skills?

沃尔特：我明白了。您能告诉我您的秘书技能吗？

Robert: Without **going any further** 进一步，深入探讨，继续前进, I think we can all see that /Anita is a very nervous applicant 申请人: hesitant and indecisive 无决断力的；优柔寡断的.

It’ s quite clear that /she **is petrified** (v.) （使）石化;使吓呆；使惊呆 by the whole idea of the interview, and **her faltering (a.)**(尝试、努力、行动等)犹豫的; 蹒跚的 **and stammering (a.)**口吃的,结巴地说出 **delivery** (n.)传送；递送；交付 **/is even irritating** (v.)使烦恼（尤指不断重复的事情） for a Mr. Edwards /who has, after all, only a few minutes /to find out about Anita /and to see /if she’ s the right one for the job.

不用多说，我想我们都能看出Anita是一个非常紧张的申请人:犹豫不决，优柔寡断。很明显，她被面试的整个想法吓呆了，她结结巴巴的讲话甚至让爱德华兹感到恼火，毕竟，他只有几分钟的时间来了解安妮塔，看看她是不是这份工作的合适人选。

Example 4. 案例

petrify

→ 来自拉丁语petra,石头，词源同petroleum,-fy,使。引申词义使石化，惊呆。

falter

→ 可能来自fold, 折叠，打弯。引申词义衰弱。

stammer

→ 可能为拟声词，模仿 说话不清的声音，-er,表反复。

Another important point **to raise** (v.)提及；提起（课题） /is appearance 外貌；外观；外表, which Anita **obviously didn’ t take much care over**.

Dress is very important /and you should never **turn up** 到达；来到；露面 in jeans 牛仔裤；工装裤



and an old sweater 针织套衫，毛线衫 /if you' re after a job /in an office or *a place of work* 工作场所 /where you will **be meeting** people, **dealing with** clients /and that sort of thing.

Clean, smart clothes 正式服装 are the order 治安；秩序；规矩 of the day, and try to avoid *stage fright* 怯场（ 演员出场前的紧张不安 ）, like some *nervous actor* on the opening night of a new play.

*Job applicants* 求职者 often **look upon** 看待，把.....看作 the interviewer /as ① *some kind of* ogre （ 传说中的 ）食人恶魔;凶恶的人；可怕的人 /who enjoys **making** interviewees **squirm** (v.) （ 因紧张、不舒服等 ）动来动去，来回扭动，坐卧不宁;十分尴尬；羞愧难当；无地自容 in their seats, ② *a kind of* figure /后定 to **be looked up** （ 在低头看某物时 ）抬头往上看 to /and **revered** (v.)尊敬；崇敬.

This *negative attitude* of mind /will not help (v.) in any way 以任何方式 /and will only **destroy** (v.) **your self-confidence** /and **ensure** (v.) **failure**.

另一个要提的重点是"外表"，这一点Anita显然没有太在意。着装是非常重要的，如果你是在办公室或工作场所工作，你将会见人们，与客户打交道之类的事情，你不应该穿着牛仔裤和旧毛衣出现。干净、整洁的衣服是日常的要求，尽量避免怯场，就像一些紧张的演员在新剧的首演之夜一样。求职者通常把"面试官"看作是某种恶魔，喜欢让"面试者"在座位上坐立不安，是要仰视和尊敬的人物。这种消极的心态不会有任何帮助，只会摧毁你的自信，导致失败。

Example 5. 案例

ogre

→ 来自法语ogre,来自拉丁语Orcus,魔鬼，地狱食人魔，词源同orc,半兽人。

squirm

→ 来自拟声词根 squ-,挤，压，模仿挤压湿物体时发出的吧唧声。引申比喻义来回扭动，不安。

look 'up (from sth)

to raise your eyes when you are looking down at sth （ 在低头看某物时 ）抬头往上看

Anita also mentioned (v.) money **straight away** 马上；即刻, which was bad /and made her **come across** 给人以...印象；使产生...印象 as being mercenary (a.)只为金钱的；唯利是图的.  
主 *The one question* /后定 she 强调 **did** volunteer (v.)自愿做；义务做；无偿做 a lot of information about /**was** 表 her upbringing (n.)抚育；养育；教养；培养 /and that **was all highly irrelevant** (a.)无关紧要的；不相关的.

安妮塔还直接提到了金钱，这很糟糕，让她给人留下"唯利是图"的印象。她自愿提供了很多信息的一个问题是，她的成长经历，而这些都是非常不相关的内容。

Example 6. 案例

come a'cross( also ,come 'over )

(1)to be understood 被理解；被弄懂

- He spoke for a long time /but his meaning didn' t really **come across**. 他讲了很久，但并没有人真正理解他的意思。

(2)to make a particular impression 给人以...印象；使产生...印象

- She **comes across** well in interviews. 她在面试中常给人留下很好的印象。

- He **came over as** a sympathetic person. 他给人的印象是一个富有同情心的人。

Before we **move on**, there' s something else /I wanted to point out /and that was *the way* Anita moved.  
As she came into the room /she **sidled (v.)**犹犹豫豫地走；羞怯地走；悄悄地走 **nervously** up to the desk /and wasn' t **quite sure** whether **to shake hands, sit down** or **what to do** /and **kept looking nervously** around her.

Throughout 自始至终；贯穿整个时期 the interview /she **fidgeted (v.)**坐立不安；烦躁 **about** /and kept **twiddling (v.)**摆弄，玩弄 the strap 带子 on her handbag, which she **clutched** 抓紧 **tightly** to herself.

Furthermore, she **sat** on the edge of her seat /with *hunched (a.)*弓身；弓背；耸肩 *shoulders* /and *a tense (a.)*紧张的，焦虑的 *look* on her face, all of which **indicates (v.)** to the interviewer /she is someone who **can' t handle** *pressure and responsibility* /and who **appears (v.)** indecisive (a.)犹豫不决的；非决定性的 and unsure (a.)缺乏自信；无把握；不确知；犹豫.

在我们继续之前，我想指出一件事，那就是安妮塔的移动方式。当她走进房间时，她紧张地侧身走到办公桌前，不确定是该握手、坐下还是该做什么，并一直紧张地环顾四周。在整个采访过程中，她坐立不安，不停地摆弄手提包上的带子，她紧紧地抓着手提包。而且，她坐在座位边上，肩膀驼背，\*\*脸上的表情很紧张，这些都让面试官觉得她是一个无法承受压力和责任的人，显得优柔寡断、没有自信。

Example 7. 案例



side

[ V+ adv./prep.] to walk somewhere in a shy or uncertain way /as if you do not want to be noticed 犹犹豫豫地走；羞怯地走；悄悄地走  
→ 来自 side,边，侧，-le,表反复。引申词义悄悄的走。

fidget

[ V] ~ (with sth) : to keep moving your body, your hands or your feet /because you are nervous, bored, excited, etc.坐立不安；烦躁  
- Sit still /and stop fidgiting! 坐好，不要动来晃去的！  
→ 来自古英语fiken, 忙乱，不安，词源同fickle(浮躁的；易变的；变幻无常的), 反复无常。拼写受-dge影响。

hunch



You **have to** remember that /you' ve got about ten or fifteen minutes /to show *what you' re made of*, and **no matter** how good you are normally, it' s in these vital minutes /that you must **project (v.)** the right image.

\*\*你必须记住，你有大约十到十五分钟的时间来展示你的才华，无论平时表现得多么出色，在这至关重要的几分钟里，你都必须展现出正确的形象。

Now we' ll **take a look at** another interview /and **see** 宾 what conclusions **can be drawn** from that one.  
In this excerpt 摘录；节选；（音乐、电影的）片段, Louise Simpson **is being interviewed** for a job /with *a book publishing firm* by Audrey Maguire of personnel 人事部门.

现在我们来看看另一次采访，看看可以从中得出什么结论。在这段摘录中，路易丝·辛普森正在接受奥黛丽·马奎尔人事部的一家图书出版公司的工作面试。

Louise: I' m Louise Simpson.  
路易丝：我是路易丝·辛普森。

Audrey: Sit down, please, Miss Simpson. I' m Audrey Maguire.

奥黛丽：请坐，辛普森小姐。我是奥黛丽·马奎尔。

Louise: How do you do?

路易丝：你好吗？

Audrey: When you came in, did you **happen to notice** all the building work 后定 **going on**?

奥黛丽：当你进来的时候，你有没有注意到所有的建筑工程正在进行？

Louise: Yes, I did.

路易丝：是的，我做到了。

Audrey: Well, that' s our new office extension 扩建部分；增建部分 /and we' re moving there /within the month, so **that' s where** you' d be working.

奥黛丽：嗯，那是我们新的办公室扩建部分，我们将在一个月内搬到那里，所以这就是你工作的地方。

Loiuise: Yes, I 强调 **did** read about it /in the prospectus ( 企业的 ) 招股章程， 募股章程; ( 学校的 ) 简章，简介 /后定 you sent me about the firm. I' m sure /you' **re looking forward to** the move.

路易斯：是的，我确实在你发给我的关于该公司的招股说明书中，读到了这一点。我确信您很期待这一举动。

Audrey: Indeed, yes. Now I' d like to ask you /one or two questions /about your previous experience, if that' s all right?

奥黛丽：确实，是的。现在我想问你一两个关于你之前经历的问题，可以吗？

Louise: Go right ahead 放心去做,尽管做吧.

路易丝：往前走。

Audrey: Have you **had any jobs** before?

奥黛丽：你以前有过工作吗？

Louise: Yes, I **worked as** a secretary /in a lawyer' s office /**as** a summer job, primarily (ad.)主要地；根本地 to earn (v.) some money /**to see** (v.)确保；务必 ( 做到 ) me **through** college, but I also gained (v.) some useful work experience /into the bargain.

While I was there /I **did** *secretarial work* /and also **took a turn** 轮流 [on the reception 接待处；接待区 desk], **to help out** 帮助某人摆脱 ( 困境 ) , and it was very enjoyable /meeting (v.) people in this way /to vary (v.) the routine 常规，惯例；生活乏味，无聊.

路易丝：是的，我在一家律师事务所，担任秘书作为暑期工作，主要是为了赚一些钱，供我完成大学学业，但我也通过讨价还价获得了一些有用的工作经验。当我在那里的时候，我做秘书工作，也轮流在接待台帮忙，以这种方式与人们见面来改变日常生活，是非常愉快的。

#### Example 8. 案例

see

[ V that] ( not usually used in the progressive tenses通常不用于进行时 ) to make sure that you do sth or that sth is done 确保；务必 ( 做到 )

- **See** (v.) that all the doors are locked /before you leave.一定要确保所有的门都锁好了再走。

Audrey: Did you like /working (v.) in the lawyer' s office?

奥黛丽：你喜欢在律师事务所工作吗？

Louise: From the career point of view /it was good /**to get to know** how an office works, but **I' ve always wanted to be** in publishing **really**, which is 宾 why I **applied for** this job.

路易丝：从职业角度来看，了解办公室的运作方式很好，但我一直想真正从事出版业，这就是我申请这份工作的原因。



Audrey: Now, can you tell me ...  
奥黛丽：现在，你能告诉我.....

Robert: I think /we’ ve seen enough /to make the distinction 差别；区别；对比 between Louise and Anita /you saw in the previous slip 滑倒；滑跤;陷入，进入（困难或不愉快的处境）.  
Louise **gives a totally different image**, an image of self-confidence /without being too cocky (a.)过分自信的；自以为是的, and **she was conducting (v.)指挥;组织；安排；实施；执行 herself** in a relaxed and friendly way.

She **talked to** the interviewer /in a normal manner, which was fluent （尤指外语）流利，文字流畅;流畅熟练的 and without the terrible 'ums' and 'ers' of Anita.  
She also **gave the impression that** /she was there **/to exchange** information **with** the interviewer **/rather than be interrogated (v.)讯问；审问；盘问.**

Example 9. 案例  
interrogate

→ inter-,在内，在中间，相互，-rog,要求，询问，词源同reach,arrogate.引申词义质问，审问。

She wanted to know /if the company was going to suit (v.)对（某人）方便；满足（某人）需要；合（某人）心意 her **/as much as** 和.....一样多；和.....一样重要 they wanted to know /if she would suit them.  
Her clothes **were** sober (a.)持重的；冷静的;素净的；淡素的 and neat, without **being** too frumpy (a.)（女子）衣着过时的，傻里傻气的, and she **was** relaxed and casual (a.)非正式；随便的 /without **being** too laid-back (a.)安详放松的；松弛的；仿佛无忧无虑的 /so that it would **appear** 宾 she didn’ t care.

She had also **taken the trouble** 不辞辛劳地做；不厌其烦地做 **/to** read the prospectus /后定 she’ d been sent, which didn’ t hurt (v.)使不快；使烦恼;对...有不良影响 at all.

罗伯特：我想，我们已经看到足够多的内容，来区分你在上一张幻灯片中看到的路易丝和安妮塔了。路易丝则给人一种完全不同的形象，自信而不张扬，举止轻松又友善。她以正常的方式与采访者交谈，很流利，没有安妮塔那样可怕的“嗯”和“呃”。她还给人留下这样的印象：她是来与采访者交换信息的，而不是接受审问的。她想知道这家公司是否适合她，就像他们想知道她是否适合他们一样（双向选择）。她的衣着素净利落，没有太俗气，轻松随意，又没有太悠闲，让人觉得她并不在意。她还不厌其烦地阅读了寄给她的招股说明书，这并没有什么坏处。

Example 10. 案例  
frumpy

(a.). If you describe someone or someone’ s clothes as frumpy, you mean that their clothes are dull and not fashionable. (穿衣服)傻里傻气的

take trouble over/with sth | take trouble doing/to do sth

to try hard to do sth well 尽心尽力地做；费力地做  
- They **take a lot of trouble** /to find the right person /for the right job. 他们竭力寻找适合做这项工作的人。

take the trouble to do sth

to do sth even though it involves effort or difficulty 不辞辛劳地做；不厌其烦地做  
SYN make the effort  
- She **didn’ t even take the trouble** /to find out /how to spell my name. 她嫌麻烦，甚至连我的姓名如何拼写，都不想搞清楚。

it won’ t/wouldn’ t hurt (sb/sth) (to do sth)

used to say that sb should do a particular thing ( 做某事 ) 不会有什么损害 ; ( 某人 ) 应该做某事 - **It wouldn't hurt you** /to help with the housework occasionally.你应该偶尔帮忙做做家务。

主 **The basic point** /about an interview /系 **is** that /it **shouldn't** be a question-and-answer routine, a boss and servant 仆人 ; 用人, 雇员 session, **but** a coming together 汇聚 , 聚集 of two personalities.

It's **the 'swan 天鹅 technique'** /which **projects (v.) the best image** /in my view, serene (a.) 平静的 ; 宁静的 ; 安详的 on the surface /but **paddling (v.) 用桨划船 ; 蹚水 ; 赤足涉水 [like mad]** underneath 在...底下 ; 隐藏 ( 或掩盖 ) 在下面.

And now **/I'd like to** come to the problem of ...

面试的基本要点是 , 它不应该是例行问答、老板和仆人的对话 , 而应该是两种性格的聚集。这是 “天鹅技巧” , 在我看来呈现出最好的形象 , 表面平静 , 但内心却疯狂地划动。现在我想谈谈.....的问题

## 2. part 2

It is an election day /and the Americans of all fifty states **/are going to** the polls 民意调查 ; 投票.

**Election observers have predicted** a light **to** moderate turnout (n.) 出席人数 ; 到场人数 ; 投票人数, of about forty percent.

But 主 some **counties' election officials** /后定 we talked this afternoon /系 **were** more optimistic.

今天是选举日 , 全美五十个州的美国人, 都将前往投票站。选举观察家预测, 投票率较低至中等 , 约为百分之四十。但我们今天下午采访的一些县的选举官员, 更为乐观。

"I'm in Lamar, Colorado. It's raining. It's a very grey day. I think we are going to have a real good turnout if the weather doesn't getting worse."

“我在科罗拉多州拉马尔。正在下雨。这是一个非常灰暗的日子。我想 , 如果天气不变得更糟 , 我们的投票率将会很高。”

"I'm **the county auditor** 审计员 ; 稽核员 in **the north-eastern portion** 部分 of Aberdeen 地名, South Dakota, Brown County, South Dakota.

Our turnout 投票人数 in Brown County /is absolutely fantastic /at this point.

The weather **is cooperating** 合作 ; 配合, **is** absolutely gorgeous (a.) 非常漂亮的 ; 美丽动人的 ; 令人愉快的, in South Dakota, **sun-shining, crisp (a.) 凉爽的 ; 清新的 ; 干燥寒冷让人舒畅的 beautiful day**. Couldn't **have ordered (v.) 命令 ; 指挥 ; 要求 anything finer?**"

“我是南达科他州阿伯丁东北部、南达科他州布朗县的县审计员。目前布朗县的投票率绝对棒极了。南达科他州的天气很好 , 绝对是极好的 , 阳光明媚 , 清新美好的一天。难道没有更好的选择吗 ?

Example 11. 案例

crisp

(a.) ( of the air or the weather 空气或天气 ) pleasantly dry and cold 凉爽的 ; 清新的 ; 干燥寒冷让人舒畅的

"We are in Shelby, Montana, **the county seat** ( 尤指大学或政府机关 ) 所在地 ; 中心 of Toole County. The weather is 59 degrees today, no snow /anywhere in our area. It's beautiful. No windy. We expected **a very good turnout today**."

“我们在蒙大拿州谢尔比 , 图尔县的县城。今天的天气是 59 度 , 我们地区没有任何地方下雪。天气很美。没有风。我们预计今天的投票率会很高。”

Example 12. 案例

seat



(n.)~ **of sth** : ( formal ) a place /where people are involved in a particular activity, especially a city /that has a university /or the offices of a government ( 尤指大学或政府机关 ) 所在地；中心  
- Washington is **the seat of government** of the US.华盛顿是美国政府所在地。

And it' s a small exemplar 模范；榜样；典型；范例 there.

Thirty-six states **will elect** (v.)governors today, **in addition** there are hundreds of local contests (n.) ( 控制权或权力的 ) 争夺，竞争 and battle issues **/to be decided**.

But 主 the control in *the United States senate* 谓 **remains** (v.) *the major item* of *national interest*.  
**A third** of the senate, thirty-four seats, will **be decided** today.

主 **Republicans** /who **have held** their slim majority /in the senate /for the past six years /谓 **are defending** twenty-two of those seats.

Democrats need (v.) a *net gain* of four seats /to win (v.) control.

**According to** the latest pre-election polls, 主 the closest senate races /系 **were** in these nine states, Washington, Idaho, North and South Dakota, North Carolina, Georgia, Alabama, California and Colorado.

This **would be** the most closely watched 密切关注 tonight /as *county election officials* **turn (v.) their attention /from** *watching the skies* **/to** *counting (v.) the ballots* 无记名投票.

这只是一个例子。今天将有 36 个州选举州长，此外还有数百个地方竞选和战斗问题有待决定。但美国参议院的控制权，仍然是国家利益的主要项目。参议院的三分之一，即三十四席，将于今天决定。过去六年，在参议院占据微弱多数的共和党人，正在捍卫其中的二十二个席位。民主党需要净增加四个席位，才能赢得控制权。根据最新的选前民意调查，参议员竞选最接近的州是华盛顿州、爱达荷州、南北达科他州、北卡罗来纳州、佐治亚州、阿拉巴马州、加利福尼亚州和科罗拉多州。这将是今晚最受关注的事件，因为县选举官员将注意力，从观察天空转向计票。

## 3. 3. Listening and Understanding

### 3.倾听和理解

A student 后定 learning English /often finds (v.) the following problems /when he **listens to** talks (n.) or lectures.

学习英语的学生，在听讲座或讲座时，经常会发现以下问题。

Firstly, he doesn' t always identify (v.) all the words correctly. I **refer** here **to** 提到；谈及；说起 *known (a.) words*. i.e. words /后定 which the student would certainly recognize (v.) [in print].  
Let' s examine (v.) some of the reasons /for this particular difficulty.

In writing, there **are** *clear spaces* between each word; in speech, one word **runs into the next**.  
It' s very difficult **to decide**, therefore, where one word finishes (v.) /and the next one begins (v.).

首先，他并不总是能正确识别所有的单词。我这里指的是已知的单词。即学生在印刷体中肯定会认出的单词。让我们来看看造成这种特殊困难的一些原因。写作时，每个词之间有明显的空格；在言语中，一个词会连到下一个词。因此，很难决定一个词在哪里结束，下一个词在哪里开始。

In writing, the words **consist (v.) of** 由.....组成 letters of the alphabet. These letters **have** a fixed shape: they' re easy to identify (v.).

In speech, however, *vowel 元音 and consonant 辅音 sounds* **are** often very difficult **/to identify**.  
Some of these sounds **may not exist** (v.) in the student' s native language.

Many of them, particularly *the vowel sounds* 元音音素, **are given** different pronunciations /by different English speakers.

在书面形式中，单词由字母表中的字母组成。这些字母有固定的形状：它们很容易识别。然而，在语音中，元音和辅音通常很难识别。其中一些声音可能不存在于学生的母语中。其中许多，特别是元音，不同的英语使用者，有不同的发音。

Finally, 主 some words in English, words like 'and' or 'there' or 'are' or 'will' /谓 **are frequently pronounced** (v.) with *their weak or reduced* 使变小,使简化为 *form* in speech. This is sometimes **so** short /**that** 主 non-native speakers, perhaps **not accustomed to it**, 谓 **fail to recognize (v.) it** at all.

Many students, for example, don' t recognize (v.) the normal pronunciation / 5TErE / for the words 'there are' /which occur (v.) **at the beginning of** so many English sentences.

Furthermore, they encounter (v.) a similar problem /with *unstressed* 非重读的 *syllables* 音节 /which **are** part of a longer word.

For instance, **think of** the word 'cotton', which **is spelt** 'c-o-t-t-o-n'.

I' ll repeat that: 'c-o-t-t-o-n'.

Each letter **is** the same size; no difference **is made** /**between** the first syllable 'cot-' **and** the second syllable '-ton'.

In speech, however, the first syllable **is stressed**, the second **is unstressed**.

The word 作为；行动结果 **is not pronounced** 'cot-ton' **but** 'COtn'.

The same is true /for the word 'carbon', **spelt** 'c-a-r-b-o-n'; it' s **not pronounced** 'car-bon' **but** 'CAR bn'.

最后，英语中的一些单词，如“and”或“there”或“are”或“will”等单词，在演讲中经常以其弱形式或简化形式发音。有时，这句话太短了，以至于非母语人士可能不习惯，根本无法识别它。例如，许多学生无法识别出现在许多英语句子开头的单词“there are”的正常发音/5TErE/。此外，他们在较长单词的非重读音节上，也遇到了类似的问题。例如，想想“棉花”这个词，拼写为“c-o-t-t-o-n”。我会重复一遍：“c-o-t-t-o-n”。每个字母大小相同；第一个音节“cot-”和第二个音节“-ton”之间没有区别。然而，在言语中，第一个音节是重读音节，第二个音节是非重读音节。该作品的发音不是“cott-ton”，而是“COtn”。“碳”一词也是如此，拼写为“c-a-r-b-o-n”；它的发音不是“car-bon”，而是“CAR bn”。

#### Example 13. 案例

##### work

(n.)[ U]the result of an action; what is done by sb 作为；行动结果

- The damage is clearly **the work of** vandals.这毁损显然是些恣意破坏公物的人所为。

But I want now **to come on to** the second main problem; the difficulty of **remembering** (v.) what' s been said.

Again, the problem here **is much less difficult** [in the written] /**rather than** the spoken form.

Words 后定 on a page /系 **are permanently fixed** in space.

They don' t disappear (v.) like words 后定 that are spoken. They remain (v.) in front of you.

You can choose (v.) your own speed /to read them /**whereas** (表示对比) 但是，然而 [in listening] you' ve got to follow (v.) the speed of the speaker.

主 A difficult word, or sentence, on the printed page /谓 can **be read** again, **whereas** 主 a word 后定; not clearly heard 谓 **is rarely repeated** (v.).

The listener, therefore, **finds** that /he has to **concentrate** (v.) **so** hard **on** identifying (v.) the words correctly /and **on** understanding (v.) them /**that** he has little time left /to remember (v.).

但我现在想谈谈第二个主要问题；记住说过的话的困难。同样，这里的问题，以书面形式比以口头形式要简单得多。页面上的文字，永久固定在空间中。它们不会像说出的话一样消失。他们仍然在你面前。你可以选择自己的

阅读速度，而在聆听时，你必须跟随说话者的速度。打印页上的困难单词或句子可以再次阅读，而听不清楚的单词很少会重复。因此，听者发现他必须集中精力正确识别单词并理解它们，以至于他几乎没有时间去记忆。

In a foreign language /his brain simply **has** too much to do.

In his own language, of course, he' s able **not only to identify (v.) and understand (v.)** the words **automatically** / **but also** he can often even **predict (v.)** the words /**which are going to come**.

His brain, therefore, **has** much more time /to remember.

在外语中，他的大脑有太多事情要做。当然，在他自己的语言中，他不仅能够自动识别和理解单词，而且常常甚至可以预测即将出现的单词。因此，他的大脑有更多的时间来记忆。

Thirdly, I want to **deal with** a problem /that worries (v.) most students /in a lecture.

The problem is this — they can' t always follow (v.) the argument 论据；理由；论点；争论；争吵；争辩；辩论。

This is, of course, partly **due to** 由于，因为 the first two difficulties I' ve discussed.

When you have difficulty /in **identifying (v.) or remembering (v.)** words and sentences, you obviously **won' t be able to follow** the argument.

But 主 even those students /who **can do** these two things **perfectly well** /谓 **have** problems /in **following** *a quite straightforward* 简单的，易懂的 *argument*.

Why is this? I' ll suggest three reasons here.

第三，我想解决一个在讲座中大多数学生担心的问题。问题是——他们不能总是遵循论点。当然，这部分是由于我讨论的前两个困难。当你难以识别或记住单词和句子时，你显然无法理解论点。但即使是那些能够完美地完成这两件事的学生，在遵循相当简单的论证时，也会遇到问题。为什么是这样？我在这里提出三个原因。

Firstly, students don' t always recognize (v.) the signals /which **tell (v.)** the listener **that** /宾 certain points **are** important.

Some of these signals 系 will **be quite different** from those 后定 employed (v.)应用；运用；使用 in writing.

#### Example 14. 案例

##### employ

[ VN] ( formal ) to use sth /**such as** a skill, method, etc. for a particular purpose应用；运用；使用

- He criticized *the repressive methods* /**employed** by the country' s government. 他指责了这个国家政府采取的镇压手段。

- The police had to **employ force** /to enter (v.) the building. 警察不得不强行进入大楼。

Secondly, some students **try** too hard /**to understand** everything. When they **come to** a small but difficult point, they **waste (v.) time** /trying **to work it out**, and so /they may miss (v.) a more important point.

Thirdly, students must **concentrate** (v.) very hard **on** taking notes 做笔记 /and therefore may **miss** (v.) developments in the argument.

But note-taking 记笔记，随手记 **is** *a separate (a.)*单独的；独立的；分开的 *subject* / which **will be dealt with** in a later talk.

首先，学生并不总是能识别出告诉听众某些要点很重要的信号。其中一些信号，与书面中使用的信号有很大不同。

其次，有些学生太努力去理解一切。当他们遇到一个小而困难的点时，他们会浪费时间去解决它，因此他们可能会错过更重要的点。

第三，学生必须非常专心记笔记，因此可能会错过论证的进展。但记笔记是一个单独的主题，我们将在稍后的演讲中讨论。



There are, however, other problems /后定 the student **is faced with**, which I' d like **to mention (v.) briefly**.

然而，学生还面临着其他问题，我想简要提及一下。

It' s always a surprise to students /to discover (v.) /how much 主 the pronunciation of English /谓 changes (v.) **from** one English-speaking country **to** another, and **from** region **to** region.

Many lecturers 讲师；演讲者 from Britain /谓 have a B.B.C. type accent, the type of English **associated mainly with** the South of England /and **most commonly taught to** non-native speakers.

However, other lecturers **will speak differently**.

To give an example

/ bQs /, / lQv /, / mQm / etc., as **spoken** (v.) in the south, **are pronounced** in Manchester and many other parts **as** / bRs /, / lRv / and / mRm /,

Southern English / ^rB:s /, / fB:st /, / pB:W / **are pronounced** in Yorkshire and elsewhere **as** / ^rAs /, / fAst / and / pAW /.

It' s worth /noticing that /宾 it' s usually *the vowels* 元音 /后定 which **have** variants (n.)变种；变体；变形, **though** sometimes **it may be** *the consonants* 辅音.

For instance, a Scotsman **will roll** (v.)发出持续的声音 his 'r' s', **whereas** a Londoner won' t.

So 主 **a lecturer** 讲授者，讲演者；（大学的）讲师 /后定 with *a particularly strong regional accent* /谓 **will cause** (v.) *non-native speakers considerable difficulty*.

学生们总是会惊讶地发现，英语发音从一个英语国家到另一个英语国家、从一个地区到另一个地区有多大的变化。许多英国讲师都有 B.B.C.类型口音，主要与英格兰南部相关的英语类型，最常教授给非母语人士。然而，其他讲师的说法会有所不同。举个例子，南方口语中的/bQs/、/lQv/、/mQm/等，在曼彻斯特等很多地方发音为/bRs/、/lRv/和/mRm/，南方英语/^rB :s /、/fB:st/、/pB:W/ 在约克郡和其他地方发音为 /^rAs/、/fAst/和 /pAW/。值得注意的是，通常是元音有变体，尽管有时也可能是辅音。例如，苏格兰人会发出“r”，而伦敦人则不会。因此，一个带有特别浓重的地方口音的讲师，会给非母语人士带来相当大的困难。

主 Whether a student **follows** a lecture [**easily or not**] /谓 **depends also on** the style of English 后定 the lecturer **uses** (v.).

By 'style'/ I mean the type of English 后定 **chosen** to express (v.) an idea: at one extreme /it **may be** very formal, at the other /colloquial (a.)会话的；口语的 or even slang.

Generally speaking, **the more formal** the style, **the easier** it is for the student to understand (v.).

For example, a lecturer /who **says, formally**, 'This is undoubtedly 无疑，肯定 the writer' s central point' /谓 will **be readily understood**.

On the other hand /if he says, 'That' s really what the writer' s **on about**, many students will have difficulty /in understanding.

学生能否轻松听懂讲座，还取决于讲师使用的英语风格。我所说的“风格”，是指用来表达某种想法的英语类型：在一个极端情况下，它可能非常正式，在另一种情况下，它可能是口语甚至俚语。一般来说，风格越正式，学生越容易理解。例如，一位讲师正式地说“这无疑是作者的中心论点”，这很容易理解。另一方面，如果说：“这就是作者的真正意思，很多学生就会难以理解。”

Other factors, which I haven' t the time /to **discuss [in detail]**, may also **be involved**.

These include (v.) ① *the speed* /后定 at which the lecture **is delivered**, ② *the rather common use* (n.) of irony 反语；反话, ③ *the peculiarly* 独特地；特有地 *English sense* of humour, ④ *references* /后定 which **presuppose** (v.)以...为前提；依...而定 **a knowledge** 知识，学问；知道，了解 of *British culture*, etc.

可能还涉及其他因素，但我没有时间详细讨论。其中包括演讲的速度、反讽的相当普遍的使用、英国特有的幽默感、以了解英国文化为前提的参考资料等。

All these factors **combine** (v.) /to make it *a formidable 可怕的；令人敬畏的；难对付的 task* /for students **to follow** (v.) **lectures** 演讲，讲演 comfortably.  
It’ s clearly helpful /① **to be aware of** the problems /② and to get **as much practice as possible** /in **listening** (v.) **to** and **trying to understand** spoken English.

所有这些因素结合在一起，使学生轻松地听课, 成为一项艰巨的任务。意识到这些问题, 并在聆听和尝试理解英语口语方面, 进行尽可能多的练习, 显然是有帮助的。

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