



普通高等教育“十一五”国家级规划教材
教育部推荐使用大学外语类教材



全新版大学英语 New College English

视听阅读

4

Watch, Listen and Read

学生用书
Student's Book

主编 美方 Rob Waring
中方 李霄翔



W 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

www.sflep.com





普通高等教育“十一五”国家级规划教材

教育部推荐使用大学外语类教材

H319.9
1372
CD-ROM
4

全新版大学英语 New College English

视听阅读

4

Watch, Listen and Read

学生用书

Student's Book

主 编 美方 Rob Waring

中方 李雷翔

本册主编 朱善华

编 者 陈美华 徐晓燕 杨茂霞

图书在版编目 (CIP) 数据

全新版大学英语视听阅读 (4) 学生用书 / 李霄翔主编. — 2版.

—上海: 上海外语教育出版社, 2013 (2014重印)

(全新版大学英语. 第二版)

ISBN 978-7-5446-3266-9

I. ①全… II. ①李… III. ①英语—听说教学—高等学校—教材

②英语—阅读教学—高等学校—教材 IV. ①H319

中国版本图书馆CIP数据核字 (2013) 第045318号

Copyright © 2009 by Heinle, a part of Cengage Learning.

Original edition published by Cengage Learning. All rights reserved.

本书原版由圣智学习出版公司出版。版权所有, 盗印必究。

Shanghai Foreign Language Education Press is authorized by Cengage Learning to publish and distribute exclusively this adaptation edition. This edition is authorized for sale in the People's Republic of China only (excluding Hong Kong SAR, Macao SAR and Taiwan). Unauthorized export of this edition is a violation of the Copyright Act. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

本书改编版由圣智学习出版公司授权上海外语教育出版社独家出版发行。此版本仅限在中华人民共和国境内 (不包括中国香港、澳门特别行政区及中国台湾) 销售。未经授权的本书出口将被视为违反版权法的行为。未经出版者预先书面许可, 不得以任何方式复制或发行本书的任何部分。

图字: 09-2009-213

Cengage Learning Asia Pte. Ltd.

5 Shenton Way, # 01-01 UIC Building, Singapore 068808

本书封面贴有Cengage Learning防伪标签, 无标签者不得销售。

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@slep.com.cn

网 址: <http://www.slep.com.cn> <http://www.slep.com>

责任编辑: 邵海华

印 刷: 上海中华印刷有限公司

开 本: 787×1092 1/16 印张 11.5 字数 276千字

版 次: 2013年3月第2版 2014年4月第3次印刷

印 数: 60 000 册

书 号: ISBN 978-7-5446-3266-9 / H · 1688

定 价: 31.00 元 (附光盘)

本版图书如有印装质量问题, 可向本社调换

前言

《全新版大学英语视听阅读》是一套根据美国国家地理(National Geographic)视听素材改编而成的创新型大学英语教材,由上海外语教育出版社、美国国家地理和圣智学习出版公司(Cengage Learning)联合开发出版。本套教材以教育部颁布的《大学英语课程教学要求》为指导,在教材设计、选材和编写中力求准确把握大学英语教学的性质和目标,努力体现大学英语教学中以听说技能为先导、其他技能跟进的教学指导思想。它所采用的将视听说与阅读技能融为一体的教材设计,旨在探索一条教材编写新路,创新教学模式,从而提高教学的绩效。

《全新版大学英语视听阅读》是为我国普通高校大学生设计和编写的,共6册,每册10个单元。与同类教材相比,它具有以下几个显著的特点:

1. 编写体例创新。它将英语视听说技能培训与阅读技能培训融为一体,力求从编写思想、素材选编、练习设计和版面设计上反映当代外语教育的最新研究成果,兼容并蓄各学术流派所提出的有益的教学理念和原则。针对我国大学英语教学和考核要求,本套教材既体现当前英语教学中融多种技能为一体的整体性教学原则,又在语言技能训练中突出视听说技能,以弥补目前大学生入校前在英语视听说技能训练方面的不足。学习主题和内容的高度关联方便了英语训练中各种技能的有机转换,同时也可借助于与视听说主题一致的阅读素材,既保持视听说素材的真实性和原有风味,又可有效降低视听说素材的难度,起到了积极的协调和辅助作用。本套教材新颖独特的体例设计,为教学方法论的探究提供了方便。在处理视、听、说与读的关系时,既可以视听为导入,以研究项目式的“做中学”和“视听说相连,层层深入”为目标,也可以“读听说相辅,多种技能共同推进”。阅读教学过程可以作为视听说的导入,也可以作为视听说的温习与强化。可以针对不同的学生群体和学习目标灵活安排不同的教学活动。

2. 题材广泛,内容丰富。本套教材针对我国大学生的社会生活经历和知识结构,广泛地选取了具有较强知识性、趣味性和针对性的视听和配套

的文字素材，主题涉及中外文化、天文地理、历史名胜、科技探索、自然生态、风土人情、生活常识、名人轶事等各个层面。题材的趣味性和多样性增强了学习素材的可视、可听和可读性，同时也可以有效地激发学生学习的积极性，有利于学习者借助于本教材这样一个窗口，拓展生活视野，丰富生活经历。

3. 高质量的语言素材，原汁原味的语境呈现。本套教材在选材内涵丰富的基础上，十分注重语言的表述和场景的呈现技巧。鲜活生动的语言加上优美的画面和纯正的语音，将学生带入一个异域的环境，这种身临其境的感觉将会有效地调动学生多种认知感官，促进多种语言认知策略的形成和发展，在感官和心理上有助于充分激发和维系学生的好奇心、求知欲和模仿内驱力，使得教学活动沉浸在一种既有挑战又有享受的氛围中。

4. 良好的梯度，有机的衔接。本套教材采用词汇控制的方法均衡各册内容的难易度，各册教材的中心词（headword）词汇量分别为：基础1：1300；基础2：1600；第1册：1900；第2册：2200；第3册：2600；第4册：3000。每册教材词汇覆盖面按梯度递增，6册教材呈现出合理的梯度和有机的承接与递进。全套教材的语速基本上保持了均衡的速度，这一方面是借鉴了交际教学法的原则，保持了语言的真实性，有利于缩短英语学习与应用之间的距离；另一方面通过词汇控制手段、视频辅助理解和文本阅读等方法，有效降低视听难度，保证了对原汁原味语言的学习、模仿和应用。

5. 多种技能训练层次分明，形式多样。本套教材练习设计体现了不同技能采用不同训练方法、突出技能转换和教学互动的三大原则。练习整体框架参照建构主义的认知原理，由多种手段辅助主题引入，体现“高质量输入为先，吸收消化为重，互动式输出为主”的练习设计指导思想。在理解环节上，遵循由总体理解向细节理解过渡；在练习环节上，体现“控制型向半控制型再向自由式”逐层递进；在信息流的流向上，由视频、音频和文本所提供的信息流向学习者，学习者不再是被动地接受信息，而是通过多种形式的交互活动，既分享教师指导下由教材所提供的信息，又参与信息的反馈、评价与补充和完善活动，充分体现教师主导和学生主体的作用。形式多样的交互式练习旨在将英语语言基础知识学习、语言应用技能训练和影响到交际效能的文化背景知识介绍有机地融合在一起，突出语言的交际语境和实用的功能意念，在强化语言基本功训练的同时，又注重语言交际技能的培养和训练，力求使英语学习做到学用结合，学以致用，学后会用。

6. 每册教材均附有含视听和语音素材的光盘。本套教材的编排图文并茂，图解文意，新颖独特。音视频资料具有很高的专业水准，令人耳目一新，给人以美的享受。视听和语音素材均提供美音和英音两种选择，有效满足不同学习者的学习和训练需求。

需要指出的是，本套教材印刷文本上的词汇拼写和表达以美式英语为准，美音的录音与印刷文本完全一致，但英音是基于英式表达来录制的，所以会出现英音中的某些表达与印刷文本不一致的情况，请注意区别。如：第1册第1单元的 carry-on 在英音中用 hand luggage。

7. 每册教材均配有教师手册。

由于编者的水平有限，本套教材的不足之处在所难免，恳请各位专家、同仁和广大读者多提宝贵意见。

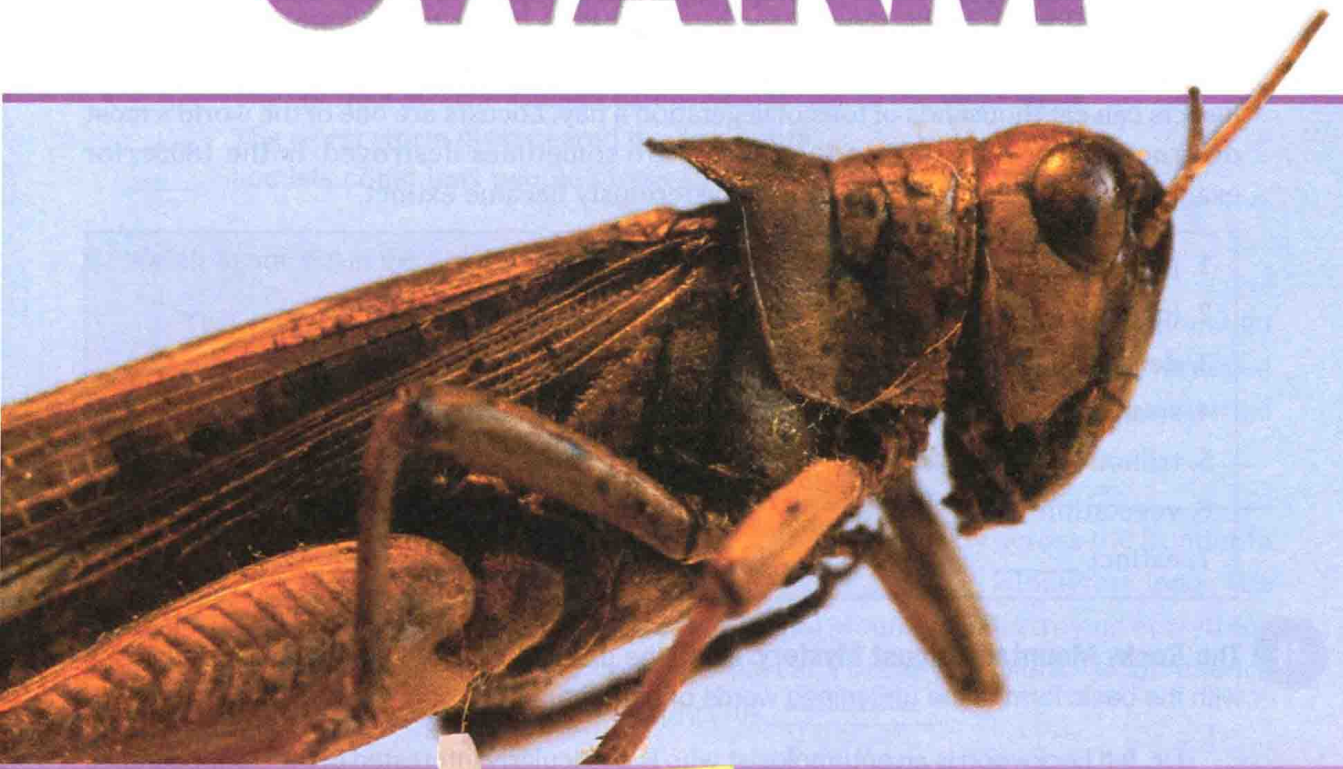
编者

2010年4月于南京

Table of Contents

Unit 1	The Perfect Swarm	1
Unit 2	The Red Devils	19
Unit 3	The Orient Express	35
Unit 4	The Varied Cultures of China	53
Unit 5	Afghanistan's Heroic Artists	69
Unit 6	Natacha's Animal Rescue	87
Unit 7	Firewalking	107
Unit 8	Living in the Slow Lane	123
Unit 9	Alternative Energy	137
Unit 10	Mars on Earth	155
Glossary		173

The Perfect SWARM



This story is set in the central and western U.S., particularly in the states of Texas, Oklahoma, Kansas, Nebraska, North and South Dakota, and Wyoming as well as the Rocky Mountains.

In the 1800s, the Rocky Mountain locust brought massive destruction to Western settlers. Then, the insects suddenly disappeared — almost without a trace. Now scientists hope to find a reason for the locust's extinction. What caused the Rocky Mountain locust to disappear? Where will the scientists find the answers?



I Locusts! Read the paragraph. Then match each word with the correct definition.

Many places in the world regularly experience plagues of locusts that can devastate entire countries. Locusts move in huge swarms, invade entire regions, and usually consume everything in their path. One swarm of locusts containing trillions of individual insects can eat thousands of tons of vegetation a day. Locusts are one of the world's most destructive insects, but they themselves are sometimes destroyed. In the 1800s, for example, the Rocky Mountain locust mysteriously became extinct.

- | | |
|---------------------|--|
| 1. plague _____ | A. 1,000,000,000,000 |
| 2. locust _____ | B. no longer in existence |
| 3. devastate _____ | C. cause extreme damage |
| 4. swarm _____ | D. any widespread cause of misery, suffering, or death |
| 5. trillion _____ | E. a large group, usually of insects |
| 6. vegetation _____ | F. the plant covering an area |
| 7. extinct _____ | G. an insect noted for flying in large groups and destroying crops |

II The Rocky Mountain Locust Mystery. Read the paragraph. Then complete the definitions with the basic form of the underlined words or phrases.

Dr. Jeff Lockwood is an entomologist who is particularly interested in the disappearance of the Rocky Mountain locust. The species was mysteriously wiped out in the late 1800s and there aren't many clues as to why it happened. By studying locust specimens under a microscope and by taking DNA samples from the dead locusts, Lockwood aims to find out why the Rocky Mountain locust suddenly disappeared from Earth.

1. a thing or fact that helps provide an answer to a question; evidence: _____
2. a person who studies insects: _____
3. an item that is an example of a larger group: _____
4. destroy completely; cause to no longer exist: _____
5. a scientific instrument that uses lenses to make small objects appear larger:

6. the material that carries the genetic information in the cells of each living thing:



WATCHING

Part 1

00:00	02:59	05:37	07:42
02:58	05:37	07:42	09:57

I. Watch Part 1. Decide whether the following statements are true (T) or false (F).

- _____ This part focuses on the types of the Rocky Mountain locust.
- _____ Locusts exist on all continents.
- _____ An unbelievable event happened in 1875 when weather conditions helped to create the “perfect swarm.”
- _____ The “perfect swarm” caused extensive damage to the vegetation.
- _____ The worst storm disappeared in a few hours.
- _____ Locusts could hurt people physically and emotionally.

II. Watch again. Fill in the blanks with the missing information.

This part is mainly about the history and the present situation of the Rocky Mountain locust in (1) _____. In the mid-1800s, thousands of pioneers journeyed across the U.S. in search of (2) _____ and (3) _____. They settled on the frontier of the western states, and began to (4) _____. Then, in 1875, there was a disaster caused by the a huge swarm of locusts. (5) _____ of insects came together over the state of Texas, and flew quickly across the frontier in (6) _____ that was nearly (7) _____ kilometers long. The locusts (8) _____ went as far west as the Rocky Mountains, destroying everything (9) _____ they went. However, today people can't see any locusts in North America because the Rocky Mountain locust simply (10) _____.

III. Oral work. Work with your partner. Make an interview between a news reporter and a person who witnessed the perfect swarm. Ask and answer questions about the disaster. The witness should try to explain and act out what he or she had seen, heard and felt.

Useful expressions

What did you see?

What did you do?

How did you feel?

What did you hear?

Why did you run back to your home?

How about the other people?

Locusts

coming down from the sky like hail; looking with hungry eyes; turning this way and that; blocking the sun; bringing darkness; claws digging into their skin and hung upon their clothing ...

People

screaming into their homes; hearing sharp cracks as the insects came underfoot ...

Part 2

00:00	02:00	05:37	07:42
02:59	05:37	07:42	08:57

I. Watch part 2. Choose the true statements about the Rocky Mountain locust.

- _____ The Rocky Mountain locust died as a result of a tremendous series of earthquakes, tidal waves and forest fires.
- _____ The extinction of locusts remains a mystery in the history.
- _____ The reason why the Rocky Mountain locust became extinct is not something Dr. Jeff Lockwood is interested in.
- _____ There are few locust specimens and they are not in good condition.
- _____ Strong winds would sweep swarms of locusts high into the mountains.
- _____ Locusts suffered a long and slow death.
- _____ Locusts suffered a sudden demise.
- _____ The whole body of a locust is found in the ice.

II. Watch again. Answer the following questions in five words or less.

1. How many years has Dr. Jeff Lockwood spent on the mysterious phenomenon?
_____.
2. What did the extinction of the Rocky Mountain locust change?
_____.
3. In what condition are the few locust specimens?
They are often _____.
4. How would locusts die in the Rocky Mountain?
They would _____.
5. Where did Dr. Lockwood find the locust specimen?
On _____ of the mountain.

III. Oral work. Explain to your partner the reasons why Dr. Jeff Lockwood leads his team to the Rocky Mountain. Use the information you've learned in this part and the expressions below.

Useful expressions

- very few locust specimens exist and they are in bad condition
- a body of evidence of the victim in its dying moments
- what the life of the victim looked like when it was flourishing
- a major set of clues is locked up in the ice
- extracting DNA samples from specimens
- specifying exactly what caused the extinction of the insects

Part 3

00:00	02:33	05:37	07:42
02:48	04:37	07:42	09:57

I. Watch part 3. Put the following statements in the correct order.

- A. Extract DNA samples.
- B. Ensure the locusts they have are the right species.
- C. Take the locusts back to the laboratory to examine them more closely.
- D. Find signs that the locusts didn't die of old age.
- E. Realize the importance of looking at the species at the time of its weakest link.
- F. Conclude there must be some other force leading to the sudden death.

() → () → () → () → () → ()

II. Watch again. Fill in the blanks in the table with the missing words.

How did they know they had the Rocky Mountain locust?	It was an exact _____.
How do the locusts generally behave?	They're generally _____ and remain _____.
What do the locusts look like when they are annoyed?	They change completely into some kind of destructive _____.
What happens to their wings and legs when they are angry?	They grow _____.
What fact does the DNA test indicate?	They didn't _____ over a long period of time.

III. Listen and repeat. You are going to hear five sentences selected from the video. Repeat each sentence after it is spoken twice. Then write the sentences.

1. _____

2. _____

3. _____

4. _____

5. _____



Part 4

I. Watch part 4. Choose the best answer to each of the following questions.

1. Where did the Rocky Mountain locust lay its eggs?
 - A. In the forest of the mountains.
 - B. On the top of the mountains.
 - C. In the river valleys of the mountains.
 - D. In the farm land near the mountains.
2. Which of the following is NOT mentioned as being prosperous in the late 1800s?
 - A. Silver industry.
 - B. Coal industry.
 - C. Gold industry.
 - D. Agriculture.
3. Who was mainly responsible for the extinction of the Rocky Mountain locust?
 - A. The farmers.
 - B. The miners.
 - C. Locusts themselves.
 - D. The government.

II. Watch again. Complete the following sentences with the missing words.

1. Now, after years of _____, Lockwood may finally be able to solve the mystery of why the Rocky Mountain locust _____.
2. The major _____ area of the Rocky Mountain locust had become a busy and _____ place.
3. By not allowing the eggs to _____ into full-grown locusts, the species was _____ destroyed at its weakest — when the insects were just eggs.

III. Oral work. Describe to your partner the exact reason for the extinction of the Rocky Mountain locust. Then explain your feelings or make comments on this incident in American agricultural history.

Useful expressions

- | | |
|--|----------------------------|
| gather in one particular region | gold and silver industries |
| the pioneer agriculturalist of the Rocky Mountain West | |
| feed the miners | plow up the fields |
| stamp out the delicate eggs | What a pity it is! |
| That's too bad! | It's just an accident. |
| No one should be blamed ... | |



I. Watch the entire video. Choose the appropriate heading for each part.

- | | | |
|--------|-------|--|
| Part 1 | _____ | A. Dr. Lockwood finds the Real Cause of the Rocky Mountain Locust Extinction |
| Part 2 | _____ | B. The Unthinkable Event in North America in the 1800s |
| Part 3 | _____ | C. Dr. Lockwood's Confusion about the Cause of the Extinction |
| Part 4 | _____ | D. Dr. Lockwood's Analysis and Introduction to Some Locust Facts |

II. Oral work. Work with a partner. Describe the picture below. Use the information from the video and the expressions below.

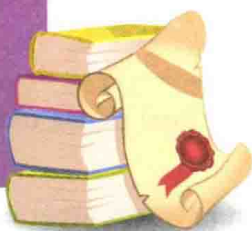


Useful expressions

thousands of pioneers journeyed west across the U.S. in their covered horse-drawn wagons in search of free land wide open spaces new opportunities with their great expectation about their future life ...

III. Project. Form groups of three or four. Each group does research online or in the library on a kind of insect. Then each group fills in the following table and reports the findings to the whole class.

Insects	grasshopper	butterfly	dragonfly	cricket	bee	moth	beetle
How many types are there?							
What does it look like?							
Where does it live?							
What does it live on?							
What can it do?							
What benefits or harms does it bring to human beings?							



The Perfect Swarm



1 In parts of the world, such as West Africa, the damage from the swarms of locusts that can plague an area often reach disastrous proportions. At times, countries are attacked by billions of locusts, which can easily invade entire regions, greedily eating everything in sight. A single swarm of desert locusts can consume over 70,000 metric tons of vegetation a day, enough to feed 200 million people.

2 Locusts are one of the world's most destructive insects, and for some, they bring to mind images of terror and destruction. These seemingly harmless insects can have a devastating effect on a country's food reserves when appearing in large numbers.

These disaster-causing insects can live almost everywhere in the world so they affect a large number of people; however, there is one continent where locusts don't exist at all.

3 At the present time, North America is the only continent on Earth that isn't home to the locust but, interestingly enough, this wasn't always true. For hundreds of years, the Rocky Mountain locust was a very common **pest** in the American West, causing massive destruction to crops and costly disturbances to agricultural economies. However, in the late 1800s, an extremely odd phenomenon occurred involving the Rocky Mountain locust. It's a case that has been recorded

several times in history by people who witnessed it, and without documentation, the event would seem almost unreal.

4 Back in the mid-1800s, thousands of **pioneers** journeyed west across the U.S. in their covered horse-drawn wagons in search of free land, wide open spaces, and new opportunities. They settled on the frontier of the western states, and began to farm the land intensively, growing corn and other crops. They struggled to earn a living from the soil and worked for days on end to break the earth into farmable fields using only horses, **plows**, and a lot of sweat.

5 Then in 1875, out of nowhere, a rare combination of air currents, **drought**, and basic biology produced the right conditions for an unthinkable event. It was the worst storm of its kind ever recorded: an enormous storm of locusts, the “perfect swarm.” This huge mass of hungry insects came over the horizon like a strange, dark cloud. The cloud consisted of not millions, not even billions, but trillions of insects, sweeping through the land like a living tornado. Those who saw the incredible event and survived never forgot what they witnessed.

6 The swarm of locusts came together over the state of Texas, and soon moved quickly across the frontier in a huge destructive cloud that was nearly 3,000 kilometers long. When people saw the cloud appear in the sky, they were completely amazed, and then quite naturally became frightened. The farmers had never seen anything like the swarm before, and immediately began to run from the fields to their houses for shelter and safety.

7 **The storm of locusts kept moving and spread north from Texas to the areas now known as Oklahoma, Kansas, Nebraska, and South and North Dakota. The locusts eventually went as far west as the Rocky Mountains, leaving a path of devastation and destruction wherever they went. Thousands of farmers and pioneers were caught off guard as the swarm moved in, warned only moments before its arrival by the low, sickening drone of a seemingly infinite number of hungry insects.**

8 **An account from one person who observed the locust swarm described the event as if it were an actual storm. According to the observer, the locusts came downward heavily like hail, making loud noises as they fell to the earth. Frightened people ran screaming in terror into their homes as the locusts’ claws dug into their skin and hung upon their clothing. As they ran, they left the fruits of hours of hard labor behind them to be eaten by the mass of eating machines, and the crops and fields were soon under attack.**

pest /pest/ *n.* an insect that causes destruction or annoyance

pioneer /ˌpiəˈniə(r)/ *n.* one of the first people to enter new or undeveloped land to live and work there

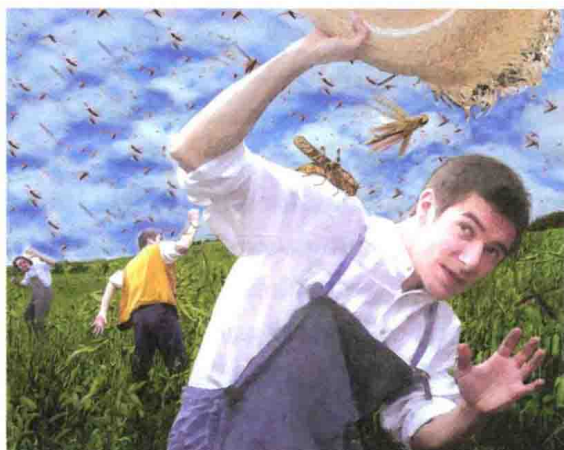
plow /pləʊ/ *n.* a special farm implement used to turn over earth for planting crops

drought /draʊt/ *n.* a period of little or no rainfall

drone /drəʊn/ *n.* a low, rhythmic sound

hail /heɪl/ *n.* rain that freezes and falls as balls of ice

claw /klɔː/ *n.* one of the sharp nails on an animal’s foot



9 While making their escape, the pioneers stepped on the locusts, hearing a sharp crack as the insects came underfoot. But no single group of people could diminish the unbelievable numbers of this insect invasion. The large insects were everywhere, looking with hungry eyes turning this way and that. Their bodies blocked the sun as they streamed through the Midwest, bringing darkness along with destruction. For the farmers, it was hopeless; hardly anything could be saved.

10 The crop damages resulting from this “perfect swarm” were absolutely astonishing, even by modern standards. If such destruction were to happen today it would cost an estimated \$116 billion U.S., a sum that is even more than the most costly hurricane in American history. Several agricultural regions were devastated, both economically and emotionally. Agricultural commodities became scarce, crops were wiped out, and many of the pioneers simply packed up and left having lost everything to the swarm. And then, something remarkable happened: the Rocky Mountain locust simply **vanished**.

11 For over 100 years, the disappearance of the Rocky Mountain locust from the U.S.

has been one of the biggest mysteries of the natural world. It’s a highly unusual phenomenon for a species not to just diminish in numbers, but to actually vanish from the earth. The question of what exactly happened to the Rocky Mountain locust has become the subject of several researchers, and one man in particular has spent years of his life trying to solve the puzzle.

12 At the University of Wyoming, entomologist Dr. Jeff Lockwood has spent over a decade investigating exactly why the Rocky Mountain locust disappeared in the late 1800s. He describes what the swarm of Rocky Mountain locusts was like and attempts to help the people visualize the huge numbers of locusts that made up the swarm. “There were probably more locusts in the largest swarm than there are stars in the **Milky Way** — trillions,” he reports.

13 Lockwood goes on to pose the question of why the locust became extinct, commenting that the usual straightforward reasons for extinction don’t seem to be present in this case. “Not only is something of that scale and **magnitude** and power gone, but it’s gone within a few years,” he says. He then points out that no unusual events

vanish /'væniʃ/ *vi.* completely and unexpectedly disappear

Milky Way the area of more than 100 billion stars in which our Sun and Earth are located

magnitude /'mægnɪtju:d/ *n.* great size

flourishing /'flaʊrɪʃɪŋ/ *adj.* doing well; healthy

demise /di'maɪz/ *n.* end or death

glacier /'glæsiə(r)/ *n.* a large mass of ice that slowly moves, usually down a mountain