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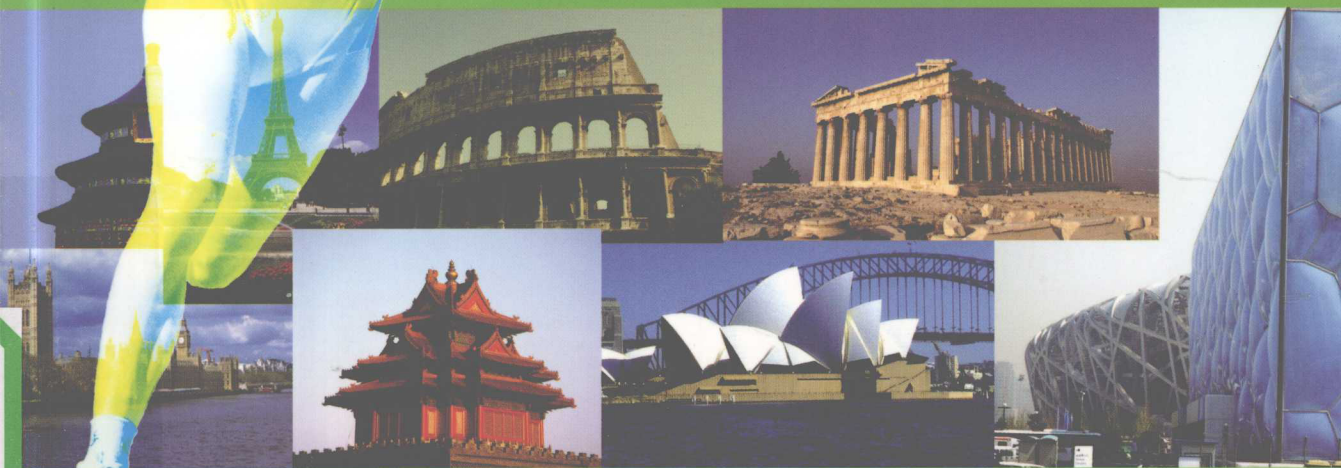
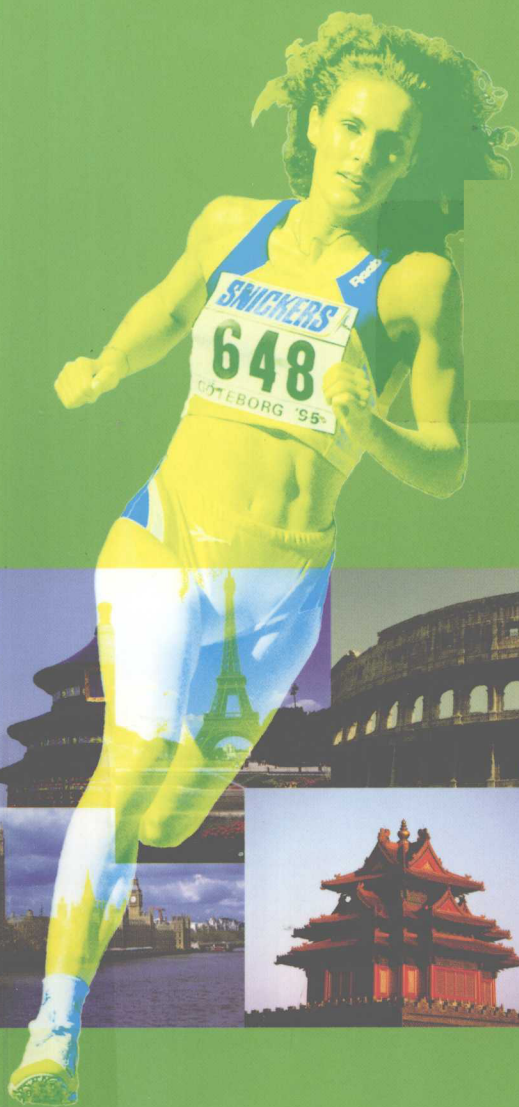
体育英语专业系列教材 / 总主编 田 慧

# 英语听说教程

ENGLISH LISTENING AND SPEAKING COURSE

(第三册)

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# 前 言

从 2002 年开始,国内的体育院校纷纷开设了体育英语专业,培养在体育领域从事对外交流工作的国际体育人才。经过五年多的发展,体育英语专业既显示出强大的生机和活力,又面临着诸多困难,首要的问题就是教材问题。目前,体育英语专业大多在技能类课程,特别是基础阶段课程中沿用了全国统编英语专业教材。这些教材选材精当、设计合理,对夯实学生语言基本功起到了巨大作用。但是体育英语专业有其专业的特色,因此,从 2004 年开始,我们就着手策划编写一套供体育英语专业学生使用的系列教材,并于 2007 年获得北京市高等教育精品教材立项。此系列教材包括基础阶段的《综合英语教程》、《英语听说教程》、《英语阅读教程》和高级阶段的《体育英语阅读》等,首批推出的是基础阶段的《综合英语教程》和《英语听说教程》。

经教育部批准的《高等学校英语专业英语教学大纲》指出:英语专业学生应具有扎实的语言基本功、宽广的知识面、一定的相关专业知识、较强的能力和较高素质。基础阶段的各教程正是按照这一培养目标编写的,立足于加强学生语言基本功,在培养语言基本功的同时渗透体育元素、人文精神,以提高学生的体育知识水平和人文素养,并在设计中力图培养学生的跨文化交际能力和独立思维能力。同时,本系列教材的一个突出特点是将各门课程的同一单元统一于一个话题,学生在“综合英语”、“英语阅读”、“英语听说”课程中同步围绕一个话题进行不同的技能训练,也使得他们能从不同角度认识同一问题。

《英语听说教程》共 4 册,本书为第三册,内有 12 个单元。每单元的主题与《综合英语教程》的主题相同,但内容的取材原则体现不同的重点。本教程听说一体,学习者在接受了大量的相关话题的信息输入后,可以对此话题进行讨论。每单元计划用 6 个学时完成。

听力材料的选择以短小精悍、难度适中的国外原版材料为主,兼顾材料的多样性、信息性、知识性和趣味性及语言的真实性与实用性,避免枯燥,每次课都有新的内容,有效地避免了各门课程脱节。

本教程强调多种目的听说训练,以便学习者适应不同内容、不同形式的英语。整册书中编排有英语对话、访谈、故事、文章、报告、讲座以及演讲等内容。为提高学生的新闻英语听力的能力,每单元有 3—5 条新闻听力,并配有练习。与第一、二册相比,第三册适当增加了体育题材的附加听力材料,力求在为学生打下扎实的英语听力基本技

能基础的同时,渗透体育专业英语,为学生以后的专业发展打下基础。

编纂过程中,北京体育大学外语系的外籍专家 Vera Lee 和 Maggie Carey 先后改写并审校了文本与练习,并且提出了宝贵意见,在此谨表谢忱。参加录音的朋友有 Cath Marsden, Andrew Tait, Pen-Pen Chen, David Moser 等。教程选材过程中,我们参阅了大量英美国家的报纸杂志、教科书,以及部分网络资源,对一些文章进行了选编,特此向原作者们致以诚挚的谢意。

北京体育大学外语系承担了本教程的编写工作。由于经验和水平有限,书中疏漏及不妥之处在所难免,敬请使用本教程的师生批评指正。

2009年4月

编者

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# Unit 1 Language

## Part I What Was That You Said?

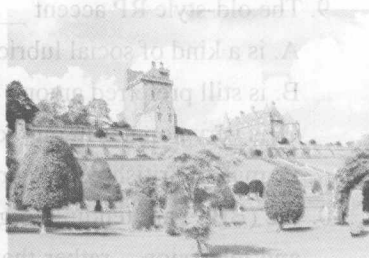
### Word List

mock	choir	subtitle	lexicographer	scholarly
fade away	phonetician	per se	prestige	dominant
exert	modernity	cockney	anecdote	glottal stop
upwardly	aspire to	continuum	string out	lingua franca
cross-class communication		lubricant	clarity	surpass
Received Pronunciation (RP)		Nigeria		

**A** In Britain there are many different accents and dialects. You are going to hear Phoebe from Northern Ireland, some Welsh choir singers, and two Scottish men who have a strong Glasgow accent.

Listen and see if you can understand them. Jot down some key words in the table below to describe their language characteristics.

1. Phoebe from Northern Ireland	
2. Welsh choir singers	
3. Two Scottish men	



**B** Tom McArthur, linguist and lexicographer, is editor of the Oxford Companion to the English Language and the scholarly journal English Today. At his home in Cambridge, he spoke with Newsweek's Daniel Pedersen and Deborah Curran.

Listen to the conversation and choose the best answer to the following sentences. Fill in the blanks with no more than THREE words where necessary.

- The following statements about RP are true EXCEPT
  - RP, Received Pronunciation, is the Queen's English
  - RP is the accent of the royal family, not that of the middle classes

- C. RP has been put forward as a standard accent across all of England  
D. RP has lost its central position and is being challenged
- RP has always been spoken by \_\_\_\_\_ percent of the population in social positions of great \_\_\_\_\_.
  - English can be both attractive and dangerous—dangerous because it \_\_\_\_\_.
  - The New London Voice is a compromise voice between RP and \_\_\_\_\_.
  - Which of the following statements about spoken English is true?  
A. There is a globally recognized standard.  
B. There is a central authority like the Académie Française.  
C. The New London Voice is becoming more and more popular.  
D. British speech will be classless in the future.
  - One thing that distinguishes the New London Voice is \_\_\_\_\_.  
A. the glottal stop                      B. the stress accent  
C. the nasal consonant                D. the lateral consonant
  - In the New London Voice, “l” at the end of a word is pronounced \_\_\_\_\_.
  - The New London Voice is spoken by \_\_\_\_\_.  
A. older speakers of RP  
B. upwardly mobile working-class people from London  
C. people of Diana’s background 30, 40, or 50 years ago  
D. John Major
  - The old-style RP accent \_\_\_\_\_.  
A. is a kind of social lubricant  
B. is still preferred among diplomats  
C. is very popular in public schools in Britain  
D. makes British people proud of their education
  - We (BBC) are tending to get voices with the \_\_\_\_\_ necessary for radio and television, rather than \_\_\_\_\_ that is supposed to represent the best possible English for all people in all places.
  - People in India, Nigeria or Singapore \_\_\_\_\_.  
A. are learning the world’s lingua franca  
B. are concerned with the British English  
C. are following the trend of American English  
D. are likely to develop their own “educated” accents
  - According to McArthur, American English \_\_\_\_\_.  
A. is a symbol of authority  
B. is spoken by 57 million people  
C. will probably become a model for a vast number of people around the world  
D. has surpassed British English as the leading model for English learners to follow



**C** As you listen to the conversation again, complete the chart below with key words.

Spoken English	Characteristics	Status
RP		
New London Voice		
American English		

**D** In groups, discuss the following questions, giving examples where possible.

1. Which English accent do you prefer, British English or American English? Why?
2. Have you heard other accents of English before? (i.e. Indian English, Japanese English, Singaporean English, etc.) What is your view on these English variations? Do you think there should be a global standard for English pronunciation?
3. Do you think the Queen or later monarchs of Great Britain might speak American English one day? Why or why not?

**E** **Imitation.** You are going to hear an audio of the Queen's speech. Listen to it and practice mimicking the accent until you can repeat the Queen's accent confidently and correctly. You will then be asked to mimic the speech in front of the class with the Queen's accent.

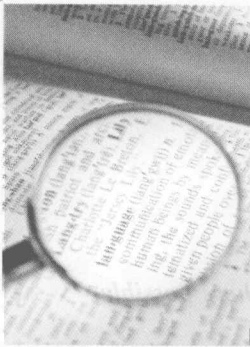


## Part II Do Animals Talk to Each Other the Way People Do?

### Word List

acquisition	recognizable	doting	cognition
prairie dog	colony	predator	coyote
lunge	burrow	decipher	spectrum
vanish	identical	displacement	by no means
Northern Arizona University		Gunnison	Flagstaff

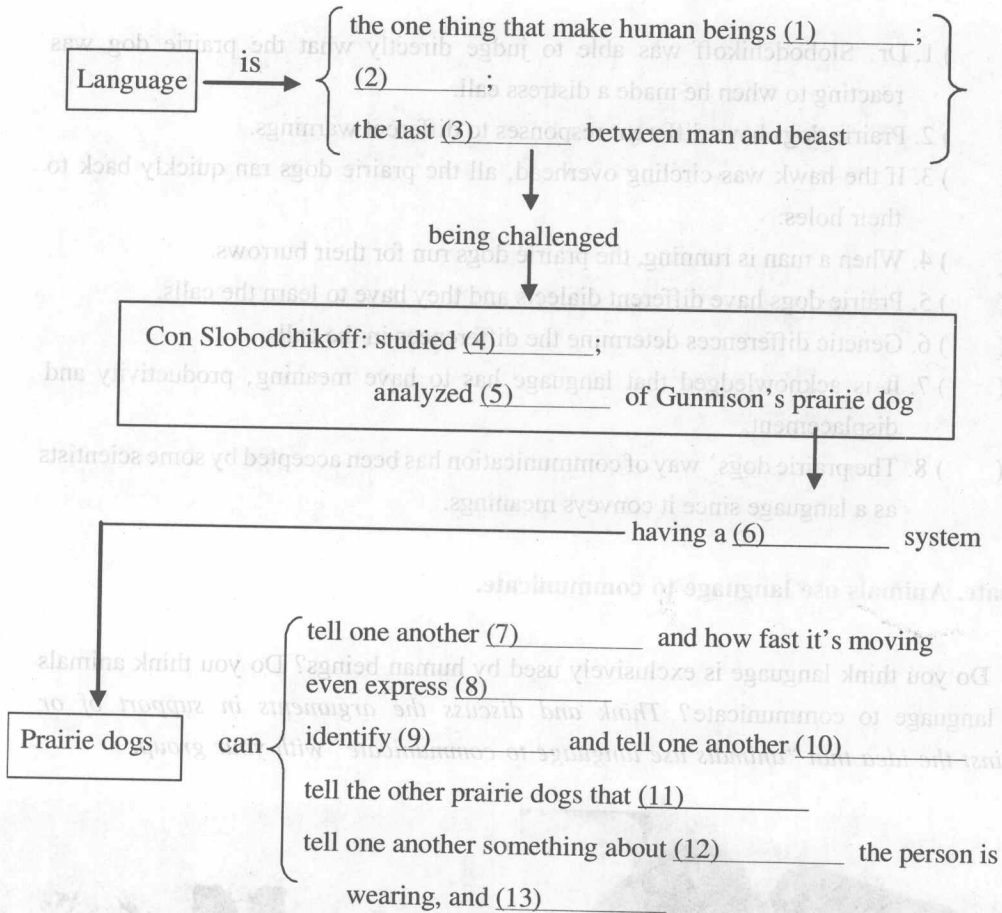
**A** What is language? Listen to the following definitions of language, express your understanding of it, and then describe some of its characteristics.



**B** Dictation. Listen to the following short passage and write down what you hear.

Blank area for dictation notes.

**C** You are going to hear a passage about prairie dogs' "language". As you listen to the first part, fill in the following diagram and explain what prairie dogs do to communicate.



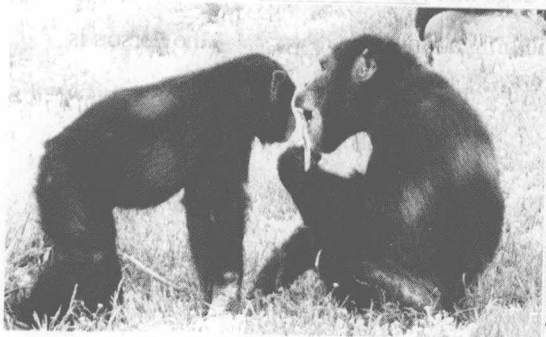
- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
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- (5) \_\_\_\_\_
- (6) \_\_\_\_\_
- (7) \_\_\_\_\_
- (8) \_\_\_\_\_
- (9) \_\_\_\_\_
- (10) \_\_\_\_\_
- (11) \_\_\_\_\_
- (12) \_\_\_\_\_
- (13) \_\_\_\_\_

**D** As you continue listening to the second part of the passage, write T (true), F (false), or NG (not given) beside the following statements.

- ( ) 1. Dr. Slobodchikoff was able to judge directly what the prairie dog was reacting to when he made a distress call.
- ( ) 2. Prairie dogs have different responses to different warnings.
- ( ) 3. If the hawk was circling overhead, all the prairie dogs ran quickly back to their holes.
- ( ) 4. When a man is running, the prairie dogs run for their burrows.
- ( ) 5. Prairie dogs have different dialects and they have to learn the calls.
- ( ) 6. Genetic differences determine the differences in the calls.
- ( ) 7. It is acknowledged that language has to have meaning, productivity and displacement.
- ( ) 8. The prairie dogs' way of communication has been accepted by some scientists as a language since it conveys meanings.

**E** Debate. Animals use language to communicate.

Do you think language is exclusively used by human beings? Do you think animals use language to communicate? *Think and discuss the arguments in support of or against the idea that "animals use language to communicate" with your group.*



(10)

(11)

(12)

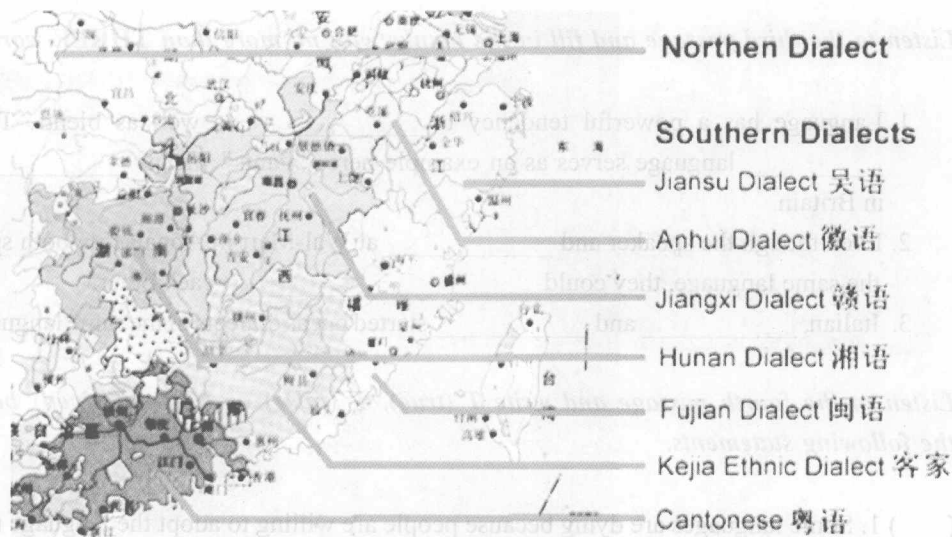
## Part III Understanding Language

### Word List

endangered	blink	breakneck	assert
extinction	primitive	on the same footing	presumption
premise	merge	seep	devour
warrior	globalization	mutually	unintelligible
fare	full-blown	accommodate	syntactical
neural	intertwine	invoke	from scratch
Viking	Slavic	Germanic	Anglo
Saxon	Jute	Celtic	Latin
Turko-Mongol	Farsi	Hindi	Turkic
Urdu	Turkish	Appalachia	West Coast
Kentucky	Hindu	Delhi	Portuguese
Inuit	Polish	Ludwig Zamenhof	Esperanto

**A** Discuss the following questions with a partner.

1. What do you know about the history of the English language?
2. What is the difference between a language and a dialect? How many different dialects are spoken in China?
3. What do you think are the three most widely spoken languages in the world today?
4. Do you think the loss of languages is like the loss of a species? Why or why not?



**B** You are going to hear five passages about language. Listen to the first passage and fill in the blanks.

1. Jiwarli and Chinook are examples of \_\_\_\_\_ languages.
2. Roughly \_\_\_\_\_ languages are spoken in the world today but \_\_\_\_\_ of them will have disappeared by the end of the next century.
3. John Miller says people should \_\_\_\_\_ when a language dies because it means \_\_\_\_\_ has joined the modern world.
4. The speaker believes that the disappearance of languages is different from the disappearance of species because a single species cannot \_\_\_\_\_ but a single language can \_\_\_\_\_. It would contribute to \_\_\_\_\_.

**C** Listen to the second passage and choose the best answer to the following questions.

1. When people merge because of war and invasion, they usually end up speaking \_\_\_\_\_.  
 A. the invaders' language      B. the locals' language  
 C. a new blended language
2. Which of the following is not one of the key components of English?  
 A. Celtic      B. Latin      C. German  
 D. Russian      E. French
3. The official language of Pakistan, Urdu, \_\_\_\_\_.  
 A. is another example of blending the languages of the invaders and the locals  
 B. was born in the army as a blend of the soldiers' various languages  
 C. is mainly from Turkish and Hindi

**D** Listen to the third passage and fill in the blanks with no more than THREE words.

1. Language has a powerful tendency to \_\_\_\_\_ as well as blend. The \_\_\_\_\_ language serves as an example here. "Pants" means \_\_\_\_\_ in Britain.
2. Even though the speaker and \_\_\_\_\_ at Wal-Mart in Appalachia both spoke the same language, they could \_\_\_\_\_ each other.
3. Italian, \_\_\_\_\_ and \_\_\_\_\_ started out as dialects of the same language.

**E** Listen to the fourth passage and write T (true), F (false) or NG (not given) beside the following statements.

- ( ) 1. Some languages are dying because people are willing to adopt the language that helps them get along in the world.



- (more) 2. According to the speaker, people practically think in the same way even though they are speaking different languages.
- (and) 3. The Inuit language has 20 words for snow because snow is so much part of Inuit life.
- ( ) 4. Native speakers have a sense of identity when they speak their language.

**F** Listen to the last passage and answer the following questions with key words.

1. What did Polish physician Ludwlg Zamenhof do in 1887?  
\_\_\_\_\_
2. What are the characteristics of that language?  
\_\_\_\_\_
3. How many people are speaking the language according to its supporters?  
\_\_\_\_\_
4. Does the speaker think this language will become a global second language?  
\_\_\_\_\_

**G** In groups, discuss the following questions, giving examples where possible.

1. What is the relationship between language and culture? Do you think a culture can be lost if the language spoken within that culture is lost? What aspect(s) of Chinese culture would be lost if Chinese were to become moribund?
2. What actions can be taken to preserve languages that are endangered?
3. English has had a resurgence in recent times. How has this resurgence occurred?
4. Do you think that there should be one dominant language in the world? Why or why not? What are the advantages and disadvantages if everyone spoke the same language?
5. What's your personality like in English? Are you a different person when you speak English? How are you different? Are there any topics that you would feel more comfortable discussing in English rather than in Chinese? Why do you think you have that feeling?

**H** Homework assignment. In groups of 4 or 5, choose and research one of the following topics. Each group is to report the research to the class with a 3-minute presentation.

**1. Endangered or extinct language**

Research one of the endangered or dead languages. You may include the following details: language region, origin, history, how and why it disappeared / is disappearing, what is being done to preserve this language, etc.

**2. "Conquered" or "conquerer's" language**

Prepare a report about a conquerer's language, or a conquered language. You may