

THOMSON



高级英语 视听说教程 1

Advanced Viewing, Listening & Speaking

Patricia A. Dunkel

Phyllis L. Lim

(引进改编版)

《高级英语视听说教程》改编组



高等教育出版社
Higher Education Press

Intermediate Listening Comprehension

高级英语 视听说教程

1

Advanced Viewing, Listening & Speaking

Patricia A. Dunkel

Phyllis L. Lim

(引进改编版)

《高级英语视听说教程》改编组

江苏工业学院图书馆
藏书章



高等教育出版社
Higher Education Press

图字: 01-2005-4473 号

Patricia A. Dunkel, Phyllis L. Lim

Intermediate Listening Comprehension, Third Edition

ISBN: 1-4130-1257-4

Copyright © 2006 by Thomson Heinle, a part of The Thomson Corporation

Original language published by Thomson Learning (a division of Thomson Learning Asia Pte Ltd). All Rights reserved. 本书原版由汤姆森学习出版集团出版。版权所有, 盗印必究。

Higher Education Press is authorized by Thomson Learning to publish and distribute exclusively this bilingual edition. This edition is authorized for sale in the People's Republic of China only (excluding Hong Kong, 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.

本书双语版由汤姆森学习出版集团授权高等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(但不允许在中国香港、澳门特别行政区和中国台湾地区)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。

981-265-517-4

图书在版编目(CIP)数据

高级英语视听说教程. 1 = Intermediate Listening

Comprehension: 引进改编版 / (美) 邓克尔 (Dunkel, P. A.), (美)

利姆 (Lim, P. L.); 《高级英语视听说教程》改编组

. —北京: 高等教育出版社, 2005. 8

学生用书

ISBN 7-04-017929-6

I. 高... II. ①邓... ②利... ③高... III. 英语 -
听说教学 - 高等学校 - 教材 IV. H319.9

中国版本图书馆 CIP 数据核字 (2005) 第 099949 号

出版发行 高等教育出版社
社 址 北京市西城区德外大街 4 号
邮政编码 100011
总 机 010-58581000

购书热线 010-58581118
免费咨询 800-810-0598
网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>

经 销 北京蓝色畅想图书发行有限公司
印 刷 高等教育出版社印刷厂

网上订购 <http://www.landaco.com>
<http://www.landaco.com.cn>

开 本 850 × 1168 1/16
印 张 8.5
字 数 220 000

版 次 2005 年 8 月第 1 版
印 次 2005 年 8 月第 1 次印刷
定 价 24.50 元(含光盘)

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换。

版权所有 侵权必究

物料号 17929-00

《高级英语视听说教程》(引进改编版) 系列教材改编组

《高级英语视听说教程 1》(学生用书)

主 编: 张敬源

副 主 编: 刘亚明

编 者 (以姓氏笔画为序):

刘亚明 张敬源 张 虹 周荣娟 淡晓红

策划编辑 贾 巍 刘丽燕

项目编辑 刘丽燕 张歆秋

责任编辑 张歆秋

封面设计 周 末

版式设计 孙 伟 王东岗

责任校对 张歆秋 刘丽燕

责任印制 韩 刚

出版前言

近年来,加强听力教学,帮助学习者提高其听力理解能力已成为国际英语教学的重点之一。其原因在于无论是学习母语还是学习外语,都要首先培养学习者的听力理解能力。教育部2004年颁布的《大学英语课程教学要求(试行)》的培养目标中指出,注重培养学生英语综合应用能力,特别是听说能力。在“听力”技能培养中还提出,1)能基本听懂英语国家人士的谈话和讲座;2)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;3)能基本听懂外国专家用英语讲授的专业课程。再如《高等学校英语专业英语教学大纲》(2000)在规定结业时所应达到“听”的能力时指出,1)听懂真实交际场合中各种英语会话;2)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;3)听懂电视时事报道和电视剧中的对话等。许多语言教学工作者也指出,听力教学应是其他语言技能教学的基础,只有解决了学习者“听”的问题,才能更有效地解决“说”的问题。

为提高大学生的英语听说能力,使其达到《大学英语课程教学要求(试行)》中规定的较高要求和更高要求,高等教育出版社引进了美国汤姆森学习集团公司2005年—2006年最新出版的中高级英语听力教程1~3册,并组织国内高校专家和教师改编出版了这套《高级英语视听说教程》1~3册。这套教材主要是通过观看视频讲座或听录音,训练学习者的英语听力技巧;提高学习者听力理解能力;提高学习者听学术讲座的记录能力;提高学生就相关主题的口头表达能力。

本书是第一册,共15个单元。每个单元由听前部分(Prelistening)、听中部分(Listening)、听后部分(Postlistening)组成。听前部分包括听前准备(Listening Preparation)、词汇和句子预习(Preview of Vocabulary and Sentences)和听力提示(Rhetorical Listening Cues),听中部分包括初听(Initial Listening)、内容重现(Mental Rehearsal and Review of the Talk)和巩固(Consolidation),听后部分包括听力理解检查(The Comprehension Check)、听力扩展(The Listening Expansion)和趣味听力(Listening Factoids)。这些练习集中训练学习者的听力、记录以及理解能力。教材内容涉及重要人物、重大事件、现代科技、语言、自然现象、社会现象、动植物等方面,材料丰富、充实。

该教材适合大学英语本科高级听说课程,特别是高级选修课程,研究生英语课程及同等水平的培训课程,如托福、雅思考试培训等,并配备了学生用书、教师用书、课堂教学DVD/MP3和磁带。

高等教育出版社

2005年7月

郑重声明

高等教育出版社依法对本书享有专有出版权。任何未经许可的复制、销售行为均违反《中华人民共和国著作权法》，其行为人将承担相应的民事责任和行政责任，构成犯罪的，将被依法追究刑事责任。为了维护市场秩序，保护读者的合法权益，避免读者误用盗版书造成不良后果，我社将配合行政执法部门和司法机关对违法犯罪的单位和个人给予严厉打击。社会各界人士如发现上述侵权行为，希望及时举报，本社将奖励举报有功人员。

反盗版举报电话：(010) 58581897/58581896/58581879

传 真：(010) 82086060

E - mail: dd@hep.com.cn

通信地址：北京市西城区德外大街 4 号

高等教育出版社打击盗版办公室

邮 编：100011

购书请拨打电话：(010)58581118

Contents

Unit One

Focus on:

Chronology 1

- Chapter 1 **Napoleon:**
From Schoolboy to Emperor 2
- Chapter 2 **Pompeii:**
Destroyed, Forgotten, and Found 8
- Chapter 3 **Lance Armstrong:**
Survivor and Winner 14

Unit Two

Focus on:

Process 21

- Chapter 4 **The Internet:**
How It Works 22
- Chapter 5 **Language:**
How Children Acquire Theirs 28
- Chapter 6 **Hydroponic Aquaculture:**
How One System Works 34

Unit Three

Focus on:

Classification/Definition 41

- Chapter 7 **A Tidal Wave:**
What Is It? What Causes It? How Can We Predict It? 42
- Chapter 8 **Levels of Language Usage:**
Formal and Informal 48
- Chapter 9 **Power:**
The Kinds People Use and Abuse 54

Unit Four**Focus on:****Comparison/Contrast 63**

Chapter 10 **Asian and African Elephants:**
Similarities and Differences 64

Chapter 11 **Lincoln and Kennedy:**
Similar Destinies 70

Chapter 12 ***The Titanic* and the *Andrea Doria*:**
Tragedies at Sea 77

Unit Five**Focus on:****Causal Analysis 85**

Chapter 13 **Dinosaurs:**
Why They Disappeared 86

Chapter 14 **The American Civil War:**
Why It Happened 94

Chapter 15 **Endangered Species:**
What Are the Causes 102

Glossary 109



Unit One

Focus on: Chronology

Chronology is a way of telling something in the order in which it happened. Chronology is used to tell stories and to relate historical events.

Chapter 1

Napoleon:

From Schoolboy to Emperor 2

Chapter 2

Pompeii:

Destroyed, Forgotten, and Found 8

Chapter 3

Lance Armstrong:

Survivor and Winner 14

1

Napoleon: From Schoolboy to Emperor



I. PRELISTENING

A. Listening Preparation

You are going to listen to a story about Napoleon Bonaparte, the French conqueror. Think about the man for a minute. Do you have a picture of him in your mind? What did he look like? Was he a tall man? No, he was really quite short, but he was a very powerful man. Some people think he was a great man—a hero. Other people think he was a villain—a very bad person. But most people agree that he was one of the most important men in European history.

B. Preview of Vocabulary and Sentences

emperor the ruler of an empire

- Napoleon was a French soldier who became *emperor* of the French Empire.

military school a school that trains young people to be soldiers or officers

- Napoleon's father sent him to *military school* in France.

to excel to do better than others

- Napoleon *excelled* in mathematics and in military science.

career an occupation followed as one's lifework

fame recognition; distinction; great honor

- Napoleon began the military *career* that brought him *fame*, power, riches, and finally defeat.

victories conquests; successes

- Napoleon won many, many military *victories*.

to control to have power over; to govern by domination

- At one time Napoleon *controlled* most of Europe.

to lose to fail to keep; to be unable to save

- In the military campaign into Russia, Napoleon *lost* most of his army.

to be deserted to be left by people who do not plan to return; to be abandoned

- The great French conqueror died alone—*deserted* by his family and his friends.

C. Rhetorical Listening Cues

In this talk the speaker tells you about the life of Napoleon. The story is told in chronological order; that is, the events are related in the order in which they happened. The story begins with Napoleon's birth in 1769 and ends with his death in 1821. Listen for what happened when Napoleon was 10 years old, 16 years old, and 24 years old. Another time expression you will hear that shows chronology is "several years later."

II. LISTENING

A. Initial Listening

Now let's listen to a talk about the Emperor Napoleon. It may help you to concentrate on the talk if you close your eyes while you listen. Just relax and listen carefully.

B. Mental Rehearsal and Review of the Talk

All right. Let's listen to the talk once again. This time, the talk will be given in message units. Please repeat each unit to yourself silently after you hear it. Remember, don't say the units out loud.

C. Consolidation

You will hear the talk given once again. This time as you listen, take notes on what you hear.

III. POSTLISTENING

A. The Comprehension Check

1. Recognizing Information and Checking Accuracy

For questions 1–4 you will hear multiple-choice questions about the information presented in the talk. Listen to each question and decide whether (a), (b), (c), or (d) is the best answer to the question.

- | | |
|--|--|
| _____ 1. (a) in 1769
(b) in 1821
(c) in France
(d) on Corsica | _____ 4. (a) when he was 51
years old
(b) just before he defeated
England
(c) after his military
campaign into Russia
(d) several years after he
became a general |
| _____ 2. (a) outstanding
(b) excellent
(c) good
(d) poor | |
| _____ 3. (a) power
(b) wealth
(c) defeat
(d) all of the above | |

For questions 5–8 you will hear statements about the life of Napoleon. If the statement is true, put a T on the line next to the number of the statement. If the statement you hear is false, put an F on the line, and explain why the statement is false.

CHECK YOUR ANSWERS ►

5. _____ 6. _____ 7. _____ 8. _____

2. Using and Expanding on the Information in the Talk

a. Recapping the Information from Your Notes. Use your notes to recap the information you learned about the life of Napoleon. Present the information to the class or to one of your classmates.

b. Expanding on the Information in the Talk. Discuss with a classmate why you agree (or do not agree) with the following statements:

1. Napoleon was a great man.
2. It would be impossible today for a person like Napoleon to become powerful enough to conquer and rule so many countries.
3. The only way a country can be safe is to have a powerful military to protect itself.
4. Every young man and woman should be required to do at least two years of military service for his or her country.

B. The Listening Expansion

Task 1.

Completing a Map

Look at the map on the following page. It is a picture of the various European kingdoms and empires that existed in Napoleon's time. You are going to fill in the information that is not already on the map. Listen and fill in the missing information.

CHECK YOUR ANSWERS ►

Task 2.

Answering Questions about the Completed Map

Now the map is complete. Here are some questions about the map of Napoleonic Europe. When you hear a question, look at the map to find the answer to the question you hear. Listen for the words "north," "south," "east," or "west." Write the answer to the question on the appropriate blank line.

For example, you will hear the question: "What was the name of the empire that was south of the Austrian Empire in Napoleon's time?" The answer to the question is "the Ottoman Empire." You must complete the rest of the answers. Are you ready? Do you have the map handy for consultation? Good. Let's begin.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

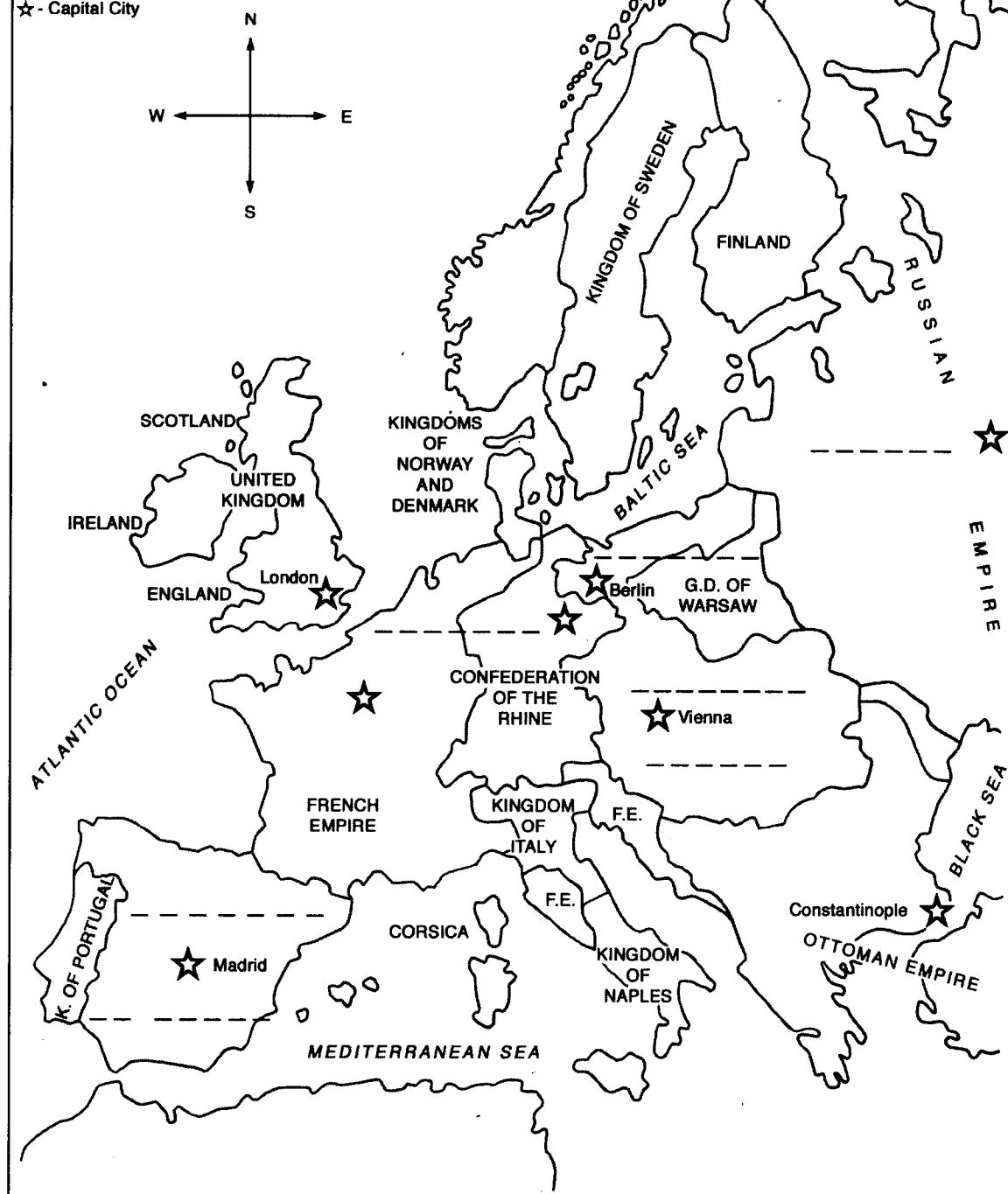
CHECK YOUR ANSWERS ►



#1 Napoleon led a very exciting and dangerous life, but he died in his own bed. The cause of Napoleon's death has been the subject of controversy from that time to the present. Listen to some of the theories people have had about the cause of his death.

#2 Powerful men in history leave behind a number of sayings that linger long after they are dead. Listen to seven of Napoleon's famous sayings, or "words of wisdom." Each saying will be repeated twice.

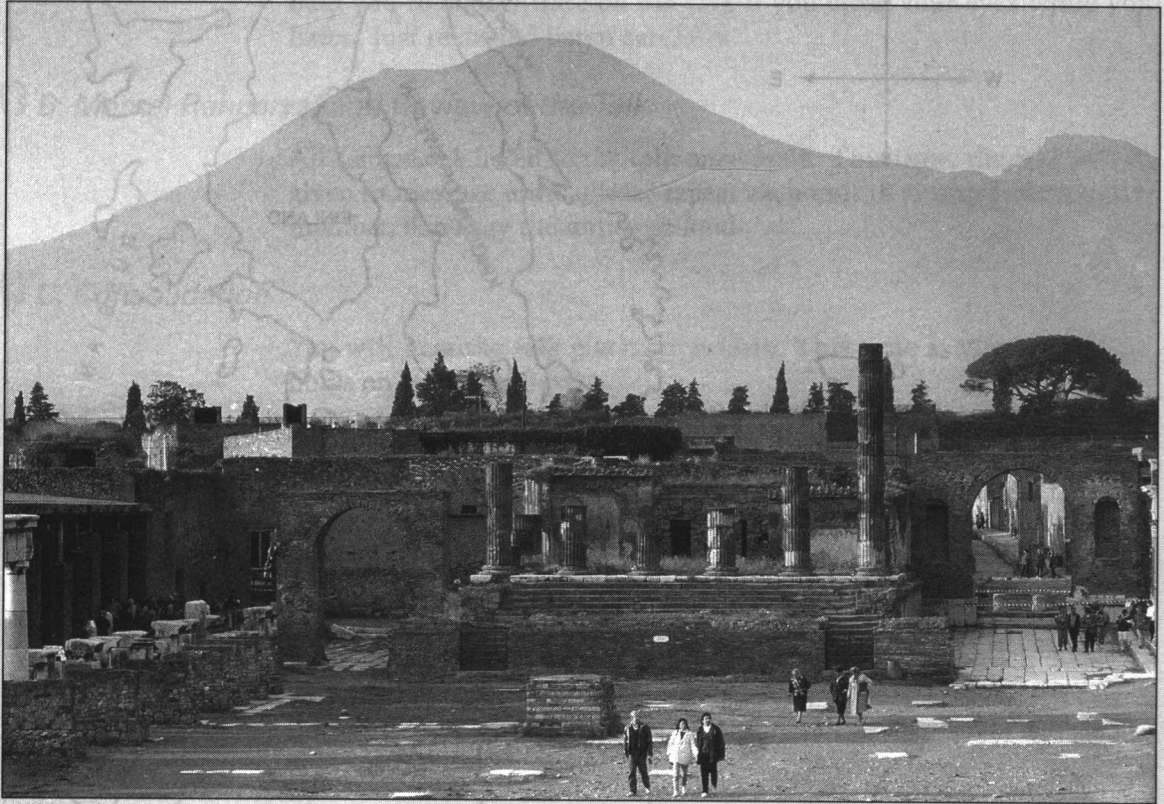
F.E. - French Empire
 G.D. - Grand Duchy
 K. - Kingdom
 ☆ - Capital City



2

Pompeii:

Destroyed, Forgotten, and Found



I. PRELISTENING

A. Listening Preparation

You are going to listen to a story about the ancient city of Pompeii. What do you know about Pompeii? Do you know where it was located? Do you know why it is famous? What happened in Pompeii? Why did many people die there? Why do tourists visit Pompeii today?

B. Preview of Vocabulary and Sentences

Bay of Naples

- Pompeii was located on the ocean, on the *Bay of Naples*.

79 C.E. 79 years after the birth of Christ

- In the year 79 C.E., a young Roman boy was visiting his uncle in Pompeii.

sight a scene; a view

- Pliny saw a frightening *sight*.

ash residue left when material is consumed by fire; very small particles of mineral matter that a volcano sends out

- Rock and *ash* flew through the air.

eruption outbreak of a volcano

- What Pliny saw was the eruption — the explosion — of the volcano, Vesuvius.

to flee to run to escape from danger

- Many people were able to *flee* the city and to escape death.

to be buried alive to be covered by ash or dirt completely while still living and then to die

- These unlucky people were *buried alive* under the ash.

to dig to turn up the ground or soil with a shovel

- An Italian farmer was *digging* on his farm.

archaeologists scientists who study the remains of ancient civilizations

- *Archaeologists* began to excavate—to dig—in the area.

ruins the remains of destroyed buildings or cities

- Today tourists come from all over the world to see the *ruins* of the famous city of Pompeii.

C. Rhetorical Listening Cues

In this talk the speaker tells you a story about the ancient city of Pompeii. This story begins about 2,000 years ago and continues up to today. The story is told in chronological order. Listen for dates such as "79 C.E." and time expressions such as "for about three days," "as time went by," and "for 1,700 years." These time expressions and dates will help you to understand the sequence or order of events in the story.