

新编大学英语

NEW COLLEGE ENGLISH

自主听力答案

浙江大学 编著

RECORDING HUMAN CIVILIZATION
AND BRIDGING DIFFERENT CULTURES

4

Bridging Cultural Gaps Gracefully

I. Word List

Directions: Memorize the words and phrases before class. You will benefit from your effort when you get the passage from your teacher and read it in class.

3000:21:18:35:58:94
3550:08:30:23:33:58:94
00:2000:5:00:57:16:95
3000:21:18:35:58:94
3550:08:30:23:33:58:94
00:2000:5:00:57:16:95

New Words

abruptly /ə'brʌptli/ *adj.* seeming rude and unfriendly 唐突的 唐突的

e.g. He was abrupt to the point of being rude.

coincide /ə'kɒnsaɪd/ *v.* go a long way with or exist at the same time or place as something else 伴随

e.g. This volume of essays was designed to accompany an exhibition in London.

accomplish /ə'kʌmplɪʃ, ə'kɒm-/ *v.* succeed in doing something 完成

e.g. If we'd all work together, I think we could accomplish our goal.

accomplishment /ə'kʌmplɪʃmənt, 'kɒm-/ *n.* something achieved after a lot of effort

delegation /ˌdelɪ'geɪʃən/ *n.* a group of people who have been sent to do something

one in order to praise him/her 赞扬

e.g. Bob complimented me on my new hairstyle.

confusion /kən'fju:ʒən/ *n.* 混乱

e.g. There has been some confusion of names.

constantly /'kɒnstəntli/ *adv.* continuously; frequently

是, 总是

e.g. She worries constantly.

corporation /'kɒpə'reɪʃən/ *n.* 公司

culture /'kʌltʃə(r)/ *n.* the ideas, beliefs, and customs

that are shared and accepted by people in a society

e.g. Chinese culture, British culture, Western culture

cultural /'kʌltʃərəl/ *adj.* 文化的

definitely /'defɪnɪtli/ *adv.* with no chance of being

无疑地, 确实地

e.g. It is definitely going to rain this afternoon.

delegation /ˌdelɪ'geɪʃən/ *n.* a group of people who have been sent to do something

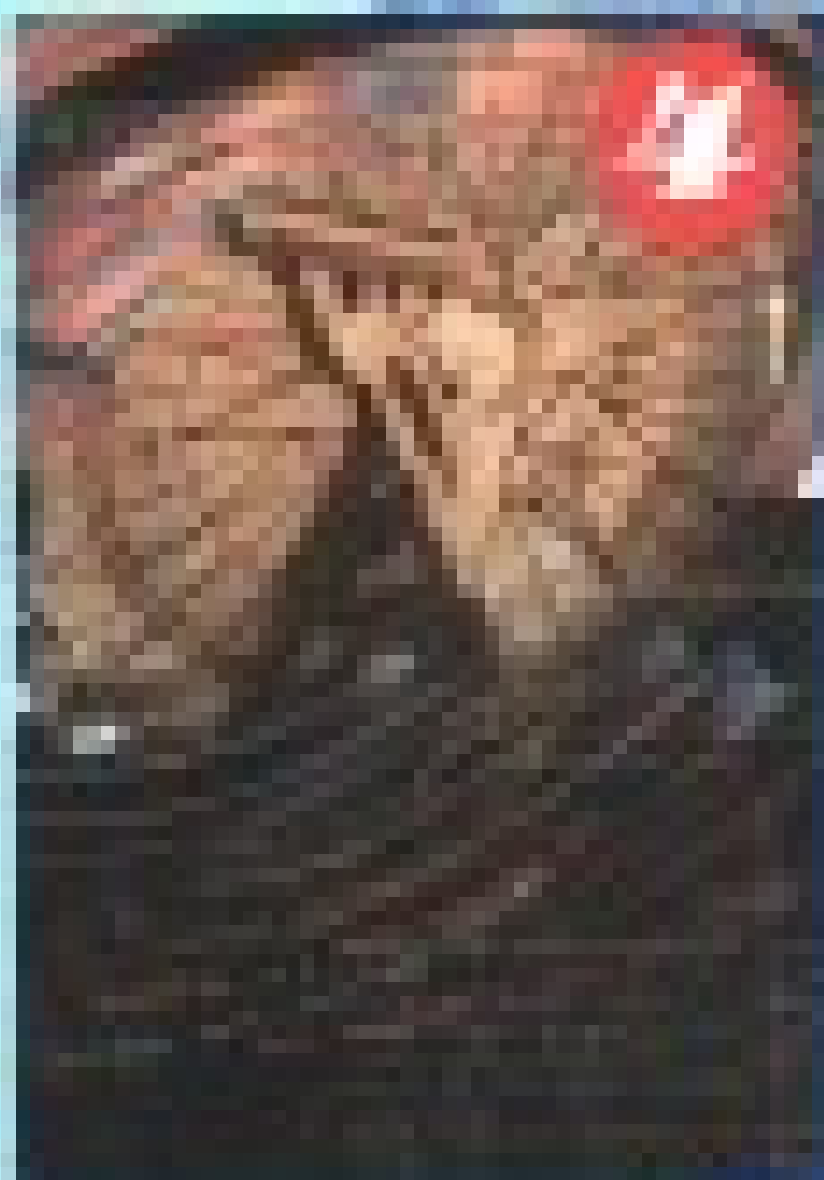


新编大学英语

NEW COLLEGE ENGLISH

大学英语分卷卷一

BOOK 1



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自主听力答案

4

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前 言

《新编大学英语》是按“以学生为中心的主题教学模式”编写的教材,有1至6级,分学生用书和教师用书。每单元围绕一个主题展开读、听、说、写、译等活动,旨在培养学生的语言综合应用能力。因为语言技能的发展是不可分割、相辅相成的。在实际语言环境中,也要求语言技能的综合应用。本教材所选用的材料语言规范,具有时代性、知识性、趣味性和可思性。形式多样的课堂活动使学生在课堂教学的过程中积极思考、自觉参与、获取知识、了解风情、提高能力。

《新编大学英语》配有学生课外使用的自主听力教材 *Listening Practice* 1至4级。每级12个单元,每单元两课,围绕同一个主题。录音材料的文字稿和练习答案全部提供,以利于学生自学。本册为4级,分听力练习和答案两本,答案包括录音材料文字稿和练习及小测验的答案。教材选材新颖、题材多样、内容丰富、趣味性强。第3册和第4册在练习形式方面除保持前两册丰富多彩的特点之外,还有意识地减少接受性练习,增加能力性练习的比重。此外,除了听力篇幅增大,练习普遍增多外,还加大了对整体篇章理解的训练力度。

整套教材采用“以学生为中心的主题教学模式”。词汇、听力、阅读均符合新大纲的各项规定及量化指标。读、听、说、写、译的技能也是按新大纲规定的“较强的阅读能力,一定的听、说、写、译能力”两个层次要求编写的。“以学生为中心”旨在理解和体现学生在知识、智力、情感、个性等方面的需求。“主题教学”是以主题为依据,选取了与学生的校园和社会生活息息相关的语言最佳样本。同时提供给学生大量的、相互有联系的、符合认知需求的语言材料和语汇。语汇复现率高,便于联想和记忆。

本教材是在理论研究的基础上,根据大学英语教学的实际情况,在浙江大学经过1997年8个试点班和1998年两千六百多名学生的使用,在不断总结经验、不断完善以后出版的。我们衷心地感谢浙江大学教务处、浙江大学97级试点班的全体同学和98级的全体同学、浙江大学外语系大学英语第一英语教研室和第二英语教研室的全体教师、浙江大学外国语言学与应用语言学研究生、浙江大学外语系办公室、实验室和资料室的全体工作人员、美国语言专家 Maxine Huffman、Don Huffman、Naomi Woronov、Tom Cook、Patricia Cook 以及兄弟院校的同行及专家,有了他们的大力支持和无私奉献,才有本教材的顺利出版。

本教材由应惠兰任主编,张建理任副主编,参加第3册和第4册的编写人员有(按姓氏笔画为序):丁展平、汪洁、张建理、张筱菲、张燕文、胡玉华、顾晔、黄小扬、傅政、楼荷英、瞿云华。朱勇、徐慧芳、陈伟英提供了部分材料。邵永真教授、Maxine Huffman 博士以及 Don Huffman 博士负责审稿。

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Unit 1

Lesson One Learning a New Language

Practice One

Exercise 1

Description of the Course

Place	a <u>comfortable</u> classroom in Lichtenstein
Language to learn	<u>German</u>
Student age bracket	from <u>20</u> to <u>60</u>
Number of students	<u>seven</u>
Students' knowledge of the language	Some had a <u>little</u> while the others had <u>none</u> .
Duration of the course	<u>three weeks</u>
Vocabulary learned on the course	<u>between 3000 and 5000</u> words
Characteristic of the approach	Learning becomes a <u>pleasure</u> .

Exercise 2

Learning Methods

Task	Method
Generally	We <u>competed</u> in games, <u>formed</u> teams, shouted, <u>sang</u> songs; we played and <u>laughed</u> like <u>children</u> .
Learning numbers	Katya used a beach ball to decide our <u>turn</u> to say the <u>next</u> number.
Learning verbs	We learned the words by <u>acting</u> them out <u>physically</u> .
Learning opposites and prepositions	Katya <u>demonstrated</u> the opposites and we learned prepositions by <u>clapping</u> our <u>hands</u> . Words were shown to us on <u>posters</u> and <u>cards</u> .
Learning words of daily activities	We listened to <u>stories</u> read by Katya; we <u>lay</u> back, <u>shut</u> our eyes and settled down comfortably with <u>music</u> playing.

Exercise 3

- 1) They were rewarded with chocolates.
- 2) Yes. He says that (the method) works.
- 3) With it, remembering new words becomes easy.

Tapescript

We were in Lichtenstein, in a comfortable classroom, ready to learn German. There were seven of us, ranging in age from 20 to 60. A couple of us had a smattering of German, the others had absolutely none.

For the three weeks of the course we were children again. We competed in games; we formed teams and when we won we were rewarded with chocolates. We shouted, we sang songs, above all we laughed. And although it sounds bizarre as a learning method for adults, it worked! On the first day we learned to count to 50. When Katya, our teacher, threw the beach ball at us, it was our turn to say the next number. We learned to *go, stay, stand, open, close, see, hear, read, write* by acting them out physically.

Opposites — *big, little; fat, thin; high, low* — Katya demonstrated them all. Later we learned prepositions by clapping our hands. And all the time the words were up on posters on the wall or shown to us on cards.

Twice every day we read a story. In the story there was an immense vocabulary to do with eating, drinking, booking rooms, visiting friends, going to the theatre, skiing, boating, shopping, sightseeing, reading and writing. Katya told us to lie back, shut our eyes, settle down comfortably and she read for 35 minutes while music played.

The teachers don't like to say how many words you learn in a basic course but it's probably between 3000 and 5000. The method helps you to remember without making an effort. Learning becomes a pleasure. (269 words)

* * * * *

Practice Two

Exercise 1

Ways Marie uses: 1), 2) & 5)

Ways Jose uses: 3), 4) & 6)

Exercise 2

Other ways Marie uses: A. reads English novels and B. reads English newspapers

Other ways Jose uses: A. watches English films on TV and B. talks to English-speaking tourists and business people

Exercise 3

- 1) Personal interests.
- 2) The subtitles.
- 3) He/She can speak to native speakers at the meeting.
- 4) She can buy them or subscribe to them.
- 5) They do a lot of listening and they combine their English study with their hobbies.

Tapescript

Marie and Jose, two students of English, are talking about how they keep up their English out of class.

Marie: In my country it's quite easy to listen to English: I often listen to the BBC World Service. I've also got the cassettes of the textbooks I used to study in my English course and I sometimes listen to those as I'm reading through the books again. I find that's a good way to revise the grammar. But I find the most enjoyable way of improving my English out of class is by reading things I'm interested in. I'm crazy about motor bikes and I subscribe to an English magazine about motor bikes which is sent to me every month. It's nice sometimes to buy an English newspaper and just read the articles that interest me. We can get English newspapers here but they're a bit expensive. I also enjoy reading novels in English.

Jose: I love music and so I often listen to cassettes of English songs. I try and learn the words so I can sing as well. And sometimes I listen to the VOA on the radio. We often have English films on TV too and I enjoy watching them because I can look at the subtitles if I want to. I'm lucky because we have an English Speaking Society in my city and so every month I can speak to native speakers at the meeting and practice my English. Also, a lot of English-speaking tourists and business people visit my country and it's quite easy to find people to talk English to!

(268 words)

* * * * *

Practice Three

Exercise 1

- 1) Undergraduate science students.
- 2) They thought it was simpler than it really was.
- 3) Observation, imitation and repetition.

Exercise 2

The Learning of Vocabulary

	False attitude	The truth
1	Every word in English <u>has one meaning</u> .	The English dictionary shows even a "simple" word often has <u>seven or eight</u> meanings.
2	Every word in English <u>has an exact translational equivalent</u> .	Sometimes one word in English can only be translated by a <u>phrase</u> in the student's <u>native</u> language. Besides there are other <u>difficulties</u> in translation.
3	As soon as one knows the meaning of a word, <u>he can use it correctly</u> .	The student has to know <u>what it means</u> and <u>when to use a word</u> .

Exercise 3

- 1) They are science students and they use a vocabulary list when they first learn English.
- 2) Because he wants to illustrate that the word-for-word translation process will not work.
- 3) It is more like painting, because, according to the speaker, it is best done through observation, imitation and repetition.
- 4) To correct people's wrong ideas and improve their language learning.

Tapescript

A recent university research project investigated the attitudes of undergraduate science students toward the learning of English vocabulary. The results were surprising. Here are three of them.

Firstly, most of the students think that nearly every word in English has just one meaning. This is, of course, completely contrary to the facts. A glance at any English dictionary will show this. The student will frequently find seven or eight meanings listed for quite "simple" words.

Why, then, have these students made such a mistake? One reason may be that they're all science students. Scientists try to use words in their special subject which have one meaning, and one meaning only. Another reason, of course, could be the way in which these students were taught. They may have used vocabulary lists when they first learned English. On one side of the page is the word in English; on the other side, a single word in the student's native language.

The second attitude that emerged from the findings is equally mistaken. Practically all the students think that every word in English has an exact translational equivalent. Again, this is far from the truth. Sometimes one word in English can only be translated by a phrase in the student's native language. There are other difficulties in translation which we won't mention here. Certainly the idea of a word for word translation process is completely false. Translation machines, which tried to work on this principle, failed completely.

The third result of the investigation showed another error in the students' thinking. They believe that as soon as they know the meaning of a word, they're in a position to use it correctly. This is untrue for any language but is perhaps particularly false for English. The student has to learn when to use a word as well as to know what it means. Some words in English mean almost the same but they can only be used in certain situations.

What, then, is the best way to increase one's vocabulary? This can be answered in three words: observation, imitation and repetition. (349 words)

Happy Minute

Because Rolando could not talk properly yet and no one could understand him.

Tapescript

My wife and I visited her family in Mexico ten months after we were married. I had been working

on my Spanish and was looking forward to practicing it. On our first evening there, the entire family held a party for us. I spent a lot of time entertaining the children, one of whom enjoyed explaining things to me in great detail.

Later I said to my wife, "I really thought my Spanish had improved, but when I was talking with Rolando, no matter how hard I concentrated, I couldn't understand a thing he was saying."

"No one can," she replied, "he's still learning how to talk."

* * * * *

Lesson Two Nature and Nurture

Practice One

Exercise 1

- 1) A. 2) B.

Exercise 2

- 1) She likes playing with other kids of her age.
- 2) The training children receive in the nursery school.
- 3) Creativity.
- 4) At the age of 5 or 6.

Exercise 3

- 1), 3) & 4) = ✓

Tapescript

Two friends, Bette (B) and Gary (G) are talking about children going to nursery school.

B: What do you think of sending three-year-olds to nursery school, Gary?

G: I think it's kind of a good idea. Tamon's little girl goes to nursery school, and she likes it very much.

B: Why do you think it's a good idea?

G: Because she's only a child at the moment and her mother has to take care of her and she enjoys being around other people of her age, I mean, little kids.

B: But I was thinking of a fairly formal thing, you know, like the kind of programs where you are training a person to go into kindergarten or the first grade.

G: Well, teaching them what? Reading?

B: Yeah, yeah, not just a play situation.

G: I think it depends very much on that family's situation and that particular child. And I think even if it's not a play situation, it's not a bad thing.

- B: You don't think that maybe you start structuring a person, you know, too much, too soon? I mean, I think our educational system is very structured and very repressive . . . you're just starting the process a couple of years earlier if you. . .
- G: Well, if it's more of the same thing, I agree, I think. But, Bette, wouldn't it be possible, uh, to start some sort of creative thing earlier? Would you be in favor of that?
- B: You mean like art? And things like that?
- G: Mm, even like reading is creative. . .
- B: Mm. . . Well, I'm also thinking, too, about what age a child starts to socialize and I don't think they're ready for socializing outside of the family, you know, before the age of about five or six.
- G: Oh, really?
- B: There are other ways of socializing, uh . . . uh, with other children than sending your child off to a nursery school. (321 words)

Questions for Exercise 1

- 1) What do the two people mainly talk about?
- 2) What are the two main points under discussion?

* * * * *

Practice Two

Exercise 1

- 1) Music, art, sports, dance, science and technology.
- 2) Signs of gifted children and advice for their parents.

Exercise 2

Gifted children may have a talent for music or art. They may excel at sport or in dance or be scientifically or technically creative. They often walk and talk early, have great physical and mental energy, seem to need less sleep than children of the same age, show great curiosity about the world around them, are particularly interested in cause and effect, and in fundamental questions such as the meaning of life and death, ask lots of questions, have a superior vocabulary, talk fluently, and learn to read early.

Exercise 3

- 1), 3) & 4) = T 2) & 5) = F
- 2) (F) Most gifted children show all the signs of giftedness mentioned in the passage. (Not every gifted child shows)
- 5) (F) In order to prepare for their future development gifted children should be trained like an adult at an early age. (be allowed and encouraged to play and act like other children)

Tapescript

All children have gifts and some of them are highly gifted. They may have a talent for music and art. They may excel at sports or in dance, or be scientifically or technically creative. Very often, gifted children have outstanding intellectual potential.

Parents often ask about the "signs" of giftedness. Please bear in mind that the following are only examples; not every child will display all these characteristics. Gifted children often: walk and talk early; have great physical and mental energy; seem to need less sleep than children of the same age; show great curiosity about the world around them; are particularly interested in cause and effect, and in fundamental questions such as the meaning of life and death; ask lots of questions; have a superior vocabulary; talk fluently; learn to read early.

Children of high intelligence often seek the company of older children, as well as that of adults. They often prefer games and hobbies which are usually associated with older children.

Whatever form of exceptional ability a child may show, the best preparation for growing up is to have lived fully as a child. There are times when a child, however clever, will want to play and act like other children, and he or she should be allowed and encouraged to do so. (215 words)

* * * * *

Practice Three

Exercise 1

- 1) In 1921.
- 2) He had taught in ordinary schools.
- 3) Over 40 years.
- 4) No.

Exercise 2

The reason Neil and his wife set up Summerhill was that ordinary schools at that time made the child fit the school while they believed that a school should be made to fit the child.

Exercise 3

Education at Summerhill

Attitude	Seeing the child as a <u>good being</u> who is born <u>wise</u> and <u>realistic</u> .
Theoretical basis	The science of <u>psychology</u> .
Approaches	Allowing children <u>freedom to be themselves</u> ; renounce all <u>discipline</u> , direction, <u>suggestion</u> , moral training and <u>religious instruction</u> .
Aim	People who are able to and wish to be <u>scholars</u> will be <u>scholars</u> ; while those who are only fit to sweep the street will be <u>street cleaners</u> .

Exercise 4

- 1) Children need education to become good beings.
- 2) It harms children's development.
- 3) He thinks that street cleaners are inferior to scholars.

Tapescript

Summerhill is a famous experimental boarding school that was founded in 1921. Here the founder, A. S. Neil, talks about his aims:

Section 1

When my wife and I began the school, we had one main idea: to make the school fit the child — instead of making the child fit the school.

I had taught in ordinary schools for many years. I knew the other way well. I knew it was all wrong. It was because it was based on an adult conception of what a child should be and of how he should learn. The other way dated from the days when psychology was still an unknown science.

Section 2

Well, we set out to make a school in which we should allow children freedom to be themselves. In order to do this, we had to renounce all discipline, all direction, all suggestion, all moral training, all religious instruction. We have been called brave, but it did not require courage. All it required was what we had — a complete belief in the child as a good, not an evil, being. For over forty years, this belief in the goodness of the child has never changed; it rather has become a final faith.

My view is that a child is born wise and realistic. If left to himself without adult suggestion of any kind, he will develop as far as he is capable of developing. Logically, Summerhill is a place in which people who have the inborn ability and wish to be scholars will be scholars; while those who are only fit to sweep the street will sweep the street. But we have not produced a street cleaner so far.

(282 words)

Questions for Exercise 1

- 1) When was Summerhill founded?
- 2) What had Neil done before he set up Summerhill?
- 3) How long a history has Summerhill had?
- 4) Has any Summerhill graduate become a street cleaner?

Happy Minute

The boy had been expected to key in his name, but instead he told the computer his name orally.

Tapescript

In one of my kindergarten classes, the children were learning to use computers and had progressed to

the point of typing in answers to the questions. Noticing that one boy looked confused, I approached his desk and said, "The computer wants to know your name."

As I walked away I heard him whisper to the computer, "My name is Michael."

Unit 2

Lesson One Cross-cultural Differences

Practice One

Exercise 1

- 1) My family had a meal with a rabbi.
- 2) My family, the rabbi and a waiter.
- 3) At Christmas time.
- 4) At a Chinese restaurant.
- 5) All of them were very happy.

Exercise 2

- 1) & 4) = T; 2), 3) & 5) = F
- 2) (F) The rabbi was satisfied with his life in his own country. (was not satisfied)
- 3) (F) Only the rabbi got a gift from the waiter. (All of us)
- 5) (F) The rabbi was offended because he'd been given a gift for a Christian holiday. (was excited/shed tears of joy)

Exercise 3

- | | | |
|----------|--------------|-----------|
| 1) host | 2) available | 3) wonder |
| 4) stamp | 5) concerned | 6) offend |

Tapescript

Under a cultural exchange program, my family was host to a rabbi at Christmas time. We decided to introduce him to a culinary treat that was probably not available in his country. We took him to our favorite Chinese restaurant.

Throughout the meal, the rabbi spoke excitedly about the wonders of the US in comparison with the unpleasant conditions in his homeland. When we'd finished eating, the waiter brought the check and presented each of us with a small Christmas gift.

We all laughed when my father pointed out that the gifts were stamped "Made in India". But the laughter subsided when we saw that the rabbi was quietly crying. Concerned, my father asked him if he was offended because he'd been given a gift for a Christian holiday.

He smiled, shook his head and said, "No. I was shedding tears of joy to be in a wonderful country in which a Buddhist gives a Jew a Christmas gift made by a Hindu!" (161 words)

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