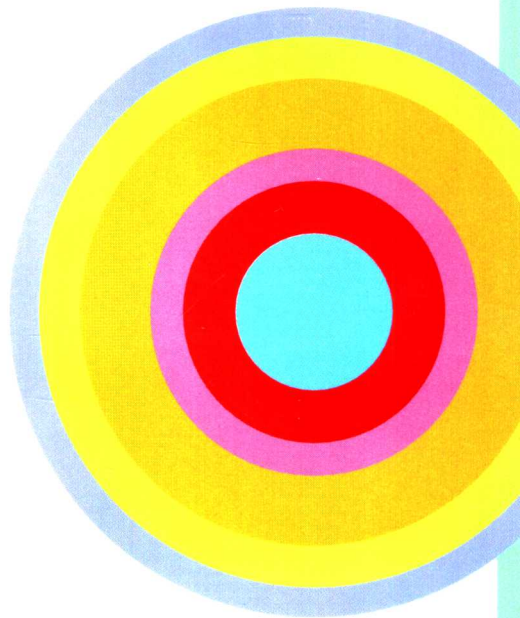




博学英语·听说教程

Listening and Speaking Course 4

总主编 杨凤珍



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博学英语系列

博学英语·听说教程 4

Listening and Speaking Course

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“博学而笃志，切问而近思。”

(《论语》)

博晓古今，可立一家之说；
学贯中西，或成经国之才。

主编简介

杨凤珍，北京师范大学英语语言文学副教授。1960年生，河北秦皇岛人。1981年至1985年就读于河北师范大学外文系。1985年至1987年就读于南开大学研究生班，主修应用语言学，毕业后任教于北京师范大学公共外语教学研究部，曾任副主任。2004年2月赴美进修，主修语言学理论。现主要从事研究生公共英语的教学和研究工作。编写有《博士研究生英语读写教程》、《英语新思维》、《跟我学大学英语》等教材。承担并完成国家教委面向21世纪教改工程项目。发表论文数篇。

曾添桂，北京师范大学外文学院副教授。1948年8月生于广西柳州。1969年毕业于北京师范大学外语系英语专业。1996年春获美国西弗吉尼亚大学外语系TESOL专业硕士学位。90年代曾分别赴美国太平洋大学及韦伯州立大学任教。归国后任教于北京师范大学外语教学研究部至今。现任全国教师网络联盟英语统考命题专家组成员、北京市英语三级考试命题专家组成员。参与编写的教材与词典有《现代英语教程》、《英汉词典》、《中学英语教学百科词典》、《中国少年儿童百科全书》等。另发表有论文与译作数篇。

周福芹，东北师范大学英语应用语言学教授。1953年生，吉林农安人。1972年毕业于东北师范大学英语系。1996年赴英国诺丁汉大学学习，主修英语语言学和应用语言学。1997年回国。现任外国语学院副院长、大学外语系主任、吉林省外语学会大学外语研究会副会长。曾获宝钢优秀教育奖。研究领域涉及外语教学法、跨文化交际、翻译学、英汉文化比较研究，先后在上海、北京、西安、大连等外语类核心期刊发表论文数十篇；主持并参与多个国家、省部级科研项目，主持并参与多套教材的编写工作。

内 容 提 要

《博学英语·听说教程》的第四册适合CET4级水平的学生使用。本书含12个单元。1—10单元各围绕一个话题展开。最后两个单元为简短的新闻报道，设计与其他10个单元略有不同。

本册的内容主要涉及：理想的教师、关于成功、食物与健康、体育运动、教育（下）、西方文化、电脑与人们的生活、应对压力、知名人士、音乐、新闻等。

总体来说，本册内容在注重覆盖面广的同时，也十分注重贴近校园生活的日常话题。

前 言

《博学英语·听说教程》是根据高等院校非英语专业学生的特点编写的一套英语听说教材,一共6册,具有以下主要特点:

1. 整套教材的编写以主题为线。主题力争与学生的生活贴近。围绕学生这个主体努力体现各阶段所学内容与人的发展之间的内在联系,使学生这个主体在学习语言的同时,积极地发展自我。

2. 选材方面注重内容上的时效性、题材和体裁的多样性及语言的鲜活性。素材多取自于近年出版的国外原版教材、国内外报纸杂志、国外英语广播和互联网,使其不仅能反映社会的进步与时代的脉搏,同时也能代表当今主要英语国家的语言特点。

3. 教材以高等院校的培养目标为基准,把基本功训练与单元主题有机地结合起来。第一、二册突出基本功训练,按语言的功能进行编写,以奠定必要的语言基础。第三至第六册则以主题听说训练为主。

4. 听力练习的设计体现新的语言教学理念,并以多样性和实效性为原则;口语练习要围绕所听内容进行,充分体现输入与输出的关系。

具体各分册的前言和使用说明详见各分册。

编者
2005年3月

本 册 前 言

当代英语教学的宗旨,是培养学习者听、说、读、写、译等各方面的能力。把听说能力排在前面,是因为只有能听会说,才可能在现代社会活动中快捷、有效地与他人进行交流。为了帮助学习者实现用英语交际的目标,《博学英语·听说教程》的编写采取听为主,以说为辅,听说结合的原则,并尽力体现“以人为本”的理念。各册内容的编排难度循序渐进,逐步加大。所听内容及配套的训练符合学生的认知规律和心理特点,利于激活其原有的经验,并导致有意义的信息产出。

本册设 12 个单元。前 10 个单元每单元分为 4 个部分:基本听力技能训练、导入主题活动、听力主体(包括 4 项听力任务、练习)和口语活动(围绕主题的讨论、轻松一刻)。最后两个单元为简短的新闻报道,以增强学习者对新闻报道的把握与理解能力。各单元讨论题的设计力争做到有针对性和启发性,能够激发学生思考,有利其信息输出。每个单元最后的“轻松一刻”也是本套听说教程编写的一个创意,令学习者在紧张的听说活动中得到片刻娱乐和休息,不经意间增进学习的兴趣。

在本教程的设计、构思和编写过程中,我们始终得到了北京师范大学外文学学院领导的关心和指导;王焱华教授对本书的总体框架提出了宝贵的修改意见。北京师范大学外文学学院的美籍教师 C. Patrick Lynch 帮助审阅了本册书稿。在编写过程中,我们也参考了国内外的相关资料。在此一并表示感谢。

由于编写时间紧迫,对于编写过程中的疏漏及错误,希望得到广大使用者的批评和指正,以便我们及时更正。

编者

2005 年 12 月

本册编写使用说明

一、编写原则

1. 本教程的编写以主题为脉络,各单元围绕一个主题展开,有机地将单元主题与听、说基本功训练结合在一起。
2. 教程内容努力体现以人为本的理念,内容贴近学习者的学习和生活。设计注重语言学习与个体发展、素质培养与语言获取之间的联系。
3. 练习的设计尽量体现多样性与实用性。为更好地训练学生运用语言的能力,练习中适度提高了主观题的比例。
4. 每单元口语训练内容与听力内容密切相关,注重针对性及趣味性,以帮助学生和信息输入的基础上实现有意义的信息输出。
5. 教材编写中注意学习者的认知规律,力求合理、科学地逐步加大难度。
6. 选材注重题材的多样性、趣味性和实效性,并力图体现当今英语国家语言的鲜活性。

二、框架

1. 本册共设 12 个单元。前 10 个单元每单元围绕一个主题展开,最后两个单元为简短的新闻报道。
2. 本册含有两套目标测试题。

三、教材体例

第一部分:基础训练

包括:语音辨别;方位描述;数字区别、听写;其他相关训练。

第二部分:听前活动

包括:就与每单元主题相关的内容提问,帮助学生进行听前热身活动,为完成第三部分主体任务做好准备。

第三部分:听力任务(每单元主体由任务 1、2、3、4 组成)

包括:对话;短文;练习题(客观题、主观题)等。

第四部分:口语活动

包括:1. 习语及有用表达法(选自听力任务,要求学生掌握);

2. 讨论题(学生运用交际技巧,就与任务相关之内容进行讨论);

3. 轻松一刻(英语幽默、笑话、谜语、歌曲等等)。

本册新闻单元体例与其他单元有所不同。另外,为便于学生对材料的理解,

部分单元提供了相关的背景知识或注释。

四、教程内容

本册主题如下:

- Unit 1 Ideal Teachers
- Unit 2 Success
- Unit 3 Food and Health
- Unit 4 Sports
- Unit 5 Education
- Unit 6 Western Culture
- Unit 7 Computer and Our Life
- Unit 8 Stress Management
- Unit 9 Famous People
- Unit 10 Music and Movies
- Unit 11 News Report(I)
- Unit 12 News Report(II)

五、使用指南

本册适合于大专院校非英语专业学生第四学期使用,也适合程度较好的学生在第二学期使用。教学进度可依学生的水平而调整,每项听力任务所听遍数可根据学生的理解而增减。两套目标测试题与近年大学英语四级考试的题型非常贴近,建议在学期中和学期末各使用一套。所有的听力内容均有文字材料,练习均有答案,供使用者参考。

编者

2005 年 12 月

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◇ **Part One**

Improving Basic Skills

◇ **Part Two**

Pre-listening Activities

◇ **Part Three**

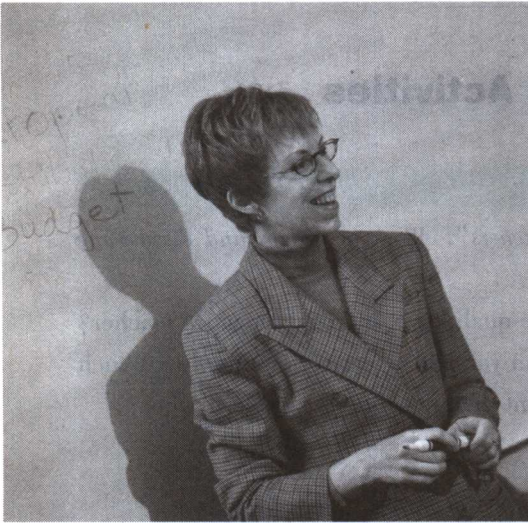
While-listening Activities

◇ **Part Four**

Post-listening Activities

Unit

1



Ideal Teachers

Part One Improving Basic Skills

Directions: Listen to the conversations on the tape and write the numbers in the gaps.
(Some are ordinary numbers; some are dates.)

1. A healthy adult has _____ teeth.
2. You have _____ bones in your body.
3. It is _____ kilometres to the nearest star.
4. A centipede has _____ legs.
5. Mount Everest is _____ metres high.
6. The temperature of the sun is _____ degree centigrade.
7. Columbus discovered America in _____.
8. The heart of an average person beats _____ time a minute.
9. Amundsen discovered the South Pole in _____.

Part Two Pre-listening Activities

Oral Practice 1

Directions: The title of this unit is "Ideal Teachers". Work in groups and discuss the following questions.

What makes an ideal teacher? Can you list the qualities of an ideal language teacher?
(The following are for your reference only. Can you add some more to the list? Which one or ones do you think are the most important qualities for a language teacher?)

An ideal teacher...

1. is friendly and happy.
2. is self-confident.
3. is punctual and forgiving.
4. doesn't stick to the course book most of the time.
5. is creative; uses varied activities and techniques.
6. has the students work in groups/pairs.
7. is "intelligent": has a variety of "knowledge".
8. encourages the "weaker" students.
9. is a learning counselor.

10. is flexible; listens to and takes the students' opinions into account.
11. corrects students' oral mistakes on the spot.
12. is organized.
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Part Three While-listening Activities



Listening Task 1 A Successful Teacher

Vocabulary

adequate a.	胜任的; 适当的
bias n.	倾向; 趋势
gregarious a.	合群的; 爱交友的
extroverted a.	外向的
tolerance n.	容忍; 宽恕; 忍耐
built-in a.	内在的; 固有的

Exercise 1

Directions: Listen to an interview about A Successful Teacher and decide whether the following statements are true (T) or false (F).

1. The interviewee believes that anybody can be trained to be a teacher. ()
2. The interviewee believes that the really good teachers are gifted. ()
3. The best teachers may or may not like children very much. ()
4. The interviewee believes the management skills in teacher training will make an introvert an excellent teacher. ()

5. Tolerance for confusion is very important for a teacher because sometimes you've got quite a number of kids in one class. ()

Exercise 2

Directions: Listen to the interview again and supply the missing information with what you hear.

During the interview, the interviewer gave his viewpoints about the characteristics of good teachers. He believes that good teachers should be 1) _____, gregarious, 2) _____, 3) _____, 4) _____, and patient. Besides, he felt that management skills in training 5) _____ to be a good teacher. He believes the qualities of a good teacher are 6) _____.



Listening Task 2 The Ideal Teacher

Vocabulary

exemplary a.	模范的; 值得模仿的
traits n.	特征; 特性
treat n.	款待; 请客
sucker n.	冰棍, 棒冰
gum n.	口香糖; 橡皮糖

Exercise 1

Directions: Listen to the passage and answer the following questions briefly.

1. According to the speaker, apart from being kind and fair, what other personality traits characterize a perfect teacher?
2. Why is a sense of humor important to a teacher?
3. The perfect teacher would take his time in class. What does it mean?
4. Why does the ideal teacher occasionally give out candies to students?
5. What would happen if all teachers were perfect?
6. What does treats mean and why does the ideal teacher occasionally give out treats to students?

Exercise 2

Directions: Listen to the passage again and supply the missing information with what you hear.

1. If the students are enjoying themselves, the teacher is pleased because _____.
2. The perfect teacher would take his/her time and would never _____.
3. Many students would do just about anything for _____, _____, _____.
4. Although the ideal teacher exists only in our imaginations, this doesn't necessarily mean that _____.
5. However, school is acceptable the way it is because _____, some of them come very close.



Listening Task 3 A Good Teacher

Exercise 1

Directions: Listen to a passage with regards to the qualities of a good teacher, put a tick (✓) behind the one that is mentioned and a cross (×) if not.

1. A good teacher usually speaks clearly. ()
2. A good teacher usually gives students much freedom in class. ()
3. A teacher's work and an actor's work are basically the same with minor differences. ()
4. A good teacher is not necessarily a good actor. ()
5. A good teacher usually stands and walks about while teaching. ()
6. A good teacher usually uses gestures to help him in teaching. ()
7. A good teacher usually has to learn everything by heart. ()
8. According to the speaker, good teachers can usually do well in a stage-play. ()
9. A good teacher from time to time will hand out treats to students as prizes. ()
10. A good teacher will ask question and then answer them himself. ()

Exercise 2

Directions: Listen to the passage again and supply the missing information with what you hear.

To be a good teacher, you must be able to 1) _____ of your audience. You