

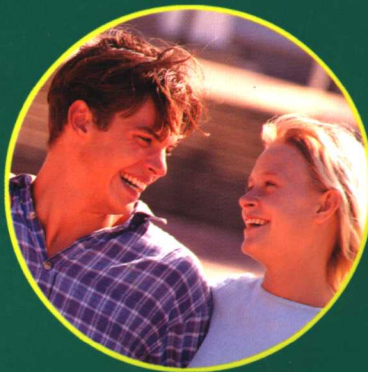
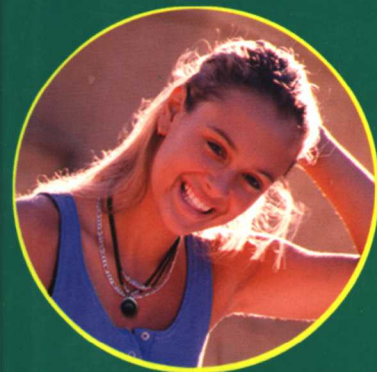
高 职 高 专 英 语 推 荐 教 材

NEW ESSENTIAL
COLLEGE ENGLISH

新起点 大学基础英语教程 听说教程

总主编：杨治中 主编：李霄翔

4



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

NEW ESSENTIAL
COLLEGE ENGLISH

新起点 大学基础英语教程 听说教程



总主编：杨治中

主 编：李霄翔

编 者：石 玲 陈美华

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

图书在版编目(CIP)数据

新起点大学基础英语教程 听说教程. 4 / 杨治中主编; 李霄翔分册主编. — 北京: 外语教学与研究出版社, 2006.3

ISBN 7-5600-5395-5

I. 新… II. ①杨… ②李… III. 英语—听说教学—高等学校: 技术学校—教学参考资料
IV. H31

中国版本图书馆 CIP 数据核字 (2006) 第 011487 号

出 版 人: 李朋义

项目负责: 聂海鸿

责任编辑: 王 萍 周春梅

封面设计: 彭 山

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京外文印刷厂

开 本: 787×1092 1/16

印 张: 13

版 次: 2006 年 3 月第 1 版 2006 年 3 月第 1 次印刷

书 号: ISBN 7-5600-5395-5

定 价: 15.90 元

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

前 言

高职高专教育是我国高等教育的一个重要组成部分，高职高专学生是我国大学生中一个十分重要的群体。针对这一群体学生的特点，教育部于2000年颁布了《高职高专教育英语课程教学基本要求》(试行)(以下简称《基本要求》)。该《基本要求》明确指出，高职高专的英语教学应该以培养学生实际运用语言的能力为目标，突出教学内容的实用性和针对性。

根据《基本要求》的这一指导思想，外语教学与研究出版社组织编写了这套《新起点大学基础英语教程》系列教材。本套教材由长期从事大学英语和高职高专英语教学、具有丰富教学经验的教师编写，包括读写系列、听说系列、学习方法与阅读系列和自主综合训练系列，并附以相配套的教学课件和试题库。在本套教材的编写过程中，我们注重从我国高职高专学生的实际水平出发，循序渐进，拾级而上。教材所选篇章短小精悍、题材广泛、语言规范、内容新颖，富有时代气息，融知识性、趣味性和思想性于一体；全套教材练习形式多样，既便于教师在课堂上教学，也便于学生课后自学；各教程之间在内容上相互呼应、相互补充，使学生通过学习不仅掌握语言技能和知识，而且增进对中西文化的了解，掌握良好的学习英语的方法，为今后进一步学习英语打下扎实的基础。

我们希望这套《新起点大学基础英语教程》能以其自身的特色为高职高专教材增加一个新的品种，能为广大师生所接受和垂爱。同时我们也恳切希望广大师生在使用过程中对教材的不足之处提出批评指正，以使它能不断地改进和完善。

编 者
2005年5月

编写说明

《新起点大学基础英语教程》的听说系列是根据教育部2000年10月颁布的《高职高专教育英语课程教学基本要求》(试行)(以下简称《基本要求》),为普通高校非英语专业的专科学生编写的一套听说系列教材。

本套教材力求从编写思想、素材选编、练习设计和版面设计上反映当代外语教育的较为先进的研究成果和学术流派,我们在编写过程中着重体现以下一些特点:

1. 根据新颁布的《基本要求》,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,十分注重语言交际技能的培养和训练,凸显中国学生所处的生活、学习环境和文化氛围,力求使英语学习做到学用结合、学以致用、学后会用。

2. 根据认知语言学和语言习得理论的研究成果,我们在教材各单元的题材选择上,力求从学生的英语语言基础、个人兴趣爱好、实际交流需求出发,通过题材广泛、短小精悍的学习素材,尽可能将知识性、趣味性、实用性和思想性融合在一起,以便充分调动学生学习的主动性和积极性。各单元的素材往往是学生既熟悉又陌生的内容。熟悉是因为他们几乎每天都会接触到这些话题,陌生是因为他们可能不知道这些话题如何用地道的英语来表达。正是在这种贴近生活的氛围里,学生可以循序渐进地习得十分有用的句型结构,然后加以有效地运用,既能获得语言学习上的进步,又能在生活上有所启迪。贯穿于教材中的“学以致用”的指导思想将使学生在认真学习的同时获得一种收获感和成就感,从而激励和保持学生良好的学习热情和主动投入,提高英语学习的效率。

3. 在处理听与说的关系时,以听为导入,以说为目标。听说练习的设计以“听说相连,层层深入”为基本原则,以听读、听写、听说、说为主线,以功能意念为框架,以大量的由浅入深、针对性强的听力、朗读素材为语言输入,辅之以针对学习内容和学生个人学习生活的实际、交互性强的听说技能转换的练习,让学习者首先轻松地接受和领会有关的语言信息,然后兴趣盎然地加以模仿,力求使学生做到有话可说,有话要说和有话会说,从而完成听说技能的转换和提高。

4. 每个单元围绕一个主题展开,内容涉及与这一主题相关的场景、情景、功能和意念,以及在交际时会涉及到的有关文化背景知识。每单元由三个部分组成,涵盖语音和朗读训练、听说基本技能训练、听说交际技能训练和篇章听说技能训练等主要内容。第一部分主要是语音语调和朗读训练,除语言技能以外,更强调语言的交际语境和作为输入语言的示范作用。它以功能意念为主导,突出微型语境的听读和特定场合的交际技能训练,其意图不仅在于为学生提供语音语调模仿训练的练习,更在于强化口语语言在特定的语境中的交际功能,并为后续听力和口语训练作一铺垫,扫清或降低语言障碍。这种语言输入信息将为提高听力理解和口语操练效率,促进

听说技能的转化和提高,打下一个良好的基础。第二部分主要是交际语境较强的听力对话和听力口语技能训练。第三部分主要是篇章听力和口语技能训练,其中涉及众多以解决问题为导向的听说技能转化训练。

听说练习的设计力图体现学生学习的认知规律,听力训练遵循由通篇大意理解向具体细节详证过渡的原则,口语技能训练由简单模仿操练到提示性重复再到特定语境下的自由表达。语言素材的提供不求一步到位,而是细水长流,因表达需要而逐步展现。这旨在优化语言输入的质量,降低学习者不必要的心理和情感焦虑,使他们能够充满信心地运用所学的语言知识和交际技能表达自己的观点。

5. 本套教材共有五册,每册各有12个单元。每册书都配有相应的教师用书,其中除了提供听力原文和参考答案以外,还提供了许多文化背景介绍、补充练习、教学重点注释以及教学提示和建议。(教师用书包括学生用书的全部内容,老师一书在手就可以进行课堂教学。)教材编排图文并茂,新颖独特。各册听力磁带由语音纯正的英美籍教师和专业技术人员录音制作。本教材还提供配套的、适应各层次教学需求的信息化课堂教学和教学管理的平台,以方便课堂教学和自学活动的展开,提高教学效率。

6. 本套教材各册间呈一定的梯度。各单元中三个部分的练习各有侧重。课堂教学中可结合实际情况和需求,有所取舍和侧重,注意体现“课前预习是前提,课堂操练是关键,课后巩固是根本”的原则,真正理解、掌握和灵活运用本教材所要求的学习内容。

本书为《新起点大学基础英语教程 听说教程4》的学生用书。本册总主编为杨治中,主编为李霄翔,参加编写的主要人员有石玲、陈美华等。此外,蒯劲超、施培芳、朱善华等同志也参加了本册的编写工作。

在本套教材的编写过程中,由于编者的水平有限,可能存在一些不足之处,恳请各位专家、同仁和广大读者批评指正。

编 者

2005年6月于南京

Contents

Unit One	Learn to Learn and Learn to Do 学会学习 学会做事	1
Part One	Warm-up Activities	
Part Two	Dialogs	5
	Dialog One The Advantages and Disadvantages of Autonomous Learning 自主学习的优劣	
	Dialog Two Computer Assisted Instruction in Language Teaching 语言教学中的计算机辅助教学	
Part Three	Passages	10
	Passage One Roles of Media in English Learning 媒体在英语学习中的作用	
	Passage Two Four People's Lifelong Education 四位老人的终身学习	
Unit Two	Campus Culture 校园文化	15
Part One	Warm-up Activities	
Part Two	Dialogs	19
	Dialog One Going Abroad 出国	
	Dialog Two Why Don't We Join a Club Together? 为什么我们不一起加入一家俱乐部呢?	
Part Three	Passages	24
	Passage One Student Mobility in Europe 欧洲学生的流动性	
	Passage Two Campus Mobile 校园手机热	
Unit Three	Myth: Origin of Culture 神话: 文化的起源	29
Part One	Warm-up Activities	
Part Two	Dialogs	34
	Dialog One A Famous Book 一本著名的书	
	Dialog Two Trojan Horse 特洛伊木马	
Part Three	Passages	40
	Passage One Pangu and the Creation of the World 盘古开天辟地的传说	
	Passage Two Ocean Stories 海洋的故事	

Contents

Unit Four	Business Communication 商务交流	47
Part One	Warm-up Activities	
Part Two	Dialogs	51
	Dialog One Shopping Online vs. Shopping in a Store 网上购物与传统购物	
	Dialog Two How to Pass an Interview 如何在面试中取胜	
Part Three	Passages	55
	Passage One How to Write a Good Resume 如何写好简历	
	Passage Two Instant Messaging 即时通讯	
Unit Five	An Unfinished War 没有结束的战争	61
Part One	Warm-up Activities	
Part Two	Dialogs	65
	Dialog One Things Go Contrary to One's Wishes 事与愿违	
	Dialog Two Different Police Systems in the World 各国警察	
Part Three	Passages	70
	Passage One What Is Terrorism? 什么是恐怖主义?	
	Passage Two When War Is in the News 战争新闻	
Unit Six	New Person-to-Person Communication 新人际交流	75
Part One	Warm-up Activities	
Part Two	Dialogs	79
	Dialog One Internet Saves a Life 网络 SOS	
	Dialog Two Telecommunications 电信通讯	
Part Three	Passages	84
	Passage One Locked Doors, Open Access 电子门道	
	Passage Two Alienation and the Internet 网络, 你“离间”了人群?	
Unit Seven	Modern Life and Mental Health 现代生活与心理健康	91
Part One	Warm-up Activities	
Part Two	Dialogs	95
	Dialog One Inviting Someone to a Party 邀请参加晚会	
	Dialog Two An Unlucky Day 倒霉的一天	

Contents

Part Three Passages ————— 101

Passage One Color Therapy 颜色疗法

Passage Two Human Psychological Needs
人的心理需要

Unit Eight A Colorful Life Is of Your Own Making ————— 107

丰富多彩的生活是自己创造的

Part One Warm-up Activities

Part Two Dialogs ————— 111

Dialog One Ways to Stay in Touch 保持联系的方式

Dialog Two Hiring a Car 租车

Part Three Passages ————— 117

Passage One Giving Gifts 送礼物

Passage Two Things Are Not Always What They Seem
有些事并不像它们看上去的那样

Unit Nine Travel and Heritage Protection 旅游与遗产保护 ————— 123

Part One Warm-up Activities

Part Two Dialogs ————— 127

Dialog One City Development Threatens Rural Heritage
城市建设危及乡村遗产

Dialog Two The Great Wall—a Pillar of China's Tourist Industry
长城——中国旅游业的龙头

Part Three Passages ————— 133

Passage One Center to Protect World Heritage
世界遗产保护中心

Passage Two Gardens 花园

Unit Ten Interpersonal Communication 人际交往 ————— 137

Part One Warm-up Activities

Part Two Dialogs ————— 141

Dialog One FAMILY 家

Dialog Two On the Way to New York 在去纽约的途中

Part Three Passages ————— 147

Passage One In Good Faith 真诚

Passage Two I'll Call You 我会给你打电话

Contents

Unit Eleven	Economic Development and Well-off Society	
	经济发展与小康社会	153
Part One	Warm-up Activities	
Part Two	Dialogs	158
	Dialog One Bright Pictures for Well-off Society in China 中国小康社会的美好前景	
	Dialog Two APEC Backs Free Trade 亚太经合组织支持自由贸易	
Part Three	Passages	163
	Passage One Economic and Social Development 经济和社会发展	
	Passage Two Index of Economic Well-being 经济安康的指数	
Unit Twelve	Life Isn't Always What It Used to Be 生活在变	169
Part One	Warm-up Activities	
Part Two	Dialogs	173
	Dialog One Out of a Job 失业	
	Dialog Two Business Interaction 贷款	
Part Three	Passages	178
	Passage One New Work Environments 新式工作环境	
	Passage Two CEOs in Hot Water CEO 们风光不再	
Glossary	词汇表	185

Unit **O** ne

Learn to Learn and Learn to Do
学会学习 学会做事

**I. Listen and repeat.**

1. A: What's wrong with you, Tony? You look sad.
B: I failed the exam. I'm sorry, Dad.
A: Don't worry about that. I sometimes fail, too.
B: Thank you, Dad. You are so kind.
2. A: It's said your grandfather is learning music at Music College. Is that true?
B: Yes. He always says it's never too late to learn.
A: Oh, he's quite a guy. ● I admire him very much.
B: Me, too.
3. A: Which is better, learning by oneself or learning under teachers' guidance?
B: I've no idea. What do you think of that?
A: It's hard to say. Generally speaking, it's up to the students themselves.
B: What do you mean?
4. A: Which came first, egg or hen, Dad?
B: That's easy.
A: Easy? How can you say it's easy?
B: Cool down, ● Son. It's just a joke.
5. A: Math is too hard. I can hardly understand it.
B: Come on. You're a big boy now. You know you can't give it up.
A: I know. But I'm really tired of it. ●
B: Maybe you should talk to your teacher about it.
6. A: I've passed all the exams through autonomous learning.
B: Is that possible? All done by yourself?
A: That's right. I never need a teacher.
B: Oh, you are something.
7. A: Grandpa, do you think lifelong education is important?
B: Sure. You can get a lot of information and knowledge.
A: But some people don't think it's necessary.
B: That's because they haven't found the benefits from it.
8. A: I'm just wondering ● who the old man is?
B: The man sitting in the front of the classroom?
A: That's it. How can such an old gentleman study with us? It's ridiculous.
B: Oh, no. He's my great grandfather.

9. A: What can I do? What can I do?
 B: What's up, Tom?
 A: My teacher has marked my paper with tons of crosses.
 B: Why not give him a call?
10. A: Can you help me, Professor Wang?
 B: What is it?
 A: Can you tell me where I can get your book?
 B: Sure. You can find it in the school library.

Notes:

- ① He's quite a guy: 他真了不起。
- ② Cool down: 别激动。
- ③ I'm really tired of it: 我真烦它了。
- ④ I'm just wondering....: 我在想……



II. Complete the following dialogs with the cues provided and then listen to the dialogs for self-correction.

1. A: Professor Wang, _____ (我在想) why I keep making so many mistakes in my papers this term.
 B: You've just come to the very question I have. You don't seem to pay much attention to the mistakes. _____ (你最好每次都订正).
 A: You mean they are all mistakes?
 B: That's right, young man. _____ (你本应早点注意到).
 A: Oh, my dear! I did think they were good points. It seems that I was wrong. So why?
 B: Because you're writing your papers in a formal situation—in an English class. You' _____ (应该) use "Standard English" instead of the kind of English you use when you talk with your friends or write your roommate a note.
 A: _____ (听起来让人糊涂)! When I write the dialect in my paper, it's no sweat. And that's really what I want to say. Why should I change that?
 B: _____ (放松点), young man. You know, there're many varieties of English, different ways of using English. For instance, writing a paper is not

like talking to your friends. _____ (它必须正式)
while talking to friends is kind of informal.

A: But I like that way, Professor.

B: _____ (你真了不起). But I think your papers would be full
of red marks again, young man.

2. A: Personally speaking, the No.1 thing about the _____ (写作过程) is the emphasis on "process".

B: Oh, _____ (不好意思), did you say something?

A: Process! I said process! Not product! Process!

B: Whoa! _____ (别激动). I just woke up. _____ (干嘛大惊小怪的)?

A: Listen, I'll try a different way: Writing is a process. It means that I do
writing by steps. It must be _____ (一步一步来). Have you
got that?

B: Oh, _____ (得了). Once a teacher gives me homework, I write it. I turn
it in. Then everything is over!

A: I'm afraid we've got different ideas, because we have different goals. You
only want to get your homework done.

B: You bet! But _____ (你怎么了) today?

A: Nothing. I'm just more interested in getting my writing better. Better and
higher grades!

B: Aha, _____ (你这个贪心的家伙)!

3. A: Bobby, _____ (我们去) the library and surf the Internet.

B: Good idea. But just a minute, I'd like to change my clothes.

A: OK. By the way, have you heard about the courseware of New College
English?

B: Sure. Last weekend I went there, clicked the mouse, and enjoyed the
courseware so much that I nearly forgot to _____ (与女友约会). That's really _____ (棒极了)!

A: I couldn't agree more. With it, we can preview and go over the text in time.

B: Also we can listen to some music and enjoy some movies related to the texts.

A: _____ (对极了)! I think they're the most wonderful parts of the
courseware. Do you think so?

B: Yes, I think so.

A: Then why're you so slow? _____ (你不能快点吗)?

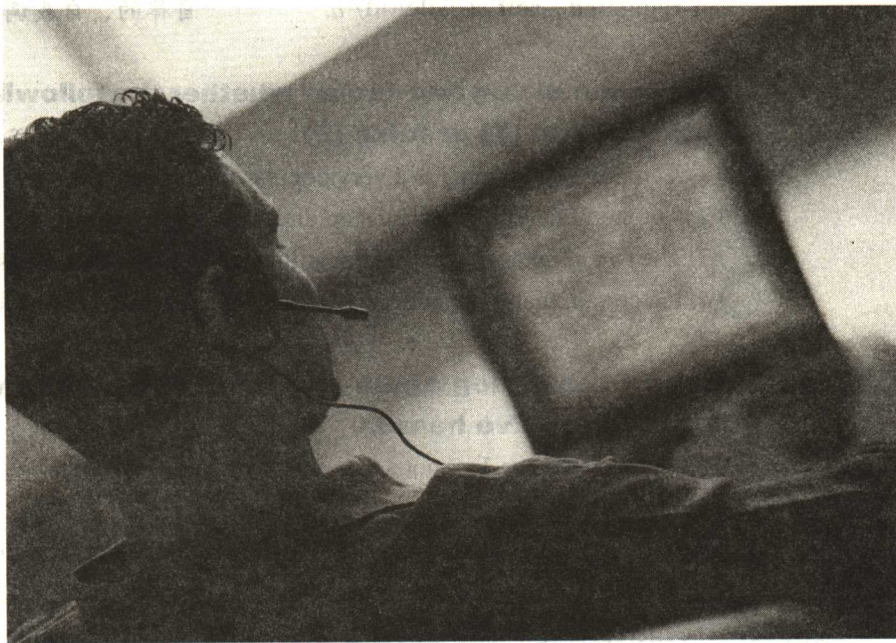
B: Sorry, but I can't find my shoes.

Part Two

Dialogs

Dialog One

The Advantages and Disadvantages of Autonomous Learning 自主学习的优劣



I. Warm-up exercises.

1. Do you always learn by yourself? When and where? Discuss with your partner.

[]

2. Are you a self-regulated student? Why? Discuss with your partner.

3. Study the following before listening.

autonomous /ɔ:'tɒnəməs/ *a.*

自主的

responsibility /rɪsˌpɒnsə'bɪlɪti/ *n.*

责任

ridiculous /rɪ'dɪkjʊləs/ *a.*

荒唐的, 可笑的

self-regulated /ˌself'regjuleɪtɪd/ *a.*

自律的, 自我调节的



II. Listen to the dialog and decide whether the following statements are true (T) or false (F).

- ☐ 1. Autonomous learning is a very popular topic at present.
- ☐ 2. Autonomous learning means no directions from teachers.
- ☐ 3. The two speakers have different attitudes towards autonomous learning.
- ☐ 4. It's certain that more and more students prefer autonomous learning.



III. Listen to the dialog again and fill in the blanks with the information you've heard.

- 1. The second speaker does not understand why so many people _____ autonomous learning.
- 2. Many students fail just because they have too much autonomous learning _____ from their teachers.
- 3. The first speaker thinks _____ but those students' problem.
- 4. According to the second speaker, autonomous learning gives students _____.
- 5. Generally speaking, _____ students are fond of _____.



IV. Discuss with your partner the advantages and disadvantages of autonomous learning and then fill in the table.

Advantages	Disadvantages
1.	1.
2.	2.
3.	3.
...	...



V. Your English is not good, but you will never give it up. So you decide to get some advice from one of your classmates who is good at autonomous learning. Make a dialog with your partner, using the following information.

Key words: set up study objectives, arrange time efficiently,
 find a good place to study, ask the teacher for help,
 step by step, day after day...

Give suggestions	Respond
1. Why not...?	1. Sounds nice.
2. You can...	2. Very good.
3. You should...	3. Thank you for your help.
4. You are supposed to...	4. Thank you for your advice.
5. You're required to...	5. I never thought about that...
6. Why don't you...?	6. Thank you.
7. What do you say...?	7. I see.
8. Maybe you need...	...
9. You'd better...	
...	