



普通高等教育“十一五”国家级规划教材
普通高等教育“十二五”规划教材

大学英语立体化网络化系列教材

博雅



大学英语教程 4

视听说

College English
Listening and Speaking



北京大学出版社
PEKING UNIVERSITY PRESS

北京大学—ESEC 美国美中教育服务机构合作项目



大学英语教程

视听说

(4)

总主编 Dr. Danny Yu

主编 刘红中 王义文 曹曦颖

副主编 Corey Hanson Hegger Holly Krech Thomas

刘士川 宋红英

编者 刘红中 张敏 戴涵 卢炜 马乃强 陈冰

张红波 Corey Hanson Hegger Holly Krech Thomas

刘康 李显文 罗建婷 陈平



北京大学出版社
PEKING UNIVERSITY PRESS

图书在版编目(CIP)数据

大学英语教程·视听说(4)(南方版)/刘红中,王义文,曹曦颖主编. —北京:北京大学出版社, 2012.8

(大学英语立体化网络化系列教材)

ISBN 978-7-301-18574-2

I. 大… II. ①刘… ②王… ③曹… 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(2011)第026197号

书 名: 大学英语教程·视听说(4)(南方版)

著作责任者: 刘红中 王义文 曹曦颖 主编

责任编辑: 黄瑞明

标准书号: ISBN 978-7-301-18574-2/H·2765

出版发行: 北京大学出版社

地 址: 北京市海淀区成府路205号 100871

网 址: <http://www.pup.cn>

电 话: 邮购部 62752015 发行部 62750672 编辑部 62754382 出版部 62754962

电子邮箱: zbing@pup.pku.edu.cn

印 刷 者: 北京大学印刷厂

经 销 者: 新华书店

787毫米×1092毫米 16开本 9.75印张 250千字

2012年8月第1版 2012年8月第1次印刷

定 价: 38.00元(配有光盘)

未经许可,不得以任何方式复制或抄袭本书之部分或全部内容。

版权所有,侵权必究 举报电话: 010-62752024

电子邮箱: fd@pup.pku.edu.cn

大学英语立体化网络化系列教材

总 顾 问 李赋宁 胡壮麟

总 主 编 黄必康

网络版主编 李建华

编委会名单 (以姓氏笔画为序)

王海嘯 (南京大学)

王焱华 (北京师范大学)

刘红中 (北京大学)

李正栓 (河北师范大学)

余渭深 (重庆大学)

宋 黎 (大连理工大学)

李养龙 (北京航空航天大学)

杨 跃 (西安电子科技大学)

夏纪梅 (中山大学)

赵 雯 (东北大学)

梁育全 (云南大学)

黄必康 (北京大学)

黎 宏 (四川大学)

王明舟 (北京大学出版社)

王惠玲 (西北大学)

刘龙根 (上海交通大学)

孙秋丹 (北京大学)

吴松江 (福州大学)

李建华 (中国农业大学)

李霄翔 (东南大学)

李淑静 (北京大学)

杨连瑞 (中国海洋大学)

贾国栋 (中国人民大学)

蒋学清 (北京交通大学)

蔡基刚 (复旦大学)

张敬源 (北京科技大学)

Acknowledgements

We are indebted, mainly for the reading selections, to many sources. We have put forth the fullest effort to trace each and every source, and their origins and our acknowledgements are indicated within the book. However, a small number of copyright materials remain uncredited because the original copyright holders could not be located, or we were unable to establish communication with them. It may be the case that some unintentional omissions have occurred in the employment of some copyright materials. We are grateful to these authors and sources, and we apologize for not being able to extend our acknowledgements in detail. For any questions concerning copyrights and permissions, please contact

Copyrights Department

Peking University Press

Beijing, 100871

P. R. China

Telephone: +86 10 62752036

Fax: +86 10 62556201

Email: xiena@pup.pku.edu.cn

We are much obliged for any information concerned and will make necessary arrangements for the appropriate settlement of any possible copyright issue.

前言

为全面培养我国大学生英语实际应用能力,提升英语听说能力,在新世纪初,国家教育部和全国高校外语教学指导委员会制定颁布了最新的《大学英语课程教学要求》,为大学英语教学明确了前进的方向。与此同时,对新的大学英语教材的需求也就与日俱增。在这新形式的鼓舞下,北京大学出版社和北大英语系大学英语教研室共同组织、策划了《大学英语教程·视听说》(1—4册),在北京大学教务部、北京大学外国语学院的支持下,该教程有幸得到了与北京大学有25年教学合作历史的ESEC(Education Services Exchange with China 美国美中教育服务机构)的加盟,并获得北京大学教材建设委员会的重点立项。北京大学大学英语教研室与美国ESEC众多语言学专家、英语教学专家通力合作,精心设计,反复琢磨,拟定大纲,编写样课。旨在结合国内外优秀英语教材的编写经验,为广大师生提供一套专为我国大学英语量身定做,同时又保证场景真实、语言地道、形式生动、内容丰富,且能学以致用,力求达到中方和外方编写人员高度合作的最佳效果,从而全面提高学生的英语听说能力。

1. 编写宗旨

《大学英语教程·视听说》是根据《大学英语课程教学要求》为大学非英语专业学生设计编写的。主要目标是培养学生的英语听的能力和口头表达能力,同时增强他们的自主学习能力,提高综合文化素养。

本教程的编写重点:

1) 在选材上,特别注重口语的特征,注意题材对中国学生的实用性。各单元以日常交流中的常用口语为引导,加以合适的题材和情景作为本教程的主线,同一单元的各种语言素材基本围绕同一主题。强调语言真实、地道、原汁原味。包含大量生动形象的英语习语,语言素材全部由美方美中教育服务机构TESOL教员收集、撰写,力求符合中方教师的编写方案,场景贴近学生的生活,话题深受学生喜欢,努力达到学以致用。

2) 在内容编排上,注重中国传统文化和西方文化习俗的对比,培养综合文化素养和跨文化交际能力。

3) 注重学生自信心和学习方法、策略的培养。除分单元介绍学习方法外,根据有效的英语教学理论和教学方法,设计的每一项听说任务都配有具体详细的指令,渗透学习策略,为学生进行卓有成效的英语听与说的学习提供保证,逐步提高学生自主学习的能力。

4) 注重口头表达能力的培养,以说带听,同时强调听与说的互动,充分发挥学生的主观能动性。使他们能从进行日常对话、简答问题、发表看法,慢慢发展到做较长的口头发言、开展辩论活动,逐步提高英语口语能力。

5) 强调听说基本功训练,每册含大量的模仿练习和听写练习,为快速提高学生听的能力,达到记笔记、写摘要的水平打下坚实基础。同时,在训练学生语篇理解能力的基础上,培养学生通过上下文猜词的能力。倡导脚踏实地,循序渐进,不断提高。设计的任务形式多样,以交际中传递和获取信息的实际需要为重,主要为客观型任务。包括:回答问题、听写、正误判断、填补信息、写提纲、写摘要等。

6) 重视口头语言在连续语流中语音、语调和其他超音段音位的各种特征,设有专门的语音语调部分,以提高学生交际的有效性,同时增强自信心。

7) 培养学生习惯正常英语语速,听力材料全部采用正常语速录音,注重原汁原味。其难度的区分取决于材料的题材、所涉及的词汇量大小以及句子结构的复杂程度。

8) 《教师用书》中对各种语言现象、文化背景知识都有详尽的注释,除提供练习答案外,还为各种主观题和开放性问题配有参考答案和参考范例,方便师生使用。

2. 教程构成

全教程共4册,分学生用书和教师用书。配有相应的光盘,提供网络教学平台。每册内容丰富,既可以作为听说教材独立使用,也可以和北京大学出版社出版的《大学英语教程·读写译》配合使用。本教程每册共有十五个单元。第四册每单元课文内容与目的如下:

1) Ready; Set; Go!! 热身活动

围绕单元主题而设计的听说活动或游戏,为完成本单元主要任务热身。

2) Interactive Listening 听力互动

内有两项对话听力任务:Listening Task 1 和 Listening Task 2。每项任务含有不同练习,主要目的是通过听日常对话,了解日常生活用语的特点,培养学生整体理解以及捕捉特定信息的能力,锻炼学生能就自己的观点发表简短意见。同时这两项任务的听力素材也是本单元口语练习的范例。

3) Speaking Interaction 口语互动

旨在帮助学生掌握生活中常用的口语表达用语,培养他们的口头交际能力。

内设两项任务:

Small Group Interaction 小组互动

旨在训练学生在所指定的情景下,运用所学表达用语进行对话练习。

The Chinglish Correction Connection 中国式英语纠错

告诫学生避免那些由于受母语影响而常犯的语言错误。

4) Further Listening and Speaking 听说拓展

本部分有两项任务:

Culture Klatch 文化视角

提供一篇介绍文化习俗的听力材料,着重语篇训练,加强听篇章、抓大意、听较长句子的能力,同时加强对西方文化的了解。

Idioms 习语谚语

生动实用的习语为进一步加强听说训练提供了更多素材。学生通过完成填空、猜测词意、学会解释等练习,在快乐的学习过程中不知不觉地提高听说能力。

3. 选材原则

注重内容的时代性、信息性、趣味性,既跟得上时代的步伐,又贴近生活。注意语言的规范性、题材的广泛性,同时强调口头语言的特性,力保语言的纯真、地道和活力。第一、二册素材以日常对话及长度适中的短文为主,第三、四册以较长的对话、短文、访谈、讲演为主。

本教程由北京大学英语系大学英语教研室具体策划并负责编写,素材由ESEC美国美中教育服务机构的众多教员提供。为本册提供素材的美方教员是:Angela Attardo (Allentown, Pennsylvania), Allison Bernhard (Naperville, Illinois), Connie Chan (Sacramento, California), Emily Doisy (Stockton, California), Horace Hardison (Los Angeles, California), Katie Kruse (Chicago, Illinois), Viola Lew (San Francisco, California), David Nippoldt (Reedley, California), Amber Palmer (Washington, D.C.), Matthew J. Painter (Oak Hill, West Virginia), Steve Rawlinson (Auckland, New Zealand), Emily Reuter (Los Angeles, California), Christina Stringer (Auckland, New Zealand), Petrina Uhlenhopp (Charlottesville, Virginia), Tammie Warmus (Boston, Massachusetts), Steve Wilcox (Tucson, Arizona), Ashley Michelle Workman (Raleigh, North Carolina)。另外,美籍教师 Shirley Patterson 审阅了全书。原北大英语系美籍教师 Stephanie Tebow, ESEC 教师 Hee Sung Shin 为本册课文录音和歌曲演唱的编排、录制付出了辛勤的劳动。刘红中老师为课文的音像录制寻找挑选人员并审听了全书的录音素材。ESEC 总裁 Danny Yu 博士为教材的顺利编写,多次往返于中国和美国之间,协调编写工作,还就如何提高听力、口语能力,特地为学习此教材的学生做录像讲座。在此,谨向他们表示最衷心的感谢!另外,我们还要特别感谢为本教材提供音像帮助的美国公共服务机构。他们是:William J. Clinton Presidential Library, John F. Kennedy Presidential Library 和 Museum Presidential Columbia Point, Boston 等。

此外,为配合常规课堂教学,ESEC和北京大学运用本教程的教学理念,专门策划开设了暑期全封闭式高级英语听说课程——Total Immersion Program,收到了良好效果。目前,此课程在北京大学的支持下,已成为北大昌平园区常规的短训课程。欢迎大家关注。详情请参见 <http://www.tip.pku.edu.cn> 或 <http://www.tip.org.cn>。

编者

Contents

Unit 1 What's Your Learning Style?	1
Unit 2 Special Needs	11
Unit 3 The Difference between Men and Women	20
Unit 4 Fools Rush In	29
Unit 5 It Takes a Village	39
Unit 6 Appreciating the Arts.....	49
Unit 7 It's a Matter of Conscience	58
Unit 8 Lights, Camera, Action!	67
Unit 9 In the Job Market	76
Unit 10 Saving the Planet	86
Unit 11 Politics, Politics, Politics	97
Unit 12 The Entrepreneurial Spirit	108
Unit 13 On the Road Again	117
Unit 14 Motivation Is Key	126
Unit 15 It's Your Call	135

A group of graduates in black gowns and blue jeans are celebrating on a green lawn under a clear blue sky. Several black graduation caps are flying through the air. The graduates are holding rolled-up diplomas and some are taking photos with their phones.

Unit 1

**What's
Your
Learning
Style?**

Ready; Set; GO!!**Conversational Warm-Up***Experiment: What's your learning style?*

Read each statement and decide whether the statement applies to you. Write the appropriate response number in the blank.

1—seldom/never

2—sometimes

3—often

1. I would rather read a textbook than listen to a lecture.
2. I would rather listen to a lecture than read a textbook.
3. I like “hands on” learning better than learning from a textbook or a lecture.
4. When I work, I prefer to be in a quiet place so I can concentrate.
5. When I am alone, I like to have music playing, or I hum or sing.
6. I love working with my hands and building or making things.
7. When I remember an experience, I mostly see a picture of it in my mind.
8. When I remember an experience, I mostly hear the sounds and talk to myself about it.
9. When I remember an experience, I mostly remember how I felt about it.
10. I always read the directions first when I put something together.
11. I do not follow written directions well.
12. I prefer to see something done before I do it myself.
13. As a child, I enjoyed reading books in my free time.
14. As a child, I enjoyed listening to stories that someone read or told to me.
15. As a child, I enjoyed doing physical activities for fun.^①

① This test was adapted from three sources:

Jester, Catherine. (Diablo Valley College). A Learning Style Survey for College. <http://www.metamath.com/multiple/multiple_choice_questions.html> Accessed 7/11/2005.

Middlesex Community College. Learning Styles. <<http://www.mxctc.commnet.edu/clc/survey.htm>> Accessed 7/11/2005.

The Center for New Discoveries in Learning. Personal Learning Styles Inventory. <<http://www.pinecity.k12.mn.us/highschool/bused/Learninv.htm>> Accessed 7/1/2005.

Listen to your teacher's instructions about how to count your points and fill in the chart below. The box with the highest score is the learning style you prefer; you may prefer to use more than one learning style.

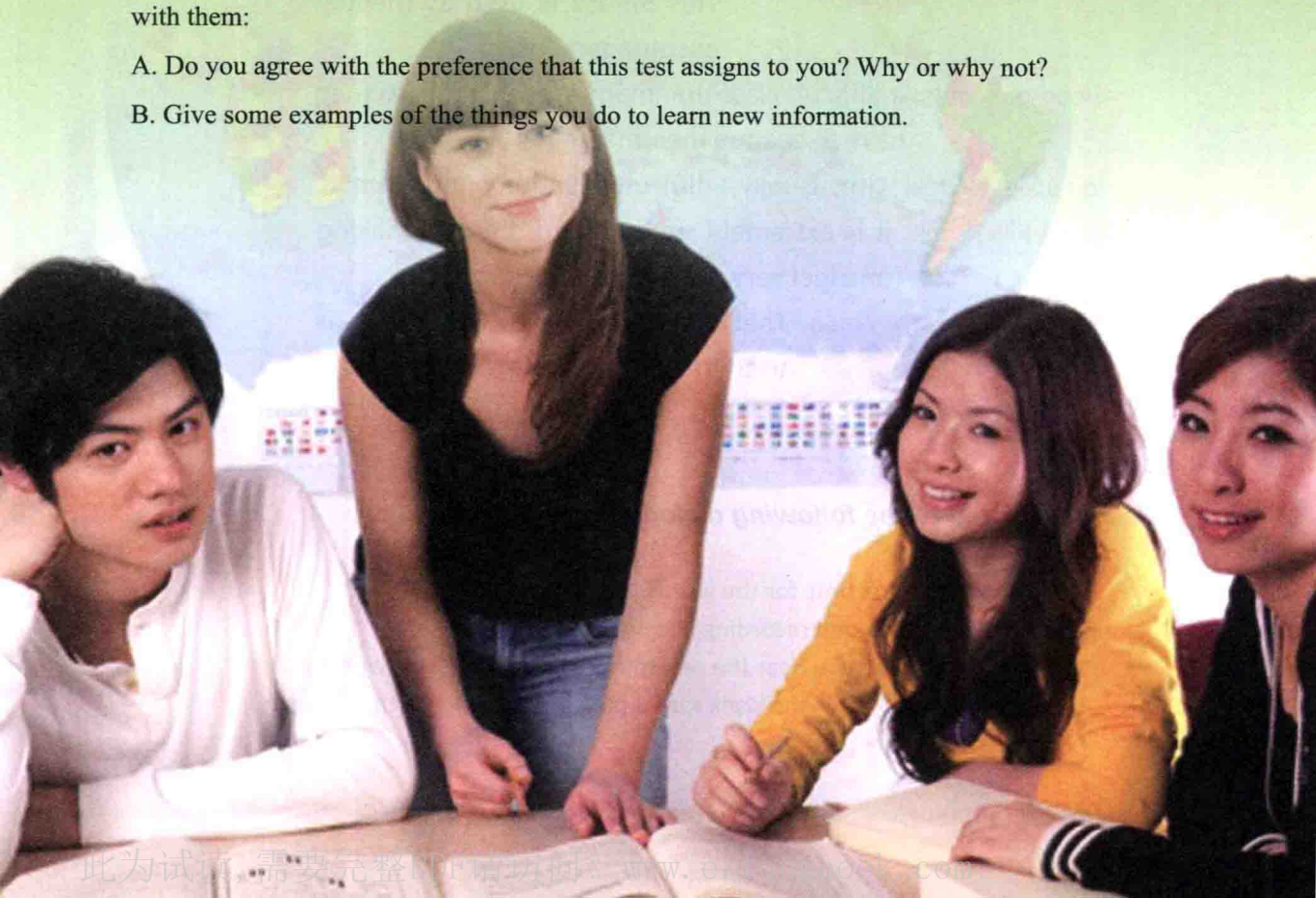
Visual	Auditory	Kinesthetic

What are these learning styles?

- Visual learners tend to take in information through their eyes; they benefit most by reading texts, looking at charts or graphs, and seeing pictures.
- Auditory learners tend to take in information through their ears; they benefit most from hearing lectures or explanations and listening to tapes or videos.
- Kinesthetic learners tend to take in information physically, through the sense of touch; they benefit most from doing activities, taking notes, and experiencing things.

Find two other people who have the same learning style preference that you have. Discuss with them:

- A. Do you agree with the preference that this test assigns to you? Why or why not?
- B. Give some examples of the things you do to learn new information.



Interactive Listening

Listening Task 1

Activity 1

The words and phrases in the Word Box will appear in the following dialogue.
Study the definitions so that you will be able to read along with the recording.



WORD BOX

to struggle (in/through): to work hard but without much success

organic chemistry: a class covering the interaction of carbon-based molecules, which occur in things such as sugars, oils, and plant acids

pre-med: the major chosen by people preparing to go to medical school to become a doctor (pre-medical school)

Don't get too down on yourself: Don't judge yourself too harshly. This phrase is used as friendly encouragement.

weed-out class: a difficult class that many students fail, so they have to change their major




to tackle: to deal with, usually a difficult situation or problem

(it is) killing me: it is extremely stressful and difficult, making one feel very defeated and unsuccessful

You can say that again: That's definitely true. This phrase is used to indicate strong agreement.

Activity 2

Directions: Listen to the following dialogue

-  Step 1: Listen the first time for the words in the Word Box.
-  Step 2: During the second recording, listen and read along.
-  Step 3: The third time you hear the recording, write the missing words and phrases you hear in the blank spaces provided to complete the dialogue.

James: Hi, Adrian. How are you?

Adrian: Oh, I'm alright.

James: Just alright? _____? Are you sick? You look kind of tired.

Adrian: No, _____. I guess I just have something on my mind.

James: What's going on?

Adrian: Well, I'm really *struggling* in one of my classes, and it seems that no matter how much I study, _____. It's discouraging. I'm thinking of changing my major because I just can't seem _____.

James: And you need the class for your major?

Adrian: Yes. It's *organic chemistry*, and since I'm *pre-med*, _____.

James: Organic chemistry, huh? I've heard about that class. It seems that _____ with it, so *don't get too down on yourself*.

Adrian: I know, I know. I've heard _____ you have. I mean, I've been pre-med for _____ now, and everyone talks about how organic chemistry is the *weed-out class* for pre-med students. _____ until after I finished the basic chemistry course and got done with calculus before I decided *to tackle* organic chemistry.

James: But still, you're struggling through the class, even though _____ to make sure that you're ready for it.

Many science courses in U.S. colleges are lab classes, which means that students go to a lecture 3 hours a week to learn concepts from the textbook, and they go to a laboratory 1 hour or more a week to practice applying the concepts. Often, the lab hour is taught by a graduate student who is a TA (Teaching Assistant) instead of by the course professor.



Adrian: Right, that's what is _____.

James: Maybe it's not you. Maybe it's the professor. I mean, _____ the class?

Adrian: Professor Young gives the lectures, and then we have a TA for the lab. The lectures are okay. As long as I read the textbook _____, I don't have a problem understanding and taking notes. It's the lab that's *killing me*.

James: You take _____ in pre-med, don't you?

Adrian: *You can say that again*.

James: So, are the labs in all your classes _____, or is it just this particular one?

Adrian: Actually, labs are usually _____. I don't know why this one is so difficult.

James: You know, _____ about learning styles in my psychology class, and I wonder if maybe your learning style doesn't match the TA's teaching style. If that's the case, it could cause real problems for you, and _____ why you are struggling so much.

Adrian: I don't _____ about learning styles.

James: Well, _____ the student counseling center? They have a learning style test that you can take, and the counselors _____ what your learning style is. They can help you figure out _____.

Adrian: Really? _____. Maybe I'll stop by the counseling center tomorrow.

James: Yes, you should. I think you'll be glad you did.

Activity 3

Answering Questions

Answer the following questions regarding the dialogue above. Write down your answers and discuss them in class.

1. What is wrong with Adrian?
2. What has James heard about organic chemistry?
3. What advice does James give Adrian?
4. Do you think that the advice James gives Adrian is good? Why or why not?

Listening Task 2

Activity 1

Directions: Listen as Adrian goes to the student counseling center the next day. The dialogue is not printed in your book. As you listen, answer the following questions.

1. What is Adrian's learning style preference?
2. What does the counselor think about Adrian's notes?
3. What advice does the counselor give Adrian about the lab?

Activity 2

Directions: Listen to the dialogue again for the meanings of the words and phrases as they are used in the dialogue. Write your explanations on the lines after each word or phrase below.

to ring true: _____

pegged: _____

I can't follow her: _____

It's no wonder: _____

Activity 3

In Your Opinion

1. Do you think the counselor gives Adrian good feedback?
2. How does Adrian seem to feel about the counselor's feedback?
3. Think of a class that you have struggled in or a class project that was not easy for you. Would it have helped to know your learning style or to talk with a counselor? Why or why not?

Speaking Interaction

Small Group Interaction

Activity 1

Directions: In the following dialogues, fill in the missing lines with what you hear from the recording. After you have completed the dialogues, practice them in pairs or small groups.

1. A: So, Brad, now that you've taken the learning style inventory, let's go over what it means.
B: _____
A: First, here's a sheet that summarizes the different learning styles. Since your score shows that you are a visual learner, I thought we could look at the information together as we discuss it.
B: _____

A: _____

B: That's really true. I hate it when my professors talk and talk and don't write any notes on the board. I don't get very much out of those lectures.

A: _____

B: How would that help?

A: _____

B: Oh, sure, that makes sense.

2. A: Now that Abby has finished her presentation, let's give her some feedback on how she did. First, let's start with the positive. What did she do well?

B: _____

A: Okay, good. What else?

B: _____

A: Alright, but right now I want to focus on positive feedback. Save your suggestions about how she could improve for later.

B: _____

A: Yes, that's right. Abby, you are getting much better at having good posture and movement.

B: _____

A: Good. Yes. Now, what about some things that Abby might work on for next time? We've already talked about eye contact.

B: _____

A: _____

3. A: Brent, I've written this paper for my history class. Could you look at it for me?

B: _____

A: I'm mostly concerned about the organization.

B: Okay. (*Reads the paper*) Your introduction is very clear. I can tell exactly what the paper will be about from the introduction.

A: _____

B: _____

A: What do you mean?

B: _____

A: I guess I'll have to work on that.

Activity 2

Work with your partner(s). Replace the missing lines above with phrases you learned to create your own dialogues.

The Chinglish Correction Connection

The phrases below are incorrect. What is the correct manner of speech in each example? What are the problems with using these phrases in the way described below? Write your corrections in the book and discuss your corrections in class with your instructor.


- Your work has been always outstanding.
- Their service has been usually poor.
- The class has been never easy.


Further Listening and Speaking

The Culture Klatch

Activity 1

The goal of the exercise is to help you learn to listen to language in context rather than using a translation method. You do not need to understand every word you hear but rather the meaning of the overall text.

 Step 1: Listen to the recording for the overall meaning.

 Step 2: Listen to the passage again. From the context of the passage, identify and write the definitions of the words or phrases in the Word Box. Do not use a dictionary.

WORD BOX

tinfoil:

elaborate:

raised garden:

downplay:

carpentry:

Activity 2

Directions: You will now hear a series of sentences related to what you've just heard. Each sentence will be read 3 times. Listen only to the sentence the first time it is read. While the sentence is read the second time, write it down. When the sentence is read the third time, check your dictation for accuracy.

1. _____


2. _____


3. _____

4. _____

Activity 3

Directions: Listen to the passage again and fill in the blanks to complete this summary.

 Step 1: Listen to the passage again and fill in the blanks in the paragraph below.

 Step 2: Compare your answers with a partner.

The speaker enjoyed making things and doing _____ as a kid. In school, she used a _____ to make an _____. At home, she would dig _____ and ponds under the _____ and pour water into the rivers to watch it flow around to the ponds. She also made a _____ in the backyard and planted herbs and _____ in it. However, when she took a _____ test in high school, the test showed that she was a strong _____ learner. Schools emphasize _____ learning skills by focusing on _____, especially in high school and _____. As a result, many people who might be _____ learners have to adapt and _____ their visual and auditory learning skills. The speaker wonders what might have happened if her _____ learning skills had been encouraged; she might have become a _____.