

博學英語·聽說教程

Listening and Speaking Course 4

總主編 楊鳳珍
本冊主編 楊鳳珍

(第二版)



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博学英语系列

(第二版)

博学英语·听说教程

4

Listening and Speaking Course

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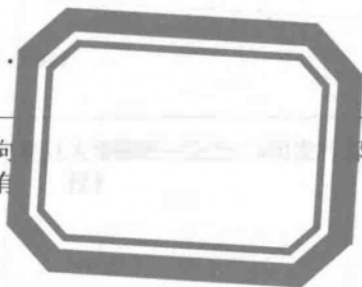
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第二版前言

近年来,随着人才培养的进一步国际化,大学生的外语学习,特别是与交际活动相关的英语口语能力的提高显得尤为重要。为满足新的人才培养需求,在复旦大学出版社外语分社唐敏老师的提议下,我们对《博学英语·听说教程》第四册进行了修订。根据出版社和编写老师们的建议和意见,我们对原教材做了以下几个方面的修订工作:

1. 将原教材的十二个单元整合为八个单元,删除了原来的两个新闻单元,更换了失去时效性的主题单元和听力材料;
2. 每单元四个听力任务中,均有一个与主题相关的视频新闻报道或专题讲话,学生能接触到权威、地道的英语;
3. 更新了原测试材料的部分内容,使其与目前四、六级考试题型一致;
4. 每个听力任务均附上了与主题相关的图片,便于学生对听力内容进行预测,同时在视觉上达到图文并茂的效果;
5. 部分口语练习增加了看图说话的内容,更能激发学生的兴趣和想象力;
6. 教学参考书增加了口语练习答案,特别是对难度较大的讨论题目,提供了较完整的、拓展性的参考答案,以方便教师备课;
7. 修订版保留了原教材中有特色的部分,如 Focal Points, Cultural Notes, Listening Skills 等。

修订后的教材,每个单元的四个任务中分别包括对话、段落和视频新闻或讲话。视听部分不仅在同一主题下,且内容鲜活有趣,贴近学生的学习和生活。四个任务从易到难,循序渐进。信息输入更加多维、立体、直观,更能激发学生学习的积极性。新版教材将给学习者以全新的体验。

在教材修订过程中,我们得到了时任北京师范大学的美籍教师 John Alejo 和 Justin Witz 的帮助,对此我们深表谢意。此外,在材料采集中,我们从国外广播和互联网中选用了部分有声和文字资料,在此我们一并致谢。

由于水平有限,修订中的错漏在所难免,恳请专家、读者斧正。

编者

2012年7月于北京

编写使用说明

随着高等院校人才培养的国际化,学生的英语交流能力日趋重要,特别是听说能力,已经成为评价学生英语水平的一个重要指标。毋庸置疑,听说能力在很大程度上影响着学生是否能走向国际学术舞台的重要因素。为了满足广大学生学习英语的需求和外语教学的需要,我们精心编写了这套《博学英语·听说教程》(第二版)。本套教程共四册,一、二册依语言功能编写;三、四册以话题为主线编写。

一、教材特点

1. 基础训练密集系统

第四册的基础训练承袭第三册的数字训练,但难度有较大幅度的提高。数字的捕捉是非常实用的技能,长期以来,一直被列为语言学习者必须掌握的技能之一;又因其难度大,形成了对语言学习者的挑战。因此,对学生进行该方面系统的训练,将提高他们对数字的敏感性,提升其记录数字的准确度。

2. 主题贴近学习生活

以主题为线,每一单元围绕一个主题展开,有利于学习者对同一话题相关知识的积累和拓展。教材内容的编排努力彰显以人为本的理念,本册主题的选择多与学生的学习生活相关;同时兼顾大众、通俗话题。因而,话题更具多元性。

3. 练习多样有趣

在练习设计上,为更好地训练学生运用语言的能力,编者适度提高了主观题的比例。各单元的口语训练与听力内容密切相关,有助于学生在信息输入的基础上实现有意义的信息输出。练习设计尽量实现多样性、趣味性和可操作性。

4. 语言地道鲜活

教材注重题材多样性、趣味性、实效性,并力图体现当今主要英语国家的语言特点,便于学生学习和模仿。

5. 注释通俗翔实

教材的另一个亮点是提供与所听内容相关的文化注释。学生在进行听力训练的同时,又能了解到文化背景知识。文化注释的注入有利于学生知识面的扩展,符合人文教育的理念。

6. 教参丰富实用

教师参考书除提供练习答案、脚本以外,特别着力增加了辅助教师备课之用的

参考资料、口语活动指南等,使教师备课更加容易,使教参真正成为“教师友好型 (teacher-friendly)”的辅助工具。

二、框架

1. 本册共设 8 个单元,每个单元围绕一个主题展开。

2. 本册含两套目标测试题。

三、教材体例

第一部分:基础训练,包括:数字辨别、听写和其他相关训练。

第二部分:听前活动,包括与话题相关的口语热身活动,为完成第三部分主体任务做导入准备。

第三部分:听力任务(单元主体)由任务 1、2、3、4 组成,其中包括对话、短文、视频新闻或讲话,以及基于听力内容的练习题。

第四部分:口语活动,包括:1. 习语及有用的表达法的学习(选自听力任务,要求学生掌握);2. 讨论题(就所听内容进行延展性讨论);3. 轻松一刻(英语歌曲、笑话等),本部分也穿插了少量、容易的练习题。

四、使用指南

本册适合于高等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第二学期使用。建议四课时完成一个单元,以保证有足够的时间开展口语活动以及背景知识的学习;如课时不足,也可将部分内容留作学生自主学习之用。两套目标测试题与近年大学英语四、六级考试题型一致,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。

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院领导的关心和指导;第一版书稿由时任北京师范大学外文学院的美籍教师 C. Patrick Lynch 审阅、修改,在此一并深表感谢。

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

2012 年 7 月于北京

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- ◇ **Part One**
Improving Basic Skills
- ◇ **Part Two**
Pre-listening Activities
- ◇ **Part Three**
Listening Activities
- ◇ **Part Four**
Post-listening Activities



Unit 1

Ideal Teachers

Part One Improving Basic Skills

Directions: Listen to the following statements and write down the numbers you hear.

1. The temperature of the sun is _____ degrees centigrade.
2. Mount Everest (珠穆朗玛峰) is _____ metres high.
3. The earth is _____ kilometres to the nearest star.
4. Columbus discovered America in _____.
5. Amundsen reached the South Pole in _____.
6. The United States's Apollo 11 was the first manned mission to land on the Moon on _____.
7. China, the third largest country, occupies a total area of _____ square miles.
8. There are over _____ higher education institutions in the U.S. with over _____ students according to US Department of Education statistics.
9. In the United States the tuition for public four-year institutions is at near \$ _____ per year versus \$ _____ for private, for-profit, four-year institutions.
10. The Institute of International Education (IIE) reported the number of international student enrollments was at over _____.

Part Two Pre-listening Activities

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. _____.
7. _____.

8. _____
9. _____
10. _____
11. _____
12. _____

Part Three Listening Activities



Listening Task 1 A Successful Teacher



Vocabulary

adequate /'ædɪkwɪt/	adj.	胜任的; 适当的
bias /'baɪəs/	n.	倾向; 趋势
gregarious /gre'geəriəs/	adj.	合群的; 爱交友的
extroverted /'ekstrəvɜ:tɪd/	adj.	外向的
tolerance /'tɒlərəns/	n.	容忍; 宽恕; 忍耐
built in		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 /ɪgˈzempləri/ adj.

模范的; 值得模仿的

traits /treɪts/ n.

(pl.) 特征; 特性

treat /tri:t/ n.

款待; 请客

sucker /ˈsʌkə/ n.

冰棍, 棒冰; 棒棒糖

gum /gʌm/ 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 _____.

5. However, school is acceptable the way it is because _____, some of them come very close.



Listening Task 3 His Lesson Will Last a Lifetime



Vocabulary

herpetology /'hɜ:pɪ'tɒlədʒɪ/ n.	爬虫学
insight /'ɪnsaɪt/ n.	洞察; 见识
successional /sək'seʃənəl/ adj.	连续的; 接续的
assumption /ə'sʌmpʃən/ n.	设想; 假想
glade /gleɪd/ n.	林间空地; 沼泽地
dynamics /daɪ'næmɪks/ n.	动力; 原动力
instrumental /ɪnstru'mentl/ adj.	有帮助的; 起作用的
adjunct /'ædʒʌŋkt/ adj.	辅助的; 附加的
mentor /'mentɔ:/ n.	良师益友
Missouri /mɪ'zuəri/	密苏里(美国州名)

Note:

The National Science Teachers Association (NSTA): Founded in 1944 and headquartered in Arlington, Virginia, it is the largest organization in the world committed to promoting excellence and innovation in science teaching and learning for all. NSTA's current membership of more than 55,000 includes science teachers, science supervisors, administrators, scientists, business and industry representatives, and others involved in and committed to science education.

Exercise 1

Directions: Listen to the passage and choose the best answer to each question according to what you hear.

1. What course was the speaker looking for?
 - A. Ecology.
 - B. Herpetology.
 - C. Biology.
 - D. Biochemistry.
2. What unique ability did Owen Sexton possess?
 - A. To make things easily.
 - B. To make himself understood.
 - C. To make complicated things easy to understand.
 - D. To make complete objects with his hands.
3. What did the speaker learn from the field trip searching for snakes one year later?
 - A. He learned the successional history of the area.
 - B. He found further evidence of his understanding of the dynamics of ecology.
 - C. He knew he had a lot to learn.
 - D. He learned the present biological community.
4. When was the speaker asked to join the Washington University as an adjunct faculty member?
 - A. 1960.
 - B. 1961.
 - C. 1965.
 - D. 1969.
5. Which of the following is not listed as one of the speaker's title?
 - A. A president of the National Science Teachers Association.
 - B. A supervisor of science for the St. Louis Public Schools.
 - C. Director of the biology department of the Washington University.
 - D. Author of a science textbook.

Exercise 2

Directions: Listen to the passage again and decide whether the following statements are true (T) or false (F).

- _____ 1. Owen Sexton was the speaker's friend as well as teacher.
- _____ 2. The speaker was asked to join the Washington University in 1965.
- _____ 3. Owen Sexton and the author shared a common interest in dynamics.
- _____ 4. The speaker went to Panama and Missouri alone to do field work.
- _____ 5. Owen Sexton's counsel helped the speaker greatly in his professional goals.