

北京师范大学多媒体系列教材

挑战

CHALLENGING
ENGLISH LISTENING

英语视听2

主 编 孙迎晖
副主编 杨庆云
编 者 王德亮 刘福安 高秀琴



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本套教材是北京师范大学多媒体网络(视)听力课程教材,内容主要由视、听两部分组成,共四册,供英文专业及大学英语一、二两个学年共四个学期使用。四册之间难度逐渐加大,第三册总体难度可达到大学英语6级水平,第四册可达到英语专业8级水平,对于学习者具有一定的挑战性。

本套教材每册包括16个单元,每个单元由多个模块组成。包括“基本技巧训练”(Basic Listening Skills)、“技巧应用训练”(Application of the Skills)、“整体理解”(General Understanding)、“视频或电影赏析”(Watching Video Programs/Movie Watching)。除了这些基本视听内容外,每个单元还设计了“思考消化”(Reflection)和“快乐时刻”(Fun Time)模块。不难看出,本书以英语专业及大学英语的听力技能为训练主线,四册书分别有不同的侧重,由易到难,循序渐进。四册书训练的要点如下:

第一册: 包括元音和辅音辨识;人名、地名、地址、国家名称等的辨识及拼写;各类数字,包括体育运动及比赛比分;时态、语态及句型结构;辨识空间、地图;补充句子信息;听写或记录主要信息;推论信息内容;听写能力等。

第二册: 包括基本的地名、人名、组织机构等专有名词的辨认;看图读图;关注听力对话和篇章中的关键词和细节描述(“五个W”: What, Why, When, Where, Who);听写能力等。

第三册: 辨识新闻及篇章材料中的数字、专有名词以及其他细节信息;学会做笔记,做到能够迅速准确地记录一些重要的细节信息;学会总结新闻大意;听写能力等。

第四册: 在前三册训练内容的基础上,继续加深新闻及篇章理解的能力,包括准确辨识新闻或篇章细节信息,迅速掌握新闻大意及核心内容,抓新闻及篇章要点,全面记笔记等能力。

每册书的训练技巧分设在每个单元中,可从每单元开始的“训练重点”(Training Focus)中查看。每单元以“基本技巧训练”模块开始,逐步引领学习者加深对技巧的掌握,并在实践中训练,以提高其听力能力。课程设计尽量做到技巧和训练练习的有机结合,使学生有充分的实践机会。本套教材的练习题型种类多样,每个单元配有4~5种练习题型,包括单项选择、判断对错、对应画线、句子或段落填空、回答问题、听写练习等,既培养及检查学生对所听内容的总体理解和掌握程度,又引领学生在听的过程中注意抓住关键词,捕捉主要观点和核心内容,培养学生英语听

力语感,同时在更高层次上培养学生对视听新闻及段落的总结和归纳能力。


每个单元都配有原版视频或电影欣赏部分,在观看视频节目或欣赏电影的同时,完成相应的听力训练任务,寓教于乐,增加了听力学习的趣味性。

本套教材专门设计了“思考消化”模块,学生根据指令完成相关内容,为的是思考消化本单元的听力技巧,检验学习效果,以期在今后的听力训练中不断改进自己的学习策略,形成符合学习规律的学习模式。

在完成每单元的各模块内容后,学生可以轻松一下,进入“快乐时刻”。该模块的选材和设计也是多样化的,有笑话、幽默图片、英文歌曲学唱、英语游戏、绕口令,等等。

本书所选取的材料绝大部分是国外自然语速下的原声音频、视频材料,主要选取了具有代表性的BBC英国英语,VOA、CNN、NBC等为代表的美国英语,保证了视频材料的真实性,以及语音材料的原汁原味。

本套教材选材广泛,包括国际事务、体育赛事、科技报道、军事动态、访谈节目等,内容丰富有趣。在学生用书的相关部分标注了“文化点滴”(Culture Note),并配有精美的图片,针对新闻材料中的重点文化内容,提供了一些重要的背景知识,有助于学生更全面地理解新闻材料,扩大眼界和知识面。

本套教材具有使用方便、灵活的特点,既可以用于课堂教学,也可以自主学习使用。因为是计算机多媒体教材,学生在使用时可根据自己的实际情况选择学习的时间、地点,也可以根据自己的学习水平对某些难度较大的内容反复听练。本套教材将练习答案及文本原文附在学生用书的最后,便于学生学习。课文中的每段视听材料前都标有符号,代表视频或音频。同时,每段视听内容前都标有序号,如1-1-1,代表第一单元的第一部分的第一个练习。此序号和答案及文本相对应,便于学生查对。

本套教材的编写开始于2008年北京师范大学教学建设与改革项目“北京师范大学英语听力自主学习式网络课程建设”。北京师范大学外文学院的部分研究生在编者老师的带领下,参与了视听内容的收集和整理;外籍教师Tait Bergstrom先生参与了部分文稿的录音;徐学峰老师、刘莲云老师、刘来牛老师参与了音像材料的编辑和技术加工。在此,编者对他们表示深深的感谢!

由于编者水平和编写时间有限,本书还存在不少不足与纰漏,敬请专家、同行和读者不吝指正。

编者

2013年3月

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Unit 1

Training Focus

- 1 Recognizing names of people, places, organization, agencies and capitals
- 2 Understanding some specific information
- 3 Summarizing the main idea

Part I Basic Listening Skills

1-1-1

Listen to the sentences and write down the correct names of some famous people.

George Washington	Richard Wright
Alexander Graham Bell	Confucius
John Bunyan	Plato
Socrates	Winston Churchill
Thomas Alva Edison	

1. The writer of *Pilgrim's Progress*, _____, is one of the most important English writers.
2. Is _____, the black writer, the author of *Black Boy*?
3. Who is the inventor of the telephone _____ or _____?
4. The capital of America is named after _____.

5. _____ was a Chinese philosopher living more than 2000 years ago.
6. _____ delivered a speech in America known as the Iron Curtain.
7. Do you know the meaning of "_____’s wife"?
8. The Academy was the first school in the world, it was built by _____.

1-1-2

Listen to the sentences and write down the correct names of places.

The Summer Palace	The White House
The Buckingham Palace	The Winter Palace
The Danube River	Lake Superior
The Dead Sea	The Caspian Sea

Column A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Column B

- U.S.A.
Iran & Russia
China
Jordan
Europe
Britain
Russia
U.S.A.

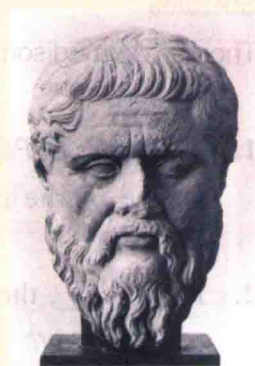


Cultural Note

The Academy was founded by Plato in 387 B.C. in Athens. Aristotle studied there for twenty years (367 B.C. — 347 B.C.) before founding his own school, the Lyceum. Although philosophers continued to teach Plato's philosophy in Athens during the Roman era, it was not until 410 A.D. that a revived Academy was re-established as a center for Neoplatonism.



The modern Academy of Athens, next to the University of Athens and the National Library forming the Trilogy, designed by Schinkels Danish pupil Theo fil Hansen, 1885, in Greek Ionic, academically correct even to the polychrome sculpture.



Part II Application of the Skills

1-2-1

Listen to the sentences and write down the correct names according to what you have heard.

Column A Column B

1. _____ the biggest ocean in the world
2. _____ a trouble spot today
3. _____ the coldest place on the earth
4. _____ the biggest island in the world
5. _____ to the south of America
6. _____ the country with Tokyo as its capital
7. _____ the highest mountain in the world
8. _____ the longest river in America

1-2-2

Word Bank

retirees share the profits
reached the finals Alabama
Hawaii nonprofit
one eighth grader

A. Listen to the passage and choose the best answer to the questions.

1. Where does the National Foundation for Teaching Entrepreneurship locate?
 - a. Southern Carolina
 - b. Northern Carolina
 - c. Southern California
 - d. Northern California

2. Sixteen students competed from four high schools in four states. Which of the following state is not mentioned?
 - a. Hawaii
 - b. Alabama
 - c. Ohio
 - d. California
3. Which competition reached the finals last month in New York City?
 - a. the National Economics Challenge
 - b. the National Educational Challenge
 - c. the Economic Educational Challenge
 - d. the Business Challenge
4. A middle school started a school bookstore this year. Where does this school located?
 - a. Northern Carolina
 - b. Southern California
 - c. East San Francisco
 - d. South San Francisco

B. True or False Questions. Write a T in front of the statement if it is true according to the recording and write an F if it is false.

- () 1. In Huang Cheng's plan, the company would share the profits with school clubs the students belong to.
- () 2. The National Council on Economic Education is a profitable agency.
- () 3. Students help operate the bookstore and thus improve their English skills.

- () 4. Teachers hope the bookstore will be open one day a week, especially during summer vacation.

C. Listen to the passage and answer the questions.

1. What is the main idea of this passage?

2. What does John Reinhardt say about economics?

3. For what purpose did the school start the bookstore?

4. What is the difference between the school bookstore and the school library?



Cultural Note

National Foundation for Teaching Entrepreneurship (NFTE):

Through entrepreneurship education, NFTE helps young people from low-income communities build skills and unlock their entrepreneurial creativity. Since 1987, NFTE has reached over 100,000 young people, trained more than 3,200 Certified Entrepreneurship Teachers, and continually improved its innovative entrepreneurship curriculum.

The Goldman Sachs Foundation:

The Goldman Sachs Foundation is a global philanthropic organization funded by The Goldman Sachs Group, Inc.. The Foundation's mission is to promote excellence and innovation in education and to improve the academic performance and lifelong productivity of young people worldwide. It achieves this mission through a combination of strategic partnerships, grants, loans, private sector investments, and the deployment of professional talent from Goldman Sachs. Funded in 1999, the Foundation has awarded grants of \$72 million since its inception, providing opportunities for young people in more than 20 countries.

Part III General Understanding

1-3-1

Word Bank

pulled up windshield
out of service depot
run out of gas

A. Listen to the passage and answer the questions.

1. What happened to the author?

2. What did the bus driver want to tell the author?

B. Listen to the passage again and fill in the blanks.

...

But the door opened, and it was the same driver.

"I just can't leave you here," she said. "This isn't a nice place. I'll give you a ride _____."

"You'll drive me home in the bus?" I asked, puzzled.

"No, I'll take you _____." she said.

"It's a long way." I protested.

"Come on," she said, "I have nothing else to do."

As we drove from the depot in her car, she began telling me a story. A few days earlier, her brother had run out of gas. A good Samaritan picked him up, took him to _____ and then back to his car. "I'm just passing the favor along," she said...

1-3-2

Word Bank

plow figured
at peace draft
recruit

A. Listen to an old Chinese story and try to answer the questions using your own words.

1. Can you summarize the main idea of the story?

2. What kind of moral lesson do you learn from the story?

B. listen to the story again and fill in the blanks.

1. One afternoon, while working in the field, the horse dropped dead. Everyone in the village said, "Oh, _____

_____."
2. A couple of days later, the new horse jumped over a fence and ran away. Everyone in the village shook their heads and said, "

_____!"

3. Eventually, the horse found his way home, and everyone again said, "

_____!"
4. Later in the year, the farmer's young boy went out riding on the horse and fell and broke his leg. Everyone in the village said, "

_____!"

Part IV Watching Video Programs



1-4-1

Word Bank

launch reschedule launch
distributor

Watch the video and answer the questions.

1. What problem does Kate talk about?

2. What will Kate have to do?



1-4-2

Word Bank

culinary tantalize
tickle bud
makeover
cuisine frustrate specialty steam
hair-fish famish intriguing
boomerang blend
delicacy dexterous

A. Watch the video and choose the best answer to the questions.

1. Who have been left frustrated by some of the restaurant descriptions?
a. the Chinese
b. the linguists

- c. customers
 - d. foreign customers
2. Which department of China needs especially to prepare for the influx of Olympic visitors?
- a. Olympic Department
 - b. Food Department
 - c. Goods Department
 - d. Sports Department
3. Which kind of English translation is preferred by foreign visitors?
- a. blend
 - b. bland
 - c. corky
 - d. complex
4. Which of the following is not one of the bad translations mentioned in the passage?
- a. the clever and dexterous woman rips the cabbage

- b. six must occupy cooks in a covered vessel the hairtail
- c. wonderful fragrant fat cow
- d. well-steamed chicken

B. Put a T if it is true and an F if it is false.

- () 1. Fudis thinks blend translations will stop visitors from experiencing real Chinese food.
- () 2. Less adventurous eaters are not likely to try dishes with corky English translation.
- () 3. Restaurants prefer the corky English translations to the blend ones.

Part V Reflection

Every one of us knows more or less about other countries. Knowing something about names of some famous persons or places of interest may help us to use our knowledge better and understand the listening material better. Try to remember these names, and you will find them helpful.

1. Write down the names of people and places you have heard from this unit.

2. Recall the names of people and places you know and share them with your classmates.

**Fun Time****1-F**

(Watch the video and enjoy it.)

“...Hay, ladies! Nakenati! Nakenati! Uteya! Uteya! Yeah.

I dive. Yo, ...O, ladies! Look at the wood bouncing up and down, ...

Oh, uh...uh!”

