



# LISTEN & TALK ALONG

## 大学英语听说级级高

LISTEN & TALK ALONG

第四级

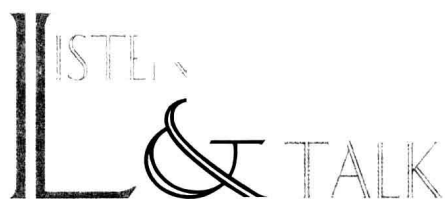
沈 斌 总主编

朱晓媚 主 编



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## 第四级

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# 序

## P R E F A C E

**跨**入 21 世纪的人类社会，机遇和挑战并存，希望与问题同在。毋庸置疑，各种各样的竞争将日趋激烈，但归根结底，是人才的竞争。新世纪的中国大学生将面临激烈的人才市场竞争环境。我认为，良好的机遇只惠顾那些思想品德优秀、人格高尚、专业过硬、电脑技术娴熟、外语功底深厚的当代大学生。仅就外语而论，一名大学生外语水平的高低从某种程度上也反映了其人才素质的高低。这种看法虽然有失偏颇，但并非毫无道理。由于历史的原因和语种自身的特点，英语已趋于全球化，使用的地域广阔，使用的场合很多。此外，英语的文献典籍卷帙浩繁。对当代大学生来说，切实掌握英语这门工具，努力使自己具备听、说、读、写、译五会能力，将终身受益。

听、说、读、写、译五项技能之间彼此影响，具有互动作用，形成一个有机的整体。听得多，下苦功模仿，便有助于提高说的能力。读得多，脑子里储存的单词、短语多，又有助于提高说的能力和写的能力，而不至于用英语交谈、写作时觉得词穷，想表达的表达不出来。如能在听、说、读三方面持之以恒地下功夫，语感也就会自然而然地得到加强。所谓语感，简言之，就是对语言的感悟能力。下笔写作，开口说话，听人说话，凭直觉就能发现错误或不妥之处，便是语感强的明显表现。但能臻于此境，仅靠突击训练或强化训练，效果往往不佳。拙以为，在听、说、读、写、译五项基本技能中，前三项是基础。在听、说、读这三项技能中，应视阅读理解能力的提高为关键，但听、说两项也绝不可偏废。通过大量的阅读，积累了大量的词汇，反过来又有助于听、说技能的提高。“读书破万卷，下笔如有神”，讲的是能写出漂亮的文章要依托大量阅读这一浅显的道理。写作的灵感来自深刻的人生体验、渊博的知识和深厚的文化修养。但就英语学习来说，读得多了，词汇量大了，也就从一定程度上减少了听的困难。至于“说”，在听得多又听得懂的基础上，加上有意识地进行自我训练，说话的困难也会减少许多。写作能力的提高和翻译能力的提高，要依托听、说、读能力的提高。总之，听、说、读、写、译，环环相扣，相辅相成，互相促进。

不少大学生都在抱怨，自己学的是“聋子英语”、“哑巴英语”，苦于听不懂、

说不出。分析其中原因,除了语言环境、师资条件、教学设备等客观因素外,学习方法不当恐怕也不能忽略。如何提高听说能力,我想谈点意见或建议:

● **记忆** 学习任何一门外语都要强迫自己记忆,包括有意识地去记语法规则,背单词、短语、句型,要做到“烂熟于心”;此外,还要背诵名篇佳作。

● **模仿** 要模仿纯正的发音,尽量克服母语对英语语音、语调的干扰。

● **联想** 要养成联想的习惯。在一定的语境下,要联想一下自己在哪份录音材料里或哪部原版影片中听到外国人是怎样将同一个意思用英语表达出来的。即使是在散步,碰到一个场景,也可以自觉联想,如果要用英语表述,该怎么说。

● **运用** 学了就用,敢于开口,不怕说错。敢于用英语表达自己想说的话,会经历这样一个过程,即从开始说得出的少,逐渐逐渐过渡到能自如表达的多。但敢不敢说是问题的根本所在,敢说就有希望。熟能生巧,勤能补拙。

对广大的大学英语教师来说,解决“聋子英语”、“哑巴英语”这一问题的唯一途径就是进行教改。针对教学对象,改进教学方法,营造英语语言环境。由广西高校大学外语教学研究会组织,研究会副会长、广西师范大学外语部副主任沈斌副教授具体负责,发动广西多所高校骨干教师针对西部地区普通高校学生实际,按中、低起点进行编写的《大学英语听说级级高》系列教材,是广西高校大学英语教师在教改过程中集体劳动的成果。教材编写过程中,澳大利亚专家Michael McCausland和我本人应广西大学外语教学研究会和广西师大出版社的邀请参与了教材的编写指导和审订工作。这是一套贯穿听与说相结合理念的教材,涉及的听说范围广泛,内容相当丰富,与同类教材相比,编写体例颇有独到之处,主要表现在:1.听说结合,侧重实践;2.前后衔接,温故学新;3.循序渐进,难易适中;4.注重实效,方便自学;5.课堂融会,课外贯通;6.遵循大纲,兼顾教考。这套教材对西部地区普通高校尤为适用,既可作辅助听说教材,也可作主干听说教材。

这套教材的责任编辑杨华同志嘱我为之作序,我不揣浅陋,缀成以上数语,仅供使用该教材的教师、学生(尤其是学生)参考。

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2001年9月 于桂林

## How to Use

《大学英语听说级高》是按照1999年修订的《大学英语教学大纲》中关于听、说能力的教学要求,根据中、低起点的教学实际情况,为深化教学改革,加强分级教学,融入以学生为中心并在高效率课堂教学的同时强调学生自主学习能动性的教学思想,将听力教学改革为听说教学而编写的。广西壮族自治区高校大学外语教学研究会组建了本套教材编写委员会。

本套教材按照《大学英语教学大纲》分级要求共分六级,每级各成一册。一至四级各有12个单元,五、六级各有10个单元。每个单元均涉及一个主题,由以下五个部分组成:

1. Learning Objectives, 是关于学生在该单元中学习应达到的能力目标;
2. Useful Expressions, 提供了课堂及课外训练可能用到的短语或句型;
3. Lesson 1和Lesson 2, 主要是听说训练方法示范性教学内容,可由教师根据实际情况确定学时量,在课堂上组织听说训练,使学生掌握训练方法,以便课外进行更多的自主训练;
4. Assignments, 以课外自主听力训练为主,以课外自主口语训练为辅,充分发挥学生自我学习的主观能动性;
5. Supplementary Expressions for Creative Use, 为学有余力的学生提供了一些地道的口语表达方式,以便学生进行更多内容的学习。

本套教材均配有相应的由美籍专家录音、专业人员制作的音带。

本套教材是为高校学生学习大学英语而编写的,可作为听说课主干教材,或作为听说课的辅助教材,也可供希望提高自己听说能力的英语爱好者使用。

在本教材的编写过程中,编委会得到了广西壮族自治区教育厅高教处的关怀,也得到广西工学院外语系主任蔡荣寿副教授的大力支持,广西师范大学大学外语部主任柏敬泽教授和澳籍语言学专家Michael McCausland教授对本套教材做了大量指导和审订工作,本编委会特此致谢!同时,本编委会欢迎广大师生使用本套教材,并恭请对本套教材不足之处批评指正。

《大学英语听说级高》编委会

2001年9月

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# **S**tudent's Book 4 **Unit 1**

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# Challenge

## LEARNING OBJECTIVES

1. To know how to cope with challenges.
2. To understand challenging spirit.

## WARMING UP

1. Do you believe in luck?
2. Do you do anything special before a game or a contest to help yourself win? And how?

## USEFUL EXPRESSIONS

1. I wish I could .... 但愿能……
2. to overcome obstacles 克服障碍
3. to bring life to ... 给……带来生机
4. against odds 在困难的情况下;在不利的条件下
5. Where there is a will, there is a way. 有志者,事竟成。
6. to start off 开始
7. to cope with 处理,对付
8. I think it important to do .... 我认为做……很重要。
9. I prefer to do .... 我更喜欢做……
10. to work for 为……工作
11. to choose to do 决定做
12. to strive for 为……奋斗

# Lesson 1

## An Acrobat

### ☆ Key Words and Expressions for Comprehension

acrobat	/ˈækroʊbæt/	n.	杂技演员
Niagara Falls			尼亚加拉大瀑布
terrify	/ˈterɪfaɪ/	vt.	恐吓
to cling to			附着
sigh	/saɪ/	vt.	叹气
relief	/rɪˈliːf/	n.	减轻, 安慰

► **1. Directions:** *Listen to the passage and answer the following questions.*

- (1) Why did 300,000 people come to Niagara Falls on Sep. 8th?  
\_\_\_\_\_
- (2) Why did Blondin carry Mr. Colcord across the Falls?  
\_\_\_\_\_
- (3) Why did Blondin rest so many times while crossing the Falls?  
\_\_\_\_\_
- (4) What did Blondin do?  
\_\_\_\_\_

► **2. Pair Work:** *Retell the story to your partner.*

- **3. Pair Work:** *What is the most challenging thing you've ever done? Describe it to your partner.*
- **4. Group Discussion:** *What challenges are college students facing?*

## Lesson 2

# Overcoming Obstacles

### ☆ Key Words and Expressions for Comprehension

wheelchair		<i>n.</i>	轮椅
marathoner	/ˈmæɾəθənə/	<i>n.</i>	马拉松选手
track		<i>n.</i>	径赛
competitive	/kəmˈpetitiv/	<i>adj.</i>	竞争的
spine	/spain/	<i>n.</i>	脊椎骨
defect	/diˈfekt/	<i>n.</i>	缺陷
bang	/bæŋ/	<i>vi. &amp; n.</i>	(出声地)碰撞
Illinois	/ˌiliˈnoi/		伊利诺斯(美国州名)
coach	/kəʊtʃ/	<i>v.</i>	训练
autograph	/ˈɔ:təgrɑ:f/	<i>n.</i>	手稿

- **1. Directions:** *Listen to the passage and fill in the following blanks.*

- (1) Jean finished the Boston Marathon in \_\_\_\_\_.
- (2) That's about \_\_\_\_\_ than the \_\_\_\_\_!

- (3) "I'm \_\_\_\_\_," she says. "It's because I'm a \_\_\_\_\_ person!"
- (4) At the University of Illinois, her wheelchair basketball team \_\_\_\_\_.

► **2. Group Work:** *Make a list of things that are challenging.*

► **3. Group Work:** *Discuss the following questions in groups.*

- (1) What difficulties now do you have in your life and in your study? How do you deal with them?
- (2) Which do you prefer, a challenging life or an easy life? And why?

## Assignments

### ► I. Starting a New Life

#### ☆ Key Words and Expressions for Comprehension

to be fed up with		极其厌恶
cushion	<i>n.</i>	垫子
inspire	<i>v.</i>	鼓舞, 激发
scissors	<i>n.</i>	剪刀
brewery	<i>n.</i>	啤酒厂
to go off		爆炸
publicity	<i>n.</i>	公开, 宣传
flourish	<i>v.</i>	繁荣
refreshing	<i>adj.</i>	提神的
brewer	<i>n.</i>	啤酒制造者

☆ **1. Directions:** *Listen to the passage and answer the following questions.*

(1) How did the man start his business?

\_\_\_\_\_

(2) Where did the man make the dog beds?

\_\_\_\_\_

(3) What tools did the man use to make the dog beds?

\_\_\_\_\_

(4) What did the man do after four years of making dog beds?

\_\_\_\_\_

☆ **2. Directions:** *Listen to the passage again and fill in the missing information.*

(1) I was \_\_\_\_\_ what I used to do.

(2) That \_\_\_\_\_ me greatly. I made some dog beds of this kind and \_\_\_\_\_ them \_\_\_\_\_ there to see what would happen.

(3) I enjoy \_\_\_\_\_, \_\_\_\_\_.

(4) Like the dog beds, the brewery business \_\_\_\_\_.

(5) When you are the first one to do something different and \_\_\_\_\_, you get \_\_\_\_\_ and business \_\_\_\_\_.

## ► II. Elizabeth Blackwell

### ☆ Key Words and Expressions for Comprehension

emigrate	vi.	移居国外
admission	n.	许可, 准许
Philadelphia		费城(美国)
surgeon	n.	外科医生
infection	n.	感染
abandon	vt.	放弃
practice	n.	行医

☆ **Directions:** *Listen to the passage and choose the best answer.*

- When did Elizabeth emigrate to New York City?  
A. In 1821.      B. In 1831.      C. In 1849.      D. In 1857.
- What main obstacle almost destroyed Elizabeth's chances of becoming a doctor?  
A. She was a woman.  
B. She wrote too many letters.  
C. She couldn't graduate from medical school.  
D. She couldn't further her education in Paris.
- How many years were there between her graduation from medical school and the opening of her hospital?  
A. 8.              B. 10.              C. 28.              D. 36.
- All of the following are "firsts" in the life of Elizabeth Blackwell except that \_\_\_\_\_.  
A. she became the first female physician  
B. she was the first woman surgeon  
C. she and several other women founded the first hospital for women and children  
D. she established the first medical school for women
- Why couldn't Elizabeth Blackwell realize her dream of

becoming a surgeon?

- A. She couldn't get admission to medical school.
- B. She decided to open a new hospital.
- C. A serious eye infection halted her quest.
- D. It was difficult for her to start a practice in the United States.

### ► III. Mark Wellman

#### ☆ Key Words and Expressions for Comprehension

spinal cord		脊髓
paralyze	vt.	使瘫痪
devastate	vt.	毁坏
ranger	n.	巡逻兵, 突击队员
raft	n.	筏
paraplegia	n.	截瘫
sheer	adj.	陡峭的
cliff	n.	悬崖
Paralympics	n.	残奥会
disability	n.	残疾

#### ☆ 1. Directions: Listen to the passage and choose the best answer.

- (1) Another title for this article could be "\_\_\_\_\_".
  - A. Wheelchair Sports
  - B. Facing Challenge
  - C. Dangerous Sports
  - D. Mountain Climbing
- (2) This article is mainly about \_\_\_\_\_.
  - A. professional athletes
  - B. overcoming obstacles
  - C. sports injuries
  - D. the disable
- (3) Which statement described the person in this article?
  - A. He competed in wheelchairs.
  - B. He was born with birth defects.
  - C. He was successful despite his disabilities.

D. He gave up.

☆ **2. Directions:** *Listen to the passage again and fill in the missing information.*

- (1) He broke his \_\_\_\_\_ his spinal cord. He is partially paralyzed and \_\_\_\_\_. "I was devastated," Mark says. "I thought \_\_\_\_\_ any more."
- (2) When he climbs, Mark uses his arms \_\_\_\_\_ a partner has attached to the rock. In 1989, he became the \_\_\_\_\_ with paraplegia to \_\_\_\_\_ of El Capitan, the tallest sheer cliff in the US!
- (3) Mark competed \_\_\_\_\_ at the 1992 and 1994 Paralympics, \_\_\_\_\_ for athletes with disabilities.

## ► IV. Muhammad Ali

☆ **Key Words and Expressions for Comprehension**

coach	n.	教练
champion	n.	冠军
boxer	n.	拳击运动员
round	n.	一轮
religion	n.	宗教
Vietnam War		越南战争
objector	n.	反对者
strip	v.	剥去
sentence	n.	判决
heavy weight boxing		重量级拳击
title	n.	头衔