

College English

# 大学英语 视听说课程 实训手册 2

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《大学英语视听说课程实训手册》是高等教育出版社历经十年打磨而成的互联网外语学习软件“大学英语视听说学习系统”（以下简称“学习系统”）中级阶段的同步离线学习教程，适用于使用“学习系统”进行英语视听说学习的本科院校在校生线下自主学习，也适用于具有一定英语水平的社会学习者进行英语视听说自主训练之用。

《大学英语视听说课程实训手册》共分4册，每册按主题分为8个单元，涉及心理健康、商业道德、戒除网瘾、战胜贫困、文化冲突等人类社会发展的热点问题，在训练听说实用能力的同时，开展励志、解惑、公益、劝诫等方面的教育，以提高学生的人文素养。

《大学英语视听说课程实训手册》在每单元中加入了“言语交际策略”模块，在培养学生听说能力的同时，潜移默化地提高学生合理运用交际策略的能力，由“授之以鱼”到“授之以渔”。通过交际策略的学习，希望达到由基本认知到主动运用，再到运用自如的目的；对于交际策略的讲授，采用“技巧—示例—练习”相结合的方式，注重典型和实用。从各册分布看，第一册交际策略侧重语音技巧，重点介绍英语中特有的发音规律及技巧；第二册侧重听力技巧，帮助学习者掌握英语速记、跟进发语者语速等技巧，既能满足学生四级、六级、雅思、托福等应试需求，又可助其在真正的英语交际环境中应对自如；第三册侧重演讲技巧，帮助学习者运用英语阐述观点；第四册侧重辩论技巧，提高学习者运用英语进行辩论的能力。

《大学英语视听说课程实训手册》强调英语听说离线学习与在线学习相互补充、深度融合，同时兼顾外语学习的趣味性与实用性，注重提升听说教学的有效性。本系列实训手册与“学习系统”在学习方式、学习内容、训练目标等方面形成互补，学生既可以线上进行以情景对话为主要载体的英语交际训练，也可以在线下开展主题广泛、启迪思维的听说练习；既可以在线上进行跟读、角色扮演等人机交互的语言训练，利用智能语音评分等技术进行自我评测，也可以在线下开展解决问题、辩论等人人交互的学习活动；既可以在线上针对英语语音、语调等微技能进行训练，也可以在线下针对四、六级考试进行短文听力练习。

《大学英语视听说课程实训手册》配套的听力音频、听力原文和参考答案均可从中国外语网 ([www.cflo.com.cn](http://www.cflo.com.cn)) “学生资源”中免费下载使用。

《大学英语视听说课程实训手册》是配合“大学英语视听说学习系统”使用的新形态、立体化教材，这套实训手册的编写是在“互联网+”背景下大学英语教学内容和课程体系改革方面所做的一次大胆尝试，其中存在的不当和疏漏之处，敬请批评指正。

编者

2016年7月

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Unit 1

# Home of the Future

Lesson One 002

Lesson Two 004

Listening Skills 006

# Lesson One

## Audio Studio

### Word Bank

exhibit	<i>n.</i>	展览品	sponsor	<i>v.</i>	赞助
fiction	<i>n.</i>	小说	predict	<i>v.</i>	预测
blend	<i>v.</i>	(使)调和	fantasy	<i>n.</i>	幻想作品
sensor	<i>n.</i>	传感器			
cutting-edge	<i>adj.</i>	最新的			

### Task 1 Identifying the Gist

*Listen to the audio clip, and choose the right answers to the questions.*

- What is this audio clip mainly about?
  - A) The possibilities in the future.
  - B) The exploration of the future.
  - C) The advanced technologies of the future.
- What are some leading scientists working on today?
  - A) Developing new products for consumers.
  - B) Applying new techniques to create a better home.
  - C) Predicting what our future home should be like.

### Task 2 Checking the Facts

*Listen to the audio clip again and fill in the blanks according to what you have heard. Repeat the sentences after you have completed them.*

- Science fiction is another way to \_\_\_\_\_ the future.
- It's a kind of writing that blends real science with \_\_\_\_\_.
- For instance, \_\_\_\_\_ can show if someone is in your home and where they are at all times.
- The stuff of \_\_\_\_\_ scientific research today is tomorrow's household technology.
- And high-tech \_\_\_\_\_ products could be available in your future home!

## Speaking Workshop

### Expressions & Structures to Use

- |                    |                    |                   |
|--------------------|--------------------|-------------------|
| 1. be made out of  | 2. such as         | 3. thanks to      |
| 4. make it easy to | 5. get away from   | 6. act as         |
| 7. rather than     | 8. other than      | 9. dream of       |
| 10. to begin with  | 11. just as        | 12. turn into     |
| 13. be made of     | 14. start off with | 15. applicable to |

### Task Solving the Problem

*Work with your peers on the situation below and try to come up with a solution to the problem described. You are expected to share your ideas and justify yourself in this process. Use as many phrases from the “Expressions & Structures to Use” box as possible.*

#### Situation

1. Work in groups of 6 or 8. Suppose your group members were on a space trip to Mars. Suddenly the engine of the space shuttle breaks down and it won't take all of the crew to Mars — one has to be thrown out of the shuttle. Each of you will represent anyone you can imagine in the world through history and time. For example, you can be Zhuge Liang, Wang Lihong, David Copperfield ... or even a robot.
2. You have to decide whom you would represent and who should be kicked off the shuttle. Try to consider the reasons why the person you represent should stay on the spaceship; and what difficulties you could solve as the person you represent when your group arrive on Mars.
3. You have 15 minutes to discuss within your own group and argue about the reasons for this person to stay on board. Then you may move about and find out what other groups have come up with.
4. Several groups will be selected to report their solutions. The rest of the class will vote for the best people to form “The Greatest Space Sailing Crew”.

## Lesson Two

Speaking Workshop

## Audio Studio

## Word Bank

symphony	<i>n.</i>	交响乐	orchestra	<i>n.</i>	乐队
outpace	<i>v.</i>	超过, 追过	explosive	<i>adj.</i>	爆炸性的, 可爆的
trait	<i>n.</i>	特点	assembly-line	<i>n.</i>	生产线
defuse	<i>v.</i>	拆引信	detonate	<i>v.</i>	爆破
take on		呈现			

## Task 1 Identifying the Gist

Listen to the audio clip, and choose the right answers to the questions.

- What is the title of the audio clip?
  - A) Developing Humanoid Technology.
  - B) Robots in Our Lives.
  - C) Fast-Paced Technology.
- What can you conclude from the audio clip?
  - A) Robots will be more complex.
  - B) Robots will replace humans someday.
  - C) Robots will serve humans better.

## Task 2 Checking the Facts

Listen to the audio clip again and decide whether the following statements are true or false.

- Technology is developing very fast and affecting our life.
- Robots are developing more human characteristics and doing very simple and safe jobs.
- Robots can do perfectly everything we can imagine and improve our future lives.

## Speaking Workshop

### Expressions & Structures to Use

- |                 |                       |                         |
|-----------------|-----------------------|-------------------------|
| 1. instead of   | 2. be connected to    | 3. distinguish ... from |
| 4. no more than | 5. make ... come true | 6. contact with         |
| 7. allow ... to |                       |                         |

### Task Debating

Debate on the motion Technology, including Artificial Intelligence, holds the key to the future wellbeing of the human race.

1. Brainstorm together in groups, and produce as many arguments as you can on both sides of the motion. Two arguments for and against are provided below to help you get started.
2. When you have listed as many arguments as you can, decide which arguments you think are most convincing.
3. During the debate, you are expected to justify yourself, challenge the opposite view and respond to your opponents properly.

#### Useful Arguments

##### Pros:

- ✓ Technology has the effect of bringing us closer, making the world a smaller place. This promotes better understanding and helps reduce the likelihood of international conflict.
- ✓ The age of robots is around the corner. Robots mark an exponential leap forward in saving human labor and time. As a result we shall all have more leisure. Robots can do many of the dangerous and dirty jobs that humans currently do. Detonating roadside bombs, for example.
- ✓ ...

##### Cons:

- ✓ We should remember that technology can be put to destructive as well as constructive use, building weapons of mass destruction, surveillance that robs us of our privacy, factories that pollute the air we breathe and the water we drink ...
- ✓ Artificial Intelligence is limited in scope. Machines may be able to process information and deduce conclusions, but they are only really simulating intelligence. They are not actually aware of what they are doing. Nor are they capable of having emotional or social intelligence.
- ✓ ...

# Listening Skills



## 一、精听与泛听相结合

### (一) 精听

精听的要求是听懂每个句子，听懂每个词。常用的材料就是听力教材。因为听力教材往往选用关于某一经典话题的各种类型的语料，并由专业英语教师和专家编写而成，注重了话题的趣味性、词汇的典型性和复现率、体裁的多样性和实用性，是用来做精听训练的最佳语言材料。

精听的方法各种各样，因人而异，最常见的方法有以下几种。

#### 1. 模仿法

反复听一段文字两至三遍，然后参考听力原文，跟读模仿到语音、语调分毫不差，甚至录下自己的发音和原音比较，逐段纠正语音、语调。关注自己当初未听懂的部分，特别注意连读、重音、弱读、失爆等语音现象。

#### 2. 听写+跟读

第一步是认真地听对话或语篇，掌握材料的总体意思。第二步是在听材料的时候，采用听写的方式，将听到的内容都写下来。对于未听懂或未听清的词或短语，也要将听到的“音”用字母拼好写在那里。等到与原文对照时，能找出自己哪些音未听到或误听了，为以后跟读时反复练习这些“音”做好准备。第三步是听材料的时候，检查自己听写的内容，修正错误的地方。第四步是将自己听写的内容与原文比较，用红笔更正错误的地方，并总结误听的原因，记录在旁边。第五步是边听边跟读。要求不看原文进行跟读。如果不能整句跟读，可以按照词组或语段跟读。按照意群进行暂停、跟读。但不建议看原文跟读。因为一旦看了材料，大脑会率先启用熟悉的视觉辨认系统，对于听觉辨认系统的训练效果就会大大降低。

#### 3. 跟读+复述

在反复听三遍或进行过听写之后，翻看并朗读原文。在此基础上可以采用跟读+复述的方式，利用听说循环刺激和巩固大脑对语音的自动反射。跟读时，按照自己的接受程度，大脑的记忆长度，在短语、语段或意群处暂停，然后模仿跟读。随着跟读次数的增加，逐步拉长跟读的语段，直至能完整重复一个句子。在跟读短语或语段时，跟读的要求是一个字都不差，并尽量模仿得惟妙惟肖，但当跟读句子或长的语段时，跟读的要求则是能复述出重要和关键的词。当跟读三至四遍后，可以进入复述阶段。这时可以根据自己的记忆长度，进行跨句子的复述，可以是几个句子，也可以是整个对话或短文。复述的要求是能将关键信息重现，不一定使用听力材料中完全一样的词汇。关键信息和关键词与听力材料一致就可以。

### (二) 泛听

泛听就是充分利用排队、等车、等人等各种碎片化时间，练习听力，逐渐养成“磨耳朵”的习惯。泛听的材料有两种。第一种是精听过的材料，用泛听进行巩固。第二种是自己喜欢的

各种英语歌曲、电影对白、故事等题材广泛有趣材料。挑选这些材料时要注意难度适中。难度适中的听力材料是泛听能够坚持的首要因素。难度可从语速、篇幅和内容三方面衡量。如果正常语速无法跟上，可以采用慢速英语材料或某些演讲材料，长度一般在五分钟以内。自己在听过一遍后能够抓住主题，了解语篇的大体含义。这样的材料适合泛听。泛听的目的是练习捕捉大意，让理解单位从“词汇”到“句子”再到“大意”；同时熟悉真实语境下的语速和语调。通过大量的听力输入，逐渐培养自然的语音语调。也可以了解各种英语国家文化。泛听成功的关键在于“坚持”。只要坚持碎片化听力练习，听力理解能力就一定能逐步提高。

Unit 2

# Recession and Jobs : Surviving the Recession

Lesson One 009

Lesson Two 011

Listening Skills 013

# Lesson One

## Audio Studio

### Word Bank

acknowledge	v.	承认	downturn	n.	经济衰退期
depressed	adj.	经济萧条的, 不景气的	slowdown	n.	放缓, 放慢
stimulus	n.	刺激	package	n.	一揽子计划, 一揽子方案
ailing	adj.	面临困难的, 境况不佳的	bail out		帮助……摆脱困境
put sth. in place		实施, 安排	shore up		支撑起
Chancellor	n.	(英) 财政大臣			

## Task 1 Identifying the Gist

Listen to the audio clip, and choose the right answers to the questions.

- What is the main message of the audio clip?
  - A) The financial crisis continues to infect the wider economy of the U.K.
  - B) The U.K. is sinking into recession.
  - C) The U.K. government is taking measures to cope with the worsening economy.
- Which is **NOT** true about the British economy?
  - A) It received support from government policies.
  - B) It is experiencing the biggest decline in nearly 30 years.
  - C) The current economic situation started as a financial crisis.

## Task 2 Checking the Facts

Listen to the audio clip again and decide whether the following statements are true or false.

- The significant fall in industrial production lies in the rapid decrease of world trade.
- Over two million people in the U.K. have lost their jobs.
- The British government didn't anticipate the economic downturn.

## Speaking Workshop

## Expressions &amp; Structures to Use

- |                               |  |                               |
|-------------------------------|--|-------------------------------|
| 1. take a downturn            | 2. move to do sth.                       | 3. bail out                   |
| 4. put in place               | 5. shore up                              | 6. stimulus package           |
| 7. skid along                 | 8. it's likely right that ...            | 9. a rule of thumb            |
| 10. pull down                 | 11. come down                            | 12. lop off                   |
| 13. for one reason or another | 14. have a vested interest in doing sth. |                               |
| 15. when the dust settles ... | 16. be concerned about                   | 17. plunge sb./sth. into sth. |
| 18. go on record as           | 19. across the board                     | 20. lay off                   |
| 21. be associated with        | 22. be destined to                       | 23. come to one's rescue      |
| 24. in an attempt to do sth.  | 25. place the blame on sb./sth.          | 26. credit rating             |
| 27. without a doubt           |  |                               |

## Task Solving the Problem

*Work with your peers on the situation below and try to come up with a solution to the problem described. You are expected to share your ideas and justify yourself in this process. Use as many phrases from the "Expressions & Structures to Use" box as possible.*

**Situation**

- Work in groups. Suppose you are the leaders of a country in recession now. What would you do to improve the economic condition of your country in the following aspects?
  - monetary policy
  - fiscal policy
  - immigration policy
  - foreign policy
  - defense policy
  - education policy
  - welfare policy
  - environmental policy
- Give your detailed plans and expound on the reasons and possible effects of these measures. Discuss with your partners and agree on one or two decisions for each aspect. Make a one-page leaflet entitled "Measures to Help the Country out of the Recession" to persuade the class of the benefits of your plans. Each group shall select a member as their reporter.
- You have 15 minutes to produce your leaflets.
- Several groups will be selected to present their proposals. The rest of the class will vote for the one they feel happiest to support.

# Lesson Two

## Audio Studio

### Word Bank

casualty	<i>n.</i>	牺牲品, 受害者	slash	<i>v.</i>	削减
axe	<i>v.</i>	解雇, 开除	brew	<i>v.</i>	酝酿
guzzle	<i>v.</i>	狂饮	in the pipeline	在讨论(或规划、准备)中	
in a position to do sth.	处于能够做某事的地位		credit crunch	信贷紧缩	

### Task 1 Identifying the Gist

Listen to the audio clip, and choose the right answers to questions.

- What's the main message from this audio clip?
  - A) The global economic slowdown hit the auto industry hard.
  - B) Chrysler announced it would cut down its workforce by one fourth.
  - C) The condition of American car workers will be even worse.
- What is **NOT** true about Chrysler?
  - A) It tends to cut costs by slashing both white-collar and blue-collar jobs.
  - B) More structural changes will happen very quickly.
  - C) Most of its market is inside the country.

### Task 2 Checking the Facts

Listen to the audio clip again and fill in the blanks according to what you have heard. Repeat the sentences after you have completed them.

- These are truly \_\_\_\_\_ times for our industry. Never before have auto industry sales fallen at such a fast rate.
- This news will send a worrying message to other auto \_\_\_\_\_ around the world.
- This could \_\_\_\_\_ tens of thousands more job losses as the new company makes deep cost cuts.
- Ninety percent of its market is in the USA, and consumers are \_\_\_\_\_ car loans in the credit crunch.
- American car buyers today are choosing to buy smaller, more \_\_\_\_\_ cars.