



“十二五”职业教育国家规划教材

高职高专英语专业立体化系列教材



英语

(第二版)

听力 教程

(高职高专英语专业适用)

Listening Course

4

高职高专英语专业系列教材编写组 编

高等教育出版社



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YINGYU TINGLI JIAOCHENG

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第二版前言

《英语(高职高专英语专业适用)》系列教材是一套专门为我国高等职业教育英语专业编写的普通高等教育国家级规划教材。自2007年出版以来,充分反映了我国高等职业教育英语专业学生英语学习的规律和要求,体现我国英语教学研究的新成果、新思想和新理念,获得广泛好评,主干教材曾获得“普通高等教育‘十一五’国家级规划教材精品教材”称号(2008年)。教材的设计充分考虑高等职业教育英语专业的课程设置、课时、教学要求与高等职业教育英语专业人才培养的要求与目标,力图处理好英语语言基础与应用能力的关系,强调英语基本技能的训练与培养实际使用英语从事涉外交际活动的语言应用能力并重。

为了更好地体现新时期对高等职业教育英语专业课程教学和人才培养的要求,编者在广泛征求教材使用反馈意见的基础上,结合教学实际情况,对本教材第一版进行了修订完善,第二版列入了“十二五”职业教育国家规划教材。

《英语听力教程》为这套立体化系列教材的主干教材之一,包括基础阶段2册和专业阶段2册。本次修订主要是更新教学内容,调整每个单元的练习类型和数量,使教材内容安排更为合理,同时增加了经典英文影视片段和歌曲。

本书为《英语(第二版)听力教程4》,属专业阶段教材,供二年级第二学期使用,共16个单元。本册内容主要围绕健康心理、奥运精神、安全教育三大主题,聚焦认知科学、体育精神和和谐互助三个方面。编写体例与前三册相同:每个单元围绕一个主题按照“单项技能—综合技能—能力拓展”三个层次循序渐进地练习。每个单元由三个部分组成,第一部分是单句和小对话训练形式,旨在帮助学习者提高常用英语表达方式的水平,为第二、三部分的练习做准备。第二部分采用访谈、讲座、讨论和故事等较长篇章练习形式,重点练习记听力笔记的基本功。其中,Section A以访谈为主。重点训练寻找主题和要点,掌握分析、归纳信息的技能。Section B以讲座、讨论和故事等为主,旨在训练总结、归纳、分析问题的能力。本次修订增加了Note-taking专项练习,以训练信息查找和笔记能力为主。第三部分的Section A主要通过正常语速的英语新闻节目,训练学生掌握新闻要点,学会记笔记。Section B通过与单元主题相关的英美国家原版视频材料,帮助学生了解欧美文学作品、文化,巩固综合听力技能。这部分是前两部分的补充和加强,师生可视具体情况灵活选用。本教材主要供课堂教学使用,每单元学习约需3学时。

《英语(第二版)(高职高专英语专业适用)》系列教材总主编为上海交通大学陈永捷教授和上

海外国语大学梅德明教授。《英语(第二版)听力教程》总主编为浙江财经大学张玲副教授,总主审为浙江外国语学院洪岗教授。

《英语(第二版)听力教程4》由浙江财经大学张玲、上海应用技术大学常明卉、青海高等职业技术学院文丕兰担任主编,副主编为浙江财经大学陆萍、浙江财经大学东方学院朱凌燕、上海戏剧学院张文萍。《英语(第二版)听力教程4》的编者为:浙江财经大学张玲、上海戏剧学院张文萍、上海应用技术大学常明卉、浙江财经大学东方学院朱凌燕和赵倩、浙江财经大学陆萍、新疆兵团十二师三坪农场学校张莉。

Video Time等相关配套资源请到 www.cflo.cn/StudentCenter/ 搜索“英语(第二版)听力教程4”下载。本教材在内容和练习形式方面进行了全面修订,力图使其更好地服务于当前高职高专英语专业教学的需要。我们诚挚期望各位同仁和使用本教材的师生对教材的不足之处提出宝贵意见,以便我们对其进行完善。

编者

2016年12月

第一版前言

近年来,我国高职高专教育的改革和发展取得了长足的进步。无论是学校数量,还是在在校生人数都占到高校总数和学生人数的一半以上。开设高职高专英语专业的学校数量和学生人数也增长很快。为了满足新形势对高职高专英语专业教育和人才培养的需求,我们编写了“高职高专英语专业立体化系列教材”。该套教材被评为高等教育“十一五”国家级规划教材。

本套教材力图体现我国高职高专英语专业教学实践的特点,遵循高职高专教育“实用为主、够用为度”的总体指导方针,充分反映中国学生学习英语的规律和要求,并体现我国英语教学研究的新成果、新思想和新理念。教材的设计充分考虑高职高专英语专业的课程设置、课时、教学要求与高职高专英语专业人才培养的要求与目标,力图处理好打好英语语言基础与培养英语语言应用能力的关系,强调英语语言基本技能的训练与培养实际运用英语从事涉外交际活动的语言应用能力并重。

《英语听力教程》的编写主要以建构主义学习理论为指导,以帮助学生培养自主学习意识、提高自主学习能力和学习效率为目的。教材内容涉及学生校内外的日常生活、英语国家的社会习俗、世界各地的人文地理知识、语言的故事和有状政治、经济、文化、体育等的新闻时事报道等。内容形式有简单的情景会话、小对话、短文、影视录音、时事报道、经典英文歌曲、幽默故事、绕口令等。练习形式包括三种:1. 针对语音语调的模仿和辨别练习;2. 针对单项基本技能的选择填空、判断正误、词或词组填空、寻找关键词、判断不同语音语调的表达意图等;3. 针对综合技能训练的听写、回答问题、复述或概述主要内容、做听力笔记等。

本教材是《英语听力教程》的第四册,共有16个单元。本书的编写沿用前三册“主题—功能—结构—任务”的原则,依托心理健康、奥运精神、安全教育三大主题,从认知科学、体育精神和和谐互助三个方面展开循序渐进的综合听力技能训练。教材内容选择和教学活动设计力求贴近学生生活,符合学生的心理特征和认知规律,注重学科知识的融合、多元智能和综合语言能力的培养,融语言知识、语言技能、情感态度、学习策略和文化意识于一体。旨在帮助学生在真实语境、正常语速的听力练习中逐步听懂说英语的外籍教师、专家有关语言、科普以及人文素养等方面的学术讲座以及他们在进行学术交流、座谈和讨论的发言,能理解大意、抓住主要论点和情节,并根据所听材料进行分析、领会说话人的态度、情感和真实意图,用英语简要地做笔记;听懂国内外(主要是CCTV-9, VOA和BBC正常语速)的英语新闻以及一般性时事短评和文教科普内容的专题节目,掌握其要点并学会做简单的笔记和提纲;能在15分钟内听写根据已学知识编写或选用的词数为130个左右、语速为每分钟120个

单词的录音材料,错误率不超过10%。全书明确的学习任务和新颖健康的全视角选材,对学习者的语言技能的提高和人文素养的拓展具有积极的指导作用。它不仅可以作为高职高专英语专业的视听课程教材,也可以作为较高英语水平的学习者提高听说能力的良好模式。

本书编写体例与第三册基本相同:每课前均配有本单元练习目标介绍和词汇短语练习,旨在帮助学习者明确学习任务。学习内容由三大部分组成;每部分由两个小部分(Section A和Section B)组成。第一大部分是单句和小对话训练。Section A主要是单句理解练习;Section B主要是小对话练习。它主要用来帮助学习者提高理解具体语境中常用英语表达方式的水平,为第二、三部分的练习做准备。第二大部分是访谈、讲座、讨论和故事等较长篇章练习。它主要选用贴近学生生活的内容,用真实、地道、丰富的语料帮助学习者学会理解大意、抓住主要论点和情节,分析、领会说话人的态度、情感和真实意图,用英语简要地做笔记。它的“听前和听后练习”旨在借助口语练习拓展学习者的发散性思维,以“说”促进“听”,“听、说”能力共同提高。Section A主要以访谈节目为主,通过主题鲜明的采访,帮助学生分辨主题和主要细节,逐步掌握分析、归纳信息的技能。Section B主要以讲座、讨论和故事等练习为主,旨在通过学生常见的学习形式训练他们总结、归纳、分析问题的能力,逐步掌握编写概述、笔记和提纲的技能。第三大部分是新闻和段落听写练习。Section A主要是时事新闻练习,选材主要来自CCTV-9,VOA和BBC正常语速的英语新闻节目,旨在帮助学生掌握新闻要点并学会做简单的笔记和提纲。Section B是段落听写练习,主要选用与单元主题相关的、130词左右的短文,旨在帮助学习者巩固综合听力技能。本教材主要供课堂教学使用,每单元学习约需3个小时。

本教材主要选取与近5年国内外社会、科技、文化等领域发展变化密切相关的内容。选题视角新、内容广,密切贴近学生生活。听力技能训练主要在单词、单句辨音辨义、根据上下文推测推理说话人真实意图的基础上,练习分辨主题和主要细节,以及归纳、分析、记录信息的技能。它与目前英语专业课堂教学使用的视听教材及公共英语的视听教材不同之处主要体现在两个方面:第一,每单元均有本年度最新的焦点新闻、时事评论和科普知识报道。这不仅增加了视听内容的范围和真实性,还有利于学生自觉地将所学习的知识运用到现实生活中,有利于培养学生良好的语言意识。第二,每单元均有专题访谈和讲座练习。以访谈和讲座节目主题鲜明的特点为基础,逐步培养学生分辨主题和主要细节,掌握归纳、分析信息的技能;同时辅以讨论、故事和新闻等练习培养和巩固学生编写概述、笔记和提纲的技能。

本教材的编写任务分工如下:张文萍、张玲负责第1、2、11、16单元及内容统筹等工作;余清萍负责第3、4单元;李双月负责第5、13单元;陈淑莹负责第6、14单元;赵倩负责第7单元;梅艳负责第8单元;赫英负责第9、12单元;朱凌燕负责第10单元;常明卉负责第15单元。张迎庆审读全稿。

由于高等教育出版社的积极努力和辛勤付出,《英语听力教程》才有了优雅的外观和版式、精美

的插图和纯正活泼的录音。此外,浙江财经学院外语学院的领导对本教材的编写给予大力的支持;英语视听教学组的全体教师也为本书的编写付出了辛勤的汗水,在此,我们一并感谢。我们由衷地希望本教材能对大家的听力理解水平和人文素养拓展提供最大的帮助。

编者水平所限,本书一定还存在许多不足。我们诚挚地期望专家和同行能够不吝赐教。作为深爱外语教学的老师,我们更期盼自己的努力能够为我国的外语教学贡献绵薄之力。

编者

2008年12月

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○ **Tactics for Listening**

Complex sentences and compound sentences are very popular in daily communication. It is important to develop the skill of transferring complicated sentences structures into simple ones. The shorter the sentence, the easier it is for people to listen.

○ **Test Your Memory**

This part aims to help you study the different meanings of italicized words and phrases with the help of your memory and the given context. Read the following sentences carefully; pay special attention to the underlined parts.

1. The Olympic Torch today is *ignited* several months before the opening celebration of the Olympic Games at the site of the ancient Olympics in Olympia, Greece.
2. The *cauldron* and the pedestal it sits on are always the subject of unique and often dramatic design. These also tie in with how the cauldron is lit during the Opening Ceremony.
3. Eleven *priestesses* perform a ceremony in which the torch is kindled by the light of the Sun, its rays concentrated by a parabolic mirror.
4. It is not uncommon for the Olympic flame to be accidentally or deliberately *extinguished* during the course of the relay.
5. An *eternal* flame is a flame or torch that burns constantly. The flame that burned constantly at Delphi, was an archaic feature, "alien to the ordinary Greek temple".
6. The Queen's Baton Relay, an *analogous* relay to Olympic Torch Relay, is a relay around the world held prior to the beginning of the Commonwealth Games.

Part I Statements and Mini-talks

Section A Statements

Directions: In this section, you will hear ten statements. Each will be read only once. At the end of each statement you will be given ten seconds to choose the answer with the closest

meaning to the statement.

- 1 A. He stopped eating, just for spite.
B. He didn't stop eating, although he wanted to.
C. He didn't want to stop eating.
D. He stopped eating because he was forced to.
- 2 A. He wasn't a responsible class president, was he?
B. Don't you believe he would be a responsible class president?
C. Our next class president will not be serious about his job.
D. He wouldn't want the responsibility of being class president.
- 3 A. The restaurant will remain closed for remodeling.
B. They want the restaurant to open soon.
C. They have completely renovated the restaurant.
D. The restaurant is open until midnight.
- 4 A. I asked him if he needed a ride.
B. I'm going to share the driving with him.
C. I didn't ask him for a ride since I didn't know he was driving downtown.
D. I asked him for a ride as soon as I found out he was going.
- 5 A. I'd like to get out of the car.
B. I hope you'll write to me if you can.
C. Feel free to stop by any time.
D. It's always best to tell the truth.
- 6 A. At what time must you leave?
B. Have you forgotten what day it is?
C. What still needs to be done today?
D. Who left the tray here yesterday?
- 7 A. Rita's roommate helped her to pack.
B. Rita's roommate needed help packing.
C. Rita got the package for her roommate.
D. Rita had her baggage with her.
- 8 A. I figured the expenses on the last page.
B. You should go back to your original plan.
C. Drawing can be an expensive hobby.
D. Your plan will cost too much.
- 9 A. Both of us were exhausted.
B. We always tried to rest after exercising.
C. I turned over and went to sleep again.
D. I was overtired and couldn't sleep.

- 10
- How could you forget to put the salt out?
 - I thought I bought salt last week, but I could be wrong.
 - I bought salt a few days ago; it can't be finished yet.
 - Did someone else also buy salt?

Section B Mini-talks

Directions: In this section, you will hear five mini-talks between two speakers. Each will be read twice. Listen carefully and choose the best answer to each question below.

Mini-talk 1

Questions 1 to 3 are based on this talk.

- Which is **NOT** regarded as the responsibility of escort runners?
 - To accompany the torch-runners.
 - To ensure the torch is passed smoothly.
 - To ensure the security along the route.
 - To protect the flame and torchbearer if necessary.
- Which is **NOT** mentioned in the selection criteria for escort runners?
 - 17 years old or above.
 - Enthusiastic personality.
 - Certain running speed.
 - Ability to keep pace with the torchbearers and escort torchbearers over several legs.
- How fast should an escort runner run at least?

A. 2 miles in 30 minutes.	B. 3 miles in 20 minutes.
C. 2 kilometers in 30 minutes.	D. 3 kilometers in 20 minutes.

Mini-talk 2

Questions 4 to 7 are based on this talk.

- Michael is proud of his home town Canberra because _____.
 - the news of torch relay was broadcasted worldwide
 - Canberra is promising to hold the summer Olympic Games soon
 - the torch relay in Canberra concluded smoothly
 - Canberra has been selected to host Olympic torch relay city several times
- Australia held Olympics torch relay in the following cities, **EXCEPT** _____.

A. Melbourne	B. Sydney	C. Seoul	D. Canberra
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- (6) Who carried the torch underwater for Sydney Olympics?
 A. A biologist.
 B. A technician.
 C. A scientist.
 D. A famous diver.
- (7) According to Michael's understanding, how did they keep torch lit under water?
 A. The water was split into hydrogen and oxygen, and then got burnt.
 B. They used a special burning material.
 C. The torch was isolated from water.
 D. The flame was isolated from water.



Mini-talk 3

Questions 8 to 10 are based on this talk.

- (8) When did Lee Lai-Shan win the first Olympic gold medal for Hong Kong?
 A. In 1992. B. In 1996. C. In 2000. D. In 2004.
- (9) Who can be the torchbearers for Hong Kong torch relay?
 A. Top athletes. B. Celebrities.
 C. Officials and businessmen. D. All of the above.
- (10) What means of transport was used for the first time in the world during the relay in Hong Kong?
 A. Sightseeing ship. B. Sail boat. C. Dragon boat. D. Steamboat.

Mini-talk 4

Questions 11 to 14 are based on this talk.

- (11) When did the Chinese team reach the summit of Mt. Qomolangma for the first time?
 A. In 1948. B. In 1952. C. In 1960. D. In 1968.
- (12) How many people were selected for the final team, and at which altitude did they start?
 A. 19 and 8, 300. B. 19 and 8, 400. C. 36 and 8, 300. D. 36 and 8, 400.
- (13) The following factors are main difficulties for torch design **EXCEPT** for _____.
 A. lack of oxygen. B. heavy snowfall. C. low temperature. D. strong winds.
- (14) Why does the speaker say the torch design accords with the theme of "Green Olympics"?
 A. Because advanced aerospace technology was used.
 B. Because the torch's burning consumes less fuel.
 C. Because the torch's burning produces very little harmful residue.
 D. Because the torch's burning requires less oxygen.

Mini-talk 5

Questions 15 to 17 are based on this talk.

- (15) What is the original time schedule for the relay leg in Sichuan Province, China?
 A. June 5–8. B. June 15–18. C. July 5–8. D. July 15–18.
- (16) What kind of torch relay is it according to Bill?
 A. Green Olympics. B. High-tech Olympics.
 C. Humanistic Olympics. D. All of the above.
- (17) What kind of additional measures are taken during the relay leg in Jiangxi Province?
 A. To simplify procedures. B. To emphasize efficiency.
 C. To put safety first during the relay. D. All of the above.

Part II Stories and Interview

○ Warm-up Activities

Individual Work

Describe your feelings while watching 2008 Olympic Torch Relay onto Mount Chomolungma to your classmates.

Here are some prompts for your work.

It is the unprecedented relay that ...

I couldn't believe my eyes that...

I have a feeling of happiness falling from the heaven.

It's the honor for...

Section A Stories

Story 1 Not Just Any Torch

① Listen to the story and choose the best answer to each question below.

- (1) When was the torch lit at the top of Mount Chomolungma?
 A. At 9:07 a.m. on May 8. B. At 9:07 a.m. on May 18.
 C. At 9:17 a.m. on May 8. D. At 9:17 a.m. on May 18.

bureau immediately have the same decision.

(6) May 5 was not the date of the climb because it's too windy for a mountain climb.

2 Listen to the story again, and supply the missing information in the following statements.

(1) Weather expert Yang Xingguo _____ the forecasters had to do.

(2) In order to _____ from Mount Chomolungma, every morning at _____, we had to send off a sounding balloon. At _____, we had to send off another sounding balloon, in order to detect _____ between the 10,000 meters from Mount Chomolungma Base Camp to _____.

(3) At the same time, every morning, experts had to _____ from the weather station _____ by the balloons and other tools, _____ them, and then turn in the information at noon to the leader, to _____ for any attempt at a climb.

Section B Interview

An Interview with Chinese Torchbearer Jin Jing in 2008

1 Listen to the interview and decide whether the following statements are true (T) or false (F).

(1) At 12:30 p.m. (GMT +2), April 9, the fifth leg of the Beijing Olympic Torch Relay started from the Eiffel Tower in Paris.

(2) The “pro-Tibet independence” activists failed to disrupt the torch relay in Paris.

(3) On the previous night, she received a text message on the phone reminding her of what happened in London and telling her to be careful.

(4) In 1983, a malignant tumor was found in her ankle.

(5) She became a member of the Shanghai Wheelchair Fencing Team in 2001.

(6) Apart from fencing, her favorite sport is badminton.

2 Listen to the interview again, and take some notes about the torchbearer, then supply the missing information.

Torchbearer: _____

Sponsored by: _____

Sex: _____

Age: _____

Profession: _____

Time of the interview : _____