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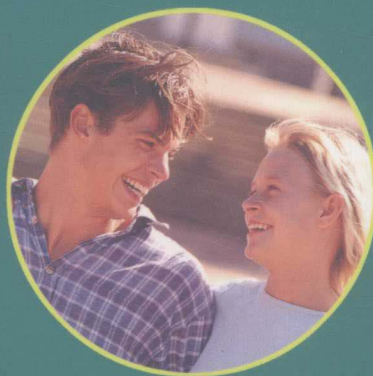
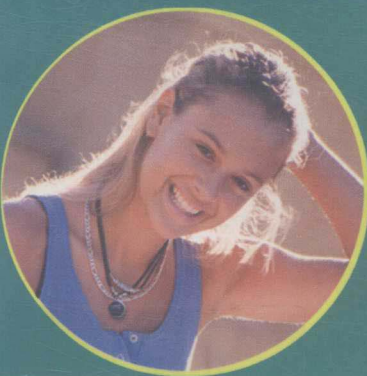
NEW ESSENTIAL
COLLEGE ENGLISH

新起点 大学基础英语教程

听说教程 教师用书

总主编：杨治中 主编：李霄翔

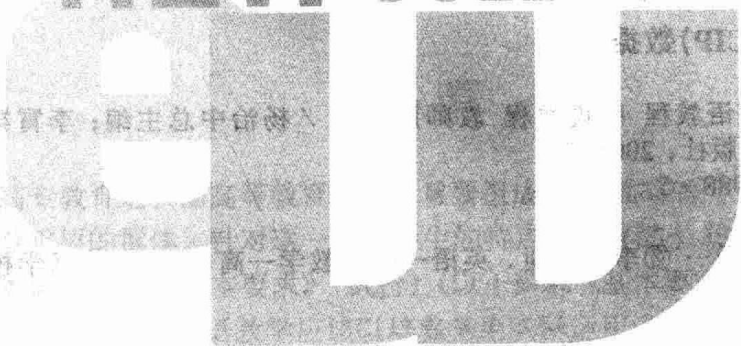
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外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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总主编：杨治中

主 编：李霄翔

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前 言

高职高专教育是我国高等教育的一个重要组成部分,高职高专学生是我国大学生中一个十分重要的群体。针对这一群体学生的特点,教育部于2000年颁布了《高职高专教育英语课程教学基本要求》(试行)(以下简称《基本要求》)。该《基本要求》明确指出,高职高专的英语教学应该以培养学生实际运用语言的能力为目标,突出教学内容的实用性和针对性。

根据《基本要求》的这一指导思想,外语教学与研究出版社组织编写了这套《新起点大学基础英语教程》系列教材。本套教材由长期从事大学英语和高职高专英语教学、具有丰富教学经验的教师编写,包括读写系列、听说系列、学习方法与阅读系列和自主综合训练系列,并附以相配套的教学课件和试题库。在本套教材的编写过程中,我们注重从我国高职高专学生的实际水平出发,循序渐进,拾级而上。教材所选篇章短小精悍、题材广泛、语言规范、内容新颖,富有时代气息,融知识性、趣味性和思想性于一体;全套教材练习形式多样,既便于教师在课堂上教学,也便于学生课后自学;各教程之间在内容上相互呼应、相互补充,使学生通过学习不仅掌握语言技能和知识,而且增进对中西文化的了解,掌握良好的学习英语的方法,为今后进一步学习英语打下坚实的基础。

我们希望这套《新起点大学基础英语教程》能以其自身的特色为高职高专教材增加一个新的品种,能为广大师生所接受和垂爱。同时我们也恳切希望广大师生在使用过程中对教材的不足之处提出批评指正,以使它能不断地改进和完善。

编 者
2005年5月

编写说明

《新起点大学基础英语教程》的听说系列是根据教育部2000年10月颁布的《高职高专教育英语课程教学基本要求》(试行)(以下简称《基本要求》),为普通高校非英语专业的专科学生编写的一套听说系列教材。

本套教材力求从编写思想、素材选编、练习设计和版面设计上反映当代外语教育的较为先进的研究成果和学术流派,我们在编写过程中着重体现以下一些特点:

1. 根据新颁布的《基本要求》,将英语语言基础知识学习、语言应用技能训练和影响到交际效能的文化背景知识介绍有机地融合在一起,突出语言的交际语境和实用的功能意念,在强化语言基本功训练的同时,十分注重语言交际技能的培养和训练,凸显中国学生所处的生活、学习环境和文化氛围,力求使英语学习做到学用结合、学以致用、学后会用。

2. 根据认知语言学和语言习得理论的研究成果,我们在教材各单元的题材选择上,力求从学生的英语语言基础、个人兴趣爱好、实际交流需求出发,通过题材广泛、短小精悍的学习素材,尽可能将知识性、趣味性、实用性和思想性融合在一起,以便充分调动学生学习的主动性和积极性。各单元的素材往往是学生既熟悉又陌生的内容。熟悉是因为他们几乎每天都会接触到这些话题,陌生是因为他们可能不知道这些话题如何用地道的英语来表达。正是在这种贴近生活的氛围里,学生可以循序渐进地习得十分有用的句型结构,然后加以有效地运用,既能获得语言学习上的进步,又能在生活上有所启迪。贯穿于教材中的“学以致用”的指导思想将使学生在认真学习的同时获得一种收获感和成就感,从而激励和保持学生良好的学习热情和主动投入,提高英语学习的效率。

3. 在处理听与说的关系时,以听为导入,以说为目标。听说练习的设计以“听说相连,层层深入”为基本原则,以听读、听写、听说、说为主线,以功能意念为框架,以大量的由浅入深、针对性强的听力、朗读素材为语言输入,辅之以针对学习内容和学生个人学习生活的实际、交互性强的听说技能转换的练习,让学习者首先轻松地接受和领会有关的语言信息,然后兴趣盎然地加以模仿,力求使学生做到有话可说,有话要说和有话会说,从而完成听说技能的转换和提高。

4. 每个单元围绕一个主题展开,内容涉及与这一主题相关的场景、情景、功能和意念,以及在交际时会涉及到的有关文化背景知识。每单元由三个部分组成,涵盖语音和朗读训练、听说基本技能训练、听说交际技能训练和篇章听说技能训练等主要内容。第一部分主要是语音语调和朗读训练,除语言技能以外,更强调语言的交际语境和作为输入语言的示范作用。它以功能意念为主导,突出微型语境的听读和特定场合的交际技能训练,其意图不仅在于为学生提供语音语调模仿训练的练习,更在于强化口语语言在特定的语境中的交际功能,并为后续听力和口语训练作一铺垫,扫清或降低语言障碍。这种语言输入信息将为提高听力理解和口语操练效率,促进

听说技能的转化和提高，打下一个良好的基础。第二部分主要是交际语境较强的听力对话和听力口语技能训练。第三部分主要是篇章听力和口语技能训练，其中涉及众多以解决问题为导向的听说技能转化训练。

听说练习的设计力图体现学生学习的认知规律，听力训练遵循由通篇大意理解向具体细节详证过渡的原则，口语技能训练由简单模仿操练到提示性重复再到特定语境下的自由表达。语言素材的提供不求一步到位，而是细水长流，因表达需要而逐步展现。这旨在优化语言输入的质量，降低学习者不必要的心理和情感焦虑，使他们能够充满信心地运用所学的语言知识和交际技能表达自己的观点。

5. 本套教材共有五册，每册各有12个单元。每册书都配有相应的教师用书，其中除了提供听力原文和参考答案以外，还提供了许多文化背景介绍、补充练习、教学重点注释以及教学提示和建议。（教师用书包括学生用书的全部内容，老师一书在手就可以进行课堂教学。）教材编排图文并茂，新颖独特。各册听力磁带由语音纯正的英美籍教师和专业技术人员录音制作。本教材还提供配套的、适应各层次教学需求的信息化课堂教学和教学管理的平台，以方便课堂教学和自学活动的展开，提高教学效率。

6. 本套教材各册间呈一定的梯度。各单元中三个部分的练习各有侧重。课堂教学中可结合实际情况和需求，有所取舍和侧重，注意体现“课前预习是前提，课堂操练是关键，课后巩固是根本”的原则，真正理解、掌握和灵活运用本教材所要求的学习内容。

在本套教材的编写过程中，由于编者的水平有限，可能存在一些不足之处，恳请各位专家、同仁和广大读者批评指正。

编者

2005年6月于南京

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Teaching Focus

I. 教学目标:

1. 学会表达和评价观点
2. 学会讨论当前全球教育的内容与形式

II. 功能与意念:

1. Asking for and giving opinions 询问与表达观点
2. Agreeing and disagreeing 同意与反对

III. 常用句型:

1. How do you see things like this?
2. What's your stand on...?
3. What are your views on...?
4. I'd just like to say...
5. It seems to me that...
6. As far as I'm concerned, ...
7. If you ask me, ...
8. As I see it, ...
9. I suppose so.
10. You got it.
11. Yes, that's quite true, but...
12. You have a point there, but...

Unit **O** ne

Lifelong Education
终身教育

I. Listen and repeat.

1. A: What's your favorite subject at school?
B: I would say it's math. How about you?
A: Well, I really enjoy history.
B: Yeah, it's one of my favorites as well.
2. A: Have you finished your homework yet?
B: No, I haven't. How about you?
A: I'm still working on my book report.
B: Me, too. You know, it's too hard for me.
3. A: What's your most difficult subject?
B: Physics is impossible for me.¹
A: Really?
B: Yeah, I just can't understand it at all.
4. A: Did you study for tomorrow's math test?
B: Yes. I stayed up² all night studying for it.
A: Not me. I haven't even opened my book.
B: Well, you'd better hurry up!
5. A: That class was interesting, wasn't it?
B: Yeah. Professor Smith is really an excellent teacher.
A: That's my feeling, too. He always makes the class fun.
B: That's true. We all like him very much.
6. A: I'm trying to pick an English literature course for this term.
B: Take Professor Smith's class. You won't be sorry.
A: Really? What do you think of Professor Jones?
B: Oh, he is boring. Many students fall asleep in his class. And it's hard to talk to him.
7. A: How do you feel about our new textbooks?
B: Well, if you ask me, most of them are pretty good.
A: Yeah, that's quite true, but some don't even have any illustrations.³
B: Oh, come on! I'm sure we can learn a lot from them.
8. A: Are you on any of the sports teams at your school?
B: No, I don't really like sports.
A: What do you usually do after class, then?
B: I do volunteer work at the school library.

9. A: What're you going to do after you graduate?
 B: I haven't even thought about it. What's your plan?
 A: My father is going to give me a job in his company. I'll work there for about a year so I can learn the basics^④.
 B: That sounds very practical.
10. A: I can't believe it! The last day of school is finally here. What are you going to do this summer?
 B: Well, starting tomorrow, I'm going to work in my dad's factory.
 A: Really? Starting tomorrow?
 B: I really want to save some money for college.

Notes:

- ① Physics is impossible for me: 物理对我来说太难了。
 “be impossible for” 这里指“(某事)超出能力范围,简直很难学会”。
- ② stay up: 熬夜
- ③ Yeah, that's quite true, but some don't even have any illustrations: 的确如此,但是有些甚至没有任何插图。
 “That's quite true, but...” 这一句型通常用于婉转地表示反对或不同意对方的说法。
- ④ basics: 这里指“基础知识”。

II. Complete the following dialogues with the cues provided and then listen to the dialogues for self-correction.

1. A: You know something, Tom? Steve failed the English exam.
 B: Are you joking (你开玩笑吧)? He's the best in the class.
 A: Yes, he's the teacher's pet, too (他还是老师的宠儿).
 B: Was the exam pretty hard?
 A: It sure was (真是很难). It's one of the most difficult exams I can remember.
 B: Did you pass?
 A: Yes, I did.
 B: I guess you must have burned the midnight oil (开夜车).
 A: No, not me.
 B: But how did you do it?
 A: Just by luck!
2. A: Do you study foreign languages at your school?
 B: Sure. I've studied English for four years and French for one year.

A: That's great. My school doesn't offer any foreign language courses (不开设外语课).

B: That's too bad (太糟了). But I heard that your school has many extracurricular activities.

A: Yeah, we do.

B: What kind of activities do you participate in (参加)?

A: I'm in the Science Club and I'm also a member of the school band.

B: I don't have time for those activities. I'm always busy studying.

A: Well, speaking of busy (说到忙), I have to go now. I have a lot of homework to do.

B: OK, see you later.

A: See you.

3. A: Are you going to study in the library this evening?

B: Yes, I'll be somewhere in the study room (自习室). What about you?

A: I need to borrow some history books (借几本历史书).

B: That's good. Maybe I'll see you then. I'll be working in the Periodicals Section.

A: OK. Let's try to meet later on. Do you know whether there's a limit to the number of books I can borrow at one time (对一次借出的书有数量限制吗)?

B: Yes, you're limited to four books each time.

A: Only four books?

B: Yeah, and some of the books can't be taken out of the library (带出图书室).

A: I see. Thanks a lot. See you.

B: See you. And don't forget to bring your library card (别忘记带借书卡)!

Part Two

Dialogues

Dialogue One Teaching Is a Lot of Fun 教书真有趣

TAPESCRIPT:

A: Tony, do you like your job?

B: Very much. Teaching is a lot of fun. I can meet different people and talk to them. It's a good learning experience for me, too.

A: What have you learned through teaching?

B: I've learned how to talk to people. You know, if you really want to be someone, you need to learn to get on well with people. You

can't just walk into the classroom with a long face. You may scare students away.

A: Do you feel bored sometimes? I mean you have to do it over and over again. And you meet the same people every day.

B: Not at all. I know there may be some slow students. You need to find different ways to help them, to cheer them up. That's what being a teacher is all about.

A: What do you usually do in your first class?

B: Well, the first class is really important. You need to impress those students, making them like you. You should know what to say and how to say it. Basically, I think of teaching as selling. A salesman sells his products, while I sell English.

A: Have you had any embarrassing moments while teaching?

B: I have. Take my very first class, it was a total mess. I froze and didn't know where to put my hands. But I gradually got used to it and it was better after the break.

A: You're a good teacher, right?

B: I hope so!

(253 words)

I. Warm-up exercises.

1. Have you ever thought of being a teacher? And if you were a teacher, what could you learn through teaching?

Open-ended.

2. What do you think are the qualifications necessary for being a good teacher?

Open-ended.

3. Study the following before listening.

a long face

愁闷或阴郁不悦的面容

scare away

把……吓跑

cheer somebody up

使某人高兴起来, 使振奋

impress /ɪm'pres/ *vt.*

使(人)印象深刻, 使铭记

embarrassing /ɪm'bærəsɪŋ/ *a.*

使人为难的, 使人尴尬的

mess /mes/ *n.*

混乱的局面, 困境

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

- Ⓕ 1. Tony is talking with a student after class.
- Ⓕ 2. Tony likes his job because he likes to be working with children.
- Ⓕ 3. Sometimes Tony may feel bored, meeting the same students every day.
- Ⓓ 4. A good teacher should use different ways to help different students.
- Ⓓ 5. Teaching is something like selling, according to Tony.
- Ⓕ 6. Tony is not very confident because his first class was a failure.

III. Listen to the dialogue again and answer the following questions in your own words.

1. Why does Tony like teaching?

Because for Tony, teaching is a lot of fun. He can meet different people and talk to them. And it is also a good learning experience.

2. Why does Tony compare teaching to selling? Can you find out their similarities?

Teaching and selling have something in common. They both are selling something to people by making it attractive and appealing. A salesman sells his products, while a teacher sells his subject.

3. Do you think the first class is very important? Why or why not? Give your own reasons.

Open-ended.

(Yes. Because a good first class can leave students a good impression, making them like their teacher and the subject from the very beginning.)

IV. Write down your opinion about what makes a good teacher and compare it with your partner's. Discuss with him/her. Try to reach an agreement and be ready to report it to the whole class. The following expressions may help you.

Giving opinions: If you ask me, ...

As I see it, ...

Agreeing: I suppose so.

You got it.

Disagreeing: Yes, that's quite true, but...

You have a point there, but...

TAPESCRIPT:

(Mr. Marshall, Dean of the Department of Education, is now being interviewed on CNC radio by Robert Green.)

- G:** Good evening, Mr. Marshall. We know that more and more adult women are returning to school. Why are there more adult women than men?
- M:** I think it's because more men over 35 already have degrees. Only 18% of women, 25 years old or older, have college degrees, compared with about 23% of men in the same age range.
- G:** And I'm curious about what kind of women go back to school to study for a college degree.
- M:** Many types of women: divorcées who suddenly take on primary responsibility for their children's future, welfare mothers who desire better living standards, homemakers who want to resume interrupted studies once their kids are older, and middle-class wives who are looking for independence and fulfillment.
- G:** What kinds of courses do they usually choose to take?
- M:** Twenty years ago, women who returned to school usually studied things like art, history and literature. Today, the majority are returning in order to get credentials that will advance them professionally.
- G:** What problems are they usually faced with?
- M:** The cost. Some are fortunate to have employers who sponsor all or part of the cost, but most have to depend on student loans, scholarships, and work-study programs. So the financial burden is considerable.
- G:** Could you give some advice to those who are planning to return to school?
- M:** I think they must think it through carefully, and then decide whether they really want to have this additional expense at this point in life and whether it is really worthwhile.
- G:** Thanks for your suggestion.

(280 words)

I. Warm-up exercises.

1. If your mother told you that she had decided to return to school, what would be your response?

Open-ended.