

Essential College English

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大学基础英语

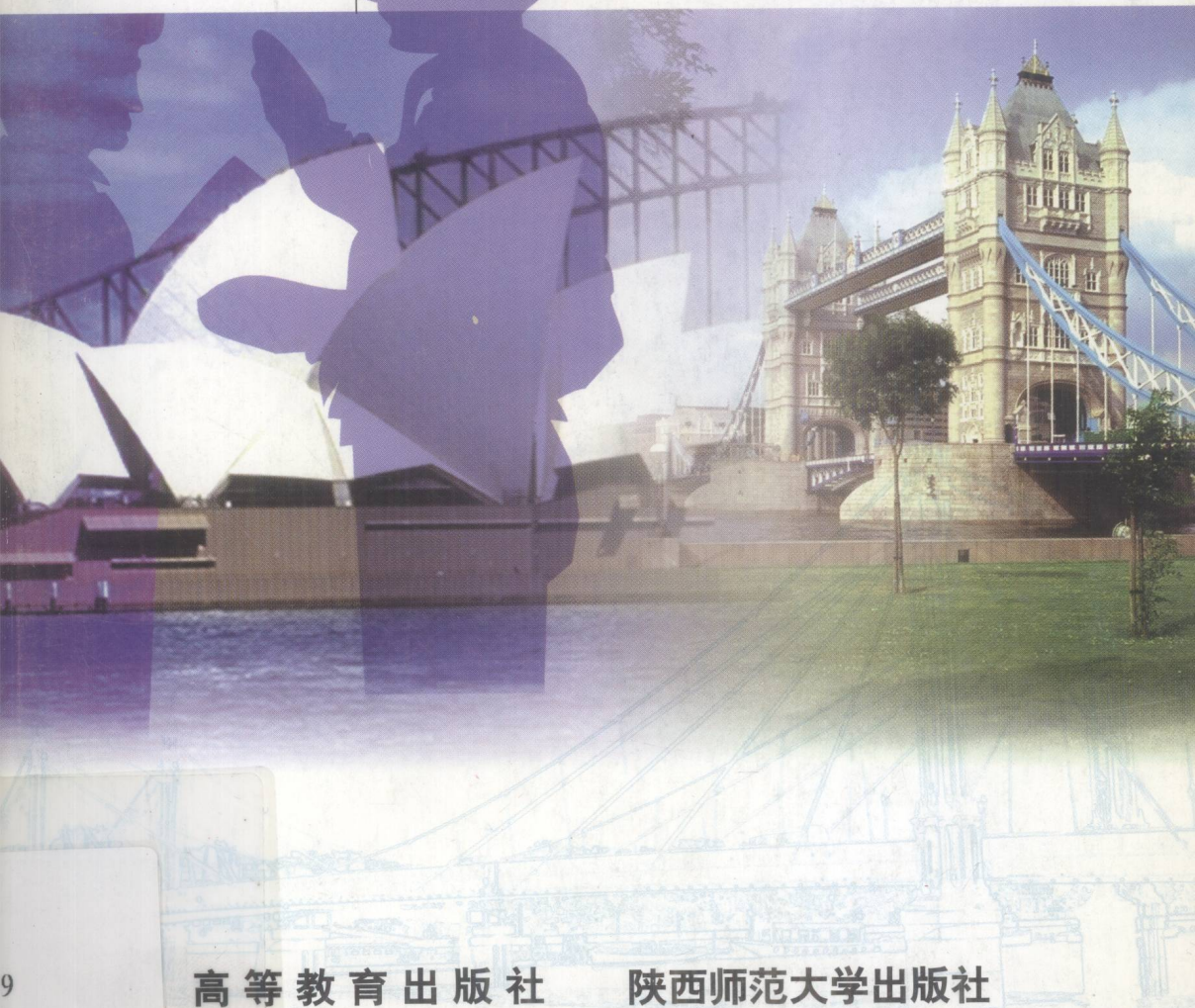
听说教程(五)

Listening & Speaking

教师参考书

主编 赵国杰

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高等教育出版社

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Listening & Speaking 5

Teacher's Book

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使用说明

《大学基础英语·听说教程》是一套将英语基础训练和英语交际技能培养融为一体的英语基础听说教材。该书以教育部1999年颁布的《大学英语教学大纲》(修订本)为指导,依照其“坚持分类要求和因材施教的原则”编写,适用于英语听说能力低于新教学大纲入学要求的学生。

本套教材在编写思想上力求从我国大学基础英语教学的实际出发,以国内外较为流行的EFL(English as a Foreign Language)教学理论为指导,努力博采众长,吸取国内外各类EFL教材的优点,将英语听说基础知识、基本技能和大学生英语听说的基本需求有机地结合起来,在重视英语听说基础训练的同时,强调英语应用交际技能的培养。教学内容围绕大学生的生活学习及日常交际范畴展开,兼顾文化背景、交际常识和策略的介绍与训练。每单元的听力部分内容短小精悍,题材广泛,具有较强的针对性、实用性和趣味性,努力体现学以致用、学用结合的教学原则。在训练形式上,以大量的交互式语言输入作为英语听说基础训练的手段,并辅以多种形式的信息差、信息形式的转移、角色扮演、角色替换、模拟完成某项任务等训练方法,使英语听说基础训练和英语交际技能的培养融为一体。在教材编写过程中,编者注重英语语言学习的基本规律,并力求通过多种练习的设计和组合来体现这些规律。编者认为,只有向学习者提供大量可理解的语言信息输入,才能使学习者在接受语言信息时,既能建立起语言框架和语意之间的联系,又能在接受和领会的基础上主动用英语表达自己的思想和观点。

本套教材共分5册学生用书和5册教师教学用书。第5册由12个单元组成,每个单元包括4个部分,分别由听、听读和听写为导入,通过功能意念的引伸和延扩,使学生通过推断、联想、归纳、概括、转换、表达、交流等连贯的语言交际技能培养,着重提高英语听说方面的基础知识和交际能力。本教材编写设计新颖,内容题材广泛,练习形式多样,版面图文并茂。各单元编排由浅入深,深入浅出,具有较强的科学性、实用性和趣味性。教师在使用本教材的过程中,可根据学习者的不同情况,灵活运用教学方法和手段,变更书中的练习形式,并有针对性地选用教参中的补充内容,以满足不同层次学习者的各种需求。

本册教材配有听力磁带。磁带由语音纯正的外籍教师录制,并由专业技术人员编辑而成。教师参考书提供了录音原文和参考答案,方便教师和学生使用。

编者

于南昌


2001年7月

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Traditions and Customs

 *Custom is a practice or a way of doing things that has been handed down from one generation to the next. Customs are part of the culture shared by members of a social group. Many customs begin because people like to know what to expect in social situations. Like all cultural traits, customs are a form of learned behavior and differ among different people.*

PART ONE

Request and Response

I. Warm-up exercises.

In our daily life, we often ask for something politely. Proper requests and responses will help us realize communicative purposes. The following are examples for your reference.

1. — Would you please take a seat over there, madam? I'll let Mr. Emory know that you're here.
— Thanks. I can wait here.
2. — Excuse me, sir? I'm afraid this is a no-smoking area.
— Oh, sorry. I'll put it out.
3. — I'm sorry, Brad. But you are going to have to re-do this.
— What's the problem, Ms. Murphy?
4. — Martin? Did you remember to bring back that software I lent you?
— Oh, Kate! I'm sorry. It completely slipped my mind!
5. — Could I trouble you for a minute, Mr. Graham?
— Sure, Emily. How can I help you?
6. — Tom, we are going to have a party in my home tomorrow, would you please join us?
— Oh, I can't agree more.

7. — Miss Brown, may I ask a question?
— Go ahead.
8. — George, I'm too tired, would you please help me with the math problem?
— It's out of question.

II. Listen to the following dialogue and answer the questions.

Tapescript

- M: I hate to do this to you, Alice, but I'm going to have to ask you to put in some more overtime.
- W: Does it have to be this afternoon, Mr. Fairbanks? I've already made plans.
- M: Well, I would have preferred to do it today, but if you've already made plans, we can do it tomorrow.
- W: I'd appreciate that, sir. How long do you think you'll need me to stay?

Questions:

1. What does Mr. Fairbanks want Alice to do?
2. Why is Alice unable to do it this afternoon?
3. What does Alice want to know?

Key:

1. To arrange some more overtime.
2. She has already made plans.
3. How long she has to stay.

- III. A secretary wants Mr. Emory, her boss, to look over the letters she has finished. Mr. Emory is very glad that she has done a good job because he didn't expect her to finish so soon. The secretary suggests that she should mail the letters out if there were no problems. Make a dialogue with the above information.

Tapescript

- W: Mr. Emory? I'd appreciate it if you would look over these letters before you leave today.

M: I'd be glad to. Just leave them on my desk. I didn't expect you to finish so soon.

W: Thank you, sir. I'll leave them here. If there are no problems, I'll mail them out this afternoon.

M: Great. Good work.

PART TWO

Short Conversations

Choose the best answer to each of the questions that follow the ten short conversations.

Tapescript

1. W: If we had arrived later, we should have found the hotel full.
M: But we could go somewhere else.
Q: What do we know about the two speakers from the conversation? (A)
A. They arrived at the hotel just in time.
B. They found the hotel full.
C. They would go to other hotels.
D. They had to go somewhere else.
2. M: Mr. Stewart appears to be honest. But I don't think we can trust him.
W: Yes, Mr. Stewart is not what he looks like.
Q: What does the woman think of Mr. Stewart? (B)
A. He is honest. B. He looks honest.
C. He looks dishonest. D. He is lazy.
3. M: How are they getting on with their research?
W: In spite of their continued failures, they still keep on trying for a good result.
Q: What do you know about the two speakers and their research? (D)
A. They tried and failed at last.
B. They've got a good result.
C. They've made great progress despite their failures.
D. They are still trying.

- UNIT
1
4. W: Look at the monkeys running around on the rocks. They are so lovely.
M: Yes, their environment seems to suit them very well. Let's go over and see the panda now.
- Q: Where are the man and the woman? (2)
A. In a museum. B. In a theatre.
C. At an exhibition. D. In a zoo.
5. M: All the courses are quite new to me and I don't know which one to choose for this semester.
W: What about music and art courses? They are certainly more interesting than any other pure science courses.
Q: What does the woman suggest? (2)
A. Taking pure science courses. B. Taking all interesting courses.
C. Taking music and art courses. D. Choosing the same courses.
6. W: I'll bring you some magazines tomorrow. Is there anything special you'd like to eat?
M: No, I don't feel like reading or eating, either. Would you have a look at my mail box if you happen to come near the school?
Q: What did the man ask the woman to do? (2)
A. To get something for him to read.
B. To get something for him to eat.
C. To check if he had any letters.
D. To go to school.
7. W: Between the two houses we saw today, which one do you prefer?
M: I think the white one is prettier, but the brick one has a bigger yard, so I like it better.
Q: Which house does the man like better? (B)
A. The white one. B. The brick one.
C. The prettier one. D. The one with a smaller yard.
8. W: How can we get home? It's so late and the buses and subways have all stopped running.
M: It looks as though we have no choice but to call a taxi.
Q: How will the couple get home? (B)

A. By subway.

B. By taxi.

C. By bus.

D. In their own car.

9. W: Do you always have weather like this in April?

M: Generally, it is much drier than this. I cannot remember us having such cool and wet days.

Q: What can you infer about the April weather in normal conditions? (B)

A. Cooler and drier.

B. Warmer and drier.

C. Cooler and rainier.

D. Warmer and rainier.

10. W: When is your class over in the afternoon?

M: It's supposed to end at 4:30 but the teacher never lets us out on time.

Q: What does the man say about his class? (B)

A. There are 30 students.

B. The class lasts longer than it is supposed to.

C. The time has changed.

D. The teacher has never thought of the time.

PART THREE

Parking Space

I. Study the following words and expressions before listening.

regulations

规定

bark

(狗) 叫

resident

居民

garbage

垃圾

trash disposal room 垃圾存放处

II. Listen to the following dialogue and choose the best answer.

Tapescript

W: Excuse me, I'm new in this department building. Could I ask you about some of the regulations here?

M: Yes, of course.

W: First, about parking. Is it OK to leave my car behind the building?

M: Sure. You will see some parking spaces there for residents.

W: And what about when I have guests?

M: Well, guests are not allowed to leave their cars in the back. They have to park in the guest parking area in the front.

W: I see. And are there any rules about house pets? Am I allowed to have a dog, for instance?

M: Cats are allowed, but I'm afraid dogs aren't permitted. You see, they make a mess all over the place and they bark at night, so the residents decided against them.

W: I understand. Now what about the garbage?

M: Garbage has to be taken to the trash disposal room. There is one on each floor next to the elevator.

W: All right. And do I have to use those special plastic bags for the garbage?

M: No, that's not necessary. You can use the paper bags you get from the super-market.

W: Thank you.

M: You are welcome.

Questions:

1. Why did the woman ask the man about some of the regulations there? (A)
 - A. Because she had just moved to the department building.
 - B. Because she wanted to write a report on them.
 - C. Because she was interested in them.
 - D. Because she wanted to park her car.
2. Where are the residents allowed to park their cars? (C)
 - A. In front of the building.
 - B. At the corner of the building.
 - C. Behind the building.
 - D. Opposite the building.
3. What kind of house pet is permitted in the building? (C)
 - A. Dogs.
 - B. Birds.
 - C. Cats.
 - D. Snakes.
4. Where does garbage have to be taken? (B)

- A. To the first floor. B. To the elevator.
C. Outside of the building. D. To the trash disposal room.

III. Listen to the dialogue again and complete the following sentences.

1. The woman wants to know some of the regulations.
2. Behind the building there are some parking spaces for residents.
3. The reason why the residents decided against dogs is that they make a mess all over the place and bark at night.
4. Instead of plastic bags you can use the paper bags you get from the supermarket.

IV. Discuss why people should obey some regulations when they live together.
Open-ended.

PART FOUR

Customs Differ Among Different People

Passage One

Individualism

I. Study the following words and expressions before listening.

<i>individualism</i>	个性	<i>destiny</i>	命运
<i>accommodate</i>	接纳	<i>child-rearing</i>	抚育孩子的

II. Listen to the passage and choose the best answers to the questions that follow.

Tapescript

The most important thing to understand about Americans is probably their devotion to "individualism". They have been trained since very early in their lives to consider themselves as separate individuals who are responsible for their own situations in life and their own destinies.

You can see individualism in the way Americans treat their children. Even

very young children are given opportunities to make their own choices and express their opinions. A parent will ask a one-year-old child what color balloon she wants, which candy bar she would prefer, or whether she wants to sit next to mommy or daddy. The child's preference will normally be accommodated.

Some American child-rearing magazines state that the parents' objective in raising a child is to create a responsible, self-reliant individual who, by the age of 18 or so, is ready to move out of the parent's house and make his or her own way in life. Americans take this advice very seriously, so much so that a person beyond the age of about 20 who is still living at home with his or her parents may be thought of as being unable to lead a normal, independent life.

Questions:

1. What is probably the most important thing to understand about Americans? (B)
 - A. Their sense of time.
 - B. Their devotion to individualism.
 - C. Their emphasis on responsibilities.
 - D. Their attention to freedom.
2. What can you say about the way Americans treat their children? (D)
 - A. Their children are separated from their parents when they are very young.
 - B. Their children's opinions cannot be expressed without permission.
 - C. Their children's opportunities to make their choices will be denied.
 - D. Their children's preference will normally be satisfied.
3. Generally speaking, what does a child do by the age of 18 or so according to the passage? (C)
 - A. He travels all over the world.
 - B. He is going to take over his parents' business.
 - C. He is ready to lead an independent life.
 - D. He is thinking about going to a university.
4. What do people think of an adult who is still living at his parents' home? (B)
 - A. As very kind to his parents.
 - B. As unable to lead a normal, independent life.

C. As very clever.

D. As very responsible for his situations.

III. Listen to the passage again and write down T for true or F for false to each statement you hear.

(T) 1. As very small children, Americans are trained to think themselves responsible for their own destinies.

(F) 2. Parents don't give a one-year-old child a chance to make his own choice.

(T) 3. American parents' objective in bringing up a child is to create a responsible, self-reliant individual.

(F) 4. From this passage we can infer that American parents are indifferent to their children.

IV. Give the main idea of this passage.

Suggested Key:

How Americans have devoted themselves to individualism.

Passage Two

Briberies and Gifts

I. Study the following words and expressions before listening.

bribery

贿赂

punishable 该处罚的

law enforcement agent

执法人员

supervisor 督导员

II. Listen to the passage and choose the right answer to each question you hear.

Tapescript

In the United States, it is customary to exchange gifts on special occasions with family members, friends, relatives, teachers, colleagues, and other associates. But offering gifts to any law enforcement agent (policeman, state trooper, etc.), politicians, government employees, or other public employees as gifts for favors is considered a serious crime (known as bribery) in the United States and is punishable

by law.

Some newcomers come from countries where it is acceptable to give gifts to somebody in authority in return for a favor. But in the United States, one should never offer any public official a gift for doing something for one, nor should one offer to do a favor in return for help received. Obviously, bribery takes place in the United States, but even so, it is considered illegal.

It is acceptable to give small gifts of appreciation to people one pays for services or who have already rendered services to one without pay (but who are not public officials). Christmas is a good time to do this. For instance, school children often give their teachers small gifts at Christmas time, and employers and employees often exchange gifts. Sometimes only the employers or supervisors will give gifts to their staff members without expecting gifts in return.

Questions:

1. What is customary in the United States according to the passage? (2)
 - A. To exchange gifts with policemen and teachers.
 - B. To offer gifts to government employees and relatives.
 - C. To offer gifts to judges and lawyers in return for a favor.
 - D. To exchange gifts with family members, friends and colleagues.
2. What is considered a serious crime in the US? (e)
 - A. Giving a tip to a waiter for more food.
 - B. Exchanging gifts with teachers for a favor.
 - C. Giving gifts to somebody in authority in return for a favor.
 - D. Offering gifts to prisoners.
3. What kind of crime does one commit if he offers gifts to some public officials in return for a favor? (e)

A. Theft.	B. Robbery.
C. Bribery.	D. Cheating.
4. What do employers sometimes do according to the passage? (2)
 - A. They order their employees to give them some gifts.
 - B. They offer free food to their staff members.
 - C. They exchange gifts with their employees.