



高等院校英语课程“十二五”规划系列教材

新起点

Starting Anew:

大学英语听说教程

CEC Listening and Speaking

总主编 张隆胜 杨虹

教师用书

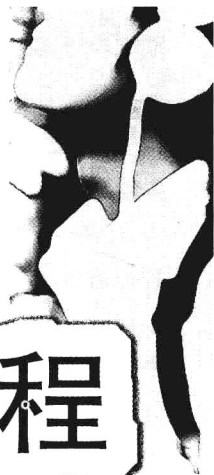
Teacher's Book



主编 范纯海 陶涛



高等院校英语课程“十二五”规划系列教材



新起点

大学英语听说教程

*Starting Anew:
CEC Listening and Speaking*

总主编 张隆胜 杨 虹
主 编 范纯海 陶 涛
副主编 张 翔 阮 蓓
编 者 鲁玲萍 王 琨
姜海琳 刘 丽
彭 芹



教师用书
Teacher's Book

新出图证(鄂)字 10 号

图书在版编目(CIP)数据

新起点大学英语听说教程(3)教师用书 / 张隆胜, 杨虹 主编; 范纯海, 陶涛 分册主编.
—武汉: 华中师范大学出版社, 2012. 8

ISBN 978-7-5622-5596-3

I. ①新… II. ①张… ②杨… ③范… ④陶… III. ①英语—听说教学—高等学校—教学参考资料 IV. ①H319.9

中国版本图书馆 CIP 数据核字(2012)第 125484 号

新起点大学英语听说教程(3)教师用书

主编: 范纯海 陶 涛

责任编辑: 赵国静 刘晓嘉

责任校对: 王 胜

封面设计: 甘 英

编辑室: 高校教材编辑室

电 话: 027—67867364

出版发行: 华中师范大学出版社

社址: 湖北省武汉市珞喻路 152 号

电话: 027—67863280/3426(发行部) 027—67861321(邮购)

传真: 027—67863291

网址: <http://www.ccnupress.com>

电子信箱: hscbs@public.wh.hb.cn

印刷: 湖北新华印务有限公司

督印: 章光琼

字数: 300 千字

开本: 787mm×1092mm 1/16

印张: 15

版次: 2012 年 8 月第 1 版

印次: 2012 年 8 月第 1 次印刷

印数: 1—3000

定价: 30.00 元

欢迎上网查询、购书

敬告读者: 欢迎举报盗版, 请打举报电话 027—67861321

前 言

《新起点大学英语听说教程》(Starting Anew: CEC Listening and Speaking) 是根据 2007 年 7 月教育部高等教育司颁布的《大学英语课程教学要求》为普通高等学校学生进行大学英语听说训练而设计编写的教材。《大学英语课程教学要求》指出大学英语的教学目标是培养学生的英语综合应用能力,特别是听说能力,使他们在今后学习、工作和社会交往中能用英语有效地进行交际。该教材遵循以学生发展为本的人本主义教育观,力求引导学生充分运用他们的理解能力和逻辑思维能力,加强有意义学习和主动发现语言规律的探索式学习。教材体现了英语语言教学法和语言学研究的最新成果,能切实满足学生提高英语听说能力的迫切需要。

在编写过程中,我们注重强调以下几点:在内容选择上,注重材料的思想性和人文性;在教学理念上,突出以学生为中心、以教师为主导;在教学模式上,提倡任务型、互动式小组活动。教材信息量大,听力训练形式多种多样,口语训练循序渐进,单元主题由浅入深,并且与大学生的实际生活紧密相关,为大学生充分发挥学习过程中的主观能动性、提高学习效率提供了很好的接触生动语言的平台。

本套教材共分四册,每册十个单元,每单元由五个部分组成,这五个部分围绕同一相关主题设计。其主要特点为:

1. 每个单元列出本单元的学习要点,将任务贯穿于整个

学习过程当中，以完成任务的过程为学习过程，旨在提高学生的目标意识，既见树又见林。

2. 列出了每个单元应掌握的学习策略，有的放矢；把语言学习与现实生活结合起来，注重用英语来交流思想；培养学生终生学习的能力，强化自主学习意识。

3. 选择生动有趣的学习主题，再将主题巧妙地分解成既实际有用又便于操作的若干任务，注重产出性技能的训练和积累，有效地培养学生实际应用语言的能力。

4. 口语部分是听力部分的自然延伸和操练发展，突出实用性、趣味性、多样性、启发性和探索性。

5. 文化指南指导学生全面深入地获取并掌握与各主题有关的语言文化知识，通过丰富的语料激发学生对西方文化的探索之心，提高学生的综合文化素养和跨文化交际的能力。

6. 听力自测是学生课堂学习的延伸和应用，可作为学生课后的补充听力练习，方便学生拓展听力练习并自测学习效果。

7. 英文歌曲和诗歌欣赏既可以提高学生的学习兴趣，又可以检验学生的英语综合运用能力。

尽管本书编者在编写过程中付出了大量的时间和精力，但是一本教材不可能解决所有问题，难免存在疏漏之处，因此敬请广大读者不吝赐教，以便我们在以后的修订中日臻完善。

本书编者

2012年5月

使用说明

此书为《新起点大学英语听说教程(3)》(以下简称《教程》)(Starting Anew: CEC Listening and Speaking)的教学参考用书。该书除了提供《教程》的录音文字材料和参考答案之外,还为如何有效使用《教程》、更好地组织教学,按照编者的意图提出了教学方法、教学安排的设想和方案。此外,教学参考用书的光盘也与《教程》的光盘有所区别,将每单元的音频文件按各听力练习加以细化拆分,使得教师上课时操作灵活、方便。其主要特点如下:

一、《教程》使用的构思及设想。

1. 将每单元的教学目的及重点以表格的方式简明扼要地呈现出来,便于任课教师根据自己学生的实际情况和学校的具体教学要求进行取舍,有的放矢地进行教学。

2. 《教程》每单元的第一个板块通过对典型听力技能分析、提供包括对话等多种素材的练习进行解题技能训练,也是热身练习,主要依靠学生自己听辨、操练、归纳与应用,教师可根据情况进行检查,也可采用启发式教学方法,让学生们分小组讨论分享自己的体会,加深对听力技能的理解,促进思考,提高听力理解能力。

3. 《教程》每单元的第二个板块是教学重点,由十个短对话、两个长对话和两篇短文组成。在教学过程中,如果用同等的时间处理这三种形式的听力内容,可能会如蜻蜓点水,达不

到预期的训练效果。我们认为，两个长对话和两篇短文是重中之重，任课教师可根据具体情况有所侧重。对于十个短对话，我们只在每个对话练习的后面给出了为什么要选所给参考答案的理由，供教师检查时参考；而对于两个长对话和两篇短文，我们不仅提供了教学目的、教学方法、教学要求、教学步骤、教学技巧等，还给出了文化背景资料、探索问题、延伸活动及补充思考题，供课堂讨论或课后分组活动使用。

4. 《教程》每单元的第三个板块是口语活动，考虑到学生的听说水平还不够熟练，口语活动设计仍然以个人连续口头表达形式为主，旨在让学生学以致用，能用地道的词汇和句型就熟悉的话题进行口头陈述。尽管我们在这一部分里也给出了教学目的、方法、要求、步骤、技巧等，任课教师仍可根据学生及课堂的实际情况进行操作。

5. 《教程》每单元的第四个板块是自测题，主要是为学生提供拓展听力训练和自我检查学习效果的补充材料，因此只给出了录音文字材料、少量生词注释和参考答案。

二、教学光盘的人性化设计。

为了使教师更高效地利用录音资料，我们将《教程》每单元的录音资料放在一个文件夹里；再将录音资料按五个板块分成五个文件夹；每个文件夹里根据《教程》内容再分成若干个文件夹直至最小单位，即教师在课堂上想放哪一段录音就可以放哪一段录音，不必花时间去查找。

尽管我们希望这本教学参考用书具有参考价值、方便实用，但实际效果与我们的主观愿望以及读者的期望或许还有相当距离，因此，恳请广大读者不吝赐教，以便我们在修订时进一步完善。

本书编者
2012年5月

CONTENTS

Unit 1 Facing Failures

Part One	Getting into the Topic	002
Part Two	Listening Tasks	003
Task One	Short Conversations	003
Task Two	Long Conversations	006
Conversation 1	Moms Talk; Facing Failure	006
Conversation 2	Why Most People Give Up and Fail	009
Task Three	Short Passages	011
Passage 1	Failures Are Neutral	011
Passage 2	Failure Is Just the First Step Towards Success	014
Part Three	Speaking Out	016
Part Four	Testing Yourself	018
Part Five	Enjoying Yourself	020
Song	Trouble Is a Friend	020

Unit 2 Laughter

Part One	Getting into the Topic	023
Part Two	Listening Tasks	024
Task One	Short Conversations	024
Task Two	Long Conversations	027
Conversation 1	To Stay Healthy	027
Conversation 2	Why Do Shy People Avoid Social Situations?	030
Task Three	Short Passages	032
Passage 1	To Laugh and Play	032
Passage 2	Laughing Clubs	035

Part Three	Speaking Out	037
Part Four	Testing Yourself	040
Part Five	Enjoying Yourself	043
	Song Love Like Laughter	043

Unit 3 What's Your Favorite Song?

Part One	Getting into the Topic	046
Part Two	Listening Tasks	047
	Task One Short Conversations	047
	Task Two Long Conversations	050
	Conversation 1 Jazz and Classical Music	050
	Conversation 2 What's Your Favorite Song?	053
	Task Three Short Passages	055
	Passage 1 Music	055
	Passage 2 Jazz	058
Part Three	Speaking Out	060
Part Four	Testing Yourself	063
Part Five	Enjoying Yourself	065
	Song Music and Me	065

Unit 4 Women Like Shopping

Part One	Getting into the Topic	068
Part Two	Listening Tasks	069
	Task One Short Conversations	069
	Task Two Long Conversations	072
	Conversation 1 You're Obsessed with Cotton	072
	Conversation 2 Wearing a Suit	075
	Task Three Short Passages	077
	Passage 1 Tips for Shopping	077

Passage 2	Colors Work	081
Part Three	Speaking Out	083
Part Four	Testing Yourself	085
Part Five	Enjoying Yourself	088
Song	The Show	088

Unit 5 Traffic Accidents

Part One	Getting into the Topic	091
Part Two	Listening Tasks	092
Task One	Short Conversations	092
Task Two	Long Conversations	095
Conversation 1	Where to Park?	095
Conversation 2	An Accident	098
Task Three	Short Passages	100
Passage 1	Driver Fatigue	100
Passage 2	Crossing the Road Safely	103
Part Three	Speaking Out	106
Part Four	Testing Yourself	107
Part Five	Enjoying Yourself	110
Song	Traffic in the Sky	110

Unit 6 I've Been Laid Off!

Part One	Getting into the Topic	113
Part Two	Listening Tasks	115
Task One	Short Conversations	115
Task Two	Long Conversations	118
Conversation 1	How Is Your Work?	118
Conversation 2	Job Market	121
Task Three	Short Passages	123

Passage 1	How to Keep Your Job in Good Standing	123
Passage 2	Finding a Job in a Struggling Economy	126
Part Three	Speaking Out	128
Part Four	Testing Yourself	130
Part Five	Enjoying Yourself	133
Song	I'll Be There	133

Unit 7 I Am Ambitious

Part One	Getting into the Topic	136
Part Two	Listening Tasks	138
Task One	Short Conversations	138
Task Two	Long Conversations	141
Conversation 1	Living in Space	141
Conversation 2	What Is Your Dream?	144
Task Three	Short Passages	146
Passage 1	You Can Make a Difference	146
Passage 2	Be Ambitious	149
Part Three	Speaking Out	151
Part Four	Testing Yourself	153
Part Five	Enjoying Yourself	155
Song	Dream On	155

Unit 8 I Am Still Single

Part One	Getting into the Topic	158
Part Two	Listening Tasks	159
Task One	Short Conversations	159
Task Two	Long Conversations	162
Conversation 1	Is That True?	162
Conversation 2	A Blind Date	165

Task Three	Short Passages	168	
	Passage 1	Looking for Mr. Right	168
	Passage 2	The Man Who Loved Women	171
Part Three	Speaking Out	173	
Part Four	Testing Yourself	175	
Part Five	Enjoying Yourself	178	
	Song	Love and Marriage	178

Unit 9 **Overpopulation**

Part One	Getting into the Topic	181	
Part Two	Listening Tasks	183	
	Task One	Short Conversations	183
	Task Two	Long Conversations	185
	Conversation 1	Population Problem	185
	Conversation 2	Causes of Overpopulation	189
	Task Three	Short Passages	191
	Passage 1	The Growth in Population	191
	Passage 2	Population in America	194
Part Three	Speaking Out	197	
Part Four	Testing Yourself	199	
Part Five	Enjoying Yourself	201	
	Song	We Are the World	201

Unit 10 **Crime**

Part One	Getting into the Topic	204	
Part Two	Listening Tasks	206	
	Task One	Short Conversations	206
	Task Two	Long Conversations	208
	Conversation 1	Be Tough on Crime	208

Conversation 2	Drive to the Party?	211
Task Three	Short Passages	213
Passage 1	Drunk Driving	213
Passage 2	Accusation	216
Part Three	Speaking Out	218
Part Four	Testing Yourself	220
Part Five	Enjoying Yourself	222
Song	Where Is the Love	222

Unit 1

Facing Failures



Unit Overview	
Getting into the Topic	This section offers opportunities to practice predicting by analyzing the choices provided.
Listening Tasks	This part consists of tasks concerning failures, aiming to improve students' ability to listen for gist and specific information.
Speaking Out	This section encourages students to practice their oral English and help each other to deal with failures.
Testing Yourself	This section includes some further listening exercises as homework.
Enjoying Yourself	The song titled <i>Trouble Is a Friend</i> by Lenka is for students to enjoy.

Part One Getting into the Topic

Directions: You will hear five short dialogues. Before you listen, try to guess what question you might hear. Then listen carefully and choose the best answer to each question you hear.

1. W: I heard you got full marks on the physics exam. Congratulations!

M: Thanks. I'm sure you did a good job, too.

Q: What's the probable relationship between the two speakers?

A) A parent and her child.

B) A teacher and her student.

C) A student and her classmate.

D) A physics teacher and her colleague.

The question may be about **relationships**.

2. M: What time do you usually have breakfast?

W: Around 7, but lately I've been having trouble getting up in the morning, so I've been eating breakfast at 8:00, 9:00, or even as late as 10:00.

Q: What time does she usually have breakfast?

A) 7:00.

B) 8:00.

C) 9:00.

D) 10:00.

This question may be about **time**.

3. M: Hi, Mary. I hear that you walk all the way to the office these days.
W: Yes, I find great pleasure in walking. It's the type of exercise I enjoy most.

Q: Why does the woman walk all the way to the office?

- A) Because she enjoys the exercise.
- B) Because she wants to save money.
- C) Because she loves trying anything new.
- D) Because her office isn't very far from her home.

This question may be about **the woman's action and the reason for it**.

4. M: I think it's high time we turned our attention to the danger of drunk driving.

W: I can't agree with you more. You see, countless innocent people are killed by drunk drivers every year.

Q: What does the woman mean?

- A) Most people killed in traffic accidents are heavy drinkers.
- B) She does not agree with the man.
- C) Drunk drivers are not guilty.
- D) People should pay more attention to the danger of drunk driving.

This question may be about **drunk driving**.

5. M: Let's go to a movie, Mary. There's a good film being shown tonight.

W: I'm afraid I can't. My sister is coming from Chicago to visit us. I have to throw a party to welcome her.

Q: What is the woman going to do tonight?

- A) Go to see a movie.
- B) Leave for Chicago.
- C) Meet her sister at the station.
- D) Hold a party.

This question may be about **what to do**.

Part Two Listening Tasks

Task One

Short Conversations

Directions: You will hear ten short conversations between two speakers. At the end of each conversation, a question will be asked about what was said. Listen carefully, and choose the best answer to each question you hear.

1. M: Hello, Mrs. White. What can I do for you?

W: I don't know what's the matter with me. I'm always feeling tired, and I'm usually worn out at the end of the day.

Q: What do we learn from the conversation?

- A) The woman is a close friend of the man.
- B) The woman has been working too hard.
- C) The woman is seeing a doctor.
- D) The woman is tired of her work.

The woman's words "always feeling tired, worn out" suggest that she is telling a doctor that she is not feeling well.

2. W: I'm so tired. I don't think I can finish this report.

M: Go home now. Leave it to me.

Q: What does the man offer to do?

- A) To take the woman to the office.
- B) To drive the woman home.
- C) To email the report to the woman.
- D) To finish the report for the woman.

The man asks the woman to go home and leave the report to him.

3. W: Hi, Tony. How did your experiment go yesterday?

M: Well, it wasn't as easy as I had thought it would be. I have to continue working on it tonight.

Q: What do we learn from the conversation?

- A) Tony cannot continue the experiment.
- B) Tony finished the experiment last night.
- C) Tony thought the experiment was done well.
- D) Tony had expected the experiment to be easier.

The words "it wasn't as easy as I had thought it would be" can tell this experiment was hard; as a result, he will "have to continue working on it."

4. W: What's the matter with Mary?

M: She gets nervous whenever she is studying mathematics.

Q: What do we learn from the conversation?

- A) Mary has never studied mathematics.
- B) Mary must be good at mathematics.
- C) Mary enjoys learning mathematics.
- D) Mary is probably poor at mathematics.

The woman gets nervous when studying math, which clearly tells that she is not good at math.