



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 盛萍 杜小青

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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》规定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

2011年5月

使用说明

此书为《新起点大学英语听说教程(1)》(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》每单元的第二个板块通过谚语进行语音语调练习,也是热身练习,主要依靠学生自己听辨、操练、模仿、记忆与应用,教师可根据情况进行检查,因此本书只提供了谚语的参考译文;教师还可以用启发式教学的方法,让学生们分小组讨论自己最喜欢的谚语,或用例证的方式谈谈自己对某条谚语的理解。

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，而且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，第一册的口语活动设计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，不必花时间去寻找。

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

2011年6月



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Unit 1

College — A New Experience



Unit Overview	
Getting into the Topic	This section focuses on the proverbs and quotations concerning campus life, practicing the pronunciation and listening with consonant clusters.
Listening Tasks	Three tasks are designed, including ten short conversations, two long conversations and two short passages concerning campus life to improve students' ability to listen for the gist and specific information.
Speaking out	This section focuses on introducing oneself to others on the first day of class.
Testing Yourself	This section includes some further listening exercises for students to do after class.
Enjoying Yourself	The song titled <i>Life Is So Cool</i> by Sweet Box is introduced for students to enjoy and sing along.

Part One Getting into the Topic

I. Directions: You will hear six proverbs or quotations. Please read the sentences after the speaker and pay attention to the underlined consonant clusters in each sentence.

1. It is the first step that costs. (万事开头难。)
2. Don't try to run before you walk. (不会走,别学跑。)
3. Better an empty purse than an empty head. (宁可钱袋空,不可脑袋空。)
4. All work and no play makes Jack a dull boy. (只学习不玩耍,聪明的孩子也变傻。)
5. More haste, less speed. (欲速则不达。)
6. He that burns most shines most. (闪光的知识皆起始于火热的求知之心。)

II. Directions: You will hear six sentences. In each sentence, there are some words missing. Listen carefully and supply the missing words.

1. It was the last straw that broke the camel's back. (最后一根草,压断骆驼腰。)
2. Don't let the grass grow under your feet. (说干就干。/ 心动不如行动。)
3. Better small fish than empty dish. (盘中鱼虽小,总比空盘好。/ 聊胜于无。)

4. All play and no work makes Jack a sad shirk. (成天玩耍不学习,孩子成了逃学痞。)
5. No pain, no gain. (不劳则无获。/ 一分耕耘,一分收获。)
6. He knows most that knows he knows little. (越是学问深,越觉知识贫。)

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: Isn't this the classroom for English?
W: This is for History. English is next door.
Q: Which classroom is the man trying to find?
A) History. B) Chinese. C) English. D) Mathematics.
The man is asking about the classroom for English, in other words, the English classroom.
2. M: Does the lecture start at 6:00 or 6:15?
W: It starts at 6:30 and ends at 8:00.
Q: How long does the lecture last?
A) Two hours. B) An hour and a half.
C) Half an hour. D) Nearly two hours.
The lecture starts at 6:30 and ends at 8:00, i. e. it lasts for an hour and a half.
3. M: I like science more than math, but history is my favorite subject.
W: But I think computer programming is the best.
Q: Which subject does the woman like the most?
A) Science. B) Math.
C) History. D) Computer programming.
The words favorite and best are very important clues for listeners to infer the answer that the woman likes computer programming most.
4. M: Hi, I'm Jason. I'm from Sydney, Australia.
W: Hi, Jason. I'm Anna. I'm from Australia, too. But I'm from Melbourne, not Sydney.
Q: Where is the woman from?

- A) Sydney. B) Melbourne. C) Singapore. D) Memphis.

The key information here is I'm from Melbourne, not Sydney. Though both cities are in Australia, the woman emphasizes they are two different places.

5. M: Let's go to see a movie on Saturday.

W: I'd like to, but I'm going to the library. Thank you for asking me, though.

Q: What's the woman going to do on Saturday?

- A) She is going to see a movie.
 B) She is going to stay in her room.
 C) She is going to do some laundry.
D) She is going to read in the library.

The key pattern here is "I'd like to, but...". So listeners must pay more attention to the information in the latter part of this answer, i. e. but I'm going to the library.

6. M: Linda, why were you late for class this morning?

W: I overslept and missed the bus.

Q: Why was Linda late?

- A) The bus was late. B) She got up later than usual.
 C) She forgot her class. D) The traffic was bad.

The key word "**overslept**" means "**got up later than usual**". If you happen not to know the word, your knowledge about word formation may be helpful, e. g. "over" means "too much".

7. W: Do you mind if I borrow your notes?

M: No, of course not. They are on my desk.

Q: What does the man mean?

- A) He left his notes at home.
B) He agrees to lend his notes.
 C) He doesn't know where his notes are.
 D) He doesn't want to lend his notes to the woman.

The man says "No, of course not", which means he agrees to lend his notes.

8. W: Do you know what time the library closes on Sundays?

M: Nine, isn't it?

Q: What does the man say about the library?

- A) It isn't open on Sundays.
 B) It closes at nine on weekdays.
C) It is open till nine on Sundays.
 D) He doesn't know when it closes.

The man says the library closes at 9 on Sundays, i. e. it is open till nine.

9. M: I hear you are thinking about moving back to the dorm next semester.

W: Who told you that? I'd never give up my apartment.

Q: Where does the woman live now?