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# 听听说说—— 大学英语听说教程

主 编 王素丹  
副主编 刘 卿  
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中南工业大学出版社

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# 编者的话

我国的改革开放政策使得中外的各种交流活动日益增加。在此情况下,英语口语具有特别重要的作用。为了适应这方面的需要,我校决定从九五级起对非英语专业学生开设英语听说课。这一举措必将对提高学生英语交际能力,激发学生学习英语的兴趣具有十分重要的意义。

近年来,有许多英语口语教材面世,为提高学生的交际表达能力带来了极大的便利。但它们大多是听、说分家,口语教材的编排形式也比较单一,大致可归纳为以下三种:一、以语法为纲的编排形式;二、以情景为纲的编排形式;三、以功能意念为纲的编排形式。我们在对目前各种有关书籍深入研究之后,编写了这本具有新创意的,旨在适应非英语专业本、专科学生及其他具有一定英语基础的学生的听说教材。

该教材在正式出版之前印成讲义已在我校九五级非英语专业学生中使用了一个学期,效果较好,尤其是部分章节深受学生欢迎。针对实践过程中出现的问题,我们对讲义进行了一些修改。

本教材内容包括十个单元,每单元三个部分。第一部分为十个知识竞赛题(含一英语谜语)。其目的是培养学生的英语思维能力,激发学生开口说英语的兴趣。第二部分设三个项目:①功能表达。通过造句、听录音、复述、问答等形式使学生学会某种功能的运用;②情景对话。先听录音,后做口头练习,力求避免把口语课变成朗读或背诵课;③辩论。给出学生关心的一个热门话题,将学生分成若干个小组。一组说出赞成的理由,另一组说出反对的理由。第三部分为练习,要求学生课前准备好,上课时站到讲台前表演。它包括角色扮演、定题演讲和看图说话等。

本教材有如下几个特点:①首次将知识抢答赛形式列入英语听说教材,学生将乐于开口;②由浅入深、循序渐进地安排教学内容;③力图密切结合学生的实际需要,使学生能学以致用;④功能与情景密切结合,听与说交替进行,学与练相互配合;⑤大量时间分配在学生练习上,灵活运用多于机械操练;⑥知识性、趣味性、实用性相结合。

在编写及修改过程中,我们得到了许多同志的大力支持和协助,在此表示感谢。在此尤其要提及的是,感谢我校校长明智地提出对非英语专业学生开设口语课,使得该教材得以面世。本教材的选材参考和借用了有关资料,在此对原作者深表谢意。廖瑛教授提出了宝贵的修改意见,一并致谢。由于时间仓促,编者水平有限,不妥之处诚希专家及广大读者批评指正。

本教材编写分工如下:

王素丹负责全书统稿、审稿,编写每单元的第一部分和第二部分的 Section B、Section C;刘友桂负责编写第二部分的 Section A;刘卿负责编写第三部分。

衡阳师范高等专科学校 王素丹

1997年6月20日

# How to use this book

## Allocation of time

Ideally, four lessons of 50 minutes should be spent on each unit. The first two lessons should be devoted to Part One and Part Two — Informative Questions, Functions and Situational Dialogues; the second to Discussion — For and Against and Part Three — Role Play, Speech and Picture Talking.

The suggestions given below outline the basic steps in each lesson.

## Lesson 1 ( 50 minutes )

### I. Part One

#### Informative Questions

1. Students listen to the tape and then answer each question as quickly as possible. (about 10')
2. Listen again, teachers check the answers and give comments when necessary. (about 10')

#### ( Attention: )

1. For this part, vocabulary should be remembered before class.
2. "Riddles" should be done before class.

### II. Part Two

#### Section A: Functions

1. Read aloud and try to learn by heart the "Basic structures". (about 5')
2. Listen and Repeat. (about 20')
3. Test on short memories (Read and Recite the useful expressions. (about 5')

## Lesson 2 ( 50 minutes )

### Section B: Situational Dialogues

I. Dialogue 1

1. Read aloud the key sentences. ( about 5’)
2. Listen to tape twice. ( about 5’)
3. Oral practice ( about 15’)

II. Dialogue 2

1. Read aloud the key sentences. (about 5’)
2. Listen to tape twice. (about 5’)
3. Oral practice. (about 15’)

### **Lesson 3 ( 50 minutes )**

I. Section C: Discussion: ( about 20’)

Teachers give hints if necessary. Encourage students to argue with each other.

II. Part Three

Section A: Role Play (about 30’)

Students should prepare for “Role Play” in groups before class. In the class, ask three or more groups to practise in the front of the classroom.

### **Lesson 4 ( 50 minutes )**

Section B: Speech ( about 25’ )

Section C: Picture Talking ( about 25’ )

Encourage students to make a speech individually as fluently as possible. Give hints if necessary, but show model writing only at the final moment.

# Chapter One

## Students' Book

# Contents

## Chapter One      Students' Book

Unit 1	Greetings and Introductions .....	( 1 )
Unit 2	Starting and Ending a Conversation .....	( 6 )
Unit 3	Invitation .....	(11)
Unit 4	Asking about and Expressing Personal Interests .....	(17)
Unit 5	Asking and Talking about Abilities .....	(22)
Unit 6	Asking for and Giving Advice .....	(27)
Unit 7	Asking for and Offering Help .....	(32)
Unit 8	Asking for and Expressing Opinions .....	(37)
Unit 9	Asking and Saying the Time .....	(42)
Unit 10	Talking about People and Things .....	(46)

## Chapter Two      Teaching Material

Unit 1	Greetings and Introductions .....	(50)
Unit 2	Starting and Ending a Conversation .....	(59)
Unit 3	Invitation .....	(69)
Unit 4	Asking about and Expressing Personal Interests .....	(78)
Unit 5	Asking and Talking about Abilities .....	(86)
Unit 6	Asking for and Giving Advice .....	(93)
Unit 7	Asking for and Offering Help .....	(102)
Unit 8	Asking for and Expressing Opinions .....	(109)
Unit 9	Asking and Saying the Time .....	(117)
Unit 10	Talking about People and Things .....	(124)



# Unit 1 Greetings and Introductions

## Part One

### Informative Questions

Directions: There are ten informative questions, each will be read twice. Students are demanded to answer each question as quickly as possible in one or two words, then say this in a complete sentence.

Example:

Question: How many days are there in a week?

Answer: Seven.

Say this, please: There are seven days in a week.

Vocabulary: continent ocean planet consist (of) official
--

Riddle: What letter is a part of the head?

## Part Two

### Section A: Functions

#### I. Basic Structures

Make some sentences using the following structures.

Structures	Response
How are .....?	Fine ! Very well! / Good !
How is.....?	She's } He's } very well !

How do you do?	How do you do?
May I introduce.....?	Nice to meet you !
Allow me to introduce.....?	How do you do?
Will you kindly introduce.....?	I'm glad / pleased / delighted to meet you.

## II. Listen and Repeat

Listen to the tape carefully, then repeat after it. Try to imitate it.

## III. Response Practice

Respond to the following conversations. You'll hear the sentences twice.

Speak out the right response, then write them down.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

## IV. Other Useful Expressions

Greeting.

### A. Formal greeting.

1. Good morning/afternoon/evening!
2. How do you do?
3. How are you?

### B. Informal greeting.

1. Morning'.
2. Hi! Hey, Hellow.
3. How're you doing?
4. How're things?
5. How's everything going?
6. How are you getting on/along those days?

7. You look great today.
8. You do look well.

Introduction.

1. May I introduce ... to ...?
2. Please allow me to introduce ...?
3. Will you kindly introduce me to ...?
4. ..., this is ....
5. ..., I'd like you to meet ....
6. May I introduce myself? My name is ....
7. Let me introduce myself. I am ....
8. Nice to meet you .
9. I'm glad/pleased/delighted to meet/know you.
10. I have often heard about you.

## Section B:     Situational Dialogues

Directions: There are two short situational dialogues, each will be read twice. Listen carefully, and then do the exercises orally.

### Dialogue 1. In the First Oral English Class

Vocabulary: graduate   department   Normal
--

Key Sentences:

1. I'd like to introduce myself to you.
2. My name is ...
3. I'm from...
4. I graduated from...
5. I'm so glad to meet you here!
6. Let me know you one by one.

Oral Practice: Respond to this quickly, then work in pairs.

### Dialogue 2.     I'm Glad to Know You

Vocabulary: David Porter   Mary   Miss Smith
--

Key Sentences:

1. I would like to introduce my teacher Miss Smith to you.
2. May I introduce my friend David Porter to you?
3. How do you do?
4. I'm glad to know you.

Oral Practice: Respond to this quickly, then work in pairs .

### **Section C:    Discussion**

Is Oral English Important?

## **Part Three**

### **Section A:    Role Play**

Make full use of the given information, then talk in appropriate language.

#### **1. Meeting Friends**

Mr. Brown and Mrs. Brown go to the hospital. On the way, they see Dr. Rice and Dr. Baker who are Mr. Brown's old friends, Mr. Brown introduces his friend to his wife.

#### **2. Meeting a Friend**

On the way home, Allen meets his friend Bill, who just visited his old friend John Smith. Bill tells sth. about John Smith to Allen.

### **Section B:    Speech**

Make a short speech using the following information.

Recommendation

Graduated from the English Department, an outstanding student, interested in English literature, three essays adopted by the journal of the college, passed

English Band six, a candidate to work in the college, diligence and good grades, recommend him.

### Section C: Guided Speech

Make up a story based on the picture below.

Key words: potted plant, thermometer, scales, rough idea, kettle, wither properly, window—sill, fertilizer, sunshine, climate, fetch



# Unit 2 Starting and Ending a Conversation

## Part One

### Informative Questions

Directions: There are ten informative questions. Each will be read twice. Students are demanded to answer each question as quickly as possible in one or two words. Then say this again in a complete sentence.

Example:

Question: How many days are there in a week?

Answer: Seven

Say this, please: There are seven days in a week.

Vocabulary: Christmas Valentine Independence Constitution Easter Thanksgiving
--

Riddle: Which three letters mean twenty—six letters?

## Part Two

### Section A: Functions

#### I. Basic Structures

Make some sentences using these structures.

Starting a Conversation	Ending a Conversation
Excuse me, but.....	I suppose.....
Pardon me .....	I think I'd better.....

Beg your pardon.....	I've got to go now.
Nice / Lovely day, isn't it?	I must go now.
Horrible/Cold/Dreadfull weather, isn't it?	I really can't stay any longer. I'm afraid I have to run along.

## II. Listen and Repeat

Listen to the tape carefully, then repeat after it. Try to imitate it.

## III. Response Practice

Respond to the following conversations . You'll hear the sentences twice.

Speak out the right response, then write them down.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## IV. Other Useful Expressions

### 1. Ways of Ending

I think I must go now.

I must be going now.

I'm afraid I must be off.

I think I must be running along now.

Well, it's getting rather late, I can't stay any longer.

I'd better be going now, but I've enjoyed talking with you. Perhaps we'll meet again sometime.

Nice talking to you, Bye.

Nice meeting you.

### 2. How to say goodbye

Good-bye.

Bye.

See you.

I'll see you later/then/tomorrow/soon.

Keep in touch.

Take care. Bye!

All the best.

So long.

Keep well.

Good night then.

3. Ways to express weather.

It's a nice day, (hot, cold, warm, cool, fine, sunny, cloudy, wet, humid,  
windy, freezing, beautiful, wonderful, terrible)

Shocking day, isn't it?

Horrible day, isn't it?

Isn't it terribly muggy?

It's a beautiful day today, don't you think?

Let's hope it stays like this.

I only hope it continues like this for a few more days.

**Section B:      Situational Dialogues**

Directions: There are two short situational dialogues, each will be read twice. Listen carefully and then do the exercises orally.

Dialogue 1.      A Dinner Party

Vocabulary: delicious    brandy    marvellous    Anna    Barbara
--

Key Sentences:

1. Everything looks wonderful, and it smells delicious, too.
2. Shall I serve you?
3. Help yourself to some fish and vegetables.
4. Would you like some more brandy?
5. It's been a marvellous evening.
6. It was very kind of you to invite me.
7. It was nice to see you again.
8. We enjoyed ourselves very much.

Oral Practice: Answer the following questions on what people usually say at a dinner party.

1. What does a host / hostess say when he / she meets his /her guest at the door?



2. What will a host / hostess say at the dinner table?
3. What will a guest say at the dinner table?
4. What will a guest say before he leaves?

## Dialogue 2. In the Theatre

Vocabulary: opera pleasant wonder company  
Roberts Johnson Benson

### Key Sentences:

1. Excuse me, could you tell me the time?
2. Excuse me, I wonder if we haven't met somewhere before?
3. Well, this is a pleasant surprise.
4. It's really a small world.

Oral Practice: Give appropriate language as soon as possible.

1. How do you greet a manager at a business meeting unexpectedly?
2. How do you greet your teacher unexpectedly in a cinema?
3. How do you greet your former classmate unexpectedly?
4. How do you start a conversation with a scholarlike lady?
5. What do you say if there is a seat near you and no one has taken it, but you are not sure if the person next to it has saved it for someone else?
6. It's raining outside and you want to read the magazine which belongs to the boy opposite you.
7. You want to start a talk with a girl who has a pen in her hand.
8. You think the man who sits next to you is somewhat familiar to you.

## Section C: Discussion

Is Money All-powerful?

## Part Three

### Section A: Role Play

Make full use of the given information, then talk in appropriate language.

1. Talking about People in Different Places

Bill asks John whether he knows some people in Beijing, Nangjing, Shanghai