

吉林大学合校纪念版 college

中国大学英语 听说教程

第一册

LISTENING IN

1

& SPEAKING OUT

English

for
Chinese Students



吉林大学出版社

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for Chinese Students

吉林人民出版社

中国大学英语听说教程

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第一册

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序

大学英语是我国高等教育的一门重要的基础课程。无论是培养同现代化要求相适应的数以亿计的高素质劳动者，还是培养数以千万计的专门人才，都离不开对其外语（尤其是英语）运用能力的培养。时代发展趋势、经济发展趋势、科技发展趋势以及知识本身的信息化和市场化的总体趋势，都在使我们不断加快大学英语教学改革步伐。

应当看到，改革开放以来，我国大学英语教学质量和师资水平，都有长足的进步。十年来，我国大学英语四、六级统考成绩不断提高，考试体系引人注目，师资队伍更新换代已经基本完成。然而，我国大学英语教学质量还是跟不上社会发展的要求，这也是一个不争的事实。大学毕业生从中学到大学，学了十年英语，大部分人仍然不具备用英语去阅读、交际的能力，更谈不上用英语去工作的能力。从教育经济学的角度看，这不能不说是教育资源的浪费；至少也是教育资源的低效益使用。造成这种状况的原因很多：有教学指导思想的偏差；有课程设置的失当；有师资水平的不平衡；有教学条件的欠缺等等，然而，大学英语教材体系的种种弊端，也是造成这种英语教学低效益的重要原因。我国现有千余所高等学校，各校教学条件、师资水平和生源差异很大。而一个教学大纲，一种课程模式，一套统编教材，显然既不能满足需要，也是不切实际的。因此，在遵循大学英语教学大纲的基础上，统一教材体系和课程设置的矛盾，在主干教材中加大交际能力培养的比重；在自主教材中培养学生自学能力，走内涵式发展的道路，成为必然。基于此，孙怀庆教授等长期从事大学英语教学的同志提出构建 2+3 中国大学英语教材体系。本体系力求既强调语言知识的传授和研习，又注意英语交际能力的培养和发展，同时既限制教学课时的无限膨胀，又培养学生自主学习的习惯和能力，巧妙地解决教与学、学与考、短期教学与长期应用的矛盾。

首先，本套教材体系符合大学英语教学目标。大学英语教学的目的是培养学生具有较强的阅读能力和一定的听、说、写、译能力，使他们能用英语交流信息。本套教材体系完全贯彻了 1999 年教育部最新颁布的《大学英语教

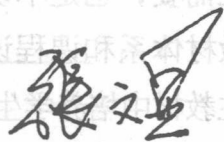
学大纲》对学生的语言应用能力在二个层次上的要求精神，培养学生全方面的英语交际和应用能力。

其次，本套教材体系符合大学英语教学实际。一周4课时的教学量，很难同时完成5种课程任务，导致教师左冲右突，学生无所适从，既浪费了教学资源，也伤害学生的学习热情，其结果是造成学习效益低下。而本套教材体系分课堂主干教材和自主学习教材，目标一致，却分工不同，既给教师发挥主导作用创造了广泛的课堂讲授空间，也给学生保留了自由的课后自学余地，充分发挥了学生是教学的主体作用，培养他们掌握良好的语言学习方法，自觉理解、吸收外国文化素养，提高英语学习效率和效益。

第三，本套教材体系符合中国国情。在我国，英语是在讲汉语的环境中作为一门外语来教的，而不是在英语环境中作为第二语言来教的，因此，不能照搬国外的 TESOL 那套做法。本套教材体系以交际教学法作为基本进路，对其它教学法博采众长，兼收并蓄，从材料选择、体例设计、课堂活动、课后自学、到学业测试全部贯彻培养和发展学生的英语交际能力的教学宗旨，实事求是地采用各种行之有效的方法提高教学效果。

综上，2+3 中国大学英语教材体系是一种先进、合理、实用的教材模式。在庆祝新吉林大学建立之际，谨祝 2+3《中国大学英语》系列教程的出版。这套教程是新吉林大学建立后出版的第一套教材，也是与其它高校联合科研的成果。愿我们各高校之间加强联系、交流和合作，创作具有中国特色的大学英语教材精品，走一条具有中国特色的大学英语教学之路。

吉林大学副校长



前言

Contents

2+3 《中国大学英语》是根据 1999 年教育部最新颁布的《大学英语教学大纲》(高等学校本科用)编写的一套系列教程。所谓“2”是指课堂主干教材:大学英语精读教程和大学英语听说教程;所谓“3”是指学生自主学习教材:大学英语泛读教程、大学英语语法教程、大学英语测试教程。精读、听说教程纳入教学课时,供四个学期使用,其它三种教程以教师指导、学生自学、阶段检测为主,亦在四个学期内同步完成。

本套教材以培养学生具有较强的阅读能力和一定的听、说、写、译能力为宗旨;以体现语言交互活动和激发学生自主学习兴趣的设计为形式;增加内容价值含量,扩大教师的讲授空间,突出学生的学习地位,巧妙地处理了教与学、学与考的关系,追求教学素质、效率和效果的和谐统一。

本套教材具有以下鲜明特色:

1. **中国性:** 大学英语教材的使用环境在中国,所以本套教材遵循中国学生学习英语的规律,照顾中国学生学习英语的习惯,即体现大学英语教材的中国特色。
 2. **大学性:** 大学英语教材的使用主体是大学生,因而本套教材体现了与中学英语教材的衔接性和差异性,充分发挥大学生的自主学习热情,培养大学生的自主学习能力。
 3. **科学性:** 本套教材无论是选材,还是设计都注意思想性、实用性和趣味性,妥善处理了知识性与可思性、系统性与灵活性、可接受性与前瞻性、语言典范和时代气息的关系。
 4. **实用性:** 本套教材体现了课堂教学与课后自学的关系,博采众长,揉进各种先进的语言学习理论和方法,以在最短时间内以最快速度和最高质量把英语教好、学好为目标,把素质教育作为重点,使教师在传授知识、培养能力和提高素质上下大力气,使学生在语言索取、语言应用与语言创造性上协调发展,最大限度地提高大学英语教学的综合效益。
- 全套教材由吉林大学、吉林工学院、长春光学精密机械学院、吉林建筑工程学院合作编写。吉林大学副校长张文显教授,全国大学外语教学指导委员会副主任、全国大学英语四、六级考试委员会委员刘龙根教授对本套教材的设计与编写自始至终给予关心和支持。

《中国大学英语听说教程》由吉林大学、吉林工学院、长春光学精密机械学院合作编写。孙怀庆、李书民、刘淑范、王丽荣教授担任总主编,崔敏、滕玉梅教授担任主审。吉林大学外国语学院副院长伊秀波教授参与了本书大纲的起草和设计工作,并提出了建设性的意见。本教程还承加籍专家 Beaulieu Nicole,美籍专家 David Puckett、Lily Cocks 以及澳籍专家 Nell Rundle 协助审阅。吉林大学出版社英语编辑室的编辑同志在付梓前仔细编审,精心设计,谨此一并致谢。

由于编者水平与经验有限,教材中难免还有不足之处,希望广大教师和学生批评指正。

编者

使用说明

本书为《中国大学英语听说教程》第一册，供大学英语一级学生使用。

本书以《大学英语教学大纲》为编写依据，以语言功能为导向，以培养和发展学生的英语交际能力为宗旨；变说的功能为听的方式，亦即以说的要求构建听的框架和次序；同时遵循“兴趣+应用+应试”的原则，将实用性与知识性融为一体，将应用性与应试性贯穿始终，最终达到听、说结合，听、说交融，听、说能力共同进步和发展，进而促进学生英语通用能力的综合提高。

全书题材广泛，涉及生活、娱乐、卫生、文化、教育、体育、经济、科学、历史等，所选材料覆盖新大纲<功能意念表>所涉及的全部条目，以及<微技能表>所规定的有关听、说能力的要求。全书练习形式丰富多样，听力练习以是非、填空、听写、多选等形式为主，兼顾 TOEFL、CET4&6 等涉及的题型，口语练习以复述、角色扮演、小组讨论为主，力求从多方面训练和提高学生听力理解能力和口语表达能力。全书语言真实、生动、规范，内容新颖、活泼、幽默，信息量大，时代感强，极具知识性和实用性。

本书共十个单元，每个单元设 Part A Listening Activities 和 Part B Speaking Practice 两部分，每五个单元提供一套测验题，可供教师阶段检测学生学习成绩使用。

Part A 包括 Step One Phonetics、Step Two Mini-talks and Dialogues、Step Three Passages，既训练单项听力技能，又训练语篇整体听力技能，在 Step Two 和 Step Three 的每篇材料前，设置 Listening Preparation 一栏，列出单词与短语，并附英语简单解释和语境提示，启发学生观察、思考、记忆和使用。Part B 包括 Step One Speaking Preparation、Step Two Role-play、Step Three Assignment 三项，归纳本单元语言功能与主题表达的方式和手段，设计相关的口语实践活动，激发学生的学习意愿，将学生从被动的语言知识灌输对象变成教学活动的参与者、真正的对话者、成为教学活动的中心人物；而教师则成为课堂活动的组织者、引导者、提供语言方便者，旨在使学生在丰富多彩的语言活动中积极、主动地学习、领会、习得语言知识，掌握交际技能，自我发现并总结语言规律。

本书录音由英、美、澳籍教师录制，语音、语调规范，语速略高于新大纲对一级规定的要求，教师在使用时可视学生实际情况及课时规定灵活调整、掌握。

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Unit 1

Greetings and Introductions

Part A Listening Activities

Step One Phonetics: Sound Recognition

语音 / 40' netiks /

1. Directions: You'll hear one word read from each group. Underline the letter beside the word you hear.

1. A. will

B. wheel

C. well

2. A. place

B. prize

C. price

3. A. Shaw

B. shoe

C. show

4. A. catch

B. cash

C. cage

5. A. Harry

B. carry

C. hurry

6. A. wander

B. winder

C. wonder

7. A. bus

B. base

C. boss

8. A. money

B. funny

C. Tony

9. A. fair

B. fear

C. fire

10. A. luck

B. lock

C. look

II. Directions: You're going to hear five sentences. Repeat the sentence you hear. Then listen again and write the sentence down. Check your answer after you hear the sentence for the third time.

1. He's from Ireland and he's an excellent teacher.
2. Work hard, speak English and Good Luck.
3. He looks surprised at seeing us.
4. It's a great pleasure to meet you.
5. I hope you will have a good time during your stay here.

III. Directions: Listen carefully and complete the paragraph with the words you hear on the tape.

Hi, I'm Mary Deng. I'm (1) 26 years old. I'm a (2) nurse. (3) originally I was from (4) China, but now I'm a(n) (5) American-Chinese. My (6) family immigrated to the United States when I was (7) 12. I graduated (8) from a nursing school (9) three years ago. I'm now working at a (10) hospital in Kearny, New Jersey.

graduated from 毕业

immigrate 移民

emigrate 移出

Import 进口

export 出口

Step Two Mini-talks and Dialogues

I Mini-talks

Mini-talk 1

Listening Preparation

Can you guess the meaning from the context?

1. **pretty** *adj.* You can use **pretty** before an adjective or adverb to mean 'quite' or 'rather'. EG. *It's pretty hard to see how we'll manage.*
2. **homesick** *adj.* If you are **homesick**, you are feeling unhappy because you are away from home. EG. *The smell of the grass made her homesick for her parent's farm.*

Exercise

Directions: Listen to the short talk and answer the questions you hear briefly.

- What's the name of the second speaker?
1. Sam
 2. What does Wendy think of life in ~~England~~ Zealand?
 2. homesick

Mini-talk 2

Listening Preparation

Can you guess the meaning from the context?

get used to I'm sure I'll **get used to** the hard work.

get used to + ing
be
be used to + vt.
used to + vt

Exercise

Directions: Listen to the short talk and answer the questions you hear briefly.

- What does Mother think of London?
1. quite different
 2. Who's Joe's brother?
 2. Dave

Mini-talk 3

Listening Preparation

Can you guess the meaning from the context?

- find** You can use **find** when describing your reaction to something. For example, if you say that you find something frustrating, you mean that you think it is frustrating. EG *I don't find that funny at all.*
- settle down** When someone **settles down**, they start living a quiet life in one place, especially when they get married or buy a house. EG *You should get a job and settle down.*

Exercise

Directions: Listen to the short talk and answer the questions you hear briefly.

- Does Peter Smith like the climate in London?
- no
 - Does Mrs. Brown think Peter can get used to the climate soon?

Mini-talk 4

Listening Preparation

Can you guess the meaning from the context?

fine *adj.* If you say you are **fine**, you mean that you are in good health and quite happy.

Exercise

Directions: Listen to the short talk and answer the questions you hear briefly.

- Is the second speaker a teacher or a student?
- Student
 - What kind of book does the second speaker have?

Mr Hunt: Hello, I'm Sarah. I'm English. I'm forty. I'm a housewife.
Mr Hunt: This is my daughter.
Jane: Hello. I'm Jane. I'm eighteen. I'm a student. I'm English too.

Mini-talk 5

Listening Preparation

Can you guess the meaning from the context?

detective *n.* A detective is someone whose job is to discover what has happened in a crime or other situations and to find the people involved.

Exercise

Directions: Listen to the short talk and answer the questions you hear briefly.

What country does Sarah come from?

1. England

How old is Jane?

2. 18

II. Dialogues

Dialogue 1

Nice to See You

Listening Preparation

Can you guess the meaning from the context?

- patient** *n.* A patient is a person who receives medical treatment from a doctor.
- complain** *v.* If you complain, you express the fact that you are not satisfied with a particular situation. EG Women complain of pressure on them to get jobs... Complete to sb of/about sb
- local** *adj.* means existing in or belonging to the area where you live or work. EG Members are drawn from all sections of the local community.

Peter: Hello, John. Nice to see you. Come in. How are you?

Exercise

John: Fine. Thanks, Peter. And how are you? I expect your patients keeping you busy.
Directions: Listen to the dialogue and write "T" (true) or "F" (false) in the brackets for each of the following statements.

P: Ah, well, I can't really complain. Let me take your coat. There we are well, now. I don't think you've met Ann Paterson, have you? Ann is John Middleton. He's the local schoolteacher.

A: Oh! How do you do? How do you do!

A: Well, that's very interesting. Perhaps you'll be looking after my son. Ann and her family have just moved into the old barn.

1. Peter is probably a doctor. ()

✓ 2. John and Ann haven't met before. ()

✗ 3. Peter and Ann haven't met before. ()

✗ 4. Peter is the local schoolmaster. ()

✗ 5. Ann's son is now a college student. ()

Dialogue 2

Introducing Friends

Listening Preparation

Can you guess the meaning from the context?

invite v. If you **invite** someone to something such as a party or meal, you ask them to come to it. EG *Invite her to the party....*

Exercise

Directions: Listen to the dialogue and choose the right answer to each question you hear.

who is the host?
1. A. Mrs. Parsons.

B. George.

C. Tim.

who is Tim?
2. A. Tim is Jean's son.

✗ B. Tim is George's friend.

C. Tim is Richard's friend.

what is Mr Parson's first name?
3. A. Tim.

B. Burns.