

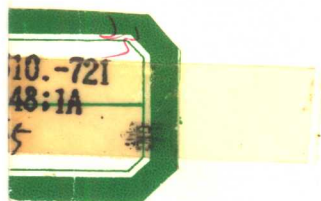
高等学校教材

COLLEGE ENGLISH

大学英语

听力 教师用书

FOCUS
LISTENING
TEACHER'S BOOK



SHANGHAI FOREIGN
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大学英语

听 力

第五册

教师用书

虞苏美 李慧琴(主编)

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上海外语教育出版社

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高等学校教材

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听力(教师用书)

第五册

虞苏美 李慧琴 主编

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前言

《大学英语》是根据国家教育委员会审定批准的《大学英语教学大纲(文理科本科用)》编写的一套系列教材,分精读、泛读、听力、快速阅读、语法与练习五种教程。

本教材重视英语语言基础,从各方面保证文、理科的通用性,适用于大学英语基础阶段的教学。

本教材的精读、泛读、快速阅读和听力教程各按分级教学的要求编写六册,每级一册;语法与练习编写四册,供1—4级使用。精读与听力教程均配有教师用书和录音磁带。对低于大纲规定入学要求的学生,另编预备级精读、泛读教程各两册。

上述五种教程根据各自的课型特点自成体系,但又相互配合,形成整体,以贯彻大纲所提出的三个层次的要求:“培养学生具有较强的阅读能力、一定的听的能力、初步的写和说的能力。”全套教材由复旦大学、北京大学、华东师范大学、中国人民大学、武汉大学和南京大学合作编写,复旦大学董亚芬教授审订。

大学外语教材编审委员会综合大学英语编审组的全体成员对这套教材的设计与编写自始至终给予关注,分工审阅了全套教材并提出宝贵意见。上海外语教育出版社的编辑同志在付梓前仔细编审,精心设计,给予我们很大帮助和促进。

《大学英语》听力教程由华东师范大学大学外语教学部负责编写。虞苏美教授和李慧琴副教授担任主编。杨霞华教授担任主审。

本书为听力教程第五册教师用书。参加编写和录音编制的有关肇远副教授、吴稚倩副教授和武凝秋同志。本教程还承加拿大籍专家 Helen Wright 和英籍专家 Anthony Ward 协助审阅,卞灵恩同志为录音磁带配制了音乐。对所有支持和帮助本书编写的人员和单位以及其他有关人士,我们特在此表示衷心的感谢。

编者

1991年8月

CAF 79/03

使用说明

《大学英语》听力教程 *Focus Listening* 第五、六册除继续遵循一至四册的有关编写指导思想外,还突出以下几点:(一)题材有较大的改变,不再局限于日常生活,更多的是有关语言学习、社会问题、科普知识等方面的内容,体裁以短文为主;

(二)加强说的能力的培养。在保证学生有足够的听力训练的基础上,每课安排适量的说的练习,以逐步提高学生口头表达能力;(三)技能训练由一至四册的单项技能训练转为综合技能训练,强调语篇水平上的听力训练;(四)录音采用部分原声材料,提高了语言的难度和真实感。

本书为第五册,共十五课。七课后有一期中测试,十五课后有一期终测试。每一课教学时间原则上为一课时。

第五册包括教师用书、学生用书和录音磁带。

一、教师用书

1. 每课列出该课的教学目的 (*Teaching Objectives*), 包括对听和说的具体要求;

2. 第一部分为听录音、书面练习和口头练习 (*Part A: Listen, Write and Speak*), 是每课的中心部分。第一、二项练习要求学生边听边做, 不仅从整体上理解材料, 而且抓住某些重要的细节; 第三项练习为口头练习, 要求学生根据所听内容回答问题, 或针对与材料有关的问题进行复述、讨论。

教师可要求学生引用材料的原文, 或鼓励他们用自己的语言抒发己见。

这一部分还包括以下内容: (1) 听力材料的文化背景知识, 供教师参考用; (2) 练习说明、练习题和课文录音的文字材料; (3) 笔头练习的答案。口头练习的答案一般可从材料原文中找到。对一些自由讨论题, 教师可根据课堂教学具体情况, 灵活掌握。

3. 第二部分为学生提供三至五分钟的听力欣赏材料 (*Part B: Listen and Relax*), 内容有歌曲、诗歌、幽默、谜语、绕口令等, 旨在让学生在轻松的语言环境中培养语感, 提高学习兴趣。这部分不计成绩。

4. 第三部分对学生进行听力提高训练 (*Part C: Further Listening*)。形式为一篇短文 (*Mini-talk*) 和五道选择题。根据训练从严的原则, 短文在语言难度和语速上都略超大纲要求, 以培养学生的应试能力。本部分还包括练习答案和录音的文字材料。

二、学生用书

除不包含练习答案、文化背景知识和录音文字外,其基本结构与教师用书相同。此外:

1. 每课列出该课重点训练技能 (*Learning Skills*), 包括听和说的具体要求。
2. 第一部分中列出该部分材料的语言要点 (*Key Language*), 包括单词和句型, 学生对此部分须进行预习。
3. 第一部分的第三项练习为口头练习, 要求学生对所听材料进行复述, 讨论或回答问题。学生可参照所听材料中的内容, 也可根据自己的体会用自己的语言表达。对自由讨论题学生在课前应作必要的准备, 以保证这部分的教学能有效地进行。
4. 每课后设有记分栏, 学生在完成全部练习后, 可根据教师的讲解和评分标准进行自我评估, 并记录在栏内。

三、录音磁带

包括全部课文、练习、练习指导的录音, 正文大部分为原声材料。练习顺序和间歇时间基本按教学要求编排。教师也可根据学生的具体情况, 自行灵活掌握使用。

编 者

1991年8月

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Lesson One

COMMUNICATION

Teaching Objectives

1. Familiarizing the students with the language used in telephone conversations.
2. Helping the students use contextual clues to understand telephone conversations.
3. Allowing the students a chance to make telephone conversations according to given situations.

Part A Listen, Write and Speak

Tape

Hello, Mary Smith Speaking

NOTES

Background Information Unlike Chinese names which are infinitely varied, English first names are chosen from a fixed list. Among the names for males, John, Tom, Bill, David, Paul, Peter, etc. are the commonest, and for females, Mary, Ann, Elizabeth, Jane, Rose, Catherine, etc. These names are used so frequently that within one district (even within one family) there can be several people who bear the same name, and this sometimes causes confusion, especially when people are talking on the phone.

Exercises with Key

1. Directions: You are going to hear a telephone conversation twice. After that you will be asked five questions. Choose the best answer to each question you hear.
(10 points)
 - 1) Who is calling whom?
 - A) Mary calling Marilyn.
 - B) Marilyn calling John Smith.
 - C) Marilyn calling Mary.
 - D) Mary calling John Smith.
 - 2) What does the caller want?
 - A) She wants to make an appointment with Mr and Mrs Smith.

- B) She wants to see John Smith of Harrison Avenue.
 - C) She wants to see John Smith of Harewood Avenue.
 - D) She wants the Smiths to join her this evening.
- 3) What is the probable relationship between Marilyn and John Smith of Harrison Avenue?
- A) Husband and wife.
 - B) Brother and sister.
 - C) Rather intimate friends.
 - D) Strangers.
- 4) Why is Mary upset by the call at first?
- A) Because she does not know the caller.
 - B) Because her husband is not in at the moment.
 - C) Because her plan for the evening is to be spoilt.
 - D) Because she thinks that her husband is not faithful to her.
- 5) Which of the following CANNOT be inferred from the passage?
- A) Marilyn is rather careless.
 - B) Mary is a jealous woman.
 - C) Marilyn is also married to a John Smith.
 - D) John Smith is a common name for men.

Tape

I Can't Get It to Work

Exercises with Key

2. Directions: You are going to hear another telephone conversation twice. After that, try to complete the following statements with what you can get from the context.

(10 points)

- 1) The man calls because he can't get the machine to work.
 - 2) They are talking about how to operate a machine.
 - 3) The man's trouble is that he didn't understand the instructions in the operation manual correctly.
 - 4) The letter 'O' stands for Zero and the letter 'I' stands for 'One'.
 - 5) The man doesn't seem to be quite convinced at the end because he thinks there's a design fault in the machine.
3. Directions: Make a short telephone conversation with your deskmate based on any one of the following situations. Use the expressions you've learned from the tape.
- 1) Your friend is ill. You want to ask about his health.

- 2) You are leaving for Beijing by train. You want to ask about the time of departure / arrival.
- 3) You want to invite your friend Elizabeth Smith (who is a doctor) to dinner. But instead you find yourself talking to the mother of Elizabeth Kent (who is a manager). You realize you've got the wrong number.

Tapescripts

Hello, Mary Smith Speaking

...Hello. Mary Smith speaking... No, John's not in at the moment. Can I take a message? ... No, no, he's not in, I said... Yes, he's at work... Yes, really ...Er...would you like to leave a message? ...All right...Er...Yes, yes, yes I have ... 'Marilyn' will be expecting you this evening at 10:30'. Right, yes, I've got that... That's all right, ...just...just a minute, did you say THIS evening? ...I mean, I didn't know anything about this ...Yes, it IS my business and no, I'm not his sister! I'm his wife, of course...Who are you anyway? I've never heard of any Marilyn... Ohhh! Oh...are you sure you've got the right John Smith? ...574-893... Harrison Avenue... No, not Harewood, Harrison...Oh, you had me worried there for a few minutes. Oh no, don't worry, worry, it's an easy mistake to make...no, no, really... Fine...Goodbye then...Yes? ...Haha? Yes...Bye.

I Can't Get It to Work

...Yeah well, I just can't get it to work... Yeah, I've read them carefully...Three times... Well, the problem is I don't understand all the words. For example, what's the 'Lateral section pump...suction...suction pump switch'? ...Is it? Well, why don't they say 'green switch' then...I'm sorry but I am not an electrician and the book should be written so that anyone can understand what to do...Yeah...Which one? On the top? Yeah, well, it...it was pointing to the letter 'O'. That stands for 'ON', doesn't it? Really? ...But then what does 'I' stand for? ...What do you mean? 'One'? One what? ...Zero? Good grief! You're joking...So if I turn it to 'I' or 'one' as you call it, then...OK, I'll try that ..., but I still think there's a design fault somewhere...If it doesn't go this time, I'll ring you back straight away...Yeah, well, thanks anyway... Goodbye.

Part B Listen and Relax

A Song

It's a Long Way to Tipperary

Directions: Listen to the song 'It's a Long Way to Tipperary'. Supply the missing words and sing along.

It's a long way to Tipperary,
It's a long way to go.
It's a long way to Tipperary,
To the sweetest girl I know.

Goodbye, Piccadilly!
Farewell, Leicester Square!
It's a long, long way to Tipperary,
But my heart's right there.

Notes

1. This is an old Irish song and one of the best known songs of World War I.
2. Tipperary / 'tipə'reəri / : a county in South Ireland
3. Piccadilly / 'pikədili / : a big street in downtown London
4. Leicester / 'lestə / Square: a district in downtown London

Part C Further Listening

Mini-talk

Directions: You are going to hear a short passage. It will be read just once. Listen carefully and choose the best answer to each question you hear. (10 points)

- 1) Why is the United States said to be a telephone land?
 - A) Because telephone charges are cheap there.
 - B) Because public telephones are installed everywhere.
 - C) Because nearly everyone makes great use of the telephone to get things done.
 - D) Both B) and C).
- 2) What can people do with the telephone, according to the passage?
 - A) Send greetings.
 - B) Arrange a party.
 - C) Get a job.
 - D) Buy tickets.
- 3) Who may have a private phone installed without paying a deposit?
 - A) An old age pensioner.
 - B) A person formally employed.

- C) An unemployed citizen.
D) A resident in the U.S.A.
- 4) Which of the following CANNOT be learned from the passage?
- A) Americans always do their shopping by phone.
B) Public telephones can be found along the highways.
C) The telephone company will let you choose your own time to have a private phone installed.
D) The telephone performs an important social role in America.
- 5) What is the main purpose of this mini-talk?
- A) To display American style of living.
B) To describe the multiple uses of the telephone.
C) To explain why the United States is called a telephone land.
D) To tell people where to find public telephones.

Tapescript

The United States is a telephone land. Almost everyone uses the telephone to make or break social engagements, to say their 'Thank you's', to do their shopping and ordering (even from food and drug stores), and to obtain all kinds of information. Telephones save you feet and endless amounts of time—not to mention multiple bus or subway fares!

Different countries put their public telephones in different places. In the U.S. they are so widespread that you will find them in buses and air terminals, railroad stations, stores, hotels, the lobbies of many office buildings, restaurants and in small booths along streets and highways.

It is simple and quick to have a private phone installed. You just call the telephone company and they will come to install it on a special day by appointment, when it is convenient for you. You fill out a form and pay a deposit of some 40 dollars for the phone and, if you are formally employed, you may even be freed from this fee.

TOTAL SCORE: 30 POINTS

Lesson Two

LANGUAGE LEARNING

Teaching Objectives

1. Familiarizing the students with the kind of language used in lectures.
2. Giving the students some practice in note-taking.
3. Allowing the students a chance to talk about their problems in learning English.

Part A Listen, Write and Speak

Tape

Problems Facing Foreign Students

NOTES

Background Information Countries like Britain and the U.S. receive a large influx of overseas students every year. As the medium of instruction is English, every foreign student, no matter what subject he or she may take in study, will have linguistic problems apart from cultural and psychological ones. To help these students, most universities have special advisers who are to assist them in every way all through their courses of study. And each student is under the supervision of a tutor to whom the student can turn for advice of any kind.

In addition, there are many language schools which offer all kinds of short-term courses to help foreign students overcome language difficulties.

Exercises with Key

1. Directions: Listen to the lecture and choose the best answer to each question you hear.
(10 points)
 - 1) What does the lecture mainly discuss?
 - A) Problems in learning English.
 - B) Some of the problems that face learners of English.
 - C) Foreign students' problems in Britain.
 - D) Language problems that face foreign students in Britain.
 - 2) What kind of students is the speaker referring to?

- A) Students learning English.
 B) Foreign students taking academic courses in Britain.
 C) Foreign students taking courses in conversational English.
 D) Students who are psychologically unstable.
- 3) Why do students have difficulties in understanding English speech?
 A) Because they had very little chance to hear authentic English before.
 B) Because they have a limited vocabulary.
 C) Because they find it hard to pronounce English words correctly.
 D) Because they are especially weak in listening and speaking.
- 4) How, according to the speaker, can foreign students learn to speak English fluently?
 A) Express simple ideas.
 B) Think in English.
 C) Speak English as much as possible.
 D) Attend English classes.
- 5) Which of the following statements can be inferred from the passage?
 A) Cultural problems are not too difficult to solve because they are practical in nature.
 B) It is essential for foreign students to get used to a variety of English accents.
 C) The language barrier is the commonest problem facing foreign students.
 D) Translation from one's mother tongue is necessary when one is not able to think in English.

2. Directions: Listen to the three parts of the lecture one by one. Each part will be read twice. As you listen, make notes to help you complete the following charts.

(10 points)

1)

Types of Problems	psychological
	cultural
	linguistic

2)

Possible reasons for foreign students' difficulties in understanding English people	They speak very quickly.
	They speak with different accents.
	They use different styles of speech.

3)

Advice to Students	Attend English classes.
	Use a language lab and listen to English as much as possible.
	Listen to programs in English on the radio and TV.
	Meet and speak with native English-speaking people.

3. Directions: Answer the following questions. You can either use the points you have just learned from the lecture, or speak from your own experiences.

1) What kinds of problems will a student have in a foreign culture?

Use the structure: First (ly), ...

Second (ly), ...

Third (ly), ...etc.

2) What can you do to improve your listening comprehension? (See tapescript)

Tapescript

Problems Facing Foreign Students

Today I'd like to talk about some of the problems that students face when they follow a course of study through the medium of English—if English is not their mother tongue.

The problems can be divided into three broad categories: psychological, cultural and linguistic. The first two categories mainly affect those who come to study in Britain. I'll come to comment only briefly on these two categories and then spend most of the time looking at linguistic difficulties which apply to everyone. Some of the common psychological problems really involve fear of the unknown: for example, whether one's academic studies will be too difficult. Looking at the cultural problems, we can see that some of them are of a very practical nature, for example, arranging satisfactory accommodation. Others are less easy to define.

The largest category seems to be linguistic. Let's look at this in some detail. Most students, in their own countries, will have little opportunity to practise using English. When foreign learners first have the opportunity to speak to an English-speaking person they may have a shock: they often have great difficulty in understanding! I'll just mention three of the possible reasons for this.

First, it seems to students that English people speak very quickly. Second, they speak with a variety of accents. Third, different styles of speech are used. For all of these reasons students will have difficulty, mainly because they lack everyday practice in listening to English people speaking English.

What can a student do then to overcome these difficulties? Obviously, attend English classes and, if a language laboratory is available, use it as much as possible. He should also listen to programs in English on the radio and TV. Perhaps most important of all, he should take every opportunity to meet and speak with native English-speaking people.

In addition, the student probably has difficulty in speaking English fluently. The advice here will seem difficult to follow but it's necessary. Firstly, he must simplify what he wants to say so that he can express himself reasonably clearly. Secondly, he must try to think in English, not translate from his mother tongue. This will begin to take place only when his use of English becomes automatic. Using a language laboratory and listening to English as much