

Listening and Speaking ↗



新空间大学英语
New Frontiers College English

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听说教程 ≈ 1



西安交通大学出版社
XI'AN JIAOTONG UNIVERSITY PRESS

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New Frontiers College English

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总序

在中国,英语的教与学,无论是教师或是学生,不可谓不重视,各方面的投入也很多,然而其效果之差,人皆知之。相当多的人在学了几年英语之后便陷入了一种尴尬的局面:单词认识了不少,语法规则背了不少,可是英语却读不懂,说不出,写不成,无法用英语进行真正的交际,因而由厌倦变灰心,继而最终放弃,不但浪费了宝贵的年华,而且当需要使用英语时又常常会后悔不已。

面对这种情况,作为英语教育工作者,我们一直在探求提高英语教学效果的有效途径,比如如何针对中国学生英语学习的特点和规律,创新教材体系,激发学生和教师的积极性和主动性,营造良好的语言实践环境,促进学生语言综合运用能力的提高。“新空间大学英语”系列教材就是为此所作的一次尝试。

“新空间大学英语”系列教材编写依据是教育部《全国大学英语教学基本要求(课程标准)》,同时参考教育部《高职高专教育英语课程教学基本要求》,并根据发展的需要有一定的前瞻性。

“新空间大学英语”系列教材的对象为大学本科、专科院校非英语专业对英语综合应用能力要求较高的专业及高职高专英语专业等相关专业。

“新空间大学英语”系列教材从中国学生的实际出发,注重培养学生的扎实语言技能,全面提高学生的英语综合运用能力。将英语阅读和交际性相结合,正确处理听、说、读、写、译的关系,听说与读写并重,强调英语教学应从实际出发,博采众长,讲究实效。

“新空间大学英语”系列教材的编写吸收了当代语言学和教学理论研究的最新成果,它是一套开放性的、立体式的现代化教材。其《综合教程》在词汇量等方面略有超越,选取有一定难度的文章来激发学生的学习热情,增加学生的语感,为启发学生深入思考提供充裕的素材,帮助学生提高阅读能力、分析和解决问题的能力。《泛读教程》选材难度控制严格,有助于提高学生的阅读速度,扩大学生的知识面,增强其对英语国家文化的了解。《听说教程》以系统的训练方法帮助学生打牢听说基础,激发学生的学习兴趣,提高学生的整体语言水平。“新空间大学英语”系列教材在教学理念方面走的是综合创新之路,使教师在教学上有更大的弹性,有助于发挥教师的潜力,培养教师的创造力,为教师施展才能提供了广阔的空间,创造出各种新颖的教学法。

“新空间大学英语”系列教材包括:《综合教程》、《泛读教程》、《听说教程》,并配有相关教师参考书。

《综合教程》全书共分四册,每册使用一学期。《综合教程》既继承传统的英语精读的优点,又强调英语语言知识和技能的综合训

总序

练,全面培养学生的听、说、读、写、译的能力。全套教材以阅读材料为主线,配合课文设计了形式各异,内容生动的练习和活动。学生可以把学习过程中获得的信息和语言知识在活动和练习中运用,达到熟练掌握英语的目的。

《泛读教程》全书共分四册,每册使用一学期。其题材广泛,文字新颖,思想性好。旨在使学生通过大量阅读来扩充词汇,提高阅读技能,培养学生获取信息的能力,提高人文素质。

《听说教程》全书共分四册,每一册使用一学期。通过听说能力的综合训练,着重提高学生的听力和口头表达能力,以适应用英语进行交际的需要。

与“新空间大学英语”系列教材配套的教材还有:

《全新英语语法》编写角度新颖,语法体系完整,面向教学需求,重在语言运用,其目的是帮助学习者系统学习语法,打好语法基础,提高语言运用能力。

《全新英语写作》(国家级“十一五”规化教材)力求理论从简,首次提出实践类写作和翻译类写作的观点;强调写作实践和表达能力的培养,使学生在例文分析和仿写的过程中学会根据不同的目的而采用恰当的语篇体裁和写作技巧,从而达到准确地表达思想,流畅地进行交际。

《全新英语语音》从中国人学习英语语音的难点和特点入手,将语音学习与英语听力、口语和语法、词汇结合起来。本书教学设计新颖,练习多样,生动活泼,实用高效,有助于学生积极参与课堂活动和教师组织教学,使学生学会用地道的语音语调进行自然流畅的交际。

本系列教材是解放军外国语学院英语教师和其他大专院校的教师通力合作的成果。西安交通大学出版社对教材的编写和出版投入了很大的力量,给予了大力的支持,解放军外国语学院音像出版社总编赵小江同志作了大量的前期工作。对此,我们全体编写人员表示衷心的感谢。

本系列教材的编者怀着为中国英语教学尽力的心情,编写了这套教材。教材的编写是一项开创性工作。由于我们经验不足,水平有限,缺点在所难免。我们诚挚地希望广大师生和读者提出批评和建议,使本教材在今后的修订中得到进一步完善。

丛书总主编

2007年3月

前言

《听说教程》是“新空间大学英语”系列教材的主干教材之一。其以系统的训练方式帮助学生打牢听说基础、激发学生的学习兴趣、提高学生的整体语言水平。

本教程由四册组成,每单元均以专题形式出现,其中第一、二册主要涉及听力基本技能训练与常见生活场景;第三、四册则涉及交际中谈论最为频繁的专题。教程具有如下特点:

编材理念新颖。长期以来,听力在英语教学中一直处于从属地位,无法与阅读相提并论。听力教学的主要目的在于训练学生的连续语流识别、理解能力。本教程的编写贯彻了“以听为学”的教学理念,强调将听力作为一种主要的认知渠道。

单元结构合理。每单元由课堂教学板块(Guided Listening)与自主学习板块(Home Listening)组成。前者又可细分为:Warming up, Listening Tasks, Speaking Tasks 以及 Enjoy English 四个子板块。课堂教学与课后自学紧密结合。

Warming up 的侧重点在基础阶段(一、二册)与提高阶段(三、四册)各不相同。基础阶段中 Warming Up 主要提供听力基础技能训练(如数词、连读、省音、辨音、基本句式、语气语调等),提高阶段则通过多种练习使学生充分进入状态,熟悉本单元题材及关键词汇。

Listening Tasks 由三篇专题对话及段落构成,难度逐渐提升,题型上强调先设置宏观理解题,后设置微观细节题,以精听的方式帮助学生理解、认知。在三四册中,随着材料难度的增大,教程还针对各篇材料的重点、难点表达法设置了词汇听力练习,使得学习者得以在辨听本篇材料之前建立/巩固关键表达法语义与读音的联系,更为高效地对新词汇进行全方位的认知。

在 Home Listening 中,我们提供了模拟试题以帮助学生巩固已学习的知识和技能,达到更好的学习效果。模拟试题内容与本单元主题相关,同时在练习形式上考虑到各种考试的题型特点。

突出交际功能。本教程1至4册的每一单元都有与难度相当的长对话,题材多性,听说结合,激发学习者交际的欲望和兴趣。

此外,教程通过每单元的 Speaking Tasks 板块提供相关主题的常用口语

前言

表达法列表、词汇扩展列表,并设置了替换练习、会话模板,以及一系列的双人/多人口语产出任务,以帮助学生固化日常交际场景中的会话模式,掌握关键词汇与表达法。

各册选材内容与题材以及题型设置遵循了渐进性、多样性以及系统性的原则。以 Home Listening 为例,《听说教程(1)》为基本的单句理解与短段落理解;《听说教程(2)》为短对话与长段落理解;《听说教程(3)》和《听说教程(4)》则过渡到长对话、段落理解以及复合式听写。

本教程每册的平均录音时数远超过现有同类教材的水平,为教师灵活安排课堂教学,把握学生课外自习内容与进度提供了良好的条件。除每册 15 个单元以外,各分册均配有两套综合听力试题,教师可根据课程灵活安排在课内或课外完成。

本教程由解放军外国语学院英语系听力教研室牵头,并与其他大专院校的教师合作。美籍专家 Jon Showalter 为本教程编写部分专题对话。谨此一并致谢。

编者

2007 年 3 月

目 录

Unit 1

Greetings and Introductions 1

Unit 2

Talking About Other People 7

Unit 3

Daily Activities 13

Unit 4

Time 18

Unit 5

Weather 24

Unit 6

Finding the Way 31

Unit 7

Seeing a Doctor 38

Unit 8

Telephoning 45

Unit 9

Shopping 52

Unit 10

Foods and Drinks 59

Unit 11

Making Reservations 67

Unit 12

Family 74

Unit 13

Friendship 81

Unit 14

English Study 88

Unit 15

Hobbies 95

Tests 102

Tapescripts and Suggested Key to Home Listening

1

Greetings and Introductions



Guided Listening

SECTION A Warming Up

Directions: Listen to the recording once and choose the right word you hear in the sentence.

- | | | |
|-------------|----------|------------|
| 1. A. Miss | B. Mrs. | C. Mr. |
| 2. A. 1914 | B. 1940 | C. 1941 |
| 3. A. can | B. can't | C. cannot |
| 4. A. 20th | B. 28th | C. 21st |
| 5. A. Mary | B. marry | C. married |
| 6. A. Black | B. Blake | C. Blade |
| 7. A. is | B. isn't | C. ace |

- | | | |
|------------|---------|---------|
| 8. A. set | B. sad | C. said |
| 9. A. bill | B. beer | C. peer |
| 10. A. Ann | B. Anna | C. and |

SECTION B Listening Tasks

Words to Know

- | | |
|--|-----------|
| 1. fax /fæks/ <i>n. vt.</i>
fax machine | 传真
传真机 |
| 2. convenient /kən'vi:njənt/ <i>adj.</i> | 便利的, 方便的 |

Task 1

Directions: Listen to the dialogue once and fill in the blanks.

Lucy: Good morning, Paul.

Paul: _____, Lucy.

Lucy: _____?

Paul: I'm very well, thank you. And how are you?

Lucy: _____. Where are you going?

Paul: I'm going shopping. And you?

Lucy: I'm going home. Oh, you must come over and see me sometime. I'd like you to _____.

Paul: That's _____. I'd be pleased to come.

Task 2

Directions: Listen to the dialogue once and fill in the blanks.

Smith: Good evening, Mr. Wu.

Wu: _____, Mr. Smith.

Smith: _____ my wife, Mary?

Wu: No, I haven't had the pleasure.

Smith: Mary, _____, my new Chinese friend.

Mary: How do you do, Mr. Wu? _____.

Wu: _____?

Smith: Have a glass of wine, Mr. Wu, and _____ to some of my guests.

Wu: Thank you.

Task 3

Directions: Listen to the dialogue once and choose the right answer to

the questions you hear.

1. A. Friends. B. Classmates.
C. Colleagues. D. Teacher and student.
2. A. In Ms. Kelsey's office. B. In a classroom
C. At Ms. Kelsey's home D. In Mr. Kelsey's office.
3. A. An office manager. B. A secretary.
C. The boss. D. A computer programmer.
4. A. Susan and Olive know each other well.
B. Susan and Olive haven't met each other before.
C. There is a fax machine in the office.
D. There isn't much work to do in the office.

SECTION C Speaking Tasks

Useful Expressions for Greetings and Introductions

Greetings
<ol style="list-style-type: none"> 1. Good morning/afternoon/evening. 2. How are you (doing)? 3. What's new (with you)? 4. How's it going? 5. How's everything? 6. How do you do? 7. Nice/good to meet you. 8. It's a pleasure meeting you. 9. I'm glad to know you.
Making Introductions
<ol style="list-style-type: none"> 1. My name is (John Henry). 2. I'm (Li Ming). 3. Allow me to introduce myself. My name is (Steven). 4. May I introduce/present (Mr. Li) to you? 5. I'd like to introduce (Mr. Li) to you. 6. Come and meet (Mr. Li). 7. This is (Mr. Li). 8. Do you know (Mr. Li)? 9. Have you met Ted? 10. He's the head of our department/dean of the English department/dean of education/director of this office/human resource manager.



Pair work

Directions: Listen to the dialogues and repeat after the recording. Practice the dialogues with your partner(s), playing the role of A, B or C. Then work with your partner(s) to create your own dialogues by replacing the underlined parts with your own words.



Task 1

- A: Mary, this is Joe's brother David.
 B: I'm very glad to meet you.
 C: It's a pleasure to meet you.
 B: How do you like Texas so far?
 C: It's really different from what I expected.
 B: Don't worry. You'll get used to it in no time.



Task 2

- A: Hi, Mary.
 B: Hi, Peter. How are you doing?
 A: Fine, thanks. And you?
 B: Just fine. Peter, I'd like you to meet my classmate, Jim White.
Jim, this is my friend Peter Brown.
 A: Hello, nice to meet you.
 C: Nice to meet you, too.

SECTION D Enjoy English

Directions: Study the following idiom or proverb, repeat after the recording and try to remember what it means.

Be all ears (全神贯注地倾听)

It means being very interested in what someone is about to say. If you *are all ears*, you are eager and ready to listen to what someone is going to say.

Examples:

- Now tell us all about your adventures in Africa last summer.
I'm *all ears*.
- When the president started his speech, he found everyone listening, *all ears*.

Home Listening**SECTION A Statements**

Directions: *In this part, you are going to hear 10 short statements. Each statement will be read just once. After you hear a statement, there will be a pause. During the pause, you must read the four suggested answers marked A, B, C and D and choose the one which is the closest in meaning to the sentence you have just heard. Now listen carefully.*

1. A. Tom doesn't like Jerry. B. Jerry doesn't like Bob.
C. Bob doesn't like Tom. D. Tom doesn't like Bob.
2. A. Sherry has Susan's jacket. B. Susan's jacket is on the table.
C. Susan has Sherry's jacket. D. Sherry's jacket is on Susan's.
3. A. Eight people came. B. Seven people came.
C. Eleven people came. D. Nine people came.
4. A. Daniel was singing. B. Jill left.
C. Daniel left. D. Betty was singing.
5. A. They cost \$ 15.00 altogether. B. They cost \$ 9.00 altogether.
C. They cost \$ 7.00 altogether. D. They cost \$ 6.00 altogether.
6. A. He was gone two hours. B. He was gone seven hours.
C. He was gone six hours. D. He was gone five hours.
7. A. May hit Robin. B. Robin hit Jack.
C. Jack hit May. D. Robin hit May.
8. A. Physics is interesting. B. Mary is not interesting.
C. Physics is not interesting. D. Mary is interested.
9. A. He stole Kevin's wallet. B. Joe or Kevin stole his wallet.
C. Joe stole Kevin's wallet. D. Somebody stole Joe or Kevin's wallet.
10. A. Jim hit the car. B. The basketball hit Jim.
C. Jim hit the basketball. D. The car hit Jim.

SECTION B Passage

Directions: In this part, you are going to hear a paragraph about appropriate ways of making introductions. Listen to it once and choose the right answer to each of the following questions.

1. When a man and a woman meet for the first time, you should
 - A. introduce the man to the woman
 - B. introduce the woman to the man
 - C. let them introduce themselves to each other
2. In a company, introductions are based on
 - A. a person's age
 - B. a person's rank or position in the company
 - C. how long a person has been in the company
3. If you introduce the managers of two departments to each other, you should
 - A. introduce the one you know less well to the one you know better
 - B. introduce the one you know better to the one you know less well
 - C. introduce the older one to the younger one

2

Talking About Other People



Guided Listening

SECTION A Warming Up

Directions: Listen to the recording once and choose the right word you hear in the sentence.

- | | | |
|--------------|-------------|-----------|
| 1. A. red | B. read | C. rid |
| 2. A. sand | B. sent | C. send |
| 3. A. box | B. book | C. bag |
| 4. A. eight | B. eighteen | C. eighty |
| 5. A. seat | B. site | C. sit |
| 6. A. bought | B. brought | C. got |