

# 大学英语听说教程

总主编 田建国 本书主编 刘美岩 主审 辛柯

教师用书第三册



国防工业出版社  
National Defense Industry Press

# College English Listening and Speaking Course 大学英语听说教程

Teacher's Book



总 主 编 由建国  
本书主编 刘美岩  
主 审 辛 柯

国防工业出版社

· 北京 ·

## 图书在版编目(CIP)数据

大学英语听说教程. 第三册 / 田建国主编; 刘美岩分册主编. —北京: 国防工业出版社, 2005. 8

教师用书

ISBN 7-118-03961-6

I. 大... II. ①田... ②刘... III. 英语-听说  
教学-高等学校-教学参考资料 IV. H319.9

中国版本图书馆 CIP 数据核字(2005)第 059196 号

国防工业出版社出版发行

(北京市海淀区紫竹院南路 23 号)

(邮政编码 100044)

国防工业出版社印刷厂印刷

新华书店经售

\*

开本 850×1168 1/32 印张 4 $\frac{3}{4}$  122 千字

2005 年 8 月第 1 版 2005 年 8 月北京第 1 次印刷

印数: 1—2000 册 定价: 45.00 元(含磁带)

(本书如有印装错误, 我社负责调换)

国防书店: (010)68428422

发行邮购: (010)68414474

发行传真: (010)68411535

发行业务: (010)68472764

## 编者名单

总主编 田建国

本书主编 刘美岩

主审 辛柯

副主编 王莉 常秦

编者 杨惠英 常秦 刘美岩 王莉

# 前 言

为了适应新的英语教学的需要,配合当前的大学英语教学改革,贯彻新大纲提出的“听、说”领先原则,培养面向新世纪的英语实用人才,我们特意编写了这套《大学英语听说教程》,旨在全面提高学生的听力能力和口头表达能力。本教程是一套专门为提高大学生英语听力和口语而编写的教材,全书共4册,每册由16个单元组成。每册自成一体,但同时又相互连贯,互为整体。本套教程以学生为中心,由浅入深,由单句到篇章,循序渐进,既注重听力的训练,又注重口语的提高,听说结合,非常适合课堂教学使用。

本书为该套教材的第三册的教师用书,与学生用书配合使用,按主题教学模式编写,由16个单元组成,每单元分为5部分。第一部分为听、说热身,涉及主题的常用词汇。第二至第四部分是围绕主题不同侧面的听力短文。为帮助大家理解,我们还设计了丰富多样的听力练习,如重点信息填空、正误判断、信息匹配连线、简答、多项选择等形式。通过扎实的练习,必将提高听者对听力材料的分析、归纳、判断和推理能力。第五部分设计了有趣的口语练习。口语部分由两块组成。第一块模仿全国大学英语四、六级口试的形式,1~6单元为围绕本课主题的简答题,要求学生在听过该主题的各种信息的基础上,能用提示的句型、信息回答4~5个基本问题。7~10单元为图片或图表描述,并附有图描的方法及常用句型介绍。11~16单元为讨论及辩论,同时介绍了讨论及辩论时常用的句型及表达方法如:如何发表意见和看法、如何对意见

和看法做出反应、如何说服他人、如何征求意见、如何表示赞成或反对等。为增加趣味性,提高学生的听说兴趣,口语的第二块为科幻小说“日内瓦医生”连听后根据小说情节回答问题及复述故事。

本教材选用的主题以反映现实生活为主,内容涉及教育、音乐、美术、家庭生活、社会问题、科学技术、工作、假日、环保、时装、通信、体育运动、市场营销等日常生活话题,紧跟时代步伐,贴近大学生生活,寓信息、知识、趣味、实用于一体。另外,本教材在选材上注意语言的规范性及材料的新颖性。

由于作者水平有限,书中难免有所纰漏,敬请读者指正。

编 者

2005 年 4 月

## 内 容 简 介

本书是《大学英语听说教程》学生用书第三册的配套用书,提供原书练习的参考答案和全部文字材料。全书按主题教学模式编写,由 16 个单元组成,每单元分为听说热身、听力短文、口语练习等 5 部分。本书选用的主题以反映现实生活为主,内容涉及教育、音乐、美术、家庭生活、社会问题、科学技术、工作、环保、时装、通信、体育运动、市场营销等,紧跟时代步伐,贴近大学生活,寓信息、知识、趣味、实用于一体。另外,本教材在选材上注意语言的规范性及材料的新颖性,非常适合于课堂教学。

## Table of Contents

<b>Unit 1</b>	<b>Marketing and Advertising</b> .....	<b>1</b>
<b>Unit 2</b>	<b>Holiday</b> .....	<b>10</b>
<b>Unit 3</b>	<b>Job</b> .....	<b>18</b>
<b>Unit 4</b>	<b>Communication</b> .....	<b>27</b>
<b>Unit 5</b>	<b>Social Problem</b> .....	<b>37</b>
<b>Unit 6</b>	<b>Political Events</b> .....	<b>46</b>
<b>Unit 7</b>	<b>Disaster</b> .....	<b>53</b>
<b>Unit 8</b>	<b>World Organizations</b> .....	<b>63</b>
<b>Unit 9</b>	<b>Education</b> .....	<b>73</b>
<b>Unit 10</b>	<b>Music and Arts</b> .....	<b>82</b>
<b>Unit 11</b>	<b>Science and Technology</b> .....	<b>91</b>
<b>Unit 12</b>	<b>Environmental Protection</b> .....	<b>100</b>
<b>Unit 13</b>	<b>Family Life</b> .....	<b>110</b>
<b>Unit 14</b>	<b>Food and Health</b> .....	<b>120</b>
<b>Unit 15</b>	<b>Fashion</b> .....	<b>128</b>
<b>Unit 16</b>	<b>Sports World</b> .....	<b>137</b>



# Unit 1

## Marketing and Advertising

### Part I Warming-up Exercises

#### Exercise 1

manufacturer	client
clerk	consumer
merchant	businessman
dealer	grocer
company	customer
corporation	firm
brand	commercial
product	

#### Exercise 2

**Directions:** *Listen to a joke and write down the missing words you hear from the tape.*

#### The Effectiveness of Advertisement

Some businessmen were talking about advertising on TV excitedly. As none of them had ever done it before, everyone had his point of view. At this moment, Mr. Grey arrived. He was a car

dealer and once placed an advertisement on TV. "What are you talking about?" Mr. Grey asked. "Does advertisement work?" One of the businessmen asked. "Oh, yes, it works very fast." Mr. Grey said. "I once advertised for my lost dog and offered a reward of \$100." "Did you get your dog back?" "No, but that very night, three of my cars were stolen."

## Part II

### Exercise 1

**Directions:** *Listen to the passage carefully and answer the following questions.*

#### Advertising

Very few businesses today can survive without advertising of some kind. Even the smallest shop relies on the word-of-mouth advertising done by satisfied customers. However, in the market economy is dominated by cut-throat competition and aggressive sales. The ultimate goal of all advertising in the market economy is to create a demand for specific products or services in order to sustain profits and economic growth.

Because they are ultimately designed to sell, advertisements frequently raise a number of moral issues. In many cases, dishonest or false claims are used to seduce the consumer into buying the product. Attractive and good ads do not necessarily mean that the product itself is of good quality. Should actors or other people agree to participate in ads for products they know nothing about or that they know of questionable value? Should advertising be controlled or regulated so as to prevent dishonest claims? Should advertising aimed at

children be carefully monitored?

Given the sophistication of advertising in today's market economy, it is important that consumers understand how advertising works and the tactics it uses to deceive or to convince them. Part of consumer education involves learning how to "read" ads. In other words, consumers of all ages should not only learn to appreciate the beautiful or the clever aspects of ads, but also realize the deceptive and misleading characteristics. Nowadays, no consumer can afford to remain ignorant of advertising practice.

**Answers:**

1. The ultimate goal of all advertising in the market economy is to create a demand for specific products or services in order to sustain profits and economic growth.
2. Today's advertisements frequently raise such moral issues as dishonest or false claims.
3. Dishonest or false claims are used to seduce the consumer into buying the product.
4. Consumers understand how advertising works and the tactics it uses to deceive or to convince them.

## **Exercise 2**

**Directions:** *Listen to the passage again and decide whether the statements are True or False.*

**Answers:**

1. T    2. F    3. F    4. T    5. F    6. T

## **Part III**

### **Exercise 1**

**Directions:** *Listen to the passage carefully and match dates into*

*column A with events in column B. The first has been done for you.*

### **Creation of Coca-Cola**

On May 8, 1886, Coca-Cola was invented by Dr. John Stith Pemberton, a pharmacist from Atlanta, Georgia. He concocted the Coca-cola formula in a three-legged brass kettle in his backyard. The name was a suggestion given by his bookkeeper Frank Robinson. Being a bookkeeper, Robinson also had excellent penmanship. It was he who first scripted "Coca-Cola" into the flowing letters which has become the famous logo of today.

The soft drink was first sold to the public at the soda fountain in Jacoby'Pharmacy in Atlanta. About nine servings of the soft drink were sold each day. Sales for that first year added up to a total of about \$50. The funny thing was that it cost Pemberton over \$ 70 in expenses, so the first year of sales was a loss.

In 1891, Asa Candler was the owner of the five-year-old Coca-Cola business. He personally oversaw the mixing of every drop of syrup. The secret formula was dubbed "7X" and was only shared with a handful of his most trusted associates.

A short three years later, thanks to some inventive advertising, Coca-Cola had made its way into every state of US. A candy shop operator in Mississippi started bottling this soft drink in the rear of his shop so that people were able to take their refreshment wherever they went.

In 1899, large-scale bottling was started by two entrepreneurs who for a dollar bought the rights to bottle and sell Coca-Cola across the United States. That operation was the forerunner of the largest, most widespread production and distribution network.

## Answers:

A	B
On May 8, 1886	large-scale bottling was started by two entrepreneurs
In 1887	Asa Candler was the owner of the five-year-old Coca-Cola business
In 1891	Sales were added up to a total of about \$ 50 but the expenses were \$70
From 1894	Coca-Cola had made its way into every state of US
In 1899	Coca-Cola was invented by Dr. John Stith Pemberton

## Exercise 2

**Directions:** *Listen to the passage again and summarize how Coca-Cola became a world famous brand by filling blanks.*

On May 8, 1886, Coca-Cola was invented by Dr. John Stith Pemberton, a pharmacist from Atlanta, Georgia. He concocted the Coca-cola formula in a three-legged brass kettle in his backyard. The name was a suggestion given by his bookkeeper Frank Robinson. Being a bookkeeper, Robinson also had excellent penmanship. It was he who first scripted "Coca-Cola" into the flowing letters which has become the famous logo of today.

In 1891, Asa Candler was the owner of the five-year-old Coca-Cola business. He personally oversaw the mixing of every drop of syrup. The secret formula was dubbed "7X" and was only shared with a handful of his most trusted associates.

A short three years later, thanks to some inventive advertising, Coca-Cola had made its way into every state of US. A candy shop operator in Mississippi started bottling this soft drink in the rear of his shop so that people were able to take their refreshment wherever they went.

In 1899, large-scale bottling was started by two entrepreneurs who for a dollar bought the rights to bottle and sell Coca-Cola across the United States. That operation was the forerunner of the largest, most widespread production and distribution network.

## Part VI

### Exercise 1

**Directions:** *Listen to the passage carefully and answer the following questions.*

#### Potato Chip

Just five one-hundredths of an inch thick, light golden in colour and with a perfect "saddle curl." The Lay's potato chip seems an unlikely weapon for global domination.

But its maker, Texas-based Frito-Lay, thinks otherwise. "Potato chips are a snack for the world," said Salman Amin, the company's head of global marketing. Amin believes there is no corner of the world, no race or tribe that can resist the charms of a Frito-Lay potato chip.

The company's research has shown that when given a choice between their local snack and a Frito-Lay chip, consumers in most countries will choose the chip.

Putting its findings into practice, Frito-Lay has expanded on all five continents by buying up local snack makers or defeating them

with its marketing expertise and sheer size.

**Answers:**

1. Its thickness, color and shape make it one of the best snacks in the world.
2. He is the company's head of global marketing.
3. It has found that consumers in most countries will choose the chip between their local snack and a Frito-Lay chip.
4. It bought up local snack makers or defeated them with its marketing expertise and sheer size.

**Exercise 2**

**Directions:** *Listen to the passage again and fill in the blanks.*

Just five one-hundredths of an inch thick, light golden in colour and with a perfect "saddle curl." The Lay's potato chip seems an unlikely weapon for global domination.

But its maker, Texas-based Frito-Lay, thinks otherwise. "Potato chips are a snack for the world," said Salman Amin, the company's head of global marketing. Amin believes there is no corner of the world, no race or tribe that can resist the charms of a Frito-Lay potato chip.

**Part V Speaking Activity**

**Exercise 2**

**Directions:** *In this section, you are going to listen to a very interesting story serial named "Frankenstein". Now listen to the first part of the story and then do the following exercises.*

Captain! Something is moving on the ice. look over there!

The sailor stood at the top of the mast, high above the Captain. His hand pointed away from the ship, across the miles of ice that covered the sea.

The Captain looked to the north, where the sailor was pointing. He saw something coming fast towards the ship across the ice. He put his telescope to his eye, and through it he could see the shapes of ten dogs pulling a sledge over the ice. He could also see the driver of the sledge—a huge figure, much bigger than a man. The sledge came nearer and nearer to the sea. Soon it was only a quarter of a mile from the ship. No one needed a telescope now to see the huge figure of the driver.

Suddenly the sledge went behind a mountain of ice and disappeared. At that moment another sledge appeared. It, too, was moving fast, and was clearly chasing the first sledge. This driver was a smaller figure, more like an ordinary man. Faster and faster the dogs ran; then the second sledge also disappeared behind the mountain of ice.

Two hours passed. The sledges did not appear again. Nothing moved on the ice. Soon night came, and in the night there was a storm. In the morning, the sailors saw that great pieces of ice were floating round the ship. Suddenly the sailor on the mast shouted again:

“Captain, I can see a man on the ice.”

The sailor was pointing to a piece of ice that was floating near the ship. A man was sitting on the ice, and near him was a broken sledge. The man was nearly dead from cold and could not walk. The sailors carried him carefully onto the ship, and took him to the Captain, who said: “Welcome to my ship. I am the Captain and my



name is Robert Walton.” “Thank you, Captain Walton,” the man said. “My name is Frankenstein, Victor Frankenstein.” Then he fainted and said no more.

Two days passed before the man was strong enough to talk and then the Captain asked him to tell his story.

“I am trying to catch someone,” said Frankenstein. “That is why I have come so far north on the ice. ”

“We saw you following someone,” the Captain said. “He was huge, much bigger than a man. We saw his sledge just in front of you on the night before the storm.”

“I am pleased you all saw that huge figure,” Frankenstein said. “Perhaps that will help you to believe my story.”

During the days, while the Captain worked on the ship, Frankenstein wrote down his story, and each evening he read what he had written to the Captain.

Here is Victor Frankenstein’s story. (to be continued)

**Answers:**

1. He was a huge figure, much bigger than a man.
2. He looked like an ordinary man.
3. They saw a man on the ice.
4. He was nearly dead from cold.
5. The man’s name is Victor Frankenstein.