

大学英语听说教程

总主编 田建国 本书主编 侯勤弟 主审 辛柯

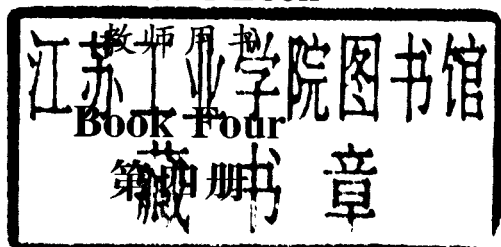
教师用书第四册



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

Teacher's Book



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主 审 辛 柯

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编者名单

总 主 编 田建国

本书主编 侯勤弟

主 审 辛 柯

副 主 编 蒲冬梅

编 者 卜雅婷 许霄羽

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,我们特意编写了这套《大学英语听说教程》。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。

本书为第四册的教师用书,适合掌握4000个以上英语词汇以及相关词组的英语学习者,可用于巩固和提高,自测练习以及考前训练。

本书共16个单元,每个单元主要内容由5个部分组成。

第一部分:按表格提示填入所缺内容。该部分侧重于数字的训练,信息较单一,易于入手。所听材料字数各为200个左右。

第二部分:正误判断。要求使用者先阅读选项,然后根据所听内容进行判断。该部分训练对较复杂信息的综合分析能力。所听材料字数为500个左右。

第三部分:听短文选择答案。共3篇短文,字数各为500个左右,侧重于记忆训练。

第四部分:简答题。听较长篇幅的录音,写出所给问题的答案,训练使用者较强的记忆力和较高的综合分析能力。所听材料

字数为 700 个左右。

第五部分:原声听力赏析。通过听著名演说、精彩的对话和优美的文章提高使用者对英语的兴趣,扩展视野。所听材料字数为 700 个以上。

本书在四、六级听力考试的基础上,参考了近几年 MBA 入学考试、全国英语等级考试(第五级)、非英语专业研究生入学考试听力部分的出题形式;增加了听力欣赏和一定的口语训练。覆盖面广,训练力度大。

由于作者水平有限,加之时间仓促,书中难免有不妥或错误之处,恳请批评指正。

编 者
2005 年 4 月

内 容 简 介

本书是《大学英语听说教程》学生用书第四册的配套用书,提供原书练习的参考答案和全部文字材料。全书共 16 个单元,每单元包括正误判断、简答题、听短文选择答案、原声听力赏析等 5 部分。本书在四、六级听力考试的基础上,参考了近年 MBA 入学考试、非英语专业研究生入学考试、全国英语等级考试(第五级)听力部分的出题形式,覆盖面广,训练力度大,非常适合于课堂教学使用。



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Unit 1

Part I

Exercise 1

Directions: *You will hear two people talking about taking out warranty insurance for some of their household goods. Listen to it and fill out the table the information you've heard for questions 1—5. Some of the information has been given to you in the table. Write no more than two words in each numbered box. You will hear the recording twice. You now have 25 seconds to read the table below.*

Sarah: What about this insurance then, Morris?

Morris: What insurance?

Sarah: You know, the warranty.

Morris: Warranty? What warranty?

Sarah: Don't you ever listen! This warranty covers all kinds of household things... things like... TVs and fridges... that kind of thing. It's an extra cover... a kind of insurance... in case anything goes wrong.

Morris: None of our things are going wrong, are they?

Sarah: Well, not at the moment, but you never know. Our new

television is only guaranteed for a year, so, if anything goes wrong with it after that, we'll have to pay for the repairs.

Morris: Well, nothing ever went wrong with the old black-and-white one and we had that for years.

Sarah: Yes, but repairs to color TVs can be expensive. If we pay to extend the warranty now, it'll probably work out cheaper in the long run.

Morris: How much does it cost?

Sarah: Let's see... a color television over 18...25 pounds.

Morris: Hmm. You could practically get a secondhand one for that. Come on then, hand the form over and let's have a look. Yes... fridge, ovens, cookers, hobs... Strange that... television sets don't break down that often and it costs that much.

Sarah: Now let's fill in the form.

Morris: Where's my pen?

Sarah: In your pocket.

Morris: Oh, yes, so it is. Right now, name. Mr. M. Lewis.

Sarah: 27 Abbey Road, London NW1.

Morris: I do know my own address, dear.

Sarah: All right, I was only trying to help.

Morris: Well, go and see when we bought the television... the guarantee should be in the desk in the study, and the original warranty was for one year, I think.

Sarah: I've got the dates of purchase: the TV was on 10 August 2002.

Morris: Right. What make is the television?

Sarah: It's a Philips. . . a Philips 2000. Don't forget to tick in the box for the thing we want insured.

Morris: I'm not quite stupid. Throw the check book over, dear, and go and make a nice cup of tea. . .

Answers:

1. color TV 2. Philips 3. 2000 4. one year 5. 25 pounds

Exercise 2

Directions: *For questions 1—5, you will hear a passage on Messages from the Media. While you listen, complete the sentences or answer the questions. Use no more than 3 words for each answer. You will hear the recording twice. You now have 25 seconds to read the sentences and questions below.*

Messages from the Media

The weather forecast, a story about the candidates in an election, and movie reviews are examples of messages from the media. A communication medium, of which the plural form is media, is a means of communicating a message. Examples of media are television, radio, newspapers and books and the telephone. The media that can reach many people at once are called mass media.

It is not difficult to think of other messages we receive through the mass media. Every day we get hundreds of them. Think about advertisements, for example. We see and hear these messages almost everywhere we go. Advertisements are important messages, even though they are sometimes annoying. They help us compare and evaluate products.

Most of us get more information from the media than from the classroom. Think, for a moment, about how you learn about local

news and events. Do you depend on other people or the media? What about international news? What is the most important source of information for you? People who are asked this question usually answer, "Television".

Think of all the messages you received today. Perhaps you read a newspaper during breakfast, or maybe you read advertisements on billboards on your way to school. Did you listen to a weather forecast or the sports news on the radio this morning?

We use the information we get from radio, television, newspapers, and other media to make decisions and form opinions. That is why the mass media are so important. Editorials and articles in newspapers help us decide how to vote, consumer reports on television help us decide how to spend our money, and international news on the radio makes us think and form opinions about questions of war and peace.

Education also plays an important role in the mass media. Students study current events with the help of newspapers, and foreign languages are learned from radio and TV all over the world. In schools and universities students hear lectures that have been video-recorded. Although the media are sometimes controversial, it would be difficult to get along in our world without the newspaper, radio, or TV.

Answers:

1. mass media 2. Editorials and articles 3. compare and evaluate
4. Consumer reports 5. Television

Part II

Directions: *You will hear a report on the use of laptop computers*

in planes. As you listen, answer questions 1—10 by circling True or False. You will hear the passage only once. You now have 60 seconds to read questions 1—10.

Ten years ago, it was unusual to see people in a plane working on laptop computers. Now they are everywhere—along with the odd few making phone calls, sending faxes, checking e-mail and even surfing the World Wide Web.

As soon as the announcement is made that passengers may begin use of their electronic devices, the lids of dozens of notebooks creak open and fingers start flying over keyboards in a last-minute rush to complete all the work that should have been done before leaving for the airport. For the airlines, it has been a gradual process.

It all started when they began to have a consistent policy about the use of laptops during flight—something which many airlines initially regarded with suspicion following scare stories about strong electro-magnetic radiation from early laptop systems. It soon became clear that this was not a major worry and laptops, initially in the form of modest systems, were not allowed to be used when the plane is taking off.

Then came the on-board phone, which first allowed passengers to make those urgent last-minute calls to the office and later allowed full data communications to fax machines, corporate computer networks and the Internet.

Finally airlines are starting to offer in-seat power sources for notebooks so passengers don't find themselves running out of battery power in mid-flight.

Meanwhile, pre and post-flight facilities at airports have been trying to keep pace. Business centers have sprung up at airports all over the world offering services for notebook users and, recently, even net-connected terminals with built-in web browsers.

New aircraft will all have a modem point and telephone at every seat. And phones will get on-board satellite links. People will be able to write their reports and e-mail using the modem point, then connect to the telephone to send data. The changes—involving fitting the modem links, telephone handsets and modifying seats—are expected to cost in the region of £ 750,000 per aircraft.

Answers:

1.T 2.T 3.F 4.F 5.T 6.T 7.T 8.F 9.F 10.F

Part III

Directions: *You will hear 3 short passages and then answer the questions by choosing A, B, C or D. You will hear the recording only once.*

Questions 1—3 are based on the following passage.

There are those who point with alarm at Americans' relative lack of interest in the world's most popular games, soccer, a sport many feel has important advantages over football and baseball. Football and baseball of their very nature prevent mass participation; their popularity must therefore bear some of the responsibility for turning America into a nation of spectator. The violence of football makes necessary specialized conditioning and elaborate equipment if injury is to be avoided; even so there are crippling accidents and

deaths each year. Baseball (hardball, that is) is so difficult that few can participate; throwing a ball demands special talents and training, while hitting is also difficult that a game with unskillful players is hardly worth the bother. Soccer, on the other hand, is a game anyone can play and enjoy.

Since soccer's superiority in encouraging active participation is so obvious, and since soccer's ability to arouse intense feeling of identification among spectators is at least equal to football's, why has it failed to become a major sport on the professional and college level? Soccer's worldwide popularity may be just what is keeping it from becoming popular. Baseball is also an international sport, played in Canada, Latin America, Japan, Korea, and in a minor way, Europe. There are professional leagues in the Caribbean, Central and South America, and Japan, but about all this the American public neither knows nor cares. Spectators here are interested only when American teams play other American teams. The major league baseball teams from Toronto and Montreal hardly destroy this generalization.

Questions 4—6 are based on the following passage.

Social customs and ways of behaving change. Things that were considered impolite many years ago are now acceptable. Just a few years ago, it was considered impolite behavior for a man to smoke on the street. No man who thought of himself as being a gentleman would make a fool of himself by smoking when a lady was in the room.

Customs also differ from country to country. Does a man walk on the left or the right of a woman in your country? Or doesn't it matter? What about table manners? Should you use both hands

when you are eating? Should you leave one on your lap, or on the table?

The Americans and the British not only speak the same language but also share a large number of social customs. For example, in both America and England people shake hands when they meet each other for the first time. Also, most Englishmen will open a door for a woman or offer their seats to a woman, and so will most Americans.

The important thing to remember about social customs is not to do anything that might make other people feel uncomfortable—especially if they are your guests. There is an old story about a man who gave a formal dinner party. When the food was served, one of the guests started to eat his peas with a knife. The other guests were shocked, but the host calmly picked up his knife and began eating in the same way. It would have been bad manners to make his guest feel foolish or uncomfortable.

Questions 7—10 are based on the following passage.

Play is the principal business of childhood, and more and more in recent years research has shown the great importance of play in the development of a human being. From earliest infancy, every child needs opportunity and the right material for play, and the main tools of play are toys. Their main function is to suggest, encourage and assist play. To succeed in this they must be good toys, which children will play with often, and will come back to again and again. Therefore it is important to choose suitable toys for different stages of a child's development.

In recent years research on infant development has shown the

standard a child is likely to reach, within the range of his inherited abilities, is largely determined in the first three years of his life. So a baby's ability to profit from the right play materials should not be underestimated. A baby who is encouraged and stimulated, talked to and shown things and played with, has the best chance of growing up successfully.

The next stage, from three to five years old, curiosity knows no bounds. Every type of suitable toy should be made available to the child, for trying out, experimenting and learning, for discovering his own particular ability. Bricks and jigsaws and construction toys; painting, scribbling and making things; sand and water play; toys for imaginative and pretending play; the first social games for learning to play and get on with others.

By the third stage of play development—from five to seven or eight years—the child is at school. But for a few more years play is still the best way of learning, at home or at school. It is easier now to see which type of toys the child most enjoys.

Until the age of seven or eight, play and work mean much the same thing to a child. But once reading has been mastered, then books and school become the main source of learning. Toys are still interesting and valuable, they lead on to new hobbies, but their significance has changed—to a child of nine or ten years, toys and games mean, as to adults, relaxation and fun.

Answers:

1.A 2.A 3.D 4.C 5.B 6.C 7.B 8.C 9.D 10.A

Part IV

Directions: *You will hear a talk about The Female Mosquito. As*