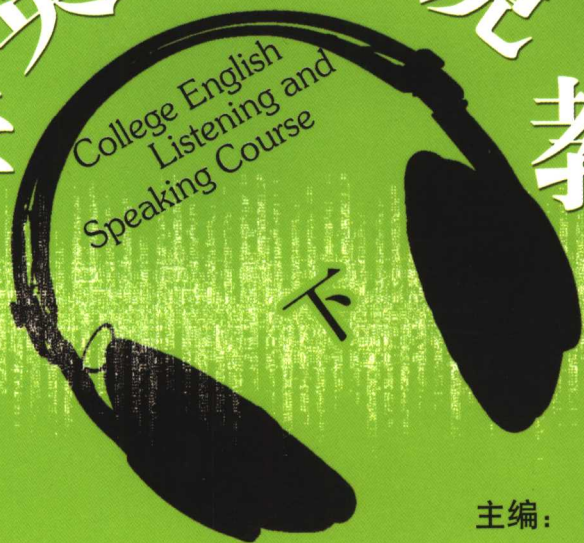


大学英语听说教程



下

主编：隋玉玮 高平

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

图书在版编目(CIP)数据

大学英语听说教程. 下 / 隋玉玮, 高平主编. — 北京: 外语教学与研究出版社, 2005. 11
ISBN 7-5600-5221-5

I. 大… II. ①隋… ②高… III. 英语—听说教学—高等学校—教材 IV. H319.9

中国版本图书馆 CIP 数据核字 (2005) 第 130185 号

出 版 人: 李朋义

责任编辑: 刘展鹏

封面设计: 李 萌

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京京科印刷有限公司

开 本: 787×1092 1/16

印 张: 15

版 次: 2005 年 11 月第 1 版 2005 年 11 月第 1 次印刷

书 号: ISBN 7-5600-5221-5

定 价: 18.00 元

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

前 言

为推动大学英语教学改革, 不断提高大学英语教学水平, 培养学生英语综合应用能力, 教育部组织有关专家制定并于2004年1月印发了《大学英语课程教学要求(试行)》以指导我国大学英语的教学。《大学英语课程教学要求(试行)》指出, 大学英语的教学目标是培养学生的英语综合应用能力, 特别是听说能力, 使他们在今后工作和社会交往中能用地进行口头和书面的信息交流, 同时增强其自主学习能力, 提高综合文化素养, 以适应我国社会发展和国际交流的需要。根据这一指导精神, 本书作者将海外学习实践经验、国内一线教学心得融为一体, 结合学生的意见反馈而设计编写了《大学英语听说教程》。

本教程在单元的设计及编写过程中, 尽量考虑满足不同程度英语水平的学生之需。每单元的 Part One 和 Part Two 可供中级英语水平的学生使用, Part Three 和 Part Four 可供高级英语水平的学生使用。教师也可根据学生的实际水平及兴趣, 对各单元的不同部分及话题灵活选择使用。

本教程编写特色:

本教程分上、下两册。上册以介绍国外风土人情为题材, 以描述事件、叙述事件和对话为主要体裁, 目的是培养、提高学生的叙述、表达和会话能力; 下册以讨论、演讲和辩论为主, 其目的是培养学生的反应、判断和进行辩论的能力。

本教程上、下册各由十六单元组成, 每单元分四部分。

第一部分“Warming Up”主要是让学生学习和熟悉与本单元相关的词汇、介绍与本单元话题有关的文化背景知识。本部分的活动安排是在教师的引导下学生进行简单的问答和口头练习等, 其目的是将学生引领到本单元的主题上来。

第二部分“Listening”主要以让学生听对话、短文、时事报道等信息输入的形式, 实现学生向信息输出(说)的转变。

第三部分“Speaking and Discussing”主要是口语训练, 是第二部分“Listening”的延伸和发展。话题的设计及讨论步骤的安排融汇了英、美国和中国语言教学的特点, 与学生们的日常学习、生活密切相关。根据口语课的特点, 课堂上还模拟一些真实语言环境和社交场合, 进行小组对话、讨论、辩论、演讲和角色扮演等, 让同学们实践所学的语言知识, 真正感受外语交流的气氛。

第四部分“Further Development”上、下册有所差异。上册为 Easy Listening 和 Speaking and Discussing; 下册为 Listening Comprehension 和 Speaking and Discussing。上册第

一项听力材料以对话、趣味故事和国外文化知识及风俗习惯为主，主要是培养学生的听力技能；下册第一项听力材料以模拟真实场景中的会话、报告为主，并融入部分现行外语考试听力试题，目的在于让学生“听多识广”。两册第二项均以学生小组讨论和辩论为主，让学生对本单元内容进行语言交流。教师可根据学生的情况进行选择抽查，目的是扩大学生的知识面，使学生养成良好的自主学习习惯。

本教程突出特点：

一、主题鲜明，匠心独具。每单元第一部分都围绕着说的主题，为学生提供一定量的词汇，句型。避免学生因词汇贫乏、句型单调而不能大胆地进行交流。

二、听说兼顾，以说为主。同类书是以听为主，而说则以对话为主；本教材以说、复述（听是为了复述）和辩论为主，为学生用英语进行顺畅交流铺平了道路。

三、思想先进，重在教育。本教材的编写及各单元框架的设计融会了英国语言学家 Jeremy Harmer 的“E、S、A”（Engage 调动学生参与课堂活动）、Study 引导学生学习新知识、Activate 课堂融会的教学宗旨，并增加了知识学习。

四、背景丰富，融会贯通。本教材设有文化背景的介绍，以减少学生在交际中的语言失误。

五、趣味新颖，学以致用。本教程选材新颖、趣味性强、涉猎面广，内容涵盖社会生活、文化、文学、教育、科技、新闻等层面，融知识性、实用性和趣味性为一体。

本教材在编写过程中得到了外籍教师 Corrina 和马惠琴老师的帮助。在此表示感谢。

作者

2004 年 1 月初完稿

2004 年 11 月中旬修订

CONTENTS

Unit 1	Stages of Life	(1)
Part One	Warming Up	(2)
Part Two	Listening	(3)
Part Three	Speaking and Discussing	(5)
Part Four	Further Development	(8)
Unit 2	Love and Marriage	(10)
Part One	Warming Up	(11)
Part Two	Listening	(13)
Part Three	Speaking and Discussing	(14)
Part Four	Further Development	(18)
Unit 3	Friends	(20)
Part One	Warming Up	(21)
Part Two	Listening	(22)
Part Three	Speaking and Discussing	(24)
Part Four	Further Development	(28)
Unit 4	Duty and Responsibility	(30)
Part One	Warming Up	(31)
Part Two	Listening	(33)
Part Three	Speaking and Discussing	(34)
Part Four	Further Development	(39)
Unit 5	Health	(41)
Part One	Warming Up	(42)

Part Two	Listening	(44)
Part Three	Speaking and Discussing	(46)
Part Four	Further Development	(51)

Unit 6 A Healthy Lifestyle(53)

Part One	Warming Up	(54)
Part Two	Listening	(56)
Part Three	Speaking and Discussing	(58)
Part Four	Further Development	(61)

Unit 7 Leisure Time(63)

Part One	Warming Up	(64)
Part Two	Listening	(66)
Part Three	Speaking and Discussing	(67)
Part Four	Further Development	(71)

Unit 8 Depression(73)

Part One	Warming Up	(74)
Part Two	Listening	(75)
Part Three	Speaking and Discussing	(77)
Part Four	Further Development	(81)

Unit 9 Success(84)

Part One	Warming Up	(85)
Part Two	Listening	(86)
Part Three	Speaking and Discussing	(88)
Part Four	Further Development	(92)

Unit 10 Crime and Punishment	(94)
Part One Warming Up	(95)
Part Two Listening	(97)
Part Three Speaking and Discussing	(99)
Part Four Further Development	(102)
Unit 11 Social Issues	(105)
Part One Warming Up	(106)
Part Two Listening	(107)
Part Three Speaking and Discussing	(109)
Part Four Further Development	(113)
Unit 12 The Environment	(115)
Part One Warming Up	(116)
Part Two Listening	(118)
Part Three Speaking and Discussing	(120)
Part Four Further Development	(123)
Unit 13 The Media (I)	(126)
Part One Warming Up	(127)
Part Two Listening	(128)
Part Three Speaking and Discussing	(130)
Part Four Further Development	(133)
Unit 14 The Media (II)	(135)
Part One Warming Up	(136)
Part Two Listening	(138)

Part Three	Speaking and Discussing	(139)
Part Four	Further Development	(143)

Unit 15 Science and Technology(145)

Part One	Warming Up	(146)
Part Two	Listening	(148)
Part Three	Speaking and Discussing	(150)
Part Four	Further Development	(153)

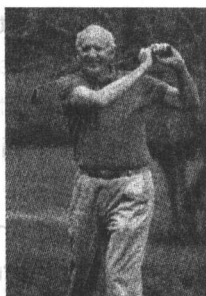
Unit 16 Overseas Experiences(155)

Part One	Warming Up	(156)
Part Two	Listening	(157)
Part Three	Speaking and Discussing	(159)
Part Four	Further Development	(162)

Keys and Tapescripts(166)

Unit 1

Stages of Life



* How happy you are in your life!
* Do you remember when you were a child?



Part One Warming Up

1. Study and Discussion

Useful Words and Expressions	Cultural Background
teens, teenager, childhood, grow up, bring up, adolescence, puberty, engaged, fall in love with, marriage, romantic, middle-aged, the younger generation, the generation gap, at university, divorce, retirement, the best day of one's life, one's lucky break, turning-point, the lowest point, elderly people, old people, make a right/wrong decision, make a choice, depend on one's exam results	Everyone has to experience such stages in his life — the birth, the childhood, the adolescence, the youth, the middle age and the old. He has to experience some important changes at different stages of life. In Britain, some parents often spend much money sending their children to private schools, so the child has to leave home during his childhood and has a very strict upbringing. When one graduates from secondary school, he has to make a decision to get a job or go to university. The best day of one's life may be finding a good job and having his own career, and then getting married and having a happy family life. And then one may feel middle age approaching, and then look forward to retiring.

2. *Work in pairs or in groups and discuss the following questions. Then every group chooses one student to talk about the life in his or her childhood.*

- * How happy were you in your childhood?
- * Do you remember someone who was important to you in your life?



- * Think about an important, exciting, or humorous thing that happened to you in your childhood.

Example:

I spent my childhood in the country. I loved walking home from school across the fields and talking about our lessons and classes with my friend, Jordan. Sometimes we walked through the woods after school and hunted for hares or wild birds. We were so excited when we captured one. We often went home late in the afternoon, tired but happy ...

Useful Sentences and Expressions

- 1) I was brought up in the country so it took a long time to get used to living in ...
- 2) I grew up in the country so when I moved to ... it was quite a shock.
- 3) I had a very strict upbringing. I had to study for two hours after school and had to be in bed by 10.
- 4) I think I had a very happy childhood because my parents allowed me to play and watch TV after school.
- 5) My parents made me do my homework before I could watch TV.
- 6) I wasn't allowed to watch TV after 9 o'clock.
- 7) My parents didn't let me wear make-up till I was 18.
- 8) I couldn't play together with my childhood friends after school.

Part Two Listening

1. *You will hear a speaker talking about his unforgettable experience during his teens. Listen to the tape carefully and write down the missing information.*

- 1) The speaker wanted to visit with Steve one summer day.
- 2) They decided to go there for a shortcut, so they
- 3) The creek was about wide, perhaps deep, they guessed.



- 4) His friend Steve quickly his boots and trousers and soon swam to the other side.
- 5) Not a good swimmer, the speaker hesitated: "How was the water? Could I without sinking?"
- 6) Finally the speaker jumped into the water,
- 7) The speaker struggled and floundered helplessly in the water because his boots and he couldn't move his legs.
- 8) His friend Steve quickly understood the situation, he into the creek and dragged the speaker out safely on the other side.

Useful Words and Expressions:

creek,	devil-may-care,	dog-paddle,	flail,
taunt,	waterlog,	flounder,	drag

2. Listen to the tape again and discuss in groups. Then every group selects one student to retell what the speaker experienced. The following points may help you.

- 1) the author and his friend, Steve, wanted to visit another friend
- 2) they came to a creek and Steve swam to the other side
- 3) not a good swimmer, the author was struggling in the water
- 4) Steve understood the situation and dragged him out safely

3. You will hear a speaker talking about his specific incidents in the childhood and adolescence that had a significant impact on him. Listen to the tape carefully and choose a, b, c, d, e or f to fill in the blanks below.

- a. a businesswoman
- b. because he performed for guests while he worked as a cook
- c. at a club
- d. his sense of responsibility in whatever he did
- e. feeding the chickens and cleaning up the stable
- f. he found a job where he washed dishes and cooked, and after 9:00 p.m. he went on stage and sang until 2:00 in the morning



- 1) The speaker's first job his father gave him was
- 2) When the speaker was 22,
- 3) The speaker was once known as a singing cook
- 4) The first person recognized his talents and offered him a big deal was
- 5) The speaker worked just before he became a professional singer.
- 6) What made the speaker proud of himself was

Part Three Speaking and Discussing

1. *Work in groups and talk about the day you'll never forget so far. Then every group selects one student to have a two-or-three-minute talk in the front of the class and other students may ask some questions if they want to know something in detail.*

Example:

I'll never forget the day when I first had presentation in front of the class. I didn't know how to pay attention to my stance, and I dared not look at my classmates. My voice was low and shaking. Worst of all, I almost forgot everything I had prepared ...

I'll never forget the day I entered/got...

The day I decided to change my career was the big turning-point in my life.

Being offered that job in ... was my lucky break.

It was the best day of my life.

I've had some bad times, but the lowest point in my life was probably...

I was pleased because I was studying in... I think this was my ...



2. *Now use some of the expressions or sentences below and talk about important events in people's lives. Then present your work to your group or to the class.*

Example:

I think, there are three important events in people's life. One is that when you leave home and enter the university. It is hard for you to live independently at the beginning. You have to do everything by yourself, such as washing and shopping. However, later you would feel you have grown up. Another, I think, is that when you find a job or change your job. Perhaps, it is a turning-point in your life. If you enjoy what you have done, you may be happy and satisfied. And the last, I think, is that when you get married or have a baby ...

Useful Sentences and Expressions

- 1) leave school/ home
- 2) get engaged/married/divorced
- 3) change schools/jobs/one's career
- 4) have a baby/children
- 5) move (house)
- 6) lose your spouse/parents

Do you have had enough of a big city? Why not move ...

3. **DISCUSSING AND DEBATING** *Our lives are filled with places, events and challenges. We remember certain important places from our childhood and from our current lives — perhaps a particular room or outdoor scene. Often when we think of that place, we not only see it in detail but also smell the smells and hear the sounds associated with it. And, we also remember some important challenges we have experienced there. So now discuss and debate the challenges people have to face in their lives.*

Positive Arguments

- 1) Teenager is an important stage in one's life because during this period of time a person can learn a lot and what he does lays solid foundations for his future.

Negative Arguments

- 1) I think a teenager should play to widen his knowledge. He shouldn't think of challenge or competition because it does harm to his health.



- 2) Youth is the period that is full of challenges and desires, such as how to get a well-paid and challenging job and how to study or work with the person he loves.
- 3) The middle-aged people should have finished their studies and succeeded in their careers. They shouldn't have any challenge in their work. They should be relaxed and enjoy their lives.'

- 2) The young should not be forced to make a lot of efforts and do some difficult and new work. They should study, practice and do something to prepare for their future.
- 3) In the modern society, the middle-aged people are filled with challenges. They have to learn some new knowledge, do the most difficult work in their companies and also have to support or take care of their families.

4. GETTING STARTED *Work out an outline of your own opinion about the positive argument or negative argument you want to talk. Remember your outline should contain some supporting evidence or examples. Then talk about your opinion in your groups. If you disagree with your classmates or want to support your own group with similar opinions, you had better use the expressions in the bubbles.*

That's a good point.

I couldn't agree with what you said because ...

No, I don't think so.

What I mean is that ...

Yes, that's true.

That's just what I know.

Example: (Positive Argument)

I agree with what number 3 states. The middle-aged persons are really faced with many challenges nowadays. For example, they have to learn to use computers, search for information from the Internet, otherwise they would be eliminated in the competition. If they are out of jobs,



how do they support their families, look after their parents and bring up their children? All these need money, energy and courage. So ...

Example: (Negative Argument)

I disagree with what ... says. It's true that the middle-aged people have to support their families because their parents are old and their children are too young, but I still couldn't agree with you. The reasons are that most of them might have been successful in their occupations. They have the ability to take care of their parents and children. If they don't succeed in their jobs, they ought to be eliminated by the society. They needn't learn something new because of their age and family burden. As for the money, I think the government ought to support them or help them find work without any skills or only with their hands ...

Part Four Further Development

1. LISTENING COMPREHENSION *In the following passage, the speaker is talking about her Christmas holidays she has spent with her family. Listen to the tape and choose the best answer to each question from A, B, C, and D.*

- 1) A. They can eat Christmas dinner in the afternoon.
B. They can spend all day preparing the dinner.
C. The family can get together.
D. Everyone of the family can spend all day talking and doing things together.
- 2) A. The speaker helps her mother cook for the whole family.
B. The speaker enjoys the gifts she received and talks with her siblings.
C. The speaker just waits for the dinner.
D. The speaker, together with her brothers and sisters, helps their parents cook.
- 3) A. Playing and walking outside.
B. Listening and playing the piano in their bedrooms.



- C. Talking, playing CDs and waiting for the dinner in the living room.
- D. Watching TV and talking in the living room.

- 4) A. He makes a speech.
B. He talks about his special sweet potato dish.
C. He says a brief prayer.
D. He thanks every member of the family for coming back.

2. Listen to the tape again and discuss the following questions.

- * Can you describe how the speaker and her siblings spend their Christmas Day?
- * Do you have the holiday that you enjoy again and again just like the speaker?
- * What is the best part of your holiday each time for you? Why?

3. Imagine the life when you get old. Is it the happiest or worst stage in a person's life?

I'm going to spend more time
with my grandchildren.

We won't be able to study and
work. At least we'll have some
peace and quiet.

When I retire, ... When I'm old
and grey/gray, ...