

总主编：戴炜栋

# 新世纪研究生 公共英语教材

LISTENING (TEACHER'S BOOK)

## 听力

(教师用书)

# 下

主编：李玉璞



上海外语教育出版社

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主编：李玉璞

编者：李玉璞 杜新宇

黄希玲

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## 出版说明

随着大学外语教学水平的不断提高,研究生外语学习的起点也逐年提升,全国大学英语教学大纲和研究生英语教学大纲相继作了修订。研究生入学时,绝大多数已经具备了较为扎实的语言基础,基本上都通过了大学英语四级考试,不少还通过了六级考试。然而在教材上,目前许多学校使用的仍然是外教社出版的《大学英语》(修订版)5、6册。为了编写出适应新时代要求的教材,外教社组织了清华大学、复旦大学、浙江大学、山东大学、中山大学、大连理工大学、南京航空航天大学等10所重点大学,召开了教材编写委员会会议,作了广泛而深入的调研。在认真分析当前研究生英语教学现状的基础上,编写出了这套教材。

教材编写时考虑到以下几点:1. 练习设计和活动安排以学习者为中心,强调应用能力的培养。2. 针对研究生听说能力下降的情况,编写专门教材,重视口语和听力的培养。3. 课文题材、体裁多样,紧跟时代。4. 重视翻译和写作(尤其是论文写作)能力的培养。5. 在突出词法、句法的基础上,融入篇章知识的教学。

外教社研究生公共英语系列教材由以下几个部分组成:

《阅读》A、B、C 学生用书、教师用书各三册

《听力》上、下学生用书、教师用书各两册

《口语口译》一册

虽然外教社有编写大型教材的成功经历,《大学英语》修订版和全新版受到了全国高校师生的普遍欢迎,但由于研究生英语教学情况非常复杂,学生来源不一,水平参差不齐,该套教材可能存在这样那样的缺点。我们衷心希望广大师生在使用本教材过程中,多和我们联系、沟通,提出宝贵的意见和建议,以便我们不断修订,不断提高、完善。

该套教材的录音材料由上海外语音像出版社出版。

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## 使用说明(教师用书)

根据《非英语专业研究生英语教学大纲》(原国家教委,1993)的要求,我们编写了新世纪研究生公共英语教材《听力》。本教程包括学生用书、教师用书和录音磁带,分为上、下两册,各册均为16课。

本书为《听力》教师用书下册,供教师使用。

下册的内容有:

### 一、学生用书,每课包括4个部分:

Part A 为会话听力训练,包括15个简短会话(Short Conversations)。会话取材多样,涵盖英美各种日常情景对话。掌握这一部分,可以使学生在现实生活中对日常简单会话具有应付自如的能力。

Part B 为语篇听力训练,由3篇同一主题、长度约为300个单词的短文组成。本部分的练习之前给出了词汇和文化注释(Vocabulary and Cultural Notes),以方便学生预习。练习(Exercises)由两组题目组成,这两组题目形式包括单项选择、填空、完成表格、简答题和是非题等。练习部分在课内完成,不必事先准备。本部分为精听。

Part C 由一篇长度约为400个单词的英语原声材料组成,其练习形式是听写(Spot Dictation)。本部分材料真实、音质清晰,属粗调式听力材料,涉及各种讲座、报告、演讲及电影片段等各方面,具有一定难度。建议在使用过程中听两遍,第一遍为通听,第二遍做练习题。

Part D 为英文流行歌曲欣赏,提供歌词,供学生课余使用。

### 二、教师用书,每课包括3个部分:

Part A 为会话听力训练,提供简短会话(Short Conversations)的录音原文和答案。

Part B 为语篇听力训练,提供3篇短文的录音原文(Tapescripts)以及练习题答案(Exercises with Key)。练习的答案务必通过提问、讨论等形式教给学生,切忌采取简单的核对答案的教学方法。本部分为精听。

Part C 为原声材料录音原文。本部分为泛听。

### 三、录音磁带:

包括全部课文和练习要求的录音,其中Part A和Part B由外籍教师录制,Part C和Part D取自原声材料。练习题之间的间隙时间已基本按大纲要求给出,教师上课时一般不必倒带。

#### 4 使用说明(教师用书)

教师如果认为需要复听,或者间隙太长或太短,可自己灵活掌握使用。

本书的文字部分承蒙英籍教师 Jerald Porter 审校,在此谨表感谢。  
录音磁带由上海外语音像出版社出版发行。

编 者

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## LESSON ONE

# College Life

### PART A Getting Started: Short Conversations

**Directions:** In this part, you will hear 15 short conversations between two people. After each conversation, you'll hear a question about what has been said. The conversations and the questions will not be repeated. Listen carefully and decide which of the four choices is the best answer to each question you've heard.

1. W: Do you want to go on a trip with us to Florida this spring? It will cost about 300 dollars a person.  
M: Three hundred dollars? Do you think I just inherited a fortune?  
Q: What can be inferred about the man?
  - a. He makes a lot of money.
  - b. He has just been left some money.
  - c. He doesn't believe three hundred dollars is enough.
  - ☒ d. He can't afford to spend that much.
2. W: My watch stopped again, and I just got a new battery.  
M: Why don't you take it to Smith's Jewelry? They can check it for you. And they are pretty reasonable.  
Q: What does the man mean?
  - a. He knows what is wrong with the watch.
  - b. The woman doesn't need to buy another battery.
  - c. The woman should get a new watch.
  - ☒ d. The jewelry store can probably repair the woman's watch.
3. W: We're going to change our meeting from Monday to Tuesday.  
M: It's all the same to me.  
Q: What does the man mean?
  - a. He has another meeting to attend on that day.

## 2 Listening II (Teacher's Book)

- ☐ b. He's available either day.  
c. He can't attend a two-day conference.  
d. Not everybody will go to the same meeting.
4. M: We planned to go to the beach after class. Want to come?  
W: I'd love to. But Professor Jones wants to speak with me.  
Q: What will the woman probably do?  
a. Go to the beach with her friends.  
b. Postpone her meeting with Professor Jones.  
☐ c. See Professor Jones after class.  
d. Give a speech in Professor Jones's class.
5. W: Janet sounds worried about her grades.  
M: But she's getting As and Bs, isn't she?  
Q: What does the man imply about Janet?  
a. She isn't a very good student.  
b. She hasn't gotten her grades yet.  
☐ c. She shouldn't worry about her grades.  
d. She doesn't like to talk about grades.
6. M: I'm really having trouble with this calculus course. If I can't start doing better soon, I'm going to have to drop it.  
W: Why don't you get some help from the graduate assistant? That's what he is there for.  
Q: What does the woman suggest the man do?  
a. Spend more time working on calculus problems.  
b. Talk to an advisor about dropping the course.  
c. Work on the assignment with a classmate.  
☐ d. Ask the graduate assistant for help.
7. W: Hey, don't forget to drop that book at the library on your way home.  
M: Oh, thanks for reminding me. I'm on my way.  
Q: What will the man probably do next?  
a. Go home to get a book.  
☐ b. Return a book to the library.  
c. Pick up a book at the library for the woman.  
d. Ask the librarian for help in finding a book.
8. W: I sure wish I had a metric meter with me. I need the measurements in millimeters not in inches, and I'm tired of converting.  
M: Would it make things go faster if you borrowed mine?

Q: What does the man imply?

- ☒ a. The woman could use his metric ruler.
- b. He'll finish taking the measurements for the woman.
- c. The woman's ruler is better than his.
- d. He's faster at making the conversions than the woman.

9. M: Good news. I'm not going to need surgery after all. The doctor says I can start working out again soon, and maybe play soccer again in a few weeks.

W: That's terrific. It would be great if you could get back in shape in time for the tournament.

Q: What does the woman mean?

- a. She wants the man to attend the tournament with her.
- b. The tournament begins next week.
- c. The man should check with his doctor again.
- ☒ d. She hopes the man will be able to play in the tournament.

10. M: I already know what I want to take next semester, so why do I have to make an appointment to see my advisor? All I need is a signature on my call sheet. I'm afraid it doesn't work that way. She has to talk with you to make sure everything's on the right track.

Q: What does the woman mean?

- a. The advisor has already approved the man's class schedule.
- ☒ b. The man should make an appointment to see his advisor.
- c. The man should change his courses schedule.
- d. The man should sign the document before leaving.

11. W: Prof. Smith sure was acting strangely today.

M: I noticed that, too. She was talking so quietly and then not giving us any homework. Can you believe that?

Q: What can be inferred about Prof. Smith?

- a. She didn't teach class today.
- b. She noticed that the students didn't do their homework.
- ☒ c. She usually assigns homework.
- d. She usually talks quietly.

12. M: It's been pouring for three days now. I begin to wonder if it'll ever stop.

W: And tomorrow was gonna be my day at the beach. But if it doesn't clear up by then, I'll just have to forget about that.

Q: What does the woman imply?

- a. It started to rain when she was at the beach.

#### 4 Listening II (Teacher's Book)

- b. She'd like the man to go to the beach with her.  
c. The forecast calls for more rain tomorrow.  
☒ She won't go to the beach tomorrow if it rains.
13. M: What a boring speaker! I could hardly keep from falling asleep.  
W: Oh, I don't know about that. In fact, it's been a long time since I've heard anyone as good.  
Q: What does the woman mean?  
☒ She disagrees with the man.  
b. She doesn't enjoy long speeches.  
c. She hadn't known how long the speech would be.  
d. She doesn't have a strong opinion about the speaker.
14. W: Gee, Tom, I hear you are working as a house painter this summer. It's got to be awfully hard working up there on a ladder in the blazing sun all day.  
M: Well, it's hard, but I get to be outdoors and the pay is decent.  
Q: What does the man imply?  
a. He makes more money than the woman.  
☒ He's satisfied with his job.  
c. He has trouble finding a job.  
d. He doesn't like working outdoors.
15. W: I've been working on this report all day and I've still got twelve papers to write. At this rate, I'll never get it done by tomorrow.  
M: Oh, that's right. You weren't in class today, so you probably haven't heard the deadline has been extended a week.  
Q: What does the man imply?  
a. He has already finished his report.  
b. He hasn't chosen a topic for his report.  
c. The woman's report is already long enough.  
☒ The woman will have time to finish her report.

### PART B Intensive Listening: College Life

**Directions:** In this part, you are going to hear three passages on the same topic. Before listening to each passage, you should read vocabulary and cultural notes. For each passage, there will be two different exercises. Listen carefully and do the exercises as required.

## Passage I: College Search

### Tapescript

**Student:** Dear Professor, can you tell me what is the first thing that I should do to start my college search? Thank you.

**Professor:** Finding the best college for you begins with you. With thousands of colleges and universities out there, the best way to choose the one for you is by process of elimination. First, ask yourself some very important questions:

- What are you looking for in a school? Do you want to attend a large university or a small private college? Or would you rather go to a junior college or a technical college?
- Do you want to stay close to home? Or is it time for a change, a new city, a new state?
- What can you afford to spend on education? How much can your parents afford to pay? Are you going to receive any scholarships? Are you willing to take out a student loan if needed?
- What are you thinking about as a major? If you change your mind, will your school of choice have a wide range of majors for you to choose from?

This list could go on and on but I hope you get the idea. Start looking at those schools that have characteristics that are important to you! Once you've narrowed the search, take advantage of college representatives who visit your school by asking them questions and getting literature from them. Finally, visit your top choices. Seeing the campus, its students and some of its faculty should give you a good idea if it's right for you. Hope this helps. Good luck.

**Student:** Thanks a lot, professor.

### Exercises with Key

I. Listen to the passage and choose the best answer (a, b, c, or d) to each question you've heard.

1. According to the professor, if a student wants to find a best college, what is the first thing he should do?
  - ☒ a. Ask himself some important questions.
  - b. Ask a good professor for help.
  - c. Ask his parents for help.
  - d. Ask his friends for help.

## 6 Listening II (Teacher's Book)

2. What kind of college is NOT mentioned as one for a student to choose?
  - a. Large university.
  - ☒ b. Large private university.
  - c. Junior college.
  - d. Technical college.
3. How many ways are mentioned for a student to pay for tuition?
  - a. Two.
  - ☒ b. Three.
  - c. Four.
  - d. Five.
4. When it comes to the choice of majors, what kind of school should a student apply to?
  - a. A school that has hot majors.
  - b. A school that has literature majors.
  - c. A school that has business majors.
  - ☒ d. A school that has a wide range of majors.
5. Which school of the following is the best choice for a student?
  - a. A school that has good college representatives.
  - ☒ b. A school that has characteristics that are important to him.
  - c. A school that has a beautiful campus.
  - d. A school that costs less.

### II. Listen to the passage again and complete the statements below.

1. Finding the best college for you begins with you.
2. With thousands of colleges and universities out there, the best way to choose the one for you is by process of elimination.
3. Do you want to stay close to home? Or is it time for a change, a new city, a new state?
4. Once you've narrowed the search, take advantage of college representatives who visit your school by asking them questions and getting literature from them.
5. Finally, visit your top choices. Seeing the campus, its students and some of its faculty should give you a good idea if it's right for you.

### Passage II: Interviewing a College Student

#### ***Tapescript***

**Interviewer:** What is the name of your college and where is it located?



- Student:** San Francisco State University, San Francisco, CA.
- Interviewer:** What's your major?
- Student:** Journalism.
- Interviewer:** So far, what's your favorite college memory?
- Student:** It would have to be going to a weekend journalism conference with my newspaper staff.
- Interviewer:** What do you like best about being a college student?
- Student:** I like that I am in charge of my education. I am in school because I want to get my degree (and not just because my parents want me to). I really don't want to grow up and get a job just yet, so being a college student is a time that you can be semi-adult with new responsibilities, but you can still have fun and be a kid.
- Interviewer:** What's been the hardest thing to get used to?
- Student:** The hardest thing would have to be finding ways to pay for college. I went to a community college and was spoiled with the \$11 a unit tuition, but now I have to pay about a \$1,000 a semester (which is actually really cheap compared with other colleges). I'm worrying about how I'm supposed to pay my student loans when I graduate.
- Interviewer:** How has college changed you?
- Student:** During the first year of college, I was really quite a loner. I had a small group of friends, but basically I spent most of my time with my boyfriend. Now I've got a much larger circle of friends, and I've realized that you can't depend on just one person forever. I feel all empowered now.
- Interviewer:** What advice would you give students who are applying to college?
- Student:** Don't just look for the big name schools to apply to. There are some smaller colleges that are just as good or possibly even better. And if you don't get into your dream college, don't obsess over it.

### Exercises with Key

- I. Listen to the passage and choose the best answer (a, b, c, or d) to each question you've heard.
- What is the favorite college memory of the student?
    - To go to a weekend journalism conference with her newspaper staff.
    - To go to a weekend party with her boyfriend.
    - To go to a weekend party with a large circle of friends.
    - To go back home and spend a weekend with her parents.