



普通高等教育“十五”国家级规划教材

x p e r i e n c i n g



新世纪网络课程建设工程项目

# 大学体验英语<sup>®</sup>

## Experiencing English

### 听说教程 4

### Listening and Speaking

《大学体验英语》项目组



高等教育出版社  
Higher Education Press



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# 《大学体验英语》立体化系列教材

联 育 重 庆

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# 前言

《大学体验英语》系列教材根据教育部大学英语教学改革的要求编写,供大学英语教学基础阶段使用,以培养学生的英语综合应用能力,特别是听说能力。《大学体验英语》参照大学英语教学对各级的要求,分为1~6级。每级由《综合教程》、《扩展教程》、《听说教程》以及配套的教学参考书、多媒体学习课件、网络课程以及电子教案等组成。此外,还编写了《大学体验英语——基础教程》一册,供入学水平低于第一级起点要求的学生使用。

《大学体验英语》充分研究了国内外各教育层次的英语教材的编写原则与特点,既吸纳了国内教材注重思想性、人文性、科学性以及注重打好语言基础等优点,又注入了国外社区教育、大众教育、终身教育的实用、应用型教学的特点;既注意打好语言基础,更侧重培养应用能力,特别是实际使用英语进行涉外交际的能力。在培养阅读能力的同时,加强听、说、写、译等语言技能的综合训练,尤其注重口头和书面实用表达能力的训练与培养,以适应中国入世以后对外交往的需要。在上述总体思路的指导下,更新教学理念和内容体系,这主要体现在如下几个方面:

1. 注重培养表达能力。《大学体验英语》不仅重视语言技能的训练,更注重这些技能的实际运用。以交际任务为主线进行教材的编排,使课文和练习成为一个有机的整体,有利于培养学生实际使用英语进行涉外交际的能力。

2. 强调交际内容的实用性。《大学体验英语》在选材中注重思想性、现代性、科学性、前瞻性、趣味性和可操练性。文章短小精悍,易于学习、操练。为了突出英语作为涉外交际的工作语言这一特点,本教程还特别突出交际内容的实用性,而且听、说、读、写、译各项技能的培养与训练都围绕同一交际话题展开。

3. 课堂教学和自主学习相结合。《大学体验英语》充分注意课堂教学与课外自主学习相结合,使课堂教学的内容在课外得以延展。《大学体验英语》的《综合教程》(Integrated Book)和《听说教程》(Listening and Speaking)主要用于课堂教学,《扩展教程》(Extended Book)供学生自主学习使用。二者紧密配合,相辅相成。

4. 重视文化教学,培养“跨文化意识”。跨文化交际中的文化因素在外语教学中具有特殊意义。《大学体验英语》注意语言材料与文化内容的融合,注意对西方文化背景的介绍与教学,专门设计的“文化沙龙”模块就是其特点之一。

5. “教、学、考”相互照应。《大学体验英语》的《扩展教程》专门设计了自测试题,供学生自我检测学习《综合教程》和《扩展教程》的效果。

6. 立体化教材为英语学习提供全方位服务。《大学体验英语》是包括文字版、网络版、多媒体学习课件、电子教案等在内的立体式系列教程,为英语教学网络化及使用多媒体等现代化教学手段提供了立体、互动的英语教学环境。

7. 图文并茂,版式新颖。《大学体验英语》有大量与主题相关的启发性强的图片,为语言学习提供了形象的立体的训练情景,加强了学生对学习和使用语言的实际体验。

本书为《听说教程》第4册。本书以听力教学为主,同时辅之以大量的口语练习,在练习听的同时进一步强化了口语训练,较好地体现了当代外语教学中先进的教学理念和研究成果,其教学内容、教学方式和教学安排也较好地符合了我国大学英语听说教学的要求。强化了本系列教程所强调的“体验”性。本教材主要有以下一些特点:



1. 内容丰富, 语言真实。本教材共包含 18 个单元, 每单元一个主题。这 18 个主题覆盖了与当代青年学生日常生活相关的大部分内容。教材中的听力材料大都取自真实的交际场景, 使听者如同身临其境。经过编写者的选择与加工, 这些真实的语言材料可以为不同语言能力的学生所接受, 使初级和中级听力水平的学生也能感受到听懂真实英语的乐趣。

2. 题材贴近大学生生活。本教材在语言材料的选择上强调将知识性、趣味性、实用性相结合的原则, 使学生在学语言的同时吸收大量与语言相关的社会、文化等知识, 同时为他们创造一个轻松、活泼的语言学习氛围。听力和口语活动的话题围绕学生熟悉并且感兴趣的内容展开, 力求使学生听得有兴趣, 说得有内容, 提高学习效率, 最终达到学以致用、学以致用的教学目的。

3. 教学内容安排合理。本教材每一个单元由词汇和背景知识学习入手, 为下一步听力练习扫清语言和背景知识的障碍, 然后是较为简单的短篇听力训练及简短的口语练习, 进而则是较长篇幅的听力材料学习和围绕听力材料内容的口头回答或讨论, 最后, 学生则被要求运用新学到的语言材料结合真实的交际场景进行口语训练。这种由浅入深、由输入到输出的教学安排使学生听得进、说得出, 从而激励学生主动投入并保持良好的学习热情。另外, 本教材每一个单元围绕同一个主题展开, 内容涉及与这一主题相关的场景、情景、功能、意念和相关的文化背景知识, 这进一步加强了单元内各部分, 以及听和说的有机联系, 使所有教学环节浑然一体。

4. 配套材料完善。本教材的学生用书除附有供学生自测使用的材料外, 还将每单元中较难的“Real World Listening”听力内容以光盘形式附于书后, 供学生课后进一步研听。为方便教学, 本教程还配有内容丰富、指导详尽、方便使用的教学参考书, 大大减轻了教师的备课难度, 同时还可以使教师学到一些新的教学方法。本教材的录音材料有磁带与 CD 两种载体形式供使用者选择, 方便在不同教学环境中师生的使用。

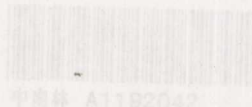
在本教材的编写过程中, 由于编者的水平有限, 加上编写时间紧, 书中一定还存在许多不妥之处, 恳请各位专家、同仁和广大师生提出批评意见和建议。

《大学体验英语》可以明显提高学生实际使用英语进行涉外交际的能力, 较好地体现了大学英语教学要突出全面培养提高学生的英语综合应用能力的大方向。

本套教材是集体科研和智慧的结晶, 它的编写和出版得益于以下院校教授、专家的参与和辛勤的工作: 北京大学、南京大学、华南理工大学、电子科技大学、华中科技大学、大连理工大学、中山大学、武汉大学、重庆大学、西安交通大学、湖南大学、东南大学、四川大学、西南财经大学、东北大学、中国农业大学等。

《大学体验英语》网络技术指导委员会的领导和专家有: 吴中福(重庆大学校长, 教育部现代远程教育资源建设专家组组长)、邹寿彬(电子科技大学校长, 教育部现代远程教育资源建设专家组副组长)、樊明武(华中科技大学校长, 中国工程院院士)、陈准民(对外经济贸易大学校长、教授)、庾建设(湖南大学副校长, 网络教育学院院长)、陈建平(广东外语外贸大学副校长、教授, 全国高等学校外语专业教学指导委员会委员, 中国英语教学研究会副会长)、王洪(教育部现代远程教育资源建设委员会办公室副主任、高等教育出版社副总编)、顾宗连(中国人民大学网络教育学院院长)、张亚斌(华南理工大学网络教育学院副院长)。上述领导和专家对本系列教材的编写和网络课件的研制开发给予了建设性的指导和极大的支持。

本教材的编写还得到了许多同事和朋友的热情关心、帮助和指导。高等教育出版社的编辑们在整套教材的策划、编写、版式设计、题图设计、插图选配等方面做了大量工作。在此, 编者一并表示



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感谢。

《大学体验英语》是我们在大学英语教学内容和课程体系改革方面所作的一次大胆尝试，其中定  
 会存在不当和疏漏之处，敬请使用者批评指正。

编者

2003年12月



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Unit Number	Theme	Title	Vocabulary Task	Listening Task	Real World Listening	Real World Speaking	Interaction Link
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Vocabulary Preview 135-140



## Good evening and welcome to ...

*have a pat on the back*

*not one's cup of tea*

*be under way*

*make it*

*have a thing about*




### Vocabulary Task

#### 1 Read and Choose

Choose an appropriate expression and make changes if necessary to complete the following mini-talks.

- 1 A May I have your attention, please? Thank you for coming. We're very glad you could \_\_\_\_\_. Tonight we are celebrating an agreement between A&A Limited and M&N Technologies, Incorporated to participate in a joint venture. ... and so it is an honor to introduce Mr. Tony Blair, president of A&A Limited.  
B Thank you, Dr. Lawrence. It's a pleasure to be here. Ladies and Gentlemen, we at A&A are also excited about ...  
(Half an hour later)  
A Thanks a lot Mr. Blair for a remarkable speech. Thank you.  
B Thank you, Dr. Lawrence. Thank you for your time.
- 2 A Hey, Nancy, is that you? I can't believe it! Heard any good presentations?  
B Not one. None of them is \_\_\_\_\_. I'm bored to death.  
A Is that right? Why not?  
B You know, I've been working for over thirty years. There's nothing new here. These presentations can't tell me anything new. What's worse is that tomorrow I'll have a desk full of papers to work on. Say, you've just come back from the States, haven't you?
- 3 A Isn't that the guy my son is crazy about? But I never knew his name.  
B He's Larry King, the famous talk show host who is a household name. He always presents quite a variety of points of view when you listen to him.  
A But, I \_\_\_\_\_ some talk show hosts. They sometimes are very rude to those who have opposing ideas.  
B I usually enjoy listening to them. I particularly like it when a caller disagrees with the host. I like to hear how he will defend his ideas.
- 4 A Say, Tom, I really enjoyed the piece you had in the paper last week. You've really worked your way up since I met you on Bob's wedding day.  
B Thanks. I'm so flattered. But it's always nice to \_\_\_\_\_ once in a while.  
A You deserve it. I can't say that for all journalists, however.  
B I'm sorry to admit that many reporters are giving the profession a bad name.
- 5 A Judy, I'd like you to meet our new business associate. He will be responsible for "Golden Apple" project.  
B Pleased to meet you, Mr. Wang. I'm happy to say that the project \_\_\_\_\_. But we still appreciate your cooperation.  
C The pleasure's mine, Judy. Your work is wonderful.  
B Thank you for saying so. Would you please follow me to the office? The fellow workers are all waiting for us.

 Now listen and compare your answers.



**2 Learn and Practice**

How do you usually make some comments on what other people have done? Work in pairs and make some comments on your partner's performance in mid-term examination, the report your partner gave in yesterday's class, or the English speech contest organized by the student union.

**Listening Task****1 Pre-listening Activity**

Look at the pictures and guess who these people are and what they are doing.

**2 Listening Activity**

Now listen to the monologue carefully.

**1) First Listening**

**What's the name of each candidate and what is his position?**

1. Name

Position



2. Name

Position



3. Name

Position

**2) Second Listening**

**Listen again. What are the ground rules for the vice-presidential debate?**

1. ☐ two-minute opening statement
- ☐ two-and-a-half-minute opening statement
2. ☐ the issues to be discussed are presented by the moderator
- ☐ the questions are from the audience



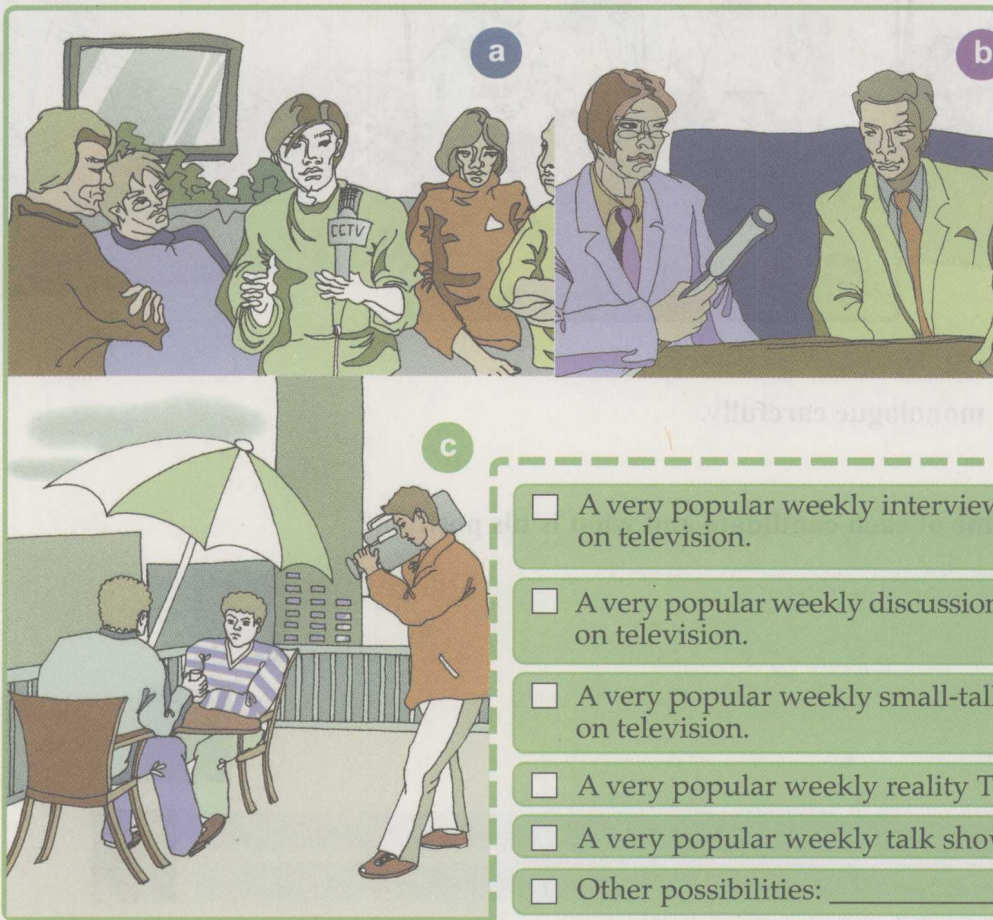
## Unit 1


3. ☐ a-minute-and-thirty-second response to the issues under discussion  
☐ a-minute-and-fifteen-second response to the issues under discussion
4. ☐ five-minute Q&A section  
☐ five-minute discussion period
5. ☐ order of response to the issues under discussion is determined by a drawing  
☐ order of response to the issues under discussion is determined by the moderator
6. ☐ two-and-a-half-minute closing statement  
☐ two-minute closing statement

## Real World Listening

## 1 Predict

**What you will hear is an introduction to the program *This is your life* and a talk between Simon and Amanda about program arrangements. What do you assume the program is?**



 **Now listen and check your prediction.**



## 2 Get the Main Ideas

Match each name in Column I with a description in Column II.

I

1. Jackie Chan
2. Larry King
3. Simon
4. Amanda
5. Jason

II

- a. Looking after the guests
- b. Host of the program
- c. Production assistant to the director
- d. Director, checking the arrangements
- e. Subject of the program

Do the following statements agree with the details in the listening text?

1. The famous person invited to the television studio had known that he or she was the subject of the program.

Yes ☐No ☐Not Given ☐

2. The host meets the person outside the studio and says, "In your life!"

Yes ☐No ☐Not Given ☐

3. The program begins at eight o'clock sharp. At the right moment, the host will start his introduction.

Yes ☐No ☐Not Given ☐

4. The director will monitor the performance of the host throughout the show.

Yes ☐No ☐Not Given ☐

5. All the guests will be waiting in the dressing-room during the show.

Yes ☐No ☐Not Given ☐

## Real World Speaking

1. What are the general principles you should follow when making a special occasion introduction? Write down the principles according to your experience or the listening materials you have heard.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. Do you think the introduction to the vice-presidential debate is very effective and efficient? Sum up the steps in which the introduction to a debate is made.

- Step 1 \_\_\_\_\_
- Step 2 \_\_\_\_\_
- Step 3 \_\_\_\_\_
- Step 4 \_\_\_\_\_
- Step 5 \_\_\_\_\_

## INTERACTION LINK

Let's Have a Debate

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3. Suppose you were the host Larry King, please try to start your introduction and meet the subject of the program.
4. Suppose you were the main organizer of an international academic conference, try to introduce an important speaker at the beginning of the conference.



# Open to everything!

*be dying for*  
*thirst for*  
*be itching to*  
*would give anything to*  
*be in the mood for*



## Vocabulary Task

### 1 Read and Choose

Choose an appropriate expression and make changes if necessary to complete the following mini-talks.

- 1 A You look awful. What happened?  
 B I have difficulty sleeping, and I'm anxious and depressed. I feel miserable. I \_\_\_\_\_ a vacation.  
 A Maybe all that school work is too much for you. You may try meditation and cut back on fatty foods.  
 B You're probably right. I really need to try a different lifestyle.
- 2 A How do you like your life here?  
 B Wonderful. People are friendly and foods are delicious.  
 A It seems you are getting over your craving for McDonald's.  
 B That's true. I'm used to a life without Klondike bars and the pancake house. What I really \_\_\_\_\_ is a cappuccino after dinner.
- 3 A The recent survey found that youngsters are more concerned about finding work and earning money.  
 B That's understandable. I think today's youths have a higher sense of independence.  
 A Many older people say that young people are less prepared for adult life than previous generations.  
 B I can't agree. Maybe it's due to the generation gap. I remember when I was young I \_\_\_\_\_ leave home as soon as possible.
- 4 A You're hanging out a lot. When will you be ready to start a family?  
 B What for? I see little advantage in tying the knot. Look at my married friends. They used to be career-oriented but now they are tied to household drudgery.  
 A Are you following the latest stay-single trend?  
 B Yeah, I \_\_\_\_\_ have my own free time, and it's more relaxing to be alone.
- 5 A I \_\_\_\_\_ traveling abroad, but I cannot afford it.  
 B I have an idea. If you like to work with children, you can volunteer in Bali at a mountain village. I had a truly ideal experience there.  
 A Marvelous! Tell me more about it.  
 B I was a volunteer English teacher there last summer. It gave me a taste of life in a developing country. I learned the basics of a wonderful language. I had the chance to surf on the weekends, and I lived with an incredible family.

Now listen and compare your answers.

### 2 Learn and Practice

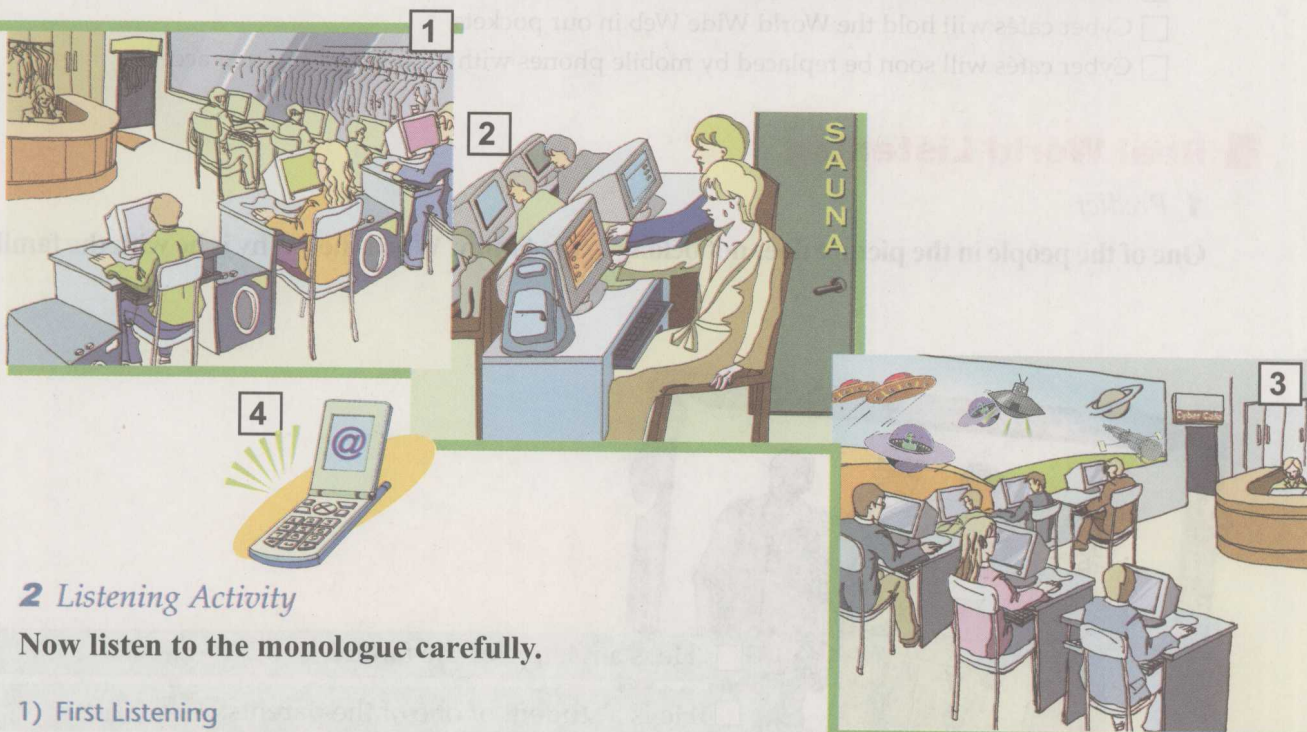
Describe each of the lifestyles in the mini-talks to your partner. Then discuss what you think about these lifestyles or discuss the advantages and disadvantages of these lifestyles.



## Listening Task

### 1 Pre-listening Activity

Look at the pictures. Guess what the name of the bar in the third picture should be.



### 2 Listening Activity

Now listen to the monologue carefully.

#### 1) First Listening

Listen first. Answer the following questions.

1. How is the speaker kept within a few clicks of hearth and home?

- ☐ By making a call.
- ☐ By sending a postcard.
- ☐ By riding a superhighway.
- ☐ By visiting a cyber café.

2. Which of the following is true about Internet cafés?

- ☐ They are all the same.
- ☐ No two cyber cafés are alike.

#### 2) Second Listening

Listen again. Catch the following details.

1. What does the speaker like about travel?

- ☐ To sample foreign foods.
- ☐ To celebrate sacred architecture.
- ☐ To enjoy Internet cafés.

2. Why does the speaker mention McDonald's?

- ☐ She misses the cheap and familiar food at the McDonald's.
- ☐ She vowed not to eat at a single McDonald's but she broke her promise.
- ☐ Entering an Internet café is like taking a bite of a Big Mac to her.

3. Which of the following statements about Internet cafés is false?

- ☐ At the Globe you can surf the net while listening to a jazz trio.

- ☐ At Krakatit, you can surf the Web with a spaceship and talk to dragons and robots.
- ☐ In Rome you can wash your clothes while reading your email.
- 4. Which of the following statements about Internet cafés is true?
  - ☐ Cyber cafés will survive a long time.
  - ☐ Cyber cafés will hold the World Wide Web in our pockets.
  - ☐ Cyber cafés will soon be replaced by mobile phones with high-speed Internet access.

## Real World Listening

### 1 Predict

One of the people in the picture does not belong to the family. Who is he? Why is he with the family?



- ☐ He is a relative of the family.
- ☐ He is a student of one of the parents.
- ☐ He is an exchange student living with a host family.
- ☐ He is a casual visitor who happens to meet the family.
- ☐ Other possibilities: \_\_\_\_\_.

**Now listen and check your prediction.**

### 2 Get the Main Ideas

**Complete the following statements.**

1. The exchange students in the town come from the following countries except \_\_\_\_\_.
  - ☐ Australia
  - ☐ Japan
  - ☐ the Philippines
2. All of the following about the exchange student are true except that \_\_\_\_\_.
  - ☐ it's the first time he came to the United States
  - ☐ he's already had ten years of schooling at home
  - ☐ a placement service arranged his stay in the United States
3. The host family accepted the exchange student mainly because \_\_\_\_\_.
  - ☐ they wanted to broaden their children's horizons
  - ☐ their children needed an older brother
  - ☐ they wanted to learn a foreign language



4. This year the foreign students are not supposed to focus on \_\_\_\_\_ in these schools.

- ☐ science and history  
☐ English  
☐ American culture



## Real World Speaking

1. Suppose you were the exchange student in Real World Listening, tell the experience of studying abroad. You may tell how you came up with the idea of studying abroad, how studying abroad was arranged, what you were studying in the school in another country and your experience of living with a host family.
2. Work in pairs. Listen again to the Listening Task "Kept within a few clicks of hearth and home". Comment on the changes brought about by the development of modern technology. Talk about these questions: How did travelers or people working or studying away from home contact their families? How do they contact their families now?
3. Work in teams. Select a team leader who organizes a discussion for the debate. Each team is given 10-15 minutes to prepare their arguments. The team leader is to summarize the team discussion and present the main argument of the team. When the debate starts, the team leader begins the presentation while the members support the topic with details. Each team is given 3 minutes to present its stance and support their argument. Then each team gets 2 minutes to argue against the other team's ideas. Finally each team gets 1 minute to sum up. The topic is "Lifestyle: stability or mobility?".

**Team One:** We would choose a lifestyle characterized by stability.

**Team Two:** We would choose a lifestyle characterized by mobility.

### Model presentation

**Team leader:** We would choose a lifestyle characterized by stability. We believe that a stable lifestyle provides shelter, protection and satisfaction and contributes most to personal development. We base our argument on the following reasons. First of all, ... Second, ... Finally, ... My fellow students will say something more to reinforce this argument.

**Team member 1:** The first reason why we would choose a lifestyle characterized by stability is that we believe that a stable lifestyle provides shelter. ...

**Team member 2:** The second reason why we would choose a lifestyle characterized by stability is that we believe that a stable lifestyle provides protection. ...

**Team member 3:** The third reason why we would choose a lifestyle characterized by stability is that we believe that a stable lifestyle provides satisfaction. ...

(for rebuttal)

**Team member:** The idea proposed by the opposite team is unacceptable because ...

**Team leader:** My fellow students have illustrated very well that a stable lifestyle provides shelter, protection and satisfaction. We think such benefits contribute most to personal development. We want to restate our choice for a stable lifestyle.

**Cue for Team Two:** We believe that a mobile lifestyle provides challenges, strength and power and contributes most to personal development.

### INTERACTION LINK

**My Internet Café**

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