

Listen

(Teacher's Book)

This Way

2

英语听力教程

(教师用书)

主 编 张民伦
副主编 张 鐸

高等教育出版社

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英语听力教程

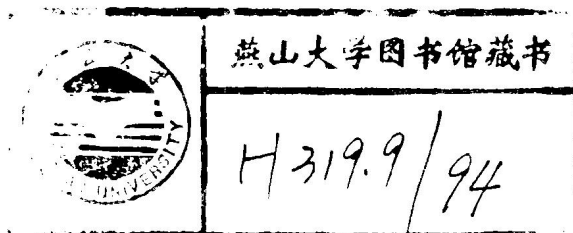
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内 容 提 要

本书是与《英语听力教程2》(Listen This Way 2)相配套的教师参考书。主要内容包括每单元授课要点, 学生用书中全部练习答案以及录音带的所有文字材料。

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前 言

听是语言交际的重要方面。在对外交往中,听力水平的高低直接影响着人们相互理解和工作效率。随着国际交流的日渐频繁和电讯技术的迅猛发展,提高英语听的能力显得尤为重要。本教材正是为了适应时代的发展和英语教学的需要而编写的。在编写中,我们努力借鉴国内外近年英语听力教学的研究成果,在总结几十年教学经验的基础上,遵循本课程的教学理论和原则,针对中国学生英语听力学习的特点,进行了新的尝试。本教材可供高等学校英语专业一、二年级的学生使用,同时适合师专、教育学院、广播电视大学、成人高校英语专业的学生及社会上广大英语自学者使用。

本教材在编写中努力体现以下两点:

1. 以培养听力技能为主线。通过系统的听力专门技能的单项训练及综合训练,培养学生的快速反应、准确辨别、分析推理、归纳总结、信息处理及记录和记忆等能力;
2. 力求听力材料的语言真实性、典型性和实际应用性。由于听力理解与学习者的知识水平,特别是与他们的语言和社会文化知识的水平密切相关,因此本教材注重在不同阶段选择既与技能训练匹配又与学生求知兴趣相称的素材。

全套教材共分6册。每册配有教师用书和6盒录音带。前4册以单项技能训练为主,配有一定量的综合训练,题材接近生活、工作实际,由近及远,涉及的面较宽;后两册以综合技能训练为主,同时针对中国学生在英语听力学习中的难点、重点进行反复训练,题材以反映社会、科技领域的新发展为主。教师用书的内容包括教学提示、练习答案和全部录音带内容的材料。

“标”、“本”兼治,以“标”求“本”是本教材的努力方向和目标。这里的“标”指的是教材及磁带中的全部教学内容与练习;这里的“本”指的是完成全部教学内容与练习之后留存于学生的那种内在智慧与能力。

本书为第二册,共包括18个单元,内容为人们日常生活及语言交际中最常用的话题,听能训练侧重于关键词的选择、要点记录和大意归纳等,同时复习和强化第一册中的部分单项技能。每单元由六个部分组成:

第一部分为准备性练习,主要包括预习生词、听小对话和短文,帮助学生进入积极思维和听的状态;

第二和第三部分为每个单元的重点部分,贯穿某项技能和微技能的训练。为了降低学习难度,这两个部分的听力内容有时采用两种语速来表述,目的是试图在半真实与较真实的语言材料之间架设学习和过渡的桥梁。同时,也为教师因材施教提供一些条件;

第四部分主要为听写填空,听力材料多为相关领域的热门话题或科技新发展介绍,内容新,生词量大,学习者可以将听与阅读结合起来,以增加语言输入量,扩大知识面;

第五部分为语言真实性较高的听力材料,通过具有挑战性的练习形式,激发学生的学习兴趣,提高

训练强度, 锻炼和发展学生的记忆能力;

第六部分对本单元的生词和词组进行归纳, 以帮助学生复习巩固, 克服听力教学中由于强调瞬时记忆而忽视词汇积累和语言应用的倾向。教师可围绕本部分内容适当进行一些读、讲、听、说的综合练习。

本教材主要供课内精听使用, 每单元约需3学时左右。但是提高听力仅靠精听是远远不够的。希望教师针对各个学生的实际情况, 有计划地指导并组织好课外泛听及其它相关的学习活动。只有精与泛、质与量的科学结合才可望实现英语听力水平的飞跃。

本教材的编写得到了教育部有关司处及许多兄弟院校的热情关心和指导。华东师大外语学院和英语系给予了经常性的支持和帮助。黄源深教授和虞苏美教授为本教材的编写提出了宝贵意见。美籍教授 Louis Vinceguerra 审阅了第二册全部书稿。参加录音的朋友有 Henry Adams、Nicki Bruce、Adam Davis、Kristian J. Jaech、Nancy Joecker、Andy Krieaj、Melanie Nyhos、Richard Pearson、Erin Peterson、Louis Vinceguerra、Nancy Wong 等。录音合成赵金土、刘申。梁超群老师为第二册的编写做了大量工作。在编写过程中, 我们还参阅过国内外一些有关书籍和教材, 参阅书目详见 Acknowledgments。

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由于水平有限, 时间匆促, 疏漏和不妥之处, 敬请指正。

编 者
1998年10月

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1

Under the Same Roof

FOCUS

The training focus of this unit is the understanding of different concepts of the family in modern society and the appreciation of relationships between family members. In teaching this unit, teachers should ask the students to listen carefully for the names of the people and their respective views and perceptions on love, marriage and other aspects of family life.

Note-taking forms a big part of the exercise in this unit. Therefore, it is very important for the teacher to help the students avoid getting into the habit of trying to write down every word that they hear. The students should be encouraged to distinguish between items of high and low information value. And on the basis of this, they will focus their attention on the key words that carry the most essential meanings of the speakers' utterances.

Numbers in this unit also deserve the students' special attention.

Part I Getting ready

A (Omit)

B You are going to hear some people talking about pictures of their families. Listen carefully and identify which one of the following pictures each person is talking about.

1. Picture two
3. Picture four

2. Picture one
4. Picture three



(1)



(2)



(3)



(4)

Tapescripts:

1. **Woman:** This is my family. I'm married. My husband's name is Bill. We have two children — a boy and a girl. Our little girl is six years old, and our little boy is four. Jennie goes to kindergarten, and Aaron goes to nursery school. My father lives with us. Grandpa's great with the kids. He loves playing with them and taking them to the park or the zoo.
2. **Man:** This is a picture of me and my three sons. We're at a soccer game. Orlando is twelve, Louis is ten, and Carlos is nine. All three of them really like sports. Orlando and Louis play baseball. Carlos is into skating.
3. **Man:** This is my wife June, and these are my three children. Terri on the right is the oldest. She's in high school. She's very involved in music. She's in the orchestra. Rachel — she's the one in the middle — is twelve now. And this is my son Peter. He's one year older than Rachel. Rachel and Peter are both in junior high school. Time really flies. June and I have been married for twenty years now.
4. **Woman:** This is a picture of me with my three kids. The girls, Jill and Anne, are both in high school. This is Jill on the right. She'll graduate next year. Anne is two years younger. My son Dan is in college. It seems like the kids are never home. I see them for dinner and sometimes on Saturday mornings, but that's about it. They're really busy and have a lot of friends.

Part II A birthday present

- A** John has just opened his birthday present from his wife, Mary. Before listening to the following dialogue, you will hear several questions about it on the tape. Write down the questions.

- Question 1: Mary gives John a birthday present. What is it?
 Question 2: Whose telephone number does John put in first?
 Question 3: Whose telephone number can John always remember?
 Question 4: What does John want Mary to do at the end of the dialogue?

- B** Now listen to the dialogue. While listening for the first time, take down key points in the left-hand column. After the second listening, give brief answers to the above questions.

Notes	Answers
	Answer 1: <u>It is a calculator.</u> Answer 2: <u>The solicitor's number.</u> Answer 3: <u>Bill and Sue's number.</u> Answer 4: <u>Take him out for a meal.</u>

- C** Now listen to the dialogue again. Pay special attention to the names of people and places and all the telephone numbers. Complete the following chart.

Names of People/Places	Telephone Numbers
the bank	345674
the doctor	76763
the dentist	239023
the garage	757412
the station	546534
the flower shop/the florist	989024
John and Jane	21463
the sports club	675645

Tapescript:

John: It's super, Mary. It's just what I wanted.

4 Unit 1 *Under the Same Roof*

- Mary: Well, I know you said your old calculator was no good any more.
- John: Well, it wasn't that it was no good. It just wouldn't do all the things I need to do at work. And it certainly wouldn't remember telephone numbers for me like this one.
- Mary: I suppose you're going to start putting in numbers straightaway.
- John: I've put in one while we've been chatting. I've put in our solicitor's number. You know how often I need to call him on company contracts.
- Mary: So what others are you going to put in?
- John: Well, number one. Accountant, I think.
- Mary: The company's accountant?
- John: Yes. Now just let me put in the number. That's it.
- Mary: And number two, the bank.
- John: OK. Bank. Now, that's 345674. Oh ... And number 3, the doctor.
- Mary: Yes. His number's, er, let me think. 76763. And then the dentist, of course.
- John: What's that? Number 4, isn't it? Dentist.
- Mary: Yes, the number's 239023. I remember, because I rang yesterday about Robbie's appointment.
- John: That's fine. And now — the garage. 757412.
- Mary: And then how about the station number? You're always hunting around for that in a panic.
- John: Yes, you're right. What is the number anyway?
- Mary: Oh, I can't remember. I'll just look it up in the telephone directory.
- John: All right. Now, number 7, the flower shop, I think. Yes, florist. And that's 989024. Oh, I mustn't forget the new London office number. So that's number 8, new London office.
- Mary: John, here's the station number. 546534.
- John: 546534. Thanks. Now that was number 6 on my list.
- Mary: How far have you got now?
- John: Well, I've added a couple more. The next one will be 9.
- Mary: What about Bill and Sue?
- John: No, I can always remember their number. But I always have to look up John and Jane's number. What is it?
- Mary: John and Jane ... John and Jane ... I know, 21463.
- John: OK. 21463. John and Jane. And one more perhaps?
- Mary: The hairdresser?
- John: Why do I need the hairdresser's number? No, I thought this was my pocket calculator. Oh, I tell you one number we do need quite often —
- Mary: { the sports club!
the sports club!