



高等职业教育
公共英语类课程规划教材

新世纪

CENTURY ENGLISH

世纪英语

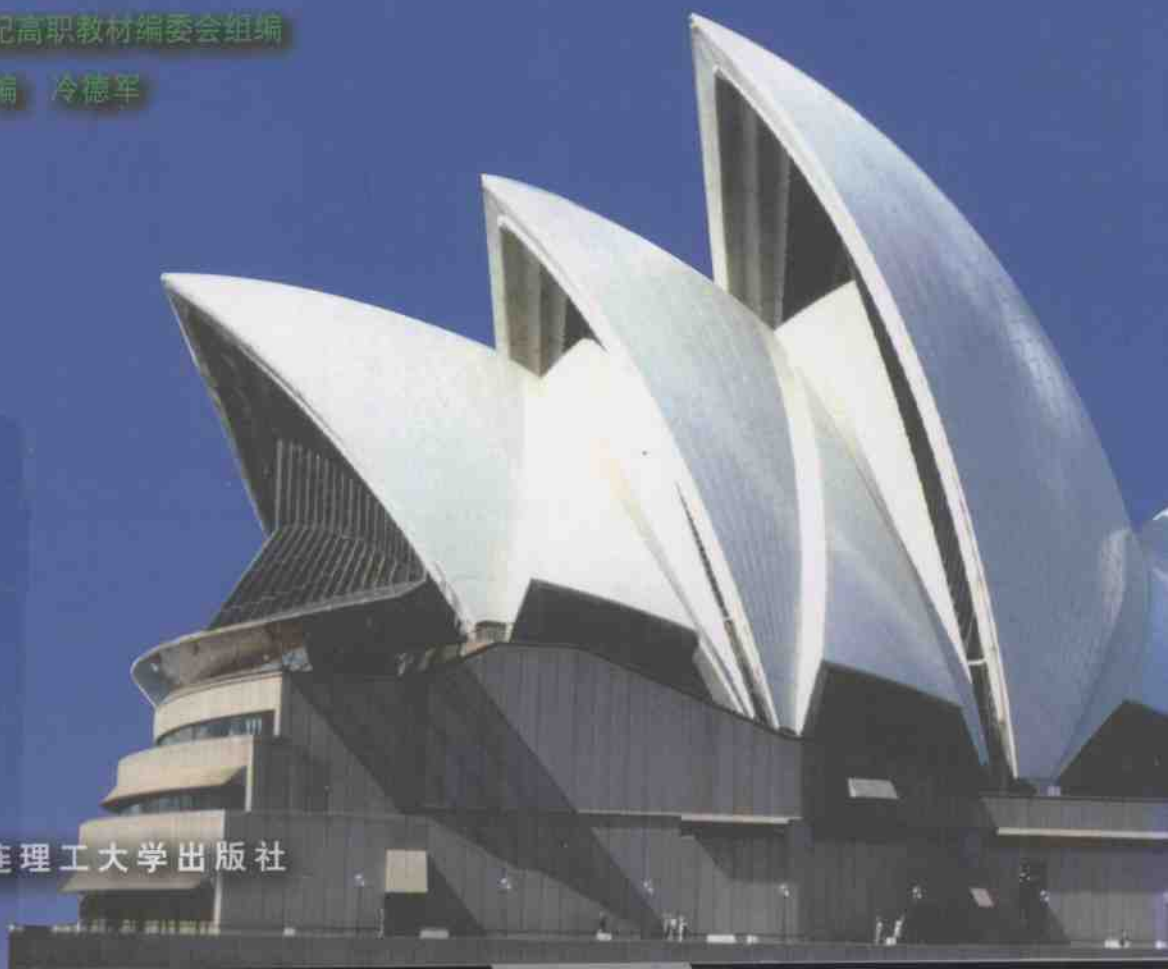
听说教程 IV

(教师用书)

新世纪高职教材编委会组编

主 编 冷德军

大连理工大学出版社





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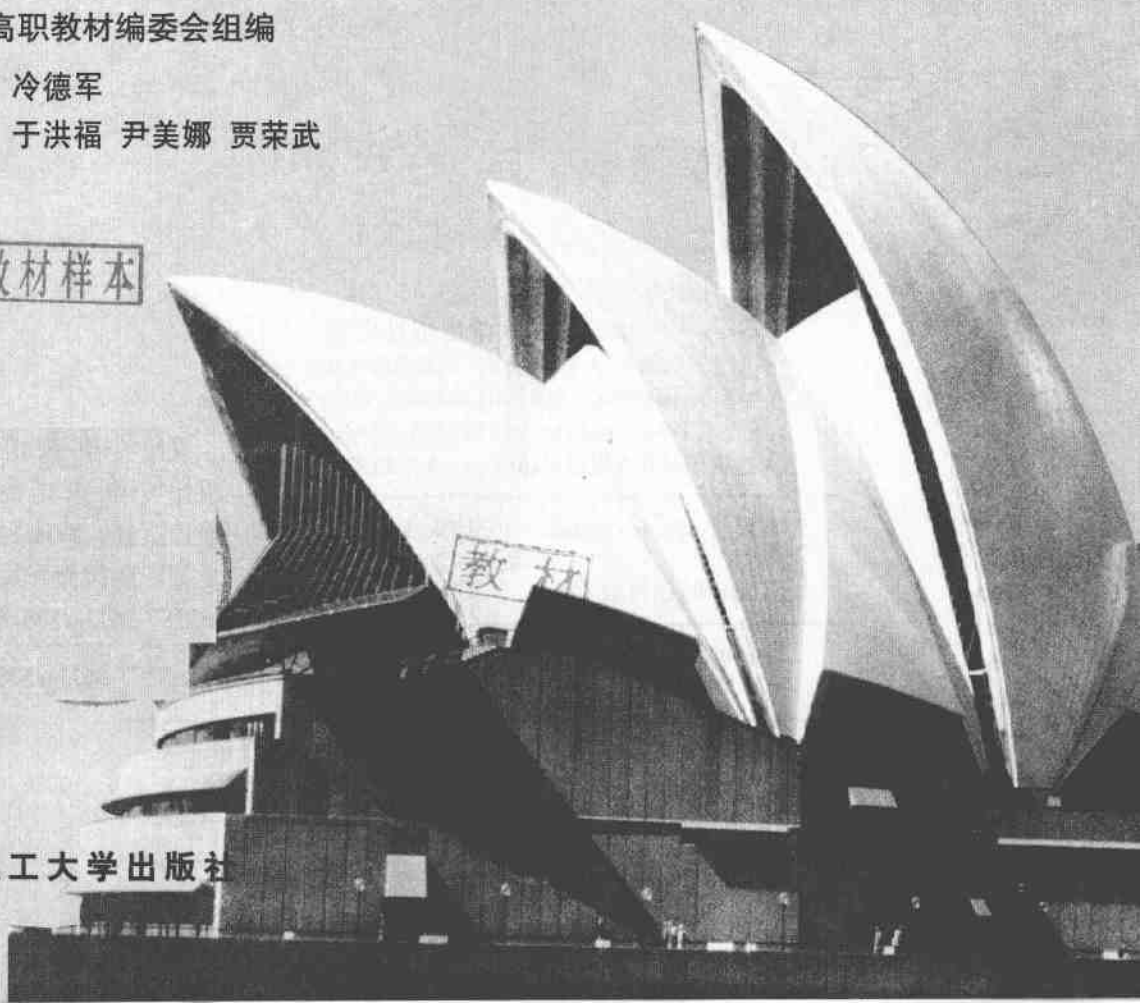
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教材

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大连理工大学出版社告诉我,他们组织了一个有相当规模的高职教材编委会,而着手编写高职英语系列教材,则是年初的事。当时,他们找到我,希望提供一些帮助,由于这是自己学校的出版社,也由于我目前担任“高职高专教育英语课程教学指导委员会”主任的工作,他们的许多想法又符合我国高职英语教学改革的大方向,而推动高职英语教学改革,包括教材改革又是我作为课程指导委员会主任的责任,我便应允了。

近年来,由于负责全国高职高专教育英语课程教学指导委员会的工作,所以对高职教育的特色和侧重点有了比较深入的了解与研究。我为自己学校的出版社愿意为高职英语教材建设做出贡献而感到高兴,也很赞赏他们敢于以高职一线英语教师为主体来完全其系列教材建设的勇气。

课委会指导和推动高职高专教材建设的方针,是既推动使用推荐教材,又鼓励按照《基本要求》编写具有特色的多种教材,但又反对粗制滥造的“低层次重复”。大连理工大学出版社这次组织编写的这套高职英语系列教材,既严格遵循《基本要求》,又突出考虑了高职院校的特点和需求,必将有助于高职英语教材的推陈出新。

这套新编的高职英语教材在特色建设上独辟蹊径。首先,他们坚持以高职一线教师为主体来完成这套高职英语教材建设的想法,十分有助于把握好高职英语教学的实际需要。其次,他们不是单纯地将教材的编写看作获取商业利益的机会,而是立志要打造一个高职英语教材的品牌。再次,是他们的满腔热忱和脚踏实地的做事态度。最后,是这支队伍的较强的凝聚力。组织编写一套英语教材是一项重大的系统工程,高职一线的英语教师又分散在不同的院校,经验也欠丰富,能将他们有效地组织、凝聚在一起编写教材不是一件容易的事。我很欣赏他们的这种凝聚力。

高职教育是以培养应用型人才为目标的,因此注重教学内容和教学过程的实际和实用效果就是至关重要的。编写高职英语教材尤其不能好高骛远,要特别突出培养学生实际使用英语的能力这一特点。我认为,大连理工大学出版社这次推出的英语系列教材,在按照高职分级教学要求设定教材架构、针对高职学生英语基础相对薄弱相应降低教材难度等方面所做出的尝试,具有现实意义。

最近十多年来受教育部高教司委托负责高职高专英语教育,自觉不自觉地已经把它当成了自己的一项事业,因此也就多了对它的一份关心,一份牵挂。我很希望能有更多更好的适合高职高专英语教学需要的好教材问世,也很希望能有更多的高职一线教师加入到高职高专英语教材建设的研究和实践中来。大连理工大学出版社和他们组织推动的新世纪高职教材编委会的做法,无论是从实现高职英语教材特色建设的角度来看,还是从培养高职英语教育人才的角度来看,都不无可取之处。

盛情难却,谨以此文勉为其序。

孔庆炎

2004年7月于大连

总序

《世纪英语》是新世纪高职教材编委会富有积极的进取精神的一次大胆尝试。

由大连理工大学出版社组织推动的新世纪高职教材编委会,是一个由全国100余所志同道合的优秀高职院校组成的高职教材建设者联盟。编委会走过的历程,见证了我们的与众不同:编委会是迄今为止第一个完全按照市场原则来长期进行高职教材建设运作的大型组织。从编委会诞生的第一天起,我们就选择了以高职教材的特色建设为己任。这不仅是由于我们拥有对高职教育未来发展的更为贴近实际的认识,也由于我们拥有一整套完全属于自己的切实可行的关于教材建设的创新理念、创新组织形式与创新运作方式,更由于我们一直以来对高职教材品牌、特色与创新的始终如一的执著追求和坚忍不拔的长期努力。

在编委会的所有经历中,关于教材建设理念的独到解释非常值得一提。这一理念可简述如下:所谓教材建设,就是建立在教学实践基础上的教材的不断深化、不断完善的过程。在编委会的整个教材建设过程中,这一理念不仅已成为我们的核心指导原则,而且它的深受高职教学单位欢迎的结果,也鼓舞了我们实现任何高职教材特色建设的勇气。

然而,高职英语教材特色建设的情形则有所不同。就其实用性而言,高职与非高职的英语教育并无本质区别,加之我国高职教育发展的历史尚短,高职英语优秀人才的累积也略显不足,因而,许多早期高职英语教材的编写,宁可倚重非高职院校的英语教材参与,有其积极的意义。但是,按照我们教材建设的上述理念,如果不能以高职一线教师为主体来实施高职英语教材建设的具体运作,就根本无法实现完全适合高职教学需要的英语教材建设的预期目标。

这的确是一个两难选择。事实上,编委会要建设自己品牌的高职英语教材的想法由来已久。但我们也深知完全依靠一直很少涉足英语教材建设的高职一线教师来完成这一重任的艰难程度。因此,我们并没有从一开始就贸然地启动这个项目,而是选择在较好地实现了足够数量的非英语类高职教材特色建设的经验累积,若干专业英语类相关教材建设的成功尝试,以及对公共英语相关项目的具有积极意义的探索和准备之后,才开始尝试涉足这个领域的。

尽管我们在推进高职英语教材建设的过程中遇到了诸多困难,但终能如愿以偿,在很大程度上也有赖于我们的一些具有重要指导意义的体悟。编委会有一句名言:我们相信用心与努力胜过相信经验与资历。编委会有一个信条:在目标一致基础上达成的共识优于任何情况下的一己之见。这些在非英语类高职教材建设中屡试不爽的成功做法,在高职英语教材建设的过程中也得到了同样的印证。

我们欣喜地看到:由于我们付出的辛勤努力,我们的关于教材建设的上述理

念,也正在英语教材建设中显现其非凡魅力。在我们高职一线教师所立足的英语教学实践这个基础之上,由我们自己培育出来的一株幼苗正在茁壮成长。我们现在或许还不能做到足够完美,但是,我们始终坚信:我们会比任何人都更加清楚地知道自己需要什么,只要我们坚定不移地朝着既定目标不懈努力,就一定会越做越好。

我们已经跨越了起跑线。我们绝不会放松前进的脚步。我们正在推出的包括《读写教程》、《听说教程》与《拓展阅读教程》在内的高职英语系列教材——《世纪英语》必将伴随着赞誉的鼓励与批评的鞭策,日臻完善,走向成熟。

耕耘过后,我们期待着在一个有足够创新精神的编委会的土壤里成长出更多更优秀的高职英语教育人才,期待着收获一个更好更切合高职英语教学实际的教材品牌。

新世纪高职教材编委会

2004年6月

使用说明

《世纪英语——听说教程》是遵循任务型教学法,按照以学生为中心的教学模式,充分考虑高职英语教学需要设计的。每个单元有八个模块。教师可根据具体情况,在下述说明的指导下进行教学。

1. Getting Ready (热身准备)

作为英语教师,应该教会学生如何使用英语来表达他们在母语环境中已认知的事务。本教程通过各单元开篇题图的设计,能使学生对本单元要学的内容了然于心。教师可通过相关的重点词汇和句型的练习,提出学习目标,让学生多看、多说、多听,使其置身于英语交流的语境中。

2. Learning to Talk (学着说)

“公式型语言”是语言的“主干”,对初学者来说非常适用。本模块设计的“结对练习核心对话”,就是利用“中心课文”所提供的材料,给学生提供“公式型”例句,让学生练习。然后再结合 Getting Ready 中刚刚习得的词汇,重新组合句子,举一反三,可以使使学生迅速入门,建立自信,无需细究语法成分即可进行初步的英语交流。

3. Preparing to Listen (准备听)

本模块分为:

A. Background (背景介绍):学生可在教师指导下阅读,之后是讨论式练习,为学生更好地理解中心课文做准备。

B. Vocabulary Comprehension (词汇理解)

通过各种词汇练习形式的设计,使学生得到充分的练习,为听懂“中心课文”扫清词汇障碍。

C. Useful Expression (有用句型)

在课堂教学中,教师往往采用演绎式学习和归纳式学习。所谓演绎式学习是指学生学习知识的过程,而归纳式学习是指启发学生总结规律。有用句型的设计正是遵循教学规律,在习得本单元的句型与词汇后进行归纳总结,从而使随后的听与说变得更轻松容易,使学生更有成就感,增强自信。

4. Listening Tasks (听力任务)

此模块是每个单元的中心。前面的所有的练习都是围绕着中心课文设计的。因此,在进行到此模块时,学生不应感到太吃力。它包括:

A. 听力任务:根据中心课文设计的4-5个问题,吸引学生把注意力放在所要听的内容上,有的放矢地听。

B & C. “泛听”与“精听”:学生带着听力任务,在听的过程中寻找答案。经过“泛听”、“精听”及相关的一些练习,在其后的“讨论”中,谈出自己的观点,从而达到练习说的目的。

D. 讨论:即“合作学习”,指在课堂上以小组为单位(由4~5人组成),通过表达、询问、沟通、交涉、协商等交流手段共同努力来完成学习任务。在合作学习中,由

于强调小组中的每个成员都积极参与到学习活动中来,学习任务由大家共同分担,问题就会变得容易解决。而且大家在互相学习中不断地发现别人的优点,取长补短,使大家在共同完成学习任务中不断提高英语交流能力,最终达到共同提高英语听说水平的目的。

5. Expressing Yourself (表达)

本教材穿插了各种相关课堂活动,包括结对练习、分组讨论和自我表述。这些课堂活动都围绕学生感兴趣的实用话题而展开,旨在为学生提供一个真正展示自己英语交流能力的舞台,构建以学生为中心的英语教学模式。在这些活动中,教师要成为学生学习的引导者,课堂教学的组织者,舞台的“导演”,甚至是“提词者”。

6. Learning for Fun (快乐学习)

在一系列的听说之后,学生可能会感到有些疲惫。这时跟上“快乐学习”,可以让学生继续在释放中进步。本册设计的是趣味俚语。俚语是日常生活中常用的语言表达形式,具有用词简单,表达内容丰富的特点。教师可让学生猜测俚语的含义,若猜不出,再给出答案。

7. Reading Aloud (大声读)

英语与汉语的发音有很大不同,必须通过大量的练习、模仿,才能准确地说出地道的英语。本模块的设计借鉴了国内较成功的英语学习经验,即“脱口而出说英语”。就是以最大声、最清楚和最快速的“三最”练习法,锻炼英语口腔肌肉,从而达到用英文流利交流的目的。教师可安排学生课后多练,下次课或做比赛,或做游戏,可收到事半功倍的效果。

8. Test Yourself (自我评价)

把本单元所学习的内容通过A、B级考试的形式让学生进行自测,目的是让学生熟悉考试题型。教师可模拟考试现场,在规定的时间内完成检测。

由于编者水平有限,加之时间仓促,教材中难免有不当之处。恳请各兄弟院校的老教师们批评指正。

《世纪英语——听说教程IV》(教师用书)由辽宁工程技术大学职业技术学院冷德军任主编,辽宁机电职业技术学院于洪福、大连水产学院职业技术学院尹美娜、抚顺职业技术学院贾荣武任副主编。东北财经大学徐荣博、马妍参与了编写。具体编写分工如下:冷德军(Unit 1、Unit 2、Unit 4),于洪福、马妍(Unit 5、Unit 6、Unit 8),尹美娜、徐荣博(Unit 3、Unit 10)、徐荣博(Unit 7、Unit 9)。

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UNIT 1

Hobby

I. Getting Ready

A. Look at the pictures and answer the following questions.

1. What are they doing in the pictures?

They are watching TV, surfing on the Internet, listening to music, reading books, playing chess, and playing cards.

2. What's your hobby?

...

B. Look at the following new words and phrases on the left and find their meanings on the right.

<u> d </u>	1. stamp-collecting	a. 网上聊天
<u> f </u>	2. mountain-climbing	b. 听音乐会
<u> e </u>	3. play Mahjong	c. 剪纸
<u> c </u>	4. paper-cutting	d. 集邮
<u> b </u>	5. go to concerts	e. 打麻将
<u> a </u>	6. chat on-line	f. 爬山

C. Listen to the new words and phrases above. Try to remember their meanings while listening.

II. Learning to Talk

A. Read the conversation and then listen.

B. Practice with your partner.

III. Preparing to Listen

A. Background

1. Read the following paragraph.
2. Work in groups.

B. Vocabulary

1. Fill in the blanks with the words or phrases listed in the box below.

stamp album	by and by	make good use of
relaxed	entertainment	out of date
free time	broaden vision	kill time

- 1) Hobbies can make us relaxed and bring happiness and pleasure.
 - 2) Some knowledge in textbooks is a little bit out of date.
 - 3) In those days we didn't have many forms of entertainment.
 - 4) I like stamp-collecting not because I want to kill time.
 - 5) I want to make good use of my free time.
2. Work in pairs. List which of the following items are indoor hobbies and which items are outdoor ones. Some items may be on both lists. Compare your lists with your partner's. You may ask as the example.

Example:

"What are your indoor hobbies?" or "Do you swim indoors or outdoors?"

swimming	stamp-collecting	playing tennis	watching TV
listening to music	roller-skating	hiking	
skating	surfing on the Internet	skiing	

Indoor Hobbies

watching TV _____
 surfing on the Internet _____
 swimming _____
 stamp-collecting _____
 listening to music _____

Outdoor Hobbies

hiking _____
 skiing _____
 roller-skating _____
 swimming _____
 skating _____
 playing tennis _____

C. Useful expressions

IV. Listening Tasks

Tapescript:

My Hobbies

Hobbies can make us relaxed and bring happiness and pleasure. I have a lot of hobbies. My favorite hobby is stamp-collecting. I began to collect stamps thirty years ago. At that time I was a ten-year-old boy. I had a very good friend and he loved collecting stamps very much. By and by, it became one of my favorite hobbies. I began

to collect stamps not because I wanted to kill time but because I wanted to make good use of my free time. In those days we didn't have many forms of entertainment. Collecting stamps could not only bring me many friends, but also broaden my vision. I learned a lot that I could never learn from textbooks. Some knowledge in textbooks was a little bit out of date, while I could learn something new even from a small stamp. Now, when I am free from work, I will take out my stamp albums to enjoy the wonderful and valuable stamps I have collected.

A. Read the questions below, keep them in mind and then listen to the passage.

B. Listen carefully again and choose the correct answer.

1. How many hobbies does the speaker have?
A. Only one B. A few C. Many
2. The speaker began to collect stamps _____ years ago.
A. 10 B. 20 C. 30
3. The speaker got the hobby of collecting stamps from his _____.
A. father B. teacher C. friend
4. People had _____ forms of entertainment in the past.
A. many B. few C. none
5. When the speaker began to collect stamps, he was only _____.
A. 10 B. 15 C. 5

C. Listen to the passage for the third time. Put the following uses of collecting stamps in order from 1 to 8 according to the listening material. Number 1 is the first and number 8 is the last.

- 1 make us relaxed
- 7 learn how to cherish things
- 2 bring happiness and pleasure
- 3 bring me many friends
- 5 learn a lot of knowledge
- 4 broaden my vision
- 6 learn something new
- 8 learn how to enjoy beautiful cultures

D. Discuss in groups and answer the questions in Step A.

1. What is the speaker's favorite hobby?
The speaker's favorite hobby is collecting stamps.
2. When did the speaker begin to collect stamps?
The speaker began to collect stamps thirty years ago.
3. Why does the speaker like stamp-collecting?

Because the speaker wants to make good use of his time.

4. Did people have many entertainment in the past ?

No. In those days, people had few forms of entertainment.

5. What's the use of collecting stamps?

It can bring us many friends, and broaden our vision. We learn a lot that we can not learn from textbooks, and we can also learn something new from a small stamp. The most important thing is that we can learn how to cherish things and enjoy beautiful culture.

V. Expressing Yourself

A. Practice in groups.

B. Discuss in pairs.

C. Talk more.

VI. Learning for Fun

(omitted)

VII. Reading Aloud

(omitted)

VIII. Testing Yourself

Directions: This part is to test your listening ability. It consists of 4 sections.

Section A: Spot Dictation

To people weekends mean that they can have two days' good rest. For example, people can go out to enjoy themselves or get together with relatives and friends to talk with each other or watch instructive videotapes with all the family.

Everyone spends weekends in his own way. Within two days, some people can relax by listening to music, reading novels, or seeing films. Others perhaps are more active by playing basketball, going swimming or going dancing. Different people have different relaxations.

Section B: Dialogue Comprehension

1. M: Boating and skating are my favorite sports.

W: I like swimming, but not boating or skating.

Q: Which sport does the woman like?

A) Skating.

B) Swimming.

C) Boating and swimming.

D) Boating and skating.

2. W: I guess all of you like English very much.

M: Well, not all students here studies English.

Q: What does the man mean?

A) None of the students here study English.

B) All the students here like English.

C) Some students study English.

D) All the students dislike English.

3. M: I like skiing but not swimming.

W: Swimming and tennis are my favorite sports.

Q: Which sport does the man like?

A) Skiing.

B) Tennis.

C) Swimming.

D) Golf.

4. W: When does the movie that you said you liked best yesterday start?

M: Don't worry. It doesn't start until 12:30. We've still got 30 minutes.

Q: What's the time now?

A) 12:30.

B) 11:30.

C) 12:00.

D) 11:00.

5. W: Last night, we went to Peter's house to listen to the music we prefer.

M: I heard that he has more than 300 jazz records. Is that right?

Q: What do we learn from the conversation?

A) Peter plays jazz music.

B) Peter is a jazz fan.

C) Peter needs 300 jazz records.

D) Peter likes classical music.

Section C: Conversation Comprehension

W: When did you become interested in collecting stamps?

M: Oh, when I was about ten years old. It's an exciting hobby. You know, the first postage stamps were issued in Britain in 1840.

W: Really? I didn't know that. I did know that the charge for mail delivery before postage stamps was paid by either the sender or the receiver. How much was the usual charge?

M: Oh, about ten cents for a short distance. But post offices were losing money with that system. Rowland Hill, an Englishman, suggested using postage stamps. Here's a picture of the first two stamps issued.

W: They both bear a picture of Queen Victoria.

Questions 1 – 5 are based on the conversation you've just heard.

1. What picture did the first postage stamps bear?

A) A picture of Queen Elisabeth.

B) A picture of Queen Victoria.

- C) A picture of King Victoria. D) A picture of King Elisabeth.
2. When were the first postage stamps issued?
 A) In 1480. B) In 1840. C) In 1084. D) In 1048.
3. Who paid for mail delivery before the appearance of postage stamps?
 A) The sender. B) The receiver.
 C) Either the sender or the receiver. D) Both the sender and the receiver.
4. How much was the usual charge for a short distance at that time?
 A) About 10 cents. B) About 20 cents.
 C) About 30 cents. D) About 40 cents.
5. Who suggested using postage stamps?
 A) An American. B) A Canadian.
 C) A Frenchman. D) An Englishman.

Section D: Passage Comprehension

On a plane trip, people sitting next to each other will often like to exchange greetings and perhaps strike up a conversation. In such cases, they will usually tell where they are going and perhaps where they are from to begin the conversation. If one party wants to carry on the conversation, he will make some further remarks—perhaps about the weather, some recent news, something happening at the moment around them, etc. The reaction of the other people will then determine whether the conversation goes on or soon stops.

1. On a plane trip, what will people sitting next to each other usually do?
 People will like to exchange greetings and perhaps strike up a conversation.
2. How do they begin the conversation?
 They will usually tell where they are going and perhaps where they are from to begin the conversation.
3. If one party wants to carry on the conversation, what will he do?
 He will make some further remarks.
4. What do their further remarks concern?
 Perhaps about the weather, some recent news, something happening at the moment around them, etc.
5. What will determine whether the conversation goes on or soon stops?
The reaction of the other people will then determine whether the conversation goes on or soon stops.

UNIT 2

Drinks

I. Getting Ready

A. Look at the pictures and answer the following questions.

1. Do you like drinks?

Yes, I do.

2. What kind of drinks do you often have?

I often have some beer, whiskey or brandy...

B. Look at the following new words and phrases on the left and find their meanings on the right.

<u> e </u>	1. hard drink	a. 随意的
<u> b </u>	2. noisy	b. 嘈杂的
<u> d </u>	3. disco	c. 酒吧
<u> a </u>	4. casual	d. 迪斯科
<u> c </u>	5. bar	e. 烈酒
<u> f </u>	6. on big occasions	f. 在重大场合

C. Listen to the new words and phrases above. Try to remember their meanings while listening.

II. Learning to Talk

A. Read the conversation and then listen.

B. Practice with your partner.

III. Preparing to Listen

A. Background

1. Read the following paragraph.

2. Work in groups.

B. Vocabulary

1. Fill in the blanks with the correct forms of the words or phrases listed in the box below.

tip	recommend	bill	draft beer	get drunk
whiskey	hit the bar	keep the change	show up	out of beer

- 1) In the West, people usually give tips to the waiters or waitresses in a restaurant, teahouse or bar.
 - 2) They waited and waited, but the famous singer didn't show up.
 - 3) If you really want to get drunk tonight, you might try some hard liquor.
 - 4) What do you recommend?
 - 5) Please let me pick up the bill. I'll pay for the drinks.
2. Work in pairs. List which of the following items are soft drinks and which items are hard drinks. Some items may be on both lists. Compare your lists with your partner's. You may ask as the example.

Example:

"What are soft drinks?" or "Do you like soft drinks or hard drinks?"

tea	beer	fresh milk	coffee
whiskey	XO	coke	grape wine
brandy	drinking water	Pepsi - cola	rice wine

Soft Drinks

tea
fresh milk
coke
coffee
drinking water
Pepsi-cola

Hard Drinks

brandy
whiskey
grape wine
XO
beer
rice wine

C. Useful expressions

IV. Listening Tasks

Tapescript:

(Li Ming asked Ma Dong to have a drink in a bar one evening.)

Waitress: Good evening, sir! Welcome to our bar. What can I do for you?

Li Ming: Shall we have some beer, Ma Dong?

Ma Dong: It's always my favorite.

Li Ming: (Turn to the waitress) What kind of draft beer do you have?