

全国高等职业技术学院外语系列教材

总主编 戴炜栋
副总主编 蒋秉章

新世纪 高职高专英语 听说教程

主编 龚 兵

教师用书 TEACHER'S BOOK

3



上海外语教育出版社

外教社

全国高等职业技术学院外语系列教材

新世纪高职高专英语

总主编 戴炜栋
副总主编 蒋秉章

听说教程

教师用书

NEW CENTURY ENGLISH LISTENING & SPEAKING COURSE

3

Teacher's Book

主编 龚 兵
编者 李延玉 肖小军
插图 周瑞平

上海外语教育出版社

图书在版编目(CIP)数据

新世纪高职高专英语听说教程 3/龚兵主编—上海:上海外语教育出版社,2001
全国高等职业技术学院外语系列教材·教师用书
ISBN 7-81080-161-9

I.新… II.龚… III.英语-听说教学-高等学校:技术学校-教学参考资料 IV.H319.9

中国版本图书馆 CIP 数据核字(2001)第 027816 号

出版发行: **上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机), 65422031 (发行部)

电子邮箱: bookinfo@sflap.com.cn

网 址: <http://www.sflap.com.cn> <http://www.sflap.com>

责任编辑: 谢 宇

印 刷: 上海出版印刷有限公司

经 销: 新华书店上海发行所

开 本: 850×1168 1/16 印张 4.5 字数 115 千字

版 次: 2001 年 6 月第 1 版 2001 年 6 月第 1 次印刷

印 数: 5 000 册

书 号: ISBN 7-81080-161-9 / G · 077

定 价: 7.40 元

本版图书如有印装质量问题,可向本社调换

前 言

全国高等职业技术院校外语系列教材《新世纪高职高专英语》是上海外语教育出版社联合深圳、上海、南京等地的高等院校编写出版的富有时代特色的新型实用的英语教材。本套教材是根据国家教育部颁发的《普通高等专科学校英语课程教学基本要求》进行设计和编写的,分为《综合教程》和《听说教程》,各六册。本书为本套教材《听说教程》的第三册教师用书,供高职二年级学生第一学期使用。

《普通高等专科学校英语课程教学基本要求》将高等专科英语课程的教学分为两个阶段:基础英语教学阶段和专业英语教学阶段。本套系列教材就是按照基础英语阶段的要求进行设计和编写的。

本套教材独辟蹊径,以全新的视角诠释现代英语听说的教学规律,其特点表现在“五新”:

1. 以现代的语言学权威理论作指导,充分体现素质教育和高职教育以实用为主的特色。
2. 选材真实地道,内容丰富,通俗易懂,具有实用性、时代性、科学性、趣味性、可学性和可教性。
3. 体例创新,打破常规,图文并茂,引人入胜。
4. 单元编写模式新颖,听、说活动围绕单元功能项展开,强化教学的可操作性。
5. 练习形式别具一格,轻松活泼,寓教于乐。

《听说教程》第三册分十个单元,每个单元由四部分组成: *Sound Right* 旨在让学生进行语音练习,并通过模仿练习掌握地道的发音; *Listen In* 通过看图说话激活学生思维,然后经过对功能会话进行反复听、模仿、练习,达到吸收内化的效果; *Speak Out* 为语码输出即会话练习,旨在让学生通过模块替换练习掌握某项功能的表达方法; *Act it Out* 提供了一个情景,让学生就某项功能进行会话练习,旨在检验学生对功能表达法掌握的熟练程度及所用语言的适当性。在具体教学活动中,教师可根据学生水平和教学进度等实际情况有选择地使用教材内容。

本教材总主编为戴炜栋,副总主编为蒋秉章。本册主编为龚兵,参加编写人员为李延玉、肖小军。本书的插图由周瑞平制作。

深圳职业技术学院的外籍教师 Ruth Follos 和 Peter Luca 通读了书稿,并提出了一些宝贵意见。

由于编者水平有限,加之时间仓促,疏漏和不妥之处在所难免,恳请读者不吝指正。

编 者
2001年2月

Contents

Unit One On Campus

Sound Right Consonant Clusters	1
Listen In	2
Speak Out	5
Act it Out	7

Unit Two Parties

Sound Right Incomplete Plosion	8
Listen In	9
Speak Out	11
Act it Out	13

Unit Three In the Library

Sound Right Liaison or Sound Linking	14
Listen In	15
Speak Out	17
Act it Out	19

Unit Four At Home

Sound Right Sentence Stress	20
Listen In	21
Speak Out	24
Act it Out	25

Unit Five In a Restaurant

Sound Right Strong and Weak Forms	27
Listen In	28
Speak Out	31
Act it Out	32

Unit Six Telephoning

Sound Right Assimilation	33
--------------------------------	----

Listen In	34
Speak Out	37
Act it Out	38

Unit Seven Shopping

Sound Right Elision	39
Listen In	40
Speak Out	43
Act it Out	45

Unit Eight At the Post Office

Sound Right Sense Group and Pause	46
Listen In	47
Speak Out	50
Act it Out	51

Unit Nine Hotel

Sound Right Intonation	52
Listen In	53
Speak Out	55
Act it Out	57

Unit Ten Transportation

Sound Right Rhythm	58
Listen In	59
Speak Out	62
Act it Out	63

Unit One On Campus



Sound Right Consonant Clusters

Consonant clusters refer to two or three or even more consonants which come together uninterruptedly. When we read consonant clusters, two things must be remembered: First, do not insert any vowel sound between the consonants. Second, the first consonant must be pronounced very gently and it slides to the second one very quickly. For instance, spy [spai], pray [prei]; we don't say [sə'pai], [pə'rei].

1. Listen and repeat, paying attention to the consonant clusters in reading.

- 1) I've really come for *advice*.
- 2) Be in high *spirits*.
- 3) It's really a complicated *story*.
- 4) Are you having any *special problems* with *studying*?
- 5) If we can't understand it, we can always *break it down* into *steps*.

2. Choose the words you hear on the tape.

- | | | | |
|----------------|-------------|-----------|------------|
| 1) A. spread | B. praised | C. afraid | D. sped |
| 2) A. lighter | B. factory | C. factor | D. fate |
| 3) A. slake | B. sway | C. say | D. play |
| 4) A. redden | B. Britain | C. rotten | D. written |
| 5) A. couldn't | B. wouldn't | C. wooden | D. curtain |

key: 2. 1) A. spread 2) C. factor 3) B. sway 4) D. written 5) A. couldn't

Notes

1. **hangdog expression:** A hangdog is a despicable or miserable person, who looks ashamed or guilty whenever he speaks or does something. A hangdog expression means an ashamed or timid look. 畏畏缩缩的样子
2. **make heads or tails out of sth.:** understand something 理解
3. **tick someone off:** drive someone crazy 把某人气疯
4. **break it down into steps:** A way of settling a problem. When a problem arises, don't panic! Settle down to a detailed study, the key to the problem lies before you. 仔细研究, 剖析
5. **Teach Yourself to Paint:** a kind of textbook to help people to learn painting on their own 《油画无师通》
6. **It's a complicated story:** This expression is often used to show one's doubt when he is given too

many contradictory or bewildering statements or excuses. 这听起来可就复杂了。

7. **an old people's home:** home for the aged 养老院



Listen In

Useful Expressions

Student

I've really come for some advice.
I don't know if I can. . .
I'm worried about. . .
We had our last class.
Feel like jumping for joy.
No more sitting in a stuffy classroom.
You're in high spirits.
No need to ask.
I have headaches/stomachaches/. . .
That's why I've been. . .
Have a heated discussion.
What a load off my mind!

Teacher

What can I do for you?
I need to get more information about. . .
How many hours/days a week?
I'll give you a good mark.
I'm going to give you an oral examination.
Don't be nervous!
Will you need English in your job?
You've missed too many lessons.
It's a complicated story.
Are you having any problems with. . . ?
Let's break it down into steps.
You shouldn't start without some advice.

1. **Listen to the following dialogues and complete each of them with what you hear on the tape.**

Dialogue 1

George: I really don't know what's wrong with me this semester.

Andy: Are you having any special problems with studying?

George: The assignments are so long and confusing. It'll take forever to complete them.

Andy: I've never seen such a hangdog expression! Is there anything I can do to help?

George: I've been floundering around here for hours.

Andy: Show me one of your assignments. If we can't understand it, we can always break it down into steps.

George: OK, here. Let's see if you can make heads or tails out of this.

Andy: (*while looking at the assignment sheet*) You're supposed to write about some legal issue. Did you discuss any in class?

George: Well, I remember one day we had a heated discussion about speed limits. It really ticked me off. I mean, one guy thought there shouldn't be any at all!

Andy: Good. It sounds like you're interested in that topic. Now let's go to the library and find some articles about it.

Dialogue 2

Assistant: Can I help you?

Sue: Yes. I want to start painting as a hobby. Could you give me some advice about what to buy?

Assistant: Of course. What kind of paint do you want to use — oil or watercolor?

Sue: Oh, oil I think.

Assistant: Well, you should start with a student's paint set. That contains twelve different color oil paints.

Sue: All right. What should I do about brushes?

Assistant: You'd better buy a set like this — it's got all the brushes you need to start with.

Sue: OK. Anything else?

Assistant: Yes, you ought to buy some linseed oil and some turpentine.

Sue: Sorry? What are they for?

Assistant: Well, linseed oil is an oil that you use to mix the paint and you use turpentine to clean the paint brushes.

Sue: Oh, I see. What size bottles have you got?

Assistant: We've got pint and half pint bottles.

Sue: Right. Now, do you think I should paint on paper, canvas or board?

Assistant: As you're a beginner, I think you'd better buy some painting boards. Paper is too weak for oil painting and canvas is very expensive.

Sue: Mmm, that's a good point.

Assistant: Have you had any painting lessons?

Sue: No, I haven't.

Assistant: Well, you shouldn't start without some advice. You ought to buy one of our *Teach Yourself to Paint* books.

Sue: Mmm. Good idea.

2. Listen to the dialogues below and choose the best answer to each of the following questions.

Dialogue 3

Most of Tom's students at the Technical College are between 17 and 18. Most of them are serious students. A few are not. Tom is talking with one of the few now.

Man: You've already missed far too many lessons this term, Miss Grey.

Woman: Yes, I know I have. I'm very sorry. You see, I have these terrible headaches and . . .

Man: Headaches? Only last week you said you had trouble with your stomach!

Woman: Er . . . well . . . I have headaches and trouble with my stomach, you see. That's why I've been absent so often.

Man: And you often come to college late as well. Yesterday, for instance, you . . .

Woman: Yes. I'm very sorry about that. You see, my alarm clock didn't go off and . . .

Man: Your alarm clock? But you told me yesterday that the bus had broken down!

Woman: Oh, did I? Well . . . er . . . I suppose I just forgot to say that my alarm clock hadn't gone off, either.

Man: It's a very complicated story, if you'll forgive me saying so, Miss Grey. Now, tell me

again why you want tomorrow off.

Woman: Well . . . er . . . you see . . . my grandfather's ill. He's in hospital and . . . and he's going to have an operation. I want to visit him.

Man: Oh, I see. So your grandfather's ill as well.

Woman: As well? I . . . I don't understand.

Man: Neither do I, Miss Grey. When we began this conversation you said your grandmother was ill. And you didn't say she was going to have an operation! You said she'd already had one! And by the way, you also said she was in an old people's home, not in a hospital!

Questions and keys

1) What reason did the woman give for her being absent last week?

- A. She hurt her leg.
- B. She had headaches.
- ☒ C. She had trouble with her stomach.
- D. She had a bad sleep.

2) What reason did the woman give for her being absent yesterday?

- ☒ A. Her alarm clock did not go off.
- B. She was caught in a traffic jam.
- C. She had to send her grandmother to a hospital.
- D. She badly needed to see a doctor.

3) Why did her teacher doubt her excuses for leave?

- A. Because she had been absent too many times.
- B. Because she was often late for classes.
- ☒ C. Because her excuses contradicted each other.
- D. Because she had a poor attendance record.

Dialogue 4

A student from China is telling her English councilor why she came to study architecture in England.

Man: What did you say you were going to take up as a career?

Woman: Architecture. Actually, I've already started. I began my studies at the Bartlett School of Architecture last October.

Man: What are you going to do when you finish?

Woman: Oh, I shall go back home and practice there. There's a great deal of scope for architects in my country and a lot of useful work to be done — building schools, hospitals, homes for the people.

Man: Will you need English in your job?

Woman: It'll be useful in many ways because there's a lot about architecture written in English and besides, many professional people in my country use English as a second language. When you attend international conferences, English is often the official language. Yes, I think I've done well to brush up* my English.

Man: What made you decide to take up architecture as a career?

Woman: Well, I was good at math and art at school and I think I had a certain feeling for design. My teachers encouraged me and said I had a bent for architecture. I suppose my personal qualities made me choose architecture and not law, for instance.

Man: But why have you chosen England for your studies, why not some other country?

Woman: Ah well, there are lots of reasons. But I'm not sorry because you've got some of the best schools of architecture in the world.

* **brush up**: improve one's knowledge of something known but partly forgotten by study

Questions and keys

- 1) What is the woman going to be when she finishes her studies in England?
A. A doctor. B. A manager. **C. An architect.** D. A lawyer.
- 2) Why does the woman think English useful?
A. Because many architecture articles are written in English.
B. Because many architects use English as a second language.
C. Because English is often the official language at international conferences.
D. All of them above.
- 3) Why does the woman decide to take up architecture as a career?
A. Because both her teachers and she think she has a bent for architecture.
B. Because she likes architecture very much.
C. Because she has studied architecture for many years.
D. Because her parents wish her to be an architect.



Speak Out

1. Listen to the following dialogue and make proper responses accordingly.

Jekyll: Wow! I feel like jumping for joy!

Mary: Last day of school, you mean.

Jekyll: Yes, we had our last class today and I feel like celebrating. No more sitting in a stuffy classroom for two months.

Mary: I could see you were in high spirits when I saw you bounding along the road. We ended two days ago, so I know how you feel.

Jekyll: What a load off my mind! I feel as light as a feather when I think of the summer holidays. How about you?

Mary: No need to ask. For the past two days I've felt full of vim*. I've been as happy as a lark when I've woken in the morning and thought of all the free time I had.

Jekyll: Isn't the world a wonderful place!

Mary: It is when you haven't to go to school. Have you made any plans for the holidays?

Jekyll: I haven't had time to think of them yet. I just want to bask in the sunshine and enjoy life.

Mary: There are so many things we can do. We can go swimming. We can go on a picnic. We can go window-shopping. We can take a ferry to one of the outlying islands. We can play basketball. We can listen to music. There's no end of things we can do.

Jekyll: Right now all I want to do is to sit down and chat. I've spent so much time listening to teachers that I want to catch up on my talking.

Mary: Are you going anywhere during the holidays?

Jekyll: We'll probably go to Macao. My family goes there every year during summer. We have relatives there and we stay with them.

* **vim**: active bodily force; healthy good spirits

2. Use the four groups of words provided below to practice the useful expressions.

A. Second language learning class

poor listening understand
can't catch word for word
step by step boring

B. Enrolment office

bachelor's/master's degrees
qualifications application form
educational experience
academic records fee

C. Councillor office

major speciality computer
second language career
reasons causes interest
tool communication maths
FoxBASE Authorware PowerPoint

D. Career service

major interests good qualities
computer skills mastery of English
competency advancement promotions
stay abroad business trips

3. Make dialogues according to the situations given below.

- 1) One of the girl students often comes to you to ask for leave and you find many of her excuses do not hold water.
- 2) Nancy has problems with her English study and she turns to you for advice.
- 3) When you graduate from your college, you want to be a salesgirl. Your parents and classmates don't think you have a bent for that. Have a good talk with your councillor.
- 4) The last exam is over. You're overjoyed. Your classmates are talking about how to celebrate it with you.

4. Listen to the following passage and make a summary of it.

When Joe Bates was twelve years old, he lost interest in school. He stopped listening in his classes. Some of his teachers began to consider him a problem.

But a few of Joe's teachers thought that Joe might have lost interest in schoolwork because he already understood it. They proposed that Joe try taking a university class in computer science. Joe did. He was the best student in the class. Later tests showed that his intelligence and knowledge were far greater than most children of his age. He entered the university when he was thirteen, about four years earlier than most children. And by the time he was in his early twenties, Joe was teaching computer science at a university.

Joe's story shows what can happen when a child's unusual ability is recognized. Sadly, however, not all gifted children get this recognition.



Act it Out

Situation: *In the oral examination room. One of the examinees is late. The examiner, after checking up her ID card, thinks she is the mayor's daughter and views it as a good chance to please the mayor. When the exam is closing, he finds that she is not the mayor's daughter and begins to find faults with her. The girl finally gets what she's worth with the help of the assistant examiner.*

1. Four students are involved in this activity with one student to introduce the scene and the other three to play the examiner, the examinee and the assistant examiner.
2. After the play is over, any student from other groups can express his/her different opinions.
3. The teacher can ask one student to re-play the examiner or the examinee in his/her own way.
4. The student who hosts the play is supposed to generalize about the performance and make a comment on it.

Unit Two Parties



Sound Right Incomplete Plosion

When a plosive consonant is followed by another plosive consonant, or an affricate, or a fricative, or a nasal consonant, the first plosive is incomplete. This is called incomplete plosion, e. g. actor, black tea, a good child, topmost.

1. Listen and repeat, paying attention to the incomplete plosion in reading.

- 1) What do you want me for?
- 2) Would you like to help?
- 3) We need much more than that.
- 4) These handbags robbed cars deep in night.
- 5) They played all the latest pop music.

2. Fill in the blanks with the words you hear on the tape.

- 1) I'm going to bring hamburgers and hot dogs.
- 2) He slept badly last night because of the big noise from the nearby factory.
- 3) Ten days' walk proved that it was a hard journey.
- 4) The photos remind me of my early life in the countryside.
- 5) The strict parents are very angry with their children's performance in school.

Notes

1. **How many people are coming:** How many people have been invited? 邀请了多少人?
2. **That must be perfect on you. :** You are sure to look wonderful(in the new green dress). 这衣服最适合你。
3. **You said it:** Absolutely. /Quite right. 绝对正确。
4. **caterer:** a person or firm hired to supply food and drinks at public or private parties 承包酒席或餐饮服务的人或公司
5. **the stationer's:** a shop that sells stationary 文具店



Listen In

Useful Expressions

Questions

What do we have to do?
 Would you like to help?
 Where do you have the party?
 How many are coming?
 Can I get anything else?
 Did you get napkins?
 What's the party for?
 How was the party?
 How are things going?
 Did you invite Tom?
 How many invitations did you send?
 What do you want me for?

Responses

We want to have a party.
 I'd love to.
 We'll have it in the park.
 Twenty or so I think.
 Please get some food and drinks.
 I've got one at home.
 It's her birthday party.
 Fabulous. / Wonderful. / Terrific.
 Well, it's all right.
 I've called a lot of people.
 Thirty, to be exact.
 Please make arrangements for me.

1. Listen to the following dialogues and complete each of them with what you hear on the tape.

Dialogue 1

Maggie: Hello?

John: Hi, Maggie? This is John. How are you doing?

Maggie: Oh, not bad.

John: Listen, Maggie. . . some of us want to have a neighborhood party next month. We want to plant trees and flowers on Willow Street, and we need to raise some money.

Maggie: That's a great idea.

John: Well, would you like to help?

Maggie: Sure. I'd love to. Where do you want to have the party?

John: I'd like to have it in the park.

Maggie: Good idea! So, let's see. . . What do we have to do?

John: First, we have to call lots of people. . .

Maggie: And let's put a sign in Arno's Coffee Shop.

John: I like that idea. Well, I'm going to call Carolyn now and tell her about the party.

Maggie: OK. I'll talk to you later.

Dialogue 2

Angela: Harper!

Harper: Hi, Angela. Listen, do you have a minute? We've got to talk about the party.

Angela: Sure. By the way, how many people are coming?

Harper: Oh, thirty or forty, I think.

Angela: What kind of food do you plan to have?

Harper: Well, some people are going to cook different dishes, and Carolyn's going to bring beer and punch. I'm going to bring hamburgers and hot dogs.

Angela: That sounds great. Listen, I'm going to do some shopping tonight. Can I get anything else?

Harper: Yes. Could you get... umm... paper plates, and plastic forks, knives, and spoons?

Angela: Sure. You know, we also need a big punch bowl.

Harper: I've got one at home.

Angela: Oh, good. Uh... did you get napkins and paper cups?

Harper: Oh, I forgot. We need those too.

Angela: I'll get them.

Harper: Thanks, Angela.

2. Listen to the dialogues below and choose the best answer to each of the following questions.

Dialogue 3

Pam was at a good party.

Man: Hallo, Pamela. You look tired this morning.

Woman: Yes, I know. I was at a party last night.

Man: Whose party was it?

Woman: Jill's. It was her birthday. She had fifty guests. It was at the Grand Hotel.

Man: Gosh! Was it nice?

Woman: Fabulous! There were lots of nice boys; the food and drinks were marvelous. They played all the latest pop music. I had a new green dress with a long skirt...

Man: That must be perfect on you.

Woman: I usually dance with Frank, but he wasn't there, so I danced with Colin Robertson.

Man: Did you enjoy dancing with him?

Woman: Yeah. But I arrived home at half past eleven.

Man: Your parents must be very angry with you.

Woman: You said it.

Questions and keys

1) Why does the woman look so tired?

A. She sat up a whole night.

B. She overworked last night.

☒ C. She attended a party last night.

D. She studied very late into night.

2) What did the woman wear at the party?

A. A short red skirt.

☒ B. A long green skirt.

C. A long white shirt.

D. A short white shirt.

3) Who did the woman dance with at the party?

A. Hill.

B. Frank.

☒ C. Colin.

D. Ponsonby.

Dialogue 4**Tom and Susan are talking about their party arrangements.**

Woman: Oh, well, I suppose if we have to give a party, we have to. Anyway, we have some beer already.

Man: Oh, how much?

Woman: At least a dozen bottles. Perhaps more than that.

Man: How many? Only a dozen bottles? That isn't enough.

Woman: What do you mean? How many people did you invite? Only three or four I hope.

Man: Er... more than that, actually. Now don't worry about the money.

Woman: What do you mean by "Don't worry about the money"? Someone has to! You never worry about it! Now how many teachers did you invite?

Man: Well... naturally I had to invite all the teachers and not just some of them. I had to!

Woman: All the teachers? But how many teachers are there at the college?

Man: Not many, really... only 35.

Woman: What? 35 teachers? Are you mad, Tom? It isn't just beer, cheese and wine we need! We need much more than that. Much more.

Man: I don't understand. What do you mean?

Woman: We need a bigger house!

Questions and keys

1) How many people does the woman want to have?

A. A dozen.

B. More than a dozen.

C. Thirty-five.

☒ D. Three or four.

2) How many teachers are there in the college?

☒ A. Thirty-five.

B. More than a dozen.

C. Forty-five.

D. Sixty-five.

3) What are they arguing about?

☒ A. The number of guests to be invited.

B. The total cost.

C. The house to be bought.

D. The things to be prepared.

**Speak Out**

1. Listen to the following dialogue and make proper responses accordingly.

Ted: How are things going, Mum?

Mum: Well, let me see. I've already hired the hall, so that's OK.

Ted: Have you found anyone to do the disco yet?

Mum: No, not yet, dear.

Ted: Mum, it might not be easy. What about the equipment?

Mum: Well, we're having the sound system and the records delivered by a local company next week.

Ted: Good. That should be all right. What about the bar?

Mum: That's all under control. We're having the drinks delivered next week.