



新世纪

高等职业教育
公共英语类课程规划教材

CENTURY ENGLISH

世纪英语

听说教程 II

(教师用书)

新世纪高职教材编委会组编

主 编 南 凡

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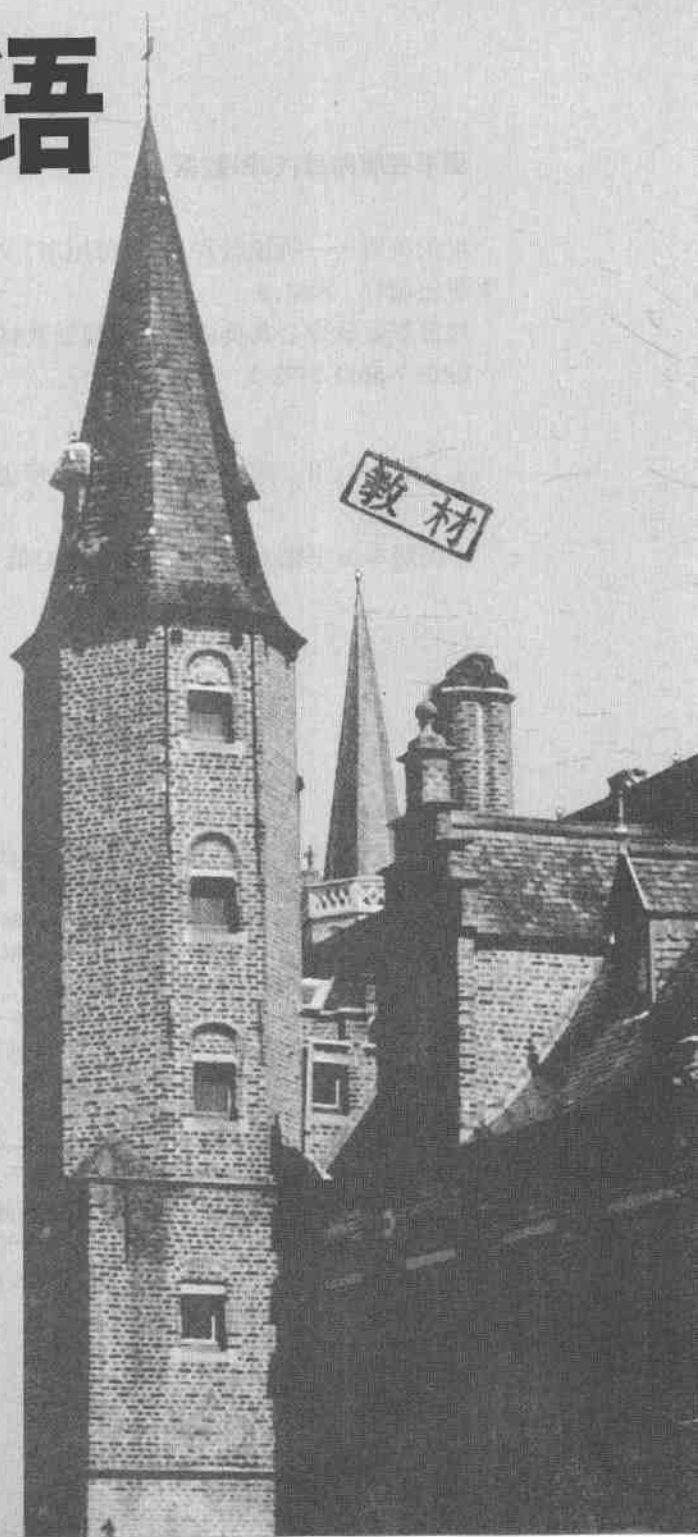
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大连理工大学出版社告诉我,他们组织了一个有相当规模的高职教材编委会,而着手编写高职英语系列教材,则是年初的事。当时,他们找到我,希望提供一些帮助,由于这是自己学校的出版社,也由于我目前担任“高职高专教育英语课程教学指导委员会”主任的工作,他们的许多想法又符合我国高职英语教学改革的大方向,而推动高职英语教学改革,包括教材改革又是我作为课程指导委员会主任的责任,我便应允了。

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成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，而是选择在较好在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,只要我们坚定不多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。每个单元有九个模块。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. Listening Skill (听力技巧训练)

在教学中,我们发现相当一部分高职学生的语音基础很薄弱。如果只是一味地反复说教,很难奏效。因此我们设计了由学生先自我检测,然后再听正确的发音,找出正确的答案,之后,再由教师帮助归纳的训练方案。这样做会比教师的重复讲述效率更高。

7. 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。

8. 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。

9. 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。

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UNIT 1

Vacation

I. Getting Ready

A. Listen and find out what they did during the vacation. Fill in the blanks with what you hear.

1. Susan chose to remain on campus to earn some pocket money so she worked as a private tutor.
2. Peter visited many places such as the Forbidden City and the Great Wall.
3. Every day I went to the Internet café to surf online.
4. My brother became a volunteer and helped his disabled neighbor.

B. Listen and circle the words or phrases you hear in the sentences.

tutor volunteer cellphone cafeteria shopping guide
camera Internet café picture places of interest

Tapescript:

1. Her tutor teaches her at home.
2. We want some volunteers to help paint the house.
3. My brother bought me a cellphone as my birthday present.
4. There are many students in the Internet café.
5. This cafeteria serves fresh food.

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 paragraph below.
2. Work in groups.

Fill in the chart with the names of the students in your group and write down each student's answers to the questions. When you have finished, have one student tell the class about your group's answers.

B. Vocabulary comprehension

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

tutor	volunteer	guide	cellphone	Internet café
cafeteria	picture	poem	camera	places of interest

What did he/she do in their vacation?

- (1) He used the cellphone to send short messages to keep in touch with his friends.
 - (2) Sally and her old classmates got together at the cafeteria.
 - (3) Tom traveled to poor areas and worked as a volunteer there.
 - (4) Sam chose to remain on campus to earn some pocket money, so he became a private tutor.
 - (5) Sue didn't see any such places of interest as the Great Wall and the Summer Palace.
2. Work with your partner.

List which of the following you did in your vacation and which you didn't do. Write them down on the correct list. Compare your list with other students'. Add more if necessary.

reading	tutoring	surfing on the Internet	guiding
eating at the cafeteria		working as a volunteer	traveling
sending short messages by cellphone		appreciating films	

What you did

reading
appreciating films
surfing on the Internet
sending short messages by cellphone

What you didn't do

tutoring
traveling
guiding
working as a volunteer
eating at the cafeteria

IV. Listening Tasks

Tapescript:

Five students are talking about what they did on the vacation.

Speaker 2: Well, I worked as a shopping guide during the day and as a tutor at night.

"Life is like a box of chocolate. You never know what you're gonna get!"

Speaker 5: I didn't travel anywhere. I used my camera cellphone to take many pictures in my community and became a volunteer there.

1. What did Speaker 1 do during the vacation?

2. What did Speaker 2 do during the vacation? He did the job as a _____.

3. Life is like a box of _____. You never know what you're gonna get!

4. Where did Speaker 4 get together with his old classmates in his vacation?

5. What job did Speaker 5 do during his vacation?

- A. As a scientist.
- B. As a tutor.
- C. As a volunteer.
- D. As an engineer.

C. Listen to the conversation for the third time and then put the following activities in order. Number 1 is the first thing to do and number 5 is the last.

- | | |
|----------|---|
| <u>4</u> | 1. Eating in the restaurant. |
| <u>5</u> | 2. Using camera cellphone to take pictures. |
| <u>3</u> | 3. Watching many films and hearing classic movie lines. |
| <u>1</u> | 4. Surfing on the Internet and reading some books. |
| <u>2</u> | 5. Tutoring and working as a shopping guide |

D. Discuss and answer the following questions.

- Where did Speaker 1 read poems?
At home.
- What did Speaker 2 do at night?
Worked as a tutor.
- What did Speaker 3 think about the movie line he heard?
Favorite.
- What did Speaker 4 think about the movie line?
Reasonable.
- How did Speaker 5 take pictures?
Using the camera cellphone.

V. Expressing Yourself

A. Role-play.

Suppose it's towards the end of a term. You will soon be on vacation. Tell the rest of the class how to spend a special vacation. Use the phrases below.

sending short messages	surfing on the Internet
eating at the cafeteria	using camera cellphones
working as a volunteer	helping dropouts
working as a shopping guide	appreciating films
seeing wonders	tutoring

B. Discuss in groups.

- How did you spend your vacation?
I preferred to stay at home to watch some films and read some books.
- Would you like to be a volunteer in the community?
Yes, I'd like to help elderly people do some cleaning.
- What kind of movies do you like?

I like some real movies, so I watched some Oscar films on vacation.

(4) How much money do you need for your vacation?

I don't need much money because I'll stay at home on vacation.

(5) Would you like to be a blue-collar worker or a white-collar worker? Why?

I would like to be a white-collar worker because my major is business.

C. Talk more.

How did you spend your vacation?

I usually stayed at home and did some of my favorite things.

I did some reading to get something valuable. When I was happy, I wrote some short messages on the Internet. At the same time, I stored some important information on it.

I got together with my friends and went window-shopping. If possible, we might go to someplace nearby to enjoy ourselves. We contacted each other via short messages.

Before the vacation ended, we have got ready for the new term.

VI. Listening Skills

A. How do we pronounce the letters underlined? Listen to the words carefully and tick off the correct pronunciation in the table.

	/i:/	/i/	/ei/	/æ/	/ai/
pick		✓			
peak	✓				
tin		✓			
dad				✓	
mail			✓		
meal	✓				
tail			✓		
died					✓
band				✓	
bind					✓

B. Listen to the tape and fill in the blanks with the words above you hear. Change the form if necessary.

1. We picked apples from the tree.
 2. Their mail is delivered to mailboxes on the roads near their farms.
 3. I always enjoy my evening meal.
 4. Many things bind us together.
 5. Please put a rubber band round these books.
- C. Work with a partner. Take turns reading the words and the sentences aloud.

VII. Learning for Fun

VIII. Reading Aloud

IX. Test Yourself

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

Section A: Spot Dictation

To millions of Americans, vacation means “hitting the open road” to see as many of the places of interest of their country as they can. Vacation trips often may cross the continent. You can drive across America in a week of steady driving. A train takes three days and a plane five hours.

Section B: Dialogue Comprehension

1. M: Hello, and how did you spend the holiday?
W: I played tennis till lunch time.
M: What did you do after lunch?
W: I went for swim with John.
Question: On the holiday, what did the woman do?
 - A) The woman played tennis after lunch.
 - B) The woman played tennis until lunch.
 - C) The woman went for a swim before lunch.
2. M: Will you go to the beach with us for a holiday, Mary?
W: I'd love to, but my mother wants me to drive her to the airport this weekend. She will go to France to see my brother.
Question: What will Mary do this weekend?
 - A) She will go to the beach.

- B) She will go to France.
C) She will drive her mother to the airport.
3. M: I was wondering whether you have any part-time jobs during the vacation.
 W: What were you thinking of?
 M: A hotel job of some sort.
 M: Have you ever done anything similar?
 W: Not so far, I am still studying in school now.
 Question: Where did the man want the woman to take a part-time job?
 A) In an office.
B) In a hotel.
 C) In a department store.
4. M: Where did you see Magic Kitchen on holiday?
 W: In the Internet bar.
 M: What do you think about it?
 W: Not bad.
 Question: How does the woman like the film?
 A) Bad.
B) Good.
 C) So-so.
5. W: How did you contact your girlfriend during the vacation?
 M: Mostly via short messages, but sometimes by phone or by email.
 Question: How did the man commonly communicate with his girlfriend?
 A) By phone.
B) Via short messages.
 C) On the Internet.

Section C: Conversation Comprehension

Tapescript:

Discussing a Holiday

- Peggy: Bob, can we really afford a holiday? We're still paying for this house and the furniture.
- Bob: Now listen, Peggy. You work hard and I work hard. We're not talking about whether we can have a holiday. We're talking about where and when.
- Peggy: Shall we go to Sweden?
- Bob: Sweden's colder than London. I'd rather not go to Sweden.
- Peggy: What about Florida? Florida's warmer than London.
- Bob: Yes, but it's a long way. How long does it take to get from here to Florida?

Peggy: All right. Let's go to Hawaii.

Bob: You must be joking. How much would it cost for the two of us?

Peggy: But the brochure says the problems of money will disappear. Bob, where do you really want to go?

Bob: I'm thinking of Wales or Scotland. Do you know why?

Peggy: Yes. They're very beautiful and so close to home.

Questions:

1. What's the relationship between the two speakers?
A) Husband and wife.
B) Father and daughter.
C) Friends.
D) Mother and daughter.
2. What are the two speakers discussing?
A) They are discussing whether they can have a holiday.
B) They are discussing where they should go for the holiday.
C) They are discussing how they could save enough money for the holiday.
D) They are discussing when they should go for the holiday.
3. Why don't they want to go to Florida?
A) Because it is warmer than London.
B) Because it is too far away.
C) Because it is colder than London.
D) Because it costs too much.
4. Where does Bob want to go for the holiday?
A) Sheffield.
B) Hawaii.
C) Wales or Scotland.
D) Sweden, Wales or Scotland.
5. Why don't they go to Hawaii?
A) Because it is too far away.
B) Because it is warmer than Sweden.
C) Because it is too hot.
D) Because it costs too much.

Section D: Passage Comprehension

Tapescript:

Most working Americans can count on two weeks of vacation time. Many American families enjoy visiting the country's National Parks, for example, the Yellow Stone Park. The "Great Outdoors" brings the family together to enjoy the beauty of nature. They can walk through the forests, and camp by lakes and stre-