

听力 FOCUS LISTENING

教师用书

Teacher's Book



College English

全国高等学校第二届优秀教材特等奖
国家教委高等学校第二届优秀教材一等奖

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总主编 董亚芬

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(Revised Edition)

听力

Focus Listening

第三册

教师用书

Teacher's Book

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修 订 本 前 言

《大学英语》是根据国家教育委员会审定批准的《大学英语教学大纲(文理科本科用)》编写的一套系列教材,分精读、泛读、听力、快速阅读、语法与练习五种教程,于1986年出版试用本,1992年出版正式本。

本教材的精读、泛读、快速阅读和听力教程各按分级教学的要求编写六册,每级一册,供1—6级使用;语法与练习编写四册,供1—4级使用。精读与听力教程均配有教师用书和录音磁带;泛读教程1—6级也配有教师用书。对低于大纲规定入学要求的学生,另编预备级精读、泛读教程各两册。全套教材由复旦大学、北京大学、华东师范大学、中国人民大学、武汉大学和南京大学分工编写,复旦大学董亚芬担任总主编。前大学外语教材编审委员会综合大学英语编审组的全体成员对这套教材的设计与编写自始至终给予关注。

这次修订是在广泛听取全国各地使用本系列教材的教师们的意见,并通过问卷形式对数以万计的师生征求意见的基础上进行的。大学外语教学指导委员会综合大学英语组对本教材的修订提供了多方面的指导与帮助。修订的宗旨是“面向21世纪,将大学英语教学推上一个新台阶”。修订本根据各教程的具体情况,对课文作适当调整,提高大纲词汇的覆盖率和常用词汇的重现率,进一步完善练习,突出重点词语的操练;同时加强各教程间的横向联系,做到既自成体系又相互补充,形成整体。修订本更加注意文、理、工、农、医等各科的通用性,力求给学生打好“宽、厚、牢”的语言基础。

《大学英语》听力教程由华东师范大学大学外语教学部负责编写。虞苏美、李慧琴担任主编。参加第一、二册编写和录音编制的有关肇远、毛士国和武凝秋,参加第三至六册的有关肇远、吴稚倩和武凝秋。杨霞华担任主审。本教程还承澳籍专家 Jane Crawford 和 Elizabeth Craven 以及英籍专家 Anthony J. Ward 协助审阅。

本书为听力教程修订本第三册教师用书,供大学英语教师使用,美籍专家 John Parker 对本教程的修订计划提出了宝贵意见。参加修订本编写的有虞苏美、李慧琴、关肇远和吴稚倩。全部插图由关肇远绘制。录音由武凝秋参加编制。美籍专家 Gerald Fish 对本修订本作了全面审阅。上海外语教育出版社的编辑同志在付梓前仔细编审,精心设计,给予我们很大帮助和促进。谨此一并致谢。

由于编者水平与经验有限,教材中难免还有不足之处,希望广大读者批评指正。

本书录音磁带由上海外语音像出版社出版发行。

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使用说明

根 据《大学英语》听力教学的特点和教学对象的英语水平,本教程按下列原则修订:

1. 修订本仍然着重听力的基础技能训练,开始阶段仍以生活题材为主,难度逐渐提高,信息量逐渐加大,题材逐渐多样,答题的速度和难度逐渐提高。

2. 所选材料覆盖大纲〈功能意念表〉所涉及的全部条目,以及〈微技能表〉所规定的有关听的能力和部分说的能力的要求。

3. 在培养学生听懂基本语言单位(如语音、字母、数字、单词、句型等)的基础上,逐步增强学生在语篇水平上的理解能力和熟练程度,提高他们对所听内容的分析、归纳、综合和推断能力。

4. 为保证达到大纲规定的各级听力语速,教程使用的训练语速略高于大纲的规定,但小测验和复习测试的语速基本与大纲的规定一致。

5. 教程练习的题型丰富多样,其中包括全国四、六级考试的新题型,力求从多方面训练和提高学生的听力理解能力。

6. 修订本增加了口头练习部分,以便学生在教师的指导下,利用教材提供的语言和内容进行口头表达能力的基本训练。

7. 教材内容力求新颖、活泼和富于趣味性,除保留并调整使用效果较好的篇目外,逐步增加反映最新信息的内容。语言力求真实、生动、规范。

本书为听力教程修订本第三册教师用书。全书共 20 课,供大学英语教师使用。每 6 课为一单元,训练一项主要听力技能,其后提供一套小测验。20 课后提供一套复习试题,覆盖对全书听力技能的测试,可用作听力三级考试的模拟试题。小测验和复习试题可用于测试学生学习情况,其结果可作为平时成绩计算。

第三册包括学生用书、教师用书和录音磁带六盒。

一、学生用书包括三个部分:

第一部分为单项听力技能训练(PART A Micro-Listening),第二部分为语篇整体听力技能训练(PART B Macro-Listening),第三部分为口头练习(PART C Oral Practice)。为了方便学生预习,在第二部分每篇材料的练习之前,列出了学习要点(Learning Points),其中包括单词与短语(Words and Phrases)(列出单词及其音标和中文词义,专有名词和词组)、基本句型(Basic Structures)和常用语句(Useful Expressions)。学生须对这部分进行预习。练习部分在课内完成,不必事先准备。

练习完成后,学生可根据教师的讲解和评分标准,计算出自己的成绩并记录在后,供日后自我评估参考。

二、教师用书包括三个部分:

每课前列出该课的训练重点(Focal Points),即单项和语篇听力技能训练的具体要求。

第一部分为单项听力技能训练的习题和答案。设计这部分的练习旨在帮助学生解决

最基本的听力困难,并为语篇听力技能训练打下基础。

第二部分为语篇听力技能训练的习题和答案。其中包括:(1) 有声材料(对话和短文)的文字资料(Tapescript);(2) 语言和文化背景要点的注释(Language and Culture Notes),教师可视情况选择使用,以帮助学生扫除理解方面的难点以及扩大他们的知识面;(3) 练习和答案(Exercises with Key),练习的答案务必通过提问、讨论等方式教给学生,切忌采取简单的核对答案的教学方法。

第三部分为口头练习(Oral Practice)。教师可视学生程度、班级人数、教学时间等条件灵活掌握使用,教学方式可多样化,力争在有限的时间内收到最大的效果。所提供的答案供教师参考使用。

三、录音磁带:

包括全部课文和练习要求的录音,全部由外籍教师录制,并按上课顺序制作。练习题之间的间隙时间已基本按大纲要求空出,教师上课时一般不必倒带。教师如果认为需要复听,或者间隙太长或太短,可自己灵活掌握使用。

本书录音磁带由上海外语音像出版社出版发行。

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CONTENTS

LESSON 1	Family (I)	1
PART A	Micro-Listening	1
	Phonetics Sound Recognition	
PART B	Macro-Listening	2
	Dialogue My Husband's Wonderful	
	Passage Tit for Tat	
PART C	Oral Practice	6
LESSON 2	Family (II)	8
PART A	Micro-Listening	8
	Phonetics Consonant Clusters	
PART B	Macro-Listening	9
	Dialogue How's the Family?	
	Passage Great Changes in Family Life	
PART C	Oral Practice	13
LESSON 3	Transportation (I)	15
PART A	Micro-Listening	15
	Communicative Function Making Judgements	
PART B	Macro-Listening	17
	Dialogue Is This Your Car?	
	Passage I Rode to Work on My Motorcycle	
PART C	Oral Practice	21
LESSON 4	Transportation (II)	24
PART A	Micro-Listening	24
	Sentence Structure Wh-questions	
PART B	Macro-Listening	25
	Passage 1 Fine — Thirty Dollars	
	Passage 2 Don't Forget to Lock Your Bicycle	
PART C	Oral Practice	29

LESSON 5	Sports (I)	31
PART A	Micro-Listening	31
	Communicative Function Conversational Formulas	
PART B	Macro-Listening	33
	Dialogue Do You Like Sports?	
	Passage The City to Surf	
PART C	Oral Practice	37
LESSON 6	Sports (II)	39
PART A	Micro-Listening	39
	Numbers Decimal Fractions	
PART B	Macro-Listening	40
	Passage 1 Americans Enjoy Sports	
	Passage 2 The Olympic Games	
PART C	Oral Practice	44
QUIZ 1		46
LESSON 1 – LESSON 6		
LESSON 7	Entertainment (I)	49
PART A	Micro-Listening	49
	Numbers Fractions	
PART B	Macro-Listening	50
	Dialogue Let's Go to the Movies	
	Passage Clowns Are Fun	
PART C	Oral Practice	54
LESSON 8	Entertainment (II)	55
PART A	Micro-Listening	55
	Sentence Structure Adverbial Clauses of Time	
PART B	Macro-Listening	57
	Dialogue I've Never Been in a Small Town	
	Passage Enjoying Dinner with Friends	
PART C	Oral Practice	61
LESSON 9	Pets (I)	63
PART A	Micro-Listening	63
	Communicative Function Drawing Inferences	
PART B	Macro-Listening	65
	Dialogue What about a Snake?	

	Passage Ramon Was Proud of Blackie	
PART C	Oral Practice	69
LESSON 10	Pets (II)	71
PART A	Micro-Listening	71
	Communicative Function Logical or Illogical?	
PART B	Macro-Listening	72
	Passage 1 A Guide Dog	
	Passage 2 How Do People Treat Animals?	
PART C	Oral Practice	76
LESSON 11	Cities (I)	78
PART A	Micro-Listening	78
	Communicative Function Offers or Requests?	
PART B	Macro-Listening	79
	Dialogue Welcome to Our City	
	Passage Tokyo — a City Rebuilt	
PART C	Oral Practice	83
LESSON 12	Cities (II)	84
PART A	Micro-Listening	84
	Numbers Calculation	
PART B	Macro-Listening	86
	Passage A City of the World	
	Dialogue A City of Light	
PART C	Oral Practice	91
QUIZ 2		92
	LESSON 7 – LESSON 12	
LESSON 13	Travelling (I)	97
PART A	Micro-Listening	97
	Communicative Function Making Implied Affirmative or Negative Responses	
PART B	Macro-Listening	99
	Dialogue Mr Harris in Egypt	
	Passage We Enjoyed Ourselves Very Much	
PART C	Oral Practice	103
LESSON 14	Travelling (II)	105

PART A	Micro-Listening	105
	Phonetics Homonyms	
PART B	Macro-Listening	107
	Dialogue A Visit to Edinburgh	
	Passage Holidays Abroad	
PART C	Oral Practice	111
LESSON 15	Accidents and Disasters (I)	113
PART A	Micro-Listening	113
	Note-taking	
PART B	Macro-Listening	114
	Passage 1 We Are All Survivors	
	Passage 2 A Man-made Calamity	
PART C	Oral Practice	118
LESSON 16	Accidents and Disasters (II)	119
PART A	Micro-Listening	119
	Sentence Structure Comparatives	
PART B	Macro-Listening	121
	Dialogue How Did the Accident Happen?	
	Passage The Two Drivers	
PART C	Oral Practice	125
LESSON 17	Investigation and Interview (I)	126
PART A	Micro-Listening	126
	Sentence Structure Subjunctive Mood	
PART B	Macro-Listening	128
	Dialogue 1 Did You See the Attacker?	
	Dialogue 2 What Qualifications Have You Got?	
PART C	Oral Practice	132
LESSON 18	Investigation and Interview (II)	133
PART A	Micro-Listening	133
	Communicative Function Identifying Details	
PART B	Macro-Listening	136
	Dialogue 1 A Court Investigation	
	Dialogue 2 What Do You Enjoy Most?	
PART C	Oral Practice	140
QUIZ 3	141
LESSON 13 – LESSON 18		

LESSON 19	Stories (I)	146
PART A	Micro-Listening	146
	Communicative Function Making Judgements	
PART B	Macro-Listening	148
	Passage 1 Unusual Echoes	
	Passage 2 A Man of Bad Memory	
PART C	Oral Practice	152
LESSON 20	Stories (II)	154
PART A	Micro-Listening	154
	Communicative Function Drawing Inferences	
PART B	Macro-Listening	156
	Passage 1 Lost in the Fog	
	Passage 2 Unlucky in Love	
PART C	Oral Practice	160
TEST		162
EXERCISES WITH KEY		

You hear: That's a very small hut, I should say.

7. a. lost b. last

You hear: It's unfortunate that the girl is lost.

8. a. boss b. bus

You hear: You can catch the bus if you hurry.

9. a. look b. lock

You hear: You need to change the lock, Sally.

10. a. tap b. tape

You hear: Sorry, I can't find the tape.

11. a. night b. light

You hear: What a beautiful night!

12. a. write b. ride

You hear: Do you know how well Dick can ride?

13. a. cold b. gold

You hear: I don't think it's cold.

14. a. backs b. bags

You hear: There go the men. You can see their backs.

15. a. bought b. brought

You hear: Thank you very much for the flowers you brought me.

16. a. bill b. beer

You hear: Pass me the bill, Bob.

17. a. saw b. sew

You hear: You sewed that jacket?

18. a. coast b. cost

You hear: John saved the child at the cost of his own life.

19. a. sheet b. shirt

You hear: Did you wash the sheet yourself?

20. a. try b. dry

You hear: Don't be discouraged. Let's try it again.

TOTAL SCORE: 20 POINTS

PART B Macro-Listening

Dialogue

My Husband's Wonderful

I. Tapescript

Jane Hello, Sally. Fancy meeting you here.

- Sally** Hello, Jane. Haven't seen you for a long time. You've got married, haven't you?
- Jane** Yes, I have. I got married four years ago.
- Sally** Oh, my congratulations! How's your husband?
- Jane** Oh, he's wonderful.
- Sally** Really? Is he?
- Jane** Yes, he's big, strong and handsome.
- Sally** Well, my husband isn't very big, nor very strong ... but he's very intelligent.
- Jane** Intelligent? What do you mean, Sally?
- Sally** He can speak six languages.
- Jane** Can he? What languages can he speak?
- Sally** He can speak French, Spanish, Italian, German, Arabic and Japanese.
- Jane** Oh! ... My husband's very athletic.
- Sally** Athletic?
- Jane** Yes, he can swim, ski, play football, cricket and rugby ...
- Sally** Can he cook?
- Jane** Pardon?
- Sally** Can your husband cook? My husband can't play sports ... but he's an excellent cook.
- Jane** Is he?
- Sally** Yes, and he can sew, iron ... he's a very good husband.
- Jane** Really? Is he English?

II. Language and Culture Notes

1. *Cricket* is a very popular ball-and-bat game in England. It is played between two teams of 11 players each on a mowed grassfield.
2. *Rugby* is a kind of football played by two teams of 13 or 15 players each. They kick or pass an oval-shaped ball to get it into the opposing team's goal.

III. Exercises with Key

1. **Directions:** Listen to the dialogue and choose the best answer to each of the following questions. (10 points)
 - 1) What are Jane and Sally doing?
 - a. Taking a walk together in the street.
 - b. Boasting about their husbands.
 - c. Talking about their families.
 - d. Eating at a restaurant.
 - 2) What does Sally think of her husband?
 - a. Wonderful.
 - b. Intelligent.

- c. Athletic.
d. Enthusiastic.
- 3) What does Jane mean by saying 'Is he English'?
- a. Jane doesn't believe that Sally's husband can cook and iron.
b. Jane wonders why Sally lets her husband do that sort of housework.
c. Jane doesn't think that English husbands can cook, sew or iron.
d. Sally's husband speaks English with some foreign accent.
- 4) Where does the conversation most likely take place?
- a. In the street.
b. At Sally's home.
c. At Jane's husband's office.
d. At Jane's home.
- 5) What can you infer from the dialogue?
- a. Both Jane and Sally are good wives at home.
b. Neither Jane nor Sally is interested in housework.
c. Englishmen have a great variety of interests.
d. Both Jane and Sally are proud of their husbands.
2. Directions: Listen to the dialogue again and fill in the following tables with the information you've got from the dialogue. (10 points)

Jane's Husband		Sally's Husband	
looks	big 1) <u>strong</u> 2) <u>handsome</u>	speaks	French 3) <u>Spanish</u> 4) <u>Italian</u> German 5) <u>Arabic</u> Japanese
goes in for such sports as	6) <u>swimming</u> skiing 7) <u>football</u> cricket and rugby		8) <u>cooking</u> 9) <u>sewing</u> 10) <u>ironing</u>

TOTAL SCORE: 20 POINTS

Passage**Tit for Tat****I. Tapescript**

Mr Jones had a quarrel with Mrs Jones the other day. So they were very angry with each other. For several days they did not speak to each other at all. One evening Mr Jones was very tired when he came back from work, so he went to bed immediately after dinner. Of course he did not say anything to Mrs Jones before he went upstairs. Mrs Jones washed the dinner things and then did some sewing. When she went up to bed much later than her husband she found a piece of paper on the small table near her bed. On it were the words, 'Mother — Wake me up at 7 a.m. — Father.'

When Mr Jones woke up the next morning, it was nearly 8 a.m. — and on the small table near his bed he saw another piece of paper. He took it and read these words: 'Father — Wake up. It is 7 a.m. — Mother.'

II. Language and Culture Notes

1. *Tit for Tat* To return an injury with injury, or a wrong with wrong, to get even with the person who has injured or wronged you. In the story, Mrs Jones deliberately left her husband a note rather than waking him up verbally in return for what he had done. Neither of them wanted to be the first to break the ice.
2. *Mother and Father* For a married couple to use their child's way to address themselves and their spouses seems to be universal. The same custom is also found among us Chinese people. In the story Mr Jones signed his note as 'Father' and addressed his wife as 'Mother'. Similarly Mrs Jones signed herself 'Mother' and addressed her husband as 'Father'.

III. Exercises with Key

1. **Directions:** Listen to the passage and put a tick (✓) beside the statement which can be inferred from the story. (10 points)
 - 1) Mr and Mrs Jones have a quarrel every other day. ()
 - 2) Mrs Jones does most of the housework. (✓)
 - 3) Mr and Mrs Jones have at least one child. (✓)
 - 4) Mr and Mrs Jones seldom talk to each other. ()
 - 5) Mrs Jones always goes to bed later than her husband. ()
 - 6) Mrs Jones got up before 7 that morning. (✓)
 - 7) Mr Jones never wakes up late in the morning. ()
 - 8) Mr Jones would be late for work that day. (✓)

- 9) The couple do not get on well at all. ()
- 10) Mrs Jones has a great sense of humor. (✓)
2. **Directions:** Listen to the passage again and complete the following sentences according to the story you have just heard. (10 points)
- 1) After dinner that day Mrs Jones washed the dinner things, and then did some sewing.
- 2) That evening Mr Jones felt tired so he went to bed immediately after dinner.
- 3) That night when Mrs Jones went to bed she found a piece of paper on the small table near her bed.
- 4) The next morning when Mr Jones woke up, it was nearly 8 a.m. And he saw another piece of paper on the small table near his bed.
- 5) On the piece of paper, Mr Jones read: 'Father — Wake up. It's 7 a.m. — Mother.'

TOTAL SCORE: 20 POINTS

PART C Oral Practice

1. **Directions:** In daily conversations speakers often use short questions to express mild disbelief or surprise. These may be elliptical questions like 'Is he?', 'Can he?' or a repetition of part of what the other speaker has said, or a question like 'What do you mean?' Normally the other speaker responds by providing more information.

Examples: 1. A: My little sister is very intelligent.

B: Is she?

2. A: This place is disgusting.

B: Disgusting? What do you mean?

A: Why, don't you see the dirt around?

Now work in pairs and find similar instances in the dialogue. Listen to the dialogue again if necessary. Make short conversations in the same way, using the following as the lead.

1. I have been to the Yellow Mountains.
2. Mr and Mrs Jones quarreled with each other yesterday.
3. Jane and Sally are very boastful.
4. Dogs are faithful animals.
5. You must be here before nine every day.
6. Mr Jones was a stubborn old man.
7. My cousin is a real sportsman.
8. Too much salt or sugar is harmful to our health.