

STEP BY STEP

# 英语听力入门

张民伦 乐融融 合编  
黄震 金星男

TEACHERS' BOOK

教师用书

华东师范大学出版社

**STEP BY STEP**  
**英语听力入门**

第四册  
(教师用书)

张民伦 乐融融 合编  
黄震 金星男

---

华东师范大学出版社出版  
(上海市中山北路 3663 号)

新华书店上海发行所发行 上海市印刷三厂印刷

---

开本: 850×1156 1/32 印张: 9.25 字数: 300 千字

1985 年 3 月第 1 版 1985 年 3 月第 1 次印刷

印数: 1—50,000 本

统一书号: 9135·025 定价: 1.40 元

## 前 言

《英语听力入门》原系华东师范大学外语系英语听力课教材。经过一段时期的实践，现陆续出版，供高等院校英语专业及其他有关单位试用。

整套教材共分为四册，作为四个学期(约160学时)的听力课基本教学内容。每册教材包括精听材料60分钟盒式磁带八盘、学生用书和教师用书。精听材料和学生用书是教材的主体，两者必须同时使用。学完四册教材并完成各项练习任务的学生应基本上达到我国高校英语专业基础阶段教学大纲在听力方面所提出的要求和规定的水平，同时也能通过英语民族国家为其他国家英语学习者所设计的中级英语教程中的听力测试。

第四册在编写指导思想、选材原则及体例安排等方面均与前三册相同。加强听力技巧训练、提高学生对各类语言真实度较高的听力材料的理解水平以及扩大知识面、发展智能仍为本册的重点。作为《英语听力入门》的最后一册教材，第四册在各方面对学生均提出了更高的要求。在选材方面，我们除了选入较多的专题介绍、讨论和报告外，还选了多篇语言真实度较高的现场采访、电台各种节目录音和人们的随意交谈。一般来说，第四册教材的语速较快，语调起伏也较明显，有的说话者还操较重的地区口音。在练习中，我们较集中地采用了难度较高的综合记录整理、归纳总结和拟列提纲等形式，以帮助学生巩固已经掌握了的各种技能。

在第四册的教学中，必须充分激发学生在学习过程中的创造性，鼓励他们不断提高理解的正确性，反应的灵敏性以及判断、组织方面的逻辑性。为了便于教师根据实际情况，更加灵活地使用多种教学方法组织好第四册的教学活动，我们在第四册教师用

书中只保留了阶段性的训练重点的说明，删去了每课教材的具体教学步骤和建议。我们希望，本册教材在教材内容和教学要求上的变动将有利于学生在听力领域里向更高的目标迈进。

由于编者的水平十分有限，编选《英语听力入门》又仅仅是听力教学方面的一种尝试，因此我们深感有必要也有责任将教材使用中一些值得注意的问题作为写在教材前面的话，向大家交代清楚，并希望通过共同努力——特别是教师在具体教学中的创造性劳动——使《英语听力入门》不断得以改进和提高。

值得注意的几个问题：

1. 关于题材和体裁：

本教材是按内容和程度分单元编排的。目的是将英美等国多种材料中题材相近、体裁不一的内容相对集中地编在一起，以利学生想象情景、听懂内容、记忆单词。但这样编排有时会影响教材坡度的稳定性。故建议教师在使用中根据学生的可接受程度，对材料作灵活的增删，以使教材符合教学的实际需要。

2. 关于语音和语速：

为了使学学生尽可能多地接触不同国家、不同性别、不同年龄和不同口音的人士所说的英语，本教材从开始选材起就把语言真实度放在较重要的位置上考虑。在使用教材时，建议教师向学生充分说明听力课“以听为主”的特点，以便使他们自觉地排除所听的某些材料对英语语音学习可能引起的干扰。

3. 关于“学生评估”一栏：

设置“学生评估”一栏的目的，一方面是促进学生的自我了解，从而提高他们的学习积极性和主动性；另一方面是协助教师掌握学生的学习动态，以调整教学进度和对教材的处理方法。在教学过程中，教师需不断地帮助和督促学生养成按时记录得分、填写学习情况的习惯，以便及时发现问题、解决问题。不然的话，此栏的设置就有可能流于形式。

4. 关于教材中英语单词的拼法：  
英语中有一些单词有两种正确的拼法。由于本教材系听力教材，取材来源又较广，故在整套教材中不统一使用某一种拼法。目前的做法是：课文中的单词拼法一般根据该材料的录音中说话人的口音或取材来源而定；练习和注释等项中的单词拼法与该篇课文中的单词拼法原则上相一致。

5. 关于测试与记分：  
本教材中不编有阶段测试内容。建议教师根据实际情况规定测试要求，设计测试题目。在听力课中检查学生每节课、每个单元的平时成绩是了解教学情况的重要途径。由于课型特点的原因，听力课应把“听懂”作为测查的首位要求，评分时也应把听懂后表达过程中的语言错误与根本没有听懂区别开来。

6. 关于部分材料内容的更新：  
由于听力技巧训练的需要，教材中编入了部分统计数字以及时事报道。此类材料往往带有较强的时间性，故建议教师在处理教材时采取灵活办法，并在必要时以新代旧，使教学内容与客观实际相符。

#### 7. 关于精听与泛听的配合：

对于英语学习者来说，发展听能是一项重要而又艰难的任务。把精听与泛听密切结合起来是切实完成这项任务的有效措施。建议教师鼓励学生加强课外泛听练习，并在可能条件下，指导他们多听内容与程度合适的英语广播等材料，多看有益的英语电视和电影。

自教材酝酿阶段起，我们一直得到来自各方面的关心和支持。在此，谨向一切给予我们热情帮助和指导的同志和朋友致以真切的谢意。

杨霞华教授、万培德副教授和郭念祖副教授受系学术委员会的委托审阅了全稿。新西兰籍教师 Mrs Carol MacIennan 以及

美国朋友 Mr. Gordon Gregg 和加拿大朋友 Miss Debbie Burnip 为教材的录音作出了可贵的贡献。在教材试用过程中，本系有关师生密切合作，基础英语教研室、电化实验室等单位的同志做了大量工作。

经教育部高等学校外语专业教材编审委员会批准召开的《英语听力入门》第三、四册审稿会给予我们热情的鼓励。申葆青副教授、冯翠华副教授两位编审委员及教材编审委员会办公室的同志参加了会议。申葆青副教授担任主审人。参加审稿会的兄弟院校（以校名首字笔划为序）是：上海师范大学，上海海运学院，上海教育学院，山东大学，中山大学，辽宁大学，北京外国语学院，国际关系学院，洛阳外国语学院和复旦大学。全体与会代表化费大量时间和精力为教材的修订工作提出了许多宝贵的意见。

上海人民广播电台彭秀霞同志在教材录音的音乐配音剪辑工作中给予我们热忱的指导和帮助。

在编选《英语听力入门》教材时，我们参考并选用了国外引进教材和其他英语有声资料中的有关内容。由于涉及的材料面广，故不一一注明，特此说明，并向所有有关人士谨致谢意。

编者

一九八四年八月

## TABLE OF CONTENTS

<b>Unit 61 Family and Social Life (I)</b>		
Lesson 121	.....	1
Lesson 122	.....	9
<b>Unit 62 Family and Social Life (II)</b>		
Lesson 123	.....	20
Lesson 124	.....	28
<b>Unit 63 Customs and Habits (I)</b>		
Lesson 125	.....	33
Lesson 126	.....	39
<b>Unit 64 Customs and Habits (II)</b>		
Lesson 127	.....	46
Lesson 128	.....	51
<b>Unit 65 Leisure and Entertainment</b>		
Lesson 129	.....	59
Lesson 130	.....	66
<b>Unit 66 Health and Medicine (I)</b>		
Lesson 131	.....	75
Lesson 132	.....	82
<b>Unit 67 Health and Medicine (II)</b>		
Lesson 133	.....	88
Lesson 134	.....	95
<b>Unit 68 Popular Science (I)</b>		
Lesson 135	.....	103
Lesson 136	.....	110
<b>Unit 69 Popular Science (II)</b>		

	Lesson 137 .....	117
	Lesson 138 .....	124
<b>Unit 70</b>	<b>Film Extracts</b>	
	Lesson 139 .....	131
	Lesson 140 .....	137
<b>Unit 71</b>	<b>Radio Programs (I)</b>	
	Lesson 141 .....	141
	Lesson 142 .....	146
<b>Unit 72</b>	<b>Radio Programs (II)</b>	
	Lesson 143 .....	152
	Lesson 144 .....	159
<b>Unit 73</b>	<b>Radio Programs (III)</b>	
	Lesson 145 .....	166
	Lesson 146 .....	172
<b>Unit 74</b>	<b>Radio Programs (IV)</b>	
	Lesson 147 .....	178
	Lesson 148 .....	185
<b>Unit 75</b>	<b>Radio Programs (V)</b>	
	Lesson 149 .....	190
	Lesson 150 .....	196
<b>Unit 76</b>	<b>Steps to Success (I)</b>	
	Lesson 151 .....	202
	Lesson 152 .....	209
<b>Unit 77</b>	<b>Steps to Success (II)</b>	
	Lesson 153 .....	218
	Lesson 154 .....	228
<b>Unit 78</b>	<b>Steps to Success (III)</b>	
	Lesson 155 .....	237
	Lesson 156 .....	243



**Unit 79 Steps to Success (IV)**

Lesson 157 ..... 252

Lesson 158 ..... 260

**Unit 80 Play**

Lesson 159 ..... 272

Lesson 160 ..... 277

# UNIT 61 FAMILY AND SOCIAL LIFE (I)

## Lesson 121

### Part I Warming-up Exercises

#### Spatial Relations: Furniture Arrangement

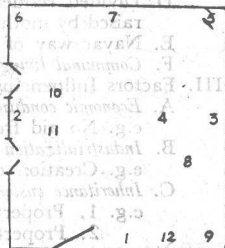
##### Training Focus:

Identifying spatial relations

**Directions:** You are going to hear some information about the furniture arrangement in a room. Listen carefully. Write down the names of the things mentioned in the right positions.

##### Key:

Well, it's not a large room, but it's cosy\*. The furniture is well arranged. You will find a *bookcase* (1) to the right\* of the door as you enter the room. The room has plenty of light since it has two windows on the west wall. In between these two windows, there is a *TV set* (2). A big *sofa* (3) is put close to the east wall, facing the TV set. In front of the sofa, you will see a big *coffee table* (4). A *bed* (5) is placed in the north-east corner of the room near the sofa. In the north-west corner near the window is a *stereo* (6). In between the stereo and the bed there is a *wardrobe* (7). You can also see a *standard lamp* (8) beside the sofa on the left. In the corner near the lamp there is a *desk* (9). Are there any *chairs* in the room you may ask? Yes, there are three. Two of them (10,11) are placed in front of the TV set and the third (12) is between the bookcase and the desk.



**Training Focus:**

1. Anticipating 2. Comprehensive training: outlining

Having followed the step-by-step procedure of listening practice in Books I—III, the students are believed to have learned the major skills in listening. In order to help the students consolidate what they have learned and at the same time develop creativity in their own academic activities, comprehensive training — note-taking and outlining in particular — has been stressed throughout the first half of Book IV.

**Pre-Listening Discussion:**

Before you listen to the passage, have a discussion on the questions you hear on the tape.

1. What do you think are the functions of the family ?
2. Can you mention some different forms of the family in human societies ?
3. What are some of the important factors influencing the family structure ?

**Ex.**

**Directions:** Complete the outline with the information you hear on the tape.

**Key:****I. Functions of Family**

- A. *Providing necessities of life*
- B. *Offering affectional joys*
- C. *Raising children to adulthood*
- D. *Giving protection in times of emergency*

**II. Patterns of Family**

- A. *Extended family — uncles, aunts, cousins and in-laws*
- B. *Nuclear family — a husband, wife and their children*
- C. *Polygamous household — a husband, several wives and their children*
- D. *Divided residence — husband and wife living separately with children raised by mother's brother.*
- E. *Nayar way of living — brothers and sisters and sisters' children*
- F. *Communal living group — Persons not biologically related*

**III. Factors Influencing Family structure**

- A. *Economic conditions*  
e.g. No aid from society or state — extended family
- B. *Industrialization and urbanization*  
e.g. Creation of many specialized jobs — nuclear family
- C. *Inheritance customs*  
e.g. 1. Property inherited by eldest son — nuclear family  
2. Property inherited by all of sons — extended family

*Tapescript:*

## **The Family** (3'02")

Throughout history the basic unit of almost every human society has been the family. The members of the family live together under the same roof, they share the economic burdens of life as well as its affectional joys, and it is the family which has primary responsibility for the important task of raising children to adulthood.

The family is not a uniform concept in all societies. In many places it is an extended group which includes uncles, aunts, cousins and in-laws. The family head usually has considerable influence in arranging marriages, selecting careers and determining all important moves and purchases by any member of the family. Particularly in conditions where society or the state does not give aid and where consequently the responsibilities of the family are greater, this larger group provides better protection in times of economic or other emergency.

In many other societies, including most industrialized ones, the "nuclear family" is the basic social unit. This term refers to a husband and wife united through marriage and their dependent children, whether natural or adopted. Industrialization and urbanization create many specialized jobs which tend to scatter family members among different employers and thus to separate residences as soon as they become wage earners. The small family, which has only one—or if the wife works also, two—employed members, is better able to adapt to rapid change and to move when the job moves. The nuclear family is almost universal and the nuclear

group of father, mother and their children is recognized even when it is part of an extended family. There are cases, however, which strain the definition. Polygamy, for example, brings several wives and their children into the picture. But polygamous households are not common in any society. More difficult to explain are the cases of divided residence. Among the Ashanti people of Africa, where the wife and husband do not reside together, the child gets training and affection from the mother's brother and learns that his mother's husband is "not his family." An even stranger situation existed with the Nayar of India before being changed by outside influence. There the household consisted of brothers and sisters and the sisters' children. The sisters were not married and the brothers simply took care of whatever children their sisters had.

Inheritance customs also have an influence on the structure of the family. In England the farm was passed on to the eldest son in order to keep the family land intact. Younger sons had to go out and start a new farm or join the army or move to town and take up a trade. They provided a large part of the labor supply during England's industrialization process. In many areas of the European continent all of the sons shared equally in the inheritance and more extended households were common.

Although the exact form varies from place to place and time to time, we can say that the family is the original and the most natural social group. The ties we develop by long intimate association with the small group of persons who are biologically related to us cannot be matched in any of the forms of communal living which are tried every now and then.

## Lesson 121

### Part III Family Life And Changing Attitude

#### Training Focus:

1. Summarizing main ideas
2. Comprehensive training: note-taking

#### Ex. I

**Directions:** Fill in the blanks with the speakers' viewpoints in note form.

**Key:**

#### Change in Family Life

		Old Days	Nowadays
Family Size		<i>much larger</i>	<i>very few large families</i>
Women's Position	Career	<i>very few taking up careers, busy bringing up families</i>	<i>free to take up jobs</i>
	Marriage	<i>arranged marriages</i>	<i>more freedom of choice</i>
	Financial Status	<i>dependent on parents or husbands</i>	<i>more independent</i>
Family Life		<i>pleasant, secure</i>	<i>much pleasanter, freer, more informal</i>

#### Ex. II

**Directions:** Circle the numbers of the phrases that describe the parents-children relationships in Margaret's family.

**Key:**

1. never interfere C.
3. advise C. but never force C.
6. encourage C. to be independent
7. allow C. to have free choice of career
9. treat C. as adult
12. respect P.
13. love P.
14. are close to P.
15. get on very well with P.

## Family Life And Changing Attitude (2'50")

In Britain, family life has changed a great deal in the last fifty years. Many factors have contributed to this change. In this dialogue, Maria and Margaret are talking about some of the differences in family life in the old days and today.

**Maria:** I suppose that in England, too, family life has changed a lot in the last fifty years, hasn't it?

**Margaret:** Oh, yes, very much so. I think families used to be much larger. My grandmother was one of fourteen children! Very few people nowadays care to have such large families.

**Maria:** I suppose that's why in those days very few women took up careers outside their home. They were too busy bringing up their families.

**Margaret:** Yes, but most well-to-do families had servants to do the housework and even nannies to look after the children.

**Maria:** Would you like to have lived then, Margaret?

**Margaret:** Not particularly! Women weren't as free as they are today. They often had to marry men they didn't like and they were financially dependent on their parents or their husbands. I think we're much better off today, don't you?

**Maria:** Well, I suppose we have more freedom of choice and we're more independent, but, you know, some arranged marriages were very successful. And there was something rather charming about courtship in

those days.

Margaret: Really? Such as what?

Maria: Well, the custom of asking a girl's father for permission to marry her, for example.

Margaret: And supposing he didn't give his permission? No thank you. I think family life is much pleasanter today because it's freer and more informal. At least today we're free to marry whoever we like and to take up a job, if we wish.

Maria: That's true. But I still think that family life in the old days must have been very pleasant and secure. D'you think young people are given too much freedom nowadays, and that as a result they've lost respect for their parents and their elders generally?

Margaret: I don't think so. My parents never interfered with my plans too much. They advised me but never forced me to do anything I didn't want to do. I was allowed to take up the career I wanted. I think I respect and love them more for this.

Maria: Are you quite independent of them now?

Margaret: Oh yes. As soon as I left school and started my studies as a nurse I became independent financially. I have a government grant which is enough for my keep. But I still stay with them a lot, you know.

Maria: You seem very close to your parents.

Margaret: I am. I know that many young people today say they have nothing in common with their parents



but I'm rather lucky because I get on very well with mine. What about you?

**Maria:** Well, we value family life very much in my country. I'm very fond of my family, but I don't always get on very well with them. They try to control me too much.

**Margaret:** But they allowed you to come to study in England on your own!

**Maria:** Yes, but only after a lot of persuasion! Your parents treat you as an adult, mine treat me as a child.

**Margaret:** As I said, I'm lucky. Some English parents are like yours. They interfere too much and they're out of sympathy with our generation.