

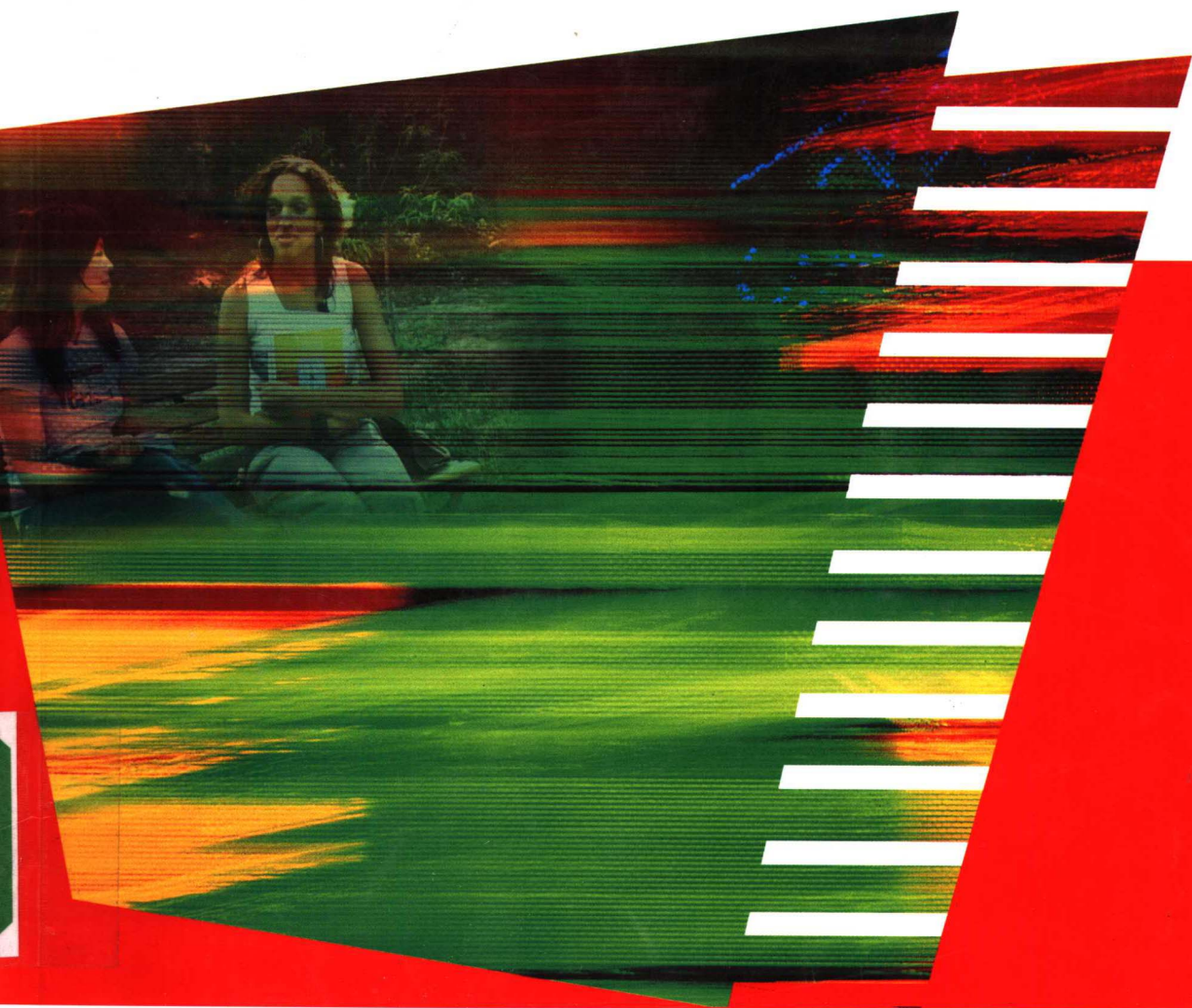
根据教育部《大学英语课程教学要求》编写



学生用书

COLLEGE ENGLISH LISTENING AND SPEAKING

# 大学英语视听说教程



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PEKING UNIVERSITY PRESS

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# 大学英语 视听说教程

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藏书章

主编 刘红中

编者 刘红中 Stephanie Tebow Corey Hegger



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电子邮箱: [fd@pup.pku.edu.cn](mailto:fd@pup.pku.edu.cn)

# 前 言

为全面培养我国大学生英语实际应用能力,提升英语听说能力,在新世纪初,国家教育部和全国高校外语教学指导委员会制定颁布了最新的《大学英语课程教学要求》(试行),为大学英语教学明确了前进的方向。与此同时,对新的大学英语教材的需求也就与日俱增。在这新形式的鼓舞下,北京大学出版社组织、策划了《大学英语视听说教程》,在北京大学教务部、北京大学外国语学院的支持下,该教程有幸得到了与北京大学有25年教学合作历史的ESEC(Education Services Exchange with China 美国美中教育服务机构)的加盟,并获得北京大学教材建设委员会的重点立项。北京大学大学英语教研室与ESEC众多语言学专家、英语教学专家通力合作,精心设计,反复琢磨,拟定大纲,编写样课。旨在结合国内外优秀英语教材的编写经验,为广大师生提供一套场景真实、语言地道、形式生动、内容丰富的好教材,从而提高学生的英语听说能力。

## 1. 编写宗旨

《大学英语视听说教程》是根据《大学英语课程教学要求》(试行)为大学非英语专业学生设计编写的。主要目标是培养学生的英语听的能力和口头表达能力,同时增强他们的自主学习能力,提高综合文化素养。

本教程的编写重点:

- 1) 强调每个单元各部分的有机结合,单元内容的设置犹如一堂生动的课堂实例,同一单元中的各种语言素材基本围绕同一主题。
- 2) 注重口语的特性,强调语言真实、地道。介绍英语习语,语言素材全部由ESEC外方专家提供。
- 3) 保证一定量的机械模仿练习和听写练习,为快速提高听的能力打下坚实的语言基础,循序渐进提高学生的听说能力。
- 4) 注重口头表达能力的培养,以说带听。同时强调听与说的互动。
- 5) 讲解文化习俗,培养综合文化素养和跨文化交际能力。
- 6) 练习形式多样化,以交际中的实际需要为重,主要为主观题型。
- 7) 听力材料使用正常语速录音,其难度的区分应取决于材料的题材、所涉及的词汇量大小以及句子结构的复杂程度。
- 8) 注重学生自信心和学习方法的培养。

## 2. 教程构成

全教程共4册,分为学生用书和教师用书。配有相应的录音带和光盘,提供网络教学平台。可以独立使用,也可以和《大学英语教程》配合使用。第一册有15个单元,供一个学期使用。每单元的内容如下:

### 1) Ready; Set; Go!! 热身活动

围绕单元主题,设计听说活动或游戏,为本单元主要任务热身。

### 2) Interactive Listening 听力互动

内有两项对话听力材料:

#### Listening Task 1

#### Listening Task 2

这两项听力材料同时也是下一步口语练习的范例。每项材料后都有不同练习,主要目的是培养学生整体理解以及捕捉特定信息的能力,同时还能就自己的观点发表简短意见。

### 3) Speaking Interaction 口语互动

旨在帮助学生获取一些交际功能。

内有三项任务:

#### Communication with Purposes 交际功能

学生做跟读练习,获取交际功能语言。

#### Small Group Interaction 小组互动

训练学生在所指定的情景下,运用交际功能语言进行对话。

#### The Chinglish Correction Connection 改正中国试英语

告诫学生留意那些由于受母语影响而常犯的语言错误。

### 4) Further Listening and Speaking 听说拓展

内有三项任务:

#### Culture Klatch 文化视角

提供一篇介绍文化习俗的听力材料,着重语篇训练,加强听篇章、抓大意、听较长句子的能力,同时加强对西方文化的了解。是本部分的重点。

#### FYI (For Your Information) 信息知识

#### Idioms 习语

FYI 和 Idioms 为进一步加强听说训练提供了更多素材,既有信息量较大的短篇,也有风趣实用的习语。为了强化学生对英语声音语言特点的了解,从而有效提高听说能力,特地提供 FYI 的文字材料,这同时也为他们听懂文章内容、做模仿朗读练习提供了方便。学生通过完成填空、回答问题、学会解释、发表意见等练习,在快乐的学习过程中不知不觉地提高听说能力。

### 5) Speaking for Understanding 语音练习

#### Sound Discrimination

提供单词、绕口令等形式的纠音练习,加强正确语音的意思。

#### A Music Cloze 歌曲填词

为了增强正音的趣味性,每单元后附有一首歌,供学生填空、朗读及跟唱。

#### 6) Self-Directed Study with Dr. Yu

分章节向大家介绍了 ESEC 美国美中教育服务机构总裁 Danny Yu 博士有关怎样通过自主学习,提高英语听说能力的具体方法和应遵循的法则。

本套书的网络版,还附有 Danny Yu 博士精彩演讲的录像,他向大家介绍了他和他家人学习英语的亲身经历,鼓舞大家说好英语关键在于自信和坚持不懈。学生可以分段试听。

### 3. 选材原则

注重内容的时代性、信息性、趣味性,既跟得上时代的步伐,又贴近生活。注意语言的规范性、题材的广泛性,同时强调口头语言的特性,力保语言的纯真、地道和活力。第一、二册素材以日常对话及长度适中的短文为主,第三、第四册以较长的对话、短文、访谈、新闻、讲座为主。

本书由北京大学英语系大学英语教研室策划并负责编写,素材由 ESEC 美国美中教育服务机构的众多教员提供。为本册提供素材的美方教员是:Rebecca Tranthem (Hillsborough Community College, FL), Holly Krech Thomas (Kingsborough Community College, NY), Ted Behr (Eastern University, PA), Patty Carroll, Rob Filback (University of South California, CA), Matthew Painter (Mountain State University, WV), David Miller (Ferris State University, MI)。参加本册录音的外教有:Carolyn Louie, Gabriel J. Catanus, David Snyder, Aaron J. Hadley, Karla H. Soule, David E Silvey 等。来自 Illinois State University 的音乐教授 David Snyder 博士主动承担了本册歌曲演唱录音的编导和指挥工作。另外,著名语言学家 Peter Blackwell 审阅了全书,ESEC 总裁 Danny Yu 博士为教材的顺利编写,多次往返于中国和美国之间,协调编写工作,还就如何提高听力、口语能力,特地为学习此教材的学生做录像讲座。在此,谨向他们表示最衷心的感谢!

编者  
2005年9月

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# UNIT 1

## Friends

### Ready; Set; GO!! Conversational Warm-Up

#### Experiment: Greetings

Follow your teacher's instructions. Then work in groups to discuss the following questions:

1. How did it make you feel when others didn't greet you positively?
2. Were you able to offer a polite greeting in a setting where you do not know all the rules?
3. How do you think Western expectations of a positive greeting are different from your own?

### Interactive Listening



#### Listening Task 1

##### Activity 1

**Directions:** Listen to this dialogue between Rachel and Ben.

**Step 1:** Listen the first time for the words in the Word Box.

**Step 2:** Upon the second reading, listen and read along.

**Step 3:** The third time you hear the reading, write the missing words you hear in the blank space provided to complete the dialogue.

## WORD BOX

**eyes peeled:** to intentionally look for someone or something

**semester:** the 18 weeks of time that college and university schedules are divided into for seasons of study

**college:** the same as university in the USA. The difference is in the chartering of the school but not in its function. This word is interchangeable with the term university.

Rachel: Hi, Ben. \_\_\_\_\_ up?

Ben: Nothin' much, Rachel. How \_\_\_\_\_ you?

Rachel: I am \_\_\_\_\_, thank you. It seems like it has been months since I last \_\_\_\_\_ you.

Ben: It has been \_\_\_\_\_. It is \_\_\_\_\_ that we attend the same university and never see each other.

Rachel: I know. The \_\_\_\_\_ keep us so busy that there is \_\_\_\_\_ for anything but class and homework.

Ben: You can say that again. I have two \_\_\_\_\_ and a research \_\_\_\_\_ for one class alone.

Rachel: Wow, no wonder I never see you around. I'd \_\_\_\_\_ keep my eyes peeled for you in \_\_\_\_\_ if I hope to see you again this **semester**.

Ben: Well, it will be a tough semester, but my last semester \_\_\_\_\_ graduation will be easy and I will be \_\_\_\_\_ to enjoy **college** life once again. \_\_\_\_\_ of busy, I'd better get going.

Rachel: Yes, me too. It was nice to see you again. Take care.

Ben: Sure thing. See you later.



**Activity 2 Checking for Understanding**

It is now time to check your answers with your teacher. After you have corrected your work, listen to the dialogue again as you read along with the completed exercise.

**Activity 3 Answering Questions**

Answer the following questions regarding the dialogue above. Write your answers in the space provided and discuss your answers in class.

1. How long has it been since Rachel and Ben last saw each other?
2. Where does Rachel think she will see Ben next?
3. What does Ben say about his last semester of school?



**Listening Task 2**

**Activity 1**

**Directions:** Listen as the dialogue continues. As you listen, answer the following questions.

1. Why did Rachel continue the conversation with Ben?
2. Who is coming to visit Rachel?
3. When will Rachel see Ben again?

**Activity 2**

**Directions:** Listen to the dialogue again for the meanings of the words and phrases as they are used in the dialogue. Write your explanation on the lines that appear after each word or phrase below.

I never miss a meal: \_\_\_\_\_

how about: \_\_\_\_\_  
that'll work: \_\_\_\_\_

### Activity 3 In Your Opinion

1. How does your life as a student compare with the lives of Rachel and Ben?
2. Do you think Rachel should ask Ben to meet her sister when he is so busy?

## Speaking Interaction

### Communication with Purposes

#### Small Group Work: Refining Patterns of Speech

Below are some common ways to **deliver greetings and introductions**. The word patterns are designed to show you formal, informal and casual manners of speech.



**Helpful Hint:** Keep in mind that if you are in a real-life situation and are unsure if you should use formal, informal or casual forms of speech, it is always safe and appropriate to use the formal manners of speech given here.


### Activity 1

#### Directions:

- Step 1: Listen and repeat the following examples in the audio version.
- Step 2: Practice the examples below within a group just as you heard them modeled in the audio version. Change speaking roles so that each person has a chance to say each greeting or response.

#### Greetings and Response: Formal

1. A: Hello, it's very nice to meet you.  
B: Hello, it's nice to meet you.

- 
2. A: Excuse me. My name is Sherry. I'm sorry. I don't know your name.  
B: Hello, my name is Rachel. I'm glad to meet you, Sherry.
3. A: Hello.  
B: Hello. Allow me to introduce myself. My name is Mark. I am glad to meet you.  
A: I'm Sam. I'm very glad to meet you as well.
4. A: Hello, how are you?  
B: Fine, thank you. And you?
5. A: Mr. Smith, hello!  
B: Katherine, hello! It is nice to see you again.  
A: It is nice to see you as well. I would like to introduce you to my friend, Katie Matthews.  
B: Katie, it is my pleasure to meet you.  
A: Katie, this is the Mr. Smith whom I have told you so much about.  
C: Mr. Smith, it's a pleasure to meet you. Katherine consistently speaks highly of you.

#### Greetings and Response: Informal

1. A: Hi, how are you today?  
B: I'm fine, thanks, and you?
2. A: Hi, my name is Becky, and yours?  
B: My name is Melissa.
3. A: Ma'am. (accompanied by a head nod)  
B: Sir. (acknowledged with a nod)
4. A: Hi, Jim.  
B: Hi, Megan. Who's your friend?  
A: Jim, I'd like you to meet Jerry Stein. Jerry, this is Jim Woods. You've heard me speak of him.  
B: Jerry, it's very nice to meet you.

C: Nice to meet you too, Jim. Any friend of Megan's is a friend of mine!

B: Thanks.

### Greetings and Response: Casual

1. A: Hey there.

B: Hi, what's new?

2. A: What's up?

B: Nothin' much. What's up with you?

3. A: Long time no see!

B: Yeah, it's been a while. Good to see ya'.

4. A: Hey, this is my friend Jim.

B: Hey, Jim. What's happenin'?



### Small Group Interaction

#### Activity 1

**Directions:** With a partner repeat the following examples of the greetings. Each partner in the pair should select Part A or B and repeat as though you are in a conversation. Don't forget to fill in the blanks with your own name.

#### Activity 2

**Directions:** With your partner, change speaking roles and this time listen carefully for your partner's mistakes. When you identify a mistake, point it out to your partner and practice the correction together.

The audio recording will model the following ways to use the dialogue guide below. Every student will practice the art of **self-introduction** with a partner using the following speech patterns.

1. A: Hello, My name is (**your name here**). I am a student here at \_\_\_\_\_. I'm sorry, I don't know your name.

B: My name is (**your name here**). I am also a student here. I am glad to meet you.



A: (repeat the name of your partner), I'm glad to know you.

2. A: Hello, (your partner's name here)? My name is (your name here). I was hoping to meet you and (state reason for desire to meet).

B: Its nice to meet you, (state your partner's name here). Thanks for introducing yourself.

3. A: Hello, allow me to introduce myself. My name is (your name here) and I am (tell who you are).

B: Hi, (repeat your partner's name), I'm glad to meet you. My name is (state your name here).

A: It's nice to meet you as well, (repeat your partner's name here). Would you like to join me for a cup of coffee and a little conversation?

B: Sure. I would enjoy the company.

A: Good, let's get a table.

### Activity 3

Directions: Below are three settings in which greetings are used. With your partner practice using the greetings you have learned in each of the following settings.

1. Informal — You see a good friend of your parents' at a restaurant.

2. Casual — You are greeting your roommate after class.

3. Formal — You are greeting your boss as you enter a meeting room.

### The Chinglish Correction Connection

In response to a greeting from a person that you know, you say: "Nice to meet you."

In response to a greeting of "How are you?" you respond with "How are you?"

Both of these responses are incorrect responses. What is the correct response in each example? What is the problem with using this phrase in the way described above? Discuss this with your classroom teacher.



## Further Listening and Speaking

### The Culture Klatch

#### Activity 1

**Directions:** The goal of the exercise is to help you learn to listen to language in context rather than using a translation method. If you recall the ABC's of Oral English, Dr. Yu pointed out that you do not need to understand every word you hear but rather the meaning of the overall text.

**Step 1:** Begin by listening to the reading for the overall meaning.

**Step 2:** Listen to the passage again. From the context of the passage, identify and write the definition of the words listed in the Word Box below. Don't use a dictionary.

#### WORD BOX

first impressions:

image:

mannerisms:

corporate image:

the condition:

table manners:

undermine:

global community:





## Activity 2

Directions: You will now hear a series of sentences related to the reading you have just heard. Each sentence will be read 3 times. Listen only to the sentence the first time it is read. As the sentence is read the second time, write it down. When the sentence is read the third time, check your dictation for accuracy.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Activity 3

Directions: Check your dictation with the teacher, who will display the corrected sentences on the board or by other audio-visual means. Now discuss the full meaning of the sentences, first in your small group and then along with the class and your instructor.

## FYI—People, Places & Things \*

### Important Notes on “FYI—People, Places & Things”

In this section, it's important to focus on the overall meaning of the text. You don't need to understand every single word in order to understand this passage. Instead, focus on the important points. Many Chinese speakers make the mistake of trying to translate every word into their language, and they forget about trying to understand what the passage is saying.

English has more vocabulary words than any other language. Not even native English speakers know all the vocabulary words in English! Research has shown that successful readers guess at words they don't know because their focus is on