

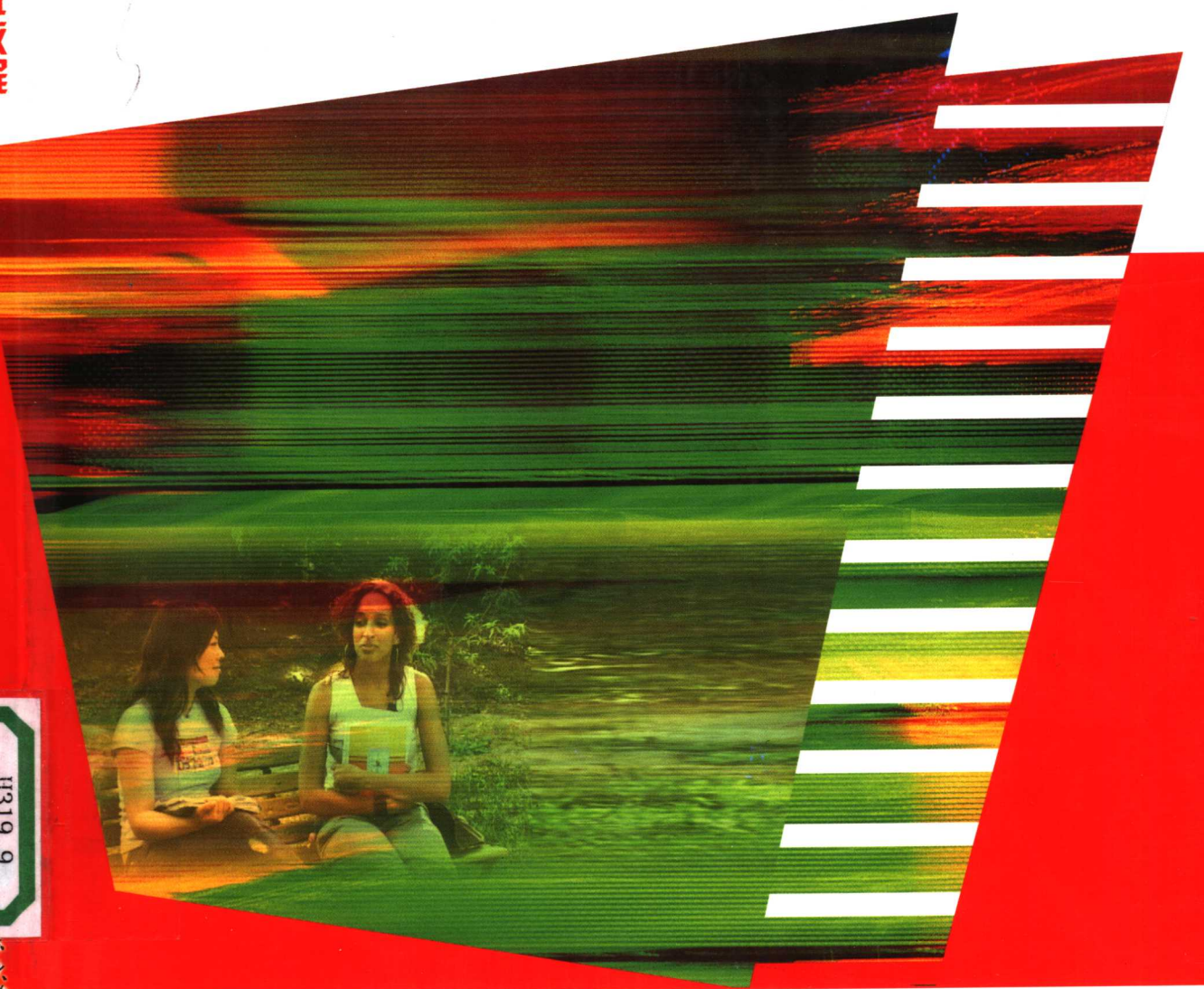
根据教育部《大学英语课程教学要求》编写

教师  
用书

1

COLLEGE ENGLISH LISTENING AND SPEAKING

# 大学英语视听说教程



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# 大学英语 视听说教程

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# 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。第一册和第二册每册内有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) The Chinglish Correction Connection 改正中国式英语

告诫学生留意那些由于受母语影响而常犯的语言错误。

### 4) Speaking Interaction 口语活动

旨在帮助学生获取一些交际功能。

内有两项任务:

#### 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

训练学生在指定的情景下,运用交际功能语言进行对话。

### 5) 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、听较长句子的能力,同时加强对西方文化的了解。

### 6) Further Listening and Speaking 拓展部分

内有两项任务:

#### FYI (For Your Information)

#### Idioms

为进一步练习提供更多听说素材。既有信息量较大的短篇,也有风趣的习语。FYI的文字材料完全出现在学生用书,为他们听懂内容、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。

### 7) Speaking for Understanding 语音练习

提供单词、绕口令等形式的纠音练习,加强正确语音的意思。

### 8) 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、跟唱。

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

本册书的最后,附有 ESEC 美国美中教育服务机构总裁余国良博士长达 40 分钟的讲座,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、四册以较长的对话、短文、访谈、新闻、讲座为主。

### 4. 使用说明

《大学英语视听说教程》在内容上与《大学英语教程》有联系,但又不受之局限,可单独使用,也可配合《大学英语教程》使用。与之配套的网络教学平台还将提供讲座录像材料,为学生们提供真实的语言素材。

本册教程共 15 个单元,每单元需一课时。若时间不容许,Further Listening and Speaking 可以让学生在课外完成,其余部分应尽量在课内完成。课内以说为主,课外以听为主。

教师用书不仅提供练习的参考答案,而且对每种教学任务的目的和实施的步骤有详尽的描述,对课文中所涉及的文化习俗和有关背景知识也有详细的解释。

本书主要由北京大学英语系大学英语教研室负责编写,素材由 ESEC 美国美中教育服务机构的众多教员提供。著名语言学家 Peter Blackwell 审阅了全书,ESEC 总裁余国良博士为教材的顺利编写,多次往返于中国和美国之间,确定编写队伍,还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!

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# Friends

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

### **Teacher Guide**

Experiment: Greetings

The instructor will divide the class into two groups. One half of the class will be Group A, and the other half will be Group B. **Group A** will offer greetings to **Group B**. Instruct **Group A** to make their greetings as impolite as possible in order to create a bad first impression. Students should then move around the classroom and offer greetings to others, with **Group B** also trying to be impolite and making the very worst possible impression on members of **Group A**.

Now have the students extend greetings to each other again, this time offering acceptable greetings, whatever they think is appropriate in the Western world.

### NOTES ON EXPERIMENTS

In this Experiment, the students are active learners, walking around the room and using English naturally. Each unit in this book begins with an interactive experiment that gets students excited about the unit and, more importantly, speaking in English! These experiments are a way to get your students to speak English in a fun way that loosens their inhibitions.

Many teachers are intimidated by this kind of activity. They're afraid of losing control of the classroom. We've found, however, that these kinds of activities are invaluable to the language learning experi-

ence. They get students to actually use the English language to **communicate**. These Experiments greatly improve your students' chances of being able to speak English fluently and with ease. We strongly encourage you to try them out. If one Experiment doesn't work well in your class, don't give up on them altogether. As we say in America, "If at first you don't succeed, try, try again!"

We do, however, recognize that some of you face great obstacles in your classrooms. You may have extremely large class sizes. Your students may not be able to move around the classroom easily because of the way the furniture is set up. For that reason, we often offer a **Modified Version** of the Experiment for those teaching in limiting situations.

**Modified Version:** Students can do the above experiment in groups of 4 seated at their desks.

### After the Experiment

In groups, students discuss the 3 questions in the book. Briefly discuss answers as a large group. Outline the following Western greeting expectations. Point out or solicit differences and similarities with Chinese culture.

#### Western Greeting Expectations

Polite	Impolite
Good eye contact	No direct eye contact
Smiling	Frowning
Invite participation	Insist or order participation
Show sincerity and value for the company of the individual	Make the person feel unimportant
No slang	Bad breath or dirty teeth
Clear details (time, place, purpose or theme)	Vague details

## Interactive Listening

### Listening Task 1

#### Activity 1

##### Teacher Guide

Study the words and phrases in the Word Box with the students before playing the audiotape.

**Step 1:** Ask the students to close their books and listen. After listening to the tape, ask the students if they heard all the words in the Word Box. Ask them if they can recall how the words were used. If the students indicate that they did not hear all the words, then review the Word Box with the class again before continuing with the second activity.

**Step 2:** Instruct students to listen and read along. Do not stop the tape during this exercise. The teacher may play it again at his or her discretion.

**Step 3:** Instruct the students to listen to the dialogue and read along. Do not stop the tape during this exercise. The teacher may play it again at his or her discretion.

#### Dialogue Part One: Cloze Answers

Rachel: Hi, Ben. What's up?

Ben: Nothin' much, Rachel. How about you?

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

Ben: It has been a while. It is amazing that we attend the same university and never see each other.

Rachel: I know. The professors keep us so busy that there is no time for anything but class and homework.

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

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

Ben: Well, it will be a tough semester, but my last semester before graduation will be easy and I will be able to enjoy **college** life once again. Speaking 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

#### **Teacher Guide**

Review the answers for the cloze with the students. Ask the students to check and correct their work. After the students have checked and corrected their work, play the dialogue again so the students can read along and listen with the correct and complete script before them. Now proceed to Activity 3.

### **Activity 3** Discussion

#### **Teacher Guide**

This is a quick-check exercise with the entire class. Ask the students if they have encountered any words or phrases that they need to have explained. Continue then to the questions given in the text. These questions will help you evaluate how well the students are listening and understanding in context.

1. How long has it been since Rachel and Ben last saw each other?

**Answer:** *It has been a while. They have not seen each other recently. The exact time is not known.*

2. Where does Rachel think she will see Ben next?

**Answer:** *In the library. She says she had better keep her eyes peeled for him in the library.*

3. What does Ben say about his last semester of school?

**Answer:** *His last semester will be easy.*

### **Listening Task 2**

#### **Activity 1**

#### **Dialogue Part Two**



Rachel: Hey Ben. Before you go, I wonder if you might find some time to eat once in a while?

Ben: Let's just say **I never miss a meal**. What do you have in mind?

Rachel: I would like for you to meet my sister when she comes to visit.

Ben: When will she be here?

Rachel: This weekend.

Ben: I could make some time on Sunday afternoon.

Rachel: That would be great. **How about** 2 o'clock at the university coffee house?

Ben: **That 'll work.** By the way, what's your sister's name?

Rachel: Her name is Lisa. I want her to meet my good friends. I will introduce you formally on Sunday.

Ben: Sounds good, see you then.

Rachel: Bye.

### Teacher Guide

You may play or read the dialogue 2–3 times. Following this, review the answers with the class to help them learn the skill of listening in context.

1. Why did Rachel continue the conversation with Ben?

**Answer:** *She wanted to find out if Ben could make time to visit with her over a meal.*

2. Who is coming to visit Rachel?

**Answer:** *Her sister Lisa.*

3. When will Rachel see Ben again?

**Answer:** *On Sunday at 2 o'clock.*

### Activity 2

#### Teacher Guide

Check the answers for Activity 1 with the class prior to beginning, and define any words in the dialogue students are having problems with.

Allow the students to listen to the dialogue 2–3 more times while they write down the contextual meaning of the words and phrases identified in this exercise.

When checking the answers for the words below with the class, ask them to further identify which might be idioms and why they think so.

## New Words

**that' ll work:** indicates agreement or an affirmative answer

**I never miss a meal:** indicates he always makes time to eat and he loves to eat

**how about:** let' s try; offers a proposal or suggestion

## **Activity E** In Your Opinion

### *Teacher Guide*

There can be a variety of possible responses to the questions. This exercise is designed to enlist student opinions rather than a teacher-text concerted answer.

**Your role as teacher** is to facilitate the critical thinking of the students as they organize their thoughts and respond to the use of English gained through contextual listening and understanding of a dialogue.

Like the Experiments at the beginning of each unit, the goal of this activity is for students to **think in English** and share their thoughts with others. This kind of exercise is invaluable in the language-learning process.

Many students have difficulties at first with expressing their opinions in English. Be patient and encourage them to come up with their own ideas. By the end of the book they will be able to express their opinions in English with ease. When they can express opinions in a second language, they are well on their way to **fluency!**

**The goal is** to help students formulate opinions based on facts and realistic expectations of how people interact. This creates a language environment based on communication rather than memorization.

### 1. How does your life as a student relate to the lives of Rachel and Ben?

The students should express ideas as they relate to their lives as students and the demands of studying.

### 2. Do you think Rachel should ask Ben to meet her sister when he is so busy?

Some students may think it impolite and presumptuous to create such an obligation when she knows how busy he is. Others may think it an act of kindness to give Ben a break and some socialization away from the studies.



## Speaking Interaction

### Communication with Purposes

#### Activity 1

##### Teacher Guide

Following are some examples of greetings and/or introductions as they apply to formal, informal and casual situations. Challenge the students to imitate the word production and intonation as modeled. Allow the students to repeat each example at least 3 times.

- Step 1:** Following the examples given, the instructor should ask the students to repeat the phrase after the teacher on the tape, focusing on imitating sounds, pacing and intonation.
- Step 2:** The instructor should now direct the students to get into groups of three in order to do call and response practice using the examples in the textbook. You may assign the class to get into groups either at the end of a section or after each phrase has been spoken collectively.

### Small Group Interaction

#### Activities 1 & 2

Direct the students to get into pairs and practice the introductions in the student book. Stress that an important part of language learning is gaining the ability to hear and correct mistakes in others in order to acquire the skill of self-correction. Instruct the students to listen for speech errors and to aid one another in correcting these errors.

#### Activity 3

Next the students must create dialogue on their own with only situational guidelines to guide their language usage. If you want to do more, write situations on small squares of paper and have two students come to the front of the class, draw a situation and create a dialogue (using what they have learned in this unit) before the class.

##### Teacher Note

No self-introductions are made when using the casual vernacular. This verbiage is used only among friends who know each other or among strangers passing on the street who have no

intention of engaging in real conversation.

## **The Chinglish Correction Connection**

### **Teacher Guide**

Keep in mind that this is a teacher instructional moment. This is not meant to be a student-directed exercise, but a chance for the instructor to touch on proper grammar use of the English language using typical errors seen in second language speakers. These errors undermine the speaker's credibility and intellectual validity with native English speakers. The goal here is to help the students express themselves in such a way as to gain equity in any verbal exchange with native speakers.

“**Nice to meet you**” is used only at one's first introduction or first meeting. “Nice to meet you” means that you have never met before and should never be used with anyone that you already know. Using “Nice to meet you” with someone you've already met marks you as an undereducated second language speaker.

You can say, “**Thanks for meeting me today,**” if the time together is planned. Otherwise it is appropriate to use such phrases as, “Good to see you,” or “Nice to see you again.” One can also say, “It has been too long! It's so nice to see you.”

Responding to the question “**How are you?**” with the same question sounds as if you must repeat the speaker's words in order to understand the speaker. It is polite to answer the question first.

A: How are you?

B: Fine, thank you. How are you?

## Further Listening and Speaking

### The Culture Klatch

#### Listening for Understanding

##### Activity 1

**Step 1:** Allow students to hear the audio reading at least two times in this step.

**Step 2:** Allow the students to hear the reading 3 times. Give the students 3–5 minutes between the readings in order to allow them adequate time to formulate their answers.

#### Audio Reading

**First impressions** are important worldwide. These first impressions are considered a science and art form, to be studied and refined in the Western world. First impressions are also referred to as image. **Image** is how one presents one's self and this plays a vital role in life success or failure. It is true in school, business and personal relationships. This is especially true for citizens of North America and Western Europe.

The concern surrounding the way in which one publicly presents oneself is especially important. Specific outward **mannerisms**, behaviors, posture and speech patterns result in higher sales, greater team motivation, positive **corporate image** and more friends.

It can be as simple as **the condition** of your hands, teeth, hair and clothing or as complex as **table manners**, vocabulary, vocal pitch, accent and clarity.

While it seems intellect and academic achievement should be the most important contributor to success, the fact remains that a bad first impression will **undermine** every effort you have made toward success. Creating and refining a positive personal image will increase your chances for success in the **global community**.