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大学英语立体化网络化系列教材

博雅

大学英语教程 3

视听说

College English
Listening and Speaking



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大学英语教程

视听说

(3)

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Unit 1

**An Apple a
Day Keeps
the Doctor
Away!**

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

Experiment: One of These Words Is Not like the Other!

Choose the word that does not fit and explain why.

1. medical assistant doctor farmer resident doctor nurse

2. toe eye mouth nose cheek

3. emergency room cafeteria intensive care unit delivery room operating room

4. heart lung brain foot liver

5. diabetes heart disease AIDS cancer lung

6. knee palm finger fingernail thumb

7. dog cat bird sheep cow

8. China America Vietnam Missouri Mexico



Interactive Listening

Listening Task 1

Activity 1

The words and phrases in the Word Box will appear in the following dialogue. Study the definitions so that you will be able to read along with the recording.



WORD BOX

X-ray: a photograph taken using radiation to see bones inside the human body

vital signs: pulse rate, breathing rate, body temperature and blood pressure of the human body

fracture: a break in bone

splint: a strip of rigid material used for holding a broken bone etc. when set




crutches: a staff that fits under the armpit to assist with walking. Crutches are usually used when one has a broken leg or broken foot

cast: a rigid dressing that supports a broken bone

swelling: a term that describes how a body part will briefly expand once it has been injured

Activity 2

Directions: Listen to the following dialogue.

-  Step 1: Listen the first time for the words in the Word Box.
-  Step 2: During the second recording, listen and read along.
-  Step 3: The third time you hear the recording, write the missing words and phrases you hear in the blank spaces provided to complete the dialogue.



Megan: I'm really glad that _____
my house. This _____ when we
work together.

Jessica: I'm really enjoying it too! This is my
whoa.... (Jessica comes crashing to the
floor off of the ladder.)

Megan: _____?

Jessica: I think _____ because it
hurts really bad.

Megan: I'll help you to your feet and take
you to the _____ so that they
can X-ray it and see if it's broken.

(Musical interlude)

Triage nurse: _____?

Jessica: I fell off of a ladder today and I think
I broke my ankle.

Triage nurse: Let me take your **vital signs** and
get _____ from you.

Jessica: _____ do you think it will
be until the doctor can see me?

Triage nurse: Fortunately, it's pretty quiet
here. _____. You can have a seat
and you will be called shortly.

Jessica: Thank you.

(Musical interlude)

Dr. Ray: Hello! _____ what brings
you to the ER today, Jessica?

Jessica: I was painting earlier today and _____
_____. I think I broke my ankle.

Dr. Ray: Are you able to stand or walk on it?

Jessica: Not at all. _____.

Dr. Ray: I'm going to exam your ankle now.
(Short pause) _____ at your
X-rays. I see a **fracture** on your ankle. You
were right. Your ankle _____. I'm
going to get some more medical information
from you and then I'll get you into a **splint**
and give you some **crutches**.

Jessica: How long will I have to be on
crutches, Dr. Ray?

Dr. Ray: I'll make sure that you get an
appointment _____. She'll
put you in a **cast** after the **swelling** goes
down and _____.



Jessica: Several weeks! It'll be really difficult,
_____. Thank you,
doctor.

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. What was Jessica helping Megan do when she fell off of the ladder?
2. What did the triage nurse do for Jessica?
3. After he looked at the X-rays, what was Dr. Ray planning on doing next?
4. How do you think Jessica felt when she was told she would be in crutches and how do you know?

Listening Task 2

Activity 1

Directions: Listen as the dialogue continues. The dialogue is not printed in your book. As you listen, answer the following questions.

1. When is Jessica getting her cast removed?
2. How much did Megan think Jessica's doctor's visits cost?
3. Why do doctors have to charge a high price?
4. What are some of the reasons that Megan says are the cause of high health care costs?
5. Why does Megan think patients are greedy?

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 explanations on the lines after each word or phrase below.

to cost an arm and a leg: _____

technology: _____

skyrocketing costs: _____

profit: _____

malpractice: _____

Activity 3

In Your Opinion

1. Many Americans are upset about the skyrocketing costs of health care in their country. Do you think that the cost of health care is too expensive in your country? Why or why not?
2. When is it acceptable to sue a doctor for malpractice? When is it unacceptable?
3. Have you ever had a bad experience with a doctor? If you have, describe it.

In the USA, individuals are responsible for maintaining their own health-care coverage. Most people have medical insurance through their jobs. There are government programs that do assist individuals and allow them to get health care for a very low price (or even free), but these government programs are only available to the elderly and the extremely poor.

Most other parts of the West, however, have socialized medicine. Socialized medicine is free or very low-cost health care for everyone that is paid for by the government. The quality of health care in nations with socialized medicine, however, is generally lower than in the USA, and taxes are higher.

Canada is an example of a nation with socialized medicine. Because of its lower health-care costs, many Americans obtain medications from Canada and travel there for minor surgeries. Many Canadians, however, head south to the U.S. when they have major illnesses.

Speaking Interaction

Small Group Interaction

Activity 1

Directions: In the following dialogues, fill in the missing lines with what you hear from the recording. After you have completed the dialogues, practice them in pairs or small groups.

1. A: Honey, wake up! I hear our baby crying.

B: _____

A: I'll go check in on her.... She feels really hot.

B: Give her some baby aspirin and let's go back to sleep.

A: _____

B: I don't think that we need to wake Dr. Case in the middle of the night for a fever! I think we should try bringing the fever down with baby aspirin first and then see Dr. Case in the morning.

A: _____

B: Oh, you're right. Let's call Dr. Case right now.

2. A: Vicky, we need to do something about Steve Combs.

B: _____

A: He's late to work almost every other day, he always turns in his reports late, and he doesn't get along with anyone in his department.

B: _____

A: Why not? A lot of people want to work here.

B: _____

A: I agree. His reports are superb. And his wife's pregnant. I don't want to fire a guy when his wife is pregnant.

B: _____

A: Okay. If we give him a warning, maybe that'll work....

3. A: _____

B: How often do you hear this ringing?

A: _____

B: Don't get worried yet. Let me ask you a few questions. First, have you been exposed to any loud noises lately, such as an explosion or a rock concert?

A: _____

B: Do you have an ear infection?

A: _____

B: Have you started taking any new medications lately?

A: _____

B: What about aspirin? Have you been taking a lot of aspirin lately?

A: _____

B: That's probably the problem. Stop taking aspirin and we'll see if the ringing clears up.

A: _____

Activity 2

Directiong: Work with your partner(s). Replace the missing lines above with phrases you learned to create your own dialogues.

The Chinglish Correction Connection

The phrases below are incorrect. What is the correct manner of speech in each example? What are the problems with using these phrases in the way described below? Write your corrections in the book and discuss your corrections in class with your instructor.

- Jessica was in a pain.
- She really liked it, isn't it?

Further Listening and Speaking

The Culture Klatch

Activity 1

The goal of the exercise is to help you learn to listen to language in context rather than using a translation method. You do not need to understand every word you hear but rather the meaning of the overall text.

- 👂 Step 1: Listen to the recording for the overall meaning.
- 👂 Step 2: Listen to the passage again. From the context of the passage, identify and write the definitions of the words or phrases in the Word Box. Do not use a dictionary.

WORD BOX

epidemic:

processed foods:

calorie:

entrée:

to surf the Internet:

life expectancy:



Activity 2

Directions: You will now hear a series of sentences related to what you've just heard. Each sentence will be read 3 times. Listen only to the sentence the first time it is read. While 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: Listen to the passage again and complete the following chart.

Obesity in the U.S.		
	Obesity Factors	Possible Reasons for Obesity
1.		
2.		
3.		

Idioms

Activity 1

Directions:

- 👂 Step 1: Listen to the sentences for the overall meanings of the idioms given.
- 👂 Step 2: Listen to the sentences again and fill in the blanks with the correct words.
- 👂 Step 3: Listen to the sentences a third time to check your answers.

Activity 3

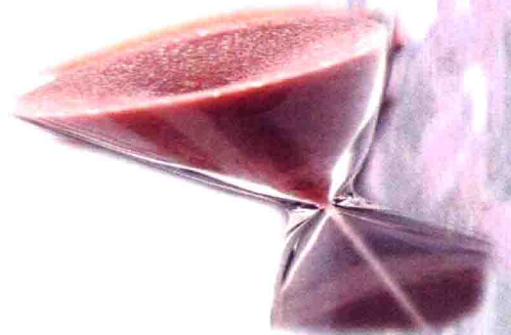
Directions: Complete each of the sentences below with the correct idioms given above.

1. The poorly conducted meeting got _____.
2. Whenever I smell the cooking of good Chinese food, it _____.
3. Joel is involved with so much. I think he is in _____ since he cannot keep all of his commitments.
4. I had to learn that poem _____ when I was a child.
5. Now that you're 18, you should be able to _____.

1. My brother is 30 years old, hasn't finished school and doesn't even have a job. I think it's time for him _____.
2. My kids have been screaming and running around the house all day and I haven't gotten anything done today. How could this day have gotten _____?
3. I learned that song _____ several years ago.
4. The fancy new car that Kim purchased is causing her to be in _____. She is having extreme difficulty making her payments.
5. Just the look of that cake _____.

Activity 2

Directions: Discuss the full meanings of the idioms with your teacher. After this discussion, write a definition of each idiom below in your own words as you understand the idiom's use.





Unit 2

The Power of the Press

Ready; Set; GO!!**Conversational Warm-Up****Experiment: How healthy are your classmates?**

Ask as many classmates as you can these questions, and record their answers in the answer grid.

1. Do you smoke? If so, how much?
2. Do you exercise? If so, how often? What do you do to exercise?

Name	Question 1	Question 2

Look at your survey results and discuss them with a partner. How healthy do you think your classmates are?



Interactive Listening

Listening Task 1

Activity 1

The words and phrases in the Word Box will appear in the following dialogue. Study the definitions so that you will be able to read along with the recording.



WORD BOX

the press: vnewspapers, magazines, and news services in general;
the people who write for them

policy: an official plan used by an organization or individual

sick days: days employees do not work because they are sick;
usually they are still paid for the day

health-care benefits: health insurance paid for by employers

to fire someone: to dismiss someone from employment




harsh: severe; cruel; mean

to count for: to be considered; to have worth, value, or meaning

salaries: wage; regular payment from a business for working

Activity 2

Directions: Listen to the dialogue between a reporter and an employer who has strict standards for his employees' health.

-  Step 1: Listen the first time for the words in the Word Box.
-  Step 2: During the second recording, listen and read along.
-  Step 3: The third time you hear the recording, write the missing words and phrases you hear in the blank spaces provided to complete the dialogue.

