

提高

高等学校 总主编：何莲珍 石坚
研究生英语 系列教材



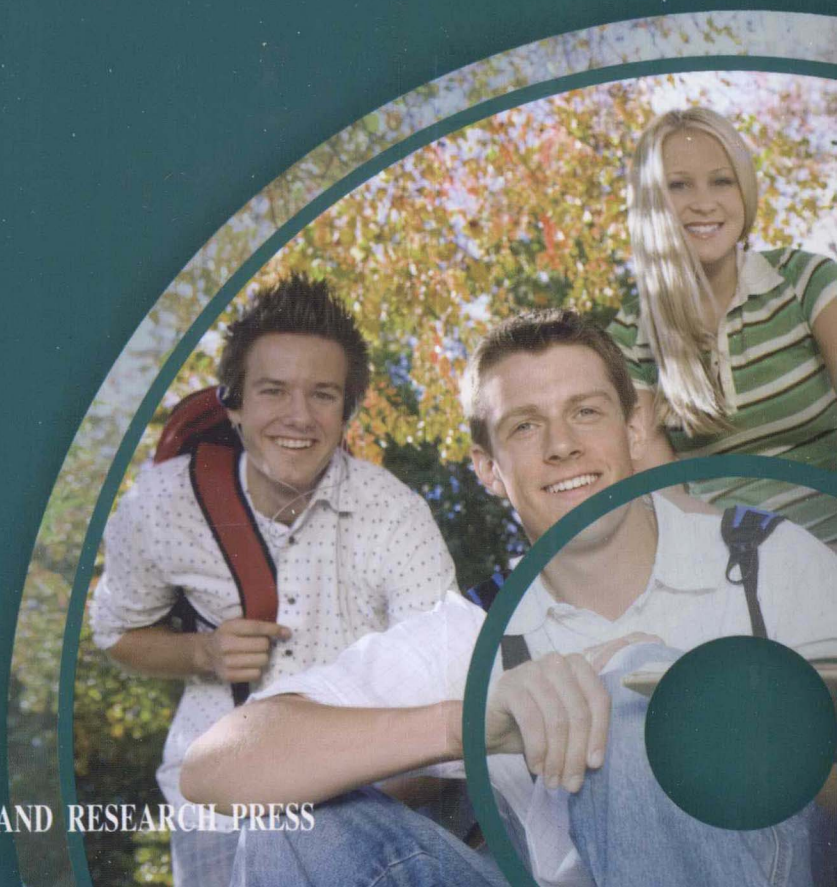
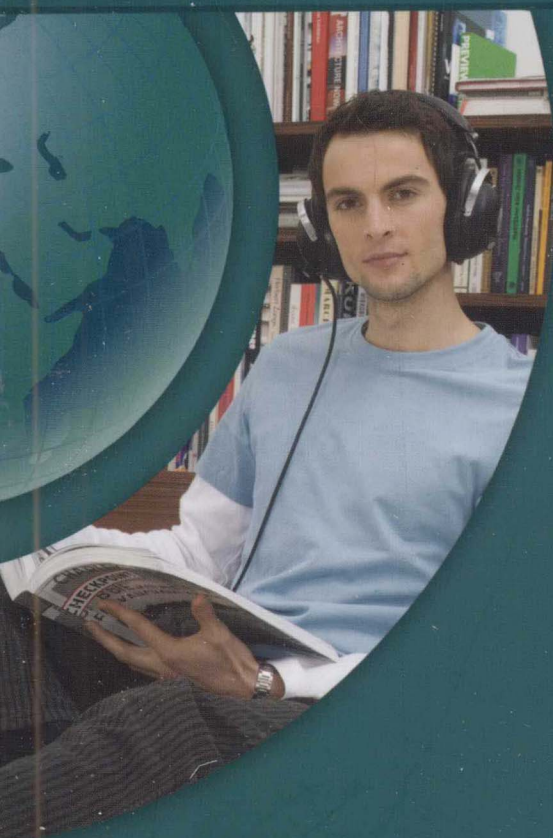
听说教程

上

教师用书

LISTENING AND SPEAKING

主编：李萌涛 周炳兰



外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

高等学校 总主编：何莲珍 石坚
研究生英语 系列教材

听说教程

上

教师用书

LISTENING AND SPEAKING

主 编：李萌涛 周炳兰

编 者：（以姓氏笔画为序）

刘文捷 李萌涛 张曼君 周炳兰 胡安琳

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING



图书在版编目(CIP)数据

听说教程. 上. 教师用书/ 李萌涛, 周炳兰主编. — 北京: 外语教学与研究出版社, 2008. 4
(2011. 9 重印)

(高等学校研究生英语系列教材)

ISBN 978-7-5600-7536-5

I. 听… II. ①李… ②周… III. 英语—听说教学—研究生—教学参考资料 IV. H319.9

中国版本图书馆 CIP 数据核字 (2008) 第 068406 号

出 版 人: 蔡剑峰

项目负责: 张荣婕

责任编辑: 张荣婕 张 衡

封面设计: 牛茜茜

版式设计: 牛茜茜 黄 蕊

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京国防印刷厂

开 本: 787×1092 1/16

印 张: 16.25

版 次: 2008 年 4 月第 1 版 2011 年 9 月第 3 次印刷

书 号: ISBN 978-7-5600-7536-5

定 价: 26.90 元

* * *

购书咨询: (010)88819929 电子邮箱: club@fltrp.com

如有印刷、装订质量问题, 请与出版社联系

联系电话: (010)61207896 电子邮箱: zhijian@fltrp.com

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

物料号: 175360001

出版说明

随着本世纪初开始的大学英语教学改革持续深入,大学英语教学水平及大学生的英语综合应用能力在不断提高。与之相应的研究生英语教学也面临着新的形势和要求。有针对性地培养和提高研究生的英语应用能力,特别是提高其在本专业及相关专业领域的英语口头和书面交流能力,并为进一步学习和研究打好基础,成为研究生英语教学的一个重要任务。

据了解,目前国内许多高校的研究生英语教学仍基本沿用本科的英语教学模式。教学目标以提高学生基本语言技能为主,教材也多选用本科高年级的教材,或虽使用一些研究生英语教材,但在教学内容与教学目标上与本科教学并没有本质区别。与此同时,也有越来越多的院校开始尝试新的研究生英语教学模式。为研究和探索研究生英语教学的特点和要求,我们近年来对北京大学、清华大学、四川大学、浙江大学、山东大学、北京理工大学、南开大学、中国科学技术大学、南京大学、中山大学、哈尔滨理工大学、西北工业大学、华中科技大学等国内数十所院校进行了调研,对研究生英语教学的现状、存在的问题及今后的发展趋势进行了分析,在此基础上,组织国内英语教学专家及一线教师开发了“高等学校研究生英语系列教材”。

为体现不同阶段、不同层次的教学要求,本套教材由提高系列与拓展系列两个主要部分构成:提高系列着重在本科阶段英语学习的基础上进一步巩固语言知识,提高语言技能;拓展系列则根据研究生专业学习和研究的特点和需要,着重拓展其学术视野,培养学术研究能力。为便于各高校针对本校需要进行选择,本套教材包含语言技能、语言应用、语言文化、专业英语等方面的不同教程,还将根据研究生英语教学的发展适时补充新的教程。

本套教材既考虑当前研究生英语教学的实际情况,又适应研究生英语教学的改革趋势。各教程在内容和形式上都有所创新,突出实用性和专业性,还配有丰富的多媒体资源,可满足不同层次、不同模式研究生英语教学的需要。但由于研究生入学时英语水平参差不齐,各院校教学情况比较复杂,在课程设置、课时安排及考核方式等方面均存在较大差异,教材难免众口难调。我们在尽量提供多种选择和配套资源的同时,也希望使用本套教材的院校及时将使用意见反馈给我们,以便我们不断修订、补充、完善。

外语教学与研究出版社

2008年4月

出版说明

听说教程

前言

《研究生英语听说教程》(以下简称《听说教程》)为“高等学校研究生英语提高系列教材”之一,依据《非英语专业研究生英语教学大纲》的要求和研究生英语教学特点进行设计和编写,旨在通过听、说、读相结合的教学实践,培养学习者运用英语准确而流利地进行交流的能力。《听说教程》包含上、下两册,内容难度和学习重点有所不同,可用于研究生阶段两个学期的英语教学,也可由教师根据学生的实际水平选择使用。

《听说教程》每册12单元,每单元的听说活动围绕一个特定主题展开。这样设计有助于增强学生在语篇层次上的听说能力,提高他们对所听材料的分析判断和归纳总结能力,以及用英语就一般性话题和专业话题表达观点的能力。《听说教程》遵循“听说结合,以听促说”的原则,保证教学过程中语言输入丰富准确,输出活动形式多样,有效提高学生的语言表达与沟通能力。本教程的课堂教学活动经过精心设计,使“说”的活动不再是点缀,而是训练重点和教学目的所在。

在听的方面,《听说教程》除提供由外籍专家录制的纯正、地道的听力素材外,还提供原声录音素材,使学生多接触真实环境下的英语。在说的方面,教材不仅设计了以任务为中心、生动有趣的口语练习活动,还对“说什么”和“如何说”进行提示,突出了真实环境下的交际策略(communicative strategies)。此外,本教程还在教师用书提供了听说活动的文化背景知识、详尽的教学建议和步骤,以及一些备用的课堂口语活动和讨论话题,这不仅方便了教师的教学,而且能够满足不同程度学生的需求,使尽可能多的学生参与到口语活动中。

《听说教程》整体结构及难度的确定基于广泛而深入的调研,部分单元已在教学实践中试用。在编写时,编者在词汇量、听力难度、口语练习等方面充分考虑了与大学本科阶段听说教材的衔接。因此,本书亦可作为本科高年级学生提高英语听说能力的辅助教材。

一、教材结构

《听说教程》分上、下两册,每册12单元,各单元结构如下:

1. Warm-up

提供与本单元话题相关的一段听力练习,引导学生开展口语活动,为接下来的听说训练做铺垫。

2. Listening for Content

本部分突出“听”,培养学生整体理解以及获取特定信息的能力,使学生能正确领

会所听内容的主旨及作者的意图。本部分由一段长对话、一段文章和一段原声语料构成,除听力练习外,还设计了一些可供选择的口语活动,以充分利用听力内容中的信息和语言表达素材。

3. Speaking for Communication

本部分包括两个板块,主要用于课堂口语教学与练习。

A. Talking it up

- 1) 提供所需的口语句型和交际技巧
- 2) 提供对话模板
- 3) 提供交际情境或指示交际任务

B. Talking it through

该板块利用 Listening for Content 部分的信息或其他与主题相关的信息,结合 Speaking for Communication 部分的语言技能,旨在进一步拓展主题,提高学生的表达能力。该板块设计了角色扮演、讨论、辩论、描述、总结发言、准备课题等口语活动,并提供范例和练习提示,讲解不同情境下表达的注意事项。

4. Follow-up

本部分主要用于课下巩固,以听力训练为主,部分听力练习形式模拟非英语专业硕士研究生英语学位课程考试题型。听力内容还包括英语欣赏,如诗歌、名言警句,幽默等。此部分的口语训练包括小组活动(group project)和2-3分钟的有准备发言等。

5. 光盘补充内容

本教程配有多媒体学习光盘,除生动呈现教材内容之外,还增加了与各单元主题相关的电影片段赏析和帮助学生检测和提高听力水平的听力测试题。

二、教材特色

1. 内容丰富,选材新颖

《听说教程》以单元主题展开,两册共包含24个主题,涵盖日常生活和社会经济方面的各类话题。教程在选材上不仅注重语言的规范性和感染力,还注重内容的趣味性和启发性;题材以反映现实生活为主,故事性和知识性兼顾;体裁力求多样化,包括故事、报道、叙述和对话等。部分听力素材选自英美国家近期出版物,内容新颖、语言地道,从多方面反映英语文化的内涵。

2. 注重培养跨文化意识与交际策略

为使学生了解西方文化、正确使用语言,《听说教程》中提供了必要的文化背景介绍和语言点解释,同时,为提高学生在不同情境中的交际能力,书中还提供了一些实用、有效的提示,如 Tips for socializing with people, for organizing information, for using words

to your advantage 等等。为方便教师授课,教师用书中增加了更为详尽和深入的文化背景和语言难点的说明。比如有关邀请及赴宴的英文表达,学生用书中列出了正式及非正式的表达法,教师用书中则介绍了更多相关的社交礼仪,如赴宴时应准备什么小礼物、提前到达还是准时到达、要不要吃完盘中食物等。

3. 教学难度适中,合理递进

《听说教程》主要依据《非英语专业研究生英语教学大纲》和《研究生英语课程考试大纲》编写。由于近年来社会经济的发展对研究生的英语交际能力提出了更高的要求,本书结合目前高校英语教学的实际情况,将总体难度定位在稍高于大纲的要求,以满足新形势下研究生英语教学的需求。

本教程的起点词汇为大学英语四级要求(4500词),听力篇章中生词比例一般不超过3%。每单元着重学习和训练一项交际技能(communication skill),包括情景会话技能和表意技能(functional and notional)。交际技能与主题联系,由易到难,由一般性表达 to 专业性较强的表达。

4. 练习形式生动多样

在听力方面,教材尽可能采用多种有效的听力练习形式,主观题和客观题相结合,基本涵盖了《研究生英语课程考试大纲》中出现的考试形式;在口语方面,教材设计了多种课堂活动,如回答问题、对话、讨论、辩论、命题演讲等。

《听说教程》教师用书中除了提供听力文本和练习答案外,还对练习目的、教学步骤、备选口语活动、语言和文化背景知识等做了详细介绍,以保证教学内容和教学任务得以有效完成。

三、教学建议

现代英语教学,尤其是研究生阶段的英语教学,提倡自主学习与有指导的学习相结合。教学过程不再只是灌输知识的过程,而需要学生主动参与和积极探索,在这一过程中教师应作为组织者、指导者、讲解员和评论员,充分发挥组织和指导的作用。除了根据教师用书中的提示来组织教学外,教师还需根据学生的实际情况,提供相应的引导和示范,激发学生的学习兴趣,引导他们积极思考问题,并及时总结和适当点评学生在学习过程中的进步和不足。

《听说教程》提供了丰富的教学资源,教师可根据课时和学生的具体情况灵活安排教学。但无论如何安排,都应注意控制好听说活动的时间,充分利用课上每一分钟,提高活动效率,引导学生学以致用。在授课过程中,可以多讲授一些有效的听力和口语技巧,“授人以渔”,引导学生逐渐养成良好的习惯,增强口头表达能力。

建议教师参考如下计划,安排《听说教程》的教学:

- 1.《听说教程》(上、下册)可供两个学期使用。如果研究生教学计划(听说教学)

只有一个学期,则可以根据学生的英语水平选择上册或下册,或在两册中选择学生更感兴趣的单元学习。每册有12个单元,每个单元需2-3个学时(课上),并建议学生至少花1个学时练习听力和准备命题发言(课下)。

2. 建议 Warm-up 和 Listening for Content 在课上完成,尤其是“真实”听力练习适宜在课上完成;其他听力内容可以视具体情况决定是否需在课上进行,若时间不允许,可要求学生在课下完成。

3. Speaking for Communication 是本教程的重点。为保证课上能够较顺利地展开口语活动,要求学生对此部分进行预习。

4. Follow-up 中的练习可以布置给学生课下自主完成。可要求学生在新的单元之前准备2-3分钟的发言。

5. 多媒体学习光盘内容丰富,可要求学生在课外完成光盘里的所有内容,包括电影片段赏析和自测题。教师可定期在课上检查学生完成光盘的情况。

四、编写说明

《听说教程》由中国科学技术大学负责编写,编者均为在英语教学及教材编写方面有多年丰富经验的教师。上册主编为李萌涛、周炳兰。各单元编写人员分别为:第一、四、八单元 张曼君;第二单元 刘文捷;第三、七、十二单元 李萌涛;第五、六单元 周炳兰;第九、十、十一单元 胡安琳。本书经外籍专家 Kris Sri Bhaggiyadatta 和 May F. Yee 审稿,外研社的编辑在出版过程中也对本书结构和内容提出了许多有价值的建议,在此谨向他们表示衷心的感谢。

在本书编写过程中,我们参阅了大量国外原版书籍和期刊,并从国外广播、电视、电影和互联网上选取了部分文字材料和有声资料。由于篇幅所限,在此不再一一列出,谨向有关出版社及作者表示深深谢意。

编者
2008年1月

Contents

听说教程

上

Unit 1	Are You Hooked to It?	1
Unit 2	Happy Holidays	21
Unit 3	Education—Enlightenment of Mind	41
Unit 4	Do as Romans Do	61
Unit 5	Acts of Kindness	83
Unit 6	The Nature We Live In.....	103
Unit 7	The Celebrities I Know	123
Unit 8	Probing into Science.....	143
Unit 9	Clothes Make the Man	163
Unit 10	Travelling in the World's Mysteries	183
Unit 11	Let's Entertain Ourselves!	205
Unit 12	I'm a Sports Fan	227

Are You Hooked to It?

Nature supplies us all with the ability to become hooked—and we all engage in addictive behaviour to some degree.

A brief introduction to the topic

A hobby is defined as an activity done regularly in one's leisure time for pleasure. An addiction is a recurring compulsion by an individual to engage in some specific activity. The word is also used colloquially to refer to some activity for which a person has an overwhelming passion. We usually think that hobbies are harmless and addictions are dangerous, because hobbies can make our lives more colourful while addictions inflict physical or spiritual dependency on something to degrees that we cannot control. In reality though, the differences between hobbies and addictions can often be confusing. Most addictions begin as hobbies. Everyone spends time and energy on hobbies, but if excessive passion about a hobby affects one's life in a negative way, it becomes addiction from which it is hard to escape.

WARM-UP



A Listen to three speakers talking about their childhood hobbies. Complete the following chart with the information you hear.

Vocabulary

- **miniature** *a.* much smaller than normal 微型的, 缩小的
- **fertilizer** *n.* natural and synthetic materials spread on soil to increase its capacity to support plant growth 肥料

Teaching tips

- ⇒ In this activity, students will listen for specific information. Explain the vocabulary listed above and prepare students to listen to the short passage.
 - ⇒ Explain the task and tell students that answers will be checked together after the listening.
 - ⇒ Ask students to check their answers in pairs and try to talk with each other by saying:
 - What have you got for the first blank?*
 - I've got... Is that right? / How about yours?*
 - The same. / Well, mine is...and I'm sure it's right.*
 - OK. How about the second one?*
- (Optionally, the teacher can directly give students the answers.)

Audio script

Childhood Hobbies

Do you remember your favourite hobbies when you were a child? What do those mean to you? Luther, Sarah, and William are discussing their childhood hobbies.

Luther: My hobby is stamp collecting. I started at the age of six, and I've been collecting stamps ever since. Stamps are tiny but amazing. They're miniature works of art, covering just about every subject you can think of. Sometimes stamps are worth more as they get older, and I guess that's one of the reasons they are treasured by many collectors.

Sarah: When I was a little girl, my friends were fond of dolls or cartoons, but I just loved yard work. My house had a big yard, which I regarded as my fantasy world. I helped my grandmother mow the lawn and spread fertilizer. Actually I was a little bit lazy in my schoolwork but never in yard work. Some of my friends said it was an activity that only retired people took up. I didn't mind. I enjoyed making my yard beautiful and I enjoyed sweating after a whole day's work. It's good for my health. Maybe I'll spend most of my time in the yard after I retire.

William: Transformers! Optimus Prime and Megatron! Those robots from the 1980s that would turn into cars and planes. That's why I became a mechanical designer. Few people can claim to be as big a fan of Transformers as I am. I have an entire room in my house dedicated to them, over 700 Transformers from every generation, as well as many posters and tons of other collectible items. Transformer collecting is not just a hobby to me—they're a way of life!

Key

Name	Hobbies	The significance of their hobbies
Luther	1) <u>stamp collecting</u>	They are 2) <u>miniature works of art on every possible subject.</u>
Sarah	3) <u>yard work</u>	She enjoys 4) <u>making gardens beautiful.</u>
William	5) <u>Transformer collecting</u>	It is 6) <u>a way of life</u> to him.

 **B** Discuss the following questions.

Teaching tips

- ⇒ This activity helps orient students to the topic by brainstorming.
- ⇒ Divide the class into two groups, with each group responsible for one of the two questions.
- ⇒ Give students five minutes to think about their question and talk with each other.
- ⇒ Invite some students from different groups to share their views with the whole class.
- ⇒ Present a summary of answers to each question.

Possible answers for reference

1. **What do you know about stamp collecting? Did you have a special collection when you were a child?**

Stamp collecting is the collection of postage stamps and related objects, such as envelopes or packages with stamps on them. It is one of the world's most popular hobbies. Stamps have been in constant use for more than 150 years in more than 200 countries. Stamp collecting is a good way to learn about other countries and subjects. It's also great fun. Stamp collecting can be positively easy. Collectors can build collections around different subjects that interest them. Even if you don't want to travel out of your house to start a collection, stamps come to you in the mail. Or, with a quick trip to the post office, you can see what stamps are currently available for sale.

2. **What was your hobby in childhood? How did your hobby affect your life? Do you still pursue that hobby?**

The answer to Question 2 is open.

LISTENING FOR CONTENT

1 Listening to a conversation



A Listen to a conversation about Internet addiction. After the conversation, some questions will be asked about what was said. Write down a short answer to each question.

Vocabulary

- **alcoholism** *n.* psycho-physiological dependence on alcoholic beverages 酗酒
- **hook** *v.* to cause to become addicted 对……入迷, 被……迷住
- **pathological** *a.* relating to or caused by disease 病理的, 病态的
- **fixation** *n.* a strong attachment to a person or thing 依恋, 固着
- **abuse** *v.* to use wrongly or improperly 滥用

Teaching tips

- ⇒ Provide students with some background information about “Pathological Internet Use”.
“Pathological Internet Use” refers to Internet addiction. Pathological Internet Use consists of three primary behaviours, known as online impulsiveness, avoidance and online social superiority. It comes from another word, “Internet addiction disorder”, coined by Ivan Goldberg in 1995.
- ⇒ Ask some questions to get students familiar with the background of the conversation.
—How much time do you spend on the Internet every day? Do you think you need to monitor your time online?
—Do you think Internet addiction is a serious problem that might affect your life?
- ⇒ The skill practised here is listening for global ideas. Let students listen to the conversation, complete the task and then check the answers together.

Audio script

Maria: Hello, everyone. This is Maria Wells. Every time the word “addiction” is mentioned, images of drug dependence, alcoholism and smoking come to mind. But today, technology is breeding a new type of addiction which can be just as severe: Internet addiction. Here is our guest, Professor Luther Nicholson, a psychologist from Connecticut University. Good evening, Mr. Nicholson.

Luther: Hi Maria. Addiction is not a word that should be taken lightly. Some argue that we are exaggerating concerns about Internet addiction. People don't expect the computer and the Internet to be a problem.

Maria: My colleagues here don't see it as a negative thing or something to be afraid of. They assume that web addiction is mostly a young persons' problem.

Luther: No. My patients of web addiction vary widely in age. Our survey shows that millions of children and adults are now hooked, on what we call "Pathological Internet Use".

Maria: Pathological? So it's really a disease.

Luther: Absolutely. They use the web to the point where it can change moods or create negative consequences in relationships, financial situations or legal matters. Some online gamers play constantly, days in a row. Some spend days online murdering others in search of virtual possessions. Some remain isolated in their actual lives, but only talk to strangers online to enter another life. Most addicts have a kind of fixation. They throw themselves into an imaginary world.

Maria: And they will pay the ultimate price for their obsession.

Luther: Yes. And the price is always high and sad. Actually, we have had cases of suicide by web addicts. Their pastime turns into a costly habit. The Internet is a powerful technology. It creates access to all of the information on the planet. They're very powerful tools that can be abused.

Maria: I get it. How can one know if one is addicted, Professor Nicholson?

Luther: Take a break from your computer. Are you restless and frustrated? Do you wonder how many emails you've received? Take note of your behaviour; if you are feeling uncomfortable or uneasy, it may be time to monitor your Internet usage.

Maria: I guess most of us are addicted to a certain extent. Thank you, Mr. Nicholson.

Luther: Thank you.

Possible answers for reference

1. What is mainly talked about in this conversation?

Internet addiction has become a serious problem that affects most people's lives negatively.

2. Can you describe a picture of a typical Internet addict?

A typical web addict often imagines himself in a virtual world and his daily life is often in disorder.

3. How can you know whether you are addicted to the Internet or not?

You can take a break from using a computer and observe whether you feel restless. The more restless you are, the more you are addicted to the Internet.



Listen to the conversation again and choose the best answer from the four choices given to each question you hear.

Teaching tips

- ⇒ The skill practised here is listening for details that relate to the global idea of the conversation. With this activity, students can fully explore the conversation and see how to develop the main idea.
- ⇒ Let students listen to the conversation and finish the task.

Key

1. What does Maria say about Internet addiction?

- A) She thinks Internet addiction is as serious as drug and smoking addiction.
- B) She thinks Internet addiction is much severer than alcohol addiction.
- C) She thinks Internet addiction is less serious than drug and alcohol addiction.
- D) She thinks Internet addiction is the product of other addictions.

2. According to Professor Nicholson, what is the age range of Internet addicts?

- A) Only young people can be addicted to the Internet.
- B) Internet addicts include both children and adults.
- C) There are more adult addicts than teenage addicts.
- D) Young addicts account for a larger part of Nicholson's patients.

3. According to Professor Nicholson, how does Internet addiction affect the victims' lives?

- A) Some learn how to deal with their relationships with others.
- B) Some may get into trouble over money issues.
- C) Most of them commit suicide in the end.
- D) Most of them care more about their possessions.

4. Which of the following statements is true?

- A) People think experts overestimate the harmfulness of Internet addiction.

- B) Internet addiction can be overcome by the addicts themselves.
 C) Professor Nicholson thinks that Internet usage should be restricted or prohibited.
 D) Internet addiction needs to be taken seriously and treated properly.

2 Listening to a passage



A *Are you good at your hobbies? Do your hobbies bring as much pleasure as they used to? Listen to the following passage carefully and choose the best answer from the four choices given to each question you hear.*

Vocabulary

- **nerd** *n.* someone who is boring and unfashionable 乏味落伍的人
- **slaughter** *v.* to kill a large number of people 屠杀, 杀戮
- **tights** *n.* stretchable garment covering the body from the waist or neck down, designed for general wear by women, girls and dancers 紧身衣

Audio script & key

Do We Have to Be Excellent at Our Hobbies?

The other morning, I overheard a nine-year-old boy complain, “We don’t want that nerd in our soccer team. We are so ashamed that he doesn’t know a goal-kick from a head-shot.” As it happens, the “nerd” was my son. I’m sorry, Son, I guess I blew it. My son didn’t receive serious instruction as other boys did. In my day, when we played baseball, it didn’t matter if any of us played terribly; we weren’t out to slaughter the other team. To us, sports were just a way of having a good time.

I enjoy singing badly and drawing badly. I’m not ashamed of my incompetence in these areas. I do one or two other things well, but I’d always like to try something new which I don’t have to be good at. Unfortunately, doing things badly has gone out of style. In today’s competitive world we have to be experts even in hobbies.

If you pull on your gym shoes and jog around the block once in a while, you’ll be laughed at by the so-called “serious runners”—the ones who run 20 miles or more a week in their 60-dollar jogging suits and fancy shoes. As far as they are concerned, if you don’t have the latest shoes, you are embarrassing yourself. And going dancing no longer means putting on a pretty dress and doing a few turns on Saturday night. Nowadays, dancing means squeezing into tights, sweating through five hours of ballet and four hours of jazz classes, and then dance like a beautiful swan to make others obsessed. It seems that we pay too much attention

to self-improvement, even with hobbies. I don't think hobbies bring as much fun as they used to.

Let's draw for drawing's sake. Let's sing for singing's sake. We are talking about recreation and the activities we enjoy. We take up those because they are for our pleasure.

1. How does the speaker feel when hearing the boy talk about his son?

- A) He feels ashamed about his son's incompetence.
- B) He feels the other boys are too competitive.
- C) He feels real regret for not teaching his son to play soccer well.
- D) He finds it necessary to encourage his son to practise soccer.

2. What does the speaker think of dancing as a hobby?

- A) He thinks people should practise hard to dance elegantly.
- B) He thinks a dancer has to wear a nice dress to dance.
- C) He thinks one would embarrass oneself without good dancing shoes.
- D) He thinks dancing is a way to relax in one's spare time.

3. What is the speaker's attitude towards hobbies?

- A) Hobbies are supposed to bring pleasure to people.
- B) If a person takes up a hobby, he should work hard at it.
- C) Dancing and jogging don't bring much fun to people.
- D) Self-improvement is an important factor for taking up hobbies.

4. Which statement is true according to the passage?

- A) The speaker simply wants to have a good time.
- B) The speaker is no good at dancing, singing and drawing.
- C) The speaker dislikes people being so-so in any activity.
- D) The speaker is often laughed at by others.



Listen to the passage again and discuss the following questions.

Teaching tips

- ⇒ This activity is optional. It is intended to help students reinforce what they have learned from the listening materials and is aimed at developing their ability to express themselves.
- ⇒ Give students five minutes to organize their ideas and prepare to present their opinions.