

Essential College English

总顾问 杨治中
顾问 李霄翔
总主编 蔡昌卓

大学基础英语

听说教程(一)

Listening & Speaking

教师参考书

主编 李霄翔

1



高等教育出版社

陕西师范大学出版社

1319.9
2006189

总顾问 杨治中
顾 问 李霄翔
总主编 蔡昌卓

第 511 (第 1)



大学基础英语

Essential College English

听 说 教 程

(一)

教 师 参 考 书

Listening & Speaking I
Teacher's Book

主 编 李霄翔
编 者 钱激扬 侯 旭



高等教育出版社 陕西师范大学出版社

(京)112 号

图书在版编目(GIP)数据

大学基础英语听说教程(一)教师参考书/李霄翔主编, -
北京:高等教育出版社,1999.9
ISBN 7-04-008398-1

I. 大… II. 李… III. 英语-视听教学-高等学校-教学
参考资料 IV. H31
中国版本图书馆 CIP 数据核字(1999)第 44336 号

大学基础英语·听说教程(一)教师参考书
李霄翔 主编

出版发行 高等教育出版社

社 址 北京市东城区沙滩后街 55 号

电 话 010-64054588

网 址 <http://www.hep.edu.cn>

经 销 新华书店北京发行所

印 刷 北京外文印刷厂

开 本 787×960 1/16

印 张 8.75

字 数 150 000

邮政编码 100009

传 真 010-64014048

版 次 1999 年 10 月第 1 版

印 次 1999 年 10 月第 1 次印刷

定 价 11.00 元

凡购买高等教育出版社图书,如有缺页、倒页、脱页等
质量问题,请在所购图书销售部门联系调换。

版权所有 侵权必究

使用说明

《大学基础英语·听说教程》是一套将英语基础训练和英语交际技能培养融为一体为基础听说教材。该书以教育部1999年颁布的《大学英语教学大纲》(修订本)为指导,依照其“坚持分类要求和因材施教的原则”编写,适用于英语听说能力低于新教学大纲入学要求的学生。

本套教材在编写思想上力求从我国大学基础英语教学的实际出发,以国内外较为流行的EFL(English as a Foreign Language)教学理论为指导,努力博采众长,吸取国内外各类EFL教材的优点,将英语听说基础知识、基本技能和大学生英语听说的基本需求有机地结合起来,在重视英语听说基础训练的同时,强调英语应用交际技能的培养。教学内容围绕大学生的生活学习及日常交际范畴展开,兼顾文化背景、交际常识和策略的介绍与训练。每单元的听力部分内容短小精悍、题材广泛,具有较强的针对性、实用性和趣味性,努力体现学以致用、学用结合的教学原则。在训练形式上,以大量的交互式语言输入作为英语听说基础训练的手段,并辅以多种形式的信息差、信息形式的转移、角色扮演、角色替换、模拟完成某项任务等训练方法,使英语听说基础训练和英语交际技能的培养融为一体。本套教材的独到之处还在于,教参中以注释的方式提供了每项练习的设计意图,并配有许多补充练习,使教师在教学中更有目的性和针对性。

在教材编写过程中,编者注重语言学习的基本规律并力求通过各种练习的设计和组合来体现这些规律。编者认为,只有向学习者提供大量可理解的语言信息输入,才能使学习者在接受语言信息时,既能建立起语言框架与语意之间的关系,又能在领会、理解的基础上主动用英语表达自己的思想和观点。因此,本册的听说练习都是由听、听读和听写为导入,通过功能意念的引伸和延扩,使学习者在理解、模仿、领会和总结的基础上,逐步建立起语言结构与框架,再通过口头表达练习,使学习者能比较自信地运用所学的语言知识和交际技能表达自己的思想。这一听说相连、层层深入的练习主线,贯穿于整册教材中。编者建议教师在使用本书时可根据学习者的不同情况,变更课文中的相关练习形式,有针对性地选用教参中的补充内容,灵活运用教学手段,以满足不同层次学习者的各种需求。

《大学基础英语·听说教程》共分5册学生用书和5册教师教学用书。第1册由12个单元组成。每个单元由语音训练、听说基础知识训练和听说交际技能训练等3个主要部分组成。教学内容题材广泛、由浅入深,具有较强的实用性和趣味性。编写设计形式新颖独特、图文并茂,较好地反映了当代英语听说教材的风貌。本册教材配有4盒听力磁带。磁带由语音纯正的美籍教师录制,并由专业技术人员编辑而成。

编者

1999年7月

Unit	Part One	Part Two
One Meeting People (有缘相见) 1	英语元音 (English Vowels)	Greetings [问候语]
Two Getting to Know Each Other (说你, 说我) 12	双元音 (Diphthong)	Introducing Yourself [自我介绍]
Three Helping Each Other (互相帮助) 21	辅音 (Consonant) 摩擦音 (Fricative)	Request and Offer [请求与提供帮助]
Four Telephone Communication(电话交谈) 30	爆破音 (Plosive)	Making and Answering a Phone Call [打电话与接电话]
Five Time and Tide Wait for No Man (时不我待) 40	破擦音 (Affricate) 鼻音 (Nasal)	Time, Day and Date [时间, 星期和日期]
Six Describing Places (描述地方) 51	舌边音 (Lateral) 滑音 (Approximant)	Where Is the Classroom? [教室在哪儿?]
Seven Describing People (描述人物) 61	音节 (Syllable)	What Does He Look Like? [他长什么样?]
Eight Personal Interests (个人兴趣) 73	语句重音 (Sentence Stress)	Likes and Dislikes [喜欢与不喜欢]
Nine Healthy Living (祝你健康) 86	语调 (Tone)	What's the Matter with You? [你哪里不舒服?]
Ten Shopping (购物) 100	节奏与押韵 (Rhythm and Rhyme)	Sizes and Prices [尺寸与价格]
Eleven Traveling (旅游) 109	意群与连读 (Thought Group and Liaison)	Planning for a Trip [旅行前的计划]
Twelve Planning for Holidays (假日计划) 120	同化、弱化和省略 (Assimilation, Weak Form and Contraction)	Asking about Intentions [询问打算]

Contents

Part Three	Part Four	Part Five
How to Address Them? [怎样称呼他们?]	He Makes Everybody Happy [他让每个人都感到愉快]	
Introducing Others [介绍别人]	Ice Breaker (A Game) [彼此了解(游戏)]	
Can I Help You? [需要帮忙吗?]	Can You Tell Me Its Meaning? [您能告诉我它的含义吗?]	
Telephone Conversations [电话交谈]	Oh, Poor Peter [噢, 可怜的彼得]	
A Timetable [日程表]	Punctuality [守时]	
What's Your Room Like? [你的房间是什么样的?]	What Kind of Place You'd Like to Live in? [你想住在什么地方?]	
What's He Like? [他是个什么样的人?]	Never Trust Appearance [不要轻信外表]	
How Do You Spend Your Spare Time? [你是如何打发业余时间的?]	Music Or Money? [要音乐还是要钞票?]	Gain or Loss? [收获还是损失?]
You'd Better Have a Rest [你最好休息一下]	The Secret of Living a Long and Wealthy Life [长寿与富有的秘密]	The Happiest and the Unhappiest [最快乐的人与最不快乐的人]
What Would You Say? [你该怎么说?]	How Much Is a Rolls-Royce? [罗尔斯-罗伊斯多少钱一辆?]	
Going on a Trip [去旅行]	Tell Me When We Get There [我们到那儿时跟我说一声]	Train Sickness [晕车]
Accepting and Declining an Invitation [接受和谢绝邀请]	Making Plans [制定计划]	

Unit One

Meeting People (有缘相见)



We meet people, familiar and unfamiliar, everyday. What would you say when you first meet them? And how?

PART ONE

Phonetics [语音练习]

英语元音 (English Vowels)

发音时声带振动而气流在通路上不受阻碍的是元音。元音分为单元音和双元音。

单元音又分为:

I. 前元音: /i:/ /i/ /e/ /æ/

II. 中元音: /ə:/ /ə/ /ʌ/

III. 后元音: /u:/ /u/ /ɔ:/ /ɒ/ /ɑ:/

I. 前元音: /i:/ /i/ /e/ /æ/

1. 发音方法

A. /i:/ 前、高、不圆唇、长元音

a. 舌尖抵下齿, 舌前部向硬腭尽量抬起, 但比汉语普通话的“衣”音稍低, 没有摩擦。

b. 嘴唇向两旁伸开, 成扁平形。

B. /i/ 前、半高、不圆唇、短元音

a. 舌前部向硬腭抬起, 比 /i:/ 低, 比 /e/ 高。

b. 唇比 /i:/ 宽, 比 /e/ 窄。

c. 可从 /i:/ 出发, 将小指尖放在上下齿之间, 使下腭稍稍下垂, 舌前部也随之稍稍下降, 即可发出 /i/。

C. /e/ 前、半高、不圆唇、短元音

a. 舌尖抵下齿, 舌前部稍抬起, 比 /i:/ 低。

b. 唇形中常, 牙床开得比 /i:/ 宽。

D. /æ/ 前、低、不圆唇、短元音

a. 舌尖抵下齿。

b. 双唇向两旁平伸, 成扁平形; 张开牙床直至上下齿之间可以容纳食指和中指的宽度。

2. 发音特点

A. 共同点: 舌面隆起部分都处于口腔前部, 舌尖抵住下齿, 不圆唇, 形扁平。

B. 不同点: 参照单元音发音部位示意图, 发前元音 /i:/、/e/、/æ/ 时, 在舌面隆起部处于口腔前部的情况下, 舌位依次降低, 其中 /i:/ 为长元音, 其余为短元音。

3. 注意事项

发 /i:/ 时, 不仅舌位下降, 比 /i:/ 略低, 而且舌身略往后缩, 两者的区别不仅仅在于舌位的下降。

II. 中元音: /ə:/ /ə/ /ʌ/

1. 发音方法

A. /ə/ 中、半低、不圆唇、短元音

这个音和汉语普通话轻声的“么”(mə)、“了”(le)中的短促元音“ə”相似, 但英语的 /ə/ 在词末时发音比普通话的“ə”长。

B. /ə:/ 中、半低、不圆唇、长元音

这个音和 /ə/ 相似, 只是舌位略高, 发音略长。

C. /ʌ/ 中、半低、不圆唇、短元音

舌后部的靠前部分稍抬起, 舌尖和舌端两侧触下齿, 开口程度和 /æ/ 相似; 向两边平伸。

2. 发音特点

A. 共同点: 发这三个元音时, 舌中部稍抬起, 舌尖都靠住下齿龈, 舌头在口腔中放平, 不圆唇。

B. 不同点: 发这三个音时, 舌位高度依次下降, 发 /ə:/ 时, 不要太短, 发 /ʌ/ 时, 舌中部稍靠后的部位抬起。

3. 注意事项

与前元音中的 /e/ 相比, 舌位高度相似, 但舌面隆起部位不同, 前者为舌前端, 后者为舌中后部。

III. 后元音: /u:/ /u/ /ɔ:/ /ɒ/ /ɑ:/

1. 发音方法

A. /u/ 后、高、圆唇、短元音

- 舌后部向软腭抬起，舌身后缩，舌尖离开下齿。
- 双唇收圆，稍向前突出。

B. /u:/ 后、高、圆唇、长元音

- 舌后部向软腭抬起，舌身后缩，舌尖离开下齿。
- 双唇收圆，向前突出。
- 注意长度，口腔肌肉要始终保持紧张状态。

C. /ɒ/ 后、低、圆唇、短元音

口张大，舌身尽量降低并后缩，双唇稍稍收圆。

D. /ɔ:/ 后、低、圆唇、长元音

口张大，舌身后缩，双唇收圆。

E. /ɑ:/ 后、低、不圆唇、长元音

- 口张大，舌身平放后缩，舌尖离开下齿。
- 注意长度，不要发得太短。

2. 发音特点

- 共同点：发后元音时，舌尖都往后缩，舌后面隆起，除 /ɑ:/ 以外，唇形均为圆唇。
- 不同点：发音时，舌位依次下降。

3. 注意事项

A. /u:/ 与 /u/

发 /u/ 时，舌面隆起部位较发 /u:/ 时略往前，发 /u:/ 时，双唇较 /u/ 收得更小，向前突出。

注意英语 /u/、/u:/ 与汉语拼音 u 的区别，后者圆唇时，嘴唇向前突出程度最大，且尽量不靠近牙齿。

B. /ɔ:/ 与 /ɒ/

发 /ɔ:/ 时，双唇收得较 /ɒ/ 更小，并须用力向前突出，注意长度，不要发得太短。

C. /ɑ:/

口张大，舌身平放，注意长度，不要发得太短。

I. Read the following words and find out the word in each group whose underlined

vowel is different from those in the same group.

1. pool 2. great 3. call 4. shock 5. nurse

NOTE This exercise is designed for diagnostic purposes. Before the teacher introduces how to pronounce these vowels, this exercise should be done to find out what problems students might have.

补充练习

NOTE This part can be used either as supplementary exercises for this unit or as a review of what has been learned at the beginning of next unit.

1. 小组活动：四到五人一组，坐成圆圈。第一个人任选一个单元音，面对邻座的同学，并不出声地读这个音，让对方根据口型判断该音是什么。可以借助手势表示长短音。如果判断正确，第二个同学可任选另一个单元音，并重复上面的过程。如果不对，则仍将第一个音传给下一个人，直到得出答案。

2. 小组活动：三到四人一组，每组列出三对只含一个单元音的单词（这些词除了元音不同，辅音相同），并抄在黑板上。选出一位同学朗读这些词，注意每对只任选一个词，让教师指出所读的词。（该活动使教师与学生角色互换，有利于学生减轻心理负担。）

3. 朗读短诗，教师作示范。

*If all the world was apple pie,
And all the sea was ink,
And all the trees were bread and cheese,
What should we have to drink?*

PART TWO

Greetings
[问候语]

Background Information

English Names

English names are usually composed of a given name and a family name or surname. Sometimes there is another name between them, which might be a Christian name, or a godfather's or godmother's name, or a name to remember somebody with. Opposite to ours, the given name goes before a family name. Sometimes, a child's name is the same as his father's name. In that case, the word Jr. (Junior/小) or Sr. (Senior/老) is used at the end of a name. For example, the former US President George Bush's son is also called George Bush, but with the word Jr. at its end to differentiate his name from his father's. For example, George Bush Jr.

The difficulties for us Chinese learners are: 1. unfamiliar with what is a given name and what is a family name; 2. when and how to address people with their names appropriately.

It is necessary to note the following strategies in tackling these problems. First, get familiar with some common given names and family names, such as those in Unit One, and second, keep in mind that any title such as Mr., Mrs., Miss, Dr., Professor, etc. is always followed by a family name or surname, never by a given name. For example, you can say Mr. Tom Taylor, or Mrs. Taylor, but never Mr. Tom.

II. Listen and choose the best answer in response to each of the greetings you've heard.

1. Good morning, Mr. Feng. How are you? (B)
2. Good evening, John. Nice to see you again. (A)
3. Hi, Tom. How are you getting on with your work? (C)
4. Hello, Mary. What a pleasant surprise! (A)
5. Good evening, boys and girls. Nice to see you again. (A)
6. Hi, Jenny. You look beautiful today. (C)
7. Good afternoon, Tom. Haven't seen you for ages. (A)
8. Good morning, Mr. Thompson. Welcome to our university. (A)
9. Hi, Diana. You've won the first prize. Congratulations. (B)
10. Haven't seen you for a long time. How's everything? (C)

NOTE

This exercise can be used as a listen-and-repeat exercise for students with poor English proficiency.

III. Listen to the mini-talks and fill the blanks with the information you've heard.

1. A: Good morning, Professor Douglas. How are you?
 B: Fine. Thank you. And you?
 A: Very good. Thanks.
2. A: Good afternoon, Miss Taylor.
 B: Hi, Mr. Clinton. Nice to see you again.
 A: Me, too. How are you getting on with your work?
 B: Perfect. Thank you.
3. A: Hi, Diana. How's it going?
 B: Just so-so. And how about you, Jack?
 A: Well, everything seems to move smoothly.
4. A: Morning, Mom.
 B: Morning, Honey. Lovely day, isn't it?
 A: Yes, isn't it? Where's Dad?
 B: He's gone to his office.
5. A: Hello, Mr. Smith. Very pleased to meet you here.
 B: Hi, Dr. Martin. Haven't seen you for ages. How are you these days?
 A: So far, so good. And you?
 B: Not bad. Thanks.

NOTES

1. This exercise is designed as a spot dictation to supplement and intensify the input of the previous exercise.
2. In case that students can't spell out the words or phrases, the provision or preview of a word bank is desirable before listening.
3. In case the students fail to complete this exercise as a spot dictation, it can also be used as a listen-and-repeat exercise.

- IV. There are many ways people greet each other when they meet. What would you say when you meet people in the following situations? And how would you respond if you are greeted in these situations?
- Open-ended.

NOTE This exercise can be used in pairs or groups, and aims to reinforce the patterns and expressions that students have been exposed to in the previous two exercises.

PART THREE

How to Address Them?
[怎样称呼他们?]

Tapescript

There are many people, men, and women, old or young, married or single. When we address them, we use different words, for example, Mr., Mrs., Miss and Ms. As we know, Mr. goes before the names of men. Mrs. is for married women, and Miss is for single women. But what is Ms.?

Today many women prefer Ms. to Mrs. or Miss. The word Mr. does not tell us anything about men's marriage. Many women don't want people to know their marriage, either. They want to be equal to men, and to be called Ms. rather than Miss or Mrs.

However, not all women like the word. Some still like the old way. Generally speaking, old women do not like the word Ms., but young women do. What do you think of this change?

I. Warm-up exercise.

1. How do you address people in Chinese?

Open-ended. (reference see Ex. IV. in this part)

2. How do you address people in English?

Open-ended. (reference see Background Information)

II. Listen to a passage and decide how to address the following people according to the passage.

1. Peter Douglas, a young single man:

Mr. (Peter) Douglas

2. Monica Clinton, an elderly married lady:

Mrs. (Monica) Clinton

3. Tom Smith, an elderly married gentleman:

Mr. (Tom) Smith

4. Diana Taylor, a single woman:

Miss / Ms. (Diana) Taylor

5. Susan McDonald, a young manager:

Miss / Ms. (Susan) McDonald

III. Listen to the passage again and answer the following questions according to the meaning of the passage.

1. Four.
2. Three. Mrs., Miss, and Ms.
3. We use Mrs. to address a married woman, especially an elderly woman.
4. Yes. Mrs. goes before / is used for a married woman, while Miss is for a single woman.
5. Because they want to be equal to men. / Because Mr. doesn't tell anything about a man's marriage and they don't want others to know their marriage.
6. Mostly young women who want to be equal to men.
7. Open-ended.

IV. Discuss the differences in addressing people between Chinese and English.

1. Are there any differences between Chinese and English in addressing people? And what are they?

Yes. Details seeing the following.

2. How do you address the following people in both Chinese and English?

A. 唐萍华; 唐萍华同志; 萍华同志; 唐萍华小姐; 唐小姐; 萍华; 小唐

Pinghua Tang; Miss Pinghua Tang; Miss Tang; Pinghua

B. 张经理; 张凤霞同志; 凤霞同志; 张小姐; 张女士

Fengxia Zhang; Miss Fengxia Zhang; Miss Zhang; Ms. Zhang; Fengxia

C. 赵志刚; 赵志刚同志; 赵同志; 赵先生; 赵志刚先生; 小/老赵; 赵工程师; 赵工
Zhao Zhigang; Mr. Zhigang Zhao; Mr. Zhao; Zhigang

D. 王洪; 王洪同志; 王同志; 王洪先生; 王先生; 老王; 王老

Wang Hong; Mr. Hong Wang; Mr. Wang Hong

NOTES

1. Teachers may substitute these names with those popular locally.
2. Teachers may provide students with different titles in different professions and then ask the students to address them in different situations appropriately.
3. Discuss with your partners on under what circumstances you use each of the titles to address them.

(Open-ended)

PART FOUR

He Makes Everybody Happy

[他让每个人都感到愉快]

Tapescript

Peter's uncle lived in the country. Once Peter went to stay with him for a few weeks. Whenever they went for a walk or for a drive in a car, and they passed somebody, his uncle waved. Peter was surprised, and said, "Uncle George, you know everybody here. Where did you meet them all?"

"I don't know all these people," said his uncle.

"Then why do you wave to them?" asked Peter.

"Well, Peter," answered his uncle, "when I wave to someone, he is pleased if he knows me. He continues his journey with a happy heart. But when I wave to someone, and he doesn't know me, and he is surprised and says to himself, 'who is that man? Why did he wave to me?' So he has something to think about during the rest of his journey, and that makes his journey seem shorter. So I make everybody happy."

I. Warm-up exercises.

1. Do you say “Good morning” to your parents, or your teachers every morning you first meet them? Why do you think it is necessary for people to greet each other whenever they meet?
— Your parents or teachers will feel happy if you greet them first whenever you meet them.
They may feel they are respected (受到尊敬) for their age, or recognized and rewarded (受到承认和奖赏) for their efforts in bringing you up (抚养你长大), or pleased to see you are an educated, understanding and sociable youngster (一个有教养、懂事儿和会交际的年轻人).
2. How do you feel if you are greeted by a familiar person? And how do you feel if you are greeted by a person you don't know? How will you respond if you are greeted by a stranger?
— If I am greeted by a familiar person, I will feel happy to meet him or her, and keep a good mood (有个好心情) to have someone as my friend. If I am greeted by a stranger, I may feel surprised or puzzled (迷惑不解), saying to myself who he or she is. Of course I will respond to him or her with a smile or a greeting, though still wondering who that person might be. Turning down (拒绝) or being indifferent (不屑一顾) to someone's greeting may be a little impolite (不礼貌) or rude (粗鲁).

NOTE Questions 1. and 2. can also be used as topics for the post-listening group discussion.

 II. Listen to a story and choose the best answer to each of the following questions.

1. B. 2. C. 3. A.

 III. Listen to the story again, and fill the blanks with the information you've heard.

1. His uncle waved whenever they went for a walk, or for a drive in a car and they passed somebody.
2. His uncle thought that if someone knew him and saw him wave, he could continue