



LISTEN & TALK ALONG

大学英语听说级级高

LISTEN & TALK ALONG

第二级

沈斌 总主编
张志福 主编

[教师用书]

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总主编 ◎ 沈 斌

主 编 ◎ 张志福

编 者 ◎ 陈 敏 刘久平 刘艳霞

陈永富 陈 群 陆小美

姚建雯 黄清心 康亚华

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序

P R E F A C E

跨入21世纪的人类社会，机遇和挑战并存，希望与问题同在。毋庸置疑，各种各样的竞争将日趋激烈，但归根结底，是人才的竞争。新世纪的中国大学生将面临激烈的人才市场竞争环境。我认为，良好的机遇只惠顾那些思想品德优秀、人格高尚、专业过硬、电脑技术娴熟、外语功底深厚的当代大学生。仅就外语而论，一名大学生外语水平的高低从某种程度上也反映了其人才素质的高低。这种看法虽然有失偏颇，但并非毫无道理。由于历史的原因和语种自身的特点，英语已趋于全球化，使用的地域广阔，使用的场合很多。此外，英语的文献典籍卷帙浩繁。对当代大学生来说，切实掌握英语这门工具，努力使自己具备听、说、读、写、译五会能力，将终身受益。

听、说、读、写、译五项技能之间彼此影响，具有互动作用，形成一个有机的整体。听得多，下苦功模仿，便有助于提高说的能力。读得多，脑子里储存的单词、短语多，又有助于提高说的能力和写的能力，而不至于用英语交谈、写作时觉得词穷，想表达的表达不出来。如能在听、说、读三方面持之以恒地下功夫，语感也就会自然而然地得到加强。所谓语感，简言之，就是对语言的感悟能力。下笔写作，开口说话，听人说话，凭直觉就能发现错误或不妥之处，便是语感强的明显表现。但能臻于此境，仅靠突击训练或强化训练，效果往往不佳。拙以为，在听、说、读、写、译五项基本技能中，前三项是基础。在听、说、读这三项技能中，应视阅读理解能力的提高为关键，但听、说两项也绝不可偏废。通过大量的阅读，积累了大量的词汇，反过来又有助于听、说技能的提高。“读书破万卷，下笔如有神”，讲的是能写出漂亮的文章要依托大量阅读这一浅显的道理。写作的灵感来自深刻的人生体验、渊博的知识和深厚的文化修养。但就英语学习来说，读得多了，词汇量大了，也就从一定程度上减少了听的困难。至于“说”，在听得多又听得懂的基础上，加上有意识地进行自我训练，说话的困难也会减少许多。写作能力的提高和翻译能力的提高，要依托听、说、读能力的提高。总之，听、说、读、写、译，环环相扣，相辅相成，互相促进。

不少大学生都在抱怨，自己学的是“聋子英语”、“哑巴英语”，苦于听不懂、

说不出。分析其中原因，除了语言环境、师资条件、教学设备等客观因素外；学习方法不当恐怕也不能忽略。如何提高听说能力，我想谈点意见或建议：

● **记忆** 学习任何一门外语都要强迫自己记忆，包括有意识地去记语法规则，背单词、短语、句型，要做到“烂熟于心”；此外，还要背诵名篇佳作。

● **模仿** 要模仿纯正的发音，尽量克服母语对英语语音、语调的干扰。

● **联想** 要养成联想的习惯。在一定的语境下，要联想一下自己在哪份录音材料里或哪部原版影片中听到外国人是怎样将同一个意思用英语表达出来的。即使是在散步，碰到一个场景，也可以自觉联想，如果要用英语表述，话该怎么说。

● **运用** 学了就用，敢于开口，不怕说错。敢于用英语表达自己想说的话，会经历这样一个过程，即从开始说得出的少，逐渐逐渐过渡到能自如表达的多。但敢不敢说是问题的根本所在，敢说就有希望。熟能生巧，勤能补拙。

对广大的大学英语教师来说，解决“聋子英语”“哑巴英语”这一问题的唯一途径就是进行教改。针对教学对象，改进教学方法，营造英语语言环境。由广西高校大学外语教学研究会组织，研究会副会长、广西师范大学外语部副主任沈斌副教授具体负责，发动广西多所高校骨干教师针对西部地区普通高校学生实际，按中、低起点进行编写的《大学英语听说级级高》系列教材，是广西高校大学英语教师在教改过程中集体劳动的成果。教材编写过程中，澳大利亚专家Michael McCausland和我本人应广西大学外语教学研究会和广西师大出版社的邀请参与了教材的编写指导和审订工作。这是一套贯穿听与说相结合理念的教材，涉及的听说范围广泛，内容相当丰富，与同类教材相比，编写体例颇有独到之处，主要表现在：1.听说结合，侧重实践；2.前后衔接，温故学新；3.循序渐进，难易适中；4.注重实效，方便自学；5.课堂融会，课外贯通；6.遵循大纲，兼顾教考。这套教材对西部地区普通高校尤为适用，既可作辅助听说教材，也可作主干听说教材。

策划这套教材的杨华同志嘱我为之作序，我不揣浅陋，缀成以上数语，仅供使用该教材的教师、学生参考。

柏敬泽

英语教授、硕士生导师

广西师范大学大学外语部主任

全国翻译工作者协会理事

2001—2005届全国大学外语指导委员会委员

2001年9月 于桂林

《大学英语听说级级高》是按照1999年修订的《大学英语教学大纲》中关于听、说能力的教学要求，根据中、低起点的教学实际情况，为深化教学改革，加强分级教学，融入以学生为中心并在高效率课堂教学的同时强调学生自主学习能动性的教学思想，将听力教学改革为听说教学而编写的。广西壮族自治区高校大学外语教学研究会组建了本套教材编写委员会。

本套教材按照《大学英语教学大纲》分级要求共分六级，每级各成一册。一至四级各有12个单元，五、六级各有10个单元。每个单元均涉及一个主题，由以下五个部分组成：

1. Learning Objectives, 是关于学生在该单元中学习应达到的能力目标;
2. Useful Expressions, 提供了课堂及课外训练可能用到的短语或句型;
3. Lesson 1和Lesson 2, 主要是听说训练方法示范性教学内容, 可由教师根据实际情况确定学时量, 在课堂上组织听说训练, 使学生掌握训练方法, 以便课外进行更多的自主训练;
4. Assignments, 以课外自主听力训练为主, 以课外自主口语训练为辅, 充分发挥学生自我学习的主观能动性;
5. Supplementary Expressions for Creative Use, 为学有余力的学生提供了一些地道的口语表达方式, 以便学生进行更多内容的学习。

本套教材均配有相应的由美籍专家录音、专业人员制作的音带。

本套教材是为高校非外语专业学生编写的, 可作为听说课主干教材, 或作为听说课的辅助教材, 也可供希望提高自己听说能力的英语爱好者使用。

在本教材的编写过程中, 编委会得到了广西壮族自治区教育厅高教处的关怀, 也得到广西工学院外语系主任蔡荣寿副教授的大力支持, 广西师范大学大学外语部主任柏敬泽教授和澳籍语言学专家Michael McCausland教授对本套教材做了大量指导和审订工作, 本编委会特此致谢! 同时, 本编委会欢迎广大师生使用本套教材, 并恭请对本套教材不足之处批评指正。

C

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Teacher's
Book 2
Unit 1



Food

LEARNING OBJECTIVES

1. To learn about table manners.
2. To discuss the kinds of food that people need for a balanced diet.
3. To talk about the advantages and disadvantages of fast food.

WARMING UP

1. Tell your friends the Chinese table manners.
2. Tell your classmates your eating habits.

USEFUL EXPRESSIONS

1. a high-protein, low-carbohydrate diet 高蛋白、低糖食品
2. to one's taste 合某人的口味
3. to be delicious and nutritious 美味可口, 营养丰富
4. to have strong and hot taste 味重而辣
5. to be light and clear 较清淡
6. to be good in color, flavor and taste at the same time 色香味俱全
7. to go on a diet 节食减肥
8. to make yourself at home 不要客气, 随便些
9. to help yourself to ... 请自己动手(夹菜)
10. to take your time and enjoy it 慢慢吃, 好好品尝一下

11. to eat it hot 趁热吃
12. to be a light eater 食量小的人
13. to have a good appetite for 胃口很好
14. to be stuffed-full 吃得发胀,已经堵到喉咙了
15. How would you like your steak? Rare, medium or well-done? 您的牛排要怎么做法? 是嫩点,不老不嫩,还是烧透点?

Lesson 1

Inviting Friends to Dinner at Home

☆ Key Words and Expressions for Comprehension

delicious	/di'liʃəs/	adj.	鲜美的
salad	/'sæləd/	n.	色拉,凉拌菜
brandy	/'brændi/	n.	白兰地
pour	/pɔ:(r)/	vt.	倒,斟
Let me help you with ...			我帮你……

☆ Tapescript

(The door bell rings.)

Ken: Hello, Rob.

Rob: Hello, Ken. Hello, Barbara. Come in. Shall I take your coats?

Ken: Thank you very much. What a lovely house!

Rob: I'm glad you like it.

Ken: Where's Anna?

Rob: Oh, she's in the kitchen. Let's go into the dining

room to have a drink before dinner.

Ken: That's a good idea.

(They go into the dining room.)

Anna: Here we are. Dinner's ready. Sit down, everybody.

Barbara: Thank you very much, Anna. Everything looks wonderful, and it smells delicious, too.

Anna: I'm glad you like it. I'll put the salad in the middle of the table. Shall I serve you?

Barbara: No, it's all right. We can help ourselves.

Anna: Rob, could you pour the wine, please? Ken, help yourself to the vegetables, too.

Rob: Would you like some brandy, Barbara?

Barbara: Oh, no, thanks. I'm driving tonight. Let me help you with the washing-up.

Rob: The washing-up! No, no, don't worry. We always leave that until the morning.

(After the dinner.)

Rob: Here are your coats.

Ken: Thanks. It's been a marvelous evening. It was very kind of you to invite us.

Barbara: Yes, we enjoyed ourselves very much. Thank you very much for the dinner, Anna.

Anna: Don't mention it. It was nice to see you again.

Rob: We're so glad. Good night.

Ken: Good night, and thanks again.

Anna: Good-bye, and drive carefully. It's a very wet night.

► **1. Directions:** *Listen to the dialogue and choose the best answer to each of the following questions.*

1. What is happening in the dialogue?

A. Ken and Barbara are eating out tonight.

- B. Rob and Anna are entertaining their friends at home.
- C. Anna is cooking a big meal for a family party.
- D. Old friends are gathering at Rob's family party.



2. What are the guests doing before the meal?
 - A. Helping the hostess in the kitchen.
 - B. Walking around and admiring the host's newly decorated house.
 - C. Chatting with the host and hostess.
 - D. Having some drink.
3. Why doesn't Barbara want to have some brandy?
 - A. Because she has drunk too much already.
 - B. Because she isn't a good drinker.
 - C. Because she's going to drive tonight.
 - D. Because she doesn't like brandy.
4. What do the guests say to the host and hostess when they are ready to leave?
 - A. They will be glad to return their kindness.
 - B. They will invite them to their house soon.
 - C. They have had a very happy time.
 - D. They have seldom had such a good dinner.
5. How would you describe the dinner party?
 - A. Very formal.
 - B. Very casual.
 - C. Friendly but a bit formal.
 - D. Informal.

► **2. Pair Work:** *One in each pair asks the following questions and the other responds to each question.*

1. Shall I take your coats?
Thank you very much.
2. What a lovely house!
I'm glad you like it.
3. How about a drink before dinner?
That's a nice idea.
4. Shall I serve you?
We can help ourselves.
5. Would you like some brandy?
Oh, no, thanks.

► **3. Role Play:** *Divide the class into groups of 4 or 5 students each. Play the parts of the host/ hostess and the guests with the help of the following questions in turn.*

1. What will a host/hostess say when he/she meets his/her guests at the door?
2. What will a host / hostess say at the dinner table?
3. What will a guest say at the dinner table?
4. What will a guest say before he/she leaves?

Lesson 2

What kinds of Food Do People Need

☆ Key Words and Expressions for Comprehension

string bean	/striŋ bi:n/	n.	刀豆
pea	/pi:/	n.	豌豆
lettuce	/'letis/	n.	生菜
cabbage	/'kæbidʒ/	n.	卷心菜
beet	/bi:t/	n.	甜菜
onion	/'ʌnjən/	n.	洋葱
carrot	/'kærət/	n.	胡萝卜
cereal	/'siəriəl/	n.	燕麦片
raw	/rɔ:/	adj.	生的
to make sure			确信

☆ Tapescript

Scientists have learned a great deal about the kinds of food people need. They say that there are several kinds of food that people should eat every day. What are these classes of food? They are:

- A. green vegetables of all kinds, such as string beans, peas, lettuces, and cabbages;
- B. fruits, such as apples, peaches and bananas;
- C. other vegetables, such as beets, onions, carrots,

tomatoes;

D. meat of all kinds, fish and eggs;

E. milk and food made from milk, such as butter, cheese and ice-cream;

F. bread, cereal, rice.

People in different countries and different areas of the world eat different kinds of things. Scientists say that none of these differences are really important. It doesn't matter whether food is eaten raw or cooked, canned or frozen. It doesn't matter if a person eats dinner at four o'clock in the afternoon or at eleven o'clock at night. The important thing, they say, is that every day a person should eat something from each of these kinds of food.

- **1. Directions:** *Listen to the passage and fill in the following table according to what you hear.*

The Kinds of Food People Need

	Kinds	Examples			
A	Green Vegetables	1. String beans	2. <u>Peas</u>	3. <u>Lettuces</u>	4. Cabbages
B	Fruits	1. <u>Apples</u>	2. <u>Peaches</u>	3. Bananas	4. /
C	Other Vegetables	1. Beets	2. <u>Onions</u>	3. Carrots	4. <u>Tomatoes</u>
D	1. Meat of all kinds	fish	2. <u>Eggs</u>	3. /	4. /
E	Milk and Food Made from Milk	1. <u>Butter</u>	2. Cheese	3. <u>Ice-cream</u>	4. /
F	/	1. <u>Bread</u>	2. Cereal	3. <u>Rice</u>	4. /

- **2. Group Work:** *Fruit and vegetables contain a lot of vitamins, which are good for our health. Divide the class into two groups. One group chooses "Fruit" and the other "Vegetables". Give as many words as possible that belong to each category in 5 minutes. The group which lists out more wins.*

Reference for the teacher:

Fruit

apple	pear	fig	peach
grape	pineapple	apricot	banana
plum	mango	orange	watermelon
lemon	cherry	grapefruit	strawberry
lychee / litchi		papaya	coconut
star fruit	honeydew melon		kiwi fruit
etc.			

Vegetables

cabbage	beet	carrot	lettuce
eggplant	bean	onion	garlic
pepper	spinach	cucumber	pea
tomato	potato	turnip	celery
mushroom	broccoli	cauliflower	bean-sprout
pumpkin	asparagus	string beans	etc.

- **3. Pair Work:** *Write down what you usually eat every day and compare it with the food your partner has. Then talk with your partner how your/his/her diet could be improved.*