



普通高等教育“十一五”国家级规划教材

NEW ESSENTIAL COLLEGE ENGLISH

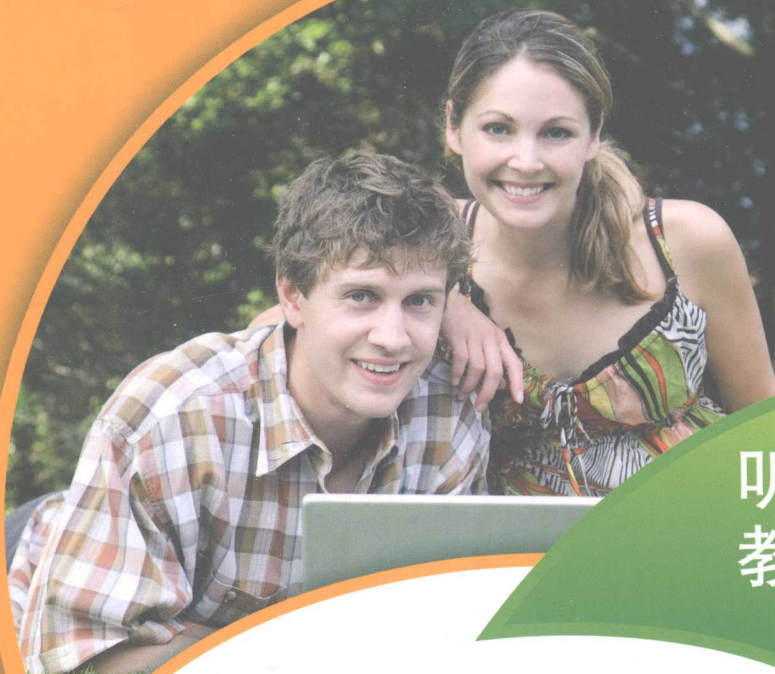
新起点

[修订版]

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大学基础英语教程

总主编：杨治中 主 编：李霄翔



4

听说教程
教师用书

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



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新起点 大学基础英语教程

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前言

高职高专教育是我国高等教育的一个重要组成部分, 高职高专学生是我国大学生中一个十分重要的群体。针对这一群体的特点, 教育部于2000年颁布了《高职高专教育英语课程教学基本要求》(试行)。该《基本要求》明确指出, 高职高专的英语教学应该以培养学生实际运用语言的能力为目标, 突出教学内容的实用性和针对性。

根据《基本要求》的这一指导思想, 外语教学与研究出版社组织编写了《新起点大学基础英语教程》系列教材。这套教材自2004年出版以来, 被众多高职高专院校采用, 作为提高学生英语综合应用能力的主要教材, 受到师生的广泛好评。近年来, 随着我国社会与经济的发展, 国家对高职高专院校人才培养提出了更明确的要求, 高职高专院校的英语教学改革也在不断深入。面临新的发展和新的要求, 《新起点大学基础英语教程》的编者遵循教育部的指导方针, 结合实际使用中的反馈意见, 经过认真细致的调研、策划与筹备, 对第一版教材进行了认真修订, 以满足新形势下高职高专英语教学的需求。

为配合高职高专院校的教学安排, 《新起点大学基础英语教程》(修订版) 每册调整为10个单元, 删除并更换了部分选篇。其中《读写教程》还重新编写了语法内容, 应用英语写作的教学从第一册开始。此外, 《读写教程》和《听说教程》还配备了学习光盘, 使该套教材更加立体化。

《新起点大学基础英语教程》(修订版) 设1—4级, 供两个学年使用。每一级别均由《读写教程》、《听说教程》、《学习方法与阅读》和《自主综合训练》组成。与教材配套的还有录音带、学习光盘、电子课件和试题库, 各院校可根据实际需要选择使用。

编者

2009年2月

编写说明

《新起点大学基础英语教程》的“听说”系列是根据教育部2000年10月颁布的《高职高专教育英语课程教学基本要求》(试行),为普通高校非英语专业的专科学生编写的一套听说系列教材。本套教材与“读写”系列和“学习方法与阅读”系列话题融通,技能互补,构成一个整体。

本套教材力求从编写思想、素材选编、练习设计和版面设计上反映当代外语教育较为先进的研究成果,在编写过程中着重体现以下一些特点:

1. 根据新颁布的教学基本要求,将英语语言基础知识学习、语言应用技能训练和影响到交际效能的文化背景知识介绍有机地融合在一起,突出语言的交际语境和实用的功能意念,在强化语言基本功训练的同时,十分注重语言交际技能的培养和训练,凸显中国学生所处的生活学习环境和文化氛围,力求使英语学习做到学用结合,学以致用,学后会用。
2. 根据认知语言学和语言习得理论的研究成果,在教材各单元的题材选择上,力求从学生的英语语言基础、个人兴趣爱好、实际交流需求出发,通过题材广泛、短小精悍的学习素材,尽可能将知识性、趣味性、实用性和可思性融合在一起,以便充分调动学生的学习主动性和积极性。各单元的素材往往是学生既熟悉又陌生的内容。熟悉是因为他们几乎每天都会接触到这些话题,陌生是因为他们可能不知道这些话题如何用地道的英语来表达。正是在这种贴近生活的氛围里,学生可以循序渐进地习得十分有用的句型结构,然后加以有效地运用,既能获得语言学习上的进步,又能在生活上有所启迪。贯穿于教材中的“学以致用”的指导思想将使学生在认真学习的同时获得一种收获感和成就感,从而激励和保持学生良好的学习热情和主动投入,提高英语学习的效率。
3. 在处理听与说的关系时,以听为导入,以说为目标。听说练习的设计是以“听说相连,层层深入”为基本原则,以听读、听写、听说、说为主线,以功能意念为框架,通过大量由浅入深、针对性强的听力和朗读素材做语言输入,辅之以针对学习内容和学生个人学习生活的实际、交互性强的听说技能转换的练习,让学习者首先轻松地接受和领会有关的语言信息,然后兴趣盎然地加以模仿,力求使学生做到有话可说,有话要说和有话会说,从而完成听说技能的转换和提高。

4. 每个单元围绕一个主题展开, 内容涉及与这一主题相关的场景、功能和意念, 以及在交际时会涉及到的有关文化背景知识。每单元由三个部分组成, 涵盖语音和朗读训练、听说基本技能训练、听说交际技能训练和篇章听说技能训练等主要内容。第一部分主要是语音语调和朗读训练, 除语言技能以外, 更强调语言的交际语境和作为输入语言的示范作用。它以功能意念为主导, 突出微型语境的听读和特定场合的交际技能训练, 其意图不仅在于为学生提供一个语音语调模仿训练的练习, 更重要的是强化口语语言在特定语境中的交际功能, 并为后续听力和口语训练作一铺垫, 扫清或降低语言障碍。这种语言输入信息将为提高听力理解和口语操练效率, 促进听说技能的转化和提高, 打下一个良好的基础。第二部分主要是交际语境较强的听力对话和听力口语技能训练。第三部分主要是篇章听力和口语技能训练, 其中涉及众多的以解决问题为导向的听说技能转化训练。听说练习的设计力图体现学生学习的认知规律, 听力训练遵循由通篇大意理解向具体细节详证过渡, 口语技能训练由简单模仿操练到提示性重复到特定语境下的自由表达。语言素材的提供不求一步到位, 而是细水长流, 因表达需要而逐步展现。这旨在优化语言输入的质量, 降低学习者不必要的心理和情感焦虑, 使他们能够充满信心地运用所学的语言知识和交际技能表达自己的观点。
5. 本套教材共有四册, 每册各有十个单元。每册书都配有相应的教师用书。其中除提供听力原文和参考答案以外, 还提供了许多文化背景介绍、补充练习、教学重点注释和教学提示和建议。教师用书包括学生用书的全部内容, 老师一书在手就可以进行课堂教学。教材编排图文并茂, 新颖独特。各册听力磁带由语音纯正的英美籍教师和专业技术人员录音制作。本教材还提供配套的适应各层次教学需求的信息化课堂教学和教学管理平台, 方便课堂教学和自学活动的展开, 提高教学效益和效率。
6. 本套教材各册间呈一定的梯度。各单元中三个部分练习各有侧重。课堂教学中可结合实际情况和需求, 有所取舍和侧重, 注意体现“课前预习是前提, 课堂操练是关键, 课后巩固是根本”的原则, 真正理解、掌握和灵活运用本教材所提供的全部内容。由于编者的水平有限, 不足之处在所难免, 恳请各位专家、同仁和广大读者批评指正。

编 者

2009年2月

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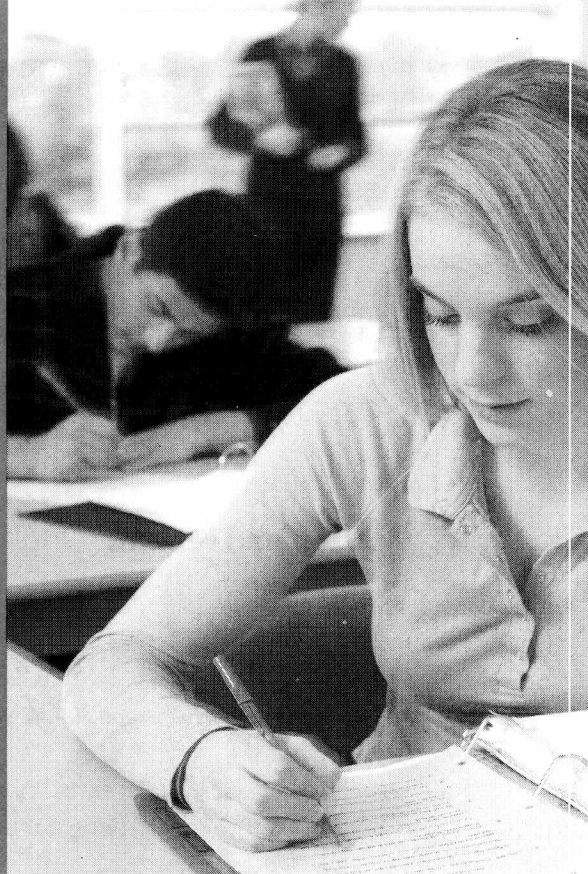
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Unit

1



LEARN TO LEARN AND LEARN TO DO

学会学习，学会做事

Teaching Focuses

I. Teaching Aims

1. 学会提建议和接受建议
2. 学会使他人保持冷静的表达方式
3. 学会表达鼓励及对他人的关心
4. 学会表达敬佩

II. Functions and Notions

1. Providing and accepting suggestions 提供与接受建议
2. Calming people 使人冷静
3. Encouraging people 鼓励他人
4. Expressing concern 表达关心
5. Expressing admiration 表达敬佩之情

III. Useful Expressions

1. Maybe you can.../Would you like to...?/Should we...?/How about...?/Why don't you...?/You should...
2. Thank you for your advice./Thanks a lot for your help./I appreciate your suggestion./That's a good idea./That's a neat idea.
3. Cool down./Easy does it./Take it easy./Take your time./Don't worry.
4. Come on./Never give up./You can do that./Cheer up.
5. He's really something./He's great./He's quite a guy./He's someone.



Part One Warm-up Activities

1 Listen and repeat.

1

- A: What's wrong with you, Tony? You look sad.
B: I failed the exam. I'm sorry, Dad.
A: Don't worry about that. I sometimes fail, too.
B: Thank you, Dad. You are so kind.

2

- A: It's said your grandfather is learning music at Music College. Is that true?
B: Yes. He always says it's never too late to learn.
A: Oh, he's quite a guy¹. I admire him very much.
B: Me, too.

3

- A: Which is better, learning by oneself or learning under teachers' guidance?
B: I've no idea. What do you think of that?
A: It's hard to say. Generally speaking, it's up to the students themselves.
B: What do you mean?

4

- A: Which came first, egg or hen, Dad?
B: That's easy.
A: Easy? How can you say it's easy?
B: Cool down², Son. It's just a joke.

5

- A: Math is too hard. I can hardly understand it.
B: Come on. You're a big boy now. You know you can't give it up.
A: I know. But I'm really tired of it³.
B: Maybe you should talk to your teacher about it.

6

- A: I've passed all the exams through autonomous learning.
B: Is that possible? All done by yourself?
A: That's right. I never need a teacher.
B: Oh, you are something.

7

A: Grandpa, do you think lifelong education is important?

B: Sure. You can get a lot of information and knowledge.

A: But some people don't think it's necessary.

B: That's because they haven't found the benefits from it.

8

A: I'm just wondering⁴ who the old man is?

B: The man sitting in the front of the classroom?

A: That's it. How can such an old gentleman study with us? It's ridiculous.

B: Oh, no. He's my great grandfather.

9

A: What can I do? What can I do?

B: What's up, Tom?

A: My teacher has marked my paper with tons of crosses.

B: Why not give him a call?

10

A: Can you help me, Professor Wang?

B: What is it?

A: Can you tell me where I can get your book?

B: Sure. You can find it in the school library.

Notes

1. ... he's quite a guy.他真了不起。

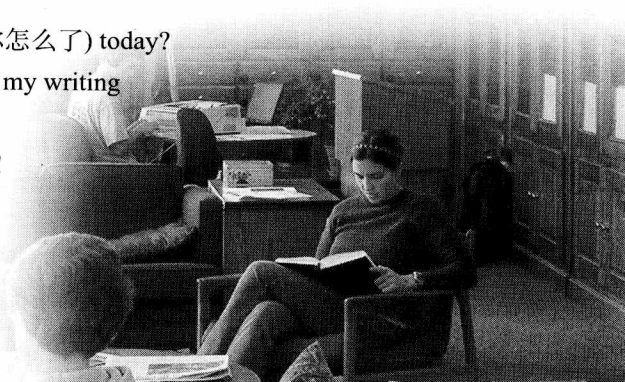
2. Cool down. 别激动。

3. ... I'm really tired of it.我真烦它了。

4. I'm just wondering... 我在想.....

II Complete the following dialogs with the cues provided and then listen to the dialogs for self-correction.

1. A: Professor Wang, I'm wondering (我在想) why I keep making so many mistakes in my papers this term.
- B: You've just come to the very question I have. You don't seem to pay much attention to the mistakes. You'd better correct them every time (你最好每次都订正).
- A: You mean they are all mistakes?
- B: That's right, young man. You should have noticed them earlier (你本应早点注意到).
- A: Oh, my dear! I did think they were good points. It seems that I was wrong. So why?
- B: Because you're writing your papers in a formal situation—in an English class. You're supposed to (应该) use “Standard English” instead of the kind of English you use when you talk with your friends or write your roommate a note.
- A: Sounds confusing (听起来让人糊涂)! When I write the dialect in my paper, it's no sweat. And that's really what I want to say. Why should I change that?
- B: Take it easy (放松点), young man. You know, there're many varieties of English, different ways of using English. For instance, writing a paper is not like talking to your friends. It's required to be formal (它必须正式) while talking to friends is kind of informal.
- A: But I like that way, Professor.
- B: You're really something (你真了不起). But I think your papers would be full of red marks again, young man.
2. A: Personally speaking, the No. 1 thing about the writing process (写作过程) is the emphasis on “process”.
- B: Oh, excuse me (不好意思). Did you say something?
- A: Process! I said process! Not product! Process!
- B: Whoa! Go easy (别激动). I just woke up. What's the fuss about (干嘛大惊小怪的)?
- A: Listen, I'll try a different way: Writing is a process. It means that I do writing by steps. It must be one step at a time (一步一步地来). Have you got that?
- B: Oh, come on (得了). Once a teacher gives me homework, I write it. I turn it in. Then everything is over!
- A: I'm afraid we've got different ideas, because we have different goals. You only want to get your homework done.
- B: You bet! But what's the matter with you (你怎么了) today?
- A: Nothing. I'm just more interested in getting my writing better. Better and higher grades!
- B: Aha, you greedy guy (你这个贪心的家伙)!



3. A: Bobby, let's go to (我们去) the library and surf the Internet.
 B: Good idea. But just a minute, I'd like to change my clothes.
 A: OK. By the way, have you heard about the courseware of New College English?
 B: Sure. Last weekend I went there, clicked the mouse, and enjoyed the courseware so much that I nearly forgot to date my girlfriend (与女友约会). That's really fantastic (棒极了)!
 A: I couldn't agree more. With it, we can preview and go over the text in time.
 B: Also we can listen to some music and enjoy some movies related to the texts.
 A: That's it (对极了)! I think they're the most wonderful parts of the courseware. Do you think so?
 B: Yes, I think so.
 A: Then why are you so slow? Can't you hurry up (你不能快点吗)?
 B: Sorry, but I can't find my shoes.

Part Two Dialogs

Dialog One

The Advantages and Disadvantages of Autonomous Learning

自主学习的优劣



Warm-up

I Do you always learn by yourself? When and where? Discuss with your partner.

Open-ended.

II Are you a self-regulated student? Why? Discuss with your partner.

Open-ended.

III Study the following words.

autonomous /ɔ:'tɒnəməs/

a. 自主的

ridiculous /rɪ'dɪkjʊləs/

a. 荒唐的, 可笑的

self-regulated /self'regjʊleɪtɪd/

a. 自律的, 自我调节的



Listen and Speak

Tapescript:

Woman: Have you got any idea about autonomous learning? It's a very popular subject these days.

Man: Yeah, a little. But I don't understand why so many people are crazy about it. In my opinion, it has quite a lot of disadvantages.

Woman: What makes you think that way?

Man: Many students fail just because they have too much autonomous learning with little guidance from their teachers.

Woman: I don't think so. It's not autonomous learning's fault but those students' problem. If there are lectures, they do not attend; when they are supposed to ask questions, they do not ask any. It's their faults.

Man: It's autonomous learning's fault. It gives students more freedom to fail. We students need more direction to succeed.

Woman: But... but the more autonomous your learning is, the more you take control of your own learning. To be frank, I like it very much.

Man: Ridiculous! How can you love this bad idea?

Woman: Easy, take it easy. You know, I'm a self-regulated student. I don't need to rely on others to regulate my study. I'm keen on it.

Man: But I need control. Anyway, I'm not a self-controlled student.

(207 words)

I Listen to the dialog and decide whether the following statements are true (T) or false (F).

- T 1. Autonomous learning is a very popular topic at present.
- F 2. Autonomous learning means no directions from teachers.
- T 3. The two speakers have different attitudes towards autonomous learning.
- F 4. It's certain that more and more students prefer autonomous learning.

II Listen to the dialog again and fill in the blanks with the information you've heard.

1. The second speaker does not understand why so many people are crazy about autonomous learning.
2. Many students fail just because they have too much autonomous learning with little guidance from their teachers.
3. The first speaker thinks it's not autonomous learning's fault but those students' problem.
4. According to the second speaker, autonomous learning gives students more freedom to fail.
5. Generally speaking, self-regulated students are fond of autonomous learning.

III Discuss with your partner the advantages and disadvantages of autonomous learning and then fill in the table.

<i>Advantages</i>	<i>Disadvantages</i>
1. more free time	1. less direction and success
2. rely less on others	2. more freedom to fail
3. ...	3. ...

Open-ended.

IV Your English is not good, but you will never give it up. So you decide to get some advice from one of your classmates who is good at autonomous learning. Make a dialog with your partner, using the following information.

Key Words:

set up study objectives	arrange time efficiently
find a good place to study	ask the teacher for help
step by step	day after day

<i>Give Suggestions</i>	<i>Respond</i>
1. Why not...?	1. Sounds nice.
2. You can...	2. Very good.
3. You should...	3. Thank you for your help.
4. You are supposed to...	4. Thank you for your advice.
5. You're required to...	5. I never thought about that.
6. Why don't you...?	6. Thank you.
7. What do you say...?	7. I see.
8. Maybe you need...	...
9. You'd better...	
...	

Dialog Two

Computer-Assisted Instruction in Language Teaching

语言教学中的计算机辅助教学



Warm-up

- I** Does your teacher always use the computer to help his/her teaching? Why or why not?
Discuss with your partner.

Open-ended.

- II** What do you use a computer for? Discuss with your partner.

Open-ended.

- III** Study the following words.

encyclopedia /en.sai.kləʊ'pi:dʒə/

n. (=encyclopaedia) 百科全书

analyze /'æ.nə.laɪz/

vt. 分析



Listen and Speak

Tapescript:

Woman: Xiao Wang, I hear that you've written an essay on Computer-Assisted Language Teaching. May I ask you some questions?

Xiao Wang: Certainly.