

Essential College English

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大学基础英语

听说教程(二)

Listening & Speaking

2

教师参考书

主编 李霄翔



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Listening & Speaking 2
Teacher's Book

H319.9

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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的英语基础听说教材。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。达一听说相连、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。

本套教材共分5册学生用书和5册教师教学用书。第2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

于东南大学

1999年9月

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Our College Life (求学生涯)



What does your college life look like? Is there any difference between your college life and your life in middle school? What kind of college life should one have?

PART ONE

Warm-up Exercises

- I. Listen to the tape and fill in the blanks with what you hear. Then read after the tape. The part in parentheses is the clue to help you get the correct answer.

1. A. How do you spell "leaf"? *(It falls in winter.)*
 B. How do you spell "leave"? *(It has five letters.)*
2. A. How do you spell "ice"? *(It's very cold.)*
 B. How do you spell "eyes"? *(Without them, you can't see.)*
3. A. What's a "u"? *(An English letter.)*
 B. What's "us"? *(A word which refers to oneself and more others.)*
4. A. How do you spell "snow"? *(It's white.)*
 B. How do you spell "slow"? *(The opposite is "fast".)*
5. A. What's "red"? *(A color.)*
 B. What's "lead"? *(A metal.)*
6. A. How do you spell "believe"? *(It has seven letters.)*
 B. How do you spell "belief"? *(It has six letters.)*
7. A. What's a cap? *(A kind of hat.)*
 B. What's a cab? *(A taxi.)*
8. A. What does "light" mean? *(The opposite of "heavy".)*
 B. What does "right" mean? *(The opposite of "wrong".)*

9. A. Isn't it a good price? (Yes, did you win it?)
 B. Isn't it a good price? (Yes, it's really cheap.)
10. A. What did you wash? (My clothes.)
 B. What did you watch? (A movie.)

NOTE

This exercise is to ask students to review some English consonants that are possibly mispronounced, and it is designed for communicative purpose. If a sound is mispronounced, the meaning conveyed is different.

- II. Listen to the following sentences and use correct forms of the verb to fill in the blanks. Then repeat the sentences after the tape.
- We really understood what we learned and it wouldn't be easily forgotten.
 - You know in the past, we were used to depending on our parents to arrange everything for us, but now we must do it all by ourselves.
 - When we lived at home, most of us had never shared our bedrooms with others, but now we have to do so, so we must learn how to be considerate.
 - In middle school, the teacher explained everything to us. We were used to taking notes and learning them by heart. By contrast, at college the teacher only explains the main points and the most difficult parts.
 - Anyone can become a better student if he or she wants to.

PART TWO**Our New Life**
[新生活]

Study the following words and phrases before listening.

method / 'meθəd / n.

方法

learn sth. by heart

记住

broken English

不完整的英语

pronunciation / prəˌnʌnsi'eɪʃən / n.

发音

intonation / ɪntəʊ'neɪʃən / n.

语调

<i>reasonably</i> / 'ri:zənəbli / <i>ad.</i>	适度地
<i>depend on</i>	依靠
<i>considerate</i> / kən'sidərit / <i>a.</i>	周到的
<i>come across</i>	遇到
<i>contrast</i> / 'kɒntrə:st / <i>n.</i>	对比, 对照
<i>by contrast</i>	相反
<i>pass</i> / pɑ:s / <i>vt.</i>	通过 (考试)
<i>a top student</i>	最好的学生
<i>regularly</i> / 'regjuləli / <i>ad.</i>	有规律地
<i>attitude</i> / 'ætɪtju:d / <i>n.</i>	态度
<i>trouble</i> / 'trʌbl / <i>vt.</i>	(使) 烦恼
<i>tip</i> / tip / <i>n.</i>	技巧
<i>subject</i> / 'sʌbdʒɪkt / <i>n.</i>	科目
<i>freshman</i> / 'freʃ,mən / <i>n.</i>	新生, 大学一年级学生
<i>extracurricular</i> / 'ekstrə'kʌ'rɪkjʊlə / <i>a.</i>	课外的
<i>exciting</i> / ik'saɪtɪŋ / <i>a.</i>	使人激动的, 令人兴奋的

Dialogue 1

Peter is a freshman at university. He lives on campus. Today is weekend. He comes back home and he is now talking about his new experiences in English class with his mother.

Tapescript

- Peter: Mum, I'm home.
- Mother: Oh, it's you, Peter. Welcome back home! How's everything going?
- Peter: Not bad. Very exciting, actually. Everything is new and different to me.
- Mother: Really? Tell me about it.
- Peter: Today I had my first English class and to my surprise, our English teacher is very young. Guess what he asked us to do?
- Mother: Of course, he would ask you to take notes carefully when he explained the text.

Peter: No! He asked us to open our textbook and read the title of the passage only.

Mother: Then what did he do?

Peter: He asked us to guess what the story might be about.

Mother: Do you like the way he taught?

Peter: Yes. I think it's much better than the old method. We didn't just take notes and learn everything by heart. We really understood what we learned and it wouldn't be easily forgotten.

I. Listen to the dialogue and choose the best answer for each of the following questions.

- How did Peter feel about his new college life? (B)
 A. It's terrible. B. It's exciting.
 C. It's strange. D. It's surprising.
- What did Peter's English teacher ask them to do first in class? (C)
 A. He asked them to listen carefully.
 B. He asked them to open the textbook and read the story from the beginning to the end.
 C. He asked them to open the textbook and read the title only.
 D. He asked them to take notes carefully.
- What's Peter's opinion toward his teacher's teaching method? (A)
 A. He likes it very much.
 B. He thinks it's very strange.
 C. He has no idea at all.
 D. He dislikes it.

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

Dialogue 1

1. Welcome back home! How's everything going?

2. Today I had my first English class and to my surprise, our English teacher is very young.
 Guess what he asked us to do?

3. Of course, he would ask you to take notes carefully when he explained the text.
4. He asked us to guess what the story might be about.
5. We didn't just take notes and learn everything by heart.

Dialogue 2

Peter is talking with his classmate Monica about their extracurricular activities in English.

Tapescript

Monica: Did you enjoy yourself at the English party last night?

Peter: Yes, of course. Didn't you?

Monica: No. Actually I think it's a waste of time. It takes up too much time from our studies.

Peter: But when we prepared for it, we were practicing English.

Monica: And most of the time, we just spoke broken English. It didn't really help.

Peter: Then you think we should shut our mouth unless we can speak perfect English? I'm afraid in that way we can never learn to speak good English.

Monica: And the English plays, I think they are useless too.

Peter: Of course, they're helpful. Just think of me. After I played a role in it, my pronunciation and intonation are much better than before.

Monica: Is that so? Maybe next time I'll try.

Peter: We have a lot of activities at the English party. Since you can sing well, why don't you try English songs next time?

☞ 1. Listen to the dialogue and decide whether the following statements are true or false.

- T 1. There was an English party last night.
- F 2. Monica enjoyed herself at the party.
- F 3. Monica will never take part in the activities at English party.
- T 4. Peter thinks it's very helpful and useful to play English plays.

UNIT
1

II. Listen to the dialogue again and fill in the blanks to complete Peter and Monica's opinions on extracurricular activities.

Peter's opinion:

1. After I played a role in English play, my pronunciation and intonation are much better than before.
2. When we prepared for the English party, we were practicing English.

Monica's opinion:

1. It's a waste of time.
2. When we are practicing English, we just speak broken English. It doesn't really help.
3. It takes up too much time in our study.

Dialogue 3

It's another new term. Peter and his classmater are invited to introduce college life to freshmen. The following are part of the talk.

Tapeacript

Freshman: I wonder what the biggest problem was when you first came to university.


Peter: Actually, we had several problems. We didn't know how to arrange time and money reasonably. You know in the past, we were used to depending on our parents, but now we must depend on ourselves. Besides, it's a big problem for us to learn how to get along well with each other.

Freshman: And what troubled you most in getting along with others?

Peter: When we lived at home, most of us had bedrooms of our own, but now we have to share one dormitory with others, so we must learn how to be considerate.

Freshman: Then what problem did you come across in study?

Peter: In middle school, the teacher explained everything to us. We were used to taking notes and learning them by heart. By contrast, at college the teacher only explains the main points and the most difficult parts. Most of the time, we must study on our own.

-  1. Listen to the dialogue and decide which statement is about Peter's past experience and which is about his new college life.


1. In middle school, the teacher explained everything to us. We were used to taking notes and learning them by heart.
2. Most of us had bedrooms of our own.
3. By contrast, at college, the teacher only explains the main points and the most difficult parts. Most of the time, we must study on our own.
4. We must share one dormitory.
5. We were used to depending on our parents.
6. We must learn how to depend on ourselves.

Peter's past experience:

1. We were used to depending on our parents.
2. Most of us had bedrooms of our own.
3. In middle school, the teacher explained everything to us. We were used to taking notes and learning them by heart.

Peter's new college life:

4. We must learn how to depend on ourselves.
5. We must share one dormitory.
6. By contrast, at college the teacher only explains the main points and the most difficult parts. Most of the time, we must study on our own.

-  II. Listen to the dialogue again and choose the best answer for the following questions.

1. To whom was Peter talking to? (B)
A. His classmates. B. First-year students.
C. His teachers. D. His parents.
2. According to Peter, what was the biggest problem when he lived on his own? (C)
A. How to make friends.
B. How to wash clothes.
C. How to arrange time and money.
D. How to make his dormitory neat.
3. What was the biggest problem in study according to Peter? (C)
A. He must listen carefully and write down what the teacher says.
B. He must learn how to deal with every problem in study.



- C. He must learn how to study on his own.
D. He must learn how to learn teacher's explanations by heart.
4. What other problem did Peter meet when he first came to university? (A)
- A. How to get along well with each other.
B. How to earn money.
C. How to use computers.
D. How to talk to each other.

Monologue

Some Tips on How to Form Good Study Habits (形成良好学习习惯的秘诀)

Tapescript

Maybe you are not a very clever student. You pass most of your subjects. Sometimes, you get good marks, but usually they are just so-so. You probably think you will never be a top student. However, this is not true. Anyone can become a better student if he or she wants to. Here're some tips: First of all, plan your time carefully. Secondly, find a good place to study. Thirdly, make good use of your time in class. Next, study regularly. Finally, develop a good attitude towards test. There are other tips that might help you with your study. Only a few have been discussed here. You will probably learn more after you have tried these.

- I. Listen to the monologue and fill in the blanks with what you've heard.
See tapescript.
- II. Listen to the monologue again and discuss the following questions with your classmates.
- How can you plan your time for study?
 - Why is it important to find a good place to study?
 - What's the correct attitude towards tests?
- Open-ended.

Supplementary Exercise

Discuss with your partner the changes of your life since you came to university. You may use the following structures to make comparison. (与同学讨论上大学后你生活中的变化。可用下面的结构表达过去与现在的不同。)

In the past, I ..., but now ...

I used to ..., by contrast, now ...

I was used to ..., in contrast, ...

PART THREE

A Busy Day for Peter at University [彼得求学忙]

I. Study the following words and phrases before listening.

<i>do morning exercises</i>	做早锻炼
<i>dining hall</i>	食堂
<i>nap / næp / n.</i>	(白天) 小睡
<i>company / 'kʌmpəni / n.</i>	公司
<i>part-timer</i>	兼职的人
<i>pocket money</i>	零花钱
<i>reading-room</i>	阅览室
<i>material / mə'tiəriəl / n.</i>	资料
<i>junior / 'dʒu:njə / n.</i>	大学三年级学生

Tapeacript

(Now Peter is already a junior and he is very busy. The following is what he did yesterday.)

Yesterday was Friday. It was always a very busy day. Peter got up at 6 o'clock in the morning to do morning exercises. At half past 6, he had breakfast in the dining hall. At around 7, he was on his way to the teaching building. When he was there, he put his school bag into the desk and turned on his radio to listen to English news. Usually he would listen for half an hour. After that, he took out his English textbook and went out of the classroom to read aloud the text. Half an hour later,

that was, 8 o'clock, he went back to the classroom to have class.

The class was over at 12 o'clock and Peter went to the dining hall for lunch. After lunch, he returned to his dormitory to take a nap. He didn't have class in the afternoon, but he had to go to the library to look for some materials for his homework. At 3 o'clock, he was in the reading-room, doing his homework till 5 o'clock. He felt a little bit tired so he played football with his friends for half an hour to relax himself. At 6, he had supper, then he enjoyed music in the dormitory. At 7, he went out again. This time he was on the way to a computer company where he worked as a part-timer. He learned a lot there and earned himself some pocket money.

- II. Listen to the first part of the following passage and put a tick on the picture which is correct according to the tape. The first one has been done for you.

Picture 1



6 a.m. (✓)

Picture 2



6.30 a.m. ()

Picture 3



around 7 a.m. (✓)

Picture 4



7.20 a.m. (✓)

Picture 5



8 a.m. ()

- III. Listen to the second part of the passage and fill in the blanks with what you've heard from the tape.

See tapescript.

- IV. Listen to the whole passage again and tell your partner what you usually do at the following time on Friday.

6 a.m.	after lunch
around 7 a.m.	3 p.m.
8 a. m.	6 p.m.
12 at noon	7 p.m.

PART FOUR

Like Father, Like Son
[有其父必有其子]

I. Warm-up exercises.

1. In the story you are going to listen to, a pupil never listens to the teacher carefully in class. Can you guess what the story is about from the title?
2. Study the following words and phrases before listening.

<i>distract</i> / di'strækt / vt.	使(人)分心, 转移(注意力)
<i>platform</i> / 'plætfɔ:m / n.	讲台
<i>branch</i> / brɑ:ntʃ / n.	树枝
<i>wooden</i> / 'wudn / a.	木头的
<i>unexpectedly</i> / 'ʌniks'pektidli / ad.	出乎意外地

Tapescript

A pupil was always easily distracted by other things when he was having classes. When the teacher talked on the platform, he was always absent-minded and played with his pencils, rubbers, knife or looked out of the window, watching birds singing on the branches. So his teacher decided to talk it over with his father.

The next day, the pupil's father came to the school. The teacher told him about his son's problem and hoped that he could give some good suggestions. Unexpectedly, the father said, "Are those windows wooden?"