


大学英语视听进阶 **2**

College English View and Listen

教师手册 Teacher's Manual

主编 Paul MacIntyre Nancy Hubley (美方)
王敏华 朱朝晖(中方)

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College English

教师手册 Teacher's Manual

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前言

《大学英语视听进阶》系列教材由上海外语教育出版社、美国国家地理和圣智学习出版公司联合开发出版。本教材以教育部颁布的《大学英语课程教学要求》为指导，在整体设计、内容编排及练习形式等方面充分体现大学英语教学中视听说技能培养的优先地位，同时又兼顾了其他技能的培养及训练。本教材中的视听素材均来自于美国国家地理，语料真实地道，内容涵盖广泛，涉及自然科学及人文科学的方方面面，为学生提供了原汁原味的英语学习素材，可极大地开阔学生的视野，是大学英语教学中不可多得的视听教材。

《大学英语视听进阶》为我国普通高校大学生设计和编写，共4册，每册12个单元。与同类教材相比，它具有如下显著特点：

1. 结构设计层次分明。本教材各单元均按主题编写，通过热身活动导入听力训练，分为听前、听中、听后三大模块，随后进入视频听力训练，同样分为视前、视中、视后三个模块，循序渐进，层层深入，最后以与素材主题相关的写作练习完成语言学习的输出过程。此外，每三个单元后设有一个复习板块，听力训练与阅读训练相结合，将所学的知识点巧妙梳理整合，便于学生复习掌握。

2. 精听与泛听相结合。本教材根据听力策略要求，将精听与泛听有机结合，训练学生的精听及泛听能力。每单元听力训练中的A篇为精听素材，分两部分进行，着重细节的理解；B篇为泛听素材，着重主题大意的理解；视频部分既包含了细节理解也包含了对主题思想的理解，最终完成对单元主题的全面了解。

3. 题材广泛，语料真实，内容丰富。本教材针对大学生的生活经历和知识结构，广泛选取了知识性、趣味性强的视听素材，主要涉及天文地理、科技探索、自然风景、风土人情、音乐艺术、名人轶事、生态环境、动物保护、生物医药、社会生活等各个领域。题材的趣味性及多样性能激发学生的学习积极性，拓展学生的视野，扩充知识面，从而丰富他们的生活阅历；此外，教材所用素材真实，语音地道纯正，语言鲜活生动，画质优美清晰，能使学生从感官及心理上感受英语语言的魅力及异域文化的多样性，最终将英语学习变成一种享受与求知的过程。

4. 练习形式多样，涵盖各项技能。本教材练习设计体现了不同技能采用不同训练方式，遵循语言输入与输出兼顾的原则，练习整体框架基于建构主义的认知原理。在主题导入及视听热身阶段，练习形式包括讨论、配对、填空、判断对错、预测等。在视听理解环节上，除设计了传统的多项选择题外，还设计了听写及翻译、简答、分类、做笔记、总结填空、看图填空、排序等题型。在视听后续环节上，设计了以翻译

为主的练习，目的在于将听力文章中的主要词汇及用法加以复习巩固，由听力的输入过程转化为翻译的输出过程，达到学以致用效果；此外，还辅以讨论、总结、角色扮演、口译、模拟访谈、口头陈述等口语练习，使口语表达能力得到充分训练。在全书4个复习板块中，采用了听力与阅读相结合的方式设计练习，由字谜游戏引入，以激发学生思辨能力的思考题结束，形成了一个完整的复习过程。通过丰富多样的练习形式，学生的听、说、读、写、译技能得到了充分训练，其语言综合运用能力势必会进一步提高，大学英语教学效果得到体现。

5. 难易适中，梯度分明，层次递进。第1-4册听力选文长度分别约为300、400、700、1100词，各册教材视听内容所涵盖的中心词(headword)词汇量分别约为：1900、2200、2600、3000词。

6. 图文并茂，编排新颖。本教材的编排图文交错，新颖独特，有些练习形式以图为依据，图解文意，图片精美，在视觉上令人耳目一新。每册书均附有含视听素材的光盘，音视频素材质量高，音质清，画质好，使人陶醉。

此外，每册教材均配有教师手册，提供教学参考资料和指导。教师手册涵盖了音视频脚本及练习的参考答案，还提供了单元介绍、与主题相关的背景知识、教学重点注释及教学提示和建议等。

本套教材适用于我国普通高校本科生，原则上1-4册对应大学英语1-4级；由于语料选材广泛，部分主题有一定难度，特别是第3、4册的长度和难度有比较明显的增加，因此也可作为大学英语拓展课程的视听说教材使用。每单元内容较多，教师可根据学生实际情况自行选用。

由于编者水平有限，本套教材的不足之处在所难免，恳请各位专家、同仁及读者多提宝贵意见。

编者
2013年3月

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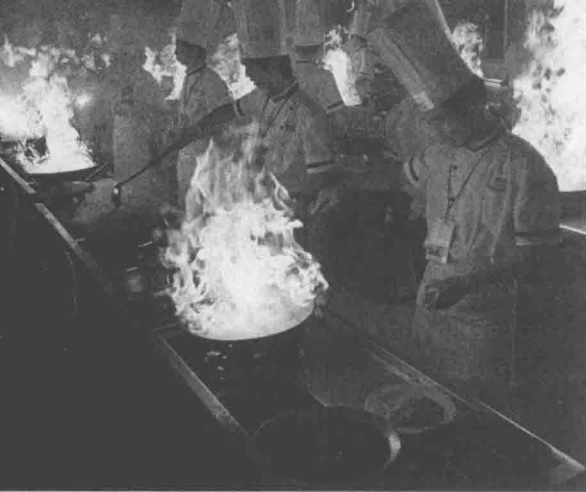
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UNIT 1

On the Menu

UNIT INTRODUCTION

This unit focuses on food in different cultures. Students will read about olive oil cultivation and production in the Mediterranean and then discover *sofrito*, a popular sauce in Puerto Rico.

Key Words for Internet Research: *Caribbean, ethnic foods, food and culture, foreign cuisine, Mediterranean* (地中海), *Naxos* (纳克索斯岛[希腊], 基克拉迪群岛中的最大岛, 在爱琴海南部), *olive oil, Puerto Rico, Taíno cuisine, Thai cuisine, trans fats, world foods*

For More Information: <http://www.nationalgeographicfood.com/>

WARMING UP

Answer Key

Answers will vary, but should be supported by reasons to show that students have properly considered the questions.

Teaching Notes

Write the words *chef* /ʃef/ and *wok* /wɒk/ (炒菜锅) on the board and pronounce them. Note that the second *e* in the word *vegetables* is almost silent. Tell students to look at the photo and read the caption. Ask them:

- **What are the people in the photo doing?** They are student cooks or *chefs*, learning how to cook vegetables.
- **What is a *wok*?** It is a deep, round-bottom metal pan used primarily in cooking Asian foods.
- **What do you call this kind of cooking?** Stir-frying — in which the chef constantly stirs or moves the food being cooked.

- **Where is Hefei?** Hefei is the capital of Anhui Province situated in eastern China. The region was known for agriculture in the past, so good cooking was important there.
- **Why are the students wearing special clothes?** Chefs wear a special uniform that identifies them and protects them from spills and stains. They are wearing a high hat known as a *toque* on their head for sanitary purposes.

LISTENING

1A The Home of the Olive

Lesson Overview

Target Vocabulary

account (for), approximately, associated (with), attackers, ceremony, civilization, evidence, initially, liquid, process

Listening Passage Summary

Learn about the history, production, benefits, and use of olive oil.

Answer Key

Before You Listen

- A. 1. separate 2. enhance 3. cultivate 4. harvest 5. produce
 B. b. the history and benefits of olive oil

Listening Comprehension

- A. 1. d 2. c 3. b 4. d 5. a
 B. Inside the Mediterranean Region: a and d; Outside the Mediterranean Region: b; Both: c and e

After You Listen

- A. 1. in the process of 2. accounted for 3. associated with 4. getting cancer
 5. evidence 6. limits trans fats to 7. approximately
 B. 1. d 2. a 3. e 4. c 5. b
 C. 1. Refer to the listening script.
 2. Answers will vary, but students must give examples to support their answers.

Teaching Notes

Before You Listen

- A. **Completion.** Direct students' attention to the map key and ask what the two colors mean (present-day extent of olive production and places where cultivation started

long ago). Ask about the context of the map by having students point to Europe, North Africa, the Middle East, the Atlantic Ocean, and the Black Sea. Remind students that the sentences may require a different form of the words in blue. Have them complete Activity A and then ask which words changed their form. Which ones changed the part of speech? (*cultivation* and *producers* became verbs instead of nouns)

B. Predicting. Have students quickly read the title, photo captions to determine the main idea. Then have them listen to the entire passage to check their prediction. Point out that the olive on the page is actually a chart that shows the percentage of olive oil production among the world's leading olive oil producers.

Listening Comprehension

A. Multiple Choice. Have students listen to the entire passage and answer the questions for Activity A. Check answers as a class and have students give evidence for their answers. Question 2 requires students to interpret time and sequence using information from paragraph 1. Remind students that 2,000 years ago was a dividing line between B.C. and A.D., so 4000 B.C. is really 6,000 years ago. Draw a timeline on the board with the most important dates.

B. Classification. Have students complete Activity B. Check answers as a class.

SCRIPT

An Oil for Life

Maria Alcalá of Madrid speaks for many Mediterranean people when she says that “a meal without olive oil would be a bore.” No one knows when the Mediterranean civilizations initially fell in love with olives. That occurred before recorded history. However, there is evidence that the cultivation of olive trees began in countries around the Mediterranean Sea in approximately 4,000 B.C., and 2,000 years after that people in the eastern Mediterranean region began to produce oil from olives. The Mediterranean still accounts for 99 percent of all world olive oil production.

From ancient times until today, the basic process of producing the oil is the same. First, whole olives are crushed. Then, the liquid is separated from the solids. After that, the valuable oil is separated from the water.

Many olive growers maintain their ancient traditions and still harvest the olives by hand. “We ... harvest in the traditional way,” says Don Celso, an olive farmer from Tuscany, Italy. “It would be less expensive to do it with machines, but it’s more a social thing. Twenty people come to help with the harvest, and

we pay them in oil.”

The Benefits of Olive Oil

Olive oil has had a variety of uses through its long history. In ancient times, olive oil was used as money and as medicine. It was even used during war — heated up and dropped down on attackers. It is still used in religious ceremonies. It is great for protecting the freshness of fish and cheese. There are even olive oil lamps and olive oil soaps.

One important study showed that Mediterranean people have the lowest rate of heart disease among Western nations. This is partly associated with their frequent use of olive oil. Other studies have shown that food cooked in olive oil is healthier, and that eating olive oil twice a day reduces women’s risk of getting breast cancer. The world is beginning to understand its benefits, and olive oil is no longer an unusual sight at dinner tables outside the Mediterranean region. The olive oil producing countries now sell large amounts of olive oil to countries in Europe, Asia, Africa, and North and South America.

Olive oil enhances the lives of people everywhere. Its benefits, recently confirmed by science, were already understood in ancient times. Mediterranean people are happy to share their secret with the world.

A. Multiple Choice.

Question 1. What is the purpose of this passage?

Question 2. When did the cultivation of olive trees begin around the Mediterranean Sea?

Question 3. Which step occurs first in olive oil production?

Question 4. Which use of olive oil is NOT mentioned in the article?

Question 5. Why has the author included information about several studies of olive oil?

After You Listen

A. **Spot Dictation.** Have students look at the passage with some words missing and predict what words are missing and then listen and check the answers as a class.

SCRIPT

Trans fats are specially treated cooking oils often used **in the process of** preparing various foods sold in restaurants and stores. Until recently, trans fats **accounted for** nearly all the cooking oil used in fast food restaurants. Recently, as a result of health studies, trans fats have been **associated with** higher rates of heart disease and with higher chances of **getting cancer** and other health problems. Based on this new **evidence**, one American city recently passed a law that **limits trans fats to**, at most, **approximately** one half gram in any food product.

- B. Matching.** Have students do Activity B. Check answers as a class. Then ask them to form an example sentence for each of the five words.

Word Partnership

Evidence is information that proves something is true or has really happened. People who use evidence in their daily work include scientists, the police, and lawyers. Make three columns on the board headed by these three occupations. Ask students what kind of evidence each person uses. For example, information that ice caps are melting would be useful for a scientist studying global warming. A gun with fingerprints from a crime site would be useful to both a policeman and a lawyer in solving a murder.

C. Talking.

1. Have students do Activity 1 and select some to read aloud their sentences.
2. Have students do Activity 2 and ask them to give examples to support their answers. Select some students to share their answers. Answers will vary, but must be convincing to show that students have properly considered the questions.

1B A Taste of the Caribbean

Lesson Overview

Target Vocabulary

aspect, assumption, base, contrasting, immigration, import, invade, layered, occasionally, remarkable

Listening Passage Summary

Historically, there have been many different cultural influences on Puerto Rican food, one of which is *sofrito*, a popular base for many Puerto Rican dishes.

Answer Key

Before You Listen

- A. From top to bottom: 4, 5, 1, 3, 2
B. 1. It is a sauce or base for other dishes; 2. onion, garlic, green bell peppers, sweet chili peppers, cilantro, olive oil, and oregano

Listening Comprehension

- A. 1. a 2. b 3. b 4. c 5. b
B. 1. T 2. F 3. F 4. F 5. T 6. T 7. F

After You Listen

- A. 1. mildness of this aspect of 2. relief from the delicious but spicy main dishes
3. coconut, banana, or mango 4. Colorful little sweets
5. layers of 6. holding a colorful treasure in a plastic cup
7. traditional imported flavors
B. 1. invaded 2. contrasting 3. assumption 4. immigration 5. Remarkably
C. 2. a) and b) Answers will vary, but students must give examples to support their answers.

Teaching Notes

Before You Listen

- A. **Matching.** Have students circle words in the descriptions that help identify the foods in the pictures. Some examples are *chips*, *shellfish*, *rice*, and *dessert*. *Yams* may be found through the process of elimination after the clues are used for the other pictures.
B. **Predict.** Have students *scan* for specific information. Some common kinds of dishes are meats, pasta, snacks, and desserts. A *base* is the foundation for other things, so *sofrito* is a sauce that gives flavor to dishes using vegetables, meat, or fish. Ingredients are given in the passage.
C. **Glossary.** Refer students to **Glossary** and explain where necessary.

Listening Comprehension

- A. **Multiple Choice.** Have students listen to the entire passage and answer the questions for Activity A. Check answers as a class. Note that this passage has two sections — a description of Puerto Rico's history and cuisine followed by a recipe. Question 1 deals with the sequence of cultures in Puerto Rico. Draw a timeline on the board with the following points: before 1500, 1508, soon after 1508, 1898. Point out that in 1898 Puerto Rico became attached to the United States. Ask where to put the following cultures: Taíno, Spanish, and African.

Sofrito Sensation

Puerto Rico, a Caribbean island rich in history and remarkable natural beauty, has a cuisine all its own. Immigration to the island has helped to shape its cuisine, with people from all over the world making various contributions to it. However, before the arrival of these immigrants, the island of Puerto Rico was already known as Borikén and was inhabited by the Taíno people. Taíno cuisine included such foods as rodents with sweet chili peppers, fresh shellfish, yams, and fish fried in corn oil.

Many aspects of Taíno cuisine continue today in Puerto Rican cooking, but it has been heavily influenced by the Spanish, who invaded Puerto Rico in 1508, and Africans, who were initially brought to Puerto Rico to work as slaves. Taíno cooking styles were mixed with ideas brought by the Spanish and Africans to create new dishes. The Spanish extended food choices by bringing cattle, pigs, goats, and sheep to the island. Africans also added to the island's food culture by introducing powerful, contrasting tastes in dishes like piñon — plantains layered in ground beef. In fact, much of the food Puerto Rico is now famous for — plantains, coffee, sugarcane, coconuts, and oranges — was actually imported by foreigners to the island.

A common assumption many people make about Puerto Rican food is that it is very spicy. It's true that chili peppers are popular; *ají caballero* in particular is a very hot chili pepper that Puerto Ricans enjoy. However, milder tastes are popular too, such as *sofrito*. The base of many Puerto Rican dishes, *sofrito* is a sauce made from chopped onions, garlic, green bell peppers, sweet chili peppers, oregano, cilantro, and a handful of other spices. It is fried in oil and then added to other dishes.

How to Make a Basic Sofrito

Ingredients 1 yellow onion; 2 cloves garlic; 1 green bell pepper; 3 to 4 sweet chili peppers; 3 cilantro (coriander) leaves; 1 tablespoon olive oil; 1/4 teaspoon dried whole oregano

Directions

Remove skins from onion and garlic. Clean and prepare green bell and sweet chili peppers. Wash in water. Then finely chop these ingredients, including the cilantro leaves. Place a heavy-bottomed pot over low heat; add oil and oregano. Add the chopped ingredients. Continue cooking for about three to four minutes, stirring occasionally.

A. Multiple Choice.

- Question 1. Who lived in Puerto Rico first?
- Question 2. Which of the following is a major point of the listening passage?
- Question 3. How much olive oil is used in the recipe for *sofrito*?
- Question 4. Which of the following is NOT true?
- Question 5. How is *sofrito* used?

B. True or False. Have students decide whether the statements are true or false. Most statements are straightforward, but item 4 requires inference. The instructions say “Place a heavy-bottomed pot over low heat,” which implies cooking on a stove, and not in an oven.

After You Listen

A. Spot Dictation. Have students look at the passage with some words missing and predict what words are missing and then listen and check the answers as a class.

SCRIPT

Welcome to a world of small, beautiful works of art that you just can't stop yourself from eating: the world of Thai sweets. The **mildness of this aspect of** Thai cuisine provides some **relief from the delicious but spicy** main dishes. The base of Thai sweets — perhaps rice, **coconut, banana, or mango** — gives them a lovely taste that says “Thailand.” **Colorful little sweets** shaped like bananas, apples, mangoes, and oranges are even more beautiful and delicious than the real thing. Lovely rice cakes called *kanom chan* have **layers of** green, white, and pink, or are shaped like flowers. If you travel through Thailand on a hot day, you may occasionally see a child **holding a colorful treasure in a plastic cup**. It's delicious Thai flavored ice—*nam kang sai*. If you prefer ice cream, coconut is the most popular among Thais, although **traditional imported flavors** such as vanilla or strawberry are also well-liked.

B. Completion. As students complete the paragraph, ask them to pay attention to the part of speech needed for each gap. This will help them to use the correct form of words. Other cues to be aware of include the *a(n)* choice for articles before nouns and the gap that occurs at the start of a sentence.

C. Talking.

1. Have students do Activity 1 and select some to read aloud their sentences.
2. Have students do Activity 2 and tell them that their answers can vary, but they must give examples to support their answers. Select some students to report their

discussion. Answers will vary, but must be convincing to show that students have properly considered the questions.

Usage

English has several words that are pronounced differently according to their use as a noun or verb. Like *contrast*, the words *record* and *produce* are pronounced with the accent on the first syllable when used as a noun. As a verb, the accent is on the second syllable.

VIEWING

Greek Olives

Lesson Overview

Video Summary

The humble olive tree has been an important part of life in Greece for thousands of years, providing food, shelter, and even peace in the form of an olive branch.

Answer Key

Before You View

A. 1. F 2. T 3. F

B. Refer to the **Video Summary**.

Viewing Comprehension

A. 1. F 2. F 3. T 4. F 5. T 6. T 7. T

B. 1. around olive trees most of my life; several years back

2. like them; hate them

3. ordered a pizza; had olives on it; couldn't take it

4. tastes old

C. 1. They are said to offer an olive branch to end a war.

2. You can eat the olives, make oil from olives and make a kind of tea from the leaves.

3. Olive oil can be used for cooking, for light, and occasionally as medicine.

After You View

A. 1. identify 2. processed 3. civilization 4. evidence

5. remarkable 6. aggressive 7. assumed

B. 1. Refer to the video script. Answers will vary.

2. The answers will vary, but must be based on the fact or facts.

Teaching Notes

Before You View

A. True or False. Have students look at the photo and read the caption. Ask students to complete Activity A. Have students brainstorm any words or ideas they associate with olives. Write their ideas on the board and return to check them after viewing the video.

Some ideas may be:

- Different colored olives come from the same tree. The color indicates how ripe they are.
- Olives have been important in Mediterranean civilization for thousands of years.
- Individual olive trees can live for a very long time.
- Olives and olive oil are believed to have health benefits.
- The olive tree is associated with peace.

B. Predicting. Have students look at all the information available and predict what the video will mainly talk about. Write their predictions on the board and play the video, then let them confirm or adjust their predictions.

C. Glossary. Refer students to **Glossary** and explain where necessary.

Viewing Comprehension

A. True or False. Have students read the statements in Activity A and let them judge if they are true or false. Then let them watch the video again and check the answers as a class.

SCRIPT

Olive Oil

Narrator:

Throughout much of the Mediterranean, olives are an important aspect of everyday life. Walk through any Greek market and you'll find evidence of how important they really are. Here, on the island of Naxos, you'll see them in different sizes and in different colors: green, black, brown ...

Tourist:

"I must admit, I was around olive trees most of my life, and it wasn't until several years back that I found out the green olive and the black olive came from the same tree."