

第三版
THIRD
EDITION

NEW COLLEGE ENGLISH

新编大学英语

浙江大学 编著

1

视听说教程 教师用书
VIEW · LISTEN · SPEAK TEACHER'S BOOK



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

第三版
THIRD EDITION

NEW COLLEGE ENGLISH

新编大学英语 视听说教程 教师用书

《新编大学英语》自出版以来，以其先进的教学理念与创新的教学模式引领了大学英语教学新的方向。《新编大学英语》（第三版）秉承前两版教材的特色与优势，以《大学英语课程教学要求》为指导，以广泛调研与分析为基础，以新形势下的英语教学需求与人才培养目标为依据，进一步完善教材内容与结构，更加突出对语言应用能力、创新思维能力及文化交流能力的培养。

《新编大学英语》（第三版）共四个级别，每级包括《综合教程》、《视听说教程》与《快速阅读》。各分册主题呼应，相辅相成，培养学生的语言综合应用能力。第三版同步提供学习光盘、教学光盘、网络教学管理平台、配套测试题等立体化教学资源，全面支持学生自主学习与教师教学。

《新编大学英语》（第三版）具有以下特色：

- ▶ 理念突出，特点鲜明：延续与创新“以学生为中心”的主题教学模式，关注学生的学习信念、条件、兴趣和策略，强调教与学的互动性以及课堂教学与自主学习的结合。
- ▶ 主题丰富，语言精良：选篇题材广泛，语言规范，兼具时代特色和人文内涵，寓文化素养的熏陶于语言能力训练之中。
- ▶ 设计灵活，启发思考：练习及活动设计符合学生的兴趣特点与知识情感，形式灵活，趣味性强，鼓励参与，启发思考。
- ▶ 难易合理，循序渐进：教材级别与难易度符合目前大学英语教学情况，选篇与练习难易适度，循序渐进。
- ▶ 资源丰富，全面支持：不同媒体相互支持，互为补充，为学生创造个性化、自主化的学习环境，为教师提供全面便捷的教学资源和管理平台。

项目负责：赵春梅

责任编辑：胡春玲 陈晓曦

装帧设计：郭子

高等英语教育出版分社宗旨：

推动科研·服务教学·坚持创新

外研社·高等英语教育出版分社

FLTRP Higher English Education Publishing

电话：010-88819595

传真：010-88819400

E-mail: ced@fltrp.com

网址: <http://www.heep.cn>

(教育网 <http://edu.heep.cn>)



一个学术性教育性
出版机构

网址: <http://www.fltrp.com>

ISBN 978-7-5135-2051-5



9 787513 520515 >

定价：39.90元

第三版
THIRD
EDITION

NEW COLLEGE ENGLISH 新编大学英语

浙江大学 编著

1

视听说教程 教师用书 VIEW·LISTEN·SPEAK TEACHER'S BOOK

主 编：何莲珍

编 者：傅 莹 蒋景阳 李 航 马以容 王元春

熊海虹 杨 敏 应惠兰 袁 靖 周颂波（按姓氏拼音排序）

审 稿：邵永真 Don Huffman（美）

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

图书在版编目(CIP)数据

新编大学英语(第三版)视听说教程教师用书. 1/ 何莲珍主编; 浙江大学编著; 傅莹等编. — 3 版.
— 北京: 外语教学与研究出版社, 2012. 5
ISBN 978-7-5135-2051-5

I. ①新… II. ①何… ②浙… ③傅… III. ①英语—听说教学—高等学校—教学参考资料
IV. ①H319.9

中国版本图书馆 CIP 数据核字 (2012) 第 106641 号

出版人: 蔡剑峰

项目负责: 赵春梅

责任编辑: 胡春玲 陈晓曦

装帧设计: 郭 子

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京京科印刷有限公司

开 本: 850×1168 1/16

印 张: 17

版 次: 2012 年 6 月第 3 版 2012 年 6 月第 1 次印刷

书 号: ISBN 978-7-5135-2051-5

定 价: 39.90 元

* * *

购书咨询: (010)88819929 电子邮箱: club@fltrp.com

如有印刷、装订质量问题, 请与出版社联系

联系电话: (010)61207896 电子邮箱: zhijian@fltrp.com

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

物料号: 220510001

前言

《新编大学英语》（第一版）首次将“以学生为中心”的主题教学模式引入大学英语课堂，自1999年出版以来，在全国范围内广泛使用，受到普遍好评。

2004年，我们以教育部大学英语教学改革精神为指导，依据新的社会需求与高校的教学发展，开发了《新编大学英语》（第二版），完善了教材结构，充实了教材内容，实现了教材的立体化建设。

随着时代的进步与社会的发展，以及外语教学理论的不断更新与高校教学改革的不深入，我们在前两版教材的基础上又一次对教材进行了全面的修订和完善，开发了《新编大学英语》（第三版），以满足新形势下大学英语教学的需要以及新时期国家人才培养的需求。

教材特色

《新编大学英语》（第三版）延续前两版的特色与优势，在总体框架基本不变的情况下，从语言材料的筛选、级别的设置、练习和活动的设计等方面进行完善，更体现时代性，更贴近当前大学英语教学情况，更突出对思维能力及文化交流与传播能力的培养。

教学理念突出，特点鲜明：继续采用“以学生为中心”的主题教学模式，并随着教学的发展不断丰富和创新这一理念：

- 关注学生的学习信念、条件、兴趣和策略，强调教与学的互动性以及课堂教学与自主学习的结合。
- 提倡接近真实语境、贴近学生学习生活的语言教学，使学生能充分参与语言学习。
- 实现各分册相应单元围绕同一主题，彼此呼应，相辅相成，从不同侧面展开语言训练及实践，培养语言综合应用能力。

选篇语言精良，内涵丰富：选篇主题广泛，题材丰富，语言规范，兼具时代特色与人文内涵，引导学生观察世界，深入思考，寓文化素养的熏陶于语言能力训练之中，帮助学生提高双向的文化理解与沟通能力。

活动设计灵活，启发思考：结合主题与课文，设计符合学生兴趣特点及知识情感的练习与活动，形式灵活，趣味性强，激发学生的智慧与参与精神，实现从语言知识到语言能力的转化。

难易设置合理，循序渐进：调整后的教材级别与难易度更加符合目前大学英语教学的实际情况，选篇与练习整体难易适度，循序渐进。

提供立体化的教学资源：同步提供课本、光盘、网络课程等学习资源，为学生创造个性化、自主化的学习环境，为教师提供全面便捷的教学资源与教学管理平台。

教材体系

《新编大学英语》(第三版)针对大学英语“一般要求”进行设计,包含1—4级,供两个学年使用。每一级别由以下分册构成:《综合教程》(配教师用书)、《视听说教程》(配教师用书)和《快速阅读》。与教材配套的还有学习光盘、教学光盘、网络教学管理平台、配套测试题等教学资源,全面辅助学生自学及教师教学。

教材	级别	配套资源				
综合教程	1—4级	教师用书	MP3光盘	助教课件	配套测试题	网络教学管理平台
视听说教程	1—4级	教师用书	DVD-ROM光盘	助教课件		
快速阅读	1—4级					

分册介绍

《综合教程》

围绕与校园、社会生活相关的主题,选取思想性强、语言精良的文章,展开读、写、说、译技能的综合训练,注重教学双方的互动性,强调语言技能的融会贯通以及语言应用能力与文化素养的综合培养。

每册10个单元,每单元分为四个板块:

Preparation: 形式多样的课前活动,便于教师展开课堂教学,激发学生学习兴趣。

Reading-Centered Activities: 围绕主题提供两篇不同角度的阅读文章,配有详细的词汇释义、丰富的例句及多样的读、写、说、译练习。

Further Development: 巩固词汇及语法等相关知识,并通过丰富多样的扩展活动帮助学生学以致用,提高语言综合应用能力,拓宽视野,提高能力。

Translation and Writing: 包含翻译技巧讲解、翻译实践和写作三个部分,互为补充,相辅相成。

《综合教程教师用书》

针对单元话题提供相关文化背景的介绍,帮助教师拓宽教学内容。就文章的语言、词汇难点进行详细讲解,为学生扫清阅读障碍。提供客观题的全部答案以及课内和课外阅读文章的参考译文。针对主观题及作文提供不同视角的参考答案,便于教师开阔学生思路、展开课堂活动。此外,书中还提供了额外的课堂活动,供教师根据教学对象选择使用。附录中的作文评分原则和方法便于教师进行作文教学和评估。

《视听说教程》

通过鲜活生动的原版视频、专门拍摄的录像短剧、内容丰富的听力材料以及多层次的口语活动,从不同角度帮助学生提高听说技能,培养交际能力。

每册10个单元,每单元分为四个板块:

Listening, Understanding and Speaking: 提供结合主题的听力练习,训练听力技能,并展开相关口语活动。

Viewing, Understanding and Speaking: 围绕录像短剧展开听说训练, 培养学生有效理解、捕捉重要信息点、进行有效得体交流的能力。

Video Appreciation and Singing for Fun: 通过形式多样、内容生动的原版视频为学生提供真实的语境和鲜活的语言, 并展开相应的听说活动。相关主题的英文歌曲帮助活跃课堂气氛, 展现英语魅力。

Further Speaking and Listening: 综合性的口语活动着重培养学生积极思考、表达观点的语言应用能力; 扩展性听力训练为学生自主学习提供更多资源。

《视听说教程教师用书》

提供全部听力、视频材料的脚本和练习答案。针对口语活动提供不同角度的参考答案。补充词汇注释和例句, 供教师选择使用。此外, 对各类课堂活动提供有针对性的教学建议和指导, 辅助教师更好地展开课堂活动, 发挥教材特色。

《快速阅读》

通过有针对性的系统训练, 帮助学生掌握重要阅读技能, 培养良好阅读习惯, 提高阅读效率。

每册分为两大部分:

快速阅读常用技能: 系统介绍快速阅读九项常用技能, 内容深入浅出, 易于掌握。

快速阅读综合技能训练:

- 选篇主题与主教材呼应, 在题材、长度、难易递进方面充分体现快速阅读的特点。
- 练习形式丰富多样, 既注重寻读、略读、猜词悟意、写摘要等快速阅读基本技能训练, 又与大学英语四、六级考试快速阅读题型相结合。

《新编大学英语》网络教学管理平台

《新编大学英语》网络教学管理平台集教学资源、测试资源以及教学管理等功能于一体, 提供自主学习、教学管理、教学资源、评估测试、服务支持等板块, 功能完善, 操作方便, 充分体现交互式、个性化、自主化学习的理念。

网络教学管理平台为学生提供与教材主题紧密相关的自主学习内容及经典电影片断、英文歌曲、阅读素材等丰富的拓展资源, 并为学生提供在线自主学习提供各种学习工具, 充分发挥在线课程交互式、自主化的优势, 使英语学习成为个性化的愉悦体验。

同时, 网络教学管理平台为教师提供全面便捷的教学管理功能, 方便教师对学生的学习进程进行设置、监督, 并对学习成果进行有效评估。教师还可借助平台与学生进行交流答疑, 在线布置与批改作业等。

编写团队

《新编大学英语》(第三版)系列教程由应惠兰任总主编。

本册主编: 何莲珍。编者: 傅莹、蒋景阳、李航、马以容、王元春、熊海虹、杨敏、应惠兰、袁靖、周颂波(按姓氏拼音排序)。审稿: 邵永真、Don Huffman(美)。参加本册编写工作的还有: 丁展平、方富民、顾晔、何莲珍、黄小扬、李敏、庞继贤、邵永真、闻人行、徐慧芳、章红新、周星、Don Huffman(美)(按姓氏拼音排序)。

目录

Contents

Unit 1

Personal Relationships 2

Listening, Understanding and Speaking	2
Viewing, Understanding and Speaking	9
Video Appreciation and Singing for Fun	14
Further Speaking and Listening	20

Unit 2

Remembering and Forgetting 26

Listening, Understanding and Speaking	26
Viewing, Understanding and Speaking	35
Video Appreciation and Singing for Fun	40
Further Speaking and Listening	47

Unit 3

More than Words 54

Listening, Understanding and Speaking	54
Viewing, Understanding and Speaking	62
Video Appreciation and Singing for Fun	67
Further Speaking and Listening	72

Unit 4

Fresh Start 80

Listening, Understanding and Speaking	80
Viewing, Understanding and Speaking	87
Video Appreciation and Singing for Fun	94
Further Speaking and Listening	100

Unit 5

Animal World 108

Listening, Understanding and Speaking	108
Viewing, Understanding and Speaking	115
Video Appreciation and Singing for Fun	119
Further Speaking and Listening	124

Unit 6

World of Mystery

132

Listening, Understanding and Speaking

132

Viewing, Understanding and Speaking

141

Video Appreciation and Singing for Fun

146

Further Speaking and Listening

152

Unit 7

Choices in Life

160

Listening, Understanding and Speaking

160

Viewing, Understanding and Speaking

168

Video Appreciation and Singing for Fun

171

Further Speaking and Listening

176

Unit 8

Romantic Stories

182

Listening, Understanding and Speaking

182

Viewing, Understanding and Speaking

190

Video Appreciation and Singing for Fun

197

Further Speaking and Listening

203

Unit 9

Holidays and Special Days

210

Listening, Understanding and Speaking

210

Viewing, Understanding and Speaking

219

Video Appreciation and Singing for Fun

224

Further Speaking and Listening

230

Unit 10

Agriculture

236

Listening, Understanding and Speaking

236

Viewing, Understanding and Speaking

244

Video Appreciation and Singing for Fun

249

Further Speaking and Listening

255

第三版
THIRD
EDITION

NEW COLLEGE ENGLISH 新编大学英语

浙江大学 编著

1

视听说教程 教师用书 VIEW·LISTEN·SPEAK TEACHER'S BOOK

主 编：何莲珍

编 者：傅 莹 蒋景阳 李 航 马以容 王元春

熊海虹 杨 敏 应惠兰 袁 靖 周颂波（按姓氏拼音排序）

审 稿：邵永真 Don Huffman（美）

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

Personal Relationships

PART 1

Listening, Understanding and Speaking

Listening I

SCRIPT

M: Hello, 776-2235.

W: Oh, good evening. It's Mrs. Richards here. I'm phoning from Number 65 next door.

M: Yes?

W: Well, I've been trying to sleep since 11 o'clock, but I'm afraid the noise from your house is so loud that it's quite impossible for me to do so.

M: Oh, sorry.

W: Would you mind asking your friends to be a little quieter and turn the music down? I'm sorry but it's absolutely deafening.

M: Sorry. Yes, I will.

W: Thank you.

Word tips

Richards 理查兹 (人名)

turn down 调低音量

absolutely 绝对地

deafening 震耳欲聋的

1 Listen to a telephone conversation between two neighbors and decide whether the following statements are true (T) or false (F).

- | | |
|---|----------|
| 1 The man is calling the woman. | <u>F</u> |
| 2 The woman found it impossible to go to sleep that night. | <u>T</u> |
| 3 The woman had friends with her that evening. | <u>F</u> |
| 4 The man has been polite to the woman. | <u>T</u> |
| 5 The telephone conversation took place very late at night. | <u>T</u> |

2 Listen to the conversation again and complete the following sentences with the information you get.

- The man's phone number is 776-2235.
- The woman lives in Number 65.
- The woman went to bed before 11 o'clock.
- The woman says the noise from the man's house is too loud.
- The woman hopes that the man's friends will be a little quieter.

3 Work in pairs to role-play the conversation with your partner. You may practice it twice by changing roles.

Listening II

SCRIPT

One cold evening during the holiday season, a little boy about six or seven was standing out in front of a store window. The little child had no shoes and his clothes were old and torn. A young woman passing by saw the little boy and could read the longing in his pale blue eyes. She took the child by the hand and led him into the store. There she bought him some new shoes and warm clothes.

They came back outside into the street and the woman said to the child, "Now you can go home and have a very happy holiday."

The little boy looked up at her and asked, "Are you God, ma'am?"

She smiled down at him and replied, "No, son, I'm just one of his children."

The little boy then said, "I knew you had to be a relative of God."

1 Listen to a story about a boy and a woman and choose the best answer to each of the following questions.

- 1 When did the story take place? A
 - A On a cold evening.
 - B On a weekend.
 - C On a cold morning.
 - D On New Year's Day.
- 2 What was the relationship between the woman and the little boy? B
 - A Teacher and pupil.
 - B Strangers.
 - C Mother and son.
 - D Friends.
- 3 Which of the following was definitely true of the boy? B
 - A He was almost six years old.
 - B He was standing outside a store.
 - C He was homeless.
 - D He was looking out of a window.
- 4 What did the woman buy for the boy? D
 - A Something to play with.
 - B Something to eat.
 - C Something to read.
 - D Something to wear.
- 5 Why did the little boy say the woman was a relative of God? A
 - A Because he thought she was kind-hearted.
 - B Because he thought she was powerful.
 - C Because he thought she was forgiving (宽容的).
 - D Because he thought she was mysterious (神秘的).

Word tips

the holiday season 假期
季节 (从感恩节到新年的时间)

pass by 路过

longing 渴望

pale 浅色的

ma'am 夫人 (对妇女的
礼貌称呼)

2 Listen to the story again and complete the following sentences with the information you get.

- 1 The little boy's clothes were old and torn.
- 2 The boy had pale blue eyes.
- 3 The woman took the boy by the hand and led him into the store.
- 4 With what the woman bought for him the boy would be able to enjoy the holiday.
- 5 The woman told the little boy that she was one of God's children.

3 Work in groups to do the following activities.

**Step
ONE**

Read the following lines from the story.

The little boy looked up at her and asked, "Are you God, ma'am?"

She smiled down at him and replied, "No, son, I'm just one of his children."

The little boy then said, "I knew you had to be a relative of God."

**Step
TWO**

Discuss the following questions.

- 1 What did the boy think about the woman when he asked that question?
- 2 Why did the woman answer that way?
- 3 What can you infer from the story?

SAMPLE

- 1 As we know from the story, the little boy got what he needed on such a cold evening—warm clothes and new shoes. The boy was possibly from a Christian family. In his mind, kind people must be God and only God could have done that for him. That's why he asked the woman, "Are you God, ma'am?"
- 2 When the woman said "I'm just one of his children", she didn't mean that God was her biological father, but rather that all the people who behaved as she did regarded God as their father.
- 3 The boy was glad to have guessed correctly that the woman was a relative of God. That evening, both the woman and the little boy felt happy because the woman did something nice for the child and the child could enjoy a happy holiday in his warm clothes and new shoes. I guess the woman was someone who was ready to help the needy. What happened that evening would give the little boy a valuable experience and in his mind there were always nice people in the world. Hopefully he would become one when he grew up.

Listening III

SCRIPT

"Are you going to 181st Street?" asked an old woman.

The younger woman leaving the supermarket was in a hurry, but she stopped and turned to look. She saw an old lady with a small bag of groceries at her feet. The old woman was breathing heavily.

"If you're going toward 181st Street, could you carry my bag for me?"

"I don't have the time for this," the younger woman thought. But when she saw the old woman, who looked very tired, she said, "Of course."

The old woman took hold of the younger woman's arm and they walked together slowly and talked. They were neighbors but they didn't know each other. The old woman lived alone and the younger woman lived with her family. They talked about the difficulty of living in a big city: The younger woman talked about the cost of food and the problems of raising children, the older about loneliness.

They finally reached the old woman's apartment building. The younger woman seemed reluctant to go in. The old woman reached into her purse. "Let me give you a dollar for your trouble," she said.

"Oh, no. It was no trouble."

"Well, we're neighbors," the old woman said. "We'll see each other again."

"I hope so."

The old woman took her bag and started to go in. Then she turned and said sadly, "But then, perhaps we'll never see each other again."

1 Listen to a story about an old woman and a younger woman and complete the following sentences with the information you get.

- The two women lived on 181st Street.
- The younger woman helped the old woman because the old woman looked very tired.
- Then the old woman took hold of the younger woman's arm and they walked together slowly.
- The old woman wanted to give the younger woman a dollar for her trouble.
- In the end the old woman was afraid they might never see each other again.

Word tips

groceries 食品杂货
take hold of 抓住, 握住
raise 养育
reluctant 不情愿的

2 Listen to the story again and complete the following table with the information you get.

	The old woman	The younger woman
What was their relationship?	They were <u>neighbors</u> but they <u>didn't know each other</u> .	
Whom did they live with?	She lived <u>alone</u> .	She lived <u>with her family</u> .
What did they talk about on the way?	She talked about <u>loneliness</u> .	She talked about <u>the cost of food and the problems of raising children</u> .

3 Work in groups to discuss the following questions.

- 1 What do you know about the two women from the story?
- 2 What can be inferred from the story about their neighborhood relationship?
- 3 What do you think of the neighborhood relationship in your hometown?

SAMPLE

- 1 The two women were neighbors but they didn't know each other. The old woman lived by herself and felt lonely while the young woman lived with her family. Life wasn't easy for the young woman since she talked about the cost of food and the problems of raising children. The old woman was very weak and asked the young woman to carry her shopping bag. The young woman was kind and did what she was asked to do even though she was in a hurry. Obviously the old woman enjoyed the company and wished to see the young woman again. At the same time, she realized it might not be possible.
- 2 According to the story, neighbors were often strangers, just like these two women. If the old woman hadn't asked for help, the young woman might have passed by her like anyone else on the street. People lived by themselves, not trying to know others in the neighborhood. That's probably common in big cities. But to old people, life would be very difficult if they were weak and had no relatives or friends around. They would feel lonely or miserable.
- 3
 - My hometown is in a small city. My parents have lived there for many years ever since they started working. Most people in the neighborhood know each other because they are actually colleagues or friends. Kids in the same residential area go to the same elementary school or high school. We, especially classmates, play together and visit each other after school so we know each other's parents, too. You can see people greet each other on the way or in front of their apartment buildings. And they often visit each other or help each other. In all, there is an intimate and warm atmosphere in the neighborhood.
 - My parents moved to a new apartment building a few months ago so we haven't known our neighbors well so far. Since it's a new residential area, people have moved here from different parts of the city or from other cities. Almost everyone is busy, hurrying from place to place. You seldom see people greet each other. Most of the residents in the neighborhood are strangers and they never visit each other. Our new apartment is much larger than the old one but it lacks warmth in one way or another. We miss our old neighbors and are wondering how we can get to know the new neighbors in the building.

Listening IV

SCRIPT

- Ed:** Hey, Rocky! You've been holding this wall up all night. Get out and dance with someone like that girl over there.
- Rocky:** No way, Ed!
- Ed:** Oh come on, man! What kind of woman are you looking for?
- Rocky:** I want a woman that fulfills my every need, and that girl is not the right type.
- Ed:** Hey, where have you been? Times are changing, and you're never going to find a woman that will shine your shoes and fill your beer mug all the time. Wake up.
- Rocky:** Oh really? I meet a lot of women like that, just not at this party. I prefer women that stay home, cook, clean, and watch the kids.
- Ed:** OK, but where do you fit into this wonder plan? I mean what are your household responsibilities once you get home from work?
- Rocky:** Hmm... eat, watch TV, and throw out the trash.
- Ed:** Wait, wait, wait. I can't believe I'm hearing this. You're never going to get married. I recently read a news report that said 40 percent of women think their husbands don't do their share around the house, and you seem to fit into that mold.
- Rocky:** That's interesting, but it doesn't change my point of view.
- Ed:** That's your problem. Well, I like women who are open-minded and have something interesting to say. If I stick with you here, this is going to be a long, lonely night.

1 Listen to a conversation between Ed and Rocky on their views of "ideal woman", and choose the best answer to each of the following questions.

- 1 Where were Rocky and Ed that night? C
 - A In Rocky's house.
 - B In Ed's house.
 - C At a dance.
 - D In a classroom.
- 2 What was Rocky doing at the beginning of the conversation? D
 - A Dancing with a beautiful lady.
 - B Drinking alone.
 - C Chatting with a friend.
 - D Standing alone at the dance.
- 3 Which of the following is true about Rocky's view on women? B
 - A It is shaped by his own family experience.
 - B It reflects the view of the older generation.
 - C It is the product of the present time.
 - D It reflects the view of the women's movement.

Word tips

Ed 埃德 (人名)

Rocky 洛奇 (人名)

fulfill 满足

mug (有柄) 大玻璃杯

household 家庭的

trash 垃圾

mold 类型

point of view 观点

open-minded 愿意考虑他人观点的



4 Which of the following housework would Rocky be willing to do? D

- A Babysitting.
- B Cooking.
- C Repairing.
- D Throwing out the trash.

5 What will Rocky most likely do after the conversation? B

- A Change his view on women.
- B Keep staying at the dance alone.
- C Date with some ideal woman.
- D Visit Ed's home.

2 Listen to the conversation again and complete the following table with the information you get.

 Rocky's ideal woman	 Ed's ideal woman
I want a woman that <u>fulfills my every need</u> . I prefer women that <u>stay home, cook, clean, and watch the kids</u> .	I like women who are <u>open-minded</u> and have <u>something interesting to say</u> .

3 Work in groups to comment on Rocky's and Ed's views about women.

SAMPLE

I don't agree with Rocky about women. If he needs a woman who can meet all his needs, such as staying home, cooking, cleaning and watching the kids, a housemaid can well serve all these purposes. He shouldn't go to a dance to find that kind of woman, instead, he should go to a labor market. A wife can't be expected to be her husband's servant. To make an ideal couple, both husband and wife should have equal rights at home and share the housework.

On the other hand, I agree with Ed. I also like women who are open-minded and have something interesting to talk about. Interesting people are always welcome at a party or whatever kind of gathering. As for a wife, being open-minded and having something interesting to talk about are not enough. It's also true with a husband.