

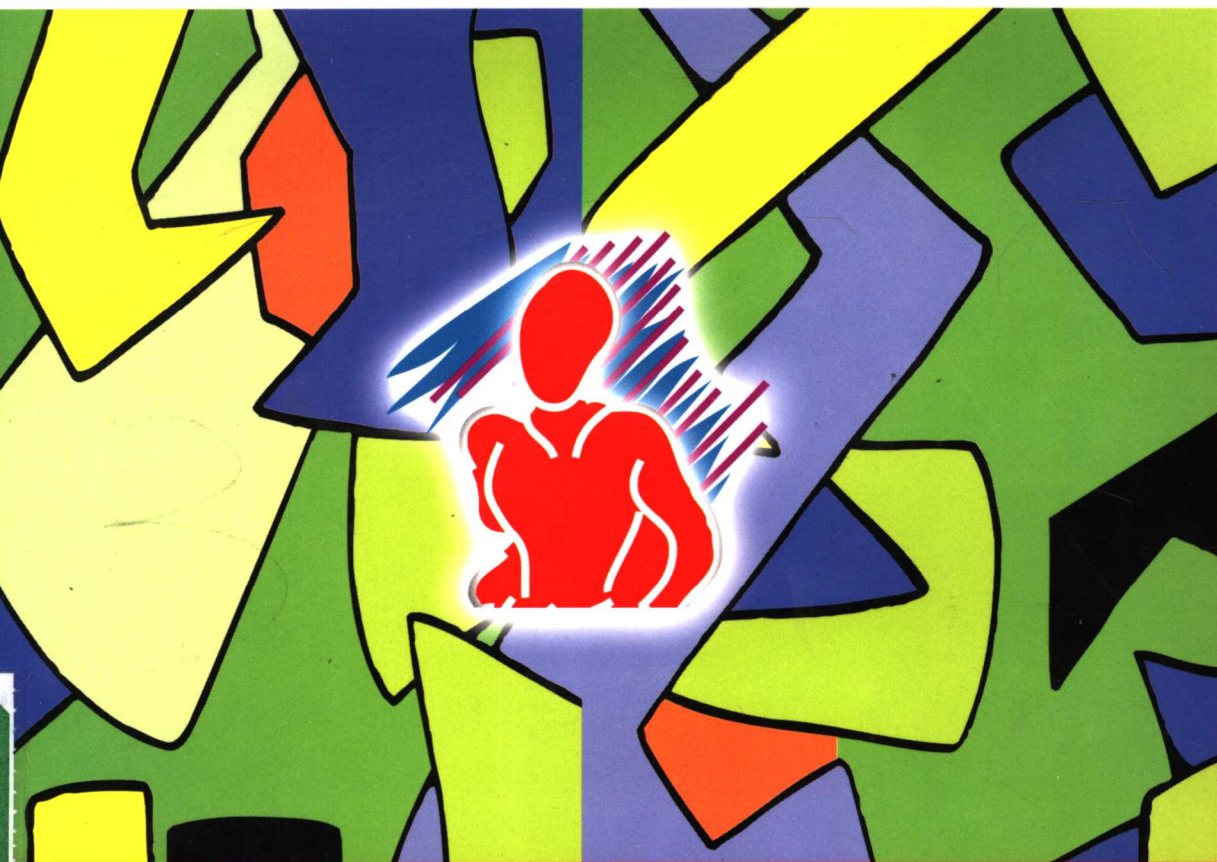
根据教育部  
《大学英语课程教学要求》编写

1

教师用书

COLLEGE ENGLISH

# 大学英语教程



北京大学出版社  
PEKING UNIVERSITY PRESS

总 顾 问 李赋宁 胡壮麟

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网络版主编 李建华

根据教育部最新颁布《大学英语课程教学要求(试行)》编写

**C** **教 师 用 书** Teacher's Book  
**COLLEGE**  
**ENGLISH**

**大学英语教程 1**

主编 黄必康

编者 钱 清 余苏凌 王 雷 王静文



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# 总序

新世纪之初,我国的大学英语教学正面临着一个新的起点:提升英语听说能力,走向英语实际运用。这是一个立足于社会现实,尊重语言社会功能的学习视界。知识经济的到来,信息社会的产生,全球化的趋势,多元文化的共存,这些人类现象共同构筑了我们今天的社会现实,而英语作为国际通用语言,正是一个国家或个人有效地参与国际竞争和文化交往的重要工具。而最能表现语言的工具性质的,莫过于在语言的实际运用过程中了。

过去的二十多年,我国的大学英语教学随着改革开放的发展进程取得了显著的进步和成绩。但是,新的社会现实向我们提出了新的学习策略和要求。如果我们用英语实际应用能力,特别是听说能力、语言社会交往能力的标准来衡量,我国大多数的大学生还需要持久的努力。不少学生勤勉刻苦,闯过道道英语考试难关,但在需要应用英语进行交流和学业讨论时却又往往表现不尽人意,甚至一筹莫展。对于我国成千上万的大学生来说,把握英语这门国际通用语言,真正提高英语听力和口语能力,以便在当今这个经济文化日趋全球化的信息社会中最大限度地获得事业的成功和文化思想的乐趣,是他们内心深处最大的企盼,也是他们愿意为之努力奋斗的方向。

面对这样的企盼和强烈的愿望,任何人想要担负起编写一套既符合外语学习的一般规律,又有利于培养学生实际语言应用能力的大学英语教材的重任,都必须慎之又慎。更何况,在过去的二十多年中,优秀的大学英语教材层出不穷,已经为大学英语教学提供了良好的教材选择空间。

但是,大学英语教材的不断更新和建设历来都是促进大学英语教学改革,提高教学质量的先行任务。目前,国家教育部和全国高校外语教学指导委员会坚定推行大学英语教学改革,制定颁布了新时期的大学英语课程教学要求,为新的大学英语教材的编写提供了指导依据,同时也显示了编写新的大学英语教材的必要性和紧迫性。正是在此情势下,北京大学教材建设委员会重点立项“大学英语”教材建设,北京大学外国语学院全力支持,北京大学出版社组织、策划了“大学英语”立体化网络化系列教材的整个编写和出版工作。北京大学、北京师范大学、北京航空航天大学、中国农业大学等院校负责大学英语教学的诸位专家教授义不容辞,汇聚一处,以编写全新的大学英语教材的强烈责任心和使命感,反复认真研究新的教学要求,形成新的教学理念和教材思路。总主编拟定编写大纲和教材总体框架,编写样章,各主编组织严格选材,反复琢磨,同时选拔大学英语优秀骨干教师,积极与美国厄湾加州大学寻求合作,共同组成强大的编写队伍,经过持续有序的工作,几易其稿,终于成书,素朴定名为《大学英语教程》,付梓出版,及时奉献给广大师生使用。

本套系列大学英语教材首先推出《大学英语教程》(包括1~6册学生用书和教师用书,共12册),其中1~4册的难度对应教育部《大学英语课程教学要求(试行)》中的“一般要求”水准,5~6册达到“较高要求”的水平,此后通过专业英语系列教材的学习达到“更高要求”的标准。同时,我们与美国著名的汤姆森学习出版集团(Thomson Learning)实现合作,由北京大学、北京交通大学、河北师范大学、云南大学等院校英语教学专家改编新型大学英语听说教材《必胜英语—大学英语实用听说教程》(包括1~4册学生用书和教师用书,共8册),作为《大学英语教程》的听说辅助教材,有针对性地加强培养学生的实用听说能力。全书提供网络版资源和配套光盘及录音带。



本套《大学英语教程》系列教材在编写宗旨、教学理念、教学设计原则和网络教学各方面都具有鲜明的特点。

## 一、编写宗旨

《大学英语课程教学要求(试行)》根据我国新的社会需求和文化交流的特点,对我国大学英语教学的总目标、教学模式和教学手段做出指导性调整,明确规定:“大学英语的教学目标是培养学生英语综合应用能力,特别是听说能力,使他们在今后的工作和社会交往中能用英语有效地进行口头和书面的信息交流,同时增强其自主学习能力、提高综合文化素养,以适应我国经济发展和国际交流的需要。”

这一目标突出英语在国内外新的社会生存和发展环境中的工具性特征,强调培养学生在当今信息社会国际交流中的英语语言运用能力,是我国大学英语改革的正确的努力方向。本套《大学英语教程》系列教材的编写以此为宗旨,努力贯彻这一新的教学要求,适应新的时代需求,全面提升我国高校本科大学生英语听说能力,切实有效地培养大学生英语综合应用能力和文化素养。同时,注重培养学生英语听说能力,在方法上不是向听说领先法的简单回归,也不是片面追求交际教学,或忽视阅读和写作教学,而是从实际出发,兼收并蓄,以增强大学生英语听说能力为基本目标,拓展开来,探讨开发适合中国大学生英语学习的各种教学路子。

## 二、教学理念

我国的大学英语教学具有其特殊的现实:缺乏目标语实用语境,学生群体庞大,起点水平参差不齐,师生比例严重失调,总体缺乏分类指导。在此状况下,我们不应盲目套用某种或某几种外语教学理论,来指导教材编写和教学实践。应充分认识现状,从实际出发,综合运用各种教学理论,重视和总结我国大学英语教学独特的教学经验,走出自己的大学英语教学路子。

在我国大学英语教学的特殊语境中,我国大学英语学习应该是学习者以学习内容主题意义为先导,自觉自主的兴趣学习活动,是一个通过教师在课堂示范指导,重点突破,学生模仿操练,反复认知,模拟实践的有声意识活动,还是一个充分借助现代传播技术和计算机网络技术进行个性化广泛的语言拓展体验活动。是一个由学生对主题意义认知为引导,由有声模仿、形式记忆、内容认知、文化习得、社会交际运用等学习活动组成的反复循环递进的过程。新的大学英语教材必须充分呈现这一过程,避免把语言习得过程知识化和结构化,而应该使学生在语言行为模仿、内容主动认知、语言交际相互促动循环的过程中完成学习任务,形成语言能力,达到文化建构。这是一种以教师为学习主导,以学生为学习主体,实事求是,博采众长的多维立体、互动循环的教学理念。

## 三、教材设计基本原则

### 主题型循环原则

以课文主题为组织单元学习的核心,听说读写译的材料在同一主题的统筹下,主题词汇和语言表达反复呈现,循环印证,强化语言学习的记忆和保持度,促成长期记忆,以此培养学生听说读写译的综合运用能力。

### 学生认知型选材原则

选材充分考虑到大学生认知水平发展和学习心理,题材内容贴近大学生生活经验和思维水平,具有一定的文化影响力和思想深度。此外,注重学习材料内容的时代性、新颖性和趣味性,以及语言形式的多样性和准确性。注意各单元、各分册主题内容的系统性和连贯性。选材的难度进阶标准既考

虑现行国家四、六级水平词汇量和语法内容的难度范围因素,又在总体上顾及到大学生对知识、主题内容的认知水准,以及未来四、六级考试有关加强听力和口语测试的改革。

### 听说训练先导与真实原则

以听说学习活动为先导,既有对语言形式的有声模仿操练,又有对内容表达的创造性认知;实地采编英语国家大学生的对话,保证听力材料的真实性、针对性和一定难度挑战性,其内容与形式都是当今英语国家大学生常用的典型话语,创造符合大学生学习心理的语言环境,提高他们的学习兴趣和热情;同时,听说材料与课文主题密切相关,实现听说读写的主题循环原则。

### 自主性练习设计原则

从我国外语教学的实际出发,注重学生自主对语言信息处理的多样性,减少同一性客观型练习,增加旨在鼓励学生自主生成语言表达的主观构成型题型,例如以听带说,读写并联,组建句子,判断正误后改正或改写句子等;同时,尊重外语学习规律,适当引入母语的积极参与。同时,教师参考书中编入每单元的参考教案和教学建议及说明,并提供尽可能详细的参考资料。

## 四、配套网络教学系统

本套教材的编写与现代信息传播技术紧密结合,配置有现代多媒体教学内容的《大学英语教程》网络版,为学生个性化学习和大量的声像语言互动练习提供保证,形成一个由有声模仿、形式记忆、内容认知、文化习得、社会交际运用等学习活动组成的反复循环语言学习过程。网络版的开发满足立体化、网络化、个性化英语教学和学习的实际需要,建立计算机和课堂教学的英语多媒体教学模式。网络版建设基于如下原则:

1. 完全按照教育部《大学英语课程教学要求(试行)》和《网络课程课件评测标准》设计开发。
2. 除提供《大学英语教程》课程完备的教学内容,还提供大量丰富的教学支持资源和灵活的链接,包括教学所需的英语基础知识、与《大学英语教程》相应的听说读写材料和各种实用资源。通过多媒体技术,提供大量音像和多媒体素材,可以在网络上运行。
3. 贯彻教育部新的英语教学改革精神和教学要求,更多强调学生的自主学习。针对学生的个体学习差异,提供个性化的教学环境和开放可扩展的教学内容。应用先进的网络技术,提供师生之间、学生之间多种网络交互手段和交流平台。
4. 为适应起点不一的不同学校的教学环境,提供灵活的设置选项。可以对教学过程进行不同层次和强度的强制学习设置,以督促和检查学生的学习情况。通过对网络范围的设置,可以在教学局域网、校园网和 Internet 远程教育网络中运行,以方便学生根据自己的学习习惯自主学习。

我国英语教学界著名教授李赋宁先生、北京大学著名教授胡壮麟先生担任本套大学英语系列教材总顾问,北京大学外国语学院英语系黄必康教授任总主编,中国农业大学外语系李建华教授任网络版主编。首先推出的《大学英语教程》各分册编写分工为:

- 第一册主编:北京大学外国语学院英语系黄必康教授
- 第二册主编:北京师范大学外国语学院王焱华教授
- 第三册主编:北京大学外国语学院英语系高彦梅博士
- 第四册主编:北京航空航天大学外语系李养龙教授
- 第五册主编:北京大学医学部外语系孙秋丹副教授
- 第六册主编:中国农业大学外语系李建华教授

本套教材由北京大学教材建设委员会列为重点教材建设项目,重点支持。编写过程中我们也得到了各主编所在院校的大力支持和配合,得到了复旦大学、南京大学、中山大学、吉林大学、东南大学、大连理工大学、华南理工大学、东北大学、四川大学、福州大学、重庆大学、云南大学、河北师范大学等院校数十位专家教授的关注和支持,对此我们深表谢忱。我们感谢本套系列教材编写者、几十位英语教学专家认真细致、富有成效的工作,感谢北京大学外国语学院英语系资深教授解又明先生的指导和对部分稿子的认真审读。我们还要特别感谢美国厄湾加州大学英语系教学中心主任约翰·W·哈洛维教授(John W. Hollowell)、瑞·茨梅曼教授(Ray Zimmerman),他们为本教程在厄湾加州大学现场采编听说材料和录像精心策划,并提供有力的支持,同时感谢厄湾加州大学英文系的 Rebecca Thom, Johanna Wyers, Michelle Cho, Amelia Parkin, Dennis Lopez, Duy Nguyen, Dennise Moore, Molly Donelan 等研究生,他们为本教程听说材料的采编和制作付出了大量的精力和时间。外籍专家 P. Boyd Hales 和 Lyona Hales 审读了大部分书稿,我们也一并在此表示谢意。

中国大学英语改革任重道远,大学英语教材建设未有止境。本套大学英语系列教材既循改革步伐,探索教学新路,缺点与不足乃至谬误之处在所难免。衷心希望得到专家学者的批评指正,听到广大师生的改进意见。

黄必康

2004年3月

## 编写说明

### 一、编写原则

本册教师用书的编写坚持一个原则:大学英语课程在培养学生英语综合运用能力,特别是听说能力的教学过程中,尽管一定规模地引入现代信息传播技术(ICT)和计算机辅助教学系统(CAI),大大地突出了学生自主学习的主体地位,但是教师在教学中扮演的主导地位是不容忽视的。教师备课质量的好坏在很大程度上决定着学生课堂以及课后自主拓展学习的成败;教师在教学课堂中利用简明的英语实施有效的启发和引导,可以直接提高学生的学习兴趣和积极性,从而产生良性动态的学习效果。同时,教师用书中提供的信息必须具有相当的可操作性和一定弹性,以适应具有不同教学特点和个性的教师,适应不同层次和起点院校的需要。

### 二、编写特点

基于以上原则,本册教师用书的编写不仅满足提供各项练习的参考答案这个最基本的要求,而更注重建构以下两个方面的内容:(1)提供教师备课可直接利用的有关语言知识和文化背景知识;(2)提供教师授课参考提示和课堂授课及学习活动程序。由于本教程的设计注重教师在教学过程中启发提示的作用,鼓励学生进行自主构成性的学习,这两方面的信息对于教师尤为重要。

### 三、编写内容一般说明

1. 每单元开头提供教师备课总览计划(Unit Overview),叙述该单元教学目的及要求并列出弹性教学时间分配表。

2. 每单元各部分提供教学程序建议及教学参考指示用语。教师可根据具体情况自主发挥应用。

3. 每单元提供听力对话原文以及口语练习示范会话。建议教师授课时适当强调听力对话主题与本单元A、B课文主题的相关和重合,以利于学生自觉实现语言的循环记忆和运用。

4. 每单元提供有关课文理解的详尽背景材料,以供教师挖掘主题,有效组织学生进行课堂讨论和课后的自主拓展学习。

5. 每单元提供A课文篇章大意、层次分析以及课文语言难点解释并加以例示,以利于教师指导学生加深对课文篇章的总体把握和对语言难点的理解和掌握。

6. 提供各单元各部分练习参考答案,供教师备课参考。

7. 每篇课文都给出中文译文,供教师备课参考。

### 四、教案、单元测验和期末考试

每单元都备有电子教案、单元测验题,同时备有期末考试试题,请登录本教程网络版查看。

编 者

2004年3月



# Contents

<b>Unit 1</b>	<b>Creative Failure in College Exam</b>	<b>1</b>
Unit Overview		1
Part I	Language Skill	2
Part II	Language in Context	10
Part III	Toward Productive Language	24
<b>Unit 2</b>	<b>Confessions of a Lonely TA</b>	<b>37</b>
Unit Overview		37
Part I	Language Skill	38
Part II	Language in Context	46
Part III	Toward Productive Language	58
<b>Unit 3</b>	<b>The Web Is Magic but Students' Research Papers Are Not</b>	<b>71</b>
Unit Overview		71
Part I	Language Skill	72
Part II	Language in Context	80
Part III	Toward Productive Language	92
<b>Unit 4</b>	<b>The Girl with the Rose</b>	<b>103</b>
Unit Overview		103
Part I	Language Skill	104
Part II	Language in Context	112
Part III	Toward Productive Language	124
<b>Unit 5</b>	<b>Predictable Crises of Adulthood</b>	<b>137</b>
Unit Overview		137
Part I	Language Skill	138
Part II	Language in Context	146
Part III	Toward Productive Language	159
<b>Unit 6</b>	<b>To Err Is Human</b>	<b>172</b>
Unit Overview		172
Part I	Language Skill	173
Part II	Language in Context	181

Part III	Toward Productive Language .....	196
<b>Unit 7</b>	<b>Noble Failures and Petty Successes .....</b>	<b>208</b>
Unit Overview .....		208
Part I	Language Skill .....	209
Part II	Language in Context .....	218
Part III	Toward Productive Language .....	233
<b>Unit 8</b>	<b>Premature Pragmatism on Campus .....</b>	<b>244</b>
Unit Overview .....		244
Part I	Language Skill .....	245
Part II	Language in Context .....	253
Part III	Toward Productive Language .....	267

# Creative Failure in College Exam

## UNIT OVERVIEW

### Objectives

By the end of the unit, students will be better able to

1. talk and write about the importance of creativity and imagination during college study;
2. use about 30 new words and 10 new phrases and expressions in brief conversations, translation and preliminary writing tasks;
3. use “ask if...” and “one argues (believes, points out) that...”;
4. read material of a similar topic and degree of difficulty;
5. know how to use exact words in writing in terms of their connotations and denotations.

### Prerequisites

1. Students should read Text A for the main idea before they come to the class sessions.
2. Some type of audio player should be furnished in class, at least for the first period of instruction.
3. Tapes of the listening material should be available during class hours.
4. Text B should be used for class reading activities. Students should not read Text B before they come to class.

### Proposed Unit Duration

4~8 class hours (50 minutes each)

### Suggested Time

部分	Part I: 语言听说能力训练			Part II: 语言篇章阅读活动				Part III: 读写活动	
课时	1 或 1~2			2 或 3~4		3 或 5~6		4 或 7~8	
项目	关键词	关键词组	交互听说	读前活动	课文 A	课文 A	练习	课文 B	读写练习
分钟	10~20	10~20	30~60	15~30	35~70	25~50	(25~50)+ 布置 课外作业	30~60	(20~40)+ 布置 课外作业

Total: 200~400 min.

# PART I LANGUAGE SKILL

## KEY WORDS MADE EASY

Approximate Time: 10~20 min.

### Suggested Teaching Procedures

1. Instruct students to read aloud these ten sentences and make out the meaning of each italicized word while reading. Tell them that these words are important throughout the unit.

**T:** *To begin with, let's read some interesting sentences, each containing one word that may be new to you. You should read aloud each of these sentences and tell what the highlighted word means. Try to understand some of the sentences without knowing the meaning of the "new" words in them. Remember, these 10 words are important in this unit. While you do various learning activities in this unit, you may refer to them as necessary.*<sup>1</sup>

### Reference for Vocabulary Teaching

1. **failure** – fail (v.); failing (*adj.*)
2. **colleague** – col-(together with)+league (partner in office); a fellow member, especially in a profession
3. **score** – *syn.* record; credit; mark; point
4. **judgment** – judge (v. & *n.*)
5. **credit** – believability; trust; good reputation; mark of the completion of a course of study
6. **competent** – competence (*n.*) ; *syn.* able; capable; qualified
7. **formula** – *pl.* formulas or formulae; a mathematical statement of some logic relations
8. **proportion** – a part considered in relation to a whole
9. **instructor** – instruct (v.); instruction (*n.*); *syn.* preacher; teacher
10. **discontent** – dis-(not)+content (satisfaction)

<sup>1</sup> All the subsequent teacher's remarks are for reference only.

2. When students finish, let them check their guesswork against the vocabulary list, if necessary, in the glossary section of their books. If time allows, present some additional information about those words as listed in the box above. Play the audio player and let students listen to these sentences and answer the follow-up questions. In case an audio player is not available, the instructor may read each follow-up question and let students answer it.

**T:** Now please turn to the glossary at the end of your book. Find these words in the list and see if your guess is close to the meaning provided. I guess you are much impressed with these "new" words now. Why not listen to these sentences so that you are more impressed? Notice that after each sentence is read to you, there will be a question. You are to answer the question without referring to the printed sentences.

3. Advise students to memorize the sentences after class.

**T:** Now class, I advise that you memorize these sentences after class. They are short and easy, aren't they? And these words are useful for college students; they appear in your college life and study. For example, you all want to get perfect SCORES in tests so that you can get CREDITS from your professors and INSTRUCTORS who are mostly COMPETENT teachers. They instruct you to be creative and to make your own JUDGMENT, not to follow blindly dead rules and FORMULAE. In this way, your study at college can be a success, not a FAILURE.



### Listening Drill for Key Words Made Easy Section

1. RV<sup>1</sup>: John didn't pass the exam, but he doesn't take it as a **failure**.

Q: Is John one of the students who failed in the test?

A: Yes. But he doesn't take it as a **failure**.

2. RV: Professor Wang and I are **colleagues**; we work at the same university.

Q: What is the relationship between you and Professor Wang?

A: Professor Wang and I are **colleagues**.

3. RV: Jane is the best student in the class; she always gets a perfect **score** in tests.

Q: How well does Jane always do in her tests?

A: She always gets a perfect **score** in tests.

<sup>1</sup> RV stands for "Recorded Voice"; Q for "Question"; A for "Answer". These abbreviations are used for this section throughout the book, unless specified otherwise.

4. RV: In my **judgment**, the student's answer to the question is correct.

Q: What do you think about the student's answer to the question?

A: In my **judgment**, his/her answer is not wrong.

5. RV: I'll get four **credits** for the College English course this semester.

Q: How many credits will you get if you pass the College English course this semester?

A: I'll get four **credits** if I pass the course.

6. RV: Professor Smith is a **competent** teacher; I learned a lot from him.

Q: Is Professor Smith a good teacher? Did you learn from him?

A: Yes. He is a very **competent** teacher and I learned a lot from him.

7. RV: We have to use a special **formula** to find the answer to this math problem.

Q: How can we find the answer to this math problem?

A: We have to use a special **formula**.

8. RV: This picture lacks **proportion**; the man's head is too big for the body.

Q: What's wrong with the picture?

A: The man in the picture is out of **proportion**.

9. RV: Miserable! Our language **instructor** makes us do a lot of grammar exercises.

Q: Who makes you feel miserable and why?

A: Our language **instructor** makes me unhappy because he/she wants us to do a lot of grammar exercises.

10. RV: Mary is not happy with her test result, but she doesn't want to show her **discontent**.

Q: What does Mary want to do with her test result?

A: She doesn't want to show her **discontent**.

## KEY EXPRESSIONS IN USE

Approximate Time: 10~20 min.

## Suggested Teaching Procedures

1. Instruct students to take some time studying the five key expressions listed in the box. Then ask them to read aloud the sentences that follow. Tell them to pay attention to the way the expressions are used in the sentences.



**T:** Next, you shall study five useful expressions. They are listed in the box. When you feel you are familiar with these expressions, read them aloud, paying attention to the way they are used in context.

- Instruct students to listen to the sentences. Tell them to be ready to briefly answer the question that follows each statement.

**T:** Now let's listen to the sentences. After each sentence, you will hear a question. You are to answer the questions briefly, using the expressions you just learned.



### Listening Drill for Key Expressions in Use Section

- RV: Mr. Green is a competent instructor; he really **stands for** the prize.

Q: Mr. Green is going to get a prize. What do you think about it?

A: He really **stands for** it.

- RV: Facts are collected and **set up against** my judgment.

Q: They have collected some facts. What do you think of them?

A: I hope they are not **set up against** my judgment.

- RV: You'd better **have another try**; it won't be another failure.

Q: What are you asked to do?

A: I am asked to **have another try**.

- RV: I'm really **fed up with** all these math formulae!

Q: What do you think of these math formulae?

A: I am really **fed up with** them.

- RV: **With a good sense of proportion in mind**, my colleague was able to solve the problem.

Q: How did your colleague solve the problem?

A: He/She solved the problem **with a good sense of proportion in mind**.

## COMMUNICATIVE PRACTICE

Approximate Time: 30~60 min.



### Tuning In

#### Words in Sound

For this section students are to work independently for about three minutes. It is important to instruct students to repeat the words after they hear them and to search for their Chinese meanings in the box. If time allows, it is also advisable to have students repeat the sentences while filling in the blanks with the correct words.

**T:** Now, we've come to listening comprehension practice. Let's first review some words that will appear in the listening material. Let's do this activity in three minutes. Remember, each time a word is read to you, you should repeat it aloud while finding its Chinese meaning on the right of the box.

imagination	想像力
creative	有创造力的
accurate	准确的
biologist	生物学家
fieldwork	实地考察
solve	解决(问题)
direction	指示
crazy	发疯的
society	社会
rebel	叛逆者

1. We often need to be creative to **solve** problems.
2. To be creative is good, but we also need to be **accurate**.
3. My **imagination** helps me get high grades in college.
4. **Creative** thinking helps me make As for my classes.
5. A **biologist** is more accurate in his work than an artist.
6. You want to be creative in word spelling! Are you **crazy**?
7. The professor tells us exactly how to do the **fieldwork**.
8. **Rebels** are ones who want to break rules.
9. We have to follow the professors' **directions**.
10. We are living in a **society** of rebels and dreamers.

#### Idioms in Use

In this practice, after students have finished listening and comparing, take a few seconds to explain the following phrases:

<b>like</b>	a "verbal filler" that does not add any meaning to a statement. It is very common in informal conversations among young Americans.
<b>crazy</b>	mad, having lost reason; often used to express surprise or disbelief
<b>freak out</b>	get upset, angry, or distressed
<b>be messed up</b>	be foolish or misguided
<b>end up (with, in)</b>	become finally; have the result in the end



## Listening Comprehension

### Dialogue A

Alert students to a fresh beginning and play the recording of Dialogue A once. Ask students to check their comprehension. Provide the key and explain if necessary.

**T:** *Okay. So far so good. I guess you are all ready to listen to an interesting conversation. Who are doing the talking? What are they talking about? Answer these questions after listening. Ready? Go!*

### Transcript of Dialogue A

Mike: So, Ally, do you think your imagination helps you get high grades in college?

Ally: What do you mean?

Mike: You know, being creative, using your imagination. Does it help you make an "A"?

Ally: What kind of question is that? If I wanted to be creative, I'd be an artist, not a biology major.

Mike: So you don't think biologists need to be creative?

Ally: Well, we might need to be creative to solve problems, I guess, but we need to be accurate, too.

Mike: So, do you think our biology class gives us a chance to be creative?

Ally: Maybe when we do fieldwork.

Mike: I don't think so.

Ally: Why not?

Mike: Well, we have to follow the professors' directions. The professor tells us exactly how to do the fieldwork, and we do it.

Ally: Like little biology machines?

Mike: Exactly.

Ally: And we can't be creative in the exams, either.

Mike: Yeah, they just want the same answer from everyone.

Ally: Right, we just have to, like, show that we know the facts. No creativity or anything.



### Key to Listening Comprehension of Dialogue A

1. The two speakers are college students.

2. B

3. A