



普通高等教育“十一五”国家级规划教材

NEW ESSENTIAL 新起点 COLLEGE ENGLISH

〔修订版〕

新起点 大学基础英语教程

总主编：杨治中 主 编：李霄翔



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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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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学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、朗读素材为语言输入,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，其中除了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的平台，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要求的学习内容。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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Unit 1



LIFELONG EDUCATION

终身教育

Teaching Focuses

I. Teaching Aims

1. 学会表达和评价观点
2. 学会讨论当前全球教育的内容与形式

II. Functions and Notions

1. Asking for and giving opinions 询问与表达观点
2. Agreeing and disagreeing 同意与反对

III. Useful Expressions

- | | |
|-------------------------------------|-------------------------------------|
| 1. How do you see things like this? | 7. If you ask me, ... |
| 2. What's your stand on ...? | 8. As I see it, ... |
| 3. What are your views on ...? | 9. I suppose so. |
| 4. I'd just like to say ... | 10. You got it. |
| 5. It seems to me that ... | 11. Yes, that's quite true, but ... |
| 6. As far as I'm concerned, ... | 12. You have a point there, but ... |



Part One Warm-up Activities

I Listen and repeat.

1

A: What's your favorite subject at school?
B: I would say it's math. How about you?
A: Well, I really enjoy history.
B: Yeah, it's one of my favorites as well.

2

A: Have you finished your homework yet?
B: No, I haven't. How about you?
A: I'm still working on my book report.
B: Me, too. You know, it's too hard for me.

3

A: What's your most difficult subject?
B: Physics is impossible for me.
A: Really?
B: Yeah, I just can't understand it at all.

4

A: Did you study for tomorrow's math test?
B: Yes. I stayed up² all night studying for it.
A: Not me. I haven't even opened my book.
B: Well, you'd better hurry up!

5

A: That class was interesting, wasn't it?
B: Yeah. Professor Smith is really an excellent teacher.
A: That's my feeling, too. He always makes the class funny.
B: That's true. We all like him very much.

6

A: I'm trying to pick up an English literature course for this term.
B: Take Professor Smith's class. You won't be sorry.
A: Really? What do you think of Professor Jones?
B: Oh, he is boring. Many students fall asleep in his class. And it's hard to talk to him.

7

- A: How do you feel about our new textbooks?
 B: Well, if you ask me, most of them are pretty good.
 A: Yeah, that's quite true, but some don't even have any illustrations.³
 B: Oh, come on! I'm sure we can learn a lot from them.

8

- A: Are you on any of the sports teams at your school?
 B: No, I don't really like sports.
 A: What do you usually do after class, then?
 B: I do volunteer work at the school library.

9

- A: What're you going to do after you graduate?
 B: I haven't even thought about it. What's your plan?
 A: My father is going to give me a job in his company. I'll work there for about a year so I can learn the basics.⁴
 B: That sounds very practical.

10

- A: I can't believe it! The last day of school is finally here. What are you going to do this summer?
 B: Well, starting tomorrow, I'm going to work in my dad's factory.
 A: Really? Starting tomorrow?
 B: I really want to save some money for college.

Notes

1. *Physics is impossible for me.* 物理对我来说太难了。be impossible for 这里指“(某事)超出能力范围,简直很难学会”。
2. *stay up:* 熬夜
3. *Yeah, that's quite true, but some don't*

even have any illustrations. 的确如此,但是有些甚至没有任何插图。That's quite true, but ... 这一句型通常用于婉转地表示反对或不同意对方的说法。

4. *basics:* 这里指“基础知识”。

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

1. A: You know something, Tom? Steve failed the English exam.

B: Are you joking (你开玩笑吧)? He's the best in the class.

A: Yes, he's the teacher's pet, too (他还是老师的宠儿).

B: Was the exam pretty hard?

A: It sure was (真是很难). It's one of the most difficult exams I can remember.

B: Did you pass?

A: Yes, I did.

B: I guess you must have burned the midnight oil (开夜车).

A: No, not me.

B: But how did you do it?

A: Just by luck!

2. A: Do you study foreign languages at your school?

B: Sure. I've studied English for four years and French for one year.

A: That's great. My school doesn't offer any foreign language courses (不开设外语课).

B: That's too bad (太糟了). But I heard that your school has many extracurricular activities.

A: Yeah, we do.

B: What kind of activities do you participate in (参加)?

A: I'm in the Science Club and I'm also a member of the school band.

B: I don't have time for those activities. I'm always busy studying.

A: Well, speaking of busy (说到忙), I have to go now. I have a lot of homework to do.

B: OK, see you later.

A: See you.

3. A: Are you going to study in the library this evening?

B: Yes, I'll be somewhere in the study room (自习室). What about you?

A: I need to borrow some history books (借几本历史书).

B: That's good. Maybe I'll see you then. I'll be working in the Periodicals Section.

A: OK. Let's try to meet later on. Do you know whether there's a limit to the number of books I can borrow at one time (对一次借出的书有数量限制吗)?

B: Yes, you're limited to four books each time.

A: Only four books?

B: Yeah, and some of the books can't be taken out of the library (带出图书室).

A: I see. Thanks a lot. See you.

B: See you. And don't forget to bring your library card (别忘记带借书卡)!

Part Two Dialogs

Dialog One

Teaching Is a Lot of Fun

教书乐趣多



Warm-up

- I** Have you ever thought of being a teacher? And if you were a teacher, what could you learn through teaching?

Open-ended.

- II** What do you think are the qualifications necessary for being a good teacher?

Open-ended.

- III** Study the following words and expressions.

a long face

愁闷或阴郁不悦的面容

scare away

把……吓跑

cheer somebody up

使某人高兴起来, 使振奋

impress /im'pres/

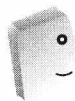
vt. 使(人)印象深刻, 使铭记

embarrassing /im'bærəsɪŋ/

a. 使人为难的, 使人尴尬的

mess /mes/

n. 混乱的局面, 困境



Listen and Speak

Tapescript:

Friend: Tony, do you like your job?

Tony: Very much. Teaching is a lot of fun. I can meet different people and talk to them. It's a good learning experience for me, too.

Friend: What have you learned through teaching?

Tony: I've learned how to talk to people. You know, if you really want to be someone, you need to learn to get on well with people. You can't just walk into the classroom with a long face. You may scare students away.

Friend: Do you feel bored sometimes? I mean you have to do it over and over again. And you meet the same people every day.

Tony: Not at all. I know there may be some slow students. You need to find different ways to help them, to cheer them up. That's what being a teacher is all about.

Friend: What do you usually do in your first class?

Tony: Well, the first class is really important. You need to impress those students, making them like you. You should know what to say and how to say it. Basically, I think of teaching as selling. A salesman sells his products, while I sell English.

Friend: Have you had any embarrassing moments while teaching?

Tony: I have. Take my very first class, it was a total mess. I froze and didn't know where to put my hands. But I gradually got used to it and it was better after the break.

Friend: You're a good teacher, right?

Tony: I hope so!

(253 words)

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

- F 1. Tony is talking with a student after class.
- F 2. Tony likes his job because he likes to be working with children.
- F 3. Sometimes Tony may feel bored, meeting the same students every day.
- T 4. A good teacher should use different ways to help different students.
- T 5. Teaching is something like selling, according to Tony.
- F 6. Tony is not very confident because his first class was a failure.

II Listen to the dialog again and answer the following questions in your own words.

1. Why does Tony like teaching?

Because for Tony, teaching is a lot of fun. He can meet different people and talk to them. And it is also a good learning experience.

2. Why does Tony compare teaching to selling? Can you find out their similarities?

Teaching and selling have something in common. They both are selling something to people by making it attractive and appealing. A salesman sells his products, while a teacher sells his knowledge.

3. Do you think the first class is very important? Why or why not? Give your own reasons.

Open-ended.

(Yes. Because a good first class can leave students a good impression, making them like their teacher and the subject from the very beginning.)

III Write down your opinion about what makes a good teacher and compare it with your partner's. Discuss with him/her. Try to reach an agreement and be ready to report it to the whole class. The following expressions may help you.**Giving Opinions:**

If you ask me, ...

As I see it, ...

Agreeing:

I suppose so.

You got it.

Disagreeing:

Yes, that's quite true, but ...

You have a point there, but ...

Dialog Two

Returning to School

重返校园



Warm-up

- I** If your mother told you that she had decided to return to school, what would be your response?

Open-ended.

- II** What kinds of courses do you think are suitable for adults if they want to resume their studies?

Open-ended.

- III** What are the difficulties those adult women might have to face if they return to school for degrees?

Open-ended.

- IV** Study the following words and expressions.

dean /di:n/

curious /'kjʊəriəs/

divorcée /di:vɔr'sei/

welfare mother

homemaker /'həʊm.meikə(r)/

resume /rɪ'zju:m/

interrupt /ɪntə'rʌpt/

fulfillment /fʊl'fɪlmənt/

credential /krɪ'denʃəl/

n. 系主任

a. 好奇的; 好求知的

n. [法] 离婚的女子

领福利救济的母亲 (指孩子幼弱而又无丈夫, 需接受社会福利救济的妇女)

n. 主妇

vt. 继续, 重新开始

vt. 打断 (讲话、工作、休息、讲话人等), 中断

n. 成就感

n. (学历、资历、资格或成就等) 背景, 证件