英语专业教材 1

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(学生用书)

更此工業大學出版社

英语听力 听力基础 (学生用书) oggin

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【内容简介】 本书是英语听力系列教材之一。本套英语听力系列教材按高等学校英语专业教学大纲要求编写,将知识性、科学性、实践性以及真实性融为一体,每个单元均按一个主题设计,每分册配套有学生用书、教师用书及录音带,供英语专业学生使用。

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前言

随着我国改革开放步伐的加快和国际交往的迅速扩大,中国的英语教学对英语专业人才及广大英语学习者交际能力的要求更高了,在"听"、"说"、"读"、"写"四种主要语言技能中,对听说能力的培养比以往任何时候都更为重要。在语言习得过程中,"听"作为一种接受性技能必然先于"说"这一产出性技能,它既是获取信息的重要渠道,也是进行面对面交际的前提。试想在需要用英语交流的场合,如果听不懂对方说的是什么,怎么会有交际产生?再试想同在一个教室里听英文讲座,听力好和听力差的学生所获取的信息量会有多么大的差异?可见克服听力障碍是培养交际能力首先要解决的问题。然而听力这一重要技能恰恰是大多数中国学生学习中的一个薄弱环节。因此突破听力难关对提高"说"的能力,以及全面提高英语综合能力是至关重要的。我们这套听力教材就是为适应新形势下提高听力的新要求而编写的。

本教材的使用对象为英语专业一至二年级学生,同时也适合参加自学考试及准备大学四、 六级听力考试的理工科院校学生使用。它既可以作为正式教学教材,也可以作为零课堂教材 供学生自学时使用。全套分为四册:

第一册:听力基础 Towards Perfection in Listening:Gateway (I of IV);

第二册:听力提高 Towards Perfection in Listening:Improvement (Ⅱ of Ⅳ);

第三册:听力突破 Towards Perfection in Listening: Breakthrough (Ⅲ of Ⅳ);

第四册:听力巩固 Towards Perfection in Listening:Consolidation (Tests) (Ⅳ of Ⅳ)。

每分册含学生用书、教师用书和配套的录音带。学生用书包括生词表、文化背景注释和练习三部分。为了方便学生自学,生词表中加注了生词在相关材料中的词性及中文词义。教师用书包括录音的书面材料和练习答案。

本教材按"高等学校英语专业英语教学大纲"的要求编写,力求将知识性、科学性、实践性和趣味性相结合,使教材的内容和语言能够反映快速发展的时代特征。

本教材具有以下几个特点:

知识性:题材广泛,包括政治、经济、文化、教育、科技、文学、艺术、地理、历史、军事、医学、环境、体育、人物、家庭、娱乐的题材等方面。内容新颖,大量吸取了反映当代社会生活、科技文化等领域的新发展和新潮流的题材。每课围绕一个主题展开,涉及同一主题的不同侧面。

科学性:由浅入深,循序渐进。从第一册到第四册语言难度逐渐增加。每一课的各部分也 注意到不同难度层次的安排顺序。例如第一册从语音模仿训练入手,然后依次过渡到句子和 对话。听力技能的训练贯穿始终,从第一册到第四册反复循环训练,并不断予以强化。

真实性:听力材料选自英语原文,语言地道。许多对话中加入了口语中特有的停顿、重复、改口等,以增加语言情景的真实性。

实践性:练习和测试题目形式多样。除了多项选择、判断正误等客观题以外,还有大量问答题、填空题、段落听写题以及用英语简要地做笔记等项训练题,能有效地检查使用者的实际水平。练习的情景真实,贴近生活,容易引起讨论。

趣味性:课文中增加幽默故事等趣味性内容,以提高学生的学习兴趣,增强他们学习的主动性。

在编写本册的过程中,我们考虑到一年级学生的特点,在内容上尽量做到由浅入深,循序渐进,使学生能顺利完成由高中学习到大学学习的过渡。同时,为了盘活中学所学,整顿提高学生的语音、语调和朗读技巧,我们在每单元中增加了语音、语调及朗读训练,并在词汇量方面加以适当的控制。我们试图通过多种形式的练习,让学生能接触和熟悉不同的听力方法,并提高他们的听力技巧,同时,使他们养成良好的学习习惯,培养其自主学习的能力。

在使用本册教材时,教师要不失时机地向学生介绍有关的文化背景知识,并引导学生主动利用网络或其他现代化手段了解英语国家的历史、地理、文化、习俗等,以帮助学生正确理解所学内容。

本册教材语音部分及 Unit 6, Unit 12, Unit 18 中的测试题由冯晓媛编写; Unit 2, Unit 4, Unit 5, Unit 8, Unit 10, Unit 12, Unit 14, Unit 17, Unit 18 由郭粉绒编写; Unit 1, Unit 3, Unit 6, Unit 7, Unit 9, Unit 11, Unit 13, Unit 15, Unit 16 由原萍编写。

在编写过程中,江澜与美国专家 William O. Coggin 对语言进行了审定,我们在此谨表谢意,同时,借此机会对西安外国语学院及英文学院领导给予的大力支持表示衷心感谢。

由于编者水平有限,加之时间较为仓促,问题在所难免,欢迎批评指正。

编 者 2004年8月于西安外国语学院

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Unit 1

Family and Population

Vocabulary

cumulative (adj.) 积累的,渐增的 upbringing (n.) 养育,教养 distinguish (v.) 使有别于…,

使具有特色

interdependent (adj.)相互依赖的

accountant (n.) 会计

legal (adj.) 法律的

statuette (n.) 小雕像,小塑像

ashtray (n.) 烟灰缸

down the drain 被浪费

tag (n.) 标签

French windows (n.) 双扇落地玻璃门

SCar (n.) 伤痕,伤疤

prosperous (adj.)繁荣的

Jacuzzi (n.) 热水漩水式浴缸[商标]

domino (n.) 多米诺骨牌

impetuous (adj.) 急躁的,鲁莽的

puncture (n.)(尤指轮胎上的)刺孔

tire (n.) 轮胎

depression (n.) 经济大萧条

nationalistic (adj.) 国家主义的,

民族主义的

literature (n.) 文学

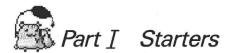
resourceful (adj.) 机智的

family planning 计划生育

commission (n.) 委员会

hereditary (adj.) 遗传的





Task 1. Sounds and Their Pronunciation; Vowels



Directions: Read the following sentences after the tape, paying special attention to the underlined words.

- 1. My shoes don't fit my feet.
 - 2. The ship is full of sheep.
 - 3. My age puts me on edge.
- 4. He paid the debt on the right date.
- 5. You test a pie by its taste.

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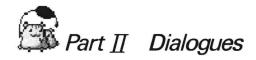
- 6. If you saw it, it must be so.
- 7. He went for a walk after he woke.
- 8. The horse backs and bucks when he sees a box.
- 9. It's just my luck to lack a lock for the door.
- 10. Please sit in that seat.
- 11. My dog bit me when I beat him.
- 12. He shoed the horse when he should.
- 13. The pigeon cooed as loud as it could.
- 14. Let's pull him out of the pool.
- 15. Don't let yourself be late.
- 16. It's against the law to fly low.
- 17. He caught his coat on the nail.
- 18. She bought a boat for herself.
- 19. The beggar put his cap over his cup when he saw a cop.
- 20. He took off his hat in the hot hut.

Task 2. Bringing Up Children



Directions: Listen to the following p	assage and fill	in the missi	ng words.	
It is generally (1) t	hat the experier	nces of the ch	ild in his/her (2)	years
largely determine his/her (3)	and later	personality.	Every experience teacher	es the child
something and the (4)	are cumulative.	"Upbringin	g" is normally used to r	efer to the
(5) and training of the chi	ld (6)	the home.	This is closely (7)	to the
treatment and training of the child is	n school, which	is usually d	istinguished by the (8)	
"education". In a society such as or	urs, (9)	parents	and teachers are (10)	
for the opportunities provided (11)	the	e developmer	nt of the child, so that	upbringing
and education are (12)				





Task 1. A Chat about Family



Directions: Listen to the dialogue and choose the best answer to each of the following questions.

- 1. What does John do?
 - A. He is a businessman.
 - B. He is a teacher.
 - C. He is an accountant.
- 2. What have you learned about Cathy's brother?
 - A. He teaches drama at the moment.
 - B. He lives with his mother.
 - C. He is getting married.

Task 2. Biscuits Have Gone



Directions: Listen to the dialogue and choose the best answer to each of the following questions. (Man-Bob; Woman-Linda)

- 1. What do you know about the biscuits?
 - A. Bob did not make enough of them.
 - B. Bob couldn't remember where he put them.
 - C. Linda ate them all.
- 2. How did Bob feel when hearing what happened to the biscuits?
 - A. Pleased.
- B. Annoyed.
- C. Worried.

Task 3. Homework



Directions: Listen to the dialogue and choose the best answer to each of the following questions. (Woman-Jane; Man-Dad)

1. What's the worst place in the world for farming?

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- A. The North and South of Asia.
- B. The North of China.
- C. The Northernmost and Southernmost regions of the earth.
- 2. What can be said about Jane's father?
 - A. A knowledgeable person.
 - B. A nice and caring father.
 - C. A schoolteacher.

Task 4. Talking about Parents



Directions: Listen to the dialogue and choose the best answer to each of the following questions. (1st Woman-Sister A;2nd Woman-Sister B)

- 1. What do the two sisters think about their parents?
 - A. They expect too much of their children.
 - B. They want their children to do something they can't do.
 - C. They often get hurt easily.
- 2. What do the sisters think about most of the Asian parents?
 - A. They have high hopes for their children.
 - B. They are mostly professionals.
 - C. They seldom talk to their children.

Task 5. An Interview



Directions: Listen to the dialogue and choose the best answer to each of the following questions. (Woman-Interviewer: Man-Richard)

- 1. What is Richard's idea of happiness?
 - A. Living with his family.
 - B. Having a lot of friends.
 - C. Being in good health.
- 2. What do you know about Richards' father?
 - A. He was a teacher.
 - B. He studied culture.
 - C. He had a flower shop.



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Task 6. Buying Presents



Directions 1: Listen to the dialogue and choose the best answer to each of the following questions. (Woman-Mildred; Man-George)

- 1. What does George think of a statuette for Phyllis?
 - A. Not suitable.
 - B. Not useful.
 - C. Too expensive.
- 2. Why does the woman insist on buying Simon a tie?
 - A. This tie suits Simon.
 - B. Simon likes wearing ties.
 - C. She wants Simon to dress formally.
- 3. What does the woman want to buy but the man thinks too dear?
 - A. A vase.
- B. A shirt.
- C. A rug.

Directions 2: Listen to the dialogue again and decide whether each of the following statements is true or false. Write "T" for true and "F" for false in the blank before each question number.

- 4. George thinks Phyllis often buys them very good and expensive gifts.
- 5. George thinks a tie is a nice gift for Simon.
 - _ 6. George believes that Simon should have his own way of life.
 - _ 7. Mildred complains that George lets Simon wear women's clothes.

Task 7. Clive Has Come Home



Directions 1: Listen to the dialogue and decide whether each of the following statements is true or false. Write "T" for true and "F" for false in the blank before each question number.

(Woman→Silvia;1st Man→Bret;2nd Man→Clive)

- _____1. Bret does not want to read newspaper with his wife.
- 2. Bret is not excited about his son coming home at all.
 - ____ 3. There is a river nearby.
 - 4. Old ladies used to sit in their doorways knitting.

	5. Clive wants to go out after eating something.	
-	6. Clive came into the room through the windows.	
1	irections 2: Listen to the dialogue again and choose the best answer to each of the following	ow-
i	g questions.	
(Woman→Silvia;1st Man→Bret;2nd Man→Clive)	
7	Why did most of the landlords want to sell the houses?	
	A. They wanted to move to the business center.	
	B. They were forced to leave the area.	
	C. They wanted to get quick money.	
8	Why is there a guard dog in every garden?	
	A. People want their outdoor swimming pools guarded.	
	B. People are afraid of being robbed.	
	C. People in this area like pets.	
0	What change has taken place to Clive's family?	
	A. They've moved to the opposite river.	
	B. They now have a Jacuzzi and a swimming pool.	
	C. They've fixed the French windows for their house.	



Task 1. What Are Dads for?



Directions: Listen to the passage and write down the main points for each of the following questions.

Wh	ny is a dad very important for Beverley?
Wh	ny does dad complain about you talking much on the phone?
	, *

3.	Will dad always support you in an argument?
	Task 2. Remembering Mom and Dad
	rections: Listen to the passage and write down the main points for each of the following
_	Where were the parents of the speaker from?
2.	Why does the speaker's father want him to speak Spanish?
3.	How old was the speaker's mother when she came to America?
4.	Why did the speaker's mother receive an education of only 4 years?
5.	Why did the speaker's father come to America?
6.	What were the characteristics of the speaker's father and mother respectively?
	Task 3. One-child Policy Eased in Shanghai City
qu	rections: Listen to the passage and write down the main points for each of the following estions. What is the new rule about?

2. What must a family do if it wants a second child?

3. What kind of Shanghai residents can have more than one child according to the present policy?

Extensions

Directions: Discuss the following questions.

- 1. What role does each of the parents play respectively in the development of a child?
- 2. Do the Chinese nowadays still hold the traditional idea of having a son to carry down the family names?

Listen for Fun

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