



新标准高职英语专业系列教材

应用英语听说

1

A LISTENING AND SPEAKING COURSE

学生用书

主编 陈炯良

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前 言

本套《应用英语听说》教程的编写遵循高职高专教育“实用为主、够用为度”的总体指导方针，力图体现我国高职英语专业教学实践的特点，满足高职英语专业师生的需要。

针对我国学生学习英语往往注重输入(input)而忽略产出(output)，而导致阅读能力较强而口头表达能力较弱的“哑巴英语”现象，本套教材有意识地强调输入与产出的平衡，以及输入为产出服务的理念。因此，有别于以往传统英语专业教学中听力和口语分开教学的思路，本套教材旨在探索一种新的英语教学模式，即听说并重、学以致用。

《应用英语听说》教程共3册，每册用于一个学期的教学。

每册均分为8个模块(MODULE)，每个模块有一个主题，内容涉及教育、旅游、商务、文化、艺术、传媒、娱乐、科技、健康等多个领域，目的在于帮助学生拓宽知识面，并在此基础上，使他们对各种行业以及生活场景中可能出现的英语语汇、表达法、语言风格以及文化背景等都有一定的了解和掌握。

每册均有学生用书和教师用书。

本册学生用书每个模块由两个单元(UNIT)构成，即全册共有16个单元。每个模块的两个单元内容都围绕该模块的主题展开。每个单元内又分为3个部分(SECTION)，分别为朗读(Reading Aloud)、听力技巧(Listening Skills)以及听与说(Listening & Speaking)。第一部分朗读以英语发音方法为核心内容，系统地介绍所有英语音位，并配合各种形式的练习，旨在帮助学生在较短的时间内纠正音位，做到正确发音。第二部分听力技巧，选题针对由中英文两种语言体系不同而产生的对于本阶段学生来说较为普遍的难点，通过归纳的方法帮助学生尽量多地掌握英语表达的某些规律，进而达到听懂的目标。第三部分内容最为丰富，包括对话(Short Conversations)、口语练习(Oral English Practice)、地道英语(Authentic English)、新闻广播(News Broadcast)、短文(Passages)等项目，各项目都有配套的词汇解释、听力理解练习或口语练习，具有内容覆盖面广、语篇种类丰富、练习形式多样等特点。

编 者

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1

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主编 陈炯良

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UNIT 1

Campus Life (1)



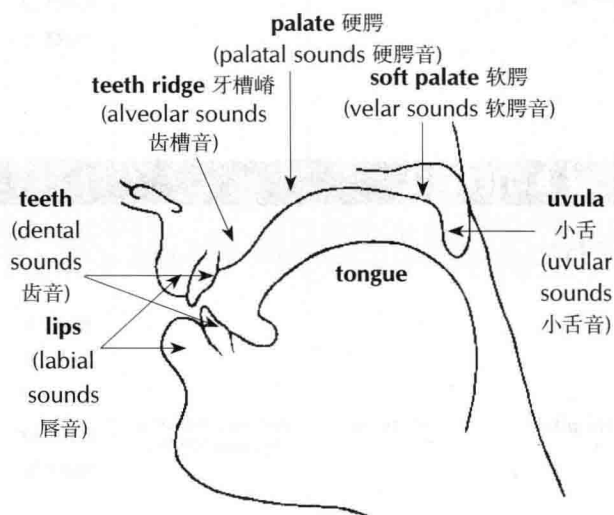
SECTION 1 READING ALOUD

CONSONANTS VS. VOWELS

All speech sounds in English fall into two categories (种类): consonants and vowels. A learner should be able to distinguish between consonants and vowels before he can acquire a good pronunciation of the English language.

Consonant sounds are usually defined as those that involve an obstruction (阻塞) in the mouth during their production. According to how the production is obstructed, consonant sounds are classified into plosives (爆发音), fricatives (摩擦音), affricates (塞擦音), nasals (鼻音), lateral (旁流音), approximants (近塞流通音), etc., which will be introduced later in the

following units. In British English, and in most accents of English worldwide, there are altogether 24 consonant sounds. The sounds can be represented by phonemes (音位, 音素) as follows:



/p/	/b/	/t/	/d/	/k/	/g/
/f/	/v/	/θ/	/ð/	/s/	/z/
/ʃ/	/ʒ/	/h/	/tʃ/	/dʒ/	/m/
/n/	/ŋ/	/l/	/r/	/w/	/j/

In contrast, vowel sounds are defined as those that involve little or no obstruction in the mouth during their production. Vowels can be further classified into monophthongs (单元音) and diphthongs (复合元音). In British English, there are 20 vowel sounds:

/ə/	/ʌ/	/e/	/æ/	/ɒ/	/ʊ/
/ɪ/	/i:/	/ɑ:/	/ɔ:/	/u:/	/ɜ:/
/eɪ/	/aɪ/	/ɔɪ/	/əʊ/	/aʊ/	/ɪə/
/eə/	/ʊə/				

For Chinese learners, it should be noted that English consonants are completely different from *Shengmu* in the Chinese phonetic alphabet system *Pinyin*. All the *Shengmu* sounds in mandarin Chinese, when they are pronounced, meet no obstruction at the later phase, i.e., they are more like a syllable in English (a consonant + a vowel).

TASK 1

Read aloud the following pairs of words, paying attention to the ending of each word.

- | | | | |
|----------|---------|----------|--------|
| 1. light | lighter | 2. hop | hopper |
| 3. teach | teacher | 4. ban | banner |
| 5. save | saver | 6. mud | muddy |
| 7. tin | tinny | 8. Jim | Jimmy |
| 9. fluff | fluffy | 10. bath | bathy |

TASK 2

Listen to the recording and circle the words being read.

- | | | | |
|----------|---------|-----------|---------|
| 1. must | muster | 2. stand | stander |
| 3. pipe | piper | 4. mug | mugger |
| 5. tame | tamer | 6. soothe | soother |
| 7. wage | wager | 8. grudge | grudger |
| 9. harsh | harsher | 10. lose | loser |

SECTION 2 LISTENING SKILLS

CARDINAL NUMBERS

The numbers in English can be categorized into two groups, cardinal numbers and ordinal numbers. Cardinal numbers are counting numbers. They are used to indicate quantity but not order (e.g., three, eleven, fifty-six, etc.). Ordinal numbers, on the other hand, are position numbers. They correspond to cardinal numbers but indicate position in relation to other numbers (e.g., first, second, third, etc.).

The following table shows the names of cardinal numbers. You can see from the numbers in this table how to form all other cardinal numbers.

0	zero	18	eighteen	90	ninety
1	one	19	nineteen	100	a/one hundred
2	two	20	twenty	101	a hundred and one
3	three	21	twenty-one	110	a hundred and ten
4	four	22	twenty-two	120	a hundred and twenty
5	five	23	twenty-three	200	two hundred
6	six	24	twenty-four	1,000	a/one thousand
7	seven	25	twenty-five	1,001	a thousand and one
8	eight	26	twenty-six	1,010	a thousand and ten
9	nine	27	twenty-seven	2,000	two thousand
10	ten	28	twenty-eight	10,000	ten thousand
11	eleven	29	twenty-nine	11,000	eleven thousand
12	twelve	30	thirty	100,000	a/one hundred thousand
13	thirteen	40	forty (no "u")	1,000,000	a/one million
14	fourteen	50	fifty	2,000,000	two million
15	fifteen	60	sixty	1,000,000,000	a/one billion
16	sixteen	70	seventy		
17	seventeen	80	eighty		

When expressing cardinal numbers in English, it is important to note the following points.

1. If a number is in the range 21 to 99, and the second digit is not zero, we should write the number as two words separated by a hyphen:

25 twenty-five

57 fifty-seven

89 eighty-nine

2. When expressing large numbers (more than one hundred), the order is as follows: billion, million, thousand, hundred. Note that in English, you usually separate the digits of numbers over 999 with a comma. You can count 3 digits from the right and insert a comma like this:

		,	-	-	-	,	-	-	-	
					1	,	0	0	0	one thousand
	1	,	0	0	0	,	0	0	0	one million
1	2	,	7	5	0	,	2	0	0	twelve million, seven hundred and fifty thousand, two hundred

3. Four-figure numbers ending in 00 can also be said or written as a number of hundred. 1,800 can be said or written as "eighteen hundred."



TASK 3

You are going to hear 10 cardinal numbers. Listen carefully and write the numbers in the space given below. Remember to write the numbers in figures, using commas where necessary.

EXAMPLE:

You will hear: four thousand one hundred and twenty-three.

And the number you write down should be: 4,123.

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

SECTION 3 LISTENING & SPEAKING

PART A SHORT CONVERSATIONS

ON CAMPUS

In this part, you will hear two short conversations which take place on campus. Listen carefully and complete the following tasks.

CONVERSATION 1

Vocabulary

TESL /'tesəl/ *abbr.*

acronym for Teaching
English as a Second
Language

senior /'si:njə/ *n.*

a student in his/her last
year of high school or
university



TASK 4

Listen to the conversation and fill in the missing words.

Ben: Hi. Uh, haven't we met before? You look so 1) _____.

Sharon: Yeah. We met on campus 2) _____.

Ben: Yeah!

Sharon: And you asked me the same question.

Ben: Oh, oh, really? I'm sorry, but I'm 3) _____ with
names. But, but ... let me guess. It's Sherry, right?

Sharon: No.

Ben: I'm sorry ...

Sharon: Well, it's Sharon.

Ben: Oh, right! Sharon. So, well, Sharon, how are you?

Sharon: 4) _____. And what is your name?

Ben: It's Ben, but everyone calls me B. J. And, uh, what do you
do, Sharon?

Sharon: I'm a 5) _____ student majoring in TESL.

Ben: Uh, TESL ... What's that? How do you spell it?

Sharon: 6) _____. It stands for Teaching English as a
7) _____ Language. I want to teach English to non-
native speakers 8) _____.

Ben: Oh, that sounds really exciting.

Sharon: And what do you do, B. J.? Are you a 9) _____ on
campus?

Ben: Yeah. My major is international business. I'm a 10) _____.

Sharon: Oh, look, I have a class in ten minutes. I have to run. Nice
talking to you, B. J.

Ben: Me too, Sharon.

CONVERSATION 2

TASK 5

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

- _____ 1. Zhang Min is a freshman.
- _____ 2. Zhang Min studies here because his parents wanted him to go to a Japanese university.
- _____ 3. Jessica is a third-year student.
- _____ 4. Jessica went to Japan because her father wanted her to experience different cultures.
- _____ 5. Zhang Min offers to show Jessica around if she wants to visit China.

Vocabulary

sophomore /'sɒfəmə/ *n.*
a student in his/her second year of high school or university

wear off
used to say that you stop feeling interested or excited about something because it is no longer new

vacation /və'keɪʃən/ *n.*
a holiday, or time spent not working



PART B ORAL ENGLISH PRACTICE

STARTING A CONVERSATION

TASK 6

Walk around the classroom and try to start a conversation with one of your classmates. After talking for a couple of minutes, go to the next classmate and start a new conversation with him/her. Remember, the purpose of this activity is just to greet someone and start a conversation. Here are some expressions you might find helpful. You are also encouraged to use some of the expressions you learned from the above short conversations.

USEFUL EXPRESSIONS

- Hello/Hi!
- Good morning/afternoon/evening.
- Hey, John.
- How's it going?/How are you doing?
- I'm from ... (city or country)
- I hear it's beautiful/hot/expensive there.
- How do you like it here?
- How long have you been here?
- Nice to see you.
- Long time no see. (I haven't seen you for a good while.)
- What have you been up to?
- How are things?
- It's been a while. (It's been a while since I saw you.)
- What's new?
- Not much. (answer to What's new?)

ENDING A CONVERSATION

USEFUL EXPRESSIONS

- It's been really nice talking to you.
- I really need to go now/I've got to take off/I have to run.
- See you later/See ya!