

● 专门用途英语课程系列



LISTENING FOR SUCCESS
INTERVIEWS

大学英语专题听力 —— **访谈**

主编 王敏华 陈希茹



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编 者 王敏华 沈 璟 邵 蕙 陈希茹

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Unit 1

Clothes



Part One

Before You Listen

I. Think and answer

1. What do you usually wear when you go to school or work?

2. What do you wear when you visit your friends or relatives?

3. Do you wear casual clothes or a suit when you travel for pleasure?

4. What colors are in fashion this year?

5. Do you buy or make your clothes? Why?

II. Make your prediction

Browse through all the information offered in this unit and predict the main idea of Text One and Text Two by choosing from a, b, c and d. You may choose more than one answer to indicate your prediction.

Text One

- a. The latest fashion.
- b. Clothes people wear at work.
- c. Fashion industry.
- d. Clothes people wear on different occasions.

Text Two

- a. Clothes and social status.
- b. Sources of people's clothes.
- c. Colors and clothes in fashion.
- d. Styles of clothes.



Part Two

Listen Now

Text One

I. Words

slacks /slæks/ *n.* 宽松的长裤
tuxedo /tʌk'si:dəʊ/ *n.* (男式) 无尾礼服
sequin /'si:kwin/ *n.* 闪光装饰片
bead /bi:d/ *n.* 珠子
midriff /'mɪdrɪf/ *n.* 上腹部
corsage /kɔ:'sɑ:ʒ/ *n.* 装饰花束
fancy /'fænsɪ/ *adj.* 高档的; 昂贵的

II. Listen to confirm or to adjust

Listen and find out if your expectations are the same as or different from what you hear. If different, find the correct one or ones from **Make your prediction.**

III. Listen and choose the best answer to each question you hear.

- | | |
|----------------------|-------------------------|
| 1. a. Shirts. | b. Special dresses. |
| c. Tuxedos. | d. Sweaters. |
| 2. a. Fancy clothes. | b. Comfortable clothes. |
| c. Special clothes. | d. Cheap clothes. |
| 3. a. A tuxedo. | b. A long dress. |
| c. Jewelry. | d. A corsage. |

IV. Listen and complete the following table with the missing information.

Occasion		Clothes to wear	
formal	going to church	1. _____	
	2. _____	long dresses	3. _____
	4. dances & _____	5. _____	
informal	6. _____	7. _____	8. _____
	9. _____	10. _____	11. _____
	shopping	12. _____	13. _____

Text Two

I. Words and expression

formality /fɔ:'mæləti/ *n.* 拘泥形式; 拘谨
subsidiary /səb'sɪdɪəri/ *n.* 子公司
economical /i:kə'nɒmɪkəl/ *adj.* 节俭的; 精打细算的
beige /beɪʒ/ *adj.* 米黄色的
navy /'neɪvi/ *adj.* 深蓝色的
pinpoint /'pɪnpɔɪnt/ *v.* 准确地描述
Oregon /'ɒrɪɡən/ 俄勒冈州 (美国)
Portland /'pɔ:tlənd/ 波特兰 (美国俄勒冈州西北部港市)
flower girl 女花童 (在婚礼行列中执花或撒花的女孩)

II. Listen to confirm or to adjust

Listen and find out if your expectations are the same as or different from what you hear. If different, find the correct one or ones from **Make your prediction**.

III. Listen and answer the following questions.

1. What affects the choices of clothes people wear at work?

2. Why does Barbara prefer to make her own clothes?

3. What are the colors for next year?

IV. Listen and fill in the following blanks with the missing information.

1. To some extent, the clothes people wear disclose their _____.

2. In a subsidiary office, Barbara's son prefers to wear _____
instead of a _____.

3. Barbara now makes _____ than before.

4. People prefer to wear what makes them _____ and therefore it's
difficult for Barbara to pinpoint any _____.

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编者的话

关于“大学英语专题听力”系列

听力理解的成功基于听者的语言知识和背景知识的相互作用。语言知识主要包括语音、词汇和句法知识等，而背景知识则包括对讲话人的熟识程度和对所讲话题的熟识程度等。但有实验表明：英语学习者在听英语时主要依赖语言知识进行理解，也就是说他们的注意力集中在通过语音表达的词汇和句法结构上。这是因为听英语与听母语不同，听者无暇顾及语言以外的东西。

“大学英语专题听力”系列即针对这一现象专门编写，希望英语学习者在听英语时不仅关注词汇、句法结构以及背景知识，还要关注听力材料的篇章结构，这样有助于更好地理解所听内容。关注篇章结构从某种意义上来说就等于注意到了句子间的联系，因而也会提高听者对所听内容的记忆强度。

《大学英语教学指南》根据各高校学生的具体情况，提出了3级目标，即：基础目标、提高目标和发展目标。**基础目标**要求学生在听力方面能听懂就日常话题展开的简单英语交谈；能基本听懂语速较慢的音、视频材料和题材熟悉的讲座，掌握中心大意，抓住要点；能听懂用英语讲授的相应级别的英语课程；能听懂与工作岗位相关的常用指令、产品或操作说明等；能运用基本的听力技巧。**提高目标**要求学生能听懂一般日常英语谈话和公告；能基本听懂题材熟悉、篇幅较长、语速中等的英语广播、电视节目和其他音、视频材料，掌握中心大意，抓住要点和相关细节；能基本听懂用英语讲授的专业课程或与未来工作岗位、工作任务、产品等相关的口头介绍；能较好地运用听力技巧。**发展目标**要求能听懂英语广播、电视节目和主题广泛、题材较为熟悉、语速正常的谈话，掌握中心大意，抓住要点和主要信息；能基本听懂用英语讲授的专业课程、英语讲座和与工作相关的演讲、会谈等；能恰当地运用听力技巧。

根据《大学英语教学指南》提出的3级目标，“大学英语专题听力”系列适合**提高目标**和**发展目标**两个级别的学生使用。

“大学英语专题听力”系列共分4册：《访谈》、《故事》、《新闻》和《讲座》。每册分别含有14个单元，每个单元由Before You Listen、Listen Now、Look at This和Here's More 4个部分组成。各部分的主要内容和功能如下：

Before You Listen 相当于听前热身。这部分由提问和预测 **Listen Now** 所听课文的大意这2个项目组成。在回答 **Before You Listen** 提出的问题时，听者可以

激活和本单元听力内容相关的背景知识，然后浏览整个单元提供的信息（包括词汇），对 **Listen Now** 所听课文的大意进行预测。

Listen Now 由2篇听力课文组成。每篇课文配有：1）词汇注释；2）核实在 **Before You Listen** 部分对听力课文大意的预测是否正确；3）两三项针对课文的练习。

Look at This 针对 **Listen Now** 部分的听力内容介绍一些听力理解的技巧。这些技巧有的是关于词或句，有些则和篇章有关。

Here's More 针对 **Look at This** 提供听力实践的机会。

以上4部分一环扣一环，使每一个单元成为一个有机整体。而4本分册涉及日常听力活动中常见的4种体裁，难度依次递升，也使整个系列成为一个有机整体。归纳起来本系列图书有以下3个特点：

1. 选材真实，原汁原味，既学语言，又学文化。
2. 遵循认知规律，注重听前激活、听时有趣以及听后反省。
3. 针对英语学习者听力理解中的普遍难点（如生词及不能辨别大意和细节等引起的听力障碍）进行精辟讲解和专项训练，使听者积累和掌握听力技能，充分体验学习和成功的喜悦。

建议本系列的每本分册按以下步骤使用：

1. 尝试回答每个单元第一部分 **Think and answer** 中的提问，以便激活头脑中和本单元有关的背景知识。
2. 浏览本单元提供的信息，如词汇和练习题等。总之，利用一切可利用的信息对所听材料的主要内容进行预测，以便积极主动地投入到听力实践中去。
3. 听 **Text One** 以核实或调整预测。
4. 听第二遍或第三遍，做 **Text One** 其余的练习。
5. 听 **Text Two** 以核实或调整预测。
6. 听第二遍或第三遍，做 **Text Two** 其余的练习。
7. 阅读 **Look at This**。
8. 做 **Here's More** 提供的练习。

如果在课堂上使用“大学英语专题听力”系列，每册书的前4个单元各用3课时完成，其余10个单元各用2课时完成。如果2课时不能完成所有的听力内容，教师可以布置学生课后听。

希望英语学习者在使用“大学英语专题听力”系列图书过程中能够感受到同一体裁听力材料的共性，从而积极主动地去获取信息，这将有助于听力理解和听力记忆。

我们相信：如果英语学习者能认真听完每一本分册，一定会受益匪浅，从而顺利通过英语专业或非专业的各类听力考试。

关于本系列《访谈》分册

访谈的总体框架是问答。采访人起话题导向作用，然后在被采访人就某一话题展开时，采访人会通过评论、归纳、总结、发问等方式使谈话进行下去。一般也是由采访人通过这些方式引领谈话从一个话题转到另一个话题。因此可以说采访人引出话题，而被采访人提供细节。当然有时会有例外。另外，在访谈中，被采访人由于是即兴回答采访人的问题，因此在思考答案时难免踌躇、犹豫。表现在话语上就是不停地改口，有时句子甚至不符合任何语法规则。这些现象其实在日常会话中也时有发生。所以在听类似这样的语句时，我们只需抓住关键词，根据上下文解出句意即可，没有必要过多地拘泥于句子是否符合语法规则。本分册中的访谈材料可以使学生对这一交流形式有更多深入的了解。

编者

2015年3月

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Unit 1

Clothes



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