



普通高等教育“十一五”国家级规划教材



大学英语教程 1

视听说

College English
Listening and Speaking



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大学英语教程

视听说

(1)

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前言

为全面培养我国大学生英语实际应用能力,提升英语听说能力,在新世纪初,国家教育部和全国高校外语教学指导委员会制定颁布了最新的《大学英语课程教学要求》(试行),为大学英语教学明确了前进的方向。与此同时,对新的大学英语教材的需求也就与日俱增。在这新形式的鼓舞下,北京大学出版社和北大英语系大学英语教研室共同组织、策划了《大学英语教程·视听说》(1—4册),在北京大学教务部、北京大学外国语学院的支持下,该教程有幸得到了与北京大学有25年教学合作历史的ESEC(Education Services Exchange with China美国美中教育服务机构)的加盟,并获得北京大学教材建设委员会的重点立项。北京大学大学英语教研室与美国ESEC众多语言学专家、英语教学专家通力合作,精心设计,反复琢磨,拟定大纲,编写样课。旨在结合国内外优秀英语教材的编写经验,为广大师生提供一套专为我国大学英语量身定做,同时又保证场景真实、语言地道、形式生动、内容丰富,且能学以致用的好教材,力求达到中方和外方编写人员高度合作的最佳效果,从而全面提高学生的英语听说能力。

1. 编写宗旨

《大学英语教程·视听说》是根据《大学英语课程教学要求》(试行)为大学非英语专业学生设计编写的。主要目标是培养学生的英语听的能力和口头表达能力,同时增强他们的自主学习能力,提高综合文化素养。

本教程的编写重点:

1) 在选材上,特别注重口语的特征,注意题材对中国学生的实用性。各单元以日常交流中的常用口语为引导,加以合适的题材和情景作为本教程的主线,同一单元的各种语言素材基本围绕同一主题。强调语言真实、地道、原汁原味。包含大量生动形象的英语习语,语言素材全部由美方美中教育服务机构TESOL教员收集、撰写,力求符合中方教师的编写方案,场景贴近学生的生活,话题深受学生喜欢,努力达到学以致用。

2) 在内容编排上,注重中国传统文化和西方文化习俗的对比,培养综合文化素养和跨文化交际能力。

3) 注重学生自信心和学习方法、策略的培养。除分单元介绍学习方法外,根据有效的英语教学理论和教学方法,设计的每一项听说任务都配有具体详细的指令,渗透学习策略,为学生进行卓有成效的英语听与说的学习提供保证,逐步提高学生自主学习的能力。

4) 注重口头表达能力的培养,以说带听,同时强调听与说的互动,充分发挥学生的主观能动性。使他们能从进行日常对话、简答问题、发表看法,慢慢发展到做较长的口头发言、开展辩论活动,逐步提高英语口语能力。

5) 强调听说基本功训练,每册含大量的模仿练习和听写练习,为快速提高学生听的能力,达到记笔记、写摘要的水平打下坚实基础。同时,在训练学生语篇理解能力的基础上,培养学生通过上下文猜词的能力。倡导脚踏实地,循序渐进,不断提高。设计的任务形式多样,以交际中传递和获取信息的实际需要为重,主要为客观型任务。包括:回答问题、听写、正误判断、填补信息、写提纲、写摘要等。

6) 重视口头语言在连续语流中语音、语调和其他超音段音位的各种特征,设有专门的语音语调部分,以提高学生交际的有效性,同时增强自信心。

7) 培养学生习惯正常英语语速,听力材料全部采用正常语速录音,注重原汁原味。其难度的区分取决于材料的题材、所涉及的词汇量大小以及句子结构的复杂程度。

8) 《教师用书》中对各种语言现象、文化背景知识都有详尽的注释,除提供练习答案外,还为各种主观题和开放性问题配有参考答案和参考范例,方便师生使用。

9) 每单元配备小测,每册配有期末考题,既方便学生自测,又便于教师了解学生阶段性学习进展情况。

2. 教程构成

全教程共4册,分学生用书和教师用书。配有相应的光盘,提供网络教学平台。每册内容丰富,既可以作为听说教材独立使用,也可以和北京大学出版社出版的《大学英语教程·读写译》配合使用。本教程每册共有十五个单元。第一册每单元课文内容与目的如下:

1) Ready; Set; Go!! 热身活动

围绕单元主题而设计的听说活动或游戏,为完成本单元主要任务热身。

2) Interactive Listening 听力互动

内有两项对话听力任务:Listening Task 1和Listening Task 2。每项任务含有不同练习,主要目的是通过听日常对话,了解日常生活用语的特点,培养学生整体理解以及捕捉特定信息的能力,锻炼学生能就自己的观点发表简短意见。同时这两项任务的听力素材也是本单元口语练习的范例。

3) Speaking Interaction 口语互动

旨在帮助学生掌握生活中常用的口语表达用语。

内设两项任务:

Small Group Interaction 小组互动

旨在训练学生在所指定的情景下,运用所学表达用语进行模拟对话。

The Chinglish Correction Connection 中国式英语纠错

告诫学生避免那些由于受母语影响而常犯的语言错误。

4) Further Listening and Speaking 听说拓展

本部分有两项任务:

Culture Klatch 文化视角

提供一篇介绍文化习俗的听力任务,着重语篇训练,加强听篇章、抓大意、听较长句子的能力,同时加强对西方文化的了解。是本部分的重点。

Idioms 习语谚语

生动实用的习语为进一步加强听说训练提供了更多素材。学生通过完成填空、猜测词意、学会解释等练习,在快乐的学习过程中不知不觉地提高听说能力。

3. 选材原则

注重内容的时代性、信息性、趣味性,既跟得上时代的步伐,又贴近生活。注意语言的规范性、题材的广泛性,同时强调口头语言的特性,力保语言的纯真、地道和活力。第一、二册素材以日常对话及长度适中的短文为主,第三、四册以较长的对话、短文、访谈、讲演为主。

本书由北京大学英语系大学英语教研室策划并负责编写,素材由ESEC美国美中教育服务机构的众多教员提供。为第一册提供素材的美方教员是:Rebecca Tranthem (Hillsborough Community College, FL), Holly Krech Thomas (Kingsborough Community College, NY), Ted Behr (Eastern University, PA), Patty Carroll, Rob Filback (University of Southern California, CA), Matthew Painter (Mountain State University, WV), David Miller (Ferris State University, MI)。参加本册录音的外教有:Carolyn Louie, Gabriel J. Catanus, David Snyder, Aaron J. Hadley, Karla H. Soule, David E Silvey等。原北京大学英语系英籍教师Robert Neal参加本册第十三、十四和十五单元的部分修订工作。来自Illinois State University的音乐教授David Snyder博士主动承担了本册歌曲演唱录音的编导和指挥工作。另外,著名语言学家Peter Blackwell,美籍教师Shirley Patterson先后审阅了全书。刘红中老师为课文的音像录制寻找挑选人员并监听和审听了全书的录音素材。ESEC总裁Danny Yu博士为教材的顺利编写,多次往返于中国和美国之间,协调编写工作,还就如何提高听力口语能力,特地为学习此教材的学生做录像讲座。在此,谨向他们表示最衷心的感谢!

此外,为配合常规课堂教学,ESEC和北京大学运用本教程的教学理念,专门策划开设了暑期全封闭式高级英语听说课程——Total Immersion Program,收到了良好效果。目前,此课程在北京大学的支持下,已成为北大昌平园区常规的短训课程。欢迎大家关注。详情请参见<http://www.tip.pku.edu.cn> 或 <http://www.tip.org.cn>。

编者

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A close-up photograph of a cluster of small, five-petaled pink flowers with darker pink centers. The flowers are arranged in a dense, branching pattern against a blurred green background.

Unit 1

Friends

Ready; Set; GO!!

Conversational Warm-Up

Experiment: Greetings

Follow your teacher's instructions. Then work in groups to discuss the following questions:

1. How did it make you feel when others didn't greet you positively?
2. Were you able to offer a polite greeting in a setting where you do not know all the rules?
3. How do you think Western expectations of a positive greeting are different from your own?



Interactive Listening

Listening Task 1

The following words and phrases will appear in the following dialogue.
Study the definitions and read along with the recording.



WORD BOX

eyes peeled: to intentionally look for someone or something

semester: the 18 weeks of time that college and university
schedules are divided into for seasons of study

college: the same as university in the USA. The difference is in
the chartering of the school but not in its function.
This word is interchangeable with the term university.

Activity 1

Directions: Listen to this dialogue between Rachel and Ben.

-  Step 1: Listen the first time for the words in the Word Box.
-  Step 2: Upon the second reading, listen and read along.
-  Step 3: The third time you hear the reading, write the missing words you hear in the blank spaces provided to complete the dialogue.



Rachel: Hi, Ben. _____ up?

Ben: Nothin' much, Rachel. How _____ you?

Rachel: I am _____, thank you. It seems like it has been months since I last _____ you.

Ben: It has been _____. It is _____ that we attend the same university and never see each other.

Rachel: I know. The _____ keep us so busy that there is _____ for anything but class and homework.

Ben: You can say that again. I have two _____ and a research _____ for one class alone.

Rachel: Wow, no wonder I never see you around. I'd _____ *keep my eyes peeled* for you in _____ if I hope to see you again this *semester*.

Ben: Well, it will be a tough semester, but my last semester _____ graduation will be easy and I will be _____ to enjoy *college* life once again. _____ of busy, I'd better get going.

Rachel: Yes, me too. It was nice to see you again. Take care.

Ben: Sure thing. See you later.



Activity 2

Checking for Understanding

It is now time to check your answers with your teacher. After you have corrected your work, listen to the dialogue again as you read along with the completed exercise.



Activity 2

Answering Questions

Answer the following questions regarding the dialogue above. Write your answers in the space provided and discuss your answers in class.

1. How long has it been since Rachel and Ben last saw each other?
2. Where does Rachel think she will see Ben next?
3. What does Ben say about his last semester of school?

Listening Task 2

Activity 1

Directions: Listen as the dialogue continues. As you listen, answer the following questions. Write your answer in the space provided below each question.

1. Why did Rachel continue the conversation with Ben?
2. Who is coming to visit Rachel?
3. When will Rachel see Ben again?

Activity 2

Directions: Listen to the dialogue again for the meaning of the words and phrases as they are used in the dialogue. Write your explanation on the line that appears after each word or phrase below.

I never miss a meal: _____

how about: _____

that'll work: _____

Activity 3

In Your Opinion

1. How does your life as a student compare with the lives of Rachel and Ben?
2. Do you think Rachel should ask Ben to meet her sister when he is so busy?



Speaking Interaction

Small Group Interaction

Activity 1

Directions: The audio recording will model the ways to use the dialogue guide below. Every student will practice the art of **greetings and self-introduction** with a partner using the following speech patterns.



Step 1: With a partner repeat the following examples of the greetings and introductions. Each partner in the pair should select Part A or B and repeat as though you are in a conversation. Don't forget to fill in the blanks with your own name when appropriate.



Step 2: With your partner, change speaking roles and this time listen carefully for your partner's mistakes. When you identify a mistake, point it out to your partner and practice the correction together.

1. A: Hello, My name is *(your name here)*. I am a student here at _____. I'm sorry, I don't know your name.
B: My name is *(your name here)*. I am also a student here. I am glad to meet you.
A: *(repeat the name of your partner)*, I'm glad to know you.
2. A: Hello, *(your partner's name here)*? My name is *(your name here)*. I was hoping to meet you and *(state reason for desire to meet)*.
B: Its nice to meet you, *(state your partner's name here)*. Thanks for introducing yourself.
3. A: Hello, allow me to introduce myself. My name is *(your name here)* and I am *(tell who you are)*.
B: Hi, *(repeat your partner's name)*, I'm glad to meet you. My name is *(state your name here)*.
A: It's nice to meet you as well, *(repeat your partner's name here)*. Would you like to join me for a cup of coffee and a little conversation?
B: Sure. I would enjoy the company.
A: Good, let's get a table.



Activity 2

Directions: Below are three settings in which greetings are used. With your partner practice using the greetings you have learned in each of the following settings.



Step 1: Informal — You see a good friend of your parents' at a restaurant.



Step 2: Casual — You are greeting your roommate after class.



Step 3: Formal — You are greeting your boss as you enter a meeting room.



The Chinglish Correction Connection

In response to a greeting from a person that you know, you say: “*Nice to meet you.*”

In response to a greeting of “*How are you?*” you respond with “*How are you?*”

Both of these responses are incorrect responses. What is the correct response in each example? What is the problem with using each phrase in the way described above? Discuss this with your classroom teacher.



Further Listening and Speaking

The Culture Klatch

Activity 1

Directions: The goal of the exercise is to help you learn to listen to language in context rather than using a translation method. You do not need to understand every word you hear but rather the meaning of the overall text.



Step 1: Begin by listening to the reading for the overall meaning.



Step 2: Listen to the passage again. From the context of the passage, identify and write the definitions of the words listed in the Word Box below. Don't use a dictionary.

WORD BOX

first impressions:

image:

mannerisms:

corporate image:

the condition:

table manners:

undermine:

global community:



Activity 2

Directions: You will now hear a series of sentences related to the reading you have just heard. Each sentence will be read 3 times. Listen only to the sentence the first time it is read. As the sentence is read the second time, write it down. When the sentence is read the third time, check your dictation for accuracy.

1. _____

2. _____

3. _____

4. _____

5. _____

Activity 3

Directions: Check your dictation with the teacher, who will display the correct sentences on the board or by other audio-visual means. Now discuss the full meaning of the sentences, first in your small group and then along with the class and your instructor.

