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CELC: Learning at Your Own Pace

大学英语 自主听力教程

第五册

跨越文化

Book Five

Touching Culture

本册主编 杨畅

编者 张乐 童扬芬 杨畅

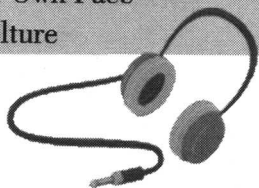


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张隆胜教授多年来致力于大学英语教学与研究，力求将先进的理论与教学实践有机地结合起来，有效地提高学习者的语言使用能力。

《大学英语自主听力教程》系列教材是为配合华中师范大学大学英语教学改革，使大学生更快、更有效地学好英语而编写的，是作者教学理念和教学研究成果的具体体现。

本册主编简介

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大学英语

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跨越文化

Book Five

Touching Culture

本册主编 杨

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前 言

教育部颁布的《大学英语课程教学要求》，作为大学英语改革的纲领性文件，明确提出要在大学英语的教学过程中培养学生的英语综合应用能力，特别是要加强听说能力的培养，为此我们组织编写了这套《大学英语自主听力教程》。该教材适应大学英语教学改革形势发展的需要，特别注重训练语言学习者的听力并讲授提高听力方法，以满足广大教师和学生英语学习的新需求。

本套教程分为6册，每册重点明确，循序渐进，形成一个有机的整体，系统性强。

第一册《音调并举》的内容有：音素、元音辨识、辅音辨识、辅音连缀、重读与轻读、不完全爆破、同化与省音、连读、意群与停顿、词重音与句子重音、节奏及语调。

第二册《循序渐进》含有体育、爱好、家庭、工作、童年、乡村、宠物、影视、大学生活、金钱、音乐、购物、情感、假期和代沟等15个主题内容。

第三册《持之以恒》含有青春时尚、旅游度假、广告、交通运输、成功与失败、神话传说、电脑、媒体报纸、住房、商业、友谊、身体语言、犯罪和暴力、风俗和休闲等主题内容。

第四册《快速提高》含有著名人士、出国留学、结婚及婚礼习俗、政府机构、科学与技术、暴力及犯罪、环境、演说、诚实、战争与和平、文化、社会问题、语言学习、经济、健康及医疗保险等主题内容。

第五册《跨越文化》内容涉及到警句、谚语、习语搭配、幽默、

哲理故事集锦、英文歌曲填词、谜语、智力游戏大挑战等。

第六册《媒体突破》主要取材于近年来美国之音(VOA)及英国广播公司(BBC)的英语广播节目,涉及的主题多样,与日常生活、社会经济、科技发展等人们普遍关注的问题紧密相关。语言正式、规范,发音清晰,语速由慢及快。

第一、五、六册由于训练目标不同,有所侧重,故自成体系;第二、三、四册体系相同,但训练要求逐步提高,体现在每册选材的难度及语速的阶梯式上升。第二、三、四册均由 Warm-up Exercises、Jogging Exercises、Running Exercises、Dashing Exercises 和 Relaxing Exercises 5 个部分组成,但选材的难度及语速形成了一个坡度。

教程以培养和提高学生实际应用语言能力为宗旨,立足于最大限度地调动学习者的积极性和主动性,将语言知识、文化知识和听力技巧有机地结合起来,并巧妙地将教师要讲授的内容纳入教材练习之中,使学习者能根据自己的实际情况有针对性地进行练习,做到有的放矢,有效地提高学习效率。选材注重思想性、时代性、科学性、趣味性和实用性相结合,内容涵盖广泛。背景知识配有简明、有助于理解的注释。每册都附有录音文字材料和练习参考答案并随书附赠录音资料光盘。学习者可根据自己的实际能力和水平,选择听力教程的内容,确定学习进度。修完前 4 册,相当于达到大学英语课程教学的一般要求。该教程适合在校大学生和具有相当英语水平而又想提高听力能力的所有人员。由于该教程充分考虑学习者的不同起点和学习进度,使学习者能更有效地利用学习时间,其效果比整齐划一上课要好。

本书是该教程的第五册,由张乐、童扬芬、杨畅编写。

本套教程在立项、编写、录音制作的整个过程中得到了华中师范大学教务处的大力支持与经费上的扶持,特在此表达我们的真诚谢意。

编者

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Unit One

Animals

Part One Language Fun

☆☆☆



Word List

nimble /'nimbl / a. 灵活的,敏捷的

obstinate /'ɒbstɪnət/ a. 顽固的,固执的

mole /məʊl/ n. 鼹鼠

I. Directions: Associate the following English idioms with what we have in Chinese.

as cunning as a fox

as strong as a horse

as weak as a cat/kitten

as blind as a mole/beetle/bat

as proud as a peacock

as nimble as a squirrel/bee

as fierce as a tiger

as greedy as a wolf/dog

as innocent as a dove

as fleet as a deer

as tame as a hare/chicken

as stupid as a donkey/goose

as fat as a pig/whale as merry/cheerful as a cricket/lark
as obstinate as a mule as bold as a lion

II. Directions: Choose from the idioms above and fill in the blanks, then listen to the tape and check your answers.

1. It's not nice to say such things of others, especially when you yourself are _____.
2. In work he is _____, and in fighting, he is _____.
3. It is natural that one is _____ after having been laid up for months in bed.
4. Don't run into things as if you were _____.
5. He is _____ when it comes to his first place in the match.
6. Look at how she works; her fingers are _____.
7. _____, he easily outran all others.
8. Few people eat like him; he is _____.
9. What a contrast! She is _____, but her sister is _____.
10. _____, they shouted and danced.

III. Does every animal have the same image in both English and Chinese culture? Can you illustrate your point of view?

Part Two Time for Humor

☆☆☆



Passage One

Mary's Little Lamb

I. What's your impression of the sheep? What's your favorite

animal?

II. Directions: Listen to the passage and answer the following questions.

1. _____
2. _____
3. _____
4. _____

Passage Two

The Fox and the Sick Lion

Word List

jackal /'dʒækɔ:l/ n. 豺(从前人们认为豺专为狮子觅食)

capture /'kæptʃə/ v. 捕获

I. Directions: Listen to the passage and write “T” (true) or “F” (false) for each of the following statements. If the statement is false, correct it to make it true.

1. () _____
2. () _____
3. () _____
4. () _____
5. () _____

II. Directions: Retell the story with the help of the key words you note down.

III. Do you like the fox in this story? If you were the fox, what would you do?

Part Three Life Philosophy

☆☆☆



Passage

Lessons from Geese

Word List

flap /flæp/ v. (鸟) 拍动(翅膀)

alignment /ə'lainmənt/ n. 整齐排列

honk /hɒŋk/ v. (雁) 叫

I. Directions: Listen to the passage and write “T” (true) or “F” (false) for each of the following statements. If the statement is false, correct it to make it true.

1. () _____
2. () _____
3. () _____
4. () _____
5. () _____

II. Directions: Listen to the passage again and fill in the blanks with the missing information.

1. People who share a common direction and sense of (1) _____ can get where they're going more (2) _____ and easily because they are traveling with the (3) _____ of one another.
2. If we have as much sense as geese, we will stay in (1) _____

- _____ with those who are headed where we want to go and be willing to accept their help, (2)_____.
3. It pays to take turns doing the hard tasks and sharing leadership. With people as with geese, we are (1)_____ on each other's skills, (2)_____ and unique (3)_____ of gifts, talents and resources.
4. We need to make sure our "honking from behind" is encouraging and not something else. In groups where there is great encouragement against great (1)_____, the production is much greater—the power of encouragement. At the center of encouragement is "courage", and the root of the word courage is a Latin word that means "heart". Maybe (2)_____.
5. If we have as much sense as geese, we too will _____.

III. Do you think the lessons mentioned in the story are ones we should learn from? Can you think of any other bird which we may learn from?

Part Four Challenge Your Wit ☆☆☆



Magic Square

Directions: Write your answers in the magic square. Here are some clues to help you. If you've done it correctly, you'll see that your answers will read the same across and down.

- I.**
1. This animal catches rats.
 2. Had a meal.