

高等学校教材

COLLEGE ENGLISH

大学英语

听力 教师用书

FOCUS
LISTENING

TEACHER'S BOOK

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大学英语

听力

第一册
教师用书

虞苏美 李慧琴(主编)

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上海外语教育出版社

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高等学校教材
大学英语
听力 (教师用书)
第一册

虞苏美 李慧琴 主编

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前 言

《大学英语》是根据国家教育委员会审定批准的《大学英语教学大纲(文理科本科用)》编写的一套系列教材,分精读、泛读、听力、快速阅读、语法与练习五种教程。

本教材重视英语语言基础,从各方面保证文、理科的通用性,适用于大学英语基础阶段的教学。

本教材的精读、泛读、快速阅读和听力教程各按分级教学的要求编写六册,每级一册;语法与练习编写四册,供1—4级使用。精读与听力教程均配有教师用书和录音磁带。对低于大纲规定入学要求的学生,另编预备级精读、泛读教程各两册。

上述五种教程根据各自的课型特点自成体系,但又相互配合,形成整体,以贯彻大纲所提出的三个层次的要求:“培养学生具有较强的阅读能力、一定的听的能力、初步的写和说的能力。”全套教材由复旦大学、北京大学、华东师范大学、中国人民大学、武汉大学和南京大学合作编写,复旦大学董亚芬教授审订。

大学外语教材编审委员会综合大学英语编审组的全体成员对这套教材的设计与编写自始至终给予关注,分工审阅了全套教材并提出宝贵意见。上海外语教育出版社的编辑同志在付梓前仔细编审,精心设计,给予我们很大帮助和促进。

《大学英语》听力教程由华东师范大学大学外语教学部负责编写。虞苏美、李慧琴两位副教授担任主编。参加编写和录音编制的有关肇远、毛士国和武凝秋同志。杨霞华教授担任主审。本教程还承澳籍专家 Jane Crawford 和 Elizabeth Craven 以及英籍专家 Anthony Ward 协助审阅,谨此一并致谢。

本书为听力教程第一册教师用书。在本书编写的过程中,我校《英语听力入门》编写组为我们介绍了宝贵的经验;夏申副教授对编写原则提出了具体的意见和建议。卞灵恩同志为录音磁带配制了音乐。对所有支持和帮助本书编写的人员和单位以及其他有关人士,我们特在此表示衷心的感谢。

编 者

1988年2月

使用说明

《大学英语》听力教程按以下指导思想编写：

1. 根据大学英语教学课时少的特点，本教程着重进行听的基础技能训练。听力材料开始阶段以日常生活题材为主，难度逐渐加深，题材逐渐多样。
2. 所选材料覆盖大纲功能意念表所涉及的全部条目以及微技能表所规定的有关听的技能和部分说的技能。
3. 在培养学生听懂词与句子的基础上，着重培养学生在语篇水平上的理解能力，以及对所听材料的分析、归纳、综合和推断的能力。
4. 为保证达到大纲规定的语速，平时训练用的材料语速略高于大纲所规定的指标。
5. 教材内容力求新颖、多样和富于趣味性，语言力求真实。

本教程第一册，共二十课，供大学英语一级学生使用。每课使用时间约为一节课，每六课为一个单元，主要训练一项听力技能。每单元后编有小测验试题。书末附有一套复习试题。教师可视具体情况灵活选用。

第一册包括学生用书、教师用书和录音磁带五盒。

一、学生用书

包括第一部分：单项听力训练(Part A: Micro-Listening)练习和第二部分：整体听力训练(Part B: Macro-Listening)练习。在第二部分练习之前，列出了学习要点(Learning Points)，包括生词、句型和短语(Vocabulary, Basic Structures and Useful Expressions)。学生须对这部分进行预习。练习部分应在课内完成，不必事先准备。

练习完成后，学生可根据教师的讲解和评分标准，计算自己的成绩并纪录在后，供日后进行自我评估。

二、教师用书

1. 列出每课的训练重点(Focal Points)，即单项听力训练和整体听力训练的重点。
2. 第一部分为单项听力训练的习题和答案，旨在帮助学生解决听力的特殊困难，如易混淆的音素、字母、数字、句型等，并为整体训练打下基础。
3. 第二部分为整体听力训练的习题和答案。这部分还包括对语言要点

和背景知识所作的注释,供教师讲解时参考,目的是帮助学生理解材料中的难点以及扩大他们的知识面。

4. 第三部分为口头练习 (Part C: Oral Parctice),目的是为学生提供与课文相关的功能以及句型结构方面的说的训练材料。这一部分仅出现在教师用书之中,这样,教师可根据具体情况(学生程度、班级人数,以及教学时间)对练习进行选择,甚至舍弃不用。有一部分口头练习供学生分组活动。这时教师可有意识地加强对较困难同学的辅导。

5. 第四部分为有声材料正文的文字资料 (Part D: Tapescripts)。

以上第一、第二部分的练习都有评分标准,教师可据此检查学生的准确率。

三、录音磁带

包括全部课文的听力练习和练习说明,按上课顺序录制。其中练习的间歇时间已按要求空出,教师上课时一般不必倒带。教师如认为间歇时间过长或过短,可根据需要灵活掌握。

编 者

1988年2月

College English

Focus Listening

Book One

Teacher's Book

By

Yu Sumei

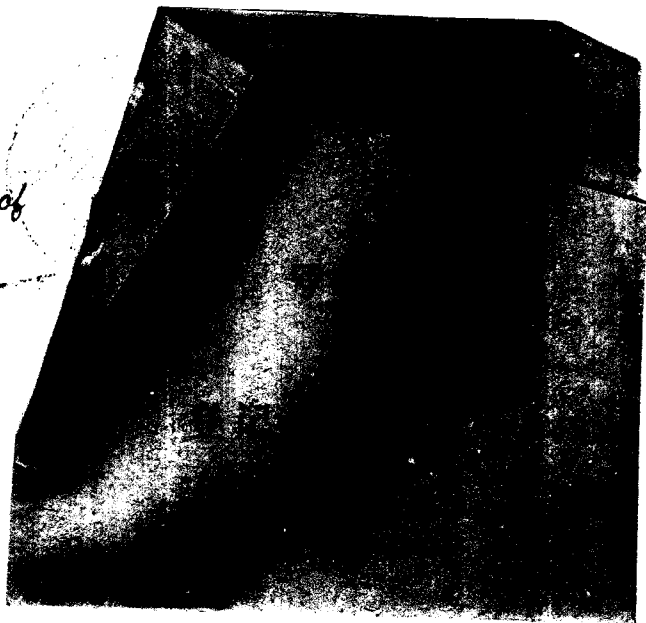
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Lesson One

GREETINGS AND INTRODUCTIONS (I)

Focal Points

1. Rapid recognition of the vowels /i/, /e/ and /æ/
2. Listening for key words and useful expressions

Part A Micro-Listening (Exercises with Key)

Phonetics: Sound Recognition

I. Directions: Listen carefully. You will hear one word read from each group. Underline the letter beside the word you hear. (10 points)

- | | | |
|--------------------|-----------------|-----------------|
| 1. a. <u>b</u> id | b. <u>b</u> ed | c. <u>b</u> ad |
| 2. a. <u>s</u> it | b. <u>s</u> et | c. <u>s</u> at |
| 3. a. <u>p</u> in | b. <u>p</u> en | c. <u>p</u> an |
| 4. a. <u>d</u> id | b. <u>d</u> ead | c. <u>d</u> ad |
| 5. a. <u>h</u> im | b. <u>h</u> em | c. <u>h</u> am |
| 6. a. <u>l</u> id | b. <u>l</u> ed | c. <u>l</u> ad |
| 7. a. <u>m</u> iss | b. <u>m</u> ess | c. <u>m</u> ass |
| 8. a. <u>h</u> id | b. <u>h</u> ead | c. <u>h</u> ad |
| 9. a. <u>p</u> it | b. <u>p</u> et | c. <u>p</u> at |
| 10. a. <u>r</u> id | b. <u>r</u> ed | c. <u>r</u> at |

II. Directions: Listen carefully. Repeat the sentence you hear. Then listen again and write the sentence down. Check your answer when you hear the sentence for the third time. (10 points)

1. Please hand me the pencil.
2. This is a better hat.
3. Bill sent his sister a TV set.
4. Will you give me that lamp?
5. Ted spent ten days at that factory.

TOTAL SCORE: 20 POINTS

Part B Macro—Listening

Dialogue 1

Hello

I. Language and Culture Notes

1. *Hello* is an expression of informal greeting. It can also be spelt 'Hallo' or 'Hullo'.
2. *How are you?* is an expression of greeting in the form of a question. In most cases, the expected answers are:
'(I'm) very well, thank you.'
'Fine, thanks.'
'Very well. And you?', etc.

II. Exercises with Key

1. *Directions: Listen to the dialogue and fill in the blanks with the words you hear.*

(6 points)

—Hello. How are you?

—Very well, thank you. And you?

—Fine, thank you.

2. *Directions: Listen to the dialogue again and choose the right answers to the questions.*

(4 points)

- 1) Where is the woman from?

a. England.

b. Geneva.

c. London.

- 2) Where is the woman going?

a. To Finland.

b. To Geneva.

c. To London.

TOTAL SCORE: 10 POINTS

Dialogue 2

Mr Laker Meets a Student

I. Language and Culture Notes

An English name generally has two parts—the first name and the last name. The first name is also called the Christian name or given name; the last name is the surname or family name. For example, John Laker is a man's full name, of which John is the

first name and Laker the last name. The title *Mr* is placed before a man's last name, e.g. Mr Laker. The title *Mrs* is placed before a married woman's name and *Miss* before the last name of an unmarried woman or a girl. Some women nowadays prefer to use the title *Ms* / miz / as they do not believe married women and single women should have different titles. Notice these titles are usually not used before the first names.

II. Exercises with Key

1. *Directions: Listen to the dialogue and write 'T' (true) or 'F' (false) in the brackets for each of the following statements.* (6 points)

- 1) Mr Laker did not know Helen Martin before. (T)
- 2) Helen Martin is a student of English. (F)
- 3) Helen Martin is British. (T)

2. *Directions: Listen to the dialogue again and write down your answers to the questions.*

(4 points)

- 1) What is Helen Martin studying?

History.

- 2) Where does Helen live?

On the campus.

TOTAL SCORE: 10 POINTS

Part C Oral Practice

1. Ask the students to make proper responses to the following:

- a. Hello.
- b. How are you?
- c. Where are you from?

2. Ask the students to learn the dialogues by heart. Then ask them to practise the dialogues in pairs. If necessary, play the recording once again.

Part D Tapescripts

I. Dialogue 1

Hello

Michael Hello. How are you?

Ann Very well, thank you. And you?

Michael Fine, thank you. Are you from England?

Ann No. I'm from Geneva. I'm going to London.

II. Dialogue 2

Mr Laker Meets a Student

Helen Hello, Mr Laker.

Mr Laker Hello. Are you a student here?

Helen Yes. I'm studying history here. My name is Helen Martin.

Mr Laker Where are you from, Miss Martin?

Helen I'm from England.

Mr Laker Do you live on the campus?

Helen Yes.

Lesson Two

GREETINGS AND INTRODUCTIONS (II)

- | | |
|---------------------|---|
| Focal Points | 1. Rapid recognition of the consonants / f / , / v / and / w /
2. Listening for key words and useful expressions |
|---------------------|---|

Part A Micro-Listening (Exercises with Key)

Phonetics: Sound Recognition

I. *Directions: Listen carefully. You will hear one word read from each group. Underline the letter beside the word you hear.* (5 points)

- | | | |
|--------------------|-----------------|-----------------|
| 1. <u>a</u> . wife | b. five | c. vine |
| 2. <u>a</u> . wet | b. fat | c. very |
| 3. a. wave | b. fame | <u>c</u> . vain |
| 4. a. word | b. few | <u>c</u> . view |
| 5. a. work | <u>b</u> . firm | c. verse |

II. *Directions: You are going to hear five sentences. Repeat each sentence you hear. Then listen again and write the sentence down. Check your answer when you hear the sentence for the third time.* (10 points)

1. Tom's father is fifty-five years old.
2. This novel is very well-written.
3. Mary's overcoat is very wet.
4. What fine weather!
5. Only a few can see this view clearly.

III. *Directions: Listen to the song 'HELLO'. Fill in the blanks with the words you hear and sing along.* (5 points)

Hello.

How do you do?

My name is Tom.

What about you?

Hello.

How do you do?

Nice to meet you.

TOTAL SCORE: 20 POINTS