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大字英语 自主听力 指南

Guidance Book

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Higher Education Press

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前言

随着我国改革开放日益深化及加入世界贸易组织,社会各领域参与国际交流的机会越来越多,新的社会需求对大学生的英语能力提出了更高的要求,教育部制定的《大学英语课程教学要求》(试行)也提出了新的大学英语课程教学目标,即在培养学生英语综合运用能力的同时,增加其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要。

鉴于现有的教学内容和教学学时不足以满足人才培养的需要,要切实保证大学英语课程教学目标的实现,我们需要充分利用学生的课余时间,激发学生课后的自主学习兴趣,提高他们的自主学习能力,不断扩大学生广泛接触英语的天地,使得他们的课堂学习内容在课后能得到进一步延伸。课后广泛的听说训练,不仅能使学生巩固课堂掌握的学习方法和学习策略,更能增加人文和科学知识,提高综合素养。

本套教材为现有大学英语教材的补充和延伸,与现有课堂教学内容交相辉映。我们期待本教材能够引导学生最终成为快乐的英语学习者、终身的英语学习者、集技能与策略于一身的英语学习者,从而使《教学要求》的目标最终得以实现。

本套教材的编者充分研究了国内外各种英语听力教材的编写特点,从思想性、知识性、科学性、人文性、时代性、实用性及趣味性等多角度入手,以注重打好语言基础为出发点,同时注重培养学生的实际应用能力。

本套教材的特点是:

1. 强调自主学习特征。作为对现有大学英语教材的延伸和补充,本套教材强调发挥学生在学习过程中的自主作用,每单元都以学习任务为出发点,反复操练,逐步深入,旨在有步骤、有目的地引导学生开发各种学习潜能。

2. 突出语料的真实性和语境的实用性。大量语料选自英、美人的日常生活会话,真实自然,便于学生今后对外交流时直接应用。

3. 注重文化信息。在注重英语语言基础知识和基本技能训练的同时,注意将文化内容与语言材料相融合,话题覆盖英美文化生活的方方面面。

4. 融教学与考查为一体。除了课文训练之外,本教材还有期中、期末自测题,供学生自我检查学习效果。

5. 辅助课堂教学。本套教材既可以用于学生自主学习,又可以作为普通听力教程。本教材配套指南包含了详细的学习目标与学习计划,对文化信息、语言信息也有相应的补充和解释。

《大学英语自主听力》由复旦大学余建中教授担任总主编,本册主编是范烨、万江波,参加编撰的还有黄莺、张勤、文艳。

本教材是适应教育部《大学英语课程教学要求》全新理念的尝试和探索,由于编者水平所限,敬请广大师生在使用过程中多提宝贵意见和建议。

编者

2006年10月

使用说明

本套教材共分4册,每册共16个单元,并配有两套水平自测题。每单元按照不同的学习任务展开,题材广泛,涉及生活的各个领域。本册的各个单元由以下4个部分组成:

Part A Warm-up Tasks

该部分是本单元的准备阶段,提供本单元基本词汇及句型,使学生熟悉本单元的语境,预先融入到本单元的任务话题之中,并为接下来的进一步语言训练做好准备。该部分包含两个内容: Language Focus 和 English in Use。

Language Focus 列出了本单元应掌握的基本词汇和句型。为方便学习者使用,句子或词组中较难的词汇用斜体表示,并加以中文注释。教师(如果上课使用本教材,以下省略)可以带领学生将所有词汇和句型通读一遍,并进行必要的解释和指导。

English in Use 既是 Language Focus 的扩展练习,同时也是准备阶段的重要步骤,旨在引导学生更深入地了解本单元的任务话题。教师可以通过问答等形式带领学生完成这一部分的教学内容。

Part B Listening Practice

该部分是针对第一部分语言点所进行的专门训练,其中展示了本单元语言点在实际使用中的多样性。该部分包含两则练习: Practice One 和 Practice Two。

Practice One 包含8个短小的对话,围绕基本语言点展开。教师可以边操练边总结,强调基本语言信息的表述特征,指导学生掌握获得信息的方法。

Practice Two 一般是一段短小的讲话,有人物介绍、新闻、广告、故事、评论等内容。教师可以从社会交际的角度讲解这部分的练习,指导学生领会特定的语言表达,让学生学会应对生活中可能出现的类似听力场景。

Part C Authentic Conversations

该部分由两段会话构成,突出语料的真实性和情境的实用性,让学生在真实语言情景中锻炼英语听力。

教师可以在操练前启发学生进入到会话情景中,让学生预先将注意力集中于如何传达相关信息,从而达到沟通的目的。整个操练过程中,教师可以将重点放在指导学生有效获取听力信息,抓住交谈要点。如果时间和条件许可,可以根据实际情况适当增加模拟会话练习,反复操练基本听力任务。

Part D Fun Time

该部分一般包含幽默故事、诗歌、歌曲或影视剧片段等,是轻松的英语娱乐时间,其目的是培养学生对英语语言学习的兴趣,并缓解课堂训练给学生带来的紧张情绪。教师可以在学生听后组织各种活动,如对幽默故事的诙谐之处加以点评,朗诵诗歌,演唱英文歌曲,表演影视剧片段等。课堂时间不足时,也可以由学生自行完成。

本套教材拟定两个学年完成,建议一学期完成一册的学习任务,每周安排一个单元。对于水平自测题,建议学习者在规定时间内(45分钟)完成,学习者或学校也可根据具体情况参照建议适当调整。

编者

2006年9月

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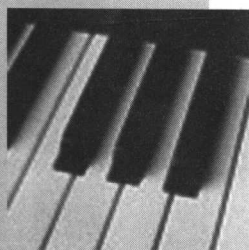
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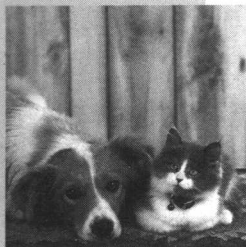
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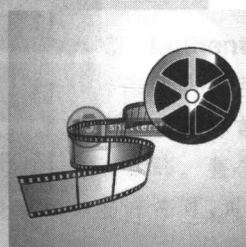
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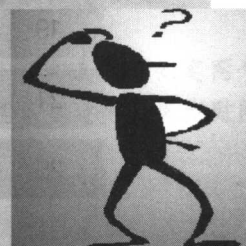
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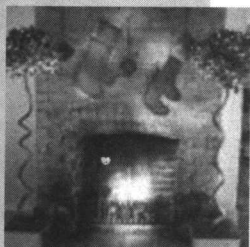
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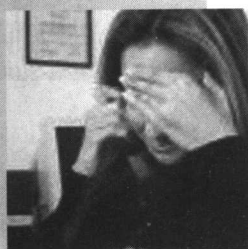
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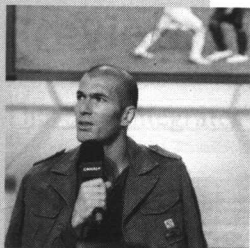
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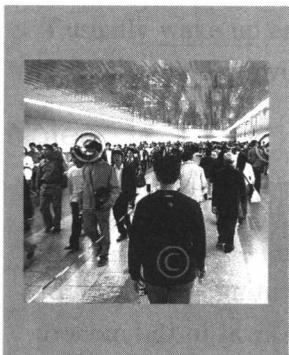


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Unit 1



Daily Schedule

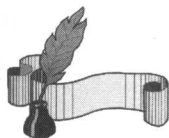
Preview

This unit integrates various useful expressions and authentic daily talks about daily schedule.

Objectives

After studying this unit, you are expected to understand simple conversations and short talks about the following:

1. making a daily schedule and arranging daily activities
2. asking about one's schedule
3. expressing feelings about daily activities



Part A Warm-up Tasks

Purpose

After doing the warm-up tasks, you are expected to get familiar with some of the basic expressions and sentence patterns used when talking about daily schedule.

Detailed Plan

1. Go through the words and expressions in *Language Focus*. If you have difficulty in understanding any

- items, consult a dictionary or your teacher.
2. Move on to *English in Use*. Study the new words in *Word Bank* and then do the exercise.
 3. Check the answers and read aloud the dialogues or act them out with a partner.

Language Focus

Note

coffee break

A *coffee break* is a daily social gathering for a snack and short downtime practiced by employees in business and industry. The term is American but has become universal in the modern world and is employed whether or not participants are actually drinking coffee.

Coffee breaks usually last 10~20 minutes and frequently occur at the end of the first third of the work shift. In some companies and some civil service, the coffee break may be observed formally at a set hour; in some places a “cart” with hot and cold beverages and cakes, breads and pastries arrives at the same time morning and afternoon. The break is often held away from the actual work area in a designated cafeteria or outdoor area. It is a time for gossip and small talk, or a time to smoke a cigarette. More generally, *coffee break* is used to denote any break from work in any arena.

English in Use

Listening Script and Key

Directions: You will hear 8 questions followed by 8 responses. Listen twice and fill in the blanks with the words you have heard and then match the questions with responses.

Questions:

- (h) 1. What did you do last weekend?
- (d) 2. How is your day going?
- (g) 3. When do you get up every day?
- (f) 4. Why didn't you come to my party last night?
- (a) 5. What time do you get to work?
- (b) 6. Will you be here at ten o'clock tomorrow?
- (e) 7. When are you going shopping today?
- (c) 8. Since we are done with school, when are you going back home?

Responses:

- a. I leave home at seven and get to work at nine o'clock every morning.
- b. Yes, I will be on time.

- c. I'm not sure. Maybe I'm going back home next week.
- d. Quite busy. I'm preparing for my presentation tomorrow.
- e. After work. I must buy some food.
- f. I'm sorry I couldn't make it. I had to visit my grandmother at the hospital.
- g. I usually wake up early and get up around 5 o'clock.
- h. I went on a date with Sammy.

Notes

1. I couldn't make it.

In this sentence *make it* means "to succeed in getting somewhere in time for sth. or when this is difficult".

Examples:

- If we run, we should make it.
- She's very ambitious but I doubt she'll ever make it.

2. ... we are done with ...

In this sentence, *be done with* means "finish doing sth."

Examples:

- Are you done with your homework?
- I listened to some music after I was done with my work.



Part B Listening Practice

Purpose

This part aims to familiarize you with the basic and extended language patterns used in talks about daily schedule.

Detailed Plan

1. Study the new words and expressions in *Word Bank*.
2. Do the exercises in *Practice One* and *Practice Two*.
3. Check the answers.
4. Listen to the dialogues and speech again. Pay special attention to the parts you don't understand or have misunderstood. You may refer to the script when necessary.

Practice One

Listening Script and Key

Directions: Listen to the dialogues and answer the questions by choosing the right options.

1. Woman: Hi, Victor, do you think it's possible for us to have a talk sometime today?

Man: I'd love to, but I've got a pretty tight schedule today.

Question: What does the man mean?

2. Woman: What are you going to do today?

Man: Well, I've got to finish a report by ten and drive to the airport to pick up a friend at eleven. Then I'll have a meeting with him over lunch.

Question: What will the man be doing at eleven?

3. Woman: Let's take a coffee break, shall we?

Man: I wish I could, but I can't. I've got to finish this report.

Question: What will the man probably do next?

4. Woman: Aren't you finished with your dinner yet? You're slow!

Man: No, I'm not! I just wanna enjoy life and not have to rush all the time.

Question: What can we learn from the conversation?

5. Woman: Why do you look so stressed?

Man: I'm going to be dead if I don't finish this project by tomorrow.

Question: What can we learn from the conversation?

6. Woman: What are you doing over the weekend?

Man: I'm going to exercise, meet some friends, and then watch TV.

Question: Which of the following is NOT mentioned by the man?

7. Woman: What are you doing next week?

Man: On Monday, I'm going to meet my professor. Tuesday, I have a job interview. Wednesday, I'm going to the dentist's. And on Thursday, I have to visit my parents.

Question: What is the man going to do next Wednesday?

8. Woman: What time do you get off work?

Man: Uh, around 5 o'clock. Then, we eat dinner around 6:30, and I play with the kids until 8:00 or so.

Question: When does the man eat dinner?

Key

1. C 2. B 3. B 4. D 5. B 6. C 7. C 8. C

Practice Two

Listening Script and Key

Directions: You will hear a short talk about making a weekly study schedule. Listen to it twice and fill in the blanks with the words you have heard.

Making a weekly study schedule is important to college students. It will let you know how much time you actually have each week, and help you use that time effectively. Here are some tips on making the schedule.

First, plan at least one-hour blocks of study time. If you schedule less than one hour, your study period may be over just when you are fully warmed up.

Second, try to schedule study periods before and after classes. If you read a textbook chapter before a teacher covers it, what you hear in class will be more meaningful to you. Similarly, if you take a few minutes to review your notes as soon after class as possible, you will be able to organize the material while it is still fresh in your mind.

Third, work on your most difficult subjects when you are most alert. Save routine work for times you are most likely to be tired.

The last point, balance your activities. Allow free time for family, friends, sports, television, and so on in your schedule.



Part C Authentic Conversations

Purpose

This part consists of exercises based on authentic conversations excerpted from different real-life settings. You are expected to catch on the language skills to cope with similar situations in real life.

Detailed Plan

1. Study the new words and expressions in *Word Bank*.
2. Do the exercises in *Conversation One* and *Conversation Two*.
3. Check the answers.

4. Listen to the conversations again. Pay special attention to the parts you don't understand or have misunderstood. You may refer to the script when necessary.

Conversation One What Do You Do Exactly?

Listening Script and Key

Directions: You will hear a conversation between two friends. Listen to it twice and answer the following questions.

- Daniel: Hi, Helen, how are you today?
Helen: A busy weekend! I'm jogging now, but later I have to do a lot!
Daniel: What do you have to do?
Helen: Well, first of all, I have to do the shopping in the morning. We don't have anything to eat at home.
Daniel: ... and then?
Helen: My son has a basketball game this afternoon. I'm driving him to the game. They're doing very well. Next week, they're traveling to Toronto for a tournament.
Daniel: That's great.
Helen: Well, my boy likes playing basketball. I'm happy he's enjoying it.
Daniel: You are really quite busy. What about weekdays? How do you spend your day, Helen?
Helen: Well, on weekdays I get up around ten. Then I read the paper for an hour and have lunch at about noon.
Daniel: Really? What time do you go to work?
Helen: I start work at three.
Daniel: And when do you get home at night?
Helen: I get home pretty late, around midnight.
Daniel: So what do you do, exactly?
Helen: I'm a TV announcer. Don't you recognize me? I do the weather report.
Daniel: Gee, I'm sorry. I don't watch TV.

Key

1. She will do some shopping.
2. She will drive her son to the basketball game.
3. Around ten.
4. She reads the paper for an hour and has lunch at about noon.
5. At three.
6. Around midnight.
7. She is a TV announcer. She does the weather report.