



普通高等院校“十二五”精品规划教材

# Forward English

for Practical Purposes

## 前景大学英语（基础版）

李桂兰 徐小贞 ◆ 总主编

Forward English

Ample practice to apply and reinforce listening and speaking

Intensive training in reading comprehension ability

Strategies to improve the ability of practical writing

视听说教程 1



復旦大學出版社

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# 《前景大学英语（基础版）视听说教程 1》

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# 前 言

《前景大学英语(基础版)》系列教材是根据目前大学本科教育阶段学生的实际英语水平而编写的一套低起点教材。该教材强调文化类课程的文化性、工具性、实践性和应用性,使学生掌握一定的英语基础知识和基本技能,培养学生在日常生活和职业场景中的英语应用能力。本系列主要供全国本科院校中各层次艺术、体育专业学生使用,同时也适合入学时未学过英语或英语基础薄弱的学生使用。

本系列教材根据大学英语教学大纲中的基础模块的要求,包括以下系列教材:

- 《前景大学英语(基础版)综合教程》(预备级,1—3册);
  - 《前景大学英语(基础版)综合教程教学参考书》(预备级,1—3册);
  - 《前景大学英语(基础版)自主练习》(预备级,1—3册);
  - 《前景大学英语(基础版)视听说教程》(预备级,1—3册);
  - 《前景大学英语(基础版)视听说教程教学参考书》(预备级,1—3册),
- 以及相关配套使用的英语语法、写作、口语、听力等教材。

## 编写原则

- 遵循语言学习的规律,针对学生英语基础薄弱的现状从零基础开始,由浅入深,循序渐进,阶梯式上升;
- 强调英语语言基本功的训练与培养实际从事交际活动的语言应用能力并重;
- 强调所选语言材料的科学性、趣味性、引导性和新颖性;

## 教材构成

- 本教材由《前景大学英语(基础版)视听说教程》和《教学参考书》组成,附有配套光盘,内容

涵盖基础英语听、说技能。

- 《前景大学英语(基础版)视听说教程》共四册,每册十个单元,其中第五、第十单元是期中与期末复习总结、测试单元。

### 教材特色

- 本教程与《前景大学英语(基础版)综合教程》同步。构建完整的语言知识体系;
- 注重实用,注重培养学生的英语口语交际能力;
- 起点合理,难度适中,循序渐进;
- 教材由大量图片组成,易于学生入门并提高英语思维能力;
- 词汇复现率高,练习形式多样、内容丰富、由浅入深,有效地帮助学生打好最基本的语言基础;
- 强调语言技能教学的整体性,注重培养学生的语言听说能力。

### 使用说明

《前景大学英语(基础版)视听说教程》旨在帮助学生进行听力、口语基本技能训练。本教程在培养学生听懂基本语言单位(如字母、单词、句型等)的基础上,逐步增强学生对语篇的理解能力和对英语的熟练程度。由简到繁,步步深入,循序渐进,全面培养学生的听说能力。

本教程共四册,附有录音文本,练习答案,并配有光盘及教师用书。每册有八个教学单元和两个复习单元,内容不超出同步《前景大学英语(基础版)综合教程》的词汇和语法范围。每单元分为两部分:第一部分为听力训练,包括辨音、选词、听写、填空等题型。这部分练习旨在帮助学生解决最基本的听力困难,并为语篇的整体听力技能训练打下基础。第二部分为口语练习。该部分以功能练习为主。在口语练习中首先给出基本句型,常用语句和与话题相关的词汇,以启发学生开口。该部分既注重模仿记忆,又鼓励学生创造性地说“自己的话”;既提倡语言准确规范,又强调以现实交际为目的。

在使用过程中,考虑到学生是初学者,每单元可视学生实际情况调整播放次数;教师应注意从培养学生的听说技能入手,根据不同的内容与要求从多种角度对学生进行有层次的训练。教师可根据所给的各种题材组织多种形式的课堂活动,并予以指导和评价。

感谢复旦大学出版社的大力支持,感谢所有为本书的出版付出辛劳、提供支持和帮助的人们。本教材在编写过程中,编者参阅了部分国内外相关教材、资料,获得了启发和借鉴,在此一并致以诚挚的谢意!

编者

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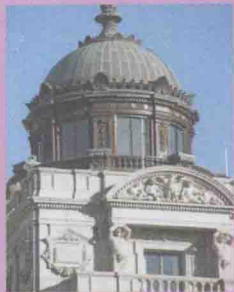




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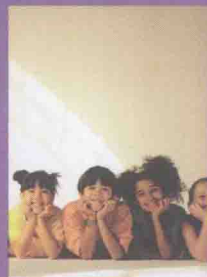
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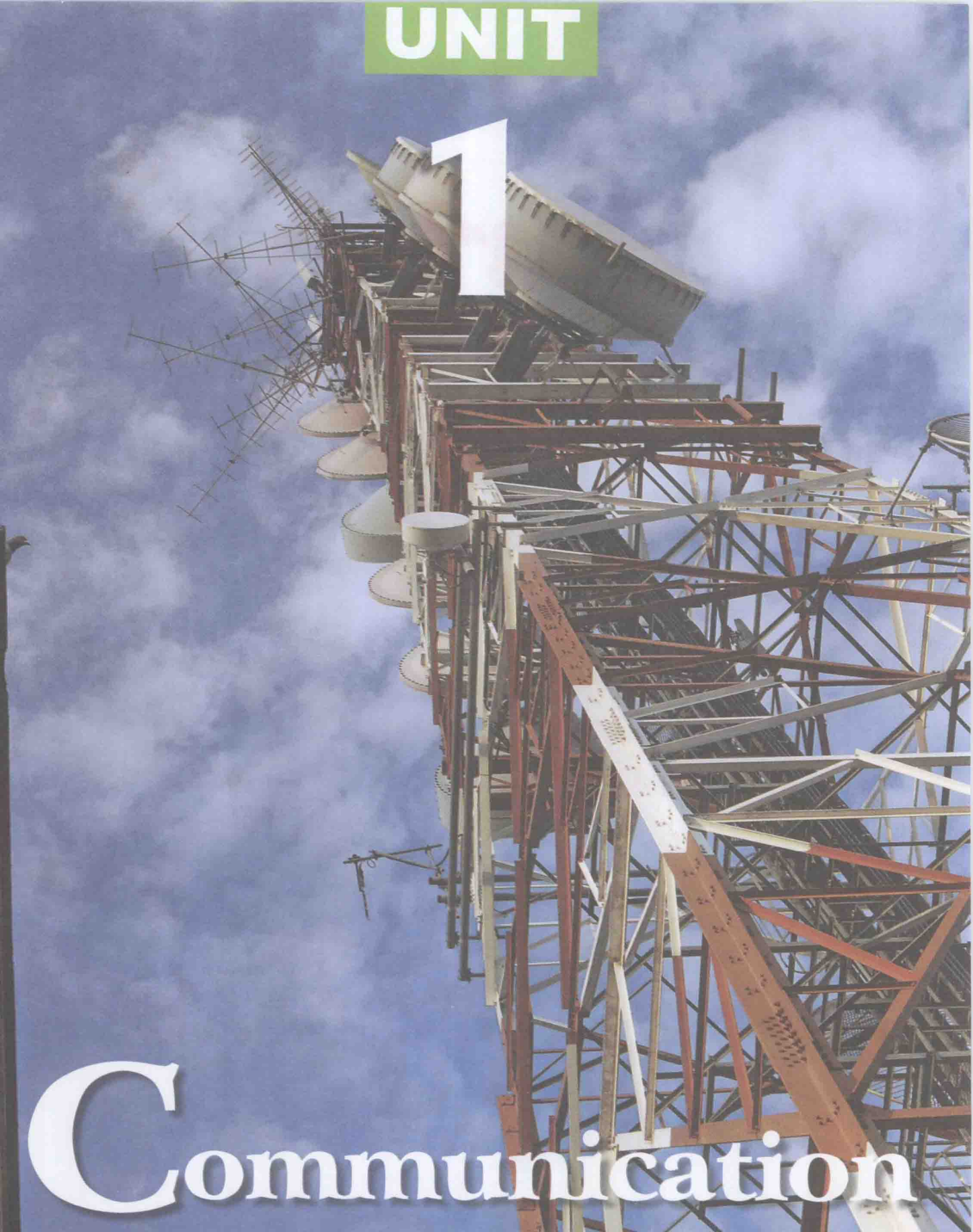


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UNIT

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Communication



# Part A

## Listening Practice



I. Listen to the recording and put down the corresponding number below each picture. Each word or phrase will be read twice.



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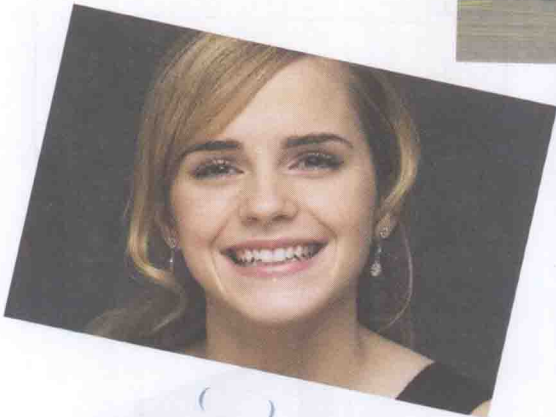
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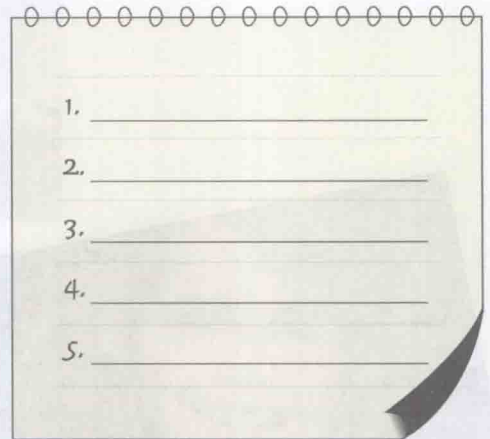
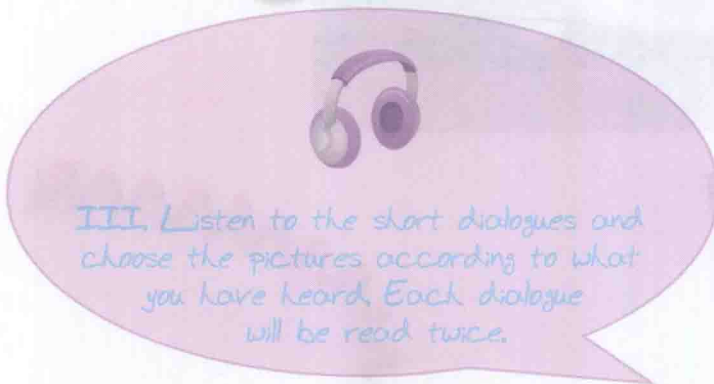
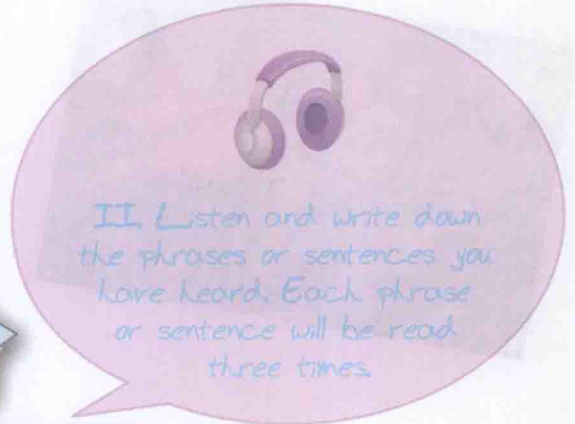
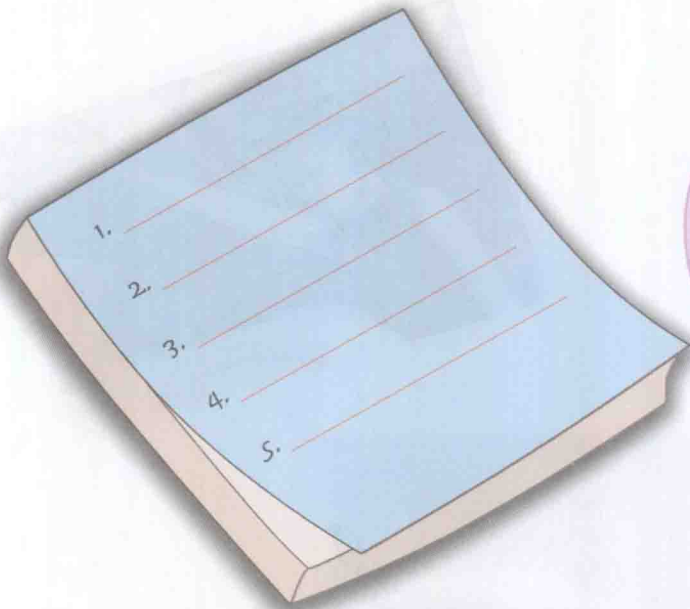


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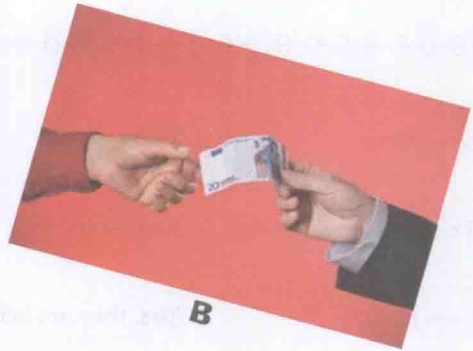




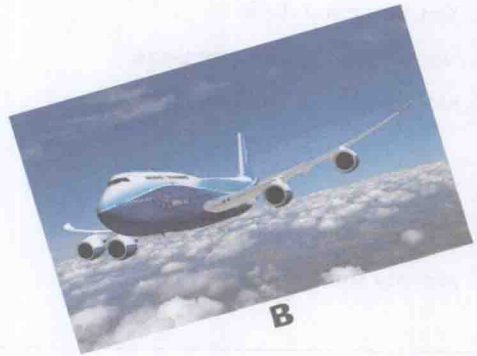
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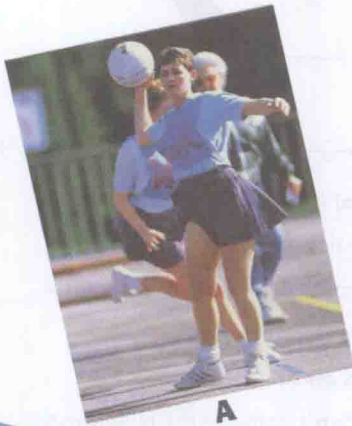
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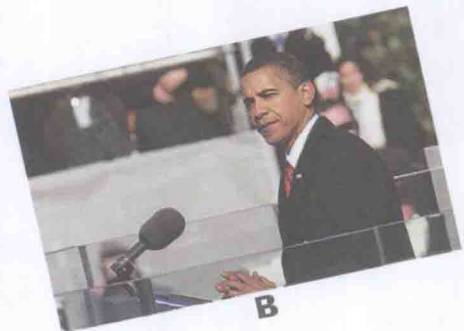
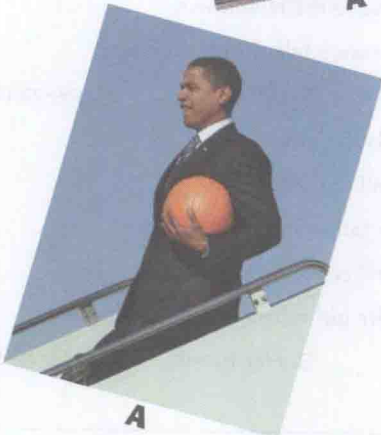
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5.




1. \_\_\_\_\_  
 A. Yes, please.                      B. Yes, I would.                      C. Yes, I like.

2. \_\_\_\_\_  
 A. This is Mike speaking.    B. I am Mike.                      C. Yes, you are.


3. \_\_\_\_\_  
 A. I am here.                      B. Yes, they are here.                      C. Thank you.

4. \_\_\_\_\_  
 A. Yes, you can take it.  
 B. No, you can't take a message.  
 C. No, thanks. I'll call him later.

5. \_\_\_\_\_  
 A. Thanks. It's very nice of you.  
 B. You are welcome.  
 C. No, my smile is not very pretty.



IV. Listen and choose the most proper responses to the sentences you have heard. Each sentence will be read twice.



V. Listen to the conversation and choose the best answers for the questions. The conversation will be read twice.

\_\_\_\_\_ 1. What is the name of the caller?  
 A. Nick.                      B. Nate.                      C. Neil.

\_\_\_\_\_ 2. According to the girl, her father \_\_\_\_\_.  
 A. is not at home  
 B. is on another line  
 C. can't come to the telephone

\_\_\_\_\_ 3. What is the man's telephone number?  
 A. 598-7482.                      B. 587-4728.                      C. 589-7248.

\_\_\_\_\_ 4. The man tells the girl \_\_\_\_\_.  
 A. that he will call again  
 B. to ask her father to call him later  
 C. that he will come later.

\_\_\_\_\_ 5. What does the girl refuse to tell the man?  
 A. Her age.                      B. Her name.                      C. Her address.



VI Listen to the conversation again and fill in the blanks with what you have heard. The conversation will be read twice.

Little Girl: Hello.

Caller: Hello. Is your dad home?

Little Girl: Oh, he can't come to the \_\_\_\_\_ right now.

Caller: OK, well, I need to \_\_\_\_\_ to your dad. Could you take a \_\_\_\_\_?

Little Girl: Yeah.

Caller: This is Nick Johnson. The phone number is \_\_\_\_\_.

Little Girl: \_\_\_\_\_?

Caller: Yeah, right. Could you tell him to call me \_\_\_\_\_ between 7:00 and 8:30?

Little Girl: Ok.

Caller: Alright. Are you his \_\_\_\_\_?

Little Girl: Yeah.

Caller: What's your name?

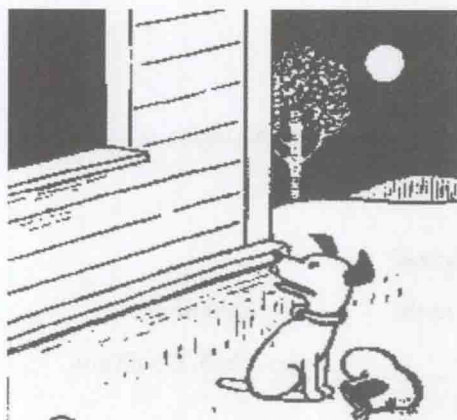
Little Girl: I can't \_\_\_\_\_ you that.

Caller: Ah, that's \_\_\_\_\_ smart. Alright, just tell him I called.

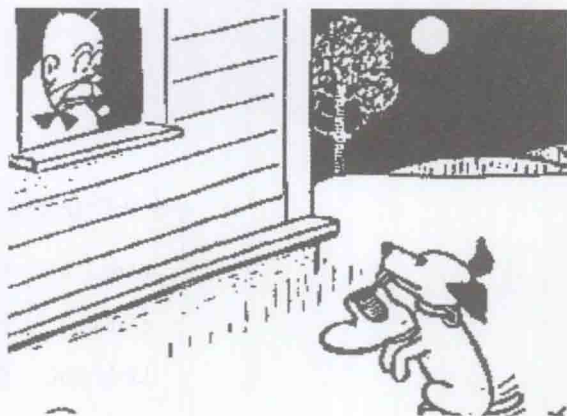




VII. Listen to the recording and sort (排序) the pictures according to what you have heard. Each sentence will be read twice.



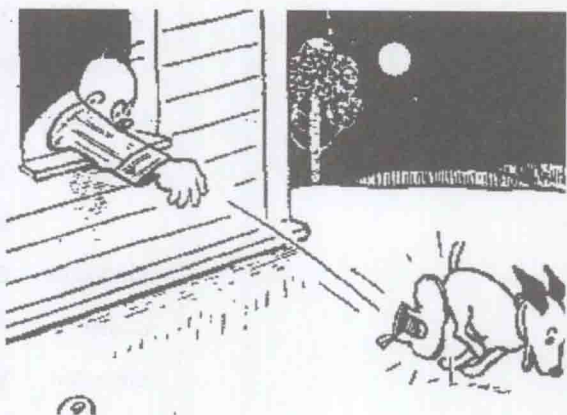
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