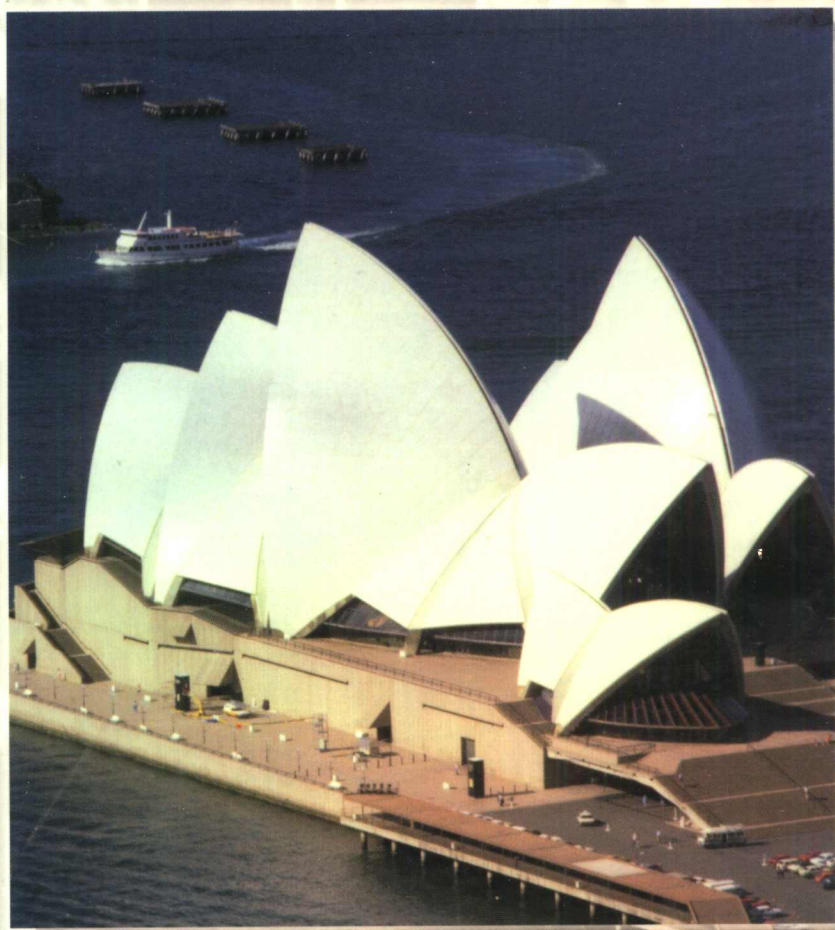


COLLEGE ENGLISH

Listening and Speaking Course 3
Student's Book



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上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

全新版

New

大学英语

听说教程

学生用书

3

普通高等教育“十五”国家级规划教材

COLLEGE ENGLISH

Listening and Speaking Course 3
Student's Book

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《大学英语》系列教材（全新版）

编写前言

1. 编写过程

《大学英语》系列教材自1986年的试用本问世以来，受到广大师生和英语学习者的青睐，先后被千余所院校采用，成为我国高校英语教学的首选教材，并荣获全国高等学校第二届优秀教材特等奖和国家教委高等学校第二届优秀教材一等奖。在这期间，教材曾数度修订，分别在1992年、1997年出版了正式本和修订本，以适应教学需要。然而，随着我国改革开放步伐的加快，社会各方面对大学生的外语学习，尤其是他们的外语实用能力，提出了更高的要求，要求他们不仅应具有较好的阅读水平，而且还要有一定的听、说、写、译的能力。我国的大学英语教学面临着新的挑战。为此，《大学英语教学大纲》进行了修改，并于1999年公布了修订本，从而推动了英语教改的进一步深化。人们纷纷探求更适合我国国情的新的教学路子。教材作为教改的一个重要方面，作为教学思想的一种载体，理应有新的作为。

正是在这种新的形势鼓舞下，上海外语教育出版社组织、策划了《大学英语》系列教材（全新版）的编写工作。在该社的全力支持、协调下，开展了广泛而深入的调研、论证工作，并在此基础上经过精心设计，认真编写出《综合教程》和《听说教程》的样课，于2000年秋季在复旦大学等院校部分班级试用，同时征询了二十多个省市数百所院校的意见。历经近三年时间的准备后，我们决定从今秋起陆续推出全新版，更好地服务于我国的大学英语教学。

《大学英语》系列教材（全新版）（以下简称《全新版》）由复旦大学、北京大学、华东师范大学、中国科学技术大学、华南理工大学、南京大学、武汉大学、南开大学、中国人民大学、中山大学、西安交通大学、东南大学、华中科技大学和苏州大学的数十位资深教授、英语教学专家分工协作、集体编写而成。复旦大学李荫华担任总主编，董亚芬、杨惠中、杨治中担任顾问。

2. 编写原则

1)《全新版》根据《大学英语教学大纲》（修订本）编写，供大学英语教学基础阶段使用。

2)《全新版》编写的指导方针是:立足本国,博采众长,即充分吸取我国在外语教学中长期积累起来的行之有效的经验和方法,同时认真学习、借鉴国外的教学理论和方法,并根据我国当前的教学需要和现有条件,视其可行性,有选择地加以消化、改造、吸收。为此,本教材采用糅合中外多种教学法之长的折衷主义(eclecticism)的教学法。

我们提倡学生自主学习(autonomous learning),即学生应成为学习的主体,主动地、创造性地学习,同时又主张充分发挥教师的主导作用。在缺少外语语境而且学时又较少的情况下,我们认为组织好课堂教学是关键。在课堂,教师首先要讲好课、组织好学生对所学语言进行操练以及模拟真实的语境引导学生学以致用,同时,还应在学习方法上给学生以指导,使他们懂得如何自学并养成良好的自学习惯。

3)《全新版》旨在通过教师的“精讲”和学生的“多练”,通过读、听、说、写、译全方位的各种形式的课堂内外的实践,培养学生具有较扎实的英语语言基础和较强的英语综合应用能力。我们认为学生的操练,特别是说、写方面的实践活动,应以一定量的语言输入为前提。

4)《全新版》主张选用当代英语的常见语体或文体的典型样本作为素材。供阅读的主课文,不仅要语言规范,而且应富有文采、引人入胜、给人以启迪;选文题材应广泛,以反映现实生活为主,科普内容的读物须占有一定比重;体裁应多样;语体兼顾书面语和口语以及正式语和非正式语。

5)《全新版》主干教程——《综合教程》——采用每一单元设一主题的形式。主题选自当代生活中的重大题材。这样可以将语言学习贯穿在了解、思考、探讨现实生活中的各种问题的过程中,充分体现交际法的教学原则。其他教程的相应单元与该主题亦有一定的呼应。

6)《全新版》的练习设计,一切从有利于学生打好语言基础和提高语言应用能力出发,针对我国学生的薄弱环节和实际需要,做到有的放矢;形式尽可能采用交互方式(interaction),如pair work、group discussion、debate等,或采用“任务”方式(task-based approach),如口头或书面就某个问题发表看法等。

7)考虑到学生在读完四、六级后参加大学英语四、六级考试的实际需要,《全新版》除了在各教程中均设有数量一定的类似四、六级考题形式的练习外,还特地将《综合教程》中的Test Yourself设计成四、六级考卷形式,以帮助学生逐步熟悉该考试形式,对其有所准备。

3. 全书框架

全书由下列几部分组成:

综合教程(1—6册)

(每册由8个单元组成)

阅读教程 (1—6册)

(每册由8个单元组成)

快速阅读 (活页)

(每册由8个单元组成)

听说教程 (1—6册)

(每册由16单元组成)

另有供预备级使用的教材一套,组成与上述同,每种教程一册。

另编有**语法手册**一本,供学生课外参考使用。

除快速阅读外,各教程均配有**教师用书**;综合、听说教程配有相应的录音磁带和光盘。

4. 使用说明

建议每两周(8课时)处理系列教材的一个单元,即综合、泛读、快速阅读各一个单元和听说教程两个单元。其中,综合5课时,泛读和快速阅读1课时,听说教程2课时。

使用时,各校可根据具体情况灵活掌握。

编 者

2001年3月

关于《听说教程》的编写

1. 编写宗旨

《大学英语》系列教材(全新版)听说教程是一套为21世纪大学非英语专业学生编写的教程。该教程旨在帮助学生增强在语篇水平上的理解能力;提高他们对所听材料的分析、归纳、判断和推理能力;全面培养学生听的能力和口头表达能力。

本教程在编写中努力注意以下五点:

1. 自始至终以语篇训练为主线。从一开始就培养学生在听的过程中先抓中心思想后抓要点,并要求其养成习惯。
2. 改变以往教材中每篇材料均配有生词、词组的编写模式。
3. 各类练习均编有可供选择的材料,为因材施教创造条件。
4. 多方为学生提供口语表达的素材。学生可参考Language Focus以及samples中给予的用语开展口语活动。
5. 强调各部分的有机配合。

2. 编写框架

全教程共六册,每册配有教师用书以及相应的音带。本书是第三册,内有十六个单元,每单元由四部分组成。

Part A Pre-listening Task 准备活动

围绕课文话题,启发学生开口,为下一步听说练习热身。

Part B Listening and Speaking 听说训练

该部分编有两篇听力材料以及两项口语活动,旨在培养学生听说能力。

内含两个练习:

1. Listening Tasks 培养学生整体理解以及摄取特定信息的能力;让学生能正确领会课文的主要思想及作者的思想感情。
2. Speaking Tasks 重点培养学生连贯表达能力。要求学生能就听到的课文发表感想;参考有正、反两方意见的样板短文(samples)根据设定的话题进行讨论。

Part C Additional Listening 课末听力

配有与主题有关的对话、短文或听写练习。有些课文配有与四、六级考试形式相似的小对话练习。

Part D Home Listening 课外听力

提供一篇课外听力或复合式听写材料。

为了增加教程的趣味性,逢单课编写Leisure Time(轻松一刻),内含歌曲、谚语、幽默或名人名言等。

此外,书末配有两套综合试题,用来测试学生的听力水平。

3. 选材原则

1. 注意信息性、知识性、趣味性与实用性;紧跟时代的步伐,贴近大学生的生活。
2. 注意语言的规范性和题材的广泛性。内容涉及语言学习、校园生活、今日科技、文化、体育、娱乐、日常生活及名人轶事等。

本书由华东师范大学大学外语教学部负责编写。由虞苏美和李慧琴任主编,参加编写的有(以姓氏笔划为序)王敏华、李慧琴、陈美芳、邹瑶美和虞苏美。在本书编写过程中,复旦大学董亚芬教授仔细阅读了全书,提出许多宝贵的意见和建议。英籍专家Tony Ward 审阅了全书。在教材出版之际,谨向他们表示衷心的感谢。

本书录音磁带由上海外语音像出版社出版发行。

编 者

2002年6月

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UNIT 1

Parents

Part A

Pre-listening Task

Questions for discussion

1. Do you think parents' love for their children is the greatest love in the world? Why?
2. Do you often call or write to your parents? What do you usually tell your parents on the phone / in your letters?
3. Do you always remember your parents' birthdays? What do you usually do for your parents on their birthdays?
4. Do you celebrate Mother's Day? How?
5. What is your father / mother like?
6. Do you turn to your father / mother for help when you have problems? Why or why not?

Additional questions for discussion

1. How would you describe your relationship with your parents?
2. Is there a generation gap between you and your parents? How do you resolve your differences?
3. Do you and your parents believe in different values? Are your parents living models of their system of values?

Language Focus

Here are some sentences and structures that you might find useful in discussing the above questions.

Parents' love for their child is selfless / forever strong / never changing.

There is no love like a mother's love for her child.

No bond is stronger than that between parent and child.

My parents always tell me that I'm special / always find time for me when I need comforting and encouragement.

I think of my parents whenever I find that I've made some progress in my studies / when I win an award.

I miss my parents when I'm short of money / when I've got problems / when I don't get on with ... / when I'm sick.

On my parents' birthdays, I usually buy them some gifts with my pocket money / send them cards / visit them or call them no matter how busy I am / tell them how special they are to me / do something creative to try to express my love for them in a special way.

I usually cook something special for my mother on Mother's Day. My father will take me and my mother out for dinner to celebrate.