

高等学校大学英语系列教材

New Trend College English
Practical Listening & Speaking Course

新潮大学英语

实用听说教程

(第一册)

主 编 罗德芬

副主编 王永东 张 珂 乔明选

復旦大學 出版社

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编写说明

当今,大学生学习英语最感头痛的恐怕是听力和口语。很多学生已掌握了相当的词汇,能阅读、翻译相关的文献,但与人交流仍困难重重。经常有学生直截了当问老师,“听力怎么提高?”“怎样提高口语能力?”学生的迫切心情溢于言表,作为英语教师,我们也一直在思考、探究。多年的教学实践中我们体会到:要提高学生的听说能力就需要科学地进行训练,同时,强化语音的学习是帮助学生掌握有关语音知识不可忽视的重要一环。

为此,在本教程的编写过程中,我们是遵循“语音形式感知语言其他成分,从而感知语言”这一规律,按照“语音—听力—口语”这一训练思路来编写的。我们认为科学性与技巧性的结合,在提高听说能力方面一定能取得成效。

本教程编写的依据为教育部颁布的《大学英语课程教学要求》。全书以多种日常话题为内容,循序渐进,旨在培养学生听力、口语的实际应用能力。

本教程共分两册。第一册为大学英语1-2级程度,第二册为大学英语3-4级程度。每册自成体系,各有其侧重点,又相互衔接。每册18个单元,每单元包含三个部分:第一部分为语音训练(Part A Phonetic Practice),第一册包括辨音、音变、句子重音、缩写读音、节奏等,第二册包括节奏和语调;第二部分为听力训练(Part B Listening Practice),由同一话题,不同场景的长短对话、各种体裁的短文组成;第三部分为口语训练(Part C Speaking Practice),是听力部分的延伸,为学生提供更多的同一话题的对话、短文,进行口语训练。

本教程特色:

一、“补差”语音教学

由于我国大学生口音各异,不同程度存在语音障碍,在听音时,常按自己的发音去接受信息,往往听不懂或不能完全听懂没有生词的语音材料,加之没有良好的语音基础,不愿开口说英语。对此,我们在语音训练部分归纳了特别要注意的一些语音现象,如易混的元音、辅音的发音,辅音连缀,爆破,连读,同化,浊化,重音,节奏,语调等,帮助学生了解英语的发音规律,纠正并改善发音,为听说能力的培养打下坚实的基础。

二、沿袭朗读背诵

朗读和背诵是我国源远流长而又行之有效的语言学习方法之一,也是英语学习者克服“哑巴英语”的有效途径。在缺乏良好的听说环境的条件下,朗读和背诵尤为重要。在本教程下册语音部分,我们选编了18篇篇幅适中、内容丰富、语言优美、易于上口的短文,供学生去朗读、去背诵,既可帮助学生潜移默化地把握英语习语的搭配规律和用词特点,还可感受作者那些只可意会不可言传的情感和意境,体会英语的语言美。读得多了、背得多了,一些句型、段落自然也就记住了,英语口语表达能力的提高也就成为必然。

三、重视文化背景

语言是一种独特的社会文化现象,它不能脱离文化环境而孤立存在。听力练习中,常常要对以“文化”为核心内容的了解、参与、推理才能顺利完成。在听力练习中,有时明白了材料中的词汇和句子,但不能领会其含义,原因之一是缺乏文化背景知识。因此,本教程的听力选材,我们充分考虑了这一因素。听力部分的对话与短文包括了各种不同场合的英语交流活动,涉及英美等国的日常生活、风土人情、政治经济等各方面知识,内容丰富、涵盖面广、语言规范,既是生动的听力材料,又丰富了学生的知识,有利于学生正确运用英语与人交流。

四、坚持听说结合

听与说是不可分割的整体。要能说得出,必须听得懂,只有听懂了,才能说得上。本教程的听力与口语材料按同一话题选编,有一定的横向联系,有利于学生在这些话题内掌握更多的相关词汇、表达方法和应用技巧,进而提高驾驭英语的能力。教材中配备的听力练习形式多样,包括选择题、是非题、填空题、问答题等;口语练习围绕听力材料,有个人的主题发言,故事串讲,小组讨论、评论,也有集体的角色扮演,游戏等。学生能在多样的语言活动中提高听说水平,增强交际能力。

五、注重实用效果

为增强实用效果,本教程编排了4个附录。

附录1为常用口语会话句型。本书突破了英语情景会话传统的对话模式,设计了18组内容涉及学习、工作、生活等社会诸多方面的场景中常用功能性句型。这些句型规范、惯用,易于举一反三,既适应听说训练的实际需要,又能满足学生开口说英语的愿望。

附录2为字母组合的语音规则。英语学习中,单个音标能发准。并不等于

单词能够读准。英语中一个字母可能有几个读音或几个字母读同样一个音。虽然拼写和读音之间关系复杂,但还是有规律可循。该附录提供的语音规则,可帮助学生更快捷地掌握单词的拼法和读音。

附录3为美英发音对照。就语音而言,美国音和英国音在少数元音和辅音上存在差异,语调也有些不同。目前,大学英语使用的教科书,单词的标音基本上是采用英国音,但听力材料又多是美国音。为扫除学生的听力障碍,本附录列出了美英发音的一些主要差异。当然,美英发音的差异并不影响交流。不论是学美国音还是英国音,练好语言的基本功是最重要的。

附录4为中美节假日。旨在帮助学生用英语正确表达中美节假日。

本教程编者一直从事大学英语听说教学,深知学生最需要什么,所以在编写过程中,力保本书形式新颖,内容充实,语言规范。考虑到国内大专院校学生水平的差异,本书从内容到练习的设计均从易到难,循序渐进。下册配有与四、六级考试形式相似的练习,适用于各类院校的英语教学以及英语自学者学习。

本教程第一册供一年级使用,第二册供二年级使用。第一册的语音部分建议第一学期完成,可集中授课,也可每周二单元。教师可根据学生的实际水平灵活掌握全书的进度。

全套教程由罗德芬主编,第一册副主编为:王永东、张珂、乔明选;第二册副主编为:何赫然、傅晓燕、胡玉辉。全套教程由罗德芬提出编写大纲,并负责全书统稿定稿,王永东参加了全书的修改和定稿工作。具体编写情况为:罗德芬编写了第一、二册的语音与附录,第二册听力;王永东编写了第一册听力;傅晓燕、何赫然编写了第二册听力;张珂、成娇林、曾莲英、李定国编写了第一、二册口语。

本书如有疏漏之处,祈望使用者不吝赐教。

编者

2007年11月

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Unit 1

Life on Campus

Part A Phonetic Practice

Sound Recognition

Listen to the tape, read aloud and compare.

/i; ɪ /	beat / bit	cheek / chick	feel / fill	green / grin
	he's / his	leave / live	read / rid	steal / still
	seen / sin	we'll / will		
/e æ/	bed / bad	dead / dad	guess / gas	head / had
	leg / lag	lend / land	mess / mass	said / sad
	then / than	very / valley		

Word Stress

Listen to the tape, read aloud and pay attention to the word stress.

(1)	English	language	student	airline	background	cargo
	error	furnish	handy	salad	violence	meeting
	people	mixture	certain	software	speaker	question
	answer	person	native	women	formal	weekend
	later	system	realize	current	credit	setback
(2)	begin	control	desire	invest	intent	impose
	unknown	transport	disguise	compel	patrol	confirm
	insure	ashore	reverse	behalf	impress	unload
	betray	transfer	create	transplant	enhance	event
	extent	advice	observe	except	divide	protest