

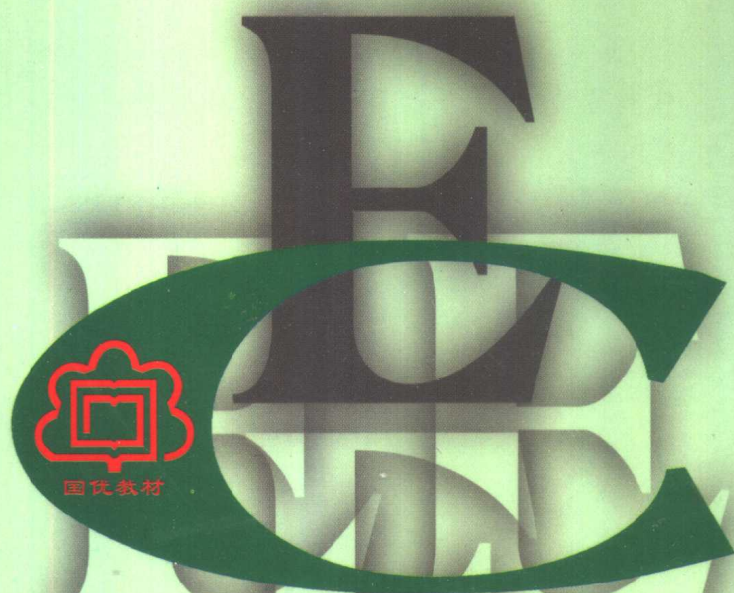
听力

FOCUS

LISTENING

教师用书

Teacher's Book



College English

全国高等学校第二届优秀教材特等奖
国家教委高等学校第二届优秀教材一等奖

高等学校教材

上海外语教育出版社



修订本

大学英语

5

Shanghai Foreign Language Education Press

总主编 董亚芬

大学英语

College English (修订本)

(Revised Edition)

听 力

Focus Listening

第五册

教师用书

Teacher's Book

虞苏美 李慧琴 (主编)
关肇远 吴稚倩 武凝秋

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修 订 本 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,于1986年出版试用本,1992年出版正式本。

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,供1—6级使用;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;泛读教程1—6级也配有教师用书。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。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分工编写,复旦大学董亚芬担任总主编。前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。

这次修订是在广泛听取全国各地使用本系列教材的教师们的意见,并通过问卷形式对数以万计的师生征求意见的基础上进行的。大学外语教学指导委员会综合大学英语组对本教材的修订提供了多方面的指导与帮助。修订的宗旨是“面向21世纪,将大学英语教学推上一个新台阶”。修订本根据各教程的具体情况,对课文作适当调整,提高大纲词汇的覆盖率和常用词汇的重现率,进一步完善练习,突出重点词语的操练;同时加强各教程间的横向联系,做到既自成体系又相互补充,形成整体。修订本更加注意文、理、工、农、医等各科的通用性,力求给学生打好“宽、厚、牢”的语言基础。

《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、李慧琴担任主编。参加第一、二册编写和录音编制的有关肇远、毛士国和武凝秋,参加第三至六册的有关肇远、吴稚倩和武凝秋。杨霞华担任主审。本教程还承澳籍专家 Jane Crawford 和 Elizabeth Craven 以及英籍专家 Anthony J. Ward 协助审阅。

本书为听力教程修订本第五册教师用书,供大学英语教师使用,美籍专家 John Parker 对本教程的修订计划提出了宝贵意见。参加修订本编写的有虞苏美和李慧琴。录音由武凝秋参加编制。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。谨此一并致谢。

由于编者水平与经验有限,教材中难免还有不足之处,希望广大读者批评指正。

本书录音磁带由上海外语音像出版社出版发行。

编 者
1998年3月

使用说明

《大学英语》听力教程修订本第五、六册除继续遵循一至四册的有关编写指导思想外,还突出以下几点:

1. 技能训练由一至四册的单项技能训练转为综合技能训练,强调语篇水平上的听力训练。

2. 题材有较大的改变,不再局限于日常生活,更多的是有关语言学习、社会问题、科普知识等方面的内容,体裁以短文为主。

3. 加强说的能力的培养。在保证学生有足够的听力训练的基础上,每课安排适量的说的练习,以逐步提高学生口头表达能力。

4. 录音采用部分原声材料,提高了语言的难度和真实感。

本书为听力教程修订本第五册教师用书。全书共 15 课,供大学英语教师使用。7 课后有一套期中测试题,15 课后有一套期终测试题。

第五册包括教师用书、学生用书和录音磁带。

一、教师用书每课列出该课的教学目的(Teaching Objectives),包括对听和说的具体要求,分三个部分:

1. 第一部分为听录音、书面练习和口头练习(PART A Listen, Write and Speak),是每课的中心部分。其中包括:(1)有声材料的文字资料(Tapescript);(2)语言和文化背景注释(Language and Culture Notes),供教师参考使用,以扫除学生理解方面的难点并扩大他们的知识面;(3)口、笔头练习题和答案(Exercises with Key)。练习中的第一、二项要求学生边听边做,不仅从整体上理解所听材料,而且抓住某些重要的细节;第三项为口头练习,要求学生根据所听内容回答问题,进行复述或讨论,或引用材料的原文,或鼓励他们用自己的语言抒发己见。教师可视学生程度、班级人数、教学时间等具体情况,灵活掌握。

2. 第二部分为听力欣赏材料(PART B Listen and Relax)。内容有歌曲、诗歌、幽默、谜语、绕口令等,旨在让学生在三至五分钟轻松的语言环境中培养语感,提高学习兴趣。这部分不计成绩。

3. 第三部分为听力提高训练(PART C Further Listening)。形式为一篇短文(Mini-talk)和五道选择题。根据训练从严的原则,短文在语言难度和语速上都略超大纲要求,以培养学生的听力理解能力。

二、学生用书除不包含录音文字、语言和文化背景注释和练习答案外,其基本结构与教师用书相同。此外,每课列出该课重点训练技能(Learning Skills),包括对听和说的具体要求,分三个部分:

1. 第一部分列出听力材料的语言要点(Key Language),包括单词、短语和句型,并注以中文释义,单词还注出音标。学生对此部分须进行预习。练习中的第一、二项在课内完成后,学生可根据教师的讲解和评分标准计算出自己的成绩并记录在后,供自我评估参

考;第三项为口头练习。学生可参照所听材料中的内容,也可根据自己的体会用自己的语言表达。这项练习不计成绩。

2. 第二部分为听力欣赏材料。

3. 第三部分为听力提高训练。第二、三部分的具体要求见教师用书部分的说明。

三、录音磁带:

包括全部课文、练习和练习指导的录音,正文大部分为原声材料。练习顺序和间歇时间基本按教学要求编排。教师也可根据学生的具体情况,自行灵活掌握使用。

本书录音磁带由上海外语音像出版社出版发行。

编 者

1998 年 3 月

突破传统教学模式,提高大英教学质量

《大学英语》(修订本)多媒体系列教学光盘正式出版

为了繁荣我国的大学外语教育事业,支持我国的大学外语教学改革,上海外语教育出版社开发了《大学英语》(修订本)多媒体系列教学光盘。该系列教学光盘与《大学英语》(修订本)系列教材同步。精读和听力的每册教材各配 2 张光盘。

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LESSON 1

Language Learning

Teaching Objectives

1. Familiarizing the students with the kind of language used in lectures.
2. Giving the students some training in note-taking.
3. Allowing the students a chance to talk about their problems in learning English.

PART A Listen, Write and Speak

Problems Facing Foreign Students

Tapescript

Today I'd like to talk about some of the problems that students face when they follow a course of study through the medium of English — if English is not their mother tongue.

The problems can be divided into three broad categories: psychological, cultural and linguistic. The first two categories mainly affect those who come to study in Britain from Asia and Africa. I'll come to comment only briefly on these two categories and then spend most of the time looking at linguistic difficulties which apply to everyone. Some of the common psychological problems really involve fear

of the unknown: for example, whether one's academic studies will be too difficult. Looking at the cultural problems, we can see that some of them are of a very practical nature, for example, arranging satisfactory accommodation. Others are less easy to define.

The largest category seems to be linguistic. Let's look at this in some details. Most students, in their own countries, will have little opportunity to practise using English. When foreign learners first have the opportunity to speak to an English-speaking person they may have a shock: they often have great difficulty in understanding! I'll just mention three of the possible reasons for this.

First, it seems to students that English people speak very quickly. Second, they speak with a variety of accents. Third, different styles of speech are used. For all of these reasons students will have difficulty, mainly because they lack everyday practice in listening to English people speaking English.

What can a student do then to overcome these difficulties? Obviously, attend English classes and, if a language laboratory is available, use it as much as possible. He should also listen to programs in English on the radio and TV. Perhaps most important of all, he should take every opportunity to meet and speak with native English-speaking people.

In addition, the student probably has difficulty in speaking English fluently. The advice here will seem difficult to follow but it's necessary. Firstly, he must simplify what he wants to say so that he can express himself reasonably clearly. Secondly, he must try to think in English, not translate from his mother tongue. This will begin to take place only when his use of English becomes automatic. Using a language laboratory and listening to English as much as possible will help.

Language and Culture Notes

Background Information Countries like Britain and the U.S. receive a large influx of overseas students every year. As the medium of instruction is English, foreign students, no matter what their majors are, will have linguistic problems apart from cultural and psychological ones. To help these students, most universities have special advisers who are to assist them in every way all through their courses of study. And each student is under the supervision of a tutor to whom the student can turn for advice.

In addition, there are many language schools which offer all kinds of short-term courses to help foreign students overcome language difficulties.

Exercises with Key

1. **Directions:** Listen to the lecture and choose the best answer to each question you hear. (10 points)

1. What does the lecture mainly discuss?
 - a. Problems in learning English.
 - b. Some of the problems that face learners of English.

- c. Foreign students' problems in Britain.
- d. Language problems that face foreign students in Britain.
- 2. What kind of students is the speaker referring to?
 - a. Foreign students learning English.
 - b. Foreign students taking academic courses in Britain.
 - c. Foreign students taking courses in conversational English.
 - d. Foreign students who are psychologically unstable.
- 3. Why do students have difficulties in understanding English speech?
 - a. Because they had very little chance to hear authentic English before.
 - b. Because they have a limited vocabulary.
 - c. Because they find it hard to pronounce English words correctly.
 - d. Because they are especially weak in listening and speaking.
- 4. How, according to the speaker, can foreign students learn to speak English fluently?
 - a. Express simple ideas.
 - b. Try to think in English.
 - c. Speak English as much as possible.
 - d. Attend English classes.
- 5. Which of the following statements can be inferred from the passage?
 - a. Cultural problems are not too difficult to solve because they are practical in nature.
 - b. It is essential for foreign students to get used to a variety of English accents.
 - c. The language barrier is the commonest problem facing foreign students.
 - d. Translation from one's mother tongue is necessary when one is not able to think in English.

II. **Directions:** Listen to the three parts of the lecture one by one. Each part will be read twice. As you listen, make notes to help you complete the following charts. (10 points)

1.

types of problems	(1) <u>psychological</u>
	(2) <u>cultural</u>
	(3) <u>linguistic</u>
2.

possible reasons for foreign students' difficulty in understanding English people	(4) <u>They speak very quickly.</u>
	(5) <u>They speak with different accents.</u>
	(6) <u>They use different styles of speech.</u>

3. advice to students who have the above difficulty	(7) <u>Attend English classes.</u>
	(8) <u>Use a language lab as much as possible.</u>
	(9) <u>Listen to programs in English on the radio and TV.</u>
	(10) <u>Take every opportunity to meet and speak with native English-speaking people.</u>

III. **Directions:** Answer the following questions orally. You can either use the points you have just learned from the lecture, or speak from your own experiences.

1. What kinds of problems will a student have in a foreign culture?

Use the structure: First(ly), ...

Second(ly), ...

Third(ly), ... etc.

2. What can you do to improve your listening comprehension?

(See Tapescript.)

TOTAL SCORE: 20 POINTS

PART B Listen and Relax

A Song

It's a Long Way to Tipperary

Directions: Listen to the song 'It's a Long Way to Tipperary'. Supply the missing words and sing along.

It's a long way to Tipperary,

It's a long way to go.

It's a long way to Tipperary,

To the sweetest girl I know.

Goodbye, Piccadilly!

Farewell, Leicester Square!

It's a long, long way to Tipperary,

But my heart's right there.

Notes

1. This is an old Irish song and one of the best known songs of World War I.
2. Tipperary /'tipərəəri /: a county in South Ireland
3. Piccadilly /'pikədili /: a big street in downtown London
4. Leicester /'lestə / Square: a district in downtown London

PART C Further Listening**Mini-talk**

Directions: You are going to hear a short passage. It will be read just once. Listen carefully and choose the best answer to each question you hear. (10 points)

At the age of 64 and having only a 1937 diploma from an apprentice training school, I decided to enroll in a new weekend college program at Findley College in Ohio — now the University of Findley. The result is I was granted dual B. A. diplomas in 1985 at the age of 69. My degrees are in business administration and information systems analysis, which means computers.

My 'excuse' for going to college at that age was to find out what I did right in business for 33 years. The second reason was to prove to myself that I was an 'A' student — which I accomplished by making the dean's list the second semester.

Because the dean of the college knew that I expected to be treated like any other student, we both laughed about the professor who rushed into the dean's office and exclaimed, 'I have a trustee of the college in my class! What do I do?' When the dean told me about it, my response was, 'I hope you told him to fail me if I didn't do the work.' The dean replied, 'That is exactly what I told him.'

Notes

1. the dean's list: 学院院长公布的优秀学生名单
2. trustee: 董事

1. When did the speaker receive his diplomas?
 - a. 1937;1985.
 - b. 1933;1964.
 - c. 1937;1980.
 - d. 1933;1985.
2. The speaker received two B. A. degrees after a five-year study at a college. What subjects are these degrees in?
 - a. Computers and Information System.
 - b. Business Management and Law.

- c. Engineering and Computers.
 - d. Computers and Business Administration.
3. What was one of the reasons why the speaker went to college?
- a. He wanted to prove to himself that he had done right during his long years in business.
 - b. He wanted to find out what he had done wrong during his long years in business.
 - c. He wanted to discover what he had done right during his long years in business.
 - d. He wanted to prove to himself that he had been a very good administrator.
4. Why did the professor feel so nervous when he found the speaker sitting in his class as one of his students?
- a. Because the speaker was quite old and respectable.
 - b. Because the speaker was a trustee of the college.
 - c. Because the speaker was already a successful businessman.
 - d. Because the speaker was a very good administrator of a large company.
5. What is the main lesson to be drawn from the passage?
- a. Age does not interfere with learning.
 - b. It's never too late to resume education.
 - c. Work experience should be backed up by formal learning.
 - d. Work experience makes study much easier.

TOTAL SCORE: 10 POINTS