

<<大学英语听说>>

图书基本信息

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## &lt;&lt;大学英语听说&gt;&gt;

## 前言

《大学英语》是遵照1986年国家教委审定的《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、听说、快速阅读和语法与练习五种教程，由全国六所重点大学合作编写。教材于1986年出版试用本，1992年出版正式本，并于同年9月荣获全国高等学校第二届优秀教材特等奖，以及国家教委高等学校第二届优秀教材一等奖。

1998年，在广泛征求意见的基础上，《大学英语》系列教材根据《大学英语教学大纲（高等学校本科用）》进行了第一次修订。

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。

为了推进大学英语教学改革，适应社会各界对大学生英语能力的要求，教育部于2004年颁布了《大学英语课程教学要求（试行）》（以下简称《课程要求》）。

遵照《课程要求》对大学英语提出的教学目标，即“培养学生的英语综合应用能力”，编者于2004年决定对教材进行第二次修订，以满足新时期国家和社会对人才培养的需要。

本次修订原则： 1.教材的定位不变。

《大学英语》是综合教育型（English for integrative purposes）而非特殊目的型（English for specific purposes）的教材，旨在帮助大学本科各专业学生进一步打下扎实的语言基础。

2.选材原则不变。

正因为《大学英语》是综合教育型的，选材必须做到题材广泛，体裁多样，语言规范，有利于打好语言基础。

选材遵循三性原则，即趣味性、知识性、可思性，以激发学生学习英语的兴趣。

3.在更新课文时注意经典性与时代性的融合，科普性与文学性的融合，使选文内容经得起时间考验，文字经得起反复咀嚼。

这两个融合是教材可教性与可学性的保证，也是教材生命力之所在。

4.本次修订按照《课程要求》所提出的培养“英语综合应用能力”这一目标，着重考虑增强听与说的训练，提高听与说尤其是说的要求。

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### 内容概要

本书为听说教程第六册的教师用书。

全书共十个单元，设十个话题。

十个单元后提供两套综合试题。

每单元设A、B、C、D、E五个部分： Part A Listening Activities 听力训练：这部分提供两个练习，旨在帮助学生1)获取重要的交际能力，2)掌握多种听力技能。

Part B Speaking Activities 口语训练：这部分的口语活动主要围绕课文内容及各种交际功能展开。

练习形式由浅入深，有利于启发学生开口。

每逢双课提供与课文话题有关的交际功能及常用语言表达方式，通过练习使学生学到如何得体地进行日常对话。

Part C Listen and Relax 听力欣赏：这部分的内容有歌曲、诗歌、幽默、笑话、谜语、绕口令、谚语、名人名言等，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。

Part D Further Listening 听力提高训练：形式为两篇听力材料和练习。

练习题的形式多种多样，旨在提高学生的理解能力和应变能力。

Part E Home Listening 课外听力训练：提供两篇与课文同一话题的听力材料及练习，供学生课外自学。

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## 书籍目录

UNIT 1 PART A Listening Activities Conversations Telephone Messages for Mr Dawson PART B Speaking Activities Pair Work PART C Listen and Relax A Song PART D Further Listening Conversations Important Messages A Conversation Are You Ringing About the Party? PART E Home Listening Conversations Can I Take a Message? A Conversation It's Martin Speaking

UNIT 2 PART A Listening Activities A Passage Dr Coleman's Sabbatical Leave PART B Speaking Activities 1. Pair Work 2. Communicative Function: Describing Personal Experiences PART C Listen and Relax Famous Sayings PART D Further Listening A Story A Funny Thing Happened to Me A Passage My Experience in a Restaurant PART E Home Listening Conversation 1 A Frightening Experience Conversation 2 What Happened?

UNIT 3 PART A Listening Activities A Passage The Life Story of Ernest Hemingway ... PART B Speaking Activities Pair Work PART C Listen and Relax Quotations PART D Further Listening Passage 1 Dr Chu and His Superconductor Passage 2 Pablo Picasso PART E Home Listening Passage 1 Walt Disney Passage 2 Jane Austen

UNIT 4 PART A Listening Activities A Conversation Sleeping Habits PART B Speaking Activities 1. Pair Work 2. Communicative Function: Talking About Dreams and the Interpretation of Dreams PART C Listen and Relax A Song PART D Further Listening Passage 1 Cats Are Creatures of Habit Passage 2 Is the Sleepwalker Actually Awake or Asleep?.. PART E Home Listening Passage 1 What Your Dreams Tell You Passage 2 A Poll

UNIT 5 PART A Listening Activities Conversations A New Way of Life PART B Speaking Activities 1. Pair Work 2. Discussion Questions .....

UNIT 6 UNIT 7 UNIT 8 UNIT 9 UNIT 10 TEST 1 TEST 2 APPENDIX

## 章节摘录

Judson invented the first zipper in 1891. This ingenious ( 巧妙的 ) little device ( 发明物 ) looks very simple , and the principle behind it is simple , too ; yet it took twenty-two years , together with another inventor to make the zipper really practical. The zipper had to be produced cheaply , because no one would pay a lot of money for it. Judson invented a machine to mass—produce his slide-fastener. But the machine was terribly complicated and kept on breaking down. So in 1905 Judson invented a new fastener , which was easier to manufacture ( 制造 ) . Clothing manufacturers, however , were not the least bit interested in trying out the fasteners , so the only way Judson could get them on to the market was by letting pedlars ( 沿街叫卖的小贩 ) sell them from door to door. Moreover, the new fastener was stiff and clumsy and had a bad habit of bursting open at inconvenient times. Then a young Swedish engineer called Sundback came to work for Judson ' S struggling company. He thought hard and decided that the interlocking ( 互相扣住的 ) parts needed to be much smaller to give the fastener greater flexibility ( 灵活性 ) and to stop it bursting open. After several attempts , Sundback invented a really practical fastener in 1913. It is in all important ways the same as the one we use today. Clothing manufacturers still refused to use the fastener. But in 1918 an inventor showed the American army a flying suit he had invented. It happened to use the slide-fastener. The army put the suit through such tough tests that it disintegrated ( 瓦解分裂 ) -all except the fastener !

A Navy officer happened to see the tests , and Judson ' s unknown little company got an order for ten thousand fasteners. Later Judson ' s invention was used in the manufacture of rubber galoshes ( 高统橡皮套鞋 ) by a big company. They called the galoshes ' 'Zippers ' ' . This is how the slide-fastener got its popular name.

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## 编辑推荐

《大学英语：听说5（学生用书）（第3版）》以《大学英语课程教学要求（试行）》为依据，历经三年调研，汲取全国百所高校师生的建议和意见，旨在发扬我国大学英语教学的优良传统，推广成功经验，为新时期人才培养再作贡献。

融合传统与现代教学理念：强调打好扎实语言基本功，突出综合应用能力的提高；发挥综合优势，完善原有体系：大幅度、全方位修订《精读》、《泛读》、《听力》、预备级《泛读》、预备级《听力》，重编《快读阅读》、预备级《精读》，删繁就简《语法与练习》；调整起点，充实优化素材：1800词起点（预备级1300词）；选材全面完备，经典性与现代性、文学性与科普性完美匹配；革新练习，五种技能并重：阅读材料丰富多彩，听力训练形式多样，词汇练习注重复现，语法操练循序渐进，翻译训练实用全面，口语活动精彩纷呈，写作训练由浅入深，四、六级口、笔试中学生常犯的语言错误讲解分析精辟实用；辅以现代教育技术手段，充分满足教学需要：同步推出与纸质教材配套的电子教案和学生学习光盘，帮助教师构建新型的课堂教学模式，为学生创造自主式、交互式的学习环境。

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