



普通高等教育“十一五”国家级规划教材

21 世纪英语专业系列教材

英语听力教程

*English Listening
for College Students*

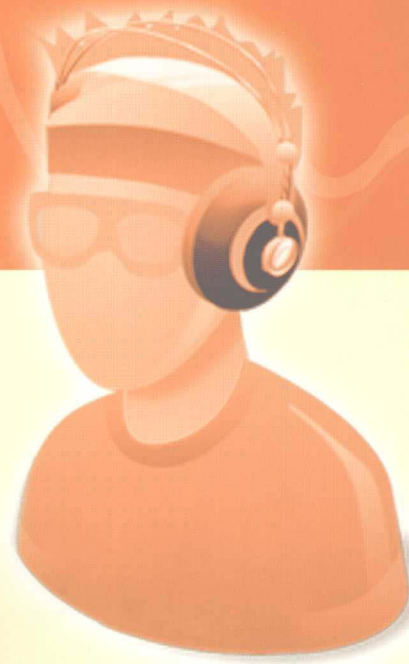
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总主编 梅德明

主编 李欣



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英语听力教程

1

总主编 梅德明

主编 李书欣

编者 杨春雷 葛忆翔



北京大学出版社
PEKING UNIVERSITY PRESS

举报电话: (010) 82528234

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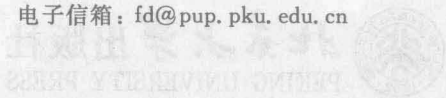
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举报电话: (010)62752024 电子信箱: fd@pup.pku.edu.cn



21世纪英语专业系列教材编写委员会

(以姓氏笔画排序)

王守仁 王克非 申 丹

刘意青 李 力 胡壮麟

桂诗春 梅德明 程朝翔

总序

北京大学出版社自 2005 年以来已出版《语言与应用语言学知识系列读本》多种,为了配合第十一个五年计划,现又策划陆续出版《21 世纪英语专业系列教材》。这个重大举措势必受到英语专业广大教师和学生的欢迎。

作为英语教师,最让人揪心的莫过于听人说英语不是一个专业,只是一个工具。说这些话的领导和教师的用心是好的,为英语专业的毕业生将来找工作着想,因此要为英语专业的学生多多开设诸如新闻、法律、国际商务、经济、旅游等其他专业的课程。但事与愿违,英语专业的教师们很快发现,学生投入英语学习的时间少了,掌握英语专业课程知识甚微,即使对四个技能的掌握也并不比大学英语学生高明多少,而那个所谓的第二专业在有关专家的眼中只是学到些皮毛而已。

英语专业的路在何方?有没有其他路可走?这是需要我们英语专业教师思索的问题。中央领导关于创新是一个民族的灵魂和要培养创新人才等的指示精神,让我们在层层迷雾中找到了航向。显然,培养学生具有自主学习能力和能进行创造性思维是我们更为重要的战略目标,使英语专业的人才更能适应 21 世纪的需要,迎接 21 世纪的挑战。

如今,北京大学出版社外语部的领导和编辑同志们,也从教材出版的视角探索英语专业的教材问题,从而为贯彻英语专业教学大纲做些有益的工作,为教师们开设大纲中所规定的必修、选修课程提供各种教材。《21 世纪英语专业系列教材》是普通高等教育“十一五”国家级规划教材和国家“十一五”重点出版规划项目《面向新世纪的立体化网络化英语学科建设丛书》的重要组成部分。这套系列教材要体现新世纪英语教学的自主化、协作化、模块化和超文本化,结合外语教材的具体情况,既要解决语言、教学内容、教学方法和教育技术的时代化,也要坚持弘扬以爱国主义为核心的民族精神。因此,今天北京大学出版社在大力提倡专业英语教学改革的基础上,编辑出版各种英语专业技能、英语专业知识和相关专业课程知识的教材,以培养具有创新性思维和具有实际工作能力学生,充分体现了时代精神。北京大学出版社的远见卓识,也反映了英语专业广大师生盼望已久的心愿。

由北京大学等全国几十所院校具体组织力量,积极编写相关教材。这就是

说，这套教材是由一些高等院校有水平有经验的第一线教师们制定编写大纲，反复讨论，特别是考虑到在不同层次、不同背景学校之间取得平衡，避免了先前的教材或偏难或偏易的弊病。与此同时，一批知名专家教授参与策划和教材审定工作，保证了教材质量。

当然，这套系列教材出版只是初步实现了出版社和编者们的预期目标。为了获得更大效果，希望使用本系列教材的教师和同学不吝指教，及时将意见反馈给我们，使教材更加完善。

航空业已经开通，我们有决心乘风破浪，奋勇前进！

北京航空航天大学 2002 年 10 月

胡壮麟
北京大学蓝旗营

前言

在听说读写四项语言技能中,听力的重要性毋庸置疑。根据第二语言习得理论,语言的输入是语言习得的最基本条件,没有语言的输入就没有语言的习得。因此,在外语教学中,要提高学习者的语言能力,使其熟练得体地运用语言进行交际,听力起着举足轻重的作用。本套教材根据《高等学校英语专业英语教学大纲》的精神和要求,旨在通过科学的教育方法,系统连贯地培养学生的听力能力和跨文化交际能力。

本套教材按主题式教学设计,每册由16个单元组成,每单元以两课时安排。编写遵循以学生为中心(student-centered),任务为基础(task-based)和语篇为导向(discourse-oriented)的原则,将教学模式分为听前(pre-listening)、听中(while-listening)和听后(post-listening)三个阶段。每个单元包括七大版块:1. lead-in(课文导入); 2. world link(时事新闻); 3. chat room(聊天空间); 4. show time(影视听力); 5. lecture hall(学术课堂); 6. extra credit(补充资讯); 7. wrap-up(单元小结)。除了第一和第七部分,其他五个部分均包含两项任务(task),前一项是听力练习,后一项是口头练习。

通过设计形式多样的学习任务,教师可以循序渐进地向学生介绍一些常用的听力方法,如 listening for detailed information; listening for specific words; listening for definitions; listening for the main idea; making inferences; practicing note-taking skill; 等等。在后一项的输出训练中,学生可以结合有意义的输入(meaningful input),现学现用、活学活用,增加大脑中的有效图式(schema),完成意义的解码和构建。事实证明,在培养学生的听力过程中辅以跟读(shadowing)、重复(repeating)、讨论(discussing)、情景对话(role-playing)、要点总结(summarizing)等口语练习,能极大地促进学生的听力,全方位地提高学生的语言交际能力。

教材内容丰富多样,新颖生动,贴近生活,符合年轻学员的心理。Training focus 明确了每项任务的训练目的,Word bank 方便学生掌握材料中出现的生字词组,Background information 让学生了解和品味英语国家的文化背景及风土人情。Wrap-up

有利于学生自我监控学习效果,从而实现最佳学习效果。

第一册使用阶段是一年级第一学期,选材注重通识教育和中国元素,在引进和介绍西方文化的同时突出中国文化的内涵,增加学生中国文化知识的积累。学生在完成该册的学习任务后,能在听完录音之后准确迅速地判断语言环境,把握短文、对话的重点内容,理解和记忆概念意义。学生还能运用正确的语音语调,恰当的单词语句,较为流利地表达思想。

感谢各位编写人员的辛勤劳动,感谢北京大学出版社的大力支持。希望本套教材能为提高中国学生的英语能力发挥绵薄之力。

编者

2008. 8

在教育部《大学英语课程教学要求》的指导下,《大学英语》教材的编写应体现“以学生为中心,以交际为目的”的教学理念,注重培养学生的综合语言运用能力,强调语言学习的实践性和应用性。本套教材的编写遵循以下原则:

- 1. 实用性原则: 选材注重实用性,贴近学生的生活和实际交际需求。
- 2. 趣味性原则: 选材注重趣味性,通过丰富的文化背景知识和生动的故事情节,提高学生的英语学习兴趣。
- 3. 交际性原则: 注重培养学生的交际能力,通过大量的对话和短文,提供真实的交际情境。
- 4. 系统性原则: 教材内容循序渐进,由浅入深,注重语言知识的系统性和连贯性。

本套教材的编写得到了北京大学出版社的大力支持,在此表示衷心的感谢。同时,我们也欢迎广大师生在使用过程中提出宝贵意见和建议。

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Into the Unknown



I Lead-In

Everyone of us begins life with an open mind, a driving curiosity, a sense of wonder. We choose to go to the moon and do other things, not because they are easy, but because they are hard. We set sail on this new sea because there is new knowledge to be gained and new rights to be won, and they must be won and used for the progress of all mankind.

II World Link

Task One

Listen to the talk and fill in the missing words.

The cosmos is all that is or ever was or ever will be. Our contemplations of the cosmos (1) us. There is a tingling in the spine, a catch in the (2), a faint sensation as if a distant (3) is falling from a great height. We know we are approaching the (4) of mysteries. The size and age of the cosmos are (5) ordinary human understanding. Lost somewhere between immensity and eternity is our (6) planetary home, the Earth. For the first time, we have the power to decide the (7) of our planet and ourselves. This is a time of great danger. But our species is young and (8) and brave. It shows much

Text Orientation



Training Focus

Listen for specific information

Word Bank

tingle 刺痛之感

promise 希望, 前景

mote 微粒, (通常指) 尘埃

promise. In the last few millennia, we've made the most (9) and unexpected discoveries about the cosmos and our place within it. I believe our future depends powerfully on how well we understand this cosmos in which we (10) like a mote of dust in the morning sky.

We're about to begin a (11) through the cosmos. We'll encounter galaxies and suns and planets, life and (12), coming into being, evolving and perishing. Worlds of ice and stars of diamond. Atoms as (13) as suns, and universes smaller than (14). But it's also a story of our own planet, and the plants and animals that (15) it with us. And it's a story about us: How we achieved our present understanding of the cosmos, how the cosmos has (16) our evolution and our culture and what our fate may be.

Task Two

Listen to the speech again and do shadowing of it at the same time.

III Chat Room

Task Three

Watch the video clip and choose the most appropriate answer for each of the following.

- The pictures I brought were of _____.
 - The Voyager spacecraft
 - Jupiter
 - the moon
 - Jupiter and its moons
- Calisto is the _____ moon of Jupiter.
 - uppermost
 - innermost
 - outermost
 - foremost
- The earth is round because _____.
 - it has a strong gravity
 - it is a large sphere
 - it has a number of moons orbiting around
 - it has a heavy weight
- Which of the following is NOT true about gravity?
 - Gravity pulls everything towards the center.



Training Focus

Learn to speak by imitation

Training Focus

Listen for specific information



Word Bank

radio back 用无线电发回讯息

Jupiter 木星

Everest 世界最高峰

Sphere 球体

lumpy 隆起的

Mars 火星

departure 背离

Milky Way galaxy 银河系

a bunch of 一群

- B. The strength of gravity varies from object to object.
 - C. Only spheres have gravity.
 - D. The gravity on the moon is very low.
5. What is TRUE about the Milky Way galaxy?
- A. The Milky Way galaxy is the only galaxy in outer space.
 - B. The sun is only one of the zillion stars in the Milky Way.
 - C. There is an abundance of life on all the planets.
 - D. Human life is the only life forms in the Milky Way galaxy.

Task Four

Give a brief account of the Brooklyn classroom, paying special attention to the interaction between the narrator and the students.

IV Show Time

Task Five

Watch the episode from *For All Mankind* and answer the following questions.

1. Where is the ground control center located? Is the communication with the astronauts in space going smoothly?
2. How does the surface look like when the astronaut approaches it?
3. What statement has the astronaut made when he steps off the ladder?
4. Does Conrad believe that Neil Armstrong's famous words are impromptu or preconceived? How do you know?
5. What bet has Conrad made?
6. What discovery about gravity has Galileo proposed?
7. How and why does the astronaut want to confirm Galileo's theory?
8. What is the result of the experiment?
9. Where is the flag set? What significance does this have?

Task Six

Exchange with your partner how this great feat of mankind impresses you, both visually and mentally, and what long-term benefits mankind will gain from this feat.



Training Focus

Learn to speak by retelling

Training Focus

Listen for detailed information

Background Information

1969年7月,为了实现全人类的梦想,三名美国宇航员带着极大的勇气和信念登上月球。这部荣获奥斯卡奖的记录片,完整而真实地记录了人类历史上最伟大的旅行。



Training Focus

Engage in pair work

V Lecture Hall

Task Seven

Watch the video clip and complete the missing lines.

As the story goes, a young man was sitting under a tree when all of a sudden, _____ (1) _____. And with the fall of that apple, Isaac Newton revolutionized our picture of the universe. In an audacious proposal for his time, Newton proclaimed that the force pulling apples to the ground and the force keeping the moon in orbit around the earth _____ (2) _____.

In one fell swoop, Newton unified the heavens and the earth _____ (3) _____ he called gravity. The unification of the celestial with the terrestrial that the same laws that govern the planets in their motions govern the tides and the falling of fruit here on earth, it was a fantastic unification _____ (4) _____.

Gravity was the first force to be understood scientifically, though three more would eventually follow. And, although Newton discovered his law of gravity _____ (5) _____, his equations describing his force make such accurate predictions that we still make use of them today. In fact scientists needed nothing more than Newton's equations to plot the course of a rocket that landed men on the moon. _____ (6) _____. While his laws described the strength of gravity with great accuracy, Newton was harboring an embarrassing secret: _____ (7) _____.

For nearly 250 years, scientists were content to look the other way when confronted with this mystery. But _____ (8) _____, an unknown clerk working in the Swiss patent office would change all that. While reviewing patently applications, Albert Einstein was also pondering the behavior of light. And _____ (9) _____ that his musings on light would lead him to solve Newton's mystery of what gravity is. At the age of 26, _____ (10) _____: that the velocity of light is a kind of cosmic speed limit, a speed that nothing in the universe can exceed. But _____ (11) _____ than he found himself squaring off with the father of gravity. The trouble was the idea that _____ (12) _____

Training Focus

Practice note-taking skill

Word Bank

audacious 大胆的,有冒险精神的

in one fell swoop 猛地一下子

equation 等式

plot 绘制(曲线等)

patent office 专利局

harbour 心怀,怀有

velocity 速度

square off with 的某人算账

fly in the face of 与某事物相悖,反
对某事物



flew in the face of Newton's picture of gravity. To understand this conflict, we have to run a few experiments.

Task Eight

Report to the class what remarkable achievement Newton and Einstein had made respectively and how they made it.

VI Extra Credit

Task Nine

Watch the episode and decide whether the following statements are True (T) or False (F).

- _____ 1. What struck Jaqui most about space was the moon.
- _____ 2. The rockets students made themselves are called Destiny Voyager.
- _____ 3. On the launch day, the students appeared excited and nervous.
- _____ 4. Launching the rockets is no easier than landing them.
- _____ 5. From the competition, the students have learned that it takes more to become a rocket scientist than they might realize.
- _____ 6. These aspiring kids will step up our knowledge and exploration of space.
- _____ 7. Launching these rockets is easier than the landing of them.
- _____ 8. Only those kids who have our nature will go to the moon.

Task Ten

Is it a good idea to train young students from an early age how to become rock scientists? Debate with your group members and take your stance.



Training Focus

Summarize the main points

Training Focus

Make inferences

Word Bank

- crater 火山口; 弹坑或陨石坑等
- pad 航天器发射台, 直升飞机升降处
- nonchalant 不激动的, 从容不迫的
- snafus 大混乱, 大错
- tangle up 绞在一起, 乱作一团
- crack...eggs 解决问题
- spur 激励



Training Focus

Learn to speak by debating

VII Wrap-up

1. What have you learned in this unit?
2. How did you perform in these tasks? Give yourself an overall grading.

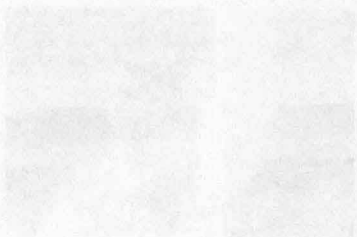
- excellent
 good
 average
 awful



Training Focus

- * Recapitulate the main ideas of the unit
- * Identify individual strengths and weaknesses

Go for Glory



I Lead-In

For the majority of athletes who go to the arena, the chance of victory is slight. Every competition has its favorites. Usually one of them wins the gold. But success is not defined on the medal stand alone. A place on the world stage is the result of years of hard training and competing. So they go for personal achievement, for national pride, and above all, for glory.

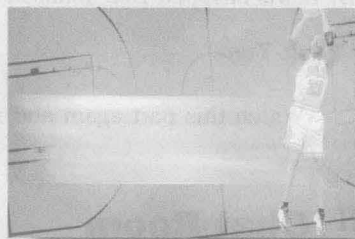
II World Link

Task One

Watch the video clip and choose the most appropriate answer for each of the following.

- The 1988 Olympic Games was held in _____.
 - Los Angeles
 - Seoul
 - Atlanta
 - Barcelona
- Lewis was so confident that _____.
 - He was born to be a sprinter.
 - He could make up for the deficiencies in his body.
 - He would be the fastest runner in the coming games.
 - He could replace the gold buried with his father.

Text Orientation



Training Focus

Listen for detailed information and make inferences

Word Bank

sprint 短距离全速奔跑

stimulant 兴奋剂

endorse 赞同, 支持

minor 次要问题

be stripped of the title 剥夺冠军资格

3. Who could run 200 meters within 20 seconds?
 - A. Carlidin Smith and Carl Lewis
 - B. Linford Christie and Ben Johnson
 - C. Ben Johnson and Carlidin Smith
 - D. Carl Lewis and Ben Johnson
4. Which of following statements is TRUE?
 - A. Lewis felt upset for winning only the silver medal.
 - B. Lewis took the loss gracefully, believing he had done his best.
 - C. Lewis was frustrated because his efforts did not pay off.
 - D. Lewis felt indignant that cheating should be permitted in the Olympics.
5. All the following are true EXCEPT _____.
 - A. Lewis was the first person to defend his 100-meter title in Olympic history.
 - B. Lewis buried his gold medal in honor of his late father.
 - C. Lewis won the Olympic 100-meter race for the second time.
 - D. Lewis stripped Ben Johnson of his title.

Task Two

Watch this part again and repeat what Lewis says.

III Chat Room

Task Three

Watch the video clip and fill in the missing words.

Jordan: A lot of parents ask me: "Well, what (1) _____ would you give my kid?" And my advice would be let them just enjoy the game. I think what they have to learn more about at that young age, is their (2) _____ for the game. And once they've developed that, then the mental part is easy. I didn't really get instruction until I was a junior in high school. First, I just loved the game and I let my (3) _____ develop. So I believe in learning late, playing early, but learning late.

Narrator: Michael's love of the game was (4) _____ in his hometown of Wilmington, North Carolina, during long afternoons on the playgrounds. His older brother, Larry



Training Focus

Learn to speak by imitation

Training Focus

Listen for detailed information

Word Bank

epic 英勇的

hoop 篮圈

varsity (学校的)代表队, 校队 (尤指体育的)

sophomore (中学、专科学校或大学的) 二年级学生

