

高等学校试用教材

# 大学英语

(文理科本科用)

听力

FOCUS

LISTENING

6

上海外语教育出版社

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第 六 册

虞苏美 李慧琴 主编

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# 前言

《大学英语(文理科本科用)》试用教材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。

本教材重视英语语言基础教学,从各方面保证文、理科的通用性,适用于综合大学、师范院校和文科院校。

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;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。

上述五种教程根据各自的课型特点自成体系,但又相互配合,形成整体,以贯彻大纲所提出的三个层次的要求:“培养学生具有较强的阅读能力、一定的听的能力、初步的写和说的能力”。全套教材由复旦大学、北京大学、华东师范大学和中国人民大学合作编写,复旦大学董亚芬教授审订,同时还聘请两名专职外籍专家参加编写和文字审定工作。

《大学英语(文理科本科用)》听力教程由华东师范大学大学外语教学部负责编写。虞苏美副教授和李慧琴副教授担任主编,杨霞华教授担任主审。

本书为听力教程第六册,由关肇远、吴稚倩、武凝秋等同志参加编写。除主审外,还承澳籍专家 Roy Forward 和英籍专家 Anthony Ward 协助审阅。上海曲艺剧团卞灵恩同志为本书的录音配制了音乐。对所有支持和帮助本书编写的人员和单位以及其他有关人士,我们特在此表示衷心的感谢。

编者

一九八九年九月

# 使用说明

《大学英语(文理科本科用)》听力教程 *Focus Listening* 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:(一)与一至四册相比,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;(二)加强了说的能力的培养。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,以逐步提高学生说的能力;(三)技能训练由一至四册的单项技能训练转为综合技能训练,强调对材料的语篇水平上的听力训练;(四)录音磁带中采用了部分原声材料,提高了语言的难度和真实感。

本书为第六册,共十五课,供大学英语六级学生使用。七课后有一期中测试,十五课后有一期终测试。

学生用书每课列出该课的重点训练技能(Learning Skills),对听和说提出具体要求。

第一部分(Part A)为听录音、书面练习和口头练习(Listen, Write and Speak),是每课的中心部分。在正式练习前列出了语言要点(Key Language),要求学生在课前进行预习,以扫除语言障碍,保证教学顺利进行。Part A 的第一、二项练习要求边听边做。第三项为口头练习,要求学生对所听材料进行复述、讨论或回答问题等等。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。对于与材料有关的自由讨论题,学生课前应有必要的准备,以提高表达能力。

第二部分(Part B)听力欣赏材料(Listen and Relax)旨在使学生在轻松的语言环境中培养语感,提高学习兴趣。这部分内容主要有歌曲、诗歌、幽默、谜语、绕口令等。这部分不计成绩。

第三部分(Part C)为听力提高训练(Further Listening)。形式为一篇短文和五道选择题,目的在于培养学生应试能力。

每课后设有记分栏。全部练习结束后,学生可根据教师的讲解和评分标准进行自我评估,并记录在栏内。

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# LESSON ONE

## MESSAGES

### Learning Skills

1. Getting familiar with the language used in giving telephone messages.
2. Note-taking.
3. Reporting telephone messages.

### Part A Listen, Write and Speak

Tape Telephone Messages for Mr Dawson

#### Key Language

cancel	video	Watkin
Amanda Hayward	Godfrey	Juliet Bobson
Miguel Gonzalez	Samantha Ellis	Berry
run through		
Why on earth not?		Pity!
I hope you can make it.		That's it.

#### Exercises

1. Directions: Listen to the dialogue carefully and choose the best answer to each question you hear. (10 points)
- 
- 1) A) He was taking a trip to Lyon.  
B) He was attending a trade conference in London.  
C) He was attending a trade fair in Lyon.  
D) He was making a business trip to Rio.

- 2) A) A supplier of video cassettes.  
B) A sales manager.  
C) A car dealer.  
D) An insurance agent.
- 3) A) Mr Watkins wanted to postpone his meeting with Mr Dawson.  
B) Mr Dawson may meet his Mexican friend in London.  
C) Jenny asked for sick leave.  
D) Miss Hayward received eight phone calls.
- 4) A) Can I take a message?  
B) Would you like to leave a message?  
C) Would you pass the message on?  
D) Can I pass on a message?
- 5) A) Mr Dawson's office is in London.  
B) Mr Dawson was eager to have his new car.  
C) Mr Dawson was unhappy when he was told about Miss Dobson's call.  
D) Both Jenny and Godfrey stayed away from work for three days.

2. Directions: Listen to the tape again and take notes of the messages for Mr Dawson. (10 points)

Messages for Mr Dawson -- Monday		
9:00	Jenny phoned.	Won't be in till Friday.
9:40	Mr Watkins called.	1) _____ Ring on Wednesday.
11:30	Godfrey came.	Wants Friday off; 2) _____
12:15	Wedley's Garage called.	The new car is not ready yet. Strike at the factory.



2:10	Miss Dobson called.	3) _____ _____ _____
3:20	Mr Gonzalez called.	May be in London from 21st to 25th. Wants to see Dawson then.
4:35	Ellis called.	4) _____ _____ _____
4:55	Mr Berry phoned.	Don't supply Mason & Co. until further notice. 5) _____

3. Directions: Listen to the tape again and find out

- 1) How to introduce yourself on the phone;
- 2) What you can say if you want to get someone on the phone;
- 3) What you can say if you want to leave a message;
- 4) What you can say when you want to take a message for someone.

Then use these expressions and the above completed notes to reconstruct all the calls Miss Hayward had while Mr Dawson was away. Work in pairs -- one in each pair playing the role of Miss Hayward and the other, the caller.

Part B Listen and Relax

Song Hand in Hand

Directions: You're going to hear the song 'Hand in Hand'.  
Supply the missing words and sing along.

See the \_\_\_\_\_ in the sky

We feel the \_\_\_\_\_ of our hearts together

This is our \_\_\_\_\_ to rise above

We know the \_\_\_\_\_ is here to live forever for all time.

\*Hand in Hand we \_\_\_\_\_ all across the land

We can \_\_\_\_\_ this world a better place in which  
to live

Hand in hand we can \_\_\_\_\_ to understand  
Breaking down the \_\_\_\_\_ that come between us for  
all time.\*

Every time we \_\_\_\_\_ it all

We feel the \_\_\_\_\_ eternally inside us

Lift our \_\_\_\_\_ up to the sky

The morning \_\_\_\_\_ and starts to live in harmony  
for all time.

Repeat\*

Part C Further Listening

Mini-talk

Directions: You are going to hear a short passage once.  
After the passage, you will be asked five  
questions. Listen carefully and choose the  
best answer to each question you hear.

(10 points)

- 1) A) The location and the size of a burning building.  
B) The type and the content of a burning building.  
C) The cause of the fire.  
D) The residents' addresses.
- 2) A) By the computer installed in the fire engine.  
B) By telephone.  
C) By television.  
D) By radio.
- 3) A) 9,000. C) 800.  
B) 900. D) 3,500.
- 4) A) The computer is of some use in putting out fires.  
B) The computer is of great use in finding invalids.  
C) The computer is of great use in rescuing injured firefighters.  
D) The computer is a great help to firefighters.
- 5) A) Firefighters are less likely to get injured now in Kansas City.  
B) Firefighters can do little to help the sick without the computer.  
C) The danger for firefighters is sometimes greater than people in a burning building.  
D) Fires happen frequently in Kansas City.

YOUR SCORE: \_\_\_\_\_/30 POINTS

## LESSON TWO

## SIGHTSEEING

### Learning Skills

1. Grasping the major points of the material.
2. Getting familiar with a tour guide's description of places of interest.
3. Describing places of interest.

### Part A Listen, Write and Speak

#### Tape A Tour of Washington D.C.

#### Key Language

the Capitol  
aviation

dome  
obelisk

the Mall

### Exercises

1. Directions: Listen to the tape once and choose the best answer to each of the questions you hear. (10 points)
  - 1) A) The White House. C) Washington Monument.  
B) Capitol Hill. D) The Mall.
  - 2) A) In 1812. C) In 1790.  
B) In 1800. D) In 1884.
  - 3) A) Take the elevator up to the top.  
B) Get to the observation level.  
C) Take pictures from high up.  
D) All of the above.

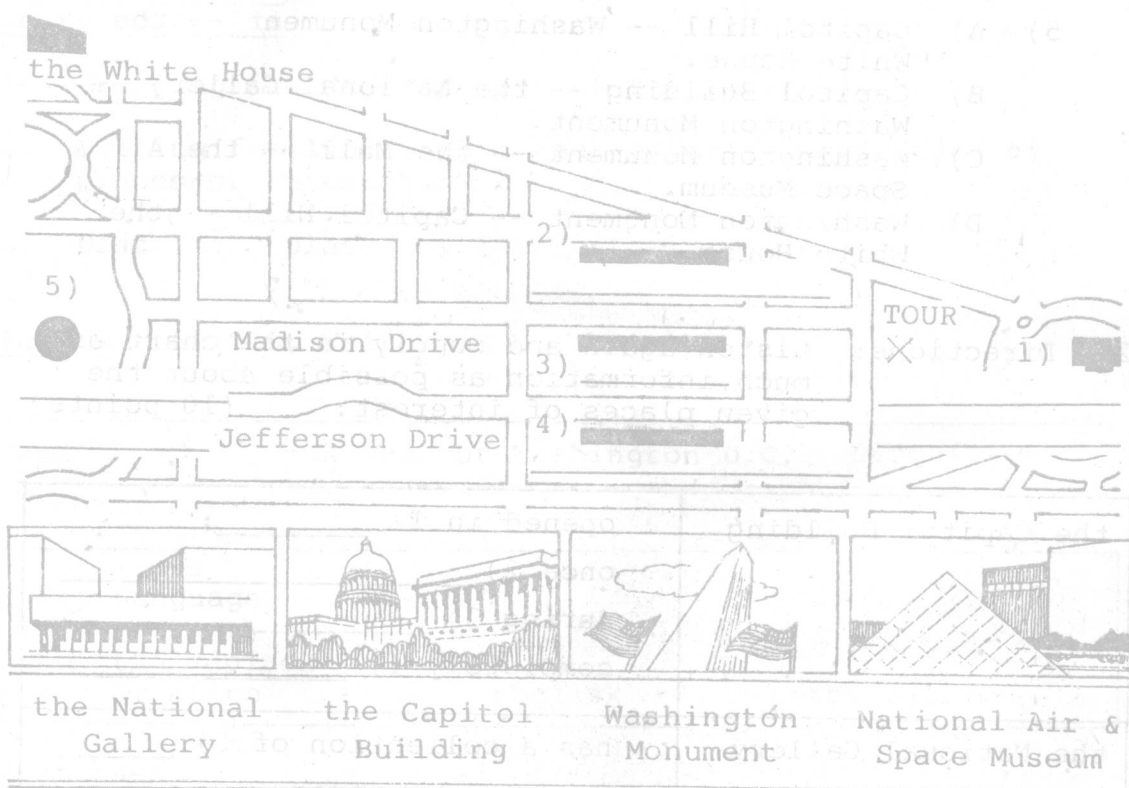
- 4) A) Madison Drive is a street.  
 B) The tourists have just visited Captiol Hill.  
 C) The Air & Space Museum and the National Gallery are not on the same side of the street.  
 D) The Mall is a park.

- 5) A) Capitol Hill -- Washington Monument -- the White House.  
 B) Capitol Building -- the National Gallery -- Washington Monument.  
 C) Washington Monument -- the Mall -- the Air & Space Museum.  
 D) Washington Monument -- Capitol Hill -- the White House.

2. Directions: Listen again and supply in the chart as much information as possible about the given places of interest. (10 points)

the Capitol Building	opened in 1) _____; once 2) _____ during 3) _____; completely 4) _____;
the National Gallery	has a collection of 5) _____ _____ from 6) _____ _____;
the Mall	7) _____ - like; extends from 8) _____ _____;
Washington Monument	9) _____ high built in 10) _____.

3. Directions: Listen to the tape again and indicate on the map below the places mentioned in the material. Then use the completed map to help you guide your deskmate for an imaginary tour of Washington D.C.



Expressions to use:

- 1) If you look { back behind you, ...  
straight ahead, ...  
directly northwest, etc. ...  
out the windows on the right/left, ...
- 2) You { can  
will be able to } see/get an excellent view of...
- 3) I highly recommend you to visit ...

Part B Listen and Relax

Tongue Twister

Directions: Listen to the following tongue twisters and say them after the recording as quickly and correctly as possible.

(10 points)

1. Can you sing the song Sam sang yesterday?
2. A quite hungry cat waited quietly for a mouse in a quite quiet house.
3. Can an active actor always actually act accurately?
4. There's no need to light a night light on a light night like tonight.
5. If she stops at the shop where I stop,  
And if she shops at the shop where I shop,  
Then I shan't stop to shop at the shop,  
Where she stops to shop.

Part C Further Listening

Mini-talk

Directions: You are going to hear a short passage once. After the passage, you will be asked five questions. Listen carefully and choose the best answer to each question you hear.

(10 points)

1. A) More. C) Less.  
B) Equal. D) About the same.



- 2) A) Ways to change sunpower directly into electricity.  
B) Ways to change sunpower into a form of solid.  
C) Ways to change sunpower into a form of heat.  
D) Ways to change sunpower into a form of liquid.
- 3) A) To concentrate the heat from the sun.  
B) To reflect the heat from the sun.  
C) To collect the heat from the sun.  
D) To prevent the sun's heat from escaping.
- 4) A) The amount of heat the sun gives off is very great.  
B) The process currently in use for collecting energy from the sun is not complex.  
C) Solar heat can only be used, but not stored.  
D) Solar heat is vitally important for all forms of life.
- 5) A) The usefulness of sunpower.  
B) Sunpower and its transformation into heat.  
C) How solar energy can be stored.  
D) How solar energy can be made to serve man.

YOUR SCORE: \_\_\_\_\_/30 POINTS

# LESSON THREE BIOGRAPHY

## Learning Skills

1. Getting familiar with how to introduce the life story of a famous person.
2. Learning to give a biographical sketch of a famous person.

## Part A Listen, Write and Speak

### Tape The Life Story of Ernest Hemingway

Key Language	
Kansas City	Ernest Miller Hemingway
Gertrude Stien	Ezra Pound
Pulitzer	

## Exercises

1. Directions: Listen to the passage carefully and choose the best answer to each of the questions you hear. (10 points)
  - 1) A) A reporter. C) A soldier.  
B) A writer. D) A driver.
  - 2) A) Death in the Afternoon.  
B) The Green Hills of Africa.  
C) Across the River and into the Trees.  
D) A Farewell to Arms.
  - 3) A) It is about a lost generation.  
B) It is about an American driver and a British nurse.  
C) It is about bull fighting.  
D) It is about Hemingway's experience during the Second World War.