



普通高等教育“十一五”国家级规划教材

# NEW ESSENTIAL 新起点 COLLEGE ENGLISH

〔修订版〕

## 新起点 大学基础英语教程

总主编：杨治中

主 编：李霄翔



# 1

### 听说教程

外语教学与研究出版社  
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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## 新起点 大学基础英语教程

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## 前言

高职高专教育是我国高等教育的一个重要组成部分, 高职高专学生是我国大学生中一个十分重要的群体。针对这一群体的学生的特点, 教育部于 2000 年颁布了《高职高专教育英语课程教学基本要求》(试行)。该《基本要求》明确指出, 高职高专的英语教学应该以培养学生实际运用语言的能力为目标, 突出教学内容的实用性和针对性。

根据《基本要求》的这一指导思想, 外语教学与研究出版社组织编写了《新起点大学基础英语教程》系列教材。这套教材自 2004 年出版以来, 被众多高职高专院校采用, 作为提高学生英语综合应用能力的主要教材, 受到师生的广泛好评。近年来, 随着我国社会与经济的发展, 国家对高职高专院校人才培养提出了更明确的要求, 高职高专院校的英语教学改革也在不断深入。面临新的发展和新的要求, 《新起点大学基础英语教程》的编者遵循教育部的指导方针, 结合实际使用中的反馈意见, 经过认真细致的调研、策划与筹备, 对第一版教材进行了认真修订, 以满足新形势下高职高专英语教学的需求。

为配合高职高专院校的教学安排, 《新起点大学基础英语教程》(修订版) 每册调整为 10 个单元, 删除并更换了部分选篇。其中《读写教程》还重新编写了语法内容, 应用英语写作的教学从第一册开始。此外, 《读写教程》和《听说教程》还配备了助学光盘, 使该套教材更加立体化。

《新起点大学基础英语教程》(修订版) 设 1—4 级, 供两个学年使用。每一级别均由《读写教程》、《听说教程》、《学习方法与阅读》和《自主综合训练》组成。与教材配套的还有录音带、学习光盘、电子课件和试题库, 各院校可根据实际需要选择使用。

编者

2008年2月



## 编写说明

《新起点大学基础英语教程》的“听说”系列是根据教育部2000年10月颁布的《高职高专教育英语课程教学基本要求》(试行),为普通高校非英语专业的专科学生编写的一套听说系列教材。本套教材与“读写”系列和“学习方法与阅读”系列话题融通,技能互补,构成一个整体。

本套教材力求从编写思想、素材选编、练习设计和版面设计上反映当代外语教育的较为先进的研究成果和学术流派,在编写过程中着重体现以下一些特点:

1. 根据新颁布的教学基本要求,将英语语言基础知识学习、语言应用技能训练和影响交际效能的文化背景知识介绍有机地融合在一起,突出语言的交际语境和实用的功能意念,在强化语言基本功训练的同时,十分注重语言交际技能的培养和训练,显凸中国学生所处的生活学习环境和文化氛围,力求使英语学习做到学用结合,学以致用,学后会用。
2. 根据认知语言学和语言习得理论的研究成果,在教材各单元的题材选择上,力求从学生的英语语言基础、个人兴趣爱好、实际交流需求出发,通过题材广泛、短小精悍的学习素材,尽可能将知识性、趣味性、实用性和可思性融合在一起,以便充分调动学生学习的主动性和积极性。各单元的素材往往是学生既熟悉又陌生的内容。熟悉是因为他们几乎每天都会接触到这些话题,陌生是因为他们可能不知道这些话题如何用地道的英语来表达。正是在这种贴近生活的氛围里,学生可以循序渐进地习得十分有用的句型结构,然后加以有效地运用,既能获得语言学习上的进步,又能在生活上有所启迪。贯穿于教材中的“学以致用”的指导思想将使学生在认真学习的同时获得一种收获感和成就感,从而激励和保持学生良好的学习热情和主动投入,提高英语学习的效率。
3. 在处理听与说的关系时,以听为导入,以说为目标。听说练习的设计是以“听说相连,层层深入”为基本原则,以听读、听写、听说、说为主线,以功能意念为框架,通过大量的由浅入深、针对性强的听力、朗读素材为语言输入,辅之以针对学习内容和学生个人学习生活的实际、交互性强的听说技能转换的练习,让学习者首先轻松地接受和领会有关的语言信息,然后兴趣盎然地加以模仿,力求使学生做到有话可说,有话要说和有话会说,从而完成听说技能的转换和提高。

4. 每个单元围绕一个主题展开, 内容涉及与这一主题相关的场景、功能和意念, 以及在交际时会涉及到的有关文化背景知识。每单元由三个部分组成, 涵盖语音和朗读训练、听说基本技能训练, 听说交际技能训练和篇章听说技能训练等主要内容。第一部分主要是语音语调和朗读训练, 除语言技能以外, 更强调语言的交际语境和作为输入语言的示范作用。它以功能意念为主导, 突出微型语境的听读和特定场合的交际技能训练, 其意图不仅在于为学生提供一个语音语调模仿训练的练习, 更重要的是强化口语语言在特定的语境中的交际功能, 并为后续听力和口语训练作一铺垫, 扫清或降低语言障碍。这种语言输入信息将为提高听力理解和口语操练效率, 促进听说技能的转化和提高, 打下一个良好的基础。第二部分主要是交际语境较强的听力对话和听力口语技能训练。第三部分主要是篇章听力和口语技能训练, 其中涉及众多的以解决问题为导向的听说技能转化训练。听说练习的设计力图体现学生学习的认知规律, 听力训练遵循由通篇大意理解向具体细节详证过渡, 口语技能训练由简单模仿操练到提示性重复到特定语境下的自由表达。语言素材的提供不求一步到位, 而是细水长流, 因表达需要而逐步展现。这旨在优化语言输入的质量, 降低学习者不必要的心理和情感焦虑, 使他们能够充满信心地运用所学的语言知识和交际技能表达自己的观点。

5. 本套教材共有四册, 每册各有十个单元。每册书都配有相应的教师用书, 其中除了提供听力原文和参考答案以外, 还提供了许多文化背景介绍、补充练习、教学重点注释和教学提示和建议。(教师用书包括学生用书的全部内容, 老师一书在手就可以进行课堂教学。)教材编排图文并茂, 新颖独特。各册听力磁带由语音纯正的英美籍教师和专业技术人员录音制作。本教材还提供配套的适应各层次教学需求的信息化课堂教学和教学管理的平台, 方便课堂教学和自学活动的展开, 提高教学效益和效率。

6. 本套教材各册间呈一定的梯度。各单元中三个部分练习各有侧重。课堂教学中可结合实际情况和需求, 有所取舍和侧重, 注意体现“课前预习是前提, 课堂操练是关键, 课后巩固是根本”的原则, 真正理解、掌握和灵活运用本教材所要求的学习内容。

在本套教材的编写过程中, 由于编者的水平有限, 不足之处在所难免, 恳请各位专家、同仁和广大读者批评指正。

编者

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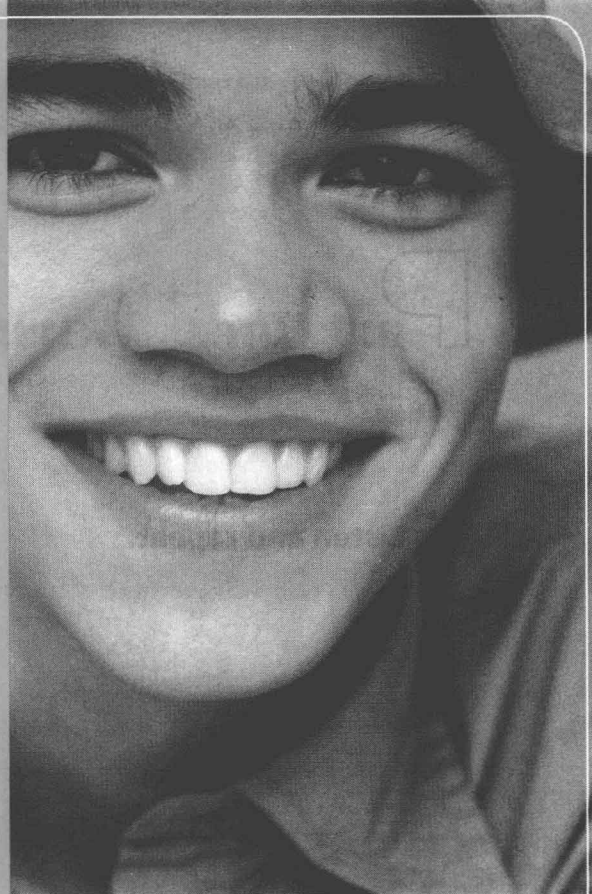
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# Unit

# 1



## IT'S WONDERFUL TO GO OUT

外面的世界真精彩



# Part One Warm-up Activities

## 1 Listen and repeat.

1

A: Good morning, Mr. Yang. How are you?  
B: Fine. Thank you. And you?  
A: Good. Thanks.

2

A: Hello, Susan. Very pleased to meet you here.  
B: Hi, Tom. Haven't seen you for ages.<sup>1</sup> How are things going with you?  
A: Very good. And you?  
B: So far, so good.<sup>2</sup> Thank you.

3

A: Excuse me.  
B: Yes?  
A: Can you tell me where the library is?  
B: Sorry. I'm new here.

4

A: Can you do me a favor?  
B: Yes, of course. What can I do for you?  
A: I'd like to get a student card.  
B: No problem. Let's go to the Student Office now.

5

A: Excuse me. May I know where you're from?  
B: Suzhou.  
A: Where is it?  
B: It's in Jiangsu Province.

6

A: Good morning, Miss. My name is Jack Smith.  
B: Lily Goodwill.<sup>3</sup> Just call me Lily, please.<sup>4</sup>  
A: OK. Very pleased to meet you, Lily.  
B: Me, too.

7

A: Excuse me. May I have your name?

B: Yes. Allen Li.

A: How do you spell it?

B: A-L-L-E-N L-I, Allen, Li.

8

A: Good morning, Miss. May I introduce myself?

B: Yes, please.

A: I'm John Peter from Yale University. Nice to meet you.

B: Chen Fang from Southeast University.<sup>5</sup> Nice to meet you, too.

9

A: Morning, Mark. Let me introduce Dr. Yang to you.

B: Mark Anderson. It's an honor to meet you, Dr. Yang.

C: Very pleased to meet you.

10

A: Dr. Yang, this is Mark and he came to join our team.

B: Oh, welcome on board<sup>6</sup>, Mark.

C: Thank you, Dr. Yang.

B: Can you tell me something about yourself?

C: Sure.

## Notes

1. *Haven't seen you for ages*: 好久没见你了。此处 *for ages* 是夸张用语。
2. *So far, so good*: 到目前为止, 一切正常。
3. *Lily Goodwill*: I'm Lily Goodwill. 的简略形式。英语中在做自我介绍时, 一般不必在自己名字前加上任何称呼。
4. *Just call me Lily, please*: 用英语称呼人名时, 直呼其名通常表示亲切或随和。这里女士主动提出可以直呼

其名, 更反映出她随和的性格和缩短彼此距离的愿望。

5. *Chen Fang from Southeast University*: 当对方主动介绍自己的名字以后, 你也应该主动地报上自己的姓名。这是一般的社交礼仪。
6. *welcome on board*: 原为飞机机组人员或船员的用语, 表示“欢迎登机或登船!”这里表示“欢迎加入……”。



## II Listen and choose the best response to what you've heard.

1. Good morning, Mr. Clark. How are you?  
A. Good morning. Nice to see you.  
B. Fine. Thanks. And you?  
C. Morning. Lovely day, isn't it?
2. Hi, Jim. How are you getting on with your English?  
A. Hi, Mike. Your English is very good.  
B. I've got a lot of work to do.  
C. So far, so good. Thanks.
3. Good morning, boys and girls. Nice to see you again.  
A. Nice to see you, sir.  
B. Good morning, teacher.  
C. Hi! What's the weather like today?
4. Good morning, Mr. Thompson. Welcome to our university.  
A. Thank you. Nice to meet you.  
B. Good morning, Miss. Nice of you to come.  
C. How do you do?
5. Hi, Susan. You look cool today.  
A. Thank you.  
B. Oh, no. It's just so-so.  
C. Really?
6. Excuse me. Do you speak English?  
A. Yes. Long time no see.  
B. Sorry. I don't know you.  
C. Yes, just a little.
7. May I introduce myself? I'm Jack London from New York.  
A. Let me introduce myself.  
B. Ma Ying from Nanjing.  
C. Let's just do it.
8. By the way, do you know each other?  
A. Yes. Lovely day, isn't it?  
B. Yes. It's a small world, isn't it?  
C. Hi! Welcome to our university.
9. I don't know how to get a student card. Can you do me a favor?  
A. Why not? Write to your parents.  
B. Never mind. Let's do it together.  
C. Yes, no problem.
10. Could you tell us something about yourself, Miss Li?  
A. Yes, of course.  
B. Sorry to hear it.  
C. Well, forget about it.



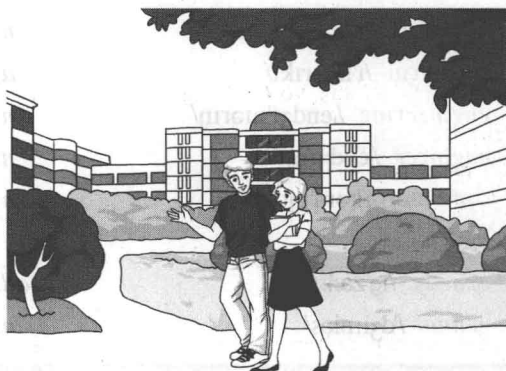


# Part Two Dialogs

## Dialog One

### Very Pleased to Meet You

见到你很高兴



### Warm-up

**I** It is very exciting to go to university. Everything may be new to you. Do you have any idea about how to start a new life here? Here are some suggestions and you may decide what you would like to do first.

A. To get to know the teachers.

B. To get to know the classmates.

C. To find out if there are any former classmates or schoolmates here.

D. To get familiar with the new campus.

E. To make a daily or weekly plan for study and other activities.

**II** If you see many new faces around on the campus and you hope to make some new friends, the best way to do so is to introduce each other first. Write in the blanks what you hope to know about others.

\_\_\_\_\_ ; \_\_\_\_\_ ; \_\_\_\_\_ ;  
 \_\_\_\_\_ ; \_\_\_\_\_ ; \_\_\_\_\_ ;

### III Study the following words and expressions.

campus /'kæmpəs/

*n.* 校园

freshman /'freʃmən/

*n.* (高中或大学的) 一年级学生

seaside /'si:saɪd/

*a.* 海边的, 海滨的

major /'meɪdʒə/

*n.* 主修科目, 专业 *vi.* 主修

electrical /ɪ'lektrɪkl/

*a.* 电的, 与电有关的

engineering /ˌendʒɪ'nɪərɪŋ/

*n.* 工程; 工程学

engineer /ˌendʒɪ'nɪə/

*n.* 工程师

computer /kəm'pjʊ:tə/

*n.* 计算机

PC games

计算机游戏

exactly /ɪg'zæktli/

*ad.* 完全地, 全然

genius /'dʒi:niəs/

*n.* 天才



## Listen and Speak

### I Listen to the dialog and decide whether the following statements are true (T) or false (F).

\_\_\_\_\_ 1. Zhang Li introduces herself to Li Gang first.

\_\_\_\_\_ 2. They are from the same city.

\_\_\_\_\_ 3. Zhang Li has not been to Qingdao.

\_\_\_\_\_ 4. Li Gang wants to be an engineer.

\_\_\_\_\_ 5. Zhang Li is a computer major.

\_\_\_\_\_ 6. Li Gang is very good at PC games.

### II Listen to the dialog again and fill in the blanks with the information you've heard.

1. A: May I know \_\_\_\_\_?

B: Yangzhou, a city not \_\_\_\_\_.

2. A: Oh, that's a beautiful city, too. But \_\_\_\_\_.

B: I hope you'll go there \_\_\_\_\_.

3. A: I hope so. By the way, \_\_\_\_\_?

B: \_\_\_\_\_ electrical engineering, and I want to be \_\_\_\_\_.

4. A: Well, not exactly, because that takes \_\_\_\_\_. Do you like PC games?

B: Yes, but I'm \_\_\_\_\_ my classmate Tom.

### III Make a brief self-introduction with the cues provided below.

Good morning, everyone. I'm \_\_\_\_\_ and I'm from \_\_\_\_\_.

My major is \_\_\_\_\_ because \_\_\_\_\_. I like (hobby)

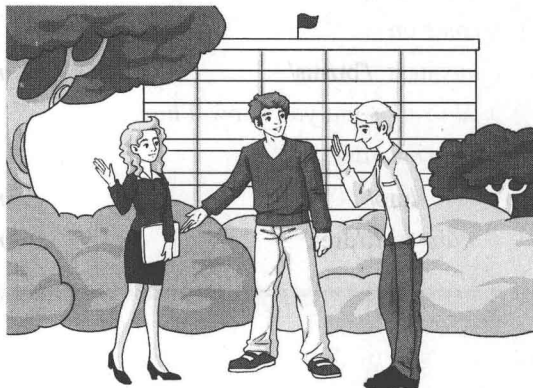
\_\_\_\_\_ and I'm pleased to meet you all. I hope we can \_\_\_\_\_.

Thank you.

## Dialog Two

### Nice Meeting You

幸会，幸会



### Warm-up

I Are you feeling homesick in the university? What do you think of the saying that "making friends is the best medicine to kill homesickness"?

II When you want to make friends among the freshmen, what would you do?

### III Study the following words and expressions.

homesick /'həʊm.sɪk/

homesickness /'həʊm.sɪk.nɪs/

How's it going?

I don't think so. I \_\_\_\_\_

get-together /'get.tə'geðə/

miss /mɪs/

come on

business /'bɪznɪs/

I'd love to, but you know, I have...

Nice meeting you.

peer /piə/

address /ə'dres/

a. 想家的, 思乡的

n. 想家, 思乡

近来怎样了? 近来可好?

本句中 so 代表上句的含义; 否定词 not 在该句型中否定的是从句中的动词, 而不是主句中的动词。例如:

—Have you met Mike? 你见过迈克吗?

—No. I don't think so (I don't think I have met Mike). 没有, 我想没见过。

n. 聚会; 联欢会

vt. 错过, 没赶上

走吧; 跟我来; 得了吧

n. 商业; 商务

我非常乐意, 但你知道, 我得……

见到你很高兴。

n. 同伴; 伙伴

n. 地址 vt. 称呼

## Listen and Speak

I Listen to the dialog and complete the following statements with the information you've heard.

- Jane and Tom \_\_\_\_\_ before.
- Tom missed \_\_\_\_\_ because he thought it was \_\_\_\_\_.
- Jane \_\_\_\_\_ and she likes it very much.
- Tom asked them to go and \_\_\_\_\_.
- Jane didn't go because she was going to have \_\_\_\_\_.

II Listen to the dialog again and answer the following questions.

- Who is Tom?