

高等学校教材

**COLLEGE
ENGLISH**

大学英语

听力

**FOCUS
LISTENING**

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大学英语

听力

第五册

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第五册

虞琳美 李慧琴 徐萍 编

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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。

本教材重视英语语言基础,从各方面保证文、理科的通用性,适用于大学英语基础阶段的教学。

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。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。

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、中国人民大学、武汉大学和南京大学合作编写,复旦大学董亚芬教授审订。

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,分工审阅了全套教材并提出宝贵意见。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。

《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。

本书为听力教程第五册。参加编写和录音编制的有关肇远副教授、吴稚倩副教授和武凝秋同志。本教程还承加拿大籍专家 Helen Wright 和英籍专家 Anthory Ward 协助审阅,卞灵恩同志为录音磁带配制了音乐。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

1991年8月

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使用说明

《大学英语》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)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;(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,强调语篇水平上的听力训练;(四)录音采用部分原声材料,提高了语言的难度和真实感。

本书为第五册,共十五课,供大学英语五级学生使用。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。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。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。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。

第二部分听力欣赏材料 (*Part B: 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,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

COMMUNICATION

Learning Skills

1. Getting familiar with the language used in telephone conversations.
2. Using contextual clues to understand telephone conversations.
3. Making telephone conversations according to given situations.

Part A Listen, Write and Speak

Tape

Hello, Mary Smith Speaking

Key Language

Can I take a message?

Would you like to leave a message?

Who are you anyway?

Exercises

1. Directions: You are going to hear a telephone conversation **twice**. After that you will be asked five questions. Choose the best answer to **each question** you hear.

(10 points)

1) A) Mary calling Marilyn.

B) Marilyn calling John Smith.

C) Marilyn calling Mary.

D) Mary calling John Smith.

2) A) She wants to make an appointment with Mr and Mrs Smith.

B) She wants to see John Smith of Harrison Avenue.

C) She wants to see John Smith of Harewood Avenue.

D) She wants the Smiths to join her this evening.

3) A) Husband and wife.

B) Brother and sister.

C) Rather intimate friends.

- D) Strangers.
- 4) A) Because she does not know the caller.
 B) Because her husband is not in at the moment.
 C) Because her plan for the evening is to be spoilt.
 D) Because she thinks that her husband is not faithful to her.
- 5) A) Marilyn is rather careless.
 B) Mary is a jealous woman.
 C) Marilyn is also married to a John Smith.
 D) John Smith is a common name for men.

Tape

I Can't Get It to Work

Key Language

lateral suction pump

Good grief!

Thanks anyway.

Exercises

2. Directions: You are going to hear another telephone conversation twice. After that, try to complete the following statements with what you can get from the context.

(10 points)

- 1) The man calls because _____.
- 2) They are talking about _____.
- 3) The man's trouble is that _____ in the operation manual correctly.
- 4) The letter 'O' stands for _____ and the letter 'I' stands for _____.
- 5) The man doesn't seem to be quite convinced at the end because he thinks _____.

3. Directions: Make a short telephone conversation with your deskmate based on any one of the following situations. Use the expressions you've learned from the tape.

- 1) Your friend is ill. You want to ask about his health.
- 2) You are leaving for Beijing by train. You want to ask about the time of departure / arrival.
- 3) You want to invite your friend Elizabeth Smith (who is a doctor) to dinner. But instead you find yourself talking to the mother of Elizabeth Kent (who is a manager). You realize you've got the wrong number.

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 _____.

It's a long way to Tipperary.

To the sweetest girl _____.

_____, Piccadilly!

_____, Leicester Square!

It's a long, long way to Tipperary.

But my heart's _____.

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)

- 1) A) Because telephone charges are cheap there.
B) Because public telephones are installed everywhere.
C) Because nearly everyone makes great use of the telephone to get things done.
D) Both B) and C).
- 2) A) Send greetings.
B) Arrange a party.
C) Get a job.
D) Buy tickets.
- 3) A) An old age pensioner.
B) A person formally employed.
C) An unemployed citizen.
D) A resident in the U.S.A.
- 4) A) Americans always do their shopping by phone.
B) Public telephones can be found along the highways.

- C) The telephone company will let you choose your own time to have a private phone installed.
- D) The telephone performs an important social role in America.
- 5) A) To display American style of living.
- B) To describe the multiple uses of the telephone.
- C) To explain why the United States is called a telephone land.
- D) To tell people where to find public telephones.

YOUR SCORE: _____ / 30 POINTS

Lesson Two

LANGUAGE LEARNING

Learning Skills

1. Getting familiar with the kind of language used in lectures.
2. Note-taking.
3. Talking about the problems in learning English.

Part A Listen, Write and Speak

Tape

Problems Facing Foreign Students

Key Language

through the medium of
mother tongue
category
psychological
linguistic

to apply to
to define
in detail
accent
to simplify

Exercises

1. Directions: Listen to the lecture and choose the best answer to each question you hear.
(10 points)
 - 1) 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) A) Students learning English.
B) Foreign students taking academic courses in Britain.
C) Foreign students taking courses in conversational English.
D) Students who are psychologically unstable.
 - 3) 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) A) Express simple ideas.
 B) Think in English.
 C) Speak English as much as possible.
 D) Attend English classes.
- 5) 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.

2. 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	

2)

Possible reasons for foreign students' difficulties in understanding English people	

3)

Advice to Students	

3. Directions: Answer the following questions. 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?

Part B Listen and Relax

Tongue Twisters

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

- 1) Cat, cat, catch that fat rat.
- 2) She sells sea shells on the sea shore.
- 3) There are thirty-three trees over there.
- 4) Tom can have: fried fresh fish, fish fried fresh, fresh fried fish, fresh fish fried or fish fresh fried.
- 5) All I want is a proper cup of coffee
Made in a proper copper coffee pot.
You can believe it or not—
I meant a cup of coffee
In a proper copper pot.
Tin coffee pots or
Iron coffee pots,
They're no use to me.
If I can't have a proper cup of coffee
In a proper copper coffee pot,
I'll have a cup of tea.

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)

- 1) A) 20,000.
B) 12,000.
C) About 20,000.
D) About 12,000.
- 2) A) 4 / 5 of the total.
B) 3 / 5 of the total.
C) 1 / 5 of the total.
D) 2 / 5 of the total.
- 3) A) Foreign words.
B) Native words.

- C) Ten most frequently used words.
- D) Words used by Shakespeare.
- 4) A) News reports.
- B) Literature.
- C) Technical writing.
- D) The Bible.
- 5) A) Although a greater part of the English vocabulary is of foreign origin, native words play the most active part in language use.
- B) Writers make greater use of foreign words than do ordinary speakers of English.
- C) Scientific writing in English contains a low percentage of native words.
- D) English borrows a large vocabulary from Latin, Greek and French because its own vocabulary is inadequate for communication.

YOUR SCORE: _____ / 30 POINTS

Lesson Three

SOCIAL CUSTOMS

Learning Skills

1. Getting familiar with two aspects of the American society—marriage and divorce.
2. Differentiating true information from false information.
3. Talking about marriage customs in America and China.

Part A Listen, Write and Speak

Tape

American Marriage Customs

Key Language

to attain

customarily

bride and groom

eternity

vein

bouquet of

unwed

bridesmaid

honeymoon

fertility

Exercises

1. Directions: Listen to the passage and choose the best answer to each question you hear.

Then listen again and check your answers.

(10 points)

- 1) A) To get consent from their parents.
B) To prepare rings for exchange.
C) To be of legal age and to meet certain medical requirements.
D) To send out announcements and invitations.
- 2) A) Because it would make the wedding less exciting.
B) Because it would bring the new couple bad luck.
C) Because it would bring the bride bad luck.
D) Because it would be considered inappropriate by others.
- 3) A) Fathers seemed to object to their daughters' leaving home.
B) Girls were forced into marriages.