



普通高等教育“十五”国家级规划教材

CONTEMPORARY

Listening

COLLEGE ENGLISH

现代大学英语

● 总主编：杨立民

● **听力** **4**

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赵秀英

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FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



普通高等教育“十五”国家级规划教材



北京市高等教育精品教材立项项目

Contemporary College English

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编者说明

《现代大学英语听力》为杨立民教授担任总主编的“现代大学英语”系列教材中的配套听力教材，全套四册，供高等院校英语专业本科一至二年级学生及其他水平相当的英语学习者使用。

听力作为英语学习的基本技能之一，是学习者在基础阶段一项具有相当难度和挑战性的任务。因此，在这一阶段，重视和加强听力训练十分必要。本教材的编写旨在提高学生的听力水平，帮助他们学会各种听力技巧，从而提高他们的英语综合能力，为他们真正掌握英语打下坚实的基础。

一、编写原则

1. 努力体现新教学大纲的精神，狠抓基本功的训练。
2. 教材内容具有合理的坡度，由浅入深，循序渐进，帮助学生逐步提高听力水平。
3. 充分考虑到中国学生学习外语的特点，并注意汲取国外语言教学的先进方法。
4. 兼顾语言技巧的训练与文化内容的传输，在帮助学生掌握听力基本技能的同时，提高学生的人文修养。
5. 精心设计，严格把关，力求编写一套融功能性、知识性、思想性和趣味性为一体的精品教材。

二、具体安排

1. 教材的难度设计

- 1) 参照教学大纲的要求和《现代大学英语精读》第一册的难度，本套教材的起点定为2,000词左右的词汇量。
- 2) 听力教材每学期一册，难易程度大致与《现代大学英语精读》同步。
- 3) 提供丰富多彩的语言材料，重点在于活用语言；不单纯以词汇数量的多少为追求目标，而侧重于内容的理解和掌握。
- 4) 帮助学生适应和熟悉有声语言的特点，听懂规定语言难度之内、以正常语速朗读的较规范的英美口音的语言材料。
- 5) 合理设计教材坡度，体现为题材和体裁由易到难，录音语速由慢到快。同时教材在题材上采用了滚动式前进的办法，以保证合理的重复。
- 6) 学生在完成四册学习之后应能达到通过英语专业四级考试中听力部分的水平。

2. 教材的整体设计

- 1) 本教材的一个特色是为学生同时提供了课堂听力(Intensive Listening)和自主听力(Extensive Listening)两部分材料。它们每册各15单元,每单元的课堂听力和自主听力的材料各长15—20分钟左右。
- 2) 课堂听力在教师的指导下完成,突出一个“精”字,强调听的“质量”。要求学生通过学习和使用不同的听力技巧掌握所听材料并完成各种课内练习。自主听力由学生在课外完成,它是课堂听力材料的扩充,强调听的“数量”。要求学生自行安排听力时间,通过反复练习,提高听力水平。课堂听力与自主听力材料在主题上大致相同,两者相辅相成,相得益彰。精和泛、质与量的有机结合将帮助学生加深对课堂听力内容的印象,巩固新学到的知识,有效提高学习效率,使听力水平得到大幅度提高。
- 3) 教材按不同主题安排单元,每单元供一周(3—4课时)使用。

3. 教材的选材

- 1) 本教材在选材上努力体现功能性、实用性和人文性材料的兼顾。教材既包括学习与生活的一般内容,也包括文化、社会、时政、科技、历史和文学等方面的内容。在第一、二册中两者的比例向前者倾斜,在第三、四册中向后者倾斜。
- 2) 在文体上兼顾口头语言和一般较正式的文体。教材中既有具有时效性的日常生活对话和讨论,也有较正式的辩论、演讲、短文等内容;在第一、二册中两者比例向前者倾斜,在第三、四册中两者比例向后者倾斜。
- 3) 在体裁和题材上充分体现多样性,同时兼顾实用性和趣味性。教材的选篇内容丰富、范围广泛,涵盖了几十个不同主题,也包括了不同体裁的内容。使学生在提高水平、学习知识的同时,也确实享受到收听这些材料所带来的乐趣。

4. 单元的构成

1) 课堂听力

学生用书

- | | |
|---------------------|---------------|
| (1) Objectives: | 每一单元的基本要求 |
| (2) Listening Aids: | 以中文或英文注释的生词表 |
| (3) Tasks: | 形式多样的听力片断 |
| (4) Exercises: | 根据选篇内容设计的各种练习 |

教师用书

- | | |
|-----------------|-----------|
| (1) Objectives: | 每一单元的基本要求 |
| (2) Script: | 有声资料的书面材料 |

- (3) Key: 练习答案
(4) Note(s): 选篇的背景介绍或教学提示

2) 自主听力

- (1) Questions: 为帮助学生理解录音内容而设计的问题
(2) Script: 有声资料的书面材料

5. 练习的设计

- 1) 目的在于使学生在教师的指导和帮助下通过不断练习提高对有声语言的理解水平。
- 2) 在为学生提供生词注释的基础上, 为了使学生真正听懂录音, 并巩固所学内容, 教材中由易到难、由浅入深地安排了各种目的明确的单项和综合听力练习, 如: 填空、回答问题、选择题、是非题、记笔记、听写、总结等等。
- 3) 从第一册开始介绍一些听力技巧: 如何抓住核心内容词, 如何借助语法词汇理解内容, 如何通过篇章结构帮助理解, 如何抓住大意, 如何预测与推断等等, 帮助学生突破听力难关。
- 4) 为解决学生在听英语时经常遇到的语言难点, 如: 数字的表达方式、口语中的各种省略形式以及一些语法现象, 设计了专项听力练习。
- 5) 为了提高学生听力的精确性, 从第一册起, 每一单元都系统安排了听写技能训练, 如: 填空、句子听写、段落听写等, 并在教材的后两册中逐步利用听力材料进行一些初步的口译练习, 为高年级的听译课与口译课做准备。
- 6) 针对英语专业四级考试设计了类似的练习。

《现代大学英语听力》主编为北京外国语大学金莉教授, 参与编写的其他人员全部为北京外国语大学英语学院教师。第一册的副主编为宋颖、王展鹏, 第二册的副主编为王展鹏、张笑一, 第三册的副主编为陈兰芳、邓小文, 第四册的副主编为梁泓、宋颖。

编者衷心希望这套教材能够得到使用者的认可, 诚恳期望同行和朋友们不吝赐教。

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编者

2005 年 9 月

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Contents

Abbreviations	VIII
----------------------------	-------------

Unit 1 People	1
Unit 2 Environmental Protection	13
Unit 3 Entertainment	23
Unit 4 Cultural Heritage	37
Unit 5 Industry	47
Unit 6 Political Institutions	57
Unit 7 Architecture	69
Unit 8 News (I)	79
Unit 9 World Affairs	93
Unit 10 Literature	105
Unit 11 Law and Crime	119
Unit 12 Media	131
Unit 13 Business and Economy	143
Unit 14 Science and Technology	153
Unit 15 News (II)	165

Extensive Listening

Unit 1	People	181
Unit 2	Environmental Protection	197
Unit 3	Entertainment	207
Unit 4	Cultural Heritage	217
Unit 5	Industry	227
Unit 6	Political Institutions	239
Unit 7	Architecture	251
Unit 8	News (I)	265
Unit 9	World Affairs	275
Unit 10	Literature	285
Unit 11	Law and Crime	299
Unit 12	Media	311
Unit 13	Business and Economy	323
Unit 14	Science and Technology	333
Unit 15	News (II)	345

Unit 1

People



Objectives:

- ◇ Develop the ability to note down and analyze statistics.
- ◇ Develop the ability to understand the implied meaning.
- ◇ Develop the ability to listen for the gist of arguments.

Listening Aids

1	saxophone /'sæksəfəʊn/	<i>n.</i>	萨克斯管
	saxophonist /sæk'sɒfənɪst; 'sæksəfəʊ-/	<i>n.</i>	萨克斯管吹奏者
2	hairy /'heəri/	<i>adj.</i>	(infml.) dangerous or frightening, often in a way that is exciting
	misconception /ˌmɪskən'sepʃən/	<i>n.</i>	an idea which is wrong or untrue, but which people believe because they do not understand the subject properly
	skunk /skʌŋk/	<i>n.</i>	臭鼬 (drunk as a skunk = very drunk)
	smack /smæk/	<i>v.</i>	hit sb., esp. a child, with your open hand in order to punish them

	split shift		a period of work that is divided into two or more parts on the same day
3	blow up precipice /'presɪpɪs/ stunt /stʌnt/ man with any luck	<i>n.</i>	destroy sth., or be destroyed, by an explosion a very steep side of a high rock, mountain or cliff 悬崖, 绝壁; 断崖边 a man who is employed to take the place of an actor when sth. dangerous has to be done in a film 特技演员 if things happen in the way that you want; hopefully
4	plaster /'plɑːstə(r); 'plæs-/	<i>v.</i>	completely cover a surface with sth., esp. large pieces of paper, pictures, etc.
5	Greek Orthodox Quaker /'kweɪkə(r)/ tenement /'tenɪmənt/	<i>n.</i> <i>n.</i>	希腊正教(会)的 (基督教的一个教派) 贵格会教徒, 教友会教徒 a large building divided into apartments, esp. in the poorer areas of a city
6	carbonize /'kɑːbənaɪz/ cylinder /'sɪlɪndə(r)/ exhaust /ɪg'zɔːst/ fleece /fliːs/ groove /gruːv/ incandescence /ˌɪnkæn'desəns/ mimeograph /'mɪmɪəgrɑːf; -græf/ Morse telegraphic code mouthpiece /'maʊθpiːs/ perspiration /ˌpɜːspə'reɪʃən/ phonograph /'fəʊnəgrɑːf; -græf/ ticker-tape machine	<i>v.</i> <i>n.</i> <i>v.</i> <i>n.</i> <i>n.</i> <i>n.</i> <i>n.</i> <i>n.</i> <i>n.</i>	使碳化, 使焦化; 使与碳化合 圆筒; 机筒 use all of sth. 羊毛 槽, 沟; 沟纹, 纹道 白炽, 白热 滚筒油印机; 油印品 莫尔斯电码 the part of a musical instrument, telephone, etc. that you put in your mouth or next to your mouth 汗(水) 留声机, 唱机 自动收报机, 电报机
7	nitroglycerine /ˌnaɪtrəʊ'glɪsərɪn; -rɪn/ occidental /ˌɒksɪ'dentəl/ rattle /'rætl/	<i>n.</i> <i>adj.</i> <i>v.</i>	硝化甘油, 炸药, 甘油三硝酸脂 西洋的 (硬物相碰或敲打时) 格格地响

Task 1

This short passage is about the famous saxophonist Kenny G.

A. Fill in the following chart.

Event	Year
Kenny G was born.	
He toured Europe with his High School band.	
He made his first solo album.	
He released his _____.	1993
He won the Best Artist Award.	
He broke the world record for playing a single note.	

B. Decide whether the following statements are true (T) or false (F).

- 1) After he signed for Arista Records, Kenny G achieved immediate success. []
- 2) Kenny G has sold more than 36,000 albums throughout the world. []
- 3) Kenny G has never sung in public. []

Task 2

This dialogue is between a woman officer and an interviewer.

Choose the best answer.

- 1) According to Senn, female policemen _____.
 - a) don't do the same thing as men do
 - b) mostly work the graveyard shifts
 - c) work as hard as the male policemen
 - d) can enjoy more days off

- 2) Which of the following is correct?
- a) In the field, there's no difference between the generations.
 - b) If Senn needs an assistant, other policemen can come to back her up.
 - c) When there is a disturbance, 15 policemen will immediately arrive.
 - d) Some people would vent their anger on the uniformed police officers.
- 3) The advantage of being a female police officer is that _____.
- a) most men have little respect for women
 - b) most men won't thank you as easy as one of the guys
 - c) most men won't hit you as easily as they would hit a man
 - d) it is easier to deal with ten drunk men than one drunk woman

Task 3

This passage introduces a special profession—stunt man.

Choose the best answer.

- 1) Which of the following is NOT among the stunts by professional stunt men?
- a) Falling out of high buildings.
 - b) Jumping from fast-moving trains.
 - c) Crashing cars or even catching fire.
 - d) Performing magic tricks.
- 2) When the stunt men fall from high above, they in fact fall onto _____.
- a) hard ground
 - b) empty cardboard boxes covered with a mattress
 - c) a pile of chairs made of soft wood
 - d) glass windows made of sugar
- 3) Often a stunt man's success depends on all of the following except _____.
- a) different kinds of tricks
 - b) the audience
 - c) precise timing
 - d) a high degree of skill and training
- 4) The case of the Norwegian stunt man proves all of the following except _____.
- a) stunt men lead dangerous lives
 - b) stunt men are well-paid for their work
 - c) stunt men often get seriously injured
 - d) stunt men can be killed if something goes wrong

Task 4

This is an interview with a poet—Robert Minhinnick.

Answer the following questions.

1) When did Robert start writing poetry?

2) How many books of poems has Robert published so far?

3) When did he get his first book of poems published? Was it easy?

4) What's the British reaction to poetry?

Task 5

This passage is about the European immigrants to the United States.

Complete the following notes of the passage.

Between _____ and _____, more than _____ Europeans crossed the ocean to find new homes in the United States.

I. The problems the immigrants faced getting to America:

A. The hardship of going from their _____ to a _____.

B. The unpleasantness—even _____—of the _____.

C. The strangeness of _____ and of _____.

D. The problem of _____ and of finding work in a new, strange country.

II. The common reason for the immigrants to come to America:

They hoped for _____. They considered America a land of _____ and _____.

III. Variety of background:

- A. Immigrants came from many different countries: _____, _____, Denmark, Finland, _____, Italy, _____ and many others.
- B. They came with many different religions: _____, _____, Quaker, and Greek Orthodox.
- C. They brought many different _____ and _____.

IV. Melting pot or salad bowl?

- A. Some people have called the United States a melting pot for the reason that after immigrants were here for some time, they became _____. Differences gradually _____.
- B. Some people say America is more like a salad bowl. Important differences between groups of people _____. Many groups have kept their own _____ and _____.

V. The pains and sufferings of the immigrants:

- A. Often they _____, met with _____, were often laughed at, even _____.
- B. Most of them soon found that they usually got the _____, _____ jobs, the _____ places to live in, and the _____ tenements.
- C. They often felt like people without a country. They didn't really feel a part of it. And the people of the new one didn't always welcome them.
- D. They came for the sake of their children, but in America their children often _____ them. To the children, their parents seemed _____. Their parents' customs made children _____.

Gradually, however, problems were _____. For most immigrants, life in America was better.

Task 6

This passage gives an account of the life story of the famous inventor—Thomas Edison.

A. Complete the following notes.

The Life Story of Thomas Edison

Thomas Edison was born in the small town of _____ in _____, when America

was just beginning its great _____. When he died in _____, Edison shared in the excitement of America's growth into _____.

I. Beginning Years:

- A. As a boy, Edison was not a good student. His great _____ and _____ to experiment often got him in trouble.
- B. In _____, he built his own chemistry laboratory. Because he saved the life of the _____, Edison had the chance to learn railway telegraphy.
- C. In _____, he became an expert telegraph operator and left home to work in various cities.

II. Expanding Years:

- A. In 1869, Edison arrived in _____. It was here that he became interested in the uses of _____. The same year, Edison invented an improved ticker-tape machine which could better _____ on the New York Market.
- B. With the money from the telegraph company, Edison formed his own "invention factory" in Newark, _____, where he _____ and _____ many new items over the next few years.
- C. In 1877, Edison built a new laboratory devoted to _____.
- D. In _____, Edison invented the phonograph.
- E. In _____, Edison invented the light bulb.

III. The World's Leading Inventor:

- A. He patented over _____ inventions which changed our way of living.
- B. He was one of the earliest inventors of the _____.
- C. His invention of the phonograph was joined with _____ to produce talking pictures.
- D. He also perfected the electric motor which made _____ and _____ possible.

IV. Honors:

- A. The United States gave him its highest award, a special Congressional Medal of Honor.
- B. When Edison died, it was proposed that the American people _____ for several minutes in honor of this great man.
- C. As "one of the great heroes of invention", Edison rightfully belongs among America's and the world's great contributors to _____.

