



大学英语听说与教程

COLLEGE ENGLISH LISTENING/SPEAKING/WRITING COURSE

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大学英语听说写教程

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内容简介

本书主旨为培养学生的听、说和写的能力,实现听、说、写教学的三位一体,互相促进、协调发展,即兼顾输入和输出的技能,解决“哑巴英语”现象,提高听说能力和写作能力。

本书的主要特点是适用面广,它不仅适用于非英语专业的本科生、高职高专的学生,也适用于研究生的学习。

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前言

当代大学英语教学的宗旨是培养学生的英语实际应用能力。“听”为信息输入过程，“说”和“写”为信息输出过程。语言输入和输出能力的统一是英语实际应用能力。而当前大学生的实际情况是基本交际能力较差——听、说能力滞后，“哑巴英语”现象严重。每年的全国大学英语四、六级的考试成绩表明学生在听、说、写方面得分相对较低。如何提高学生的听、说和写的能力，实现听、说、写教学三位一体，互相促进，协调发展以及综合提高一直是困扰中国高等教育界的“老大难”问题。

《大学英语听说写教程》是根据目前教育改革形势和教育部《大学英语教学大纲》以及全国大学英语四六级的考试要求，针对学生在学习中所面临的实际困难，按“以学生为中心的主题教学模式”，侧重学生听、说、写方面技能的培养而编写的具有针对性的教材。

《大学英语听说写教程》为学生提供真实的语言环境下的英语应用。各语段文字优美，语言规范，内容紧贴时代，难易适中，侧重趣味性和实用性，使学生在轻松愉悦的课堂气氛中进行语言实践和操练。

本教程共设 40 个单元，每个单元由听 (Listening)、说 (Speaking)、写 (Writing) 三个部分组成。听、说部分又各分为 Section A 和 Section B。

第一部分“听”，由复合式听写 (Compound Dictation) 和控制式听写 (Controlled Dictation) 组成，要求学生在听短文信息的同时把相关的正确信息填入空格中并把整篇听力材料写下来。本部分听力材料取材多样，涵盖了英美文化背景下的政治、经济、科学、文化、历史、教育等多方面的问题，具有很强的实用性。

第二部分为“说”，Section A 为学生提供相应的讨论话题和涉及这一话题的核心词汇，引导学生完成相关讨论；Section B 为分组活动，学生根据分组讨论结果发表有关个人见解的演说，侧重培养学生的自信心、应用现有知识进行语言输出和实际应变的能力。

第三部分为“写”，要求学生根据所提供的信息在 30 分钟之内写出一篇不少于 120 字的短文。

本教程的主要特点是适用面广，它不仅适用于非英语专业的本科生，也适用于高职高专的学生，甚至研究生。不同层面的学生可以选择适合自己的话题和内容，进行听力、口语和写作的训练。

本书提供听力原文，听音内容以 mp3 格式挂在“快乐英语网”上，网址为 www.edglish100.net，免费下载。每单元后提供练习答案及作文范文，以方便师生在不同的教学环境中使用。

本教程在设计、构思和编写的过程中得到外语教学与研究出版社、哈尔滨理工大学、哈尔滨工业大学、北京语言大学、哈尔滨商业大学等院校众多领导、师生的指导和大力协助；外籍专家 Gary Chesshir 审阅了全部书稿和音像材料。在编写过程中我们也参考了国内外的相关资料，在此一并表示感谢。

由于时间仓促，水平有限，谬误难免，敬请广大师生批评指正。

《大学英语听说写教程》编写组

2008 年 7 月 26 日

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UNIT 1

Learning a Foreign Language



☆ Part I Listening

☐ Section A Compound Dictation

Directions

In this section, you will hear a passage four times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second and the third times, you are required to fill in the blanks with the exact missing information. Finally, when the passage is read for the last time you should check what you have written.

1 Learning a foreign language was one of the most difficult yet most rewarding experiences of my life. Although at times, [01] _____

2 My experience with a foreign language began in junior middle school, when I took my first English class. I had a kind and patient teacher who often praised all of the students. [02] _____



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I eagerly answered all the questions I could, never worrying much about making mistakes. I was at the top of my class for two years.

3 When I went to senior middle school, I was eager to continue studying English, however, my experience in senior school was very different from before. [03] _____

_____,
my new teacher quickly punished those who gave incorrect answers. Whenever we answered incorrectly, she pointed a long stick at us and, shaking it up and down, shouted, "No! No! No!" It didn't take me long to [04] _____

Not only [05] _____

4 However, that state didn't last long. When I went to college, I learned that all students were required to take an English course. Unlike my senior middle school teacher, my college English teachers were patient and kind, and none of them carried long, pointed sticks! However, the situation was far from perfect. [06] _____

Also, after a few weeks of classes, I noticed there were many students who spoke much better than I did. [07] _____

So, once again, although for different reasons, I was afraid to speak. It seemed my English was going to stay at the same level forever.

5 That was the situation until a couple of years later, [08] _____

The communication medium was a computer, phone line, and modem. [09] _____



learned [10] _____

6 Online learning is not easier than regular classroom study; [11] _____

I worked hard to [12] _____

and to [13] _____

7 I practiced all the time. I carried a little dictionary with me everywhere I went, as well as a notebook in which I listed any new words I heard. [14] _____

Once in a while [15] _____

But I didn't feel intimidated by students who spoke faster than I did because I took all the time I needed to think out my ideas and wrote a reply before posting it on the screen. Then, [16] _____

and most importantly, I could "say" anything I wanted to in English. Although I still made many mistakes and was continually learning, [17] _____

8 Learning a foreign language has been a most trying experience for me, but one that I wouldn't trade for anything. Not only did learning another language teach me the value of hard work, but it also [18] _____

and my mind was opened to new ways of seeing things. The most wonderful result of having learned a foreign language was that I could communicate with many more



people than before. Talking with people is one of my favorite activities, so being able to speak a new language lets me meet new people, [19] _____

Now that I speak a foreign language, instead of staring into space when English is being spoken, I can participate and make friends. [20] _____

☐ Section B Controlled Dictation

Directions

In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to write down what you have just heard. Finally, when the passage is read for the third time you should check what you have written.

[*The material is up to the teacher to select. Topic for reference:
Language Learning.]



☆ Part II Speaking

☐ Section A Passage Discussion

Directions

Discuss the passage in Section A, Part I by answering the following questions first, using as many of the given useful expressions as possible.

1. What is the writer's general experience with foreign language learning?

•Useful Expressions: