



普通高等教育“十五”国家级规划教材

CONTEMPORARY

● 总主编：杨立民

Listening

COLLEGE ENGLISH

现代大学英语

● 主 编：金 莉

● **听力** **1**

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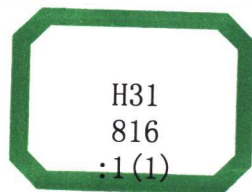
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普通高等教育“十五”国家级规划教材



北京市高等教育精品教材立项项目



总主编：杨立民

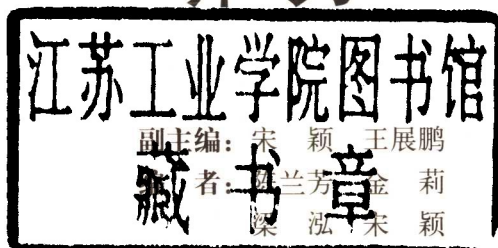
Contemporary College English

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听力 1

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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，帮助他们学会各种提高听力的技巧，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材的先进方法。
4. 努力兼顾语言技巧的训练与教材的文化内容，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、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》一册的难度，本教材的起点定为2000字左右的词汇量。
- 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，重点放在活用语言。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，体现在题材和体裁上的由易到难，以及在录音的语速上的由慢到快。同时教材在题材上采用了滚动式前进办法，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(精听)和自主听力(泛听)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、强调听力的“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,强调听力的“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改善。
- 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) 本教材在选材中努力体现功能性、实用性材料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、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) 在文体上体现口头语言和一般较正式文体的兼顾。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出多样性,力求实用性和趣味性的兼顾。教材的选篇内容丰富、范围广泛。既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:

以英语注释的生词表

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) Scripts

有声资料的书面材料

3) Keys

练习答案

4) Tips:

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) Scripts:

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, 在教材中由易到难、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, 包括如何抓住核心内容词、如何借助语法词汇帮助理解、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, 设计了专门听力练习。
- 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) 针对学生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英语学院金莉教授。参与编写的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。

英语学院电教中心的赵秀英老师为了本教材的编写付出大量心血, 在此也表示深深的谢意。编者衷心希望这套教材得到使用者的认可, 诚恳期望同行和朋友们不吝赐教。

编者感谢北京外国语大学领导和英语学院对于教材编写工作的大力支持, 感谢外语教学与研究出版社在整套教材编写过程中所做的大量工作。外籍教授 Thomas Bork 审阅了全部书稿。我们在此也一并致谢。

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编者

2004年2月

Abbreviations

<i>abbr.</i>	abbreviation
<i>adj.</i>	adjective
<i>adv.</i>	adverb
<i>AmE</i>	American English
<i>BrE</i>	.....	British English
<i>e. g.</i>	.....	for example
<i>esp.</i>	.....	especially
<i>etc.</i>	.....	et cetera (and so on)
<i>fml</i>	.....	formal
<i>infml</i>	.....	informal
<i>n.</i>	.....	noun
<i>pl.</i>	plural
<i>prep.</i>	preposition
<i>pron.</i>	pronoun
<i>sb.</i>	somebody
<i>sth.</i>	something
<i>v.</i>	verb

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Unit 1

University Life



Objectives:

- ◆ Learn the basic words, phrases and sentence patterns often used in describing university life.
- ◆ Grasp quickly information about dates, numbers and prices.
- ◆ Understand education in different countries.
- ◆ Learn to listen for useful information.

Listening Aids

accommodation /ə,kɒmə'deɪʃən/ (5) <i>n.</i>	a place to live or work in: house, flat, hotel room, etc.
assembly /ə'sembli/ (10) <i>n.</i>	a meeting together of people
baccalaureate /bækə'lɔːrɪət/ (10) <i>n.</i>	a bachelor's degree
badminton /'bædmɪntən/ (8) <i>n.</i>	羽毛球
cater for (9)	provide what is needed or wanted by
charitable /'tʃærɪtəbl/ (10) <i>adj.</i>	kind and generous, esp. in giving help to the poor
circulation /sə:kju'leɪʃən/ (3) <i>n.</i>	the movement of sth., such as news or money, from

	place to place or from person to person
civics /'sɪvɪks/ (7) <i>n.</i>	a social science dealing with the rights and duties of citizens, the way government works, etc.
commence /kə'mens/ (4) <i>v.</i>	begin; start
deposit /dɪ'pɒzɪt/ (5) <i>n.</i>	the first part of a payment for goods or service, as a sign that the payment will be completed
EFL (10) <i>abbr.</i>	English as a foreign language
extensive /ɪk'stensɪv/ (8) <i>adj.</i>	large in amount, area, or range; having an effect on or including many parts
extracurricular /ˌekstrəkə'rɪkjʊlə(r)/ (4) <i>adj.</i>	(esp. of activities such as sports, music, or acting) outside the regular course of work in a school or college
find a needle in a hay stack (4)	extremely difficult or impossible to find sth.
get things rolling (4)	start sth.
half board (9)	(in lodgings, hotels, etc.) the providing of a bed and either the midday meal or the evening meal as well as breakfast
humanities /hju:'mænɪtɪz/ (3) <i>n.</i>	studies such as ancient and modern literature, history, etc.; the arts
jot down (4)	write down a quick note
on top of (7)	in addition to
orientation /ˌɔːriən'teɪʃən/ (4) <i>n.</i>	a period or process of introduction and adjustment
overdue /'əʊvə'djuː/ (3) <i>adj.</i>	later than expected
periodic /ˌpɪəri'ɒdɪk/ (1) <i>adj.</i>	happening repeatedly, usu. at regular times
periodical /ˌpɪəri'ɒdɪkəl/ (3) <i>n.</i>	a magazine, esp. one of a serious kind, that comes out at regular times, such as every month
placement /'pleɪsmənt/ (4) <i>n.</i>	the act of placing sth. in a particular order or level
recommendation /ˌrekəmen'deɪʃən/ (6) <i>n.</i>	推荐信
refresher course (9)	a training course given to bring sb.'s knowledge up to date, esp. knowledge needed for a job
residential /ˌrezɪ'denʃəl/ (10) <i>adj.</i>	住宅的
the Scholastic Aptitude Test (SAT) (6)	美国高考能力测试
sociology /ˌsəʊsɪ'ɒlədʒɪ/ (2) <i>n.</i>	the scientific study of societies and human behavior in groups

shuttle /'ʃʌtl/ (4) <i>n.</i>	a bus that makes frequent short journeys between two places
supervise /'su:pəvaɪz, 'sju:-/ (10) <i>v.</i>	keep watch over (a job or activity, or the people doing it) as the person in charge
syllabus /'sɪləbəs/ (1) <i>n.</i>	an arrangement of subjects for study over a period of time, esp. a course of studies leading to an examination
tall order (4)	sth. difficult to do
tentative /'tentətɪv/ (4) <i>adj.</i>	not certain or fully developed; not finalized; still in review
That's that. (1)	(esp. expressing determination) that is the end of the matter; that settles the matter
trust /trʌst/ (10) <i>n.</i>	(an arrangement for) the holding and controlling of property or money for the advantage of someone else
tuition /tʃu:'ɪʃən/ (8) <i>n.</i>	the price of or payment for instruction
VAT (5) <i>abbr.</i>	value-added tax
verbal /'vɜ:bəl/ (6) <i>adj.</i>	connected with words and their use
warden /'wɔ:dn/ (10) <i>n.</i>	a person who looks after a place (and people)
wrap things up (4)	complete or finish

Task 1

This passage shows how a teacher introduces him/herself and the course in the first class.

A. Answer the following questions.

1) What are the name of the teacher and the name of the course?

2) When and where will the class meet for the first half of the course?

3) Where can the students get the textbooks?

4) When are the office hours?

B. Complete the following sentences with what you hear on the tape.

1) We will be meeting in this room for _____ of the course, but we will be using _____ every other week on _____ in Room _____ during _____ of the class.

2) Again, as you see on your course _____, grading is determined by your _____ on a midterm and final test, periodic _____, uh, a research _____, and classroom _____.

Task 2

A student is a bit confused in the library. What happens?

A. Answer the following questions.

1) What's the student's problem?

2) What's the meaning of "on reserve"?

3) Why does the professor put the books on reserve?

B. Decide whether the statements are true (T) or false (F) according to the tape.

- 1) The student has the syllabus in his hand all the time. []
- 2) The reserve room is down the hall and to the right. []
- 3) Once the students find the book on reserve, they can read it for a very long time. []

Task 3

The following passage is the taped tour of a university library.

A. Choose the best answer to complete each of the following sentences.

- 1) Level one houses _____
 - a) current periodicals and journals
 - b) our copy facilities
 - c) our humanities and map collections
 - d) our science and engineering sections
- 2) Back issues of periodicals and journals older than six months are located on level _____.
 - a) one
 - b) two
 - c) three
 - d) four

B. Fill in the blanks with what you hear on the tape.

_____ students can check out up to _____ books for _____ weeks.
 students can check out _____ books for two months. Books can be renewed up to _____
 times. There is a _____ -cents-a-day late fee for _____ books up to a maximum of
 \$ _____. Periodicals and reference books _____ be checked out.
 The library is open weekdays, _____ to _____, and on Saturdays from _____
 to _____. The library is closed on _____.

Task 4

In this dialogue, two students arrange an orientation for the freshmen.

A. Complete the following schedule according to the dialogue.

Activities	Time to begin	Time to finish
registration		
the orientation meeting		

the placement tests		
tour around the campus		
the oral interviews		

B. Answer the following questions.

- 1) Why do they change the ending time of the orientation meeting?

- 2) What do they want the students to see during the shuttle tour?

C. Complete the following sentences with what you hear on the tape.

- 1) Uh, well, teachers are going to be _____ in preparations, and they'll be _____ to start then.
- 2) Okay, here, let me _____ that down. Uh, could you _____ a pen _____ my desk.
- 3) Finding anything on your desk is like _____ ?
- 4) Great. I think the _____ is to keep things _____ smoothly throughout the day.

Task 5

A student asks a receptionist for some information about the courses.

Answer the following questions.

- 1) What does the student want?

- 2) How long will a course last?

- 3) How many hours of classes are there in a week? And how many days?

4) What are the dates of the first and the second course?

5) What are the fees per course?

6) How much is the deposit for each course?

7) Where will the students live?

8) How much will the accommodation cost?

Task 6

This passage is a brief introduction of the Scholastic Aptitude Test in the US.

A. Decide whether the statements are true (T) or false (F) according to the tape.

1) Only the students who are going to graduate from high school will take the exam. []

2) The SAT I is a three-hour exam that tests students' math and verbal skills. []

3) The average total score for an American high school student is around 1,600. []

B. Answer the following questions.

1) How important is the test?

2) How much should the score be for those who want to go to Harvard or Yale?

3) What else will the American universities look at besides the score?

4) What is the SAT II?

Task 7

The following passage tells about the University Entrance Exams in Japan.

- any man or them.

8. Answer the following questions.

(8) How much should the score be for those who want to be a doctor or lawyer?

Task 8

This is an introduction to a school.