

本教材为上海市教委本科重点课程研究成果

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College English Listening & Speaking

新编大学英语 听说教程（上册）

高等教育出版社

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XINBIAN DAXUE YINGYU
TINGSHUO JIAOCHENG



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前言

教育部颁发的《大学英语课程教学要求》(以下简称《教学要求》)明确指出:

“大学英语的教学目标是培养学生的英语综合应用能力,特别是听说能力,使他们在今后学习、工作和社会交往中能用地英语有效地进行交际,同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要。”现实中,人们往往误认为“说”比“听”难。其实不然。《新概念英语》的作者L. G. Alexander曾说:听比说更难,因为听人家说话,主动权在人家手里,说什么、怎么说,词汇是否丰富,结构是否复杂,语音、语调、语速,甚至有没有地方口音,在真实的语言交际中听的人都没有选择的余地;说就不同了,说什么、怎么说,主动权在自己手里,不会说的,还可以采用回避策略,换一种方式来说。此外,在托福考试、雅思考试、全国大学英语四六级考试以及各级各类的英语考试中,听力俨然是不可或缺的重要组成部分,所占分数比重较大,例如在四、六级考试中听力的分数占到了卷面分数的35%。

然而,现实情况是,一方面,近年来随着我国高校招生范围的日益扩大,各省份对初、高中英语听力教学的重视度不尽相同,有的省份高考不考听力,有的省份各地英语教育资源相差悬殊,使学生得不到应有训练,导致学生英语听力水平相对较低;另一方面,社会用人单位对当今大学毕业生的综合素质要求越来越高,而听力是交际过程中不可缺少的组成部分。结果,两者间的矛盾日益彰显。

基于此,我们组织了一批长期从事大学英语视听说教学的一线骨干教师,编写了《新编大学英语听说教程》(上、下册)(以下简称《听说教程》)。《听说教程》编写的主创团队是上海工程技术大学“大学英语听力教学团队”骨干教师。编写过程中,我们结合了国家对大学生英语听说能力的新要求,总结了过去多年的大学英语视听说教学实践经验,广泛征求了校内外师生意见,借鉴了国内外优秀视听说教材的先进编写理念和成熟经验,并在去粗取精、去伪存真的基础上自我完善和提高,编写出了这套教材。

以下对本套教材的结构及编写特色加以简要说明。

一、教材结构

《听说教程》每册10个单元，每个单元由5个部分组成，结构如下：

Part I Lead-in

该部分为本单元的入门和引子，旨在让学生对本单元有初步认知。Section A部分为口语练习，形式多样，既有开放式的自由讨论，也有图文匹配和描述，可引导学生发散思维。Section B部分为听力练习，学生听完材料后，可根据题目要求回答问题，或填写单词，或判断正误。所选听力材料短小精悍，可当作听力热身练习。

Part II Basic Listening

该部分为本单元的主体部分，内容丰富，形式多样，旨在全方位训练学生的听力技能。Section A部分为3篇新闻报道，旨在配合新近改革的四、六级新闻听力考试；Section B部分为长对话；Section C部分为短文理解；Section D部分为复合听写。后三个部分是四、六级考试中的常设题型，学生熟练可能生巧。

Part III Translating and Listening

该部分为本单元的创新题型，旨在培养学生的“以听促写”“以听促译”技能。Section A部分为单词译听，即学生先译出所给单词，然后记下所听到该词的译文，进行对比；Section B部分为句子译听，即学生先译出所给句子，然后记下所听到该句的译文，进行对比；Section C部分为听力理解，即学生听完整篇材料后，完成相应练习。

Part IV Listening and Speaking

该部分注重听说相结合，训练学生的输入与输出能力。Section A部分中，要求学生听完一篇听力材料后，完成相关听力练习题，然后就所给与该听力材料相关口语练习题进行自由讨论；Section B部分为口语练习题，既有根据所给情形自编对话的题目，又有课堂讨论题和课后讨论题。



Part V Time for Fun

该部分包含一则幽默故事，是轻松的英语娱乐时间，旨在培养学生对英语学习的兴趣，并缓解课堂听说训练给学生带来的紧张情绪。同时，我们在该部分中设置了8个空格，学生只需在轻松地听的过程中完成填词或短语的任务。

二、教材特色

1. 内容丰富，语言真实

《听说教程》以单元主题展开，每个单元探讨一个主题，上、下册共有20个单元和主题。这些主题覆盖了与当代青年学生日常生活相关的大部分话题，如大学生活、休闲娱乐、家庭、朋友、健康、环境等。听说练习的话题围绕学生熟悉并且感兴趣的内容展开，使学生听得有趣有味，说得有内容、有深度，最终提高学习效率，达到学以致用目的。

《听说教程》在语言材料的选择和组织上注重文章短小精悍，易于学习、操练。选材凸显知识性、趣味性和实用性相结合的原则，使学生在学习英语语言的同时吸收大量与语言相关的社会、文化等知识。学生完成本书学习后，能初步了解西方社会和文化，熟悉在国外学习的各种场景，掌握基本的口头交际技能。

2. 输入输出，并行不悖

听是言语和意念输入的过程，是领会能力；说是输出的过程，是产出能力。我们认为，在英语学习过程中，应先有输入，然后才有输出；输入的语料越多，输出的言语愈丰富。因此，突出听力能力的培养，并且通过大量的听力训练来提高口语能力是一个行之有效的办法。《听说教程》强调以信息输入带动输出，重视听说相结合，通过音频媒介传播大量的语言文化信息，让学生在主动学习中加以提炼和运用，在实际使用过程中去交流和巩固。《听说教程》特别注重对学生学习技能和学习策略的培养，每个单元都有针对性地设计了不同的听说练习，使学生在反复练习中逐步掌握听说的基本技能。

总之，本教材为学生提供了适量的输入材料，也就是规范的、地道的英语语言素材，然后在领会能力的基础上发展表达能力。

3. 聚焦文化，兼顾实用

跨文化交际中的文化因素在外语教学中具有特殊意义。《听说教程》注意语言材

料与文化内容的融合。尤其是注重中国文化，专门设计的“Part III Translating and Listening”模块就是本套教材的亮点之一。这部分聚焦与中国文化相关内容的译听训练，重在培养学生的跨文化意识，服务于“讲好中国故事”国家战略。这种“以听促写”的模式也是我们在编写本套教材过程中的初步尝试。

《听说教程》的实用性主要体现在听力练习的设置上，兼顾了全国四、六级考试的教学与应试需求。教材中设置了新闻短篇、长对话、短文理解和复合听写等题型，涵盖但又不囿于考试题型，能做到既让学生对四、六级考试题型熟练掌握，又跳出其视线，使其听力技能得到更广范围的训练。尤其值得一提的是，针对2016年6月的四、六级听力考试改革，本套教材中增设了3篇新闻短篇，设有7个问题，题型和四、六级考试一致，是本套教材编写组对英语教学改革所作出的快速反应。

4. 结构科学，灵活安排

《听说教程》的20个单元安排中，依次渐进，由简到难。就每个单元安排来说，Part I Lead-in部分为听说导入，Part II Basic Listening部分为听力技能训练，Part III Translating and Listening部分为译听训练，Part IV Listening and Speaking部分为听说训练，Part V Time for Fun部分为轻松一刻的听力训练。也遵循由简到难的安排顺序，始终坚持“以听促说，听说结合”的原则。在听说练习的设置上，先保障学生足够量语言材料的输入基础上，再进行输出的口语训练。这种由浅入深、由输入到输出的教学安排使学生听得进、说得出，从而激发学生由“要我学”向“我要学”的华丽转变热情。

另外，本套教材尽可能采用多种有效的听力练习形式，主观题和客观题相结合，不仅涵盖了全国四、六级的全部考试形式，而且还借鉴了多种国际大型英语考试题型；在口语方面，本套教材设计了多种课堂对话，如回答问题、对话、讨论、演讲等。

本套教材不仅能使学生巩固在课堂掌握的学习方法和学习策略，更能起到增加人文和科学知识、提高综合素养的目的。与教材配套的学习资源可登陆<http://abook.hep.com.cn>获取，便于学生课外自学。教师参考资源可到中国外语网（<http://www.cflo.com.cn>）下载。

本套教材得以顺利编写并付梓出版，得到了多方援助。本人成为上海工程技术大学“大学英语听力教学团队”负责人，得益于上海市的“上海高校推行骨干教师教学激励计划”和上海工程技术大学的“上海工程技术大学骨干教师教学团队激励计划”两个项目的推行，这直接让我和我的教学团队成员有机会反思大学英语听力教学，最后萌生了



编写本套教材的想法，并付诸实施。本教材得到上海市教委本科重点课程建设资助（项目编号：S201521002），在此谨表感谢。在教材的编写过程中，我们还要感谢学校和学院相关领导所给予的大力支持，没有他们提供各种方便，我们所遇到的困难不会得以即刻解决。外国语学院副院长刘晓民教授通览全书，并提出了修改意见。此外，我们要感谢高等教育出版社的领导、相关编辑和工作人员，我们保持了多年的友好合作关系，亦师亦友，正是有了他们的鼎力相助，本套教材才得以顺利付梓出版。最后，我们在教材编写过程中，参阅并引用了国内外众多图书、报刊和互联网的文字材料，谨向有关出版方和作者表示深深的谢意。

本套教材能够帮助大家在轻松、愉快的氛围中提高英语的听说能力。同时，也请大家提出宝贵的意见和建议，我们将不胜感激。

刘金龙
2016年4月
于上海工程技术大学

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Unit 1

College Life



Part I Lead-in



Section A Warm-up Questions

Directions: *Discuss the questions, and share your discussion with the class.*

1. Do you like college life? Why?
2. What are your favorite extracurricular activities? Give some examples.
3. Where are you living now, on campus or off campus? Describe the advantages and disadvantages of living on or off campus.

Section B Question and Answer

Directions: *Listen to a short passage about the reusing of leftovers in a university dining hall. Then write down a short answer to each of the following questions.*

Word tips

donate *v.* 捐赠 [钱, 物] (give money or goods for a good cause, for example, to a charity)

leftover *n.* [常作leftovers] 剩余物 [尤指食品] (something, especially food, remaining after the rest has been used)

deliver *v.* 送交, 递送 (bring and hand over a letter, parcel, or ordered goods to the proper recipient or address)

currently *adv.* 目前 (at the present time)

Language and culture tips

Food Recovery Network (FRN) 食品回收组织 (an organization that unites students on college campuses to fight food waste and hunger by recovering perishable food that would otherwise go to waste from their campuses and communities and donating it to people in need)

1. Why did Ben Simon and his friends meet with the dining services of their university?

2. Why did volunteers appear at the campus dining hall each night?

3. How many leftovers did they donate?

Part II Basic Listening



Section A News Reports

Directions: In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you must choose



the best answer from the four choices marked A), B), C) and D).

Language and culture tips

Twitter 推特，一家美国社交网络及微博客服务网站，为全球互联网访问量最大的十个网站之一。它可以让用户更新不超过140个字符的消息，这些消息也被称作“推文（Tweet）”。

Forbes 《福布斯》杂志

News item 1

Questions 1 and 2 will be based on the following news item.

1. A) The high price of university education.
B) A brief introduction to Z-degree.
C) Cheaper rather than expensive textbooks are needed.
D) An argument over textbook between West and Tidewater.
2. A) Tidewater offered the nation's first textbook-free degree.
B) OER are free education materials anyone can use for any purpose.
C) Students in the Z-degree programs do not need to pay for any course materials.
D) Z-degree is a two-year degree program providing a bachelor's degree.

News item 2

Questions 3 and 4 will be based on the following news item.

3. A) The U.S. has lots of public, private and even open colleges.
B) Students can choose from two-year or four-year colleges.
C) There are over 1,700 four-year colleges giving degrees.
D) Choosing a cheaper college is very important to students.
4. A) It means that the school accepts a small number of students from applicants.
B) It means that the applicant have a lot of colleges and schools to choose from.
C) It means that *U.S. News and World Report* uses information from over 1,000 schools to create a list of the top colleges.
D) The applicants don't necessarily have to have excellent academic records and very high test scores.

News item 3

Questions 5 to 7 will be based on the following news item.

5. A) Because there are too many applicants applying for universities.
 B) Because only a small number of applicants can be admitted by schools.
 C) Because the admissions process are too complicated for students.
 D) The author does not make it clear in the news report.
6. A) The report argues that the admission process causes major problems.
 B) The schools admitted more than 9 million students between 2013 and 2014.
 C) Most California high school students have been admitted to University of California.
 D) Only some colleges and universities require many things from students when they apply.
7. A) An essay that describes a student's interests.
 B) An essay that tells why you choose that school to study in.
 C) Letter of recommendation proving the student is good in academic records.
 D) Letters from teachers or other adults proving the student is a good candidate.

Section B Long Conversations

Task 1 An important call to Professor Oliver

Directions: *In this section, you will listen to a long conversation. Listen carefully and choose the best answer from the four choices given to each question you hear.*

Word tips

supervisor *n.* 监督者, 监管人 (a person who supervises a person or an activity)

humanity *n.* [常用复数humanities] 人文科学 [尤指文学、历史、艺术、音乐和哲学] (learning or literature concerned with human culture, especially literature, history, art, music, and philosophy)

1. A) He wants to drop her course.
 B) He wants to hand in his paper.
 C) His roommate is so sick that he asks for leave for him.
 D) He wants to deliver another student's paper to her office.



2. A) Drop off a paper.
B) Ask where her office is.
C) Find out about a course.
D) Bring his roommate's paper.
3. A) Give a presentation.
B) Take a final exam.
C) Take a final exam and give a presentation.
D) Write a paper.
4. A) In late afternoon.
B) Tomorrow afternoon.
C) Tomorrow morning.
D) Time is uncertain.
5. A) In the library adjacent to Fine Arts Building.
B) In the library connected with Fine Arts Building.
C) In the Fine Arts Building adjacent to the library.
D) In the Fine Arts Building connected with the library.

Task 2 Talking about famous books

Directions: *In this section, you will hear a long conversation. Listen carefully and fill in the blanks with what you hear.*

Word tips

recreational *adj.* 消遣的, 娱乐的 (relating to or denoting activity done for enjoyment when one is not working)

Nancy: Hi, Tom. Long time no see. (1) _____?

Tom: Hi, Nancy. Oh, not so bad. Pretty good in fact.

Nancy: Is that what you think? I mean, (2) _____?

Tom: Yes, I enjoy living here because there are so many people to make friends and activities to participate in.

Nancy: That's fine. How about your college life this semester?

Tom: Very good. (3) _____.

Now I'm a member of the English Club.

Nancy: (4) _____?

Tom: We regularly hold activities in English, such as singing competitions, recitation contests, plays and so on. There's an English corner on the campus every Friday evening, and many students talk to each other in English there.

Nancy: Do you think these activities are useful for your English?

Tom: Sure. (5) _____.

And there is an English radio station in our university. It broadcasts three times every day. It really helps me improve my English.

Nancy: It seems you've been enjoying a very full and colorful college life.

Tom: Yeah. How about your college life this semester?

Nancy: Oh, very busy. (6) _____.

Sorry, I'm late and I think I have to go. See you.

Tom: See you.

Section C Passages

Task 1 Why is college important to our society?

Part A

Directions: In this section, you will hear a short passage. Listen carefully and choose the best answer from the four choices given to each question you hear.

Word tips

mobility *n.* 流动 (the ability to move between different levels in society or employment)

ethnicity *n.* 种族属性; 民族属性 (the fact or state of belonging to a social group that has a common national or cultural tradition)

lineage *n.* 祖系, 家系 (lineal descent from an ancestor; ancestry or pedigree)

merit *n.* 优秀品质, 优点; 价值 (the quality of being particularly good or worthy, especially so as to deserve praise or reward)

privilege *n.* 特权; 特惠待遇 (a special right, advantage, or immunity granted or available only to a particular person or group of people)



Language and culture tips

level the playing field 创造公平竞争环境 (a concept about fairness, not that each player has an equal chance to succeed, but that they all play by the same set of rules.)

American Dream 美国梦 (a national ethos of the United States, a set of ideals in which freedom includes the opportunity for prosperity and success, and an upward social mobility for the family and children, achieved through hard work in a society with few barriers. In the definition of the American Dream by James Truslow Adams in 1931, "life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement" regardless of social class or circumstances of birth. The American Dream is rooted in the *Declaration of Independence*, which proclaims that "all men are created equal" with the right to "life, liberty and the pursuit of happiness.")

1. A) Colleges and universities can bring a lot of money.
B) American society attaches importance to higher education.
C) The U.S. wants to attract excellent immigrants.
D) The U.S. wants to prove that it is a strong nation.
2. A) They experienced higher education.
B) Their boss gave them a lot of money.
C) They worked hard and made a lot of money.
D) They were born into families of power and money.
3. A) Strong working competence.
B) Good college education.
C) Solid family status.
D) Special forms of privilege.
4. A) Higher education can kill poverty.
B) Higher education can bring about social equality.
C) Higher education can bring people money.
D) Some careers require more than four-year college education.