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新编大学英语听力教程

(上册)

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内 容 提 要

本套听力教材是为适应本科生英语听力课及全国英语四、六级统考和硕士生入学英语听力考试要求编写的。内容生动、有趣,题型全面、灵活,针对性强。分上、下两册出版,每册 20 课并分学生用书与教师用书以便利用。另配有由外教录音磁带共 10 盒。

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前 言

目前,虽然听力方面的教材不少,但大部分内容都局限在全国四、六级英语统考的框架里,题型比较单调,过于注重选择题的练习。而国外的听力教材语速普遍又较快,对大多数中国学生来说也不适合。现在,有些高校采用的《大学英语》听力教程(虞苏美、李慧琴主编)是一套系统的、能全面提高学生听力能力的较好教材,但由于大学英语听力课的学时极为有限,使多数的听力课堂教学都比较被动,结果听力训练的量明显不足,达不到强化的目的。针对这种状况,我们迫不得已一方面在不断地改进听力课的教学模式,另一方面又在积极拓宽英语第二课堂,充分利用课余时间帮助学生提高听力水平。我们都知道,提高听力水平是学好外语的关键所在,听不懂,一切都无从谈起。为了及时满足英语教学和全国英语四、六级统考及硕士生入学英语听力考试的迫切需要,我们组织听力课一线骨干教师编写了这套听力训练的教材。

本套教材是在英语听力理论研究的基础上,根据大学英语教学的实际情况编写的,内容分上、下两册,每册为20课,并分为学生用书和教师用书合订,自学方便。内容生动、有趣,题型全面、灵活,针对性强。另配有由外籍教师录音的十盒磁带。本教材是《大学英语》听力教程的一个补充和深化,是课上内容在课下的辐射,学生可以与《大学英语》听力教程同步使用这套教材,这样会使每堂听力课上所学的内容得到及时的消化和吸收,使学生的英语听力水平不断地得到巩固和提高。

本套教材具备以下几个特点:

1. 听力内容新颖、有趣,能较好地调动学生一种听的欲望。
2. 语言真实、规范,题型活泼、多样,目的明确、针对性强。通过多方位、多层次反复的听的刺激来训练学生的听力与理解的能力。
3. 按照循序渐进的原则,开始阶段以生活题材为主,难度逐渐加大,信息量逐渐增多,内容变化逐渐多样,答题的速度和难度也逐渐提高。
4. 在培养学生听懂基本语言单位的基础上,逐步增强学生在语篇水平上的理解能力和熟练程度,提高他们对所听内容的分析、归纳、综合与推断能力。
5. 为了确保达到新《大学英语教学大纲》规定的各级听力的语速,所以本教材使用的训练语速略快于《大纲》的规定。
6. 录音者皆是英语国家语言方面的专家和学者,音质清晰、流畅、优美,语音、语调标准、纯正。

本教材的编写、试用和出版均得到了哈尔滨工业大学外语系领导和诸位教师的大力支持,在此表示感谢。书中难免存在这样或那样的不足之处,欢迎同仁指正,并表示感激。

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学生用书

FOR STUDENT

Lesson One

ASKING THE WAY

Part A Micro-Listening

Ordinals

Directions: In each sentence there is an ordinal number. Remember the number and write it down in the blank. (5 points)

1. The book is about great events in the _____ century.
2. The _____ Olympic Games were held in Sydney, Australia.
3. Robert ranked _____ in the test.
4. Independence Day in the US is on the _____ of July.
5. He sits in the _____ row on the left.

Teens and Tens

Directions: Listen carefully and repeat the number you hear. Then underline the correct number. (5 points)

1. It usually takes me 17/70 minutes to get to my office.
2. The nearest post office is on 14th/40th street.
3. I paid 16/60 dollars for the dress.
4. This event took place in the year 1913/1930.
5. Since your suitcase weighs 18/80 pounds, you have to pay overweight charges.

Part B Macro-Listening

Dialogue

Getting Directions

I . Learning Point

Words and Phrases

block /blɒk/ 街区

point at 指着

subway/'sʌbwei/ 地铁

crosstown 穿越市区的

II . Exercise

Directions: Listen to the dialogue and answer the following questions. (10 points)

1. What place did Mary want to go to? Why?

2. Which way did the first man tell Mary to go at first?

3. Which building was the second man talking about when he told Mary to take the crosstown bus?

4. What did Mary decide to do in the end?

5. What were the two men doing when Mary left?

Passage

College-A New Experience

I . Learning point

Words and Phrases

experience /iks'piəriəns/ 经历

adjust /əd'dʒʌst/ to 适应于

be confused /kən'fju:zd/ about 困惑

handle /hændl/ 处理

upperclassman /ʌpə'kla:smən/ 高年级学生

sense of responsibility /ris'ponsibiliti/ 责任感

be on one's own 独立

Marymount /'mærimənt/ University

dorm /dɔ:m/ 宿舍

Virginia /və'dʒɪnjə/ 弗吉尼亚(美国州名)

park 停车

aspect /'æspekt/ 方面

New Gerard /dʒera:d/ 吉拉德大楼

II . Exercises

1. Directions: Listen to the passage and choose the best answer to complete the sentences. (10 points)

1) College is a different experience for the speaker because _____.

- she's away from home
- she has many things to adjust to
- she can't do the things she likes
- both a and b

2) What are the things she likes about college?

- Being on her own and having much free time.
- Being on her own and talking with friendly people.
- Learning new things and making friends.

d. Being independent and doing what she likes.

3) What was her trouble the first day in college?

- a. She couldn't find a place to park.
- b. She lost her student card.
- c. She didn't know where she was going.
- d. Her car broke down.

4) How did the guard help her?

- a. The guard told her what building she was looking for.
- b. The guard drove her to the place she wanted to go to.
- c. The guard smiled and told her not to be anxious.
- d. The guard asked her to follow her.

5) When the students knew she was looking for New Gerard, they _____.

- a. showed her the way
- b. took her there in their car
- c. asked her to follow them
- d. said they lived there, too

2. Directions: Listen to the passage again and write 'T' (true) and 'F' (false) for each statement. (10 points)

1) () 2) () 3) () 4) () 5) ()

Sentences

Directions: You will hear five sentences. These sentences will be spoken three times. Listen the first time to get the general idea of the sentences. When you hear the sentences for the second time, write the sentences down. Listen to the sentences for the third time to check your answers. (10 points)

1. _____

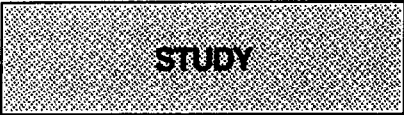
2. _____

3. _____

4. _____

5. _____

Lesson Two



Part A Micro-Listening

Rising and Falling Tones

Directions: Listen to the following sentences. Write 'R' for a rising tone and 'F' for a falling tone. (5 points)

1. () 2. () 3. () 4. () 5. ()

General Questions

Directions: You will hear five yes/no questions. Choose the right answer to each question you hear. (5 points)

- | | |
|-------------------------------|---------------------------|
| 1. a. No, I wasn't. | b. Yes, I am. |
| c. Yes, I did. | d. No, I'm not. |
| 2. a. No, she isn't living. | b. No, she isn't. |
| c. Yes, she is living. | d. Yes, she was. |
| 3. a. Yes, I do. | b. No, I don't. |
| c. Yes, that'll be all right. | d. No problem. |
| 4. a. Yes, I do. | b. No, I didn't. |
| c. Yes, I am. | d. No, I'm not. |
| 5. a. Yes, he called me. | b. Yes, I called him. |
| c. No, I don't know Paul. | d. Yes, he knows me well. |

Part B Macro-Listening

Dialogue

A Teacher Encourages Kate

I . Learning Point

Words and Phrases

bother /'bɒðə / 打扰,麻烦

fail /feil / 不及格

intelligent /in'telidʒənt/ 聪明的

confident /'kɒnfɪdənt/ 有信心的,自信的

straight away 马上

II . Exercise

Directions: Listen to the dialogue and answer the following questions. (10 points)

1. Why was Kate worried?

2. What might happen if she failed?

3. What did Mr. Hill say about Kate and the examination?

4. What did Kate's teacher say about Kate?

5. How did she feel at the end of the conversation?

Passage

The Successful Language Learner

I . Learning Point

Words and Phrases

purpose /'pə:pəs/ 目的

communicate /kə'mju:nikeit/ 交流

independent /in'dipəndənt/ 独立的

pick up 学习,学会

instead of 代替,不是

II . Exercises

1. Directions: Listen to the passage and fill in the following table. (10 points)

The Successful Language Learner	
They are _____ .	They do not _____ the book or the teacher, they discover their own ways to learn the language.
They are _____ .	They do not wait for a chance to use the language, they look for such a chance.
They have _____ .	They _____ the language and the people who speak it.

2. Directions: Listen to the passage again and write 'T' (true) and 'F' (false) for each statement you hear. (10 points)

1) () 2) () 3) () 4) () 5) ()

Sentences

Directions: You will hear five sentences. These sentences will be spoken three times. Listen the first time to get the general idea of the sentences. When you hear the sentences for the second time, write the sentences down. Listen to the sentences for the third time to check your answers. (10 points)

1. _____

2. _____

3. _____

4. _____

5. _____

Lesson Three

APOLOGY

Part A Micro-Listening

3 - 4 Digit Numbers

Directions: You will hear five three or four digit numbers. Repeat each number and write it down in the blank. (5 points)

1. _____ 2. _____ 3. _____
4. _____ 5. _____

Special Questions

Directions: You will hear five wh - questions. Choose the right answer to each question you hear. (5 points)

- | | |
|------------------------|-----------------------|
| 1. a. In a shop. | b. A pen. |
| c. This morning. | d. By car. |
| 2. a. To the library. | b. In the library. |
| c. To read some books. | d. This afternoon. |
| 3. a. Last week. | b. By plane. |
| c. Next month. | d. With my sister. |
| 4. a. He took a taxi. | b. By taxi. |
| c. In a taxi. | d. Very late. |
| 5. a. By car. | b. Last night. |
| c. In Chicago. | d. To see his friend. |

Part B Macro-Listening

Dialogue

Apology

I . Learning Point

Words and Phrases

arrange /ə'reində/ 安排, 约定

appointment /ə'pointmənt/ 约会

cancel /'kænsəl/ 取消

accident /'æksidənt/ 事故, 意外

explanation /eks'spləneɪʃən/ 解释

fault /fɔlt/ 过错

awfully /'ɔ:fuli/ 非常

upset /ʌp'set/ 不安的

II . Exercise

Directions: Listen to the dialogue and choose the best answer to each question. (10 points)

- The man was a little angry with the woman because _____ .
 - she was late for the lesson
 - she didn't come to the lesson
 - she cancelled the lesson
 - she went to another class
- According to the dialogue, the woman _____ .
 - was careless and forgot about the lesson
 - wanted to call the man but forgot his telephone number
 - had to stay home to take care of her mother
 - went to the hospital because her brother had an accident
- It can be inferred from the dialogue that the man _____ .
 - waited for the woman and missed another appointment
 - didn't wait for the woman last night
 - waited for the woman's call about the lesson
 - didn't give the woman his phone number
- After being told about the accident, the woman's mother was _____ .
 - surprised
 - impatient
 - worried
 - embarrassed
- At the end of the conversation, the man _____ .
 - was still angry with the woman
 - didn't believe what the woman said
 - tried to do something to help the woman
 - accepted the woman's explanation

Passage

I'm Sorry, Jones

I . Learning Point

Words and Phrases	
clerk /klɜ:k/ 职员	patiently /'peɪʃəntli/ 耐心地
company /'kʌmpəni/ 公司	advance /əd'vɑ:ns/ 前进, 晋升
reasonably /'ri:zənbli/ 相当地	smart /sma:t/ 聪明的
employee /'ɪmplɔɪ'i:/ 雇员	promote /prə'məʊt/ 提升
experience /ɪks'piəriəns/ 经历, 经验	

II . Exercises

1. Directions: Listen to the passage and match the words on the left with the correct words on the right. (10 points)

- | | |
|--------------------|---|
| George Jones | a. did not think Jones had a lot of experience. |
| Jones's experience | b. retired from the company. |
| The manager | c. was angry because he was not promoted. |
| Older employees | d. was promoted after a year. |
| The new young man | e. was the same each year. |

2. Directions: Listen to the passage again and write 'T' (true) or 'F' (false) for each statement you hear. (10 points)

- 1) () 2) () 3) () 4) () 5) ()

Sentences

Directions: You will hear five sentences. These sentences will be spoken three times. Listen the first time to get the general idea of the sentences. When you hear the sentences for the second time, write the sentences down. Listen to the sentences for the third time to check your answers. (10 points)

1. _____
2. _____
3. _____
4. _____
5. _____