



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** **2**

● 主 编：金 莉

● 副主编：王展鹏 张笑一

● 编 者：邓小文 梁 泓

宋 颖 王文峰

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

现代大学英语

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编者说明

《现代大学英语听力》为由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，以及在录音语速上的由慢到快。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) Key: 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: 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。

英语学院电教中心的赵秀英老师为本教材的编写付出了大量心血, 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。

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编者

2004年2月

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- Abbs, Brian and Ingrid Freebairn, *Building Strategy*, Teacher's Book/Strategy 2, Longman Group Limited
- Abbs, Brian and Ingrid Freebairn, *Discoveries*, Students' Book 3, Longman Group UK Limited
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<http://www.ucar.edu>

<http://www.spainexchange.com>

<http://www.npr.org>

<http://www.hyperhistory.com>

<http://www.worldhistory.com>

<http://www.bbc.co.uk/worldservice>

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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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Social Customs

Extensive Listening

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Unit 1

Social Customs



Objectives:

- ◇ Understand descriptions of various social customs.
- ◇ Learn to make comparisons.
- ◇ Understand discussions of advantages and disadvantages of customs.
- ◇ Understand cohesiveness of a passage in expressing similarities and differences.

Listening Aids

booze-up /'bu:z'ʌp/ (8) *n.*

(BrE infml) a party where people drink a lot of alcohol

bowler hat (1)

(BrE) a hard round black hat 圆顶硬礼帽

bride-to-be (8) *n.*

a woman who is going to be married soon

compact /kəm'pækt; 'kɒmpækt/ (2) *adj.*

small, but arranged so that everything fits neatly into the space available

Czech /tʃek/ (4)

捷克 [欧洲中部国家]

divorce /dɪ'vɔ:s/ (6) *adj.*

legally end one's marriage to (sb.)

dreadful /'dredfʊl/ (5) <i>adj.</i>	extremely unpleasant
expand /ɪk'spænd/ (6) <i>v.</i>	become larger in size, number, or amount, or make sth. become larger
folk dance (3)	a traditional dance from a particular area
frown /fraʊn/ (8) <i>v.</i>	make an angry, unhappy, or confused expression, moving your eyebrows together
humid /'hju:mɪd/ (2) <i>adj.</i>	hot and wet in a way that makes you feel uncomfortable
Lent /lent/ (4) <i>n.</i>	the 40 days before Easter when some Christians eat less food or stop doing sth. that they enjoy 大斋节
omelet /'ɒmlɪt/ (4) <i>n.</i>	eggs mixed together and cooked in hot fat, sometimes with other foods added
Osaka /əʊ'sa:kə; 'ɔ:sɑ:kɑ:/ (2)	大阪[日本本州岛西南岸港市]
split /splɪt/ (6) <i>v.</i>	divide or separate sth. into different parts or groups, or be divided into different parts or groups
square dance (3)	a type of traditional country dance in which four pairs of dancers face each other in a square, and sb. calls out the movements they should do 方块舞
Victorian /vɪk'tɔ:riən/ (5) <i>adj.</i>	relating to or coming from the period from 1837—1901 when Victoria was Queen of England (英国) 维多利亚女王时代的, 有维多利亚女王时代特色的 (also marriage/wedding vows) the promises one makes during one's wedding
vows /vaʊz/ (8) <i>pl.</i>	
widow /'wɪdəʊ/ (6) <i>v.</i>	(be widowed) if someone is widowed, their husband or wife has died

Task 1

In this part, you'll hear Gretel and Mr. Clark talking about "the typical English gentleman".

A. Answer the following questions.

1) What did Gretel want to see in the City of London?

2) Why was she so surprised?

3) What did the Englishmen look like?

4) Why did Gretel think they must be typical English gentlemen?

5) Did Mr. Clark also think there is such thing as a “typical” Englishman?

6) What English saying did Mr. Clark use to prove his opinion?

B. Write down the poem “If All the Seas Were One Sea”.

Task 2

You'll listen to a conversation between a British man and a Japanese student comparing life in Britain and Japan.

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

1) I found that living in Japan, _____. They seem to work the whole day.

2) Where I was living in Japan, in the north, it was much _____, especially in winter, _____ centigrade. Does the winter in Osaka _____ than the winter in England?

3) I found Japan _____ than Britain, especially in the

north. The mountains are _____. I found it _____ than Britain.

4) And therefore the towns and villages _____.

5) So because the cities are more crowded, _____ tend to be _____, don't they?

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

1) People need to take three showers a day in the humid and hot summer in Japan. [_____]

2) Winter in Osaka is shorter than that in England. [_____]

3) Estuko thinks the countryside in Japan is more beautiful than that in England. [_____]

4) Britain is mountainous and Japan is much flatter. [_____]

5) Houses in Britain tend to be smaller and compact. [_____]

Task 3

In this task, you'll listen to a conversation about folk dances in the United States.

A. Answer the following questions.

1) What is the difference between the folk dances in the US and other countries?

2) How many dancers are there in a folk dance in the US according to the man?

3) Why is it called square dance?

4) How does the man tell the dancers what they should do?

5) What kind of clothes do people wear in folk dancing?

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

- 1) There is only one folk dancing group in each city in the United States. []
- 2) Usually there are four men and four women in a folk dancing group. []
- 3) In square dancing, there are four people on each side of the square. []
- 4) A man usually speaks quickly to tell the dancers what they should do. []
- 5) People dance fast, therefore there is not much time for them to think of the instructions in the song. []

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

- 1) In square dancing, usually _____ when they start, with a man and a woman _____.
- 2) Then there's a man who tells the dancers _____. He usually _____, and _____ while they dance.
- 3) Folk dancing in the United States is very fast; people _____.
- 4) The dancers wear _____. They make the dances _____.

Task 4

In this task, you'll listen to six customs in different countries.

Answer the following questions.

1) What was known as "Setsubun"?

2) What did many Chinese families burn to bring good luck before the Chinese Lunar New Year?

3) What was the old custom in choosing what to wear by brides in America?

Britain.

4) Why did the people of Ponti, Italy eat an omelet made with 1,000 eggs before Lent?

5) What was a "Smrt"?

6) What did people do on St. Anthony's Day in Mexico?

Task 5

In this task, you'll hear a discussion about whether life is better now than it was in Victorian England.

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

- 1) The two speakers agree that Victorian life used to be much more fun than it is now. []
- 2) In Victorian England, people had to wear hats and long gloves even when they were eating cakes and biscuits. []
- 3) Life is much slower than it used to be in Victorian England, where people never had time to stop and enjoy themselves. []
- 4) There were more illnesses in Victorian times, some of which do not exist today. []
- 5) Children in Victorian England hardly ever saw their parents, because their parents were working hard. []
- 6) Children nowadays do not wear tight, uncomfortable grown-up clothes, and their life is much better than before. []
- 7) According to the woman, women today enjoy more freedom, though they may have to work hard. []