



普通高等教育“十五”国家级规划教材

SECOND EDITION [第二版]

NEW COLLEGE ENGLISH

VIEW, LISTEN AND SPEAK

新编大学英语 视听说教程

浙江大学 编著



1

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



普通高等教育“十五”国家级规划教材

★ 教育部大学外语推荐教材

SECOND EDITION [第二版]

NEW COLLEGE ENGLISH

VIEW, LISTEN AND SPEAK

新编大学英语

视听说教程

1

浙江大学 编著

主 编

何莲珍

编 者

傅 莹 张兴奎 熊海虹 袁 靖

蒋景阳 马以容 杨 敏

审 稿

邵永真 Maxine Huffman (美) Don Huffman (美)



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

图书在版编目(CIP)数据

新编大学英语(第二版)视听说教程 1/浙江大学编著. —北京:外语教学与研究出版社,2004.8
ISBN 7-5600-4425-5

I. 新… II. 浙… III. 英语—视听说教程—高等学校—教材 IV. H319.9

中国版本图书馆 CIP 数据核字(2004)第 089048 号

新编大学英语(第二版)

视听说教程 1

主编:何莲珍

* * *

责任编辑:刘 晖 董焱宁

出版发行:外语教学与研究出版社

社 址:北京市西三环北路 19 号(100089)

网 址:<http://www.fltrp.com>

印 刷:北京博诚印刷厂

开 本:787×1092 1/16

印 张:10.25

版 次:2004 年 8 月第 1 版 2004 年 9 月第 2 次印刷

书 号:ISBN 7-5600-4425-5/G·2312

定 价:21.90 元(附赠 CD-ROM 一张)

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话:(010)88817519

前言

《新编大学英语》自1999年春天出版以来，一直得到同行、专家以及广大师生的支持和爱护。可以说，没有大家的支持，就没有今天《新编大学英语》的第二版。几年来我们继续我们的研究工作，还在全国各地进行了问卷调查，最大规模的一次涉及了近3000名学生和300多位教师。根据调查研究中获得的数据和信息，同时考虑到新的社会需求、学校的教学设备和条件，我们修订了《新编大学英语》。

● 第二版的《新编大学英语》由三部分组成：

- 1) 《新编大学英语》学生用书、教师用书；
- 2) 《新编大学英语》视听说教程学生用书、教师用书；
- 3) 《新编大学英语》网络课件，NCE Online。

● 第二版的《新编大学英语》对难度、梯度都进行了调整，将原来的基础教程和一至六册的各单元重新排列，删除和替换了部分材料，归并了部分话题，更新替换了部分练习和活动，使新版本更具趣味性、可思性，更注重语言应用能力的培养和提高，尤其加强了听说能力的培养。《新编大学英语》和它的视听说教程内容密切配合、互相补充，对应单元里的材料和活动，均围绕同一个话题，在注重语言实践和培养语言综合应用能力上，你中有我、我中有你，从不同侧面展开语言实践活动。

● 第二版的《新编大学英语》继续采用“以学生为中心的主题教学模式”，在了解学生学习英语的信念、条件、兴趣和策略的基础上，关注他们在学习过程中的困难和需求，为他们提高语言综合应用能力提供支持和帮助。在此前提下，突出培养听说能力以加强学生的薄弱环节。为此，课堂教学做到尽可能地接近真实世界，培养学生的交际能力。

同时，我们充分认识到语言是文化的一部分，它最能传播文化。而且思想文化的交流是双向的。因此，在学生了解英语国家文化的同时，还要培养他们表达传播本国文化的能力。大规模的调查与研究分析表明，提高语言交际能力

的核心是大量消化和吸收语言输入、提高表达思想的能力。根据学生的反映,学会日常的常规性的口头表达方式并不难,而且大部分已在中学学过,难在如何组织语言表达自己的思想。写作能力也同样难在表达思想。第二版的《新编大学英语》将体现上述思想。

● 本书为《新编大学英语》视听说教程学生用书第一册。共分十个单元,每单元的话题与《新编大学英语》主教材完全一致。每单元由四部分组成,均围绕一个主题展开: a) Viewing, Understanding and Speaking: 含一部趣味性强、表达思想完整的录像短剧,并配有四项旨在提高学生口头表达能力的练习;光盘带有语音识别功能,可帮助学生改进语音语调,掌握有关表达方式; b) Listening, Understanding and Speaking: 主要来自于原教材的 Listening-Centered Activities 部分,包括听力材料和相关的语言活动; c) More Listening: 含四段补充听力材料,每段材料都配有练习。使用这部分材料时,可以不按顺序自由选择; d) Testing Yourself: 本单元的小测验,含两到三篇测试材料,测试学生的听力技能。视听说教学可以在网上进行,也可以利用光盘进行。

● 《新编大学英语》网络课件, NCE Online, 不仅为使用《新编大学英语》及其视听说教程提供了最大方便,同时还配有 English for Fun、Online Community、Reference、《新编大学英语》语法书、词典等。尤其是 Word Games 为学生扩大巩固词汇提供了六种不同形式的游戏,覆盖了《新编大学英语》的全部词汇和词组。学生可以按不同的学习风格、不同的喜好选择不同的词汇范围及不同的游戏。在浙江大学两年的使用过程中, Word Games 深受学生欢迎。网络课件还配有严谨的评估系统,有 1) 《新编大学英语》单元测试, 2) 视听说教程单元测试, 3) 阶段测试 (Level Tests)。每册教材的阶段测试题量大,可以随机生成许多套试卷,为学生自我评估提供了方便。

第二版《新编大学英语》系列教程由应惠兰任总主编。本册教材主编: 何莲珍。编者: 傅莹、袁靖、张兴奎、熊海虹、蒋景阳、马以容、杨敏。审稿: 邵永真、Maxine Huffman 博士和 Don Huffman 博士。参加本册编写工作的还有: 张建理、瞿云华、丁展平、徐明、黄小扬、张燕文、王键倩、张颖、何莲珍、张筱菲、应惠兰、章红新、Maxine Huffman 博士和 Don Huffman 博士。

前 言

Contents

目 录

Unit 1	Personal Relationships	1
	Viewing, Understanding and Speaking	1
	Listening, Understanding and Speaking	3
	More Listening	8
	Testing Yourself	14
Unit 2	Remembering and Forgetting	17
	Viewing, Understanding and Speaking	17
	Listening, Understanding and Speaking	20
	More Listening	23
	Testing Yourself	28
Unit 3	More than Words	31
	Viewing, Understanding and Speaking	31
	Listening, Understanding and Speaking	34
	More Listening	37
	Testing Yourself	42
Unit 4	Fresh Start	45
	Viewing, Understanding and Speaking	45
	Listening, Understanding and Speaking	48
	More Listening	51
	Testing Yourself	58
Unit 5	Animal World	61
	Viewing, Understanding and Speaking	61

	Listening, Understanding and Speaking	64
	More Listening	67
	Testing Yourself	72
Unit 6	A World of Mystery	75
	Viewing, Understanding and Speaking	75
	Listening, Understanding and Speaking	78
	More Listening	83
	Testing Yourself	89
Unit 7	Choices in Life	93
	Viewing, Understanding and Speaking	93
	Listening, Understanding and Speaking	96
	More Listening	100
	Testing Yourself	105
Unit 8	Romantic Stories	109
	Viewing, Understanding and Speaking	109
	Listening, Understanding and Speaking	113
	More Listening	117
	Testing Yourself	122
Unit 9	Holidays and Special Days	125
	Viewing, Understanding and Speaking	125
	Listening, Understanding and Speaking	128
	More Listening	133
	Testing Yourself	139
Unit 10	Agriculture	143
	Viewing, Understanding and Speaking	143
	Listening, Understanding and Speaking	146
	More Listening	148
	Testing Yourself	153

1

UNIT

PERSONAL RELATIONSHIPS

Part One



VIEWING, UNDERSTANDING AND SPEAKING

For this part, you are required to watch a video three times.
Each time you must complete an exercise with a different focus.



Exercise 1

Directions: You are going to watch a video in which a group of people describe their ideal roommates. Read the following words and expressions carefully, which will make it easy for you to understand the video.

1. **mess** *n.* a state of dirtiness, untidiness or lack of organization 凌乱或脏乱的状态
e.g. My brother's house is always in a mess.
2. **thoughtful** *adj.* caring toward other people 关心他人的
e.g. She's a very thoughtful person.
3. **hesitate** *v.* be uncertain, embarrassed or worried about what you're going to do/say 犹豫
e.g. "Do you love me?" she asked. He hesitated and then said, "I'm not sure."
4. **intelligent** *adj.* clever 有才智的, 聪颖的
e.g. I didn't get the impression that he was very intelligent when we were at school.
5. **expectation** *n.* strong hope or belief 期望, 期待
e.g. Considering the problems he's had, there can be little expectation of his winning the race.
6. **humor** *n.* the ability to be amused or the quality of being amusing 幽默, 滑稽
e.g. He has a good/wonderful sense of humor. 他非常有幽默感。
7. **realistic** *adj.* accepting things as they are in fact and not basing decisions on unlikely hopes for the future 现实的, 实际的

e.g. Let's be realistic—I just can't afford to pay that much money.

8. **appreciate** v. recognize or understand that something is valuable, important or as described 赞赏, 赏识

e.g. He really appreciates fine furniture. 对做工精细的家具, 他很识货。

Exercise 2

Directions: Now watch the video and pay attention to how the speakers describe their ideal roommates. Then choose the words the speakers use in their descriptions. Put a tick (✓) in front of the letter you choose.

An ideal roommate is:

- | | | |
|---|-------------------------------------|---|
| <input type="checkbox"/> A. neat | <input type="checkbox"/> B. quiet | <input type="checkbox"/> C. intelligent |
| <input type="checkbox"/> D. interesting | <input type="checkbox"/> E. honest | <input type="checkbox"/> F. generous |
| <input type="checkbox"/> G. humorous | <input type="checkbox"/> H. healthy | <input type="checkbox"/> I. thoughtful |


Exercise 3

Directions: Watch the video again and fill in the missing words in the incomplete lines of the speakers.

- I don't like to see our rooms _____.
- If I were sick when it was _____ to clean the living room, my roommate would do it for me.
- He can always give you _____ when you are _____.
- It's a natural closeness, not something we have to _____.
- If you have such high _____ him, you might be disappointed.
- Then _____ a good sense of humor?
- We should never demand _____ of our roommates.
- OK, let's be realistic and try to appreciate _____ now.

Exercise 4

Directions: Watch the video a third time. This time you are required to repeat a few important lines.

 What you have said will be recorded so that you can compare your pronunciation and intonation with the speakers'. Try to imitate their pronunciation and intonation.

- What do you think makes an ideal roommate?

2. Well, I want my roommate to be a neat person, as I want everything to be in order.
3. You want a neat person. I'd like my roommate to be very thoughtful.
4. And I would not hesitate to ask him to do a favor for me.
5. In fact, I'm lucky. I've a roommate like that right now.
6. If you ask me, I would like someone who is interesting.
7. I mean he is really intelligent and interested in learning new things.
8. This roommate and I, we would immediately tell each other everything, and in this way become closer.
9. If you want to look for a friend, he doesn't have to be your roommate.
10. So far, no one has mentioned honesty and I think that honesty is really important.
11. Wouldn't it be wonderful to live with someone who sees the humor in everything?
12. You'd have so much fun together, and you'd never be bored.
13. I agree with you, but it's impossible for a roommate to be perfect.
14. Or we'd ruin our relationship, and we need to remember that.

Exercise 5

Directions: Now you know the ideal roommates of the speakers in the video. Please describe YOUR ideal roommate.



Your description will be recorded so that your teacher will be able to know your performance. If you want to improve your work, try again before you submit your recording.

Part Two



LISTENING, UNDERSTANDING AND SPEAKING

Listening I

Words You Need to know:

Richards 理查兹 (人名) turn down 调低音量
absolutely 绝对地 deafening 震耳欲聋的



Exercise 1

Directions: Listen to a dialog between two neighbors and decide whether the following statements are true or false. Put "T" for True and "F" for False in the spaces provided.

- _____ 1. The man is calling the woman.
- _____ 2. The man and the woman are neighbors.
- _____ 3. The woman found it impossible to go to sleep that night.
- _____ 4. The woman had friends with her that evening.
- _____ 5. The man has been polite to the woman.
- _____ 6. The telephone conversation took place very late at night.

Exercise 2

Directions: Listen to the dialog again and complete the following statements with the information you get from the dialog.

1. The man's phone number is _____.
2. The woman lives in Number _____.
3. The woman went to bed before _____ o'clock.
4. The woman says the noise from his house is so _____.
5. The woman hopes that the man's friends will be a little _____.

Exercise 3

Directions: Listen to the dialog again and role-play it with your partner. You may practice the dialog twice by changing the role.

Listening II

Words You Need to know:

holiday season 休假期

pass by 路过

pale 浅色的

relative 亲戚

torn 破的

longing 渴望

reply 回答

ma'am <口> = madam 夫人



Exercise 1

Directions: Listen to a story about a boy and a woman and choose the appropriate answer for each item.

- When did the story take place?
 - On a cold evening.
 - On a Saturday morning.
 - On a cold morning.
 - On a weekend.
- What was the relationship between the woman and the little boy?
 - Teacher and pupil.
 - Strangers.
 - Friends.
 - Mother and son.
- Which of the following was definitely TRUE of the boy?
 - He was almost six years old.
 - He was standing outside a store.
 - He was homeless.
 - He was looking out of a window.
- What did the woman buy for the boy?
 - Toys.
 - Food.
 - Flowers.
 - Clothes.
- To the little boy "God" must be someone who was _____.
 - kind-hearted
 - powerful
 - forgiving (宽容的)
 - mysterious (神秘的)

Exercise 2

Directions: Listen to the story again and complete the following sentences with the information you get from it.

- The little boy's clothes were _____ and _____.
- The boy had pale _____ eyes.
- The woman took the child _____ and led him into the store.
- With what the woman bought for him the boy would be able to enjoy the _____.
- The boy thought the woman must have been a _____ of "God".

Exercise 3

Directions: Listen to the story again and answer the following questions. Check your answers with your neighbor.

- Who was the story about? Describe the story briefly.

- Why did the woman lead the boy into the store?

3. What did the woman buy for him?

4. What did the woman say to him when they came out of the store?

5. What question did the boy ask her then?

Exercise 4

Directions: Now discuss what the following two sentences mean with your partner.

— She smiled down at him and replied, “No, son, I’m just one of his children.”

— The little boy then said, “I knew you had to be a relative of God.”

Listening III

Words You Need to know:

supermarket 超级市场

raise 养育

reluctant 不情愿的

groceries 杂货

loneliness 寂寞

purse 钱包

take hold of 握住

apartment house 公寓



Exercise 1

Directions: Listen to the following conversation between an old woman and a younger woman and decide whether the following statements are true or false. Write “T” for True and “F” for False in the spaces provided. Check the answers with your neighbor.

- ___ 1. The old woman and the younger woman were neighbors.
- ___ 2. The two women met each other outside the supermarket.
- ___ 3. The younger woman offered to carry the bag for the old woman.
- ___ 4. The two ladies complained (抱怨) about living in a crowded city.
- ___ 5. The old woman was very sad to say goodbye to the younger woman.

Exercise 2

Directions: Listen to the two women's talk again and complete the following sentences with the information you get from the passage.

1. The two women lived on _____ Street.
2. The younger woman was leaving the supermarket _____.
3. She helped the old lady with her bag because the latter looked _____.
4. Then the old woman _____ her arm and they walked together slowly.
5. The old woman wanted to give her a dollar _____.
6. In the end the old lady was afraid they would _____ see each other _____.

Exercise 3

Directions: Listen to the two women's talk again and work in pairs to fill in the table with the information you get from the passage.

	The old woman	The younger woman
What was their relationship?	They were _____	but they _____.
Whom did she live with?	She lived _____.	She lived _____.
What did each talk about on the way?	She talked about _____.	She talked about _____.

Exercise 4

Directions: Now role-play the story between the two ladies.

Part Three



MORE LISTENING

Practice One

I Would Do Anything for Him (Part I)

Exercise 1

Directions: You are going to listen to the first part of a conversation between Jane and Laurie about their values on their boyfriends. After you hear that, please decide whether the following statements are true or false. Write "T" for True and "F" for False in the spaces provided.

- ___ 1. Jane has learned about Laurie and Pete's relationship recently.
- ___ 2. Jane also said "I would do anything for Pete" in the past.
- ___ 3. Jane could not believe Pete any more.
- ___ 4. Laurie sometimes says "no" to Pete.
- ___ 5. Laurie would try to protect Pete if he breaks minor traffic laws.
- ___ 6. Pete is a cruel criminal though he loves Laurie.
- ___ 7. Pete once did something terrible to Laurie.
- ___ 8. Laurie loves Pete very much.



Exercise 2

Directions: Listen again and then answer the following printed questions with as few words as possible. Be sure to read the following questions carefully before your listening.

1. How long has Laurie been with Pete?

2. What did Laurie used to say when talking about her feeling toward Pete?

3. What did Laurie mean when she says "forget it" the other night?

4. On what condition would Laurie not protect Pete if he was wanted by the police?
- _____

Practice Two

I Would Do Anything for Him (Part II)

Words You Need to Know:

career 职业

hit man 职业杀手

Catholic 天主教徒

break up 终止

obsess 沉迷于

cult 邪教; 迷信者

resentment 憎恨

convert to 转变为



Exercise 1

Directions: Listen to the second part of the conversation between Laurie and Jane, then decide whether the following statements are true or false. Put "T" for True and "F" for False in the spaces provided.

- ___ 1. In the second part, Jane tries to find out what Laurie wouldn't do for Pete.
- ___ 2. Laurie thinks if she won't be successful any more, Pete may leave her.
- ___ 3. Laurie wouldn't give up her job even if Pete wanted her to do so.
- ___ 4. According to Jane, Pete is likely to change his religion.
- ___ 5. Jane is afraid that Laurie and Pete will break up.

Exercise 2

Directions: Listen to the conversation again and choose the best answer for each item.

1. What is the supposed reason for Pete to ask Laurie to give up her career in the conversation?
- A. Pete hopes that she would stay home with their children.
- B. Pete can earn enough money to support the family.
- C. Pete does not like Laurie's career.
- D. Laurie is more successful than Pete.

2. What is Pete's career?
 - A. A successful businessman.
 - B. A hit man.
 - C. A churchman.
 - D. Not mentioned.
3. What would lead to the end of the relationship between Pete and Laurie, according to Laurie?
 - A. That she gives up her career for Pete.
 - B. That Pete changes his career.
 - C. That Laurie stops working out.
 - D. That Pete becomes a criminal.
4. Which of the following is TRUE about Pete?
 - A. He gave up his career.
 - B. He gave up his religion.
 - C. He is a Catholic.
 - D. He is a cult member.
5. When Laurie said "I'd let him go to his God", what did she mean?
 - A. "I'd kill him."
 - B. "I'd let him go in his own way."
 - C. "I'd do anything for him."
 - D. "I'd help save him."

Practice Three

What Kind of Woman Do You Like?

Words you need to know:

hold up the wall 立 在原处不动

fulfill 实现

shine 使……光亮

mug 啤酒杯

household 家庭的

mold 模子

