



普通高等教育“十五”国家级规划教材

CONTEMPORARY COLLEGE ENGLISH

● 总主编：杨立民

Listening

现代大学英语

● 主 编：金 莉

● **听力 2**

● **教师用书**

● 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

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北京市高等教育精品教材立项项目

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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2000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) Script: | 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、口语中的各种缩写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。

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。新西兰籍教授Helen Wylie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



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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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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.

Task 1

Script

Yesterday morning Gretel went to the City of London. She wanted to see St Paul's Cathedral. She was surprised to see so many Englishmen who looked alike. They were all wearing dark suits and bowler hats. They were all carrying umbrellas and newspapers. When she returned home she asked Mr. Clark about these strange creatures. "They must be typical English gentlemen," she said. "I have often read about them and seen photographs of them. They all look as if they are wearing a uniform. Does the typical English gentleman still exist?"

Mr. Clark laughed. "I've never thought about it," he answered. "It's true that many of the men who work in the City of London still wear bowler hats and I suppose they are typical Englishmen. But look at this." Mr. Clark picked up a magazine and pointed at a photo of a young man. "He's just as typical, perhaps. It seems as if there is no such thing as a 'typical' Englishman. Do you know the English saying 'It takes all kinds to make a world'? That's true of all countries—including England."

"Oh, just like the poem 'If All the Seas Were One Sea'," Gretel began to hum happily. "If all the seas were one sea, what a great sea it would be! And if all the trees were one tree, what a great tree it would be! And if this tree were to fall in the sea, what a great splash there would be!"

Key

A. Answer the following questions.

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

Key: She wanted to see St. Paul's Cathedral.

- 2) Why was she so surprised?

Key: She was so surprised because she saw so many Englishmen who looked alike.

- 3) What did the Englishmen look like?

Key: They were all wearing dark suits and bowler hats, carrying umbrellas and newspapers.

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

Key: Because she had often read about them and seen photographs of them, who all looked as if they were wearing a uniform.

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

Key: No, he didn't.

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

Key: He used the English saying "It takes all kinds to make a world" to prove his opinion.

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

If all the seas were one sea, what a great sea it would be! And if all the trees were one tree, what a great tree it would be! And if this tree were to fall in the sea, what a great splash there would be!

Task 2

Script

John is British but has worked in Japan. Etsuko is a Japanese student from Osaka, and she is studying in Britain. Now they are comparing life in the two countries.

John: I found that living in Japan, people were much busier. They seem to work the whole day.

Etsuko: Yes, that's right. We work from Monday through Saturday, even in summer. You know, summer in Japan is just horrible. It's very, very humid and hot, and you need to shower

three times a day.

John: So you find it cooler in England?

Etsuko: Yes, that's right.

John: Where I was living in Japan, in the north, it was much colder than England, especially in winter, minus thirty degrees centigrade. Does the winter in Osaka last longer than the winter in England?

Etsuko: No, I don't think so. December, January, February, March...

John: Yes. It's a little bit shorter if anything.

Etsuko: Ever since I came here, I noticed that the countryside here in England is really beautiful.

John: It's much flatter than in Japan.

Etsuko: Yes. Japan is a mountainous country and our cities are full of people. There are lots of people in a limited area.

John: Yes. I found Japan much more mountainous than Britain, especially in the north. The mountains are much higher and much more rocky. I found it more beautiful than Britain.

Etsuko: Yes, if you like mountains!

John: And therefore the towns and villages tend to be more crowded.

Etsuko: Yes, that's right.

John: Yes. So because the cities are more crowded, the houses tend to be smaller, don't they?

Etsuko: Yes, they are very compact, and we don't have a lot of space. In big cities we have a lot of taller buildings now.

John: Is this a problem because there are more earthquakes in Japan?

Etsuko: Yes, that's right, and...

Key

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

- 1) I found that living in Japan, people were much busier. They seem to work the whole day.
- 2) Where I was living in Japan, in the north, it was much colder than England, especially in winter, minus thirty degrees centigrade. Does the winter in Osaka last longer than the winter in England?
- 3) I found Japan much more mountainous than Britain, especially in the north. The mountains are much higher and much more rocky. I found it more beautiful than Britain.

- 4) And therefore the towns and villages tend to be more crowded.
- 5) So because the cities are more crowded, the houses tend to be smaller, 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. [T]
- 2) Winter in Osaka is shorter than that in England. [T]
- 3) Etsuko thinks the countryside in Japan is more beautiful than that in England. [F]
- 4) Britain is mountainous and Japan is much flatter. [F]
- 5) Houses in Britain tend to be smaller and compact. [F]

Tips

In this task, students will hear two people, Japanese and British, comparing Japan and Britain, with respect to the climate, geography, cities, buildings, and so on. Show students how to make comparisons.

Exercise A is designed to draw students' attention to some things compared in this passage. Exercise B is to check their understanding of details.

Task 3

Script

Rosa: Why don't you have folk dances in the United States? Most countries have special dances that the people have done for many years. The dancers wear clothes from the old days. Everyone likes to watch them dance.

Steve: We have folk dances, too. A lot of people belong to folk dancing groups. But when they dance, they usually do it just to enjoy themselves. They don't invite other people to watch them.

Rosa: Is there a folk dancing group here?

Steve: I think so. There's one in almost every city, and some big cities have several.

Rosa: What are the dances like?

Steve: Usually eight people dance together, four men and four women. When they start, they form a square, with a man and a woman on each side of the square. That's why it's called square dancing. Then there's a man who tells the dancers what they should do. He usually makes it into a song, and sings it while they dance.

Rosa: Oh, that should make the dances easy!

Steve: Yes, but they are very fast. They don't have much time to think. I like to watch them, though. The dancers wear old-fashioned clothes. They makes the dances pretty to watch.

Rosa: I'd like to watch a group dance.

Steve: I'll take you sometime.

Key

A. Answer the following questions.

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

Key: In the US, people usually dance just to enjoy themselves; they don't invite other people to watch them.

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

Key: Usually eight people dance together.

- 3) Why is it called square dance?

Key: Because people form a square in dancing with a man and a woman on each side of the square.

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

Key: He usually makes it into a song.

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

Key: They wear old-fashioned clothes.

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. [F]

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

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

- 1) In square dancing, usually eight people form a square when they start, with a man and a woman on each side of the square.
- 2) Then there's a man who tells the dancers what they should do. He usually makes it into a song, and sings it while they dance.
- 3) Folk dancing in the United States is very fast; people don't have much time to think.
- 4) The dancers wear old-fashioned clothes. They make the dances pretty to watch.

Tips

In this part, students will hear two people talking about folk dancing in the United States: the square dancing.

Exercise A is designed for students to get the general idea whereas Exercise B is for the details. Exercise C aims to help students summarize the descriptions of square dancing. After finishing the exercises, students are encouraged to describe square dancing in the United States in their own words.

Task 4

Script

- 1) On the evening of February 3rd, people in Japanese families took one dried bean for each year of their age and threw the beans on the floor, shouting "Good luck in! Evil spirits out!" This was known as "Setsubun", a time to celebrate the end of winter and the beginning of spring.
- 2) Before the Chinese Lunar New Year in the old days, many Chinese families burned the picture of

their kitchen god to bring good luck. When Lunar New Year's Day came, they put a new picture of the kitchen god on the wall.

- 3) When American women got married, they sometimes followed an old custom in choosing what to wear on their wedding day. The custom said the bride must wear "something old, something new, something borrowed, and something blue". This was to bring good luck.
- 4) Before Lent (a time on the Christian calendar), the people of Ponti, Italy ate an omelet made with 1,000 eggs. People could not eat meat, eggs or dairy products during Lent, so they tried to use up these things before Lent began.
- 5) When winter ended in Czech, the children made a straw man called "Smrt", which was a figure of death. They burned it or threw it in the river. After they destroyed it, they carried flowers home to show the arrival of spring.
- 6) January 17th was St. Anthony's Day in Mexico. It was a day when people brought their animals to church. But before the animals went into the church, the people dressed them up in flowers and ribbons. This ceremony was to protect people's animals.

Key

Answer the following questions.

- 1) What was known as "Setsubun"?

Key: It was a time to celebrate the end of winter and the beginning of spring.

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

Key: They burned the picture of their kitchen god to bring good luck.

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

Key: The custom said the brides must wear "something old, something new, something borrowed, and something blue" to bring good luck.

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

Key: Because they could not eat meat, eggs or dairy products during Lent, so they tried to use up these things before Lent began.

- 5) What was a "Smrt"?

Key: It was a straw man made by children in Czech; it was a figure of death.

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

Key: People brought their animals to church. And before the animals went into the church, people dressed them up in flowers and ribbons.

Tips

In this part, students will hear six traditional customs in different countries, namely Japan, China, US, Italy, Czech and Mexico.

Before playing the tape, spend three to five minutes talking about some of the interesting customs in China (e.g. customs associated with marriage, birthday, New Year, change of seasons). Try to generate a short discussion about these customs. The exercise is designed for students to catch the important details of each custom.

Task 5

Script

Man: Well, I think life used to be much more fun than it is now. I mean, look at the Victorians. They had lots of servants to do all the work; they never had to do any cooking or cleaning; they just wore those beautiful dresses and went to tea parties.

Woman: You must be joking! Their clothes were terribly uncomfortable and their tea parties were very formal and boring. They used to wear their hats and long gloves even when they were eating cakes and biscuits. And men were not usually invited.

Man: Really? Weren't they?

Woman: And think of the poor servants. What a terrible life—just cleaning and cooking for other people all the time!

Man: But you hate housework!

Woman: Yes, I know, but there are lots of machines now to help you with the housework. People don't need servants.

Man: Maybe they don't, but life then was much slower than it is now—people nowadays are always rushing, and they never have time to stop and enjoy themselves.

Woman: Life then was fine for the rich, but it was dreadful for the poor. There was much more