



普通高等教育“十一五”国家级规划教材

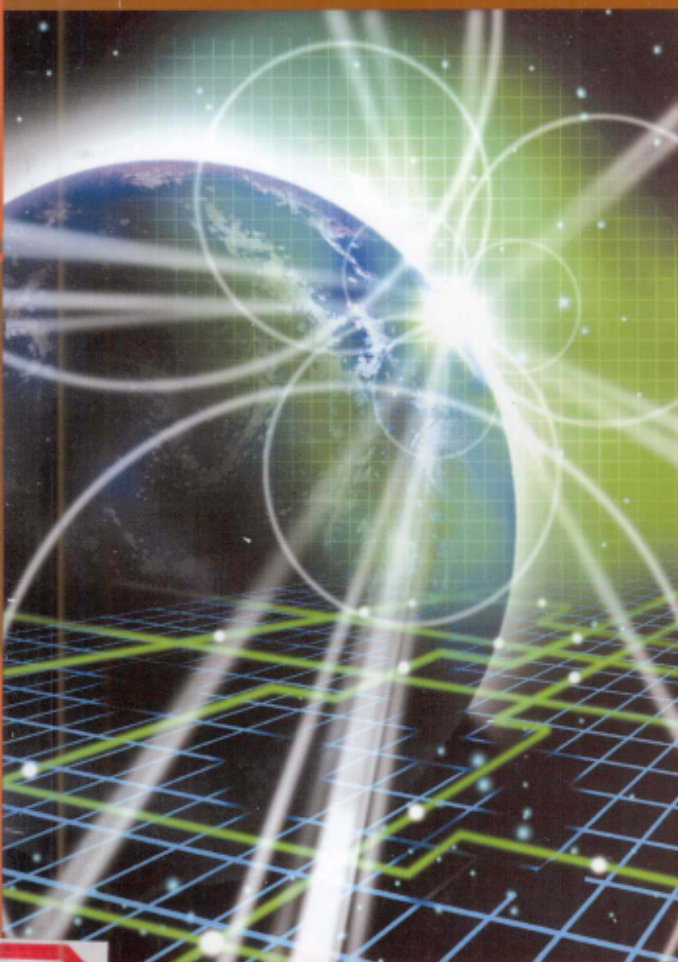
CONTEMPORARY

Listening

COLLEGE ENGLISH

现代大学英语

- 总主编：杨立民
- **听力 基础教程**
- 教师用书
- 编者：陈兰芳
杨莉芳



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

“现代大学英语”系列教材由北京外国语大学知名专家精心编写，融会了当代语言教学的研究成果，并吸取了作者多年的教学经验，供高等院校英语专业本科学生使用。
《现代大学英语 听力》由基础教程及1-4册组成，共五个级别，本书为基础教程。

- ★ 由课堂听力（精听）和自主听力（泛听）两部分组成，兼顾“质”与“量”的双重练习，“以精带泛，精泛并举”，符合英语学习的自然规律。
- ★ 选篇内容丰富、题材广泛，融功能性、知识性、思想性和趣味性为一体。
- ★ 分级设计合理，题材和体裁由易到难，语速由慢到快。
- ★ 录音由原声材料和外籍专家录制的语言材料组成，学生可以接触到真实生活中各种场景下标准地道的英语表达。
- ★ 紧扣大纲，无论是词汇范围、难度设置还是练习方式，都体现了新大纲的要求。使用者在完成第4册学习之后能够达到通过国家英语专业四级考试中听力部分的水平。
- ★ 基础教程通过内容丰富、体裁广泛、生动有趣的材料，帮助学习者培养听的兴趣和良好的习惯，掌握基本听力技巧，为进一步的听力学习和训练打好基础。

项目负责：胡伟春
责任编辑：张 薇
封面设计：高 瓦
版式设计：路丽佳 付玉梅

高等英语教育出版分社宗旨：
推动科研·服务教学·坚持创新
外研社·高等英语教育出版分社
FLTRP Higher English Education Publishing
电话：010-88819595
传真：010-88819400
E-mail: ced@fltrp.com
网址: <http://www.heep.cn>
(教育网 <http://edu.heep.cn>)



一个学术性教育性
出版机构

网址: <http://www.fltrp.com>

ISBN 978-7-5600-7360-6



9 787560 073606

定价：20.90元

(附赠MP3光盘一张)



普通高等教育“十一五”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

总主编：杨立民

Listening

听力 基础教程

教师用书

编者：陈兰芳 杨莉芳

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

现代大学英语听力基础教程. 教师用书 / 杨立民总主编; 陈兰芳, 杨莉芳编. — 北京: 外语教学与研究出版社, 2008.3

ISBN 978-7-5600-7360-6

I. 现… II. ①杨… ②陈… ③杨… III. 英语—听说教学—高等学校—教学参考资料
IV. H319.9

中国版本图书馆 CIP 数据核字 (2008) 第 032934 号

出 版 人: 于春迟

项目负责: 胡伟春

责任编辑: 张 衡

封面设计: 高 瓦

版式设计: 路丽佳 付玉梅

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: 北京京科印刷有限公司

开 本: 787×1092 1/16

印 张: 11.5

版 次: 2008 年 3 月第 1 版 2008 年 3 月第 1 次印刷

书 号: ISBN 978-7-5600-7360-6

定 价: 20.90 元(附赠 MP3 光盘一张)

* * *

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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，全套五册，包括“基础教程”和一至四册，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。其中“基础教程”作为预备级教材，是使用一至四册教材前的一个过渡，供水平相当的学习者选用。

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。

“现代大学英语听力”的编写思路如下：

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”的难度，“基础教程”的起点定为 1,500 词左右的词汇量，第一册的起点定为 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) 学生在完成全套教材的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。“基础教程”含12个单元,一至四册各含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) 一至四册按不同主题安排单元,每单元供一周(3—4课时)使用。“基础教程”不再按主题划分单元,但尽量在内容上和一至四册衔接。

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“基础教程”和第一、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“基础教程”和第一、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 |

其中,“基础教程”没有分单元设立 Objectives,整本书的教学要求是:学习者通过学习本书顺利入门,并通过生动有趣的材料,培养听的兴趣和习惯,提高听力水平,消化中学所学的内容。本册书还对较难的语言点进行了注释,生词多采用中文释义,以减少学习者的困难。

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“基础教程”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“基础教程”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。

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,并谨向为本教材的编写提供过帮助的所有同事和朋友们致以衷心的感谢。

编者

2007年12月

Acknowledgements

We are extremely grateful to the authors and publishing houses of all the articles we have chosen as the texts for this textbook. We apologize for the insufficient information in some cases due to lack of resources. We intend to show every respect for intellectual property rights, but we hope our pleading for the permission to use the related articles for teaching purposes will receive kind and generous consideration.

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Task 1

Script

A: What time is it?

B: Eight o'clock, so we'd better get a move on if we're going to meet Keiko at the airport.

A: That's all right. Her flight doesn't arrive until 8:30.

B: Yeah, but it'll take us an hour to get there—you know what the traffic is like.

A: OK. I'll just go and change clothes.

B: What's wrong with those shorts?

A: I don't like driving in shorts. I'm going to put some jeans on.

Key

A. Choose the best answer.

When will they get to the airport? (← **c**)

a) 8:00.

b) 8:30.

c) 9:00.

B. Fill in the blanks.

B: ...you know what the traffic is like.

A: OK. I'll just go and change clothes.

B: What's wrong with those shorts?

A: I don't like driving in shorts. I'm going to put some jeans on.

C. Repeat after the recording.

Notes

Exercises B and C are intended to draw students' attention to such pronunciation phenomena as contraction, linking, incomplete explosion, etc.

Task 2

Script

1) M = Mother D = Daughter

M: What do we need?

D: Flour. We're all out.

M: OK. It's in Aisle 2.

2) S = Shopper St = Stockperson

S: Excuse me, where are the hot dogs?

St: They're in Aisle 6, madam.

S: And the peanuts?

St: Aisle 2.

S: Thanks.

3) S = Shopper St = Stockperson

S: Excuse me, where's the cooking oil?

St: Oil? Oh, it's in Aisle 3.

S: And the noodles?

St: They're also in Aisle 3.

S: Thanks.

4) W = Wife H = Husband

W: We need a loaf of bread.

H: How about Italian? It's in Aisle 4.

W: OK.

H: What else? Cookies?

W: Uh-huh.

H: How about these?

W: Fine. Now, let's see. Where is the rice?

H: Rice? In Aisle 1, I think.

5) D = Daughter F = Father

D: Dad, we need some eggs.

F: Uh-huh. Milk, too. We're all out.

D: Do we need toilet paper?

F: Yes, I think so. It's in Aisle 5.

D: Where are the hot dogs?

F: Over there. OK, what else?

D: We need cookies and cereal. And can we get peanuts?

F: Sure.

Key

Check (✓) the items you hear in each conversation.

	Aisle 1	Aisle 2	Aisle 3	Aisle 4	Aisle 5	Aisle 6
Flour		✓				
Hot dogs						✓
Peanuts		✓				
Cooking oil			✓			
Noodles			✓			
Bread				✓		
Rice	✓					
Toilet paper					✓	

Task 3

Script

V = Visitor R = Resident

V: Where can I stay in this town?

R: There are lots of hotels, but they tend to be fairly expensive. And then there are bed-and-breakfast places, which are much cheaper—and you find out about them through looking in the paper, or else just walking around the streets, and they have signs in the window saying “Bed & Breakfast”. And then there are youth hostels.

V: What are the youth hostels like?

R: The youth hostels are OK. All you get is a bed, but they do tend to be very cheap.

V: Do I have to become a member?

R: Yes, you do, in fact. But it's very easy to join, and there's an office along the road, where you can go and sign in.

Key

What different places have been mentioned? What information has been given about each place? Answer the questions by filling the chart.

Place	Information
hotels	They are fairly expensive.
bed-and-breakfast places	They are much cheaper. You can find them through looking in the paper, or just walking around the streets, and they have signs in the window saying “Bed & Breakfast”.
youth hostels	The youth hostels are OK. All you get is a bed, but they do tend to be very cheap. It's very easy to become a member, and there's an office along the road, where you can go and sign in.

Task 4

Script

1) Begin at START and find the art museum.

A: Excuse me. How do I get to the art museum?

B: Go straight four blocks.

A: OK. Straight four blocks...

B: Then turn right. It's the third building on the left.

A: Third building on the left. OK. Thank you.

2) Go back to START and find the bank.

A: Pardon me. Where's the bank?

B: The bank? Uh, go straight three blocks and turn right.

A: OK.

B: Uh, it's the second building on the left.

A: Second on the left. Thanks a lot.

3) Go back to START and find the bus station.

A: Excuse me. How do I get to the bus station?

B: Go straight one block. Turn left. It's, uh, the fifth building on the right.

A: Fifth building on the right. Thank you!

4) Go back to START and find the library.

A: Excuse me. Where's the library?

B: Go two blocks and turn right.

A: OK.

B: It's the fourth building on the left.

A: Fourth building? OK. Thank you very much.

5) Go back to START and find the post office.

A: Pardon me. How do I get to the post office?

B: Go straight four blocks and turn right. It's the first building on the left.

A: All right. Thanks a lot.

Key

Write these names on the map.

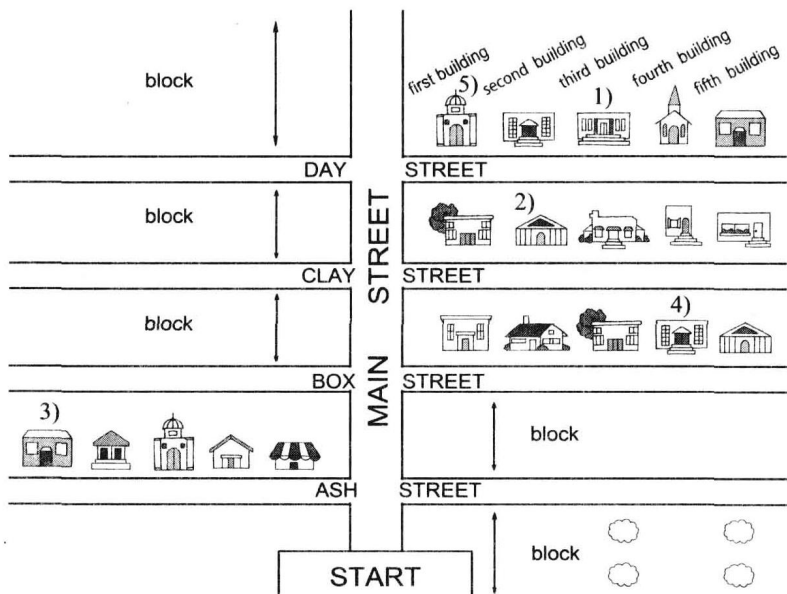
1) art museum

2) bank

3) bus station

4) library

5) post office



Task 5

Script

F = Fiona S = Stuart

F: Hello.

S: Hello.

F: Oh. Is that Stuart?

S: Yes.

F: Hello Stuart, it's Fiona.

S: Oh. Hi, Fiona.

F: Hi. Er...is Judy there by any chance?

S: No, I'm sorry. She's just been out to the shop.

F: Oh dear. Er...could you possibly leave a message?

S: Yes. Yes. Just a second, let me get a piece of paper.

S: OK.

S: Yes, I think she has.

S: Yes. OK. I'll do that.

S: She knows what it is, does she?

S: Yes. OK. So bring the extra racquet and...er...the book that she borrowed.

S: I'll tell her.

S: You're welcome.

F: Bye.

S: Bye.

Key

1) Fiona is looking for _____. (← **b**)

a) Stuart

b) Judy

c) Freddy

2) They have planned to play tennis _____. (← **a**)

a) this afternoon at 3 o'clock

b) tomorrow morning at 9 o'clock

c) tomorrow afternoon at 2 o'clock

3) Fiona wanted Judy to _____. (← **C**)

a) borrow a book from her

b) lend her a book

c) lend her a racquet