



高等院校英语课程“十二五”规划系列教材

新起点

Starting Anew:

# 大学英语听说教程

CEC Listening and Speaking

总主编 张隆胜 曹 彬



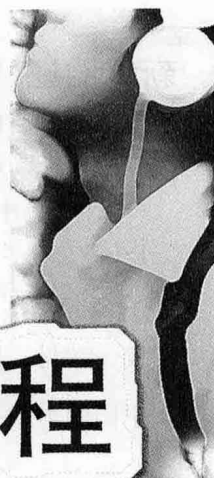
主编 盛 萍 杜小青



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*Starting Anew:  
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# 前言

《新起点大学英语听说教程》(Starting Anew: CEC Listening and Speaking) 是根据 2007 年 7 月教育部高等教育司颁布的《大学英语课程教学要求》为普通高等学校学生进行大学英语听说训练而设计编写的教材。《大学英语课程教学要求》规定大学英语的教学目标是培养学生的英语综合应用能力,特别是听说能力,使他们在今后学习、工作和社会交往中能用英语有效地进行交际。该教材遵循以学生发展为本的人本主义教育观,力求引导学生充分运用他们的理解能力和逻辑思维能力,加强有意义学习和主动发现语言规律的探索式学习。教材体现了英语语言教学法和语言学研究的最新成果,能切实满足学生提高英语听说能力的迫切需要。

在编写过程中,我们注重强调以下几点:在内容选择上,注重材料的思想性和人文性;在教学理念上,突出以学生为中心、以教师为主导;在教学模式上,提倡任务型、互动式小组活动。教材信息量大,听力训练形式多种多样,口语训练循序渐进,单元主题由浅入深,并且与大学生的实际生活紧密相关,为大学生充分发挥学习过程中的主观能动性、提高学习效率提供了很好的接触生动语言的平台。

本套教材共分四册,每册十个单元,每单元由五个部分组成,这五个部分围绕同一相关主题设计。其主要特点为:

1. 每个单元列出本单元的学习要点,将任务贯穿于整个

学习过程当中,以完成任务的过程为学习过程,旨在提高学生的目标意识,既见树又见林。

2. 列出了每个单元应掌握的学习策略,有的放矢;把语言学习与现实生活结合起来,注重用英语来交流思想;培养学生终生学习的能力,强化自主学习意识。

3. 选择生动有趣的学习主题,再将主题巧妙地分解成既实际有用又便于操作的若干任务,注重产出性技能的训练和积累,有效地培养学生实际应用语言的能力。

4. 口语部分是听力部分的自然延伸和操练发展,突出实用性、趣味性、多样性、启发性和探索性。

5. 文化指南指导学生全面深入地获取并掌握与各主题有关的语言文化知识,通过丰富的语料激发学生对西方文化的探索之心,提高学生的综合文化素养和跨文化交际的能力。

6. 听力自测是学生课堂学习的延伸和应用,可作为学生课后的补充听力练习,方便学生拓展听力练习并自测学习效果。

7. 英文歌曲和诗歌欣赏既可以提高学生的学习兴趣,又可以检验学生的英语综合运用能力。

尽管本书编者在编写过程中付出了大量的时间和精力,但是一本教材不可能解决所有问题,难免存在疏漏之处,因此敬请广大读者不吝赐教,以便我们在以后的修订中日臻完善。

本书编者

2011年5月

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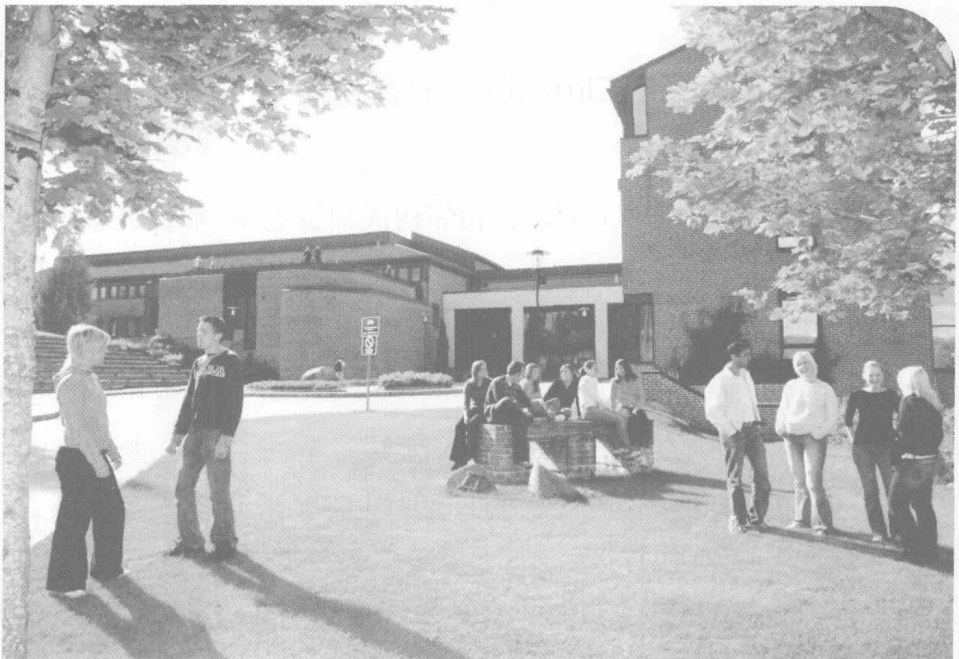
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# Unit 1

## College — A New Experience



## Getting the Gist

Improving pronunciation of consonant clusters.

掌握辅音连缀,改进语音语调。

Understanding conversations and passages about campus life.

听懂有关校园生活的对话和短文。

## Part One Getting into the Topic

### Consonant Clusters 辅音连缀

英语中,两个或两个以上的辅音相邻构成辅音连缀,辅音连缀中间不能有停顿,也不能加任何元音,如 /ɪ/ 或 /ə/。辅音连缀可能出现在词首、词中或词尾,还可以出现在短语中间。

例如: start /stɑ:t/

smoke /sməʊk/

blame /bleɪm/

plate /pleɪt/

shrill /ʃrɪl/

splash /splæʃ/

helpful /'helpfʊl/

strict /strikt/

读辅音连缀时,要注意:

1) [tr], [dr]在发音时,[t]和[d]失去爆破,[t]和[r]、[d]和[r]几乎是同时发音的。同样,辅音连缀[ts] [dz]也是爆破音和摩擦音的结合,发成一个破擦音。[ts]的发音和汉语拼音中的 c 相似,如:eats [i:ts]; [dz]和汉语拼音中的 z 相似,如:deeds [di:dz]。[-ts] [-dz]往往出现在词尾,而[tr-] [dr-]往往出现在词首。

2) 英语词汇的后缀如-s, -ed 等,在遇到以清辅音结尾的词时,-s 读作清辅音[s],-ed读作清辅音[t];在遇到以浊辅音结尾的词时,-s 读作 [z],-ed 读作 [d]。它的规律是“清→清”,“浊→浊”。如:takes [teɪks], noticed ['nəʊtɪst], loved [lʌvd]。

**I. Directions:** You will hear six proverbs or quotations. Please read the sentences after the speaker and pay attention to the underlined consonant clusters in each sentence.

1. It is the first step that costs.
2. Don't try to run before you walk.
3. Better an empty purse than an empty head.
4. All work and no play makes Jack a dull boy.
5. More haste, less speed.
6. He that burns most shines most.

**II. Directions:** You will hear six sentences. In each sentence, there are some words missing. Listen carefully and supply the missing words.

1. It was the \_\_\_\_\_ straw that \_\_\_\_\_ the camel's back.
2. Don't let the \_\_\_\_\_ grow under your \_\_\_\_\_.
3. Better \_\_\_\_\_ fish than \_\_\_\_\_ dish.
4. All \_\_\_\_\_ and no work \_\_\_\_\_ Jack a sad shirk.
5. No \_\_\_\_\_, no \_\_\_\_\_.
6. He knows \_\_\_\_\_ that knows he knows \_\_\_\_\_.

## Part Two Listening Tasks

### Study Tip

You'd better read through the questions or choices related to the listening material before listening and predict what will be heard. On the first listening you should focus on the information you need to answer the questions in the activity.

You can make use of the transcript to check what you've done if necessary, but it is better to try to do the activity first without looking at it.

听录音之前,应该先预览一遍相关的练习题并预测将听到的内容;听第一遍的时候,应该重点捕捉能回答这些练习题的相关信息。

做完听力练习后,如果必要可以看一下录音文本核对答案。但应先听录音,做完练

习后再看文本,这样效果会更好。

## Task One

## Short Conversations

### Words and Expressions

- lecture ['lektʃə] *n.* 授课;演讲;讲座,报告  
 favorite ['fɛvərɪt] *adj.* 最喜欢的;特别喜欢的  
 laundry ['ləʊndrɪ] *n.* 洗衣物;洗衣物的活  
 do some laundry 洗衣服  
 oversleep [ˌəʊvə'sli:p] *v.* 睡过头  
 semester [sɪ'mestə] *n.* 学期  
 apartment [ə'pɑ:tmənt] *n.* 公寓住宅,单元住宅  
 dorm [dɔ:m] *n.* 寝室,宿舍  
 appointment [ə'pɔɪntmənt] *n.* 约会,指定  
 (Department) Chair [tʃeə] *n.* 系主任  
 vacation [və'keɪʃən] *n.* 假期,休假

**Directions:** You will hear ten short conversations between two speakers. At the end of each conversation, a question will be asked about what was said. Listen carefully and choose the best answer to each question you hear.

1. A) History.  
C) English.
2. A) Two hours.  
C) Half an hour.
3. A) Science.  
C) History.
4. A) Sydney.  
C) Singapore.
5. A) She is going to see a movie.  
C) She is going to do some laundry.
- B) Chinese.  
D) Mathematics.
- B) An hour and a half.  
D) Nearly two hours.
- B) Math.  
D) Computer programming.
- B) Melbourne.  
D) Memphis.
- B) She is going to stay in her room.  
D) She is going to read in the library.

6. A) The bus was late. B) She got up later than usual.  
C) She forgot her class. D) The traffic was bad.
7. A) He left his notes at home.  
B) He agrees to lend his notes.  
C) He doesn't know where his notes are.  
D) He doesn't want to lend his notes to the woman.
8. A) It isn't open on Sundays. B) It closes at nine on weekdays.  
C) It is open till nine on Sundays. D) He doesn't know when it closes.
9. A) In a dorm. B) In a hotel.  
C) At home. D) In an apartment.
10. A) At an appointment. B) In her office.  
C) Out of town. D) In the meeting room.

## Task Two

## Long Conversations

### Conversation 1 Adapting to College Life

#### Words and Expressions

under the weather 不舒服

rhythm of life 生活节奏

take one's time 从容不迫

adjust [ə'dʒʌst] *v.* 调整, 使适应

course [kɔ:s] *n.* 课程

drop (a course) *v.* 放弃(一门课程), 退(课)

make sense 有意义, 有道理

flexible ['fleksəbl] *adj.* 灵活的, 变通的

**I. Directions:** You will hear a long conversation. Listen carefully and choose the best answer to each of the following questions.

1. How is Susan?  
A) She feels bad. B) She feels excited.  
C) She feels happy. D) She feels nervous.

2. Why does she feel so?
  - A) Because she is sick.
  - B) Because she can't handle changes.
  - C) Because she is lagging behind in her class.
  - D) Because she has quarreled with her new roommate.
3. How many courses is Susan taking?
  - A) Six.
  - B) Seven.
  - C) Eight.
  - D) Nine.
4. What can be inferred from the dialogue?
  - A) Susan feels better at the end of the conversation.
  - B) We can do nothing about changes.
  - C) Change always happens slowly.
  - D) Most changes are bad.
5. Which of the following is **NOT** the suggestion given by Susan's friend?
  - A) To take her time.
  - B) To do some exercises.
  - C) To be open to new ideas.
  - D) To drop one or two courses.

**II. Directions:** Listen to the conversation again and fill in the blanks with the information you hear.

Susan does not look very well. She has not been (1) \_\_\_\_\_ the changes ever since she (2) \_\_\_\_\_ a college student. There are changes about teachers, classes, (3) \_\_\_\_\_. Though there are many things she can't (4) \_\_\_\_\_, she still can manage to do something to make herself (5) \_\_\_\_\_. For example, she can take her time to adjust even though changes happen (6) \_\_\_\_\_. She may drop one or two (7) \_\_\_\_\_. She can also be (8) \_\_\_\_\_ and open to new ideas.

### Culture Tip

在美国的大学就读,“选课”本身就是一门学问,课程选得适当与否是影响学业成绩的关键。刚开始就读的第一个学期,特别要注意课程不要选得太多、太重,以免为自己带来沉重的功课负担。虽然学期 (semester) 制的学校要求全日制的学生必须修满十二个学分,但是若觉得负担太重,可以向指导教授咨询,争取获许少修一门课程。

开学之后,正式上课或旁听期间更可印证自己的课程选得如何。如果上课时发现该