



普通高等教育“十五”国家级规划教材

# CONTEMPORARY COLLEGE ENGLISH

Listening

## 现代大学英语

● 总主编：杨立民

● **听力** **3**

● 主 编：金 莉

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赵秀英

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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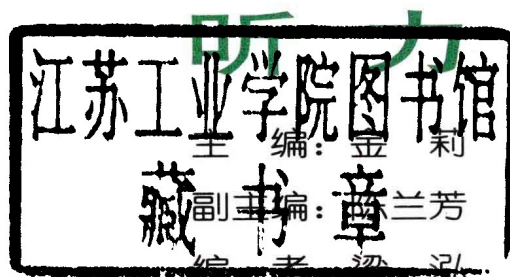
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Contemporary College English

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## 编者说明

《现代大学英语听力》为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的基础。

### 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、思想性和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，本套教材的起点定为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提高。
- 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、历史和文学等方面的内容。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) Notes: 选篇的背景介绍或教学提示

## 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) Script: 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, 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) 针对英语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。

编者衷心希望这套教材能够得到使用者的认可, 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。Pat Adler 女士审阅了全部书稿。我们在此也一并致谢。

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编者

2005年2月



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<http://www.npr.org>

<http://www.hyperhistory.com>

<http://www.worldhistory.com>

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

# 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>sl.</i>   | ..... | slang                 |
| <i>sth.</i>  | ..... | something             |
| <i>usu.</i>  | ..... | usually               |
| <i>v.</i>    | ..... | verb                  |

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## Extensive Listening

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# Unit 1

## Higher Education



### Objectives:

- ◇ Listen to the materials on higher education.
- ◇ Compare the university systems in different countries.
- ◇ Understand the aims of higher education and the role of universities in society.
- ◇ Practise note-taking and outlining skills.

### Listening Aids

|   |                           |             |                                                                                  |
|---|---------------------------|-------------|----------------------------------------------------------------------------------|
| 1 | band together             |             | unite in order to achieve sth.                                                   |
| 2 | chapel /'tʃæpəl/          | <i>n.</i>   | a small church                                                                   |
| 3 | CITIC Bank                |             | 中信实业银行                                                                           |
|   | credentials /krɪ'denʃəlz/ | <i>n.</i>   | personal qualities, achievements, or experiences that make sb. suitable for sth. |
|   | GMAT                      |             | Graduate Management Admission Test                                               |
|   | LSAT                      |             | Law School Admission Test                                                        |
| 4 | abstruse /æb'stru:s/      | <i>adj.</i> | unnecessarily complicated and difficult to understand                            |

|   |                                     |      |                                                                                                        |
|---|-------------------------------------|------|--------------------------------------------------------------------------------------------------------|
|   | competent /'kɒmpɪtənt/              | adj. | having enough skill or knowledge to do sth. to a satisfactory standard                                 |
|   | swap /swɒp; swɔ:p/                  | n.   | change                                                                                                 |
|   | underestimate /ˌʌndər'estimeɪt/     | v.   | 低估, 对……估计不足                                                                                            |
| 5 | curriculum /kə'rɪkjʊləm/            | n.   | the subjects that are taught in a school, college, etc.                                                |
|   | encompass /ɪn'kʌmpəs/               | v.   | include                                                                                                |
|   | Hispanic /hɪ'spænik/                | adj. | from or connected with countries where Spanish or Portuguese are spoken, esp. ones in Latin America    |
|   | microcosm /'maɪkrəʊkɒzəm/           | n.   | 缩影                                                                                                     |
|   | postsecondary /pəʊst'sekəndəri/     | adj. | relating to schools or education after one has finished high school                                    |
|   | prestigious /pre'stɪdʒəs; -'sti:-/  | adj. | admired as one of the best and most important                                                          |
|   | well-rounded /'wel'raʊndɪd/         | adj. | having a wide range of interests, knowledge and skills                                                 |
| 6 | commodity /kə'mɒdətɪ/               | n.   | a product that can be bought and sold                                                                  |
|   | confer /kən'fɜ:(r)/                 | v.   | give                                                                                                   |
|   | impediment /ɪm'pedɪmənt/            | n.   | a situation or event that makes it difficult or impossible for sb. or sth. to succeed or make progress |
|   | instill /ɪn'stɪl/                   | v.   | 逐渐灌输; 逐步培养                                                                                             |
|   | integrate /'ɪntɪgreɪt/              | n.   | bring together; combine                                                                                |
|   | praiseworthy /'preɪz.wɜ:ði/         | adj. | deserving praise                                                                                       |
|   | repository /rɪ'pɒzɪtəri/            | n.   | a place or container where large quantities of sth. are stored                                         |
|   | revenue /'revənju:; -nu:/           | n.   | income, esp. that the government receives from tax                                                     |
|   | sisal /'saɪsəl; 'sɪ-/               | n.   | 波罗麻, 剑麻                                                                                                |
|   | Tanzania /tænzə'niə; tɑ:nzɑ:'ni:ɑ:/ |      | 坦桑尼亚[东非国家]                                                                                             |
| 7 | Alma Mater /'ælmə'mɑ:tə(r)/         | n.   | the school, college, or university that sb. used to attend 母校                                          |
|   | embodiment /ɪm'bɒdɪmənt/            | n.   | sb. or sth. that represents or is very typical of an idea or quality                                   |

exquisite /'ekskwɪzɪt; ek'skwɪzɪt/ *adj.*

extremely beautiful

teem (with) /ti:m/

*v.*

be full of

## Task 1

**This is the first part of Pedro's letter in which he describes his experience at Cambridge.**

### A. Fill in the blanks with what you hear on the tape.

My coming to Cambridge has been an \_\_\_\_\_ experience. From \_\_\_\_\_ country one comes as a student one cannot \_\_\_\_\_ the influence of the Cambridge \_\_\_\_\_ — and they go back so far! Here, perhaps, more than anywhere else, I have felt at one and the same time the past, the \_\_\_\_\_ and even the future. It's easy to see in the old \_\_\_\_\_ stone buildings how the past has \_\_\_\_\_ the present and how the present is giving \_\_\_\_\_ to the future. So let me tell you a little of what this university town looks like and how it came to be \_\_\_\_\_ at all.

### B. Fill in the following chart.

**A Chronicle of Cambridge's Early Years**

| Years | Events |
|-------|--------|
| 1209  |        |
| 1284  |        |
| 1440  |        |

### C. Answer the following questions.

- 1) In what ways was college life strict in the Middle Ages?

---

---

- 2) What was the pleasant custom mentioned by Erasmus?

---

- 3) List at least five great men who once studied at Cambridge.

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## Task 2

**In the second part of his letter, Pedro describes his walk around the pleasant town of Cambridge.**

### A. Choose the best answer.

- 1) In the centre of Cambridge, \_\_\_\_\_ often race bicycles along the streets without considering their own safety.  
a) undergraduates                      b) graduates                      c) country traders
- 2) \_\_\_\_\_ have/has been described as the loveliest man-made view in England.  
a) The colleges                      b) The "Backs"                      c) The centre of the Cambridge town
- 3) \_\_\_\_\_ is the largest and most beautiful building in Cambridge.  
a) King's College Chapel                      b) Queens' College                      c) The Granta
- 4) At Cambridge, there are \_\_\_\_\_ colleges including those for women students.  
a) 28                      b) 30                      c) 31

### B. Answer the following questions.

- 1) What do students at Cambridge usually wear? How can you distinguish a graduate from an undergraduate there?

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2) What does Petro say about the women students at Cambridge?

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**C. Fill in the blanks with what you hear on the tape.**

- 1) It is indeed beautiful. To the left, across the stream, there are no buildings, merely \_\_\_\_\_, colleges' gardens and lines of tall trees. Everything is very \_\_\_\_\_ and \_\_\_\_\_. On the river bank are willow trees with their branches \_\_\_\_\_ the water and, at \_\_\_\_\_ along the river, stone bridges cross the stream and lead into the colleges which line the right bank. The \_\_\_\_\_ brick or stone of the college walls, sometimes red and sometimes grey, is 500 years old. The walls rise out of their own \_\_\_\_\_ in the water and their colour \_\_\_\_\_ charmingly with glimpses of the many green \_\_\_\_\_.
- 2) It is difficult to walk around the quiet courts of the colleges without feeling a sense of \_\_\_\_\_ and \_\_\_\_\_. And the sense of \_\_\_\_\_ that green lawns always \_\_\_\_\_ to me is found in the town too, for often one is surprised to meet open \_\_\_\_\_ of grass in the midst of the streets and houses giving a \_\_\_\_\_ countryside effect and reminding one of the more \_\_\_\_\_ days of the eighteenth century.

**Task 3**

**A US visa official presented "Five Secrets" for getting a student visa.**

**A. Choose the best answer.**

- 1) What does the example of the conversation between a visa officer and applicant illustrate?
- a) An applicant must be thoroughly prepared.
  - b) An applicant must avoid a prepared speech.
  - c) An applicant must be honest.
- 2) A student comes back to China on vacation \_\_\_\_\_ when he/she returns to the US.
- a) does not need a visa
  - b) must go to the US embassy to get a visa
  - c) may get a visa through the service offered at the CITIC Bank

**B. Complete the following outline of the passage.**

**“Five Secrets” for Getting a Student Visa**

Secret One: Get \_\_\_\_\_ by \_\_\_\_\_.

Secret Two: Be \_\_\_\_\_.

Bring: I-20 form or IAP-66 form;

\_\_\_\_\_;  
\_\_\_\_\_;  
\_\_\_\_\_ from the school, esp. those discussing financial aid;  
\_\_\_\_\_;  
\_\_\_\_\_;

Any other documents that might be important.

Secret Three: Answer \_\_\_\_\_. Don't give the visa officer \_\_\_\_\_.

Secret Four: Tell \_\_\_\_\_.

Secret Five: Come back to \_\_\_\_\_ in two ways.

1) \_\_\_\_\_.

2) \_\_\_\_\_.

**Task 4**

In this conversation, two university students, one American, Peter, and the other English, John, discuss the differences between the university systems of their countries.

**A. Write down what the idioms mean in the dialogue.**

1) You are not cut out for it.

**Meaning:** \_\_\_\_\_

2) You've burnt your bridges.

**Meaning:** \_\_\_\_\_

3) You can't just change the horse in midstream.

**Meaning:** \_\_\_\_\_