



普通高等教育“十一五”国家级规划教材

# NEW ESSENTIAL 新起点 COLLEGE ENGLISH

〔修订版〕

## 新起点 大学基础英语教程

总主编：杨治中    主 编：李霄翔



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听说教程

外语教学与研究出版社  
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS





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## 大学基础英语教程

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## 前言

高职高专教育是我国高等教育的一个重要组成部分, 高职高专学生是我国大学生中一个十分重要的群体。针对这一群体的特点, 教育部于2000年颁布了《高职高专教育英语课程教学基本要求》(试行)。该《基本要求》明确指出, 高职高专的英语教学应该以培养学生实际运用语言的能力为目标, 突出教学内容的实用性和针对性。

根据《基本要求》的这一指导思想, 外语教学与研究出版社组织编写了《新起点大学基础英语教程》系列教材。这套教材自2004年出版以来, 被众多高职高专院校采用, 作为提高学生英语综合应用能力的主要教材, 受到师生的广泛好评。近年来, 随着我国社会与经济的发展, 国家对高职高专院校人才培养提出了更明确的要求, 高职高专院校的英语教学改革也在不断深入。面临新的发展和新的要求, 《新起点大学基础英语教程》的编者遵循教育部的指导方针, 结合实际使用中的反馈意见, 经过认真细致的调研、策划与筹备, 对第一版教材进行了认真修订, 以满足新形势下高职高专英语教学的需求。

为配合高职高专院校的教学安排, 《新起点大学基础英语教程》(修订版) 每册调整为10个单元, 删除并更换了部分选篇。其中《读写教程》还重新编写了语法内容, 应用英语写作的教学从第一册开始。此外, 《读写教程》和《听说教程》还配备了学习光盘, 使该套教材更加立体化。

《新起点大学基础英语教程》(修订版) 设1—4级, 供两个学年使用。每一级别均由《读写教程》、《听说教程》、《学习方法与阅读》和《自主综合训练》组成。与教材配套的还有录音带、学习光盘、电子课件和试题库, 各院校可根据实际需要选择使用。

编者

2008年2月

## 编写说明

《新起点大学基础英语教程》的“听说”系列是根据教育部2000年10月颁布的《高职高专教育英语课程教学基本要求》(试行),为普通高校非英语专业的专科学生编写的一套听说系列教材。本套教材与“读写”系列和“学习方法与阅读”系列话题融通,技能互补,构成一个整体。

本套教材力求从编写思想、素材选编、练习设计和版面设计上反映当代外语教育较为先进的研究成果和学术流派,在编写过程中着重体现以下一些特点:

1. 根据新颁布的教学基本要求,将英语语言基础知识学习、语言应用技能训练和影响到交际效能的文化背景知识介绍有机地融合在一起,突出语言的交际语境和实用的功能意念,在强化语言基本功训练的同时,十分注重语言交际技能的培养和训练,显凸中国学生所处的生活学习环境和文化氛围,力求使英语学习做到学用结合,学以致用,学后会用。
2. 根据认知语言学和语言习得理论的研究成果,在教材各单元的题材选择上,力求从学生的英语语言基础、个人兴趣爱好、实际交流需求出发,通过题材广泛、短小精悍的学习素材,尽可能将知识性、趣味性、实用性和可思性融合在一起,以便充分调动学生的学习主动性和积极性。各单元的素材往往是学生既熟悉又陌生的内容。熟悉是因为他们几乎每天都会接触到这些话题,陌生是因为他们可能不知道这些话题如何用地道的英语来表达。正是在这种贴近生活的氛围里,学生可以循序渐进地习得十分有用的句型结构,然后加以有效地运用,既能获得语言学习上的进步,又能在生活上有所启迪。贯穿于教材中的“学以致用”的指导思想将使学生在认真学习的同时获得一种收获感和成就感,从而激励和保持学生良好的学习热情和主动投入,提高英语学习的效率。
3. 在处理听与说的关系时,以听为导入,以说为目标。听说练习的设计是以“听说相连,层层深入”为基本原则,以听读、听写、听说、说为主线,以功能意念为框架,通过大量由浅入深、针对性强的听力、朗读素材为语言输入,辅之以针对学习内容和学生个人学习生活的实际、交互性强的听说技能转换的练习,让学习者首先轻松地接受和领会有关的语言信息,然后兴趣盎然地加以模仿,力求使学生做到有话可说,有话要说和有话会说,从而完成听说技能的转换和提高。



4. 每个单元围绕一个主题展开，内容涉及与这一主题相关的场景、功能和意念，以及在交际时会涉及到的有关文化背景知识。每单元由三个部分组成，涵盖语音和朗读训练、听说基本技能训练、听说交际技能训练和篇章听说技能训练等主要内容。第一部分主要是语音语调和朗读训练，除语言技能以外，更强调语言的交际语境和作为输入语言的示范作用。它以功能意念为主导，突出微型语境的听读和特定场合的交际技能训练，其意图不仅在于为学生提供一个语音语调模仿训练的练习，更重要的是强化口语语言在特定语境中的交际功能，并为后续听力和口语训练作一铺垫，扫清或降低语言障碍。这种语言输入信息将为提高听力理解和口语操练效率，促进听说技能的转化和提高，打下一个良好的基础。第二部分主要是交际语境较强的听力对话和听力口语技能训练。第三部分主要是篇章听力和口语技能训练，其中涉及众多的以解决问题为导向的听说技能转化训练。听说练习的设计力图体现学生学习的认知规律，听力训练遵循由通篇大意理解向具体细节详证过渡，口语技能训练由简单模仿操练到提示性重复到特定语境下的自由表达。语言素材的提供不求一步到位，而是细水长流，因表达需要而逐步展现。这旨在优化语言输入的质量，降低学习者不必要的心理和情感焦虑，使他们能够充满信心地运用所学的语言知识和交际技能表达自己的观点。

5. 本套教材共有四册，每册各有十个单元。每册书都配有相应的教师用书，其中除了提供听力原文和参考答案以外，还提供了许多文化背景介绍、补充练习、教学重点注释和教学提示和建议。（教师用书包括学生用书的全部内容，老师一书在手就可以进行课堂教学。）教材编排图文并茂，新颖独特。各册听力磁带由语音纯正的英美籍教师和专业技术人员录音制作。本教材还提供配套的适应各层次教学需求的信息化课堂教学和教学管理的平台，方便课堂教学和自学活动的展开，提高教学效益和效率。

6. 本套教材各册间呈一定的梯度。各单元中三个部分练习各有侧重。课堂教学中可结合实际情况和需求，有所取舍和侧重，注意体现“课前预习是前提，课堂操练是关键，课后巩固是根本”的原则，真正理解、掌握和灵活运用本教材所要求的学习内容。

在本套教材的编写过程中，由于编者的水平有限，不足之处在所难免，恳请各位专家、同仁和广大读者批评指正。

编者

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# Unit

# 1



## EVERYONE NEEDS A FRESH START

人人需要新起色





# Part One Warm-up Activities

## 1 Listen and repeat.

1

A: Good afternoon, Miss Wang.  
B: Good afternoon, Mr. Taylor. Nice to see you again.  
A: Me, too. How is your study coming along here?  
B: So far, so good. Thank you.

2

A: Excuse me, what's your nationality?  
B: Chinese.  
A: Where are you from?  
B: Nanjing. It's not far from Shanghai.

3

A: Excuse me, could you tell me where the Student Union is?  
B: Oh, yes. Go this way and then turn left. It's on your right.  
A: Thank you very much.  
B: My pleasure.

4

A: Hi, Peter. How's it going?  
B: Oh, just so-so. How about you, Diana?  
A: Well, it couldn't be better.  
B: I'm very glad to hear it.

5

A: Morning, Janel  
B: Morning, Mr. Park! Lovely day, isn't it?  
A: Yes, it is. What should we do today?  
B: We need a break, at least one or two days to smell the flowers.

6

A: Can I have your name?  
B: Jordan, Michael Jordan.  
A: Are you a basketball player?  
B: I wish I were.

7

A: May I say something about myself?

B: Go ahead!

A: My name's Julia Laws, and I'm a visiting student from the States<sup>2</sup>.B: Really? I'm from the States, too.  
Very pleased to meet you.

8

A: John, I'd like you to meet my friend,  
Sophia.

B: Nice to meet you, Sophia.

C: Nice to meet you, too. Are you an  
English major?

B: No. I major in computer science.

9

A: Hi, Joanna. Do you know the  
name of our supervisor?

B: Yes. His name is Michael Duke.

A: Can you tell me something about  
him?

B: Sure!

10

A: Excuse me, are you Mr. George Jackson?

B: Yes. And...

A: I'm Helen Ford from the Student Union.  
Welcome to our university.

B: It's very kind of you to pick me up here.

## Notes

1. Go ahead!: 请讲! 继续!

2. the States: 即 the United States of  
America, 美国。



## II Listen and choose the best response to what you've heard.

1. How are you, Tom?  
A. I'm on top of the world<sup>1</sup>. Thank you.  
B. Never mind. You're welcome.  
C. I'm sorry to hear it.
2. Hello, Mary. Very pleased to meet you here.  
A. Oh, George, take it easy<sup>2</sup>.  
B. Me, too. How are you, George?  
C. What's wrong with you, George?
3. Good afternoon, Tom. Haven't seen you for ages.  
A. Hi, Maria. It's an honor to see you.  
B. Hi, Maria. I'm 18. And how about you?  
C. Yeah, it's been a long time since I last saw you.
4. Good morning, Sir. I'd like to say something about myself.  
A. Go ahead, please.  
B. What about your study plan?  
C. How about going to the library?
5. How are you getting on with your English?  
A. I really have no idea about her.  
B. So far, so good.  
C. It's difficult to get along with him.
6. Excuse me, could you tell me where the Student Union is?  
A. It's hard to say.  
B. Sorry. Peter is not here.  
C. Yes. Come on and I'll show you the way.
7. Excuse me, can you do me a favor? I'm looking for the library.  
A. What do you want?  
B. Sorry. I'm new here.  
C. Why not ask Sophia?
8. Would you tell me something about your school?  
A. God knows.<sup>3</sup>  
B. Of course, I will.  
C. Come on. I can.
9. Mary, I'd like you to meet my friend, Sophia.  
A. Nice to meet you, Sophia.  
B. Sorry. My English is very poor.  
C. OK. It's a long story.
10. John, your English is much better now.  
A. Oh, it's just so-so.  
B. Oh, it's nothing.  
C. Thanks.

### Notes

1. *on top of the world*: 站在世界之巅。  
[隐喻] 感觉特好, 感觉特别棒。
2. *take it easy*: [口] 别着急, 慢慢来
3. *God knows*: 上帝知道。[隐喻] 无人知晓。
4. *It's a long story*: 说来话长, 一言难尽。

# Part Two Dialogs

## Dialog One

### It's Lucky We've Met

有缘相见



### Warm-up

**I** Everyone is excited when first coming to college because it has taken them years of hard work to realize their dream. What's your dream for the future?

to further my education in a famous university at home or abroad

to find a good job in a city

to become an engineer or a scientist in the future

**II** As a freshman, you may feel homesick. Who would you like to see most?

my old friends

my parents

my old schoolmates or classmates



III Study the following words and expressions.

What brings you here?  
economics /i: kə' nɒmiks/  
somebody /'sʌmbədi/  
be flattered

哪阵风把你给吹来了!  
n. 经济学  
n. 重要人物  
(因被喜欢或钦佩而) 感到荣幸 (高兴)



## Listen and Speak

I Listen to the dialog and choose the best answer to complete each of the following statements.

- Wang Fang and David \_\_\_\_\_.  
A. knew each other before      B. haven't seen each other before  
C. both major in computer science      D. are in the same class
- David asked Wang Fang to \_\_\_\_\_.  
A. tell him something at home      B. help him get a Student Card  
C. introduce him to her classmate      D. help him use a computer
- From the dialog we know that \_\_\_\_\_.  
A. Wang Fang is cool      B. David is cool  
C. David majors in economics      D. Wang Fang is a freshman
- It is implied in the dialog that David and Wang Fang \_\_\_\_\_.  
A. both like computer      B. are of the same age  
C. are in the same university      D. like each other

II Listen to the dialog again and answer the following questions.

- Who is Wang Fang?  
\_\_\_\_\_
- Who is David?  
\_\_\_\_\_
- Did Wang Fang know that David was coming to her university? Give your reasons.  
\_\_\_\_\_
- What is Wang Fang going to do next according to the dialog?  
\_\_\_\_\_

**III** Suppose you were Wang Fang or David. Make a brief self-introduction to your class and tell them anything you hope to share with your classmates. You may start with a greeting and conclude with a hope or wish.

### Opening Expressions:

Good morning, ladies and gentlemen. I'd like to...

Good afternoon, everyone.  
May I introduce...?

Hello, everyone. My name is...

### Closing Expressions:

I hope we can learn from each other and help each other.  
Thank you for your attention.

I hope to make friends with you and we can help each other in our new life here. Thank you.

That's all for my self-introduction. Thank you for your attention.

## Dialog Two

### English Learning: Ways Out

英语学习: 有捷径吗



### Warm-up

**I** How many years have you been studying English?

II Tick the items you think you are weak in your English study. You may add more if you have.

- |  |   |
|--|---|
| <input type="checkbox"/> A. pronunciation and intonation | <input type="checkbox"/> B. vocabulary  |
| <input type="checkbox"/> C. grammar                      | <input type="checkbox"/> D. listening   |
| <input type="checkbox"/> E. speaking                     | <input type="checkbox"/> F. reading     |
| <input type="checkbox"/> G. writing                      | <input type="checkbox"/> H. translation |

III Study the following words and expressions.

grammatical /grə'mætɪkəl/

a. 语法的

list /lɪst/

n. 列表; 目录

word list

词表

lie in

在于

chemistry /'kɛmɪstri/

n. 化学



## Listen and Speak

I Listen to the dialog and choose the best answer to each of the following questions.

- What did the two speakers talk about?
  - English, math and chemistry.
  - How to remember English words.
  - Problems in English learning.
  - English learning methods.
- Who do you think are the two speakers?
  - Teacher and student.
  - Two English learners.
  - Two English teachers.
  - Patient and doctor.
- What do you think are they going to talk about next?
  - English problems.
  - Methods to learn English.
  - What went wrong with Jenny.
  - Why it is difficult to learn English.