



College English Listening

大学英语听力

■ 《大学英语听力》项目组 编

3



高等教育出版社
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大学英语听力

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高等教育出版社
HIGHER EDUCATION PRESS

图书在版编目(CIP)数据

大学英语听力. 3/《大学英语听力》项目组编. —北京: 高等教育出版社, 2009. 8
ISBN 978-7-04-026706-8

I. 大… II. 大… III. 英语—听说教学—高等学校—教材 IV. H319.9

中国版本图书馆 CIP 数据核字 (2009) 第 135149 号

策划编辑 徐艳梅 责任编辑 李 宁 封面设计 王凌波 版式设计 刘 艳
责任校对 李 宁 责任印制 韩 刚

出版发行 高等教育出版社
社 址 北京市西城区德外大街 4 号
邮政编码 100120
总 机 010-58581000

经 销 蓝色畅想图书发行有限公司
印 刷 北京外文印刷厂

开 本 787×1092 1/16
印 张 13
字 数 297 000

购书热线 010-58581118
咨询电话 400-810-0598
网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>
网上订购 <http://www.landraco.com>
<http://www.landraco.com.cn>
畅想教育 <http://www.widedu.com>

版 次 2009 年 8 月第 1 版
印 次 2009 年 8 月第 1 次印刷
定 价 25.80 元(含光盘)

本书如有缺页、倒页、脱页等质量问题,请到所购图书销售部门联系调换。

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前 言

随着大学英语教学改革的不断深入,全国高校对大学英语听说能力的培养也更加重视。

2007年颁布的《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,同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要。”大学英语教学越来越多地加大听说内容的教学,而这方面的大学英语听力教材仍然有待于进一步完善,以适合不同层次学生的英语听力训练。

《大学英语听力》根据《大学英语课程教学要求》编写,以大量的听力材料和多种听力测试题型相结合,为学习者提供了多种多样、并且具有针对性的练习素材。该教材以英美文化背景为切入点,提供了不同语境下原汁原味的表达方式,使学习者接触到真实的语言环境,并训练学习者对文化背景、语境、语言材料的综合理解能力,特别是听力理解能力。学习者在提高听力水平的同时,能更加深入地了解西方文化。从而使他们在真实的语言环境中既学到了语言知识,又学到了文化知识。

教材中的听力材料内容多由幽默故事、趣味故事、童话、寓言、轻松对话和短文等各种文体组成,在主题化框架内展开听说训练。这些材料覆盖面广,涉及历史、文化、科普、名人传记和日常生活等诸多方面;贴近生活,不仅具有趣味性,而且注重知识性、可听性。丰富多彩的听说语料围绕主题反复强化语境,大大提高了语言点的复现率。该教材无论是在素材的选择上,还是在练习的编排上,都体现了新的教学理念和教学模式,使学习者在轻松而真实的语言环境中达到学习训练的目的。

本套教材共四册,由全国十几所高校共同编写而成。

《大学英语听力》第三册共十个单元,供一个学期使用。每个单元由三个部分构成。每个部分有三篇短文,其练习循序渐进,由浅入深;其内容具有一定的相关性,可以使学生有效地学习有关某个主题的词汇和表达方式。

第一部分 Main Ideas and Important Details 的练习由多项选择 (Multiple-Choice Questions) 和正误判断 (True or False Questions) 组成,旨在培养学生把握听力文章中心思想,捕捉相关细节的能力。

第二部分 Listening-Based Integrated Exercises 旨在提高学生英语综合运用能力。该部分的练习在多项选择题之余,增加了听写填空题 (Spot Dictation), 而且难度有所增加,旨在借助听力进一步提高学生英语综合运用能力。

第三部分 Further Listening Exercises 是在前两部分基础上的扩展和强化。这部分练习紧扣试验中的大学英语四级机考题型,在多项选择题之余增加了听音跟读 (Listening and Repeating)、复合式听写 (Compound Dictation) 和听音写作 (Listening and Summary Writing) 练习内容,相信一定会为备战大学英语四级机考的学生们提供帮助。

《大学英语听力》编委会
2009年6月

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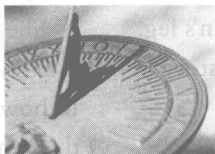
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Unit 1

Main Ideas and Important Details

Section I



In this section, there are 3 passages. Read the words and phrases from each passage before listening and then do the following exercises.

Directions:

There are 5 multiple-choice questions and 5 true or false questions based on this passage. The recording will be played twice. For the first time, complete questions in Part A. For the second time, complete questions in Part B. Glance over the questions before you listen to the recording.



Passage 1 The Small Can Help the Great

I. Words and Phrases

blade [bleɪd] *n.* 叶片

barefooted ['beɪfʊtɪd] *adj.* 光着脚的

II. Exercises

Part A Multiple-Choice Questions. Choose the best answer (a, b, c or d) for each of the following questions based on the passage.

- According to the French writer, we often need help from others, therefore we should _____.
 - help those who has helped us
 - help those who may be helpful to us
 - help others as much as we can
 - get as much help as we can
- What was the ant doing when she fell in a small river?
 - She was walking.
 - She was drinking.
 - She was looking for food.
 - She was playing with her friends.

- 3) The ant finally got on the bank _____.
 - a. with the help of a branch of a tree
 - b. with the help of a piece of wood
 - c. with the help of a blade of grass given by a bird
 - d. with the help of a leg reached by a bird
- 4) How did the ant save the bird?
 - a. She climbed onto the man's foot.
 - b. She bit the man's foot.
 - c. She climbed upon the man's leg.
 - d. She bit the man's leg.
- 5) The French writer tells the story in order to show _____.
 - a. how an ant saved a bird
 - b. how brave the ant was
 - c. how clever the bird was
 - d. even the small can help the great

Part B True or False Questions. Write T if the statement is true according to the passage and write F if it is false.

- 1) () A great French writer said we should try to help people who need help as much as possible.
- 2) () In order to prove his point of view, he told a small story.
- 3) () When the ant fell into the river, she was trying to reach the side, and made some progress.
- 4) () While the bird was resting herself, the man came near her.
- 5) () The bird flew away at last.

Directions:

There are 5 multiple-choice questions and 5 true or false questions based on this passage. The recording will be played twice. For the first time, complete questions in Part A. For the second time, complete questions in Part B. Glance over the questions before you listen to the recording.

Passage 2 The Mosquito

I. Words and Phrases

mosquito [mə'ski:təʊ] *n.* 蚊子

swamp [swɒmp] *n.* 沼泽

pond [pɒnd] *n.* 池塘

deposit [dɪ'pɒzɪt] *v.* 放置

larvae ['lɑ:vi:] *n.* (动) 幼虫

mature [mə'tjuə] *v.* 长成



II. Exercises

Part A Multiple-Choice Questions. Choose the best answer (a, b, c or d) for each of the following questions based on the passage.

- 1) Where can we NOT find mosquitoes?
 - a. Near swamps.
 - b. Near ponds.
 - c. Near lakes.
 - d. Near the extremely dry place.
- 2) The passage suggests that all mosquitoes like _____.
 - a. blood
 - b. wet areas
 - c. dry areas
 - d. juices
- 3) The female mosquitoes lay eggs _____.
 - a. in human blood
 - b. in plant juices
 - c. in the water
 - d. in wet places
- 4) The male mosquitoes can only drink _____ with his mouth.
 - a. water
 - b. people's blood
 - c. plant juices
 - d. animals' blood
- 5) It is because the female mosquitoes _____ that they like biting for blood.
 - a. are smaller than the males
 - b. are bigger than the males
 - c. are hard working
 - d. need blood before laying eggs

Part B True or False Questions. Write T if the statement is true according to the passage and write F if it is false.

- 1) () We can always find mosquitoes in a warm and wet place.
- 2) () Mosquitoes have an interesting life cycle.
- 3) () All mosquitoes like blood.
- 4) () The baby mosquitoes will not mature in a short time.
- 5) () Male mosquitoes and female mosquitoes have different kinds of mouths.

Directions:

There are 5 multiple-choice questions and 5 true or false questions based on this passage. The recording will be played twice. For the first time, complete questions in Part A. For the second time, complete questions in Part B. Glance over the questions before you listen to the recording.

Passage 3 Spiders with Highly Developed Nervous Systems

I. Words and Phrases

inventive [in'ventɪv] *adj.* 有创造力的

entangle [in'tæŋɡl] *v.* 使缠入

swinging ['swɪŋɪŋ] *adj.* 摆动的

II. Exercises

Part A Multiple-Choice Questions. Choose the best answer (a, b, c or d) for each of the following questions based on the passage.

- 1) What is the best title for this passage?
 - a. What Spiders Eat
 - b. The Spider's Home
 - c. The Spider—Nature's Great Engineer
 - d. The Spider's Webs
- 2) Where do spiders live?
 - a. They live 22,000 feet above sea level.
 - b. They live mostly on mountains or in caves.
 - c. They live everywhere.
 - d. They live 2,000 feet below the earth's surface.
- 3) What is the most distinguishing characteristic of spiders?
 - a. Their developed nervous systems.
 - b. Their brains are capable of remembering.
 - c. They are capable of catching and eating insects.
 - d. Their webs made of silk that they spin are extremely flexible.
- 4) What can we conclude from the passage?
 - a. There will soon be more spiders than insects.
 - b. People should appreciate spiders more.
 - c. Spiders are smarter than human beings.
 - d. People should raise spiders to destroy insects.



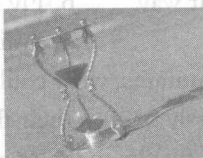
- 5) Why would human life be in danger if there's no spider?
- Because spiders catch and eat harmful insects.
 - Because spiders can protect our environment.
 - Because spiders can clean water.
 - Because spiders can help reduce air pollution.

Part B True or False Questions. Write T if the statement is true according to the passage and write F if it is false.

- () Many people consider that spiders are intelligent, inventive and good friends to people.
- () Spider's brains are capable of remembering and can remember numbers.
- () The silk that spiders spin for their webs has a stretching strength superior to most flexible products made by people.
- () Few scientists feel that without the spider human life would be in danger.
- () Each year spiders in England destroy an amount of insects equal in weight to the human population of the country.

Listening-Based Integrated Exercises

Section II



In this section, there are 3 passages. Read the words and phrases from each passage before listening and then do the following exercises.

Directions:

There are 5 multiple-choice questions and 5 spot dictation questions based on this passage. The recording will be played twice. For the first time, complete questions in Part A. For the second time, complete questions in Part B. Glance over the questions before you listen to the recording.



Passage 1 Birds on Their Long Flights

I. Words and Phrases

inborn ['ɪn'bo:n] *adj.* 天生的

landmark ['lændmɑ:k] *n.* 地界标

II. Exercises

Part A Multiple-Choice Questions. Choose the best answer (a, b, c or d) for each of the following questions based on the passage.

- 1) By some experiments, what did scientists know
 - a. Birds rely on the sun to guide them during the day.
 - b. Birds fly together.
 - c. Birds have inborn sense of directions.
 - d. Birds follow the mountains.
- 2) Why do not birds get lost on their long flights during the day?
 - a. Because they fly together.
 - b. Because they follow the mountains.
 - c. Because they fly according to the position of the sun.
 - d. Because they know the north and south position of the sun.
- 3) How do birds find their way during the night flight according to the passage?
 - a. They follow the moon.
 - b. They follow certain stars.
 - c. They can rely on memory.
 - d. They can rely on the direction of the wind.
- 4) What will birds do if the stars are covered by clouds?
 - a. Use landmarks to find their way.
 - b. Fly in a circle.
 - c. Make a return flight.
 - d. Wait for the moon to appear.
- 5) When it's too dark to see mountains, what could birds do?
 - a. They have to circle helplessly or stop their flights immediately.
 - b. They fly in a circle or wait for the moon to appear.
 - c. They make a return flight or wait till daybreak.
 - d. They use other landmarks or make a return flight.

Part B Spot Dictation. Now listen to the passage again and fill in the blanks with the words you have just heard.

- 1) They carried out some _____, which showed that birds rely on the sun to guide them during the day.
- 2) They fly according to the _____ of the sun.
- 3) But what about birds that fly by night when there is no _____ in the sky?
- 4) All the birds have an inborn ability to use the sun or stars for their _____.
- 5) When it's too dark to see these, the birds have to circle _____ or stop their flights immediately.

**Directions:**

There are 5 multiple-choice questions and 5 spot dictation questions based on this passage. The recording will be played twice. For the first time, complete questions in Part A. For the second time, complete questions in Part B. Glance over the questions before you listen to the recording.

Passage 2 Birds with Pride and Vanity**I. Words and Phrases**vanity ['vænitɪ] *n.* 虚荣beak [bi:k] *n.* 鸟嘴flap [flæp] *v.* 拍动parasite ['pærəsait] *n.* 寄生虫**II. Exercises**

Part A Multiple-Choice Questions. Choose the best answer (a, b, c or d) for each of the following questions based on the passage.

- 1) Why do birds spend so much time smoothing, cleaning and arranging their feathers?
 - a. Because this behavior is associated with pride and vanity.
 - b. Because birds love beauty.
 - c. Because birds love to be clean.
 - d. Because birds want to draw attentions.
- 2) Why is cleaning feathers very important to birds?
 - a. Because it is fun.
 - b. Because they are forced to clean themselves.
 - c. Because they have an instinct for cleanliness.
 - d. Because they're proud of their pretty feathers.
- 3) What don't feathers do for a bird?
 - a. Allow it to fly.
 - b. Keep it cool in summer.
 - c. Communicate with other birds of the same species.
 - d. Keep it waterproof.
- 4) What is the passage mainly about?
 - a. Birds use their beaks to clean their feathers.
 - b. Cleaning feathers is very important to birds.
 - c. The habits of birds are interesting.
 - d. How birds clean their feathers.