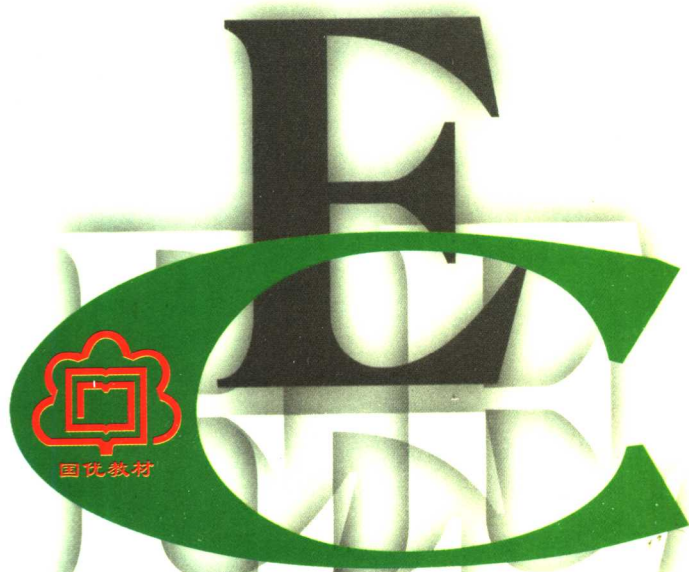


听

力

FOCUS

LISTENING



College English

全国高等学校第二届优秀教材特等奖
 国家教委高等学校第二届优秀教材一等奖

高等学校教材

上海外语教育出版社



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大学英语

5

Shanghai Foreign Language Education Press

总主编 董亚芬

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College English (修订本)

(Revised Edition)

听 力

Focus Listening

第五册

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修 订 本 前 言

《大学英语》是根据国家教育委员会审定批准的《大学英语教学大纲(文理科本科用)》编写的一套系列教材,分精读、泛读、听力、快速阅读、语法与练习五种教程,于1986年出版试用本,1992年出版正式本。

本教材的精读、泛读、快速阅读和听力教程各按分级教学的要求编写六册,每级一册,供1—6级使用;语法与练习编写四册,供1—4级使用。精读与听力教程均配有教师用书和录音磁带;泛读教程1—6级也配有教师用书。对低于大纲规定入学要求的学生,另编预备级精读、泛读教程各两册。全套教材由复旦大学、北京大学、华东师范大学、中国人民大学、武汉大学和南京大学分工编写,复旦大学董亚芬担任总主编。前大学外语教材编审委员会综合大学英语编审组的全体成员对这套教材的设计与编写自始至终给予关注。

这次修订是在广泛听取全国各地使用本系列教材的教师们的意见,并通过问卷形式对数以万计的师生征求意见的基础上进行的。大学外语教学指导委员会综合大学英语组对本教材的修订提供了多方面的指导与帮助。修订的宗旨是“面向21世纪,将大学英语教学推上一个新台阶”。修订本根据各教程的具体情况,对课文作适当调整,提高大纲词汇的覆盖率和常用词汇的重现率,进一步完善练习,突出重点词语的操练;同时加强各教程间的横向联系,做到既自成体系又相互补充,形成整体。修订本更加注意文、理、工、农、医等各科的通用性,力求给学生打好“宽、厚、牢”的语言基础。

《大学英语》听力教程由华东师范大学大学外语教学部负责编写。虞苏美、李慧琴担任主编。参加第一、二册编写和录音编制的有关肇远、毛士国和武凝秋,参加第三至六册的有关肇远、吴稚倩和武凝秋。杨霞华担任主审。本教程还承澳籍专家 Jane Crawford 和 Elizabeth Craven 以及英籍专家 Anthony J. Ward 协助审阅。

本书为听力教程修订本第五册,供大学英语五级学生使用,美籍专家 John Parker 对本教程的修订计划提出了宝贵意见。参加修订本编写的有虞苏美和李慧琴。录音由武凝秋参加编制。上海外语教育出版社的编辑同志在付梓前仔细编审,精心设计,给予我们很大帮助和促进。谨此一并致谢。

由于编者水平与经验有限,教材中难免还有不足之处,希望广大读者批评指正。

本书录音磁带由上海外语音像出版社出版发行。

编 者
1998年3月

使用说明

《大学英语》听力教程修订本第五、六册除继续遵循一至四册的有关编写指导思想外，还突出以下几点：

1. 技能训练由一至四册的单项技能训练转为综合技能训练，强调语篇水平上的听力训练。

2. 题材有较大的改变，不再局限于日常生活，更多的是有关语言学习、社会问题、科普知识等方面的内容，体裁以短文为主。

3. 加强说的能力的培养。在保证学生有足够的听力训练的基础上，每课安排适量的说的练习，以逐步提高学生口头表达能力。

4. 录音采用部分原声材料，提高了语言的难度和真实感。

本书为听力教程修订本第五册。全书共 15 课，供大学英语五级学生使用。7 课后有一套期中测试题，15 课后有一套期终测试题。

学生用书每课列出该课的重点训练技能(Learning Skills)，对听和说提出具体要求，包括三个部分：

第一部分为听录音、书面练习和口头练习(PART A Listen, Write and Speak)，是每课的中心部分。在正式练习前列出了语言要点(Key Language)，包括单词、短语和句型，并注以中文释义，单词还注出音标。要求学生在课前进行预习，以扫除语言障碍，保证教学顺利进行。第一、二项练习要求边听边做，在课内完成后，根据教师的讲解和评分标准进行自我评估，记录在评分栏内。第三项为口头练习，要求学生对所听材料进行复述、讨论或回答问题。学生可参照所听材料中的内容，也可根据自己的体会用自己的语言表达。这项练习不计成绩。

第二部分为听力欣赏材料(PART B Listen and Relax)，旨在使学生在轻松的语言环境中培养语感，提高学习兴趣。内容主要有歌曲、诗歌、幽默、谜语、绕口令等。这部分不计成绩。

第三部分为听力提高训练(PART C Further Listening)。形式为一篇短文(Mini-talk)和五道选择题，目的在于进一步培养学生听力理解能力。

编者

1998年3月

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LESSON 1

Language Learning

Learning Skills

1. Getting familiar with the kind of language used in lectures.
2. Note-taking.
3. Talking about problems in learning English.

PART A Listen, Write and Speak

Problems Facing Foreign Students

Key Language

category / 'kætɪgəri/ 类别	style / stail/ 文体
psychological / ˌsaɪkə'lɒdʒɪkəl/ 心理的	simplify / 'sɪmplɪfaɪ/ (使)简明
linguistic / lɪŋ'gwɪstɪk/ 语言学的	through the medium of 通过…… 渠道
affect / ə'fekt/ 影响	mother tongue 母语
involve / ɪn'vɒlv/ 包含	apply to... 适合于
define / dɪ'faɪn/ 解释	in detail 详细地
accent / 'æksənt/ 口音	express oneself 表达自己的思想

Exercises

I. Directions: Listen to the lecture and choose the best answer to each question you hear. (10 points)

1. a. Problems in learning English.
b. Some of the problems that face learners of English.
c. Foreign students' problems in Britain.
d. Language problems that face foreign students in Britain.
2. a. Foreign students learning English.
b. Foreign students taking academic courses in Britain.
c. Foreign students taking courses in conversational English.
d. Foreign students who are psychologically unstable.
3. a. Because they had very little chance to hear authentic English before.
b. Because they have a limited vocabulary.
c. Because they find it hard to pronounce English words correctly.
d. Because they are especially weak in listening and speaking.
4. a. Express simple ideas.
b. Try to think in English.
c. Speak English as much as possible.
d. Attend English classes.
5. a. Cultural problems are not too difficult to solve because they are practical in nature.
b. It is essential for foreign students to get used to a variety of English accents.
c. The language barrier is the commonest problem facing foreign students.
d. Translation from one's mother tongue is necessary when one is not able to think in English.

II. Directions: Listen to the three parts of the lecture one by one. Each part will be read twice. As you listen, make notes to help you complete the following charts. (10 points)

1. types of problems	(1) _____
	(2) _____
	(3) _____

2. possible reasons for foreign students' difficulty in understanding English people	(4) _____
	(5) _____
	(6) _____

3. advice to students who have the above difficulty	(7) _____
	(8) _____
	(9) _____
	(10) _____

III. Directions: Answer the following questions orally. You can either use the points you have just learned from the lecture, or speak from your own experiences.

1 What kinds of problems will a student have in a foreign culture?

Use the structure: First(ly), .
 Second(ly),
 Third(ly), etc

2 What can you do to improve your listening comprehension?

YOUR SCORE: _____/20 POINTS

PART B Listen and Relax

A Song

It's a Long Way to Tipperary

Directions: Listen to the song 'It's a Long Way to Tipperary'. Supply the missing words and sing along.

It's a long way to Tipperary,
 It's a long way _____.
 It's a long way to Tipperary,
 To the sweetest girl _____.

_____, Piccadilly!
 _____, Leicester Square!
 It's a long, long way to Tipperary,
 But my heart's _____

PART C Further Listening**Mini-talk**

Directions: You are going to hear a short passage. It will be read just once. Listen carefully and choose the best answer to each question you hear. (10 points)

1. a. 1937; 1985.
b. 1933; 1964.
c. 1937; 1980.
d. 1933; 1985.
2. a. Computers and Information System.
b. Business Management and Law.
c. Engineering and Computers.
d. Computers and Business Administration.
3. a. He wanted to prove to himself that he had done right during his long years in business.
b. He wanted to find out what he had done wrong during his long years in business.
c. He wanted to discover what he had done right during his long years in business.
d. He wanted to prove to himself that he had been a very good administrator.
4. a. Because the speaker was quite old and respectable.
b. Because the speaker was a trustee of the college.
c. Because the speaker was already a successful businessman.
d. Because the speaker was a very good administrator of a large company.
5. a. Age does not interfere with learning.
b. It's never too late to resume education.
c. Work experience should be backed up by formal learning.
d. Work experience makes study much easier.

YOUR SCORE: _____/10 POINTS

LESSON 2

Social Customs

Learning Skills

1. Getting familiar with two aspects of the American society — marriage and divorce.
2. Differentiating true information from false information.
3. Talking about marriage customs in America and China.

PART A Listen, Write and Speak

American Marriage Customs

Key Language

attain / ə'teɪn/ 达到	vein / veɪn/ 静脉
mate / meɪt/ 配偶	bouquet / bu'keɪ/ 花束
customarily / 'kʌstəməri:li/ 按照习俗	bridesmaid / 'braɪdzmeɪd/ 女傧相
groom / gru:m/ 新郎	honeymoon / 'hʌnɪmʊn/ 蜜月
bride / braɪd/ 新娘	confetti / kən'feti/ 五彩纸屑或纸带
best man 男傧相	wedding ceremony 结婚仪式
eternity / i'tɜ:nəti/ 永恒	

Exercises

I. **Directions:** Listen to the passage and choose the best answer to each question you hear. Then listen again and check your answers. (10 points)

1. a. To get consent from their parents.
b. To prepare rings for exchange.
c. To be of legal age and to meet certain medical requirements.
d. To send out announcements and invitations.
2. a. Because it would make the wedding less exciting.
b. Because it would bring the new couple bad luck.
c. Because it would bring the bride bad luck.
d. Because it would be considered inappropriate by others.
3. a. Fathers often objected to their daughters' leaving home.
b. Girls were forced into marriages.
c. Friendship between men was important.
d. Every wedding ceremony should be witnessed by a respectable man.
4. a. The third finger is the lucky finger.
b. The third finger is the middle finger.
c. The third finger is supposed to be linked to the heart.
d. The third finger is a symbol of lasting affection.
5. a. Good fortune.
b. Acquisition of wealth.
c. Rejoicing.
d. Eternity of love.

II. **Directions:** Listen to the tape again and decide whether the statements you're going to hear are true or false. Put a 'T' or 'F' in the brackets. (10 points)

1. () 2. () 3. ()
4. () 5. ()

III. **Directions:** Answer the following questions orally. You may use what you've heard from the tape or you can use your own words.

1. What have you learned about American marriage customs?
2. What is an ideal life companion in your opinion?

YOUR SCORE: _____/20 POINTS

PART B Listen and Relax**A Song****My Heart Will Go On**

Directions: Listen to the song 'My Heart Will Go On' and sing along.

Every night in my dreams,
I see you, I feel you,
That is how I know you go on.

Far across the distance,
And spaces between us,
You have come to show you go on.

Near, far, wherever you are,
I believe that the heart does go on.
Once more you open the door,
And you're here in my heart,
And my heart will go on and on.

Love can touch us one time,
And last for a lifetime,
And never let go till we're gone.

Love was when I loved you,
One true time I hold to,
In my life we'll always go on.

Near, far, wherever you are,
I believe that the heart does go on.
Once more you open the door,
And you're here in my heart,
And my heart will go on and on.

You're here, there's nothing I fear,
And I know that my heart will go on.
We'll stay forever this way,

You are safe in my heart,
And my heart will go on and on.

PART C Further Listening

Mini-talk

Directions: You are going to hear a short passage. It will be read just once. Listen carefully and choose the best answer to each question you hear. (10 points)

1. a. Financial trouble in the family.
b. Women's liberation movement.
c. Different attitudes between husband and wife towards children's education.
d. Lack of democratic atmosphere in the household.
2. a. They are overbearing.
b. They are independent and able to support themselves.
c. They do not have much say in the household.
d. They respect their husbands, but do not listen to them.
3. a. Both the man and woman are financially secure.
b. Husband and wife share housework.
c. Decisions are made by the man and woman together.
d. Both the man and woman are well-educated.
4. a. The children become homeless.
b. The man is responsible for the welfare of his children.
c. Life becomes difficult for the woman and her children.
d. The man, rather than the woman, remarries soon.
5. a. Remarriages often end up in failure.
b. Children are unhappy in the new family.
c. The mother cannot get along with her stepchildren.
d. Remarriages cause new troubles in the household.

YOUR SCORE: _____/10 POINTS

LESSON 3

Messages

Learning Skills

1. Getting familiar with the language used in giving telephone messages.
2. Note-taking.
3. Reporting telephone messages.

PART A Listen, Write and Speak

Telephone Messages for Mr Dawson

Key Language

funeral / 'fju:nərəl/ 葬礼	come up 发生
strike / straik/ 罢工	want (Friday) off 要求(周五)休息
Señor / se'njɔ:r/ 先生(西班牙语)	trade fair 交易会
Dawson / 'dɔ:sn/ 姓	until further notice 等待另行通知
Amanda Hayward / ə'mændə 'heiwəd/ 人名	run through 扼要叙述一遍
Lyon / lju:j/ 里昂[法]	on earth 究竟
pass a message on 传递信息	Why's that? 为什么?
can't make the meeting 不能来 参加会议	I hope he can make it. 我希望他 能来。
	That's it. 就这些。