英语专业教材 4

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(教师用书)

西班子某大学出版社

-Consolidation (IV of IV)

英语听力——听力巩固



亚北工業大学出版社

【内容简介】 本书是英语听国系列教材之一。本套听力系列教材按高等学校英语专业教学大纲要求编写,将知识性、科学性、趣味性以及真实性融为一体,每个单元均按一个主题设计,每分册配套有学生用书、教学用书及录音带,供英语专业学生使用。

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前言

随着我国改革开放步伐的加快和国际交往的迅速扩大,中国的英语教学对英语专业人才以及对广大英语学习者的交际能力的要求更高了。在"听"、"说"、"读"、"写"四种主要语言技能中,对听说能力的培养比以往任何时候都更为重要了。在语言习得的过程中,"听"作为一种接受性技能必然先于"说"这一产出性技能。"听"是获取信息的重要渠道,也是进行面对面交际的前提。试想在需要用英语交流的场合,如果听不懂对方说的是什么,怎么会有交际产生呢?再试想同在一个教室里听英文讲座,听力好的和听力不好的所获取的信息量会有多么大的差异呢?可见提高听力是培养交际能力首先要解决的障碍。然而听力这一重要技能恰恰是大多数中国学生学习中的一个薄弱环节。因此突破听力的难关对提高"说"的能力,以及全面提高英语的综合能力是至关重要的。我们的这套听力教材就是为了适应新形势下提高英语听力的新要求而编写的。

本教材的对象为英语专业一至二年级的学生,同时也适合参加自学考试及准备大学四、六级听力考试的理工科院校学生使用。它可以作为正式教学教材,也可以作为零课堂教材供学生自学时使用。本教材分为四册:

第一册:听力基础 Towards Perfection in Listening:Gateway([of []);

第二册:听力提高 Towards Perfection in Listening:Improvement (Ⅱ of Ⅳ);

第三册:听力突破 Towards Perfection in Listening: Breakthorugh (Ⅲ of Ⅳ);

第四册:听力巩固 Towards Pertection in Listening: Consolidation(IV of IV)。

每分册含学生用书、教师用书和配套录音带。

学生用书包括生词表、文化背景注释和练习三部分。为了方便学生自学,生词表中加注了 生词在相关材料中的词性及中文词义。教师用书包括录音的书面材料和练习答案。

本教材按"高等学校英语专业英语教学大纲"的要求编写,力求将知识性、科学性、实践性和趣味性相结合,使教材的内容和语言能够反映出快速发展的时代特征。

本教材具有以下特点:

知识性:题材广泛,包括地理、历史、文化、教育、科技、军事、医学、卫生、社会、环境、体育、家庭、人物、文学、艺术等方面。内容新颖,吸取了大量反映当代社会生活、科技文化等领域的新发展和新潮流的题材。每课围绕一个主题展开,涉及同一主题的不同侧面。

科**学性:**由浅入深,循序渐进。从第一册到第四册语言的难度逐渐增加。每一课的各部分也注意到不同难度层次的安排顺序。例如第一册从语音模仿训练入手,然后依次过渡到句子

和对话。听力技能的训练贯穿始终,从第一册到第四册反复循环训练,并不断予以强化。

真实性:听力材料选自英语国家,语言地道。许多对话中加入了口语中的特有的停顿、重复、改口等,以增加教材的真实性。

实践性:练习和测试题目的形式多样。除了多项选择、判断正误等客观题以外,还有大量问答题、填空题、段落听写题,以及用英语简要地做笔记等各项训练题,能有效地检查(或自测)学生的实际水平。练习的情景真实,贴近生活,容易引起讨论。

溫味性:课文中增加幽默故事等趣味性内容,以提高学生的学习兴趣,增强英语学习的互动。

在使用本册教材时,教师要不失时机地向学生介绍有关的文化背景知识,并引导学生主动利用网络或其他现代化手段了解英语国家的历史、地理、文化、习俗等,以帮助学生正确理解所学内容。

本册教材每个单元虽然以测试的形式给出,但各单元仍有一个鲜明的主题内容,与整套书形成内在的一致性。本分册录音带中每测试单元的听写部分只录制了两遍文字材料(一遍正常和一遍慢速),在教学过程中可按照具体要求使用。

本册教材作者分工如下:

王西玲 Tests 1, 2, 4, 9, 10, 17

梁 颖 Tests 3, 6, 11, 12, 13, 15

薛小惠 Tests 5, 7, 8, 14, 16, 18

在教材的编写过程中我们得到了胡荣和吴丹等的帮助,江澜与 Stan Sulkes 对语言进行了审定,在此谨表感谢。同时,借此机会对西安外国语学院及英文学院领导给予的大力支持表示衷心感谢。

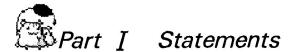
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编 者 2004 年 7 月于西安外国语学院

CONTENTS

Test	1		1
Test	2		8
Test	3		15
Test	4		21
Test	5		<u>2</u> 9
Test	6		}5
Test	7		ŀ1
Test	8	4	Į 7
Test	9	5	;4
Test	10		51
Test	11	6	8
Test	12		' 4
Test	13	7	'9
Test	14	8	5
Test	15	9	1
Test	16	9	8
Test	17		4
Test	18		3
KEY	•	11	9

Test 1



Directions: In this part, you will hear fifteen statements. After each statement, you will be given 10 seconds to answer each of the following fifteen questions. The statements will not be repeated.

- 1. Our office was colder than necessary.
- 2. Greg stayed up all night and played games on the computer.
- 3. Martha has finally got used to drinking her coffee without milk.
- 4. Under no circumstances should you lend him any money.
- 5. Would anybody care for any drinks?
- 6. I wish Jeff wouldn't meddle in my business.
- 7. Larry measured the flour, sugar, butter, and water and put them into a metal container in the oven.
- 8. Susan's mother is coming to stay with her a week from tomorrow.
- 9. Henan is the most heavily populated province in China.
- 10. Hold the line, please. I'll put you through to Mr. Clinton.
- 11. It's so hot in here. Why not do what Paul did and buy a fan?
- 12. To think I relied on you!
- 13. I don't understand what you are getting at.
- 14. No sooner had he arrived home than the phone rang.
- 15. If Frank helped her, she'd get the car fixed in no time.

Part I Conversations

Directions: In this part, you will hear ten short conversations between two people. After each conversation, you will be given 10 seconds to answer each of the following ten

questions. The conversations will not be repeated.

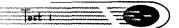
- 1. W: Excuse me. Can I try this on?
 - M: Sure. The fitting room is over there.
- 2. M: I'll have to stay up all night to study for that exam.
 - W: I'm in the same boat!
- 3. W: How many finals do you have left?
 - M; Just one, plus a review session today from 9:00 until 11:00.
- 4. M: How was the class?

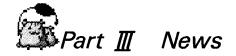
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- W: I was on the edge of my seat, listening attentively to every single word the professor said. If you had yelled "Fire," I wouldn't have heard you.
- 5. W: This refrigerator sure is heavy. Walk very slowly.
 - M: OK. Let's go.
 - W: Hold it for a second. I have to move my hand.
- 6. M: When is the next class that Richard teaches?
 - W: There's one in five minutes, but if it's full, another starts in an hour.
- 7. W: I've been working on this essay all night and I still haven't written a word.
 - M: Stick with it a little longer.
- 8. M: Didn't they get married?
 - W: No. At the last minute, she got cold feet and canceled the wedding.
- 9. W: I just found this interesting-looking book in the library.
 - M: If I were you, I wouldn't waste time looking around the library. We have only three hours to finish this paper.
- 10. M: I bought some books at the library.
 - W: They don't sell books at the library. They lend books there. They sell books at the bookstore. Didn't you know that?
 - M: On Tuesdays they sell surplus books at the library.
 - W: Surplus?
 - M: Extra ones that they don't need.
 - W: I didn't know that.
 - M: There's a lot you don't know.





Directions: In this part, you will hear four news items. After each news item, you will be given 10 or 20 seconds to answer the questions. The news items will not be repeated.

News Item 1

PHILADELPHIA, PENNSYLVANIA—Philadelphia officials have banned the sale of sodas throughout the public school system, a move nutrition experts said Thursday would help guard children against obesity.

The Philadelphia School District decided late Wednesday to end the sale of carbonated sodas in vending machines and lunch rooms. Starting July 1, schools must sell fruit juice, water, milk and flavored milk drinks instead.

Philadelphia, with about 214,000 students, is the second major U. S. school district to adopt such a policy.

Last year New York City banned soda as well as candy and sweet snacks from vending machines in its system, the largest in the United States.

Some California school districts curb soda sales but their policies are not as strict as those in Philadelphia and New York, said Sandy Sherman, a nutrition educator at The Food Trust, a Philadelphia-based nonprofit group.

"There is not a good reason for soda to be sold in schools," said Sherman, whose group lobbied for the ban. "It contributes to obesity, type-2 diabetes and dental cavities, and displaces milk drinking."

The American Academy of Pediatrics this month urged all school districts to restrict soda sales to reduce the risk of obesity. Each 12-ounce serving of the average soda contains the equivalent of 10 teaspoons of sugar.

More than 60 percent of Americans are overweight or obese. In 2000, 38. 8 million Americans or 31 percent of the adult population were classified as obese, meaning their health was seriously at risk.

News Item 2

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OKLAHOMA CITY, OKLAHOMA—White men still dominate university professorships at the nation's top science and engineering schools, even where many of the doctoral students are women and minorities, according to the results of a survey released Thursday.

Women hold between 3 percent and 15 percent of full professorships in science and engineering at the schools surveyed, according to the report written by Donna J. Nelson, a university of Oklahoma chemistry professor who has written several studies on women and minorities in science.

As a result, women can earn their degrees without having a woman professor or even having access to a female faculty member, according to the survey.

"Women are less likely to go into and remain in science and engineering when they lack mentors and role models," the survey said. "When female professors are not hired, treated fairly and retained, female students perceive that they will be treated similarly."

In some instances, the percentage of female students far outweighs the proportion of professors of the same gender, the survey showed. For example, 48. 2 percent of students earning bachelor's degrees in math were female, but only 8. 3 percent of math professors were women.

Black, Hispanic and American Indian women have even fewer professorships than their white counterparts, according to the survey. For instance, it found no black, Hispanic or Indian women who were full professors at any of the top 50 computer science departments.

The report, which Nelson co-wrote with Diana C. Rogers of the University of Oklahoma, urged male and female professors to encourage women to enter science and engineering.

The study examined the top 50 departments in many science and engineering fields, as ranked by the National Science Foundation, from 2000 to 2002. Some research also was done at the Massachusetts Institute of Technology.

News Item 3

CHICAGO, ILLIONOIS—Rat problems that forced the shutdown of 13 school cafeterias have led officials to order a top-to-bottom cleaning of all 600 Chicago public schools.

The cleaning, to start Monday, is expected to take 8 to 12 weeks at a cost of \$2 million to \$4 million. It was ordered after inspectors found rat and mouse droppings in some school

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kitchens, classrooms and boiler rooms in recent months and suspended food service at 13 schools.

"I am putting every school-based employee on notice today: If you can't keep your schools clean, we'll find someone else who can," schools chief Arne Duncan said Thursday.

He stressed that no evidence had been found of food contamination at any of the schools, but he warned that if the problems resurfaced at any school after the cleaning, that school's officials could face punishment.

Students will receive cold breakfasts and lunches from outside vendors instead of hot meals during the cleaning.

The cleaning comes on the heels of a similar rodent crackdown 16 months ago. At that time, Duncan encouraged schools to look for rodent problems and call in exterminators if needed. School district spokesman Michael Vaughn said Friday that he didn't know if the district tracked the schools' responses.

News Item 4

CHICAGO, ILLIONOIS—Preschoolers put "No TV" signs on their television sets and got rewards for not watching in a study that reduced their viewing by almost a quarter.

The attempt to prevent kids from becoming couch potatoes involved seven 20-minute weekly sessions at 16 preschools in upstate New York near Cooperstown.

Kids made lists of fun activities besides television, including reading; parents received stickers to reward their children for each TV-free day; and the schools held parties to celebrate surviving without television.

The 43 youngsters, ages 2 to 5, watched a weekly average of about 13 hours of television and videos before the study—at the upper limit set by the American Academy of Pediatrics, which advises no more than two hours daily. By the end of the study, they were watching less than 10 hours a week.

A comparison group of 34 children who did not undergo the sessions increased their TV viewing by more than an hour, to about 15 hours a week.

The findings were published in February's Archives of Pediatrics & Adolescent Medicine.

Other research has shown similar programs work in older children, but this study is significant because it demonstrates success at an early age before the TV habit becomes firmly entrenched, said Dr. Barbara Dennison of the Bassett Healthcare Research Institute in

Cooperstown, who led researchers.

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Too much television can lead to weight gain and obesity. But larger, longer studies are needed to determine whether reducing TV watching can help prevent weight problems, the researchers said.

Lea Sloan, a spokeswoman for PBS, whose shows includes "Sesame Street" and "Barney & Friends," agreed that children should not watch too much television.

But she said that some TV "can advance their curiosity and understanding" and that it should be up to parents to decide how much is too much.

Part IV Passages

Directions: In this part, you will hear two passages. After each passage, you will be given 20 seconds to do the exercises.

Passage 1 The Introductory Lecture



Good morning. Today is the first class of English 400, and I'd like to go over some of the objectives and requirements for this class. Before I actually get into that, however, I'm going to talk a bit about this level and what it means to be in English 400. This class is the last class in the sequence before you're eligible for the composition class—English 1A. Because of that, by the end of this class, you have to demonstrate that your language skills make you capable of passing English 1A without too much difficulty. So... the standards for this class are quite high, and you'll have to make significant progress in your reading and writing skills in order to pass.

O. K.... so... now that I've given you that background, let's talk about some of the objectives and requirements for the class. The most important objective is to improve your reading and writing skills so that you can read a variety of texts and respond to them in writing. We will be reading fiction as well as nonfiction work. In writing, we will be working on your paraphrasing, summarizing, and essay-writing skills. We will also work on advanced grammar skills that apply especially to writing. During these first few weeks, we will be focusing on library research skills so that you will be prepared to do a longer research paper in the library later in the semester. You should come to class every day prepared for discus-

sion on the reading assignment, and during class it is very important that you participate in the discussion. Later, the ideas that come up in the reading and discussions will be used for composition assignments. We will have regular in-class graded assignments, and you will turn in a portfolio of your work at the end of the semester. The evaluation criteria are on the syllabus, so if you have any questions about that, be sure to ask me.

Now that you understand the basic objectives and requirements for this class, let me say that if you work hard and really participate in class, you will make progress and enjoy the class. Remember, our goal is to improve reading and writing skills, so we're going to be reading quite a variety of stories, articles, and essays, and you'll have frequent opportunities to write. Finally, if you have any questions about anything on the syllabus, please see me during my office hours.

Passage 2 The First Day of Class



When you begin a new semester, you may be taking a number of classes taught by different teachers. The first day of class is very important because that's when you find out about the objectives for the class. You also find out what is required of you. Every teacher is different. You will feel less overwhelmed if you are able to understand the objectives a particular teacher has for the class. It will also help to understand the expectations the teacher has for the students in the class. When you understand these things, you can prepare yourself. You can find ways to work towards the objectives and fulfill the expectations of the teacher.

Test 2



Directions: In this part, you will hear fifteen statements. After each statement, you will be given 10 seconds to answer each of the following fifteen questions. The statements will not be repeated.

- 1. Tim works at the university, doesn't he?
- 2. If only I had a million dollars.
- 3. I really could not have wished for a better opportunity.
- 4. Peter is getting very absent-minded.
- 5. George has decided to run against Bill for president.
- 6. Virginia developed the film herself.
- 7. BA flight 4793 will arrive in China at 2:30.
- 8. You know for sure the match was postponed?
- 9. Rent for Jim's apartment used to be \$270 a month, but now he has to pay twice that much.
- 10. Mary isn't going to get angry with her husband if she can help it.
- 11. Never before had Jim felt so humiliated.
- 12. Whatever we've talked about today stays between us.
- 13. Mike's recovery seemed nothing short of a miracle.
- 14. I'm getting through these students' papers, little by little.
- 15. By working 12 hours a day Janeta is running herself into the ground.

Part I Conversations

Directions: In this part, you will hear ten short conversations between two people. After each conversation, you will be given 10 seconds to answer each of the following ten

questions. The conversations will not be repeated.

- 1. W: I like all the new clothes you've bought.
 - M: Yes, but this jacket was the best buy.
- 2. M: I worked late last night, and I'm very tired.
 - W: Why don't you go catch some Z's?
- 3. W: I heard that the athletics award ceremony was wonderful.
 - M: Yes, Mike broke down when he won the award.
- 4. M: I'm so excited. Lesley's exhibition of her pictures will open next Tuesday.
 - W: Wish I could make it.
- 5. W: This party isn't very exciting. You want to go home, don't you?
 - M: Are you reading my mind?
- 6. M: I'm afraid I'll be out of town the week of your show.
 - W: Can't you postpone the trip?
- 7. W: I don't want to talk right now.
 - M: What's eating you?
 - W: Nothing. I'll talk to you later.
- 8. M: Jump! Come on—you can do it.
 - W: No, I'm too chicken. It's too far and I know I'll fall.
- 9. M; Oh, my head is killing me.
 - W: Why don't you take some aspirin?
 - M: I don't have any. Do you?
 - W. Uh-huh. Here. Take two. I'll get you some water.
 - M: Thanks a lot.
- 10. M: Where to?
 - W: The World Trade Center.
 - M: Where are you from?
 - W: Chicago.
 - M: Yeah, that's what I thought, from the accent.
 - W: Really? I have an accent? Funny, I never thought about it. Where are you from?
 - M: Atlanta, Georgia.
 - W: Really? You're from the South? You don't sound Southern.
 - M: No, of course not. I'm studying to be an actor and you can't have any accent if you want to be an actor.
 - W: So you just got rid of your Southern accent?
 - M: That's right. I wiped it out completely.

W. That's really interesting. I guess that's why you sound like you're from New York.

M: I do?



Directions: In this part, you will hear four news items. After each news item, you will be given 10 or 20 seconds to answer the questions. The news items will not be repeated.

News Item 1

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ORLANDO, FLORIDA— Mickey Mouse arrived on the world's cultural stage 75 years ago Tuesday as a scrawny but buoyant black-and-white product of the Jazz Age.

He was a symbol of American pluck in his screen debut, "Steamboat Willie," on November 18, 1928. The film at New York's Colony Theatre showed an irreverent rodent who takes Captain Pete's steamboat on a joyride and woos Minnie Mouse by making music on the bodies of various farm animals.

The years have dulled Mickey's personality, a result of him becoming the corporate face of a multibillion-dollar entertainment empire. In the process, Mickey also has become a cultural Rorschach test—a symbol of American optimism, resourcefulness and energy or an icon of cultural commodification and corporate imperialism.

News Item 2

DR. SANDRA FRYHOFER, CNN CORRESPONDENT—Why do we get hungry even if we eat a big huge bowl of Corn Flakes in the morning? Well, it has calories, but it's the glycemic index that makes you hungry, if it's a high glycemic index. Now, the thing to watch out for in breakfast foods is that high glycemic index. The glycemic index is another way of ranking foods according to how quickly they break down into sugar and elevate blood sugar levels. Foods that break down quickly have a high glycemic index. This includes things like potatoes, bananas, white bread, refined cereals and sugar. While foods that

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break down slowly have a low glycemic index. And this group contains fruits, whole wheat, oats, bran, whole grain breakfast cereals.

The theory is that the foods with the high glycemic index cause a rise in insulin levels and this is what makes you feel hungry again. So you end up eating more. But if you eat foods with a low glycemic index, you won't get as hungry and you'll lose weight.

In fact, a recent study in the journal "Pediatrics" looked at how the glycemic index of breakfast affected kids' appetite at lunch. The study included normal weight kids as well as overweight kids. The kids who ate a low glycemic index breakfast ate significantly less for lunch and they felt less hungry in between meals.

News Item 3

MOSCOW, RUSSIA—The sweeter side of President Vladimir Putin has gone on display in Moscow: a portrait of the Russian leader entirely in chocolate.

Luxury chocolate-maker Konfael created the edible portrait of Putin on a 1, 5-kilogram (3, 3-pound) slab of white chocolate. Other kinds of chocolate flesh out the likeness—while strawberry juice colors his lips and blueberry juice shades his tie.

The chocolate-makers say the chocolate Putin is a work of art, and they are pricing it at US\$700. Only two have been created.

"I would regret eating such a portrait," said a shopper, who only gave her first name, Lisa.

Konfael employees said the portraits are attracting attention but no buyers so far. And the clock is ticking—in a year, the chocolate will turn stale.

The chocolate portrait is just the latest homage to Putin, who has already been flattered in books and songs.

His face is plastered on T-shirts, posters and matryoshka nesting dolls—most of which can be bought for under US\$10 at souvenir stalls around the country.

News Item 4

BERLIN, GERMANY—Fed up with garbage-strewn streets? Berlin thinks it has found a solution—trashcans that say thank you.

Starting next spring, the German capital's trash service will build electronics into a