

教师用书

# 大学英语 听力教程

下册

主编 赵国杰

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

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# 大学英语 听力教程

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# 前 言

《大学英语听力教程》是根据高等院校在校大学生的实际英语水平而编写的，特别适用于一般本科和专科院校的学生。全套教程分上下两册，每册使用一学年；上下册各24单元，共48单元。下册各单元的结构为：

## 第一部分：Statements

该部分共5个句子，每句中有一个黑体标出的单词或词组，出现在本单元的对话或短文中，通过听写完成该句，然后根据A或B选项确定该单词或词组的含义。该部分的练习目的是为后面的听力活动做准备。

## 第二部分：Dialogues

该部分有三篇长对话，每篇约150—200词，每篇有两道练习，第一道练习为多项选择，对内容梗概提出问题。第二道练习形式多样，对对话的细节提出问题。该部分的练习能使學生听懂各种日常生活对话，达到交际的目的。

## 第三部分：Passages

该部分有三篇各种题材的短文，其中有一篇是新闻，每篇约150—250词。练习形式与第二部分相同。该部分的练习目的是让学生听懂长篇叙述，以达到语篇听力的目的。

## 第四部分：Idioms and Proverbs

该部分向学生介绍4个成语或谚语，分别编入对话之中，对话中黑体字是成语或谚语，涉及到解释该成语或谚语的部分为划线内容。第一道练习通过听力写出划线内容，第二道练习通过听力或其他方法，给出该成语或谚语的一般含义。全书共提供96个常用的成语或谚语。

## 第五部分：Exercises for Homework

该部分包括两道练习，第一道练习为10个生活短对话，皆以选择形式回答问题。第二道练习为三篇短文，分别以四项选择、简答问题和听写填空形式出现，全方位地测试学生听的能力。该部分可供学生课外训练听力使用。

## 本教程具有下列特点：

- 第一、听力内容从易到难，逐步提高学生的英语听力。
- 第二、所选材料短小精悍、语言地道，不仅可用作听力教材，也是语言学习的好材料。特别是成语和谚语的学习，将大大地丰富学生的语言知识，提高其运用语言的能力。
- 第三、练习以听为主，兼顾口语，可课内课外使用。练习设计易于操作，适用于各种班级教学。
- 第四、所有对话均为口语语言，听起来简单易懂，使学生有成就感，能增强学生的学习信心。
- 第五、短文内容丰富，选材适当。全套教程向学生提供672个短对话，144个长对话和300多篇故事、短文、新闻等，可谓听力宝库。每篇文章都是练习听力的好材料，能增强学生听的兴趣。
- 第六、配有中等语速录音带（单独定价）。

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# Unit One

## Part One Statements

Complete each of the statements with what you hear and choose A or B to explain the word or phrase in bold.

1. **Tough** new safety standards have been **introduced** for cars in this country. (A)
2. The policeman was **speaking** to the Headquarters on his **walkie-talkie**. (B)
3. Every year in Britain, **30,000** people suffer **permanent** disabilities as a result of strokes. (A)
4. Bob and I have been great **buddies** for years, but **recently we haven't seen** each other. (B)
5. The **supersonic** travel age began on May 24, 1976 when Concorde **first flew** from London to Washington. (A)

## Part Two Dialogues

### Dialogue One

#### A Teacher of Spoken English

**M:** Do you know Professor Simpson?

**W:** Oh, yes. He was my spoken English course teacher last year.

**M:** We have a class in linguistics with him this semester.

**W:** Really? Now you'd better work hard at oral English practice.

**M:** Why?

**W:** Because Professor Simpson is not only an expert on communication theories but also a tough grader. He used to give bad grades to students who felt shy to speak in our class.

**M:** Well, that's not really bad news to me.

**W:** Right, many of my classmates like you enjoyed his lectures very much. They still keep in touch with him now.

1. Listen to the dialogue and choose the best answer to each of the questions you hear.

1. What is the relationship between the two speakers? (C)
2. What subject does Professor Simpson teach this semester? (B)
3. What suggestion does the girl give the boy? (A)

4. What kind of teacher is Professor Simpson? (D)
5. Which of the following is NOT true according to the dialogue? (D)

II. Listen to the dialogue again and write **T** for True or **F** for False for the information you hear.

1. Last year the girl attended a class in spoken English given by the professor. (T)
2. The professor gives bad grades to the students who feel shy to speak in class. (T)
3. The boy likes the professor though the girl calls him a tough grader. (T)
4. The students keep in touch with the professor after they graduate. (T)
5. Many students like oral English, but not communication theories. (F)

## Dialogue Two

### Preparing a Speech

- M:** I'll be the main talker in the classroom discussion tomorrow morning. I'm a little nervous indeed.
- W:** I hate to get up in front of the audience. I often forget what to say and don't know where to put my hands.
- M:** Oh, not so serious as that. Someone might freeze up for a while in front of the audience. But once you have made a start, you'll carry on with what you've prepared, and your performance wouldn't be too bad.
- W:** Yes. There is something I should learn from you, you know, self-confidence. By the way, how have you prepared your speech?
- M:** Not very well, I'm afraid. I didn't write every word of the speech, just an outline of about 80 words.
- W:** Are you sure you can do the presentation well only depending on a rough draft of main ideas?
- M:** Yes, almost. You know, the speech is about my personal experience in learning spoken English. I'm going to talk on the most familiar topic of my study to my classmates. I'm not afraid of anything. The key problem is how to compose the speech and make it understandable.
- W:** You're wonderful! I hope you succeed in tomorrow's public speaking.

I. Listen to the dialogue and choose the best answer to each of the questions you hear.

1. What will the man do tomorrow? (A)
2. What is the woman's attitude towards public speaking? (B)
3. What is your impression of the man according to the dialogue? (D)
4. How does the man prepare his speech? (C)
5. Why is the man confident that he can give a good speech? (B)



II. Listen to the dialogue again and write **T** for True or **F** for False for the information you hear.

1. The man thinks giving a speech is not as serious as the woman has said. (T)
2. The woman thinks that there is something in what the man has said about delivering a speech. (T)
3. The man says that he often freezes up for a while in front of the audience. (F)
4. The woman wonders how the man can do the presentation well depending only on a rough draft of main ideas. (T)
5. The speech the man will make tomorrow is about several students' personal experiences in learning spoken English. (F)

### **Dialogue Three**

#### **Christmas Is Coming!**

**Dad:** Well, Christmas is almost here. So, my kids, what do you want from Santa this year?

**Micky:** A toy car and walkie-talkies.

**Dad:** Really? Well, and what about you, Emily? What do you want for Christmas?

**Emily:** If I can't have a radio, um, I want some dolls. And if I can't have some dolls, it doesn't matter really what I get.

**Dad:** Wow. Well, I'm excited, and Santa is coming. And how is Santa going to get inside the house, Micky?

**Micky:** Um, go down the chimney...

**Dad:** Okay, so he's going to go down the chimney, and should we prepare anything for Santa?

**Micky:** Yeah!

**Dad:** What are we going to prepare for him, Emily?

**Emily:** Um, we could prepare some cookies for him and some hot chocolate, and, um, we could give Rudolph some, um, hot chocolate in a bowl and a cookie. And we could give the reindeer some cookies and some hot chocolate in a bowl.

**Dad:** Well, what do you think? They, um, reindeer probably don't eat cookies, but what else could we give them, Micky?

**Micky:** Um, apples.

**Dad:** Ah, that's good. And, uh...

**Emily:** Oranges and bananas.

**Dad:** Okay, and what time do you think we should go to bed?

**Emily:** Um, seven.

**Dad:** About seven o'clock. Well, that's exciting. I'm really happy that Christmas is coming.

I. Listen to the dialogue and choose the best answer to each of the questions you hear.

1. What does the little boy ask for for Christmas? (A)
2. What does the girl want most for Christmas? (B)
3. What kind of food do the children want to prepare for Santa's reindeer? (C)
4. What time do they plan to go to bed? (A)
5. How is Santa going to enter the house? (B)

II. Listen to the dialogue again and complete the following sentences.

Christmas is coming and the father wanted to know what his two children, Micky and Emily, would ask Santa for as Christmas gifts. Micky says that he wants a toy car and walkie-talkies and Emily says that she wants a radio or some dolls. The father is very excited and asks his children to prepare something for Santa and his reindeer. After their discussion, they decide to prepare cookies and fruits before they come into their house.

## Part Three Passages

### Passage One

#### We Often Think of the Future

We often think of the future. We often wonder what the world will be like in a hundred years' time.

Think of space, perhaps a permanent station on the moon will have been set up. Perhaps people will be able to visit the Moon as tourists. Cheap rockets for space travel will have been developed, permitting long journeys throughout the solar system. When that time comes, people will be taking vacations in space and visiting other planets. Great progress will have been made in medicine, too. Perhaps a cure will have been discovered for the most terrible of all cancer diseases. Pollution is a big problem for us to solve. In a hundred years' time it will have been controlled.

The whole world will have been developed—even Antarctica. There will be large cities in Antarctica. We already have supersonic flight, but in a hundred years' time, we will have supersonic land travel as well.

We will have used up most of the Earth's land to build our cities, so floating cities will have been built. The Japanese already have plans for cities of this kind. And there will be cities under the sea. The first of these will have been completed.

I. Listen to the passage and choose the best answer to each of the questions you hear.

1. What do we often wonder? (B)
2. What will a permanent station on the Moon make possible? (A)

3. What will permit long journeys throughout the solar system? (D)
4. What progress will have been made in medicine in a hundred years' time? (C)
5. What will take place in Antarctica? (D)

II. Listen to the passage again and write **T** for True or **F** for False for the information you hear.

1. When that time comes, people will have some trouble in taking vacations in space and visiting other planets. (F)
2. In a hundred years' time pollution will have been controlled. (T)
3. We already have supersonic flight, and in a hundred years' time, we will even have space travel. (F)
4. Floating cities will have been built on the oceans in one hundred years. (T)
5. Up to now, no country has had any plan for floating cities. (F)

## **Passage Two**

### **Hotlines**

Hotlines have become common now. Some radio broadcasting stations use hotlines to encourage the audience to take part in their discussion programmes.

That's a good idea. Yet, the fact is, some people do nothing but spoil the whole programme.

Some people know little about the topic under discussion. Sometimes they do not even know what the host is talking about. So the host has to tell the caller what the programme is about. Usually the caller will ask a few questions which express his hope and show his ignorance. Then the host has to answer and explain—how silly this is! It wastes a lot of time.

It seems that some people phone the hotlines just for fun. They just want to let the listeners hear them. They don't care what the topic is, whether they themselves are interested in it or how silly they appear to be.

I'm totally bored by those people. It's necessary for radio stations to improve the hotline programmes. In my opinion, if a caller doesn't know what is going on, the operator should not let the call ring in.

I. Listen to the passage and choose the best answer to each of the questions you hear.

1. What do some radio stations use hotlines to do? (C)
2. How do some callers perform in the programmes? (D)
3. What does the host have to tell the caller? (A)
4. What does the speaker have to say about the cooperation between the host and the caller? (B)
5. What will radio stations have to do in this case? (D)

II. Listen to the passage again and answer the following questions you hear.

1. What does the caller ask in the programme?

*A few questions which express his hope and show his ignorance.*

2. Why do some people phone the hotlines?

*For fun.*

3. What is the callers' performance like in the talk show?

*They want the listeners to hear them talk. They don't mind how silly they appear to be.*

4. Does the speaker like the talk show?

*No, he is totally bored by these people.*

5. What opinion does the speaker express about this kind of talk show?

*If a caller doesn't know what is going on, the operator should not let the call ring in.*

### **Passage Three**

#### **Work-related Accidents on the Increase in Some Developing Countries**

Work can be harmful to your health. Each year, more than two million people die from work-related accidents or diseases. Labour-related deaths represent four percent of all deaths around the world.

And here are some other estimates in a recent report from the International Labour Organisation, or ILO, a United Nations agency.

About two hundred and seventy million workplace accidents happen each year. In addition, there are about one hundred and sixty million cases of work-related sicknesses. The most common include cancers, muscle and bone diseases, lung diseases, hearing loss and blood-flow disorders.

Dangerous substances are blamed for more than four hundred thousand deaths each year. Asbestos alone is responsible for an estimated one hundred thousand deaths. Asbestos is a material that can lead to lung cancer and other diseases.

Diseases cause most of the deaths among workers. But deadly accidents at work also appear to be increasing in some developing countries as their economies expand quickly. This is true especially in Latin America and Asia.

About seventeen percent of all deadly workplace accidents happen in the building industry. Each year at least sixty thousand people die in such accidents. Many workers come from poor areas. They have little experience with heavy machinery and little training in safety.

The farming industry employs half of all workers in the world. In most developing countries, farming is the biggest employer. The risks from agricultural work include the use of pesticides. These chemicals cause an estimated seventy thousand poisoning deaths each year. In addition, the most recent estimates show that at least seven million people get very sick but survive.

When workers suffer, so might their employers. The ILO estimates that about four percent of world economic production is lost to job accidents.

Higher rates of job accidents are found among workers aged from fifteen to twenty-four and those aged fifty-five and older. More people in those two age groups are expected to enter the workforce. So the International Labour Organisation is calling for special programmes to help younger and older workers stay safe on the job.

**I. Listen to the passage and choose the best answer to each of the questions you hear.**

1. What is the percentage of labour-related deaths amongst all deaths in the world? (B)
2. How many workplace accidents happen each year? (B)
3. How many deaths do dangerous substances cause each year? (A)
4. How many people die in building industry accidents each year? (D)
5. Among whom are higher rates of job accidents found? (D)

**II. Listen to the passage again and answer the following questions you hear.**

1. How many cases of work-related sicknesses take place each year?

*About 160 million.*

2. What is asbestos?

*A dangerous material that can lead to lung cancer and other diseases.*

3. What does fast economic expansion in some developing countries bring?

*Deadly accidents at work appear to be increasing.*

4. What do the risks from agricultural work include?

*The use of pesticides.*

5. Why is there a high death rate in building industry accidents?

*Many workers come from poor areas. They have little experience with heavy machinery and little training in safety.*



**Part Four Idioms and Proverbs**

**I. In each of the four dialogues there is one idiom or proverb in bold. Listen and fill in the missing words in each blank to explain its meaning.**

**Dialogue One**

**A:** How come the front door is open? Didn't you close it before we went shopping?

**B:** I'm sure I did. I can't understand it.

**A:** Frankly, I **smell a rat**.

**B:** Me, too. I'm convinced that something is definitely wrong here.

**A:** We'd better call the police.

### **Dialogue Two**

**A:** Have you seen their house lately? It's really **gone to the dogs**.

**B:** It's true that it has become run-down and in serious need of repair, but I'm sure that it can be fixed up to look like new.

**A:** I guess with a little carpentry work and some paint it could look pretty decent.

### **Dialogue Three**

**A:** I haven't seen Mark lately. Do you know where he's been?

**B:** As far as I know, he's still hanging around with those rock musicians. He's been attending their rehearsals, hoping to pick up a few pointers.

**A:** **Birds of a feather flock together**. I know he wants to start his own group, so I guess I shouldn't be surprised that he hasn't had much time for his buddies. Still, I'd like to hear from him just to see how it's going.

**B:** People with the same interests do tend to associate with each other. But I agree with you; that's no excuse for not keeping in touch with old friends.

### **Dialogue Four**

**A:** If we want better working conditions, we've got to get together and make up a list of grievances to present to the administration.

**B:** But what makes you think they'll listen to us?

**A:** **In unity there is strength!** We won't get anywhere by complaining individually. We can accomplish more as a group than we can by ourselves.

**B:** That makes sense. Let's call a meeting of all the employees of the shop. We can pin down our demands and present a united front. Maybe we'll get someplace this time.

II. Read aloud the dialogues by role-play and give the idiom or proverb a definition based on your listening.

1. smell a rat: feel that something is wrong
2. go to the dogs: become run-down
3. Birds of a feather flock together: People of the same type seem to gather together.
4. In unity there is strength: A group of people with the same goals can accomplish more than individuals can.



## Part Five Exercises for Homework

### 1. Short Conversations

In this part, you will hear ten short conversations. Each of them is followed by a question, for which you'll have to choose the correct answer from the four choices.

1. **M:** Good morning. I'd like to speak to Mr. Philips, please.

**W:** Mr. Philips is not at this office today. He's at the Gulou Branch. He's there Monday, Wednesday and Friday this week.

**Q:** When will Mr. Philips be at this office? (D)

2. **M:** How was your trip to Chicago?

**W:** To tell the truth I would rather have spent my vacation here.

**Q:** What does the woman mean? (D)

3. **W:** Have you finished the assignment given by Professor Smith? I don't think you have much difficulty doing that experiment.

**M:** No, but I didn't expect it would take me most of the day.

**Q:** What does the man mean? (D)

4. **M:** Have you finished with your paper?

**W:** Finally, I've done nothing else this week but type it.

**Q:** What does the woman say about the paper? (C)

5. **W:** Come along, now. Open your mouth. I can't give you the injection with your mouth closed, can I?

**M:** I don't want an injection. I hate needles.

**Q:** Where is the conversation most probably taking place? (A)

6. **M:** You still have one hour to wait, so relax.

**W:** Relax! How can I when I'm so anxious about the interview!

**Q:** What does the woman mean? (D)

7. **M:** Looks like you've got a lot of reading to do.

**W:** And that's just for my philosophy class!

**Q:** What does the woman mean? (B)

8. **M:** Hey, there will be a programme on Channel 4 at eight you might like. It's about cats.

**W:** I haven't heard about it. But you are right. I am interested in it.

**Q:** What will the woman probably do? (D)

9. **W:** I heard you were the only one who got an A in the physics test.

**M:** No, quite a few of my classmates did. I don't think the test was difficult.

**Q:** What does the man imply? (D)

10. M: These oranges are good.  
W: Good? They are the best I've ever had.  
Q: What does the woman mean? (A)

## II. Passages

### Passage One

#### Individualism

The most important thing to understand about Americans is probably their devotion to "individualism". They have been trained since very early in their lives to consider themselves as separate individuals who are responsible for their own situations in life and their own destinies.

You can see individualism in the way Americans treat their children. Even very young children are given opportunities to make their own choices and express their opinions. A parent will ask a one-year-old child what colour balloon she wants, which candy bar she would prefer, or whether she wants to sit next to mommy or daddy. The child's preference will normally be accommodated.

Some American child-rearing magazines state that the parents' objective in raising a child is to create a responsible, self-reliant individual who, by the age of 18 or so, is ready to move out of the parents' house and make his or her own way in life. Americans take the advice very seriously, so that a person beyond the age of about 20 who is still living at home with his or her parents may be thought of as being unable to lead a normal, independent life.

Listen to the passage and choose the best answer to each of the questions you hear.

1. What is the passage mainly about? (A)
2. What is probably the most important thing to understand about Americans? (B)
3. What can you say about the way Americans treat their children? (D)
4. Generally speaking, what does a child do by the age of 18 or so according to the passage? (C)
5. What do people think of an adult who is still living at his or her parents' home? (B)

### Passage Two

#### Changes in Family Life in Britain

There are many reasons why family life in Britain has changed so much in the last fifty years. The liberation of women in the early part of the twentieth century and the social and economic effects of World War II had a great impact on traditional family life. Women became essential to industry and the professions. During the war they worked in factories and proved their worth. Then, with the loss of millions of men, their services were indispensable to the nation.



More recently, great advances in scientific knowledge, particularly in medicine, have had enormous social consequences. Children are better cared for and far healthier. Infant death rate is low. Above all, parents can now plan the size of their family if they wish through more effective means of birth control.

Different attitudes to religion, authority and tradition generally have also greatly contributed to changes in family life. But these developments have affected all aspects of society. It is particularly interesting to note that the concept of “family” as a social unit has survived all these challenges.

Listen to the passage and answer the following questions you hear.

1. What is this passage mainly about?

*Reasons for changes in family life in Britain.*

2. What had a great impact on traditional family life?

*The liberation of women in the early part of the twentieth century and the social and economic effects of World War II.*

3. Why did British women become indispensable to industry after World War II?

*Because millions of men died in the war.*

4. What remained unchanged in spite of all the challenges to family life?

*The concept of “family” as a social unit.*

5. What have also greatly contributed to changes in family life?

*Great advances in scientific knowledge, particularly in medicine and different attitudes to religion, authority and tradition.*

### **Passage Three**

#### **The National Health Service**

Listen to the passage and write down the missing words in the blanks.

The National Health Service in Britain was set up in 1948 (1) shortly after the end of the Second World War. Its aim is to provide free medical treatment for all patients who wish to (2) take advantage of the service. However, it is still possible to (3) obtain private medical treatment and in this case the doctor (4) charges a fee.

To say that the National Health Service is free is not entirely true. Every employed or self-employed person over sixteen years of age must put a stamp on (5) an insurance card every week. This card is (6) issued by a government department called the Department of Health and Social Security. The stamp costs money and the amount is (7) constantly changing. Part of the cost of this stamp, in fact the greater part, is borne by the employer and it finances the National Health Service (8) together with many other Social Security benefits. At present, except for children under sixteen