



展望(Prospect)全国高等院校英语专业系列精品教材

英语听力教程 1

段云礼 程 梅 主编

English Listening Course Book 1



对外经济贸易大学出版社
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“展望（Prospect）全国高等院校英语专业系列精品教材”由对外经济贸易大学出版社联合多所我国重点本科大学推出。教材针对全国本科院校英语专业设计，内容涵盖英语专业必修和选修课教学，包括基础技能、语言学、文学、文化、商务等方面，囊括当前我国高校英语专业所开设的大部分课程，并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点，为英语教学提供更多的选择。

展望系列教材在内容选材上反映了各个学科领域的最新研究成果，除了帮助学生打下扎实的语言基本功外，在编写上更着力培养学生分析问题、解决问题的能力，并提高学生的思辨能力和人文、科学素养，培养健康向上的人生观，使学生真正成为我国新时代所需要的英语专门人才。

本系列教材的作者为高校英语专业学科带头人和一线优秀教师，教材充分体现了当今大学英语专业教育的发展方向和水平。具体书目包括《基础英语教程 1-4》《基础英语教程辅导用书 1-4》《英语听力 1-2》《英语口语 1-2》《英语视听说》《英语阅读 1-2》《英汉/汉英口译基础教程》《大学英汉翻译教程（第三版）》《大学汉英翻译教程》《英语写作》《学术类论文写作手册（第三版）》《经贸英语文章选读》《经贸英语翻译》《经贸英语口译》《商务英语写作》《跨文化交际》《国际商务礼仪》《英美国家概况》《英国文学简史》《美国文学简史》《英美文学作品选读》《实用英语文体学教程》《英语语言学教程》和《英美报刊高级阅读教程》等。教材选配 PPT 课件（网站下载）；并根据教材自身特点选配教学参考书或者 MP3 光盘，建设立体化教学资源。本系列教辅资料请登录 <http://www.uibep.com/> 下载。

对外经济贸易大学出版社外语图书事业部

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前 言

本套《英语听力教程》(1、2 册)适用于我国高等院校大学本科英语专业一、二年级学生使用。本书编写目的是提高学生的听力理解能力,要求学生经过两年的学习逐渐熟悉和听懂适应不同场景、话题、人物的对话和叙述,了解英语语言文化,从而提高学生的综合语言能力。本书是对外经济贸易大学出版社精心打造的“展望”精品系列教材之一。

本套教材分 1、2 两册,每册包括 12 个单元。每 2-3 个单元同属一个大话题,每个单元设一个焦点话题,选取两三篇材料,全方位多角度展开讨论,力求使学生在练习听力的同时能够更加全面、深入地了解该主题。本“听力”教程与“口语”教程配套,每部分的题目与“口语”相应部分的题目相近、相关、相似,在教学实践中可以与“口语”配套使用,达到听说内容一体、彼此相互促进的作用。

本书选取的听力材料题材丰富,内容新颖,贴近现代学生学习生活,语言鲜活地道,体现时代特色。所选材料的体裁也多种多样,包括新闻、对话、记叙文、说明文、散文等,旨在培养学生的文体意识。

第一册的前三大部分注重学生对国内外大学生活和教育现状的了解和适应,题目分别是新生入门(Starting Out in College),教育(Education)和成长(Growing up),后两大部分以新电子时代(New Digital Age)和时尚(Fashion)为题目,介绍了电子科技发展的新动向和年轻人追求时尚的生活方式。

每单元内容、练习丰富,主要包括如下部分:

1. Warm-up: 简单介绍本单元的主要内容,起到抛砖引玉的作用;
2. Improving listening skills: 介绍某种或某方面的听力技巧或能力,例如如何听新闻,如何进行归纳总结,如何辨析说话人的意图和态度等,条分缕析、翔实清晰;
3. Useful expressions: 与听力技巧或听力材料相关的表达方式,为完成后面的听力练习打下基础;
4. Thinking ahead: 以问题形式出现,引发学生思考或讨论,并对听力材料所涉及的内容进行有目的、有方向的预测;
5. Cultural notes: 介绍听力材料中出现的文化现象或知识,为理解听力材料扫清文化障碍;
6. Word bank: 听力材料中出现的生词、短语的注释;

7. **Vocabulary exercises:** 词汇练习巩固学生对生词或单词的理解和掌握, 扩大词汇量;

8. **Listening exercises:** 各种听力练习, 分别以填空、选择、判断对错、回答问题等多种形式出现。既考查学生对细节的掌握, 也培养学生对文章主旨大意的归纳能力;

9. **Follow-up activities:** 相关主题的拓展, 编者提供的参考资料, 如小说、电影、网站等, 不仅是该主题的有益延伸, 也可使学生在练习听力之余进一步阅读、欣赏、探索该主题。

上述九个方面构成一个单元的主要内容, 从基本的听力技巧入手, 佐以扩大词汇量、丰富文化背景知识, 通过大量形式多样、丰富、新颖的练习, 从各个方面提高学生的听力水平。编者由衷希望该书能给读者带来一场听力和文化的盛宴。

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Starting Out in College



Unit 1

A Glance of Western Higher Education

Warm-up



Have you ever thought about furthering your studies in a Western country? Gaining some knowledge about their higher education might be a good way to start!

Improving Listening Skills —Listening “Between the Lines”



There are six plosives in International Phonetic Alphabet (IPA), including [p], [b], [t], [d], [k], and [g]. Sometimes in a connected speech, these plosives will not be pronounced or completely pronounced, which is called **incomplete plosion**.

Incomplete plosion can be seen in the following conditions:

1. When a plosive is followed by another plosive, the first one will not be pronounced. For example,

• goodbye ['gud**ba**i]

• first time [fɜːst **ta**im]

2. When a plosive is followed by a fricative, including [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [r],

and [h], or an affricative, including [ts], [tz], [tr], [dr], [tʃ], and [dʒ], the plosive will not be completely pronounced. For example,

- goodu chance [gud tʃɑ:ns]
- old friend [əuld frend]

3. When a plosive is followed by a nasal, including [m], [n], and [ŋ], or the lateral [l], the plosive will not be completely pronounced either. For example,

- goodu morning [gud 'mɔ:niŋ]
- speak loudly [spi:k 'laudi]

In these conditions, the plosive sounds are quite weak; sometimes they cannot be heard clearly, which could be misleading while listening.

Useful Expressions about Academic Life



1. Fields of study and degrees

Fields of study: liberal arts (or arts), sciences, engineering, medicine, law, economics, management, education, etc.

Degrees: an associate degree, a bachelor('s) degree/baccalaureate, a master('s) degree; a doctor's degree/a doctoral degree/a doctorate/PhD, Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Engineering (B.E.), Master of Arts (M.A.), Master of Science (M.S.), Master of Engineering (M.E.), Doctor of Arts (D.A.), Doctor of Science (D.S.), Doctor of Engineering (D.E.), etc.

For example:

I'm a graduate of Yale University. I have a **Bachelor of Arts** degree.

Professors usually need a **Doctoral** degree.

I'm both a **Bachelor of Science** and a **Master of Engineering**.

2. Levels of students

freshmen/freshers/first-years, sophomores, juniors, seniors, undergraduates, (post)graduates, doctoral candidates, PhD candidates, ABD (All But Dissertation: 准博士)

Note: Freshman, sophomore, junior, senior, undergraduate, postgraduate can also be used

attributively.

For example,

The couple had met in **freshman** math class but never really dated until now.

Teachers of **undergraduate** courses can go as deep as they want, while teachers of **graduate** courses can simply start in the middle.

Thinking Ahead



1. Do you know the differences between colleges, universities and institutes? Are there other terms that can apply to institutions of higher learning?
2. Can you name some academic titles in colleges and universities? What do these academic titles actually mean?
3. Is it expensive to pursue studies in Western countries? What do you know about their tuition fees and financial aid to international students?

Section I College, University, or Institute?

Cultural Notes



1. **MIT** is short for the **Massachusetts Institute of Technology**, which is a private research university in Cambridge, Massachusetts, founded in 1861 in response to the increasing industrialization of the United States. MIT is placed among the top ten in many overall rankings of universities. MIT is traditionally known for research and education in the physical sciences and engineering, and more recently in biology, economics, linguistics, and management as well. It is one of the most selective higher learning institutions.

2. **The Middle Ages**, or **Medieval period**, is the middle period of the three traditional divisions of Western history: Antiquity, Medieval period, and Modern period. It lasted from the 5th to the 15th century. It began with the collapse of the Western Roman Empire and merged

into the Renaissance and the Age of Discovery.



Part I Vocabulary



Word Bank

1. **undergraduate**: *n.* a university or college student who is studying for a bachelor's or associate's degree
2. **arts**: *n.* (countable, usu. pl.) the subjects you can study at school or university that are not scientific, such as languages, history or literature
3. **graduate**: *a.* of or relating to studies beyond a bachelor's degree
4. **generally**: *ad.* usually, in most cases
5. **institute**: *n.* an organization set up to do a particular type of work, esp. research or teaching
6. **involvement**: *n.* the act of taking part in sth.
7. **engineering**: *n.* the discipline dealing with the art or science of applying scientific knowledge to practical problems
8. **term**: *n.* a word or phrase used as the name of sth.

Finish the following vocabulary exercises.

I. Read the definitions of the words in the Word Bank and write down the Chinese equivalent of each word.

- | | | | |
|----------|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ |
| 5. _____ | 6. _____ | 7. _____ | 8. _____ |

II. Fill in the blanks with the correct forms of the words in the Word Bank.

1. The university offers degree courses covering 7 major categories: Liberal Arts, Sciences,

- _____, Law, Economics, Medicine, and Management.
2. As a teacher of English, I hope everyone will get actively _____ in the class activities.
 3. Even though deeper learning of the subject can only be achieved through graduate study, there are relevant _____ courses in some universities.
 4. In _____, such proposals will not be approved by the committee.
 5. In Chinese pop culture, *Tuhao* is a _____ to refer to those who are rich but not very well-educated.
 6. The _____ of Child Health at that university is well-known all through the country.
 7. Mr. Johnson graduated from Harvard University in 1993 with a Bachelor of _____ in English.
 8. Despite starting school late, Mr. McCarthy skipped grades and taught himself enough calculus to take math _____ courses as a 16-year-old freshman at California Institute of Technology.



Part II Listening Tasks

Listen and finish the exercises below.

I. Listen to the recording and choose the best answer to each question.

1. What's the major purpose of the passage?
 - A. To tell people different terms for the same thing are used in American English and British English.
 - B. To make a distinction between various terms for institutions of higher learning.
 - C. To tell people that some words in English, like "college" and "university", have a Latin background.
 - D. To suggest to students that they should make a wise choice when trying to go to college.
2. Who are the most likely target audience of the passage?
 - A. High school graduates in America who want to pursue higher education.
 - B. The general public in America who don't know much about American higher education.

- C. A visiting delegation of officials from another country.
 - D. Foreign students who are interested in pursuing further studies in America.
3. According to the passage, what do colleges, institutes and universities have in common?
- A. All of them are places of higher education.
 - B. All of them offer graduate studies.
 - C. All of them can refer to an area of study.
 - D. All of them can find their origins in Europe.
4. Which of the following is true about MIT?
- A. Its academic focus is on technical areas even though it has programs in liberal arts.
 - B. A large percentage of its freshmen get involved in arts.
 - C. It is located in the state of California.
 - D. It does not offer graduate studies.
5. Which of the following is NOT true about colleges as a place of higher learning?
- A. Most of them offer both undergraduate and graduate studies.
 - B. They can mean areas of studies.
 - C. They can mean subordinate parts of a university.
 - D. They can prepare people for their future work.
6. What can you infer from the passage?
- A. The terms that refer to places of higher learning are interchangeable.
 - B. Colleges and institutes are lower in rank than universities.
 - C. Sometimes the same words or phrases may have different connotations in American English and British English.
 - D. Colleges and universities developed from ancient Europe.

II. Listen to the recording again and decide whether the following statements are True or False. Write T for a True statement and F for a False one in the bracket at the end of each sentence.

1. "College students" is a British way to refer to students either in colleges or universities.

- ()
2. Colleges also offer undergraduate degrees in arts and science, just like universities. ()
3. Institutes do not have programs and activities in liberal arts. ()
4. Both “college” and “university” have a Latin origin and they used to mean roughly the same thing. ()
5. Even though the first American universities used to divide their studies into a number of areas and call each one a college, they no longer do that now. ()
6. The term “schools” can never apply to places in higher learning. ()

III. Listen to the recording again and answer the following questions.

1. According to the passage, what do colleges and universities have in common?
_____.
2. What are the differences between colleges and universities?
A. _____.
B. _____.
C. _____.
3. What is special about institutes as a place of higher learning?
_____.
4. When and where did modern universities develop from?
_____.
5. What’s the meaning of the Latin word “universitas”?
_____.
6. What’s the original purpose of colleges in England? Why did it come to mean an area of study?
_____.

Section II The Value of a University Education



Part I Vocabulary



Word Bank

1. **affordability**: *n.* the ability to pay sth.
2. **aspiration**: *n.* the desire to achieve things
3. **maintenance**: *n.* the act of sustaining life by food or providing a means of subsistence
4. **grant**: *n.* an amount of money that a government or other institution gives to an individual or to an organization for a particular purpose
5. **repayable**: *a.* that can or must be paid back
6. **entitle**: *v.* give sb. the right to have or to do sth.
7. **subsidy**: *n.* a sum of money paid by a government to an enterprise that benefits the public
8. **applicant**: *n.* a person who makes a formal request for sth., esp. for a job, a place at a college or university, etc.
9. **excess**: *n.* more than is necessary, too much
10. **sweeten**: *v.* make sweeter, more pleasant, or more agreeable
11. **postgraduate**: *n./a.* a person who already holds a first degree and who is doing advanced study or research/of or relating to studies beyond a bachelor's degree
12. **outrage**: *n.* a strong feeling of shock and anger
13. **saddle**: *v.* load or burden
14. **facilitate**: *v.* make an action or a process possible or easier