



普通高等教育“十一五”国家级规划教材

新世纪大学英语系列教材

# 听力训练

主编 王敏华

COLLEGE ENGLISH



*Upgrading Your Listening*

3



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主 编 王敏华

编 者 王敏华 沈 璟 叶 泉

陈希茹 徐呢喃 韦 玮



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## 编者的话

《大学英语课程教学要求》中明确提出：大学英语的教学目标是培养学生的英语综合能力，特别是听说能力。听说能力在学生今后的学习、工作和社会交往中起着举足轻重的作用，关系着交际的成功与失败。但是，听说能力的提高，并非一蹴而就的事情。在十多年的听力教学中，我们了解了中国学生在英语听力方面存在的一些问题和困惑。带着这些问题和困惑，我们对英语听力教学方面的理论进行了探讨，然后在教学中去实践这些理论，以检验是否行之有效。实践告诉我们，遵循听力理解的规律，采用恰当的听力策略，形成良好的听力习惯(当然还要有一定的英语语言基础)，听力理解的效果会迥然不同。在此基础上，我们开始着手编写本套《听力训练》。在编写本套丛书前，我们也浏览了一些国外的听力教材的编排，借鉴了它们编排中的优点。我们希望本套丛书能对广大读者提高听力理解能力、顺利通过听力考试、流畅地进行交际等方面有所裨益。

《听力训练》共六册，下面就选材、编排等方面来介绍一下这套书的特点。

### 选材

就内容而言，我们以兴趣和知识性为主；就语言来说，我们尽可能做到循序渐进，从易到难。本套丛书涵盖的话题都是大家耳熟能详的，这在很大程度上便利了听力理解。

### 编排

《听力训练》每一册书有16单元和4套测验题。

#### 1. 第一、二、三册

第一、二、三册编排相同，每一单元由以下几部分组成：

#### Before Listening

这一部分由**Read and Answer**、**Your Opinion and Your Prediction**和**Vocabulary Study**组成。**Read and Answer**的编排意图是激活听者相关的背景知识或者是介绍相关的背景知识。背景知识对于听力理解的成功是至关重要的。**Your Opinion**主要是通过提问把听者引到和所要听的材料的话题更接近、更相关的方向，这也是用另一种方法来激活听者的背景知识，为听力理解的成功做铺垫；而**Your Prediction**是让听者综合、利用本单元**Vocabulary Study**和**Listening Exercises**提供的信息对要听的材料内容进行预测，预测的目的之一是让听者在听的时候更好地投入，增加听力理解成功的几率。诸多教学实践证明，激活背景知识和在听之前对内容作预测是行之有效的提高听力理解的方法。**Vocabulary Study**的目的在于尽可能地帮助听者扫除语言上的障碍，或者是帮助激活听者的语言知识。我们没有直接把词义告诉听者，而是编了一些练习，旨在让听者通过做练习更好地记住这些词或词组。

#### Listening

这一部分由**Yes or No**、**Listening Exercises**和**Listening Strategy**组成。**Yes or No**在于核实预测，如果预测和所听内容不相符合再进行调整。**Listening Exercises**旨在通过形式多样的练



习帮助听者听懂听力材料的内容,并潜移默化地掌握各种听力技能。**Listening Strategy**就每一单元听力材料中的某一点展开,这样使得每一策略切合实际、更可信。在每一个听力策略简要讲解以后,有让听者进行实践的机会。值得指出的是,有些听力策略在六册书中反复出现,这是因为我们觉得类似的策略尤为重要,或者它能帮助听者克服某一个弱点。

### After Listening

这一部分由**Text-Related Activity**、**Vocabulary Review**和**Oral Practice**组成。**Text-Related Activity**旨在让听者在听懂课文内容的基础上,口头表达相关的课文内容,并且就课文内容发表自己的观点和意见,或者讲述自身的经历等。有研究表明,听后就所听内容展开谈论可以进一步理解、消化所听内容。**Vocabulary Review**旨在帮助听者尽可能地记住并且运用已经听到过的生词和词组。**Oral Practice**旨在让听者在输入的基础上进行输出,说的内容有的和听力材料的某些语言功能相关,有的则和听力材料的话题相关。

综上所述,**Before Listening**是为**Listening**作铺垫,而**Listening**在训练了听力理解的基础上,为**After Listening**提供了输入的内容和量,以便**After Listening**的输出有源可寻,有依有据。所以每一个单元间的各个部分有着有机的联系,是一个完整的体系。

### 四套测验题

第一、二册每四单元后有一套测验题,测验题的编排以综合运用前四单元中的听力策略为宗旨,也就是说,四套测验题的设计依据是十六个单元中涉及到的听力策略。

第三册每四单元后有一类测验题,共四套。测验题按照大学英语四级考试的听力题型设计。有了前面两本书的基础,在第三本书的测验中,希望读者综合运用各种策略,顺利通过四级考试。当然考试只是一种手段,最终的目的是为了应用。第一类测验题为短对话,通过解析四级真题,了解短对话的考点,建议相应的技巧,然后提供习题操练。第二类测验题为长对话,通过真题分析,了解长对话的考点,建议相应的技巧,然后提供习题操练。第三类测验题为短文,通过真题分析,了解短文的体裁类型和考点,以及应对策略,并且有针对性地提供操练的习题。第四类测验题为复合听写,针对真题,指出做复合听写题必须注意的事项,并且提供习题操练。

#### 2. 第四、五、六册

第四、五、六册编排相同,每一单元由以下几部分组成:

### Before Listening

这一部分由**Your Opinion and Your Prediction**和**Vocabulary Study**组成,设计目的与第一、二、三册对应部分相同。

### Listening

这一部分由**Yes or No**、**Listening Exercises**和**Listening Strategy**组成,设计目的与第一、二、三册对应部分相同。

### After Listening

这一部分由**Dictation**和**Writing**组成。听写目的之一是为后面的写提供帮助;写以听为基础。

综上所述, **Before Listening** 是为**Listening**作铺垫, 而**Listening**在训练了听力理解的基础上, 为 **After Listening**提供了输入的内容和量, 以便**After Listening**的输出(写作)有源可寻, 有依有据。所以每一个单元间的各个部分有着有机的联系, 是一个完整的体系。

## 四套测验题

第五册每四单元后有一类测验题, 共四类。测验题的编排以综合运用各项听力策略为宗旨, 该册书的四类题目为历届大学英语六级考试真题的听力部分, 按六级考试的题型进行了归类: 短对话、长对话、短文和复合听写。在每一类习题前指出该类题型在真题中的考点以及应对方法。

第四、六册每四单元后有一套测验题。测验题的编排以综合运用各项听力策略为宗旨, 这两册书的各四套题目为历届四、六级真题。

## 使用

1. 按每一单元的顺序和各个练习的指令做完整个单元。如果是独自做练习, 那么最后练习口语部分也是有用的。有研究表明, 独自一人对着墙练, 口语也会有进步, 只要有讲的内容即可。
2. 如果时间比较紧, 来不及做完整个单元的练习, 那么可以忽略**Before Listening**下面的阅读部分, 从**Your Opinion and Your Prediction**开始, 到**Listening Strategy**下面的练习为止, 坚持不懈, 同样受益。
3. 自学时, 视个人的听力水平来决定同一篇材料听几遍。如果有的练习听一遍就能解出答案, 就没必要如指令所要求的听两遍; 反之, 如果听两遍还没完成练习, 则可以继续听第三遍。

本套书可用作各高校现有听说课程的补充资源, 亦可作为课外提高听力能力的自学教材。本套书必将为学生提高英语听力理解能力、从而提高交际能力提供有力的帮助。

读者在使用本套丛书过程中若发现不妥或错误之处, 欢迎批评、指正。

编者  
2010年8月

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# 1

## THE SOCIOLOGY CLASS

### BEFORE LISTENING

#### A Read and Answer

Read the following passage carefully and then fill in the blanks to answer the questions below it.

No one knows exactly how many Americans do not have a permanent place to live. This homelessness continues although many efforts are being made to end it. Homeless people living on the streets suffer from the heat, cold, hunger and the threat of crime.

Most experts say Americans are homeless for a number of reasons, one reason is poverty. The nation's economy is not growing. At the same time, housing costs are high. Poor people do not have enough money to pay for housing. On the other hand, some people are homeless by choice. They choose to live outside normal social groups. These people usually have lost connections with their family and friends. Many suffer from mental illness. Or, they may be dependent on alcohol or drugs.

Activist groups say homeless people are victims of crime far more often than they cause crime. Most members of the public, however, fear the homeless. They do not want to have homeless people near them. They say these people are dirty and they smell bad. They say homeless people often ask them for money and then insult or threaten them if they refuse.

1. What is this passage about?

The passage is about \_\_\_\_\_ people.

2. What do homeless people suffer from?

They suffer from heat, cold, \_\_\_\_\_ and the threat of \_\_\_\_\_

3. What are the reasons for homelessness?

Some people become homeless because of \_\_\_\_\_, but some are homeless by \_\_\_\_\_.

4. What is the attitude of most members of the public toward the homeless?

They \_\_\_\_\_ homeless people, and they don't want to have such people \_\_\_\_\_ them.

## B Your Opinion and Your Prediction

Think and answer the following questions.

1. What sufferings do homeless people face?
2. What is your attitude toward homeless people?
3. What do you think can be done to help the homeless?
4. You are going to listen to a passage. Browse all the information available in **Vocabulary Study** and **Listening Exercises**, and then try to predict what might be discussed in the passage you are going to listen to.

## C Vocabulary Study

Before you listen to the passage, read each of the following sentences carefully and match the underlined words or phrases from the passage with their Chinese meanings given in the following box.

a. 伸出(手)

b. 治愈

c. 无条件的

d. 社会学

e. 反应

f. 触动, 感动

g. 拥抱

h. 分配, 布置

i. 有缺陷的

j. 一种难以抵抗的冲动

k. 上交, 交出

l. 纪实性地描述

m. 紧抓, 紧握

n. 摸索

o. 退避, 躲避

p. 人

q. 干燥寒冷而让人舒畅的

1. Sociology is the study and classification of human societies. (    )
2. His latest book documented the living conditions in the slum district of New York. (    )
3. When we meet danger, our first reaction is to run away. (    )
4. How many chapters did the professor assign for homework? (    )
5. He was not able to talk even at the age of five. People thought he was mentally deficient. (    )
6. The boy clutched the toy and did not want to let go his hands. (    )
7. The old man fumbled in the dark for the money he had dropped. (    )
8. At the sight of the little dog in the rain, I felt a strong compulsion to take it home. (    )
9. The man reached out and seized my arm. (    )
10. Kate and Jane embraced and kissed each other when they met again after ten years. (    )
11. We must turn in the term paper to the teacher by next Monday. (    )
12. The medicine will heal your sickness, but only time can heal your troubles. (    )
13. The hero's speech touched the entire audience. (    )
14. We should be grateful to our parents' unconditional love. They love us for no return, regardless of our actions and mistakes. (    )
15. Seeing the dead mouse on the table, the little girl screamed and backed away. (    )
16. There wasn't a soul to be seen on the road. (    )
17. Crisp weather is pleasant because it is cold and dry. (    )

## LISTENING

### A Yes or No

Listen to the passage and find out if anything you have predicted has been mentioned in it. Please put a tick (✓) in the box either beside **Yes** or **No**.

**Yes** ☐ **No** ☐

### B Listening Exercises

#### I. Listening for the Major Elements in the Story

##### *Part One*

Listen and fill in the following blanks with the missing information.

Place: McDonald's

Time: One 1) \_\_\_\_\_

Main characters: the speaker, 2) \_\_\_\_\_

##### *Part Two*

Listen and give simple answers to the following questions.

1. What did the speaker buy for the two homeless men?

2. What effect did the speaker's action have on other people?

#### II. Listening for Details

##### *Part One*

Listen and fill in the blanks in the following chart.

The name of the project	1) _____
Students involved in the project asked to	2) _____ at 3 people and 3) _____ their reactions
Other people's reaction when they saw the two homeless	4) _____

(to be continued)

Evidence to prove that the two men were homeless and poor	“dirty body” 5) ; the blue-eyed man 6) he had been clutching; all he ordered was 7)
The speaker’s reaction towards the two homeless	felt a strong 8) and to 9) the blue-eyed man
One of the possible causes of the speaker’s reaction	noticed 10) in the restaurant set on her

### Part Two

1. Listen and rearrange the order of the actions taken either by the speaker or the blue-eyed man.

1. a. laid my hand on the blue-eyed man’s cold hand
2. b. looked at me, with tears in his eyes
3. c. smiled and asked for more breakfast
4. d. said “Thank you”
5. e. leaned over, began to hold his hand
6. f. put the tray on the table

2. Listen and choose the best answer.

What does “Unconditional Acceptance” mean?

- a. Don’t hesitate to help those who need help.
- b. God helps those who help themselves.
- c. Don’t move away from those who need help and help them sincerely.
- d. Help others unconditionally.

## Listening Strategy

### 辨别连接词的含义，把握从句的意思

在叙述亲身经历的事情时，讲话人经常会使用一些时间状语从句，以表明事情、动作等发生的先后，如同本课的听力材料中讲话人在叙述她在快餐店的经历时，不止一次用到了时间状语从句。连接时间状语从句的连接词有：when, while, whenever, before, after, since, until, as soon as, the moment, the second, the instant, once, no sooner ... than ..., hardly ... when ...等。但是值得注意的是以上提到的这些连词中，有的不仅仅引出时间状语从句，还可以用来引出原因、比较状语从句等。那么怎样来辨别同一个连词引出的是时间状语从句而不是其他呢？我们不妨从以下几方面来判断：1) 用我们已有的语法知识。比如：“I remember the day when the war began.”这句句子，when直接跟在名词the day后面，另外从句子的上、下文意思来看，不难判断when引出的是定语从句。2) 从主、从句的上、下文去判断。比如：“As you woke up, try to maintain your drowsy, dreamlike state.”这句句子，其中as引出的必定是时间状语从句，因为如果把它理解成原因状语从句从意思上讲不通。而“She may need some help as she's new.”这句句子中的as引出的是原因状语从句。3) 从讲话人的语音语调去判断。比如，引出定语从句的关系副词when在句中可以重读，而引出时间状语从句的when一般不重读。

## Practice

Listen to fourteen sentences and decide if there is an adverbial clause of time in each one you hear. If there is, write "Yes" beside the corresponding sentence number.

- |    |    |     |     |     |     |     |
|----|----|-----|-----|-----|-----|-----|
| 1. | 2. | 3.  | 4.  | 5.  | 6.  | 7.  |
| 8. | 9. | 10. | 11. | 12. | 13. | 14. |



## After Listening

### A Text-Related Activity

Think and answer the following questions.

1. How do you understand the sentence “we, as human beings share this need to heal people and be healed”?
2. Many people try to keep themselves away from homeless people. What do you think of this phenomenon?
3. What do you think the speaker can get by offering her helping hand to the two homeless people?

### B Vocabulary Review

Fill in the blanks with the words or phrases given in the following box and make changes where necessary.

document	reaction	assign	deficient	reach out
turn in	heal	unconditional	touch	compulsion

1. Her tears and her sad story \_\_\_\_\_ his heart.
2. Roots of the tree \_\_\_\_\_ to get minerals and water from the earth.
3. This brand of milk is \_\_\_\_\_ in fat.
4. After his parents passed away, his uncle felt a \_\_\_\_\_ to take up the responsibility of bringing him up.
5. The teacher \_\_\_\_\_ two students to decorate the classroom for the coming Christmas.
6. Your wound will soon \_\_\_\_\_ if you keep it clean.
7. Her \_\_\_\_\_ to his proposal was not quite what he expected.
8. Don't forget to \_\_\_\_\_ everything you have borrowed before you leave.
9. This contract does not depend on any condition, so it is an \_\_\_\_\_ contract.
10. This film \_\_\_\_\_ the life of Australian Aborigines (土著).

## **C** Oral Practice

### **Developing a Talk**

Here is the beginning of a talk. Read it carefully and try to develop it with your own words. You may use the following words or phrases to achieve coherence.

<b>First</b>	<b>Then</b>
<b>Next</b>	<b>Finally</b>
<b>When</b>	<b>After</b>
<b>Before</b>	<b>Since</b>

My first day at university was so memorable that I can still clearly recall every moment of that day. When I arrived, there were already a lot of students on the campus.

## BEFORE LISTENING

### A Read and Answer

Read the following passage and answer the questions by filling in the blanks with the missing information.

#### How to Write a Story

##### Introduction

You already know how to tell a story. You do it every day! Every time you tell someone about something that happened to you or something you did, you tell the "story" of what happened. For example, if something funny happens at school, when you tell a friend about it, you've created a story. The trick is to be able to write it down.

##### Get Started

There's a very scary blank piece of paper sitting there in front of you. What do you put on it? Here are a few tips to help you get started developing ideas and working through them.

1. **Pay attention!** Amazing things are happening all around you. You just have to see them. "Like what," you say? Well, the next time you are out shopping, look around you and try to count the number of people you see with red hair. Is there a story in that? The guy who wrote the Sherlock Holmes stories thought so! Paying attention to the world around you is the first step in developing ideas.
2. **Listen!** How do people put words together when they talk? Words fall into place and make stories. The more you listen to others, the better writer you will become.
3. **Think!** When somebody tells you about something, think about it for a minute.