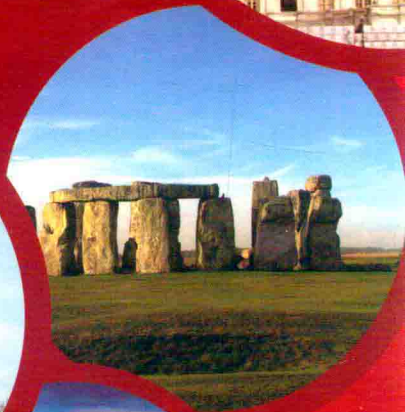


主编 何其莘

# Listen & Learn

新编英语听力教程 1



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

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何其莘 主编

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1

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# 前言

听力是英语“听”、“说”、“读”、“写”、“译”五项基本技能之一。在语言学习过程中，“听”和“读”共同起着语言“输入”的作用，而“说”、“写”和“译”则具有语言“输出”的功能。实践证明，只有实现一定时间和一定量的语言“输入”，方能实现语言的“输出”。也就是说，只有通过一段时间的听力和阅读训练，汲取了一定的语言素材，才能逐渐具备英语的口语、写作和翻译能力。

在近 40 年的高校英语教学中，我发现听力往往是我国学生的弱项。究其原因不外乎三个方面：一是与以英语为官方语言或工作语言的许多国家相比，我国的英语学习环境比较差；二是在我国英语教学的初级阶段——小学和中学，听力训练没有得到应有的重视；三是在大学学习阶段，不少学生进行听力训练的方法有问题。其结果是，许多学生的阅读能力很强，但是听力与其不相匹配，甚至很差。其实，与通过阅读汲取语言素材相比，通过“听”输入的语言素材往往记得更牢，更容易在相应的语言环境中脱口而出。

学生对英语的听力训练常常有着不同程度的惧怕心理。有的不知从何做起，还有的觉得即使努力，听力水平也很难提高。其实，在当今这个信息时代，学生进行听力训练的外部条件比二三十年前不知好了多少倍。学生产生这种畏难心理，主要是因为他们对听力训练的规律缺乏必要的了解。他们往往不知道，与口语、写作等技能相比，听力技能的提高相对来说要容易得多，也能较快见到成效。

有些学生可能并不认同我的这一观点，甚至会说他们从自己的学习经历中得出了相反的结论。认识上的这一差异主要出自对听力训练认识上的误区，其中最重要的就是听力训练中“精听”和“泛听”的关系。

现在的学生几乎天天都能看到 CNN 和 BBC 等主要英语国家的电视节目，进口的英文原版电影 DVD 更是随处都可以买到，而通过互联网他们每天还能免费获得大量的英文音视频资料。这些条件是我于上个世纪七十年代初读大学时连想也不敢想的。我们当时最好的条件就是用短波收音机收听国外电台的广播。

但是，为什么这么好的条件之下仍有许多学生抱怨他们的听力提高得很慢，或听力训练很难见成效呢？我想最主要的原因就是他们没有处理好“精听”和“泛听”的关系。更确切一点讲，他们所做的基本上都是“泛听”训练，他们不清楚什么是“精听”、以及应该如何进行“精听”训练。

现代的中国学生看英语电视节目和英语电影，基本上都属于“泛听”训练。有的学生可能不服气，可能会质问我为什么把他们的听力训练称为是“泛听”。其实这些学生可以问问自己：在看英文电视节目时，除了抓住几个单词、词组，几条基本信息外，在语言上学到了多少东西？在看英文电影时，又有多少人有意地不去看画面下方的中文字幕，而专心听影片中人物的英文对白呢？我不是说“泛听”训练

完全没有必要，只是认为，如果“泛听”不与有目的、有计划、有系统的“精听”训练结合起来的话，确实很难见到成效。

我所说的“精听”，是以提高学生听力技能——即通过“听”来获取英语知识的能力——为目标，而不是着眼于抓住或学会几个语言点为目标的听力训练。这里可以讲讲我自己在初入大学时的一段亲身经历。我在中学学过六年英语，进大学时有一定的英语阅读能力，但从未进行过听力训练。因此，刚入学时听力很差，能听懂的内容与自己的词汇量和对英语的理解之间有着极大的差距。记得大学一年级时，有位老师建议我做这样一个听力训练：他给了我一盘英语录音带，那是一位外籍教师在我国南方参观后为大学生所作的报告，总长达45分钟。这位老师为我提供了一份生词表，要求我把整盘录音从头到尾一字不差地听写下来。对于当时没有听力基础的我来说，这项任务确实非常艰巨。记得我那时一手捧着一本英汉词典，另一只手操作一台老式磁带录音机，一句一句地听那盘磁带。老师提供的生词表远远不够用，每遇到一个生词就要根据读音去翻词典，根据上下文来猜。磁带中的许多句子都是反复听了十几遍，甚至几十遍，才最后写出来的。这盘45分钟的磁带，我硬是用了二十多个小时才“啃”了下来。几天后，我在北京对外英文广播（Radio Peking）中听到了中日建交公报。突然，我发现自己可以听懂其中百分之七十到八十的内容，当时我高兴得跳了起来。这是我开始学英语以来第一次进行“精听”训练，也是我第一次尝到了“精听”训练的甜头，因为这次训练使得我的听力技能有了“质”的飞跃。

这种“精听”训练确实是件“苦差事”，但是，它大概也验证了英语中的一句成语：No pain, no gain。只有下点苦功夫，英语的听力技能才能得到较快的提高。

*Listen and Learn* 是我上个世纪九十年代初主编的 *Listen to This* 出版二十多年后，推出的一套全新的英语听力教程。这套新教程的宗旨也是为中国学生提供一整套系统、实用、有效的英语听力训练。

整套教程共分为四册。第1-2册适用于大学一年级的学生或具有同等英语水平的自学者，第3-4册适用于大学二、三年级的学生或有英语中、高级水平的自学者。与国内现有的听力教程相比，第3-4册增加了系统的听力技能讲解和配套练习。每册均有学生用书和教师用书，功能不同，相辅相成。学生用书中听力练习的生词表、文化背景注释和配套的听力练习。教师用书则包含听力材料的脚本和练习的答案。学生在使用录音材料前，应先熟悉生词表中的词汇，并认真阅读文化注释中的相关内容，为听力训练做好充分的准备。

每册各有16个单元，每个单元各有三个部分。大部分听力材料的练习分为两个步骤：Step 1: Listening for Main Ideas 和 Step 2: Listening for Details。第一个步骤是为学生设计的“泛听”练习，而第二个步骤则属于“精听”训练。

第1册中，每个单元的第一部分是三段较短的对话，第二部分是两段较长的对话，第三部分是一段听写。

第2册中，每个单元的第一部分是三段较短的对话，第二部分是两段较长的对话或叙述，第三部分是一段讨论。第2册取消了听写练习，但是学生可以选用第三部分的任何段落来做听写训练。

第3册中，每个单元以讲解某一听力技巧作为开篇，每个单元的第一部分是一段谈话或讲座，第二部分是两段简明新闻，第三部分是两段较长的新闻报道。第3册取消了听写练习，但是学生可以选用第一部分谈话或讲座中的任何段落来做听写训练。

第4册中，每个单元的第一部分是一段讲座，第二部分是2-3段简明新闻，第三部分是两段较长的新闻报道。从第三册开始的听力技能训练在第四册中继续进行，形式上采用以第三部分新闻报道中的部分内容为素材的配套练习。第4册取消了听写练习，但是学生可以选用第一部分讲座中的任何段落来做听写训练。

各册均配有教师用书，请读者登录高等英语教学网 (<http://heep.unipus.cn>) 免费下载使用。

*Listen and Learn* 不仅适合课堂教学，而且也为我国高校英语专业的学生和社会各层次的英语学习者提供了自学的良好模式。

编者

2014年10月于北京

# CONTENTS

UNIT 1 .....	1
UNIT 2 .....	8
UNIT 3 .....	14
UNIT 4 .....	20
UNIT 5 .....	27
UNIT 6 .....	34
UNIT 7 .....	41
UNIT 8 .....	48
UNIT 9 .....	55
UNIT 10 .....	60
UNIT 11 .....	66
UNIT 12 .....	74
UNIT 13 .....	84
UNIT 14 .....	91
UNIT 15 .....	99
UNIT 16 .....	106

# Section I

## Task 1

### Cultural Notes

#### Iced tea

Iced tea, or ice tea, is a form of cold tea, which is served either in a glass or in a can. It is often mixed with flavored syrup such as lemon, cherry, or lime.

### Listening Comprehension

Listen to the following conversation about weather. Then answer the following questions briefly.

1. What is the weather like today?

---

2. What does the man offer for a drink?

---

3. What does the woman prefer?

---

## Task 2

### Vocabulary

Italian /ɪ'tæljən/ *adj.* 意大利的



## Listening Comprehension

Listen to the conversation between a man and a woman talking about dinner. Then choose the best answer (a, b, or c) to complete each of the following statements.

1. The woman suggests \_\_\_\_\_.
  - a. going out for dinner
  - b. going out for a walk after dinner
  - c. cooking dinner themselves
2. She believes that \_\_\_\_\_ is always good.
  - a. the new Italian restaurant
  - b. the Chinese restaurant
  - c. the new restaurant

## Task 3

### Vocabulary

dessert /dɪ'zɜ:t/ *n.* 饭后甜点

coconut /'kəʊkənʌt/ *n.* 椰子

### Cultural Notes

#### 1. Chocolate cake

Chocolate cake is made of melted chocolate or cocoa powder. The first chocolate cake is said to be made in 1764 by a Dr. Baker, who discovered how to make chocolate by grinding cocoa beans.

#### 2. Coconut cake

Coconut cake is flavored with a white frosting and covered in coconut flakes. Unlike chocolate cake which is always in brownish color, coconut cake can be either white or yellow. It is a popular cake in the southern part of the US.

#### 3. Carrot cake

Carrot cakes are made of a mixture of ingredients, which include carrot, eggs, sugar, and flour. Nuts or raisins may also be added to give the cake a special flavor.

## Listening Comprehension

Listen to the conversation about dessert. Are the following statements true or false? Write T (True) or F (False) in front of each statement.

- ( ) 1. The man does not want to have any dessert at first because he is not interested in anything.
- ( ) 2. He finally agrees when the woman suggests they share dessert.
- ( ) 3. The man recommends carrot cake because he has tried it before.

# Section II

## Task 1

### Vocabulary

skip /skɪp/ v. 略过, 省略

pizza /'pi:tʃə/ n. 比萨饼

### Cultural Notes

#### Pizza

Pizza is flat and round bread baked in the oven. It is typically topped with tomato sauce and cheese, along with a variety of toppings such as pepperoni, onions, mushrooms, and green peppers.

## Listening Comprehension

### Step 1: Listening for Main Ideas

Listen to the conversation between Josh and Amy. Then answer the following questions briefly.

1. Why does Amy ask Josh to wait?
-

2. What can a good breakfast do, according to Amy?

\_\_\_\_\_

3. Why did Josh stay up so late last night?

\_\_\_\_\_

4. Why does Josh want to get to school early today?

\_\_\_\_\_

### Step 2: Listening for Details

Listen to the conversation again and this time try to learn more details. Then fill in the missing information in the following statements.

1. Josh: But I'm not hungry. I had \_\_\_\_\_ at \_\_\_\_\_.

2. Amy: What time did you go to bed?  
Josh: Oh, at \_\_\_\_\_.

3. Amy: How are you getting to school?  
Josh: I planned \_\_\_\_\_, but actually, now I \_\_\_\_\_.

## Task 2

### Vocabulary

fancy /'fænsɪ/ *v.* 喜欢

posh /pɒʃ/ *adj.* 上流社会的, 第一流的

do /du:/ *n.* 聚会

champagne /,ʃæm'peɪn/ *n.* 香槟酒

reception /rɪ'sepʃən/ *n.* 招待会

romantic /rəʊ'mæntɪk/ *adj.* 浪漫的

catch /kætʃ/ *n.* 陷阱, 诡计

presentation /,prezən'teɪʃən/ *n.* 报告, 讲话

broke /brəʊk/ *adj.* 身无分文的

workmate /'wɜ:kmeɪt/ *n.* 同事

pop out 离开

### Cultural Notes

#### 1. Posh do

A “do” is an informal British word to mean a social event or a party. “Posh do” here refers to either a fancy party or a social event among the social elites.

## 2. West End

The West End refers to the West End of London, a name synonymous to affluence, prestige, and entertainment. The area is located to the west of the historic City of London (See Note 1 on page 43). The initial development started during the 17th century and the area quickly expanded during both the 18th and 19th centuries. It has, ever since, become a favored place for the social elite since the area is upwind of the smoke drifting from the City. The name carries several connotations. It is a place of wealth since it boasts of the most elegant and beautiful residences; it is also a business center with such world famous streets as Oxford Street, Bond Street, and Regent Street. It is the center of entertainment with such cultural icons as Covent Garden and the Royal Opera House.

## 3. Champagne reception

Champagne reception usually refers to a ceremony, such as a wedding, where champagne and other desserts are served to the guests. Also referred to as “champagne and cake reception,” the occasion normally takes place immediately after a late afternoon or late evening ceremony when guests are offered, along with champagne, other soft drinks for toasting and an assortment of cakes.

## 4. Christmas

Christmas is a legal holiday on December 25. It is widely celebrated in all Western countries for the birth of Jesus Christ.

## Listening Comprehension

### ▶ Step 1: Listening for Main Ideas

*Listen to the conversation between Andy and Charlotte. Then choose the best answer (a, b, or c) to complete each of the following statements.*

1. Andy asks Charlotte if she is interested in \_\_\_\_\_.
  - a. offering some help for her presentation
  - b. going to a champagne reception
  - c. going to an upper class party
2. When Andy offers to help Charlotte in writing her presentation, she gives her second excuse that \_\_\_\_\_.
  - a. she has no time for the party
  - b. she has nothing to wear
  - c. she does not want to meet Andy's workmates

3. Charlotte finally agrees to go because \_\_\_\_\_.
- a. she wants to meet James who has broken with his girlfriend
  - b. she gets 100 pounds in cash from Andy
  - c. she does not have to worry about her presentation

▶ **Step 2: Listening for Details**

*Listen to the conversation once again and this time pay more attention to details. Then answer the following questions as accurately as possible.*

1. Does Andy intend to ask Charlotte on a date?

\_\_\_\_\_

2. What kind of gathering is this?

\_\_\_\_\_

3. Why does Charlotte hate to go to someone else's work do?

\_\_\_\_\_

4. What is Charlotte's impression of James whom she met at Christmas before?

\_\_\_\_\_





# 2 UNIT

## Section I

### Task 1

#### Vocabulary

snack /snæk/ *n.* 点心

unsalted /,ʌn'sɔ:ltɪd/ *adj.* 未加盐的

#### Listening Comprehension

Listen to the following conversation about food. Are the following statements true or false? Write T (True) or F (False) in front of each statement.

- ( ) 1. Zoe admits that he eats many of his favorite snacks every day.
- ( ) 2. The man says that they are not good for Zoe because there's so much sugar and fat.
- ( ) 3. Zoe believes that they are good for heart.

### Task 2

#### Vocabulary

stuff /stʌf/ *n.* 东西

#### Listening Comprehension

Listen to another conversation about food. Then answer the following questions briefly.

1. Why does the woman ask Catherine to stop eating dessert?
-

2. How does Catherine respond to that?

---

3. How does the woman explain that Catherine should not eat that much?

---

4. What does Catherine know about that dessert?

---

5. Why can't Catherine stop eating?

---

### Task 3

#### Listening Comprehension

*There is another conversation about snack. Listen to the conversation and then choose the best answer (a, b, or c) to complete each of the following statements.*

1. There is some \_\_\_\_\_ on Josh's shirt.
  - a. snack
  - b. stuff
  - c. tomato sauce
2. Josh eats his favorite snack \_\_\_\_\_.
  - a. every Friday
  - b. after each class
  - c. in the afternoon
3. Josh stains his shirt because \_\_\_\_\_.
  - a. he loves the snack so much
  - b. he does not like cheese
  - c. it's a little difficult to eat
4. The man loves \_\_\_\_\_ on his snack.
  - a. tomato
  - b. vegetables
  - c. cheese



## Section II

### Task 1

#### Vocabulary

exhausted /ɪg'zɔ:stɪd/ *adj.* 疲劳的

#### Cultural Notes

##### 1. *Apollo 11* flight

The *Apollo 11* flight refers to the spacecraft that carried three American astronauts: Neil Armstrong, Buzz Aldrin and Michael Collins to the moon. The spacecraft landed on the surface of the moon on July 20, 1969 with Armstrong spending about two and a half hours outside the spacecraft collecting lunar materials. Together, the three took 47.8 pounds materials back to the earth.

##### 2. Neil Armstrong

Neil Armstrong (1930-2012) was an American astronaut, an aerospace engineer and a university professor. He was the first man ever walking on the surface of the moon during the *Apollo 11* landing on the moon in 1969.

#### Listening Comprehension

##### Step 1: Listening for Main Ideas

Listen to the conversation between Luigi and Josh about the school project. Then answer the following questions briefly.

1. Why does Luigi feel exhausted?

---

2. What did Luigi want to write about at the beginning?

---

3. What is his new topic for the project?

---