

2009年江苏省高等学校评优精品教材

# College English Extensive Listening (Second Edition)

# 大学英语 泛听



(第二版)

## 第二册

总主编: 李宵翔 肖 飞

总主审: 董剑桥

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

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# 前言

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2007年7月，教育部颁布的《大学英语课程教学要求》明确指出：大学英语的教学目标是培养学生的英语综合应用能力，特别是听说能力，以便他们在今后的学习、工作和社会交往中能用英语有效地进行交际，同时增强其自主学习能力和提高综合文化素养，以适应我国社会发展和国际交流的需要。为此，《大学英语泛听》（第二版）在第一版的基础上，结合大学英语教学改革实践，对题材选择、练习形式、语言知识的覆盖面、常用词汇的重现率等进行了修订，旨在更好地提高学习者的听说能力。

《大学英语泛听》（第二版）紧紧围绕并充分体现教育部《大学英语课程教学要求》，重视语言基础知识，强调语言应用技能，将语言文化知识演示与交际技能训练培养相结合，以大量的交互式语言输入作为语言基础训练的手段，以信息差、信息形式转移等作为语言技能训练的重要方法。

《大学英语泛听》（第二版）将语言的输入与输出有机结合，融知识性、趣味性、时代性、实用性为一体，大量使用了原汁原味的语言素材，通过真实实用的语言输入，为学习者学习和使用地道的英语打下了坚实的基础。同时，在编排上，充分考虑了为达到一般要求和较高要求学生的需要，在总体难度梯度上做了适当控制，留有一定的跨度空间。

《大学英语泛听》（第二版）力求体现一个“泛”字。一是选材“泛”，涉及日常生活、社会习俗、历史、文化、体育、艺术、经济、教育和科技等方方面面。二是内容形式“泛”，所选材料包含简短对话、情景对话、短文、新闻报道、学术讲座等以及各种形式的练习。三是适用范围“泛”，可用于课堂教学，亦可作课堂教学的补充，创造英语学习的环境，活跃英语学习的氛围。另外，虽然《大学英语泛听》（第二版）主要是为非英语专业大学生设计的，但它也适用于英语专业低年级大学生、涉外机构工作人员、外贸企业员工和其他英语自学者。

恳请使用者对本书中出现的问题提出宝贵意见和建议，以便再版时改进。

《大学英语泛听》（第二版）编委会

2008年5月

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### Section 1 Micro Conversations

**Directions:** *Listen to the conversations and choose the best answer.*

1. A. Enjoyable. B. Inspiring.  
C. Moving. D. Dull.
2. A. It will take about one month to repair the watch.  
B. The woman should have saved more money.  
C. It is a good idea to keep the old watch.  
D. The watch is no longer worth repairing.
3. A. Arguing. B. Protesting.  
C. Complaining. D. Bargaining.
4. A. Families with cars. B. Americans' heavy dependence on cars.  
C. Roads and highways. D. Traffic problems in America.
5. A. The apples and pears might not be so good.  
B. The apples are not as good as the pears.  
C. The apples and pears must be very good.  
D. The apples and pears are as good as they look.
6. A. Her teaching assistant would grade the exam papers.  
B. She would collect the exam papers herself.  
C. She would mark the exam papers herself.  
D. She would not give her students an exam.
7. A. She could help him with the problems.  
B. He should go out for a walk.  
C. She could go out together with him.  
D. He should do the problems himself.

8. A. Customer and salesman.  
B. Colleagues.  
C. Employee and boss.  
D. Classmates.
9. A. The first house they saw is too expensive.  
B. They may save some money for the time being.  
C. She is happy with the price set by the seller.  
D. Less money will be spent in maintaining the house.
10. A. It was probably Mr. Brown's phone number that the woman wrote down.  
B. It was just an hour ago that the man met Mr. Brown.  
C. The woman forgot to write down the phone number.  
D. The woman needed a sheet of paper to put down the number.

## Section II Situational Dialogues

### Dialogue 1

**Directions:** You will hear a dialogue about music. Listen and answer the following questions.



1. What kind of coffee does the woman want?  
\_\_\_\_\_.
2. Does the woman want to go to the concert tomorrow evening?  
\_\_\_\_\_.
3. What kind of music does the woman like?  
\_\_\_\_\_.
4. What sends the man to sleep?  
\_\_\_\_\_.
5. According to the conversation, what are the two speakers talking about?  
\_\_\_\_\_.

## Dialogue 2

**Directions:** You will hear a dialogue about two friends' plan for a day. Listen and choose the best answer.



1. A. Nick and the woman are going shopping.  
B. Nick and the woman are going to a concert.  
C. Nick and the woman are going to see a film.  
D. Nick and the woman are going boating.
2. A. Steve is writing a short story.  
B. Steve is writing a novel.  
C. Steve is writing an article.  
D. Steve is writing a report.
3. A. It is about photography.  
B. It is about the zoo.  
C. It is about plans.  
D. It is about people.
4. A. At the zoo.  
B. At the shop.  
C. At the sandwich bar.  
D. At the coffee bar.
5. A. Rice.  
B. Sandwiches.  
C. Dumplings.  
D. Spaghetti.

## Section III Theme-based Listening

### Words and Expressions

negotiation /nɪˌɡəʊʃi'eɪʃən/ *n.* 谈判

counterpart /'kaʊntəpɑ:t/ *n.* 相对应或具有相同功能的人或物

compromise /'kɒmprəmaɪz/ *n.* 妥协, (由于双方让步而达成的) 折中

impersonal /ɪm'pɜ:sənəl/ *adj.* 没有人情味的, 冷淡的, 客观的

purveyor /pɜ:'veɪə/ *n.* 供应者, 承办商

opt /ɒpt/ *v.* 选择, 挑选

**I. Directions:** You will hear a passage about international business and cross-cultural communication. Listen and choose the best answer.





1. A. About international business.  
B. About cross-cultural communication.  
C. About international business and cross-cultural communication.  
D. About negotiation.
2. A. Knowledge of foreign languages and skills in cross-cultural communication.  
B. Necessity to work day and night.  
C. Ability of writing reports and documents.  
D. Ability of solving problems quickly.
3. A. The process of communicating back and forth for the purpose of reaching an agreement.  
B. The process of international business and foreign investment.  
C. The process of becoming wealthy yet remaining impersonal.  
D. The process of becoming friendly and cool.
4. A. The American negotiator's role becomes that of a personal purveyor of information and cash.  
B. The American negotiator's role becomes that of an impersonal purveyor of information and cash.  
C. The American negotiator's role becomes that of a personal purveyor of raw materials.  
D. The American negotiator's role becomes that of an impersonal purveyor of raw materials.
5. A. Realizing long-term goals.  
B. Realizing short-term goals.  
C. Realizing mid-term goals.  
D. Realizing limited goals.

**II. Directions:** Listen to the passage again and fill in the blanks.

1. Negotiating involves \_\_\_\_\_ and \_\_\_\_\_.
2. It often appears to the foreign negotiator that the American represents a large \_\_\_\_\_ corporation that can afford to pay the price without \_\_\_\_\_ further.
3. In studies of American negotiators abroad, several \_\_\_\_\_ have been identified that may serve to confirm this stereotypical \_\_\_\_\_.
4. Foreign negotiators, \_\_\_\_\_, may value the relationship established between negotiators and may be \_\_\_\_\_ time in it for long-term benefits.
5. In order to solidify the relationship, they may \_\_\_\_\_ indirect interactions without regard for the time \_\_\_\_\_ getting to know the other negotiator.

## Section IV News Report

## Words and Expressions

architecture /'ɑ:kitektʃə/ n. 建筑学

provision /prə'vɪʒən/ n. 供给

lag behind 落在后面

I. **Directions:** You will hear a report about the developments in the United States' higher education. Listen and choose the best answer.

1. A. Developments in higher education during the Civil War.  
B. Developments in higher education after the Civil War.  
C. Current trends in technological education.  
D. Benefits for women in state universities.
2. A. Two.                                      B. Three.                                      C. Ten.                                      D. One hundred.
3. A. It was well established.                                      B. It was the same as that available to men.  
C. It was only available in the northern states.                                      D. It was not highly developed.

II. **Directions:** Listen to the report again and fill in the blanks.

Three developments in the United States' higher education that you are benefiting from today started more than a century ago following 1. \_\_\_\_\_. The first of these was the rapid growth of 2. \_\_\_\_\_ and professional education to meet the 3. \_\_\_\_\_ of a complex industrial and urban society. New schools of technology, engineering architecture, law and medicine increased, for example. The second was the provision for 4. \_\_\_\_\_, such as what had long existed in France and Germany. Harvard and John Hopkins University quickly 5. \_\_\_\_\_ in this field, but the state universities didn't lag for behind. The third was the increased provision for 6. \_\_\_\_\_. This included the establishment of new women's colleges, such as Vassar, Wesley and Smith, and the adoption of co-education in all the new state universities outside the South as well as in many 7. \_\_\_\_\_. These developments, the growth of technological and professional education, the provision for graduate study and the increased 8. \_\_\_\_\_ for women, begun over a century and continued to this day over ten decades since the end of the Civil War.

**Directions:** You will hear a report about the tests of SAT and ACT. Listen to the report and decide whether the following statements are true or false. Write "T" for true and "F" for false.

- ( ) 1. Colleges and universities in the United States generally consider four things when they think about which students to accept.
- ( ) 2. Today, in part eight of our "Foreign Student Series", we discuss the two tests known as the SAT and the ACT.
- ( ) 3. The ACT has tests in English, math, reading and science.
- ( ) 4. All schools may suggest that foreign students take the Test of Spoken English or the Test of Written English.
- ( ) 5. ACT stands for American College Test; SAT used to stand for Scholastic Aptitude Test.

## Section V Relaxation

### I. Listen for Pleasure

**Directions:** Please listen to the song "Wouldn't It Be Nice". It is the opening track on the 1966 album *Pet Sounds* and one of the most widely recognized songs by the American pop group *The Beach Boys*. It was composed and produced by Brian Wilson, with lyrics by Tony Asher and Brian Wilson.



## Wouldn't It Be Nice

Wouldn't it be nice if we were older Then we wouldn't have to wait so long And wouldn't it be nice to live together In the kind of world where we belong  You know it's gonna make it that much better When we can say goodnight and stay together  Wouldn't it be nice if we could	wake up In the morning when the day is new And after having spent the day together Hold each other close the whole night through  Happy times together we've been spending I wish that every kiss was never ending Wouldn't it be nice  Maybe if we think and wish	and hope and pray it might come true Baby then there wouldn't be a single thing we couldn't do We could be married And then we'd be happy  Wouldn't it be nice  You know it seems the more we talk about it It only makes it worse to live without it But let's talk about it Wouldn't it be nice
---	---	---

### II. Word Game

**Directions:** All students are required to stand up. Pick out a student as the starter by speaking out the first word; others follow by speaking out a word which begins with the last letter of the previous word. The same word cannot be repeated. Anyone who fails to offer a proper word will lose the right to go on with the game and sit down. The one who laughs last will be the winner.

e.g. egg→good→desk→know→worry→yes→student→terrible→English→hen→net→team→mail→last...

## Section VI Oral Practice

## Expressing Likes and Dislikes

- ① The following are expressions for expressing likes and dislikes. Read them carefully and try to remember them.

Expressing Likes	Expressing Dislikes
I enjoy...	I don't like/enjoy...
I like/love...	There's nothing I like less than...
There's nothing I enjoy more than...	I don't think much of...
I'm fond of...	I don't care for...
I'm keen on...	I can't stand...
I have a passion for...	

- ② Read the following dialogue, paying attention to the underlined parts. Role-play it with your partner.

**Situation:** A and B are talking about a thriller they have seen.

A: Well, what did you think of it?

B: I have to admit, I don't really enjoy thrillers very much./I don't particularly care for thrillers.

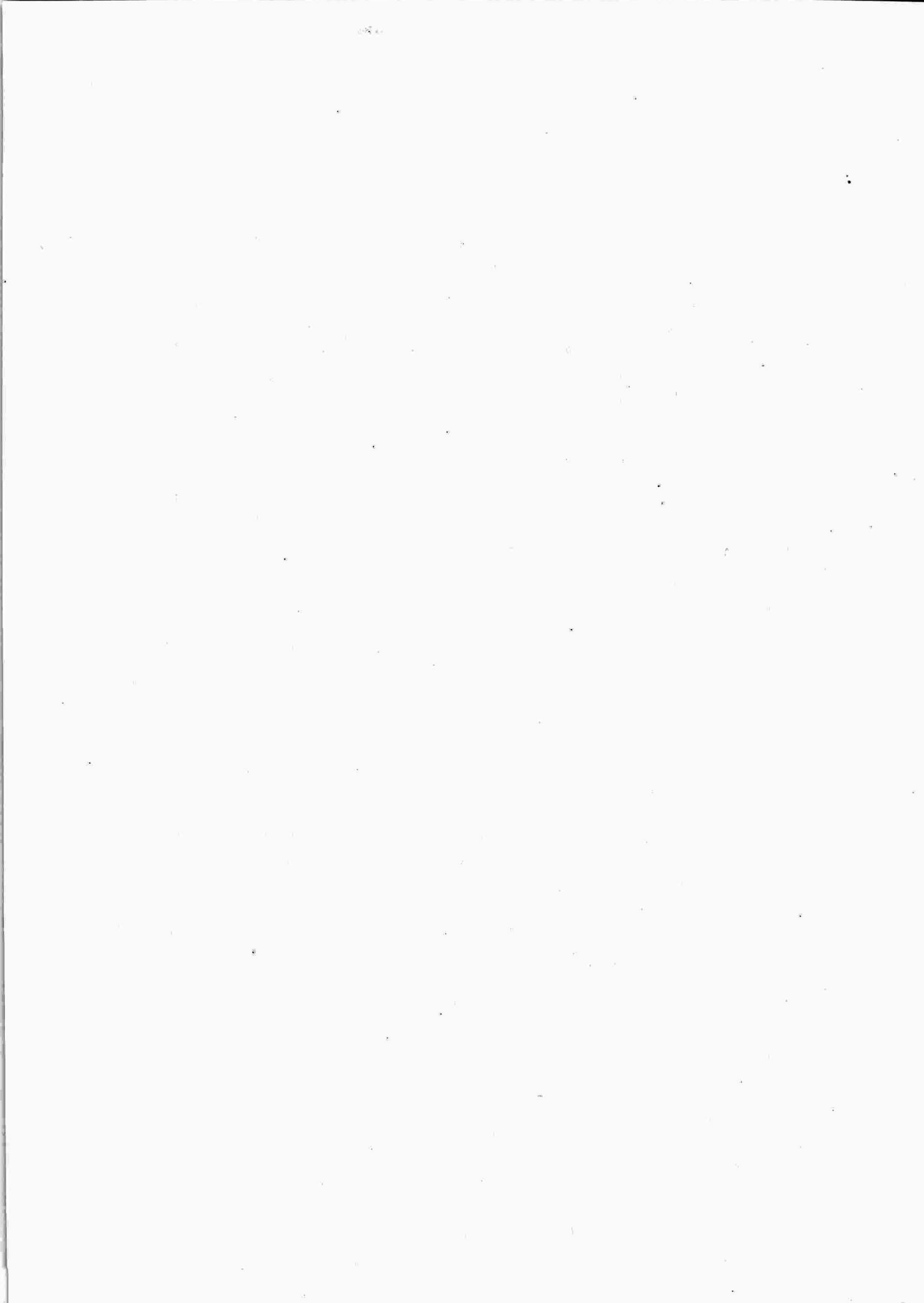
A: Don't you? I do.

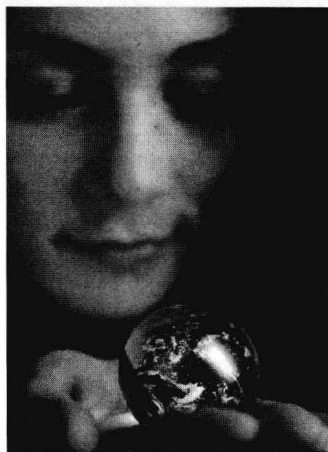
B: Actually, I like comedies.

- ③ Work with a partner and make up dialogues according to the following situations. You are required to use some of the above-mentioned expressions for expressing likes and dislikes.

- ▶ 1) A likes pop music. A asks B if he/she has a liking for pop music. B tells A that he/she is not interested in it.
- ▶ 2) A and B are classmates. They are asking each other questions about hobbies. A likes horse-riding while B likes swimming.







### Section 1 Micro Conversations

**Directions:** Listen to the conversations and choose the best answer.

- |  |  |
|--|--|
| 1. A. Twenty-five dollars.<br>C. Forty dollars.                          | B. Twenty dollars.<br>D. Fifty dollars.                    |
| 2. A. Go to the French restaurant.<br>C. Visit a friend.                 | B. Try a new restaurant.<br>D. Stay at home.               |
| 3. A. Easy-going and friendly.<br>C. Angry.                              | B. Very nervous.<br>D. Not easy-going.                     |
| 4. A. Peter plays jazz music.<br>C. Peter needs 300 jazz records.        | B. Peter is a jazz fan.<br>D. Peter likes classical music. |
| 5. A. At a post office.<br>C. At a restaurant.                           | B. At a bank.<br>D. At an airport.                         |
| 6. A. He was scared.<br>C. He hasn't got a car.                          | B. He was upset.<br>D. He is glad to drive her there.      |
| 7. A. Lending money to a student.<br>C. Reading a student's application. | B. Filling a form.<br>D. Asking for some financial aid.    |
| 8. A. 12:30.<br>B. 11:30.  | C. 12:00.<br>D. 11:00.                                     |
| 9. A. Skiing.<br>B. Tennis.  | C. Swimming.<br>D. Golf.                                   |
| 10. A. Sick.<br>B. Nervous.  | C. Lonely.<br>D. Good.                                     |

## Section II Situational Dialogues

### Dialogue 1

**Directions:** You will hear a dialogue about ordering food. Listen to this dialogue and then decide whether the following statements are true or false. Write "T" for true and "F" for false.



- ( ) 1. The conversation probably takes place at a restaurant.
- ( ) 2. The two persons are the guest and the host.
- ( ) 3. The man wants to have one spring roll and the chicken with white rice.
- ( ) 4. The man would like to drink ice water with orange.
- ( ) 5. The man would like to drink lemon juice.

### Dialogue 2

**Directions:** You will hear a dialogue about shopping. Listen and choose the best answer.



- 1. A. She is doing her work.  
B. She is doing some shopping.  
C. She is talking with her friend.  
D. She is discussing a question with her classmate.
- 2. A. She is looking for her missing clothes.  
B. She is looking for some formal dress.

- C. She is looking for her friend.  
D. She is looking for some informal dress.
3. A. Deep red. B. Deep blue.  
C. Light blue. D. Navy blue.
4. A. The shirt is too small. B. The texture of the shirt is too rough.  
C. The style is too old-fashioned. D. It is too expensive.
5. A. Because of the color. B. Because of the material.  
C. Because of the style. D. Because of the size.

## Section III Theme-based Listening

### Words and Expressions

triple /'tripəl/ v. (使) 成为三倍  
Clean Air Act 大气污染防治法  
sulfur /'sʌlfə/ n. 硫磺  
dioxide /daɪ'ɒksaɪd/ n. 氧化物  
hike /haɪk/ n. 上涨

**I. Directions:** You will hear a passage about the coal use and power plant. Listen to this passage and then decide whether the following statements are true or false. Write "T" for true and "F" for false.

- ( ) 1. Old coal-fired power plants provide half of this country's electricity.  
( ) 2. Since the Clean Air Act was enacted, with the increased economic growth and energy use, air quality has improved quite dramatically.  
( ) 3. The power companies are under the pressure of cleaning up emissions only.  
( ) 4. A plant that spends millions on clean-air equipment usually charges customers more.  
( ) 5. The more efficient and clean-burning a plant is, the less money it costs to operate.

**II. Directions:** Listen to the passage again and fill in the blanks.

1. While coal use is up, overall emissions from these plants \_\_\_\_\_.  
2. Since the Clean Air Act was enacted, air quality has \_\_\_\_\_ in the U.S. over about \_\_\_\_\_.  
3. Power companies are under pressure, \_\_\_\_\_ emissions, \_\_\_\_\_.  
4. One scrubber to reduce sulfur dioxide emissions that create acid rain can \_\_\_\_\_ to install.  
5. \_\_\_\_\_ and clean-burning a plant is, \_\_\_\_\_ it costs to operate.



## Section IV News Report

### Words and Expressions

venue /'venju:/ *n.* 举办地点, 会场, 举行场所

Colosseum /,kɒlə'siəm/ *n.* 古罗马圆形剧场 (建于公元80年, 耗时5年, 至今大部分尚存)

Taj Mahal 泰姬陵

Incan /'ɪŋkən/ *adj.* 印加文化的, 印加族 (语) 的

Machu Picchu 马丘比丘: 一个古代印加人的堡垒城市

Redeemer /rɪ'di:mə/ *n.* 耶稣基督, 救世主

pyramid /'pɪrəmid/ *n.* 金字塔, 叠罗汉

beat out 胜过 (对手), 压倒

nominate /'nɒmɪneɪt/ *v.* 提名, 推荐, 任命, 命名

Easter Island 复活节岛

the Acropolis 雅典卫城

the Kremlin 克里姆林宫

break dancing 霹雳舞

Yucatan /,ju:kə'tæ:n/ *n.* 尤卡坦半岛, (墨西哥的) 尤卡坦州

Mayan /'maɪjən/ *adj.* 玛雅人的, 玛雅语的; *n.* 玛雅人, 玛雅语

Mediterranean /,medɪtə'reɪniən/ *n.* the Mediterranean 地中海; *adj.* 地中海的  
the Great Pyramids 大金字塔。开罗西南十公里处的吉萨区 (Giza) 有三座很大的金字塔, 分别是胡夫金字塔、哈夫拉金字塔和孟考拉金字塔, 一般统称为大金字塔 (the Great Pyramids)。

monument /'mɒnjumənt/ *n.* 遗迹, 遗址, 天然胜地, 纪念碑

