

新编 大学英语泛听

New Extensive Listening for College Students

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外语教学与研究出版社
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前言

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，使他们在今后的学习、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的能力，提高综合文化素养，以适应我国的社会发展和国际交流的需要。

《新编大学英语泛听》的编写结合大学英语教学改革实践，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，将语言文化知识认知与交际技能训练相结合，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。

《新编大学英语泛听》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。《新编大学英语泛听》的一、二册由资深外籍专家和专业技术人员共同录制，其语音纯正，音质清晰，语速和间隔设计严谨，有助于学习者对听力水平的训练和提高。《新编大学英语泛听》的三、四册大量使用了原汁原味的语音素材，通过真实实用的语言输入，为学习者用地道的英语表达思想打好坚实基础。同时，《新编大学英语泛听》在编排上，充分考虑了学生为达到一般要求和较高要求的分层需要，在总体难度梯度上做了适当控制，留有一定的跨度空间。

《新编大学英语泛听》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、法律、科技等方方面面；二是形式“泛”，包含简短对话、情景对话、短文、新闻报道、人物访谈、学术讲座、电影、电视剧片断等，以及各种形式的练习；三是适用范围“泛”，它可用于课堂教学，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《新编大学英语泛听》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学生和其他英语自学者。

《新编大学英语泛听》的编者们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。

《新编大学英语泛听》编委会

2012年5月

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Unit One

LEARNING



Part I Lead In

Directions: Listen to the passage and think about the questions.

I'm John Williams, an English teacher. I've started a website (网页) to help you improve (改善, 改进) English listening and speaking skills as quickly as possible (尽快地). My online lessons take just 5-10 minutes each day to complete. You can download (下载) the sound files (文件) to your computer and take your lessons again any time. My online English course is easy, cheap and quick to improve your English speaking, listening and conversation skills.

Every day, you'll learn some new English vocabulary. And you'll feel more confident (有信心的, 自信的) in English learning. I always make sure my online English lessons are short, interesting and easy to remember. My idea of learning English is that it's best for you to learn a little each day and remember it clearly.

1. What are the advantages of online learning?
2. What are the differences between online learning and classroom learning?
3. If you have tried online learning, would you please talk about your online learning experience?

Part II Micro Conversations

Directions: Listen to the following ten conversations and then match the expressions given with the choices of each exercise according to the context.

1. on the tip of my tongue
 - A. The woman forgot to call Prof. Smith.
 - B. The woman forgot where she put the number.
 - C. The woman claimed her memory was very good.
 - D. The woman knew it but couldn't remember it at the time.
2. to make ends meet
 - A. He doesn't want to end his life.
 - B. He doesn't want his birthday party to end.
 - C. He doesn't have enough cash to buy what he needs.
 - D. He doesn't have any cash to make a phone call to his parents.

3. not have the heart to do something
 - A. She feels impolite to say no to him.
 - B. She feels sorrowful to say no to him.
 - C. She feels regretful to say no to him.
 - D. She feels nervous to say no to him.
4. to get someone on his nerves
 - A. He feels exams are getting easier.
 - B. He feels exams are becoming tougher.
 - C. He feels exams are starting to annoy him.
 - D. He feels exams are helping him to learn something.
5. to learn one's lesson
 - A. Larry has forgotten something in life after he was almost kicked out of school.
 - B. Larry has experienced something in life after he was almost kicked out of school.
 - C. Larry has missed something in life after he was almost kicked out of school.
 - D. Larry has learned something in life after he was almost kicked out of school.
6. to bite one's tongue
 - A. He bit his lip to show his anger.
 - B. He forced himself to keep quiet.
 - C. He opened his mouth to show his tongue.
 - D. He was so angry that he swallowed his tongue.
7. to make one's blood boil
 - A. When he is waken up by that music, Sam feels very easy.
 - B. When he is waken up by that music, Sam feels very angry.
 - C. When he is waken up by that music, Sam feels very happy.
 - D. When he is waken up by that music, Sam feels very irritated.
8. knots in one's stomach
 - A. Steve feels very sure of himself.
 - B. Steve feels very proud of himself.
 - C. Steve feels unpleasantly nervous.
 - D. Steve feels physically comfortable.
9. to lose one's cool
 - A. to lose one's weight and fat
 - B. to lose one's face and dignity
 - C. to lose one's temperature and heart rate
 - D. to lose one's calmness and self-control



10. a wealth of

- A. Prof. Peter Wang is experienced.
- B. Prof. Peter Wang is wealthy.
- C. Prof. Peter Wang is kind-hearted.
- D. Prof. Peter Wang is warm-hearted.

Part III Situational Dialogs

Dialog 1

Words and Expressions

tuition *n.*
summer session

学费
夏季班

Exercise 1

Directions: Listen to the dialog between Kate and Henry about their daughter's tuition fee and write down the answers to the questions.

1. What are Kate and Henry talking about at the beginning of the dialog?
_____.
2. What is the probable relationship between the two speakers and Linda?
_____.
3. According to the dialog, are there only two semesters on the university calendar?
_____.
4. Why does Linda want to work in the summer?
_____.
5. What does the father hope his daughter will do next year?
_____.

Exercise 2

Directions: Listen to the dialog again and supply the missing words according to what you have heard.

Kate: Henry, we owe the university _____ dollars for Linda's tuition.

Henry: We have paid them, haven't we?

Kate: We paid them for the last semester. They sent us a _____ for the new semester.

Henry: Luckily there are only two semesters a year.

Kate: Well, Henry, there's the summer _____.

Henry: Does Linda plan to go to summer school?

Kate: No, she wants to work in the summer and save some money as _____ money for the new semester.

Henry: That's good. Maybe she can _____ and pay the university some of her tuition next year.

Dialog 2

Words and Expressions

transfer *vt. & n.*

调动

promote *vt.*

提升, 晋级

Chicago

芝加哥 (城市名, 美国中西部)

Martha

玛萨 (人名, 女)

Exercise 1

Directions: Listen to the dialog about the recent changes in Larry's office and choose the best answer from the choices given below.

1. Which state has the man been to?
 - A. The State of New York.
 - B. The State of California.
 - C. The State of Pennsylvania.
 - D. The State of Illinois.
2. Which of the following is most likely UNTRUE?
 - A. The man went to Chicago for business.
 - B. The man went to Chicago for holiday.
 - C. The man went to Chicago for conference.
 - D. The man went to Chicago for sales promotion.
3. When did they make the changes in office?
 - A. Before the man left for Chicago.
 - B. While the man was on his way back from Chicago.
 - C. While the man was still in Chicago.
 - D. Not until the man came back from Chicago.



4. Why did Martha move to downtown?
 - A. She wanted to be closer to her new home.
 - B. She did not get a new office around here.
 - C. She was promoted to a new position.
 - D. She did not want to go to Chicago.
5. What has happened to the woman speaker?
 - A. She was given a new office.
 - B. She was transferred as well.
 - C. She was promoted like Martha.
 - D. She was moved to downtown.

Exercise 2

Directions: Listen to the dialog again and decide whether the following statements are true (T) or false (F).

- () 1. Larry has just been back from Chicago.
- () 2. Martha was transferred to Chicago last week.
- () 3. Larry will be transferred to the main office downtown.
- () 4. Linda was promoted and given a new office.
- () 5. Larry doesn't know where his office is at this moment.

Part IV Short Passages

Passage 1

Words and Expressions

Sussex

苏塞克斯（地名，英格兰南部）

Exercise 1

Directions: Listen to the passage about the English language and choose the best answer from the choices given below.

1. What function does English perform when used as an official language?
 - A. Administration.
 - B. Business.

- C. Commerce.
D. Industry.
2. How do people feel if they do not have the ability to use English?
A. Good.
B. Not so good.
C. Respected.
D. Not so respected.
3. According to the passage, English can be used as a symbol of _____.
A. individual identity
B. social connection
C. neither A nor B
D. both A and B
4. According to the passage, which of the following groups of people find English a difficult language to learn?
A. Infants born into English-speaking communities.
B. Students learning abroad.
C. Some non-native speakers of English.
D. People who are bilinguals.

Exercise 2

Directions: Listen to the last part of the passage again and fill in the blanks with the exact words you have heard.

You also examine the different _____ of English and come to understand how it is used as a symbol of both individual identity and social connection. You develop a thorough and detailed _____ of the complicated structure of the language. Why do some non-native speakers of English claim that it is a difficult language to learn, while _____ born into English-speaking communities learn their language before they learn to use forks and knives? At the University of *Sussex*, you are introduced to the nature and _____ of English in all its aspects. This includes the study of sound structures, the formation of words, the sequencing of words and the _____ of meaning, as well as examination of the theories explaining these aspects of English usage. You are encouraged to develop your own individual _____ to various practical and theoretical issues, which are raised by studying how speakers and writers apply English to a wide range of purposes.



Passage 2

Words and Expressions

seminar <i>n.</i>	研讨会
academic <i>adj.</i>	学术的, 学术性的
framework <i>n.</i>	框架
confidence <i>n.</i>	信心
in advance	事先, 提前

Exercise 1

Directions: Listen to the passage about how a seminar differs from a lecture and write down the answers to the questions.

1. What is mainly discussed in this passage?

_____.

2. How is a seminar different from a lecture?

_____.

3. How many students usually attend a seminar?

_____.

4. What is the role of a professor or a lecturer in a seminar?

_____.

5. What does a student have to do before he gives a presentation?

_____.

Exercise 2

Directions: Listen to the third part of the passage again and supply the missing information according to what you have heard.

One could start his seminar by introducing his topic—using a phrase like “_____” —and then his topic. It’s important to have a clear organization in his seminar. He must list his points and make it clear that he’s giving a main point. He must make it clear that he’s giving examples and make it clear when he’s finished one point and is moving on to another—by using phrases like “_____” or “now I’d like to talk about”. In the end, he should give a conclusion and a summary of his main points. If he uses this basic framework for a seminar, he’ll find himself gaining much more confidence and _____ in front of others.

Part V News Report

Words and Expressions

netizen <i>n.</i>	网民
catchphrase <i>n.</i>	流行语, 广告用语
forum <i>n.</i>	论坛
neologism <i>n.</i>	新词, 旧词新义
jargon <i>n.</i>	术语, 行话
trendiness <i>n.</i>	时髦
antonym <i>n.</i>	反义词
episode <i>n.</i>	(电视连续剧或广播剧的) 一集
Chinese-dubbed <i>adj.</i>	中文配音的
homophone <i>n.</i>	同音异形异议词
predecessor <i>n.</i>	(被取代的) 原有事务, 前身; 前任, 前辈
Mop Web	猫扑网 (网站名)

Exercise 1

Directions: Listen to the news report about Chinese Internet catchphrases of 2010 and choose the best answer from the choices given below.

- When was this news report written, according to the news story?
 - Early 2011.
 - At the very end of 2010.
 - A quarter before the end of 2010.
 - Less than two months before the end of 2010.
- What part of speech (词性) can “geili” best be accepted, according to the report?
 - An adverb.
 - An adjective.
 - A pronoun.
 - A conjunction.
- According to which of the following has “geili” been transformed into “gelivable”?
 - Meaning.
 - Spelling.
 - Floating.
 - Sounding.



4. Which of the following words is the best antonym of “gelivable”?
 - A. unforgettable
 - B. unbelievable
 - C. ungelivable
 - D. uncomfortable
5. Which of the following pairs is NOT homophone (同音异形异议词)?
 - A. sea/see
 - B. Wales/Whales
 - C. grease/Greece
 - D. trap/trip

Exercise 2

Directions: Create a conversation on your own about Internet catchphrases by using the following patterns.

Student A: Hi, Xiao Qin. Do you often surf/visit _____?

Student B: Yes, almost _____.

Student A: Have you noticed many _____ on the Internet?

Student B: Of course. Those words/phrases/expressions are called catchphrases, meaning very _____ terms used by netizens, then accepted by people.

Student A: Could you give me some examples?

Student B: Sure. One example is “geili”. The literal meaning is to “give power or giving power”. The real meaning is to describe something or someone as _____.

Student A: How interesting! That explains why I often hear people say “geili”. How about “bugeili”?

Student B: “Bugeili” means _____ is very dull or boring. “geili” and “bugeili” have even been transformed into English words as “_____” and “_____”.

Student A: What you told me is very gelivable. Thanks a lot.

Student B: Don’t mention it. Let’s be gelivable instead of ungelivable every day.

Part VI Activities

Tongue twister: Read the following sentences loudly and as quickly as possible. At the same time, try to figure out their meanings.

1. Never trouble trouble till trouble troubles you.
2. I think that that that that student wrote on the blackboard was wrong.

3. He never saw a saw saw a saw.
4. The cat catchers can't catch caught cats.
5. Betty beat a bit of butter to make a better batter.

Part VII Music Appreciation

Please Stay

*If I got on my knees
And I pleaded with you
Not to go
Would you leave me alone
With my tears
Knowing I need you so
Would you still
Turn and go*

*This time be different
Please stay
Don't go please stay
I loved you before
I even knew your name
I wanted to give you
My heart*

*But when you came back
After leaving me one time
I knew
That the heartaches would start
If I called out your name like a song
That was written for you
You alone
Would you still
Hurt my pride
Oh, hey, how I cried
This time be different
Please stay
Don't Go Please stay
Don't Go
Please stay*