

21 世纪大学公共英语教材

Authentic English Listening for Advanced Students

大学英语高级听力教程

吴 耘 编著

北 京 大 学 出 版 社
北 京

图书在版编目(CIP)数据

大学英语高级听力教程/ 吴耘编著. —北京: 北京大学出版社, 2004 1
(21 世纪大学公共英语教材)
ISBN 7-301-06470-5

I . 大… II . 吴… III . 英语-听说教学-高等学校-教材 IV . H319 .9

中国版本图书馆 CIP 数据核字 (2003) 第 070237 号

书 名: 大学英语高级听力教程

著作责任者: 吴 耘 编著

责 任 编 辑: 范一亨

标 准 书 号: ISBN 7-301-06470-5/ H · 0883

出 版 者: 北京大学出版社

地 址: 北京市海淀区中关村 北京大学校内 100871

网 址: <http://cbs.pku.edu.cn> 电子信箱: zpup@pup.pku.edu.cn

电 话: 邮购部 62752015 发行部 62750672 编辑部 62765014

排 版 者: 兴盛达打字服务社

印 刷 者:

经 销 者: 新华书店

787 毫米×1092 毫米 16 开本 8.75 印张 224 千字

2004 年 1 月第 1 版 2004 年 1 月第 1 次印刷

定 价: 20.00 元(含 MP3 盘 1 张)

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前 言

本书是一本中高级英语听力教程,专门为非英语专业硕士研究生和通过了全国大学英语四、六级考试的学员而设计和编写的,同时,也适合准备到英语国家进修、学习的人员使用。

本教程的设计和编写,在充分考虑大学生和研究生实际英语水平和学位考试需要的同时,更多地注意到了锻炼和培养学生的英语应用能力。因此,它不仅仅是为了帮助学生通过各种各样的水平考试,而是着眼于强化他们对各种实际场景中英语的语感,尽量帮助他们克服真实生活中的英语听力障碍,有效地提高他们英语听力的流畅程度,为他们将来参与各种国际交往和交流,特别是学术交流打下坚实的基础。

基于上述考虑,结合自己十几年来在南京大学从事研究生英语听力教学的经验,编者在教材结构的设计、教学进度的安排和教学材料的选择上都做了一定的尝试和创新。首先,每个单元内容的安排有着统一的规范性,方便教学;其次,每个单元材料的选择着重突出多样性和真实性,基本选编自本人多年积累的听力文献素材库;最后,无论内容的安排还是材料的选择都紧紧地围绕着提高学生英语实际听力能力这一目的。因此,本书既是一本中高级英语听力教材,更是一本实用英语听力课本。

本教材按类型分成十四个单元,每个单元包括三部分:热身练习(Warming-up Exercise),正文(Lecture, Talk, Science Report, Interview, News Report, Speech, etc.),听力扩展(Listening Expansion)。下面对各部分略做说明:

1. 热身练习(Warming-up Exercise)

这部分练习一般由六至八个独立的小短段组成,信息量较大,内容和本单元的正文部分有一定的联系。设置的听力任务难度适宜,目的是激活学生相关的听力词汇和已有的知识储备,使学生进入良好的听力状态。

2. 正文(讲课,讲话,科普报告,采访,新闻报道,演讲)(Lecture, Talk, Science Report, Interview, News Report, Speech, etc.)

这部分是每个单元的重点,涉及多种类型的听力材料,如以理解时间顺序为训练侧重点的历史事件篇和历史人物篇;以理解概念、定义为训练侧重点的科普报告;以理解分类为侧重点的讲课;以理解产品制作过程为练习重点的讲解;以侧重事物比较的篇章;还有人物采访篇、新闻报道篇、美国总统演讲篇。

学生在练习前,可参考书中提示的有针对性的听力策略,将这些技巧运用到本单元的听力过程中,提高自己的听力理解水平。

这些听力材料有的是以自然语速非常清晰地朗读的;有的则选自实况场景。不论是哪一种形式,都是以培养学生听力的连贯性和流畅性为目的,帮助学生扩大听力词汇,增加对各种句型的听力灵敏度。同时,这些材料也能开阔学生的视野,扩大知识面。每篇听力材料后,有不同形式的测试题,这些题目既检查学生对听力材料的总体理解,也引导学生对细节的留意。

3. 听力扩展(Listening Expansion)

听力扩展部分是对第二部分听力技巧的巩固,是对正文内容的扩展和延伸,语速较第二部

分快,具有一定的难度。所有材料均经过精心挑选,来自真实场景,语言纯正、流畅、地道。如第一课的正文内容是历史上庞贝城因火山爆发而毁灭以及后来又被发现挖掘的故事,听力扩展材料则是历史学家在庞贝城遗址进行实地介绍。

4. 书末的听力文本(Tapescript)由于篇幅有限,略作删节;删节的部分请参考正文原文和练习答案。

本教材在南京大学研究生院的试用过程中,得到学生和教师的配合、支持和肯定。在此,感谢支持这一教材编写和使用的研究生院领导和有关师生。此书能够较快地与读者见面,是与本书责任编辑范一亭先生高效率的工作分不开的,在此,深表谢意。

教材编写是一项复杂、细致的工作,仅以我个人绵薄之力,难免挂一漏万,出现疏忽,还请所有使用本书的老师和同学们不吝赐教。所有的批评建议请寄至南京大学大学外语部(210093)。

吴 耘

2003 年 9 月于南京大学

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Unit One

Part I Warming-up Exercise

Training focus: Listening with tasks

Hints on listening

Listening with tasks

Unsuccessful listening happens when the learners equate “listening” with sitting back and letting a largely meaningless sequence of sounds wash over them. On the other hand, a successful listener listens with a specific purpose in mind. You ask yourself what you’re listening for. Are you listening for general understanding of the whole lecture or conversation? Or are you listening for specific information? Listening with tasks helps you to be more attentive in the listening process and you will become a more efficient listener.

Directions: You are going to hear 8 historical facts. For each fact there is a question or a listening task. Listen for the relevant information and finish the following tasks and questions briefly. The first one has been done for you.

1. The King of England who couldn’t speak English.

Question: Why couldn’t this king speak English?

He was born and brought up in Germany and never learned to speak English.

2. World War I had a different name.

Question: What was World War I originally called?

3. Napoleon not French; Hitler not German; Churchill only half British.

Question: What was the background of each of them?

4. What if Churchill had retired at sixty-five?

Question: What if Churchill had retired at sixty-five?

5. People aged 582 years in one night.

Question: What was the cause of this funny phenomenon?

6 . ome things never change .

Listening task: List some of the things that never change .

7 . apoleon never met his waterloo in Waterloo .

Question: Where did Napoleon meet his final defeat ?

8 . xperts can be wrong too .

Listening task: Experts can not always give right predictions . List some of the wrong predictions they have made .

Part II Lecture

Pompeii



A . Training focus: Identifying events told in chronological order

Hints on listening

Focusing on chronology

Chronology is a way of telling something in the order in which it happened . Most of the historical events and the stories of historical figures are told in chronological order, i . e . , they are related in the order in which they happened . When we listen to these stories or events, we

should listen for dates and time expressions, such as “ 79 A .D .”, “ for about three days ”, “ as time went by ” in this lecture . These time expressions and dates will help us to understand the sequence or order of events .

B . Preview of vocabulary

Study the following new words and statements . Familiarize yourselves with the sounds of the words and their definitions . This will help you to understand the lecture better .

metropolitan constituting a large urban area

Today many people live in *metropolitan* areas .

Bay of Naples 那不勒斯湾, 位于意大利南部

Pompeii was located on the *Bay of Naples* .

Mount Vesuvius 维苏威火山, 位于意大利南部

The city of Pompeii was at the foot of *Mount Vesuvius* .

cinders ashes

It lay undisturbed beneath heaps of ashes and *cinders* .

archeologist scientists who study ancient cultures through remains

Archeologists began to dig in the area .

excavations digging for objects of archaeological interest

Soon *excavations* were undertaken .

air raid air attack

Some of the ruins were badly damaged by *air raids* .

hermetic so tightly or perfectly fitting as to exclude the passage of air

seal tight or perfect closure

Ashes and cinders that accompanied the eruption formed a *hermetic seal* about the town .

plaster a mixture of lime, sand, and water

Liquid *plaster* was poured into some of the molds by the excavators .

C . Listening Tasks

Task 1 Initial listening

Listen to a talk about the destroyed city of Pompeii . Focus on how this ancient city was destroyed, forgotten and found . Notice the time expressions and what happened after each of them .

Task 2 Listening for specific information

Below is a list of events that took place in the lecture . Listen to the lecture again and write down the time expression for each of the events .

1 . _____, many rich Romans go to the mountains to escape the city

and heat .

2 . _____, a young boy visited his uncle in Pompeii .

3 . The eruption lasted _____ .

4 . _____, an Italian farmer uncovered a part of a wall of the ancient city of Pompeii .

5 . _____, much of the ancient city of Pompeii was uncovered .

6 . _____, several houses were found in one street, each with a balcony on the second floor .

Task 3 True or false

Listen to the talk and decide whether the following statements are true or false . If the statement is true, put a T on the line next to the number of the statement . If the statement is false, put an F on the line and make the correction .

_____ 1 . Rome was located at the foot of Mt . Vesuvius .

_____ 2 . Most of the people of Pompeii were able to flee the city and to escape death .

_____ 3 . Pompeii was buried under twelve feet of volcanic ash .

_____ 4 . Pompeii lay buried and forgotten between 79 A .D . and 1748 .

_____ 5 . The Italian farmer was looking for treasure when he discovered the ancient city .

_____ 6 . New discoveries continued to be made throughout the 19th century and into the 20th .

_____ 7 . All the city remains have been excavated .

_____ 8 . The remnants of all the victims of the disaster were found in the ruins of Pompeii .

Part III Listening Expansion

The City of Pompeii

Task 1 Preview of vocabulary

You are going to hear someone talking about Pompeii in the documentary *Ancient Rome* . Before listening, work in pairs or groups and look at the words or phrases below . Use a dictionary to check any unknown vocabulary .

nestle

a resort town

soak up the sun

balmy bay breezes

antiquity

chariot

exotic spices

takeout food

takeaways

staples

ferment

sawdust

fresco

miniature

tiles

cement

Task 2 Listening for specific information

Listen again and fill in the table with the relevant information you hear . The first example is written out for you .

1 . The life of the citizens of Pompeii	a hectic and prosperous life
2 . The transportation vehicle in Pompeii	
3 . Where did the citizens get fresh bread ?	
4 . Where could a citizen have a quick snack ?	
5 . What is a thermopolis ?	
6 . What were the Roman staples ?	
7 . What is “ garum ”?	
8 . How was a Roman’s wealth reflected ?	

Unit Two

Part I Warming-up Exercise

Training focus: Listening for specific information

Directions: You are going to hear 8 facts about American presidents . For each fact there is a question or a listening task . Listen for the relevant information and finish the following tasks and questions briefly . The first one has been done for you .

- 1 . The amazing coincidence of presidential deaths on Independence Day

Listening task: Write down the names of these three Presidents .

John Adams, Thomas Jefferson, James Monroe .

- 2 . Did the US always have a President ?

Question: During which period did the US go without a President ?

-
- 3 . Tell the President he's not the President .

Listening task: On the election night in November 1916, many people thought Charles Evans Hughes was elected US President over Woodrow Wilson . Tell briefly what happened later that night .

-
- 4 . Roosevelt was the youngest President .

Listening task: List the other two young Presidents and their ages when they were elected .

-
- 5 . Kennedy, Lincoln similarities topped off as Kennedy is shot in Lincoln .

Listening task: List as many similarities as you can .

-
- 6 . Tom couldn't vote for son to be President .

Question: For how many years were American women ineligible to vote in presidential elections ?

-
- 7 . Washington never lived in the White House .

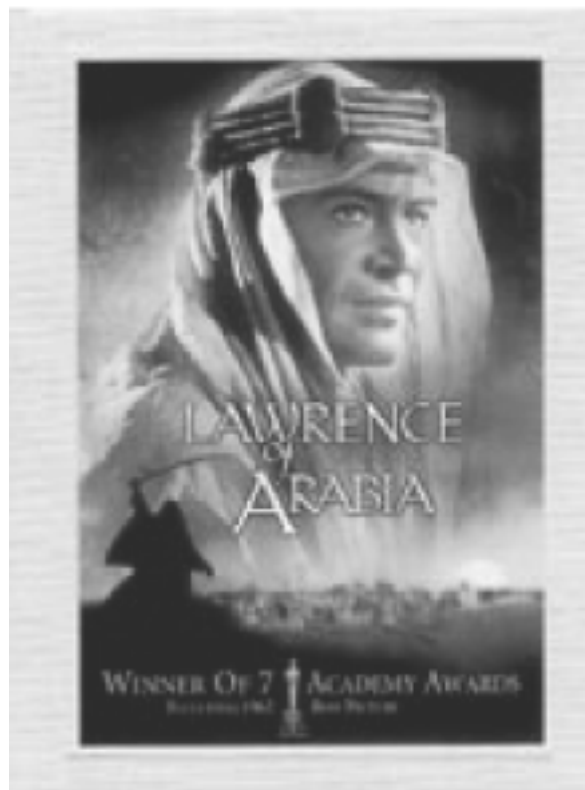
Question: Where did he live ?

8 . e ran for mayor and lost; he ran for President and won .

Question: Who is this man ?

Part II Lecture

T E . Lawrence: Lawrence of Arabia



A . Training focus: Listening and note-taking

Hints on listening

Concentrating through note-taking

If we listen passively to a lengthy lecture, our mind will often wander and our attention will lessen . We are sitting and listening, but that may be all we are doing; however, if we listen actively—that is, when we are listening and taking notes on what we are listening to—we have to pay more careful and constant attention to what is being said . That is because we are trying to transform what we hear into an understandable, abbreviated written form .

Most students find it hard to listen and write notes at the same time . It is difficult at first, but you will learn to do so with practice . In note-taking, you only write down the words that carry the most information . We call these words *content words* . While taking notes, you can use abbreviations and symbols to save time . You may develop your own symbols and abbreviations, but you must make sure they are not confusing . Here are some symbols that are often used in lecture note-taking .

= equals; is the same as; means
≠ does not equal; is different from; is not the same as
< is less than
> is greater than; is more than; is more important than

B . Preview of vocabulary

Study the following new words and statements . Familiarize yourselves with the sounds of the words and their definitions . This will help you to understand the lecture better .

intelligence section the branch of the army that collects secret information

Lawrence was assigned to the *intelligence section* of the British army .

weld join

He managed to *weld* the scattered Arab forces into a fighting unit .

guerrilla-type operate in small groups to harass and carry out sabotage

Lawrence and his Arab friends used *guerrilla-type* tactics .

sabotaging deliberate damaging or destroying

It was the *sabotaging* of the supply trains in Hejaz .

enlist enroll in military

tank corps military force using tanks

He *enlisted* in the Royal Air Force and later in the British *tank corps* .

pseudonyms false names

Both times he enlisted under *pseudonyms* .

seclusion the condition of being cut off from others

anonymity not being known or identified by name

In his later years, he sought *seclusion* and *anonymity* .

C . Listening tasks

Task 1 Initial listening

The lecture you're going to hear is the story of T .E . Lawrence's told against the background of the start and the finish of World War I . You'll get the general information about his life before, during and after WW I . The speaker uses certain words and phrases to tell the chronology of his life, words and phrases such as the following:

He was born on August 15, 1888, ...

When he was in college, ...

When WW I broke out in 1914, ...

At that time, ...

While fighting alongside the Arabs, ...

After WW I ended, ...

From 1921 to 1922, ...

On August 30, 1922, ...

Task 2 Listening for general information

You're going to listen to the lecture again and take notes this time . The lecture outline has been provided for you .

I . life before World War I

II . life during World War I

III . life after World War I

Task 3 Multiple-choice questions

In the following exercise, you will hear 8 questions . You're to pick up the right choices that answer the questions . You should refer to your notes when making your choices .

- 1 . a) In the summer of 1888 . (b) In the fall of 1888 .
(c) In the winter of 1888 . (d) In the spring of 1888 .
- 2 . a) From 1916 to 1917 . (b) From 1916 to 1918 .
(c) From 1916 to 1920 . (d) None of the above .
- 3 . a) The Arab . (b) The British .
(c) The Turkish . (d) None of the above .
- 4 . a) In the division of the Royal Air Force .
(b) In the intelligence section of the British army .
(c) In the Middle East Division of the Colonial Office .
(d) British delegation to the Paris Peace Conference .
- 5 . a) He returned to Arabia .
(b) He became an archeologist .
(c) He sought fame and glory .
(d) He enlisted in the Royal Air Force .
- 6 . a) In August, 1888 . (b) In August, 1922 .
(c) In March, 1923 . (d) In May, 1935 .
- 7 . a) He was almost 45 years old . (b) He was almost 47 years old .
(c) He was almost 49 year old . (d) He was almost 51 years old .
- 8 . a) As a hero and a saint . (b) As a confused and weak man .
(c) As a courageous leader of men . (d) All of the above .

Part III Listening Expansion

100 People in 1000 Years

Task 1 Listening for general information

You are going to hear a section from the documentary *100 People in 1000 Years*. The narrator introduced 100 influential people in the last one thousand years. All of the people are listed in countdown order. The following list contains eight of them, from No. 78 to No. 71. Match each name with the relevant information in the right column according to what you hear.

Isabella I	rebellion against the royal family
Thomas Hobbes	He freed Venezuela, Ecuador.
The Beatles	conducting "the underground railroad"
Gregory Pincus	the working class kids from Liverpool
Enrico Fermi	She bankrolled Christopher Columbus.
Princess Diana	the father of birth-control pills
Simon Bolivar	master of radioactivity
Harriet Tubman	rule of law

Task 2 Listening for details

What exactly has each of them done to make himself or herself an influential person? Listen to the recording again and take brief notes on what each of them did. You may use short phrases or abbreviations.

1. Isabella I

2. Thomas Hobbes

3. The Beatles

4. Gregory Pincus

5. Enrico Fermi

6. Princess Diana

7. Simon Bolivar

8. Harriet Tubman

Unit Three

Part I Warming-up Exercise

Training focus: Spot dictation

Directions: You are going to hear 8 facts about nature . Some words on the printed facts have been taken out . Listen carefully and fill in the words you hear .

1 . here is the highest mountain ?

The highest mountain known is not Mount Everest, nor is it _____ ! It is Olympus Mons on _____, and it's about _____ feet high—over three times as high as Mount Everest . Mount Everest, which is on the _____ of _____ and _____, is _____ feet high .

2 . ow do mountains and valleys form ?

Forces within the Earth _____ up the land to create mountains and to form valleys between the mountains . Sections of the earth's crust called _____ slowly _____ with each other . The impact makes the crust buckle and _____ where the plates meet, _____ mountains and valleys . The action is very slow, taking millions of years . Valleys also form slowly as rivers and glaciers _____ rock . Volcanoes, on the other hand, form quickly . A volcano grows as _____ pours from the ground and sets hard to make solid rock .

3 . ow fast do glaciers move ?

Glaciers are rivers made of ice . They move down a mountainside and over the _____ just as rivers do, but much more slowly . Most glaciers move only a yard or so every day, and many are even slower . The glacier _____ where it gets so warm that the ice _____, or it _____ the sea .

4 . hat sets off an avalanche ?

An avalanche is a sudden _____ of snow and ice down a mountainside . Avalanches are very dangerous because they can _____ and kill people . They happen when so much snow falls that the _____ of snow on the mountainside become too heavy and suddenly _____ and slide or fall down . Avalanches also happen in spring when the warm weather begins to melt the snow so that it _____ more easily . Earthquakes and even sudden _____ can also cause avalanches .

5 . hat makes a volcano erupt ?

When a volcano erupts, red-hot lava flows from the top and smoke and ashes