

# 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，汲取了一定量的语言素材，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。学生用书中有听力练习的生词表、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。

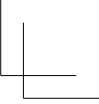
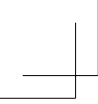
第4册中，每个单元的第一部分是一段讲座，第二部分是2-3段简明新闻，第三部分是两段较长的新闻报道。从第三册开始的听力技能训练在第四册中继续进行，形式上采用以第三部分新闻报道中的部分内容为素材的配套练习。第4册取消了听写练习，但是学生可以选用第一部分讲座中的任何段落来做听写训练。

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。

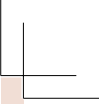
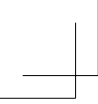
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## Section I

### Listening skills: An overview

Of the four skills for ESL students, listening is one of the “passive” skills along with reading. By “passive,” it means a skill that only requires the accurate “decoding” of messages as opposed to the producing skills like speaking and writing. However, the “passive” skill still requires an active involvement of the listener before he or she can fully understand and digest the messages conveyed. To achieve these goals, listeners must make both intellectual and practical preparations before listening. Intellectual preparation refers to one’s overall understanding of the subject matter to be discussed in the listening message while the practical preparation denotes a number of practical measures to better understand the message. First, intellectual preparation encompasses, but not limited to, the familiarity of the topic to be covered in the message. If a listener is fairly familiar with the subject matter, the listening process will be much easier for this particular listener than those who are not. In many cases, the level of difficulty of a message does not lie in the unacquainted words or expressions; nor does it depend on the speed of the speaker. It depends on the preconceived knowledge that a listener has of the subject matter. Let’s look at one sentence “Kobe Bryant beat the buzzer with a three-pointer to end the third quarter.” In this sentence, there seem no difficult words or expressions. But it may create problems for some listeners who are not familiar with the topic, which is basketball games or NBA games in particular. They may stumble at every other term or expression used in this sentence. Who is Kobe Bryant? What is “the buzzer?” What is the “third quarter?” But a listener who has been closely following NBA games, this sentence is just a piece of cake. This example shows the importance of getting familiar with the topic of the listening materials. So, to get familiar with the subject matter, one needs a “warm-up” session in which the listener needs to ask a series of questions:

- How much do I know of the subject matter?

- Is my knowledge adequate enough to comprehend the topic?
- If not, how much more knowledge should I acquire to familiarize myself with the topic?
- Are the words and expressions listed on the vocabulary list helpful for me to have a fair understanding of the message?

 **Listening skills: Practice exercise**

The passage you have just listened to is a widely circulated story in China. Its content may be familiar to many of you. Even if you may not read the story before, the moment you are associated with Effendi, the name of the main character in the story, with 阿凡提, the mental tension which was built up before listening may be drastically released; it is because you have preconceived knowledge which can easily predict how the story is going to unfold. In other words, part of your intellectual data base has already prepared you for the content of this listening piece. This is especially true for the listeners who have read the story before. Your listening experience is, therefore, a process of confirming what you have already known.

*Based on your listening experience of this passage, answer the following questions.*

1. Did you read the story before? If you did, when did you begin to recognize that this is a story you are familiar with?  
\_\_\_\_\_
2. When the name Effendi was mentioned, did you recognize it right away? Or did you catch it when the story unfolded?  
\_\_\_\_\_
3. When did you know what would happen at the very end of the story?  
\_\_\_\_\_
4. If you have not read the story before, does the cultural background, namely a story about a Chinese Muslim group, help you understand the story better?  
\_\_\_\_\_



## Section II

### Task 1

#### Vocabulary

beverage /'bevərɪdʒ/ *n.* 饮料

revenue /'revənju:/ *n.* 收益

#### Cultural Notes

##### Bloomberg billionaire's index

Bloomberg billionaire's index is an index *initiated by Bloomberg Businessweek*, a magazine owned by Bloomberg L. P., a private financial software, data and media company founded in 1981 by the current Mayor of New York City—Michael Bloomberg.

#### Listening Comprehension

##### ▶ Step 1: Listen for Main Ideas

Listen to the news about Wahaha company in China. Choose the best answer (a, b, or c) to complete each of the following statements.

- Wahaha sells \_\_\_\_\_.
  - soda, water and other canned fruit
  - soda, juice and other bottled drinks
  - soda, fruit and other bottled water
- Zong Qinghou founded the company \_\_\_\_\_.
  - 25 years ago
  - 22 years ago
  - last year

##### ▶ Step 2: Listen for Details

Fill in the missing details about Wahaha company.

- Wahaha is now the \_\_\_\_\_ beverage company in China.
- When Zong Qinghou founded the company, he had a loan of \$ \_\_\_\_\_.

3. According to Bloomberg billionaire's index, Zong Qinghou's net worth is \_\_\_\_\_ US dollars.

## Task 2

### Vocabulary

whopping /'wɒpɪŋ/ *adj.* 异常的

customize /'kʌstəmaɪz/ *v.* 量身定做

mayo /'meɪəʊ/ *n.* 蛋黄酱

nemesis /'nemɪsɪs/ *n.* 难以对付的敌手

pickle /'pɪkəl/ *n.* 腌菜

### Cultural Notes

#### 1. Wendy's

Wendy's is a fast food chain restaurant founded by Dave Thomas in 1969 in Columbus, Ohio in the US. It is the third largest fast food restaurant in the world following McDonald's and Burger King. Thomas, the founder, named the restaurant after his fourth daughter Melinda Lou "Wendy" Thomas.

#### 2. Drive-through

Drive-through is a type of service provided by business owners to their customers that allow them to conduct business transactions without leaving their automobiles. It first started in the US in the 1930s by banks and later was spread to other businesses such as fast food restaurants.

#### 3. Taco Bell

Taco Bell is a fast food restaurant in the US that serves Mexican food.

#### 4. Burger King

Burger King is a hamburger fast food restaurant in the US founded in 1953.

### Listening Comprehension

#### Step 1: Listen for Main Ideas

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

- ( ) 1. The drive-through speed test is conducted by an industry magazine.  
( ) 2. The winner of the test is Wendy's.

- ( ) 3. McDonald's is behind Burger King in the test.
- ( ) 4. The delay at Burger King is caused by customers.
- ( ) 5. According to the survey, Burger King is the worst at taking the orders accurately.

► **Step 2: Listen for Details**

Complete the following chart and fill in the average time customers have to wait for their drive-through orders at each store.

Fast food store	Average waiting time for each order
Wendy's	_____ minutes and _____ seconds
Taco Bell	_____ minutes and _____ seconds
Burger King	_____ minutes and _____ seconds
McDonald's	_____ minutes and _____ seconds

## Section III

### Task 1

#### Vocabulary

replica /'replɪkə/ *n.* 复制品

curator /,kjʊə'reɪtə(r)/ *n.* 掌管者

excerpt /ek'sɜ:pt/ *v.* 摘选

disinter /,dɪsɪn'tɜ:(r)/ *v.* 从坟墓中掘出

percussion /pə'kʌʃən/ *n.* 打击乐器

installation /,ɪnstə'leɪʃən/ *n.* 设备

epiphany /ɪ'pɪfəni/ *n.* 对事情真谛的顿悟

distill /dɪ'stɪl/ *v.* 净化, 提炼

pine away 憔悴, 衰弱

ensemble /ɒŋ'sɒŋblə/ *n.* 合奏

falsetto /fɔ:l'setəʊ/ *n.* 假声

## Cultural Notes

### 1. *The Peony Pavilion*

*The Peony Pavilion* is one of the “Four Dream Dramas” of the Kunqu opera written by Tang Xianzu (1550-1616) of the Ming Dynasty. It is a love story between Du Liniang and Liu Mengmei, and their amorous encounter takes place in a dream.

### 2. The Astor Court

The Astor Court is a Ming-Dynasty-style Chinese garden located in the Metropolitan Museum of New York City. It was created in 1981 by the expert craftsmen from China.

### 3. The Metropolitan Museum

The Metropolitan Museum is the largest art museum in the US located in New York City with more than two million works of art from Africa, Asia and Europe.

### 4. Period instruments

Period instruments are the music instruments that are restored or replicated according to their original versions. Those instruments, which may have been made hundreds of years ago, either become obsolete or have changed drastically. The purpose of using period instruments in a performance is to give the audience an “authentic feel” of how a piece of music was played when it was first performed with the original version of the instruments.

## Listening Comprehension

### ▶ Step 1: Listen for Main Ideas

Listen to the report about the performance of China's opera *The Peony Pavilion* in New York. Choose the best answer (a, b, or c) to complete each of the following statements.

1. Tan Dun, the Chinese composer, says that *The Peony Pavilion* was staged in a garden when it was written in 1598 because \_\_\_\_\_.
  - a. the opera was composed in a garden
  - b. there were no theaters in China then
  - c. Chinese operas always take place in a garden
2. The inspiration of adapting *The Peony Pavilion* to a garden opera came to the composer when \_\_\_\_\_.