
新视野大学英语（第二版）听说教程 3 原文及答案

Unit 1 Live and love

一、short conversations

1

W: I don't know what to say about your new girlfriend ~ she seems so cold, so distant.

M: Deep down, she's a loving person. The problem is that she didn't have a loving family like ours. So she doesn't know how to express love.

Q: According to the man, what is wrong with his new girlfriend?

2

W: You look at my father and see a tough man with a gun and blood on his hands. But I see him as a man who always provides for his family

Whoa, wait a minute. I didn't say anything of the sort, (admire your father a lot.

Q: What does the man think about the woman's father?

3

W: You know, I never understood why my parents kept giving second chances to my brother. He never does right by them.

M: Then you don't understand the nature of love. Love means never quitting on the one you love.

Q: What does the woman NOT understand?

4

W: If only I had more money, I would buy my parents everything they wanted.

M: That's a very nice thought, but it's really not necessary. Visit them more. That should be enough for them.

Q: What should the woman do for her parents?

5

W: Excuse me! Have you already started class? Or am I on time?

M: I've already begun the lesson. We're talking about the meaning of love. Please take your seat.

Q: What is the topic for the class?

6

W: Some learn from their parents, some from their friends ...but if a person has never learned about love, his life is a waste.

M: I agree whole-heartedly. Thankfully, I learned about love from my parents at an early age. Q:

What are the speakers talking about?

W: It's 10 o'clock! You're late again! I just don't know what to say anymore.
M: Sweetheart, love, darling, you should know that my being late has nothing to do with my love for you. Try to understand me.
Q: What can we infer from the conversation?

W: Sometimes I'm glad our mother isn't alive. I think if she could see the person I've become, she'd really be disappointed.
M: Mom had a lot of love for you. If she were here now, she wouldn't judge you that way. She just would've been happy to see her kids and help them when she could.
Q: According to the man, what would their mother NOT have done if she were alive?

9

M: Pardon me? Um, why don't you teach us anything about love in class?
W: Well, love is important, but it's not a good topic for the classroom. You should learn about love from your parents or grandparents.
Q: What is the probable relationship between the two speakers?

10

W: I've been thinking about how I could teach my children to be more loving.
M: Sounds like a job for you and your husband. How about I give you some vacation time? You could take a family trip and talk more with your kids.
Q: What is the probable relationship between the two speakers?

二、long conversation

M: Sometimes I really don't understand you. You are often rude to our children, you never play with them, and you rarely say you love them. This isn't how parents are supposed to act. Where did you learn such behavior?
W: Hey! I don't think I've treated them any differently than my parents treated me and my sisters!
M: So that's where you learned it... from your parents?
W: My parents were good. They raised three children.

M: From what I can see, they didn't teach you how to be a loving person. What is going to happen to our kids? If you keep treating them poorly, they're going to grow up to be just like you.
W: Listen, there's a lot that I can learn about being a good mother, but I still think I'm doing a good job. Look at our kids. They're already kind and loving people. And I don't think you have any reason to worry.

1. What are the two speakers talking about?
2. According to the man, what's wrong with the way the woman treats her children?
3. According to the man, what didn't the woman's parents teach her?
4. What does the woman think?

5. What is the probab[e relationship between the two speakers?

二、 passage

All parents want to raise a happy, successful and loving child, but there is little agreement about how best to reach this goal. Over the years, parents have tried dramatically different ways. They have put their baby on a schedule, or they have fed on demand; they have let their baby cry himself to sleep, or they have picked him up as soon as he cried; they have given their child whatever he wants, or they have taught him to get everything through his own efforts. These contrasting parenting strategies arise from quite different views of the nature of children and childhood and the roles of parents. Some parents view their child as naturally social. To them, their job is to allow him the space to succeed. Others think that their child should be taught how to act. There are probably positives and negatives to each method.

None of them guarantees that your child will become the loving individual you want him to be. But some things are certain - a child will be more likely to be loving if you show him love, more successful if you give him examples of success, and happier if you are happy.

1. What is this passage about?

2. What do parents NOT agree upon?

3. Why do parents have different methods for raising children?

4. How will a father raise his child if he believes his child is naturally social?

5. What can we be certain of?

Unit2 Step up to better health

一、 short conversations

1.

W: Wow! Your food looks great! What have you been doing to make it so good?
M: I've been lifting weights. I really feel great. Strange, but it hardly took any time at all before I started seeing improvements in my body.
Q: What has been happening?

2.

M: Can you help me open this bottle? Someone put the cap on too tight.
W: Sure thing! Umm ...there! Hey, that wasn't too tight at all! You really need to work out a little more and build up your strength!
Q: According to the woman, what is the man's problem?

3.

M: I just don't know what I'm going to do about my energy level! No matter what I do, I always feel tired!
W: Here's an idea: Since you've already been exercising a lot with no result, maybe you can

change your diet.

Q: According to the woman, what should the man do?

4.

M: I'd really like to begin an exercise program, but I simply don't know how to begin W: I've spoken to a doctor about it He told me: Start off with a little bit of running and then do more and more every day.

Q: What does the woman recommend?

5.

M: I've been feeling terrible lately. Do you think exercise could help me?

W: I can't say for sure. It probably wouldn't hurt, but exercise can't cure all of your problems Q: What does the woman mean?

6.

W: You always do so well in your classes! How do you make it?

M: Running gives me energy to stay up late into the night. This allows me to study more. Do the same and run with me tomorrow!

Q: What does the man recommend?

7.

M: There's a strange limp in your walk. Did you pull a muscle or something?

W: Nah, I just feel a bit tired from all of the exercise I've been doing at the gym. I'll return to normal in just a moment

Q: What is wrong with the woman?

8.

M: Have you seen how much weight Angela has put on? Why do you think she stopped exercising and started eating such unhealthy foods?

W: It's a sad story. Her parents got divorced, and now she's totally ignored her health. Q: What is the conversation about?

9.

Man: Hello? Are you the person I talked to on the phone about checking in for an appointment?

Woman: Just sign your name on this piece of paper, and the doctor will see you as soon as he is free.

Q: Where does the conversation possibly take place?

10.

W: I've been so very worried, and I don't have a clue as to why I've been so sick.

M: Try not to worry too much. Do some running, see me in a week, and let me know if things change. I'll run some tests on you if you're still not feeling well.

Q: What is the probable relationship between the two speakers?

、 long conversation

M: Hey! Hold up! Can you spare a minute?

W: Ugh, do you think you can make it quick?

M: fH only need a minute, and then you can return to your run.

W: Fine, whafs up?

M: Ma and Pa asked me 怕 talk to you about all the exercising you've been doing. They told me I could find you here at the school track.

W: So what of it?

M; They think you've been doing a bit too much.

W: You know what the doctor said – if I don't get active, I could die of a heart attack.

M: Yeah, but I don't think he meant for you to do so much. You should take it slowly Maybe you could build an exercise program that becomes more and more difficult as time goes by.

W: Is that what your doctor said?

M: No. ft's just common sense. Everyone knows you shouldn't overwork yourself when you start exercising.

W: Thanks for the concern. But tel! Ma and Pa that DI be fine with what rm doing.

1. What are the speakers talking about?
2. What is the woman doing when the man calls out to her?
3. What are the woman-s parents concerned about?
4. How can the man be so sure of his opinion about exercise?
5. What is the probable relationship between the two speakers?

二、 passage

It is very important to exercise. Many studies have shown that regular activity and exercise can improve overall health substantially Exercise reduces the risk of heart disease by up to 35%, stroke by about 28%, certain cancers by 20% and more, and high blood pressure by an amazing 52%. Exercise can also help you to build heafthy bones and musc^es, Athletes must do physical training on a regu[ar basis to increase their level of performance ☐ Exercising includes walking, running, biking, and plenty cf other activities as well My advice would be to pick something you enjoy doing and wouldn't mind pursuing on a regular basis. Then, you must stick to a schedule. Ybu can even pick a few different activities to mix things up and keep it interesting. Also d always stretch before physical activity! This is very important as you do not want to pull muscles. Most importantly, to keep a healthy body you must stayACTA/E!

1. What is this passage about?
2. What effect does exercise have on preventing heart disease?
3. Why must athletes exercise?

4. What does the speaker recommend?

5. Why is stretching necessary before you start exercising?

Unit3 Ways to win

一、 short conversations

1

W: The President has decided that the current education system must be chariged.
M: Yeah. But the queston is what to change and bow to change it rd like a leader who has real ideas for how things could done!
Q: What can we infer from the □ onversation?

2

W: A nEW language school from England has gotte □ a lot of attention because of its success in teaching students English-
M: 1 saw something on the news about it 1 should ask my teacher what he thinks.
Q: How does the man know of the English language school?

3

W: My daughter's college entrance exam is coming up, and I don't think she's ready.
M: You might want to send her to a test preparation school modeled on the schools in Japan. Students there do quite well.
Q: Why does the man recommend the test preparation school?

4

V/i Our school has started offering classes in Chinese philosophy and religions.
M: fve actuaEly taken some of these classes, as well as a Chinese cooking ctass. And now 1 want to visit China to see how the peopfe live.
Q; What does the man want to learn about when he travets to China?

5

W: Do you have any ideas for how I could improve my study skills?
!W: There are Eots of special techniques and even classes on the subject of study skills, but I think you sh□u^d forget about all of that Just study more!
Q: What should the woman do?

W: l*ve been thinking a lot about how I could become happier. But I donl know what to do. M: WeH, I think you should give up on the idea that money brings happiness. Try learning from poor, simpte farmers. Theyatways seem happy.
Q: What does the man think of farmers?

W: WetL I can't see why you are traveling to Germany.
M: I know you want me to stay here, but my boss is sending me. Fm supposed to have a look at a

7

factory there and learn something from it
Q: Why is the man traveling to Germany?

8

W: When the meeting begins, I'd like you to introduce the methods of negotiation you learned while you were in Japan.
M: OK. Do you have plans to discuss how these methods can be used, or can I do that?
Q: What are the speakers talking about?

W: While you're away in Australia, I'd like you to learn all you can about Australia ☐ business, anything we can use to make our own company better.
M: OK. I will. I will do my best to make the best of this opportunity.
Q: What is the probable relationship between the two speakers?

10

W: After trying new education methods from Germany, Japan, and India, I'm still shocked to find that nothing is helping our students here improve.
M: Maybe methods aren't successful outside of their own countries and we should stick to our local British ways.
Q: Where are the speakers?

二、long conversation

M: Mandy has been working really hard to get into a good college. I wonder whether there's anything we can do to help.
W: Well, we could send her to a juku.
M: A what? That sounds Japanese.
W: It is Japanese. A juku is a Japanese school that prepares students for the college entrance examination.
M: There are Japanese schools here in the United States?
W: Not quite. There are schools here that are in the style of the Japanese ones. And they're very successful in preparing students for big exams.

M: That sounds good, but I don't think Mandy would want to leave the school she's at now, W:
She wouldn't leave- Jukus are attended in addition to regular schools- She'd go there every day in the evening* And she'd also attend on weekends.
M: You think Mandy would do that? It'd take a lot of her free time away.
W: Our daughter is a good student, and she wouldn't mind the extra work involved.
M: OK. maybe we can go and visit one first before we make any decisions. How about tomorrow?

1 What are the speakers talking about?

2, What do juku schools prepare students for?

3. What can we infer from the conversation?

4. How does the woman feel about Mandy?
5. What is the probable relationship between the two speakers?

二、passage

Young people go to school to gather information, become respectable members of society, and prepare themselves either for university studies or for employment. And it is a teacher's job to help students accomplish these goals. But are public school teachers doing a good job?

A recent report has an answer – NO. And the details are disturbing. For one, researchers claim that 57% of all class time is wasted. During this time, no teaching or learning is actually taking place, as teachers have given this time to students to do whatever they wish, if students want to talk to friends or play computer games, that is what they do. Secondly, teachers are neglecting their classes by sometimes not even being in the room with their students. According to the report, teachers spend 33% of the time outside of the classroom where their students can't see them. "Thirdly, and probably most disturbing of all, 10% to 12% of teachers are drunk when they are giving their lessons."

It is clear that something must change if public schools wish to help students accomplish their goals. And it seems that teachers should be supervised if improvements are to be made,

1. What is this passage mainly about?
2. According to the report, what happens during over half of the class time?
3. How much of class time do teachers spend out of the sight of their students?

4. What does the speaker find most disturbing?

5. What is the first step toward improving schools?

Unit 4 Symbol of America

- 、 short conversations

W: H used to be that pictures of Uncle Sam were used just to encourage men to join the army.

Bui now you can see his image in many other places as well.

M: Yeah. There are pictures of him all over the place, especially in advertisements.

Q: What are the speakers talking about?

W: The Statue of Liberty represents a welcoming spirit toward immigrants, right?

M: Well, mostly. But at first, it represented freedom from 列白卡 Ery. Then, it stood for the friendship between France and the US. And then even more.

Q: What can be inferred from the conversation?

a fanner is holding a weapon. Why? Is hE going to war? M:
No! That's not a weapon! He's holding a toot for doing farm work!
Q: What mistake did the woman make?

4

W: I've traveled around the US, but I haven't discovered anything that seems to represent it M:
You haven't been to Washington D.C. then, tf you had, you would've seen a lot of buHdings and
statues that have come to represent the US.
Q: Why should the woman travel to Washington D.C*?

5

W: What do you think comes to mind when foreigners think of the US?
M: Tm not sure. But I hope they think of our beautiful forests and natural wonders* After all, this is
what I think of
Q: What does the man wish for?

6

W: I had no idea that America was so famous for its painters.
M: Well, there have been more than a few great American painters. However, I don't think the US
values them as much as it should do.
Q: According to the man, what is wrong with the US?

7

W: I have to write a report onAmerica's greatest symbol, but I don't know whal it is*
M: Welh you have a lot to choose from. There's the Golden Gate Bridge, the White House, the
Statue of Liberty and so on.-, but if you ask me, I think it's the painting American Gothic.
Q: According to the man, what is America's greatest symbol?

8

W: I don't think America has a symbol that compares with either the Eiffel lower in Pans or the
Great WaH of China.
M: What are you talking about? There are many symbols in this country. Take the Washington
Monument for example, it holds a tot of importance for people here.
Q: What does the man think of the Washington Monument?

9

W: Lets see... so far we've been to □cisemite National Park and the Black Hills, and the Hoover Dam.
Whats the next stop on thjs tour? I'm getting kinda tired of sitting
M: tm not exactly sure. Give me a moment and HI ask the bus driver
Q: Where are the speakers?

10

W; Seeing these things up close is so much better than learning about them in school, I think they just wanted us to enjoy ourselves.

Q: What is the probable relationship between the two speakers?

、 long conversation

Wi Please be careful as you board the ship. We've had a bit of rain today, and the deck is slippery. There, now as you settle into your seats, fet me share some information about the Statue of Liberty. But first does anyone have any questions?

I have some questions about the Statue.

W: Could you please speak up?

M: I said, I have some questions about the Statue!

W: Well then _ let me hear them.

M Well, you see, hr writing a report for school. So I need some details, such as how big the Statue is, when it was built, and so on. Mostly. I just need general information.

Wi OK. 'Ybu know that the Statue was built in France, right?

M: Sure.

W: Wetl, the French originally wanted to complete the Statue by 1876 but they had trouble gathering funds for it So, it wasn't finished until 1884. ft was then transported to the US. It's worth mentioning that the Statue was sent in pieces, which were reassembled after arriving in New Vbrk.

M: When was that?

W: In 1885

M: How tall is the Statue of Liberty?

W: Altogether, from the ground to the tip of the torch, the Statue is about 93 meters talk M: That's a bit taller than I thought.

W: My number iricludes the base size. But subtracting the height of the base, the Statue is about46 meters.

1. Where are the speakers?

2. Why does the man want informaton about the Statue of Liberty?

3. When did the French finish building the Statue?

4. What surprises the man?

5. What can we infer from the conversation?

三、 passage

t am not only a painter; but a student of art. Sometimes, I don't quite understand why a piece of art is so popular, or why it means what it does to people. Such was the case when I first thought about American Gothic, Grant Wood^ famous pa 泊 ting of two farmers.

American Gothic was inspired by a trip that Wood made in 1930. He saw a house that was built in the 1870s or 1880s, 占 nd he was very attracted to its strong design. He then made a quick sketch, went back to his studio, and began his painting immediately In addrtion to his sketch made that year, he used an 1890 photograph to help him.

The painting was strongly criticized by people who thought it made fun of simple farmer. I admit I once thought the same thing, but now, great paintings are ones that try to understand people, not to laugh at them. And I didn't like it. When I saw the painting in person, I recognized the strength in the faces of the farmers. I started to see that the artist was expressing the strength of simple American farmers. This is why so many people see the painting as a symbol of the US.

1 What does the speaker have trouble understanding?

2. By the time Wood started American Gothic, how old was the photograph he used?

3. Why didn't some people like American Gothic?

4. What did the speaker see when she saw the painting in person?

5. What can be inferred from the passage?

Unit5 Death's lessons for life

一、short conversations

1

W: I'll never forgive myself for not being there at Mom's side when she died.
M: Don't beat yourself up about this. You were there with her during so much of her life, so you have nothing to be ashamed of.
Q: Why shouldn't the woman feel bad about not being there when her mother died?

2

W: Before his death. Grandpa said we should always be generous with each other.
M: That's Grandpa, always telling others what to do. But I'm not so sure he followed his own advice. I, for one, never saw him share with anyone.
Q: According to the man, what kind of person was Grandpa?

W: Now that Dad has passed away, we need to prepare some words to say about his life. M: We should tell others what he told us -- to make the world a better place by being loving people. I'm sure the rest of the family would appreciate this.
Q: What does the man think that they should talk about?

W: My father keeps asking me to take him to a suicide doctor. He says he's ready to die. M: Since his illness is beyond cure, maybe you should respect his wishes. I know you don't agree, but it's his life and his choice.
Q: What does the man think?

W: Though she didn't say so, I think Mom would want me to have some of her money now that she has passed away.

What does the man care about?

6

W: I don't know why Grandma didn't want us to be in the hospital with her when she passed away.
M: Well, you know, she was a nurse. So she saw a lot of death. It is an ugly thing, and she didn't want us to see it.

Q: Why did Grandma want the speakers to stay away from her when she passed away?

7

W: Do you ever wonder what will happen after death? I mean, is there a heaven, or
M: Ah, don't be silly! When you're dead, you're dead! And that's all there is to it! Nothing can convince me otherwise!

Q: What are the speakers talking about?

W: I hear you perform assisted suicides for old people. Is that right? Maybe you can end my pain?

M: I'm afraid you have me confused with a different doctor. And if you're thinking of killing yourself, you should talk to a family member, your husband perhaps.

Q: What can be inferred from the conversation?

9

W: I feel terrible that I couldn't make it to the hospital when Mom was dying.
M: You should. She kept asking where you were. Our mother was so good to you. You should've been there.

Q: What is the relationship between the two speakers?

10

W: When winter hits, old people die at a surprising rate here. Maybe 60 or 70 people will go in the first month.

M: Actually the first month of last winter took 85 in our town. And with Dad being 86 now, I'm praying that he can survive the winter.

Q: How old is their father?

二、long conversation

M: How's your mother?
W: She didn't pull through.
M: What?
W: Yeah, she passed away. It happened last night, at just after eleven o'clock. But I'd been expecting it for a long time.
M: Oh, I'm so sorry.
W: Thanks. I'll be OK. Mom left me with some wisdom just before she passed away.
M: What did she say?

W: Minutes before she went, she said that there were 20 good things in life. And if a person did at least 15 of these things, that person would be happy.

W: Sure. One was that a person should have children. Having children can teach you about sharing, love, and so much more. Mom said it was the best thing she had ever done.

M: And the others?

W: She said that a person should give money to charity, write a book, travel around the world, and make peace with one's enemies..

That's five things a [together What about the others?

W: She closed her eyes then. And that was it

M: That's so sad!

W: Not really I think I could guess the rest Essentially, Mom was telling me to have an exciting and loving [ife _ without hatred or anger.

- 1 * What are (be speakers talking about?
2. According to the woman's mother, how many things should a person do at least in order to be happy?
3. What can one learn from having chitdren?
4. What can we infer from the conversation?
5. Why did the daughter feel all right even though her mother faded to list all of the good things?

二、 passage

/Are you afraid to die? We asked over 57,000 adults this question and others in a poll Before we conducted the poll, we had an idea of what sort of answers we would receive. We expected around 90 percent of the people to admit a great fear of death, and most of them, up to 70 percent, to say they were afraid of what comes after death. But it wasn't the case, not atalL

A surprising 80 percent of peopl _E responding to the poll said they didn't fear death at all. TwElve percent said they feared death only a little, and only eight percent reported great fear associated with death.

However, people are not without worries- The people we polled answered the other questions, saying, though they didn't fear death, they feared the problems leading up to death. The biggest of these problems had to do with close family members. Adults with children overwhelmingly said they worried about children who would have to watch them die. The process of watching someone die is incredibly difficu^ and parents didn't want their children to see them go through it. interestingly enough, however, most of the people who said this also said they wanted to care for theEf own parents as their parents became elderly.

1. What is the speaker talking about?
2. What did researchers expect?
3. What percentage of people fear death only a little?

4. What is the biggest concern about death?

5, According to the passage, which of the following statements is TRUE?

Unit 6 Defending ourselves against disasters

一、short conversations

1

W: We were struck by an earthquake last week, storms this week, and reports show a tornado is on its way? What did we do to deserve this?
M: Deserve has nothing to do with it nature. We've just got to ready ourselves against it Q: How does the man feel?

2

W: I'm worried our home won't stand up to an earthquake if one should come.
M: Perhaps not. But I built it to withstand a flood, and I think it should do that just fine. After all, floods are our concern in this region, not earthquakes.
Q: What was the man thinking about when he built his house?

3

W: Did you see the news? An earthquake hit Japan today.
M: Oh, that's terrible. Just a week ago there were earthquakes in the US and China. I hope we can learn to protect ourselves from them.
Q: What is the conversation about?

M: Many voters are concerned about the rising costs of fuel
W: I think they're being a little shortsighted. Rising fuel costs are good for the environment, because higher costs force people to consume fewer resources.
Q: What can be inferred from the conversation?

W: Is it just my imagination, or are the winters not as cold as they used to be?
M: I don't think you're imagining it. Many other people are saying the same thing. And some are worried that it's signaling something bad to come.
Q: What do some people expect?

M: If anyone knows a better energy source than oil, share your idea with the class.
W: I might have an answer. Wind power is renewable, clean, and can be obtained in more places than oil.
Q: What can be inferred from the conversation?

M: You're too young to remember, but in the 1970s there was a terrible energy crisis.
W: I've read about it. And if we want to avoid another one, and protect what we have, I think we

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