



普通高等教育“十五”国家级规划教材

新世纪高等院校英语专业本科生系列教材

总主编 戴炜栋

# 听力教程

## A LISTENING COURSE

主编 施心远

### 第二册

Book 2



### 学生用书

Student's Book

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SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



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编者 黄学壬 徐文文

黄承辉 王 沁

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## 总序

随着改革开放的日趋深入，社会各界对外语人才的需求持续增长，我国英语专业的招生规模逐年扩大，教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩，先后出版了一系列在全国有影响的精品教材。21世纪的到来对英语人才的培养提出了更高的标准，同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织，社会需要的不是仅仅懂英语的毕业生，而是思维科学、心理健康、知识面广博、综合能力强，并能熟练运用英语的高素质的专门人才。由于中学新的课程标准的颁布，中学生英语水平逐年提升，英语专业本科生入学时的基础和综合素质也相应提高。此外，大学英语（公外）教育的迅猛发展，学生英语能力的提高，也为英语专业学生的培养提出了严峻的挑战和更新、更高的要求。这就规定了21世纪的英语教学不是单纯的英语培训，而是英语教育，是以英语为主体，全面培养高素质的复合型人才。教材的编写和出版也应顺应这种潮流。

为了迎接时代的挑战，作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社（外教社）理应成为外语教材出版的领头羊。在充分调研的基础上，外教社及时抓住机遇，于新世纪之初约请了全国25所主要外语院校和教育部重点综合大学英语院系的50多位英语教育家，在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性，并对编写思想、教材构建、编写程序等提出了建议和要求。而后，外教社又多次召开全国和上海地区的专家、学者会议，撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力，终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块，总数将超过150余种，可以说几乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅出，反映了各个学科领域的最新研究成果；编写体例采用国家最新有关标准，力求科学、严谨，满足各门课程的具体要求；编写思想上，除了帮助学生打下扎实的语言基本功外，还着力培养学生分析问题、解决问题的能力，提高学生的人文、科学素养，培养健康向上的人生观，使学生真正成为我国21世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成，其中多数是在各个领域颇有建树的专家，不少是高等学校外语专业教学指导委员会的委员。教材作者均由编写委员会的专家在仔细审阅样稿后商定，有的是从数名候选人中遴选，总体上代表了中国英语教育的发展方向 and 水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威，国家教育部已经将其列入了“十五”重点教材规划项目。我们相信，继“高等院校英语语言文学专业研究生系列教材”之后，外教社该套教材的编写和出版，不仅会满足21世纪英语人才培养的需要，其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路，拓展一片新的视野。

戴炜栋

上海外国语大学校长

# Introduction

## ABOUT THE BOOK

Book Two has the same structure of Book One with sixteen units plus one unit of tests. Each unit contains four sections: Tactics for Listening; Listening Comprehension; Oral Work and Supplementary Exercises.

## HOW TO USE THE BOOK

### Tactics for Listening

In Book Two we will deal with other elements that affect listening comprehension, such as stress, intonation, tone of the voice and accents.

We express our feelings in various ways. Sometimes we express them directly, but our feelings can also be shown by the stressed form of certain words or intonation in the speech. For example, if the stressed form of *have* is used, with a falling intonation, the speaker can sound impatient. Often intonation is more important than the words in making a sentence polite in English.

And a strong stress on a word also may give a clue to what the speaker is likely to say. In the sentence "I've never been to the *north* of Scotland," with a strong stress on "north" the speaker may indicate that she has been to other parts of Scotland. The stressed word or words in the speech may also indicate that the speaker is making a correction or what the listener exactly wants to know.

In terms of note-taking, we will focus on exercises like outlining and summarizing. In this part of the exercise, the students will hear talks on various topics. After that, use the information from the notes to complete the outline or summary.

When making a brief outline, we can divide the story or talk into several parts. These would be the GENERAL HEADINGS, the MAIN IDEAS, SPECIFIC EXAMPLES, etc. The GENERAL HEADINGS of the outline are listed as I, II, etc., the capital letters (A, B, C, D, etc.) give the MAIN IDEAS of the story and the specific examples are listed as 1, 2, 3, etc.

Other listening skills practised in Book Two will be prediction, guessing the meaning from the context, and drawing inference.

### Listening Comprehension

Listening Comprehension contains different types of listening materials: conversations, passages and news.

Vocabulary (words marked with \* in the tapescript in the Teachers' Book) and background information are given in the Students' Book.

Students may find some of the passages a little bit difficult, mainly because of the unfamiliarity with the topic or vocabulary. In order to help students get familiar with the topic, we have introduced "Pre-listening question" exercise. This is sort of warming up exercise. Make sure that the students understand the meaning of the new words. We think this part of discussion on topic and vocabulary is important. As we have already said in Book One, background knowledge plays an important role in listening comprehension, we would suggest students read relevant articles or books if they come across an unfamiliar topic.

#### Oral Work

Retelling is a way to help students produce longer oral presentations. At this stage we would suggest that the students take notes while listening to the passage. Then with the help of the notes retell the main content of the passage.

#### Supplementary Exercises

In this part the student will hear a news report on various topics with integrated listening skill training exercises. In oral work the students will discuss some questions related to the news report. The questions are open-ended. The students should give their opinions in a logical, reasonable and fluent way.

Shi Xinyuan  
General Editor



# Contents

## UNIT 1

### *Section One*

#### *Facilities for Listening*

<b>Part 1</b> Phonetics — Stress, Intonation and Accent.....	1
<b>Part 2</b> Listening and Note-taking .....	1
Driving Carefully .....	1

<b>Part 1</b> Dialogues .....	3
-------------------------------	---

Dialogue 1 Making Arrangements .....	3
--------------------------------------	---

Dialogue 2 Fast Food Survey .....	3
-----------------------------------	---

<b>Part 2</b> Passages .....	4
------------------------------	---

Passage 1 Snack .....	4
-----------------------	---

Passage 2 Tips to Healthy Eating and Physical Activity ...	6
--	---

<b>Part 3</b> News .....	8
--------------------------	---

News Item 1 .....	8
-------------------	---

News Item 2 .....	8
-------------------	---

News Item 3 .....	9
-------------------	---

Retelling .....	10
-----------------	----

World Sight Day .....	10
-----------------------	----

### *Section Two*

#### *Listening Comprehension*

### *Section Three*

#### *Oral Work*

### *Section Four*

#### *Supplementary Exercises*

## UNIT 2

### *Section One*

#### *Facilities for Listening*

<b>Part 1</b> Phonetics — Stress, Intonation and Accent.....	12
--	----

<b>Part 2</b> Listening and Note-taking .....	12
---	----

Ralph Nader .....	12
-------------------	----

<b>Part 1</b> Dialogues .....	14
-------------------------------	----

Dialogue 1 Give Them Time to Get to Know You .....	14
--	----

Dialogue 2 Gestures .....	14
---------------------------	----

<b>Part 2</b> Passages .....	15
------------------------------	----

Passage 1 Why Shouldn't You Go By First Impressions? .....	15
--	----

Passage 2 Communication .....	17
-------------------------------	----

<b>Part 3</b> News .....	18
--------------------------	----

News Item 1 .....	18
-------------------	----

News Item 2 .....	19
-------------------	----

News Item 3 .....	19
-------------------	----

### *Section Two*

#### *Listening Comprehension*

*Section Three*  
*Oral Work*

Retelling ..... 20

*Section Four*  
*Supplementary Exercises*

College Costs in the U.S. .... 20

**UNIT 3**

*Section One*  
*Tactics for Listening*

**Part 1** Phonetics — Stress, Intonation and Accent ..... 22

**Part 2** Listening and Note-taking ..... 22

A Territory ..... 22

**Part 1** Dialogues ..... 24

Dialogue 1 Credit Card ..... 24

Dialogue 2 Card Insurances ..... 24

**Part 2** Passages ..... 25

Passage 1 Credit Cards ..... 25

Passage 2 Your Legal Rights at the Sales ..... 26

**Part 3** News ..... 28

News Item 1 ..... 28

News Item 2 ..... 28

News Item 3 ..... 29

*Section Two*  
*Listening Comprehension*

Retelling ..... 29

*Section Three*  
*Oral Work*

*Section Four*  
*Supplementary Exercises*

Parent-Teacher Associations ..... 30

**UNIT 4**

*Section One*  
*Tactics for Listening*

**Part 1** Phonetics — Stress, Intonation and Accent ..... 32

**Part 2** Listening and Note-taking ..... 32

Frog Legs ..... 32

**Part 1** Dialogues ..... 33

Dialogue 1 Health Club ..... 33

Dialogue 2 Skiing ..... 34

**Part 2** Passages ..... 35

Passage 1 Fatigue ..... 35

Passage 2 The Truth about the French! ..... 37

*Section Two*  
*Listening Comprehension*

**Part 3** News ..... 39

News Item 1 ..... 39

News Item 2 ..... 39

News Item 3 ..... 40

<i>Section Three</i>	Retelling .....	41
<i>Oral Work</i>		
<i>Section Four</i>	Babies and Intelligence .....	41
<i>Supplementary Exercises</i>		

## UNIT 5

<i>Section One</i>	<b>Part 1</b> Phonetics — Stress, Intonation and Accent .....	44
<i>Tactics for Listening</i>	<b>Part 2</b> Listening and Note-taking .....	44
	Reading .....	44
	<b>Part 1</b> Dialogues .....	45
	Dialogue 1 Digital Sound .....	46
	Dialogue 2 How Do They Make CDs? .....	46
	<b>Part 2</b> Passages .....	47
	Passage 1 Toothbrush .....	47
	Passage 2 Cotton .....	48
<i>Section Two</i>	<b>Part 3</b> News .....	50
<i>Listening Comprehension</i>	News Item 1 .....	50
	News Item 2 .....	51
	News Item 3 .....	52
<i>Section Three</i>	Retelling .....	52
<i>Oral Work</i>		
<i>Section Four</i>	Reading Recovery .....	53
<i>Supplementary Exercises</i>		

## UNIT 6

<i>Section One</i>	<b>Part 1</b> Phonetics — Stress, Intonation and Accent .....	55
<i>Tactics for Listening</i>	<b>Part 2</b> Listening and Note-taking .....	55
	Identifying Criminals .....	55
	<b>Part 1</b> Dialogues .....	57
	Dialogue 1 I Don't Believe It! .....	57
	Dialogue 2 Unidentified Flying Objects .....	58
	<b>Part 2</b> Passages .....	59
	Passage 1 The Loch Ness Monster .....	59
	Passage 2 Fossil .....	61
<i>Section Two</i>	<b>Part 3</b> News .....	63
<i>Listening Comprehension</i>	News Item 1 .....	63
	News Item 2 .....	63
	News Item 3 .....	64

*Section Three*  
*Oral Work*

*Section Four*  
*Supplementary Exercises*

Retelling ..... 65

“MegaSkills” for Children ..... 65

**UNIT 7**

*Section One*  
*Facets for Listening*

*Section Two*  
*Listening Comprehension*

*Section Three*  
*Oral Work*

*Section Four*  
*Supplementary Exercises*

**Part 1** Phonetics — Stress, Intonation and Accent ..... 67

**Part 2** Listening and Note-taking ..... 67  
Mountain Rescue Service ..... 67

**Part 1** Dialogues ..... 68  
Dialogue 1 Stressed Out ..... 68  
Dialogue 2 Reflexology ..... 69

**Part 2** Passages ..... 70  
Passage 1 Epidemics ..... 70  
Passage 2 Cancer ..... 72

**Part 3** News ..... 73  
News Item 1 ..... 73  
News Item 2 ..... 74  
News Item 3 ..... 74

Retelling ..... 75

The Public Library of Science ..... 76

**UNIT 8**

*Section One*  
*Facets for Listening*

*Section Two*  
*Listening Comprehension*

**Part 1** Phonetics — Stress, Intonation and Accent ..... 78

**Part 2** Listening and Note-taking ..... 78  
Sleep ..... 78

**Part 1** Dialogues ..... 79  
Dialogue 1 Guess What! ..... 79  
Dialogue 2 Snakes ..... 80

**Part 2** Passages ..... 81  
Passage 1 What Is a Black Hole? ..... 81  
Passage 2 My Ancestor Was a Rhinoceros ..... 82

**Part 3** News ..... 84  
News Item 1 ..... 84  
News Item 2 ..... 84  
News Item 3 ..... 85

*Section Three*  
*Oral Work*

Retelling ..... 86

*Section Four*  
*Supplementary Exercises*

Childbirth ..... 86

**UNIT 9**

*Section One*  
*Tactics for Listening*

**Part 1** Phonetics — Stress, Intonation and Accent ..... 88

**Part 2** Listening and Note-taking ..... 88  
Can Light Affect Your Health? ..... 88

*Section Two*  
*Listening Comprehension*

**Part 1** Dialogues ..... 89

Dialogue 1 Brain ..... 90

Dialogue 2 Do You Believe It? ..... 90

**Part 2** Passages ..... 91

Passage 1 The Office Lady ..... 91

Passage 2 Simple Choices Can Boost Nutrition in 2004 .... 93

**Part 3** News ..... 95

News Item 1 ..... 95

News Item 2 ..... 95

News Item 3 ..... 96

*Section Three*  
*Oral Work*

Retelling ..... 97

*Section Four*  
*Supplementary Exercises*

Lead Poisoning ..... 97

**UNIT 10**

*Section One*  
*Tactics for Listening*

**Part 1** Phonetics — Stress, Intonation and Accent ..... 99

**Part 2** Prediction and Inference ..... 99

*Section Two*  
*Listening Comprehension*

**Part 1** Dialogues ..... 100

Dialogue 1 Are You Still Carrying Her? ..... 100

Dialogue 2 Lost in Translation ..... 100

**Part 2** Passages ..... 101

Passage 1 Murder ..... 101

Passage 2 The English Language ..... 102

**Part 3** News ..... 104

News Item 1 ..... 104

News Item 2 ..... 105

News Item 3 ..... 105

<i>Section Three</i>	Retelling .....	106
<i>Oral Work</i>		
<i>Section Four</i>	Aging and Cancer .....	107
<i>Supplementary Exercises</i>		

## UNIT 11

<i>Section One</i>	<b>Part 1</b> Phonetics — Stress, Intonation and Accent.....	109
<i>Tactics for Listening</i>	<b>Part 2</b> Prediction and Inference .....	109
	<b>Part 1</b> Dialogues .....	110
	Dialogue 1 Budget .....	110
	Dialogue 2 Dating .....	110
	<b>Part 2</b> Passages .....	111
	Passage 1 Changes in the Way We Live .....	111
	Passage 2 Brain Drain .....	113
<i>Section Two</i>	<b>Part 3</b> News .....	114
<i>Listening Comprehension</i>	News Item 1 .....	114
	News Item 2 .....	115
	News Item 3 .....	116
<i>Section Three</i>	Retelling .....	116
<i>Oral Work</i>		
<i>Section Four</i>	Cell Phone Technology .....	117
<i>Supplementary Exercises</i>		

## UNIT 12

<i>Section One</i>	<b>Part 1</b> Phonetics — Stress, Intonation and Accent.....	119
<i>Tactics for Listening</i>	<b>Part 2</b> Prediction and Inference .....	119
	<b>Part 1</b> Dialogues .....	119
	Dialogue 1 A Driving Lesson .....	120
	Dialogue 2 Body Language .....	120
	<b>Part 2</b> Passages .....	121
	Passage 1 The Source of Meaning: Language .....	121
	Passage 2 How to Read a Dictionary .....	122
<i>Section Two</i>	<b>Part 3</b> News .....	124
<i>Listening Comprehension</i>	News Item 1 .....	124
	News Item 2 .....	124
	News Item 3 .....	125

<i>Section Three</i>	Retelling .....	125
<i>Oral Work</i>		
<i>Section Four</i>	Recycling Scrap Metal .....	126
<i>Supplementary Exercises</i>		

**UNIT 13**

<i>Section One</i>	<b>Part 1</b> Phonetics — Stress, Intonation and Accent .....	128
<i>Tactics for Listening</i>	<b>Part 2</b> Prediction and Inference .....	128
	<b>Part 1</b> Dialogues .....	128
	Dialogue 1 Gliding .....	129
	Dialogue 2 Sub-aqua Diving .....	129
	<b>Part 2</b> Passages .....	130
	Passage 1 Fascinating Bubbles .....	130
	Passage 2 Water Pollution .....	132
	<b>Part 3</b> News .....	133
	News Item 1 .....	133
	News Item 2 .....	134
	News Item 3 .....	135
<i>Section Two</i>	Retelling .....	136
<i>Listening Comprehension</i>		
<i>Section Three</i>		
<i>Oral Work</i>		
<i>Section Four</i>	Changing Soybean Market .....	136
<i>Supplementary Exercises</i>		

**UNIT 14**

<i>Section One</i>	<b>Part 1</b> Phonetics — Stress, Intonation and Accent .....	138
<i>Tactics for Listening</i>	<b>Part 2</b> Prediction and Inference .....	138
	<b>Part 1</b> Dialogues .....	139
	Dialogue 1 Mixed Marriage .....	139
	Dialogue 2 Holidays in the United States .....	139
	<b>Part 2</b> Passages .....	140
	Passage 1 How to Understand a Foreign Culture .....	140
	Passage 2 Desktop Folklore .....	142
	<b>Part 3</b> News .....	143
	News Item 1 .....	143
	News Item 2 .....	144
	News Item 3 .....	145
<i>Section Two</i>		
<i>Listening Comprehension</i>		

<i>Section Three</i>	Retelling .....	145
<i>Oral Work</i>		
<i>Section Four</i>	Commodity Futures Markets .....	146
<i>Supplementary Exercises</i>		

## UNIT 15

<i>Section One</i>	<b>Part 1</b> Phonetics — Stress, Intonation and Accent .....	148
<i>Facilities for Listening</i>	<b>Part 2</b> Prediction and Inference .....	148
	<b>Part 1</b> Dialogues .....	148
	Dialogue 1 How Do You Do It? .....	149
	Dialogue 2 A Step Ahead? .....	149
	<b>Part 2</b> Passages .....	150
	Passage 1 The Burning of the Globe .....	150
	Passage 2 The Houses of Parliament .....	152
<i>Section Two</i>	<b>Part 3</b> News .....	153
<i>Listening Comprehension</i>	News Item 1 .....	153
	News Item 2 .....	154
	News Item 3 .....	154
<i>Section Three</i>	Retelling .....	155
<i>Oral Work</i>		
<i>Section Four</i>	“G22” Developing Nations .....	155
<i>Supplementary Exercises</i>		

## UNIT 16

<i>Section One</i>	<b>Part 1</b> Phonetics — Stress, Intonation and Accent .....	157
<i>Facilities for Listening</i>	<b>Part 2</b> Prediction and Inference .....	157
	<b>Part 1</b> Dialogues .....	157
	Dialogue 1 A Footballer .....	158
	Dialogue 2 A Pension Scheme .....	158
	<b>Part 2</b> Passages .....	159
	Passage 1 Improving Studying Results (I) .....	159
	Passage 2 Improving Studying Results (II) .....	160
<i>Section Two</i>	<b>Part 3</b> News .....	162
<i>Listening Comprehension</i>	News Item 1 .....	162
	News Item 2 .....	162
	News Item 3 .....	163



<i>Section Three</i>	Retelling .....	164
<i>Oral Work</i>		
<i>Section Four</i>	Tuskegee Airmen .....	164
<i>Supplementary Exercises</i>		

### SAMPLE TESTS

<i>Section One</i>	<b>Part 1</b> Complete the Following Dialogue .....	166
<i>Sample Test One</i>	<b>Part 2</b> Listening and Note-taking .....	166
	<b>Part 3</b> Listening Comprehension .....	167
<i>Section Two</i>	<b>Part 1</b> Complete the Following Dialogue .....	170
<i>Sample Test Two</i>	<b>Part 2</b> Listening and Note-taking .....	170
	<b>Part 3</b> Listening Comprehension .....	171

<b>APPENDIX</b>	Vocabulary .....	175
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