

全国普通高等学校优秀教材一等奖 第一版



“十二五”普通高等教育本科国家级规划教材

Listen

(Student's Book)

This Way

2

(学生用书)

英语听力教程

第三版

主 编 张民伦

副主编 张 镔

编 者 张民伦 张 镔 徐卫列 邓昱平 黄 创



高等教育出版社
HIGHER EDUCATION PRESS



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修订说明

本教材自出版以来得到了许多高校师生和社会上广大英语学习者的支持和厚爱。为进一步适应时代发展和学习者的需要，在对本套教材进行第二次修订时我们根据听力教材的内容特点确定了以更新部分素材为主的工作原则，对部分练习进行了调整，同时结合教学实践中的反馈信息，增加了视听拓展训练。就全套教材而言，本次修订的幅度在30%以上，主要反映在以下四个方面：

1. 更新和充实了新闻、科技等领域的内容，较好地保持了教学内容的发展性和新鲜性。
2. 调整了部分教学和练习内容的编排顺序，使整个教学体系在容量和难度上更加平衡，也更符合教学实际。
3. 改进了部分教学内容的录音，提高了有声语言的教学效果。
4. 新增了视听练习，以满足多样化的教学需求。该部分视频内容请到中国外语网（www.cflo.com.cn）的教师资源模块下载使用。

修订工作得到了华东师范大学和高等教育出版社的大力协助，在此致以诚挚的谢意。

编者

2013年7月

第一版前言

听是语言交际的一个重要方面。在对外交往中,听力水平的高低直接影响着人们相互理解的程度和工作效率。随着国际交流日渐频繁和电讯技术迅猛发展,提高英语听的能力显得尤为重要。本教材正是为了适应时代的发展和英语教学的需要而编写的。在编写中,我们努力借鉴国内外近年英语听力教学的研究成果,在总结几十年教学经验的基础上,遵循本课程的教学理论和原则,针对中国学生英语听力学习的特点,进行了新的尝试。本教材可供高等学校英语专业一至三年级的学生使用,同时适合师范高等专科学校、教育学院、广播电视大学、成人高校英语专业学生及社会上广大英语自学者使用。

本教材在编写中努力体现以下两点:

1. 以培养听力技能为主线。通过系统的听力专门技能的单项训练及综合训练,培养学生的快速反应、准确辨别、分析推理、归纳总结、信息处理及记录和记忆等能力;
2. 注重听力材料的语言真实性、典型性和实际应用性。听力理解与学习者的知识水平,特别是与他们的语言和社会文化知识的水平密切相关,本教材注重在不同阶段选择既与技能训练匹配又与学生求知兴趣相称的素材。

全套教材共分6册。每册配有教师用书和6盒录音带。前4册以单项技能训练为主,配有一定量的综合训练,题材接近生活和工作实际,由近及远,涉及的面较宽;后两册以综合技能训练为主,同时针对中国学生在英语听力学习中的难点、重点进行反复训练,题材以反映社会、科技领域的新发展为主。教师用书的内容包括教学提示、练习答案和全部录音内容的文字材料。

“标”、“本”兼治,以“标”求“本”是本教材的努力方向和目标。这里的“标”指教材及录音带中的全部教学内容与练习;这里的“本”指完成全部教学内容与练习之后留存于学生的内在聪慧与能力。

本书为第二册,共包括12个单元,内容为人们日常生活及语言交际中最常用的话题,听能训练侧重关键词的选择、要点记录和大意归纳等,同时复习和强化第一册中的部分单项技能。每单元由六个部分组成:

第一部分为准备性练习,主要包括预习生词、听小对话和短文,帮助学生进入积极思维和听的状态;

第二和第三部分为每个单元的重点部分,贯穿单项技能和微技能的训练。为了降低学习难度,这两个部分的听力内容有时采用两种语速来表述,目的是试图在半真实与较真实的语言材料之间架设学习和过渡的桥梁。同时,也为教师因材施教提供一些条件;

第四部分主要为听写填空,听力材料多为相关领域的热门话题或科技新发展介绍,内容新、生词量大,学习者可以将听与阅读结合起来,以增加语言输入量,扩大知识面;

第五部分为语言真实性较高的听力材料,通过具有挑战性的练习,激发学生的学习兴趣,提

高训练强度, 锻炼和发展学生的记忆能力;

第六部分对本单元的生词和词组进行归纳, 以帮助学生复习巩固, 克服听力教学中强调瞬时记忆而忽视词汇积累和语言应用的倾向。教师可围绕本部分内容适当进行一些读、讲、听、说的综合练习。

本教材主要供课内精听使用, 每单元约需3学时。提高听力仅靠精听是远远不够的。希望教师针对各个学生的实际情况, 有计划地指导并组织好课外泛听及其他相关的学习活动。只有精与泛、质与量的科学结合才可望实现英语听力水平的飞跃。

本教材的编写得到了教育部有关司处及许多兄弟院校的热情关心和指导。华东师范大学外语学院和英语系给予了经常性的支持和帮助。黄源深教授和虞苏美教授为本教材的编写提出了宝贵意见。美籍教授 Louis Vinceguerra 审阅了第二册全部书稿。参加录音的朋友有 Henry Adams、Nicki Bruce、Adam Davis、Justin Gale、Kristian J. Jaech、Nancy Joecker、Andy Krieaj、Melanie Nyhos、Richard Pearson、Erin Peterson、Margaret Reynolds、Louis Vinceguerra、Nancy Wong等。录音合成赵金土、刘申。梁超群老师为第二册的编写做了大量工作。在编写过程中, 我们还参阅过国内外一些有关书籍和教材, 参阅书目详见 Acknowledgments。

编者谨向一切关心和帮助过本教材编写的同事和朋友致以衷心的感谢, 并感谢高等教育出版社在整套教材的编写、插图、版式设计等方面所提出的宝贵意见和所做的大量工作。

由于水平有限, 时间匆促, 疏漏和不妥之处, 敬请指正。

编者

1998年10月

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Unit 1

Under the Same Roof

Part I Getting ready

The family, being the basic living unit of society, is the social group with which every individual is most closely connected. On the whole, families in the world can basically be divided into four types: joint families, nuclear families, enlarged families and incomplete families, among which nuclear families are becoming more and more popular with the rapid economic development in most countries.

A The following words and phrases will appear in this unit. Listen carefully and study the definitions.

1. **kindergarten**: a school or class for young children, usually four to six years old, that prepares them for first grade
2. **nursery school**: a school for very young children, usually three to five years of age
3. **kid**: a child or young person
4. **coo**: speak gently and lovely
5. **wedding**: the act or ceremony of becoming married
6. **bride**: a woman who has just been married or is about to be married
7. **pick up**: stop for and take or bring (person) along with one
8. **stability**: steadiness, the state of being not likely to separate, break down or fall apart

9. **discipline**: *n.* strict control to enforce obedience; punishment
v. control, train, punish
10. **relationship**: a romantic or sexual involvement
11. **lenient**: merciful, not severe in disciplining, punishing, judging, etc.
12. **Spare the rod, spoil the child.**: A child who is not punished will become undisciplined and unruly.
13. **harsh**: unpleasant, unkind, cruel or more severe than is necessary

B You are going to hear some people talking about pictures of their families. Listen carefully and identify which of the following pictures each person is talking about.



(1)



(2)



(3)



(4)

1. _____ 2. _____ 3. _____ 4. _____

C You are going to hear a young lady talking about the relationship between brothers and sisters. After that several questions will be asked. Find the right answers as quickly as possible according to the notes you have taken while listening.

Notes

barber shop, scissors, ignore, beard
frostily,

Part III Family life then and now

As one gets on in years, he/she is always inclined to remember the good old days: how delicious the food was, how cheap things were, how obedient children were and how unsophisticated people were.

Josephine Davies and Gertrude Smith, two members of the older generation, are being interviewed about their childhood in Britain 70 years ago.

- A** Now listen to the following conversation. While listening for the first time, add more key words in the left-hand column. After the second listening, answer the questions.

Notes

70 Years Ago
stability
parents' role?
Nursing Association
Victoria Station
discipline

Nowadays
concern

Questions

- Why does Josephine feel that there was more stability in family life 70 years ago?
Because in those days, nobody expected the families to _____.
- According to Gertrude, people also did some things not so good years ago. What were they?
_____, _____ and drug-taking.
- Josephine's mother did a great deal of work outside. What was she interested in?
She was interested in the Nursing Association _____ money for it.
- Where did Gertrude's father work?
_____ at Victoria Station.
- Why did Gertrude's mother go out so much with her friends?
Because life at that time was not _____ and it was a relief for her to go out.
- According to Josephine, since there was neither television nor radio in those days, what did children use to do in the evenings?
_____.
- How does Josephine explain that there was more discipline in families 70 years ago?
She says, at that time, she couldn't _____ with any friends of her own until she was about _____.

B Now try this: listen to a more authentic version of the conversation and decide whether the statements after the conversation are True or False. Put "T" or "F" in the brackets.

1. () 2. () 3. () 4. () 5. () 6. ()

Part IV More about the topic: Changing Roles

Never for a moment take it for granted that love would stay there for ever. Only those who work hard at their relationship would lead a happy life for ever.

A You are going to hear an interview on changes in the parent-child roles and male-female roles. While listening for the first time, add more key words in the left-hand column. After the second listening, answer the questions.

Notes

authoritarian
permissive era
women's movement
frustration
appreciating
arranged marriage
tricky

Questions

1. Who is the boss in an authoritarian family?

2. Who is the boss in a permissive family?

3. What kind of attitude does the speaker favor in parent-child relationship?

4. Whose changes are greater, men's or women's?

5. What is the advantage of arranged marriages according to the speaker?

6. What is the significant thing that the speaker would like to see happening?

