



普通高等教育“十一五”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（修订版）

总主编 戴炜栋

# 听力教程 2

*A Listening Course*

主 编 施心远

教师用书  
Teacher's Book

第2版  
Second Edition

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外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS  
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## 总序

我国英语专业本科教学与学科建设，伴随着我国改革开放的步伐，得到了长足的发展和提升。回顾这30多年英语专业教学改革和发展的历程，无论是英语专业教学大纲的制订、颁布、实施和修订，还是四、八级考试的开发与推行，以及多项英语教学改革项目的开拓，无不是围绕英语专业的学科建设和人才培养而进行的，正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标，即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才”。为促进英语专业本科建设的发展和教学质量的提高，外语专业教学指导委员会还实施了“新世纪教育质量改革工程”，包括推行“十五”、“十一五”国家级教材规划和外语专业国家精品课程评审，从各个教学环节加强对外语教学质量的宏观监控，从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪，英语专业的建设面临新的形势和任务：经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快，世界各国之间的竞争日趋激烈，这对我国英语专业本科教学理念和培养目标提出了新的挑战；大学英语教学改革如火如荼；数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展；英语专业本科教育的改革和学科建设也呈现出多样化的趋势，翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社(简称外教社)在新世纪之初约请了全国30余所著名高校百余位英语教育专家，对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨，成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”，并被列入“十五”国家级规划教材，以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育，如何保证专业的教学质量，培养具有国际视野和创新能力的英语专业人才，是国家、社会、高校教师共同关注的问题，也是教材编撰者和教材出版者关心和重视的问题。

作为教学改革的一个重要组成部分，优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要，与教材编写者们





## 附录二

一起，力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”，以打造英语专业教材建设完整的学科体系。为此，外教社邀请了全国几十所知名高校40余位著名英语教育专家，根据英语专业学科发展的新趋势，围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究，并在教材编写与出版中予以体现。

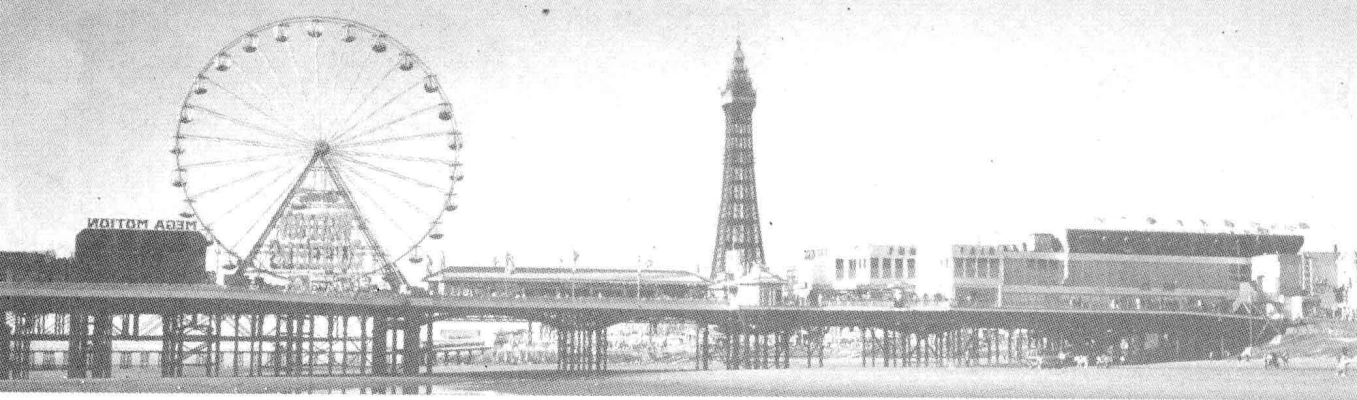
修订后的教材仍保持原有的专业技能、专业知识、文化知识和相关专业知识四大板块，品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等，总数逾200种，几乎涵盖了当前我国高校英语专业所开设的全部课程，并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点，提供更多的选择。教材编写深入浅出，内容反映了各个学科领域的最新研究成果；在编写宗旨上，除了帮助学生打下扎实的语言基本功外，着力培养学生分析问题、解决问题的能力，提高学生的思辨能力和人文、科学素养，培养健康向上的人生观，使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成，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，总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍，再次得到教育部的认可，荣列“普通高等教育‘十一五’国家级规划教材”。我深信，这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养，填补现行教材某些空白，为培养高素质的英语专业人才奠定坚实的基础。

**戴炜栋**

教育部高校外语专业教学指导委员会主任委员  
国务院学位委员会外语学科评议组组长



## 第二版说明

此次趁《听力教程》第二册再版之际，我们对原教程内容作了适当调整和补充。

首先缩减了长度，将全书缩减至15单元；其次将“Section Two Listening Comprehension, Part 2 Passages”中的“Passage 2”移至“Section Four Supplementary Exercises”；最后更新了相当数量的新闻内容，修订了部分练习及答案。

希望学生在使用《听力教程》第二册时，能够运用在第一册里学到的听力技巧及策略进行自主听力练习。比如，第一部分语音练习主要讨论重音、语调和口音对听力理解的影响，学生应该理解练习要求后再做练习。

听力课作为整个外语教学的一部分，是综合英语课的补充和拓展。我们在编写《听力教程》第二册时，注重其内容涵盖政治、经济、文化、科技、人文等各个方面的题材，及对话、访谈、短文、专题报道和新闻等各种语境形式。

我们希望学生在听的过程中不要消极地寻找(听)材料中的现成答案或猜答案，要注意形成完整的信息，在提高听力理解能力的过程中拓展自己的知识面。

我们希望学生在听力教学中进行积极思维，积极参加“Pre-listening Question”和“Your Opinion”等讨论，在学习和掌握听力技巧及策略的同时，学习语言，学习知识，养成良好的听力习惯，提高自己的英语水平。

教师用书中增加了Teaching Tips，希望能为使用本书的教师提供一些教学建议。

编者





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# Unit

# 1

## Section One

## Tactics for Listening

### Part 1 Phonetics — Stress, Intonation and Accent

#### Teaching Tips

A strong stress on a word may give a clue to what the speaker is likely to say. The stressed word or words in the speech may also indicate that the speaker is making a correction. In the following exercise, the word or digit in bold has the most stress.

#### Tapescript and Key

1. We haven't got any in **dark** blue.
2. We can't make it at nine **tomorrow**.
3. My telephone number is not 6503160**9**.
4. I don't like the black **jumper**.
5. He won't come by the 7:30 **train**.

1. **a** (In this sentence "dark" is stressed, indicating that they may have something in other colours.)
2. **b** (In this sentence "tomorrow" is stressed, indicating it is an inconvenient day.)
3. **a** (In this sentence "0" is stressed, indicating it is a wrong digit.)



4. **b** (In this sentence “jumper” is stressed, indicating what the speaker dislikes is not the colour but the article.)
5. **b** (In this sentence “train” is stressed, indicating the visitor will come by a different means of transportation.)

## Part 2

## Listening and Note-taking

### *Driving Carefully*

#### *Teaching Tips*

Before the students listen to the whole passage, the teacher should ask them to study the outline frame carefully. What are the main ideas or important points for each part? When taking notes, the students should be able to organize their notes according to the general headings.

#### *Tapescript and Key*

- A:**
1. Drive carefully and slowly when pedestrians are about.
  2. Three out of four pedestrians killed are either under fifteen or over sixty.
  3. Be careful near a parked ice-cream van — children are more interested in ice-cream than in traffic.
  4. When coming to a zebra crossing, be ready to slow down or stop to let people cross.
  5. You must give way once they have stepped onto a crossing.

- B:** Drive carefully and slowly when pedestrians are about, particularly in crowded shopping streets, when you see a bus stopped, or near a parked mobile shop. Watch out for pedestrians coming from behind parked or stopped vehicles, or from other places where you might not be able to see them.

Three out of four pedestrians killed or seriously injured are either under fifteen or over sixty. The young and the elderly may not judge speeds very well, and may step into the road when you do not expect them. Give them, and the infirm, or blind, or disabled people, plenty of time to cross the road.

Drive slowly near schools, and look out for children getting on or off school buses. Stop when signalled to do so by a school crossing patrol showing a Stop-Children sign. Be careful near a parked ice-cream van — children are

more interested in ice-cream than in traffic.

When coming to a zebra crossing, be ready to slow down or stop to let people cross. You must give way once they have stepped onto a crossing. Signal to other drivers that you mean to slow down or stop. Give yourself more time to slow down or stop on wet or icy roads. Never overtake just before a zebra crossing.

- A:**
1. Drive carefully and slowly when pedestrians are about.
  2. Three out of four pedestrians killed are either under fifteen or over sixty.
  3. Be careful near a parked ice-cream van — children are more interested in ice-cream than in traffic.
  4. When coming to a zebra crossing, be ready to slow down or stop to let people cross.
  5. You must give way once they have stepped onto a crossing.

**B:**

### Driving Carefully

- I. Look out for pedestrians
  - A. Drive carefully at crowded shopping streets.
  - B. Drive carefully near a bus stop.
  - C. Drive carefully near a parked mobile shop.
- II. Look out for the young, the old and the disabled
  - A. Three out of four pedestrians killed or seriously injured are either under fifteen or over sixty.
  - B. The young and the elderly may not judge speeds very well.
  - C. Give them, and the infirm, or blind, or disabled people, plenty of time to cross the road.
- III. Look out for children
  - A. Stop at a Stop — Children sign.
  - B. Drive slowly near a parked ice-cream van.
- IV. Coming to a zebra crossing
  - A. Slow down or stop to let people cross.
  - B. Signal to other drivers that you mean to slow down or stop.
  - C. Never overtake just before a zebra crossing.

## Part 1

## Dialogues

### Dialogue 1

### *Making Arrangements*

#### Teaching Tips

This dialogue is about making arrangements. What are the arrangements for the party? What are the clues that tell you what has been done and what is to be done? Pay attention to the tense in the dialogue.

#### Tapescript and Key

Mum: Hello.

Tessa: Hi, Mum. It's me. How are you?

Mum: Oh, I'm fine, Tessa. I expect you're phoning to find out how the arrangements for your party are going?

Tessa: Yes. That's right. You know, it's really good of you and Dad to make all the arrangements while I'm away. I really don't know what I'd do without you!

Mum: Oh, there's not that much to do really. In fact, your father and I are quite enjoying it.

Tessa: Good. So how are things going?

Mum: Well, let's see. I've already hired the hall, so that's OK.

Tessa: Have you found anyone to do the disco yet?

Mum: No, not yet, dear.

Tessa: Well, do you think you could do that soon, Mum? It might not be easy. What about the equipment?

Mum: Well, we're having the sound system and the records delivered by a local company next week.

Tessa: Good. That should be all right. What about the bar?

Mum: That's all under control. We're having the drinks delivered next week.

Tessa: Great! Have you organised the food? Are you cooking it?

Mum: What, for 70 people? You must be joking! No, I think I'll have it done by



the caterers\* in the village.

Tessa: You'll do that soon, won't you? They'll need a bit of notice.

Mum: Mmm. Of course. Now, I had the invitations printed last week. The stationer's did them, but I haven't had time to send them yet ...

Tessa: Oh, Mum, but the party's in ten days! Send them soon, will you, or we'll have no guests!

Mum: Yes, I'm sorry, dear. Look, I'll phone everyone too. I've been so busy with all the arrangements ...

	Done	To be done	Relevant information
The place	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The hall has been hired.
The disco	<input type="checkbox"/>	<input checked="" type="checkbox"/>	To find someone to do it.
The equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The sound system and the records will be delivered by a local company next week.
The bar	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The drinks will be delivered next week.
The food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	To have it done by the caterers in the village.
The invitations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	They are printed and will be sent soon.

## Dialogue 2

## Fast Food Survey

### Teaching Tips

This dialogue is about a fast food survey. The first part is about the respondent's eating habit. The second part is about the respondent's opinion about fast food. What are the questions? What is the respondent's opinion? And what is your opinion?

### Tapescript and Key

**A:** A: Excuse me, do you mind answering a few questions?

B: No.