

“十二五”普通高等教育本科国家级规划教材



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

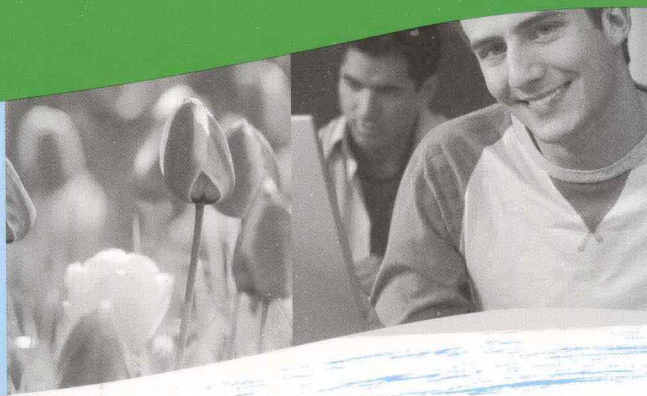
听力教程

A Listening Course

教师用书

第2版

主 编 / 施心远



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王 沁

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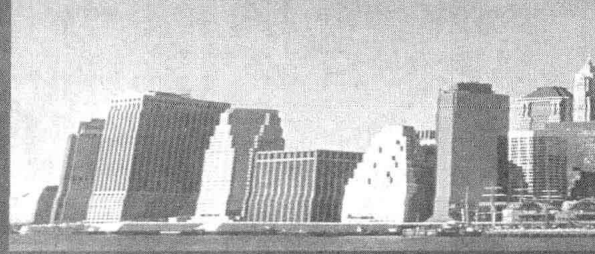
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总序

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”、“十二五”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



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。

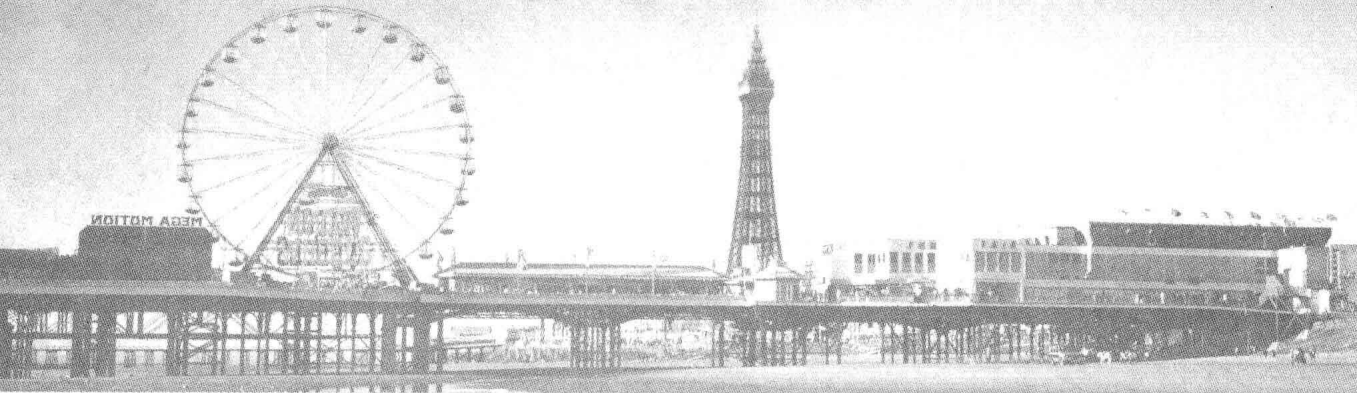
修订后的教材仍保持原有的专业技能、专业知识和相关专业知识三大板块，品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等，总数逾200种，几乎涵盖了当前我国高校英语专业所开设的全部课程，并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点，提供更多的选择。教材编写深入浅出，内容反映了各个学科领域的最新研究成果；在编写宗旨上，除了帮助学生打下扎实的语言基本功外，着力培养学生分析问题、解决问题的能力，提高学生的思辨能力和人文、科学素养，培养健康向上的人生观，使学生真正成为我国新时代所需要的英语专门人才。

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”。其专业技能板块的70多种教材更于2012年首批被评为“‘十二五’普通高等教育本科国家级规划教材”。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。

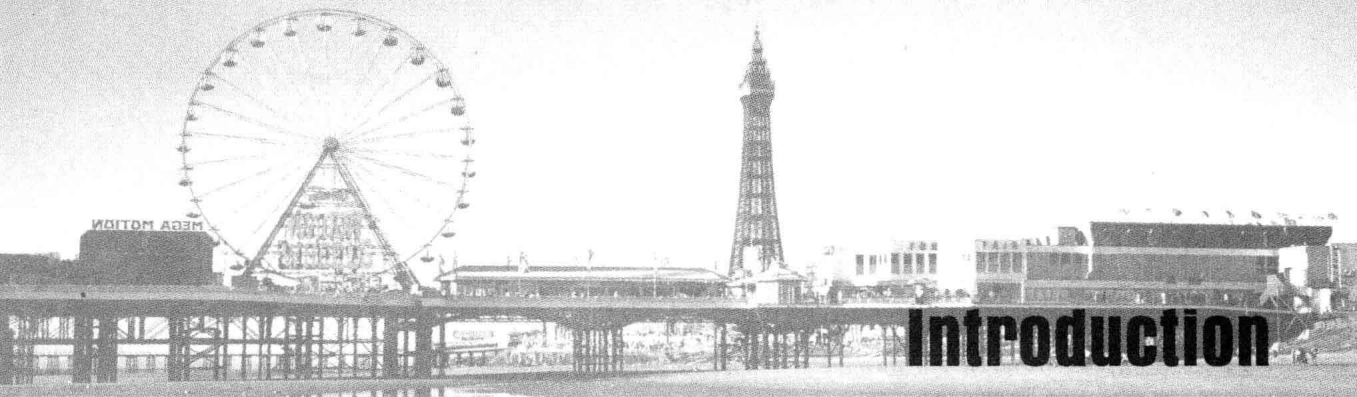
听力课作为整个外语教学的一部分，是综合英语课的补充和拓展。我们在编写《听力教程》第二册时，注重其内容涵盖政治、经济、文化、科技、人文等各个方面的题材，及对话、访谈、短文、专题报道和新闻等各种语境形式。

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



ABOUT THE BOOK

Book Two has the same structure of Book One with fifteen 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, the 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 Teacher's Book) and background information are given in the Student's 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". 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 two passages on various topics with integrated listening skill training exercises. In oral work the students will discuss some questions related to the passages. The questions are open-ended. The students should give their opinions in a logical, reasonable and fluent way.

Shi Xinyuan
General Editor



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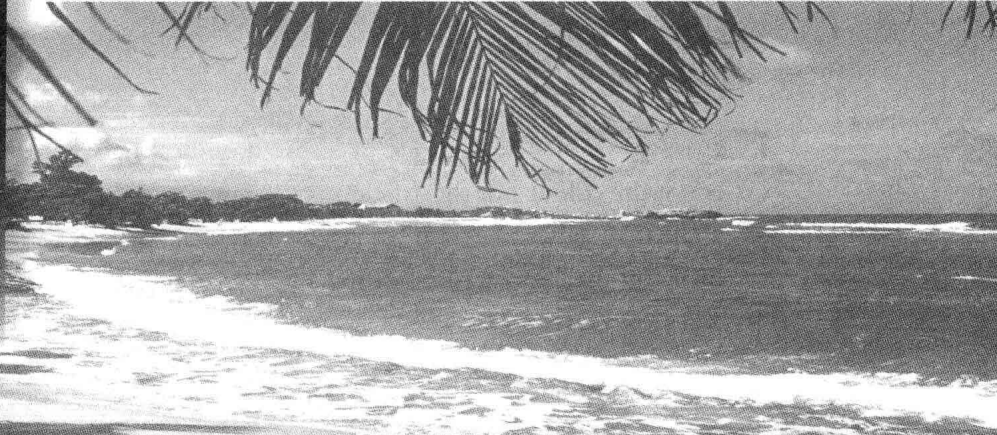
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Unit 1



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 65031**609**.
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