



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

LISTENING COURSE

主编 施心远

第一册



学生用书

上海外语教育出版社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



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总序

普通高等教育“十五”国家规划教材
新世纪高等院校英语专业本科生系列教材

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随这种潮流。

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
和水平。

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 世纪英语人才的培养需要，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

This book is designed for English majors. As the name implies, this course book integrates activities for both listening and speaking skills training.

The book includes sixteen units plus one unit of tests. Each unit contains four sections: Tactics for Listening; Listening Comprehension; Oral Work; and Supplementary Exercises.

Each unit begins with Tactics for Listening, which provides with some basic listening skills training.

Listening Comprehension contains major listening exercises, including listening for gist, identifying specific information, and drawing inferences.

Oral Work is the section in which the students will have the opportunity to practice spoken English with the help of the listening material they have just heard.

Supplementary Exercises give the students a chance to challenge their listening comprehension and also a chance to express their opinions freely.

HOW TO USE THE BOOK

Tactics for Listening

In Book One there are two activities in this part: phonetic exercise and note-taking exercise.

In terms of phonetic exercise we mainly include certain elements that affect listening comprehension, such as weak forms of certain words, link-ups of two or three words, contractions, stress and intonation and tone of the voice. In Book One we will just deal with weak forms of certain words, link-ups of two or three words and contractions.

Weak forms are words unstressed when they are pronounced in speech. Some of the English words have two forms of pronunciation: a strong form and a weak form, for example, the strong form of the word **some**, is /sʌm/ and its weak form is /səm/. The recognition of the weak forms is essential to good listening comprehension, especially the understanding of spoken English. In spoken English most of the words read in their weak forms are articles, prepositions, pronouns and some verbs. These words, if not deliberately emphasized, are often read in their weak forms. In spoken English, vowels like /æ/, /ʌ/, /eɪ/, /e/ are often read in their weak forms as /ə/. For instance, **a** is read as /ə/, **an** as /ən/, **and** as /ən(d)/, **but** as /bət/, **from** as /frəm/, **at** as /ət/, **that** as /ðət/, **them** as /ðəm/, **than** as /ðən/, **there** as /ðə(r)/, **am** as /əm/, **as** as /əz/, **are** as /ə/, **was** as /wəz/, **does** as /dəz/, **can** as /kən/, **must** as /mʌst/. The sound /h/ in the beginning of words is usually not pronounced when weak forms are necessary. For example, **had** is pronounced as /əd/, **has** as /əz/, and **have** as /əv/. Long vowels are often pronounced as short vowels. For example, **her** is pronounced as /ə/ or

/ər/, **your** as /jə/ or /jər/, **she** as /ʃɪ/, **he** as /ɪ/, **we** as /wi/, **you** as /ju/, and **him** as /ɪm/. So sometimes the sentence “**Which did he choose**” is read as /wɪtʃ dɪd ɪ'tʃu:z/; “**Leave him alone**” is read as /'lɪv ɪm ə'ləʊn/ and “**Ask her to come**” is read as /'ɑ:sk ə təkʌm/. If the students are not familiar with the weak forms of these words, they may find it difficult to follow these sentences.

Link-ups and contractions are two other ways used by the native speakers to speak rapidly and fluently.

Link-up is to link two or more words together. A contraction is the shortened form of a word or words, like “**who’s**” is the contraction of “**who is.**”

Link-ups and contractions sometimes make it difficult to comprehend and even cause misunderstandings. When hearing the sentence “**Is the boss in,**” some students interpret it as “**Is the bossing**” and when hearing another sentence “**Just him and his dog,**” some students interpret it as “**Just Tim and his dog.**” In the first case the student cannot distinguish a link-up and an “-ing” form. In the second case, the student is unfamiliar with the weak form of “**him.**” As to contractions, some students hear “**who’s**” as “**whose**” and “**when’s**” as “**once.**”

Exercise in this part is designed with the focus on these phonetic elements.

In terms of note-taking we believe this is a skill that needs systematic training to acquire. One needs certain abilities for note-taking. These abilities include: (1) to select the important points; (2) to write them succinctly and quickly; (3) to lay them out clearly. In order to take quick notes you must be able to ignore any sentences which are not essential to the understanding of the main idea. You should be able to concentrate on the important sentences which carry most information and on the important words, usually nouns, sometimes verbs or adjectives. You should write in words, short phrases, rather than in complete sentences. And you should use symbols or signs and abbreviations. Following measures are usually taken to show the connections between ideas: (1) leave a space for different ideas; (2) use numbers and letters, e.g. 1, 2, 3; (I), (ii), (iii); A, B, C; a, b, c; (3) use common symbols and signs. The following diagram is a summary of the basic skills of note-taking.

Skill	Sub-skills
accurate analysis	1. Identify the subject of the text, establish what it is about, and devise a title for the notes.
	2. Identify the main topic of the text.
	3. Sort out the logic of the text, and establish which example relates to which point, etc.
rapid note-making	4. Re-order the points made in the text, if necessary, according to its logic.
	5. Use abbreviations for speed.
	6. Use symbols for speed and to show the logical relations within the text.
	7. Omit all unnecessary language for speed.
	8. Use the space of the page to lay the notes out clearly.
	9. Use numbers and letters to identify and distinguish different points, secondary points etc., and examples etc.

accurate and easy read back	10. The use of clear lay-out, numbers and letters assists fast and accurate interpretation of the notes.
	11. Systematic use of abbreviations, symbols and omissions ensures rapid and accurate recall of the meaning of the notes.
	12. Good notes represent the essential intermediate stage to good writing, effective speaking and successful problem-solving etc.

(Alex Adkins and Ian Mckean)

The purpose of note-taking is to help the listener form a general idea of the speech. In Book One we will have this note-taking-and-summarising exercise in various forms, from writing down the key words to completing the passage.

Listening Comprehension

Listening Comprehension contains different types of listening materials, conversations, passages and news. Exercises are designed for different purposes, such as listening for gist, identifying specific information, and understanding inferences.

Many students find listening comprehension one of the most difficult skills in English. They are used to playing a passive role in listening. However, listening is not merely “passive” or “receptive”; rather, it is an active process that involves a variety of listening “strategies”. These strategies include:

- making predictions about what the speaker is going to say next or where the discourse is “leading to”;
- matching what we hear against our background knowledge, such as our own experience, our knowledge of the world and other cultures, etc.;
- distinguishing the main point of what we hear from less important details, and “following the thread” of a conversation or a passage;
- inferring information about the speakers and their situation that is implied in what we hear.

(Adrian Doff and Carolyn Becket)

There are two different ways in the listening process: listening from bottom up and listening from top down. With bottom-up processing, students start with the component parts: words, grammar, and the like. They attempt to piece the meaning together, word by word with the help of their knowledge of grammar. If they come to an unknown word or an unfamiliar structure, they are stuck. Top-down processing is the opposite. Students start from their background knowledge and try to use it to understand the gist, but sometimes they miss some details. Therefore, teachers should encourage students to use both the knowledge of the language (phonetics, vocabulary, grammar, etc.) and background knowledge to elicit the correct answers.

It is advisable to encourage students to give reasons for their answers and always ask the students to tell the gist of the listening material. The gist can be in the form of a key word, a phrase, a sentence or a brief summary.

Vocabulary (words marked with * in the tapescript in the teachers’ book) and background information (words or phrases marked with * in the tapescript in the teachers’ book) are given in the

students' book. There are two types of words in the vocabulary: those affect comprehension and those do not. Teachers should help students make a clear distinction of these types of words. During the listening process, skip the ones that do not affect comprehension and guess the meaning of the other ones from the context.

Oral Work

There are two exercises in this section. Questions and Answers is a kind of listening and speaking exercise. The students' responses are based on a conversation they have just heard. It involves students' active participation. It also helps the students start to talk and paves the way for later longer oral presentation. In these exercises, a complete answer to the question is always encouraged.

Retelling is a way to help students produce longer oral presentations. At first the students may just recite the story. That's all right. Later students are encouraged to retell the story in their own words. We may begin retelling training from guided retelling. The guidance used for retelling can be in the form of an outline, questions or a summary framework.

Supplementary Exercises

The additional exercises in this part are optional. In this part the students will hear a news report on various topics with integrated listening skill training exercises. In oral work the students may have the opportunity to demonstrate their oral presentation ability. The questions are open-ended. There won't be a correct or wrong answer. Therefore, students are encouraged to give their opinions in a logical, reasonable and fluent way.

Shi Xinyuan
General Editor

Contents

UNIT 1	
<i>Section One</i> <i>Techniques for Listening</i>	Part 1 Phonetics 1
	Part 2 Listening and Note-Taking 1
<i>Section Two</i> <i>Listening Comprehension</i>	Part 1 Dialogues 2
	Dialogue 1 Hello 2
	Dialogue 2 Welcome to Bristol 2
	Part 2 Passages 3
	Passage 1 A Young Waiter 3
	Passage 2 Greetings and Introductions 4
	Part 3 News 5
News Item 1 5	
News Item 2 6	
News Item 3 6	
<i>Section Three</i> <i>Oral Work</i>	Part 1 Questions and Answers 7
	Part 2 Retelling 7
<i>Section Four</i> <i>Supplementary Exercises</i>	Part 1 Listening Comprehension 7
	Part 2 Oral Work 8
UNIT 2	
<i>Section One</i> <i>Techniques for Listening</i>	Part 1 Phonetics 9
	Part 2 Listening and Note-Taking 9
<i>Section Two</i> <i>Listening Comprehension</i>	Part 1 Dialogues 10
	Dialogue 1 Where Are You Living Now? 10
	Dialogue 2 Have You Ever Lived Abroad? 11
	Part 2 Passages 11
	Passage 1 Welcome to London! 11
	Passage 2 Entertainments in London 13
	Part 3 News 14
News Item 1 14	
News Item 2 15	
News Item 3 15	
<i>Section Three</i> <i>Oral Work</i>	Part 1 Questions and Answers 16
	Part 2 Retelling 17

<i>Section Four</i> <i>Supplementary Exercises</i>	Part 1 Listening Comprehension	17
	Part 2 Oral Work	18

UNIT 3

<i>Section One</i> <i>Techniques for Listening</i>	Part 1 Phonetics	19
	Part 2 Listening and Note-Taking	20
<i>Section Two</i> <i>Listening Comprehension</i>	Part 1 Dialogues	20
	Dialogue 1 What's He Like?	20
	Dialogue 2 How Old Are You?	21
	Part 2 Passages	21
	Passage 1 Informational Interviewing	21
	Passage 2 British Postmen and Milkmen	22
	Part 3 News	23
News Item 1	23	
News Item 2	23	
News Item 3	24	
<i>Section Three</i> <i>Oral Work</i>	Part 1 Questions and Answers	25
	Part 2 Retelling	25
<i>Section Four</i> <i>Supplementary Exercises</i>	Part 1 Listening Comprehension	25
	Part 2 Oral Work	26

UNIT 4

<i>Section One</i> <i>Techniques for Listening</i>	Part 1 Phonetics	27
	Part 2 Listening and Note-Taking	27
<i>Section Two</i> <i>Listening Comprehension</i>	Part 1 Dialogues	28
	Dialogue 1 Phoning about the Flat	28
	Dialogue 2 The Magnificent Town Residence	28
	Part 2 Passages	29
	Passage 1 Hide-and-seek	29
	Passage 2 My Nephew	30
	Part 3 News	31
News Item 1	31	
News Item 2	32	
News Item 3	32	
<i>Section Three</i> <i>Oral Work</i>	Part 1 Questions and Answers	33
	Part 2 Retelling	33
<i>Section Four</i> <i>Supplementary Exercises</i>	Part 1 Listening Comprehension	34
	Part 2 Oral Work	34

UNIT 5	
<i>Section One</i> <i>Tactics for Listening</i>	Part 1 Phonetics 35 Part 2 Listening and Note-Taking 35
<i>Section Two</i> <i>Listening Comprehension</i>	Part 1 Dialogues 36 Dialogue 1 Are You Ready to Order? 36 Dialogue 2 Two 74s, Please 37 Part 2 Passages 37 Passage 1 Instant Coffee 37 Passage 2 Tinned Tomato Soup 38 Part 3 News 40 News Item 1 40 News Item 2 40 News Item 3 41
<i>Section Three</i> <i>Oral Work</i>	Part 1 Questions and Answers 42 Part 2 Retelling 42
<i>Section Four</i> <i>Supplementary Exercises</i>	Part 1 Listening Comprehension 42 Part 2 Oral Work 43

UNIT 6	
<i>Section One</i> <i>Tactics for Listening</i>	Part 1 Phonetics 44 Part 2 Listening and Note-Taking 44
<i>Section Two</i> <i>Listening Comprehension</i>	Part 1 Dialogues 45 Dialogue 1 What a Super Flat 45 Dialogue 2 Back from Work 46 Part 2 Passages 46 Passage 1 The "Lost" Receipt 46 Passage 2 A Coin 48 Part 3 News 49 News Item 1 49 News Item 2 49 News Item 3 50
<i>Section Three</i> <i>Oral Work</i>	Part 1 Questions and Answers 51 Part 2 Retelling 51
<i>Section Four</i> <i>Supplementary Exercises</i>	Part 1 Listening Comprehension 51 Part 2 Oral Work 52

UNIT 7	
<i>Section One</i> <i>Techniques for Listening</i>	Part 1 Phonetics 53 Part 2 Listening and Note-Taking 53
<i>Section Two</i> <i>Listening Comprehension</i>	Part 1 Dialogues 54 Dialogue 1 In a Toy Shop 54 Dialogue 2 Customer Service 54 Part 2 Passages 55 Passage 1 An Unusual Shop 55 Passage 2 Bargains or Fixed Price Shopping? 56 Part 3 News 57 News Item 1 57 News Item 2 58 News Item 3 59
<i>Section Three</i> <i>Oral Work</i>	Part 1 Questions and Answers 60 Part 2 Retelling 60
<i>Section Four</i> <i>Supplementary Exercises</i>	Part 1 Listening Comprehension 60 Part 2 Oral Work 61

UNIT 8	
<i>Section One</i> <i>Techniques for Listening</i>	Part 1 Phonetics 62 Part 2 Listening and Note-Taking 62
<i>Section Two</i> <i>Listening Comprehension</i>	Part 1 Dialogues 63 Dialogue 1 Have You Been to the Theatre Here? 63 Dialogue 2 Asking for Directions 64 Part 2 Passages 65 Passage 1 Sleep and Language Learning 65 Passage 2 Marketplace 66 Part 3 News 67 News Item 1 67 News Item 2 68 News Item 3 68
<i>Section Three</i> <i>Oral Work</i>	Part 1 Questions and Answers 69 Part 2 Retelling 69
<i>Section Four</i> <i>Supplementary Exercises</i>	Part 1 Listening Comprehension 70 Part 2 Oral Work 70

UNIT 9

<i>Section One</i> <i>Tactics for Listening</i>	Part 1 Phonetics 71
	Part 2 Listening and Note-Taking 71
<i>Section Two</i> <i>Listening Comprehension</i>	Part 1 Dialogues 72 Dialogue 1 How to Get to the National Theatre, Please? .. 72 Dialogue 2 Are You Free for Lunch Today? 72 Part 2 Passages 73 Passage 1 Smoking 73 Passage 2 Running 74 Part 3 News 75 News Item 1 75 News Item 2 75 News Item 3 76
<i>Section Three</i> <i>Oral Work</i>	Part 1 Questions and Answers 76 Part 2 Retelling 77
<i>Section Four</i> <i>Supplementary Exercises</i>	Part 1 Listening Comprehension 77 Part 2 Oral Work 78

UNIT 10

<i>Section One</i> <i>Tactics for Listening</i>	Part 1 Phonetics 79
	Part 2 Listening and Note-Taking 79
<i>Section Two</i> <i>Listening Comprehension</i>	Part 1 Dialogues 80 Dialogue 1 The National Telecom Showroom 80 Dialogue 2 At Heathrow Airport 80 Part 2 Passages 81 Passage 1 The Weather Forecast 81 Passage 2 Package Holidays 82 Part 3 News 83 News Item 1 83 News Item 2 84 News Item 3 84
<i>Section Three</i> <i>Oral Work</i>	Part 1 Questions and Answers 85 Part 2 Retelling 85
<i>Section Four</i> <i>Supplementary Exercises</i>	Part 1 Listening Comprehension 86 Part 2 Oral Work 87

UNIT 11	
<i>Section One</i> <i>Tactics for Listening</i>	Part 1 Phonetics 88
	Part 2 Listening and Note-Taking 88
<i>Section Two</i> <i>Listening Comprehension</i>	Part 1 Dialogues 89
	Dialogue 1 Job 89
	Dialogue 2 Women's Work 89
	Part 2 Passages 90
	Passage 1 Cycling Accidents 90
	Passage 2 Hidden Passengers 91
	Part 3 News 92
News Item 1 92	
News Item 2 92	
News Item 3 93	
<i>Section Three</i> <i>Oral Work</i>	Part 1 Questions and Answers 93
	Part 2 Retelling 93
<i>Section Four</i> <i>Supplementary Exercises</i>	Part 1 Listening Comprehension 93
	Part 2 Oral Work 94

UNIT 12	
<i>Section One</i> <i>Tactics for Listening</i>	Part 1 Phonetics 95
	Part 2 Listening and Note-Taking 95
<i>Section Two</i> <i>Listening Comprehension</i>	Part 1 Dialogues 96
	Dialogue 1 With Casual Clothes 96
	Dialogue 2 A Postman 96
	Part 2 Passages 97
	Passage 1 Burglary (1) 97
	Passage 2 Burglary (2) 98
	Part 3 News 99
News Item 1 99	
News Item 2 99	
News Item 3 100	
<i>Section Three</i> <i>Oral Work</i>	Part 1 Questions and Answers 100
	Part 2 Retelling 100
<i>Section Four</i> <i>Supplementary Exercises</i>	Part 1 Listening Comprehension 101
	Part 2 Oral Work 101

UNIT 13	
<i>Section One</i> <i>Tactics for Listening</i>	Part 1 Phonetics 102 Part 2 Listening and Note-Taking 102
<i>Section Two</i> <i>Listening Comprehension</i>	Part 1 Dialogues 103 Dialogue 1 I'd Like to Make a Collect Call to England 103 Dialogue 2 Harry's Weekends 104 Part 2 Passages 104 Passage 1 Football Pools (1) 104 Passage 2 Football Pools (2) 105 Part 3 News 106 News Item 1 106 News Item 2 106 News Item 3 107
<i>Section Three</i> <i>Oral Work</i>	Part 1 Questions and Answers 108 Part 2 Retelling 108
<i>Section Four</i> <i>Supplementary Exercises</i>	Part 1 Listening Comprehension 108 Part 2 Oral Work 109
UNIT 14	
<i>Section One</i> <i>Tactics for Listening</i>	Part 1 Phonetics 110 Part 2 Listening and Note-Taking 111
<i>Section Two</i> <i>Listening Comprehension</i>	Part 1 Dialogues 111 Dialogue 1 Magic Tricks and Illusions 111 Dialogue 2 Ancient Mysteries 112 Part 2 Passages 113 Passage 1 The Problems of the Third World 113 Passage 2 Dolphins 114 Part 3 News 114 News Item 1 114 News Item 2 115 News Item 3 115
<i>Section Three</i> <i>Oral Work</i>	Part 1 Questions and Answers 115 Part 2 Retelling 116
<i>Section Four</i> <i>Supplementary Exercises</i>	Part 1 Listening Comprehension 116 Part 2 Oral Work 117