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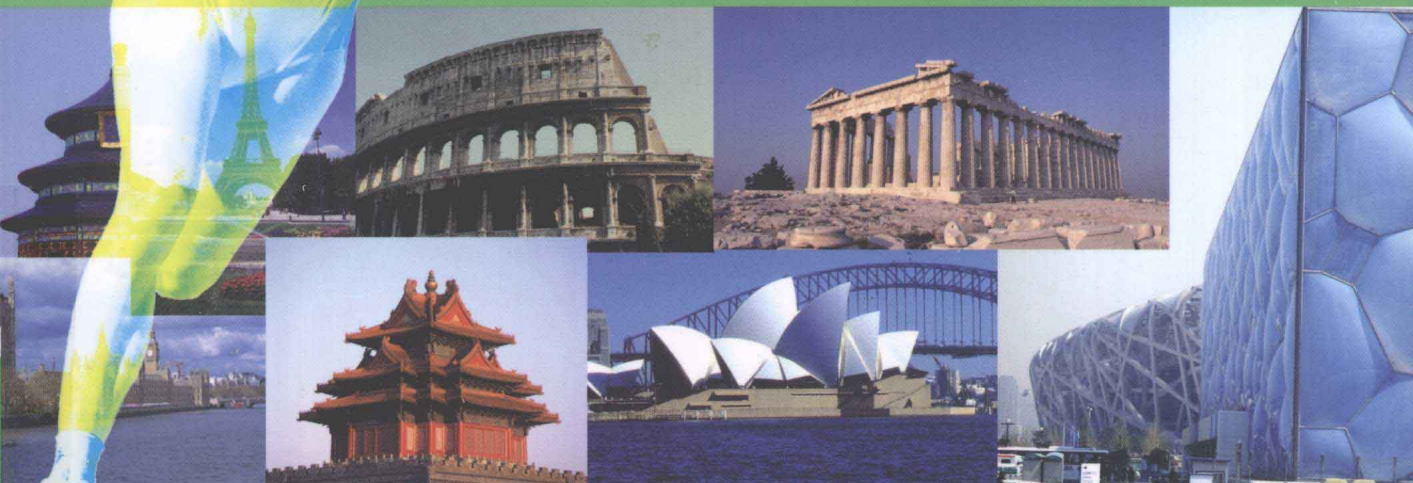
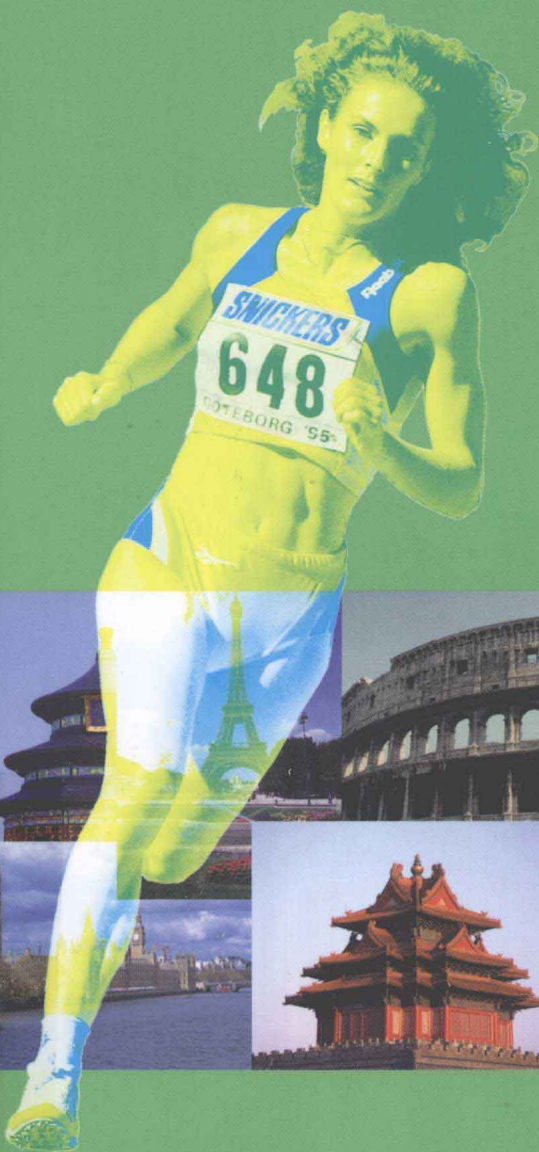
体育英语专业系列教材 / 总主编 田 慧

# 英语听说教程

ENGLISH LISTENING AND SPEAKING COURSE

(第二册)

主编 王秋雨 副主编 孙曙光 袁 哲



北京大学出版社  
PEKING UNIVERSITY PRESS



教育部规划教材

普通高等教育英语专业基础阶段教材

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· 1 ·

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(第二册)

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# 前 言

从 2002 年开始,国内的体育院校纷纷开设了体育英语专业,培养在体育领域从事对外交流工作的国际体育人才。经过五年多的发展,体育英语专业既显示出强大的生机和活力,又面临着诸多困难,首要的问题就是教材问题。目前,体育英语专业大多在技能类课程,特别是基础阶段课程中沿用了全国统编英语专业教材。这些教材选材精当、设计合理,对夯实学生语言基本功起到了巨大作用。但是体育英语专业有其专业的特色,因此,从 2004 年开始,我们就着手策划编写一套供体育英语专业学生使用的系列教材,并于 2007 年获得北京市高等教育精品教材立项。此系列教材包括基础阶段的《综合英语教程》、《英语听说教程》、《英语阅读教程》和高级阶段的《体育英语阅读》等,首批推出的是基础阶段的《综合英语教程》和《英语听说教程》。

经教育部批准的《高等学校英语专业英语教学大纲》指出:英语专业学生应具有扎实的语言基本功、宽广的知识面、一定的相关专业知识、较强的能力和较高素质。基础阶段的各教程正是按照这一培养目标编写的,立足于加强学生语言基本功,在培养语言基本功的同时渗透体育元素、人文精神,以提高学生的体育知识水平和人文素养,并在设计中力图培养学生的跨文化交际能力和独立思维能力。同时,本系列教材的一个突出特点是将各门课程的同一单元统一于一个话题,学生在“综合英语”、“英语阅读”、“英语听说”课程中同步围绕一个话题进行不同的技能训练,也使得他们能从不同角度认识同一问题。

《英语听说教程》共 4 册,本书为第二册,内有 12 个单元。每单元的主题与《综合英语教程》的主题相同,但内容的取材原则体现不同的重点。每单元分为听说两大模块,听力部分计划用 5 个学时完成,口语部分计划用两个学时完成。本教程听说一体,学习者在接受了大量的相关话题的信息输入后,可以对此话题进行讨论。

听力材料的选择以短小精悍、难度适中的国外原版材料为主,兼顾材料的多样性、信息性、知识性和趣味性及语言的真实性与实用性,避免枯燥,每次课都有新的内容,有效地避免了各门课程脱节。

本教程强调多种目的听说训练,以便学习者适应不同内容、不同形式的英语。整册书中编排有英语对话、访谈、故事、文章、报告、讲座以及演讲等内容。为了提高学生的新闻英语听力的能力,每单元有 3 条新闻听力,并配有练习。与第一册相比,第二册适当增加了体育题材和体育新闻英语的比重,力求在为学生打下扎实的英语听力基本

## 英语听说教程(第二册)

技能基础的同时,渗透体育专业英语,为学生以后的专业发展打下基础。

编纂过程中,北京体育大学外语系的外籍专家 Vera Lee 和 Maggie Carey 先后改写并审校了课文与练习,并且提出了宝贵意见,在此谨表谢忱。教程选材过程中,我们参阅了大量英美国家的报纸杂志、教科书,以及部分网络资源,对一些文章进行了选编,特此向原作者们致以诚挚的谢意。

北京体育大学外语系承担了本教程的编写工作。由于经验和水平有限,书中疏漏及不妥之处在所难免,敬请使用本教程的师生批评指正。

编者

2008年11月

# 目 录

## Unit 1 Family ..... 1

### Listening

- Part I Dialogue ..... 2
- Part II Remember, We're Raising Children, Not Flowers! ..... 3
- Part III Stay-at-Home Dads ..... 5
- Part IV A Moving Story About FAMILY ..... 7
- Part V News ..... 8

### Speaking

- Part I Pronunciation Practice ..... 9
- Part II Speaking Activities ..... 10
- Part III Situational Dialogue: Making Invitations ..... 13

## Unit 2 Jobs ..... 17

### Listening

- Part I Dialogue ..... 18
- Part II Job Interviews—Selling Yourself ..... 19
- Part III Sports Manager ..... 22
- Part IV The Commencement Address at Stanford ..... 24
- Part V News ..... 25

### Speaking

- Part I Pronunciation Practice ..... 26
- Part II Speaking Activities ..... 27
- Part III Situational Dialogue: Job Interviews ..... 29

**Unit 3 Business ..... 33**

**Listening**

Part I	Dialogue .....	34
Part II	Students Carve Out Early Careers in Business .....	35
Part III	Seven Principles of Admirable Business Ethics .....	37
Part IV	Listening for Numbers .....	39
Part V	News .....	41

**Speaking**

Part I	Pronunciation Practice .....	43
Part II	Speaking Activities .....	44
Part III	Situational Dialogue: Making Offers .....	45

**Unit 4 Music ..... 49**

**Listening**

Part I	Dialogue .....	50
Part II	Fighting Music Piracy on College Campuses .....	51
Part III	Music at Sporting Events .....	54
Part IV	The Symphony: A Microcosm of Life .....	56
Part V	News .....	57

**Speaking**

Part I	Pronunciation Practice .....	58
Part II	Speaking Activities .....	59
Part III	Situational Dialogue: Likes and Dislikes .....	61

**Unit 5 Disasters ..... 65**

**Listening**

Part I	Dialogue .....	66
Part II	Tsunami Wounds Still Fresh in Indonesia One Year Later .....	68
Part III	The Nature of Disasters .....	70
Part IV	Chinese Find Strength and Hope in Earthquake Rubble .....	72
Part V	News .....	74

**Speaking**

Part I	Pronunciation Practice .....	76
Part II	Speaking Activities .....	77
Part III	Situational Dialogue: Disappointment and Encouragement .....	79



**Unit 6 Legends and Myths ..... 83****Listening**

Part I	Dialogue .....	84
Part II	Noah and Nü Wa .....	85
Part III	Great American Myths .....	87
Part IV	Athena, Arachne, and the Weaving Contest .....	88
Part V	News .....	90

**Speaking**

Part I	Pronunciation Practice .....	92
Part II	Speaking Activities .....	93
Part III	Situational Dialogue: Possibility and Impossibility .....	96

**Unit 7 Shopping ..... 99****Listening**

Part I	Dialogue .....	100
Part II	Ten Steps to Smarter Food Shopping .....	101
Part III	Online Shopping—An Increasing Trend .....	104
Part IV	Listening for Signal Words .....	106
Part V	News .....	107

**Speaking**

Part I	Pronunciation Practice .....	109
Part II	Speaking Activities .....	110
Part III	Situational Dialogue: Shopping .....	111

**Unit 8 Women Around the World ..... 115****Listening**

Part I	Dialogue .....	116
Part II	Meet the Power Sisters .....	117
Part III	Women Struggle for Their Rights .....	120
Part IV	All Women Are Born for Loving .....	122
Part V	News .....	123

**Speaking**

Part I	Pronunciation Practice .....	125
Part II	Speaking Activities .....	125
Part III	Situational Dialogue: Making Comparisons .....	128

<b>Unit 9 Travel .....</b>	<b>131</b>
<b>Listening</b>	
Part I Dialogue .....	132
Part II Travel Smart: Dollars and Sense .....	133
Part III The Experience of Travelling and Learning .....	135
Part IV Life Is a Journey .....	137
Part V News .....	139
<b>Speaking</b>	
Part I Pronunciation Practice .....	140
Part II Speaking Activities .....	141
Part III Situational Dialogue: Buying Tickets .....	143
<b>Unit 10 Famous People .....</b>	<b>147</b>
<b>Listening</b>	
Part I Dialogue .....	148
Part II The Greatest Individual Athletic Achievements .....	150
Part III A Great Scientist .....	152
Part IV Guessing Vocabulary from Context .....	154
Part V News .....	156
<b>Speaking</b>	
Part I Pronunciation Practice .....	157
Part II Speaking Activities .....	158
Part III Situational Dialogue: Getting Information .....	160
<b>Unit 11 Health .....</b>	<b>165</b>
<b>Listening</b>	
Part I Dialogue .....	166
Part II Vitamin D .....	167
Part III Health Issues for College Students .....	169
Part IV Color Affects Your Moods and Health .....	172
Part V News .....	173
<b>Speaking</b>	
Part I Pronunciation Practice .....	174
Part II Speaking Activities .....	175
Part III Situational Dialogue: Describing Moods and Feelings .....	177

**Unit 12 Memories ..... 181****Listening**

Part I	Dialogue .....	182
Part II	Sporting Memory—Jordan Hits “The Shot” .....	184
Part III	Five Ways to Improve Your Memory .....	187
Part IV	How to Improve News Listening .....	188
Part V	News .....	190

**Speaking**

Part I	Pronunciation Practice .....	191
Part II	Speaking Activities .....	192
Part III	Situational Dialogue: Interrupting .....	195

**Keys ..... 198****Transcript ..... 229**

# Unit 1 Family

## Overview

### Listening

- Part I Dialogue
- Part II Remember, We're Raising Children, Not Flowers!
- Part III Stay-at-Home Dads
- Part IV A Moving Story About FAMILY
- Part V News

### Speaking

- Part I Pronunciation Practice
- Part II Speaking Activities
- Part III Situational Dialogue: Making Invitations

### Skills

- Talking About the Changing Roles of Families
- Learning Expressions Used in Making Invitations

### Language Focus

- Participle Clauses

Listening

Part I Dialogue

Word List

collectivism	individualism	go out of one's way	self-reliance
meddle in	let go	rewarding	make it on one's own
doom	Confucius		

**A** You are going to hear a dialogue about the differences between Chinese and American way of life. Before listening, discuss the questions below.

1. What are some differences between Chinese and American family structures?
2. How are their concepts about family different?



**B** Now listen to the dialogue and fill in the chart below.

	China	America
Society based on		
Families in general	close	
Parents' role		
When children become adults		
Parents are proud of	/	

**C** Listen to the dialogue again and write T (true), F (false) or NG (not given) beside the following statements.

- ( ) 1. There aren't many kids in America who will let their parents tell them what to do.
- ( ) 2. Most American parents don't really care about their kids and they just let them go their own way.
- ( ) 3. Chinese children prefer their parents interfere with their personal affairs.
- ( ) 4. American parents express their love of family in a different way from Chinese parents.
- ( ) 5. Chinese culture and American culture are so different that sometimes there is culture shock when people from the two countries meet.

## Part II Remember, We're Raising Children, Not Flowers!

### Word List

mower	level	pane	shatter
destruction	slippery	veritable	give sb. a lecture
puddle	clean up	make a mess	restore
sponge	mop	renowned	remark

**A** Listen to the first part of the passage and fill in the blanks.

One day when David taught his seven-year-old son Kelly how to push the \_\_\_\_\_ (1) \_\_\_\_\_ around the yard, Kelly pushed it right through the \_\_\_\_\_ (2) \_\_\_\_\_ at the \_\_\_\_\_ (3) \_\_\_\_\_ of the lawn. David began to \_\_\_\_\_ (4) \_\_\_\_\_ when he saw what had happened since he had put a lot of \_\_\_\_\_ (5) \_\_\_\_\_ and \_\_\_\_\_ (6) \_\_\_\_\_ into making the flowers the \_\_\_\_\_ (7) \_\_\_\_\_ of the neighbours.

As he began to \_\_\_\_\_ (8) \_\_\_\_\_ to his son, his wife Jan reminded him how important it is as a parent to remember their \_\_\_\_\_ (9) \_\_\_\_\_. Kids and their \_\_\_\_\_ (10) \_\_\_\_\_ are more important than any physical object. The flowers are already dead. Parents should not add to the \_\_\_\_\_ (11) \_\_\_\_\_ by breaking a child's spirit and \_\_\_\_\_ (12) \_\_\_\_\_ his sense of \_\_\_\_\_ (13) \_\_\_\_\_.



**B** Now listen to the second part of the passage and choose the best answer.

- The scientist was more creative than the average person because \_\_\_\_\_ when he was about two years old.
  - his mom taught him how to do the experiment
  - he learned an important lesson from his mom
  - he learned how to do things effectively
  - he showed his talent
- When the scientist's mother saw the milk on the floor, she \_\_\_\_\_.
  - yelled at him
  - gave him a lecture
  - didn't lose her temper
  - punished him

3. Which of the following statements is NOT true?
- A. The little boy spilled the milk all over the kitchen floor.
  - B. The little boy played in the milk for a few minutes.
  - C. The little boy went to the back yard to play afterwards.
  - D. The little boy could carry a big water bottle with two tiny hands.
4. The little boy chose \_\_\_\_\_ to clean up the spilled milk.
- A. a sponge
  - B. a towel
  - C. a mop
  - D. tissue paper
5. The famous scientist learned the following EXCEPT \_\_\_\_\_.
- A. he didn't have to be afraid to make mistakes
  - B. he should be very careful when doing any experiment
  - C. mistakes were opportunities for learning something new
  - D. even though an experiment is not successful, he can still learn something from it

**C** The passages you just heard are based on two parenting incidences. *With your group, discuss the following questions.*

1. *What does "We're raising children, not flowers" imply? Do you agree with the statement?*
2. *What was the most important lesson you learned from your parents?*
3. *What role does family education play in a child's upbringing? Use examples to support your view(s).*

**D** Language Focus: Participle Clauses

Participles can combine with other words into participle clauses. We often use participle clauses after nouns in order to define or identify the nouns. Past participle clauses are often very much like relative clauses with a passive verb. For example:

The window pane **shattered by a baseball**, a lamp **knocked over by a careless child**, or a plate **dropped in the kitchen** are already broken. (= The window pane which was shattered by a baseball, a lamp which was knocked over by a careless child, or a plate which was dropped in the kitchen, are already broken.)

We often use a present participle clause instead of a defining relative clause with an active verb. For example:

I saw a girl **standing at the gate**. (= I saw a girl who was standing at the gate.)

The books **lying on the table** are mine. (=The books that are lying on the table are mine.)

Rewrite the following sentences using the information in brackets to make participle clauses. The first one is already done for you.

1. I was woken up by a bell. (The bell was ringing.)  
I was woken up by a bell ringing.
2. We saw trees. (The trees were laden with fruits.)
3. The child is John. (He is sitting in that corner.)
4. Most of the people didn't turn up. (They were invited to the party.)
5. The road repairs might delay traffic. (They are carried out on the motorway.)
6. The decisions will affect all of us. (It was made at today's meeting.)
7. At the end of the street there is a path. (The path leads to the river.)

### **Part III Stay-at-Home Dads**

#### Word List

prior to	vest	blow sth. out of the water	nurturing
court	passionate	better end of the deal	trade up
quadruple	parenting	practicality	bond
daycare	subcontract	juggle	compromise

**A** Dictation. Listen to the following short passage and write down what you hear.

**B** You are going to hear a passage about stay-at-home dads. Before listening, discuss the following questions with a partner.

1. Quickly write down five words that relate to the word *mother*. Do the same for *father*.



Compare your word lists. How are they similar or different?

2. When you were a child, who looked after or took care of you? How often did you spend time with your father? What kinds of things did you do together?
3. How do you think being a father today differs from fatherhood twenty or thirty years ago?



**C** Now listen to the first part of the passage and write T (true), F (false) or NG (not given) beside the following statements.

- ( ) 1. When Eric and Jody were studying in graduate school, they didn't discuss who would stay at home to take care of the kids in the future.
- ( ) 2. Jody made more money than Eric, so it was an easy decision for Eric to stay at home.
- ( ) 3. Eric and Jody have three boys in all.
- ( ) 4. Eric loves being a stay-at-home dad since he didn't like his engineer job.
- ( ) 5. Nowadays, the number of stay-at-home dads is four times that in 1986.

**D** Listen to the second part of the passage and fill in the blanks.

Based on survey results by researcher Bob Frank, these families share common characteristics: they see themselves as \_\_\_\_\_ (1) \_\_\_\_\_ in \_\_\_\_\_ (2) \_\_\_\_\_, and they put \_\_\_\_\_ (3) \_\_\_\_\_ first above \_\_\_\_\_ (4) \_\_\_\_\_. They choose this arrangement not \_\_\_\_\_ (5) \_\_\_\_\_, but \_\_\_\_\_ (6) \_\_\_\_\_: the husband's personality may be \_\_\_\_\_ (7) \_\_\_\_\_ for raising kids full-time or he can interrupt his career more easily or work from home. In most cases, the wife's career provides \_\_\_\_\_ (8) \_\_\_\_\_ and \_\_\_\_\_ (9) \_\_\_\_\_ than the husband's.

All of these families insist their kids have profited by the arrangement, and all stay-at-home dads report a(n) \_\_\_\_\_ (10) \_\_\_\_\_, \_\_\_\_\_ (11) \_\_\_\_\_ with their children. "There's no better way to really understand your children than to spend a lot of time with them," insists Peter. "Our kids are not \_\_\_\_\_ (12) \_\_\_\_\_—but at home, being raised by the one or two people on the planet who love them the most."

Eric readily agrees. "We did not want to \_\_\_\_\_ (13) \_\_\_\_\_ our parenting. We felt we could only do \_\_\_\_\_ (14) \_\_\_\_\_ things well—her work, my work, or raising our children. Maybe others can \_\_\_\_\_ (15) \_\_\_\_\_ all three priorities. We couldn't, and we didn't want to \_\_\_\_\_ (16) \_\_\_\_\_ our kids."