



普通高等教育“十五”国家级规划教材

总主编 戴炜栋
副总主编 蒋秉章

新世纪高职高专英语

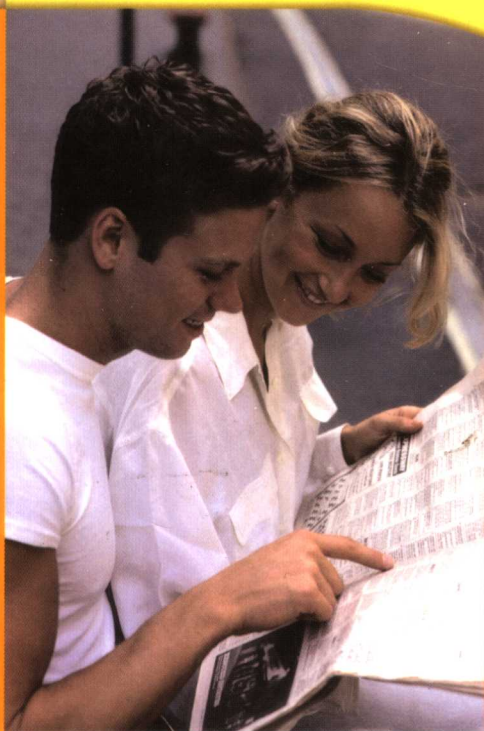
NEW CENTURY ENGLISH
LISTENING AND SPEAKING COURSE

听说教程

(修订版)

主编 龚兵

学生用书
STUDENT'S BOOK



上海外语教育出版社

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修订版前言

《新世纪高职高专英语》于2000年正式出版发行。由于该套教材充分利用国内外英语教学科研成果,全面体现高职高专英语教学规律,突出“五项创新”,深受广大师生欢迎。为了使这套教材更加完善,上海外语教育出版社组织我国四所高职名校(即深圳职业技术学院、上海第二工业大学、北京联合大学和华东师范大学职业技术学院)的英语骨干教师对教材进行了修订。我们利用调查表和座谈会的形式,广泛征求用户和专家的意见和建议,并按照教育部高等教育司颁布的《高职高专教育英语课程教学基本要求》,结合高职高专英语教学实际,修订了《新世纪高职高专英语·听说教程》。在保留教材原有特色的基础上,此书在以下几个方面作了改进:

一、对原有 Listen More 部分作了较大的调整。修改后该部分总体上分为两大板块: Section A 和 Section B 为第一板块, Section C、Section D 和 Section E 为第二板块。前者将《综合教程》中每单元主课文的语言点编成听力练习,旨在提高学生听力的同时巩固其所学过的词汇与短语,强化《听说教程》与《综合教程》的横向联系;后者以《高等学校英语应用能力考试大纲》为基准,设计了对话和篇章听力练习,旨在培养学生对听力材料的整体理解及摄取其中特定信息能力的同时逐步提高其应试能力,便于学生学完第一册教材后参加高等学校英语应用能力考试。

二、在学生用书相关的听力练习前增添了 Words & Phrases 部分,对听力材料中出现的较难词汇标注出词性、音标并给出注释,便于学生自学。这样既可帮助学生扩大词汇量,也可提高教学效果。

三、在教师手册的内容和体例上进行了较大的修改。修订后的教师手册除提供录音稿和练习答案外,还编有练习设计的目的、教学步骤介绍(供参考)、语言及文化背景注释。修订后的教师手册包含了学生用书的全部内容,便于教师更为灵活地开展教学活动。

四、更新了部分听力材料,进一步强化了语言的趣味性、实用性;所选材料更具现代感,贴近生活实际,为广大师生提供了丰富的、地道的现代英语听说素材。

五、根据编者的教学实践和反馈意见,对原书中的个别错误进行了纠正。

六、对版面重新进行了设计,体例创新,图文并茂。

本教材总主编为戴炜栋,副总主编为蒋秉章。本册主编为龚兵,编者为蒋剡、朱小晶、陈大明。本书的插图由周瑞平制作。深圳职业技术学院的外籍教师 Alan Miller、Ruth Follos 和 Kathryn O'leary 通读了书稿,并提出了一些宝贵意见。

由于编者水平和经验有限,疏漏和不妥之处在所难免,恳请广大师生继续批评指正。

编者

2003年5月

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UNIT ONE

NICE TO MEET YOU

Get the Right Sound

Section A

Circle the words you hear in the following pairs. Then listen and repeat both words in each pair.

(i)	[i:]	[ɪ]	(ii)	[e]	[æ]
	weep	whip		pen	pan
	beat	bit		guess	gas
	seat	sit		trek	track
	meal	mill		send	sand
	sheep	ship		better	batter

Section B

Listen and repeat, paying special attention to the pronunciation of the words in bold type in each sentence.

- (i)
- 1) **He'll** weep if they **whip** (抽打) **him**.
 - 2) **She'll** beat you if you **sit** on that **seat**.
 - 3) **Which** are the **sheep** from the **ship**?
 - 4) He **feels** quite **ill** after the **meals** on the **ship**.
 - 5) The dog **bit** the **sheep**.
- (ii)
- 1) **That** man **guessed** the **plan**.
 - 2) He **meant** to **send** the **jam** (果酱) with **gems** (宝石).
 - 3) **Send** a **map** of your **camp** (野营地).
 - 4) Who **stamped** (跺) on **that** **felt** (毡) **hat**?
 - 5) Don't strike **matches** if you **smell** **gas**!

Section C

Listen carefully and circle the words you hear in the brackets.

- (i)
- 1) Didn't you hear the sound of _____ (whipping, weeping)?
 - 2) The people in that house haven't any _____ (wit, wheat).
 - 3) I hope he'll catch the _____ (ship, sheep).
 - 4) That's a very high _____ (hill, heel).
 - 5) The farmer couldn't buy a _____ (meal, mill) anywhere.

- (ii) 1) Why don't you use a _____ (pen, pan)?
 2) The carpenter couldn't _____ (batter, better) that door.
 3) She had all sorts of _____ (gems, jams) in the cupboard.
 4) Look! There's a _____ (band, bend) in the road.
 5) I hope to _____ (land, lend) the pictures from the ship.

Listen In

Section A

Look at the pictures. What would you say in the following situations?



A



B



C



D

Section B

Listen to the tape and match what you hear with the pictures given above.

Picture A

Picture B

Picture C

Picture D

Dialogue 1

Dialogue 2

Dialogue 3

Dialogue 4

Section C

Listen to the dialogues again and complete them with what you hear.
 Before your listening, learn the following words and phrases.

Words & Phrases

engineering /ˌendʒɪˈnɪəriŋ/ *n.*

工程学

manager /ˈmænɪdʒə/ *n.*

经理

rather /ˈrɑːðə/ *ad.*

quite, fairly 相当, 颇

rush /rʌʃ/ *n.*

(too much) hurrying (过于) 匆忙

unfortunately /ˌʌnˈfɔːtʃənətli/ *ad.*

used to express regret about what you are saying 令人遗憾地; 不巧, 可惜

check out

(esp. *AmE*) have the removal of something recorded
 办理借出登记手续

Dialogue 1

W: Hey Jim. _____?

M: Oh, hi, Nancy. _____. How're you doin'?

W: Yeah, a long time. Unfortunately, I'm _____ right now.

M: So am I. Catch you some other time, huh?

W: Yeah. Let's get together sometime. _____.

M: You, too.

Dialogue 2

M₁: Hi! I'm David James.

M₂: I'm Samuel Johnson.

M₁: Pleased to meet you.

M₂: _____.

M₁: I'm in the history class. What about you?

M₂: _____.

M₁: Oh, the bell! The break's over.

M₂: _____.

M₁: Yes, see you tomorrow.

M₂: _____!

M₁: Bye!

Dialogue 3

W: Good afternoon, Sir. Can I help you?

M: _____. I'd like to _____ if I may.

W: Yes, of course. Here, I'll take them. May I see your library card?

M: Yes. _____.

W: O.K., Sir. Here you are. All right. Enjoy your reading and _____.

M: You, too.

Dialogue 4

M₁: Peter! How are you? Haven't seen you for ages!

M₂: George! _____.

M₁: Peter, _____ Mr. Roger Crane, our manager. Mr. Crane,
I'd like you to meet my friend Peter Brown.

M₂: How do you do, Mr. Crane? _____ our company.

M₃: _____, Mr. Brown? Your office is very nice.

M₂: Thank you. Shall we begin to talk about ...

M₃: ... Oh, it's rather late. _____, though, Peter.

M₂: Me, too. Catch you later, George.

M₁: _____, Peter. Take it easy.

M₂: You, too. Goodbye.

M₁ and M₃: Bye.

Section D

Listen to the dialogues again and imitate the speakers in intonation and pronunciation.

Focus On

Read and familiarize yourself with the following expressions.

Greeting people

Hi / Hello.

How do you do?

Good morning / afternoon / evening.

How are you?

How're you doing?

Responses

Hi / Hello.

How do you do?

Good morning / afternoon / evening.

Fine, thank you. And you?

Not bad. How about you?

Saying goodbye

Bye / Goodbye.

See you later.

Take it easy.

Take care.

Responses

Bye / Goodbye.

Hope so / See you later.

You, too.

You, too.

Welcoming

Welcome!

Welcome to our beautiful city!

Responses

Thank you.

Thank you.

Introducing

Hello. I'm Paul.

Robin, this is Jim ...

I'd like you to meet Mr. ...

Allow me to introduce Mr. ...

Responses

Nice to meet you. My name is Tom.

Pleased to meet you.

How do you do?

How do you do?

Others

Nice to meet you.
 Pleased to meet you.
 Nice talking to you.
 Nice meeting you.

Responses

Nice to meet you, too.
 It's my pleasure.
 Me, too.
 Me, too.

Speak Out

Study the models and make more conversations.

Language functions: greeting people and saying goodbye

How's it going

Take it easy

You, too

W: Hey, Jim. How's it going?

M: Oh, hi, Nancy. Fine, thanks. How're you doin'? Long time no see.

W: Yeah, it has been a long time. Unfortunately, I'm in a rush right now.

M: So am I. Catch you some other time, huh?

W: Yeah. Let's get together sometime. Take it easy.

M: You, too.

Work with your partner and make more conversations with the following.

1. How are you

Take care

You, too

2. How are things
with you

See you later

Sure thing

3. How're you
doing

Bye-bye

Bye

Language function: introducing people

I'd like you to
meet Martha
Cowell

How do you do

It's nice to
meet you

M₁: Martha! How're you doing? It's been a long time!

W: George! What a surprise seeing you here!

M₁: Roger tells me you've never met. Martha, this is Roger Harmon. Roger, I'd like you to meet Martha Cowell.

M₂: How do you do, Ms. Cowell?

W: It's nice to meet you, Mr. ... I'm sorry, I didn't quite catch your name ...

M₂: Harmon. But please call me Roger.

W: O.K., Roger. And call me Martha.

Work with your partners and make more conversations with the following.

1. This is Martha Cowell

Glad to meet you

Glad to meet you, too

2. I'd like to introduce you to Martha Cowell

It's a pleasure to meet you

How do you do

3. This is a good friend of mine, Martha Cowell

Pleased to meet you

It's my pleasure

Listen More

Before your listening, learn the following words and phrases.

Words & Phrases

allergic /ə'li:dʒɪk/ *a.*

过敏的

lobster /'lɒbstə/ *n.*

龙虾

registration /ˌredʒɪ'streɪʃən/ *n.*

the act of registering 登记, 注册

shellfish /'ʃelfɪʃ/ *n.*

贝壳类动物, 甲壳类动物

Section A

Directions: Listen to the following definitions. After each definition, there will be a pause of ten seconds. During the pause, read the four choices and tick off the best answer.

1. A. entertainer

B. master

C. entrepreneur

D. athlete

2. A. outearn

B. enroll

C. major

D. view

3. A. privilege

B. academic

C. career

D. diploma

4. A. a part-time job B. a full-time job C. technical trainings D. advanced degrees
5. A. elective courses B. compulsory courses C. major courses D. a course of lectures

Section B

Directions: Listen to the following four statements. After each statement, there will be a pause of fifteen seconds. During the pause, read the two choices and decide which one is closer in meaning to the statement you hear on the tape.

- A. People with advanced degrees always outearn everyone else.

B. More diplomas don't always mean more money.
- A. The pop singer held a successful concert in a high school.

B. Although the pop singer had no high school degree, she was successful in her career.
- A. The questions on the back of the exam were easier than the others.

B. Once your exam paper is returned to you, the questions seem very easy.
- A. This was the professor's best lecture I have ever heard.

B. I've never heard the professor give a good lecture.

Section C

Directions: Listen to the following three dialogues. Each dialogue is followed by two questions. After each question, there will be a pause of fifteen seconds. During the pause, you will read the four choices marked A, B, C and D, and decide which one is the best answer.

Dialogue 1

- A. Dick is Lori's old friend.

B. Tom is Lori's old friend.

C. Tom has known Dick for many years.

D. Lori is waiting for Tom.
- A. Five years.

B. We don't know.

C. Fifteen years.

D. About ten years.

Dialogue 2

- A. Because she is doing some cooking.

B. Because she is buying something special for the dinner.

C. Because she is doing some cleaning.

D. Because John's uncle's coming to dinner.

2. A. It tastes terrible.
- B. It smells terrible.
- C. Some people are allergic to it.
- D. It doesn't look fresh.

Dialogue

3

1. A. Mike and David knew each other before the party.
- B. Mike introduces Lee and David to each other.
- C. Mike and David know each other at the party.
- D. David introduces Lee and Mike to each other.
2. A. Because they are both in the same line of business.
- B. Because they are old friends.
- C. Because they haven't seen each other for three years.
- D. Because they are from the same company.

Section D

Directions: Listen to the following dialogue followed by four statements. After each statement, there will be a pause of ten seconds. During the pause, you are required to circle True or False.

- | | |
|---------|-------|
| 1. True | False |
| 2. True | False |
| 3. True | False |
| 4. True | False |

Section E

Directions: Listen to the following passage carefully. At the end of the passage, you will hear three questions. After each question, there will be a pause of fifteen seconds. During the pause, you will read the four choices marked A, B, C and D, and choose the best answer.

1. A. 16. B. 17. C. 18. D. 19.
2. A. Because the pupils' parents live in that state.
- B. Because the tuition is free.
- C. Because tax money which public schools receive from the government can support them.
- D. Because the pupils themselves can earn money for their expenses.

3. A. Few. B. Almost all. C. Almost half. D. 75%.

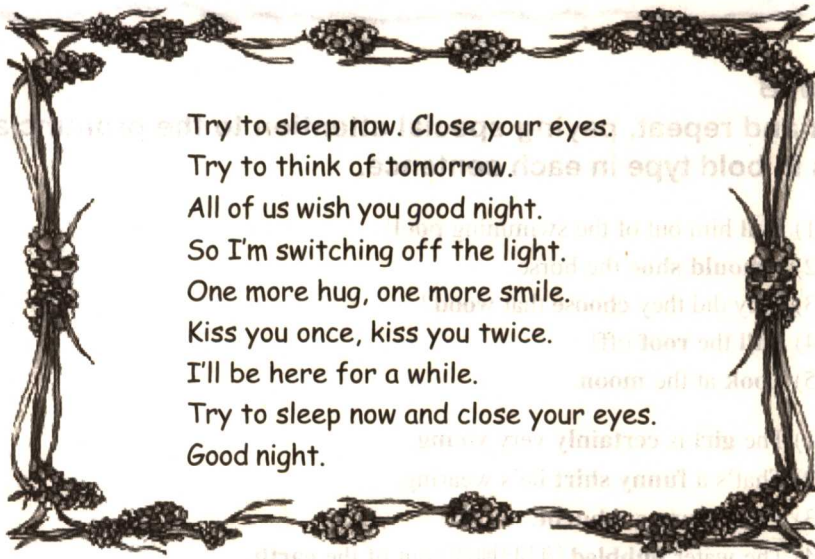
Act It Out

Use the expressions in **Listen In** to make dialogues according to the situations given below.

1. A student meets his / her professor on the way to the library one afternoon.
2. Two workers meet by the copy machine. They are both new hands.
3. You are a teacher. A new student comes to your class. Introduce him / her to the class.
4. You unexpectedly meet an old friend at the airport. You haven't seen each other for three years.
5. You are at a friend's birthday party. But you have to leave early.

Fun Time

Listen to the song "Good Night" and sing along.



UNIT TWO

GO STRAIGHT AHEAD

Get the Right Sound

Section A

Circle the words you hear in the following pairs. Then listen and repeat both words in each pair.

(i)	[u:]	[ʊ]	(ii)	[ɜ:]	[ʌ]
	fool	full		girl	gull
	pool	pull		burn	bun
	stool	stood		bird	bud
	loose	look		fern	fun
	who'd	hood		shirt	shut

Section B

Listen and repeat, paying special attention to the pronunciation of the words in bold type in each sentence.

- (i)
- 1) **Pull** him out of the swimming **pool**!
 - 2) I **should shoe** the horse.
 - 3) Why did they **choose** that **wood**?
 - 4) **Pull** the **roof** off!
 - 5) **Look** at the **moon**.
- (ii)
- 1) The **girl** is **certainly** very **young**.
 - 2) That's a **funny shirt** he's wearing.
 - 3) These **buns** are **burnt**.
 - 4) The water **bubbled** (汩汩地流) out of the **earth**.
 - 5) He's **certain** he left his **gun** in the **hut**.

Section C

Listen carefully and circle the words you hear in the brackets.

- (i)
- 1) _____ (Should, Shoed) is easy to say.
 - 2) He was a _____ (full-ish-faced, foolish-faced) man.
 - 3) They'll never do it without a terrific _____ (book, moon).
 - 4) The ship sailed because everybody _____ (pooled, pulled) the ropes.
 - 5) It would be much better if you wrote down the word _____ (should, shoe).