



普通高等教育精品教材

E时代 **大学英语** **——视听说教程**

2

主编 龙在波 魏春霞 李娜

(含微课)

- 内容全面——题材丰富 形式多样
- 循序渐进——由简到难 层次分明
- 模拟实战——真题演练 实用性强
- 互联网+——手机扫码 随时学习



上海交通大学出版社
SHANGHAI JIAO TONG UNIVERSITY PRESS

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内容提要

本书主要针对《大学英语教学指南》中“基础目标”层次的教学进行设计。本书分为八个单元，每个单元选取了学生熟悉的题材：大学校园、家庭与生活、朋友与友谊、购物、饮食、健康、娱乐、旅游，并围绕一定的交际功能展开。每个单元包含：课前热身、课内听力、课堂口语、练习自查、课后听力五个部分，课前热身涵盖了诗歌、谚语、歌曲、图片描述等，形式丰富多样。课内听力包含短对话、长对话、短文、新闻报道、电音视频，所选材料贴近学生生活、结合社会实际，重在激发学生的学习兴趣。结合“输入输出理论”，每个单元的口语练习分为两个部分，第一部分为输入环节，即提供与话题有关的表达，第二部分为输出环节，让学生选择相关话题进行练习，并配有对话模板以供参考。练习自查部分为本单元的词汇听写，主要检查学生对本单元重要词汇的掌握情况。课后听力练习为大学英语四级考试真题，供学生课后自测。此外，本书最后一个部分提供了测试题，以便对学生掌握知识的情况进行有效评估。

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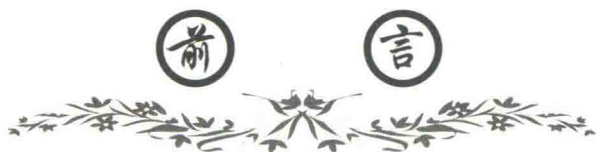
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《大学英语教学指南》特别强调英语听说能力的培养，在基础目标、提高目标、发展目标三个层次中对于非英语专业的本科生所应达到的听说能力都有清晰的描述，这些要求成为了大学英语四、六级考试中进行听力、口语考试的重要依据。

尽管我国的大学生已经有了十几年的英语学习经历，但目前学生的听力理解能力和口语表达能力仍不是很强，因此进一步增强学生的听、说能力仍是大学英语课堂的重要任务。虽然现有的大学英语视听说教程丰富多样，由于各地区、各高校之间的实际教学情况存在差异，办学定位也有所不同，现有教材难以满足开展分类指导、因材施教的实际需要及大学英语四级考试训练的需求。基于上述考虑，编者编写了本套《E 时代大学英语——视听说教程》系列教材。

本系列教材主要根据《大学英语教学指南》对英语听说能力三个目标层次的要求进行编写设计。一共四册，每册包括学生用书及其配套的教师用书。本书为学生用书的第二册，分为八个单元。在内容的安排上，各个单元都是围绕学生熟悉的题材进行选材，本册的主题包括：大学校园、家庭与生活、朋友与友谊、购物、饮食、健康、娱乐、旅游，并围绕一定的交际功能展开。每个单元包含：课前热身、课内听力、课堂口语、练习自查、课后听力五个部分，课前热身涵盖了诗歌、谚语、歌曲、图片描述等，形式丰富多样。课内听力包含短对话、长对话、短文、新闻报道、电影视频，所选材料贴近学生生活、结合社会实际，重在激发学生的学习兴趣。结合“输入输出理论”，每个单元的口语练习分为两个部分，第一部分为输入环节，即提供与话题有关的表达，第二部分为输出环节，让学生选择相关话题进行练习，并配有对话模板以供参考。练习自查部分为本单元的词汇听写，主要检查学生对本单元重要词汇的掌握情况。课后听力练习为大学英语四级考试真题，供学生课后自测。此外，每册最后一个部分提供了测试题，以便对学生掌握知识的情况进行有效评估。

本书每单元都配有微课资源，学生通过扫码可以获得本单元的音频及视频资料，方便教学的同时，丰富了学习体验，帮助学生理解和记忆。

本书由龙在波、魏春霞、李娜担任主编，黄宴、王芳、袁海燕担任副主编，洪维辉、蓝岚、刘振兴、谭菁、王伟、余晓敏、曾晶、郑丹丹参与编写。

由于时间和编者水平有限，错误和疏漏在所难免，敬请提出宝贵意见，以便改进。

编者

2016年7月

编写说明

编写背景

最新出版的《大学英语教学指南》(以下简称《指南》)明确了大学英语教学的目标为:基础目标、提高目标和发展目标三个级别。《指南》明确指出了大学英语教学任务是:一方面要满足国家发展战略需求,为国家改革开放和经济社会发展服务;另一方面要满足对当代大学生培养的需要,通过学习英语,帮助大学生开阔视野,树立世界眼光和国际意识,提高其人文素养。

为了贯彻《指南》要求,我们特别组织国内知名英语教学专家编写了《E时代大学英语》系列教材。

《E时代大学英语——视听说教程》是根据最新版的《大学英语教学指南》对视听说教程的三个级别目标(基础目标、提高目标、发展目标)编写的。

作为《E时代大学英语》系列教材之一,这套教材旨在通过观看电影片段或相关教学影片、听精选的录音材料、说日常生活和学习中的话题,来提升大学生的英语视听说能力,丰富其文化知识,开阔其视野格局。

编写特点

(一) 内容丰富,覆盖全面

本套教材选材涵盖了社会、经济、文化、环境、科学、自然等各个领域,视听说体裁多样化,旨在开拓学生视野,提高学生的人文学识和科学素养。

(二) 因材施教,循序渐进

本套教材在内容设计上独具匠心,版块多样,富有层次感。首先,根据不同学期学生所关心和面临的不同问题进行选材,以便提高学生的学习兴趣;其次,按照循序渐进的原则,各册教材的语言难度随着学生英语水平的提高而逐步增加。

(三) 资料丰富,多样教学

本书配有教师用书和微课资源,所有音频、视频内容都包含在微课中,教学材料丰富多样,使学生学习过程中不会因只关注课本而产生视觉疲劳,提高学生学习兴趣。

(四) 适用实用,针对性强

本套教材均设置了与大学英语四、六级考试题型相近的听力题型,帮助老师方便容易地训练学生的听力能力,让学生了解和熟悉四、六级考试听力题型,锻炼学生的解题能力,提高学生的考试水平。





系列教材组成

《指南》提出，大学英语教学可分为通用英语、专门用途英语和跨文化交际三部分，由此形成相应的三大类课程，即必修课、限定选修课和任意选修课。

《E 时代大学英语》是为大学生通用英语学习阶段设计的系列教材，包括《E 时代大学英语——读写教程》、《E 时代大学英语——综合训练》、《E 时代大学英语——快速阅读教程》、《E 时代大学英语——视听说教程》和《E 时代大学英语——阶梯阅读教程》5 种，每种各 4 册。

系列教材特色

本系列教材着重于全面培养大学生的英语综合运用能力，具体包括培养大学生英语听、说、读、写、译的能力。本套教材在内容和形式安排上充分体现了英语语言的特色和优势，尽量体现英语学习的工具性和人文性，使学生在提高英语水平的同时，提升学生的人文素养和科学素养，开阔学生的国际视野，为他们一生的发展提供有益的帮助、打下良好的基础，从而更好地为国家的政治、经济、文化建设服务。

视听说教材的结构安排

全套视听说教材共分四册，每册 8 个单元，每个单元包含：预习、课内听力、课堂口语、练习自查、课后听力五个部分。预习材料涵盖了短文、诗歌、谚语、歌曲、图片描述等，形式丰富多样。课内听力包含短对话、长对话、短文、新闻报道、电影视频，所选材料贴近学生生活、结合社会实际，重在激发学生的学习兴趣，结合“输入输出理论”，每个单元的口语练习分为两个部分，第一部分为输入环节，即提供与话题有关的表达，第二部分为输出环节，让学生选择相关话题进行练习，并配有对话模板以供参考。练习自查部分为本单元的词汇听写，主要检查学生对本单元重要词汇的掌握情况。课后听力练习为大学英语过级考试真题，供学生课后自测。此外，每册书的最后一个部分提供了测试题，以便对学生掌握知识的情况进行有效评估。

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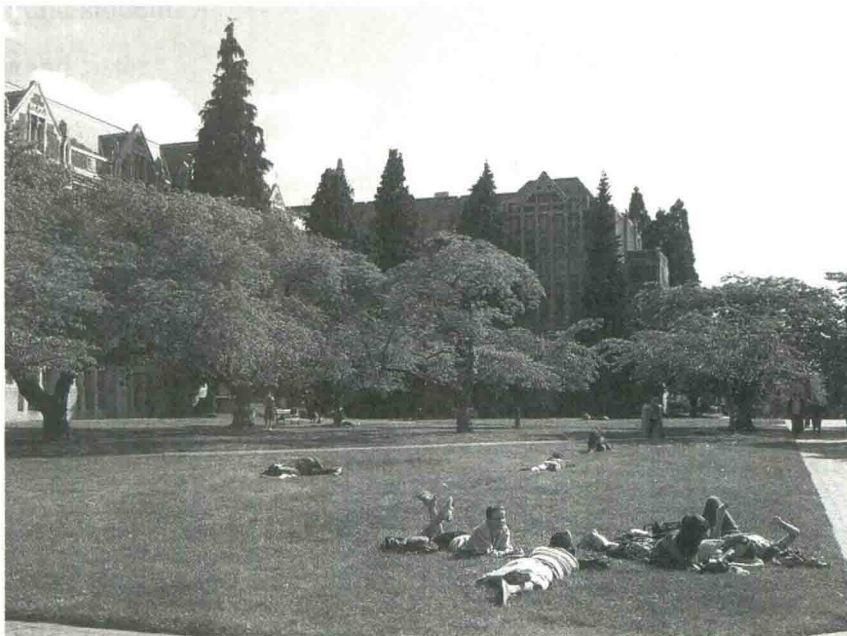
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Unit One On Campus



Warm-up



Now you will hear a passage about school activities. Please try to complete the passage with some missing information.

Nowadays, a large number of students show great (1) _____ in school activities. In their eyes, learning from books is not the sole task of their school (2) _____. They also wish to take every chance to obtain practical (3) _____.



Additionally, they find that after long hours of study, they can relax both (4) _____ and mentally by taking part in school activities. However, other students (5) _____ that school activities have nothing to do with their studies and they fear that school activities will (6) _____ too much of their time. (7) _____, they would rather spend most of their time studying. As far as I'm (8) _____, we should agree with the former group of students. We

can learn (9) _____ things from the students we meet in activities. What's more, we can also get lots of social (10) _____ from doing so. Such experience can never be learned by being a "book-worm".



In-Class Listening



Understanding Short Conversations

Vocabulary Band

starving ['stɑ:viŋ]	<i>adj.</i> suffering from lack of food 挨饿的
canteen [kæn'ti:n]	<i>n.</i> place serving food and drink in a factory, an office, a school, etc. 食堂
convenient [kən'vi:nɪənt]	<i>adj.</i> giving no trouble or difficulty 便利的
restriction [rɪ'strɪkʃ(ə)n]	<i>n.</i> a thing that limits the amount of freedom a person has 制约因素
in the presence of	在某人在场的时候
up to one's neck	忙碌的
go nowhere with	毫无进展
beat the dog before the lion	杀鸡儆猴
You said it.	你说对了。

Now you will hear five short conversations. After each conversation, you will hear a question. Listen carefully and choose the best answer from the four possible choices.

- A. They should visit another canteen.

B. They should cook on their own.

C. They should go to a restaurant near the campus.

D. They should wait in the queue patiently.
- A. Both the woman and the man want to live on campus.

B. The man prefers to live on campus.

C. Neither the woman nor the man wants to live on campus.



- D. The woman prefers to live on campus.
3. A. Classmates.
B. Fellow tourists.
C. Teacher and student.
D. Brother and sister.
4. A. The man is good at math.
B. The man has never passed the exam.
C. The woman believes the man will pass the exam.
D. The woman doesn't think the man is good enough to pass the exam.
5. A. He is getting along well with the woman.
B. He is going to finish his term paper.
C. He has been busy with a contest.
D. He has great difficulty finishing the term paper.

Understanding a Long Conversation

Vocabulary Band

concerned [kən'sɜːnd]	<i>adj.</i> worried; troubled 忧虑的
negative ['negətɪv]	<i>adj.</i> lacking in definite, constructive or helpful qualities or characteristics 消极的
originally [ə'ɪdʒɪn(ə)li]	<i>adv.</i> from or in the beginning 起初, 最初
frequently ['friːkw(ə)ntli]	<i>adv.</i> often 时常
helpful ['helpfʊl]	<i>adj.</i> giving help; useful 有帮助的
spark one's interest	激发某人的兴趣
pay close attention to	密切关注
fight the clock	争分夺秒
get a good command of	很好地掌握……

I. Now you will hear a long conversation. After the conversation, you will hear five questions. Listen carefully and take down some necessary notes if possible and choose the best answer from the four possible choices.

1. A. Because she is always nervous during tests.
B. Because she is worried about the result of the final exam.
C. Because she has made a mistake.
D. Because she was late for the final exam.
2. A. Stay up to prepare for the exam.
B. Ask the professor for help.
C. Never make preparations until the last moment.
D. Have confidence in herself.
3. A. Because he is easy-going.
B. Because he can skillfully stimulate students' interest.
C. Because he holds a lot of discussions in class.
D. Because he encourages the students a lot.
4. A. Books on English literature and culture.
B. Books on sports.
C. Books on art and music.
D. Books on travel and history.
5. A. Father and daughter.
B. Roommates.
C. Professor and student.
D. Classmates.

II. Listen to the conversation again, discuss with your partners, and then complete the following missing information based upon the notes you've taken.

Kate looks upset because she is (1) _____ about the result of the final exam. Jack comforts her and suggests she should never make preparations until (2) _____, which can avoid (3) _____ all night for exams. Besides, Jack advises Kate to (4) _____ the professor during his lectures and (5) _____ when necessary. At last, Jack asks Kate to choose some (6) _____ books and read them (7) _____ in her free time.

Understanding a Passage

Vocabulary Band

increasing [ɪn'kri:sɪŋ]	<i>adj.</i> becoming greater or larger 增加的, 增长的
question ['kwestʃ(ə)n]	<i>v.</i> express or feel doubt about something 质疑
invest [ɪn'vest]	<i>v.</i> use (money) to buy shares, property, etc. in order to earn interest or bring profit 投资
financially [fɑː'nænʃəli]	<i>adv.</i> from a financial point of view 财政上, 经济上
volunteer [ˌvɒlən'tiə]	<i>v.</i> give or offer (one's help, a suggestion, etc.) being paid 自愿地给与或提供 (帮助, 建议等)
convert [kən'vɜ:t]	<i>v.</i> change (something) from one form or use to another 使转化
insight ['ɪnsaɪt]	<i>n.</i> (sudden) perception or understanding of the true nature (of something) 领悟
interact with	与某人互动、交流

I. Now you will hear a passage. After the passage, you will hear five questions. Listen carefully and take down some necessary notes if possible and choose the best answer from the four possible choices.

- A. 65%.

B. 60%.

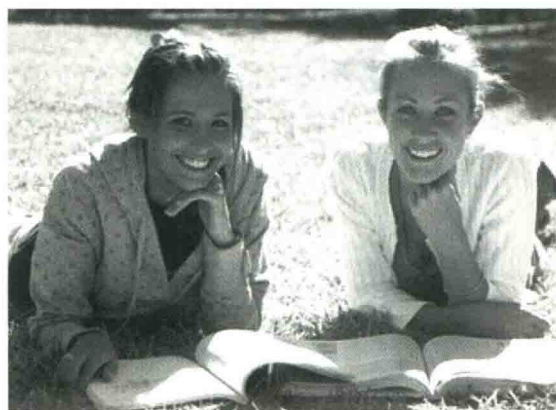
C. 16%.

D. 45%.
- A. They vote more often.

B. They are more likely to own a home.

C. They do physical exercise more frequently.

D. They tend to volunteer more often.



3. A. By interacting with people who are different from themselves.
B. By taking part in various campus activities.
C. By asking professors for help.
D. By reading extensively.
4. A. Because they are not good at thinking.
B. Because they are not fond of thinking.
C. Because they don't value it any more.
D. Because they are busy keeping up with the devices.
5. A. To do something more crucial.
B. To have more time of their own.
C. To prepare themselves for the future career.
D. To change information to insight and knowing to understanding.

II. Listen to the passage again and complete the following missing information based upon the notes you've taken.

1. There is no doubt that college _____ financially.
2. Besides, college graduates also tend to _____.
3. It is the best chance we will have to _____ — to take a course on art, or literature or to explore life in another country or another culture.
4. One of the most important ways in which students learn is by _____ people who are different from themselves both inside and outside of the classroom.
5. College helps students see themselves differently, giving them the room and the license to _____.

Understanding News Reports

Vocabulary Band

memorial [mə'mɔ:riəl]	<i>adj.</i> created or done in order to remember someone who has died 纪念的, 悼念的
solemn ['sɒləm]	<i>adj.</i> performed in a serious way 隆重的

inspector [ɪn'spektə(r)]	<i>n.</i> a person whose job is to visit schools, factories, etc. to check that rules are being obeyed and that standards are acceptable 检查员
violinist [ˌvaɪə'lɪnɪst]	<i>n.</i> a person who plays the violin 小提琴家
address [ə'dres]	<i>v.</i> make a speech to (a person or an audience) formally 向某人致辞
homage ['hɒmɪdʒ]	<i>n.</i> something that is said or done to show respect for someone 敬意
victim ['vɪktɪm]	<i>n.</i> a person who has been attacked, injured or killed as the result of a crime, a disease, an accident, etc. 牺牲者, 受害者
summit ['sʌmɪt]	<i>n.</i> an official meeting or series of meetings between the leaders of two or more governments at which they discuss important matters 峰会
Zambia ['zæmbiə]	<i>n.</i> (国名) 赞比亚 (位于非洲)
Lusaka [lu:'sɑ:kə]	<i>n.</i> 卢萨卡 (赞比亚首都)
convince [kən'vɪns]	<i>v.</i> to make someone believe that something is true 使相信, 说服, 使承认
memorial service	追悼仪式
customs inspector	海关检查员
by way of	意在, 为了
in the wake of	紧跟, 随着
African Union	非洲联盟
UNICEF	United Nations International Children's Emergency Fund 联合国儿童基金会
NGO	Non-Governmental Organization 非政府组织

Report One

I. Now you will hear a news report. After the news report, you will hear three questions. Listen carefully and choose the best answer from the four possible choices.

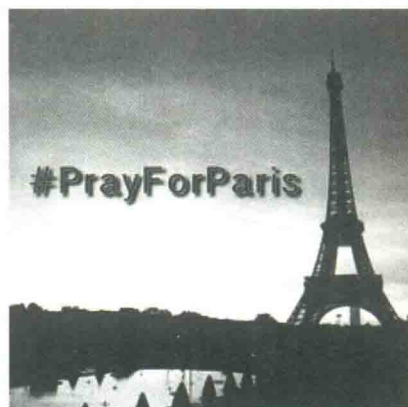
1. A. 113.

B. 130.

C. 120.

D. 30.

2. A. To comfort the families of victims.
B. To be cautious about this new kind of threat.
C. To hang the national flag from their homes and offices by way of homage.
D. To provide some reliable clues about the attack.
3. A. Because they were not satisfied with the government's pension.
B. Because they believed the government should have done better.
C. Because they were too sad.
D. Because the French media persuaded them not to do so.



II. Listen to the news report again and complete the missing information to form complete answers to the following questions.

1. Who will attend the solemn ceremony according to the news?
The solemn ceremony will be attended by _____ and families of many of those killed.
2. What professions are the victims from?
They came from many walks of life—_____.

Report Two

1. Now you will hear a news report. After the news report, you will hear two questions. Listen carefully and choose the best answer from the four possible choices.

1. A. To find ways of ending child marriage.
B. To discuss whether to pass the new bill or not.
C. To focus on children's education and health.
D. To convince local traditional leaders and parents.
2. A. 16. B. 20.
C. 24. D. 18.