

总主编 王海啸 李霄翔

新世纪
大学英语系列教材
听说教程
第2册

主编 李霄翔

南京大学出版社

 **LISTENING &
SPEAKING**

New Century College English

新世纪大学英语系列教材

总主编 王海啸 李霄翔

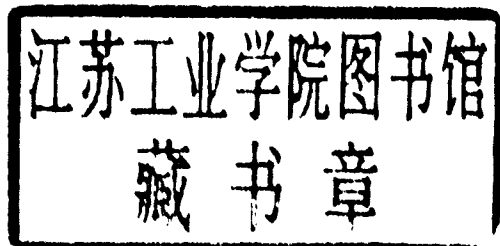
Listening and Speaking

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主编 李霄翔

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总 序

新世纪大学英语系列教材是一套面向大学英语学生的综合性系列教材。本教材以江苏省高校外国语教学研究会为依托,由南京大学、东南大学、南京航空航天大学 and 南京师范大学等多所著名高校联合开发。本套教材以现代应用语言学理论为指导,融入了各主编高校所承担的教育部和江苏省大学英语教学改革以及其他科研项目研究成果,同时也反映了国内其他高校在大学英语教学改革中所取得的最新成果。

本套教材由《读写教程》、《听说教程》、《阅读大观》和《综合训练》四个系列组成,它们分别由南京大学、东南大学、南京航空航天大学 and 南京师范大学主编。

为适应新世纪对大学英语所提出的更新、更高的要求,本套教材在编写思路和编写体系方面力图有所创新。这主要体现在以下几个方面:

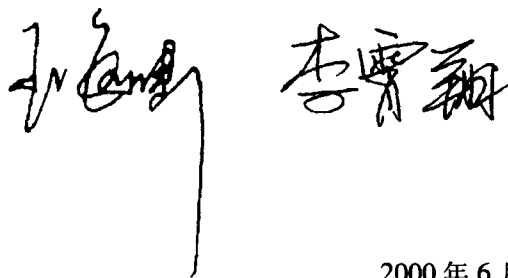
一、强调基础知识学习、基本技能训练与语言应用能力培养的有机结合。大学英语教学的目的是培养学生语言应用能力,然而应用能力的培养必须建立在扎实的语言基础之上。因此,从英语教学的实际需要出发,本套教材注重在帮助学生打好语言基本功的同时,为学生提供大量的旨在提高语言应用能力的教学指导与练习,以帮助学生将课本知识与课堂学习内容有效地转化为语言能力。在知识与技能的介绍上力争系统、全面,在练习的设计上重视交际性、趣味性与科学性的统一。在具体安排上,《读写教程》、《听说教程》和《阅读大观》将学习与练习并重,《综合练习》则侧重基本功训练。

二、强调语言学习与文化素质培养的有机结合。英语学习是大学生综合素质教育的一个重要组成部分。同时,文化知识的学习也是有效提高语言能力的一个重要前提。因此,本套教材从综合素质培养的角度出发,将大量与英语学习相关的文化知识贯穿于教学的全过程。这尤其体现在《听说教程》和《阅读大观》这两个系列中。这两个系列以与学生生活密切相关的话题为主线,广泛选择不同题材的文章,帮助学生了解英语国家的各种文化背景、风俗习惯、礼仪人情等种种知识内容的学习和了解。通过培养学生良好的文化素养和综合

的语言运用能力,为其以后适应现代社会的各种复杂要求打下良好的语言基础。

三、强调读、听、写、说、译等语言技能的协调发展。为适应现代社会对人才培养的需要,本系列教材在学生的语言技能培养上,除了传统的阅读技巧外,注重读、听、写、说、译的结合。这尤其是体现在《读写教程》和《听说教程》这两个系列上。这两个系列的教材分别从阅读和听音入手,一方面训练读和听的能力,另一方面引入话题与相关信息。然后在此基础上展开写、说和译等技能的训练,使学生言之有物。

教学改革,贵在探索。无论从哪个角度来说,我们都深知本系列教材还存在许多的不足。它的价值,也许更多地体现在外语界各位同仁探索大学英语教学改革的决心和勇气。因此,我们期待着更多的批评、建议以及积极的参与,在解决目前存在的各种教学问题的同时,完善我们的教材,完善新的教学体系。在探索大学教育现代化的道路上,留下我们共同的足迹。



2000年6月

前 言

《新世纪大学英语系列教材·听说教程》是根据教育部1999年颁布的《大学英语教学大纲》（修订本）的教学要求，为普通高校非英语专业的大学生编写的一套听说系列教材。

本套教材力求从编写思想、素材选编、练习设计和版面设计上反映当代外语教育的较为先进的研究成果和学术流派，在编写过程中着重体现以下一些特点：

1. 根据新大纲的要求，将英语语言基础知识学习、语言应用技能训练和影响到交际效能的文化背景知识介绍有机地融合在一起，在强化语言基本功训练的同时，十分注重语言交际技能的培养和训练，辅之以文化背景介绍，力求使英语学习做到学用结合，学以致用，学后会用。
2. 根据认知语言学和语言习得理论的研究成果，在教材各单元的题材选择上，力求从学生的英语语言基础、个人兴趣爱好、实际交流需求出发，通过题材广泛、短小精悍的学习素材，尽可能将知识性、趣味性、实用性和可思性融合在一起，以便充分调动学生学习的主动性和积极性。各单元的素材往往是学生既熟悉又陌生的内容。熟悉是因为他们几乎每天都会接触到这些话题，陌生是因为他们可能不知道这些话题如何用地道的英语来表达。正是在这种贴切近生活的氛围里，学生可以循序渐进地习得十分有用的句型结构，然后加以有效地运用，既能获得语言学习上的进步，又能在生活上有所启迪。贯穿于教材中的“学以致用”的指导思想将使学生在认真学习的同时获得一种收获感和成就感，从而激励和保持学生良好的学习热情和主动投入，提高英语学习的效率。
3. 在处理听与说的关系时，以听为导入，以说为目标。听说练习的设计是以“听说相连，层层深入”为基本原则，以听读、听写、听说、说为主线，以功能意念为框架，通过大量的由浅入深、针对性强的听力、朗读素材为语言输入，辅之以针对学习内容和学生个人学习生活的实际、交互性强的听说技能转换的练习，让学习者首先轻松地接受和领会有关语言信息，然后兴趣盎然地加以模仿，力求使学生做到有话可说，有话要说和有话会说，从而完成听说技能的转换和提高。
4. 每个单元围绕一个主题展开，内容涉及与这一主题相关的场景、情景、功能和意念，以及在交际时会涉及到的有关文化背景知识。每单元由四个部分组成，涵盖语音训

练、朗读训练、听说基础知识训练，听说交际技能训练和篇章训练等主要部分。第一部分主要是语音和朗读训练。第二部分主要是交际性听力对话和简单的口语训练。第三部分主要是篇章听力和问题讨论。第四部分则主要是与单元主题有关的幽默故事或有启迪的短文。听说练习的设计以功能意念为框架，目的是让学习者能够充满信心地运用所学的语言知识和交际技能表达自己的观点。

5. 本套教材共有四册，每册各有十个单元。每册书都配有相应的教学参考用书。教学参考书中除了提供听力原文和参考答案以外，还提供了许多文化背景介绍、补充练习、教学重点注释和教学提示和建议。教材编排图文并茂，新颖独特。各册听力磁带由语音纯正的英美籍教师和专业技术人员录音制作。其中文化背景介绍、补充练习独立做成一盘磁带，以方便学生课后使用。
6. 本套教材各册间呈一定的梯度。各单元中四个部分练习各有侧重。课堂教学中可结合实际情况和需求，有所取舍和侧重，注意体现“课前预习是前提，课堂操练是关键，课后巩固是根本”的原则，真正理解、掌握和灵活运用本教材所要求的学习内容。

在本套教材的编写过程中，由于编著者的水平有限，加上时间紧，可能存在一些不足之处。恳请各位专家、同仁和广大读者提出批评建议。

编者

2001年1月于南京

新世纪 大学英语系列教材

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读写教程 (1-4册)
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听说教程 (1-4册)
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阅读大观 (1-4册)
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综合练习 (1-4册)
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Contents

Unit 1	Live and Learn	
	学无止境	1
Part One	Warm-up Exercises	
Part Two	Learn How to Learn	
Part Three	Sitting for Exams	
Part Four	A Means or an End?	
Unit 2	Wisdom in the Mind Is Better than Money in the Hand	
	心中智慧胜于掌上金钱	17
Part One	Warm-up Exercises	
Part Two	Which Is More Difficult, Making Money or Spending Money?	
Part Three	Anyone Can Be a Millionaire	
Part Four	The Model Millionaire	
Unit 3	A Life-long Impression	
	终身难忘的地方	33
Part One	Warm-up Exercises	
Part Two	Hometown: Somewhere You're Always Proud of	
Part Three	Development: The Ultimate Truth	
Part Four	Generation Gap: Going Out or Returning Home?	
Unit 4	Having a Good Journey!	
	旅行愉快!	46
Part One	Warm-up Exercises	
Part Two	It Takes Time and Effort to Get Ready for a Trip	
Part Three	Hope for the Best, Prepare for the Worst	
Part Four	The Ride of His Life	
Unit 5	So Many Countries, So Many Customs	
	异国不同俗	61
Part One	Warm-up Exercises	
Part Two	When in Rome, Do As the Romans Do	
Part Three	Pubs in Britain	
Part Four	A Story about Hospitality — You Never Know	

Unit 6 Screen Chemistry	
荧屏风姿	73
Part One Warm-up Exercises	
Part Two Be a Movie Critic	
Part Three The Land of Disney and the Oscar Awards	
Part Four Titanic	
Unit 7 One Flower Does Not Make a Spring	
一花独放不是春	93
Part One Warm-up Exercises	
Part Two Rules for Team Work	
Part Three United We Stand, Divided We Fall	
Part Four A Plan to Escape from the Camp of War-prisoners	
Unit 8 Language is a Tool While Speaking is an Art	
语言是工具, 说话是艺术	110
Part One Warm-up Exercises	
Part Two Words that Make People Jump Can Also Make Them Laugh	
Part Three A Gesture of the Hand Speaks Pages More Than Words	
Part Four The Power of Words	
Unit 9 Higher, Faster and Stronger	
更高、更快、更强	127
Part One Warm-up Exercises	
Part Two Olympics and Sports	
Part Three Sports Talks	
Part Four Football, a Crazy Ball?	
Unit 10 Growing Pains	
成长的烦恼	144
Part One Warm-up Exercises	
Part Two Learn to Be Mature	
Part Three Honesty Is the Best Policy	
Part Four Youth and Age Will Never Agree	
Vocabulary 词汇表	161

Unit 1

Live and Learn

学无止境



"Without learning, without eyes", "Learning is the eye of the mind" and "One is never too old to learn" are English proverbs about learning. But do you know how to learn more effectively? Do educational institutions encourage people to find the real value and enjoyment of education?

Part One Warm-up Exercises

Phonetics

Syllable and Word Stress 音节与单词重音

Listening & Speaking (2)

I. Read aloud the words marked A and B with the correct word stress. Then listen to the tape and choose the correct word used in the sentence marked A or B.

1. A. record (v.) B. record (n.)
2. A. object (v.) B. object (n.)
3. A. present (n.) B. present (v.)
4. A. absent (a.) B. absent (v.)
5. A. contract (v.) B. contract (n.)
6. A. set up (v.) B. setup (n.)
7. A. lookout (n.) B. look out (v.)
8. A. check out (v.) B. checkout (n.)

II. Listen to the dialogues and fill in the blanks with the information you've heard. Then decide how many syllables each word in bold has and put the number in the parentheses.

1. A: _____ your first month at university?

B: Oh, everything is _____ and **exciting** ().

A: What did you learn?

B: _____, ^① we must learn how to study independently. Besides, we must also know how to learn **creatively** (). _____, it's important for us to learn how to hunt for materials.

2. A: _____ at **university** ()?

B: Studies at college are quite _____ those in middle school.

A: What are the biggest **differences** ()?

B: There _____ as there used to be.^②

3. A: What did you discuss at the **get-together**()?

B: We talked about _____ in studies between university and **middle** () school.

A: What are the main differences?

B: At college, most of the time, we must decide what to do on our own. _____, however, we did _____. Also, we must learn to arrange our time. In middle school, our parents told us when to do what.

4. A: Excuse me, _____ help me to locate this book?

B: _____.

A: When is this due back?

B: _____.

5. A: Now let's go to the hall first. It's in the middle of the first floor^③.

_____ is the **multi-media** () room. _____ is for **magazines** ()^④.

B: And what's over there?

A: _____ the multi-media room is the conference room.

B: Are books for loan there?

6. A: Where's the **dining-hall** ()?

B: It's near the _____ the campus.

A: Are there any signs near it?

B: Yes. _____ there is a big _____ and _____ is the **Students'**() Union Club.

Listening & Speaking (2)

7. A: I have got a problem, Peter. I can't finish reading all those books.
_____?

B: Take it easy, Jenny. It's not _____. I can **recommend**
() a book to you. I'm sure you'll find it helpful.

A: _____? What is it about?

B: It's about how to read faster, better and more easily.

8. A: I'm having terrible problems with these listening **comprehension**
() exercises. _____?

B: I think first of all, you _____ do more listening practice
every day.

A: But I did.

B: Then it must _____ how you did it.

9. A: I've run out of money again. _____ what to do?

B: Em, _____ stop **spending** () so much money, and try
to save some every month.

A: But the problem is that I don't know how not to spend so much
money.

B: _____, you'd better make a plan first.

10. A: _____ if I want to borrow books from the **library** ()?

B: _____, you must have the card. _____ you must
make sure if the book is **available** ().

A: How can I know that?

B: You must look for it in the category cards, then if it is available, you
can copy its call number and look for it.

Notes:

- ① The following phrases are for listing:
first of all, then, besides, what's more, furthermore, in addition, next
- ② This sentence structure is for comparison between past and present. The following phrases can be used to compare and contrast two things:
on the contrary, in contrast, on the other hand, but
- ③ on the first floor, 在一层 (美国说法, 英国则指第二层).
 on the ground floor, 在一层 (英国说法)
- ④ The following phrases are for locations:
in the middle of..., to the left, on the right side, behind, next to
 When asking for advice, we say:
What should I do?
Can you tell me what to do?
 When giving advice, we say:
You'd better..., you ought to...
 The following expressions can be used to comfort people.
Take it easy. It's not the end of the world.

Part Two Learn How to Learn

Study the following before listening.

get the hang of 掌握窍门
 independently /ˌɪndɪˈpendəntli/ 独立地
 creatively /kriˈeɪtɪvli/ ad. 有创造力地
 positive /ˈpɒzətɪv/ a. 积极的
 absolutely /ˈæbsəluːtli/ ad. 完全地
 circulation /ˌsəːkjʊˈleɪʃən/ n. 流通
 circulation desk 流通部
 microfiche /ˈmaɪkrəˈfiːʃ/ n. 微型胶片

Listening & Speaking (2)

call number 登录号
multi-media /'mʌlti'mi:djə/ n. 多媒体
multi-media room 多媒体室
for loan 供借阅
upset /ʌp'set/ a. 心烦的
survey /'sə:vei/ n. 概括
revise /ri'vaiz/ v. 校对, 修正

Jenny is a first-year student. As the new term is coming, she feels more and more excited and a little bit worried about what kind of new life is waiting for her. The following are a series of dialogues between Jenny and her second-year friend Peter.

Dialogue 1

I. Listen to the dialogue and choose the best answer for each of the following questions.

1. Where did this dialogue take place?
 - A. In a library.
 - B. In a classroom.
 - C. On the telephone.
 - D. At the dining-hall.
2. What did Jenny learn from the get-together?
 - E. How to get along well with other classmates.
 - F. How to use the library.
 - G. How hard it is to learn at college.
 - H. Some new methods of learning.

II. Listen to the dialogue again and complete the following summary with the information you've heard.

Jenny is talking with Peter about what she learned from the get-together. “_____,” she said, “ we are expected to learn _____. There isn’t as much homework as _____ in middle school, so we must learn how to _____ better after class. _____, we should also know how to do _____.” Then she said, “_____, we must learn how to _____. Usually teachers are very _____ to offer help and they always _____ students to have _____. On the contrary, in middle school, we _____ what teachers _____.” Peter quite agrees with her.

III. What do you think are the main differences between college studies and studies in middle school? Make a brief comparison between them, using past tense and present tense to talk about the difference. You may find the following expressions useful.

first of all / besides / what’s more / then / in the past, ... / used to do ... / on the contrary/ by contrast/ but now...

You may talk about the differences from the following aspects.

1. methods of study: learning by rote (死记硬背); passive (被动的); active and creative; individual (个人的) and cooperative (合作的)
2. life: dependent, independent, take care of oneself
3. getting along with others: sociable (善于与人相处的); considerate; selfish

Dialogue 2

I. Listen to the dialogue between Jenny and Peter and decide how many mistakes there are on the map and put a cross beside the mistake.