



云南省高校教材审定委员会审定

PRACTICAL ENGLISH COURSE:
LISTENING AND SPEAKING (VOL. 2)

实用英语教程

(听说·第二册)

梁育全
宋元康
尹曼芬

主 编
副主编

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北 京

内 容 简 介

本书为《实用英语教程》系列中的听说第二册。全书设计成十五个单元,每五个单元后附一套测试题。每个单元由五个部分组成: Basic Skills: 从辨音入手,使学生能够根据美籍、英籍专家的标准发音进行模仿训练,学会正确发音,并掌握简单的课堂用语; Mini Talks: 在听的基础上,使学生掌握英语交际中的基本表达形式,为“说”打下基础; Passages: 培养学生从所听到的语篇中获取主题、中心思想、人物、时间、地点或其他主要信息的能力; Role Play: 着重训练说的能力,给出话题,让学生运用所学内容进行口语训练; Relaxation: 让学生从轻松的歌曲、诗歌、笑话及绕口令中体会原汁原味的英语。

本书的配套磁带由美籍、英籍专家录音,以便让学生区别英、美英语发音的异同,学生可根据各自的喜好进行模仿训练。

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前 言

专科（高职高专）教育是我国高等教育的重要组成部分，是以培养适应生产、管理、服务领域劳动第一线的高等技术应用性人才为目标。其特点是：以素质教育为基础，以能力培养为中心，以岗位需求为依据；遵循“打好基础，强化能力，立足实用”的原则；强调知识的综合性，能力的应用性。

长期以来，传统的本、专科教材与我省的专科（高职高专）英语教学实际和要求不相适应。近年来，我省在探索专科英语教学方面取得了明显的进步，因此，编写、出版一部适合本省实际的英语基础教材是有必要的、可行的。

《实用英语教程》是根据教育部 2000 年关于《高职高专英语课程基本要求》（下称《基本要求》）的精神编写的。本套教材分为五册。一至三册为基础阶段的教材，第四册和第五册为提高阶段的教材。每册分“读写教程”和“听说教程”两种。基础阶段的一至三册重点参照《基本要求》的 B 级要求进行编写；提高阶段的第四册、第五册重点参照《基本要求》的 A 级要求进行编写。我省专科（高职高专）学生应以基础阶段的 B 级要求作为最低要求。编者希望能够通过本套教材的教学，使学生达到以下要求：

- （1）巩固掌握基本的英语语法规则和不可缺少的基本词汇。
- （2）能听懂小型的英语对话，并能用英语进行简单的口头交流。
- （3）能阅读中等难度的简短的英文材料，并能撰写一般的英语应用文。
- （4）能借助词典翻译中等难度的一般性英文材料。

此外在提高阶段中，应保证学生在校期间英语教学不断线，使学生较好地巩固和加强基础阶段所学的知识和技能，力争达到《基本要求》的 A 级标准，为其毕业后的应用和继续学习打下良好的基础，学会继续自学的方法。

本着上述目的，本套教材在选材方面，力求做到题材广泛，内容新颖丰富，知识性和趣味性强，力图为学生提供一定的跨文化背景知识，使学生不仅从语言知识和技能层面，还能从文化素养层面具备英语交际的能力。

本套教材的“读写教程”每册设计 10 个单元，每单元三篇课文，均紧扣某一主题。每篇课文之后均编排了练习，练习具有较强的针对性，以利于学生复习巩固课堂知识。

“听说教程”从最基本的语音训练开始，循序渐进，涵盖日常生活各种主题。

本书是全套教材的第二册，定价 30.00 元。其中《实用英语教程》（读写·第二册）定价 21.00 元，《实用英语教程》（听说·第二册）定价 9.00 元。另外，《实用英语教程》（听说·第二册）配有 6 盒磁带，定价 42.00 元。

本套教材的编写是在云南省教育厅有关领导的直接指导和组织下进行的，目的是推动我省高校英语教学的改革和发展。我们对此表示衷心的感谢。但由于时间仓促，教材中错误在所难免，敬请各院校师生提出宝贵意见。

编 者

2004 年 1 月于昆明

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Unit 1 Greetings

Section A Basic Skills

I. Sound Discrimination

Directions: Listen to the tape and underline the words you hear:

- | | |
|-------------------|-----------------|
| 1. sleep / slip | 2. heat / hit |
| 3. head / had | 4. beg / bag |
| 5. call / carl | 6. ball / wall |
| 7. foot / full | 8. earn / own |
| 9. hut / hot | 10. late / let |
| 11. coal / call | 12. bike / back |
| 13. pound / pond | 14. pill / bill |
| 15. coat / code | 16. few / view |
| 17. writhe / rise | 18. show/ sow |
| 19. win / wing | 20. very / vary |

II. Directions: Listen to the following expressions and sentences and repeat after the tape:

1. How are you doing?
2. Welcome to my home, everybody.
3. Come in and make yourself at home.
4. Fancy meeting you here.
5. Pretty good, thanks.
6. That's very nice of you.
7. Make yourself at home.
8. How are you getting on with your research here?

Section B Mini-talks

I. Greeting People

Directions: Listen to the following dialogue and fill in the blanks:

A: Hello! How are you, Miss White?

B: I'm fine, thank you. And _____?

A: Fine, thanks. How's _____ with Mary and John?

B: Everything's _____, thank you.

A: The bus is _____. Goodbye, Miss White.

B: Good-bye, Mr. Smith.

II. Introducing Yourself

Directions: Listen to the following dialogue and pay attention to the expressions the speakers use to greet people.

III. Directions: Listen to the dialogue again and complete the following passage according to what you hear on the tape.

Zhang Wei is from _____. He has been in Britain for _____. Now he is studying at Leeds University as a _____. He finds that _____ things in Britain are _____ his country. He is most _____ by the _____.

Section C Passages

Words to Learn:

country /'kʌtri/

国家; 国土; the ~: 乡下, 农村

paint /peɪnt/

涂漆; 颜料

brush /brʌʃ/

刷子, 毛刷; 画笔

I. Directions: Listen to the following passage read twice and decide whether the statements are true or false. Write "T" (true) or "F" (false) in the brackets.

- () 1. The artist was staying in the country so that he could finish painting an important picture in time.
- () 2. The artist had all his meals with the farmer.
- () 3. At the end of his holiday, the artist wanted to pay the farmer for bed and food.
- () 4. The farmer wanted the artist to give him a picture of his because he appreciated his paintings.
- () 5. The farmer's son wanted to be an artist.

II. Directions: Listen to the passage read twice and complete the following questions according to what you hear from the tape.

- 1. The doctor told the man _____.
 - A. to go to bed early
 - B. to drink milk
 - C. to walk a lot
 - D. all of the above
- 2. Which of the following statements is true?
 - A. The doctor told the man to visit a beautiful city for a month.
 - B. The doctor didn't tell him what to do.
 - C. After a month, the old man felt better.

- D. After that the old man was younger than before.
3. The doctor's words were ____ for the old man's health.
A. helpful B. bad C. helpless D. strong
4. The doctor wanted the old man ____ .
A. to get worse B. to smoke less than before.
C. to help him D. to start smoking.
5. From what the old man said in the end, we can conclude that ____ .
A. one cigarette a day was really helpful to him
B. one cigarette a day was better than before
C. he didn't understand the doctor's advice
D. smoking made him feel better than before

Section D Role-play

Directions: Discuss the situation with your partner and take turns in playing the roles of both A and B. Develop a dialogue for the situation. Try to use the suggested words and expressions.

Situation: Call to say hello to David Brown, an English teacher who has just come from England.

Suggested words and expressions: This is..., call on, how about...

You may start your conversation using the following pattern:

A: May I speak to David Brown, please?

B: Yes, speaking.

Section E Relaxation

Tongue twisters

Directions: Listen to the tape and practice the following tongue twisters:

1. Bob bought a big bag of buns to bait the bear's babies.
2. Good cookies could be cooked at a critical cricket match, and so this cricket quitted the cricket match quickly.
3. Peter piper picked a peck of pickled peppers prepared by his parents and put them on a big paper plate.

Unit 2 Introductions

Section A Basic Skills

I. Sound Discrimination

Directions: Listen and underline the word you hear from the tape:

- | | |
|--------------------|--------------------|
| 1. like / Nike | 2. met / mat |
| 3. boss / bus | 4. god / good |
| 5. taste / test | 6. cold / gold |
| 7. look / lock | 8. feel / fell |
| 9. pencil / parcel | 10. pepper / paper |
| 11. write / ride | 12. sick / thick |
| 13. dry / try | 14. house / horse |
| 15. back / bike | 16. need / lead |
| 17. sail / sell | 18. life / knife |
| 19. meal / mail | 20. so / show |

II. Directions: Listen to the following expressions and sentences and repeat after the tape.

1. It's very kind of you.
2. I'd like you to meet my fiancée, Fiona.
3. Have you met my husband Charles?
4. Please don't mention it.
5. May I introduce myself to you?
6. Thank you very much indeed.
7. It's very considerate of you.
8. Many thanks for coming.
9. Do you like computer science?
10. Hope you'll like the climate here.

Section B Mini-talks

I. Introducing a Friend

Directions: Listen to the following conversation read twice and fill in the blanks with the information you get from the tape.

A: Mrs. Hughes, I'd like _____ to _____ my friend Peter Brown.

- B: How do you do, Mr. Brown?
 C: How do you do?
 A: How do you _____ things over here, Mrs. Hughes?
 B: If it wasn't for the _____, I'd like it very much.
 A: It won't _____ you long to settle down.

II. Getting to Know Each Other

Directions: Listen to the following dialogue read twice and fill in the blanks with what you hear on the tape:

- A: Simon, let me introduce you to Linda. You don't know _____, do you?
 B: No, I've not had the _____ of _____ her yet.
 C: How do you do? I'm _____ to meet you.
 B: How do you do?
 A: Please sit down. Make yourself _____. What would you both like to _____?
 B: A cup of coffee, please.
 C: Tea, please.

Section C Passages

I. Directions: Listen to the following passage read twice, then choose the best word or phrase to complete the following sentences in your book.

- The old man lived _____ on a farm in Ireland.
 A. alone
 B. with his son
 C. in a potato field
 D. in prison
- His son was in prison _____.
 A. for burying money
 B. because he wouldn't help his dad
 C. because he stole his dad's potatoes
 D. because he had robbed a bank
- The old man couldn't dig his potato field because _____.
 A. he was tired
 B. he thought it was too hard
 C. he wanted to visit his son in prison
 D. he wanted the money
- His son sent him an answer saying _____.
 A. "dig the field"
 B. "don't dig up the field"
 C. "I'll dig the field"
 D. "the policemen will dig the field"
- The policemen dug the field because _____.
 A. they wanted to help the old man
 B. they thought they could catch the son
 C. they thought there was money in the field
 D. they wanted to plant potatoes

II. Directions: Listen to the following story twice and decide whether the statements are true or false. Write a "T" (true) or "F" (false) in the brackets.

- () 1. Peter decided to move to a new town because he had lived in the same place for so many years.
- () 2. Peter knew the dog's name but he liked to call it "Bingo".
- () 3. Bingo waited for Peter every afternoon because it wanted to ask him for chocolate.
- () 4. Bingo would let Peter get into his own house if it got enough chocolate from him.
- () 5. Peter liked the dog so much that he wanted to spend more money on chocolate.

Section D Role-play

Directions: Discuss the situation with your partner and take turns playing the roles of both A and B. Develop a dialogue for the situation. Try to use the suggested words and expressions.

Situation: Peter introduces Tony Brown, his colleague, to Jane.

Key words and expressions: I'd like you to, meet, a colleague, visit, enjoy

Your may begin your conversation using the following pattern:

Peter: Jane, I'd like you to meet my colleague Tony Brown. This is Jane, Tony.

Tony: Hello, Jane. ...

Section E Relaxation

Kids' talk

Directions: Listen to the following extracts of kids' talk and try to find the humor in them.

My aunty falls in love when we go on holiday but she never likes it and she cries.

— by Leonard aged 6

My Mummy and Daddy don't love each other. They only love me.

— by Layla aged 8

To get a vote, you have to kiss old women and babies and that spreads disease.

— by Katrina aged 7

Unit 3 Saying Thanks

Section A Basic Skills

I. Directions: Polite or not? Listen to the following patterns and decide whether the speaker intends to be polite or not. Put "P" for "polite" in the brackets.

- () 1. Can you type this letter for me, please!
- () 2. Take your seat, please!
- () 3. May I have your name, please?
- () 4. I want to see the dentist, please.
- () 5. We need some milk, don't we?
- () 6. You have my telephone number, don't you?
- () 7. Thank you for your advice.
- () 8. Would you please let me through?
- () 9. I really don't know how to thank you.
- () 10. Let's go together, shall we?

II. Directions: Listen to the expressions and sentences and repeat after the tape.

- 1. It's very kind of you.
- 2. I'm very glad you enjoyed it.
- 3. Please don't mention it.
- 4. Thank you very much indeed.
- 5. Thank you indeed for your advice.
- 6. I really don't know how to thank you.
- 7. It's very considerate of you.
- 8. Many thanks for coming.

Section B Mini-talks

I. Returning a Book

Directions: Listen to the following dialogue read twice and fill in the blanks:

A: I really like the book you lent me last week.

B: I'm _____ you like it.

A: And thank you for letting me keep it so long.

B: _____.

A: Everyone in my class enjoys it. Would you mind _____ keeping it for another week?

B: No _____.

A: I really don't know _____ I can thank you enough.

II. Asking for Help

Directions: Listen to the following dialogue twice and fill in the blanks with the information you get from the tape.

A: Good morning, sir, _____ I help you?

B: Yes, please. I have a ten thirty _____ with Mr. Wells.

A: Oh, _____ you Mr. Johnson?

B: _____.

A: _____ you please go _____ to the fourth floor. After getting out of the lift, you'll find his room _____ the first one immediately to the left.

B: Ah, I see. Thank you very much.

A: You're welcome.

Section C Passages

1. Directions: Listen to the passage read twice and complete the following sentences according to what you hear from the tape.

1. You should say "Thank you" when _____.
 - A. you say something kind to others
 - B. you help others
 - C. you are helped by others
 - D. you need others to help you
2. "Thank you" is _____.
 - A. widely used
 - B. seldom used
 - C. used only by Americans
 - D. used only between friends
3. You should say "Excuse me" if you want to _____.
 - A. cough
 - B. make some noise
 - C. go first
 - D. all of the above
4. When you're going to ask someone to tell you the way, you should say "_____".
 - A. Thank you
 - B. That's very kind of you
 - C. Excuse me
 - D. I'm sorry
5. This passage mainly tells us _____.
 - A. to be happy
 - B. to be polite
 - C. to help others
 - D. to learn more about Americans

II. Directions: Listen to the passage and answer the following questions according to what you hear from the tape.

1. Which do you think is the best title for this passage?
 - A. Making Friends
 - B. How to Talk to Others
 - C. A talk in Class
 - D. With the Teacher in Class
2. The saying "If you want a friend, be one" means _____.
 - A. if you want to make friends with others, you should be a friend to them
 - B. you can make friends by doing the things that a friend does
 - C. you can easily make friends with one of the others
 - D. you can make one good friend if you want to
3. How did the teacher get her students to feel that she would be a good friend?
 - A. She laughed at each of the students and told many things she knew.
 - B. She told the students many things she liked to do.
 - C. She laughed and made the students know her only as a friend.
 - D. She talked and acted in a friendly way to let the students know she really wanted to be friends with them.
4. If you want to make friends with others, you should _____.
 - A. tell others as many of the things you like as possible during break
 - B. try your best to show what you can do for them in class
 - C. talk with them to find out more about them in a friendly way
 - D. ask them to play games with you after class
5. "Everyone felt that she meant what she said" means that _____.
 - A. every student in her class felt that she really liked them
 - B. everyone in her class knew what she meant
 - C. all the students thought it was nothing telling them these things
 - D. everyone felt tired when they heard what the teacher said

Section D Role-play

Directions: Discuss the situation with your partner and take turns playing the roles of both A and B. Develop a dialogue for the situation. You can use the suggested words and expressions.

Situation: Call Mrs. Brown to express your appreciation for the nice weekend you spent at her home.

Suggested words and expressions: evening meal, feel at home, I'm very glad you enjoyed it. welcome

Your may start your conversation using the following pattern:

A: May I speak to Mrs. Brown, please?

B: Yes, speaking. Is that you, Xiao Lin?

Section E Relaxation

Directions: Listen to the song "Lemon Tree", enjoying the rhythm of the song.

Lemon Tree

I'm sitting here in a boring room
It's just another rainy Sunday afternoon
I'm wasting my time I got nothing to do
I'm hanging around I'm waiting for you
But nothing ever happens and I wonder

I'm driving around in my car
I'm driving too fast I'm driving too far
I'd like to change my point of view
I feel so lonely I'm waiting for you
But nothing ever happens and I wonder

*I wonder how I wonder why
Yesterday you told me about the
Blue blue sky
And all that I can see is just a
Yellow lemon tree
I'm turning my head up and down
I'm turning, turning, turning, turning
Turning around
And all that I can see is just another
Lemon tree
Sing da da da da da de da da
Da da da da de da da
Dup de da de da

I'm sitting here I miss the power
I'd like to go out taking a shower
But there's a heavy cloud inside my head
I feel so tired put myself into bed
Well nothing ever happens and I wonder
Isolation is not good for me
Isolation, I don't want to sit on the

Lemon tree

I'm stepping around in the desert of joy

Maybe anyhow I'll get another toy

And everything will happen and You wonder

(Repeat*)

And I wonder, wonder

(Repeat*)