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新世纪高等院校英语专业本科生系列教材

总主编 戴炜栋

听力教程

A LISTENING COURSE

主编 施心远

第二册

Book 2



学生用书

Student's Book



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总 序

随着改革开放的日趋深入,社会各界对外语人才的需求持续增长,我国英语专业的招生规模逐年扩大,教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩,先后出版了一系列在全国有影响的精品教材。21 世纪的到来对英语人才的培养提出了更高的标准,同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织,社会需要的不是仅仅懂英语的毕业生,而是思维科学、心理健康、知识面广博、综合能力强,并能熟练运用英语的高素质的专门人才。由于中学新的课程标准的颁布,中学生英语水平逐年提升,英语专业本科生入学时的基础和综合素质也相应提高。此外,大学英语(公外)教育的迅猛发展,学生英语能力的提高,也为英语专业学生的培养提出了严峻的挑战和更新、更高的要求。这就规定了 21 世纪的英语教学不是单纯的英语培训,而是英语教育,是以英语为主体,全面培养高素质的复合型人才。教材的编写和出版也应顺应这种潮流。

为了迎接时代的挑战,作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社(外教社)理应成为外语教材出版的领头羊。在充分调研的基础上,外教社及时抓住机遇,于新世纪之初约请了全国 25 所主要外语院校和教育部重点综合大学英语院系的 50 多位英语教育家,在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性,并对编写思想、教材构建、编写程序等提出了建议和要求。而后,外教社又多次召开全国和上海地区的专家、学者会议,撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力,终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块,总数将超过 150 余种,可以说几乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅出,反映了各个学科领域的最新研究成果;编写体例采用国家最新有关标准,力求科学、严谨,满足各门课程的具体要求;编写思想上,除了帮助学生打下扎实的语言基本功外,还着力培养学生分析问题、解决问题的能力,提高学生的人文、科学素养,培养健康向上的人生观,使学生真正成为我国 21 世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成,其中多数是在各个领域颇有建树的专家,不少是高等学校外语专业教学指导委员会的委员。教材作者均由编写委员会的专家在仔细审阅样稿后商定,有的是从数名候选人中遴选,总体上代表了中国英语教育的发展方向 and 水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威，国家教育部已经将其列入了“十五”重点教材规划项目。我们相信，继“高等院校英语语言文学专业研究生系列教材”之后，外教社该套教材的编写和出版，不仅会满足21世纪英语人才培养的需要，其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路，拓展一片新的视野。

戴炜栋

上海外国语大学校长

Introduction

ABOUT THE BOOK

Book Two has the same structure of Book One with sixteen units plus one unit of tests. Each unit contains four sections: Tactics for Listening; Listening Comprehension; Oral Work and Supplementary Exercises.

HOW TO USE THE BOOK

Tactics for Listening

In Book Two we will deal with other elements that affect listening comprehension, such as stress, intonation, tone of the voice and accents.

We express our feelings in various ways. Sometimes we express them directly, but our feelings can also be shown by the stressed form of certain words or intonation in the speech. For example, if the stressed form of *have* is used, with a falling intonation, the speaker can sound impatient. Often intonation is more important than the words in making a sentence polite in English.

And a strong stress on a word also may give a clue to what the speaker is likely to say. In the sentence "I've never been to the *north* of Scotland," with a strong stress on "north" the speaker may indicate that she has been to other parts of Scotland. The stressed word or words in the speech may also indicate that the speaker is making a correction or what the listener exactly wants to know.

In terms of note-taking, we will focus on exercises like outlining and summarizing. In this part of the exercise, the students will hear talks on various topics. After that, use the information from the notes to complete the outline or summary.

When making a brief outline, we can divide the story or talk into several parts. These would be the GENERAL HEADINGS, the MAIN IDEAS, SPECIFIC EXAMPLES, etc. The GENERAL HEADINGS of the outline are listed as I, II, etc., the capital letters (A, B, C, D, etc.) give the MAIN IDEAS of the story and the specific examples are listed as 1, 2, 3, etc.

Other listening skills practised in Book Two will be prediction, guessing the meaning from the context, and drawing inference.

Listening Comprehension

Listening Comprehension contains different types of listening materials: conversations, passages and news.

Vocabulary (words marked with * in the tapescript in the Teachers' Book) and background information are given in the Students' Book.

Students may find some of the passages a little bit difficult, mainly because of the unfamiliarity with the topic or vocabulary. In order to help students get familiar with the topic, we have introduced “Pre-listening question” exercise. This is sort of warming up exercise. Make sure that the students understand the meaning of the new words. We think this part of discussion on topic and vocabulary is important. As we have already said in Book One, background knowledge plays an important role in listening comprehension, we would suggest students read relevant articles or books if they come across an unfamiliar topic.

Oral Work

Retelling is a way to help students produce longer oral presentations. At this stage we would suggest that the students take notes while listening to the passage. Then with the help of the notes retell the main content of the passage.

Supplementary Exercises

In this part the student will hear a news report on various topics with integrated listening skill training exercises. In oral work the students will discuss some questions related to the news report. The questions are open-ended. The students should give their opinions in a logical, reasonable and fluent way.

Shi Xinyuan
General Editor

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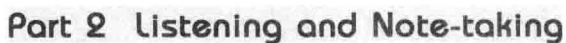
UNIT

Section One *Tactics for Listening*

Exercise:

Directions: Listen and choose the correct answer to complete each of the following sentences. Pay special attention to the stressed word or digit. What does the speaker want to say?

- We haven't got any in dark blue, but only some in _____.
a. light blue b. dark green
- We can't make it at nine tomorrow. We can go there at _____.
a. ten tomorrow b. nine today
- My telephone number is not 65031609. It is _____.
a. 65031639 b. 65031608
- I don't like the black jumper, but the _____ is nice.
a. white jumper b. black pullover
- He won't come by the 7:30 train. He will come by the _____.
a. 11:30 train b. 7:30 coach



Driving Carefully

Exercise A:

Directions: Listen to some sentences and fill in the blanks with the missing words. The sentences are taken from the talk you are going to listen to. The missing words are the key words in the sentences.

1. Drive _____ and slowly when _____ are about.
2. _____ pedestrians _____ are either under _____.