



新标准高职公共英语系列教材  
VOCATIONAL COLLEGE ENGLISH  
普通高等教育“十一五”国家级规划教材

总主编 王守仁

# 实用听说教程 第二版

## LISTENING AND SPEAKING COURSE

(2nd Edition)

# 2

学生用书  
STUDENT'S BOOK

主 编 陈 龙  
编 者 陈 龙 徐 倩





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# 总主编的话

亲爱的同学：

欢迎你使用“新标准高职公共英语系列教材”！

高等职业教育是我们国家职业教育体系的重要组成部分，其任务是培养面向生产、建设、管理、服务第一线需要的高端技能型人才。为满足我国社会发展和经济建设需要，促进高等职业教育持续健康发展，教育主管部门积极推进高等职业教育改革，其中包括公共英语课程教学改革，颁布了《高等职业教育英语课程教学要求》。“新标准高职公共英语系列教材”就是根据《高等职业教育英语课程教学要求》进行编写的。

高职英语课程就其教学目标而言，是培养学生在职场环境下运用英语的基本能力，特别是听、说能力；同时提高学生的综合文化素养和跨文化交际意识，培养学生的学习兴趣 and 自主学习能力，使学生掌握有效的学习方法和学习策略，为提升就业竞争力及未来的可持续发展打下必要的基础。我们编写这套系列教材，考虑了基础性、实用性、够用性、前瞻性和科学性等因素。基础性是指教材巩固并拓展学生中学阶段的英语知识和能力，打好语言基础；实用性是指教材紧扣高职学生的职业方向，选材与学生的学习、生活及日后职业密切相关；够用性是指教材充分考虑学生今后工作、学习和交际的实际需要，尽可能控制难度，确保学生接受语言信息输入的效果；前瞻性是指教材密切关注我国中学和大学英语教育改革的动向以及我国社会经济发展对高职教育的新要求，适应高职英语教学的发展趋势；科学性是指教材吸收先进的教学理念和方法，符合语言学习规律，恰当充分地利用现代教育技术手段，有利于学生学习，有利于教师使用。

“新标准高职公共英语系列教材”体系比较完备，包括主干教材《实用综合教程》、《实用听说教程》和支撑教材《实用语法简明教程》、《实用写作教程》。主干教材主要用于课堂教学，支撑教材供学生按需要自选、自学、自练。两类教材自成系统、相对独立，同时又相互补充、彼此关联，配合起来使用，既便于学生开展自主性学习，又能发挥教师的主导作用。

参加编写这套系列教材的教师们长期从事英语教学与研究，具有较为丰富的教学经验。在第二版修订过程中，我们专门做了问卷调查，广泛征求使用本套教材的一线老师和学生的建议和意见，在充分讨论和研究的基础上，对部分课文、练习进行了更新和调整，使之能够真正符合高职学生学习英语的需要。修订后的教材具有以下几个特点：

1) 传统与现代教学理念相结合，既要求掌握语言基础知识，又重视发展语言运用能力，从学(learning)而不是教(teaching)的角度出发，帮助学生学会学习；

2) 以学生为本，全书主题贴近学生生活，内容知识性、趣味性强，特别是根据高职学生在校学习“职业化”的特点，突出在职场环境下如何运用英语，具有较好的应用性和实用价值；

3) 练习丰富多样，有针对性，能有效培养学生的语言运用能力，同时对通过“高等学校英语应用能力考试”具有较强的适应性；

4) 语言浅显而规范，新颖而地道。

学好英语并非难事，关键是持之以恒，同时注意学习方法。除了学习教材以外，你要尽可能地多利用机会接触英语，如观看英语电视电影、上网查阅英文资料、阅读英语报刊书籍、学唱英文歌曲等。从英语学习中获得乐趣，而不是把它看做负担，学以致用，一定会收到满意的效果。

祝你的学习生活充实而快乐，每天都有进步！

王守仁

2013年1月

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# 前言

“新标准高职公共英语系列教材”《实用听说教程》的修订是在总结该套教材多年使用情况的基础上、在广泛听取使用该教材的高职英语教师的建议和意见之后完成的。

《实用听说教程》(第二版)共有四册,其中第一、二册为基础级,第三、四册为高级。整套教材的编写体例基本一致。每册教材均由8个单元组成,可供一个学期使用。

在修订《实用听说教程》第一、二册的过程中,编者仍遵循“实用为主、够用为度、以应用为目的”的原则,并进一步增强了教材的职业性特征。教材结合高职学生实际运用英语的情况和能力,参考交际功能教学法,把最常见的20个日常交际功能和情景,如介绍、问候、致歉、建议、问路、气候、兴趣爱好等,分散在两册教程中加以操练,每个单元围绕一至两个交际主题展开。

每个单元开头都列有该单元的基本教学目标和该单元所涉及的交际功能的最基本表达法。这些常用句型贯穿于该单元所提供的课内外听力和会话材料之中。学生只要掌握这些最基本的表达方法就能进行一般的日常交流。

根据听说结合、课内课外互补的教学原则,《实用听说教程》(第二版)第二册每单元由五大部分组成:

**第一部分(Part I)**是“热身启动”(Starting Out),由数个问题或情景组成,其编写目的有二:一是帮助学生热身,培养气氛;二是让学生对即将收听或操练的语言内容有所期待。

**第二部分(Part II)**是“课堂活动”(In-class Activities)。这是每个单元的教学重点,由三篇听力材料和三篇会话材料组成。这些材料以介绍英语习惯表达法为主,同时兼顾中国学生使用英语的实际情况,按照一篇听力、一篇会话的顺序编排,以体现听、说结合的教学原则。三组听说材料互为补充,每组材料都提供一些相关功能或意念的语言素材和表达法。每篇听力材料后设计有听力练习题,题型包括“是非题”、“多项选择题”和“问答题”等。会话材料除提供表达日常交际功能的常用句型外,还提供有指导性的句型操练,最后再过渡到让学生自由发挥的互动会话训练“角色扮演”(Role Play),以循序渐进的方式帮助学生提高口头表达能力。课堂会话练习的形式包括结对练习和分组练习,以便充分利用课堂教学时间。

**第三部分(Part III)**为“文化知识”(Culture Notes),主要提供英美国家的文化习俗、社交礼仪以及英语惯用法等知识的介绍和说明。

**第四部分(Part IV)**是本次修订新增的板块“语音语调”(Pronunciation and Intonation),由两个部分组成:一是“辨音练习”(Sound Discrimination),另一个是“绕口

令”(Tongue Twisters)。其中的绕口令意在培养学生对英语语音的兴趣和敏感。

第五部分(Part V)是“课外活动”(After-class Activities),其中包括形式、题材多样的听力训练,如语言交际功能的训练,一篇内容与In-class Activities中的听力、会话材料相关的补充听力训练,以及这次修订中新增的“听歌谣”(Listen to a Song)和“看录影”(Watch a Video)。这些课外的音频和视频材料主要提供给学生课后自学自练,以激发学生欣赏英文歌曲、观看原版电影的兴趣和信心,但如果学生的英语程度比较好,或授课教师希望对课堂教学内容进行一些增补或变动,那么这部分音视频材料也可供教师在课内选用。

在修订过程中,编者参考、引用了部分国内外出版的相关资料、网络资源和视频资源,在此致谢。对于在本套教材修订中提出建议、意见和帮助的各位同仁,编者在此表示诚挚的谢意。

编者

2013年1月



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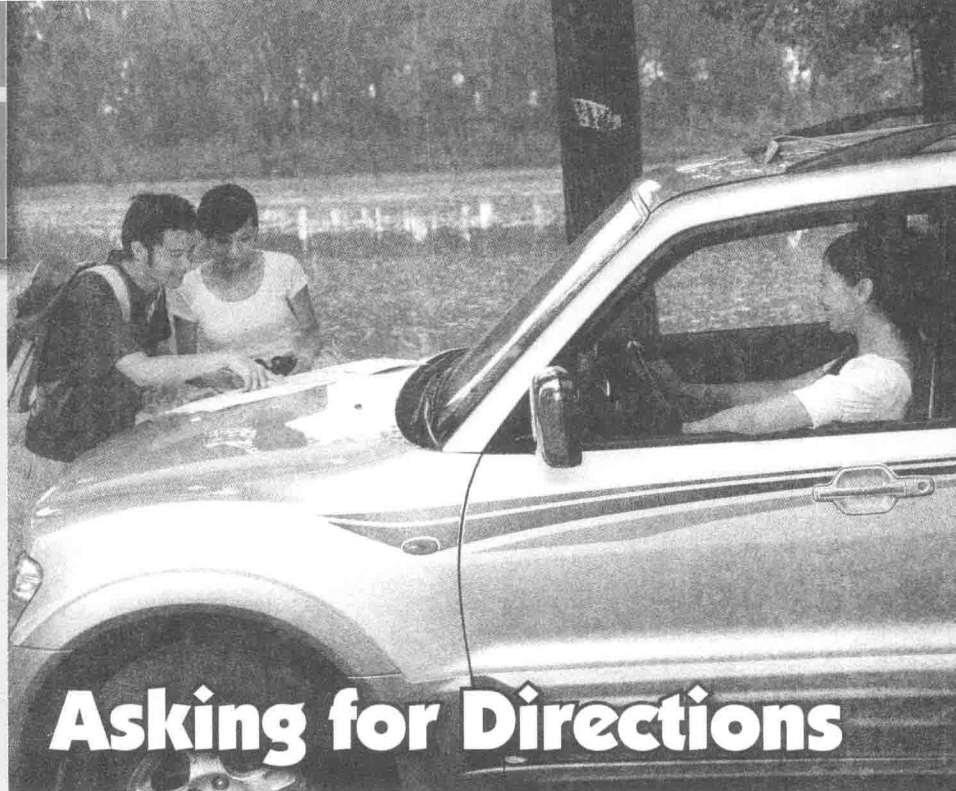
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# Unit One

## Objectives

In this unit, you will learn different expressions to

1. ask for directions
2. give directions



## Asking for Directions

### BASIC PATTERNS

Starter	Response
Excuse me, could you tell me how to get to (the administration/classroom/office building)? 对不起, 能告诉我去(行政楼/教室大楼/办公楼)怎么走吗?	It's near/next to (the library). 在(图书馆)旁边。
Excuse me, do you know how to go to (the canteen)? 对不起, 你知道去(食堂)的路吗?	No, I don't. I'm new/a new student here. 不, 我不知道。我是个新生。
How to go/get to (the library)? 去(图书馆)怎么走?	(You) Go straight along this road. 沿着这条道一直走。 Then make a left/right turn. 然后左 / 右拐。 Then turn left/right. 再左 / 右拐。 Go for another (ten minutes/block), and you will see/find (the library) on your left/right. 再走(十分钟 / 一个街区), 然后你就可以在左 / 右边见到(图书馆)了。
Where is the (registration office)? (报名办公室) 在哪?	It's on the (second) floor. 在(二)楼。
I'm new here; I don't know this area very well. 我是新来的, 对这个地方不熟悉。	In that case, you'd better (take a taxi). 这样的话, 你最好(叫出租车)。
Is it very far from here? 离这儿远吗?	It's within walking distance. It takes about (ten minutes) to walk there. 很近, 走过去就行。(十分钟)就能走到。

## Part I

### Starting Out

Ask your partner how to go from your classroom building to the following places:

- The library.
- The computer lab.
- The school canteen.
- The administration building.
- The school gate.

## Part II

### In-class Activities

#### SECTION A

#### Asking for and Giving Directions on Campus

#### I. LISTENING ACTIVITIES

##### New Words and Expressions

straight /streɪt/ *adv.*  
canteen /kæn'tiːn/ *n.*

in a line or direction that is not curved or bent 笔直地  
a place in a factory, school etc. where meals are provided 食堂

close /klaʊz/ *adj.*  
clinic /'klnɪk/ *n.*

not far from someone or something 近的  
a place where medical treatment is given 诊所

**A.** Listen to several short dialogues between a man and a woman, and then decide whether the following statements are true (T) or false (F).

1. ( ) The woman does not know where the main gate is.
2. ( ) The woman is looking for the office building.
3. ( ) Classroom Building 3 is near the library.
4. ( ) The man asks the woman to take him to the Students' Center.

5. ( ) The computer lab is inside the North Building.
6. ( ) The canteen is on the right of the library.
7. ( ) Dorm 6 is on the Second Street.
8. ( ) The campus clinic is at the end of the bookstore.

**B. Listen to the dialogues again, and then fill in the following blanks with what you have heard.**

1. Man: How do I get to the \_\_\_\_\_ (1)?  
 Woman: Sorry, I'm \_\_\_\_\_ (2) myself. Why don't you ask that man over there?
2. Man: Excuse me, where is the office building?  
 Woman: Um ... sorry, I don't know \_\_\_\_\_ (3). I'm a freshman.
3. Man: Excuse me, do you know where Classroom Building 3 is?  
 Woman: I'm not sure, but I think it's \_\_\_\_\_ (4) the library.
4. Man: Any idea which building is the Students' Center?  
 Woman: The Students' Center? Well, I am going \_\_\_\_\_ (5) myself, so we can go there together if you want to.
5. Man: Excuse me, where is the computer lab?  
 Woman: Go to the North Building, and the computer lab is on the \_\_\_\_\_ (6).
6. Man: Excuse me, how can I get to the canteen?  
 Woman: Go \_\_\_\_\_ (7) along this road, and when you come to the library, make a left turn and walk for another thirty meters, and you'll find the canteen \_\_\_\_\_ (8).
7. Man: I'm looking for Dorm No. 6.  
 Woman: Dorm 6? Well, that's on the Second Street. You know where it is? It's \_\_\_\_\_ (9) the sports ground.
8. Man: Excuse me, can you tell me how to get to the campus clinic?  
 Woman: The clinic is \_\_\_\_\_ (10) this road, on the left, next to a bookstore.

## II. Speaking Activities

### New Words and Expressions

registration /ˌredʒɪ'streɪʃən/ n.

the act of recording names and details on an official list 登记, 报名

administration /ədˌmɪnɪ'streɪʃən/ n.

management of all the affairs of a company or institution 管理, 行政

roof /ruːf/ n.

the structure that covers or forms the top of a building, vehicle, tent etc. 屋顶

storey /'stɔːri/ n.

a floor or level of a building (层) 楼

**A. Read the following dialogue with your partner, paying close attention to the highlighted expressions.**

(Ma is a new student in the college. He has to find the registration office, but he does not know the way, so he stops another student to ask for directions.)

Ma: **Excuse me. I'm looking for** the administration building. **Could you tell me how to get there?**

Woman: The administration building? Oh, **it's near** the computer lab. **Do you know where** the computer lab **is?**

Ma: No, I don't. **I'm a new student here.**

Woman: OK, then. **Now look ahead.** Do you see that white building **at the end of this road?**

Ma: Yes, you mean that **white building with a red roof?**

Woman: Yes, that's the library. You **go straight along this road**, and **when you get to the library building, turn right, and walk for about fifty or sixty meters**, then you will **see** two red-brick buildings **on your left**. The second one which has four storeys is the administration building.

Ma: So go along this road, and when I come to the end of the road, I'll see the library. Then make a right turn, and go for another fifty to sixty meters, until I see two red buildings on the left. The administration building is the second one, right?

Woman: Perfect. You've got it.

Ma: Thank you very much. By the way, do you know **where** the registration office **is?**

Woman: **That's on the first floor**, or ground floor as some people call it.

Ma: Thanks a lot. Bye-bye.

Woman: Bye.

### Notes

1. the administration building 行政楼
2. Now look ahead. 往前面看。
3. that white building at the end of this road 这条路尽头的那栋白色大楼
4. you mean that white building with a red roof 你是说那栋有着红色屋顶的白色大楼吗
5. the second one which has four storeys 第二幢四层楼的(大楼)
6. That's on the first floor, or ground floor as some people call it. 在一楼, 或者像有些人说的, 在底楼。first floor和ground floor都指“一楼”, 但前者多用于美式英语, 而后者常见于英式英语。



**B.** Practice the following patterns with your partner, using specific information of your own.

Starter	Response
Excuse me, I'm looking for <i>(the canteen)</i> . Could you tell me how to get there? Could you tell me how to get to <i>(the administration/class/office building)</i> ?	It's near/next to <i>(the library)</i> . Do you see that red building? The <i>(library/canteen)</i> is on the first floor.
Excuse me, do you know where <i>(the administration building)</i> is? Excuse me, do you know how to go to <i>(the canteen)</i> ?	Sorry, I don't. Sorry, I'm new/a new student here.
Excuse me, do you know how to go/ get to <i>(the library)</i> ?	(You) Go straight along this road. Then make a left/right turn. Then turn left/right. Go for another <i>(ten minutes/block)</i> , and you will see/find <i>(the library)</i> on your left/right.
Where is the <i>(registration office)</i> ?	It's on the <i>(second)</i> floor.

**C.** Role play.

Use the campus map and make a dialogue with your partner, asking for and offering directions to: 1) the library; 2) the canteen; 3) the administration building; and any other place if time permits.

## SECTION B

### Asking for and Giving Directions on the Street

#### I. LISTENING ACTIVITIES

##### New Words and Expressions

branch /brɑːntʃ/ *n.*

perhaps /pə'hæps/ *adv.*

memorial /mə'mɔːriəl/ *n.*

a local business, shop etc. that is part of a larger business etc. 分部

= maybe 大约, 可能

something, especially a stone with writing on it, that reminds people of someone who has died  
纪念碑

war memorial  
statue /'stætju:/ n.

战争纪念碑

an image of a person or animal that is made in solid material such as stone or metal and is usually large 雕塑

sign /saɪn/ n.

a piece of paper, metal, or wood with words or a picture that gives people information, warnings, or instructions 指示牌

**A. Listen to a short dialogue between a man and a woman, and then choose the best answer.**

1. What is the possible relationship between the man and the woman?  
A. Friends.                      B. Strangers.                      C. Colleagues.
2. The man is going to \_\_\_\_\_.  
A. the National Park              B. the National Bank              C. the war memorial
3. According to the woman, the war memorial is \_\_\_\_\_.  
A. easy to find                      B. impossible to notice              C. a little difficult to see
4. The man finds the woman's directions \_\_\_\_\_.  
A. difficult to catch              B. a little confusing              C. easy to follow

**B. Listen to the dialogue again, and then choose the best answer.**

1. The nearest branch is on \_\_\_\_\_.  
A. New Street  
B. Memorial Street  
C. War Street
2. Where should the man go at the first traffic lights?  
A. Walk straight ahead.  
B. Turn left.  
C. Turn right.
3. How far are the first traffic lights?  
A. 150 meters.  
B. 115 meters.  
C. 105 meters.
4. The war memorial is \_\_\_\_\_.  
A. a small statue of a general  
B. a big statue of a soldier  
C. a small statue of a soldier