

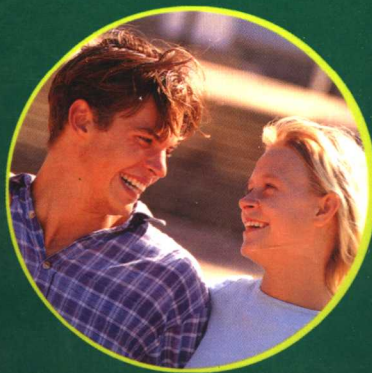
高 职 高 专 英 语 推 荐 教 材

NEW ESSENTIAL
COLLEGE ENGLISH

新起点 大学基础英语教程 听说教程

总主编：杨治中 主编：李霄翔

2



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

NEW ESSENTIAL
COLLEGE ENGLISH

新起点 大学基础英语教程 听说教程



总主编：杨治中

主 编：李霄翔

副主编：王晓明

编 者：石 玲 吴之昕

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

(京)新登字 155 号

图书在版编目(CIP)数据

新起点大学基础英语教程 听说教程 2/杨治中总主编;李霄翔分册主编. —北京:外语教学与研究出版社,2004

ISBN 7-5600-4006-3

I. 新… II. ①杨… ②李… III. 英语—听说教学—高等学校:技术学校—教材 IV. H31

中国版本图书馆 CIP 数据核字(2004)第 008824 号

新起点大学基础英语教程

听说教程 2

总主编:杨治中

主 编:李霄翔

* * *

责任编辑:张欣宇

出版发行:外语教学与研究出版社

社 址:北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷:北京外文印刷厂

开 本:787×1092 1/16

印 张:15.75

版 次:2004 年 8 月第 1 版 2004 年 8 月第 1 次印刷

书 号:ISBN 7-5600-4006-3/G·2007

定 价:18.90 元

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话:(010)88817519

前 言

高职高专教育是我国高等教育的一个重要组成部分,高职高专学生是我国大学生中一个十分重要的群体。针对这一群体学生的特点和培养目标,教育部于2000年颁布了《高职高专教育英语课程教学基本要求》(试行)。该《基本要求》以培养学生实际运用语言的能力为目标,突出教学内容的实用性和针对性,为高职高专的英语教学指出了明确的方向。

根据《基本要求》的这一指导思想,外语教学与研究出版社组织编写了这套《新起点大学基础英语教程》系列教材。本教材由长期从事大学英语和高职高专英语教学并具有丰富教学经验的教师编写,共分读写、听说、学习方法与阅读三种教程。本教材在编写过程中,注意从我国高职高专学生的实际水平出发,循序渐进,拾级而上。教材所选篇章均短小精悍、题材广泛、语言规范、内容新颖,富有时代气息,融知识性、趣味性和可思性于一体;全套教材练习形式多样,既便于教师在课堂上教学,也便于学生课后自学;各教程之间在内容上相互呼应、相互补充,使学生通过学习不仅掌握语言技能和知识,而且增进对中西文化的了解,掌握良好的学习英语的方法,为今后进一步学习英语打下扎实的基础。

我们希望这套《新起点大学基础英语教程》能以其自身的特色为高职高专教材增加一个新的品种,能为广大师生所接受和垂爱。同时我们也恳切希望广大师生在使用过程中对教材的不足之处提出批评指正,以使它能不断地改进和完善。

编 者

2003年5月

编写说明

《新起点大学基础英语教程》的“听说”系列是根据教育部2000年10月颁布的《高职高专教育英语课程教学基本要求》(试行),为普通高校非英语专业的专科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. 根据新颁布的教学基本要求,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,突出语言的交际语境和实用的功能意念,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,显凸中国学生所处的生活、学习环境和文化氛围,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,让学习者首先轻松愉快地接受和领会有关的语言信息,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。每单元由三个部分组成,涵盖语音和朗读训练、听说基本技能训练,听说交际技能训练和篇章听说技能训练等主要内容。第一部分主要是语音语调和朗读训练,除语言技能以外,更强调语言的交际语境和作为输入语言的示范作用。它以功能意念为主导,突出微型语境的听读和特定场合的交际技能训练,其意图不仅在于为学生提供一语音语调模仿训练的练习,更重要的是强化口语语言在特定的语境中的交际功能,并为后续听力和口语训练作一铺垫,扫清或降低语言障碍。这种语言输入信息将为提高听力理解和口语操练效率,促进听

说技能的转化和提高,打下一个良好的基础。第二部分主要是交际语境较强的听力对话和听力口语技能训练。第三部分主要是篇章听力和口语技能训练,其中涉及众多的以解决问题为导向的听说技能转化训练。

听说练习的设计力图体现学生学习的认知规律,听力训练遵循由通篇大意理解向具体细节详证过渡,口语技能训练由简单模仿操练到提示性重复到特定语境下的自由表达。语言素材的提供不求一步到位,而是细水长流,因表达需要而逐步展现。这旨在优化语言输入的质量,降低学习者不必要的心理和情感焦虑,使他们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. 本套教材共有五册,每册各有十二个单元。每册书都配有相应的教师用书,其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。(教师用书包括学生用书的全部内容,老师一书在手就可以进行课堂教学。)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。本教材还提供配套的适应各层次教学需求的信息化课堂教学和教学管理的平台,方便课堂教学和自学活动的展开,提高教学效益和效率。

6. 本套教材各册间呈一定的梯度。各单元中三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,由于编者的水平有限,可能存在一些不足之处。恳请各位专家、同仁和广大读者批评指正。

编 者

2003年6月于南京

Contents

Unit One	Everyone Needs a Fresh Start 人人需要新起色	1
Part One	Warm-up Activities	
Part Two	Dialogues	5
	Dialogue One It's Lucky We've Met 有缘相见	
	Dialogue Two English Learning: Ways Out? 英语学习有捷径吗?	
	Dialogue Three Learning by Doing 干中学	
Part Three	Passages	14
	Passage One Practice Makes Perfect 熟能生巧	
	Passage Two Tips on How to Improve Your English 提高英语能力的小窍门	
Unit Two	So Many Countries, So Many Festivals	21
	不同的国家, 不同的节日	
Part One	Warm-up Activities	
Part Two	Dialogues	25
	Dialogue One Christmas for Children 孩子们的圣诞节	
	Dialogue Two Christmas for Adults 大人們的圣诞节	
	Dialogue Three Chinese New Year 春节	
Part Three	Passages	34
	Passage One Chinese Valentine's Day 中国的情人节	
	Passage Two Jack-o'-lantern 杰克灯笼	
Unit Three	Education: Cradle of Success 教育: 成功的摇篮	39
Part One	Warm-up Activities	
Part Two	Dialogues	43
	Dialogue One A Students' Conversation 同学间的窃窃私语	
	Dialogue Two A New Style of Learning 一种新的学习方式	
	Dialogue Three I'd Like to Ask You a Question 我想问您一个问题	
Part Three	Passages	52
	Passage One Education in the Information Age 信息时代的教育	
	Passage Two The Snow Ball Effect 滚雪球效应	
Unit Four	Every Trade Has Its Master 行行出状元	57
Part One	Warm-up Activities	

Contents

Part Two	Dialogues	61
	Dialogue One What Are They Doing Now? 他们都在忙些啥?	
	Dialogue Two Why So Depressed? 为何这般沮丧?	
	Dialogue Three At the University Tutoring Center 在大学家教中心	
Part Three	Passages	70
	Passage One Job-hopping 跳槽	
	Passage Two Tips for a Job Interview 求职面试小知识	
Unit Five	Everyone to His Own Taste 人各有其趣	77
Part One	Warm-up Activities	
Part Two	Dialogues	81
	Dialogue One Good Old Days 过去的好时光	
	Dialogue Two I Don't Like Watching TV 我不喜欢看电视	
	Dialogue Three Welcome to the Show 欢迎参加我们的节目	
Part Three	Passages	88
	Passage One If You Can't Sleep at Night... 如果你晚上睡不着……	
	Passage Two Example: The Best Teacher 榜样的力量	
Unit Six	Dress Up or Not? 要不要打扮得漂亮点儿?	95
Part One	Warm-up Activities	
Part Two	Dialogues	99
	Dialogue One Picking Up People 接人	
	Dialogue Two What Did You Think of Him? 你觉得他怎么样?	
	Dialogue Three Looking for a Perfect Partner 寻找最佳伴侣	
Part Three	Passages	105
	Passage One Choose to Be Beautiful 选择美丽	
	Passage Two Myth of East and West 东西方之迷	
Unit Seven	Sports World 体育世界, 精彩无限	113
Part One	Warm-up Activities	
Part Two	Dialogues	117
	Dialogue One Fitness Is a Fashion 健身是时尚	
	Dialogue Two On Football 大话足球	
	Dialogue Three Big Bucks the Easy Way 生财有道	
Part Three	Passages	122
	Passage One Who Are Getting Crazy About Football?	

Contents

谁为足球疯狂?

Passage Two Michael Jordan 迈克尔·乔丹

Unit Eight Health Food Brings Health 吃得健康, 长得健壮 129

Part One Warm-up Activities

Part Two Dialogues 133

Dialogue One How Do You Like English Food?

英国菜合你的口味吗?

Dialogue Two A New Waiter 新来的服务员

Dialogue Three A Piece of Cake 小菜一碟

Part Three Passages 142

Passage One Why Are You Again? 怎么又是你?

Passage Two Table Manners in U.S. Families

美国家庭中的餐桌礼仪

Unit Nine Computer Works Wonders 电脑创造奇迹 149

Part One Warm-up Activities

Part Two Dialogues 153

Dialogue One It's Fantastic to Surf the Net! 上网真棒!

Dialogue Two Everyone Has His Own Taste 各有所好

Dialogue Three Mobile: Our New Friend 手机: 我们的新朋友

Part Three Passages 160

Passage One Sending a Fax 发传真

Passage Two It Simply Stops Working! 它就是不工作!

Unit Ten Perfect Plan, Perfect Journey 完美的计划, 完美的旅游 167

Part One Warm-up Activities

Part Two Dialogues 171

Dialogue One Where're You Going for the Summer Holiday?

打算到哪儿度暑假?

Dialogue Two Camping Holiday 露营度假

Dialogue Three Seeing Is Believing 眼见为实

Part Three Passages 178

Passage One A Rebuilt Modern City 一座重建的现代化城市

Passage Two Traveling Style of Americans 美国人的旅游风格

Contents

Unit Eleven	Health Is the First Wealth 健康, 人生第一财富	187
Part One	Warm-up Activities	
Part Two	Dialogues	191
	Dialogue One Start Jogging Today 今天就开始慢跑	
	Dialogue Two Fried Potatoes Is Your Problem 别吃炸土豆条了	
	Dialogue Three How to Prevent SARS? 如何抗非典?	
Part Three	Passages	198
	Passage One You Are What You Eat 吃出健康来	
	Passage Two Walking and Health 走出健康来	
 Unit Twelve	 Shopping 购物	 209
Part One	Warm-up Activities	
Part Two	Dialogues	213
	Dialogue One What Can I Do for You? 您想买什么?	
	Dialogue Two Nice Shoes to Match a New Dress 新衣配靓鞋	
	Dialogue Three The Sooner, the Better. 越快越好	
Part Three	Passages	222
	Passage One A Shopping Day 购物日	
	Passage Two Your Lucky Day 交好运的日子	
 Glossary	 词汇表	 228

Unit One

Everyone Needs a Fresh Start
人人需要新起色

**I. Listen and repeat.**

1. A: Good afternoon, Miss Wang.
B: Hi, Mr. Taylor. Nice to see you again.
A: You, too. ● How is your study coming along here?
B: So far, so good. Thank you.
2. A: Excuse me. What's your nationality?
B: Chinese.
A: Where are you from?
B: Nanjing. It's near Shanghai.
3. A: Excuse me. Could you tell me where the Student Union is?
B: Oh, yes, go this way and then turn left. It's on your right.
A: Thank you very much.
B: My pleasure.
4. A: Hi, Peter. How's it going? ●
B: Oh, just so-so. ● How about you, Diana?
A: Well, it couldn't be better.
B: Good! Very glad to hear it.
5. A: Morning, Jane!
B: Morning, Mr. Park! Lovely day, isn't it?
A: Yes, isn't it? What should we do today?
B: Let's go and smell the flowers. ●
6. A: Can I have your name, please?
B: Jordan, Michael Jordan.
A: Are you a basketball player?
B: I wish I were. ●
7. A: May I say something about myself?
B: Of course. Go ahead! ●
A: My name's Julia Laws, and I'm a visiting student from the States. ●
B: Really? I'm from the States, too. Very pleased to meet you.
8. A: John, I'd like you to meet my friend, Sophia.
B: Nice to meet you, Sophia.
C: Nice to meet you, too. Are you an English major?
B: No. I major in computer science.

9. A: Hi, Joanna. Do you know the name of our supervisor?
 B: Yes, Michael Duke.
 A: Can you tell me something about him?
 B: Sure!
10. A: Excuse me. Are you Mr. George Jackson?
 B: Yes. And...?
 A: I'm Helen Ford from the Student Union. Welcome to our university.
 B: It's very kind of you to pick me up here.

Notes:

- You, too.: 等同于 “It's nice to see you, too.”。该短语在口语中常用来表示同意对方的观点、感受或评论等。相同的表达方式还有 “Me, too.”。
 例如: “It's already two o'clock in the morning. I'm tired now.” “Me, too.”
 “I'm glad to meet you.” “Me, too.”。
- How's it going?: 口语中一种非正式的问候语, 相当于 “How are you?”。
- Just so-so.: 马马虎虎, 凑合。
- smell the flowers: [习语] 放松一下, 休息休息; smell vt. 嗅, 闻
- I wish I were.: 但愿如此。这是一个虚拟语气的句型, 表示与事实相反或不可能发生的事情。
- Go ahead!: 请讲! 继续!
- the States: 即 the United States of America 美国
- I'm Helen Ford ...: 英语中在介绍自己时, 一般不必在自己名字前加上任何称呼。
- pick me up: 接我。口语中 “pick someone up” 表示 “接某人”。

**II. Listen and choose the best response to what you've heard.**

1. A. I'm on top of the world. Thank you.
 B. Never mind. You're welcome.
 C. I'm sorry to hear it.
2. A. Oh, George. Take it easy.
 B. Me, too. How are you, George?
 C. What's wrong with you, George?
3. A. Hi, Maria. It's an honor to see you.
 B. Hi, Maria. I'm eighteen. And how about you?
 C. Yeah, it's been a long time since I last saw you.

4. A. Sure! Go ahead.
B. What about your study plan?
C. How about going to the library?
5. A. I really have no idea about her.
B. So far, so good.
C. It's difficult to get along with him.
6. A. It's hard to say.
B. Sorry. Peter is not here.
C. Yes. Come on and I'll show you the way.
7. A. What do you want?
B. Sorry. I'm new here.
C. Why not ask Sophia?
8. A. God knows.^①
B. Of course, I will.
C. Come on. I can.
9. A. Good. Nice to meet you.
B. Sorry. My English is very poor.
C. Okey. It's a long story.^②
10. A. Oh, it's just so-so.
B. Oh, it's nothing.
C. Thanks.

Notes:

- ① on top of the world: 站在世界之巅。[隐喻]感觉特好，非常好，特别棒。
- ② Take it easy.: [口语]别着急，慢慢来。
- ③ God knows.: 上帝知道。[隐喻]无人知晓。
- ④ It's a long story.: 说来话长，一言难尽。

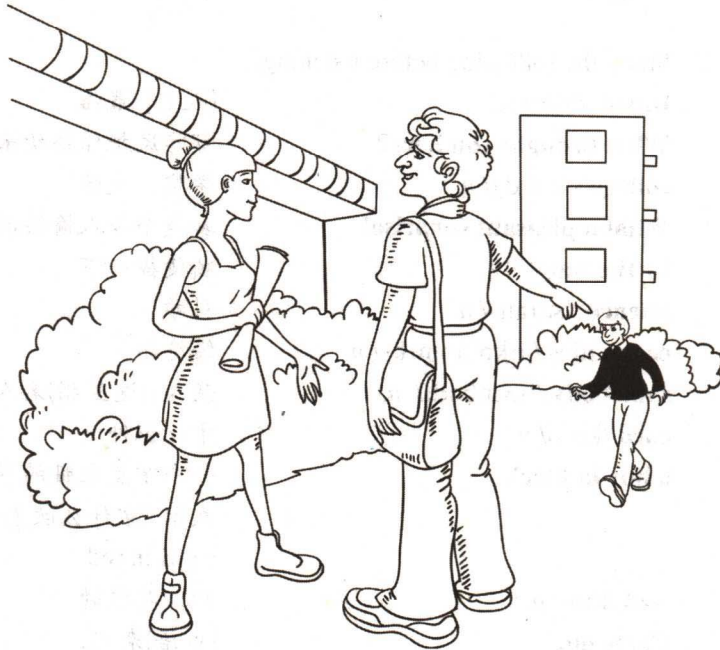
Part
Two

Dialogues

Dialogue One

It's Lucky We've Met

有缘相见



I. Warm-up exercises.

1. Answer the following questions.

- ① Everyone is excited when first coming to college because it has taken them years of hard work to realize their dream. What's your dream now for the future?

[]

- ② As a freshman(一年级新生), you may feel homesick(想家的). What would you like to see most then?



2. Study the following before listening.

David /'deɪvɪd/

[人名] 戴维

What brought you here?

哪阵风把你给吹来了!

college /'kɒlɪdʒ/ *n.*

学院; 大学

What a pleasant surprise!

真是个令人愉快的惊喜!

by the way

顺便提一下

science /'saɪəns/ *n.*

科学

economics /,i:kə'nɒmɪks/ *n.*

经济学

somebody /'sʌmbədi/ *n.*

某人:(这里指)名人,了不起的人

card /kɑ:d/ *n.*

卡, 证件

a boy in black

一个穿黑衣服的男孩; “in+颜色”表示“穿什么颜色的衣服”。例如:

a girl in red

cool /ku:l/ *a.*

帅, 英俊的

Come on.

[口语]来吧。

introduce /,ɪntrə'dju:s/ *vt.*

介绍, 引见



II. Listen to the dialogue and choose the best answer to complete each of the following statements.

- Wang Fang and David _____.
A. knew each other before
B. haven't seen each other before
C. major in computer science
D. are in the same class
- David asked Wang Fang to _____.
A. tell him something at home
B. help him get a student card
C. introduce him to her classmate
D. help him use a computer

3. From the dialogue we know that _____.
 A. Wang Fang is cool
 B. David is cool
 C. David majors in economics
 D. Wang Fang is a freshman
4. It is implied (暗示) in the dialogue that David and Wang Fang _____.
 A. both like computer
 B. are of the same age
 C. are in the same school
 D. like each other

III. Listen to the dialogue again and answer the following questions.

- 1 Who is Wang Fang?

2. Who is David?

3. Did they know each other before?

4. Did Wang Fang know that David was coming to her college? How do you know?

5. What is Wang Fang going to do next according to the dialogue?

IV. Suppose you were Wang Fang or David. Make a brief self-introduction to your class or group. You may tell them where you are from, what your major is, what your hobbies(爱好) are, and anything else you hope to share (分享) with your classmates. You may start with a greeting (问候) and conclude (结束) with a hope or wish.

Opening expressions:

- Good morning, ladies and gentlemen. I'd like to...
 — Good afternoon, everyone. May I introduce...?
 — Hi/Hello, everyone. I'm.../My name is...