



普通高等教育“十一五”国家级规划教材

高等学校英语专业系列教材  
Textbook Series for Tertiary English Majors



总主编 石 坚

副总主编 杜瑞清 陈建平 黄国文 李 力

# Breakthrough in Listening Teacher's Book

## 英语听力教程 2

教师用书

主 编 蔡宏文



重庆大学出版社

<http://www.cqup.com.cn>

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### 教师用书

主 编 蔡宏文  
编 者 郭 岚  
姜 利  
潘春梅

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## 内 容 提 要

《英语听力教程2教师用书》分为三个大单元,第一单元题材为人与社会,突出背景知识对于听力的重要性;第二单元题材为热点话题,重点训练利用图式把握主要内容的能力;第三单元题材为专业知识,涉及政治、经济、法律、哲学、宗教和文学等内容,重点训练学生的篇章处理能力。每单元包含六课,每一课共有两大部分,前一部分为课堂教学内容,以笑话、小故事或歌曲开头;之后是一段难度较小的对话或独白;然后是难度较大的综合训练材料。后一部分为课外训练内容,提供专项训练,题材为故事连载或讲座。

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主 编 蔡宏文

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出版人:张鸽盛

社址:重庆市沙坪坝正街174号重庆大学(A区)内

邮编:400030

电话:(023) 65102378 65105781

传真:(023) 65103686 65105565

网址:<http://www.cqup.com.cn>

邮箱:fxk@cqup.com.cn (营销中心)

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求知 STEM

总 主 编 石 坚

副总主编 杜瑞清 陈建平 黄国文 李 力

编 委 会 (按姓氏笔画排列)

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廖七一

策 划 张鸽盛 饶邦华 周小群

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## 总 序

进入 21 世纪,我国高等教育呈现快速扩展的趋势。为适应社会、经济的快速发展,人才的培养问题已经比我国任何一个历史时期都显得更为重要。当今,人才的能力和素质的衡量越来越多地采用国际标准,人才的外语水平自然地也越来越受到培养单位和用人单位的重视,由此引发了对大学外语教学模式、教材和检测机制的新一轮讨论,掀起了新一轮的大学英语教学改革。作为外语师资队伍和外语专业人才培养的高等学校英语专业,相比之下,在教学改革思路、新教材开发和新教学模式探讨等诸方面均显得滞后。尽管高等学校外语专业教学指导委员会英语组针对当前高校发展的新形式和外语专业人才培养的新规格、新模式和新要求,修订出了新的《高等学校英语专业英语教学大纲》,并结合 21 世纪外语人才培养和需求的新形势,制定了由教育部高等教育司转发的《关于外语专业面向 21 世纪本科教育改革的若干意见》,就英语专业的建设提出了指导性的意见,但在实际工作中这两个文件的精神尚未落实。

为此,重庆大学出版社和外语教学界的专家们就国内高等学校英语专业建设所面临的新形势作了专题讨论。专家们认为,把“大纲”的设计和“若干意见”的思想和理念变为现实的一个最直接的体现方式,就是编写一套全新理念的英语专业系列教材;随着我国教育体制的改革,特别是基础教育课程标准的实施,适合高等学校英语专业教学需要的教材也应作相应的调整,以应对中小学英语教学改革的新要求;高等学校学生入学时英语水平的逐年提高和就业市场对外语人才需求呈多元化趋势的实际,对高等学校英语专业的人才培养、教学模式、课程设置、教材建设等方面也提出了严峻挑战,应对这些挑战,同样可以通过一套新的教材体系来实现。

迄今为止,国内尚无一套完整的、系统的英语专业系列教材;目前已有的教材出自不同的出版社,编写的思路和体例不尽相同;现有的教材因出版时间较早,内容、知识结构、教学方法和手段已经不能适应新的发展要求;传统的教材设计多数基于学科的内在逻辑和系统性,较少考虑学习者的全面发展和社会对人才需求的多元化。

自 2001 年开始,在重庆大学出版社的大力支持下,我们成立了由华中、华南、西南和西北地区的知名专家、学者和教学一线教师组成的《求知高等学校英语专业系列教材》编写组,确定了系列教材编写的指导思想和总体目标,即以《高等学校英语专业英语教学大纲》为依据,将社会的需求与培养外语人才的全面发展紧密结合,注重英语作为一个专业的学科系统性和科学性,注重英语教学和习得的方法与规律,突出特色和系列教材的内在逻辑关系,反映当前教学改革的新理念并具有前瞻性;锤炼精品,建立与英语专业课程配套的新教材体系,推动英语专业的教学改革,培养高素质人才和创新人才。

系列教材力求在以下方面有所突破和创新:



第一,教材的整体性。系列教材在课程类型上分为专业技能必修课程、专业知识必修课程、专业技能选修课程、专业知识选修课程和相关专业知识课程等多个板块。在考虑每一种教材针对相应课程的特性和特色的同时,又考虑到系列教材间相互的支撑性。

第二,学生基本技能和实际应用能力的培养。在课程的设计上充分考虑英语作为一个专业来培养学生的基础和基本技能,也充分考虑到英语专业学生应该具备的专业语言、文学和文化素养。同时,教材的设计兼顾到社会需求中对英语专业学生所强调的实际应用能力的培养,除考虑课程和英语专业的培养目的,课程或课程体系应该呈现的学科基本知识和规范外,充分考虑到教材另一方面的功用,即学生通过教材接触真实的语言环境,了解社会,了解文化背景,丰富学生的实践经验。在教材编写中突出强调“enable”,让学习者在实践中学习语言、文学、文化和其他相关知识,更多地强调学习的过程,强调学生的参与,以此提高学生的实际应用技能。

第三,学生的全面发展。对高等学校英语专业学生而言,英语不仅是一门工具,更重要的是一个培养学生人文素质和跨文化意识的学科专业。系列教材强调合作性学习、探索性学习,培养学生的学习自主性,加强学习策略的指导。通过基础阶段课程的学习,使学生在语言知识、语言技能、文化意识、情感态度和学习策略等方面得到整体发展;在高年级阶段则更多地注重学生的人文精神、专业理论素养、中外文学及文化修养的培养。

第四,教材的开放性。一套好的教材不应该对课堂教学、老师的施教和学生的学习拓展有所制约,应给使用教材的教师和学生留有一定的空间,要让学生感到外语学习是一件愉快的事,通过学习让人思考,给人以自信,引导人走向成功。系列教材的总体设计既考虑严密的学科系统性,也考虑独具特色的开放性。不同地区、不同类型的学校,可以根据自己的生源和培养目标灵活地取舍、选用、组合教材,尤其是结合国内高等学校中正在探讨的学分制,给教与学一个多维度的课程体系。

我们希望通过这套系列教材,来推动高等学校英语专业教学改革,探讨新的教学理念、模式,为英语专业人才的培养探索新的路子,为英语专业的学生拓展求知的空间。

《求知高等学校英语专业系列教材》编委会

2004年8月

# 前言

本教材反映了我们对英语专业学生、教师及专业新动向的认识。学生方面,随着新课标的普遍实施,中学英语教学已经对学生提出了较高的要求,而目前的一些教材起点较低,需要编写新的教材与中学教材衔接。另外,随着科技的发展和日益一体化的全球经济,人们的生活方式不断变化,学生所关注的问题和观念也在不断更新,特别是其情感和认知需要具有鲜明的时代特征,新的教材理应关注其所关注的热点,适应其求知需要。特别重要的是,他们是成熟的一代,不要把他们当作高中四年级或五年级的学生看待。

就英语专业听力教师而言,许多学校安排听力教师并没有考虑教师本身的专业背景。常见的做法是安排没有接受过教学方法培训的新教师上听力课。这一做法的潜在理由是:听力课无非就是放放录音,对对答案;只要学生有大量的练习,听力水平的提高不在话下。通过大量练习提高学生的听力水平当然有道理,但是听力课绝非放放录音、对对答案那么简单。上好听力课,提高教学效率,让学生加快进步的步伐,里面还是有门道的。我们相信听力老师们都希望能有更好的教学方法和更合适的教材。

近年来,英语专业界重新审视了大学英语专业的教学目标,强调人文素养的提高。我们认为,这一目标需要从大学一年级开始贯彻,体现于所有的课程。对于听力教材而言,适当地增加英语国家的文化背景就显得尤为重要。

本教材同时反映了我们对英语专业听力教学的认识和经验。这些认识包括:听力教学不是反复的听力测验,而是有目标有针对性的训练;根据学生听力水平提高的一般路径分阶段组织教学任务,各阶段有不同重点;针对学生的听力障碍进行强化训练有助于大学新生迅速提高听力水平;学生在课堂教学中主要学习听力训练的方法,通过大量的课外练习提高听力水平,等等。其中第一原则是满足学生的需要,具体而言就是要了解他们在不同阶段中存在的主要障碍,有针对性地设计练习,同时提供诊断性的反馈,帮助学生自主学习。此外,听力是语言教学的一种手段,提高语言水平也是听力教学的目标和任务之一。

我们认为,学生的情感和认知需要及其在英语听力上的具体体现怎么强调都不为过。基于这种考虑,综合上面提到的对于学生、教师和英语专业界新动向的认识,





我们确定了以下编写原则：

选材上，尊重学生的情感需要，加大学生关注的话题在教材中的比重，比如学生生活中的学业、交友、时尚、娱乐等话题均有所反映；针对英语专业教学目标，着重选取了涉及文化背景和百科知识的材料；此外，要求内容真实，尽量减少从现成听力课本中选用材料；材料力求新颖，多数是2000年以后出版的。

材料编写上，根据我们的教学经验为任课教师，特别是新教师，设计了便于课堂操作的听力任务，比如针对常见的听力障碍选取合适的材料并设计相应的强化训练；在教学的不同阶段提供诊断测试，帮助教师了解学生的强弱点，指导学生自主学习；提供不同难度的听力材料，适应不同水平的需要；等等。我们建议教师在课堂教学中示范性地讲授听力训练方法，鼓励学生按照这些方法在课外进行大量练习；把听力教学置于语言教学的大框架下，提倡既要学会听(Learn to listen)又要寓学于听(Listen to learn)。

基于以上原则，大致的课程结构如下：

每册书分三个大的单元，单元内各课在题材和训练重点上相对一致。大致而言，第一册的第一单元涉及校园生活，重点训练辨音能力；第二单元题材为起居生活，重点扩充听力词汇，特别是短语动词；第三单元内容为各地文化，重点训练句子处理能力。第二册的第一单元题材为人与社会，突出背景知识对于听力的重要性；第二单元题材为热点话题，重点训练利用图式把握主要内容的能力；第三单元题材为专业知识，涉及政治、经济、法律、哲学、宗教和文学等内容，重点训练学生的篇章处理能力。

每一单元包含六课。第一课点明本单元的题材和训练重点，中间四课介绍相应的听力技能，并提供强化训练材料，最后一课复习和诊断测试。

具体到每一课，大致分为两大部分，前一部分为课堂教学内容，以笑话、小故事或歌曲开头，目的是轻松气氛；之后是一段难度较小的对话或独白，起过渡作用，然后是难度较大的综合训练材料。作为课堂教学的核心内容，综合训练材料涉及各种听力技能，着重体现所在单元的训练重点。后一部分为课外训练内容，提供专项训练，题材为故事连载或讲座。相对而言，课堂教学内容的难度大于课外训练材料，因为课堂教学中教师可以针对难点进行讲解，而课外练习则由学生独立完成。

我们希望使用教材的师生能够根据自己的具体情况有所侧重和取舍。比如我们所在的学校新生入学后有三周军训时间，这样就无法将第一册的所有课程上完，因此具体教学上将每个单元的其中一课作为课外练习布置给学生。又比如课堂教学时间



比较短缺,需要讲解的内容又很多的情况下,将综合训练材料讲授透彻就走马观花地完成所有任务的效果要好。另外,学生基础较薄弱的班级可以考虑把课外训练内容改作课堂讲授的重点。

对于利用本教材自学的人士,我们的目标是授人以渔,因此本教材的最佳用法是把它当作听力训练方法示范。将本书提倡的方法应用到其他材料上去,进行大量练习,以便取得更好的效果。

这是一个知识爆炸的年代,互联网上有取之不竭的听力材料。我们不希望把教材做成大而全、覆盖所有年级的教材,但愿针对学生的需要提供方法上的训练,开阔学生的视野;针对教师的需要提供一些实用的教学方法,丰富教师的教学手段。如果本教材能有效地应对学生的听力障碍,帮助学生和教师提高训练和教学效率,我们的心愿就完成了。

编 者

2009年6月

## Stereotype

### Teacher's Note

#### Task 1

The message in this story: blonde women are stupid. Is beauty but skin deep?

The teacher may want to briefly explain the term “stereotype” to students, as this joke is about the blonde stereotype. This will prepare the students for Task 2.

#### Task 2

1.

Groups of people	Stereotypes	How else can they be presented?
<u>Blonde women</u>	<u>dumb</u>	Intelligent and successful
<u>Italians</u>	The Mafia	(not mentioned)
Native Americans	<u>Savage/wise protector of the environment</u>	(not mentioned)
Arabs	<u>Terrorists and extremists</u>	<u>productive members of society who have positive ideals</u>

2.

- Stereotypes are generalizations about a group of people.
- Villains are evil people. People like to watch villains because it creates drama. It seems that villains are always some ethnicity.
- “Hijab” is the traditional hairdress for Muslim women. Some people tend to think they are forced to wear the hijab, but it sometimes turns out to be



a personal choice.

d. They are trying to show a more realistic portrayal of Arabs by writing their own scripts.

### Task 3

Please see notes on *Task 4* for the answers. This unit starts a series of training in the use of background knowledge in listening comprehension. Stereotypes constitute a major type of background knowledge.

### Task 4

Make sure that the students distinguish between the stereotypes of the countries and the speaker's opinion. Though the reasoning for the answer to the "possible country" question has been given in parentheses, the teacher may choose to discuss the details after *Task 5* has been completed.

1. Possible country: Canada (north of the United States, great big land, bilingual — French as one of the Native language, the use of "eh", etc)

Stereotypes of the country: a great big, frozen land of ice, up north, with Eskimos and red-coated policeman, American

Other features (according to the speaker): bilingual; 90% of the population in a small ribbon of land just 90 kilometres from the US border, US domination on their culture, inferiority complex relative to the US

2. Possible country: Scotland (stereotype — miserable, mean and dour and unhappy with their lot, proud or nationalistic; the use of "aye")

Stereotypes of the country: miserable, mean and dour and unhappy with their lot, proud or nationalistic

Other features (according to the speaker): generous, ready to offer help, "I" — not pessimistic or miserable

3. Possible country: Spain, Latin or Hispanic countries (stereotype — loud, lazy & disorganized, sociable and outgoing, proud or nationalistic; the habit of taking "siestas")

Stereotypes of the country: loud, lazy & disorganized, sociable and outgoing, proud or nationalistic

Other features (according to the speaker): having timetables as Europeans do, always being with other people, relaxing



4. Possible country: Hungary (stereotype — hot food, “paprika”, stereotypes about horses and great plains, Budapest)  
Stereotypes of the country: hot food, horses and great plains  
Other features (according to the speaker): not hot at all in comparison to Asian dishes, most people living in cities and towns
5. Possible country: Great Britain (British, Great Britain, losing the revolutionary war, stereotype — loud, arrogant)  
Stereotypes of the country: loud, arrogant  
Other features (according to the speaker): many people aware of what’s going on in the rest of the world
6. Possible country: Ireland (stereotype — cold, uptight, hypocritical, drinking, violent)  
Stereotypes of the country: cold, uptight, hypocritical, drinking, violent  
Other features (according to the speaker): cold and uptight, but not really drinking and violent

### Task 5

This task provides direct evidence for reasoning done in *Task 4* concerning which country is involved.

1. **Eric:** Many people think of my country as a great big, frozen land of ice, up north, with Eskimos and red-coated policemen but it’s obviously a very different country from that, eh. It’s a bilingual country, 40% of the population has French as a mother tongue and it has a very dispersed population, but 90% of it lives in a small ribbon of land just 90 kilometres from the US border, eh. In fact probably one of the biggest concerns we have is the effect of US domination on our unique culture, because of TV, sports and such like. I think many of us have an inferiority complex relative to the US. Here in Europe, a lot of the time people think we’re American, it’s annoying.
2. **Mary:** So our stereotype is that we’re miserable, mean and dour and unhappy with our lot and that we’re a proud people, maybe quite nationalistic, especially in sport — we’ll support any team that’s playing against England. Maybe there’s an element of truth in all of this. I mean



you do meet people who are mean but far more you meet people who are generous. I saw a guy collapse in the street and folk were running out the shops and bringing him a chair, and a glass of water and things and you know if somebody collapses in London, folk'll step over them, assume they're drunk or whatever. Oh, and as for whether people are miserable, well I remember standing at a bus stop and it was a gorgeous sunny day, real blue sky, you know you don't see many days like that here, not very often. And I said to the woman next to me, "Isn't it a gorgeous day?" And she said, "Aye, but we'll pay for it!" And I thought how can you be so pessimistic when it's such a gorgeous day.

3. **Julia:** Ah well, I think we have a very, erm, well-deserved reputation for being loud, we are certainly very loud, erm, everywhere, it doesn't matter where we are, we just talk all at the same time and quite loud. And we're also very disorganized, erm, people believe that we are, and another thing that is well-deserved. Erm, what else, we're very lazy, erm. I don't think that is true, erm, we used to sleep our siestas er, but I think we're a bit more European now and we all have the same sort of timetables. Erm, and then well, we're sociable and outgoing, erm, we're always with other people, we're rar... rarely on our own, erm, we tend to do lots of things at the same time, and, that's also because, there are so many places and they open until late, erm, it's a bit more relaxed atmosphere than in England.
4. **Zoltan:** Most foreigners seem to think that all our dishes are spicy and really hot, which is not exactly true... er... we use quite a lot of paprika but it's not hot at all especially not when it's compared to Asian dishes for example. And also the other thing that people think of is ... er... horses and... er... the great plains... one in five live in Budapest which is a big city, and quite a lot of people live in smaller towns and smaller cities and not on the great plains at all and many... would not have seen a horse in their whole lives.
5. **Rosemary:** Erm... I think that there is a stereotype in the eyes of a lot of British. I think they consider them loud, they consider them in many cases arrogant. Remember they lost the rev... the revolutionary war, and they still have this attitude of being, "we once ruled you." And although that was two



hundred years ago, I think there is still this attitude that they are the rebellious children, or the rebe... rebellious offspring of Great Britain. And erm, I think it's, it's very silly as an attitude because I think there are, yes there are a lot, who are extremely narrow, they don't see beyond their border, they are very arrogant, but there are also an incredible amount who are very aware of what's goes on in the rest of the world.

6. **Tristan:** We're generally perceived as being quite cold and... er... really quite uptight as well and I know this from my own experience... erm... that they're perceived also as being somewhat hypocritical — two-faced, now I don't think that was in relation to me, I hope not anyway and I think now they also come across as incredibly yobbish, sort of heavy drinking, potentially violent, which is... erm not entirely my experience.

### Task 6

1.

	Stereotyping of the opposite sex	Causes for such stereotypes
Men	Women try to change men.	Women persist in assisting men in growing and improving the way they do things.
Women	Men don't listen.	When women speak, men show no empathy and tend to offer solutions.

2.

- a.(F) We mistakenly assume that if our partners love us they will react and behave in certain ways — the way we react and behave when we love someone. As a result our relationships are filled with unnecessary friction and conflict.
- b.(F) It's not that he doesn't listen. It's just that men and women handle it differently. "She wants empathy; he thinks she wants solutions".
- c.(F) When a woman loves a man she feels responsible to assist him in growing and tries to help him improve the way he does things.
- d.(T) No matter how much he resists her help, she persists — waiting for an



opportunity to help him or tell him what to do.

- e.(F) Without knowing about life on Venus, Tom didn't understand how important it was just to listen without offering solutions. His solutions only made things worse. You see, Venusians never offer solutions when someone is talking about their feelings.
- f.(T) Martians value power, competency, efficiency, and achievement. Their sense of self is defined through their ability to achieve results. They experience fulfillment primarily through success and accomplishments. Venusians have different values. Their sense of self is defined through their feelings and the quality of their relationships and their communication. They experience fulfillment through sharing and relating.
- g.(F) To offer a man unsolicited advice is to presume that he doesn't know what to do or that he can't do it on his own. Men are very touchy about this. Without knowing about life on Mars, Mary couldn't appreciate how important it was for Tom to accomplish his goal without help. Offering advice was the ultimate insult.
- h.(T) A woman has no conception of this male sensitivity because for her it's another feather in her hat if someone offers to help her. It makes her feel loved and cherished.
- i.(F) He has no idea that by just listening with empathy and interest he can be supportive. He does not know that on Venus talking about problems is not an invitation to offer a solution. To a Venusian, "communication is of primary importance".
- j.(T) Not everything is wrong with Mr. Fix-It or the Home-Improvement Committee. These are very positive Martian and Venusian attributes. The mistakes are only in timing and approach.
- k.(T) From his side, he was offended. What he heard was "I don't trust you to get us there. You are incompetent!"
- l.(T) The next time he was lost, instead of offering "help" she restrained herself from offering any advice. She took a deep relaxing breath, and appreciated in her heart what Tom was trying to do for her. Tom greatly appreciated her warmth and trust.





- m.(F) Ironically he may be more sensitive about the little things than the big. His feelings are like this: “If I can’t be trusted to do the small things like getting us to a party, how can she trust me to do the bigger things?”
- n.(F) Tom was also frustrated and had no idea what went wrong. He wanted to help, but his problem-solving tactics didn’t work.
- o.(T) Not only Mary but also Tom felt better. He was amazed at how much happier his wife was when he finally learned to listen.



## ranscript

### Task 1

A jet was on its way to New York, when a blonde seated in Economy Class got up, moved to the First Class section, found an empty seat and sat down.

The flight attendant watched the blonde make herself comfortable in First Class, then went over and asked to see her boarding pass. Noting that the pass was for an Economy seat, the flight attendant said, “I’m sorry, but you didn’t pay for a First Class seat, so you’ll have to go back to the Economy section.”

The blonde replied, “Listen you, I’m blonde, I’m beautiful, I’m going to New York, and I’m staying right here in First Class.”

The flight attendant went to the cockpit and told the pilot and co-pilot that there was a blonde from Economy Class who was sitting in First Class and wouldn’t move back to her assigned seat.

The co-pilot went to the passenger area and approached the blonde. He explained that it was against the rules for her to sit in First Class when she had only bought an Economy Class ticket. “I’m sorry,” he concluded, “but you’ll have to return to your Economy section seat.”

The woman snorted and tossed her blonde locks. “Listen you,” she snapped, “I’m blonde, I’m beautiful, I’m going to New York, and I’m staying right here in First Class.”

The co-pilot returned to the cockpit and told the pilot that he might want