

全国普通高等学校优秀教材一等奖 第一版



“十二五”普通高等教育本科国家级规划教材

# Listen

(Teacher's Book)

# 3

## This Way

(教师用书)

# 英语听力教程

## 第三版

主 编 张民伦  
副主编 徐卫列  
编 者 张民伦 徐卫列 邓昱平  
张 锴 翁雪芳 黄 创

高等教育出版社



全国普通高等学校优秀教材一等奖 第一版

H319.9-43

21-3

V2-3



“十二五”普通高等教育本科国家级规划教材

014060448

# Listen

# 3

## This Way

(Teacher's Book)  
(教师用书)

# 英语听力教程

## 第三版

Y i n g y u T i n g l i J i a o c h e n g

主 编 张民伦

副主编 徐卫列

编 者 张民伦 徐卫列

张 锲 翁雪芳



高等教育出版社·北京



北航

C1747648

H319.9-43

P 21-3

V2-3

822000110



(Teacher's Book)  
(教师用书)

Li  
This Way

This Way

英语听力教程

图书在版编目(CIP)数据

英语听力教程教师用书. 3 / 张民伦主编. -- 3版.

— 北京: 高等教育出版社, 2014.8

ISBN 978-7-04-040493-7

I. ①英… II. ①张… III. ①英语—听说教学—高等学校—教材 IV. ①H319.9

中国版本图书馆CIP数据核字(2014)第169144号

策划编辑 张凯  
责任编辑 张凯

责任编辑 张凯  
责任印制 刘思涵

封面设计 张楠

版式设计 魏亮

出版发行 高等教育出版社  
社址 北京市西城区德外大街4号  
邮政编码 100120  
印刷 山东鸿杰印务集团有限公司  
开本 850mm×1168mm 1/16  
印张 11.75  
字数 296千字  
购书热线 010-58581118  
咨询电话 400-810-0598

网 址 <http://www.hep.edu.cn>  
<http://www.hep.com.cn>  
网上订购 <http://www.landaco.com>  
<http://www.landaco.com.cn>

版 次 1999年7月第1版  
2014年8月第3版  
印 次 2014年9月第2次印刷  
定 价 34.00元(含光盘)

本书如有缺页、倒页、脱页等质量问题,请到所购图书销售部门联系调换

版权所有 侵权必究  
物料号 40493-00

## 英语专业系列教材编写委员会

主任委员：秦秀白 黄源深

委 员：(按姓氏笔画排序)

丁往道

王守仁

王桂珍

王 蕾

刘 援

邹 申

张民伦

吴 冰

钟美荪

陶 洁

虞苏美

蓝葆春

香港  
E: 101+102

# 修订说明

宗融黄 白表秦 员委分主

(单册同字为较好):员 委

本教材自出版以来得到了许多高校师生和社会上广大英语学习者的支持和厚爱。为进一步适应时代发展和学习者的需要,在对本套教材进行第二次修订时我们根据听力教材的内容特点确定了以更新部分素材为主的工作原则,对部分练习进行了调整,同时结合教学实践中的反馈信息,增加了视听拓展训练。就全套教材而言,本次修订的幅度在30%以上,主要反映在以下四个方面:

1. 更新和充实了新闻、科技等领域的内容,较好地保持了教学内容的发展性和新鲜性。
2. 调整了部分教学和练习内容的编排顺序,使整个教学体系在容量和难度上更加平衡,也更符合教学实际。
3. 改进了部分教学内容的录音,提高了有声语言的教学效果。
4. 新增了视听练习,以满足多样化的教学需求。该部分视频内容请到中国外语网([www.cflo.com.cn](http://www.cflo.com.cn))的教师资源模块下载使用。

修订工作得到了华东师范大学和高等教育出版社的大力协助,在此致以诚挚的谢意。

编者

2014年3月

# 第一版前言

“听”是语言交际的一个重要方面。在对外交往中，听力水平的高低直接影响着人们相互理解的程度和工作效率。随着国际交流的日渐频繁和电讯技术的迅猛发展，提高英语听的能力显得尤为重要。本教材正是为了适应时代的发展和英语教学的需要而编写的。在编写中，我们努力借鉴国内外近年英语听力教学的研究成果，在总结几十年教学经验的基础上，遵循本课程的教学理论和原则，针对中国学生英语听力学习的特点，进行了新的尝试。本教材可供高等学校英语专业一至三年级的学生使用，同时适合师专、教育学院、广播电视大学、成人高校英语专业的学生及社会上广大英语自学者使用。

本教材在编写中努力体现以下两点：

1. 以培养听力技能为主线。通过系统的听力专门技能的单项训练及综合训练，培养学生的快速反应、准确辨别、分析推理、归纳总结、信息处理及记录和记忆等能力。
2. 力求听力材料的语言真实性、典型性和实际应用性。由于听力理解与学习者的知识水平，特别是与他们的语言和社会文化知识的水平密切相关，因此本教材注重在不同阶段选择既与技能训练匹配又与学生求知兴趣相称的素材。

全套教材共分6册。每册配有教师用书和6盒录音带。前4册以单项技能训练为主，配有一定量的综合训练，题材接近生活和工作实际，由近及远，涉及的面较宽；后两册以综合技能训练为主，同时针对中国学生在英语听力学习中的难点、重点进行反复训练，题材以反映社会、科技领域的新发展为主。教师用书的内容包括教学提示、练习答案和全部录音带内容的文字材料。

“标”“本”兼治，以“标”求“本”是本教材的努力方向和目标。这里的“标”指的是教材及录音带中的全部教学内容与练习；这里的“本”指的是完成全部教学内容与练习之后留存于学生的内在聪慧与能力。

本书为第三册，共包括12个单元，内容为人们日常生活及语言交际中最常用的话题，听说训练重点为提纲拟列和大意归纳，同时复习和强化关键词的选择和要点记录等单项技能。每单元由6部分组成：

第一部分为准备性练习，主要包括预习生词、听单句和短小的对话，帮助学生进入积极思维和听的状态。

第二和第三部分为每个单元的重点部分，贯穿某项技能和微技能的训练。为了降低学习难度，这两个部分的听力内容有时采用两种语速来表述，目的是试图在半真实与较真实的语言材料之间架设学习和过渡的桥梁。同时，也为教师因材施教提供一些条件。

第四部分的听力材料多为相关领域的热门话题或科技新发展介绍，内容新，生词量大，学习者可以将听与阅读结合起来，以增加语言输入量，扩大知识面。

第五部分为语言真实性较高的听力材料，通过具有挑战性的练习，激发学生的学习兴趣，提

高训练强度, 锻炼和发展学生的记忆能力。

第六部分对本单元的生词和词组进行归纳, 以帮助学生复习巩固, 克服听力教学中由于强调瞬时记忆而忽视词汇积累和语言应用的倾向。教师可围绕本部分内容适当进行一些读、讲、听、说的综合练习。

本教材主要供课内精听使用, 每单元约需3学时。但是提高听力仅靠精听是远远不够的。希望教师针对各自学生的实际情况, 有计划地指导并组织好课外泛听及其他相关的学习活动。只有精与泛、质与量的科学结合才可望实现英语听力水平的飞跃。

本教材的编写得到了教育部有关司处及许多兄弟院校的热情关心和指导。华东师范大学外语学院和英语系给予了经常性的支持和帮助。黄源深教授和虞苏美教授为本教材的编写提出了宝贵意见。美籍教授 Louis Vinciguerra 审阅了第三册全部书稿。参加录音的朋友有 Louis Vinciguerra、Melanie Nyhof、Erin Peterson、Andrew Krizaj、Jens Pettersson、Christian Johansson、John Marienthal、Sarah Bullock、Stephen Clark、Jason Henneberry、Karen Sloane 等。录音合成由赵金土、刘申完成。在编写过程中, 我们还参阅过国内外一些有关书籍和教材, 参阅书目详见 Acknowledgments。

编者谨向一切关心和帮助过本教材编写的同事和朋友致以衷心的感谢, 并感谢高等教育出版社在整套教材的编写、插图、版式设计等方面所提出的宝贵意见和所做的大量工作。

由于水平有限, 时间匆促, 疏漏和不妥之处, 敬请指正。

编者

1998年5月

# CONTENTS

<b>Unit 1</b>	<b>The Earth at Risk</b>	<b>1</b>
Part I	Getting ready	1
Part II	The Earth at risk (I)	4
Part III	The Earth at risk (II)	8
Part IV	More about the topic: The Effects of Global Warming	10
Part V	Do you know ... ?	12
Part VI	Reminder of key points in this unit	14
Part VII	Watch and enjoy	15
<b>Unit 2</b>	<b>Wildlife Conservation</b>	<b>18</b>
Part I	Getting ready	18
Part II	Christmas bird counts	21
Part III	Dolphin captivity	24
Part IV	More about the topic: Wildlife in Danger	28
Part V	Do you know ... ?	30
Part VI	Reminder of key points in this unit	31
Part VII	Watch and enjoy	32
<b>Unit 3</b>	<b>Reports on Disasters &amp; Accidents</b>	<b>34</b>
Part I	Getting ready	34
Part II	Hurricanes & tornadoes	35
Part III	Earthquakes	38
Part IV	More about the topic: Safety near School	40



- Part V Do you know ... ? 42  
 Part VI Reminder of key points in this unit 45  
 Part VII Watch & enjoy 46

**Unit 4 Have a Nice Trip 49**

- Part I Getting ready 49  
 Part II Canada 51  
 Part III Traveling around Australia 53  
 Part IV More about the topic: The Story of Denver 56  
 Part V Do you know ... ? 59  
 Part VI Reminder of key points in this unit 61  
 Part VII Watch and enjoy 62

**Unit 5 Meet People from around the World 64**

- Part I Getting ready 64  
 Part II New Zealanders 66  
 Part III What do you think of Britain? 68  
 Part IV More about the topic: Native Peoples of Alaska 71  
 Part V Do you know ... ? 73  
 Part VI Reminder of key points in this unit 76  
 Part VII Watch & enjoy 77

**Unit 6 Find the Right Words 80**

- Part I Getting ready 80  
 Part II Skills to communicate bad news 82  
 Part III Foreign accents 86  
 Part IV More about the topic: Love and Grammar 88  
 Part V Do you know ... ? 90  
 Part VI Reminder of key points in this unit 93  
 Part VII Watch and enjoy 95

<b>Unit 7</b>	<b>A Kaleidoscope of Culture</b>	<b>99</b>
Part I	Getting ready	99
Part II	Times Square	101
Part III	Americans love chocolate	104
Part IV	More about the topic: Bullfighting	108
Part V	Do you know ... ?	110
Part VI	Reminder of key points in this unit	112
Part VII	Watch and enjoy	113
<b>Unit 8</b>	<b>The Sound of Music</b>	<b>116</b>
Part I	Getting ready	116
Part II	<i>Slumdog Millionaire</i>	119
Part III	Karen Kain — a Canadian ballerina	122
Part IV	More about the topic: Beethoven V	125
Part V	Do you know ... ?	127
Part VI	Reminder of key points in this unit	129
Part VII	Watch and enjoy	131
<b>Unit 9</b>	<b>Romancing the Stone</b>	<b>133</b>
Part I	Getting ready	133
Part II	“The Scream”	135
Part III	Taj Mahal	137
Part IV	More about the topic: British Sculptures Now and Then	140
Part V	Do you know ... ?	142
Part VI	Reminder of key points in this unit	145
Part VII	Watch and enjoy	146
<b>Unit 10</b>	<b>A Glimpse of the Age</b>	<b>149</b>
Part I	Getting ready	149
Part II	Standing on the moon	150

# Unit 11

Part III	Nelson Mandela — The Father of Modern South Africa	152
Part IV	More about the topic: World Wars I&II	154
Part V	Do you know ... ?	157
Part VI	Reminder of key points in this unit	158
Part VII	Watch and enjoy	159

## Review

162

Activity I	National Geographic Society	162
Activity II	Earthquake tips	163
Activity III	Learning a language in another country	166
Activity IV	The Oscar Award and others	167
Activity V	An anecdote	169
Activity VI	Disaster	171
Activity VII	Pets	172
Activity VIII	Watch and enjoy	173

# Unit 1

## The Earth at Risk

### Part I Getting ready

The environment is the natural world of land, sea, air, plants, and animals that exists around towns and cities. Since there is only one globe where we're living, more and more people have come to realize the importance of protecting the total global environment.

**A** The following words and phrases will appear in this unit. Listen carefully and study the definitions.

1. **vicious circle:** a set of events in which cause and effect follow each other in a circular pattern
2. **monsoon season:** the season of heavy rains that fall in India and neighboring countries
3. **hygiene:** the study and practice of how to keep good health, esp. by paying attention to cleanliness
4. **accelerate:** (cause to ) move or go faster
5. **fossil fuel:** any naturally occurring carbon or hydrocarbon fuel, such as coal, petroleum, peat, and natural gas, formed by the decomposition of prehistoric organisms
6. **latitude:** a measure of relative position north or south on the Earth's surface, measured in degrees from the equator, which has a latitude of 0°, with the poles having a latitude of 90° north and south.
7. **contamination:** the act of polluting or the state of being polluted
8. **hierarchy:** a system in which people or things are arranged according to their importance
9. **priority:** something given special or prior attention
10. **watershed:** a ridge of high ground forming a divide between two different drainage basins or river systems or the region enclosed by such a divide and draining into a river, river system, or other body of water.

**B** You are going to hear a short speech. Listen carefully and write down

the environmental issues mentioned in the speech.

burning of the forests/tree removal (deforestation)/reduction of the world's rain forests

**Audioscript:**

The Amazon forests are disappearing because of increased burning and tree removal. In September, satellite pictures showed more than 20 000 fires burning in the Amazon. Experts say most of these fires were set by farmers. The farmers were attempting to clear land to grow crops. The World Wildlife Fund says another serious problem is that too many trees in the Amazon rain forest are being cut down. World Wildlife Fund says the fires show the need for urgent international action to protect the world's rain forests. The group warns that without such action some forests could be lost forever.

**Nowadays energy is too expensive to waste. It costs the country, and you, too much. What have you done to conserve existing energy resources? Here are some tips to help you slim your waste — save energy. Always remember that energy sense is common sense.**

**C** Now listen to some simple tips to help you save energy. Complete the dos and don'ts.

Dos	Don'ts
<ul style="list-style-type: none"> <li>• Rough-dry <u>your towels</u> and nylon things.</li> <li>• <u>Cut out</u> unnecessary lighting.</li> <li>• Do without a <u>wall-fire</u> if you can.</li> <li>• Defrost the <u>fridge</u> regularly.</li> <li>• Before using your washing machine, <u>wait until you've a full load</u>.</li> <li>• Cook a <u>complete meal</u> in the oven and save it on the rings and grill.</li> </ul>	<ul style="list-style-type: none"> <li>• Don't attempt to <u>iron everything</u>.</li> <li>• Don't turn <u>the iron up</u> too high.</li> <li>• Don't leave <u>the kettle</u> to boil away.</li> <li>• Don't fill the kettle <u>to the brim</u> for only a cup of tea</li> <li>• Don't put <u>hot food</u> in the fridge.</li> </ul>

**Audioscript:**

- Don't attempt to iron everything. Rough-dry your towels and nylon things. Trust the thermostat on your iron — don't turn it up too high.
- Don't leave the kettle to boil away. And don't fill it to the brim for only a cup of tea!
- Cut out unnecessary lighting. Every little helps.
- Save it on heating. Do without a wall-fire if you can.
- Defrost the fridge regularly. Ice build-up wastes fuel. Don't put hot food in either — if you do, the fridge has to work overtime.
- It makes energy sense to wait until you've a full load before using your washing machine.
- Cook a complete meal in the oven and save it on the rings and grill. Roast chicken, veg, and baked sweet to follow?

It all adds up. The more energy you save, the more money you save. That's good housekeeping!

When we listen to the weather forecasts, we often come across some terms related with the weather. For example, what is a cyclone? What is a hurricane? Are they the same? Here is the explanation.

- D** Listen to the explanation about different weather terms. Complete the information in the chart.

Name	Place	Time
Ocean storm	Northern part of world; near equator	Late summer or autumn
Cyclone	<u>North or south of equator</u> in the Indian Ocean	
<u>Typhoon</u>	Western Pacific Ocean or the China Sea	
Hurricane	<u>Eastern Pacific</u> and Atlantic Ocean	

**Audioscript:**

Major ocean storms in the northern part of the world usually develop in late summer or autumn over waters near the equator. They are known by several different names. Scientists call these storms cyclones when they happen just north or south of the equator in the Indian Ocean. In the western Pacific Ocean or the China Sea, these storms are called typhoons. In the eastern Pacific and Atlantic Ocean, they are called hurricanes.

**Part II The Earth at risk (I)**

Do you know what happens to a rain forest when the trees are chopped down? About 80% of the rain forests nutrients come from trees and plants. That leaves 20% of the nutrients in the soil. The nutrients from the leaves that fall are instantly recycled back into the plants and trees. When a rain forest is clear-cut, conditions change very quickly. The soil dries up in the sun. When it rains, it washes the soil away.

**A** Listen to the first part of an interview. Note down the key words in the notes column. Then answer the questions.

**Questions:**

1. What is the vicious circle mentioned by Brian Cowles?

More people → more firewood → fewer trees

{ More domestic animals → more plants → fewer available plants } ⇔

more desert ⇔ move south ⇔ desert expanding south ⇔ no grass

2. Why is the rain so important to soil?

Growing crops stabilize soil, without them the top soil just blows away. But if there isn't enough rain the crops don't grow.

3. What are some of the reasons that tropical forests are being cut down?

People try to grow food to support themselves or to create ranches where cattle can be raised, or to get hardwood for export, or to make way for mines.

**Audioscript:**

I — Interviewer      B — Brian Cowles

**I:** Brian Cowles is the producer of a new series of documentaries called “The Earth at Risk” which can be seen on Channel 4 later this month. Each program deals with a different continent, doesn’t it, Brian?

**B:** That’s right. We went to America, both North and South and then we went over to Africa and Southeast Asia.

**I:** And what did you find in each of these continents?

**B:** Starting with Africa, our film shows the impact of the population on the environment. Generally speaking, this has caused the Sahara Desert to expand. It’s a bit of a vicious circle we find. People cut down trees for firewood and their domestic animals eat all the available plants — and so consequently they have to move south as the Sahara Desert expands further south. I mean, soon the whole of Mali will become a desert. And in East Africa: here the grasslands are supporting too many animals and the result is, of course, there’s no grass — nothing for the animals to eat.

**I:** I see. And the next film deals with North America?

**B:** That’s right. In the USA, as you know, intensive agriculture requires a plentiful supply of rain for these crops to grow, I mean if there isn’t enough rain the crops don’t grow. And growing crops stabilize soil, without them the top soil just blows away. This is also true for any region that is intensely farmed — most of Europe, for example.

**I:** And what did you find in South America?

**B:** In South America (as in Central Africa and Southern Asia) tropical forests are being cut down at an alarming rate. This is done so that people can support themselves by growing food or to create ranches where cattle can be raised to be exported to Europe or America as tinned meat. The problem is that the soil is so poor that only a couple of harvests are possible before this very thin soil becomes exhausted. And it can’t be fed with fertilizers like agricultural land in Europe.

For example, in Brazil in 1982 an area of jungle the size of Britain and France combined was destroyed to make way for an iron ore mine. Huge numbers of trees are being cut down for export as hardwood to Japan, Europe, USA to make things like luxury furniture. These forests can’t be replaced — the forest soil is thin and unproductive and in just a few years, a jungle has become a waste land. Tropical forests contain rare plants (which we can use for medicines, for example) and animals — one



animal or plant species becomes extinct every half hour. These forest trees also have worldwide effects. You know, they convert carbon dioxide into oxygen. The consequence of destroying forests is not only that the climate of that region changes (because there is less rainfall) but this change affects the whole world. I mean, over half the world's rain forest has been cut down this century (20th century).

**B** Now try this: listen to a more authentic version of the first part of the interview. Complete the outline.

**Outline (1)**

**I. Environmental problems in different continents**

**A. Africa**

1. Sahara Desert expansion
2. no grass for animals to eat (East Africa)

**B. North America & most of Europe**

1. situation — intensive farming/agriculture
2. potential problem — top soil blowing away

**C. South America, Central Africa & Southern Asia**

1. problem — tropical forests destruction
2. consequences
  - a. soil → thin → unproductive → wasteland
  - b. animal/plant species becoming extinct
  - c. climate change for the whole world

**Audioscript:**

I — Interviewer                      B — Brian Cowles

**I:** Brian Cowles is the producer of a new series of documentaries called "The Earth at Risk" which can be seen on Channel 4 later this month. Each program deals with a different continent, doesn't it, Brian?

**B:** That's right, yes, we went to ... er ... we went to America, both North and South and then we went over to Africa and Southeast Asia.

**I:** And what did you find in each of these continents?

**B:** Well ... er ... starting with ... er ... Africa, our film shows the impact of the population on the environment. Generally speaking, this has caused the Sahara Desert to expand. It's a bit of a vicious circle ... er ... we find, people cut down trees for firewood and their domestic animals eat all