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高等学校教学用书

LISTENING FOR?

An Advanced Listening Course

(Student's book)

Hilary Wilson 钟小满 编

浙江大学出版社

英语听力

(学生用书)

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责任编辑 宓鼎梁

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Introduction

The ultimate goal of training students' listening abilities must be to enable them to listen to and comprehend "authentic English". This is English that is intended for the native speaker's ear and is therefore not especially modified or simplified for nonnative speakers. It is characterised by such things as variety of accents, variety of styles (formal / informal; compact / extended), variety of speeds and variety of topics. The native speaker's goals in listening may also vary: whereas in news bulletins, weather reports or announcements he may only be interested in catching the topic or one or two relevant items, in listening to a lecture, following instructions or answering a telephone he needs to understand in detail and follow the thought and the organisation of the speaker's ideas. This is efficient listening.

This book aims to introduce students to authentic English and to guide them towards a more efficient level of comprehension appropriate to the type of matériel they are listening to.

The book is divided into two sections according to two different aims:

Section I Microskills

These first fifteen units provide the students with the opportunity to review listening microskills practised in earlier courses. The aim is to guide students to apply these microskills to authentic English. For this reason we have selected a variety of authentic or near authentic materials according to their suitability for the particular microskill being practised. They include such things as news reports, weather reports, announcements, advertisements, interviews, stories and everyday conversations.

When listening, we automatically use several microskills at once but the exercises in each unit demand that students focus their main attention on one of the following microskills:

- Listening for topic only
- Listening for specific information
- Listening for required information
- Following the speaker's organisation of ideas
- Predicting information
- Inference

As the listening passages and the microskills differ, the exercises provided for the students must differ also. Each unit, therefore, has its own characteristics. For example, students may be asked to find only the topic of a passage and no other detail; or they may be required to find some very general information about the passage and then, by *listening to* all or part of it again, extract some—though not necessarily all—of the details.

The intention of each exercise is to give the average students some guidance, to make the job of listening a little easier so that they can focus on using the microskill in question. It is also our intention to make listening more interesting by giving the students different types of exercises from unit to unit.

The general organisation of each unit is as follows:

- 1) A pre-listening task ("A") —to prepare the students for listening by raising their knowledge of the topic and of the meaning and pronunciation of certain words vital to their understanding of the passage.
- 2) Listening Tasks ("B", "C") —based on one or more passages.
- 3) Preview Assignment.

The Preview Assignment is intended as preparation for the following unit and should be done by the students as homework and checked in the following lesson. It uses the students' skills in reading English and / or their knowledge of English vocabulary to provide them with the background to the topic and the necessary key words and to raise their interest. It is not intended to teach new vocabulary items, though some words may be new to the students, but to help them recall words they already know and to ensure that they know the pronunciation as well as the meaning.

It is believed that the native speaker stores words in his memory in associated groups —for example, "medicine, doctor, patients, hospital". On meeting one member of a group or a topic to which the group is relevant the native speaker automatically brings forward in his mind the whole group of words. This helps him comprehend efficiently. The exercises in the preview assignment are designed to provide the students with this native speaker facility and to encourage them to develop a similar skill in English.

Section II Listening and Notetaking

This section consists of units arranged under several general subject headings. It focuses on the skills of listening and notetaking which are considered to be important for students' future use of English and for which they will need to bring together all the microskills practised in Section I. The materials are largely authentic, taken from radio broadcasts in the UK or USA. Many of them are in the form of interviews rather than lectures and tend to use more informal styles of speech. Following the information contained in an interview and its organisation is perhaps a more complex task than following a lecture by only one speaker. The hesitations, repetitions and incomplete sentences of informal speech are also likely to cause more difficulties in extracting information. However, we feel that students able to take notes in these circumstances will find no difficulty following the more controlled, more clearly organised and illustrated information of a face-to-face lecture and will be better prepared for listening to everyday conversations as well.

The general subject headings and the specific topics of each passage may be found in the Contents page. As the materials are intended primarily for students of science and tech-

nology the passages selected are on topics within these fields. They do not, however, demand a detailed knowledge of the technical vocabulary or concepts specific to a single branch of science and technology. They take a more general "popular science" approach. Even for native speakers, vocabulary and concepts from disciplines they have not studied themselves can greatly limit their comprehension of any written or spoken text, while texts within their own field will be easy to follow. We cannot cater to the individual student and his individual subject of study, so have chosen to give all students the chance to practise their listening and notetaking skills on more general topics.

Our selection for this Section has also been guided by the interest and relevance of the passages. The general topics are in areas of international importance and wherever possible we have included materials that deal with the most current issues in science and technology. We have provided more units in this section than can normally be covered in one term so that teachers may select topics according to the interests of their particular students.

The organisation of each unit is as follows:

Preview Assignment

Notetaking Tasks

The preview assignments, as with Section I, should be done by students outside class before the lesson to which they refer. The Notetaking tasks require students to listen in a "relaxed" way initially, extracting only the general topic or one or two items of important detail. This is followed by exercises for notetaking for which, according to the perceived difficulty of the passage, the students are given varying amounts of guidance. The tasks the students have to carry out are graded so that students proceed from more to less guided notetaking for each of the general subjects covered.

It should be noted that teachers can themselves control the freedom with which students work on these passages. Passages with more guided exercises may be offered to the students as an opportunity to take their own free notes without reference to the guidance given in the textbook exercises. Similarly, teachers may use the model answers, given in the teachers' book for freer exercises, to make an exercise more guided. Putting headings from these model answers on the blackboard would give students guidance similar to that provided for less free notetaking in the textbook.

The Preview Assignments serve the same purpose as those in Section I. Where topics are unfamiliar to students the assignments are based on reading passages giving background information. Students are required to extract certain information and understand certain items of vocabulary. It is unnecessary to deal with these passages in any greater detail than that demanded by the exercises accompanying them.

Finally it should be noted that the materials in both sections are geared toward the "average" post stage 6 students. The tasks do not generally require the students to extract every detail of the passage so if students are able to complete them easily time may be spent, on all or part of the passage, listening for further details. Students who comprehend

sufficiently to complete the tasks do not necessarily, while listening, comprehend only that information. The teacher can ask them what else they got from the passage then focus on information they have misunderstood or have been unable to extract up to that point. For students who find the tasks more difficult, the teacher can offer guidance in the form of clues or questions while replaying the relevant section of the passage.

Wherever tasks or questions require a complex answer, in particular where students are putting forward their own ideas or opinions (often the case in preview assignments), students should be allowed to give their answers in Chinese.

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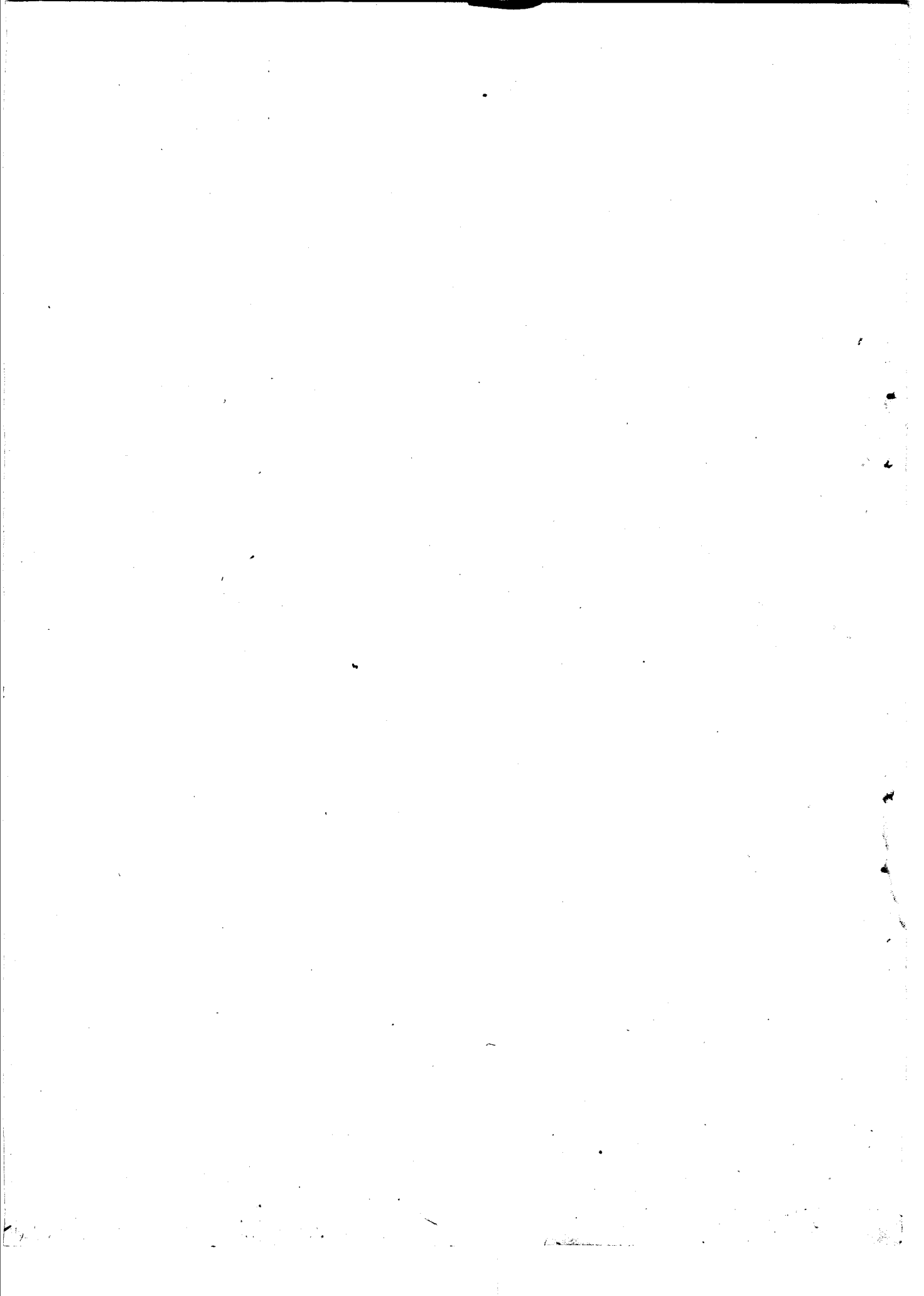
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SECTION I MICROSKILLS



UNIT 1 What's in the News? (I)

Listening Tasks : Listening for topic only

A. Look at the headlines below and match them to the topics a, b, c, and d:

- | | |
|---|----------------------|
| 1. Party heads views on leading candidates | a. War |
| 2. Iran stages retaliation on Iraq | b. Industrial strike |
| 3. Thousands trapped as avalanche kills ten | c. Politics |
| 4. Trades Union leaders call for national walkout | d. Natural disaster |

What other topics do you commonly find in newspapers or news broadcasts?

- ☐ B. Now listen to a set of news items from the radio. Below you will find 8 topics. Not all of them are included in the radio report. Choose the topics you hear and put them in order according to the report.

Topics	Radio Report
a. Air crash	
b. Natural Disaster	1.
c. Sports report	2.
d. Politics	3.
e. Industrial strike	4.
f. Robbery	5.
g. War	6.
h. Football violence	

Listen again and check your answer. Which words gave you clues to your choice?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

- ☐ C. You will now hear some longer news reports. Some are in British English, some are in American English. After each report, decide on the topic and note the words that gave clues to your choice.

Topic	Clues
1. _____	_____

2. _____
3. _____
4. _____

Preview Assignment for UNIT 2

Below you will find the titles of the programmes for a morning's listening on BBC radio. Can you guess the general topic of each programme? Choose your answers from the list of topics a—l. The first one has been done for you.

PROGRAMMES		TOPIC
6:30	Today	b.
8:35	The Week on Radio 4	
8:42	A small country living	
9:00	Enterprise	
9:45	Morning story	
10:00	International assignment	
10:30	The living world	
11:00	A good read	
11:30	Brain of Britain	
12:00	Going Places	

TOPICS

- | | |
|---------------------------|--------------------------|
| a. Nature | g. Short Story |
| b. News | h. The Week's Programmes |
| c. Economics and Business | i. Farming |
| d. Book Reviews | j. Quiz Competition |
| e. News from Abroad | k. Music |
| f. Science | l. Travel and Tourism |

What kind of radio (or TV) programmes do you enjoy?

UNIT 2 What's on? [Radio and TV programmes]

Listening Tasks : Listening for topic only

A. Look at the following list of words. Make sure you know the meaning of all of them.

- | | | |
|-------------|--------------|---------------------|
| 1 justice | 5 legal | 9 wilderness |
| 2 financial | 6 forest | 10 criminal |
| 3 business | 7 industries | 11 economies |
| 4 fertile | 8 capital | 12 the Amazon Basin |

Now put the words in three groups according to topic. Words which you would expect to find together in one passage on one topic should go in each list. The three lists have been begun for you below:

Topic A
forest

Topic B
financial

Topic C
legal

- ☐ B. You will hear a description of five radio programmes which will be broadcast later today. Three of the five programmes are about the topics A, B, and C above. Put them in order according to the times they will be broadcast. Write A, B or C in the space provided.

9:05 am	Topic:
4:05 pm	Topic:
7:20 pm	Topic:

Now listen again to the description of the programme for Topic B. Choose a title for the programme from the list below:

- A) The Problems of West African Industrialists.
- B) The West African Market Place
- C) New Developments in the West African Economy
- D) The Energetic People of West Africa

- ☐ C. Look at the programme list below showing an evening's TV viewing on three channels. Choose four programmes you would like to watch. Now listen to a TV critic discussing his choice with a radio interviewer. Was his choice the same as yours? Mark the programmes the critic recommends.

YOUR EVENING'S VIEWING

BBC 1

6.00	NEWS, WEATHER.
6.35	REGIONAL NEWS MAGAZINES.

- 7.00 **WOGAN:** Derek Jameson with guests
"Bungalow" Bill Wiggins, Bernard
Manning, Janet Street-Porter and
the Earl of Stradbroke
- 7.50 **SPORTS NIGHT:** Coverage of the
England vs Brazil International
Soccer Match and highlights from
today's Wimbledon Tennis Tournament.
- 9.00 **NEWS, REGIONAL NEWS, WEATHER.**
- 9.30 **THE LIVING ISLES (T):** Julian Pettifer
examines the way in which 5,000 years
of farming have changed the British
countryside and its wildlife(rpt.).
- 10.10 **FILM:**Inside Out (1975). Telly Savalas,
starring with James Mason and Robert
Culp, chooses the hard way of stealing
a hidden hoard of German gold by
springing from jail the Nazi war criminal
who knows where it is buried.
- 11.45 **KEN HOM'S CHINESE COOKERY:** Fish.
- 12.10 **WEATHER, 12.15 CLOSE.**

ITV

- 6.30 **CROSSROADS:** Lisa's behaviour upsets everyone
at the hotel.
- 7.00 **FUN AND GAMES:** Mathematical ideas
are used to solve problems in this
braintwisting series.
- 7.30 **CORONATION STREET (T):** Bet thinks a
midweek wedding suits best, and Alf has
a surprise for Deirdre and Emily.
- 8.00 **JOE LONGTHORNE ENTERTAINS:** Impressionist
and singer Joe Longthorne invites Kate
Robbins and Wayne Dobson to join him in
this musical special.
- 8.30 **MI5:** The history and growth of the British
Secret Service.
- 9.30 **WORLD IN ACTION:** Multinational food and
drink companies investigated.

- 10.30 **FILM: High Plains Drifter (1972).** Unusual Western starring Clint Eastwood.
- 12.30 **SHORT STORY THEATRE: The Last of the Caddoes.** Jimmy, a bright young boy, sets out to trace his Red Indian roots (rpt.).
- 1.00 **CLOSE.**

CHANNEL 4

- 6.00 **MY WORLD AND WELCOME TO IT:** John finds it impossible to come up with a cartoon idea when he is accused of being a woman-hater.
- 6.30 **THE DRAGON HAS TWO TONGUES (T):** How Red Was My Valley?(rpt.).
- 7.00 **WATCH YOUR STEP:** Two teams of university teachers and students trek through the North of Scotland facing problems of survival to reach their goal.
- 7.50 **COMMENT; WEATHER.**
- 8.00 **THE HOME SERVICE:** Judith Chalmers visits the Benedictine abbey home of actress Gabrielle Drake and Andy reports from the Coin Street development in London's Waterloo area where a 20-year fight has ended in victory for the locals.
- 8.30 **SOCIALLY UNACCEPTABLE:** See Pick of the Day.
- 9.00 **SHAKESPEARE'S HAMLET:** 'A special production for television with subtitles in modern English.
- 11.50 **THE SWORD OF ISLAM:** The second and final part of Granada's documentary looking into the roots and reasons for the resurgence of Islamic fundamentalism. Unique footage of fanatical young fighters in action (rpt.).
- 12.20 **CLOSE.**

Preview Assignment for UNIT 3

Look at the following newspaper advertisements. What do they advertise? Check that you understand the meaning of any new words.