



普通高等教育“十五”国家级规划教材

新世纪高等院校英语专业本科生系列教材

总主编 戴炜栋

听力教程

A LISTENING COURSE

主编 施心远

第三册

Book 3



教师用书

Teacher's Book

上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



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编者 黄学壬 徐文文

黄承辉 王 沁

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总 序

随着改革开放的日趋深入，社会各界对外语人才的需求持续增长，我国英语专业的招生规模逐年扩大，教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩，先后出版了一系列在全国有影响的精品教材。21 世纪的到来对英语人才的培养提出了更高的标准，同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织，社会需要的不是仅仅懂英语的毕业生，而是思维科学、心理健康、知识面广博、综合能力强，并能熟练运用英语的高素质的专门人才。由于中学新的课程标准的颁布，中学生英语水平逐年提升，英语专业本科生入学时的基础和综合素质也相应提高。此外，大学英语（公外）教育的迅猛发展，学生英语能力的提高，也为英语专业学生的培养提出了严峻的挑战和更新、更高的要求。这就规定了 21 世纪的英语教学不是单纯的英语培训，而是英语教育，是以英语为主体，全面培养高素质的复合型人才。教材的编写和出版也应顺应这种潮流。

为了迎接时代的挑战，作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社（外教社）理应成为外语教材出版的领头羊。在充分调研的基础上，外教社及时抓住机遇，于新世纪之初约请了全国 25 所主要外语院校和教育部重点综合大学英语院系的 50 多位英语教育家，在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性，并对编写思想、教材构建、编写程序等提出了建议和要求。而后，外教社又多次召开全国和上海地区的专家、学者会议，撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力，终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块，总数将超过 150 余种，可以说几乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅出，反映了各个学科领域的最新研究成果；编写体例采用国家最新有关标准，力求科学、严谨，满足各门课程的具体要求；编写思想上，除了帮助学生打下扎实的语言基本功外，还着力培养学生分析问题、解决问题的能力，提高学生的人文、科学素养，培养健康向上的人生观，使学生真正成为我国 21 世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成，其中多数是在各个领域颇有建树的专家，不少是高等学校外语专业教学指导委员会的委员。教材作者均由编写委员会的专家在仔细审阅样稿后商定，有的是从数名候选人中遴选，总体上代表了中国英语教育的发展方向 and 水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威，国家教育部已经将其列入了“十五”重点教材规划项目。我们相信，继“高等院校英语语言文学专业研究生系列教材”之后，外教社该套教材的编写和出版，不仅会满足21世纪英语人才培养的需要，其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路，拓展一片新的视野。

戴炜栋

上海外国语大学校长

Introduction

ABOUT THE BOOK

This book is the third of the *A Listening Course* series with sixteen units. Each unit contains four sections: Tactics for Listening, Listening Comprehension, News and Supplementary Exercises.

HOW TO USE THE BOOK

Tactics for Listening

In order to build on the skills developed in the earlier books in the series, *Book Three* presents two challenging exercises to learners: SPOT DICTATION and LISTENING FOR GIST.

SPOT DICTATION is an exercise for integrated listening skills training. These skills require a good mastery of pronunciation, note-taking ability, and a better knowledge of vocabulary and structure.

Before listening to the passage, the students may go over the vocabulary first. Make sure they have a rough idea about what is discussed in the passage. This may help students focus their attention on the subject matter. We also advise the students to make a guess about what the missing words might be. After this warming-up, the teacher can play the tape and let the students do the exercise, and he/she may play the tape again for the students to check their answers.

It is taken for granted that people can listen in their mother tongue with little or no effort. Even when very young we are able to understand at least the gist of what is said to us. It is assumed that this ability is the result of a number of factors, including the knowledge of language, the acquired knowledge of the context, the speakers, the topic and so on. However, when we listen to something in a foreign language, sometimes we find it easy to understand the words themselves, but hard to get what they amount to, especially in some particular ways and on some particular occasions.

Book Three provides the activities that can help the students find the gist of the listening material. It involves students' full active participation. The teacher should ask the students to read the LISTENING STRATEGY carefully before doing the exercises.

Listening Comprehension

Listening Comprehension contains different types of listening material — dialogues, passages and news. Exercises are designed for different purposes, such as listening for gist, identifying specific information, factual details and drawing inferences.

In real life we have the situation to help us understand the gist. But in class, when exposed to the listening material, the students have nothing tangible in front of them. This makes it extremely difficult to match what they hear with what they expect to hear, and make sense of it.

Therefore, in a listening class the teacher should offer a kind of tune-in exercise so that the

students know what to expect. This kind of preparatory work is generally described as PRE-LISTENING.

During the PRE-LISTENING stage, a question of relevance is raised, to elicit preparatory reading and discussion from students.

In SENTENCE DICTATION exercise, the students are required to write down some sentences taken from the passage. This serves as a sort of short-term memory training and also gives the students some clues about the passage.

Both PRE-LISTENING QUESTION and SENTENCE DICTATION form the whole warming-up or tune-in stage.

As the students are assumed to be at upper-intermediate level, a wider range of topics and types of listening material is provided, including topics of general interest, discussion issues, excerpts from radio broadcasts, and scientific descriptions.

A fundamental idea underlying this book is that listening is an active process, which employs a variety of active “strategies”, such as predicting, matching against our own experience, distinguishing important information from those unimportant, inferring information about the speaker, etc. We discussed these strategies or skills in *Book One* and *Book Two*. Actually these are the strategies the students already use in their native language, and now they just draw on them to help listen to English.

The AFTER-LISTENING DISCUSSION is also very important. In this part, generally there will be two questions. One is related to the passage in one way or another, and the other requires students’ own opinion based on individual experience.

As we see listening as an integral part of language learning as well as an information-getting process, AFTER-LISTENING DISCUSSION provides an important opportunity for students to use the language with the information they get from the passage combined with their own experience.

The teacher may ask the students to go over these questions before class, too.

News

In this section, the students will listen to news items on various topics, ranging from political, economic news to cultural, scientific news. One big barrier that hinders the students’ understanding is their lack of the knowledge about the background of the news items. So we suggest students read newspapers often and get familiar with the hot issues of the world. To help achieve better understanding, we provide necessary background information and important vocabulary that will affect comprehension.

One of the problems we find in our students is that when they listen to the news items they pay too much attention to the details related to the exercises and neglect the main idea of the news. Therefore they are unable to piece together the facts to form a whole map. That is why we put the NEWS SUMMARY exercise first. The students are asked to use the strategy in SECTION ONE to form the main idea. We believe this will help them comprehend the news better.

Supplementary Exercises

This section contains a FEATURE REPORT and a relatively more difficult PASSAGE, which are designed to challenge the students’ listening ability. This may also be used as AFTER-CLASS ACTIVITY.

Shi Xinyuan
General Editor

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