

全国普通高等学校优秀教材一等奖 **第一版**

普通高等教育“十五”国家级规划教材

Listen

This Way

(Teacher's Book)

3

(教师用书)

英语听力教程

(第二版)

主 编 张民伦

副主编 徐卫列



高等教育出版社
HIGHER EDUCATION PRESS



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内容提要

本书是与《英语听力教程3》(*Listen This Way 3*) (第二版) 相配套的教师参考书。主要包括每单元授课要点, 学生用书中全部练习答案以及所有录音材料。书后所附光盘为全部练习的录音。

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修订说明

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厚爱和支持。为适应时代发展和学习者的需要，在本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，同时结合教学实践中的反馈信息，对部分练习进行了调整。就全套教材而言，本次修订的幅度在30%以上，主要反映在以下三个方面：

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。

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

2005年12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学时左右。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。华东师大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。录音合成赵金土、刘申。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

郑 重 声 明

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1. Adrian Doff & Crolyn Becket, *Cambridge Skills for Fluency Listening 1,2*. Cambridge University Press, 1991
2. Patricia Mugglestone & Robert O'Neill, *Fourth Dimension (Study Book)*. Longman, 1989
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教育部高等教育出版社主要负责全国普通高等教育、成人教育、职业技术教育等方面的教学用书、学术专著、译著、工具书、录音教材、录像教材、电子出版物等的出版发行工作。

包括此书在内的英语专业系列教材的第一版被列为“教育部面向21世纪课程教材”和“普通高等教育‘九五’国家级重点教材”，并于2002年获得“全国普通高等学校优秀教材一等奖”。本系列教材的第二版是“全国普通高等教育‘十五’国家级规划教材”。同时，与之相配套的网络课程也将于不久与广大学生见面。

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1

Is the Earth Being Squeezed Dry?

FOCUS

Developing the skill of outlining is a major training focus for this unit, and it will remain a training focus for many other units in this book.

The content of this unit centers around some environmental issues including global warming, deforestation, water shortage and so on. The listening materials are mainly in the form of interviews and reports.

Tell the students to focus on the speaker's line of thought while listening. They may have a quick look at the outlines in the exercises beforehand so as to obtain some cues about what to come, where to pinpoint the answers, and how to organize the information. The students should also be advised to pay attention to the special value of some key words in the outlines, such as problems, effects, reasons and actions. These key words help single out and group the most important pieces of information in the utterances.

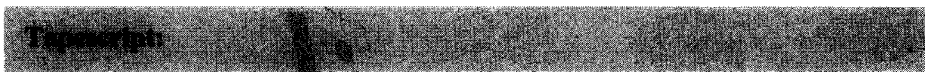
Part I Getting ready

4 (Omit)

13 Listen to two short extractions. Write down the environmental issues mentioned in them.

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

2. global warming/greenhouse effect/emissions of CO₂



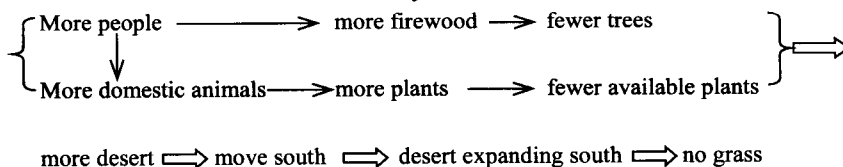
1. The Amazon forests are disappearing because of increased burning and tree removal. In September, satellite pictures showed more than 20 000 fires burning in the Amazon. Experts say most of these fires were set by farmers. The farmers were attempting to clear land to grow crops. The World Wildlife Fund says another serious problem is that too many trees in the Amazon rain forest are being cut down. The 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.
2. Environmental issues swell to the full in Berlin this week, for the UN sponsored conference on global warming and climate change is the first such meeting since the Rio summit three years ago. With scientists and governments now generally ready to accept that the earth climate is being affected by emissions of CO₂ and other greenhouse gases, over a hundred countries are sending delegations. But how much progress has been made implementing the greenhouse gas reduction target agreed on at Rio? Simon Dary reports ...

Part II The Earth at risk (I)

- 4 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?



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.

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