



普通高等教育“十一五”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（修订版）

总主编 戴炜栋

听力教程 3

A Listening Course

主 编 施心远

教师用书

Teacher's Book

第2版

Second Edition

 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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主 编 施心远
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王 沁

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总序

我国英语专业本科教学与学科建设，伴随着我国改革开放的步伐，得到了长足的发展和提升。回顾这30多年英语专业教学改革和发展的历程，无论是英语专业教学大纲的制订、颁布、实施和修订，还是四、八级考试的开发与推行，以及多项英语教学改革项目的开拓，无不是围绕英语专业的学科建设和人才培养而进行的，正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标，即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才”。为促进英语专业本科建设的发展和教学质量的提高，外语专业教学指导委员会还实施了“新世纪教育质量改革工程”，包括推行“十五”、“十一五”国家级教材规划和外语专业国家精品课程评审，从各个教学环节加强对外语教学质量的宏观监控，从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪，英语专业的建设面临新的形势和任务：经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快，世界各国之间的竞争日趋激烈，这对我国英语专业本科教学理念和培养目标提出了新的挑战；大学英语教学改革如火如荼；数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展；英语专业本科教育的改革和学科建设也呈现出多样化的趋势，翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社（简称外教社）在新世纪之初约请了全国30余所著名高校百余位英语教育专家，对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨，成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”，并被列入“十五”国家级规划教材，以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育，如何保证专业的教学质量，培养具有国际视野和创新能力的英语专业人才，是国家、社会、高校教师共同关注的问题，也是教材编写者和教材出版者关心和重视的问题。

作为教学改革的一个重要组成部分，优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要，与教材编写者们



附录二

一起，力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”，以打造英语专业教材建设完整的学科体系。为此，外教社邀请了全国几十所知名高校40余位著名英语教育专家，根据英语专业学科发展的新趋势，围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究，并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识、文化知识和相关专业知识的四大板块，品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等，总数逾200种，几乎涵盖了当前我国高校英语专业所开设的全部课程，并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点，提供更多的选择。教材编写深入浅出，内容反映了各个学科领域的最新研究成果；在编写宗旨上，除了帮助学生打下扎实的语言基本功外，着力培养学生分析问题、解决问题的能力，提高学生的思辨能力和人文、科学素养，培养健康向上的人生观，使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成，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，总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍，再次得到教育部的认可，荣列“普通高等教育‘十一五’国家级规划教材”。我深信，这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养，填补现行教材某些空白，为培养高素质的英语专业人才奠定坚实的基础。

戴炜栋

教育部高校外语专业教学指导委员会主任委员
国务院学位委员会外语学科评议组组长



第二版说明

此次趁《听力教程》第三册再版之际，我们对原教程内容作了适当调整和补充：缩减了全书长度，将其缩减至15单元；替换了部分文章；更新了相当数量的新闻内容；修订了部分练习及答案。

在使用《听力教程》第三册时，希望学生能够运用在前两册里学到的听力技巧及策略进行自主听力练习。另外，通过Listening for Gist练习，希望学生能够掌握判断关键词的能力。

第三册的难度比第二册有较大的提高，这是学生必须经历的一次飞跃。听力课作为外语教学的一部分，是综合英语课的补充和拓展。我们希望学生学习第三册时，在继续提高听力理解能力的同时，学习语言，了解听力材料中的背景信息，拓展自己的知识面。另一方面，我们希望教师能够根据情况，适时补充、更新背景知识。

教师用书中增加了Teaching Tips，希望能使用本书的教师提供一些教学建议。

编者



Introduction

ABOUT THE BOOK

This book is the third of the *A Listening Course* series with fifteen 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 the 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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Unit

1



Tactics for Listening

Part 1 Spot Dictation

Houses in the Future

Teaching Tips

This passage is about the houses in the future. After the exercise the teacher may ask the students to discuss the special features of the houses in the future mentioned by the speaker.

Tapescript and Key

Well, I think houses in the future will probably be quite small¹ but I should think they'll be well-insulated² so that you don't need so much heating³ and cooling⁴ as you do now, so perhaps very economical to run⁵. Perhaps they will use solar heating⁶, although I don't know, in this country, perhaps we won't be able⁷ to do that so much. Yes, I think they'll be full of electronic gadgets⁸: things like very advanced televisions, videos, perhaps videos which take up ... the screen takes up⁹ the whole wall. I should think. Yes, you'll have things like garage doors¹⁰ which open automatically when you drive up¹¹, perhaps electronic sensors¹² which will recognise¹³ you, when you, when you come to the front door even. Perhaps architects¹⁴ and designers will be a bit more imaginative¹⁵ about how houses are designed and perhaps with the shortage of space¹⁶

people will think of putting gardens on the roof¹⁷ and, and maybe rooms can be expanded¹⁸ and, and contracted¹⁹* depending on what you use them for, so perhaps there'll be a bit more flexibility²⁰ about that.

Directions: Listen to the passage and fill in the blanks with what you hear.

(Refer to the tapescript.)

Part 2

Listening for Gist

Teaching Tips

Before listening to the dialogue the students should study the Listening Strategy first. The key word can be a noun or a verb. Sometimes even an adjective can be a key word. As they listen to the passage, the students should be able to catch one or two most important words. Then they can have some less important words related to these words. These words can all be considered as key words. In the following dialogue the most important words are “appointment, Dr Milton”. The less important words might be “Thursday, March 27th, 5:30, 6:15”, etc. And finally the teacher may ask the students when the appointment is.

Tapescript and Key

Woman: Surgery.

Stone: Good afternoon. My name's Frank Stone. I want to make an appointment to see Dr Milton please.

Woman: Yes, of course, Mr Stone. May I have your address please?

Stone: 118 Hill Road, London, S.E.18.

Woman: Yes, we have you on the records. Can you manage this afternoon at 5:30?

Stone: I'm afraid not. I can manage tomorrow.

Woman: I'm afraid Dr Milton's not on duty tomorrow. He'll be here the day after. That's Thursday, March 27th.

Stone: Fine.

Woman: Will 5:30 be all right?

Stone: Well, yes, but I'd prefer a later time so I can come along after work.

Woman: Then what about 6:15?

Stone: Well, that's fine. Thank you. Goodbye.

Woman: Goodbye.

Directions: Listen to the dialogue and write down the gist and the key words that help you decide.

1. This dialogue is about making an appointment with Dr Milton.
2. The key words are appointment, Dr Milton, on duty, a later time, Thursday, March 27th, 5:30, 6:15.