



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

学生用书

Student's Book

第2版

Second Edition



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

www.sflep.com



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  
编 者 黄学壬 徐文文 黄承辉  
王 沁

第2版

Second Edition

Book  
Book  
Student's Book  
Student's Book

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

图书在版编目 (CIP) 数据

听力教程. 3 / 施心远主编. —2版

—上海: 上海外语教育出版社, 2011

(新世纪高等院校英语专业本科生系列教材. 修订版)

学生用书

ISBN 978-7-5446-2073-4

I. ①听… II. ①施… 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 (2010) 第214201号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 徐喆

印刷: 上海译文印刷厂

开本: 787×1092 1/16 印张 12.75 字数 274千字

版次: 2011年5月第2版 2011年7月第2次印刷

印数: 20 000 册

书号: ISBN 978-7-5446-2073-4 / H · 0905

定价: 30.00 元 (附光盘)

本版图书如有印装质量问题, 可向本社调换

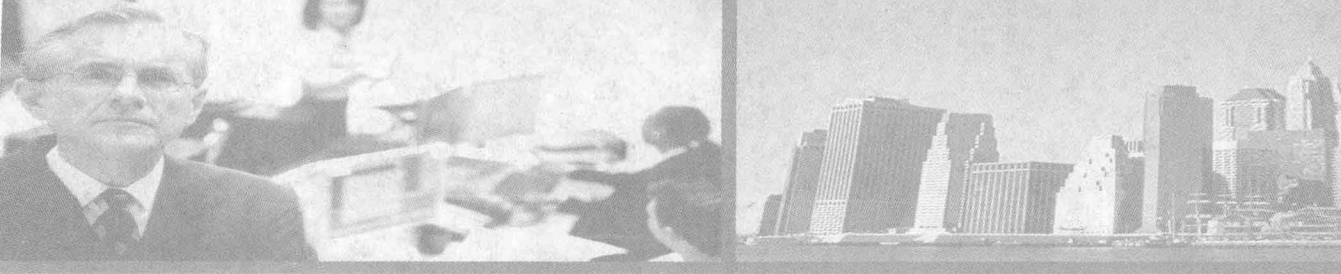
# 新世纪高等院校英语专业本科生系列教材

## 编委会名单

主任：戴炜栋

委员：（以姓氏笔画为序）

文秋芳	北京外国语大学	杨达复	西安外国语大学
王 岚	解放军外国语学院	杨信彰	厦门大学
王立非	对外经济贸易大学	邹 申	上海外国语大学
王守仁	南京大学	陈建平	广东外语外贸大学
王俊菊	山东大学	陈法春	天津外国语学院
王腊宝	苏州大学	陈淮民	对外经济贸易大学
史志康	上海外国语大学	姚君伟	南京师范大学
叶兴国	上海对外贸易学院	洪 岗	浙江外国语学院
申 丹	北京大学	胡文仲	北京外国语大学
石 坚	四川大学	赵忠德	大连外国语学院
刘世生	清华大学	殷企平	杭州师范大学
刘海平	南京大学	秦秀白	华南理工大学
庄智象	上海外国语大学	袁洪庚	兰州大学
朱 刚	南京大学	屠国元	中南大学
何兆熊	上海外国语大学	梅德明	上海外国语大学
何其莘	北京外国语大学	黄国文	中山大学
张绍杰	东北师范大学	黄勇氏	复旦大学
张春柏	华东师范大学	黄源深	上海对外贸易学院
张维友	华中师范大学	程晓堂	北京师范大学
李 力	西南大学	蒋洪新	湖南师范大学
李庆生	武汉大学	谢 群	中南财经政法大学
李建平	四川外语学院	虞建华	上海外国语大学
李绍山	解放军外国语学院	蔡龙权	上海师范大学
李战子	解放军国际关系学院		



## 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，也是教材编撰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



## 前言

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。

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

# Contents

Section One Tactics for Listening	Section Two Listening Comprehension	Section Three News	Section Four Supplementary Exercises
<b>UNIT 1</b> ..... 1			
PART 1 Spot Dictation 1 Houses in the Future	PART 1 Dialogue 3 I'm Terribly Sorry I'm Late	News Item 1 6	PART 1 Feature Report 9 China's Main Concern at G-20 Is Domestic
PART 2 Listening for Gist 2	PART 2 Passage 3 The Oscar Statuette	News Item 2 7	PART 2 Passage 10 The Rise and Fall of Egypt
<b>UNIT 2</b> ..... 13			
PART 1 Spot Dictation 13 My Mother	PART 1 Dialogue 15 Buying a Car	News Item 1 18	PART 1 Feature Report 21 US Men's National Collegiate Basketball Tournament
PART 2 Listening for Gist 14	PART 2 Passage 16 The Wrights' Story	News Item 2 19	PART 2 Passage 22 Who on Earth Invented the Airplane?
<b>UNIT 3</b> ..... 25			
PART 1 Spot Dictation 25 Wildlife	PART 1 Dialogue 27 A UN Interpreter	News Item 1 30	PART 1 Feature Report 34 Sydney Ready for Big Switch Off as Earth Hour Goes Global
PART 2 Listening for Gist 26	PART 2 Passage 28 The Clyde River	News Item 2 31	PART 2 Passage 35 Lab Produces Shape- shifting Fruits and Veg- etables

Section One Tactics for Listening	Section Two Listening Comprehension	Section Three News	Section Four Supplementary Exercises
--------------------------------------	--	-----------------------	---

**UNIT 4** ..... **37**

**PART 1** Spot Dictation 37  
Stephen Powelson's  
Amazing Memory

**PART 2** Listening for  
Gist 38

**PART 1** Dialogue 39  
Tunisian Holiday

**PART 2** Passage 40  
Mexican Gray Wolf

News Item 1 42

News Item 2 43

News Item 3 44

**PART 1** Feature Report 45  
Italian American Pho-  
tographer Records Life  
in Ancestral Village

**PART 2** Passage 46  
Safari

**UNIT 5** ..... **49**

**PART 1** Spot Dictation 49  
Wind

**PART 1** Dialogue 51  
Cheapo Ticket

News Item 1 54

News Item 2 55

News Item 3 55

**PART 1** Feature Report 57  
Scratch

**PART 2** Listening for  
Gist 50

**PART 2** Passage 52  
Ethnic Frozen Foods

**PART 2** Passage 58  
McDonald's Corp

**UNIT 6** ..... **61**

**PART 1** Spot Dictation 61  
Wind and Spirit

**PART 1** Dialogue 63  
What a Coincidence!

News Item 1 65

News Item 2 66

News Item 3 67

**PART 1** Feature Report 68  
New Iranian Nuclear  
Head Urges Mutual  
Trust with West

**PART 2** Listening for  
Gist 62

**PART 2** Passage 63  
Corporate Culture

**PART 2** Passage 69  
Globalization

**UNIT 7** ..... **71**

**PART 1** Spot Dictation 71  
Meet Your Chiroprac-  
tor

**PART 1** Dialogue 73  
A Healthy Life

News Item 1 76

News Item 2 77

News Item 3 78

**PART 1** Feature Report 79  
World TB Day

**PART 2** Listening for  
Gist 72

**PART 2** Passage 74  
Aging of America

**PART 2** Passage 80  
Open Cook Stoves Put  
Women at Risk

Section One Tactics for Listening	Section Two Listening Comprehension	Section Three News	Section Four Supplementary Exercises
--------------------------------------	--	-----------------------	---

**UNIT 8** ..... **83**

<b>PART 1 Spot Dictation 83</b> Corporate Social Responsibility	<b>PART 1 Dialogue 85</b> Having Their Babies at Home	News Item 1 88 News Item 2 89 News Item 3 90	<b>PART 1 Feature Report 91</b> Scientists Call for New Field of Study: Fire
<b>PART 2 Listening for Gist 84</b>	<b>PART 2 Passage 85</b> Bridging Generations		<b>PART 2 Passage 92</b> Girl's Life

**UNIT 9** ..... **95**

<b>PART 1 Spot Dictation 95</b> Celebrations in Australia, Asia Ring in 2010	<b>PART 1 Dialogue 97</b> Adolescence	News Item 1 100 News Item 2 100 News Item 3 101	<b>PART 1 Feature Report 103</b> New Data Show Ice Loss in Greenland Accelerating
<b>PART 2 Listening for Gist 96</b>	<b>PART 2 Passage 98</b> A Brief History of Banking		<b>PART 2 Passage 104</b> Pandas

**UNIT 10** ..... **107**

<b>PART 1 Spot Dictation 107</b> Do You Risk Enough to Succeed?	<b>PART 1 Dialogue 109</b> Adulthood	News Item 1 112 News Item 2 113 News Item 3 114	<b>PART 1 Feature Report 115</b> Global Economic Upturn Seen as 2010 Approaches
<b>PART 2 Listening for Gist 108</b>	<b>PART 2 Passage 109</b> Social Security		<b>PART 2 Passage 116</b> Charles Darwin at 200

**UNIT 11** ..... **119**

<b>PART 1 Spot Dictation 119</b> Give Your Child the Happiness Trait	<b>PART 1 Dialogue 121</b> Deputy Editor	News Item 1 124 News Item 2 125 News Item 3 125	<b>PART 1 Feature Report 127</b> Starbucks in Mexico
<b>PART 2 Listening for Gist 120</b>	<b>PART 2 Passage 122</b> Building Friendships with Your Young Children		<b>PART 2 Passage 128</b> Eating Disorder

Section One Tactics for Listening	Section Two Listening Comprehension	Section Three News	Section Four Supplementary Exercises
<b>UNIT 12</b> .....131			
PART 1 Spot Dictation 131 Dangers in Your Garage	PART 1 Dialogue 133 The Teacher	News Item 1 136 News Item 2 137 News Item 3 137	PART 1 Feature Report 139 Life in a Nursing Home  PART 2 Passage 140 Family Life Education
PART 2 Listening for Gist 132	PART 2 Passage 133 Voice		
<b>UNIT 13</b> .....143			
PART 1 Spot Dictation 143 Sister Rivers Build Cultural Bridge Between US and China	PART 1 Dialogue 145 How to Succeed  PART 2 Passage 145 Global Economy of the 21st Century	News Item 1 148 News Item 2 149 News Item 3 149	PART 1 Feature Report 151 Lethal Snake Bites Kill 200,000 a Year  PART 2 Passage 152 Ecology or Economy?
PART 2 Listening for Gist 144			
<b>UNIT 14</b> .....155			
PART 1 Spot Dictation 155 Make Your Child a Winner	PART 1 Dialogue 157 Tree Climbers of Pompeii  PART 2 Passage 158 Windmills	News Item 1 161 News Item 2 162 News Item 3 163	PART 1 Feature Report 164 Wind and Solar Could Play Bigger Roles in Future U.S. Energy Mix  PART 2 Passage 165 Auckland
PART 2 Listening for Gist 156			
<b>UNIT 15</b> .....167			
PART 1 Spot Dictation 167 Hitting the Road and Staying at Home — All at Once	PART 1 Dialogue 169 UFO  PART 2 Passage 170 Theft-proof Your Home	News Item 1 172 News Item 2 173 News Item 3 173	PART 1 Feature Report 175 Education On-line  PART 2 Passage 176 Terror in the Night
PART 2 Listening for Gist 168			
<b>VOCABULARY</b> .....179			

# Unit 1

## Section One

## Tactics for Listening

### Part 1

### Spot Dictation

#### *Houses in the Future*

#### VOCABULARY

**contract** /kən'trækt/ *v.* to reduce in size

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

Well, I think houses in the future will probably be .....<sup>1</sup>  
but I should think they'll be .....<sup>2</sup> so that you don't need so  
much .....<sup>3</sup> and .....<sup>4</sup> as you do now, so  
perhaps very economical .....<sup>5</sup>. Perhaps they will use .....  
.....<sup>6</sup>, although I don't know, in this country, perhaps we .....  
.....<sup>7</sup> to do that so much. Yes, I think they'll be full of .....  
.....<sup>8</sup>: things like very advanced televisions, videos, perhaps videos which take  
up ... the screen .....<sup>9</sup> the whole wall. I should think. Yes,  
you'll have things like .....<sup>10</sup> which open automatically when

you .....<sup>11</sup>, perhaps electronic .....<sup>12</sup> which will .....<sup>13</sup> you when you, when you come to the front door even. Perhaps .....<sup>14</sup> and designers will be a bit more .....<sup>15</sup> about how houses are designed and perhaps with the .....<sup>16</sup> people will think of putting gardens .....<sup>17</sup> and, and maybe rooms can be .....<sup>18</sup> and, and .....<sup>19</sup> depending on what you use them for, so perhaps there'll be a bit more .....<sup>20</sup> about that.

## Part 2

## Listening for Gist

### Listening Strategy

Finding the gist of the listening material involves the students' active participation. The students should be fully motivated while they are listening, not just guessing and ticking the right answer. There are many activities that can help the students find the gist of the passage during the listening stage. One of them is to ask the students to note down the most important words that best describe the passage.

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

1. This dialogue is about .....

2. The key words are .....



Part 1

Dialogue

*I'm Terribly Sorry I'm Late*

Directions: Listen to the dialogue and answer the following questions.

1. What is the possible relationship between the two speakers?  
.....  
.....
2. Where is this dialogue taking place?  
.....  
.....
3. The boy says several things which the girl should not really believe. What are they?  
.....  
.....
4. The girl mentions twice about something to eat. Why?  
.....  
.....
5. Why does the boy say "A pity it's Sunday"?  
.....  
.....

Part 2

Passage

*The Oscar Statuette*

BACKGROUND INFORMATION

**MGM** Metro-Goldwyn-Mayer, Inc., motion picture and entertainment company based in Santa Monica, California. MGM is one of the oldest and most influential studios in motion picture history.

**Windy City** Nickname of Chicago.