



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



*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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王 沁

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# 新世纪高等院校英语专业本科生系列教材

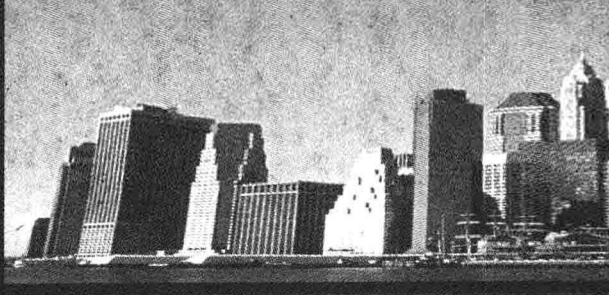
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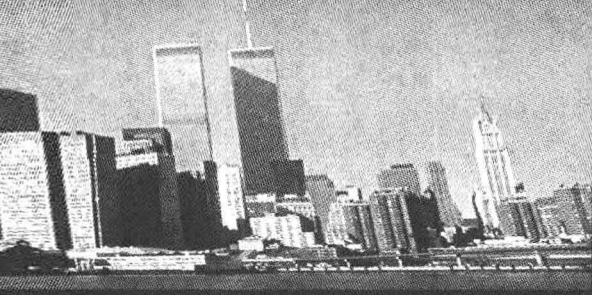
我国英语专业本科教学与学科建设，伴随着我国改革开放的步伐，得到了长足的发展和提升。回顾这30多年英语专业教学改革和发展的历程，无论是英语专业教学大纲的制订、颁布、实施和修订，还是四、八级考试的开发与推行，以及多项英语教学改革项目的开拓，无不是围绕英语专业的学科建设和人才培养而进行的，正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标，即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才。”为促进英语专业本科建设的发展和教学质量的提高，外语专业教学指导委员会还实施了“新世纪教育质量改革工程”，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



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。

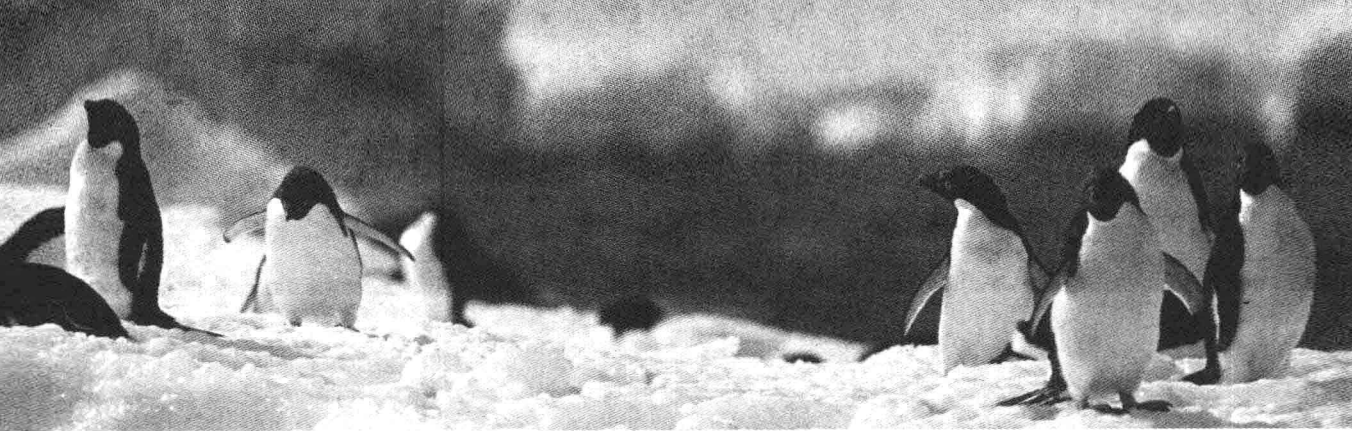
系列教材修订版编写委员会仍由我国英语界的知名专家学者组成，其中多数是在各个领域颇有建树的专家，不少是高等学校外语专业教学指导委员会的委员，总体上代表了中国英语教育的发展方向 and 水平。

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》第一册再版之际我们对原教程内容作了适当调整和补充。

首先缩减了长度，将全书缩减至15单元。其次将Section Two中Part 2的Passage 2移至Section Four的Part 1。我们还更新了相当数量的新闻内容，并修订了部分练习及答案。

实际上听力课的教学不应该局限于课堂。同样，听力课教学如果没有一定的量为基础是无法使学生养成良好听力习惯的。这就是我们增加Section Four内容的原因之一。我们建议这部分内容的教学活动可以放在课后，让学生运用在课堂上讨论过的听力技巧及策略自主地听。

听力课作为整个外语教学的一部分，是综合英语课教学的补充和拓展。我们在编写和修订《听力教程》时，注意涵盖政治、经济、文化、科技、人文等各个方面题材，同时顾及对话、访谈、短文、专题报道和新闻等各种语境形式，尽量与何兆熊教授总主编的《综合教程》呼应和配合。

我们在教学过程中发现有些学生在听的过程中所采取的往往是passive listening，消极地寻找(听)材料中的现成答案或猜答案。在这种情况下，也许答案是正确的，但在学生头脑中形成的往往是相互之间无关联的单个信息。实际上听的过程是一个很积极的思维过程，是一个交互性很强的积极参与过程。这就是active listening。

我们希望在听力课教学中学生进行积极的思维，积极参加课本中要求的各种讨论。在学习和掌握听力技巧与听力策略的同时掌握信息，学习知识，学习语言，养成良好的听力习惯，使听力课的教学真正成为整个外语教学的一部分。

在教师用书中我们增加了Teaching Tips和Background Information。我们希望这些建议能够给使用本书的教师提供些教学参考意见。

编者





# Introduction

## ABOUT THE BOOK

This book is designed for English majors. As the name implies, this course book integrates activities for both listening and speaking skills training.

The book includes fifteen units plus two tests. Each unit contains four sections: Tactics for Listening; Listening Comprehension; Oral Work; and Supplementary Exercises.

Each unit begins with Tactics for Listening, which provides some basic listening skills training.

Listening Comprehension contains major listening exercises, including listening for gist, identifying specific information, and drawing inferences.

Oral Work is the section in which students will have the opportunity to practice spoken English with the help of the listening material they have just heard.

Supplementary Exercises gives students a chance to challenge their listening comprehension and also a chance to express their opinions freely.

## HOW TO USE THE BOOK

### Tactics for Listening

In Book 1 there are two activities in this part: phonetic exercise and note-taking exercise.

In terms of phonetic exercise we mainly include certain elements that affect listening comprehension, such as weak forms of certain words, link-ups of two or three words, contractions, stress and intonation and tone of the voice. In Book 1 we will just deal with weak forms of certain words, link-ups of two or three words and contractions.

Weak forms are words unstressed when they are pronounced in speech. Some of the English words have two forms of pronunciation: a strong form and a weak form, for example, the strong form of the word **some** is /sʌm/ and its weak form is /səm/. The recognition of the weak forms is essential to good listening comprehension, especially the understanding of spoken English. In spoken English most of the words read in their weak forms are articles, prepositions, pronouns and some verbs. These words, if not deliberately emphasized, are often read in their weak forms. In spoken English, vowels like /æ/, /ɪ/, /e/, /ə/ are often read in their weak forms as /ə/. For instance, **a** is read as /ə/, **an** as /ən/, and as /ən(d)/, but as /bət/, **from** as /frɒm/.

**at** as /ət/, **that** as /ðət/, **them** as /ðəm/, **than** as /ðən/, **there** as /ðə(r)/, **am** as /əm/, **as** as /əz/, **are** as /ə/, **was** as /wəz/, **does** as /dəz/, **can** as /kən/, and **must** as /məst/. The sound /h/ in the beginning of words is usually not pronounced when weak forms are necessary. For example, **had** is pronounced as /əd/, **has** as /əz/, and **have** as /əv/. Long vowels are often pronounced as short vowels. For example, **her** is pronounced as /ə/ or /ər/, **your** as /jə/ or /jər/, **she** as /ʃɪ/, **he** as /ɪ/, **we** as /wi/, **you** as /ju/, and **him** as /ɪm/. So sometimes the sentence “**Which did he choose**” is read as /wɪtʃ dɪd ɪ 'tʃu:z/, “**Leave him alone**” is read as /'li:v ɪm ə'ləʊn/, and “**Ask her to come**” is read as /'ɑ:sk ə tə 'kʌm/. If students are not familiar with the weak forms of these words, they may find it difficult to follow these sentences.

Link-ups and contractions are two other ways used by the native speakers to speak rapidly and fluently.

Link-up is to link two or more words together. A contraction is the shortened form of a word or words, like “**who’s**” is the contraction of “**who is**.”

Link-ups and contractions sometimes make it difficult to comprehend and even cause misunderstandings. When hearing the sentence “**Is the boss in?**” some students interpret it as “**Is the bossing?**” and when hearing another sentence “**Just him and his dog,**” some students interpret it as “**Just Tim and his dog.**” In the first case the students cannot distinguish a link-up and an “-ing” form. In the second case, the students are unfamiliar with the weak form of “**him.**” As to contractions, some students hear “**who’s**” as “**whose**” and “**when’s**” as “**once.**”

Exercise in this part is designed with the focus on these phonetic elements.

In terms of note-taking we believe this is a skill that needs systematic training to acquire. One needs certain abilities for note-taking. These abilities include: (1) to select the important points; (2) to write them succinctly and quickly; (3) to lay them out clearly. In order to take quick notes you must be able to ignore any sentences which are not essential to the understanding of the main idea. You should be able to concentrate on the important sentences which carry most information and on the important words, usually nouns, sometimes verbs or adjectives. You should write in words, short phrases, rather than in complete sentences. And you should use symbols or signs and abbreviations. The following measures are usually taken to show the connections between ideas: (1) leave a space for different ideas; (2) use numbers and letters, e.g. 1, 2, 3; (i), (ii), (iii); A, B, C; a, b, c; (3) use common symbols and signs. The following diagram is a summary of the basic skills of note-taking.

Skill	Sub-skills
accurate analysis	1. Identify the subject of the text, establish what it is about, and devise a title for the notes.
	2. Identify the main topic of the text.
	3. Sort out the logic of the text, and establish which example relates to which point, etc.

rapid note- taking	4. Re-order the points made in the text, if necessary, according to its logic.
	5. Use abbreviations for speed.
	6. Use symbols for speed and to show the logical relations within the text.
	7. Omit all unnecessary language for speed.
	8. Use the space of the page to lay the notes out clearly.
	9. Use numbers and letters to identify and distinguish different points, secondary points etc., and examples etc.
accurate and easy to read back	10. The use of clear lay-out, numbers and letters assists fast and accurate interpretation of the notes.
	11. Systematic use of abbreviations, symbols and omissions ensures rapid and accurate recall of the meaning of the notes.
	12. Good notes represent the essential intermediate stage to good writing, effective speaking and successful problem-solving etc.

(Alex Adkins and Ian Mckean)

The purpose of note-taking is to help the listener form a general idea of the speech. In Book 1 we will have this note-taking-and-summarising exercise in various forms, from writing down the key words to completing the passage.

### Listening Comprehension

Listening Comprehension contains different types of listening materials, dialogues, passages and news. Exercises are designed for different purposes, such as listening for gist, identifying specific information, and understanding inferences.

Many students find listening comprehension one of the most difficult skills in English. They are used to playing a passive role in listening. However, listening is not merely "passive" or "receptive"; rather, it is an active process that involves a variety of listening "strategies." These strategies include:

- making predictions about what the speaker is going to say next or where the discourse is "leading to";
- matching what we hear against our background knowledge, such as our own experience, our knowledge of the world and other cultures, etc.;
- distinguishing the main point of what we hear from less important details, and "following the thread" of a conversation or a passage;
- inferring information about the speakers and their situation that is implied in what we hear.

(Adrian Doff and Carolyn Beckett)



There are two different ways in the listening process: listening from bottom up and listening from top down. With bottom-up processing, students start with the component parts: words, grammar, and the like. They attempt to piece the meaning together, word by word with the help of their knowledge of grammar. If they come to an unknown word or an unfamiliar structure, they are stuck. Top-down processing is the opposite. Students start from their background knowledge and try to use it to understand the gist, but sometimes they miss some details. Therefore, teachers should encourage students to use both the knowledge of the language (phonetics, vocabulary, grammar, etc.) and background knowledge to elicit the correct answers.

It is advisable to encourage students to give reasons for their answers and always ask them to tell the gist of the listening material. The gist can be in the form of a key word, a phrase, a sentence or a brief summary.

Vocabulary (words marked with \* in the tapescript in Teacher's Book) and background information (words or phrases marked with \* in the tapescript in Teacher's Book) are given in Student's Book. There are two types of words in the vocabulary: those that affect comprehension and those that do not. Teachers should help students make a clear distinction of these types of words. During the listening process, skip the ones that do not affect comprehension and guess the meaning of the other ones from the context.

### **Oral Work**

There are two exercises in this section. Questions and Answers is a kind of listening and speaking exercise. Students' responses are based on a conversation they have just heard. It involves students' active participation. It also helps students start to talk and paves the way for later longer oral presentation. In these exercises, a complete answer to the question is always encouraged.

Retelling is a way to help students produce longer oral presentations. At first students may just recite the story. That's all right. Later students are encouraged to retell the story in their own words. We may begin retelling training from guided retelling. The guidance used for retelling can be in the form of an outline, questions or a summary framework.

### **Supplementary Exercises**

The additional exercises in this part are optional. In this part students will hear a news report on various topics with integrated listening skill training exercises. In oral work students may have the opportunity to demonstrate their oral presentation ability. The questions are open-ended. There won't be a correct or wrong answer. Therefore, students are encouraged to give their opinions in a logical, reasonable and fluent way.

Shi Xinyuan  
General Editor

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