

“十二五”普通高等教育本科国家级规划教材



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

学生用书

第3版

主 编 / 施心远



# 1

提供音视频下载



**新世纪高等院校英语专业本科生系列教材**（修订版）旨在打造完整的英语专业学科体系，全面促进学生的语言技能、学科素养和创新能力的培养，必将为我国培养国际化、创新型、高素质的英语专业人才奠定坚实的基础！

### 权威性和先进性的体现：

按照《高等学校英语专业英语教学大纲》提出的培养目标、课程设置、教学要求和教学原则精心设计，凝聚海内外英语专业教育界专家学者的智慧，反映英语专业教育、科研的最新成果。

### 前瞻性和创新性的结晶：

基于广泛的市场调研、详尽的需求分析和严谨的科学判断，梳理现有教程，优化教材结构，更新教学方法和手段，强化学生综合能力的培养。

### 专业素质和人文素养的同步提升：

专业技能、专业知识、相关专业知识的完美匹配，帮助学生打下扎实的语言基本功，增强其分析问题、解决问题的能力，提高专业素质和人文素养，使学生真正成为国际化、创新型、高素质的英语专业人才。

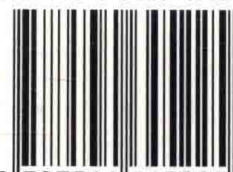


责任编辑 / 盖之珉  
版式设计 / 杨云青  
封面设计 / 杨云青



外教社官网

ISBN 978-7-5446-4522-5



9 787544 645225 >

定价：40.00 元

“十二五”普通高等教育本科国家级规划教材



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

第3版

学生用书

主 编 / 施心远

编 者 / 黄学壬 黄承辉

徐文文 王 沁

 上海外语教育出版社  
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS  
www.sflep.com

# 1

## 图书在版编目 (CIP) 数据

听力教程 1 学生用书 / 施心远主编. —3版.

—上海: 上海外语教育出版社, 2017 (2020重印)

新世纪高等院校英语专业本科生系列教材. 修订版

ISBN 978-7-5446-4522-5

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 (2016) 第298453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@sflap.com.cn

网 址: <http://www.sflap.com>

责任编辑: 盖之珉

---

印 刷: 上海华业装璜印刷厂有限公司

开 本: 787×1092 1/16 印张 12 字数 279千字

版 次: 2017年6月第1版 2020年4月第5次印刷

印 数: 30 000册

---

书 号: ISBN 978-7-5446-4522-5 / H · 2077

定 价: 40.00元

本版图书如有印装质量问题, 可向本社调换

质量服务热线: 4008-213-263 电子邮箱: editorial@sflap.com

## 第三版前言

在第三版修订的时候，我们坚持了教材编写初期的指导思想，即创造些条件来引导学生进行积极的思维。

听力课的教学不只是放录音、对答案就行了。如果这样的话，一些学生就会养成只求答案正确、不求全面理解的不良听力习惯。我们认为听力课的教学应该成为整个外语教学的一部分，应该成为获取信息的过程，应该成为让学生养成良好的听力习惯的过程。国外很多从事听力教材编写的学者都认为听的过程是一个很积极的思维过程，是一个交互性很强的过程。如果在听的过程中消极地寻找（听）材料中的现成答案或猜答案，在这种情况下，即使听到了正确答案，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，而不是完整的信息链。在听力课教学中，我们必须鼓励学生进行积极的思维，对练习答案有足够的支撑理由，对所听内容有总体的了解。

系统的听力训练应该包括两方面的内容：听力技巧、听力策略的训练和听力理解能力的培养。听力技巧和听力策略的训练是基础，而听力理解能力的提高有助于学生获得正确的信息和学习有用的知识。在第三版修订的时候，我们在这两大块上增加了些新的训练内容。

本书每个单元的第一部分听力技能训练（**Tactics for Listening**）是为了帮助学生克服某些听力理解障碍而设计的，重点放在听力技能的训练上。这些技能包括跟语音有关的如对弱读、连读和缩略语等的辨别能力，重音、语调、口音，以及记笔记能力、预测和猜测能力、短暂记忆、听要点等。

为了提高学生对弱读、连读和缩略语等的辨别能力，我们在第三版修订的时候增加了跟读练习。如果学生平时练口语时能有意识地针对这些加强训练，那么在听正常语速的英语时就容易多了。

记笔记能力的训练是学生综合能力的训练，是多种听力技巧的训练。记笔记的过程实际上是非常复杂的。我们在接收所听到的东西时一般要经历三个阶段。在第一阶段，我们运用已有的语言知识将所听到的声音以词或词组的形式形成若干个意义单位。在第二阶段，我们将这些词或词组储存在短暂记忆里，并同储存在长期记忆里的信息进行对比，从中获取正确的信息。在第三阶段，我们将这些信息储存在长期记忆里。这时候，我们往往已经忘了原话是怎么说的，只记得要点。为了便于从长期记忆里调用这个信息，我们就要用笔记的形式把这些要点记下来。记笔记能力的训练涉及到语音、短暂记忆、分析归纳等各方面的训练。通过笔记练习，我们能够逐步缩短信息在短暂记忆阶段的处理时间，以腾出空间来接收新的信息。

记笔记能力的训练可以分成在句子层面上的训练和在篇章层面上的训练。在句子层面上，学生首先要听懂句子的大意，在此基础上进行分析和归纳，以关键词的形式将其记录下来。

本教材的第二部分是综合性的听力理解能力训练（**Listening Comprehension**）。内容包括对话、短文、新闻。每个单元的话题相对集中，但又不局限于一个话题。我们认为这种编排方式有利于学生接触更多的题材。由于专四考试选择题部分的问题放在录音里了，我们在第三版修订的时候对这类练习也作了相应的调整。题干不再出现在练习里，但是增加了对将要听到的内容的背景介绍。在做这类练习时，我们还是建议在听的时候从全局来考虑。学生可以先从选项内容猜测可能出现的问题，然后在听的时候做些笔记或在选项旁边做些记号，以便在听到问题后作出正确的选择。

专四考试删除了新闻部分的内容，但我们选择保留这一部分，同时对内容作了适当调整，精简到以经济、文化、科技、人文等知识性的内容为主。

学生的语言知识也影响着听力理解。影响听力理解的语言知识包括词汇量和语法知识。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。我们在此次修订时，更加注意语言与听力理解能力的关系，新增了**Tips**、**Words or Message?** 以及 **Language in Use**等板块，帮助学生充分利用语料、拓展语言知识。

除语言知识以外的其他要素，如背景知识等，也与听力能力有很大关联，因此我们增加了部分听力材料的背景知识介绍。

在生词的处理上我们只给出了可能的生词，解释放在书后。我们希望学生在听的过程中尽可能听到这些词汇，学会通过上下文获得这些词汇的意思。尽可能不要在听之前查看这些生词的意思。

生词能够影响学生对将要听到的话题的理解，但并非学生必须了解和熟记所有的生词。事实上，我们要求学生在听的过程中学会区分直接影响听力理解的词与不影响听力理解的词，学会在听的过程中忽略不影响听力理解的词。这也是我们在课堂教学中要教会学生的东西。

第三部分口语练习（**Oral Work**）的目的是提高学生的口语表达能力。我们在第三版修订的时候增加了**Lead-in**这一板块，提供背景知识介绍、有用的词汇和一些提示问题。

第四部分为补充练习（**Supplementary Exercises**）。口语练习要求学生听懂内容的情况下，对所听到的内容做出评论，并就跟这些内容有关的话题发表自己的看法。视听材料可以帮助学生提高听力理解能力。听懂或看懂视听内容所需的还是基本的听力理解能力，但是表情、肢体语言等非言语因素也可以帮助学生理解。我们

在第三版修订的时候增加了一段视听材料。

听力课的教学不应该局限于课堂。如果没有一定的量为基础，学生是无法养成良好的听力习惯的。我们建议将课堂教学的重点放在听力技巧和听力策略的训练上，放在解决学生在听的时候可能产生的困难上，放在学生相互间的交流上。部分听力理解的训练内容和补充练习的内容可以放在课后，让学生运用在课堂上讨论过的听力技巧及策略自主地听。

我们希望在听力课教学中帮助学生在学习和掌握听力技巧、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。

编者

# Table of Contents

		Unit 1 <i>p1</i>	Unit 2 <i>p14</i>	Unit 3 <i>p26</i>
		Meeting New People	Visiting a New Place	Talking about People
<b>I</b>	Phonetics	Weak forms	Weak forms	Weak forms
	Listening and Note-Taking	Finding the key words	Finding the key words	Finding the key words
<b>II</b>	<b>Words or Message?</b> Words similar or close in pronunciation but different in meaning	“loose” or “lose”?	“eligible” or “illegible”?	“stationery” or “stationary”?
	Dialogue 1	Hello	Welcome to Bristol	What’s He Like?
	Dialogue 2	Where Are You Living Now?	Have You Ever Lived Abroad?	How Old Are You?
	Passage	A Young Waiter	Welcome to London!	Cycling Accidents
	News item 1	News about China	Youngsters’ Health	Space News
	News item 2	News about China	Youngsters’ Health	Space News
<b>III</b>	Questions and Answers	Careless Peter	Order in a restaurant	Writing environment
	Retelling	Circus	Betty’s first day at work	American education
<b>IV</b>	Listening Comprehension	Greetings and Introductions	Entertainments in London	My Nephew
	Oral Work	Concorde	Netball	A wife has every right to spend
	Video	Youth Orchestra for Chinese-American Kids	British Pub Tradition Under Threat	Mars Rover: “A Mars Scientist’s Dream Machine”

<b>Unit 4</b> p37	<b>Unit 5</b> p49	<b>Unit 6</b> p60	<b>Unit 7</b> p72
<b>Housing</b>	<b>Food</b>	<b>Meeting</b>	<b>Shopping</b>
Weak forms	Weak forms	Weak forms	Link-ups
Finding the key words	Finding the key words	Finding the key words	Finding the key words
“complimentary” or “complementary”?	“incidental” or “accidental”?	“passed” or “past”?	“impassable” or “impossible”?
Phoning About a Flat	What’s Cooking?	What a Super Flat	In a Toy Shop
The Magnificent Town Residence	Two 74s, Please	Are You Free for Lunch Today?	Customer Service
Homes	Instant Coffee	A Coin	An Unusual Shop
News about Middle-East	News about Asia	Political changes	Terrorist Attack
News about Middle-East	News about Asia	Political changes	Terrorist Attack
Hotel regulations	A difficult person to get hold of	Boyfriend and girlfriend	A forgetful husband
A strange-looking man entered a bank	Jimmy had an accident	“It never hurts to ask”	The life of two immigrants in the United States
Skyscrapers	Tomato Soup	The Utah Olympic Park	Bargains or Fixed Price Shopping?
The bank manager’s advice	Buying suitable presents for family	Generation gap	A newcomer
Historic Homes	Chocolate Fountain	More Young Americans Plant Themselves in Farming	American Girl Dolls

		<b>Unit 8</b> p83	<b>Unit 9</b> p94	<b>Unit 10</b> p104
		Helping Hands	Work	Communication
<b>I</b>	Phonetics	Link-ups	Link-ups	Link-ups
	Listening and Note-Taking	Finding the key words	Finding the key words	Finding the key words
<b>II</b>	<b>Words or Message?</b> Words similar or close in pronunciation but different in meaning	“confirm” or “conform”?	“everyone” or “every one”?	“expansive” or “expensive”?
	Dialogue 1	Can Anybody Help Me?	First Aid	I'd Like to Make a Collect Call to England
	Dialogue 2	Back from Work	A Postman	At Heathrow Airport
	Passage	The Gift	British Postmen and Milkmen	Package Holidays
	News item 1	Weather	Environment	Economic News
	News item 2	Weather	Environment	Economic News
<b>III</b>	Questions and Answers	An interview	Choosing a career	A Nobel Prize winner
	Retelling	A postman	Selling a house	The tooth trouble
<b>IV</b>	Listening Comprehension	Running	Informational Interviewing	Hotel Reservation Tips
	Oral Work	Why people keep a dog	T-shirts	There aren't any gentlemen left any more
	Video	Saving the Arctic's Polar Bear	-Local and Global Pressures Threaten Coral Reef	Picturing a Future for Kodak

<b>Unit 11</b> p116	<b>Unit 12</b> p128	<b>Unit 13</b> p140	<b>Unit 14</b> p151	<b>Unit 15</b> p162
Job	Job	Leisure	Mysteries	Mysteries
Link-ups	Link-ups	Contractions	Contractions	Contractions
Finding the key words	Finding the key words	Finding the key words	Finding the key words	Finding the key words
“respective” or “respectful”?	“periodic” or “periodical”?	“inspiration” or “aspiration”?	“context” or “contest”?	“literally” or “literary”?
Job	Job Interview	Looking for a House	Magic Tricks and Illusions	It Is All in the Stars
Women’s Work?	Job Redundancy	Harry’s Weekends	Ancient Mysteries	The Ghost
Men and Women Really Do Think Differently	The Weather Forecast	Football Pools (1)	Dolphins	Burglary (1)
Accidents and disasters	Space News	Competition	News about Africa	New technology
Accidents and disasters	Global Warming	Competition	News about Africa	New technology
Two shipwrecked sailors	A lift to the station	A second-hand car	Bird watching	Thomas
Sixty days in a life-raft	A very special girl	The book was a rare edition	“Help!”	Charity
Nursing Crisis	Culture Shock	Football Pools (2)	Time is One of the Great Mysteries	Burglary (2)
The Guinness Book of World Records	Hometown looked quite unfamiliar	A special bed	Weather has a powerful effect on people	A \$10 piano
Women’s Professional Football	How Sara Bareilles Got Her Start in Music	A Middle-Aged Game Show for Teens	Progress in Race to Save Cheetahs	A Tablet Computer That Touches You Back



# UNIT 1

## Section One Tactics for Listening

### Part 1 Phonetics

#### A 1.1.1 Listen and repeat

In the following sentences, you will hear the weak forms of *a*, *an* and *and*. They are read as /ə/, /ən/, and /ən(d)/. When words beginning with an *h* are pronounced in weak forms, often the sound /h/ is not pronounced. For example, *had* is pronounced as /əd/, *has* as /əz/, and *have* as /əv/. Listen to the sentences. Pay attention to the weak forms.

#### B 1.1.2 Complete the following short dialogue as you listen to the tape. Pay special attention to the weak forms, link-ups and contractions.

Woman 1: I've got good news .....

Woman 2: Oh, yes?

Woman 1: I'm getting married.

Man: Well, well! ..... the lucky man? Do we *know him*?

Woman 1: Of course you .....! It's David!

Woman 2: ..... wonderful news!

Man: I'm sure ..... very happy.

Woman 2: ..... the wedding?

Woman 1: Next June. .... going to have a big June wedding!

Woman 2: Are we invited?


Woman 1: Of course! I hope you ..... come.

## Part 2 Listening and Note-Taking

### Tips for note-taking

Note-taking is an important listening skill related to listening comprehension. Note-taking, unlike dictation and spot dictation, is not simply to write down a few words. Note-taking is a very complicated listening, decoding, comprehending, generalizing and summarizing process. We begin note-taking training with writing down the key words.

Key words are the words that capture the essence of the topic of a passage. In the following exercise, you are asked to find out where these people are and what they are doing, so the names of these people and the places where they are might be the key words.

 **1.1.3** Listen to the conversation and take notes. Where are they? What are they doing? Pay attention to the layout of your notes. Do not refer to the following outline as you listen to the tape. The names are for your reference. You may use abbreviations for the names. After that use the information from your notes to complete the outline.

Mr. Redman	Mr. Gray
------------	----------

.....

.....

.....

.....

.....

.....

.....

Where are they?

Mr. Redman is ..... in the .....

Mr. Gray is at .....

Mr. Redman's secretary is at .....

Mr. Gray's secretary, Miss Jones, is at .....

# Section Two Listening Comprehension


## Tips for listening comprehension

What is *comprehension*? By dictionary it means “the act or fact of grasping the meaning”. In order to improve your listening comprehension ability, you should not match what you hear with what you read in the exercises. You should focus on gist of the passage, the meaning conveyed by the words, not the meaning of each individual word.


Listening is not merely “passive” or “receptive”; rather it is an active process that involves a variety of listening “strategies”.

It is advisable to give reasons for your answers and always try to get 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.

## Part 1 Words or Message?

**A**  **1.2.1** Listen to two sentences. Is it “loose” or “lose”? Tick the right box.


- |    | loose                    | lose                     |
|----|--------------------------|--------------------------|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> |

**B**  **1.2.2** Paraphrasing or the restatement of texts in other words is useful in language learning. It also may help listening comprehension. Listen to some sentences and rewrite them with the help of the clue.

1. Photographers likes .....
2. His dream of being a reporter .....
3. Death or injury by carbon monoxide poisoning is .....

## Part 2 Dialogues


### Dialogue 1 Hello

**A**  **1.2.3** Some people are talking at a party. Who is talking to whom? Who has known whom before? Pay attention to the way and the language they use when they are talking to each other. Listen and complete the following sentences. Names in the

following box are for your reference.

Al	Professor Andrews	Dr. Baxter	Eric	John Lee
Mary Parker	Sally	Steve	Tony	Susan Roper

- ..... is talking to .....
- ..... is talking to .....
- ..... is talking to .....
- ..... is talking to .....
- ..... is talking to .....
- ..... and ..... have known each other before.
- ..... has known ..... before.

**B**  **1.2.3** Listen to some extracts from the dialogue and complete the following sentences with the missing words.


- Man 1: Hello, Al. ....?  
Man 2: Fine, thanks, Eric. ....
- Man 1: Tony, ..... introduce my friend Mary Parker.  
Man 2: Oh, ..... so much about you.

## Dialogue 2 Where Are You Living Now?

### Background information

London's metropolitan area extends for more than 30 miles at its widest point, covering some 1610 sq km. At the core of this immense urban area is Central London. Most of Central London is located north of the Thames, on a gentle slope that rises to the north.

**Hampstead**, commonly known as Hampstead Village, is an area of London. It is known for its intellectual, liberal, artistic, musical and literary associations and for Hampstead Heath, a large, hilly expanse of parkland. It has some of the most expensive housing in the London area.

**A**  **1.2.4** Listen to the dialogue and decide whether the following statements are true or false. Discuss with your classmates why you think the statement is true or false.

1. The man lives in Hampstead now.
2. The man has changed his job.
3. The place where the man lives now is about 15 miles away from London.

**B**  1.2.4 Listen to the interview again and answer the following questions.

1. Why did the man move out of London?

.....

2. Where does he live now?

.....

3. What is his present job?

.....

4. How did he use to go to work?


.....

5. How does he go to work now possibly?

.....

6. How long does it take the man to get to work?


.....

**C**  1.2.4 Time can be indicated by tense or time adverbials like *then* and *now*. The sensibility to these adverbials may help you notice the change of the use of tense in the interview. Listen to some extracts from the dialogue and complete the following sentences with the missing words.

I ..... for an advertising agency ..... I ..... for a newspaper.

## Part 3 Passage

### A Young Waiter

**A**  1.2.5 In the passage the speaker mentioned five popular flavors of ice-cream: lemon, chocolate, coffee, orange and vanilla. What did Edward and Ann do to make the young waiter know what they wanted? Listen to the passage and choose the best answer to each of the following questions you will hear.

1. A. Its good weather. B. Its market square.  
C. Its coffee. D. Its restaurant.
2. A. The special food.  
B. Coffee with different flavours.  
C. The good bargains they could get from the small shops.  
D. The beautiful scenery.
3. A. It's probably because it was too hot.  
B. It's probably because it was too cold.  
C. It's probably because it was the dry season.  
D. It's probably because it was not the holiday season.

#### Vocabulary

- puff
- flavor
- vanilla
- crossly

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 4. A. It was sunny and hot.        | B. It was sunny and warm.          |
| C. It was hot and cloudy.          | D. It was warm and cloudy.         |
| 5. A. In winter.                   | B. In spring.                      |
| C. In summer.                      | D. In autumn.                      |
| 6. A. To have a rest.              | B. To have something to drink.     |
| C. To have something to eat.       | D. To enjoy the sunshine.          |
| 7. A. By using language.           | B. By using gesture.               |
| C. By drawing pictures.            | D. By using the menu.              |
| 8. A. Ice-cream as well as coffee. | B. Ice-cream instead of coffee.    |
| C. Coffee with ice-cream in it.    | D. Coffee with no ice-cream in it. |

### Language in use

to manage to do something = to succeed in accomplishing or achieving, especially with difficulty

*crossly* is mentioned in the passage. Try to get its meaning from the context.

**B** Complete the following sentences with what you have remembered.

1. He spoke no English, but after a lot of laughter and pointing at the menu, they ..... they had ..... to make him understand that ..... they wanted was .....
2. "We didn't order coffee," said Edward ....., "we ordered coffee ice-cream. He ought to be able to understand simple English."  
The waiter ..... and looked .....  
"No," said Ann laughing, "it's his country. We ought to be able to speak his language."

## Part 4 News

### Tips for understanding news items

Many students find news items difficult to understand. There are mainly three factors that may affect understanding news items. One is lack of background information; second is vocabulary, especially some words or expressions often used in news items; third is sentence structures often used in news items.