



“北京市人才强教深化计划——创新人才”项目

英语听力速记实训系列



教育

# ENGLISH NOTE-TAKING COURSE IN EDUCATION

英语听力速记实训教程

老青  
刘卫红  
厉育纲  
主编



内附光盘



世界教育

出版社

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**责任编辑** 柏 英

**特约编辑** 王振兴

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——教育英语听力速记实训教程——

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主 编：	老 青	刘卫红	厉育纲
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编 者：	刘卫红	老 青	谢金艳
	刘晓晶	厉育纲	徐小丽
	栾丽君	周 敏	王力原

# 前 言

《教育英语听力速记实训教程》(含软件光盘,以下简称《教程》)是2009年“北京市人才强教深化计划——创新人才”项目(编号:PXM2009\_014208\_071211,主持人:老青)的成果之一,也是2007年北京市级精品课程“英语速记”项目(京教函〔2007〕427号“北京市教育委员会关于公布2007年度北京高等学校市级精品课程名单的通知”)的延伸,即分专业系列实训课程教材之一。本《教程》由十个单元组成,每个单元分四个部分,具体内容和特点为:

1. 注重听→写(录/记)技能的实训。《教程》听力实训从词句的直接快速听写开始,如第1-10个单元PART ONE的WORD DICTATION(教育基础术语机械性听写)、PART TWO的SPOT DICTATION中的WORD STRESS(教育术语在句中的听写)和WORD RECOGNITION(句子中教育相关知识、语言知识如词义、词性、词形、搭配等辨析性听写)。在此基础上,《教程》拓展实训者从听英语到记英语的比较初级的速记能力,即从词句的意义快速记录入门,如第1-10单元PART THREE的COMPOUND DICTATION(教育专业知识和英语知识结合),完成段中的释义性听写与关键词、摘要归纳的速记。

2. 注重单一技能到综合与拓展性技能的实训。第1-10单元PART FOUR的COMPREHENSIVE DICTATION(英汉双语理解与释义性听写)中有LISTEN + PARAPHRASE(意义记录)、LISTEN + INTERPRETATION(翻译记录)等训练内容。此外,《教程》也为实训者设计了从手写英语到机打英语的立体式全真模拟交互训练体系(参见软件光盘及使用说明)。

3. 注重教育相关基础知识和英语听力速记技能的强化与渗透。《教程》共有十个单元,分三个部分展开。第一部分介绍青少年身心发展阶段的特点;第二部分主要内容包括家长与青少年阶段的孩子如何建立和谐关系以及家长如何正确对待青少年的自我意识等主题;第三部分涉及青少年阶段在学校的表现特征及师生之间的关系。各单元内容循序渐进,在帮助学习英语速记技能的同时,对青少年正确认识自我身心发展、家长及老师营造良好和谐的教育氛围有一定的参考价值。

4. 每个单元听力部分后的DID YOU KNOW(中文版小知识介绍)和LANGUAGE NOTES(语言点注释)、单元分类词汇表(包括词句段以外的拓展性词语)和相关附录内容,方便了实训者及广大英语爱好者学习,增加了《教程》的知识性与趣味性。

5. 《教程》将技能模块拆解重构,各单元均包含了“听写→听记→听释→听译→听打”实训环节,可以作为高等职业院校英语听力课实训教材或教育专业技能强化训练配套教材。

6. 实训教学课时分配的建议

总学时:36(每教学周3学时)      课程导学:3学时      课程测试:3学时

单元教学:30学时(平均每单元3学时,其中教师示范引导1学时,学生实际操练2学时)

《教程》的创作先后得到了北京市团市委、中国社会科学院研究生院、中华女子学院、北京人民广播电台外语广播等单位的大力支持与帮助,在此向上述单位表示感谢!

由于编者水平有限,书中难免有各种错误,敬请专家、读者批评指正。

编 者

2010年2月于北京

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# **TRAINING PROGRAMS**



# **Unit One Adolescence**

## **Part One Word Dictation**

### **Activity 1**

#### **Group 1**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

#### **Group 2**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

#### **Group 3**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

#### **Group 4**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

#### **Group 5**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

### **Activity 2**

#### **Group 1**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

#### **Group 2**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

## Part Two Spot Dictation

### Activity 1

**Word Stress:** Listen and fill in each blank with the exact word you hear.

1. The stages of adolescence \_\_\_\_\_ by culture.
2. Adolescence is the period of psychological and social \_\_\_\_\_ between childhood and adulthood.
3. Adolescents learn to make choices and commitments, follow through with them, and stand up \_\_\_\_\_ in the world.
4. It's easy for a parent to assume that if the \_\_\_\_\_ would simply follow the plan that makes sense to a parent, things would be all right in the end.
5. Adults, however, comparable with teenagers, usually have a greater \_\_\_\_\_ of who they are -- what they value, what they need, and how best to get what they need.
6. False starts, mistakes, poor judgments, or impulsive actions are \_\_\_\_\_ of growing up for teenagers.
7. The main tasks of \_\_\_\_\_ require teenagers to learn, and this kind of learning is not just a matter of getting the right answer.
8. To help adolescents grow up, parents need to be aware of their own \_\_\_\_\_.
9. Parents who are working on their own growth are in a good position to \_\_\_\_\_ teenagers and to respect what they are doing in the struggle to grow up and become good people in their own right.
10. "Adolescence" is a cultural and social phenomenon and therefore its endpoints are not easily tied to physical \_\_\_\_\_.

### Activity 2

**Word Recognition:** Listen and choose the appropriate word to fill in each blank.

1. Adolescence is the period of psychological and \_\_\_\_\_ transition between childhood and adulthood. (socialize / society / social)
2. The major task of adolescence is to \_\_\_\_\_ "your own person". (became / become / becoming)
3. Most children go through the \_\_\_\_\_ stages of puberty which often begins between the ages of nine and thirteen. (physical / physics / physic)
4. In the United States, adolescence \_\_\_\_\_ begins at age 13 and end at age 20. (general / generation / generally)
5. Teenagers' swinging back and forth between dependence and independence may easily make parents \_\_\_\_\_. (frustrating / frustrated / frustrate)
6. The main tasks of adolescence \_\_\_\_\_ teenagers to learn. (require / acquire / request)
7. Teenagers \_\_\_\_\_ such challenges as false starts, mistakes, poor judgments, or impulsive actions are part of growing up. (encounter / account / count)
8. Teenagers' learning is not just a matter of \_\_\_\_\_ the right answer. (get / gotten / getting)
9. Maybe "the right answer" is something that teenagers need to build up, \_\_\_\_\_, from lessons

of experience. (responsibly / responsible / responsibility)

10. Teenagers' learning \_\_\_\_\_ requires support from parents, relatives and neighbors. (absolute / absolutely / absolution)

## Part Three Compound Dictation

### Activity 1

**Retelling Dictation:** Listen and complete the passage with the words or phrases according to what you've heard from the speaker.

Adolescence is a transitional \_\_\_\_\_ of human development – the stage of psychological and social transition between childhood and adulthood. During this period, a person will grow up from a \_\_\_\_\_ into adulthood.

Biological and psychosocial development are \_\_\_\_\_ alike during the \_\_\_\_\_ of adolescence, but there are clearer boundaries in physical development. During this period, most children began to \_\_\_\_\_ the physical development at the age of nine to thirteen.

### Activity 2

**Summary:** Listen and sum up the passage with the words or phrases according to what you've heard from the speaker.

"Adolescence" is a cultural and social phenomenon. \_\_\_\_\_ its endpoints are not easily \_\_\_\_\_ physical changes. The time is related closely to dramatic changes in the body, together with a person's \_\_\_\_\_ development and academic career development.

Parents should be clear about their own growth \_\_\_\_\_ they can help adolescents to grow up.

Parents who are working on their own growth can understand their children \_\_\_\_\_ and respect them on their way to grow up.

## Part Four Comprehensive Dictation

### Activity 1

Listen, write down 5 expressions in English, and then match them with the Chinese numbered 1 – 10.

A.	1. ( ) 心理发育
B.	2. ( ) 学业成就
C.	3. ( ) 社会现象
D.	4. ( ) 过渡时期
E.	5. ( ) 生理发育
	6. ( ) 价值观
	7. ( ) 责任感
	8. ( ) 迎接挑战
	9. ( ) 经验教训
	10. ( ) 代沟

## Activity 2

*Listen and write down each sentence in English, and then choose the Chinese from A - C that matches in meaning to what you've heard.*

- \_\_\_\_\_.  
A) 不言而喻, 青年人的教育对一个国家的未来是至关重要的。  
B) 显而易见, 青年人的教育对一个国家的将来至关重要。  
C) 很明显, 青年人受教育对国家的明天很重要。
- \_\_\_\_\_.  
A) 他所考虑的不是一个特殊的读者群, 而是一般的男女读者。  
B) 他所顾及的读者群不是普通男女而是特殊读者。  
C) 他所考虑的是一般男女读者以及特殊的读者群。
- \_\_\_\_\_.  
A) 我们对于一个笑话感到与否, 很大程度上决定了我们是在哪儿长大的。  
B) 我们对于一个笑话感到可笑, 取决于我们是在哪儿长大的。  
C) 我们对于一个笑话感到可笑与否, 很大程度上取决于我们的成长经历。
- \_\_\_\_\_.  
A) 大多数人都忙于生计而忘了生活。  
B) 大多数人都忙于赚钱, 所以不顾别人的生命。  
C) 大多数人都忙于赚钱, 而忘了美好的生活。
- \_\_\_\_\_.  
A) 到那年结束之际, 他对丰富多彩、令人满意的学校生活感慨万千。  
B) 那年结束时, 他回想起自己的学生时代, 觉得那段日子生活丰富多彩、称心如意。  
C) 那年结束时, 他认为在学校的日子是丰富多彩、称心如意的。

# NOTES

## Did You Know?

### 青少年的界定

青少年期究竟从什么时候开始，又在什么时候结束？我国发展心理学界一般把青少年期界定为 11、12 岁至 17、18 岁这一发展阶段，相当于中学教育阶段。其中 11、12 岁至 14、15 岁这一阶段称为少年期，又称青春期；14、15 岁至 17、18 岁称为青年初期。而西方大多数发展心理学家对青少年期的界定更为宽泛一些，认为青少年期是指从青春发育期开始直至完成大学学业这一发展阶段，即 11、12 岁至 21、22 岁，这大致相当于人生整个发展历程中的第二个十年。

下表是关于青少年期的划分。

学 生 年 龄 段		10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
科尔 (Cole, L.)	男	前青少年期 (10 ~ 13.2 岁)			青少年前期 (13 ~ 15.5 岁)			青少年中期 (15.5 ~ 18.5 岁)			青少年后期 (18.5 ~ 22 岁)					
	女	前青少年期 (10 ~ 12 岁)			青少年前期 (12 ~ 14.5 岁)			青少年中期 (14.5 ~ 18. 岁)			青少年后期 (18 ~ 20.5 岁)					
赫尔洛克 (Hurlock, E.)	男	前青少年期 (10 ~ 13.5 岁)			青少年前期 (13.5 ~ 17 岁)			青少年后期 (17 ~ 21 岁)								
	女	前青少年期 (9.5 ~ 11.5 岁)			青少年前期 (11.5 ~ 16 岁)			青少年后期 (16 ~ 21 岁)								
学制					初中			高中			大学					
					青少年前期			青少年中期			青少年后期					

青少年期期限很难确定，因个体遗传、环境、文化背景等不同而很难统一。结合《儿童权利公约》对儿童的界定和心理学家、教育学家的研究，比较公认的看法是将 12 ~ 18 岁称为少年期，18 ~ 25 岁称为青年期。

## Language Notes

1. adolescence (the period of physical and psychological development from the onset of puberty to maturity): 青年期，青春期
2. puberty (the stage of adolescence in which an individual becomes physiologically capable of sexual reproduction): 青春期，(生理) 发育期
3. overlap (to correspond in character or function): 部分相同
4. endpoint: 端点，终点
5. tie to: 依靠，依赖

6. psychological development: 心理发育
7. biological development: 生理发育
8. transitional stage: 过渡时期
9. make sense: 使……有意义
10. meet challenges: 迎接挑战
11. sense of value: 价值观
12. sense of achievement: 成就感
13. lessons of experience: 经验教训

## **Unit Two Stages of Adolescence**

### **Part One Word Dictation**

#### **Activity 1**

##### **Group 1**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

##### **Group 2**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

##### **Group 3**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

##### **Group 4**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

##### **Group 5**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

#### **Activity 2**

##### **Group 1**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

##### **Group 2**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

## Part Two Spot Dictation

### Activity 1

**Word Stress:** Listen and fill in each blank with the exact word you hear.

1. Children's progression is determined not only by biological growth and change, but also by temperament and \_\_\_\_\_, adult expectations and social influences.
2. There are typical \_\_\_\_\_ of physical growth and moral development factors through the stage of adolescence.
3. There are general tendencies in the \_\_\_\_\_ evolution of a child with parents and peers.
4. In middle childhood, periods of uneven growth in bones, muscles and organs can result in awkward \_\_\_\_\_.
5. Children's \_\_\_\_\_ to apply learned concepts to new tasks will gradually develop during this stage.
6. A child at the ages of 8-11 usually has frequent \_\_\_\_\_ in learning life skills (cooking, fixing things, etc.) from adults at home and elsewhere.
7. Moral thinking abilities are not always reflected in children's \_\_\_\_\_.
8. Early onset of puberty is also \_\_\_\_\_ with lower self-control and emotional stability, especially for boys.
9. Parents commonly make most \_\_\_\_\_, affecting child, with child involvement in decisions increasing with age.
10. Parent-child \_\_\_\_\_ patterns can change with puberty.

### Activity 2

**Word Recognition:** Listen and choose the appropriate word to fill in each blank.

1. Periods of uneven growth in bones, muscles and organs can \_\_\_\_\_ in awkward appearances. (result / resulted / resulting)
2. Early onset of puberty can present difficulties for girls; for boys, it can result in \_\_\_\_\_ expectations more appropriate for older boys. (adopt / adult / adapt)
3. Since some adolescents \_\_\_\_\_ puberty during middle childhood, children need access to information about sexuality and puberty prior to the middle-school years. (begun / began / begin)
4. They have logical thinking with \_\_\_\_\_ ability to extend logic to abstract concepts. (limit / limited / limiting)
5. Teenagers have \_\_\_\_\_ interest in learning life skills (cooking, fixing things, etc.) from adults at home and elsewhere. (frequent / frequently / fluency)
6. Moral thinking abilities are not always reflected in children's \_\_\_\_\_. (behaves / behind / behaviors)
7. Self-concept is \_\_\_\_\_ by relationships with family members, teachers and increasingly by peers. (influencing / influence / influenced)
8. Many boys experience \_\_\_\_\_ to conform to "masculine" stereotype. (pleasure / pressure /

professor)

9. Parents commonly make most \_\_\_\_\_, affecting child, with child involvement in decisions increasing with age. (decisions / deciding / decide)
10. Parental listening skills become \_\_\_\_\_ important at this stage. (increase / increasing / increasingly)

## Part Three Compound Dictation

### Activity 1

**Retelling Dictation:** Listen and complete the passage with the words or phrases according to what you've heard from the speaker.

We can relatively \_\_\_\_\_ the period of puberty into three stages: middle childhood (ages 8 – 11); early adolescence (ages 11 – 14); middle adolescence (ages 15 – 18). One of the stages, we should take the typical milestones of physical growth and moral development \_\_\_\_\_ into \_\_\_\_\_. Through these stages, children's progression is determined by various factors, such as biological growth and change, temperament and personality, parents' \_\_\_\_\_ and social \_\_\_\_\_. The relationship developments of a child with his parents and his peers are also shown in these stages.

### Activity 2

**Summary:** Listen and sum up the passage with the words or phrases according to what you've heard from the speaker.

In the middle childhood (8 – 11), a person's friendship often develop with \_\_\_\_\_ who are of the same-gender. \_\_\_\_\_, they have common interests hobbies, or other commonalities. Comparing with boys, girls' friends are usually fewer, but closer in \_\_\_\_\_. During this period, children's peer activities and relationships are easily \_\_\_\_\_ by media and popular culture. While in the early adolescence (11 – 14), the peer relationships will change due to puberty \_\_\_\_\_ the peer reactions. They usually develop a three to six friends' circle (usually same gender), providing greater sense of security.

## Part Four Comprehensive Dictation

### Activity 1

**Listen,** write down 5 expressions in English, and then match them with the Chinese numbered 1 – 10.