

出国留学人员

英语听力技能训练

ACTIVE LISTENERS

北京语言学院出国预备人员培训部编



出国留学人员
英语听力技能训练
**ACTIVE
LISTENERS**

北京语言学院出国预备人员培训部编

说 明

《英语听力技能训练》(张祖圻,田静先)、《英语阅读技能训练》(张玲)、《英语语法结构练习》(王关定,刘小康,王玉西)是北京语言学院出国预备人员培训部英语教研室使用的英语教材的一部分。为了满足社会需要,现交我院出版社出版。

对出国人员的英语培训任务是根据学生在国外学习、工作和生活的需要,在听、说、读、写四方面进行强化教学,强调在实践中提高学员运用语言的技能,同时特别有意识地丰富学员对有关国家的文化背景知识。

上述三种教材相互配合,目的是训练学员的听、读技能,并使他们熟练地掌握英语语法结构。

这套课本是教学实践的产物,是师生共同努力的成果,已经过了几年的使用与数次修改。这次出版之前,有关的编者又作了一定的补充、修订。尽管如此,还不能说这套课本十分成熟,缺点、错误仍然在所难免。我们热切希望使用者批评、指正。

北京语言学院出国预备
人员培训部英语教研室

前 言

二十世纪七十年代,一些西方外语教学法专家用新的观点对“听力理解”(Listening Comprehension)这个概念作了新的解释。美国著名教学法专家王士元先生认为:“理解语言的过程是一种猜测、估计、预想、想象的积极相互作用的过程。它通常广泛利用出现在典型环境中的一切形式,既有各种各样的非语言形式,也有音位学、形态学、句法学和语义学方面的语言形式”。美国另一位著名教学法专家Joan Morley把“听力理解”解释为“听加理解”。她认为,“听”要求接受信息,“接受”要求思考,“思考”要求记忆,不能把“听”、“思考”、“记忆”三者分割开来。

“Active Listeners”正是依据这种新观点编选的一本供出国留学人员使用的“听力理解”教材。这本教材在北京语言学院出国预备人员培训部使用数年,深受学员们欢迎。现经编者修订,正式出版。

这本教材有如下特点:

目的明确:着重学员的推断、猜测、联想、总结、概括等连贯思维能力的培养,记忆力及持久记忆的训练,良好的听力习惯的养成及科学的听力理解技巧的掌握。

题材广泛:七十二篇课文中包括社会科学方面的二十五篇,教育方面的九篇,技术方面的八篇,自然科学、史地、艺术方面的各七篇,其它方面的九篇。

知识性、趣味性:为学员提供了大量的以美国为主的西方国家的背景知识以及不同专业的学员共同感兴趣的科技知识。内容新颖,饶有趣味。

编排科学:各课之间有一定内在的联系,又相对独立,可灵活使用。内容由浅入深。篇幅由短至长,第一课约为一百词,最后一课为八百余词。语速由慢至快,起点大约为100—110词/分,终点接近“美国之音”广播的正常语速。

练习实用:采用英国伊林高等教育学院院长助理、听力教学法专家Mary Underwood根据听力理解和记忆的心理规律而设计的“听前”(Pre—Listening)、“听时”(While—Listening)、“听后”(Post Listening)三阶段练习结构。练习适量,实用。

本教材适用于具有中等英语水平的出国研究生、科技生,大、专院校学生;各种类型的英语培训班成年学员及自学者。
教学注意事项:

1.使用本教材的教师,应首先深刻了解教材的编写意图,编排结构,然后结合教学对象的具体情况,确定相应的教学方法。

2.教师可根据学员英语水平及所学专业的不同灵活使用本教材,或从头至尾逐课讲授;或以任何一课为起点讲授;或挑选其中某些课讲授。

3.听前练习:教师可通过宣布题目,简介内容,提示关键词语,提出一些有启发性的问题等方法,相对地降低教材的难度,以排除学员的畏难情绪,诱发他们“听”的欲望,这是心理发动过程。

听前练习也可在课前或课间由学员独立完成。

4.听时练习:教师应要求学员边听边作练习,引导学员有目

的地听,有根据地思考、猜测、联想,并鼓励学员迅速地记录要点,促进有效记忆。

5. 听后练习:这是听力理解训练的深化阶段。教师应通过回答问题、讨论、小结等方式使学员对听过的内容形成更系统、更完整的概念,并恰如其分地在“听”的基础上把“听”、“说”、“读”、“写”四项基本技能结合起来。

6. 教师应及时指导学员作阶段性的听力小结,以利于他们的听力理解水平的持续提高。

学习方法提示:

1. 听力理解训练分为听录音、作听力理解练习、检查听力理解效果三个步骤。听录音是前提,是关键。

听录音的方法根据个人具体情况而定,可以从头至尾听,也可以分段听,或者两种方法并用。听的遍数可多可少。

2. 良好的心理及精神状态对“听”的效果有积极影响。听前应有强烈的听的欲望,听时应有浓厚的听的兴趣。在听的过程中,思想要高度集中,情绪又不要过度紧张。

3. 作听前练习时,应根据标题迅速地将听的内容与自己所具有的有关知识和经验联系起来,进行初步联想与估计。

4. 作听时练习时,应边听边把自己的初步联想、估计与听到的内容迅速地联系起来,进行对比、分析、猜测。作到听与思考与记忆结合,听与快速阅读练习指令与作练习并举。这“一结合”、“一并举”要求在瞬间完成。

5. 作听后练习时,要迅速地回忆与概括已听懂的内容,以口头回答或讨论问题的方式进行表达。

6. 要进行及时的或阶段性的小结,这将有利于在新的基础上进一步提高听力理解水平。

本教材的出版得到了北京语言学院出国预备人员培训部英语教研室全体同志的热情支持;英国伊林高等教育学院院长助理、听力教学法专家Mary Underwood在教学理论与教学法方面给了我们具体的指导;美籍专家Aaen博士和夫人, Walters博士和夫人先后为本教材审稿;在北京语言学院出国预备人员培训部培训的历届学员给本教材提出了许多宝贵意见。我们谨向他们表示衷心的感谢。

本教材由张祖圻、田静先编写。由于编者水平有限,教材中缺点、错误在所难免。我们热诚地期待着外语教学界的专家、学者和使用本教材的广大师生的批评、指导。

编者

1985年4月

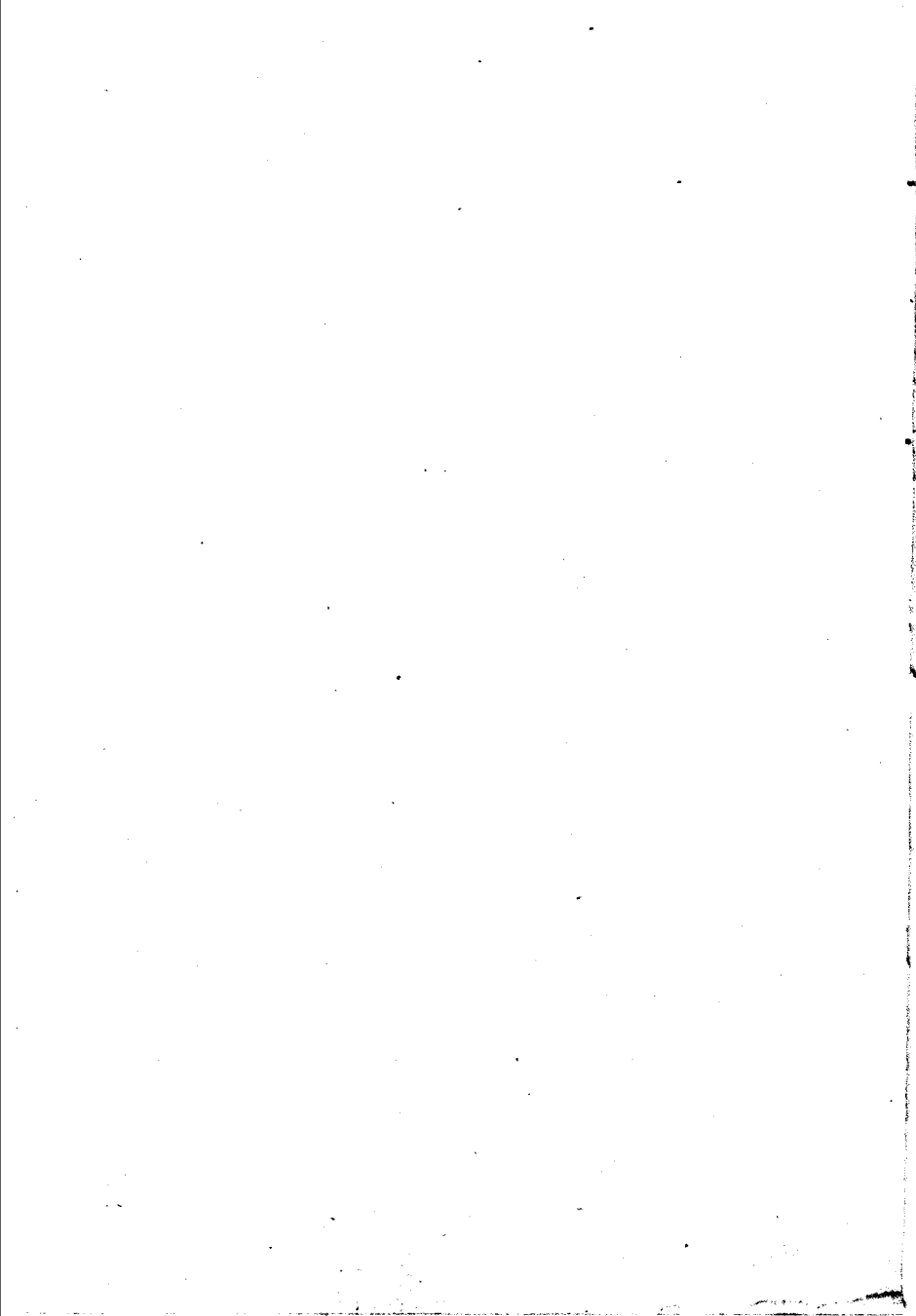
CONTENTS

Selection No.	Active Listeners Title	Exercises	Text
1.	The Size of the United States	(3)	(173)
2.	Where Did Americans Come From?	(4)	(173)
3.	The Climate of the United States	(6)	(174)
4.	How Did the States Get Their Names?	(7)	(174)
5.	Schools in the United States	(8)	(175)
6.	Ecology on a College Campus	(10)	(176)
7.	Women in the U.S.A.	(12)	(177)
8.	Women's Liberation in the U.S.A.	(14)	(177)
9.	Two Great Men of Science	(16)	(178)
10.	The Sunday Newspaper	(17)	(179)
11.	American Youth	(20)	(180)
12.	A Busy Teenager	(22)	(181)
13.	Mail Service	(25)	(181)
14.	A Writer Who Understood Boys	(26)	(182)
15.	A New Way to Fly	(27)	(183)
16.	Hungry for Hamburgers	(30)	(184)
17.	Frank Lloyd Wright, an' Aritist in Architecture	(31)	(185)
18.	Stone Walls in New England	(33)	(185)
19.	Mr., Mrs., Miss, and Ms.	(35)	(186)
20.	Educating TV Children	(36)	(187)
21.	Families of the Past, Present and Future	(39)	(188)
22.	What Causes Waves?	(40)	(189)
23.	Who Was He?	(41)	(189)

24.	Adults and Teenagers Together	(43)	(190)
25.	✓ Farm Life in the United States	(44)	(191)
26.	Should There Be a Law?	(47)	(192)
27.	Automobiles in the U.S.A.	(48)	(193)
28.	The Congress of the United States	(51)	(194)
29.	✓ The Newspaper Boy	(52)	(195)
30.	The Big Business of Advertizing	(54)	(196)
31.	When Were You Born?	(57)	(197)
32.	College Students Today	(59)	(199)
33.	Getting Advice from Strangers	(62)	(200)
34.	Who Smokes?	(64)	(202)
35.	Sesame Street	(67)	(203)
36.	Lessons from the Overseas	(69)	(204)
37.	Amelia Earhart	(72)	(206)
38.	Special Schools	(75)	(207)
39.	Why Don't Girls Think Like Boys? (Part I)	(78)	(209)
40.	Why Don't Girls Think Like Boys? Part II)	(83)	(210)
41.	The Life Style of a Rock Star	(84)	(212)
42.	The First Four Minutes	(87)	(214)
43.	Mysteries of the Sea	(91)	(215)
44.	A Look at the Future	(94)	(217)
45.	Doing Something about City Problems (Part I)	(97)	(219)
46.	Doing Something about City Problems (Part II)	(99)	(221)
47.	Breathing Below the Surface of the Sea	(101)	(222)
48.	Museums in the Modern World (Part I)	(103)	(224)
49.	Museums in the Modern World (Part II)	(108)	(225)
50.	How Computers Are Changing Our World (Part I)	(110)	(227)
51.	How Computers Are Changing Our World (Part II)	(112)	(229)

52.	What People Don't Know about Air	(113)	(231)
53.	Why Does Food Cost So Much?	(116)	(233)
54.	An African Student in the U.S. (Part I)	(119)	(235)
55.	An African Student in the U.S. (Part II)	(122)	(237)
56.	Truck Driving: A Way of Life	(124)	(238)
57.	The Voices of Time (Part I)	(128)	(240)
58.	The Voices of Time (Part II)	(130)	(242)
59.	How Do the Movies Do it?	(132)	(244)
60.	Learning by Doing	(134)	(246)
61.	The Man Who Made Mickey Mouse (Part I)	(137)	(248)
62.	The Man Who Made Mickey Mouse (Part II)	(141)	(250)
63.	The Education of Benjamin Franklin (Part I)	(144)	(252)
64.	The Education of Benjamin Franklin (Part II)	(147)	(254)
65.	How TV Programs Are Born (Part I)	(149)	(256)
66.	How TV Programs Are Born (Part II)	(151)	(258)
67.	Lessons from Jefferson (Part I)	(153)	(260)
68.	Lessons from Jefferson (Part II)	(155)	(262)
69.	The Perfect Match	(159)	(265)
70.	Simple Habits, Deep Thoughts (Part I)	(162)	(267)
71.	Simple Habits, Deep Thoughts (Part II)	(165)	(270)
72.	Clocks through Time	(167)	(272)
	Key to Exercises	(275)	
	Appendix: Listening for Special Interests	(305)	

STUDENT'S BOOK



1. The Size of the United States

I. Pre-listening

As soon as you hear the title of this selection, try to relate the topic to your own knowledge and experience. Then answer these questions:

1. Have you ever been to the United States?
2. Can you find the United States on a map of the world and describe its geographical location?
3. Can you imagine the size of the United States?

II. While-listening

Fill in each blank with the information you hear while listening to this selection.

1. It is more than _____ kilometers from the Atlantic Ocean on the east coast to the Pacific Ocean on the west coast.
2. A jet plane crosses the continental United States in about _____ hours.
3. A traveler in a fast railroad train needs more than _____ hours to cross the country.
4. It is more than _____ kilometers from Hawaii to the mainland of the United States.

III. Post-listening

1. Answer the following questions:

- 1) The main idea of this selection is _____
 - a. The United States is smaller than most people think it is.

- b. The United States is a very big country.
 - c. The new state of Hawaii has greatly increased the size of the United States.
- 2) This selection tells us about the distance b .
- a. from New York to Chicago
 - b. from the east coast to the west coast
 - c. from the Canadian border to the Mexican border
2. According to the listening, are the following statements True or False? If a statement is false, what is the correct information?
- 1) It takes a traveler more than 48 hours to cross the country T
by fast car. railroad train
 - 2) Hawaii is close to the mainland of the U.S. F
 - 3) Hawaii is in the Atlantic Ocean. T
 - 4) Hawaii is nearer to the states on the west coast of the continent than to the states on the east coast. F

2. Where Did Americans Come From?

I. Pre-listening

Think about the following questions before listening to this selection:

- 1. Who were the first Americans?
- 2. Where did the first immigrants in American history come from?
- 3. How many people are there in the United States now?

II. While-listening

Choose the best answer for each statement according to this selection.

- 1. The first Americans were _____.

- a. Negroes
 - ✓ b. Indians
 - c. Africans
 - d. British
2. There are about _____ American Indians in the United States now.
- ✓ a. 900
 - b. 1,863
 - c. 4,000,000
 - ✓ d. 900,000
3. Today there are _____ people in the United States.
- ✓ a. more than 210 million
 - b. fewer than 4 million
 - c. 206 million
 - d. 214 million
4. President Lincoln freed the slaves in _____.
- a. 1790
 - b. 1683
 - ✓ c. 1863
 - d. 1368

III. Post-listening

Are the following statements True or False according to the listening? If a statement is false, what is the correct information?

1. In 1790, the United States had about four million people. ✓
2. Today, about eleven percent of the population are Blacks.
3. The southwest of the United States has a larger Indian population than other parts of the United States.
4. Immigrants from many countries are still arriving in the United States today.
5. The first immigrants were from Africa. *England and Netherlands*
6. America has fifty states with a great deal of land.

3. The Climate of the United States

I. Pre-listening

You have learned the size of the United States.

Do you know anything about its climate?

Do you think the United States has different kinds of climate?

Will it be cold during the winter on the east coast?

II. While-listening

Are the following statements True or False according to the listening?

1. The United States has a tropical climate.
2. People in the north central states wear light clothes in the summer and heavy wool or fur clothing during the winter.
3. In the eastern part of the United States, spring is comfortably warm and fall is pleasantly cool.
4. People in the cold parts of the U.S.A can't get fresh vegetables and fruits during the winter.

III. Post-listening

Answer the following questions:

1. Is there less difference between summer and winter on the west coast than on the east coast?
2. What is the climate in the southwest?
3. How do people in the cold parts of the U.S. get fresh fruits and vegetables in the winter?
4. Are summer and winter temperatures the same or different in the eastern part of the United States?
5. Is the climate of the north central states like the climate of the western part of the United States?
6. What is the meaning of the sentence?
Americans "send their climates" to people in other states.

4. How Did the States Get Their Names?

I. Pre-listening

There are fifty states in the U.S.A. Listen for how they got their names.

Read the following names of some states:

Illinois	Colorado
Connecticut	New Hampshire
Georgia	New Jersey
Pennsylvania	Hawaii
Florida	Alaska

II. While-listening

Are the following statements True or False according to the information in the listening?

1. Illinois was named for the French who used to live in that part of the country. F
2. Half of the states have Indian names. T
3. Georgia and Pennsylvania were taken from the Latin language. T
4. Illinois means "Brave Men" in the language of the Indians who used to live there.
5. Florida and Colorado were named by the Spanish. T
6. Hawaii and Alaska are the two newest states.
7. Alaska was bought from the Russians in 1967. 1947
8. Hawaii means "Homeland" in the Hawaiian language. T
9. New Hampshire and New Jersey were named for places in England. T
10. Alaska was named by the Russians. T

III. Post-listening

Answer these questions: