

现代标准英语

听说速成教程

山东大学出版社

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Modern & Standard English
Listening & Speaking Course

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1991年 济南

鲁新登字09号

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山东大学出版社出版发行
山东潍坊四中印刷厂印刷

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787×1092毫米 32开本 6.75印张 150千字
1991年12月第1版 1991年12月第1次印刷
印数1—5000册

ISBN7—5607—0654—1/H·35

定价：3.00元

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前 言

听说互相影响,互相促进,同步提高,是缺一不可的,离开任何一方,单独进行训练,都很难取得圆满效果。听说脱节往往是广大英语学习者该两种能力难以提高的原因所在。《现代标准英语听说速成教程》把听说技能指导和训练融为一体。本书的重点在于,通过实践,训练学生的听力理解和功能会话的能力,提高他们英语的听说水平。听说训练的最好方法是多听,反复听;多说,大胆说。因此,教师的主要职责在于组织、引导、检查学生多练,精讲理论概念,点到为止。教学实践证明:学生的听说能力是在教师的精心指导和严格要求下“练”会的,而不是教师讲会的。本书正是基于这一点编写而成。

本书旨在帮助学生进行专门的听说技能训练,对所学的内容反复理解,反复记忆,反复实践,有计划地在一定的时间内提高学生的听说水平,并力求促进学生智能的发展,以逐步达到英语听说运用自如的目的。

本教程由四大部分组成:第一部分为 How to make progress in English;第二部分为 Structure expression 第三部分为 Standard dialog; 第四部分为 Listening comprehension. 所编听说教材有以下特点:(1)以日常生活为主。难度适中,题材多样。(2)覆盖面广,凡大纲功能意念的条目和大纲规定的有关听说技能均有所涉及。(3)

在训练学生听懂句子和对话的基础上，着重培养学生在语篇水平上的理解能力，以及语言的综合应用能力。（4）教材内容力求新颖、多样和富于趣味性，语言力求真实。

本教程配有教师用书和四盒磁带，以供教学参考之用。

本书不仅适用于广大具有中等以上英语水平的学习者，而且亦适用于大学一年级和二年级学生，也是大学英语四级统考听力训练及短期集中训练班的良好教材。

本教程在编写过程中，得到美国籍教师 Noreene Thibault 和 Kenneth Mark Kimmel 的支持与帮助，谨致深谢。

由于时间仓促，水平有限，书中难免有不当之处，欢迎批评指正。

编者

1991年6月

Foreword

By properly following the learning methods presented in this text, students of all ages and abilities, will acquire the English language with a new efficiency and enthusiasm. The technique used allows the readers to develop their vocabulary and grammar while acquainting them with a bit of western culture. By teaching lessons using western situations for examples, the students will learn important words and phrases. These phrases are commonly spoken and give the students a basis for developing a more thorough vocabulary.

Through learning how to ask questions and to enter into informal conversation, they have the advantage of practising in everyday use. This practice is a must in creating a comfortable and natural mastery of any language. So to get maximum use of this text, the students cannot leave what they have learned at the classroom door only to be picked up the next day. They must carry this knowledge and use it whenever possible, whether to his friends, his colleagues or his family, the students who practise often will find new phrases easier to remember.

Therefore, practise and develop but most of all enjoy the acquisition of your new vocabulary and grammar. We sincerely hope that the knowledge gained will be an invaluable asset to every student's life whether for use at work or play. Success is just around the corner from determination.

Kenneth Mark Kimmel

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Part One:

How to Make Progress in English

Section I . Progress in Conversation

It is equal to the number of communication exchanges made by the students with another person, practising by yourself, alone, with no one to talk with does not sufficiently prepare you for communication with another person. You have to speak to somebody. You have to listen to and understand somebody. You have to exchange communication (交流) with somebody. Somebody gives you an idea in English and you listen to it and understand it. Then you respond and give them an answer about that idea. The exchanges of ideas are the purpose of communication. So the more ideas that you exchange, the greater your progress. Every lesson, plan to exchange many, many ideas. The more communication exchanges you make with another person, the faster and the more certain is your progress in conversation.

Section II . Progress in Vocabulary

It is equal to the number of sentences made by the students verbally and in writing. Put a new vocabulary word into a sentence, -any sentence and say

it to somebody. You will remember the word easier if you put the new word into a sentence and then say it to your study partner. Then have your study partner put the same word into a sentence and say that sentence to you. You need to both say the word to somebody, in a sentence, as well as have somebody say that word in a sentence to you. You need to hear the new word spoken to you, in live communication, and you need to speak the word to somebody, in live communication in order to really master that word. Writing the word in a sentence also greatly helps. So you can speed up your progress and your certainty in vocabulary by putting your new word into sentences. The more sentences you make, the faster your progress.

Section III. Personal involvement is the key to remembering new words

Life is made up of things that are more or less solid, but language is only made up of symbols.

Because our minds make pictures of the real world, then, in vocabulary understanding, we are trying to get a new word formed into a picture or concept in the minds of our students. That means, "How close can you get to the real world? "

1. If the new word is "mountain" the most

desirable condition is to be able to open the classroom window and say, "See! That's a mountain". The student can connect the word with the real thing.

2. But if there is no mountain within view, next best would be a picture of a mountain, or a sketch of a mountain. That would be easy for a student to picture in his or her mind.

3. Then, if the real thing, or pictures of the real thing, are not available, all that is left is "familiar" (熟悉的) words describing what an "unfamiliar" word is. This is translation. This is the hope that the familiar words in the student's first language will produce in his or her mind a picture or concept of a mountain.

4. Our mind takes recordings of life; things we see, touch, experience, and do. The more involvement—the easier the memory is to recall. Therefore, if a student is going to learn a new word, that word is easiest to remember if the student will put it into his life. If the student will write a sentence with that word—a sentence that has meaning to that student, Example of a new word the student is learning; "ran". The sentence "John Ran" is almost useless because there is no involvement. The sentence "I ran because a big man was after me" is

great—especially if it really happened.

So to make a sentence, or sentences, with the new word—sentences with personal involvement, gives the mind something to really remember something far more meaningful than rote memorization (死记硬背) with the eyes closed while sitting in a corner.

Therefore, to improve fluency in writing, the correct thing to do is to put a new word into a sentence that contains some personal involvement.

Section IV. How to put a new word into a spoken sentence easily

Everything about the mind that applies to learning new words by putting them into meaningful written sentences applies to spoken sentences.

At this point live communication is entered into stress, tension, and confusion, affect fluency. If a student has memorized a word, but has never put that word into a sentence and then spoken that sentence to somebody—what is the possibility of that student magically becoming fluent with that word when he needs to use it in life communication? That's right—not much.

If a student will put a new word into a meaningful sentence and then speak that sentence to a study partner at home or in the classroom, fluency begins. Now the student has spoken the sentence to someone. He has begun live communication. Next, he needs the reverse flow; he needs to hear that new word in a meaningful sentence from his study partner. If he doesn't practice hearing it—that in real life communication it will be unfamiliar to him. So it is as vital that he hears the word in a sentence coming towards him as it is for him to speak the new word in a sentence.

Part Two

Structure Expression

Section I. Talking about people, starting a conversation, making a date

- I. 1. Two people are involved in the situation and they are talking about going out for the Evening.

Listen carefully and fill in the blanks with words you hear on the tape. Then repeat them to your partners.

Tom: Paul,

Let's go somewhere this evening.

Paul: Fine. Where would you like to go?

.....

.....

Tom: I see that

Paul: It got very bad reviews.

.....

..... What else can we do?

Tom: I'd enjoy a good concert, but,

.....

Paul: Aren't there any good movies in town?

Tom: How about "Dancing in the Dark" ?