

《新起点》系列教材

中高级美语听力

LISTEN TO AMERICAN ENGLISH

汪学立 编
陈 海 审订



南京大学出版社

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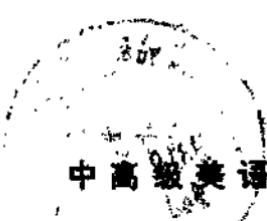
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内容简介

本书为中、高级美国英语听力教材,适宜达到大学英语三级以上的大学生或具有同等水平的英语学习者使用。可用于课堂教学,也可供自学。

本书具有以下四个特点:

1. 材料新。全书自数十种最新原版书籍、教材中选编出来,语言地道,并反映当代美国口语特点。内容涵盖现代美国社会生活的各个方面,在教授语言的同时介绍文化背景,有利于学习者掌握、提高美语交际能力。

2. 练习编配科学。本教材的练习根据最新语言习得理论并结合教学实践编写而成,既注意帮助学生全面提高实际的听力理解能力,也有利于学生提高应试技巧,在全国大学英语四、六级统测、“托福”等中、高级英语水平测试听力部分中取得较好成绩。

3. 录音质量上乘。本教材录音者皆为外籍专业演播人员,语调自然,声情并茂,特别清晰。

4. 纯粹美国英语。有利于学习者迅速掌握美国英语的发音、词汇和地道表达法。

本书配有答案与录音文稿一册,磁带五盒。为了节约磁带,听力材料都只录一遍,问题后也不留空白,使用者可以灵活掌握,反复练习。

Preface

THE three questions that always haunt the mind of a teacher of English who teaches listening comprehension are: how to cultivate students' interest in listening; how to build up their confidence and how to bring about fluency and accuracy in their listening comprehension. This book is an attempt to provide some feasible solutions to these problems.

WE started off by searching for materials that are likely to interest the learners. The standards for our collection of materials are:

1. They must be purely American English, as more and more learners need American English for their special use.
2. They should have a high level of authenticity. So when one listens, one not only just hears good English, but also very often sees the scene that piece of English comes from.
3. They should be humorous whenever possible. For we believe that listening is basically a pleasure and an enjoyment. If it weren't, one might not listen at all.
4. The topics should cover a wide range of American culture and life. As everyone knows, language learning cannot really take place, if it is divorced from its culture.
5. The recordings should be absolutely clear, even when the background music or noise are kept to enhance the level of authenticity. To guarantee that all the requirements are met, the recordings in this book are all taken from original sources released in the United States in recent years.

THE exercises here are carefully prepared to give the learner a sound guidance through listening. They reflect our basic view on the reality of foreign language listening comprehension:

Firstly, we hold that the essence of listening is to acquire relevant information, the target language and the mother tongue alike. In our real life listening, we have clear purposes in each

listening activity; we listen to a sports report because we want to know which side wins; we listen to a weather forecast because we want to know whether it will give trouble to our outings tomorrow; we listen to a story because we want to know the fate of our hero, etc. And we almost never miss our points. So instead of asking a lot of questions at one go and trying to call equal amount of learner's attention to everything, we often prepare the learner with reasonable numbers of questions, which in a real life situation a listener would usually like to find out the answers to. With these as a base, the degree of accuracy for listening comprehension can be brought to any point as the listener wishes.

Secondly, we think that skills for listening comprehension in both target language and mother tongue are quite similar at an intermediate or an advanced level. When a person listens to his native language, he automatically selects what he regards as important. Even without being aware that this process is going on, he summarizes the information he gets and stores it in his memory. If he happens to miss some parts, he is not at all nervous, as he knows for sure that these parts are either unimportant or will reappear later in whatever forms. He knows how to evaluate information and how to rely on information redundancy. So our exercises also aim at letting these skills come into active use again in foreign language listening comprehension.

And last but not least, we also accept the view that it would make a world of difference in the results of learning if a learner is or not personally engaged in the activity. In other words, if we can establish a close relationship between the listening material and the learner himself, the results of listening will certainly be much better than letting him listen indifferently to some information that is too remote from and of no interest to him. This is of course not always possible. But we have also made an effort to incorporate this element as much as we can in our exercises.

THE whole book consists of 40 units. Except for the last two units, each unit has four parts: a preparatory stage and three listening stages. The preparatory stage is intended to activate the learner's linguistic or cultural

background knowledge and to motivate him. Forms of exercises in this stage vary greatly, depending on what is needed in the mental preparation for the comprehension of the following stages. There are many subjective and provoking questions here to activate the student's thinking. Most of the exercises in this stage do not involve listening at all.

MATERIALS of the same or relevant topic are grouped into one unit and are arranged according to the order of increasing levels of difficulty. The last stage of listening is indeed very challenging. But with the sufficient preparation of all the previous stages, the learner will not have too much problem working out all the answers to the exercises in this stage. As is the case with most textbooks, the level advances with each additional unit. The listening materials in the last two units were originally intended for native speakers, not for learners of English as a foreign language. There we set the learner free to enjoy whatever is available to him.

PARTS of this book have been tried out in our listening class in the university and have been proved useful in improving the students' listening comprehension ability. We hope this little book will benefit you as well. For the convenience of self study, we have provided in a separate booklet all the tapescripts of listening materials and the keys to all the listening exercises.

WE are grateful to Prof. Fengdi Yu of Nanjing University, for all her encouragement and help which enable the book to come out.

Xueli Wang
Nanjing University
January, 1995

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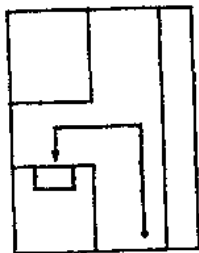
Unit 1

Asking the Way

I. Preparatory Stage

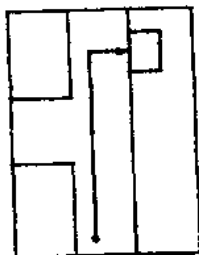
Directions: Look at the pictures below. Complete the dialogs by choosing a reply from the list below. Then mark each place on the map.

- a. Go under the bridge and take a sharp left and you'll see it.
- b. It's at the end of the street on your left.
- c. Go straight ahead. It's on the right.
- d. It's two blocks down on the left-hand corner.
- e. Turn left at the corner and it's on your left.
- f. Go straight ahead for two blocks and then turn right.
- g. Cross the bridge and you'll see it across from the bank.
- h. Yes, it's across the street on the left-hand side.



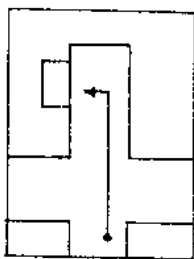
1. A: Where's the supermarket?

B: _____



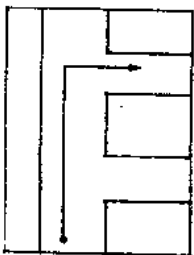
2. A: I'm looking for the post office.

B: _____



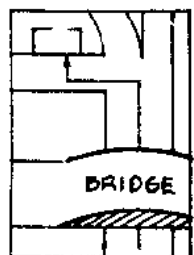
3.A: Do you know where the Rex Cinema is?

B: _____



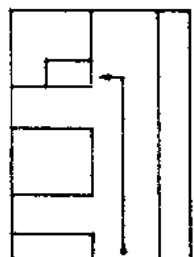
4. A: Could you tell me where Hill Street is?

B: _____



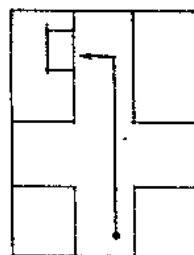
5. A: Would you know where the Plaza Hotel is?

B: _____



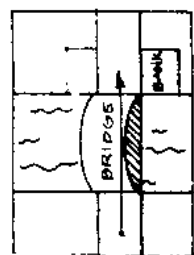
6. A: Could you tell me where the Hong Kong Restaurant is?

B: _____



7. A: Excuse me, is there a pay phone near here?

B: _____



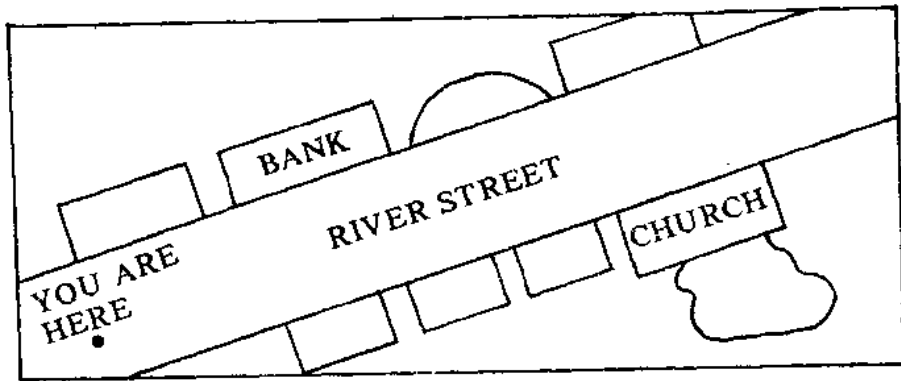
8. A: Where is the U. S. Embassy, please?

B: _____

I. Listening Stage 1

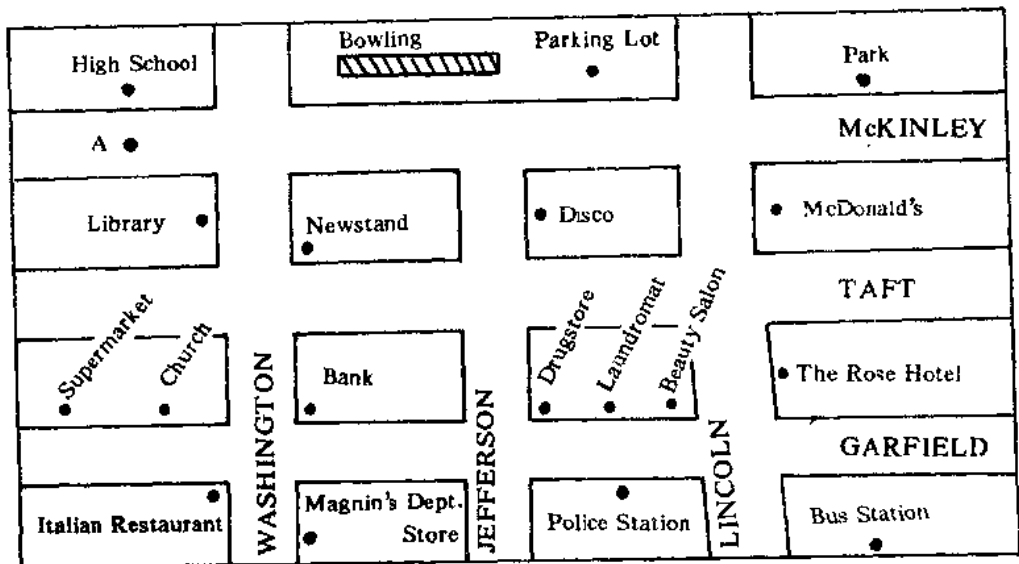
Directions: Look at this picture of River Street. A visitor is asking questions about the places listed below. Mark each place A, B, C, D, or E on the picture.

- a. bus station
- b. subway entrance
- c. Department of Immigration
- d. parking lot
- e. taxi stand



II. Listening Stage 2

Directions: Look at the picture below. Where does the first speaker (A) want to go? Draw a route between the high school and his destination according to the directions given in the tape.



IV. Listening Stage 3

Directions: Listen to the following conversation. At the end of it some questions will be asked about what was said. Listen carefully and choose the best answer to each question you have heard.

1. a. A pedestrian. c. A policeman.
b. A taxi driver. d. The store manager.
2. a. She must walk one more block.
b. She must walk two more blocks.
c. She must drive one more mile.
d. She must drive two more miles.
3. a. Driving her to the store.
b. Giving her directions to the store.
c. Waiting on her in the store.
d. Describing the appearance of the store.


Unit 2

Getting Food

1. Preparatory Stage

Directions: Suppose you and your best friend are going to get something to eat for supper. Both of you are terribly hungry. There are two good, inexpensive restaurants on the same street. Their menus are given below. Look at them and decide which one you want to go to.

Bill's Burger Heaven



BURGERS
The Old Fashioned Hamburger
Served on a sesame seed bun with lettuce, tomato, and pickle

Old-Fashioned Cheeseburger	Bacon Burger
Mushroom Burger	Chili Burger
	Onion Burger

OTHER SPECIALTIES
Chili with Cheese or Sour Cream
Giant Grilled Hot Dogs
Chili Dogs

All orders served with your choice of French Fries, Baked Beans, Garden Salad, or Cole Slaw

DESSERTS
Ice Cream
Chocolate Cake

Apple Pie
Chocolate Brownie

The Pizzeria

OLD FASHIONED PIZZA	Small	Large
Your choice of toppings:	Medium	
Pepperoni	Sausage	
Onions	Meatballs	
Green Peppers	Olives	
Mushrooms	Anchovies	
VEGETARIAN PIZZA		
Cheese with Green Onion		
Mushroom, Onion, and Green Pepper		
Broccoli and Garlic		
SALAD		
Lettuce and Tomato		
HOT SANDWICHES		
Meatball		
Sausage		
Sausage and Pepper		
Cheese steak		

I . Listening Stage 1

Directions: Complete this shopping list according to the information you get from the tape.

1. 2 loaves of _____
2. a _____ cheese
3. a _____ eggs
4. one _____ lettuce
5. 10 pounds of _____
6. _____ lamb chops
7. 3 pounds of _____
8. a _____ milk
9. _____
10. _____

II . Listening Stage 2

Directions: Mr and Mrs Robinson are deciding what to buy at the supermarket. Listen to their conversation and check (✓) the things they need on the shopping list below.

Shopping List

bread

white
whole wheat

dairy products

eggs
milk
butter

fruit

oranges
apples
bananas

vegetables

potatoes
cucumbers
tomatoes
lettuce
cabbage

meat & poultry

roast beef
pork chops
veal
chicken

IV. Listening Stage 3

Directions: You are going to hear a couple ordering dinner. As you listen, write their choices in the appropriate column.

woman's choices	man's choices
asparagus	

Unit 3

Shopping

I . Preparatory Stage

Directions: In America people send gifts to friends and relatives on Christmas Day. Read the list of things below. Then look at some of the possible relationships of a person. Decide what might be the suitable gift(s) for a certain relation.

things	relations
1. a bottle of new cleaner	a. friend
2. a bar of chocolate	b. girl friend
3. a nice bottle of cologne	c. 14 year old son
4. a bunch of roses	d. wife
5. jewelry	
6. an enamel cup	
7. a stereo cassette tape recorder with AM/FM radio	
8. a Sonic Walkman with little headphones	

II . Listening Stage 1

Directions: A customer in a supermarket is talking to the clerk about the cleaner pictured below. Read the list of materials. Then listen to the conversation. Place a check next to the materials the cleaner can be used on.