

新编英语应试听力教程

北京外国语学院

朱维芳 编 薄冰 审订

STUDENTS' BOOK

学生用书

Listening



科学普及出版社

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LISTENERS

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内 容 提 要

本书是为了提高英语学习者听力水平以适应各类英语水平测试(如美国、加拿大的 TOEFL, 中国的 EPT, 英国的 ELT)而编写的教科书。全书共分三个单元。第一单元以听懂单句为主, 立足于单句句型、结构的训练; 第二单元以听懂简短对话为主, 着眼于熟悉不同语气和语调表达的语义; 第三单元以听懂短文和长篇对话为主, 注重训练学生领会全篇大意, 用合理的思维方法去准确理解原意, 培养学员的推断、猜测、联想、总结、概括等连贯思维能力, 使学生养成良好的听力习惯, 掌握科学的听力理解技巧。

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序 言

在英语学习中,听力是比较困难的一关。学习者要在很短的时间内抓住一个句子、一段对话的意思,必须熟练掌握英语的语音、语法和词汇,还往往需要对上下文和背景知识有所了解。但是,长期以来听力训练一直是我国英语教学的薄弱环节,听力教材前几年才开始面世。

我院朱维芳同志曾在英国沃威克大学进修,获得英语教学硕士学位。她通过专门理论的学习,结合多年教学经验,针对学生的问题,积累了大量资料,经过筛选比较,最后编写了《新编英语应试听力教程》一书。

这本教程材料丰富,题材广泛,覆盖面宽;训练方法多样,有的侧重单句,有的集中于对话,有的训练抓关键词,有的教学生如何迅速判断讲话人身份。在一课的材料安排上独具匠心,有张有弛,既突出了听力测试,又搭配了必要的其他种类的练习。正因为教程是基于实际教学而编,教师在使用时就会比较顺手。

教程的主要目的是运用强化训练手段在短期内迅速提高学习者的听力水平,取得较好的听力成绩,因此,在英语强化训练班上可以用作教材。即使对于一般英语学习者(包括本科生、研究生和自学者)这部教程也可作提高听力使用。与目前已出版的听力教材相比,它仍有不少独到之处。

胡文仲

1990年7月于北京外国语学院

前 言

听力是中国人学英语的难点。但是,与听力训练有关的教材目前却寥若晨星,不能适应现在英语听力教学的需要。鉴于此,编写了这套英语听力教程,其目的是使具有初、中级英语水平的人能够通过训练达到高级水平,顺利地通过各种英语水平测试(如美国、加拿大的 TOEFL,中国的 EPT,英国的 ELT)。

这本听力教程是经过多年使用,总结教学经验,去粗取精,博采诸家听力教程之长处,集腋成裘得以成书的。它取材精细,编排合理,具有很强的知识性和趣味性。全套教程共分三个单元,每单元八课,每课二学时。第一单元以听懂单句为目的,立足于单句句型和结构的训练;第二单元以听简短对话为主,着眼于熟悉不同语气、语调所表达的语义;第三单元以听短文和长篇对话为主,注重训练学生如何把握通篇的议论中心,如何用合理的思维方法准确地理解原意。

单元中的每一课分成四个步骤:

一、热身阶段:主要是诱导心理、启发思维。具体做法是让学生带着问题听一段知识性很强的短文或几段情景对话,由此逐步进入听力单项训练。

二、技巧训练阶段:主要是学习掌握语言的语调和语气技巧。训练方法是将难点分散,各个击破。目的是训练学生从语言环境中正确判断语义的能力。

三、模拟考试阶段:主要是让学生做试题,帮助学生分析错误,加深对英语口语的理解。

四、听力欣赏阶段:让学生听有趣味的理解性短文,以逸

代劳。

本教材分为两册：一是学生用书，其内容是三个单元的听力练习。二是教师用书，其内容是全部录音原文及所有练习和试题的答案。学生用书每单元配原版录音磁带4盒，共12盒。

本教材在北京外国语学院试用多年，深受广大学生和英语强化班学员的欢迎。试用此教材的学员，经过18周的强化训练，都能在自己原有的起点上有较大的提高。

在本书的编写及试用过程中承蒙北京外国语学院副院长、国家教委英语教材编审委员会副主任胡文仲教授和北京外国语学院著名教授薄冰先生的关怀指导；承蒙北京外国语学院科研处、英语二系及培训部领导和老师们的大力支持和帮助；另外贺令勇同志担任了文字输入电脑工作，钱兆阳、王薇、张雯等同志担任了材料整理和校对工作，在此一并表示感谢。

尽管我们做了很大努力，但在编写过程中难免有疏漏之处，望各位专家、同行和读者不吝赐教，提出宝贵意见。

编者

1990年7月于北京外国语学院

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**UNIT ONE: LISTENING COMPREHENSION
PART A**

LESSON ONE

Part One: Listening Focus

T-1 Areas

I. Preparation

This talk describes certain areas and how to find, or calculate, the area. When you listen, pay attention to what types of areas are described. Also take note of how to find these areas.

As you listen you will have to look at the illustrations below. They are called "figures": "figure 1", "figure 2", etc.

Before you listen to this talk, check the "pre-listening vocabulary" following.

II. Pre-listening vocabulary

enclosed closed or shut in
unitquantity or amount used as a measurement
multiplyadd up a number a given number of times
vertical linea line that forms a right angle with a horizontal line, a line that goes up and down

AREAS

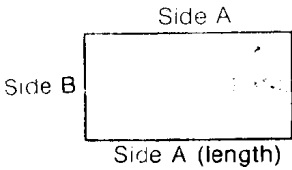


Fig.1

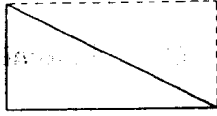


Fig.2

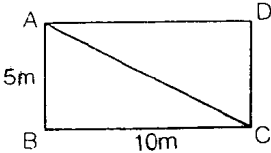


Fig.3

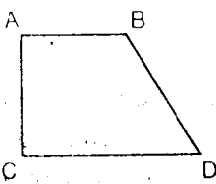


Fig.4

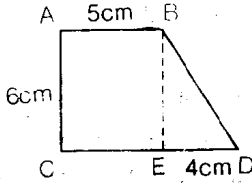


Fig.5

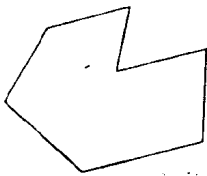


Fig.6

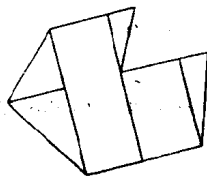


Fig.7

Focus questions

set a) Answer these questions after listening to the talk once.

1. What types of areas are described in this talk?
2. How do you find the area of each type?

III. Detail check quiz. TRUE or FALSE?

Directions: Listen to each statement on the tape. If the statement is true, circle TRUE. If the statement is false, circle FALSE.

Answer all questions based on the information in the talk.

- | | | |
|----|------|-------|
| 1. | TRUE | FALSE |
| 2. | TRUE | FALSE |
| 3. | TRUE | FALSE |
| 4. | TRUE | FALSE |
| 5. | TRUE | FALSE |

Part Two: Exercises

Exercise L-1

Objective: To determine which sentences are similar in meaning to a key sentence and which are merely similar in grammar or similar in sound.

Directions: Read the key sentence aloud to yourself several times.
Then tell how each sentence that follows is similar to the key sentence by writing:

M if it is similar in meaning

G if it is similar in grammar

S if it is similar in sound

Example:

key sentence: Planes have grown more popular than trains in recent years.

G There are fewer planes than trains.

S They have owned it for three years.

M Air travel is now very common.

key sentence: Bill would have come if he'd known you were here.

___ 1 Won't you have some, Bill?

___ 2 Bill is not here.

___ 3 If you were here, Bill would come.

___ 4 Bill wants to see you.

___ 5 Bill brought some wood.

___ 6 Unless you're here, Bill won't come.

- 7 Did you hear about Bill?
- 8 Someone should have told Bill you were here.
- 9 If Bill had come, you would have known.
- 10 No one heard you and Bill were coming.

Exercise L-2

Objective: To determine which sentences are similar in meaning to a key sentence and which are merely similar in vocabulary or similar in sound.

Directions: Read the key sentence aloud to yourself several times. Then tell how each sentence that follows is similar to the key sentence by writing:

- M if it is similar in meaning
V if it is similar in vocabulary
S if it is similar in sound

Example:
key sentence: Planes have grown more popular than trains in recent years.

- V Traveling by train is popular.
 M Air travel is now very common.
 S They have owned it for three years.

key sentence: Sue flipped through her cookbook, looking for an easy recipe for lamb.

- 1 Sue was looking for her cookbook.
- 2 Sue was planning the menu.
- 3 Sue threw her book on the floor.
- 4 Sue didn't know how to prepare the meat.
- 5 Lamb is not easy to cook.
- 6 Sue tripped over the cookbook.
- 7 Sue wanted to prepare something simple.
- 8 Sue was through reading the book.
- 9 Sue received four new books.
- 10 Sue ripped out the recipe.

Exercise L-3

Objective: To recognize whether two comparative sentences have the same meaning.

Directions: For each item, you will hear a comparative sentence. Then, you will read another comparative sentence and decide