

英语听力入门

张民伦 乐融融 合编
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HERS' BOOK

教师用书

华东师范大学出版社

STEP BY STEP

—A Comprehensive Listening Course

Teachers' Book (II)

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第二册

(教师用书)

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前 言

听力课是英语专业一门重要的基础课程。它的主要目的是帮助学生进行专门的听力技能训练，有计划地提高学生的听力理解水平，并力求促进学生智能的发展。

本教材原系华东师范大学外语系英语听力课教材。经过一段时期的实践，现出版《英语听力入门》第二册(一学期材料)，供高校英语专业基础阶段听力课试用。

《英语听力入门》的编选工作主要基于以下两点认识：

一、听能是人们语言交际能力的重要方面。听，和读一样，是人们学习、吸收语言的重要途径。在实际生活中，由于听者往往难以甚至无法控制所听材料的语速、语言清晰度以及说话人的言语表达特点，因此，对语言学习者来说，要做到在有限的时间内准确地理解并掌握说话人的意思就是一项具有相当难度的学习任务。在基础阶段，重视并加强听能训练是必要的。

二、听的能力不仅与听的技巧及其熟练程度直接有关，而且与听者的其他方面的语言能力、文化知识以及思维能力等都有着密切的关系。因而提高听能的过程应是一个不断发展技巧、丰富知识并同时锻炼分析、推理等能力的综合性训练和实践的过程。

为了探讨符合我国学生需要的听力教材体系和教学方法，在上述想法的基础上，我们采用了以下几点做法：

1. 在编选材料时，把注意语言真实度放在较重要的位置上。录音材料中出现较多的不同年龄的男声、女声、童声以及不同地区的口音：英音、美音、澳音等。有时还有意识地保留了谈话时的背景噪音。

2. 在每节听力课里安排了三部分内容。第一部分为准备性

练习,这些练习负有两重主要任务:A.进行专门的听力技巧训练,包括对容易混淆的音素、单词及句子结构的辨认以及数字、时间、日期等训练。B.扫除当节课中理解性材料里的一些难点,包括难句预听、口头重复及听写等训练。

第二、第三部分为理解性材料,它们连同相应的练习,主要担负发展理解能力的任务。考虑到听能发展的过程和特点,每五个单元的理解性练习体现一个共同的训练重点,例如新闻要点分析、大意归纳、细节掌握、释义复述及推论、分析内在含意等。

3. 除对每篇理解性材料提供必要的词汇外,为增进学生对英语民族人民的生活习惯以及风土人情的了解,我们编写了有关的文化背景注释。

4. 教材中设有“学生评估”一栏。目的之一是促进学生的自我了解,从而提高他们的学习主动性。目的之二是协助教师掌握学生的学习动态,以不断调整教学进度和教材的处理方法。此外,编者也热切地希望从学生使用教材的真实记录中得到改进教材的宝贵意见。

5. 在教师用书中,我们写明了练习安排的指导思想以及每课书的训练重点,对听力材料所涉及的人和事提供了背景介绍,并根据每篇材料的具体特点提出了一些教学建议,仅供有关教师参考。有声材料的书面记录等也收入书中。

第二册教材包括精听材料60分钟盒式磁带八盘、学生用书和教师用书。精听材料和学生用书是教材的主体,两者必须同时使用。完成这册教材二十个单元(其中第三十、第三十九和第四十单元为机动材料)约需四十学时。

自教材酝酿阶段起,我们一直得到来自各方面的关心和支持。在此,谨向一切给予我们热情帮助和指导的同志和朋友致以真切

的谢意。

杨霞华教授、万培德副教授和郭念祖副教授受系学术委员会的委托审阅了全稿。加拿大籍教师 Lynne Earls 女士校阅、校听了教材的全部内容，并在文化背景注释等项工作中发挥了重要作用，她还承担了大量的录音任务。美籍教师 Jack Wigfield 先生也积极参加了教材的校阅及录音工作。在教材试用过程中，本系有关师生密切合作，基础英语教研室、电化实验室等单位的同志做了大量工作。

《英语听力入门》审稿会给予我们热情的鼓励，全体与会代表为教材的修订工作提出了许多宝贵的意见。参加审稿会的兄弟院校(以校名首字笔划为序)是：上海外国语学院，上海师范学院，上海海运学院，上海教育学院，山东大学，中山大学，辽宁大学，北京外国语学院，国际关系学院，洛阳外国语学院和复旦大学。高等学校外语专业教材编审委员会英语组副组长、上海外国语学院副教授李观仪担任本教材主审人，花费大量时间和精力给我们热忱的帮助和详尽的指导。

上海人民广播电台彭秀霞同志在教材录音的音乐配音剪辑工作中给予我们热情的指导和帮助。

在编选《英语听力入门》教材时，我们参考并选用了国外引进教材和其他英语有声资料中的有关内容。由于涉及的材料面较广，故不一一注明，特此说明，并向所有有关人士谨致谢意。

编 者

1983.10

TABLE OF CONTENTS

Unit 21	Radio Programs (I)	
	Lesson 41	1
	Lesson 42	6
Unit 22	Radio Programs (II)	
	Lesson 43	11
	Lesson 44	16
Unit 23	Radio Programs (III)	
	Lesson 45	21
	Lesson 46	26
Unit 24	Radio Programs (IV)	
	Lesson 47	31
	Lesson 48	36
Unit 25	Radio Programs (V)	
	Lesson 49	41
	Lesson 50	46
Unit 26	Travelling (I)	
	Lesson 51	51
	Lesson 52	56
Unit 27	Travelling (II)	
	Lesson 53	61
	Lesson 54	67
Unit 28	Transportation	
	Lesson 55	73
	Lesson 56	78
Unit 29	Traffic Accidents	
	Lesson 57	83
	Lesson 58	88
Unit 30	Story	
	Lesson 59	93

	Lesson 60	97
Unit 31	Holidays and Festivals (I)	
	Lesson 61.....	102
	Lesson 62.....	107
Unit 32	Holidays and Festivals (II)	
	Lesson 63.....	112
	Lesson 64	117
Unit 33	Tourist Attraction	
	Lesson 65.....	122
	Lesson 66.....	128
Unit 34	Nature (I) Animal World	
	Lesson 67.....	133
	Lesson 68.....	138
Unit 35	Nature (II) Animal World	
	Lesson 69.....	143
	Lesson 70.....	149
Unit 36	Nature (III) Disasters	
	Lesson 71.....	154
	Lesson 72.....	159
Unit 37	Nature (IV) Weather	
	Lesson 73.....	164
	Lesson 74.....	169
Unit 38	Nature (V) Weather	
	Lesson 75.....	174
	Lesson 76.....	179
Unit 39	Story	
	Lesson 77.....	185
	Lesson 78.....	189
Unit 40	Film Extracts	
	Lesson 79.....	193
	Lesson 80.....	197

UNIT 21 RADIO PROGRAMS (I)

Lesson 41

Part I **Warming-up Exercises**

Place Names

Training Focus:

Recognizing place names: 1. names of countries 2. names of capitals

Knowledge about names of countries, their capitals and some other cities or areas is important in following news stories. However, many students lack the ability to respond quickly to the English pronunciation of some place names. Therefore, they need repeated practice in identifying place names.

Directions: This drill is for practice in recognizing the names of some capitals and their countries. Listen carefully. You will hear fifteen capital names. Locate them in the list and write them down in the blank spaces. Then draw lines to match the capitals with their corresponding countries.

Key:

1. Washington / the United States
2. Madrid / Spain
3. Warsaw / Poland
4. London / the United Kingdom
5. Rangoon / Burma
6. Brussels / Belgium
7. Moscow / the Soviet Union
8. Mexico City / Mexico
9. Colombo / Sri Lanka
10. Vienna / Austria
11. Kampala / Uganda
12. Rome / Italy
13. East Berlin / East Germany
14. Ankara / Turkey
15. Bangkok / Thailand

Lesson 41

Part II

News

Training Focus	Background Notes	Suggested Techniques
<p>Analyzing news items</p> <p>Broadcasting news English has some particular characteristics, for example, its style, its structure, the choice of words, the logical order of presentation, etc. Practices are offered in the next five units to help the students learn some special features of news English and some related skills in following news stories.</p>	<ol style="list-style-type: none"> 1. Some of the programs of VOA are broadcast in Special English, which has a controlled vocabulary and is delivered at a slower speed to cater for the needs of learners of English in many countries. Special English Programs include News, Words and Their Stories, Science Reports, etc. 2. Florida is the southeasternmost state of the United States. Being called the sunshine state and having a favorable climate and beautiful beaches along the sea coast, Florida has become a great tourist attraction. 	<ol style="list-style-type: none"> 1. Having covered Book I, the students are believed to be in a better position to deal with listening comprehension materials. The times for playing the recorded materials, therefore, are expected to be reduced gradually from three to two, depending on the content and the speed of the materials. 2. In this part, a news analysis is presented to the students to give them some idea about how a typical news item is composed. Tell the students that the lead (the first sentence) of a news item conventionally contains all the significant facts — the <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i> and occasionally the <i>why</i> and <i>how</i>.

Ex. I

Directions: Study the news analysis carefully. Notice that the lead of a news item contains the most important information — what has happened, when and where it happened, etc.

Ex. II

Directions: Finish the news analysis according to what you hear on the tape.

Key: (see tapescript)

Tapescript:

News

(55")

News Item 1

The United States

At least two persons drowned early Monday when a Haitian ship sank off the coast of the state of Florida. Six persons were able to swim to land, but two others are still missing. The coast guards said that there was no warning that the Haitian ship was sinking, apparently because there was no radio on the ship.

News Item 2

Rangoon

Burmese government officials say at least forty-eight persons have died after a boat sank during a storm Sunday. The boat sank about thirty kilometers south of Rangoon. Eighty-one other persons were reported missing and were feared dead. The boat was on its way from Rangoon to Miangmia. More than two hundred persons were on the boat.

Part III

Agriculture Report

—American Farmers (I)

Training Focus	Background Notes	Suggested Techniques
Identifying major points		Radio stations often broadcast different feature stories to meet the needs of different listeners. A feature story usually presents focused analysis of one aspect of an event or situation — analysis of agriculture, for example. In following features, it is important to catch the major points of the articles, particularly some vital statistics and basic facts. Ex. I aims to help the students grasp the major points by asking them to complete the statements. Ex. II requires the students to pay sufficient attention to some relevant statistics and facts.

Ex. I

Directions: What are the major points of the agriculture report you have just heard on the tape? Complete the statements with the information from the report.

Key: (see tapescript)

Ex. II

Directions: Fill in the blanks with the words you hear on the tape.

Key: (see tapescript)

Tapescript:

Agriculture Report

(1'42")

—American Farmers (I)

The role of the farmer has always been an important one. But as Alan Silverman explains on today's Special English Agriculture Report, the farmer in America has had to change with the times.

Two hundred years ago, 95% of American workers were farmers. Agriculture was America's biggest industry. Today, less than 3% of American workers are farmers. Yet agriculture still is America's biggest industry. It employs more workers than any other industry, and it produces more food than Americans can use — enough to make the United States the world's largest exporter of agricultural goods.

American farmers used to grow only enough food to feed their families and animals. Now each farmer grows enough to feed 78 other people. American farmers produce more today because they use modern farming and business methods. This means they have to know more than ever before. American farmers still learn about soil, the weather, harmful insects, and plant and animal diseases, but they also must learn about economics, international trade, and even computers.

Lesson 42

Part I Warming-up Exercises

Numbers: Some of the Major Earthquakes in History

Training Focus:

Identifying numbers

Directions: This drill is for practice in recognizing numbers. Listen carefully. Write down the numbers as rapidly as you can.

Key:

1. On November 1, 1755, a strong earthquake hit Lisbon, Portugal. It killed about *60,000* people and was estimated to be *8.7* on the Richter scale.
2. On April 18 to 19, 1906, San Francisco was shaken by an earthquake, which killed *452* people. It was estimated to be *8.3* on the Richter scale.
3. On August 16, 1906, an earthquake shook Valparaiso, Chile. It killed *20,000* people and was estimated to be *8.6* on the Richter scale.
4. A strong earthquake hit Gansu Province, China, on December 16, 1920. It killed *100,000* people and was estimated to be *8.6* on the Richter scale.
5. On March 2, 1933, Japan was hit by an earthquake, which was estimated to be *8.9* on the Richter scale. It killed *2,990* people.
6. A strong earthquake measuring *8.7* on the Richter scale occurred in Assam, India, on August 15, 1950. It killed *1,530* people.
7. About *12,000* people were killed when an earthquake hit Agadir, Morocco, on February 29, 1960. It measured *5.8* on the Richter scale.
8. On September 1, 1962, northwestern Iran was hit by an earthquake which measured *7.1* on the Richter scale. About *12,230* people were reported to be killed.
9. Guatemala experienced an earthquake on February 4, 1975. The earthquake measured *7.5* on the Richter scale and killed a total number of *22,778* people.
10. On September 16, 1978, northeast Iran was shaken by an earthquake measuring *7.7* on the Richter scale. The reported casualties were *25,000*.

Lesson 42

Part II

News

Training Focus	Background Notes	Suggested Techniques
Analyzing news items	The Richter scale is a scale of earthquake measurement that describes the amount of energy released at the focus of an earthquake. The numbers range from 0 to 10. The scale was devised by an American seismologist Charles F. Richter. This system was adopted in 1934.	The standardized narrative procedure in news reporting is called the "inverted pyramid." The lead contains the most important facts while each succeeding sentence becomes less significant. Therefore, students' attention should first be directed to the lead. And on the basis of the understanding of the essential points, the students should also be encouraged to catch as much further information as possible.

Ex. I

Directions: Finish the news analysis according to what you hear on the tape.

Key: (see tapescript)

Ex. II

Directions: Fill in the blanks with the words you hear on the tape.

Key: (see tapescript)

Tapescript:

News

(58")

News Item 1

Japan

Fifty-two persons are now known dead following Thursday's earthquake in northern Japan. Forty-eight others are still missing. Rescue workers found five more bodies Sunday on the northwestern coast of Honshu Island. The earthquake created huge waves along Japan's coast. The waves drowned many children and workers who had been at the beach on Thursday.

News Item 2

And a strong earthquake has shaken the Solomon Islands area of the south Pacific. Scientists in the United States and in Hongkong said the quake measured 6.7 on the Richter scale. There have been no reports of damage or death from the quake.

Lesson 42

Part III

Agriculture Report —American Farmers (II)

Training Focus	Background Notes	Suggested Techniques
Identifying major points	Congressman Justin Morrill introduced a bill that public lands be donated to the state for the purpose of providing colleges to train students in agricultural and mechanical arts. President Lincoln signed the bill on July 2, 1862. But it was not until the 1960s that every state in the U. S. had one land-grant institution. In the U. S., about 75% of Bachelor degrees and 98% of the advanced degrees in agriculture and veterinary medicine are awarded by land-grant colleges.	Some sentences which contain important information have been taken out from different parts of the agriculture report. So it may be a bit difficult for the students to locate the information as required in the exercises. Ask the students to read the exercises before they start listening to the report.

Ex. I

Directions: What are the major points of the agriculture report you have just heard on the tape? Complete the statements with the information from the report.

Key: (see tapescript)

Ex. II

Directions: Fill in the blanks with the words you hear on the tape.

Key: (see tapescript)