

美式英语听力演练

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萧春麟 肖恩 主编 上海交通大学出版社



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内 容 提 要

本书分上下两篇。上篇(GA TALKS)由三个单元(Unit)组成,每一单元编有两至三套(Set)练习、问题和技巧指导,以及答案和音带文字。下篇(FAST RESPONSE VIA FAST TALK)由20个单元组成,每一单元设有三个训练项(Item)。在Item 1开始前,编有听前作业(Pre-listening),Item 2为小对话,Item 3为演讲。

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致听/读者

近几年来,编者有幸结识成千上万名参加各种英语水平考试的考生。现在他们急需什么?困难何在?在考生看来,令其望而生畏的要算美式英语听力理解,而在教师看来,最费神的事情莫过于找到供他们训练听力技巧用的、合适的美式英语音带及其练习册。为此,本人着手编著这本小册子,以期缓解考生无音之“苦”和觅音之“急”。

书的上篇名 33 GA TALKS 对 TOEFL 应考者来说不难猜懂意思。若问 GA 何指?它是 General American 的首字母,表示本书音带全部采用标准美式英语的语音、语调和语速。这是本书的特点之一,俾使应考者处在一个标准美式英语的环境中,耳濡目染,培养他们的听力(其实是指就所听音响信息进行概括、分析、综合、记忆四术并用的能力),使他们对美式英语的听力得到切实的提高。

教学经验使编者毫不夸张地说,美式英语听力技巧近年来形成一个专项训练,因此不妨把美式英语听力技巧训练作为丛书名称,这 33 篇 GA TALKS 为其上篇。

上篇分为三个单元(Unit),每一单元编有两至三套(Set)练习、问题和技巧指导,以及答案和音带文字。

第一套练习题的标准化程度与 TOEFL Part C 的演讲试题相当,连命题原则也与 TOEFL 的命题总规律一样。其命题原则是:

- (一) 正确的选择项往往是意思与原文相同或相近,或切题;
- (二) 干扰的选择项一般只包含原文中同样的词或词组,或是同音、近音词和词组,却与题意无关。

就其内容划分而论,各试题着重于以下四个方面:

1. 讲话主题。常见的试题有:

What is the main idea / topic / subject of the talk / lecture?

What does the talk / lecture seem to concentrate on?

What is the talk / lecture mainly about?

What does the speaker say about...?

What can be best said about...?

What can be inferred from the speaker's comment on / about...?

2. 演讲人和听众的身份。有关的试题有：

Who is the speaker / lecturer?

What is the speaker's field of work?

Who is the speaker addressing to?

Who are the audience?

3. 讲话中的事实。有关演讲中的事实的试题,类型较多,但是也能归纳成以下几种:

(1) “原因、目的”试题:

What was the primary / probable cause of...?

What is the speaker's main objection to...?

What was sb's reason for doing...?

What is most likely the best reason for...?

Why was it good / important / necessary for sb to do...?

What is one of the major reasons that...?

What is the main factor that determines...?

What led to the talk?

What is the speaker's stated purpose?

What is the purpose of...?

What is sb's most important consideration in doing...?

What is sb most concerned about?

(2) “时间、频度、数字”试题:

When...?

What time...?

In what year / month / season / etc.?

How often...?

How long...?

How many / much...?

4. 演讲人对正在讨论的问题的态度。

How does sb (the speaker / lecturer / etc.) feel about... (the problem / question / etc.)?

What does the speaker seem most concerned about?

What does the speaker think about the problem...?

就其形式划分,有“包含或排除”题和“后续”题。常见的“包含或排除”题有以下几种:

What is (not) true / untrue of...?

Which of the following is not mentioned in the talk?

Which of the following statements about... is not true?

Which of the following descriptions fits... best?

Which of... contradicts the information given in the talk?

Which of... is not one of...?

What wrong idea did sb have about...?

According to the talk, what does sb still not know?

“包含或排除”题在 TOEFL 听力部分中是必考题,它要求考生有较强的储存信息、理解信息、分析信息的能力。初做这种形式的试题,考生可一边听,一边在试题选择项旁将确实的信息打上记号,以便在问题提出时作参考。

常用的“后续”题有:

What is the speaker probably going to talk about next?

What is sb going to do?

What does the speaker imply about...?

At the end of the..., how does sb probably feel?

掌握两条命题总规律能排除干扰与诱惑,而熟练掌握以上各种类型的试题乃是提高听力之关键。

各单元中的填空题和是非题着重训练考生的记忆能力和抓关键词的能力。练习中,要求考生记忆的大多是演讲中的关键词。实践证明,谁对关键词抓得准,抓得牢,谁的听力得分就高。

此外,必须指出,英语听力技巧训练是一项强制性很强的智力操作活动。从事这种活动应有滴水穿石、锲而不舍的精神,既不可初听即止或一倦即丢,也不能听而不思、思而不记,以致音过意逝,一无所答。所以,希望听/读者在使用本书及其音带时,要自己提出训练目标和要求。编者设想应试者将每篇材料至少听两次:听第一次以后,即做第一套听力理解习题;听第二次以后,再做一至两套记忆性习题。

上篇确实缓解了 TOEFL 应试者无音之“苦”和觅音之“急”;另一方面书中的练习编得使学员处于一个标准美式英语的环境中,循序渐进,耳濡目染,综合地对音响信息进行概括、分析、推理、记忆的智能训练。教学实践中,发现听力理解与听速密切相关。听速跟不上语速,理解常遭中断,应试就易失分。

多年的托福听力教学实践让笔者明确地意识到,不仅托福预备班水平层次上存在学员的听速和试题的语速之间的差距,在托福强化班水平层次上也有类似的矛盾。解决这一矛盾看来需要学员通过语速更快的美式英语来养成一种快速反应能力。这种反应能力和听懂快速讲话的能力,无论备以应试抑或在美式英语环境中工作和生活,都是必需的,更是维持(语言水平同仪器和武器一样,也需要维护、保养或磨练)或提高学员已经达到的听力水平所必需的。于是,我着手收集素材,边编著边试用本书的下篇——FAST RESPONSE VIA FAST TALK(听快速讲话,练快速应答)。

下篇由 20 个单元(Unit)组成,每一单元设有三个训练项(Item)。在 Item 1 开始前,编有听前作业(Pre-listening)。在第 1~10 单元的听前作业中,提供与本训练内容有关的信息,作为做正式试题的准备;摘录一些含有美式英语语音特征的(用斜体字表示)语句,如有明显的美国音特征,或前后音的连读和失爆(学员虽知道其原理,却无这种技巧和习惯)。这类特征在音带上可听到两遍:第一遍,语速稍慢(130 wpm);第二遍为原速(180~190wpm)。在第 11~20 单元中,这类专项训练的重点转为一些考生深感困难的内容,如:can't 与 can 的区别;out of / on / in / up / over 等连读;'d 的发音特征及其涵义;反意问句的语调及其涵义……然后,令学员限用 10 秒钟时间读完每道试题的

选择项并预测可能相关的问题。之后,听短文的录音,按 Direction 做 Multiple Choice。学员可根据自己的现有听力理解水平,听一至两遍。做完第一套试题后再做第二套专项训练题——填空。

各单元中,Item 2 为小对话,取托福听力(T-LC)Part B 的语速和形式。Item 3 是演讲,其语速与托福听力(T-LC)Part C/Lecture 相当。学员可按 Direction 所示,做这些训练题。但切记:Item 2 和 Item 3 只允许听一遍,否则会失却“训练能力”这一实际意义。

本书在美式英语语音系统范畴里,选用多种不同口音。这一特色旨在提高学员对口音的适应性(adaptability)和应变能力(flexibility)。因为,虽然 TOEFL 听力音带一般有三个人(两男一女)的声音而且美音纯正,不带地方口音,普林斯顿大学 ETS 中心却在逐个更换朗读者。倘若学员只能听一种口音,一旦朗读者更换,口音有异,应试者就因一时不适应而影响成绩。

影响听力成绩的因素很多很杂,但是根本的还是语速差距。语速适应了,或者适应能力高于测验要求,那就得心应手,从容应答。

有人认为,托福听力(T-LC)Part B,C 试题的语速已是相当快的了,听懂它们并作出反应可算上佳的听力水平了。其实,并不尽然。

试问:你们听过美国对其国内的一种名叫 American Life Style (ALS)的节目没有?你们对它的语速有何感想?若以它的语速为准,听惯它的内容者具有上佳的美式英语听力水平,那末托福(T-LC)Part B,C 的语速就缓慢得多了。请看下表:

类 别	语速(wpm)词/每分钟	(wpm)词/ 每分钟速差
American Life Style	180~190	
TOEFL Listening Comprehension, Part B	138~140	42~50
TOEFL Listening Comprehension, Part C	132~134	48~56

愿此书及其音带能为学员效如下微薄之劳:适应较快语速,克服心理障碍,达到并经常保持已达到的听力理解水平,最终以高能赢得高分。参加本书编写的还有梁泰、鲍白、梁杰、王明志、李欢、张峻、赵荣荣等。

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33 GA TALKS

Unit 1 15 Mini-Talks

In Unit 1, 15 mini-talks, you will hear an assortment of topics involving popular science, American educational system, customs and habits, each lasting approximately one to one and a half minutes. After each talk two sets of practical exercises are designed: the first set is the standardized TOEFL Listening Comprehension Section Part C questions; and the second the blank-filling-in sentences.

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Exercise Set One

Objectives:

1. Predict the possible questions by skimming the written choices.
2. Focus your attention on the following categories while listening:
 - (1) Main idea of the talk;
 - (2) Information about the speaker, the audience, the person mentioned in the talk and the source of the talk;
 - (3) Facts, reasons and purposes contained in the talk;
 - (4) General attitude toward the topic under discussion on the part of the speaker.

Directions: For each talk, you will read 4-6 portions. Each portion includes 4 choices. Before listening to the talk, skim the related choices to predict the probable questions.

Example: (Questions 36-39, Part C. May 1986 TOEFL)

You read: 36. (A) The editor.

(B) A journalism professor.

(C) The budget director.

(D) An engineer.

37. (A) The staff.

(B) Professional journalists.

(C) The faculty.

(D) A group of students.

38. (A) One.

(B) Two.

(C) Five.

(D) Seven.

39. (A) To make lots of money.

(B) To learn to type.

(C) To become a better student.

(D) To get experience in journalism.

After skimming each question's four choices, following questions might be anticipated:

Who is the speaker / the particular person the speaker mentioned in the talk? (36)

Who is the speaker addressing to? / Who are probably listening to the talk? (37) (Notice the plural form of each of the four choices)

How many...? (38)

For what reason / purpose...? (39)

Now compare our predicted questions with the actual ones:

36. Who is Harold Smith (the speaker)?
37. Who is Smith speaking to?
38. How many days a week is The Voice printed?
39. What is most likely the best reason for joining the staff?

Finish skimming each 4 choices and anticipating the related questions within 10 seconds by all means. Please do the same as you proceed with each of the 15 mini-talks. Now that with the probable questions in your mind in advance, you can switch on your recorder and listen to the corresponding talk. Pay closest attention to the content relating the questions you have predicted.

Notice: You will have only 12 seconds between each 2 questions to determine your choice. Don't hesitate to make up your mind. You are allowed neither to refer to the tapescript nor to pause the tape while it is going.

Exercises:

Choose the best:

No. 1

1. (A) They take naps occasionally.
(B) They sleep customarily.
(C) They have a clock.
(D) They doze in addition to their sleep.
2. (A) Cats and humans are similar creatures.
(B) Cat naps can get rid of tiredness.

- (C) Cat naps can make people's moods better.
(D) Cat napping is a way to build up body's energy.
3. (A) They were well-known.
(B) They were energetic.
(C) They were frequently napping during the day.
(D) They could work late into the night by napping.
4. (A) Cats are animals of habit.
(B) People may benefit from the cat's behavior.
(C) Take naps in order to live long.
(D) Cats are lovely pets.
5. (A) Doctor.
(B) Pet keeper.
(C) Newsreporter.
(D) Scientist.

No. 2

1. (A) In December 1921.
(B) In 1920's.
(C) In 1910's.
(D) On December 21st, 1930.
2. (A) In New York.
(B) In a newspaper.
(C) In Italy.
(D) In France.
3. (A) Most recreation needs a partner but a crossword puzzle.
(B) Almost 19% of the world's newspaper publish them.
(C) The crossword puzzle has undergone a zigzag course since its appearance.
(D) There are 13,000,000 crossword puzzle fans in the United States.
4. (A) Because they possess high educational value.
(B) Because they can teach anything.
(C) Because they will encourage people to meet the challenge.