

英语听力入门

张民伦 乐融融 合编
黄震 金星男

STUDENTS' BOOK

学生用书

华东师范大学出版社

STEP BY STEP

—A Comprehensive Listening Course

Students' Book (II)

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第二册

(学生用书)

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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

WAE01/06

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,化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

期待已久的新版听力入门于新千年问世!

《英语听力入门 2000》

张民伦 主编

编写背景与出版计划

《英语听力入门》(Step by Step) 问世于 20 世纪 80 年代初。它是改革开放后中国英语教学界具有影响力、富有生命力的一套听力教材。这套优秀的教材, 为改革开放后中国英语人才的培养作出了贡献, 在中国英语教学史上刻下了深深的印记。

随着中国英语教学的发展, 《英语听力入门》基本完成了它的历史使命。时代呼唤着新的英语听力教材的诞生。为此, 我社约请张民伦教授组织编写了《英语听力入门 2000》。

《英语听力入门 2000》全套包括学生用书四册, 以及相应的教师用书与音带。第一册在 2000 年 8 月推出, 此后每学期推出一册, 到 2001 年底出齐。

教材特色

《听力入门 2000》是《听力入门》的延伸。它仍遵循内容与听力技巧并重的原则, 注重入选材料的语言真实度和典型性, 把重点始终放在发展学生的听力理解能力和思维能力等方面。

《听力入门 2000》更是《听力入门》的超越。它采用全新的听力素材, 且更注意四册教材中主题布局的整体性。以千年之交、网络时代和世界对和平与发展的追求作为背景坐标。以



人为本,努力体现各阶段所学内容与人的发展之间的内在关系。就听力技能而言,继续重视各项微技能和综合技能的训练,并尝试用小讲座形式从理论上对学生进行指导。“语言欣赏与语言学习”是又一个创意。这个部分适时地归纳了各相关篇章中的英语习惯用语或其他优美的语言表达方式,以示范学习方法,鼓励积累知识。

《听力入门2000》在装帧制作方面也力求做成精品。教材选配了一些照片,以丰富信息,活跃版面。在每一课的Vocabulary部分和有关练习部分,留出了空白,帮助学生养成作笔记的习惯。出版社特制了《英语听力入门2000》专用纸,正文双色印刷,无线胶订。封面特约朗文公司设计师梁若基先生设计。

适用对象

《听力入门2000》共分为四册,供大专院校英语专业听力课使用,也可供具有较高英语水平的其他专业的研究生、本科生和科技人员等广大英语学习者选用。

使用建议

《听力入门2000》与旧版《听力入门》同时发行。读者可根据具体情况和使用习惯,选用其中一个版本。各校可选用其中一个版本作为主教材,将另一个版本作为补充教材,逐渐过渡。

我们在新世纪推出这套听力教材,期望它达到听力教学新的高度。《英语听力入门2000》更期盼着朋友们新的合作。

竭诚欢迎大家在使用过程中向我们反馈意见,提供宝贵建议,以便把《英语听力入门2000》今后几册编得更好。意见、建议请联络外语策划室,电话:021-62450163-126 或 021-68777-96889, email: ivy4press@hotmail.com。批发、邮购请洽发行部,电话、传真:021-62860410。华东师大出版社地址:上海中山北路3663号,邮编:200062。

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UNIT 21 RADIO PROGRAMS (I)

Lesson 41

Part I Warming-up Exercises

Place Names

Ankara	Brussels	Kampala	London	Rome
Rangoon	Washington	Bangkok	Vienna	Warsaw
Madrid	Colombo	Moscow	East Berlin	Mexico City

Capitals

Countries

- | | |
|-----------|--------------------|
| 1. _____ | Austria |
| 2. _____ | Turkey |
| 3. _____ | Spain |
| 4. _____ | Thailand |
| 5. _____ | Sri Lanka |
| 6. _____ | Poland |
| 7. _____ | the United Kingdom |
| 8. _____ | Burma |
| 9. _____ | Mexico |
| 10. _____ | Belgium |
| 11. _____ | East Germany |
| 12. _____ | the Soviet Union |
| 13. _____ | Italy |
| 14. _____ | Uganda |
| 15. _____ | the United States |

Score: _____

Lesson 41

Part II **News**

Vocabulary	Cultural Notes	Student Evaluation
1. sink 2. coast guard 3. warning 4. Haitian 5. Burmese * * 6. Rangoon 7. Miangmia	1. Voice of America (VOA) is the overseas broadcasting service of the U. S. Information Agency. 2. Haiti is a republic of the West Indies, with the Dominican Republic to the east and Cuba to the west. Its estimated population was 5,670,000 in 1979. 3. It is very unusual for such a ship not to have a radio. Even smaller boats in this area usually carry one. Winds there can change suddenly and violent storms often erupt. Many boats have sunk off the coast of Florida.	My General Impression Content: ___ helpful ___ adequate ___ inadequate Level Of Difficulty: ___ easy ___ fair ___ difficult My Major Problems ___ identifying words ___ recognizing structures ___ understanding ideas ___ remembering facts _____ My Comprehension Score _____

Exercises:

I. (News Item 1)

News Analysis

Major Points:

Event: A Haitian ship sank. At least two persons drowned.

Time: Early Monday.

Place: Off the coast of the state of Florida.

Further Information:

1. Six persons were able to swim to land.

2. Two others are still missing.

II. (News Item 2)

News Analysis

Major Points:

Event: A boat sank. At least _____ persons died.

Time: During a storm _____.

Place: About _____ kilometers south of _____.

Further Information:

1. _____ other persons were reported missing.

2. More than _____ persons were on the boat.

Lesson 41

Part III

Agriculture Report

— **American Farmers (I)**

Vocabulary	Cultural Notes	Student Evaluation
1. agriculture 2. exporter 3. soil 4. harmful 5. computer * * 6. Alan Silverman	The U. S. is one of the leading countries exporting agricultural products. Wheat, corn, soybeans and cotton are some of the major exports.	My General Impression Content: ___ helpful ___ adequate ___ inadequate Level Of Difficulty: ___ easy ___ fair ___ difficult My Major Problems ___ identifying words ___ recognizing structures ___ understanding ideas ___ remembering facts _____ _____ My Comprehension Score _____ _____

Exercises:

- I . 1. The role of the farmer has always been _____
 _____.
2. Agriculture was and still is America's _____
 _____.
3. American farmers produce more today because they use _____
 _____.
- II . 1. Two hundred years ago, _____ % of American workers were farmers. Today, less than _____ % of American workers are farmers.
2. American farmers still learn about _____, _____, _____, _____, and plant and animal diseases, but they also must learn about _____, _____, and even _____.

Lesson 42

Part I **Warming-up Exercises**

Numbers: Some of the Major Earthquakes in History

<u>Place</u>	<u>Date</u>	<u>Casualties</u>	<u>Degree</u>
1. Lisbon, Portugal	November 1, 1755	_____	_____
2. San Francisco	April 18—19, 1906	_____	_____
3. Valparaiso, Chile	August 16, 1906	_____	_____
4. Gansu, China	December 16, 1920	_____	_____
5. Japan	March 2, 1933	_____	_____
6. Assam, India	August 15, 1950	_____	_____
7. Agadir, Morocco	February 29, 1960	_____	_____
8. Northwestern Iran	September 1, 1962	_____	_____
9. Guatemala	February 4, 1975	_____	_____
10. Northeast Iran	September 16, 1978	_____	_____

Score: _____

Lesson 42

Part II

News

Vocabulary	Cultural Notes	Student Evaluation
1. earthquake 2. rescue 3. Pacific 4. Richter scale * * 5. Honshu 6. Solomon	1. On VOA Special English Program, each item of news is introduced by a phrase or a place name. This is to prepare the listener for the forthcoming news. 2. Honshu is the largest island of Japan, located between the Sea of Japan and the Pacific. 3. The Solomon Islands are a group of volcanic islands in the southwestern Pacific, close to Australia.	My General Impression Content: ___ helpful ___ adequate ___ inadequate Level Of Difficulty: ___ easy ___ fair ___ difficult My Major Problems ___ identifying words ___ recognizing structures ___ understanding ideas ___ remembering facts _____ _____ My Comprehension Score _____ _____

Exercises:

I. (News Item 1)

News Analysis

Major Points:

Event: Earthquake. _____ persons are now known dead.

Time: _____.

Place: In northern _____.

Further Information:

1. _____ others are still missing.

2. The earthquake created huge _____. The _____ drowned many children and workers.

II. (News Item 2)

1. And a strong _____ has shaken the Solomon Islands area of the _____.

2. The _____ measured _____ on the Richter scale.

3. There have been no reports of _____ or _____ from the _____.