全球百所大学英语听力专用教材

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## ——朗文进阶英语听力

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Education

# LEARN *to* LISTEN
# LISTEN *to*
# LEARN

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# LEARN to LISTEN

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## Academic Listening and Note-Taking

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# 1

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## PRE-COURSEWORK EVALUATION 课前评估

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**Evaluating Listening Comprehension and Note-Taking Skills 评估听力理解能力和笔记技巧**

在本单元里，你将听到一个关于讲座理解和数字听写方面的简短讲座中的两部分。你将练习进行记录并根据记录填充表格或者回答问题，在每个活动完成后，你将评估你的听力理解能力和记录能力。

## PART 1 第一部分

讲座的第一部分侧重于听讲座和在日常情境中听别人说话的区别。在单独的一张纸上进行记录，就好像你正在上课。当你完成笔记后，用你所记录的内容填充下面的表格。

| | Lecture | Everyday Listening Situation |
|---|---|---|
| *Language* | | |
| *Interaction* | | |
| *Expectations* | | |

Lecture Audioscript: Part 1，page 2

OK...what I'm going to talk about is a very relevant subject probably to many of you ...and that is listening to lectures... listening to academic lectures ...and for many students listening to lectures is one of the hardest listening skills ... much harder than your everyday conversational skills ... and that's for many reasons...so...what I'm going to look at in this lecture...are the ways that listening to a lecture differ...from listening in other types of situations ... everyday conversations，for instance，and then later...in the second part of this lecture ... talk about what listeners need to do when they listen to lectures...and take notes...OK ... so first...how does listening to a lecture differ from listening in other situations?...now let's think about it...first of all the language...you know that the language is sometimes very different in a lecture...as compared to...for instance，talking to friends...talking to people on the street...there's an academic language that we may use... OK?...we may use words like "on the contrary"..."nevertheless" instead of simpler words like "but"...now this is not to say that lecturers never use the word "but"...but some lecturers may use a more formal level of the language...also in lectures...one would expect to hear more subject specific language...or jargon...of a field...words that would rarely be found in everyday conversation...but are necessary to talk about a discipline...so language is one thing that differs between lec-

## PART 2 第二部分

讲座的第二部分侧重于学生在听讲座时应做的事情。在单独的一张纸上进行记录，就好像你正在上课那样，并应该将讲座中所涵盖的内容记录下来。当你完成记录后，用你所记录的内容回答下面的问题。

1. What are the four things that a listener needs to do in order to comprehend a lecture efficiently?

   a._____ c._____

   b._____ d._____

2. In addition to words, what other features of language carry meaning?

   a._____ c._____

   b._____ d._____

3. Give two reasons why listeners must predict while listening to lectures.

   a._____ b._____

4. There are two types of predictions that people make when listening to a lecture. What are they?

   a._____ b._____

5. To add information to the lecturer's words, what kind of knowledge do listeners use?

   a._____ b._____

6. Give two reasons why listeners must evaluate while listening to lectures.

   a._____ b._____

tures and everyday listening...another thing that's different between the lecture situation and the everyday situation is the interaction between the speaker and the listener...for example in a lecture situation...the interaction is all unidirectional... meaning that it goes in one direction...all the interaction goes from the lecturer to the listener...the listener has very little role to play...maybe the listener nods his or her head but really there's no interaction between the two...in an everyday situation...the participants take turns...or at least one participant indicates comprehension...and the other...continues...it goes in two directions...bidirectional interaction...OK...also in a lecture the listener has no control...whereas in everyday speaking situations if you don't understand you can ask the speaker to repeat...but in a lecture...a listener can't say "repeat things"...they can't say "I don't understand"...the listener has no control in a lecture situation...and finally in a lecture situation the speaker often talks continuously for a long, long time whereas in an everyday situation . usually there are breaks...people take turns...or people react...OK?...now the last difference between a lecture situation and the everyday listening situation is the expectation...now in a lecture situation you are expected to keep the information for later use... maybe take notes . you're supposed to remember what you hear...in an everyday listening situation you need to react right at that moment...you don't need to take notes...you don't need to think about it later...you need to react right then...

# DICTATION OF NUMBERS 数字听写

你将听到包含有数字的陈述，将你听到的数字写下来。

1. Michelangelo: born in_____
2. Georgia O'Keeffe: born in_____ ; died in_____
3. A cup raisins: _____ calories
4. One slice of white bread: _____ calories
5. Zipper: invented in_____
6. Piano: invented in_____
7. Microscope: _____ invented in_____
8. Missouri River: _____ miles long
9. Diameter of Earth: _____ miles
10. Mount Everest: _____ feet high
11. Sahara Desert: _____ square miles
12. Earth's distance from sun: _____ miles
13. Pluto's distance from sun: _____ miles
14. Tokyo's projected population in 2015: _____
15. One pound: _____ grams
16. An earthquake occurred in Iran on_____ .
17. This earthquake measured_____ on the Richter scale and caused__ _____ deaths and_____ injuries.
18. Length of board: _____ feet; width: _____ inches; depth:_____ inch

so in a lecture you need to write down things so you can remember them for later use...in an everyday situation you need to react...right at the moment...so as you can see listening to a lecture is quite different from listening in an everyday situation for everyday purposes...now uh...I uh I'll stop here and later I'll talk about what a listener needs to do in order to comprehend a lecture efficiently.

Lecture Audioscript:Part 2，page 3

OK...what do you need to do in order to understand the lecture?...and that's probably the important question for you...now there are four things that I'm going to talk about...the first thing is that you need to be aware of all of the parts of the language that carry meaning...now you all know that words carry meaning...so words are obvious...you've got to be aware of the vocabulary of the language...the words but there are other features of the language that you need to be aware of...for one thing you need to be aware of stress...OK? I'll give you an example..."I went to the bar"..."I went to the bar"...it makes a difference...in the second example...I'm stressing the fact that it was me and not someone else..."I went to the bar"...so that this means stress has some meaning...now the next thing that you might want to listen for is intonation...so for example if I say "He came."..."He came?"...there are two different meanings...one is a statement...the other one is a question...and another thing you need to listen for is rhythm...for example "Can you see，Karen?" versus "Can you see Karen?" da da da...da da da DA da...those two mean something different "Can you see，Karen?" "Can you see Karen?" one says "can you see?" and they're talking directly to Karen...the other one says "Can you see Karen...over there?"...OK...so rhythm has something to do with understanding...and finally body language...if you watch me speak...sometimes you can see what I'm doing...I'll say "the first thing" and point a finger..."on the other hand"...and change

my body position...so I use my body...to give you meaning...or emphasize my meaning...so when you listen you need to understand all the carriers of meaning...in language...OK...the next thing you must do when you listen is when you listen you need to add information that the lecturer expects you to add...all lecturers assume that they share some information with their audience and that their audience does not need them to spell out every word...and listeners have an ability to add this information due to two sources of information...their knowledge of a particular subject and their knowledge or experience of the world...so for example...let's take an example which requires subject-matter knowledge...if you heard a speaker say "The temperature in the region never falls below 32 degrees Fahrenheit so the residents don't have to worry about protecting their pipes"...the lecturer is assuming that you...the listener...can add the information that water freezes below 32 degrees Fahrenheit...and this could be dangerous to pipes...the lecturer does not need to say all this because he or she assumes that the audience can add this information based on its basic knowledge of the subject matter...now here's another example...this time requiring adding information based on world experience...that is, knowledge of the world.. .if I say something like..."John and Jane were ready to walk down the aisle but then they realized that they didn't have the ring"...if Americans heard that...they'd probably automatically assume that it was a wedding...because they think of walking down the aisle...and exchanging rings...as essential parts of the American wedding ceremony...but if you didn't know that that was the culture...you'd have a harder time understanding my sentence...because you didn't add the needed information...the information that I...as the speaker...ex- pected you to be able to add...OK so remember...listening is not a matter of just absorbing the speaker's words...the listener has to do more than that...the listener is not a tape recorder.. .absorbing the speaker's words and putting them into his or her brain...rather listening involves hearing the speaker's wor- ds and reinterpreting them...adding information if necessary...so the meaning is not in the word alone...rather it is in the person who uses it or responds to it...so that's the second thing that a listener must do...add information that the lecturer assumes that they share...OK the third thing that a listener needs to do...and this is to me the most important thing of all.. .and that's to predict as you listen...now let me um let me give you two reasons why you have to predict...for one thing.. .if you predict it helps you overcome noise...what do I mean by noise?...maybe there's noise outside and you can't hear me...maybe you're in the back of the room and you can't hear all that well...maybe someone's talking next to you...maybe the microphone doesn't work...maybe there's noise inside your head...by that I mean maybe you're thinking of something else...and then all of a sudden...you'll remember...oh!...I've got to listen!...by being able to predict during the lecture...you can just keep listening to the lecture and not lose the idea of what's going on...so predicting is important to help you over- come outside noise and inside noise...OK?...and another reason that predicting is important is because it saves you time.. .now when you listen you need time to...think about the information...relate it to old ideas...take notes...and if you're only keeping up with what I'm saying or what the lecturer's saying...you have no time to do that...and I'll bet a lot of you are having that problem right now because it's so hard just to follow everything I'm saying...that you don't have time to note down ideas...so predicting saves you time...if you can guess what I'm going to say...you're able to take notes...you're able to think...you have more time...OK?...and there are two types of predictions that you can make...predictions of content and predictions of organization...let me give you an example...in terms of content...if you hear the words "because he loved to cook...his favorite room was the..."...what would you expect? anyone?..."kitchen..." you can guess this because you know people cook in the kitchen...also you can guess this because you know that after the word "the" you expect a noun phrase...so you can predict words...content...OK?...and you can also predict organization...so if I gave you some examples...you'd probably expect me to tie the examples together...make a generalization to tie the examples together.. .if I was going to tell you a story...you'd expect me to tell you why the story is important...give you a setting for the story.. .so you have expectations of what the speaker is going to talk about...and how the speaker will organize his or her words... now the last thing that a listener must do...the listener must evaluate...as he or she is listening...de cide what's important.. .what's not...decide how something relates to something else...OK?...and there are again two reasons for this...the first one is evaluating helps you to decide what to take notes about...you can't...again...you're, you're not a tape recorder...so you can't get down every word...if you evaluate...you think...what's important to write down?...what's not important to write down?...and the second reason is that evaluating helps you to retain...or keep...information...OK?...and studies have shown that we retain more information...if ideas are connected to one another...rather than just individually remembered.. .so for example if I give you five ideas that are not related to one another...that's much more difficult to remember than five ideas that are related . . . right?...so evaluating helps you remember information better because it connects ideas.. .to one another...clearly there's a lot involved in listening to lectures...and notice that I primarily talked about what all

people do...when they listen to lectures...this was not just for nonnative speakers...this was for native speakers and non-native speakers...and what I'd like you to do is think about or imagine what problems would particularly affect nonnative speakers...why would a nonnative speaker have more problems than native speakers...based on some of the things that we've talked about?

Dictation of Numbers, Audioscript, page 4

1. Michelangelo, the artist, was born in 1475.

2. Georgia O'Keeffe, the artist, was born in 1887 and died in 1986.

3. A cup of raisins has 580 calories.

4. One slice of white bread has 70 calories.

5. The zipper was invented in 1891.

6. The piano was invented in 1709.

7. The microscope was invented in 1590.

8. The Missouri River is 2,533 miles long. That's 2,533 miles long.

9. The earth's diameter is 7,920 miles. 7,920 miles.

10. Mount Everest is 29,028 feet high. Again, 29,028 feet high.

11. The Sahara Desert is 3,500,000 square miles.

12. The earth is 93 million miles away from the sun.

13. Pluto, the planet farthest from the sun, is 3 billion, 670 million miles away from the sun. Amazing! 3 billion 670 million miles away.

14. Tokyo is projected to have 28,700,000 people in the year 2015.

15. One pound equals 453.59 grams. One pound equals 453.59 grams.

16. An earthquake occurred in Iran on June 20, 1990.

17. This earthquake measured 7.7 on the Richter scale and caused more than 50,000 deaths and more than 60,000 injuries.

18. The length of the board was 4 3/8 feet; the width was 5 1/2 inches and the depth was 1/8 inch.

Possible Answers, Part 2, page 2

|  | Lecture | Everyday Language |
|---|---|---|
| LANGUAGE | -- may be more formal, but not necessarily so<br>-- may use subject - specific vocab. | --more informal |
| INTERACTION | -- unidirectional<br>-- listeners - no control<br>-- speaker - no feedback<br>-- speaker "holds the floor" continuously | -- two-way communication<br>--listener has some control<br>e. g. , can ask for repetition, clarification<br>speaker can see or hear if listener confused<br>speakers take turns or give others opportunity to speak |
| EXPECTATIONS | - take notes; retain info.for later use | - must respond immediately |

# 2

## LOOKING AT LECTURE TRANSCRIPTS 阅读讲座的文字稿

▶ **Goals 目标**

- 更清楚地了解讲座是如何表述的

- 提高预测信息(包括讲座内容、组织的结构)的能力

● **Comparing the Language of Lecturing to the Language of Writing 比较讲座用语言和写作用语言**

在这部分里,你将阅读节选自真实中讲座的段落。这些节选的内容就以讲座人进行讲座的方式呈现在你眼前。因此,你可以看到一些不完整的句子,跑题的话语以及"嗯、啊"等等。你将看到讲座中使用的语言与杂志书刊中使用的语言差别很大。

Let's first look at one aspect of language . . . I want to look at the sociological or sociolinguistic way of looking at language . . . all right . . . from this point of view some linguists have come up with the idea that language is a game . . . like football, soccer, baseball . . . each person who speaks in any particular language or any community knows all the rules of this game . . . they know how to play . . . somebody who comes from a different one . . . as you know well . . . may not know all the rules . . . so you have some problems with communication . . . now because we said language is a game doesn't necessarily mean that we play it for fun . . . we usually play it for serious reasons . . . most of the time . . . although sometimes we tell jokes and things like that . . . hmmm . . . I seem to do that quite often in this class . . . but the rules . . . no matter what we do . . . are very well defined . . . you may not know what they are . . . but they're very clear rules of what you can do and what you can't do in any situation . . .

如果这段文字是节选自一本杂志的话，就可能变成这样：

One way to look at language is through a sociological or sociolinguistic perspective. In this view, language is seen as a game in which each person in a particular language community knows all the rules. Unlike recreational games, however, this game is taken very seriously.

## EXERCISE
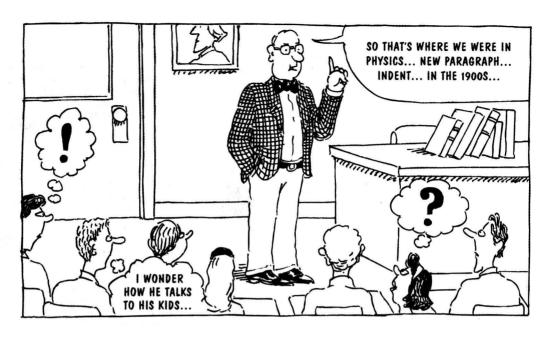
将这段从讲座中节选的段落与从杂志中节选的段落进行比较，写出它们在表达方式上有何不同。

| Lecture Excerpt | Magazine Paragraph |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

● **Recognizing Cues** 认出提示

### CUES TO TOPIC INTRODUCTIONS 对主题介绍的提示

当你比较在杂志中使用的语言和在讲座（课堂）中使用的语言时，你或许会注意到，在节选自讲座中的段落里，你会获得清晰的关于将要看什么或听什么的指示。

例如：

对主题介绍的提示

(Let's first look at) one aspect of language . . . (I want to look at) the so-ciological or sociolinguistic way of looking at language . . .

我们把这些指示叫做提示，它们指导你去听某事，在例句中方框内的部分是对主题介绍的提示。

有些对主题介绍的提示很具体，比如"Let's look at X,""Today we're going to talk about X,""OK, Let's move on to X."其它主题介绍提示可能没那么具体，但是它们仍然暗示你说话者将要谈及一个新观点。"all right"和"now"有时也意味着对主题的介绍。

例如：

(All right). . . from this point of view some linguists have come up with the idea that language is a game . . .

对主题介绍的可能提示

(Now) because we said language is a game doesn't necessarily mean that we play it for fun . . .

注意"all right"和"now"并不总是暗示着对主题的介绍，它们有时具有其它意义和功能。

对主题介绍的另一种提示方法是使用反问句。

例如： 对主题介绍的提示

(You might ask . . . well . . . how did the researchers judge psychological dis-tress?). . . they used five measures . . . the first measure was . . .

讲座人在使用反问句时，他不指望听众做出回答，他只是正在推出一个新主题。

对主题介绍的另一种提示方法是以陈述语气,用一个或两个词对将要谈到的信息进行概括。

例如:

OK.　Defini\tions.

在书面用语中,这些对主题介绍的提示是没有必要使用的。一方面,书面文字是长久的,读者可以再次阅读以更好理解作者想要表达的内容。其次,书面文字组织严密。因此,一个段落通常着重于一个主要观点,读者能通过寻找主旨句或者文章说明了解主要观点。一个新段落之前的空格通常告诉读者,作者要讲述一个新观点了。

**CUES TO ORGANIZATION** 对组织结构的提示

人们在写作时,通常要考虑如何将自己的观点组织起来以使它最清晰地展示在读者面前。人们会使用"The first example,""the second example," "on the other hand,"等等。当讲座人进行讲座时,他们也使用这些提示,这样听众可以更容易理解他们的观点以及这些观点间的彼此关系。
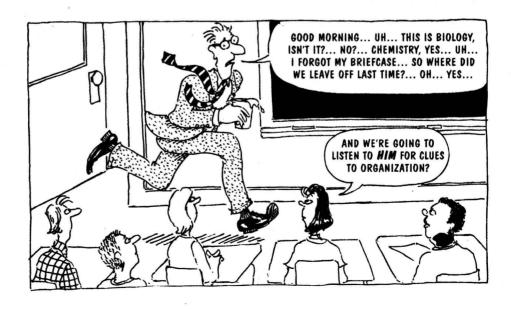
例如:

对组织结构的提示

Let's first look at (one aspect) of language . . . basically some linguists have set up (five categories) . . .

这些对组织结构的提示有助于你预测讲座内容是如何组织起来的。注意在下面的节选内容中(节选自关于语言的同一讲座)一共使用了多少对组织结构的提示。

Basically some linguists have set up (five categories) of accomplishing things . . . we use language to describe . . . tell about the world that we see . . . there's a chair over there . . . there's a person over here . . . someone is from China . . . or whatever . . . (another thing) that we use it for is to tell people to do something . . . please close the door . . . please open the door . . . do your homework . . . do this . . . do that . . . now we might not always say do it but we have ways of telling people to do something . . . (another way) . . . (a third way) . . . is we use language to tell people what we're going to do . . . I'm going to tell you about language . . . I'm going to open the door . . . (another way) to look at language . . . (two other ways) . . .one is to tell about feelings . . . express what's inside of us about the world . . . not only that there is a chair but that I don't like that chair or I do like that chair . . . (and the fifth way) or (the fifth thing) we use is to change the world . . . certain things that you say change the world . . . if I say you fail this course . . . that language changes the world . . . just my four words make you unhappy and hate me . . . something has changed because of my words and nothing else except those words . . . so we can change the world with language . . . now since we have all these different purposes and you probably can think of other purposes with which we want to use language to win or accomplish what we want inside . . . so it's kind of like a game that way.

**CUES TO TOPIC CONCLUSIONS 对主题结论的提示**

　　回过头再看看你刚才阅读过的节选段落。注意：当讲座人描述完五个方面后,他试图将前面的观点汇总在一起,于是他说"……now since we have all these different purposes and……that way."讲座人使用了哪类提示以指出这一主题的完结呢？ 一方面,说话人使用有指向性的话语将前面的所有信息归到一起。他说,*"we have all these different purposes."*这就显示他要与他在前面对五方面的每一方面进行分别描述的目标区分开来。另外,说话人在总结之前停顿了一下,并使用了提示"now"("now"可以引出总结的开始,也可以引领一个新观点)。最后,讲座人在最后一行中强调了主题的结论,"so we have all these different purposes."诸如"so,""therefore,"以及"thus"等词通常标志着主题结论的出现。



● **Recognizing Paraphrase, Repetition, Exemplification, and Tangential Information**
**确认释义,重复,例证和偏离主题的信息**

　　你曾听过任何人大声念期刊上的文章或者论文(或者任何原本应该默读的书面材料)吗？ 通常情况下听者很难完全领会所听到的内容,这是因为和口头语言相比,在书面语言中很少有重复和释义出现。

　　在讲座中使用的语言和书面使用的语言之间存在着很重要的差别。在写作时,作者只需要将一个观点陈述一次,因为他们知道只要读者愿意,他们可以无数次地重新阅读一个观点。然而,在听讲座时,常常出现左耳朵进右耳朵出的情况。因此,讲座人需要给听者时间以消化所听的内容或者将他们听到的内容记录下来。讲座人以各种不同方式(比如:释义)重复他们的观点,一字不差地重复他们的观点,或者以更深尽的细节扩展他们的观点。(比如:举例)释义、重复和举例不加入新的观点,它们只是为听者提供时间以更好地理解说话者的观点。