



DICTATION

新世纪英语专业听力教程

听 写

李岩 王楠 编著



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李

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前 言

在英语学习中,听写是一项综合性的语言技能训练,不仅能够检验和巩固各项语言知识,而且可以有效地促使语言能力向交际能力转换。学习者掌握的单词量、语法知识、句型结构等语言以及其他的相关知识在听与写的过程中得到融会贯通;听的技能既能制约语言等相关知识的有效发挥,又可以弥补其暂时的不足。听写训练的形式对获取信息的有效性、完整性和准确性提出了严格的要求;听写训练的操作过程导致听的过程中的大脑活动在一定程度上得到较清晰的视觉化效果,使得听的策略和技巧得到了特别的关注。了解这个过程,对其进行学习和研究将有助于从根本上认识个体的听力水平、听的能力之特点及弱点,发现和发展相应的针对性较强的改进措施,不断提高“听”这一关键的交际能力。因此,听写也是一项非常重要且十分有效的听力训练模式。

本教程将以听写为训练模式,以提高听力水平为训练目标,同时关注与保证听写质量有关的其它技能,帮助学习者达到最理想的听写效果。整个系统练习将从引导学习者注意英语书面语与口语的区别,了解英语口语的特点开始,然后以听写训练的方式,帮助学习者发现听力活动中存在的问题。分析其原因,特别是对影响听力效果的主要障碍进行定位分析和训练。在指导学习者通过听力策略和技巧的熟练运用,从根本上提高对所听内容的整体理解之后,仍以听写训练的方式,促进学习者积极拓展知识面,扩大词汇量,巩固和加强语言能力。在针对标点符号与书写技巧的专项练习后,不仅提醒他们注意实际生活中听写技能的作用,而且还依据教育部对英语专业四级的听写要求安排了综合练习内容,部

分内容的难度稍高于大纲要求。听写素材选自原文,由英美专家朗读;体裁为叙述性、描写性、说明性短文;长度为 200 词左右;题材广泛,包括政治、经济、文化等不同领域。

全书共分六章:第一章的重点是引导学习者了解英语口语的特点与不同形式,指导他们观察英语口语、发现听的方法,了解听写练习对于熟悉英语口语、提高英语听力水平的作用;第二章的练习安排希望通过研究、分析学生的听写练习帮助他们发现其中反映出的听与写的问题及其原因;第三章指导学生在听写练习中注意运用听力策略和技巧;第四章集中讨论听写中最常见的语言能力问题;第五章介绍和讲解了标点符号的用法与相关的书写技巧;第六章是综合练习,在引入了日常生活中可能需要听写能力的情景练习后,重点放在针对英语专业四级考试中的听写模拟练习上。每个专题内容安排四段短文听写练习,每分钟 130 字左右。学生可根据需要,参考附录中相关的考试要求及评分标准来检验自己的听写水平。

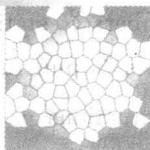
在本书的编写与实验过程中,学习与研究了国外听力教学理论书籍和相关的专业论文及教材,借鉴和选用了部分听力素材和练习,获得了有关学生们的积极参与,并得到了美国朋友 Dr. Hap Bryant 和 Carter Scott 先生在素材和录音方面的大力支持,在此向他们表示最诚挚的谢意。

本书为听写练习,全书录音将近 600 分钟。考虑到学生的经济承受力,我们将听力内容制成光盘,因为光盘远比磁带价廉且物美,更具优越性。

编 者

2005 年 7 月

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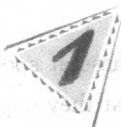


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Chapter



Learn about dictation

It is well known that the basic form of language is speech, which existed long before human beings started a writing system. People learn their native language once they were born and they are able to speak much earlier than they are able to write. However, it is not the case with many English learners. Most of the time, they study the language by following a text-book instead of being immersed in an English environment. Comparatively, they are more familiar with English in its printed form than in its spoken form, in other words, more familiar with the appearance of English than the sound of English. As a result, they are often frustrated at the transcript of a dictation because they can easily recognize most of the words there though they may fail to write down when they hear them.

It tells that there is a lot of difference between written and spoken English. Most obviously, in writing, there are spaces between each word, while in speech, it's very difficult to decide where one word finishes and the next one begins. Some words in English have a weak form which doesn't occur in print and does create great difficulty for listeners

to identify. The puzzlement like these at spoken English sometimes tortures listeners so much that they hope to know more about spoken English. In this case, dictation can serve as an access to bridge the gap between written and spoken English for listeners. By leading them to some basic features and the variety of spoken English, this chapter will guide listeners to notice the important role of dictation practice in listening improvement as well as in language study as a whole.

Section 1 Study the basic features of spoken English

Traditionally, English language teaching has focused on the description of written English and the teaching of spoken English has paid more attention to pronunciation of words in isolation. Consequently, English learners are often troubled in listening because besides the difference between written and spoken English, the word in the swift stream of speech does sound unlike the word pronounced in isolation. Longer words may be pronounced differently due to their place in the utterance and some words disappear completely in colloquial speech. For example, "Where are you going?" may sound like "Where you going?"




It is true that spoken English appears variable and is very different from one dialect to another. However, recent developments in discourse analysis of naturally occurring

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talk can help listeners become aware of some basic features of spoken English, which will definitely facilitate learners' improvement of listening ability in their practice.


Exercise 1 Linking

In natural talk, when speech becomes rapid and informal, words are not spoken separately but are linked together.

-  1. Listen to the recorded sentences and write down the words you hear.
 - 1)
 - 2)
-  2. Listen to the following sentences and mark the links.
 - 1) He was sick yesterday.
 - 2) Get rid of that.
 - 3) Meet them in the lobby
 - 4) I've had it with them.
 - 5) Let's play it by ear.
 - 6) As I was saying, now's not a good time.
-  3. Listen to the dialogue and mark the links.

A: Can I help you, sir?

B: Yes, I'm in a rush I'm afraid. Can I have a piece of apple cake please, with ice cream?

A: Certainly, sir. I'll ask the waiter to come over as soon as possible.
-  4. Listen and complete the dialogue and then listen again to mark all the possible links.

A: _____, Edward?

B: _____ bad _____
exactly _____ place though.

A: _____ staying?

B: _____ pub _____ edge _____.

A: _____ what _____ doing _____?

B: _____ actually. _____ eve-
ning _____ TV, _____ snack
_____ town _____ football
afterwards.

Exercise 2 Reduction & contraction

As speech becomes more rapid or informal, it becomes even harder to distinguish individual words. Certain changes occur in unstressed words: vowels are reduced in length and some sounds can contract or even disappear completely.

5. The following words will be spoken with reduced pronunciation. Listen and cross out the dropped sound.

1) interesting 2) family 3) factory

4) ordinary 5) suppose 6) finally

7) vegetables 8) separate 9) evening

10) especially 11) average 12) Florida

6. Listen to the negative contractions in the following sentences.

1) I wouldn't mind going.

2) He doesn't approve of that.

- 3) Why don't they just forget it?
- 4) I couldn't agree with you more.
- 5) You won't notice the difference.
- 6) Don't be ridiculous.
- 7) He couldn't have said that.
- 8) The weather couldn't be better.



7. Listen to the five sentences and write them down.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Exercise 3 Sentence focus

Native speakers of English often use a basic stress pattern in speech: content words are usually stressed and structure words are usually unstressed. Besides, they can change the focus to get listeners' attention to the parts of the message they want to highlight.



8. Listen to the sentences below and underline the focus words.

- 1) The film was fantastic!
- 2) Are you coming to the party on Saturday?
- 3) Can you give it to him?
- 4) I think I left it in the bedroom.



9. Listen to the conversation and underline the focus words with your notice on the changes in focus.

A: What are you doing?

B: I came to see Peter.

A: Well, Peter's not here.

B: I can see he's not here. Where is he?

A: I don't know where he is.

B: Not very friendly, are you?

A: Neither are you!



10. Listen to the contrastive focuses and underline them.

1) A: Peter is funny.

B: He isn't funny. He's strange.

2) A: So the number is 35487.

B: No, it's 35187.

3) A: That's £3.15 altogether.

B: £3.50

A: No, £3.15

Exercise 4 Thought group


Thought groups are groups of words which go together to express one idea or thought. In natural speech of English, pauses and pitch movement (intonation) are often used to mark thought groups.



11. Listen to the excerpts from a lecture on "Thought group markers". Then write down the text and mark the high and low pitch and the pauses.


1) _____

2) _____

-  12. Listen to these phrases taken from the same lecture. Decide whether the end of each phrase is the end of an idea or not.

Yes/No

- 1) _____
2) _____
3) _____

-  13. Listen to the news item and write it down on the lines below.

Section 2 Observe the spoken language

Armed with some knowledge about spoken English, listeners are more likely to grow sensitive in listening practice. In this section, listeners are guided to observe the samples of authentic spoken texts and they will see how discourse is structured and language is used in its spoken form. As the general features of spoken English are highlighted, listeners are encouraged to become active observers of spoken language uses in different settings, which may be more

productive than listening continuously without any awareness of the subtle and intricate use of the spoken English.

Exercise 5 A short lecture



14. Listen and answer the questions below.

- 1) What is the main idea of the talk?
- 2) How many factors related to the topic are mentioned?
What are they?
- 3) What are the factors within our control?

15. Listen again to answer the following questions.

- 1) Is there an “introduction”, “main body” and “conclusion”? Is there a logical sequence to help listeners predict what might come next?
- 2) Are the focus words clearly pronounced? Note all the focus words you hear (i. e. the most stressed word in a phrase/sentence).
- 3) Are the thought groups clearly marked? Note if the speaker uses long or short pauses.

16. Read the transcript and then listen to do the following.

- 1) Mark the focus words.
- 2) Mark the content words (i. e. words that contain important information; nouns, main verbs, adjective, etc.)
- 3) Mark the structure words (i. e. words that do not contain important information; articles, pronouns, auxiliary verbs, etc.)
- 4) Notice contractions (i. e. missing letters/sounds, e. g. We can't).

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- 5) Notice reductions (i. e. reduced sounds, e. g. found four).
- 6) Notice linking between words. (e. g. the amount of time).

Exercise 6 An interview

You are going to hear part of an interview with some British and American students who are currently studying at the University of Nice in the south of France. They are giving their opinions about living and studying in France. Before listening, discuss what are the advantages and disadvantages of studying and living in a foreign country.



17. Listen to the complete recording once. Do the students reply positively or negatively to the following questions?

	Yes	No
1) Will any of the students return to France later?		
2) Has their French improved?		
3) Is France an easier place to live than the UK?		

18. There are several times when people speak at the same time or interrupt each other, so consequently there are unfinished sentences. Listen again for the sentences below and try to predict how the speaker intended to finish them:

- 1) "Compared to the length of time we studied in England and how much we improved there, it's amazing ..."
- 2) "It's the only way to do it really, to become really fluent in a language ..."
- 3) "Do you think France is an easier place to live than

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British (I'll ask the Brits first and then the Americans) at the moment? I mean, do think it's ..."

19. Listen to the recording again and write down the exact questions the interviewer asks. There are five questions. Then decide the purpose of the interviewer (if he is "checking" or "getting" information each time.)

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Section 3 Notice the variety of spoken language

In observing the two samples, listeners may have noticed the different style of spoken English. The lecture whose speaker is highly educated, written-language immersed, may have a great deal in common with the written language except for a few characteristic spoken phrases. Generally speaking, highly literate speakers may often produce utterances with complex syntactic structures, particularly when they are reproducing expressions of opinion. Scholars on linguistics have pointed out most spoken language is not structured like this. Instead of simply uttering written language sentences, speakers use spoken-language forms spontaneously, often breaking out of the written mode. The scholars have discovered in their research that