

TOEFL

600分听力教程

北京外国语学院

朱维芳 编 薄冰 审订

STUDENTS' BOOK

学生用书

Listening



科学普及出版社

LISTENERS

TOEFL 600 分听力教程

STUDENTS' BOOK 学生用书

北京外国语学院

朱维芳 编 薄冰 审订

科学普及出版社

内 容 提 要

本书是为了提高英语学习者听力水平而编写的教科书。全书共分四个单元。第一单元以听懂单句为主,立足于单句型、结构的训练;第二单元以听懂简短对话为主,着眼于熟悉不同语气和语调表达的语义;第三单元以听懂短文和长篇对话为主,注重训练学生领会全篇大意,用合理的思维方法去准确理解原意;第四单元是前三个单元的综合训练,着重学员的推断、猜测、联想、总结、概括等连贯思维能力的训练,使学生养成良好的听力习惯,掌握科学的听力理解技巧。

LISTENERS TOEFL600 分听力教程 STUDENTS' BOOK

学生用书

北京外国语学院

朱维芳 编 薄冰 审订

责任编辑:肖 时

封面设计:王序德

技术设计:王震宇

*

科学普及出版社出版(北京海淀区白石桥路32号)

新华书店北京发行所发行 各地新华书店经售

北京精华印刷新技术公司激光照排

北京市门头沟区印刷厂印刷

*

开本:787×1092毫米 1/32印张:15.25 字数:465千字

印数:1-6000册 定价:6.00元

ISBN 7-110-01443-6/H·77

序 言

在英语学习中,听力是比较困难的一关。学习者要在很短的时间内抓住一个句子、一段对话的意思,必须熟练掌握英语的语音、语法和词汇,还往往需要对上下文和背景知识有所了解。但是,长期以来听力训练一直是我国英语教学的薄弱环节,听力教材前几年才开始面世。

我院朱维芳同志曾在英国沃威克大学进修,获得英语教学硕士学位。她通过专门理论的学习,结合多年教学经验,特别是 TOEFL 班教学经验,针对学生的问题,积累了大量资料,经过筛选比较,最后编写了《TOEFL600 分听力教程》一书。

这本教程材料丰富,题材广泛,覆盖面宽;训练方法多样,有的侧重单句,有的集中于对话,有的训练抓关键词,有的教学生如何迅速判断讲话人身份。在一课的材料安排上独具匠心,有张有弛,既突出了 TOEFL 听力测试,又搭配了必要的其他种类的练习。正因为教程是基于实际教学而编,教师在使用时就会比较顺手。

教程的主要目的是运用强化训练手段在短期内迅速提高学习者的听力水平,取得较好的 TOEFL 听力成绩,因此,在 TOEFL 训练班上可以用作教材。即使对于一般英语学习者(包括本科生、研究生和自学者)这部教程也可作提高听力使用。与目前已出版的听力教材相比,它仍有不少独到之处。

胡文仲

1989 年 11 月于北京外国语学院

前 言

TOEFL 作为一种标准性的、客观性的英语水平测验,现在已经越来越被人们重视和采用。在 TOEFL 考试中,听的能力起着非常关键的作用。但目前,与听力训练有关的教材寥若晨星,不能适应现在英语听力教学和 TOEFL 考试的需要。鉴于此,编写了这套英语听力教程,其目的是使具有初、中级英语水平的人能够通过训练达到高级水平,顺利地通过 TOEFL 考试。

这本听力教程是经过多年使用,总结教学经验,去粗取精,博采诸家听力教程之长处,集腋成裘得以成书。它取材精细,编排合理,具有很强的知识性和趣味性。全套教程共分四个单元,每单元八课,每课二学时。第一单元以听懂单句为目的,立足于单句句型和结构的训练;第二单元以听简短对话为主,着眼于熟悉不同语气、语调所表达的语义;第三单元以听短文和长篇对话为主,注重训练学生如何把握通篇的议论中心,如何用合理的思维方法准确地理解原意;第四单元是前三个单元的综合训练,是让学员在全面地听辨过程中运用推断、猜测、联想去总结和概括说话者的原意。

单元中的每一课分成四个步骤:

一、热身阶段:主要是诱导心理、启发思维。具体是让学生带着问题听一段知识性很强的短文或几段情景对话,由此逐步进入听力单项训练。

二、技巧训练阶段:主要是学习掌握语言的语调和语气技巧。训练方法是将难点分散,各个击破。目的是训练学生从语言环境中正确判断语义的能力。

三、模拟考试阶段：主要是让学生做 TOEFL 真题，帮助学生分析错误，加深对英语口语的理解。

四、听力欣赏阶段：让学生听有趣味的理解性短文，以逸代劳。

本教材分为两册：一是学生用书，其内容是四个单元的听力练习。二是教师用书，其内容是全部录音原文及所有练习和 TOEFL 真题的答案。学生用书配有 21 盒原版录音磁带，前三个单元每单元配四盒磁带，第四单元配 1984~1989 年的 TOEFL 真题录音带九盒。

本教材在北京外国语学院试用多年，深受广大学生和 TOEFL 班学员的欢迎。试用此教材的 TOEFL 班的学员，经过 18 周的强化训练，都能在自己原有的起点上提高 150~200 分，因而多数学生能达到 600 分以上，故此书称为《TOEFL600 分听力教程》。

在本书的编写及试用过程中承蒙北京外国语学院副院长、国家教委英语教材编审委员会副主任胡文仲教授和北京外国语学院著名教授薄冰先生的关怀指导；承蒙北京外国语学院科研处、英语二系领导和老师们的大力支持和帮助；另外贺令勇同志担任了文字输入电脑工作，钱兆阳、王薇、张雯等同志担任了材料整理和校对工作，均在此一并表示感谢。

尽管我们做了很大努力，但在编写过程中难免有疏漏之处。望各位专家、同行和读者不吝赐教，提出宝贵意见。

编 者

1989 年 11 月于北京外国语学院

CONTENT

UNIT ONE ; TOEFL LISTENING COMPREHENSION

PART A

Lesson 1	1
1. 1. Listening Focus; Talk 1 ; Areas	1
1. 2. Exercises; Comparatives	3
1. 3. TOEFL TEST; 1984. 1 PART A	11
Lesson 2	15
2. 1. Listening Focus; Talk 2 ; Sleep	15
2. 2. Exercise; Conditionals	18
2. 3. TOEFL TEST; 1985. 5 PART A	22
Lesson 3	26
3. 1. Listening Focus; Talk 3; Sign Language	26
3. 2. Exercises; Sequence of events	29
3. 3. TOEFL TEST; 1985. 11 PART A	33
Lesson 4	38
4. 1. Listening Focus; Talk 4; Identikit	38
4. 2. Exercises; Cause and Result	41
4. 3. TOEFL TEST; 1986. 1 PART A	46
Lesson 5	50
5. 1. Listening Focus; Talk 5; Driving on Ice	50
5. 2. Exercises; Perfect Modals	53
5. 3. TOEFL TEST; 1987. 5 PART A	55
Lesson 6	60
6. 1. Listening focus; Talk 6; Coffee	60
6. 2. Exercises; Model Test on Part A	63

6. 3. TOEFL TEST; 1987. 10 PART A	66
Lesson 7	71
7. 1. Listening Focus; Talk 7; Dawson's Man	71
7. 2. Exercises; Hear sounds accurately	74
7. 3. TOEFL TEST; 1988. 5 PART A	84
Lesson 8	88
8. 1. Listening Focus; Talk 8; Musical Instruments	88
8. 2. Practice Test on Part A ; 100 Statements	91

UNIT TWO ; TOEFL LISTENING COMPREHENSION

PART B

Lesson 9	109
9. 1. Conversations	109
9. 2. Exercises Identify speakers	111
9. 3. Listening Target; Synonyms	116
9. 4. TOEFL TEST; 1985. 5 PART B	118
Lesson 10	121
10. 1. Conversations	121
10. 2. Exercises identify occupation or profession	123
10. 3. Listening Target; Negation/ Contextual reference/Cause and effect	126
10. 4. TOEFL TEST; 1984. 1 PART B	132
Lesson 11	136
11. 1. Conversations	136
11. 2. Exercises; Avoid sight-sound problems	138
11. 3. Listenin Target; Conditionals/Chronological order	143

11. 4. TOEFL TEST; 1985. 11 PART B	147
Lesson 12	150
12. 1. Conversations	150
12. 2. Exercises; Recognize language functions ...	152
12. 3. Listening Target; Comparisons	160
12. 4. TOEFL TEST; 1986. 1 PART B	162
Lesson 13	165
13. 1. Conversations	165
13. 2. Exercises; Recognize the speaker's purpose	167
13. 3. Model Test on Part B	173
13. 4. TOEFL TEST; 1986. 5 PART B	176
Lesson 14	179
14. 1. Conversations	179
14. 2. Exercises; Recognize the speaker's purpose	181
14. 3. Model Test on Part B	190
14. 4. TOEFL TEST; 1987. 5 PART B	192
Lesson 15	196
15. 1. Conversations	196
15. 2. Exercises; Relate vocabulary to context ...	198
15. 3. Model Test on Part B	204
15. 4. TOEFL TEST; 1988. 5 PART B	207
Lesson 16	210
16. 1. Conversations	210
16. 2. Practice Test on Part B ; 75 dialogues	212

UNIT THREE; TOEFL LISTENING COMPREHENSION

PART C

Lesson 17	225
------------------------	-----

17. 1. Listening Focus; Talk 9; Meteor-Psychology ...	225
17. 2. Listening Target; Announcements 1-5	228
17. 3. Exercises; Identify subjects of lectures	231
17. 4. TOEFL TEST; 1985. 11 PART C	235
Lesson 18	238
18. 1. Listening Focus; Talk 10; The Clever Judge ...	238
18. 2. Exercises; Anticipate questions	241
18. 3. Model Test on Part C	244
18. 4. TOEFL TEST; 1984. 1 PART C	247
Lesson 19	250
19. 1. Listening Focus; Talk 11; Tornados	250
19. 2. Exercises; Recognize words in context	253
19. 3. Model Test on Part C	255
19. 4. TOEFL TEST; 1985. 5 PART C	258
Lesson 20	262
20. 1. Listening Focus; Talk 12; Heredity	262
20. 2. Exercises; Concentrate on overall meaning	265
20. 3. Model Test on Part C	267
20. 4. TOEFL TEST; 1986. 3 PART C	270
Lesson 21	273
21. 1. Listening Focus; Talk 13; Arcosanti	273
21. 2. Listening Target; Classroom discussion	276
21. 3. Model test on part C	279
21. 4. TOEFL TEST; 1987. 5. PART C	281
Lesson 22	285
22. 1. Listening Focus; Talk 14; Credit	285
22. 2. Model Test on Part C	288

22. 3. TOEFL TEST; 1987. 10 PART C	290
Lesson 23	294
23. 1. Listening Focus; Talk 15; Chess	294
23. 2. Model Test on Part C	297
23. 3. TOEFL TEST; 1988. 5 PART C	299
Lesson 24	303
24. 1. Listening Focus; Talk 16; The Mayas; background	303
24. 2. Model Test on Part C	305
24. 3. TOEFL TEST; 1988. 10 PART C	308

UNIT FOUR: TOEFL TESTS

Lesson 25	312
25. 1. TOEFL TEST; 1984. 1	312
25. 2. TOEFL TEST; 1985. 5	321
Lesson 26	330
26. 1. TOEFL TEST; 1985. 10	330
26. 2. TOEFL TEST; 1985. 11	338
Lesson 27	348
27. 1. TOEFL TEST; 1986. 1	348
27. 2. TOEFL TEST; 1986. 5	357
Lesson 28	366
28. 1. TOEFL TEST; 1986. 3	366
28. 2. TOEFL TEST; 1986. 10	375
Lesson 29	384
29. 1. TOEFL TEST; 1987. 1	384
29. 2. TOEFL TEST; 1987. 5	393
Lesson 30	402
30. 1. TOEFL TEST; 1989. 8	402
30. 2. TOEFL TEST; 1987. 10	411

Lesson 31	420
31. 1. TOEFL TEST; 1988. 1	420
31. 2. TOEFL TEST; 1988. 10	429
Lesson 32	438
32. 1. TOEFL TEST; 1989. 10	438
32. 2. TOEFL TEST; 1988. 5	447
Lesson 33	456
33. 1. TOEFL TEST; 1989. 1	456
33. 2. TOEFL TEST; 1989. 5	465

UNIT ONE: TOEFL LISTENING COMPREHENSION
PART A

LESSON ONE

Part one: Listening Focus

T-1 Areas

I. Preparation

This talk describes certain areas and how to find, or calculate, the area. When you listen, pay attention to what types of areas are described. Also take note of how to find these areas.

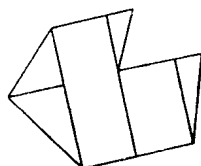
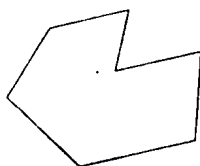
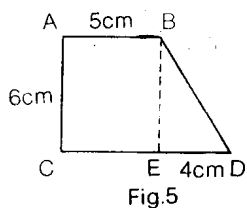
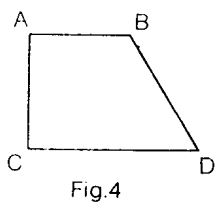
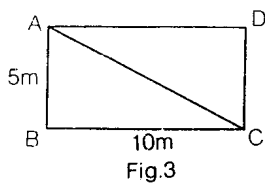
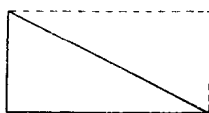
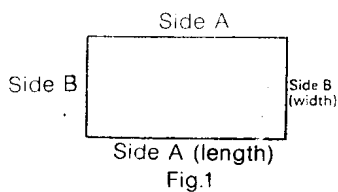
As you listen you will have to look at the illustrations below. They are called "figures"; "figure 1", "figure 2", etc.

Before you listen to this talk, check the "pre-listening vocabulary" following.

II. Pre-listening vocabulary

enclosed closed or shut in
unit quantity or amount used as a measurement
multiply add up a number a given number of times
vertical line a line that forms a right angle with a horizontal line, a line that goes up and down

AREAS



Focus questions

set a) Answer these questions after listening to the talk once.

1. What types of areas are described in this talk?
2. How do you find the area of each type?

III. Detail check quiz. TRUE or FALSE?

Directions: Listen to each statement on the tape. If the statement is true, circle TRUE. If the statement is false, circle FALSE.

Answer all questions based on the information in the talk.

- | | | |
|----|------|-------|
| 1. | TRUE | FALSE |
| 2. | TRUE | FALSE |
| 3. | TRUE | FALSE |
| 4. | TRUE | FALSE |
| 5. | TRUE | FALSE |

PART TWO: EXERCISES

Exercise L-1

Objective: To determine which sentences are similar in meaning to a key sentence and which are merely similar in grammar or similar in sound.

Directions: Read the key sentence aloud to yourself several times.
Then tell how each sentence that follows is similar to the key sentence by writing:

M if it is similar in meaning

G if it is similar in grammar

S if it is similar in sound

Example:

key sentence: Planes have grown more popular than trains in recent years.

G There are fewer planes than trains.

S They have owned it for three years.

M Air travel is now very common.

key sentence: Bill would have come if he'd known you were here.

___ 1 Won't you have some, Bill?

___ 2 Bill is not here.

___ 3 If you were here, Bill would come.

___ 4 Bill wants to see you.

___ 5 Bill brought some wood.

___ 6 Unless you're here, Bill won't come.

___ 7 Did you hear about Bill?

___ 8 Someone should have told Bill you were here.

___ 9 If Bill had come, you would have known.

___ 10 No one heard you and Bill were coming.

Exercise L-2

Objective: To determine which sentences are similar in meaning to a key sentence and which are merely similar in vocabulary or similar in sound.

Directions: Read the key sentence aloud to yourself several times. Then tell how each sentence that follows is similar to the key sentence by writing:

M if it is similar in meaning

V if it is similar in vocabulary

S if it is similar in sound

Example:

key sentence: Planes have grown more popular than trains in recent years.

V Traveling by train is popular.

M Air travel is now very common.

S They have owned it for three years.