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SOUNDWAVES

新视线国际英语

听说教程

DEVELOPING LISTENING AND SPEAKING SKILL

Test Book
测试用书

2

PREPARES
STUDENTS FOR
TOEFL® iBT
LISTENING AND
SPEAKING TESTS

Elida Beatriz Messina
Theodore McNabney



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Soundwaves Test Book 2

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出版说明

《新视线国际英语听说教程》(Soundwaves)是由美国著名教育出版集团麦格劳-希尔教育集团最新开发、编写,现由我社引进并进行改编出版的系列听说教材。这套教材包含三个级别共9本书,每一本都带有一张MP3光盘。它的组成如下所示:

《新视线国际英语听说教程》

| | | |
|--------|--------|--------|
| 学生用书 1 | 教师用书 1 | 测试用书 1 |
| 学生用书 2 | 教师用书 2 | 测试用书 2 |
| 学生用书 3 | 教师用书 3 | 测试用书 3 |

本系列教材遵循以学生为中心、鼓励学生主动学习的理念,本着精讲多练的原则,采用互动交流式的教学模式,通过大量形式多样的练习培养学生的听力及口语技能,并将这些技能有效地应用到真实的生活情境中,同时辅以精要的语法、单词和文化背景的讲解。

本套教材的每个级别都有20个单元,各个级别的单元主题基本一致,但语言难度呈螺旋式上升。《教师用书》针对《学生用书》各个环节的内容为教师提供详细的教学指导和建议。《测试用书》的单元主题设置都与相应级别的《学生用书》对应,以巩固与考查所学内容。在测试形式上,《测试用书》采用了新托福网考(TOEFL®iBT)的听力和口语的测试形式,这样设计是因为新托福网考的测试模式已经发展得比较成熟并在全世界被广泛接受。它不仅体现对学习者的听力、口语技能的科学、系统的考查,而且也十分适合国内目前英语教学中对听说课的教学要求。

本系列教材具有以下鲜明特色:

1. 注重培养学生的策略。教材十分注重培养学生在听、说两个方面掌握正确的学习策略,以提高学习效率和学习能力。

2. 练习形式多样,练习难度个性化。全书练习形式多样,包括个人练习、结对练习、小组练习和课堂活动,倡导体验、实践、参与、合作与交流,发展学生的综合语言运用能力。同时练习设置的难度又充分体现了个性化的特点,考虑到了不同起点的学生的需求,既照顾起点较低的学生,又给基础较好的学生以充分的发展空间。

3. 选材富有趣味性和实用性。全书选材有趣、时尚,贯穿最新的、学生最感兴趣的话题,涉及工作、新闻、娱乐、旅游、购物、环境等方面,体现了实用性、文化性和趣味性的融合,可充分调动教师和学生双方的积极性。题材主要以不同情境的对话和长短不一的谈话和讲座为主,让学生有不同的语言实际运用体验。

4. MP3光盘用纯正美式发音录制。本教材配套的MP3光盘,都是由北美母语播音员或者语言专家录制,语音纯正,语调自然,音质清晰柔和,可模仿性极强。

5. 练习采用新托福网考听力、口语考试的形式。《测试用书》的题型、语料与新托福网考听力和口语测试部分一致,对有志于参加托福考试、留学北美的人士是一套很好的辅助教材。

6. 配有课下拓展练习和MP3光盘。针对每个单元,三个级别的《学生用书》编写了相关的拓展练习,给学生以有益的补充。

本系列教材可用于全日制英语专业基础阶段的学习,非英语专业公共英语、远程(网络、电大)教育英语专业基础阶段及公共英语科目、继续教育英语专业的学习,继续教育对外汉语专业的英语课程的学习,培训部学员的英语听说课程学习,也适用于高职高专的英语听说课程。其中的《测试用书》也特别适合准备新托福网考听力和口语测试的考生自学以及参加辅导班的学习。



To the Teacher

Series Overview

Soundwaves is a three-level listening and speaking series designed to improve your students' conversational English. It offers many opportunities to listen to, learn, and practice the target language.

Soundwaves is a practical series covering a wide range of high-interest topics. Listening exercises in each unit provide models of speech that native English speakers use in real life. Tasks that students will be asked to do are based on realistic situations. Additionally, the audio recordings feature authentic conversations in English. There are entertaining dialogs, telephone conversations, news interviews, radio broadcasts, weather reports, and excerpts from travel and cooking shows.

The *Soundwaves* Student Book has 20 units and 4 review units. Each main unit is carefully structured to provide the tools—vocabulary, grammar, and language expressions—necessary to build listening and speaking skills in English, and generally contains the following sections:

Warm-up – introduces the topic of the unit and helps you and your students brainstorm words related to the topic

Listening exercises – at least three main exercises give practice listening to the target language. Each exercise is followed by tasks that will allow students to put the listening strategies and skills taught into use.

Grammar Note – provides the essential grammatical rules and structures needed to develop listening and speaking skills

Vocabulary Note – presents the key vocabulary words of the unit topic

Take Note Useful Language – gives the basic language structures and expressions for students to practice in the individual, pair and group work exercises

Take Note For Interest – provides fast facts or trivia to expand the unit topic

Culture Note – presents cultural information about similarities and differences between cultures in relation to the unit topic. It also provides a talking point for discussion and sharing of different cultural experiences.

It's About You – a personalized page for students to practice the target language together through communicative pair, group and class work activities.

A self-study section provides extra listening practice. Students should do these exercises individually after you have covered the main unit in class. Self-study units can be for homework or for students to complete in their own time.

Basic Principles

Of the four communicative skills, listening and speaking are the most important to master in language acquisition. Educators should be aware of and follow basic principles of teaching listening and speaking in English.

1. Listening should be emphasized particularly in the early stage of learning a language.
2. Relevant material should be used, with topics that are appropriate and useful in the students' daily lives.
3. The material should use, or closely model, the authentic language of real-life situations.
4. Listening texts should be clear and understandable, with accurate pronunciation and a natural-sounding pace.
5. Repeated listenings of texts are necessary in order for students to gain additional practice and build their listening skills.

6. Listening texts should be varied and realistic in order to keep students entertained and interested.
7. Exercises should have a defined function and provide opportunities to test comprehension and production.
8. The teaching approach should be encouraging and lessons designed for success in motivating students to go further.

Soundwaves incorporates all these principles to offer a solid, comprehensive series for the conversational English classroom.

Series Design

Soundwaves is based on the spiral model of learning. This supports the teaching of basic skills followed by continual revisiting and reinforcement of these skills through material that is covered in increasing depth. As learning progresses, skills become entrenched into the long-term memory for easier recall and production.

To support this model, the same twenty general themes appear in the three levels of the *Soundwaves* Student Books. For example, Jobs is the topic in Unit 10 in all three levels and is dealt with in increasing difficulty at each level, while also recycling the vocabulary, grammar and language structures of the previous level. In Level 1, students learn about different types of jobs; they then learn about job duties and responsibilities in Level 2; and in Level 3, they prepare and practice mock job interviews in class.

This spiral model of learning helps develop competent, and thus more confident, students in listening and speaking in English.

Listening Strategies

Each Student Book begins with a **Getting Ready** section to introduce key listening strategies and present exercises to help prepare for the main units. Teaching students listening strategies increases their awareness of the processes involved in listening. Once students are aware of the elements involved, they can more easily isolate the purpose of their listening, and then understand the meaningful parts of a conversation.

Listening strategies covered in *Soundwaves* include listening for gist, listening for sequence, listening for inference, listening for the main idea, and listening for details. The opportunities offered to practice these important listening strategies equip the students with the language scaffolding they need to utilize these strategies effectively.

Series Approach

Soundwaves primarily utilizes a communicative approach to language learning. This approach advocates task-based and student-centered lessons, emphasizing interactive activities that model real-life communicative situations. Exercises are carefully structured and sequenced for students to meet the language goals in each unit.

The units in *Soundwaves* feature listening texts that model authentic situations and language. Each thematic unit incorporates a variety of exercises appropriate to the topic. For example, Unit 6 on Transportation requires that students listen to instructions and mark a route on a map, while Unit 8 on Shopping involves listening to a transaction and marking the prices on items. Hence, students are provided with a syntactic and conversational framework on which to model and practice the language before moving toward independent production. The purpose is to set up students for success and instill confidence in listening and speaking in English.

The ultimate objective of any language program is to have students independent and functioning competently in the target language. To facilitate student independence, *Soundwaves* includes a **Self-study** section in each Student Book, designed to give students additional practice outside the classroom and improve listening skills.

As your students learn and practice their conversational English-language skills, encourage them to be bold and speak out. Emphasize that good language learners don't worry about making mistakes: they are all part of the learning experience. Tell them, too, that the most important thing when learning a language is to enjoy themselves. *Soundwaves* has been developed to help do exactly that.

致教师

系列总览

《新视线国际英语听说教程》是为提高学生的交际英语能力而设计的三个级别的听、说系列教材。教材中提供了很多听、学和练习目标语言的机会。

《新视线国际英语听说教程》是一套内容涉及面广泛、话题趣味性很强的实用系列教材。每个单元的听力练习提供了英语为母语的人在日常生活中使用的言语模式。学生需要完成的作业也是基于真实的语言环境。除此之外，听力录音也体现了真实的英语对话，其中有娱乐对话、电话交谈、新闻采访、无线广播、天气预报、旅游和厨艺展示片段选录等。

每个级别的《学生用书》都有20个单元和4个复习单元。每个主单元都经过精心打造，提供英语听、说必备的工具——词汇、语法和语言表达，一般包括以下几个部分：

热身——介绍本单元的话题，帮助您和学生一起快速思考并想出与这个话题相关的词语；

听力练习——至少包括三个主要练习，练习听目标语言。每段练习后都带有问题，通过这些问题学生可以把听力技巧学以致用；

语法注释——介绍培养听、说技能所需的基本语法规则和结构；

词汇注释——介绍单元话题中的关键词汇；

标注有用的表达——给出基本的语言结构和表达，让学生在独自练习、结对练习和分组练习中加以应用；

开发兴趣——提供扩充单元话题的事实快报或剪影；

文化注释——介绍与单元话题相关的文化异同信息。提供讨论的谈话点，分享不同的文化经历；

关于你自己——个性化的一页，让学生通过结对交际练习、小组练习和课堂练习活动来练习目标语言；

自学部分提供课外听力练习。学生在课堂上学过主单元之后，应该独自完成这部分练习。自学单元可以留作家庭作业，也可以让学生在自自己的时间完成；

基本原则

在四项交际技能中，听、说是学习一门语言要掌握的最重要的两项技能。教师应意识到并遵守教授英语听、说的基本原则：

1. 在学习一门语言的初期，应特别强调听力；
2. 应使用相关素材，这些素材应与话题相适合，并在学生的日常生活中有用；
3. 素材应使用或模仿现实生活中的真实语言场景；
4. 听力材料应清晰、易懂，发音准确，语音、语速自然；
5. 课文需要反复听，让学生能够得到更多练习，培养听力技能；
6. 课文应多样化，并符合实际，让学生感觉有乐趣和兴趣；

7. 练习应具有规定清晰的功能，提供测验学生的理解及其成果的机会；
8. 应进行鼓励性教学，课程的设计应能激发学生进一步学习；

结合以上原则，《新视线国际英语听说教程》为英语交际课堂呈现出一套立体而全面的系列教材。

系列设计

《新视线国际英语听说教程》的学习模式是螺旋上升式的。通过对难度逐步加深的材料的学习不断反复使用、加强以支持教师教授的基本技能。随着学习的深入，这些技能慢慢植根于长期记忆中，很容易回忆起来并有所产出。

为了支持这种学习模式，三个级别的《学生用书》中都出现了二十个相同的话题。例如，每个级别第十单元的话题都是“工作”，但难度逐级加大；同时，上一级中出现的词汇、语法和语言结构在下一级中再次出现。在第一级中，学生学习不同的工作类型；然后在第二级中学习工作职责；在第三级中，让学生做好准备，并在课堂上练习模拟工作面试。

这种螺旋上升式的学习模式帮助学生在听、说英语的过程中培养能力、增强自信。

听力策略

每一级《学生用书》都以**Getting Ready**部分开篇，介绍听力的关键策略，并提供习题让学生为主单元的学习做好准备。教授学生听力技巧可以让学生在听力中加强对这一过程的认识，学生一旦明白了其中涉及的要素，会更容易分辨出所听内容的意图，进而理解对话中有意义的部分。

《新视线国际英语听说教程》所涵盖的听力技巧包括主旨听力、顺序听力、推断听力、大意听力和细节听力等。书中提供了练习这些重要听力策略的机会，从而使具备有效运用这些技巧所需的语言平台。

系列学习方法

《新视线国际英语听说教程》主要使用交际式语言学习方法。这种方法倡导课堂要以完成任务为基点，以学生为中心，强调在真实交际语境中模拟进行交互式练习。每篇练习都匠心独运、精心安排，使学生实现每单元的语言目标。

《新视线国际英语听说教程》每个单元中听力材料的特点是模仿真实语境和真实语言。每个主题单元都包含各类型的与话题相适应的练习。例如，第六单元的话题是交通，它要求听指示，然后在图上标注一条线路；而第八单元是关于购物，它要求听一次买卖交易的过程，然后标出不同商品的价格。因此，这本书为学生在进行独立表达之前提供了可以模仿和练习语言的句法和对话框架。其目的是帮助学生掌握英语听、说能力，并逐步建立他们的自信。

所有语言课程归根到底都是为了让能够完全独立应用目标语言。为促进学生的独立性，每一级《学生用书》都包括自学部分，其设计目的是给学生提供更多课堂之外的练习，提高他们的听力技能。

学生学习和练习英语会话技能的时候，应鼓励他们大胆开口。向他们强调优秀的语言学习者并不害怕犯错：他们应该体验整个学习过程。还要告诉他们，学习语言最重要的是要享受整个过程。《新视线国际英语听说教程》正是为此目的而打造的。



Introduction

About the Test Book

A Test Book and a Test MP3 accompany each level of *Soundwaves*. These test components have been specially designed to help students prepare effectively for the listening and speaking tests in the TOEFL®iBT.

Each *Soundwaves* Test Book contains 40 unit tests for Units 1–20. There is a listening test and a speaking test for every unit. Additionally, 8 Review Unit tests are included. The units in the Test Book correspond to those in the *Soundwaves* Student Book for that level. They test the students on the topics and language—grammar, vocabulary, sentence structures and expressions—learned in the Student Book.

The *Soundwaves* Test Book and the Test MP3 serve not only as a valuable assessment tool for those students who have studied the *Soundwaves* Student Books, but they also provide excellent preparation for those who need to take the TOEFL®iBT.

About the TOEFL®iBT

The TOEFL®iBT is the Internet-based test (iBT) of the TOEFL (The Test of English as a Foreign Language). It tests all four language skills which are essential for effective communication: listening, speaking, reading and writing. This standardized test is recognized worldwide as an official measure of the English proficiency of non-native English speakers. Over 5,000 colleges, universities and educational agencies in 90 countries accept TOEFL scores for mainly admission purposes. Hence, it is highly important for students to prepare well for the TOEFL®iBT since the results will partly determine their entry into a college or university.

Listening Section

The Listening section of the TOEFL®iBT includes 2–3 conversations and 4–6 lectures. Each conversation is followed by 5 questions and each lecture, 6 questions. Students are given 60–90 minutes to answer all of the listening questions. Most of them are multiple-choice questions with four answer choices.

Each recording of a conversation or lecture lasts between 4–6 minutes long. The settings are academic environments, and the conversation/lecture sounds like the language heard at a college or university in North America. You might hear, for example, a student in a professor's office asking about a course assignment; or interactions between two students after a lecture. The majority of the speakers have standard American accents. Note that it is not necessary for test takers to have prior knowledge of the topics of the conversations/lectures in order to answer the questions.

The questions in the Listening section test your ability to understand the main idea or topic of a conversation/lecture, distinguish supporting ideas and details provided, make deductions, detect the speaker's purpose, method, and attitude, recognize the relationship between parts of a lecture, appreciate how meaning is expressed through intonation and analyze information in order to complete charts.

You should take notes while you listen to the conversation/lecture to help you answer the questions. Therefore, it is important that you listen carefully, and write down the main ideas and important details. When you take notes on the conversations, also pay attention to who is saying what.

These are the different types of questions on the conversations and lectures that you will encounter in the Listening section. They are divided into three main question categories.

I. Basic Comprehension Questions

- **Gist-Content** questions: They ask what subject the conversation or lecture is about. For example, *What is the topic of this lecture?*

- **Gist-Purpose** questions: They ask why the conversation is held or the lecture given. A possible question might be, *Why is the girl talking to the librarian?*
- **Detail** questions: They ask about supporting ideas/details mentioned in the conversation/lecture. An example question is, *According to the lecturer, what does the use of formal or informal greetings depend on?*

II. Pragmatic Understanding Questions

- **Understanding the Function of What Is Said** questions: They ask you to put in plain words how the speaker explains or solves something in the conversation/lecture. For example, *How does the professor explain the problem of global warming?*
- **Understanding the Speaker's Attitude** questions: They ask you how the speaker feels about a situation, reacts to what he/she is told, or thinks about a subject. A possible question might be, *What does the professor mean when he says, "It's in your best interest"?*

III. Connecting Information Questions

- **Understanding Organization** questions: They ask you about the general organization of the listening passage, or the relationship between two different ideas presented in a lecture. For example, *How does the professor explain the differences between the two geographical areas?*
- **Connecting Content** questions: They ask you to recognize the relationships among ideas in a lecture/conversation or point out how they are stated; or to organize information in a different way from the one given in the recording. You may also be asked to specify relationships among items in a chart. These questions generally ask you to fill in a table or put events in a sequence.
- **Making Inferences** questions: They ask you to draw conclusions based on the information mentioned in the conversation/lecture. An example question is, *What will the student do next?*

Speaking Section

The Speaking section of the TOEFL®iBT is comprised of 6 speaking tasks. The first 2 tasks are referred to as Independent Speaking Tasks, and the other 4 tasks are called Integrated Tasks. The total amount of time allotted to the Speaking test section is approximately 20 minutes.

You may write notes to help you organize your thoughts. It is important that you speak clearly, with good pronunciation and intonation; that you use grammar and vocabulary effectively to express your ideas; and that you answer the question fully and in a logical way. Your response must answer the question and be adequately supported with specific reasons and examples.

I. Independent Speaking Tasks

For the Independent Speaking Tasks, you are asked to speak on various topics based on personal experience, and informal and academic situations. In the first task, you are asked to describe a person, place, object, activity or event that you are familiar with. For example, *What hobbies do you have?* While in the second task, you need to give your opinion on a familiar topic. An example question is, *Are you more interested in local news or world news?* After you hear the question, you are allowed 15 seconds of preparation time, and 45 seconds of response time.

II. Integrated Tasks

For the Integrated Tasks, you need to use a combination of listening/reading/speaking skills. You will read a short text, listen to a related conversation or part of a lecture, and then answer a question. You are given 20–30 seconds to prepare your response and then 60 seconds to speak.

The topics are essentially academic and related to life, society, and physical sciences, and the humanities, but the language and concepts can be understood by any student, regardless of his/her field of study. The reading passage is approximately 75–100 words long. It is important that you integrate the information from the reading passage and the listening text because the reading passage allows you to understand what the speakers are talking about. You need to pay attention to what has been proposed, planned, changed, etc., and the reasons that are given in agreement or disagreement with it. You also need to understand not only what the question asks you to do, but what it does not ask you to do. The Integrated Task does not ask for your opinion; rather, it asks you to report the opinion of one of the speakers and to summarize the reasons he/she gives to support it.

Scoring for the Listening and Speaking Sections

Most of the questions in the Listening section of the TOEFL®iBT are scored 1 point each. The total score for this section is then scaled at 0–30 points.

For the Speaking section, each of the 6 tasks is scored from 0 to 4 points. The sum of this score is also scaled at 0–30 points. The scoring of each task is based on a comprehensive Speaking Scoring Rubric. You can view this scoring guide on the official TOEFL website created by ETS (Educational Testing Service) at: www.ets.org/Media/Tests/TOEFL/pdf/Speaking_Rubrics.pdf

Accordingly, the same overall scoring system has been adapted for the listening and speaking tests in the *Soundwaves* Test Books. Each listening test has a total score of 30 points, while every speaking test can be evaluated on the scale of 0 to 4 points following the Speaking Scoring Rubric of the TOEFL®iBT.

Improving Listening and Speaking Skills

Here are some general tips to help students strengthen their listening and speaking skills.

Listening Skills

- While you listen to the *Soundwaves* Class and Self-study MP3, practice making notes on the main idea, major points, and important details that you hear in every dialog.
- Focus your attention on what the speakers say and how they say it. For example: *Who says what? With what purpose? Is the conversation formal/informal? Does the speaker provide or ask for information/make suggestions/apologize/complain/etc.?*
- Concentrate on what you are asked to do in the questions.
- Use your critical listening skills and non-verbal listening skills—understanding a speaker’s tone of voice, facial expressions, gestures, and other non-verbal cues.
- Increase your vocabulary by reading as much as possible and looking up new words in an American English dictionary.
- Listen repeatedly to any English-language audio material that interests you.
- Watch English-language movies and TV shows, and listen to songs or radio stations in English.

Speaking Skills

- Speak clearly with good pronunciation and intonation. Make a list of familiar topics and practice speaking about them. You could even record your voice and time your speech.
- Make sure you review the necessary grammar points and vocabulary during your course of study and when you prepare your speech, so that you can express your ideas properly in the time allowed.
- Use your notes to orally organize and summarize information and ideas more clearly, avoiding repetition and hesitation.
- Get used to connecting your ideas in a way that is easy to follow, and giving complete responses.
- Practice your conversational speaking skills as often as you can and, if possible, with native English speakers.
- Listen to directions carefully, so you understand exactly what is being asked and respond accordingly.
- Practice, practice, practice.

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▶ 前言

关于《测试用书》

每一级《新视线国际英语听说教程》都配有《测试用书》和一张MP3光盘。这些专门设计的测试内容是为了帮助学生有效地准备新托福网考的听、说测试。

每一级《测试用书》都包含1~20单元的40个单元测试。每个单元测试都有听力测试和口语测试。另外，还包括8个单元的复习测试。每一级《测试用书》中的每个单元与相应级别的《学生用书》中的一致，测试学生在《学生用书》中学习的相关话题和语言——语法、词汇、句子结构和表达。

《测试用书》和MP3光盘不仅为学习《学生用书》的学生提供富有价值的测试工具，而且为需要参加新托福网考的考生提供极佳的准备过程。

关于新托福网考

新托福网考是托福（TOEFL，以英语作为外语的考试）基于互联网的测试（iBT）的考试。新托福网考测试考生有效沟通所必备的四项语言技能：听、说、读和写。这种标准化的测试已在世界范围内获得了认可，它是测试母语不是英语的人的英语水平的官方工具。全世界90多个国家的5000多所学院、大学和教育机构接受托福分数作为主要的入学标准。既然托福成绩会在一定程度上决定是否被某所学院或大学录取，学生好好准备新托福网考也就极其重要。

听力部分

新托福网考的听力部分包括2~3个对话和4~6个讲座。每段对话后有5个问题，每个讲座后有6个问题。学生有60~90分钟时间回答完所有问题。大部分问题都是有四个选项的多选题。

每段对话或讲座的录音长度为4~6分钟。背景为学术环境，对话或讲座听起来像北美学院或大学里的语言。比如，你可能听到一名学生在教授办公室里询问课程安排，或者是课后两个学生之间的交流。绝大多数讲话的人都有一口标准的美式口音。需要注意的是，应试者不一定要有对话/讲座话题的背景知识才能回答问题。

听力部分的问题测试应试者对对话/讲座大意或主题的理解能力，对支持观点和所提供细节的分辨能力，推断能力，探索说话者的意图、方法和态度的能力，对讲座各部分关系的认识能力，理解意思是如何通过语调来表达的能力，以及分析信息完成图表的能力。

听对话/讲座的过程中做笔记会有助于回答问题。因此，仔细听并记下大意和关键细节很重要。做笔记的时候，也要注意是谁在说，说了什么。

这些都是你在听力测试部分会遇到的不同类型的问题。这些问题主要分为以下三类：

一、基本的理解问题

- **主旨-内容问题：**这些问题问对话/讲座的主题是什么。例如：“这篇讲座的话题是什么？”
- **主旨-意图问题：**这些问题问进行对话/讲座的原因。问题可能是：“那个女孩为什么和图书管理员讲话？”
- **细节问题：**这些问题问对话/讲座中提到的支持性观点或细节。例如：“根据讲座者所述，使用正式问候或非正式问候取决于什么？”

二、语用理解问题

- **理解所说内容的功能问题：**这些问题要求你用简单的词语表述讲话人在对话/讲座中如何解释或解决的某个问题。例如：“教授是怎么解释全球变暖问题的？”
- **理解讲话人的态度问题：**这些问题要求你说出说话人对当时的情景有何感想，对他或她听到的内容做何反应，或者对主题有何考虑。问题可能是：“当教授说：It's in your best interest ‘这对于你最有利’，教授是什么意思？”

三、联系信息问题

- **理解组织结构问题：**这些问题考查你对听力文章的基本结构，或者讲座中两种不同观点之间的关系的理解。例如：“教授是怎么解释两个地理区域之间的差异的？”
- **联系内容问题：**这些问题要求你看出讲座/对话中观点之间的联系，或者指出这些观点是如何陈述的，或者根据录音中的已知信息以不同的方式组织信息。也有可能让你指出图中不同项目之间的联系。这些问题通常让你填表格或者按顺序排列事件。
- **推断问题：**这些问题要求你根据对话/讲座中提到的信息得出结论。例如：“那位学生接下来会做什么事？”

口语部分

新托福网考的口语部分共有6道题。前两道题为“独立回答题”，另外四道题为“综合回答题”。口语部分的考试时间总共约20分钟。

考生可以在听录音的过程中做笔记来帮助理清思路。口齿清晰、语音语调准确很重要。这意味着考生要有效地使用语法和词汇来表达观点；回答问题要充分且富有逻辑性。考生的回答必须切题，通过具体的理由和实例来充分支持自己的观点。

一、独立回答题

独立回答题要求考生根据个人经历、非正式情景和学术情景来讲述不同的话题。第1题要求考生描述一个自己熟悉的人、地方、东西、活动或事件。例如：“你有什么兴趣爱好？”到了第2题要求考生就一个熟悉的话题给出自己的观点。例如：“你对哪种新闻更感兴趣，地方新闻还是世界新闻？”听到问题后，考生有15秒钟的准备时间和45秒钟的作答时间。

二、综合回答题

在综合回答题部分，考生须综合地运用听力、阅读和口语技巧。考生先读一段短文，然后听一段相关的对话/讲座，最后回答问题。考生有20~30秒的准备时间，60秒的作答时间。

话题基本上是学术性的，涉及生活、社会、自然科学和人类。不过每位学生都能听懂其中的语言和概念，不管他或她有什么样的学术背景。阅读材料大约有75~100个单词。把阅读中的信息和听力中的信息结合起来很重要。通过阅读材料，考生可以理解说话者在谈论什么。考生需要注意有什么建议、什么计划和什么变化等，以及赞同或不赞同的理由。考生不仅需要理解问题让你做什么，还要理解没让你做什么。综合回答问题不询问考生的观点，而是要求考生叙述其中一个说话人的观点，并总结他或她给出的支持观点的理由。

听力和口语部分评分标准

新托福网考听力部分的大部分问题都是每题1分，这部分的得分范围为0~30分。

口语部分每道题的得分在0~4分之间，得分范围也在0~30分之间。每道题的得分根据综合口语评分标准（Speaking Scoring Rubric）得出。考生可以在托福官方网站上浏览评分指南，该网站由美国教育考试服务中心（ETS）创办，网址为：www.ets.org/Media/Tests/TOEFL/pdf/Speaking_Rubrics.pdf。

因此，《测试用书》中的听力和口语测试也采用相同的综合评分标准。每个听力测试共30分，每段口语测试按照新托福网考的评分标准在0~4分之间评分。

提高听说技能

以下是一些帮助学生增强听、说技能的通用窍门。

听力技能

- 无论在课堂还是自学，在听MP3时，学生可以练习做笔记，记下每段的大意、主要观点和重要细节。
- 集中精力听说话人说了什么、如何说的。例如：“谁说了什么？有什么意图？对话是正式还是非正式的？说话人是否提供或询问信息，是否提出建议、道歉、抱怨等？”
- 专注于问题中要求你做什么。
- 使用关键听力技能和非言语听力技能——理解说话人的语调、面部表情、姿势和其他非言语细节。
- 通过尽可能多的阅读、查询美式英语词典来增加词汇量。
- 反复听你感兴趣的英语有声素材。
- 观看英文电影和电视节目，听英文歌曲和广播电台。

口语技能

- 吐字清晰，语音语调清楚。将熟悉的话题列一个清单，不断练习口语。你甚至可以录下自己的发音，记录你说话的时间。
- 在学习期间和准备讲话时，确保复习了必要的语法和词汇要点，这样可以在规定的时间内充分表达观点。
- 使用你的笔记更清楚地口头组织并总结信息和观点，避免重复和停顿。
- 习惯用简单易懂的方式联系观点，完整作答。
- 尽量练习口语对话技能，如果条件允许，跟母语为英语的人进行练习。
- 仔细听指令，准确理解问了什么，并做出相应的回答。
- 练习，练习，再练习。

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| Unit 单元 | Title 标题 | Topic 话题 | Learning Objectives 学习目标 | Notes 注释 |
|------------|-----------------|--|--|---|
| 1 | Greetings 问候 | Greetings, introductions and short conversations 问候、介绍和简短交谈 | <ul style="list-style-type: none"> • Greeting people • Making a conversation • 问候别人 • 交谈 | <ul style="list-style-type: none"> • Greetings and small talk— formal/informal • 问候及正式与非正式闲聊 |
| 2 | People 人 | Likes and dislikes 喜欢与不喜欢 | <ul style="list-style-type: none"> • Describing likes and dislikes • Expressing preferences • 描述喜欢与不喜欢 • 表达偏好 | <ul style="list-style-type: none"> • Superlative adjectives— the most/the least • Pet peeves • 形容词最高级—— the most/the least • 最厌烦的事情 |
| 3 | Friends 朋友 | Personalities 性格 | <ul style="list-style-type: none"> • Describing personalities • Identifying personality traits • 描述性格 • 识别性格特点 | <ul style="list-style-type: none"> • Hobbies and interests • 爱好与兴趣 |
| 4 | Home 家 | Daily Routines 日常事务 | <ul style="list-style-type: none"> • Describing daily routines • Telling time • Making schedules • 描述日常事务 • 表达时间 • 制定计划表 | <ul style="list-style-type: none"> • Daily chores • 日常杂务 |
| 5 | School 学校 | Extra-curricular activities 课外活动 | <ul style="list-style-type: none"> • Describing extra-curricular activities • Describing school clubs and teams, and volunteer activities • Stating interests • 描述课外活动 • 描述学校的社团、校队和志愿者活动 • 陈述兴趣 | <ul style="list-style-type: none"> • Charity work • 慈善工作 |

| Unit 单元 | Title 标题 | Topic 话题 | Learning Objectives 学习目标 | Notes 注释 |
|----------------------------------|----------------------|--|---|---|
| 6 | Transportation 交通 | Modes of transportation 交通方式 | <ul style="list-style-type: none"> Identifying modes of transportation Discussing preferences Giving directions 认识不同的交通工具 讨论偏好 指路 | <ul style="list-style-type: none"> Prepositions—by, on 介词 by 和 on |
| 7 | Food 食物 | Nutrition, healthy and unhealthy food 营养、健康食品与不健康食品 | <ul style="list-style-type: none"> Identifying healthy/unhealthy food 识别健康食品与不健康食品 | <ul style="list-style-type: none"> Countable and uncountable nouns Food groups Food pyramid 可数名词与不可数名词 食物种类 食物金字塔 |
| 8 | Shopping 购物 | Purchasing goods 购买商品 | <ul style="list-style-type: none"> Discussing/buying clothing, music, sports equipment and other goods Giving opinions 讨论/购买衣服、音乐、运动器材及其他商品 表达意见 | <ul style="list-style-type: none"> Tag questions 反意疑问句 |
| 9 | Music 音乐 | Types of music 音乐类型 | <ul style="list-style-type: none"> Identifying and describing types of music Expressing music preferences 识别并描述各类音乐 表达音乐偏好 | <ul style="list-style-type: none"> Comparative adjectives—-er, better, worse 形容词比较级——-er, better, worse |
| 10 | Jobs 工作 | Job duties and responsibilities 工作职责 | <ul style="list-style-type: none"> Describing occupations Understanding job descriptions Expressing interest in certain jobs 描述职业 理解工作描述 表达对某些工作的兴趣 | <ul style="list-style-type: none"> Job factors Classified job ads 工作要素 分类招聘广告 |
| Review Units 6 – 10 6~10 单元复习 | | | | |

| Unit 单元 | Title 标题 | Topic 话题 | Learning Objectives 学习目标 | Notes 注释 |
|------------|---------------------|---------------------------------|---|---|
| 11 | Health 健康 | Illnesses and remedies 疾病与治疗 | <ul style="list-style-type: none"> • Describing symptoms of illnesses • Offering advice • Prescribing remedies • 描述疾病症状 • 提出建议 • 开药 | <ul style="list-style-type: none"> • Home remedies • 家庭治疗 |
| 12 | Leisure 休闲 | Music and sports 音乐与体育 | <ul style="list-style-type: none"> • Describing different types of activities in music and sports • Identifying key details • 描述不同类型的音乐与体育活动 • 识别关键细节 | <ul style="list-style-type: none"> • Active and passive voices • Musical pursuits • Sports broadcasts • 主动语态和被动语态 • 音乐爱好 • 体育广播节目 |
| 13 | Entertainment 娱乐 | Movies 电影 | <ul style="list-style-type: none"> • Identifying types of movies • Giving opinions • Making recommendations • 识别不同类型的电影 • 表达意见 • 推荐 | <ul style="list-style-type: none"> • Contractions • Movie reviews • 缩略形式 • 电影评论 |
| 14 | Going Out 外出 | Social occasions 社交场合 | <ul style="list-style-type: none"> • Giving verbal invitations • Accepting/declining invitations • 发出口头邀请 • 接受/谢绝邀请 | <ul style="list-style-type: none"> • Invitations—formal/informal • 正式与非正式邀请 |
| 15 | Travel 旅行 | Trip planning 旅行计划 | <ul style="list-style-type: none"> • Booking a trip • Making a reservation • Identifying key details • 预订旅行 • 预订 • 识别关键细节 | <ul style="list-style-type: none"> • Modal verbs • Airport schedules • 情态动词 • 机场时刻表 |

Review Units 11 – 15 11~15 单元复习

| Unit 单元 | Title 标题 | Topic 话题 | Learning Objectives 学习目标 | Notes 注释 |
|--------------------------------------|-----------------------|---|--|---|
| 16 | Special Days 特殊的日子 | Special days in the year 一年中特殊的 日子 | <ul style="list-style-type: none"> Identifying special days and occasions Comparing celebrations and holiday customs 识别特殊日子和特殊场合 比较庆祝活动和假日习俗 | <ul style="list-style-type: none"> Wishes 愿望 |
| 17 | News 新闻 | Business reports 商业报道 | <ul style="list-style-type: none"> Identifying key information Describing business trends— growth/decline 识别关键信息 描述商业趋向——增长/下降 | <ul style="list-style-type: none"> Large numbers Graphs and charts 大数 图表 |
| 18 | Weather 天气 | Weather conditions 天气情况 | <ul style="list-style-type: none"> Describing types of weather— conditions, temperature, humidity 描述不同天气——天气情况、温度、 湿度 | <ul style="list-style-type: none"> Forms for the future 将来时的表达方式 |
| 19 | Environment 环境 | Animals and plants 动植物 | <ul style="list-style-type: none"> Identifying and describing animals and plants Identifying natural habitats 识别和描述动植物 识别自然栖息地 | <ul style="list-style-type: none"> National emblems 国徽 |
| 20 | Communications 通信 | Electronic gadgets 电子器件 | <ul style="list-style-type: none"> Identifying different types of technology Identifying and describing electronic gadgets 识别不同类型的技术 识别和描述电子器件 | <ul style="list-style-type: none"> PDA, mobile phone, MP3 player 个人数字处理机、 手机、MP3播放器 |
| Review Units 16 – 20 16~20 单元复习 | | | | |
| Self-study Units 1 – 20 1~20 自学单元 | | | | |