

STEP BY STEP FOR MIDDLE-SCHOOL STUDENTS



中学生

英语听力循序渐进

主编 潘志强



上海外语教育出版社

G634.41

P

65

STEP BY STEP FOR MIDDLE-SCHOOL STUDENTS

中学生英语听力循序渐进

主编 潘志强

上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

图书在版编目(CIP)数据

中学生英语听力循序渐进 / 潘志强主编. —上海: 上海外语教育出版社, 2001

ISBN 7-81080-111-2

I. 中... II. 潘... III. 英语-视听教学-高中-教材
IV. G634.411

中国版本图书馆 CIP 数据核字(2001)第 18616 号

顾问: 徐建平 郑纪川

主编: 潘志强

副主编: 漆晓蓉(常务) 刘小萍

编委: 何文书 周炎宏 章锡慧 林筱华 章梅琴 顾春娇
欧志莹 黄卫平 方厚源 王欣 江玲 郑雅玲
廖壮琴 汪飒爽 周苑华 竺金飞

插图绘制: 胡炜 周志浩

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电话: 021-65425300 (总机), 65422031 (发行部)

电子邮箱: bookinfo@sflep.com.cn

网址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 韩天霖

印刷: 上海长阳印刷厂

经销: 新华书店上海发行所

开本: 787×1092 1/16 印张 9.25 字数 244 千字

版次: 2001 年 6 月第 1 版 2001 年 11 月第 3 次印刷

印数: 5 000 册

书号: ISBN 7-81080-111-2 / G · 053

定价: 11.40 元

本版图书如有印装质量问题, 可向本社调换

前 言

在一次偶然机会里,衢州二中潘志强老师和衢州市教研室郑纪川老师让我看一看他们教师自己编写的听力训练教材,并让我写一篇前言。

接过稿子一看,不觉十分欣喜。其一,该书有关听力训练的程序很是科学——体现了听力教学的规则:在 Pre-listening 中介绍背景和梗概;在 While-listening 中训练听力,增进理解;在 Post-listening 中深入挖掘内涵、培养创造性思维,并变听力输入为口语输出,达到“四会”技能全面发展。其二,该书内容丰富,涉及面广,安排也十分讲究:将有关重要节日、世界名城、各国教育分别编排在一个单元内,让学生可作比较。其三,该书听力短文长短基本一致,四课合一单元,可谓绞尽脑汁,独具匠心,堪称佳作。

另外,我总认为对学生创新意识和创新思维培养的关键在于教师创新精神的开拓。你看这些老师在宝贵的业余时间,为了教学改革,钻研大纲、寻找资料、改写短文、设计题目并乐此不倦。因此,从这一点上讲,这本听力训练教材问世的本身就值得我们学习和称道。

最后,想到十多年前华东师范大学外语系成功地编写了“Step by Step”,在大学外语界反响很大,至今,不少高中生还在使用。那么,何不将此书冠以“Step by Step for Middle-school Students”呢?

叶在田

浙江省教育厅教研室英语教研员

国家基础教育实验中心外语教育中心主任

2000年10月

编者的话

改革开放 20 多年来,中学外语教学的改革和发展取得了历史性的巨大成就,但与此同时,我们也应该看到,面对新形势,我们的外语教学观念、内容和方式都还相对落后和陈旧,还在制约和影响学生的全面发展和提高。进一步深化外语教改,全面推进素质教育,加快培养具有创新精神和实践能力的外语人才已成为我们的当务之急。

本着要体现“基础性、综合性、多样性、时代性”的教材编写原则以及出于“教育材料多样化、教育方法多元化、教育过程活动化、教育原则交际化和学习方法主体化”的考虑,为了拓展学生视野,增加输入,突出和强调语言的实践性、实用性、交际性,发展学生的良好素质,我们编写了本教材。

本教材的内容有趣味故事、名人轶事、地理历史、体育知识和科普知识等。我们力求在训练学生听说的同时,达到以下几点目的:

1. 掌握一定的语言知识和基本技能,建立初步的语感,获得基本的语言运用能力;
2. 开发智力,培养观察、记忆、思维、想象和创新能力;
3. 了解文化差异,增强世界意识,培养爱国主义精神;
4. 为他们的终身学习和发展打下良好的基础。

本教材编写时充分考虑到知识性和趣味性的结合,实用性和交际性的强调和突出,同时根据学生的具体能力,把训练分成几个步骤,循序渐进,让学生从易到难,顺利完成听说训练。

我们编写和使用本教材的初衷是想为解决中学英语教学中长期存在的“听不懂、说不出、费时多、收效低”的问题探求新的教学路子而稍尽绵力,但愿我们的努力是意义和有价值的。

潘志强

浙江衢州二中外语教研组

2000 年 10 月

评《Step by Step for Middle-school Students》

人类的婴幼儿,与其他高等动物不同,天生有习得语言和言语的非凡能力。两到三岁的儿童已学会流利地用口语和其他人交流。按理,一名十七八岁的中学生学会一门外语,应不会有很大困难。然而,事实并非如此。我国中学生,从小学到中学毕业,共学了大约十年外语,但多半还不能开口讲话。原因何在?我想最根本的,还是对外语学习的本质认识不足的缘故。外语学习同母语学习一样,最根本的不是学习知识,而是要把学到的知识转化为技能。在心理学中,技能被分为智力技能和动作技能。在外语学习中既有智力技能,如适当地运用词法和句法规则造句,也有动作技能,如说话和朗读时需要口腔运动和舌头的肌肉协调能力。这两类技能的学习都要经过三阶段:一是正确理解词法或句法规则和动作要领;二是经过练习使规则支配自己的言语行为;三是技能达到轻松、自然和自动输出的阶段。

令人高兴的是,衢州二中的英语老师们充分认识了英语学习的工具性和技能性本质。经过多年改革,改变了以往把英语技能教成英语知识,片面追求升学率的倾向,学生的英语交流能力迅速提高。由潘志强先生组织编写的这套英语听说选修教材便是该校英语教学改革成果。

这套教材构思巧妙,按单元组织,每个单元围绕一个主题,分成相对独立的4课。每课又分听前、听中和听后三段训练。训练方法循序渐进,教材内容包括趣味故事、名人轶事、地理历史常识、体育和科学小知识。学生经过这套材料的听说训练,不仅能掌握言语技能,还能了解西方国家的文化、风土人情,扩大知识面。因此它不失为一套配合学生素质教育的好教材。

皮连生

著名教育心理学家

教育部心理学教学指导委员会委员

华东师范大学心理学系博士生导师

Contents

Unit 1	Stories(1).....	1
Unit 2	Stories(2).....	7
Unit 3	A Guide to Planet Earth.....	12
Unit 4	Trips to Some Places.....	18
Unit 5	About America.....	23
Unit 6	Something about England.....	29
Unit 7	Stories about Some American Foods.....	35
Unit 8	Sports and Sportsman.....	41
Unit 9	Festivals.....	47
Unit 10	Humours.....	53
Unit 11	Famous Cities.....	59
Unit 12	Outstanding Characters.....	64
Unit 13	Get to Know Some Animals.....	70
Unit 14	Idioms.....	76
Unit 15	Education.....	82
	Tapescripts and Key.....	89

Unit 1 Stories (1)

Lesson 1 I Don't Want to Go to School.

PRE-LISTENING

I Background notes.

It is very important to develop pleasant relationship with other people in our daily life and work. We should try to make people happy instead of causing them trouble.



II Vocabulary.

1. cleaner _____
2. hate _____
3. responsible _____
4. garage _____
5. headmaster _____

WHILE-LISTENING



III Listen to the statements and tick the correct answers.

1. What was Harry's mother doing when he came to her? She was having _____.
A. breakfast B. tea C. dinner
2. What did Harry tell his mother? He said that _____.
A. no one in his office liked him
B. everyone in his factory liked him
C. nobody at his school liked him
3. Why did Harry's mother think he should change? Because _____ people didn't like him.
A. very few B. a few C. quite a few
4. What didn't Harry want to do? He didn't want to _____.
A. go home B. go to school C. go climbing
5. What was Harry? He was _____ of the school.
A. a student B. a teacher C. the headmaster

IV Listen to the passage and choose the right sentence.

Mother: "You have to go. You still have a lot to learn. You're quite well." 1

Mother: "You have to try another school. It's no good staying in this school." 2

V Spot dictation.

Harry _____ to his mother one morning _____ she was having her _____, and said to her, "No one at my school _____ me, Mother. The teachers don't, and the children don't. _____ the cleaners and bus drivers _____ me."

POST-LISTENING

VI Listen to the passage again, and then try to answer the following questions.

1. When Harry said no one liked him, what did his mother answer?
2. And what did Harry say then?
3. What was his mother's answer?
4. What did she do while she was saying that?
5. What did you think Harry was when you started reading this story?

Lesson 2 I'm His Sister.

PRE-LISTENING

I Background notes.

Honesty is a virtue. But sometimes people have to tell lies, which won't bring others any harm. We call it "white lie".

"Who are you?"
"Sister?"



II Vocabulary.

- | | |
|------------------|-------------------|
| 1. camp _____ | 2. abroad _____ |
| 3. captain _____ | 4. relative _____ |
| 5. patient _____ | 6. matron _____ |

WHILE-LISTENING



III Listen to the statements and tick the correct answers.

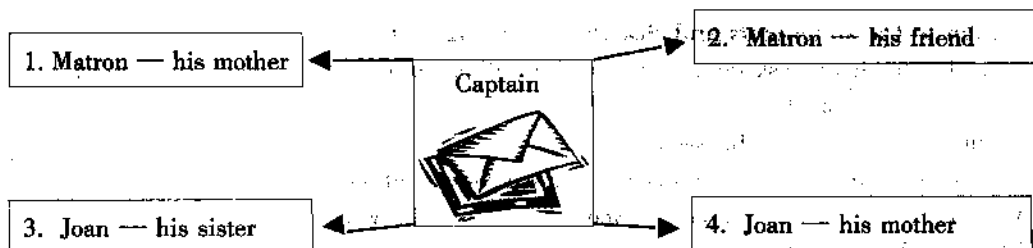
1. Where did Joan Phillips work during World War II? In a big _____ in Britain.
A. bank in a city B. hospital in a city C. camp in the army
2. Where was Captain Humphreys going? He was going _____.
A. back home B. abroad C. to another city
3. How long did they write to each other?
A. For a few months. B. For several weeks. C. For seven years.
4. What happened to Captain Humphreys?
A. He was killed. B. He was wounded. C. He fell ill.
5. Who could visit patients there?

A. Only the doctors.

B. Only good friends.

C. Only relatives.

IV Listen to the passage and tick the right relationship among Captain, Joan and the matron.



V Spot dictation.

One _____ she met Captain Humphreys at a _____. He said to her, "I'm going _____ tomorrow, but I'd be very _____ if we could write to each other." Joan _____, and they wrote for _____ months.

POST-LISTENING

VI Listen to the passage again, and then try to answer the following questions.

1. Where did Joan meet Captain Humphreys?
2. What happened for several months after that?
3. Why did the Captain stop writing to Joan?
4. How did Joan learn what had happened to the Captain?
5. What did Joan do after she learnt the news about the Captain?

Lesson 3 Did You Want to Tell Me Something?

PRE-LISTENING

I Background notes.

Everyone is supposed to be careful with his work, especially a doctor. A small mistake by the doctor would bring his patient great pain or even unthinkable results.



II Vocabulary.

1. dentist _____
2. cotton-wool _____
3. collect _____
4. nod _____
5. meanwhile _____
6. tongue _____

7. remove _____

WHILE-LISTENING



III Listen to the statements and tick the correct answers.

1. What did the dentist ask the man to do after pulling out one of his teeth? He asked him to _____ for a while.
A. sit B. sleep C. rest
2. Why couldn't the man speak? Because his mouth was full of _____.
A. cloth B. cotton-wool C. water
3. What was the man interested in doing?
A. Cooking birds' eggs. B. Collecting birds' eggs.
C. Buying birds' eggs.
4. What else did the dentist ask the man? He asked him if he _____ in London.
A. had found a new job B. had lost his job
C. enjoyed his new job
5. What did the man tell the dentist? He told him that he had pulled out _____.
A. the right tooth B. the wrong tooth
C. the bad tooth

IV Listen to the passage and tick the correct sentence.

1. The dentist enjoyed asking a patient questions before the patient had his tooth pulled out.
2. The patient was too excited to say a word.
3. The patient was really worried because the dentist made a terrible mistake.

V Spot dictation.

_____ always ask questions _____ it is _____ for you to answer. My dentist had just _____ out one of my teeth and had told me to _____ for a _____.

POST-LISTENING

VI Listen to the passage again, and then try to answer the following questions.

1. What do dentists always do according to the story?
2. Why was the writer at the dentist's?
3. Did the dentist know the writer well? How do you know?
4. How did the writer answer questions with his mouth full?
5. Why did he suddenly feel very worried?

Lesson 4 Envy, Only Envy

PRE-LISTENING

I Background notes.

Sometimes we give people presents to express our gratitude to them for their kindness or help. But what can you suggest giving those who have already got everything they need or want?



II Vocabulary.

- | | |
|--------------------|------------------|
| 1. fortunate _____ | 2. wealthy _____ |
| 3. niece _____ | 4. wealth _____ |
| 5. assistant _____ | 6. sigh _____ |
| 7. envy _____ | |

WHILE-LISTENING



III Listen to the statements and tick the correct answers.

- What was Mary? She was _____.
A. a college student B. a university teacher C. a university cleaner
- Who was very rich?
A. Mary. B. Mary's uncle. C. Mary's parents.
- Why did George often give Mary valuable presents?
A. Because he had no children but Mary.
B. Because Mary was his favourite grandchild.
C. Because he liked his niece Mary very much.
- Why did Mary want to buy George something special?
A. Because Christmas Day was coming. B. Because his birthday was on the way.
C. Because he was going to get married.
- Where did Mary go to buy her uncle a present?
A. The best store in her town. B. The best shop in her city.
C. The biggest shop in her town.

IV Listen to the passage and tick the correct sentence.

- Mary had an uncle with a lot of money.
- Mary always got valuable Christmas and birthday presents from her parents.
- Mary's birthday was coming, so her uncle tried hard to buy a present for her.

V Spot dictation.

_____ Mary said to her, " I _____ this isn't the first time somebody has _____ to you with this _____. What do you have for someone who's already _____ everything he _____ or needs?" The girl sighed _____ and answered, " Envy. Only envy. "

POST-LISTENING

VI Listen to the passage again, and then try to answer the following questions.

1. What did Mary often get from her uncle George?
2. What did she want to do for her uncle?
3. Why was it difficult to find something suitable for him?
4. What did Mary say to the assistant?
5. And what did the assistant answer?

Unit 2 Stories(2)

Lesson 5 In or Out?

PRE-LISTENING

I Background notes.

Many people keep pets like cats and dogs. And they also spend a lot of time training them to develop good habits.



II Vocabulary.

- | | |
|-------------------|----------------|
| 1. complain _____ | 2. train _____ |
| 3. paw _____ | 4. latch _____ |
| 5. expert _____ | 6. bark _____ |
| 7. annoyed _____ | |

WHILE-LISTENING



III Listen to the statements and tick the correct answers.

- Where did our dog use to sit?
A. In front of the front gate. B. Outside the front gate. C. Outside the back gate.
- What did the neighbours complain of? They complained of _____.
A. the dog B. the noise C. the dog running about
- Where was the dog when its owner was going out shopping last week?
A. In the garden. B. At the gate. C. In the street.
- Why was the dog barking this time? Because he wanted to _____.
A. stay outside B. come in C. go out
- What did the husband do to the gate?
A. He repaired it. B. He changed it. C. He removed it.

IV Listen to the passage and give some information about the dog.

- Rex is the name of _____ who had bad habits.
- He used to bark because he wanted to _____.
- After several weeks' training, he learned to open the gate _____.
- But from then on he barked again because _____.
- At last he was so annoyed that he _____.

V Spot dictation.

Our dog had a bad habit and our neighbours _____ of the noise. My husband _____ weeks _____ him to press his _____ on the latch to let himself _____.

POST-LISTENING

VI Listen to the passage again, and then try to answer the following questions.

1. What did my husband spend weeks doing?
2. Had Rex developed another bad habit?
3. Why did he bark when he was in the garden?
4. Did he bark until someone opened the gate again?
5. Why had Rex disappeared?

Lesson 6 Jim Stone

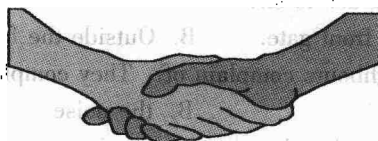
PRE-LISTENING

I Background notes.

People need care and love from their families, friends and relatives, especially when they don't feel well. So it's nice to have people coming to visit you when you're ill in hospital.

II Vocabulary.

We were talking about many different subjects. Nancy, my friend, asked me if I spoke French. I told her I did, but with an American accent.



WHILE-LISTENING



III Listen to the statements and tick the correct answers.

1. When did Jim Stone get home yesterday afternoon? About _____.
A. three o'clock B. four o'clock C. five thirty
2. What did they talk about?
A. Their work and study. B. Their old friends. C. Their families.
3. Did Jim Stone speak pure French?
A. Yes, he did. B. No, he spoke French with an American accent.
C. No, he spoke French with a British accent.
4. When was Jim Stone coming back to visit his friend?
A. He had no idea. B. In a week. C. The next Sunday.

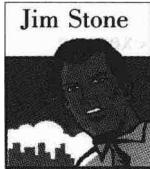
5. When did Jim Stone leave the hospital?

A. At 4 o'clock.

B. At 5 o'clock.

C. At 6 o'clock.

IV Listen to the passage and choose the correct answers.



1. He is from (England) (America).
2. He has (no) (some) friends in Paris.
3. He is Nancy's (friend) (husband).
4. He went to visit Nancy in (her home) (the hospital).

V Spot dictation.

She wanted to know if I spoke French _____ an American _____, and I said I _____.
_____ she asked me if I knew _____ in Paris. I said _____.

POST-LISTENING

VI Listen to the passage again, and then try to answer the following questions.

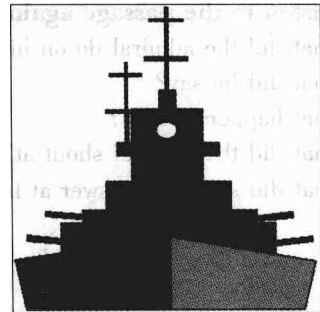
1. Where did Jim go yesterday?
2. How many questions did Jim ask?
3. How many people did Jim say he knew in Paris?
4. Finally, what did Jim ask Nancy?
5. What was Nancy's last name?

Lesson 7 An Old Admiral

PRE-LISTENING

I Background notes.

No matter what happens, we should learn to control our temper. Bad temper prevents one from getting along well with others and it does no good to one's health.



II Vocabulary.

1. admiral _____
3. annoy _____
5. cruiser _____
7. fool (n.) _____

2. temper _____
4. on board _____
6. sailor _____
8. courage _____

WHILE-LISTENING



III Listen to the statements and tick the correct answers.

1. Why did the old admiral become famous?
A. He often forgot things. B. He had bad temper.
C. He was very brave.
2. What were his ships going to do? They were going to take part in _____.
A. a national performance B. a big competition C. an international exercise
3. What did he do after breakfast? He examined _____ carefully.
A. his ships B. the sailors C. everything
4. How many cruisers were there in the group altogether?
A. One. B. Two. C. Three.
5. Why did the admiral's face become redder and redder?
A. Because he was not feeling well. B. Because it was getting hotter and hotter.
C. Because he was very angry.

IV Listen to the passage and tick the correct sentence.

1. The old admiral was easy to get along with, so his men liked him very much.
2. One evening he came to the bridge and examined his group very carefully.
3. He got angry because he could only see one cruiser in his group.

V Spot dictation.

"Well?" he _____. "What are you fools _____ from me? Where's the _____ cruiser? What's _____ to it? Answer me!"

At last a young _____ found enough courage to speak. "Please, Sir" he said, "you're _____ it."

POST-LISTENING

VI Listen to the passage again, and then try to answer the following questions.

1. What did the admiral do on his ship in the morning?
2. What did he say?
3. What happened then?
4. What did the admiral shout at?
5. What did someone answer at last?

Lesson 8 Your Money, or Your Life

PRE-LISTENING

I Background notes.

People move from one place to another for many reasons. Sometimes it seems easier to find jobs in other places. Sometimes they move in order to look for a better life.