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# *Listening* **Advantage**

## 新理念初中英语听力

**Student's Book**


学生用书



**Tom Kenny**  
Tamami Wada

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# 出版前言

听是言语交际活动的重要方面，也是学习英语的重要途径。然而，从我国近几年中学英语测试结果来看，听力仍属弱项。上海外语教育出版社从美国圣智学习(Cengage Learning)出版集团引进了这套《新理念初中英语听力》教材，相信一定会使众多教师、学生和家长感到欣喜，因为这套书将会系统、科学而又细致地教会学生各种听力技巧，并使他们关注听力与语音、词汇、背景知识、听力习惯、逻辑思维及心理因素等方面的联系，从而使学生有的放矢，不断努力，卓有成效地提高英语听力。

《新理念初中英语听力》是一套以听力技巧为基础的听力教程，分为4个级别，涉及众多对学生生活富有意义的活动和话题。书中的听力材料均来自现实生活，包括社交对话、交易谈判、广播以及通知等。每本教材有11—12单元，每单元4面，分A、B两课(各45—60分钟)，易教易学，是一套理想的听力教材。

课文A中的 Warm-up 板块帮助学生激活已有的词汇知识，促进他们了解听力材料中即将出现的词汇，从而有效降低听力难度，使听的内容成为重点，而不是个别词汇；Listening 部分由4段长约20—30秒的独白组成，要求学生听主要观点、关键词和具体信息；Further Listening 部分由4—5段对话组成，对话长度逐步加长，难度逐渐加大，要求学生关注听力内容，并运用听力技巧理解意义；Language Focus 板块提醒学生关注关键语言的形式，即如何利用日常词组、语法结构和语言功能来传情达意等；Talk It Over 给学生创造机会，使他们能够用学过的语言谈论该主题，从而将听说结合起来。

课文 B 围绕单元主题的某一个侧面展开。Before You Listen 介绍了主要听说活动将要使用的关键词汇。Extended Listening 部分是一段有2—4人参与的对话，长约1.5—2.5分钟，旨在使学生接受持续时间更长的听力训练。其中，前两个听力任务要求学生关注内容并利用听力技巧理解意义，如掌握文章大意和关键细节等；第三个任务敦促学生关注对话策略，即如何恰当地回应、表示兴趣/惊讶、详述自己的疑难等。Catch It! 板块帮助学生在语音层面提高听力技巧，如听重音、听语调并掌握发音诀窍等。Try It Out! 板块多为两人活动和小组活动，目的是强化学生在本单元所学到的各种听力技巧，使听说结合起来。

本教材每6单元内容后提供一套标准化听力试卷，方便学生在备考时使用。此外，自学录音MP3和配套练习更适合作为家庭作业或课堂练习。

我们希望学生学过这套教材后，不仅能在各类听力测试中取得优异的成绩，更能切实掌握教材中介绍的各种听力技巧，为今后工作和社会交往中用英语有效地进行口头和书面信息的交流做好准备。





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## Places and Things

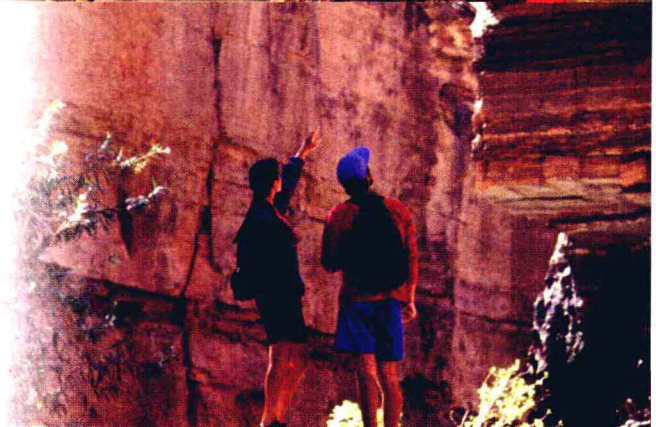
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# Scope and Sequence

## Daily Life

Unit	Lesson	Language/Strategy	Catch It!
<b>1 Names and Addresses</b> Page 8	<b>A</b> How do you spell that? <b>B</b> What's your e-mail address?	<ul style="list-style-type: none"><li>• Basic phrases</li><li>• Showing you're listening</li></ul>	Spelling out words
<b>2 Numbers</b> Page 12	<b>A</b> Can I have your number? <b>B</b> I'm free on the 14th at 7 o'clock.	<ul style="list-style-type: none"><li>• Requesting information</li><li>• Repeating</li></ul>	Syllable stress
<b>3 Going Places</b> Page 16	<b>A</b> How do you get there? <b>B</b> What do you do after school?	<ul style="list-style-type: none"><li>• Adverbs of frequency</li><li>• Showing understanding</li></ul>	Sentence stress

## Places and Things

Unit	Lesson	Language/Strategy	Catch It!
<b>4 Locations</b> Page 20	<b>A</b> Where is it? <b>B</b> How do you get there?	<ul style="list-style-type: none"><li>• Prepositional phrases</li><li>• Clarifying directions</li></ul>	Weak forms of prepositions
<b>5 Likes and Dislikes</b> Page 24	<b>A</b> What's your favorite? <b>B</b> Good idea!	<ul style="list-style-type: none"><li>• Rejoinders</li><li>• Showing agreement and disagreement</li></ul>	Weak forms of <i>would you / do you + like</i>
<b>6 My Stuff</b> Page 28	<b>A</b> Nice shirt! <b>B</b> How much?	<ul style="list-style-type: none"><li>• Giving and receiving compliments</li><li>• Reacting to prices</li></ul>	Reduced pronouns

# People I Know

Unit	Lesson	Language/Strategy	Catch It!
<b>7 Home Life</b> Page 38	<b>A</b> My dad's a salesman. <b>B</b> Wow, you have a lot of CDs!	<ul style="list-style-type: none"> <li>• Yes/no questions</li> <li>• Introducing a question with "So, . . ."</li> </ul>	Intonation for questions
<b>8 Classmates</b> Page 42	<b>A</b> What's he look like? <b>B</b> Is that in fashion?	<ul style="list-style-type: none"> <li>• Comparing people</li> <li>• Repeating the question</li> </ul>	Breaking sentences into chunks
<b>9 Best Friends</b> Page 46	<b>A</b> Chuck's a really cool guy! <b>B</b> What's she like?	<ul style="list-style-type: none"> <li>• like/enjoy + verb-ing</li> <li>• Getting time to think</li> </ul>	The sound / θ /

# Hopes and Dreams

Unit	Lesson	Language/Strategy	Catch It!
<b>10 Holidays</b> Page 50	<b>A</b> Let's go! <b>B</b> I really like winter!	<ul style="list-style-type: none"> <li>• Inviting</li> <li>• Returning a question</li> </ul>	What/How about you?
<b>11 My Future</b> Page 54	<b>A</b> I wanna be a TV star! <b>B</b> You get three wishes!	<ul style="list-style-type: none"> <li>• Hope/want + to . . .</li> <li>• Showing excitement</li> </ul>	Reduced forms of want to and going to



# Introduction

Listening in a foreign language is sometimes very difficult. People talk very fast and they use a lot of words and difficult language. **Listening Advantage** will help you!

## Real situations and interesting topics

*Listening Advantage* uses situations from real life:

conversations

announcements

broadcasts

People in *Listening Advantage* talk about interesting things:

hopes and dreams

friends and family

school and everyday life

## Useful language and pronunciation practice


*Language Focus* will teach you useful language from real life.

### Language Focus: Basic phrases

- When you don't understand what a speaker says, use these phrases:
- |                        |                           |                      |
|------------------------|---------------------------|----------------------|
| How do you spell that? | One more time, please.    | More slowly, please. |
| Could you repeat that? | Could you say that again? |                      |

*Catch It!* will help you understand the way that English speakers talk.

### Catch It!: Reduced pronouns

 Pronouns are words like his, her, my, and yours. Speakers usually don't stress pronouns, so they're often hard to catch! Listen to the example. Does the speaker say his or her?

That's his / her sweater on the shelf.

## Important strategies

*Conversation Strategy* sections show you how to listen more actively.

### Conversation Strategy: Showing you're listening

- Use these phrases to show a speaker that you're listening carefully. Listen to the examples.
- uh-huh   mm-hmm   yeah?   really?

Practice your strategies in the *Talk It Over* and *Try It Out!* sections.

### Try It Out!

What time do you do the activities below? Write your answers in the table. Ask two partners what time they do the activities.

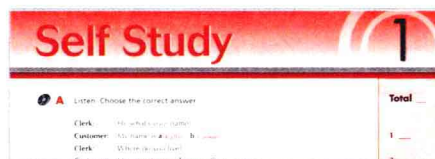
Example:

A: What time do you wake up?

What time do you . . . ?	Me	Partner 1	Partner 2
wake up			

## Test-taking skills

The *Self-Study* section and *Practice Tests* give lots of listening test practice.



To become a good listener, listen as much as you can—in class and outside class. We hope you enjoy using **Listening Advantage**! Good luck!

Tom and Tamami



# Useful Expressions



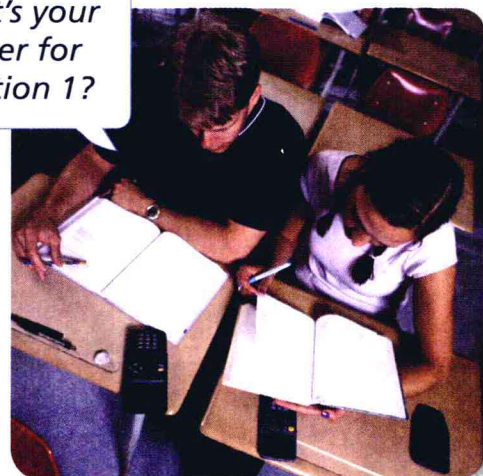
*Could you repeat that, please?*



*Sorry, I don't understand.*



*What does this mean?*

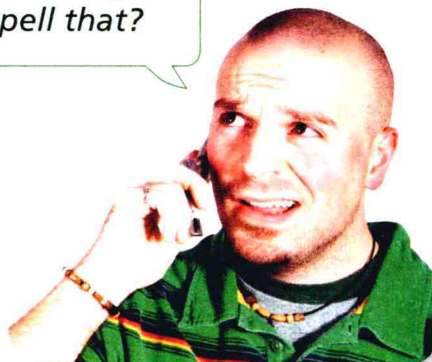


*What's your answer for question 1?*



*Could you turn up the volume, please?*

*How do you spell that?*



*More slowly, please.*





# Names and Addresses

1

## Lesson A

*How do you spell that?*

### Warm-up



**A** Here are the names of six famous people. What letters are missing from their names? Listen.

- 1 Eric Bana
- 2 Or\_\_ando B\_\_oom
- 3 B\_\_ad Pitt
- 4 Jenni\_\_er \_\_ope\_\_
- 5 Jackie \_\_ \_\_ an
- 6 \_\_ince \_\_aughn
- 7 \_\_atherine \_\_eta-Jones
- 8 Tom \_\_ruise

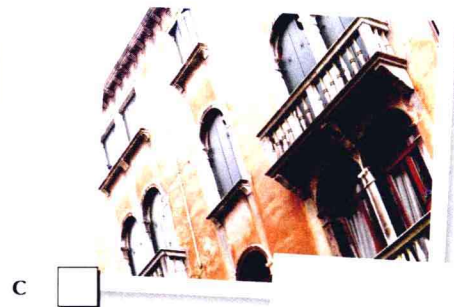


**B** Listen again and check your answers. Say the names to a partner.

### Listening



**A** Four speakers are talking about where they live. Listen and number the pictures 1–4.



**B** Listen again. Complete the addresses.

- |                    |                     |
|--------------------|---------------------|
| 1 816 _____ Street | 3 1 _____ Court     |
| 2 25 _____ Circle  | 4 2902 _____ Street |

# Further Listening



**A** Four people are making reservations at a restaurant. Listen and number the reservations 1–4.



No.	Time	Name
( )	Lunch	
	12:30	Ende
	1:00	Lanes
	1:30	Benett
( )	2:00	
( )	Dinner	
	6:00	Simons
	6:30	



**B** Listen again. Correct the mistakes in the names.

## Language Focus: Basic phrases

► When you don't understand what a speaker says, use these phrases:

*How do you spell that?*

*One more time, please.*

*More slowly, please.*

*Could you repeat that?*

*Could you say that again?*



**C** Listen again. Check (✓) the phrases you hear.

	1	2	3	4
How do you spell that?				
One more time, please.				
More slowly, please.				

## Talk It Over

Work with a partner. Choose a famous person from the Warm-up on page 8 or another person. Ask your partner for his or her name and write it down.

Partner A \_\_\_\_\_

Partner B \_\_\_\_\_

*What's your name?*

*Orlando Bloom.*

*How do you spell that?*

*O-R-L-A-N-D-O B-L-O-O-M*



# Lesson B

# What's your e-mail address?

## Before You Listen

**A** Answer these questions. Circle **yes** or **no**.

- |                             |     |    |                                       |     |    |
|-----------------------------|-----|----|---------------------------------------|-----|----|
| 1 I have an e-mail address. | yes | no | 3 I sometimes go to an Internet café. | yes | no |
| 2 I have my own web page.   | yes | no | 4 I have used the Internet for chat.  | yes | no |



**B** Look at this URL (web address). Write the name of each symbol, using the words in the box. Listen and check your answers.

slash      hyphen      dot      underscore

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_


4 \_\_\_\_\_

[www.lisaadvnews.com/top-stories/hear\\_the\\_news.htm](http://www.lisaadvnews.com/top-stories/hear_the_news.htm)

## Extended Listening




**A** Four people are talking about e-mail and the Internet. Listen and number the pictures 1–4.




a

\_\_\_\_\_




b

\_\_\_\_\_



c

\_\_\_\_\_



d

\_\_\_\_\_



**B** Listen again. Write the address under each picture.

### Conversation Strategy: Showing you're listening

- Use these phrases to show a speaker that you're listening carefully. Listen to the examples.
- uh-huh      mm-hmm      yeah?      really?*



Listen again. How many times is each phrase used. Check (✓).

	1	2	3	4
uh-huh				
mm-hmm				
yeah?				
really?				

## Catch It!: Spelling out words



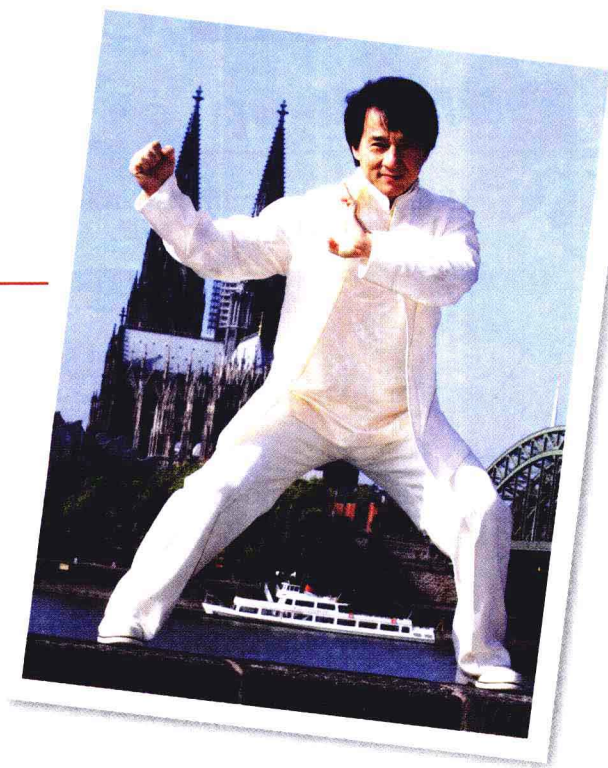
**A** When you spell out a word or name, your tone should go down on the last letter. Listen to the example.

J-A-C-K-I-E C-H-A-N



**B** Listen to the speakers spell their names. Write the names on the lines below.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



## Try It Out!

Write your e-mail address and the URL of two websites you like in the table. Work with two partners. Ask your partners questions and fill in the rest of the table.

A: What's your e-mail address?

B: It's megumi\_123@yahoo.co.jp.

A: What's a website that you like?

B: I like imdb.com.

A: Really? What's another website you like?

B: I also like myspace.com.

	e-mail address	website 1	website 2
Me			
Partner 1			
Partner 2			



## Lesson A

## Can I have your number?

### Warm-up

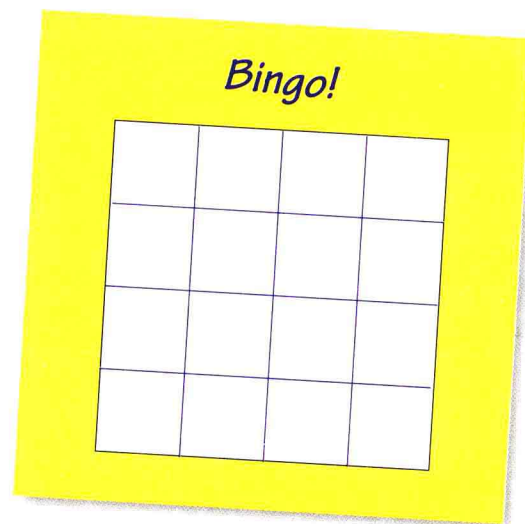


**A** Look at the numbers in the box. Listen.

0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 17,  
19, 27, 39, 78, 100, 145, 451, 835, 904



**B** Let's play bingo! Write a number from A in each space on the Bingo form. Listen and check (✓) the numbers you hear. If you have four in a row, shout "Bingo!"



### Listening



**A** Four people are talking about places. Listen and number the pictures 1–4.



a ☐



b ☐



c ☐



d ☐



**B** Listen again and circle the correct number.

1 a 75

b 175

3 a 1067

b 167

2 a 2439

b 2349

4 a 278

b 287

# Further Listening

 **A** Listen to four conversations. Number the pictures 1–4.



a



b



c



d

 **B** Listen again. Write the numbers you hear.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

## Language Focus: Requesting information

► Use these phrases to ask for information.

*What's your home telephone number?*

*Can you give me your fax number?*

*Can I have your cell phone number, please?*

 **C** Listen again. Check (✓) the phrases you hear.

	1	2	3	4
What's?				
Can I have?				
Can you give me?				

## Talk It Over

Work with two partners. Ask your partners for their phone numbers and write them down.

Partner A \_\_\_\_\_

Partner B \_\_\_\_\_

*What's your home number?*

*What's your cell phone number?*



# Lesson B

*I'm free on the 14th at 7 o'clock.*

## Before You Listen



**A** Match the words with the numbers in the box. Listen.

1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
11th	12th	13th	14th	20th	21st	22nd	23rd	30th	31st

second	_____	fourth	_____	thirty-first	_____	fifth	_____
seventh	_____	twenty-second	_____	thirtieth	_____	first	_____
eighth	_____	tenth	_____	twenty-first	_____	twelfth	_____
thirteenth	_____	twentieth	_____	eleventh	_____	third	_____
sixth	_____	twenty-third	_____	ninth	_____	fourteenth	_____



**B** Here are the months of the year. Number them 1–12. Listen.

September	February	December	March	January <sup>1</sup>	June
May	August	April	October	July	November

**C** Work with a partner. What date is it today? What date is your birthday?

Today's date \_\_\_\_\_ My birthday \_\_\_\_\_

## Extended Listening



**A** Listen to four conversations about making plans. Number the activities 1–4.

movie \_\_\_\_\_ dentist \_\_\_\_\_ study \_\_\_\_\_ picnic \_\_\_\_\_



**B** Kan is filling in his schedule book. Listen again. What will he do this month, and when? Write the activities from A next to the date, along with their time. The first one has been done for you.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9 Dentist 4:15	10	11
12	13	14	15	16	17	18