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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

W 上海外语教育出版社
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Listening Advantage

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《新理念初中英语听力》是一套以听力技巧为基础的初中听力教程，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，包括社交会话、资讯交流、广播以及通知等。每本教材有11—12单元，分A、B两课，每课两面，是一套易教易学的理想听力教材。

《新理念初中英语听力》具有以下特点：

- **Language Focus** 板块能提高学生的重点语法及功能项目的敏感度；
- **Conversation Strategy** 板块能帮助学生逐步获得并巩固积极的听力策略，如恰当地回应，表示兴趣、惊讶，详细阐述疑惑等；
- **Catch It!** 板块教会学生如何将篇章分解为有意义的信息组合，以及如何听重音、听语调并掌握发音诀窍等；
- 位于书中和书尾的测试练习能使熟悉通用的标准化听力试卷模式；
- 自学录音MP3和配套练习适合作为家庭作业以及语言实验室练习。

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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。

上海外语教育出版社

2010年3月

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Places and Things

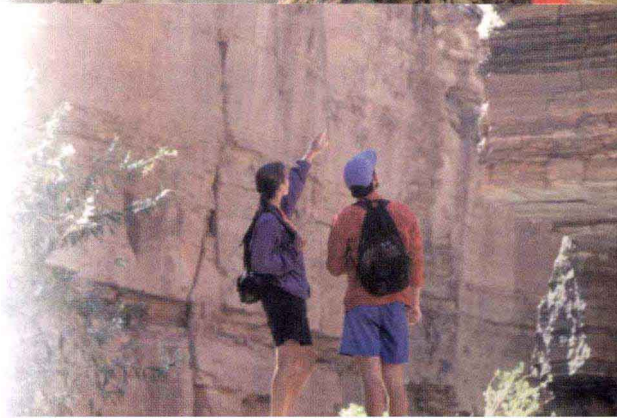
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Scope and Sequence

Daily Life

| Unit | Lesson | Language / Strategy | Catch It! |
|--|--|--|--------------------------|
| 1 Using Computers Page 8 | A What kind of computer? B My blog | <ul style="list-style-type: none">• Comparisons• Repeating | Intonation for repeating |
| 2 Study After School Page 12 | A If I practice hard enough . . . B Could you say that again, please? | <ul style="list-style-type: none">• Conditional• Repeating politely | Similar sounding words |
| 3 Part-Time Jobs Page 16 | A Can I help you? B Just a moment, please. | <ul style="list-style-type: none">• Offering help• Asking for time | Tone of voice |

Places and Things

| Unit | Lesson | Language / Strategy | Catch It! |
|---------------------------------|--|--|-----------------------------|
| 4 Parties Page 20 | A Where's the party? B Nice party, eh? | <ul style="list-style-type: none">• Making requests• Doubling the question | Vowel sounds |
| 5 Movies Page 24 | A I feel like watching a comedy! B It means . . . | <ul style="list-style-type: none">• Expressing desires• Defining something | Recognizing sentence chunks |
| 6 Hanging Out Page 28 | A Could you turn down the music? B Where do you sit at lunch? | <ul style="list-style-type: none">• Making requests• Checking for understanding | Voiced or voiceless? |

People I Know

| Unit | Lesson | Language / Strategy | Catch It! |
|--|---|---|--|
| 7 Cyber Friends Page 38 | A There's a chance. B My online space | <ul style="list-style-type: none"> • Responding to concerns • Agreeing and disagreeing | Word stress: Nouns or verbs? |
| 8 Boyfriends and Girlfriends Page 42 | A I'm not crazy about possessive guys! B That's how you met? No way! | <ul style="list-style-type: none"> • Describing interest • Reacting | Negative prefixes |
| 9 Celebrities Page 46 | A I'm used to working with stars! B Go on . . . I'm listening. | <ul style="list-style-type: none"> • <i>I'm used to . . .</i> • Encouraging someone to keep talking | Vowel pronunciation: Long a and short e |

Hopes and Dreams

| Unit | Lesson | Language / Strategy | Catch It! |
|--------------------------------------|---|--|---|
| 10 Health and Body Page 50 | A I recommend plenty of rest. B Anyway, now I feel great! | <ul style="list-style-type: none"> • Phrases for giving advice • Wrapping up your talk | Distinguishing articles |
| 11 News Page 54 | A I predict the news will be more high-tech. B Junk food news and citizen journalism | <ul style="list-style-type: none"> • Predicting • Pointing words | Recognizing singulars and plurals |
| 12 Travel Page 58 | A We're terribly sorry about that problem . . . B Very light jet? That sounds amazing! | <ul style="list-style-type: none"> • Apologizing • Reactions | <i>th</i> sounds: voiced and voiceless |

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: Comparisons

► Use these phrases to compare two items:

X is **twice/half/three times as (adjective) as** Y.
Your camera is **twice as expensive as** mine. My old display is **half as wide as** my new one.
This laptop is **three times as fast as** that one.

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

Catch It! Intonation for repeating



When following instructions, listeners often repeat what speakers say for different reasons. Listen to these examples:

A: To contact us, send us an e-mail.
B: ... send an e-mail. (falling intonation to show listener understands)
A: To contact us, send us an e-mail.
B: ... send an e-mail. (rising intonation to show listener doesn't understand)

Important strategies

Conversation Strategy sections show you how to listen more actively.

Conversation Strategy: Repeating

► When following instructions, listeners often repeat content words.

A: To contact us, send us an e-mail.
B: Send an e-mail.

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

Try It Out!

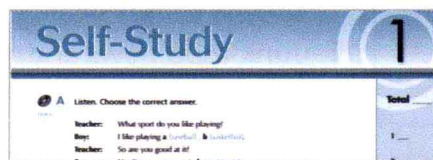
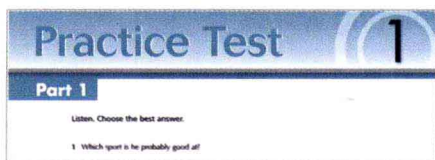
Look at the screen and give your partner instructions on how to change an account password. Then switch roles with your partner.

A: Write your login name and the new password you want.
B: Login name and password. OK ...
A: Now click Save.

ACCOUNT PAGE
Create a new Account

Test taking skills

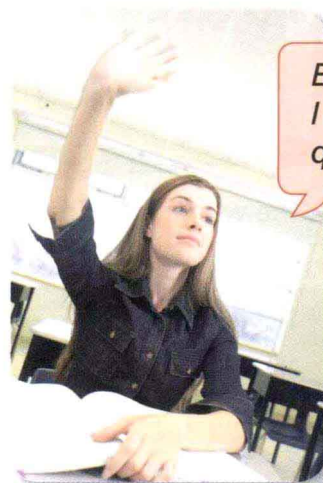
The *Self-Study* section and *Practice Tests* give lots of listening test practice.



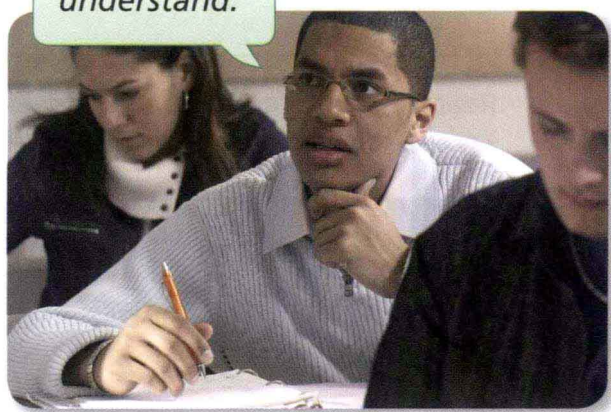
To become a good listener, listen as much as you can—in class and outside class. We hope you enjoy using **Listening Advantage**! Good luck!

Tom and Tamami

Useful Expressions



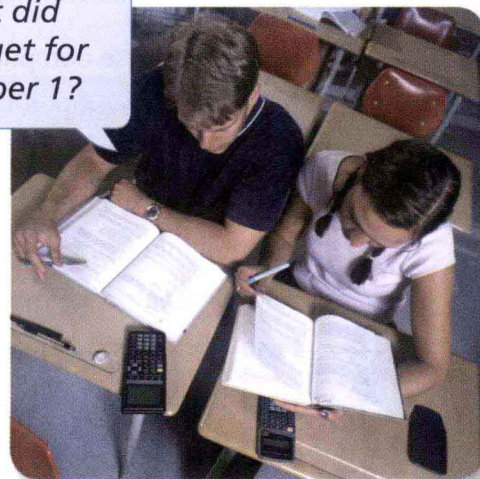
*Excuse me,
I have a
question.*



*I'm not sure I
understand.*



Is this right?

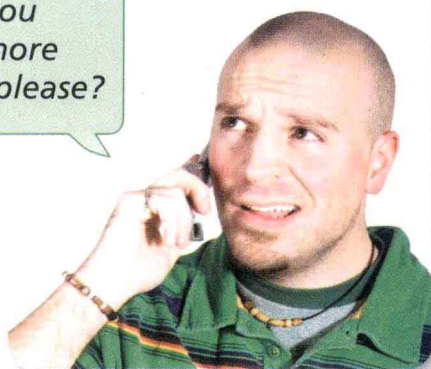


*What did
you get for
number 1?*



*Could you say
that again,
please?*

*Could you
speak more
slowly, please?*



*Hold on. Let
me think...*



Using Computers

1

Lesson A

What kind of computer?

Warm-up

- A** Read the computer vocabulary below. Use a dictionary to check the words you don't know. Add two more words to the list.

| | | | | |
|---------|--------|----------|----------|-----------|
| desktop | laptop | display | storage | processor |
| memory | e-mail | Internet | built-in | online |
| blog | browse | file | _____ | _____ |

- B** Read the sentences below. Do you agree (**A**) or disagree (**D**)? Compare your answers with a partner.

- | | |
|--|-------|
| 1 I sometimes use computers for school. | A / D |
| 2 I use desktop computers more than laptop computers. | A / D |
| 3 I often browse blogs. | A / D |
| 4 The size of my computer display is important to me. | A / D |
| 5 I need a lot of storage space for my files. | A / D |
| 6 A lot of memory is important to me. | A / D |
| 7 I use a built-in video camera so people can see me online. | A / D |



Listening

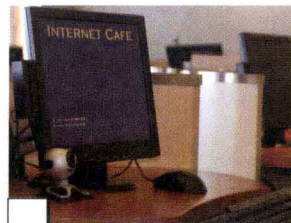
- A** Four speakers are talking about computers. Where do they use them? Number the places 1–4.



a ☐



b ☐



c ☐



d ☐

- B** What do they use the computers for? Circle **a** or **b**.

- 1** a to watch videos
b to make videos

- 2** a to take notes
b to record lectures

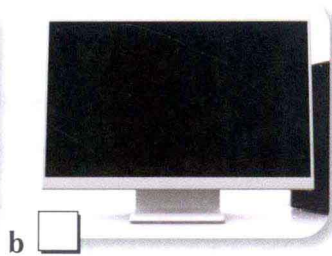
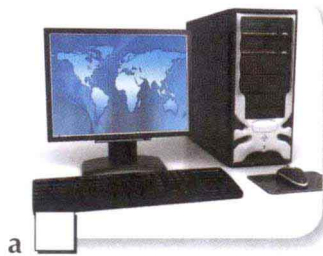
- 3** a to do schoolwork
b to play video games

- 4** a to use the Internet
b to meet people online

Further Listening



A Four shoppers are looking for new computers. Which kind do they want? Number them 1–4.



Language Focus: Comparisons

► Use these phrases to compare two items:

*X is **twice/half/three times as** (adjective) **as** Y.*
*Your camera is **twice as** expensive **as** mine.*

*My old display is **half as** wide **as** my new one.*
*This laptop is **three times as** fast **as** that one.*



B Listen again. Each customer discusses particular features with the clerk. Check (✓) the features that are important to each customer.

| | color | display | processor | memory | portability | wireless network | camera |
|------------|-------|---------|-----------|--------|-------------|------------------|--------|
| Customer 1 | | | | | | | |
| Customer 2 | | | | | | | |
| Customer 3 | | | | | | | |
| Customer 4 | | | | | | | |



C Listen again for the comparisons in the four conversations. Are the statements below true (T) or false (F)?

- | | |
|--|-------|
| 1 This screen is wider than others. | T / F |
| 2 The Eyesky is heavier than the other laptop. | T / F |
| 3 The red laptop is twice as expensive as the black one. | T / F |
| 4 The desktop's storage is the largest in the world. | T / F |

Talk It Over

Work with a partner. Look at the pictures of the computers in the ad above and take turns comparing them.

That computer's display is twice as big as this one.

The red laptop is half as big as the black one.

Before You Listen

A Connect the phrases to complete six sentences often used to give Internet directions. Then listen and check your answers.

- | | |
|---|------------------------------|
| 1 To login, you must enter . . . | a the FAQ pages. |
| 2 You can upload . . . | b photos. |
| 3 When you're finished, press Enter . . . | c to store your information. |
| 4 To contact us, send . . . | d to continue. |
| 5 For more information, you should browse . . . | e your password. |
| 6 Remember to click Save . . . | f an e-mail. |

B Read the statements below. Circle yes (Y) or no (N) if you agree or disagree. Then compare your answers with a partner.

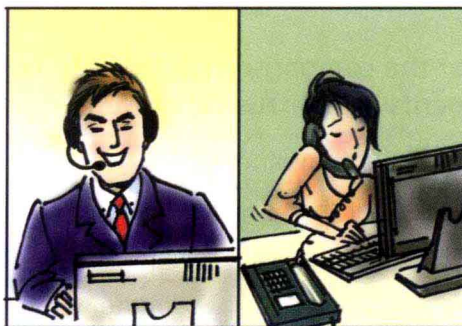
- | | |
|---|-------|
| 1 I enjoy surfing the Internet. | Y / N |
| 2 I sometimes read blogs on the Internet. | Y / N |
| 3 I look at my friends' pictures online. | Y / N |
| 4 I have my own blog. | Y / N |
| 5 I have a photo page online. | Y / N |

Extended Listening



A A woman is calling a customer support line for help with her blog. Listen to the phone call and number the pages below in the order she looks at them.

- a photo page _____
- b account page _____
- c login page _____
- d invite friends page _____
- e main menu page _____



B Listen again. Which buttons is the caller instructed to click on her screen? Label the buttons in the order you hear them.




Conversation Strategy: Repeating

- When following instructions, listeners often repeat content words.

A: To contact us, send us an e-mail.

B: Send an e-mail.

-  **C** Write the words or phrases that the speaker repeats.


1 Customer _____ . . . Sure, it's . . .

2 _____. Right. OK, finished.

3 Click _____?

4 File name, _____ . . .

Catch It! Intonation for repeating

-  **A** When following instructions, listeners often repeat what speakers say for different reasons. Listen to these examples:

A: To contact us, send us an e-mail.


B: . . . send an e-mail. (falling intonation to show listener understands)

A: To contact us, send us an e-mail.

B: . . . send an e-mail? (rising intonation to show listener doesn't understand)

A: To contact us, send us an e-mail.

B: To contact us . . . (said slowly to show the listener wants the speaker to slow down)

-  **B** Listen to the person repeating phrases and decide if he or she understands, doesn't understand, or wants the speaker to slow down.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--------------------|---|---|---|---|---|---|---|
| Understands | | | | | | | |
| Doesn't understand | | | | | | | |
| Slow down | | | | | | | |

Try It Out!

Look at the screen and give your partner instructions on how to change an account password. Then switch roles with your partner.

A: Write the login name you want to use.

B: Login name. OK . . .

A: Then choose a password and type it.

B: Password . . . got it.

A: Next hit the Login button.

B: Login . . .

A: You're all set!

ACCOUNT PAGE

Create a new account

Login Name:

Password:


Study After School

2

Lesson A

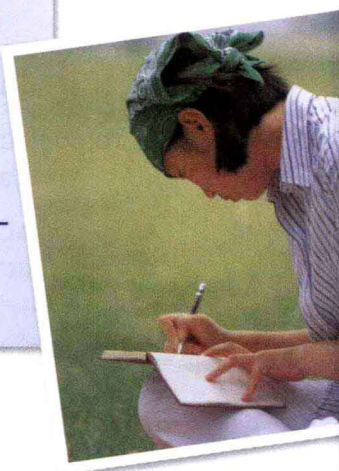
If I practice hard enough...

Warm-up

-  **A** Complete the diary below using the correct form of the words in the box. Listen and check your answers.

practice quit miss learn impress improve pass prefer

This year, I started to 1. _____ French, which is difficult! The other day, I almost didn't 2. _____ the exam. I really need to 3. _____ my listening skills. Our teacher never gets sick and never 4. _____ a class. I really like her and want to 5. _____ her, but her class is challenging! As far as after school activities go, I realized that I 6. _____ tennis to running, so I joined the tennis team. Also, I've been 7. _____ guitar every day. I've been so busy this year that I had to 8. _____ judo because I don't have time for it!



- B** Read the sentences. Do you agree (**A**) or disagree (**D**) with them? Compare your answers with a partner.

- | | |
|---|-------|
| 1 I'd like to learn a musical instrument. | A / D |
| 2 If I have a choice, I prefer to <i>play</i> than <i>learn</i> . | A / D |
| 3 Once I start something new, I never quit. | A / D |
| 4 It's important to impress teachers. | A / D |
| 5 If I miss school one day, I study harder the next day. | A / D |

Listening

- A** What does each speaker do after school? Listen and circle **a** or **b**.



- 1** a practicing karate
b studying for exams




- 2** a acting on stage
b playing a musical instrument



- 3** a hip-hop dancing
b ballet and tap dancing




- 4** a improving language skills
b improving computer skills


 **B** Listen again and decide if the sentences below are true (T) or false (F).

- | | | |
|-----|---|-------|
| 1 a | The speaker says she had to defend herself. | T / F |
| b | The speaker practices twice a week. | T / F |
| 2 a | The speaker's mother played piano in the orchestra. | T / F |
| b | The speaker practices five days a week. | T / F |
| 3 a | The speaker's parents want her to be in music videos. | T / F |
| b | The speaker prefers hip-hop to ballet. | T / F |
| 4 a | The speaker's new part-time job requires computer skills. | T / F |
| b | The speaker is studying for a national exam. | T / F |

Further Listening

 **A** Four parents are talking with their teenage children about after-school lessons. Number the advertisements for each class 1–4 in the order you hear them discussed.

| | | | |
|---|---|--|---|
|  a <input type="checkbox"/> |  b <input type="checkbox"/> |  c <input type="checkbox"/> |  d <input type="checkbox"/> |
|---|---|--|---|

 **B** Listen again. Who wants the teenager to take the lesson? Circle teenager (T) or parent (P).

- | | | | |
|---------|---------|---------|---------|
| 1 T / P | 2 T / P | 3 T / P | 4 T / P |
|---------|---------|---------|---------|

Language Focus: Conditional

- Use this expression to show a possible result: *If (condition), then (result).*
If you practice hard, then maybe someday you'll be famous.

 **C** Listen for each conditional statement and fill in the missing result.

- If I have the chance to go abroad for a year, _____.
- If you break your arm or leg, _____.
- If you want it enough to pay for it yourself, _____.
- If you learn how to make things for yourself, _____.

Talk It Over

Work with a partner. Use the conditional to make sentences that give a reason for working hard at something.

If I take dance lessons, I'll become a famous ballerina!