

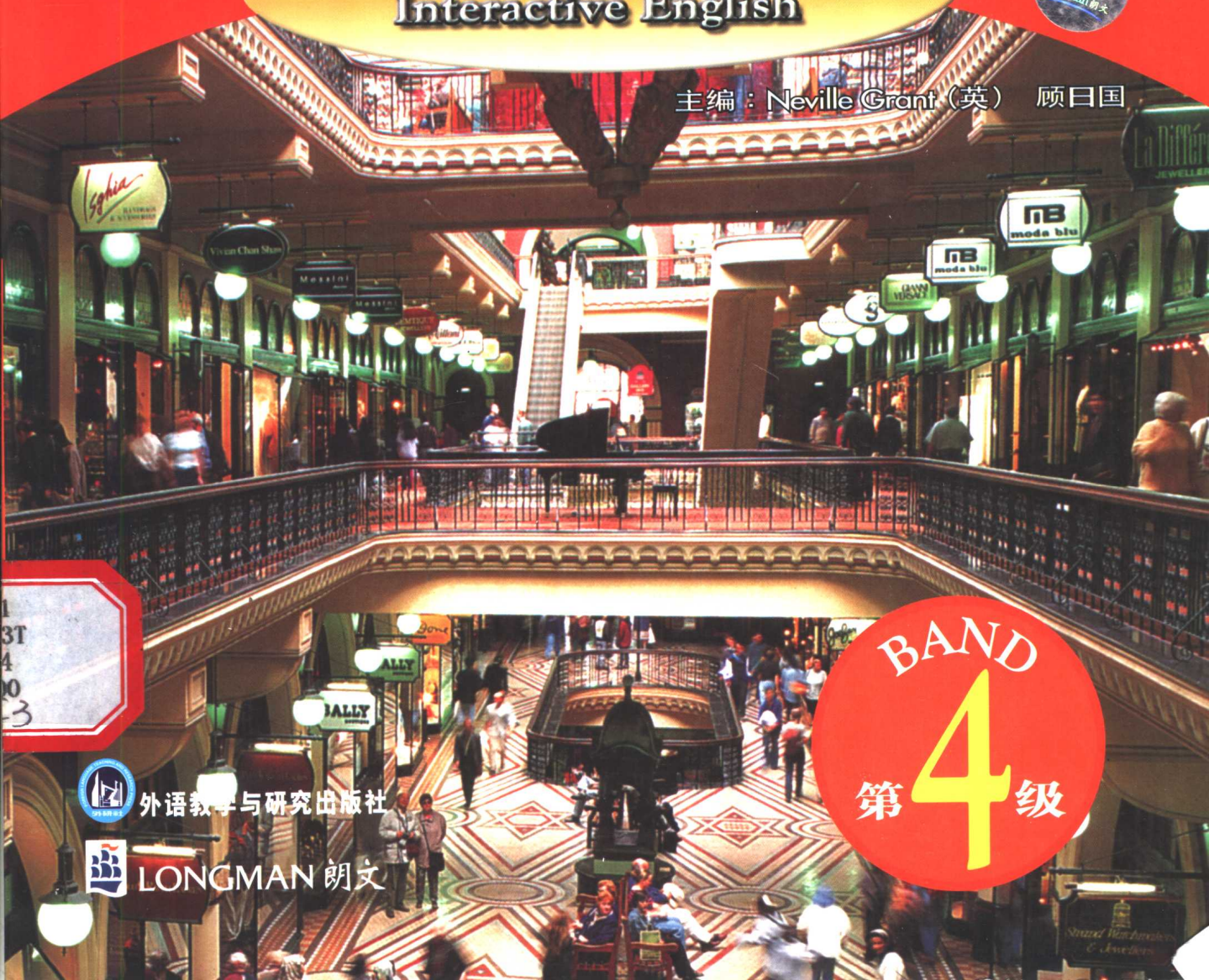
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当代大学英语 ACTIVE ENGLISH H

听说交互英语
Interactive English



主编：Neville Grant (英) 顾曰国



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外语教学与研究出版社



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第4级

外研社 朗文

当代大学英语 ACTIVE ENGLISH

听说交互英语
Interactive English

主编：Neville Grant (英) 顾日国
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Active English

Interactive English Band 4 听说交互英语 第4级

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Active English

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Scheme of work

Unit	Speaking	Listening	Other activities
1 Learning strategies	Informal and formal ways of asking for advice Role-play Pair work Communication strategies: <i>Discussion</i>	Spot dictation: <i>Teaching and learning</i> Listening comprehension: <i>The pros and cons of using computers and the Internet</i>	Dialog practice Skill building: (1) <i>Making a tape</i> (2) <i>Writing a speech</i> Note-making Self-assessment
2 On the way to Australia	Making travel arrangements Role-play Communication strategies: <i>Making new friends</i> <i>Making a speech</i>	Spot dictation: <i>A travel agency</i> Listening comprehension: <i>Understanding conversations</i> Listening to speeches	Skill building: (1) <i>Making arrangements</i> (2) <i>How to give a speech</i> Note-making Self-assessment
3 On vacation	Checking in Talking about a hotel Role-play Communication strategies: <i>Making complaints</i>	Spot dictation: <i>Careers in the hotel and catering industry</i> Listening and note-making	Cultural note: <i>What's on the menu?</i> Writing a speech Giving a speech Note-making Skill building: <i>How to complain</i> Self-assessment
4 Visiting "down under"	Arriving at the airport Role-play Sightseeing round Sydney Communication strategies: <i>Negotiating</i>	Listening comprehension: <i>Understanding conversations</i> Compound dictation: <i>See the world, learn a language – and have fun</i>	Skill building: <i>Negotiating tactics</i> Speech activities: <i>Discussion</i> <i>Writing and giving a speech</i> <i>Listening and note-making</i> Self-assessment

Unit	Speaking	Listening	Other activities
5 Good health	At the doctor's Role-play Agreeing and disagreeing Communication strategies: <i>Debating</i>	Compound dictation: <i>Mobile phones affect the brain, says new study</i> Listening comprehension: <i>About smoking</i>	Skill building: (1) <i>Role-play</i> (2) <i>How to organize a debate</i> Writing and giving a speech Self-assessment
6 Talking is good for you!	Small talk: <i>"What did you watch last night?"</i> Role-play Conversation practice: <i>Definitions and discussion</i> Communication strategies: <i>Presenting yourself</i> Debate	Listening comprehension: (1) <i>Understanding conversations</i> (2) <i>Oprah Winfrey</i>	Skill building: <i>Small talk</i> Self-assessment
7 Fire safety	Speaking and listening: <i>Hotel fire regulations</i> Communication strategies: Giving a presentation	Listening comprehension: (1) <i>An interview with a hotel fire safety officer</i> (2) <i>A robot on rails could save lives in tunnel fires</i>	Speech practice: <i>Giving instructions, advice and reasons</i> Skill building: (1) <i>How to prepare for a presentation</i> (2) <i>How to give a presentation</i> Self-assessment
8 How happy are you?	Discussing the results of a questionnaire Explore and understand some jokes Communication strategies: <i>Social interaction</i>	Spot dictation: <i>Making friends: talking at parties</i> Listening comprehension: <i>Hearty laughter, the best medicine!</i>	Questionnaire Writing Speech activities: <i>Proverbs</i> Self-assessment

Unit	Speaking	Listening	Other activities
9 Talking about science	Television interviews Role-play Communication strategies: <i>Interviews on TV and radio</i> Debate	Listening comprehension: <i>Understanding conversations</i> Compound dictation: <i>Science for citizens</i>	Reading briefing papers Skill building: (1) <i>Before the interview</i> (2) <i>During the Interview</i> Writing Speech activities: <i>Giving a talk</i> Self-assessment
10 Nice weather for the time of year!	Small talk: <i>The weather</i> Speech practice: <i>Talking about climate change</i> Communication strategies: Presentations	Compound dictation: <i>El Nino</i> Listening comprehension: <i>Sea level rise</i>	Writing a report on climate change Exploring websites Self-assessment
11 New ideas	Talking about a science documentary Group discussion: <i>Assessing the value of new products</i> Communication strategies: <i>Presentations</i>	Listening comprehension: <i>Understanding conversations</i> <i>Apple computers: rude awakening</i> Compound dictation: <i>Pill-sized robot makes diagnosis easy to swallow</i>	Skill building: <i>Working in groups</i> Reading product information briefs Writing Self-assessment
12 Truth is stranger than fiction!	Talking about books Expressing preferences Communication strategies: Debate	Listening comprehension: <i>Japanese paper divorce tears up the red tape</i> Spot dictation: <i>A mysterious event</i> Compound dictation: <i>The shape of books to come?</i>	Reading book reviews Skill building: <i>Keeping up with your English</i> Self-assessment

Introduction: To the student

Welcome to Band 4 of this course! This book, like the other books in the *Active English* series, has been written to reflect the new College English syllabus for non-English majors introduced in 1999. *Active English* consists of the following elements for each semester:

<i>Comprehensive English</i>	Intensive reading skills Vocabulary development Grammar Writing
<i>Interactive English</i>	Listening skills (including spot and compound dictation) Speaking skills Vocabulary development
<i>Enrichment Reading</i>	Faster reading Additional reading Vocabulary development

All of these books are accompanied by tapes. To cover this course effectively, you will of course need all three books for each semester. You will also need the tapes that accompany *Interactive English*. Obtaining the tapes that go with *Comprehensive English* and *Enrichment Reading* would also be a big advantage. Many students find these an essential study aid.

This book is called *Interactive English* because the main purpose of the book is to help you to interact with other people, through the medium of English. *Interactive English* consists of twelve units. Every unit contains up-to-date, authentic material, reflecting the concerns of today's – and tomorrow's – world. In addition to the twelve units, you will also find in Appendix I some additional material designed to practice you in examination skills.

Those students who have already worked through previous bands of this course will be familiar with the challenging nature of these materials. The listening exercises in this series are likely to stretch you, but if you work through them conscientiously, doing your best, you will find that by the end of the course you will be more than ready for

CET-4. The listening exercises include the full range of activities demanded of Band 4 students, including spot and compound dictation, note-making, multiple-choice questions, and listening to dialogs and answering questions about context, purpose or meaning.

As far as speech skills are concerned, the challenge in *Interactive English* lies not so much in the content, as in the skills: for example, reading through the book, some students may think “Oh, these dialogs are easy!” However, it is a sad fact that often, the same students, when confronted with real-life situations in which they have to carry out such dialogs, become almost completely tongue-tied.

In this book you will find many activities designed to loosen those tongues! Some of the activities in the opening units of the book may be familiar, and will seem relatively easy: see these as an opportunity to develop your confidence as well as your competence! Others will seem more difficult, and even potentially dangerous – for example, how would you survive being questioned in a foreign country by an immigration officer looking suspiciously at your passport? Or at a supper party, surrounded by foreigners, and required to make “small talk”?

Another feature of this course is that during the semester, there will be regular opportunities for you to give short public speeches. These speeches may be short presentations on a subject of your choice; at other times, these speeches may be contributions to a debate. The skills involved in giving such talks are trained and practiced in this book. It is likely that time constraints will mean that sometimes, when it comes to your turn to give a talk, you will have to deliver it to smaller groups within a class. Please take these tasks seriously, and, if you are a listener rather than a speaker on such occasions, please be as supportive, and attentive, as possible. We suggest that when listening to each other's talks, it is a good idea to make notes.

In addition, there are certain concepts or ideas in this book that it may be helpful for you to be aware of in advance. They are listed below for your reference:

Communicative functions

A communicative function is any communication task that we may want to perform. Such functions are common across all languages; they include basic functions such as greetings, apologies, expressing sympathy, making requests for information, etc. They also involve more complex tasks, such as expressing doubts, expressing disagreement (courteously!), discussing possibilities, making tentative predictions, forming hypotheses, and the like. Any communicative act is likely to contain several such functions.

Exponents

This term refers to the language used to perform the required communicative function. Any function may employ any number of different language items, or structures. For example, take the function “declining an invitation”. As you can see from the table below, there are several different ways of doing so – and the examples listed here are far from exhaustive:

Communicative function

Declining an invitation

Exponents

1. *I am terribly sorry, but I'm afraid that ...*
2. *That's very kind of you. I should have loved to come to supper that night, but ...*
3. *How kind of you! It would have been great! Unfortunately, I'm tied up that day ...*
4. *Thank you very much for asking me. I'm sorry to say that ...*

During this semester, this book consolidates the work you have done in previous semesters, and helps you to focus particularly on what communicative function is appropriate – and what exponent to use in different contexts. For example, language that is appropriate in informal situations may be less appropriate in more formal situations. Throughout the book, you will be asked to develop similar dialogs, bringing in alternative exponents.

From time to time, we provide what may be called “communicative maps”: the communicative pattern of a dialog is provided in the form of a flowchart. However, it increasingly becomes the learner's responsibility to choose appropriate exponents.

How to use this book

Before class

Before starting work in each unit, please look quickly at the Scheme of work at the beginning of this book, and find out about the aims of the unit you are about to work on.

Before you come to class, please look quickly through the unit, to find out roughly what it contains. Find out the meaning of any important words – but please do not feel you have to study the text in detail at this stage, unless your teacher asks you to do so.

In class

In class, please listen carefully to your teacher, and make any notes you wish to. You

should also feel free to ask any questions. Your teacher may ask you to do some tasks in pairs, or groups: these activities are very important, so please cooperate; talk quietly with your classmates – in English, please! Note that the activities in each unit are designed to give you practice in using the language, rather than just studying it.

After class

Please note that there will not be enough time to treat everything in each unit in class. Please be prepared to work privately outside class on some activities. Feel free to work with one or more classmates: the learning burden is much easier when it is shared!

The self-assessment exercise

This exercise comes at the end of every unit. Usually, but not always, your teacher will ask you to complete it in class time. This exercise will help you to spot your own problems. Please discuss any problems with each other, or, if possible with your teacher.

As you will see, the self-assessment exercise invites you to assess both yourself, and a partner. The reason for this is simple: if you find that two assessments do not agree with each other, it would be very helpful to discuss why; it may be that one of you is not being realistic in your assessment!

Some students are puzzled by the mention of the word “Truthfulness”. Perhaps “authenticity” may be a better word: the idea here is to encourage you to ensure that what you say is about reality: the words we use must have some kind of “truth value”, otherwise genuine communication cannot take place.

Learning Journals

Many students find that keeping a Learning Journal helps them to improve the way they learn. The journal does not have to be very long and detailed: but quite often, it will help you to arrive at insights into the way you learn, and ways of overcoming problems, that are not obvious until you try to write them down in your journal!

Review

Please review the work you have done from time to time, working with a partner. In particular, read through some of the dialogs, and then practice similar ones; using the tapes as models is also very helpful.

Vocabulary

One question that often troubles students is that of vocabulary load. *Interactive English*, presents and teaches, some of the vocabulary listed in the syllabus. It also reviews and

recycles vocabulary already treated in other books in the series. This means that new words learnt will continually recur at intervals throughout the course, both in *Interactive English*, and in the other books in the series. Students are encouraged to do their own “recycling” of these words, too, by the use of Vocabulary Notebooks. If you record new words in your own private Vocabulary Notebook, you will find it much easier to remember, and use, new items of vocabulary. Read through your Vocabulary Notebook from time to time, and make a conscious effort to recycle the words when you speak English. That way, these words will become part of your active repertoire.

Self-reliant students

Good students are those who are active in class; however, being active in class is necessary – but not sufficient. The most successful students are those who are actively involved in learning independently outside class. So try to make the most of every opportunity you can of using English, even if only with your classmates. In addition, please explore the radio waves: there are many English language programs on the radio and TV these days, and these can be very helpful in reinforcing the work you do in class.

Please note that it is also worth spending some time in trying to improve the way you learn. The self-assessment exercises will help you to become more effective and independent learners. This point is very important, because in Band 4 of this course, it is vital for students to realize that success depends more on the quality of learning than the quality of teaching. Your teachers can do a lot to help you, but ultimately, it is you, not they, who have to sit down in the examination room and answer the questions. Remember, too, that the size of the class you are in makes it almost completely impossible for your teachers to give each of you the individual attention that you would like, in a perfect world! So, in the final analysis, your success in learning English, and your success in the examination, will depend, ninety per cent, on your own individual efforts. Don't expect your teachers to learn English for you – and certainly don't expect your teachers to pass your examination for you!

However, remember that working independently does not always mean that you have to work on your own. As mentioned above, in our comments about the Learning Journal, working with classmates – practicing your oral English, discussing problems, discussing questions and exercises in the unit, and so on, is also enormously helpful.



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Unit 1

Learning strategies

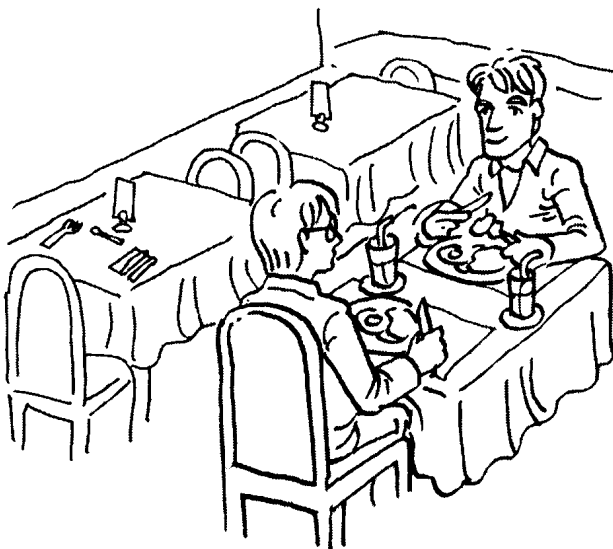
In this unit you will practice

- informal, and more formal, ways of asking for advice
- role-play
- spot dictation
- listening and note-making
- making a tape
- discussion skills
- writing a speech

1 Informal requests for advice



Hu Jin Fan and John first met in a students' cafeteria at a college in Sydney, Australia. John is Australian – Hu is on a year's study program. Hu is having some trouble getting information and he asks for John's advice. Read their conversation in pairs:



- HU :** *Hi, John!*
- JOHN :** *G'day!, Hu! How's it going?*
- HU :** *All right! But I'm having a bit of trouble finding some of the stuff I need.*
- JOHN :** *Really! What're you looking for?*
- HU :** *Well, I'm just trying to find out a bit about the use of steel in building construction. Have you any ideas?*
- JOHN :** *Yeah! Well, speaking offhand, that should be straightforward enough. What about the library? There's a database on computer, and most of the stuff you need is catalogued – you should be able to find it somewhere or other.*
- HU :** *Yes – but that's the easy part! You then have to find the book you want on the shelves, and you often find that it's out already.*
- JOHN :** *I know what you mean! Then you have to line up to borrow it, if it's CTL.*
- HU :** *CTL? What's CTL?*
- JOHN :** *It means "confined to library": you know – it means you can't take it out. You have to read it in the library.*
- HU :** *It seems easy, doesn't it; but you have to reserve it, and then you may want to photocopy bits of it, or make notes – and there never seems to be enough time!*
- JOHN :** *Hmm! In your shoes, I think I'd have a word with your tutor.*
- HU :** *I think I'll do that! Thanks! See you later. Bye!*
- JOHN :** *See yah! And good luck!²*

Notes:

- 1 *G'day* is a very common greeting in Australia. It is not used in the US or Britain.
- 2 This is a very informal exchange between two friends. You can tell this from the way they speak to each other. For example:
 - *Offhand* can mean "without preparation" or "cool or rather rude". What does it mean here?
 - John, in an informal situation, says *in your shoes*. (*If I were in your shoes* = *If I were you*)
 - *See yah* is short for "I'll see you later!" This is used all over the English-speaking world.