

GETTING THE PICTURE

Everyday Listening/Speaking with Idioms

步步为营 美国习语听说训练

〔美〕南希·赫茨菲尔德-皮普金 著

秦秀白 编译



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前 言

《步步为营：美国习语听说训练》是专门为赴美留学生编写的一部听说训练教程。编者南希·赫茨菲尔德-皮普金（Nancy Herzfeld-Pipkin）在美国圣地亚哥州立大学任教，熟知外国留学生在生活中遇到的语言和文化障碍，精心编写了这部英语听说训练教程。其主要特色如下：

（一）题材广泛，针对性强。教程共有 12 课（其中有两课是复习），都是针对在美生活和学习的实际需求而设计的，“情”真“景”实，典型实用。更难能可贵的是：编者所选用的听说语料均源于真实的生活场景，毫无臆造杜撰之嫌。从办理入学手续到在银行开立账户，从在餐馆就餐到外出购物，从交友赴约到参加健身运动，从遵守交通规则到外出旅游——总而言之，凡是美国日常生活中常见的场景或常做的事情，都在教程中巧妙地得以体现，甚至连类似出席婚礼这样虽不经常发生却又是举足轻重的事件，也被编者囊括其中。

（二）体裁多样，信息量大。本教程虽只有 12 课，但各课听说操练的体裁却包罗万象：有通知、通告等应用文，有短小精悍的叙述文和说明文；有日常随意会话和电话交谈；有体育实况转播和商务会晤；还有精选的报刊文摘等等。由于题材广泛、体裁多样，故教程的信息量大，涉猎面宽。

（三）注重习语的交际功能。编者不仅在每一课都有意识地介绍 8 个或 9 个习语，而且将这些习语作为训练要点，贯穿全书始终。在这点上，本教程可与其姊妹篇《妙语迭出：英语听说教程》（辽宁教育出版社）媲美，二者可谓异曲同工。其目的是引导学生学讲一口标准、地道的英语。

（四）强调跨文化交际意识。语言既是文化的符号和载体，又是文化发展的轨迹。没有跨文化交际意识，很难精通一门外语。本教程的编者在组织学生进行各种听说训练活动时，始终坚持一个宗旨，即让学生在特定社会文化背景下学英语。这样的教学策略不仅科学，而且富有实效。

（五）训练步骤循序渐进，步步为营，练习形式生动活泼。每课的听说活动都包含 8 个训练步骤，由易到难，由简到繁，相辅相成，步步深化。为了活跃学习气氛，培养学生独立思考问题和解决问题的能力，编者还设计了诸如纵横添字（Crossword Puzzles）、习语游戏（Idiom Game Show）、听写（Dictation）和集体讲故事等训练项目。教程配有原装录音磁带，书后附有录音的文本和习语总表，便于学生自学和检查自学效果。

本教程虽是为赴美留学生编写的，但其编写宗旨和教学策略完全能满足我国高中生、中专生、大学生和广大英语自学者从事英语听说训练的需求。如能与其姊妹篇《妙语迭出：英语听说教程》一同使用，定会产生更好的学习效果。

编译者

1999 年 7 月 1 日

使用说明

本教程共有 12 课（其中的第 6 课和第 12 课是复习课）。每课都由 8 个训练步骤组成，循序渐进，步步为营。

（一）训练步骤及宗旨

1. “开始训练” (GETTING YOUR FEET WET): 旨在介绍本课话题，使学生立即进入听说训练状态。训练方法是听录音、会话或小组讨论，所要介绍的 8—9 个口语习语适时在录音中出现。在进行这一步骤的训练活动时，建议学生先听录音，暂不看书。

2. “抓住大意” (GETTING THE PICTURE): 旨在检查学生是否听懂了录音材料。要求学生能口头回答问题，借以检查学生是否抓住了录音内容要点。教师应引导学生注意录音中出现的 8—9 个习语，以便为进行下一个步骤的训练打好基础。

3. “断定习语语义” (FIGURING IT OUT): 通过做练习引导学生领悟并判断有关习语的使用场合和语义，最后由教师归纳并讲解每个习语的语义，附在教程后面的“习语汇编” (Glossary) 可供师生参考。

4. “了解用法细节” (LEARNING THE INS AND OUTS): 本部分对每一条习语的用法和使用场合都做了详尽的陈述，不要求学生进行任何操练。学生只须认真阅读每条习语用法说明。教师应引导学生注意以下两个问题：(1) 所要掌握的习语是在什么场合或上下文中使用的？(2) 习语的意义是什么？本部分提供的例句十分精当，值得学生仔细揣摩。

5. “理解习语语义” (CATCHING ON): 这一训练步骤包括两方面的内容：一种是为了巩固学生已学知识而设计的“配对练习” (Matching) 或“选择填空” (Multiple-choice) 练习；另一种是听力训练。本部分的听力训练内容丰富，形式多样，可进一步帮助学生提高在真情实景中应答和交往的能力。

6. “继续训练” (HOLDING YOUR OWN): 本部分也包括两种类型的训练活动。一种是“控制性的训练活动” (Controlled activity)，即通过“填空”之类的练习检查学生不同场合下运用习语的能力；另一种练习则具有更多的自由发挥特征，旨在检查学生灵活运用习语的能力。

7. “结束训练” (WRAPPING IT UP): 这一步骤要求学生能独立进行富有创造性的操练活动，操练方式也颇多样，其中包括根据情景编排对话、造句、看图说话、扮演角色等交往活动。学生应充分发挥想像力和创造力，以不同的角色和身份力求流利而自如地进行分组会话活动。教师可适时组织学生当场演示，以检查学生训练的效果。

8. “自由讨论” (TALKING IT OVER): 在这最后一个训练步骤中，学生将根据所给的 3—4 个题目分组进行自由讨论。教师应该鼓励学生尽情发挥，提醒学生有意识地运用所学过的口语习语。教师可适时组织学生汇报讨论情况，也可让学生将自己的观点写成文章，课后由教师批改。

(二) 教学建议

1. 在“开始训练”阶段，教师应引导学生认真听录音或从事会话活动，力求使学生尽快进入训练状态。

2. 本教程的第7课和第12课是复习课，分别安排在期中和期末。不论是从教学安排来看，还是就其内容而言，复习这一环节在本教程中占有十分重要的地位。每个复习课都设有9种训练项目，其中包括诸如纵横添字（Crossword Puzzles）、习语游戏（Idiom Game Show）、听写（Dictation）和集体讲故事等生动活泼的学习活动。务必认真对待。

3. 本教程属听说训练教程，所配原装录音磁带在组织教学活动中起着重要的作用。教师在备课时应充分利用录音磁带，有的放矢地组织课堂训练活动。书后附有部分录音文本，可供教师备课时参考。

4. “一对一”的对话或小组讨论是进行口语训练的主要方式，教师可根据班级人数多少和会话情景的实际需要，灵活地确定课堂教学组织形式。教师应安排较多的时间让学生自由发言；小组的人数应当适中，既要保证每个人都有发言机会，又要防止出现敷衍了事的局面。教师还应适时检查各组讨论的情况，如指派某个学生综述该组讨论情况，并尽量使用所学的习语。

5. 建议教师将课堂上的口语训练与课后的书面练习结合起来，做到口语训练和笔语训练相辅相成，帮助学生步步为营，打下比较扎实的语言功底。

6. 在听说训练的整个过程中，教师应正确处理语言表达的流利性和准确性之间的关系，应在鼓励学生积极参与的前提下引导学生注意语言的准确性。教师应重视培养学生的参与意识，不该因强调语言的准确性而影响学生在课堂上发挥积极性。

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LESSON 1

Registration: Taking Care of Business

Getting Your Feet Wet



Registration and application forms are very common in schools or businesses. Lisa is a new student and must complete the form below. Listen to Lisa give information about herself and then complete the form for her. Write the information in the correct spaces on this form.

REGISTRATION INFORMATION				
Name				
	family name	first	middle	
Address				
street address				
city		state/country		zip code
Phone Number				
		area code	number	
Sex	F	M	Birthdate	
			month	day / year



You are going to take a two-week class for managers, and you have just arrived at the school to begin the course. Listen as registration begins.

Good morning, everyone. My name is Edna Monroe, and I am in charge of today's registration. Before we begin, I have some instructions and announcements for you. Please listen carefully to them. Then I will try to clear up any questions you may have.

To complete today's registration, you will need to do two things. First, you must see Mr. Bils at the desk in the front of the room and hand in all of your papers. Please be sure to fill out these forms carefully. Then, you will see



Mrs. Wong at the computer so that you can **take care of** payment for the course. Some of you have paid **in advance**. You must still see Mrs. Wong, so that she can make sure your account is completely **up-to-date**. **As a rule**, we prefer payment in cash or by personal check. Please speak to Mrs. Wong if you have a question about this.

There is one change in the schedule for this afternoon. The 2:00 P.M. class will meet in Room 16, *not* in Room 10. I have written this information on the blackboard behind me. Please **make a note of** this change.

Now, if you have completed all of your papers, please see Mr. Bils. You may form a line at his desk. Does anyone have any questions?

Getting the Picture.....



1. Where does this situation take place?
2. What should the people at this registration do first?
3. What should these people do next?
4. Is it necessary to see Mrs. Wong? Why or why not?
5. How should someone pay for this course? What kind of problem could a person have with making a payment?
6. What is the schedule change for this afternoon?
7. Who should see Mr. Bils first?

Figuring It Out.....

In each sentence below you will find one of the idioms in the registration information Ms. Monroe gave above. You will also find a list of meanings below. Look at how each idiom is used in the information above and in the sentence in this exercise. Find the meaning that matches each idiom. Then try to think of another meaning or synonym for as many of these idioms as possible.

MEANINGS

- | | | |
|-----------------------|--------------------------|-----------------------------------|
| •(be) responsible for | •explain/fix (a problem) | •give (to someone) |
| •give attention to | •before | •current/the latest |
| •usually | •write down | •complete (a form or other paper) |

- Please **fill out** this application to get your new credit card.
another meaning _____
- As a rule**, Jeremy doesn't eat cake or ice cream, but today he is having both.
another meaning _____
- I'm going to the library to do my report. I need **up-to-date** information about this subject, and all my books at home are too old.
another meaning _____
- If you have any questions, please see Gary. He's **in charge of** this program and he has all the answers.
another meaning _____
- I'm sorry about the problem you had yesterday, sir. I'll talk to the manager and see how to **clear up** the mistake.
another meaning _____
- Friday is the last day to **hand in** your reports to the boss; please be sure to finish them as soon as possible.
another meaning _____
- That telephone number has been changed. Please **make a note of** the new telephone number: 457-1128.
another meaning _____

8. I paid for my hotel room **in advance**, so now I'll just pay for the telephone calls I made.
another meaning _____
9. My parents went to a restaurant for dinner tonight, so I have to **take care of** my little brother.
another meaning _____

Learning the Ins and Outs

Three of the idioms from this lesson can be expressed in two ways by changing the position of the second word. Look at the following examples:

hand in something/hand something in

Examples: I'll **hand in** the paper tomorrow.
 I'll **hand** the paper **in** tomorrow.
 I'll **hand** it **in** tomorrow.

clear up something/clear something up

Examples: He should **clear up** the problem as soon as possible.
 He should **clear** the problem **up** as soon as possible.
 He should **clear** it **up** as soon as possible.

fill out something/fill something out

Examples: You must **fill out** all of these papers immediately.
 You must **fill** all of these papers **out** immediately.
 You must **fill** them **out** immediately.

In the examples above, how does the position of the second word in the idiom change? Does the meaning of the sentence change when this happens? There are other two-word idioms in English that can be used this way. You will find some of them in other lessons in this book.

In the last example for each idiom above, what kind of word do you find between the two words of the idiom? Remember that when a pronoun (me/you/it/her/him/us/them) is used with these idioms, it **must** go between the two words. A pronoun **cannot** be placed after the second word of the idiom.

Examples: Correct: You must fill **them** out immediately.
 (Incorrect: You must fill out **them** immediately.)

Catching On



FIND THE RESPONSE

Next to each number in the column on the left you will find the beginning of a conversation. Next to each letter in the column on the right you will find some

responses. Find the response on the right that fits each sentence or question on the left. Choose the letter of the correct answer. Write the letter next to the number on the left.

- | | |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------|
| ___ 1. Should we make hotel reservations in advance? | a. Yes. I made a note of the date during the last meeting. |
| ___ 2. Are you sure this report is due next week, and not this week? | b. Oh that's great! I'd love to work with her. |
| ___ 3. It's time to go now. Please give me all of your papers. | c. It's back at the store. They are trying to clear up a problem with it. |
| ___ 4. Ms. Woo is going to be in charge of your group's project. | d. No. I haven't handed mine in yet. Can I bring it tomorrow? |
| ___ 5. I thought you bought a new computer. Where is it? | e. I know. He always knows the most up-to-date steps. |
| ___ 6. Class is over now. Do I have everyone's assignment? | f. But today's your birthday. We should go out tonight to celebrate! |
| ___ 7. I'm going out dancing with Carlos tonight. He's such a good dancer. | g. Yes, we have to. That's a very popular place this time of year. |
| ___ 8. Did you see my friend Sue when you returned the toaster yesterday? | h. Yes, she took care of the problem. Thanks for helping me with it. |
| ___ 9. As a rule, I don't like to stay out too late on a weeknight. | i. I haven't filled out the last form yet. May I give it to you later? |



LISTENING

You are going to listen to several short conversations. After each one, you will hear a question. Find the best answer for each question. Circle the letter of your answer.

Part A

1.
 - a. the man
 - b. Mrs. Rubino
 - c. Ms. Winston
2.
 - a. She wants Andrea to go out with her.
 - b. She wants Andrea to take her child out.
 - c. She wants Andrea to watch her child.
3.
 - a. He already gave the order to the cook.
 - b. The cook never changes an order.
 - c. He has already given the man his food.
4.
 - a. a very modern one
 - b. an old one
 - c. a used one that is on sale
5.
 - a. He always lets his workers leave early.
 - b. He only lets his workers leave early to go to the airport.
 - c. He usually doesn't let his workers leave early.

Part B

1. a. She wants to hand in a problem.
b. She wants to clear up a problem.
c. She wants to fill out a problem.
2. a. She had to register as a rule.
b. She had to register up-to-date.
c. She had to register in advance.
3. a. She must fill out the paper.
b. She must hand in the paper.
c. She must clear up the paper.
4. a. He didn't fill out the papers for it.
b. He didn't make a note of it.
c. He didn't ask about it in advance.

Holding Your Own.....

Below you will find two notices with blank spaces. Fill in each of the blanks with one of the idioms below. You will not use all of the idioms, and you should not use any idiom more than one time. More than one answer may be correct for some of the blank spaces.

- | | | |
|-----------------|---------------|-------------|
| •in charge of | •clear up | •in advance |
| •up-to-date | •hand in | •fill out |
| •make a note of | •take care of | •as a rule |

**COMPANY PICNIC NOTICE**

This year's company picnic will take place on Saturday, June 15 at Lake Murray Park. Be sure to _____ this date on your calendar. There will be food, games, and lots of fun.

If you plan to attend this picnic, please _____ the attached paper to let us know you are coming. You should _____ this paper to the Personnel Department by June 10. Tina Rodriguez is _____ the food and games. If you can help her, please talk to her as soon as possible.

See you at the picnic!



CLASS CANCELLED

Date: Monday, January 11

Time: 9:00–10:00 A.M.

Instructions: The test on Chapter 1 will be given on Wednesday. If you cannot take this test, you *must* speak to the instructor _____. Be sure you are _____ on all assignments. Call or see Ms. Piret in her office to _____ any questions or problems. She will be in her office on Tuesday from 1:00–3:00 P.M.

WHAT'S THE QUESTION?

Complete each conversation below by making a question that will fit the answer given. Be sure to use the idiom given in parentheses in your question and to change it to agree with the rest of the sentence if necessary.

1. A: _____?
(in charge of)

B: I'm not sure. I think it's Mr. Ross, but it might be Mrs. Johnston.

2. A: _____?
(clear up)

B: It's a pretty big problem. I hope we can solve it before next week.

3. A: _____?
(hand in)

B: I never accept late papers. Please have your work ready tomorrow.

4. A: _____?
(take care of)

B: Don't worry. John will go to the store and buy all the food.

5. A: _____?
(in advance)

B: Yes. If you pay now, it costs \$10. If you buy it at the door, it will be \$15.

6. A: _____?
(up-to-date)

B: No, it isn't. We moved last month; the new address is 15 Main Street.

7. A: _____?
(as a rule)

B: Yes. Usually I go to the fitness center at least three times a week.

8. A: _____?
(make a note of)

B: I sure can. Here's an appointment card for your next visit to the doctor.

9. A: _____?
(fill out)

B: Yes, we need that information on all of those papers.

Wrapping It Up.....

Your teacher will assign you a partner or group. Together you will choose one of the situations below and create a conversation about it. Be sure to use as many idioms from this lesson as possible in your dialogue. Be prepared to share your work with the class.

SITUATIONS

1. You have had a charge card for the past five years and you have been an excellent customer. You always pay your bills on time. A few weeks ago, you received a bill that said you were late for a payment. You called the company and were told it was a mistake. Today, you received another late bill from this company. This bill also has an extra late charge. This means that