

# Active Listening



学生用书 STUDENT'S EDITION

修订版

# 剑桥英语 听力教材

剑桥大学出版社  
外文出版社



MARC HELGESEN AND STEVEN BROWN

# *Active Listening*

INTRODUCING

Skills for Understanding

## 剑桥英语听力教材

学生用书



外文出版社



剑桥大学出版社

First edition 1998

© Cambridge University Press 1995

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ISBN 7-119-02260-1

Published by Foreign Languages Press, 24 Baiwanzhuang Road, Beijing 100037, China.

Printed in the People's Republic of China

## 图书在版编目 ( CIP ) 数据

剑桥英语听力教材/ (美) 海尔格森 ( Helgesen, M. ), (美) 布朗 ( Brown, S. ) 编  
—— 北京: 外文出版社, 1998 学生用书

ISBN 7-119-02260-1

I. 剑… II. ①海…②布… III. 英语课-视听教学-中学-教材 IV. G634.411

中国版本图书馆 CIP 数据核字 ( 98 ) 第 27217 号

剑桥大学出版社授权外文出版社

在中国独家出版发行英汉文版

版权所有 翻印必究

外文出版社网页:

<http://www.flp.com.cn>

外文出版社电子邮件地址:

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## 剑桥英语听力教材

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封面设计 唐少文

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外文出版社出版

(中国北京百万庄大街 24 号)

北京外文印刷厂印刷

1998 年 ( 16 开 ) 第 1 版

2000 年第 1 版第 4 次印刷

(英汉)

ISBN 7-119-02260-1/G·202

著作权合同登记图字 01-98-0814

定价: 10.80 元

## 前 言

随着改革开放的深入发展,社会对外语人才的需求越来越大,对外语技能的全面要求也越来越高,对外语教学和评价改革的呼声日渐强烈。这一形势促进了对全面评价外语水平的理论和技术的研究。现代技术的发展为全面评价外语水平提供了条件,社会经济的发展为使用现代评价手段奠定了基础。测试理论和测试技术的日趋完善,使实施英语高考改革方案的条件已经成熟。

教育部(原国家教委)考试中心已对英语高考增加听力测试进行了试点,制定了推广计划,并在思想和物质上作了充分的准备。全国英语高考增加听力测试这一举措,已势在必行。但是,由于历史的原因,大部分普通中学高中对听力教学的研究还比较薄弱,一般学生的英语听力水平不但远远不能满足社会的需求,与高考的要求也有一定的差距,因此开展高中英语听力教学的研究已迫在眉睫。

为推动广大高中教师对英语听力教学的研究,提高高中学生的听力水平,我们向大家推荐《剑桥英语听力教材》。此书作者多年从事亚洲地区以英语为外语的教学和研究,具有丰富的经验。此教材的编写思想和思路符合我国 2000 年最新修订的高中教学大纲的原则和要求:此教材不但注意了语言的功能,还特别介绍了与之相关的文化,使学习者不但注意语言的正确性还注意语言的得体性;此教材不但讲究呈现语言材料的情景和方式,也精心设计了运用语言材料的实践活动,使学生能在用中学,学了就能用。此教材的体例设计便于教学操作,也适合自学。该书所提供的丰富的生活语汇可成为高中现行教材之补充。其词汇范围虽然略超过我们的现行《大纲》,但是由于这些词汇反映了现实生活,是学生喜闻乐见的内容,因此理解起来并不难。

此听力教材发行两年以来,获得高中学生和教师的广泛好评,为了满足高中毕业班学生对提高听力应试能力的要求,我们参照高考常用题型及难度,利用本教材内容,精心编制了一套听力测试题,并带有答案,附在书后。学生用书中凡是标有☆号的节或段,都在书后配备了相应的测试题(☆号的数目表示试题的数目),用相应的页码、单元、小节序号和题号标出,便于学生查找、选用。

孟雁君

2000 年 6 月

# 剑桥英语听力教材

## 使用说明

### 一. 结构特点:

本教材包括一本学生用书,一本教师用书和两盒录音磁带。本书共有 20 个单元。每个单元包括一个“准备练习”(Warm-up),两个“听力练习”(Listening task),一个“文化背景”(Culture corner)和一个“对话活动指导”(Your turn to talk)。书后附有一套《听力测试题》。

每个单元涉及一个话题,每个话题有两个任务目标(Task),分别从两个不同的角度切入同一话题。因此每个单元的学习重点具有较高的复现率。

本书情景设计巧妙、逼真,使学习者有身临真实生活情景的感觉。每部分所定的任务目标既符合听力发展的规律又符合实际交际的需要。使学习者学起来轻松、用起来自如。

### 二. 适用范围:

本书大部分内容所涉及的话题都与我国现行《九年义务教育全日制高级中学英语教学大纲(初审稿)》(以下简称《大纲》)所列出的日常交际用语中的功能意念句相关。教师可以选用本书作为听力辅助教材以充实和扩展教科书中的内容。

本书按话题为单元编排,教师可以按单元的顺序进行教学,也可以结合教科书内容任意选用相应的单元进行教学。

### 三. 关于生词及超纲内容的处理:

1. 为了便于学生自学,我们对本书中的生词加了注释。根据教学目标的要求,我们采取了两种不同的注释方式:

1) 对于录音带中的生词,先出示音标和中文词义,英文单词注在中文后面。

2) 对于课文文字中的生词,只出示英文单词和中文词义,不注音标。

2. 各单元的生词表排在该单元前面,在 HELP YOU 标题下,按生词出现的顺序排列。3. “文化背景”中的生词未加注释。学生可以借助字典,在教师的指导下自学,以培养阅读能力。

### 四. 关于听力测试题的使用建议:

#### 1. 《听力测试题》标号说明:

如:UNIT1 指示语下有:SP. 14, (TP. 149), Unit 1, Task 1, No. 1,意思是:学生用书第 14 页,(教师用书第 149 页),第一单元,第一节,即 Task 1,第一题。

#### 2. 标有☆的小题配有测试题。下面介绍两种使用方式:

A. 以各小题为中心,首先听这一小题的录音,理解大意,用暂停键,完成 Listening Task 规定的本小题的任务,然后翻到书后《听力测试题》部分,找到相应的标号,根据记忆,按指示语完成听力测试题,然后用暂停键恢复放音,再听一遍,检查答案是否正确。作完测试题以后,再返回正文原处听下一小题录音,完成 Listening Task 规定的该小题的任务。这样依次做下去。

B. 以单元为中心,听录音,完成本单元各 Listening Task 的规定任务,然后翻到书后《听力测试题》部分,找到相应的单元标号,依次再听该单元各题录音,用暂停键,按指示语完成各听力测



试题,然后用暂停键恢复放音,再听一遍,检查答案是否正确。作完本单元各测试题以后,再返回正文下一单元所在处,听录音,完成该单元各 Listening Task 的规定任务。这样依次做下去。

教师还可以根据教学要求,和学生情况,创造性使用测试题。自学者也可以根据自己的情况,灵活使用测试题。

孟雁君

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# Plan of Book

	<b>Topics/ Functions</b>	<b>Listening Skills</b>	<b>Grammar/ Vocabulary</b>
<b>Before you begin: Learn how to listen</b>	Explaining types of listening	Listening for the main idea Listening for specific information Listening "between the lines"	
<b>Unit 1: Meeting new people</b>	Meeting people	Choosing appropriate responses Understanding personal information questions	Yes-no questions (present of <i>be</i> and simple present)
<b>Unit 2: Brothers and sisters</b>	Discussing family relationships	Understanding descriptions of people Following directions	Possessive adjectives Simple present Family words
<b>Unit 3: Numbers</b>	Asking for and giving (numerical) information	Understanding and processing numbers Understanding sports scores	Numbers
<b>Unit 4: Let's eat!</b>	Talking about food and places to eat	Inferring topics Understanding suggestions	<i>Let's . . .</i> Names of foods
<b>Unit 5: Your free time</b>	Talking about free-time activities	Identifying frequency Confirming and revising predictions	Frequency adverbs
<b>Unit 6: That's a nice shirt.</b>	Giving opinions about and describing clothing	Understanding descriptions of clothing Understanding reasons	Descriptive adjectives Clothing words
<b>Unit 7: Furniture and houses</b>	Describing things in a house and what they are for	Inferring topics Understanding descriptions of things	Simple present for descriptions Names of furniture and rooms in a house
<b>Unit 8: How do you start your day?</b>	Talking about routines	Identifying routines Understanding questions about activities	Simple present Sequence markers Simple past
<b>Unit 9: I'd like to see that!</b>	Giving opinions about movies	Understanding responses Inferring kinds of movies Understanding evaluations	Movie genres
<b>Unit 10: Where is it?</b>	Describing location and giving directions	Following directions Identifying locations	Imperatives Prepositions of location

	<b>Topics/ Functions</b>	<b>Listening Skills</b>	<b>Grammar/ Vocabulary</b>
<b>Unit 11:</b> <i>The Midnight Special</i>	Enjoying a folk song	Understanding a song Identifying a sequence of events Identifying word stress	Word stress
<b>Unit 12:</b> <b>Gifts and greetings</b>	Describing gifts and greetings in different countries	Identifying reasons Identifying customs	Negative imperatives ( <i>Don't . . .</i> ) <i>You shouldn't . . .</i>
<b>Unit 13:</b> <b>Time changes everything.</b>	Talking about what people did when they were younger	Identifying jobs Understanding personal information questions	Past with <i>used to</i> Names of jobs and occupations
<b>Unit 14:</b> <b>Can you describe it?</b>	Describing people, things, and events	Understanding descriptions of people and things Understanding descriptions of events	Descriptive adjectives
<b>Unit 15:</b> <b>Languages</b>	Talking about the languages of the world	Identifying countries Distinguishing types of English	American and British vocabulary and pronunciation differences
<b>Unit 16:</b> <b>I like that!</b>	Discussing likes and dislikes	Identifying preferences Understanding instructions	Infinitives ( <i>to +</i> verb) and gerunds (verb + <i>-ing</i> )
<b>Unit 17:</b> <b>Strange news</b>	Evaluating newspaper headlines and stories	Understanding newspaper headlines Understanding summaries Evaluating information	Simple past
<b>Unit 18:</b> <b>Holidays</b>	Talking about holidays and customs in different countries	Identifying dates Identifying events	Present tenses: present of <i>be</i> and simple present for descriptions
<b>Unit 19:</b> <b>Inventions</b>	Describing inventions and where they came from	Understanding specific information Identifying the purpose of something	Infinitive of purpose: ( <i>You can</i> <i>use it to . . .</i> )
<b>Unit 20:</b> <b>Folktales</b>	Appreciating folktales	Identifying a sequence of events Understanding and enjoying a story	Simple past

# Help you

## LISTENING TASK 1

partner 搭档  
correct 正确

excuse 原谅, 对不起  
tape 录音带  
spell 拼

## LISTENING TASK 2


differently 不同地  
reason 理由  
main 主要  
conversation 对话  
check 划勾(✓)  
general 大体的, 笼统地

meaning 意义  
specific 具体的  
information 信息  
certain 某些(特定的)  
line 行  
exact 精确的

[ˈpi:tʃə] 比萨饼 pizza  
[spəˈɡeti] 意大利面条 spaghetti  
[kiŋ] 王 king

[ˈmeɪbi] 也许 maybe  
[ˈfi:lɪŋ] 感觉 feeling ← feel  
[sɪk] 有病的 sick

# Learn how to listen.



## FROM THE PEOPLE WHO WROTE THIS BOOK

Dear students:

We hope that you learn a lot of English. We also hope that you enjoy learning it.

There are many different ways to learn. This book will help you learn to listen. Think about how you learn best. Find ways that work for you.



You need to be an active listener. When you listen, do these things:

1. Think about what you are listening to.
  - What is the topic?
  - What do you already know about the topic?
2. Think about what you are listening for.
  - What do you need to know?
  - What do you need to do?
3. When you don't understand, ask.
  - For example, you could say, "could you repeat that?"

Good luck with learning English. You can do it!


Sincerely,

*Marc Helgesen*  
*Steven Brown*



**LISTENING TASK 1**

# Could you repeat that?

- ☐ Work with a partner.   
Look at the pictures.  
What do you think the students are saying?
- ☐ Now listen. Were you correct?  
Write the sentences.

## What do you say when . . .

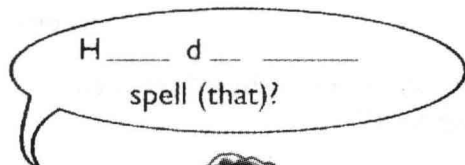
1. you want someone to say something again?



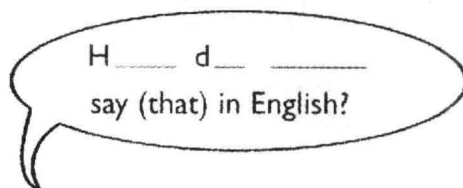
2. you want to hear the tape again?



3. you don't know how to spell a word?



4. you want to know a word in English?



# LISTENING TASK 2

## Types of listening

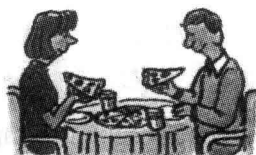
There are many ways to listen. We listen differently for different reasons.

### 1

#### Listening for the main idea

Listen to the conversation.

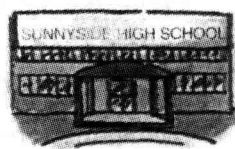
What is the most important idea? Check (✓) your answer.



☒ dinner



☐ a movie



☐ school

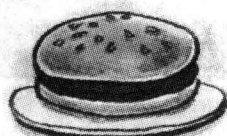
Sometimes you don't need to understand everything you hear.  
You just want the general meaning.

### 2

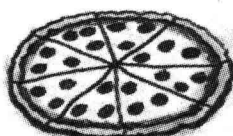
#### Listening for specific information

Listen again.

What are they going to eat? Check (✓) your answer.



☐ hamburgers



☐ pizza



☐ spaghetti

Sometimes you only need to understand certain information.  
Ask yourself, "What am I listening for?"

### 3

#### Listening "between the lines"

Listen again.

Will they go together? Check (✓) your answer.

☐ Yes

☐ No

Sometimes people don't say the exact words.  
You can still understand the meaning.

Try it again. Two friends are talking on the telephone.  
Each time you listen, think about the information you need.

**1**

**Listening for the main idea**

Listen. What is the most important idea?

Check (✓) your answer.



☐ going to the doctor



☐ school

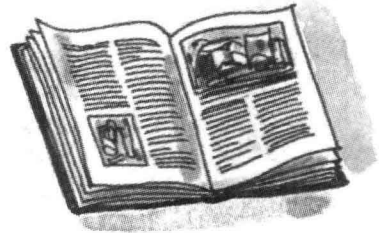
**2**

**Listening for specific information**

Listen. Which page numbers should she read?

Write the page numbers.

\_\_\_\_\_ and \_\_\_\_\_



**3**

**Listening "between the lines"**

Listen again. Did both students go to school today?

Check (✓) your answer.



☐ Yes

☐ No

You heard the same conversation three times.  
Each time, you listened for different reasons.  
Always think about why you are listening.



# Help you

**WARMING  
UP**

Taipei 台北  
Montreal 蒙特利尔

jazz 爵士音乐  
Mexico 墨西哥

**LISTENING  
TASK****1**

part 角色

[met] 认识, 会面 met ← meet  
[laɪ'brɛəriən] 图书馆馆员 librarian

[ɪntrə'dju:s] 介绍 introduce  
[væn'ku:və] 温哥华 Vancouver

**LISTENING  
TASK****2**

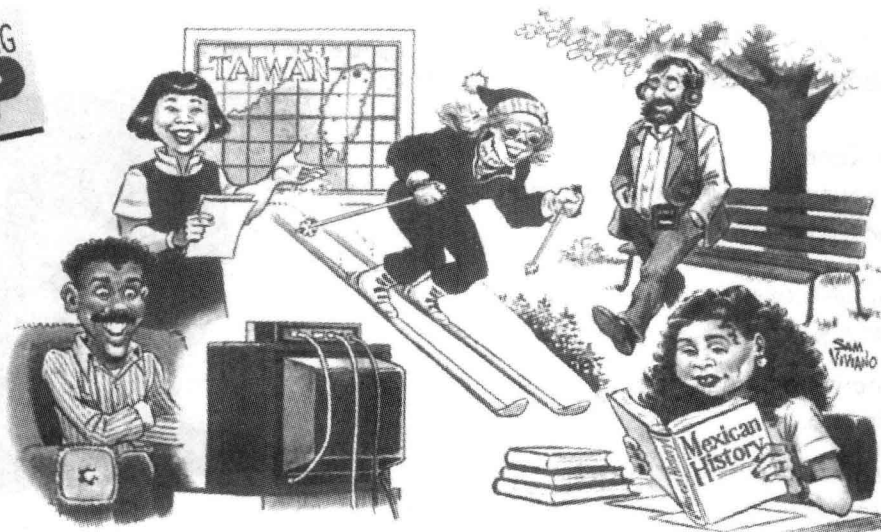
circle 圈出

[dʒæz] 爵士乐 jazz

['tenɪs] 网球 tennis

# Meeting new people

WARMING  
UP



- ☐ Work with a partner.



Tell your partner about yourself.

Where are you from? What do you do?

What do you like?

I'm Ruth. I'm from Taipei. I'm a teacher.



I'm Charles. I'm from Montreal. I like jazz.



I'm Marta. I'm from Mexico City. I like to read.



I'm \_\_\_\_\_.

I'm from \_\_\_\_\_.

I'm a \_\_\_\_\_.

I like \_\_\_\_\_.

I don't like \_\_\_\_\_.