

LEARNING TO LISTEN

*Making sense of
spoken English*

乐聆英语听力

基础篇

Lin Loughheed (美) 编著

Student's Book

学生用书

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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藏书章

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音标对照表

略语表

辅音 音标			元音 音标		
K.K.	IPA	词例	K.K.	IPA	词例
p	p	pen	ɪ	ɪ	bit
b	b	back	ɛ	e	bed
t	t	ten	æ	æ	cat
d	d	day	ɑ	ɒ	pot
k	k	key	ʌ	ʌ	but
g	g	get	ʊ	ʊ	put
f	f	fat	ə	ə	about
v	v	view	ɪ	i	happy
θ	θ	thing	ʊ	u	actuality
ð	ð	then			
s	s	soon	i	i:	sheep
z	z	zero	ɑ	ɑ:	father
ʃ	ʃ	ship	ɔ	ɔ:	four
ʒ	ʒ	pleasure	u	u:	boot
h	h	hot	ɜ	ɜ:	bird
tʃ	tʃ	cheer			
dʒ	dʒ	jump	e	eɪ	make
m	m	sum	aɪ	aɪ	lie
ŋ	ŋ	keep'em	ɔɪ	ɔɪ	boy
n	n	sun	o	əʊ	note
ŋ	n	cousin	aʊ	aʊ	now
ŋ	ŋ	sung	ɪr	ɪə	real
w	w	wet	ɛr	eə	hair
l	l	let	ʊr	ʊə	sure
l	l	little	ʊə	ʊə	actual
r	r	red	jə	iə	peculiar
j	j	yet			

<i>adj.</i> (adjective)	形容词
<i>adv.</i> (adverb)	副词
<i>interj.</i> (interjection)	感叹词
<i>n.</i> (noun)	名词
<i>prep.</i> (preposition)	介词
<i>v.</i> (verb)	动词

/' / 表示主重音。
/ ./ 表示次重音。
本书采用K.K. 音标，所标示的是美式发音。

教材简介

总体介绍和难度分布

《乐聆英语听力》专门为低起点的英语学习者设计，旨在帮助初学者提高听力水平，熟悉日常社交场景中的对话，具备日常英语交流能力。

全套书分基础篇、巩固篇和提高篇。各册的难度分布如下：

- 基础篇：针对英语初学者，词汇量在1000词左右。适合初中学生和同等英语水平的成人使用；
- 巩固篇：针对英语中级偏下水平的学习者，词汇量在1800词左右。适合高中学生和同等英语水平的成人使用；
- 提高篇：针对英语中级水平的学习者，词汇量在2500词左右。适合高中以上英语水平的成人使用。

编写理念

影响听力的主要障碍包括词汇、语感和文化背景知识。因此，熟悉各个社交场景中的对话，掌握所涉及的词汇和文化背景知识，了解英语口语的语音语调，是排除听力障碍，快速提高听力水平的必经之路。《乐聆英语听力》就是依据这一理念编写而成的。

编写特点

- 语言材料丰富：涉及各类日常社交场景，每个场景设计多个对话；
- 语言风格诙谐：对话中的人物语言富于个性，使听力训练变得趣味横生；
- 兼顾课堂自学：听力训练过程中穿插文化点滴和语言点滴，为学生即时答疑解惑；
- 突出重点难点：对于英语听力中常见的语音障碍进行重点讲解和练习；
- 及时评估回顾：针对各课内容，设计每课一测；书后词汇表方便复习和查询。

教材组成

本套书包括学生用书和教师用书，配有CD和录音带，以满足学习者的不同需求。

课时安排

每个级别包括16个单元，每个单元安排2学时，每册书的课时安排为32到40学时。教师可以根据实

际课时安排进行调整。教师用书提供了一些可供选择的活 动，教师可以适当增加内容，延长课时。另外，每册书中的各个单元可以根据需要灵活调整顺序和删减内容。

我们希望《乐聆英语听力》能帮助您在提高英语听力方面跨出重要的一步，更重要的是，能让您感受到融入英语世界的乐趣。

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Scope and Sequence 内容安排

Unit	Topic	Skills
1 First Day 第一天	Registering for class Introducing yourself Nicknames	Identifying first and family names Distinguishing between formal and informal tones
2 All About You 个人信息	Data forms E-mail	Identifying personal information Distinguishing e-mail and Internet symbols
3 At the Internet Café 在网吧	Break activities Internet Café Computers	Identifying actions and prices Distinguishing between amounts
4 Let's Go 咱们走吧	Transportation	Identifying travel and transportation information Distinguishing between different pronunciations
Review 1 复习 1		
5 What Time Is It? 几点了?	Talking about time Changing schedules Dates	Identifying time and appointments Distinguishing between dates and times
6 Describing Yourself 描述你自己	Describing yourself Giving physical descriptions	Identifying characteristics and habits Distinguishing between difficult pronunciations
7 How Will I Know You? 如何认出你?	Identifying people Talking about clothes	Identifying physical descriptions and locations Distinguishing between /l/ and /r/
8 What's on TV? 电视里在播什么?	Watching TV	Identifying different types of TV program Distinguishing question and statement intonation

Review 2 复习 2

Unit	Topic	Skills
9 Planning Your Day 计划你的一天	Daily activities Planning your day	Identifying pastimes and schedules Distinguishing between different word stresses
10 Free Time 空闲时间	Hobbies and other leisure activities	Identifying likes and dislikes Distinguishing the number of syllables in a word
11 Let's Eat 咱们吃饭吧	Discussing food and meals	Identifying preferences for food Identifying between negative and affirmative statements
12 At Home 在家里	Describing your home Furniture	Identifying location in the home Distinguishing between the prepositions <i>on</i> and <i>in</i>
Review 3 复习3		
13 Sunny or Cloudy? 晴天还是阴天?	Weather Clothing	Identifying weather and statistics Distinguishing between different ways of expressing the weather
14 On the Block 在街区	Discussing activities and amenities on your block Talking about urban settings Talking about services in town	Identifying everyday activities and location in town Distinguishing unstressed words in a sentence
15 Downtown 市中心	Downtown businesses Locations of landmarks Directions	Identifying directions and location Distinguishing between tenses
16 Let's Celebrate 一起来庆祝	Celebrating holidays Family traditions	Identifying holiday events Distinguishing between bored and enthusiastic attitudes
Review 4 复习4		

Introduction to the Student 致学生

This series will help you become more confident about the listening you do both inside and outside the classroom.

With these books you will:

- learn to listen appropriately
- learn to understand correctly
- learn to make more sense of what you hear.

You will hear a variety of sources such as conversations, messages, radio broadcasts, and other forms of real English, and you will learn to listen both for detail and for the general meaning.

As students you want to feel confident in real-life situations when you are speaking English. Through this series you will hear what real English speakers say in everyday situations, such as meeting strangers or planning a celebration, and learn to understand the words they use.

This series prepares you to react appropriately to the people you meet by helping you to make sense of the meaning behind the words they use. You will learn about the influences of a speaker's mood, location, and background on the language she or he uses.

You will gain confidence in listening and responding to everyday situations in English. You'll be able to react to the personalities of the people you meet, understand the words they use, and make sense of what you hear.

Introduction to the Teacher 致教师

This three-book listening series helps make every minute of the classroom experience as rich as the real world. The topics, the activities, the personalities, the beliefs, and the accents reflect the variety in the world around us. In the series, students meet different people, discuss different things, have different attitudes, and have different reactions.

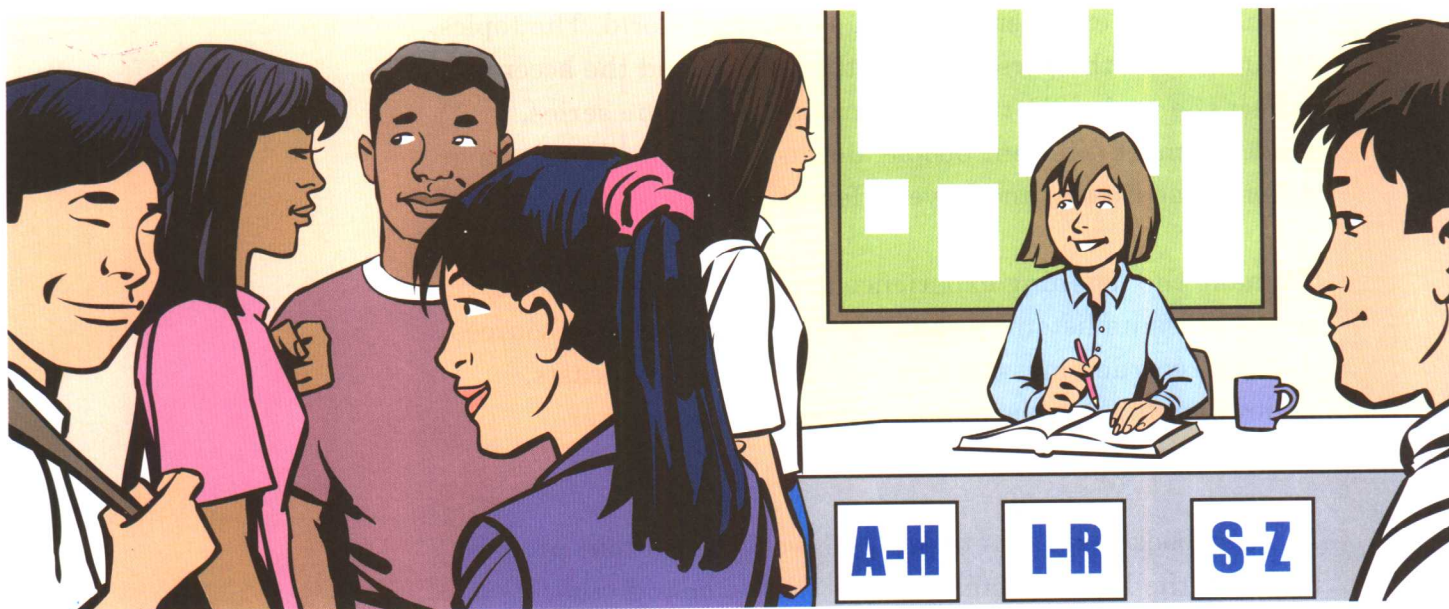
To make the listening experience as authentic as possible, the series presents listening challenges from a variety of sources: dialogs, recorded messages, monologs, radio broadcasts, reviews, public service announcements, and weather announcements.

In these books students tackle real-world tasks that prepare them for the kind of listening they will do outside the classroom: listening for different purposes, making inferences, personalizing the experience, and making assumptions and predictions.

Students need to be actively involved in the process of learning to listen and listening to learn, because this makes learning much more effective. This is achieved by asking them to listen for a purpose, read the clues about speakers' mood, intention and background, and making students aware of the process they use in their own native language to make linguistic input comprehensible.

Students wish to react and express themselves appropriately in real-life situations. For that reason, all three books show how people react and cope in everyday situations – and they do so in a way that shows their personality, character, and attitude. By listening to, observing, and judging people in these contexts, students will learn that they too are able to express their personality when they speak English – a major step in becoming proficient in English.

1 First Day 第一天



1 What's going on?

These students are registering by last name for a class.

Check (✓) the column they should be in.

	A-H	I-R	S-Z
1. Kevin Tang	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Dallas Hillwood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Cindy White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Mai Linh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Betty Sánchez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. David Crandall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

在英语国家，名 (first name) 通常放在姓 (last name) 前面。例如在 John Brown 这个名字中，John 是名，Brown 是姓。在官方的记录中，如在班级名册中，通常把姓放在前面，名放在后面，中间用逗号隔开，例如：Brown, John。名单中的名字是按姓的首字母的顺序排列的。

文化点滴

2 Who's who?

Listen and check (✓) the correct name.

- | | |
|-----------------------------------------|-------------------------------------------|
| 1. <input type="checkbox"/> Jessica Noh | 3. <input type="checkbox"/> Lane Morgan |
| <input type="checkbox"/> Jessica Knowe | <input type="checkbox"/> Morgan Lane |
| 2. <input type="checkbox"/> Kevin Dang | 4. <input type="checkbox"/> Carol Drexter |
| <input type="checkbox"/> Kevin Tang | <input type="checkbox"/> Carl Dexter |

3 Checking names

Listen and check (✓) who is in the class today. Then listen again and correct the spelling of their names.

In class	Name	Correction
✓	Hiroki Aoki	Hiroko Aoki
<input type="checkbox"/>	Hillwood Dallas	
<input type="checkbox"/>	Lee Toon	
<input type="checkbox"/>	Linh Mai	
<input type="checkbox"/>	Picot Cora	
<input type="checkbox"/>	Sandor Silvas	

4 Who are you?

Listen and complete the cards with people's names.

Conversation 1

Conversation 3

Conversation 2

Conversation 4

5 What's your nickname?

Listen and match the names with the correct nicknames.

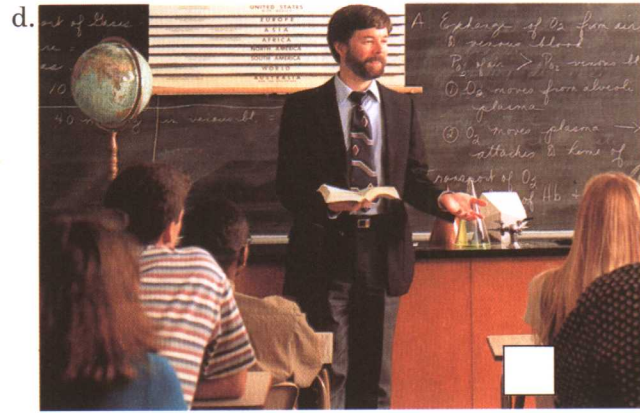
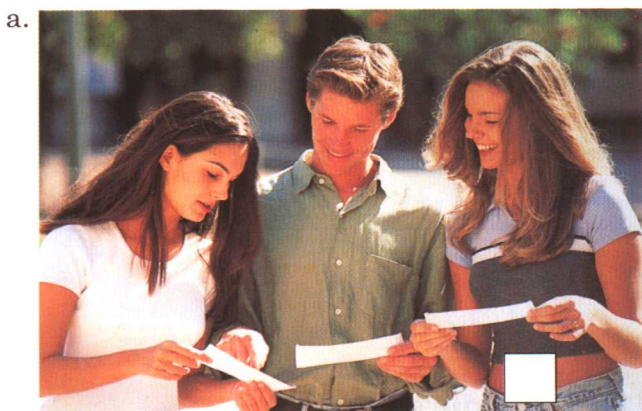
Sandor	Betty
Dallas	Cindy
Cynthia	Sunny
Elizabeth	Big D

昵称 (nickname) 是一个人的朋友和家人对他 / 她友好的、不正式的称呼。昵称可以是个人名字的缩略形式, 例如: Cindy 来自于 Cynthia, Tom 来自于 Thomas。昵称也可以体现一个人的相貌或性格特征, 例如: Red 可能是一个长着红头发的人的昵称, Sunny 则可能是一个天性快活的人的昵称。

语言点滴

6 Train your ear

Listen to the four conversations and number the pictures.



Listen to the conversations again. Is the language formal or informal? Check (✓) the right column.

	formal	informal		formal	informal
1.	<input type="checkbox"/>	<input type="checkbox"/>	3.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	4.	<input type="checkbox"/>	<input type="checkbox"/>

- 朋友间很随意的问候方式包括: Hey!, Hi!, What's up? 和 How's it going? 这些都是 Hello! 或 How are you? 的非正式表达方式。在比较正式的场合, 例如在师生之间或是在长幼之间, 人们通常用 Good morning / afternoon / evening. 来问候对方。
- You in our class? 是不太正式的说法, 相当于 Are you in our class? 在口语中, 有时可以省去动词, 用升调来表达疑问。
- break 表示工作或学习中间的短暂休息。它经常与动词 take 搭配, 即 take a break。

语言点滴

7 Test yourself

Listen and circle the answer that matches the picture.

1. (A) (B) (C)



2. (A) (B) (C)



Listen and circle the best response.

3. (A) (B) (C)

4. (A) (B) (C)

Listen to the conversation and to the question that follows.
Circle the best answer.

5. (A) Mark and Lee.

(B) Lee and Wong.

(C) Mark and Wong.

6. (A) Bob.

(B) Sleepy.

(C) Red.

8 Your turn

Speak to three people and complete the chart below with their information. Use: *What's your first / last name? How do you spell it? What's your nickname?*

	Person 1	Person 2	Person 3
First name			
Last name			
Nickname			

Full Name

_____ (1) FIRST NAME _____ (2) LAST NAME
Mr. Mark P. Grand

_____ (3) 3498 West Canton Drive

City Detroit

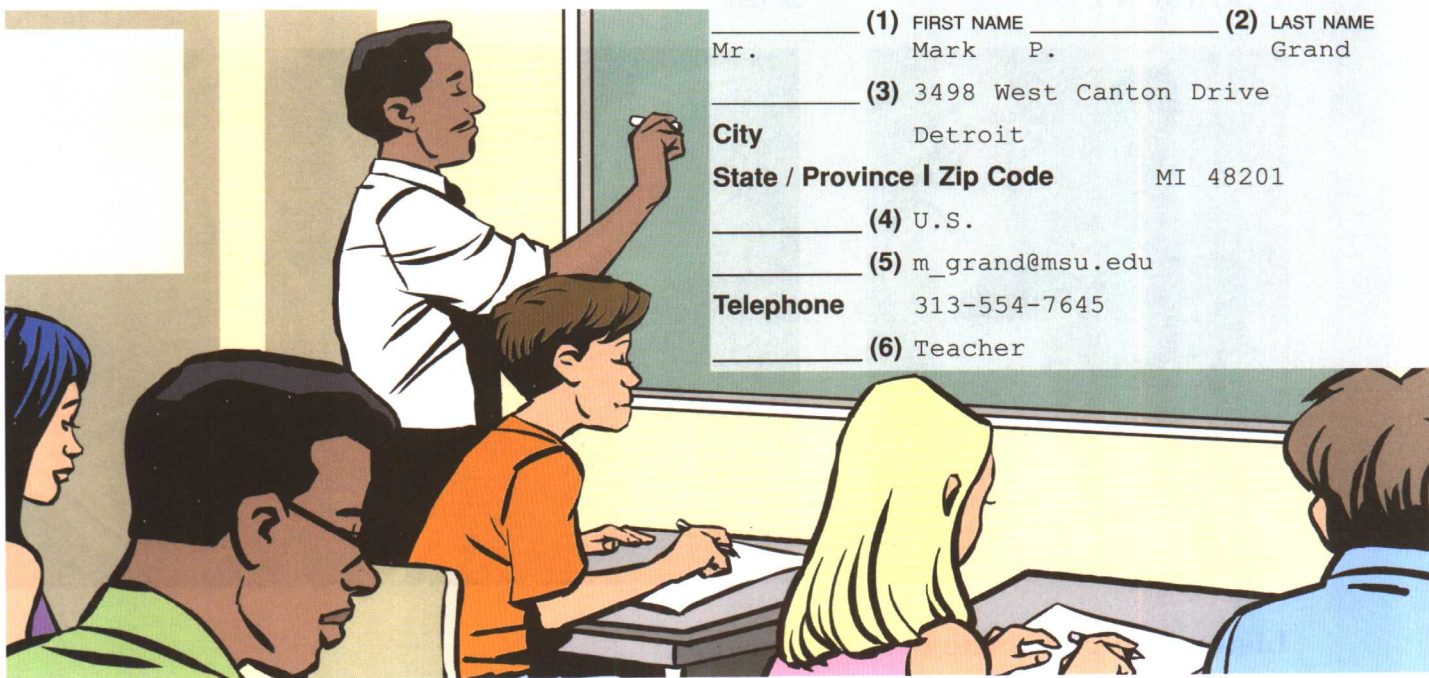
State / Province | Zip Code MI 48201

_____ (4) U.S.

_____ (5) m_grand@msu.edu

Telephone 313-554-7645

_____ (6) Teacher



1 What's going on?

The teacher is writing personal information on the board. Complete the form with the words in the box.

E-mail Address	Country	Middle Initial
Title	Address	Occupation

- 在正式场合，要在名字前加上称呼。Mr. 用于男性，Mrs. 用于已婚女性，Miss 用于未婚女性，Ms. 则已婚女性和未婚女性都适用。
- 欧美人通常不把完整的中名 (middle name) 拼写出来，而只把中名的首字母写出来。例如：Mary Katherine Wilson 写作 Mary K. Wilson。

文化点滴

2 Who's the teacher talking to?

Listen and circle the correct title. Then listen again and check (✓) what is discussed.

语言点滴

- 用于女性的称呼的发音方式为：Mrs. 读作 /mɪsɪz/, Miss 读作 /mɪs/, Ms. 读作 /mɪz/。
- zip code 与 postal code 的含义相同，都表示邮政编码。zip code 多用于美式英语，postal code 多用于英式英语。

Title	Last Name	First Name	Occupation	E-mail Address	Address	Zip Code
1. Mr. / Mrs.	Brown					
2. Ms. / Mr.	Dart					
3. Mr. / Ms.	Lima					
4. Mrs. / Mr.	Fernandes					
5. Ms. / Mr.	King					

3 Where do you live?

Listen and correct the written information. See the example.

1. Name: John Spencer
Address: 7405 Mason Lane

9406 Mason Lane

4. Name: Joseph Fernandes
Address: 46 Green St.

2. Name: Peter Tran
Address: 1731 Riverside Drive

5. Name: Kim Phan
Address: 17 First Street

3. Name: Harry Rippon
Address: 500W Alton Road

● 表示“路，街道”的词包括：street, road, drive, lane, avenue 和 boulevard 等。
● 地址中数字的读法为：1 至 99 按通常方法读，100 以上的数字则不读出其中的 hundred 和 thousand。例如：523 Main Street 中的数字读作 five twenty-three, 1465 Main Street 中的数字读作 fourteen sixty-five。但数字是整百时则例外，例如：800 读作 eight hundred, 1600 读作 sixteen hundred。

语言点滴

4 Where are you from?

Listen and put **B** next to the country or area where people were born and **V** next to the country they are visiting. Then listen again and write how long they have visited for. See the example.

1. Van Lee
Turkey _____
England V 1 week
Vietnam B

4. Joseph Peres
Argentina _____
Brazil _____
Japan _____

2. Fen Wu
United States _____
China _____
Japan _____

5. Roberto Carrera
Mexico _____
China _____
Spain _____

3. Marc Tirard
Italy _____
Korea _____
France _____