

博采英语

TAPESTRY

听说

Listening &
Speaking

1

REBECCA L. OXFORD

Series Editor

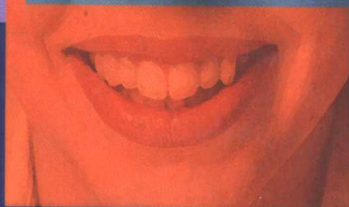
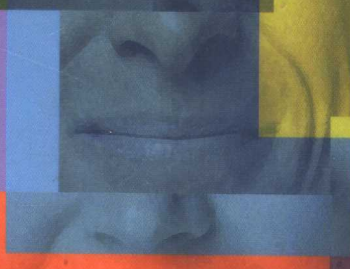
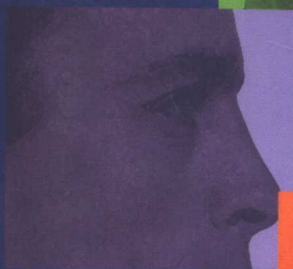
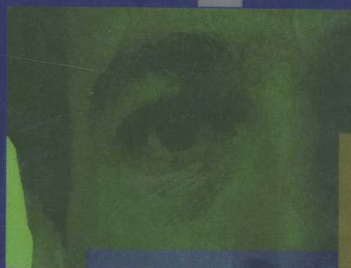
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TAPESTRY

博采英语

听说

(第一册)

1

Listening & Speaking

Cheryl Benz

Kara Dwork

江苏工业学院图书馆
藏书章



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内 容 提 要

本书是《博采英语》听说系列的第一册。它从日常生活中必要的基本交流入手引导学生尝试以简单的对话解决实际问题,根据不同情况采用地道的表达方式,练习标准发音,并向学生传授提高听说效果的窍门及辅助方法。全书以逼真的美国学生生活为背景,营造出身临其境的感觉。

本书适用于有初中级(high beginning)基础的学生及英语爱好者。

本书配有两盘原版引进的录音带。丰富多彩的《博采英语》学习网站可以事半功倍地提高学习效果,原汁原味的 CNN 录像带是教学的最佳辅助素材。

TAPESTRY Listening & Speaking 1/Cheryl Benz, Kara Dworak

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出版前言

“学外语还是原汁原味的好”，这是学习外语的人士所共有的心声。在这里我们非常高兴地向大家推荐由世界著名英语教学专家Rebecca L. Oxford主编，由众多在亚洲从事多年对外英语教学(EFL)的外籍英语教学专家所共同编写的《博采英语》(Tapestry) (2000版) 阅读、听说、写作系列教材。这是一套既适合高等院校公共英语教学，又适合涉外专业中、高级英语培训的英语系列教材。

本套教材与国内自编教材相比，有如下特色：

◆ 教材编写思路明确，编写人员水平出众

教材全部由外籍英语教学专家专为母语为非英语国家人士编写。注意并尊重外语学习过程中的普遍规律。

◆ 材料精挑细选

时代感强、内容丰富、语言地道。使学生置身于真实、现代的语言环境当中。

◆ 课堂活动“花”而又实

以学生为中心，设计巧妙生动、有的放矢；注重培养学生良好的学习习惯，巧妙传播语言文化知识。

◆ 配有与教学内容相关的CNN节目录像材料

我们免费为批量使用本套教材的用户提供CNN录像带。

◆ 专门设置配套的学习网址(www.tapestry.heinle.com)

为老师和学生提供一个虚拟课堂。学生可根据自身领会程度，到该网站加油充电；老师也可不断更新知识，丰富教学内容。

◆ 《博采英语》系列教材的《阅读》、《听说》、《写作》三种课本如同三股彩线完美交融，相互渗透。系列教材包括：

《阅读》 学生用书1—4册、《教学参考书》(全一册)、CNN录像带两盘

《听说》 学生用书1—4册、录音带九盘、《教学参考书》(全一册)、CNN录像带两盘

《写作》 学生用书1—4册、《教学参考书》(全一册)、CNN录像带两盘

◆ 《博采英语教师必读》——教师们的好助手

该书系统完整地介绍了《博采英语》丛书的编写理念，帮助教师更深入地理解课程内容，从而制定切实可行的教学方案。

特别要指出的是，本教材的最终目的是帮助非英语国家的学生真正学好英语，并培养独立学习能力。我们认为这些对于21世纪的学生尤为重要。鉴于中国英语教学面临的重大改革，为了满足我国教材市场多样化，教材朝着更新、更权威、更地道的方向发展的要求，清华大学出版社经美国Thomson Learning 出版集团授权，独家推出《博采英语》系列教材。此系列教材已在日本、韩国等多个国家和地区得到广泛使用。我们希望能中国的各类院校或涉外机构的英语教学与培训送去一缕清风，把国外最新最好的英语学习教材奉献给广大师生，使大家能从该套教材中得到最大的收获。

清华大学出版社外语编辑室

2000年12月

应试小窍门告诉学生考试时能提高成绩的一些切实可行的做法。

自我总结评估帮助学生监测自己的学习情况。

Test-Taking Tip

Work with a partner to prepare for speaking-based tests. Practice speaking with your partner about subjects you think you may be asked about on the test. First, one of you can play the part of the "interviewer" while the other takes the role of the "interviewee;" then you can reverse roles. The interviewer should prepare questions to ask before the practice interview begins.

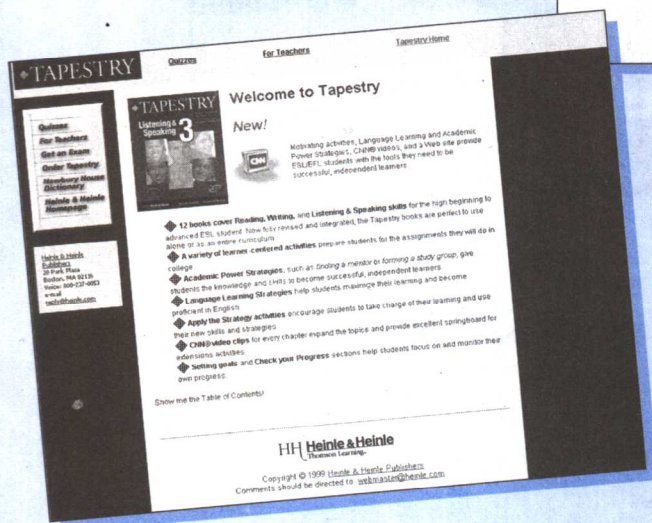
CHECK YOUR PROGRESS

On a scale of 1 to 5, where 1 means "not at all," 2 means "not very well," 3 means "moderately well," 4 means "well," and 5 means "very well," rate how well you have mastered the goals set at the beginning of the chapter:

- | | | | | | |
|---|---|---|---|---|--------------------------------------------------------------------------------------|
| 1 | 2 | 3 | 4 | 5 | overcome confusion and frustration at the beginning of school. |
| 1 | 2 | 3 | 4 | 5 | communicate about academic procedures and requirements. |
| 1 | 2 | 3 | 4 | 5 | increase listening comprehension by predicting the language in a specific situation. |
| 1 | 2 | 3 | 4 | 5 | ask about alternatives and state preferences. |
| 1 | 2 | 3 | 4 | 5 | learn to identify the parts of a lecture while listening. |
| 1 | 2 | 3 | 4 | 5 | understand teachers' objectives and expectations. |

If you've given yourself a 3 or lower on any of these goals:

- visit the *Tapestry* web site for additional practice.
- ask your instructor for extra help.
- review the sections of the chapter that you found difficult.
- work with a partner or study group to further your progress.



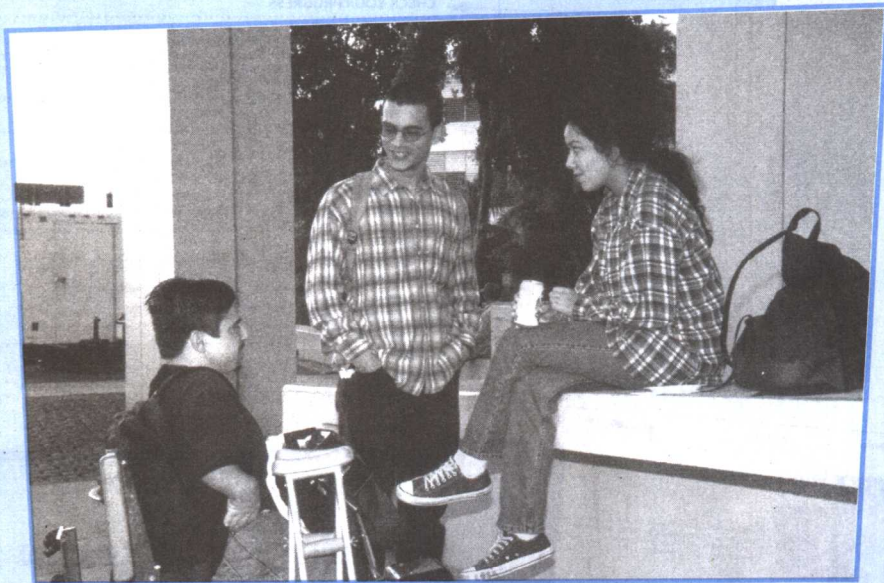
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- 还有……

◆ 若要开设系统完整的英语课程, 请配合使用《博采英语——阅读》系列和《博采英语——写作》系列, 这两个系列已由清华大学出版社出版。

◆ 如果您想要了解更多的《博采英语》教学理念, 请阅读由Rebecca L. Oxford 和 Robin C. Scarcella 编写的《博采英语教师必读》(*The Tapestry of Language Learning*) (第二版)。



Look at the photo. Then discuss these questions with your classmates:

- What do you see in this photo?
- Where do you think these people are?
- What do you think they're saying?

1

MEETINGS AND GREETINGS

This chapter will help you to meet, greet, and get to know new people in your classes and in your daily life. It will also help you to use the right language for the right situation. What you learn in this chapter will help you right now in your classes. It will also help in the future as you use English for your education, work, and life.

Setting Goals

In this chapter you will learn to:

- ◆ introduce yourself and others in both formal and informal ways.
- ◆ practice speaking English with classmates.
- ◆ use appropriate body language when meeting and greeting people.
- ◆ make connections between new things and familiar words and ideas.
- ◆ greet people in both formal and informal ways.
- ◆ understand and pronounce reductions correctly. /kə'rekʃn/ 正确
- ◆ address your teachers appropriately. /rɪ'dʒkən/ 减少, 缩小

Getting Started

What do you already know about introducing yourself and others in English? Work with a few classmates. Answer these questions together:

1. What do people *say* when they introduce themselves? Make a list.
2. What do people *do* when they introduce themselves? Show each other.
3. Share your answers with the class. Your teacher might make a list on the board.

PART 1: Meeting New People



In the United States and Canada, people usually use *formal* language in official situations. It is used in business and between people of different ages. For example, a younger person speaking to an older person should use formal language. On the

other hand, *informal* language is usually used in *casual* situations. Informal language is used in social situations and among people of the same age group. Young people, family members, and good friends usually use informal language with each other.

Formal or Informal Language?

Look at the following situations. Should you use formal or informal language? Write *F* for formal. Write *I* for informal.

- _____ speaking with a boss or manager at work
- _____ talking to your brothers and sisters
- _____ talking to your teacher for the first time
- _____ speaking to an older adult
- _____ speaking to classmates
- _____ meeting someone for the first time

Getting Ready to Listen

You will hear five introductions. Before you listen, look at the pictures on the following page. Do you think the introduction will be formal or informal? Write *F* for formal or *I* for informal under each picture.

Listen



Listening 1: Formal and Informal Introductions

Now listen to the introductions. Is the introduction formal or informal? Check your guesses.



After You Listen

Work with a partner. Why did you think the introductions and pictures were formal or informal? Explain your choices to your partner.

LANGUAGE YOU CAN USE: INTRODUCING YOURSELF AND OTHERS

Here are some expressions for introducing yourself and introducing others in formal and informal ways:

INTRODUCING YOURSELF	
Formal	Informal
Hello. My name is _____.	Hi. I'm _____.
I don't think we've met. I'm _____.	Hi my name's _____.
_____	_____
_____	_____

I sometimes think I was born to live up to my name. How could I be anything else but what I am having been named Madonna? I would either have ended up a nun or this.

—MADONNA

INTRODUCING OTHERS

Formal	Informal
I'd like you to meet _____.	This is _____.
I'd like to introduce _____ to you.	This is my friend _____.
_____	_____
_____	_____

USING NEW LANGUAGE

Go back to the list you made in the Getting Started activity.

1. Which introductions are formal? Which are informal?
2. Write each introduction in the correct place on the chart above and on page 5.
3. Practice saying each introduction.

Getting Ready to Listen

Check all the statements that are true.

- I know that someone is speaking formally or informally because of
- _____ the tone of the person's voice.
 - _____ the speed of the person's voice.
 - _____ the words the person uses.

Listen



Listening 2: Formal and Informal Dialogues

You will hear four dialogues. In each dialogue, one person is not speaking appropriately. He or she is speaking too formally or is speaking too informally. Put a check mark in front of the speaker who is not speaking appropriately.

AT A PARTY

- _____ Mark: Hey, George! This is Sal, my brother.
- _____ George: It is certainly a pleasure to meet you, Sal.
- _____ Sal: Nice to meet you.

A good name, like good will, is got by many actions and lost by one.

—LORD JEFFERY

IN THE CLASSROOM

_____ Mr. Macy: I'm Mr. John Macy, your grammar teacher.
 _____ Mike: Yo, what's up, Teach?

IN THE CAFETERIA

_____ Stephanie: Hello, Victor. I'd like you to meet a new classmate. This is Karen.
 _____ Victor: Hey, Karen. Nice to meet you.
 _____ Karen: Nice to meet you.

AT HOME

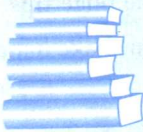
_____ Paul: Patrick, this is my mother, Mrs. Doris Bluefield.
 _____ Patrick: Hey, Doris. How's it goin'?
 _____ Mrs. Bluefield: Welcome to our home, Patrick.

After You Listen

Work with a partner.

1. Look again at the dialogues above.
2. Discuss the inappropriate remarks. Were they too formal or too informal? Why?
3. Rewrite the dialogues so that they are all appropriate.
4. Practice the dialogues together.

LANGUAGE LEARNING STRATEGY



Apply the Strategy

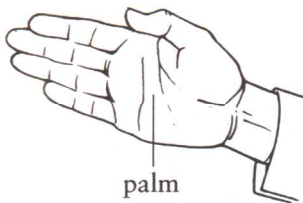
Practice speaking English with classmates as often as possible. It helps you to learn to speak and communicate better. Your classmates are good conversation partners. You can practice new things together in class. You can also practice together outside of class. Remember, practice makes perfect.

Right now you are learning different ways to introduce yourself. Practicing introductions now will help you make them in the future. Work with a partner. Practice introducing yourself. Use these situations. Then switch roles and practice again.

(continued on next page)

1. You are in a classroom the first day of class. Another student comes in.
2. You are a professor. A new student comes into your office to meet you.
3. You are at a friend's party. You see a new person standing near you.
4. You are in an office. A new co-worker enters.

BODY LANGUAGE: SHAKING HANDS



People in the United States and Canada often shake hands when they meet each other. This handshake is not the same as the handshake in other countries. Here is how to shake hands appropriately:

- Hold the other person's hand firmly.
- The palm of your hand should cover the palm of the hand of the person you are shaking hands with, not just the fingertips.
- Look the person in the eye and smile when you shake hands.

Try It Out

Practice introducing yourself and shaking hands.

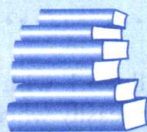
1. Your teacher will give you a situation.
2. Walk around the classroom.
3. Shake hands and introduce yourself according to the situation.
4. Your teacher will say "stop!" and will give you a new situation.
5. Shake hands and introduce yourself according to the new situation.
6. Try to shake hands with as many students as possible.



In classrooms in the United States and Canada, students often talk to each other, not just to the teacher. It is important to

know the names of your classmates so you can ask them questions, tell them your ideas, and work together.

LANGUAGE LEARNING STRATEGY



Make connections between new things and familiar words and ideas. Then you can remember more easily. This strategy can help you remember new vocabulary, new names, new places, and new faces. For example, remembering names of new people can be difficult. If you connect a person's name with something familiar, you will remember the name more easily.

Apply the Strategy

To remember new people's names, connect them to familiar words.

1. Think of something that you like that begins with the same letter as your name. Examples:

Bernd

Ming

books

music

Hint: If you cannot think of something, ask your teacher for help.

2. Sit in a circle with your classmates. The first person will say her or his name and what she or he likes. Example:
"Hello, I'm Bernd. I like books."
3. The second person will say her or his name and what she or he likes *and* say the first person's name and what she or he likes.
"My name is Ming. I enjoy music very much. This is Bernd. He likes books."
4. The third person will say her or his name and what she or he likes *and* say the second person's name and what she or he likes *and* the first person's name and what she or he likes.

(continued on next page)

"My name is Carol. I like Coca-Cola. This is Ming. She enjoys music. This is Bernd. He likes books."

5. Continue this way until the last person has introduced himself or herself.
6. Now take turns saying every classmate's name.
7. Find out who can say the names most quickly!

FIND SOMEONE WHO . . .

If you want to win friends, make it a point to remember them. If you remember my name, you pay me a subtle compliment; you indicate that I have made an impression on you. Remember my name and you add to my feeling of importance.

—DALE CARNEGIE

It is important to know your classmates. You will work with other students in class. Also, people learn language more easily when they feel more comfortable. This activity will help you to know your classmates.

1. Read the exercise below. If there is anything you do not understand, ask your teacher.
2. Get up and ask classmates questions to find someone who. . . . If they answer "No," say, "OK." Ask another question until someone answers "Yes." Write this person's name after the question.
3. Do not write someone's name more than once.
4. You have ten minutes.
5. Go!

EXAMPLE:

_____ has a pet.

A: Do you have a pet?

B: No.

A: OK. Do you have a car?

B: Yes!

A: Great. How do you spell your name?

B: M-I-G-U-E-L.

A: Thanks, Miguel.

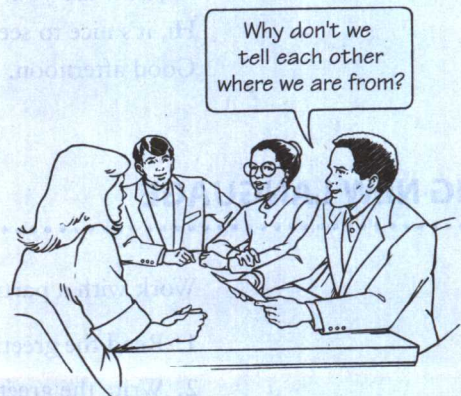
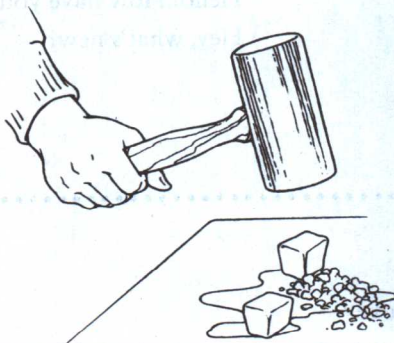
Find someone who . . .

- _____ has a pet.
- _____ speaks three languages.
- _____ has a car.
- _____ has four siblings (brothers and sisters).
- _____ plays the guitar.
- _____ hates fast food.
- _____ loves ice cream.
- _____ owns a bike.
- _____ has a daughter.
- _____ is shy.
- _____ is married.
- _____ has more than 100 books.
- _____ has been to more than four countries.



In the United States, people often play games like "Find Someone Who . . ." at parties. These games are called "ice-

breakers." They "break the ice" to start conversations between people who don't know each other well.



PART 2: Greeting People You Know
.....

GREETING PEOPLE
.....

There are many ways to say “hello” in English. Make a list of all the ways you know to greet people in English.

- 1. Hello, how are you?
- 2. _____
- 3. _____
- 4. _____
- 5. _____

LANGUAGE YOU CAN USE: GREETING PEOPLE
.....

You learned that introductions can be formal or informal. Greetings can be formal or informal, too. Here are some common greetings.

- | | |
|---------------------------|---------------------------|
| Hey, how’s it going? | Hello, how are you today? |
| Good morning. | Good evening. |
| Hi, how are you? | Hi! How’re you doing? |
| Hi, it’s nice to see you. | Hello. How have you been? |
| Good afternoon. | Hey, what’s new? |

USING NEW LANGUAGE
.....

- Work with a partner.
- 1. Read the greetings above.
 - 2. Write the greetings in the correct box on the next page.
 - 3. Practice saying each greeting.