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*Active*

Second Edition



**LISTENING**

**大学英语基础听力教程**

学生用书  
第一册

STEVEN BROWN

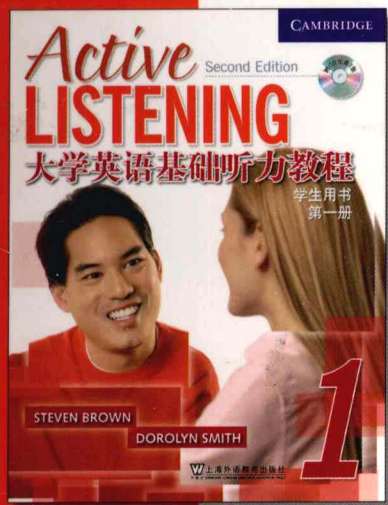
DOROLYN SMITH



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# Active Second Edition LISTENING

《大学英语基础听力教程》(Active Listening, Second Edition) 是外教社从剑桥大学出版社引进出版的一套美式英语教程, 供我国大学低年级基础阶段的听力教学使用, 也可供具有同等水平的高职院校选用。

本套教程的作者 Steven Brown 和 Dorolyn Smith 在英语作为第二语言和英语作为外语(ESL/EFL)的教学和教师培训方面具有丰富的经验, 著述丰厚。

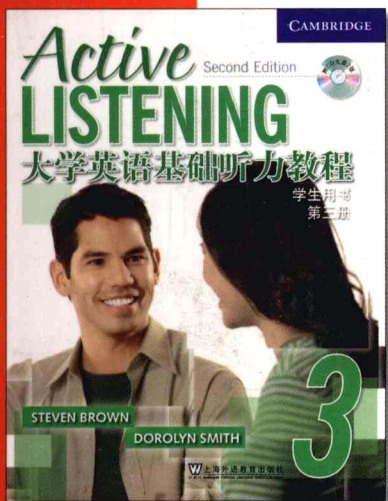
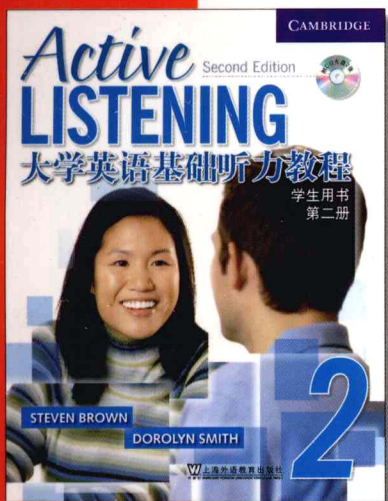
## 本套教程有如下特色:

- 1 注重引导学生有意识地关注并运用听力策略, 提高听力能力。
- 2 采用任务型教学方式, 精心设计各项活动, 全面而均衡地训练学生听懂大意、听懂细节和根据听到的信息作出推断的能力。
- 3 听力训练与口语活动有机结合, 注重输入后的输出, 强化学习效果。
- 4 注重提高学生的词汇量, 配合专门的听力技能训练和语音语调训练, 为学生提高英语听说能力打好坚实基础。
- 5 每册4个Expansion单元, 通过多种听力活动介绍世界风情, 提高学生的跨文化交际意识。

本套教程既可用做听力教材, 也可作为口语课或综合课的补充材料使用。

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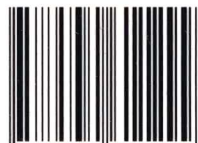


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## 大学英语基础听力教程

学生用书

第一册

STEVEN BROWN  
DOROLYN SMITH



# 1

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# 出版前言

教育部于 2007 年 7 月颁布的《大学英语课程教学要求》指出：“大学英语的教学目标是培养学生的英语综合应用能力，特别是听说能力”。听力能力的培养，离不开好的听力教材。为此，外教社经过多方比较，从剑桥大学出版社引进出版了这套《大学英语基础听力教程》(Active Listening, Second Edition)，供我国大学低年级基础阶段的听力教学使用，也可供具有同等水平的高职院校选用。

本套教程共有 3 个级别，分学生用书和教师用书，学生用书后附有课堂录音 CD 和自学录音 CD，教师用书后附有测验录音 CD。每个级别 16 个单元。

本套教程有如下特色：

学生用书：

1. 每册开始单独设 Before you begin 单元，讲述听力策略，并引导学生有意识地将各种策略运用到听力实践中。
2. 采用任务型教学模式，每单元围绕一个话题、一项功能或一个语法项目展开。
3. 精心设计各项活动，全面而均衡地训练学生听懂大意、听懂细节和根据听到的信息作出推断的能力。
4. 充分激活学生关于单元话题的已有知识，促使他们在听前做出预测，从而降低听力任务的难度，并提高听懂的比例。
5. 将多种听力活动与适量的口语活动有机结合，注重输入后的输出，强化学习效果。
6. 每个学习单元都设有听前练习，帮助学生储备充足的词汇，结合专门的语音语调训练，为学生提高英语听说能力打好坚实的基础。

7. 每册有 4 个 Expansion 单元, 通过诸如实地采访等听力活动来帮助学生熟悉世界各国的文化。
8. 书后附有自学部分, 可供学有余力的学生选用。

**教师用书:**

1. 针对每个单元, 列出教学内容总览和教学时间安排。
2. 针对每个单元的每个部分提供详细的教学建议。
3. 提供丰富的口语活动和听力策略, 供教师选用。
4. 每单元配有 1 个小测验, 可复印用于课堂教学。
5. 每册配有 2 套总测验题 (含录音), 测试全书的教学效果。
6. 提供学生用书所有练习的答案。

本套教程既可用于听力教学, 也可作为口语课或综合课教材的补充材料使用。

我们深信, 这套教程的出版, 一定能为我国大学生在基础阶段提高英语听力能力提供有力的帮助。

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# To the teacher

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*Active Listening, Second Edition* is a fully updated and revised edition of the popular three-level listening series for adult and young adult learners of North American English. Each level offers students 16 engaging, task-based units, each built around a topic, function, or grammatical theme. Grounded in the theory that learners are more successful listeners when they activate their prior knowledge of a topic, the series gives students a frame of reference to make predictions about what they will hear. Through a careful balance of activities, students learn to listen for main ideas, to listen for details, and to listen and make inferences.

*Active Listening, Second Edition* Level 1 is intended for high-beginning to low-intermediate students. It can be used as a main text for listening classes or as a component in speaking or integrated-skills classes.

The second edition differs from the first in a number of ways. In recent years, there has been a greater emphasis on the role of vocabulary and pronunciation in the field of second language acquisition. To reflect this emphasis, the second edition provides a more refined vocabulary syllabus and a more extensive preview of words. The final section of each unit has also been expanded to provide a full-page speaking activity, including pronunciation practice. In addition, the Listening tasks in each unit have been expanded. Students listen to the same input twice, each time listening for a different purpose and focusing on a listening skill appropriate for that purpose. Other changes in the second edition include the systematic integration of cultural information. Most units contain interesting cultural information in the Listening tasks, and a new, two-page Expansion unit, containing cultural information about a country or region of the world and an authentic student interview, has been added after every four units to review and extend the language and topics of the previous units. Each unit also has a Self-study page, accompanied by an audio CD, that can be used for self-study or homework.

## ABOUT THE BOOK

The book includes 16 core units and four expansion units. Each core unit has four parts: **Warming up**, two main **Listening tasks**, and **Your turn to talk**, a speaking activity for pairs or small groups. The four **Expansion** units present cultural information related to the unit themes. In addition, there is an introductory lesson called **Before you begin**. This lesson introduces students to helpful learning strategies and types of listening.

The units can be taught in the order presented or out of sequence to follow the themes of the class or another book it is supplementing. In general, the tasks in the second half of the book are more challenging than those in the first, and language from earlier units is recycled as the book progresses.

## Unit organization

Each unit begins with an activity called **Warming up**. This activity, usually done in pairs, serves two purposes: It reminds students of what they already know about the topic, and it previews common vocabulary used in the unit. When they do the Warming up activity, students use their prior knowledge, or “schema,” about the topic, vocabulary, and structures, as well as learn new vocabulary and phrases that are connected to the theme of the unit. The combination of the two approaches makes the Listening tasks that follow easier.

**Listening task 1** and **Listening task 2** are the major listening exercises. Each task has two parts. The students work with the same input in both parts of the task, but they listen for different reasons each time. The tasks are balanced to include a variety of listening skills, which are identified in a box to the left of each listening exercise. Because *Active Listening* features a task-based approach, students should do the activities as they listen, rather than wait until they have finished listening to a particular segment. To make this easier, writing is kept to a minimum. In most cases, students check boxes, number items, circle answers, or write only words or short phrases.

**Your turn to talk**, the final section of each unit, is a short, fluency-oriented speaking task done in pairs or small groups. First, students *prepare* for the speaking activity by gathering ideas and thinking about the topic. Next, they *practice* a pronunciation point. Finally, they *speak* to their classmates as they exchange information or opinions.

The two-page **Expansion** unit after every four units features listening activities that provide general cultural information about a country or region of the world and an authentic interview with a person from that place. The tasks focus on the same listening skills as the core units and recycle the themes and topics of the preceding four units.

The **Self-study** page reviews language, vocabulary, and themes from the unit and provides personalization exercises. It can be used for homework or for additional listening practice in class.

### Hints and techniques

- Be sure to do the **Warming up** section for each unit. This preview can help students develop useful learning strategies. It also helps students to be more successful listeners, which, in turn, motivates and encourages them.
- Try to play a particular segment only one or two times. If students are still having difficulty, try telling them the answers. Then play the audio again and let them experience understanding what they heard previously.
- If some students find listening very difficult, have them do the task in pairs, helping each other as necessary. The **Teacher's Manual**, described in the box in the next column, contains additional ideas.
- Some students may not be used to active learning. Those students may be confused by your instructions since they are used to a more passive role. Explaining activities verbally is usually the least effective way to give instructions. It is better to demonstrate. For example, read the instructions as briefly as possible (e.g., "Listen. Number the

pictures." ). Then play the first part of the audio program. Stop the recording and elicit the correct answer from the students. Those who weren't sure what to do will quickly understand. The same techniques work for **Warming up** and **Your turn to talk**. Lead one pair or group through the first step of the task. As the other students watch, they will quickly see what they are supposed to do.

*Active Listening, Second Edition* Level 1 is accompanied by a Teacher's Manual that contains step-by-step teaching notes with key words highlighted, optional speaking activities and listening strategies, photocopiable unit quizzes for each Student's Book unit, and two complete photocopiable tests with audio CD.

## HOW STUDENTS LEARN TO LISTEN

Many students find listening to be one of the most difficult skills in English. The following explains some of the ideas incorporated into the book to make students become more effective listeners. *Active Listening, Second Edition* Level 1 is designed to help students make real and rapid progress. Recent research into teaching listening and its related receptive skill, reading, has given insights into how successful students learn foreign or second languages.

### Bottom-up vs. top-down processing: a brick-wall analogy

To understand what our students are going through as they learn to listen or read, consider the "bottom-up vs. top-down processing" distinction. The distinction is based on the ways students process and attempt to understand what they read or hear. With bottom-up processing, students start with the component parts: words, grammar, and the like. Top-down processing is the opposite. Students start from their background knowledge.

This might be better understood by means of a metaphor. Imagine a brick wall. If you are standing at the bottom looking at the wall brick by brick, you can easily see the details. It is difficult, however, to



get an overall view of the wall. And, if you come to a missing brick (e.g., an unknown word or unfamiliar structure), you're stuck. If, on the other hand, you're sitting on the top of the wall, you can easily see the landscape. Of course, because of distance, you'll miss some details.

Students, particularly those with years of "classroom English" but little experience in really using the language, try to listen from the "bottom up."

They attempt to piece the meaning together, word by word. It is difficult for us, as native and advanced non-native English users, to experience what students go through. However, try reading the following *from right to left*.

word one ,slowly English process you When  
to easy is it ,now doing are you as ,time a at  
.word individual each of meaning the catch  
understand to difficult very is it ,However  
.passage the of meaning overall the

You were probably able to understand the paragraph:

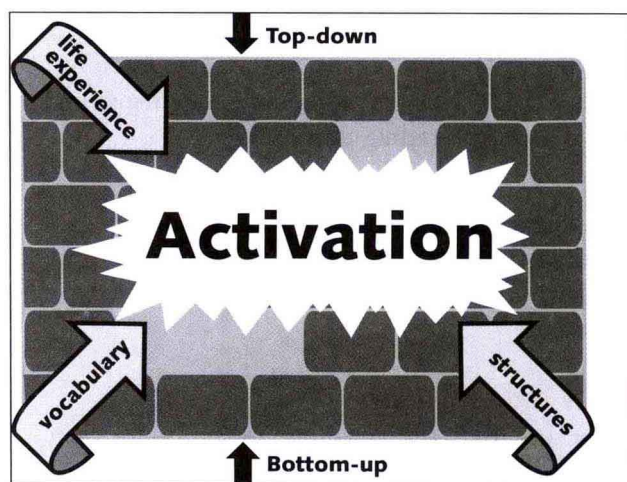
When you process English slowly, one word at a time, as you are doing now, it is easy to catch the meaning of each individual word. However, it is very difficult to understand the overall meaning of the passage.

While reading, however, it is likely you felt the frustration of bottom-up processing; you had to get each individual part before you could make sense of it. This is similar to what our students experience – and they're having to wrestle the meaning in a foreign language. Of course, this is an ineffective way to listen since it takes too long. While students are still trying to make sense of what has been said, the speaker keeps going. The students get lost.

Although their processing strategy makes listening difficult, students do come to class with certain strengths. From their years of English study, most have a relatively large, if passive, vocabulary. They also often have a solid receptive knowledge of English grammar. We shouldn't neglect the years of life

experience; our students bring with them a wealth of background knowledge on many topics. These three strengths – vocabulary, grammar, and life experience – can be the tools for effective listening.

The **Warming up** activities in *Active Listening* build on those strengths. By doing active, meaningful prelistening tasks, students integrate bottom-up and top-down processing. They start from meaning, but, in the process of doing the task, use vocabulary and structures (grammar) connected with the task, topic, or function. The result is an integrated listening strategy.



### Types of listening

A second factor that is essential in creating effective listeners is exposing them to a variety of types of listening. Many students have only had experience with listening for literal comprehension. While listening for details, or specific information, is an important skill, it represents only one type. We have attempted to reach a balance in the book in order to give students experience with – and an understanding of – listening for the main idea, or gist, and listening and making inferences. Students usually are quick to understand the idea of listening for the main idea. They can easily imagine having to catch the general meaning of something they hear. Inference – listening “between the lines” – can be more difficult.

Take the following example (from the introductory unit, **Before you begin**). The students hear the following conversation:



Paul: Hello?

Kate: Hi, Paul. This is Kate.

Paul: Oh, hi. How are you feeling? Are you still sick?

Kate: No, I feel better, thanks. I'm going to school tomorrow. What's the homework for English class?

Paul: The homework? Just a minute. . . . OK, here it is. Read pages twenty-three and twenty-four.

Kate: Twenty-three and twenty-four? OK. Thanks. See you tomorrow.

Paul: Yeah, see you tomorrow. Bye.

Students listening for the main idea, or gist, can easily identify “school” as the main topic of conversation, even though Kate and Paul also discuss the fact that Kate has been feeling sick. They are also able to pick out the specific information, or details; in this case, the page numbers for homework. To help students understand the idea of inference – listening “between the lines” – ask them whether or not both students went to school today. Even though neither speaker directly says that Kate was absent, students can understand that Kate was sick and did not go to class. Students come to understand that what they are listening for is just as important as what they are listening to.

Many of these ideas are helpful in understanding the listening process, but they should not be seen as rigid models. We need to remember that listening is actually very complex. A student listening for gist or inference may, for example, get the clues from catching a couple of specific bits of information.

Remember that although listeners need practice in listening, they also need more: They need to learn *how* to listen. They need different types of listening strategies and tasks. They need to learn to preview. Our students need exposure to it all. When students get the exposure they need, they build their listening skills. They become active listeners.

Steven Brown

Dorolyn Smith

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# Plan of the book

Unit	Listening tasks	Listening skills	Speaking	Pronunciation
<b>Before you begin</b> Learn how to listen. pages 2–5	1 Could you repeat that? 2 Types of listening	Classroom language Main idea Details Inference		
<b>1 Meeting people</b> pages 6–9	1 How about you? 2 Around the world	Details Main idea Details	<b>Getting to know you</b> Taking a survey to find out about classmates	Rising intonation of questions
<b>2 Families</b> pages 10–13	1 Family photos 2 Family ties	Main idea Details Details	<b>My family</b> Sharing information about a family member	-s endings in verbs
<b>3 Numbers</b> pages 14–17	1 On the phone 2 Team scores	Main idea Details Main idea Details	<b>Numbers, numbers</b> Finding the correct number	Syllable stress in numbers
<b>4 Let's eat!</b> pages 18–21	1 What would you like? 2 This looks great!	Details Inference Details	<b>The Food Game</b> Playing a board game	Intonation of <i>Wh-</i> questions
<b>Expansion 1 Thailand</b> pages 22–23	Information and an authentic student interview about food			
<b>5 Free time</b> pages 24–27	1 How often? 2 What's popular?	Details Main idea Details	<b>My free time</b> Talking about free-time activities	Sentence stress
<b>6 Great outfit!</b> pages 28–31	1 Choosing an outfit 2 The meaning of colors	Main idea Inference Main idea Details	<b>Find the differences.</b> Comparing two pictures	Contractions for <i>is</i> and <i>is not</i>
<b>7 In the house</b> pages 32–35	1 Where does it go? 2 Where's the heater?	Inference Details Main idea Details	<b>My room</b> Drawing and describing rooms	Plural -s endings
<b>8 Time</b> pages 36–39	1 Changing plans 2 Time and cultures	Details Main idea Details	<b>Making plans</b> Making weekend plans with your classmates	Reduction of <i>want to</i> and <i>have to</i>
<b>Expansion 2 Kuwait</b> pages 40–41	Information and an authentic student interview about clothing styles			



Unit	Listening tasks	Listening skills	Speaking	Pronunciation
<b>9</b> <b>Movies</b> pages 42–45	1 What's playing? 2 Film critics	Inference Main idea Inference	<b>My favorite movie</b> Describing your favorite movie	Contractions for <i>is</i> and <i>are</i>
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**STEVEN BROWN**  
**DOROLYN SMITH**

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