

外研社·朗文

中学英语辅助系列



# English Support Series

Chris Jacques (英), 王薇 合作编著



Junior  
Two  
初二

听说



外语教学与研究出版社



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**Listening and Speaking**  
**听说**



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**听说(初二)**

Chris Jacques (英) 王薇 合作编著

\* \* \*

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English Support Series

Listening and Speaking Junior 2 听说(初二)

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## 编者语

“中学英语辅助系列”(English Support Series)丛书由外研社与全球最大的跨国教育出版集团培生教育出版集团(Pearson Education)合作出版,聘请现行中学英语教材 *Senior English for China* 的主编 Chris Jacques 和北京外国语大学英语教师王薇为丛书主编;同时特邀现行中学英语教材 *Junior English for China* 的主编 Neville Grant 为丛书顾问;此外还吸收了富有实践经验的数十位中学教员参加审阅工作。

本系列丛书与中学英语教学同步,分初一到高三共6级,每级4种:《听说》(*Listening and Speaking*)、《语法》(*Grammar in Context*)、《阅读》(*Reading Skills*)、《写作》(*Reading to Writing*),分别针对听、说、读、写4种语言技能和语法,给学生提供练习活动。

我们决定出版本丛书,是有鉴于目前国内中学英语辅助教材的出版较乱较滥,质量参差不齐,往往未如人意。许多老师都迫切需要高素质的辅助材料。为此,我们不惜在人力、物力与财力上的重大投资,决心为中学编写出一套适合国内需要,符合国际水准的高质量辅助教材,以解老师们之难,也为同学们在中学阶段打好英语基础准备一套较好的丛书。

本丛书有以下特点:

1. 语言地道精确:由国外从事教材编写的专业作者和国内有多年中师培训经验的教师联合编写,外国专家录音。语言、语音均地道精确。
2. 与课堂同步:配合中学英语教学的单元进度,可以用作课堂同步练习。
3. 适度扩展知识:在教材和教育部最新的基础教育阶段英语课程标准的基础上适度扩展词汇,增加文化背景介绍,尤其增加了一些生活中的常用词汇和用语。
4. 配合测验考试:结合国内中考、高考,以及国际多种标准测试要求设计练习,实用性强。
5. 题型活泼多样:在语境中学英语,内容活泼,形式多样,配合插图,趣味性强。
6. 全面训练提高:听、说、读、写4种技能交互培训,从基础开始,全面提高学生的语用能力。

本丛书从开始策划到出版历经两年多时间,其间两家出版社进行了广泛细致的教学情况调查。外方主编和顾问几次专程来华,与中方主编共商编写计划和纲要,认真研究了教学大纲和教育部最新的基础教育阶段英语课程标准及各种考试要求,到不同层次的课堂听课,与老师和学生直接交流,广泛征求意见,了解最新的教学要求和考试的最新动向,以及老师和同学们的真正需要,使这套丛书既立足于现实的需要,又超出一般的水平,成为教师的好帮手,学生的好朋友。

在丛书的策划、编写过程中,我们得到了北京市一〇一中学、十一中学、八一中学、理工大学附中、交通大学附中、石油大学附中、科技大学附中、十九中、育新学校、知春里中学、六十七中等学校和海淀教师进修学校的大力支持和帮助,在此,特向这些学校的师生们表示衷心的感谢。其中要特别感谢的是以下为我们认真审阅书稿的咨询教师们:

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最后,欢迎广大师生在使用丛书的过程中向我们提出宝贵意见,以便我们及时改进。

# Introduction to the Teacher

This book has been designed to help you develop your students' listening and speaking skills. It follows the new revised syllabus of English and covers the general objectives which have been detailed by the Ministry of Education. The book also parallels the contents of *Junior English for China* unit by unit. Like the coursebook, this book progresses in difficulty at a very gentle pace. It does not introduce new structures before these are introduced in the coursebook.

## **New words**

Mainly, this book follows the wordlist of the coursebook. Some important new words are introduced a few units earlier than they appear in the coursebook. In these cases, they are marked as new words in the text with a translation and in the list of new words at the back.

Throughout the English Support Series *Listening and Speaking* the wordlist is expanded in line with the new requirements of the Ministry of Education. The purpose of this expansion is to allow the introduction of very common words and phrases that did not appear in *Junior English for China*.

Sometimes, a few new words are given at the beginning of an exercise. More usually, they are not listed at the beginning of a unit. It is most important that students as far as possible study words in context. The context and the position of the word in the sentence will help the student understand the new word.

There are different kinds of exercises:

## **1 Listening**

These can be done in class or at home as self-study. All contain a task to be done by the student.

## **2 Speaking**

Some speaking exercises, e.g. dialogues, can be done in class or at home as self-study. It is best if these are done in class first, with the teacher. Then the student can practise them at home later.

### **3 Pairwork ; Groupwork**

These must be done in class. Most pairwork exercises involve an “information gap”: Student A asks Student B questions, and completes a task, e.g. writing down numbers or names. In pairwork and groupwork all pairs and groups in the class work simultaneously. Through these activities, students get to speak much more than if only one student in the class is speaking at one time.

### **4 Speaking Activity**

These must be done in class with the teacher. These activities include team competitions.

### **5 Songs and Rhymes**

These can be done in class first, with the teacher. Then the student can practise them at home later. Songs and rhymes are a good opportunity to improve pronunciation, stress and rhythm.

## **Developing listening skills**

Listening is one of the hardest tasks that a learner of a foreign language has to perform. The teacher can adopt certain strategies that will reduce listener stress and make listening in the classroom a relaxed and motivating experience.

- 1 Play the tape for the first time without giving the students a task. The students listen, recognize certain words, and importantly, get used to the speakers' voices, accents and speed of speech.
- 2 Don't give the answers immediately. Let students listen to the tape several times. Collect answers from students but do not confirm these immediately.
- 3 Pause the tape so that students have time to complete the task.
- 4 Remember, the purpose of a listening exercise is that students complete the task. They do not have to understand every word and every phrase.

## **Developing speaking skills in this book**

The approach in the English Support Series develops gradually in the Junior series.



In Junior 1 and 2A there are many independent tasks that can be done to supplement the coursebook. The purpose of these is to provide further speaking practice and develop oral confidence.

In Junior 2B you will notice a progression and the introduction of new features.

- 1 Many of the units are a sequence of related activities. Storylines are continued from one task to another. Teachers who wish to select individual activities need to look at the whole unit first.
- 2 All the speaking activities are guided, but not all of them are controlled. There is more opportunity for personal expression.
- 3 Students may make a few mistakes when expressing themselves freely. This is fine. Mistakes are an integral part of language learning and elementary mistakes will disappear as students progress.

#### **Further points:**

- 1 If possible, move students around so that they get the chance to work with different classmates. This is important for the development of their listening and speaking skills.
- 2 Pairwork. Get students to face each other, not to work side-by-side. Check which student is A and which is B before you start. Often student B has to turn the book upside down to do the exercise. Make sure that students cover their partner's half of the page and look only at their own half.
- 3 If you have the tape, use this as the model. It is important for students to hear a variety of voices and accents as well as your own. Use the tape as a model for intonation, sounds and word stress. Encourage students to buy their own tapes for self-study and consolidation practice.
- 4 Dialogues. It is best to get the class to listen to the dialogue before they practise. Speaking without books is speaking practice. Speaking from a book is reading aloud. Get students to look at each other when they practise a dialogue. *Get them* to close their books if they can.

# 前言 (1)

## 写给老师

本书旨在帮助各位老师提高学生们的听说技能。它根据我国九年义务教育三年制初级中学英语第二册的教学大纲编写而成。本书在难度上遵循循序渐进的原则，不会随意加入超出课本内容的新语法，对句型的介绍一般也不会早于课本的进度。

本书主要以课本的词汇表为依据，但也增加了一些新词。个别重要的新词可能出现得比课本中早。书中也有一些非大纲词汇。所有的新词在第一次出现时都附有中文译文，并且列在书后生词表中。

有些练习开始时可能会首先给出所要用到的新词，但一般情况下，新词不列在各单元的开始。学生尽可能在语境中学习词汇是极其重要的，了解语境和词在句中的位置有助于学生理解新词。

本书中的练习有以下几种：

### 1. 听

这种练习可以在课堂上做，也可以在课下自己做。每个练习中都有一项让学生完成的特定的任务。

### 2. 说

有些说的练习如对话等，可以在课堂上做，也可以在课下自己做，但最好先在课堂上由老师带着做，然后再让学生在课下做。

### 3. 两人小组练习 ；小组活动

这种练习多数要在课堂上做。大部分两人小组练习都假设两人之间存在“信息差异”，即学生A对学生B提问，了解自己需要的信息，从而完成一项练习任务，如写下数字、姓名等。两人小组练习和小组活动非常重要，因为做这种练习时，所有的学生都可以同时做，这样学生的会话量要比老师单独提问时大得多。

### 4. 会话活动

这类练习必须由老师带着在课堂上做，活动包括分组竞赛等。

### 5. 歌谣

这种练习最好先由老师带着在课堂上做，然后学生自己再在课下做。通过听歌、学歌，

学生可以更好地学习英语的发音、重音和节奏。

## 提高听力技能

听是外语学习者必须完成的最艰难的任务之一。老师可采用一些策略来减轻学生听的压力，努力把听力课变成一门轻松活泼、生动有趣的课。

1. 放第一遍录音时，不让学生做练习，只让学生听录音、辨单词并习惯说话者的语音、语调和语速。
2. 不要立即给学生答案。要让学生连续听几遍录音，然后了解学生的答案，但不要马上给予肯定或否定。
3. 要注意暂停录音，以便学生有时间完成练习任务。
4. 记住：听的目的在于让学生完成任务，没有必要让学生理解每一个单词和词组。

## 提高口语技能

“中学英语辅助系列”本着循序渐进的教学原则，由浅入深、由易到难。在初一和初二上学期，有很多独立的练习可用来作为对课本内容的补充。这些练习的目标就是要增加说的机会，培养说的信心。

在初二下学期，说的难度有所增加，出现了一些新的特征：

1. 许多单元的各项练习内容相互关联，由同一个故事贯串下来。老师在挑选个别练习时，需要首先看看整个单元的内容。
2. 所有口语练习都有指导，但这并不意味着学生的会话受控制。学生自由表达的机会更多了。
3. 学生在自由表达思想时也许会犯错误，这是正常的。犯错误是语言学习的一个组成部分，一些基本的错误会随着学生水平的提高而消失。

## 其他要点：

1. 如果可能，可以让学生们经常调换座位，以便他们有机会和不同的同学练习。这有助于他们提高自己的听说技能。

2. 两人小组练习中，应该让学生面对面地说话，而不要肩并肩并排坐着。练习之前，确定好哪个学生是 A，哪个学生是 B。通常学生 B 必须把书倒过来看才能做会话练习。
3. 充分利用录音带的示范功能。应该让学生们经常听到各种声音和口音，包括您自己的。但应该以录音带中的语调、语音和重读为标准。要鼓励学生自己买磁带，自觉练习，并经常巩固已学内容。
4. 学生做对话练习之前，最好先让他们听录音。不看书说才叫会话，看着书说只能算朗读。学生做对话练习时，要面对面，尽量不要看书。

# Introduction to the Student

This book is full of exercises to help you develop your listening and speaking skills. You can use this book while you are studying *Junior English for China Book 2*.

How can you improve your listening and speaking skills? The answer is – practice, practice and more practice. However, practice needn't be boring. We've designed lots of varied, interesting and motivating tasks both for speaking and listening.

The best way to improve your listening skills is to listen as much as possible to English. If you are able to buy the tape for this book, buy it! Then after the lesson is over, you can play the tape again and practise your pronunciation. The tape has lots of different speakers with different voices and different accents. The language is kept simple, but sounds like natural everyday speech.

The best way to improve your speaking of English is to take every opportunity to speak. For this reason, we have included lots of pairwork exercises. In pairwork, you work with a partner. You have different information from your partner, so you have to ask questions. We hope you'll enjoy this. Don't worry about making a few mistakes when you do these exercises. Making mistakes is a necessary part of language learning. In other words, it's OK.

There are different kinds of exercises in this book:

## 1 Listening

You can do these in class or at home as self-study.

## 2 Speaking

Some speaking exercises, e.g. dialogues, can be done in class or at home as self-study. It is better to do these in class first, with your teacher. Then you can practise them at home later.

## 3 Pairwork ; Groupwork

In pairwork, you work with one other student. In groupwork, you work with three

other students. In this way, you get plenty of speaking practice.

#### **4 Speaking Activity**

These are done in class with the teacher. These activities include team competitions.

#### **5 Songs and Rhymes**

It is better to do these in class first, with your teacher. Then you can practise them at home later. Songs and rhymes are a good opportunity to improve pronunciation, stress and rhythm.

Remember, this is not a grammar practice book. You won't find grammar exercises in it. It's for speaking and listening practice. If you want extra help with your grammar, you can buy another book in this series, *Grammar in Context Junior 2*.

Good luck, enjoy this book and have fun!



# 前言 (2)

## 写给同学

这本书中的练习都是为提高你的听说技能而专门设计的,内容与初中英语课本第二册同步。

怎样才能提高听说技能呢?回答是——练习、练习、再练习。但是别以为练习一定很枯燥乏味。这本书里就有许多形式活泼、生动有趣的听说练习。

提高听力水平的最好方法就是尽量多听英语,所以最好能买下与这本书配套的录音带!这样在课下你也可以听录音练习发音。从录音带中你可以听到许多不同的人说话,他们有不同的声音和不同的口音。音带里的语言很简单,但都是日常生活中常用的语言,很自然,很地道。

提高英语口语能力的最好方法就是抓住每个说英语的机会。因此,我们在这本书里设计了大量的对话练习。在对话练习中,你有一个伙伴,你所掌握的信息与伙伴不同,所以要相互问问题。希望你能喜欢这些练习。不要怕在做练习时出错。在学习语言的过程中出错是必然的,这也是学习过程的一部分。换句话说:这没什么!

本书中的练习有以下几种:

### 1. 听

这项练习可以在课堂上做,也可以在课下自己做。

### 2. 说

有些说的练习,如对话等,可以在课堂上做,也可以在课下自己做。但最好先在课堂上跟着老师做,再在课下自己做。

### 3. 两人小组练习 ; 小组活动

两人小组练习是跟另外一个同学一起做。小组活动是跟另外三个同学一起做。这样的练习可以给你更多说的机会。

### 4. 会话活动

这类练习需要在课堂上跟着老师做,活动包括分组竞赛等。

## 5. 歌谣

这种练习最好先跟老师在课堂上做，然后再在课下自己做。通过听歌、学歌，你可以更好地学习发音、重音和节奏。

提醒大家一句：这本书不是语法练习册，所以书中没有语法练习。它是专为练习听说而编写的。如果你还想要提高语法的话，我们还有另一本书：《语法》（初二），可以为你提供帮助。

好了，祝你在学这本书时一切顺利，学得开心！

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