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当代大学英语 ACTIVE ENGLISH H

听说交互英语
Interactive English



主编：Neville Grant (英) 顾曰国

BAND
2
第 2 级



外语教学与研究出版社



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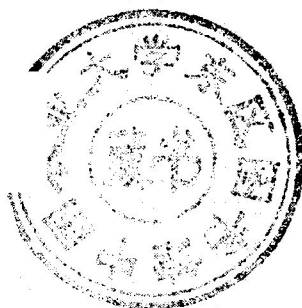
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主编：Neville Grant (英) 顾曰国

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LONGMAN 朗文

FL98/09

(京)新登字 155 号

京权图字: 01 - 1999 - 3250

图书在版编目(CIP)数据

当代大学英语:听说交互英语第2级/(英)格兰特(Grant, N.), 顾曰国主编. - 北京:外语教学与研究出版社;香港:培生教育出版中国有限公司, 2000. 6

ISBN 7 - 5600 - 1883 - 1

I. 当… II. ①格… ②顾… III. ①英语 - 视听教学 - 高等学校 - 教材 ②英语 - 口语 - 高等学校 - 教材 IV. H31

中国版本图书馆 CIP 数据核字(2000)第 26922 号

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当代大学英语

听说交互英语

第 2 级

主 编: Neville Grant(英) 顾曰国

* * *

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com.cn>

印 刷: 北京师范大学印刷厂

开 本: 787×1092 1/16

印 张: 7

版 次: 2000 年 7 月第 1 版 2001 年 2 月第 3 次印刷

印 数: 81001—131000 册

书 号: ISBN 7 - 5600 - 1883 - 1/G·798

定 价: 8.90 元

* * *

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外研社
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当代大学英语

Active English

Interactive English Band 2 听说交互英语 第2级

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This edition of *Active English* is published under the Longman imprint, which is an imprint of Pearson Education Group, and by arrangement with Pearson Education China Ltd., Hong Kong.

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This edition first published
in 2000 jointly by Foreign Language Teaching and Research Press
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培生教育出版中国有限公司 联合出版

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朗文 (Longman) 为培生教育出版集团 (Pearson Education Group) 所拥有之商标。

当代大学英语

Active English

(学生用书)

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封面和版面设计：梁若基（朗文）

Graphic designer: Timothy Leung (Longman)

Scheme of work

| Unit | Speaking | Listening | Other |
|----------------------------|---|--|--|
| 1 New faces, new friends | Informal greetings and introductions Simple inquiries Voiced and unvoiced sounds: /s/ & /z/ Formal greetings and introductions | Listening for information: <i>Form-filling</i> Spot dictation: <i>Debbie's financial problems</i> | Filling in forms Sentence writing Speech activity: <i>Making a tape</i> |
| 2 Talking about technology | Expressing existence, availability and surprise Voiced and unvoiced sounds: /b/ /p/ & /d/ /t/ Expressing intentions and purposes | Listening: <i>Similarities and differences: the differences between PCs and Apple Macs</i> Spot dictation: <i>Using personal computers</i> | Learning about the components of computer systems Making notes Speech activity: <i>Explaining how to use a calculator, radio, computer etc.</i> <i>Making a tape</i> |
| 3 Facts and figures | Expressing quantity, duration, existence and approximation Voiced and unvoiced sounds: /ð/ & /θ/ | Spot dictation: <i>Research on pandas in the wild</i> Listening for information and note-making: <i>Dolphins</i> | Note-making Paragraph writing: <i>A summary of information discussed in the unit</i> Group discussion Self-assessment (1) |
| 4 Let's go to a movie! | Giving, accepting and refusing invitations Making arrangements: <i>Time and place</i> Expressing preferences | Listening for information: <i>Descriptions of films</i> Spot dictation: <i>Low-budget films may have a chance of success</i> | Learning about different kinds of movie: <i>Categorization</i> Speech activity: <i>Talking about movies</i> <i>Making a tape</i> |

| Unit | Speaking | Listening | Other activities |
|--------------------------|---|---|---|
| 5 Talking about language | Talking about ability: <i>What languages can you speak?</i> Word stress What is a syllable? | Listening for information: <i>British and American English</i> Spot dictation: <i>Chinese language craze</i> | Speech activity: <i>Language and dialects</i> <i>Discussing the reasons for learning English</i> <i>Making a tape</i> |
| 6 Help! | Reporting an emergency: <i>Expressing location</i> Warnings: <i>Prohibitions and conditions</i> Word stress Pronunciation: <i>Consonant clusters (1)</i> | Listening for information and following directions: <i>First aid</i> Spot dictation: <i>Are headers a health problem?</i> | Making notes Self-assessment (2) |
| 7 Space research | Asking for and giving help and advice Word stress Pronunciation: <i>Consonant clusters (2)</i> | Listening for information: <i>The Cerro Tolelo</i> <i>InterAmerican</i> <i>Observatory</i> Spot dictation: <i>Don't get caught up in the web</i> | Speech activity: <i>Asking for advice about the Internet</i> Speech activity: <i>Ways of doing research</i> <i>Making a tape</i> |
| 8 Sources of information | Expressing likes and dislikes Word stress and intonation: <i>The falling tone</i> Expressing sufficiency and excess | Spot dictation: <i>E-dictionary stirs debate</i> Listening for detail: <i>Using the Internet</i> | Speech activity: <i>Discussing the use of computers: opinions, agreement & disagreement</i> <i>Making a tape</i> |

| | Listening | Speaking |
|---------------------------------|--|--|
| 9 Talking about food | <p>At a fast food restaurant:</p> <p><i>Expressing wants</i></p> <p>Intonation: <i>The rising and falling tones</i></p> <p><i>Expressing wants and preferences</i></p> | <p>Listening for detail:</p> <p><i>Eating habits in the US</i></p> <p>Spot dictation:</p> <p><i>Eating out in England</i></p> <p>Talking about food</p> <p>Self-assessment (3)</p> |
| 10 Using the telephone | <p>Telephone messages:</p> <p><i>Requests, offers and acceptances</i></p> <p>The rising tone for polite requests and non-final groups</p> <p>Directory assistance</p> <p>Wrong number!</p> | <p>Listening for information:</p> <p><i>Taking telephone messages</i></p> <p>Compound dictation:</p> <p><i>Mobile phones: status symbol, or nuisance?</i></p> <p>Speech activity:</p> <p><i>The advantages and disadvantages of telephones and mobile phones</i></p> <p><i>Making a tape</i></p> |
| 11 International communications | <p>On the phone:</p> <p><i>Making promises</i></p> <p>Word stress:</p> <p><i>Shifting stress for nouns and verbs</i></p> <p>Intonation:</p> <p><i>The falling and rising tones</i></p> <p><i>Expressing degrees of likelihood</i></p> | <p>Listening for information:</p> <p><i>The growth of information technology (IT) in Asia</i></p> <p>Compound dictation:</p> <p><i>The wind-up radio</i></p> <p>Speech activity:</p> <p><i>Expressing opinions</i></p> <p><i>Making a tape</i></p> |
| 12 Shopping | <p>In a department store:</p> <p><i>Asking the way (expressing location)</i></p> <p><i>Expressing length, quality & sufficiency</i></p> <p>Word stress</p> <p>Intonation:</p> <p><i>The fall-rise tone</i></p> <p>Complaints and apologies</p> | <p>Listening for detail:</p> <p><i>Filling in a table</i></p> <p><i>Marks and Spencer's</i></p> <p>Compound dictation:</p> <p><i>10,000 jobs to go in corporate shake-up</i></p> <p>Self-assessment (4)</p> <p>Personal improvement plan</p> |

Introduction: To the student

Welcome to Band 2 of this course! This book, like the other books in the *Active English* series, has been written to reflect the new College English syllabus for non-English majors introduced in 1999. *Active English* consists of the following elements for each semester:

| | |
|------------------------------|---|
| <i>Comprehensive English</i> | Intensive reading skills Vocabulary development Grammar Writing |
| <i>Interactive English</i> | Listening skills (including spot and compound dictation) Speaking skills Vocabulary development |
| <i>Enrichment Reading</i> | Faster reading Additional reading Vocabulary development |

All of these books are accompanied by tapes. To cover this course effectively, you will of course need all three books for each semester. You will also need the tapes which accompany *Interactive English*. Obtaining the tapes that go with *Comprehensive English* and *Enrichment Reading* would also be an advantage.

Interactive English consists of twelve units. As in Band 1, every unit contains up-to-date, authentic material, reflecting the concerns of today's – and tomorrow's – world. The book is called *Interactive English* because the main purpose of the book is to help you to interact with other people, through the medium of English.

Those students who have already worked through Band 1 of this course will be familiar with the challenging nature of these materials. The challenge lies not so much in the content, as in the skills: for example, reading through the book, students may think "Oh, these dialogs are easy!" However, it is a sad fact that often, the same students, when confronted with real-life situations in which they have to carry out such dialogs, become almost completely tongue-tied!

How to use this book

Before class

Before starting work in each unit, please look quickly at the Contents page at the beginning of this book, and find out about the aims of the unit you are about to work on. Before you come to class, please look quickly through the unit, to find out roughly what it contains. Find out the meaning of any important words – but please do not feel you have to study the text in detail at this stage, unless your teacher asks you to do so.

In class

In class, please listen carefully to your teacher, and make any notes you wish to. You should also feel free to ask any questions. Your teacher may ask you to do some tasks in pairs, or groups: these activities are very important, so please co-operate; talk quietly with your classmates – in English, please! Note that the activities in each unit are designed to give you practice in using the language, rather than just studying it.

After class

Please note that there will not be enough time to treat everything in each unit in class. Please be prepared to work privately outside class on some activities. Feel free to work with one or more classmates: the learning burden is much easier when it is shared!

The self-assessment exercise

This exercise comes at the end of every unit. Usually, but not always, your teacher will ask you to complete it in class time. This exercise will help you to spot your own problems. Please discuss any problems with each other, or, if possible with your teacher. The self-assessment exercise often follows a very simple format:

| | Self | Partner |
|---|------|---------|
| 1 Content (what you say) | | |
| Truthfulness (真实性) (5 marks) | — | — |
| Interest (趣味性) (5 marks) | — | — |
| 2 Expression (the way you say it) | | |
| Accuracy (准确性) (pronunciation etc.) (5 marks) | — | — |
| Fluency (流利度) (naturalness) (5 marks) | — | — |

As you see, the self-assessment exercise invites you to assess both yourself, and a partner. The reason for this is simple: if you find that two assessments do not agree with each other, it would be very helpful to discuss why; it may be that one of you is not being realistic in your assessment!

Learning journals

Many students find that keeping a Learning Journal helps them to improve the way they learn. The journal does not have to be very long and detailed: but quite often, it will help you to arrive at insights into the way you learn, and ways of overcoming problems, that are not obvious until you try to write them down in your journal!

Review

Please review the work you have done from time to time, working with a partner. In particular, read through some of the dialogs, and then practice similar ones; using the tapes as models is also very helpful.

Vocabulary

One question that often troubles students is that of vocabulary load. *Interactive English* presents, teaches, revises and recycles some of the vocabulary listed in the syllabus. This means that new words learnt will continually recur at intervals throughout the course, both in *Interactive English*, and in the other books in the series. Students are encouraged to do their own “recycling” of these words, too, by the use of “vocabulary notebooks”. If you record new words in your own private vocabulary notebook, you will find it much easier to remember, and use, new items of vocabulary. Read through your vocabulary notebooks from time to time, and make a conscious effort to recycle the words when you speak English. That way, these words will become part of your active repertoire.

Self-reliant students

The most successful students are those who are actively involved in learning independently outside class. So try to make the most of every opportunity you can of using English, even if only with your classmates.

In addition, please explore the radio-waves: there are many English language programs on the radio and TV these days, and these can be very helpful in reinforcing the work you do in class.



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Unit 1

New faces, new friends

In this unit you will practice

- **formal and informal greetings and introductions**
- **simple inquiries**
- **pronunciation: /s/ and /z/**
- **listening for main ideas**
- **spot dictation**

1 Informal greetings and introductions



Jake and Debbie are meeting for the first time in college. Practice their dialog¹, first with your teacher, and then in pairs:



JAKE : Hi!² My name's Jake. We haven't met before, have we?

DEBBIE : No, we haven't! My name is Debbie.

JAKE : Nice to meet you, Debbie!

DEBBIE : Nice to meet you, too, Jake.

JAKE : Are you a new student?

DEBBIE : Yes, I am³. What about you?

JAKE : Yeah, me too!⁴

Notes:

- 1 This dialog is appropriate between two people meeting informally for the first time.
- 2 *Hi!* is often used informally instead of *Hullo*.
- 3 Can you recall that *Yes, I am* is pronounced /'jes, aɪ 'æm/? In *Interactive English Band 1*, it was pointed out that *am* is normally pronounced /əm/ (eg, I am a student), but when it is the last word in the sentence, as here, it is pronounced /æm/. /əm/ is known as the weak form; /æm/ is the strong form.
- 4 ...*me too!*
It is more correct to say "I am, too". "Me too" is idiomatic (符合惯用法的).

Read the **Do you know?** box, and make sure you know the English names of the subject(s) you are studying, and can pronounce them properly. Then read the dialogs below in pairs.

Do you know? The names of subjects

You should know the names in English of the subject or subjects you are studying. We first got to know them in *Interactive English Band 1*. Here let's take a quick review of them.

accountancy / ə'kaʊntənsɪ /

biology / baɪ'ɒlədʒɪ /

chemistry / 'kemɪstrɪ /

dentistry / 'dentɪstrɪ /

engineering / ˌendʒɪ'nɪərɪŋ /

hospitality studies / ˌhɒspɪ'tæləti 'stʌdɪz /

management studies / 'mænɪdʒmənt 'stʌdɪz /

mathematics / mæθə'mætɪks /

physics / 'fɪzɪks /

social studies / 'səʊʃəl 'stʌdɪz /

architecture / 'ɑ:kɪtektʃə(r) /

business studies / 'bɪznɪs 'stʌdɪz /

computer studies / kəm'pjʊ:tə(r) 'stʌdɪz /

economics / ˌi:kə'nɒmɪks /

journalism / 'dʒɜ:nəlizəm /

law / lɔ: /

mining / 'maɪnɪŋ /

medicine / 'medɪsɪn /

public administration / 'pʌblɪk əd,mɪnɪ'streɪʃən /

veterinary science / 'vetərɪnəri 'saɪəns /

JAKE : What're you¹ studying here?

DEBBIE : Journalism. I want to be a journalist. What about you?

JAKE : I'm doing law. But I'm thinking of doing business studies instead².

DEBBIE : Do they allow you to change?

JAKE : I'm not sure³.

Practice similar dialogs in pairs.

Notes:

- 1 Notice the contracted form *What're you ...* (instead of *What are you ... ?*). These contracted forms are very common in speech. Find some more examples in the dialogs on this page and page 2.
- 2 *I'm thinking of doing business studies instead.*
This means "I'm wondering whether I can (or should) change." Jake has not yet decided if he wants to change.
- 3 *I'm not sure.*
This also means that he does not really know if he will be allowed to change.

Who is Debbie referring to with the word "they" in her last question?

2 Pronunciation**A Voiced and unvoiced sounds**

Many sounds in English go in pairs. This means that they are the same, but one is "voiced", while the other is "unvoiced". What does this mean?

When a sound is voiced, the vocal cords in the throat vibrate (振动); when a sound is unvoiced, the vocal cords do not vibrate. You can put this to the test. Put one hand on your throat, and make the "mmmmmm" sound. Can you feel your throat vibrating?

Now, still keeping your hand on your throat, make the "ssssss" sound. There is no vibration, because the /s/ sound is unvoiced.

The sounds of English that are voiced or unvoiced are listed below. We shall be practicing some of them in this book:

| voiced | unvoiced | voiced | unvoiced |
|--------|----------|--------|----------|
| /z/ | /s/ | /g/ | /k/ |
| /b/ | /p/ | /v/ | /f/ |
| /d/ | /t/ | /ð/ | /θ/ |
| /ʒ/ | /ʃ/ | /dʒ/ | /tʃ/ |

B Pronouncing the /z/ sound

Pronouncing the /s/ sound presents no problems. However, some Chinese speakers have trouble with the /z/ sound, for two reasons:

- 1 /z/ does not exist in most Chinese dialects.
- 2 Some words spelt with the letter *s* are pronounced /z/.

Read aloud the words below. Although they are spelt with an *s*, in every case, the letter *s* is pronounced /z/:

| | | | | |
|------|-------|----------|--------|---------|
| his | years | problems | names | reason |
| hers | days | plans | wishes | cause |
| was | news | duties | please | because |

Now pronounce these words in pairs. Can you hear the difference?

| | | | | | |
|-----|------|-------|-------|-------|--------|
| /s/ | sink | cease | grace | price | course |
| /z/ | zinc | seize | graze | prize | cause |

Note:

The normal spelling of /s/ is *s*, *ss*, *se* or *ce*; for example: cost, pass, purpose, police.

Some of these words are frequently mispronounced. Read them aloud:

| | |
|-------------------------------|---------------------------|
| /s/ | /z/ |
| I'm used to it. | I used a pen. |
| He's a close friend. | The store is closed. |
| What a fine house! | We are housed over there. |
| Can you give me some advice? | He advised me to go. |
| The animal is deceased. | The animal is diseased. |
| The rain ceased. | They seized her bag. |
| Do you have any loose change? | Don't lose your money! |
| A diploma course. | Cause and effect. |

C Tongue-twister

Try out this tongue-twister:

*Samuel Steed is not very pleased
Because Samuel Steed has lost his seeds.
The police say they seized Steed's seeds
They said his seeds were all diseased!*

D Test

From the words listed A to D, choose the word that has the same sound as the one underlined:

- | | | |
|-----------------|------------------|------------------|
| 1 <u>s</u> pare | 2 <u>p</u> lease | 3 <u>w</u> ishes |
| A stomach | A sixth | A strong |
| B busy | B practice | B books |
| C usual | C neighbors | C loose |
| D zone | D police | D lose |

E Dialog practice and dictation

Practice these dialogs. Your teacher will then dictate them to you:

A : *Have you heard the news of Sue's success?*

B : *Yes. I was amazed. She passed all her exams with flying colors!*

A : *I hear that Silas's just won first prize with his flowers.*

B : *That means he'll get a good price for them when he sells them.*

Note:

To pass with flying colors is an idiom meaning "to pass very well".

3 Formal greetings and introductions



Debbie meets her teacher, Sally Wiggins /'wɪɡɪnz/, for the first time in college. Practice their dialog¹, first with your teacher, and then in pairs:

A : *Good morning!² My name's Wiggins, Sally Wiggins. I'm your teacher.*

B : *Good morning, Miss³ Wiggins! I'm Debbie Watson.*

A : *How do you do!⁴*

B : *How do you do! (Shaking hands)*

A : *What're you studying here, Debbie?*

