

# 剑桥英语 听力教材

(初中部分)

Active Listening



学生用书

STUDENT'S EDITION



外文出版社



剑桥大学出版社

MARC HELGESEN AND STEVEN BROWN

# *Active Listening*

INTRODUCING

Skills for Understanding

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**SUPPLEMENTARY MATERIALS**

- Activation: a speaking and listening game 92
- World map 94

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# 剑桥英语听力教材

## 北京初中英语教材配套听力

### 使用说明

#### 一、结构特点:

本教材包括一套学生用书,一本教师用书和两盒录音磁带。

本书共有 20 个单元。每个单元包括一个“准备练习”(Warm-up activity), 两个“听力练习”(Listening task), 一个“文化背景”(Culture corner)和一个“对话活动指导”(Your turn to talk)。

每个单元涉及一个话题,每个话题有两个任务目标(Task), 分别从两个不同的角度切入同一话题。因此每个单元的学习重点具有较高的复现率。

本书情景设计巧妙、逼真,使学习者有身临真实生活情景的感觉。每部分所定的任务目标既符合听力发展的规律又符合实际交际的需要。使学习者学起来轻松、用起来自如。

#### 二、适用范围:

本书大部分内容所涉及的话题都与我国现行《九年义务教育全日制初级中学英语教学大纲》(以下简称《大纲》)所列出的日常交际用语中的功能意念句相关。教师可以选用本书作为听力辅助教材以充实和扩展教科书中的内容。

本书按话题为单元编排,教师可以按单元的顺序进行教学,也可以结合教科书内容任意选用相应的单元进行教学。一般情况下,从初一下学期使用较为合适。

#### 三、关于生词及超纲内容的处理:

1. 为了便于学生自学,我们对本书中的生词加了注释。根据教学目标的要求,我们采取了两种不同的注释方式:

①对于录音带中的生词,先出示音标和中文词义,英文单词注在中文后面,

②对于课文文字中的生词,只出示英文单词和中文词义,不注音标。

2. 各单元的生词表排在该单元前面,在 **HELP YOU** 标题下,按生词出现的顺序排列。

3. “文化背景”中的生词未加注释。学生可以借助字典,在教师的指导下自学,以培养阅读能力。

4. 对于本书中超出《大纲》要求的内容,我们根据情况,分别标以 **Further learning** 和 **Learning for fun**。Further learning 的内容虽超《大纲》,但其话题在《大纲》范围之内,供学生做扩展学习选用; Learning for fun 的内容和话题均超出《大纲》范围,供学生做兴趣学习选用。

孟雁君

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# Plan of Book

	<b>Topics/ Functions</b>	<b>Listening Skills</b>	<b>Grammar/ Vocabulary</b>
<b>Before you begin: Learn how to listen</b>	Explaining types of listening	Listening for the main idea Listening for specific information Listening "between the lines"	
<b>Unit 1: Meeting new people</b>	Meeting people	Choosing appropriate responses Understanding personal information questions	Yes-no questions (present of <i>be</i> and simple present)
<b>Unit 2: Brothers and sisters</b>	Discussing family relationships	Understanding descriptions of people Following directions	Possessive adjectives Simple present Family words
<b>Unit 3: Numbers</b>	Asking for and giving (numerical) information	Understanding and processing numbers Understanding sports scores	Numbers
<b>Unit 4: Let's eat!</b>	Talking about food and places to eat	Inferring topics Understanding suggestions	<i>Let's . . .</i> Names of foods
<b>Unit 5: Your free time</b>	Talking about free-time activities	Identifying frequency Confirming and revising predictions	Frequency adverbs
<b>Unit 6: That's a nice shirt.</b>	Giving opinions about and describing clothing	Understanding descriptions of clothing Understanding reasons	Descriptive adjectives Clothing words
<b>Unit 7: Furniture and houses</b>	Describing things in a house and what they are for	Inferring topics Understanding descriptions of things	Simple present for descriptions Names of furniture and rooms in a house
<b>Unit 8: How do you start your day?</b>	Talking about routines	Identifying routines Understanding questions about activities	Simple present Sequence markers Simple past
<b>Unit 9: I'd like to see that!</b>	Giving opinions about movies	Understanding responses Inferring kinds of movies Understanding evaluations	Movie genres
<b>Unit 10: Where is it?</b>	Describing location and giving directions	Following directions Identifying locations	Imperatives Prepositions of location

	<b>Topics/ Functions</b>	<b>Listening Skills</b>	<b>Grammar/ Vocabulary</b>
<b>Unit 11:</b> <i>The Midnight Special</i>	Enjoying a folk song	Understanding a song Identifying a sequence of events Identifying word stress	Word stress
<b>Unit 12:</b> <b>Gifts and greetings</b>	Describing gifts and greetings in different countries	Identifying reasons Identifying customs	Negative imperatives ( <i>Don't . . .</i> ) <i>You shouldn't . . .</i>
<b>Unit 13:</b> <b>Time changes everything.</b>	Talking about what people did when they were younger	Identifying jobs Understanding personal information questions	Past with <i>used to</i> Names of jobs and occupations
<b>Unit 14:</b> <b>Can you describe it?</b>	Describing people, things, and events	Understanding descriptions of people and things Understanding descriptions of events	Descriptive adjectives
<b>Unit 15:</b> <b>Languages</b>	Talking about the languages of the world	Identifying countries Distinguishing types of English	American and British vocabulary and pronunciation differences
<b>Unit 16:</b> <b>I like that!</b>	Discussing likes and dislikes	Identifying preferences Understanding instructions	Infinitives ( <i>to +</i> verb) and gerunds (verb + <i>-ing</i> )
<b>Unit 17:</b> <b>Strange news</b>	Evaluating newspaper headlines and stories	Understanding newspaper headlines Understanding summaries Evaluating information	Simple past
<b>Unit 18:</b> <b>Holidays</b>	Talking about holidays and customs in different countries	Identifying dates Identifying events	Present tenses: present of <i>be</i> and simple present for descriptions
<b>Unit 19:</b> <b>Inventions</b>	Describing inventions and where they came from	Understanding specific information Identifying the purpose of something	Infinitive of purpose: ( <i>You can</i> <i>use it to . . .</i> )
<b>Unit 20:</b> <b>Folktales</b>	Appreciating folktales	Identifying a sequence of events Understanding and enjoying a story	Simple past

# Help you

## LISTENING TASK 1

partner 搭档  
correct 正确

excuse 原谅, 对不起  
tape 录音带  
spell 拼

## LISTENING TASK 2


differently 不同地  
reason 理由  
main 主要  
conversation 对话  
check 划勾(✓)  
general 大体的, 笼统地

meaning 意义  
specific 具体的  
information 信息  
certain 某些(特定的)  
line 行  
exact 精确的

[ˈpi:tʃə] 比萨饼 pizza  
[spəˈɡeti] 意大利面条 spaghetti  
[kiŋ] 王 king

[ˈmeɪbi] 也许 maybe  
[ˈfi:lɪŋ] 感觉 feeling ← feel  
[sɪk] 有病的 sick

# Learn how to listen.



## FROM THE PEOPLE WHO WROTE THIS BOOK

Dear students:

We hope that you learn a lot of English. We also hope that you enjoy learning it.

There are many different ways to learn. This book will help you learn to listen. Think about how you learn best. Find ways that work for you.

You need to be an active listener. When you listen, do these things:

1. Think about what you are listening to.
  - What is the topic?
  - What do you already know about the topic?
2. Think about what you are listening for.
  - What do you need to know?
  - What do you need to do?
3. When you don't understand, ask.
  - For example, you could say, "could you repeat that?"

Good luck with learning English. You can do it!


sincerely,

*Marc Helgesen*  
*Steven Brown*



**LISTENING TASK 1**

# Could you repeat that?

- ☐ Work with a partner.  Look at the pictures. What do you think the students are saying?
- ☐ Now listen. Were you correct? Write the sentences.

## What do you say when ...

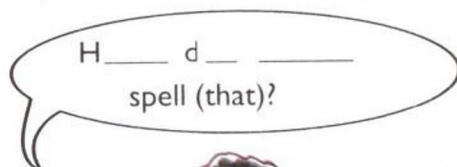
1. you want someone to say something again?



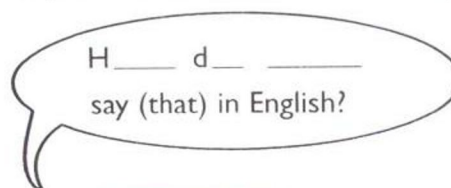
2. you want to hear the tape again?



3. you don't know how to spell a word?



4. you want to know a word in English?





# LISTENING TASK 2

## Types of listening

There are many ways to listen. We listen differently for different reasons.

### 1

#### Listening for the main idea

Listen to the conversation.

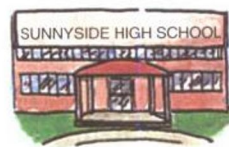
What is the most important idea? Check (✓) your answer.



☒ dinner



☐ a movie



☐ school

**Sometimes you don't need to understand everything you hear.  
You just want the general meaning.**

### 2

#### Listening for specific information

Listen again.

What are they going to eat? Check (✓) your answer.



☐ hamburgers



☐ pizza



☐ spaghetti

**Sometimes you only need to understand certain information.  
Ask yourself, "What am I listening for?"**

### 3

#### Listening "between the lines"

Listen again.

Will they go together? Check (✓) your answer.

☐ Yes

☐ No

**Sometimes people don't say the exact words.  
You can still understand the meaning.**

## BEFORE YOU BEGIN

Try it again. Two friends are talking on the telephone.  
Each time you listen, think about the information you need.

### 1 Listening for the main idea

Listen. What is the most important idea?

Check (✓) your answer.



☐ going to the doctor



☐ school

### 2 Listening for specific information

Listen. Which page numbers should she read?

Write the page numbers.

\_\_\_\_\_ and \_\_\_\_\_



### 3 Listening “between the lines”

Listen again. Did both students go to school today?

Check (✓) your answer.



☐ Yes

☐ No

You heard the same conversation three times.  
Each time, you listened for different reasons.  
Always think about why you are listening.

## UNIT 1

# Help you



Taipei 台北  
Montreal 蒙特利尔

jazz 爵士音乐  
Mexico 墨西哥



part 角色

[met] 认识, 会面 met ← meet

[intrə'dju:s] 介绍 introduce

[lai'brɛəriən] 图书馆馆员 librarian

[væn'ku:və] 温哥华 Vancouver



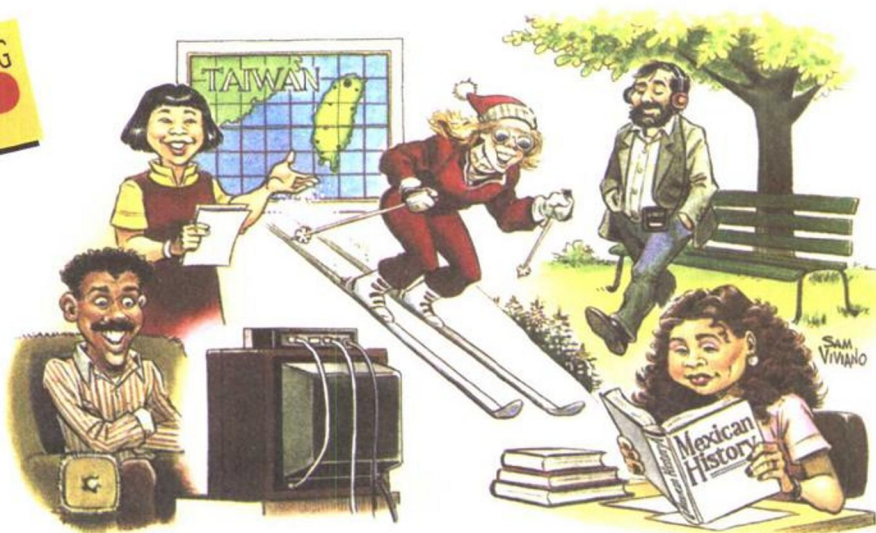
circle 圈出

[dʒæz] 爵士乐 jazz

['tenis] 网球 tennis



# Meeting new people



Work with a partner.

Tell your partner about yourself.

Where are you from? What do you do?

What do you like?

I'm Ruth. I'm from Taipei. I'm a teacher.



I'm Charles. I'm from Montreal. I like jazz.



I'm Marta. I'm from Mexico City. I like to read.



I'm \_\_\_\_\_.

I'm from \_\_\_\_\_.

I'm a \_\_\_\_\_.

I like \_\_\_\_\_.

I don't like \_\_\_\_\_.