

外研社·朗文

中学英语辅助系列



English Support Series

Margaret Iggulden, Julia Allen (英), 王薇 合作编著
顾问: Chris Jacques (英)



Senior
One
高一

Listening and Speaking

听说



外语教学与研究出版社



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听说(高一)

(英) Margaret Iggulden 等 合作编著

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Listening and Speaking Senior 1 听说(高一)

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出版人: 李朋义、沈维贤
合作编著者: M. 伊戈尔登 (Margaret Iggulden), J. 艾伦 (Julia Allen)、王薇
顾问: C. 杰克斯 (Chris Jacques)
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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、首都师范大学附属育新学校、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：

初中部分：	朱振洪（北方交通大学附中）	回颖（北京市知春里中学）
	蒋静芳（北京市十九中学）	刘白玫（北京市六十七中）
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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 Listening and Speaking series is for students of English in secondary schools in China. This book has been written to support teachers and students in meeting the requirements of the new syllabus. Each of the twenty four units relates to a topic in Senior English for China Book 1 and contains the vocabulary and structures from that and preceding units.

Each unit has a warm-up activity with two or three listening tasks. These lead into the speaking tasks which can be done in pairs or small groups. Occasionally there are opportunities for whole class discussion. The materials are suitable for classes of both differing and similar abilities. As all classes are different the activities have been designed to be used flexibly. Teachers can therefore, if necessary, present and use the materials differently to different classes. One aspect of this series is that the level of difficulty progresses gradually throughout the book, thus ensuring that students' confidence builds up systematically.

The aims of this series are: to build upon the language and skills from Senior English for China Book 1 and previous levels, to encourage the students to be independent language learners, to foster the intellectual development of the students and to develop the listening and speaking skills, not only in guided activities, but also in less structured ones.

The objectives of this series are in line with the new syllabus. For example, the latter states that students need to be able to exchange views with others on familiar topics. In Unit 1 students can talk about their holidays, in Unit 8 they can listen to and discuss organising food for parties. Students are also required to express their views on unfamiliar topics. Teachers who want their students to practise this skill can make use of the suggestions for Projects in each unit. Again, another objective from the new syllabus requires that students take notes while listening and then answer questions. The unit on agriculture, Unit 24, is one which includes these particular skills. Thus the books have been written in line with the new guidelines.

The Topics

The content of the materials have been chosen to reflect and extend the topics in the

students' course books. They have been chosen for their interest to secondary students and cover such subjects as geography, history, literature, music, science and technology. These materials are stimulating, challenging and encouraging the students to think, evaluate and use knowledge acquired both inside and outside the classroom.

It is important to bear in mind that it is not necessary to complete the book. If time is short then certain topics and tasks can be chosen for revision purposes and / or for interest and motivation.

Methodology

Listening:

Each class is different so make sure there is sufficient preparation for each task. Ask students questions on the topic and encourage them to ask questions too. This "warming up" period is very important. It is a good strategy to prepare the students to listen and to predict which language items may occur.

Next give the students time to read the questions and work out what the reasons for listening are for this particular exercise: for gist, to answer literal comprehension questions or for inference.

Decide how many times the students can listen to the tape. Twice is suggested but perhaps some classes need more. If the listening text is too long for your students, divide it into two. There is no one way of using teaching materials. It is important for the teacher to assess the students and ask oneself the following questions: Is this class of similar ability or mixed ability? Are there "high flyers" in the group? The level and abilities of the students will determine which tasks you will select and which method to use. There are listening tasks for all levels of ability in Book 1. The self study exercises can stretch the students who are capable and wish to extend their listening skills. Project work is ideal for all classes, especially those of mixed ability.

Other questions to consider when preparing for listening comprehension are:

Is the passage long enough or too long? If it is too long for your students consider dividing it into two.

Is there enough preparation for listening? Students need time to think about a topic and discuss it first.

Is the text higher than the learner's present level? Either choose a simpler text or perhaps allow the students to listen to it and follow the tapescript.

How many times is the learner allowed to listen to the text? Usually twice is suggested for the students to complete each task but students may need to listen three or four times in the early units.

It is important to remember that the skills of listening is very complex and so to give the students the strategies for learning how to listen is as important as presenting them with stimulating texts.

Encourage your students to listen to English on the radio and / or TV, find a cassette English speaking "pen friend" and exchange cassettes, borrow stories on cassettes and listen to them, form an English club so that cassettes and other listening materials can be lent and borrowed, listen to authentic listening material on the Internet. Suggest to your students that they decide on a regular time each week to develop their listening skills.

Speaking:

The aim of this series is for the students to achieve communication skills. This will take time and in the beginning they will need guidance. It is important to have a balance between accuracy and fluency. As each student is unique, you, the teacher, will have to decide whether your class needs more emphasis on the one or the other. If the students' pronunciation is so inaccurate that there is no communication then clearly accuracy must be focused on. Fluency, however, is very important and so a level of inaccuracy in terms of grammar and pronunciation can be tolerated at this point. It is crucial to build up confidence in the students and constant correction will discourage rather than encourage them.

The oral tasks have been designed so that students can access their own knowledge, as well as the vocabulary and structures that have been presented in the course book. The students are required to report, discuss and add to the listening text in pairs. This allows them time to process the language and the information. They are then given guidance to produce structured dialogues. Learners are then prepared for the task. Fluency-orientated activities then follow on. These are done in pairs or small groups. Do not correct students during these kinds of tasks. It would be more appropriate to make a note of the students' general errors and correct them with the whole class at the end of the lesson. Encourage students to correct themselves.

Encourage your students to practise speaking English as much as possible. They can find out where they can talk to speakers of English in their area, or find a cassette “pen friend” , record themselves reading poetry and plays to practise their pronunciation and intonation. Record themselves speaking regularly. Stress that rehearsing in private will help their confidence.

Throughout the units there are cultural notes which add to the information in the text. This is to help with background information to the various topics. If students have difficulty with the proper names of cities, rivers, etc., encourage them to write down the sounds they hear phonetically and then practise them. As the world is getting smaller it is necessary for us to be able to pronounce place names etc. as clearly as possible. Communication with international speakers of English will therefore be aided.

Project work has been built into this course. It is an option and gives students the opportunity to follow their own interests, use the Internet or other reference books and give presentations to the class. Project work is extremely valuable as it brings together all the language skills. It is highly motivating as each student can work at his / her own level and it is therefore to be encouraged.

Again, it must be emphasised that it is not necessary to complete the whole book. Each class is different and so some students may require further listening exercises while others need further oral practice.

Finally, the tasks that we have chosen have been designed to encourage students to use their knowledge and understanding of English in a variety of different situations. They can listen, understand and then transfer the information gained to communicate while thinking laterally. Thus they can bring to the language class all the knowledge gained from other subjects in the curriculum, TV, newspapers and the Internet. Their own experience is therefore validated .

前言 (1)

写给老师

这套“听说”系列是专为中国的中学生编写的，其宗旨是帮助广大师生完成新大纲的教学要求。本书的24个单元分别与教科书中相应单元的主题相关，词汇和语法结构也包含在这个单元以及此前的单元里。

每个单元开头都有两三个听力练习，作为热身活动。紧接着是口语练习，“可以在两个人或者小组间进行，偶尔也可以在全班讨论。书中的听说材料既适合学生英语水平较一致的班级，也适合学生英语水平参差不齐的班级。由于各个班级的情况不尽相同，所以本书练习的设计亦力求灵活，以适应不同的教学要求，这样教师可以根据每个班的实际情况灵活使用书中的练习。本系列的一个特点是由浅入深，循序渐进，可以有效地提高学生的自信心。

本系列丛书的目的在于：在高中英语第一册以及此前各级水平的语言技能的基础上继续提高，鼓励学生增强自己独立学习语言的能力，开发学生的心智，提高他们的听说技能。并且我们希望达成这些目的的方式不仅有老师的指导，更有学生自觉的努力。

本系列的目标与新大纲的教学目标一致。例如，新大纲规定，学生应该有能力与他人就日常话题交换意见。而在本书第一单元，学生们可以谈论他们的假期生活；在第八单元，学生们可以讨论如何为聚会准备食物。新大纲还要求学生就不熟悉的话题发表自己的观点。要求学生练习这一技能的老师可以使用每个单元里“课外作业”的提示。再如，新大纲的另一个教学要求是，学生能够边听边做记录，然后回答问题。本书关于农业的那个单元，即第24单元，就包含了这些特殊技能的练习。可以说，这套“听说”和新教学大纲的指导方针是一致的。

主题

本书听说材料的内容是对教科书中相关主题的扩展和补充，既能够激发中学生的兴趣，同时又涵盖地理、历史、文学、音乐、科技和历史等诸多话题。这些材料将诱导和激励学生对课堂内外所学来的知识进行思考、判断和运用。

请切记，没有必要完成本书的所有的练习。如果时间不够的话，某些主题和练习可以作为复习之用，或者供有兴趣的学生去完成。

方法

听力

各个班级的情况不尽相同，因此在做每一项练习之前要做好充分的准备工作。教师可以就练习的主题向学生提问，还要鼓励学生提出问题。这个“热身”阶段是十分重要的。要让学生对他们将要听到的话题和语言点有所准备。

其次，还要给学生时间去读题，思考练习的要求：是听大意还是回答听力理解问题，或者是进行逻辑推理。

决定一下学生需要听几遍磁带。我们建议听两遍，但是有些班级也许需要听三遍或者更多。如果某个听力材料对你的学生来说太长，可以将它分成两部分来做。使用这些教学材料的方法决非一种。重要的是，教师应该评估学生的水平，并向自己提出以下问题：这个班学生的英语水平大致相当呢还是参差不齐？有没有人的英语水平远高于其他人呢？学生的水平将决定你选用哪些练习以及使用何种方法。在第一册中，有些听力练习适合所有水平的学生。自学练习是为那些学有余力的学生设计的，可以进一步提高他们的听力水平。课外作业也适合所有的班级，尤其是那些水平参差不齐的班级。

在为听力理解做准备工作时其他应该考虑的问题：

- 这段听力材料长度适当，还是太长了？如果对你的学生来说太长了，可以考虑将它分成两部分。
- 为听力练习所做的准备充分吗？学生首先需要时间思考和讨论有关的话题。
- 听力练习高出了学生的现有水平吗？如果是这样，可以考虑选用简单一点的材料，或者允许学生一边听一边看听力文本。
- 允许学生听几遍录音？通常我们建议每个练习让学生听两遍，但是刚开始的几个单元也许应该听三遍甚至四遍。

请记住听力技能是很复杂的，所以传授给学生听力策略与向他们提供有趣的听力材料一样重要。

要鼓励你的学生听英语广播或者看英语电视，找一个英语录音“笔友”，交换录音带，或者组织一个英语俱乐部，相互借用录音带和其他录音材料，还可以在因特网上听到地道的英文。建议你的学生每周用一定的时间来提高他们的听力技能。

口语

这套丛书的目的是让学生掌握交际技能。达到这个目的对学生来说决不是一朝一夕的事情，刚开始还需要教师的指导。重要的是，应该在准确和流利之间找到一个平衡点。因为每一个学生都有自己的特点，所以教师必须确定你的班级应该将重点放在准确性方面或者流利

性方面。如果学生的发音很不准，根本无法交流，那么教学的重点显然应该放在准确性方面。然而流利性也是十分重要的，所以即使学生在语法和发音方面存在某种程度上的缺陷，教师也应该暂且存而不论。关键问题是要增强学生的自信心，而不停的纠正不仅起不到鼓励的作用，反而会使学生感到沮丧。

我们设计的口语练习使学生不仅可以运用出现在教科书中的词汇和结构，还可以运用他们自己的知识。我们要求学生两人一组复述、讨论或者续讲所听内容。这样就使学生有时间对语言和信息进行加工。然后我们指导他们做对话练习，这时候他们已经对此做了充分的准备。接下来是一系列以流利性为主的练习，学生两人一组或者以小组为单位来完成这些练习。在进行这些练习的时候，不要纠正学生的错误。恰当的做法是，记下普遍性的错误，在结束一堂课的时候带领全班学生来纠正错误。要鼓励学生自己纠正自己的错误，并利用一切机会练习口语。他们可以在他们居住的区域找到讲英语的对象，或者找一个录音“笔友”，将他们朗诵的诗歌或者戏剧台词录下来，以便练习发音和语调。要经常对他们的口语进行录音。要强调这一点：私下里反复练习可以增强他们的信心。

书中穿插了一些文化背景注释，对正文来说是一种补充信息。这样做的目的是就各种主题为学生提供一些背景知识。如果学生听不懂城市、河流等专有名词，可以鼓励他们将其发音记录下来进行练习。随着世界变得越来越小，对我们来说，尽可能清晰地说出一些地名是必要的。这有助于我们和外国人用英语进行交际。

本书还包括了课外作业(Project)。这些作业是选择性的，为学生提供了一个实现自己爱好的机会。他们可以利用因特网或者别的参考书完成这些课外作业，最后向全班作一个汇报。应该鼓励学生做这些课外作业。这些作业极有价值，因为它们包含了所有的语言技巧；而且每个学生都可以在自己的水平上完成这些作业，故而能够调动学生的积极性。

再次强调一下，没有必要完成书中的全部练习。由于班级情况各有不同，有些学生可能需要做进一步的听力练习，而另一些学生需要的则是更多的口语训练。

最后说明一下，本书练习题的设计，目的之一是鼓励学生运用他们自己掌握的知识，提高他们在不同情景下理解英语的能力。他们可以一边听一边思考，然后用所获得的信息，加以相关的知识，进行交流。这样，他们就把自己在其他课程中所学的知识，以及他们从电视、报纸、因特网等处获得的知识，都运用到语言课程中。他们自己的经验由此得到了验证。

Introduction to the Student

This book has been written to help you listen and understand English more effectively and also to help you become a better speaker of the language. It is completely consistent with the new English syllabus.

When using this book you will be able to practice listening to a wide variety of interesting tasks. We have chosen dialogues, discussions, interviews and lectures on different topics so that you will enjoy learning and understanding what is said. You will also learn how to listen, have reasons for listening and use the language to discuss the topics with your partner and group. By using these materials your listening and speaking skills will improve.

This book has twenty four units. Each unit is divided into three, four or five exercises. Some exercises focus mainly on listening tasks. Alternate exercises focus on speaking activities. Here you can use the language that you have heard in pairs or small groups. The final exercise in units 2, 4, 6, etc are for Self Study. You can listen to the task for homework and answer the questions. In the Revision units the self study questions are multiple choice or gap filling exercises. These types are to prepare you for the exam at the end of Book 3.

There is also a project in each unit that you can do in your own time and present to the class at the end of the week. You can do this on your own or with a group. Projects are very valuable as you can research a topic and give a short lecture about it. This method helps you to develop all your language skills.

It is important to remember that you do not have to work through every exercise. If you do not have sufficient time choose the topics that interest you .

Listening

When we listen to people talking on the TV or radio we listen for a reason. So with some listening tasks you will be listening for numbers, names or places. This is listening for specific information. Other tasks will ask you to listen for general information, which is called listening for gist. You will answer questions, decide if a sentence is true or false, or complete tables or other diagrams.

Speaking

Many students who are learning a foreign language feel uncomfortable about their speaking skills. They feel that their pronunciation is not clear and their intonation is incorrect. Students also feel that they cannot always choose the correct words. It is important to remember that speaking a language well takes time and you must take risks. Do not worry if you make a mistake. That is how you learn. Just speak. Practise as much as possible. The tasks in this book aim to help you improve your speaking skills by guiding you, for example, by giving you questions and parts of sentences that you can use and add to. These exercises then lead on to freer activities.

How to be a better listener

One of the most important points to remember about listening is that you do not have to understand every word. In your own language you often miss a word or phrase. In your mother tongue you can understand the general idea of the conversation or interview without concentrating on each single word. This is a skill you must use when you are listening to English. Listen for the meaning and select the important words and phrases that are carrying the meaning. At first you may find this difficult but with practise it will become easier. You will learn to follow dialogues, interviews and the lectures.

When you listen in your mother tongue you always have a reason for listening. Perhaps you need to know what time a train is going to arrive, or there is a news item you are interested in. The tasks in this book also contain a reason for listening. You must work out what it is before you begin to listen. Read the instructions for the task first and think about what you need to listen for. The important question is: what do you need to find out? If necessary discuss this with your partner. Each unit in this book will help you to improve your listening skills.

Many students worry about new vocabulary. If you hear a word that you do not understand immediately do not focus on it. Instead, concentrate on the general meaning of the text. If you decide you need to know the meaning of the word try to guess its meaning. Guessing is a very important language skill to develop. Finally, if you are sure you need to know its meaning use your dictionary to look it up. Then write it, with its meaning in your English vocabulary book. These three methods will help you to become an independent language learner. This is the aim of every student.

How to be a better speaker

Students who are learning English say that speaking is the most difficult of all the language skills. “If I concentrate on the correct grammar then I am slow,” said one student. “If I concentrate on speaking normally then my grammar goes out of the window,” said another. “I can think of lots of things I want to say, but I do not know the words so I have to try and think of other words,” said a third student. These sentences are to show you that all learners of English have problems with speaking. The important thing to remember is not to give up.

Here are some helpful hints:

- 1 Take time to breathe properly. If you breathe too quickly you will create panic in yourself and will not speak clearly and fluently.
- 2 Give yourself enough time to speak. You can take the time. Let others wait for you to say what you think. You are unique and your contribution is important.
- 3 Record yourself speaking in English onto a tape. Listen to it carefully and try and work out where you need to improve. Is it your pronunciation? Do you put the stress on the wrong part of the word? Do you need to practise your intonation?
- 4 Listen to people whose mother tongue is English reciting poetry and rhymes. This will help you to learn the “music” of English. Listen to English programmes on the TV and radio. This will help your speaking improve.
- 5 In order to express yourself you need a wide vocabulary. Work out how you learn new words. Everyone is different. Perhaps you learn best by watching movies, listening to tapes, or reading books. Maybe you like to learn lists of words with their meanings. Whichever method you use make sure you keep an English vocabulary book, revise the words frequently and use the new words when you speak. Remember, if you make a mistake keep trying and never give up.

前言 (2)

写给同学

本书旨在帮助同学们更加有效地听懂英语，讲好英语。它与最近修订的基础教育阶段英语课程标准的规定和要求完全一致。

使用该书，你们可以得到丰富有趣的听力练习。我们选择了不同题材的对话、讨论、采访和讲座，目的就是希望你们会喜欢上你们将要学习的东西。你们还将学习如何去听英语，如何确定听的目的，如何与伙伴和组员们用所听到的语言谈论相关的话题。总之，使用本书可以使你的英语听说技能得到提高。

本书包括 24 个单元。每个单元由三个、四个或者五个练习组成。有些练习注重听力训练，有些练习则注重口语训练。在进行口语练习时，你可以使用你在听力练习中听到的那些词语。第二、四、六等单元的最后一个练习是为自学而设计的，你可以把它们当作家庭作业来做。在“复习”单元里，自学部分则是多项选择练习或者填空练习。这些练习是为第三册末的考试所做的准备。

每个单元还有一个课外作业。你可以放学回家后完成这个练习，然后在星期五向全班汇报。你可以一个人做，也可以组织一个小组去做。这些课外作业极有价值，因为你可以对某项主题进行研究，然后就此做一个小小的学术报告。这种方法可以全面开发你的语言技能。

记住这一点很重要：你没有必要做完所有的练习。如果没有足够的时间，你尽可以挑选一些你感兴趣的题目来做，完成这些就行了。

听力

当我们在电视、收音机里听人们说话的时候，我们是有目的地听。因此，在本书的某些听力练习里，你们被要求听数字、姓名或地名，这是为了听取具体的信息。还有一些练习要求你们听概括性的信息，这是为了听懂大意。这些练习要求你们回答问题，判断句子正误，或者完成表格等等。

口语

许多学习外语的学生说外语时感觉别扭，觉得自己发音不准，语调不对。他们还觉得难以选择合适的词句。关于这些问题应该记住：学会说一种语言需要花时间，而且你必须冒点风险。说错了不要觉得难为情，因为这正是学习的过程！大胆地开口说吧！要抓住一切机