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# 当代大学英语 ACTIVE ENGLISH

听说交互英语  
Interactive English



主编：Neville Grant (英) 顾曰国



外语教学与研究出版社



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BAND  
**1**  
第 1 级

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**第 1 级**

主 编: Neville Grant(英) 顾曰国

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当代大学英语

**Active English**

Interactive English Band 1 听说交互英语 第一级

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# 当代大学英语

# Active English

( 学生用书 )

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## Scheme of work

Unit	Speaking	Listening	Other activities
1. Getting to know you!(1)	Informal greeting and introductions Simple inquiries Pronunciation and spelling: /e/	Listening for main points	Filling in forms Sentence writing Cloze test
2. Getting to know you!(2)	More formal greetings and introductions Simple inquiries Pronunciation and spelling: /ɪ/	Listening for main points: <i>Form-filling</i>	Filling in forms Sentence writing Speech activity: <i>Informal chance meetings</i> Cloze test
3. Interviews	Asking and answering questions Speech activity: <i>In the restaurant</i> Pronunciation and spelling: /i:/	Listening for information: <i>Form-filling</i>	Filling in forms Paragraph writing Cloze test Self-assessment (1)
4. Finding information	Borrowing and lending Asking for help Speech activity: Talking to learn: <i>Discussing the world's population</i>	Listening for information: <i>The population of the world</i> Spot dictation	Cloze test
5. Talking about books	Informal meetings and introductions Asking for help Pronunciation and spelling: /ʊ/and/u:/ Speech practice: <i>Talking about a favorite book</i>	Listening for information: <i>What book are they reading?</i> Spot dictation	Filling in forms Paragraph writing: <i>Preparing a speech</i> Cloze test
6. What's your hometown?	<i>Liu in the US</i> Word stress Speech practice: <i>Group discussions</i>	Listening for information: <i>Guessing meanings</i> Listening for main points	Filling in forms Paragraph writing: <i>Preparing a speech</i> Cloze test Self-assessment (2)

Unit	Speaking	Listening	Other activities
7. Where?	Asking and giving directions Word stress Pronunciation and spelling: /æ/ and /ɑ:/	Listening for detail: <i>Following directions</i> Listening to conversations	Map reading Cloze test
8. Invitations	Giving and accepting invitations Word stress Pronunciation and spelling: /v/, /w/ and /f/ Speech activity: <i>Discussing popular leisure activities</i>	Listening for detail: <i>Following instructions and directions</i> Spot dictation	Map drawing Cloze test
9. Talking about TV and movies	Arriving at the party Word stress Pronunciation and spelling: /ɒ/ and /ɔ:/	Listening for detail: <i>Sea turtles</i> Note-making	Talking about movies Cloze test Self-assessment (3)
10. What's your favorite music?	Giving thanks and saying goodbye Word stress Pronunciation and spelling: /ʌ/	Listening for detail: <i>The Spice Girls</i>	Talking about music Cloze test
11. Under the weather	Personal inquiries Word stress Pronunciation and spelling: /k/ and /g/ At the drugstore Asking for and giving information	Listening for detail: <i>Medical information</i> Spot dictation	Cloze test Group discussion: <i>Recommended medications</i>
12. Sport	Making arrangements Word stress Pronunciation and spelling: /l/ and /r/	Listening for detail: <i>American football</i>	Group discussion: <i>Favorite sports</i> Self-assessment (4) Personal improvement plan

## Introduction: To the student

Welcome to your new English 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 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. Obtaining the tapes would also be an advantage.

*Interactive English* consists of twelve units. Every unit contains up-to-date, authentic material, together with real communication tasks – listening and speaking – 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, orally, through the medium of English.

### 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 you should not feel you have to study the text in detail at this stage.

#### *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 may 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 follows a very simple format:

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

*Self-reliant students*

The most successful students are those who are actively involved in learning independently, outside class.



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# Unit 1

## Getting to know you! (1)

*In this unit you will practice*

- informal greetings and introductions
- simple inquiries
- pronunciation: /e/
- listening for main points

## 1 Informal greetings and introductions



Practice this dialog,<sup>1</sup> first with your teacher, and then in pairs:



A: *Hullo!*<sup>2</sup> My name is Willie. We haven't met before, have we?<sup>3</sup>

B: No, we haven't! My name is Mary.

A: Nice to meet you, Mary!

B: Nice to meet you, too, Willie!

Practice similar dialogs in pairs.

### Notes:

- 1 This dialog is appropriate between two people meeting informally for the first time.
- 2 *Hullo* can also be spelt *Hello* in American English. The pronunciation remains the same /hə'ləʊ/.
- 3 The question tag *have we?* in line 1 is very common in spoken English. In this book you will gradually get to know how to use question tags.

## 2 Simple inquiries



Listen to the tape, and practice the dialog in pairs:



(Willie and Mary continue their conversation.)

A: Are you a new student?

B: Yes, I am. How did you know? Are you new too?

- A: Yes, I am. What are you studying here?  
 B: Medicine. What about you?  
 A: Science. But I may change to engineering later.  
 B: Do they let you change your course?  
 A: I think so. I hope so! By the way, where're you from?  
 B: London. What about you?  
 A: I'm from York.

**Notes:**

- 1 Mary gives a short answer *Yes, I am* to the question *Are you a new student?* This means *Yes, I am (a new student)*.
- 2 *Yes, I am* is pronounced /'jes, a'æm/. Am is normally pronounced /əm/, but when it is the only verb in the sentence, as here, it is pronounced /æm/. /əm/ is known as the weak form; /æm/ is the strong form.
- 3 *Do they let you change your course?*  
Here, *they* means "the college authorities".
- 4 *I think so.*  
This use of the word *so* is very common in spoken English. It avoids unnecessary repetition. *I think so* is quicker and easier to say than *I think that they let you change your course*.

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 practice similar dialogs in pairs.

**Do you know? The names of subjects**

You should know the names in English of the subject or subjects you are studying. If a subject is not on the list below, use a dictionary:

mathematics /,mæθə'mætiks/	accountancy /ə'kaʊntənsɪ/
economics /,i:kə'nɒmiks/	tourism studies /'tʊərɪzəm 'stʌdɪz/
physics /'fɪziks/	public administration /'pʌblɪk əd,mɪnɪ'streɪʃən/
chemistry /'kemɪstri/	law /lɔ:/
management studies /'mænɪdʒmənt 'stʌdɪz/	computer studies /kəm'pjʊ:tə(r) 'stʌdɪz/
business studies /'bɪznɪs 'stʌdɪz/	biology /baɪ'ɒlədʒi/
veterinary science /'vetərɪnəri 'saɪəns/	engineering /,endʒɪ'nɪərɪŋ/
dentistry /'dentɪstri/	social studies /'səʊʃəl 'stʌdɪz/

**3 Spelling and pronunciation**

**In this book we shall spend a little time on spelling English words. The spelling of English words often helps us to pronounce them properly. But not always! For example:**

**\* words may be spelt differently, but pronounced the same:**

bear / bare	/beə/	eye / I	/aɪ/
fair / fare	/feə/	key / quay	/ki:/

\* words may be spelt the same, but pronounced differently:

read /ri:d/ (present tense)

read /red/ (past tense)

\* the same word may be pronounced differently sometimes:

am /æm/ in the sentence *Yes, I am.*

am /əm/ in the sentence *I am studying medicine.*

\* some letters are silent – we do not pronounce every letter in a word:

biscuit /'bɪskɪt/

medicine /'medɪsm/

listen /'lɪsən/

knee /ni:/

doubt /daʊt/

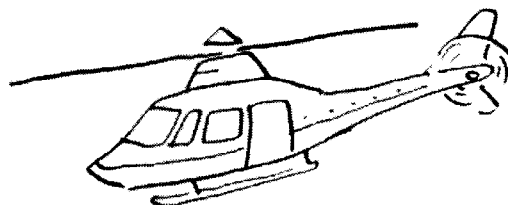
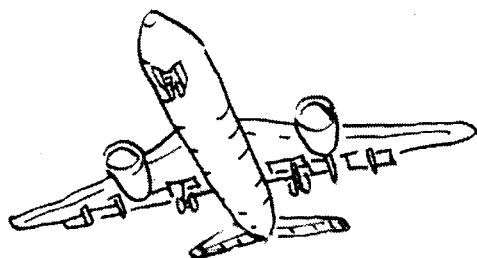
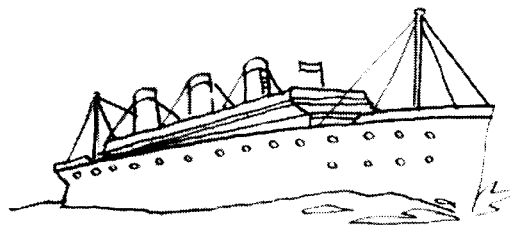
comfortable /'kʌmfətəbl/

#### 4 Pronouncing the /e/ sound



This is a short sound. Look at the pictures below, and say the words.

0.7



The /e/ sound in these words is quite short. You can spell the /e/ sound in several different ways in English.

**e**

pen

chemistry

engineer

medicine

**ea**

head

read

spread

instead

**a**

any

many

ate

Thames

**Unusual spellings**

friend

guess

says

said

Note that these words are not pronounced with the /e/ sound:

English /'ɪŋɡlɪʃ/

college /'kɒlɪdʒ/

business /'bɪznɪs/



## 5 Practice



### 1) Read this nonsense rhyme by the comic poet Spike Milligan:

*There was a young soldier called Edser,  
When wanted was always in bed sir:  
One morning at one,  
They fired a gun,  
And Edser, in bed sir, was dead sir.*

### 2) Practice these dialogs in pairs:

A: Will you lend me a pen, please?  
B: Sorry! I lent it to Brenda already.

A: How many men went yesterday?  
B: About ten, I guess.

A: What time does the lesson end?  
B: It ends at eleven twenty .

## 6 Listening for information



Before you listen

Look at this table about Willie and Mary's conversation on page 2, and discuss it in pairs. Can you find the mistake?

Name	Subject	Home
Mary	Medicine	London
Willie	Science	New York

Practice

Copy the table below. Then listen to the conversation on tape between Peter and Linda and complete the table with the relevant information:

Name	Subject	Home
Linda		
Peter		

Discuss your answers in pairs.

Writing

Using the information in the tables, write sentences like these about Peter, Linda and Mary:

*Willie is studying science. He comes from York.*



## 7 Listening for main points



In *Enrichment Reading*, you read that Willie worked for a time on a ship near the Tower of London. You will now hear a short talk about the Tower of London.

The talk is in three parts. At the end of each part, you must answer one or more questions, below. The text will be spoken only once. After each part, you must choose the best answer from the four choices marked A, B, C and D.

### Part 1

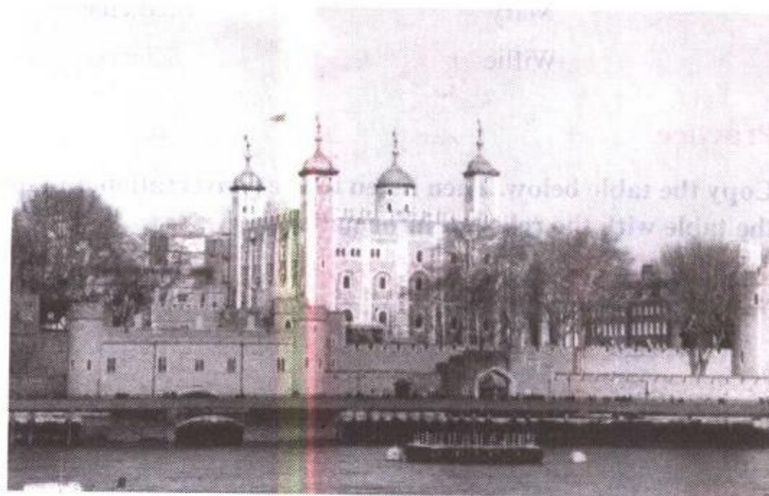
Answer questions 1) and 2):

- 1) The best way to get to the Tower of London is
  - A. by boat from Westminster.
  - B. by going over Tower Bridge.
  - C. by passing under Tower Bridge.
  - D. by catching a bus.
  
- 2) Tower Bridge
  - A. is really called London Bridge.
  - B. used to fall down.
  - C. was completed in 1894.
  - D. has given its name to the Tower of London.

### Part 2

Answer questions 3), 4) and 5):

- 3) The Tower of London was built by
  - A. King James the First.
  - B. King William the First.
  - C. Julius Caesar.
  - D. King Henry the Third.



- 4) The last ruler of England to live in the Tower of London was
- A. King William the Second.
  - B. King James the First.
  - C. King Charles the Second.
  - D. Queen Elizabeth the First.
- 5) Which of the following can you not find in the Tower?
- A. a royal palace.
  - B. the Crown Jewels.
  - C. a wonderful museum of arms.
  - D. the church where many people are buried.

**Answer question 6):**

- 6) The best time to visit the Tower of London is
- A. during weekends in the summer.
  - B. during weekdays in the winter.
  - C. during weekdays in the summer.
  - D. at weekends in the winter.

Discuss your answers first in pairs and then with your teacher.



**Complete the blanks in this dialog with any suitable words.**

- A: Are you a new \_\_\_\_\_ ?
- B: Yes, I am. How did you \_\_\_\_\_ ? You're new too, I \_\_\_\_\_ !
- A: Yes, I am. What are you \_\_\_\_\_ here?
- B: Business studies. What \_\_\_\_\_ you?
- A: Science. But I may \_\_\_\_\_ to engineering later.
- B: Do they let you change your \_\_\_\_\_ ?
- A: I hope so! By the \_\_\_\_\_ , where're you from?
- B: London. \_\_\_\_\_ about you?
- A: I'm \_\_\_\_\_ York.