

全 日 制 普 通 高 级 中 学

英语泛听

第一册(上)

EXTENSIVE LISTENING
FOR SEFC 1A



人民教育出版社

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前言

听力练习是学生发展听的技能和吸取语言与文化信息的一个重要渠道。学生听的困难往往来自三个主要的方面。一是语言方面的,包括语音、语调、单词发音在句中的变化,如连读、同化、弱化、失去爆破等。同时还有重音、语调、口语习惯表达方法、语法结构以及语言的表意功能等。第二个方面的困难来自听的技能,如听文段的大意和细节、确定中心思想、理解人物关系、推断作者意图、找出因果关系、以及总结归纳、得出结论等等。第三个方面的困难是来自文化背景知识方面的困难。如历史、地理、文学、艺术、社会常识、思维方式、社交礼仪、价值观念、禁忌幽默、文化习俗等。

高中阶段的听力练习与初中阶段的有所不同,《高中英语泛听》旨在通过多种多样的真实语言材料,如对话、广播、采访、争论等,设计各种听前、听时和听后活动(如明确听的目的、讨论话题、边听边画图、补全信息、判断是非、口头转述等),培养学生用英语获取信息和处理信息的能力。

泛听的主要目的是加大输入量和加强听力技能的训练。本书中的听力材料有的是学生用书内容的延续,有的则是有关单元话题的扩展。所设计的练习主要是为了检查学生对所听内容的理解程度,并逐步培养学生通过听懂文段的中心思想、理解作者意图、捕捉关键信息、排列时空顺序、记录文段细节等能力。

为了使学生能逐步发展听的能力,作者设计了听前(pre-listening)、听时(while-listening)与听后(post-listening)三个步骤,听前介绍与话题有关的词汇、语法、以及相关方面的背景知识。目的在于扫清障碍,并增加相关的背景知识。教师也可以在此基础上扩展,采用类似“热身”活动的步骤,如听前介绍环境,看图讨论、介绍生词、理解话题等。听前还可以提出听的任务,使学生清楚听的目的以及听时他们需要做的事情。同时应该介绍听的技能与策略,如怎样排除冗余信息,捕捉中心思想等。

听时也可以采用个人或小组通过互查答案、集体讨论、完成任务等多种方式。教师在使用本书时,应注意听的活动不要仅仅局限在放一、两遍录音,而应从以上提到的,即语言、听力技能以及文化背景知识三个方面,逐渐介绍有关方面的知识,使学生听的技能不断提高,并通过听力活动发展说与写的技能。录音应反复放两、三遍,同时介绍有关英语连读、失去爆破、弱读、同化、重音、节奏等各个方面的知识,使学生逐渐熟悉英语口语特点。同时,在听时和听后也可开展口语与书面表达活动,提高综合运用语言的能力。

本书的话题与修订后的高中英语教材顺序相同,可以作为与教材配套的同步练习。

作者

2003年8月

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Unit 1 Friendship

Appearance, Personality and Hobbies

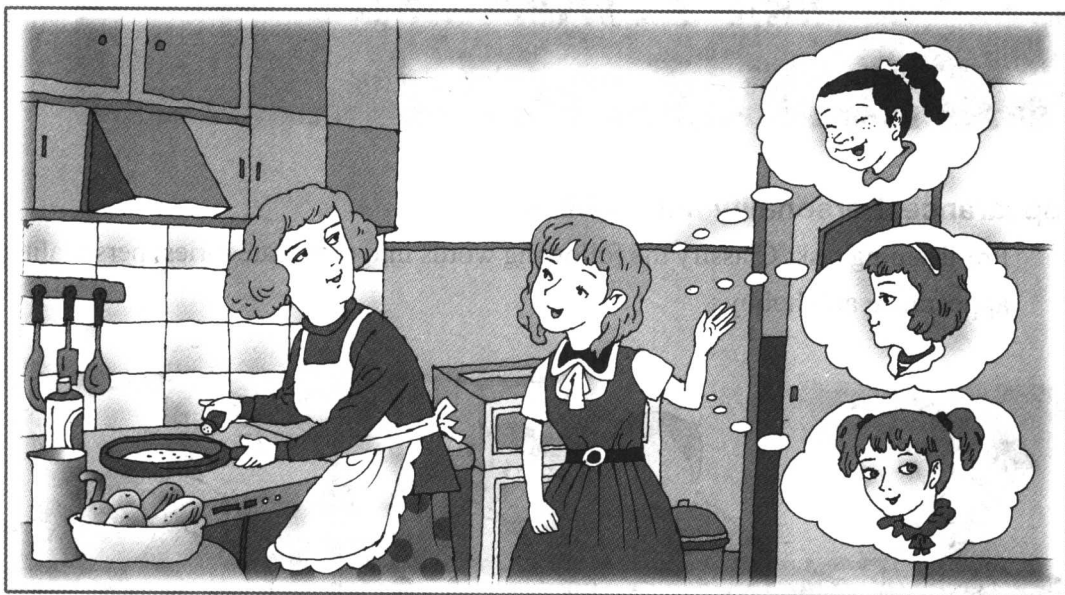
- 1 Pre-listening task: Classify the following words into three categories: personality, appearance and hobby.



kind, hiking, quiet, listening to rock music, loyal, wise, brave, smart, boring, funny, nice, handsome, reading novels, strong, listening to music, good-looking, friendly, polite, beautiful, selfish, playing computer games, painting, playing chess, playing football, going to movies, shy, fishing.

Personality	Appearance	Hobby
kind,	good-looking,	fishing,

2 Listen to the conversation between Joy and her mother and do the following:



1) Who are Joy's friends?

☐ a. Mary

☐ b. Sandra

☐ c. Susan

☐ d. Sandy

☐ e. Julia

2) Joy says that

a. Mary is _____.

b. Sandy is _____.

c. Julia is _____.

d. Susan is _____.

3) Who is Joy's best friend?

4) Why does Joy like her best?

a. She's _____.

b. She can _____.

5) Who likes reading novels?

☐ a. Susan

☐ b. Sandy

☐ c. Mary

Likes and Dislikes



- 1 Listen to the conversation between Peter, Amy and Lily and fill out the form about people they like and dislike.

	Dislike	like
Peter	selfish	
Amy	making fun of her	polite and quiet
Lily	unkind	brave

- 2 According to Lily, Tom is _____ and _____, she says that Tom _____.
- 3 Amy agrees that Tom is _____.
- 4 Do you think Peter likes Tom? _____.
- 5 "Selfish" means people _____.
- 6 "Sociable" means people like _____.
- 7 If you choose a leader from the four students, Peter, Amy, Lily, and Tom, whom would you choose? Why? List several reasons.

New School, New Friends

- 1 What are the things mentioned in the passage?



- 2 What are the topics the girls talk about?

☐ Studies ☐ Teachers ☐ Friends ☐ Families ☐ Plans for the future

- 3 Listen to the short passage and compare your new school life with Dini's. What things are similar? What things are different? Write a short paragraph about your new school life.

Handwriting practice lines with dotted lines for tracing and solid lines for writing.

Interview



- 1 Listen to the interview and fill out the form:

	Hobbies
Julia	
Mike	

- 2 Listen to the conversation again and make your guess about Julia and Mike. Put "Y" for "yes", "N" for "no" and "?" for "not sure".

Julia	quiet (); smart (); kind (); sociable (); selfish (); loyal (); funny (); honest ().
Mike	quiet (); smart (); kind (); sociable (); selfish (); loyal (); funny (); honest ().

- 3 Suppose Mike and Julia are your friends. Write a short passage about both Mike and Julia.

Julia is a friend of mine. _____

Mike is a friend of mine. _____

Curiosity

- 1 Listen to the short passage and try to explain the meaning of “curiosity”.

- 2 Listen to the short passage and work in pairs to discuss how to be an interesting friend. Do you agree that a sense of curiosity is most important? Why or why not?



Unit 2 Communication

British English and American English



1 Listen to the passage and choose the right answer.

1) The girl's main concern is her _____.

- ☐ a. teacher
- ☐ b. English
- ☐ c. friend

2) The girl is a(n) _____ student.

- ☐ a. university
- ☐ b. elementary
- ☐ c. high school

3) Her friend Chen Xin _____.

- ☐ a. speaks English fluently
- ☐ b. is a native speaker of English
- ☐ c. hates British English

4) We can tell her teacher _____.

- ☐ a. does not like the girl
- ☐ b. doesn't like Chen Xin
- ☐ c. is very strict

Invitations



1 Are they going to meet soon?

Listen to the dialogue and choose the right answers. Put a “?” if you are not sure.

- (?) a. The two girls are close friends.
- () b. The two girls just talked for a while.
- () c. The two girls just met for first time.
- () d. The two girls are schoolmates.
- () e. Dora will go to Kate’s house for sure.

2 Are they going to meet soon?

Listen to the dialogue and choose the right answers. Put a “?” if you are not sure.

- () a. Kate invites Dora to have supper.
- () b. Kate invites Dora to eat at her place.
- () c. Kate suggests they meet on Saturday.
- () d. They plan to meet 6:30.

3 When do they meet?

A. Here’s a notebook of Dora. Please write down the time and place they meet.

_____ with Kate at _____
on _____ at _____ o’clock

B. Read the written invitation on Page 75 and write a dialogue based on the invitation.

Handwriting practice area with dotted lines for writing a dialogue.

- 4 You will hear two invitations. Which one is a “real” (definite) invitation? Which one is an “unreal” (indefinite) invitation? Why? What are the unwritten “rules”? Also work in groups to discuss how to accept and refuse invitations. List the “how’s” and tell the class. Write a short paragraph to explain the “how’s”.



- 1) Invitation 1: ☐ Definite ☐ Indefinite

Why?

- 2) Invitation 2: ☐ Definite ☐ Indefinite

Why?

- 3) How should you accept invitations?
4) How should you refuse invitations?

- 5 Now listen to another invitation. Is it a definite or indefinite invitation? In groups discuss at what point did the invitation change from one situation to another (definite to indefinite or indefinite to definite)? How did this change happen? Can you write an invitation with a very different result?

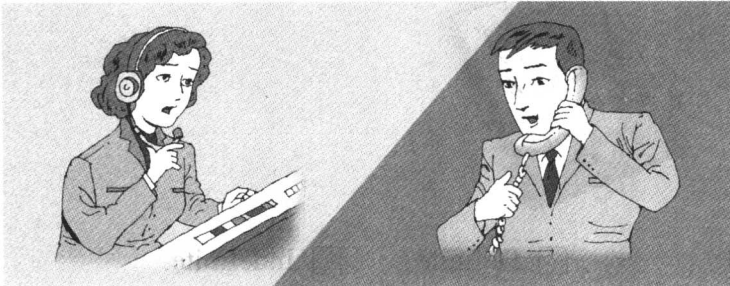
Chuck:

Martha:

Chuck:

Martha:

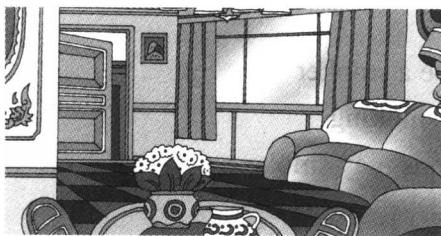
Could You Spell Her Last Name, Please?



- 1 Listen to the telephone conversation between the Finnish and Tony and finish the sentences below:
- 1) The first letter of Joanna's last name is _____.
 - 2) The third letter of her last name is _____.

- 3) The caller spells the fourth letter of her last name as _____ in “_____”.
- ☐ a. trouble
- ☐ b. double
- ☐ c. a cup of tea
- 4) What is the full name of Joanna?
- _____
- 5) Perhaps Joanna is a _____.
- ☐ a. school teacher
- ☐ b. manager
- ☐ c. student
- ☐ d. operator

Find out the house rules



- 1 Imagine you are renting a room. Now you have found this room. What will the landlady say to you? What questions would you ask the landlady?
- 2 Now listen to the conversation between Anna and the landlady and make notes of the rules. Then work in pairs to tell each other what rules the landlady gives to Anna by using indirect speech.

Example: The landlady told Anna not to smoke in the room. *Or*
The landlady said that she didn't like cats.

- 1) Can't _____
- 2) Can't _____
- 3) Can't _____
- 4) When going out, she has to _____

3 Listen to the conversation again and answer the following questions.

1) Anna is probably _____.

- ☐ a. single
- ☐ b. married
- ☐ c. married and has children

2) From the conversation, we know that Anna _____.

- ☐ a. likes pets
- ☐ b. doesn't like pets
- ☐ c. thinks of keeping a pet

3) From the conversation, we can say that _____.

- ☐ a. Anna may be a smoker
- ☐ b. Anna hates smoking
- ☐ c. Anna's friends may smoke