

THOMSON

积极英语听说教程

Listen In

第二版

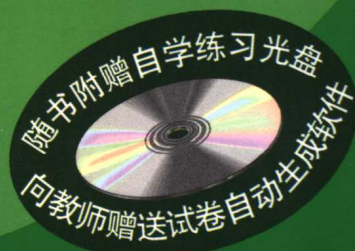
学生用书

BOOK

3



(澳) David Nunan 著



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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《积极英语听说教程》

是专门为高中及以上水平的英语学习者编写的一套系统的听说技能训练教程，分初级、中级和中高级三个级别。本系列教程各级都包括20个单元，按主题划分，包括面试、订票、导游、问路等生活、工作中方方面面的内容。

David Nunan

英语教学和研究专家，原TESOL主席，教授第二外语多年，有丰富的经验。现为香港大学英语中心主任，应用语言学教授，曾任NCELTR研发部主任，研究领域有语言学课程与材料的设计，课堂教学与分析。

每级均提供：

① 更多听说练习机会

- 本书附有自学听力练习 CD，与各单元自学练习配套使用，确保学习者在课外有足够的练习时间。

② 更多语言支持

- 每单元末的小组练习提供进行语言和技能练习的机会；
- “文化聚焦”介绍了文化差异；
- 提供了词汇和习语总表，方便学生使用。

③ 更多教学资源

- 插页式教师用书提供教学方案，给教师提供全面支持；
- **试卷自动生成软件**帮助教师轻松、快捷地根据需要生成考试和测验的试卷。

教了20多年英语，一种理念越来越清晰，那就是英语首先是语音系统，学习者首先要从“听”入手。不管是倡导“听、说、读、写”的，还是提倡“听、写、读、背、说”的，无一不是强调从“听”入手。“听”既要由浅入深，循序渐进，又要材料地道、丰富，融文化、情趣、现代生活于一体。《积极英语听说教程》不仅具有以上优点，而且通过新颖的练习方式，实用性很强地把“听”、“说”结合在一起。在“说”中练“听”，在“听”中学“说”，“听”、“说”双赢。愿《积极英语听说教程》成为同学们英语学习成功的阶梯。

——北京清华附中英语教研组长 王英民 特级教师

《积极英语听说教程》各部分均包含真实世界的听说任务，先听录音材料、然后去做相应的事情。这种听说任务是任务型教学思想在听说教学中的本质体现，也是这套教材最显著的特点。这使得这套教材成为任务型听说教学的范例，便于同学们在有限的时间内最大限度地提高听说能力。

——中小学英语教育动态真实原则推广性实验课题全国项目组组长 鲁子问 博士



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学生用书



(澳) David Nunan 著

莫 婷 注释

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学生用书

(澳) David Nunan 著

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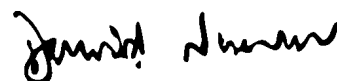
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《积极英语听说教程》(1~3册)是一套适合高中及以上英语水平的学生和成人使用的听力和口语教材。它具有如下特色:

一

它是由为我国学生编写了不少教材,因而为大家所熟悉的 David Nunan 先生编写的。Nunan 先生从事英语教学(ELT)多年,具有相当丰富的外语教学经验,同时,他在我国香港工作和生活了十年,还曾在泰国、新加坡工作、生活过,对东方人学习英语的特点有着非常深刻的了解。因而,他编写的这套教材很适合东方人学习英语和东西方人交往的实际需要。

二

这套书的内容贴近年轻人的生活:从日常交往到社会生活,从身边事物到周围环境,语言非常实用。把三册书的题材目录和我国新制定的国家英语课程标准中的题材项目表和功能项目表对照一下,会惊人地发现它们是如此相符,好像是参照我们的课程标准编写似的。

三

就教学和编写思路而言,这套教材采用的是目前外语教学中最新的“任务型教学法”(Task-based approach)。而且,书中各种活动(过去称为练习)中的“任务”均属“真实生活任务”(Real-life tasks),符合我国新课程标准中所提出的“以言行事”(Do Things with Words)——在做事中学英语,学英语又是为了会用英语做事这一教学理念。

四

这套教材在培养听力和口语能力的同时,还注意使学生通过学习策略(Learning Strategies)来获得自主学习的能力。这一点,也符合我国新课程标准的要求。

五

在这套教材内容的学习以及各种活动任务的完成过程中,都要注意结合所学语言国家和人民的文化,这样有助于培养学生跨文化交际的意识和能力。

六

最后,要用浓重的一笔来点出的是这套教材的三册教师用书。它们不仅为书中的每一课书提供详尽的教案、各步骤的教学材料以及教师十分需要的补充活动,而且在各册的前言部分,还为教师提供了有关的教学原则、教学方法,甚至包括“以学生为中心”的“个性化学习”理念。这也是符合素质教育的精神的。

另外,这套书的出版者外语教学与研究出版社在出版过程中,充分考虑到学习者的需要,聘请了在教学一线有经验的教师对超出高中阶段英语课程标准的难词、专业用词、文化要点词汇进行注释,把每一单元中跨文化交流信息比较集中的“文化聚焦”(In Focus)部分翻译成了汉语,并且给学习者提供了在老师们看来能帮助提高听力和口语能力的一些技巧和方法。这些材料作为附录安排在正文后面便于大家学习和训练,考虑得很周到。

总之,《积极英语听说教程》是一套十分适合我国英语学习者使用的优秀听力、口语教材。

北京外国语大学

廖琳

2003年春

To the Student 致学习者

亲爱的学习者：

欢迎您使用《积极英语听说教程》。这套分三个级别的系列听说教程将为您提供大量培养听力技巧的机会，同时还可以帮助您提高口语表达的能力。这套教程有几个重要的特色，您可能不太熟悉，现在先向您做个介绍。这些特色包括实景交际任务、实景听说操练和学习技巧。

实景交际任务 (Real-life tasks)

在《积极英语听说教程》中需要完成的学习任务，都是以您在真实生活中会遇到的各种交际活动为基础设计的，例如，问路，接听电话，收听新闻和天气预报等。

实景听说操练 (Real-life language)

这部分的听力材料也都来源于真实生活。您将听到各种各样不同类型的录音材料，包括谈话、电话、商场广播、新闻、天气预报和公告等。

学习技巧 (Language strategies)

除了教您学习语言之外，本系列教程也同样关注学习技巧。在完成这些学习任务的时候，您会在课堂内、外用上这些能够帮助您提高听说能力的技巧。

《积极英语听说教程》各个级别还专门设计了一个起始单元，让您有机会先学习本书要用到的学习技巧，同时还配有相应的技巧练习。这三个级别都包括 20 个学习单元和 4 个复习单元，书后还附有一页与每个单元相配套的自学题，让您有更多练习的机会。每个学习单元的内容包括：

热身练习 (Warm-up Task)



这一部分的目的在于先向您介绍本单元的主题，并提供在这个单元的学习过程中将要听到和用到的重要词汇和习语。

听力练习 (Listening Tasks)



您将在本部分中听到很多不同类型的听力材料，所有这些材料都围绕着该单元的主题展开。每一单元中都安排有一项语音听力练习，同时还有一项练习让您有机会展示您的个性和风采。“点睛之语” (Listen for it) 这一部分重点训练日常生活中大家经常用到的精彩词语。在学习过程中，老师将不止一次地播放书中的大部分听力材料，这样您就可以更好地理解所听到的材料，运用更多的听力技巧并核对练习的答案。

该你了! (Your Turn!)



每单元的最后一页给您提供了练习本单元您刚听到的目标语言的机会。“试着说” (Try this...) 是一项您必须与同伴或在小组中完成的交际任务。“示范对话” (Sample Dialog) 和“常用句型” (Useful Expressions) 将可以帮助您完成这项任务。“文化聚焦” (In Focus) 提供给您的是在课堂讨论中可能用到的文化信息。

自学练习 (Self-study Practice)



课后，您可以翻到书本的后面 (110~129 页) 做一些课外练习，进行自学。

在学习和使用这些材料的时候重要的一点是要放松，并让自己尽量享受其中的乐趣。有些单元的谈话内容你可能不是每个单词都能听懂，这不要紧。即便母语是英语的人也不会要求每一个单词都必须理解或听懂。本系列教程会帮助您学到理解最重要的信息的技巧。

编写创作这一系列听说教程是我度过的一段快乐时光，希望您在学习的过程中也能和我一样享受到其中的乐趣。

祝您好运!

Scope and Sequence 学习范围和顺序

Unit	Title / Topic	Goals	Sources	Pronunciation
Starter Page 10	Use listening strategies. 运用听力技巧。 Listening skills 听力技巧	Identifying listening strategies	Casual conversations Sales presentation Lecture	Identifying words in rapid speech
1 Page 14	He's the generous type. 他是个大方的人。 Personal qualities 性格特点	Understanding personal qualities	Casual conversations Monologs Questionnaire survey	Identifying word stress in sentences
2 Page 18	We could get him a tie. 我们给他买条领带吧。 Gift-giving 礼品赠送	Understanding reasons Evaluating information	Monologs Casual conversations	Identifying contractions of 'd and 'll
3 Page 22	What exactly do you do? 你是做什么工作的? Job responsibilities 工作职责	Understanding job descriptions Identifying job responsibilities	Job descriptions Interviews Monolog	Assimilation: would you, meet you
4 Page 26	It doesn't fit. 这不合身。 Clothes and fashion 衣服与时尚	Understanding complaints Distinguishing between fact and opinion	Monologs Casual conversation Store conversation	Linking: consonant-consonant
5 Page 30	I'm not sure what it's called. 我不知道这是什么。 Household items 家用器具	Understanding descriptions of everyday objects Understanding vague descriptions	Household conversations	Stress for asking for repetition
1-5 Page 34	Review 复习		Job descriptions Store conversation Casual conversations	
6 Page 36	I thought you spoke English! 我想你说的是英语吧! Types of English 英语的种类	Distinguishing between varieties of English Following an academic lecture	Lecture Hotel conversation Tour guide talk	Identifying different accents
7 Page 40	You'll buy anything. 你会买点东西的。 Advertisements 广告	Understanding ad messages Recognizing approval and disapproval	Advertisements Casual conversation Lecture	Elision: don't need
8 Page 44	Our sales target is \$1.1 million. 我们的销售目标是110万美元。 Business 商业	Identifying large numbers Understanding business data	News reports Sales presentations Office conversation	Intrusion: be/jj/able
9 Page 48	I have a driving lesson tonight. 今晚我要学开车。 Driving 开车	Understanding sequence of events Identifying information on the telephone	Telephone conversations Voice messages Casual conversations Instructional talk	Identifying and understanding fillers
10 Page 52	She wants a seat to Miami. 她要一张去迈阿密的机票。 Travel 旅行	Understanding travel plans Identifying schedule information	Telephone conversations Automated phone system	Weak forms: overview
6-10 Page 56	Review 复习		Sales presentations Casual conversations Car advertisements	

Unit	Title / Topic	Goals	Sources	Pronunciation
11 Page 58	<i>How do I get downtown?</i> 请问去市中心怎么走? Directions 方向	Understanding directions Understanding telephone conversations	Telephone conversations Street conversations Hotel conversation	Linking: final consonant-initial vowel
12 Page 62	<i>Is this where I get my student ID?</i> 是在这儿领我的学生证吗? On campus 校园生活	Identifying purpose Following a sequence of events	Conversation on campus Bureaucratic conversations Telephone conversation	Assimilation: <i>have to, has to, used to</i>
13 Page 66	<i>It's a really cool site.</i> 这个网站真酷。 The Internet 因特网	Understanding opinions Identifying frequency	Casual conversations Lecture	Intrusion: <i>go /w/ on</i>
14 Page 70	<i>That's a good question.</i> 这个问题问得好。 Talk shows 谈话节目	Understanding interviews and talk shows Identifying advantages and disadvantages	TV broadcasts Talk show Interviews at a studio	Strong and weak forms of <i>that</i>
15 Page 74	<i>Do you have a pet peeve?</i> 你有烦心事吗? Peeves and phobias 厌恶与恐惧	Understanding interviews Identifying solutions	TV interview Casual conversations	Intrusion: the <i>idea /r/ is</i>
11-15 Page 78	Review 复习		Monologs TV talk show Interview	
16 Page 80	<i>That sounds dangerous!</i> 听起来很危险! Adventure 历险	Identifying attitude Following instructions	Casual conversations Instructional talk	Intonation for sarcasm
17 Page 84	<i>It has good points and bad points.</i> 有好处也有坏处。 Conservation 谈话	Identifying arguments for and against an issue Listening critically to alternative viewpoints	Casual conversations Radio talk show	Assimilation: <i>whacha think?</i>
18 Page 88	<i>I was so embarrassed.</i> 我真是太丢人了。 Feelings 感受	Following a narrative Identifying feelings and emotions	Monologs	Weak forms: pronouns
19 Page 92	<i>What's on TV tonight?</i> 今晚有什么电视节目? Television 电视	Identifying the topic of a monolog Following instructions	TV broadcasts Instructional talk Casual conversation	Intonation to show enthusiasm
20 Page 96	<i>I hear what you're saying.</i> 我听到你在说什么了。 The senses 感觉	Understanding a scientific explanation Following an academic lecture	Academic lectures	Elision: <i>cup ox tea</i>
16-20 Page 100	Review 复习		Monologs Casual conversations TV show previews	

Pages 8	Self-study Practice CD Track Listing 自学练习CD音轨表
Page 9	Classroom Language 课堂用语
Page 102-106	Language Summaries 语言小结

Page 107-108	Listening Skills Index 听力技巧索引
Page 109	Guide to Self-study Practice 自学练习指南
Pages 110-129	Self-study Practice 自学练习
Page 130-140	Appendix 附录

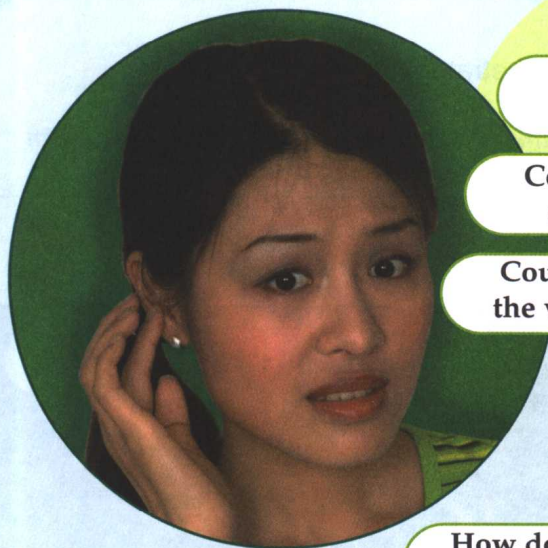
Track Listing 自学练习CD音轨表

Track	Content	
1	Announcement	
2	Unit 1	Task 1
3	Unit 1	Task 2
4	Unit 2	Task 1
5	Unit 2	Task 2
6	Unit 3	Task 1
7	Unit 3	Task 2
8	Unit 4	Task 1
9	Unit 4	Task 2
10	Unit 5	Task 1
11	Unit 5	Task 2
12	Unit 6	Task 1
13	Unit 6	Task 2
14	Unit 7	Task 1
15	Unit 7	Task 2
16	Unit 8	Task 1
17	Unit 8	Task 2
18	Unit 9	Task 1
19	Unit 9	Task 2
20	Unit 10	Task 1
21	Unit 10	Task 2

Track	Content	
22	Unit 11	Task 1
23	Unit 11	Task 2
24	Unit 12	Task 1
25	Unit 12	Task 2
26	Unit 13	Task 1
27	Unit 13	Task 2
28	Unit 14	Task 1
29	Unit 14	Task 2
30	Unit 15	Task 1
31	Unit 15	Task 2
32	Unit 16	Task 1
33	Unit 16	Task 2
34	Unit 17	Task 1
35	Unit 17	Task 2
36	Unit 18	Task 1
37	Unit 18	Task 2
38	Unit 19	Task 1
39	Unit 19	Task 2
40	Unit 20	Task 1
41	Unit 20	Task 2

See pages 110-129 for the Self-study Practice Tasks.

Classroom Language 课堂用语



Could you repeat
that, please?

Could you play it
again, please?

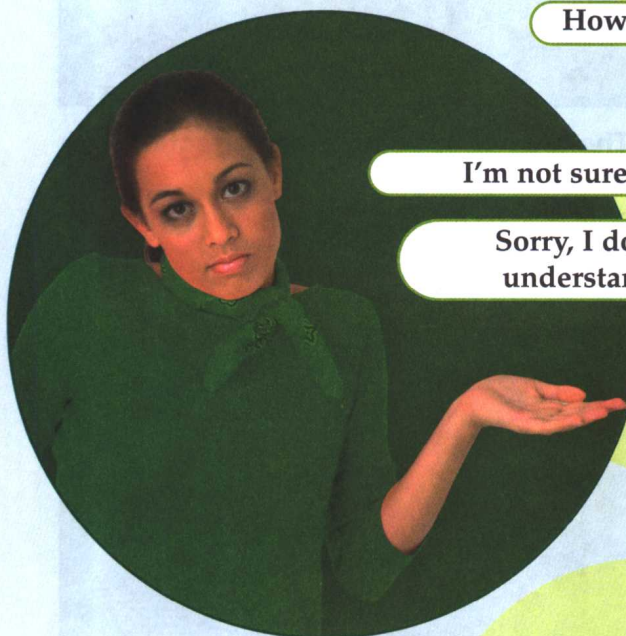
Could you turn up
the volume, please?



How do you say ...
in English?

What does ... mean?

How do you spell ... ?



I'm not sure.

Sorry, I don't
understand.



What did you get for
question number one?

What's your answer for
number two?

Starter UNIT

Use listening strategies. 运用听力技巧。



Goals

- Identifying listening strategies

1

Different kinds of listening tasks involve different kinds of listening strategies. Sometimes we need to listen for gist, or for the main idea. In some cases we need to infer information that is not said directly.



A

Listen and number the situations (1-8) in the order you hear them.



Has Brad done this procedure before?

- a. Yes. b. No.



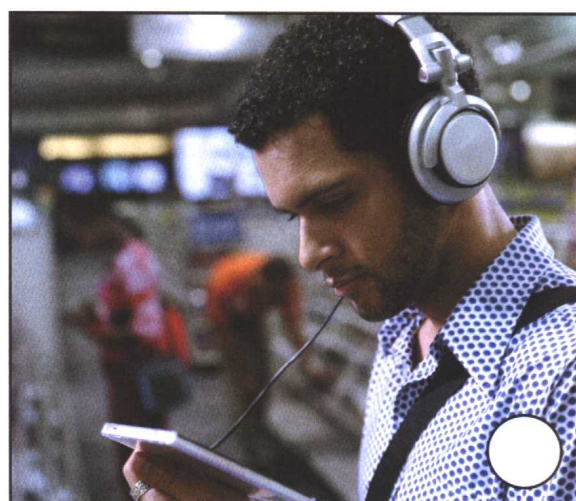
The woman is being given directions to . . .

- a. someone's office. b. someone's house.



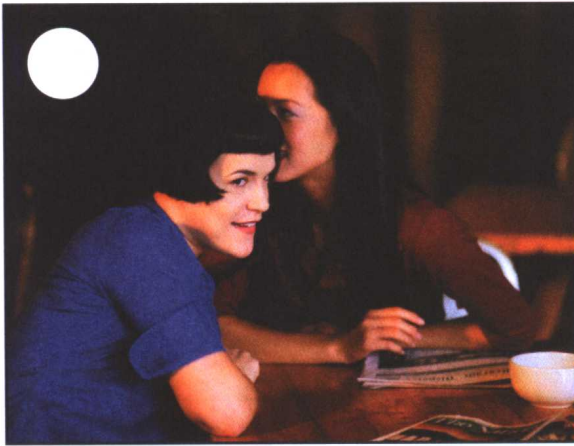
The two speakers . . .

- a. are friends. b. have just met.



Does the man like classical music?

- a. Yes. b. No.



The speakers are talking about . . .

- a. someone they know well.
- b. someone they don't know well.



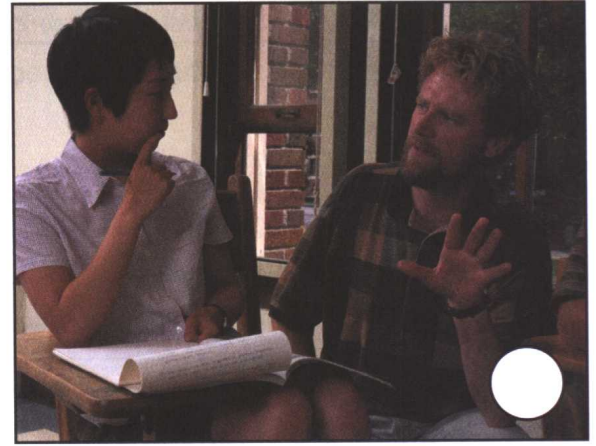
How does the speaker feel about the company's performance?

- a. He's happy.
- b. He's unhappy.



The woman is applying for a position as a . . .

- a. designer.
- b. finance officer.



What subject is this class?

- a. Mathematics.
- b. History.

B Listen again. Circle the correct answer under each photo.

2 Another strategy is listening for purpose, i.e., trying to understand the speaker's intention. When we listen, we may not hear or understand every word, so guessing and predicting are also useful strategies to use.

A Listen. What is the speaker doing? Circle the purpose of each statement.

Purpose

Your response

1. apologizing / introducing
2. offering / requesting
3. inviting / giving directions
4. complimenting / criticizing
5. introducing / accepting
6. suggesting / inviting

B Listen again. Predict what the next speaker will say. Write your response. Then listen to hear how the other person responded.

Use listening strategies.

3 When people speak quickly, the pronunciation of individual words, and groups of words, can change from their pronunciation in slower speech. Being able to recognize what is being said in fast speech is an important skill.



A

Listen. Write the sentences you hear.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

B

Listen again and check your answers.

4 Sometimes we need to listen for the most important pieces of information. The next two tasks involve listening for key details, first in a lecture, and then in a conversation.



A

Listen to the lecture. Number the listening strategies in the order the lecturer mentions them.

Strategies	Examples
_____ asking for repetition	_____
_____ asking for clarification	_____
_____ listening for key words	_____

B

Listen again. Give examples of each strategy.

5



A

Listen to Kim and Tina talking about their listening class. What problems does Tina have?

Problem	Suggested strategy
_____	_____
_____	_____
_____	_____

B

Listen again. What strategy does Kim suggest for each problem?



Your Turn!

Talking about types of listening

- As soon as I woke up I **turned on the radio and listened to the news.**
- Then I was **listening for key details**—I wanted to **find out the sports results.**
- Later on, **my brother was telling me a long story,** and I was **trying to understand the sequence of events.**
- Later in the day, I was **chatting with friends.** It **was pretty noisy,** so I had to **keep asking them to repeat what they were saying.**
- This morning I was just **listening for the general ideas of a lecture,** I wasn't really **listening for details.**

Listening in my language

Listening in English

Try this . . .

Work with a partner. How many types of listening (in your first language) have you listened to since you woke up this morning? Make a list. What skills or strategies did you use for each one? Make a similar list for English. Discuss with your partner.

In Focus: *Why is listening so difficult?*

Most learners would agree that listening in English can be difficult at times. What is it that makes some listening tasks more difficult than others? Research has shown that there are four factors that contribute to the difficulty of a listening task: **speaker** factors—including the number of speakers, how quickly they speak, and their type of accent; **listener** factors—whether the listener is simply overhearing another conversation or is able to join in, and how much the learner knows about the topic and how interested he / she is in it; **support**—for example, are there diagrams, pictures, or other visual clues to help; and the **content** of the listening—how difficult is the grammar and vocabulary, and what background knowledge of the topic does the learner need. Also, listening is easier when information is presented in the same order as it occurred in real life. *Is listening in English difficult for you? What factors do you think can make listening difficult?*

I really find listening to technical language difficult. There are too many words I don't know.



Listening to English would be a lot easier if everyone spoke a bit more slowly.



I'm OK when it's just one person, but listening to a group is tough for me.

