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中学英语辅助系列



English Support Series

Julia Allen, Margaret Iggulden (英), 王薇 合作编著

顾问: Chris Jacques (英)



Senior
Two
高二

听说



外语教学与研究出版社



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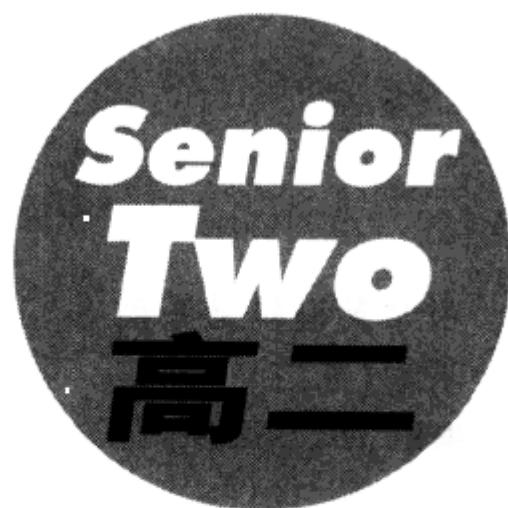
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Listening and Speaking
听说



MBAD85/02



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LONGMAN 朗文

(京)新登字 155 号

京权图字: 01 - 1999 - 3232

图书在版编目(CIP)数据

高二听说/(英)伊戈尔登,(英)艾伦,王薇合作编著. - 北京: 外语教学与研究出版社, 2000
ISBN 7-5600-2105-0

I. 高… II. ①伊… ②艾… ③王… III. ①英语-视听教学-高中-教学参考资料②英语-口语-高中-教学参考资料 IV. G634.415

中国版本图书馆 CIP 数据核字(2000)第 79377 号

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听说(高二)

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出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com.cn>

印 刷: 北京华威冶金印刷厂

开 本: 787×1092 1/16

印 张: 13.75

版 次: 2001 年 9 月第 1 版 2001 年 9 月第 1 次印刷

印 数: 1—21000 册

书 号: ISBN 7-5600-2105-0/G·965

定 价: 15.90 元

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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）
王小悦（石油大学附中） 宋燕（北京市十一中学）
燕素霞（北京市十一中学） 朱红（北京市十一中学）
陈牧星（北京市一七一中学）

高中部分：石晓岚（北京市一〇一中学） 段亚非（北京市十一中学）
刘雪清（北方交通大学附中） 尤丽丽（北京科技大学附中）
段春英（北方交通大学附中） 邢淑琴（首都师范大学附属育新学校）

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 the course book and contains the vocabulary and structures from that and preceding units. They can be presented in sequence after the particular unit in the course book.

Task Book

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 differing abilities as well as those with similar aptitude. 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 Book 1 and 2 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 situations, but also in less structured ones.

New Syllabus

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 2 students can talk about smoking, in Unit 5 they can listen to and discuss films they like and dislike. Students are also required in the new syllabus to plan, organize and carry out tasks, solve problems and describe the solutions. Teachers who want their students to practise these skills can make use of the suggestions for Projects in each unit. Again, another objective from the new syllabus requires that students can purposefully and correctly use intonation, tone and rhythm. Units 6, 10 and 16 include these particular skills. Thus the books in this English Support Series 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 you 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 2. The self study pages 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. They should 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

本听说系列教材专为中国的中学生编写，其宗旨是辅助中学英语教学，以期达到新颁发的教学大纲的要求。全书共24个单元，每个单元都与教科书中课文的一个主题相关，且包含的词汇及语法结构也是教科书中已经接触过的，因此每个单元都可以安排在教科书中相应的课文之后学习。

练习

每个单元都有一个预习活动，由两个或者三个听力练习构成。之后是口语练习，可以在两人之间，也可以在小组内完成。偶尔也会要求在全班范围内进行讨论。所选用的材料既适合学生水平大致相当的班级，也适合学生水平参差不齐的班级。鉴于每个班级都有自己的具体情况，因此希望教师灵活地运用本书。必要的话，教师可以针对不同的班级在选择练习和教学方法上都有所区别。本系列的一个特点是难度进展适中，故而可以有效地建立起学生的自信心。

本系列的目标是：在高一、高二英语水平的基础上加强英语语言技能，鼓励学生成为独立的英语学习者，培养其心智，提高其听说技能——不仅是在得到指导的情况下，而且在较为自主的环境下也是如此。

新大纲

本书的教学目的与新教学大纲是一致的。例如，后者规定学生应该有能力就一般性话题与别人交换意见和看法，而在本书的第2单元，学生可以发表自己对于吸烟的看法，在第5单元，则可以就他们喜欢或者不喜欢的电影做听力练习并展开讨论。新大纲还要求学生能够计划、组织、完成某些练习，解决问题并且描述自己的解决方法。如果老师希望学生加强这些技能的话，可以利用每课中“课外活动”的建议。此外，新大纲还要求学生能够正确地、有意识地运用语调、语气和语言的节奏。本书第6、10及16单元包含了这些技能的练习。因此，不难看出，本书的编写宗旨与新大纲是吻合的。

主题

本书所选择的材料，其内容是为了反映和扩大教科书相应单元的相关主题。这些听说材料涵盖了诸如地理、历史、文学、音乐、科技等方面，能够激发中学生的兴趣。它们既有趣味性，又具有挑战性，鼓励学生思考问题，对自己在校内外获取的知识进行评估和运用。

有一点很重要，务必记住：没有必要从头到尾完成本书的所有练习。如果时间不够，可以根据复习的需要，或者根据学生的兴趣和爱好，选择其中的一些主题和练习来做。

方法

听力

各个班级情况不同，因此每个练习都要保证学生做了足够准备工作。你可以就书中的主题提问，并鼓励学生回答你的问题。这个“热身”阶段很重要，可以让学生对将要做的听力练习有所准备，乃至预测将要听到的语言段落。

其次，要给学生时间去阅读问题，并且思考某一特定练习的听力目的：是听大意，还是回答文字理解问题，或者是进行推理。

决定学生可以听录音带的次数。我们建议听两次，但是有的班级也许需要更多。如果某个听力文本对你的学生来说太长，你可以把它分成两个部分。使用教学材料的方法不止一个。重要的是，教师要对学生进行评估，并向自己提出以下问题：这个班级学生的水平是参差不齐还是比较接近？班里有英语成绩特别突出的学生吗？学生的水平及学习能力将决定你选择哪些练习以及采用何种教学方法。在第二册中，有些听力练习适合所有水平的学生。而“自学”练习则是为学有余力，希望进一步提高自己听力技能的学生而准备的。“课外活动”则特别适用于所有班级，尤其是学生水平参差不齐的班级。

做听力理解的准备工作时，还需要考虑以下问题：

这个段落是否足够长了，或者是不是太长了？如果对你的学生来说太长了，可以考虑将它分为两个部分。

已经为听力做了足够的准备工作吗？学生首先需要时间思考主题，并展开讨论。

课文相对学生目前的水平而言是不是太难了？要是这样的话，可以选择简单一点的课文，或者允许学生边听录音边看录音文本。

允许学生听几遍录音材料？通常我们建议每个练习听两遍录音。但是在开始的几个单元学生也许需要听三遍甚至四遍。

有一点很重要，请记住：听力是一项复杂的技能，因此教给学生学习听力的方法与为他们提供合适的听力文本一样重要。

鼓励你的学生听英语广播或者看英语电视节目，找一个英语录音带“笔友”交换录音带，借英语故事录音带回来听，组织英语俱乐部以便会员之间互相交流录音带及其它听力材料，在因特网上听地道的听力材料。建议你的学生规定每周用多少时间来提高自己的听力技能。

口语

本系列丛书的目的是帮助学生获得交际技能。达到此目的需要时日，而且在起始阶段学生也需要教师的指导。重要的一点是在准确性与流利性之间保持平衡。由于每个学生的情况都不一样，作为老师的你需要决定你的班级究竟应该把重点放在哪个方面。如果学生的发音十分糟糕，以至根本无法交际，那么自然应该强调准确性。但是流利性同样十分重要，为此目的，语法和发音在某种程度上的失误应该加以容忍。建立学生的自信心是至关重要的，

而不断地纠正他们的错误只会打击他们的自信心。

口语练习的设计使得学生不仅可以运用他们在课堂上学到的词汇和语法结构，还可以运用他们自己的知识。我们要求学生两人一组对听力文本进行复述、讨论和增加内容。这样可以让学生对语言和信息进行加工处理。接着，老师指导学生进行限定结构对话，然后学生才开始做练习。最后才以流利性为目的展开活动。这些活动是两人一组或者以小组为单位进行的。在做这些练习的过程中不要纠正学生的错误。更合适的做法是，将学生普遍的错误记录下来，在一堂课快结束的时候一起纠正。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。他们可以在自己的居民区找到说英语的对象，或者找一个录音带“笔友”，把他们朗诵诗歌和戏剧的过程录下来，以此练习自己的语音语调。要定期录下他们自己的口语，还要向他们强调，私下里演练这些对话能够增强他们的自信心。

各单元里穿插着一些“文化注释”，以增加课文的信息量。这样做，是为了给不同的主题提供一些背景知识。如果学生对诸如城市、河流等专有名词不熟悉，可以鼓励他们记下他们所听到的发音，然后进行练习。世界正在变得越来越小，我们有必要尽可能清晰地读出一些地名的发音。这有助于和国际友人进行交流。

本书还安排了“课外活动”。这项练习是选择性的，目的是让学生有机会发展自己的爱好，使用因特网和其它参考书，并向全班做陈述。课外活动是一项非常宝贵的活动，因为其中融合了所有的语言技能。而且这项活动可以调动每个学生的积极性，因为每个学生都可以在自己现有英语水平的基础上参与这个活动。因此，应该鼓励学生进行这项活动。

还有一点必须强调的是，没有必要完成本书所有的练习。每个班级情况不同，因此，有的学生需要侧重听力训练，而另外一些学生则需要侧重口语练习。

最后需要指出，我们设计这些练习的目的是鼓励学生在不同的情景下运用他们的知识以及他们对英语的理解力。他们可以边听边理解，然后对获得的信息进行加工处理，这样就可以同时交际和思考了。如此一来，学生就把自己从其它课程，以及电视、报纸、因特网等处获得的知识都运用到语言课堂上了。他们自己的经验也由此得到了验证。

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 secondary 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.

The book

This book has twenty four units. Each unit is divided into 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 4, 6, 8 etc. are for Self Study. You can listen to the tapescript 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.

Project

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 listening 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 and complete those.

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 Book Senior 2 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 Book 2 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

本书旨在帮助你们更加有效地听懂英语，同时也帮助你们提高自己的英语口语水平。它完全符合最近修订的中学英语教学大纲的规定和要求。

使用本书，你们可以就多种有趣的题材练习听力。我们从不同题材中选择了一些对话、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，并运用这种语言和你的同伴或小组一起进行讨论。总之，使用本书可以使你的英语听说技能都得到提高。

关于本书

本书包括24个单元，每个单元包括四五个练习。有些练习的内容注重听力训练，而另一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语言。第四、六、八等单元的最后一个练习是为自学而设计的。你可以把这些练习当作家庭作业来做。在“复习”单元里，自学部分则是多项选择练习或者填空练习。这些练习是为高中第三册最后的测验所做的准备。

课外作业

每个单元还有一个课外作业。你可以放学回家以后完成这个练习，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报告。这种方法可以全面开发你的听力技能。

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，我们是有目的地在听。所以，在本书的某些听力练习里，你们被要求听数字、姓名或地名，这是为了听具体的信息。还有一些练习要求你们听一般性的信息。这些练习要求你们回答问题，决定句子是对还是错，或者完成表格等等。

口语

许多学习外语的学生对自己的口语没有自信，觉得自己发音不准，语调不正确。他们还觉得很难选择合适的词句。关于这个问题请记住：学会说一种语言需要花时间，而且你必须冒风险。犯了错误不要觉得难为情，因为你就得这样学习。大胆地说吧。抓住一切机会练习。第二册书中的作业目的就是通过指导来帮助你提高口语技能。这些作业将引导你做更

加灵活的口语活动。

如何做一个好的听者

关于听英语，你要记住的最重要的一点就是：你无须听懂每一个词。在听母语的时候，你也经常会错过一个词或短语，但是你仍然可以听懂谈话的大意。当你听英语的时候，你也必须使用这一技巧。你要学会听意思，学会寻找最传情达意的那些单词和短语。刚开始你会觉得要做到这一点很难，但是通过练习你会发觉越来越容易。你将学习如何倾听对话、采访和演讲。

你听母语的时候总有一个目的。或许你想知道火车什么时候到站，或者是有一则你感兴趣的新闻。本册中的练习也给出了听力的目的。你在开始听之前，一定得先弄清楚自己要听些什么。一个重要的问题是：你需要从中了解些什么？如果你觉得有必要的话，可以和你的同伴讨论这个问题。本书每一个单元都会帮助你提高听力水平。

许多学生为生词而烦恼。如果你听到某个单词而不能马上明白其意义，不要去想它，而要把注意力放在理解全文的大意上。如果你一定要知道那个单词的意义，那就猜测一下吧。猜测也是一种重要的语言技能。最后，如果你确要知道那个单词的意义，再去查词典，然后将这个单词连同其中文意思写在你的英语词汇册中。这三种技能将帮助大家成为独立的语言学习者，而这正是每个学生应努力达到的目标。

如何提高口语水平

学习英语的人常说，口语是所有的英语技能中最难掌握的一种。“如果我老想着正确的语法，我就说得很慢。”一个学生这样说。“如果我想着要按正常的语速说话，我的语法就乱七八糟。”另一个学生这样说。“我想说的事情很多，但就是找不到合适的字眼，所以只好苦思冥想找别的单词来代替。”第三个学生这样说。这些话表明，所有的英语学习者在口语上都会遇到问题。重要的是千万不要放弃。

这里有一些有益的提示：

1. 说话的时候呼吸要均匀。如果你呼吸得太快，就会在自己的心里制造恐惧，也就没法清晰而流利地说话。
2. 要给你自己足够的时间去说话。不要着急，让别人等着你说出你正在思考的事情。你是独一无二的，你的意见非常重要。
3. 将你说英语的过程录在磁带上。然后再仔细地听录音，找出需要改进的地方。是你的发音吗？是单词的重音读错了吗？或者是你的语调需要改进？
4. 听母语为英语的人背诵诗歌和其他韵文，这将有助于你学习英语这门语言中的“音乐”。你可以收听电视和广播里的英语节目，这也有助于你改进口语。