

外研社·朗文

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  
Three  
高三

听说

Listening and Speaking



外语教学与研究出版社



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## Listening and Speaking 听说

《中学英语辅助系列》丛书是由外语教学与研究出版社和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,并聘请中、外英语教学专家和专业作者,根据我国中学实际需要编写的符合国际水准的辅助教材。

本系列与中学英语教学同步,分初一到高三共6级,每级4种,分别针对听、说、读、写4种不同的技能展开训练。这4种书为:

● 《听说》(Listening and Speaking):

用生动活泼的形式培养学生的听说习惯。

● 《语法》(Grammar in Context):

强调在语境中学习语法,帮助学生自然灵活地运用语法知识。

● 《阅读》(Reading Skills):

密切结合中、高考最新题型,从词汇和理解两方面综合提高阅读能力。

● 《写作》(Reading to Writing):

针对写作薄弱环节,以示范文和各种练习启发学生的兴趣和创作力,帮助学生提高书面表达能力。

本丛书语言地道精确,与课堂教学同步,符合教育部最新的基础教育阶段英语课程标准的精神和要求,结合最新中、高考题型,并面向国际通行英语水平标准测试目标,以活泼多样的形式全面地培养学生的英语技能,适合从初一到高三各年级学生。



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**听说(高三)**

(英) Julia Allen 等 合作编著

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English Support Series

Listening and Speaking Senior 3 听说(高三)

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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:

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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,以使我们及时改进。

# 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 24 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.

## Tasks

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 Books 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 3 students can talk about travelling, in Unit 11 they can discuss plays they would like to go and see. 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. There are a variety of types of listening and speaking tasks throughout the book which prepare students for the exam at the end of Book 3 as well as for the TOEFL and IELTS tests. There are samples of both exams at the end of this book.

## **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 encourage 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 3. 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

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“热身”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，本书设计的活动全都十分灵活。必要的话，教师可以针对不同的班级选择不同的练习和使用不同的教学方法。本系列的一个特点是难度进展适中，故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

本书的教学目的符合新教学大纲的要求。例如，新大纲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 3 单元，学生可以发表自己对旅行的看法，在第 11 单元，则可以就他们喜欢或者不喜欢的戏剧展开讨论。新大纲还要求学生能够计划、组织、完成某些作业，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方面的技能的话，可以利用每课中“课外活动”的建议。全书包括了各种各样的听说练习，这些练习为高中三年级期末测试做了准备，同时也为学生将来参加托福考试和雅思考试打下了基础。

### 主题

本书所选择的材料，其内容是为了复习和扩展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。它们既富趣味性，又具挑战性，鼓励学生思考问题，对自己在技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，可以把一些练习用于复习，或作为趣味性活动来处理。

## 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，并鼓励学生向你提问题。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，预测将要听到的语言要点。

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，或是进行推理。

教师要决定学生听录音的次数。我们建议听两次，但是有的班级也许要听两次以上。如果某个听力材料对你的学生来说太长，你可以把它分成两个部分来听。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：这个班教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。本书包含适合所有水平学生的练习。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，还是太长了？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？学生需要时间思考主题，并展开讨论。
- 课文相对于学生目前的水平是不是太难了？要是这样的话，可以选择简单一点的材料，或者允许学生边看录音文本边听录音。
- 允许学生听几遍录音材料？通常我们建议听两遍录音便做练习。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材料一样重要。

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”交接录音带，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一定的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。这到此目的需要时日，而且在起始阶段学生需要教师的指导。重要的一点是在准确性与流利性之间取得某种平衡。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，语法和发音有某种程度的不准确应该加以容忍。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。

经特别设计的口语练习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材料进行复述、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的对话，然后学生才开始做练习。最后才以流利性为目的展开活动。这些活动两人一组或者以小组为单位进行。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，将学生普遍犯的错误记录下来，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。

鼓励学生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，或者找一个最音带“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，并向全班做介绍。课外活动是一项非常有用的活动，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英语水平的基础上参与活动。因此，应该鼓励学生进行这项活动。

有一点必须再次强调的是，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，然后用获得的信息进行交际和思考。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 practise 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**

This book has 24 units. Each unit is divided into four or five exercises. Some exercises focus mainly on listening tasks. Alternate pages focus on speaking activities. Here you can use the language that you have heard in pairs or small groups. The final exercises 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 and other types throughout the book are to prepare you for the exam at the end of Book 3 as well as for the TOEFL and IELTS tests.

## **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 3 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 a conversation or an 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 practice it will become easier. You will learn to follow dialogues, interviews and 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 3 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.