

总编译：汪榕培

# 听说通

入门篇

*A Listening /  
Speaking  
Skills Book*



Emily Austin Thrush  
Robert Baldwin  
Laurie Blass  
于 晶 编译

美语路路通

系列教材

Mosaic



辽宁教育出版社  
美国麦克希尔出版公司

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# 总 序

《美语路路通》是最新从美国引进的一套美国英语系列教材。这套教材以非英语国家的学生为对象，帮助学生提高听、说、读、写的语言技能和整体提高语言水平。全套教材共 19 册，由《听说通》（五册）、《阅读通》（五册）、《写作通》（四册）和《交际通》（五册）四个系列组成。各个系列既相互联系、又相对独立，每个系列中的各个分册循序渐进、不断巩固已学的知识。因此，整个系列可以配合使用，学习英语技能的全部内容；每个系列也可以分别使用，适用于从入门阶段到中高级阶段各个层次的学生。

顾名思义，《听说通》是训练听说技能的课本；《阅读通》是训练阅读技能的课本；《写作通》是训练写作技能的课本；《交际通》是以语法为线索全面训练语言各项技能的课本。

全套教材具有下列显著的特点：

1. 课文取材新颖，每章围绕一个主题式语言功能。内容引人入胜，难易程度适中，语言要点反复循环出现，可以有效地激励学生的学习热情。

2. 传授技能要点和学习策略，使听、说、读、写的技能成为可以逐步掌握的内容。这个特点是《美语路路通》有别于其他同类教材的一个重要方面，技能的各个环节既可以分解为若干方面，又可以通过反复循环达到熟练掌握的程度。

3. 练习形式多种多样，练习内容紧密结合生活实际。掌握语言技能的关键在于反复实践，必须在轻松愉快的实践过程中自然而然地获得，单纯的机械性模仿达不到这个目的，这套教材的练习使学生自始至终处于交际活动中，可以收到事半功倍的效果。

4. 听、说、读、写的训练既有侧重又有联系。在不同的语境中围绕相似的主题或语言功能进行训练，可以明显地收到触类旁通的效果。

《美语路路通》具有上述显著特点，所以在使用的过程中受到普遍的欢迎。自 1985 年第 1 版问世以来，在美国成为外国移民提高英语水平的首选教材，在世界许多国家成为学习英语的热门教材。这套教材由于受到普遍的欢迎，在接受教学实践的反馈以后，先后于 1990 年出版了第 2 版，于 1996 年出版了第 3 版，两次做出重大修改，使教材更臻完善。

辽宁教育出版社引进《美语路路通》，出版中文版，在原书的基础上加入了中

1996/06

文的学习指导，结合中国学生的学习难点配以详细的解释，对许多中国学生不熟悉的文化现象予以介绍，并对学习方法和建议开展的课堂活动增添大量的补充说明。中文的学习指导不仅为在中国的课堂里使用这套教材提供了方便，也为广大的英语自学者提供了帮助。

进行中文版改编的是辽宁和吉林两省五所高等学校(大连外国语学院、辽宁大学、东北大学、沈阳师范学院、东北师范大学)富有教学经验的教授和专家们，他们把教授中国学生学习英语的体会和经验融入学习指导中去，使这套在国际上行銷多年、享有盛誉的教材更加适合中国学生的需要，可以用做大专院校英语专业和非英语专业学生的学习教材、英语培训班的技能训练教材，也可以用做广大英语自学者的自学教材。

《美语路路通》中文版的问世是一个成功的尝试，不仅为中国广大的英语学习者又增加了一种新的选择，而且为改变传统的教学方法和教学观念提供了一个示范的样板。我相信，凡是使用这套教材的教师和学生都会喜欢这套教材，并从中受益。

**汪榕培**

1998年9月10日

# 本书序言

本书为《美语路路通》系列教材《听说通》入门篇,是为非英语国家的学生进一步提高英语水平,提高英语听说技能的教材。

## 一、编写意图

本书旨在训练学生听说技能,从而提高他们的英语熟练程度。尽管书中部分技能练习要求学生使用某具体语法结构,但大部分练习的设置却是基于交际能力这一原则。

## 二、本书特点

1. 设计明快。本书设计新颖、引人入胜。书中各部分经纬分明,通俗易懂。为方便使用,各种练习和活动项目都加了序号,主要信息醒目突出。

2. 文化背景。每个章节都介绍与该章节内容相关的文化风情。口语活动语体全面、涵盖大量文化背景知识。

3. 题材广泛。本书听力练习面向生活、题材广泛,包括日常会话、广播与电视节目、指导说明、讲座与故事等。

4. 形式活泼。口语练习形式多样、贴切自然,有讨论,有对话,大量的练习内容要求参加者共同解决某一个问题,有助于培养学生的合作精神。

5. 语言功能。所有听说练习均以某一语言功能为中心展开,学生学习的是语言功能,而不是语言本身。这种编写思路使得交际过程更自然、更贴近生活,使学生学习的主动性和兴趣更高。

6. 听力原文。所有听力原文均放在教科书的后面。

7. 技能表。技能表放在目录之后,通过此表可以概览本教科书中的听力练习和口语活动所涉及的学习方法和语言功能。

8. 每章末尾附有“学习指导”,分“导言”和“注释”两部分。

## 三、章节安排

本书共分十章,每章一个主题。各章的听说练习内容长短皆宜,从15分钟到20分钟不等,长短搭配,教师可以根据班级具体情况取舍。每一章包括以下四个部分:

### 1. 听对话

学生首先听一个对话，听对话时重点要放在重读的单词上，以便抓住重要信息。同时，学生要学会辨别并重复美语口语中常见的简化形式。

### 2. 表达自我

在这一部分中，学生通过完成听力任务和口语练习活动，反复操练诸如陈述原因和谈天说地等相关语言交际功能。

### 3. 听力任务

这一部分的第一个练习要求学生利用对话的上下文来理解对话中并未言明的信息。其他练习中，学生通过运用实际生活中常见的地图、图表等直观教具来反复操练，加深对课文的理解。

### 4. 交谈活动

形式多样的交谈活动都围绕每章的主题展开，从而使学生复习刚刚学过的表达方式，如日期、天气、工作等最基本的实用话题。

编译者

1998年9月

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听力原文

# CHAPTER **one**

## *Neighborhoods, Cities, and Towns*

邻里、城市和城镇



- Giving and Getting Personal Information
- Riding the Bus
- Describing Apartments
- Talking about Days and Dates

in this  
chapter

# PART One

## Listening to Conversations

### Getting the Main Idea

#### **exercise 1**



Rob and Lee are students at Faber College. At school, they meet Rob's cousin, Beth. You will hear their conversation. Here are some words they use. Listen and circle the words you don't know. Discuss them with your teacher.

- |                |                   |
|----------------|-------------------|
| 1. cousin      | 4. hometown       |
| 2. interesting | 5. population     |
| 3. capital     | 6. transportation |



In North America, people usually shake hands when they meet. What do people do in your home country?

## **exercise 2**

Complete these sentences with words from the list.

1. Seoul is the capital of Korea.
2. There's good public \_\_\_\_\_ in Seoul.
3. What's the \_\_\_\_\_ of Seoul? Over thirteen million people live there.
4. What's your \_\_\_\_\_ ? I'm from Charlottesville, Virginia.
5. Are your classes \_\_\_\_\_ ?
6. Lee, this is my \_\_\_\_\_ Beth.

## **exercise 3**



Listen to the conversation. Listen for the main ideas. Try to answer these questions.

1. Where is Lee from?
2. Is Lee from a small town?
3. Where is Beth from?
4. Is Beth from a small town?

## **exercise 4**



Listen to the conversation again. Circle the answer or answers to these questions.

1. What are two greetings you hear in the conversation?  
a. How are things? b. Hi! c. How's it going?
2. Rob introduces Lee to Beth. What does Rob say?  
a. Beth, this is Lee. b. Beth, please meet Lee. c. Beth, here is Lee.
3. What is Lee's answer?  
a. Nice meeting you. b. Nice to meet you. c. Hi!

## **Stress**

Important words are stressed in English. That is, we say them louder and clearer than other words.

## **exercise 5**



Listen to this part of the conversation. The underlined words are stressed.

- ROB: Beth! Hey, Beth! How's it going?  
BETH: Rob! Hi! I'm fine! How are you?  
ROB: Fine, thanks. Beth, this is Lee. Lee, this is my cousin, Beth.  
LEE: Nice to meet you.  
BETH: Nice to meet you. Are you an international student?  
LEE: Yes, I am. I'm from Seoul, Korea.  
BETH: Oh, that's interesting. Seoul's the capital of Korea, isn't it?  
LEE: Yes, that's right. How about you? What's your hometown?

## Contractions

In a contraction, an apostrophe (') replaces a letter or letters.

### **exercise 6**



Listen to these examples of long forms and contractions. Repeat the contractions after the speaker.

#### LONG FORM

1. How is it going?
2. I am fine.
3. How are you?
4. Seoul is the capital.
5. It is a big city.
6. There is good transportation.
7. There are a lot of people there.

#### CONTRACTION

- How's it going?  
I'm fine.  
How're you?  
Seoul's the capital.  
It's a big city.  
There's good transportation.  
There're a lot of people there.



**CULTURE NOTE**  
Some greetings in the United States are "How are you?" "How's it going?" "How're you doing?" What greetings do you use in your home country? Are they the same as greetings in the United States?

### **exercise 7**



Listen to the sentences. Circle the letter of each sentence you hear.

- |   |                                       |
|---|---------------------------------------|
| 1. <b>a.</b> I'm fine.                    | <b>b.</b> I am fine.                  |
| 2. <b>a.</b> He is from Seoul.            | <b>b.</b> He's from Seoul.            |
| 3. <b>a.</b> It is the capital of Korea.  | <b>b.</b> It's the capital of Korea.  |
| 4. <b>a.</b> There are many people there. | <b>b.</b> There're many people there. |
| 5. <b>a.</b> What's the population?       | <b>b.</b> What is the population?     |

## SPEAKING ACTIVITY

Work in groups of four. Write the names of your group members on the lines in the chart below.

Look at the example (Sally). Practice asking your teacher questions. Use the key words in the chart. Write the teacher's answers in the spaces.

Then ask your group members the same questions. Write their answers in the spaces.

example: Where are you from?  
I'm from Canada.

	<u>Sally</u>	<b>teacher</b>	<u>(name)</u>	<u>(name)</u>	<u>(name)</u>
<b>Where . . . from?</b>	Canada				
<b>What . . . capital?</b>	Ottawa				
<b>hometown . . . big?</b>	yes				
<b>hometown . . . quiet?</b>	no				
<b>What . . . population</b>	300,000				

# PART **two**

## Expressing Yourself

### Getting and Giving Personal Information

#### **exercise 1**

Tell the class your name, address, and telephone number. Spell your name.

#### **exercise 2**



Listen to the conversations and write the information you hear.

1. First name: Gordon Last name: McKey  
Address: \_\_\_\_\_ East Park Avenue, Apartment \_\_\_\_\_  
Telephone number: \_\_\_\_\_
2. First name: \_\_\_\_\_ Last name: \_\_\_\_\_  
Address: \_\_\_\_\_ Southern Avenue  
Telephone number: \_\_\_\_\_
3. First name: \_\_\_\_\_ Last name: \_\_\_\_\_  
Address: \_\_\_\_\_ Anderson Place, Seattle, Washington  
\_\_\_\_\_  
Telephone number: \_\_\_\_\_

#### **exercise 3**

With a partner, write six questions on your own paper.

example: What is your name?

#### **exercise 4**

On your own paper, write down the names, addresses, and telephone numbers of some of the students in your class. Move around the room. Ask the questions from exercise 3 above.

#### **exercise 5**

Listen to your teacher ask about people in the class. Read the information from exercise 4 above. Raise your hand if you can answer the questions.

# PART **three**

## Listening Tasks

### Guessing Information

#### **exercise 1**



Listen to the first part of each conversation. Then listen to the question. Circle the letter of the answer. Then listen to the last part of the conversation. It gives you the correct answer.

1. What is Mexico City like?  
**a.** a town    **b.** a city  
**c.** a very large city
2. Why isn't Lee going home for Christmas?  
**a.** because Seoul is far away    **b.** because the airfare is cheap  
**c.** because the airfare costs too much money
3. How will the man go to Central Avenue?  
**a.** He'll go by bus.    **b.** He'll walk.    **c.** He'll go by car.
4. Does the woman have the correct change?  
**a.** Yes, she does.    **b.** No, she doesn't have any change.  
**c.** No, she doesn't have any change.
5. What kind of apartment is Beth interested in?  
**a.** a one-bedroom apartment near Faber college  
**b.** a two-bedroom apartment near Faber College  
**c.** a two- or three-bedroom apartment near downtown



### Using the Bus

#### **exercise 2**

Answer these questions.

1. How do you get to school or work?
2. Do you ever take the bus?
3. Do you like to take the bus?  
Why or why not?





### exercise 3



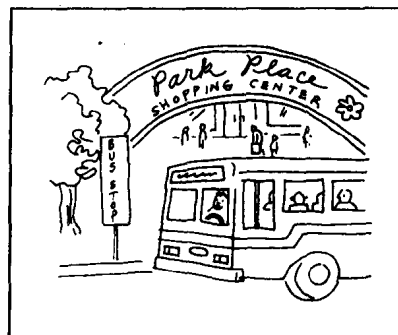
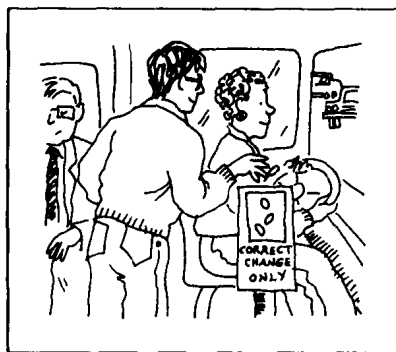
Listen to these words and expressions. Circle the words you don't know. Discuss them with your teacher.

1. exact change
2. near
3. to get off (the bus)
4. to catch (a bus)
5. the other side of the street
6. bus stop
7. sign

### exercise 4



Rob is taking the bus. Listen to his conversation and look at the pictures.



### exercise 5



Listen to the conversation again. Which picture shows the end of the conversation? Circle a or b.

a

b

