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积极英语听说教程

Listen In

第二版

学生用书

BOOK

2



(澳) David Nunan 著



外语教学与研究出版社

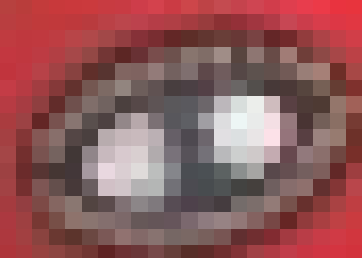
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

积极英语听说教程

Unit 1



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鲁 翾 注释

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(澳) David Nunan 著

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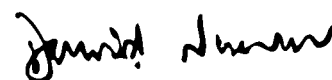
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Foreword 序

《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

陈琳

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)

1

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您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，希望您在学的过程中也能和我一样享受到其中的乐趣。

祝您好运!

Janet L. ...

Scope and Sequence 学习范围和顺序

Unit	Title / Topic	Goals	Sources	Pronunciation
Starter Page 10	<i>Listen for meaning.</i> 听懂意思。 Listening skills 听力技巧	Identifying types of listening Identifying ways to improve listening skills	Voice mail message Classroom lecture Store conversation Survey interviews	Intonation for clarification and apology
1 Page 14	<i>Can I ask you some questions?</i> 我能问你几个问题吗? At the airport 在机场	Understanding personal information questions Understanding airport announcements	Airport announcements Conversation on a plane Survey interview	Reduced forms of <i>can</i> in questions
2 Page 18	<i>He's handsome and intelligent.</i> 他既英俊又聪明。 Dating 约会	Understanding personal descriptions Identifying personal preferences	Casual conversations Dating agency interview Self-introductions	Word stress
3 Page 22	<i>That's the bride's mother.</i> 那是新娘的母亲。 Family events 家庭大事	Identifying people at an event Identifying family relationships	Casual conversations	Intonation for sarcasm
4 Page 26	<i>I'm pretty good at math.</i> 我对数学很在行。 School subjects 学习科目	Identifying school subjects Identifying abilities	Classroom lectures Conversation with counselor University automated telephone system	Intonation for OK
5 Page 30	<i>Where in the world is it?</i> 它究竟在哪里? Geography 地理	Identifying geographical information Understanding travel ads	Quiz show TV show preview Travel advertisement Casual conversations	Syllable stress
1-5 Page 34	Review 复习		Casual conversations Airport announcement Office conversation Travel advertisement	
6 Page 36	<i>It has a great view of the ocean.</i> 那儿能很好地欣赏大海的风景。 Housing 住房	Understanding descriptions of housing Identifying advantages and disadvantages	Conversation with an estate agent TV program	Vowel sounds
7 Page 40	<i>How about a genuine gold watch?</i> 来一块纯金表怎么样? Buying and selling 买卖	Identifying consumer goods Understanding sales pitches	Shopping conversations Casual conversation	Word stress
8 Page 44	<i>That's an unusual job.</i> 那是份不寻常的工作。 Job preferences 工作偏好	Identifying occupations Understanding job descriptions	Workplace conversations Classroom conversations	Intonation for requesting information and checking for understanding
9 Page 48	<i>Could you fax this for me?</i> 你能帮我发个传真吗? Office work 办公事务	Identifying requests Understanding excuses	Office conversation Telephone answering machine message	Sentence stress
10 Page 52	<i>We spent three days in New York.</i> 我们在纽约待了三天。 Tours 旅游	Identifying tourist information Understanding descriptions of places	Casual conversation Tour narration Conversation with travel agent	Contrast of tag question intonation for certainty and uncertainty
6-10 Page 56	Review 复习		Casual conversations Voice mail message Tour narration	

Unit	Title / Topic	Goals	Sources	Pronunciation
11 Page 58	<i>Let's get take-out.</i> 我们叫点外卖食品吧! Ordering food 订购食物	Understanding restaurant descriptions Identifying food orders	Radio advertisements Casual conversation Telephone conversation	Reduced forms of <i>get any</i> and <i>got any</i>
12 Page 62	<i>What do you do to relax?</i> 你怎样放松自己? Stress and relaxation 压力与放松	Identifying stress-related problems Identifying methods of relaxation	Casual conversation Telephone conversation	Rising and falling intonation in questions
13 Page 66	<i>This is the news.</i> 这就是新闻。 News 新闻	Understanding news reports Understanding sequence of events	Radio broadcast Office conversation	Pauses in speech to indicate relative clauses
14 Page 70	<i>I really admire her.</i> 我的确崇拜她。 Famous personalities 著名人物	Understanding interviews and surveys Identifying personal qualities	Casual conversations Interview	Contrast of stressed syllables in nouns and adjectives
15 Page 74	<i>Where does it hurt?</i> 你哪里疼? Health 健康	Identifying medical problems Understanding medical consultations	Conversation at medical clinic Medical consultations Radio broadcast	Contrast of intonation in open and closed questions
11-15 Page 78	Review 复习		Conversation with waiter Medical consultations Helicopter traffic report Radio advertisements	
16 Page 80	<i>You'll never believe this!</i> 简直难以置信! Amazing stories 奇闻趣事	Identifying main points of a story Recognizing surprising information	Casual conversations TV news report Media interview	Syllable stress to show surprise
17 Page 84	<i>We want someone who's reliable.</i> 我们需要一个可靠的人。 Interviews 面试	Identifying personal qualities Understanding interviews	Casual conversations Job interviews	Sentence stress in questions
18 Page 88	<i>Let's go to the movies.</i> 我们去看电影吧。 Movies 电影	Understanding survey questions Understanding movie descriptions	Casual conversations Radio broadcasts Survey interview	Word stress
19 Page 92	<i>Is he ready to quit?</i> 他准备退出吗? Advice 建议	Understanding problems Identifying advice and solutions	Radio conversations Casual conversation Telephone conversation	Rising intonation to show annoyance
20 Page 96	<i>Who did you see today?</i> 你今天见到谁了? Social networks 社会关系	Understanding social interactions Identifying a sequence of events	Casual conversations Office conversations Classroom lecture	Pronunciation of s in a sentence
16-20 Page 100	Review 复习		Casual conversations Office conversations Classroom lecture	

Page 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

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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?

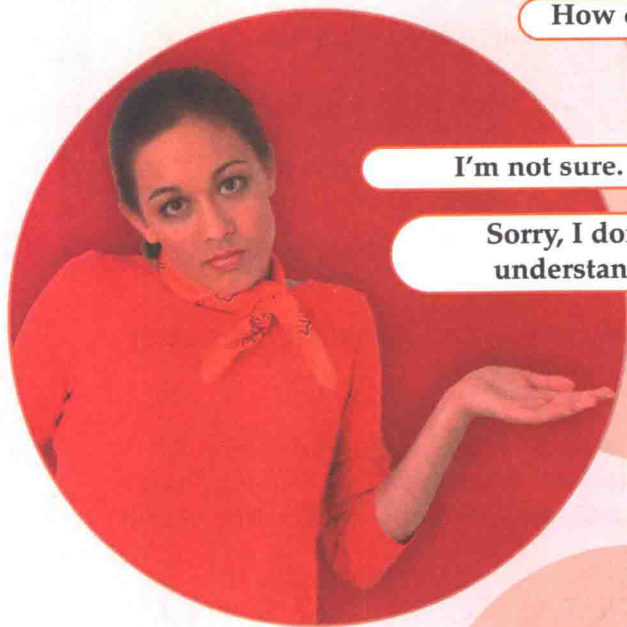
What does ... mean?

How do you spell ... ?



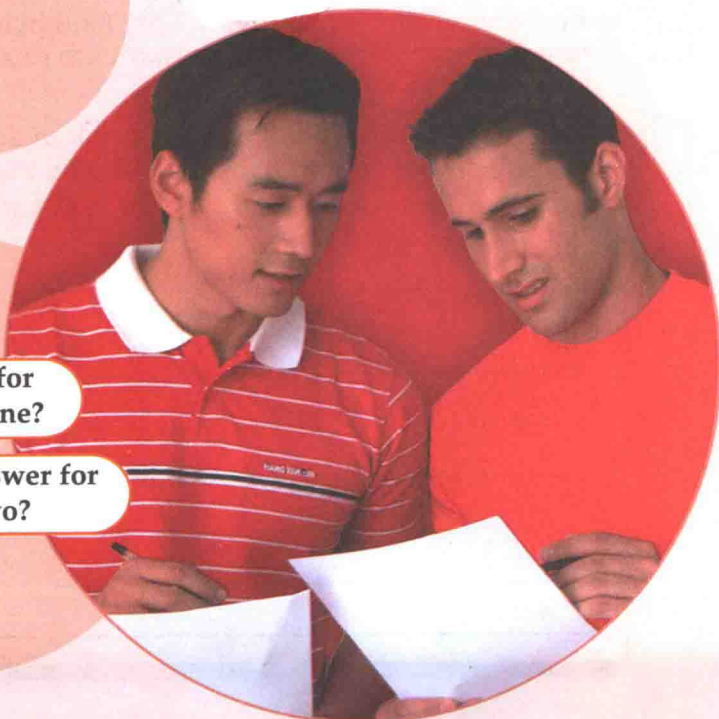
I'm not sure.

Sorry, I don't understand.



What did you get for question number one?

What's your answer for number two?



Starter UNIT

Listen for meaning.

听懂意思。

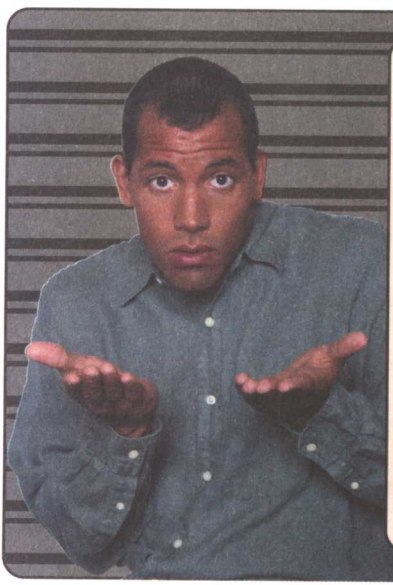


Goals

- Identifying types of listening
- Identifying ways to improve listening skills

1 Before you listen, it's a good idea to think about the **TYPE** of listening that you will do. Here are some of the types of listening you will do in this course.

A Which of the following do you think are the most difficult to understand in English? Which are less difficult? Rank them in order (1 = most difficult). Then share your opinions with a partner.



Types of listening

<input type="checkbox"/> Public announcements	<input type="checkbox"/> Formal conversations / interviews
<input type="checkbox"/> Radio and TV programs	<input type="checkbox"/> Medical consultations
<input type="checkbox"/> News reports	<input type="checkbox"/> Voice mail messages
<input type="checkbox"/> English-language movies	<input type="checkbox"/> Telephone conversations
<input type="checkbox"/> Academic lectures	<input type="checkbox"/> Conversations in stores
<input type="checkbox"/> Casual conversations	<input type="checkbox"/> Tour guide commentaries

B Look through the units in this book. Find places where you can practice the types of listening above. Write the page numbers next to each one.

C Brainstorm! Work with a partner. Think of some situations when you had difficulty understanding spoken English. What was the situation? What type of listening did it involve (e.g., a conversation, a TV or radio broadcast, an announcement)? Why was it difficult? Note details below.

2

Sometimes we listen for gist, or to get the main idea of what we are hearing.



A

You will hear four types of listening. Listen and number the pictures (1-4).



The woman is calling about travel plans / work.



The dress is too expensive / the wrong size.



This is a history lecture / an English lecture.



The man had a good day / a bad day.

B

Listen again for the main ideas. Circle the correct words under each picture.

3

Sometimes information is not stated directly but can be inferred.



A

Listen to three people talk about movies they have seen. What did each person think about the movie? Circle good (☺), OK (☹), or poor (☹) for each.

1. ☺ ☹ ☹ _____
2. ☺ ☹ ☹ _____
3. ☺ ☹ ☹ _____

B

Listen again and write the key words that helped you decide.

4

Some words can have different meanings depending on how they are spoken.



A

Listen to the examples.

Example 1 Sorry? (asking for clarification)

Example 2 Sorry. (apologizing)

Listen. Is each person asking for clarification (C) or apologizing (A)?

1. C A 2. C A 3. C A 4. C A 5. C A 6. C A

B

Listen again and check your answers.

C

Work with a partner. What other expressions can you use when you need to ask for clarification or repetition? Make a list. (Some examples are on page 9.)

Listen for meaning.

5

As well as listening for gist or for inference, we can also listen for specific information.



A Four students are talking about how they practice listening outside the classroom. Listen and number the people (1-4).



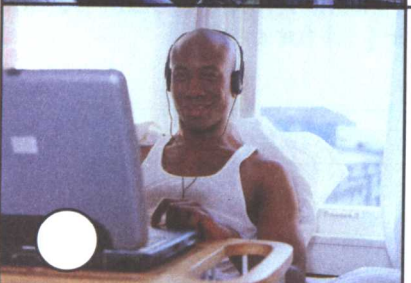
- _____ uses English listening sites on the Web
- _____ downloads English songs from the Web
- _____ records and listens to her own voice



- _____ listens to English language news reports
- _____ watches music TV in English
- _____ watches English language movies on TV



- _____ chats with English speakers
- _____ goes to an English-speaking club
- _____ travels to English-speaking countries



- _____ downloads English songs from the Web
- _____ practices English songs at home
- _____ uses English listening sites on the Web

B

What do the people do to improve their listening ability? Listen again and check (✓) two methods for each person.

Which method(s) do you think would work best for you? _____

6

In interactive types of listening, such as conversations, surveys, and interviews, people typically respond to what they hear.



Listen and circle the answers that are right for you.

- | | | |
|----------------------------------|---------------------------------------|----------------------|
| 1. Announcements and messages. | TV programs and movies. | Conversations. |
| 2. Understand TV and radio. | Talk with English speakers. | Understand lectures. |
| 3. To pass an exam or get a job. | To communicate with English speakers. | For fun. |



Your Turn!

Talking about reasons for studying English

- Why are you studying English?
- What's the main reason you're studying English?
I'm studying it so I can **get a job**.
So I can **talk with English speakers**.
I want to use English **when I travel abroad**.
- Are you studying English to **pass an exam**?
Yes, I need it to **pass a university entrance exam**.
No, I'm **just studying it for fun**.
- How do you think studying English will help you?
I'll be able to use my English skills to **get a job**.



Reasons for studying English

- ☐ Pass an exam
- ☐ Get a job using English
- ☐ Talk with English speakers
- ☐ Travel easily overseas
- ☐ Understand movies / TV
- ☐ Understand news reports
- ☐ Understand lectures
- ☐ Understand / Sing English songs
- ☐ Live in an English-speaking country
- ☐ _____
- ☐ _____

Try this . . . What are the main reasons you are studying English? Rank the reasons listed above in order (1 = most important reason). You can add other reasons to the list. Tell your partner and ask about his / her reasons.

In Focus: *Learning to listen*

People sometimes think that listening is not as important as speaking, reading, and writing. It is like a baby sister that no one pays attention to. This is because more attention has been paid to its three "elder sisters"—speaking, reading, and writing. For many people, being able to use a foreign language means being able to speak and write the language, or being able to read foreign-language books or newspapers. In recent years, however, more and more attention has been paid to the importance of listening. People who argue in favor of teaching listening say that learners cannot start using another language effectively until they have heard lots of authentic, comprehensible examples of the language. *Why is listening important to you? What listening skills do you want to develop during the course?*

When you're traveling, you need to be able to listen well so you can understand what people are saying to you.



I'm hoping to study overseas one day. I need to improve my listening skills so I'll be able to understand lectures in English.



I can understand OK when people speak slowly, but I need to be able to understand when they talk fast.



1 UNIT

Can I ask you some questions? 我能问你几个问题吗?

Goals

- Understanding personal information questions
- Understanding airport announcements

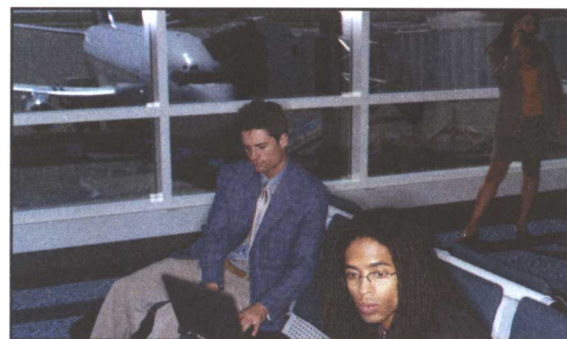
1

A What are these parts of an airport called? Use the words in the box to label the photos. Two are extra.

baggage claim area
check-in counter

immigration counter
security checkpoint

duty-free shop
departure lounge



B In which of the places above might you see or hear the following words? Write at least one word under each photo.

boarding pass
credit card

passport
gate

carry-on bag
carousel

boarding call
luggage

C **Brainstorm!** Work with a partner. Imagine you've arrived at a U.S. airport. What questions might you be asked at Immigration? Make a list.

2



A Listen and number the pictures (1-4).



B

Listen again. Circle the titles you hear.

Ms.

Dr.

Prof.

Mr.

Mrs.

3



A Listen and fill in the arrival card.

Arrival Card

Singapore Immigration Service

Welcome to Singapore

Arrival Card Number

000 0000 00 000

Family Name

First (Given) Name(s)

Sex ☐ Male ☐ Female

Passport Number

Flight No./Vessel Name/Vehicle No.

Last City/Port of Embarkation

Address in Singapore

Length of Stay

Days

Signature

Listen for it

There you go is used when a person hands something to someone. Other expressions with similar meaning are *there you are*, *here you are*, and *here you go*.

B

Listen again and check your answers.

4



A Imagine you are at Immigration in the United States. Listen and circle the best response.

1. Sure. There you go.

No, I'm sorry.

Yes, I had one issued recently.

2. Yes, I've been here before.

No, I haven't.

No, this is my second time.

3. In the United States.

For five days.

At the Downtown Hotel.

4. In the United States.

For five days.

At the Downtown Hotel.

5. Yes, I do. Here it is.

On the 16th.

Here's my passport.

6. My next stop is Montreal.

I'm not sure.

I'm attending a conference.

B

Listen again and practice.

Can I ask you some questions?