

壹佰分 实境英语听说 TOP-UP LISTENING

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Chris Cleary (英)
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史宝辉

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前言

《壹佰分实境英语听说》(Top-Up Listening)是由Chris Cleary、Bill Holden和Terry Cooney三位著名英语教学专家编写的一部新颖的、高水准的英语听说综合训练教材,旨在实境中提高英语的听说能力。

这套书分三册,总共44个单元,内容包括口语练习、听力练习和颇具特色的“听力诊所(Listening Clinic)”。教材紧扣现实生活,每单元围绕一个主题,使学生掌握与该主题相关的表达方式和词语,能够听懂并表达该主题的基本内容。每册均配有一张CD光盘,包括该册全部的听力内容,听力文字材料附在书后。

该教材的1—3册在难度上属于初级到中级水平,在题材上面向年轻人的生活,主要适用于已有一定英语基础的中学生和大学低年级学生。不过,由于该套教材在听说训练方面具有完整性和全面性,也适用于英语基础较好、需要专门提高英语听说能力的大学生和成年人。

下面我们来看看这套教材是怎样训练听说能力的:

一、教材的结构

本教材的每个单元由这样几个部分组成:

1. 口语热身活动。编写者根据各个单元的主题内容设计了多种多样的口语活动,让学生进行基本的口语训练。
2. 听力练习。每单元有若干个对话或短文作为听力材料,通过围绕这些听力材料所设计的练习,使学生了解人物之间的关系和某一特定场合的会话方法,经过反复的听和练,提高在会话中听懂英语的能力。
3. 听力诊所:这是本套教材最有特点的部分。为了充分发挥这一部分的作用,我们特别加注了详细的中文阐释。中国人学习英语,听力难点在于英语的语速,即我们常说的“速度太快听不懂”;英语口语的难点在于“不知道怎样才能说得流利”。这一部分告诉我们英语为什么会说得“快”,影响我们听力的原因是什么,以及怎样学会流利的英语口语。
4. 口语的再练习:在学习了听力材料之后,要提高自己的英语表达能力。在听力练习和听力诊所之

后，学生再来进行英语口语练习，可以发现自己口语表达方面的进步。

5. 课后练习：书后所附词汇表要求学生在课下整理各单元学过的生词和表达方法，学生不仅可以锻炼用英语解释英语的能力，还可以自己进行归纳和总结。

二、教材的理论基础和使用方法

1. 本套教材是按照交际法的理论基础并结合外语学习的认知过程进行设计和编写的。教材主要适用于课堂教学，重点是通过听力练习同时加强听力和口语两方面的能力训练。听力材料的录制尽量模仿实际语言的使用，对话的语速和长度是循序渐进的，在课堂中教师要注意运用模拟实际生活场景的方法进行口语练习。根据学生的不同情况，每个单元可在2—3学时内完成，整套教材可以在90—150学时内完成。
2. 教材鼓励学生主动地参与训练。每本教材都附有听力文本和听力录音的CD，要求学生反复听、反复练，在文本和录音之间进行对照，达到熟练的效果。录音和文本不再是老师的“特权”，而是使学生在课上和课下都能够反复学习。这样的设计也为无法上课的自学者提供了方便：只要带上书和光盘，随时随地都可以练习听力和口语。当然，要想达到最佳效果，最好有能够和他人进行直接交流的机会。
3. 教材中的语言模式以美国英语为主，但考虑到英语的国际性，在录音上采取了“国际化”的方法，一方面录音中出现了不同口音，以使能够听懂各种口音的英语，另一方面录音中美国口音的英语也不是特别“美语”的。

三、关于“听力诊所”

1. 提高英语听说能力的症结在哪儿？每个单元中的“听力诊所”部分为我们提供了详实的分析。我们在初学英语的时候，看到的是由单词组成的句子，每个单词之间都有一个空格，一旦听别人说英语的时候，空格消失了，甚至听到的和写出的也不一样了。其结果是：许多学生发现自己的阅

读能力比听力理解能力要强很多。原因何在呢？

原来，口语和书面语之间是有许多不同之处的。在说话时，人们不会一个词一个词清楚地说出来，许多词和音节弱读或省略了，“马虎了事”，很多词的分界点发生了变化，音节的位置和词尾的位置出现了差异，有时候还有一些书面语中没有的“辅助音”。此外，哪些词重读，哪些词弱读，什么时候用升调，什么时候用降调，怎样突出重点，这些都有一定之规。不掌握这些规律，我们的听力理解会就受影响，我们的口语就不能流畅。

2. 为了使教材的这一部分更好地发挥作用，我们加入了中文注释，使学习者能够更好地理解这部分内容的目的，更好地利用它来练习。在注释中，我们采用了目前多数教材和词典中通用的国际音标，以便读者能够比较容易地掌握。我们也考虑过使用美式注音，但由于多数读者不熟悉，徒增学习负担，就放弃了。这部分的练习答案基本上在中文注释中给出了，便于学生学习。注释中偶尔还提出了一些思考题，供学习者举一反三。
3. 应该说明的是：教材中的“听力诊所”部分，把听力和口语中的发音问题分解成若干个专题，每个单元重点讨论一个问题，并在三册中反复出现，这是教材“循序渐进”的特点所决定的。在实际对话中，这些专题中的现象往往会重叠出现，交织在一起，这在第二册和第三册中体现得更明显。

总之，我愿向大家郑重推荐这套教材，并希望通过这套教材迅速提高我国英语学习者的听说能力。

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2005年8月27日于亚运村寓所

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Unit 1

Nice to meet you!

见到您很高兴!

Let's Start!

Work with your partner. Look at the picture. What are the people saying? In each bubble in the picture write the letter of a phrase from the box.

- | | |
|--|-----------------------------------|
| a "My name's Noah Davis." | e "How do you do, Mr. Bell?" |
| b "How are you, Stan?" | f "How do you do, Ms. Wands?" |
| c "Mr. Bell, I'd like you to meet Ms. Wands." | g "Nice to see you again, Julie." |
| d "Nice to meet you, Mr. Davis. I'm Heather Thomas." | |



Now walk around the class. Greet five other students. Use the expressions in the box. Write down the names of the people you speak to.

■	■	■
■	■	

Compare your information with your partner. Did you talk to the same people?

Before You Listen

Work with your partner. Look at the expressions. Write *F* if it is formal. Write *I* if it is informal then answer the question.

- How do you do?
- Nice to meet you (too).
- My name's *Tom Smith*.
- I'm *Tom*.
- Nice to see you.
- How are you?

Which expressions do we use only when we meet someone for the first time?

Look at the pictures. Choose from the phrases. Write three phrases into the pictures.



Let's Listen!

CD Tracks: 1, 2, 3

Listen to three conversations. Circle the number to show how many people speak in each conversation.

Conversation 1	2	3	4
Conversation 2	2	3	4
Conversation 3	2	3	4

Check your answers with your partner.

Listen Again

CD Tracks: 1, 2, 3

Listen to the conversations again. Draw lines from the people on the left to the extra information about them on the right. One is done for you.

- | | |
|-------------------------------------|--------------------------------|
| Ed and Patrick ● | ● they are friends |
| Professor Stevens and Lisa Harris ● | ● they both know Leslie Walker |
| Andrew and Craig ● | ● they are old school friends |
| Craig and Pedro ● | ● she likes his books |
| Andrew and Juan ● | ● they are relatives |
| Pedro and Juan ● | ● they are friends |

Check your answers with your partner.

Listening Clinic One: Contractions

CD Track: 4



Words like *is*, *are*, *have* and *not* are often contracted.

Examples

She is a painter. → She's a painter.

We have met before. → We've met before.

I do not know. → I don't know.

Listen to the dialogue. Circle the places where the speakers use *contractions*.

A: Hello, My name is Susan Jeffers.

B: Yang. Jeff Yang. Please call me Jeff. Are you a student here?

A: No, I am visiting. I have a friend who is a teacher here, but I cannot find her.

B: What is her name?

A: Gabriella Rossini. Do you know her?

B: I am afraid I do not.

Check your answers with your partner. Now say the dialogue together.

缩略式

在英语口语中，连续的话语常常导致发音的变化和合并。在这几组例子中，动词be的几种形式和助动词have、do与主语或否定词not构成缩略形式。书面语中的she is [ʃi:z] 在连贯的口语中成为[ʃi:z] (she's), we have [wi:-hæv] 说成[wi:v](we've)。这里类似的还有do not → don't [dəʊnt] (不是[du:-nɒt]), name is → name's [neɪmz], I am → I'm [aɪm], who is → who's [hu:z], cannot → can't [kænt], what is → what's [wɒts] 等。

Practice!

Work with your partner. You are at Billy Burn's party. Student A: Look at Rolecard One.

Student B: Look at Rolecard Two. Use the information. Introduce yourself to your partner.

Ask questions.

Rolecard One

- Name: Alex Potter
- Job: Dentist
- From: San Francisco
- You know Billy because you went to school together

Rolecard Two

- Name: Jennifer Celaya
- Job: Hairdresser
- From: New York
- You know Billy because he is your customer

Now Listen Back

CD Tracks: 1, 2, 3



Listen to the conversations again. In which conversations do the speakers introduce themselves? In which conversations do they introduce other people? Circle the correct word.

- | | | |
|----------------|------------|--------------|
| Conversation 1 | Themselves | Other People |
| Conversation 2 | Themselves | Other People |
| Conversation 3 | Themselves | Other People |

Listening Clinic Two: Contractions

CD Track: 5



Work with your partner. Look at the sentences. Circle places where words may **contract**.

1. Hello. The name is Lee. Peter Lee. I am a designer.
2. Have you met Professor Campbell? He is a very interesting man. I will introduce you.
3. Grace Fan! We have met before, I think. In Singapore. You are a dancer, right?
4. I am sorry. Susan could not come today. She is not feeling very well. She says "hello".
5. So, Nick. I hear you are very interested in astronomy.
6. You do not know my sister Katie, do you?

Listen and check. Now say the sentences.

除了前面已列出的缩略形式外，这里还出现了 **he is** → **he's** [hi:z], **I will** → **I'll** [aɪl], **you are** → **you're** [jɔ:], **could not** → **couldn't** [kʊdnt]. 总结起来，缩略式有这样几种情况：1. 省音。如 **she is** [ʃi:z] → **she's** [ʃi:z], **we have** [wi:hæv] → **we've** [wi:v], **name is** [neɪm-ɪz] → **name's** [neɪmz], **I am** [aɪ-æm] → **I'm** [aɪm], **I will** [aɪ-wɪl] → **I'll** [aɪl], **could not** [kʊd-ɒt] → **couldn't** [kʊdnt], **cannot** [kæn-ɒt] → **can't** [kænt] 等。2. 变音。如 **you are** [ju:ɑ:] → **you're** [jɔ:]，这是因为元音 [u:] 的发音位置高，[ɑ:] 发音位置低，合并为中间位置的 [ɔ:]。3. 省音和变音结合。如 **do not** [du:ɒt] → **don't** [dɒnt]。

Try It Out!

Work on your own. You are at Elaine's party. Look at the rolecard. Fill it in with information. Use your imagination to make a "new" person.

Rolecard

Name:

Job:

From:

You know Elaine because:



Walk around the class. Introduce yourself to some of the other guests. Find out some information. You can finish your conversation by saying, "It was nice meeting you."

Now work with your partner. Talk about some of the people you met.

In Your Own Time

Turn to page 92 and complete the word list. Use your dictionary if you want to. Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on page 77.

Unit 2

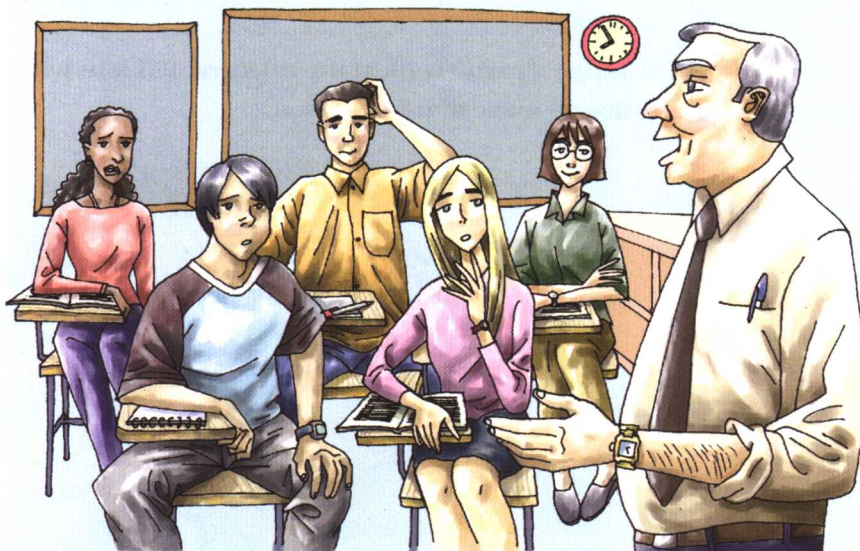
Could you say that again, please?

您能再说一遍吗?

Let's Start!

Work on your own. Look at the problems and situations students sometimes have in class. Circle the number to show how often you meet the problem or situation. 1 = not very often, 4 = very often.

you want to know the meaning of a word	1	2	3	4
you don't know how to spell a word	1	2	3	4
you want the teacher to repeat something	1	2	3	4
the teacher speaks too quickly	1	2	3	4
you can't read the board clearly	1	2	3	4
you need to leave the classroom	1	2	3	4
you don't know what to do	1	2	3	4



Compare your experiences with your partner.

Before You Listen

Work with your partner. Draw lines to match each problem/situation with a useful question/statement to say to your teacher. The first one is done for you.

Problem/Situation	Useful Question/Statement
the teacher speaks too quickly ●	● Could you say that again?
you don't know how to spell a word ●	● How do you say this?
you want the teacher to repeat ●	● Could I leave the room, please?
you want to know the meaning of a word ●	● Could you speak slower, please?
you can't read the board clearly ●	● I don't know what to do.
you need to leave the classroom ●	● How do you spell <i>repeat</i> ?
you don't know what to do ●	● I can't read what's on the board.
you want to know how to pronounce a word ●	● What does <i>clearly</i> mean?

Now think of two more questions that you sometimes need to ask your teacher. Write them here.

..... ?
 ?

Let's Listen!

CD Tracks: 6, 7, 8, 9



Listen to four conversations. Number the topics from 1 to 6 in the order you hear them. The first one is done for you.

Playing the tape again
Spelling a word	1
What <i>vowel</i> means
What <i>consonant</i> means
Giving an example
What <i>great</i> means

Listen Again

CD Tracks: 6, 7, 8, 9



Look at the beginnings of questions. Place a check (✓) to show which conversation(s) the beginnings are used in. (They may be used in more than one conversation.)

Beginning	1	2	3	4
How do you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What does?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Could you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What's a?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check your answers with your partner. How many questions do the students ask?

Listening Clinic One: Mixed Sounds

CD Track: 10



Sometimes when two consonant sounds come together, one at the end of one word and one at the beginning of the next, they mix and make a new sound.

Example Would you → Woujew

Listen to the dialogue. Circle where you hear *mixed sounds*.

A: Could you play that again, please?

B: Alright. Would you like to hear it all, or just the last bit?

A: Just the last bit is okay... (TAPE) Thank you.

B: No problem. Did you get it all?

A: Well no. They speak so fast! How do you keep up? Could you slow it down?

B: That'd be difficult 'cause it'd s-o-u-n-d l-i-k-e t-h-i-s.

Check your answers with your partner. Now say the dialogue together.



混音

辅音[d]和[j]连续出现时合并成[ɔ̃], 因而would you [wɔd-ju:] → [wɔɔ̃-ju:], could you [kɔd-ju:] → [kɔɔ̃-ju:], did you [dɪd-ju:] → [dɪɔ̃-ju:], 当do you [du:-ju:]连续时, 省去前一个元音, 成为[dju:], 读为[ɔ̃ju:]。

Practice!

Work with your partner. Student A: Turn to page 85. Student B: Turn to page 91.

Now Listen Back

CD Tracks: 6, 7, 8, 9



Listen to the conversations again. Complete the questions.

1. How do ?
2. What's a sound?
3. Could you give us ?
4. What does ?
5. play it again?

Check your answers with your partner.

Listening Clinic Two: Mixed Sounds

CD Track: 11



Work with your partner. Look at the sentences. Circle places where sounds may *mix*.

1. Is that your answer, Mei-Lun? Sorry, try again.
2. Candice. If I catch you cheating again, I'll take you to the Principal!
3. Would you like to tell me why you didn't do your homework, Susan?
4. Ashley, we can't hear you. Could you speak up?
5. What about you, Tyler? Do you know the answer?
6. What do you mean, you were too sleepy to study? Do you know how important this test is?

Listen and check. Now say the sentences.

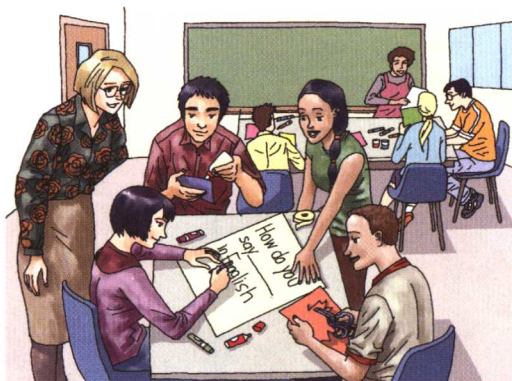
根据前页[d-j] → [ɟ]的规则，相应地在这些例子中就有这样的规则：that you [ðæt-ju:] → [ðætɟu:]，catch you [kætʃ-ju:] → [kætɟʃu:]，do you [du:-ju:] → [ɟʃu:]，about you [ə'baʊt-ju:] → [ə'baʊtɟu:]。显然，既然浊辅音[d]和[j]合并为浊塞擦音[ɟ]，那么清辅音[t]和[j]就合并为清塞擦音[tɟ]。

Try It Out!

Work in a group of three. Make a poster with six classroom questions and statements to ask and say to your teacher. Write clearly and neatly. Put your poster on the wall.

Walk around the class. Look at all the posters.

Which do you like best?



In Your Own Time

Turn to pages 92 and 93 and complete the word list. Use your dictionary if you want to. Use the CD at the back of your book and listen to the recordings in this unit again. The script for this unit is on page 78.

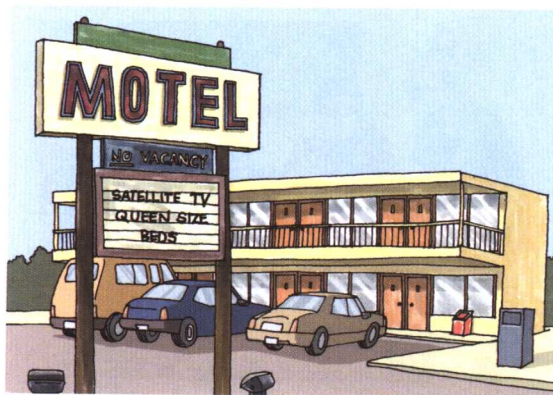
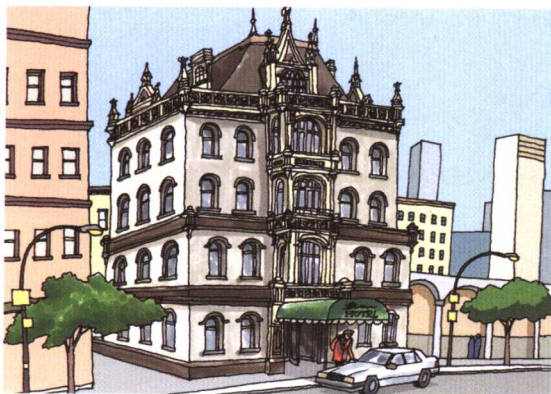
Unit 3

Do you have a reservation, Sir?

先生，您预订了吗？

Let's Start!

Work with your partner. Look at the pictures and discuss the questions.



Do you know what these buildings are?
Which do you think is the nicest to stay in?
Which do you think is the most expensive?
Have you ever stayed in a hotel like any of these? If yes, when and where?

