

壹佰分 实境英语听说 2 TOP-UP LISTENING

Bill Holden (美)
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壹佰分 实境英语听说 TOP-UP LISTENING

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史宝辉

2

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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, 旨在于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，我们的听力理解就会受影响，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为明显。

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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4 Where's the toy department? 在哪儿买玩具?	Showing New Information 强调新信息
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Unit 1

It's famous for soccer

以足球著称

Let's Start!

Work in a group of three. Ask and answer the questions.

What are some famous places in your country?

What are some famous places in your city?

What is your country famous for?

What is your city famous for?

Work with your partner. Look at the maps. Write the name of the country under the picture. Choose from the countries in the box.



■ Brazil

■ Japan

■ Indonesia

■ France

■ India

■ Italy

■ Egypt

■ Spain

■ Chile

■ the UK

■ the US

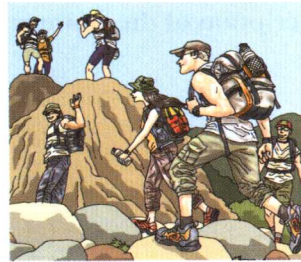
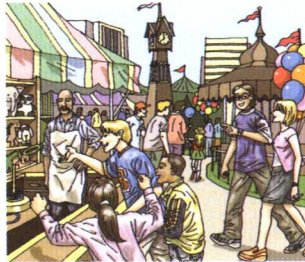
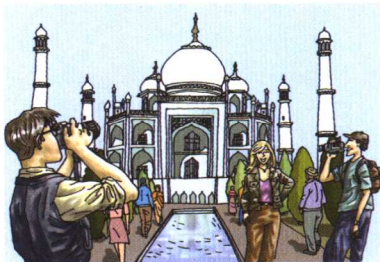
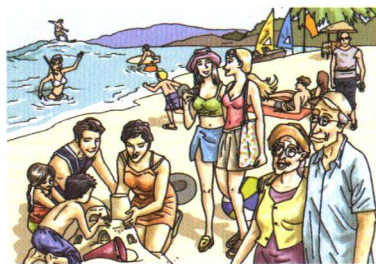
■ Sweden

Check your answers with your teacher.

Words

Work with your partner. Match the words to the pictures.

island
countryside
festival
parade
sightseeing
beaches
mountains



Before You Listen

Work in a group of three. Use the information below to make sentences about these countries. e.g. *France is famous for fashion.*

Brazil
France
Egypt
the UK
Japan
India

is good at (*making*)

is famous for

cars
fashion
movies
food
business
cameras
soccer
music
wines
beaches
coffee

Compare your sentences with other groups. Who has the most sentences?

Listen to someone describing six countries. Write the number of the description next to the country.

..... India Egypt the UK
..... Japan France Brazil

Check your answers with your partner.

Listen Again

CD Tracks: 1, 2, 3, 4, 5, 6

Listen to the descriptions again. Place a check (✓) if the topic is mentioned in the description of the country.

	Cars	Island	Music	History	Festivals	Food	Fashion
Description 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Description 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Description 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Description 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Description 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Description 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check your answers with your partner.

Which two countries would you most like to visit? Why?

Listening Clinic One: Weak Vowels

CD Track: 7

Sometimes vowels are pronounced more weakly than others.

Example Have you ever been to America? → Have you ~~ev~~ ever been to ~~America~~?

Listen to the dialogue. Draw a slash (/) through vowels that are pronounced *weakly*.

- A: I want to go to Thailand.
B: Really? Why?
A: They've got great beaches and spicy cooking and beautiful temples.
B: And things are not expensive, right?
A: Right.
B: And the night life's fantastic.
A: Yeah, I've heard.
B: Can I come, too?

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

元音弱读

在第一册中我们已经讨论过弱读的问题。那里我们谈到，弱读的词常常是处于“非强调”情况下的小词（如冠词、介词、连词等），弱读词中的元音缩减为[ə]。除了小词以外，常常以弱读形式出现的还有you ([jə])。此外，在多音节词中，弱读音节中的元音在发音上也常常为[ə]，如例句中的America [ə'merikə]。在这里的对话中，弱读的小词有to, and, are, the, can等，多音节词中典型的弱读音节有：Thailand, beaches, beautiful, expensive, fantastic等，这些音节中的元音都发[ə]音。

Practice!

Work with your partner. Follow the prompts and play the guessing game. Take turns to be Student A and Student B. Describe three countries each.

Student A:

Think of a country you know well and three things it is famous for.

Student B:

Listen to your partner. Ask questions. Try to guess the country.

Student A

Tell your partner what part of the world
(Africa, Asia, the Americas...) it's in

e.g. *It's in Europe.*

Answer B's question(s)

Student B

Ask what the country is famous for

Tell your partner your guess

Now Listen Back

CD Tracks: 1, 2, 3, 4, 5, 6



Listen to the descriptions again. Circle **Yes** or **No** to answer the first question. Write the answer to the second.

Does the speaker tell you anything about the people of the country? If Yes, what does he say?

Description 1	Yes	No
Description 2	Yes	No
Description 3	Yes	No
Description 4	Yes	No
Description 5	Yes	No
Description 6	Yes	No

Check your answers with your partner.

Listening Clinic Two: Weak Vowels

CD Track: 8



Work with your partner. Look at the sentences. Draw a slash (/) through any vowels which may be *spoken weakly*.

1. It's famous for beautiful beaches.
2. There's a huge festival every year.
3. Cafes are part of the popular culture.
4. There's an international film festival.
5. It's famous for international business.
6. It's between Mexico and Canada.

Listen and check. Now say the sentences.

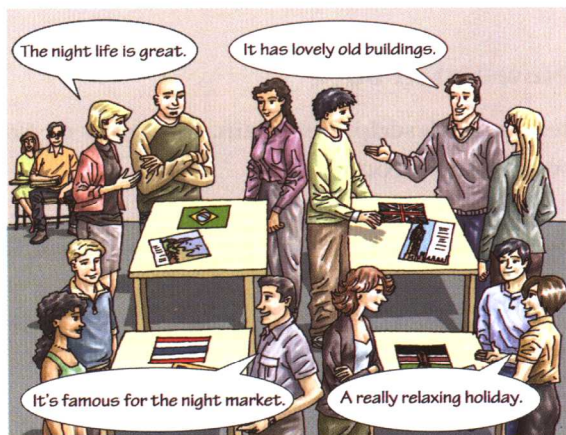
在这些句子中，弱读的小词有：for, a, are, of, the, an, and。多音节词中元音为[ə]的弱读音节有：famous, beautiful, beaches, festival, every, popular, culture, international, business, between, Mexico, Canada。

Try It Out!

Work in two groups, Group A and Group B.

Group A: You are planning a one-week overseas vacation. Write down two or three things you want to see, to do, to eat and to shop for on your holiday. Then ask a travel agent for advice about where to go, what to see, what to do, what to eat, what to shop for.

Group B: You are travel agents. Look at the information about the countries in this unit. Listen to your customer's ideas (students from Group A). Use the information in this unit to recommend a country for them to visit or recommend another country you know.



Find a partner from the other group and roleplay your conversation. Speak to three different students.

In Your Own Time

Turn to page 103 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 81.

Unit 2

How have you been?

您一向可好？

Let's Start!

Work with your partner. Ask and answer the questions.

- What are some common greetings in your language?
- Do you use different greetings in the morning, afternoon and evening?
- How many greetings do you know in English?

Work with your partner. Look at the greetings. Circle the language it comes from. The first one is done for you.

Greeting	Language	
Bonjourno	<u>Italian</u>	Spanish
Buenos dias	Italian	Spanish
Konnichiwa	Japanese	Korean
Ahn-young hah-say-oh	Japanese	Korean
Guten Tag	French	German
Comment ça va?	French	German

Check your answers with another pair.

Do you know any greetings from other languages?

Before You Listen

Work with your partner. Draw lines to match the things on the left you say when you meet people with the replies on the right. The first one is done for you. There may be more than one answer.

Greetings	Replies
What's up? ●	● Fine, thanks.
It's been a while, hasn't it? ●	● Not much.
How's it going? ●	● It sure has.
How have you been? ●	● Yeah, so what's new?
Sorry, I'm late. ●	● Nice to see you, too.
It was nice to see you. ●	● Ah, that's okay.
Long time no see. ●	● Fine, thanks, and yourself?

Which of these greetings can be formal? Which are usually casual?



Listen to four conversations. Check (✓) the boxes to complete the sentences.

Conversation 1

The speakers are... ☐ students. ☐ friends. ☐ business people.
 They are in... ☐ a classroom. ☐ a cafeteria. ☐ an office building.
 The number of people talking is... ☐ two. ☐ three. ☐ four.

Conversation 2

The speakers are... ☐ students. ☐ co-workers. ☐ business people.
 They are in... ☐ the street. ☐ a bar. ☐ an office building.
 The number of people talking is... ☐ two. ☐ three. ☐ four.

Conversation 3

The speakers are... ☐ friends. ☐ co-workers. ☐ relations.
 They are in... ☐ a bar. ☐ a cafeteria. ☐ a restaurant.
 The number of people talking is... ☐ two. ☐ three. ☐ four.

Conversation 4

The speakers are in... ☐ a bar. ☐ a cafeteria. ☐ the street.
 The number of people talking is... ☐ two. ☐ three. ☐ four.

Check your answers with your partner.

Listen Again



**Listen to the conversations again. Number the phrases in the order you hear them.
 The first one is done for you for each conversation.**

Conversation 1

..... *How's it going?* ¹ *What's up?* *What's new?*
 *Pretty good.* *Not bad.* *See you later.*

Conversation 2

..... *It's been a while, hasn't it?* *Glad to hear that.* *Sounds great.*
 *Good seeing you.* *How about yourself?* ¹ *How have you been?*

Conversation 3

..... *What's new?* *Long time no see.* *How have you been?*
 ¹ *How are you doing?* *Pretty good.* *I can't complain.*

Conversation 4

..... *All the best then.* *Fine, thanks.* ¹ *How are you?*
 *Nice to see you again.* *It's wonderful to see you.* *It's been a while, hasn't it?*

Check your answers with your partner.



When a word ends in a consonant and the next word starts with a vowel, the consonant jumps over and joins the vowel. This makes it easier to say.

Example She works in an old office. → She work si na nol doffice.

Listen to the dialogue. Circle places where sounds *join*. The first two are done for you.

A: Have you met anyone interesting this week?

B: I met a woman in the library.

A: Is she a student?

B: No, she works in a record store.

A: What's her name?

B: Kylie Reeves. She's from Australia.

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



连读

根据第一册中我们介绍的“最大节首原则”，在一个较长的语音丛中，辅音往往划分在音节的起首（节首）。这一规则应用于词与词之间音节的重组时，如在这里的例句中，works in an old office 在口语中就成了work si na nol doffice，显然与我们在书写中划分词的习惯相差甚远，给我们的听力理解造成困难，这一点在学习以空格划分词并有跨词连读的语中尤为明显，因此在学习英语时需要特别加以注意。

连读不但影响听力理解，也影响我们的英语表达。要想说好一口流利的英语，学会连读也是十分必要的。连读需要长时间的听和模仿，逐渐掌握。

Practice!

Work with your partner. Look at the three situations. Use the information and have three conversations. Use some of the phrases below to help you start your conversations.

Situation 1

Student A: You have been very busy with exams.

Student B: You have been very busy at your part-time job.

Situation 2

Student A: You saw a great movie last night.

Student B: You went to see your favorite band in concert last night.

Situation 3

Student A: A girl/boy you like asked you on a date this morning.

Student B: You had a fight with your girlfriend/boyfriend this morning.

■ What's up?

■ How have you been?

■ How are you doing?

■ What's new?

■ Hi, how are you doing?

■ It's been a while, hasn't it?

■ Long time no see.

■ Sorry, I'm late.



Listen to the conversations again. Circle your answer to the questions.

Conversation

1

2

3

4

- | | | | | |
|---|----------------------|----------------------|----------------------|----------------------|
| ■ Do all the people in the conversation meet often? | Yes No | Yes No | Yes No | Yes No |
| ■ Will they meet again soon? | Yes No
Don't know | Yes No
Don't know | Yes No
Don't know | Yes No
Don't know |
| ■ Is the conversation formal (F) or casual (C)? | F C | F C | F C | F C |

Check your answers with your partner.

Listening Clinic Two: Joined Sounds

CD Track: 14



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

- We're in a couple of classes together.
- She isn't here yet, is she?
- I've got an appointment with an old friend.
- I'd like you to meet an old friend of mine.
- Can I get you a drink?
- I'm here to meet a friend.

Listen and check. Now say the sentences.

