

大学英语听说教程

IN AND OUT

STUDENT'S BOOK

学生用书

1

外语教学与研究出版社

H31

IN AND OUT

大学英语听说教程

An English Listening and Speaking Course

STUDENT'S BOOK 1

第1册学生用书

Compiled by

Wu Yahuan Zhang

Ha Biliang

Foreign Language Teaching and Research Press

大学英语听说教程

Daxue Yingyu Tingshuo Jiaocheng

第1册学生用书

吴稚谏、张明丽、哈弼亮编

* * *

外语教学与研究出版社出版

(北京市西三环北路十九号)

北京第二新华印刷厂印刷

新华书店总店北京发行所发行

开本 787 × 1092 1/16 6.75 印张 124 千字

1987年9月第1版 1988年6月第2次印刷

印数: 31001 - 62000 册

* * *

ISBN 7-5600-0318-4/G · 173

定价 0.93 元

前 言

为了提高我国大学公共英语听说课的教学质量,改革教学方法,中国高校外语电教协会组织各地区会员单位对英语听力课教学进行了研究,磋商教学方法,交流教学经验,进行教学观摩,同时还组织交流视听软件和有关教学资料。因之,协会对我国大学英语听力课教学现状也比较了解。多年来,许多会员单位要求协会组织力量,编写一套既符合《大学英语教学大纲》的要求,又切合我国学生的实际水平,并能做到文字教材和录音教材相配合的大学英语听说教材。鉴于上述情况,1985年12月,协会邀请近十所院校长期从事公共英语听力课教学、具有丰富经验的教师研究讨论,并着手编写《大学英语听说教程》(IN AND OUT)。此教程力求体现听力课时少,短小精悍、内容生动、练习多样等特征。

《大学英语听说教程》按大纲分级教学原则分六册出版。每册十六课,并配有期中、期末两次试题,供一学期十八课时使用。每课配三十分钟教学录音带。一至四册为一、二年级四级基础教程。五、六册为高级教程,供高年级和研究生班教学用。各册分学生用书和教师用书出版。

《大学英语听说教程》编写以实现《大纲》规定各项要求为最终目标,但特别照顾广大非重点院校学生的可接受性。从三级教学阶段开始逐步增加适应听力标准化测试训练,以期完成六级教程后能完全适应 EPT 和 TOEFL 测试。

《大学英语听说教程》选材新颖,体裁广泛。训练方式避免听力课一听到底的偏向,课中穿插“作表”、“填图”、“搭配”等多样听力训练方式,每课配有填空的教学歌曲,起到寓教于娱的作用。

《大学英语听说教程》各册编写和审订分工如下:

第一、二册由北京钢铁学院吴雅涣、张明丽、哈弼亮副教授编写;北京外国语学院周献桃、屠蓓副教授审订。

第三册由东北工学院陆人人、曹菽华副教授编写;北京外国语学院刘承沛教授审订。

第四册由长沙铁道学院李石基副教授、北京钢铁学院张明丽、吴雅涣、哈弼亮副教授编写;北京外国语学院刘承沛教授审订。

第一、二、三、四册的第一部分:听力技巧训练由中国科学技术大学陈琨才教授编写。

第五、六册由浙江大学张青彦副教授和复旦大学徐通瑞等编写;华侨大学廖泰初教授、冶金部钢铁研究院研究生部刘庆衍副教授审订。

《大学英语听说教程》编篡工作在北京外国语学院教务长、中国高校外语电教协会协会会长陈振宜和秘书长李俊宣直接主持下进行,在其间得到北京外国语学院崔启瑶、东北工学院刘泽全副教授、甘肃农业大学游彦俊副教授、北京邮电学院外语系李淑贤副主任和华南工学院外语系彭文明副教授的热情支持,在此谨致谢意。

编者 一九八七年六月

CONTENTS

LESSON ONE	(1)
LESSON TWO	(7)
LESSON THREE	(12)
LESSON FOUR	(19)
LESSON FIVE	(25)
LESSON SIX	(31)
LESSON SEVEN	(37)
LESSON EIGHT	(42)
Mid-term Test Paper	(49)
LESSON NINE	(52)
LESSON TEN	(58)
LESSON ELEVEN	(64)
LESSON TWELVE	(70)
LESSON THIRTEEN	(76)
LESSON FOURTEEN	(82)
LESSON FIFTEEN	(88)
LESSON SIXTEEN	(94)
Final Test Paper	(101)

LESSON ONE

Section A: Listening Skills

Contrast Between Weak Forms of A and ARE

FOCUS	a (ə) are (ə)
VOCABULARY	1. old-fashioned 2. hotdog 3. suitable 4. steak 5. loaf = names 6. Tom 7. John 8. Mary

PART I

Directions:

Listen to the following pairs of sentences. The first sentence in each pair will be spoken with careful pronunciation. The second sentence will be spoken with relaxed pronunciation. Repeat the second sentence in each pair.

Careful (Slow) Pronunciation

1. He is a teacher.
2. These are the best.
3. Those are nice, too.
4. Wait a minute.
5. He lives near a school.
6. They are a bit old-fashioned.
7. Tom bought a chair.
8. What are you going to do?
9. It is in a box.
10. Tom and John are both teachers.

Relaxed (Fast) Pronunciation

1. He's a teacher.
2. These're the best.
3. Those're nice, too.
4. Wait a minute.
5. He lives near a school.
6. They're a bit old-fashioned.
7. Tom bought a chair.
8. What are you going to do?
9. It's in a box.
10. Tom and John are both teachers.

PART II

Directions:

You will hear 10 sentences with careful pronunciation. Repeat each sentence but use relaxed pronunciation.

Careful (Slow) Pronunciation

1. Do you need a desk?
2. He wants a hotdog.
3. These are more suitable.
4. Did he order a steak?
5. Do they stay in a hotel?
6. The days are short in winter.
7. You are wrong.
8. I would like a loaf of bread.
9. We are sorry.
10. Those students are over there.

Relaxed (Fast) Pronunciation

1. Do you need a desk?
2. He wants a hotdog.
3. These're more suitable.
4. Did he order a steak?
5. Do they stay in a hotel?
6. The days are short in winter.
7. You're wrong.
8. I would like a loaf of bread.
9. We're sorry.
10. Those students are over there.

Exercises:

Fill in the blanks as you listen to the tape.

1. Do you _____ key?
2. _____ two pictures on the wall.
3. Will you be there _____ moment?
4. _____ watching the TV programme.
5. He _____ window.
6. _____ late.
7. She _____ glass.
8. The newspapers _____ the table.
9. Give Bill _____.
10. _____ friends of mine.
11. I don't _____ piano.
12. _____ waiting for the bus?
13. _____ is on the desk.
14. He needed _____.
15. Tom and Mary _____ to school.

Your score: _____

Section B: Dialogues

Greetings and Introductions

VOCABULARY	1. greeting 2. introduction 3. formal 4. casual # names 5. Collins 6. Peters 7. Carson
------------	---

PART I

1. Listen. Don't speak.
 2. Listen and repeat.
 3. Listen and take the part of the second speaker.
-

A: Good morning, Mrs. Collins.
B: Good morning, Mr. Louis.
A: How are you today?
B: I'm very well, thank you. And you?
A: I'm quite fine, thanks.
B: Good-bye.
A: Good-bye.

PART II

1. Listen. Don't speak.
 2. Listen and repeat.
 3. Listen and fill the blanks.
-

A: _____ Mary.
B: Hi, Tom. I haven't seen you for a while. How are you _____?
A: Oh, about the same as usual. And how is your work _____?
B: Pretty well, _____.
A: That's good. I'm _____ to hear it.
B: Well, I'm afraid I should be going. See you _____.

A: Bye.

PART III

1. Listen. Don't speak.
2. Listen and repeat.
3. Listen and fill the blanks.

A: Good afternoon, _____ .Peters.

B: Good afternoon, _____ .Carson.

A: It looks like it might rain today, _____ it?

B: It sure does. How have you been _____ ?

A: Fine, thanks. How is your _____ ?

B: They're all _____ except for my son, Bill. He's had a _____ for about a week now.

A: I hope he'll be better _____ .

Your score: _____

Exercises:

I. Learn the dialogues by heart and try to react in pairs.

II. Which of the greetings are formal? And which one is casual?

Your score: _____

Section C: Statements

VOCABULARY	1. thirsty 2. delicious # name 3. Kate
------------	---

Directions:

The teacher will read ten sentences with one adjective in each. Write the letter of the adjective into the brackets. (Four of these adjectives are not used.)

(a) tired

(b) hungry

(c) thirsty

(d) busy

- (e) modern
- (f) excellent
- (g) useful
- (h) delicious
- (i) good

- (j) bad
- (k) special
- (l) large
- (m) small
- (n) expensive

- 1. ()
- 2. ()
- 3. ()
- 4. ()
- 5. ()

- 6. ()
- 7. ()
- 8. ()
- 9. ()
- 10. ()

Your score: _____

Section D: Passage

English for International Communication

VOCABULARY	<ul style="list-style-type: none"> 1. communication 2. specialist 3. false # Country 4. Italy
------------	--

Directions:

The teacher will read the passage three times. For the first time listen carefully. And then you will be given a minute to read the following exercises. After the second time, do Exercise I. Then listen for the third time and do EXX. II and III.

Exercises:

I. Are the following statements true or false?

- 1. The person from Japan is a doctor. ()
- 2. The meeting is in Europe. ()
- 3. English is the first language of nearly 600 million people. ()
- 4. English is useful for international communication. ()
- 5. Many papers in special fields are in English. ()

6. All specialists learn English. ()

II. Fill in the blanks.

1. Why is English _____ international _____ ?

2. Specialists _____ countries can use _____ English for _____

3. English is _____ a _____ .

III. Answer the questions briefly.

1. What is your first language? Can you speak a second language?

2. What language do you usually speak with foreigners?

3. How many people in the world can speak English?

4. Why is English an international language?

Your score: _____

Song

Hello

Hello

How do you do?

My name is Tom

What / / you?

Hello

How do you do?

/ / to meet you.

LESSON TWO

Section A: Listening Skills

Contrast Between Weak Forms of AN and AND

FOCUS	an {n}{ə n} and {n}{ə n}{nd}
VOCABULARY	1. pepper 2. immediate 3. ancient 4. fork 5. decision 6. postman

PART I

Directions:

Listen to the following pairs of sentences. The first sentence in each pair will be spoken with careful pronunciation. The second sentence will be spoken with relaxed pronunciation. Repeat the second sentence in each pair.

Careful (Slow) Pronunciation

1. I need an egg.
2. Please pass me the salt and pepper.
3. I'll be there in half an hour.
4. I'll come and see you tomorrow.
5. I need an immediate answer.
6. Sit down and fill out this form.
7. She's been waiting there for an hour.
8. Why don't you come up and see me sometime?
9. Do you need a stamp and an envelope?
10. There is a radio and a television in the living room.

Relaxed (Fast) Pronunciation

1. I need an egg.
2. Please pass me the salt and pepper.
3. I'll be there in half an hour.
4. I'll come and see you tomorrow.
5. I need an immediate answer.
6. Sit down and fill out this form.
7. She's been waiting there for an hour.
8. Why don't you come up and see me sometime?
9. Do you need a stamp and an envelope?
10. There's a radio and a television in the living room.

PART II

Directions:

You will hear 10 sentences with careful pronunciation. Repeat each sentence but use relaxed pronunciation.

Careful (Slow) Pronunciation

1. It's an ancient city.
2. I need a knife and fork.
3. It's not an easy decision to make.
4. He is an American citizen.
5. The students and the teacher are taking a break.
6. I need an extra hour or so.
7. There comes an old man.
8. The postman left a letter and a package for you.
9. Have you seen John and Mary?
10. We have English classes on Monday and Wednesday.

Relaxed (Fast) Pronunciation

1. It's an ancient city.
2. I need a knife and fork.
3. It's not an easy decision to make.
4. He's an American citizen.
5. The students and the teacher are taking a break.
6. I need an extra hour or so.
7. There comes an old man.
8. The postman left a letter and a package for you.
9. Have you seen John and Mary?
10. We've English classes on Monday and Wednesday.

Exercises:

Fill in the blanks as you listen to the tape.

1. Give me _____.
2. I must _____.
3. I've _____.
4. We _____ on Monday morning.
5. I need _____.

Your score: _____

Section B: Dialogues

Parking

VOCABULARY	1. case 2. drop
------------	--------------------

PART I

1. Listen. Don't speak.
 2. Listen and repeat.
 3. Listen and take the part of the second speaker.
-

A. Well, I guess I should be going now. I have a meeting to go to. Nice to have seen you.
B. I'm glad to have seen you too. Come by again when you have time.
A. Thanks, I will. Good-bye.
B. Bye.

PART II

1. Listen, Don't speak.
 2. Listen and repeat.
 3. Listen and fill in the blanks.
-

A: I'm _____ I must be _____ now.
B: Really? But it's _____ early.
A: Yes, but I need to _____ to the store before it _____.
B: Well, in that case I _____ keep you.
A: Good-bye, and thanks for a _____ afternoon.
B: I'm so glad you _____ come. Drop by _____ you have time.
A: Thanks. I _____.

Your score: _____

Exercises:

- I. Learn the two dialogues by heart and try to react in pairs.
- II. Complete the following dialogue in pairs, using the patterns you learn from the dialogues.
A: Well, I'd better be _____ now.
B: Why? It's still _____.
A: Sorry, _____ is a meeting at seven.
B: Well, thank you for _____. I hope we'll be _____ to get together again _____ long.
A: So do I. _____, good-bye.

Your score: _____

Section C: Statements

VOCABULARY	1. usage 2. useless 3. leg 4. cart
------------	---

Directions:

This drill is for practice in recognizing sounds. You will hear 10 sentences. For each sentence there are two answers. Tick the correct word which appears in the sentence you have just heard.

- | | | | |
|--------------|-----------|----------------|-----------|
| 1. a. own | b. known | 6. a. carts | b. cars |
| 2. a. master | b. mark | 7. a. tree | b. street |
| 3. a. walk | b. work | 8. a. churches | b. chests |
| 4. a. trick | b. trip | 9. a. high | b. height |
| 5. a. past | b. passed | 10. a. meet | b. need |

Section D: Passage

A Bad Student

VOCABULARY	1. according 2. monthly
------------	----------------------------

Directions:

The teacher will read the passage three times. For the first time listen carefully. And then you will be given a minute to read the following exercises. After the second time, do Exercise I. Then listen for the third time and do EXX. II and III.

Exercises:

I. Tick "Yes" or "No" for each of the following sentences.

1. Did Peter's father ask after Peter's health? ()
2. Did Peter often get good marks? ()
3. Did the teacher place his students in seats according to their marks? ()
4. Was Peter getting along much better in school later? ()
5. Did one of his classmates leave the class? ()

II. Fill in the blanks based on what you hear.

1. _____ do you have in the class?

2. Peter _____ the _____ of his monthly examinations.

3. Your marks do not _____ to _____.

4. Then you are _____.

5. His family _____ to another _____.

III. Answer the following questions.

1. How many students were there in Peter's class at first?

2. Why were there twenty students left then?

3. What seat did Peter have at first?

4. And what seat did Peter have then?

5. Where did one of the students go?

Your score: _____

Song

Alphabet Song

VOCABULARY	1. melody 2. alphabet # name 3. mozart
------------	---

Introduction

Use this melody from Mozart to remember the letters in the English alphabet.

A - B - C - D - E - F - G - H - I - J - K - L - M -
N - O - P - Q - R - S - T - U - V - W - X - Y - Z.

These are the / / from A to Z.

Now they are / / me.

LESSON THREE

Section A: Listening Skills

Weak Forms of YOU, ME and US

FOCUS	you (jə)(ju) me (mi) us (ə s)(s)
VOCABULARY	1. passport 2. favour 3. weekend

PART I

Directions:

Listen to the following pairs of sentences. The first sentence in each pair will be spoken with careful pronunciation. The second sentence will be spoken with relaxed pronunciation. Repeat the second sentence in each pair.

Careful (Slow) Pronunciation

1. Do you speak French?
2. Is that all you need?
3. I am afraid you have the wrong number.
4. Can you tell me what time it is?
5. Do you think it is going to rain today?
6. Did you get there in time?

Relaxed (Fast) Pronunciation

1. Do you speak French?
2. Is that all you need?
3. I'm afraid you have the wrong number.
4. Can you tell me what time it is?
5. Do you think it is going to rain today?
6. Did you get there in time?

PART II

Directions:

You will hear 6 sentences with careful pronunciation. Repeat each sentence but use relaxed pronunciation.

Careful (Slow) Pronunciation

1. Tell me what they said.
2. Drop me a line when you get there.

Relaxed (Fast) Pronunciation

1. Tell me what they said.
2. Drop me a line when you get there.