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# College Core English

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\* Listening and Speaking \*

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大学核心英语

## 听说教程

第一册 教师参考书

杨惠中 张彦斌 主编

Geoffrey Thompson 编写  
Susan Thompson



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## THE TEACHER'S NOTES

In the Teacher's Notes, the following layout and conventions have been adopted.

1. The Tapescript (all material recorded on the tapes) is printed across the full width of the page. Notes to the teacher are printed towards the righthand side of the page.
2. The Notes to the teacher generally follow the part of the Tapescript to which they refer.
3. The Notes to the teacher contain some or all of the following information:
  - a. advice on how to conduct the exercise;
  - b. any vocabulary which may need to be taught or checked before the exercise is done;
  - c. the correct or suggested answers;
  - d. extra questions not in the Ss' (Students') book, where they are useful;
  - e. general information on the language point being taught;
  - f. any extra information on language or background which the teacher may want to pass on to the Ss.
4. In the Comprehension texts, the slashes (/ /) show where the breaks are made when the text is played in sections (usually the second listening). Underlined sentences in the text are spoken separately at some point, for intensive listening.
5. Vocabulary and "difficult" sentences in the Comprehension

section are not usually explained. This is because all vocabulary (with indicated exceptions) is taken from the Reading textbook; and we have tried not to use complicated or highly idiomatic language except at points where the Ss do not need to achieve 100% comprehension. The Listening teacher should be familiar with the Reading textbook, in order to know what vocabulary has been taught recently.

## Introduction

### How to use this book

The book has been designed so that, as far as possible, each unit should cover one teaching hour. The units are divided into three sections: Discrimination, Comprehension, and Conversation.

**A. Discrimination** This section trains the students to understand the phonology of English. At the beginning, the students are given training in discriminating the sounds of English; they then move on to look at the question of stress and how it affects the recognition of words, the pronunciation of individual words in sentences (especially unstressed words) and the meaning of sentences; and finally they are trained to be sensitive to the crucial role of intonation in English speech. In the final part of 2, they start a systematic training in the methods of guessing the meaning of unknown words.

The Discrimination section consists of exercises, mostly at sentence level, which focus on the specific language skill being trained. This means, in particular, that we have tried to use only vocabulary that is familiar to the students—indeed, when the students are dealing with stress and intonation, the sentences spoken on the tape are sometimes printed in the Students' Book, in order to avoid distracting the students from the linguistic task that they are being asked to do.

As far as the teacher is concerned, the Discrimination section

calls for a minimum of simple explanation of the phonological feature being trained (a brief guide is given in the Teacher's Notes); explaining the form of the exercises where necessary (some will be unfamiliar to the students at first); and then checking the answers after the students have listened to each exercise.

**B. Comprehension** In this section, the students are given training in understanding continuous spoken English. The listening material includes conversations, interviews, discussions and lectures, all ranging from about two minutes in length at the beginning of the course to just over 3 minutes by the end of Book 2. The speaking speed is deliberately slower and more careful than normal, ranging from about 90 words per minute at the beginning (the slowest speed at which anything like normal intonation patterns can be maintained) to about 110 w.p.m. by the end of Book 2. Normal weak and reduced forms are used as soon as the students are able to handle them, since these are an essential feature of natural English speech, and it is a serious hindrance to the development of students' listening ability if they are only exposed to artificially overenunciated speech.

There are some variations in the way the Comprehension material is dealt with, but normally there are four stages:

1. *Preparation* This may take the form of a brief discussion related to the subject of the listening material, or of guidance on some important language points, or of listening to a brief introduction to the material, etc. The aim is to start the students thinking about what they are going to hear: in other words, to train one of the most important listening skills, prediction.

2. *First listening* The students hear the complete listening

text straight through. They have some questions to answer, normally aimed at checking their global understanding: listening to understand the general subject, deciding how many main topics are discussed, who is talking to whom, etc. On this first listening, they are not expected to understand details either of language or of content. One important feature, not only on this listening, but at each stage of listening, is that the students are told *before they listen* what they should listen for. In this way, their listening is focussed, and they do not waste time trying to understand and remember irrelevant details. Another important feature is that, unless otherwise stated, *there is no new vocabulary* in the listening texts. All the vocabulary used comes from the list of words, specified in the College English Syllabus, which have been taught at secondary school, or from the new words taught in the earlier units of the *Core English Reading and Writing*. Wherever possible, the subject matter of the listening texts has been related in some way to that of the earlier reading texts; this not only helps the students' general understanding, but also makes it possible to recycle vocabulary and thus reinforce it in the students' memory. In some cases, the teacher may find it necessary to remind the students of some of the key words used in the listening text; but normally only those words which are specifically mentioned in the Students' Book or the Teacher's Notes should be taught.

3. *Second listening* The students now hear the text again in sections. Each section is recorded on the tape—this avoids the problem of the teacher having to reel back to find the beginning of a section, a process which often wastes a great deal of time in the



listening classroom. Before listening to each section, the students check through the questions or task relating to that section. The tasks set at this stage of the listening are various; but one that should perhaps be mentioned is that of intensive listening. This is done on a short section of the text, and there is usually a specific language point that is being focussed on (often the same point that has been dealt with in the Discrimination section). The teacher may want to spend more time on intensive listening; if so, we strongly advise that this should be done *after* all the listening exercises set out in the book have been covered.

4. *Third listening* — The students finally hear the whole text through again (the text is recorded again for this complete listening). At this stage, they have several questions of detail to listen for; but the main purpose is for them to use the information they have been collecting in the previous listenings in order to understand the whole text. They may still not understand every word, but this is not the aim of the Comprehension section. It is intended that, with the guidance given by the exercises, and with no need for extra explanations of language points, the majority of the students in a class should understand all the important content of the listening text.

To summarize the teacher's role, then:

— the teacher works through the preparation questions with the students, allowing time for brief pairwork or discussion as indicated;

— the teacher reads over the questions or task for each listening;

— then the teacher plays the tape, pausing after each section

to check and, if necessary, discuss the answers;

— the questions for the next section are read, and the next part of the tape played.

Notice that the teacher does not need to reel back the tape at any time, unless there is a specific point which they feel needs closer attention.

**C. Conversation** The purpose of this section is to introduce the students to some of the basic functions of conversation in English, and to give them practice in using these functions. There are two areas which the students will probably be unfamiliar with, and which it may take them a little time to adjust to. The first is the idea of different levels of formality in language. This is a relatively simple idea in essence, and we have tried not to complicate it in our presentation; so this problem should not be a major one. A more difficult point is the question of pairwork. Since the students are practising conversation, they have to talk to someone, which in the classroom situation means their partner. We have found Chinese students to be a little reluctant at first to try this, but with persistence on the part of the teacher this reluctance can be quickly overcome, and indeed the students soon begin to find pairwork both enjoyable and obviously useful. To reach this point, the teacher needs to do the following things:

— to explain the purpose of pairwork carefully at the start of the course;

— to set up each particular pairwork activity clearly;

— to go round the class checking that everyone is in fact doing the exercise as instructed and giving rapid help to individual pairs

as necessary;

— to draw the activity together at the end, for example by asking one pair to perform their conversation or to summarize what they have been talking about;

— and generally to convey to the students the sense that the teacher himself feels that they will benefit from pairwork.

## A note on theory

Without wishing to enter into a full discussion of methodological theories, we feel that it will be useful to set out the principles on which we have designed these listening materials.

1. This book teaches the skills needed for listening to spoken English. It does not aim to teach new language on the basis of reading texts which are disguised as listening texts by being read aloud.

2. The Discrimination section trains students to understand the phonological distinctions of English. By doing this chiefly in a separate section, it is possible to use the Comprehension section to train the students in higher-level listening skills. This is why intensive sentence-by-sentence listening to the Comprehension texts is actively discouraged by the way the exercise material is organised.

3. In the Comprehension section, we follow the natural progression from global understanding to understanding of detail, whether of content or of language. We deliberately avoid encouraging students to believe that they can only understand spoken English if they understand every word. The final listening is designed to increase the students' confidence in their own ability to understand spoken

English. We firmly believe that success is the best motivation.

4. We have, as far as possible, avoided introducing new language in the listening texts because, in our experience, Chinese students find the activity of listening to spoken English difficult in itself at an early stage. If the problem of dealing with unknown language is added, then the task of listening becomes discouragingly complicated. By using only familiar language, we can help the students to concentrate on the listening skills. Once those have been extensively trained, the students will be confident enough to tackle less controlled listening material.

5. Although we have not used authentic listening materials, we have done our best to make the texts sound authentic. Often, texts written to be read silently on the page carry a dense load of information; and they are therefore unnecessarily difficult to understand when heard. We have used, albeit in a stylized form, the typical redundancies, repetitions and discourse markers of spoken English.

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## UNIT ONE

### A. DISCRIMINATION: Vowels 1

The sounds practised are the monophthongs of British English: /æ/ /ɑ:/ /i/ /i:/ /ʌ/ /ə:/ /ɔ/ /ɔ:/ /u/ /u:/ /e/ /ə/. Particular attention is paid to minimal pairs (e.g. sit, seat) giving difficulty.

Vocab: *vowel*

#### Listening 1

bad	but	put
hard	hurt	move
big	lot	let
heat	force	about

The Ss should listen and repeat quietly after the speaker on the tape.

#### Exercise 1

- a. heart
- b. bed
- c. feet
- d. full
- e. had
- f. sit

Vocab: *underline, pair*

Check the Ss' answers; if there are any problems, let the Ss repeat the minimal pair after you, in chorus and individually.

### Exercise 2

- a. She's lost her *cup*.
- b. I like the *men*.
- c. They'd *left* the heavy bags.
- d. It isn't *far*.
- e. Where's the *bus*?
- f. She *had* my pen.

Vocab: *tick*

Check the Ss' answers; if there are any problems, let the Ss repeat the minimal pair after you.

### Exercise 3

- a. Could I have the *bill*, please?
- b. I'd like *this*, please.
- c. Tom *beat* his little sister.
- d. Where are *your* children?
- e. That's an interesting *sport*.

Play the tape *once* only, as the Ss will hear the sentences again in context. Check the Ss' answers, but don't discuss the correct answers. Introduce the idea of "context listening" and tell the Ss they can often guess the correct word from its context. Then go on immediately to the second part of the exercise.

- a. A: Waiter!  
B: Yes, sir.  
A: The meal was very good.  
B: Have you finished your meal, sir?  
A: Yes. Could I have the bill, please?  
B: Certainly, sir.
- b. A: I'd like to buy an English dictionary, please.  
B: Yes. We have two kinds.  
A: Mm. I'd like this, please.  
B: Yes, madam.
- c. A: Did you see the children playing tennis?  
B: Yes. Tom beat his little sister, didn't he?  
A: No. She beat him.
- d. A: Hello, Anne. Where've you been?  
B: I've just taken my little boy to school. Where are *your* children?  
A: Oh, they've both gone to the library.
- e. A: What do you like doing in your spare time?  
B: Well, I like reading and playing tennis.  
A: Tennis? Oh, that's an interesting sport.

Stop the tape after each conversation and check the Ss' answers again. If they still have problems, play the conversation again (but the conversations are only recorded once, so you will have to reel back. You can ask additional comprehension check questions if the Ss can understand the



conversations easily. Extra questions:

- a. Where does this conversation take place?  
(in a restaurant)
- b. What does the woman want to buy? (a dictionary)
- c. What game were they playing? (tennis)
- d. Where is Anne's son? (at school)
- e. What two things does the man like doing?  
(reading and playing tennis)

## **B. COMPREHENSION: This Course: How It Will Help You**

Read the introduction to the Ss. Give them time to think about questions a. and b. They can work out the answers individually or in pairs. After one or two minutes ask the Ss to give possible answers for a. Four or five are enough.

- a. to read scientific books  
to speak to foreign visitors  
to listen to lectures in English etc.
- b. 15 units; 3 parts in each unit.

### **Comprehension 1**

How can this course help you? Well, first of all we must answer the question: why is English important for you? // Today, English is an important language for scientists. Scientists from many countries use English when they write books and articles, and when they