
College Core English

* Listening and Speaking *

大学核心英语

听说教程

第二册 教师参考书

杨惠中 张彦斌 主编

Geoffrey Thompson
Susan Thompson 编写



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UNIT ONE

A. DISCRIMINATION: Review

This section reviews the main topics dealt with in the Discrimination sections of Book One: sounds, stress and weak or contracted forms.

Exercise 1

- | | |
|----------|-----------|
| a. sit | f. tie |
| b. pool | g. do now |
| c. short | h. rate |
| d. bid | i. low |
| e. lend | j. here |

The exercise checks minimal pairs of vowels. As usual, check the Ss' answers after they have listened to the exercise.

Exercise 2

- | | |
|------------|------------|
| a. thought | e. stop |
| b. night | f. rob |
| c. mine | g. watched |
| d. begged | h. rate |

The exercise deals with consonants—initial, final and in clusters.

Exercise 3

- a. I like Jim.

- b. Mary *did* tell me the truth.
- c. It's not a *new* car.
- d. She hasn't got *two* children.

The italicized words are the ones which are given special stress. If the Ss have any trouble, ask them to pick out the stressed word first, and then decide on the correct following sentence.

Correct answers:

- a. But Jane doesn't *like* him.
- b. You're wrong to say she didn't.
- c. It's an old one.
- d. She's got three children.

Exercise 4

- a. He's *at* school today.
- b. I'm *from* London.
- c. I like apples *and* oranges.
- d. She's older *than* me.
- e. Tell *her* to come here.
- f. *Shall* I open the window?
- g. I *can't* swim.
- h. *We've* never been there.
- i. *The* doctor came today.
- j. I saw *a* man in our garden.

The exercise checks weak and contracted forms. It may be best to give the Ss a few moments to read the sentences quickly before they hear the tape.

Exercise 5

- a. He's a footballer.
- b. Did you see his car?
- c. They're very nice.
- d. Her son's a teacher.
- e. The girls are playing.

It may be necessary to stop the tape between each sentence to give the Ss time to write.

B. COMPREHENSION: Joseph Lister

Before listening, check the meaning of the two words given in the Ss' book:

antiseptic carbolic

The meanings can be given in Chinese.

Comprehension 1

I'd like to talk to you today about one of the most important developments in medical care, and about its British pioneer, Joseph Lister. This development was the introduction of antiseptics into hospitals.

// I want to deal with two questions. Firstly, what are antiseptics? Well, antiseptics are powerful chemicals which kill germs. Germs are tiny living things in the air. They are bad for you because they can harm your health. For example, if we cut ourselves, germs cause the wound to go bad. So we use antiseptics to protect wounds from germs. //

My second question is: how were antiseptics first introduced into medical care? To answer this question, we must go back to the 1860s. In Britain at that time, many patients in hospital died from

blood poisoning. What caused the blood poisoning? Well, wounds caused by operations quickly went bad. After patients had had a medical operation, their blood became poisoned, and in a few days they died. Nobody knew exactly why this happened. //

Joseph Lister, a doctor in a British hospital, wanted to find a way of preventing his patients from dying of blood poisoning. First of all, he found that blood poisoning was caused by germs which entered the patients' wounds. Then he began experiments to find a chemical which would protect the wounds from germs. He found what he wanted in a powerful chemical called carbolic. Carbolic is made from coal, and it is a strong antiseptic. So finally he began to use carbolic in his hospital to clean wounds and to clean the rooms where he did his operations on the patients. By doing this, he introduced antiseptic medical care for the first time. //

In order to show other doctors that his theory was correct, he did an experiment. In this experiment, he used carbolic in his hospital for 9 months. During that time, there were no deaths from blood poisoning among his patients. The other doctors did not use carbolic, because they did not believe that it could be useful. But their patients continued to die from blood poisoning. It was finally clear that Lister's ideas were correct. -/-

Before letting the Ss hear the talk, run over the questions for Comprehension 1 with them. Depending on the Ss' level, you may feel it necessary to remind them of the following words before they listen:

wound /wu:nd/

poison (blood poisoning)

After listening, check the Ss' answers. The exact wording is not important.

a. What are antiseptics?

b. How were antiseptics first introduced into medical care?

b. The second.

Comprehension 2

I want to ... wounds from germs.

First, read through the questions with the Ss.

After listening, check their answers.

a. Tiny living things in the air.

b. They can harm your health. (They cause wounds to go bad.)

Comprehension 3

My second question ... why this happened.

First, read over the questions with the Ss. Check their answers (again, the exact wording is not important).

a. They died of blood poisoning (after operations).

b. Wounds caused by operations went bad.

Comprehension 4

Joseph Lister ... for the first time.

Read the instructions, and give the Ss time to read through the 3 steps. Check their answers.

The correct order is:

- a. 2 b. 3 c. 1

Comprehension 5

In order to show ... were correct.

Read the instructions, and give the Ss time to read through the outline. It may be necessary to pause the tape occasionally to give the Ss time to write in the words. The gaps should be filled as follows: (other doctors) that his/Lister's theory was correct.

carbolic... nine

no... blood poisoning

die

Comprehension 6

The Ss hear the complete talk again. Explain that they can use the information they have collected in answer to the earlier questions to understand the talk. Read over the last two questions with them before they listen.

a. In the 1860s.

b. That Lister's theory was correct/That anti-septic could prevent blood poisoning.

C. CONVERSATION: Review

Various functions taught in Book One are reviewed.

Conversation 1

A: Hello. My name's Bob Johnson.

B: Hello. I'm Sheila Grey.

A: Are you a student here?

B: Yes. I'm studying engineering.

A: Are you? I'm studying chemistry.

B: Where are you from?

A: Leeds. And you?

B: London. Where do you live?

A: Near the university.

B: Oh, I live in a university house.

A: Oh, that's nice. Well, I'm sorry, but I must be going now.

B: Oh, yes. See you soon.

A: Bye for now.

You may need to pause the tape occasionally to give the Ss time to write in the words.

Conversation 2

A: Hello, Beth. How are you?

B: I'm fine, thanks. And you?

A: Very well. Beth, could you tell me where the Health Centre is?

B: Yes, of course. It's next to the Central Library.

A: Oh, thanks very much. I have to go there to have a medical examination.

B: How about having a cup of coffee first?

A: Yes, that would be lovely. Thanks.

Read through the questions first with the Ss.

a. Could you tell me where the Health Centre is?

b. To have a cup of coffee.

Extra questions:

- Where is the Health Centre?
- Why does Jim have to go there?
- How exactly does Beth invite Jim to have a cup of coffee?

If there is time at the end of the lesson, the Ss can be asked first to read Conversation 1 in pairs; and then to try to do Conversation 2 in pairs from memory.

UNIT TWO

A. DISCRIMINATION: Intonation 1

This is the first of 5 units dealing particularly with intonation. The students may need a brief explanation of intonation as a whole (an outline is given in the Ss' book, but it will probably need some expansion). It may be useful to compare intonation in English with tones in Chinese, pointing out especially that intonation covers the whole phrase or sentence, not just the syllable. The focus in Unit 2 is on the use of rising intonation to show a Yes/No question.

Listening 1

- a. late He's late.
- b. desk Your pen's on the desk.
- c. car They bought a new car.
- d. five There are five of them.
- e. like She doesn't like him.

The Ss should read the sentences silently to themselves as they listen. Gestures—a falling hand—may help them to become aware of the falling tone.

Listening 2

- a. gone Has she gone?

- b. finished Have you finished?
 c. here Is everyone here?
 d. tea Would you like a cup of tea?
 e. holiday Did you have a good holiday?

The procedure is as for Listening 1; but the intonation is rising.

Exercise 1

- a. Ready? Ready. ☒ ☒
 b. Finished? Finished. ☒ ☒
 c. London. London? ☒ ☒
 d. Tomorrow? Tomorrow. ☒ ☒
 e. Here? Here. ☒ ☒
 f. Tea? Tea? ☒ ☒
 g. No. No? ☒ ☒
 h. Okay? Okay. ☒ ☒
 i. Saturday? Saturday. ☒ ☒
 j. Seventy. Seventy? ☒ ☒

In Listening 1 and 2, the grammar made it clear whether the sentence was a statement or a question. But we often use incomplete sentences; and then we have to rely on the intonation, as in this exercise.

Exercise 2

- a. Do they have a car? ☒
 b. They like tea. ☒
 c. Do they work hard? ☒
 d. You need some help. ☒
 e. Does she live somewhere near here? ☒

- f. Is Sue still at the office? ☒

Even in complete sentences, the auxiliary verb is not pronounced clearly—"Do they" sounds almost the same as "They" in normal speech. Therefore, we again rely on the intonation to know whether the sentence is a question or a statement.

You may want to explain this before doing the exercise with the students, or let them listen and then point it out.

Exercise 3

- a. Do they have a car? Yes, an old one.

- b. They have a car. So do we.

Pause after the first two examples, to check that the Ss have understood what they have to do.

- c. They like tea.

- d. Do they work hard?

- e. Sarah lives somewhere near here.

- f. Does she often go swimming?

- g. Sue's still at the office.

- h. Is Stephen sorry for getting angry?

Give the Ss time to read the responses before they do the exercise.

Correct responses:

- c. So do I.

- d. Yes, very hard.

- e. So does her friend, Jane.

- f. No, not very often.

g. So is Bill — they've got to work late.

h. Yes, he's very sorry about it.

Exercise 4

Peter: Hello?

Lindy: Peter? Lindy here.

Peter: Ah, hello.

Lindy: Listen Peter. Are you free on Saturday?

Peter: Saturday? Yes, I am.

Lindy: Good. You know I'm going abroad next week.

Peter: Yes, you told me.

Lindy: Well, I'm having a party on Saturday evening. Do you think you can come?

Peter: Yes, I'd love to. I'll bring some food with me.

Lindy: Oh, thanks. The party'll start at about 8 o'clock.

Okay?

Peter: Okay. See you on Saturday.

The conversation is recorded twice: the first time straight through, the second time with a bell and pauses for the Ss to mark in the full stops or question marks. Before the first listening, read through the three questions with the Ss, and check their answers afterwards.

Answers:

a. 8 o'clock on Saturday evening.

b. Abroad.

c. Some food.

Then, having checked that the Ss understand

“full stop” and “question mark”, play the second version. The Ss have the last word of each sentence where they must mark a box printed in their books to help them identify the point in the conversation.

The correct answers have been filled in the boxes above.

B. COMPREHENSION: An Interview with a Spy

The two pre-questions relate directly to the reading texts that the Ss studied the previous week.

Possible answers:

- a. Ways of sending secret messages, using numbers, letters, words, etc which stand for different letters or words.
- b. Military, economic, etc.

Comprehension 1

Interviewer: Good afternoon. This afternoon, we're going to try to find out something about the secret world of spies. Sitting next to me now is someone who worked as a spy for several years. // You say that your name is Janet; but that's not your real name, is it? Could you tell us your real name?

Janet: No.

Inter: Well, could you tell us the name of the country where you worked?

Janet: No.

Inter: Oh. Then, how did you become a spy? Can you tell us