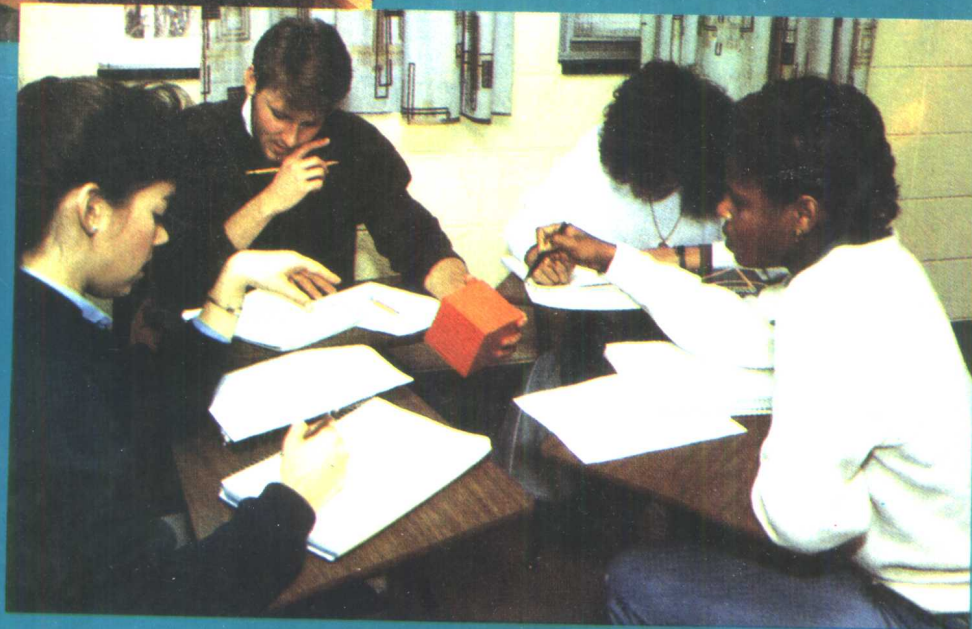
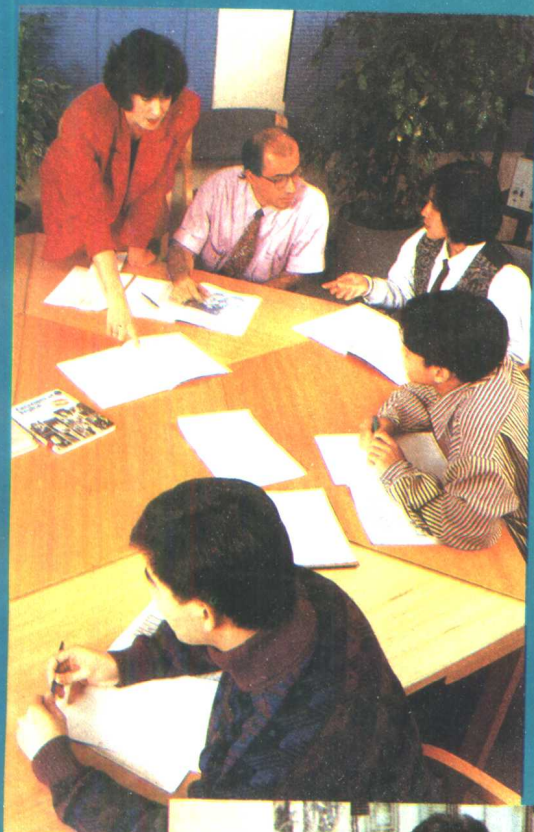


朱维芳 主编

4

# 强化英语 听说教程

*Listening & Speaking  
Course (Intermediate)*



虽七英吾斤说教程

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语教学与研究出版社

Listening & Speaking Course  
(Upper Intermediate)

强化英语听说教程  
(4)

北京外国语大学  
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第四册

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曹文 张雯 编写

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## 前 言

《强化英语听说教程(4)》是强化英语听说教程系列中的一本。这套系列教程是应社会上广大英语爱好者急于提高英语听说水平的需要而编写的。经过几年在北京外国语大学强化英语听说短训班上的试用,受到学员们的欢迎和青睐。现正式出版,奉献给广大英语学习者。

此套系列教程共四册,分为一、二、三、四级:学完前二册听说能力可超过非英语专业四级水平;学完后二册,听说能力可达六级水平,或相当于英语专业大专水平。如此分级是考虑到本国英语学习者(Chinese English Learners)中,不少人的英语语言知识(语法、词汇),往往超过他们英语语言运用技能(听、说、读、写),因此缺乏交际能力。分析其原因有以下几点:

1. 我国英语教学偏重语言知识(usage)的传授,而忽略语言技能(use)的培养。

2. 我国广大英语学习者缺少英语语言环境,很少听到英语作为母语的外国人(English native speakers)讲话。因此他们在运用英语时对“活的”英语没有反应,所学的英语是些“死”的知识。

这套教材的编写,正是为了克服上述缺点,强化听说技能的训练,培养交际能力。它既适合于广大已有一定水平的英语学习者的选择,又充分考虑到初学者起步入门学习。

已有一定英语水平者可选择略低于自己语言知识水平的听说教程起步,从选择教材上“退一步”,以求达到实际提高听说技能“进两步”,克服欲速不达的弊端。例如,如果自己属英语初级水平,可选择前初级水平的听说教程,以此类推。这样做可以克服不敢说英语的心理障碍,增强自信心和收获感,一步一个台阶加强练习,逐步将所学过的“死”知识转化为“活”的英语运用能力。

从零起点的初学者使用这套教材,开头即从听说入手,培养运用英语的意识,大胆实践,将语言知识与语言技能科学结合,起步即入正门,不复“聋哑”英语的旧辙。

这套教材不仅可供短训班使用,亦可供广大中学生、大学生、自学英语者使用。

本教材有如下特点:

1. 突出英语语音语调,句子重音和语速节奏的学习与训练。教材第一部分是为解决这一问题而设计的听说练习。录音磁带全部由外国学者、专家录制,“原汁原味”,学习者通过反复模仿与练习,可以学到地道的英语,克服和减少学习第二种语言中带有较多的母语味的弊端。

2. 强调语言运用能力的培养。教材第二部分为交际英语,学习者先通过听懂外国人日常生活场景对话,再模仿相同场景与自己伙伴对话,这样大量地通过听来吸收语言,再通过主动地运用,完成由输入到输出这个掌握语言的循环过程,这样会将“死”的英语知识转化为“活”的语言运用能力。

3. 强调多种目的听说训练(listening for different purposes)以便学习者适应不同目的、不同形式的英语。在这部分中我们编排有英语的故事、系列短剧、广播剧、报告、讲座以及英语听力测试题等等。

4. 本系列教材每册分16或18单元,每单元配有30分钟录音磁带,本书共16单元配有8盘录音带。录音材料新颖,题材广泛,覆盖面广,训练方法多样,具有很强的实用性和趣味性。每本书自成体系,又相互关联,循序渐进,既可单独选用,又可配套使用。

本教程编写及试用过程中承蒙校、系领导的指导和英语二系黎明、沈忆文等教师们的通力协作,得以成书,在此一并感谢

编 者

# Contents

## Unit 1

Part One: Pronunciation Practice .....	1
Part Two: Listening and Speaking Practice .....	3
Part Three: Listening for Different Purposes .....	10
Notes .....	11

## Unit 2

Part One: Pronunciation Practice .....	12
Part Two: Listening and Speaking Practice .....	14
Part Three: Listening for Different Purposes .....	16

## Unit 3

Part One: Pronunciation Practice .....	19
Part Two: Listening and Speaking Practice .....	21
Part Three: Listening for Different Purposes .....	26
Notes .....	27

## Unit 4

Part One: Pronunciation Practice .....	28
Part Two: Listening and Speaking Practice .....	30
Part Three: Listening for Different Purposes .....	38
Notes .....	38

## Unit 5

Part One: Pronunciation Practice .....	40
Part Two: Listening and Speaking Practice .....	42
Part Three: Listening for Different Purposes .....	47
Notes .....	49

## Unit 6

Part One: Pronunciation Practice .....	50
Part Two: Listening and Speaking Practice .....	52
Part Three: Listening for Different Purposes .....	59
Notes .....	62

## **Unit 7**

Part One: Pronunciation Practice .....	63
Part Two: Listening and Speaking Practice .....	65
Part Three: Listening for Different Purposes .....	72
Notes .....	75

## **Unit 8**

Part One: Pronunciation Practice .....	76
Part Two: Listening and Speaking Practice .....	78
Part Three: Listening for Different Purposes .....	85
Notes .....	87

## **Unit 9**

Part One: Pronunciation Practice .....	89
Part Two: Listening and Speaking Practice .....	91
Part Three: Listening for Different Purposes .....	97
Notes .....	97

## **Unit 10**

Part One: Pronunciation Practice .....	99
Part Two: Listening and Speaking Practice .....	100
Part Three: Listening for Different Purposes .....	105
Notes .....	108

## **Unit 11**

Part One: Pronunciation Practice .....	109
Part Two: Listening and Speaking Practice .....	111
Part Three: Listening for Different Purposes .....	118
Notes .....	120

## **Unit 12**

Part One: Pronunciation Practice .....	122
Part Two: Listening and Speaking Practice .....	124
Part Three: Listening for Different Purposes .....	129
Notes .....	132

## **Unit 13**

Part One: Pronunciation Practice .....	133
Part Two: Listening and Speaking Practice .....	135
Part Three: Listening for Different Purposes .....	142

Notes .....	145
-------------	-----

#### Unit 14

Part One: Pronunciation Practice .....	146
Part Two: Listening and Speaking Practice .....	148
Part Three: Listening for Different Purposes .....	156
Notes .....	159

#### Unit 15

Part One: Pronunciation Practice .....	160
Part Two: Listening and Speaking Practice .....	162
Part Three: Listening for Different Purposes .....	170
Notes .....	172

#### Unit 16

Part One: Pronunciation Practice .....	173
Part Two: Listening and Speaking Practice .....	174
Part Three: Listening for Different Purposes .....	182
Notes .....	184

### Tapescripts & Notes & Answers

#### 录音原文·中文注释·练习答案

Unit 1 .....	187
Unit 2 .....	191
Unit 3 .....	200
Unit 4 .....	205
Unit 5 .....	210
Unit 6 .....	218
Unit 7 .....	226
Unit 8 .....	234
Unit 9 .....	242
Unit 10 .....	248
Unit 11 .....	256
Unit 12 .....	264
Unit 13 .....	272
Unit 14 .....	280
Unit 15 .....	287
Unit 16 .....	294

# UNIT ONE

## PART ONE: PRONUNCIATION PRACTICE

### 1.1 Stress Patterns: 🗣️



come here / look out / sit down / no, thanks / yes, please /  
work hard / quite right / no good / all right / just then /



try again / not enough / do it now / have a drink / hurry up /  
show me yours / what is that / time for bed / half an hour /  
ring me up / where's your hat / sing a song / practise hard /



I think so / I'd like to / a pity / of course not / I'd love to /  
it's early / I've read it / but why not / with pleasure /

### 1.2 Phonetics: 🗣️

🔊 Test: Tick the words you recognize in the sentences you hear:

[i:]

[i]

- |    |        |        |                                    |
|----|--------|--------|------------------------------------|
| 1. | sheep  | ship   | He wants a _____ for his birthday. |
| 2. | cheeks | chicks | Look at these _____.               |
| 3. | cheap  | chip   | It's a _____ machine.              |
| 4. | heel   | hill   | What a high _____.                 |

🔊 Test: Tick the words you recognize in the sentences you hear:

[i]

[e]

- |    |     |     |                              |
|----|-----|-----|------------------------------|
| 1. | pin | pen | You've dropped a _____.      |
| 2. | pig | peg | That's a big _____.          |
| 3. | sit | set | _____ the baby on the table. |



4. tins tens Please give me \_\_\_\_\_.

● Test: Tick the words you recognize in the sentences you hear:

[e] [æ]

- |    |      |     |                            |
|----|------|-----|----------------------------|
| 1. | pen  | pan | I've bought a new _____.   |
| 2. | men  | man | Did you see the _____?     |
| 3. | said | sad | He is _____ to live alone. |
| 4. | bed  | bad | These are _____ clothes.   |

### 1.3 English Proverbs, Body English, English Idioms: 📞

#### English Proverbs:

1. Learn to walk before you run.
2. Busiest men find the most time.

#### Body English:

3. They kept the dirty animal at arm's length. (at a distance; not on friendly terms)
4. His friends received him with open arms. (cordially; hospitably)
5. We will back you for mayor. (to provide support, assistance, or encouragement for)
6. Don't count on Claude. He always goes back on his promises. (to fail to keep a promise; betray or desert a person)
7. It's going to rain. I can feel it in my bones. (to have an intuition of)
8. Susan has lost so much weight that she's skin and bones. (extremely thin)

#### English Idioms:

9. Your toy is broken? I can't fix it. I'm all thumbs. (can't fix things, clumsy)
10. She couldn't find her child in the supermarket. She was at her wit's end. (frantic, anxious, not knowing what to do next)
11. He lost everything in a fire but he is working two jobs now trying to get back on his feet. (financially independent or physically healthy again)
12. He works six days a week and goes to school part time. I think he bit more than he could chew. (try to do more than one can physically or mentally handle)
13. His brother is a doctor, his sister is a teacher, but he just got sent to jail. He's the black sheep. (a family member with a bad reputation)
14. They didn't know each other before. A friend arranged their blind date. (date arranged for two people who don't know each other)

15. He never studies very hard in school and the bottom line is, he can't read well. (end result, ultimate cause, deciding factor)
16. I didn't want to get into an argument, so I had to bite my tongue. (keep oneself from speaking)
17. After many years of an unhappy marriage, they decided to call it quits. (stop, finish, quit)
18. His tooth was feeling better, so he called off his dentist appointment. (cancel)

## PART TWO: LISTENING AND SPEAKING PRACTICE

### 1.4 Clear Listening Test: 🎧

The purpose of this test is to find what parts of English pronunciation may interfere with the way you understand and use spoken English. How you hear English is closely connected with how you speak English.

#### ★ Part 1: Stressed syllables (10 points)

Draw a line under the most stressed syllable. Mark only one syllable for each word. Examples:

- a. delay      b. broken      c. education

Now listen and draw a line under the most stressed syllable. You will hear each word twice.

- |                  |               |                |
|------------------|---------------|----------------|
| 1. participating | 2. photograph | 3. photography |
| 4. alternative   | 5. university |                |

#### ★ Part 2: Vowel clarity (10 points)

Underline the unclear (not clearly pronounced) vowels in each word.

Example: a. around      b. atom      c. atomic

Now listen to the following words and draw a line to the unclear vowels. You will hear each word twice.

- |           |             |          |
|-----------|-------------|----------|
| 1. banana | 2. Nebraska | 3. woman |
| 4. women  | 5. America  |          |

★ Part 3: Voicing and length of syllable (10 points)

You will hear one sentence from each of the following pairs of sentences. That sentence will be read twice. Put a check next to the sentence you hear.

- |   |  |       |
|---|--|-------|
| 1 | a. What kind of word is "use"? (noun)  | _____ |
|   | b. What kind of word is "use"? (verb)  | _____ |
| 2 | a. He said "prove." (verb)             | _____ |
|   | b. He said "proof." (noun)             | _____ |
| 3 | a. What does "loose" mean? (adjective) | _____ |
|   | b. What does "lose" mean? (verb)       | _____ |
| 4 | a. What kind of cap was it?            | _____ |
|   | b. What kind of cab was it?            | _____ |
| 5 | a. What's the prize?                   | _____ |
|   | b. What's the price?                   | _____ |

★ Part 4: Pitch patterns—words (10 points)

You will hear some American names. Draw a pitch pattern for each name. Examples:

- |         |          |           |           |
|---------|----------|-----------|-----------|
| a. John | b. Ellen | c. Elaine | d. Amanda |
|---------|----------|-----------|-----------|

Now listen and draw the pitch patterns. You will hear each name twice.

- |            |            |             |              |           |
|------------|------------|-------------|--------------|-----------|
| 1. Barbara | 2. Corinne | 3. Jonathan | 4. Elizabeth | 5. Victor |
|------------|------------|-------------|--------------|-----------|

★ Part 5: Pitch pattern—sentences (10 points)

You will hear some sentences. Draw a pitch line for the sentence. Examples:

- a. Where did you go? b. Is she there?

Now listen to these sentences and draw the pitch pattern. You will hear each sentence twice.

1. It was awful!
2. She left her book.

3. She left her book?
4. This is my notebook. (not my textbook)
5. This is my notebook. (not yours)

★ Part 6: Contractions, reductions (20 points)

You will hear some sentences. Write the missing words.

- Examples: a. She can't go.  
b. He isn't going.

Now listen to the sentences and write the missing words. You will hear each sentence once.

1. She doesn't \_\_\_\_\_ study now.
2. Please \_\_\_\_\_ the information.
3. \_\_\_\_\_ think she'll win?
4. Where \_\_\_\_\_ go?
5. How \_\_\_\_\_ you been here?
6. \_\_\_\_\_ busy?
7. Where \_\_\_\_\_ store?
8. Did \_\_\_\_\_ to the concert?
9. What \_\_\_\_\_ done?
10. Is \_\_\_\_\_ good?

★ Part 7: Focus words (20 points)

You will hear a dialogue. Underline the one most emphasized word in each sentence. You will hear the dialogue only once.

Example :

A: That's a great idea!

Dialogue:

A: What's the matter?

B: I lost my hat.

A: What kind of hat?

B: It was a rain hat.

A: What color rain hat?

B: It was white. White with stripes.

A: There was a white hat with stripes in the car.

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## UPPER INTERMEDIATE LISTENING & SPEAKING COURSE

B: Which car?

A: The one I sold.

### ★ Part 8: Thought groups (10 points)

Intonation helps the listener recognize groups of words. To test your awareness of the intonation markers for thought groups, you will hear one of a pair of sentences. Put a check next to the sentence you hear.

Example:

a. John said, "My father is here."

✓

b. "John," said the father, "is here."

Now listen to these pairs of sentences. Put a check next to the sentence you hear.

You will hear each sentence twice.

1 a. He sold his houseboat and trailer.

b. He sold his house, boat, and trailer.

2 a. She likes pineapples.

b. She likes pie and apples.

3 a. Would you like Super Salad?

b. Would you like soup or salad?

4 a.  $(A + B) \times C = X$

b.  $A + (B \times C) = X$

5 a. Alfred said, "The boss is stupid. "

b. "Alfred," said the boss, "is stupid."

### 1. 5 Functions of English:

TALKING ABOUT YOURSELF

STARTING A CONVERSATION

MAKING A DATE

#### ★ 1.5.1 Conversation

John: Excuse me, is anybody sitting here?

Anne: Uh no...no, here, let me move my purse from the chair.

John: Oh, thank you. Say, haven't I seen you with Jack Davidson?

Anne: I work with Jack Davidson. How do you know Jack?

John: Oh, Jack and I went to school together. What sort of work do you do?

Anne: Oh, I... I work on commercial accounts at the trust company<sup>1</sup> with Jack. Um... what do you do?

John: I'm a telephone installer-<sup>2</sup> I just happen to be working on this street the last couple of days.<sup>3</sup> I should introduce myself- my name's John Spencer.

Anne: Well, pleased to meet you! I'm Anne Kennedy.

John: Happy to know you. Do you live around here?<sup>4</sup>

Anne: Yeah, I live in the neighborhood — it's real convenient to work.

John: Oh, it sounds like...

[fade]

John: ...Are you doing anything tonight?

Anne: Oh...uh, sorry, I'm afraid I'm busy tonight.

John: Well, how about tomorrow? Maybe we could go to a movie.

Anne: Hey, that sounds like a great idea! Um... do you like comedies?

John: Oh yeah, I like comedies...uh, let's see, what could we see? How about *Bread and Chocolate*? I think that's playing over at ...

Anne: Ah...

John: ...on Main Street there.

Anne: That's a great idea.

John: Well, I guess, uh, we should meet about eight o'clock then, 'cause I think the movie starts about eight-thirty. Uh, where would be a good place to meet?

Anne: There's...uh...there's a clock tower<sup>5</sup> near the movie theater. We could meet there at about eight.

John: OK. That sounds good. See you tomorrow, then.

Anne: I'll see you then. Goodbye!

John: Bye-bye.

### ★ 1.5.2 Presentation: talking about yourself

The presentation sections in this book usually give you some new expressions to learn. But for now, use the English you already know. The aim of the following three exercises is to give you a chance to get used to<sup>6</sup> the methods that will be used throughout the book. Try to ask as many short questions as possible to get as much information as you can from your partner in each exercise. Try to answer in long sentences; keep talking; do not just say Yes or No. If you don't know what to say or how to continue, ask your teacher.

★ 1.5.3 Exercise

Get together with another student. Introduce yourselves first and then find out about each other. Be friendly. Your teacher will demonstrate<sup>7</sup> first. Here are some ideas to start off<sup>8</sup> with, but ask for as much detail as possible. Ask about his or her:

FAMILY

Brothers and sisters. Parents. Childhood—happy? Home—where does he or she live?

FRIENDS

Many or just a few? What do they talk and do together? Is it easy to make new friends?

EDUCATION

Different schools, colleges, or universities. Favorite subjects at school and why. Diplomas and degrees.<sup>9</sup> Future plans.

EMPLOYMENT

Present job. What exactly does he or she do? Advantages and disadvantages. Previous<sup>10</sup> jobs -details  
Future plans.

FREE TIME

Hobbies. Sports. TV, radio, movies. What does he or she do on weekends and in the evening? What does he or she like to read?

TRAVEL

Countries visited. Parts of our country he or she knows. Languages. Favourite kind of vacation. Future plans.

After everyone has finished, tell the whole class the most interesting things you found out about your friend.

★ 1.5.4 Presentation: starting a conversation

It is often difficult to make contact with<sup>11</sup> strangers who speak another language-unless you know a few opening gambits, of course! Here are some useful ways of starting a conversation with a stranger:

*Nice day, isn't it?*

*Horrible weather we're having.*

*Excuse me, is anybody sitting here? Say, don't I know you from somewhere? Sorry, I couldn't help overhearing-did you mention something about...*

*Excuse me, have you got a light?<sup>12</sup>*

*Uh, could you help me, I'm looking for...*

Think of some situations where you would use each of these opening gambits.<sup>13</sup> Decide with your

teacher when they would be appropriate<sup>14</sup> and what you might say next. Do people in your neighborhood start conversations with strangers in line-ups,<sup>15</sup> in stores, in buses?

### ★ 1.5.5 Exercise

Work in pairs. Suppose you've never met before. Make up conversations in the situations provided, using the opening gambits above:

- in a line-up at a supermarket.
- on the first day of class.
- at a cocktail party.
- in the passenger lounge<sup>16</sup> at an airport.

### ★ 1.5.6 Presentation: making a date

After you have made contact and had a short conversation, you may want to arrange another meeting. These are expressions you can use to arrange to meet someone:

*Uh, are you going to be busy this evening?*

*Um, I was thinking of going to a movie tonight. Would you like to come?*

*Are you doing anything tonight? I was wondering if you'd like to go to a movie with me.*

*I'm going to a play with a group of friends. Would you like to join us?*

*YES! That'd be very nice*

*I'd love to.*

*That's a great idea.*

*NO! Sorry. I'm afraid I'm busy tonight.*

*Tonight's a problem. What about tomorrow night?*

*Sorry, I've got people coming over<sup>17</sup> tonight.*

Think of some possible situations that you would use each of these expressions in. Decide with your teacher when each expression would be appropriate and what you might say before and after.

### ★ 1.5.7 Exercise

Make up conversations from the cue below, using expressions presented in 1.5.6. Follow this pattern:

A: *I'm going to have some people over for dinner tomorrow night. Would you like to join us?*

B: *Oh, I'm afraid I'm busy tomorrow night.*



A: *Some other time maybe?*

B: *Sure. Thanks for asking me.*

movie	picnic	play
football game	drink	swimming
lunch/dinner	drive	roller skating <sup>18</sup>

★ 1.5.8 Communication activity

Work in pairs. Suppose you two just got to know each other and meet again. Try to make a date. One way to begin might be: *Oh, it's nice to see you again. How are you?*

You can play the role of

- two businessmen.
- two university students.
- a teacher and a parent of his student.
- two fishing fans.

<b>PART THREE: LISTENING FOR DIFFERENT PURPOSES</b>
---

1.6 Lecture: 📢

AGE AND LANGUAGE LEARNING

Comprehension questions:

- The main idea in this short talk was that
  - teenagers are more difficult to teach than adults.
  - Danish teenagers can learn Swedish faster than younger children can.
  - adults are more logical than children are.
  - the ability to learn languages increases with age.
- This talk claimed that
  - the ability to learn decreases with age.
  - children are better language learners than adults
  - adults are able to learn more efficiently than children.
  - teenagers learn less, in the same amount of time, than younger children.
- Which of the following possible explanations for older students' superior achievement was not mentioned?