
College Core English

• Listening and Speaking •

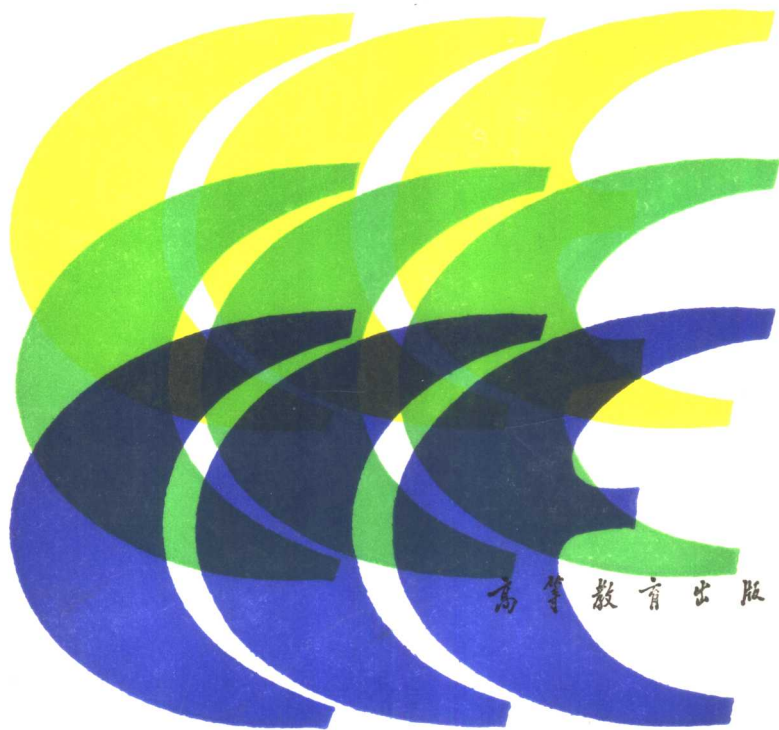
大学核心英语

听说教程

第三册

杨惠中 张彦斌 主编

Pamela Brelsforth
Priscilla Jones 编写



高等教育出版社

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UNIT ONE

A. DISCRIMINATION: Review

In this unit we will look again at some of the things we studied in Book Two. You will also find some new things.

Exercise 1

You will hear three sentences spoken on the tape. One word in each sentence has been left out. Decide which of the words below is the missing word. Circle the correct word.

- a. even evenly
- b. even evenly
- c. even evenly

Exercise 2

Now you will hear some phrases. Decide from the intonation whether these phrases are questions or statements. Fill in the box with a question mark or a full stop.

- a. Girls
- b. Science display
- c. Experiment with
- d. Live birds

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c. Young lady

Exercise 3

Now listen to the same phrases from Ex. 2 again. You will hear them in a longer piece of dialogue. Change your answers to Exercise 2 if necessary.

B. COMPREHENSION: A visit to an old-fashioned museum

You are going to hear a conversation between some people in a museum. Before listening to the tape, discuss the following questions:

1. If you met an official in a museum, how would you speak to him?
2. How would you expect him to speak to you?

Comprehension 1

You will hear the complete conversation. As you listen, find the answers to these questions:

1. Who are the people talking?
2. What do the girls think of the museum?
3. What do they decide to do at the end?

Comprehension 2

You will hear the first part of the conversation again. Fill in the blanks with the *referents* that you hear:

1. Ann: Look at _____ beautiful pots. I think _____

from the 17th century. What a pity it's so dark in _____. If the museum had better lighting we could see _____ more clearly.

2. Barbara: ...Do you remember the new museum we went to last week? _____ had some wonderful displays. _____ opera costumes were beautiful, and _____ were with the pots and furniture of the same historical period.
3. Ann: Yes, _____ was really interesting.

Comprehension 3

You will hear the second part of the conversation. Make a list of the kinds of things the girls want to see in the museum.

Comprehension 4

Listen to the last part of the conversation. As you listen, complete these notes on the exhibits in the museum:

1. _____ Collection:

e.g. _____

(the best collection _____)

2. Science Display:

e.g. _____

(recently _____ from _____)

Comprehension 5

Now listen to the whole conversation again and answer these

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questions:

1. From the intonation in his voice, the museum official is _____.
A) very pleased
B) rather miserable
C) a bit angry

2. From the intonation in her voice, do you think Barbara is _____ ?
A) polite
B) not very polite
C) very rude

C. CONVERSATION: Questions and statements

Listen to the following short conversations. Pay attention to the intonation:

- a. A: How old did you say you were?
B: I'm 22 next week.
A: 22? But I thought you were older than that.

- b. A: How old did you say you were?
B: I'm 22 next week.
A: Ah, 22. I thought you were older than that.

Practice 1

In pairs, practise the two short conversations above, with the different intonation.

Practice 2

Now practise the following short conversations. Of you read A, you must make up a suitable questioning reply, (as in example a. above). Use the underlined words to make your reply.

1. A: What did you say you bought?

B: I've bought a new bicycle.

A:

2. A: When did you say your brother would come?

B: My brother's coming home tomorrow.

A:

3. A: When did you say our final exams would be?

B: Our final exams are next week.

A:

Practice 3

Now, in pairs, practise the following conversations. If you read A, you may give a questioning reply (example a.) or just make a statement (example b.). Then, B must say whether A's reply was a question or a statement.

1. A: Where are you going?

B: I'm going to Beijing on Saturday.

A:

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2. A: Will you come with me?

B: I can't go out yet, I haven't finished my homework.

A:

3. A: What do you do in your spare time?

B: My favourite hobby is stamp collecting.

A:

Practice 4

Now try to make up short conversations of your own like those you have been practising.

UNIT TWO

A. DISCRIMINATION: Weak forms

Exercise 1

You will hear three sentences spoken on the tape. One word or more in each sentence has been left out. Decide which of the words below are the missing ones. Circle your answer.

- a. every day everyday
- b. every day everyday
- c. every day everyday

Exercise 2

Now you will hear five phrases. For each phrase circle the strong form or the weak form of the underlined word as you hear it.

- a. Some of these early AI projects ...
- b. You probably know that researchers spend ...
- c. ... whether the article is going to be any use to him.
- d. This turned out to be very difficult indeed.
- e. There were a lot of jokes written at this time.
 - a. (of 'v)
 - b. (that th't)
 - c. (him 'em)

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- d. (this th's)
- e. (were wu')

Exercise 3

Now listen to the same phrases from Ex. 2 again. You will hear them as parts of longer sentences. Change your answers to Exercise 2 if necessary.

B. COMPREHENSION: Artificial intelligence

You are going to hear a short talk about whether machines are intelligent. Before listening to the tape, discuss the following questions:

1. Why do we need machines that can translate from one language to another?
2. What do you think is the most difficult type of language for a machine to translate?

Comprehension 1

This exercise is an extract from the talk. Five words are missing. When you hear a cough, fill in the space with the word you think is missing.

1. _____
2. _____
3. _____
4. _____
5. _____

Comprehension 2

Listen to the extract again. This time there are no missing words. Change your answers to the last exercise if you need to.

Comprehension 3

Now listen to the whole talk and answer this question:

What was the speaker's main point?

- A) AI projects are more than 30 years old.
- B) Researchers wanted to invent a machine that could do technical translations automatically.
- C) We are still a long way from a machine that will produce good translations.

(Tick the correct answer.)

Comprehension 4

Listen to the introduction again, and answer this question:

Why did researchers want to invent a translation machine?

- A) to publish technical journals in foreign languages
- B) to save researchers' time and money
- C) to stop children making mistakes in school

(Tick the correct answer.)

Comprehension 5

Listen to the conclusion again and answer the following question:

Why did the speaker say that machines weren't really

Suggest your own answer.
intelligent?

Comprehension 6

IDIOMS: here are some English idioms. Two possible meanings are given for each. Tick the correct meaning.

1. It's rather heavy but we'll manage to take it in any case.

A) Whatever happens, we will take it.

B) We can take it in a box or a bag or a suitcase.

2. Even at the best of times he is a bit miserable.

A) At the most convenient time ...

B) Even when things are going well ...

3. They say he's done well. In that event, we'd better promote him.

A) We'll promote him to the national team for that part of the competition.

B) We'll promote him because he has done well.

Will a machine give the same answers as you did?

How do you know?

Comprehension 7

Listen to the talk again. Circle the following exemplification markers if you hear them:

for example

such as

for instance

an example of this like

C. CONVERSATION: Giving reasons

Listen to the following short conversations.

1. A: Can a computer add up all the numbers it knows?
B: Yes, of course it can.
A: Can a five-year-old child add up all the numbers it knows?
B: No, I don't think so.
A: So computers are more intelligent than people!
2. A: Can a computer name the days of the week?
B: Yes, it can.
A: Can a five-year-old name the days of the week?
B: Yes, I think so.
A: So computers are as intelligent as people.
3. A: Is a computer able to recognize a person it has seen before?
B: No, it can't do that.
A: Is a five-year-old child able to recognize a person it has seen before?
B: Yes, usually.
A: So computers are less intelligent than people.

With your partner, make up and answer questions on the same pattern. Answer them. Here are some examples. Use them and then add as many other examples as you can. Take turns asking the questions.