
College Core English

• Listening and Speaking •

大学核心英语

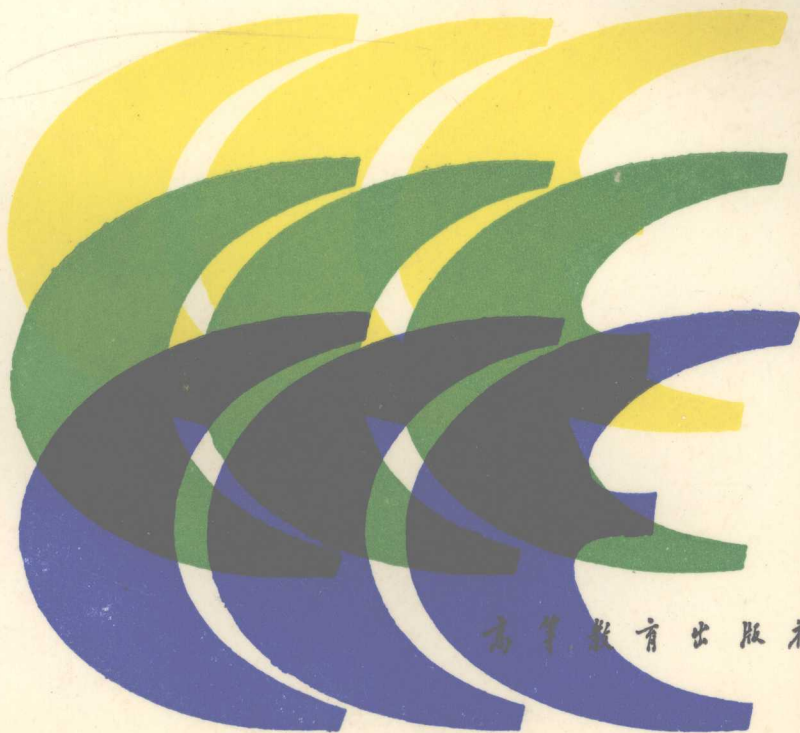
听说教程

第三册 教师参考书

杨惠中 张彦斌 主编

Pamela Brelsforth 编写

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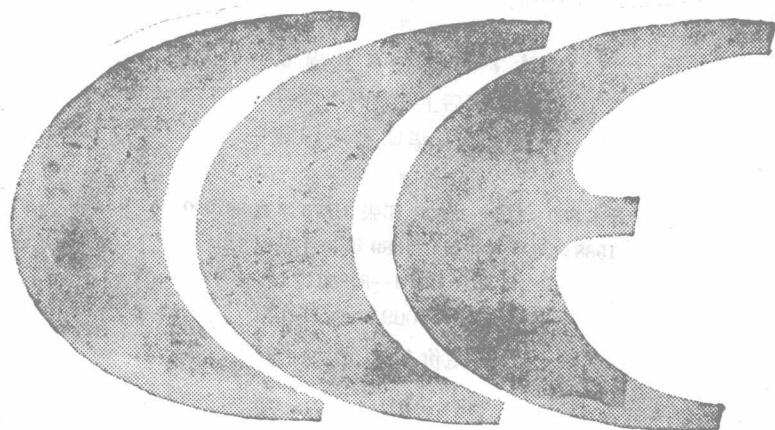
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UNIT ONE

A. DISCRIMINATION: Review

This section deals with two things: questions that are marked only by intonation, and guessing the correct word from context.

Exercise 1

- a. Chairs must be evenly spaced for the audience to sit on.
- b. The story of that opera was even more extraordinary than the one we saw last week.
- c. "My little boy carried a message to his grandma all by himself."

"Well, even a pigeon can do that!"

The underlined words are omitted from the tape. This exercise checks discrimination between even/evenly which is taught in the Reading/Writing section of Unit One, Book Three.

Exercise 2

- a. Girls.
- b. Science display?

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- c. Experiment with ?
- d. Live birds ?
- e. Young lady.

This topic was first dealt with in Book Two, Unit Two. Questions that are marked by intonation alone are often confused with statements. This exercise gives no extra clues, so allow the Ss 2 minutes after wards to think about it.

Exercise 3

- a. Girls. Have you read that notice? It says 'No Talking.'
- b. A: Could you tell us where your science display is, please?
O: Science display? Well, what sort of things do you want to see?
- c. A: Oh ... new scientific inventions ... things we can operate ourselves and experiment with.
O: Experiment with? My goodness! You can't touch the displays here.
- d. O: We have a rather interesting collection of birds.
A: Live birds?
- e. Young lady. Bird collectors from all over the country come to see our collection of pigeons.

This exercise, which provides extra clues, gives the Ss an opportunity to check their answers to Exercise 2.

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

The two pre-listening questions can be used for brief group or class discussion. The focus should be on the way in which people would speak to each other in this situation (i.e. their tone), rather than what might be said.

Comprehension 1

The following conversation takes place in an old-fashioned museum somewhere in the U.S., with display cupboards that are locked and notices that say 'No Talking' and 'Do Not Touch'.

A: Look at these beautiful pots! I think they're from the 17th century. What a pity it's so dark in here. If the museum had better lighting we could see them more clearly.

B: I know. I don't think they're displayed very well at all. And there are far too many for us to see all at once. Do you remember the new museum we went to last week? It had some wonderful displays. Those opera costumes were beautiful, and they were with the pots and furniture of the same historical period.

A: Yes, that was really interesting. The whole display gave you an idea of what life must have been like at that time. And there were open spaces where you could sit down

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and talk about everything. There aren't any seats in this museum. //

O: Girls! Have you read that notice? It says 'No Talking'.

B: But we're only talking about the displays.

O: I'm sorry, but we must have silence in the museum ... it's one of the rules.

A: Oh, let's go and find the science section. Maybe that'll be more fun ... Could you tell us where your science display is, please?

O: Science display? Well, what sort of display do you want to see?

A: Oh ... new scientific inventions ... things we can operate ourselves and experiment with.

O: Experiment with? My goodness! You can't touch the displays here ... it's against the rules! If we allowed everyone to touch things they'd all get broken.

B: But we were told you had some specially interesting displays that explained scientific principles ... like Newton's law of gravity.

O: Oh yes, we have. But you can't touch them!

A: But we like to experiment. We like things we can participate in. In the New York Museum of Natural History we actually helped to make a reproduction of a stegosaurus ... and we didn't break anything!

O: Well I'm sorry, but if you want to experiment you'll have to do that at home. //

B: Well what other displays do you have in here that we

can just look at? ... And we promise not to touch.

O: We have a rather interesting collection of birds.

A: Live birds?

O: Of course not, young lady, this is a museum.

A: Oh ... Well, what's interesting about it?

O: Well ... we have different varieties of pigeons ... the best collection in the country.

B: But they're dead, so they don't do anything, do they?
That's not very interesting.

O: Young lady, bird collectors from all over the country come to see our collection of pigeons.

A: Yes, I'm sure that's true, and we don't mean to be rude ... but you see, we're science students and dead birds don't interest us.

O: Then might I suggest that you go and look at our science display. We've got a new exhibit ... one of the early computers we recently hired from Japan.

B: Can we actually operate it ourselves?

O: No, certainly not. It's in a glass case ... that's locked!

B: Well what's the point of displaying it then? I mean, how can we see how it works?

O: You can read the information about it. It's there in the display case, next to the computer. And it's written simply ... in words that you'll understand!

B: Oh come on Ann, I don't think there's anything in this museum that'll really interest us. Let's go home. Next week we'll go to one of the modern museums and maybe

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we'll learn something there.

A: Yes, maybe you're right ... let's go.

O: Well ... modern youth has some extraordinary ideas !
Touch things ! Operate ! Experiment ! Well not in this
museum they won't !

Before playing the tape, allow the Ss to read the questions
in Comprehension 1 so that they can listen for the answers.

Correct answers:

- a. Two science Ss and a museum official.
- b. They do not ~~think~~ it is as good as the modern ones
(the exhibits are not displayed very well).
- c. They decide to go home (and plan to go to a modern
museum next week).

Comprehension 2

("The following conversation ... There aren't any seats in this
museum.")

Again, allow the Ss to read the questions before lis-
tening to the tape. In this exercise, the task is iden-
tification of referents (taught in Discourse Feature of
Book Three Reading/Writing). Ensure that the Ss
have also written the contracted forms where appro-
priate.

Correct answers:

1. these ... they're ... here ... them
2. It ... Those ... they
3. that

Comprehension 3

(“Girls ... you’ll have to do that at home.”)

This exercise is not guided and so some Ss may have fuller answers than others. Encourage the Ss to list *everything* they think the girls want to see. Some are explicitly stated while others are implied. After listening to the tape, discuss their answers. The main clue in the dialogue is: What sort of things do you want to see? But also further information is given a little later.

Correct answers:

new scientific inventions
things they can experiment with
displays that explain scientific principles
things they can operate
things they can participate in

Comprehension 4

(“Well, what other displays do you have... Well not in this museum they won’t !”)

This is a simple note-taking exercise. Allow the Ss to read it before they listen to the tape.

Correct answers:

1. a. Bird ... Pigeon ... in the country
2. b. Computers ... hired ... Japan

Comprehension 5

The Ss will hear the whole conversation again. This time the focus is on *tone*, and what we can understand from the way in which people speak to each other. After listening to the tape, review the answers and then discuss the differences between polite and less polite tones and how these might compare with Chinese conversations. It should be stressed that tone is very important in English society.

Correct answers:

1. c 2. b

Note: Get the students to identify the two Ss in the museum before doing the exercise. It is important that they know which voice is Barbara's.

C. CONVERSATION: Questions and statements

The conversation sections throughout Book 3 are longer than those in Books 1 and 2 because it is felt that more emphasis should now be on production. The conversation section in this unit gives the Ss an opportunity to practise rising intonation in the type of question form reviewed in section A.

Before playing the tape, ask the Ss to read the conversations presented in their books to see if they can guess the intonation. Then play the tape and discuss the difference in intonation between a. and b. **Practice**

1 reinforces the correct intonation. Spend enough time on this for the Ss to be able to give the correct intonation.

Practice 2

The underlined word is the one which the Ss should use to make their reply (see example at beginning of section). Draw the Ss' attention to this fact. If they still have difficulties, give them the reply to the first statement as a further example.

Some possibilities:

1. A: A new bicycle? But I thought you already had one?
2. A: Tomorrow? But I thought he came home last week?
3. A: Next week? I thought it was the week after that?

Practice 3

This exercise is not guided and therefore the answers will vary. The emphasis should be on the task set for the student reading A, who has to decide whether the partner, B, has replied with a question or a statement. The Ss should take it in turns to read A and B.

Possible replies:

1. A: Beijing? I thought you were going to Nanjing? or: Oh, Beijing. That's a nice place.
2. A: You haven't finished your homework? I thought

you did it yesterday?

or: Oh, you haven't finished your homework. I've finished mine.

3. A: Stamp collecting? I didn't know you were interested in stamps?

or: Stamp collecting. Yes, I like collecting stamps too.

UNIT TWO

A. DISCRIMINATION: Weak forms

This section again deals with guessing the correct word from context. It also revises the use of weak forms in continuous speech.

Exercise 1

- a. You need to practise English conversation every day.
- b. Computers can't execute commands given in everyday English.
- c. The weather forecast is updated every day, of course.

Exercise 2

- a. Some 'v these early AI projects had the goal of developing translation programs.
- b. You probably know th't researchers spend a lot 'v their time reading what other people h've already written in their subject.
- c. He doesn't know whether t' pay fu a translation or not, because he can't forecast whether the article is going to be any use to him.
- d. This turned out to be very difficult indeed.

- e. There wu' a lot of jokes written at this time.

B. COMPREHENSION: Artificial intelligence

A short talk on Artificial Intelligence. This is not a formal lecture or radio broadcast, more a friendly talk to beginning students. So the speaker frequently hesitates and repeats things.

The pre-listening questions can be used for brief group or class discussion. If the students cannot answer these questions, they should be encouraged to find the answers from the talk itself.

Comprehension 1

The following passage is a further exercise in guessing the correct word from context.

This is the same sort of mistake that (a) children sometimes make in school. Maybe you still make mistakes (b) like this sometimes, too. The main reason is that you know the words (c) by themselves (as they appear in the dictionary (d) for instance) but you don't always know how they fit into phrases and sentences. Machines have the same problem they (e) can find words in the dictionary, but they don't know the grammar rules for these words yet.

Comprehension 2

This time the passage is read as above, to give the Ss a chance to correct their own work.

Comprehension 3

The following is a brief introduction to Artificial Intelligence. It is a talk given to students who have no previous experience of computers.

Some of the earliest Artificial Intelligence projects, going back to the early fifties ... (that's about thirty-five, nearly forty years ago) ... Some of these early AI projects had the goal of developing translation programs. These programs were supposed to be able to automate the process of scanning technical magazines published in foreign languages.

You probably know that researchers spend a lot of their time reading what other people have already written in their subject. It is hard for an English scientist, for example, if ... he doesn't read Chinese. He doesn't know whether to pay for a translation or not, because he can't forecast whether the article is going to be any use to him. //

So ... the researchers wanted to invent a machine that could do technical translations ... automatically. This turned out to be very difficult indeed... —much more difficult than they had assumed, and their programs sometimes produced comic mistakes in translations. There were a lot of jokes written at about this time ... For example, ... it was said that a machine translated the phrase, "The spirit is willing, but the flesh is weak" as "The wine is all right, but the meat's not very good".

This is ... the same sort of mistake that children sometimes make in school. Maybe you still make mistakes like this ...