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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

第二册

杨惠中 张彦斌 主编

Geoffrey Thompson  
Susan Thompson 编写



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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 One.

### Exercise 1

You will hear words spoken on the tape. Choose which word the speaker says and underline it.

- |         |       |
|---------|-------|
| a. sit  | seat  |
| b. pull | pool  |
| c. shot | short |
| d. bid  | bed   |
| e. land | lend  |
| f. tie  | toy   |
| g. know | now   |
| h. rate | write |
| i. law  | low   |
| j. he   | here  |

### Exercise 2

Choose which word the speaker says on the tape, and underline it.

- |            |        |
|------------|--------|
| a. thought | sort   |
| b. light   | night  |
| c. mine    | might  |
| d. beg     | begged |

- e. stop                      stopped  
 f. rob                      robbed  
 g. watch                      watched  
 h. rate                      late

## Exercise 3

You will hear the following sentences spoken on the tape. The speaker will use *special stress* to show his/her meaning. Choose from the two sentences below the spoken sentence the one that the speaker could say next.

- a. *I like Jim.*

But I don't like Jane.

But Jane doesn't like him.

- b. *Mary did tell me the truth.*

But she didn't tell you.

You're wrong to say she didn't.

- c. *It's not a new car.*

It's an old one.

It's a new bicycle.

- d. *She hasn't got two children.*

She's got three children.

But I've got two children.

## Exercise 4

You will hear sentences spoken on the tape. Fill in the missing words (they are all *weak forms* or *contracted forms*).

- a. He's \_\_\_\_\_ school today.  
 b. I'm \_\_\_\_\_ London.  
 c. I like apples \_\_\_\_\_ oranges.



- d. She's older \_\_\_\_\_ me.  
 e. Tell \_\_\_\_\_ to come here.  
 f. \_\_\_\_\_ I open the window?  
 g. I \_\_\_\_\_ swim.  
 h. \_\_\_\_\_ never been there.  
 i. \_\_\_\_\_ doctor came today.  
 j. I saw \_\_\_\_\_ man in our garden.

### Exercise 5

Write down the sentences you hear on the tape. (Use contracted forms where necessary.)

- a. \_\_\_\_\_  
 b. \_\_\_\_\_  
 c. \_\_\_\_\_  
 d. \_\_\_\_\_  
 e. \_\_\_\_\_

### B. COMPREHENSION: Joseph Lister

You are going to hear a talk about a pioneer of safe medical care, Joseph Lister, and his work. Before you listen to the talk, find out the meaning of these words:

antiseptic

carbolic

What are these things used for?

#### Comprehension 1

You will hear the complete talk. As you listen, answer these questions.

- a. The speaker deals with two questions. What are they?

- b. Which question does he speak about at greater length?

### Comprehension 2

You will now hear the first part of the talk. Find out the answers to these questions.

- a. What are germs?  
b. Why are they bad for you?

### Comprehension 3

Listen to the second part of the talk and answer the questions below.

- a. What happened to many patients in hospital?  
b. What caused this?

### Comprehension 4

You will hear the next part of the talk. The speaker mentions three steps in Lister's work to make hospitals safe. The steps are given below in the wrong order; write the correct order in the boxes.

- a. discovery of carbolic ☐  
b. use of carbolic in hospitals ☐  
c. finding of the cause of blood poisoning ☐

### Comprehension 5

Now you will hear the final part of the talk, about Lister's experiment. Use the information you hear to fill in the blanks below.

The experiment:

reason: in order to show

experiment: used \_\_\_\_\_ for \_\_\_\_\_ months

result: Lister's patients— \_\_\_\_\_ deaths from \_\_\_\_\_

other doctors' patients—continued to \_\_\_\_\_.

### Comprehension 6

You will hear the complete talk again. As you listen, answer these questions.

- a. When was Joseph Lister working?
- b. What did Lister's experiments prove?

## C. CONVERSATION: Review

In the first conversation, you will hear people introducing themselves, asking for and giving personal information, and saying goodbye. You will find out more about these if you look back at *Book One*.

### Conversation 1

Fill in the blanks below as you listen.

A: Hello. My name's Bob Johnson.

B: \_\_\_\_\_. I'm Sheila Grey.

A: \_\_\_\_\_ a student here?

B: Yes. I'm studying engineering.

A: Are you? \_\_\_\_\_ chemistry.

B: \_\_\_\_\_ are you \_\_\_\_\_?

A: Leeds. And you?

B: London. \_\_\_\_\_ do you \_\_\_\_\_?

A: Near the university.

B: Oh, I live in a university house.

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

B: Oh, yes. \_\_\_\_\_ you \_\_\_\_\_.

A: \_\_\_\_\_ for now.

In the second conversation, you will hear two friends saying hello, asking for and giving information, inviting and accepting. There is more of these in Book One.

## Conversation 2

Listen to the conversation and answer these questions as you listen.

- Jim wants to know where the Health Centre is. How does he ask Beth?
- What does Beth invite Jim to do?

## UNIT TWO

### A. DISCRIMINATION: Intonation 1

Intonation is the way your voice goes up and down in speaking. It can show, for example, whether the speaker is making a statement or asking a question. In a statement, the voice usually *falls* at the end of the sentence. In a question that has *Yes* or *No* as an answer, the voice usually *rises* at the end.

#### Listening 1

Listen to these sentences spoken with a falling intonation. The word on which the voice falls will be spoken before the complete sentence. As you listen, read the sentence to yourself.

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

#### Listening 2

Listen to these sentences spoken with a rising intonation. Again you will hear the word on which the voice rises spoken first. Read the sentence to yourself as you listen.

- a. Has she *gone*?

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

### Exercise 1

You will hear each word below spoken twice, once with a falling intonation and once with a rising intonation. Mark the box like this if the intonation is falling: ☒; and like this if it is rising: ☐. (There will always be one rise and one fall for each word.) The first pair has been marked to help you.

- |             |                                     |                                     |
|-------------|-------------------------------------|-------------------------------------|
| a. Ready    | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| b. Finished | <input type="checkbox"/>            | <input type="checkbox"/>            |
| c. London   | <input type="checkbox"/>            | <input type="checkbox"/>            |
| d. Tomorrow | <input type="checkbox"/>            | <input type="checkbox"/>            |
| e. Here     | <input type="checkbox"/>            | <input type="checkbox"/>            |
| f. Tea      | <input type="checkbox"/>            | <input type="checkbox"/>            |
| g. No       | <input type="checkbox"/>            | <input type="checkbox"/>            |
| h. Okay     | <input type="checkbox"/>            | <input type="checkbox"/>            |
| i. Saturday | <input type="checkbox"/>            | <input type="checkbox"/>            |
| j. Seventy  | <input type="checkbox"/>            | <input type="checkbox"/>            |

### Exercise 2

Decide whether the sentences you hear have a falling or a rising intonation. Mark the box with a falling or rising line. The first box has been marked to help you.

- |  |                             |
|--|-----------------------------|
| a. <input checked="" type="checkbox"/> | d. <input type="checkbox"/> |
| b. <input type="checkbox"/>            | e. <input type="checkbox"/> |
| c. <input type="checkbox"/>            | f. <input type="checkbox"/> |



Sometimes, because of weak or contracted forms, statements and questions sound almost the same in English. However, we have to know whether the speaker wants us to agree with his statement or answer his question. In order to give the correct kind of response, we have to use the information that we get from intonation.

### Exercise 3

Some of the sentences you will hear are statements, where agreement is the correct response; others are questions, which need an answer. Decide which of the two responses given is best for each sentence. Tick the best response. First, listen to the two examples.

- a. Yes, an old one. ✓

So do we.

- b. Yes, an old one.

So do we. ✓

Now do the same with these.

- c. No, they prefer coffee.

So do I.

- d. Yes, very hard.

So do we.

- e. No, not very near here.

So does her friend, Jane.

- f. No, not very often.

So do I—swimming's good for you.

- g. Yes, she is—she's got a lot of work to do.

So is Bill—they've got to work late.

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

So am I—I should have kept calm.

#### Exercise 4

First, listen to the following conversation and answer these questions.

Lindy is telephoning Peter about a party.

a. When will the party be exactly?

b. Where is Lindy going next week?

c. What will Peter bring with him?

Now listen to the conversation again, and decide whether they are asking questions or making statements. Each time you hear the bell, put a question mark (?) or a full stop (.) in the box. The first three have been done to help you.

a. Hello ☐

b. Peter ☐

c. Lindy here ☒

d. hello ☐

e. on Saturday ☐

f. Saturday ☐

g. Good ☐

h. next week ☐

i. you can come ☐

j. food with me ☐

k. Okay ☐

l. Okay ☐

m. Saturday ☐

## B. COMPREHENSION: An Interview with a Spy

Before listening to the interview, think about the following questions.

- What are codes and ciphers?
- What kind of information do spies try to get?

### Comprehension 1

You will hear the complete interview. As you listen, decide which of the following topics are dealt with in the interview.

- how Janet invented a new cipher
- how Janet began to work as a spy
- the dangers of being a spy
- how Janet received and sent secret messages
- where Janet worked in the other country

### Comprehension 2

Listen to the first questions that the interviewer asks, and answer these questions.

- Which two questions does Janet refuse to answer?
- Which question does she answer?
- In her answer, Janet mentions the following four things. Which of them was the main cause of her becoming a spy?  
 an advertisement; an old friend  
 another country; a business firm

### Comprehension 3

Listen to the middle part of the interview, which is printed below.

As you listen, put a question mark [?] in the boxes when the speaker's voice rises, and a full stop [.] when the voice falls.

Interviewer: It seems strange that a woman who is only a typist