

大学核心英语

# College Core English

## Listening

# 听 · 力 · 教 · 程

【修订版】第二级

● 杨惠中 张彦斌 郑树棠 主编

Geoffrey Thompson 编写  
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## Introduction

### How to Learn This Course

The book consists of 15 units and each unit is divided into three sections: Discrimination, Comprehension and Comprehension Practice.

- A. Discrimination** Intonation plays an important role in understanding the speaker's attitude: agreement or disagreement, certainty or uncertainty, etc. At the beginning, you are given training in discriminating between rising and falling tones; then you move on to understand how it affects the meaning of a sentence. What's more, the book also tells you how to guess the meaning of some unknown words through continuous spoken English.
- B. Comprehension** In this section, you will have training in understanding continuous spoken English. As in Book One, the listening materials contain conversations, interviews, discussions and simple lectures, but at a higher level and greater length. And you're required to listen to the whole piece continuously without pausing after each sentence.
- C. Comprehension Practice** The purpose of this section is to test how much you understand the meaning of short conversations and short stories/passages. We hope that this section can add some interest to the course. In addition, it may also help you to find your strengths and weaknesses in listening, and by overcoming these weaknesses you may improve your listening ability quickly.

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# UNIT 1

## 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 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. You have to tick out the right one as you listen to the sentences.

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 2

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

- 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 3

Write down the sentences you hear on the tape. You're given 30 seconds to write down each sentence you hear. ( 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

blood poisoning

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

You will hear the complete talk again. As you listen, check all the answers you have given.

## **C. COMPREHENSION PRACTICE**

### **Section A**

*Direction:* In this section, there are 8 short conversations. Each conversation will be read only once. Choose the best answer from the four choices marked A, B, C, and D.

- |                           |                               |
|---------------------------|-------------------------------|
| 1. A. At work.            | B. At a bank.                 |
| C. At a restaurant.       | D. At a bookstore.            |
| 2. A. At a barber's.      | B. At a car wash.             |
| C. At a hospital.         | D. At a library.              |
| 3. A. At a bank.          | B. At a hotel.                |
| C. At a newspaper office. | D. At a gas station.          |
| 4. A. At a train station. | B. At a gas station.          |
| C. At a bus stop.         | D. On a bus.                  |
| 5. A. At a bank.          | B. At a businessman's office. |
| C. At a church.           | D. At a dress shop.           |
| 6. A. At a drug store.    | B. At a post office.          |
| C. At an airport.         | D. At a department store.     |
| 7. A. At work.            | B. At a picnic.               |
| C. On a highway.          | D. At a train station.        |
| 8. A. At a bookstore.     | B. At a school.               |
| C. At a club.             | D. At a department store.     |

### **Section B**

*Directions:* In this section, you will hear one short passage. At

the end of the passage, you will hear three questions. Both the passage and the questions will be spoken only once. After you hear one question, you must choose the best answer from the four choices marked A, B, C, and D.

1. A. They could change into a fast train.  
    B. A carriage was waiting for them at the station.  
    C. They could breathe the fresh air in the country.  
    D. They finally got out of the slow train.
2. A. They were driving in a dense forest.  
    B. There were no oil lamps on the carriage.  
    C. The curtains on the carriage were closely drawn.  
    D. It was dark and the sky was covered with clouds.
3. A. Half an hour.  
    B. One hour.  
    C. One hour and a half.  
    D. Two hours.

# UNIT 2

## 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. They bought a new *car*.
- c. There are *five* of them.

### 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. Is everyone *here*?
- c. Would you like a cup of *tea*?

### 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      ☒ ☒
- b. Finished    ☐ ☐
- c. Okay        ☐ ☐
- d. Seventy     ☐ ☐

### Exercise 2

Decide whether the sentences you hear have a falling or 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"/> | b. <input type="checkbox"/> |
| c. <input type="checkbox"/>            | d. <input type="checkbox"/> |
| e. <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

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.

- a. What are codes?
- b. 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.

- 1. How Janet invented a new code
- 2. How Janet began to work as a spy
- 3. The dangers of being a spy
- 4. How Janet received and sent secret messages
- 5. Where Janet worked in the other country