

英语听力教程 1

Elementary Listening
Students' Book



Elementary Listening

英语听力教程 1

北京外国语学院

刘燕盛 (主编) 陈乃芳 郭培德

梅仁毅教授 审阅

高等教育出版社

内容提要

《英语听力教程》是一套有指导的、循序渐进的听力课本。全书共分三册，供高等学校英语专科和本科一、二年级学生听力课使用，也可供高等院校其他各专业、教育学院、电视大学及自学者使用。本书已定为1988年开播的卫星电视英语专业的听力课教材。

Elementary Listening 为第一册，适用于已经掌握1,000—1,500个英语词汇和基本语法知识，但未经专门听力训练的学习者。

本书共分22个单元，每单元由5部分组成：

第一部分为辨音、重音或连读等训练。通过较系统的基础听力训练，为学生进一步学习铺平道路。

第二部分为辨图、选择、短期记忆等训练。练习的编排由浅入深，使学生能逐步听懂表达完整意思的简单英语。

第三部分为听力练习。采用填空、句子听写和段落听写的形式，对学生进行听力综合能力的训练。

第四部分为听说练习。采用复述故事的形式，旨在培养学生的复述能力，为听写打下基础。

第五部分为听力欣赏。采用幻灯、讲座等形式，在给学生提供听力练习材料的同时，介绍英美国家的文化背景、风土人情。

本书配有教师参考书，书中编有练习答案和课外听力材料，供课外练习或欣赏。

本书承北京外国语学院梅仁毅教授审阅，北京教育学院杨友钦副教授对本书的编写提出了许多宝贵意见。

英语听力教程 I

北京外国语学院 刘燕盛 主编



高等教育出版社出版

新华书店北京发行所发行

高等教育出版社激光照排中心照排

北京印刷一厂印装



开本 787×1092 1/16 印张7.25 字数 185 000

1988年5月第1版 1991年1月第4次印刷

印数 41 171—54 682

ISBN 7-04-001050-X/H·249

定价 2.40元

前 言

《英语听力教程》是一套有指导的、循序渐进的听力课本。全书共分三册。供高等学校英语专科和本科一、二年级学生听力课使用,也可供高等院校其他各专业、教育学院、电视大学及自学者使用。本书已定为1988年开播的卫星电视英语专业的听力课教材。

Elementary Listening 为第一册,适用于已经掌握1,000—1,500个英语词汇和基本语法知识,但未经专门听力训练的学习者。

提高理解能力和表达能力是外语教学的两个基本目的。本教材着眼于提高学生的听力理解能力。为此,我们在编写过程中试图使教材做到以下几点:

1. 强调“听”的目的是为了理解所听内容和获取信息,教材不过多地讲解语言现象和文化背景知识,避免分散学习的注意力,而是通过较多的实践,向学生提供有利于获得语言自然习得的机会。

2. 本教材的练习内容丰富,形式多样,练习量大,考虑到初学者的困难,练习的设计力求简单,以便使教学能在较为宽松、自然的气氛中进行。

3. 允许母语进入练习和测试。由于人们的表达能力往往低于理解能力,部分听力理解用母语检查既可摆脱表达能力的限制,又可准确地检查听力理解水平,加大听力教材的难度,提高教学要求。

4. 充分利用学生已有的文化知识,使学生在初学阶段较少受陌生文化背景知识的干扰,尽快听懂已掌握的词汇。为此,本教材选用了一些对大多数中国学生来说在内容上较为熟悉的材料。

本书共分22个单元,每单元由5部分组成:

第一部分为辨音、重音或连读等训练。通过较系统的基础听力训练,为学生进一步学习铺平道路。

第二部分为辨图、选择、短期记忆等训练。练习的编排由浅入深,使学生能逐步听懂表达完整意思的简单英语。

第三部分为听力练习。采用填空、句子听写和段落听写的形式,对学生进行听力综合能力的训练。

第四部分为听说练习。采用复述故事的形式,旨在培养学生的复述能力,为听写打下基础。

第五部分为听力欣赏。采用幻灯、讲座等形式,在给学生提供听力训练材料的同时,介绍英美国家的文化背景、风土人情。本部分不要求学生做练习。

本书配有教师参考书,书中编有练习答案和课外听力材料,供课外练习或欣赏。

参加本书编写工作的还有张频、杨学义、赵秀英。

在本书编写过程中,我们得到许多同行和前辈的热情鼓励和详尽指导,在此,谨向他们致以诚挚的谢意。

编者

1988年2月

Contents

1	Unit 1
7	Unit 2
13	Unit 3
18	Unit 4
23	Unit 5
28	Unit 6
32	Unit 7
37	Unit 8
41	Unit 9
45	Unit 10
49	Unit 11
54	Unit 12

Listening Exam (1) 59

62	Unit 13
67	Unit 14
72	Unit 15
76	Unit 16
80	Unit 17
85	Unit 18
90	Unit 19
95	Unit 20
99	Unit 21
103	Unit 22

Listening Exam (2) 108

Unit 1

A. SOUND RECOGNITION

I. The following words all contain the /i:/ sound as in the word see. Now say them after the teacher. Then underline the letters that represent the /i:/ sound.

<i>Example :</i>	<u>see</u>	<u>lead</u>	<u>fifteen</u>
seat	east	Japanese	lead
teacher	speak	field	succeed
meal	need	receive	believe
asleep	police	meet	heat
reason	season	complete	leave
evening	feeling	thief	feed

II. Listen to the word sit. Do you hear the /i/ sound in sit? Now say the following words after the teacher. Then underline the words with the /i/ sound.

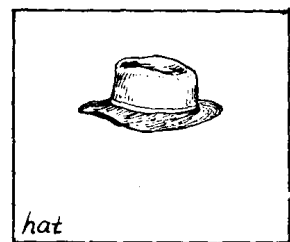
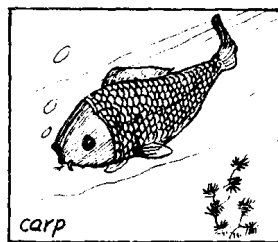
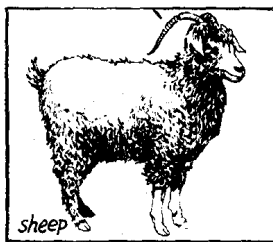
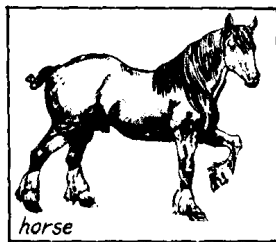
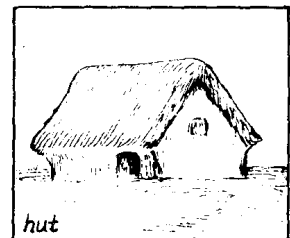
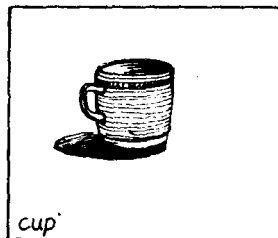
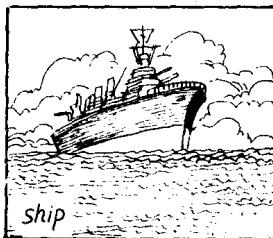
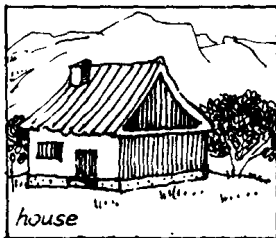
<i>Example :</i>	<u>sit</u>	speech	<u>miss</u>
pick	give	live	leaf
fill	feel	rich	reach
pretty	willing	remain	read
busy	easy	women	belong
people	building	real	mistake
pity	drill	leader	until

III. Listen to the groups of words and repeat them. Then place a tick (✓) in the appropriate square.

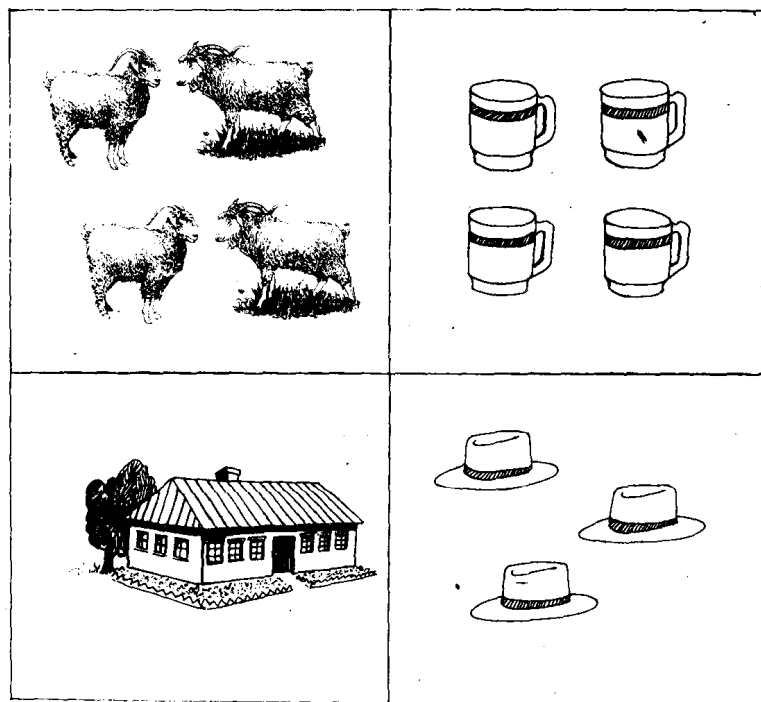
	Same	Different		Same	Different
1.	<input type="checkbox"/>	<input type="checkbox"/>	8.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	9.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	10.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	11.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	12.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	13.	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	14.	<input type="checkbox"/>	<input type="checkbox"/>

VII. Listen and repeat the vocabulary.

Do you see...? Is there ...? Are there ...?
 any here in the picture



Look at the following pictures. You will hear some questions about these pictures below. Write either "yes" or "no" for each question you hear. Are you ready to begin?



1. 2. 3. 4. 5. 6. 7.
8. 9. 10. 11. 12. 13. 14.

B. RECOGNITION, SELECTION, AND SHORT-TERM MEMORY

I. Listen to a list of clothes and furniture . For each item you identify, put a tick in the appropriate square.

Clothes

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Furniture

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

II. Listen to the teacher describing the clothes and furniture in her room. For each item you identify, put a tick in the appropriate square.

Clothes

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Furniture

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

III. Listen to the sentences describing the picture below. If a sentence applies to the picture, put a tick; if it doesn't, put a cross (×).



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.

IV. Look at the four sketches below and notice that there is a letter next to each one. You will hear descriptions of them. Identify them in the order in which they described.



- 1.
- 2.
- 3.
- 4.

C. DICTATION

Listen carefully as the passage is read. Some words have not been printed. Every place you hear a word that is not printed, draw a line like this: _____. Do not write the missing word.

A Good Teacher

A good teacher carefully explains each step in a lesson. In way she helps students learn quickly and easily. She sometimes has to use hands and her face to explain. She should also enthusiastic. This holds the attention of students.

A good teacher uses simple language to explain lesson. In this way she helps make facts clear. Using books, pictures, and objects helps to make lesson more interesting. Students do not get tired so quickly if they interested.

Students like to learn from a good teacher. They enjoy studies and learn more.

D. LISTENING FOR SPEAKING

Look at the following key words in the story. Repeat the sentences after the teacher. Do not add any more words while listening to the story. Your memory is much better than you think it is.

Rather Late

... dark night ... man ... riding ... bike ... lost ... way ... not know
where ... go ... saw ... pole ... something white ... looked like ... notice
... wanted ... see what ... on ... notice ... climbed ... top ... pole ...
read ... two words ... notice : "Wet Paint."

E. LISTENING FOR PLEASURE

The slides will be shown three times, with captions in the second show. Do not read the tapescript until you have seen the story on TV. And do not worry about the meaning of unknown words.

Unit 2

A. SOUND RECOGNITION

I. The following words all contain the /ʌ/ sound as in the word love. Now say them after the teacher. Then underline the letters that represent the /ʌ/ sound.

<i>Example:</i>	<u>love</u>	<u>come</u>	<u>luck</u>
summer	truck	love	must
understand	drunk	honey	much
wonderful	mother	study	worry
month	lunch	dug	rough
runner	touch	hungry	untrue
dozen	couple	money	double

II. Listen to the word port. Do you hear the /ɔ:/ sound in port? Now say the following words after the teacher. Then underline the words with the /ɔ:/ sound.

<i>Example:</i>	<u>port</u>	mop	<u>more</u>
four	quarter	caught	all
always	warm	spot	god
horrible	force	taught	author
bottle	towards	fork	order
orange	not	north	organize
August	George	hospital	portrait

III. Listen to the groups of words and repeat them. Then place a tick in the appropriate square.

	Same	Different		Same	Different
1.	<input type="checkbox"/>	<input type="checkbox"/>	8.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	9.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	10.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	11.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	12.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	13.	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	14.	<input type="checkbox"/>	<input type="checkbox"/>

IV. Underline the words you recognize in the sentences you hear.

1. That (cock / cook) is very noisy.
2. (Lock / Look) it up carefully.
3. He's my (god / good) father.
4. How do you spell (cod / could)?
5. I call my cat (Poss / Puss).
6. Her name is Miss (Brockhurst / Brookhurst).
7. That's a very small (bed / bud / bird).
8. He's got a lot of (bens / buns / burns).
9. That's a very long (ward / word).
10. Why don't you (walk / work) faster?
11. She always wears (short / shirt) dresses.

V. Listen to the key word carefully. It is repeated once in phonetic symbols in each line. Repeat the word, find its phonetic symbols as quickly as you can and then underline them.

Example: pot (a) /put/ (b) /pɒt/

- | | |
|----------------------------|---------------------------|
| 1. (a) /lɔk/ (b) /luk/ | 6. (a) /tɔn/ (b) /tɔ:n/ |
| 2. (a) /læk/ (b) /lʌk/ | 7. (a) /bɔ:d/ (b) /bɒ:d/ |
| 3. (a) /bɔ:st/ (b) /bəust/ | 8. (a) /hɔ:t/ (b) /hʌt/ |
| 4. (a) /su:t/ (b) /sju:t/ | 9. (a) /test/ (b) /teist/ |
| 5. (a) /lju:k/ (b) /luk/ | 10. (a) /leit/ (b) /let/ |

VI. Listen to the sounds carefully and repeat them. Then write them down in the phonetic symbols in the appropriate place.



circle



triangle



square

/ ei əu ai au ɔi iə εə uə /

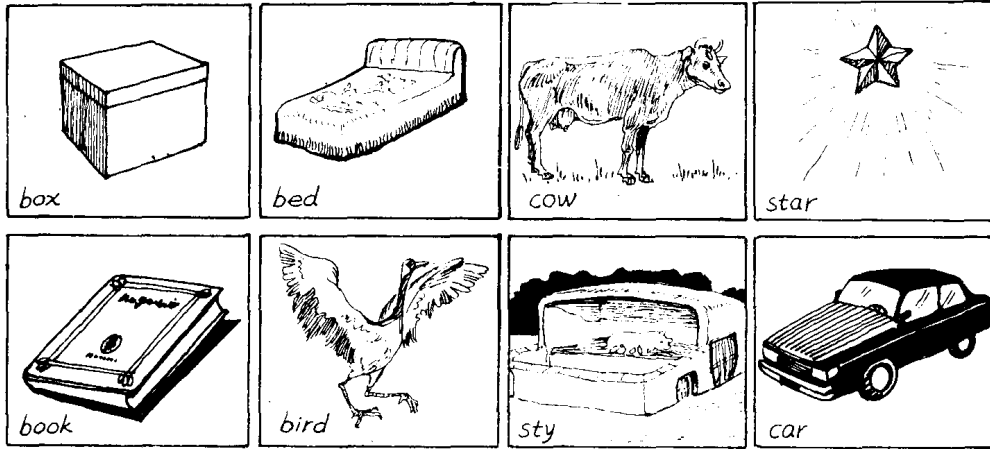
Example: "Write / ei / in the circle." ei

"Write / ai / in the square." ai

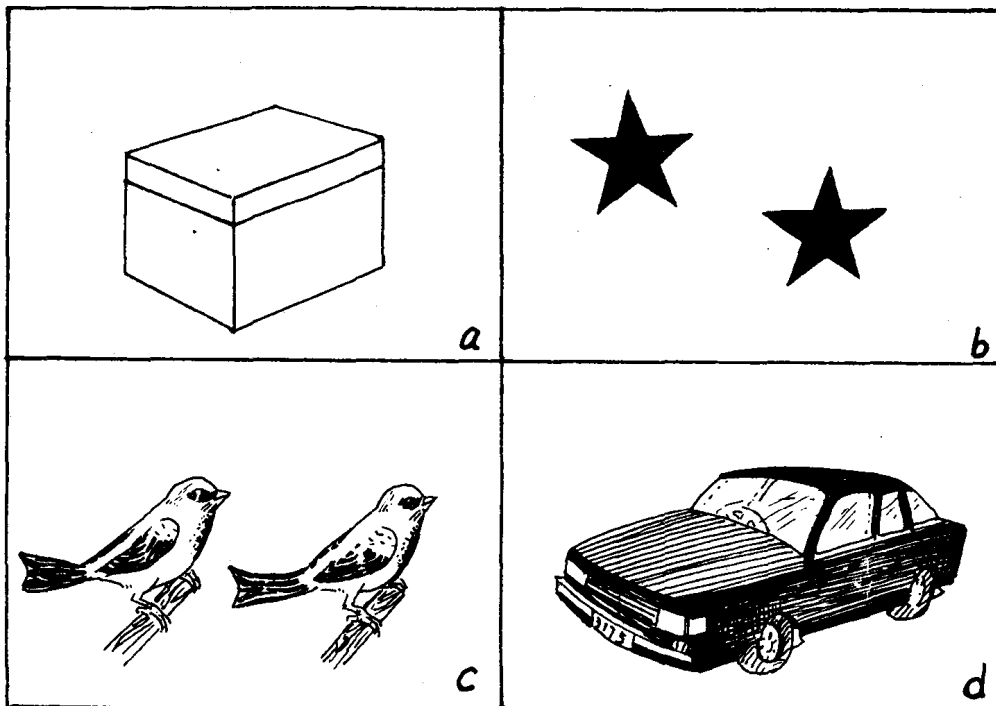
- | | | |
|--|---|---|
| 1. | 6. | 11. |
| 2. | 7. | 12. |
| 3. | 8. | 13. |
| 4. | 9. | 14. |
| 5. | 10. | 15. |

VII. Listen and repeat the vocabulary.

just one two

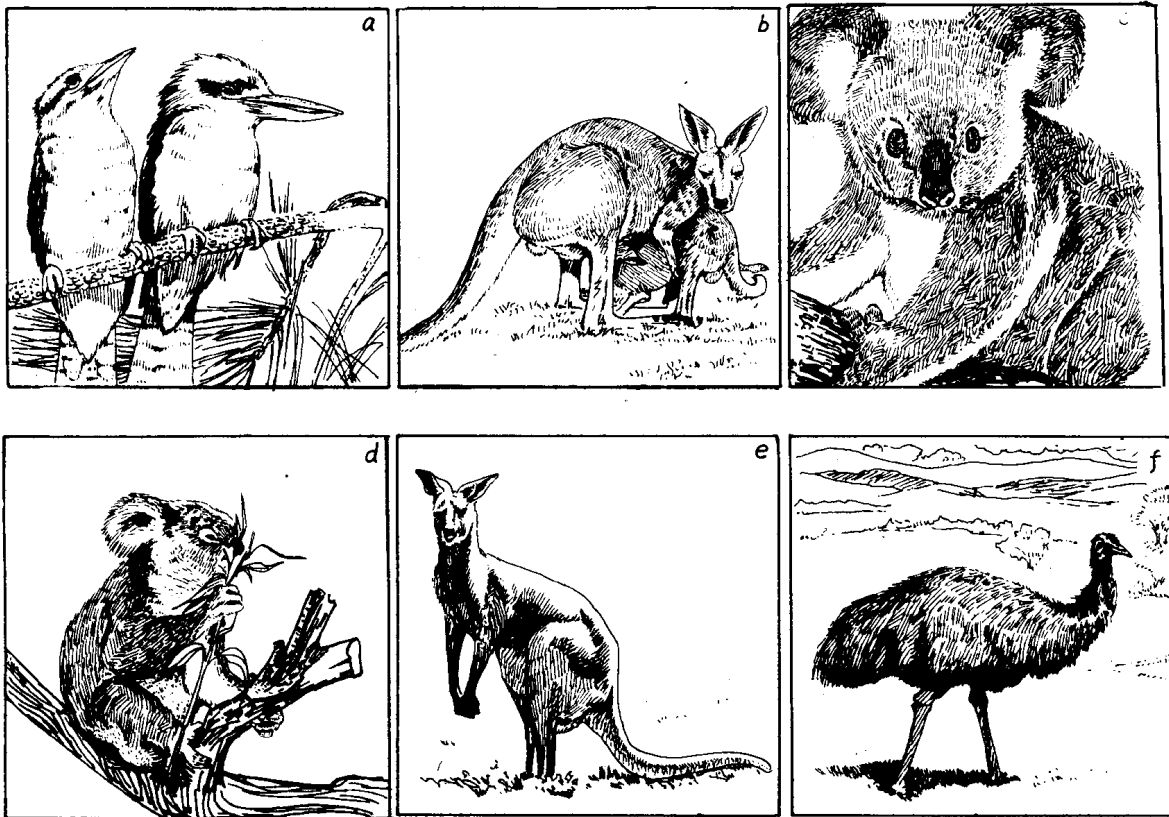


Look at the following pictures. You will hear some questions about the pictures below. Write either "yes" or "no" for each question you hear. Are you ready to begin?



1. 2. 3. 4. 5. 6. 7.
8. 9. 10. 11. 12. 13. 14.

IV. Look at the sketches below and notice that there is a letter next to each one. You will hear descriptions of four of them. Identify which ones are being described.



- 1.
- 2.
- 3.
- 4.

C. DICTATION

Listen carefully as the passage is read. Some words have not been printed. Every place you hear a word that is not printed, draw a line like this: _____. Do not write the missing word.

Aesop and the Traveler

Aesop was very clever man who lived hundreds years ago in Greece. He wrote many fine stories. He was well known a man who was fond of jokes. One day, as he was enjoying walk, he met a traveler, who greeted him and said, "Kind man, you tell me how soon I shall get to town?" "Go," Aesop answered. "I know I must go," protested traveler, "but

I should like you to tell me how soon I get to town?"

"Go," Aesop said again angrily. "This man must be mad," the traveler thought and went.

After he had gone some distance, Aesop shouted after him, "You get to town in two hours." The traveler turned round in astonishment. "Why didn't you tell that before?" he asked. "How could I tell you that before?" answered Aesop. "I did not know how fast you could walk."

D. LISTENING FOR SPEAKING

Look at the following key words in the story. Repeat the sentences after the teacher. Do not add any more words while listening to the story. Your memory is much better than you think it is.

Short Advice

... gentleman ... food ... spent ... money ... began ... stomach trouble ...
went ... see ... doctor... told ... doctor... illness ... asked ... what ... should
do ... "Live ... six pence ... earn it," ... doctor said.

E. LISTENING FOR PLEASURE

The slides will be shown three times, with captions in the second show. Do not read the tapescript until you have seen the story on TV. And do not worry about the meaning of unknown words.