

北京人民广播电台英语讲座用书

英语听说

上册

张道真

LISTEN AND SPEAK

—English by Radio

清华大学出版社

英 语 听 说

Listen and Speak

(上册)

张 道 真

清 大 学 出 版 社

内 容 简 介

本书是著名专家张道真教授多年来从事英语教学改革所积累经验的结晶。经多届学员逾千人的试用，已臻成熟。现交付正式出版并由广播电台播讲，将有助于这一成果的广泛推广。本书分上、下两册。

这套教材的特点是着重听说能力的培养，材料短小精悍易于上口，起点低、梯度平缓、过度自然。教学方法上一反过去以语法及词汇讲解为主的作法，转而采用既以听说为目的，又以听说为手段，大量反复练习的原则。语法体系与题材配合紧密，于语言实践中学到语法的要旨。因而使在短时期内掌握较多词汇和形成语言运用能力成为可能。可以随广播学习，亦可用磁带自学。

读者对象是有 1000 以上词汇、大致相当于高中毕业程度或学完《电视英语》上册的大学生和社会各界读者，以及基础较好的中学在校生。有中学基础又迫切需提高英语听说与运用能力的社会读者亦是本书适宜的读者群。

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清华大学出版社出版

北京 清华园

国防科工委印刷厂印刷

新华书店总店科技发行所发行



开本：787×1092 1/32 印张：22 5/8 字数：508 千字

1991 年 3 月第 1 版 1991 年 8 月第 2 次印刷

印数：4000 1-72000

ISBN7-302-00832-9/H·50

定价：7.60 元

3265/28

前 言

多年以来一直感到我们大中学英语教学在相当程度上存在一个缺陷，即“聋哑症”。由于教学方法上过分注重语法与词汇的讲解，材料偏难且不实用，加上缺少课堂上的练习机会，学生缺乏听说能力，缺乏运用语言的能力。许多学生学了很多年英语，最后却一忘了事，前功尽弃。为了弥补这一缺陷，专门编写了这套书，并准备逐步在广播电台播出。

这套书的主要对象是有 1000 以上词汇、大致相当于高中毕业程度以上的学生和社会读者，以及基础较好的中学在校生（包括学完《电视英语》上册的读者），目的是形成听说能力。全书有 56 个单元，争取用一年左右时间学完，最后达到英语专业大专毕业程度，即掌握 5000 左右单词和基本语法，能顺利阅读一般书籍，重点形成听说能力。总而言之，是把英语学到手，以便在工作和学习中发挥有效作用。

怎样才能达到这一目的呢？首先教材是最重要的保证。这套教材体现了狠抓听说的原则，以听说带动语言能力的全面发展。课文短小精悍易于上口，有问答、句型练习、对话、句子翻译、复述材料和听力材料，围绕发展听说能力这条纲进行“大运动量训练”。在此原则下，编写过程中注意了语法体系和题材的配合，并尽可能做到由浅入深循序渐进。只要学员肯下功夫，是完全可以坚持学到底的。

其次是利用广播和语言实验室的手段，为数以万计的学员创造了学习条件。广播的播送时间多，覆盖面广，收音机拥有普遍，因而收听方便。本书配有磁带，便于学员反复练

习。即使在暂未广播本教材的地区，读者亦可根据本书录音磁带自己学习。此外，大中学校的教师可以用简易实验室采用本教材上课，也可达到同样效果。

当然，最重要的是个人的努力，要取得良好的效果，最重要的是刻苦认真自学。不持之以恒或泛泛地听听都难以奏效。首先必须认真对待，一次不落地听讲，并跟着练习。而且要事先预习（看一遍要学的材料，念念记记），事后复习（跟着录音反复听与练，直到能复述主要内容），再辅以适当的笔头工作（抄写、默写、翻译、笔头复述），则写的能力也会附带有所发展。取得的效果与投入的时间成正比，每周最好能投入十个小时。看起来似乎投入的时间太多了，其实不然，因为形成的语言能力是可以受用终生的。况且正规大学英语专科至少要集中学习二年时间，因此，我们这种学习方法应该说是经济快捷的。只要持之以恒就一定能取得良好效果。

过去几年我们在深圳培养了上千学生，主要是依靠这套教材，这对帮助学员打好坚实的基础起了关键作用。现在利用广播并正式交付出版建立起一个大课堂，将帮助数以万计的青年用同样的方法学习。我相信是可以取得积极的成果的，当然这样的估计尚有待实践的检验。

张道真

1990年12月于深圳

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中 文 译 文

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英文课文

Unit 1

Introductory talk:

This course is to help you develop your listening comprehension and oral skills. If you have studied English for a couple of years, and have a vocabulary of more than 1,000 words, you will have little difficulty in following this course. We will try to teach by radio so that more people can benefit from our help. The material can also be used in colleges, especially in a language lab. We can hope to get good result if sufficient time and energy can be put into it.

When you listen to this programme, we hope you will practise with us. Repetition is very important in learning English. By repeating after the teacher, you can not only learn the right pronunciation and intonation but can also deepen your impression and remember the content better. At the same time, we hope you will record everything on a cassette tape so that you will be able to practise afterwards with its help. For half an hour's programme, you will probably have to practise for two or three hours in order to

consolidate what you have learnt.

In class we will concentrate on practice. Explanations are given in the attached notes at the end of the book. We also offer Chinese translation for texts, dialogues and short passages there. It might be desirable for students to go over the material before they come to listen to the programme.

Memory work is always important for a language learner. We hope you will listen to the tape many times, sometimes even dozens of times, until you know the material so well as to be able to retell it. Retelling is a very efficient way of learning English, especially when you are studying by yourself. Practice makes perfect. The more practice you have, the better you will be able to speak the language. It is of course hard work to practise. But no pains, no gains. There is no royal road to success. You must be prepared to do painstaking work if you are to get good result.

1. Work on texts:

(Listen to the texts attentively and repeat after us. After class, listen to the recording many times and practise after it until you know the texts so well that you can reproduce them orally without looking at the book.)

(A)

Rose White

My name is Rose White. I live near York. I'm a nurse. I

work for a young doctor. He's very nice and he's a very good doctor, but I don't like the job very much.

My sister is called Mary. She's married with two children, a girl and a boy. She lives in a house near London. She teaches in a big school in the north of London. She likes her job very much.

——adapted from *Opening Strategies*

(B)

Sylvana

Hello, I'm Sylvana. I'm Italian. I'm from Milan. This is my class at the Tower Language School. It's a small class, but it's nice. We're in Class 5. The students aren't all from Italy. They're from Spain, France, Germany, Japan, and China. My friend, Sabine, is French. She's from Paris. She's a new student, but her English is very good. Mr. Brown, the teacher, is from Manchester. He's very nice and polite. He's a very good teacher, and we're very good students!

——adapted from *Opening Strategies*

2. Questions and answers:

(A)

1) Who's Rose White?

(She's a nurse.)

2) Where does she live?

(She lives near York.)

- 3) Where does she work? Does she work in a hospital?
(No, she doesn't. She works for a young doctor.)
- 4) Is the doctor very nice?
(Yes, he is. And he's a very good doctor.)
- 5) Does Rose like her job?
(No, not very much.)
- 6) What's her sister called?
(She's called Mary.)
- 7) Is she married?
(Yes, she is and has two children.)
- 8) Where does Mary live?
(She lives in a house near London.)
- 9) What does she do?
(She's a teacher.)
- 10) Where does she teach?
(She teaches in a big school in the north of London.)
- 11) Does she like her job?
(Yes, she likes her job very much.)

(B)

- 1) Is Sylvana British?
(No, she's Italian.)
- 2) Which city is she from?
(She's from Milan.)
- 3) Where is she now?

- (She's in London.)
- 4) Does she work there?
(No, she studies there, at a language school in London.)
- 5) Which class is she in?
(She's in Class 5.)
- 6) Is it a big class?
(No, it's a small one.)
- 7) Are the students all from Italy?
(No, they're from various countries, they're from Spain, France, Germany, Japan and China.)
- 8) What's the name of Sylvana's friend?
(It's Sabine.)
- 9) Is she an Italian girl?
(No, she is French. She's from Paris.)
- 10) Does she speak English?
(Yes, she speaks good English.)
- 11) Who's their teacher?
(Mr. Brown is.)
- 12) Where's he from?
(He's from Manchester.)
- 13) Is he a nice man?
(Yes, he's nice and polite.)
- 14) Is he a good teacher?
(Yes, he's a very good teacher.)

3. Work on dialogues:

(Listen to the dialogues and repeat after us. We'll read them two times. After that we'll ask you to do translation from Chinese into English as if you were our interpreters.)

(A)

A: Good morning.

B: Good morning.

A: And what's your name, sir?

B: Roberts.

A: Roberts. Are you David Roberts?

B: No, I'm not. I'm Paul Roberts.

A: Ah, yes. Here's your name. Mr. Paul Roberts.

Your room number is 202.

B: Thank you.

A: Here's your key, Mr. Roberts.

B: Thank you.

(B)

A: Hello. Are you here for the video conference?

B: Yes, we are. And you?

A: Yes, I am.

B: That's nice. I'm Peter (Brown) and this is Ruth (Lake).

C: Hi. Pleased to meet you.

A: Paul! Come and meet these people. Paul, this is Peter

and Ruth. They're here for the conference, too.

D: How do you do?

B: How do you do?

——adapted from *Opening Strategies*

4. Drills:

(Now let's do some drills. First we'll show you how to do it. While listening to us, you can repeat after us. Then we'll give you the Chinese version and ask you to translate it back into English. We'll do as many drills as time permits.)

1) Who are you? I'm Diana Green.

What are you? I'm a student.

(Rose Lake, teacher; Jane Smith, nurse; Peter Brown, doctor; Tom Jones, bus driver.)

2) Who is he (she)? He's Mr. Robinson. (She's Mrs. Lake.)

What is he (she)? He (She)'s a waiter (waitress).

(Mr. Jones, businessman; Mrs. Yates, housewife; Mr. Brown, taxi driver; Miss Lake, office worker.)

3) What's this (that)?

It's an umbrella.

(pen, book, comb, key, pencil, wallet, ticket, purse.)

4) Is this a pen?

No, it isn't. It's a pencil.

(comb, key; wallet, purse; book, umbrella; ticket, identity card.)

5. Retelling of short passages:

(We'll read each of these short passages two times. Please try to memorize it. After that we'll ask you to do back-translation. Try to retell them after class.)

- 1) This is a picture of my family. The old man is my father. He is an engineer. The old woman is my mother. She is a teacher. The girl is my younger sister. She is a school-girl. The boy is my younger brother. He is a middle-school student. This young man is me. I am a college student.
- 2) This is my friend Nancy. She is from England. Her father is a professor. He is in London. Her mother is a scientist. She is in London, too. Nancy is married. Her husband is in China with her. They have two children, a son and a daughter. Her son is only two years old and her daughter is four. They are lovely children.
- 3) Four girls live in this room. Two of them study English. The other two study French. They are all very young. Xiao Yang is a new student. She is seventeen. She studies English. Xiao Li is a new student, too, but she studies French. Xiao Wang and Xiao Wu are old students. They are both twenty. One studies French and the other studies English.
- 4) Mary gets up at six every day. She has breakfast at

a quarter past six and then goes to school. She has three or four classes. Then she comes home for lunch. She has no classes in the afternoon. She studies at home.

6. Work on short dialogues:

(First listen to us, then repeat after us and finally do translation from Chinese into English.)

(A)

A: I'm a new student. My name's Robert.

B: How do you do? My name's Alice.

A: Are you French?

B: Yes, I am. Are you French, too?

A: No, I'm not.

B: What nationality are you?

A: I'm Italian. Are you a teacher?

B: No, I'm not.

A: What's your job?

B: I'm a typist. What's your job?

A: I'm an engineer.

(B)

Mr Ford: Good afternoon, Mrs Davis.

Mrs Davis: Good afternoon, Mr Ford.

Mr Ford: How are you today?

Mrs Davis: I'm very well, thank you. And you?
Mr Ford: I'm fine, thanks.
 How is Mr Davis?
Mrs Davis: He's fine, thanks.
 How is Mrs Ford?
Mr Ford: She's very well, too.
 Goodbye, Mrs Davis.
 Nice to see you.
Mrs Davis: Nice to see you, too, Mr Ford. Goodbye.

(C)

Teacher: Whose shirt is that?
 Is this your shirt, Frank?
Frank: No, sir. It's not my shirt. This is my shirt. My
 shirt is blue.
Teacher: Is this shirt Tim's?
Frank: Perhaps it is, sir.
 Tim's shirt is white.
Teacher: Tim!
Tim: Yes, sir?
Teacher: Is this your shirt?
Tim: Yes, sir.
Teacher: Here you are. Catch!
Tim: Thank you, sir.