



Mainline

SKILLS B

L. G. Alexander

(修订本)



主导英语

(英汉对照)

Book • 6 •

复旦大学出版社

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SKILLS B

主导英语(英汉对照)

(第 六 册)

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编辑说明

《主导英语》(Mainline:Students' Book)系英国著名语言学家 L. G. Alexander 所编《新概念英语》(New Concept English)系列教材的重要组成部分,全套六册,语言程度上循序渐进,体系严密,与同类教材相比,具有更多的优点,目前已为非英语国家广泛采用。课文汇集当今世界文学、艺术、科学和社会习俗等各方面的内容,采用新颖视听方法,创造模拟英语环境,培养学生实际会话、阅读和写作能力,是一套能在短期内突破听、说、读、写几关的理想教材。为了帮助国内各有关方面的同志学好英语,我们编译了这套英汉对照本,供教学和参考用。本教材既可作为大专院校英语教材,也适用于各种进修班、培训班和广大自学者。

本教材第六册(Skills B)对原版书中的课文同步配置了译文,并对语言难点作了注释。

本册由张德富、张关俊、高尔安、潘继福、杜宏玫等译注,由张春江、张为元、柴金声、张诚、古绪满、王善齐、李永芳等校阅,并由复旦大学外文系郁明亮、陈雄尚审校。

1989年7月

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1

Lesson 1



Situational dialogue



What shall we do this week-end?

Two young couples, Diana and Keith, and Pam and Bret, are discussing where to go and what to do next week-end. They have already discussed the possibility of going out for the day on Saturday, and then going somewhere else on Sunday, but are now thinking of going away for the whole week-end.

Diana: ... if we're going to go away, why don't we go away properly?

Keith: Yes, if we're going away, we might as well go at least as far as the New Forest.

Diana: Well, the New Forest sounds { a good idea. And if it's fantastically sunny, }

Bret: { Where is the New Forest? Sorry. }

5 *Diana:* we can go down to the sea.

Pam: It's down towards—where is the New Forest?

Keith: It's in Hampshire, isn't it?

Diana: Bournemouth. Portsmouth Bournemouth area. Bournemouth's closer, isn't it?

Pam: Well the alternative is to go somewhere on the coast.

10 *Diana:* Well, I mean, why don't we—It seems to me the New Forest is quite a good compromise. (*Bret:* Yeah.) If it's fantastically sunny, then we can go to the coast from the New Forest.

Bret: Right. How much is it going to cost us to go to the—What's the cheapest way to go to the New Forest?

Keith: I should think we drive. It's a very easy drive.

15 *Bret:* How large is this New Forest?

Keith: Very very large. (*Diana:* Yes.) I mean, large enough to walk for four hours without ...

Diana: Large enough to get lost in.

Keith: I mean, it's quite a wild { forest as well, as against Hatfield Forest. }

Pam: { We ought to have a look at a map, don't you think? }

20 *Diana:* Have we got a map here?

Keith: Yes, there's one—here it is. You can see it's not far from Bournemouth. Not far to drive, either.

Diana: Well, how long are we going for? Both days?

Bret: Let's ... Well ... Well, we'll stay the night.

Keith: Yes. Well, we could do it in a day, in fact. It all depends on ...

25 *Diana:* Yes, but why not stay overnight?

Keith: All right. We'll stay around. So we ought to try and phone up somewhere and see if we can book in at this time of year.

Bret: Can we stay right in the Forest, or I mean, do they have guest houses there or something?

Pam: There are small villages. { And small hotels. }

30 *Diana:* { Oh, I think some of the pubs put people up, too. }

Keith: { There's a lovely place }

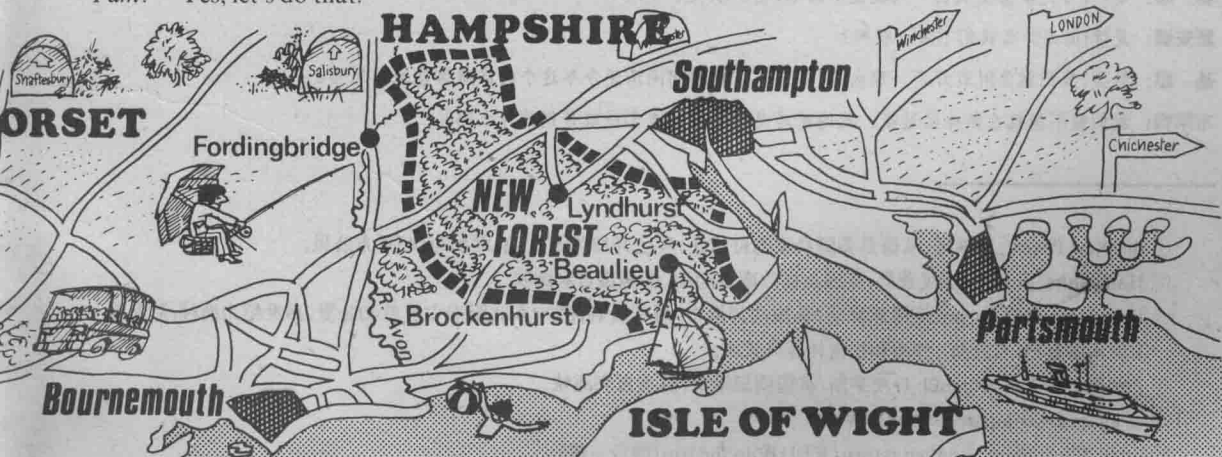
called, er, Fordingbridge, which has got a little pub ...

Pam: Oh, I've heard of that!

Diana: That's right. Yes.

35 *Keith:* ... and we stayed once—I stayed once in a room which was right over the river. I mean, it actually juts out over the river. We could stay there. We could ring them up.

Pam: Yes, let's do that.



第1课 这个周末我们怎么过?

(情景对话)

黛安娜和基思、帕姆和布莱特这两对年轻人正在讨论下个周末去哪儿和做什么,他们已讨论了星期六出去一天,然后在星期天再去另一个地方的可能性,而现在正考虑把星期六和星期天合在一起的出游计划。

黛安娜:……如果我们出去玩,干吗不玩个痛快呢?

基思:对,要是出去玩,我们就不妨走得远一点,至少可以到新林区①。

黛安娜: 行,到新林区去看来
布莱特: 是个好主意。如果天气很晴朗的话,
对不起,新林区在哪儿?

黛安娜:我们还可以去海边。

帕姆:向前走下去——新林区在哪儿呀?

基思:它在汉普郡②,不是吗?

黛安娜:博恩默斯③。朴茨茅斯④——博恩默斯地区。离博恩默斯较近,对吗?

帕姆:另一个可选的方案是到某处海滨去。

黛安娜:哎,我的意思是,我们为什么不……,照我看来去新林区是绝好的折衷方案(布莱特:对)。假如天气相当晴朗,我们还可以从新林区去海滨。

布莱特:好,到那里去我们要花多少钱——去新林区哪种走法最便宜?

基思:我看还是开车去,这条路开起车来不费劲。

布莱特:这个新林区有多大?

基思:非常大。(黛安娜:是的。)我说它大得足足走4个小时还不……

黛安娜:大得会使人迷路。

基思: 它还算是原始的森林呢。
帕姆: 我认为它与哈德菲尔特森林相比⑤, { 我们总该查查地图,你们看呢? }

黛安娜:我们这里有地图吗?

基思:有一张,这就是。你们看它离博恩默斯不远,开车去也不算远。

黛安娜:哎,我们去几天?两天?

布莱特:让我们……嗯……嗯,我们在那里过夜。

基思:是的,可是事实上我们一天就能来回⑥,这全取决于……

黛安娜:是呀!但为什么我们不过一夜呢?

基思:好罢,我们就住附近好了。那么,我们得打个电话问问清楚今年这个时候旅馆能预定到吗?

布莱特:我们能不能就在新林区过夜。我的意思是那里有没有客栈或是别的什么吗?

① the New Forest: 新林区,从前是英国皇家的狩猎区,现已开辟为游览地,面积为145平方公里。

② Hampshire: [ˈhæmpʃɪə] 汉普郡,英国英格兰南部的郡,南濒英吉利海峡。

③ Bournemouth: [ˈbɔːnməʊθ] 博恩默斯,英国南部港市,濒英吉利海峡,东北距南安普敦40公里,19世纪为渔村,后发展为海滨游览地,有公园、沙滩和松树林等风景区。

④ Portsmouth [ˈpɔːtsmaʊθ] 朴茨茅斯,英国南部港市,濒英吉利海峡。

⑤ as against = compared with 与……相比。

⑥ do it: 即 get there and then return (来回) 或 do the trip (游行一趟)。

帕 姆：那里有几个小村庄。

黛安娜：还有几个小旅馆。

基 思：哦，我想有几家小酒馆兼营旅馆。

有个好地方，它叫，咳，福定桥，那里有一个小酒馆。……

帕 姆：哦，我也听说过！

黛安娜：对，是这样。

基 思：……我们曾住过一夜。我那次住的房间正好在河上。我是说房间实际上是突出在河面上。我们就住在那里好了。我们就给他们打电话。

帕 姆：好，现在就去打电话。

Oral Exercises: Guided Conversation

1

Presentation *Type 1 (Standard). (See Skills A Teacher's Book Introduction, page 15.)*

- | | | |
|--------------------------|---|--|
| Questions
on the text | <ol style="list-style-type: none"> 1 What are they discussing? 2 What have they already discussed? 3 What did Diana mean when she suggested they should "go away properly"? 4 Keith suggested going to the New Forest. How did he make the suggestion? (What were his exact words?) 5 Why does Bret say "Sorry"? 6 Which big town is closer to the New Forest: Portsmouth or Bournemouth? 7 What alternative does Pam suggest? | <ol style="list-style-type: none"> 8 Why does Diana think the New Forest is a good compromise? 9 How are they going to get to the New Forest? 10 How does Diana describe the size of the New Forest? 11 What does Keith point out on the map? 12 Could they get there and back in a day? 13 But what do they decide to do? 14 What different accommodation possibilities are mentioned? 15 What does Keith tell them about? 16 What are they going to do now? |
|--------------------------|---|--|

Asking
questions

Example: *Teacher Ask if they're going away for two weeks.*

S1 Are they going away for two weeks? S2 No, they aren't.

T How long? S2 How long are they going away for? S3 The week-end.

T Ask if ...

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 they're going away for two weeks. (How long) 2 the New Forest's near Portsmouth. (Which town) 3 Diana said the alternative was to go somewhere on the coast. (Who) | <ol style="list-style-type: none"> 4 they're going to get there by train. (How) 5 the New Forest is quite small. (How big) 6 Bret suggests phoning. (Who) 7 Pam stayed in Fordingbridge. (Who) |
|--|--|

Situations

Group: With two or three other students discuss where you might go for the week-end. Before you start, you should each write down *brief* answers to these questions: 1 Where shall we go? 2 How shall we get there? 3 How much can I afford?/How much will it cost? 4 What shall we do there? 5 What arrangements do we need to make?

Solo: You've made plans to go on holiday with a friend in your old car. Your car has just gone wrong and will cost too much to repair. Phone your friend, explain the situation and make an alternative suggestion about the holiday arrangements.

General
questions

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 Do you often go away with friends or relatives? 2 When was the last time? 3 Where did you go? 4 What did you do there? 5 Would you go back again? Why/Why not? 6 Where can a visitor stay in this country (apart from in a hotel)? 7 Do you ever use a map? On what occasions? | <ol style="list-style-type: none"> 8 Do you find it easy to read a map? Why/Why not? 9 What sort of countryside do you like best: forest, woodland or open countryside? Why? 10 You don't like a friend's suggestion for an evening at the theatre. How would you suggest an alternative? |
|--|--|

Talking
points

- 1 Describe a place (hotel, guest house, village, etc.) you have stayed in.
- 2 What advice would you give to a stranger on how to spend the week-end in this town (or any other place you know)?
- 3 Talk about the last time you had to compromise over something important.
- 4 "There's no point in making plans for anything. You never know what may happen tomorrow." What do you think of this opinion?

Song

Goodbye Rainbow: *One Day.*

1 Lesson 2 Making suggestions

Situation 1: S1 and S2 (two friends) are discussing plans for the week-end.

Making a suggestion

S1	Why don't we (go)	(to London on Saturday)?
	How/What about (going)	
	Let's (go)	
	We could (go)	(to London on Saturday).
	I suggest we (go)	



Agreeing ...

S2 Yes, that's a great/marvellous idea!

... and responding

OR *Temporizing ...*

S2 It's an idea, I suppose, but ... [say what you think]

... and responding

OR *Disagreeing ...*

S2 No, I don't think so.

... and responding

FURTHER PRACTICE A: Now make suggestions in the same way and agree, temporize or disagree about the following:

- 1 a walk in the country tomorrow
- 2 a camping holiday in the spring

- 3 a jazz-club on Saturday night
- 4 the seaside for a fortnight in the summer

Situation 2: S1 has been asked by his/her boss to entertain S2 (a business client) for an evening. They were only introduced 5-10 minutes ago.

Making a suggestion

S1	I'd like to suggest we	(go to a theatre).
	I wonder if you'd like to	
	I thought you might like to	



Agreeing ...

S2 Yes, I think that's an excellent suggestion/proposal!

... and responding

OR *Temporizing ...*

S2 That would be (very pleasant), but er ... [say what you think]

... and responding

OR *Disagreeing politely ...*

S2 Well, I'd rather not, if you don't mind.

... and responding

FURTHER PRACTICE B: Now make suggestions to a business associate in the same way and agree, temporize or disagree about the following:

- 1 look around the factory before lunch
- 2 discuss the contract over dinner

- 3 visit our branch in Bristol tomorrow
- 4 talk to the staff before the meeting

LANGUAGE REVIEW: "SUGGEST", "PROPOSE", etc + THAT-CLAUSE OR -ING FORM

1 Note the form of the verb in the clause after these verbs: suggest, recommend, propose, insist, demand, urge, request, ask.

I	suggest	(that)	we	go now.
	recommend			should go now.
	insist			finish the job.
	demand			should finish the job.
	urge			

2 The Gerund (-ing form) may be used after these verbs: suggest, recommend, propose, insist on. a) Subject the same; b) Subject different:

a) I	suggest	going to the cinema.
	propose	putting off the meeting.
b) He	recommended	my seeing a doctor.
	insisted on	our staying the week-end.

PRACTICE: Make suggestions, proposals, etc about things in the near future with the verbs above.

第2课 提出建议

情景 1: 甲和乙(两个朋友)正在讨论度周末的计划。

提出建议

为什么我们星期六不去伦敦?

星期六去伦敦怎么样/你觉得怎么样?

甲:

让我们

我们可以

我建议我们

星期六去伦敦。

同意……

乙: 是的,这是一个极好的/绝妙的主意!

或 敷衍……

乙: 我看这倒是个主意,但……[谈谈你的想法]

或 不同意……

乙: 不,我不是这样想的。

……和回答

甲: 好,现在让我们查查火车时刻表。

……和回答

甲: 行,再仔细考虑一下,我们不必现在作出决定。

……和回答

甲: 哦,你还有别的主意吗?

进一步练习 A: 现在对下列问题以同样方法提出建议,并表示同意、敷衍或不同意:

1. 明天去乡下远足。

3. 星期六晚上去爵士音乐俱乐部。

2. 春季进行野营度假。

4. 夏季去海滨度假两周。

情景2: 甲因他的/她的老板要求而来陪伴乙(一个商行顾客)欢度一个晚上。他们在5~10分钟前才互相认识。

提出建议……

我想建议我们

甲: 我不知道你是否愿意 (去剧场)。

我想你会愿意

同意……

乙: 是的,我认为这是个绝妙的建议/提议

或 敷衍……

乙: 那倒是令人高兴的,可是,咳……[谈谈你的想法]

或 婉言谢绝……

乙: 嗯,如果你不介意,我不大想去。

……和回答

甲: 好,那你喜欢看什么呢?

……和回答

甲: 行,如果你不很喜欢(看戏),也许我们可以(出去吃饭)。

……和回答

甲: 不,没有关系。那你喜欢做什么?

进一步练习 B: 现在对下列问题以同样方法对一个有业务往来的人提出建议,并表示同意、敷衍或不同意:

1. 午餐前参观工厂。

3. 明天参观我们的布里斯托尔分行。

2. 就餐时讨论契约。

4. 会前找职员谈话。

Reading and Writing Exercises

1

Reading comprehension Read this extract from a guide book. Then choose the best answer in each exercise.

Some 700 years ago the New Forest stretched from the Avon on the west to Southampton Water on the east. North and south it ran from the borders of Wiltshire to the English Channel. Today it covers an area of some 144 square miles, and is some 20 miles across at its widest point.

It is not, of course, all 'forest' in the sense of being covered thickly throughout by trees. Its variety, in fact, is its great tourist attraction. Besides the woods and plantations with their many different kinds of trees, there are some 40,000 acres of open heath in the total area of some 93,000 acres. There are green lawns, kept close-cropped by the famous New Forest ponies – animals which, incidentally, you are forbidden by by-laws to feed alongside certain busy roads through the Forest.

Little streams and larger rivers, occasional ponds, charming cottages and leafy villages, ancient churches – such are some of the features which go to make the New Forest into an entrancing scenic area.

You can get a good idea of some of its manifold beauties while driving on several of its highways, such as the road from Lyndhurst to Brockenhurst, or from Lyndhurst to Beaulieu. But the real way to see and appreciate the New Forest is, of course, on foot or on horseback.

from *The New Forest*, the "Cotman-Color" Book Series

- 1 Although it is now called the New Forest, the area
 - a used to be the Wiltshire Forest.
 - b contains a number of forests.
 - c was originally the Forest of Avon.
 - d has been in existence since about 1250.
- 2 The New Forest attracts tourists because
 - a it is very old.
 - b the landscape is so varied.
 - c it is the largest forest in England.
 - d most of it is in fact open heath.
- 3 Visitors to the Forest are
 - a often attacked by ponies.
 - b advised to read the by-laws.
 - c shown around on horseback.
 - d warned not to feed the ponies.
- 4 According to the writer, the best way to enjoy the New Forest is to
 - a drive round it.
 - b go to Brockenhurst.
 - c go for long walks in it.
 - d go on a tour from Lyndhurst.

Guided summary In one paragraph of not more than 105 words, write a brief report of the discussion that took place between Diana, Keith, Pam and Bret.

Points

- [1 Keith suggested—go—New Forest—week-end]
- [2 Diana agreed—good idea]
- [3 thought—good compromise]
- [4 could easily go down—sea—fine]
- [5 decided—drive down]
- [6 looked—map—showed Bret—New Forest—was]
- [7 told—a little about it]
- [8 came to discuss—should stay overnight]
- [9 Keith said—stayed—pub—Fordingbridge before]
- [10 agreed (that)—ring up—book rooms—same place]

Connections

When ...

because ... if

... and ... where
and ...
When ... whether

and ... and

- Composition
- 1 Write a letter to an American or English friend who is coming to stay with you for a fortnight. Suggest some of the things he/she might do when you will not be there to entertain him/her, and also suggest where the two of you might go for the week-end in the middle of his/her stay.
 - 2 Write, in about 150 words and in dialogue form, the conversation between two English people planning to go to a city, the mountains or a seaside resort for the week-end in this country. Refer to Lesson 1 and the exchanges opposite as guides.

Game Suggestions. TB1.

Ron and Joan McQueen live in a three-bedroomed house with their two children (aged 3 and 6) in Exeter, a university town. Like many young couples nowadays they are finding it hard to make ends meet. Ron thought that perhaps he should take an extra part-time job (evenings or weekends). Joan didn't like the idea, but suggested instead taking in a lodger. Although not at all keen on the idea, Ron agreed.

So a few days ago Joan put this advertisement in *The Gazette*, the local evening newspaper:

ACCOMMODATION TO LET

A BEAUTIFUL BED-
SIT-
TER in quiet area. Breakfast,
evening meal with family.
Heating, lighting incl. £12 per
week. Write: Box RJ/1234/AL

A BRIGHT 3-bed room

This morning Joan collected this reply to the ad from the local newspaper office. She has just shown it to Ron.

Tel: Bristol (0212) 1331940

16 The Close,
Brislington,
Bristol,

10th September, 1976

Box RJ/1234/AL,
"The Gazette",
Exeter.

Dear Sir or Madam,

I am writing in reply to your advertisement in "The Gazette" (8th Sept.) regarding accommodation to let. I require accommodation for my first year at the university and would very much like to see the room you are advertising.

I am eighteen years old and will be studying biology at the university. I am fond of cycling and I play the guitar. I hope that I will be able to keep my bicycle somewhere, and hope too that you will not object to my practising the guitar in my room.

Naturally I would want to see the room first, and you would want to meet me. I could come down to Exeter next Wednesday (15th). If this is convenient, perhaps you could ring or write to me in the next day or two.

I shall look forward to hearing from you.

Yours faithfully,

David Marcelle

Hmph! I don't like it! Think of the inconvenience. The bicycle, and a guitar! And he might bring friends back for all-night parties... He might smoke a lot, or bring home specimens in jars! And how do you think the children will react to a stranger in the house?



Look, it's always a risk, taking a stranger into your home. But it's a risk for him, too, isn't it? Shall we write back and see him or not?



第3课 总得冒点风险

罗恩和琼·麦克奎因和他们两个孩子(3岁和6岁)住在大学城埃克塞特^①一幢有3间卧室的房子里。像目前许多年轻夫妇一样,他们也感到收支难以平衡。罗思想他也许该在晚上或周末找一份额外的兼职工作。琼不喜欢这个主意,而建议招个房客。罗恩虽然一点也不喜欢琼的建议,但还是同意了。

因此,前几天琼在一家叫做《新闻报》的当地晚报上登了如下广告:

房间召租

卧室兼起居室,地段幽静,摆设美观,可与房东家共用早晚餐。

暖气照明在内,每周12英镑,来函请寄:RJ/1234/AL信箱。

今天上午琼从当地报社收到广告的回信。她刚刚递给罗恩看。

电话: 布里斯托尔(0271)1331940

RJ/1234/AL信箱^② 布里斯托尔^③

埃克塞特 布里斯灵顿

新闻报 克洛斯街16号

1976.9.10.

亲爱的先生或夫人:

我现在给你们在(9月8日)《新闻报》上所登的关于房间出租广告写回信。我在大学第一年内需要膳宿供应,很想看看你们登广告的那房间。

我今年18岁,将在大学攻读生物。我爱好骑自行车和弹吉他。我希望有放自行车的地方,也希望你们不反对我在房间内练习弹吉他。

当然我得先看看房间,而你们也想见见我,下星期三(15日)我可以到你们埃克塞特去。如果这个时间合适,是否请在明后天打电话或写信给我。

专等你们的回音。

您的忠实的

大卫·麦赛尔

罗恩:

咳!我不愿意这样!想一想多么不方便,又是自行车,又是吉他。还有,他可能把朋友带到家里来通宵聚会……他也许烟抽得很多或者把一瓶瓶各种生物标本带回家里来!而且,你想孩子们对这个陌生房客会有什么样的反应呢?

琼:

瞧,让一个陌生人住到你家中来总得冒点风险,但对他来说,不也是冒点风险,对不对?我们是不是给他写封回信,见见他?

① Exeter: ['eksetə]; 埃克塞特, 英格兰西南部德文郡的一城市。

② Box RJ/1234/AL: 如你在报纸上登广告而又不希望别人知道你的姓名和电话号码, 为此报馆向你提供“信箱号码”, 以便对广告感兴趣者给你写回信。

③ Bristol: 布里斯托尔, 英国英格兰南部港市, 在布里斯托尔湾东南岸, 有中世纪教堂与18世纪乔治王朝的城市建筑, 布里斯托尔大学建于1875年。

Oral Exercises: Guided Conversation

2

Presentation *Type 1 (Standard). (See Skills A Teacher's Book Introduction, page 15.)*

- Questions on the text**
- 1 What makes it possible for Ron and Joan even to consider taking in a lodger?
 - 2 What did Ron want to do to help?
 - 3 What did Joan think of the idea?
 - 4 What did she suggest instead?
 - 5 How did they go about trying to get a lodger?
 - 6 What information did the ad give a prospective lodger?
 - 7 Who answered the advertisement?
 - 8 Why did he want a room in Exeter?
 - 9 What did David say in his letter about a) his studies; b) his hobbies and interests?
 - 10 Why did he think they should meet?
 - 11 What did he want Ron or Joan to do?
 - 12 What points in David's letter worried Ron?
 - 13 What "specimens" is he thinking of?
 - 14 What do *you* think Ron thought the children's reaction to a stranger might be?
 - 15 What was Joan's reaction to Ron's fears?

Asking questions on the text

Example: *Teacher* Ask if Joan suggested Ron should take a part-time job.
S1 Did Joan suggest Ron should take a part-time job? *S2* No, she didn't.
T Who? *S1* Then who did suggest Ron should take a part-time job?
S2 Ron himself did. *T* Ask if ...

- 1 Joan suggested Ron should take a part-time job. (Who)
- 2 Joan got the letter by post. (How)
- 3 David lives in Exeter. (Where)
- 4 he plays the piano. (What)
- 5 he's going to study chemistry at the university. (What)
- 6 he can go and see the room today. (When)
- 7 Ron says it's a risk. (Who)

Oral composition

Stating a case. Put yourself in Ron and Joan's position. Argue the case for or against taking in David Marcelle as a lodger. Use the notes below as a guide and add more points of your own:

FOR

- 1 Hard to make ends meet—need money.
- 2 From letter—David very nice person.
- 3 We lay down rules of house—he must keep to them. If not, ... etc.

AGAINST

- 1 Don't need money that badly.
- 2 Another person in house—bad.
- 3 We know very little about him—and nothing about personal habits. etc.

- General questions**
- 1 What do you do when you're short of money? Take a part-time job? Work overtime? Do without something?
 - 2 What are some of the ways people can earn extra money in this country?
 - 3 Have you ever lived in someone else's home (as a guest or lodger)? If so, tell us where, when and what it was like.
 - 4 Have you ever been embarrassed in someone else's home? If so, when?
 - 5 Do you read the ads in the local paper? Why/Why not?
 - 6 If you had to study/work in another town, where would/could you live?
 - 7 Tell us about your hobbies. Do they inconvenience neighbours or people in your house, do you think?

Situation

Group: S1 is the student, David; S2 and S3 are Ron and Joan. Make up the conversation in which Ron and Joan suggest where David might practise his guitar and keep his bicycle, and David makes suggestions to minimise the inconvenience.

- Talking points**
- 1 Talk about some of the problems of living with a family as a lodger or a "paying guest" a) in this country b) abroad (as you know or imagine it).
 - 2 What advice about accommodation would you give to a student or businessman coming to live here for a year?
 - 3 "You'll never get anywhere if you don't take risks." What do you think?

Listening comprehension

TB1.

2

Lesson 4

Accepting, considering
and rejecting advice

Situation: S1 (a good friend or person in authority) advises S2 about a problem: S2 accepts, considers or rejects the advice.

EXAMPLE

Advice from S1 (friend or boss)

I think I'd talk to her about it.

OR

Why don't you talk to her about it?

OR

I think you should talk to her about it.

OR

I suggest you talk to her about it.
[slightly more formal]

S2 to good
friend:

S2 to boss:

How to accept advice

Yes, that's just what I'll do, (Jim). Thanks for the advice.

Yes, I feel sure that's a good idea. Thank you very much indeed.

How to consider advice

S2 to good
friend:

S2 to boss:

Well, I *could* do that, I suppose. I'll think about it.

That's certainly worth considering. Thank you for the advice.

How to reject advice politely

S2 to good
friend:

S2 to boss:

No, it's no good doing that. I've tried it before. But thanks for the advice anyway.

Quite honestly, I don't really feel that that would do any good. But thank you for your advice.

Now do the same with these pieces of advice. S1 gives the advice (as a good friend or boss): S2 replies appropriately, accepting, considering or rejecting the advice.

- | | |
|---|--|
| <p>1 You seem to be getting worried about work. Why don't you talk to the manager?</p> <p>2 You're putting on weight? It might be a good idea if you went on a diet.</p> <p>3 If you want my advice, I'd write to the firm about that damaged furniture.</p> <p>4 As you're having so much trouble with your old car, have you considered buying a new one?</p> | <p>5 If that's the situation at home, I suggest you find a bigger flat.</p> <p>6 You don't know what to do in your spare time? (If I were you,) I'd join a sports club.</p> <p>7 Money problems again? Well, I think you ought to try and economise.</p> <p>8 You want to pass the exam this time, don't you? Well, I suggest you study a lot harder than you did last year.</p> |
|---|--|

FURTHER PRACTICE: Role-playing. S1 states a problem, S2 gives advice, then S1 accepts, considers or rejects that advice. S1 states a problem to:

- a friend about holidays: e.g. would like to go abroad, but can't afford much.
- his/her teacher about studies: e.g. can't seem to keep up with the rest of the class.
- a good friend about the family: e.g. family rarely together all at the same time.
- boss/manager/supervisor at work: e.g. doesn't like working in the (Accounts) Department.

LANGUAGE REVIEW: THE -ING FORM IN PHRASES WITH INTRODUCTORY "IT"

The gerund, or -ing form, must be used after the following:

- It's (not/well) worth ...*: e.g. If something's worth doing, it's worth doing well.
It's well worth studying that book again. (= That book is well worth studying again.)
It's not worth going to see that film. (= That film is not worth going to see.)
- It's no good ...*: e.g. It's no good asking him. (He doesn't know.)
- It's no use ...*: e.g. It's no use talking to her about it. (She can't help you.)
- It's a waste of time ...*: e.g. It's a waste of time asking his advice. He's got the same problem.

PRACTICE: Using the patterns above, make statements of your own about things which you feel are worth doing, not worth doing, etc.