



普通高等教育“十五”国家级规划教材

★ 教育部大学外语推荐教材

新视野

NEW HORIZON COLLEGE ENGLISH

大学英语

听说教程 教师用书

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外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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(京)新登字 155 号

图书在版编目(CIP)数据

新视野大学英语听说教程教师用书 4/郑树棠总主编. -北京:外语教学与研究出版社, 2003
ISBN 7-5600-3465-9

I. 新… II. 郑… III. 英语-听说教学-高等学校-教学参考资料 IV. H319.9

中国版本图书馆 CIP 数据核字(2003)第 038058 号

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**新视野大学英语
听说教程 教师用书 4**

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宗旨:推动科研 服务教学

出版发行:外语教学与研究出版社

社址:北京市西三环北路 19 号(100089)

网址: <http://www.fltrp.com>

印刷:北京外国语大学印刷厂

开本:787×1092 1/16

印张:9.25

版次:2003年6月第1版 2003年6月第1次印刷

书号:ISBN 7-5600-3465-9/G·1714

定价:11.90 元

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前 言

大学英语的发展历程,可追溯到20世纪80年代初期。我国的外语教育家们博采古今中外之长,精心研究,推出了《大学英语教学大纲》和大学英语四、六级考试,编写了一套套各具特色的精品教材,创造了大学英语教学蓬勃发展、满园春色的今天!

新旧世纪的交替,不是一个简单的更迭,而是事物不断发展、循序渐进的过程。新世纪带来的是新的起点,新的追求,新的开拓。在教育战线上,我们看到了宏伟壮观的“面向21世纪教育振兴行动计划”、“新世纪高等教育改革工程”、“新世纪网络课程建设工程”等一系列新世纪的大手笔。

“新世纪网络课程建设工程”是经国务院批准的、由教育部实施的“面向21世纪振兴行动计划”的重点工程。“新世纪网络课程建设工程”计划用两年左右的时间,建设200门左右的基础性网络课程。《新视野大学英语》便是其中之一,它像一枝刚刚破土而出的幼苗,沐浴着新世纪的曙光,带着思索与遐想,来到了大学英语教师和学生的身旁。它是教育部普通高等教育“十五”国家级规划教材,也是教育部大学外语推荐教材。我们作为《新视野大学英语》的作者,怀着无限的诚挚,愿与广大高校英语界的同仁们共同探讨大学英语再上一个新台阶的思路。

一、《新视野大学英语》的探索

《新视野大学英语》的设计、编写和制作过程是一个向同仁学习的过程,一个上下求索的过程。这种探索主要体现在以下几个方面:

1. 传统的课本与光盘、网络课程

《新视野大学英语》这套教材同步提供课本、光盘与网络课程。传统的课本是几千年文化的承袭,为人类培养了一代又一代的社会栋梁。课本有其特有的编写体系,摈弃课本会严重影响长期形成的教学理念。课本仍然是不可取代的、行之有效的根本性教学工具。课本与光盘、网络课程的同步推出,有助于拓宽教学内容,使教学内容可以从课本开始,通过因特网这一媒介,延伸到多元化的信息世界;课本与光盘、网络课程的同步推出,有助于广大教师对教与学的思维转化和手段更新,使传统的“灌注式教学”能逐步演化到自主选择、参与式的教学;课本与光盘、网络课程的同步推出,会引起教学模式的转变,既可以实现由教师现场指导的实时同步学习,也可以实现在教学计划指导下的非实时自学,还可以实现通过使用电子邮件、网上讨论区、网络通话等手段的小组合作型学习等。

2. 课堂教学与网络教学

《新视野大学英语》不仅继承了传统课堂教学的优良传统,还兼有网络课程的许多长处:不仅包括教学内容的传输,还有学生学业管理模块;不仅跟踪学生的学与练的过程,还自动记录学习的情况,提供平时学习成绩的查询。此外,网络课程还为教师提供了试题库及实施考试的工具和环境。《新视野大学英语》充分利用了网络实时和异时交互的工具,在网络课件内量身定做了自己的网上讨论区和电子邮件及邮件列表系统,使学生在《新视野大学英语》网站上方方便快捷地实现互动交流,开展小组合作型学习。然而这一切只是对课堂教学的延伸、补充和加强,绝对不是取代课堂教学。面对面的课堂教学仍然是师生交互的重要手段。在网络课程内容日益丰富的情况下,教师应适量减少内容的重复讲解,同时要加强面授形式的课堂教学与辅导。

3. 基本教学内容与教学内容的拓宽

《新视野大学英语》的网络课程提供了极为详尽的教学内容,其中包含了传统教学模式中最基本的东西。同时,网络课程还提供了网上工具,便于教师自行制作教案或修改网络已提供的教案,以便丰富和完善教学内容。此外,网络课程还利用互联网的便捷,提供了与课文内容相关的网址,为学生提供了个性化学习的空间。但有一点不可忽视,即面对基本教学内容与拓宽的教学内容之间的选择,教师应以基本教学内容作为教学的主战场。

4. 语言学理论与教学实践

从20世纪80年代开始,许多语言学、应用语言学的著作开始被陆续引进我国,广大高校英语教师在教学实践的同时,潜心研读理论,主动将理论应用于教学实践和教学科研。《新视野大学英语》的编委在设计、编写和制作的过程中,就十分注意理论对实践的指导作用。

著名的语言学家 Widdowson 指出:“以交际为目的的语言教学要求一种教学方法,即把语言技能和交际能力结合在一起。”他又指出,“从课堂教学的角度来说,尽管在课堂中有些练习或活动可能会侧重于某一种技能的训练,可是其成功往往需要学习者使用到其他的交际技能。”《新视野大学英语》就体现了这样一种以应用为本,听、说、读、写多位一体的教材设计理念,把提高学生综合应用能力放在首位。其配套的《读写教程》与《听说教程》在内容上联系紧密,听、说、读、写练习互为补充,浑然一体。

根据第二语言或外语习得理论,阅读文章的长度和生词量之间应该有一定的比例关系。课文长度是一个值得注意的问题:课文过长,会造成课堂教学操作上的困难;课文过短,会使生词相对集中,生词量过多,造成学习者理解上的困难,而频繁的查阅生词会挫伤学习者的阅读积极性。《新视野大学英语》对阅读课文的长度有适当的控制,如《读写教程》一级的课文一般在700词左右,《读写教程》二级的课文在800词左右,《读写教程》三、四级的课文在900词左右,快速阅读则每篇控制在300词左右。每篇课文出现的单词的数量控制在课文总词量的5%至7%左右。

*A University Grammar of English*的作者之一 Quirk 曾经指出:“我们的眼光……应该重点放在词汇的共核上,该共核构成了任何英语语体——无论多么专业的语体——的主要部分。不掌握词汇的共核,对于任何语体来说,都无法达到比学舌水平稍好一点的流利程度。”著名的语言学家、Cobuild 系列词典的主编 John Sinclair 也提出:“在没有特定指导方针的前提下,我们可以建议任何英语学习者把学习的重点放在:(a)语言中的最常见词形;(b)词汇的核心用法;(c)它们构成的典型组合搭配。”《新视野大学英语》教材的编写也体现了对核心词汇的关注和重视,《新视野大学英语》第一级的起点为1,800单词,在1~4级教材中覆盖全部的核心词汇四级词汇,在5~6级教材中覆盖全部的六级词汇。

语言学家 Harmer 指出:“如果我们希望学生学到的语言是在真实生活中能够使用的语言,那么在教材编写中接受性技能和产出性技能的培养也应该像在生活中那样有机结合在一起,注重各分项能力训练之间的衔接和互补及篇章层次上的一体化技能培训,孤立地发展某项技能显然是荒谬的。”《新视野大学英语》所有栏目和练习的编写,均紧扣课文进行,彼此衔接和补充。语篇分析、写作、阅读技能、内容概要等全部取材于课文。我们认为课文是最佳的语篇分析素材和写作范本,也是阅读技能分析和操练的素材。

5. 教学与测试

测试是教学的重要检测和评估手段。测试理论与实践的发展,为我们提供了各种不同性质、不同目的的测试。在教学过程中,我们选择以学业测试为主线,引导学生在教材学习上

多下功夫。《新视野大学英语》同步提供了每级教材的试题库。教师可以根据教学进度和学生的学习情况,选择某一个或几个单元,选择某一个或几个题型作为测试内容。测试的时间也可以根据需要,进行五分钟的小测验,或两个小时的综合测试。教师既可以从题库中选择试题,也可以删改或增加试题。试题库提供的试题可以在学校局域网上进行测试,组织几个甚至更多的教室同步测试,也可以在不联网的情况下组织测试,或在计算机上实现无纸化测试。当然也允许教师从试题库获取试卷、录音,在打印之后,用传统的方式组织小测验或测试。

6. 教学与科研

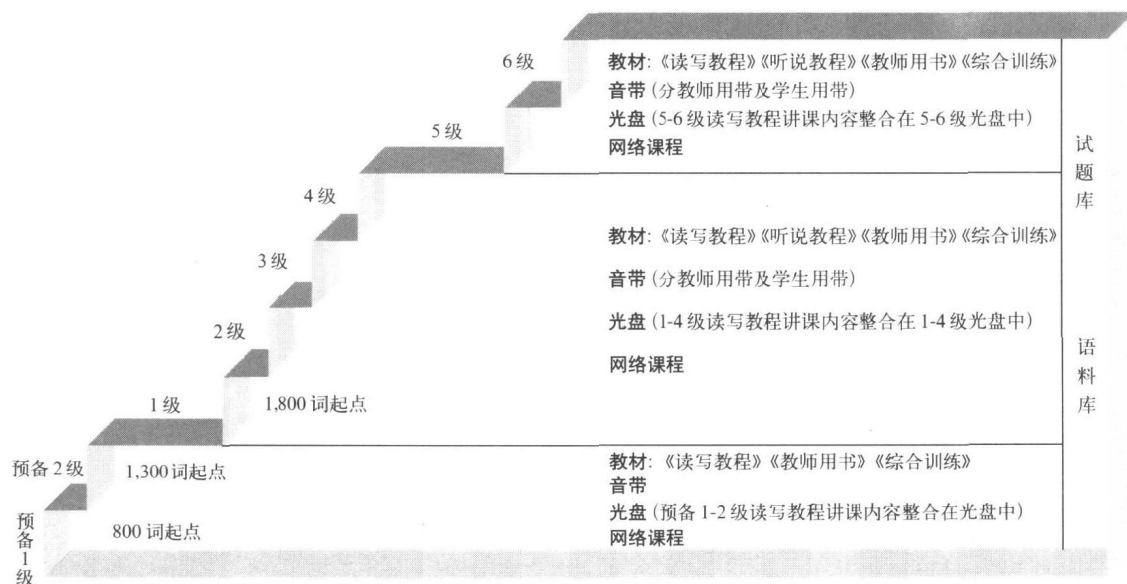
《新视野大学英语》的设计、编写和制作过程是一个教学与科研相结合的探索过程,反过来它又为高校外语教学科研提供了交流和探讨的园地。在编写过程中,我们同时设计和制作了配套专用的语料库。根据目前情况,估计语料库的最终规模可达到150万左右,相当于国外著名的Brown和LOB语料库的最初规模,也相当于最近国外学术界推出的Cobuild TEFL的规模,可以适用于各种不同用途的研究。语料库的建立既为本套教材的编写提供了素材,也为对本套教材作评估的有识之士提供了依据。

7. 《读写教程》、《听说教程》与《综合训练》的关系

《新视野大学英语》的《读写教程》以题材为中心组织单元,但每个单元的三篇课文的体裁形式不一定完全相同。《听说教程》配合《读写教程》的中心话题展开并组织听、说训练,《综合训练》则配合《读写教程》对词汇、语法、结构、翻译、阅读等多方面提供进一步操练的内容。《新视野大学英语》通过《读写教程》这一主线,以培养读、写、译的能力为主,同时结合《听说教程》与《综合训练》,全面培养听、说、读、写、译的能力。

二、《新视野大学英语》的框架结构

《新视野大学英语》拥有课本、光盘与网络课程三种不同的载体,既可以选择使用,也可以组合使用。《新视野大学英语》的主教材每一级分别有《读写教程》、《听说教程》、《综合训练》以及《教师用书》。现把《新视野大学英语》全套教材的框架结构图示如下:



注: 试题库只以软件包形式向使用院校或单位提供。

三、《新视野大学英语》的编写和制作队伍

《新视野大学英语》项目总负责人、教材总主编为上海交通大学郑树棠教授。

《新视野大学英语》顾问有胡文仲、杨惠中、汪榕培、Frank Borchardt(美国)、Joyce Wilkinson(加拿大)。

参加《新视野大学英语》编写、制作的单位有：上海交通大学、清华大学、东北大学、哈尔滨工业大学、同济大学、北京师范大学、华东理工大学、北京理工大学、北方交通大学、上海大学、上海师范大学、北京工业大学、天津大学、南开大学、石油大学等。

《新视野大学英语》编委会成员有(以姓氏笔画为序)：王亚平、王基鹏、王焱华、毛忠明、许建平、李思国、乔梦铎、辛丁、陈永捷、吴江、吴树敬、陆伟忠、汪家树、罗立胜、金启军、周国强、周俊英、郑树棠、胡全生、顾大僖、徐玲、徐钟、黄跃华、嵇纬武。

参加《新视野大学英语》编写、制作的有全国十余所大学的几十名资深教授和中青年骨干教师。

新世纪的到来标志着一个新的开端。《新视野大学英语》带给我们的是辛勤的耕耘，无尽的探索。它像一枝刚刚破土而出的幼苗，需要我们去灌溉和呵护；它提供给广大教师的是教学、实践、再创造、再发展的园地。岁月的交替，不是我们追求的终结，而是新的追求的开始，《新视野大学英语》在实践中能否成功，关键在于我们是否辛勤地付出。我们愿以自己的汗水来浇灌这块园地的鲜花，使之更加绚丽多彩。

《新视野大学英语》编委会

2002年12月

编写及使用说明

一、总体建议

《新视野大学英语：听说教程4》是与《新视野大学英语：读写教程4》配合使用的听说教材，主要包括听力训练和口语训练。本册教材练习量大，形式多样，每一部分的练习内容各有侧重，形式也不尽相同。教师可根据学生的具体情况有选择地使用。每单元授课时间可以是1-2课时，但教师对学生的课外预习和作业(包括听说练习和书面作业)应提出明确要求，以弥补课堂训练时间不足的缺陷。授课时应及时提供提示和帮助，创造宽松的氛围，评定口语成绩时对学生的积极参与应给予充分鼓励和肯定，消除学生害羞、怕讲错的心理。由于非英语专业的学生班级大，课时有限，《听说教程》的课堂组织可以以小组活动为主，尽量使每个学生都能得到开口讲话的机会。

二、具体使用说明

Listening 这部分主要是听力练习，有 Understanding Short Conversations, Understanding Long Conversations, Understanding Passages 等内容。其内容与《读写教程》相配合。由于课时有限，教师可以安排学生在课外以听为主，课内给予检查；也可以选择部分课内、部分课外进行听力训练。

Speaking 这部分是说的能力训练，主要从两个方面来安排：

Practicing Conversational Skills, 这是语言功能意念训练。教师可视学生情况给予适当的讲解。学生通过听对话，学习所提供的句型并理解使用该句型时的情景。通常这部分以两人一组进行活动，教师应起示范作用。

Discussing the Text 和 **Expressing Yourself**, 这是通过口头操练并对《读写教程》课文 A 的内容进行复述和讨论，帮助学生进一步巩固课文中所学过的单词、词组、习惯表达及句型等。同时也训练学生进行有实质性内容的对话、讨论、复述或评论等。

Listening & Speaking 这部分是听说能力相结合的训练。一般均为先听一篇对话、一篇故事、一篇说明文或论说文，要求学生边听边记，做听写练习(可能是填空、完成句子、整句听写或复合式听写等)，根据所记的内容进行小组讨论，然后选派代表向班级报告。如果所听内容较简单，也可要求学生发表自己的看法或展开争论。

Assignment 我们希望改变过去听说课没有课外练习的状况。教师可以把部分或全部听力练习安排在课外完成。课外练习主要为口语表达训练做准备，形式可以是单人复述或两人对话等，由教师在下节课进行检查。教师可根据学生课外准备情况及课堂口头表达熟练程度当场打分，作为平时成绩，并可以在学生学期成绩总分中占一定比例。

《新视野大学英语》总主编为上海交通大学郑树棠教授。

《新视野大学英语：听说教程4》教师用书主编为东北大学李思国，参加编写的主要人员有东北大学金敬红、朱蔓、姜焱、李欣、高丽新，石油大学王基鹏、冼峰、邓岚、徐淑仙等。本书由郑树棠教授和英籍专家 Steven McMath 审定全稿。

在从事材料整理、计算机处理等方面上海交通大学陈庆昌、冯宗祥、赵勇、管博、王秀文、袁小辉、胡海燕、孙华萍做了大量工作，在此一并表示感谢。

编者

2003年5月

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UNIT 1

The Temptation of a Respectable Woman

LISTENING

UNDERSTANDING SHORT CONVERSATIONS

Listening Task

Tapescript

1. M: What's your family like, Emma?
 W: Well, my parents are separated, but my father lives near us. My mother is a middle aged woman. She works as a chemical engineer for a drug company.
 Q: How do Emma's parents get along?

2. W: I have to go downtown tomorrow morning to have my spring dresses fitted.
 M: Don't you have other clothes to wear?
 W: No, none of them fit, and I can't even button up my dresses. I think I need some new clothes.
 M: Maybe you should first think about doing more exercises and losing weight and then worry about your new clothes.
 Q: What does the man suggest the woman do?

3. M: Robert talks a great deal about moving from his present home in New York to a plantation in the South.
 W: But that is the same thing he has been saying since he moved there six years ago.
 Q: What can we learn from the conversation?

4. W: How long has your friend been at your home?
 M: About 10 days.
 W: Did he have a good time?
 M: Yeah. It seemed as if he just got here when it was time for him to say good-bye.
 W: It is certainly a pleasure to see him again and renew old memories.
 M: Well, we talked about college days when we had been best friends, and when we used to have so many ambitions.
 Q: What can be learned about the man and his friend?

5. W: What happened to you? You look really happy.
 M: My wife voluntarily proposed to invite my best friend to our family party.
 W: Didn't your wife like your friend?

M: No, at first she found him a terrible nuisance, but she has finally overcome her dislike for him.

Q: What does the man mean?

6. M: So you have finally decided to end your teaching career, Lucy?

W: Yes. It has been driving me crazy. My health doesn't permit me to cope with such a heavy workload at the moment. That's why I decided to go to Australia to take a rest.

M: Oh, I see. So that's why you've been so quiet recently. Your periods of silence were not your basic nature, but the result of moods. You really need a change.

Q: What can we know about the woman?

7. M: I heard just last week that Vicky had got married.

W: Vicky married? I can't believe it! Remember how she always said that marriage wasn't her choice?

M: But I also heard that Vicky left her husband, just two days after their marriage.

W: What?

M: When her husband arose in the morning, Vicky had already gone, without even saying farewell. A porter had carried her trunk to the station and she had taken an early morning train to another city.

Q: What can we learn about Vicky from the conversation?

8. W: Do you know who that man is?

M: Which one?

W: The one in casual clothes.

M: Oh, that's David Smith. He's the one who just moved into the apartment.

W: Oh, really? He looks kind of interesting.

Q: What does the woman think of David Smith?

9. W: Do you know anything about Henry?

M: That name sounds familiar, but I'm not sure.

W: He's from New Zealand. He works for IBM.

M: Have you spoken to him? What's he like?

W: He seems to be a very nice man. He's very friendly and he's got a good sense of humor. They say he's a man of wit.

Q: What can be learned about Henry?

10. M: Did you hear that Mr. and Mrs. Brown went to Singapore for a vacation last month?

W: Yeah. Did they enjoy themselves?

M: It's hard to say. When they got there, they couldn't get a room in a good hotel.

W: That's too bad. But they really should have made a reservation for a room earlier.

Q: What can be drawn from the conversation?

11. M: You know Martin? Although we've been in the same office for many years, I've never been able to figure him out.

W: Does his quiet personality puzzle you?

M: Yes. After a few years, I still can't understand him any better. I've tried to penetrate the

silence in which he has unconsciously covered himself, but ...

Q: What does the man mean?

12. W: Have you made your peace with your wife yet?

M: I've certainly tried, but she refused to talk to me last night. And when I arose this morning, she had already left for her aunt's.

W: When will she return?

M: Haven't the slightest idea.

Q: What happened between the man and his wife?

13. M: What is it like to live here?

W: It's terrible. It used to be quieter when I went to school here. I still remember that I often sat alone on the bench that stood beneath an oak tree at the edge of the trail.

M: And nothing disturbed you?

W: Yeah. Being alone there, my thoughts quickly flew this way and that.

Q: What does the woman imply?

14. W: When my husband's friend Bob visited us, I just left them alone for the most part.

M: Why?

W: Because he was so different from other people and I couldn't understand him.

M: Did he notice your absence?

W: No, he didn't. Sometimes I imposed my company upon him, accompanying him in his idle walks to the mill.

M: Did he want you to accompany him?

W: No, that was the last thing he would desire.

Q: What does the woman mean?

15. W: Peter is a quiet boy. He seldom says a thing.

M: Well, let me tell you. His brother Tom is just the opposite.

Q: What kind of a person is Tom?

16. M: Do you often see our fellow students?

W: I did for a while until I left university, but after that not really.

M: Yeah, I've lost touch with most people as well, but I still see Peggy occasionally.

W: Oh, yeah. How's she getting on?

M: Ok, I suppose, but she's had a rough time in the last few years. She got divorced.

Q: Whom do the man and woman talk about?

17. M: Did you hear about Mrs. Baroda?

W: Yes, I did. She was an upright and respectable woman. She was also very sensible. It's a pity that the world has lost a great modern dancer.

Q: What happened to Mrs. Baroda?

18. W: When is your friend going?

M: Not for a week yet, dear. I don't understand why you ask my friend to leave our house. Actually he gives you no trouble.

W: No. I should like him better if he did; if he were more like the others, I could plan

somewhat for his comfort and enjoyment.

M: He just came here to take a rest, so please don't make a fuss over him.

W: Fuss! Nonsense! How can you say such a thing?

Q: What can be concluded from the conversation?

19. M: Oh, it's you, Mrs. Johnson. Come in and sit down. Now, what was it? Oh, yes, your leg. Has there been any improvement since last week?

W: Well, no. I'm afraid not, doctor. It's still the same.

M: I'd better have another look at it. Hmm! Still very swollen. Have you been resting it, as I told you to?

W: It's so difficult to rest it, doctor, you know, with a house to run, and six children and ...

Q: What made it difficult for the woman to follow the man's advice?

20. M: You are very nice to me and I've had a delightful time. I really appreciate your inviting me here and spending so much time showing me around.

W: Oh, it was fun for me, too. It gave me a chance to get away from routine and do something a little bit different.

Q: What have the speakers been doing together?

Key: 1. (A) 2. (C) 3. (A) 4. (C) 5. (B)
 6. (A) 7. (B) 8. (B) 9. (D) 10. (A)
 11. (C) 12. (C) 13. (A) 14. (B) 15. (D)
 16. (C) 17. (D) 18. (B) 19. (C) 20. (D)

UNDERSTANDING LONG CONVERSATIONS

Listening Task

Conversation 1

(Emma, Bill and Tim are talking about friendship.)

Emma: How important are friends to you, Bill?

Bill: I've never had a lot of friends. I've never regarded them as particularly important. Perhaps that's because I come from a big family — two brothers and three sisters, and lots of cousins. That's what's really important to me. My family. The different members of my family. If you really need help, you get it from your family, don't you? Well, at least that's what I've always found. What about you, Emma?

Emma: To me friendship... having friends... people I know I can really count on... to me that's the most important thing in life. It's more important even than love. If you love someone, you can always fall out of love again, and that can lead to a lot of hurt feelings, bitterness, and so on. But a good friend is a friend for life.

Bill: And what exactly do you mean by a friend?

Emma: Well, I've already said, someone you know you can count on. I suppose what I really mean is... Mm... let's see, how am I going to put this... it's someone who will help you if you need help, who'll listen to you when you talk about your problems... someone you can trust. What do you mean by a friend, Tim?

Tim: Someone who likes the same things as you do, whom you can argue with and not lose your temper, even if you don't always agree with him. I mean someone you don't have to talk to all the time but can be silent with, perhaps. That's important, too. You can just sit together and not say very much sometimes. Just relax. I don't like people who talk all the time.

Words: 293

Questions 1 to 5 are based on the conversation you have just heard:

1. What does Bill think of friends?
2. Whom does Bill usually turn to when he runs into difficulties?
3. What does friendship mean to Emma?
4. According to Emma, what may love lead to?
5. What kind of people does Tim like to make friends with?

Conversation 2

W: You know, it doesn't look like you've cleaned the living room.

M: No, I haven't. Ugh. I had the worst day. I am so tired. Look, I promise I'll do it this weekend.

W: Listen, I know the feeling. I'm tired, too. But I came home and I did my share of the housework. I mean, that's the agreement, right?

M: All right. We agreed. I'll do it in a minute.

W: Come on. Don't be that way. You know, I shouldn't have to ask you to do anything. I mean, we both work, we both live in the house, we agreed that housework is...is both of our responsibility. I don't like to have to keep reminding you about it.

M: What's the matter with you today? You are displeased.

W: It's us.

M: What do you mean by "us"?

W: Well, we used to talk to each other before we were married. Remember?

M: What do you mean? We're talking now, aren't we?

W: Oh, yes, but we used to do so much together.

M: We still go to the cinema together, don't we?

W: Yes, but we used to go out for walks together. Remember?

M: Of course, I do.

W: And we used to do silly things, like running barefoot through the park...

M: Yes. I used to catch terrible colds. Honestly, you are being totally ridiculous.

W: But we never argued. You used to think I was wonderful. Once...(sound of the door opening) Where are you going?

M: Back to live with my parents. That's something else we never used to do before we were married. Remember?

Words: 272

Questions 6 to 10 are based on the conversation you have just heard:

6. Where does the conversation most probably take place?
7. What is the agreement between the man and the woman?
8. What are they doing now?
9. How does the man react to the woman's complaints?
10. What will the man do?

Key:

Conversation 1: 1. (C) 2. (A) 3. (B) 4. (A) 5. (D)

Conversation 2: 6. (C) 7. (A) 8. (A) 9. (B) 10. (D)

UNDERSTANDING PASSAGES

Listening Task

Passage 1

Peter and Rhoda were going steady for two years. Everyone thought they were going to get married. One evening while they were eating in a restaurant, Peter said to Rhoda:

"You know, Rhoda, you're the only girl I really know well. We are both very young, and I think we must try to make new friends and have new experiences. If we still love each other after all that, then we can get married."

"That's true, isn't it? But I don't want to stop our relationship, do you? We can see each other, can't we?"

"No, Rhoda, not for a while."

"I guess you're right, but I'm going to miss you very much."

"I'm going to miss you, too, Rhoda."

The months passed. Rhoda and Peter were very lonely. Rhoda finally decided to try a computer dating service. She filled out an application which stated what she liked in a person. Soon the phone rang. It was Andre Legros who received her name from the computer service. They arranged to meet that evening for coffee. While she was waiting for Andre, Peter came in. She asked him:

"What are you doing here?"

"Well, I have a blind date for tonight with a girl named April May. It's a computer match. What are you doing here?"

"I'm waiting for my blind date. His name is Andre Legros."

After a few minutes of awkward silence, Rhoda began to laugh. She said:

"I'm April May."

Peter looked surprised. After a moment, he said:

"And I'm Andre Legros. This was no mismatch, was it? It was meant to be."

Questions 1 to 5 are based on the passage you have just heard:

1. How many years were Peter and Rhoda going steady?
2. What did they decide to do one evening?
3. Why did Rhoda try a computer dating service?
4. How did Peter and Rhoda feel when they first knew the truth?
5. What can be inferred from the passage?

Passage 2

George's mother was worried about him. One evening, when her husband came home, she spoke to him about it.

"Look, dear," she said, "you must talk to George. He left school three months ago, but he still hasn't got a job, and he isn't trying to find one. All he does is smoke, eat and play records."

George's father sighed. It had been a very tiring day at the office.

"All right," he said, "I'll talk to him."

"George," said George's mother, knocking at George's door, "your father wants to speak to you."

"Oh!"

"Come into the sitting room, dear."

"Hello, old man," said George, when George and his mother joined him in the sitting room.

"Your father's very worried about you," said George's mother. "It's time you found a job."

"Yes," replied George without enthusiasm.

George's mother looked at her husband.

"Any ideas?" he asked hopefully.

"Not really," said George.

"What about a job in a bank?" suggested George's mother, "or an insurance company, perhaps?"

"I don't want an office job," said George.

George's father nodded sympathetically.

"Well, what do you want to do?" asked George's mother.

"I'd like to travel," said George.

"Do you want a job with a travel firm then?"

"The trouble is," said George, "I don't really want a job at the moment. I'd just like to travel and see a bit of the world."

George's mother raised her eyes to the ceiling. "I give up," she said.

Words: 242

Questions 6 to 10 are based on the passage you have just heard:

6. What did George's mother ask his father to do?
7. How did George's father feel after a day's work?
8. When did George leave school?
9. What did George want to do after graduation?
10. What can be concluded from the passage?

Passage 3

If you listen to American music, watch American television or magazines, you will probably agree that the most popular subject of these forms of entertainment is love. Romantic love always finds an audience in the United States. Falling in love, solving the problems of love, and achieving the happy ending — the big wedding are subjects of interest to the adult as well as the teenage public. Millions of Americans celebrate Valentine's Day with special cards and gifts that announce their love to their mates, their friends, their coworkers, and their families. Popular songs tell us that "all the world loves a lover". A popular saying is "Love conquers all". Numerous columns in magazines and newspapers offer advice to the lovelorn, those with difficulties of the heart. To most Americans, romantic love is central to a happy life.

Not only do Americans believe in romantic love but they also believe that it is the best basis for marriage. Despite the high divorce rate in the United States, young men and women continue to marry on the basis of romantic love. Americans consider marriage a private arrangement between the two people involved. Young Americans feel free to choose their own marriage partners from any social, economic, or religious background. The man or woman may have strong ties with parents, brothers, or sisters, but when he or she falls in love, the strongest feelings are supposed to be for the loved one. When an American couple marries, they generally plan to live apart from both sets of parents and build their own independent family structure.

Words: 260

Questions 11 to 15 are based on the passage you have just heard:

11. What is the most popular subject of all forms of entertainment?
12. Who is interested in the subject of love?
13. What do most Americans think of romantic love?
14. What factors do young Americans consider when choosing their own marriage partners?
15. What does an American couple plan to do when they marry?

Passage 4

"Family" is of course an elastic word. But when British people say that their society is based on family life, they are thinking of "family" in its narrow, peculiarly European sense of mother, father and children living together alone in their own house as an economic and social unit. Thus, every British marriage indicates the beginning of a new and independent family — hence the great importance of marriage in British life. For both the man and the woman, marriage means leaving one's parents and starting one's own life. The man's first duty will then be to his wife, and the wife's to her husband. He will be entirely responsible for her financial support, and she for the running of the new home. Their children will be their common responsibility and theirs alone. Neither the wife's parents nor the husband's, nor their brothers or sisters, aunts or uncles, have any right to interfere with them — they are their own masters.

Readers of novels like Jane Austen's *Pride and Prejudice* will know that in former times marriage among wealthy families was arranged by the girl's parents, that is, it was the parents' duty to find a suitable husband for their daughter, preferably a rich one, and by skillful