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视听英语

Audio-Visual English

中国高校外语电教协会（筹）编

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10



外语教学与研究出版社

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读 者 注 意

1. 本期材料配有五盘录音带:

CD1 基础英语(第五、六课)*

CD2 基础英语(第七、八课)*

CD3 简写读物 苔丝(上)**

CD4 复述材料/听力材料*

北京外国语学院电教中心负责录音带邮购业务,每盒定价4.20元(包括邮费及包装费)。(通讯地址:北京西郊苏州街北京外国语学院第27号信箱)

2. 从第九期起录象工作暂停,以便对前八期录象带进行修改提高。

3. 北京外国语学院英语系编《英语》第三、四册录象带已录制完毕,由英国专家 Valerie Arndt 讲授,需转录者可与北京电化教育录象中心联系。

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视听英语(十)

中国高校外语电教协会(筹)编

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在今年十月在石家庄召开的全国电教会议上大家特别强调了电教教材的建设。强调这一点是完全必要的，不解决教材问题，电教将无法开展，电教的优势也就无从发挥。为此，我们今后必须加强这方面的工作。

《视听英语》发刊以来，一直试图给大学公外教学提供电教软件，但由于种种限制，我们的工作做得很不够。突出地表现在录象带完成比较缓慢，质量还不理想。为了更好地帮助大家开展电教，我们决定专门编写摄制一套公外教材。目前《视听英语》的录象工作暂停，以便把摄制力量转到新的教材方面来。从第一期到第八期的录象带（共160盘）大家还可利用，进行小规模试验，摸索电教经验。为了方便大家安排教学，我们提出一个很不成熟的方案供大家参考：

第一学期（按18周计算，上课16周，复习考核2周，下同。）

1. 口语入门：看录象，每周1节，共16课（载第1、2期）
2. 实验室练习：看录象，隔周1次，共8单元（载第1、2期）
3. 听力练习：看录象，隔周1次，共8节（载第1、2期）
4. 口语小课：每周1节，尽可能在实验室上，利用实验室练习及复述材料（见第1、2期）
5. 讲解及笔语小课：每周1节，除作必要讲解外，主要做拼字、听写及语法练习。
6. 课外活动（隔周一次，用浅易报告等录象带）

第二学期

1. 口语入门：看录象，每周1节，共16课（载第3、4期）
2. 实验室练习：看录象，隔周1次，共8单元（载第3、4期）
3. 听力练习：看录象，隔周1次，共8节（载第3、4期）
4. 口语小课：每周1节，尽可能在实验室上，利用实验室练习及复述材料。
5. 讲解及笔语小课：每周1节，内容与上学期相同。
6. 课外活动（与第一学期相同，用第3、4期上某些材料。）

第三学期

1. 简写读物：看录象，每周1节，共16节（载第5、6期）
2. 实验室练习及听力练习：看录象，交插播放（载5、6期）
3. 口语小课：每周1节，以复述为主（见第5、6期材料。）
4. 讲解及笔语小课：每周1节，除听写外，增加问答或笔头复述内容。
5. 课外活动（与前相同。用第5、6期某些材料）

第四学期（与第三学期大体相同，用第7、8期材料）四个学期总共160盘录象带。

以上录象带前80盘已经配套可供转录，后80盘尚需配套加工，暂时还不能转录。上述安排大家可灵活掌握。水平较高的进度可加快，例如以一年或一年半时间教完上述内容。在此基础上可利用我们摄制的北外《英语》第三、四册课文讲解录象带（英国专

家讲授)上大课(共32课,64盘录象带)两节小课作口笔头练习,或结合专业学习。以上安排可作为一个过度。我们将力争在这两年时间内编辑并摄制一套更符合大家需要的教材来。

新的教材正在设计编写中。为了听取多方面的意见,我们在这里和大家谈谈我们的初步设想,作为抛砖引玉,欢迎大家一起来出主意,使我们的工作进行得更好一些。

根据目前各院校的教学实际,我们准备编辑一套供288学时用的教材,即每周4节,每学期72节。由于录象带比较紧张,我们将摄制144盘录象带,供课内使用,即每周看两盘录象带,另上两节小课,这样大家在准备录象带时困难会小一些。

教学安排初步考虑如下:

第一学期

1. 基础英语:每周1节,看录象带。
2. 听说课:看录象带,每周1节。
3. 口语小课:结合《基础英语》及《口语练习》进行,每周1节,尽可能在实验室上。
4. 讲解及笔语小课:对基础英语录象课进行补充讲解,并作少量笔头练习。

第二学期

1. 基础英语:看录象带,每周1节。
2. 听说课:看录象带,每周1节。
3. 口语小课:结合《基础英语》、《听说课》及《口语练习》进行,每周1节,尽可能在实验室上。
4. 阅读及笔语:听力材料可作阅读材料,课上作必要辅导,笔语与《基础英语》结合。

第三学期

1. 阅读课:用简写读物,看录象带,每周1节。
2. 听说课:看录象带,每周1节。
3. 口语小课(与第二学期同)
4. 阅读及笔语(与第二学期同)

第四学期

1. 简写读物:看录象带,每周1节。
2. 知识讲座(外语报告):看录象带,每周1节。
3. 口语小课:主要用《口语练习》,适当结合简写读物。
4. 阅读小课:主要读科普及浅易科技材料。

此外每学期还将安排适当的课外活动。

根据上述安排,将编出下面几套材料:

1. 基础英语(介绍打好英语基础的语法知识及词汇材料)分上下册,上册供第一学期用,下册供第二学期用,附录象带36盘,及课文与主要练习的录音带。)
2. 听说教材:包括《听力材料》、《口语练习》及《复述材料》,附54盘录象带及全部材料的录音带。
3. 简写读物及知识讲座:包括课内及课外两部分,附54盘录象带及大部分材料的录音带。
4. 科普科技读物:包括课内及课外两部分,课内部分附录音带。
5. 教师手册:包括辅导材料,笔头练习及考核材料。在编写过程中,我们将尽可能与修订过的公外教学大纲保持一致,使最终达到大纲要求。至于起点,我们也将参考抽样测试的结果确定,但力求稳妥一点,使大部分学生都能跟上。

这是一项庞大的工程,本来打算三年完成,但不少院校要求我们加快进行,为此我们将

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A Basic Course in English (II)

Sheng Baoqing

Lesson 5 (The Fifth Lesson)

Sisters and Brothers

I. TEXT

- A: How many sisters and brothers do you have?
B: I have three brothers and two sisters. Ours is a big family.
A: Oh, you're lucky.
I have no sisters and brothers.
Tell me something about them.
B: Well, the youngest and the smallest one is Don.
He is the darling of the family.
He's only four.
Then there are Henry and Peter, the twins.
They are fourteen.
And they are the same height.
A: What are your sisters' names?
B: Ruth and Irene.
A: Are they older than you?
B: No, they are both younger than me.
I'm the oldest in the family.
A: Do they get good marks at school?
B: Well, they are as intelligent as any other girls in class.
A: I suppose Henry and Peter are at school too.
Do they like school?
B: Of course not.
They don't like to study.
They like to play.
A: But there is the saying that "All work and no play makes Jack a dull boy."
Boys are always noisier than girls.
B: I'm afraid they are.
Henry and Peter are the noisiest boys I know — but the nicest.

II. BASIC SENTENCES

I have three sisters.
How many sisters do you have?
They are younger than me.

I am the oldest in the family.
They are as intelligent as any other girls in class.

III. GRAMMAR

1. Sentence Structures:

	I like to sing.
Do	you like to sing?

I have	three brothers.	
	How many brothers	do you have? (have you)

You are	taller	than me.
You are	as tall	as me.
You are	not so tall. (as)	as me.

2. Pronouns:

some (something)/any/no
both/all/each other

3. Adjective — the comparative degree and the superlative degree

tall — taller — the tallest
nice — nicer — the nicest
noisy — noisier — the noisiest
intelligent — more intelligent — the most intelligent

many — more — most

good } better — best
well }

bad } worse — worst
ill }

little — less — least

old { older — oldest
elder — eldest

far { farther — farthest
further — furthest

Phonetic Exercises

1. Read the following aloud, paying attention to the vowel sounds:

[ɒ]	[ɔ:]	[ɔi]
[pɒt]	[pɔ:t]	[tɔi]
[dɒn]	[dɔ:n]	[rɔiz]
[spɒt]	[spɔ:t]	[soil]
[stɒk]	[stɔ:k]	[boil]
[fɒks]	[fɔ:ks]	[noiz]

Compare and practise:

[ɒ]	[o:]	[ɔ:]	[au]
[pɒt]	[pɔ:t]	[lɔ:d]	[laud]
[dɒg]	[dɔ:k]	[sɔ:s]	[sauθ]
[bɒks]	[bɔ:ks]	[dɔ:n]	[daun]
[stɒk]	[stɔ:k]	[tɔ:n]	[taun]
[hɒps]	[hɔ:ps]	[spɔ:t]	[spaut]

Read from left to right:

[brɪŋ]	[brɔ:t]	[brɔ:t]
[θɪŋk]	[θɔ:t]	[θɔ:t]
[si:k]	[sɔ:t]	[sɔ:t]
[baɪ]	[bɔ:t]	[bɔ:t]
[faɪt]	[fɔ:t]	[fɔ:t]

2. Read the following, paying attention to consonant clusters:

[kw-]	[tw-]
[kwɪt]	[twɪnz]
[kwɪlt]	[twelv]
[kwɪt]	[twelfθ]
[kwɛt]	[twɪn]
[kwɛst]	[twɪst]
[kweɪk]	[ˈtwenti]

[st-]	[sp-]	[sk-]
[stɒp]	[sprɪ:k]	[skai]
[stɔ:]	[spɔ:k]	[sku:l]
[steɪ]	[speɪd]	[skeɪt]
[stu:l]	[spɒt]	[sko:n]
[stædɪ]	[speɪn]	[skɒts]
[stju:dənt]	[spu:n]	[skəʊp]

3. Compare and practise:

[fr-]	[θr-]
[fri:]	[θri:]
[fred]	[θred]
[frɪl]	[θrɪl]
[fraɪ]	[θraɪv]
[frəʊz]	[θrəʊz]
[frɒp]	[θrɒb]

[w]	[v]
[west]	[vest]
[went]	[vent]
[weɪl]	[veɪl]
[waɪz]	[vaɪs]
[wɪn]	[vaɪn]
[wɔ:k]	[vɔ:g]
[wel]	[ˈveri]

4. Read the following aloud and try to fit the phrases into the sound patterns:

- 1) . o . o
as white as snow
as black as ink
as cold as ice
as good as gold
as hungry as a wolf
as dull as dishwater
as quiet as a mouse
as happy as a lark
as proud as a peacock
as pretty as a picture
as neat as a new pin
as fresh as a daisy
as cool as a cucumber
as busy as a bee
as strong as an ox
- 2) . o . o . o
the nicest boy I know

the oldest one in this class
 the best player in town
 the strictest teacher I know
 the tallest one of the group
 the prettiest girl I know
 the dullest book in the library
 the happiest man on earth (in the world)
 the youngest one in the family
 the luckiest man in school

- 3) o . . o
 older than Sue
 taller than him
 better than her
 bigger than that
 smaller than this
 worse than Jack
 happier than me
 cleaner than this
 dirtier than that
 lazier than John

5. For Pronunciation and Intonation:

- 1) Good, better, best.
 Never let it rest.
 Till good is better.
 And better best.

- 2)
 I'm sorry, but . . .
 You've got to do better than this.
 I'm sorry, but I'm doing the best I can.
 You've got to walk faster than this.
 I'm sorry, but I'm walking as fast as I can.
 You've got to work harder than this.
 I'm sorry, but I'm working as hard as I can.

It's not good enough.
 It's not good enough.
 It's not good enough.
 It's not good enough.
 I'm doing my best.
 Try a little harder.
 I'm doing my best.
 Try a little harder.
 I'm doing my best.
 Try a little harder.
 I can't. I can't.
 Don't say I can't.
 I won't. I won't.
 But I'm doing my best.
 Do a little better.
 I'm doing my best.
 Do a little better.
 I'm doing my best.
 Try a little harder.
 I'll try. I'll try.

Try a little harder.
 I'll try. I'll try.

ORAL EXERCISES

1. Answer the following questions:

Who is older, Comrade Li or Comrade Wang?
 Who is the oldest boy (girl) in our class?
 Who is taller, Nancy or Lucy?
 Who is the tallest boy (girl) in our class?
 Who is a better football player, John or Peter?
 Who is the best footballer in our institute?
 Who runs faster, David or Henry?
 Who is the fastest runner on the campus?
 Which book is duller, this one or that one?
 Which is the dullest book on the shelf?
 Which film is more interesting, "Modern Times" or "Five Golden Flowers"?
 Which is the most interesting film of the month?
 Which lesson is more difficult, this one or that one?
 Which is the most difficult lesson in this textbook?

2. Compare the objects in the pictures on page 25 and ask and answer questions in the following manner:

Models:

- 1) A: Which box is bigger?
 B: The one on the right is bigger.
 A: Which one do you want (like better, etc.)?
 B: I want the smaller one.
 2) A: Which box do you want (like better)?
 B: I want the one on the right.
 A: Why?
 B: Because it is bigger. And it looks nicer.

Additional words to be used in this exercise:

long	heavy	expensive
tall	fast	better
young	lazy	difficult
large	good	intelligent
small	pretty	interesting
clean	noisy	soft
strong	cheap	comfortable

3. Talk about the pictures on page 25 practising on the superlative degree of the adjective:

Model:

- A: Which box is the biggest of the three?
 B: The one on the right is the biggest.
 A: Are you sure? I think the one in the middle is the biggest.
 B: Don't be silly. Of course the one on the right is the biggest.

4. Construct short dialogues:

Models:

- 1) A: Is Irene taller than you?
 B: Yes, she is.
 A: Is she really?
 B: Yes, she is.
 A: But I think you are taller than her. Or at least she is as tall as you.
 2) A: Does Jack study as hard as Don?
 B: Yes, he does.
 A: Does he really?
 B: Yes, he does.
 A: But I'm afraid Jack does not study so hard as Don. (Don studies better than Jack.)

Begin the dialogue with the following sentences:

- Is French as difficult as English?
 Is this room bigger than Room 145?
 Is your bedroom cleaner than theirs?
 Is this lesson as easy as the last one?
 Is Comrade Li as strict as our teacher?
 Is this novel more interesting than that one?
 Do you study as hard as your brother?
 Do you have more mistakes in your exercise than I have?

5. Construct tag question, paying attention to the auxiliary and the pro-form Do:

Models:

- 1) A: You like to sing, don't you?
 B: Yes, I do. And my brothers like (or, my brother likes) to sing, too.
 2) A: You know John, don't you?
 B: No, I don't. But my brothers know (my brother knows) him.
 3) A: You don't want a new watch, do you?
 B: No, I don't. And my brother doesn't want a new watch, either.

Substitutions:

need a haircut

need more money
 need his help
 want a new jacket
 want some stamps
 want to learn English
 know his name
 like to play chess
 like music
 understand the teacher

6. Answer questions about somebody:

Suppose the author's name is Lucy. Answer questions about her and her family:

How many sisters does Lucy have?
 How many brothers does she have?
 Is hers a big family?
 Is she lucky to have so many sisters and brothers?
 Who is the youngest and the smallest in her family?
 How old is he?
 Do they love Don?
 How do you know?
 What are the names of the other two boys?
 How old are they?
 How is it that they are the same age?
 Are they twins?
 Do they look like each other?
 What are Lucy's sisters' names?
 Are they older than Lucy?
 Who is the oldest in the family?
 Are Lucy's sisters as pretty as her?
 Are they as intelligent as Lucy?
 What are their jobs?
 What do Henry and Peter do?
 Do they like school?

7. Answer the following questions about yourself:

Are you the only child in your family?
 Are you the youngest child in your family?
 Who is the oldest child in your family?
 How old are you?
 When and where were you born?
 Do you like sports?
 What is your favourite sport?
 Do you like novels?
 Who is your favourite author?
 Do you play football?
 What do you do after class?

8. Topics for retelling:

- 1) Ours is a big family
 2) Boys are noisier than girls

- 3) All work and no play makes my little brother a dull boy

FOR REPRODUCTION

Comparison

You want to know something about our professors and fellow students. I'll give you some idea of what they are like by comparison.

Professor Allen, who teaches English poetry, is about the same age as Professor Miller, the teacher of world history. They are both younger than Professor Baker. As a matter of fact, Professor Baker is the oldest member in the department. He is going to retire next year.

Professor Allen's personality is quite different from Professor Miller's. Professor Miller is much more serious-looking than Professor Allen. I never see him smile. There is always a sour look on his face when a student is late or when he makes a mistake.

Professor Allen is livelier and friendlier. He mixes more with the students than Professor Miller. But he doesn't work as hard as Professor Miller. Professor Miller works like a beaver.

Mrs. Miller and Mrs. Allen are also different from each other in many ways. Ruth

Miller is still in her fifties. She is taller and slimmer than Irene Allen. She walks faster and she gets things done more quickly than Irene. Irene is not so busy as Ruth because she only keeps house. She doesn't teach. She cooks, goes shopping and takes care of the children every day. People say Mrs. Miller is better-looking than Mrs. Allen. Perhaps it is because she is taller and slimmer. It is true that Mrs. Miller is younger and slimmer and her eyes are bigger than Mrs. Allen's and Mrs. Allen is a little too plump and all that. But still I think Mrs. Allen is pretty, especially when she smiles at you. She is certainly very sweet.

Larry is perhaps the best student in our class, and Jane is one of the poorest, if not the poorest. I don't know what's wrong with Jane. She is not actually stupid, she is just very slow, painfully slow. And she asks a lot of silly questions. She works as hard as any other student in the class, but she gets poor grades. George, the boy from Canton, is one of the most intelligent students on the campus but his grades are not quite as good as Larry's because he is rather careless and he makes careless mistakes. The least happy of all the students is Nancy. She comes from Shanghai, and she is not used to it here yet. She will be happier when she knows more people and is used to the food and weather here.

Lesson 6 (The Sixth Lesson)

I. TEXTS

1. The Taylors live in an apartment house. They have a three-room flat. Their living-room is tidy and cosy. It is about 24 feet long by 16 feet wide. There are two windows in the room. Between the windows there is a colour television. You see some armchairs, book-cases and a piano in the room. The Taylors like books and music. There is a round table in one corner of the room. On the table there is a cassette recorder, a box of cigarettes and an ashtray. You can see some paintings on the walls. And on the window sills there are pots and pots of flowers.

2. Mrs. Taylor's kitchen is small. That is what you call a kitchenette. There is a refrigerator in it. There is an electric cooker

on the right. On the left there is a cupboard with plates, bowls, cups, spoons, knives and forks in it. Here on the shelf is Mrs. Taylor's shopping bag. It looks heavy. Let's see what's in it: a loaf of bread, a piece of pork, a pound of sugar, half a pound of tea, a bottle of milk, a jar of jam, a few dozen eggs and some apples.

II. BASIC SENTENCES

The Taylors live in an apartment house.
There is a refrigerator in the kitchen.
There are some paintings on the walls.
It looks heavy.

III. GRAMMAR

1. Nouns:

1) Proper Nouns:

Henry/Taylor/Mr. Brown/Comrade
Li/Beijing/London/China

2) Common Nouns:

Countable { Singular
Plural

Uncountable:

a piece of paper/a jar of jam/
a bowl of rice/a pound of tea,
a bottle of milk/a glass of water

Compound Nouns

classroom/blackboard/armchair/
ashtray/kitchen knife/apartment/
house/tape recorder/book-case/
living-room/table-spoon/bread-knife

2. Nouns and Adjectives of Quantity and Measurement:

There are (I have)	a lot of many not many some (a few) not any no	eggs	
There is (I have)	a lot of not much some (a little) not any no	sugar	in the bag.

There are	a dozen two dozen	eggs	in the bag.
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There is	a pound of half a pound of a quarter of a pound of an ounce of	tea.
	a jar of a bottle of a cup of a glass of a bowl of a pot of	milk.

3. Question Forms:

There are some eggs in the bag.

Are there any eggs in the bag?

There are	How many eggs	are there	in the bag?
	ten eggs		in the bag.

How big (high)		the room?
How long		the street?
How wide		the window?
How heavy		the bag?
How thick	is	the wall?
How deep		the well?
How much		the jacket?
How old		the man?

Numeral:

1—100,000,000

PHONETIC EXERCISES

1. Read the following aloud, paying attention to the sounds

[ə:], [ə], [iə], [eə], [uə]:

[ə:]	[ə]
[hə:]	[hə]
[ə:n]	[ən]
[wə:s]	[wəz]
[bə:d]	[bət]
[kə:m]	[kən]
[θə:d]	[ðət]

[iə]	[eə]	[uə]
[diə]	[deə]	[duə]
[tiə]	[teə]	[tuə]
[fiə]	[feə]	[fuə]
[riə]	[reə]	[ruə]
[tʃiə]	[tʃeə]	[tʃuə]
[stiə]	[steə]	[in'djuə]
[spiə]	[speə]	[mæ'njuə]

Read from left to right:

[eə]	[ɔ:]	[ɔ:n]
[weə]	[wɔ:]	[wɔ:n]
[beə]	[bɔ:]	[bɔ:n]
[teə]	[tɔ:]	[tɔ:n]
[swəə]	[swɔ:]	[swɔ:n]

2. Compare and practise:

[f]	[tʃ]	[tr-]
[fɪp]	[tʃɪp]	[trɪp]
[ʃuː]	[tʃuː]	[truː]
[ʃiːt]	[tʃiːt]	[triːt]
[ʃat]	[tʃak]	[trak]
[ʃeɪn]	[tʃeɪn]	[treɪn]

[dʒ]	[dr-]
[dʒɒb]	[drɒp]
[dʒæk]	[dræg]
[dʒag]	[drag]
[dʒeɪn]	[dreɪn]
[dʒəʊv]	[draʊv]

3. Read the following paying attention to word stress:

bedroom	living-room
bookcase	shopping bag
armchair	window sill
cupboard	flower pot
ashtray	TV set
football	tape recorder
classroom	twin sister
blackboard	football player
piano	
recorder	
apartment (house)	
electric (cooker)	
refrigerator	

4. Read the following and pay attention to

1) incomplete explosion:

cu(p)board
boo(k)case
apar(t)ment
a roun(d) table
an electri(c) cooker

2) liaison:

a cup of tea
a bowl of rice
a piece of paper
a slice of cake
a pair of socks
a bag of potatoes

a pot of pork
a loaf of bread
a jar of jam
a box of chocolates
a bottle of milk
a spoonful of salt
a can of fish
pots and pots of flowers
an ounce of tea
a pound of sugar
half a pound of sugar
a quarter of a pound of tea
a dozen of eggs
half a dozen of apples
some dozens of eggs

3) the rising tone:

On the left there is a cupboard with
plates, bowls, cups, spoons, knives and
forks in it.

Let's see what's in it:

a loaf of bread, a piece of pork, a pound
of sugar, half a pound of tea, a bottle of
milk, a jar of jam and a few dozen eggs
and apples.

5. Read the following:

48	104	1,100	11,000
59	683	2,475	623,500
12	300	3,056	1,167,498
37	721	4,614	46,000,000
26	490	5,902	258,000,000

6. Learn the following rhyme:

This is the key of the kingdom.
In that kingdom there is a city,
In the city there is a town,
In that town there is a street,

In that street there is a lane,
 In that lane there is a yard,
 In that yard there is a house,
 In that house there is a room,
 In that room there is a bed,
 On that bed there is a basket,
 In that basket there are some flowers.

Flowers in a basket,
 Basket on the bed,
 Bed in the room,
 Room in the house,
 House in the yard,
 Yard in the lane,
 Lane in the street,
 Street in the town,
 Town in the city,
 City in the kingdom.
 Of that kingdom this is the key.

7. For Pronunciation and Intonation:

WARNING

Watch out! Watch out!
 Watch out! Watch out!
 There's a hole in the floor!
 What?
 A hole.
 Where?
 In the floor.
 A hole in the floor?
 Yes, a hole in the floor.
 A great big hole in the floor.
 Well, I don't see any hole in the floor.
 I don't see any hole.
 It's there!
 Where?
 Right there!
 Right here?
 Yes, right there.
 Are you sure?
 Sure, I'm sure.
 It's big as a house.
 Big?
 It's huge.
 Huge?
 It's huge.
 A huge hole, a great big hole.
 a great big hole in the floor.
 I think you are kidding.
 You're teasing me.
 There's no hole in the floor.

ORAL EXERCISES

1. Turn the following sentences into general questions and give answers in the negative, paying attention to the use of **SOME**, **ANY**, **NO**:

There is some pork on the plate.
 There is some milk left in the bottle.
 There is some tea in the cup.
 There are some apples in the bag.
 There are some mistakes in my exercise.
 There are some trees around here.
 I have some questions.
 I need some more money.
 We want some cassettes.
 They want some more chairs and bookshelves.

2. Rewrite the sentences in Ex. 1, substituting **SOME** with other adjectives of quantity:

a lot of	(some)
lots of	a few
lots and lots of	a little
many	any
much (not much)	no (not any)

Make more sentences with the following words and phrases:

armchairs — in front of the window
 paintings — on the walls
 a map of the world — between the windows
 bowls and chopsticks — in the cupboard
 a spoon — in the bowl
 cigarettes — in the drawer
 flower pots — on the window sill
 a loaf of bread — on the plate
 a jar of jam and a pound of pork — in the refrigerator
 a refrigerator — on the right
 a gas cooker — on the left
 a broom — in the corner of the room
 a dust-pan — under the table (behind the door)
 electric lights — over the table

3. Match the nouns (of measurement and quantity) in the left side column with the uncountable nouns in the right side column:

a	cup	of	tea
	glass		coffee
	bottle		milk
	jar		hot (cold) water
	pot		beer
	bowl		
	can		
	kettle		rice
	bag		noodles
	box		bread
	piece		flour
	catty		pork
	pound		sugar
	ounce		
	half a catty (pound)		

Use the above noun phrases in short dialogues like these:

Models:

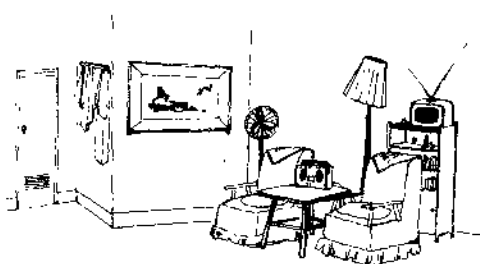
- 1) A: Is there a cup of tea on the table?
B: Yes, there is. And there is a glass of water, too.
Do you want tea or water?
A: Tea, please.
- 2) A: Do you have (want) any sugar?
B: Yes, I do.
A: How much do you have (want)?
B: Two cattles.
- 3) A: Is there any sugar in the bag (tea in the cup)?
B: Yes, there is (some).
A: How much is there?
B: Half a catty.
A: Give me the sugar, please.
B: Here you are.
A: Thank you.

4. Answer the following questions:

- 1) How old is John?
How old is Nancy?
Who is older, John or Nancy?
(three years older)
- 2) How tall is John?
How tall is George?
Who is taller, John or George?
(two inches taller)
- 3) How wide is this window on the left?
How wide is that window on the right?
Which one is wider, the one on the right or the one on the left?
(two inches wider)
- 4) How heavy is this round box?
How heavy is that square one?
Which one is heavier, the round one or the square one?
- 5) How big is Room 123?
How big is Room 456?
Which room is bigger, Room 123 or Room 456?
- 6) How long is this grey jacket?
How long is that blue one?
Which jacket is longer, the grey one or the blue one?
- 7) How much is a pound of coffee?
How much is a pound of tea?
Which is cheaper, tea or coffee?
- 8) How much is this tape recorder?
How much is this cassette recorder?
Which one is more expensive, the tape recorder or the cassette recorder?

- 9) How many pages are there in this book?
How many pages are there in that one?
Which book is thicker, this one or that one?
- 10) How many students are there in your class?
How many students are there in Class 4?
Which class is bigger, your class or Class 4?

5. Look at the picture and talk about the Taylors' living-room:



6. Talk about your own room.

Additional vocabulary:

face	south	sofa
	north	easy-chair
	west	desk
	east	tea-table
sunny		dressing table
dark		wardrobe
bright		closet
clean		toilet
neat		bathroom
tidy		telephone
cosy		typewriter
comfortable		transistor radio
dirty		electric clock
dusty		
messy		
damp		

7. Talk about the kitchen in your home. Additional vocabulary:

gas cooker	pot
stove	pan (sauce pan)
running water	kettle
tap	pressure cooker
sink	chopsticks
chopping board	rag
kitchen knife	
pail	

8. Other topics for oral work:

- 1) Our campus
- 2) Our dormitory
- 3) My father's study (office)

9. 将下列句子翻成英文，在翻译时请注意句子中的“有”字：

- 1) 北京有很多公园、博物馆和剧院。
- 2) 我们学校里有三个系，六十多个教师。
- 3) 我们系里有二百多学生，女学生有五十多人。
- 4) 我们家里有五口人。我有两个兄弟。你有兄弟吗？
- 5) 我爸爸年纪不小了，他有五十多岁了。
- 6) 我在学习上有很多困难。你有困难吗？
- 7) 我姐姐有两个女儿。你有姐姐吗？
- 8) 窗台上有很多好多花。桌上有花吗？
- 9) 电视机旁边有一架卡式录音机，一个耳机和一架半导体收音机。
- 10) 我们的套间里有一个厨房，厨房很小，就是我们所说的小厨房。厨房里有很多东西。这些东西放在这厨房里嫌太多了。

FOR REPRODUCTION

Home

Pagoda Street is a street like many others — not very clean, not very wide, only wide enough for two buses to pass. But it is a busy street all the same, especially during the rush hour in the morning. People are hurrying to work. When a bus comes, the crowd at the bus-stop starts to rush and push to get on. There are a lot of cars, buses, trucks, bicycles and even tractors. The place is noisy and dusty, and the noise of the tractors is deafening. But it is not so bad when the rush hour is over. Old people come out to sit on the door-steps and have a smoke and a chat. Housewives go shopping with bags or baskets on their arms. When

friends meet, they stop to exchange a few words of greetings. There are also children playing ball games. They don't mind the dust or the passing cars. It certainly is not a good place for ball games. But then where else can they play?

I used to play football in the street when I was a boy. I live in this neighbourhood. Behind the post office there is a small old one-storeyed house. My family live there. Actually I was born there. We have three rooms — two bedrooms and a kitchen-parlour. I call it a kitchen-parlour because it is more than a kitchen to us. It is where all the family gather when the day's work is done. I want to tell you about it because I like this room best. We spend most of our time, or rather, Mom spends most of her time there. We eat our meals there, we do our homework there, we play games there. Dad has his cup of tea there after meals and Mom even has her friends there. It is the hub of activity.

The kitchen is neat and cosy. At least I think it is. But Mom complains that we children often throw peels and other things on the floor and that we often make a mess of it. She has to do all the cleaning and washing and cooking and shopping and a hundred and one other things. I'm sorry to say we children are not very helpful around the house.

Mother wants to live in a apartment house. She thinks a flat is much more convenient and we'll pay less rent on a flat than on a house. But Dad doesn't agree. He thinks it is more convenient to live in a one-storeyed house. "You don't have to climb the stairs, to begin with," he often says. "and you can grow flowers and vegetables in the garden in front of the house." Dad has green fingers. He loves flowers. He grows roses, lilies, daisies and pansies and other countless plants. His windows are choked with pots of flowers. He certainly doesn't want to move into a flat.

Is it more convenient to live in a flat or in a house? Or is a house more comfortable than a flat? I don't know, and I don't care. It is true our house is a little too old. It is damp and the roof leaks and there are quite a few mouse holes. But the place is good enough for me. I feel quite happy here. I feel happy and cosy wherever Mother is. It is my home, and I love it. There is no place like home. And as the saying goes, "East or West, home is best."

Lesson 7

(The Seventh Lesson)

What Would You Like to Have?

I. Texts

1. I think it is a very silly thing to do to eat too much. I like a small breakfast. I usually drink a glass of orange juice first. Then I have one or two pieces of toast with butter and a cup of hot chocolate. After that I have two or three fried eggs and some sausage. I often have pancakes, too. If I am still hungry, I eat a hamburger. Hamburger is typical American food. I like it very much.

Subj.	Link V.	Predicative
I	am	hungry.
You	are	tired.
It	smells tastes feels sounds	good.

2. A: Good morning.
B: Good morning.
How are you this morning?
A: I'm fine, thank you.
B: What time is it?
A: It's nearly 7.30.
B: Let's have breakfast.
A: Yes, I'm a bit hungry.
What would you like to have?
B: I'd like a piece of toast and a cup of coffee.
What about you? What do you want?
A: Two fried eggs and ... er ...
Those cream cakes look good, don't they?
B: Yes, and they taste good too.
A: Then I'd like to have a cream cake. Do you want any milk in your coffee?
B: No, thank you.
I don't like milk in my coffee.
A: I don't, either.
Well, how many lumps of sugar?
B: Two, please.
A: Is there any salt in the shaker?
Pass me the salt, please.
B: Here you are.
A: Thanks.

Subj.	V.T. 及物动词	Obj.
I	would like want love need	a cup of tea.
I	like would like love want need plan intend mean	to study English.

II. Basic Sentences:

What time is it?
Is there any salt in the shaker?
Do you want any milk in your coffee?

III. Grammar

1. Verb study

V.T.	Ind. Obj. 间接引语	D. Obj. 直接引语	Adv.
Pass	me	the salt.	
Hand	me	the salt.	
Give	him	the socks.	
Pay	her	the money.	
Return	her	the money.	
Tell	them	the story.	
Ask	him	a question.	
Pass		the salt	to me.
Hand		the salt	to me.
Give		the socks	to him.
Pay		the money	to her.
Return		the money	to her.
Tell		the story	to them.
Ask		the question	of him.

Subj.	Be	Predicate	
It	is	easy difficult important necessary	to study a foreign language.
It	is	time	to go to class. to begin the meeting. to go to bed. to hand in your exercises. for breakfast. for lunch. for supper. for bed. for class.

2. The use of adverbials of frequency with the present indefinite tense:

He is	always usually often sometimes seldom never	late.
They	always usually often sometimes seldom hardly ever never	have English classes in the evening.

3. Question forms:

1)

		You	would like	to have some fish.
	Would	you	like	to have some fish?
		You	want	to buy some books.
	Do	you	want	to buy any books?

2)

What			
How many books	do	you	want to buy?

3)

		I	like	blue colour.
	Do	you	like	blue colour?
What colour	do	you	like?	

PHONETIC EXERCISES

1. A revision of the vowel sounds:

[i:]	[i]	[e]	[æ]	[a:]	[ʌ]
[bi:t]	[bit]	[bet]	[bæt]	[ba:t]	[bat]
[li:k]	[lik]	[leg]	[læg]	[la:k]	[lak]
[fi:l]	[fil]	[fel]	[fæn]	[fa:m]	[fan]
[ði:z]	[ðis]	[ðen]	[ðæn]	[so:m]	[sam]
[ʃi:p]	[ʃip]	[fel]	[fæl]	[tʃa:dʒ]	[dʒadʒ]
[ɔ:]	[ɒ]	[u:]	[u]	[ə:]	[ə]
[bo:t]	[boks]	[bu:t]	[buk]	[bə:d]	[bət]
[wɔ:k]	[wɒt]	[wu:l]	[wulf]	[wə:s]	[wɒz]
[fɔ:k]	[fɒks]	[fu:t]	[ful]	[fə:st]	[fə'get]
[kɔ:n]	[kɒn]	[ku:p]	[kud]	[kə:n]	[kən]
[ʃɔ:t]	[ʃɒt]	[ʃu:t]	[ʃud]	[ʃə:t]	[ʃəl]

2. Compare and practise:

[i:]	[i]	[e]	[æ]
eat	it	pen	pan
leave	live	then	than
these	this	flesh	flash
steel	still	any	Annie
please	bliss	letter	latter
[ɔ:]	[ɒ]	[æ]	[ai]
salt	sot	fan	fine
sport	spot	man	mine
horse	hot	lack	like
or	orange	ham	hind
ward	what	Frank	fried