

# 大学英语听说教程

## IN AND OUT

TEACHER'S BOOK

教师用书

5

外语教学与研究出版社

大学英语听说教程

*TEACHER'S BOOK 5*

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Xli' Fbngn

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大学英语听说教程

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第5册教师用书

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## 前 言

为了提高我国大学公共英语听说课的教学质量,改革教学方法,中国高校外语电教协会组织各地区会员单位对英语听力课教学进行了研究,磋商教学方法,交流教学经验,进行教学观摩,同时还组织交流视听软件和有关教学资料。因之,协会对我国大学英语听力课教学现状也比较了解。多年来,许多会员单位要求协会组织力量,编写一套既符合《大学英语教学大纲》的要求,又切合我国学生的实际水平,并能做到文字教材和录音教材相配合的大学英语听说教材。鉴于上述情况,1985年12月,协会邀请近十所院校长期从事公共英语听力课教学、具有丰富经验的教师研究讨论,并着手编写《大学英语听说教程》(IN AND OUT)。此教程力求体现听力课学时少,短小精悍、内容生动、练习多样等特征。

《大学英语听说教程》按大纲分级教学原则分六册出版。每册十六课,并配有期中、期末两次试题,供一学期十八课时使用。每课配三十分钟教学录音带。一至四册为一、二年级四级基础教程。五、六册为高级教程,供高年级和研究生班教学用。各册分学生用书和教师用书出版。

《大学英语听说教程》编写以实现《大纲》规定各项要求为最终目标,但特别照顾广大非重点院校学生的可接受性。从三级教学阶段开始逐步增加适应听力标准化测试训练,以期完成六级教程后能完全适应 EPT 和 TOEFL 测试。

《大学英语听说教程》选材新颖,体裁广泛。训练方式避免听力课一听到底的偏向,课中穿插“作表”、“填图”、“搭配”等多样听力训练方式,每课配有填空的教学歌曲,起到寓教于娱的作用。

《大学英语听说教程》各册编写和审订分工如下:

第一、二册由北京钢铁学院吴雅涣、张明丽、哈弼亮副教授编写;北京外国语学院周献桃、屠蓓副教授审订。

第三册由东北工学院陆人人、曹菽华副教授编写;北京外国语学院刘承沛教授审订。

第四册由长沙铁道学院李石基副教授、北京钢铁学院张明丽、吴雅涣、哈弼亮副教授编写;北京外国语学院刘承沛教授审订。

第一、二、三、四册的第一部分:听力技巧训练由中国科学技术大学陈琨才教授编写。

第五、六册由浙江大学张青彦副教授和复旦大学徐通瑞等编写;华侨大学廖泰初教授、冶金部钢铁研究院研究生部刘庆衍副教授审订。

《大学英语听说教程》编纂工作在北京外国语学院教务长、中国高校外语电教协会协会会长陈振宜和秘书长李俊宣直接主持下进行,在其间得到北京外国语学院崔启瑶、东北工学院刘泽全副教授、甘肃农业大学游彦俊副教授、北京邮电学院外语系李淑贤副主任和华南工学院外语系彭文明副教授的热情支持,在此谨致谢意。

编者 一九八七年六月

## 使用说明

《大学英语听说教程》(第五、六册)两册,可供高等学校非英语专业高年级学生、研究生及有志于进一步提高英语听说能力的自学者使用。第五册已包括学生用书和录音磁带三盒,并配有教师用书。另外,可向有关教学单位提供教学用磁带八盒。

本教程第五册的编写指导思想如下:

1. 以听为主,在听的基础上听说结合,训练学生运用英语作为工具获取所需信息,并训练学生进行口头交际。
2. 听力训练部分在语篇水平上进行,着重培养整体理解和具体信息获取的技能。
3. 听力材料内容力求新颖,题材力求多样化和富于趣味性,由浅入深,逐步指导学生听懂正常语速的一般题材的谈话或讲座等。
4. 口语训练围绕听力材料内容进行。在听懂材料的基础上,用口语复述大意、表达看法等,使学生在接受了丰富的语言材料后,有机会运用到语篇水平上的口语实践中去。
5. 每课配有泛听短文一篇,附有多项选择题,侧重于培养学生获取所需信息的能力。语速从每分钟 120 — 130 词逐步过渡到每分钟 140 — 150 词,可用来配合准备 EPT 或 TOEFL 考试的 Mini-talk 部分。
6. 每课以听唱英语歌曲作为辅助性练习,提高听说能力。唱歌为广大学生喜爱的活动,有利于活跃学习气氛,提高学习兴趣。所配的填词练习有助于学生在语流中辨别单词的能力。

本教程第五册共 16 课,并附有两次测验,可供 18 课时使用。(以每周一学时为单位,供一学期之用)教师也可能根据实际情况灵活掌握。教学用磁带完全按上课顺序录制,教师上课时一般不必倒带。学生磁带包括全部听力材料,学生可根据备条指令要求自行倒带,进行课外自习。

课时分配和教学方法建议:

如每学时为 45 分钟,建议时间分配如下:

1. 教师介绍本课目的,背景知识等 (3 分)
2. 播放生词及根据生词编写的会话、短文 (2 分)
3. 播放听力材料全文;做练习;检查 (6 分)
4. 以段落为单位播放听力材料;做练习,检查 (15 分)
5. 再次播放听力材料全文 (3—4 分)
6. 进行口语练习;检查 (7 分)
7. 泛听练习;检查 (5 分)
8. 歌曲练习 (3—4 分)

开始上课时,教师介绍本课目的及背景知识。接着播放生词及利用生词编写的短文。学生可边听录音,边看课本,边跟读,初步熟悉生词,为听懂课文扫清障碍。

第一次播放听力材料全文,目的在于培养学生整体理解的能力。所附的练习围绕此目的编写的。

在对课文内容基本了解的基础上,以段落为单位,分段播放听力材料,培养学生获取具体信息以及分析、综合、推理能力。在这一阶段,配有多种形式的练习。教师可根据需要,进行启发和指导。

然后,再一次播放听力材料全文。此时,学生已掌握了课文内容,并已作出听力练习答案可供参

考,教师不必用作解释。通过再次收听,学生可更全面地理解内容,为进行口语练习作好准备。口语练习以听力材料作依据,或为分组活动,或为成对活动(pair-work)。教师参加并给予指导。在分散活动后,可指定个别学生到台前示范。

泛听材料播放一次,不再重复。播放后要求学生做练习。主要从逐步加快语速着手,使学生适应类似 EPT 或 TOE 听力考试的第三部分 Mini-talk。

歌曲可安排在课前课后连续播放。课堂上帮助学生听懂歌词,核对填词答案。

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# LESSON ONE

## SECTION 1

### THE STUDENT GETS THE BEST OF THE EDUCATOR

#### 1.1 INTRODUCTION

- ✕ The National Scholastic Aptitude Test is a predictive test provided by the National Examination Board of the United States of America to evaluate prospective university students. The successful ones can be admitted by the universities of their choice and will receive a financial award for university study. Today we are going to learn how in one such test a student gets the best of the experts who developed the test.

#### 1.2 NEW WORDS AND EXPRESSIONS

1. get the best of — to have the advantage over; to defeat
2. amateur — one who plays sports, music etc but does not get money for it
3. professional — one who plays sport, music etc. for money
4. layman — a person who is not trained in a particular subject or type of work, esp. in contrast to the professional
5. Florida — one of the states in southeast America
6. score — to win a point, grade
7. scholarship — a sum of money given to a student to finance his studies
8. geometry — the study in mathematics of the angles and shapes formed by relationships of lines, surfaces and solids in shape
9. panel — a group of persons, usually experts, required to judge or give an answer
10. celebrity — a famous person

#### 1.3 HERE IS A DIALOG BASED ON THE NEW WORDS AND EXPRESSIONS.

A: Hi, Mike. Haven't seen you for days. Where have you been?

B: I've been to *Florida*. I went with my father.

A: To Florida! Any news there?

B: Oh, yes. I saw a wonderful football match. The Jackson's team *got the best of* the Simon's. It's really wonderful.

A: Well, I'm a *layman* about football matches. I can't see anything wonderful in that. When two teams compete, there'll always be one that wins.

B: Right. Eh... but, you know, the Jackson's is the *amateur* team while the Simon's is the *professional*. Now the Jackson's have become *celebrities* across Florida.

A: Well, in that case, perhaps it really is wonderful.



## **1.4 LISTEN TO THE PASSAGE CAREFULLY**

### **The Student Gets the Best of the Educator**

Once in a while the natural order of things gets reversed. In sports, for example, sometimes the amateur beats the professional. In science, sometimes, the layman, rather than the scientist, stumbles upon an important discovery. And every now and then in the classroom the student gets the best of the educators. This happened to one young schoolboy in the state of Florida recently and the cases received national publicity.

17-year-old Daniel Lowen is a lot like many bright young students. Last October when the opportunity to take a National Scholastic Aptitude Test arose, he went with most of his friends into a hall in his Florida high school where the test was being administered. He knew that if he scored well on the test, his chance of receiving a scholarship and being admitted to the college of his choice would be enhanced.

There were 50 questions on the test which was prepared by a national company. Daniel thought he did well on the test, and, in fact, Daniel did do well. He was correct on all but two of the 50 questions. Daniel was more than satisfied with his performance. Yet, one of the two questions which he supposedly got wrong continued to be puzzling. It dealt with geometry. Daniel said there were five sides. The panel of experts said there were seven. Daniel checked and rechecked his work and was convinced that he was correct. He asked his father who was a mechanical engineer. He showed him why he thought the answer to the question was five, not seven. Mr. Lowen, the engineer, agreed with his son, and they sent the work to the company that developed and administered the test. Well, it didn't take long for the company representatives to reevaluate this answer. "Yes", they said, "the Lowens were right. Five was correct, seven was not". Daniel was correct, sixteen college professors who had developed the test were not.

17-year-old Daniel Lowen has become something like a temporary celebrity across the United States, and not just because he won the intellectual battle with the panel of experts; you see, Daniel also made about a quarter of a million high school students very happy: for it was his persistence and diligence automatically raised their scores and enabled some of them to qualify for national scholarships.

## **1.5 EXERCISE I**

### **DO THE FOLLOWING MULTIPLE-CHOICE QUESTIONS:**

1. The passage is about
  - a. a student who was cleverer than the educators.
  - b. the National Scholastic Aptitude Test.
  - c. a competition between an amateur and a professional.
  - d. a student and his father.
2. The student is called
  - a. David Lowen
  - b. Lowen Florida.
  - c. Daniel Florida.

- d. Daniel Lowen.
- 3. The passage speaks highly of
  - a. the scientist.
  - b. the student's father.
  - c. the panel of experts.
  - d. the student.

## 1.6 EXERCISE II

LISTEN TO THE PASSAGE, PARAGRAPH BY PARAGRAPH, AND FILL IN THE BLANKS WITH WHAT YOU HAVE JUST HEARD.

### Paragraph 1

Sometimes in sports the *amateur* beats the *professional*, in science the *layman* surpasses the *scientist* and in the classroom the *student* gets the best of the *educator*.

### Paragraph 2

- a. The student is 17 years old.
- b. The *National Scholastic Aptitude* Test was held in the state of *Florida*.
- c. If the student *scored* well he would receive *a scholarship* and be admitted to the *college of his choice*.

### Paragraph 3

- a. There were 50 questions on the *test*.
- b. The student was said to be correct on 48 questions but not correct on 2 questions.
- c. The puzzling question dealt with *geometry*.
- d. The student thought there were 5 sides but the *panel of experts* said there were 7.
- e. The student's father was *a mechanical engineer* and he *agreed* with his son.
- f. The company representatives proved that the *Lowens* were *correct* and the sixteen professors were *wrong/not*.

### Paragraph 4

- a. The student has become a *celebrity* in the *United States*.
- b. The student made *about a quarter of a million* high school students very happy.
- c. Some of these students were able to qualify for *national scholarships*.

## 1.7 EXERCISE III

LISTEN TO THE PASSAGE ONCE AGAIN. THEN WORK IN PAIRS TO RETELL THE STORY. YOU MAY REFER TO THE FOLLOWING KEY POINTS.

sometimes — student — gets the best of — educator — last October — the National Scholastic Aptitude Test — held in Florida — a young schoolboy — took the test — did well — something wrong — a geometry item — 5 sides — the panel of experts — 7 sides — told his father — agreed — the company — checked the answer — correct — sixteen professors — wrong — became a celebrity — in the United States

(※ Sometimes, the student gets the best of the educator. Last October, the National scholas-

tic Aptitude Test was held in Florida. A young schoolboy, Daniel Lowen, took the test. He did well on most of the questions and found something wrong with a geometry item. He said there were 5 sides but the panel of experts said there were 7 sides. He told his father, who agreed with him. The company checked the answer and said the boy was correct and the sixteen professors who had developed the test were wrong. The boy became a celebrity in the United States.)

## SECTION 2

### 1.8 LISTEN TO THE FOLLOWING MINI-TALK AND THEN DO THE MULTIPLE-CHOICE QUESTIONS.

The study of mathematics began in ancient Greece thousands of years ago. It has influenced every branch of scientific discovery through the centuries. The Greeks developed arithmetic for keeping business records. They developed geometry for the study of the sun, stars, and moon. These ancient people delighted in playing games with mathematics. From these games and with their knowledge of arithmetic and geometry, they developed algebra and trigonometry. Over a period of nearly two thousand years mathematics did not change. The ancient thoughts and discoveries were preserved in scattered centers of learning or universities during the Dark Ages. In the 17th century Isaac Newton and Wilhelm Liebnitz invented calculus. But only Newton put this knowledge to practical use. Galileo combined mathematics with physics, also in the 17th century, and thereby linked the two sciences. The 17th century was a time of great mathematical interest and development. Many of our 20th-century methods and machines make use of those 300-year-old theories and methods. The student today learns from centuries of thought and development.

1. When did the study of mathematics begin?
  - a. centuries ago
  - b. in the 17th century
  - c. in the 20th century
  - d. years ago
2. Who first developed mathematics?
  - a. Isaac Newton
  - b. the Greeks
  - c. Galileo
  - d. Wilhelm Liebnitz
3. During which period did mathematics remain unchanged?
  - a. ancient times
  - b. the 17th century
  - c. for 300 years
  - d. the Dark Ages
4. Who linked the sciences of mathematics and physics?
  - a. Galileo

- b. student of today
- c. the ancients
- d. Newton

## SECTION 3

### 1.9 LISTEN TO THE FOLLOWING SONG AND TRY TO SUPPLY THE MISSING WORDS IN THE GIVEN LYRICS.

#### START EACH DAY WITH A SONG



#### INTRODUCTION

This song purports to inspire the listener to approach each day with an optimistic attitude. The message is if one begins the day with a song, troubles fade away. Not only do one's problems seem minor, but one is able to handle these difficulties better. Additionally, one's happy mood makes others around happier.

This style of music is called easy listening music. In the U. S. , there are radio stations and singing groups which specialize in this style of mellow, background music. Popular songs as well are adapted to the slow easy listening style. Easy listening beats are simple and tend not to challenge the listener, as rock does. The music is meant for people to relax by.

#### START EACH DAY WITH A SONG

(Words and Music by Jill Gallina)

You've gotta start each day with a song,  
'Cause, tell me, what could ever be *wrong*?

If you *just* start each day  
with a lab-dee dab-dee *melody*  
Well, you can laugh *away* all your fears,  
And watch your troubles all *disappear*.

If you *just* start each day  
with a doodle doodle *melody*  
You may *wake* up one bright, new morning  
And you'll find without much *warning*  
You'll be singing and swinging *around* like a top.  
Whistling and *humming* and you just can't stop.  
'Cause if you start each day with a song,  
You are gonna find *before* very long  
That the whole *wide* world is  
laughing and singing *along*.

If you just start each day with a *happy* song  
You never know just what might *happen*.

Soon you find your *fingers* snapping  
And you'll feel yourself *spin*  
from your head to your *feet*,  
Caught in the rhythm of the *rocking* beat.

And if you start each day with a song  
You're gonna find *before* very long  
That the whole *wide* world is  
laughing and singing *along*.  
If you just start each day with a *happy*,  
Start each day with a snap, snap, *snappy*,  
Start each day the *happy* way with a song.

---

#### ❖ NOTES

1. YOU'VE GOTTA — "You have got to" literally. This is a colloquial slurring of a slang term meaning you must or you should.
2. "LAB-DEE DAB-DEE" & "DOODLE DOODLE MELODY" — Onomatopoeias describing a happy tune. This poetic device is used to create words that describe happy sounding songs.
3. SWINGING AROUND LIKE A TOP — a simile comparing a happy person to a child's toy, a top, swirling about.
4. GONNA — slang for "GOING TO"
5. SNAPPY — meaning catchy or easily learned and enjoyable
6. ROCKING BEAT — rock and roll beat, i.e., fast tempo
7. WHOLE WIDE WORLD — Everyone and everything in the world. Also, because all three words begin with 'W', this phrase is an example of alliteration, or repeating the same first letter in a series of words. Since the whole wide world is singing, the poetic device of personification is also being used here.
8. CAUGHT IN THE RHYTHM — enjoying the music
9. WITHOUT WARNING — unexpectedly
10. BEFORE VERY LONG — soon
11. BRIGHT — images of light (meaning good) comparing with dark (meaning bad). This song uses all bright images.

# LESSON TWO

## SECTION 1

### DONATION OF BODY PARTS

#### 2.1 INTRODUCTION

- ✧ In recent years many organs have been transplanted. The best results in transplants have been with eyes and kidneys. Thus many blind people can regain their sights through transplantation (replacement) of the eye or certain parts of the eye. Similarly many patients can lead normal lives with their transplanted kidneys. However, the success rate in lung, heart or liver transplants is far from satisfactory. Medical transplants of human organs call for help from those who donate their useful organs after their death. Today we are going to have just one of such donors, Mr. Harry Rosenbaum, who willed his body to medical science.

#### 2.2 NEW WORDS AND EXPRESSIONS

1. will — leave property, etc. to somebody after death by means of a legal document known as a will and testament
2. instil — introduce (idea, feeling, etc.) into somebody's mind gradually
3. wreckage — the broken parts of a destroyed thing
4. kidney — one of the pair of human or animal organs in the lower back area, which separate from the blood waste liquid that will be passed from the body.
5. prejudice — unfair and often unfavorable feeling or opinion not based on reason or enough knowledge
6. cell — a very small division of living matter, with one nucleus, able alone, or with others, to perform all the operations necessary for life.

#### 2.3 LISTEN TO THE FOLLOWING SENTENCES BASED ON THE NEW WORDS.

1. Mr. Smith *instilled* the need for good manners into all his children.
2. Xie Xin, the late president of Bengbu Medical College *willed* his heart to medical science. This moved all the teachers and students there, including those who had prejudices against him.
3. The human body is made up of countless *cells*. Different cells perform different functions. Stomach cells help digest food, blood cells carry oxygen to different parts of the body, *kidney* cells help to separate waste liquid from the blood, and so on. We say that all these different kinds of cells are specialized to do their particular jobs.

## 2.4 LISTEN TO THE PASSAGE CAREFULLY.

### Donation of Body Parts

It was one way for Harry Rosenbaum to do what an increasing number of Americans are doing: to will his body to science.

His relatives made his note public shortly after he died recently at the age of 82. The document asked that physicians not to instil artificial life by the use of a machine, when it was determined that his death was near. Then it asked that the word "deathbed" be avoided. Instead, continued the note: "...let it be called the bed of life, and let my body be taken from it to help others lead fuller lives. Give my sight to the man who has never seen a sunrise, a baby's face, or love in the eyes of a woman. Give my heart to a person whose own heart has caused nothing but endless day of pain. Give my blood to the teenager who was pulled from the wreckage of his car so that he might live to see his grandchildren play. Give my kidneys to one who depends on a machine to exist from week to week. Take my bones, every muscle, every fiber and nerve in my body and find a way to make a crippled child walk. Explore every corner of my brain. Take my cells if necessary and let them grow so that some day a speechless boy will shout at the crack of the bat, and a deaf girl will hear the sound of rain against her window. Burn what's left of me and scatter the ashes to the wind to help the flowers grow. If you must bury something, let it be my faults, my weaknesses and all my prejudices against my fellow man. Give my sins to the devil; give my soul to God. If by chance you wish to remember me, do it with a kind deed or words to someone who needs you. If you do all I have asked, I will live forever."

With great pride Harry Rock Rosenbaum's family has done what he has asked.

## 2.5 EXERCISE I

NOW YOU WILL HEAR FOUR STATEMENTS. PLEASE TICK "T" (TRUE) OR "F" (FALSE) FOR EACH OF THEM ACCORDING TO WHAT YOU HAVE JUST HEARD.

1. The passage is about the structure of the human body. (T) (F)
2. In this passage a doctor describes the functions of the human organs. (T) (F)
3. An American donated his body parts to help others lead fuller lives. (T) (F)
4. After Harry Rosenbaum died, his family has done what he had asked. (T) (F)

## 2.6 EXERCISE II

LISTEN TO THE FIRST PART OF THE PASSAGE. THEN ANSWER THE FOLLOWING QUESTIONS.

.....

(※ first part: from the beginning to ... the word "deathbed" be avoided )

1. What are an increasing number of Americans doing?  
(※ donating their body parts to science)
2. What did the document ask doctors not to do?  
(※ Not to instil artificial life by the use of a machine, when it was determined that his death was near.)

### 2.7 EXERCISE III

LISTEN TO THE SECOND PART OF THE PASSAGE; FILL IN THE BLANKS MEANWHILE. AND THEN TICK THE ORGANS IN THE TABLE BELOW THAT WERE WILLED TO DONATE.

.....

1. Harry willed to give his *sight* to the man who has never seen a sunrise, his *heart* to a person whose own *heart* has caused endless days of pain, his *blood* to a teenager who was pulled from the wreckage of his car, his *kidneys* to one who depends on a machine to exist from week to week, his *bones, every muscle, every fiber and nerve* to make a crippled child walk, his *cells* in the brain to make a speechless boy *shout* and a deaf girl *hear* the sound of rain against her window.
2. The donor wanted someone to burn *what was left of him* and scatter the ashes to the wind to *help the flowers grow*.

3.

eyes	✓	fiber	✓
nose		nerve	✓
ear		brain	✓
heart	✓	cells	✓
blood	✓	liver	
lungs		kidneys	✓
bones	✓	hair	
teeth		skin	

### 2.8 EXERCISE IV

LISTEN TO THE THIRD PART OF THE PASSAGE AND FILL IN THE BLANKS MEANWHILE.

.....

1. The donor wanted to bury *his faults, weaknesses* and *all his prejudices* against his fellow man.
2. He wished to give his *sins* to the devil, his *soul* to God.
3. According to his will, people could remember him with *a kind deed or words* to someone



*who needs them.*

4. The donor's family has done *what he asked* with *great pride*.

## 2.9 EXERCISE V

LISTEN TO THE PASSAGE ONCE AGAIN AND THEN WORK IN PAIRS WITH STUDENT A PLAYING THE ROLE OF MR. ROSENBAUM, MAKING HIS WILL IN THE PRESENCE OF A LAWYER, AND STUDENT B PLAYING THE ROLE OF THE LAWYER, WRITING DOWN WHAT MR. ROSENBAUM (STUDENT A) HAS SAID.

.....



### POSSIBLE VERSION

Student A: I will my body to science. After my death, give my sight, my heart, my blood, my kidneys or everything that is useful to help those who need them. Burn what is left of me and scatter the ashes to help the flowers grow. Bury my faults, my weaknesses and all my prejudices against my fellow man. If people wish to remember me, I most sincerely ask them to do a kind deed or words to someone who needs them.

Student B: (refer to the above)

## SECTION 2

### 2.10 LISTEN TO THE FOLLOWING MINI-TALK AND THEN DO THE MULTIPLE-CHOICE QUESTIONS.

Robert Edwards was blinded in an automobile accident nine years ago. He was also partially deaf because of old age. Last week, he was strolling near his home when a thunderstorm approached. He took refuge under a tree and was struck by lightning. He was knocked to the ground and woke up some 20 minutes later, lying face down in water below the tree. He went into the house and lay down in bed, still half asleep. A short time later, he awoke; his legs were numb and he was trembling, but, when he opened his eyes, he could see the clock across the room fading in and out in front of him. When his wife entered, he saw her for the first time in nine years. Doctors confirm that he has regained his sight and hearing apparently from the flash of lightning, but they are unable to explain the occurrence. The only possible explanation offered by one doctor was that, since Edwards lost his sight as a result of trauma in a terrible accident, perhaps the only way it could be restored was by another trauma.

1. What caused Robert Edwards's blindness?

- a. He was struck by lightning
- b. He was very old
- c. He was in a car accident
- d. He fell down in his yard