

视听英语

Audio-Visual English

中国高校外语电教协会编

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13

外语教学与研究出版社

1985

北京

读 者 注 意

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C D 1 基础英语(第二部分三、四单元)*

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2. 《基础英语》第一部份录像带已完成,需转录者可与北京外语音像教材出版社联系。地址:北京外国语学院第27号信箱

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开户银行:北京人民银行西城区办事处。账号:8902573。

联系人:孙敬中、蔡惠玲

4. 本刊以前各期,需要者可提请各地新华书店向北京发行所订购,亦可向北京外国语学院第23号信箱邮购。

视听英语(十三)

中国高校外语电教协会编

外语教学与研究出版社 出版

(北京外国语学院23号信箱)

北京外文印刷厂排版、印刷

新华书店北京发行所发行

全国各地新华书店经售

开本787×1092 1/16 6印张 180千字

1985年2月第1版 1985年2月北京第一次印刷

印数1——27,600册

书号:9215·282

定价:0.90元

英语教学的新尝试

去年暑假后黑龙江省广播电视大学和北京外国语学院电教中心合作,开办了一个三年制的英语专业,主要帮助解决中学英语教师的提高问题,也为其他学英语的人提供一些方便。

这是一次有意义的尝试,它主要探索大规模解决中学英语教师提高问题的途径。黑龙江省约有一万中学英语教师,如果他们的业务能力提高了,中学英语教学水平要提高就容易了。中学英语教学有极大的潜力,高初中加在一起要学六年,有一千多学时,这时学生记忆力最好,模仿力也强,如果教学搞得好,毕业时可以达到能阅读一般书籍,并有一定听说能力的水平。要提高教学,教员是一个关键。教员英语掌握得好,学生想学好就不太难了。因此目前必须狠抓中学英语教师的进修问题。然而,按常规走路,这个问题很难解决。各地也办了一些进修班,但招生的名额有限,和全国的需要比起来,这些班只是杯水车薪。要大规模解决他们的进修问题,只有开展电视广播教学。中央电大进行过这种教学。现在黑龙江省又进行这样的尝试是非常可喜的,我们将给他们以全力支持,争取把这个试验搞好。

这个班的教学与过去不同之处就是采取电视、广播、面授、函授相结合的办法,这就更能保证教学的效果。这个班的学制是三年,争取最后达到大专毕业水平。英语课每周6节:2节电视课,2节广播课,2节面授课。这三年的课程初步安排如下:

第一学年(两门课)

1. 基础英语:

- 1) 教材:《基础英语》(申葆青编,载《视听英语》第9至14期)
- 2) 电视课主讲人:申葆青,兰华;广播课主讲人:马元西,孙静渊,张冠林。
- 3) 课时安排:第一学期每周上一课,全学期共上10课。每周一节电视,一节广播,一节面授。第二学期作必要调整。面授课主要进行答疑及作必要口笔头练习。

2. 听说及泛读:

1) 教材:

- a) 听力及泛读材料(部分选自《视听英语》,部分另选)

△第一学期:《绿岛》、《海滨寓所》、《亨利王》、《偷车贼》、《在公路上》、《追逐》、《白雪公主》、《睡美人》、《灰姑娘》、《小美人鱼》等。

△第二学期:《神灯》、《阿里巴巴》、《伊索寓言》、《红舞鞋》、《木偶奇遇记》、《海迪》、《小妇人》、《逃跑的人》、《格里佛游记》等。

- b) 口语材料:《口语练习》(第1至20课)(张道真编,载《视听英语》第11至15期)

- 2) 电视课主讲人:外籍教师奥尔尼等;广播课主讲人:屠蓓、楼光庆等。
- 3) 课时安排:每周1节电视课,主要讲听力及泛读材料,1节广播课,一半进行口语练习,一半与电视课结合,巩固听力材料。面授课主要进行口头练习(有条件的在语言实验室上,至少每周进行录音)。

第二学年（两门课）

1. 精读课：

- 1) 教材：北外编《英语》第三册（第1至16课），第四册（第1至4课）。
- 2) 主讲人：英国专家。
- 3) 课时安排：两周上一课，全年共上20课。每周1节电视课，1节广播课（播同样内容），1节面授课，主要进行答疑，并做少量练习。

2. 听说与泛读：

1. 听力及泛读教材：主要为简写读物，暂定为《雾都孤儿》、《金银岛》、《三剑客》、《王子与贫儿》、《环球旅行》、《简爱》、《大卫·高柏菲尔》、《双城记》、《苔丝》、《丽贝嘉》、《呼啸山庄》等。
2. 口语教材：《口语练习》（第21至40课）
3. 电视课主讲人：外籍教师；广播课主讲人待定。
4. 课时安排：每周1节电视课（主要讲泛读材料，一本书讲两三周或四、五周），1节广播课（一半时间作口语练习，一半复习泛读材料。1节面授主要进行口语练习。

第五学期（两门课）：

1. 精读课：

- 1) 教材：北外《英语》第四册（第5至14课）
- 2) 主讲人：英国专家
- 3) 课时安排：每两周上一课，一学期共上10课。每周1节电视课，1节广播课，1节面授课（内容与第二学年同）。

2. 听说课：

- 1) 教材：用外国电影及录像带（一半故事性材料、一半知识性材料），如《简爱》、《居里夫人》、《百万英镑》、《日本》、《欧洲国家》等。（可发部分文字材料泛读用，但有些没有文字材料。）
- 2) 课时安排：每周1节电视课，1节广播课（适当结合电视课，如对电影录像带内容进行讲解等），1节面授课，主要讨论电视课内容，也可就文字材料进行答疑。

第六学期（三门课）

1. 知识讲座（主要讲英美概况及历史）：由外国专家讲授，每周1节电视课，共20讲。
2. 英美文学讲座：由外国专家讲授，每周两节广播课，共40讲。
3. 语言讲座（主要讲语法及词汇学），每周1节电视课，共20讲。

以上计划在教学中可能须作必要调整。

如何保证取得预期的效果呢？我们将主要采取下面几条措施：

1. 材料要浅易，要求要严格：

为了使绝大部分教师都能跟得上，我们有意把起点放得低一点，对基础较好的教师来说也有一个清理过程，如搞好语音、养成良好的听说习惯等，尽量做到录象都能看懂、录音都能听懂，然后慢慢提高难度，避免发生严重的“掉队”现象。但要求要严格，尽量要学得巩固一些。

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A Basic Course in English (V)

by Shen Baoqing

PART II

UNIT 3 STUDENTS

LESSON 1

American and Japanese Students

Taro went to the United States in his junior year. He entered a college in Los Angeles. Soon after he started studying there, he noticed some differences between American and Japanese students. It seemed to him that American students generally studied harder during weekdays and enjoyed themselves on weekends. In Japan, however, quite a few students study only before the finals and do something else for the rest of the time. The educational systems, Taro thought, made students' attitudes different from one country to the other. It's easier for American students to enter colleges or universities, compared with the situation in Japan. But they study harder once they enter, because they are dismissed if they do not do well. On the contrary, it is very difficult to enter colleges and universities in Japan. Students have to study until midnight almost every night in order to pass the entrance examinations, which are usually very tough. Consequently, they are relieved from the pressure of having to study when they enter and they want to do something else.

Taro, who was not used to the life style of the American students, had a hard time for the first few months in the United States, but as time went on he realized that he had a good experience there. Taro prefers the American system to the Japanese one because people have more chances to continue their education in the

former, while they have far less chance in the latter.

WORD LIST:

Noun	Verb	Adjective
Los Angeles	enter	else
junior	enjoy	
finals	notice	Adverb
attitude	dismiss	generally
educational	realize	
system	have to	
situation	compare . . .	
pressure	with	
life style	prefer . . . to	
experience	relieve . . .	
chance	from	

EXPRESSIONS:

quite a few
the rest of the time
be used to (+ n.)
on the contrary
as time goes on
the former . . . the latter
from one country to the other (another)
in order to

STRUCTURES TO LEARN:

1. *It seems to him that . . .*
e.g. It seems to me that the teacher is not so strict as I expected.
It seems to her that it is not difficult to study a foreign language after all.
2. *When the students enter the university, they want to do something else.*
As time went on, he realized he had a good experience there.
People have more chances to continue their

education in the former, *while* they have far less chance in the latter.
 e.g. He called me *when* I was talking with John.
 We took notes *as* we listened to the teacher.
While you were enjoying yourselves on holiday, I had a hard time here.

QUESTIONS TO THE TEXT:

1. Where did Taro go in his junior year?
2. Where did he go to school?
3. What did he notice soon after he started studying there?
4. Do American students study hard during weekdays?
5. Do they study hard on weekends?
6. What do Japanese college students generally do after they enter college?
7. When do Japanese college students generally study?
8. What do they generally do for the rest of the time?
9. Do American students study harder than Japanese students in college?
10. Will American students be dismissed if they don't do well in college?
11. What did Taro think made students' attitudes different from one country to the other?
12. Is it easy or difficult for American students to enter college compared with the situation in Japan?
13. Is it easy or difficult for Japanese students to enter college?
14. What do Japanese high-school students have to do to pass college entrance examinations?
15. Are college entrance examinations in Japan tough?
16. Taro didn't have an easy time for the first few months in the United States, did he? Why not?
17. What did Taro think of the educational systems of the two countries?

LESSON 2

More about American and Japanese Students

After four years of college life in the United States, Taro found a lot of differences between Japanese and American colleges. One of the differences is classroom atmosphere. American

students are very active in class, while in Japanese colleges, students are very quiet. American students willingly try to show what they know, while Japanese students don't. American students join in a discussion without hesitation, while Japanese students avoid it unless they have a fair amount of knowledge of the subject matter. American students express their opinions voluntarily, while Japanese students never do so unless they are asked to.

Taro thinks that these differences come from the cultural differences of the two countries. In Japan, people are trained to be humble and not to be aggressive. Taro finally came to the conclusion that he should be aggressive in order to survive in American society.

WORD LIST:

Noun	Verb	Adjective	Adverb
atmosphere	join (in)	active	willingly
hesitation	hesitate	willing	voluntarily
amount	avoid	fair	finally
knowledge	express	cultural	
subject matter	train	humble	
opinion	survive	aggressive	
conclusion	come to		
society	should		

EXPRESSIONS:

a fair amount of
 come to the conclusion (that . . .)

QUESTIONS TO THE TEXT:

1. What did Taro find after four years in college in the United States?
2. What's one of the differences?
3. Is classroom atmosphere more lively in American colleges than in Japanese colleges?
4. Are American students very active in class?
5. How about Japanese students?
6. Do American students willingly try to show what they know?
7. How about Japanese students?
8. Do Japanese students join in discussions without hesitation?
9. Do American students express their opinions freely?
10. Compare the attitude of American students with that of Japanese students toward study.
11. What does Taro think of these differences?
12. What conclusion did Taro come to finally?

EXERCISES

1. Read aloud the following words paying attention to word-stress:

enter	between	contrary
entrance	compare	attitude
humble	discuss	junior
notice	enjoy	period
system	express	atmosphere
almost	relieve	difference
	survive	finally
	unless	cultural
	united	general (ly)
	themselves	voluntary(ly)
	society	
	however	Japanese
	aggressive	university
		situation
		conclusion
		examination

2. A Jazz Chant:

On the Rocks
 You never listen to me.
 What did you say?
 You never listen to me.
 What?
 He never listens to me.
 He never talks to me.
 He just sits around, and watches TV.
 She never listens to me.
 She never talks to me.
 She just sits around, and watches TV.
 She never listens to me.
 She just sits around.
 She never talks to me.
 She just sits around.
 She just sits around, and watches TV.
 She just sits around.
 He never listens to me.
 He just sits around.
 He never talks to me.
 He just sits around.
 He just sits around.
 He just sits around, and watches TV.
 He just sits around.

Read the whole piece again, changing the verbs into the past tense.

3. Word-formation:

- 1) Change the following verbs into nouns by adding the suffix -ion (or -ation):

Model: liberate — liberation

act	modernize
discuss	realize
express	invite
graduate	expect
educate	examine
conclude	

- 2) Change the following verbs into nouns by adding the suffix -ence (or -ance):

Model: depend — dependence
 guide — guidance

prefer	enter
differ	avoid
refer	assist
confide	attend
compete	resist

4. Complete the following sentences:

- It seems to me that . . .
- After four years of college in China John came to the conclusion that . . .
- I will not go with you unless . . .
I will go if . . .
- He cannot pass the examination unless . . .
He can pass the examination if . . .
- There will be no more foreign films this week unless . . .
There will be one more film this week if . . .
- As he talked on the telephone, . . .
When he talked on the telephone, . . .
While he talked on the telephone, . . .
- Please give this letter to him when . . .
Please give this letter to him as soon as . . .
Please give this letter to him if . . .
- It is not so difficult once . . .
He didn't want to do much hard work once . . .
- He didn't get up until . . .
Mother didn't come back last night until . . .
We waited for her until . . .
He laughed until . . .
- I couldn't come to the meeting yesterday because . . .
As you all know I . . .
Let us begin the meeting now since . . .

5. Fill in each of the following blanks with one of the following words or phrases:

attitude toward	from country
his study	to country
quite a few	life style
compare . . . with . . .	be
come to realize	the rest of the day
be used to	notice
prefer . . . to	relieve . . . from

- 1) He _____ not yet _____ the weather and food here.
- 2) He _____ in the army before he entered this college.
- 3) Customs and habits differ _____.
- 4) He spends eight hours studying and _____ doing household chores.
- 5) This medicine will _____ you _____ the pain.
- 6) He has a correct _____.
- 7) I am afraid you have made _____ mistakes in your examination paper.
- 8) Our _____ is different from that of the United States.
- 9) Now I've _____ that honesty is the best policy.
- 10) If you _____ this _____ that, you'll _____ that there are some differences between the two. I _____ this one _____ that one.

6. Answer the following questions:

- 1) When did you enter this college?
Was the entrance examination difficult?
Were you nervous at the examination?
Did (Do) you have to study hard after you entered college?
Is it easy to enter college in China?
What about Japan and the United States?
Which educational system do you prefer? Why?
- 2) Are the students in your class very active?
Are you willing to show what you know in class?
What about the other students?
Is Nancy very quiet and passive in class?
Do you think it is better to be passive and humble or active and aggressive?

What kind of a person is Jimmy (Charlie, David, etc.)?

7. Topics for discussion:

- 1) Tell the difference between a Chinese student and an American student;
- 2) Tell the difference between a Chinese student and a Japanese student;
- 3) Tell the difference in classroom atmosphere between Class 1 and Class 2 (Class 3 and Class 4, etc.);
- 4) Which educational system do you like better — Japanese, Chinese or American? Why?
- 5) Tell about a typical Chinese (or Japanese, or American) student you know.

LISTENING COMPREHENSION

Foreign Students

The MacDonalds had a guest last weekend. One of Professor MacDonald's friends, Professor Blake, who is teaching English in a small college in Vermont, stayed at their house on Saturday and Sunday. Professor MacDonald and Professor Blake had the following conversation.

Blake: How do your students come to the United States?

MacDonald: Most of them come by plane but some come by ship.

B: How do they find places to live?

M: By inquiring at the Student Housing Bureau or at the Office of the Dean of Foreign Students.

B: How do they answer questions when they first arrive and don't know the language very well?

M: By smiling, or nodding, or shaking their heads.

B: How do you speak to them at first? Do they understand you?

M: Oh, yes. They can understand when I speak slowly and clearly.

B: What do you teach them?

M: I teach them sentence patterns. All foreign students need a lot of practice with sentence patterns.

B: How do they like American food?

M: Not very well at first, but they get used to it.

- B: How long does it take them to get used to eating American food?
- M: That depends on the student and where he is from. Latin Americans never get used to our coffee. They like their coffee very strong. Students from the Middle East usually like their meat well-done and highly spiced; they never eat meat rare. Most students are used to American food and American ways by the end of their first semester but some of them never do get used to living here.
- B: How often do you have students from many different countries in the same class?
- M: I always do. There are always students from South America and I usually have some from China or Japan. I often have students from India and I sometimes have one or two from Sri Lanka. I seldom have any from Afghanistan. I used to teach Europeans but I rarely do now. I have had students from most of the countries of the world but I have never had a student from Czechoslovakia.

READING COMPREHENSION

College Students Today

Here are some facts about college freshmen in the United States. The facts have been obtained from thousands of students in their first year of university study by asking such questions as these:

1. How old will you be on December 31 of this year?
2. How many miles is this college from your parents' home?
3. Where did you live while you were growing up?
4. Are your parents still living, and are they still married to each other?
5. How would you describe your parents' political views?

The answers to these questions indicates that seventy-eight percent of the freshmen are eighteen years old, and fourteen percent are nineteen. It is quite unusual for a freshman to be younger than eighteen or older than nineteen.

More than half of the freshmen are studying in colleges far from their parents' homes; only forty percent are within a distance of fifty miles from home.

The report indicates that most college students have grown up in or near cities. About

one-fifth of the freshmen report that they have been brought up in small towns; only seven percent came from farm families.

Rather surprisingly, the report shows that comparatively few of the freshmen (eight percent) have parents who are divorced or separated. In most cases, both parents are still alive and still married to each other.

Politically, more than a third of the students describe their views as "liberal." Only sixteen percent consider themselves "conservative." The largest group, however, are the forty-six percent who describe their politics as "middle of the road." Very few call their political views "far left" or "far right."

When asked how they are paying for their education, almost a third of the freshmen say they have part-time jobs or are working during the summer vacation. For a few, scholarships are sources of support. However, fifty-six percent of the students depend upon their parents to pay for their college education.

For many of these families a college education was something new. Less than half of the freshmen's fathers have ever attended college themselves.

UNIT 4

THE OLD AND THE YOUNG

LESSON 1

Like Father Like Son

Mr. and Mrs. Walker are on vacation. They have come to a holiday resort, a sunny beach in Florida.

Mrs. Walker misses her children. As a matter of fact, she is a little worried about them. Mr. Walker is now calling them on the telephone. Mrs. Walker is telling him what to say.

Husband: Hello, Tom? This is your father.

Wife: Ask him if he and Judy have taken their final examinations.

H: Have you and Judy taken your final examinations?

W: What did he say?

H: They have.

W: Ask him if the results are satisfactory. Ask him what grades they have got.

H: Are the results satisfactory? What grades have you got?

W: What did he say?

H: They have got straight A's. He said they couldn't have done better.

W: Ask him if he has renewed the subscription to the newspapers.

H: Have you renewed the subscription to the newspapers?

W: Ask him if he has paid the milkman.

H: Have you paid the milkman?

W: Ask him if he has got the vacuum cleaner repaired.

H: Have you got the vacuum cleaner repaired?

W: What did he say?

H: He has.

W: Ask him if Judy has finished knitting her sweater.

H: Has Judy finished knitting her sweater?

W: Ask him if Judy has scrubbed the pots and pans in the kitchen.

H: Has Judy scrubbed the pots and pans in the kitchen?

W: What did he say?

H: She has.

W: Ask him if they have cut the grass and watered the flowers and plants.

H: Have you cut the grass and watered the flowers and plants?

W: Ask him if they have fed the chickens.

H: Have you fed the chickens?

W: What did he say?

H: They haven't.

W: Good heavens! Ask him why not!

H: Why not?

W: Well, what did he say?

H: They are taking a vacation, too!

WORD LIST:

noun	verb	adjective
vacation	worry	straight
holiday	renew	satisfactory
resort	repair	
beach	miss	
Florida	pay (for) (paid)	
result	subscribe (to)	
grade	finish (doing)	
subscription	water (flowers)	
vacuum	feed (fed)	
cleaner		
milkman	scrub (scrubbed)	
plant	knit (knitted)	

EXPRESSIONS:

on vacation
 take a vacation
 take the (an) examination
 get straight A's
 be worried about
 as a matter of fact
 Good heavens!
 Like father like son

STRUCTURES TO LEARN:

- The present perfect tense
He has taken the examination.
They have got straight A's.
He has renewed the subscription to the newspapers.
Have you cut the grass?
Has she finished knitting the sweater?
- The indirect speech:
Ask him if he has paid the milkman.
 (Have you paid the milkman?)
I want to know if you have watered the plants.
 (Have you watered the plants?)
Tell me if Judy has taken the exam.
 (Has Judy taken the exam?)
I wonder if he went to school yesterday.
 (Did he go to school yesterday?)
He asked me what I had seen there.
 (What have you seen there?)
She asked what grades Tom had got.
 (What grades has Tom got?)
They wanted to know where we were going.
 (Where are you going?)
- say, tell, speak, talk:
 - say:
The doctor says (that) I need to lie in bed for a few days.
What did he say? — He said he was going to take the 5.45 train.
Judy said she had lived in Beijing since 1956.
He said two plus two is four.
 - tell:
Can you tell me the correct time?
Tell us a story.
You are telling lies.
I can't tell one from the other.
Mrs. Walker is telling him what to say.
He told me to come on time.
He told me not to be late.
 (Cf. *He asked me to go to the party.*
He asked me not to go there again.)
 - speak/talk:
He spoke at the meeting.
He talks a lot but says little.

Don't *talk* nonsense.
 Do you *speak (talk)* French?
 I want to *speak (talk)* to you about our work.
 The boy *talking (speaking)* to the teacher is Jimmy.
 What are you *talking* about?

2. Dramatize the text, using the indirect speech in your dramatization.
3. Change "Tom" to "Judy" and do it over again.

LESSON 2

Like Parent Like Child

ORAL WORK ON THE TEXT:

1. Answer the following questions:
 - 1) What is the meaning of the title "Like Father Like Son"?
 - 2) Where are Mr. and Mrs. Walker now?
 - 3) Where is Florida?
 - 4) What is it famous for?
 - 5) What are Mr. and Mrs. Walker doing now?
 - 6) What are their children's names?
 - 7) Mrs. Walker is worried about her children, isn't she?
 - 8) What is the first question Mrs. Walker wants to ask Tom?
 - 9) And what are the other things she wants to know?
 - 10) Have the children done all the things she wanted them to do?
 - 11) Let's go over the list of things she wanted them to do:
 - a) Have Tom and Judy taken the examinations?
What did Tom say?
 - b) What grades have they got?
What did Tom say?
 - c) What does Mrs. Walker want to know about the subscription to the newspapers?
 - d) What does Mrs. Walker want to know about the vacuum cleaner?
Has Tom got it repaired?
 - e) Has Judy finished knitting her sweater?
 - f) Judy has not scrubbed the pots and pans in the kitchen, has she?
Did Tom say Judy had done the job?
 - g) They haven't cut the grass and watered the plants, have they?
 - h) They have fed the chickens, haven't they?
 - 12) How do you think Mrs. Walker feels when she learns that nobody is watering the flowers or feeding the chickens?
 - 13) Why aren't the children doing it?
 - 14) What kind of a woman do you think Mrs. Walker is? And Mr. Walker?
 - 15) What do you think of their children?
 - 16) Do you or do you not like these people? Why?

Mrs. Neat is an excellent housekeeper. Mrs. Pigsty is a slob. Their children follow their example.

When Mrs. Neat went to work, her children worked very hard to clean the house. They never shirked household chores. The oldest daughter made the beds, tidied up the rooms and took all the rugs outside to shake them. The middle daughter did all the dishes, the laundry, and the ironing as well. She also went to the store to buy the week's groceries, and the food was later put away neatly. The youngest daughter dusted and polished the furniture, and the only boy in the family began mending and fixing the broken household wares and appliances. When the children finished their work, they didn't forget to put some fresh flowers in a vase for their mother.

When Mrs. Pigsty went to work, her children made a mess of the house. One of them drank some coke and broke the bottle. The glass wasn't swept up, and the stain ruined the rug. The pile of garbage in the kitchen grew larger because the children ate potato chips and fruit and threw the paper and peel on the floor. The youngest child rode his bicycle through the living-room and left dirty tracks everywhere. He also drew pictures all over the wall.

Lucky Mrs. Neat! Poor Mrs. Pigsty!

WORD LIST:

<i>noun</i>	<i>verb</i>	<i>adverb</i>
housekeeper	shirk	outside
household chore	tidy up	as well
slob	shake	
pigsty	dust	<i>adjective</i>
rug	polish	fresh
grocery	mend	only (son)
wares	sweep up	
appliance	ruin	
vase		
coke		
stain		
pile		
garbage		
potato chips		
peel		
track		

EXPRESSIONS:

make the bed(s)
make a mess of . . .
do the dishes
do the laundry
do the ironing

STRUCTURES TO LEARN:

1. v.t. + gerund
finish knitting
begin mending and fixing . . .
enjoy
like
love
don't mind
avoid
can't help
stop
} doing sth.
2. the passive voice
The food *was put away* neatly.
The new houses *have been built* since 1977.
Many new houses are being built now.
You *will be criticized* if you don't mend your ways.
The broken chair *must be fixed*.

ORAL WORK ON THE TEXT:

1. Answer the following questions:
 - 1) What is the meaning of the title "Like Parent Like Child"?
 - 2) What kind of a housekeeper is Mrs. Neat? And what about Mrs. Pigsty?
 - 3) What did Mrs. Neat's oldest daughter do when her mother went to work?
 - 4) Did her younger daughter work as hard as the oldest one?
 - 5) What did the youngest daughter do?
 - 6) How many sons does Mrs. Neat have? How do you know?
 - 7) Do the children care for their mother (Mrs. Neat) very much? How do you know?
 - 8) What do you think of Mrs. Neat and her children?
2. Put questions to the second half of the text.
3. Retelling:
 - 1) Mrs. Neat and her children
 - 2) Mrs. Pigsty and her children
 - 3) Retell the entire passage in the future tense:

Mrs. Neat is an excellent housekeeper. . . . Their children *will follow* their example.
When Mrs. Neat goes to work, her

children will work very hard to clean the house. . . .

- 4) Retell the entire passage in the present tense.
- 5) Retell the entire passage in the form that has the word *had* before every main verb. Do not change the first paragraph. The first sentence in the second paragraph will be:

When Mrs. Neat came from work, she saw that her children had worked very hard to clean the house.

EXERCISES

1. Rapid reading:

- 1) Pay the milkman.
He has paid him.
He said he had paid him.

Make the beds.
She has made the beds.
She said she had made the beds.

Scrub the floor.
He has scrubbed it.
He said he had scrubbed it.

Knit a sweater.
She has knitted one.
She said she had knitted one.

Don't draw pictures on the wall.
He hasn't drawn any pictures on the wall.
He said he hadn't drawn any pictures on the wall.

Don't throw the peel on the floor.
I haven't thrown the peel on the floor.
I said I hadn't thrown the peel on the floor.

- 2) The grass has been cut, hasn't it?
Who has cut it?
When was it cut?
The rugs have been shaken, haven't they?
Who has shaken them?
When were they shaken?

The broken glass hasn't been swept up, has it?

Why hasn't it been swept up?

The cigarettes haven't been wrapped up, have they?

Why haven't they been wrapped up?

Mrs. Neat

- 3) Mrs. Neat was tidy and orderly. One

day she got on a bus, went up on top and sat down. When the conductor asked her for her fare, she opened her bag, took out her purse, closed her bag, opened her purse, took out a shilling, closed her purse, opened her bag, put in her purse and closed her bag. She paid her fare. The conductor gave her a ticket. She opened her bag, took out her purse, closed her bag, opened her purse, put in her ticket, closed her purse, opened her bag, put in her purse and closed her bag — the tidy, orderly Mrs. Neat.

2. Turn the following into indirect questions. Begin your sentence with:

I wonder . . .
I want to know . . .
I don't know . . .
Tell me . . .
Ask him . . .
Do you know . . . ?
Do you have any idea . . . ?

- 1) What is the correct time?
- 2) Have you got everything ready?
- 3) Have you finished reading that book?
- 4) How long have you lived in this city?
- 5) Are you used to the weather and food here?
- 6) Will you be able to come tomorrow?
- 7) Has John subscribed to the magazine?
- 8) Has he been to the library and renewed the books?
- 9) Who left those dirty tracks on the floor?
- 10) Who has thrown the paper and peel on the floor?

3. Turn the following sentences into indirect speech, paying attention to the sequence of tenses:

Begin your sentence with:

He said . . .
He told me . . .
He wanted to know . . .
He didn't know . . .
He asked . . .

- 1) Mrs. Pigsty is lazy and sloppy.
- 2) Children follow the example of their parents.
- 3) Has Jane dusted the chairs and polished the piano?
- 4) Who has made a mess of the room?
- 5) Who broke the bottle and left those stains on the rug?
- 6) Why didn't they sweep up the broken glass in the kitchen?
- 7) Where do we dump the garbage?

- 8) Have you bought this week's groceries?
- 9) He has forgotten Henry's telephone number.
- 10) The stain on the jacket won't come off.

4. Fill in each of the following blanks with a sentence containing an indirect speech, which is a repetition of the previous sentence:

The Bus Ride

One day during Mrs. Wyatt's visit with her daughter Laura, they decided to take a bus ride around the city for a couple of hours. Mrs. Wyatt reminded Laura that she was hard of hearing and that she might have to ask her to repeat things. Soon after they started moving, the bus-driver said, "Have your fares ready, please." Mrs. Wyatt didn't quite hear it. "_____," said Laura. A short while later the driver shouted to another passenger, "Don't block the exit. Let the people off." Mrs. Wyatt wanted to know what he said. "_____," Laura replied. Many times when the driver would tell the passengers something, Mrs. Wyatt would ask "_____", and Laura would repeat it for her. Finally the driver said in a loud voice: "Does anybody have to get off at the next corner?" Mrs. Wyatt of course wanted a repetition. "_____", was her daughter's reply. But Laura was so busy repeating everything, and her mother listening, that they forgot to get off. That "next corner" was their stop!

5. Translate the following sentences into English, trying to use the verbs SAY, TELL, TALK or SPEAK:

(1) 他说大夫叫他多活动多喝水。

(2) 他们请你在会上谈谈你在学习英语方面的体会。

(3) 你说了这么多话, 但我不明白你想要说明什么问题。

(4) 她对我说她为她的小儿子操心。她说他有一个星期没回家了。

(5) 她说话说得真快, 我都听不清她在说些什么。她是说我们的工作进展不大吗?

(6) "你刚才说什么?"

—— "我叫你别说这些不愉快的事了。说点儿别的吧。"

6. Construct short dialogues according to the following models:

1) (Pay attention to the use of tenses)

- A: What *are you doing*?
 B: I'm *watering* the flowers.
 A: But Ann *has* already *watered* them. She always *waters* them in the evening.
 B: Then I'll empty the garbage can.
 A: I have already *emptied* it. I always *empty* it at five o'clock.
 B: Well, I'll *dust* the furniture.
 A: You don't have to. Bill and I *have* already *dusted* it.
 B: Then I don't have to do anything?
 A: Yes, you do. Please cook some supper. Your father will be home to eat in an hour.

2) (Use the indirect speech)

- A: What are you doing?
 B: What did he say?
 C: He asked you *what you were doing*.
 B: I am watering the flowers.
 A: But I have watered them already.
 B: What did he say?
 C: He said *he had watered them already*.
 A: Please dump the garbage in the backyard if you have nothing particular to do at the moment.
 B: What did he say?
 C: He asked (told) you *to dump the garbage in the backyard if you have nothing particular to do at the moment*.

3) (Use the passive voice)

- A: Cut the grass in the backyard, will you?
 B: But it *has* already *been cut*.
 A: When *was it cut*?
 B: I don't know. It *had been cut* when I came home this afternoon.

Try to use the following phrases in your dialogue:

scrub the pots
 mend the socks
 water the flowers
 feed the chickens

tidy up the room
 polish the floor
 dust the desks and bookshelves
 paint the windows and doors
 peel the potatoes
 sweep the kitchen floor
 throw the garbage in the can
 put some fresh flowers in the vase
 iron the jackets
 do the dishes
 draw back the curtain
 put away the food in the refrigerator

7. Topics for oral composition:

- 1) My sister takes after my mother (father).
- 2) Our parents set a good example for us.
- 3) Is there a generation gap in my family?
- 4) My parents and I don't have a common language.

LISTENING COMPREHENSION

The Generation Gap

We often hear people talking about a generation gap. The name is new, but the idea is old. Young people and their parents don't understand each other. The world keeps changing. It has always kept changing. During the second century after Christ a wise man said: "Bury me on my face because in a little while everything will be turned upside down."

There has always been a gap between generations, but more people talk about it now. Old Mr. Ellis thinks he understands what has happened.

"When I was a boy, I thought the world was a beautiful place. My life was very pleasant. But when I was older, I learned about people who were treated badly, people who didn't have enough to eat. I wanted to help them, and I married a girl who wanted to help them, too. We went to meetings and talked a lot, but it didn't seem to make much difference.

"Our children grew up in a world at war. They didn't know when the fighting would stop. They wanted their children to have nice clothes and toys. They didn't want to think about the future. They thought nothing could be done about it.

"Now I have grandchildren, and they have their own ideas. They are trying to make the world better. They are trying to help other people. They are making people listen to them. I am proud of their generation."

Oral Practice

Zhang Daozhen

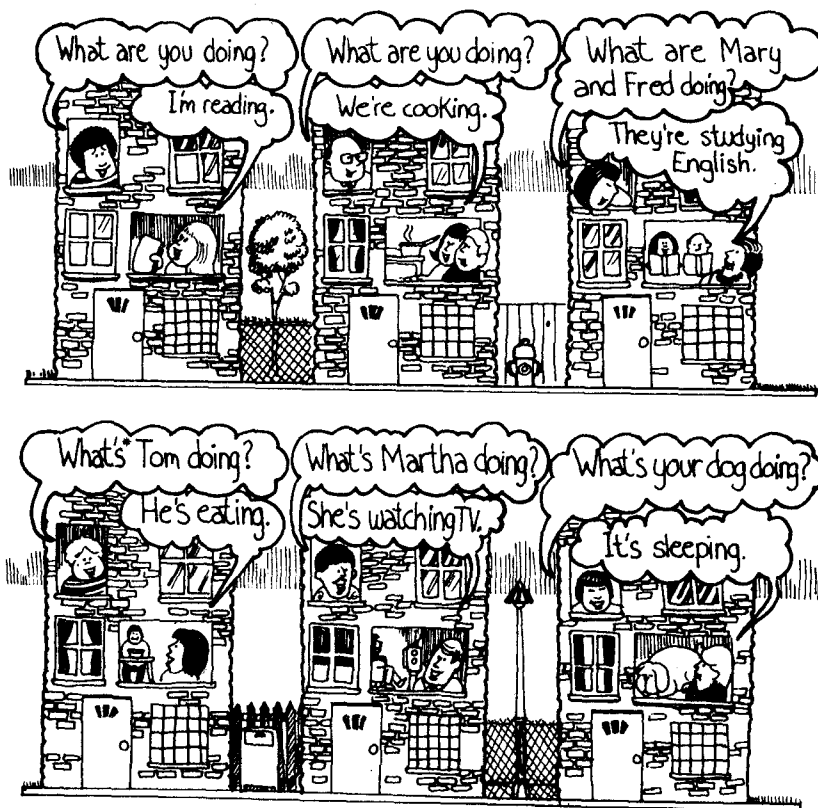
Unit 9

1. Talk about pictures:

A. Read and practice:

I	am		am	I
He	is	eating.	What	he
She			is	she
It			is	it
We	are		are	we
You			are	you
They			are	they

Read and practice.



*What is--what's.

B. Complete these conversations:

Complete these conversations.

1. What are you doing?
_____ reading the newspaper.

2. _____ Mr. and Mrs. Jones doing?
_____ eating dinner.

3. _____ Henry doing?
_____ cooking dinner.

4. _____ Maria doing?
_____ studying English.

5. _____ Frank doing?
_____ sleeping.

6. _____ Sam and Betty doing?
_____ watching TV.

7. _____ Judy doing?
_____ playing the piano.

8. What are YOU doing?
I'm _____