

视听英语

Audio-Visual English

中国高校外语电教协会编

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读 者 注 意

1. 本期材料配有四盘录音带:

CD1 基础英语 (第三部分五、六单元)

CD2 口语练习 (第十二至十六单元)

CD3 简写读物

CD4 复述材料/听力材料

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2. 《基础英语》第一部份录象带已完成, 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

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

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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 (十四)

中国高校外语电教协会编

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本刊发行已进入第三年。还有六期，即到第二十期，将告一段落。以后如何继续，将另外研究。这二十期虽然不构成完整的教学体系，却包含了打好英语基础所需的主要材料。在一些院校使用，已取得明显效果。为了使这些材料在教学中发挥大作用，我们愿提出一些意见，供大家参考。

比较理想的是用这些材料组成一个英语教学体系。例如，结合公共英语的要求，可否作以下安排：

第一学期（必修，每周上课 4 小时）

1. 精读（每周 2 节）：

- 1) 用《基础英语》（申葆青编）录象带，每周 1 节，
两周上一课，共 10 课。（可用闭路电视或上大课）
- 2) 教师面授 1 节，消化巩固所学内容，作少量笔头练习。（小课）
（要求可以灵活，有些词可不作要求。尽可能根据学生接受能力确定要求。）

2. 泛读与听说（每周 2 节）：

- 1) 录象课 1 节，用我们为黑龙江电大录制的听说课录象带。
- 2) 实验室小课：用《口语练习》为主要教材（每两周学一单元）。（有录音带可供教员参考，也可发给同学自己练。（对泛读材料不宜作过高要求，能看懂听懂就行。）

第二学期（必修，每周上课 4 小时）：

1. 精读（每周 2 节）：

- 1) 用《基础英语》第二部分录象带，每周 1 节，每三周上一单元，共 6 课。
- 2) 教师面授 1 节，消化巩固所学内容，并作必要补充。

2. 泛读与听说（每周 2 节）：作法与第一学期基本相同。（口语要求也可比较灵活，可因人而异，作不用要求。）

（没有语言实验室的，口语课可在一般教室下，定期轮流录音，以保证必要的实践量。）

第三学期（必修，每周 4 节）

1. 阅读（每周 2 节，全学期读五、六本简写读物）

- 1) 在堂下逐章阅读，教师进行必要解释，读完一本后作一次笔头测验，检查对全书的了解。（全学期读 4、5 本。）
- 2) 教材可在本刊简写读物中选用。
- 3) 发给录音带，鼓励学生在堂下跟听。

2. 听说（每周 2 节）

- 1) 上 1 节录象课，用我们为黑龙江电大录制的录象带（全学期约 20 盘），可与阅读教材一致，也可不一致。
- 2) 在实验室上 2 节听说课，主要用《口语练习》（第 21—30 单元及部分《复

述材料》)。每次都录音,课后交录音带由数员审听。(没有实验室的可以在普通教室上,但应轮流进行录音。)

第四学期(必修,每周4节)

1. 科技英语(每周2节)

- 1) 用《科技英语》(本刊将从第15期连载)为主要教材,各院校可对内容作必要调整。
- 2) 堂下主要帮助理解,穿插口笔头翻译练习,并对重点语法现象进行规纳。
- 3) 堂上发录音带以帮助巩固讲授内容。

2. 听说(每周2节)

- 1) 上2节录象课,用我们录制的知识性材料录象带,使学员经常听到外籍教师讲课。
- 2) 在实验室上1节课,用《口语练习》(第31—40单元)及部分《复述材料》。

第五学期(选修,每周2节)

1. 《知识讲座》每周1节,用我们即将录制的录象带,课后发录音带自学。
2. 听《外语报告》:从本刊发表的外语报告中选七八篇在堂下使用,教员放录音,在必要时进行解释或答疑。堂下发录音带自学,学生尽可能作些复述。如每月能交一盘录音带,口语能力可以打下较好基础。(课外还可放一些录象带或幻灯片给学生看。)

第六学期(选修,每周2节)

1. 1节作托福考试笔头部分或用《如何准备托福考试》的部分练习。大部分口头过一遍,有些也可笔头进行。(有教师上课,进行指导。)
2. 作托福听力练习,用本刊所载材料。(一分材料可用两次,一次测验,一次讨论,帮助克服困难)。

我们欢迎各院校进行试验,看是否能取得较好效果。有些基础较差同学,若用《基础英语》有困难,可以先用《口语入门》(载1—4期)学习,然后再学《基础英语》,困难就不会太大了。有关教材我们将陆续出单行本,并加必要注释,以利教学。

也可利用本刊部分材料加强各院校的英语教学,例如可有如下用法:

1. 开设《视听说课》:

利用本刊发行的录象带、录音带及文字材料组织适合学生水平的《视听说》课,主要内容为:1)看录象带;2)听录音带;3)看文字材料;4)进行跟读练习(即跟着录音带朗读以加深印象);5)作部分复述。6)在教师指导下开展一些口头活动(如进行问答,述要等)。

2. 开设《实验室练习》:

利用《口语入门》,《口语练习》,《实验室练习》,及《复述材料》在语言实验室进行练习。可进行1)问答;2)复述;3)跟读;4)泛听;5)听力测验等活动。

3. 开展课外活动:

利用课外时间放映我们提供的录象带、幻灯片等,增加学生接触外语的机会,加强学习外语的气氛,鼓励同学自学。

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A Basic Course in English (VI)

by Shen Baoqing

Unit 5: Jobs

Lesson 1

Different People, Different Jobs

Do people like their jobs? Now let's hear what they have to say:

A nurse: I'm a nurse and I don't earn very much money at all. In fact, I have a lot of difficulty in just making ends meet. But I like being a nurse. I suppose it's because I enjoy helping people. Being a nurse is hard work. It means working all sorts of hours. And it isn't very pleasant sometimes. There are all sorts of things I don't enjoy. For example I don't enjoy seeing people in pain. Working ten hours or more a day in a hospital isn't much fun, but at least you know you're doing something worthwhile.

A pop star: I earn about £60,000 a year. Being a pop star means all sorts of things. It means, I can do what I want to do. For example, I hate having to get up early. I can't stand working in offices or in factories. I can't bear having to work at fixed hours. I like playing in front of large audiences. That's why I enjoy being a pop star.

A policeman: I'm a policeman. Not many people like policemen. They say we're always stopping people from doing what they want to do. But I like my job. When I'm on holiday, I always look

forward to getting back to work. A lot of my work is hard and boring. But in spite of the hard work, I still enjoy being a policeman. I'd never think of doing anything else.

A millionaire: I'm a millionaire. In fact, I'm one of the richest men in the world. I can't say that I enjoy being so rich but I think I'd enjoy being poor even less. People say I'm not a very happy man. I don't suppose I am. I remember being happy only once in my life. That was just after I'd made my first million. I remember my wife saying, "Isn't life wonderful? We're rich!" Life isn't really so wonderful. Having money doesn't solve all your problems. But I don't mind having the problems as long as I've got the money, too.

WORD LIST:

<i>noun</i>	<i>verb</i>	<i>adjectives</i>	<i>prep.</i>	<i>conj.</i>
pain	earn	pleasant	in spite of	
sort	solve	boring	as long as	
fun	bear	worthwhile		
pop star	stand	less		
audience	mind			
millionaire	stop . . . from			
problem	doing sth.			
	look forward to			

EXPRESSIONS:

in fact	all sorts of
as we say	make ends meet
for example	at least
(not) at all	(not) any more

STRUCTURES TO LEARN:

1. The gerund

1) as object:

I like *being a nurse*.
I enjoy *helping people*.
I hate *having to get up early*.
It means *working all sorts of hours*.
I can't stand *working in offices*.
I don't mind *having the problems as long as I have the money*.
I can't help *laughing*.
I remember *being happy only once in my life*.
I remember *my wife saying this*.
I never think of *doing anything else*.
I always look forward to *getting back to work*.
I am used to *getting up early in the morning now*.

2) as subject:

Being a nurse is hard work.
Working ten or more hours a day isn't much fun.
Having money doesn't solve all your problems.

2. The noun clause

1) as object:

Let's hear *what they have to say*.
I can do *what I want to do*.
They always stop people from doing *what they want to do*.
Do you see *what I see*?
I am interested in *what he told me*.
I don't suppose *I am*.
I can't say that *I enjoy it*.

2) as subject (or predicative):

What he said is true.
This is *what he told me*.
That is *why I enjoy it*.
They are called "white collar workers" for the simple reason *that they wear a collar and tie to go to work*. (appositive clause)

3. to make ends meet (infinitive without to)

to make somebody *laugh*
to make somebody *cry*
to watch somebody *do it* (doing)
to see somebody *do it* (doing)
to notice somebody *do it*
to hear somebody *do it* (doing)

to let somebody *do it*
to have somebody *do it*
to help somebody *(to) do it*
to find somebody *doing it*

ORAL WORK ON THE TEXT

1. Find out about a nurse —

Ask questions about:

- 1) the money a nurse earns
- 2) whether she can make ends meet
- 3) whether she likes being a nurse and why
- 4) whether being a nurse is easy or pleasant
- 5) the things she likes (does not like) doing or enjoys (does not enjoy) doing
- 6) whether she is proud of her job

2. Find out about a pop star —

Ask questions about:

- 1) how much he earns a year
- 2) whether he has to worry about money
- 3) whether he can do what he wants to do
- 4) what it means to be a pop star
- 5) the things he hates or can't bear (stand) doing
- 6) the things he likes or enjoys doing

3. Find out about a policeman —

Ask questions about:

- 1) how people feel about policemen
- 2) why they feel this way
- 3) whether policemen are nice people
- 4) how this policeman feels about his work
- 5) why he looks forward to getting back to work when he's on holiday
- 6) whether a policeman's job is hard and boring
- 7) whether he enjoys it and why
- 8) whether he would like to do something else

4. Find out about an imaginary millionaire —

Ask questions about:

- 1) whether a millionaire enjoys being rich
- 2) how he would feel about being poor
- 3) whether he is happy or can ever remember being so
- 4) whether rich people are always happy
- 5) whether having money solves all his problems; if not, why not?

5. Talk about:

- 1) the advantages and disadvantages of being a nurse, a policeman, a pop star or a millionaire
- 2) the things each of them enjoys and likes doing and the things each of them hates or can't bear doing

6. Imagine you are interviewing a nurse, a policeman, a factory owner, or a pop star and make each of the four passages in Lesson 1 into an imaginary interview.

Lesson 2

The Double Life of Alfred Bloggs

These days, people who do manual work often receive far more money than clerks who work in offices. People who work in offices are called "white-collar workers" for the simple reason that they usually wear a collar and tie to go to work. Such is human nature, that a great many people are often willing to give up higher pay for the privilege of becoming white-collar workers. Alfred Bloggs was such a person, who worked as dustman for the Ellesmere Corporation. He was willing to be paid less for the privilege of becoming a white-collar worker.

When he got married, Alf was too embarrassed to say anything to his wife about his job. He simply told her that he worked for the Corporation. Every morning, he left home dressed in a fine black suit. He then changed into overalls and spent the next eight hours as a dustman. Before returning home at night, he took a shower and changed back into his suit. Alf did this for over two years and his fellow dustmen kept his secret. Alf's wife never discovered that she married a dustman and she never will, for Alf has just found another job. He will soon be earning only half as much as he used to, but he feels that his rise in status is well worth the loss of money. From now on, he will wear a suit all day and others will call him "Mr. Bloggs," not "Alf."

WORD LIST:

<i>noun</i>	<i>verb</i>
Alfred (Alf)	spend
white-collar worker	discover
collar	give up

tie	
reason	
nature	
privilege	
dustman	
fellow dustmen	<i>adjective</i>
junior clerk	double
corporation	manual
suit	simple (simply)
overalls	willing
shower	human
secret	worth
status	a great many
loss	

EXPRESSIONS:

keep one's secret
be (well) worth something
be willing to do sth.
from now on

STRUCTURES TO LEARN:

1. too . . . to . . .
so . . . that . . .
such a . . . that . . .
Alf was *too* embarrassed to say anything.
I was *too* tired to go on.
He was *so* embarrassed *that* he couldn't say anything.
I was *so* tired *that* I couldn't go on.
It was *such* an embarrassing situation *that* he couldn't say anything.
Such is human nature *that* a great many people are willing to give up higher pay for the privilege of becoming white-collar workers.
2. The future continuous tense
He *will be earning* only half as much as he used to.
He *will soon be working* in an office as a junior clerk.
The continuous tenses (a comparison):
He *is packing* now.
He *will be riding* in the train tomorrow at 4 o'clock.
He *is working* on the report now.
He *was working* on the report yesterday morning.
He *has been working* on the report for thirty hours.
He *had been working* on the report before I came.

ORAL WORK ON THE TEXT:

1. Put questions to the text and give answers.
2. Topics for retelling:
 - 1) white-collar workers and blue-collar workers
 - 2) Alfred Bloggs was ashamed of being a dustman
 - 3) Mrs. Bloggs' idea of a respectable job
 - 4) Alf had something to hide from his wife
 - 5) It is hard for a man to lead a double life
3. Retell the text:
 - 1) in the first person
 - 2) in the words of Alf's wife, Mrs. Bloggs
 - 3) in the words of one of Alf's fellow dustmen

EXERCISES

1. Read the following words and phrases:

- 1) trying to get the right word-stress:

million	exercise	embarrass
millionaire	excellent	privilege
problem	worthwhile	prepare
example	remember	preparation

overalls (n.)	politics
overall (adv.)	political
policeman	corporation

- 2) paying attention to rhythm:

0	.	0 (.)
make	ends	meet
keep	his	secret
find	a	job
call	him	Alf
wear	a	suit
take	a	shower
take	a	bath
earn	some	money
not	at	all
not	any	more
such	a	person
rise	in	status
loss	of	money

2. Rapid reading:

- 1) too good to be true
too tired to go on
too embarrassed to say anything
too good a job to lose
too hard a nut to crack
- 2) That's what I want.
That's just what we need.
What he said is true.
What I have is yours.
What you have is mine.
I mean what I say.
I say what I mean.
I see what you mean.

- 3) A jazz Chant:

Personal Questions

Where were you born?
I'd rather not say.
Where are you from?
I'd rather not say.
How tall are you?
How much do you weigh?
I'd rather not say.
How much rent do you pay?
I'd rather not say.
How much do you make?
I'd rather not say.
Why aren't you married?
I'd rather not say.
Why don't you have children?
I'd rather not say.
Where were you last night?
Why weren't you home?
Did you come home alone?
Did you have a good time?
Did you see a good play?
Did you go to a concert?
I'd rather not say.

3. Complete the following sentences with a gerund:

- 1) I enjoy (like, love, hate)
- 2) He can't stand (bear)
- 3) Please stop
- 4) He suggested
- 5) I don't remember
- 6) I remember my mother
- 7) Being a Party member means
- 8) Are you thinking of
- 9) We are looking forward to
- 10) He is used to
- 11) I don't feel like just now.
- 12) He never passes my house without
- 13) doesn't solve all your problems.
- 14) is being like at home.

4. Rewrite the following sentences, using:

so . . . that . . .

such . . . that . . . (where possible)

MODEL: He is *too* young to work.

- 1) He is *so* young *that* he cannot work.
- 2) He is *such* a young boy *that* he cannot work.
- 1) The boy is too small to reach the top shelf.
- 2) The girl was too nervous to speak coherently.
- 3) They are too young to know what is good for them.
- 4) The singer's voice is too weak to reach the audience at the back row.
- 5) We have too little time to do all these things in.

5. Multiple choice:

- 1) If he doesn't do it.
 - a) I'll make him to do it.
 - b) I'll make him does it.
 - c) I'll make him do it.
- 2) Seeing is
 - a) to believe. I'll have to see everything for myself.
 - b) believing. I'll have to see everything for myself.
 - c) believed. I'll have to see everything for myself.
- 3) He is a klutz. He always stops people
 - a) from doing what they want to do.
 - b) in doing what they want to do.
 - c) to do what they want to do.
- 4) A pop star is never afraid of
 - a) playing in the front of large audiences.
 - b) playing in front of a large audience.
 - c) to play in front of large audiences.
- 5) Jack has got a rise in his pay. Now he earns
 - a) twice as much as he was used to.
 - b) twice as much as he used to.
 - c) twice more than he is used to.
- 6) We are looking forward to
 - a) the day when we'll meet again.
 - b) meet each other again.
 - c) be meeting each other again.

- 7) a) Does the picture worth seeing?
b) Is the picture worth seeing?
c) Is the picture worth to see?

- 8) He makes 100 dollars a month and spends more than he earns. He hardly

- a) make ends meet.
- b) makes end meets.
- c) makes ends meet.

- 9) Don is

- a) such a stupid boy that he can't tell left from right.
- b) a such stupid boy that he can't tell left from right.
- c) such stupid a boy that he can't tell left from right

- 10) Don is

- a) so stupid boy that he can't tell left from right.
- b) so stupid a boy that he can't tell left from right.
- c) so a stupid boy that he can't tell left from right.

6. Topics of oral composition:

- 1) The kind of job I like
- 2) Satella wants to change her job
- 3) He is a square peg in a round hole
- 4) I know what I'm studying for

The following passages are for your reference:

What Kind of a Job I Want

A secretary — I would like to be a magazine editor. They have a glamorous life, and at the same time they are doing something useful. Besides, they have authority over people working under them. A magazine editor is important.

A nurse — I would love to have a nice regular job from 9 to 5, with weekends and holidays off. I am a nurse. In my profession there are no holidays, no weekends; we have to work at night and at all hours. Hospitals never close.

An exporter — I really like the job I have. I find it interesting and exciting. We export heavy machines and trucks to all parts of the world. I meet people from the Far East, South America, and the Middle East. I learn so much by talking to them.

An office employee — What I really want is a job in a travel agency. Why? Because if I did work there, I would have an opportunity to go back home and see Glasgow again. I call Scotland "home" because that's where my family comes from. I know Glasgow well.

A medical student — I know exactly the career I want to have, and that's what I am studying for. I want to be a doctor. I want to be like Dr. Golding; he is a good man, a brilliant doctor, and he taught me to love medicine.

7. Topics for discussion:

- 1) The advantages and disadvantages of being a blue-collar worker or a white-collar worker.
- 2) Your idea of a good job.
- 3) The things you like (or, hate) doing.
- 4) One of the problems in the four modernizations of our country — too many square pegs in round holes.

READING COMPREHENSION

Black Boy

"Black Boy" is the autobiography of Richard Wright, a black American writer. The scene below describes how he gets a job at an optical company.

Read the story and

- 1) dramatize it;
- 2) retell the story in the first person, turning the direct speech in the story into indirect speech.

I held a series of jobs for short periods, quitting some to work elsewhere, being driven off others because of my attitude, my speech, the look in my eyes . . .

One jobless morning I found I went to my old classmate, Griggs, who worked for a Capital Street jeweller. He was washing the windows of the store when I came up to him.

"Do you know where I can find a job?" I asked.

He looked at me with scorn.

"Yes, I know where you can find a job," he said, laughing.

"Where?"

"But I wonder if you can hold it," he said.

"What do you mean?" I asked. "Where's the job?"

"Take your time," he said. "You know, Dick, I know you. You've been trying to hold a job all summer, and you can't. Why? Because you're impatient. That's your big fault."

I said nothing, because he was repeating what I had already heard him say.

"Well," I said, egging him on to speak.

He grew sober. "There's an optical company upstairs and the boss is a Yankee from Illinois. Now, he wants a boy to work all day in summer, mornings and evenings in winter. He wants to break a coloured boy into the optical trade. You know algebra and you're just cut out for the work. I'll tell Mr. Crane about you and I'll get in touch with you."

"Do you suppose I could see him now?" I asked.

"For God's sake, take your time!" he thundered at me.

"Maybe that's what's wrong with negroes," I said. "They take too much time."

I laughed, but he was disturbed. I thanked him and left. For a week I did not hear from him and I gave up hope. Then one afternoon Griggs came to my house.

"It looks as if you've got a job," he said. "You're going to have a chance to learn a trade. But remember to keep your head. Remember you're black. You start tomorrow."

"What will I get?"

"Five dollars a week to start with; they'll raise you if they like you," he explained.

My hopes grew. Things were not quite so bad, after all. I would have a chance to learn a trade. The next morning I was outside the office of the optical company long before it opened. I was reminding myself that I must be polite, must think before I spoke, must think before I acted, must say 'yes, sir; no, sir,' that I must so conduct myself that white people would not think that I thought I was as good as they. Suddenly a white man came up to me.

"What do you want?" he asked me.

"I'm reporting for a job, sir," I said.

"O.K. Come on."

I followed him up a flight of steps and he unlocked the door of the office. I was a little nervous, but the young white man's manner put me at ease, and I sat and held

my hat in my hand. A white girl came in and began punching the typewriter. Soon another white man, thin and grey, entered and went into the back room . . . Finally a tall, red-faced white man came in, shot me a quick glance and sat down at his desk.

"You're the new boy, eh?"

"Yes, sir."

"Let me get my mail out of the way and I'll talk with you," he said pleasantly.

"Yes, sir."

Half an hour later Mr. Crane called me to his desk and questioned me closely about my schooling, about how much mathematics I had had. He seemed pleased when I told him that I had had two years of algebra.

"How would you like to learn this trade?" he asked.

"I'd like it fine, sir. I'd like nothing better," I said.

He told me that he wanted to train a Negro boy in the optical trade; he wanted to help him, guide him. I tried to answer in a way that would let him know that I would try to be worthy of what he was doing. After introducing me to the other people in the firm Mr. Crane said: "Now, boy, let's see how clean you can get this place . . ."

Every year thousands of foreign visitors come to New York City. Most of them fly into Kennedy Airport, but some of them arrive by ship. Many visitors have some bad experiences at first. They can't find taxis, and when they do, the fare is expensive and the drivers are rude.

The visitors are amazed when they see the New York skyscrapers. They notice the crowded streets and the smog in the air. They visit Wall Street, the home of the stock exchanges and large banks. They walk down Fifth Avenue, which boasts an elegant collection of clothing stores, and step over the dirt and garbage in the street. They fight the crowds at a Broadway show or Radio City Music Hall, and they walk until their feet are sore. If they are lucky, they don't meet any muggers or pickpockets, but they know the city is dangerous.

If the visitors' language isn't English, they find it very difficult to make themselves understood. They have to use their hands and facial expressions to do so.

When they leave, the visitors take many different impressions with them. They think New York is exciting and fast-moving, and they also remember its bad points. They say, "Even if New York does not have the biggest and best of everything, it certainly seems to have the most crowded. It's a nice place to visit, but I wouldn't want to live here."

Unit 6: Cities

Lesson 1

Foreign Visitors in New York

Many people say that New York City is the world's biggest, tallest, most and best of everything. Whether you agree or disagree, you must admit this is a remarkable collection of people, buildings and activities.

First of all, New York has the tallest buildings in the world, the twin towers of the World Trade Center. Each of them is 110 stories high. Radio City Music Hall seats 6,200 people. It is certainly the world's largest movie theater.

As a center of commerce and industry, New York has no equal. There is an unending flow of goods and people into and out of the city. It also has a huge population. There are more than eight million people in this rather small area.

Fill in the following blanks with articles where necessary (Do this exercise before reading the text.)

_____ Foreign Visitors in _____
New York

Many people say that _____ New York City is _____ world's biggest, tallest, most and best of _____ everything. Whether you agree or disagree, you must admit this is _____ remarkable collection of _____ people, buildings and activities.

As _____ center of _____ commerce and _____ industry, _____ New York has no equal. There is _____ unending flow of _____ goods and _____ people into and out of _____ city.

Every year thousands of _____ foreign visitors come to _____ New York City. Most of them fly into _____ Kennedy Airport, but some of them arrive by _____ ship. Many visitors have some bad experiences at _____ first. They can't find _____ taxis, and when they do, _____ fare is expensive and _____ drivers are rude.

_____ visitors are amazed when they see _____ New York skyscrapers. They notice _____ crowded streets and _____ smog in _____ air. They visit _____ Wall Street, _____ home of _____ stock exchanges and _____ large banks. They walk down _____ Fifth Avenue, which boasts _____ elegant collection of _____ clothing stores, and step over _____ dirt and garbage in _____ street. They fight _____ crowds at _____ Broadway show or _____ Radio City Music Hall, and they walk until their feet are sore. If they are lucky, they don't meet any muggers or _____ pickpockets, but they know _____ city is dangerous.

If _____ visitors' language isn't _____ English, they find it very difficult to make themselves understood. They have to use their hands and facial expressions to do so.

When they leave, _____ visitors take many different impressions with them. They think _____ New York is exciting and fast-moving and they also remember its bad points. They say, "Even if _____ New York does not have _____ biggest and best of everything, it certainly seems to have _____ most crowded. It's _____ nice place to visit, but I wouldn't want to live here.

WORD LIST:

	noun
collection	stock exchange
commerce	dirt
industry	garbage
equal	mugger

flow	pickpocket
goods	expression
experience	impression
	Kennedy Airport
	Wall Street
fare	Fifth Avenue
skyscraper	Broadway
smog	Radio City Music Hall
verb	adjectives
boast	remarkable
step over	expensive
	rude
	amazed
	elegant
	sore
	dangerous
	facial
	fast-moving

EXPRESSIONS:

Whether you agree or disagree (or not)
It has no equal.

STRUCTURES TO LEARN:

- the superlative degree of adjectives:
New York City is the world's *biggest, tallest, most and best of everything*.
Even if New York does not have *the biggest and best of everything*, it certainly seems to have *the most crowded*.
He is one of *the best* students in this school, if not *the best*.
- Most
 - That is *the most* exciting part of the story.
 - It is *most* kind of him to come and see us.
 - Most* people prefer autumn to winter.
 - He spends *most* of his time reading.
- of construction with determiners or quantifiers:
 - all of the students
— all of them
most of the students
— most of them
many of the students
— many of them

a lot of the students
 —a lot of them
 lots of the students
 —lots of them
 much of the water
 —much of it
 half of the students
 —half of them
 some of the students
 —some of them
 any of the students
 —any of them
 several of the students
 —several of them
 a few of the students
 —a few of them
 few of the students
 —few of them
 a little of the water
 —a little of it
 little of the water
 —little of it
 both of the students
 —both of them
 either of the students
 —either of them
 neither of the students
 —neither of them
 none of the students
 —none of them
 (or: all the students
 half the students
 both the students)

Cf. all students

most students	(not) much water
a lot of students	a little water
lots of students	little water
many students	
some students	
(not) any students	
a few students	
few students	
both students	
either student	
neither student	
no student(s)	

- 2) a (remarkable) collection of people
 an (elegant) collection of clothing stores
 an unending flow of goods and people
 a great (large, small) number of people
 a great (good) deal of water

4. 'it' as object:

They find *it* difficult to make themselves understood.

I think *it* necessary to inform him of this.

He considers *it* important to break the news to her.

EXERCISES ON THE TEXT:

1. True or false:

- 1) According to the author, New York has the best of everything in the world. ()
- 2) People from all countries go to New York, so you can see people of different colours and races there. It is a cosmopolitan city. ()
- 3) The World Trade Center is a skyscraper. It is the tallest building in New York. ()
- 4) Radio City Music Hall is the world's largest movie theater. ()
- 5) There are more people in New York than any city in China. ()
- 6) Kennedy Airport in New York is named after John F. Kennedy, the late president of the United States. ()
- 7) Wall Street is famous all over the world. This is the street where bankers and stock brokers go every day. ()
- 8) In Broadway you find fashionable clothing stores. It's a shopping center. ()
- 9) New York City is a dangerous place in a sense that there are too many car crashes and road accidents. ()
- 10) People don't mind going to New York City for a visit but they don't think it's a good place to live in. ()

2. Correct the mistakes in the following sentences:

- 1) The twin towers of the world trade center in New York are the tallest building in the world. Each of the twin towers are 110 stories high.
- 2) There are more than eight million people in the rather small area of New York City. So, even if New York does not have the biggest and best of everything, it certainly seems to have the crowdest.

- 3) Radio City Music Hall seats 6,200 people. It is one of the world's largest movie theaters, if not a largest one.
- 4) They have put up many buildings in the western suburbs recently. Most buildings are six stories high. Most expensive one of them all is the Language Center for Asian Students.
- 5) I found difficult to understand others. And others couldn't understand me, too. It was most kind of Mr. Jones to help me out. He acted as my interpreter during my stay in that city.

3. Questions to the text:

- 1) What do people say about New York City? Do you agree?
- 2) In what part of the country is New York City? Is it the capital of New York State?
- 3) How do visitors get to New York?
- 4) What are the things that impress the visitors most when they arrive at this city?
- 5) Name some of the famous spots or places of interest in New York City.
- 6) What is Wall Street famous for? And Fifth Avenue? And Broadway?
- 7) Is New York City a dangerous place? In what way is it dangerous?
- 8) What is the weather like there?
- 9) What are the different impressions visitors take away with them when they leave?
- 10) The visitors don't think they would like to live in New York City, do they? Why not?

4. Topics for retelling:

- 1) New York City has everything in the superlative degree.
- 2) New York City is a dangerous place.
- 3) I wouldn't want to live in New York City.
- 4) A visitor's first impressions of New York City.
- 5) Compare New York City with Shanghai.
- 6) Tell something about a big city you know.

5. Translate the following into English:

- 1) 甲: 北京郊区的大部分农民家庭都有了自行车吗?
乙: 有, 大部分农民家庭有自行车, 其中有些家庭还有摩托车、电冰箱、电视机。少量的农民家庭还买了钢琴呢。
- 2) 甲: 你游览过北京的名胜古迹吗?
乙: 我还没有到过所有的名胜古迹。只去过(其中的)几个, 如故宫、颐和园、长城、地下宫殿。
- 3) 甲: 北京是中国人口最多的城市吗?
乙: 不是, 但它是人口最多的城市之一。上海的人口比北京多。上海是最拥挤的城市。解放后上海不如北京造的住房多。街道也没有开宽。北京的街道是全国最宽的。有些街道有八十米之宽。
- 4) 甲: 坐在第一排的人当中有你认识的人吗?
乙: 我只认识一个人, 就是那个戴眼镜的。
甲: 他们到这里来是干什么的?
乙: 来参加一个关于水的污染的会议。所有这些人都是化学研究员, 其中好几个人还是知名的学者呢。

Lesson 2

A Tale of Two Cities

You will find that people in Britain are very proud of their town city. They like to feel that their town is a fine town, a better town than any other. And they like to pretend that other towns are dirtier and uglier, and that people from their town are smarter, cleverer and altogether better than the people from neighbouring towns.

Some towns are rivals, towns like Edinburgh and Glasgow, for example. The Glasgow people say that the Edinburgh people are less friendly, that they are cold in manner, and that they are snobbish, more snobbish than people from other towns.

The people of Edinburgh say that the city of Glasgow is much dirtier than Edinburgh. They say, too, that the people are much rougher than the Edinburgh people.

And sometimes they tell this story. Once in Edinburgh they held a competition with two prizes. The first prize was a

week's holiday in Glasgow and the second prize a fortnight's holiday in Glasgow. Can you see the joke?

But the people of Glasgow have an answer. They tell about the fire in a town half way between Edinburgh and Glasgow. A passer-by called the police and the police called the Fire Brigades from Edinburgh and Glasgow. The Glasgow Brigade reached the scene first. The men worked faster and faster, trying to put the fire out. But there was still no sign of the firemen from Edinburgh.

And suddenly one fireman noticed a stranger. The man was helping to carry the buckets. "Hey!" shouted the fireman. "Where do you come from?"

"I come from South America," said the man.

"Well, you've got here faster than that Edinburgh lot," said the fireman.

Fill in the following blanks with articles where necessary: (Do this exercise before reading the text.)

A Tale of Two Cities

You will find that _____ people in _____ Britain are very proud of their town or city. They like to feel that their town is _____ fine town, _____ better town than any other. And they like to pretend that other towns are dirtier and uglier, and that _____ people from their town are smarter, cleverer and altogether better than _____ people from _____ neighbouring towns.

Some towns are _____ rivals. _____ towns like — Edinburgh and Glasgow, for _____ example _____ Glasgow people say that _____ Edinburgh people are less friendly, that they are cold in _____ manner, and that they are more snobbish than _____ people of Glasgow.

_____ people of _____ Edinburgh say that _____ city of _____ Glasgow is much dirtier than _____ Edinburgh. They say, too, that _____

people are much rougher than _____ Edinburgh people.

And sometimes they tell this story. Once in _____ Edinburgh they held _____ competition with two prizes. _____ first prize was _____ week's holiday in _____ Glasgow and _____ second prize _____ fortnight's holiday in _____ Glasgow. Can you see _____ joke?

But _____ people of _____ Glasgow have _____ answer. They tell about _____ fire in _____ town half _____ way between _____ Edinburgh and _____ Glasgow. _____ passer-by called _____ police and _____ police called _____ Fire Brigades from _____ Edinburgh and _____ Glasgow. _____ Glasgow Brigade reached _____ scene first. _____ men worked faster and faster, trying to put _____ fire out. But there was still no sign of _____ firemen from Edinburgh.

And suddenly one fireman noticed _____ stranger. _____ man was helping to carry _____ buckets. "Hay!" shouted _____ fireman, "Where do you come from?"

"I come from _____ South America," said _____ man.

"Well, you've got here faster than that Edinburgh lot", said _____ fireman.

WORD LIST

noun	adjective	verb
rival	ugly	pretend
competition	smart	put out (a fire)
prize	friendly	shout
fortnight	snobbish	hold (held)
manner	rough	
joke	neighbouring	
passer-by		adverb, etc.
fire brigade		altogether
scene		for example
fireman		
sign		
bucket		
Edinburgh		
Glasgow		

STRUCTURES TO LEARN:

1. Comparison:

- 1) more than (much more than/a lot more than/far more than):

Their town is a *better* town than any other.

Other towns are *dirty* and *uglier*, and people from their town are *smarter*, *cleverer* and *better* than the people from neighbouring towns.

The Edinburgh people are *less friendly* ... they are more *snobbish* than people from other towns.

The city of Glasgow is much *dirtier* than Edinburgh ... the people are *much rougher* than the Edinburgh people.

You've got here *faster* than that Edinburgh lot.

- 2) as ... as ... / not so ... as ... (not as ... as ...)

Their town is *as dirty* as any other.

The Edinburgh people are *as friendly* as the people of Glasgow.

He ran *as far* as his legs could carry him.

It is *as true* as we are sitting here in this classroom.

The Edinburgh people are *not so (as) rough* as the people from other towns.

They are not so *(as) snobbish* as the Edinburgh lot.

- 3) not any more than ... (no more than ...)

(You don't know French.) I know *no more* French than you do.

(You don't like the weather here.) I *don't* like the weather here *any more* than you do.

(A beggar is poor.) He is *no better* than a beggar.

2. The forms of the comparative and superlative degrees of adjectives and adverbs:

1) regular:

<i>-er</i>	<i>-est</i>
rougher	roughest
smarter	smartest
faster	fastest

fatter	fattest
thinner	thinnest
bigger	biggest
happier	happiest
friendlier	friendliest
livelier	liveliest

<i>more</i>	<i>most</i>
more serious	the most serious
more snobbish	the most snobbish
more interesting	the most interesting

§ -er or -est are added to those disyllabic words ending with a vowel sound or syllabic consonants [n], [m] and [l]:

cleverer	cleverest
narrower	narrowest
commoner	commonest
simpler	simplest

But: more stupid
more snobbish
more surprised

2) irregular:

good	} — better	— best
well		
bad	} — worse	— worst
badly		
ill		
old	— older	— oldest
	— elder	— eldest
many	} — more	— most
much		
little	— less	— least
far	— farther	— farthest
	— further	— furthest

3. Some hints about the use of the definite article:

1) with geographical names — no article

Britain	Asia
Sweden	Europe
Norway	South America
Pakistan	North America
Belgium	Australia, etc.