

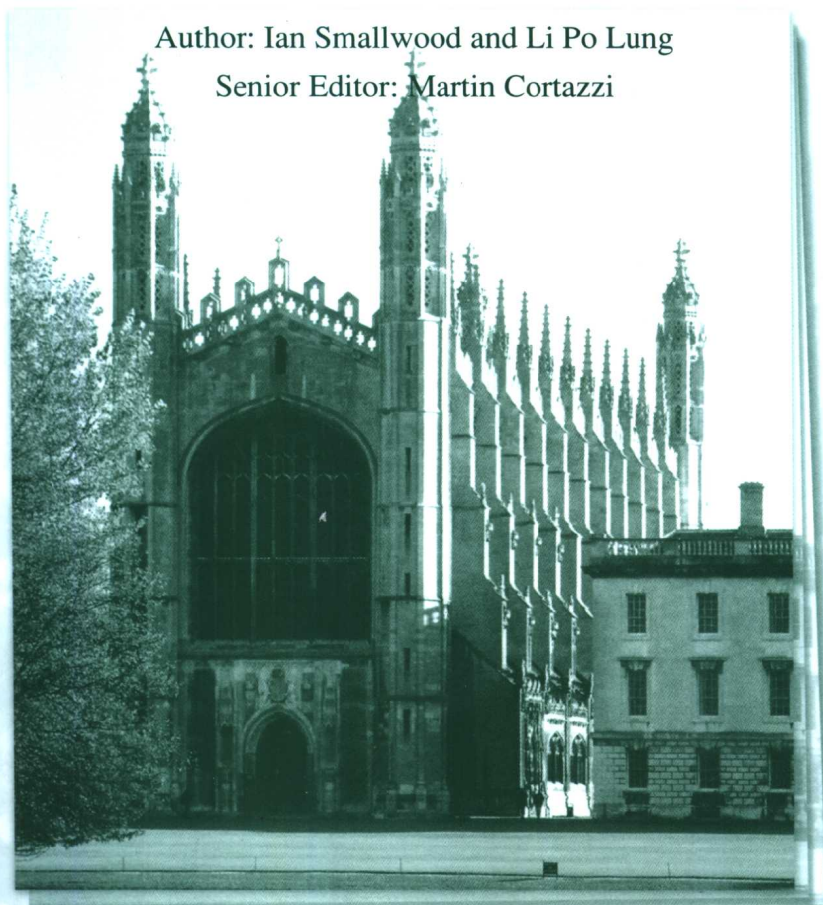


普通高等教育“十五”国家级规划教材  
教育部推荐使用大学外语类教材

# COLLEGE ENGLISH

*Listening and Speaking Course (Foundation)  
Teacher's Guide*

Author: Ian Smallwood and Li Po Lung  
Senior Editor: Martin Cortazzi



上海外语教育出版社

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# 全新版 *New* 大学 英语

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教师用书

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MACMILLAN

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## 出版说明

《大学英语》(全新版)系列教材是一套由图书、音像、光盘、网络等组成的新颖的立体化配套教材,自2001年陆续问世以来,受到使用学校的普遍欢迎和好评。由于这套教材全面贯彻了教育部对大学外语教学提出的基本要求,因而被遴选为“普通高等教育‘十五’国家级规划教材”和“教育部推荐使用的大学外语类教材。”

该系列教材包含《综合教程》、《听说教程》、《阅读教程》(通用本)、《阅读教程》(高级本)、《快速阅读》各1—6册和《语法手册》一本。由于我国幅员辽阔,各地区、各院校的教学资源、师资队伍、学生情况不尽相同,因此,有必要实施分类指导、分级教学。

为了使《大学英语》(全新版)系列教材能够最大限度地满足不同层次、不同水平、不同学习目的的学生们的要求,我们专门组织、策划编写了该系列教材的预备级,它包含《综合教程》和《听说教程》各一册,由熟悉中国大学英语教学的英国专家编写。本教材严格按照我国大学英语教学的实际需要进行编写,难度低于《大学英语》(全新版)一级,又与其合理衔接。

本教材各单元采用按主题编排的模式编写,使学生能全面深入地掌握丰富的语言知识、获取文化信息,同时培养学生的听、说、读、写、译等综合应用能力。课后练习设计形式多样、针对性强、生动有趣并富有挑战性。在选材上,注重中西方不同文化的对比,以此培养学生的文化素养,以唤起他们的本土和跨文化意识。

我们衷心希望《大学英语》(全新版)预备级各教程能够满足我国普通高等院校教师教学和学生学习的需要,从而为大学生进一步学好英语打下坚实的基础。

上海外语教育出版社

## **Introduction**

**T**his *Listening and Speaking Course (Foundation)* aims to be a further contribution to improving the English proficiency of Chinese learners and is a companion to *Integrated Course (Foundation)*. Each unit of this book seeks to improve students' oral skills through a series of short focused activities. These activities are related to specific listening skills and skills in conversing in English. The activities are broadly related to different topics in each unit, so that they are connected together. You will see that in each unit students' knowledge of vocabulary is systematically developed. You will also see that in each unit there are some cultural elements so that students can be more familiar with English-speaking cultures.

### **Special Features of This Book**

This book has a number of special features, including:

- A systematic approach to raise students' awareness of features of current spoken English in a wide variety of contexts
- A consistent approach to develop students' knowledge and use of vocabulary
- A range of contemporary topics and contexts which are likely to be interesting and motivating to students
- Use of many short recorded dialogues, interviews, presentations, speeches and instructions so that students can hear a wide variety of uses of spoken English
- Listening to short extracts and discrete passages with focused tasks in mind so that listening skills can be developed within a careful framework
- Use of questionnaires, forms and similar documents so that students can work in pairs to practise their note-taking and speaking skills in a non-threatening context
- Use of quotations and proverbs on the topics of units so that students can think further about the issues raised and become familiar with common sayings among English-speaking people
- Use of both pre-listening and post-listening activities so that students can make best use of opportunities to learn from the recorded material
- A careful sequencing of tasks so that the demands on students become gradually more challenging

- Two tests so that students can get feedback on their progress through assessment
- A key appendix in the *Teacher's Guide* for teachers' reference.

## The Topics

The topics in this book have been chosen on the basis of a survey of nearly 15,000 students in China. In the survey they were asked about what kinds of topics they would find interesting in their study of English, so this book draws on those topics which students said they would like to learn more about. Some of the same series of topics appear in the *Integrated Course (Foundation)*, (so that students can practise similar vocabulary and become more familiar with the cultural contexts) but this *Listening and Speaking Course (Foundation)* has other topics which are quite distinct from those in the other book (so that there is some variety). These complementary topics allow the books to be used side by side; they help students to be able to use English with more confidence as the topics become more familiar and, of course, using both books together greatly reinforces the students' knowledge of the vocabulary. Corresponding topics are set out in the following table. From this, it can be seen that alternate topics in the *Listening and Speaking Course (Foundation)* have counterparts in the *Integrated Course (Foundation)*.

### Complementary units in the *Listening and Speaking Course (Foundation)* and the *Integrated Course (Foundation)*

<i>Listening and Speaking Course</i> (Foundation)		<i>Integrated Course</i> (Foundation)	
The News	Unit 6	The News	Unit 3
Virtual Reality	Unit 8	Reality ... or Not?	Unit 4
Wealth	Unit 10	Wealth	Unit 5
Practical Jokes	Unit 12	Practical Jokes	Unit 6
Sleep	Unit 14	Dreams and Sleep	Unit 7
The Senses	Unit 16	The Senses	Unit 8

## How to Use the Book

To use this book, teachers need the *Teacher's Guide* and the recorded conversations and passages. An overview of the framework of a unit and ways of using each section in the units are given below, but first it is important to underline some general principles.

As one general principle, the listening extracts and passages are short and the listening tasks are focused so that students can have some idea of what they are listening for and why. Similarly,



the speaking activities are generally short. There are two main reasons for this brevity: first, it is difficult for most students at this level to listen to recorded material at length (without the visual support and interest that may accompany face-to-face or video-recorded communication); second, having short extracts in the recordings has allowed an enormous variety of types of conversational material and this variety should add to the students' interest and help them to maintain their concentration. However, within each unit the length and challenge of the listening activities grows: from single sentences to conversations and longer passages with increasing demands on both listening and thinking to respond. In this way, there is a strong element to really help students to develop and extend their listening and speaking skills through increasing demands within a sound framework.

As a second general principle, the listening and speaking activities are not set in isolation: a listening or speaking task is reinforced or supported, in part, by brief reading and writing activities, such as locating a relevant written choice as an answer or taking notes while listening or preparing for a discussion activity. The careful matching of some units here with those in the companion book, the *Integrated Course (Foundation)*, as tabulated above, also encourages the use of the material here in a wider context of all four language skills applied consistently to a range of topics.

## The Sections in Each Unit

Because the topics are varied, not every unit follows precisely the same pattern. However, most units include the elements outlined in the table below.

### Outline framework of the units in *Listening and Speaking Course (Foundation)*

<i>Student's Book</i>	<i>Teacher's Guide</i>
<b>Introduction</b> <ul style="list-style-type: none"> <li>• Shows the language focus</li> <li>• Indicates why this focus is important</li> </ul>	Aims specific to each unit, regarding: <ul style="list-style-type: none"> <li>• Listening focus</li> <li>• Speaking focus</li> <li>• Vocabulary learning</li> </ul>
<b>Activity 1</b> <p>Focuses students' attention on the topic and includes such activities as</p> <ul style="list-style-type: none"> <li>• Discussion based on a table or chart</li> </ul>	Maybe a tapescript of sentences, a poem or a brief conversation

- Listening focused on a brief extract
- A pronunciation activity
- More detailed explanation of the language focus

### Activity 2

Focuses students' attention on vocabulary and includes:

- Listening to fill in blanks
- An opportunity to work out the meanings of words by matching definitions

Tapescript of recorded sentences with targeted vocabulary

### Short Conversations

- Focused listening to five short conversations: Students hear questions before they hear an extract and choose best answers.

Post-listening activity

- Writing sentences to use new words
- Sharing sentences with peer correction

Tapescript of recording with each question followed by one of the five short conversations

### Oral Practice

The discussion of ideas or experience related to the topic includes oral activities based on using:

- Questionnaires
- Leaflets
- Tables
- Flowcharts

### Vocabulary Work

Work on more new words to follow up Activity 2:

- Listening to fill in blanks
- An opportunity to work out the meanings of words by matching definitions

Tapescripts of recorded sentences

### Short Passage

- Focused listening to a passage, such as a conversation: Students hear questions after they hear an extract and choose best answers.

Post-listening activity

- Writing sentences to use new words

Tapescript of the passage, such as a conversation, followed by questions



<ul style="list-style-type: none"> <li>• Sharing sentences with peer correction</li> </ul>	
<p><b>Extension Listening</b></p> <ul style="list-style-type: none"> <li>• More listening to varied longer conversations or speeches</li> <li>• Note-taking and completing documents</li> </ul> <p>The note-taking is based on reading instructions, and students are supposed to write in three different formats in each unit; these may include any of the following:</p> <ul style="list-style-type: none"> <li>• A booking form or application form</li> <li>• Information for a chart, table, or graph</li> <li>• A letter, report, or magazine article</li> <li>• Reference to a picture, photo or map</li> <li>• A memo, diary, or list</li> <li>• A calendar, schedule, or timetable</li> </ul>	<p>Tapescripts of longer conversations, messages, speeches or presentations</p>
<p><b>Just a Further Thought</b></p> <ul style="list-style-type: none"> <li>• Discussion of the meaning and use of proverbs or quotations on the topic</li> </ul>	<p>Brief explanations of proverbs or quotations</p>

## Introduction

This is likely to be dealt with quite briefly. The main point is that students should have a clear idea of the focus of the unit and why it is important. The teacher may use an example from the unit to show this importance. In some cases, perhaps in the early units, students may feel that they already “know” the language focus; however, “knowing” is not the same as “using”, and good use includes good levels of confidence and fluency. Experience suggests that the language elements focused on in these units are indeed necessary for Chinese students at this level to develop their oral skills with greater confidence and fluency.

## Activity 1

Where the activity here is based on listening to the recorded material, the activity can be followed up by reading and discussing the sentences or text when it has been completed. Where the activity is a discussion, the teacher may ask one or two pairs of students to report back briefly to the class. Where the activity is a pronunciation exercise (including word and sentence stress), the teacher will wish to check some students’ pronunciation of words or sentences and provide models or examples.

## Activity 2

There is more than one way to use the listening and vocabulary activity here. Students may read the sentences, predict the words they think can best fill the gap, then listen to the recording to check their predictions, before they match the definitions. Alternatively, they could first work with the word definitions before they read the sentences and listen to the recording. If the material seems easy for some students, the activity can be made more challenging if they listen and read to complete the sentence gaps simultaneously, and then match the definitions within a specified time limit. As a vocabulary check, students could cover the definitions and, looking only at the left-hand column of words, explain the meanings of the words and try to remember the sentence examples above. In this case, the same printed and recorded material can be used in different ways for variety and challenge for different classes or to differentiate the level of challenge for different groups of students within the same class.

## Short Conversations

As students listen to the recording, they will hear the question and read the various choices for the answer before they hear the five brief conversations. The hearing of the question before students hear the conversation is, of course, designed to set up a purpose or focus for the listening in advance so that students know exactly what they are listening out for. If this turns out to be too easy for certain students, the teacher could ask them to listen and make notes with their books closed: they would then depend much more on their memory and note-taking because only after hearing the conversations would they open their books to see the choices of the answers given. Students will notice that the demands for the listening increase later in the book; for instance, they may be asked more demanding questions where they have to put information together, or listen for implications, or listen to hear which answer is not true (rather than the generally easier task of listening for only one true answer). Again, then, the teacher may use the same material in different ways for different classes or groups within a class to take account of their various levels.

Where students are asked to write two sentences using two of the new words they have encountered, they are encouraged to read these sentences in groups. During this reading other students in the group are asked to point out any errors they may notice. This peer correction may be difficult or embarrassing for some students for social reasons: it may be difficult to correct one's friends. However, it should be pointed out that the activity is very useful to raise everyone's awareness of how to say things and of what is correct—peer correction can be a useful bridge to reach better levels of self-correction. Obviously, teachers do not expect students to notice all errors, so there is an element of risk here that some errors will pass unnoticed. This risk is present in most communication situations, though, and if we want students to develop their oral skills *there will always be some risk of this kind*. Teachers can minimize the risk by circulating around the class to listen for and note the errors unnoticed by students, for correction later on.

## Oral Practice

The oral practice activities are designed to be used in pairs or small groups. Discussion in such pairs or groups can be difficult at first, of course, because students may not be sure of their roles or they might be uncertain what to say or how to say it. In this book, this oral practice is facilitated here through the use of printed documents, such as questionnaires, leaflets, tables or flowcharts. This kind of activity gives students much clearer roles and provides a framework for brief oral interaction: one student can use the document in the role of an interviewer to ask the other in a pair (or another in a group) questions indicated by the format of the document; the other (or another) can reply according to his / her knowledge, experience and personal opinions. The fact that both students can read the format of the document makes the oral practice much easier. The teacher can introduce the activity by modeling a question-answer sequence, or an interview, with one or two students so that the class can hear and see a good example before they do the activity themselves. If, in fact, the activity turns out to be too easy, one student (as an interviewer) can look at the book while the other (or another) does not (so the second student depends entirely on listening and speaking). A teacher could make the activity even more demanding by asking students to look through the printed document, then close their books before they have a dialogue, and then only later open their books to check the document.

## Vocabulary Work

As indicated above, in the notes for Activity 2, there are several ways to use the Vocabulary Work. In addition, the teacher can use the words listed in the boxes with definitions in the Students' books to give a class quick quizzes for revision purposes. The teacher should encourage students to work out the meanings of the words—the main reason why, in this book, there is not a simple glossary of new words is that it is very important for students to get into the habit of working out meanings from the context or by identifying the most likely meanings from those available. In the long term, this ability to work out meanings is important and, we think, it is more important for students to develop this kind of skill than for the book or a teacher to simply provide a list with meanings and translations. The problem with the latter approach is that students tend to rely on the support given which therefore tends to hinder students in their developing the kind of skills for more independent learning which we intend to develop here.

## Short Passage

Here students first listen to the conversation or extract and then the questions. This should develop a more global listening for the main meanings and most students will find that this is more demanding than listening to the Short Conversations where they hear the questions in advance. For this reason, this section comes later in the unit: more demanding activities come after the preparation of earlier ones and when, we hope, students have more confidence to face greater

challenges. The post-listening activity is similar to that in the section of Short Conversations.

## **Extension Listening**

As mentioned in the outline framework above, this section involves students in listening to longer conversations, messages, speeches or presentations. While they listen, students are required to complete documents. There are three formats in this section. Each unit is different but the documents are designed in such formats as: a booking form or application form; a chart, table, or graph; a letter, report, or magazine article; a picture, photo or map; a memo, diary, or list; a calendar, schedule, or timetable. Essentially this is a listening and note-taking activity, but for further speaking practice the teacher can encourage students to use the completed documents to make summaries, to highlight interesting information, or to role-play interviews themselves (see Oral Practice above). The teacher can thus envisage using the Extension Listening as a way to recycle the language heard and noted so that it becomes part of students' active production. The fact that there are three different formats for the Extension Listening in most units makes this active production easier: different groups of students could take different documents for the basis of a role play and then some of these, after preparation, can be enacted in front of other groups in the class.

## **Just a Further Thought**

This is a short final activity and is really designed with two features in mind. The first is to give students further access to social and cultural elements of English-speaking (and other) cultures regarding some common sayings or quotations on the topic of the unit. (There are, of course, other cultural elements implicit in much of the recorded material and documents). So the idea here is that students should talk about what they think the proverbs or sayings mean and how they might be used in conversations. The second is to finish the unit with getting students to think, using their own ideas and interpretations. In this case, the teacher can ask students whether they think the proverbs are generally true, whether they agree with them, and whether they can think of any Chinese equivalents.

The author and editor have enjoyed writing this book and putting these materials together. We hope you enjoy using the book and find it useful.

Martin Cortazzi

Professor of Language in Education

## Contents

UNIT	SUBJECT	PAGES
1 HEALTH	<p><i>This unit considers having a balanced diet and living a healthy life style.</i></p> <ul style="list-style-type: none"> <li>You will become familiar with signpost words.</li> <li>You will practise starting a conversation, permitting an interruption, buying time, and delaying.</li> </ul>	1 — 9
2 EDUCATION	<p><i>Among other things, this unit has some tips for improving your learning of English.</i></p> <ul style="list-style-type: none"> <li>You can practise recognizing numbers which often cause confusion and making a clear distinction between numbers ending in “-teen” and “-ty”.</li> <li>You can practise getting a conversation started, correcting yourself, and interrupting.</li> </ul>	10 — 17
3 ENTERTAIN- MENT AND LEISURE	<p><i>In this unit there are sections about television, the King of Pop and ICQs.</i></p> <ul style="list-style-type: none"> <li>You can become more familiar with cardinal numbers and ordinal numbers, dates and times.</li> <li>You will practise your speaking skills, including expressing agreement and disagreement.</li> </ul>	18 — 27
4 CRIMES	<p><i>In this unit you can hear about a series of crimes and a job interview.</i></p> <ul style="list-style-type: none"> <li>You can become more familiar with common names, numbers, dates and times.</li> <li>You will practise your speaking skills, including exchanging and comparing opinions.</li> </ul>	28 — 35
5 TRAVELLING	<p><i>This unit is about tourist sites, travel arrangements, the weather and hotels.</i></p> <ul style="list-style-type: none"> <li>You will become more familiar with the pronunciation and spelling of common English names and geographical names.</li> <li>You will practise giving opinions and making direct and indirect suggestions.</li> </ul>	36 — 43

UNIT	SUBJECT	PAGES
6 THE NEWS	<p><i>This unit includes news items and details of newspaper articles and news interviews.</i></p> <ul style="list-style-type: none"> <li>You can become more familiar with linking words and phrases.</li> <li>You can practise your speaking skills, including signalling the end of a discussion, stating preferences and asking about possibilities.</li> </ul>	44—53
7 THE ENVIRONMENT	<p><i>This unit includes some environmental issues including how to be more environmentally friendly.</i></p> <ul style="list-style-type: none"> <li>You can become more familiar with differences between facts and opinions.</li> <li>There is practice in speaking skills, including identifying wrong arguments and asking questions to show disbelief.</li> </ul>	54—63
8 VIRTUAL REALITY	<p><i>This unit includes discussion about whether video games are healthy or harmful.</i></p> <ul style="list-style-type: none"> <li>You can learn about features of content words and familiarize yourself with ways of identifying them.</li> <li>You will practise speaking skills, including expressing partial agreement and adding your own opinion(s); and expressing firm but polite disagreement.</li> </ul>	64—72
9 SPORTS	<p><i>This unit features a range of sports, particularly underwater diving and basketball.</i></p> <ul style="list-style-type: none"> <li>You will become more aware of the importance of identifying words stressed.</li> <li>You will practise your speaking skills, including asking rhetorical questions and using question tags.</li> </ul>	73—81
10 WEALTH	<p><i>This unit is about economics and successful business people, like the richest man in the world.</i></p> <ul style="list-style-type: none"> <li>You will learn how to predict from particular information structures, like cause and effect and chronology.</li> <li>You will have practice in speaking skills, including identifying weak arguments and politely rejecting an idea.</li> </ul>	82—91
11 MOVIES	<p><i>In this unit there are discussions about films, film reviews and information about the Best Film awards of the Oscars.</i></p> <ul style="list-style-type: none"> <li>You will learn to listen for specific information.</li> <li>You can get practice in speaking skills, including adding information and asking about the meanings of unfamiliar words.</li> </ul>	92—101



UNIT	SUBJECT	PAGES
<b>12</b> <b>PRACTICAL JOKES</b>	<p><i>This unit looks at humour and practical jokes; it has accounts of some famous tricks played on April Fool's Day.</i></p> <ul style="list-style-type: none"> <li>• You will develop your ability to comprehend jokes.</li> <li>• You can practise your speaking skills, including acknowledging others' contribution during discussion and showing appreciation.</li> </ul>	102—111
<b>13</b> <b>RELATIONSHIPS</b>	<p><i>This unit considers the importance of personal relationships, smiling and talking to people.</i></p> <ul style="list-style-type: none"> <li>• You will become more aware of the importance of identifying themes and / or major messages of a text.</li> <li>• You will have practice in speaking skills, including avoiding misunderstanding and seeking clarification.</li> </ul>	112—121
<b>14</b> <b>SLEEP</b>	<p><i>This unit looks at the importance of sleep and what happens if we have a lack of sleep.</i></p> <ul style="list-style-type: none"> <li>• You will improve your awareness of the importance of identifying key messages and supporting details.</li> <li>• You will have practice in speaking skills, including refusing to let others speak and introducing consequences.</li> </ul>	122—130
<b>15</b> <b>COMPUTERS AND THE INTERNET</b>	<p><i>This unit is about different aspects of computer use: the Internet, ICQ chat lines, and online safety.</i></p> <ul style="list-style-type: none"> <li>• You will learn to identify speakers' attitudes.</li> <li>• There is practice in speaking skills, including giving examples and introducing paraphrases.</li> </ul>	131—139
<b>16</b> <b>THE SENSES</b>	<p><i>This unit considers interesting aspects of the five senses and disabilities, such as being blind.</i></p> <ul style="list-style-type: none"> <li>• You will look at features of stressed words and understand the importance of identifying these words.</li> <li>• You will have practice in speaking skills, including directly persuading people and directly rejecting people's advice.</li> </ul>	140—149
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# UNIT 1

## HEALTH

### **AIMS:**

- To familiarize learners with signpost words such as “*after*”, “*before*”, “*first*”, “*then*”, “*later*”, “*next*”, “*finally*”, etc.
- To provide practice in speaking skills, including:
  - starting a conversation;
  - permitting an interruption;
  - buying time; and
  - delaying
- To improve learners’ knowledge of vocabulary

### **Part One INTRODUCTION**

#### **Activity 1**

Announcer: Part One, Activity 1 is about to begin.

Listen to the tape and match items from Column A with the correct items from Column B. Follow the example.

(Tone)

- 1) Before she goes to bed, she usually says goodnight to her parents.
- 2) First, turn on the computer. Then, enter your password.
- 3) She closed the window. Then she locked the door. Finally, she turned off the light.

- 4) First, he worked as a clerk. Then, he became an assistant executive. Later, he was promoted to be a manager.
- 5) Once he had finished his studies in Shanghai, he went to study in the United States.

(Tone)

Announcer: That's the end of Part One, Activity 1.

## Activity 2

Announcer: Part One, Activity 2 is about to begin.

Listen to the recording, and fill in each blank with one of the words or expressions given in the box below.

(Tone)

- 1) Although I go jogging every week, I can't run very fast.
- 2) Have you read today's news headlines?
- 3) This shirt is too big for me. I'd prefer a medium-sized one.
- 4) We carry out frequent inspections to check whether factories follow our regulations.
- 5) Mr Wang divided his money and gave a portion to each of his children.
- 6) Fast food has a lot of calories. You'll gain weight if you eat a lot.
- 7) You should have a balanced diet. You shouldn't eat too much meat.

(Tone)

Announcer: That's all for the listening of Part One, Activity 2.

## Part Two SHORT CONVERSATIONS

Announcer: Part Two is about to begin.

In this section, you will hear five short conversations. At the beginning of each conversation, a question will be asked about what will be talked about. You may make brief notes on the note sheet provided. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter with a single line through the centre.

(Tone)