

新视野

NEW HORIZON
COLLEGE ENGLISH

大学英语

听说教程

<http://www.nhce.edu.cn>

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

1

新视野

(京)

NEW HORIZON COLLEGE ENGLISH

大学英语

听说教程

总主编：郑树棠
 主编：徐钟 毛忠明
 编者：冯奇 肖福寿 宋继平
 陈希文 朱金花

<http://www.nhce.edu.cn>

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

1

(京)新登字 155 号

图书在版编目(CIP)数据

新视野大学英语听说教程 1/郑树棠总主编. - 北京:外语教学与研究出版社, 2001
ISBN 7-5600-2508-0

I. 新… II. 郑… III. 英语-听说教学-高等学校-教材 IV. H31

中国版本图书馆 CIP 数据核字(2001)第 089528 号

版权所有。未经版权所有人书面同意,不得以翻印、复录、信息存储、网络传输等任何形式复制、
演绎或使用本系列教材(包括音带、光盘与网络课程)的文字、图像、录音、电子文本等内容,违者必究。

新视野大学英语

听说教程 1

总主编: 郑树棠

* * *

项目负责: 徐建中 雷 航

责任编辑: 常小玲 吴 静

执行编辑: 张欣宇 张 盈

外研社大学英语部:

电话: 010-68917544; 68917848

传真: 010-68916344

E-mail: ced@fltrp.com.cn

宗旨: 推动科研 服务教学

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com.cn>

印 刷: 北京新丰印刷厂

开 本: 787×1092 1/16

印 张: 9

版 次: 2001 年 12 月第 1 版 2002 年 6 月第 4 次印刷

书 号: ISBN 7-5600-2508-0/G·1182

定 价: 14.90 元(附赠光盘一张)

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)68917519

前 言

大学英语教学的发展历程可追溯到20世纪80年代初期,我们的外语教育家们博采古今中外之长,精心打造,推出了《大学英语教学大纲》、大学英语四六级考试和一套套各具特色的精品教材,创造了大学英语教学蓬勃发展、满园春色的今天!

新旧世纪的更迭,不是简单的循环,而是递增上升、渐进的过程。新世纪带来的是新的起点、新的追求、新的视野。在教育战线上,我们看到了宏伟壮观的“面向21世纪教育振兴行动计划”、“新世纪高等教育改革工程”、“新世纪网络课程建设工程”等等一系列新世纪的大项目。

“新世纪网络课程建设工程”是国务院批准的教育部“面向21世纪教育振兴行动计划”的重点工程,由教育部组织实施。“新世纪网络课程建设工程”计划用两年左右的时间,建设200门左右的基础性网络课程,其中包括针对大学英语课堂的网络课程——《新视野大学英语》。

《新视野大学英语》沐浴着新世纪的曙光,带着思索与遐想问世了。《新视野大学英语》的作者们怀着十分诚挚的愿望,愿与广大大学英语界的同仁们共同探讨大学英语再上一个新台阶的思路。

一、《新视野大学英语》的探索

《新视野大学英语》的设计、编写和制作过程是一个向外语界同仁学习的过程,一个上下求索的探索过程。《新视野大学英语》的编写思路主要出于以下几个方面的考虑,边尝试边开拓,以延伸大学英语的发展空间。

1. 传统的课本与光盘、网络课程

《新视野大学英语》同步提供课本(Textbook)、光盘(CD-ROM)与网络课程(Online Course)。传统的课本是几千年文化的遗产,为人类培养了一代又一代的社会栋梁。课本有其自身的编写体系,摈弃课本会严重影响多年以来形成的教学习俗。课本仍然是最根本的教学工具。课本与光盘、网络课程的同步推出,有助于教学内容的拓宽,教学内容有可能从课本开始,通过因特网的延伸,连接到多元化的信息系统;课本与光盘、网络课程的同步推出,有助于教与学的观念转化和手段更新,传统的“灌注式教学”逐步演化到自主选择、参与式的教学;课本与光盘、网络课程的同步推出,会引起教学模式的转变,既可以实现由教师现场指导的实时同步学习,也可以实现在教学计划指导下的非实时自学,还可以实现通过使用电子邮件、网上讨论区、网络通话等手段的小组合作型学习等等。

2. 课堂教学与网络教学

《新视野大学英语》继承了传统课堂教学的优良传统,网络课程不仅有教学内容的投递,还有学生学业管理模块,跟踪学生学习以及完成练习的过程,并自动记录学习的情况,提供平时学习成绩的查询。网络课程还提供题库及实施考试的工具和环境。为增加网络教学过程的交互功能,该课程还提供学生异步通讯的交互工具,如电子邮件、网上讨论区等。然而这一切只是课堂教学的延伸、补充和加强,绝对不是取代课堂教学。面对面的课堂教学仍然是师生交互的重要手段,在网络课程内容日益丰富、应适量减少重复内容讲解课时的情况下,尤其要加强面授形式的课堂教学与辅导。

3. 基本教学内容与教学内容的拓宽

《新视野大学英语》的网络课程提供了极为详尽的教学内容,这是传统教学模式中最基

本的教学内容。网络课程同时提供了网上工具,便于教师自行制作教案或修改网络已提供的教案,丰富和完善教学内容。另外,网络课程还提供了与课文内容相关的网址,便于教师、学生上网查找,为发挥学生的主动性提供了个性化学习的空间。然而,在基本教学内容与拓宽的教学内容之间,应以基本教学内容作为教学的主要任务,这一点在任何情况下都不容忽视。

4. 《大学英语教学大纲》与《新视野大学英语》

《大学英语教学大纲》[修订版]是《新视野大学英语》设计、编写和制作的指导思想,贯穿于《新视野大学英语》的全教程。《新视野大学英语》一级的起点为1800单词,在1-4级教材中覆盖全部的四级词汇,在5-6级教材中覆盖全部的六级词汇。《大纲》要求“培养学生具有较强的阅读能力和一定的听、说、写、译能力,使他们能用英语交流信息”。《新视野大学英语》始终将阅读能力的培养放在首位,同时培养听、说、写、译的能力,学生用书设计成《读写教程》、《听说教程》、《综合训练》,囊括大纲规定的教学任务。根据《大纲》提出的分类指导的教学原则,《新视野》设计为从预备1、2级开始,一直到大学英语1-6级,共有8个级别。各使用院校完全可以根据生源情况,选择任何一个级别作为学习的起点。

5. 语言学理论与教学实践

从20世纪80年代开始,许多语言学、应用语言学的著作陆续引进我国,广大大学英语教师在教学实践的同时,潜心攻读理论,把理论应用于教学实践和教学科研。《新视野大学英语》在设计、编写和制作的过程中,十分注意理论对实践的指导作用。根据第二语言习得的理论,对阅读课文的长度有适当的控制,如《读写教程》一级的课文一般在700 words左右,《读写教程》二级的课文在800 words左右,《读写教程》三、四级的课文则控制在900 words左右,快速阅读则每篇控制在300 words左右。每篇课文出现的单词数量控制在课文总词量的5%至7%左右,尽可能地提高核心词汇即四级词汇的出现率和复现率。

《新视野大学英语》把应用语言学中语篇分析的理论糅合于课文结构分析和写作指导;阅读技能从每单元的B篇课文开始介绍,通过讲课、练习把阅读技能的学习和应用贯彻于每单元的A、B、C三篇课文中去。无论是阅读技能或写作技能,均以阅读课文作为分析、研究的蓝本,练习内容也取材于课文本身。

6. 教学与测试

测试是教学的重要检测和验收手段。以计算机为基础的现代信息技术的应用以及测试理论与实践的发展,为我们提供了各种不同性质、不同目的的测试。在教学过程中,我们选择以学业测试作为主线,引导学生在教材学习上多下功夫。《新视野大学英语》同步提供每级教材的试题库。教师可以根据教学进度和学生的学习情况,选择某一个或几个题型作为测试内容,测试的时间也可以根据需要,进行五分钟的小测验,或两个小时的综合测试。另外,《新视野大学英语》也提供了测试工具,教师不仅可以从题库中选择试题,也可以删改或增加试题。试题库提供的试题可以在学校局域网上进行测试,组织几个甚至更多的教室同步测试,也可以在不联网的情况下组织测试,在计算机上实现无纸化测试。而且教师可以从试题库获取试卷、录音,在打印之后,用传统的方式组织小测验或测试。

7. 教学与科研

《新视野大学英语》的设计、编写、制作过程是一个教学与科研相结合的探索过程,反过来它又为教学科研提供了园地。在编写过程中,我们同时设计和制作了专用的配套语料库。

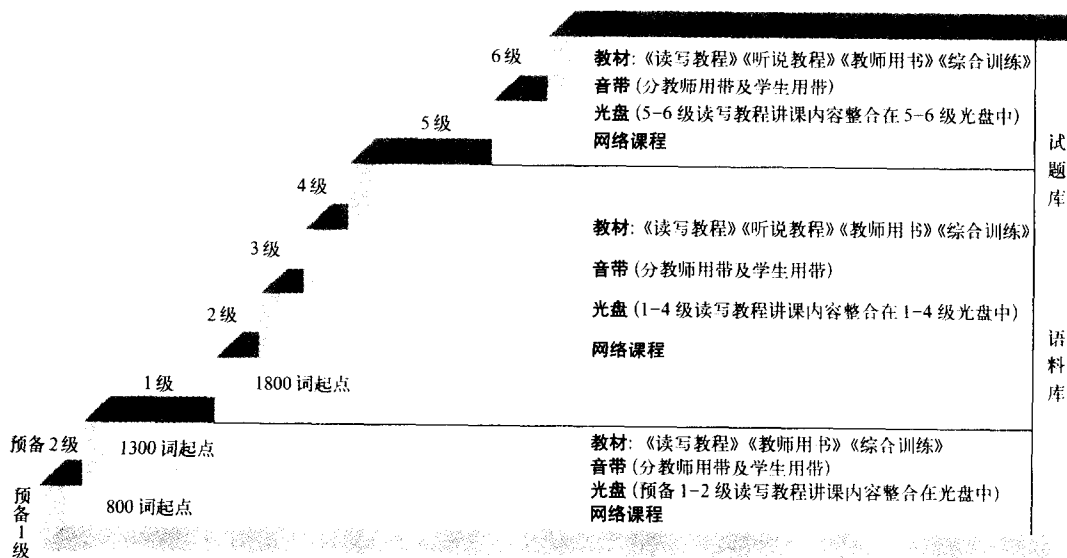
根据目前情况,估计语料库的最终规模可达到150万词左右,相当于国外著名的Brown, LOB语料库的最初规模,也相当于最近国外学术界推出的 Cobuild TEFL 的规模,可以适用于各种不同的教学研究。语料库的建立既为本套教材的编写提供素材,也为教材评估和让有识之士提出批评建议提供了依据。

8. 《读写教程》、《听说教程》与《综合训练》的关系

《新视野大学英语》的《读写教程》以题材为中心组织单元,但每个单元三篇课文的体裁形式不尽相同。《听说教程》配合《读写教程》的中心话题展开并组织听、说训练,《综合训练》则配合《读写教程》对词汇、语法、结构、翻译、阅读等多方面提供进一步操练的内容。《新视野大学英语》以《读写教程》为主线,以培养读、写、译的能力为主,同时结合《听说教程》和《综合训练》全面培养听、说、读、写、译的能力。

二、《新视野大学英语》的框架结构

《新视野大学英语》拥有课本、光盘与网络课程三种不同的载体,既可以选择使用,也可以组合使用。《新视野》的主教材每一级分别有《读写教程》、《听说教程》、《综合训练》以及《教师用书》。现把《新视野》全套教材的框架结构图表显示如下:



注: 题库只以软件包形式向使用院校或单位提供。

三、《新视野大学英语》的编写和制作队伍

《新视野大学英语》项目总负责人、教材总主编为上海交通大学郑树棠。

《新视野大学英语》顾问有胡文仲、杨惠中、汪榕培、Dr. Joyce A. Wilkinson (加拿大)、Dr. Frank Borchardt (美国)。

参加《新视野大学英语》编写、制作的单位有: 上海交通大学、清华大学、东北大学、哈尔滨工业大学、同济大学、北京师范大学、华东理工大学、北京理工大学、北方交通大学、

KAL 09/01

上海大学、上海师范大学、北京工业大学、天津大学、南开大学等。

《新视野大学英语》编委会成员有(以姓氏笔划为序): 王亚平、王焱华、毛忠明、许建平、李思国、乔梦铎、吴江、吴树敬、辛丁、汪家树、陈永捷、陆伟忠、郑树棠、周国强、周俊英、罗立胜、金启军、胡全生、徐钟、徐玲、顾大喜、黄跃华、嵇伟武。

参加《新视野大学英语》编写、制作的有全国十余所学校几十名资深教授和中青年骨干教师。

《新视野》只是一枝刚刚破土而出的幼苗,需要我们去灌溉和呵护;《新视野》提供给广大教师的是教学、实践、创造、发展的园地。岁月的交替,不是最后的定格,而是进步演化的开始,关键在于我们是否辛勤地付出……

《新视野大学英语》编委会

2001年9月

编写及使用说明

《听说教程》是《新视野大学英语》的主干教材之一，分1-6级，每级10单元，供一个学期使用。

《听说教程》与《读写教程》密切配合，以《读写教程》主干课文 Passage A 的主题为基础，充分利用课文中已学过的语言素材进行听说训练。通过听说训练进一步消化《读写教程》所学的内容，集中对听说、尤其是说的技能进行由易到难的训练，使学生在提高读写能力的同时，也提高听说能力，从而实现《大学英语教学大纲》[修订版]对读写和听说两个层次上所提出的要求。

《听说教程》一、二级为基础阶段，要求学生在听懂不同情景的短篇对话、幽默故事和短文的基础上，着重训练复述、问答和对话的能力。从三级开始，难度逐渐提高，转向以话题为中心，在听懂语言材料的基础上进行讨论、辩论、评述和短篇演说，听力和听说材料的难度和长度逐渐提高，提示逐渐减少，使学生有更大的发挥余地。

《新视野大学英语：听说教程1》分四个部分：

第一部分为听力训练。设计有 Understanding Words, Understanding Sentences, Understanding Passages 等内容。

第二部分为说的能力训练。设计有 Practicing Conversational Skills, 为语言功能意念训练，贯彻大纲所提出的有关语言功能意念的教学要求。说的能力训练还围绕《读写教程》课文 A 篇内容进行复述和讨论，内容由浅入深。

第三部分为听说训练。听说相结合，先听后说，有 Note Taking, Retelling, Role Play, Discussion 等内容。

第四部分是课外练习。主要有对话或演讲练习、书面作业和听力训练等。

我们建议使用《听说教程》时，课外以听为主，课内以说为主，听与说相结合。《听说教程》配有光盘和音带。

《新视野大学英语》总主编为上海交通大学郑树棠。

《新视野大学英语：听说教程1》主编为上海大学徐钟、毛忠明，参加编写的主要人员有上海大学冯奇、肖福寿、宋继平、陈希文、朱金花等。

《新视野大学英语：听说教程1》由郑树棠、Joyce Wilkinson 审定全稿。

在从事材料整理、计算机处理等方面上海交通大学陈庆昌、冯宗祥、赵勇、管博、朱一凡、杨敏敏、阮东生等做了大量的工作，在此一并表示感谢。

编者
2001年9月

Unit 1

LEARNING A FOREIGN LANGUAGE

LISTENING

Understanding Words



Listening Task 1

Listen to the following 10 words from Passage A, Unit 1. Can you choose the right meaning from (A), (B) or (C)? Don't worry! I'll read each word to you twice. The first time, you can just listen. The second time, you'll have 5 seconds to make your choice.

- | | | |
|-----------------------|-----------------------|--------------------|
| 1. (A) understanding | (B) mistake | (C) sense |
| 2. (A) making fearful | (B) making difficult | (C) making ashamed |
| 3. (A) disappointing | (B) exciting | (C) operating |
| 4. (A) exercise | (B) success | (C) entrance |
| 5. (A) moving | (B) lifelike | (C) empty |
| 6. (A) smallest | (B) fastest | (C) greatest |
| 7. (A) helping | (B) terrible | (C) unhappy |
| 8. (A) service | (B) notice | (C) promise |
| 9. (A) best condition | (B) favorable results | (C) good advice |
| 10. (A) difference | (B) ladder | (C) environment |

Listening Task 2

Now, you'll hear 10 sentences. There is one word missing in each sentence. Can you fill them in? Just take it easy! I'll read each of the following sentences twice. The first time you can just listen, and the second time, you'll have a break of 10 seconds following each sentence. During the break, you can write down the missing word. Please watch your spelling!

1. My experience with foreign language learning is both challenging and _____.
2. This positive class _____ makes me eager to answer the teacher's questions.
3. As I totally lost my desire to speak English, I didn't _____ much in class.
4. In order to come up to some general education requirements, all students are _____ to take a course in English.
5. The communication _____ for an online course is a computer, phone line and modem.
6. I lost no time in getting _____ to the necessary equipment.
7. Online learning requires much time, _____ and discipline to keep up with the flow of the course.
8. Once in a while I cried with _____, and sometimes I felt like giving up.
9. Even though I had made a great number of mistakes, I finally reaped the _____ of all my hard work.
10. Not only will learning a foreign language teach us the value of hard work, but it will also give us _____ into a new culture.

Understanding Sentences



Listening Task 1

Listen to the following 10 sentences. After each sentence, there'll be a break of 10 seconds. During the break, read the two choices (A) and (B) and choose the one that is the best answer.

1. (A) The teacher told us to buy our textbooks.
(B) We know where to buy our textbooks.

2. (A) Mary and Jack explained the text yesterday.
(B) Someone explained the text yesterday.
3. (A) Our monitor forgot the actor's name.
(B) Our monitor forgot the name of the film.
4. (A) He went to Washington to attend a school meeting last week.
(B) He returned from a school meeting in Washington last week.
5. (A) She didn't want to finish her assignment.
(B) She is going to finish her assignment.
6. (A) She has taken an online course.
(B) She wants to take an online course.
7. (A) He went to New York to open a school.
(B) He went to school in New York.
8. (A) Jack likes to study and do his lab work.
(B) Jack is a poor and lazy student.
9. (A) She wants to see the professor.
(B) She will see the professor soon.
10. (A) He wants to know the way to the Chairman's Office.
(B) She was told the way to the Chairman's Office.

Listening Task 2

In this task, you'll hear another 10 sentences. At the end of each sentence, there'll be a break of 10 seconds. During the break, you'll read the three choices marked (A), (B) and (C), and choose the best answer to complete the sentence.

1. Last year, Mary was the _____ student in her class.
(A) worst (B) best (C) laziest
2. She _____ wants me to finish the course.
(A) probably (B) certainly (C) never
3. I _____ his letter the other day.
(A) found (B) sent (C) burned
4. He could _____ the library computers.
(A) borrow (B) sequence (C) use
5. The differences between what students learn and what society needs _____.
(A) have become more and more explicit
(B) have been ironed out
(C) will arise in the near future

6. Mr. Brown is a good driver, _____.
- (A) and so is his wife
(B) but his wife isn't
(C) and he looks like his wife
7. Foreign language learning is very difficult but I _____.
- (A) am improving day by day
(B) got a first prize for it
(C) benefited a lot
8. All school students were asked to _____ an online course.
- (A) take part in (B) start (C) prepare for
9. I _____ my experience with English learning.
- (A) will never forget (B) do want to record (C) really value
10. The online course is _____ for me.
- (A) out of my reach
(B) too much
(C) technically difficult

Understanding Passages



Listening Task 1

Listen to the following 3 passages. Each passage is followed by 5 questions. After you hear a question, there'll be a break of 10 seconds. During the break, you'll read one sentence. Choose T if you think the sentence is true according to the passage you've just heard and F if it is false.

Passage One	Questions 1 to 5 are based on the passage you have just heard.
T / F 1.	It means attending school at night or for one weekend a month.
T / F 2.	The students can attend school full time.
T / F 3.	Two benefits of good distance learning programs are mentioned in the talk.
T / F 4.	A business will be able to develop better relations with universities.
T / F 5.	It will add to the knowledge development of a worker.

Passage Two	Questions 6 to 10 are based on the passage you have just heard.
T / F 6.	Language learners could ignore their mistakes in communication.
T / F 7.	They can do it by comparing their speech with that of native speakers.
T / F 8.	They won't be able to learn very much about the foreign culture.
T / F 9.	It is because native speakers will ignore their mistakes.
T / F 10.	Mistakes are not important in the course of learning a language.

Passage Three Questions 11 to 15 are based on the passage you have just heard.

- T / F** 11. This talk mainly deals with how to speak English with native speakers.
T / F 12. This is because they seldom meet native speakers.
T / F 13. It is because they are poor at spoken English.
T / F 14. We can speak English well by doing more speaking.
T / F 15. It means "go on fearlessly".

Listening Task 2

In this task, you'll hear another 3 passages. Each passage is followed by 5 questions. After you hear a question, there'll be a break of 10 seconds during which you can choose the best answer from the four choices given.

To Help You

formula: a general law, rule, fact, etc., expressed in a short form by means of a group of letters, signs, numbers, etc.

alphabetical order: the way in which the set of letters used in a language is listed

Passage One

Questions 1 to 5 are based on the passage you have just heard:

- (A) To learn English. (B) To study communication.
(C) To have a medical meeting. (D) To visit Europe.
- (A) To a doctor from Africa. (B) To a person from Japan.
(C) To a doctor from Japan. (D) To people from Europe.
- (A) Less than 600 million people around the world.
(B) Nearly 600 million people around the world.
(C) About 300 million people around the world.
(D) Nearly 800 million people around the world.

4. (A) 800 million people. (B) Nearly 600 million people.
(C) About 300 million people. (D) The speaker didn't say.
5. (A) For meetings with other language students.
(B) For learning their better grammar.
(C) For travelling around the world.
(D) For international communication.

Passage Two

Questions 6 to 10 are based on the passage you have just heard:

6. (A) Only to learn several subjects. (B) To make a living.
(C) To get an education. (D) Only to learn skills.
7. (A) To teach his students everything he knows.
(B) To know everything.
(C) To teach the students how to think.
(D) To teach the students how to study by themselves.
8. (A) Only a certain formula. (B) How to learn some facts by heart.
(C) Only some facts. (D) The method to answer the problem.
9. (A) They received a good education. (B) They were very clever.
(C) They knew how to learn. (D) They learned lots of facts and formulas.
10. (A) They read a lot of books and asked many questions while reading.
(B) They did thousands of experiments.
(C) They always worked hard and never wasted time.
(D) All of the above.

Passage Three

Questions 11 to 15 are based on the passage you have just heard:

11. (A) To ask your teacher. (B) To think hard.
(C) To give up. (D) To look it up in a dictionary.
12. (A) Its pronunciation.
(B) Its part of speech.
(C) The use of it.
(D) Its pronunciation, the part of speech and the use of it.
13. (A) The words beginning with the letter A.
(B) The words beginning with the letter E.
(C) The simple words.
(D) The very short words.

14. (A) Blind, boyfriend, murder, movement.
 (B) Blind, boyfriend, movement, murder.
 (C) Boyfriend, blind, movement, murder.
 (D) Movement, murder, blind, boyfriend.
15. (A) It is useful in learning Chinese.
 (B) It is our good friend in learning Chinese.
 (C) It is our good friend in learning English.
 (D) It is not useful in learning English.

SPEAKING

Practicing Conversational Skills

Focus

Greetings and **good-byes** are quite common in most meetings with others and are often seen as a matter of good customs. What kind of expressions, then, do you use when you greet or say good-bye to each other?

If you aren't quite sure of such expressions, never mind. The following activities will help you.

Speaking Task 1

The following expressions are often used for greetings and good-byes. Please read and remember them now.

Greetings

1. Hi!
2. Hello!
3. How are things with you?
4. How do you do?
5. Glad to see you.

Good-byes

1. I'm afraid I must go now.
2. It's getting late. I must go now.
3. I'd better be going now.
4. It's about time I have to leave.
5. I must be off now.

Responses to greetings

1. Fine, thanks.
2. Very well, thank you.
3. Same as ever.
4. Everything is all right.
5. Not too bad.

Responses to good-byes

1. I'm sorry you have to leave.
2. Can't you stay a little longer?
3. I won't keep you then.
4. I look forward to seeing you again soon. Bye!
5. I hope to see you again. Have a good trip.

Speaking Task 2

Now look at the following short conversations. Please first try to complete the conversations with what you have learned from Speaking Task 1. Then when you listen to the recording, make corrections if necessary. After that, practice the conversations in pairs. Please pay special attention to the expressions used for greetings and good-byes.

Conversations About Greetings

Conversation 1

A: Hi, Fred. How are things going?

B: Not too bad.

A: How's your family?

B: _____

Conversation 2

A: Hello, John!

B: Hello. Haven't seen you for ages.

A: Yes, I'm pretty busy lately. How about your studies?

B: _____

Conversation 3

A: Imagine meeting you here, John!

B: Mary! What a surprise!

A: _____

B: Fine, thanks, Mary. And you?

A: Very well, thanks.

B: How's your family?

A: _____ How's Jane these days? Have you heard from her?

B: She is fine. She's got a new job in Washington.

A: I'm glad to hear it. Remember me to her.

B: OK. Give my love to your family. Bye.

A: Thank you. Bye.

Conversations About Good-byes

Conversation 1

A: I'm afraid I've got to go now.

B: It's still early.

A: I must be off now.

B: _____

Conversation 2

A: It's getting late. I must go now.

B: _____

A: I'd love to, and it's very nice talking with you. But I have a meeting.

B: It's a pity you have to leave so soon.

Conversation 3

A: I'm afraid I must go now.

B: Good-bye, and have a good journey.

A: Good-bye and thank you for all you've done for me here.

B: My pleasure. _____

A: Bye.

Speaking Task 3

Work with another person. One of you will take the part of A. The other will take the part of B. Make up short conversations based on the following situations, using some of the expressions for greetings or good-byes.

1. Although they are good friends, A and B haven't met each other for over ten years. Now A has just returned from another country, and B happens to meet A in the street.
2. A used to be B's boy/girl-friend, and B happens to meet A on a bus.
3. A is B's English teacher, and B happens to meet A in the hallway.
4. A is a new foreign student, and B is a Chinese student. A happens to meet B on the college grounds.
5. A has invited B to dinner. After dinner, B thinks it's time to leave. B says good-bye to A.
6. A has been ill and B goes to see her. Half an hour later, B wants to leave.
7. A is a native speaking English teacher and B comes to A's place for advice. Now B plans to leave.
8. A goes to B's birthday party. In the middle of the party, A plans to leave.

Discussing the Text**Speaking Task 1**

Think again about the text you have read in Passage A. Can you tell the class about its main idea? Please have a try!