

视听英语

Audio-Visual English

中国高校外语电教协会编

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外语教学与研究出版社

1984 北京

12

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开户银行:北京人民银行西城区办事处。账号:8902573。

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视听英语(十二)

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 5.5印张 160千字

1984年10月第1版 1984年10月北京第一次印刷

印数1——33,500册

书号: 9215·235 定价: 0.55元

我们的第二轮试验

探索性的试验我们是从一九七二年开始的,那时就想摸索一条教外语较好的路子来,后来由于种种原因停顿下来。一九七八年冬我们在领导的支持下开始了初次试验。那是在北京外语学院分院,参加的学生有二百人,历时四年。试验的主要方式就是开展电化教学。由于分院是新建学校,在人力师资上遇到很大困难,迫使我们不得不在电教上想办法。在北京市的大力支持下,我们购买了现代化教学设备,在教学中大量使用录音带、录象带、闭路电视、语言实验室等,取得了可喜成果。毕业生达到规定标准,受到用人单位的欢迎。这次试验给了我们很大启发,感到开展电教大有可为。为此坚定了我们继续进行试验的信心。

第二次试验是在北京外语学院电教研究中心进行的,参加的是来自全国各地的公共英语教师。直接负责教学的有七名教员,还有许多其他同志协助此项工作。第一期试验从一九八三年九月开始,到今年七月结束。这里我们向大家把这个班的情况做一个简单的介绍。

我们工作的重点是在一年中通过强化训练帮助这些教师打好较好的听说基础,使回去之后能用外语上课,并有条件采用新的教学方法。我们的课程安排如下:

1. **精读:** 每周4学时,两小时看录像,两小时上小课。录像带是由英国专家阿思特夫人帮助摄制的,主要是讲解北外《英语》第三、四册的课文。在小课中教师进行补充讲解,并进行必要的口笔语活动。
2. **泛读:** 每周4学时,两小时看录像,主要是看《雾都孤儿》,《逃跑的人》,《格利佛游记》,《简爱》、《大卫高柏菲尔》等简写读物的录象带,2小时在语言实验室上小课,讨论各书内容。第二学期不设此课,而代之以“英国社会”“美国历史”等课程。
3. **听说课:** 每周4学时,两节由外国教师上课,在课堂进行口语练习,两节在语言实验室,由中国教员帮助发展听、说能力。第二学期在实验室上课时间增加到4小时。除一般听说训练外,还进行听外台广播及托福听力测验等活动。
4. **外语报告及看幻灯片、电影:** 每周听一次知识性内容的外语报告,(如美国概况,节日等)。看原版的幻灯片(有故事性的也有知识性的)及电影,以此增加接触地道英语的机会。看幻灯及电影时适当给以帮助(总共每周约三小时)。

此外为了照顾学员中的差异,我们还给基础较好学员开设“高级英语课”,给基础较差同学开设辅导课。

我们这种安排总的特点是突出听说,精读泛读等各门课程全都贯彻发展听说能力这个总要求。学员的时间分配大致如下:三分之一上课,三分之一听录音和进行练习,三分之一用在读写上。每周上课之后都把精读、泛读、外语报告的磁带发给学员,此外,还发给比较多的课外泛听磁带。要求同学主要通过听来吸收语言知识,同时把听到的东西尽量复述出来,以收巩固之效。在听说课中经常进行即席复述(即一篇东西听三遍后复述出来),有准备复

述（每次至少讲二十分钟，必须复述听来的材料），快速回答等训练，以此发展听说能力并加强记忆力。我们强调大运动量（即大量听说实践）。除上课外，我们十分强调课外苦练。我们组织了一个“口语俱乐部”，参加者都要交“学费”，即每周交一两盘额外录音带，内容主要是复述外语报告或外国教师讲课。开始时只有四人参加，到后来发展到五六十人。经过这样的苦练，大家进步很快。寒假回家时许多人录了五至十盘录音带交上来作为寒假作业。

对这个班我们还没有来得及作详细的总结。但有几点是可喜的：

1. 语言能力特别是听力有大幅度提高：

有三分之一以上的学员得了5分，其他一般都是4⁺或4分。大多数学员能听懂外台，能作一小时的连续讲话，回去后能用英语上课，语音语调自然，讲话基本上流利平稳。笔语成绩也较好，一些基础薄弱的学员也取得4分成绩。

2. 记忆力有所增强：

开始准备二十分钟复述要花费七八小时甚至十几小时，最后听几遍就能复述出来。最后考试时选用了一篇10分钟长的材料，同学们听了三遍，一般都能复述出来。

3. 对新的教学路子有了较深认识：

通过亲身实践，对新的教学方法有了较深体会。大多数学员都打算回去后用这个方法去教他们的学生，也准备在教学上闯出一条新路子来。（不少人已接受任务，回去后开办试验班。）

当然我们的工作中缺点也是不少的，由于准备仓促，计划性不够强，教材还不够系统化，录象带还比较粗糙，有些课的质量尚待提高。我们决心在第二期培训班中加以改进。新的一期培训班课程将作如下安排：

1) 精读课（每周5节）：

1. 教材：第一学期用北外《英语》三、四册课文（选用）

第二学期用《高级英语》课文（选用）

2. 上课方式：两节至三节看录象（由外籍专家讲授），一节在语言实验室，用问答等方法让学员进一步巩固讲授要点，另外两节（或一节）做口笔头练习。

2) 听说课（每周5节）：

1. 口语会话课：由外籍教师带领分小班上课，每周每个学员有两节时间和外教在一起练习。

2. 实验室听说训练3节：除一般听说练习外，将包括听外台广播、托福测验、口译等内容。

3) 各类讲座或讲演课（每周6节）

第一学期拟开“语言讲座”，“知识讲座”及“英美地理”。

第二学期拟开“语言学”，“历史讲座”，“英国社会”等课。

4) 课外活动（每周3节左右）：放幻灯片，录象带或电影。

在实践中我们将进一步总结提高。争取在三年后总结出一套比较完整的经验，并编出一套附有录象带、录音带的教材供各院校采用。那时教师培训工作的步伐可能再加大一些，质量也可能提高一点。希望这一轮的试验对教师培训，对公外教学能产生一些积极的作用。为了外语教学的改革，我们将把试验继续进行下去。“实践出真知”，我们相信这是探索更有效教学路子的必经之路。让我们共同努力，一步步开创出外语教学的新局面。

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A Basic Course in English (IV)

by Shen Bao-qing

PART II

UNIT 1

THE THINGS YOU DO

LESSON 1

A Busy Week for Benny

— Things Going to Happen in the Future

Benny is in his bedroom. The room is now in a terrible mess. There are clothes, shoes, books, ping-pong bats, tennis rackets, musical instruments, model planes, waste paper and other odds and ends everywhere because he is packing. Benny is going to college next week. He has been enrolled in Nanjing University. And he is getting things ready.

Next week will be a busy time for Benny. He will have a thousand and one things to do. On Monday he is going to the railway station to book the train ticket. That is very important. He mustn't forget that. On Monday afternoon he is going to his middle school to say goodbye to his former teachers.

On Tuesday morning he's going to do some shopping in town. He has to buy a few things before he leaves. He needs an alarm-clock, a travelling bag, some cassettes for his recorder and a few toilet things. And on Tuesday afternoon he's going to have a haircut at the barber's. On the following day, that is, on Wednesday, his uncle and aunt are going to give a farewell party in his honour. He's going to the party. And he must not forget to bring some presents for his little cousin Tommy.

On Friday morning he is going to have his luggage sent to the station. He is going to take the 5.45 train on Friday afternoon. His parents and friends are going to see him off at the station. Benny hopes Friday will

be a fine day. But then there is nothing you can do about the weather. You can only keep your fingers crossed.

WORD LIST:

<i>noun</i>	<i>verb</i>
present	pack
ping-pong bat	book (a ticket)
tennis racket	take (the train)
musical instrument	see (sb.) off
model plane	cross (one's fingers)
waste paper	must not (mustn't)
odds and ends	have to
alarm-clock	<i>adjective</i>
travelling bag	important
toilet things	terrible
railway station	former
farewell party	
the barber's	

EXPRESSIONS:

in a (terrible) mess
in one's honour
a thousand and one things
get things ready
keep your fingers crossed

STRUCTURES TO LEARN:

- v.t + obj. + o.c.
to get things *ready*
to get things *done*
to keep your fingers *crossed*
to have your hair *cut*
to have the luggage *sent* to the station
to have the alarm clock *set*
- There is nothing you can do about the weather.
There is something I want to tell you.

Is there anything I can do for you?
There is nobody I can talk to.

3. The future tense

Tomorrow will be a fine day.
Tomorrow is going to be a busy day.
Benny is going to town tomorrow.
Benny is going to book the train ticket tomorrow.
He is leaving.
He has to buy a few things before he leaves.
I'll go tomorrow if I don't do anything else.
(He was about to go when someone came.)

ORAL WORK ON THE TEXT:

1. Put questions to the text:

e.g. Where is Benny now?
Why is his room in a mess?
Where is Benny going next week?
Will Benny have a busy time next week?
What is he going to do on Monday?
Is booking the train ticket very important? etc.

2. Retelling:

- 1) Retell the text in the future tense.
- 2) Change the subject "Benny" into a girl's name and make a few other changes in the text.
- 3) Change the subject into the first person 'I' and retell it in the past tenses:

e.g. My room was in a mess.
The following week would be a busy time for me.
On Tuesday morning I was going to do some shopping in town, etc.

- 4) Retell the text in the past indefinite tense, using as the subject of a sentence any name(s) you like (Benny, Nancy, David and Henry, etc.):

eg. David and Henry were busy getting things ready.
They went to the railway station to book the train tickets last Monday, etc.

3. Tell about your own experience:

- 1) How did you feel when you knew you were allowed to enroll in college?
- 2) Did your friends come to congratulate you?
- 3) Did you have a busy time making preparations before going to college?

LESSON 2

Making Excuses

— Things That Happened in the Past

- A: Look here, Miss Roberts. This is the fifth time this week you've been late.
B: I'm terribly sorry. I know it sounds awful, Mr. Taylor, but my alarm didn't go off. I must get it seen to.
A: Your alarm didn't go off, eh? And what about yesterday?
B: Oh, yesterday?
A: Did your alarm go off yesterday?
B: Oh, yesterday was quite different. The bus came late.
A: What about the day before yesterday?
B: You see, the day before yesterday I was involved in a car crash.
A: But you always come by bus. How were you involved in a car crash?
B: It's quite true I usually come by bus, but the day before yesterday I came by car. I got a lift with a friend of mine.
A: You were late on Tuesday as well.
B: On Tuesday I was just about to leave the house when a man came to see the meter. I had to stay with the man until he finished.
A: Most inconvenient, eh? I suppose on Monday a man came to clean your windows. You were also late on Monday.
B: Monday, yes, of course. Monday was the day I had to go to the dentist. It was rather urgent. I had a bad toothache.
A: Oh well, oh well. Electrician or no electrician, car crash or no car crash, bus or no bus, alarm or no alarm, I shall expect you to be here at 9 o'clock sharp on Monday. Do you understand?
B: But there is a small matter. I wonder if I could have Monday off.

WORD LIST:

noun	verb	adjective
excuse	go off	terrible
lift	involve	awful
car crash	sound	inconvenient
dentist	get (sth.)	urgent
toothache	seen to	sharp
meter	have (take)	
electrician	a day off	
Roberts	wonder	
Taylor	expect (sb. to do sth.)	

EXPRESSIONS:

I'm terribly sorry.
It sounds awful.
be involved in ...
electrician or no electrician
I wonder if ...
have a day off; take a day off
make excuses

STRUCTURES TO LEARN:

Modal verbs (auxiliary v.) denoting future time:

I *must* get it seen to.
I *had to* stay with the man until he finished.
I *was about to* leave the house when the man came to see the meter.
I wonder if I *could* have Monday off.

must — antonym: need not (needn't)
must not (mustn't)
cannot (can't)

e.g. You *must* do it.
You *needn't* do it if you don't want to.
You *may* smoke here.
You *mustn't* smoke here.

He *must be* in the office.
He *can't be* in the office at this time of day.

have to — antonym: don't (didn't, won't etc.) have to

I *have to* go to the dentist.
I *don't have to* go to the dentist.

can — antonyms: cannot (can't)
may not

Can I go in now? — No, you *can't*.
No, you *may not* go in now.

ORAL WORK ON THE TEXT:

1. Questions to the dialogue:
Is Miss Roberts a student or a clerical worker?
How many times was she late this week?
Why was she late on Friday?
What about Thursday?
What about Wednesday?
Was she late on Tuesday as well?
Why was she late on Tuesday?
What about Monday?
Is Mr. Taylor happy about what has happened?
How do you know he is angry with Miss Roberts?

But can Miss Roberts come to work on time next Monday?
What's the matter now?
What do you think of Miss Roberts?
Do you think she is conscientious and hard-working?
What do you think of Mr. Taylor?
Do you think you would like to have a boss like that?

2. 1) Dramatize the dialogue, making use of the following hints:

A: fifth time/late
B: sorry/sound awful/alarm/go off/
get ... seen to
A: yesterday
B: yesterday/different/bus/late
A: day before yesterday
B: involved/car crash
A: always/by bus/how/car crash
B: by car/lift
A: Tuesday/late/as well
B: about to leave the house/to see the meter/stay with the man
A: also late/Monday
B: the dentist/urgent/toothache
A: electrician or no electrician .../expect/be here at 9 sharp/Monday
B: small matter/have Monday off

- 2) Do the dramatization again and change:
"Miss Roberts" into "a college student"
"Mr. Taylor" into "Professor Taylor"
"alarm didn't go off" into "Mother was ill"
"involved in a car crash" into "fell off the bicycle"
"man came to see the meter" into "I was caught in the rain"
"toothache" into "stomach-ache" etc.

3. Tell about your own experience:

Are you always late?
Who is always late in your class?
How do you feel when you are late for class?
What does the teacher say if a student is late?
What excuses did you make the last time you were late?
Did the teacher believe you?
What did he say to you?
Do you feel guilty when you have told a lie?

Do you feel bad when you have done something wrong?

EXERCISES

1. Read the following words and phrases, paying attention to the stress:

0	•	•	0	0	0
awful		alarm		many times	
model		involve		busy time	
haircut		excuse		next week	
luggage		expect		small matter	
railway		cassette		fine day	
station		forget		go off	
toothache		suppose		day off	
urgent				must not	

take the train	say hello
take the plane	say goodbye
take a taxi	see sb. off
take a day off	do sth. about it
	do the packing

make excuses
make a mess
make a difference
bring presents
give a party
book a ticket
have my hair cut
have my jacket ironed
have the luggage sent there
have everything ready
get everything ready
get things done
keep your fingers crossed
keep your mouth shut

2. Read the following, paying attention to intonation and rhythm:

What are you going to do at two?
What are you going to do?
Where are you going to be at three?
Where are you going to be?
Who are you going to see?
What are you going to say?
How are you going to go?
Where are you going to stay?
What are you going to do?
Who are you going to see?
When are you going to leave?
Where are you going to be?

Read aloud the above several times more, using

- 1) the past continuous tense:
What *were* you *doing* at two? etc.

- 2) the past indefinite tense:
Where *did* you go at two? etc.
- 3) the present indefinite tense:
Where *do* you usually go at two? etc.
- 4) the future indefinite tense:
Where *will* you go at two? etc.

3. Make sentences with the following phrases in the present, past or future indefinite tenses, using an appropriate adverbial of time for each sentence:
get (sth.) ready
get the TV set seen to
have one's shoes polished
make sb. angry
keep sb. waiting
say hello to sb.
say goodbye to sb.
book some film tickets
make a mess of the room
bring some presents to sb.
take time (Monday, two days, etc.) off
see sb. off
go by plane (train, sea, etc.)
take the plane (train, etc.)
be involved in ...
expect sb. to do sth.

4. Complete the following sentences:

- 1) with an attributive clause:
There is something ...
There is nothing ...
There is not much ...
Is there anything ...?
Is there anybody ...?
Is there anybody else ...?
Is there anything more ...?
There is someone at the door ...
That is all ...
Is that all ...?

- 2) with a noun clause:
I wonder if ...
I wonder where ...
I don't know how ...
He doesn't know if ...
We want to know what ...
- 3) with an adverbial clause:
I was about to go out when ...
He was just about to turn back when ...
I was just about to answer the telephone when ...

5. Topics for oral composition:

- 1) Next Sunday is going to be a busy day for me (Margaret, Henry, etc.).
- 2) I am always behind time.
- 3) Making excuses for being late
- 4) The wrong things I did last semester.

LISTENING COMPREHENSION:

1. Where Is Michael?

- A: Where is Michael?
 B: I have no idea where he is.
 He was here just now.
 He must be in the laboratory.
 A: But he can't be there now. It's closed.
 B: He may be in the office.
 A: I don't think it's possible.
 His office is locked.
 I hope he will be on time for the meeting.
 He was late last Thursday. He was late
 again the day before yesterday.
 B: When is the meeting?
 A: At seven.
 B: I'm afraid he is going to be late again.
 It's already five minutes to seven.
 A: Anyway, tell him to come to Room 467
 when he comes back.
 B: All right.

2. What Is the Weather Like?

- A: Is it still raining?
 B: No, the rain has stopped, but it's still
 cloudy.
 A: It's cloudy today.
 It was cloudy yesterday.
 It has been cloudy for weeks.
 Is it usually cloudy at this time of the
 year?
 B: I guess it is. We are having miserable
 weather these days.
 A: But look, the sun is coming out.
 B: I hope it's going to be a fine day tomor-
 row.
 A: But I'm not too sure.
 Are you doing anything tomorrow?
 B: Yes, I'm going to see my brother off at
 the airport. He is leaving for Canada. He
 is going to take the 9.50 plane.

UNIT 2

COLLEGE LIFE

LESSON 1

A Page from a Student's Diary

I never dreamed that I would someday become a college student. I was fully aware, at that time, that my chances of going to college were slim. After the smash of the gang of four, however, my dreams have come true.

Now I am a student in this college, a freshman majoring in English. It is as true as we are sitting here in this classroom.

I must admit I was only an average student in middle school. I was the happy-go-lucky type, and was not strict with myself. I am sorry to say I have not yet been able to get rid of my carelessness and sloppiness, though I have tried hard. But I know, with the help of our teachers and other comrades, I'll make good.

We have many competent teachers and professors here in our department. I want to learn from them and do some real solid work. I am only a beginner, and the right place for a beginner to start from is the very beginning. People say a little learning is a dangerous thing. How true it is, for self-complacency is the worst enemy to one's studies. I must guard against it. I suppose I'll have to give some more thought to raising my political consciousness as well as to improving my English, and invite more criticism from my teachers and fellow students.

I well understand we are here in college, not to enjoy life, but to work and work hard towards the goal of a better life for our people and for the four modernizations of our country. I am prepared for the hard work that is before me. I must do my best and live up to the expectations of the Party and the people.

WORD LIST:

<i>noun</i>	<i>verb</i>	<i>adjective</i>
chance	dream	slim
smash	settle (down)	aware
type	major (in)	average
carelessness	prepare (for)	solid
sloppiness	guard	dangerous
beginner	get rid of	very
self-com- placency	live up to	competent
consciousness	admit	happy-go-lucky
criticism	(admitted)	
fellow students	raise	
	improve	
	invite	
goal	would	
	be able to (=can)	
modernization		
expectation		

EXPRESSIONS:

chances are slim
dreams come true
it is as true as ...
be strict with ...
be prepared for ...
be aware of; be aware that ...
make good
do one's best to ...; try one's best to ...
give some (more) thought to ...
live up to the expectations of ...
A little learning is a dangerous thing.

STRUCTURES TO LEARN:

1. The present perfect tense:

I have tried hard.
My dreams have come true.
I have not yet been able to get rid of my shortcomings.
Have you had your breakfast yet? — No, not yet.

2. be+adj.+prep. be+adj.+infinitive

be strict with	be able to
be angry with	be afraid to
be pleased with	be sure to
be prepared for	be sorry to
be sorry for	be glad to
be enrolled in	be pleased to
be involved in	to prepared to
be conscious of	be surprised to
be typical of	
be aware of	
be afraid of	
be fond of	
be glad of	
be surprised at	

3. The reflexive pronoun:

myself	ourselves
yourself	yourselves
himself	themselves
herself	
itself	

1) for emphasis:

I can do it *myself*.
You *yourself* said it.

2) as pronoun:

He looked at *himself* in the mirror.
I told *myself* I would never go there again.

ORAL WORK ON THE TEXT:

1. Questions to the text:

What did you think about going to college when you were in middle school?
What kind of a student were you when you were in middle school?
What were your shortcomings?
Have you overcome your shortcomings since you came to college?
Did you try hard to overcome them?
Do you think you'll be able to get rid of your carelessness and sloppiness? Why are you so sure of that?
What do you think of the teachers and professors in your department?
What should a person do when he starts learning something new and what should he guard against?
Do you think you are good enough? If not, in what way can you improve yourself?
What is the purpose of coming to college?
What is your goal in life?

2. Retelling:

- 1) Retell the text in the third person singular, using "David" or "Helen" as the subject.
- 2) Retell the text in the third person plural, using "David and Helen" as the subject.
- 3) Retell the third and the fourth paragraphs of the text, turning the verbs into the past tenses.
- 4) Tell your classmates:
about your dreams and fears before you were enrolled in college;
what you should do in college and what your plans are for the future.

LESSON 2

A Letter from England

August 21, 19 —
Overseas Students Centre
69 Marine Parade, Brighton
England

Dear Mum and Dad,

It was a great idea to send me over to Britain to learn English this summer! I've met so many students — from Sweden, Norway, France, the Netherlands, Singapore, Pakistan, the Middle East and all over the world. And there are a lot of students from Germany, too. It's just like being at home. What a relief to find normal people, even in

England, and to speak in a normal language — most of the time.

Of course, we do have English lessons in the day. I have to talk to the family I stay with here. Some of my friends who came here with me from Germany have said we shouldn't stick together all the time — they want to speak English and find English friends. I think they're mad; most English people only talk about the weather. But then, they do have a lot to talk about — sometimes we have rain, sometimes windy days, sometimes fog ... but I haven't seen any snow yet. After all, it is summer!

The family I live with are very nice. But they have some strange habits. They drink tea all day: at breakfast, in the afternoon and at bedtime. And they eat butter with salt in it! If I go out in the evening, I often eat fish and chips. The food is wrapped up in a newspaper; at least reading the paper takes your mind off the fish and chips!

Here on the coast, we travel by bus. The buses are always late. The other day an old lady hit me over the head with her handbag because I didn't stand in the queue. English people seem very quiet and reserved, usually. If we make a noise on the bus they look embarrassed. So I was very surprised to see how violent they become about queues. Also, if you ask them directions, they suddenly become very chatty and go on for hours.

I'd like to come back next year to see all my friends again — oh yes, and to learn some more English.

Your loving son,
Hans

P.S. I think you ought to know this is already the 21 of the month. I'm broke.

WORD LIST:

noun	verb	adjective
mum	wrap (wrap-	normal
dad	ped)	mad
Brighton	travel (travel-	strange
Sweden	led)	reserved
Norway	stick (stuck)	violent
Singapore	hit (hit)	embarrassed
Pakistan	take your	chatty
	mind off ...	broke
	ought to	
the Netherlands	adverbial	
the Middle East	after all	
centre	at least	
relief		
fog		
habit		

fish and chips
coast
queue
direction
P.S. (postscript)
overseas students

EXPRESSIONS:

most of the time
all the time
all day
after all
the other day; one of these days
make a noise; make a mess (of ...)
go on for hours
I'm broke.

STRUCTURES TO LEARN:

- The exclamatory sentence:
What a relief ...!
How true it is.
How violent they become about queues!
- The attributive clause:
Some of my friends *who came here with me from Germany* have said ...
The family *I live with* are very nice.
The people (*whom*) *I know* live here.
I am prepared for the hard work *that is before me*.
- We *do* have English lessons in the day.
They *do* have a lot to talk about.
- You *ought* to know ...
You *should* know.
You *have to* talk to them.
You *must* talk to them.

ORAL WORK ON THE TEXT:

- Questions to the text:
 - Who wrote this letter?
What month was it when he wrote the letter?
Where is Hans now?
What is he doing in England?
Who sent him over to England?
What school is he going to in England?
Has Hans met many students there?
What are their nationalities?
What does Hans mean by "normal people" and "normal language"?
Does Hans speak English or German most of the time? How do you know?
Does he prefer to speak English or German?

Why doesn't he like to talk to English people?

Do you think he will be able to learn English well by speaking his native language all the time?

- 2) Put questions to the 2nd and the 3rd paragraphs.
- 3) What does "on the coast" mean?
How do people travel on the coast?
Are the buses always on time?
What happened to Hans one day at the bus-stop?
Why did the old lady hit him?
They can't put up with people who do not stand in queues, can they?
Are English people usually so violent and rude?
How do English people generally behave?

2. Retelling:

- 1) Tell about Hans' school life in England, the students he meets there and the languages he speaks;
- 2) The things English people like to talk about;
- 3) Habits of the English people; and how they generally behave;
- 4) What kind of a boy Hans is and say whether you like him or not.

EXERCISES

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

0 .	0 . .	
chatty	average	
handbag	dangerous	
conscious	sloppiness	
postscript	carelessness	
Brighton	competent	
Sweden	criticism	
Norway	Netherlands	
. 0	. 0 .	0 . 0
admit	already	overseas
aware	however	Singapore
expect	beginner	Pakistan
improve	professor	expectation
relief	political	modernization
reserved	department	
marine	complacent	
parade	embarrassed	
surprise	direction	

2. Read the following rapidly:
You have said it yourself.

I have done it myself.

He has improved it himself.

She has admitted it herself.

You have sent it over, haven't you?

He has hit it hard, hasn't he?

They have wrapped them up, haven't they?

It has taken your mind off the book hasn't it?

You haven't got rid of it, have you?

She hasn't given any thought to it, has she?

He hasn't lived up to his words, has he?

They haven't been able to finish it, have they?

3. Read the following, paying special attention to intonation and rhythm:

FRIENDS

Well, I've known Jack for fourteen years.
He's a pretty good friend of mine.

She's known Jack for fourteen years.

He's a pretty good friend of hers.

And I've known Bill for thirteen years.

He's a pretty good friend of mine.

She's known Bill for thirteen years.

He's a pretty good friend of hers.

I've known them both for quite a long time.

They're pretty good friends of mine.

She's known them both for quite a long time.

They're pretty good friends of hers.

I've known Jim for a long time.

He's an old, old friend of mine.

She's known Jim for a long time.

He's an old, old friend of hers.

We're old, old friends.

He's a dear old friend of mine.

How long have you known your old friend Sue?

How long have you known dear Claude and Sue?

Well, I met them just before I met you.

They're my closest friends, dear Claude and Sue.

4. Word-formation:

noun +	<div> <div>-y</div> <div>-ly</div> <div>-al</div> <div>-ful</div> <div>-less</div> <div>-ous/iuous</div> </div>	= adjective
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Turn the following nouns into adjectives:

model: wind — windy mother — motherly
music — musical

luck	father	nation
rain	brother	education
slop	sister	type
chat	comrade	culture
sun	friend	nature
fog	month	politic
noise	week	
stone	day	

model: care — careful care — careless
 danger — dangerous (ious)

wonder	nerve	father
awe	mountain	mother
beauty	victory	child
fear	glory	fear

5. Make sentences in the present perfect or present perfect continuous tenses:

model: He teaches here.

He taught here in 1961.

He *has taught* here since 1961. (He *has taught* here for 19 years. or, He *has been teaching* for 19 years.)

- 1) It started to rain last Monday. It is still raining now.
- 2) Johnny went to Shanghai last January. He is in Shanghai now.
- 3) I live here in this neighbourhood. I moved here in 1970.
- 4) He knows Jimmy. He met him in 1966.

6. Complete the following sentences:

- 1) I'm pleased to. . .
 I'm pleased with. . .
 We are surprised to. . .
 We are surprised at. . .
 He is not prepared to. . .
 He is prepared for. . .
 I am not aware of. . .
 I am fully aware that. . .
 You can be sure of. . .
 He is sure to. . .
- 2) A bus-driver is a person who. . .
 A shopkeeper is a person who. . .
 A bank teller is a person who. . .
 A day-dreamer is a person who. . .
 A barber is a person who. . .
 Is there anyone who. . . ?
 I don't know anyone who. . .
 Not everyone who. . . is your friend.
 Not everyone who. . . is your enemy.

Will those who . . . please sign their names here?

7. Topics for oral composition:

- 1) My college life
- 2) What are we here in college for?
- 3) I haven't been able to budget my time well.
- 4) A page from my diary
- 5) My last letter home

LISTENING COMPREHENSION

KARL SCHMIDT

— A Foreign Student in China

Karl Schmidt is a student in this university, who comes from Germany. He is a sophomore majoring in Physics.

I can't say I know Karl very well since I have only known him for six months, but now I see him every day on the campus. We are next-door neighbours in the same dormitory. When we meet, we exchange a few words of greetings and nod to each other.

Karl has been here in China for three years. When he first came here, he couldn't speak a word of Chinese. After a year of language training Karl is quite at ease in Chinese, though he speaks with a heavy German accent.

Karl comes from a well-to-do family. His parents are in Germany. They live in the suburbs of Hamburg. His father is a journalist who has written a few books on China. He writes to Karl regularly, about once or twice a week.

Karl likes football, especially American football. He likes pop music too. He often listens to music at night for hours if he has nothing better to do. He says his parents don't like pop music. They belong to the older generation, he says, and they are old-fashioned. They prefer to listen to classical music or play golf in their spare time.

Karl doesn't do much hard work and he hates exams, but he gets good marks all right. He wants to be a scientist and is going to do scientific research after he graduates. But now he prefers to take it easy and enjoy life. He only works on weekdays. On weekends he always has a good time and a lot of fun. He gets up very late on Sundays. Sometimes he doesn't get up until 10 o'clock.

Oral Practice

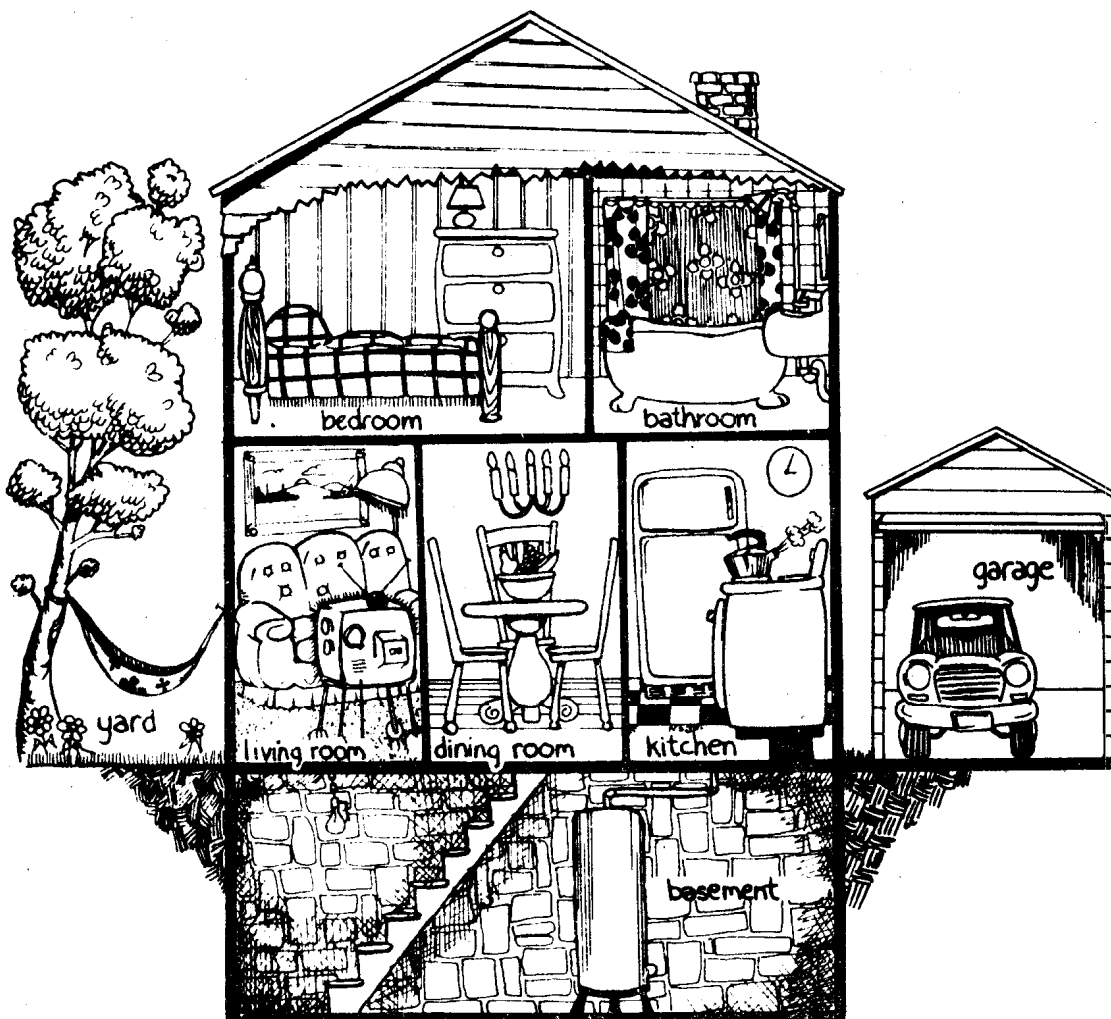
Zhang Daozhen

Unit 5

1. Talk about pictures:

A. Look at this picture and answer the questions:

AT HOME



- 1) This is a house, isn't it?
(Yes, it is.)
- 2) Is it a big house or a small one?
(It's a small one.)
- 3) How many rooms are there in the house?
(Five, I think. There is also a basement.)
- 4) Where is the living-room?
(It's on the first floor.)
- 5) Is there a sofa in it? (Yes, there is.)
What is before the sofa? (It's a television.)
- 6) Is there a lamp in the room? (Yes, there is.)
Where is it? (It's near the sofa.)
- 7) What do you see above the sofa? (A picture.)
Is it on the wall? (Yes, it is.)
- 8) Do you see a table in the living-room? (No, I don't.)
Do you think there is one? (Yes, I think so.)
- 9) What's the room next to the living-room? (It's the dining-room.)
- 10) Is there a table in the room? (Yes, there is.) It's a round table, isn't it?
(Yes, it is.)
- 11) What do you see on the table?
(I see a bowl on the table. There is some fruit in the bowl.)
- 12) Are there any lamps in the dining-room?
(Yes, there are.)
Where are they? (They're on the wall. I think.)
- 13) Is the kitchen far from the dining-room?
(No. It's right next to it.)
- 14) Is there a refrigerator in the kitchen?
(Yes, there is.)
What is on the stove? (It's a kettle.)
- 15) What do you see on the wall? (It's a clock.)
- 16) Where is the bedroom? (It's on the second floor.)
- 17) How many rooms are there in it?
(There is just one.)
- 18) What else do you see in the bedroom?
(A chest-of-drawers with a lamp on it.)
- 19) What's the room next to it? (It's the bathroom.)
- 20) What do you see in the yard? (A tree and some flowers.)
- 21) Is there a garage near the house?
(Yes, there is.)
What's in it? (A car.)

B. Look at these pictures and practise:

See picture 2 (on. p. 12)

See picture 3 (on. p. 13)

See picture 4 (on. p. 14)

2. Answer my questions:

- 1) Do you live in an apartment house?
(Yes, we do.)
- 2) How many rooms are there in your apartment? (Three.)
- 3) Is there a living-room in it? (Yes, there is one.)
- 4) Is it big or small? (Rather small, I should say.)
- 5) Is there a sofa in it?
(No, there isn't, but there are two arm-chairs.)
- 6) Have you got a television? (Yes, we have.)
- 7) Is it a colour television or a black-and-white one?
(It's a black-and-white television.)
- 8) Is there a table in the room? (Yes, there is.)
- 9) Is it a round table or a square one?
(It's a square table.)
- 10) Have you got a room of your own?
(No, I share a room with my sister. It's both our bedroom and study.)
- 11) Is there a curtain in your room?
(Yes, there is.)
What colour is it? (It's light green.)
- 12) Have you got a radio?
(Yes, we have a good radio-recorder.)
- 13) Is there a dining-room in the apartment? (No, there isn't.)
- 14) Where do you have your meals then?
(We have them in the kitchen.)
- 15) Is your kitchen big?
(No, not very, just about the average size.)
- 16) Have you got a refrigerator? (Yes, we have.)
- 17) Where is it? (It's in the kitchen.)
- 18) Have you got a washing-machine?
(No, we haven't, but we're going to get one pretty soon.)
- 19) Is there a bathroom in the apartment?
(No, there isn't. There is just a lavatory with a washbasin in it.)

3. Now listen to a short passage:

Our house is a wooden house with a small garden around it. It is a very comfortable house.

Picture 2

I	am	I'm	
He	{ is	He's	{
She		She's	
It		It's	
→			
We	{ are	We're	{
You		You're	
They		They're	

in the kitchen.

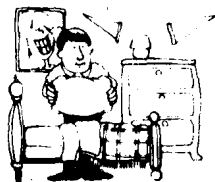
	am	I	
	is	he	}
		she	
		it	
Where	are	we	}
		you	
		they	

?

Read and practice.



Answer these questions.



1. Where are you?



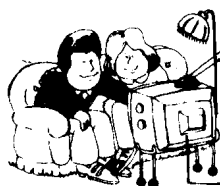
2. Where are you?



3. Where are you?



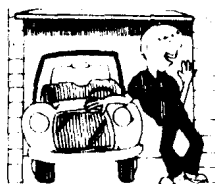
4. Where are you?



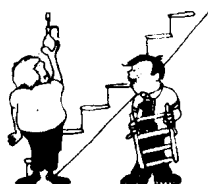
5. Where are Bill and Mary?



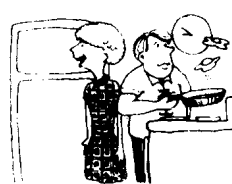
6. Where are Mr. and Mrs. Wilson?



7. Where are you?



8. Where are you and Tom?



9. Where are Mr. and Mrs. Johnson?