

全新版大学英语

New College English (Second Edition)

Listening and Speaking

Course (Foundation)

Teacher's Manual

听说教程

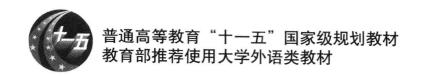
_{预备级・重排本} 教师手册__

主编 张鄂民









总主编 李荫华

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前 言

《全新版大学英语》系列教材酝酿于上世纪末,诞生于新世纪初。

《全新版大学英语》系列教材依据现代外语教学理念,运用多媒体、网络等现代教育技术,立足本国,博采众长,完全自主编写而成,是一套集纸质教材(学生用书、教师手册、教学辅助用书等)、多媒体课件(助学光盘、电子教案、题库等)和网络学习系统之大成的立体化教材。

教材的编写宗旨是:遵循外语教学的客观规律,满足我国当代大学生学习的实际需求,既适用于课堂教学又便于学生上机上网自主学习,既有利于巩固语言基础又能更好地培养学生较强的英语综合应用能力,尤其是听说能力,使他们在今后学习、工作和社会交往中能用英语有效地进行口头和书面的信息交流。

教材按照《大学英语课程教学要求》编写,供大学英语课程的一般要求和较高要求层次的教学使用。

教材编写的指导方针是:充分汲取我国在外语教学中长期积累起来的行之有效的经验和方法,详尽分析、研究中国学生在英语学习过程中以及在跨文化交际中经常产生的问题,学习、借鉴国外的教学理论和方法并根据我国的教学需要和现有条件加以消化、改造、吸收,自行规划、设计,自行选材、编写。为此,本教材采用了集中外多种教学法之长的折中主义(eclecticism)教学理念。

教材的编写原则是:

- 1. 倡导基于课堂教学+计算机/网络的新型教学模式。教学中多媒体和网络技术的引进,既可改善语言教学环境和教学手段,又便于学生个性化学习和语言操练,有助于师生之间的沟通。但这一模式不应一成不变,它应随着各校、各班级的具体情况而有所不同。此外,在利用现代信息技术的同时,应充分发挥传统课堂教学的优势,使之相辅相成。
- 2. 提倡学生自主学习,同时主张充分发挥教师的主导作用。教师能否组织好教学——包括课堂教学和计算机辅助学习——是教学成败的关键。除了课堂教学,教师更应加强课外辅导,应指导学生掌握正确的学习方法和学习策略。
- 3. 在加强听、说的同时,充分兼顾对学生读、写、译等应用能力的培养。使学生能较好地掌握英语的书面语,这不仅是大学英语课程本身的性质所使然,更是我国多数大学生今后学习、工作的需要。而学生的外语学习,特别是说、写方面的实践活动,必须以读、听一定量的语言素材输入为前提。因此,必须通过课堂内外、网上网下、大班小班、自学面授等一系列互动互补的教学环节,才能全面提高学生的听、说、读、写、译的应用能力。
- 4. 选用当代英语的常见语体或文体的典型样本作为素材。选文语言规范、富有文采、引人入胜、给人以启迪;题材广泛,以反映现实生活为主,科普内容亦占有一定比重;体

裁多样; 语体兼顾书面语和口语。

- 5. 充分考虑对学生的文化素质培养和国际文化知识的传授。大学英语课程不仅是一门语言基础课程,也是拓宽知识、了解世界文化的素质教育课程,兼有工具性和人文性。因此,教材在文化背景介绍和知识拓展方面也有相应的板块设计。
- 6. 主干教程——《综合教程》——采用每一单元设一主题的形式。主题选自当代生活中的重大题材,以便将语言学习贯穿在了解、思考、探讨现实生活中的各种问题的过程中,充分体现交际法的教学原则。其他教程的相应单元与该主题亦有一定的呼应。
- 7. 练习设计从有利于提高学生语言应用能力出发,针对我国学生的薄弱环节和实际需要,做到有的放矢;形式尽可能采用交互方式,如pair work、group discussion、debate等,或采用"任务"方式(task-based approach)。
- 8. 考虑到学生参加大学英语四、六级考试的实际需要,除了在各教程中均设有一定数量的类似四、六级考题形式的练习外,还特地在《综合教程》中参照四、六级考卷设计了Test Yourself,以帮助学生熟悉考试题型。

教材框架如下:

《全新版大学英语》系列教材由纸质教材(含多媒体教学课件)和网络学习系统(即新理念大学英语网络教学系统)两部分组成。网络学习系统又包括网络课件、教辅资源、网上测试和管理平台四大部分。

纸质教材由以下教程组成:

综合教程(1—6册)(每册由8个单元组成)

听说教程(1-6册)(每册由14个单元组成)

阅读教程(高级本)(1-6册)(每册由8个单元组成)

阅读教程(通用本)(1—6册)(每册由8个单元组成)

快速阅读(1-6册)(每册由8个单元组成)

上述各教程中,1—4册供修读一般要求的学生使用,5—6册供修读较高要求的学生使用。前三种教程编有供预备级使用的教材各一册。另编有语法手册一本,供学生课外参考使用。

综合、听说教程配有相应的MP3录音光盘和网络课件。快速阅读各册也配有助学光盘。除快速阅读外,各教程均配有教师手册(综合和听说教程各册还配有电子教案)。

《全新版大学英语》系列教材问世十年以来,受到了全国高校师生的普遍欢迎,先后被列为教育部推荐使用大学外语类教材、普通高等教育"十五"国家级规划教材和普通高等教育"十一五"国家级规划教材,并获得2003年度上海市优秀教材一等奖。

然而,时代在进步,社会需求和人才培养在这十年间也发生了巨大的变化。我国的经济、政治、文化等各项建设事业,正在新的历史起点上全面向前推进;教育改革也在向纵深发展,作为大学基础课程的大学英语教学改革在过去的十年间亦在不断地深入。教育部此前特制订了《大学英语课程教学要求》,作为各高等学校组织非英语专业本科生英语教学的主要依据;目前又颁布了《国家中长期教育改革和发展规划纲要(2010—2020年)》。鉴于当前新形势,我们对《全新版大学英语》系列教材进行了一次认真、彻底、全面的修

订, 使之更好地满足我国大学英语教学和改革的进一步需要。

本次修订的总体目标是:根据《大学英语课程教学要求》,在坚持并发扬第一版原有特色的基础上,通过全面修订,使新版教材更贴近教学的实际需要、更贴近广大使用者。

本次修订的重点是:梳理全书,改正讹错;适当降低原书难度;坚决删改掉教学效果 差或不太符合当前教学实际的课文和练习;替换进一批更精彩的选文和更富有成效的新的 练习形式;调整某些单元先后排序,使其更符合循序渐进原则;适当压缩、精简内容,做 到便于教、便于学。

本次修订中,各教程编者本着认真、负责的态度,对教材进行了较大幅度的改动。《综合教程》1—4册共64篇课文,此次更新了21篇,更新量超过30%;编者还根据调研中同学们喜欢英语诗歌的反馈,尽可能多地选用了英诗中最脍炙人口的部分增补到各册中去。《听说教程》花大力气将听力材料的长度从原来的500字左右普遍缩短到250—380字,调整了材料的难易度,同时从第一册开始就帮助学生逐渐熟悉四、六级考试题型,口语部分的设计也大大方便了操作。《阅读教程》(高级本)60%以上的文章是重新选用的。《阅读教程》(通用本)也换上了许多更为精彩的文章。《快速阅读》教程考虑到学生参加大学英语四、六级考试的需要,适当增加了部分文章的长度,此外还新增了information transfer 和 gap filling等考核学生快速阅读能力的练习形式。《语法手册》删繁就简,提高质量,方便参考、使用。如今修订工作已接近完成,各教程第二版将陆续面世。我们希望通过我们的努力和辛勤劳动,给支持我们的广大使用者献上一套高质量的精品教材。

《全新版大学英语》(第二版)系列教材仍由复旦大学、北京大学、华东师范大学、中国科学技术大学、华南理工大学、南京大学、武汉大学、南开大学、中国人民大学、中山大学、西安交通大学、东南大学、华中科技大学和苏州大学的数十位长期从事大学英语教学的资深教授、英语教学专家分工协作、集体编写而成,董亚芬、杨惠中、杨治中三位教授任顾问。

第二版启动前,上海外语教育出版社曾在全国开展了大规模问卷调查和召开座谈会,收集到大量宝贵的意见和建议,为我们的修订、编写提供了可靠的依据。在此谨向各位参与问卷调查或座谈会的全国各地的读者,向历年通过邮件或口头形式对教材提出批评、建议的读者,向所有使用和关心教材的老师和同学,表示深深的敬意和感谢,欢迎你们今后一如既往地不吝指教。上海外语教育出版社庄智象社长、张宏副社长、严凯和孙玉副总编、高等教育事业部谢宇主任和责任编辑梁泉胜女士等,多年来为教材的策划、编写、出版、营销做了大量工作,英国专家、也是本人与之合作共事长达20多年的友人Anthony J. Ward博士更是在教材的编审过程中倾注了大量的心血,借此机会也一并向他们表示深切的谢忱。

总主编 李荫华 2010年3月

编者的话

1. 编写宗旨

《全新版大学英语》系列教材听说教程是一套为21世纪大学非英语专业学生编写的教程。该教程旨在帮助学生增强在语篇水平上的理解能力,提高他们对所听材料的分析、归纳、判断和推理能力,全面培养学生的英语听力和口头表达能力。

本书为《听说教程》预备级,供学习《听说教程》第一册尚有困难的大学本、专科新生使用。本书在编写中努力注意以下几点:

- 1. 自始至终以语篇训练为主线。从一开始就要求学生在听的过程中先抓要点后抓细节,并要求其养成习惯。
- 2. 自始至终突出以听为主,以听带说,听说有机结合。为突出摄入的听力信息,本书设计了新颖的练习题型,使练习成为听说任务的组成部分,力求使学生在完成任务的过程中养成用英文思维的习惯。
- 3. 提高常用词汇的重现率,力求使听说材料在单元内与单元间交叉重现,围绕主题反复强化语境,使学生由耳熟能详到熟练反馈。
- 4. 在难度上与《听说教程》第一册衔接。本书分两部分,第1—8单元为第一部分, 第9—16单元为第二部分,由浅入深,逐步向《听说教程》第一册靠拢。
 - 5. 力求全书主题内容新颖, 既与《听说教程》第一册有机相连, 又独具一格。

2. 编写框架

本书有16个单元,每单元由四个部分组成。

Part A 该部分由Pre-listening Tasks 和 Listening Tasks 两大部分组成。

1. Pre-listening Tasks旨在帮助学生熟悉和掌握与主题相关的词语和常用句型,发展英语交际能力。内含两个练习:

Task 1 第1—8单元中的Task 1启发学生开口,通过英语交际获取与主题相关的词语和句型;第9—16单元中的Task 1着力于让学生熟悉相关词汇和句型,为听说做准备。其中Word Bank 中的单词或词组按字母顺序排列。

Task 2 通过问答强化交际能力。

2. Listening Tasks旨在培养学生对听力材料的整体理解能力以及摄取其中特定信息的能力,内含三个练习:

Task 1 提供5—12 段小对话,培养学生对特定信息的辨析能力。

Task 2 提供一篇对话或短文,培养学生在英语交际中的整体理解能力。

Task 3 复听对话或短文,培养学生对相关细节的反馈能力。

Part B Speaking Tasks 重点培养学生的口头交际能力,内含两个练习:

Task 1 提供与主题相类似的交际情景,帮助学生通过模仿进行英语交际活动。

- Task 2 提供扩展了的交际情景或辩题,供学生进行强化训练。
- Part C Additional Listening 提供与主题相关的对话或短文及练习。
- Part D Home Listening 提供一篇课外听力材料及练习,供学生进行听力强化训练。

本书每隔四个单元配有一套测试题,内容涵盖该四单元的主题和词汇,以起到复习和 巩固的作用。

教师用书除提供听力练习的原文和答案外,还编有:

- 1. 练习设计的目的;
- 2. 教学步骤(供参考);
- 3. 口语练习中需用的教具。

教学参考部分,除练习答案外,均用淡黄色底纹以示区分。

3. 选材原则

- 1. 注重时代特色, 体现当代生活。
- 2. 注重题材的广泛性,以大一新生的学习生活为主线,内容涉及家庭、个人兴趣、爱好、学习、考试、体育、因特网、娱乐等多重交际活动。
 - 3. 注重语言地道,以原版材料为主体,突出口语化特色。

4. 使用说明

- 1. 本书共16个单元,建议每单元一课时。Part A和Part B为每课主干。Pre-listening Tasks 里 Task 1中右上角有星号的单词学生可能不熟悉,可要求他们在课前或开始上课时自己解决,亦可由教师讲解;Part C可由教师机动处理,若时间允许,可在课内完成,否则可连同Part D一起布置学生课后完成。
 - 2. 四套测试题可在课内完成,亦可将Test 1和Test 3布置学生课外完成。
 - 3. 本书亦可供中学生或其他英语爱好者作英语听说强化训练教材使用。

本书由苏州大学外语学院张鄂民主编,徐青根、胡明参编。全书由英籍专家Tony Ward 和 Steve Bailey审校。此外,苏州大学国际交流中心和外语学院资料室为本书编写提供了很多帮助,专此谨致谢忱。

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Unit 1

laquiries



Pre-listening Tasks

- Task 1 As you are all from different places and most of you are new here, please work in pairs and talk about your first impression of your college / university. You may start the conversation with the following questions. The vocabulary list may be of some help to you.
 - 1. What do you think of the college / university?
 - 2. How do you like the food in the canteen?
 - 3. Do you like your dorm?
 - 4. How about the library?

| College / University | | Impression | | |
|----------------------|------------|------------|----------------|--|
| campus* | canteen | advanced* | beautiful | |
| classmate | clinic | clean | crowded | |
| computer center | gym* | excited | first-class | |
| library | playground | friendly | helpful | |
| roommate | sound lab | large | well-equipped* | |
| teacher | | wonderful | | |

Task 2 Suppose you are thinking of learning English in an evening language school and are going to call the school for some information about the language course. Make a list of the questions you would like to ask.

Listening Tasks

Task 1



Listen to the following five short conversations about inquiries and choose the best answer to the question you hear at the end of each conversation.

Conversation 1

(a.) At 9 p.m.

- b. At 10 p.m.
- c. At midnight.

Conversation 2

a. Room 508.

- (b) Room 518.
- c. Room 308.

Conversation 3

a. The boy.

- (b) The girl.
- c. Neither.

Conversation 4

- a. Teacher and student.
- b. Classmates.
- (c.) Schoolmates.

Conversation 5

- a. Can you give me some advice on how to improve my English?
- b) Does the college allow students to change majors?
- c. Can you allow me to transfer to the Accounting Department?

Task 2



Listen to the telephone conversation, complete the questions the student asked and compare them with your questions in Pre-listening Tasks.

What Exactly Do You Want to Know?

- 1. Can I have some information about your <u>language courses</u>?
- 2. Do you run the IELTS course at weekends ?
- 3. What time do you start <u>lessons</u>?
- 4. By the way, what is the <u>course fee</u> for BEC preliminary?
- 5. Does the fee include <u>practice papers</u>?

Task 3



Listen to the above conversation again and decide whether the following statements are true (T) or false (F).

| 1. | The languag | e school only | offers TOEFI | L, BEC and IELTS | courses. | (F |) |
|----|-------------|---------------|--------------|------------------|----------|-----|---|

- 2. The student would like to study in Australia. (T)
- 3. The courses are all in the evening. (F)
- 4. Lessons in the evening last two hours and a half. (T)
- 5. The course fee for BEC preliminary is 300 RMB.
- 6. The student has not decided whether to take the course or not.

Part A

Listening Tasks

Purpose

To develop the students' ability to catch the general idea of some listening material and the important details.

Teaching Steps

Task 1

Play the recording. Ask the students to listen to each of the short conversations and the multiple choice question that follows, and then to choose the best answer.

Task 2

Play the recording once and ask the students to listen to the conversation. Tell them to concentrate on the information as a whole, to try to catch the main idea of the conversation and to complete each question. Therefore unfamiliar words in the conversation can be ignored at this stage.

Task 3

Ask the students to listen to the conversation once again and to pay attention to important details so as to complete this exercise. If necessary, explain difficult words to them. Encourage the students to take notes while listening.

Tapescript

Task 1

Conversation 1

M: Excuse me, what time does the library close in the evening?

W: It just depends. We close at 9 p.m. on weekdays, at 10 p.m. on Saturdays. But we shut on Sunday evenings.

M: Thanks a lot.

W: You're welcome.

Question:

When does the library close on Thursday evenings?

Conversation 2

M: Do you know where we are going to have Extensive Reading?

- W: In Room 508. Oh, no, it should be Room 518.
- M: Thanks, I thought it would take place in Room 308.
- **W**: Room 308? That's where we're going to have our politics.

Question:

Where are they going to have Extensive Reading?

Conversation 3

- **M**: Do you like the food in the dining room?
- W: Yes, I do. What do you think?
- M: I prefer the food at the restaurant near the bookstore.

Question:

Who likes the food in the dining room?

Conversation 4

- M: Excuse me. Where is the lecture hall, please?
- **W:** Just over there, very close to the library. Are you new here?
- M: Yes, I am a freshman. I'm from Hunan Province.
- W: Are you? I'm a sophomore and from Hunan too. Are you ...(fading)

Question:

What could be the relationship between the two speakers?

Conversation 5

- M: I wonder if I could transfer to the Art Department. I am bored with accounting.
- W: I have no idea. Why don't you make some inquiries? It won't do you any harm.
- M: That's a good idea. But who do you think I should turn to?
- **W**: Professor Xu, I think. He is always ready to help.

Question:

What question will the student probably ask Professor Xu?

Tasks 2-3

What Exactly Do You Want to Know?

Receptionist: Lakeside Evening School, can I

help you?

Student: I'd like some information about

your language courses.

Receptionist: Certainly. We offer a variety of

courses, like TOEFL, BEC, IELTS and so on. What exactly do you

want to know?

Student: I'm not sure. You see, I'm think-

ing of going to study in Australia

after I graduate from college.

Receptionist: I see. In that case, I think you

should take IELTS, which is required by most of the universities

in Australia and Britain as well.

Student: Oh, that sounds great. Do you run the IELTS course at weekends?

Receptionist: Yes, we do. The weekend IELTS

course starts on Friday evening, continues on Saturday morning and afternoon as well, and then

finishes on Sunday morning.

Student: What time do you start lessons?

Receptionist: Evening lessons start at 6:30

and finish at 9:00. Morning lessons are from 9:00 to 11:30. In the afternoon, lessons are from

1:30 to 4:30.

Student: I see. Actually, that suits me quite

well. By the way, what is the course fee for BEC preliminary?

Receptionist: 300 RMB, for about 50 hours.

Student: Does the fee include practice pa-

pers?

Receptionist: Yes, it does. But you have to buy

the course book.

Student: All right. Thanks for all the infor-

mation.

Receptionist: You're welcome. But would you

like to ... (fading)

Part B

Purpose

To help the students to be more communicative with the help of the words and expressions of inquiries.

Teaching Steps

- 1. Supervise the pair work.
- 2. Ask some students to make presentations.

Teaching Aids

leaflets of night school programs, application forms, etc.

Part C

Tapescript

The Introduction of a Class

Teacher: Okay, okay, let's begin. Hello, everyone.

My name's Karl Roberts, and I'll be your teacher for this class, Intercultural Communication 311.

Uh, to begin with, this class meets on Tuesdays and Thursdays from 3:15 to 4:50. We will be meeting in this room for the first half of the course, but we will be using the research lab, Room 405, every other week on Thursday during the last two months of the course.

Uh, this is the textbook for the class, *Beyond Language*. Unfortunately, the books haven't come in yet, but I was told that you should be able to buy them at the bookstore the day after tomorrow. Again, as you see on your course outline, grading is determined by your performance in midterm and final tests, periodic quizzes, uh, a research project, and classroom participation. My office hours are... (fading)



Speaking Tasks

Task 1 Work in pairs and make a bold guess at what the receptionist wants to say at the end of the above conversation.

But would you like to ...?

Task 2 Work in pairs and inquire of each other about a night school course.



Additional Listening



Listen to the beginning of a lecture and choose the best answer to each of the questions.

The Introduction of a Class

- 1. What is the name of the course?
 - a. Intercultural Commerce.
 - (b) Intercultural Communication.
 - c. International Cooperation.
- 2. What time does the class meet?
 - a. 3:05 p.m.
- **b** 3:15 p.m.
- c. 3:50 p.m.
- 3. On average, how often will the class meet in the research lab during the last part of the course?
 - a. Once a month.
 - b. Three times a month.
 - © Twice a month.
- 4. If today is Tuesday, when should the textbook be available in the bookstore?
 - (a.) On Thursday.
 - b. Today after class.
 - c. On Wednesday.
- 5. Which item was NOT mentioned by the teacher?
 - a. Participation.
- b. Quizzes.
- (c.) Attendance.



Home Listening



Listen to a passage and decide whether the following statements are true (T) or false (F).

Can You Tell Me, Doctor?

| 1. | Mr. John Smith had had an operation in the hospital. | (| T |) |
|----|--|---|---|---|
| 2. | Mr. John Smith asked the doctor for his telephone number. | (| F |) |
| 3. | Mr. Smith inquired of the hospital exchange about his operation. | (| F |) |
| 4. | The doctor thought that the caller was a relative of Mr. Smith. | (| T |) |
| 5. | The doctor wouldn't have told Mr. Smith the truth if he had | (| T |) |
| | known who the caller really was. | | | |

Part D

Tapescript

Can You Tell Me, Doctor?

While Mr. John Smith was in hospital, he asked his doctor to tell him if his operation had been successful, but the doctor refused to do so. When he was alone, Mr. Smith took out his mobile phone and called the hospital exchange for the doctor's telephone number. When the doctor answered the phone, Mr. Smith said he was inquiring about a certain patient, a Mr. John Smith. He asked if Mr. Smith's operation had been successful and the doctor told him that it had been so. The doctor then asked the caller if he was a relative of the patient. "No," the patient answered, "I am Mr. John Smith himself."

Unit 2





Pre-listening Tasks

Task 1 Go through the following and try to make some sentences out of them, paying attention to the use of a, an or the.

| bring forward | carry out | | action | birth | |
|---------------|------------|-----|-------------|------------|------|
| change | create | | business | emergency* | |
| develop | discuss | a | escape | health | |
| draft* | draw out | an | investment* | lesson | plan |
| explain | finalize* | the | long-term | marketing | |
| make | put off | | short-term | study | |
| stick to | talk about | | travel | wedding* | 1481 |

Task 2 Answer the following questions.

- 1. Have you ever made one of the plans mentioned in the above list?
- 2. Do you like making plans?
- 3. Do you usually stick to your plan once you have made it?