

**READABILITY IN READING MATERIALS
SELECTION AND COURSEBOOK DESIGN FOR
COLLEGE ENGLISH IN CHINA**

Volume II

By

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Appendix I:

**Questionnaire on administrators', scholars' and teachers'
expectation of students' college English for the 21st Century**

《大学英语面向 21 世纪》是国家教委高教司领导的重要教改研究项目。本调查表目的是征求专家、学者、教授对大学生（非英语专业）在本科学习阶段应达到的英语水平的意见。这项调查工作直接关系到项目的顺利进展，感谢各位专家、学者、教授的支持和协助。

专家、学者、教授调查表

一、培养目标

1. 您认为大学英语的培养目标是：
 - a. 学生能以英语为工具，获取本学科或专业所需要的信息
 - b. 学生能以英语为工具，交流本学科或专业有关的信息
 - c. 全面提高学生的外语素质，以适应经济建设和社会发展的需要
 - d. 其他（请具体说明）_____

二、您认为今后 5—15 年中下述英语能力的重要性如何

- | | | | | |
|------|--------|-------|-------|--------|
| 2. 读 | a. 很重要 | b. 重要 | c. 一般 | d. 不重要 |
| 3. 听 | a. 很重要 | b. 重要 | c. 一般 | d. 不重要 |
| 4. 说 | a. 很重要 | b. 重要 | c. 一般 | d. 不重要 |
| 5. 写 | a. 很重要 | b. 重要 | c. 一般 | d. 不重要 |
| 6. 译 | a. 很重要 | b. 重要 | c. 一般 | d. 不重要 |

7. 您认为在培养上述五种英语能力方面应有哪些侧重？
 - a. 较强的阅读能力，一定的听、译能力，初步的说、写能力
 - b. 较强的阅读、翻译能力，一定的听、说、写的的能力
 - c. 较强的阅读、会话能力，一定的写、译能力
 - d. 读、听、说、写、译全面发展
 - e. 其他（请具体说明）_____

三、词汇量

8. 新生入学词汇要求：目前中学英语教材实际含 3000 以上词汇，中学大纲规定词汇 2000 以上，高考词汇要求 2000。1985/86 年颁发的教学大纲规定新生入学应掌握 1600 英语单词，您认为这一指标是否应作适度调整？
- a. 中学英语水平没有实质性提高，新生入学时词汇量仍为 1600 个单词
 - b. 应提高到 2000 个英语单词
 - c. 中学英语水平从 1985/86 年到 2000 年应有较大提高，高校新生入学词汇量可定为 2500 个
 - d. 入学英语词汇量应提高到 3000
9. 1985/86 年颁发的教学大纲规定大学英语基础阶段（一、二年级）基本要求掌握 4000 单词（含中学词汇 1600），您认为这一指标是否应调整为：
- a. 4000 词
 - b. 4500 词
 - c. 5000 词
 - d. 5500 词
10. 您认为通过选修、辅修、专业阅读等，大学毕业时英语词汇量应达到多少？
- a. 5000 词
 - b. 6000 词
 - c. 7000 词
 - d. 8000 词

四、关于教学阶段的安排

11. 您认为大学一年级英语课的周学时以_____为宜。
- a. 4 小时
 - b. 5 小时
 - c. 6 小时
 - d. _____小时
12. 您认为大学二年级英语课的周学时以_____为宜。
- a. 4 小时
 - b. 5 小时
 - c. 6 小时
 - d. _____小时
13. 您认为重点大学英语基础阶段对学生的要求以_____为宜。
- a. 基本（85%左右学生）达到四级
 - b. 全部达到四级
 - c. 全部达到四级，其中 50%左右学生达到六级
 - d. 基本（85%左右学生）达到六级

14. 您认为学生修完基础阶段并通过四级考试之后，应在三、四年级给他们开设什么英语课？（可选多项）
- a. 专业阅读
 - b. 五、六级英语
 - c. 口语、写作课
 - d. 英语辅修
 - e. 其他（请具体说明）_____
-
15. 您认为三、四年级英语课选材应以什么为主？
- a. 普通英语
 - b. 结合大类（如电类等）
 - c. 结合本专业
 - d. 选材不受限制
16. 为了使外语学习四年不断线，您认为在三、四年级（现行教学大纲称为专业阅读阶段）英语教学的学时应作如下安排：
- a. 每周 2 学时，安排三学期，共 100~120（现行教学大纲规定）
 - b. 每周 3 学时，安排三学期，共 150~180
 - c. 每周 4 学时，安排三学期，共 200~240
 - d. 其它（请具体说明）_____

五、您认为大学毕业时英语能力应达到什么程度

17. 阅读能力
- a. 能以英语为工具，获取本专业所需要的信息
 - b. 能读懂英语报刊一般性文章和有关本学科的专业文章
 - c. 能看懂有关本学科的专业文章和一般题材的原版书刊
 - d. 能正确理解语言难度较高，题材广泛的文章
18. 听力理解能力
- a. 听懂题材熟悉，语言简单，语速不快（约 140 词/每分钟）的英语讲话或广播（如 VOA 的 Special English 节目）
 - b. 听懂英语广播或原版英语影视片的中心思想/大概内容
 - c. 听懂本专业的英语学术报告或一般性题材的英语讲座
 - d. 听懂题材熟悉的英语国家的正常语速的英语广播

19. 口语表达能力

- a. 能用英语进行简短的日常会话
- b. 能用英语就题材熟悉的话题进行一般性的交谈，能达意
- c. 能用英语就自己的学科或专业与以英语为母语的同行进行学术交流，表达准确
- d. 能用英语进行题材广泛的口头交际，运用自如

20. 写作能力

- a. 能用英语写毕业论文摘要
- b. 能用英语写一般的应用文（如书信简历等）
- c. 能用英语写课题申请报告或科研报告
- d. 能用英语为专业杂志写文章或为国际会议写论文

21. 翻译能力

- a. 能正确翻译内容不超过所学的专业知识范围的论文文献（英译中）
- b. 能借助词典翻译语言难度较高、题材广泛文章（英译中）
- c. 能将产品说明书、技术资料从中文译成英文
- d. 其他（请具体说明）_____

Appendix II:

Questionnaire on graduates' actual use of English

Questionnaire on graduates' actual use of English:

I. Personal background:

1. Age: _____
2. Time of graduation: _____
3. Graduate school: _____
4. Institutional Affiliation: _____
5. Affiliation address: _____

- Current job: _____

II. How did you learn your English in the university?

6. Number of terms you had English courses in foundation stage:
a. 3 terms 12% b. 4 terms 68% c. 5 terms 6% d. 6 terms 7% e. other 4%
7. Did you pass CET Band 4?
a. passed 56% b. failed 13% c. did not take 28%
8. If you passed CET Band 4, what was your score?
a. 60-64.5 14% b. 65-74.5 24% c. 75-84.5 15% d. Above 85 4%
9. Did you pass CET Band 6?
a. passed 19% b. failed 32% c. didn't take 36%
10. If you passed CET Band 6, what was your score?
a. 60-64.5 5% b. 65-74.5 10% c. 75-84.5 4% d. above 85 0%
11. After finishing foundation stage in first and second year, you _____
a. take English course as well as study on your own 12%
b. take English course 17%
c. study on your own 47%
d. stop learning English completely 18%

12. After foundation stage, what courses did you take? You may have more than one answers:

- a. conversation 20%
- b. specialised English 46%
- c. English minors 11%
- d. English writing 5%
- e. foreign trade English 11%
- f. others

III. How much English do you use in your job?

A. According to your working experience, how important do you think the following skills are:

13. Listening:

- a. very important 60%
- b. important 22%
- c. fairly important 10%
- e. unimportant 7%

14. Speaking:

- a. very important 54%
- b. important 23%
- c. fairly important 14%
- d. unimportant 7%

15. Reading:

- a. very important 51%
- b. important 30%
- c. fairly important 14%
- d. unimportant 3%

16. Writing:

- a. very important 29%
- b. important 34%
- c. fairly important 25%
- d. unimportant 8%

17. Translating:

- a. very important 30%
- b. important 40%
- c. fairly important 22%
- d. unimportant 5%

18. Interpreting:

- a. very important 27%
- b. important 32%
- c. fairly important 27%
- d. unimportant 10%

B. How much English do you use in your job?

19. Listening:

- a. more than 10 hours per week 5%
- b. about 10 hours per month 11%
- c. 2-3 times per month 21%
- d. hardly any 60%

20. Speaking:

- a. more than 10 hours per week 4%
- b. about 10 hours per month 6%
- c. 2-3 times per month 16%
- d. hardly any 71%

21. Reading:

- a. more than 10 hours per week 17%
- b. about 10 hours per month 21%
- c. 2-3 times per month 14%
- d. hardly any 35%

22. Writing:

- a. more than 10 hours per week 4%
- b. about 10 hours per month 9%
- c. 2-3 times per month 18%
- d. hardly any 67%

23. Translating:

- a. more than 10 hours per week 4%
- b. about 10 hours per month 9%
- c. 2-3 times per month 26%

d. hardly any 59%

24. Interpreting:

a. more than 10 hours per week 2%

b. about 10 hours per month 4%

c. 2-3 times per month 9%

d. hardly any 82%

C. How often do you engage in the following activities?

25. Read technical drawings in English:

a. more than 10 hours per week 7%

b. about 10 hours per month 8%

c. 2-3 times per month 14%

d. 2-3 times per year 16%

e. hardly any 51%

26. Read instructions in English:

a. more than 10 hours per week 8%

b. about 10 hours per month 12%

c. 2-3 times per month 24%

d. 2-3 times per year 27%

e. hardly any 26%

27. Read technical materials:

a. more than 10 hours per week 12%

b. about 10 hours per month 13%

c. 2-3 times per month 20%

d. 2-3 times per year 21%

e. hardly any 30%

28. Read books in your own subject in English:

- a. more than 10 hours per week 7%
- b. about 10 hours per month 13%
- c. 2-3 times per month 18%
- d. 2-3 times per year 17%
- e. hardly any 42%

29. Read abstracts in English:

- a. more than 10 hours per week 4%
- b. about 10 hours per month 10%
- c. 2-3 times per month 21%
- d. 2-3 times per year 19%
- e. hardly any 41%

30. Use English in Daily conversation:

- a. more than 10 hours per week 3%
- b. about 10 hours per month 6%
- c. 2-3 times per month 12%
- d. 2-3 times per year 12%
- e. hardly any 64%

31. Attend academic lectures in English:

- a. more than 10 hours per week 0%
- b. about 10 hours per month 1%
- c. 2-3 times per month 5%
- d. 2-3 times per year 18%
- e. hardly any 71%

32. Receive foreigners

- a. more than 10 hours per week 2%
- b. about 10 hours per month 3%
- c. 2-3 times per month 6%
- d. 2-3 times per year 19%
- e. hardly any 65%

33. Participate in business negotiation with foreigners

- a. more than 10 hours per week 1%
- b. about 10 hours per month 3%
- c. 2-3 times per month 5%
- d. 2-3 times per year 16%
- e. hardly any 71%

34. Participate in international conferences

- a. more than 10 hours per week 0%
- b. about 10 hours per month 1%
- c. 2-3 times per month 1%
- d. 2-3 times per year 6%
- e. hardly any 87%

35. Use English to do business through telephone:

- a. more than 10 hours per week 1%
- b. about 10 hours per month 8%
- c. 2-3 times per month 14%
- d. 2-3 times per year 16%
- e. hardly any 51%

36. Write business letters in English:

- a. more than 10 hours per week 3%

- b. about 10 hours per month 4%
- c. 2-3 times per month 6%
- d. 2-3 times per year 10%
- e. hardly any 74%

37. Write abstracts in English:

- a. more than 10 hours per week 1%
- b. about 10 hours per month 3%
- c. 2-3 times per month 5%
- d. 2-3 times per year 11%
- e. hardly any 75%

38. Write papers in English:

- a. more than 10 hours per week 0%
- b. about 10 hours per month 0%
- c. 2-3 times per month 0%
- d. 2-3 times per year 5%
- e. hardly any 90%

39. Write research report in English:

- a. more than 10 hours per week 0%
- b. about 10 hours per month 1%
- c. 2-3 times per month 1%
- d. 2-3 times per year 4%
- e. hardly any 90%

40. Fill in forms in English:

- a. more than 10 hours per week 1%
- b. about 10 hours per month 1%

- c. 2-3 times per month 4%
- d. 2-3 times per year 21%
- e. hardly any 69%

41. Draft contract in English:

- a. more than 10 hours per week 1%
- b. about 10 hours per month 2%
- c. 2-3 times per month 2%
- d. 2-3 times per year 6%
- e. hardly any 85%

42. Act as an interpreter in technical activities:

- a. more than 10 hours per week 1%
- b. about 10 hours per month 1%
- c. 2-3 times per month 2%
- d. 2-3 times per year 7%
- e. hardly any 85%

43. Translate technical materials

- a. more than 10 hours per week 2%
- b. about 10 hours per month 4%
- c. 2-3 times per month 10%
- d. 2-3 times per year 25%
- e. hardly any 55%

IV. How to improve your English?

44. Which skill do you use most often?

- a. listening 25%
- b. speaking 14%
- c. reading 62%
- d. writing 11%

- e. interpreting 4% f. translating 21%
45. Which of your skills can meet the requirement of your job?
- a. listening 15% b. speaking 12% c. reading 62% d. writing 12%
- e. interpreting 5% f. translating 35%
46. Which of your skills do you think needs to improve most?
- a. listening 65% b. speaking 69% c. reading 27% d. writing 36%
- e. interpreting 29% f. translating 19%
47. To improve students English, what courses should be added? You can choose more than one.
- a. conversation 70% b. writing 40% c. advanced listening 58%
- d. reading in general 38%
- e. introduction to English and American Culture 22%
- f. others 2%
48. How many contact hours do you think it is necessary for first year students?
- a. 4 hours 8% b. 5 hours 8% c. 6 hours 57% d. others: 19%
49. How many contact hours do you think it is necessary for second year students?
- a. 4 hours 20% b. 5 hours 10% c. 6 hours 46% d. others: 15%
50. Which aspect is your weakest point?
- a. small vocabulary 51%
- b. slow reading and poor reading comprehension 17%
- c. poor speaking 52%
- d. poor listening 45%
- e. poor writing 27%

f. other aspects 2%

51. When you graduate from university, your vocabulary _____:

- a. has been raised. 27%
- b. has been decreased. 49%
- c. has remained the same. 16%
- d. Do not know. 4%

52. After the foundation stage, what courses should be added?

- a. specialised English 32% b. conversation 54% c. writing 29%
- d. English minors 23% e. Band 5 & Band 6 20% f. others 1%

53. Which skill do you think college English should emphasise?

- a. listening 59% b. speaking 70% c. reading 17% d. writing 32%
- e. translating 15% f. interpreting 30%

54. Please write here other suggestions and proposals if you have:

Thank you for your help and co-operation!

Appendix III:

**Questionnaire on employers' comments on graduates' English
proficiency in the last few years**

Questionnaire on employers' comments on graduates' English proficiency in the last few years

The following is the questionnaire itself and the result from 386 different employers

I. Background of your institutional affiliation: _____

1. Name of your institutional affiliation: _____

2. Address: _____

3. Your institutional affiliation is :

A. university or research institute 24%

B. enterprise or company 49%

C. government office 16%

D. trade or finance department 4%

E. public institutes such as culture, health, travel, and medicine 1%

F. others _____ 6%

4. Type of exchange programmes your affiliation is engaged in:

A. technical importing (exporting and importing goods and equipment) 57%

B. knowledge importing (exchanging experts) 22%

C. send people abroad to get training 34%

D. setting up offices abroad 8%

5. In which aspects does your affiliation need people who understand English?

A. import and export goods 28%

B. go abroad to study 27%

C. import equipment 37%

D. receive foreigners 41%

E. interpreter 38%

F. translator 59%

G. others _____ 9%

6. The number of graduates your affiliation has employed since 1990_____.

A. 1-5 18% B. 6-10 13% C. 11-20 10% D. 21-30 11% E. more than 30 44%

7. Your graduates mainly came from _____.

A. key universities 72%

B. ordinary universities 38%

8. What do you think of those graduates' English?

A. excellent 1% B. very good 23% C. alright 65% D. bad 6% E. very bad 1%

9. Their listening ability:

A. excellent 0% B. very good 10% C. alright 57% D. bad 26% E. very bad 1%

10. Their speaking ability:

A. excellent 0% B. very good 5% C. alright 52% D. bad 34% E. very bad 3%

11. Their reading ability:

A. excellent 3% B. very good 42% C. alright 45% D. bad 4% E. very bad 0%

12. Their writing ability:

A. excellent 1% B. very good 10% C. alright 58% D. bad 22% E. very bad 2%

13. Their translating ability:

A. excellent 1% B. very good 24% C. alright 60% D. bad 9% E. very bad 0%

II. Graduates' use of English in your institutional affiliation:

(A). Based on the nature and the requirement of your affiliation, please order the following language skills according to its importance:

14. Listening:

A. very important 31%

- B. important 36%
 - C. fairly important 21%
 - D. unimportant 7%
15. Speaking:
- A. very important 31%
 - B. important 32%
 - C. fairly important 23%
 - D. unimportant 9%
16. Reading:
- A. very important 36%
 - B. important 35%
 - C. fairly important 20%
 - D. unimportant 3%
17. Writing:
- A. very important 18%
 - B. important 38%
 - C. fairly important 32%
 - D. unimportant 6%
18. Translating:
- A. very important 32%
 - B. important 39%
 - C. fairly important 22%
 - D. unimportant 3%
19. Interpreting:
- A. very important 20%

- B. important 33%
- C. fairly important 30%
- D. unimportant 11%

(B). How do graduates of your affiliation understand the following materials in English?

20. Technical charts

- A. understand completely 6%
- B. understand main ideas 52%
- C. understand with difficulties 19%
- D. cannot understand 2%
- E. no idea 13%

21. Instructions:

- A. understand completely 8%
- B. understand main ideas 65%
- C. understand with difficulties 13%
- D. cannot understand 1%
- E. no idea 6%

22. Scientific materials

- A. understand completely 6%
- B. understand main ideas 55%
- C. understand with difficulties 24%
- D. cannot understand 1%
- E. no idea 7%

23. Academic books in their own fields

- A. understand completely 5%

- B. understand main ideas 48%
- C. understand with difficulties 28%
- D. cannot understand 3%
- E. no idea 8%

24. Magazines and periodicals in their own fields

- A. understand completely 5%
- B. understand main ideas 43%
- C. understand with difficulties 31%
- D. cannot understand 4%
- E. no idea 11%

25. Abstracts

- A. understand completely 7%
- B. understand main ideas 50%
- C. understand with difficulties 21%
- D. cannot understand 2%
- E. no idea 13%

26. Contracts

- A. understand completely 6%
- B. understand main ideas 43%
- C. understand with difficulties 24%
- D. cannot understand 4%
- E. no idea 17%

27. Other materials _____.

(C). Are graduates of your affiliation able to understand the following activities involving their listening ability in English?

28. daily conversations
- A. understand completely 7%
 - B. understand main ideas 47%
 - C. understand with difficulties 30%
 - D. cannot understand 3%
 - E. no idea 8%
29. academic lectures
- A. understand completely 1%
 - B. understand main ideas 20%
 - C. understand with difficulties 48%
 - D. cannot understand 14%
 - E. no idea 11%
30. foreigners' technical instructions
- A. understand completely 2%
 - B. understand main ideas 30%
 - C. understand with difficulties 37%
 - D. cannot understand 13%
 - E. no idea 13%
31. attend international conferences
- A. understand completely 1%
 - B. understand main ideas 15%
 - C. understand with difficulties 37%
 - D. cannot understand 21%
 - E. no idea 20%
- (D). Are the graduates in your affiliation qualified for the following

speaking activities?

32. daily conversations
 - A. qualified 6%
 - B. fairly qualified 34%
 - C. with difficulties 34%
 - D. not qualified 13%
 - F. no idea 6%
33. receiving foreigners
 - A. qualified 1%
 - B. fairly qualified 13%
 - C. with difficulties 37%
 - D. not qualified 23%
 - E. no idea 6%
34. negotiating business with foreigners
 - A. qualified 1%
 - B. fairly qualified 13%
 - C. with difficulties 36%
 - D. not qualified 32%
 - E. no idea 6%
35. attend conference workshops
 - A. qualified 1%
 - B. fairly qualified 13%
 - C. with difficulties 36%
 - D. not qualified 32%
 - E. no idea 6%

36. business negotiating through telephones

- A. qualified 1%
- B. fairly qualified 15%
- C. with difficulties 31%
- D. not qualified 30%
- E. no idea 15%

(E). Are graduates in your affiliation qualified in the following writing activities?

37. business letters

- A. qualified 4%
- B. fairly qualified 39%
- C. with difficulties 27%
- D. not qualified 10%
- E. no idea 12%

38. writing abstracts

- A. qualified 4%
- B. fairly qualified 35%
- C. with difficulties 30%
- D. not qualified 10%
- E. no idea 12%

39. writing academic papers

- A. qualified 1%
- B. fairly qualified 11%
- C. with difficulties 33%
- D. not qualified 31%
- E. no idea 16%

40. writing academic reports

- A. qualified 1%
- B. fairly qualified 11%
- C. with difficulties 29%
- D. not qualified 34%
- E. no idea 16%

41. writing contracts

- A. qualified 1%
- B. fairly qualified 17%
- C. with difficulties 31%
- D. not qualified 27%
- E. no idea 15%

42. writing advertisements:

- A. qualified 2%
- B. fairly qualified 15%
- C. with difficulties 26%
- D. not qualified 28%
- E. no idea 20%

43. filling in forms

- A. qualified 9%
- B. fairly qualified 52%
- C. with difficulties 15%
- D. not qualified 5%
- E. no idea 10%

(F) Are graduates in your affiliation qualified in the following activities?

44. interpreter in daily conversations:

- A. qualified 6%
- B. fairly qualified 33%
- C. with difficulties 27%
- D. not qualified 15%
- E. no idea 11%

45. technical interpreter:

- A. qualified 1%
- B. fairly qualified 18%
- C. with difficulties 40%
- D. not qualified 23%
- E. no idea 11%

46. technical materials translator:

- A. qualified 5%
- B. fairly qualified 49%
- C. with difficulties 22%
- D. not qualified 9%
- E. no idea 9%

III. Measurements to improve the English proficiency of those graduates?

(G). To meet the requirements, what has your affiliation done to improve their English proficiency?

47. send them abroad to get trained 17%

48. train in your own affiliation 24%

49. ask them to do self study 51%

50. send them to universities to get trained 29%

(H). What aspect do you think college English should emphasise more?

51. listening 68%

52. speaking 75%

53. reading 29%

54. writing 43%

55. translating 37%

56. specialised English 25%

57. Do you have any proposals for improving college English?

A. yes B. No

If yes, please write here:

Thank you very much for your cooperation!

Appendix IV:

Students' English proficiency test upon entering universities

1996年高校新生英语分级考试测试试卷（一）

一九九六年九月

注意事项

1. 本次分级考试由试卷一和试卷二组成。
2. 试卷一共100题，包括听力，阅读，语词及完型填空四大部分。限2小时内完成。
3. 试卷二共100题，是新生入校词汇测试，限30分钟完成。
4. 两份试卷时间不能通用，监考人员必须在收齐试卷一及其答题纸之后才能发试卷二及其答题纸。
5. 答案一律做在答题纸上，否则无效。在开始答题之前，学生必须准确填写姓名，准考证号，及试卷类型。（即A,B卷）
6. 答案一律使用铅笔，如需改正，用橡皮擦去误写的答案。
7. 选定答案后，在相应的字母中部划一条横线，正确方法是：
[A], [B], [~~C~~], [D]。
8. 考试结束后，监考人员必须清点试卷及答题纸，在清点无缺情况下，学生才能退场。

Form A

I. Listening Comprehension

听力理解分三部分，共20题，每题1分，共计20分。

Part A 第一部分：本部分为单句听力测试，共10题，每题读两遍。每听完一句后，从答题纸上该句的A、B、C、D四个选择中选出最接近原句意思的答案，并涂黑。

1. A. It's hardly believed that Black passed the exam.

-
- B Both Bill and Black passed the exam.
C What Bill did was a great help for Black to pass the exam.
D Black tried hard to help Bill pass the exam.
2. A. On Mondays, the shop stays open till 6 p.m.
B. On Sundays, it keeps open till 12.
C. On Saturdays, it closes at 4 p.m.
D. On Fridays, the shop closes at 8.
3. A. She is more successful as a teacher than as a secretary.
B. Mary likes teaching better.
C. The secretary is not as good as the teacher.
D. The teacher is better than the secretary.
4. A. The problem was solved after several weeks' discussion.
B. Several problems have arisen and should be discussed.
C. The discussion of the problem has lasted several weeks.
D. The discussion of the problem was not over.
5. A. The student talked several times.
B. The student continued talking.
C. The student stopped talking.
D. The student asked to talk.
6. A. The man makes more money than his wife.
B. The man spends more money than his wife.
C. His wife keeps spending more money.
D. The man spends the money his wife makes.
7. A. No other student is better than Bart.
B. The class has only three smart students.
C. Bart is not as clever as most of the other students in his class.
D. Two students are better than Bart in his class.
8. A. The furniture costs \$746 now.
B. The furniture costs \$476 now.
C. The furniture used to cost \$674.
D. The furniture used to cost \$467.
9. A. People are more likely to get cold in winter.
-

-
- B. More people have summer colds than winter colds.
C. People seldom have cold in summer.
D. Fewer people get cold in winter.
10. A. The film started at 8.
B. It began at 7:30.
C. It started at 8:10.
D. It began at 7:50.

Part B 第二部分：本部分为五组对话，每组对话后有一个问题。对话和问题都读两遍。每听完一个问题后，从答题纸上的A、B、C、D四个选择中选出最合适的答案，并涂黑。

11. A. She asks the direction.
B. She wants the police officer to do her a favor.
C. She asks where the bus stop is.
D. She wants to know who lives around Greenwall Street.
12. A. She wants to work right now.
B. She asks the man to go on a picnic with her.
C. She wants to go to the park.
D. She keeps herself busy with her work.
13. A. Two.
B. Three.
C. Four.
D. One.
14. A. Boss and clerk.
B. Partners.
C. Friends.
D. Customer and salesman.
15. A. In a medical laboratory.
B. In the doctor's office.
C. In the operating room.
D. In the workshop.

Part C 第三部分：本部分为短文听力测试，共二篇，每篇读两遍。听完

后，请回答五个问题，从答题纸上的A、B、C、D选择中选出正确答案，并涂黑。

Passage I

16. A. It is a pleasant color.
B. Swimming in the blue sea, he feels as though a new life started.
C. The English term "true blue" is meaningful and he likes the idea of it.
D. All of the above.
17. A. To be loyal.
B. To be respectful.
C. To be cheerful.
D. To be helpful.

Passage II

18. A. Twelve.
B. One.
C. Two.
D. Twenty-four.
19. A. Sell the cookies at the same price.
B. Never eat any of the cookies, unless they are hungry.
C. Help the friend if he is in trouble.
D. Each of the boys should make 60 cents out of the cookies..
20. A. Not a penny.
B. 5 cents.
C. 115 cents.
D. 60 cents.

II. Reading Comprehension 阅读理解

本部分共四篇文章，20个问题，每题2分，共40分。

(A)

One thing that needs discussion is the problem of finger pointing in reading an article. Many people consider it to be a very bad habit. Teachers in preschools or kindergartens are continually faced with children whose finger is planted firmly under the words they are learning to read. Children seem to feel that with their finger, they can more easily guide their eyes to the part of the page they wish to read.

Many teachers discourage this, however, insisting that the child take his finger off the page and “read properly”. Why? The answer is not clear. I have asked a number of teachers (and teachers of teachers) and the answer usually is that the finger “slows the child down”. This may be true if the child feels safe with his finger under a word and does not wish to move on to the next word. But it is not a perfect answer. For surely if the finger is placed on the book by the child because it helps his eyes, and if the teacher feels that the actual placing of the finger slows the child down, then the answer is not to tell the child to take his finger off the page, but to tell him to speed it up.

If you happen to be a finger-pointer don't be too worried -- it is a natural habit and, if used properly, may lead to a great increase in reading speed. To begin with, you may find difficulty in speeding up your finger, because you will have become used to a certain rhythm and speed, but if you keep on, solid gains should not be too far away.

根据上面文章的内容，从每题下面四个选择中选出一个最合适的答案，并在答题纸上把所选的编号字母涂黑。

21. The passage is concerned primarily with _____.
- A. relationships between teachers and preschool children
 - B. reading speed and comprehension
 - C. the problem of finger pointing in reading an article
 - D. how to get rid of bad habits in reading
22. The reason many teachers discourage finger pointing is that _____.
- A. the finger may probably take the child's attention away
 - B. finger pointing may slow down a child's reading speed
 - C. finger pointing prevents a child from understanding properly
 - D. the finger covers some words the child is going to read

-
23. Children who are finger-pointers _____.
- A. use their fingers as a guide of their eyes while reading
 - B. realize that finger-pointing is a bad habit but can't help doing so
 - C. are usually careless and very slow language readers
 - D. do not know where to put their fingers if not placing them under words
24. The attitude of the writer towards finger-pointing in reading is _____.
- A. negative
 - B. positive
 - C. active
 - D. passive
25. According to the passage, finger-pointing in reading _____.
- A. slows reading down
 - B. speeds reading up
 - C. is a bad habit
 - D. is a natural habit

(B)

Museums have changed. They are no longer places for the privileged (享有特权的) few or for bored vacationers to visit on rainy days. Action and democracy are words used in descriptions of museums now.

At a science museum in Ontario, Canada, you can feel your hair stand on end as harmless electricity passes through your body. At the Metropolitan Museum of Art in New York City, you can look at seventeenth century instruments while listening to their music. As these two examples show, museums are reaching out to new audiences, particularly the young, the poor, and the less educated members of the population. As a result, attendance is increasing.

More and more, museum directors are realizing that people learn best when they can somehow become part of what they are seeing. In many science museums, for example, there are no guided tours. The visitors is encouraged to touch, listen, operate, and experiment so as to discover scientific principles for himself. He can have the experience of operating a spaceship or a computer. The purpose is not only to provide fun but also to help people feel at home in the world of science.

Many museums now provide educational services and children's departments. In addition to the usual displays, they also offer film showings

and dance programs. Instead of being places that one should visit, they are places to enjoy.

One cause of all these changes is the increase in wealth and leisure time. Another cause is the rising percentage of young people in the population. Many of these young people are college students or college graduates. They are better educated than their parents. They see things in a new and different way. They are not satisfied with standing and looking at works of art; they want art they can take part in. The same is true of science and history.

There is disagreement among directors concerning the kinds of service that museums should provide. Some believe that museums are already changing too much. Others feel that many museums still have too little connection with the world outside their walls. The problem is how museums can continue to serve as storehouses for treasures while encouraging the general public to enjoy visiting them.

根据上面文章的内容，从每题下面四个选择中选出一个最合适的答案，并在答题纸上把所选的编号字母涂黑

26. In the first paragraph, the writer tells us that _____.
- A. museums used to be open on rainy days
 - B. museums used to be only visited by holidaymakers
 - C. attendance at museums used to be very low
 - D. the admission tickets of museums used to be very expensive
27. The phrase “feel at home in the world of science” (para.3) means _____.
- A. “be familiar with various subjects in the world of science”
 - B. “do whatever one wants to do in the world of science”
 - C. “know without leaving home what is going on in the world of science”
 - D. “feel comfortable in the world of science”
28. Which of the following is not a cause of all these changes taking places in the museums?
- A. People are better-off nowadays.
 - B. People can afford more time for relaxation.
 - C. The number of young people in the population has increased.
 - D. People are no longer interested in history and art.
29. According to the writer, museums in the modern world _____.
- A. should still be places where collections of objects are preserved and displayed

-
- B. should be devoted more to science and technology
C. should be a storehouse for collections and at the same time a place of entertainment for their visitors
D. should aim at providing fun for their audiences
30. This article is mainly about _____.
- A. the advantages of today's museums
B. changes museums are undergoing
C. the services museums can provide
D. the role museums should play

(C)

A computer is a machine with a complex network of electronic circuits (电路) that operate switches. The switches are capable of being in one of two possible states, that is, on or off. The machine is capable of storing and dealing with numbers, letters, and characters. The basic idea of a computer is that we can make the machine do what we want simply by inputting signals that turn certain switches on and turn others off.

Computers are thought to have many remarkable powers. However, most computers, whether large or small, have three basic capabilities. First, computers have circuits for performing arithmetic operations, such as: addition, subtraction, divisions, multiplication and exponentiation. Second, computers have a means of communicating with the user. After all, if we couldn't feed information in and get results back, these machines wouldn't be of much use. However, certain computers (commonly minicomputers and microcomputers) are used to control directly things such as robots (机器人), medical instruments, etc.

Some of the most common methods of inputting information are to use magnetic tape, disks, and terminals. The computer's input device reads the information into the computer.

For outputting information, two common devices used are a printer which prints the new information on paper, or a CRT display screen which shows the results on a TV-like screen.

Third, computers have circuits which can make decisions. The kinds of decisions which computer circuits can make are not of the type: 'Who would win a war between two countries?' or 'Who is the richest person in the world?' Unfortunately, the computer can only decide three things, namely: Is one number less than another? Are two numbers equal? and, Is one number greater than another?

根据上面文章的内容，从每题下面四个选择中选出一个最合适的答案，并在答题纸上把所选的编号字母涂黑

31. A computer is, in a sense, simple in that _____.
- A. it consists only of electronic circuits
 - B. it can only store and deal with numbers, letters, and characters
 - C. it performs its functions by means of operating switches
 - D. it can not work without signals
32. A computer can NOT _____.
- A. perform arithmetic operations
 - B. communicate with the user
 - C. make a certain kind of decision
 - D. be of much use without input and output
33. In the second paragraph, "remarkable powers" means _____.
- A. extraordinary functions
 - B. powerful strengths
 - C. talkative characters
 - D. abilities to give marks
34. It seems unfortunate that basically a computer can _____.
- A. not be of much use
 - B. only compare two numbers
 - C. be used only by experts
 - D. perform a limited number of functions
35. The best possible title of the passage is _____.
- A. computer and its users
 - B. computer and its structure
 - C. computer and its future
 - D. computer and its basic capabilities

(D)

"Other countries have a climate; in England we have weather." This statement is often made by Englishmen, which is both revealing and true. It is revealing because in it we see the Englishman insisting once again that what happens in England is not the same as what happens elsewhere; its truth can soon be found by any foreigner who stays in the country for longer than a few days.

It has been said only in England can one experience four seasons in the course of a single day! Day may break as a balmy spring morning; an hour later black clouds may have appeared from nowhere and the rain may be pouring down. At midday conditions may be really wintry with the temperature down by about eight degrees or more. And then, in the late afternoon the sky will clear, the sun will begin to shine, and for an hour or two before darkness falls, it will be summer.

In England one can experience almost every kind of weather except the most extreme. Some foreigners seem to be under the impression that for ten months of the year the country is covered by a dense blanket of fog; this is not true. The problem is that we never can be sure when the different sorts of weather will occur. Not only do we get several different sorts of weather in one day, but we may very well get a period of winter in summer and a period of summer in winter.

This uncertainty about the weather has had a definite effect upon the Englishman's character; it tends to make him cautious, for example. The foreigner may laugh when he sees the Englishman setting out on a sunny morning wearing a raincoat and carrying an umbrella, but he may well regret his laughter later in the day! The English weather has also helped to make the Englishman adaptable. It has been said that one of the reasons why the English colonized (开拓殖民地) so much of the world was that, whatever the weather conditions they met abroad, they had already experienced something like them at home!

And, of course, the weather's variety provides a constant topic of conversation. Even the most unfriendly of Englishmen is always prepared to discuss the weather. And, though he sometimes complains bitterly of it, he would not exchange it for the more predictable (可以预测的) climate of other lands.

根据上面文章的内容，从每题下面四个选择中选出一个最合适的答案，并在答题纸上把所选的编号字母涂黑

36. The word "balmy" in the second paragraph probably means _____.
- A. cloudy
 - B. cold
 - C. pleasant
 - D. wet

-
37. By giving the example in the fourth paragraph, the writer tries to tell the reader that _____.
- A. it is hard for a foreigner to understand Englishmen's strange behavior
 - B. in England it is always sunny in the morning and rainy in the afternoon
 - C. the Englishmen are good at foretelling weather
 - D. the English weather has made its people very careful
38. By reading the last sentence, we can see that the Englishmen's basic attitude towards their weather is _____.
- A. positive
 - B. bitter
 - C. helpless
 - D. indifferent
39. Which of the following words can't we use to describe the English weather?
- A. varied
 - B. uncertain
 - C. changeable
 - D. predictable
40. Which of the following is not the writer's view
- A. Weather is Englishmen's favourite topic of conversation.
 - B. For most of the year it is foggy in England.
 - C. The English weather has affected Englishmen's character.
 - D. The Englishmen could easily make themselves fit for the local weather wherever they went.

III Vocabulary and structure 词语用法和语法结构

本部分共40题，每题0.5分，共20分。根据句子的内容从A、B、C、D四个选择中选出一个最合适的答案，并在答题纸上把所选的编号字母涂黑。

41. The girl _____ the bicycle is Jane.
- A. riding on
 - B. driving in
 - C. driving on
 - D. riding in

-
42. Good _____ ! I hope you'll win the race.
A. sort
B. wish
C. luck
D. chance
43. There's no one here who can _____ the problem.
A. deal with
B. treat with
C. do with
D. meet with
44. They were very happy when they _____ the end of their journey.
A. arrived at
B. arrived to
C. got to
D. reached at
45. There was a house at _____.
A. the mountain foot
B. the foot of the mountain
C. the feet of the mountain
D. the mountain's foot
46. Don't leave your shoes on the table. _____!
A. Put off them!
B. Take them off!
C. Pick them off!
D. Pick up them!
47. How _____ have you been to America?
A. much time
B. many times
C. long time
D. long ago
48. Can I _____ this book back to you tomorrow?
A. hold
B. carry
C. take
D. bring

-
49. He finally _____ the driving test after failing three times.
A. succeeded in passing
B. succeeded to pass
C. managed in passing
D. managed passing
50. What time does the bus _____ Bradford?
A. go away to
B. go away for
C. leave to
D. leave for
51. The airport is five miles _____.
A. away from here
B. far away here
C. far from here
D. far away from here
52. I'll have to buy _____ trousers.
A. a pack of
B. a bar of
C. a pair of
D. a set of
53. I met her _____ my way _____.
A. in...home
B. on...home
C. in...to home
D. on...to home
54. He's _____ to know the answer.
A. likely
B. probable
C. possible
D. probably
55. _____ him go out if he wants to.
A. Allow
B. Leave
C. Let
D. Permit

-
56. Would you like some more coffee? There's still _____ left.
A. a little
B. little
C. a few
D. few
57. She _____ the cups and some of them broke.
A. fell
B. dropped
C. let
D. slipped
58. Living here at the top of the mountain with no one else near you must be very _____.
A. sole
B. alone
C. along
D. lonely
59. It's nice to go for a walk _____ a summer evening.
A. on
B. in
C. at
D. during
60. That's the course _____.
A. what I'm interested in
B. which I'm fond on
C. I'm interested in
D. of that I'm fond
61. He's all right _____ he's left to do the job in his own way.
A. in case
B. meanwhile
C. so long as
D. so far as
62. He's already about _____ his father.
A. so tall than
B. as tall than
C. as tall as
D. so tall as
63. _____ a pity I didn't see you.
A. That's
B. What's

-
- C. It's
D. There's
64. I _____ play tennis than golf.
A. like better to
B. prefer
C. would rather
D. had better
65. He was a good swimmer so he _____ swim to the river bank when the boat sank.
A. could
B. might
C. should
D. was able to
66. He was left alone, with _____ to look after him.
A. someone
B. anyone
C. not one
D. no one
67. He was taken down to another room, _____ he found a wounded soldier who was dying.
A. which
B. where
C. that
D. there
68. It's ages _____ him.
A. that I don't see
B. that I didn't see
C. ago I saw
D. since I saw
69. Do you know it's _____ mountain in the world?
A. the more high
B. the higher
C. the highest
D. the most high
70. _____ they come to us, I would ask them some questions.
A. Were
B. Should
C. If
D. Unless
-

-
71. He asked me _____ stay in the hotel.
A. how long I was going to
B. how long was I going to
C. how long time I was going to
D. how long time was I going to
72. I'll leave him a note _____ he'll know where we are.
A. so that
B. such that
C. in order
D. for
73. She broke a _____ while she was washing up.
A. glass wine
B. wine glass
C. glass for wine
D. glass of wine
74. You'd like that, _____?
A. don't you
B. didn't you
C. hadn't you
D. wouldn't you
75. I can't find the book _____.
A. nowhere
B. everywhere
C. anywhere
D. somewhere
76. My piano is magnificent. _____ since I was 18.
A. I got it
B. I've got it
C. I have it
D. I've had it
77. The hunters had the fire _____ all the night in the woods.
A. burnt
B. burning
C. to burn
D. burned

-
78. He didn't thank me for the present. That is _____ annoyed me.
A. which
B. that
C. what
D. how
79. He didn't know _____ or go home.
A. whether he wait
B. if he wait
C. whether to wait
D. if to wait
80. "I'm going to the theatre tonight." "So _____."
A. will I
B. am I
C. I will
D. do I

IV. Cloze 完型填空

下面一篇文章共20题，每题1分，共计20分。每题有四个选择，要求从中选出最合适的答案，并在答题纸上把所选的编号字母涂黑。

- Americans travel by air in _81_ the same way as Europeans and the Japanese travel by train. There are, in fact, not many railroad stations _82_ in the USA, _83_ the track is still being used, since most of America's _84_ is still carried by train. As for passengers, there is a vast network of airlines and airports in easy _85_ of almost every
81. A) such
B) much
C) as
D) which
82. A) left
B) remained
C) stayed
D) reserved
83. A) if
B) because
C) as
D) although
84. A) freight
B) fright
C) flight
D) fight
85. A) range

American town. Airports, now the travel centers of the USA, are comfortable, hospitable places, with coffee shops and bars and spotlessly clean restrooms.

Flying in America is less expensive than in many countries, because the Federal Government subsidizes (补助) air _86_. Yet the different airlines are not state-owned and compete with one another for passengers. United, which does not go outside the USA _87_ to Canada or Mexico, is the largest commercial airline in the western world. The airline network is completed by other big companies. Meanwhile, the National Railroad Corporation is trying hard to win back passengers from the airlines, particularly _88_ shorter distances.

Those who cannot _89_ either train or plane take the Greyhound bus.

90 transport system in the world carries so many passengers by night or by day. Drivers are highly paid and have a wonderful safety _91_. The buses go almost anywhere in the United States.

Europeans tend to love their cars. But Americans, by and _92_, treat their cars merely as vehicles which are essential

- B) scope
- C) reach
- D) approach

86. A) tickets
B) fares
C) charges
D) fees
87. A) besides
B) beside
C) except
D) but

88. A) for
B) over
C) from
D) within

89. A) pay
B) bear
C) take
D) afford

90. A) Not
B) None
C) No
D) Never

91. A) note
B) history
C) record
D) report

92. A) by
B) large
C) then

-
- _93_ their lives -- to take them to work, 93. D) that
to shopping plazas two or three miles out A) for
of town, to picnics or to their friends. B) to
Except when they take a vacation, C) in
they _94_ drive long distances. There are 94. D) during
thousands of miles of freeways and A) rarely
expressways, yet rapid journeys are B) always
not possible C) never
95 the driver is prepared to risk a 95. D) sometimes
heavy _96_, for there is a speed limit of 96. A) until
55m.p.h. B) otherwise
C) unless
D) though
Most Americans _97_ the speed limit. 97. A) control
They are courteous, careful drivers B) reserve
whose accident rate is fairly low. C) keep
D) observe
There is another _98_ of travel 98. A) form
which is widely used in the USA -- the B) firm
rented car. Every city and town has C) method
at least one car rental firm. D) road
Some of them are nationwide and 99. A) aboard
have branches _99_ as well. B) abroad
C) about
D) around
There are more cars _100_ person 100. A) per
in the USA than in any other country in B) each
the world, and more in Los Angeles than C) every
in any other city in the USA. D) any

Appendix V:

Vocabulary test

高校新生英语词汇测试试卷

Directions: 本试卷共有 100 题, 时间为 30 分钟。请从 a, b, c, d 四个选择中选出一个最佳答案, 并把答案标在答题纸上。

1. intelligence
a. 知识分子 b. 智力 c. 完整 d. 理解力
2. killer
a. 孩子 b. 看守人 c. 杀手 d. 公斤
3. lesson
a. 镜头 b. 课程 c. 减轻 d. 延长
4. manner
a. 举止 b. 男人 c. 人类 d. 手册
5. midnight
a. 今夜 b. 正午 c. 中间 d. 午夜
6. mutual
a. 相互的 b. 自然的 c. 习惯的 d. 成熟的
7. observe
a. 服从 b. 观察 c. 看望 d. 获得
8. ownership
a. 自己 b. 领导 c. 主人 d. 所有权
9. permission
a. 使命 b. 传送 c. 许可 d. 永久性
10. plot
a. 小块土地 b. 许多 c. 秘密 d. 小说
11. presumably
a. 宁可 b. 专横地 c. 自负地 d. 可能

12. pump
a. 脉搏 b. 抽水机 c. 双关语 d. 冲压机
13. reel
a. 小河 b. 车轮 c. 绕线 d. 脚后跟
14. resolve
a. 化解 b. 求助 c. 决心 d. 抵抗
15. rugby
a. 小地块 b. 橄榄球 c. 流氓 d. 蠢人
16. self
a. 自身 b. 小偷 c. 书架 d. 自私
17. ski
a. 滑冰 b. 皮 c. 技能 d. 滑雪
18. spectacular
a. 特别的 b. 壮观的 c. 特有的 d. 各种各样
19. stretch
a. 伸展 b. 加强 c. 压力 d. 力量
20. sweep
a. 睡觉 b. 摇动 c. 冲洗 d. 打扫
21. thorough
a. 直通的 b. 完全的 c. 思考的 d. 尽管
22. trend
a. 财宝 b. 趋势 c. 部落 d. 诡计
23. upper
a. 特级的 b. 直立的 c. 一流的 d. 上面的
24. vulnerable
a. 易受伤的 b. 自愿的 c. 奉献的 d. 有选举权的

25. yacht
a. 酸乳酪 b. 游艇 c. 码头 d. 院子
26. tape
a. 塞子 b. 带子 c. 尖头 d. 沥青
27. tie
a. 潮汐 b. 罐头 c. 领带 d. 时间
28. type
a. 打字 b. . 打字员 c. 打字机 d. 轮胎
29. wear
a. 穿戴 b. 编织 c. 缠绕 d. 削弱
30. Yugoslavia
a. 南斯拉夫 b. 约克夏 c. 瑜伽 d. 酸乳酪
31. afford
a. 担忧 b. 害怕 c. 影响 d. 担负得起
32. antique
a. 防腐的 b. 过时的 c. 古物 d. 对应物
33. atmosphere
a. 大气 b. 原子 c. 喷雾器 d. 大雾
34. beer
a. 忍受 b. 承担 c. 啤酒 d. 牛肉
35. branch
a. 树枝 b. 商标 c. 白兰地 d. 长凳
36. carbon
a. 卡宾枪 b. 碳 c. 汽车 d. 纸牌
37. chip
a. 削片 b. 便宜 c. 下巴 d. 寒冷

38. comedy
a. 悲剧 b. 同志 c. 彗星 d. 喜剧
39. confront
a. 使困惑 b. 使面对 c. 冲突 d. 符合
40. cooperate
a. 公司 b. 手术 c. 合作 d. 增添
41. cure
a. 治疗 b. 扭曲 c. 抑制 d. 好奇
42. desert
a. 甜点 b. 沙漠 c. 值得 d. 渴望
43. eager
a. 渴望的 b. 容易的 c. 鹰 d. 早的
44. enemy
a. 精力 b. 敌人 c. 军队 d. 战争
45. excuse
a. 籍口 b. 练习 c. 执行 d. 财产税
46. fare
a. 公平 b. 火 c. 车费 d. 告别
47. frame
a. 框架 b. 名声 c. 自由 d. 碎片
48. grab
a. 分级 b. 克 c. 打架 d. 抢夺
49. highlight
a. 最突出的 b. 高大的 c. 高尚的 d. 紧张的
50. implement
a. 实现 b. 暗示 c. 加工 d. 注入

51. Colombia
a. 可口可乐 b. 哥伦比亚 c. 哥伦布 d. 殖民地
52. couple
a. 对句 b. 双胞胎 c. 一对 d. 杯子
53. December
a. 分贝 b. 十一月 c. 十二月 d. 合适
54. display
a. 陈列 b. 游戏 c. 转移 d. 转换
55. education
a. 教师 b. 开导 c. 推断 d. 教育
56. Europe
a. 欧洲 b. 欧洲的 c. 欧洲人 d. 欧洲人的
57. fashion
a. 倾向 b. 魅力 c. 时尚 d. 幻想
58. flow
a. 面粉 b. 地板 c. 液体 d. 流动
59. gold
a. 好的 b. 金 c. 上帝 d. 高尔夫球
60. hotel
a. 主人 b. 敌对的 c. 家庭的 d. 宾馆
61. inside
a. 洞察力 b. 昆虫 c. 里面的 d. 阻险的
62. June
a. 木星 b. 七月 c. 六月 d. 少年
63. listen
a. 列举 b. 听 c. 课文 d. 减轻

64. mention
a. 讨论 b. 提及 c. 金属 d. 精神
65. nearly
a. 附近 b. 整洁 c. 仅仅 d. 差不多
66. occur
a. 发生 b. 占领 c. 经常的 d. 笨拙的
67. per
a. 百分比 b. 每 ... c. ...前 d. 介词
68. presence
a. 礼物 b. 出席 c. 保存 d. 介绍
69. publish
a. 惩罚 b. 发表 c. 公众的 d. 社会的
70. region
a. 宗教 b. 地区 c. 登记 d. 更新
71. review
a. 报复 b. 重写 c. 复习 d. 报答
72. seat
a. 椅子 b. 座位 c. 海洋 d. 海员
73. shot
a. 缩短 b. 呼喊 c. 关上 d. 射击
74. southern
a. 南方的 b. 南方人 c. 南面 d. 南部
75. struggle
a. 走私 b. 攻击 c. 斗争 d. 抑制
76. almost
a. 几乎 b. 大多数 c. 最 d. 也

77. beat
a. 船 b. 蜜蜂 c. 咬 d. 打
78. capital
a. 队长 b. 容量 c. 资本 d. 能力
79. control
a. 包含 b. 贡献 c. 控制 d. 对照
80. drive
a. 潜水 b. 骑车 c. 驾驶 d. 俯冲
81. fall
a. 落下 b. 失败 c. 感觉 d. 公平
82. from
a. 形成 b. 表格 c. 电影 d. 来自
83. high
a. 租的 b. 高的 c. 暗的 d. 好的
84. itself
a. 它的 b. 它 c. 它们 d. 它自己
85. live
a. 生活 b. 生命 c. 活泼 d. 肝脏
86. month
a. 嘴 b. 老鼠 c. 月份 d. 秘密
87. number
a. 计算 b. 大量 c. 数字 d. 麻木
88. pay
a. 玩 b. 支付 c. 苍白 d. 疼痛
89. public
a. 公共的 b. 印刷 c. 惩罚 d. 发行

90. run
a. 毁坏 b. 比赛 c. 冲突 d. 奔跑
91. sit
a. 座位 b. 坐下 c. 原址 d. 工地
92. student
a. 站立 b. 学习 c. 笨蛋 d. 学生
93. thought
a. 通过 b. 虽然 c. 思想 d. 沉思
94. visit
a. 来宾 b. 视野 c. 看见 d. 拜访
95. word
a. 世界 b. 字 c. 木材 d. 未来
96. affair
a. 公平 b. 事件 c. 影响 d. 信任
97. appearance
a. 出现 b. 欣赏 c. 应用 d. 任命
98. aware
a. 警告 b. 谨慎的 c. 意识到 d. 唤醒
99. born
a. 忍受 b. 缺乏的 c. 出生 d. 直率的
100. chairman
a. 主席 b. 椅子 c. 领导人 d. 会议

高校新生英语词汇量计算公式：

词汇量=3300*（答对题数-答错题数/3）/100

高校新生英语词汇量测试试卷答案：

1-20: BCBAD/ABDCA/DBCCB/ADBAD/

21-40: BBDAB/BCAAA/DCACA/BADBC/

41-60: ABABA/CADAA/BCCAD/ACDBD/

61-80: CCBBD/ABBBB/CBDAC/ADCCC/

81-100: ADBDA/CCBAD/BDCDB/BACCA/

Appendix VI:

The four chosen texts from the currently used coursebooks

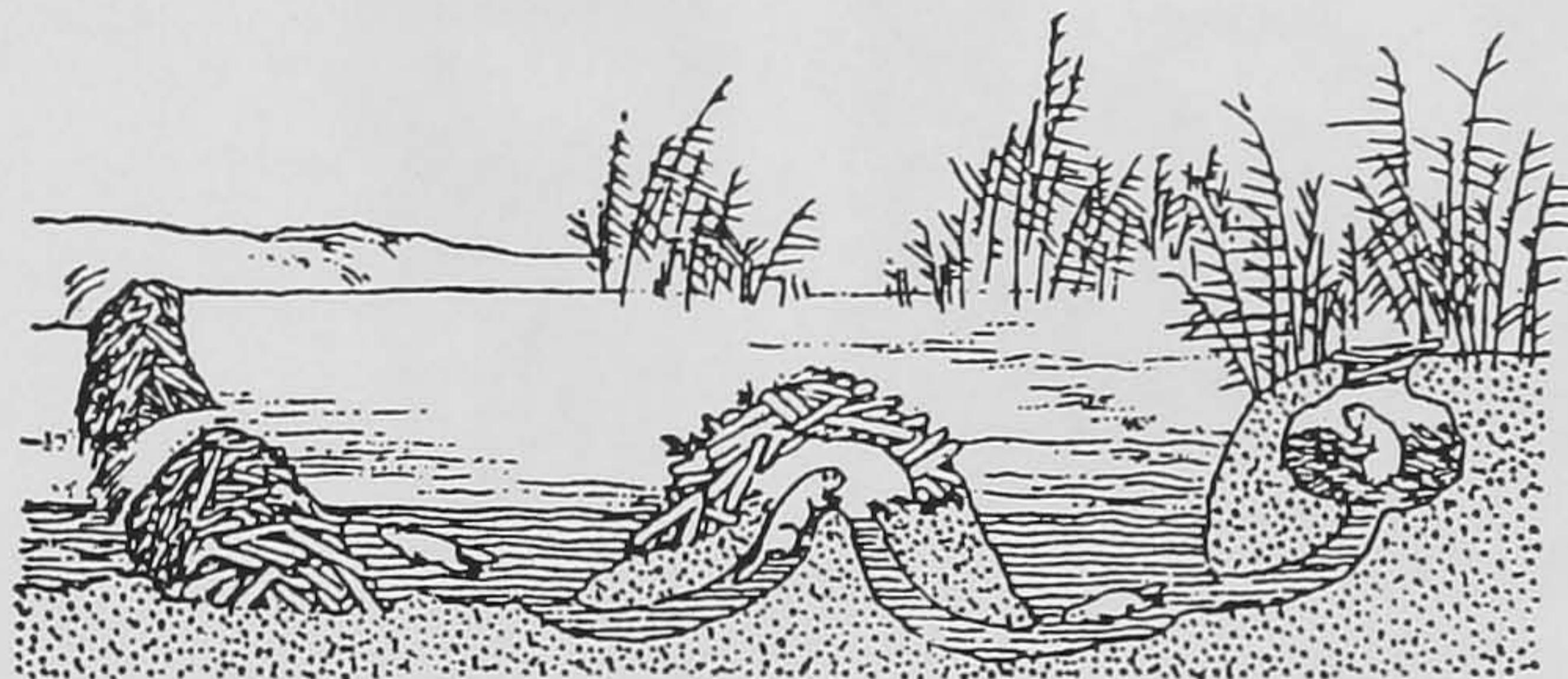
1. Beavers

Many people believe that beavers are intelligent animals. After all, their dams are fine examples of engineering. The engineering skills of beavers are well known, but it will be useful to recall their main features.

What can we expect to read next?

5 A pair of beavers will construct a dam across a river. The water held back by the dam overflows the bank on either side of the river, flooding the nearby ground and forming a pond. At some point in the pond the beavers then build their home, which is called a lodge. This consists of a cone-shaped pile of branches and sticks
10 of two to six feet in length held together with mud and stones, the

What expression can be used to replace "either"?



top of which projects above the waterline. It serves as a shelter from the elements, a refuge from enemies and a base for food supplies to be drawn upon in winter. What does "which" refer to?

15 From an engineering point of view the lodge could hardly be improved. Not only does it contain a central chamber just above water level, but it also has one or more escape tunnels, well-insulated walls and a vertical chimney, which regulates the temperature inside and gives air-conditioning. It is altogether a clever piece of construction, with all modern conveniences. It is, in
20 fact, better protected against the effects of flooding than many human houses.

Trees are essential to beavers. They eat the bark on the upper branches, and in order to reach these they must fell the trees. Tree-felling is a skilled job, as
25 anyone who has felled even a young tree knows. But beavers fell more than young trees. A pair is said to be able to fell a tree four inches in diameter in 15 minutes. They do it by gnawing all round the trunk, as high up from the ground as they can reach. They often build platforms of
30 mud and earth to enable them to cut through the tree where the trunk is narrower.



35 The engineering skill of beavers is to a large extent a result of their ability to use their front paws as hands. A female will carry her young held under her chin with her front paws, walking on her hind legs. A similar method is used by all beavers when transporting stones or mud, although they also carry such materials on their broad flat tails. The forepaws are also used for digging and for dragging heavier logs.

45 It is easy, therefore, to see why people should talk about the beaver's skill, cleverness and intelligence. However, the structure of the beaver's brain gives no indication that the animal is any more intelligent than other rodents. Many of its actions, which appear to be the result of a higher order of reasoning, can be shown to be due to instinct and are suspected of being the outcome of an
50 inborn pattern of behavior.

2. A MISERABLE, MERRY CHRISTMAS



Christmas was coming. I wanted a pony. To make sure that my parents understood, I declared that I wanted nothing else.

“Nothing but a pony?” my father asked.

“Nothing,” I said.

“Not even a pair of high boots?”

That was hard. I did want boots, but I stuck to the pony. “No, not even boots.”

“Nor candy? There ought to be something to fill your stocking with, and Santa Claus can’t put a pony into a stocking.”

That was true, and he couldn’t lead a pony down the chimney either. But no. “All I want is a pony,” I said. “If I can’t have a pony, give me nothing, nothing.”

On Christmas Eve I hung up my stocking along with my sisters’.

The next morning my sisters and I woke up at six. Then we raced downstairs to the fireplace. And there they were, the gifts, all sorts of wonderful things, mixed-up piles of presents. Only my stocking was empty; it hung limp; not a thing in it; and under and around it — nothing. My sisters had knelt down, each by her pile of gifts; they were crying with delight, till they looked up and saw me standing there looking so miserable. They came over to me and felt my stocking: nothing.

I don’t remember whether I cried at that moment, but my sisters did. They ran with me back to my bed, and there we all cried till I became indignant. That helped some. I got up, dressed, and driving my sisters away, I went out alone into the stable, and there, all by myself, I wept. My mother came out to me and she tried to comfort me. But I wanted no comfort. She left me and went on into the house with sharp words for my father.

My sisters came to me, and I was rude. I ran away from them. I went around to the front of the house, sat down on the steps, and, the crying over, I ached. I was wronged, I was hurt. And my father must have been hurt, too, a little. I saw him looking out of the window. He was watching me or something for an hour or two, drawing back the curtain so little lest I catch him, but I saw his face, and I think I can see now the anxiety upon it, the worried impatience.

After an hour or two, I caught sight of a man riding a pony down the street, a pony and a brand-new saddle; the most beautiful saddle I ever saw, and it was a boy's saddle. And the pony! As he drew near, I saw that the pony was really a small horse, with a black mane and tail, and one white foot and a white star on his forehead. For such a horse as that I would have given anything.

But the man came along, reading the numbers on the houses, and, as my hopes — my impossible hopes — rose, he looked at our door and passed by, he and the pony, and the saddle. Too much, I fell upon the steps and broke into tears. Suddenly I heard a voice.

"Say, kid," it said, "do you know a boy named Lennie Steffens?"

I looked up. It was the man on the pony, back again.

"Yes," I spluttered through my tears. "That's me."

"Well," he said, "then this is your horse. I've been looking all over for you and your house. Why don't you put your number where it can be seen?"

"Get down," I said, running out to him. I wanted to ride.

He went on saying something about "ought to have got here at seven o'clock, but —"

I hardly heard, I could scarcely wait. I was so happy, so thrilled. I rode off up the street. Such a beautiful pony. And mine! After a while I turned and trotted back to the stable. There was the family, father, mother, sisters, all working for me, all happy. They had been putting in place the tools of my new business: currycomb, brush, pitchfork — everything, and there was hay in the loft. > 8

But that Christmas, which my father had planned so carefully, was it the best or the worst I ever knew? He often asked me that; I never could answer as a boy. I think now that it was both. It covered the whole distance from broken-hearted misery to bursting happiness — too fast. A grown-up could hardly have stood it.

3. Hobbies

Para 1 A hobby is an interesting way of spending your free time. It's an activity you turn to for pleasure, not something that you have to do, like helping with the dishes. It's more like a special friend that you choose for yourself. You spend your free time with it because it interests you and because you enjoy it.

5 Para 2 Since different people like to do so many different things in their spare time, we could make a long list of hobbies, taking in everything from collecting matchboxes and raising rare fish, to learning about the stars and making model ships. Some hobbies are very popular: stamp collecting, painting and cycling, for example; while others are quite unusual, like collecting insects or traveling on all the trains in one country.

10 Para 3 Wherever you live, whatever special tastes and skills you have, there's a hobby for you. You may enjoy collecting things, then organizing and arranging them: stamps, foreign coins and pieces of porcelain, for example. If you like to work with your hands, paper cutting and model making both require great concentration and attention to detail. Or you may enjoy creative hobbies, like painting and clay modelling. Many people prefer active outdoor hobbies,
15 such as sailing or cycling, which they can enjoy with others.

Para 4 If you really become absorbed in a hobby, your interest may last a life-time. Franklin D. Roosevelt, for example, never lost his interest in stamp collecting. And a hobby like chemistry or physics that you start when young may even develop into a career.

20 Para 5 Often, however, people find their favourite hobby quite late in life. Both Dwight D. Eisenhower and Winston Churchill were mature men when they turned to painting for relaxation, and it wasn't until her busy years as a farm wife were over that Grandma Moses found the leisure to paint the primitive scenes that made her famous.

25 Para 6 There are almost as many ways to become interested in a hobby as there are hobbies. You may learn about a particular hobby from a friend, or your older brother or sister. A gift may start you off: it may be a new camera or a chemistry set for your birthday. Sometimes the part of the country in which you live suggests a hobby. A boy who lived in the United States found an Indian arrow-head while he was helping his father plough on their farm. This arrow became the first of a collection. Living near the seashore may lead to an interest in shells and shell collecting.

30 Para 7 Once you've found a hobby that interests you, you should also consider a number of practical reasons which may rule out the particular hobby you are thinking of. You may

want very much to raise dogs, for example, but if you live in an apartment, raising dogs isn't very practical! Make sure, too, that the hobby doesn't cost you too much. You can't expect to have a new hobby that requires buying a great deal of expensive equipment right at the start. Until you're sure your interest will last, start out on a small scale. If you're beginning to collect stamps, you won't need the largest, most expensive album at first.

Para 8 A good way to get started on your hobby is to work with a friend who shares your interest. Often you can pick up a lot of information and valuable advice from a fellow hobbyist. Hobby clubs, too, are an excellent idea. There may be a good club in your college, or you can ask in a hobby shop about clubs in your area. A hobby magazine is another good source of ideas and information, and if you feel you need more information on a certain subject, you can go to your college or community library.

Para 9 When you've selected a hobby that interests you, it will give you many hours of pleasure, and may lead to an interesting and creative future.

4. Consumer Behavior of Young People

1 Marketers are interested in understanding what products will sell well in the youth market. It is also important to appreciate the influence that young people have on the purchases of others, such as parents. In fact, sometimes marketers are more interested in young people's influence on other buyers than in their role as the main purchasers of certain items.

2 How do youths spend their incomes? Both female and male teenagers spend most of their money on clothes, CDs, stereo equipment, entertainment, and travel. Young women spend most on cosmetics, followed by clothes and jewelry. Young men spend the most on sporting goods, cameras, CDs, stereo equipment, bicycles, shoes, jeans, musical instruments, and electronic games.

3 As members of a highly consumption-oriented society, teenagers have become increasingly aware of new products and brands. They are natural "triers" and spend hours shopping for themselves.

4 In addition to their direct impact on the marketplace, youths have a secondary influence on many of the products and brands their parents choose. For example, research reveals that three out of four teens influence their parents' purchasing decisions. For major purchases, teens' highest influence occurs in the first stage of the decision-making process and is strongest for aesthetic considerations such as style, color, and make¹ of the product but weakest for decisions such as where and when to purchase and how much money to spend.

Apple computer's research showed that teens are influencing family decisions about buying computers. As a result, one of its recent model introductions used contemporary hit radio² and computer magazines popular with young people to encourage teens to convince their parents to buy the new product.

5 With the large growth in the number of families of two working parents, youths are doing more of the food shopping and other shopping for parents. For example, one study found that 80 percent of teenagers were "heavily involved" in family food shopping.

Kraft recognized the importance of teenage grocery shopping and is advertising in music television programs, in teen magazines, and on contemporary hit radio, emphasizing recipes containing Kraft products. Along with the ad campaign³, Kraft also produced an educational kit on "Food Buymanship" which is given to home-economics⁴ teachers to distribute to teenagers in school.

6 Thus, it is clear that this market also occupies an important position in terms of its

secondary influence on parents' buying decisions.

7 Another factor emphasizing the market importance of the youth is that this is the time when brand loyalties may be formed that could last well into adulthood. For example, a brand-loyalty⁵ study done by *Seventeen* magazine found that at least 30 percent of adult women were using the same brands they first chose as teenagers. Translated into⁶ total market figures, the findings would mean, for instance, that 6,760,000 women still are using the same brand of cosmetics and 8,900,000 still are eating the same kind of packaged cheese that they first bought.

8 During the process of making their buying decision, to what extent are teens influenced by parents, friends, sales clerks, media, or other sources? For many product decisions, friends are the most significant influence. Nevertheless, parents are still an important factor affecting many buying decisions. The important point is that although peer pressure is quite strong, family influences are also significant. Thus, the marketer should know which group, parents or peers, has the most influence at any given time so they can plan their marketing strategies properly.

9 Teenagers often spend hours shopping, especially on weekends. The fact that they are doing more shopping may result in their spending more money in stores they go to.⁷ In addition, youths often have a great deal of authority in store-selection decisions, which means that stores must attract them with an effective appeal. Although the popular belief is that young people buy products impulsively and are less rational than the market as a whole, surveys indicate that most respondents aged 14 to 25 compare prices and brands before buying. Research on adolescent shopping behavior has produced the following tentative conclusions:

- Adolescents tend to rely more on personal sources for information on sophisticated products such as computers, and most on media for information on more ordinary products such as clothing or cosmetics.
- At the product-evaluation stage of the decision process, price and brand name are perceived as the most important criteria, with a relatively low influence coming from parents and peers.

As teenagers mature, they use more sources of consumer information prior to decision making, rely more on friends and less on parents for information and advice in buying, and prefer to purchase products without parental supervision.

(806 words)

Appendix VII:

Template article “How to Search for What You Want”

How to Search for What You Want?

Imagine you had the keys to the biggest library in the world. How daunting it would be to walk around reading the spines of millions of books, just hoping that the right one leapt out at you.

You would probably need an assistant, capable of seeking out a category of book or even a specific title.

On the Internet such assistants exist. They are known as search engines and they are incredibly simple to use.

Type in a subject, a person's name or a company and the search engine will seek out sites that it thinks are relevant.

There are dozens of search engines. They all use slightly different techniques and will come up with different results for the same query. Try out several to find one that suits you and which consistently offers links to the pages you want.

Over the past couple of years search engines have got more intelligent than ever and many allow you to type in a sentence in plain English.

This is known as 'natural language' and is designed to appeal to people who feel happier communicating with a search engine as if it were a librarian.

You could, for example, type in: 'Where can I get more information about the FA Cup?'

The more specific you are, the fewer irrelevant pages you will be given. If you're looking for information about rock music, don't simply type in 'rock' - you'll be inundated with sites devoted to geology and confectionery.

You can also put in more than one word. Typing in 'rock' and 'music' instructs the engine to search for any page containing either or both words.

If you put a plus sign (+) in front of a word, you are telling the engine that the page must contain that word. When you type +rock +music, the search engine will come up with pages containing both words.

Putting quotation marks around a phrase, tells the engine to look for the words appearing together in order. So 'rock music' will come up with sites that use that phrase.

You can refine your search even further - there's normally a button on the bottom of a search engine page that will take you to an 'advanced search', which allows you to add more key words.

Search engines don't search through each of the 800 million pages on the net every time you use them. Instead, they look through their own database containing lists - updated constantly - of the most common words and names.

The most comprehensive search engine is Alta Vista. It has the power to search more than nine out of ten of all the sites available, considerably more than any rival.

There is something called a meta search which asks a dozen of the best search engines to seek out your information at the same time, then gives you the results in one easy-to-digest page. Dogpile, Ask Jeeves, All-in-One and Go2Net are among the best.

Finally, some sites have searchable directories of websites, grouped under suitable headings. They aren't comprehensive, but can be a quick way of finding out some good sites. Yahoo is the most famous. (524 words from *Daily Mail* Family Guide to the Internet)

Appendix VIII:

Dale's 3000 word list

is important that these are not wasted. One would hope, therefore, to see an extension of the kind of information exchange run by the National Association for Remedial Education and the United Kingdom Reading Association. Both these organisations circulate to members lists of readability results on a large number of books, and it would be valuable if other subject associations and professional groups collaborated in a similar manner to avoid duplication of effort. Educational publishers are understandably wary about printing readability scores on their books. Teachers feel that this is because of an anxiety that they would restrict or depress sales, but there is a genuine concern that the data would be misused. The largest UK educational publisher found that teachers were sadly ill-equipped to cope with Dewey classification numbers when these were printed on their books, and they blench at the thought of what most teachers would make of a readability score. Many publishers do in fact use readability data but choose not to publicise the results because they feel teachers would take the scores to represent an exact reading level rather than a general indication.

One task which remains to be done is to establish age level norms for a British readability index. In one sense this is not vital: the American formulae are valid in the United Kingdom; the Schools Council Effective Use of Reading project was one of a number of studies which have demonstrated that this is so. However, there is no formula in which the age levels were derived from the performance of a large group of UK children. At present, confidence in applying US formulae in the UK is grounded in the high correlations between pooled teacher judgments and the formulae scores. These do not fix the age level, though. Broadly speaking the performance of UK and US children is parallel over age-groups, but cross-cultural comparisons are notoriously difficult, and only when this important and formidable research task is tackled shall UK teachers have a basis for reliability which is as solid as that of the most rigorous formulae produced in the United States.

Appendix A Dale's 3,000 word list

| | | | | | | |
|--------------|------------|-------------|------------|------------|------------|---------------|
| a | amount | away | beautify | bit | bow | butt |
| able | an | awful(ly) | beauty | bite | bowl | burst |
| aboard | and | awhile | became | biting | bow-wow | bury |
| about | angel | ax | because | bitter | box(es) | bus |
| above | anger | | become | black | boxcar | bush |
| absent | angry | baa | becoming | blackberry | boxer | bushel |
| accept | animal | babe | bed | blackbird | boy | business |
| accident | another | baby(ies) | bedbug | blackboard | boyhood | busy |
| account | answer | back | bedroom | blackness | braclet | but |
| ache(ing) | ant | background | bedspread | blacksmith | brain | butcher |
| acorn | any | backward(s) | bedtime | blame | brake | butt |
| acre | anybody | bacon | bee | blank | bran | butter |
| across | anyhow | bad(ly) | beech | blanket | branch | buttercup |
| act(s) | anyone | badge | beef | blast | brass | butterfly |
| add | anything | bag | beefsteak | blaze | brave | buttermilk |
| address | anyway | bake(r) | beehive | bleed | bread | butterscotch |
| admire | anywhere | bakery | been | bless | break | button |
| adventure | apart | baking | beer | blessing | breakfast | buttonhole |
| afar | apartment | ball | beet | blew | break | buy |
| afraid | ape | balloon | before | blind(s) | breast | buy |
| after | apiece | banana | beg | blindfold | breath | buzz |
| afternoon | appear | band | began | block | breeze | by |
| afterward(s) | apple | bandage | beggar | blood | brick | bye |
| again | April | bang | begged | bloom | bride | cab |
| against | apron | banjo | begin | blossom | bridge | cabbage |
| age | are | bank(er) | beginning | blot | bright | cabin |
| aged | aren't | bar | begun | blow | brightness | cabinet |
| ago | arise | barber | behave | blue | bring | cackle |
| agree | arithmetic | bare(ly) | behind | blueberry | broad | cage |
| ah | arm | barefoot | believe | bluebird | broadcast | cake |
| ahead | armful | bark | bell | bluejay | broke(n) | calendar |
| aid | army | barn | belong | blush | brook | calf |
| aim | arose | barrel | below | board | broom | call(er)(ing) |
| air | around | base | belt | boast | broom | came |
| airfield | arrange | baseball | bench | boat | brother | camel |
| airplane | arrive(d) | basement | bend | boat | brought | camp |
| airport | arrow | basket | beneath | bob | brown | campfire |
| airship | art | bat | bent | bobwhite | brush | can |
| airy | artist | batch | berry(ies) | body(ies) | bubble | canal |
| alarm | as | bath | beside(s) | boil(er) | buck | canary |
| alike | ash(es) | bathe | best | bold | buckle | candle |
| alive | aside | bathing | bet | bone | buffalo | candlestick |
| all | ask | bathroom | better | boo | bug | candy |
| alley | asleep | bathtub | between | book | buggy | cane |
| alligator | at | battle | bible | bookcase | build | cannon |
| allow | ate | battleship | bicycle | bookkeeper | building | cannot |
| almost | attack | bay | bid | boom | built | canoe |
| alone | attend | be(ing) | big(ger) | boot | bulb | can't |
| along | attention | beach | bill | born | bull | canyon |
| aloud | August | bead | billboard | borrow | bullet | cap |
| already | aunt | beam | bin | boss | bum | cape |
| also | author | bear | bind | both | bumblebee | capital |
| always | auto | bear | bird | bother | bump | captain |
| am | automobile | beard | birth | bottle | bun | car |
| America | autumn | beast | birthday | bottom | bunch | card |
| American | avenue | beat(ing) | biscuit | bought | bundle | cardboard |
| among | awake(n) | beautiful | | bounce | bunny | care |

| | | | | | | | | | | | |
|--------------|-----------|--------------|-------------|------------|------------|-------------|-------------|-------------|---------------|-----------|----------|
| careful | childhood | cocoon | cramps | dart | do | dwarf | fiddle | follow(ing) | gown | ham | hello |
| careless | children | cod | cranberry | dash | dock | dwelt | field | fond | grab | hammer | helmet |
| carelessness | chill(y) | codfish | crank(y) | date | doctor | dwelt | fife | food | gracious | hand | help(er) |
| carload | chimney | coffee | crash | daughter | does | dying | fifteen | fool | grade | handful | helpful |
| carpenter | chin | coffeepot | crawl | dawn | doesn't | | fifth | foolish | grain | handker- | hem |
| carpet | china | coin | crazy | day | dog | each | fifty | foot | grand | chief | hen |
| carriage | chip | cold | cream(y) | daybreak | doll | eager | fig | football | grandchild | handle | henhouse |
| carrot | chipmunk | collar | creek | daytime | dollar | eagle | fight | footprint | grandchildren | handwrit- | her(s) |
| carry | chocolate | college | creep | dead | dolly | ear | figure | for | granddaughter | ing | herd |
| cart | choice | color(ed) | crept | deaf | done | early | file | forehead | grandfather | hang | here |
| carve | choose | colt | cried | deal | donkey | earn | fill | forest | grandma | happen | here's |
| case | chop | column | croak | dear | don't | earth | film | forget | grandmother | happily | hero |
| cash | chorus | comb | crook(ed) | death | door | east(ern) | finally | forgive | grandpa | happiness | herself |
| cashier | chore(n) | come | crook | December | doorbell | easy | find | forgot(ten) | grandson | happy | he's |
| castle | christen | comfort | cross(ing) | decide | doorknob | eat(en) | fine | fork | grandstand | harbor | hey |
| cat | Christmas | comic | cross-eyed | deck | doorstep | edge | finger | form | grape(s) | hard | hickory |
| catbird | church | coming | crow | deed | dope | egg | finish | fort | grapefruit | hardly | hid |
| catch | churn | company | crowd(ed) | deep | dot | eh | fire | forth | grass | hardship | hidden |
| catcher | cigarette | compare | crown | deer | double | eight | firearm | fortune | grasshopper | hardware | hide |
| caterpillar | circle | conductor | cruel | defeat | dough | eighteen | firecracker | forty | grateful | hare | high |
| catafish | circus | connect | crumble | defend | dove | eighty | fireplace | forward | grave | harm | highway |
| catsup | citizen | cone | crush | defense | down | either | fireworks | fought | gravel | harness | hill |
| cattle | city | coo | crust | delight | downstairs | elbow | firing | found | graveyard | harp | hillside |
| caught | clang | cook(ed) | cry(ies) | den | downtown | elder | fish | fountain | gray | harvest | hilltop |
| cause | clap | cook(ing) | cub | dentist | dozen | eldest | fisherman | four | graze | has | hilly |
| cave | class | cooky(ie)(s) | cuff | depend | drag | electric | fisher | fourteen | grease | hasn't | him |
| ceiling | classmate | cool(er) | cup | deposit | draw | electricity | fit(s) | fourth | great | haste(n) | himself |
| cell | classroom | coop | cupboard | describe | draw(er) | elephant | five | fox | green | hasty | hind |
| cellar | claw | copper | cupful | desert | draw(ing) | cleven | fix | frame | greet | hat | hint |
| cent | clay | copy | cure | deserve | dream | elf | flag | free | grew | hatch | hire |
| center | clean(er) | cord | cure | desire | dress | elm | flake | freedom | grind | hatchet | his |
| cereal | clear | cork | curl(y) | desk | dress | else | flame | freeze | groan | hate | hiss |
| certain(ly) | clerk | corn | curtain | destroy | dressmaker | elsewhere | flap | freight | grocery | haul | history |
| chain | clever | corner | curve | devil | drew | empty | flash | French | ground | have | hit |
| chair | click | correct | cushion | dew | dried | engine | flashlight | fresh | group | haven't | hitch |
| chalk | cliff | cost | custard | diamond | drift | English | flat | fret | grove | having | hive |
| champion | climb | cost | customer | did | drive(n) | enjoy | flea | Friday | grow | hawk | ho |
| chance | clip | cottage | cut | didn't | driver | enough | flesh | fried | guard | hay | hoe |
| change | cloak | cotton | cute | die(d)(s) | drop | enter | flew | friend(ly) | guess | hayfield | hog |
| chap | clock | couch | cutting | difference | drove | envelope | fliers | friendship | guest | haystack | hold(er) |
| charge | close | cough | dab | dig | drown | equal | fight | frighten | guide | he | hole |
| charm | closet | could | dad | dime | drug | erase(r) | flip | from | gulf | head | holiday |
| chart | cloth | couldn't | daddy | dine | drum | escape | flip-flop | front | gun | headache | hollow |
| chase | clothes | count | dairy | dine-dong | drunk | eve | float | frost | gunpowder | heal | holy |
| chatter | clothing | country | daisy | dinner | dry | evening | float | frown | gun | health(y) | home |
| cheap | cloud(y) | county | dance(r) | dip | duck | even | flood | froze | guy | heap | homely |
| cheat | clover | course | dance(r) | dip | duc | ever | flood | fruit | ha | hear(ing) | homesick |
| check | clown | court | dance(r) | dip | dry | evening | floor | fruit | habit | heard | honest |
| checkers | club | cousin | dancing | direction | dry | evening | floor | fry | had | heart | honey |
| check | cluck | cover | dance(r) | direction | duck | evening | flow | fudge | hadn't | heat(er) | honeybee |
| cheer | clump | cow | dance(r) | direction | duc | every | flow | fuel | hail | heaven | honey |
| cheese | coach | coward(ly) | dancing | dish | dull | everybody | flower(y) | full(y) | hair | heavy | honey |
| cherry | coal | cowboy | dandy | dish | dull | everybody | flutter | fun | haircut | he'd | honk |
| chest | coast | cozy | danger(ous) | dislike | dumb | everyday | fly | funny | hairpin | he'd | honor |
| chew | coat | cozy | dare | dismiss | dump | everyone | foam | funny | hairpin | he'd | hood |
| chick | cob | crab | dark(ness) | ditch | during | everything | fog | fur | hairpin | he'd | hook |
| chicken | cobbler | crack | darling | dive | dust(y) | everything | foggy | fur | hairpin | he'd | hook |
| chief | cocoa | cracker | darling | diver | duty | everywhere | fold | furniture | hall | hell | hoop |
| child | coconut | darn | darn | divide | duty | evil | folks | further | hall | hell | hoop |
| | | | | | | | | fuzzy | halt | hell | hop |

hope (ful) ink kettle leap lonesome matter mop orchard partner pit present rainbow ring
 hopeless inn key learn (ed) long mattress more order party pitch pretty raise rip
 horn insect kick least look may (M) morning ore pass pitcher price raisin ripe
 horse inside kid leather look out may (M) morrow organ passenger pity prick rise rising
 horseback instant kill (ed) leave (ing) loop mayor moss other past place prince river
 horseshoe instead kind (ly) led loose meadow most (ly) otherwise paste plain princess road
 hose insult kindness left lord me mother ouch pasture plan print roadside
 hospital intend king leg lose (r) meadow motor ought pat plane road
 host interested kingdom lemon loss meal mount our (s) patch plant roast
 hot interesting kiss lemonade lost mean (s) mountain ourselves path plate roast
 hotel into kitchen lend lot meant mouse out paver platform rob
 hotel invite kite length loud meat mouth outdoors pave platter robber
 hour iron kitten less love meal move outfit pavement proud robe
 house is kitty lesson lovely medicine movie outlaw paw playground rattle
 housetop island knee let lover meet (ing) movies outline pay playhouse raw
 housewife isn't kneel let's low melt moving outside payment public rock (y)
 housework it knew letter luck (y) member moving outward pea (s) puddle rocket
 how its knife letting lumber men Mr., Mrs. oven peace (ful) puff rode
 however it's knit lettuce lump mend much over peach (es) pull roll
 howl itself knives level lunch mend mud overalls peak pump roller
 hug I've knob liberty lying mend muddy overcoat peanut pumpkin roof
 huge ivory knock library lying mew mug overeat pearl punch room
 hum ivy knot lice machine message mule peek peach (es) really rooster
 humble jacket know lick mad met multiply peck peel poem reap rope
 hump jacks known lid made metal murder peep poet pocket reason rose
 hundred jail know lie magazine mew music peep point pocketbook rebuild rosebud
 hung jam life lift magic middle must pen poem point receive rotten
 hunger January light (ness) light (ing) maid milk midnight pen pencil police police reason rot
 hungry jar like lightning maid milk might (y) penny pepper police police rebuild rotten
 hunk jaw likely like mail milk mile penny pepper police police rebuild rotten
 hunt (er) jav likely like mail milk mile penny pepper police police rebuild rotten
 hurrah jelly likely like mail milk mile penny pepper police police rebuild rotten
 hurried jellyfish likely like mail milk mile penny pepper police police rebuild rotten
 hurry jerk likely like mail milk mile penny pepper police police rebuild rotten
 hurt job likely like mail milk mile penny pepper police police rebuild rotten
 husband job likely like mail milk mile penny pepper police police rebuild rotten
 hush job likely like mail milk mile penny pepper police police rebuild rotten
 hut jockey likely like mail milk mile penny pepper police police rebuild rotten
 hymn join likely like mail milk mile penny pepper police police rebuild rotten
 I joke likely like mail milk mile penny pepper police police rebuild rotten
 ice joking likely like mail milk mile penny pepper police police rebuild rotten
 icy jolly likely like mail milk mile penny pepper police police rebuild rotten
 I'd journey likely like mail milk mile penny pepper police police rebuild rotten
 idea joy (ful) likely like mail milk mile penny pepper police police rebuild rotten
 ideal joyous likely like mail milk mile penny pepper police police rebuild rotten
 if judge likely like mail milk mile penny pepper police police rebuild rotten
 fill judge likely like mail milk mile penny pepper police police rebuild rotten
 I'll juice likely like mail milk mile penny pepper police police rebuild rotten
 I'm juicy likely like mail milk mile penny pepper police police rebuild rotten
 important July likely like mail milk mile penny pepper police police rebuild rotten
 impossible jump likely like mail milk mile penny pepper police police rebuild rotten
 improve June likely like mail milk mile penny pepper police police rebuild rotten
 in junior likely like mail milk mile penny pepper police police rebuild rotten
 inch (es) junk likely like mail milk mile penny pepper police police rebuild rotten
 incornc just likely like mail milk mile penny pepper police police rebuild rotten
 indeed keen likely like mail milk mile penny pepper police police rebuild rotten
 Indian keep likely like mail milk mile penny pepper police police rebuild rotten
 indoors kept likely like mail milk mile penny pepper police police rebuild rotten

| | | | | | | | | | | | | |
|--------------|------------|------------|-------------|------------|-------------|----------|-----------|------------|------------|------------|----------|------------|
| saint | sent | shout | slipped | sting | surprise | term | tin | trouble | valentine | weed | wish | youngster |
| salad | sentence | shovel | slipper | stir | swallow | terrible | tinkle | truck | valley | week | wit | your(s) |
| sale | separate | show | slippery | stitch | swamp | test | tiny | true | valuable | weep | witch | you're |
| salt | September | shower | slit | stock | swamp | than | tip | truly | value | weigh | with | yourself |
| same | servant | shut | slow(ly) | stocking | swan | thank(s) | tiptoe | trunk | vase | welcome | without | yourselves |
| sand(y) | serve | shy | sly | stole | swat | thankful | tire | trust | vegetable | well | woke | youth |
| sandwich | service | sick(ness) | smack | stone | swear | Thanks- | tired | truth | velvet | we'll | wolf | you've |
| sang | set | side | small | stood | sweat | giving | 'tis | try | very | went | woman | |
| sank | seating | sidewalk | smart | stool | sweater | that | title | tub | vessel | were | women | |
| sap | settle | sideways | smell | stoop | sweep | that's | to | Tuesday | victory | we're | won | |
| sash | settlement | sight | smile | stop | sweet(ness) | theater | toad | tug | west(ern) | wet | wonder | |
| sat | seven | sight | smoke | stopped | sweatheart | theater | toadstool | tulip | wet | wonderful | won't | |
| satin | seventeen | sign | smooth | stopping | swell | thee | toast | tumble | we've | wonderful | won't | |
| satisfactory | seventh | sign | snake | store | swell | their | toast | tune | whale | wood(en) | wood(en) | |
| Saturday | seventy | silence | snail | stories | swept | them | tobacco | tunnel | what | woodpecker | woods | |
| sausage | several | silent | snake | stork | swift | then | today | turkey | what's | wool | woolen | |
| savage | sew | silk | snapping | storm | swim | there | toe | turn | wheat | wool | woolen | |
| save | shade | silk | snapping | storm(y) | swimming | these | together | turtle | when | word | word | |
| savings | shadow | silly | sneeze | story | swing | they | toilet | twelve | whenever | wore | wore | |
| saw | shadow | silver | snow(y) | stove | switch | they'd | tomato | twenty | where | work(er) | work(er) | |
| say | shady | simple | snowball | straight | sword | they'll | tomorrow | twice | which | workman | world | |
| scab | shake(r) | sin | snowflake | strange(r) | swore | they're | ton | twig | while | world | worm | |
| scales | shaking | since | snuff | strap | table | they've | tone | twin | wake(n) | worm | worm | |
| scarf | shall | sing | snug | straw | tablecloth | thick | tongue | two | walk | worm | worm | |
| scarce | shame | singer | so | strawberry | tablespoon | thief | tongue | ugly | wall | worry | worry | |
| school | shan't | single | soak | stream | table | thimble | tongue | umbrella | walnut | worse | worse | |
| schoolboy | shape | sink | soap | stretch | tack | thin | tonight | uncle | want | worst | worst | |
| schoolhouse | share | sip | sob | string | tag | thing | took | under | warm | worth | worth | |
| schoolmaster | sharp | sir | socks | strip | tail | think | took | understand | was | would | wouldn't | |
| schoolroom | shave | sis | soda | stripes | tailor | third | took | underwear | was | wouldn't | wouldn't | |
| scorch | she | sissy | sofa | strong | take(n) | thirsty | took | undress | was | wound | wound | |
| score | she'd | sister | soft | stuck | taking | thirteen | took | unfair | wash(er) | wove | wove | |
| scrap | she'll | sit | soil | study | tale | thirty | took | unfinished | washub | wrap | wrap | |
| scrape | she's | sitting | soil | stuff | talk(er) | this | took | unfold | wasn't | wrapped | wrapped | |
| scratch | shear(s) | six | sold | stump | tall | tho | took | unfriendly | waste | wreck | wreck | |
| screen | shed | sixteen | soldier | stump | tame | those | took | unhappy | watch | wren | wren | |
| screen | sheep | sixty | sole | stump | tan | though | took | unhurt | watchman | wring | wring | |
| screw | shelf | size | somebody | subject | tank | thought | took | uniform | water | write | write | |
| scrub | shell | skate | somehow | suck | tape | thought | took | United | watermelon | writing | writing | |
| sea | shepherd | skater | someone | sudden | tar | thousand | took | States | waterproof | written | written | |
| seal | shine | ski | something | suffer | tardy | thread | took | State | wave | wrong | wrong | |
| seam | shining | skin | sometime(s) | sugar | task | three | took | unkind | wax | wrote | wrote | |
| search | shiny | skip | somewhere | suit | taste | threw | took | unknown | way | wrong | wrong | |
| season | ship | skirt | son | sum | taught | throat | took | unless | wayside | will | will | |
| seat | shirt | sky | song | summer | taught | throne | took | unpleasant | we | willing | willing | |
| second | shock | slam | soon | sun | tax | through | took | until | weak(ness) | willow | willow | |
| secret | shoe | slap | sore | Sunday | tea | thumb | took | unwilling | weaken | win | win | |
| see(ing) | shoemaker | slate | sorrow | sunflower | teach(er) | thunder | took | upon | wealth | wind(y) | wind(y) | |
| seed | shone | slave | sorry | sung | team | Thursday | took | upper | weapon | windmill | windmill | |
| seek | shook | sled | sort | sung | team | thy | took | upper | wear | wine | wine | |
| seem | shoot | sleep(y) | soul | sunk | tear | tick | took | upset | weary | yet | yet | |
| seen | shop | sleeve | sound | sunlight | tease | ticket | took | upside | weather | yolk | yolk | |
| seesaw | shopping | sleigh | soup | sunny | teaspoon | tickle | took | upstairs | weave | winner | winner | |
| select | shore | slept | sour | sunrise | teeth | tie | took | upward | web | winter | winter | |
| self | short | slice | south(ern) | sunshine | telephone | tiger | took | us | wedding | wipe | wipe | |
| selfish | shot | slide | space | supper | tell | tight | took | use(d) | wednesday | wire | wire | |
| sell | should | slide | spade | suppose | ten | till | took | useful | wec | wec | wec | |
| send | shoulder | sling | spank | sure(ly) | tennis | trip | took | | | | | |
| sense | shouldn't | slip | sparrow | surface | tent | time | took | | | | | |

Appendix IX:

2000 nouns graded by frequency of usage

(In Elley Noun Count Formula)

2000 NOUNS GRADED BY FREQUENCY OF USAGE

| | | | |
|-----------------|---------------|--------------|-------------|
| absence 8 | argument 7 | barrier 5 | bloom 5 |
| accident 5 | arithmetic 4 | base 4 | blossom 7 |
| account 6 | arm 3 | basement 6 | blow 4 |
| ache 7 | army 3 | basin 6 | board 3 |
| acre 7 | arrow 5 | basket 3 | boat 1 |
| act 4 | art 4 | basketball 4 | body 2 |
| action 7 | article 5 | bat 1 | bomb 6 |
| activity 8 | artist 6 | bath 1 | bone 4 |
| addition 5 | ash(es) 6 | bathroom 8 | bonnet 8 |
| address 5 | assembly 5 | bathe 7 | book 1 |
| advantage 7 | assignment 8 | battle 4 | booklet 7 |
| adventure 6 | association 7 | bay 6 | boom 8 |
| advertisement 8 | astronaut 6 | beach 3 | boot 5 |
| advice 7 | atom 6 | bead 4 | border 7 |
| aeroplane 2 | attack 6 | beak 4 | bore 8 |
| affair 8 | attempt 8 | bean 7 | boss 6 |
| afternoon 2 | attention 5 | bear 2 | bother 6 |
| age 3 | attic 6 | beard 8 | bottle 4 |
| agent 8 | audience 5 | beast 2 | bottom 3 |
| agreement 6 | auditorium 6 | beat 3 | bound 7 |
| agriculture 7 | August 4 | beaver 8 | boundary 7 |
| aid 6 | aunt 2 | beauty 5 | bow 4 |
| aim 5 | auntie 2 | bed 1 | bowl 4 |
| air 2 | Australia 4 | bedroom 3 | box 2 |
| aircraft 5 | author 6 | bedtime 8 | boy 1 |
| airport 5 | automobile 5 | bee 4 | bracelet 7 |
| aisle 6 | autumn 2 | beef 6 | brain 7 |
| alarm 5 | avenue 6 | beggar 8 | brake 7 |
| alley 7 | average 6 | beginning 3 | branch 4 |
| alphabet 8 | axe 6 | behaviour 7 | brand 8 |
| ambulance 8 | | being 2 | brass 7 |
| America 3 | baby 1 | bell 3 | brat 8 |
| American 4 | back 1 | belt 5 | bread 2 |
| amount 4 | bacon 7 | bench 6 | break 3 |
| amusement 7 | bacteria 7 | bend 5 | breakfast 3 |
| anchor 5 | bag 3 | berry 5 | breast 6 |
| ancient 6 | baggage 8 | bet 3 | breath 6 |
| angel 7 | bait 6 | Bible 5 | breeze 8 |
| angle 8 | baker 4 | bicycle 2 | brick 5 |
| animal 3 | baking 3 | bike 1 | bridge 3 |
| ankle 7 | balance 4 | bill 4 | bridle 7 |
| answer 2 | ball 1 | bin 4 | Britain 4 |
| ant 6 | balloon 5 | bird 2 | broadcast 6 |
| anybody 3 | banana 3 | birth 5 | brook 6 |
| anyone 3 | band 3 | birthday 2 | broom 5 |
| anything 2 | bandage 7 | biscuit 4 | brother 1 |
| apartment 8 | bang 2 | bit 3 | brush 4 |
| appearance 7 | bank 3 | bite 4 | bubble 6 |
| apple 2 | banner 8 | blackboard 6 | bucket 5 |
| appreciation 7 | bar 5 | blade 7 | bud 7 |
| apricot 8 | barber 8 | blanket 5 | buffalo 8 |
| April 4 | bark 4 | blind 6 | bug 6 |
| apron 6 | barn 4 | block 4 | buggy 4 |
| area 6 | barrel 6 | blood 4 | building 2 |

bulb 7
bull 5
bulldog 7
bulldozer 5
bullet 7
bump 5
bunch 4
bundle 7
bunk 5
bunny 2
bus 2
bush 4
business 3
butcher 7
butter 3
butterfly 6
button 6

cab 5
cabbage 5
cabin 4
cabinet 6
cafeteria 7
cage 3
cake 2
calendar 6
calf 4
call 2
camel 5
camera 7
camp 2
campaign 8
can 1
Canada 4
canal 8
canary 5
candle 5
candy 3
cane 5
cannon 7
canoe 5
canyon 6
cap 3
capital 4
captain 3
capture 6
car 1
caravan 6
carbon 8
card 3
cardboard 7
cardigan 6
care 2
caretaker 8
carnival 6
carol 7
carpenter 6
carpet 8

carriage 6
carrot 7
cart 5
case 4
cash 8
castle 4
cat 1
catch 2
catcher 8
cattle 3
cause 4
cave 3
ceiling 7
celery 7
cell 8
cellar 5
cement 6
cent 2
centre 3
century 6
cereal 8
certainty 8
certificate 8
chain 5
chair 3
chalk 6
champion 6
chance 4
change 4
chapter 7
character 6
charge 5
charm 8
chart 6
chase 5
check 6
cheek 8
cheer 5
cheese 4
cherry 6
chest 5
chick 8
chicken 3
chief 3
child 1
children 1
chimney 4
chin 8
china 6
chip 3
chocolate 6
choir 7
chores 7
chorus 7
Christmas 2
chum 8
church 2
cigarette 8

circle 5
circumstances 8
circus 4
citizen 4
city 2
claim 8
class 2
classroom 3
claw 5
clay 3
clerk 6
cliff 6
climate 4
climb 2
cloak 7
clock 4
closing 3
cloth 3
clothes 2
clothing 4
cloud 5
clown 5
club 3
coach 7
coal 2
coast 4
coat 2
cocoa 6
coconut 6
coffee 6
cold 1
collar 6
collection 7
college 7
colour 2
colt 7
comb 5
comfort 8
command 7
commercial 7
committee 6
community 6
companion 8
company 3
composition 7
computer 6
concert 7
concrete 6
condition 7
conductor 7
contest 5
continent 7
control 6
cook 3
copper 6
copy 4
corn 5
corner 3

cost 3
costume 6
cot 4
cotton 2
couch 8
cough 7
council 7
count 5
counter 7
country 2
couple 5
courage 7
course 3
court 4
cousin 2
cover 3
cow 2
cowboy 3
crab 7
crack 6
cracker 8
cradle 8
crash 3
crayon 7
cream 4
creek 4
crew 6
crime 7
criminal 6
crop 6
cross 3
crossing 5
crow 6
crowd 5
crown 5
crumb 7
crust 7
cry 1
cub 8
cup 2
cupboard 7
cure 7
curl 6
curtain 7
cushion 7
custom 8
cut 2

dad(dy) 1
dairy 5
dam 6
damage 7
dance 3
danger 5
dark 2
darkness 7
darling 8
dart 7
dash 8

| | | | |
|---------------|-----------------|----------------|--------------|
| date 3 | dream 4 | experiment 8 | flight 7 |
| daughter 3 | dress 2 | expression 8 | flock 7 |
| dawn 7 | dresser 6 | eye 2 | flood 4 |
| day 1 | drill 6 | face 2 | floor 2 |
| deal 5 | drink 2 | fact 6 | flour 5 |
| dear 1 | drive 3 | factory 5 | flow 7 |
| death 7 | driveway 8 | fair 3 | flower 2 |
| debt 8 | driver 6 | fairy 4 | fly 2 |
| December 4 | drop 4 | fairyland 7 | fog 8 |
| deck 6 | drug 8 | faith 8 | fold 4 |
| decimal 6 | drum 4 | fall 2 | folk 7 |
| decoration 6 | duck 3 | family 2 | food 2 |
| deed 7 | dust 4 | fan 6 | fool 6 |
| deer 3 | duty 7 | farm 2 | foot 2 |
| defence 8 | dwarf 7 | farmer 3 | football 3 |
| degree 7 | eagle 7 | farming 6 | footpath 5 |
| demand 8 | ear 3 | fashion 8 | force 7 |
| den 7 | earth 3 | fat 2 | forest 3 |
| dentist 4 | east 3 | father 1 | fork 3 |
| department 6 | Easter 3 | fault 8 | form 4 |
| description 8 | edge 5 | favour 6 | fort 4 |
| desert 3 | editor 4 | fear 6 | fortune 2 |
| design 7 | education 4 | feast 4 | fountain 7 |
| desk 3 | effect 8 | feather 7 | fox 3 |
| destination 7 | effort 8 | February 4 | fraction 8 |
| development 7 | egg 2 | feeling 3 | frame 7 |
| diagram 8 | election 7 | fellow 5 | freedom 5 |
| diamond 7 | electricity 5 | fence 3 | freezer 5 |
| diary 8 | elephant 3 | ferry 8 | Friday 2 |
| dictionary 5 | elevator 7 | fever 6 | friend 1 |
| difference 7 | elf 8 | fiddle 8 | friendship 7 |
| dinner 2 | end 2 | field 3 | fright 7 |
| dip 5 | enemy 6 | fight 2 | frog 3 |
| direction 6 | energy 6 | figure 6 | front 2 |
| dirt 4 | engine 4 | file 8 | frost 6 |
| discovery 7 | England 4 | filling 7 | fruit 3 |
| disease 4 | English 4 | film 4 | fuel 6 |
| dish 2 | entertainment 7 | fine 5 | fun 1 |
| distance 5 | entrance 8 | finger 4 | funeral 8 |
| district 6 | envelope 7 | finish 4 | fur 3 |
| ditch 3 | equipment 7 | fire 7 | furnace 7 |
| dive 4 | escape 5 | fire 2 | furniture 6 |
| division 7 | Eskimo 5 | fire brigade 8 | fuss 5 |
| dock 7 | eve 5 | fire engine 8 | gain 7 |
| doctor 3 | evening 2 | fireman 7 | gallon 3 |
| dog 1 | event 7 | fireplace 7 | game 2 |
| doll(y) 1 | everybody 3 | fireworks 7 | gang 6 |
| donkey 6 | everyone 3 | fish 2 | gap 5 |
| door 1 | everything 2 | fisherman 7 | garage 5 |
| dot 7 | examination 5 | fit 5 | garbage 8 |
| doubt 8 | example 7 | fix 3 | garden 3 |
| dough 8 | exchange 7 | flag 3 | gas 3 |
| doughnut 8 | excitement 6 | flake 8 | gate 3 |
| dozen 5 | excuse 3 | flame 7 | gathering 6 |
| dragon 8 | exercise 6 | flash 7 | general 4 |
| drain 8 | expedition 8 | flat 4 | gentleman 7 |
| drawer 8 | experience 5 | flesh 8 | geography 5 |
| drawing 5 | | | |

| | | | |
|---------------|----------------|----------------|----------------|
| germ 4 | habit 7 | hop 4 | jaw 8 |
| ghost 3 | hail 7 | hope 1 | jelly 3 |
| giant 3 | hair 2 | horn 4 | jerk 8 |
| gift 5 | half 2 | horse 2 | jersey 6 |
| giraffe 8 | hall 3 | hose 6 | jet 4 |
| girl 1 | ham 5 | hospital 3 | jewel 7 |
| glass 3 | hamburger 7 | hotel 4 | job 3 |
| globe 8 | hammer 5 | hour 2 | joke 6 |
| glove 4 | hand 2 | house 1 | journal 6 |
| glue 8 | handful 7 | household 7 | journey 5 |
| goal 3 | handkerchief 4 | hug 5 | joy 4 |
| goat 4 | handle 6 | human 6 | judge 6 |
| God 2 | happiness 6 | hundred 3 | jug 3 |
| gold 2 | harbour 6 | hunt 3 | juice 5 |
| goldfish 6 | harm 5 | hunter 6 | July 4 |
| golf 7 | harness 7 | hurry 3 | jump 2 |
| good 1 | harvest 6 | husband 5 | June 4 |
| good-bye 3 | hat 1 | hut 5 | jungle 5 |
| goodness 7 | hawk 7 | | junior 5 |
| goose 6 | hay 3 | ice 2 | justice 7 |
| government 5 | head 2 | iceberg 7 | justice 7 |
| governor 6 | headache 8 | icecream 3 | |
| gown 8 | health 5 | icicle 7 | keeper 6 |
| grade 2 | heart 4 | idea 4 | kennel 2 |
| grain 4 | heat 4 | igloo 7 | kettle 7 |
| grammar 7 | heater 5 | illness 4 | key 5 |
| grandad 3 | heaven 7 | image 8 | kick 5 |
| grandfather 3 | hedge 2 | imagination 8 | kid 5 |
| grandma 4 | heel 7 | importance 7 | kill 2 |
| grandmother 2 | height 6 | improvement 7 | kind 2 |
| grandpa 5 | helicopter 6 | inch 3 | kindergarten 6 |
| granny 3 | hello 3 | increase 7 | kindness 5 |
| grape 5 | help 1 | independence 7 | king 2 |
| grass 2 | helper 8 | index 7 | kingdom 7 |
| grasshopper 8 | hem 8 | Indian 4 | kiss 6 |
| grave 7 | hen 3 | industry 6 | kitchen 3 |
| gravy 8 | herd 6 | influence 8 | kite 3 |
| grease 7 | hero 7 | information 6 | kitten 3 |
| green 2 | highway 7 | ink 4 | knee 6 |
| grey 3 | hike 4 | inn 6 | knife 3 |
| grin 5 | hill 2 | insect 3 | knight 7 |
| grocer 3 | history 5 | inside 3 | knitting 7 |
| groceries 6 | hit 1 | instance 7 | knob 7 |
| ground 2 | hobby 5 | instrument 7 | knock 4 |
| group 3 | hockey 8 | interest 6 | knot 7 |
| grove 8 | hoe 6 | introduction 8 | knowledge 7 |
| growl 5 | hog 6 | invention 7 | |
| growth 6 | hold 2 | invitation 6 | laboratory 8 |
| guard 6 | hole 2 | iron 2 | labour 7 |
| guess 2 | holiday 2 | irrigation 7 | lace 5 |
| guest 7 | holly 7 | island 3 | lack 7 |
| guide 6 | home 1 | | lad 6 |
| guitar 8 | honey 4 | jacket 7 | ladder 5 |
| gum 6 | honour 5 | jail 5 | lady 3 |
| gun 2 | hood 8 | jam 3 | lake 2 |
| guy 6 | hoof 4 | janitor 8 | lamb 4 |
| gym(nasium) 6 | hook 5 | January 4 | lamp 5 |
| | hoop 8 | jar 5 | land 2 |

| | | | |
|--------------|------------------|------------------|-------------------|
| lane 8 | lumber 6 | midnight 6 | mutton 7 |
| language 5 | lunch 2 | mile 2 | mystery 7 |
| lantern 7 | lung 7 | milk 1 | |
| lap 6 | | milkman 8 | nail 4 |
| laugh 3 | machine 5 | mill 4 | name 1 |
| law 6 | machinery 6 | million 5 | nap 6 |
| lawn 3 | magazine 6 | mind 3 | nation 5 |
| lawyer 6 | magic 2 | mine 2 | native 6 |
| lead 4 | maid 6 | miner 7 | nature 6 |
| leader 4 | mail 3 | mineral 6 | navy 6 |
| leaf 2 | majority 7 | minister 7 | neck 3 |
| league 7 | make 1 | minute 2 | necklace 7 |
| leak 8 | male 8 | mirror 7 | need 3 |
| leather 5 | man 1 | mischief 6 | needle 5 |
| left 2 | male 8 | miss 2 | negro 7 |
| leg 3 | mama 1 | missile 6 | neighbour 5 |
| lemon 7 | man 1 | mistake 7 | neighbourhood 6 |
| lemonade 7 | manager 6 | mistress 7 | nephew 6 |
| length 6 | manner 7 | mittens 7 | nest 3 |
| lesson 3 | mansion 8 | mix 4 | net 6 |
| letter 1 | map 3 | mixture 8 | news 4 |
| lettuce 5 | marble 5 | model 6 | newspaper 4 |
| level 6 | March 4 | moisture 7 | New Years (Day) 5 |
| liberty 6 | march 6 | moment 5 | New Zealand 7 |
| library 3 | mark 5 | Monday 2 | niece 6 |
| license 8 | market 4 | money 2 | nickname 8 |
| lid 8 | marriage 8 | monkey 3 | night 1 |
| lie 5 | marshmallow 8 | month 3 | nobody 5 |
| life 2 | mask 8 | mood 7 | noise 3 |
| lift 4 | mass 7 | moon 4 | noon 4 |
| light 2 | master 3 | moonlight 7 | north 3 |
| lightning 6 | mat 6 | mop 8 | nose 3 |
| liking 3 | match 5 | morning 1 | note 3 |
| lily 8 | mate 4 | mosquito 8 | notebook 6 |
| limb 6 | material 5 | moss 5 | nothing 2 |
| lime 7 | mathematics 8 | moth 7 | notice 6 |
| limit 7 | matter 4 | mother 1 | noun 6 |
| line 2 | May 4 | motion 7 | November 4 |
| linen 7 | mayor 8 | motive 6 | nuisance 7 |
| liner 8 | meadow 7 | motor 6 | number 3 |
| lion 4 | meal 4 | motorboat 8 | nurse 3 |
| lip 4 | meaning 7 | motto 8 | nut 5 |
| liquid 6 | meantime 8 | mountain 3 | nylon 7 |
| list 6 | measles 6 | mouse 4 | |
| literature 8 | meat 2 | mouth 3 | oak 5 |
| liver 8 | medal 8 | move 3 | oar 8 |
| living 3 | medicine 6 | movement 8 | oasis 6 |
| load 5 | meeting 4 | movie 6 | oatmeal 6 |
| loaf 7 | member 6 | mower 4 | oats 4 |
| lock 6 | memory 7 | mud 3 | object 6 |
| log 3 | merry-go-round 6 | mule 7 | occasion 7 |
| lolly 2 | mess 4 | multiplication 8 | occupation 7 |
| look 1 | message 6 | mum(my) 1 | ocean 3 |
| loss 8 | messenger 8 | mumps 7 | oclock 2 |
| lot 1 | metal 7 | murder 7 | October 4 |
| love 1 | method 7 | muscle 8 | odour 7 |
| luck 4 | Mexico 6 | museum 3 | offer 6 |
| luggage 7 | middle 3 | music 2 | office 3 |

officer 5
oil 3
olive 8
one 1
onion 7
open 2
opening 3
opera 7
operation 7
opinion 8
opportunity 8
orange 8
orchard 6
orchestra 5
order 3
ore 8
organ 7
organization 8
ornament 7
orphan 8
other 1
outdoors 4
outfit 8
outline 7
outside 2
oven 6
overalls 6
overcoat 8
overshoes 7
owl 6
owner 5
ox 7
oxygen 7
oyster 7

pack 5
package 5
pad 5
paddle 5
paddock 5
page 4
pageant 8
pail 6
pain 6
paint 3
painter 8
painting 3
pair 2
palace 6
palm 7
pan 4
pantry 8
pants 4
paper 2
parade 4
parachute 8
paradise 8
paragraph 5

parcel 3
pardon 6
parent 3
park 2
parrot 8
part 2
partner 7
party 2
pass 3
passage 8
passenger 7
past 3
paste 6
pat 6
patch 6
path 5
patient 8
pavement 8
paw 3
pay 3
payment 7
peace 7
peach 6
peak 6
peanut 5
pear 5
pearl 8
pea 6
peck 8
peg 6
pen 3
pencil 3
penny 2
people 1
pepper 8
perfume 5
period 5
permission 7
person 4
pet 2
petal 8
petrol 6
phone 3
photograph 7
phrase 6
piano 4
pick 3
picnic 3
picture 2
pie 4
piece 2
pier 7
pig 3
pigeon 7
pile 5
pill 8
pillow 6
pilot 6

pin 4
pine 5
pint 3
pioneer 7
pipe 5
pirate 6
pistol 8
pit 7
pitch 7
place 1
plain 5
plan 3
plane 4
planet 5
plant 2
plantation 6
plastic 6
plate 5
platform 7
play 1
player 6
playground 4
playroom 6
playmate 6
pleasure 5
pledge 8
plough 6
plum 8
pocket 4
poem 4
poet 7
poetry 7
point 4
poison 6
polar bear 8
pole 4
police 5
policeman 4
pond 4
pony 3
pool 4
pop 4
popcorn 5
poppy 8
poplar 8
population 5
porch 3
pork 8
porridge 3
port 4
porter 8
position 5
possession 8
post 4
postage 7
poster 7
postman 2
post office 5

pot 6
potato 3
pottery 8
powder 5
power 3
practice 4
prayer 7
present 2
president 3
press 6
pressure 8
price 6
prince 3
princess 3
principal 5
principle 7
print 6
printing 7
prison 6
prisoner 7
prize 4
problem 7
process 6
product 7
production 7
professor 8
programme 4
progress 7
project 6
promise 5
pronoun 7
property 6
protection 6
public 6
pudding 3
puddle 8
puff 8
pull 3
pullover 6
pulp 8
pump 5
pumpkin 4
punishment 8
pupil 5
pup(py) 2
purchase 8
purpose 6
purse 3
push 4
puss(y) 1
puzzle 7
pyjamas 7
pyramid 8

quack 4
quality 7
quantity 7
quarrel 7

quart 3
quarter 3
queen 3
question 5
quilt 8

rabbit 2
race 3
racket 8
radio 3
raft 7
rag 4
rail 7
railway 7
rain 1
rainbow 7
raincoat 8
rainfall 8
raise 3
raisin 8
rake 6
ranch 6
range 8
rat 3
rattle 8
reach 4
reader 6
reading 2
reason 4
record 6
recreation 7
referee 5
refreshments 7
refrigerator 5
regard 7
region 4
reindeer 5
relation 8
relative 7
religion 7
relief 8
rent 6
rely 4
report 5
republic 8
request 8
rescue 7
respect 7
rest 2
result 7
return 5
revolution 8
reward 5
rhyme 8
rib 8
ribbon 6
rice 4
riddle 8

ride 2
rider 8
rifle 5
right 1
ring 3
rise 4
river 2
road 2
roar 4
roast 6
robber 4
robin 4
rock 3
rocket 5
rod 4
roll 4
roller 6
roof 4
room 1
rooster 6
root 5
rope 3
rose 4
round 3
route 5
row 4
rubber 3
rubbish 8
rug 5
rule 6
ruler 6
run 1
runner 7
rush 6

sack 4
saddle 6
safe 4
safety 5
sail 4
sailor 6
salad 7
salary 8
sale 5
salesman 8
salmon 6
salt 3
same 2
sample 8
sand 3
sandwich 6
Saturday 2
sauce 8
saucepan 7
saucer 5
sausage 7
savings 5
saw 1

saying 3
scale 7
scar 6
scare 3
scarf 6
scene 5
scenery 5
school 1
schoolhouse 8
schoolmate 8
schoolroom 7
science 4
scientist 6
scissors 6
scooter 6
score 6
scout 5
scrap 8
scratch 6
scream 7
screen 7
sea 1
seal 4
seam 5
search 6
seashore 8
season 4
seaweed 8
seat 3
second 2
secret 5
secretary 5
section 6
seed 4
seesaw 6
senior 5
sense 7
sentence 4
September 4
series 8
servant 8
service 6
set 2
setting 3
settlement 6
settler 6
shack 8
shade 5
shadow 6
shake 5
shape 6
shark 8
sharpener 8
share 7
shed 2
sheep 2
sheet 5
shelf 7

shell 5
shelter 6
shepherd 7
shine 4
ship 2
shirt 4
shock 8
shoe 2
shooting 3
shop 2
shopkeeper 8
shopping 5
shore 4
short 3
shot 2
shoulder 6
shout 5
shovel 6
show 2
shower 6
showman 8
sickness 6
side 2
sight 4
sign 4
signal 6
silence 7
silk 7
silver 4
sink 6
sir 3
sister 1
situation 8
size 4
skate 6
skating 6
skeleton 8
ski 6
skill 8
skin 3
skip 3
skirt 7
skunk 8
sky 3
slave 6
slavery 8
sleep 2
sleeve 8
sleigh 4
slice 8
slide 3
slip 4
slippers 4
smell 5
smile 6
smoke 3
snail 7

| | | | |
|--------------|---------------|---------------|---------------|
| snake 5 | stamp 4 | sunlight 8 | test 4 |
| snow 1 | stand 3 | sunrise 5 | textbook 5 |
| snowball 5 | standard 5 | sunset 5 | thank 2 |
| snowflake 8 | star 3 | sunshine 5 | theatre 4 |
| snowman 6 | starch 7 | supper 6 | theft 4 |
| snowstorm 8 | start 2 | supply 6 | thermometer 8 |
| soap 3 | state 7 | support 7 | thief 7 |
| soccer 6 | statement 7 | surface 5 | thing 1 |
| society 8 | station 3 | surprise 3 | third 2 |
| socks 5 | stationary 6 | swamp 8 | thorn 7 |
| soda 6 | statue 7 | sweater 6 | thought 1 |
| soil 4 | steam 5 | sweep 6 | thousand 3 |
| soldier 3 | steel 4 | sweet 3 | thread 5 |
| solid 6 | stem 7 | swim 2 | throat 6 |
| somebody 3 | step 4 | swimming 2 | throne 4 |
| someone 3 | stick 3 | swing 4 | throw 3 |
| something 1 | sting 7 | switch 8 | thumb 8 |
| son 3 | stir 7 | sword 6 | thunder 7 |
| song 3 | stitch 8 | system 7 | Thursday 2 |
| sort 5 | stock 5 | | ticket 3 |
| sound 4 | stocking 3 | table 1 | tide 7 |
| soup 6 | stomach 5 | tablecloth 8 | tie 4 |
| source 8 | stone 3 | tablet 6 | tiger 5 |
| south 3 | stool 7 | tack 8 | timber 6 |
| space 6 | stop 2 | tadpole 2 | time 1 |
| space-ship 6 | store 2 | tag 5 | tin 2 |
| spade 7 | storekeeper 8 | tail 3 | tip 3 |
| spanking 8 | storm 4 | tale 4 | tire 5 |
| spark 8 | story 2 | talk 3 | title 7 |
| sparrow 8 | stove 3 | tan 6 | toad 8 |
| speaker 8 | stranger 7 | tank 6 | toast 6 |
| spear 7 | strap 8 | tap 4 | tobacco 5 |
| speech 5 | straw 5 | tar 6 | toe 6 |
| speed 5 | strawberry 8 | target 7 | toilet 7 |
| spell 2 | stream 4 | task 8 | tomato 6 |
| spelling 2 | street 2 | taste 6 | ton 8 |
| spice 7 | strength 7 | tax 6 | tongue 7 |
| spider 8 | strike 7 | taxi 8 | tonsils 7 |
| spin 7 | string 3 | tea 3 | tools 5 |
| spinach 7 | strip 8 | teacher 1 | tooth 3 |
| spirit 6 | stripe 6 | teacup 8 | toothache 8 |
| spite 8 | stroke 8 | team 3 | toothbrush 8 |
| splash 7 | student 7 | tear 6 | top 2 |
| split 7 | study 4 | teaspoon 7 | torch 6 |
| spoon 3 | stuff 6 | teeth 3 | total 8 |
| sport 5 | stump 8 | telegram 8 | touch 5 |
| spot 4 | stunt 8 | telegraph 7 | tourist 8 |
| sprain 7 | style 8 | telephone 3 | tournament 8 |
| spray 8 | substance 8 | telescope 8 | towel 6 |
| spring 2 | success 6 | television 3 | tower 7 |
| square 4 | sugar 3 | telly 3 | town 1 |
| squeeze 8 | suit 5 | temperature 6 | toy 1 |
| squirrel 4 | suitcase 8 | temple 8 | track 4 |
| stable 6 | sulphur 8 | ten 2 | tractor 4 |
| stack 7 | sum 3 | tennis 6 | trade 6 |
| stage 5 | summer 1 | tent 4 | traffic 7 |
| stairs 3 | sun 2 | term 6 | trail 5 |
| stalk 8 | Sunday 2 | territory 6 | trailer 8 |

| | | | |
|------------------|------------------|---------------|--------------|
| train 2 | umbrella 6 | wallpaper 8 | win 4 |
| tramp 6 | umpire 7 | walnut 8 | wind 2 |
| transistor 8 | uncle 2 | walrus 6 | windmill 6 |
| transport 6 | uniform 7 | war 2 | window 2 |
| transportation 8 | union 5 | wash 2 | wine 6 |
| trap 4 | unit 7 | waste 6 | wing 5 |
| trash 8 | United States 4 | watch 2 | winner 8 |
| tray 8 | university 8 | water 1 | winter 2 |
| traveller 7 | use 2 | waterfall 8 | wire 5 |
| treasure 5 | | watermelon 8 | wish 1 |
| treat 6 | vacation 3 | wave 6 | witch 6 |
| treatment 8 | valley 4 | wax 7 | wolf 6 |
| treaty 6 | value 7 | way 1 | woman 2 |
| tree 1 | van 3 | wealth 7 | wonder 4 |
| trial 8 | variety 7 | weapon 6 | wood 2 |
| triangle 8 | varnish 7 | weather 2 | woodpecker 8 |
| tricycle 7 | vase 6 | web 8 | wool 3 |
| tribe 4 | vegetables 3 | wedding 6 | word 3 |
| trick 5 | verb 5 | Wednesday 2 | work 1 |
| trip 2 | verse 7 | weed 6 | worker 6 |
| trouble-3 | vessel 8 | week 1 | workshop 8 |
| trousers 7 | vice-president 7 | weekend 8 | world 2 |
| trout 7 | victory 8 | weight 5 | worm 5 |
| truck 3 | view 4 | welcome 5 | worry 6 |
| trumpet 8 | village 4 | welfare 8 | worth 5 |
| trunk 5 | vine 6 | well 1 | wound 7 |
| trust 7 | vinegar 7 | west 3 | wreath 7 |
| truth 7 | violet 7 | whale 6 | wreck 7 |
| T.V. 3 | violin 5 | wharf 7 | wrist 6 |
| tub 5 | visit 2 | whatever 7 | writer 8 |
| tube 7 | visitor 2 | wheat 3 | writing 2 |
| Tuesday 2 | vitamin 7 | wheel 4 | |
| tulip 7 | voice 4 | wheelbarrow 7 | Xmas 3 |
| tune 7 | volleyball 8 | while 1 | |
| tunnel 5 | vote 5 | whip 6 | yacht 5 |
| turkey 3 | voyage 7 | whisker 8 | yard 2 |
| turn 2 | | whisper 7 | yarn 8 |
| turning 3 | wag 3 | whistle 5 | year 1 |
| turnip 7 | wages 8 | widow 7 | yell 4 |
| turtle 6 | wagon 2 | width 7 | youth 8 |
| twig 8 | waist 7 | wife 3 | |
| twins 5 | wait 2 | wigwam 8 | zebra 7 |
| type 5 | wake 5 | wilderness 8 | zero 7 |
| typewriter 5 | walk 2 | will 1 | zone 7 |
| | wall 3 | willow 8 | zoo 3 |

The University of Reading is grateful to Professor Elley for giving permission to reproduce his work.

Appendix X:

Questionnaire on the two initial templates

Questionnaire on the Initial Templates for College English Textbooks

Background questions:

1. Where do you teach?
 - a. in a key university
 - b. in an ordinary university
 - c. in a college
2. How long have you been teaching college English?
 - a. more than 3 years
 - b. more than 5 years
 - c. more than 10 years
3. What courses do you teach in college English?
 - a. listening and speaking
 - b. reading
 - c. writing
 - d. reading, writing and translating
 - e. listening
 - f. fast reading/extensive reading
4. Which Bands have you taught?
 - a. Band 1
 - b. Band 2
 - c. Band 3
 - d. Band 4
 - e. Band 5
 - f. Band 6
5. What is the size of your class?
 - a. < 40
 - b. >40
 - c. >50
 - d. >60
6. Which textbooks have you used?
 - a. College English by Fudan University
 - b. New English Course by Tsinghua University
 - c. College Core English by Shanghai Jiaotong University
 - d. Modern English by Macmillan and the Higher Education Press

Questions on the given templates:

7. Is your overall impression of the contents and layout of the templates favourable?
 - a. yes
 - b. partly
 - c. no
8. Do the templates require more or less time to prepare compared with the textbooks you have used?
 - a. yes
 - b. partly
 - c. no
9. Which part do you think takes more time to prepare?
 - a. listening
 - b. speaking
 - c. reading
 - d. writing
10. Which part of the templates do you like most?
 - a. listening
 - b. speaking,
 - c. reading
 - d. writing,
 - e. thinking
 - f. exercises

11. Why do you like it?
- materials are new and interesting
 - exercises are well organised
 - exercises are innovative
 - vocabulary is well covered
 - it provides good revision for grammar exercises
12. Do you think the templates have:
- too many exercises
 - not enough exercises
 - just enough exercises
13. Do the templates reflect what you know about your students' needs and interests?
- yes
 - partly
 - no
14. Which part best reflects your students' needs and interests?
- listening
 - speaking
 - reading
 - writing
 - translating
 - thinking
 - exercises
15. Do the templates have the right level of difficulty?
- yes
 - partly
 - no (Please give examples with reference to the templates)
16. Is each unit well-balanced for every language skill?
- yes
 - partly
 - no
17. Is any particular skill over-emphasised?
- listening
 - speaking
 - reading
 - writing
 - thinking
18. Are texts for intensive reading the right length?
- yes
 - partly
 - no
19. Do you think the templates contain enough authentic materials?
- yes
 - partly
 - no
20. Do the templates achieve an acceptable balance between *knowledge about the language*, and *practice in using the language*?
- yes
 - partly
 - no
21. Do the templates achieve an acceptable balance between the relevant language skills, and integrate them so that work in one skill area helps the others?
- yes
 - partly
 - no
22. Do the templates contain enough communicative activities to enable the students to use the language independently?
- yes
 - partly
 - no
23. Are the templates well-graded and well-structured?
- yes
 - partly
 - no
24. Is any part of the listening and speaking section not necessary?
- Unit 1
- sound distinction in exercises A, B and C
 - matching questions and answers in Exercise D

- c. oral practice in exercise E
- d. answer questions in exercises F, and H
- e. spot dictation in exercise G
- f. activity 1 in exercise I
- g. activity 2 in exercise I

Unit 2

- a. word dictation in exercise A
- b. spot dictation in exercise B
- c. oral description of the 'qualities of a good school teacher' is too easy in exercise C
- d. 'describe a favourite teacher' is too difficult
- e. 'describe a favourite school' is not interesting
- f. jig-saw listening is new and interesting
- g. jig-saw listening is too difficult

25. Which part do you not like in reading, writing and translating, and why?

- a. The reading text has too many new words.
- b. The reading text is long and tedious.
- c. 'Main idea check' is not necessary.
- c. 'Comprehension check' is not enough.
- d. 'Outline' is not necessary.
- e. More questions should be added to 'Vocabulary'.
- f. 'Cloze exercise' should be enlarged.
- g. 'Translation' should have more exercises.
- h. 'Further assignment' is not relevant.

26. Your opinion about the third part Thinking:

- a. it is necessary because it is innovative and challenging to my students.
- b. it is no use
- c. it is not well developed

27. The templates do not have enough exercises for CET Band 4. Do you think they reflect exactly what students need?

- a. yes b. partly c. no

28. Which exercises would you like to add to reading, writing and translating?

- a. multiple choice questions in reading comprehension
- b. true or false questions in reading comprehension
- c. short answer questions in reading comprehension
- d. paraphrase
- e. other exercises (please specify)

29. Which exercises do you like in vocabulary teaching?

- a. give synonyms and antonyms
- b. make up sentences
- c. other exercises (Please specify)

30. Would you like to add more grammar exercises? If yes, in what forms?

- a. fill in blanks b. complete sentences c. make up sentences d. others (specify please)

31. Do you expect textbooks to have:
- the same exercises in each unit
 - different exercises in different units
32. Do you like textbooks:
- to be separated into two parts: listening and speaking; reading and writing
 - to be separated into three parts: listening and speaking; reading; and writing
 - to be integrated into one book
33. Do you expect textbooks:
- to follow the official syllabus in a creative manner?
 - to follow the official syllabus closely?
 - to prepare specifically for CET Band 4 and Band 6?
 - to be more relevant to student's communicative needs?
 - to prepare students for international communication through English
34. What kind of texts would you like to put in a coursebook?
- more literary texts
 - more scientific fictions
 - more newspaper articles
 - more magazine articles
35. Do you expect a textbook to have more new words than that is required for CET Band 4 and CET Band 6 in the National English Syllabus?
- 10-20% more
 - 30-40% more
 - 50% more
36. What kind of new exercises would you like to put into a coursebook? Give at least two examples.
37. Other comments on coursebook writing:

THANK YOU VERY MUCH FOR YOUR TIME AND HELP.

Appendix XI:

The two initial templates

Direction for the Templates in Book One

Lu Zhongshe 20th March, 2000

A brief introduction to Band I, college English

College English refers to English language teaching for non-English majors in universities and colleges in China. Students are expected to have studied English for at least six years, having completed secondary education. They are assumed to have acquired a basic competence in English pronunciation, a basic knowledge of grammar and a vocabulary of 1800 words and have received basic training in the four skills of listening, speaking, reading and writing.

College English aims to develop different language skills for two different degrees of competence. Most emphasis is laid on reading ability; listening, speaking, writing and translating abilities are developed to a relatively less extent. (For decades, English teaching in China has employed the traditional translation approach. Translating ability has always been regarded as a further skill to be developed together with reading, listening, speaking and writing. Translating is often used as an alternative substituting writing). The English learned should also be regarded as a means of enabling students to exchange information in their fields of specialisation and as a solid foundation for further linguistic improvement.

The course is divided into two stages: the foundation stage and the stage for specialised English. There are six levels in the foundation stage, the first four levels are to be achieved in the first two years of university study (while the second two levels are only applicable to top students). The aim is to achieve one level each term by studying for about 60-70 contact hours per term. Band 1 is the first level in the foundation stage.

Required achievement for band one:

| Vocabulary | Reading | Listening | Speaking | Writing | Translating |
|------------|--|---|---|--|---|
| 550 | Intensive texts amounting to 6000, 60wpm; Extensive texts amounting to 25000, 80wpm | Follow an English language class; understand simple dialogues and conversations, catch the main ideas | Basic classroom English; ask and answer questions based on a given text | Able to make notes, answer questions and write outlines of a given text; write an essay of 100 words in half an hour | Able to translate English articles easier than the texts in the coursebook into Chinese, 250 wph; able to put simple structured Chinese sentences into English, 200 wph |

The status quo of English language teaching:

The traditional and the structural approaches in language teaching have influenced English teaching in China for several decades. Grammatical accuracy and translation have long been emphasized. In class, top priority is given to teaching grammatical structures and the vocabulary of the language. As a result, students, after learning English for 9-12 years, are able to list perhaps 15 usages of the definite article 'the', but they are still deaf and dumb in English listening and speaking, because they have spent too much time working on the correct written production of the English language forms and the exact meaning of sentences. According to Haliday: 'grammar is just one part of language, and structure is just one part of grammar' (Haliday, M.A.K. 1975). Even if we have a clear description of the grammatical and lexical meaning of a sentence, we still have no account for the way in which it is used in an utterance. And even if students have a good command of the grammatical knowledge of a target language, grammatically correct sentences do not always guarantee meaningful communication.

With the open door policy, China started to send students abroad to continue with their studies. Since 1980's the number of students taking TOEFL, GRE and IELTS exams have been increasing. Besides, College English Tests Band 4 and Band 6 have been used as a kind of means to evaluate both teaching quality of universities and colleges and students' English proficiency in applying for a job. Consequently, most current English teaching is test-oriented. Both teachers and students are only keen on doing assimilated tests rather than on concentrating their attention on learning the language itself. Each year there are about one million students taking CET Band 4 and Band 6, which indicates the importance of these exams to the students. Because of test-oriented teaching, high marks have been pursued, while the practical use of English has been neglected altogether since it consumes more time and it is of relatively little use in the final examinations.

This is definitely an unsatisfactory state of affairs. First of all, we do not believe there is a single right way to evaluate; second, we are not quite sure whether CET Band 4 and Band 6 are representative samples of what the students have been taught and are expected to learn; Third, language is best viewed as a skill. It is possible to know a lot about a language without being able to use it. (Weir, 1993)

The nature of language teaching lies with the process of instruction itself, that is, with helping learners acquire the language skill they need for a wide variety of purposes, not only for passing exams. (Richards, 1996)

Genesee and Upshur (1996) also stated: "The overall purpose of English evaluation is to make sound choices that will improve English teaching and enhance English language learning." "Tests can be of great help in collecting information for English learning evaluation. But tests are relatively limited because they can only tell us about certain aspects of student achievement. They can not tell us much about the other factors that often figure in second language evaluation."

After all, testing is only the means, not the final goal.

The rationale for the template units:

1. It is generally agreed nowadays that people learn a language best by actually using the language to achieve real meanings and achieve real outcomes. This course book is designed to promote language use, which demands that learners use a range of language activities to achieve the desired outcome of the communicative activity.
2. This course book will be mainly based on communicative methodology, focusing on the communicative functions of the English language and their relations to grammatical forms, giving priority to communicative competence rather than simply a mastery of individual forms.
3. This is an integrated course book, which intends to achieve an acceptable balance between the relevant language skills, and integrate them so that work in one skill area helps the others.
4. It follows the official syllabus in a creative manner and does not specify any target exams, but trains students' communicative ability both in oral and written forms.
5. It intends to achieve an acceptable balance between knowledge about the language, and practice in using the language.
6. It reflects students' needs and interests so that they have the motivation to learn actively and to learn conscientiously.
7. Wherever feasible, the books utilize authentic materials, so students can see that the book is relevant to real life and can get a glimpse of the Western world.
8. Texts for reading and listening consist of a variety of contents and styles.
9. A good language course book should offer a balance of activities, some of which focus on accuracy and some on fluency. In this book, therefore, there are exercises focusing on language such as accuracy translating, practice by repetition and the filling of blanks. Additionally, though there are also exercises focusing on fluency such as answering questions, solving problems, language awareness activities, reading for main ideas and exchanging opinions.
10. As vocabulary has always been a big problem for Chinese students, different ways of helping students to learn and to memorize new words are introduced.
11. Because students are supposed to have learnt all English grammar at this stage, there is no grammar teaching any more, but the book will provide enough exercises for students to practice specific grammatical items, which are likely to be difficult for them.
12. These books are also innovative in that they include a limited number of activities and tasks designed to develop skills of critical thinking and interpretation--what is called "the fifth skill". The fifth skill is additional but underlies successful use of the four skills of reading, writing, listening and speaking.

Teacher's guide:

There are 8-10 units for book one, each containing three parts: Part I: Listening and Speaking; Part II: Reading, Writing and Translating; and Part III: Thinking. Listening and Reading are used as an introduction or input to the productive skills of speaking, writing and translating. The essential principle is there should be some thematic connections among the three parts. For example, template Unit One concentrates on writing letters. Several letters are introduced, and help given with how to start writing letters; Unit Two is about education, all the materials are about schools, teachers and lectures. It is hoped that the vocabulary, grammatical structures and the writing techniques learnt in those units could be practised again and again so that students should learn how to use them by the time they finish the units. Part three 'Thinking' is newly introduced to stimulate students to participate and learn actively, which provides students with opportunities to USE the language. Grant called this kind of reading skill "Projective reading" (Grant, 1987, P. 61), an ability to 'read beyond the lines', which involves the ability to relate the reading passage to their real life - and in particular to their own opinions, knowledge, imagination and experience. For the last decade, lots of reading materials:

- a. have concentrated too much on understanding the plain sense of what is stated in the text
- b. have been used simply as a way of exposing the students to vocabulary
- c. have degenerated into a purely academic exercise, divorced from real life and from the experience of the students

However, our objectives in teaching reading are beyond these. Apart from the basic comprehension skill of understanding what is stated in the text, we want our students to develop the ability to read between lines and to read beyond lines, which has been neglected as a direct result of too many multiple choice questions in the important exams such as TOEFL and CET band 4 and Band 6. The Chinese scholar Confucius once said it would better for an instructor to teach students how to fish rather than simply give them fish. Part III supplies the students with a good chance to use the text actively by throwing light on their own experience and by encouraging them to think.

Since the students who are to use the book are definitely freshmen, revisions of what they have learnt in secondary and high schools are needed, particularly some difficulties in listening, speaking, spelling, grammar items like passive voice, subjunctive mood, and so on. Therefore the templates contain some revisions in connections with what they learned in the past.

As far as progress is concerned, the principle is: listening is prior to speaking and reading is prior to writing and translating. As thinking is the most advanced and most difficult skill, it is put at the end of a unit. This does not mean it is not important at all.

Listening begins with word level, then sentence level, then conversation level, and finally passage level. Speaking is combined with listening and reading wherever possible. Reading starts with *pre-reading*, goes on to *while-reading* and finishes with *after-reading*. The productive skills of translating and writing practice are introduced after the receptive skills of reading and the last stage is to develop thinking. The philosophy here is to integrate the language skills- especially speaking and writing

after successfully understanding the reading text. In this way reading and the other aspects of the syllabus are mutually reinforcing.

In reading, expectation questions are to guide the students into the text; while reading includes first reading and reading for details: first reading is to check main ideas; reading for details is for comprehension questions and the outline. Comprehension questions try to ask genuine comprehension questions rather than factual questions with an aim to increase students' general knowledge and to develop their ability to read critically.

After reading, exercises contain vocabulary, gap-filling, translation, and grammar, when necessary, to check if students know how to use what they have learned in the text. Since vocabulary has always been a big problem for Chinese learners, revisions in vocabulary (e.g. put words in different groups) are provided.

General Organisational Principles for Unit I

For Review:

Exercise A (*Read aloud*) reminds the students of some certain vowels and consonants.

Exercise B (*Listen to the tape and tick the correct word for each of the following sentence*) provides the students with an opportunity to check their listening abilities in distinguishing similar sounds.

Vocabulary Exercise A in the second part (*Use the words you have learnt in this text to complete the following sentences*) asks the students to practise some grammatical items they have learnt in high school.

For Listening and Speaking:

- a. Students at this level still have problems distinguishing certain vowels and consonants both in speaking and listening, so exercises A and B are employed. Exercise A is read aloud, students may follow the tape and also may practice on their own to review the difference of some vowels and consonants. Exercise B involves listening and ticking the correct word for each of the sentence read in the tape. Students are not supposed to read the sentence. If they understand the meaning of each sentence they hear from the tape, they can tick the right word from the context. Thus exercise B checks listening ability both at word and at sentence levels.
- b. Exercise C is a continuation of this kind of exercise depending on how much time the students have in class or after class. Students think of the words they have learned which have similar pronunciation and try to make a distinction by both reading and listening.
- c. Exercise D is newly introduced to refresh students' responses to certain questions. It is a warm-up for later oral practice.
- d. Exercise E is newly introduced to prepare students for further listening and reading. By answering those questions, students are reminded of words like "email, Internet, computer" and different ways of communicating.

- e. Exercise F talks about the advantages of email - a new type of letter, which has been popularised over the world in the last few years.
- f. Exercise G is a letter between close friends. Students have to fill in the expressions as well as notice the informal way of writing letters.
- g. Exercise G is a listening task involving a complete letter. Students have to catch the main ideas, and work out solutions to help the writer. It is intended to be a two-way (listening and speaking) exercise.
- h. Exercise I is used mainly for its format. Students have to familiarise themselves with the very formal way of writing business letters.

For Reading, Writing, and Thinking

Reading starts with how to start writing a letter, then involves students in writing a real letter in English. Additionally, listing plays an important role in the two texts. After the two texts, students are expected to use listing in their own writings. Though the two texts are all about writing letters, they are in different styles: the first is a literary piece of work; the second is a real letter. *Thinking* has chosen a postcard to indicate how language can be 'short cut', if expansion is needed what should be filled in. This is a fairly demanding task.

General Organisational Principles for Unit II

For Review

Word dictation which take words from the reading text that students are supposed to have learnt in secondary school is a kind of newly introduced re review exercises.

Vocabulary exercise in the second part, as mentioned in the first unit, is used to consolidate students' grammatical knowledge and to give adequate recycling of lexis.

For Listening and Speaking:

Listening exercises have a good variety, such as vocabulary dictation, spot dictation, taking notes, jigsaw listening, and answer questions. Vocabulary dictation uses words from the reading text, which students learned in their secondary school. Those words could warm up the students and get them to preview the text to make it more predictable and, therefore, easier to understand. They are all frequently used words, but also have some irregularities, which need particular attention. For instance, b in 'comb' which is not pronounced; double ll in 'collar'; and the present and past participles of the verb 'write' etc. Spot dictation gives students some hints of what they are going to hear. However they need to write down the exact words, which checks not only listening but also spelling. Jigsaw listening requires students to use their brain while listening; Discussion based on what they have heard on the tape is more demanding. Students have to take notes, otherwise they do not have evidence to support their opinions. Answer questions are mainly factual but one or two are designed to elicit opinions.

Listening begins with word level dictation, sentence level dictation, then passage level dictation; Jig-saw listening, note-taking and answer questions are fairly difficult, so they come after dictation.

Oral exercises are all about education concerning teachers, classes or lectures, campuses, and student's life, which are familiar and interesting to students so that the students can see the book is relevant to their real life and get the confidence in manipulating the topic. In spite of this, words and phrases are given sometimes to guide the students, just in case they do not know what to talk about.

For Reading and Writing and Thinking

Reading starts with the passive receipt of describing how dull the English class and how old fashioned the teacher was. It finishes with a surprise ending that the old fashioned teachers knew how to appreciate students' work and how to encourage them to write more. Students are expected to be able to describe a person, a campus, a lecture or a school when they finish the unit.

The short story in *Think* is so close to real life, students can use their experience and imagination to answer the questions asked.

Book One / Unit One Communicating

Speaking and Listening

Sound distinction and response to questions.

Reading, Writing and Translating

Writing letters (email, postcard, message, business letter)

Thinking

Expanding a postcard

I. Speaking and Listening:

A. **Read aloud:** pay attention to the vowels and consonants in pairs.

VOWELS:

| | | | |
|-------|--------|------|------|
| Sheep | ship | book | look |
| soup | soap | word | wood |
| feet | foot | bed | bad |
| color | collar | beer | bear |

CONSONANTS:

| | | | |
|------|-------|-------|------|
| tree | three | thank | tank |
| air | care | make | cake |
| talk | walk | show | sew |
| toe | row | ten | then |

B. **Listen** to the tape and tick the correct word for each of the following sentences:

1. **alone** along
2. **asleep** sleepy
3. **quiet** quite
4. **whose** loose
5. **knew** few
6. **sheep** ship
7. **vain** vein
8. **feet** fit
9. **sweat** sweater
10. **roast** lost
11. **caught** bought
12. **kick** lick
13. **goal** goat
14. **weight** late
15. **Pound** bound
16. **fort** afford
17. **word** world
18. **tell** tall
19. **thin** sin
20. **cash** catch
21. **wander** wonder
22. **die** dye
23. **brake** break

C. Find words that have similar pronunciations and test your partner and see if he or she can make the distinction.

D. Match each sentence on the left with the best response on the right. Use each response once only. These questions and answers are often used in daily life.

- | | |
|--|-------------------------------------|
| 1. Could you repeat the sentence, please? | a. Oh dear! What a pity! |
| 2. What do you do? | b. How do you do. |
| 3. I am afraid I can't come this Saturday. | c. Never mind, you can borrow mine. |
| 4. Where are you from? | d. Good luck! |
| 5. English food is the worst in the world. | e. Thanks. You too. |
| 6. How do you do? | f. Yes. It's half past four. |
| 7. I am afraid I haven't got a pencil. | g. So do I |
| 8. How are you? | h. China |
| 9. I'm taking my English exam tomorrow. | i. Yes, of course. |
| 10. Have you got the time, please? | j. Do you really think so? |
| 11. I hope the weather will get better. | k. Fine, thanks --- and you? |
| 12. Have a nice time. | l. I'm a language teacher. |

E: Oral practice: Do you use **E-MAIL**? If yes, answer the questions below on the left. If no, answer the questions on the right.

Mail from steve.brown@nottingham.ac.uk

YES

How often do you use email?
Whom do you write email to?
Can you list some advantages and disadvantages of using email?
Are you particularly interested in the Internet? Why?
Do you use email for formal letters as well, why or why not?

NO

How do you contact your parents?
Do you write letters to them?
How often do you write your parents?
If there is an emergency, how do you contact your parents?
Have you ever written an application letter? Is it different from writing to your parents and friends? If yes, in what way it is different?

F. Listen to the dialogue and answer the following questions:

1. How long has the man been in school?
2. Does he enjoy school?
3. Which means of communication does he use to communicate with his wife?
4. What is fast and cheap?

G: Listen to the tape and fill in the required time expression in each space.

12th May

Dear Paul,

I am writing to invite you to a reunion party for our old class! As we left school five years ago, it seems a good time to get together and find out what's happening to everyone in the meantime.

Some of us have arranged to meet to plan things on (1) _____ at (2) _____ and you're welcome to join us then, if you can. I know you're often busy in (3) _____, so don't worry if you can't make it. We're thinking of holding the actual party on (4) _____ in (5) _____. Is there any day you couldn't come? Could you let me know in (6) _____ if possible, and by (7) _____ at the latest, so we can fix a definite date.

I haven't seen you for (8) _____, not since (9) _____ in fact, so I'm dying to hear all your news.

Love

Charlie

H. Listen to the following letter: Maggie is a column writer in a newspaper. In many western countries, people tend to complain or ask for advice from column writers in newspapers.

1. Use your own words to describe the problem of the writer.

2. What advice would you give the writer?

3. Would you ever write to a problem page? Why/why not?

4. Who do you most often turn to for help?

I: The following is another letter. Read it and see if it is the SAME/DIFFERENT, from the letters in G and H. In what way are they the same/different? Discuss about it with your partner. Then do activity 1 and 2.

CEILING HOUSE, JACKSON'S GREEN, KENT CT14 3PD
Tel: 0232-75414
Telex 644893
Miss J. Johnson,
14 Garth Close,
King's Lynn,
Norfolk.

12th September 2000

Dear Miss Johnson,

Thank you for your recent application for a position as a resident representative with European Education for the forthcoming winter season.

I am pleased to inform you that you have been selected to attend an interview which will be held at these offices during the weeks beginning 24 September and 1st October 2000.

Would you please telephone this office on receipt of this letter to arrange a mutually convenient time for your interview.

If you are travelling by train, Ceiling House is ten minutes' walk from Jackson's Green Railway Station. Turn left out of the station and at the first pedestrian crossing, turn into Bromyard Road until you reach the Methodist Church. Follow the road round to the right and Ceiling House is immediately on your left-hand side. European Education offices are on the first floor. If you are attending by car, there is a large, free car park behind our offices.

Travelling expenses only to the value of the return rail fare from London Bridge to Jackson's Green will be paid.

Yours sincerely,

Terry Donaldson
Continental Manager (206 words)

Activity 1

Tick which of the following instructions are contained in the letter, possibly in different words:

- Please come for an interview.
- Please do not come for an interview.
- Write a reply to this letter immediately.

- d. Telephone our office to fix a time.
- e. Follow these instructions to get to our offices.
- f. Please send us some money.

Activity 2

Now read the letter again and answer these questions:

- a. The interviews will take place from _____ to _____.
- b. You must telephone this number: _____.
- c. Where is the office? _____

II Reading, Writing and Translating:

Passage A

Expectations: Do you find it difficult to get things started?

Getting Started

Robert M. Pirsig

In this excerpt from Zen and the Art of Motorcycle Maintenance by Robert M Pirsig, Chris's father gives him advice on how to use listing in order to start a letter to his mother.

This road keeps on **winding** down through this canyon. Early morning **patches** of sun are around us everywhere. The cycle hums through the cold air and mountain **pin**es and we pass a small sign that says a breakfast place is a mile ahead.

"Are you hungry?" I shout.

"Yes" Chris shouts back.

Soon a second sign saying **CABINS** with an **arrow** under it points off to the left. We slow down, turn and follow a dirt road until it reaches some **varnished log** cabins under some trees. We pull the **cycle** under a tree, shut off the *ignition* and **gas** and walk inside the main **lodge**. The wooden floors have a nice clomp under the cycle **boots**. We sit down at tableclothed table and order eggs, hot cakes, maple syrup, milk, **sausages** and orange **juice**. That cold wind has worked up an **appetite**.

"I want to write a letter to Mom," Chris says.

That sounds good to me. I go to the desk and get some of the lodge **stationery**. I bring it to Chris and give him my pen. That brisk morning air has given him some energy too. He puts the paper in front of him, *grabs* the pen in a heavy **grip** and then **concentrates** on the **blank** paper for a while.

He looks up. "What day is it?"

I tell him. He nods and writes it down.

Then I see him write, "Dear Mom:"

Then he **stares** at the paper for a while.

Then he looks up. "What should I say?"

I start to *grin*. I should have him write for an hour about one side of a **coin**. I've sometimes thought of him as a student but not as a rhetoric student.

We're **interrupted** by the hot cakes and I tell him to put the letter to one side and I'll help him afterward.

When we are done I sit smoking with a **lead**en feeling from the hot cakes and the eggs and everything and notice through the window that under the pines outside the ground is in patches of **shadow** and sunlight.

Chris brings out the paper again. "Now help me," he says.

"Okay," I say. I tell him getting stuck is the **commonest** trouble of all. Usually, I say, your mind gets stuck when you're trying to do too many things at once. What you have to do is try not to **force** words to come. That just gets you more stuck. What you have to do now is **separate** out the things and do them one at a time. You're trying to think of what to *say* and what to say *first* at the same time and that's too hard. So separate them out. Just make a **list** of all the things you want to say in any old order. Then later we'll **figure** out the right order.

"Like what things?" he asks.

“Well, what do you want to tell her?”

“About the **trip**.”

“What things about the trip?”

He thinks for a while. “About the mountain we **climbed**.”

“Okay, write that down,” I say.

He does.

Then I see him write down another item, then another, while I finish my **cigarette** and coffee. He goes through three **sheets** of paper, listing things he wants to say.

“**Save** those, ” I tell him, “and we’ll work on them later.”

“I’ll never get all this into one letter,” he says.

He sees me laugh and **frowns**.

I say, “Just pick out the best things.” Then we **head** outside and onto the **motorcycle** again. (586 words)

New Words:

wind:

canyon

patch

hum

pine

cabin

arrow

vanish

log

cycle

ignition

gas

lodge

clomp

boot

maple

syrup

sausage

juice

appetite

stationery: 1. materials for writing; paper, pens, pencils etc. 2. Paper for writing letters, usu. with matching envelopes.

brisk

grab

grip

concentrate

blank

stare

grin

coin

rhetoric

interrupt

shadow

leaden

stuck

common
force
separate
list
figure
trip
climb
item
cigarette
sheet
save
frown
head
motorcycle

*****Band 4: 36** *Band 6: 3* Out: 8

Main idea check:

What is the main idea of the story:

_____ can be of great help in starting a letter.

Comprehension check:

1. Have you noticed what tense the writer used in this story? Why do you think he used the simple present instead of the simple past tense? Would it be different if he used the simple past tense?
2. What do paragraph one and two function as?
3. How old do you think the boy is? Why?

Outline:

1. stop for breakfast (from paragraph 1 to paragraph __)
2. Chris wanted to write a letter to his mum (from paragraph __ to paragraph __)
3. how to write a letter: **(6 – end)**
 - a. _____ what to say;
 - b. put them _____

Vocabulary exercises:

- A. Use the words you have learned in this text to complete the following sentences.
1. If there is any food left over, _____ it for later.
 2. The teacher _____ the children into two groups.
 3. We still haven't _____ out how to do it.
 4. It will _____ time if we go by car instead of walking.
 5. Keep the onions _____ from the bread, or they'll make it smell.
 6. It is now quite _____ for women to have jobs.
 7. She's studying for an exam tomorrow, so you'd better not _____ her.
 8. If you see the _____, you are not far away from the mountain top.
 9. I cannot _____ when I am hungry.
 10. With a wave of his hand, the magician made the rabbit _____.
 11. He had no _____ for hard work.
 12. I _____ at a friend's house last weekend.

13. She _____ at the letter in disbelief.
 14. Industrial development is being _____ in the southern part of China.
 15. I received a letter on hotel _____ from Michael.

B. List anything you could think of for Western breakfast:

C. Words like 'grin', 'laugh' and 'frown' are classified into one catalogue: facial expressions, can you find words from the text that go into other groups? (cycle; breakfast; scenery...)

Cloze:

The following is a postcard letter to a friend. Choose the best choice from abc to complete the letter.

| | |
|---|-----------------------------------|
| Maribar Adipugo August 2001 Dear Mark, We arrived here on Monday. The flight was absolutely _____ (a. good b. long c. horrible). The plane was late, and there was nothing to eat or _____ (a. drink b. see c. do). But the whole journey only took four _____ (a. days b. hours c. minutes), and when we got here it was beautifully _____ (a. cold b. foggy c. hot) and sunny. The hotel is nice: we've got a double _____ (a. room b. bath c. waiter), with a private bathroom and a large balcony _____ (a. who b. which c. when) overlooks the sea. As for eating, we always have _____ (a. breakfast b. meals c. rest) in the hotel, but at lunchtime and in the _____ (a. morning b. evening c. night) we usually eat out. The restaurants are good, but _____ (a. expensive b. cheap c. bad). Local cuisine is great, but you can eat English _____ (a. soup b. beer c. food) if you want. Yesterday in the town we met a very interesting _____ (a. woman b. dog c. house) called Joy Mackintosh, who, strangely, comes _____ (a. from b. to c. with) Edinburgh, but who now lives in Adipugo. She's a _____ (a. painter b. dentist c. car mechanic), and she says she never wants to go back to _____ (a. Scotland b. London c. Adipugo). Imagine that! Love from Jan | Hotel 18 th |
|---|-----------------------------------|

Translation:

Put paragraph 7 into Chinese

Further assignment

Describe the boy in the story. How old do you think he is, and why?

Passage B

- Expectations:** 1. What do you expect out of a PC?
2. Do you know someone who does not like a PC? Try to give reasons he might have against a PC?

Against PCs: Why I'm Not Going to Buy a Computer

Wendell Berry

Wendell Berry is an essayist, novelist, and poet who often writes about preserving our land and resources.

Like almost everybody else, I am **hooked** to the energy **corporations**, which I do not admire. I hope to become less hooked to them. In my work, I try to be as little hooked to them as possible. As a farmer, I do almost all of my work with horses. As a writer, I work with a pencil or a pen and a piece of paper.

My wife types my work on a **Royal** standard **typewriter** bought new in 1956, and as good now as it was then. As she types, she sees things that are wrong, and marks them with small checks in the **margins**. She is my best **critic** because she is the one most familiar with my habitual **errors** and **weaknesses**. She also understands, sometimes better than I do, what *ought* to be said. We have, I think, a **literary** cottage industry that works well and pleasantly. I do not see anything wrong with it.

A Number of people, by now, have told me that I could greatly improve things by buying a computer. My answer is that I am not going to do it. I have several reasons, and they are good ones.

The first is the one I **mentioned** at the beginning. I would hate to think that my work as a writer could not be done without a direct dependence on **strip-mined** coal. How could I write **conscientiously** against the rape of nature if I were, in the act of writing, **implicated** in the rape? For the same reason, it matters to me that my writing is done in the daytime, without electric light.

I do not admire the computer **manufacturers** a great deal more than I admire the energy industries. I have seen their **advertisements**, **attempting** to seduce struggling or failing farmers into the **belief** that they can **solve** their problems by buying yet another piece of expensive **equipment**. I am familiar with their *propaganda campaigns* that have put computer into public schools that are in need of books. That computers are expected to become as common as TV sets in "the future" does not **impress** me or matter to me. I do not own a TV set. I do not see that computers are bring us one step nearer to anything that does matter to me: peace, **economic justice**, *ecological* health, political honesty, family and **community stability**, good work.

What would a computer cost me? More money, for one thing, than I can **afford**, and more than I wish to pay to people whom I do not admire. But the cost would not be just **monetary**. It is well understood that technological *innovation* always requires the **discarding** of the "old model"- the "old model" in this **case** being not just our Royal standard, but my wife, my critic, my closest reader, my fellow worker. Thus (and I think this is **typical** of **present-day** technological innovation), what would be superseded would be not only some thing, but some body. In order to be technologically up-to-date as a writer, I would have to **sacrifice** an **association** that I

am dependent upon and that I treasure.

My final and perhaps my best reason for not owning a computer is that I do not wish to fool myself. I disbelieve, and therefore strongly *resent*, the *assertion* that I or anybody else could write better or more easily with a computer than with a pencil. I do not see why I should not be as **scientific** about this as the next fellow: When somebody has used a computer to write work that is **demonstrably** better than Dante's' and when this better is demonstrably **attributable** to the use of a computer, then I will speak of computers with more respectful **tone** of voice, though I still will not buy one.

To make myself as **plain** as I can, I should give my standards for technological innovation in my own work. They are **as follows**:

1. The new tool should be cheaper than the one it **replaces**.
2. It should be at least as small in scale as the one it replaces.
3. It should do work that is clearly and demonstrably better than the one it replaces.
4. It should use less energy than the one it replaces.
5. If possible, it should use some form of **solar** energy, such as that of the body.
6. It should be repairable by a person of ordinary **intelligence**, **provided** that he or she has the necessary tools.
7. It should be **purchasable** and requirable as near to home as possible
8. It should come from a small, **privately** owned shop or store that will take it back for **maintenance** and repair.
9. It should not replace or *disrupt* anything good that already exists, and this includes family and community **relationships**. (800 words: **band 4:50**; *band 6:6 out 3*)

Computer n. an electronic machine that can be supplied with a program and can store and recall information, and perform various processes on it.

Hooked adj. (on) a. dependent (on drugs); b. having a great liking for and very frequently using, doing, eating, etc.

Corporation n. a group of people who are permitted by law to act as a single unit, esp. for purposes of business, with rights and duties separate from those of its members.

Royal

Typewriter

Margin

Critic a. a person who gives judgements about the good and bad qualities of something, esp. art, music, film, etc., esp. someone who does this as a job

Error

Weakness

Literary

Mention vt. to tell about (sth.) in a few words, without giving details

Conscientious adj. Showing great care, attention, or seriousness of purpose ~ly adv. ~ness n.

Rape

Strip vt. to remove parts of or the covering from (sth.) esp. by pulling or tearing

Implicate: v.t (in) to show that (someone else) is also concerned (in an esp. criminal activity)

Manufacturer

Advertisement

Attempt v. to make an effort at; try (to do sth.), esp. without succeeding

Seduce
Belief
Solve vt. to find a solution to, an explanation of, or a way of dealing with (sth.)
Equipment n. the set of things needed for a particular activity, esp. an activity of a practical or technical kind
Propaganda
Campaign n. a connected set of actions intended to obtain a particular result, esp. in politics or business
Impress vt. [often passive] to influence deeply, esp. with a feeling of admiration
Economic
Justice
Ecological
Community
Stable adj. not easily moved, upset, or changed; firm; steady
Stability n. the quality or state of being stable
Afford vt. (usu. with can, could able to) to be able to buy or pay for
Monetary
Innovation
Discard
case
Typical
Present
Supersede
Sacrifice vt. (for, to) to lose or give up, esp. for a good purpose or to gain a desirable result
growth.
Association n. (with) the act of associating or fact of being associated
Resent
Assertion
Scientific
Demonstrate vt. to prove or make clear (a fact), esp. by reasoning or providing examples
Demonstrable adj. fml that can be clearly proved or shown to be true ~ly adv
Attribute
Tone
Plain
Follow
Replace vt. (with, by) to change (one person or thing) for another, often better, newer, etc.
scale
Solar
Intelligence
Provided conj. 1. if 2. And only if; on condition that
I will go, provided you go too.
Purchasable
Privately
Maintenance n. the act of maintaining, esp. of keeping sth. in good condition
Disrupt
relationship

Main ideas check:

Main idea of the text:

I have _____ for not buying a computer.

Comprehension check:

Make a list of the reasons Berry gives for not wanting to buy a computer. Share your list with a group of 4 or 5 other students. Each should take one of the reasons and explain it fully to others in the group.

What kind of person do you think Wendell Berry is?

Find one statement of Berry's that you strongly agree with or strongly disagree with. Tell your partner your opinion and explain why you think this way.

Please paraphrase the following sentences and then put them into Chinese:

1. We have, I think, a literary cottage industry that works well and pleasantly.
2. I would hate to think that my work as a writer could be done without a direct dependence on strip-mined coal.
3. I have seen their advertisements, attempting to seduce struggling or failing farmers into the belief that they can solve their problems by using yet another piece of expensive equipment.

Outline:

The text can be divided into three parts. Read the text carefully. First decide the starting and ending points of the three parts and then work on the main idea of each part. The following can give you some clue.

Part one:

Paragraph No. 1 to No. _____ : I don't like _____. As a writer I work with a pencil and a piece of paper. My wife and I work pleasantly together. I write while she types and corrects my errors.

Part two:

Paragraph No. _____ to No. _____ : I have good reasons for not buying a computer: First of all, I don't like energy corporation and I insist on writing _____. Secondly, I don't see that computers or any other energetic things can bring us anything good. Thirdly, to me the cost of a computer is not only _____, but also the _____ which I depend on and treasure. Fourthly, I don't believe that anybody else could write _____ with a computer than with a pencil.

Paragraph No. _____ to the end: I have my own standards for technological _____.

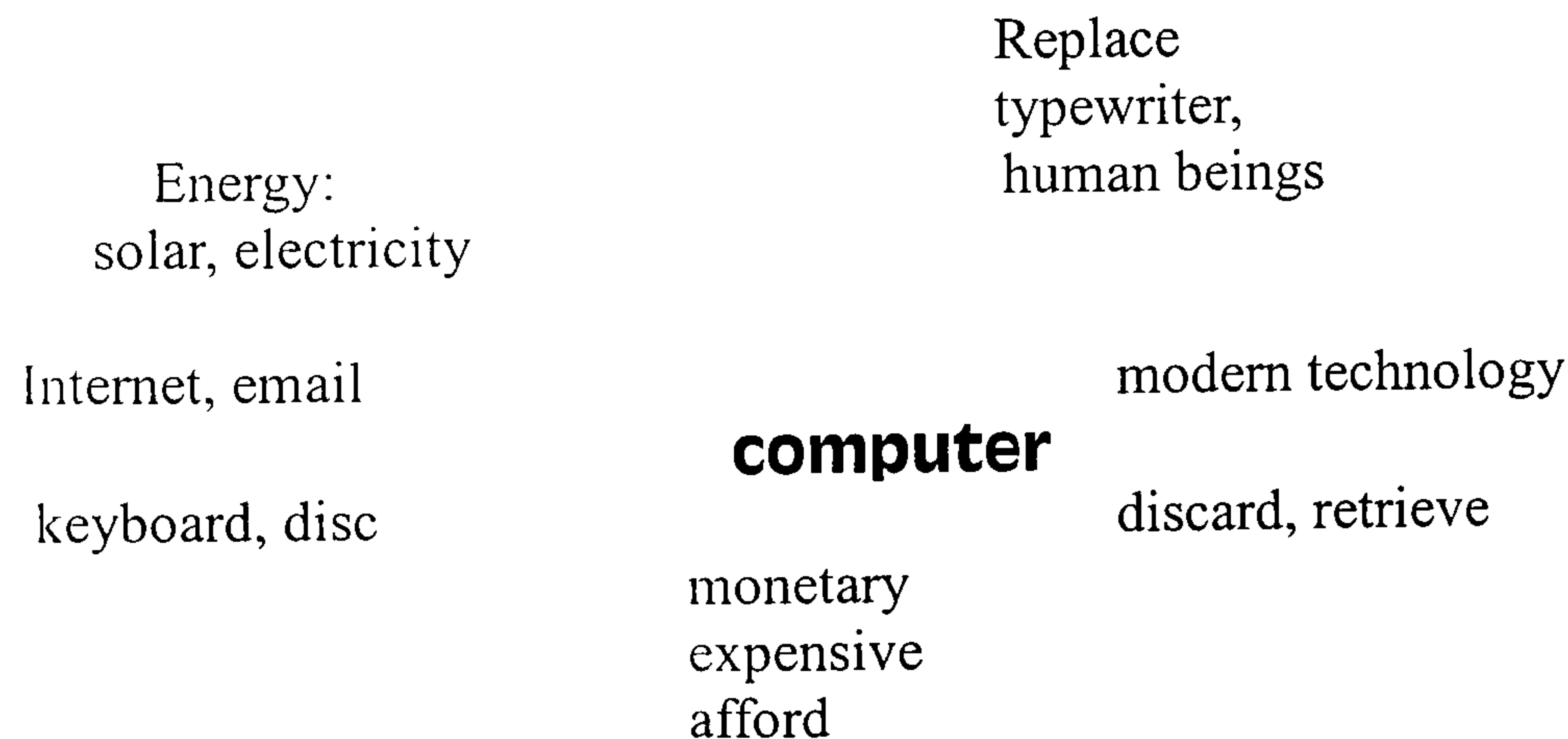
Vocabulary Exercises:

A. Use these words to complete the following sentences, change forms if necessary:

*Strip mention implicate hook critic attempt solve conscientiously
 Campaign impress equipment implicate stable afford sacrifice
 Association demonstrably replace provided maintenance*

1. Tom is so much _____ on the Internet that he often forgets his lunch time.
2. Jenny is the music _____ for "The Times".
3. The police found a letter _____ Frank in the robbery.
4. Eric never _____ that his wife had had a baby.
5. Mary works for the British Broadcasting _____.
6. Our teacher was very _____ by Roger's performance in the exam.
7. Martin has taken lessons in car _____ recently.
8. Our long _____ with your company has brought great benefits.
9. _____ that there is no opposition, we shall hold the meeting here.
10. Thomas has _____ the old typewriter with a computer.
11. Steve's idea is _____ false.
12. It is the company's policy to _____ the short-term profits for the sake of long-term.
13. Douglas constant absences threaten the _____ of his marriage.
14. Before decorating the room, Andrew and Barbara _____ the paint from the wall.
15. Thanks to the success of the business, we can _____ a new car.
16. The government launched a _____ against smoking.
17. Linda has installed video _____ in her new flat.
18. Alan works _____ on the new chemical experiment.
19. Captain White _____ many murder cases.
20. The driving test was so difficult that Emma didn't even _____ it.

B. Use the following as a word tree and expand as many words as you can that are connected with 'computer':



Gap-filling:

Choose the best among abc and d to complete the following letter:

The value of a Computer to a writer is that it is a tool not for generating ideas 1. _____ for typing and editing words. It is 2. _____ than a secretary (or a wife!) and arguably 3. _____ fuel-efficient. And it enables spouses 4. _____ are not inclined to 5. _____ free labour more time to concentrate 6. _____ their own work.

We should support alternatives 7. _____ to coal-generated electricity and 8. _____ IBM-style technocracy. But I am reluctant to entertain alternatives 9. _____ presuppose the traditional subservience of one class to another. Let the PCs come and the wives and servants go 10. _____ more meaningful work.

Brian Koosman
Knoxville, Tenn.

1. a. and b. yet c. but d. that
2. a. cheaper b. more expensive c. more likely d. more often
3. a. more b. less c. some d. certain
4. a. that b. which c. when d. who
4. a. tell b. give c. take d. provide
5. a. in b. at c. with d. on
6. a. both b. neither c. either d. also
7. a. for b. under c. to d. over
8. a. those b. that c. this d. these
9. a. look b. seek c. see d. search

Further assignment:

Think of something that you wish/do not wish to own and write a similar essay in about 100 words.

III. Thinking

Postcards are a very convenient form of communication. They are a way of keeping in touch with people without the trouble of writing a proper letter. Sometimes they are very dull but often they manage to pack a lot of information into a small space. One way that they do this is to make a full use of the fact that both the reader and the writer already share a lot of information, which does not have to be directly referred to. As a result, an outsider might have difficulty in understanding the full meaning of what has been written.

e.g.

*Dear Kate and Mike,
Just arrived in Penang this morning. Staying in Hotel Malaysia, Penang Rd. Weather was cloudy yesterday but it's just beautiful today. Clear skies, bright sunshine. Simple breakfast of 'Kuay Teow Teng' and 'Hey Mee' at Chinese coffee shop across the hotel. Marvelous breeze. Just wonderful feeling the sea breeze blowing on my face. The sound of the lapping waves, absolutely soothing for my soul. Will be leaving for Lankawi tomorrow evening. Take care and God bless.
Love,
Jake*

Expansion:

- a. The above postcard takes a number of 'short cuts' with the language. Write it out filling in the words you think have been left out.
e.g. I have just arrived in Penang. I am...etc.
- b. Here are some additional details which the writer might have added. Insert them in appropriate places in the card.
 - It reminded me of that place we used to go after school in River Valley Rd.
 - That's something I am really looking forward to.
 - There's a sort of terrace with sun umbrellas.
 - A very nice old-style place - comfortable and easy-going.
- c. What other information could you add to a card like this?

Check your version with a partner.

Book One / Unit One Communicating

Keys

B. Listen

1. alone
2. sleepy
3. quite
4. whose
5. few
6. ship
7. vain
8. fit
9. sweat
10. lost
11. caught
12. kick
13. goal
14. late
15. pound
16. afford
17. world
18. tell
19. thin
20. cash
21. wonder
22. die
23. break

D. Match

1-6 i, l, a, h, j, b 7-12 c, k, d, f, g, e

F. Listen

1. more than 3 months
2. yes.
3. email
4. email

G: Listen

1. Saturday, 2. 8pm 3. the evenings, 4. a Saturday 5. the second half of July,
6. a few days 7. next weekend 8. ages 9. your birthday

H. Listen to the following letter

1. My mother won't accept that I am an adult.
2. Open to the students
3. Open to the students
4. Open to the students

I: Activity 1

a. d. e

Activity 2

Now read the letter again and answer these questions:

- a. 24 September and 1st October 2000.
- b. 0232-75414
- c. European Education offices are on the first floor of Ceiling House.

II Reading, Writing and Translating:

Passage A

Main idea check:

The main idea of the story: Listing can be of great help in starting a letter.

Comprehension check: (suggested answers)

1. Yes, to make the story more vivid, yes.
2. the setting of the story
3. 5-6 years old

Outline:

1. to paragraph 2
2. from paragraph 3 to paragraph 5
3.
 - a. list what to say;
 - b. put them into the right order

Vocabulary exercises:

A.

1. save
2. separated
3. figured
4. save
5. separate
6. common
7. interrupt
8. lodge
9. concentrate
10. vanish
11. appetite
12. lodged
13. stared
14. concentrated
15. stationery

B. bacon, egg, sausage, beans, cereals, toast, orange juice, coffee, tea, fruits...

Cloze:

*Horrible drink hours hot room which breakfast evening expensive food woman
from painter Scotland*

Translation:

Put paragraph 7 into Chinese

Passage B**Main ideas check:**

Main idea of the text: I have good reasons for not buying a computer.

Comprehension check:

Paraphrase the following sentences and then put them into Chinese:

1. I think my wife and I work and cooperate well at home.
2. I write with ink, I hate even to think that writing can be done by computers.
3. I have seen the advertisements for computers, which try to make farmers believe that those expensive computers could solve their problems.

Outline:

Part one:

Paragraph No. 1 to No. 2; (energy corporations)

Part two:

Paragraph No.3 to No.5; (without electricity, monetary, association, better)

Paragraph No.6 to the end: (innovation)

Vocabulary Exercises:

A.

1. hooked
2. critic
3. implicating
4. mentioned
5. Corporation
6. impressed
7. maintenance
8. association
9. Provided
10. replaced
11. demonstrably
12. sacrifice
13. stability

14. stripped
15. afford
16. campaign
17. equipment
18. conscientiously
19. solved
20. attempt

Gap-filling:

Choose the best among abc and d to complete the following letter:

1. C
2. A
3. A
4. D
4. D
5. D
6. A
7. C
8. B
9. B

III. Thinking

Open to the students

Tapescript:

B. Listen

1. The others can't come so you'll have to go alone.
2. He was very sleepy so he went to bed early.
3. It is quite difficult to understand what he says.
4. That is the man whose dog bit me.
5. Here are a few more stamps for your collection.
6. The Titanic was the largest and most modern passenger ship in the early 20th century.
7. We tried in vain to make him change his mind.
8. I don't think she is really fit for the position.
9. I was dripping with sweat after playing football.
10. I lost my watch in the swimming pool last weekend.
11. We caught the train because we ran fast.
12. He kicked a hole in the door.
13. The company has achieved all its goals for this year.
14. Spring is late this year.
15. The book cost me 20 pounds, can you believe it.
16. The tuition fee is too high, I can't afford it.

17. We have students coming from all over the world.
18. Don't tell me you haven't got the letter yet.
19. She looked thin after her illness.
20. How would you like to pay the bill, cash or cheque?
21. I was wondering if you could have dinner with me this weekend?
22. My father died in May 1999.
23. The computer is broken and will have to be repaired.

F. Listen to the dialogue and answer the following questions:

A: Time flies!

B: Yeah, I did not realize I have been here for more than three months.

A: Do you enjoy school here?

B: Yeah, but I am also quite home sick?

A: Miss your wife?

B: Very much.

A: How often do you write her?

B: Every day.

A: Are you kidding?

B: Of course not. I send her emails every morning and she answers me every afternoon.

A: Right, e-mail's great, you can write or talk to her every day.

B: And what's more, email 's fast, convenient, and cheap.

A: I bet the post office isn't happy, they can't make money from you.

B: Exactly.

G: Listen

12th May, 2001

Dear Paul,

I am writing to invite you to a reunion party for our old class! As we left school five years ago, it seems a good time to get together and find out what's happening to everyone in the meantime.

Some of us have arranged to meet to plan things on Saturday at 8pm and you're welcome to join us then, if you can. I know you're often busy in the evenings, so don't worry if you can't make it. We're thinking of holding the actual party on a Saturday in the second half of July. Is there any day you couldn't come? Could you let me know in a few days if possible, and by next weekend at the latest, so we can fix a definite date.

I haven't seen you for ages, not since your birthday in fact, so I'm dying to hear all your news.

Love

Charlie

H. Listen to the following letter

Dear Maggie,

I live with my widowed mother and the problem is that she won't accept that I'm an adult. She still wants to know where I'm going every time I go out and she waits up till I come home however late that is. The worst thing is that she's very rude to any girlfriends I bring home. I wouldn't want you to think that I don't appreciate my mother – I do. She does all the cooking and cleaning for me. But I am 36 years old!
What can I do?

Book One / Unit 2 Education

Keys:

I. Listening and Speaking:

A. *writer, decision, course, subject, fault, comb, necktie, suit, collar, straight, manner, successful, effort, marriage, fruitful, passage, motherhood, experience, moment, proper, method, pleasure, report, attention, entire, congratulation, writing, honest, written*

B. Spot dictation:

1. dictionary
2. computers
3. Wednesday
4. practice
5. neglect
6. measure
7. hardware
8. pioneer
9. wisdom
10. treasures
11. appearances
12. separate
13. whether
14. appointment
15. accident

F. Listen to the tape and try to fill in the following gaps.

- a. success stories
- b. students, research funds
- c. December 9, 1999
- d. He is the Vice Chancellor of Nottingham University
- e. £50 million
- f. 4, Malaysia
- g. top academics; physical exchanges

H. Jig-saw listen:

b. e.a.c.d

I. Spot dictation.

Title: Bedroom TV 'Cuts Child's Reading Skill'

television, Foundation, literacy, less, published, learning, named, mentioned, arrived, fluent, could, opinion, believed, authors, enjoyed, concern, urgent, assess

K. Listen to the passage and try to answer the following questions:

- a. to give a lecture
- b. lots of very important professors and former colleagues
- c. 2 eighteenth century poems
- d. not much, he is not prepared and he even has not read the two poems
- e. passing over responsibilities by asking audience questions

- f. an attractive girl with dark hair and almond-shaped eyes
- g. No, after the break, the audience is much smaller and many people are chatting, eating and drinking while he speaks.
- h. Open to the students

II. Reading, Writing and Translating

Passage A:

Main idea check:

It gives a description of my Third-year English teacher and his special way of teaching.

Comprehension Check:

1. Repetition, yes
2. open
3. yes, he loved *Macbeth*.
4. *Macbeth* is a play written by William Shakespear

Outline:

1. the possibility of becoming a writer
2. was dull and baffling;
were like heavy labour;
seemed as deadening as Chloroform.
3. stuffy, dull and old-fashioned
4. dull and funny

Vocabulary exercises:

- A.
1. account
 2. associates; with
 3. was thrust on
 4. anticipate
 5. inspired
 6. prim and proper
 7. antiques
 8. conveys
 9. infected
 10. passion
 11. constantly
 12. relief
 13. essence
 14. irrepressible
 15. notion

Gap-filling:

- 1-5 BCDA A 6-10. CBDAC
11-15 DBCAD 16-17. CB

Translation:

Translate the second paragraph into Chinese, paying particular attention to the words 'prim' and 'primly'.

Passage B: (continued)

Main idea check:

Mr. Feagle had opened a door for me to writing.

Comprehension Check:

1. He wanted to write about it for his own joy, because it was a moment he wanted to recapture and hold for himself.
2. perhaps in 1930's
3. He knew how to appreciate students' writing and how to encourage them.

Outline:

The teacher's appreciation of my essay had opened a door for me to writing.

1. an informal essay
2. for myself; spaghetti
3. all the classmates

Vocabulary exercises:

A.

- | | | | |
|---------------|-----------------|----------------|------------------|
| 1. tackle | 2. informal | 3. distribute | 4. extraordinary |
| 5. images | 6. recollection | 7. recalls | 8. respectable |
| 9. recaptured | 10. command | 11. discipline | 12. seal |
| 13. career | 14. sequence | 15. private | |

B.

essential
contemporary
ridiculous
ignorant
horrible
relieved
sequential

Gap Filling:

- | | | | | |
|-----------------|---------------|----------------|--------------|-----------------|
| 1. convincingly | 2. societies | 3. competition | 4. finalists | 5. different |
| 6. personality | 7. weighed | 8. sociable | 9. amount | 10. restaurants |
| 11. enormous | 12. opposite | 13. bones | 14. unknown | 15. necessary |
| 16. favourite | 17. anxiously | 18. First | 19. head | 20. replied |

Translation:

1. The teacher offered a choice of topics for us to write informal essays.
2. Writing poems couldn't lead to a job in those days.
3. Of all the teachers, I like Mr. Feagle best.

4. My teacher ranked me among the very few top students in the class.
5. The new system is cheaper, and what's more, it is better.

III. Thinking:

Suggested answers:

1. Perhaps I was afraid of falling in love with her
2. the girl who went away
3. clever, smart, eager to learn and intelligent
4. No, that is only an excuse. He is afraid of falling in love with her

Tape script for listening:

B. Spot dictation:

1. This is a new English dictionary for foreign learners.
2. My goodness! What happened to all the computers, Miss?
3. We are going to the Peak District next Wednesday and we will have picnic there.
4. The student teachers are now doing their teaching practice.
5. The garden has fallen into state of neglect.
6. Andrew has not become rich, but he has had a certain measure of success.
7. The department of Foreign Languages has bought tape recorders and other educational hardware.
8. David is a pioneer of heart transplant operations.
9. Confucius is a man of great wisdom.
10. The British Museum has many art treasures.
11. Jane has made a number of appearances on television.
12. This word has three separate meanings.
13. I will go, whether David comes with me or stays at home.
14. We were all pleased about the appointment of John as chairman.
15. Susan witnessed the traffic accident which took place in the city centre yesterday afternoon.

F. Listen to the tape and try to fill in the following gaps.

The rise of the University of Nottingham has been one of the recent success stories of British higher education. Twenty years ago, it was known as a solid civic university with a particularly attractive campus; today it is an academic pacesetter.

Never far from the top of the university league tables, Nottingham is among the most popular destinations for students and increasingly a magnet for research funds.

The Jubilee Campus, which was opened by the Queen on December 9, 1999 has helped raise the reputation of the university. Although the design is special, its primary purpose is to help Nottingham to break into the elite of international higher education.

Professor Sir Colin Campbell, the Vice-Chancellor describes Nottingham as a 'research-led' university in which undergraduates benefit from contacting with those at the cutting edge of their discipline. With more than a dozen applicants for every university undergraduate place, the university's entrance requirements are among the highest in Britain.

The health financial position of the university made it possible to buy the site of Jubilee Campus when it came on to the market three years ago. Private donations have since covered almost £10 million of the £50 million costs of the project.

The development brings the number of campuses to three. By the end of 2000, a fourth will be added in Malaysia.

Nottingham's international ambitions were already plain in its central role in the establishment of the Universitas 21 group of international universities. In time, the network will give students electronic access to top academics all around the world, as well as promoting physical exchanges. (263 words)

H. Jig-saw listening:

I bumped into an old colleague of mine yesterday. His name is Oliver Knight, but he was always known as 'OK' to his colleagues. I bumped into him buying liver in a shop down the road. Now this was surprising because OK is a strict vegetarian and has always felt that liver is disgusting. 'It's for the kids, ' he said by way of explanation.

This too was surprising because OK had always been a bachelor and certainly hadn't had time to become a father since I last saw him. 'They' re my wife's from a previous marriage,' he said shyly.

It turned out that he had married someone called Petra, and she had come complete with a family - a boy and a girl, and a dog. I knew that OK was scared of dogs, so I asked him how he managed. It turned out that he had been scared at first, but now they were the best of friends; in fact, the huge dog I had seen waiting outside the shop was the dog in question.

' It must have affected your finances, taking on a family,' I said. You see, OK wasn't a wealthy man.

He looked a little shy for a moment. 'Finance isn't a problem. Petra's rather wealthy, you see, and she's got a very good job,' he said. 'The problem is that I stay at home and have to cook all this disgusting meat for the kids.'

I. Spot dictation.

Bedroom TV 'Cuts Child's Reading Skill'

One seven-year old in five has a television set in the bedroom, according to the National Foundation for Educational Research, **writes Judith Judd.**

Its survey of literacy teaching in 122 schools, involving 754 six and seven-year-olds, showed that children with a television in their rooms were far less likely to be good readers.

The report, published yesterday, also revealed that many children started learning to read with their mothers. Of the 44 per cent who named the person who taught them to read, 22 per cent mentioned their mother and only 16 per cent a teacher.

Ten per cent of children could read when they arrived at school, including one-third of those who were fluent readers by the age of seven, and 4 out of 10 could write his or her own name, 'the number of children who had, in their own opinion, learnt to read at home was greater than some teachers believed', the report said. Its authors found that 75 per cent of children enjoyed reading very much while 90 per cent enjoyed watching television. But only 55 per cent enjoyed writing very much.

Despite the widespread concern about the teaching of reading, the teaching of

writing needed urgent attention, the survey said, adding that teachers were more confused about how to teach and assess that subject.

K. Listen to the passage and try to answer the following questions:

I have returned to Paris after a long absence to give a lecture at the Sorbonne. There are lots of very important professors and former colleagues in the audience. I understand that I am to lecture on two eighteenth century poems. One is the 'Rape of the Lock'. I realize that, not only have I not prepared the lecture, but I have never read either of the poems and cannot even recall the title of the other one!

I notice that I am wearing my old blue shirt and dirty blue trousers, which seems a bit out of place in this academic setting.

I begin to fumble my way through the lecture, trying to pass over responsibility to the audience by asking *them* lots of questions. I am desperately trying to impress a very attractive girl with dark hair and almond-shaped eyes sitting in the front row.

There is an interval. After it I notice the audience is much smaller. Many people are chatting and eating and drinking while I peak. The girl seems to have left.
(177 words)

Book One / Unit 2 Education

Listening and Speaking
dictation and description
Reading, Writing and Translating
Schooling
Thinking
Giving titles to a passage

I. Listening and Speaking:

A. Write down the following words, which will be dictated to you: be sure to pay attention to your spelling.

B. **Spot dictation:** Listen to the tape and fill in the blanks with the exact words you hear from the tape.

1. This is a new English _____ for foreign learners.
2. My goodness! What happened to all the _____, Miss?
3. We are going to the Peak District next _____ and we will have picnic there.
4. The student teachers are now doing their teaching _____.
5. The garden has fallen into state of _____.
6. Andrew has not become rich, but he has had a certain _____ of success.
7. The department of Foreign Languages has bought tape recorders and other educational _____.
8. David is a _____ of heart transplant operations.
9. Confucius is a man of great _____.
10. The British Museum has many art _____.
11. Jane has made a number of _____ on television.
12. This word has three _____ meanings.
13. I will go, _____ David comes with me or stays at home.
14. We were all pleased about the _____ of John as chairman.
15. Susan witnessed the traffic _____ which took place in the city center yesterday afternoon.

C. **Oral Practice:** A good schoolteacher should have the following qualities. Can your group agree together in what order of priority you would put them? Give reasons.

- sense of humor _____
- enthusiasm for teaching _____
- honesty _____
- pleasant appearance _____

- love of children _____
- fairness _____
- knowledge of the subject _____
- ability to create interest _____
- flexibility _____
- ability to keep order _____
- clear speaking voice _____
- intelligence _____

D. Oral Practice: Describe your favorite teacher. What does s/he look like? Why do you like him/her most? Does s/he have the above mentioned qualities?
(Insert pictures of different teachers)

E. Oral Practice:

1. Tell us the school you like most. Refer to the following aspects:
 - a. location, surroundings and atmosphere
 - b. number of students
 - c. staff qualification
 - d. teaching quality
 - e. research
2. The picture below is the campus of Tsinghua University. Describe the campus with your partner, try to use as many of the words and phrases in the box as you can.

(Insert a picture of Tsinghua University)

Peace and quiet, spend your time, first class, exactly, efficient, teaching facility, beautiful lake, buildings, superb, elegant, get away, stressful, library, tress, shops, sports ground, swimming pool

F. Listen to the tape and try to fill in the following gaps.

- a. The rise of the University of Nottingham has been one of the recent _____ of British higher education.
- b. Nottingham is among the most popular destinations for _____ and increasingly a magnet for _____.
- c. Jubilee Campus was opened by the Queen on _____.
- d. Who is Professor Sir Colin Campbell? _____?
- e. What is the total cost of Jubilee Campus? £ _____.
- f. How many campuses will Nottingham University have by the end of 2000? _____; and the last one will be built in _____, Asia.
- g. In future, the network will give students electronic access to _____ all around the world, as well as promoting _____.

C. Oral Practice: In pairs or groups, discuss what you would do in the following situation. Give reasons for your decision.

You are attending a lecture in which the teacher is not prepared. Some students have left after the interval, others are chatting and eating. You want to develop good relations with your teacher, but you also want to show that a teacher should perform well while giving lectures. Which of the following would you do? Give reasons.

- a. Pretend that you are listening.
- b. Chat with other students to show that you are bored.
- c. Interrupt him by asking questions.
- d. Stop him and tell him to be prepared next time when he gives lectures.
- e. Stand up and leave the class without saying anything.
- f. Remain seated but read books on other subjects.

H. Jig-saw listening. Listen to the story on the tape, then put the following sentences in logical order.

- a. It turned out that he had married someone called Petra.
- b. I bumped into an old colleague of mine yesterday. His name is Oliver Knight.
- c. I knew that OK was scared of dogs, so I asked him how he managed.
- d. The problem is that I have to stay at home to cook all this disgusting meat for the kids.
- e. OK is a strict vegetarian and has always felt that liver is disgusting.

I. Spot dictation. The following is an article from a British newspaper called *The Independent*. After listening to it on the tape, fill in the gaps with words you have heard and think what might be the best title for it.

Title: _____

One seven-year old in five has a _____ set in the bedroom, according to the National _____ for Educational Research, writes **Judith Judd**.

Its survey of _____ teaching in 122 schools, involving 754 six and seven-year-olds, showed that children with a television in their rooms were far _____ likely to be good readers.

The report, _____ yesterday, also revealed that many children started _____ to read with their mothers. Of the 44 per cent who _____ the person who taught them to read, 22 per cent _____ their mother and only 16 per cent a teacher.

Ten per cent of children could read when they _____ at school, including one-third of those who were _____ readers by the age of seven, and 4 out of 10 _____ write his or her own name, 'the number of children who had, in their own _____, learnt to read at home was greater than some teachers _____', the report said. Its _____ found that 75 per cent of children enjoyed reading very much while 90 per cent _____ watching television. But only 55 per cent enjoyed writing very much.

Despite the widespread _____ about the teaching of reading, the teaching of writing needed _____ attention, the survey said, adding that teachers were more confused about how to teach and _____ that subject.

J. DISCUSS the following conflict opinions based on what you have heard from the tape in Exercise I.

Opinion 1. Children should spend some time watching TV.

Opinion 2. Children shouldn't watch TV at all.

K. Listen to the passage and try to answer the following questions:

a. What is the speaker going to do when he has returned to Paris?

b. _____
Who are in the audience?

c. _____
Is he going to talk about the nineteenth century novels? If not, what is he supposed to talk about?

d. _____
How much does the speaker know about his subjects? Why?

e. _____
How is he giving the lecture?

f. _____
Whom is he trying to impress?

g. _____
Is he successful in giving the lecture, how do you know?

h. _____
How do you like the teachers who are not prepared in their subjects?

II. Reading, Writing and Translating

Passage A:

Expectations: Which language skills do you find most difficult to learn: reading, listening, speaking or writing?
Have you ever tried to write stories in English?

Becoming a Writer (Part I)

Russell Baker

Growing up, Russell Baker's autobiographical account of his youth, includes this story of his early decision to become a writer.

The **notion** of becoming a writer had flickered off and on in my head...but it wasn't until my third year in high school that the **possibility** took hold. Until then I'd been **bored** by everything **associated** with English courses. I found English grammar dull and *baffling*. I hated the **assignments** to turn out "compositions," and went at them like heavy labor, turning out laden, lackluster paragraphs that were *agonies* for teachers to read and for me to write. The **classics thrust** on me to read seemed as deadening as chloroform.

When our class was **assigned** to Mr. Fleagle for third-year English I **anticipated** another *grim* year in that dreariest of subjects. Mr. Fleagle was *notorious* among City students for dullness and inability to **inspire**. He was said to be **stuffy**, dull, and hopelessly out of date. To me he looked to be sixty or seventy and prim to a fault. He wore primly **severe** eyeglasses, his **wavy** hair was primly cut and primly combed. He wore prim *vested* suits with neckties blocked primly against the collar buttons of his primly starched white shirts. He had a primly pointed **jaw**, a primly straight nose, and prim manner of speaking that was so correct, so gentlemanly, that he seemed a **comic antique**.

I anticipated a listless, unfruitful year with Mr. Fleagle and for a long time was not disappointed. We read *Macbeth*. Mr. Fleagle loved *Macbeth* and wanted us to love it too, but he lacked the gift of **infecting** others with his own **passion**. He tried to **convey** the **murderous ferocity** of Lady Macbeth one-day by reading aloud the passage that includes

...I have given **suck**, and know
How **tender** 'tis to love the babe that milks me.
I would, while it was smiling in my face,
Have plucked my nipple from his boneless **gums**....

The idea of prim Mr. Fleagle plucking his nipple from boneless gums was too much for the class. We burst into *gasps* of **irrepressible snickering**. Mr. Fleagle stopped.

"There is nothing funny, boys, about giving suck to a babe. It is the – the very *essence* of motherhood, don't you see."

He **constantly sprinkled** his sentences with "don't you see." It wasn't a question but an **exclamation** of **mild** surprise at our **ignorance**. "Your **pronoun** needs an **antecedent**, don't you see," he would say, very primly. "The purpose of the Porter's scene, boys, is to provide comic **relief** from the **horror**, don't you see."

(432 words) (to be continued)

New Words:

autobiographical

account

notion

flicker

associate

baffling

assignment

composition

laden: full of

lack-luster: not having brightness

paragraph

agony

classic

thrust

chloroform

anticipate

grim

dreary

notorious

inspire

stuffy

prim

severe

wavy

vest

starch

jaw

comic

antique

infect

passion

convey

murderous

ferocity

suck

tender

pluck

nipple

gum

gasp

repressible

snicker

essence

constantly

sprinkle

exclamation

mild

ignorance

pronoun

antecedent
relief
horror
total:57

Main idea check:

What is the main idea of the story?

It gives a _____ of my Third-year English teacher and his special way of _____.

Comprehension Check:

1. What special writing technique does the writer use in describing the teacher?
Would the description be different if he used another technique?
2. How old do you think the teacher is? Give reasons?
3. Does Mr. Feagle like classics. Why?
4. Have you ever heard about *Macbeth*? What is it?

Outline:

1. _____ took hold only in my third year of high school.
2. Until then I'd been bored by everything associated with English courses:
English grammar _____ ;
Composition assignments _____ ;
The classics _____ .
3. Mr. Feagle, the new teacher looked _____.
4. The way Mr. Feagle taught was _____.

Vocabulary exercises:

A. Use the words you have learned in this text to complete the following sentences.

1. Please give us a/an _____ of what happened.
2. Thomas always _____ Spaghetti _____ Italians.
3. Juliet Roberts said she had been perfectly happy until fame _____ her.
4. Mathew tried to _____ the kind of questions we were likely to ask him at the interview.
5. The memory of his beloved wife _____ his best painting.
6. Rebecca is much too _____ to enjoy such a rude joke.
7. The Forbidden City is full of priceless _____.
8. His music _____ a sense of optimism.
9. The teacher _____ the whole class with her enthusiasm.
10. In his sonnets, William Shakespeare expressed his burning _____ for the dark skinned woman he loved.
11. Russell Baker _____ repeated the word 'prim' in order to emphasize how dull and old-fashioned Mr. Feagle was.
12. To my great _____, Margaret's injuries were only slight.
13. Money is the _____ of the problem.
14. Laughter is a/an _____ expression of human beings.
15. The old _____ that the sun moved around the earth is totally wrong.

B. Pick up as many adjectives and adverbs as you can from the text which the writer used in describing Mr. Feagle.

C. In what contexts would you use the expression 'Don't you see'?

Gap-filling: Choose A B C or D to fill in the gaps in the following passage.

For a moment Martin held the mirror against his chest, then he slowly lifted it up until he was looking 1 _____ his own eyes. He suffered a silent 2 _____. His eyes were completely red with only minute bits of 3 _____ coming through. He focused 4 _____ his pupils, leaving the rest of his 5 _____ temporarily out of focus. His pupils looked untouched, 6 _____ by the chaos around them. But even when out of focus, he could not help but see the 7 _____ unevenness of his skin. Then Martin 8 _____ his eyes on the skin on his face. It was bright red in 9 _____, and brown in others. He noticed pinky white bits, which looked like 10 _____ with no skin cover, where he could see veins. His whole face had swollen and 11 _____ shape. His right cheek was blistered, his 12 _____ cheek had swollen - the two halves of face looked completely 13 _____ from each other. The contours of his face were jagged. On seeing his lips, which were swollen as if he had been in a fight, his breath left him for a 14 _____. He instinctively shut his eyes, then slowly 15 _____ them again. He lifted a hand up to feel his head. Much of the back and sides of his hair had 16 _____ but the top front had mostly 17 _____, only small patches were left. Martin was scared by what he saw but he could not look away.

1. A. at B. into C. in D. on
2. A. hurt B. pain C. shock D. surprise
3. A. brown B. dark C. blue D. white
4. A. on B. at C. into D. in
5. A. face B. head C. nose D. eye
6. A. untouched B. unshaken C. unmoved D. unable
7. A. nice B. rough C. smooth D. ugly
8. A. looked B. saw C. put D. focused
9. A. places B. faces C. eyes D. head
10. A. meat B. body C. flesh D. back
11. A. took B. touched C. moved D. changed
12. A. gone B. left C. jagged D. looked
13. A. same B. familiar C. different D. difficult
14. A. moment B. minute C. while D. time
15. A. shut B. closed C. switched D. opened
16. A. died B. remained C. survived D. born
17. A. left B. gone C. remained D. stayed

Translation:

Translate the second paragraph into Chinese, paying particular attention to the words 'prim' and 'primly'.

Further assignment:

1. **Work in pairs.** Look at your partner carefully for one minute. Then close your eyes (or turn your back) and say what he or she looks like, and what he or she is wearing. Useful structures: *He/she has got...*

He/she is wearing...Examples:

'He's got dark brown hair.'

'She's wearing a light green blouse and black trousers.'

2. **Take it in turns to imagine** you are someone else in the class. The others must ask Yes/No questions to guess who you are. Example:

A: Have you got glasses?

B: No, I haven't

A: Are you from Beijing?

B: Yes, I am

A: Are you tall?

B: No, I am not.

Passage B: (continued)

Expectations: Have you tried western food? Did you notice the difference in table manners between Chinese and Westerners?

Becoming a Writer (Part II)

Late in the year we **tackled the informal essay**. “The essay, don’t you see, is the...” My mind went numb. Of all forms of writing, none seemed so boring as the essay. Naturally we would have to write informal essays. Mr. Feagle **distributed** a homework sheet offering us a choice of **topics**. None was quite so simpleminded as “What I did on My Summer Vacation,” but most seemed to be almost as dull. I took the list home and dawdled until the night before the essay was due. Sprawled on the sofa, I finally faced up to the grim task, took the list out of my notebook, and **scanned** it. The topic on which my eye stopped was “The Art of Eating Spaghetti.”

This title produced an **extraordinary sequence** of mental **images**. *Surging* up to the depths of memory came a vivid **recollection** of a night in Belleville when all of us were seated around the supper table—Uncle Allen, my mother, Uncle Charlie, Doris, Uncle Hal—and Aunt Pat severed spaghetti for supper. Spaghetti was an *exotic* treat in those days. Neither Doris nor I had ever eaten spaghetti, and none of the **adults** had enough experience to be good at it. All the good humor of Uncle Allen’s house reawoke in my mind as I **recalled** the laughing arguments we had that night about the socially **respectable** method for moving spaghetti from plate to mouth.

Suddenly I wanted to write about that, about the warmth and good feeling of it, but I wanted to put it down simply for my own joy, not for Mr. Feagle. It was a moment I wanted to recapture and hold for myself. I wanted to relive the pleasure of an evening at New Street. To write it as I wanted, however, would **violate** all the rules of **formal** composition I’d learned in school, and Mr. Feagle would surly give it a failing grade. Never mind. I would write something else for Mr. Feagle after I had written this thing for myself.

When I finished it the night was half gone and there was no time left to **compose** a proper, respectable essay for Mr. Feagle. There was no choice next morning but to turn in my **private reminiscence** of Belleville. Two days passed before Mr. Feagle returned the graded papers, and he returned everyone’s but mine. I was *bracing* myself for a **command** to report to Mr. Feagle immediately after school for **discipline** when I saw him lift my paper from his desk and *rap* for the class’s attention.

“Now, boys,” he said, “I want to read you an essay. This is **titled** “The Art of Eating Spaghetti.”

And he started to read. My word! He was reading *my words* out loud to the entire class. What’s more, the entire class was listening. Listening **attentively**. Then somebody laughed, then the entire class was laughing, and not in *contempt* and **ridicule**, but with openhearted enjoyment. Even Mr. Feagle stopped two or three times to **repress** a small prim smile.

I did my best to avoid showing pleasure, but when I was feeling was pure ecstasy at this *startling demonstration* that my words had the power to make people laugh. In the eleventh grade, at the eleventh hour as it were, I had discovered a calling. It was the happiest moment of my entire school **career**. When Mr. Feagle finished he put the final **seal** on my happiness by saying, “Now that boys, is an essay, don’t you see. It’s - - don’t you see - it’s of the very essence of the essay, don’t you see. Congratulations, Mr. Baker.”

For the first time, light shone on a possibility. It wasn’t a very heartening

possibility, to be sure. Writing couldn't lead to a job after high school, and it was hardly honest work, but Mr. Feagle had opened a door for me. After that I **ranked** Mr. Feagle among the finest teachers in the school. (662 words)

New Words:

tackle

informal

essay

numb

distribute

topic

dawdle

sprawl

scan

spaghetti

extraordinary

sequence

image

surge

vivid

recollection

exotic

adult

recall

argument

respectable

recapture

violate

formal

compose

private

reminiscence

brace

title

command

discipline

rap

attentively

contempt

ridicule

repress

ecstasy

startle

demonstration

career

seal

possibility

rank

Total: 43 words

Main idea check:

What is the main idea of the story?

Mr. Feagle had opened _____ for me to _____.

Comprehension Check:

1. Why did the writer decide to write 'The Art of Eating Spaghetti'?
2. What was the time when spaghetti was an exotic treat?
3. Why did the writer rank Mr. Feagle among the finest teachers in the school?

Outline:

The teacher's appreciation of my essay had opened a door for me to writing.

1. I decided to write _____ on 'The Art of Eating Spaghetti'.
2. I wanted to write down _____ the laughing arguments my family and I had one night when we had _____.
3. Mr. Feagle and _____ enjoyed my writing, which gave me great encouragement.

Vocabulary exercises:

A. Use the words you have learned in this text to complete the following sentences.

1. That is the best way to _____ the problem.
2. The Dean of the department has made a/an _____ approach to the School Committee.
3. Linda often helps the teacher _____ photocopies to the students in class.
4. What a/ an _____ beauty!
5. The title 'The Art of Eating Spaghetti' produced an extraordinary sequence of mental _____.
6. Charles still has a vivid _____ of dancing with Anna on the Christmas Party three year ago.
7. Emma often _____ the happy moments she spent together with her lovely boy.
8. Frederick went back and changed to make himself look _____.
9. Dickens wrote a novel which perfectly _____ his childhood.
10. Angela has a good _____ of English grammar.
11. Those students are too naughty. I think they need _____.
12. This international award has put the _____ on a long and distinguished career.
13. Edward spent most of his school _____ studying in Nottingham University.
14. The Royal Shakespeare Company has put on a _____ of historical plays by Shakespeare.
15. It's wrong for parents to read their children's _____ letters without their permission.

B. Word formation:

In this story, there are many nouns which are formed by verb + tion, for instance: recollection, demonstration, composition. Can you find out the ways in which the following nouns are changed into adjectives?

essence

contempt

ridicule

ignorance

horror

relief
sequence

Gap Filling: Fill in the blanks with proper words and try to guess the last line:

The Debaters

Debating is a very popular activity in Great Britain. For the British, it is important to be able to speak well and to speak 1 _____. As a result there are many debating clubs and 2 _____ in schools and universities to train people to debate well. Each year there is a 3 _____ to find the country's best debater. One year the 4 _____ were Steven Swan from England and Magnus MacDonald from Scotland. They were two very 5 _____ characters, both in appearance and 6 _____. Steven Swan was a short and very fat man. He 7 _____ over 200 kilos and he was shaped like a ball. He was a very 8 _____ man. Steven was always with friends and he never stopped talking. He spent a great 9 _____ of his time in expensive London 10 _____ debating with politicians and businessmen. They always paid the bill so Stephen ate 11 _____ amounts of food.

Magnus MacDonald, on the other hand, was almost the complete 12 _____. He was tall and very, very thin. He looked like a pencil and he seemed to be just skin and 13 _____. Magnus lived in a small Scottish town so he was quite 14 _____. He was a quiet man who spent most of his time reading books in the library. He never spoke unless it was 15 _____. 'Never waste words' was one of his 16 _____ sayings. On the day of the final a large crowd waited 17 _____ to see and hear the two finalists. They entered the debating room and stood looking at each other. This was the 18 _____ time that they had met. Magnus was silent. Steven slowly looked at Magnus from 19 _____ to toe and said,

" So you are Magnus. Looking at you, anybody would think that there was a famine in Scotland."

The crowd laughed. Magnus waited until the laughter had stopped and 20 _____ coldly,

""

Translation:

Please put the following sentences into English using phrases and expressions you have learned from this story:

(The Chinese will be put on later.)

Further assignment:

- Tell a story which you find interesting that happened in your secondary school to you or to someone you know.
- Write about 150 words on a teacher who has left a deep impression on you.

III. Thinking:

The following is a passage for you to read and think about. Different people may have different interpretations. After reading it, consider 4 open questions, then discuss them with your classmates and see how many interpretations you can produce.

The One That Got Away

She was sitting in the front row of one of my evening classes at a medium-sized town in central Anatolia. She looked as if she might be about 18 or 19; she answered up well and was obviously intelligent. She knew more English than most of the rest. After the class I asked her if she was a schoolgirl.

'No' she said, she had left school. My stay for a month in this shabby town was an attempt to help the adult education movement, so schoolboys and girls were not allowed. They might know more than the grown-ups and make them feel shy and nervous.

The next day I was asked to teach the top class in the secondary school. There she was, looking rather self-conscious, in the back row. Like the others she was wearing the black overall with a white collar which was the school uniform and her hair was tied back modestly, unlike the more fashionable look she had managed the night before.

The next evening, when she came to the class, I asked severely: 'Why did you say you had left school? You know schoolgirls are not allowed in these classes. You told me a deliberate lie.'

'Yes, I know,' she answered, quite unrepentant, 'and so would you, if you badly wanted to get into a class like this and there was no other chance.'

I laughed and let her stay, but made her promise to be very grow-up. I didn't regret it; she learnt well and behaved modestly. She came to my chief memory of that month.

A year later I visited the town again and met her father in the street. He said she had begun to study architecture in Istanbul. He gave me her address and asked me to look her up. I was on my way to Istanbul anyway and would have done so, but I caught a bad cold, so that a colleague and his wife fetched me from my hotel and nursed me till I was well enough to go back to Ankara. So I never saw her again and lost her address. _____.

1. Can you guess the last line of this story?

_____.

2. How do you understand the title 'The One That Got Away'?

_____.

3. What is the teacher's impression of the girl?

_____.

4. Do you think the teacher would go to see the girl if he had not been sick? Why? Why not?

_____.

_____.

Appendix XII:

Questionnaire on grammar items

附表二

语法结构表 (Grammatical Summary)

Part One 第一部分

1. Nouns 名词

- 1.1 Countable and uncountable
 - 1.1.1 Countable and uncountable
 - 1.1.2 Conversion of uncountable into countable
- 1.2 Plural
 - 1.2.1 Formation of the plural of English nouns
 - 1.2.2 Words of Greek or Latin origin
 - 1.2.3 Two forms of the plural with differentiated meaning:
arms, minutes, etc.
 - 1.2.4 Singular form
 - a. deer, sheep, etc.
 - b. a ten-pound baby, a twelve-foot pole, etc.
 - 1.2.5 Compound nouns
 - a. syntactical compounds: manservant — menservants,
grown-up — grown-ups, etc.
 - b. titles: the two Browns, Drs. William and Henry
Brown, etc.
- 1.3 Unit nouns
- 1.4 Genitive
 - 1.4.1 -s genitive and of genitive
 - 1.4.2 Double genitive

2. Pronouns 代词

- 2.1 Personal pronouns
- 2.2 Possessive pronouns
- 2.3 Reflexive pronouns
- 2.4 Interrogative pronouns
- 2.5 Demonstrative pronouns
- 2.6 Indefinite pronouns

3. Determiners 限定词

- 3.1 Definite, indefinite, zero articles
- 3.2 Some, any, no
- 3.3 Another, other
- 3.4 Both, all, each, every, either, neither, etc.

4. Numerals 数词

- 4.1 Cardinal and ordinal numbers
- 4.2 Expressing numbers in writing and speaking
- 4.3 Fraction, decimal and percentage
- 4.4 Multiple
 - a. *n* times + noun / pronoun
 - b. *n* times + as + adjective / adverb
 - c. *n* times + comparative + (that)
 - d. verb + (by) *n* times

5.4 Future

- 5.4.1 Means of expressing future time
- 5.4.2 Future in the past
- 5.4.3 Future perfect

6. Passive Voice 被动语态

- 6.1 Passive voice in different tenses
- 6.2 Passive forms of verb phrases
- 6.3 Get-passive
- 6.4 Certain transitive verbs without passive forms
- 6.5 Certain passive verbs followed by infinitive construction
 - cf. He was said to be jealous of her success.
 - It was said that he was jealous of her success.
- 6.6 Od and Oi, Co in passive sentences
 - 6.6.1 Conversion of sentences with Od and Oi into passive
 - 6.6.2 Conversion of sentences with Co into passive

7. Phrasal Verbs 短语动词

- 7.1 Verb + preposition
- 7.2 Verb + adverb
- 7.3 Verb + noun / pronoun + adverb
- 7.4 Verb + adverb + preposition

8. Infinitive 不定式

- 5. Tense 时态
 - 5.1 Simple present and simple past
 - 5.2 Present perfect, present perfect progressive, and past perfect
 - 5.3 Progressive
- 8.1 Forms: present, perfect, progressive and passive
- 8.2 Functions: subject, object, complement, adjectival modifier, adverbial modifier
- 8.3 Without *to*; *to* at the end of a sentence

- 8.4 Other uses of infinitive
 - 8.4.1 After *only, too, enough, so...as*
 - 8.4.2 After *the first, the last, the only, etc.*
 - 8.4.3 After *it is + adjective / noun*
 - 8.4.4 After *it is + adjective + of you / him, etc.*
- 8.5 Use of passive, perfect and progressive

9. V-ing Forms 动词-ing形式(现在分词及动名词)

- 9.1 Forms: perfect, passive and perfect passive
- 9.2 Functions: subject, object, prepositional object, complement, appositive, adjectival modifier, adverbial modifier
- 9.3 With subject, possessive
- 9.4 After certain verbs: *avoid, finish, enjoy, etc.*
- 9.5 Verbs followed by either -ing form or infinitive
- 9.6 Dangling -ing form and the infinitive as adverb clause equivalent
- 9.7 When / while + -ing form as adverb clause equivalent
- 9.8 Use of perfect, passive and perfect passive

10. V-ed Participles 动词-ed形式(过去式及过去分词)

- 10.1 Meaning: passive and past
- 10.2 Functions
 - 10.2.1 As pre-/post-modifier in noun phrase
 - 10.2.2 As complement
 - 10.2.3 As adverb clause equivalent
 - 10.2.4 Noun + -ed participle as adverb clause equivalent

11. Modal Verbs 情态动词

- 11.1 May, might

- 11.1.1 *May/might* for permission and possibility
- 11.1.2 *Might* for request
- 11.2 Can, could

- 11.2.1 *Can/could* for permission and possibility
- 11.2.2 *Can/could, be able to* for ability
- 11.2.3 *Can't, couldn't* for negative deduction

- 11.3 Must, must not

- 11.4 Need, need not; dare

- 11.5 Should, ought to

- 11.6 Will, would

- 11.7 *Shall, should* for volition

- 11.8 Modals with progressive, perfect and perfect progressive

12. The Subjunctive Mood 虚拟语气

- 12.1 In *that* clause

- a. wish

- b. demand, propose, etc.

- 12.2 In the following patterns

- a. It is time that

- b. would rather/ sooner that

- 12.3 Formulaic subjunctive

- a. Come what may

- b. Be that as it may

- 12.4 Conditional Sentences

- a. Real and unreal conditionals

- b. Mixed type

- c. Of mixed time

- d. Omission of *if*

e. *If* replaced by *but for*, *provided (that)*, *supposing*, *without*, etc.

13. Prepositions 介词

- 13.1 Simple, complex and double prepositions
- 13.2 Syntactic functions
- 13.3 Prepositions at the end of clauses or sentences
- 13.4 Noun + preposition: comparison with, influence on, etc.
- 13.5 Verb + noun + preposition: lay emphasis on, take advantage of, etc.
- 13.6 Verb + noun + adverb + preposition: put the shortage down to, etc.
- 13.7 Adjective + preposition: fond of, keen on, etc.
- 13.8 With + noun + infinitive / -ing form / -ed participle / prepositional phrase / adjective or adverb

14.2.3 Meaning and use of certain adverbs: fairly, rather, hardly, barely, scarcely; very, much, far, also, too, either, as well; etc.

14.2.4 Adverb modifiers

14.3 Comparison

- 14.3.1 Comparative and superlative degrees of adjectives and adverbs
- 14.3.2 Certain adjectives or adverbs with no comparative degree: complete, perfect, utter, etc.
- 14.3.3 Clauses of comparison
 - a. With *as...as*: almost/just/nearly *as...as*; not so/as...as
 - b. With *than*: so much/a lot/more than; no more... than, not more...than, less...than
 - c. The more...the more...
 - d. With a noun: more of a, as much of a, less of a, etc.

14. Adjectives and Adverbs 形容词和副词

- 14.1 Adjectives
 - 14.1.1 Adjectives used predicatively only: alike, alone, etc.
 - 14.1.2 V-ing forms as adjectives
 - 14.1.3 -ed participles as adjectives
 - 14.1.4 be + adjective + infinitive / that clause
 - 14.1.5 Positions of adjectives
 - 14.1.6 Adjective modifiers
- 14.2 Adverbs
 - 14.2.1 Adverbs with or without -ly: hard, hardly; most, mostly, etc.
 - 14.2.2 Positions of adverbs

15. Agreement 一致

- 15.1 Agreement of the subject and the verb
 - 15.1.1 Intervening phrases
 - 15.1.2 Pronouns as the subject
 - a. each, either, neither, no one, everyone, etc.
 - b. several, few, both, many, etc.
 - c. some, none, all, most, etc.
 - 15.1.3 Compound subject: joined by *and*, *or*, *nor*, *either...or*, *neither...nor*, etc.
 - 15.1.4 Collective nouns as the subject: crowd, family, orchestra, etc.
 - 15.1.5 Expressions stating amount, money, time, measure-

ment, etc.

15.1.6 Other problems in the subject-verb agreement

- a. title of a book, name of a country, etc.
 - b. mathematics, economics, etc.
 - c. every, many a, a great many, a number of, the number of, etc.
 - d. one of those
 - e. more than one is, there are/is more than one
- 15.2 Agreement of the pronoun and the antecedent

Part Two 第二部分

16. Basic Sentence Patterns and Sentence Elements 句型和

句子成分

16.1 Basic Sentence Patterns

- Pattern 1 S V Cs
- Pattern 2 S V
- Pattern 3 S V O
- Pattern 4 S V Oi Od
- Pattern 5 S V Od Co

16.2 Subject

- 16.2.1 Nouns, pronouns and numerals
- 16.2.2 The +adjective /-ed participle
- 16.2.3 Infinitive phrases
- 16.2.4 V-ing forms
- 16.2.5 Noun clauses
- 16.3 Predicate Verb
- 16.3.1 Transitive and intransitive verbs
- 16.3.2 Link verbs: be; become, keep, seem, sound, etc.

16.3.3 Certain troublesome verbs: lay, lie; adapt; grind; ground, etc.

16.4 Subject Complement

- 16.4.1 Nouns and pronouns
- 16.4.2 Adjectives and adverbs
- 16.4.3 Prepositional phrases
- 16.4.4 Infinitive phrases
- 16.4.5 V-ing forms and -ed participles
- 16.4.6 Noun clauses

16.5 Object

- 16.5.1 Nouns, pronouns and numerals
- 16.5.2 The + adjective / -ed participle
- 16.5.3 Infinitive phrases
- 16.5.4 V-ing forms
- 16.5.5 Noun clauses
- 16.5.6 Direct and indirect objects
 - a. verbs with the indirect object
 - b. position of the direct and indirect object

16.6 Object Complement

- 16.6.1 Nouns
- 16.6.2 Adjectives and adverbs
- 16.6.3 Prepositional phrases
- 16.6.4 Infinitive phrases
- 16.6.5 V-ing forms and -ed participles

17. Noun Clauses 名词从句

- 17.1 Functions: subject, object, prepositional object, predicative and complement

17.2 Conjunctions

17.2.1 *That* and omission of *that*, *what(ever)*, *which(ever)*,
who(ever), *whom*, *who*, *whose*

such word or phrase, *namely*, *for example*, *that is to say*,
etc.

17.2.2 *When*, *where*, *why*, *how*

21. Adverb Clauses 副词从句

21.1 Clauses of time and place

- a. *when*, *while*, *as*; *until*, *not until*; *before*, *after*; *whenever*
- b. *once*, *as soon as*, *as long as*, *the moment*, *every time*, *immediately/instantly (that)*, *ever since*, *no sooner ... than*,
hardly/ scarcely ... when
- c. *where*, *wherever*

18. Direct and Indirect Speech 直接引语和间接引语

18.1 Statement in indirect speech

18.2 Question in indirect speech

18.3 Command, request and advice in indirect speech

18.4 Exclamation in indirect speech

18.5 Mixed types of sentences in indirect speech

21.2 Clauses of cause, purpose and result

- a. *because*, *as*, *since*; *now (that)*, *seeing that*, *considering that*
- b. *(so) that*, *in order that*, *for fear that*, *in that*
- c. *so/such ... that*

19. Adjective Clauses 形容词从句

19.1 Restrictive and nonrestrictive

19.2 *That*, *which*, *who*, *whom*, *whose*, *when*, *where*, *why*

19.3 Omission of *that*, *which*

19.4 Adjective clauses reduced to

19.4.1 *V-ing* forms/*-ed* participles

19.4.2 Prepositional phrases

19.5 Preposition + *which/whom/whose*;

Noun/Pronoun + preposition + *which*

19.6 With phrase / clause as antecedent

22. It It 的用法

22.1 Personal *it*

22.2 Impersonal *it*

22.3 Anticipatory *it*: as subject, and objective

22.4 Emphatical *it*

20. Apposition 同位语

20.1 Noun (phrase) as the appositive

20.2 Noun clause as the appositive

cf. Adjective clauses

20.3 Indicator as the appositive

23. There be There be 句型

23.1 *There be*: *exist*, *seem*, *appear to be*, etc.

23.2 *There be* + noun + adjective / *-ing* form / *-ed* participle

There be + noun + infinitive
There be + noun + adjective clause

Part Three 第三部分

24. Coordination 并列

- 24.1 Coordinators: and, or, but, both, ...and, not only...but (also), as well as, either...or, neither...nor, whether...or, not...but, for, etc.
- 24.2 Semantic implications of *and*
- 24.3 Ellipsis in coordinated clauses

25. Parenthesis 插入语

- 25.1 Adverbs: actually, briefly, etc.
- 25.2 *V-ing* forms and the infinitive: generally speaking, to be exact, etc.
- 25.3 Prepositional phrases: as a result, in fact, etc.
- 25.4 Clauses: as you see, what is more important, etc.

26. As As 的用法

- 26.1 Used as conjunction
 - 26.1.1 Of time and reason
 - 26.1.2 In comparison
 - 26.1.3 Introducing clauses of manner and concession
- 26.2 Used as relative pronoun
- 26.3 Used as preposition
- 26.4 Used as adverb
- 26.5 As-phrase

27. Negation 否定

- 27.1 Used with
 - 27.1.1 Prefixes and suffixes
 - 27.1.2 Adverbs/prepositions
 - 27.1.3 Phrases
 - 27.1.4 Tag questions
- 27.2 Position of *not*
- 27.3 Full, partial and double negations

28. Inversion 倒装

- 28.1 Two types of inversion
 - 28.1.1 Subject - verb inversion
 - 28.1.2 Subject - operation inversion
- 28.2 Sentences beginning with *neither*, *nor*, *so*, etc.
- 28.3 Sentences beginning with negative adverb expressions: hardly, never, etc.
- 28.4 Sentences beginning with adverbs of position and direction: here, there, down, away, etc.
- 28.5 Sentences beginning with a fronted predicative: More important is the principle of ...
- 28.5 Sentences beginning with *only* + adverb, not only...(but) also..., etc.

29. Emphasis 强调

- 29.1 By a single word or phrase: *only*, *even*, *just*, *still*, *too*, *very*; a good deal, a lot, for sure, etc.
- 29.2 By reflexive pronoun, auxiliary verb *do* or emphatic *it*
- 29.3 By inversion or repetition

29.4 Position of the emphasizer

plex into compound

30. Ellipsis 省略

Part Four 第四部分

30.1 In clauses introduced by *as, than, when, if, unless*, etc.

30.2 Miscellaneous varieties of ellipsis: See you tomorrow.

30.3 Faulty ellipsis

* His life is as fully committed to books as anyone I know.

* While standing there in her nightgown, two bullets struck the wall beside her.

34. Punctuation 标点

34.1 Period

34.1.1 At the end of a sentence

34.1.2 After an abbreviation standing for a single word

34.1.3 Inside quotation marks

34.2 Comma

34.2.1 To separate words and phrases in a series

34.2.2 To set off words in apposition

34.2.3 To set off a contrast word, phrase, or clause; a transitional word or expression

34.2.4 At the beginning of a sentence after *yes, no, why, well*, etc.

34.2.5 After a phrase or a clause at the beginning of a sentence

34.2.6 To set off direct quotations

34.2.7 In dates

34.3 Semicolon

34.3.1 Between the clauses of a compound sentence when the conjunction is omitted

34.3.2 To separate clauses joined by such transitional words as *hence, moreover, however, also, therefore, consequently*, etc.

34.4 Colon

34.5 Question Mark

34.6 Apostrophe

34.7 Quotation Marks

31. Substitution 替代

31.1 Nominal substitution: *one/ones, the same, that (of), those (of)*, *either, neither*, etc.

31.2 Verbal substitution: *do, does*, etc.

31.3 Clausal substitution: *hope so, if so, why not, if not*, etc.

32. Separation 分隔

32.1 Of an adjective clause from its antecedent

32.2 Of *V-ing* form or *-ed* participle from the noun it modifies

32.3 Of an appositive (clause) from its antecedent

32.4 Of a prepositional phrase from adjective/noun

33. Transformation of Sentences 句子转换

33.1 Transformation from simple into compound and from compound into simple

33.2 Transformation from simple into complex and from complex into simple

33.3 Transformation from compound into complex and from com-

35. Word-Formation 构词法

35.1 Conversion

35.1.1 noun → verb: bottle *n.* → bottle *v.*, nurse *n.* → nurse *v.*, etc.

35.1.2 adjective → verb: calm *a.* → calm *v.*, empty *a.* → empty *v.*, etc.

35.1.3 verb → noun: attack *v.* → attack *n.*, cover *v.* → cover *n.*, etc.

35.2 Compounding

35.2.1 Compound nouns: handshake, toothache, etc.

35.2.2 Compound adjectives: everlasting, widespread, etc.

35.2.3 Compound verbs: crossbreed, uplift, etc.

35.3 Abbreviation

35.3.1 Acronym: radar, TV, etc.

35.3.2 Clipping: ad, phone, etc.

35.3.3 Blending: smog, hitech, heliport, motel, etc.

35.4 Back formation: editor → edit, sightseeing → sightsee, etc.

35.5 Affixation

35.5.1 Prefixation

35.5.2 Suffixation

说明

Cs: subject complement (主语补语), 有时亦称作 predicate (表语)

Oi: indirect object (间接宾语)

Od: direct object (直接宾语)

Co: object complement (宾语补语)

Questionnaire on topics that your students may find interesting and types of articles and writings that your students may find difficult

Part I: Background questions

1. Are you:
 - a. a visiting scholar
 - b. a undergraduate
 - c. an MA student
 - d. a PhD student
2. Where did you teach/ learn English?
 - a. in a key university
 - b. in an ordinary university
 - c. in a college
 - d. in a high school
3. How long have you been teaching / learning English?
 - a. more than 3 years
 - b. more than 5 years
 - c. more than 8 years

Part II: The Topics in which you or you/you think your students may find interesting

Circle the following topics in five different degrees according to the interests you may have / your students may have. Number 1 is the least interested and number 5 is the most interested: You may also add topics which are not mentioned but you are interested in or your students are quite interested in:

Sports

| | | | | | |
|--------------|---|---|---|---|---|
| Football | 1 | 2 | 3 | 4 | 5 |
| Basketball | 1 | 2 | 3 | 4 | 5 |
| Volleyball | 1 | 2 | 3 | 4 | 5 |
| Table tennis | 1 | 2 | 3 | 4 | 5 |
| Boxing | 1 | 2 | 3 | 4 | 5 |

Travelling / Taking holidays

| | | | | | |
|-------------------------|---|---|---|---|---|
| Travel in China | 1 | 2 | 3 | 4 | 5 |
| Travel around the world | 1 | 2 | 3 | 4 | 5 |
| Buying tickets | 1 | 2 | 3 | 4 | 5 |
| Hotel reservation | 1 | 2 | 3 | 4 | 5 |
| Choosing restaurants | 1 | 2 | 3 | 4 | 5 |
| Commenting on food | 1 | 2 | 3 | 4 | 5 |

Shopping

| | | | | | |
|---------------|---|---|---|---|---|
| For food | 1 | 2 | 3 | 4 | 5 |
| For clothes | 1 | 2 | 3 | 4 | 5 |
| For books | 1 | 2 | 3 | 4 | 5 |
| For computers | 1 | 2 | 3 | 4 | 5 |
| For cars | 1 | 2 | 3 | 4 | 5 |

Entertainment

| | | | | | |
|---------|---|---|---|---|---|
| Cinema | 1 | 2 | 3 | 4 | 5 |
| Concert | 1 | 2 | 3 | 4 | 5 |
| Theatre | 1 | 2 | 3 | 4 | 5 |

Cinema

| | | | | | |
|------------|---|---|---|---|---|
| Romantic | 1 | 2 | 3 | 4 | 5 |
| Detective | 1 | 2 | 3 | 4 | 5 |
| Action | 1 | 2 | 3 | 4 | 5 |
| Scientific | 1 | 2 | 3 | 4 | 5 |
| Western | 1 | 2 | 3 | 4 | 5 |

Music

| | | | | | |
|---------|---|---|---|---|---|
| Classic | 1 | 2 | 3 | 4 | 5 |
| Pop | 1 | 2 | 3 | 4 | 5 |
| Light | 1 | 2 | 3 | 4 | 5 |

Academic

| | | | | | |
|-------------------|---|---|---|---|---|
| Experiment report | 1 | 2 | 3 | 4 | 5 |
| Presentation | 1 | 2 | 3 | 4 | 5 |
| Paper | 1 | 2 | 3 | 4 | 5 |
| Dissertation | 1 | 2 | 3 | 4 | 5 |
| Abstract | 1 | 2 | 3 | 4 | 5 |
| Preface | 1 | 2 | 3 | 4 | 5 |

Social problems

| | | | | | |
|------------|---|---|---|---|---|
| Population | 1 | 2 | 3 | 4 | 5 |
| Crime | 1 | 2 | 3 | 4 | 5 |
| Divorce | 1 | 2 | 3 | 4 | 5 |
| Marriages | 1 | 2 | 3 | 4 | 5 |

Modern world

| | | | | | |
|------------------|---|---|---|---|---|
| Modern technique | 1 | 2 | 3 | 4 | 5 |
| New inventions | 1 | 2 | 3 | 4 | 5 |
| New equipment | 1 | 2 | 3 | 4 | 5 |
| New discoveries | 1 | 2 | 3 | 4 | 5 |

Nature

| | | | | | |
|------------------------|---|---|---|---|---|
| Environment protection | 1 | 2 | 3 | 4 | 5 |
| Wild life | 1 | 2 | 3 | 4 | 5 |
| Animals and pets | 1 | 2 | 3 | 4 | 5 |

People and culture

| | | | | | |
|--------------------|---|---|---|---|---|
| Religion | 1 | 2 | 3 | 4 | 5 |
| Belief | 1 | 2 | 3 | 4 | 5 |
| Superstition | 1 | 2 | 3 | 4 | 5 |
| Opinion | 1 | 2 | 3 | 4 | 5 |
| Cultural shocks | 1 | 2 | 3 | 4 | 5 |
| Customs and habits | 1 | 2 | 3 | 4 | 5 |

Health

| | | | | | |
|----------------------------------|---|---|---|---|---|
| Keep fit | 1 | 2 | 3 | 4 | 5 |
| Diet | 1 | 2 | 3 | 4 | 5 |
| Diseases such as aids and cancer | 1 | 2 | 3 | 4 | 5 |
| Death | 1 | 2 | 3 | 4 | 5 |

Energy

| | | | | | |
|------------------------|---|---|---|---|---|
| Natural resources | 1 | 2 | 3 | 4 | 5 |
| Industry | 1 | 2 | 3 | 4 | 5 |
| Solar energy | 1 | 2 | 3 | 4 | 5 |
| Sea development | 1 | 2 | 3 | 4 | 5 |
| Other energy recourses | 1 | 2 | 3 | 4 | 5 |

Employment

| | | | | | |
|---------------------|---|---|---|---|---|
| Professions | 1 | 2 | 3 | 4 | 5 |
| Unemployment | 1 | 2 | 3 | 4 | 5 |
| Income and expenses | 1 | 2 | 3 | 4 | 5 |
| Job hunting | 1 | 2 | 3 | 4 | 5 |

Business

| | | | | | |
|-------------------|---|---|---|---|---|
| Marketing | 1 | 2 | 3 | 4 | 5 |
| Advertisement | 1 | 2 | 3 | 4 | 5 |
| Consumers | 1 | 2 | 3 | 4 | 5 |
| Buying behaviours | 1 | 2 | 3 | 4 | 5 |

Finance

| | | | | | |
|------------------|---|---|---|---|---|
| Banking | 1 | 2 | 3 | 4 | 5 |
| Risk | 1 | 2 | 3 | 4 | 5 |
| Share and stocks | 1 | 2 | 3 | 4 | 5 |
| Insurance | 1 | 2 | 3 | 4 | 5 |

Communications

| | | | | | |
|--|---|---|---|---|---|
| Languages | 1 | 2 | 3 | 4 | 5 |
| Body languages | 1 | 2 | 3 | 4 | 5 |
| Modern means of communication (email, the Internet etc.) | 1 | 2 | 3 | 4 | 5 |

Social structures

| | | | | | |
|---------------|---|---|---|---|---|
| Systems | 1 | 2 | 3 | 4 | 5 |
| Law | 1 | 2 | 3 | 4 | 5 |
| Court | 1 | 2 | 3 | 4 | 5 |
| Constitutions | 1 | 2 | 3 | 4 | 5 |
| Election | 1 | 2 | 3 | 4 | 5 |

Arts

| | | | | | |
|------------|---|---|---|---|---|
| Paintings | 1 | 2 | 3 | 4 | 5 |
| Literature | 1 | 2 | 3 | 4 | 5 |
| Museum | 1 | 2 | 3 | 4 | 5 |
| History | 1 | 2 | 3 | 4 | 5 |

Education

| | | | | | |
|--|---|---|---|---|---|
| Educational systems of different countries | 1 | 2 | 3 | 4 | 5 |
| Introduction of universities | 1 | 2 | 3 | 4 | 5 |
| Students life | 1 | 2 | 3 | 4 | 5 |
| Campus activities | 1 | 2 | 3 | 4 | 5 |

Manners

| | | | | | |
|----------------|---|---|---|---|---|
| Social manners | 1 | 2 | 3 | 4 | 5 |
| Table manners | 1 | 2 | 3 | 4 | 5 |

Autobiography

| | | | | | |
|------------------------|---|---|---|---|---|
| Scientists | 1 | 2 | 3 | 4 | 5 |
| Politicians | 1 | 2 | 3 | 4 | 5 |
| Novelists | 1 | 2 | 3 | 4 | 5 |
| Heroes of War | 1 | 2 | 3 | 4 | 5 |
| Musicians | 1 | 2 | 3 | 4 | 5 |
| Successful businessmen | 1 | 2 | 3 | 4 | 5 |
| Film stars | 1 | 2 | 3 | 4 | 5 |
| Pop singers | 1 | 2 | 3 | 4 | 5 |

Relation

| | | | | | |
|----------|---|---|---|---|---|
| Feelings | 1 | 2 | 3 | 4 | 5 |
| Emotions | 1 | 2 | 3 | 4 | 5 |
| Sense | 1 | 2 | 3 | 4 | 5 |

Natural elements

| | | | | | |
|------------|---|---|---|---|---|
| Weather | 1 | 2 | 3 | 4 | 5 |
| Earthquake | 1 | 2 | 3 | 4 | 5 |
| Flood | 1 | 2 | 3 | 4 | 5 |
| Drought | 1 | 2 | 3 | 4 | 5 |

Agriculture

| | | | | | |
|--------------|---|---|---|---|---|
| Organic food | 1 | 2 | 3 | 4 | 5 |
| Planting | 1 | 2 | 3 | 4 | 5 |
| Gardening | 1 | 2 | 3 | 4 | 5 |
| Harvest | 1 | 2 | 3 | 4 | 5 |

Part III. Types of articles students may find difficult to read

Circle the following types of articles in five difficult degrees. Number 1 is the least difficult and number 5 is the most difficult:

| | | | | | |
|-------------------|---|---|---|---|---|
| Essay | 1 | 2 | 3 | 4 | 5 |
| Story | 1 | 2 | 3 | 4 | 5 |
| Novel | 1 | 2 | 3 | 4 | 5 |
| Newspaper article | 1 | 2 | 3 | 4 | 5 |
| Magazine | 1 | 2 | 3 | 4 | 5 |
| Academic | 1 | 2 | 3 | 4 | 5 |
| Advertisement | 1 | 2 | 3 | 4 | 5 |
| Poem | 1 | 2 | 3 | 4 | 5 |

Section IV: Types of writings that you or your students may find difficult to read:

Circle the following types of writings in five difficult degrees. Number 1 is the least difficult and number 5 is the most difficult:

| | | | | | |
|---------------|---|---|---|---|---|
| Contrast | 1 | 2 | 3 | 4 | 5 |
| Description | 1 | 2 | 3 | 4 | 5 |
| Argumentation | 1 | 2 | 3 | 4 | 5 |
| Exposition | 1 | 2 | 3 | 4 | 5 |

Appendix XIV:

Piloting students' questionnaire on the second draft template

Questionnaire on readability in reading materials selection and reading textbook design for college English

12 Sept, 2001 Lu Zhongshe

Introduction: This questionnaire is designed for a PhD research study of readability in reading materials selection and reading textbook design for Band I of College English in China. The questionnaire consists of three parts: Part I uses the complete template for a new reading textbook for college English. Part II asks about subjects' general impressions of the template and Part III is concerned with subjects' personal background.

Section I: The complete template (90 minutes)

Section II: Your general impression of the template (20 minutes)

1. Is your overall impression of the contents and layout of the template favourable?
a. yes b. partly c. not at all

2. Do you think the chosen passages are:

| | Passage A | Passage B | Passage C |
|--------------------|-----------|-----------|-----------|
| Very interesting | | | |
| Interesting | | | |
| Fairly interesting | | | |
| Moderate | | | |
| Boring | | | |

3. Your general impression of the template is:

| | Passage A | Passage B | Passage C |
|--------------------------|-----------|-----------|-----------|
| Difficult | | | |
| Fairly difficult | | | |
| Right in difficult level | | | |
| Easy | | | |
| Fairly easy | | | |

4. I found the passage difficult because:

| | Passage A | Passage B | Passage C |
|--|-----------|-----------|-----------|
| Vocabulary | | | |
| Sentence length | | | |
| Grammar | | | |
| Content knowledge (e.g. I don't know much about computers and the Internet in this unit) | | | |

5. Do you find that discourse signals such as 'finally' (last paragraph of Passage A) and 'the first' (paragraph 4 in Passage B) help you understand the text?
a. absolutely b. a little bit c. not at all

6. Which exercises encourage you to think about the deeper meaning of the text (促进对课文深层意义的思考)?
- answer questions in 'Comprehension Check'
 - complete sentences using information given in the text in 'Comprehension Check'
 - presentation
 - thinking
 - translation
 - writing
 - information transfer in Passage C
 - others, please specify _____
-
7. How do you compare the texts in this template with the textbooks you used in China as intensive reading materials?
- more challenging and requiring more interaction with the materials on the part of the students in terms of a subjective response (要求学生发挥主观能动性) and an understanding of connotations rather than denotations of language (理解语言的内涵而不仅是语言的本意).
 - It needs to be approached with greater sensitivity and openness than the currently used coursebook materials.
 - It focuses more on encouraging students' response rather than informing only
 - It is more thought provoking and interesting
 - It offers a different kind of training rather than being exam-conscious.
8. Does the template require more time to study compared with the textbooks you have used?
- a. absolutely b. partly c. not at all
9. Which part takes you more time?
- a. reading passages b. exercises c. presentation d. thinking e. writing
10. Which part of the template do you like most?
- introduction
 - text passages
 - answer questions in 'Comprehension Check'
 - complete sentences in 'Comprehension Check'
 - word tree in vocabulary exercise
 - complete sentences with words given in Vocabulary exercise
 - presentation
 - translation
 - writing exercise
 - thinking exercise
 - information transfer
 - word building in Passage C
11. Why do you like it?
- materials are new and interesting
 - exercises are well organised
 - exercises are innovative (富有新意)

d. exercises encourage you to think and learn to learn

e. other reasons: _____

12. Do you think the template has:

a. too many exercises b. not enough exercises c. just enough exercises

13. Does the template reflect your needs and interests?

a. absolutely b. partly c. not at all

14. Which part best reflects your needs and interests?

c. texts b. reading comprehension exercises c. vocabulary exercises

d. presentation exercise e. writing exercise f. translating f. thinking

15. Is the template well-balanced for reading and writing skills?

a. yes b. partly c. no

16. Would you like to add more grammar exercises? If yes, in what forms?

a. fill in blanks b. complete sentences c. make up sentences d. others (specify please)

17. Do you expect textbooks to have:

a. the same exercises in each unit

b. different exercises in different units

18. What kind of new exercises would you like to put into a course book? Give examples, please.

19. Other comments on course book writing:

Section III: Personal Background (10 minutes)

1. Are you _____?
a. 18 or under b. 19 c. 20
2. Are you a _____ student?
a. male b. female
3. Are you a/an _____ student in a university?
a. undergraduate b. graduate
4. When did you start learning English?
a. before third year in primary school or earlier (小学三年级或更早)
b. after fourth year in primary school (小学四年级)
c. in secondary school (初中开始)
5. Your objective in learning English (学英语的目的) _____?
a. to communicate with foreigners
b. to prepare for tests and examinations (应付考试)
c. to find a better job in the future
d. for further study like going abroad or become a graduate student / to study other subjects in English
e. to read English books in my specific field (读专业书)
f. to translate English books and materials in my specific field (翻译专业书和资料)
6. How good is your motivation in learning English?
a. high motivation
b. average motivation
c. low motivation
d. very poor motivation
7. Do you think your English is _____?
a. excellent
b. quite good
c. good
d. fairly good
e. poor
f. very poor
8. Do you think your reading skill is
a. excellent
b. quite good
c. good
d. fairly good
e. poor
f. very poor
9. How much do you learn from reading?
a. quite a lot
b. a lot

- c. not much
d. not at all
10. How important do you think reading is?
a. very important
b. important
c. fairly important
d. not important
11. Which is your best language skill _____?
a. reading b. speaking c. listening d. writing f. translating
12. What is the biggest obstacle in your reading?
a. unknown vocabulary
b. unfamiliar grammar structures
c. long sentences
d. unfamiliar content knowledge
e. cross-cultural references (跨文化知识)
f. uninteresting topics
13. Which textbook are you using for reading at the moment?
a. College English by Fudan University 《大学英语》
b. New English Course by Tsinghua University 《新英语教程》
c. College Core English by Shanghai Jiaotong University 《核心英语》
d. Modern English by McMillian and the Higher Education Press 《现代英语》
e. New College English by Zhejiang University 《新编大学英语》
f. 21 Century English by Fudan and Shanghai Jiaotong Univerities 《21世纪英语》
g. others (please specify _____) 其他
14. How do you find your English reading textbooks?
a. Very interesting
b. Interesting
c. Boring
15. How do you find your English reading textbooks?
a. very difficult
b. difficult
c. right level
d. easy
e. too easy
16. Do you expect your reading textbooks:
a. to follow the official syllabus (大纲) in a creative manner?
b. to follow the official syllabus closely?
c. to prepare specifically for CET Band 4 and Band 6 (针对四六级考试)?
a. to be more relevant to your communicative needs?
b. to prepare you for international communication through English
17. What kind of texts do you like most in your reading coursebook?

- a. more literary texts (文学作品) b. more scientific fictions (科幻小说) c. more newspaper articles
- d. more magazine articles

18. Do you expect a textbook to have more new words than what is required for CET Band 4 and CET Band 6 in the National English Syllabus (大纲中要求的四六级词汇)?

- a. 10-20% more
- b. 30-40% more
- c. 50% more

THANK YOU VERY MUCH FOR YOUR TIME AND HELP.

Appendix XV:

Piloting teachers' questionnaire on the second draft template

Teachers' Questionnaire on the Template for College English textbooks

5 Sept., 2001 by Lu Zhongshe

Introduction: This questionnaire is designed for a PhD research study into readability in reading materials selection and reading textbook design for Band I of College English in China. The questionnaire consists of three parts: Part I uses the complete template for a new reading textbook for college English. Part II asks about subjects' general impressions of the template and Part III is concerned with subjects' personal background.

Section I: The complete template (90 minutes)

Section II: Your general impression of the template (20 minutes)

1. Is your overall impression of the contents and layout of the template favourable?
a. yes b. partly c. not at all

2. Do you think the chosen passages are:

| | Passage A | Passage B | Passage C |
|--------------------|-----------|-----------|-----------|
| Very interesting | | | |
| Interesting | | | |
| Fairly interesting | | | |
| Moderate | | | |
| Boring | | | |

3. Your general impression of the template is:

| | Passage A | Passage B | Passage C |
|--------------------------|-----------|-----------|-----------|
| Difficult | | | |
| Fairly difficult | | | |
| Right in difficult level | | | |
| Easy | | | |
| Fairly easy | | | |

4. I found the passage difficult for my students because:

| | Passage A | Passage B | Passage C |
|---|-----------|-----------|-----------|
| There are too many new words. | | | |
| Sentences are too long. | | | |
| There are too many unfamiliar grammar structures. | | | |
| The content does not attract my students. | | | |
| My students don't know much about computers and the Internet. | | | |

5. Do you find that discourse signals such as 'finally' (last paragraph of Passage A) and 'the first' (paragraph 4 in Passage B) help your students understand the text?
a. absolutely b. a little bit c. not at all

6. Which exercises do you think encourage your students to think about the deeper meaning of the text (促进对课文深层意义的思考)?
- answer questions in 'Comprehension Check'
 - complete sentences using information given in the text in 'Comprehension Check'
 - presentation
 - thinking
 - translation
 - writing
 - information transfer in Passage C
 - others, please specify _____
-
7. How do you compare the texts in this template with the textbooks you have used in China as intensive reading materials?
- more challenging and requiring more interaction with the materials on the part of the students in terms of a subjective response (要求学生发挥主观能动性) and an understanding of connotations rather than denotations of language (理解语言的内涵而不仅是语言的本意).
 - It needs to be approached with greater sensitivity and openness than the currently used coursebook materials.
 - It focuses more on encouraging students' response rather than informing only
 - It is more thought provoking and interesting
 - It offers a different kind of training rather than being exam-conscious.
8. Does the template require more time to prepare compared with the textbooks you have used?
- absolutely
 - partly
 - not at all
9. Which part takes you more time?
- reading passages
 - exercises
 - writing
 - others _____
10. Which part of the template do you like most?
- introduction
 - text passages
 - answer questions in 'Comprehension Check'
 - complete sentences in 'Comprehension Check'
 - word tree in vocabulary exercise
 - complete sentences with words given in Vocabulary exercise
 - presentation
 - translation
 - writing exercise
 - thinking exercise
 - information transfer
 - word building in Passage C
11. Why do you like it?
- materials are new and interesting
 - exercises are well organised
 - exercises are innovative (富有新意)
 - exercises encourage your students to think and learn to learn

e. other reasons _____

12. Do you think the template has:

a. too many exercises b. not enough exercises c. just enough exercises

13. Does the template reflect your students' needs and interests?

a. absolutely b. partly c. not at all

14. Which part best reflects your students' needs and interests?

c. texts b. reading comprehension exercises c. vocabulary exercises
d. presentation exercise e. writing exercise f. translating f. thinking

15. Is the template well-balanced for reading and writing skills?

a. yes b. partly c. no

16. Does the template achieve an acceptable balance between *knowledge about the language*, and *using the language*?

a. yes b. partly c. no

17. Does the template achieve an acceptable balance between the relevant language skills (listening, speaking, reading, writing and translating), and integrate them so that work in one skill area helps the others?

a. yes b. partly c. no

18. Does the template, as a coursebook on reading and writing contain enough communicative activities to enable the students to use the language independently?

a. yes b. partly c. no

19. Is the template well-graded and well-structured?

a. yes b. partly c. no

20. Which part do you like, and why?

a. reading texts because the topic is very attractive to my students.
c. 'answer questions' because students have to think and organise their expressions.
b. 'complete sentences' because students have to do summary first.
c. 'vocabulary' helps students enlarge their vocabulary and learn how to use them.
d. 'presentation' is innovative and necessary
e. 'thinking' is encouraging, helping to sparkle students' imagination and creativeness.

21. The template does not have enough exercises for CET Band 4 and Band 6. Do you think it is all right like this or we need to put more simulated exercises for CET Band 4 and Band 6?

a. yes b. partly c. no

22. Which exercises would you like to add?

a. multiple choice questions in reading comprehension
b. true or false questions in reading comprehension
c. paraphrase

d. other exercises (please specify) _____

23. Would you like to add more grammar exercises? If yes, in what forms?

a. fill in blanks b. complete sentences c. make up sentences d. others (specify please)

24. Do you expect textbooks to have:

a. the same exercises in each unit

b. different exercises in different units

25. What kind of new exercises would you like to put into a course book? Give examples, please.

26. Other comments:

Section III: Personal Background (10 minutes)

1. Where do you teach?
 - a. in a key university 重点大学 b. in an ordinary university 普通大学
 - c. in a college (大专)

2. How long have you been teaching college English? 大学英语或公外
 - a. more than 3 years b. more than 5 years c. more than 10 years

3. What courses do you teach in college English?
 - a. listening and speaking b. reading c. writing d. reading, writing and translating
 - e. listening f. fast reading/extensive reading

4. Which Bands 几级 have you taught?
 - a. Band 1 b. Band 2 c. Band 3 d. Band 4 e. Band 5 f. Band 6

5. What is the size of your class?
 - a. <40 b. >40 c. >50 d. >60

6. What are your students' objectives in learning English _____?
 - a. to communicate with foreigners
 - b. to prepare for tests and examinations
 - c. to find a better job in the future
 - d. for further study like going abroad or become a graduate student / to study other subjects in English
 - e. to read English books in their specific fields
 - f. to translate English books and materials in their specific fields

7. How good is your students' motivation in learning English?
 - a. high motivation
 - b. average motivation
 - c. low motivation
 - d. very poor motivation

8. Do you think your students' English is _____?
 - a. excellent
 - b. quite good
 - c. good
 - d. fairly good
 - e. poor
 - f. very poor

9. Do you think your students' reading skill is
 - a. excellent
 - b. quite good
 - c. good
 - d. fairly good
 - e. poor
 - f. very poor

10. How much do you think your students can learn from reading?
- quite a lot
 - a lot
 - not much
 - not at all
11. How important do you think reading is?
- very important
 - important
 - fairly important
 - not important
12. Which language skill/s do you think your students are strong at?
- reading
 - speaking
 - listening
 - writing
 - translating
13. What is the biggest obstacle in your students' reading?
- vocabulary
 - grammar
 - sentence length
 - content knowledge / topic
 - cross-cultural references (跨文化知识)
14. Which textbooks have you used for reading?
- College English* by Fudan University 《大学英语》
 - New English Course* by Tsinghua University 《新英语教程》
 - College Core English* by Shanghai Jiaotong University 《核心英语》
 - Modern English* by McMillian and the Higher Education Press 《现代英语》
 - New College English* by Zhejiang University 《新编大学英语》
 - 21 Century English* by Fudan and Shanghai Jiaotong Universities 《21世纪英语》
 - others (please specify _____) 其他
15. How do you find your reading textbooks?
- very interesting, because the texts are new, authentic and attractive to students;
other reasons: _____.
 - boring because:
 - texts are too old
 - topics are not attractive
 - texts are too easy
 - texts are too difficult
 - exercises do not help develop students' communicative ability
 - exercises are test-oriented
 - other reasons: _____
16. Do you expect textbooks you use:
- to follow the official syllabus in a creative manner?
 - to follow the official syllabus closely?
 - to prepare specifically for CET Band 4 and Band 6?
 - to be more relevant to my students' communicative needs?

b. to prepare my students for international communication through English

17. What kind of texts do you like most in your reading coursebook?

- a. more literary texts b. more scientific fictions c. more newspaper articles
d. more magazine articles

18. Do you expect a textbook to have more new words than what is required for CET Band 4 and CET Band 6 in the National English Syllabus?

- a. 10-20% more b. 30-40% more c. 50% more

19. Other expectations:

THANK YOU VERY MUCH FOR YOUR TIME AND HELP!

Appendix XVI:

Piloting template of Unit 3

Book One / Unit Three "On Computers"

Introduction

There are three passages in this unit on computer and the Internet. Passage A talks about how to search websites for what you want to do on the Internet - a necessity in the modern world. Passage B expresses a different attitude: Wendell Berry, an essayist and novelist, prefers writing with his hands rather than writing on a computer. Passage C provides ways of surfing for all kinds of music on the Internet. This unit is intended to introduce some necessary vocabulary concerning computers and the Internet as well as people's different opinions towards modern technology.

Passage A

Pre-reading questions:

1. Do you know anything about the Internet?
2. Have you ever surfed on the Internet? If yes, which websites do you often use and why?
3. What kind of information do you usually search for on the Internet?

How to Search for What You Want?

Imagine you had the keys to the biggest library in the world. How daunting it would be to walk around reading the spines of millions of books, just hoping that the right one leapt out at you.

You would probably need an assistant, capable of seeking out a category of book or even a specific title.

On the Internet such assistants exist. They are known as search engines and they are incredibly simple to use.

Type in a subject, a person's name or a company and the search engine will seek out sites that it thinks are relevant.

There are dozens of search engines. They all use slightly different techniques and will come up with different results for the same query. Try out several to find one that suits you and which consistently offers links to the pages you want.

Over the past couple of years search engines have got more intelligent than ever and many allow you to type in a sentence in plain English.

This is known as 'natural language' and is designed to appeal to people who feel happier communicating with a search engine as if it were a librarian.

You could, for example, type in: 'Where can I get more information about the FA Cup?'

The more specific you are, the fewer irrelevant pages you will be given. If you're looking for information about rock music, don't simply type in 'rock' - you'll be inundated with sites devoted to geology and confectionery.

You can also put in more than one word. Typing in 'rock' and 'music' instructs the engine to search for any page containing either or both words.

If you put a plus sign (+) in front of a word, you are telling the engine that the page must contain that word. When you type +rock +music, the search engine will come up with pages containing both words.

Putting quotation marks around a phrase, tells the engine to look for the words appearing together in order. So 'rock music' will come up with sites that use that phrase.

You can refine your search even further - there's normally a button on the bottom of a search engine page that will take you to an 'advanced search', which allows you to add more key words.

Search engines don't search through each of the 800 million pages on the net every time you use them. Instead, they look through their own database containing lists - updated constantly - of the most common words and names.

The most comprehensive search engine is Alta Vista. It has the power to search more than nine out of ten of all the sites available, considerably more than any rival.

There is something called a meta search which asks a dozen of the best search engines to seek out your information at the same time, then gives you the results in one easy-to-digest page. Dogpile, Ask Jeeves, All-in-One and Go2Net are among the best.

Finally, some sites have searchable directories of websites, grouped under suitable headings. They aren't comprehensive, but can be a quick way of finding out some good sites. Yahoo is the most famous. (524 words from *Daily Mail Family Guide to the Internet*)

New words

- ◆daunt: vi. to cause to lose courage or determination 使胆怯, 使畏缩; 使气馁
- △spine: n. the part of a book where the pages are fastened and the title is usu. printed 书脊
- *leap vi. [+adv./prep.] to act, move, rise, etc. quickly, as if with a jump 猛烈行动起来; 敏捷地跳动
- *capable a. [of] able (to be); ready for 有可能的; 可以的
- *category n. a division or class in a system for dividing objects into groups according to their nature or type 类型; 类别, 种类; 范畴
- *specific a. 1. detailed and exact; clear in meaning or explanation 明确的; 确切的
2. particular, fixed; fixed, determined or named 具体的; 特定的
- *title n. a name given to a book, painting, play, etc. (书籍, 图画, 戏剧等的)名称; 标题, 题目
- *engine n. a piece of machinery with moving parts which changes power from steam, electricity, oil, etc., into movement 发动机, 引擎
- *incredible a. too strange to be believed; unbelievable or very hard to believe 不可相信的; 难以置信的 -ly adv.
- *site n. a place where something of special interest existed or happened (有特别意义事情发生的场所; 遗址; 现场; 地址)
- *relevant a. (to) 1. directly connected with the subject 有关的; 有关主题的
2. having practical value or importance 有实际价值的, 有实际重要性的
- *slightly adv. to a slight degree; a bit; rather 轻微地; 稍微; 略微
- ◆query n. a question or doubt 问题; 疑问
vt. to express doubt or uncertainty about 质疑; 对...表示疑问
- *constant a. fixed or unchanging 始终如一的; 恒久不变的 -ly adv.
- *link n. something which connects two parts (两个部分之间的) 连接物
vt. (up) to join or connect 连接, 联系
vi. (together, up, with) to be joined or connected 连接起来, 联系在一起
- *intelligent a. having or showing powers of learning, reasoning, or understanding, esp. to a high degree 有智慧的; 悟性[理解力]强的; 聪明的
- *appeal vi. [(to) not in progressive forms 不用进行时] to please, attract, or interest 喜欢; 吸引; 使感兴趣
- *communicate vi. (with) to share or exchange opinions, feelings, information etc. 交流意见[感情, 消息等]; 沟通
- *librarian n. a person who is in charge of or helps to run a library 图书馆馆长; 图书管理员
- *information n. [U(about)] (sth. which gives) knowledge in the form of facts, news, etc. 消息; 情报; 资料
- *devoted a. (to) showing great fondness or loyalty; caring a great deal 挚爱的; 忠实的; 热爱...的; 献身于...的; 专心于...的; 专用于...的

- △geology n [U] the study of the materials (rocks, soil, etc.) which make up the Earth, and of their changes during the history of the world 地质学
- ◆confectionery n [U] sweets, ice cream, cakes, etc. 糖果点心类食品, 甜食
- *instruct vt. [+object+to-v] to give orders or instructions to, esp. with the right or expectation of being obeyed 命令; 吩咐; 指示
- *plus n. also plus sign 加号, 正号
- *quotation marks n. 引号
- *phrase n. (in grammar) a group of words without a finite verb, esp. when they are used to form part of a sentence 短语, 片语
- *refine vt. To make pure 净化, 使纯净; 精炼
- *normally adv. 1 in the usual way of to the usual degree 正常地
2. in the usual conditions; ordinarily 一般地; 平常, 通常
- *advanced a. 1. far on in development 高级的; 先进的
2. modern 现代(化)的
- △database n. a large collection of data that is stored in a computer system in such a way that it can easily be found by a computer use, same as data bank [电脑系统的]
数据库, 资料库 [同 database]
- △update vt. 1. to make more modern or up-to-date 更新; 使现代化, 使不过时
2. (on) to supply with the latest information 为...提供最新情况[信息]
- *comprehensive a. thorough; broad; including a lot or everything 广泛的; 全面的; 综合的
- *available a. (to) able to be had, obtained, used, seen, etc. 可获得的; 可用的; 可看见的
- *considerable a. fairly large or great; of an amount or degree that must be taken seriously 相当大[多]的; 值得考虑的
- *rival n. (for, in) a person, group, or organization with whom one competes 竞争者, 对手
- *digest vi. to (cause to) be changed after eating into a form that the body can use to think about 消化(食物)
vt. to think about and understand the meaning or importance of; assimilate 领会, 领悟, 理解
- △directory n. a book or list of names, facts, etc. usu. Arranged in alphabetical order [通常按字母顺序排列的]人名地址录; 工商人名录; 号码录
- *website n. 网址
- *heading n. the words written as a title at the top of a piece of writing 标题, 题目

Total words: 42

Notes:

Yahoo: a famous website on the Internet

+

Comprehension Check:

I. Read the passage carefully then answer the following questions:

1. What did the writer compare the huge quantity of information on the Internet to?
2. What serves as a librarian on the Internet?
3. If you want to search for information about how to borrow money from the government to continue your studies, what will you possibly type in?
4. How can you refine your research?
5. Why is Alta Vista regarded as the most comprehensive engine?

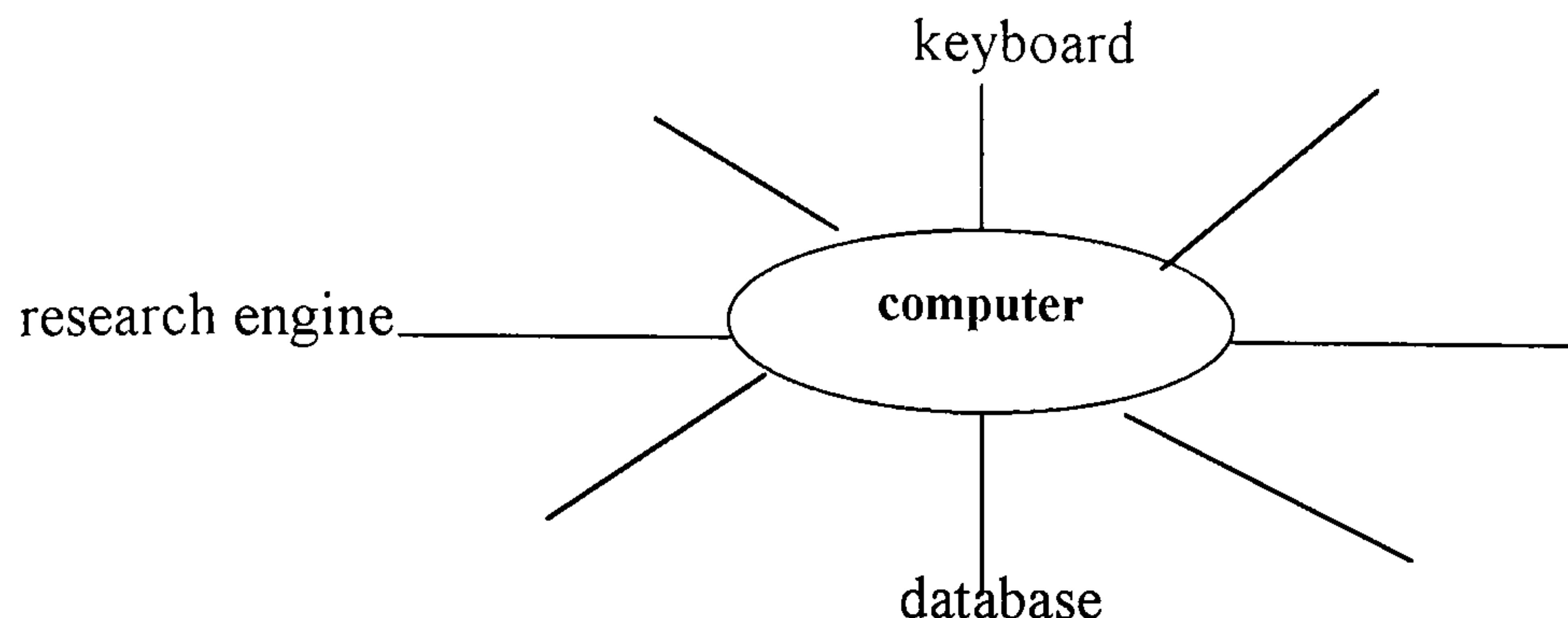
II. Complete the following sentences using information given in the text.

1. The assistants capable of seeking out a category of book on the Internet are known as _____.
2. All research engines use _____ techniques and will come up with different results for the _____.
3. Natural language refers to _____.
4. If you want to have fewer irrelevant pages, you should be _____.
5. If you put a plus sign (+) in front of a word, you are telling the engine that the page _____.

Vocabulary exercises

I. Word tree:

Words like 'research engine', 'mouse', 'database', 'software' are connected with computer. Can you think of any other words? (Websites like 'yahoo', 'cnn news' are not included.)



II. Complete the sentences with words given.

| | | | | |
|-------------|----------|-----------|------------|----------|
| communicate | instruct | specific | capable | refine |
| incredible | appeal | available | constantly | relevant |

1. I don't think Andrew Chapman _____ his idea clearly.
2. The music of Mozart is so nice that it still _____ to people.
3. Being black is not _____ to whether William is a good lawyer or not.
4. Roger is _____ of any crime.
5. Julia _____ me in the best ways of doing the job.
6. There was no fuel _____ at any garages in Britain from 13-15 Sept. 2000 due to the fuel crisis.
7. Oil must be _____ before it can be used.
8. Philip bought a/an _____ house.
9. The Carters use their new car _____.
10. Helen gave me a/an _____ knife for cutting the cake.

Presentation:

In 5 minutes tell your classmates how to search for fun on the Internet.

Translation:

I. Put the following sentences into Chinese, paying special attention to the italicized words or expressions:

1. How daunting it would be to walk around reading the spines of millions of books, just hoping that the right one *leapt out at* you.
2. This is known as 'natural language' and is designed to *appeal to* people who feel happier communicating with a search engine *as if it were a librarian*.
3. Putting quotation marks around a phrase, tells the engine to look for the words *appearing together in order*.
4. Such engines don't *search through* each of the 800 million pages on the net every time you use them. *Instead*, they *look through* their own database containing lists of the most common words and names.

5. They aren't *comprehensive*, but can be a quick way of finding out some good *sites*.

II. Translate the following Chinese sentences into English:

1. 在因特网上查询资料只需输入关键词。
2. 你给的关键词越具体，得到的相关网页越多。
3. 因特网上有东西帮助你查询资料。
4. 学习英语单词的方法不尽相同，多试几种才能找到适合你的方法。
5. 因特网将世界各国都连接起来了。

Writing task:

Write an email message to your friend in high school, telling him/her about the computer facilities in your university. Try to use the words you have learned from this text.

Thinking:

Play it safe

Computers are reliable, but if something goes wrong, how much data can you afford to lose? Insurers may replace hardware, but they can't rewrite your documents.

Backing up your data is simply copying it from your computer to a disk that can be removed and kept in a safe place.

Fortunately, you don't have to archive every document each time you save it. It's possible to get hold of excellent archiving software that can be instructed to store all your documents every time you turn on the computer, or at a set time of the day.

It is a good idea to save your personal information in the computer's My Documents directory. You can put other directories in here to separate different types of information.

The archiving software can be told to save the entire My Documents directory, including all the other directories.

You may want to protect the bookmarks of your favourite web pages, too. If you use Netscape, back up the directory `c:/program/files/netscape/users`. If you use Internet Explorer, the files are located in `c:/windows/favourites` and `c:/windows/cookies`.

Computer giant Iomega supplies archiving software with all its products, but you can find many cheap solutions at www.shareware.com, or software from Second Copy (www.centered.com) and AutoSave (www.v-com.com).

The disk you choose to save your data on depends on how much you use your computer. If you only type letters, these documents would fit easily on the floppy disk that goes into the playing card-sized slot on the front of the computer.

It is more likely, however, that you will want to save more. The most popular solution for backing up is the Iomega Zip disk.

A disk drive costs £50 and each disk holds as much data as 250 floppy disks. Zip disks are slightly fatter than floppy disks and cost £16, but can be found much cheaper, especially if bought in bulk.

If you have lots of pictures or plan to use your computer for editing home video, you will need a larger disk, such as the Jaz. This stores 2Gb of information, ten times more than a Zip disk.

Many computers come with writeable CD-ROM drives, enabling you to save your data cheaply on CDs.

Store your disk or CD-ROM away from the computer. There's no point saving information if a burglar steals your computer and the back-up disks along with it. (398 words from Daily Mail: Family guide to the Internet)

Task:

Divide students into groups of five. Suppose you were teachers, what kind of questions / exercises would you ask /give to your students in order to check if you understand the text.

Passage B

Pre-reading questions:

1. What do you expect out of a PC?
2. Do you know someone who does not like PCs? Try to give reasons he or she might have against a PC.
3. Think of something you do not wish to own and list your reasons.

Against PCs: Why I'm not Going to Buy a Computer

Like almost everybody else, I am hooked to the energy corporations, which I do not admire. I hope to become less hooked to them. In my work, I try to be as little hooked to them as possible. As a farmer, I do almost all of my work with horses. As a writer, I work with a pencil or a pen and a piece of paper.

My wife types my work on a Royal standard typewriter bought new in 1956, and as good now as it was then. As she types, she sees things that are wrong, and marks them with small checks in the margins. She is my best critic because she is the one most familiar with my habitual errors and weaknesses. She also understands, sometimes better than I do, what ought to be said. We have, I think, a literary cottage industry that works well and pleasantly. I do not see anything wrong with it.

A number of people, by now, have told me that I could greatly improve things by buying a computer. My answer is that I am not going to do it. I have several reasons, and they are good ones.

The first is the one I mentioned at the beginning. I would hate to think that my work as a writer could not be done without a direct dependence on strip-mined coal. How could I write conscientiously against the rape of nature if I were, in the act of writing, implicated in the rape? For the same reason, it matters to me that my writing is done in the daytime, without electric light.

I do not admire the computer manufacturers a great deal more than I admire the energy industries. I have seen their advertisements, attempting to seduce struggling or failing farmers into the belief that they can solve their problems by buying yet another piece of expensive equipment. I am familiar with their propaganda campaigns that have put computers into public schools that are in need of books. That computers are expected to become as common as TV sets in "the future" does not impress me or matter to me. I do not own a TV set. I do not see that computers are bringing us one step nearer to anything that does matter to me: peace, economic justice, ecological

health, political honesty, family and community stability, good work.

What would a computer cost me? More money, for one thing, than I can afford, and more than I wish to pay to people whom I do not admire. But the cost would not be just monetary. It is well understood that technological innovation always requires the discarding of the "old model" — the "old model" in this case being not just our Royal standard, but my wife, my critic, my closest reader, my fellow worker. Thus (and I think this is typical of present-day technological innovation), what would be superseded would be not only some thing, but some body. In order to be technologically up-to-date as a writer, I would have to sacrifice an association that I am dependent upon and that I treasure.

My final and perhaps my best reason for not owning a computer is that I do not wish to fool myself. I disbelieve, and therefore strongly resent, the assertion that I or anybody else could write better or more easily with a computer than with a pencil. I do not see why I should not be as scientific about this as the next fellow: When somebody has used a computer to write work that is demonstrably better than Dante's and when this better is demonstrably attributable to the use of a computer, then I will speak of computers with a more respectful tone of voice, though I still will not buy one. (650 words)

Note:

Dante Alighier (1265-1321): Italian Poet 但丁

New Words

*hooked a. (on) having a great liking for and very frequently using, doing, eating etc. 被...迷住的, 对着迷的

*corporation n. a group of people who are permitted by law to act as a single unit, esp. for purposes of business, with rights and duties separate from those of its members 法人; 社团; 公司

*royal a. (often cap. 常用大写) for, belonging to, or connected with a king or queen 国王的, 女王的, 王室的 In the text, Royal is a brand name for type writer.

*typewriter n. 打字机

*margin n. an area down the side of a page near the edge, where there is no writing or printing 书页边空白处, 页边空白

*critic n. a person who gives judgements about the good and bad qualities of sth. esp. art, music, film, etc., esp. someone who does this as a job (尤指文学, 艺术)评论家, 批评家

*error n. mistake 错误, 谬误

*literary a. 1. (typical) of literature 文学(上)的; 书面的

2. [A] fond of, studying, or producing literature [研究, 创作] 文学的

*conscientious a. showing great care, attention, or seriousness of purpose 认真的; 谨慎的; 尽责的; 诚心诚意的 ~ly adv. ~ness n.

△rape n. sudden unnecessary destruction of environment

*strip vt. to remove parts of or the covering from (sth.) esp. by pulling or tearing 剥光, 除去, 剥去

*implicate: v.t (in) to show that (someone else) is also concerned (in an esp. criminal activity) 涉及, 表明[某人]与[尤指犯罪活动]有牵连

*manufacturer n. a firm that manufactures goods 制造商, 制造公司

*advertisement n. 广告

◆seduce vt. to cause or persuade (someone) to do sth. esp. sth. unwise or rather bad 引诱, 诱使

*belief n. the feeling that sth. is true or that sth. really exists 信心; 信念; 相信

*solve vt. to find a solution to, an explanation of, or a way of dealing with (sth.) 解释, 解答, 解决

△propaganda n [U] usu. derog. information that is spread in a planned or official way, esp. by a government, in order to influence public opinion [一般贬] [尤指政府为了影响民意的]宣传

*campaign n. a connected set of actions intended to obtain a particular result, esp. in politics or business 运动; 游说; 宣传活动

*impress vt. [often pass.] to influence deeply, esp. with a feeling of admiration

使感动；使钦佩；使获得深刻印象

*economic a. [A *no comp.*] connected with trade, industry, and the management of money; of economics 经济(上)的；经济学的

*justice n. the quality of being just; fairness 正当，公正

◆ecology n. [U] (the scientific study of) the patterns of relations of plants, animals and people to each other and to their surroundings 生态学 -ical a.生态学的

*community n. 1 [C+*sing./pl.v*] a group of people living together and /or united by shared interests, religion, nationality, etc. 社区；社会；团体；界

2. [the +S] the public, people in general 公众，大众

*stable a. not easily moved, upset, or changed; firm; steady 稳固的，稳定的，安定的，不变的

△stability n. the quality or state of being stable 稳定(性)；稳固(状态)

△monetary n. a. esp. tech. of or about money [尤术语]货币的

△innovation n. 1 [C] a new idea, method or invention 新观念；新方法；新发明

2 [U] the introduction of new things 改革；革新；创新

*discard vt. to get rid of as useless 丢弃，抛弃

*typical a. (of) showing the main signs or qualities of a particular kind, group, or class; representative of its type 典型的，有代表性的

◆supersede vt. (often pass.) to take the place of (usu. sth. older), esp. as an improvement 取代 [一般指旧事物]；接替

*sacrifice vt. (for, to) to lose or give up, esp. for a good purpose or to gain a desirable result 供奉；献祭

*growth n. 增长

*association n. (with) the act of associating or fact of being associated

结伙，合伙，合作；关联；联合

△resent vt. to feel anger and dislike about (sth. that hurts, offends, or annoys one)

对…感到愤恨，不满，憎恶

△assertion n. a forceful statement or claim 断言，声明；主张，陈词

*demonstrate vt. to prove or make clear (a fact). esp. by reasoning or providing examples [以推理或举例等]论证，证明，证实 -able a. -ly adv.

*attribute vt. to believe (sth.) to be the result or work of 把(某事)归因于，认为是…结果

*tone n. [C] a particular quality of the voice regarded as expressing a particular feeling or meaning; manner of expression 语气，腔调；情调

(40 new words)

Notes:

The author, Wendell Berry, is an essayist, novelist, and poet who often writes about preserving our land and resources.

Comprehension check:

Please paraphrase the following sentences and then put them into Chinese; pay special attention to the italicized words:

1. We have, I think, a *literary* cottage industry that works well and pleasantly.
2. I would hate to think that my work as a writer could not be done without a *direct dependence* on strip-mined coal.
3. I have seen their advertisements, attempting to *seduce* struggling or failing farmers *into the belief* that they can solve their problems by using yet another piece of expensive equipment.

Vocabulary Exercises:

Choose words from the box to complete the following sentences changing forms if necessary:

| | | | | | | |
|-------------|--------------|-----------|----------|-----------------|-----------|-------------|
| Mention | hook | critic | attempt | conscientiously | campaign | corporation |
| Impress | equipment | implicate | stable | afford | sacrifice | |
| Association | demonstrably | replace | provided | maintenance | | |

1. Tom is so much _____ on the Internet that he often forgets his lunch time.
2. Jenny is the music _____ for *The Times*.
3. Eric never _____ that his wife had had a baby.
4. Mary works for the British Broadcasting _____.
5. Our teacher was very _____ by Roger's performance in the exam.
6. Martin has taken lessons in car _____ recently.
7. Our long _____ with your company has brought great benefits.
8. _____ that there is no opposition, we shall hold the meeting here.
9. The government launched a _____ against smoking.
10. Alan works _____ on the new chemical experiment.

Passage C

Pre-reading questions:

1. Have you ever tried to listen to live radio on the Internet?
2. Please list as many advantages and disadvantages as you can in searching for information on the Internet.

Tune In To Tomorrow

Fancy a bit of British chat with your supper? Want to wake up to dreamy Icelandic pop? Here's how to surf the Web for the best radio [By Michael Hill]

It may seem like backsliding to harness the vast power of 21st century technology to get access to something so last-millennium as radio, but if the tyranny of the Top 40 is getting you down, nothing beats going online to catch a better wave. Live radio on the Internet allows listeners to indulge their passions for Icelandic pop, the sports of other nations or *The Archers*, Britain's long-running radio soap opera – and almost nothing else can connect you so instantly, even dramatically, with the far-flung corners of the real world. The Internet, says Ken Mueller, curator of radio for the Museum of Television and Radio, “allows you to find those niche formats that may not be, or most likely are not, commercially viable in most areas. And that's one of the beauties of it.”

All you need is a 28.8K modem or better, an Internet connection and a free, downloadable player for streaming audio – and you can wander the world as you wander the Web.

Here's how to get started. There are a couple of basic sites, such as *radio-stations.net* and *Web-Radio.com*, which can link you to station websites by genre, from news, sports and talk to country, or you can pick a location – say, Brazil – and surf or samba at will. *Radio-locator.com*, a site designed by the geniuses at the Massachusetts Institute of Technology, has a great geographical guide. You can also search the larger sites by using the call letters of a specific station to pull in the BBC, for example, or New

Jersey's WFMU. Once on the BBC website, which links to five radio channels, I looked through the A-Z Index for a programmer I've longed to hear; Beatles-vintage DJ John Peel, whose legendary *Peel Sessions*, featuring live rock, airs on Tuesdays, Wednesdays and Thursdays at 10 p.m. U.K. time.

If you're looking for classic music, a site called *classicalwebcast.com* guides you to stations around the globe. That's how I found Vltava in Prague, which plays a sophisticated selection of classical music. If you're curious about all this Icelandic pop you keep hearing about, you can do a more general search. Using "Icelandic radio stations" as keywords on Excite, I immediately got within a click of my destination-RUV, the national pop station.

Most radio sites offer broadcasts in RealPlayer or Windows Media Player and include links for downloading player software. Once the software is installed, click on the live broadcast link and you'll be connected in about 30 seconds. As long as your Internet connection remains live, so will the radio broadcast. There can be disruptions due to Net congestion, which chops up the signal like old-fashioned static, and, if you're loading another page or working on a document, the stream may pause for a few seconds. Unless you hook up quality speakers, the sound coming from your computer will be a bit tinny. Sometimes links won't work, but what's inaccessible one day is up and running the next.

There's also plenty on offer from American broadcasters. KPIG in Freedom, California, which features a freewheeling mix of rock, folk and roots music, was an Internet trailblazer: in 1995 it became the first station to go live online, and since then it has built a global following. So has *texasrebelradio.com*, the online home of KFAN, Fredericksburg, Texas, whose offerings have a boisterous twist. Mueller recommends Santa Monica, California's KCRW, in particular *Morning Becomes Electric*, which runs weekdays from 9 a.m. to noon Pacific time and attracts entertainment-industry insiders to its latte-friendly rock, folk, jazz and world music. And if you're looking for sports, the U.S. rules. *Radio-stations.net* provides a few international sports links, but most are American. Go to BBC Radio Five for live English football.

Or you can just drift from station to station, nation to nation, looking for nothing in particular. If you find yourself awake and restless in the darkest part of your night, it's kind of comforting to listen to someone else's dawn. (658 words) from *Time* March 26, 2001 pp.24-25

Softwares, websites and stations for on-line music:

| THE PLAYERS | THE WEBSITES | SOME FAVORITE STATIONS |
|---|---|--|
| <p>Realplayer www.real.com</p> <p>Windows Media Player www.microsoft.com/windows/windowsmedia</p> | <p>Radio-stations.net Search for stations around the globe by country or by format.</p> <p>Web-Radio.com A directory of more than 4,400 online stations.</p> <p>Radio-locator.com A station finder, developed at M.I.T.</p> <p>Classicalwebcast.com Classical music fans aren't limited to one or two local stations anymore.</p> | <p>Lyric FM-Ireland www.lyricfm.ie</p> <p>RUV-Iceland www.ruv.is</p> <p>Radio Paradiso-Germany www.paradiso.de</p> <p>Vlatva-Czech republic Vltava.rozhlas.cz</p> <p>BBC-Britain www.bbc.com</p> <p>Triple J-Australia www.abc.net.au/stripej/triplej.htm</p> <p>KPIG-Freedom, Calif. www.kpig.com</p> <p>KFAN-Federicksburg, Texas www.texasrebelradio.com</p> <p>KCRW-Santa Monica, Calif. www.kcrw.org</p> <p>WFMU-Jersey City, N.J. www.wfmw.org</p> |

New Words

- backslide vi. to become less good, work less hard, etc., esp. to go back to a worse condition
滑坡, 倒退, 退步, 故态复萌
- *harness vt. to fasten together or fasten to a vehicle 系拴在一起, 把...系倒(车上)
- *access n. (to) means or right of using, reaching, or obtaining 取得[接近]的方法[权利等]
vt. to obtain (stored information) from a computer's memory [电子计算机]存取[数据等]
- millennium n. [C] a period of 1000 years 一千年, 千年期
- ♦tyranny n. the use of power cruelly and/or unjustly to rule a person or country 暴政, 苛政, 专制
- △indulge vt. to let oneself or someone else have (their wish to do or have sth. etc.) 满足[自己或别人的欲望等]
- *passion n. (for) *informal*. a strong liking [非正式]爱好, 热爱
- *pop n. [U] modern popular music of a simple kind with a strong beat and not of lasting interest, liked esp. by younger people 现代流行音乐
- *instant a. happening or produced at once 即刻发生 [产生]的; 立即的 *ly* adv.
- *dramatic a. exciting and unusual, like sth. that could happen in a drama 剧性的; 激动人心的; 不寻常的 *ally* adv.
- △fling vt. flung to throw violently or with force, esp. with lack of care for the object that is thrown 抛, 扔, 丢
- curator n. the person in charge of a museum, library, etc. 博物馆(图书馆等)馆长
- niche: n. (in) a suitable place, job, etc. 合适的位置(工作等)
- viable a. 1. able to succeed in operation; feasible 可望成功的, 切实可行的
2. *tech* able to continue to exist as or develop into a living thing (术语)能存活的, 能生长发育的
- modem n. (电子)调制解调器
- downloadable a. 可下载的
- △compatible a. 兼容的
- *wander vi. (about, off) to move 徘徊(于); 闲逛; 漫游, 漫步; 流浪
- ♦genre n. a class of works of art, literature, or music marked by a particular style, form, or subject [文学, 艺术, 音乐等的]类型; 体裁; 样式
- surf v. 漫游
- samba vi. 游览
- *channel n. 频道
- *index n. an alphabetical list at the back of a book, of names, subjects, etc. mentioned in it and the pages where they can be found [书末人名, 题目等的]索引
- vintage a. *informal*. showing all the best qualities of the work of (the stated person) [非正式][某人之作品]最佳的, 最优秀的
- △legendary a. of, like, or told in a legend 传说(中)的, 传奇(中)的, 传奇式的

*globe n. [the + S] the Earth 地球，世界
 *sophisticated a. produced or developed with a high level of skill and knowledge 复杂的，高级的，尖端的
 *click vt. to strike or move with a click (做动作等时)使发出咔哒声
 *destination n. a place to which someone is going or to which sth. is sent, esp. at the end of a long journey 目的地，终点；收件人
 *software n. (电子计算机的)软件
 *install vt. to set (an apparatus) up, ready for use 安装(设备)
 ^disrupt vt. to bring or throw into disorder 使混乱，扰乱 -ion n.
 congested a. (of a street, city, narrow places, etc.) very full or blocked, esp. because of traffic [街道，城市等] 拥挤的 Net congestion 网络堵塞
 *chop vt. to cut into small pieces 切细，剁碎
 *document n. a paper that provides information, esp. of an official kind 文件；文献；公文；证书
 *stream n. sth. flowing or moving forwards continuously 不断流动之物
 *feature vt. to advertise particularly 为...作特别广告
 freewheeling adj. *informal*. not greatly worrying about rules, formal behaviour, responsibilities, or the results of actions [非正式] 随心所欲的，放任自流的
 trailblazer n. 带头人，先导
 boisterous a. (of weather) wild and rough [天气] 狂暴的，猛烈的
 *entertainment n. [U] the act or profession of entertaining 招待；娱乐，娱乐业
 *drift vi. to float or be driven along by wind, waves, or currents 飘；漂流
 (42 new words)

Information Transfer:

1. Live radio on the Internet allows _____

2. To get started, one needs to look through:
 - a. basic sites, such as _____
 - b. locations, such as _____
 - c. search some larger sites like _____
3. Some of the American broadcasters are mentioned.
 - a. Who are they? _____
 - b. What do they offer? _____

Vocabulary exercise:

There are rules to build words in English. For example: -er, -ion, which are suffixes to form nouns. And -al, -cal, -ary, -ly are those to form adjectives. -ly also forms adverbs. If you are aware of those suffixes, you can easily expand your vocabulary.

Find in the text:

- a. Nouns that are formed with -er and -ion.
- b. Adjectives that are formed with -al, -cal, -ary, -ly
- c. Adverbs that are formed with -ly

Pay attention to necessary changes.

Book One / Unit Three "On Computers"

Keys

Passage A: Intensive Reading

Pre-reading questions are open to the students.

Comprehension check:

I.

1. library
2. search engine
3. student loan
4. Use 'advanced search' page, which allows one to add more key words.
5. because it has the power to search more sites than other rivals

II.

1. search engines
2. slightly different/same query
3. plain English sentences
4. more specific
5. must contain that word

Vocabulary:

- I. **Open** (e.g. Email, online, chat-room, hardware, software, program, system, cable, CD-Rom, CD writer, disk, zip, floppy, data, key word, natural language, net, Microsoft, Yahoo, surf, RealPlayer, download, compatible, save, document, directory, web page, homepage, file, Netscape, user name, password, log in, log out, slot, back-up, disc drive, edit, Jaz, station, click, mouse, multi-media, set up, install, link, connection, server)

II.

1. communicates
2. appeals
3. relevant
4. capable
5. instruct
6. available
7. refined
8. incredible
9. constantly
10. specific

Translation:

I.

1. 到处转游，查阅上千万书名，期待要找的书跳入你眼帘，这多么令人沮丧。
2. 这就是所谓的‘自然语言’，设计它的目的是用来吸引人们在检索系统时，会因为该系统像图书管理人员一样而乐于与其交流。
3. 给词组加上引号，指示机器要找的这些词须按顺序出现在一起。

4. 每次使用时，这些检索器并不逐一检索8亿个网页，而是在各自的数据库中检索最常用的词汇和名称。
5. 他们虽并不全面，但却是找到好网址的一种快捷方法。

II.

1. Just give key words when you search for information on the Internet.
2. The more specific key words you give, the more relevant pages you will obtain/be given.
3. On the Internet exist assistants which help you find your information.
4. There are slightly different ways of learning English words. Try out several to find one that suits you.
5. The Internet links all the countries in the world.

Thinking:

Encourage students to do whatever they like. Participation and free discussion are more important here.

Passage B: Extensive Reading

Pre-reading questions are open to the students.

Comprehension check:

Paraphrase the following sentences and then put them into Chinese:

1. I think my wife and I work and cooperate well in writing at home.
我认为我们(我和我太太)在家里开着个写作小作坊，我们合作默契。
2. I write with ink, I hate even to think that my writing can be done by computers.
我憎恨不用碳素墨水就能写作的想法。
3. I have seen the advertisements for computers, which try to make farmers believe that those expensive computers could solve their problems.
我见到一些广告，企图诱惑那些失意的农民相信昂贵的电脑能解决他们的问题。

Vocabulary Exercises:

A.

1. hooked
2. critic
3. mentioned
4. Corporation
5. impressed
6. maintenance
7. association
8. Provided
9. campaign
10. conscientiously

Passage C: Extensive Reading

Pre-reading questions are open to students.

Information transfer:

1. listeners to access to all kinds of radio broadcasting from every part of the world in very short time.
2. a. basic sites such as radio-stations.net and Web-Radio.com
b. Radio-locator.com
c. using the call letters of a specific station
3. a. KPIG, KFAN, KCRW
b. all kinds of music and sports

Vocabulary exercise:

- a. **nouns that are formed with -er:** *listener, player, programmer, insider,*
nouns that are formed with -ion/-tion: *connection, selection, destination,*
disruption, congestion
- b. **adjectives that are formed with -al, -cal, -ary, -ly:** *national, global,*
international, geographical,
commercial, legendary, firmly
- c. **adverbs that are formed with -ly:** *dramatically, immediately, instantly,*
commercially, geographically

Appendix XVII:

**Modified students' questionnaire on the readability
of the two templates**

Questionnaire on readability in reading materials selection and reading textbook design for college English

12 Sept, 2001 Lu Zhongshe

Introduction: This questionnaire is designed for a PhD research study of readability in reading materials selection and reading textbook design for Band I of College English in China. The questionnaire consists of three parts: Part I uses the complete template for a new reading textbook for college English. Part II asks about subjects' general impressions of the template and Part III is concerned with subjects' personal background.

Section I: The complete template (90 minutes)

Section II: Your general impression of the template (20 minutes)

1. Do you think the chosen passages are:

| | Passage A | Passage B | Passage C |
|--------------------|-----------|-----------|-----------|
| Very interesting | | | |
| Interesting | | | |
| Fairly interesting | | | |
| Moderate | | | |
| Boring | | | |

2. Your general impression of the template is:

| | Passage A | Passage B | Passage C |
|--------------------------|-----------|-----------|-----------|
| Difficult | | | |
| Fairly difficult | | | |
| Right in difficult level | | | |
| Easy | | | |
| Fairly easy | | | |

3. I found the passage difficult because:

| | Passage A | Passage B | Passage C |
|--|-----------|-----------|-----------|
| Vocabulary | | | |
| Sentence length | | | |
| Grammar | | | |
| Content knowledge (e.g. I don't know much about computers and the Internet in this unit) | | | |

4. Do you find that discourse signals such as 'finally' (last paragraph of Passage A) and 'the first' (paragraph 4 in Passage B) help you understand the text?
 a. absolutely b. a little bit c. not at all

5. Which exercises encourage you to think about the deeper meaning of the text (促进对课文深层意义的思考)?
 a. answer questions in 'Comprehension Check'

- b. complete sentences using information given in the text in 'Comprehension Check'
 - c. presentation
 - d. thinking
 - e. translation
 - f. writing
 - g. information transfer in Passage C
 - h. others, please specify _____
-

6. How do you compare the texts in this template with the textbooks you used in China as intensive reading materials?

- a. more challenging and requiring more interaction with the materials on the part of the students in terms of a subjective response (要求学生发挥主观能动性) and an understanding of connotations rather than denotations of language (理解语言的内涵而不仅是语言的本意).
- b. It needs to be approached with greater sensitivity and openness than the currently used coursebook materials.
- c. It focuses more on encouraging students' response rather than informing only
- d. It is more thought provoking and interesting
- e. It offers a different kind of training rather than being exam-conscious.

7. Does the template require more time to study compared with the textbooks you have used?

- a. absolutely b. partly c. not at all

8. Which part takes you more time?

- a. reading passages b. exercises c. presentation d. thinking e. writing

9. Which part of the template do you like most?

- a. introduction
- b. text passages
- c. answer questions in 'Comprehension Check'
- d. complete sentences in 'Comprehension Check'
- e. word tree in vocabulary exercise
- f. complete sentences with words given in Vocabulary exercise
- g. presentation
- h. translation
- i. writing exercise
- j. thinking exercise
- k. information transfer
- l. word building in Passage C

10. Why do you like it?

- a. materials are new and interesting
- b. exercises are well organised
- c. exercises are innovative (富有新意)
- d. exercises encourage you to think and learn to learn
- e. other reasons: _____

11. Do you think the template has:

- a. too many exercises b. not enough exercises c. just enough exercises

12. Does the template reflect your needs and interests?

a. absolutely b. partly c. not at all

13. Which part best reflects your needs and interests?

c. texts b. reading comprehension exercises c. vocabulary exercises
d. presentation exercise e. writing exercise f. translating f. thinking

14. Is the template well-balanced for reading and writing skills?

a. yes b. partly c. no

15. Would you like to add more grammar exercises? If yes, in what forms?

a. fill in blanks b. complete sentences c. make up sentences d. others (specify please)

16. Do you expect textbooks to have:

a. the same exercises in each unit
b. different exercises in different units

17. What kind of new exercises would you like to put into a course book? Give examples, please.

18. Other comments on course book writing:

Section III: Personal Background (10 minutes)

1. Are you _____?
a. 18 or under b. 19 c. 20
2. Are you a _____ student?
a. male b. female
3. Are you a/an _____ student in a university?
a. undergraduate b. graduate
4. When did you start learning English?
a. before third year in primary school or earlier (小学三年级或更早)
b. after fourth year in primary school (小学四年级)
c. in secondary school (初中开始)
5. Your objective in learning English (学英语的目的) _____?
a. to communicate with foreigners
b. to prepare for tests and examinations (应付考试)
c. to find a better job in the future
d. for further study like going abroad or become a graduate student / to study other subjects in English
e. to read English books in my specific field (读专业书)
f. to translate English books and materials in my specific field (翻译专业书和资料)
6. How good is your motivation in learning English?
a. high motivation
b. average motivation
c. low motivation
d. very poor motivation
7. Do you think your English is _____?
a. excellent
b. quite good
c. good
d. fairly good
e. poor
f. very poor
8. Do you think your reading skill is
a. excellent
b. quite good
c. good
d. fairly good
e. poor
f. very poor
9. How much do you learn from reading?
a. quite a lot
b. a lot

- c. not much
d. not at all
10. How important do you think reading is?
a. very important
b. important
c. fairly important
d. not important
11. Which is your best language skill _____?
a. reading b. speaking c. listening d. writing f. translating
12. What is the biggest obstacle in your reading?
a. unknown vocabulary
b. unfamiliar grammar structures
c. long sentences
d. unfamiliar content knowledge
e. cross-cultural references (跨文化知识)
f. uninteresting topics
13. Which textbook are you using for reading at the moment?
a. College English by Fudan University 《大学英语》
b. New English Course by Tsinghua University 《新英语教程》
c. College Core English by Shanghai Jiaotong University 《核心英语》
d. Modern English by McMillian and the Higher Education Press 《现代英语》
e. New College English by Zhejiang University 《新编大学英语》
f. 21 Century English by Fudan and Shanghai Jiaotong Universities 《21世纪英语》
g. others (please specify _____) 其他
14. How do you find your English reading textbooks?
a. Very interesting
b. Interesting
c. Boring
15. How do you find your English reading textbooks?
a. very difficult
b. difficult
c. right level
d. easy
e. too easy
16. Do you expect your reading textbooks:
a. to follow the official syllabus (大纲) in a creative manner?
b. to follow the official syllabus closely?
c. to prepare specifically for CET Band 4 and Band 6 (针对四六级考试)?
a. to be more relevant to your communicative needs?
b. to prepare you for international communication through English

17. What kind of texts do you like most in your reading coursebook?
a. more literary texts (文学作品) b. more scientific fictions (科幻小说) c. more newspaper articles
d. more magazine articles

18. Do you expect a textbook to have more new words than what is required for CET Band 4 and CET Band 6 in the National English Syllabus (大纲中要求的四六级词汇)?
a. 10-20% more b. 30-40% more c. 50% more

THANK YOU VERY MUCH FOR YOUR TIME AND HELP.

Appendix XVIII:

**Modified teachers' questionnaire on the readability
of the two templates**

Teachers' Questionnaire on two Templates designed for Band I College English

5 Sept., 2001 by Lu Zhongshe

Introduction: This questionnaire is designed for a PhD research study into readability in reading materials selection and reading textbook design for Band I of College English in China. The questionnaire consists of three parts: Part I uses two complete templates for a new reading textbook for college English. Part II asks about subjects' general impressions of the templates and Part III is concerned with subjects' personal background.

Section I: The complete template (90 minutes)

Section II: Your general impression of the template (20 minutes)

1. Do you think the chosen passages in Unit Three are:

| | Passage A | Passage B | Passage C |
|--------------------|-----------|-----------|-----------|
| Very interesting | | | |
| Interesting | | | |
| Fairly interesting | | | |
| Moderate | | | |
| Boring | | | |

2. Your general impression of the language used in Unit Three is:

| | Passage A | Passage B | Passage C |
|--------------------------|-----------|-----------|-----------|
| Difficult | | | |
| Fairly difficult | | | |
| Right in difficult level | | | |
| Easy | | | |
| Fairly easy | | | |

3. I found Unit Three is difficult for my students because:

| | Passage A | Passage B | Passage C |
|---|-----------|-----------|-----------|
| There are too many new words. | | | |
| Sentences are too long. | | | |
| There are too many unfamiliar grammar structures. | | | |
| The content does not attract my students. | | | |
| My students don't know much about computers and the Internet. | | | |

4. Do you think the chosen passages in Unit Nine are:

| | Passage A | Passage B | Passage C |
|--------------------|-----------|-----------|-----------|
| Very interesting | | | |
| Interesting | | | |
| Fairly interesting | | | |
| Moderate | | | |
| Boring | | | |

5. Your general impression of the language used in Unit Nine is:

| | Passage A | Passage B | Passage C |
|--------------------------|-----------|-----------|-----------|
| Difficult | | | |
| Fairly difficult | | | |
| Right in difficult level | | | |
| Easy | | | |
| Fairly easy | | | |

6. I found Unit Nine is difficult for my students because:

| | Passage A | Passage B | Passage C |
|---|-----------|-----------|-----------|
| There are too many new words. | | | |
| Sentences are too long. | | | |
| There are too many unfamiliar grammar structures. | | | |
| The content does not attract my students. | | | |
| My students don't know much about computers and the Internet. | | | |

7. Is your overall impression of the contents and layout of the templates favourable?
a. yes b. partly c. not at all

8. Do you find that discourse signals such as 'finally' (last paragraph of Passage A) and 'the first' (paragraph 4 in Passage B) help your students understand the text?
a. absolutely b. a little bit c. not at all

9. Which exercises do you think encourage your students to think about the deeper meaning of the text (促进对课文深层意义的思考)?

- answer questions in 'Comprehension Check'
- complete sentences using information given in the text in 'Comprehension Check'
- write a paragraph to complete the reading text (Unit 9)
- presentation
- thinking
- translation
- writing
- information transfer in Passage C
- others, please specify _____

10. How do you compare the design of these two templates with the textbooks you have used as reading materials?

- more challenging and requiring more interaction with the materials on the part of the students in terms of a subjective response (要求学生发挥主观能动性) and an understanding of connotations rather than denotations of language (理解语言的内涵而不仅是语言的本意).
- It needs to be approached with greater sensitivity and openness than the currently used coursebook materials.
- It focuses more on encouraging students' response rather than informing only
- It is more thought provoking and interesting
- It offers a different kind of training rather than being exam-conscious.

11. Does the template require more time to prepare compared with the textbooks you have used?
a. absolutely b. partly c. not at all
12. Which part takes you more time?
a. reading passages b. exercises c. writing d. others _____
13. Which part of the template do you like most?
a. introduction
b. text passages
c. answer questions in 'Comprehension Check'
d. complete sentences in 'Comprehension Check'
e. write a short paragraph to complete the reading passage (Unit 9)
f. word tree in vocabulary exercise
g. complete sentences with words given in Vocabulary exercise
h. gap-filling
i. presentation
j. translation
k. writing exercise
l. thinking exercise
m. information transfer
n. word building in Passage C (Unit 3)
14. Why do you like it?
a. materials are new and interesting
b. exercises are well organised
c. exercises are innovative (富有新意)
d. exercises encourage your students to think and learn to learn
e. other reasons _____
15. Do you think the templates have:
a. too many exercises b. not enough exercises c. just enough exercises
16. Do the templates reflect your students' needs and interests?
a. absolutely b. partly c. not at all
17. Which part best reflects your students' needs and interests?
a. texts b. reading comprehension exercises c. vocabulary exercises
d. presentation exercise e. writing exercise f. translating f. thinking
18. Are the templates well-balanced for reading and writing skills?
a. yes b. partly c. no
19. Do the templates achieve an acceptable balance between *knowledge about the language*, and *using the language*?
a. yes b. partly c. no

20. Do the templates achieve an acceptable balance between the relevant language skills (listening, speaking, reading, writing and translating), and integrate them so that work in one skill area helps the others?
a. yes b. partly c. no
21. Do the templates, as a coursebook on reading and writing contain enough communicative activities to enable the students to use the language independently?
a. yes b. partly c. no
22. Are the templates well-graded and well-structured?
a. yes b. partly c. no
23. Which part or parts do you like, and why?
a. Reading texts because the topic is very attractive to my students.
b. Comprehension check because students have to think and organise their expressions.
c. Vocabulary exercises because they help students enlarge their vocabulary and learn how to use them.
d. 'Presentation' because it is innovative and necessary
e. 'Thinking' because it is encouraging and helping to sparkle students' imagination and creativeness.
24. Have you noticed the differences between the two templates? If yes, please comment on the differences:

25. The templates do not have enough exercises for CET Band 4 and Band 6. Do you think it is all right like this or we need to put more simulated exercises for CET Band 4 and Band 6?
a. it is alright like this
b. it needs more simulated exercises for CET Band 4 and Band 6?
26. Which exercises would you like to add?
a. multiple choice questions in reading comprehension
b. true or false questions in reading comprehension
c. paraphrase
d. other exercises (please specify) _____
27. Would you like to add more grammar exercises? If yes, in what forms?
a. fill in blanks b. complete sentences c. make up sentences d. others (specify please)

28. Do you expect textbooks to have:
a. the same exercises in each unit
b. different exercises in different units

29. What kind of new exercises would you like to put into a course book? Give examples, please.

- a. jigsaw reading
 - b. paraphrase
 - c. give a title to a passage
 - d. cloze
 - e. other exercises _____
-

30. Any comments:

Section III: Personal Background (10 minutes)

1. Where do you teach?
 - a. in a key university 重点大学
 - b. in an ordinary university 普通大学
 - c. in a college (大专)

2. How long have you been teaching college English? 大学英语或公外
 - a. more than 3 years
 - b. more than 5 years
 - c. more than 10 years

3. What courses do you teach in college English?
 - a. listening and speaking
 - b. reading
 - c. writing
 - d. reading, writing and translating
 - e. listening
 - f. fast reading/extensive reading

4. Which Bands 几级 have you taught?
 - a. Band 1
 - b. Band 2
 - c. Band 3
 - d. Band 4
 - e. Band 5
 - f. Band 6

5. What is the size of your class?
 - a. <40
 - b. >40
 - c. >50
 - d. >60

6. What are your students' objectives in learning English _____?
 - a. to communicate with foreigners
 - b. to prepare for tests and examinations
 - c. to find a better job in the future
 - d. for further study like going abroad or become a graduate student / to study other subjects in English
 - e. to read English books in their specific fields
 - f. to translate English books and materials in their specific fields

7. How good is your students' motivation in learning English?
 - a. high motivation
 - b. average motivation
 - c. low motivation
 - d. very poor motivation

8. Do you think your students' English is _____?
 - a. excellent
 - b. quite good
 - c. good
 - d. fairly good
 - e. poor
 - f. very poor

9. Do you think your students' reading skill is
 - a. excellent
 - b. quite good
 - c. good
 - d. fairly good
 - e. poor
 - f. very poor

10. How much do you think your students can learn from reading?
- quite a lot
 - a lot
 - not much
 - not at all
11. How important do you think reading is?
- very important
 - important
 - fairly important
 - not important
12. Which language skill/s do you think your students are strong at?
- reading
 - speaking
 - listening
 - writing
 - translating
13. What is the biggest obstacle in your students' reading?
- vocabulary
 - grammar
 - sentence length
 - content knowledge / topic
 - cross-cultural references (跨文化知识)
14. Which textbooks have you used for reading?
- College English* by Fudan University 《大学英语》
 - New English Course* by Tsinghua University 《新英语教程》
 - College Core English* by Shanghai Jiaotong University 《核心英语》
 - Modern English* by McMillian and the Higher Education Press 《现代英语》
 - New College English* by Zhejiang University 《新编大学英语》
 - 21 Century English* by Fudan and Shanghai Jiaotong Universities 《21世纪英语》
 - others (please specify _____) 其他
15. How do you find your reading textbooks?
- very interesting, because the texts are new, authentic and attractive to students;
other reasons: _____.
 - boring because:
 - texts are too old
 - topics are not attractive
 - texts are too easy
 - texts are too difficult
 - exercises do not help develop students' communicative ability
 - exercises are test-oriented
 - other reasons: _____
16. Do you expect textbooks you use:
- to follow the official syllabus in a creative manner?
 - to follow the official syllabus closely?
 - to prepare specifically for CET Band 4 and Band 6?
 - to be more relevant to my students' communicative needs?
 - to prepare my students for international communication through English

17. What kind of texts do you like most in your reading coursebook?
a. more literary texts b. more scientific fictions c. more newspaper articles
d. more magazine articles

18. Do you expect a textbook to have more new words than what is required for CET
Band 4 and CET Band 6 in the National English Syllabus?
a. 10-20% more b. 30-40% more c. 50% more

19. Other expectations:

THANK YOU VERY MUCH FOR YOUR TIME AND HELP!

Appendix XIX:

Template Unit 9

Book One / Unit Nine "On Education"

Introduction

Three passages in this unit discuss about education. Passage A gives an account of how a teacher changed a pupil's attitude towards learning and influenced his future life. Passage B tells us that college is not necessarily the best and only place for intelligent and ambitious high school graduates. Passage C reveals a story how a parent educated his child in daily life.

Passage A

Pre-reading questions:

1. Which language skills do you find most difficult to learn: reading, listening, speaking or writing, and why?
2. Have you ever tried to write stories in English?
3. Do you find writing in English is far more difficult than writing in your mother tongue? And in what aspects is it more difficult?

Becoming a Writer

By Russell Baker

The notion of becoming a writer had flickered off and on in my head...but it wasn't until my third year in high school that the possibility took hold. Until then I'd been bored by everything associated with English courses. I found English grammar *baffling*. I hated the assignments to turn out "compositions," and went at them like heavy labor, turning out dull paragraphs that were *agonies* for teachers to read and for me to write. The classics thrust on me to read seemed as deadening as poison.

When our class was assigned to Mr. Fleagle for third-year English I anticipated another *grim* year in that dreariest of subjects. Mr. Fleagle was *notorious* among City students for dullness and inability to inspire. He was said to be stuffy, dull, and hopelessly out of date. To me he looked old and prim to a fault. He wore primly severe eyeglasses, his wavy hair was primly cut and primly combed. He wore prim *vested* suits with neckties blocked primly against the collar buttons of his primly starched white shirts. He had a primly pointed jaw, a primly straight nose, and prim manner of speaking that was so correct, so gentlemanly, that he seemed a comic antique.

I anticipated a listless, unfruitful year with Mr. Fleagle and for a long time was not disappointed. We read *Macbeth*. Mr. Fleagle loved *Macbeth* and wanted us to love it too, but he lacked the gift of infecting others with his own passion...

He constantly *sprinkled* his sentences with "don't you see." It wasn't a question but an exclamation of mild surprise at our ignorance. "Your pronoun needs an antecedent, don't you see," he would say, very primly.

Late in the year we tackled the informal essay. "The essay, don't you see, is the..." My mind went numb. Of all forms of writing, none seemed so boring as the essay. Naturally we would have to write informal essays. Mr. Fleagle distributed a homework sheet offering us a choice of topics. None was quite so simpleminded as

“What I did on My Summer Vacation,” but most seemed to be almost as dull. I took the list home and dawdled until the night before the essay was due. Laid on the sofa, I finally faced up to the grim task, took the list out of my notebook, and scanned it. The topic on which my eye stopped was “The Art of Eating Spaghetti.”

This title produced an extraordinary sequence of mental images. *Surging* up to the depths of memory came a vivid recollection of a night in Belleville when all of us were seated around the supper table—Uncle Allen, my mother, Uncle Charlie, Doris, Uncle Hal—and Aunt Pat severed spaghetti for supper. Spaghetti was an *exotic* treat in those days. Neither Doris nor I had ever eaten spaghetti, and none of the adults had enough experience to be good at it. All the good humor of Uncle Allen’s house reawoke in my mind as I recalled the laughing arguments we had that night about the socially respectable method for moving spaghetti from plate to mouth.

Suddenly I wanted to write about that, about the warmth and good feeling of it, but I wanted to put it down simply for my own joy, not for Mr. Feagle. It was a moment I wanted to recapture and hold for myself. I wanted to relive the pleasure of an evening at New Street. To write it as I wanted, however, would violate all the rules of formal composition I’d learned in school, and Mr. Feagle would surly give it a failing grade. Never mind. I would write something else for Mr. Feagle after I had written this thing for myself.

When I finished it the night was half gone and there was no time left to compose a proper, respectable essay for Mr. Feagle. There was no choice next morning but to turn in my private reminiscence of Belleville. Two days passed before Mr. Feagle returned the graded papers, and he returned everyone’s but mine. I was preparing for a command to report to Mr. Feagle immediately after school for discipline when I saw him lift my paper from his desk and *rap* for the class’s attention.

“Now, boys,” he said, “I want to read you an essay. This is titled ‘The Art of Eating Spaghetti.’”

And he started to read. My word! He was reading *my words* out loud to the entire class. What’s more, the entire class was listening. Listening attentively. Then somebody laughed, then the entire class was laughing, and not in *contempt* and ridicule, but with openhearted enjoyment. Even Mr. Feagle stopped two or three times to repress a small prim smile.

I did my best to avoid showing pleasure, but when I was feeling was pure ecstasy at this *startling* demonstration that my words had the power to make people laugh. In the eleventh grade, at the eleventh hour as it were, I had discovered a calling. It was the happiest moment of my entire school career. When Mr. Feagle finished he put the final seal on my happiness by saying, “Now that boys, is an essay, don’t you see. It’s - - don’t you see - it’s of the very essence of the essay, don’t you see. Congratulations, Mr. Baker.” (895 words)

“.....”

Notes:

Russell Baker: Growing up, Russell Baker’s autobiographical account of his youth includes this story of his early decision to become a writer.

New words:

*notion n. 1. an idea, belief or opinion in someone’s mind; concept 概念, 观念, 看法
2. a sudden desire 奇想

◆flicker vi. to burn unsteadily, shine with an unsteady light 闪烁, 闪动, 闪现

*associate vt. (with) 把...与...联想在一起

△baffle vt. to cause to have difficulty in understanding and confuse so much that effective action is

impossible 使困惑，使迷惑，难倒

*assignment n. a duty or piece of work that is given to a particular person 工作，任务

△agony n. very great pain or suffering of mind or body (身心)极大痛苦，创痛

*classic n. a book, play or other work of art that is regarded as being a very fine example of its type and having lasting importance 文学名著，经典作品

*thrust vt. to push forcefully and suddenly 猛推，猛塞

*poison n. substance that can cause illness or death if taken into the body 毒药

*anticipate vt. to think likely to happen; expect 预期，期望

△grim a. 1. determined in spite of fear or great difficulty 倔强的，不屈的
2. unpleasant; not cheerful 不愉快的

◆dreary a. sad or cheerless 沉闷的，枯燥无味的

△notorious a. (for) famous or widely known for sth. bad 臭名昭著的

*inspire vt. to be the force which produces (usu. a good result) 使产生灵感，启示

*stuffy (of ideas, manners, etc.) formal and old-fashioned 陈腐的，呆板的

◆prim a. (of a person) very formal or exact in behavior, and easily shocked by anything rude 循规蹈矩的，古板的，拘谨的

*severe a. stern; strict 严厉的，严格的

◆vest n. 背心

◆starch vt. to stiffen with starch 给...上浆

*jaw n. either of the two bony parts of the face in which the teeth are set 颞，颌

△comic a. causing laughter; humorous 滑稽的，好笑的

*antique n. a piece of furniture, decorative object, jewellery, etc that was made in an earlier period and that is rare or valuable 古玩，古董

*infect vt. to make (someone else) have feelings of the same type 感染(别人); 使(别人)受影响

*passion n. (for) (a) strong, deep, often uncontrollable feeling 强烈的情感，激情

△sprinkle vt. to scatter (small drops of liquid or small bits of solid matter) on or over (a surface or area) 洒(水等)在上; 撒(小粒固体)于

*exclamation n. the word(s) expressing a sudden strong feeling 感叹词(语)

*mild a. slight 轻微的

*ignorance n. (of) lacking knowledge, education, or consciousness, esp. of something one ought to know about 愚昧，无知

*pronoun n. 代词

◆antecedent n. 先行词

*tackle vt. to take action in order to deal with (采取行动)处理，应付

*informal a. not formal, not following official or established rules, methods, etc. 非正式的，非正规的

*essay n. usu. short piece of writing on a particular subject, esp. as part of a course of study 散文，随笔

◆numb a. (with) (of part of the body) unable to feel anything (身体部位)麻木的; 失去感觉的

*distribute vt. (to, among) to divide and give out among sever people, places, etc. 分发, 分配, 分送

*topic n. s subject for conversation, talk, writing, etc. 题目, 论题, 话题

◆dawdle vi. *infrm.* to waste time; move or do sth. very slowly 磨蹭

*scan vt. to look at quickly without careful reading, often looking for a particular thing, 粗略地快看, 浏览

◆spaghetti n. Italian noodles 意大利式面条

*extraordinary a. more than what is ordinary; special 不平常的; 特别的

*sequence n (of) a group of things that are arranged in or happen in an order, esp. following one another in time 有关联的一组事物; 一连串

*image n. (of) a picture formed in the mind (头脑中的) 形象

△surge [esp. 尤与up连用] (of a feeling) to appear quickly and powerfully (感情)涌起, 涌现

*vivid a. that produces sharp clear pictures in the mind; lifelike 生动的, 栩栩如生的

*recollection n. sth. in one's memory of the past 记忆中的往事

△exotic a. excitingly different, strange, or unusual 奇异的, 异国情调的

*recall vt. to bring back to the mind; remember 回忆起, 回想起

*argument n. a disagreement, esp. one that is noisy; quarrel 争论, 争辩, 争吵

*respectable a. showing standards of behavior, appearance, etc. that are socially acceptable (行为, 外观等)受人尊敬的, 体面的, 正派的

*recapture vt to bring back into the mind; cause to be experienced again 再现; 使再次经历

*violate vt. to disregard or act against (sth. solemnly promised, accepted as right or legal, etc.)

违反，违背

*formal a. based on or done according to correct or accepted rules, e.g. of social behavior or official business 正规的，正式的

*compose v. to write or create (music, poetry, etc) 创作(乐曲，诗歌等)

*private a. personal, secret, not (to be) shared with others 个人的，私人的

◆reminiscences n. (of) a spoken or written account of one's own life 回忆录；缅怀往事的谈话

*command n. an order 命令

*discipline n. punishment that is intended to produce obedience 惩罚，处分

△rap vi. to strike quickly and lightly 轻敲，急拍

*attentively adv. taking careful notice; listening carefully 注意，专心地

△contempt n. (for) a total lack of respect; the feeling that someone or sth. is completely worthless, unimportant or undesirable 轻视，轻蔑

*ridicule n. language or behavior intended to make someone or sth. appear foolish or worthless; unkind expression of amusement 嘲笑，嘲弄

*repress vt. to control, hold back, or prevent the natural expression of (a feeling, desire, action, etc) 抑制(感情，欲望等)；控制

◆ecstasy n. (a state of) very strong feeling, esp. of joy and happiness 强烈的感情(情绪)；狂喜

△startle vt. to cause (someone) to be suddenly surprised, sometimes making them jump; give an unexpected slight shock to 使(某人)惊跳，使大吃一惊

*demonstration n. an act of showing or proving sth. 表明，证明；示范

*career n. (a part of) the general course of a person's working life 生涯；(一段)工作经历，履历

*seal n 认可；肯定

四级 45 words； 六级 11； 八级 11

Comprehension Check:

I. Answer the following questions:

1. What special writing technique does the writer use in describing the teacher? Would the description be different if he used another technique?
2. How old do you think the teacher is? Give reasons.
3. For what purpose was "The Art of Eating Spaghetti" written?
4. Why did the story turn out to be successful?
5. What do you think of Mr. Feagle as a teacher?

II. Prediction:

Write a short paragraph with 50-70 words to predict the ending of the story.

Vocabulary exercises:

I. Use the words you have learned in this text to complete the following sentences.

1. People always _____ Spaghetti _____ Italians. (将...与联系在一起)
2. Juliet Roberts said she had been perfectly happy until fame _____ (成名) her.
3. Mathew tried to _____ (猜测) the kind of questions we were likely to ask him at the interview.
4. Rebecca is much too _____ (古板) to enjoy such a rude joke.
5. The Forbidden City is full of priceless _____. (古董)
6. His music _____ (表达) a sense of optimism.
7. The teacher _____ (感染) the whole class with her enthusiasm.
8. In his sonnets, William Shakespeare expressed his burning _____ (挚爱) for the dark skinned woman he loved.
9. Russell Baker _____ (不断地) repeated the word 'prim' in order to emphasise how dull and old-fashioned Mr. Feagle was.
10. The old _____ (观念) that the sun moved around the earth is totally wrong.

II. Make up sentences with words given:

| | | | | | | |
|----------|-------------|------------|---------------|------------|--------------|--------|
| Tackle | informal | distribute | extraordinary | image | recollection | |
| Recall | respectable | recapture | command | discipline | seal | career |
| sequence | private | | | | | |

For example: Tom had found an easy way to tackle the problem.

III. Gap-filling: Choose A B C or D to fill in the gaps in the following passage:

For a moment Martin held the mirror against his chest, then he slowly lifted it up until he was looking 1 _____ his own eyes. He suffered a silent 2 _____. His eyes were completely red with only minute bits of 3 _____ coming through. He focused 4 _____ his pupils, leaving the rest of his 5 _____ temporarily out of focus. His pupils looked untouched, 6 _____ by the chaos around them. But even when out of focus, he could not help but see the 7 _____ unevenness of his skin. Then Martin 8 _____ his eyes on the skin on his face. It was bright red in 9 _____, and brown in others. He noticed pinky white bits, which looked like 10 _____ with no skin cover, where he could see veins. His whole face had swollen and 11 _____ shape. His right cheek was blistered, his 12 _____ cheek had swollen - the two halves of face looked completely 13 _____ from each other. The contours of his face were jagged. On seeing his lips, which were swollen as if he had been in a fight, his breath left him for a 14 _____. He instinctively shut his eyes, then slowly 15 _____ them again. He lifted a hand up to feel his head. Much of the back and sides of his hair had 16 _____ but the top front had mostly 17 _____, only small patches were left. Martin was scared by what he saw but he could not look away.

1. A. at B. into C. in D. on (B)
2. A. hurt B. pain C. shock D. surprise (C)
3. A. brown B. dark C. blue D. white (D)
4. A. on B. at C. into D. in (A)
5. A. face B. head C. nose D. eye (A)
6. A. untouched B. unshaken C. unmoved D. unable (C)
7. A. nice B. rough C. smooth D. ugly (B)
8. A. looked B. saw C. put D. focused (D)
9. A. places B. faces C. eyes D. head (A)
10. A. meat B. body C. flesh D. back (C)
11. A. took B. touched C. moved D. changed (D)
12. A. gone B. left C. jagged D. looked (B)
13. A. same B. familiar C. different D. difficult (C)
14. A. moment B. minute C. while D. time (A)
15. A. shut B. closed C. switched D. opened (D)
16. A. died B. remained C. survived D. born (C)
17. A. left B. gone C. remained D. stayed (B)

Presentation:

Describe someone in your class, what he or she looks like and what he or she is wearing. Others have to guess whom you are describing. If your description is good, others will not have difficulties in matching the person or vice versa. You may start with: *He/she has got...*

*He/she is wearing...Examples:
'He's got dark brown hair.'
'She's wearing a light green blouse and black trousers.'
He/she is from Shanghai and studies information technology...*

Translation:

Put the following sentences from English into Chinese:

1. The teacher offered a choice of topics for us to write informal essays.
2. Writing poems couldn't lead to a job in those days.
3. Of all the teachers, I like Mr. Feagle best.
4. My teacher ranked me among the very few top students in the class.
5. The new system is cheaper, and what's more, it is better.

Writing Task:

Write a summary of the text in about 250 words, using the points given:

1. I'd been bored by everything associated with English course.
2. The new teacher was dull and stuffy.
3. The teacher's appreciation of my essay gave me great encouragement.

Thinking:

The One That Got Away

She was sitting in the front row of one of my evening classes at a medium-sized town in central Anatolia. She looked as if she might be about 18 or 19; she answered up well and was obviously intelligent. She knew more English than most of the rest. After the class I asked her if she was a schoolgirl.

'No' she said, she had left school. My stay for a month in this shabby town was an attempt to help the adult education movement, so schoolboys and girls were not allowed. They might know more than the grown-ups and make them feel shy and nervous.

The next day I was asked to teach the top class in the secondary school. There she was, looking rather self-conscious, in the back row. Like the others she was wearing the black overall with a white collar which was the school uniform and her hair was tied back modestly, unlike the more fashionable look she had managed the night before.

The next evening, when she came to the class, I asked severely: 'Why did you say you had left school? You know schoolgirls are not allowed in these classes. You told me a deliberate lie.'

'Yes, I know,' she answered, quite unrepentant, 'and so would you, if you badly wanted to get into a class like this and there was no other chance.'

I laughed and let her stay, but made her promise to be very grow-up. I didn't regret it; she learnt well and behaved modestly. She came to my chief memory of that month.

A year later I visited the town again and met her father in the street. He said she had begun to study architecture in Istanbul. He gave me her address and asked me to look her up. I was on my way to Istanbul anyway...

Task:

Discuss in groups if the teacher went to see the girl. Different people may have different interpretations. If you think the teacher went to see her, since he was on the way to Istanbul, what would he say to her when they met? If you think the teacher did not go to see her, can you give the reasons why he did not do so? If you were the teacher, would you go to see the girl?

Passage B**Pre-reading questions:**

1. Why do you go to university?
2. What do you expect after graduation?
3. Do you find that you can learn what you need in your university?

Where College Fails Us
Caroline Bird

The case for college has been accepted without question for more than a generation. All high school graduates ought to go, say conventional wisdom and statistical evidence, because college will help them earn more money, become “better” people, and learn to be more responsible citizens than those who don’t go.

But college has never been able to work its magic for everyone. And now that close to half our high school graduates are attending, those who don’t fit the pattern are becoming more numerous, and more obvious. College graduates are selling shoes and driving taxis; college students sabotage each other’s experiments and forge letters of recommendation in the intense competition for admission to graduate school. Others find no stimulation in their studies, and drop out – often encouraged by college administrators.

Some adventuresome educators and campus watchers have openly begun to suggest that college may not be the best, the proper, the only place for every young person after the completion of high school. Perhaps college doesn’t make people intelligent, ambitious, happy, liberal, or quick to learn new things—maybe it’s just the other way around, and intelligent, ambitious, happy, liberal, and quick-learning people are merely the ones who have been attracted to college in the first place. And perhaps all those successful college graduates would have been successful whether they had gone to college or not.

Students tell us the same thing college counsellors tell us—they go because of pressure from parents and teachers, and stay because it seems to be an alternative to a far worse fate. It’s “better” than the Army or a dead-end job, and it has to be pretty bad before it’s any worse than staying at home. Potential college graduates say that they don’t want to work “just” for the money: they want work that matters. They want to help people and save the world. But the numbers are stacked against them. Not only are there not enough jobs in the world-saving fields, but in the current slowdown it has become evident that there never were, and probably never will be, enough jobs requiring higher education to go around.

Whatever college graduates want to do, most of them are going to wind up doing what there is to do. During the next few years, according to the Labour Department, the biggest demand will be for the stenographers and secretaries, followed by retail-trade sales workers, hospital attendants, bookkeepers, building custodians, registered nurses, foremen, kindergartener and elementary-school teachers, receptionists, cooks, cosmetologists, private-household workers, manufacturing inspectors, and industrial machinery repairmen. These are the jobs which will eventually absorb the surplus archaeologists, urban planners, oceanographers, sociologists, editors, and college professors. Students who have graduated in specialised fields often find that they have learned a lot of things in classrooms that they will never use. One disillusioned architecture student, who had already designed and built houses, said, "It's the degree you need, not everything you learnt getting it."

What students and graduates say that they did learn on campus comes under the heading of personal, rather than intellectual, development. Again and again I was told that the real value of college is learning to get along with others, to practice social skills, to "sort out my head," and these having nothing to do with curriculum.

College is an ideal place for those young adults who love learning for its own sake, who would rather read than eat, and who like nothing better than writing research papers. But they are a minority, even at the prestigious colleges, which recruit and attract the intellectually oriented.

The rest of our high school graduates need to look at college more closely and critically, to examine it as a consumer product, and decide if the cost in dollars, in time, in continued dependence, and in future returns, is worth the very large investment each student -and family -must make. (645 words)

New words:

- *graduate n. *AmE* s person who has completed a course at a college, school etc. [美]毕业生
- *conventional a. often *derog* following accepted customs and standards, sometimes too closely and without originality [常贬]按惯例[习俗]办事的；传统的；守旧的
- *wisdom n. the quality of being wise; good sense of judgment 智慧，才智，明智
- *statistics n. a collection of numbers which represent facts or measurements 统计数字；统计资料
-tical a. 统计的
- *evidence n. (of, for) sth. such as facts, sign, or object that give proof or reasons to believe or agree with sth. 证明，证据，证词
- *responsible a. *apprec* sensible, trustworthy and able to make good moral and practical judgments [褒]可靠的，值得信赖的
- *magic n. the use of secret forces to control events and people, usu. by calling on spirits, saying special words, performing special ceremonies, etc. 魔法，法术
- *numerous a. rather *fml.* many [比较正式]许多的，很多的
- *obvious a. (to) easy to see and understand; clear; which must be recognized 明显的，显著的
- ♦sabotage n. intentional damage to machines, buildings, etc. usu. carried out secretly to weaken a government, an enemy country in wartime, or a business competitor 蓄意破坏；破坏活动
vt. to damage, destroy, or cause to fail by means of sabotage 破坏，毁坏，损坏
- *forge vt. to make a copy of (sth.) in order to deceive 伪造，假冒
- *recommend vt. (for, as, to) to praise as being good for a purpose; provide information about (someone or sth. good) 推荐，介绍 -ation n. 推荐，劝告，建议
- *intense a. giving a lot of attention or action to a small amount of sth. or in a small amount of time 加强的，集中的，彻底的
- *competition n. a test of strength, skill, ability etc. 比赛

*admission n (to) allowing or being allowed to enter or join a school, club, building etc. 准许进入, 准许加入, 入学许可

*stimulate vt. fml (to) to cause to become more active, grow faster, etc. 促进, 促使, 刺激 -lation n.

*administration n the management or direction of the affairs of a business, government, etc. 管理; 执行; 施政 administrator n. 管理人; 行政官员

*educate vt. to teach or train, esp. through formal instruction at a school or college; provide with education or instruction (尤指学校中正规的), 训练 educator n. 教育家

*campus n. the grounds and buildings of a university or college [大学的]校园

*intelligence n. ability to learn, reason, and understand 智力, 悟性, 聪明

△ambitious a. having a strong desire for success, power, wealth, etc. 有抱负的, 雄心勃勃的

*liberal a. willing to understand and respect the ideas and feelings of others 心胸宽大的; 尊重他人意见[感情]的

*counsellor n. an advisor 顾问

*pressure n. 1. the action of putting force or weight onto sth. 压, 挤
2. the strength of this force 压力

*alternative n. (to) a chance to choose or decide between two or more possible things, courses of action, etc. 选泽的余地, 可供选择的机会

*fate n. the power or force which is supposed to be the cause of and in control of all events, in a way which is beyond human control 天命, 命运, 运数

*potential a. that may happen or become so, although not actually existing at present 潜在的, 有可能的

*stack v. to form or make into a neat pile 使...成堆, 堆放

*current a. belonging to the present time; of the present day 现时的, 当前的

*evident a. (to) plain, esp. to the senses; clear because of evidence 明显的, 明白的

◆stenographer n. shorthand typist 速记(打字)员

*retail n. the sale of goods in shops to customers, for their own use and not for selling to anyone else 零售

△attendant n. a person employed to look after and help visitors or customers in a public place (公共场所的) 服务员, 侍者

◆custodian n. a person in charge of a public building; keeper of a library, castle, etc. 管理人, 看守人, 保管员

*register vt. to put into an official list or record 登记, 注册

◆foreman n. a skilled and experienced worker who is put in charge of other workers 工头, 领班

*kindergarten n. a school or class for young children, usu. between the ages of four and six 幼儿园

*elementary a. concerning or introducing the first and most simple part of sth. esp. of education or an area of study 初步的, 基础的

*receptionist n. a person who welcomes or deals with people arriving in a hotel or place of business, visiting a doctor, etc. 接待员

*household a. concerned with the management of a house; domestic 家庭的; 家用的

*manufacture vt. to make or produce esp. by machinery or other industrial processes and usu. in large quantities 制造

*inspect vt. to examine (sth.) closely or in detail, esp. in order to judge quality or correctness. 检查, 检验 -or n. 检察员, 检验员

*industrial a. of industry and the people who work in it 工业的, 产业的

*machinery n. machines in general 机器[总称]

*absorb vt. (of a country or organization) to make (a smaller country or organization) into a part of itself 并入, 并吞

*surplus a. (an amount) additional to what is needed or used 过剩的(量), 多余的(量)

◆archaeology n. the study of the buried remains of ancient times, such as houses, pots, tools and weapons 考古学 -ist 考古学家

*urban a. of a town or city 城市的, 都市的

*edit vt. to prepare for printing, broadcasting, etc. by deciding what shall be included or left out, putting right mistakes, etc. 编辑, 剪辑 -or n. 编辑, 编者

◆disillusion vt. to free from an illusion; tell or show the (esp. unpleasant) truth to 使醒悟, 使不再抱幻想

*architecture n. the art and science of building, including its planning, making, and decoration 建筑学

*heading n. the words written as a title at the top of a piece of writing, or at the top of each part of it 标题, 题目

*intellectual a. of using, or needing the use of the intellect 智力的, 要用脑力的

- *curriculum n. a course of a study offered in a school, college, etc. 课程
- *ideal a. perfect in every way 理想的, 完美的
- *sake n. **for the sake of** a. in order to help, improve, or bring advantage 为...好处着想
b. for the purpose of 为...起见
- *minority n. the smaller number or part; less than half 少数, 小部分
- △prestige n. general respect or admiration felt for someone or sth. because they have (or are connected with) high quality, social influence, success, etc. 威信, 威望, 声望 -gious a. 有威信/威望的
- *recruit vt. to find in order to employ; get the services of 招聘; 吸收(新成员)
- △orient esp. *AmE* =orientate vt. to arrange or direct with a particular purpose 按...调整; 为...设计; 使适应
- *critical a. providing a careful judgement of the good and bad quality of sth. 批评地, 批判地 -ly adv.
- *consumer n. a person who buys and uses goods and services 消费者; 顾客
- *product n. sth. useful produced by growth or from the ground, or made in a factory 产品, 出品, 制品, 物产, 农产品
- *dependence n. the state of being dependent; inability to exist or operate without the help or support of someone or sth. else 依赖, 依靠
- *invest v. to put (money) to a particular use, e.g. by buying shares in a business, in order to make a profit 投资, 入股 -ment n. 投资
四级55; 六级4; 八级6

Translation:

Translate the following sentences into Chinese:

1. And now that close to half our high school graduates are attending, those who don't fit the pattern are becoming more numerous, and more obvious.
2. And perhaps all those successful college graduates would have been successful whether they had gone to college or not.
3. The rest of our high school graduates need to look at college more closely and critically, to examine it as a consumer product, and decide if the cost in dollars, in time, in continued dependence, and in future returns, is worth the very large investment each student -and family -must make.

Vocabulary:

Match the words on the left column with those on the right:

- | | |
|-----------------|------------------------------|
| 1. Stimulation | a. disable; make useless |
| 2. Conventional | b. purchaser |
| 3. Forge | c. encouragement |
| 4. Evidence | d. simple; beginning |
| 5. Ambitious | e. estate |
| 6. Retail | f. desire; motive |
| 7. Sabotage | g. typical |
| 8. Recruit | h. retainer |
| 9. Illusion | i. fake |
| 10. Attendant | j. consume; combine |
| 11. Surplus | k. demonstration |
| 12. Elementary | l. spectator; enquirer |
| 13. Consumer | m. sale |
| 14. Inspector | n. refresh |
| 15. Absorb | o. extra |
| 16. Investment | p. visual fallacy; deception |

Passage C

Pre-reading questions:

1. How do you get things started?
2. Do you find it difficult to get things started?
3. Has anybody ever told you that listing is a good way to get things started?

Getting Started

By Robert M. Pirsig

This road keeps on winding down through this canyon. Early morning patches of sun are around us everywhere. The cycle hums through the cold air and mountain pines and we pass a small sign that says a breakfast place is a mile ahead.

“Are you hungry?” I shout.

“Yes” Chris shouts back.

Soon a second sign saying CABINS with an arrow under it points off to the left. We slow down, turn and follow a dirt road until it reaches some varnished log cabins under some trees. We pull the cycle under a tree, shut off the ignition and gas and walk inside the main lodge. The wooden floors have a nice clump under the cycle boots. We sit down at tableclothed table and order eggs, hot cakes, maple syrup, milk, sausages and orange juice. That cold wind has worked up an appetite.

“I want to write a letter to Mom,” Chris says.

That sounds good to me. I go to the desk and get some of the lodge stationery. I bring it to Chris and give him my pen. That brisk morning air has given him some energy too. He puts the paper in front of him, grabs the pen in a heavy grip and then concentrates on the blank paper for a while.

He looks up. “What day is it?”

I tell him. He nods and writes it down.

Then I see him write, “Dear Mom:”

Then he stares at the paper for a while.

Then he looks up. “What should I say?”

I start to grin. I should have him write for an hour about one side of a coin. I’ve sometimes thought of him as a student but not as a rhetoric student.

We’re interrupted by the hot cakes and I tell him to put the letter to one side and I’ll help him afterward.

When we are done I sit smoking with a leaden feeling from the hot cakes and the eggs and everything and notice through the window that under the pines outside the ground is in patches of shadow and sunlight.

Chris brings out the paper again. “Now help me,” he says.

“Okay,” I say. I tell him getting stuck is the commonest trouble of all. Usually, I say, your mind gets stuck when you’re trying to do too many things at once. What you have to do is try not to force words to come. That just gets you more stuck. What you have to do now is separate out the things and do them one at a time. You’re trying to think of what to say and what to say first at the same time and that’s too hard. So separate them out. Just make a list of all the things you want to say in any old order. Then later we’ll figure out the right order.

“Like what things?” he asks.

“Well, what do you want to tell her?”

“About the trip.”

“What things about the trip?”

He thinks for a while. “About the mountain we climbed.”

“Okay, write that down,” I say.

He does.

Then I see him write down another item, then another, while I finish my cigarette and coffee. He goes through three sheets of paper, listing things he wants to say.

“Save those,” I tell him, “and we’ll work on them later.”

“I’ll never get all this into one letter,” he says.

He sees me laugh and frowns.

I say, “Just pick out the best things.” Then we head outside and onto the motorcycle again. (591 words)

New words:

- ◆canyon n. a deep narrow steep-sided valley usu. with a river flowing through 峡谷
- *patch n. an often irregularly shaped part of a surface or space that is different, esp. in color, from the surface or space round it (形状不规则的)斑; 小块
- △hum vi. (of bees and certain animals) to make a continuous low sound 发嗡嗡声
- *pine 松(树)
- *cabin n. a small roughly built usu. wooden house 小木屋
- *arrow n. (指示方向或方位的) 箭头符号
- *vanish vi. to disappear or go suddenly out of sight, esp. in a unexplained way 突然不见, 消失
- *log n. a thick unshaped piece of wood from a tree, either the whole trunk that has been cut down, or smaller pieces cut off 原木, 木料
- *cycle n. bicycle 自行车
- △ignite v. *fml* to (cause to) start to burn 点燃, 点火, -ion n. the act or action of igniting 点燃, 引发
- *gas n. *AmE* petrol 汽油
- *lodge n. a small house for hunters, skiers, etc. to stay in while crossing wild country or mountains (供猎人, 滑雪者歇脚的)小屋
- ◆clump n. (of) a heavy solid lump or mass of sth. (土, 泥等的) 团; 块
- *boot n. 靴子
- ◆maple n. 枫树
- ◆syrup n. 糖浆
- *sausage 香肠
- *appetite n. a desire or wish to have sth., esp. food 胃口, 食欲
- ◆stationery n. 1. materials for writing; paper, pens, pencils etc.
2. Paper for writing letters, usu. with matching envelopes. 文具
- △brisk a. (esp. of wind and air) pleasantly cold and strong 寒冷而清新的
- *grab vt. to take hold of (a person or thing) with a sudden rough movement, esp. for a bad or selfish purpose 抓住
- *grip n. a very tight forceful hold 紧握
- *concentrate v. (on, upon) to direct (one’s thoughts, efforts, attention, etc) towards a particular activity or purpose 集中(思想, 精力, 注意力等)
- *blank a. without writing, print or other marks 无字迹的; 空白的
- ◆rhetoric a. 修辞学
- *interrupt vt. to break the flow of speech or action of (someone) by saying or doing sth. 打断(某人的)讲话; 中断(某人的)行为; 打扰
- ◆leaden a. without cheerfulness or excitement 沉重的, 沉闷的
- ◆stuck a. unable to go further or do anything further, esp. because of difficulties 难住的, 困住的, 无法进行下去
- *item n. (of) a single thing on a list or among a set (清单上或一组事物中的)一项, 一件, 一条
- *frown vi. to bring the eyebrows together in anger or effort, causing lines to appear on the forehead (表示愤怒或烦心而) 皱眉
- ◆motorcycle n. a large heavy bicycle driven by an engine 摩托车

Band 4: 20 Band 6: 3 Out: 9

Note:

This text is an excerpt from *Zen and the Art of Motorcycle Maintenance* by Robert M Pirsig.

Comprehension Check:

Answer questions:

1. Have you noticed what tense the writer used in this story? Why did he use this tense instead of the simple past tense? Would it be different if he used the simple past tense?
2. What do paragraph one and two function as?
3. Which paragraph(s) tell/s the boy how to write a letter?

Vocabulary exercises:

Use the words given to complete the following sentences. Some may not be used and some may be used more than once. Change forms if necessary:

| |
|--|
| save lodge separate common interrupt pick figure concentrate appetite stationary climb vanish |
|--|

1. We still haven't _____ out how to do it.
2. Keep the onions _____ from the bread, or they'll make it smell.
3. It is now quite _____ for women to have jobs.
4. She's studying for an exam tomorrow, so you'd better not _____ her.
5. If you see the _____, you are not far away from the mountain top.
6. With a wave of his hand, the magician made the rabbit _____.
7. He had no _____ for hard work.
8. I _____ at a friend's house last weekend.
9. Industrial development is being _____ in the southern part of China.
10. I received a letter on hotel _____ from Michael.

Book One / Unit Nine "On Education"

Keys

Passage A: Intensive Reading

Pre-reading questions are open to the students.

Comprehension check:

I

1. repetition emphasizing the word 'prime'.
2. open
3. for his own joy, because it was a moment he wanted to recapture and hold for himself.
4. it gives a vivid description of what actually happened
5. open

II. The original ending paragraph for reference:

For the first time, light shone on a possibility. It wasn't a very heartening possibility, to be sure. Writing couldn't lead to a job after high school, and it was hardly honest work, but Mr. Feagle had opened a door for me. After that I ranked Mr. Feagle among the finest teachers in the school.

Vocabulary:

I.

1. associate/ with
2. was thrust on
3. anticipate
4. prime
5. antiques
6. conveys
7. infected
8. passion
9. constantly
10. notion

II. Keys for reference:

1. The Dean of the department has made an informal approach to the School Committee.
2. Linda often helps the teacher distribute photocopies to the students in class.
3. What an extraordinary beauty!
4. The title 'The Art of Eating Spaghetti' produced an extraordinary sequence of mental images.
5. Charles still has a vivid recollection of dancing with Anna on the Christmas Party three year ago.
6. Emma often recalls the happy moments she spent together with her lovely boy.
7. Frederick went back and changed to make himself look respectable.
8. Dickens wrote a novel which perfectly recaptured his childhood.
9. Angela has a good command of English grammar.
10. Those students are too naughty. I think they need discipline.
11. This international award has put the seal on a long and distinguished career.
12. Edward spent most of his school career studying in Nottingham University.
13. The Royal Shakespeare Company has put on a sequence of historical plays by Shakespeare.
14. It's wrong for parents to read their children's private letters without their permission

III.

Gap-filling:

- 1-5 BCDA A 6-10. CBDAC
11-15 DBCAD 16-17. CB

Presentation: open

Translation:

1. 老师给我们提供了几个题目可选择来写非正式的散文。
2. 那时，写诗是不会找到工作的。
3. 在所有的老师中，我最喜欢的是付里格尔先生 (Mr. Fleegle).
4. 我老师认为我是班上仅有的几个好学生之一。
5. 新系统物美价廉。

Thinking

The concluding paragraph for reference:

I would have gone to see her, but I caught a bad cold, so that a colleague and his wife fetched me from my hotel and nursed me till I was well enough to go back to Ankara. So I never saw her again and lost her address. Perhaps I was afraid of falling in love with her.

Passage B:

Pre-reading questions are open to the students.

Translation:

1. 目前有近一半的高中毕业生上大学，不上大学的人数在不断增加和扩大。
2. 或许那些事业有成的大学毕业生不上大学都一样会成功。
3. 其余中学毕业生需要认真，审慎地看待读大学，把读大学当成消费品来审视，衡量其金钱花费，时间花费，非独立性的延长以及将来的回报是否值得每个学生 - 家庭耗费如此之多的投资。

Vocabulary:

1. c 2. g 3. i 4. k 5. f 6. m 7. a 8. n 9. p 10. h 11. o 12. d 13. b 14. l 15. j
16. e

Passage C:

Pre-reading questions are open to the students.

Comprehension check:

1. It is the simple present tense. The writer used this tense to make the story more vivid as if it were happening when he was telling the story. It wouldn't be as effective and as vivid as it is.
2. Orientation
3. From paragraph 7 to the end, i.e.
Okay, "I say. I tell him getting stuck is the commonest trouble of all...to the end.

Vocabulary:

1. Figured
2. Separate
3. Common
4. Interrupt
5. Lodge
6. Vanish
7. Appetite
8. Lodged
9. Concentrated
10. Stationary

Passage C:

Pre-reading questions are open to the students.

