

## THE ICEBERG OF CULTURE

*(Observable)*

behaviors

appearance

habits

language

dress

traditions

*(May or may not  
be obvious)*

customs

beliefs

beliefs

norms

expectations

time orientation

space orientation

learning / personality  
styles

rules / roles

values

assumptions

*(Usually out of our own  
and other's awareness)*

thought processes

**Potential American Culture Teaching Topics****BIG C**

AIDS  
Artists  
Capitalism  
Crime and security  
Elections  
Ethnic groups  
Frontier family life  
Geography  
Government leaders  
Historical events  
Immigration  
Literature  
Major holidays  
Musicians  
Native Americans  
Political system & parties  
Religion(s) in America  
School system  
Terrorism  
Urban America

**little c**

Acceptable/unacceptable conversation topics (e.g., income, age, weight)  
Body language  
Body odors (deodorant, mouthwash)  
Breakfast  
Child rearing/discipline  
Courtship and dating  
Eating habits  
Entertainment  
Exercise  
Family size & relationships  
Gift giving  
Holiday traditions  
Houses  
Humor  
Individualism  
Marriage and divorce  
Morality  
Movies  
Names  
Occupations and work  
Pets  
Proximity and touching  
School life  
Sports  
Suburban life  
Suntans  
Table etiquette  
Teenagers and their behavior  
Traffic and driving  
Women's roles (traditional & modern)

Teaching culture: strategies & techniques by Nada AbiSamra.

Web Page created on April 25, 2001. Last updated on January 10, 2006. Free access.

<http://nadabs.tripod.com/culture/>

10.C.1

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1. Definition: What is Culture? → Why are language and culture inseparably connected?
2. Common Approaches to Teaching Culture.
3. A Framework for Building Cultural Understanding. → A Framework for Learning/Teaching Culture
4. Planning Teaching for Cultural Understanding: Goals.
5. Themes to use for Teaching Culture.
6. Strategies & Techniques for Teaching Culture.

Strategies

- The lecture
- Native informants
- Audio-taped interviews
- Video-taped interviews/Observational dialogs
- Using authentic readings and realia for cross-cultural understanding (a four-stage approach to a cultural reading of authentic materials is very effective to lead students through the process of guided exploration and discovery:  
1- Thinking; 2- Looking; 3- Learning; 4- Integrating).
  - Strategies for Teaching the Value of Diversity

Techniques

- Cultural Islands
  - Culture Capsules
  - Culture Clusters
  - Culture Assimilators
  - Critical Incidents/Problem Solving
  - Culture Mini-Dramas
  - Audio-Motor Units
  - Cultoons
  - Media/Visuals
  - Celebrating Festivals
  - Kinesics and Body Language
  - Cultural Consciousness-Raising
  - Independent Activity Sheets
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Overall, it is a good tool for beginning and more experienced teachers alike. It is comforting to know we have some materials online we can access wherever we are, whenever we need them. Though the information may be a little outdated, much of what we have to deal with in the classrooms is there.

**"We and They"**  
**by Rudyard Kipling**  
*From "Debits and Credits" (1926)*

Father, Mother, and Me,  
Sister and Auntie say  
All the people like us are We,  
And every one else is They.  
And They live over the sea,  
While We live over the way,  
But—would you believe it?—They look upon We  
As only a sort of They!

We eat pork and beef  
With cow-horn-handled knives.  
They who gobble Their rice off a leaf,  
Are horrified out of Their lives;  
And They who live up a tree,  
And feast on grubs and clay,  
(Isn't it scandalous?) look upon We  
As a simply disgusting They!

.....

We eat kitcheny food.  
We have doors that latch.  
They drink milk or blood,  
Under an open thatch.  
We have Doctors to fee.  
They have Wizards to pay.  
And (impudent heathen!) They look upon We  
As a quite impossible They!

All good people agree,  
And all good people say,  
All nice people, like Us, are We  
And every one else is They:  
But if you cross over the sea,  
Instead of over the way,  
You may end by (think of it!) looking on We  
As only a sort of They!



## Important English Examinations in China

### 1. National Entrance Examination for Universities

Taken at the end of high school.  
Covers many subjects, including English.  
Determines the type of higher education a student receives (which university he/she goes to).

### 2. English Placement Examination

For entering freshman at some universities.  
Determines which English classes they will take.  
Includes listening comprehension (30%), reading comprehension (40%), vocabulary and structure (20%), and cloze (10%).

### 3. National Band 4/6 College English Test (CET)

Taken at the end of second year in college  
Five sections take a total of 120 minutes:

- Listening comprehension (20 min.)
- Reading comprehension (35 min.)
- Vocabulary and structure (20 min.)
- Short answer questions (15 min.)
- Writing (30 minutes)

CET Band 6 has sections:

- Listening comprehension (20 min.)
- Reading comprehension (35 min.)
- Vocabulary and structure (20 min.)
- Error correction (15 min.)
- Writing (30 min.)

### 4. Test for English Majors (TEM)

Higher level, more demanding than CET.  
Intended for students majoring in English.  
Six sections (Total time: 130 minutes):

- Dictation (15 min.)
- Listening comprehension (conversations, passages, and news broadcasts) (15 min.)
- Cloze (15 min.)
- Grammar and vocabulary (15 min.)
- Reading comprehension (25 min.)
- Writing (composition [35 min.] and note writing [10 min.]) (45 min.)

### 5. Test of English as a Foreign Language (TOEFL)

Created and administered by Educational Testing Service (Princeton, New Jersey).

Taken by students worldwide.

Used by most U.S. universities in determining the admissibility of international students.

Three sections:

1. Listening comprehension (30 min.)
2. Structure and written expression (25 min.)
3. Reading comprehension and vocabulary (45 min.)

All objectively scored, multiple-choice items.

Three formats:

- Old paper-based TOEFL
- Computer-based TOEFL
- New Internet-based TOEFL



## 2003 年 6 月大学英语四级考试全真试题

### Part I

### Listening Comprehension

(20 minutes)

#### Section A

1. A) At a theatre. B) At a booking office.  
C) At a railway station. D) At a restaurant.
2. A) The man is inviting the woman to dinner.  
B) The woman is too busy to join the man for dinner.  
C) The woman is a friend of the Stevensons'.  
D) The man is going to visit the Stevensons.
3. A) The professor's presentation was not convincing enough.  
B) The professor's lecture notes were too complicated.  
C) The professor spoke with a strong accent.  
D) The professor spoke too fast.
4. A) The furnished apartment was inexpensive.  
B) The apartment was provided with some old furniture.  
C) The furniture in the market was on sale every Sunday.  
D) The furniture he bought was very cheap.
5. A) The man is thinking about taking a new job.  
B) The man likes a job that enables him to travel.  
C) The man is sure that he will gain more by taking the job.  
D) The man doesn't want to stay home and take care of their child.



## 2003 年 6 月大学英语四级考试全真试题

### Part I

### Listening Comprehension

(20 minutes)

#### Section B

##### Passage One

Questions 11 to 13 are based on the passage you have just heard.

11. A) Anxious and worried. B) Proud and excited.  
C) Nervous and confused. D) Inspired and confident.
12. A) His father scolded him severely. B) His father took back the six dollars.  
C) His father made him do the cutting again. D) His father cut the leaves himself.
13. A) One can benefit a lot from working with his father.  
B) Manual labourers shouldn't be looked down upon.  
C) One should always do his job earnestly.  
D) Teenagers tend to be careless.

##### Passage Two

Questions 14 to 16 are based on the passage you have just heard.

14. A) He ran a village shop. B) He worked on a farm.  
C) He worked in an advertising agency. D) He was a gardener.
15. A) It was stressful. B) It was colorful.  
C) It was peaceful. D) It was boring.

## Part II

## Reading Comprehension

(35 minutes)

## Passage One

Questions 21 to 25 are based on the following passage:

On average, American kids ages 3 to 12 spent 29 hours a week in school, eight hours more than they did in 1981. They also did more household work and participated in more of such organized activities as soccer and ballet(芭蕾舞). Involvement in sports, in particular, rose almost 50% from 1981 to 1997; boys now spend an average of four hours a week playing sports; girls log half that time. All in all, however, children's leisure time dropped from 40% of the day in 1981 to 25%.

"Children are affected by the same time *crunch*(危机) that affects their parents," says Sandra Hofferth, who headed the recent study of children's timetable. A chief reason, she says, is that more mothers are working outside the home. (Nevertheless, children in both double-income and "male breadwinner" households spent comparable amounts of time interacting with their parents, 19 hours and 22 hours respectively. In contrast, children spent only 9 hours with their single mothers.)

All work and no play could make for some very messed-up kids. "Play is the most powerful way a child explores the world and learns about himself," says T. Berry Brazelton, professor at Harvard Medical School. Unstructured play encourages independent thinking and allows the young to negotiate their relationships with their peers, but kids ages 3 to 12 spent only 12 hours a week engaged in it.

The children sampled spent a quarter of their rapidly decreasing "free time" watching television. But that, believe it or not, was one of the findings parents might regard as good news. If they're spending less time in front of the TV set, however, kids aren't replacing it with reading. Despite efforts to get kids more interested in books, the children spent just over an hour a week reading. Let's face it, who's got the time?

21. By mentioning "the same time crunch" (Line 1, Para. 2) Sandra Hofferth means \_\_\_\_\_.
  - A) children have little time to play with their parents
  - B) children are not taken good care of by their working parents
  - C) both parents and children suffer from lack of leisure time
  - D) both parents and children have trouble managing their time
22. According to the author, the reason given by Sandra Hofferth for the time crunch is \_\_\_\_\_.
  - A) quite convincing
  - B) partially true
  - C) totally groundless
  - D) rather confusing
23. According to the author a child develops better if \_\_\_\_\_.
  - A) he has plenty of time reading and studying
  - B) he is left to play with his peers in his own way
  - C) he has more time participating in school activities
  - D) he is free to interact with his working parents
24. The author is concerned about the fact that American kids \_\_\_\_\_.
  - A) are engaged in more and more structured activities
  - B) are increasingly neglected by their working mothers
  - C) are spending more and more time watching TV
  - D) are involved less and less in household work
25. We can infer from the passage that \_\_\_\_\_.
  - A) extracurricular activities promote children's intelligence
  - B) most children will turn to reading with TV sets switched off
  - C) efforts to get kids interested in reading have been fruitful
  - D) most parents believe reading to be beneficial to children

## Part III

## Vocabulary and Structure

(20 minutes)

10.E.3

41. She \_\_\_\_\_ her trip to New York because she was ill.  
A) called off B) closed down C) put up D) went off
42. \_\_\_\_\_ the storm, the ship would have reached its destination on time.  
A) But for B) In case of C) In spite of D) Because of
43. We should concentrate on sharply reducing interest rates to pull the economy out of \_\_\_\_\_.  
A) rejection B) restriction C) retreat D) recession
44. The \_\_\_\_\_ of finding gold in California attracted a lot of people to settle down there.  
A) prospects B) speculations C) stakes D) provisions
45. I suffered from mental \_\_\_\_\_ because of stress from my job.  
A) damage B) release C) relief D) fatigue
46. The rest of the day was entirely at his \_\_\_\_\_ for reading or recreation.  
A) dismissal B) survival C) disposal D) arrival
47. You will not be \_\_\_\_\_ about your food in time of great hunger.  
A) special B) particular C) peculiar D) specific
48. Crime is increasing worldwide, and there is every reason to believe the \_\_\_\_\_ will continue into the next decade.  
A) emergency B) trend C) pace D) schedule
49. You shouldn't have written in the \_\_\_\_\_ since the book belongs to the library.  
A) interval B) border C) margin D) edge
50. The \_\_\_\_\_ of airplane engines announced a coming air raid.  
A) roar B) exclamation C) whistle D) scream
51. This ticket \_\_\_\_\_ you to a free boat tour on the lake.  
A) entitles B) appoints C) grants D) credits
52. This is the nurse who \_\_\_\_\_ to me when I was ill in hospital.  
A) accompanied B) attended C) entertained D) shielded
53. I was about to \_\_\_\_\_ a match when I remembered Tom's warning.  
A) rub B) hit C) scrape D) strike

## Part IV

## Short Answer Questions

(15 minutes)

**Directions:** In this part there is a short passage with 8 questions or incomplete statements. Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words. Write your answers in the spaces provided on the right of the page.

What personal qualities are desirable in a teacher? I think the following would be generally accepted.

First, the teacher's personality should be lively and attractive. This does not rule out people who are plain-looking, or even ugly, because many such people have great personal charm. But it does rule out such types as the over-excitable, sad, cold, and frustrated.

Secondly, it is not merely desirable but essential for a teacher to have a genuine capacity for sympathy, a capacity to understand the minds and feelings of other people, especially, since most teachers are school teachers, the minds and feelings of children. Closely related with this is the capacity to be tolerant — not, indeed, of what is wrong, but of the weaknesses and immaturity of human nature which induce (诱导) people, and again especially children, to make mistakes.

Thirdly, I hold it essential for a teacher to be both intellectually and morally honest. This means that he will be aware of his intellectual strengths and limitations, and will have thought about and decided upon the moral principles by which his life shall be guided. There is no contradiction in going on to say that a teacher should be a bit of an actor. That is part of the technique of teaching, which demands that every now and then a teacher should be able to put on an act — to enliven (使生动) a lesson, correct a fault, or award praise. Children, especially young children, live in a world that is rather larger than life.

A teacher must be capable of infinite patience. This, I may say, is largely a matter of self-discipline and self-training, for we are none of us born like that.

Finally, I think a teacher should have the kind of mind which always wants to go on learning. Teaching is a job at which one will never be perfect; there is always something more to learn about it. There are three principal objects of study: the subjects which the teacher is teaching; the methods by which the subjects can best be taught to the particular pupils in the classes he is teaching; and — by far the most important — the children, young people, or adults to whom the subjects are to be taught. The two fundamental principles of British education today are that education is education of the whole person, and that it is best acquired through full and active co-operation between two persons, the teacher and the learner.

- S1. Plain-looking teachers can also be admired by their students if they have S1.
- S2. The author says it is S2 that teachers be sympathetic with their students.
- S3. A teacher should be tolerant because humans tend to have S3(1) and to be S3(2).
- S4. A teacher who is S4 will be able to make his lessons more lively.
- S5. How can a teacher acquire infinite patience?  
S5
- S6. Since teaching is a job no one can be perfect at, it is necessary for teachers to keep improving their knowledge of the subjects they teach and their S6.
- S7. Teachers' most important object of study is S7.
- S8. Education cannot be best acquired without S8 between the teacher and the learner.

S1 \_\_\_\_\_

S2 \_\_\_\_\_

S3 (1) \_\_\_\_\_

(2) \_\_\_\_\_

S4 \_\_\_\_\_

S5 \_\_\_\_\_

S6 \_\_\_\_\_

S7 \_\_\_\_\_

S8 \_\_\_\_\_

## Part V

## Writing

(30 minutes)

Directions: For this part, you are allowed thirty minutes to write an eye-witness account of a traffic accident. You should write at least 120 words according to the outline given below in Chinese:

假设你在某日某地目击一起车祸，就此写一份见证书。见证书须包括以下几点：

1. 车祸发生的时间及地点；
2. 你所见到的车祸情况；
3. 你对车祸原因的分析。

## An Eye-Witness Account of a Traffic Accident

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## QUESTION BOOKLET

TEST FOR ENGLISH MAJORS  
— GRADE FOUR —

TIME LIMIT: 130 MIN.

## PART I DICTATION [15 MIN.]

Listen to the following passage. Altogether the passage will be read to you four times. During the first reading, which will be read at normal speed, listen and try to understand the meaning. For the second and third readings, the passage will be read sentence by sentence, or phrase by phrase, with intervals of 15 seconds. The last reading will be read at normal speed again and during this time you should check your work. You will then be given 2 minutes to check through your work once more.

Please write the whole passage on ANSWER SHEET ONE.

## PART II LISTENING COMPREHENSION [15 MIN.]

In sections A, B and C you will hear everything once only. Listen carefully and then answer the questions that follow. Mark the correct answer to each question on your answer sheet.

## SECTION A CONVERSATIONS

In this section you will hear several conversations. Listen to the conversations carefully and then answer the questions that follow.

Questions 1 to 3 are based on the following conversation. At the end of the conversation, you will be given 15 seconds to answer the questions.

Now listen to the conversation.

1. What is the Student Action Coalition trying to do?
  - A. It's trying to save the earth.
  - B. It's trying to protect some of the open spaces on campus.
  - C. It's opposing the construction of a new parking lot.
  - D. It's trying to publish articles in the newspaper about the group.
2. What will the woman probably do on Thursday afternoon?
  - A. She'll sign the petition.
  - B. She'll go to the meeting.
  - C. She'll have a picnic.
  - D. She'll have a class.
3. What does the woman agree to do?
  - A. To go to the rally.
  - B. To join the group.
  - C. To go to the next meeting.
  - D. To take part in the demonstration.

SECTION B PASSAGES

10.G.2

In this section you will hear several passages. Listen to the passages carefully and then answer the questions that follow.

Questions 11 to 13 are based on the following passage. At the end of the passage, you will be given 15 seconds to answer the questions.

Now listen to the passage.

11. Where did Jane Adams spend her life after she left her home?
- A. In day-care centers where little children were taken care of.
  - B. In areas in Chicago where poor people lived.
  - C. In places where hot lunch was provided for factory workers.
  - D. In schools where free classes were organized for young people.
12. For whom did Jane Adams start the country vocation programs?
- A. For young people and adults.
  - B. For immigrants.
  - C. For factory workers.
  - D. For poor city children.
13. What's the passage mainly about?
- A. Jane Adam's contributions to society.
  - B. Jane Adam's struggle for women's liberation.

SECTION C NEWS BROADCAST

Questions 21 and 22 are based on the following news. At the end of the news item, you will be given 10 seconds to answer the questions.

Now listen to the news.

21. Some Haitians are on strike in order to \_\_\_\_\_.
- A. get proper medical treatment
  - B. ask for their political rights
  - C. protest against the U.S. decision
  - D. demand food supply aid from the USA
22. The strikers are denied entry into the U.S. because \_\_\_\_\_.
- A. AIDS virus has been found among them
  - B. they can not get political asylum in the U.S.
  - C. the U.S. government has refused to take them
  - D. they don't accept proper medical treatment

Question 23 is based on the following news. At the end of the news item, you will be given 5 seconds to answer the question.

Now listen to the news.

PART III CLOZE [15 MIN.]

10.6.3

Decide which of the choices given below would best complete the passage if inserted in the corresponding blanks. Mark the best choice for each blank on your answer sheet.

Our ape-men forefathers had no obvious natural weapons in the struggle for survival in the open. They had neither the powerful teeth nor the strong (31) \_\_\_\_\_ of the big cats.

- 31. A. claws
- B. paws
- C. hoofs
- D. hands

They could not (32) \_\_\_\_\_ with the bear, whose strength,

- 32. A. match
- B. compare
- C. rival
- D. equal

speed and claws (33) \_\_\_\_\_ an impressive "small-fire"

- 33. A. became
- B. equipped
- C. posed
- D. provided

weaponry. They could not even defend themselves (34) \_\_\_\_\_ running swiftly like the horses, zebras or small animals. If the ape-men had attempted to compete on those terms in the

- 34. A. in
- B. upon
- C. by
- D. with

open, they would have been (35) \_\_\_\_\_ to failure and

- 35. A. driven
- B. doomed
- C. forced

PART IV GRAMMAR AND VOCABULARY [15 MIN.]

There are thirty sentences in this section. Beneath each sentence there are four words or phrases marked A, B, C and D. Choose one word or phrase that best completes the sentence.

Mark your answers on your answer sheet.

51. After \_\_\_\_\_ seemed an endless wait, it was her turn to enter the personnel manager's office.

- A. that
- B. there
- C. what
- D. it

52. The three men tried many times to sneak across the border into the neighbouring country, \_\_\_\_\_ by the police each time.

- A. had been captured
- B. being always captured
- C. only to be captured
- D. unfortunately captured

53. Professor Johnson is said \_\_\_\_\_ some significant advance in his research in the past year.

- A. having made
- B. making
- C. to have made
- D. to make

54. Fat cannot change into muscle \_\_\_\_\_ muscle changes into fat.

- A. any more than
- B. no more than
- C. no less than
- D. much more than

55. It is not so much the language \_\_\_\_\_ the cultural background that makes the book difficult to understand.



*In this section there are several reading passages followed by twenty questions or unfinished statements, each with four suggested answers marked A, B, C and D. Choose the one that you think is the best answer.*

*Mark your answers on your answer sheet.*

## TEXT A

Surprisingly, no one knows how many children receive education in English hospitals, still less the content or quality of that education. Proper records are just not kept.

We know that more than 850,000 children go through hospital each year, and that every child of school age has a legal right to continue to receive education while in hospital. We also know there is only one hospital teacher to every 1,000 children in hospital.

Little wonder the latest survey concludes that the extent and type of hospital teaching available differ a great deal across the country. It is found that half the hospitals in England which admit children have no teacher. A further quarter have only a part-time teacher. The special children's hospitals in major cities do best; general hospitals in the country and holiday areas are worst off.

From this survey, one can estimate that fewer than one in five children have some contact with a hospital teacher — and that contact may be as little as two hours a day. Most children interviewed were surprised to find a teacher in hospital at all. They had not been prepared for it by parents or their own school. If there was a teacher they were much more likely to read books and do math or number work; without a teacher they would only play games.

Reasons for hospital teaching range from preventing a child falling behind and maintaining the habit of school to keeping a child occupied, and the latter is often all the teacher can do. The position and influence of many teachers was summed up when parents referred to them as "the library lady" or just "the helper".

Children tend to rely on concerned school friends to keep in touch with school work. Several parents spoke of requests for work being ignored or refused by the school. Once back at school, children rarely get extra teaching, and are told to catch up as best as they can.

Many short-stay child-patients catch up quickly. But schools do very little to ease the anxiety about falling behind expressed by many of the children interviewed.

81. The author points out at the beginning that \_\_\_\_\_.  
A. every child in hospital receives some teaching  
B. not enough is known about hospital teaching  
C. hospital teaching is of poor quality  
D. the special children's hospitals are worst off
82. It can be inferred from the latest survey that \_\_\_\_\_.  
A. hospital teaching across the country is similar  
B. each hospital has at least one part-time teacher  
C. all hospitals surveyed offer education to children  
D. only one-fourth of the hospitals have full-time teachers
83. Children in hospital usually turn to \_\_\_\_\_ in order to catch up with their school work.  
A. hospital teachers  
B. schoolmates  
C. parents  
D. school teachers
84. We can conclude from the passage that the author is \_\_\_\_\_.  
A. unfavourable towards children receiving education in hospitals  
B. in favour of the present state of teaching in hospitals  
C. unsatisfied with the present state of hospital teaching  
D. satisfied with the results of the latest survey

PART VI WRITING [45 MIN.]

SECTION A COMPOSITION [35 MIN.]

*With the rapid development of our society, the campus is no longer an "Ivory Tower". Students must get in touch with the world outside the campus so that they can adapt themselves to society more quickly when they graduate.*

*Write on ANSWER SHEET TWO a composition of about 200 words on the following topic:*

**Getting to Know the World outside the Campus**

*You are to write in three parts:*

*In the first part, state what you think.*

*In the second part, support your view with one or two reasons.*

*In the last part, bring what you have written to a natural conclusion or a summary.*

*Marks will be awarded for content, organization, grammar and appropriacy. Failure to follow the instructions may result in a loss of marks.*

SECTION B NOTE-WRITING [10 MIN.]

*Write on ANSWER SHEET TWO a note of about 50 - 60 words based on the following situation:*

*You happen to find a wallet containing 800 yuan in the university library. The address of the owner is in the wallet, too. Write to the owner, suggesting ways to return it to him.*

*Marks will be awarded for content, organization, grammar and appropriacy.*

PART II LISTENING COMPREHENSION

10.G.6

SECTION A CONVERSATIONS

1. 有关目的的细节测试题。可从文中 “we’re trying to protect and conserve some of the open spaces on campus” 直接找到答案 B。
2. 有关细节内容的测试题。可从文中 “I have a class on Thursday afternoon” 直接找到答案 D。
3. 有关细节内容的测试题。可从文中最后一句 “Let me know when the next meeting is and I’ll try to be there” 直接找到答案 C。
4. 有关原因的细节测试题。可从文中 “They’ve been trying to sell their house for six months to a year now” 直接找到答案 D。
5. 有关原因的细节测试题。使用排除法，可得出正确答案为 B。
6. 有关地点的细节测试题。可从文中 “They’re going to San Miguel de Allende”, “It’s ... little town”, “it’s about 150 miles northwest of Mexico City” 直接找到答案 C。
7. 有关细节的判断题。内容覆盖全文，可使用排除法得出答案 B。
8. 有关原因的细节测试题。要特别注意区分 A 和 C，可从文中直接找到答案 C。
9. 有关数字的细节测试题。原文说所有的人都出席 Mr. Tananka’s talk，所以正确答案为 C。
10. 有关细节的判断题。内容覆盖全文，可使用排除法得出答案 A。

10, H. 1



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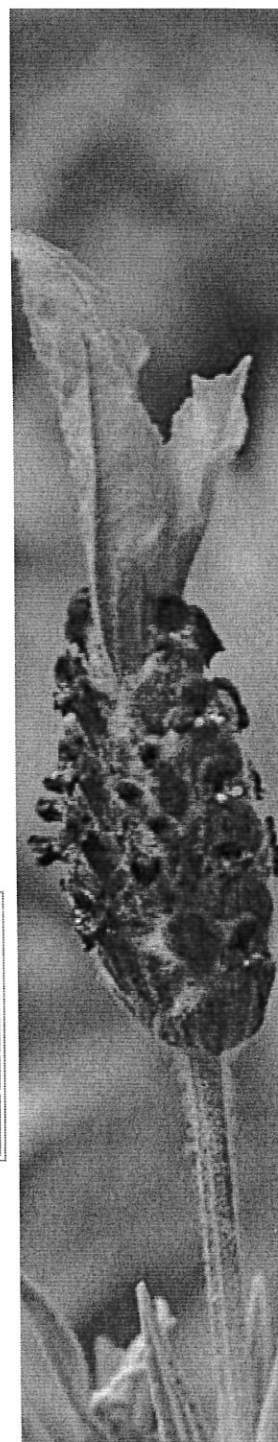
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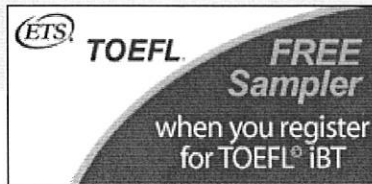
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10.1.1

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## Donald C. Bird

Nankai University

Tianjin, China

birdd@byui.edu

10.5.1

**NOTE:** Preparations for this lesson should begin before leaving for China so DVDs can be purchased before departing for your university.

Use of **short theme-based DVDs** for language instruction. Available from Deseret Bookstore. Prices vary from \$12.00 to \$20.00 and usually have about 4 movies on each DVD.

- |  |                                 |
|--|---------------------------------|
| • Johnny Lingo (20 min.)                   | The Bridge (10 min.)            |
| • The Mail Box (? min.)                    | The Pump (10 min.)              |
| • The Emmet Smith Story (27 min.)          | John Bakers Last Race (28 min.) |
| • The Book and the Rose (30 min.)          | The Last Leaf (26 min.)         |
| • CIPHER in the Snow (21 min.)             | In Time of Need (10 min.)       |
| • The Touch of the Master's Hand (19 min.) | Etc.                            |
| • Uncle Ben (? min)                        |                                 |

**The Johnny Lingo Story** (20 mins.) takes place in the beautiful south pacific islands and deals with marriage customs. The story teaches a moral principle and class members should try to determine the principle being taught.

This lesson may involve **several activities** depending on how much time one may want to use:

**Suggested Activities:** 1) Vocabulary building. 2) small group discussions 3) individual student class presentation 4) entire class discussion, 5) debate and, 6) journal entry or an in-class writing exercise. (half page?)

### **Debate:**

The women in the class will argue that Mahana was worth eight cows and the men will argue that Johnny should not have paid eight cows. After a few moments of discussion the instructor may wish to switch and have each team argue the other point of view.

### **Discussion:**

In groups of four discuss what you think the Johnny Lingo story means to your group. Choose one person to represent the group to report the group's conclusions to the rest of the class. (The instructor may wish to choose the person to make the report.) You could lead a discussion with the entire class.

**VOCABULARY:** (**NOTE:** We also review our Friday night movies and build a vocabulary and idiom list to present to the students before we start the movie, which usually takes about 30 minutes.)

take her off my hands	no longer in one's care or possession
order one from the States	have something sent from the United States
gathering dust	not used so just sits there getting dusty
pick it up	get something from the store
small fortune	very valuable, costs a lot
gossiping	idle talk or rumor about others
unpacked	undo or remove contents from box or suitcase
bargain	to get something for less than the usual cost
flutter	wave about or heart to beat rapidly

shadow	image cast on the ground by a body intercepting light
spool	a cylindrical object on which something is wound
shrewd	sharp or wise in business matters
trader	a merchant or businessman
doubled	anything that is twice the usual size
greet	to meet or receive
stick	a branch of a tree that has been cut off
bruises	a dark spot on the skin because of injury
disobedient	not obedient, to not obey
envy	to desire what someone else has or owns
mock	to treat with ridicule or unkindness
industrious	work with energy, hardworking
gathering	a collection of anything
counselor	one who advises another
sharpest	keen, aware
honeymoon	a vacation or trip taken by a newly married couple
whisper	speak in a soft sound so as not to be heard by many
conniving	to help a person in doing wrong
scoundrel	dishonorable person
foolish	lack of common sense, unwise
beat	to hit a person or animal over and over again
mend	repair clothing, healing of broken bones
homely	not very good looking, plain, not attractive
comfort	to cheer up, to make feel better
hugging	to hold tightly in one's arms with affection, embrace
agreeable	willing to agree
mistaken	wrong
decent	respectable, worthy person
superior	above average
shell	hard outer covering of an animal such as clam, turtle
valuable	of great worth
bracelet	jewelry worn on the wrist
mirror	glass which reflects image back
preposterous	foolish
gold	precious, valuable metal
settlement	business agreement
vain	very proud or concerned about oneself
ungrateful	not thankful for what one has or what is given one
sour	food that has gone bad has a bad taste
bride	female getting married
bridegroom	male getting married
incredible	hard to believe
stray	un-owned animal
candle	wax burned to give light or good scent
flicker	unsteady flame or light
shelf	a thin piece of wood or metal on a wall to hold things
accuse	to charge with a crime or offense
boast	brag, to speak with excessive pride about oneself
misjudged	to judge wrongly



## Integrating Four Skills in English Conversation Instruction



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## A video-based approach to

- Listening
- Speaking
- Reading
- Writing

## Big

- Tom Hanks
- Directed by Penny Marshall
- Twentieth Century Fox, 1988
- 104 minutes



## Listening

Students watch the movie without subtitles (English only), using their script as a reference.

## Reading

Students are given a movie script to read each week. This builds their English vocabulary and understanding of slang and idiomatic expressions.

### *Big* (Scenes 1-16)

**SCENE 1:** Josh is playing a computer game in his room.

JOSH: You are standing in the cavern of the evil wizard. All around you are the carcasses of slain ice dwarfs... Melt the wizard. What do you want to melt him with? What do you think I want to melt him with?

MOM: Josh, don't forget to take out the garbage.

JOSH: Just a second! Throw the...



### VOCABULARY

"Just a second": A common way to say: "Just a moment" or "Please wait" or "I'll be right with you" (Scene 1).

"awfully": This means "really" or "very" (Scene 1).

"geek": This term refers to someone who is "not cool" or is a "nerd" (Scene 3).

### Speaking

Students ask and answer discussion questions based on themes in the movie and practice and act dialogs they have written.

### Scene 8

Dropt twenty-five cents here.  
C'mon! C'mon! C'mon!  
Neat! ...Make my wish...I  
wish I were big...Your wish  
is granted.



**Discussion Question:** Josh finds the Zoltar machine and makes his wish to become big. If you found a Zoltar machine and could make *one* wish come true, what would you wish for? Why?

### Dialogs

Choose one of the situations below and write an interesting dialog between two people. Your dialog must be typed, double-spaced, with your name, student number, Scenes 1-20, and Situation # in the upper right-hand corner. Please bring two copies to class. I will collect one copy at the end of class.

### Situations

**Situation #1:** In Scene 6, Josh convinces his parents to let him ride on the roller coaster because he wants to impress Cynthia. **Imagine that you want to impress a boy by doing something very daring or dangerous, but you have to convince your mother or father to let you do it? What do you tell them? How do they react?**

### Student Dialog

A: Mom, can I go skydiving this weekend?

B: What? Skydiving? Are you crazy? It's too dangerous!

A: Please! I *have* to go!

B: What do you mean you have to?

A: Well, there's this guy that I like...

## Fantasy and Imagination!

**Discussion Question #4:** Obviously, what happened to Josh (suddenly becoming an adult) is a fantasy story. **But if you could wake up tomorrow morning and be any age for a day, what age would you like to be? Why?**

## Cross-Cultural Understanding

In Scene 10, the adult Josh returns home to try to convince his mother that he is really her son. Why does he say "Sorry" and go back outside?

## Syllabus

**Week 1:** *Big*, Scenes 1-16

**Week 2:** *Big*, Scenes 17-33

**Week 3:** *Big*, Scenes 34-48

**Week 4:** *Big*, Scenes 49-65

**Week 5:** *Big*, Scenes 66-80

**Week 6:** Oral Presentations

## Weekly Requirements

Each week students are required to:

- Study the script and be prepared to answer all Discussion Questions.
- Choose a situation and write a two-part dialog, typed, double-spaced, and bring two copies to class.
- Be prepared to ask questions about/related to the movie.

## In Class Options

- Watch movie without stopping the tape.
- Stop tape at each discussion question; ask additional questions after each scene.
- Students work in pairs and ask and answer assigned Discussion Questions, then practice both dialogs.
- Students ask and answer assigned Discussion Question and act out one of the dialogs in front of the class.
- Students are randomly chosen to ask questions about/related to the movie.

## Oral Presentations

**INTRODUCTION:** The purpose of this oral presentation is to test your ability to communicate in English clearly based on a topic related to the movie. This will require you to organize your thoughts, use detailed examples, practice many, many times so that you know your topic (not memorized), and can speak with confidence and maintain eye-contact with your audience. In addition, you must time yourself and stay within the 2-3' time limit.

## Oral Presentations

**TOPIC:** One of the central themes in *Big* is toys, and Josh is asked to create a new toy for his company. Josh invents an electronic comic book. Your job is to create a new, interesting, and fun toy that both you and your classmates would enjoy playing with. Your toy can be and/or do anything! It does not have to be something real—it can be based on fantasy, so have fun and use your imagination! \*Please do not choose something that already exists, such as Doraemon's *docodemo door*.

## Oral Presentations

**DIRECTIONS:** 1) Create your new toy. 2) Prepare 3 note cards in outline format. \*Write words and phrases to help you remember in case you forget what you want to say. Do not write your entire presentation on your note cards and memorize and/or read to us! 3) Draw pictures of your toy. \*Use posters that are big enough for everyone to easily see. 4) Practice and time yourself (2-3'). \*Know your topic—do not try to memorize or read!

## Oral Presentations

**Introduction (Note card #1):** 1) Introduce yourself to the class. 2) Introduce your toy and tell us its name and why you chose to invent it. 3) Show us a picture of your toy.

**Body (Note card #2):** 1) Explain, using detailed examples, everything about your toy: Its size and shape; What it's made of (plastic, wood, metal, etc.); How much it costs; What it does/can do and how one can use it. \*You can use posters to show us these things!

**Conclusion (Note card #3):** 1) Convince us why we should buy your toy right away and start using it. 2) Thank the audience.

## O.P. Evaluation

Instructor sits in the back of the room and listens to, times, and records (optional) each presentation, evaluating each student using the following criteria worth 50 points total:

Interesting Topic:	0 1 2 3 4 5
Organization:	0 1 2 3 4 5
Enthusiasm (Loud Voice):	0 1 2 3 4 5
Confidence (Eye Contact):	0 1 2 3 4 5
Detailed Examples:	0 1 2 3 4 5
Pronunciation:	0 1 2 3 4 5
Rhythm & Pace:	0 1 2 3 4 5
Overall Fluency:	0 1 2 3 4 5
Note Cards/Visual Aids:	0 1 2 3 4 5

## Students are reminded to:

- Practice and time yourself (2-3').
- Speak with enthusiasm and confidence (loud voice & eye contact).
- Do not try to memorize every word.
- Do NOT read to us!


## Grading Criteria

**25% Class Participation:** Attendance/Coming to class on time (Each class is worth 5 points: Over 5-minutes late = 1 late [-2.5 points]; 2 times late = 1 absence [-5 points])

**25% Discussion Questions:** Your ability to ask and answer questions with your partner.

**25% Dialogs:** Your ability to write an interesting dialog, in natural sounding English, with as few mistakes as possible, and your ability to act a dialog with your partner (Each dialog is worth 10 points [5 points written; 5 points acting]; Late dialogs = [-2.5 points]; Missing dialogs = [-5 points]; absent [-5 points].

**25% Oral Presentations**



## Thank you!

For an electronic copy of each movie script,  
discussion questions, and dialog situations,  
as well as oral presentation print for the  
movie *Big*, please E-mail:

**Douglas Forster**

**forster@fc.jwu.ac.jp**

# Oral Presentation: *Big*

10.L.1

**TOPIC:** One of the central themes in *Big* is toys, and Josh is asked to create a new toy for his company. Josh invents an electronic comic book. Your job is to create a new, interesting, and fun toy that both you and your classmates would enjoy using/playing with. Your toy can be and/or do *anything*! It does not have to be real—it can be based on fantasy, so use your imagination and have fun! \*Please do not choose something that already “exists,” such as Doraemon’s *Dokodemo Door*.

**DIRECTIONS:** 1) Create your new toy; 2) Prepare three note cards in outline format. \*Only write words and phrases to help you remember in case you forget what you want to say; 3) Make large, colorful posters that show us your toy (including its name) and that show us examples of what your toy can do (\*Remember: Use posters that are big enough for everyone to see clearly); 4) **Practice and time (3-4 minutes)** your presentation so that you know what you want to say and can speak with confidence, good eye-contact, and enthusiasm! **\*Remember: DO NOT READ!**

## I. Note card #1: Introduction

Name/Student #

1. Introduce myself.
2. Introduce my toy (Show poster)
3. Briefly explain why I invented this toy.

## II. Note card #2: Body

Name/Student #

1. Example #1: Size and shape, what it’s made of, how much it costs.
2. Examples #2 - (?): Show what my toy can do/How to use (Show posters).

## III. Note card #3: Conclusion

Name/Student #

1. Convince the audience to buy this toy.
2. Thank the audience.

**EVALUATION:** I will sit in the back of the room and listen to and time your presentation. Your presentation will be worth a maximum of 50 points using the following criteria: 1) Interesting Topic, 2) Organization, 3) Enthusiasm (Loud Voice), 4) Confidence (Eye-Contact), 5) Detailed Examples/Visual Aids, 6) Pronunciation, 7) Rhythm & Pace, 8) Overall Fluency, 9) Note Cards, and 10) Time.

**REMEMBER:** Practice and time yourself (3-4’) many, many times. Speak with enthusiasm and confidence (loud voice, maintain eye-contact with the audience). **\*DO NOT TRY TO MEMORIZE A SPEECH AND MOST OF ALL, DO NOT READ TO US!**

**DUE DATE:** This will count as your final oral presentation and is **due on July 5, 2005**. \*We will not meet on 7/12 nor will we meet during final exams (7/19-7/27). **\*Absolutely no late presentations can be accepted!**




## ROLE PLAY

### ■ *INSTRUCTIONAL GOAL:*

For students to communicate effectively in an unpredictable situation

### ■ *TARGET STUDENTS:*

Students who have some basic vocabulary and structures



The purpose of role play is to provide students with the opportunity to deal with the unpredictable language that occurs in real-life settings.

In role play, the emphasis is on effective communication. Students are assigned or volunteer for a role and are asked to improvise some kind of behavior toward other role character(s) in the exercise. Since the process of playing a part is more important than the finished product, students communicate with each other without reading or memorizing a script or dialogue. This requires each person in a role play to listen and respond appropriately to what is said and allows for individual variation, initiative, and imagination.

In role play, the focus of the activities is on fluency. The teacher acts as a facilitator, providing language or correcting errors only in cases of communication breakdown. Students are encouraged to utilize the language they already know—that is, to incorporate, in a free and uncontrolled way, structures and functions already presented either at an earlier stage of the lesson or in previous lessons.

Role play activities require students to make choices about language structures based on such considerations as function (the purpose of the communication), social setting (where the communication takes place), and register (the relationship of those communicating). Students must think about saying the right thing in the right place at the right time. Practice in making these choices enhances the students' chances of communicating successfully with native speakers of English.

Role play exercises are appropriate from the intermediate through the advanced levels. However, if a role play is to be successful at the intermediate level much more structured preparation is required.

Role play is an important technique because it allows for a wide variety of student experiences to be brought into the classroom; it gives students the opportunity to experiment with language in a friendly and safe environment, and it provides for and promotes communicative interaction among students.

## **Role Play**

### General Procedure

1. Teacher sets up situation (something relevant to students).
2. Teacher personalizes it and involves students.
3. Teacher assesses students' language level.
4. Teacher draws "dialog" out of students. (Teacher adds, corrects while writing it on the board.)
5. Teacher and students create expansion, variations. (There is no set dialog that everyone memorizes.)
6. Students engage in guided practice with and without the teacher.
7. Teacher varies the situation.
8. Students practice role playing in trios at tables (with one student as observer).
9. Volunteer students do role play in front of class. Teacher observes.

# ROLE PLAY IDEAS

10.0.1

**PROBLEM:** Someone lost their passport. You are the immigration officer at the Visa department.

You: How can I help you?

Person: (Tells you their problem.....)

You: Do you have a copy of the first page of your passport?

Person: NO

You: I will have to get the following information from you:

FULL NAME

HOME ADDRESS

BIRTH PLACE

REASON FOR TRAVEL

ID NUMBER

Person: When can I pick the new passport up?

How much will this cost me?

Thank you so much....

You: You are welcome.....(or any other comments)

---

**PROBLEM:** Someone needs an extension on their 60-day visa. They cannot return to China within the approved time limit. You are the immigration officer.

You: Good Morning! What can I do for you today?

Person: (explains why they need to stay longer in the country they are visiting; it might be because of illness, family problems, lack of money, plane problems.....)

You: I will need to ask you some additional questions:

Where are you staying in this country?

Who is your personal contact in this country....a citizen from this country who you know well?

Who is your nearest relative in China? What is their address?

PERSON: When will I know if this extension is approved?

Will there be an additional cost to have this date changed?

You: (answer the above questions)

---

**PROBLEM:** Someone has decided that they want to marry a foreigner and not return to China. You are the immigration officer.

You: Who is next? What is your problem today.

Person: (explains how they came to visit their fiancé, but have decided they want to stay in this country and get married)

You: How long have you known this individual? What nationality is this fiancé?

How long do you intend to stay in this country? Are you willing to give up your Chinese citizenship?

Person: (answers the above questions)

You: This will take about 2 weeks to get a decision back. Where can I reach you?

Person: (answers questions and thanks the officer for his/her time)



## POSSIBLE ORAL QUESTIONS A VISA OFFICER MAY ASK

10.P.1

1. What is your family and given name?
2. What are the names of your spouse and child?
3. What is your age, your birth date and place of birth?
4. When and where were you married?
5. What is your home address and telephone number?
6. Tell me about your family. What does your father and mother do?
7. What are the names of your brothers and sisters and what do they do?
8. Tell me about your educational background.
9. What is your occupation? Tell me about your work experience.
10. What are your favorite foods?
11. When you go to a restaurant with your spouse, what do you like to order?
12. How far is it from your house to your office?
13. How do you go to your office?
14. What time do you finish your work?
15. When do you start your work?
16. How many people work in your office?
17. What sports do you like?
18. What kind of special skills do you have?
19. What's the population of (Nanjing)?
20. Tell me about the climate of (Nanjing)?
21. How far is it from (Nanjing) to Beijing?
22. How do you think (Nanjing) and Beijing are alike and how are they different?
23. What do you know about (New Zealand)?
24. When you go to (New Zealand), do you plan to purchase a house or rent?
25. When you go to (New Zealand), what do you plan to do?
26. Where did you learn your English?
27. What did you do last weekend?
28. What is your child like? is your child home now?
29. What do you like to do in your spare time?
30. What do you like to do when you go out with your wife?
31. What kind of outdoor activities do you like?
32. What kind of western food do you like?
33. What kind of business do you have?
34. Have you ever been to Beijing?
35. How did you get to Beijing?
36. Are you used to the weather and customs here?
37. Why do you want to go to (New Zealand)?
38. Don't you think there's a housing problem here?
39. Do you adapt yourself to new circumstances easily?
40. How does your family feel about your decision?
41. What kind of work do you do on weekends?
42. How long are you going to stay in Beijing?
43. What did you have for lunch today?
44. What did you eat for your breakfast today?
45. What kind of music do you like?
46. Tell me about the last book your read?
47. Is there anything special you want to talk about?
48. Do you have any questions?
49. What is your opinion about -----?
50. Do you care to talk about ----- ?
51. Have you ever thought about -----?
52. Do you really think so?
53. Are you sure about that?
54. Would you just fill in this form?
55. Please tell me the name of your immigration agent.

# ROLE PLAYS USING ENGLISH IDIOMS

10.Q.1

by  
Paula Anderson

Oral English Majors  
Nanjing University of Technology

After my second year oral English majors had studied approximately 40 idioms, I assigned idiom role plays as follows:

## WEEK OF ASSIGNMENT

1. Students were put into groups of 4-6.
2. Each group picked the idioms they wanted to use in their role play. A minimum of 12 idioms per role play were required.
3. The 12 idioms were written on their paper and then the group brainstormed ideas on how to use the idioms in their role play dialogues.
4. One person in each group recorded the dialogue and other ideas.
5. Each group member was required to be equally involved in the role play. This insured that some group members didn't dominate the role play.
6. Some class time was given to preparation but most of the preparation was outside class.

## WEEK OF PRESENTATION (Week Following Assignment)

1. Students presented their idiom role plays to the entire class. Before the presentation, their chosen idioms were written on the chalkboard.
2. Props were not required but some groups had props. Some groups also had a narrator.
3. Each group received a group grade based on correct use of idioms, correct English, presentation skills, etc.
4. The students gave some terrific role plays. There were role plays using drama, humor, romance and fairytales. I still laugh about the role play called Shrek 3.

## MARY'S CHOICE (ROLE-PLAY)

Mary has a choice to make. She can't decide which graduate school to attend. She has applied to two schools and got accepted to both of them. One university is in America and the other is in China.

The first school she applied to is Harvard University. Harvard is famous throughout the world and a Harvard degree opens many doors of opportunity. After she graduates, there will be no problem for her to find a high-paying job. She wants to study law and Harvard's program would be a real challenge for her. Harvard will cost \$30,000 a year and they have offered to give her a scholarship for \$20,000. She doesn't know how she will pay the remaining tuition. Her father has worked hard to save for her education, but this would mean that he would have no money left and he is now getting old. She feels it would be a financial burden for her to go and she doesn't want to leave her father and mother alone while she goes overseas for four years.

She also has another consideration--her boyfriend. He attends Tsinghua University and wants her to stay with him because he wants to marry her. He's afraid that if she leaves for America, she will never come back. Mary loves her boyfriend very much. She has also been accepted at Tsinghua University. It is one of the best universities in China and they have offered to pay her full tuition in scholarship, but the chance to go to Harvard is once in a lifetime. If she stays in China, however, she will be near her boyfriend and her parents.

Mary must make up her mind. Where will she go?

### Roles:

1. Mary
2. Mary's father
3. Mary's mother
4. Mary's boyfriend

**INSTRUCTIONS:** Each of you tells Mary what you think she should do (**remember to give the opinion of your role, not your own personal opinion**). Mary will listen to each person's opinion and may agree or disagree. She will not tell you her decision yet. Mary will leave the room and the group will try to predict, to guess her answer. She will come back into the room and tell her decision and why she decided that way.

**PARAGRAPH REVISIONS**

***Revise the following into proper sentences and a paragraph, utilizing correct spelling, grammar and punctuation:***

Wan Nian grand hotel. XIAN walked through her 10 years history. Now her phase I hasdebuted as her new centurys glorious-a 26 layers high rise building with more than two hundred million yuan investment. The building are with the cluster perfection of phasel, assisting building in an integral whole, combining together and realized luxury culturally with modern design , become an international class hotel. The new set upped WanNian grand hotels an entities will include the luxurious set of presidential suite , Executive suite and various guest room 333 set , Executive floor , chinese restaurant , full time service western restaurant, dream bar, seafood hot pot restaurant, WanNian opera and KTV , series of function rooms and board room , opera hall, night club, tennis court , basement parking lot , swimming pool, business center, fitness center , sauna and beauty paler , etc. Also set upping the modern fire prevention system, the updated broad band internet access system (ADSL) connecting with simultaneous interpretation system the all-directions of public areas safety security monitor system, etc.

## Overcoming ESL/EFL Students' Problems with Nouns and Articles in English

Taken from Chapter 2, Nouns and Articles, in Lynn E. Henrichsen and Alice C. Pack. *Sentence Construction* (second edition). Boston, MA: Heinle & Heinle, 1992.

### Typical mistakes with nouns and articles made by ESL/EFL students

1. I have too many homeworks tonight.
2. These furnitures are beautiful.
3. I need an information please.
4. She has a pretty hair and a brown skin.
5. In a modern civilization, the electricity is essential.
6. Modern world uses electricity all the time.

### Explanation of the English noun and article system

1. English nouns are divided into two main groups: common and proper.
2. **Proper** nouns are the names of particular persons, places, or things. They are normally capitalized. *George Washington, Spain, the Golden Gate Bridge.*
3. **Common** nouns may be countable or noncountable.
4. Besides being countable or noncountable, English nouns have other dimensions. They may be **generic or nongeneric** in meaning. If they are nongeneric, they may be **definite** (specifically identified) **or indefinite**. Articles (*a/an, the*) and other determiners (*some*) indicate these dimensions of English nouns. The following chart summarizes these dimensions. Illustrative sentences follow.

	COUNTABLE		NONCOUNTABLE
	SINGULAR	PLURAL	
GENERIC	1. An apple 2. The apple	3. Apples	4. Fruit
INDEFINITE	5. An apple	6. Some apples	7. Some fruit
DEFINITE	8. The apple	9. The apples	10. The fruit

- |   |  |
|---|--|
| 1. An apple is usually red.             | 6. I would like to buy some apples.          |
| 2. I think the apple is the best fruit. | 7. I need some fruit for lunch today.        |
| 3. Apples are very nutritious.          | 8. The apple I ate yesterday was delicious.  |
| 4. Fruit is good for you.               | 9. The apples you sold me were rotten.       |
| 5. I want an apple for lunch today.     | 10. The fruit at this store is always fresh. |

Now go back and see if you can explain (and correct) the mistakes listed at the top of this page.

## The Article System

### GRAMMATICAL DESCRIPTION

#### Introduction

In a survey of the teaching problems of ESL teachers working in the Los Angeles area (Covitt, 1976), the teachers reported that article usage was their number one teaching problem. If we take a quick look at the languages of the world, this survey result is not surprising. Oriental languages. Most Slavic languages, and most African languages, for example, do not have articles. On the other hand, languages which *do* have articles or article-like morphemes (e.g., French, Spanish, Persian, and the Semitic languages) often use these morphemes in ways that differ from the English article system. For example, many of these article-using languages mark the generic use of an abstract noun with their equivalent of the definite article. Thus, instead of saying *Beauty is truth* as the English poet Keats did, the literal equivalent of this sentence in one of these languages would be *The beauty is the truth*. Also, some of these languages can indicate definiteness or indefiniteness with a suffix or morpheme, following the noun as opposed to the consistent pronominal position that articles have in English. Several Scandinavian languages and Persian, for example, make use of such a postnominal marker.

The picture we have been painting thus far with regard to articles is one of dissimilarity and idiosyncrasy among languages. There are in fact a few universals regarding the definiteness of nouns and other morphemes that we should mention here. In all languages, proper nouns, personal pronouns, and possessive determiners are definite.

You may be wondering at this point how languages without articles can signal definiteness or indefiniteness. The most common means is word order: i.e., the noun in topic position is definite, whereas a noun in comment position tends to be indefinite.<sup>1</sup> Thompson (1978) gives us an explanation for the evolution of the English article system: she says that languages like English that use word order to signal grammatical relations such as subject and object tend to develop articles since new and old information cannot be consistently

1 In many languages discourse-based relationships such as "topic" (i.e., old information that most likely has been an item of discussion in the discourse) and "comment" (i.e., new information relevant to the topic) determine word order rather than grammatical relations such as "subject" and "object" as is the case in English. Because of their discourse function, topics tend to be definite, whereas comments tend to contain indefinite information.

signaled through word order the way it is in topic-comment languages. Thus it is the definite and indefinite articles in languages like English that help us to identify new and old information: old information tends to be definite, while new information tends to be indefinite.

The historical development of articles in English is similar to that of most other languages which have developed an article system: the definite article is derived from the demonstrative signaling distance (i.e., *that*) while the indefinite article is derived from the numeral *one*. The latter derivation, for example, helps explain why the form of the indefinite article occurring before a word with an initial vowel sound is *an*; i.e., the *n* in *an* and *one* are historically related.

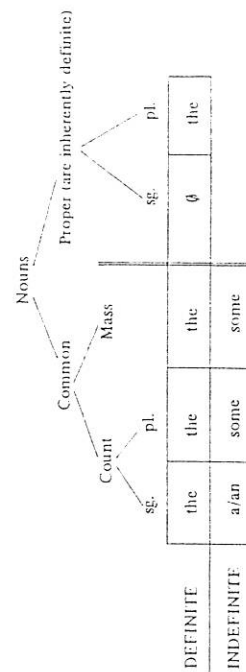
#### Structural facts about articles

Both structural and transformational grammarians have been largely unsuccessful with regard to explicating article usage. One reason for this is that neither school of analysis goes beyond the sentence level, and in article usage—to a great extent—we depend on the discourse context to determine what is definite and what is indefinite. What we can extract from the work of these grammarians, however, is some useful information about the classification of nouns. We know that all English nouns should be classified as either common nouns (e.g., a boy, a country, a planet) or proper nouns (e.g., Bob Robertson, Denmark, Saturn). In addition, all common nouns must be further classified as mass (e.g., water, clothing, luggage) or count (a beverage, a shirt, a suitcase) because only count nouns can have singular and/or plural forms:

Mass	Count
*two waters; *a water	two beverages; a beverage
*two clothings; *a clothing	two shirts; a shirt
*two luggages; *a luggage	two suitcases; a suitcase

Furthermore, this mass/count distinction will be shown to account for systematic differences in article usage.

Even though both the proper/common and the count/mass distinction seem to overlap in certain cases, these distinctions are useful and necessary for mastery of the English article system, which—from a structural or transformational point of view—we can summarize as follows:



#### The mass-count distinction

As we mentioned above, a very important factor in correct article usage is the lexical classification of English nouns into mass vs. count. This distinction becomes problematic for many ESL/EFL learners, since although most languages make use of it, what is countable and

noun. Other nouns in this category are *beauty, truth, crime, law, education*, etc. With their dual mass-count function they can be used in every slot in the paradigm:

MASS  $\longrightarrow$  COUNT

count { a. The life of the old man was forfeited.  
b. A life is not proper payment for that.  
c. The lives lost in the war were wasted.  
d. Some lives were saved.  
e. Lives are always lost in war.

mass { f. The life in the old man was fading fast.  
g. Some life could be detected in the old man.  
h. Life can be difficult at times.

Other regular shifts from mass to count involving concrete nouns are those where the count noun denotes "a kind/type of" as in:

MASS  $\longrightarrow$  COUNT  
cheese      a cheese      cheeses  
wine        a wine        wines  
rice        a rice        rices  
tea        a tea        teas

or a "unit/serving of" as in:

MASS  $\longrightarrow$  COUNT  
coffee      a coffee      3 coffees  
aspirin     an aspirin    2 aspirins  
pastry     a pastry     several pastries  
chocolate a chocolate   some chocolates

Of course, there are also many idiosyncratic meaning relationships involving mass and count nouns that must be learned independent of any such regular semantic patterns: these are cases where there is no predictable mass  $\longrightarrow$  count shift, e.g.:

Mass	Count—Singular	Count—Plural
air (the atmosphere)	an air (melody)	airs (mannerisms)
glass (the silicate-based substance)	a glass (water tumbler)	glasses (spectacles)
iron (the metal)	an iron (for pressing clothes)	irons (golf clubs)

### Special problems with proper nouns

Proper nouns, which include personal names, geographical names, and some other minor categories, also pose a few special problems. They are always definite, yet with the exception of a few instances (e.g., The Hague), they do not take the definite article in the singular unless the speaker is being extremely emphatic, e.g., *the Mrs. Reagan* (to distinguish President Reagan's wife from all other women with the same name). Plural proper names always take the definite article: *the Johnsons*, *the Azores*, etc., and are semantically collective.<sup>3</sup> When proper nouns

3. This notion of semantic collectivity can also help explain why proper names such as *the Soviet Union* and *the United Kingdom* take the definite article without an explicit plural, i.e., *union* and *kingdom* are collective nouns.

what is mass varies from language to language. For example, *information* and *furniture* are mass nouns in English but countable nouns in French and Spanish, and *chalk* is a mass noun in English but a countable noun in Japanese.

Some English nouns are essentially mass (e.g., *bacon*) while others are essentially count (e.g., *a boy*). Examine the following paradigms:

MASS (a to e are ungrammatical)

a. \*The bacon (a singular unit) is lying next to another one.

b. \*A bacon fell onto my plate.

c. \*The bacons got cold.

d. \*Some bacons were in the cupboard.

e. \*Bacons are for eating.

f. The bacon was too salty.

g. Some bacon was found in the cupboard.

h. Bacon is naturally salty.

COUNT (f to h are ungrammatical)

a. The boy played in the street.

b. A boy played in the street.

c. The boys played in the street.

d. Some boys played in the street.

e. Boys are made of snails and puppy-dog tails.

f. \*The boy (uncountable amount) was not enough for the scout troop.

g. \*Some boy made up the scout troop.

h. \*Boy is made of snails and puppy-dog tails.

These paradigms are useful and help clarify the difference between mass nouns and count nouns—especially archetypical mass nouns such as *bacon* and archetypical count nouns such as *boy*. The paradigms and the terms "mass noun" and "count noun," however, suggest a strict dichotomy where there very likely is a continuum of sorts. Allan (1980), for example, applies a series of syntactic "tests" to demonstrate that the noun "car" is more countable than the noun "cattle," which has no singular form, and that the noun "mankind," which has a collective meaning, is less of a mass noun than the noun "equipment." Allan, in fact, argues for eight discrete levels of countability rather than the two we use here. However, despite our basic agreement with Allan's analysis, for pedagogical reasons, we will continue to view nouns as being either basically countable (i.e., singular, plural, collective; common, proper) or basically mass.

As an extension of our simplified two-feature analysis, we shall discuss some mass-to-count shifts<sup>4</sup> that commonly occur in English. There are, for example, some abstract mass nouns that can be made more concrete by treating them as countables (e.g., *life*) without a substantial difference in meaning. The rule here is that such a noun, when used with an article, denotes "an instance of" the mass noun in question, and it functions as a countable

2. We only elaborate on mass-to-count shifts here. The opposite shift (count  $\longrightarrow$  mass) is, of course, also possible.

an egg  $\longrightarrow$  You've got egg on your tie.

However, we emphasize mass-to-count shifts because these are more frequent than the reverse—perhaps because the countable common noun is the dominant or prototypical "noun" in English, i.e., the type of noun that attracts or assimilates other types most readily.