



UNIT 1

Talking About What Happened

Study Focus:

- ✓ How to pronounce *a, e, i (y), o, u* and *ar, or* and *er* in unstressed syllables.
- ✓ How to talk about things and what happened.

Part I Listening

Section A Phonetics

Key

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

Section B Short Conversations

Scripts

1. M: Can you tell me exactly what happened?

W: Yes, I parked the car and got out to look under the bonnet. I know I shouldn't have parked on a bend but I couldn't help it—I had a breakdown, something went wrong with the engine.

M: Then what happened?

W: The other car hit me from behind. Anyway, he was traveling pretty fast.

M: Can you still drive the car?

W: I've no idea. Let's have a look. (*starts engine*) Yes, it seems to go all right.

Q: According to the woman what contributes to the car accident?



2. M: Mrs. Holden, can you describe what happened?
W: Well, I was just going up the stairs, when around the corner there was this terrific bang. It must have knocked me out and I woke up lying at the bottom of the stairs.
M: Do you remember smelling any gas before the explosion?
W: Well, there was rather an odd smell, a bit like new paint.
M: And did you hear anyone walking around upstairs?
W: I don't think so. It's hard to remember.
Q: What are the two speakers talking about?
3. W: Is there anything I can help you with?
M: Yes, I need to revise the death certificate I just handed you.
W: Why, Dr. Smith?
M: It's a little embarrassing.
W: What's wrong?
M: I was in a hurry when I signed it and, well, I accidentally wrote my name under "Cause of Death".
Q: Why did the man want to revise the death certificate?
4. M: Have you ever ridden a horse?
W: Yes, I have.
M: When was that?
W: I rode a horse last summer.
M: What was it like?
W: Oh, terribly difficult.
M: Why, what happened to you?
W: I fell off and hurt my foot.
Q: What do we know from the conversation?
5. W: Didn't you once go sailing? On a holiday or something?
M: Oh, yes!
W: Tell me about it.
M: I'll never forget the time I first went, actually. Um... I set off from the shore in a little boat...
W: Yes.
M: With an engine. And that was fine, I was chugging along and about halfway there I suddenly noticed that water was coming in at the bottom.
Q: What can be inferred from the conversation?
6. W: I finally made it.
M: What happened? I was worried.
W: My car ran out of gasoline. Can you believe it?
M: That's OK. I'm just glad you made it. Well, how have you been?



W: Great. And you?

M: Good. I don't think the movie's started yet and I've already got our tickets.

W: OK. Let's go in.

Q: What do the two speakers meet to do?

7. M: How was your weekend?

W: It was awful.

M: Awful? Really? But I thought you were supposed to be going on a trip. Did it get canceled?

W: No, unfortunately. I would have been better off if it had.

M: What do you mean?

W: Well, five of us were supposed to go to Chicago in Lisa's car. So it's about a four-hour trip, and we were going to get there on Friday evening, go sight-seeing on Saturday, and come back last night so we could go to classes this morning.

M: OK. That sounds like a good plan. So I bet you were glad to get to Chicago.

W: To make a long story short, we never made it. The car broke down and we were stranded till this morning in some small town near the Indiana border.

Q: What do we know from the conversation?

8. M: Paula, what's up?

W: Well, you know Sarah and I moved into an off-campus apartment in the fall... over on the west side of town. Anyway, we've been happy with it till the past couple of months.

M: Yeah? What went wrong?

W: Well, the dishwasher broke down, so we reported it to Ms. Connors, the owner. She said she'd take care of it, but a month went by and nothing happened. Then I got a repair person to give me an estimate. Then I sent it to her. When I didn't hear from her, I had the repair done. And I deducted the cost from the rent check.

M: So what's the problem?

W: She called here mad as a hornet. She said she could have gotten the repair done for less money. Now she is threatening to evict us for not paying the full rent.

Q: Why did the owner threaten to evict Paula and Sarah?

Key

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



Section C Passages

Exercise One

Scripts

We all cope with tragedies of different types in our own way. Some children like to talk about sad events with their parents at the time they occur, while others like to mull things over themselves for a period of time before making comments or asking questions. In general, it's not helpful to push conversations about disasters on children if they're not ready to talk about them. Instead, it's usually best to convey to all kids as soon as possible that they're safe and that you're very willing to discuss what happened if they'd like to. Opening questions such as, "So how do you feel about what happened?" or "Have you been thinking much about what happened?" convey your willingness to find out what's on their minds without sounding too pushy.

Key

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|---------------------|--------------------------|-------------------------|
| 1. cope with | 2. sad events | 3. for a period of time |
| 4. it's not helpful | 5. as soon as possible | 6. if they'd like to |
| 7. feel about | 8. what's on their minds | |

Exercise Two

Scripts

I don't remember my accident, but it hurt a lot when I woke up in the hospital. I remember getting X-rays and that I had two operations! The doctors told me they could fix the parts of my body that were broken. But they said that I might walk funny and look different for a while, because of my injuries. I was worried about what I would tell my friends when they saw me. After my operations, I went to PT: That's physical therapy, a place where kids and adults work to make their bodies strong enough to go home. I kept to myself at PT. I didn't know what people would say about the weird way I walked and the cuts from my accident. In the gym, I saw a girl—Kim—who walked funny too. She was using crutches. Kim came over to talk to me, "I'm getting better. Soon I won't need my crutches. What happened to you?" I felt weird because I didn't know what to say. Later, my therapist said to me, "You looked worried when Kim asked what happened." "I guess so." I said. My therapist said, "Lots of people have a hard time talking about what happened to them, but it gets easier with practice. Maybe we can figure out what you want to say to other people about your accident." My therapist got me started, and then I practiced telling my doctor and my family. When I saw Kim again, I told her and the other kids about my accident, just as I practiced it. Kim said she felt better because she was worried she had hurt my feelings when she asked me what happened. My therapist was right—knowing what to



say and being able to talk about my accident got easier with practice and now I feel better!

Key

1. (F) The speaker had three operations after her accident.
2. (F) The speaker was worried that her friends would laugh at the strange way she walked.
3. (T) The speaker had a hard time talking about what happened to her.
4. (F) It was Kim who helped the speaker to practice telling others about her accident.
5. (T) The speaker feels better because she knows how to talk about her accident.

Exercise Three

Scripts

In the face of disastrous events, children express their feelings and reactions in different ways. Your acceptance of this will make a difference in how your child recovers from the trauma. This means accepting that some children will react by becoming withdrawn and unable to talk about the event, while others will feel intensely sad and angry at times and at other times will act as if the disaster never happened. Children are often confused about what has happened and about their feelings. However, don't be surprised if some children don't seem to be affected by what they have seen and heard. Not everyone has immediate reactions; some have delayed reactions that show up days, weeks, or even months later, and some may never have a reaction. When you and your children are talking about what happened, you should listen to and accept children's feelings and give honest, simple, brief answers to their questions. Make sure they understand your answers and the meaning you intend. Besides, you should use words or phrases that won't confuse a child or make the world more frightening. Create opportunities for children to talk with each other about what happened and how they are feeling. Give your child an honest explanation if you are feeling so upset that you don't want to talk about what happened. You may want to take "time out" and ask a trusted family friend to help. If children keep asking the same question over and over again it is because they are trying to understand, trying to make sense out of the disruption and confusion in their world. If the child feels guilty, ask him or her to explain what happened. Listen carefully to whether he or she attaches a sense of responsibility to some part of the description. Explain the facts of the situation and emphasize that no one could have prevented it. Remember, no matter what you do, be especially loving and supportive. Children need you at this time.

Questions:

1. Which of the following statements is NOT children's reaction to a trauma?
2. If the children don't seem to be affected by what they have seen or heard, what should the parents do?



3. When you are talking about what happened with your children, which of the following statements is NOT true?
4. Why do children keep asking the same question over and over again?
5. What seems to be the most important help for children to recover from a trauma?

Key

1. C 2. D 3. D 4. C 5. A

Notes

1. What's up?

What's up? 和 How are you doing? How's it going? 以及 What's new? 都是美国人常说的寒暄语, 一般认为是从黑人语言中而来, 是很常用的打招呼方式。What's up? 就是问对方发生了什么事, 有点像中文里的“怎么啦? ”。通常没什么事就回答 Nothing。不过, 还有一种情况也很常见, 就是对方也回答了一句 What's up? 在这种情况下, What's up 几乎相当于 Hello。What's up? 也常被用来问人家有什么事, 比如别人登门拜访, 你就可以用, 意为“有何贵干啊?”。

2. Chicago

芝加哥位于美国中西部的伊利诺伊州, 既是美国的商业中心, 也是交通要道。

3. Indiana

印第安纳州是美国中北部偏东的一个州, 西北濒密歇根湖, 北接密歇根州, 东界俄亥俄州, 西邻伊利诺伊州, 南隔俄亥俄河与肯塔基州相望。

Part II Speaking

Section A Functional Language

➔ How to ask about what happened:

Suggested expressions

Can you tell me exactly what happened?

Can you describe what happened?

What's wrong?

What was it like?



Tell me about it.
What happened?
What went wrong?
What's up?

➔ ***Describing things and what happened:***

Suggested expressions

To make a long story short,...

It was awful.

It was very easy.

It was no problem (at all).

So-so.

It was nothing.

It was no big deal.

It did the job.

Section B Dialogues

Key

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

Section C Situational Communication

Phase 1

Suggested samples

1. A: Hi, it's you! Long time no see!
B: Nice to see you again!
A: Me too. How is everything going with you?
B: So far, so good. After graduation from high school, I went to college and then got married. How about you?
2. A: Hello, this is Jane speaking.
B: Hello, Jane. This is Rose. Do you remember Mary, Mary Smith?
A: Yes, the one we met at John's party a month ago. What happened to her?
B: I heard she got married and then divorced two weeks later. Can you believe it?
3. A: Good afternoon, Mr. Zhang.
B: Good afternoon. How is your physics experiment going?
A: So far, everything has gone well.
B: Good. If there are any difficulties, come to me.



Phase 2

Suggested samples

1. A: Hi, Dad. I'm home.
B: Hi, son. What's wrong with your ankle?
A: Oh, there is nothing serious.
B: Let me know the circumstances.
A: I was knocked down and twisted my ankle in today's football match.
B: Football match?
A: Yes, Dad. We won the match by 3:0! Can you believe it?
B: Oh, really? Congratulations!
2. A: You look angry! What's the matter with you?
B: Don't mention it! It almost drove me crazy.
A: Come on. Tell me about it!
B: The other day I bought a red shirt in a department store, but when I washed it, I found it faded. So I went back to the store to ask for a refund, but the shop assistant said I washed it in the wrong way. I could swear I did as I was told.
A: What happened next?
B: Then... then she refused to refund my money and I had to leave the store.
A: Why don't you go to talk to her manager?
B: Yes, that's a good idea. Would you like to go with me now?
A: Sure.