

职通英语教师用书1

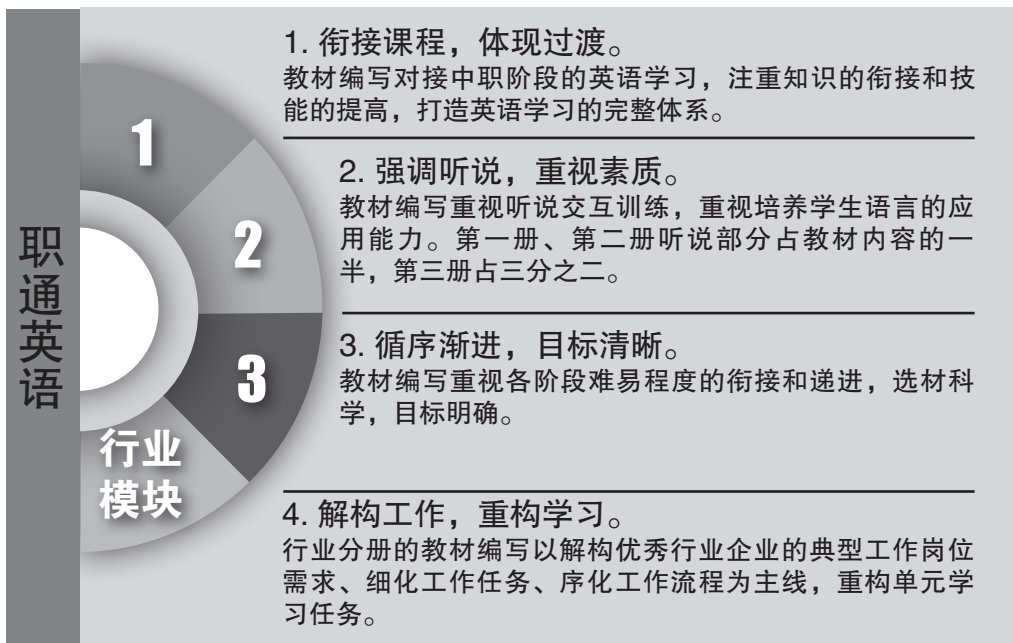


前言

高职英语课程是高等职业院校学生必修的一门公共基础课，旨在培养学生在职场环境下运用英语的基本能力，特别是听说能力；同时，提高学生的综合文化素养和跨文化交际意识，培养学生学习英语的兴趣和自主学习能力，使学生掌握有效的英语学习方法和策略，为提升学生的就业竞争力及可持续发展能力打下必要的基础。《职通英语》系列教材旨在贯彻《国家中长期教育改革和发展规划纲要（2000－2020年）》，全面推进中等和高等职业教育衔接，打造中、高职英语学习的完整体系，巩固和夯实中高职学生的英语语言基础，全面提升学生的职场交际能力。

一、编写思路

《职通英语》系列教材编排新颖、主题鲜明、选材科学、内容充实，具有时代性、可操作性、教育性和娱乐性。《职通英语》第一册、第二册以学生感兴趣的话题作为单元主题，课文阅读、语法讲解、写作训练占单元内容总量的一半，听说实践占单元内容总量的一半，旨在提高学生的英语综合应用能力和跨文化交际能力。《职通英语》第三册以求职和求学为主线，阅读理解占单元内容总量的三分之一，听说实践占单元内容总量的三分之二，突出英语实践技能培养，强调学习者求职和求学过程中语言综合应用能力的有效提升。《职通英语》还包括五大行业分册：《工商管理模块》、《旅游管理模块》、《市场营销模块》、《财经模块》、《广播影视模块》。行业分册以解构优秀行业企业的典型岗位设置、细化工作任务、序化工作流程为主线，重构单元学习任务，提高学生在真实工作情境中的英语应用能力、履职能力和职业素养。

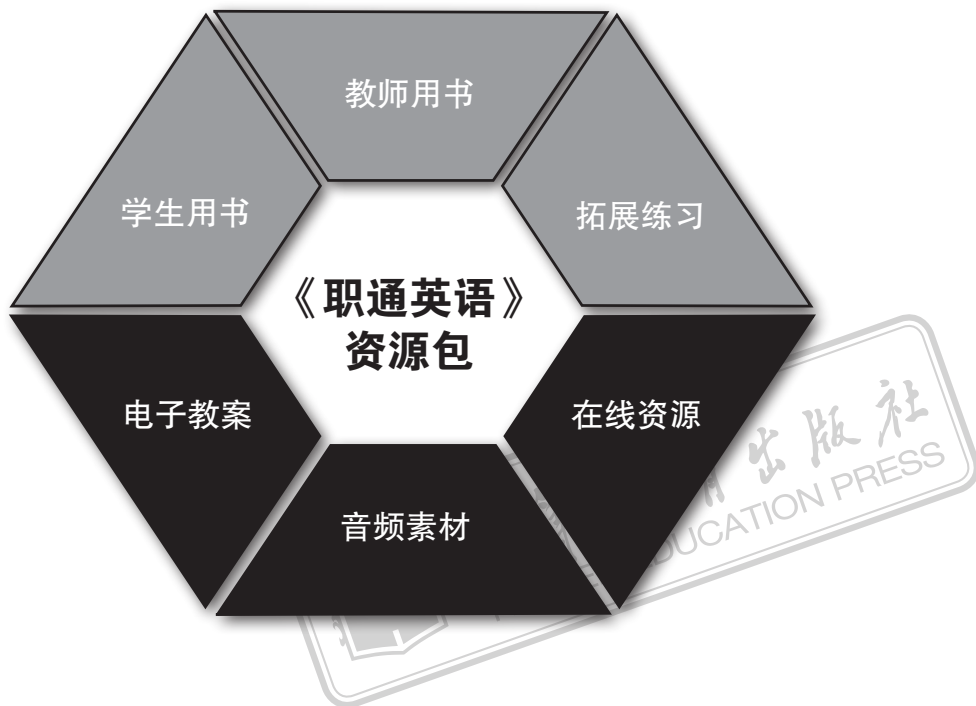


二、总体结构

《职通英语》系列教材共分两大部分：基本素质模块 + 行业技能模块。基本素质模块由基础教程（第一册、第二册）和进阶教程（第三册）组成，每册均配备学生用书、教师用书和拓展练习；行业技能模块分为五大行业分册，均配备学生用书、教师用书。体系化的教材套系设计为学生学习和实践提供了系统的素材，为教师教学提供了丰富的参考信息。



《职通英语》第一册、第二册各包括8个单元，供两个学期使用，旨在培养学生的听说、阅读、语法、写作、翻译等基础语言应用能力。《职通英语》第三册包含8个单元，供一个学期使用，旨在培养学生在求职和求学过程中的听说、阅读、写作、翻译等语言应用能力。《职通英语》行业模块分为五个行业大类分册，每册为8个单元，供一个学期使用，旨在培养学生在行业领域真实工作情境中的英语综合运用能力，深化行业认知，夯实专业技能。《职通英语》系列教材除配备学生用书、教师用书、拓展练习外，还配有电子教案、音频素材、在线资源等，为教师教学及学生自主学习构建了完整的教学资源包。



三、主要特色

《职通英语》系列教材的编写力求体现中高职英语教学的衔接和过渡，主题突出、目标明确，以提高学生英语听说能力为重点，以培养学生学习英语的兴趣为突破口，使学生掌握有效的英语学习方法和学习策略；突出英语的实践性和职业性，提高学生在职业领域的英语实际运用能力和岗位实用技能，提升履职能力和职业素养；为提升学生的就业竞争力及未来可持续发展打下坚实的基础。具体特色如下：

1. 结构清晰：基础阶段（第一册、第二册）、进阶阶段（第三册）和行业分册每册8单元的篇幅，适用于高职公共英语的课时安排和课堂教学。

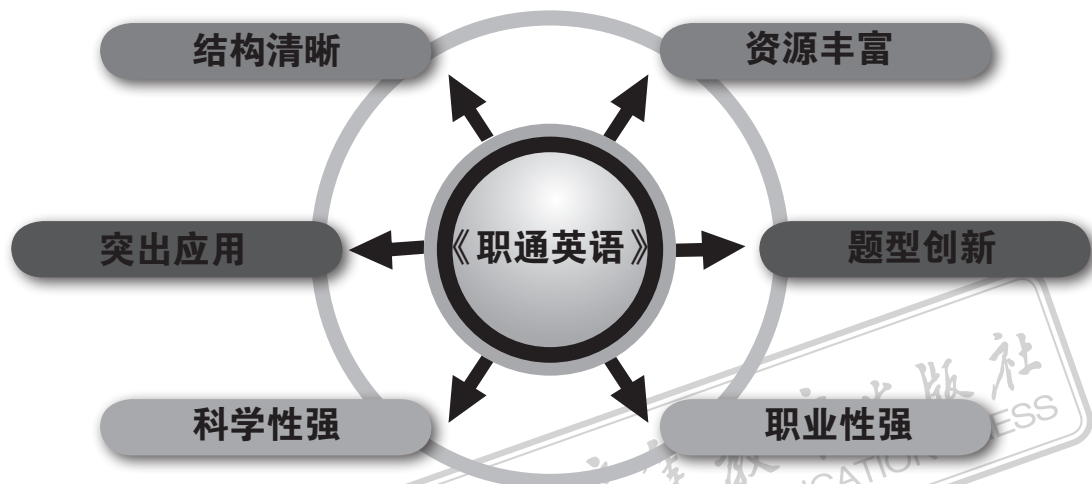
2. 突出应用：本系列教材着重强调英语实际应用能力的培养，始终贯彻“做中学、学中做”的思想，将以互动交流为中心的编写理念深入到各项活动设计中，以提高学生听、说、读、写、译的英语综合应用能力。

3. 科学性强：单元主题与学生日常生活密切相关，便于学生学习和表达。听、说、读、写、词汇、语法等材料 and 练习均围绕单元主题展开，保证了练习的有效性和学生的学习效率，符合教材编写的科学性要求。

4. 职业性强：本系列教材的行业分册以解构优秀行业企业典型岗位设置、细化工作任务、序化工作流程为主线，重构单元学习任务，突出了在真实职场环境下的英语实际应用能力的培养。

5. 题型创新：词汇游戏、补全对话、情景对话等题型，在突出趣味性的基础上有效地训练了学生的词汇能力和对话能力。

6. 资源丰富：本系列教材除配套完整的音频资源和电子教案外，还利用信息化教学的优势，根据国家精品资源共享课程标准及未来信息化教学的新趋势开发了针对教材内容的泛在学习系统，旨在帮助学生在课堂之外借助网络学习平台进行自主学习，激发学生的学习兴趣，进一步提高高职院校的英语教学质量。



《职通英语》系列教材由长沙民政职业技术学院外语学院院长贺雪娟教授担任总主编。《职通英语学生用书1》的主编为伍雁、曹倩，副主编为刘瑶、贾梦霞；《职通英语教师用书1》的主编为许灵芝、申艺芳，副主编为胡兵、武海波；《职通英语拓展练习1》的主编为戴卓、陈杰平，

副主编为黄冠群、张盛。大连理工大学的孔庆炎教授及美国费里斯州立大学的Robert Ewigleben博士担任了《职通英语》系列教材的总主审。

该套教材主要适用于普通高等职业院校非英语专业的学生，同时也可供高等专科学校和成人高等学校学生、自学者或相关专业学生使用。若编写中存在不当和疏漏之处，恳请广大使用者批评指正，以期本系列教材能为我国高职高专英语教学改革做出贡献。

编 者
2014年7月

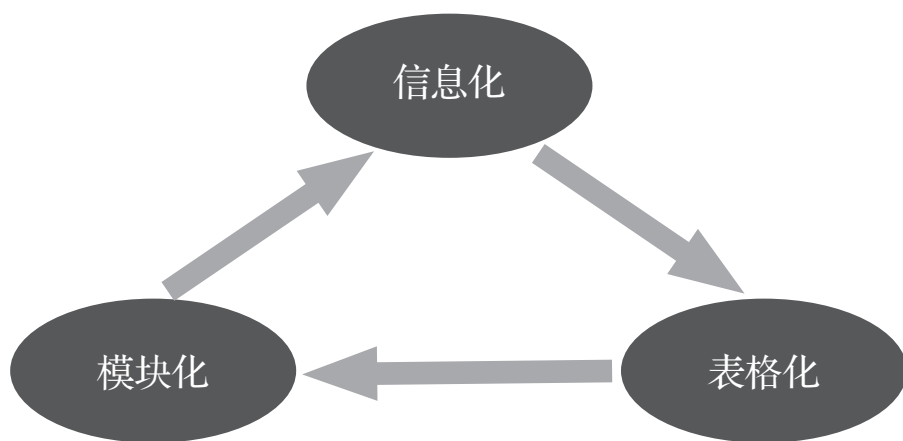


教师用书使用说明

一、编写说明

《职通英语教师用书》是《职通英语学生用书》的配套教学参考书，每册分为8个单元，供一个学期使用。

《职通英语教师用书》的编写遵循模块化、信息化、表格化的设计理念，配套资源丰富，讲解详细到位，建议科学合理，背景知识紧扣单元主题，兼具趣味性和拓展性，并提供相关网址以便查询更多相关信息。单元授课均有完善的教学设计，编排了合理的教学进度；针对每个教学任务以表格的形式设计了具体的目标、任务和教学流程；提供了各个教学活动及所有练习的参考答案、录音原文、语言点分析、语法讲解等教学相关资源，真正做到了从实际教学出发，全方位、立体化满足教师在教学过程中的需求。



二、使用说明

《职通英语教师用书》每单元分为教学安排（Teaching Arrangement）、教学参考（Lecturing References）、教学提示（Lecturing Hints）三部分。

1. 教学安排（Teaching Arrangement）

该部分提供了各单元的授课计划表，对各单元的课时与教学进度安排、教学内容组织与课堂教学设计提出了指导性建议。授课教师可根据课时总量及学生实际情况做适当调整。

2. 教学参考（Lecturing References）

该部分提供了大量与单元主题紧密相关的背景知识材料，延伸阅读网址节省了教师资料收集的时间与精力，符合信息化教学的要求。

3. 教学提示（Lecturing Hints）

该部分分为课前互动（Leading in Interaction）、阅读互动（Reading Interaction）、练习互动（Practicing Interaction）、交流互动（Communicating Interaction）四个部分。每部分都设计了教学提示，明确了教学目标及教学任务，也对教学过程提供了意见和建议。

☆ 课前互动（Leading in Interaction）

提供了小组讨论问题的参考答案，有助于教师积极引导和激发学生对英语学习的兴趣，提高学生口语表达能力。

☆阅读互动（Reading Interaction）

该部分首先提供了课文中十个重点句子的详细分析及译文，并对句子中的核心词汇、短语进行讲解和示例，旨在指导学生拓展词汇量，掌握重要语言点，提高语言应用能力；此外，该部分还提供了课文的参考译文，以益于教师更好地帮助学生理解课文；另外，该部分还提供了课文相关练习的答案，用以全面考查学生对课文重要知识点的掌握程度。

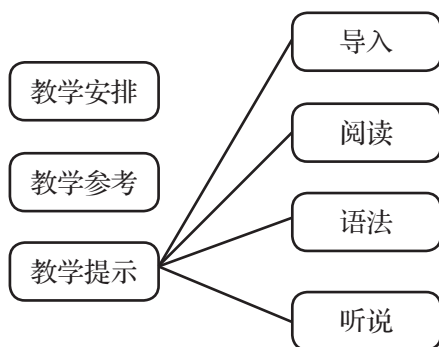
☆练习互动（Practicing Interaction）

该部分提供了语法练习的答案，归纳了本单元的语法重点，教师可作为备课参考，也可根据实际情况，在课堂教学中完成语法知识的讲解。

☆交流互动（Communicating Interaction）

该部分提供了书面交际的背景知识，方便教师指导学生进行英文写作；提供了听力材料的录音文本，教师可以查漏补缺，指导学生进行听力练习；提供了口语部分的参考答案，教师可参考并引导学生开展口语练习。

整体单元各部分关系如下图表所示：



在实际教学中，教师可根据学生的实际情况自主选择相关材料，以期达到较好的教学效果。



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Unit

1

COLLEGE LIFE

Teaching Arrangement

Unit 1 College Life			
Teaching Hours		6 – 8 hours	
Teaching Methods		Situational & Task-based Teaching Methods	
Teaching Aims		<ul style="list-style-type: none"> ➤ Learn some important expressions frequently used in talking about college life ➤ Understand the main usage of the verb ➤ Be able to conduct daily communication in college life 	
Teaching Process		Contents	Focus
	Class 1	<ul style="list-style-type: none"> ➤ Leading in Interaction ➤ Reading Interaction (Text) 	Language Points & Text Understanding
	Class 2	<ul style="list-style-type: none"> ➤ Reading Interaction (Reading Comprehension, Vocabulary Expansion, Crossword Puzzle, Translation) ➤ Practicing Interaction 	Grammar — Verb
	Class 3	➤ Communicating Interaction (Task 9 – Task 13)	Description of Notice and Poster
	Class 4	➤ Communicating Interaction (Task 14 – Task 18)	Daily Communication in College Life



Lecturing References

1. Vocational Education in the World

Country	Vocational Education	Features	Website
Australia	TAFE (Technical And Further Education)	<ol style="list-style-type: none">1. Lifelong education2. Flexible mechanism	http://www.swsi.tafensw.edu.au/ (Southwest Sydney Institute)
U.S.A.	Community College	<ol style="list-style-type: none">1. Transfer education2. Career education3. Developmental education4. Industry training5. E-learning	http://www.pasadena.edu/ (Pasadena City College)
Germany	Dual System	<ol style="list-style-type: none">1. Ability-oriented2. Focusing on vocational activities3. Work-related apprenticeship4. Prior vocational experience	http://www.fh-aachen.de/ (Flensburg University of Applied Sciences)
Britain	QCA (The Qualifications and Curriculum Authority)	<ol style="list-style-type: none">1. Equivalence between the academic and vocational education2. Modern apprentice system3. GNVQ (General National Vocational Qualification)4. Sandwich courses	http://www.cnwl.ac.uk/ (College of North West London)
Singapore	Singapore Polytechnic	<ol style="list-style-type: none">1. School cooperation with enterprise and government2. Accumulated experience sharing3. Teaching factory4. Modules	http://www.nyp.edu.sg/ (Nanyang Polytechnic)

2. The Dual System

The dual system receives its name from the combination of employer-based and school-based training, which is typical of the traditional apprenticeship pattern in **Germany**.

Young people seeking an apprenticeship apply to employers and enter an apprenticeship agreement with the employer. These apprenticeships last usually between 3 and 3½ years. Apprentices receive either three-days-a-week work-based training and attend an occupation-specific vocational school for the remaining days, or their work-based training is full-time with intermittent “blocks” of school-based training. The school curriculum is not only vocational but also attempts to provide some measure of general education, including the teaching of English.

Both an apprentice and his employer are subject to a training contract, which has to be registered with the appropriate chamber. The chamber also supervises the training period and can act as a negotiator when difficulties arise. There are over 370 recognized training occupations in Germany. These nationally recognized apprenticeships are based on a curriculum and exams are determined by the training regulations issued by the Federal Ministry for Economic Affairs. Successful completion of an apprenticeship leads to skilled worker status, or, in the crafts, to journeyman status.

Apprentices receive a training allowance and this as well as all other training costs connected with the work-based element of an apprenticeship have to be borne by the employer. There are no government subsidies, although the Länder carry the cost of the school-based training elements. The traditional pattern of training provision in Germany was to train more apprentices than were actually needed by individual firms but increasing concern about training costs has led to cutbacks in the number of training places on offer.

<http://www.leeds.ac.uk/educol/documents/000000348.htm>

3. TAFE

In **Australia**, technical and further education or TAFE institutions provide a wide range of predominantly vocational tertiary education courses, mostly qualifying courses under the National Training System / Australian Qualifications Framework / Australian Quality Training Framework. Fields covered include business, finance, hospitality, tourism, construction, engineering, visual arts, information technology and community work.

Individual TAFE institutions (usually with many campuses) are known as either colleges or institutes, depending on the state or territory. TAFE colleges are owned, operated and financed by the various state and territory governments. This is in contrast to the higher education sector, whose funding is predominantly the domain of the Commonwealth government and whose universities are predominantly owned by the state governments.



TAFE colleges generally award qualifications up to the level of advanced diploma, which is below that of Bachelor degree within the Australian Qualifications Framework. In many instances TAFE study can be used as partial credits towards Bachelor degree-level university programs.

http://en.wikipedia.org/wiki/Technical_and_further_education

4. College Studying Tips for Final Exams

Having good college studying tips can make or break your performance during finals week. So how can you make sure you leave your finals exam knowing you rocked the test instead of worrying that you bombed it?

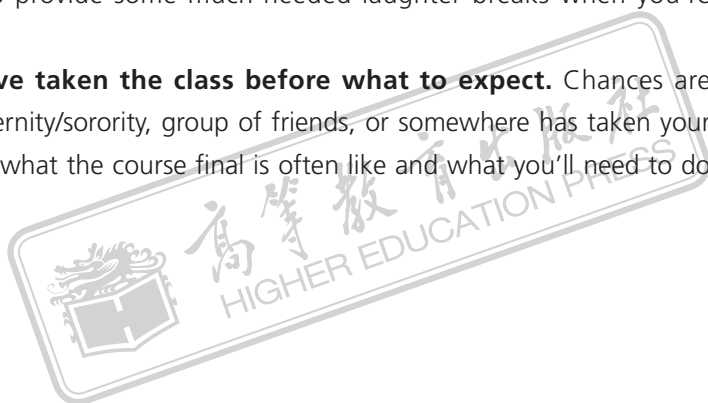
Talk to the teacher ahead of time. Your teacher is going to be writing the exam ... so of course they know what's going to be on it. Heading to a study session or visiting your teacher during office hours will give you the opportunity to ask questions about what is going to be on the test and how best you can study for it.

Know for certain what material will be covered. Some teachers have finals that cover all of the material from the semester; others may only test on, say, the material covered since the last exam. Know what you'll be tested on so you can focus your studying efforts more effectively.

Look at other exams you've had in the class so far. Chances are that your teacher has an exam style, just like you have a test-taking style. Look at previous exams that you've taken in the class to see what material your teacher often thinks is important enough to test on and what formats he or she likes to use — and then plan your study approach accordingly.

Create or join a study group. True, study groups often start off with lots of chatting, but a good group can quickly get down to business, focus, and cover a lot of material. Studying with peers is also a great way to break up the material: each person can make a study guide for certain chapters, for example, so that the group can quickly create a comprehensive study guide together. Additionally, study groups can help provide some much-needed laughter breaks when you're studying late into the night.

Ask other students who have taken the class before what to expect. Chances are someone in your residence hall, fraternity/sorority, group of friends, or somewhere has taken your class before. Ask around to find out what the course final is often like and what you'll need to do to be as prepared as possible.



5. Useful English Learning Websites

沪江英语	http://www.hjenglish.com/
旺旺英语学习网	http://www.wwendenglish.com/
普特听力网	http://www.putclub.com/
爱词霸	http://www.iciba.com/
英语点津	http://www.chinadaily.com.cn/language_tips/
BBC 英语教学频道	http://www.24en.com/bbc/
美国之音	http://www.voanews.com/
BBC 英国广播电台	http://www.bbc.com/

Lecturing Hints

Section I Leading in Interaction

Focus

Aims	1. To improve students' pronunciation
	2. To arouse students' interest
Tasks	1. Students read the given sentences
	2. Students discuss the questions in groups
Procedures	1. Ask students to read the sentences aloud (Task 1)
	2. Divide students into several groups and ask them to give answers to the given questions (Task 2)

Keys

Task 1

Omitted.

Task 2

1. I play basketball with my classmates every day. / I usually go to the library to read novels. on weekends. / I surf the Internet a lot, too.
2. I read novels in my dormitory. / I often play computer games in my dormitory.
3. It provides hamburgers / pizzas / sandwiches.



4. I go to the library almost every weekend. I like reading books there.
5. We like playing football / basketball. / Swimming is my favorite sport.
6. Library is my favorite place. / I like the sports center best.

Section II Reading Interaction

Focus

Aims	1. To give students fluency practice in reading
	2. To help students learn to use expressions related to college life
Tasks	1. Students learn to comprehend the text
	2. Students finish the related exercises individually or in groups
Procedures	1. Ask students to read the text and to talk about their understanding of college life
	2. Explain and analyze the language points of the text in detail
	3. Ask students to do the reading comprehension exercises individually (Task 3)
	4. Divide students into groups to complete the vocabulary exercises (Task 4)
	5. The crosswords puzzle can be left as an after-class assignment (Task 5)
	6. Ask students to finish the translation without referring to the dictionary (Task 6)

Language Points

1. Starting one's university life can be a difficult experience.

译文：开始大学生活可能会是很艰难的经历。

分析：V+ing (starting)是动名词，兼有动词和名词两种特征，与其宾语和状语等构成动名词短语，在句中可作名词(短语)使用。此句中动名词短语starting one's university life直接位于句首作句子主语，又如：

Swimming is a good sport in summer.

游泳是一项夏天的好运动。

Fighting broke out between the two young men.

两个年轻人之间爆发了一次打斗。

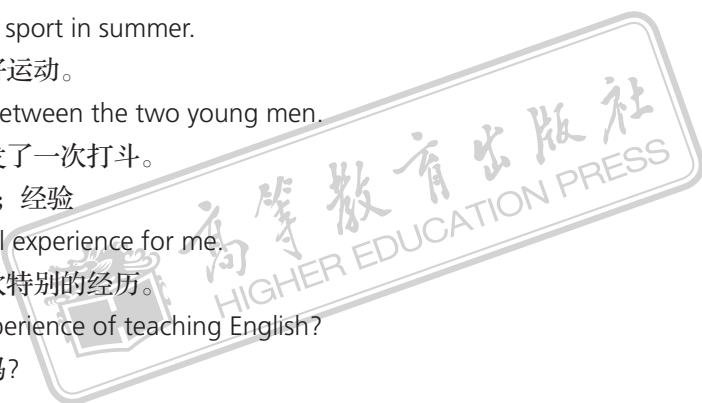
语言点：**experience** *n.* 经历；经验

e.g. This is really a special experience for me.

这对我来说真是一次特别的经历。

Do you have any experience of teaching English?

你有教英语的经验吗？



2. While most students will agree that they once felt a bit puzzled for a few weeks, the following tips can give some useful references:

译文：虽然大多数学生都会承认他们在入学后的前几周曾经一度感到有些困惑，下面这些提示会提供一些有益的参考：

分析：While除可表示“同时”外，还可以表示对两件事情作反差对比说明。此句中的While就是表示对比关系。又如：

While I admit his good points, I can see his shortcomings.

尽管我承认他的优点，但我还是能看到他的缺点。

There is plenty of rain in the southeast, while there's little in the northeast.

东南部雨量充足，而东北部则很少下雨。

语言点： **reference** *n.* 参考；参照

e.g. The above views may or may not be correct, and they are only for your reference.

以上看法不一定正确，仅供你们参考。

This book is for reference only.

这本书仅供参考。

3. Much anxiety is based on false opinions about personal ability, study requirements or the experience of failures.

译文：很多焦虑都是基于对个人能力、学习要求或者是失败经历的错误认识。

分析：此句的主谓结构是Much anxiety is based on ... 谓语用的是被动语态is based。介词on引出介词宾语false opinions，其后的about引出ability, requirements or experience作其并列介词宾语。

语言点： **1. be based on** 根据；以...为基础

e.g. The program must be based on reality to ensure that needs are covered.

该项目必须根据现实情况确保满足人们的需要。

This policy should be based on economics, not politics.

这一政策应该以经济而非政治为基础。

语言点： **2. anxiety** *n.* 焦虑；渴望；挂念；令人焦虑的事

e.g. He was annoyed by anxiety.

他因焦虑而心烦意乱。

The mother was filled with anxiety about her daughter's health.

母亲为女儿的健康状况忧心忡忡。

4. Focus on what you can do and what you will do next.

译文：要专注于你能够做的以及你下一步打算做的事情。

分析：主句是只有动词focus on的祈使句，两个what引出两个宾语从句作介词on的宾语。What引导的从句常表示the thing that ...，含义是“...的事情”，如what you do的含义是“你做的事情”。

语言点： **focus on** 致力于；使聚焦于；对(某事或做某事)予以注意



e.g. Today we're going to focus on the study arrangement.

今天，我们主要讨论学习安排问题。

He focused on what he doesn't understand.

他关注的重点是他不懂的事情。

5. You feel calmer and more in self-control if your time is planned well, and more confident about meeting your deadlines.

译文： 如果时间安排得当，你会感觉更加冷静，自治能力更强，也会更加自信地去面对完成任务的截止日期。

分析： 此句中calmer, more, more confident都是形容词的比较级。又如：

Nothing is more valuable than health.

没有什么比健康更宝贵。

He thinks English is less important than Chinese.

他觉得英语没有中文重要。

语言点： **1. confident** *adj.* 确信的；有信心的；自信的

e.g. He is quite confident that he will pass the exam.

他很有信心通过考试。

Patrick was confident of his ability to get a job for himself.

派特瑞克自信有能力为自己找到工作。

语言点： **2. deadline** *n.* 截止期限；最后限期

e.g. Can they finish this before the deadline?

他们能不能在最后期限之前完成这项工作？

The deadline for making an application is next Friday.

申请于下星期五截止。

6. Much depends on the subject, how smart you are and sometimes simply how fast a reader you are.

译文： 很大程度上取决于阅读的主题及你的聪明程度，有时候仅仅取决于你的阅读速度。

分析： 句中much作状语，实际主语是省略了的前句中ideal length for study time。Depends on有三个宾语：subject和两个由how引导的从句。宾语从句中应使用陈述句语序。

语言点： **depend on** 取决于；依靠

e.g. All living things depend on the sun for their growth.

万物靠太阳生长。

Children depend on their parents for food and clothing.

小孩依靠父母供给衣食。

7. You should make sure that you do the routine things in suitable periods of the day so that you can use your best time for doing more important work.

译文： 你必须保证在一天的合适时段做日常杂务，这样你就可以利用你的最佳时间来做

更为重要的工作。

分析: 此句是一个复杂的复合句, 主句为You should make sure, 其后的that引导make sure的宾语从句, 而so that引导that宾语从句的目的状语从句。又如:

If she said that she'd come, she'll come.

如果她说她要来, 她就会来。

Do you know where I can find her?

你知道我在哪可以找到她?

语言点: **1. routine** *adj.* 例行的; 常规的; 日常的; 普通的

e.g. The routine office work is always done by him.

办公室的日常工作都是他完成的。

It's just a routine medical examination.

这只是一次例行的体检。

语言点: **2. so that** 以便; 结果; 以致

e.g. He was very clever so that he can solve the problem in a few minutes.

他很聪明, 几分钟内就能解出这道题。

Ask him to hurry up with those letters so that we can send them off today.

请他赶快把信写好, 好让我们今天就能发出去。

8. It's very crucial to arrange your limited money with reasonable rules given below:

译文: 把你有限的钱财安排好是至关重要的, 下面给出了一些合理的办法:

分析: 此句中It是形式主语, 真正的主语是动词不定式to arrange your limited money. 这样可以避免句子主语部分过长、谓语过短而使句子结构头重脚轻。

语言点: **1. crucial** *adj.* 决定性的; 重要的

e.g. It's a crucial decision.

这是一个极其重要的决定。

The success of this experiment is crucial to the project as a whole.

这次试验的成功对整个工程十分重要。

语言点: **2. reasonable** *adj.* 合理的; 通情达理的

e.g. He made a quite reasonable decision.

他作出了一个相当合理的决定。

Our mother was always very reasonable.

我们的母亲总是非常通情达理。

9. Getting involved in campus activities is the quickest way to become a part of the college community, and to create one's own college experience.

译文: 参与校园活动是融入大学群体并获取自己大学体验的最快捷途径。

分析: experience既可用作动词, 表示体验、经历; 也可用作名词, 表示经验、阅历。作经历解释时, 为可数名词, 作经验解释时, 为不可数名词。

语言点: **1. involve in** 卷入; 陷入



- e.g.** Don't involve me in your quarrel.
不要把我卷入你们的争吵中。
Don't involve yourself in unnecessary disputes.
不要把自己卷入无谓的争论中。

语言点: **2. community** *n.* 社区; 群体; 社团

- e.g.** He's well liked by people in the community.
社区的人都非常喜欢他。
Business community leaders met to discuss the proposed golf course.
商界领袖们聚会讨论建议中的高尔夫球场。

10. Campus community activities are held to encourage each community member to show his or her talents and to respect all members of the community.

译文: 开展校园社团活动是为了鼓励每个社团成员展示自己的才能并尊重社团的所有成员。

分析: 此句中to encourage ... 是不定式短语用作目的状语, 通常可译成“为了...”。
但to show和to respect是each community member的宾语补足语。

语言点: **1. encourage** *v.* 鼓励, 鼓舞, 支持

- e.g.** They often encourage the students with prizes.
他们经常用奖品来鼓励学生。
We want to encourage students to attend community activities in the college.
我们想鼓励学生参加学校的社团活动。

语言点: **2. talent** *n.* 天资; 才能

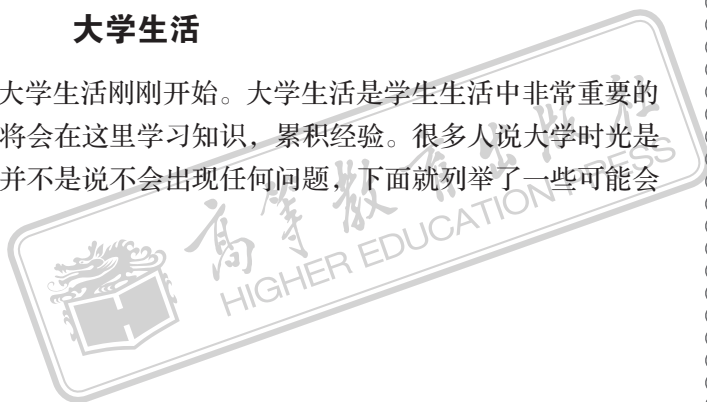
- e.g.** He's got lots of talent.
他天赋很高。
The player got an opportunity to show his talents.
那位选手得到了一次展示自己才能的机会。

Chinese Version

大学生生活

现在我们刚过完暑假回来, 大学生生活刚刚开始。大学生生活是学生生活中非常重要的一部分。在几年时光里, 同学们将会在这里学习知识, 累积经验。很多人说大学时光是他们一生中最美好的时光, 但这并不是说不会出现任何问题, 下面就列举了一些可能会存在的问题:

- 焦虑
- 时间管理
- 金钱问题
- 自我展示



开始大学生活可能会是一次困难的经历。大多数学生都会承认他们在入学后的前几周曾经感到有些困惑，下面这些提示会提供一些有益的参考。

克服焦虑

很多焦虑都是基于对个人能力、学习要求或者失败经历的错误认识。你可以通过多种途径克服焦虑，比如说：

- 专注于你能够做的以及下一步你打算做的事情。
- 留出一些时间来认真思考什么是你的真正需要。
- 将整个大任务划分为若干小任务。
- 寻求机会与他人一起学习。
- 取得了小的成功也要及时庆祝。

管理时间

管理时间对你的大学生活很重要。在学习上取得成功最重要的就是要管理好时间。如果时间安排得当，你会感觉更加冷静，自制能力更强，也会更加自信地去面对完成任务的截止日期。如果你还有问题，下面有一些小窍门来帮助你：

学习时间没有所谓的理想长度。这在很大程度上取决于阅读的主题及你的聪明程度，有时候仅仅取决于你的阅读速度。也许有用的办法是考虑一下你一天中什么时段学习效果最好——是在上午、下午还是在晚上。你必须保证在合适时段内处理日常事务，这样你就可以利用你的最佳时间来做更重要的工作。

使用钱财

进入大学意味着你已经长大成人，但仍然需要父母的经济支持。把你有限的资金安排好是至关重要的，下面给出了一些合理的办法：

- 记账：记下每分钱的用途。
- 分散使用：如果你申请了贷款，要分期使用而不要一次花光。
- 保持理智：为明天而不只是为今天的需要考虑。
- 使收入的作用最大化：首先，削减贵重物品或非必需物品的开支。其次，看看是否可以减少必需品的开销。再次，设法寻找一份兼职或者假期工作。

参加活动

参与校园活动是融入大学生活并获得大学体验的最快捷途径。开展大学社团活动是为了鼓励每个社团成员展示自己的才能并尊重社团的所有成员。



Keys

Task 3

1. √ 2. × 3. √ 4. × 5. √

Task 4

1. A 2. C 3. D 4. C 5. A
6. B 7. D 8. B 9. C 10. D

Task 5

1. chess 2. beach 3. theater 4. dance 5. radio
6. puzzle 7. zoo 8. pool 9. club 10. game
11. movie 12. card

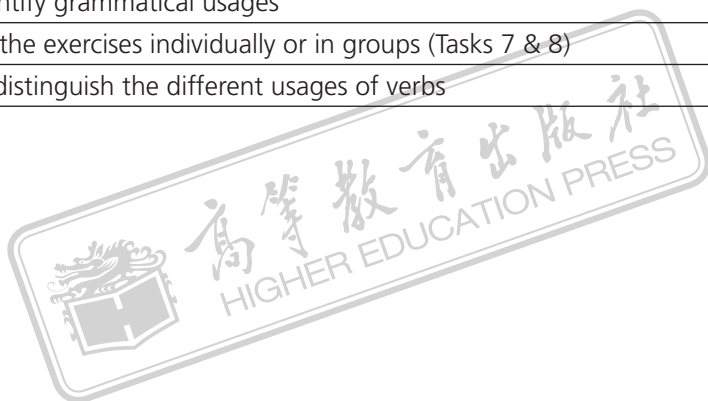
Task 6

1. 开始大学生活可能会是一次困难的经历。
2. 很多焦虑都是基于对个人能力、学习要求或者失败经验的错误认识。
3. 很大程度上取决于阅读的主题及你的聪明程度，有时候仅仅取决于你的阅读速度。
4. 把你有限的资金安排好是至关重要的，下面给出了一些可行的办法。
5. 留出一些时间来认真思考什么是你的真正需要。

Section III Practicing Interaction

Focus

Aim	To consolidate the grammatical forms and functions of verbs
Tasks	1. Students do the grammatical exercises
	2. Students identify grammatical usages
Procedures	1. Students do the exercises individually or in groups (Tasks 7 & 8)
	2. Explain and distinguish the different usages of verbs



Theory Link

动词

一、动词的分类

情态动词	1	只作情态动词使用		can / could / must / may / might / ought to	
	2	可作情态动词，也可作实义动词		need / dare	
	3	可作情态动词，也可作助动词		shall / should / will / would	
助动词	be / do / have / shall / will				
系动词	be / look / appear / seem / feel / smell / sound / taste keep / rest / remain / last / lie / stand / stay / become / grow / turn / go / get				
实义动词	1	不及物动词 (vi)	后面不跟宾语的实义动词		
		及物动词 (vt)	后面必须跟宾语的实义动词		
	2	静态动词	静态动词是表示静止状态的动词，一般不用于进行时态		
			A. 表示存在、从属意义的动词	如：be, have, own, exist, live, belong to...	
			B. 与感官、感觉有关的动词	如：hear, see, feel, taste, smell, observe, find, catch...	
			C. 表示心理状态或情感状态的动词	如：believe, consider, expect, envy, suppose, feel, think, find, forget, hate, hope, imagine, know, like, love, mind, realize, regret, suppose, understand, want, wish...	
			D. 接度量衡名词的动词 (+数词+单位) (这些动词的主语通常是物)	如：weigh, cost, cover, last, take, extend, stand, measure, number, total, carry, contain, seat...	
		动态动词	动态动词是表示运动状态的动词，可用于进行时态		
			A. 延续性动词：表示行为或过程能持久地继续下去或能产生持久的影响	如：eat, read, run, walk, work, write...	
			B. 终止性动词：表示行为或过程是短暂的或瞬时间完成/结束	如：arrive, break, buy, catch, die, leave, open, sell, start, stop, return, go, jump...	
			C. 表示状态改变或位置转移的动词	如：arrive, change, come, die, go, land, leave...	



(续表)

实义动词	3	使役动词	A. 表示“使、令、让、叫”等意义的动词，如: make, have, let, get, keep...		
			B. 表示“使人，令人”的心理状态的动词，如: excite, astonish, surprise (+ sb.)		
	4	谓语动词	在句子中作谓语的动词		
		非谓语动词	在句子中不用作谓语的动词		
			A. 不定式	to do	形式变化: to have done / to have been done / to be doing / not to do
			B. 动名词	doing	形式变化: not doing
			C. 现在分词	doing	形式变化: having done / having been done / not doing / not having done / not having been done
			D. 过去分词	done	形式变化: not done

二、感官动词的用法

语法点	◆ hear, see, feel, watch, notice, observe, find, catch, look at, hear, listen to...
	1. 后接不带to的不定式表示一个发生过或者还没发生的具体“动作” When you go to watch the football match, you will enjoy seeing the Chinese football team win.
	2. 后接V-ing形式表示正在进行的动作 Seeing the sun rising above the sea, we let out a shout of joy.
	3. 后接V-ed形式表示已完成的被动意义 After his return twenty years later, he found his home town greatly changed.

三、延续性动词与终止性动词

1. 部分延续性动词与终止性动词及词组对照表

延续性动词	终止性动词	延续性动词	终止性动词
keep	borrow	be back	return
have	buy	be in	join
be	become	be here	come here
wear	put on	be there	go there
live in	move to	be back	come back
know	recognize	be asleep	fall asleep
have a cold	catch a cold	be (in)	get to / arrive
know	get to know	be out	go (get) out
be away from	leave	be ill	fall ill
be on	begin / start	be up	get up
be dead	die	be over	finish

2. 用法

语法点	例句
1. 延续性动词不能与表示短暂时间的“点时间”状语连用。但：come / begin / get to + 延续性动词可表示一瞬间的动作。	It rained at eight yesterday morning. (误) It began to rain at eight yesterday morning. (正) — When did you get to know Mary? — Three years ago. — Then you've known each other for more than three years. — That's right.
2. 终止性动词可以用于when引导的时间状语从句中，但不可以用于while引导的时间状语从句中。	When we reached London, it was twelve o'clock. Please look after my daughter while / when we are away.
3. 终止性动词的完成时态，表示动作的完成并产生了影响与结果。但一般不能与表示延续的时间段短语“for...”或“since...”以及“How long...”连用，终止性动词否定式除外。	He has joined the League. → He has been in the League for three years. The old man died 4 years ago. → The old man has been dead for 4 years. I bought the book 5 days ago. → I have had the book for 5 days.
4. 常见句型： (1) “It is + 一段时间 + since从句(+ 终止性动词的过去时)” (2) “一段时间 + has passed + since从句(+ 终止性动词的过去时)”： (3) “not + 终止性动词 + until / till ...” (4) “延续性动词 + until / till ...”	It is four months since my elder sister went to Britain. More than three years has passed since Mary came to China. I will not go to bed until I finish my term paper tonight. We worked until 11:00 yesterday evening.

Keys

1. A
6. D2. B
7. A3. B
8. C4. A
9. B5. C
10. D

1. be

2. making

3. be

4. going

5. know



6. require

7. takes

8. meet

9. do

10. try

Section IV Communicating Interaction

Focus	
Aims	1. To arouse students' interest
	2. To enable students to identify information
	3. To give students fluency practice in listening and speaking about college life
Tasks	1. Students learn to understand and write a notice and a poster
	2. Students learn expressions used in talking about college life and do the related exercises
Procedures	1. Ask students to read the notice and answer the questions orally (Task 9)
	2. Ask students to look at the poster and describe it with the useful expressions given (Task 10)
	3. Ask students to learn the useful sentences related to college life and practice them orally
	4. Ask students to listen to six sentences and number the pictures (Task 11)
	5. Ask students to listen to a dialogue about daily activities at college and fill in the blanks (Task 12)
	6. Ask students to practice the dialogue in pairs and then give appropriate answers to the questions (Task 13)
	7. Ask students to listen to two conversations and number the pictures according to the sequence mentioned in each conversation; check the answers and play the recording again to help students imitate the pronunciation (Task 14)
	8. Ask students to get ready for listening practice and filling in the blanks (Task 15)
	9. Divide students into groups and make up conversations based on the situations (Task 16)
	10. Listen to the recording and check the answers to help students imitate the pronunciation (Task 17)
	11. Ask students to think about the study plans for the new semester after class, and then discuss them in groups in class (Task 18)

Introduction

Notice & Poster

A notice or a poster tells that something will happen in the near future or announces that something has already happened. Since its contents must be communicated to a lot of people, it is usually written in formal ways. Generally speaking, a notice is made up of three parts, namely, headline, body and signature. Posters are similar to notices.

Keys**Task 9**

1. Education in America.
2. Ms. Tang Lin.
3. On Thursday, Oct 14, 2014, at 2:30 p.m.
4. All the first-year students.
5. The Department Office.

Task 10

The new English movie *Titanic* will be on show at the Students' Activity Center at 7:00 p.m. on Saturday, May 16. Anyone who is interested in it can buy the ticket at the ticket office in the students' center. One dollar for each. Thank you!

Task 11

1. (D)→2. (A)→3. (E)→4. (F)→5. (C)→6. (B)

Script:

1. She received a scholarship to pay school expenses.
2. I want to try to find a job in my hometown.
3. He had a part-time job in a restaurant.
4. We can discuss our vacation plans over dinner.
5. Jack wants to go to a small college in our city.
6. Joining the college sports games won't take you much time.



Career Express English

Task 12

- | | | |
|-----------------------|-------------|----------|
| 1. term paper | 2. clean up | 3. party |
| 4. a basketball match | 5. at home | |

Script:

John: Hello, Mary. What are you doing on Monday evening? There's a great show at the Grand Theater.

Mary: I'm sorry, but I am planning to finish my term paper.

John: How about going out for dinner on Tuesday evening?

Mary: Sounds like a great idea, but I have to help my roommate clean up the apartment. You see, we are having a party on Wednesday night, so we need a place to look really nice.

John: Well, how about Thursday evening? There's going to be a basketball match at school. How about going and cheering for them?

Mary: Yes, I was planning to see that, but it's my Mom's birthday, so we are taking her out for dinner.

John: Well, I guess you will be busy on Friday evening, too. I was planning to invite you to a concert.

Mary: Well, I was planning to stay at home. But ... I'd love to go to the concert with you.

Task 13

2. I can handle them. / Although it's a little difficult, I can manage.
3. Sure. Just fill out this form. / Certainly. Here is the form for you to fill in.
4. My name is Wang Ming. I major in Business English. There are three people in my family. My father works in a computer company. And my mother is a housewife. In my spare time, I like to read novels. I think reading could broaden my horizons.
5. It was exciting. / It was good to feel independent and free. / It was a bit scary.
6. I like my roommates. / I think it's great.
7. We often watch movies. / We do various sports. / We play basketball / football.
8. I would like to join a sports club. / I would like to attend art classes.
9. I think it's really very beautiful. / I like the atmosphere here.
10. Yes, I often work part time at weekends. / No, I want to focus on study.

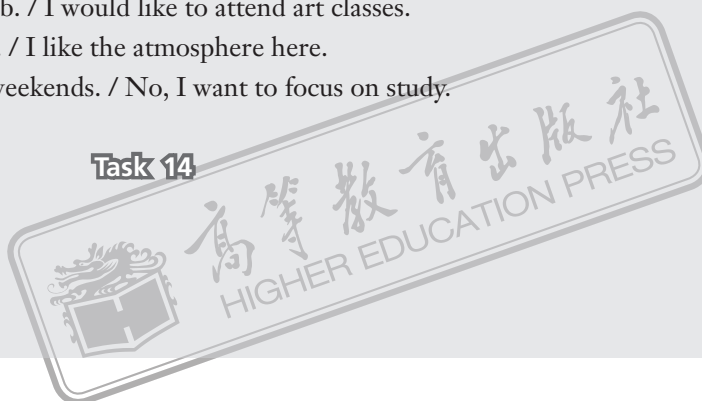
Task 14

Conversation 1

(B) → (C) → (D) → (A)

Conversation 2

(B) → (A) → (D) → (C)



Script:**Conversation 1**

Vivian: Hi, David. Long time no see!

David: Hi, Vivian. Long time no see!

Vivian: Come on in. Take a seat. Would you like something to drink? I have Sprite and orange juice.

David: Sprite would be fine. So, how have you been?

Vivian: Not bad. And you?

David: Oh, I'm doing OK, but school has been really busy these days, and I haven't had time to relax.

Vivian: By the way, what's your major anyway?

David: Hotel management.

Vivian: Well, what do you want to do when you graduate?

David: I haven't decided yet, but I think I'd like to work for a hotel or a travel agency in this area.

Conversation 2

Susan: Hey, Dan, is that you? Long time no see!

Dan: Oh, hey, no kidding! I haven't seen you for ages! So how've you been?

Susan: Good, thank you. I've joined the students' union. I think it's been a good decision. I've got a lot of support and good suggestions from the guys. What about you? Have you decided on your major yet?

Dan: Definitely chemistry engineering. What about you?

Susan: I still have no idea, but we don't have to choose a major till our second year, so I've got time! Oh, I'm late for class. I've got to run!

Dan: OK, take care! Nice running into you!

Susan: Me, too!

Dan: Bye!

Task 15

- | | | | | |
|------------------|-----------|------------------|---------------|-----------|
| 1. homesick | 2. common | 3. tips | 4. Call home | 5. factor |
| 6. Go visit home | 7. worse | 8. every-weekend | 9. Get out of | 10. hide |

Script:**Three Ways to Deal with Homesickness**

Being homesick in college is very common. With these three tips, however, dealing with it can be a little easier.

Call home. This may sound like common sense, but it can really help. The key factor, however, is not to call home all of the time.



Go visit home. Visiting home can be a great way to recharge yourself. But going home too often can make homesickness worse. Let yourself go home when you need it, but make sure it doesn't turn into an every-weekend event.

Get out of your room. You didn't go to school to hide in your room, right? You never know what might happen, but you do know that it won't happen if you're alone in your room all the time.

Task 16

Situation 2:

Jack: Good morning, Linda.

Linda: Good morning, Jack. Do you have any plans for tomorrow evening?

Jack: No. I have nothing planned.

Linda: That's great. I would like to invite you to a dance party.

Jack: That's very kind of you. I'd love to go.

Linda: The party will be held at Garden Hotel at 7:00 p.m. I'll pick you up at six o'clock in the evening.

Jack: Thank you for your invitation. I'll be there.

Linda: See you tomorrow.

Situation 3:

Linda: Jack, I would like to join the tennis club.

Jack: So do I.

Linda: When can we play tennis there?

Jack: Well, from 10 a.m. to 11 p.m.

Linda: Great. Do we need to pay?

Jack: No, it's free, but we have to buy the equipment ourselves.

Linda: OK. I will apply for the membership.

Jack: Good. Let's fill in the forms.

Situation 4:

Jack: Linda, what are you looking for?

Linda: I'm searching for the novel named *Gone with the Wind*.

Jack: Can I help you?

Linda: Thanks. Do you know how I can borrow this novel?

Jack: Take off the card, and fill in your name and your library card number.

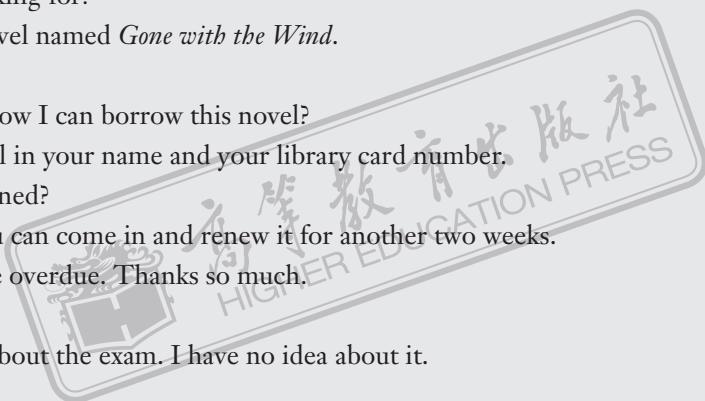
Linda: When should it be returned?

Jack: Within 2 weeks, and you can come in and renew it for another two weeks.

Linda: I'll make sure it won't be overdue. Thanks so much.

Situation 5:

Linda: Oh, I'm really worried about the exam. I have no idea about it.



- Jack: Well, first, you should know the requirements for the course.
- Linda: We have a quiz every Monday and a final exam.
- Jack: Did you do a great job in those quizzes?
- Linda: Just so so, and that's why I'm so worried about the course.
- Jack: You need some notes to help you review what you have learnt in the class.
- Linda: I think you're right.
- Jack: Besides, you have to consult with your teacher if you have any question.
- Linda: That would really help me. Thank you for your advice.
- Jack: You are welcome.

Task 17

Conversation 1

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

Conversation 2

6. D 7. E 8. A 9. C 10. B

Script:

Conversation 1

Bob: Hey. Are you interested in buying some used books for school? You can really save some money that way.

Janet: Well, what do you have?

Bob: I have a science book called *Today's World*, and I'm selling it for thirty dollars.

Janet: Thirty? That's a little too expensive for an old book like that.

Bob: Maybe that's true, but I bought it for sixty. Plus, I wrote a lot of notes in the book that should help you with your class if you could read them.

Janet: What else do you have?

Bob: OK, I have an English writing textbook for fourteen dollars, a math book for twenty-three, and a novel for only seven dollars.

Janet: I'll take the English book and the novel. I need both of these for sure.

Conversation 2

Stuart: Amy, how are you doing?

Amy: Hi, Stuart. I'm very busy these days. When I'm not at school, I'm at work.

Stuart: Hey, listen. I'm getting together with a few of our friends. And, we're going out to eat and then watch a movie. Why don't you come with us?

Amy: I'd love to, but I have to study hard for a test tomorrow.

Stuart: Come on. We plan to have dinner around 6:30 and then see a movie at 7:30.

Amy: I'd better stay at home. I haven't been feeling well lately.

Stuart: Yeah, because you study too much. Relax. And it's Sara's birthday, too. And we're



holding a small birthday party after the movie.

Amy: You are probably right, I should relax a bit.

Stuart: Great. I'll pick you up at 6:00.

Task 18

Omitted.





Unit

2

GREETINGS







Teaching Arrangement

Unit 2 Greetings			
Teaching Hours		6 – 8 hours	
Teaching Methods		Situational & Task-based Teaching Method	
Teaching Aims		<ul style="list-style-type: none"> ➤ Learn some important expressions frequently used in greetings. ➤ Understand the main usage of nouns and pronouns. ➤ Be able to conduct greetings. 	
Teaching Process		Contents	Focus
	Class 1	<ul style="list-style-type: none"> ➤ Leading in Interaction ➤ Reading Interaction (Text) 	Language Points & Text Understanding
	Class 2	<ul style="list-style-type: none"> ➤ Reading Interaction (Reading Comprehension, Vocabulary Expansion, Vocabulary Quiz, Translation) ➤ Practicing Interaction 	Grammar — Nouns & Pronouns
	Class 3	<ul style="list-style-type: none"> ➤ Communicating Interaction (Task 9 – Task 13) 	Description of Name Cards & Introduction Talking about Weather
	Class 4	<ul style="list-style-type: none"> ➤ Communicating Interaction (Task 14 – Task 18) 	Greetings & Communication



Lecturing References

1. Greetings in Eight Countries

Country	Manners	Body Language	Custom
China	handshake		Handshake is a traditional way of Greeting in China.
America	wave		Casual ways like smile or wave are both OK.
Japan; Korea	bow		Bow is a kind of manner to show respect and kindness in Japan.
England	hand-kissing		Hand-kissing is mostly used in upper class.
Thailand	namaste		Namaste is putting the palms together before the chest.
France; Belgium	bisous		Cheek kissing is a kind of respect which is mostly prevailing in Europe.

2. The Customs of Handshake in Different Countries

A handshake is a short ritual in which two people grasp one of each other's like hands, in most cases accompanied by a brief up and down movement of the grasped hands.

There are various customs surrounding handshakes, both generically and specific to certain cultures:

The handshake is commonly done upon meeting, greeting, parting, offering, congratulations, expressing gratitude, or completing an agreement. In sports or other competitive activities, it is also done as a sign of good sportsmanship. Its purpose is to convey trust, balance, and equality.

Unless health issues or local customs dictate otherwise, usually a handshake is made with bare hands. However, it depends on the situation.

- ⊙ In Anglophone countries, in business situations, in casual non-business situations, men are more likely to shake hands than women.

- ⊙ In Belgium, handshakes are done more often, especially on meetings.

- ⊙ In Switzerland, it may be expected to shake the women's hands first.

- ⊙ Austrians shake hands when meeting, often including with children.

- ⊙ In some Muslim countries (such as Turkey or the Arabic-speaking Middle East), handshakes aren't as firm as in North America and Europe. Consequently, a grip which is too firm will be considered as rude.

- ⊙ Moroccans also give one kiss on each cheek (to corresponding genders) together with the handshake. Also, in some countries, a variation exists where instead of kisses, after the handshake the palm is placed unto the heart.

- ⊙ In China, where a weak handshake is also preferred, people shaking hands will often hold on to each other's hands for an extended period after the initial handshake.

- ⊙ In Japan, it is appropriate to let the Japanese initiate the handshake, and a weak handshake is preferred.

- ⊙ In Norway, where a firm handshake is preferred, people will most often shake hands when agreeing on deals, both in private and business relations.

- ⊙ In South Korea, a senior person will initiate a handshake, where it is preferred to be weak. It is a sign of respect to grasp the right arm with the left hand when shaking hands.

The hand hug is type of handshake popular with politicians, as it can present them as being warm, friendly, trustworthy and honest. This type of handshake involves covering the clenched hands with the remaining free hand, creating a sort of cocoon.

http://en.wikipedia.org/wiki/Main_Page

3. How to Greet People in France

Give a bisous. Bisoux are kisses on the cheek, but they're actually air-kisses to the side of the



Career Express English

cheek. When women are greeting other women or men are greeting women, you kiss the person right cheek to right cheek and left cheek to left cheek, making a kissing sound into the air beside them, while saying “Bonjour” to friends or, if you’re meeting for the first time, your name.

Shake hands. When men are greeting men, they do not greet one another with a kiss, but with a handshake. Again, if you know the person, you will say “Bonjour” and if you don’t, greet them with your name.

Greet without the bisous. If you don’t know someone, don’t know them well or are not friends with the person, a simple “Bonjour” without the bisous is more than sufficient. If, however, you don’t have to say the same thing all the time, there are other frequently-used greetings. “Salut” is a greeting used between close friends, pronounced “Sal-oooh”.

When you say Goodbye. When you leave, make sure you say good-bye in the same way you said hello — with bisoux and handshakes. Yes, you need to say good-bye to every person, and yes, that can take a long time. Instead of “Bonjour”, when you’re leaving you can say, “Salut”, “A plus tard”, “A bientot”, or “au revoir” — basically good-bye or until next time.

<http://www.ehow.com/>

4. World Greeting Day

November 21st is “World Greeting Day”, which is a warm holiday. All we need to do is to bring joy to the world as long as you meet a sincere greeting, or transfer a sweet smile. The romantic programs make people enjoy the other’s care, promote their mutual relations, and build a harmonious society. This day calls on the famous persons to play an important role in order to promote world peace. And the subject focuses on promoting development of human’s love to each other. Greeting Day has become an important day for people to send regards and promote the feelings to each other, and for different countries to improve cultural understanding.

<http://www.nmg.xinhuanet.com/zt/whr/index.htm>

5. Greetings and Customs

维基百科	http://en.wikipedia.org/wiki/
中国礼仪网	http://www.welcome.org.cn/
大耳朵英语	http://www.ebigear.com/
必听网	http://www.bting.cn/
韦博国际英语	http://www.webinternational.com.cn/
道客巴巴	http://www.doc88.com/
开心冬令营	http://www.donglingying.cc/index.html
eHow	http://www.ehow.com/

Lecturing Hints

Section I Leading in Interaction

Focus

Aims	1. To improve students' pronunciation
	2. To arouse students' interest
Tasks	1. Students read the given sentences
	2. Students discuss the questions in groups
Procedures	1. Ask students to read the sentences aloud (Task 1)
	2. Divide the students into groups and ask them to give answers to the given questions (Task 2)

Keys

Task 1

Omitted.

Task 2

1. We usually say "Hi" or "Hello". / We can say "Nice to meet you."
2. Hi, I am Roger Smith, from South America. / I am Roger Smith, a sales clerk.
3. We should hold the name card by two hands, and pass it on to the person.
4. I like sunny days very much. / Snowy days are my favorite.
5. Sure, the weather in London is changeable. / There are many rainy days in winter in London.
6. See you next time. / I enjoy the days with you. Could I see you again?

Section II Reading Interaction

Focus

Aims	1. To give students fluency practice in reading
	2. To help students learn to use expressions related to greeting
Tasks	1. Students learn and comprehend the text
	2. Students finish the related exercises individually or in groups



(续表)

Procedures	1. Ask students to read the text and to talk about their understanding of greeting etiquettes
	2. Explain and analyze the language points of the text in detail
	3. Ask students to finish the reading comprehension exercises individually (Task 3)
	4. Divide students into groups to complete the vocabulary exercises (Task 4)
	5. The vocabulary quizzes can be left as after-class assignment (Task 5)
	6. Ask students to finish the translation without referring to the dictionary (Task 6)

Language Points

1. We always make use of them to get to know other people, and show our friendliness.

译文：我们经常都通过打招呼结识他人，表示友好。

分析：make use of意为“利用、使用某物”，其中use是名词，可用good, full, more, little, considerable等形容词来修饰。应特别注意其被动形式。如：

We make good use of time to study. 我们充分利用时间学习。

A considerable use is made of internal and informal information. 大量使用了内部和非正式信息。

语言点：friendliness *n.* 友好；亲切

e.g. His kind smile soon generated friendliness.

他友善的微笑很快营造了友好的气氛。

His friendliness is not always an offer of true friendship.

他的友好并不总是表示真正友情。

2. Greetings vary a lot in formality.

译文：打招呼的郑重程度大不相同。

分析：vary是不及物动词，后面跟in/on/with短语表示在某些方面变化。vary in表示“在…方面有差异”。如：

People vary a lot in their ideas.

人们的观点大不相同。

Furniture varies in color from almost black to yellow.

家具的颜色由近乎黑色到黄色各不相同。

语言点：formality *n.* 礼节；郑重

e.g. I wish we could treat each other without formality.

我希望我们彼此之间不要太拘谨。

She has the greatest disregard for all formality.

她全然不顾礼节。



3. When meeting people formally for the first time, we shake their hand and say "How do you do?" or "Nice to meet you."

译文：当第一次正式面见某人的时候，我们会与他们握手，说“你好”或者“很高兴见到你”。

分析：“When meeting someone formally for the first time”这是现在分词短语作时间状语。分词短语作状语，在句中可以表示时间、原因、结果、条件、让步、行为方式或伴随情况等。分词短语作时间状语、原因状语、条件状语和让步状语时多位于句首，作结果状语、伴随状语时常位于句末。“shake one's hands”表示握某人的手。

语言点：**formally** *adv.* 正式地，形式上

e.g. He was formally inducted into the office of governor.

他正式就任州长之职了。

It was really too warm for her to dress so formally.

她穿得这么正式真的太热了。

4. Generally speaking, we do shake hands when we meet new people, but we rarely shake hands when parting.

译文：通常来说，我们会见生人时会握手，但是告别的时候却很少握手。

分析：“do”放在动词前面表示强调，有“一定”的意思。“but”连接两个并列句。

语言点：**1. rarely** *adv.* 很少地

e.g. He rarely talks with other students on the campus.

他很少和校园里的其他学生交谈。

She rarely goes to the canteen to have lunch. 她很少去餐厅吃午餐。

语言点：**2. part** *v.* 分离；分开

e.g. We feel as if we had been parted from each other for years.

我们觉得好像被分开好多年了。

5. A proper introduction will leave a good first impression upon others.

译文：恰当的介绍会给他人留下美好的第一印象。

分析：“leave a(n)... impression upon/on sb.”表示“给某人留下……印象”

语言点：**impression** *n.* 印象；效果

e.g. My impression is that he is against it. 我的印象是他反对这件事。

What was your first impression of the college? 你对大学的第一印象是什么？

6. In addition, introducing yourself and others in the correct way is full of various rules of etiquette.

译文：此外，得体地介绍自己和他人包含了各种不同的礼节。

分析：“introducing yourself and others”是动宾结构的动名词短语做主语。

语言点：**etiquette** *n.* 礼节；礼仪

e.g. In Asia, etiquette is everything. 在亚洲，礼节就是一切。



How well do you know the chopstick etiquette?

你知道多少关于使用筷子的礼仪呢？

7. Whoever is the highest-ranking person is introduced to everyone else in order of their position.

译文：根据地位的高低，地位最高者将依次被介绍给其他所有的人。

分析：“Whoever is the highest-ranking person”是由“whoever”引导的名词从句在整个句子中充当主语成分。

语言点：**rank** *n.* 等级；军衔 *v.* 排等级

e.g. His shoulder badge indicates his rank. 他的肩章表明他的军衔。

He eventually rose to the rank of captain.

他最终升到了上尉的军衔。

8. There are some circumstances that may make you feel embarrassed.

译文：有些情况可能会让你感到尴尬。

分析：在“there be”句型当中只能用“that”不用“which”引导定语从句。

语言点：**1. circumstance** *n.* 环境；情况

e.g. Don't deceive under any circumstances. 在任何情况下都不要行骗。

In this circumstances, Jack's plans looked highly appropriate.

在这种情况下，杰克的计划看起来非常合适。

语言点：**2. embarrassed** *adj.* 尴尬的；窘迫的

e.g. He was so embarrassed. 他是如此的尴尬。

She feels embarrassed when meeting him. 当她遇到他的时候觉得尴尬。

9. This may make everyone feel comfortable.

译文：这会使每个人都感到轻松舒适。

分析：“make”用作使役动词，表示“使”，后接不定式的复合结构作宾语时，不定式不能带to。

语言点：**comfortable** *adj.* 舒适的；舒服的

e.g. We have a comfortable new residence. 我们有了一个舒适的新居。

A home should be comfortable and friendly. 家应使人舒适与和睦。

10. If the relationship of the two persons develops, informal style can be used.

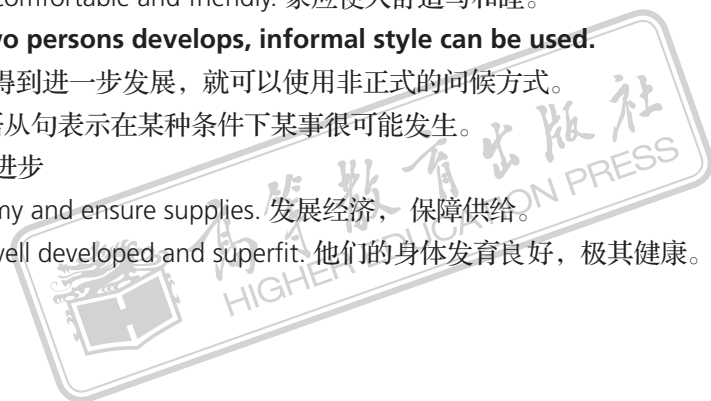
译文：如果两个人的关系得到进一步发展，就可以使用非正式的问候方式。

分析：由if引导的条件状语从句表示在某种条件下某事很可能发生。

语言点：**develop** *v.* 开发；进步

e.g. Develop the economy and ensure supplies. 发展经济，保障供给。

Their bodies were well developed and superfit. 他们的身体发育良好，极其健康。



Chinese Version

问候与介绍

问候与介绍在我们的社会生活中是很重要的。我们会经常利用问候和介绍来结识他人并表示友好。

问候

问候是否郑重大有不同。当我们第一次正式会见一个人的时候，我们会与他们握手并且说“你好”或者“很高兴见到你”。“你好？”并不是一个问题，而是表示打招呼的意思。当年轻人在非正式场合见面的时候，他们会说“来举手击掌吧！”然后就会一起击掌。“Hello”或者“Hi”是更加随意的打招呼方式，可以在任何时候使用。通常来说，我们会见生人时会握手，但是告别时却很少握手。此外，我们与熟人见面就不握手。

在非正式的场合下你还可能会看到亲吻这一社交礼仪（在脸颊上轻吻一下），这在男性和女性之间以及彼此很熟悉的女性之间是可以接受的。但是你却很少看到两个男性之间亲吻，哪怕只是在脸颊上轻轻一吻。

介绍

第一印象是很重要的。得体的介绍会给他人留下美好的第一印象。在大部分情况下，想要留下美好的第一印象需要有温暖的微笑，介绍名和姓，说欢迎的话语，目光交流和有力的握手。说出对方的名字也非常重要。比如：“很高兴遇见你，约翰。”能否做好自我介绍和介绍他人包含了各种不同的礼节。

在社交场合，通常是把男士介绍给女士，把年轻人介绍给年长者。然而在商界，介绍通常基于你在机构中的头衔或者地位。根据地位的高低，地位最高者将被依次介绍给其他人。如果你要介绍两个同等身份的人，通常将你不太熟悉的那个人介绍给你比较熟悉的人。

有些情况可能会让你感到尴尬。比如，当别人介绍你时，没有提及你的名字，有可能是他们忘记了你的名字或者是不知道如何做得体的介绍。这时你就可以热情问候对方然后说出自己的姓名。有时你和你的朋友在一起，可是他们没有介绍你。这时你就可以选择适当时机作自我介绍。这会使每个人都感到很轻松自然。然而，这种情况下最恰当的礼仪是由你的朋友把你介绍给他的朋友。

除此以外，记住当你第一次见面一个人时，要用正式的问候方式。如果两个人的关系进一步发展，就可以使用非正式的方式。然而在交谈过程中，随意改变问候方式是不礼貌的，最好使用同一种方式。

如果记住了这些要点，你基本上就可以给人留下美好的第一印象并改善已有的交往关系。



Keys

Task 3

1. √ 2. × 3. √ 4. × 5. ×

Task 4

1. A 2. A 3. C 4. A 5. D
6. D 7. B 8. D 9. D 10. B

Task 5

1. G 2. C 3. F 4. B 5. E
6. D 7. A

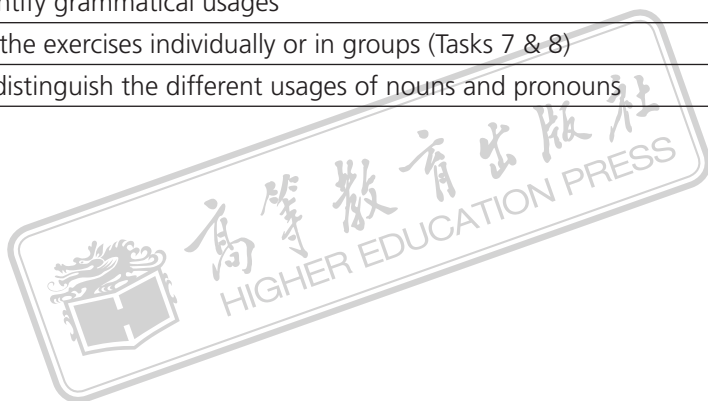
Task 6

1. 问候与介绍在我们的社会生活中是很重要的。
2. 在非正式的场合下你还可能会看到亲吻这一社交礼仪。
3. 得体的介绍会给他人留下良好的第一印象。
4. 有些情况可能会让你感到尴尬。
5. 有时你和你的朋友在一起，可是他们没有介绍你。

Section III Practicing Interaction

Focus

Aim	To consolidate understanding of grammatical forms and use of nouns and pronouns
Tasks	1. Students do the grammatical exercises
	2. Students identify grammatical usages
Procedures	1. Students do the exercises individually or in groups (Tasks 7 & 8)
	2. Explain and distinguish the different usages of nouns and pronouns



Theory Link

名词和代词

一、名词的分类

构词法分类	1	简单名词（只包含一个词素）	girl / chair / bread / ice / might / faith		
	2	复合名词（由两个或两个以上词素构成）	bookworm / farmland / roommate		
	3	派生名词（由动词、形容词、名词加词缀构成）	arrangement / greatness / expectation		
词汇意义分类	1	普通名词（表示一类人或物或抽象概念）	class / family / furniture		
	2	专有名词（表示个人、国家、地方、机构、组织等的独有名称）。专有名词首字母要大些。	China / Shanghai / the People's Republic of China		
语法意义分类	1	可数名词（有单、复数形式）	名词单数	名词单数形式就是名词的原形，它的前面可用不定冠词a(n)和基数词one，如a desk, one man	
			名词复数	规则复数	在名词原形后加-s或-es,如chairs, classes, stories
	不规则复数	不是以加词尾-s或-es构成复数，而是通过内部元音变化或其他方式构成复数，如tooth→teeth, man→men			
	2	不可数名词（一般没有单、复数之分，但有时也可以有复数形式，但表示不同意义	fish / bread / sand / water / coffee two coffees（2杯咖啡）		

二、名词属格的用法

语法点	1. 单数名词和不以-s结尾的复数名词一般在词尾加-'s my mother's arrival, women's clothes
	2. 以-s结尾的复数名词在词尾只加-' the girls' room, the workers' factory
	3. 复合名词和作为一个整体的名词词组构成属格时，在最后一个词的词尾加-'s somebody else's opinion, the University of Tsinghua's president
	4. 并列名词表示各自的所有关系时，要在各个名词之后加-'s，如：Mary's and Tom's books；如果仅在第二个名词之后加-'s，则指两人共有的。



三、代词

1. 代词的格

主格	宾格	属格 (修饰名词/指代名词)	反身代词
I	me	my / mine	myself
she	her	her / hers	herself
he	him	his / his	himself
we	us	our / ours	ourselves
they	them	their / theirs	themselves
you	you	your / yours	yourselves
it	it	its / its	itself

2. 用法

语法点	例句
1. 物主代词可修饰名词和指代所修饰的名词词组，如my book/mine。mine指代my book，在句中起名词词组的作用，可作主语、表语、宾语、介词宾语以及同位语等。	The car in the yard is <i>his</i> . <i>Mine</i> is outside of the yard. <i>Theirs</i> is the only house here that is being painted. You will find your note among <i>mine</i> on the desk. I'll do my work and you <i>yours</i> .
2. 反身代词即人称代词的反身形式，可在句中作同位语、宾语、表语以及介词宾语等。	The manager <i>himself</i> will operate the machine. I spoke to the principal <i>himself</i> . I have nothing to say to <i>myself</i> . The old man lives by <i>himself</i> .
3. 人称代词的类指用法。某些人称代词也可泛指一类人或物。最常用的有one, we, you, they。作为人称代词，其意义相当于people，包括听话人和说话人在内。	<i>One</i> can only do <i>one's</i> best. <i>One</i> should have a correct estimate of <i>oneself</i> . <i>They</i> say it will rain this evening. <i>You</i> must have a guide if you want to see the scene.

Keys

1. D
6. C

2. A
7. B

3. C
8. A

4. A
9. B

5. B
10. A

1. Introductions 2. importance
6. his 7. hers

Task 8
3. yourself
8. their

4. It 5. greeting
9. friendliness 10. conversation

Section IV Communicating Interaction

Focus

Aims	1. To arouse students' interest
	2. To enable students to identify information
	3. To give students fluency practice in listening and speaking related to greeting
Tasks	1. Students learn the name / business / visiting card
	2. Students learn expressions for greeting and do the related exercises
Procedures	1. Ask students to read the card and answer the questions orally (Task 9)
	2. Ask students to look at the card and describe it with the useful expressions given above (Task 10)
	3. Ask students to learn useful sentences for greeting and practice them orally
	4. Ask students to listen to six statements and number the pictures (Task 11)
	5. Ask students to listen to a dialogue about the weather and fill in the blanks (Task 12)
	6. Ask students to practice the dialogue in pairs and then give appropriate answers to the questions (Task 13)
	7. Ask students to listen to two conversations and number the pictures according to the sequence mentioned in each conversation; Check the answers and play the recording again to make students imitate the pronunciation (Task 14)
	8. Ask students to get ready for listening practice and fill in the blanks (Task 15)
	9. Divide students into groups and produce conversations based on the situations given (Task 16)
	10. Listen to the recording and check the answers to make students imitate the pronunciation (Task 17)
	11. Ask students to think of more ways of greeting people, and then discuss them in groups in class (Task 18)



Introduction

Name Card

A name card can be also called a business card, visiting card, or calling card. It is usually used to introduce oneself in social activities. As the economy develops, a business card becomes more and more useful in life. Generally speaking, a business card provides personal information such as the company name, personal name, title, address, telephone number, fax number and e-mail address. The format of the content is not fixed.

Keys

Task 9

1. Changcheng Electronics Co., Ltd.
2. Sales manager.
3. No. 98 Xiangjiang Road, Changsha city.
4. 0731-222222××.
5. yangyr@yahoo.com.cn.

Task 10

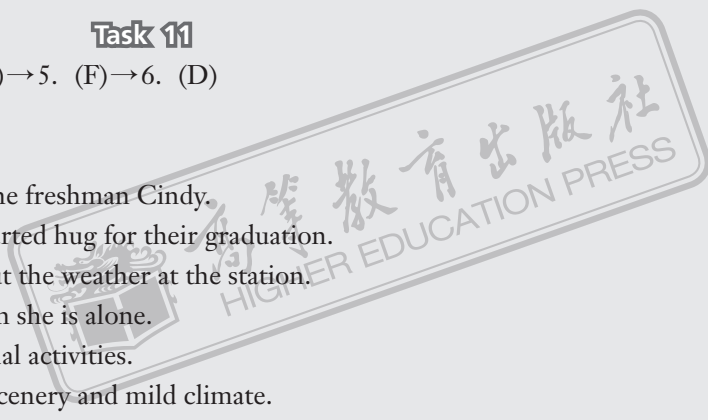
Li Yang works at Chenghai Foreign Language School as a professor and director. His cell phone number is 189123456××. His school is located at No. 22 Southeast Road, Chenghai city, and the post code is 333000. If you have any questions, you can contact him at 0641- 858588××, or by e-mail at liyang18@163.com.

Task 11

1. (E)→2. (C)→3. (B)→4. (A)→5. (F)→6. (D)

Script:

1. Lisa is introducing herself to the freshman Cindy.
2. The two girls have a warm-hearted hug for their graduation.
3. People always like talking about the weather at the station.
4. Rose is afraid of lightning when she is alone.
5. A business card is useful in social activities.
6. Joe's hometown has beautiful scenery and mild climate.



Task 12

- | | | |
|-------------------|--------------------|--------------|
| 1. come back | 2. summer vacation | 3. fall from |
| 4. beautiful days | 5. skating | |

Script:

Henry: Hello, Jane. Lovely day, isn't it?

Jane: Hi, Henry. The days in autumn are very nice.

Henry: Sure. Not only many beautiful days but also lots of fruits.

Jane: So autumn is your favorite?

Henry: I like autumn, but it seems to be a little sad for the leaves falling from the trees in the season. Winter is my favorite season of the year. Though it is the coldest season of the four, I like the snow, and especially I like to go skating on the ice. How about you?

Jane: I like both spring and summer. Because all plants begin to grow, birds come back from their winter home. I can also enjoy fresh air and birds' singing.

Henry: But it is very hot in summer.

Jane: I do not mind the heat. Because I like swimming, and I can enjoy a long summer vacation.

Task 13

2. I am from Changsha, Hunan Province.
3. Sure. My name is Richard, which is R-I-C-H-A-R-D.
4. My major is software design.
5. Chinese always shake hands when they meet each other for the first time.
6. I would say "How do you do?" or "Nice to meet you."
7. It is nice / terrible / awful.
8. I like spring, because everything starts to grow in spring.
9. Yes, I can. In my hometown, it is very cold in winter, and there is always a heavy snow.
10. France, because the weather in France is very comfortable.

Task 14**Conversation 1**

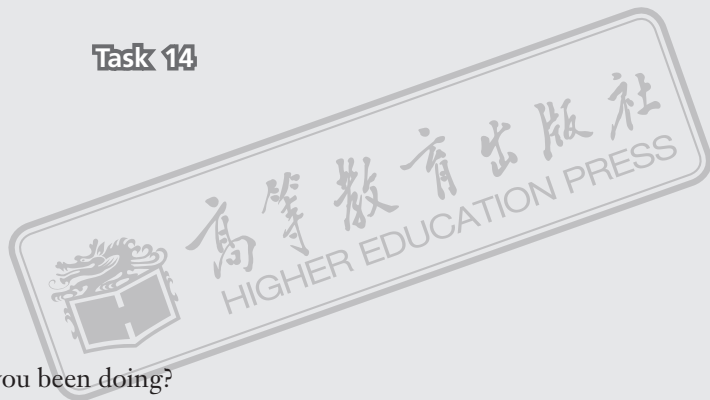
(D)→(C)→(A)→(B)

Conversation 2

(C)→(A)→(B)→(D)

Script:**Conversation 1**

Nana: Hi, Claude. How have you been doing?





Career Express English

Claude: Hello, Nana. I am fine. I am just enjoying the sunshine.

Nana: Great. I like sunny days too. It's very comfortable.

Claude: That's right. What will you do this weekend if you are free?

Nana: Nothing special. If it's fine, I'd like to go to the Amusement Park.

Claude: Oh, that's a good idea. Sounds like fun.

Nana: So then?

Claude: Anything you say! I think we can hang out at the weekend.

Nana: Great. Call me at your time.

Claude: OK. See you.

Conversation 2

Victor: Hey, Karen. Nice to see you again.

Karen: Hi, Victor. Unbelievable to see you here! How are you?

Victor: Fine, thank you. You look great. How's business?

Karen: Thanks, it's OK. I am here for a conference and I'm going to give a presentation at the conference.

Victor: That's good! Would you like to have a get-together after the meeting? We haven't talked to each other for quite a time.

Karen: That would be nice.

Victor: Then I'll meet you in the car park at 5 o'clock tomorrow afternoon.

Karen: OK, see you then.

Task 15

- | | | | | |
|----------------|-------------|--------------|-------------|------------|
| 1. expressions | 2. smile | 3. somewhere | 4. stranger | 5. someone |
| 6. introduce | 7. greeting | 8. hand | 9. part | 10. women |

Script:

Meeting and Greeting People

When you meet a person in a business situation, your facial expressions say more than your words. Look as if you are pleased to meet the person. Put a smile on your face to welcome the person standing before you. Looking the person in the eye tells that you are focused and interested in him or her. If you are staring off somewhere else, you may appear to be looking for someone more to your liking. If you meet a stranger, say who you are. Don't stand around to wait for someone else to introduce you.

Extend your hand as you offer your greeting. The person who puts a hand out first comes across as confident and at ease. Make sure that this physical part of your greeting is professional. If you are confused about who, men or women, should shake hands first, you don't have to be. Everyone in business shakes hands with everyone else.

Task 16**Situation 2:**

- Paul: Hi, Nancy. What are you reading in the newspaper?
- Nancy: Hey, Paul. I am reading the weather forecast for Singapore through the Internet.
- Paul: Oh, you are from Singapore! I heard the climate in Singapore is very nice, especially in summer.
- Nancy: That's true. The weather condition is pretty good. You can always breathe the fresh air. It is warm in winter and cool in summer.
- Paul: What's the temperature in summer?
- Nancy: It's below 30°C. If it rains, you may have a sweater.
- Paul: That sounds good. I hope I would go to Singapore for a visit one day.
- Nancy: Welcome to visit my hometown. Give me a call if you come over.

Situation 3:

- Paul: Hello, Nancy. What's your plan for this weekend?
- Nancy: Hello, Paul. Actually I have nothing in particular.
- Paul: Would you like to go for a picnic with us?
- Nancy: Well, have you seen the weather reports? What does it say?
- Paul: Sure. It will be fine this weekend. Don't worry about it.
- Nancy: But we are going to have a thunder shower on Saturday evening.
- Paul: We will come back before evening.
- Nancy: That's OK.

Situation 4:

- Paul: Hi, Nancy. Glad to meet you again.
- Nancy: Nice to meet you, Paul. What a surprise!
- Paul: Really! It's a small world.
- Nancy: How is everything going?
- Paul: Good. How about you?
- Nancy: Everything goes well. Thank you.
- Paul: Would you like to have a drink after the conference?
- Nancy: It sounds great!

Situation 5:

- Nancy; Paul, I have to go aboard now. The plane is about to take off.
- Paul: It's time for us to say good-bye.
- Nancy: I will miss you all the time.
- Paul: Me too. Take good care of yourself when you are in London.
- Nancy: Thanks, I will. And so do you.
- Paul: Please give me a call when you arrive in London.
- Nancy: Sure. Remember to look me up if you're ever in London.
- Paul: OK. Enjoy your flight. Bye-bye.



Task 17

Conversation 1

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

Conversation 2

6. E 7. A 8. D 9. C 10. B

Script:

Conversation 1

David: Hi, Sophia. I'm Jenny's brother David.

Sophia: Hi, David. I am very glad to meet you.

David: Me too. How do you like Texas so far?

Sophia: It's really different from what I expected.

David: What's the problem?

Sophia: Well, the weather here is different. In my hometown it is mild all year round, neither too cold in winter nor too hot in summer.

David: No worry. You'll get used to it gradually.

Sophia: I'm still feeling a little homesick. So many things seem strange to me.

David: You will feel better soon.

Sophia: Thank you very much.

Conversation 2

Joan: I really must be going now. It's almost past midnight.

Edward: How time flies! Why don't you stay a little longer?

Joan: It's very nice of you. I wish I could, but I have to get up early tomorrow morning.

Edward: What a pity you have to leave. We're really honored to have you here.

Joan: Thank you for the enjoyable evening. I really had a good time!

Edward: I am glad you enjoyed it.

Joan: See you next time.

Edward: Take care. Hope to see you again.

Task 18

Omitted.



Unit

3

SIGNS & DIRECTIONS

Teaching Arrangement

Unit 3 Signs & Directions			
Teaching Hours	6 – 8 hours		
Teaching Methods	Activities-based & Cooperation Study Method		
Teaching Aims	<ul style="list-style-type: none"> ➤ Learn some important expressions frequently used in asking for and giving directions ➤ Understand the main usage of adjective and adverb ➤ Be able to conduct daily communication for asking for and giving directions 		
Teaching Process	Contents		Focus
	Class 1	<ul style="list-style-type: none"> ➤ Leading in Interaction ➤ Reading Interaction (Text) 	Language Points & Text Understanding
	Class 2	<ul style="list-style-type: none"> ➤ Reading Interaction (Reading Comprehension, Vocabulary Expansion, Map Puzzle, Translation) ➤ Practicing Interaction 	Grammar — Adjective & Adverb
	Class 3	➤ Communicating Interaction (Task 9 – Task 13)	Description of Road Signs & Directions
	Class 4	➤ Communicating Interaction (Task 14 – Task 18)	Daily Communication for Asking for and Giving Directions



Lecturing References

1. Online Maps

Web Map Server	Website
Baidu Maps	http://map.baidu.com/
Google Maps	http://maps.google.com/
Yahoo! Maps	http://maps.yahoo.com/
MapQuest	http://www.mapquest.com/
Rand McNally	http://www.randmcnally.com/
Map24	http://www.us.map24.com

2. Web Mapping

Web mapping is the process of designing, implementing, generating and delivering maps on the World Wide Web and its products. While web mapping primarily deals with technological issues, web cartography additionally studies theoretic aspects: the use of web maps, the evaluation and optimization of techniques and workflows, the usability of web maps, social aspects, and more.

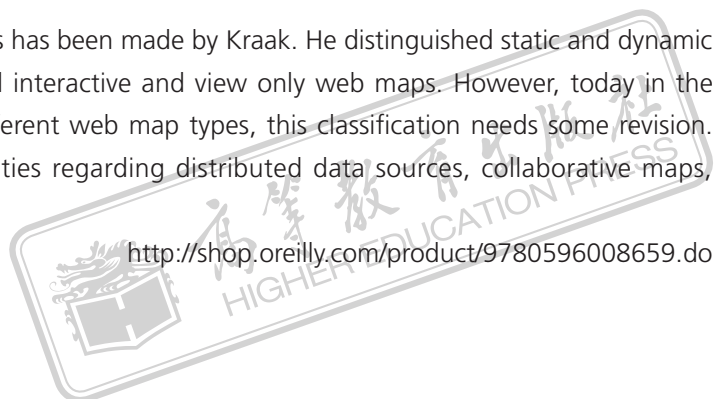
Development and Implementation

The advent of web mapping can be regarded as a major new trend in cartography. Previously, cartography was restricted to a few companies, institutes and mapping agencies, requiring expensive and complex hardware and software as well as skilled cartographers and geomatics engineers. With the rise of web mapping, a range of data and technology was born from free data generated by Open Street Map to proprietary datasets owned by Navteq, Google, and others. A range of free software to generate maps has also been generated, alongside proprietary tools like Arc GIS. As a result, the barrier to entry for creating maps on the web has shifted from that of the paper atlas and other traditional cartography.

Types of Web Maps

A first classification of web maps has been made by Kraak. He distinguished static and dynamic web maps and further distinguished interactive and view only web maps. However, today in the light of an increased number of different web map types, this classification needs some revision. Today, there are additional possibilities regarding distributed data sources, collaborative maps, personalized maps, etc.

<http://shop.oreilly.com/product/9780596008659.do>



3. Global Positioning System

The Global Positioning System (GPS) is a space-based satellite navigation system that provides location and time information in all weather, anywhere on or near the earth, where there is an unobstructed line of sight to four or more GPS satellites. It is maintained by the United States government and is freely accessible to anyone with a GPS receiver.

The GPS program provides critical capabilities to military, civil and commercial users around the world. In addition, GPS is the backbone for modernizing the global air traffic system.

The GPS project was developed in 1973 to overcome the limitations of previous navigation systems, integrating ideas from several predecessors, including a number of classified engineering design studies from the 1960s. GPS was created and realized by the U.S. Department of Defense (DoD) and was originally run with 24 satellites. It became fully operational in 1994.

Advances in technology and new demands on the existing system have now led to efforts to modernize the GPS system and implement the next generation of GPS III satellites and Next Generation Operational Control System (OCX). Announcements from the Vice President and the White House in 1998 initiated these changes. In 2000, U.S. Congress authorized the modernization effort, referred to as GPS III.

In addition to GPS, other systems are in use or under development. The Russian Global Navigation Satellite System (GLONASS) was in use by only the Russian military, until it was made fully available to civilians in 2007. There are also the planned European Union Galileo positioning system, Chinese Compass navigation system, and Indian Regional Navigational Satellite System.

<http://www.gps.gov/>

4. Right- and Left-hand Traffic

The terms *right-hand traffic* and *left-hand traffic* refer to regulations requiring all bidirectional traffic to keep either to the right or the left side of the road respectively. This is so fundamental to traffic flow that it is sometimes referred to as the rule of the road. This basic rule eases traffic flow and reduces the risk of head-on collisions. Today about 66.1% of the world's people live in right-hand traffic countries and 33.9% in left-hand traffic countries. About 72% of the world's total road distance carries traffic on the right, and 28% on the left.

Universally each country specifies a uniform road traffic flow: left-hand traffic (LHT) in which traffic keeps to the left side of the road, or right-hand traffic (RHT) in which traffic keeps to the right.

Vehicles are usually manufactured in left-hand drive (LHD) and right-hand drive (RHD) configurations, referring to the placement of the driving seat and controls within the vehicle. Typically, the placement of the steering wheel is opposite to the rule of the road: LHT countries use



RHD vehicles, and RHT countries use LHD vehicles. This is so that the driver's line of sight is as long as possible down the road past leading vehicles, an important consideration for passing maneuvers.

On the other hand, while steering a heavy vehicle on a narrow road, the more advantageous position for the driver is on the curbside where he can closely monitor the position of the vehicle and its wheels relative to an abyss or an escarpment. For heavy vehicles driving on difficult roads RHD is preferable under RHT rule and vice versa.

There are LHT countries where most vehicles are LHD — and there are some countries with RHT and mostly RHD vehicles, such as Afghanistan, Burma, and the Russian Far East, in the last case due to import of used vehicles from Japan. Many countries permit both types of vehicles on their roads. Terminological confusion can arise from the misuse of left-hand drive or right-hand drive to indicate the side of the road along which vehicles are driven.

The terms *nearside* and *offside* are related terms used in many English-speaking countries to refer to the sides of a vehicle: the nearside is closest to the kerb and the offside is closest to the centre of the road.

http://www.ehow.com/facts_6872337_difference-between-right_-left_hand-drive.html

5. City Block

A city block, urban block or simply block is a central element of urban planning and urban design. A city block is the smallest area that is surrounded by streets. City blocks are the space for buildings within the street pattern of a city; they form the basic unit of a city's urban fabric. City blocks may be subdivided into any number of smaller land lots usually in private ownership, though in some cases, it may be other forms of tenure. City blocks are usually built-up to varying degrees and thus form the physical containers or "street walls" of public space. Most cities are composed of a greater or lesser variety of sizes and shapes of urban blocks. For example, many pre-industrial cores of cities in Europe, Asia and the Middle-east tend to have irregularly shaped street patterns and urban blocks, while cities based on grids have much more regular arrangements.

In most cities of the world that were planned, rather than developing gradually over a long period of time, streets are typically laid out on a grid plan, so that city blocks are square or rectangular. Using the perimeter block development principle, city blocks are developed so that buildings are located along the perimeter of the block, with entrances facing the street, and semi-private courtyards in the rear of the buildings. This arrangement is intended to provide good social interaction among people.

Many world cities have grown by accretion over time rather than being planned from the outset. For this reason, a regular pattern of even, square or rectangular city blocks is not so common among European cities, for example. Following the example of Philadelphia, New York City adopted the Commissioners' Plan of 1811 for a more extensive grid plan. By the middle of the

20th century, the adoption of the uniform, rectilinear block subsides almost completely and more picturesque layouts prevailed, with random sized and either curvilinear or non-orthogonal blocks and corresponding street patterns.

In much of the United States and Canada, the addressing systems follow a block and lot number system, in which each block of a street is allotted 100 building numbers.

<http://www.thefreedictionary.com/city+block>

Lecturing Hints

Section I Leading in Interaction

Focus

Aims	1. To improve students' pronunciation
	2. To arouse students' interest
Tasks	1. Students read the given sentences
	2. Students discuss the questions in groups
Procedures	1. Ask students to read the sentences aloud (Task 1)
	2. Divide the students into groups and ask them to give answers to the given questions (Task 2)

Keys

Task 1

Omitted.

Task 2

1. You can get a map from a book store / a post office / the Internet.
2. On a map, the up side is North, the down side is South, the left side is West, and the right side is East.
3. I often see traffic signs and road signs.
4. Street signs, traffic route signs, expressway signs, freeway signs, etc.
5. I usually ask police officers / taxi drivers / local people for directions.
6. I show them to the place if possible. / I show them on the map.



Section II Reading Interaction

Focus

Aims	1. To give students fluency practice in reading
	2. To help students learn expressions related to asking for and giving directions
Tasks	1. Students learn and comprehend the text
	2. Students finish the related exercises individually or in groups
Procedures	1. Ask students to read the text and talk about their understanding of directions
	2. Explain and analyze the language points of the text in detail
	3. Ask students to do the reading comprehension exercises individually (Task 3)
	4. Divide students into groups and do the vocabulary exercises (Task 4)
	5. The map puzzle can be left as an after-class assignment (Task 5)
	6. Ask students to finish the translation without referring to the dictionary (Task 6)

Language Points

1. Asking for directions is important, but it's also easy to become confused when listening to someone giving directions.

译文：问路固然重要，但听懂别人指路所说的话也很容易困惑。

分析：本句中it为形式主语，真正的主语是不定式to become confused。作为形式主语的it并无实际语义，只是为满足语法上的需要，避免句子头重脚轻，它代替的是句子的逻辑主语。除不定式外，从句和名词短语也可以是句子的逻辑主语。又如：

It requires efforts to master a foreign language.

掌握一门外语需要种种努力。

It's common for leaves to fall from the trees in the fall.

秋天树叶从树上落下是常见的。

语言点：**confused** *adj.* 糊涂的，迷乱的，困惑的

confusing *adj.* 令人困惑的，混淆的，混乱的

e.g. They asked so many questions that I got confused.

他们问了那么多问题，都把我弄糊涂了。

Some advertising can be confusing or misleading.

一些广告是令人困惑的或误导人的。

2. First of all, we'll take a look at some of the key phrases that would come up as you try to find your way to various different places.

译文：首先，我们来看看你在问路时可能会听到的一些关键词语。

分析：As引导时间状语从句，表示两个动作同时发生。此句中as引导的时间状语修饰that引导的定语从句，that引导的定语从句修饰the key phrases。As引导时间状语

从句的例子又如:

As we were dancing, a stranger came in.

当我们跳舞时,一位陌生人走了进来。

As years go by, China is getting stronger and richer.

一年一年过去,中国变得越来越富强了。

语言点: **1. come up** 走近,提出来,出现(问题、建议等)

e.g. While we were talking, a man came up.

我们正在谈话时,一个人走了过来。

The project came up in their conversation.

他们在谈话中提到了这项工程。

语言点: **2. various** *adj.* 不同的,各种各样的,多方面的,多样的

e.g. The subject may be viewed in various ways.

这个主题可以从不同的方面加以考虑。

The products we sell are many and various.

我们出售的产品数量大且种类繁多。

3. And if you want to describe the position of a particular place in relation to the person you can say it's "on your right", or "on your left".

译文: 如果你想说明某个地方与那个人的相对位置,你可以说“在你的右边”或“在你的左边”。

语言点: **1. particular** *adj.* 特定的,某一的

e.g. She has a particular preference for Chinese art.

她对中国艺术有特别的爱好。

We will make an exception in this particular case.

我们将把这个例子当做例外。

语言点: **2. in relation to** 与...有关

e.g. I have a lot to say in relation to that affair.

关于那件事,我有很多话要讲。

In relation to your memo yesterday, we will have a short meeting with all employees.

针对你昨天传达的内部通知,我们要与所有员工开个短会。

4. One thing that can be confusing when it comes to directions is the use of the word "right", which is used in three different ways as follows.

译文: 说到指路有一点很容易弄错,那就是“right”一词的用法。这个词有如下三种用法。

分析: 这是一个比较复杂的复合句,主句One thing ... is the use of ... That和which引导两个定语从句,分别修饰thing和right。Which引导的是非限制性定语从句,指代前面的名词right。非限制性定语从句起补充说明作用,前面要用逗号分开。



又如：

The sun heats the earth, which makes it possible for plants to grow.

太阳温暖大地，使植物生长成为可能。

The old man has a son, who is in the army. 那位老人有一个在部队服役的儿子。

语言点：**as follows** 如下，如下所示

e.g. The functions may be broadly classified as follows. 这些功能大致分类如下。

We may then summarize the situation as follows. 于是我们可将情况归纳如下。

5. ... even a native English speaker could get confused here.

译文：…甚至一个母语为英语的人也可能会弄错。

分析：Could为情态动词can的过去式，它既可以用作过去式，也可以表示委婉的语气，并不指过去的时间。又如：

I could be wrong. Could you come over here? 也许我错了。你能到这边来吗？

He could be very pleasant when he wanted to. 只要愿意，他会非常友好。

语言点：**native adj.** 本国的，当地（人）的

e.g. At the end of the year some people will go back to their native homes.

年终时，有些人要回故乡去。

Our best man was sent to deal with the native leaders.

我们最能干的人被派去和当地首领打交道。

6. If you're telling someone to turn, it often comes with the preposition "at".

译文：如果你告诉别人要转弯，通常就会用到介词“at”。

分析：Be doing something可表示即将发生的动作。这种结构仅用于一部分动词，比如某些瞬间动词和表示移动或方向的词。又如：

The plane is taking off at 10:00 a.m. 飞机将在上午十点起飞。

I'm leaving for Beijing tomorrow morning. 我明天早上就要前往北京。

语言点：**come with** 伴随…发生；与…一起出现

e.g. French fries come with the hamburger. 炸薯条与汉堡一起出售。

Wisdom doesn't necessarily come with age. 智慧不一定伴随年龄增长。

7. Whereas the preposition "up" — "Go right up the main road" — tends to mean go all the way up the main road.

译文：然而，若用介词“up（沿着）”——“Go right up the main road（一直沿着主干道走）”——含义常常是顺着主干道一直走下去。

语言点：**1. whereas conj.** 然而，反之，鉴于，尽管，但是

e.g. Whereas, red flowers, orange flowers and yellow flowers can protect themselves from sunlight. 反之，红色花、橙色花、黄色花却能保护自身免受阳光侵害。

Some praise him, whereas others condemn him. 有些人赞扬他，而有些人谴责他。

语言点：**2. tend to** 常常，有…的倾向

- e.g.** Now economics tend to be complex and global.
现在的经济都趋向复合型和全球化。
You tend to give more than take in relationships.
在人际关系中，你往往付出多于索取。

8. In addition, you may also notice that some questions are not asked in the standard question form, but that polite forms are used.

译文：此外，你可能也会注意到有些问题的问法不是用标准的提问方式，而是用更加客气礼貌的方式。

分析：本句中，are not asked和are used均为被动语态结构，主语分别是some questions和polite forms。又如：

A note was passed up to the speaker. 有人给讲演者递来一张纸条。

He is regarded as brilliant. 人们认为他很有才华。

语言点： **in addition** 另外，此外，除此之外

- e.g.** In addition, early rising is also good to our health.
再者，早起对我们的健康也有益处。
In addition, there is the exercise of basic movements.
此外，还有基本功动作练习。

9. The meaning does not change, only the structure of the question.

译文：话的意思没变，变的只是提问题的语言结构。

分析：后一句为省略句，其完整的句子应为only the structure of the question changes。省略是为了避免重复，突出新信息并使上下文紧密连接的一种手段。省略在英语中，尤其在对话中，是一种十分常见的现象。其特点是：虽然省去了句子的某些语法构造所需要的组成部分，但仍能看出其完整的语法结构，能够表达其完整的意义。省略形式多样，从单词、短语到分句，都可以省略，而且各有一定的结构关联，不容臆断。又如：

He spent part of the money, and the rest he saved.

钱他花了一部分，其余的存了起来。

Let's do the dishes. I'll wash and you'll dry.

让我们洗碗吧。我来洗，你来擦干。

10. Do keep practicing your English and you'll enjoy your life in a new place.

译文：一定要不断练习英语，你才能享受来到一个陌生地方后的生活。

分析：助动词do用在动词原形（keep）之前，用来强调谓语动词的含义，表示“的确，一定”的意思。又如：

I do know what he is doing now, but I don't want to tell you.

我的确知道他现在在做什么，但是我不想告诉你。

He did see you going into that room yesterday.

他的确看见你昨天走进了那个房间。



语言点: **keep doing sth** 继续不断做某事

e.g. I have friends who keep working even though they have plenty of money.

我有一些朋友，已经很有钱了，但还在拼命工作。

The child kept asking me questions.

这个孩子老是问我问题。

Chinese Version

听懂指引路途的话语

问路固然重要，但听懂别人指路所说的话也很容易困惑。即使用母语问路尚且如此，你可以想象我们仔细去听某人用英语指路有多么重要！下面的这些建议和技巧可以帮助你听别人给你指路时记住他们所指引的方向。

首先，我们来看看在你询问去不同地方的路途时可能会听到的一些关键词语。

“右转”或“左转”是告诉人们应该朝哪个方向走的一种简单方法。你也可以说“向左转”或者“往左转”。如果你想要说明某个地方与那个人的相对位置，你可以说“在你的右边”或“在你的左边”。

说到指路，有一点很容易弄错，那就是“right”一词的用法，这个词有如下三种用法。

“Go right”就是“右转”或“向右转”的意思。但是“Go right up there”可能有两种不同的解释，甚至一个母语为英语的人也可能弄错。这样说的人可能是想说“右转”，也可能是想说“一直朝前走下去”。我们说“一直走到这条路的尽头”是要表达“顺着这条路走到底”的意思，这与向右转完全不同。判断的线索常常就是句中使用的介词。如果你告诉别人要转弯，通常就会用到介词“at（在）”。例如，“在主干道向右转”。然而若用介词“up（向前）”——“Go right up the main road”——含义就常是顺着主干道一直走下去。如果你没有把握，问一下就是了。这就是“right”的两种不同用法。还有第三种呢？“Covent Garden will just be right in front of you（科文特花园就会在你前面）”。那个人也可能会说“immediately in front of you（科文特花园会在你的正前方）”，他的意思是已经不远了。所以“Right in front of you”的意思就是“已经不远了”。

此外，你可能也会注意到有些问题的问法不是用标准的提问方式（如Where do I go? 我去哪儿怎么走?），而是用更加礼貌客气的方式（间接提问，如I wonder if you can help me. 不知道你能否帮我?）。这样的问法通常句子要长一些，表示客气。话的意思没变，变的只是提问题的语言结构（Where do you come from = Would you mind telling me where you come from? 你从哪儿来 = 你是否介意告诉我你是从哪儿来的?）。

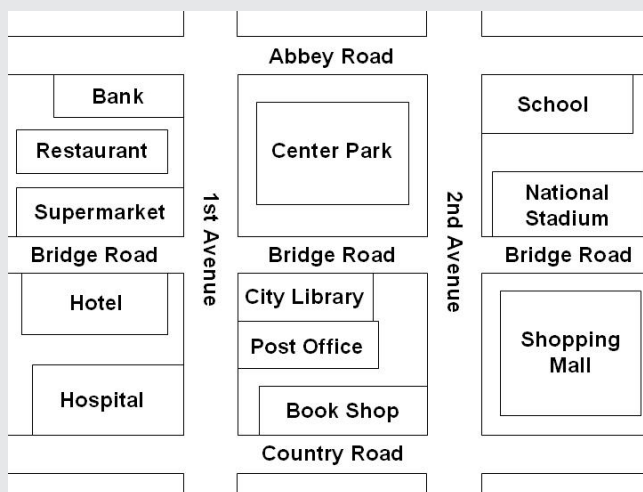
现在我们已经知道了如何理解指引路途的话语了。一定要不断练习英语，你才能享受来到一个陌生地方后的新生活。

Keys**Task 3**

1. √ 2. √ 3. × 4. √ 5. ×

Task 4

1. B 2. C 3. A 4. B 5. A
6. D 7. C 8. B 9. B 10. A

Task 5**Task 6**

1. 我们也很容易听错别人指路时所说的话。
2. 有一点很容易弄错，那就是“right”一词的用法。
3. 如果你告诉别人要转弯，通常会用到介词“at（在）”。
4. 然而，若用介词“up（沿着）”，含义就常是顺着主干道一直走下去。
5. 你是否介意告诉我你是从哪儿来的？

Section III Practicing Interaction**Focus**

Aim	To review the grammatical forms and functions of adjectives and adverbs
Tasks	1. Students do the grammatical exercises
	2. Students identify the grammatical usages



(续表)

Procedures	1. Students do the exercises individually or in groups (Tasks 7 & 8)
	2. Explain and distinguish the different usages of adjectives and adverbs

Theory Link

形容词和副词

一、基本概念

形容词	1	修饰名词或代词	tall / tired / many / just / deep
	2	作定语时一般放在被修饰的名词之前	beautiful flowers / unforgettable experiences
	3	修饰不定代词时放在被修饰词之后	something important / nothing serious
副词	1	修饰动词、形容词、全句	deeply / much / surely / happily / generally
		地点副词	here / there / home / upstairs / anywhere
		方式副词	angrily / happily / fast / suddenly / badly
	2	程度副词	fairly / quite / rather / very / pretty
		疑问副词	when / where / why / how
		连接副词	therefore / besides / otherwise / however / still

二、比较级和最高级的构成

规则变化	1	直接加-er / -est	young-younger-youngest	
	2	以-e结尾的加-r / -st	late-later-latest	
	3	以辅音字母加y结尾的, 改y为i, 加-er / -est	happy-happier-happiest	
	4	重读闭音节单词, 双写最后一个辅音字母加-er / -est	big-bigger-biggest	
	5	多音节单词的比较级和最高级分别在单词前加more, the most	more / the most beautiful	
	6	less, the least用在原级前, 分别表示“较不…”和“最不…”	less / the least tall	
不规则变化	1	good / well	better	best
	2	bad / badly	worse	worst
	3	many / much	more	most
	4	little	less	least
	5	far	farther / further	farthest / furthest
	6	old	older / elder	oldest / eldest
修饰语	1	修饰比较级的词	much, far, even, no, still, any, a lot, a little	I can't run any faster.
	2	修饰最高级的词	by far, 序数词	He is by far the tallest in our class.

三、常用句型结构

原级	1	as / not so + 原级 + as ...	He is as tall as his elder brother.
	2	as + 原级 + a / an + 可数名词的单数形式 + as ...	He is as tall a fellow as his elder brother.
	3	... times + as + 原级 + as ...	The city of Nanjing is three times as large as that city.
比较级	1	... times + 比较级 + than ...	The city of Nanjing is three times larger than that city.
	2	The more ... the more ...	The busier he is, the happier he feels.
	3	比较级 + and + 比较级	busier and busier / more and more beautiful
	4	no + 比较级 + than	Martin ran no farther than Ted.
最高级	1	in表示在某个范围内作比较	The Yangtze is the longest river in our country.
	2	of表示在同类的人或物之间作比较	The question is the simplest of the three.

Keys

Task 7

1. C 2. B 3. C 4. C 5. D
6. C 7. C 8. D 9. D 10. A

Task 8

1. usually 2. specific 3. common / commonest 4. many 5. general
6. more 7. more lost 8. younger 9. old / older 10. better

Section IV Communicating Interaction

Focus

Aims	1. To arouse students' interest
	2. To enable students to identify information
	3. To give students fluency practice in listening and speaking communication related to asking for and giving directions
Tasks	1. Students learn to ask for and give directions and learn about sign boards
	2. Students learn expressions for asking for and giving directions and do the related exercises



(续表)

Procedures	1. Ask students to read the sign boards and answer the questions orally (Task 9)
	2. Ask students to look at the sign boards and describe them with the useful expressions given above (Task 10)
	3. Ask students to learn some useful sentences related to giving directions and practice them orally
	4. Ask students to listen to six statements and number the pictures (Task 11)
	5. Ask students to listen to a dialogue for asking for and giving directions and fill in the blanks (Task 12)
	6. Ask students to practice the dialogue in pairs and then give appropriate answers to the questions (Task 13)
	7. Ask students to listen to two conversations and number the pictures according to the sequence mentioned in each conversation; Check the answers and play the recording again to make students imitate the pronunciation (Task 14)
	8. Ask students to get ready for listening practice and fill in the blanks (Task 15)
	9. Divide students into groups and make up conversations based on the situations given (Task 16)
	10. Listen to the recording and check the answers to make students imitate the pronunciation (Task 17)
	11. Ask students to get familiar with the locations of the campus buildings after class, and then have a discussion in groups in class (Task 18)

Introduction

Signs

A sign is a representation of an object that implies a connection between itself and its object. A conventional sign signifies by agreement. Uses of conventional signs are varied. Usually the goal is to elicit a response or simply inform. That can be achieved by marking something, displaying a message (i.e. a notice), drawing attention or presenting evidence of an underlying cause (for instance, medical symptoms signify a disease), performing a bodily gesture, etc.

Keys**Task 9**

1. Two.
2. It means “no eating or drinking”.
3. The sign with a thick red line across the circle.
4. The second sign in the last line.
5. “No parking”.

Task 10

In my opinion, understanding signs is very important. The sign with a red line across the circle is to tell us that something is not allowed to do. For example, the first and second signs simply mean “Do not swim here” and “No fishing here”. On the other hand, some signs are designed with words printed on them, so it's very easy to understand their meanings. Therefore, the third sign is telling us to pay attention to the steps, and the last one is to warn us of the danger.

Task 11

1. (D)→2. (B)→3. (A)→4. (F)→5. (E)→6. (C)

Script:

1. Don't be ashamed to ask for directions when you are lost.
2. There are always a lot of cars and people bustling on streets on National Day.
3. Red and green are the colors of traffic lights to signal “stop” and “go”.
4. If you go downstairs, you'll find his office on your right as you come out the staircase.
5. It is more convenient to check a map when we are traveling around.
6. There are various road signs in use in Los Angeles.

Task 12

- | | | |
|----------------|------------------|------------------|
| 1. Main Avenue | 2. the corner of | 3. Hill and Main |
| 4. opposite | 5. behind | |

Script:

- A: I work part time at the Alice Shopping Mall on Main Avenue.
 B: Oh, it's very close to Bill's Book Store.
 A: Yes, and there is a theater near the store, the Grand Theater. Here, on the corner of Fifth Street and Hill Street. Sometimes I go there to see a play.
 B: How interesting!
 A: And there is a health club, too.



- B: Oh, really? Where is it?
- A: The Hill Health Club is next to our shopping mall, on the corner of Hill and Main.
- B: Oh, I see. It's opposite the Police station. How do you go downtown?
- A: Well, I often take the underground. The entrance is on the corner, opposite the Apple Record Shop.
- B: You don't often drive, do you?
- A: Well, I don't often drive my car into the city. If I drive, I park my car in the car park behind the Alice Shopping Mall.

Task 13

2. We are here, at the bus station. We are in the heart of the city.
3. Yes. Go straight ahead along the road and then turn left. The hospital is on your left.
4. Take a No. 46 bus, and get off at the square.
5. I'm walking that way. Let me lead the way.
6. Go down the stairs to the fourth floor and turn left. At the end of the corridor, turn left again.
7. Yes. If you follow these directions, you won't have any trouble.
8. It is half an hour's ride/drive from here to the airport.
9. I usually drive my car. / I often take the underground.
10. You needn't take a bus. It's only about ten minutes' walk.

Task 14

Conversation 1

(B) → (C) → (A) → (D)

Conversation 2

(C) → (A) → (D) → (B)

Script:

Conversation 1

- Dale: Excuse me. Could you tell me how to get to the Palace Museum?
- Nancy: You can take Bus No.5. The driver will tell you where to get off.
- Dale: Yes, but I'm driving my own car.
- Nancy: Oh, then you drive along this street, turn right at the third crossroad. Keep straight on until you see a road sign that says "Palace Museum", and then you follow the sign. It will direct you to the Palace Museum.
- Dale: Drive along this street, turn right, keep straight, and then I'll see the road sign. Is that right?
- Nancy: That's right.
- Dale: Oh, by the way, how long will it take for me to get to the museum?

Nancy: About half an hour.

Dale: Thanks.

Nancy: You're welcome.

Conversation 2

Lily: Excuse me, could you please tell me the way to the nearest hospital?

Bill: I am sorry, I am new here. There is a policeman, you may go and ask him for help.

Lily: OK. Thank you all the same.

Bill: You are welcome.

Lily: Excuse me, sir. I want to go to the nearest hospital. But I don't know how to get there. Could you please do me a favor?

Policeman: With pleasure. Walk along that road. Then, turn left and you'll see a Post Office. The hospital is behind the post office.

Lily: Thank you. And how long will it take?

Policeman: About 5 minutes. You can't miss it.

Lily: You are so kind. Thanks.

Policeman: Not at all.

Task 15

- | | | | | |
|-------------|-----------------|--------------|--------------|-------------|
| 1. occasion | 2. assistance | 3. problem | 4. Generally | 5. in a way |
| 6. lost | 7. instructions | 8. feel free | 9. arguing | 10. share |

Script:

How to Ask for Directions

"Would you please just stop the car and ask someone where we are?" If your wife or girlfriend has ever had occasion to say this to you, you'd better stop your car and seek assistance from people nearby. Here's how to go about it.

1. Admit that you're lost. The first step in getting help is recognizing that you have a problem.
2. Ask someone knowledgeable. Generally, anyone who has to think more than 2 seconds after you ask is trying to be "helpful" in a way that'll get you even more lost than before.
3. Be respectful.
4. Write the instructions down.
5. Know better. If you suspect the person you've asked doesn't know what he's talking about, feel free to ignore his instructions and take that "shortcut" you've been arguing with your wife about. You may not get where you're going for another 17 hours, but it'll make a great story to share with your grand-kids!



Task 16

Situation 2:

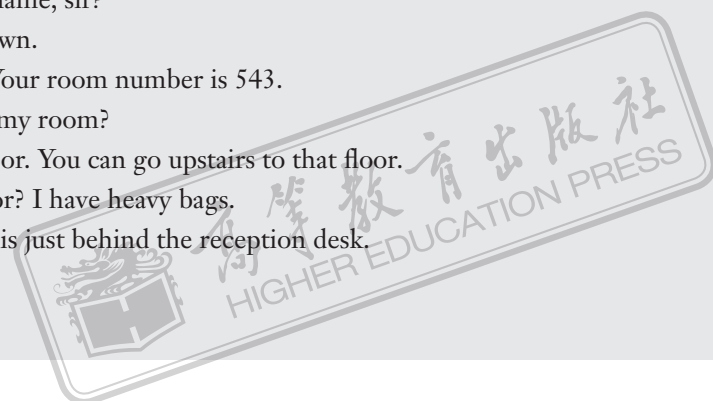
- Mr. Brown: Excuse me. Where can I take an airport bus?
Guide: Go out of the exit and you will find many buses outside.
Mr. Brown: Is there a bus taking me to the Grand Hotel?
Guide: Yes, take Bus No. 2. You can get off at the terminal.
Mr. Brown: So I'm just getting off in front of the hotel?
Guide: I'm afraid not, sir. It's very close, but you have to walk several minutes to get there.
Mr. Brown: I see. Then where can I buy the bus ticket?
Guide: You can buy it here. That's 20 dollars.
Mr. Brown: OK. I'll buy one.

Situation 3:

- Receptionist: Grand Hotel. May I help you?
Mr. Brown: Yes. I don't know how to get to your hotel.
Receptionist: Where are you now, sir?
Mr. Brown: The road sign says it's People's Square.
Receptionist: Well, go up the street till the first traffic light, and then turn left. Walk two blocks and you will find a large shopping center. Our hotel is just behind it.
Mr. Brown: Um ... Should I take a bus or taxi?
Receptionist: I don't think it's necessary. It's only a five-minute walk. That's very close.
Mr. Brown: OK. I'll be there in five minutes. Thank you!
Receptionist: Not at all. See you then.

Situation 4:

- Receptionist: Good morning, sir. What can I do for you?
Mr. Brown: Good morning. I have a reservation with you.
Receptionist: May I have your name, sir?
Mr. Brown: Brown, Peter Brown.
Receptionist: Yes, Mr. Brown. Your room number is 543.
Mr. Brown: How can I get to my room?
Receptionist: It's on the fifth floor. You can go upstairs to that floor.
Mr. Brown: Is there an elevator? I have heavy bags.
Receptionist: Yes. The elevator is just behind the reception desk.
Mr. Brown: Thank you.
Receptionist: You are welcome.



Situation 5:

- Mr. Brown: Excuse me. I have to attend a sales meeting in Biotech Company this afternoon. Do you know where it is?
- Receptionist: Sorry, I'm not quite sure. But I can check up the map on the Internet for you.
- Mr. Brown: That's very kind of you!
- Receptionist: Um ... It's a little bit far from our hotel. You can take a bus.
- Mr. Brown: Which bus?
- Receptionist: Bus No. 15. The bus stop is just in front of the hotel. It'll be 12 stops.
- Mr. Brown: 12 stops! That's a lot!
- Receptionist: Yes, Mr. Brown. But the traffic is not busy today. You may get there in half an hour.
- Mr. Brown: That's quite fast. Then I'll take the bus. Thank you.
- Receptionist: You're welcome.

Task 17**Conversation 1**

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

Conversation 2

6. D 7. B 8. E 9. C 10. A

Script:**Conversation 1**

- Jack: Excuse me, madam. Can you help me?
- Jane: Sure. What's up?
- Jack: I wonder if you can tell me how to find a place where I can have my shoes fixed. I'm new in town.
- Jane: Well, turn left and walk about three blocks. I can't remember the name of the shop but you'll run into it. It's near the police station.
- Jack: Thanks a lot. You've been very helpful. Let's see, you said the repair shop was three blocks from the right?
- Jane: No, it's on the left. Then three blocks.
- Jack: I got it. Well, can I take a bus there?
- Jane: You could take a bus, of course. But I don't think it's necessary. It's very close from here.
- Jack: Oh, I see. Thanks again.
- Jane: Not at all.

Conversation 2

- Emma: Well, Steven, how is your first day on campus working out?



Career Express English

- Steven: Actually this campus is too large. I am not really sure how to get around it. How about you?
- Emma: I'm familiar with everything here now. You know, it's my second year in this university. Maybe I can give you a hand.
- Steven: Yes, I'm going to my math class, but I don't know how to get there.
- Emma: Don't worry. Where do you want to go?
- Steven: The math class is at the Churchill Building.
- Emma: Um ... What you should do is to follow this path until you reach the other side of the campus. Then take the left-hand path and follow it to the end. It leads straight to the Churchill Building. Got it?
- Steven: Yes, I think so.
- Emma: OK. That's perfect.

Task 18

Omitted.



Unit

4

SPORTS

Teaching Arrangement

Unit 4 Sports			
Teaching Hours		6 – 8 hours	
Teaching Methods		Communicative Method & Task-based Teaching Approach	
Teaching Aims		<ul style="list-style-type: none"> ➤ Learn important and frequently used expressions about sports ➤ Understand the main usage of numerals and articles ➤ Be able to conduct daily communication about sports 	
Teaching Process		Content	Focus
	Class 1	<ul style="list-style-type: none"> ➤ Leading in Interaction ➤ Reading Interaction (Text) 	Language Points & Text Understanding
	Class 2	<ul style="list-style-type: none"> ➤ Reading Interaction (Reading Comprehension, Vocabulary Expansion, Vocabulary quiz, Translation) ➤ Practicing Interaction 	Grammar — Numeral and Article
	Class 3	➤ Communicating Interaction (Task 9 – Task 13)	Notice of Volunteers Wanted
	Class 4	➤ Communicating Interaction (Task 14 – Task 18)	Daily Communication About Sports



Lecturing References

1. Details of Olympic Games

Time	Host city	Emblem	Country winning most gold medals	Website
2012	London, Great Britain		USA	http://www.london2012.com/
2008	Beijing, China		China	http://2008.olympic.cn/
2004	Athens, Greece		USA	http://www.olympic.org/athens-2004-summer-olympics
2000	Sydney, Australia		USA	http://www.olympic.org/sydney-2000-summer-olympics
1996	Atlanta, United States		USA	http://en.wikipedia.org/wiki/1996_Summer_Olympics
1992	Barcelona		CIS Commonwealth of Independent States (独立国家联合体)	http://baike.baidu.com/view/296294.htm

2. Olympic Movements

The Olympic Games are a major international event featuring summer and winter sports, in which thousands of athletes participate in a variety of competitions. The Olympic Games are considered to be the world's foremost sports competition and more than 200 nations participate. It consists of 35 sports, 30 disciplines and nearly 400 events.

The Olympic Games are currently held every two years, with Summer and Winter Olympic Games alternating, although they occur every four years within their respective seasonal games. The IOC has since become the governing body of the Olympic Movement, whose structure and actions are defined by the Olympic Charter.

Olympic Symbols

The Olympic Movement uses symbols to represent the ideals embodied in the Olympic Charter. The Olympic symbol, better known as the Olympic rings, consists of five intertwined rings and represents the unity of the five inhabited continents (America, Africa, Asia, Australasia, Europe). The colored version of the rings — blue, yellow, black, green, and red — over a white field forms the Olympic flag. These colors were chosen because every nation had at least one of them on its national flag. The flag was adopted in 1914 but flown for the first time only at the 1920 Summer Olympics in Antwerp, Belgium. It has since been hoisted during each celebration of the Games.

The Olympic motto is "*Citius, Altius, Fortius*," a Latin expression meaning "Faster, Higher, Stronger". Coubertin's ideals are further expressed in the Olympic creed:

The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well.

Host Cities

Host cities are selected by the IOC membership, usually seven years in advance. The selection process lasts approximately two years. Since the modern Olympic Games began in 1896, there have been 29 Summer Olympic Games held in 22 different cities and 21 Winter Olympic Games held in 18 different cities.

Three cities have been chosen by the IOC to host upcoming Olympic Games: Sochi for the 2014 Winter Olympics, Rio de Janeiro for the 2016 Summer Olympics, and Pyeongchang for the 2018 Winter Olympics.

http://en.wikipedia.org/wiki/Olympic_Games

3. Universiade Introduction

The Universiade is an international sporting and cultural festival which is staged every two years in a different city. It is only second to the Olympic Games. The Summer Universiade consists of



10 compulsory sports with 13 compulsory disciplines and up to 3 optional sports chosen by the host country. The record figures are 10 622 participants in Shenzhen, China, in 2011 and 174 countries in Daegu, Korea, in 2003. Embracing FISU's motto of 'Excellence in Mind and Body', the Summer Universiade incorporates educational and cultural aspects into 12 days of sports competitions, allowing university student-athletes from all over the world to celebrate with the host city in a true spirit of friendship and sportsmanship.

Key facts about the Summer Universiade (SU)

The only summer multi-sport event in the world that connects students at both academic and athletic levels;

12 days of sports competitions;

More than 9 000 student-athletes and officials from over 170 countries;

13 compulsory disciplines and up to 3 optional sports;

Volunteers and participants are students, generally of the same age;

Broadcasted by more than 100 TV channels.

Summer Universiade Organisation

Within the chart of the FISU Secretariat, the Summer Universiade Department is in charge of daily administrative and logistical issues. It serves as the main link between the different Organizing Committees, delegations and international sports federations. In addition to this team, various FISU committees play very important roles in their respective areas in the management of the Summer Universiade, e.g. the Summer Universiade Supervision Committee (CSU), the International Technical Committee (CTI), the International Medical Committee (CMI), the International Control Committee (CIC), the International Press Committee (CIP), etc.

<http://www.fisu.net/en/Summer-Universiades-3490.html>

4. UK Culture – Leisure

Most of Britain's population enjoys sport and leisure activities in one way or another, and whether as a participant or a spectator there are a whole host of activities to enjoy.

In recent years the encouragement toward a healthier lifestyle has led to more people taking up physical activities, whether to get fit or to keep fit. These activities can be found indoors at leisure, sporting and recreation centers and outdoors, at the many free publicly available playing fields and also at clubs and associations which are open to members or paying visitors. In any event there are plenty to choose from whatever your level of physical fitness.

As with most countries many of the leisure activities in the UK are much more sedate. Whether as an individual or a team, a child, adult or family, most towns and cities have something for everyone.

<http://learnenglish.britishcouncil.org/zh-hans/uk-culture/leisure>

5. Helpful Websites Related to Sports

历届奥运会主题曲	http://maxx33.blog.sohu.com/94175526.html
常见运动项目英文表达	http://wenku.baidu.com/view/4fc98f8bcc22bcd126ff0c22.html
运动小贴士	http://knowledgehound.com/topics/sports.htm
运动减肥小贴士	http://www.fitnessstipsforlife.com/

Lecturing Hints

Section I Reading Interaction

Focus

Aims	1. To improve students' pronunciation
	2. To arouse students' interest
Tasks	1. Students read the given sentences
	2. Students discuss the questions in groups
Procedures	1. Ask students to read the sentences aloud (Task 1)
	2. Divide students into groups and ask them to give answers to the given questions (Task 2)

Keys

Task 1

Omitted.

Task 2

1. The Beijing Olympic Games was held on the 8th August, 2008.
2. Yao Ming is good at playing basketball.
3. I like table tennis best./ Table tennis is my favorite sport.
4. We have 4 PE classes every week. They are on Tuesday and Thursday. I like PE very much.
5. In our PE classes, we usually do some warm-up exercise first, and then the teacher will train us in various sport skills / martial arts.
6. I think it is successful and exciting. I like it very much.



Section II Reading Interaction

Focus

Aims	1. To give students fluency practice in reading
	2. To help students to learn expressions related to sports
Tasks	1. Students learn and comprehend the text
	2. Students do the related exercises individually or in groups
Procedures	1. Ask students to read the text and to talk about their understanding of martial arts
	2. Explain and analyze the language points of the text in detail
	3. Ask students to do the reading comprehension exercises individually (Task 3)
	4. Divide students into groups and do the vocabulary exercises (Task 4)
	5. The vocabulary quiz can be given as an after-class assignment (Task 5)
	6. Ask students to finish the translation without referring to the dictionary (Task 6)

Language Points

1. Chinese Kung-fu, known as Chinese martial arts, forms a splendid part of Chinese culture and the nation's spirit.

译文：中国功夫，又叫武术，是中国灿烂文化的一部分，也是中华民族精神的重要组成部分。

分析：known as martial arts是过去分词短语作后置定语，修饰Chinese Kung-fu

语言点：splendid adj. 辉煌的，灿烂的

e.g. The splendid evening glow in the sky means another fine day tomorrow.
灿烂的晚霞预示明天又是个好天气。
The peacock spread his splendid tail.
孔雀展开了它那灿烂夺目的尾巴。

2. Traditional Chinese Kung-fu can be dated back to the Zhou dynasty, as early as the 12th century BC.

译文：中国功夫早在公元前12世纪起源于周朝。

分析：as early as the 12th century BC 作时间状语，修饰be dated back。又如：
Complaints about the behavior of some tourists began as early as the 1850s.

语言点：date back to 追溯到，开始于

e.g. The traditional friendship between our two nations dates back to ancient days.
我们两国人民之间的传统友谊可追溯到遥远的过去。
The origin of this custom dates back to 2000.
这个风俗始于公元2000年。

3. The origin of it resulted from the need for self-defense in ancient China.

译文：在中国古代，功夫是为了防身的需要。

语言点：**self-defense** *n.* 自卫，正当防卫

e.g. You should never attack someone unless it is in self-defense.

除非是自卫，否则你永远都不要攻击别人。

Mr. David shot two men in self-defense when they tried to rob him.

当那两个人企图要抢劫他的时候，他出于自卫开枪打了他们。

4. To practice Chinese Kung-fu requires a set of techniques for improving our physical and mental health.

译文：练习中国功夫需要掌握一套技巧从而有助于改善我们的身心健康。

语言点：**require** *v.* 需要，其后跟名词性成分或that从句，跟从句时要用should+动词原形的虚拟语气，也可跟复合宾语，即require sb to do sth。如：

e.g. The teacher required that we should finish the homework in an hour.

老师要求我们一个小时之内完成家庭作业。

The director required us to work all night.

主任要求我们整晚工作。

5. In addition, it takes quite a long time to realize the underlying meaning of the martial arts.

译文：此外，你得花很长的时间才能理解武术的深刻内涵。

分析：it takes sb some time to do sth. 花费某人时间做某事，又如：

e.g. It took me 20 minutes to find my lost pen.

花了我20分钟才找到我丢失的钢笔。

It takes several days to finish this project.

需要花很多天时间才能完成这个项目。

6. It not only improves our physical health, but also makes us feel more able to face the world.

译文：中国功夫不仅能帮我们健身，还可以帮我们信心百倍地去面对身边的各种事情。

分析：not only ... but also用于连接两个表示并列关系的成分，着重强调后者，其意为“不仅…而且…”；其中的also有时可以省略。如：

e.g. She not only plays the piano well, but also writes music.

她不仅钢琴弹得好，而且还会作曲。

若连接两个成分作主语，其谓语通常与靠近的主语保持一致。如：

Not only you but also he has to leave. 不只是你，他也得离开。

若连接两个句子，not only引导的句子要用倒装结构，如：

Not only does he speak idiomatically, but more frequently. 他不仅说得地道，而且讲得更为流利。

语言点：**physical** *adj.* 身体的，物理的



Career Express English

e.g. He has always been very keen on doing physical exercises.

他锻炼身体一向很积极。

He has understood the cause of the physical change.

他已经搞清楚了这个物理变化的成因

7. American people are willing to spend their free time learning Chinese Kung-fu.

译文：美国人乐意用业余时间来学习中国功夫。

语言点：1. **be willing to** 乐意，愿意

e.g. Your co-worker will not be willing to listen to your criticism.

你的伙伴不会乐意听取你的批评的。

To be a doctor you have to be agile, strong, and be willing to work under pressure.

当医生需要灵活敏捷，体魄强健，并且愿意在压力下工作。

语言点：2. **spend time/money (in) doing sth.** 花费时间或金钱做某事

e.g. She spends half of her salary in participating all kinds of job training every year.

她每年花一半的工资来参加各种各样的培训。

They spent a whole hour persuading him out of his plan.

他们花了整整一个小时才说服他放弃计划。

8. There isn't a country in the world where a Chinese Kung-fu training center does not exist.

译文：世界上的每个国家都有中国武馆。

分析：where a Chinese Kung-fu training center does not exist 是个由关系副词where引导的定语从句，先行词为a country。又如：

e.g. This is the factory where he once worked.

这是他曾经工作过的工厂。

They came to visit the school where they had studied for 3 years.

他们来参观曾经在那里学习过三年的学校。

语言点：**exist** v. 存在，生存

e.g. We can't exist without air.

没有空气我们无法生存。

You can't exist by hope alone.

你不能光靠希望生存。

9. Despite being an important national cultural heritage, Chinese Kung-fu is not yet an official Olympic Games sport, and it was only presented as a demonstration sport in the 1936 Berlin Games.

译文：尽管中国功夫是重要的民族文化遗产，但它还不是奥运会的正式运动项目，在1936年的柏林奥运会上中国武术仅仅被列为表演项目。

语言点：1. **despite prep.** 尽管，虽然

e.g. I failed the test despite studying all night.

尽管我整夜学习，但考试还是不及格。

All the people on the ship were in safety despite the storm.

虽然遇到风暴，船上所有的人都安然无恙。

语言点: **2. present** ① *n.* 礼物

e.g. I have a present for you.

我有件礼物要送给你。

That is the wedding present from your grand-parents.

那是你祖父母送的结婚礼物。

② *v.* 呈现，展示

e.g. Can you present me with any reasons to forgive you?

你可以提出任何能使我原谅你的理由吗？

The ships in the bay present a beautiful sight.

海湾内的船舶呈现一派美丽的景象。

10. Although the International Olympic Committee accepted the Chinese Kung-fu competition to be held during the last four days of the 2008 Olympic Games, it may have a long way to go before Chinese Kung-fu can make its way into the Olympics.

译文: 虽然国际奥委会已经同意在北京奥运会的最后四天进行武术比赛，但武术要正式成为奥运会的比赛项目还有很长的路要走。

分析: Although转折连词，表示“虽然，尽管”，不能与but同时出现。又如：

e.g. Although he worked hard, he failed the test.

尽管他学习很努力，考试还是不及格。

He went through his plan although all his friends advised him to give it up.

尽管他的朋友都建议他放弃这项计划，但他仍坚持完成了。

语言点: **make one's way to** 向…进发，前往

e.g. I made my way noiselessly to open the door to go out.

我蹑手蹑脚地开门走了出去。

It is cold outside, and he is hungry, but he still has to make his way to his home.

他饥寒交迫，但仍需艰难地往家里走。

Chinese Version

中国功夫

听说过李小龙或是成龙吗？看过《少林寺》和《醉拳》这两部电影吗？肯定看过。这两部电影都与中国功夫有关。

中国功夫又名武术，是中国文化和中华民族精神的光辉灿烂的一部分。中国功夫作为一项传统的体育运动项目有着非常悠久的历史。早在公元前12世纪的周朝就有了功夫。在中国古代，中国功夫的产生是由于防身的需要。古时候中国训练士兵时，赤手搏



斗和枪刀剑戟武器训练都极为重要。

今天人们学习功夫的目的和以前已经完全不同。过去人们习武是为了防身和反击，而今天人们习武则是为了健身或娱乐，或是个人体育爱好。练武是一种极好的强身健体的方法。练习中国功夫需要一套技巧来强身健脑。此外，你得花很长的时间才能理解武术的深刻内涵。中国功夫不仅能帮我们健身，还可以帮我们信心百倍地去面对身边的各种事情。它突出追求幸福快乐的目标。不是所有形式的体育锻炼都会愉悦心情，而当你练习中国功夫时，你会感到更加心境宁静，欢乐愉悦。

如今中国功夫不仅是中国文化的一个有机元素，它还具有全球性的影响力。现在美国已经有了相当多的武馆。美国人乐意利用业余时间来学习中国功夫。对于他们来说，中国功夫既是一项良好的健身运动，又是一种独特的文化。世界上的每个国家都有中国武馆。

中国功夫造就了许多像黄飞鸿与霍元甲这样的武林高手，他们都为武术的发展做出了巨大的贡献，中国功夫现在风靡全球。这些武林人士也深刻地影响了中国的文化和社会。有许多电影或小说都是以中国功夫为题材的。李小龙就是中国功夫电影界的一位巨星。他曾出演、导演或制作过30多部功夫影片，影迷遍布全球。他一直被认为是最伟大的和最具影响力的武术大师。好莱坞影片《功夫熊猫》也融入了中国功夫的元素。

尽管中国功夫是重要的民族文化遗产，但它还不是奥运会的正式运动项目。在1936年的柏林奥运会上武术仅仅被列为表演项目。虽然国际奥委会已经同意在北京奥运会的最后四天进行武术比赛，但武术要正式成为奥运会的比赛项目还有很长的路要走。

Keys

Task 3

1. √ 2. × 3. √ 4. √ 5. ×

Task 4

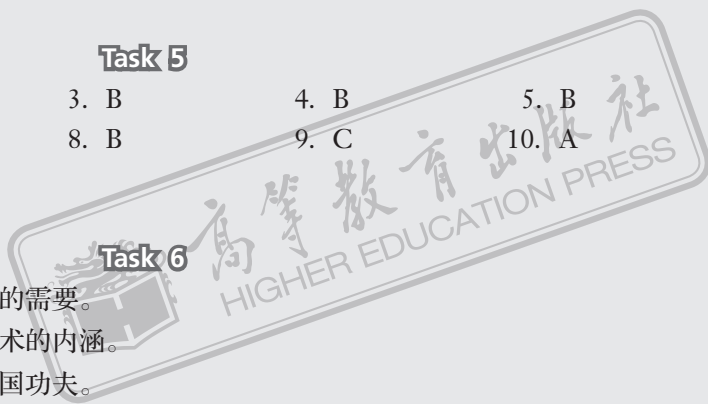
1. A 2. B 3. D 4. C 5. B
6. B 7. A 8. C 9. A 10. D

Task 5

1. C 2. C 3. B 4. B 5. B
6. A 7. D 8. B 9. C 10. A
11. B 12. A

Task 6

1. 中国功夫是源于中国古代防身的需要。
2. 你得花很长的时间才能理解武术的内涵。
3. 美国人乐意用业余时间学习中国功夫。



4. 现在世界上已经找不到没有中国武馆的国家了。
5. 即使著名的好莱坞影片《功夫熊猫》也融合了中国功夫的元素。

Section III Practicing Interaction

Focus

Aim	To review the grammatical forms and functions of numerals and articles
Tasks	1. Students do the grammatical exercises
	2. Students identify grammatical usages
Procedures	1. Students do the exercises individually or in groups (Tasks 7 & 8)
	2. Explain and distinguish the different usages of numerals and articles

Theory Link

冠词与数词

一、冠词分类及用法

分类	用法	举例
不定冠词	1. 用在单数可数名词前，表示“一个”	I gave him a book yesterday.
	2. 表示类别	A horse is useful to mankind.
	3. 用在度量单位，如价格、速度等，表示“每一个”	I went to the library once a week at least.
	4. 用在固定的短语中	a few, a great number
定冠词	1. 特指某人或某物	The bag on the desk is mine.
	2. 再次提到前文中提到过的某人或某物	I bought a book from Xinhua book shop. The book cost me 15 yuan.
	3. 独一无二的事物前	the sun, the moon, the earth
	4. the+形容词表示一类人，the+姓氏复数表示一家人	the poor, the Greens
	5. 一般名词变成的专有名词前	the Great Wall, the Summer Palace
零冠词	1. 人名、地名、公园、广场、大学等专有名词前	Peking University, Binhai Park, Tom
	2. 独一无二的职位、官衔名词前	They made him president of this university.
	3. 节日、季节、年、月、星期、日期前	Christmas is an important holiday in western countries.



(续表)

分类	用法	举例
零冠词	4. 一日三餐前	They are having supper.
	5. 球类名称与play一起连用时	play football, play tennis
	6. by+交通工具	by car, by bus
	7. 固定词组中	go to school, go to work

二、数词的分类及表达

分类	表达法	举例
基数词	1. 1-12的基数词:	one, two
	2. 13-19的基数词: 由3-9加teen构成, 但15,19有变化	thirteen, fifteen, eighteen
	3. 20-90的基数词: 由2-9加ty构成	90: Ninety, 70: seventy
	4. 21-99的基数词: 十位数加个位数构成, 且十位与个位加连字符	92: Ninety-two, 78: seventy-eight
	5. 百、千、百万的表达: 由1-9加hundred或thousand, million构成, 百位与十位之间加and 注意: 这三个词前有具体的数字时, 词尾不得加s, 前面不加具体数字时, 词尾加s以及加of+名词, 表示大约数概念	175: one hundred and seventy-five 1236: one thousand two hundred and thirty-six thousands of students Three thousand students
序数词	1. 1-19的序数词: 除first, second与third, fifth, ninth有特殊形式外, 其余都是由基数词+th 构成	13th: thirteenth 12th: twelfth 9th: ninth
	2. 20-90整数序数词: 把十位数的基数词词尾ty中的y变成i, 再加eth	60th: sixtieth 80th: eightieth
	3. 21-99 的序数词: 十位数用基数词, 个位数用序数词, 中间用连字符	21st: twenty-first 78th: seventy-eighth
倍数	1. 倍数词+as+形容词原形+as	This park is twice as big as that one.
	2. 倍数+形容词比较级+than	Shanghai is ten times larger than my home city.
	3. 倍数+the名词 (size, length, width等) +of	The earth is 49 times the size of the moon.
分数	1. 分子为1: 分子用基数词, 分母用序数词	$\frac{1}{3}$: one third
	2. 分子大于1: 分子用基数词, 分母用序数词的复数形式	$\frac{4}{7}$: four sevenths
	3. 繁分数: 整数和分数之间用and	$5\frac{3}{7}$: five and three sevenths

(续表)

分类	表达法	举例
百分数	由基数词加percent构成	8%: eight percent
时间	1. 年月日: 年和月的前面用介词in, “日”用on	in 1999, in September, On Oct.1,1949
	2. “几十年代”: the 整数词复数	the 1990s
	3. 几十多岁: 整数词复数	in his fifties
	4. 时刻的表达: 数词(钟点) + 数词(分钟) 分钟大于30: 差几分到几点用数词(分钟) + to + 数词(整点 + 1) 分钟 < 30分: 数词(分钟) + past + 数词(钟点) 半点钟: half past + 数词(钟点)	3:25: three twenty five 2:50: 10 to 3 11:58: 2 to 12 12:17: 17 past 12 12:30: half past twelve

Keys**Task 7**

1. C 2. C 3. D 4. C 5. D
6. C 7. D 8. D 9. B 10. C

Task 8

1. the 2. a 3. / 4. / 5. the
6. the 7. / 8. / 9. the 10. /

Section IV Communicating Interaction**Focus**

Aims	1. To arouse students' interest
	2. To enable students to identify information
	3. To give students fluency practice in listening and speaking related to sports



(续表)

Tasks	1. Students learn about a job wanted ad
	2. Students learn expressions about sports and do the related exercises
Procedures	1. Ask students to read the job advertisement and answer the questions orally (Task 9)
	2. Ask students to look at the employment advertisement and describe it with the help of the useful expressions given (Task 10)
	3. Ask students to learn some useful sentences related to sports and practice them orally
	4. Ask students to listen to six sentences and number the pictures (Task 11)
	5. Ask students to listen to a dialogue about the sports mentioned in the blanks (Task 12)
	6. Ask students to practice the dialogue in pairs and then give appropriate answers to the questions (Task 13)
	7. Ask students to listen to two conversations and number the pictures according to the sequence mentioned in each conversation; Check the answers and play the recording again to make students imitate the pronunciation (Task 14)
	8. Ask students to get ready for listening and fill in the blanks (Task 15)
	9. Divide students into groups and make up conversations based on the situations (Task 16)
	10. Listen to the recording and check the answers to help students imitate the pronunciation (Task 17)
	11. Ask students to think about the proper ways to get relaxed after class, and then discuss them in groups in class (Task 18)

Introduction

Recruitment Notice

A Recruitment notice is a message released by the employing units when facing staff shortages. It often includes the simple introduction to the company or the department, and the qualifications they need, such as the degree, skills, and the job responsibilities. And usually it also includes the address, the phone number, and other information of the company for contact.

Keys**Task 9**

1. Sports meet volunteers.
2. 20 volunteers are wanted.
3. Yonix College.
4. A resumé.
5. Interested in sports; hard-working and healthy; and good communication ability.
6. By email or telephone.

Task 10

Goodwill Rainiers is one of the top ten baseball clubs in China. It is currently offering 16 international baseball volunteering opportunities for anyone who is no more than 30 years old. It is an ideal opportunity for anyone who has interest in baseball and sports stars. If you are independent, hard-working and able to answer the questions related to baseball, please contact Jack Smith at 021-567487XX.

Task 11

1. (D)→2. (C)→3. (E)→4. (F)→5. (B)→6. (A)

Script:

1. The 29th Olympic Games were held in Beijing, China.
2. Our athletes did a good job in weight lifting.
3. I want to go to London to watch the Olympic Games.
4. A notice at the club says there will be a football match this weekend.
5. The athlete is jumping over a hurdle.
6. In our college, a sports meet is held every year.

Task 12

- | | | |
|----------------------|-----------------|----------|
| 1. October 10th | 2. City Stadium | 3. Japan |
| 4. the Student Union | 5. Bus No. 8 | |

Script:

Mike: Hello, Mary. It's a sunny day, isn't it?

Mary: Yes, Mike. Are you interested in a volleyball match?

Mike: Yes, of course. I am a volleyball fan.

Mary: An international women's volleyball match between China and Japan will be held at 6:30 p.m. October 10th. Are you free at that time?

Mike: Yes, I can find time after 4:30 p.m. Where will the match be held?



Career Express English

Mary: It will be held at the City Stadium. You can take Bus No 8. It will take you there.

Mike: Great. Where can we get a ticket? And how much is it?

Mary: Well, we can get a ticket for 50 yuan at the Student Union.

Mike: OK, let's go to the Student Union to book the tickets right now.

Task 13

2. It will be held in the City Stadium on May 5th.
3. Yes, I enjoy ping-pong a lot. It is a healthy sport.
4. Well, I am afraid not. I have too much work to do.
5. Well, swimming is my favourite. It's a healthy sport.
6. Not really, but I like watching ping-pong. The Chinese ping-pong team is the best in the world.
7. At 7:30 p.m.
8. Good idea. I like it very much. I am a football fan.
9. I don't think so. It is winter. It is too cold to jump into the water.
10. Yes, I like sports very much. /Not really. I always stay at home surfing the internet.

Task 14

Conversation 1

(D)→(B)→(A)→(C)

Conversation 2

(C)→(D)→(B)→(A)

Script:

Conversation 1

Bob: Hi, Janet, long time no see. Where have you been recently?

Janet: Hi, Bob, I'm just back from the hospital.

Bob: Oh, I'm sorry to hear that. I think you should do some sports to keep you fit. Have you read today's newspaper?

Janet: Yes, I have glanced over it. Why?

Bob: Have you noticed a colored poster?

Janet: A colored poster? There are many posters. Which one do you mean?

Bob: Oh, it is about a mountain-climbing activity organized by the mountain-climbing club. It will be held on this Sunday. Do you fancy going with me?

Janet: Well, it sounds attractive, but it is so demanding for me. You know I'm not so strong.

Bob: Come on, Janet. Mountain-climbing is a healthy sport. It is good for your health.

Conversation 2

Bob: Hello, this is Bod. May I speak to Mary?

Mary: Hi, Bob. Mary speaking.

Bob: Oh, Mary. You have not been to the beach for a long time. Would you come along with me tomorrow afternoon?

Mary: I wish I could, but my grandma is sick in the hospital. I need to look after her.

Bob: Oh, I'm sorry to hear that. And it's a pity you can't come. You can swim, can't you?

Mary: I'm learning, but I am not good at it. Do you often swim?

Bob: I used to. But recently I have not been up to it. Still I'm fond of an early morning bath. It makes me energetic all day long.

Mary: That's right, exercise is really important for our health.

Task 15

- | | | | | |
|-------------|--------------------|-------------|-------------|------------------|
| 1. healthy | 2. exercising | 3. lazy | 4. matter | 5. heart disease |
| 6. keep fit | 7. doing housework | 8. activity | 9. increase | 10. step by step |

Script:

Taking Exercise and Keeping Fit

Now I'd like to share some ideas with you about taking exercise and staying healthy. Let's start from the importance of exercising. As we can see, nowadays many people live a lazy life, sitting in the office all day and then watching TV or surfing the Internet for several hours at night. As a matter of fact, this can cause all kinds of health problems, such as heart disease and high blood pressure. Now let me talk a little about how to prevent illness. Of course doing sports is an excellent way to keep fit. But many different activities like gardening and doing housework are also good ways. Here are some other ways to help you in doing exercise. First, you should choose an activity that you enjoy and one you will stick to. And then start exercising slowly and try to increase the amount of exercise step by step.

Task 16

Situation 2:

Jack: Good morning, Linda.

Linda: Good morning, Jack.

Jack: I don't think you have forgotten our date, am I right?

Linda: No, I didn't, but I'm sorry to tell you that I can't go to watch the football match with you this time. I have changed my mind.

Jack: Why? You promised me.

Linda: I'm really sorry. My professor asked me to hand in my term paper by the end of this weekend, but I haven't finished it.

Jack: Oh, what a pity. Anyhow the term paper is of great importance. Have it well-prepared.

Linda: Yes, that's true. Thank you. Bye.

Jack: Bye-bye.



Career Express English

Situation 3:

Linda: Hello, Jack! This is Linda speaking.
Jack: Hi, Linda. I have just come back from the football match.
Linda: Oh, really? I'm eager to hear about the match.
Jack: The teams are Oxford and London.
Linda: And what was the score?
Jack: Two to one. The London team won.
Linda: Really? The Oxford team is very strong. How did it lose to the London team?
Jack: That is because one of the London's forwards did his job splendidly, and one of the Oxford team's best players was injured.
Linda: Oh, what a pity. How I wish there would be another match between these two teams.

Situation 4:

Linda: Hey, Jack. What are you going to do this weekend?
Jack: Oh, I don't know. Maybe I'll go to the beach if the weather is nice.
Linda: But we did that last weekend. Let's do something different.
Jack: Hum ... hey, why not climbing the Yuelu mountain?
Linda: Great idea! I have always wanted to do that!
Jack: Paul and Mary talked about a bicycle ride yesterday, but they haven't made their final decision. Maybe we could persuade them to join us.
Linda: Wonderful, I give them a phone call right now.

Situation 5:

Linda: Jack, you look so strong. How I envy you!
Jack: Thank you. I have always tried my best to keep fit.
Linda: Right you are! Can you give me some tips on how to keep fit?
Jack: In my opinion, the best way to keep fit is to go in for sports.
Linda: What kind of sports do you join in?
Jack: I go swimming once a week. I do this even in the cold winter.
Linda: I used to swim in high school, but I don't have time for swimming anymore. And I'm getting a little fat. I am a bit short of breath when going upstairs.
Jack: That's a bad sign. I think you need more exercise. Well, I'm going swimming tonight. Do you want to go with me?
Linda: OK. I really need to get in shape again.

Conversation 1

1. E 2. A

Conversation 2

6. C 7. E

Task 17

3. D

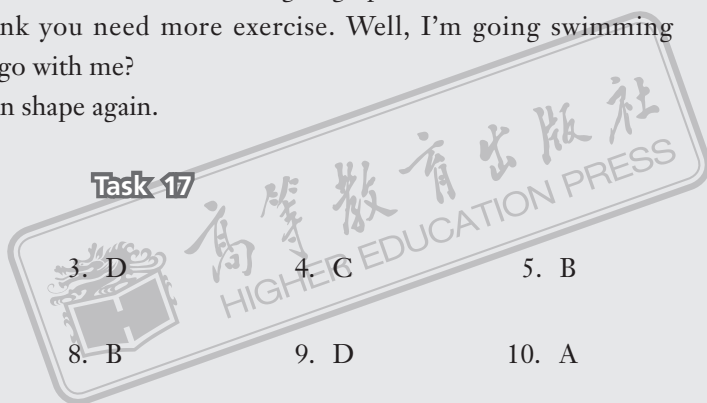
4. C

5. B

8. B

9. D

10. A



Script:**Conversation 1**

Bob: Is it true that you don't swim at all now?

Janet: I am afraid yes. I'm too old.

Bob: But you are only twenty-one.

Janet: That's too old for a swimmer. If I swam in a national competition now, I wouldn't win. So I'd rather not swim at all.

Bob: But don't you feel like swimming?

Janet: I used to. But if you enter for a big competition, you have to work very hard. I used to get up at 5:30 to go to the pool. I had to train before school, after school and on weekends. I swam thirty-five miles every week.

Bob: But you were so famous at fifteen. And look at all those cups.

Janet: It's true that I did have some wonderful memories. The games were very exciting. But I missed some important things too. While other girls were playing, I was swimming.

Conversation 2

Janet: Hi, Bob. What a sunny day!

Bob: Yes, it looks very fine. A good day for outdoor activities.

Janet: Right. And it will be nice for us to spend time doing sports. What do you feel like doing exactly?

Bob: I haven't made up my mind yet. What is your idea?

Janet: Why not ride a bicycle to the lake?

Bob: Good idea! It would be so nice to take in the fresh air and enjoy the beauty of nature.

Janet: Yes, indeed. We can ride slowly so that we can enjoy more of the view. Now let's see if we should bring the swimming suits with us.

Bob: No, the water might be cold by now. Just get some food and drinks.

Janet: All right. In that case, we can have a good picnic by the lake.

Task 18

Omitted.



Unit

5

ENTERTAINMENT

Teaching Arrangement

Unit 5 Entertainment			
Teaching Hours	6 – 8 hours		
Teaching Methods	Communicative & Action-oriented teaching method		
Teaching Aims	➤ Learn some important and frequently used expressions in daily life ➤ Understand the main usage of conjunctions ➤ Be able to conduct daily communication in entertainment activities		
Teaching Process		Content	Focus
	Class 1	➤ Leading in Interaction ➤ Reading Interaction (Text)	Language Points & Text Understanding
	Class 2	➤ Reading Interaction (Reading Comprehension, Vocabulary Expansion, Crossword Puzzle, Translation) ➤ Practicing Interaction	Grammar — Conjunctions
	Class 3	➤ Communicating Interaction (Task 9 – Task 13)	Description of Timetable & Activity Arrangement
	Class 4	➤ Communicating Interaction (Task 14 – Task 18)	Daily Communication in Entertainment Activities

Lecturing References

1. Five Best-selling Movies

Name	Director	Website
<i>Avatar</i>	James Cameron	www.avatarmovie.com
<i>Titanic</i>	James Cameron	www.titanicmovie.com
<i>The Avengers</i>	Joss Whedon	avengers.marvel.com
<i>Harry Potter and the Deathly Hallows: Part 2</i>	David Yates	www.harrypotterwizardscollection.com
<i>Transformers: Dark of the Moon</i>	Michael Bay	www.transformersmovie.com/

2. James Cameron

James Francis Cameron (born August 16, 1954) is a Canadian film director, film producer, deep-sea explorer, screenwriter, visual artist and editor. His writing and directing work includes *Piranha II: The Spawning* (1981), *The Terminator* (1984), *Aliens* (1986), *The Abyss* (1989), *Terminator 2: Judgment Day* (1991), *True Lies* (1994), *Titanic* (1997), *Dark Angel* (2000–02), and *Avatar* (2009). In the time between making *Titanic* and *Avatar*, Cameron spent several years creating many documentary films (specifically underwater documentaries) and co-developed the digital 3D Fusion Camera System. Described by a biographer as part-scientist and part-artist, Cameron has also contributed to underwater filming and remote vehicle technologies. On March 26, 2012, Cameron reached the bottom of the Mariana Trench, the deepest part of the ocean, in the Deepsea Challenger submersible.

He has been nominated for six Academy Awards overall and won three for *Titanic*. In total, Cameron's directorial efforts have grossed approximately US\$2 billion in North America and US\$6 billion worldwide. Without adjusting for inflation, Cameron's *Titanic* and *Avatar* are the two highest-grossing films of all time at \$2.16 billion and \$2.78 billion respectively. In March 2011 he was named Hollywood's top earner by *Vanity Fair*, with estimated 2010 earnings of \$257 million.

http://en.wikipedia.org/wiki/James_Cameron



3. Marvel Comics

Marvel Worldwide, Inc., commonly referred to as Marvel Comics and formerly Marvel Publishing, Inc. and Marvel Comics Group, is an American company that publishes comic books and related media. In 2009, The Walt Disney Company acquired Marvel Entertainment, Marvel Worldwide's parent company, for \$4.24 billion.

Marvel started in 1939 as Timely Publications, and by the early 1950s had generally become known as Atlas Comics. Marvel's modern incarnation dates from 1961, the year that the company launched *Fantastic Four* and other superhero titles created by Stan Lee, Jack Kirby, Steve Ditko, and others.

Marvel counts among its characters such well-known properties as Spider-Man, the X-Men, the Avengers, Fantastic Four, Wolverine, Iron Man, the Hulk, Thor, Captain America and Daredevil. Most of Marvel's fictional characters operate in a single reality known as the Marvel Universe, with locations that mirror real-life cities such as New York, Los Angeles and Chicago.

http://en.wikipedia.org/wiki/Marvel_Comics

4. Harry Potter

Harry Potter is a series of seven fantasy novels written by the British author J. K. Rowling. The books chronicle the adventures of a wizard, Harry Potter, and his friends Ronald Weasley and Hermione Granger, all of whom are students at Hogwarts School of Witchcraft and Wizardry. The main story arc concerns Harry's quest to overcome the Dark wizard Lord Voldemort, whose aims are to become immortal, conquer the wizarding world, subjugate non-magical people, and destroy all those who stand in his way, especially Harry Potter.

Since the release of the first novel *Harry Potter and the Philosopher's Stone* on 30 June 1997, the books have gained immense popularity, critical acclaim and commercial success worldwide. The series has also had some share of criticism, including concern for the increasingly dark tone. As of June 2011, the book series has sold about 450 million copies, making it the best-selling books series in history and has been translated into 67 languages, and the last four books consecutively set records as the fastest-selling books in history.

A series of many genres, including fantasy and coming of age (with elements of mystery, thriller, adventure, and romance), it has many cultural meanings and references. According to Rowling, the main theme is death, although it is primarily considered to be a work of children's literature. There are also many other themes in the series, such as prejudice and corruption.

http://en.wikipedia.org/wiki/Harry_Potter

5. Transformers

Transformers is an entertainment franchise created by Hasbro. Beginning with the Transformers toy line, the franchise centers on factions of transforming alien robots (often the Autobots and the Decepticons) in an endless struggle for dominance or eventual peace. In its decades-long history, the franchise has expanded to encompass comic books, animation, video games and films.

The 2007 live film *Transformers* is an American science fiction action film based on the Transformers toy line. The film, which combines computer animation with live-action, is directed by Michael Bay, with Steven Spielberg serving as executive producer. It stars Shia LaBeouf as Sam, a teenager involved in a war between the heroic Autobots and the evil Decepticons, two factions of alien robots who can disguise themselves by transforming into everyday machinery. The Decepticons desire control of the AllSpark, the object that created their robotic race, with the intention of using it to build an army by giving life to the machines of Earth.

http://en.wikipedia.org/wiki/Transformers#cite_note-0

[http://en.wikipedia.org/wiki/Transformers_\(film\)](http://en.wikipedia.org/wiki/Transformers_(film))

Lecturing Hints

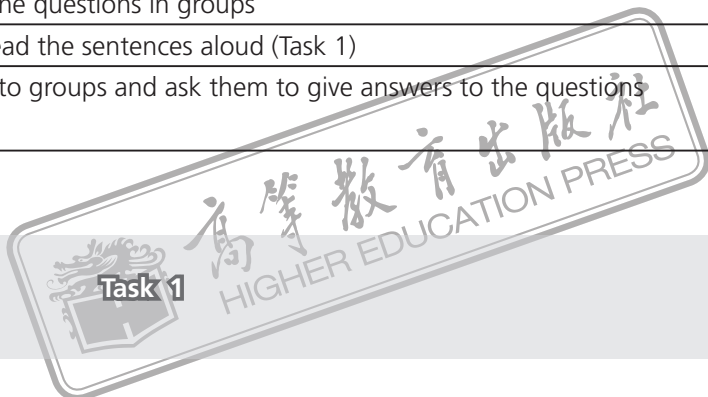
Section I Leading in Interaction

Focus

Aims	1. To improve students' pronunciation
	2. To arouse students' interest
Tasks	1. Students read the given sentences
	2. Students discuss the questions in groups
Procedures	1. Ask students to read the sentences aloud (Task 1)
	2. Divide students into groups and ask them to give answers to the questions given (Task 2)

Keys

Omitted.





Task 2

1. Yes, I have, and I'm very good at it. / No, I haven't, I don't know how to play it.
2. Once a month. / Twice a month. / Seldom.
3. Yes, I do. / I like music very much.
4. Pop music. / Jazz. / Classic. / Rock & Roll.
5. Yes, I like singing karaoke very much. / No, I'm not a good singer.
6. Yes, I have, on my friend's birthday. / No, I haven't, it's too expensive for me.

Section II Reading Interaction

Focus

Aims	1. To give students fluency practice in reading
	2. To help students learn expressions related to entertainment
Tasks	1. Students learn and comprehend the text
	2. Students do the related exercises individually or in groups
Procedures	1. Ask students to read the text and to talk about their understanding of what's interesting about Disneyland
	2. Explain and analyze the language points of the text in detail
	3. Ask students to do the reading comprehension exercises individually (Task 3)
	4. Divide students into groups and do the vocabulary exercises (Task 4)
	5. The crossword puzzle can be assigned as an after-class activity (Task 5)
	6. Ask students to finish the translation without referring to the dictionary (Task 6)

Language Points

- 1. Although Hong Kong Disneyland is currently the smallest of the 11 Disneyland Parks, it's still able to have six theme parks similar to those in the other Disneyland Parks.**

译文： 尽管香港迪斯尼乐园是11家乐园中最小的一家，但它仍然拥有和其他乐园类似的6个主题乐园。

语言点： **similar to:** 与...相似

e.g. You should see results similar to the following.

您应该会看到类似如下的结果。

Once you press OK, you should get a result similar to this.

一旦按下OK按钮，你应该会得到与此类似的结果。

2. Inspired by the Main Street, U.S.A. in the first Disneyland, the buildings of this Main Street are almost the same as those in America.

译文：灵感来源于首家迪斯尼乐园的美国小镇大街，大街上的建筑物与美国迪斯尼乐园几乎一模一样。

分析：Inspired by ... 在此处是过去分词短语作原因状语，相当于一个原因状语从句。此句也可改写为：Because / As they are inspired by the Main Street, U.S.A. in the first Disneyland, the buildings of this Main Street are almost the same as those in America.

语言点：**inspire:** v. 激发；鼓舞；启示；产生；使产生灵感

e.g. His speech inspired the students.

他的演说使学生们大受鼓舞。

You inspired me by playing the piano so beautifully.

你弹奏的优美的钢琴曲激发了我的灵感。

3. Unlike Main Streets from other parks, the Main Street at Hong Kong Disneyland is built mainly of wood instead of stone.

译文：和其他乐园的小镇大街不同的是，香港迪斯尼的小镇大街建筑物是用木头而非石头搭建。

语言点：**1. unlike:** prep. 与…相反，与…不同

e.g. Unlike my father, I like that car.

不像我父亲，我喜欢那辆车。

Unlike John he was not angry.

他不像约翰那样生气。

语言点：**2. instead of:** (用…) 代替…，(是…) 而不是…，(用…) 而不用…

e.g. Will you go to the party instead of me?

你替我去那个派对好吗？

We went to the Biology class instead of attending the English lesson.

我们去上生物课而不去上英语课。

4. Fantasyland features Sleeping Beauty Castle, as well as the Fantasy Gardens where costumed Disney characters can be met, and you're always welcomed to take photos with them.

译文：幻想世界的特色是睡美人城堡和幻想花园，在花园里你可以遇见穿着戏服的迪斯尼卡通人物，欢迎你和他们合影留念。

分析：as well as 在此处译为“除…之外”之意，例如：He has a bike as well as a car. 此外，as well as 还可视为 as ... as 结构，用于副词的同等比较，可译为“和…一样好”，例如：He can speak Chinese as well as you can.

语言点：**feature:** n. 特色，特征；

v. 特写；以…为特色



- e.g.** The island's feature was its beauty.
这个岛的特色是风景秀丽。
This exhibition features these oil paintings.
这次展览的特色是这些油画。

5. It features a large island area, which is surrounded by the Jungle Cruise — much like the Rivers of America in most Disneyland Parks.

译文： 它的特色是一个大型的岛屿，被森林河流之旅所环绕——和大多数迪斯尼乐园的美国河流之旅相似。

分析： 此处which所引导的是一个非限制性定语从句，用来进一步解释说明先行词island area。破折号后面的介词短语like ... 用来与前面的内容作对比。

语言点： **surround:** *v.* 围绕；包围

- e.g.** He was surrounded by reporters.
他被记者包围住了。
The small town is surrounded with mountains.
小镇四面环山。

6. Since the opening of the park, unique attractions have been added into the Hong Kong's Tomorrowland.

译文： 自从开园之日起，独特的景点就已经被加入进香港的明日世界。

语言点： **attraction:** *n.* 吸引；吸引力；吸引物

- e.g.** Do you feel any attraction for this book?
你感觉这本书有什么吸引力吗？
The church is the city's main tourist attraction.
这座教堂是这座城市的主要旅游景点。

7. The themed land features characters from the Toy Story movies, such as an enlarged Woody and an oversized paper plane.

译文： 该主题乐园的特色是《玩具总动员》电影中的角色，例如超大的伍迪公仔和大型的纸质飞机。

语言点： **1. themed:** *adj.* 有特定主题的

- e.g.** IBM has been having themed meetings in recent weeks.
IBM在最近的几个星期以来一直在开主题会议。
All the rooms here are themed rooms.
这里的所有房间都是主题房间。

语言点： **2. enlarge:** *v.* 扩大

- e.g.** I asked the clerk to enlarge the photo.
我请店员把那张照片放大。
The city was enlarged in the 20th century.
这座城市在20世纪得到了扩展。



8. The themed land features an abandoned mining town called “Grizzly Gulch”, set among mountains and woods.

译文： 该主题乐园的特色是一个叫做“灰熊山谷”的废弃采矿小镇，坐落于群山和树林环绕之中。

分析： 此处set among mountains and woods是一个省略了“which is”的非限制性定语从句；which is/are, that is/are等都常可以省略。

语言点： **abandoned:** *adj.* 荒废的；被抛弃的；无约束的

e.g. We ended up in an abandoned church.

最后，我们到了一个废弃的教堂。

He lives an abandoned life.

他过着放荡无忌的生活。

9. In addition, the park also has two wonderful hotels and a wide range of shopping and dining places.

译文： 此外，公园还设有两处奇妙的酒店以及各种购物及餐饮场所。

语言点： **a wide range of:** 许多各种不同的；范围广泛的

e.g. This shop sells a wide range of food.

这个商店销售各种食品。

The student has a very wide range of interests.

这个学生兴趣十分广泛。

10. Please be sure to get to the place earlier enough to occupy a good spot!

译文： 一定要提前到场占一个好位置啊！

语言点： **occupy:** *v.* 占领；占据；使忙碌

e.g. The enemy soon occupied the city.

敌人很快占领了这座城市。

He occupied himself with various work.

他忙于做各种工作。

Chinese Version

香港迪斯尼乐园

等待多年之后，香港迪斯尼乐园于2005年9月12日正式向公众开放。它是世界上第十一家同时也是中国第一家迪斯尼乐园。尽管香港迪斯尼乐园是世界11家乐园中最小的一家，但它仍然拥有和其他乐园类似的6个主题乐园。这6个乐园分别是：美国小镇大街、幻想世界、探险世界、明日世界、反斗奇兵大本营以及灰熊山谷。每位游客的票价全球最低，只需399港元，约合人民币300多元。



美国小镇大街

灵感来源于首家迪斯尼乐园的美国小镇大街，这里的小镇大街上的建筑物与美国迪斯尼乐园几乎一模一样。和其他迪斯尼乐园相同，香港迪斯尼乐园的美国小镇大街是公园的入口。按照1890年至1910年间的美国小镇来进行装饰。与其他乐园的小镇大街不同的是，香港迪斯尼乐园的小镇大街是用木头而非石头搭建的。

幻想世界

幻想世界的特色是睡美人城堡和幻想花园，在花园里你可以遇见穿着戏服的迪斯尼卡通人物，欢迎你和他们合影留念。

探险世界

香港迪斯尼乐园的探险世界是所有迪斯尼乐园中最大的。它的特色是一个大型的岛屿，被森林河流之旅所环绕——和大多数迪斯尼乐园的美国河流之旅相似。

明日世界

香港迪斯尼乐园明日世界的特色是由蓝色和紫色组成的未来风格。自开园之日起，独特的景点就已经加入香港的明日世界。

反斗奇兵大本营

开放于2011年11月17日，反斗奇兵大本营是香港迪斯尼乐园自2005年开园以来第一个新的主题乐园。它位于公园的西侧，幻想乐园的后面。该主题乐园的特色是《玩具总动员》电影中的角色，例如超大的伍迪公仔和大型的纸质飞机。

灰熊山谷

灰熊山谷，开放于2012年7月14日，是香港迪斯尼乐园的一个全新故事。该主题乐园的特色是一个叫做“灰熊山谷”的废弃采矿小镇，坐落于群山和树林环绕之中。小镇创建于1888年8月8日——最幸运的一年中最幸运的一个月的最幸运的一天——希望能够发现黄金。

此外，公园还设有两处奇妙的酒店以及各种购物及餐饮场所。你将发现米老鼠和他的著名的迪斯尼朋友们在地球上这个最快乐的地方等着你。

还有一件事，在你离开公园之前，不要忘了去观看“星梦奇缘”烟花表演，每天晚上9点在幻想世界睡美人城堡的上空开始燃放。一定要提前到场占一个好位置啊！

Keys**Task 3**

1. √ 2. √ 3. √ 4. × 5. √

Task 4

1. B 2. D 3. A 4. C 5. C
6. C 7. D 8. B 9. C 10. A

Task 5

1. Wednesday 2. cake 3. cinema 4. wine 5. picnic
6. dance 7. radio 8. poker 9. karaoke 10. music

Task 6

- 它是世界上第十一家同时也是中国第一家迪斯尼乐园。
- 香港迪斯尼乐园的探险世界是所有迪斯尼乐园中最大的。
- 香港迪斯尼乐园明日世界的特色是由蓝色和紫色组成的未来风格。
- 它位于公园的西侧，幻想乐园的后面。
- 一定要提前到场占一个好位置啊！

Section III Practicing Interaction**Focus**

Aim	To review the grammatical forms and functions of conjunctions
Tasks	1. Students do the grammatical exercises
	2. Students identify grammatical usages
Procedures	1. Students do the exercises individually or in groups (Tasks 7 & 8)
	2. Explain and distinguish the different usages of conjunctions

Theory Link**连词****一、连词的分类**

并列连词	用来连接语法地位相同的结构，单词、短语及句子等。	and, but, or, nor, so, for, yet, however, as well as, both ... and, not only ... but also, either ... or, neither ... nor, still
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(续表)

从属连词	用来引导状语从句。	after, when, before, as, while, since, until, till, if, unless, lest, because, than, that, whether, so that, in order that, as if, as though, although, suppose that, provided that, as ... as, now that, such ... that, in case that, on condition that
------	-----------	--

二、并列连词的用法

并列连词	作用	举例
and	连接单词	Water and air are essential for life.
	连接短语	Our knowledge may come from the books and from practice.
	连接句子	We are singing and they are dancing.
but	表示“转折”	I have a pen but no pencil.
or	表示“选择”	Will you go there by bus or on foot?
nothing but	“除了，只有”	I did nothing but watch it.
or	表示“否则”	Hurry up or you will be late.
for	表示后面的句子是原因	He is good at math for he studies harder than others.
still	表示后句概念由前句转折而来	The weather is very cold, still we needn't wear more clothes.
not only...but also	“不仅…而且”，可并列主、谓、宾、表及句子。当主语并列时，谓语要就近一致	Not only he but also I am a teacher.
as well as	“以及，同样”，并列单词、短语、句子。当并列主语时，动词要随前面的主语变化	He works as well as he can.
either...or	“既…又…，或…或…” ，并列主、谓、宾、表及状语	Either come in or go out.
neither...nor	“既不…也不”，并列主、谓、宾、表、状语。并列主语时，谓语就近一致	Neither you nor he speaks French.
both...and	“和，既…也”，并列主、谓、宾及表语	I can play both football and basketball.
nor	“也不”，引导句子要倒装	He can not speak English, nor can I.
so	“因此，所以”，不和because呼应使用	I was feeling hungry, so I made myself a sandwich.

三、从属连词的用法

从属连词	作用	举例
after	表示时间, “在…之后”	After I finished the school, I became a worker in the factory.
although/though	表示让步, “尽管”	Although she is young, she knows a lot.
as	表示时间, “当…时”; 表示方式, “像…”; 表示原因, “由于, 因为”; 表示让步, “尽管, 虽然”	As it was late, we must go now.
as if/as though	表方式, “似乎, 好像”	He told such a story as though he had been there before.
as long as/so long as	表条件, “只要”	As long as I am free, I'll go to help you.
as soon as	表时间, “一…就…”	I will phone you as soon as I come back.
because	表原因, “因为”	I have to stay in bed because I am ill.
before	表时间, “在…之前”	You should think more before you do it.
even if/ even though	表让步, “即使”	You should try again even if you fail.
hardly...when	表时间, “(刚) 一…就”	Hardly had I entered the gate when the bell rang.
if	“假如”, 引导条件状语从句	What should I do if the rain doesn't stop?
	“是否”, 引导宾语从句	I don't know if he comes back or not.
in case	表目的, “以防, 以免”	You should be more careful in case there is a fire.
in order that	表目的, “为了, 以便”	We study hard in order that we can pass the exam.
no matter + 疑问词	表让步, “无论, 不管”	No matter what you do, you should try your best.
no sooner...than	表时间, “(刚) 一…就…”	No sooner had I come home than it began to rain.
now that	表原因, “既然, 因为, 由于”	Now that the crops are in, we can start to make preparations for autumn sowing.
once	表时间, “一旦…”	Once you know the rules, you'll have to obey them.
since	表时间, “自从…以来”	He has been in this company since he left school.
	表原因, “既然, 由于”	Since the job is dangerous, let's do it more carefully.
so far as/as far as	表条件, “就…而言, 就…而论”	As far as I know, it is easier for you to learn to speak English.



(续表)

从属连词	作用	举例
so that	表目的“以便”	Speak louder so that everybody can hear clearly.
so...that	表结果“如此，以致”	He got up so late that he missed the bus.
than	表示比较，“比”	Things were worse than we thought.
that	无词义，引导名词性从句	It is dangerous that we walk on the thin ice.
	表目的或结果	She hurried that she might not be late for work.
unless	表条件，“除非，如果不”	I will go to the zoo unless it rains.
until/till	表时间，“直到…为止”	I'll wait till he comes back.
when	表时间，“当…时”	When they got there, the train had left.
whether	“是否”引导名词性从句	Whether he can come to see us is unknown.
	表让步，“不管/无论…是否”	Whether she is ill or well, she is always happy.
while	表时间，“当…时”	While he was in Beijing, he visited the Great Wall.
	表让步，“尽管，既然”	While I find the problems very difficult, I don't think them insoluble.
whenever	表时间，“无论什么时候”	Whenever you have any trouble, tell me at once.

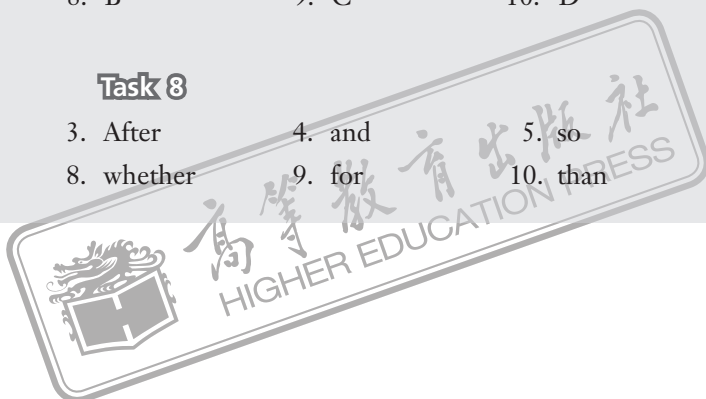
Keys

Task 7

- | | | | | |
|------|------|------|------|-------|
| 1. B | 2. D | 3. C | 4. D | 5. B |
| 6. A | 7. C | 8. B | 9. C | 10. D |

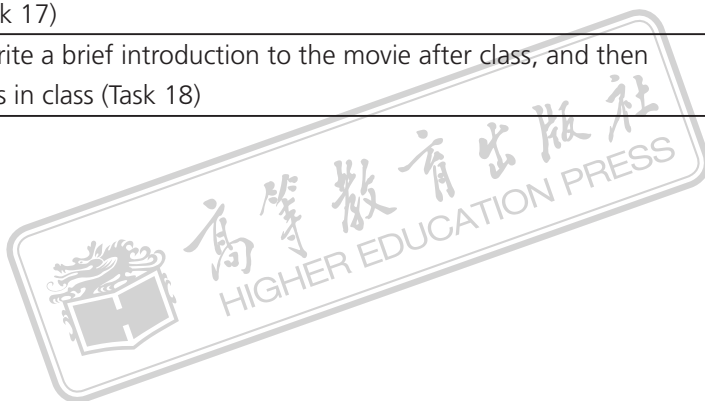
Task 8

- | | | | | |
|-----------|------------|------------|--------|----------|
| 1. When | 2. because | 3. After | 4. and | 5. so |
| 6. before | 7. but | 8. whether | 9. for | 10. than |



Section IV Communicating Interaction

Focus	
Aims	1. To arouse students' interest
	2. To enable students to identify information
	3. To give students fluency practice in listening and speaking related to entertainment
Tasks	1. Students learn to understand and write a timetable or schedule
	2. Students learn expressions for talking about entertainment and do the related exercises
Procedures	1. Ask students to read the timetable and answer the questions orally (Task 9)
	2. Ask students to look at the movie schedule and describe it with the help of useful expressions given (Task 10)
	3. Ask students to learn some useful sentences related to entertainment and practice them orally
	4. Ask students to listen to six sentences and number the pictures (Task 11)
	5. Ask students to listen to a dialogue about entertainment and fill in the blanks (Task 12)
	6. Ask students to practice the dialogue in pairs and then give appropriate answers to the questions (Task 13)
	7. Ask students to listen to two conversations and number the pictures according to the sequence mentioned in each conversation; check the answers and play the recording again to make students imitate the pronunciation (Task 14)
	8. Ask students to get ready for listening and filling in the blanks (Task 15)
	9. Divide students into groups and make up conversations based on the situations (Task 16)
	10. Listen to the recording and check the answers to make students imitate the pronunciation (Task 17)
	11. Ask students to write a brief introduction to the movie after class, and then discuss it in groups in class (Task 18)





Introduction

Timetable & Schedule

A timetable or a schedule is a plan that gives a list of events or tasks and the times at which each one should happen or be done. In the theater, it's a list of all the times when movies, concerts or performances are supposed to start. In a school or college, it's a list that shows the times in the week at which particular courses are taught.

Keys

Task 9

1. Go swimming.
2. Go to see a movie.
3. Wednesday, at 8 P.M.
4. She'll have dinner with her friends.
5. She'll probably stay in her Mom's house.

Task 10

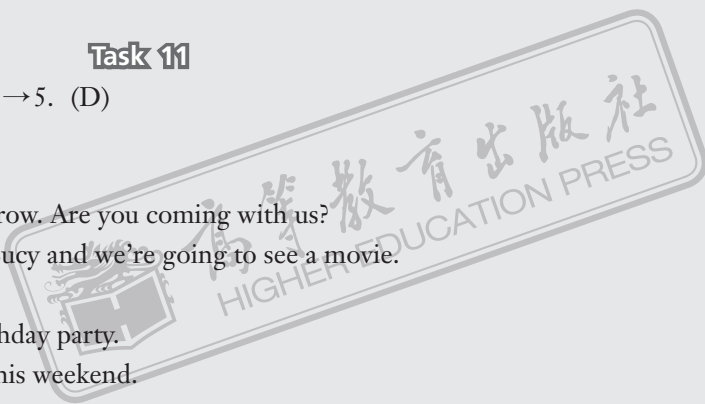
This week, from November 21 to 25, five movies will be shown in Grand Cinema. On Monday, the 3D movie *Avatar* will lead the way. On the next day, another 3D movie *Titanic* will reveal its veil. From Wednesday to Friday, three movies will join the competition. They are *The Avengers*, the latest *Harry Potter* movie and *Transformers* movie. For detailed information, please check the schedule in the box office. Do remember: Please enter the cinema 15 minutes before the movie starts. 3D glasses are available by the entrance of the house for free.

Task 11

1. (F)→2. (E)→3. (A)→4. (C)→5. (D)

Script:

1. We're going on a picnic tomorrow. Are you coming with us?
2. I've got an appointment with Lucy and we're going to see a movie.
3. May I have two tickets?
4. I'd like to invite you to my birthday party.
5. We are going to sing karaoke this weekend.



6. Would you like to see Jeff's concert tonight?

Task 12

1. Music 2. 7 3. Theater 4. Piano and other performances
5. Free

Script:

Helen: George, I forgot to bring my glasses. Could you tell me what is on the poster?

George: OK. There will be a concert given by students of Wuhan College of Music tonight in the Students' Theater.

Helen: That's wonderful. I'd like to go to the concert. What is included in the program?

George: It includes singing, dancing, piano and other performances.

Helen: Great! Piano is my favorite. When will it start?

George: 7:00 p.m.

Helen: Where can we get the tickets for it?

George: Let me see. Well, actually we don't need any ticket for it. The poster says "Free Admission".

Helen: Really? Well, let's go for it right now.

Task 13

2. A birthday cake. /A birthday gift. / Some wine.
3. Playing computer games. /Going shopping. /Singing karaoke. /Reading books.
4. Yes, I do. I'm a good singer. /No, I don't like it. I'm not good at singing.
5. Yes, I have. It's very convenient. /No, I haven't. I have to see my ticket, and then I feel safe.
6. I think it's very interesting. Those singers are excellent. /I think it's boring. It's just copied from a foreign TV program.
7. My favorite singer is Jay Chow, because he writes lots of popular songs, and he sings very well too.
8. Never. /Once a month. /Once a week. /Every day.
9. Roller Coaster is my favorite, because it's the most exciting game in the park. / I like Merry-go-round most, because it's very romantic.
10. I like the song *Someone Like You*, because the singer sings very well. /*Dangerous* is my favorite song, because Michael Jackson is my idol.

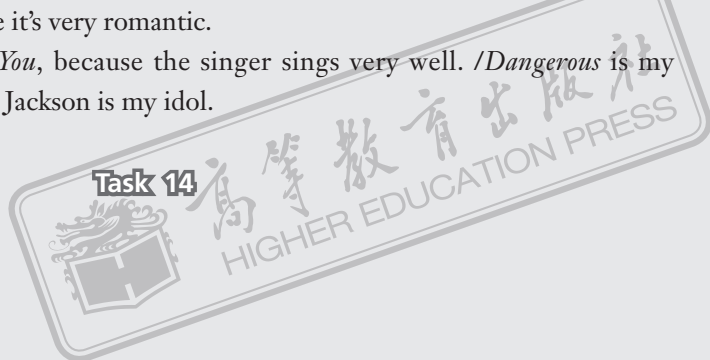
Task 14

Conversation 1

(B)→(D)→(C)→(A)

Conversation 2

(C)→(B)→(A)→(D)





Script:

Conversation 1

Susan: Hi, Tom. Winter holidays will begin next month. What are you going to do?

Tom: Well, Dad will take me to our hometown. We'll visit our grandparents there.

Susan: Oh, they'll be very happy to see you again!

Tom: Sure. Where do you plan to go during the holiday, Susan?

Susan: Maybe my parents will take my sister and me to a few cities in China.

Tom: That'll be very interesting. What cities are you going to visit?

Susan: Maybe Shanghai, Nanjing, Wuxi and Hangzhou.

Tom: Oh, they're all places of great interest in China. I think you'll have a very good time there.

Susan: Yes, I'm looking forward to it, too.

Conversation 2

Mike: Hi, Lucy. I was wondering if you'd like to go to a concert tomorrow evening. And if I remember correctly, you did say you like pop music.

Lucy: Yes, that's right. It's nice of you to ask me, Mike. But I don't think I can. Monica has already asked me to go to the cinema together.

Mike: Oh, well. Never mind. What about the weekend? This concert is still on then, I think, if you're free next Saturday.

Lucy: Oh, I'd like to very much, but what time exactly?

Mike: Well, it starts at 7:00 p.m.

Lucy: That'll be fine. The basketball match will be over by 5:30.

Mike: Good, I'll call you again when I get the tickets.

Lucy: Sure. Bye for now.

Task 15

- | | | | | |
|----------------|-------------|------------|-----------------|-----------------|
| 1. signs | 2. Karaoke | 3. room | 4. coffee table | 5. TV screen |
| 6. microphones | 7. wait for | 8. younger | 9. popular | 10. traditional |

Script:

Karaoke in China

If you are visiting China, you will likely see KTV signs all over the place. KTV, of course, stands for Karaoke Television. These are places where people go to sing karaoke.

If you go out KTV with friends, you'll usually rent a KTV room. The typical KTV room will have a big couch for people to sit on, a coffee table for snacks, and the karaoke equipment: a large TV screen, the song-selection device, and the karaoke microphones.

Generally, it is pretty dark, with everyone sitting around, eating and drinking while they wait for their turn to sing.

Now, what do people sing when they go to KTV? For the younger Chinese, there is a

wide selection of popular music. However, karaoke is not just for the youth in China. It is popular among adults, too. There is usually a wide variety of traditional or Chinese folk songs as well.

Task 16

Situation 2:

- Linda: Jack! It's almost 8! Why did you get here so late?
- Jack: Sorry, Linda. After I left my dorm, I realized I forgot my glasses, so I had to go back and get them.
- Linda: Hurry! The movie is just about to begin.
- Jack: That's weird. I can't find the tickets in my bag.
- Linda: Are you kidding me? You forgot to bring them?
- Jack: God! I forgot! I must have put them on the desk when I was getting my glasses.
- Linda: You have such a terrible memory! Well, let's get two more then.
- Jack: I'm really sorry.

Situation 3:

- Jack: We'd like two student tickets for *Titanic*, please.
- Receptionist: May I see your student cards? And what time please?
- Jack: Here you are. 8:00, please. By the way, can we have front seats?
- Receptionist: Let me check. Well, how about Row 6? Neither too far nor too close to the screen.
- Jack: That's great. Thank you.
- Receptionist: No problem. By the aisle or in the middle?
- Jack: In the middle.
- Receptionist: OK, it's half-price, 100 yuan in all.
- Jack: Here is 100 yuan. Thank you.
- Receptionist: Not at all. Here are your tickets. Have a good time!

Situation 4:

- Jack: Linda, can I have a look at your newspaper?
- Linda: Sure, go ahead.
- Jack: I want the information about the performance on this weekend.
- Linda: What performance?
- Jack: The Westlife is giving two performances on Saturday and Sunday evening.
- Linda: They are a pop band. They are said to be very good. What time will the performance start?
- Jack: 7 p.m., will you be free on the weekend?
- Linda: Yes, I'll be free. Let's go together then.
- Jack: All right. I'll book the tickets for us.
- Linda: Thank you very much.



Situation 5:

Receptionist: National Theater Box office.

Jack: Have you got any tickets available for the Westlife performance for this weekend?

Receptionist: Which performance? Saturday or Sunday?

Jack: Saturday please.

Receptionist: Sorry, that performance is sold out.

Jack: Well, how about the Sunday performance?

Receptionist: Yes, we have tickets available.

Jack: I'd like to reserve two seats, please.

Receptionist: OK. Two tickets on Sunday 7 p.m. for Westlife performance. May I have your name please?

Jack: Sure. My name is Jack Zhang. Thank you very much.

Receptionist: My pleasure.

Task 17

Conversation 1

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

Conversation 2

6. C 7. A 8. D 9. E 10. B

Script:

Conversation 1

Josh: Helen, what should we do tomorrow? What kind of entertainment are you interested in?

Helen: Well, how about having a picnic by the side of the lake area? It's a very good outdoor activity.

Josh: Good idea! Picnicking is always my favorite.

Helen: What else shall we do there besides having a picnic?

Josh: How about boating and fishing in the lake?

Helen: Great! All these activities would be of great fun.

Josh: I'm so glad you like all these activities.

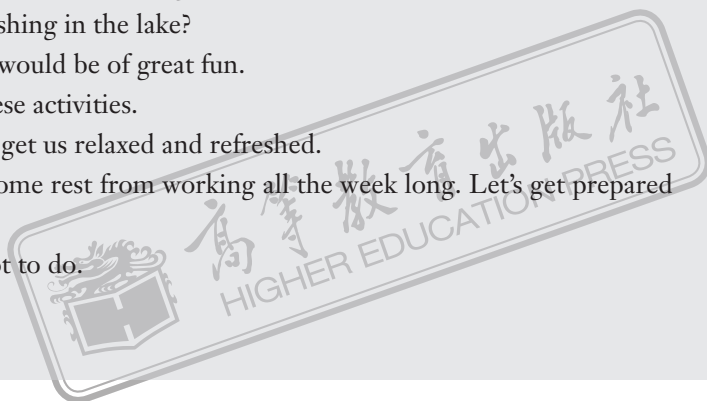
Helen: Sure! These activities can get us relaxed and refreshed.

Josh: OK. I really need to get some rest from working all the week long. Let's get prepared now.

Helen: Yeah, we'll really have a lot to do.

Conversation 2

Ross: Hi, Lily! Happy birthday!



Lily: Hi, Ross! Thank you very much. I'm so glad you can come.

Ross: Of course. I wouldn't miss your birthday party. Here I've brought a cake, freshly baked.

Lily: That's very kind of you. Come in please. I want to introduce you to some of my friends. They're playing computer games. Follow me.

Ross: That's great.

Lily: Hi, everybody! This is Ross. Ross, this is everybody.

Ross: It seems they're busy playing the computer games. Don't let me interrupt them.

Lily: Alright, do you want to dance?

Ross: Let's drink some wine and get in the mood first.

Lily: Good idea. Let's go!

Task 18

Omitted.



Unit

6

DELICACY

Teaching Arrangement

Unit 6 Delicacy			
Teaching Hours		6 – 8 hours	
Teaching Methods		Situational Teaching Method, ISAS Teaching Method and Task-based Language Teaching	
Teaching Aims		<ul style="list-style-type: none"> ➢ Learn some important expressions frequently used in talking about delicacies ➢ Understand the sentence elements and structure ➢ Be able to conduct daily communication about delicacies 	
Teaching Process		Contents	Focus
	Class 1	<ul style="list-style-type: none"> ➢ Leading in Interaction ➢ Reading Interaction (Text) 	Learning Focus & Text Understanding
	Class 2	<ul style="list-style-type: none"> ➢ Reading Interaction (Reading Comprehension, Vocabulary Expansion, Food Idioms, Translation) ➢ Practicing Interaction 	Grammar—Sentence Elements and Structure
	Class 3	<ul style="list-style-type: none"> ➢ Communicating Interaction (Task 9 – Task 13) 	Description & Understanding of Menu
	Class 4	<ul style="list-style-type: none"> ➢ Communicating Interaction (Task 14 – Task 18) 	Daily Communication About Delicacies

Lecturing References

1. Ten Famous Fast Food Brands in the U.S.

Brand	Headquarter	Advertising Slogan	Website
McDonald's	Oak Brook, Illinois, U.S.	i'm lovin' it	http://www.aboutmcdonalds.com/mcd.html
Subway	Milford, Connecticut, U.S.	Eat Fresh	http://www.subway.com/subwayroot/default.aspx
Burger King	5505 Blue Lagoon Drive, Miami-Dade County, Florida, U.S.	Have it your way	http://www.bk.com/
Starbucks	Seattle, Washington, U.S.	Life happens over coffee	http://www.starbucks.com/
Wendy's	1 Dave Thomas Blvd Dublin, Ohio, U.S.	Now that's better	http://www.wendys.com//
Taco Bell	Irvine, California, U.S.	Think outside the bun	http://www.tacobell.com/
Pizza Hut	7100 Corporate Drive Plano, Texas 75024, U.S.	America's Favorite Pizza	http://www.pizzahut.com/
Dunkin' Donuts	130 Royall Street Canton, Massachusetts, U.S.	America Runs on Dunkin'	http://www.dunkindonuts.com/
KFC	Louisville, Kentucky, U.S.	finger-licking good	http://www.kfc.com/
Sonic Drive-In	Oklahoma City, Oklahoma, U.S.	America's Drive-In	http://www.sonicdrivein.com/

2. Fish and Chips

Fish and Chips is a popular take-away food in the United Kingdom, Ireland, Australia, New Zealand, Canada and South Africa. It consists of battered fish which is deep-fried and served with chips.

Fish and chips became a stock meal among the working classes in Great Britain as a consequence of the rapid development of trawl fishing in the North Sea, and development of railways connecting ports to cities during the second half of the 19th century. In 1860, the first fish and chip shop was opened in London by Joseph Malin.

Deep-fried chips (slices or pieces of potato) as a dish may have first appeared in Britain in



about the same period: the Oxford English Dictionary notes as its earliest usage of “chips” in this sense the mention in Dickens’ *A Tale of Two Cities* (published in 1859): “Husky chips of potatoes, fried with some reluctant drops of oil”.

The modern fish-and-chip shop (“chippy” or “chipper” in modern British slang) originated in the United Kingdom, although outlets selling fried food occurred commonly throughout Europe. According to one story, fried-potato shops spreading south from Scotland merged with fried-fish shops spreading from southern England. Early fish-and-chip shops had only very basic facilities. Usually these consisted principally of a large cauldron of cooking fat, heated by a coal fire. During World War II fish and chips remained one of the few foods in the United Kingdom not subject to rationing.

http://en.wikipedia.org/wiki/Fish_%26_chipsh

3. History of British Food

The history of Britain has played a large part in its traditions, its culture — and its food. The Romans for instance brought us cherries, stinging nettles (to be used as a salad vegetable), cabbages and peas, as well as improving the cultivation of crops such as corn. And they brought us wine! The Saxons were excellent farmers and cultivated a wide variety of herbs. These were not used just for flavor as they are today but were used as bulk to pad out stews.

The Vikings and Danes brought us the techniques for smoking and drying fish — even today the North East coasts of England and Scotland are the places to find the best kippers — Arbroath Smokies, for example. “Collops” is an old Scandinavian word for pieces or slices of meat, and a dish of Collops is traditionally served on Burns Night (25th January) in Scotland. York Ham is a great favourite with the British housewife. The first York Ham is said to have been smoked with the sawdust of oak trees used in the building of York Minster.

The Normans invaded not only the country but also the eating habits! They encouraged the drinking of wine and even gave some words for common foods — mutton and beef for example. In the 12th century the Crusaders were the first Britons to taste oranges and lemons whilst in Jaffa in 1191–2.

In Tudor times, new kinds of food started to arrive due to the increase in trade and the discovery of new lands. Spices from the Far East, sugar from the Caribbean, coffee and cocoa from South America and tea from India. Potatoes from America began to be widely grown. Eccles Cakes evolved from Puritan days when rich cakes and biscuits were banned.

Turkeys were bred almost exclusively in Norfolk up until the 20th century. In the 17th century, turkeys were driven from Norfolk to the London markets in great flocks of 500 birds or more. Their feet were sometimes bandaged to protect them. Upon arrival in London, they had to be fattened up for several days before market.

The growth of the Empire brought new tastes and flavors. Nowadays you can sample cuisines from all around the world — Chinese, Indian, Italian, French, American, Spanish, Thai, etc.

<http://www.historic-uk.com/CultureUK/History-of-British-Food/>

4. Chinese Cuisine

Traditional Chinese cuisine include Anhui, Guangdong, Fujian, Hunan, Jiangsu, Shandong, Sichuan, and Zhejiang, all of which are defined and termed as per the respective regions within China where they developed. These regional cuisines are sometimes referred to as the “eight culinary traditions of China.” A number of different styles contribute to Chinese cuisine, but perhaps the best known and most influential are the Sichuan, Shandong, Jiangsu and Guangdong cuisine. These styles are distinctive from one another due to factors such as available resources, climate, geography, history, cooking techniques and lifestyle. Many Chinese traditional regional cuisines rely on basic methods of food preservation such as drying, salting, pickling and fermentation.

Hunan Cuisine

Hunan cuisine, sometimes called Xiang cuisine, consists of the cuisine of the Xiang River region, Dongting Lake and western Hunan Province. The cuisine is well known for its hot spicy flavor, fresh aroma and deep color. Common cooking techniques include stewing, frying, pot-roasting, braising, and smoking. Due to the high agricultural output of the region, ingredients for Hunan dishes are many and varied.

http://en.wikipedia.org/wiki/Global_cuisines

5. Food Festival

A food festival is a festival, usually held annually, that uses food, often produce, as its central theme. These festivals have always been a means of uniting communities through celebrations of harvests and giving thanks for a plentiful growing season. They can be traced back thousands of years to celebrating the arrival of harvest time, the autumnal equinox, and the honoring of earth gods.

The Taste of Chicago is the world's largest food festival, held annually for ten days in Grant Park, in Chicago starting the Friday before the 4th of July and ending the Sunday after (in the event July 4th is a Saturday, the festival begins on the Friday eight days before). The event is the largest festival in Chicago. Non-food-related events include live music on multiple stages, including the Petrillo Music Shell, pavilions, and film performances. Musical acts vary from local artists to nationally known artists like Carlos Santana, Moby, and Kenny Rogers. Since 2008, The Chicago Country Music Festival no longer occurs simultaneously with Taste of Chicago as it departed the



Taste of Chicago for its own two-day festival typically held in the fall.

http://en.wikipedia.org/wiki/Taste_of_Chicago

Lecturing Hints

Section I Leading in Interaction

Focus

Aims	1. To improve students' pronunciation
	2. To arouse students' interest
Tasks	1. Students read the given sentences
	2. Students discuss the questions in groups
Procedures	1. Ask students to read the sentences aloud (Task 1)
	2. Divide students into groups and ask them to give answers to the given questions (Task 2)

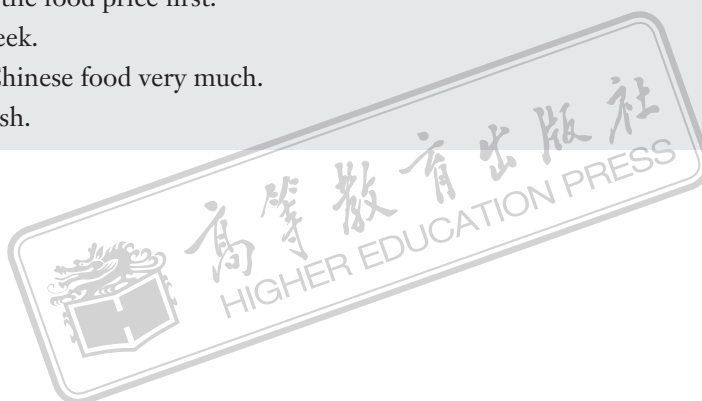
Keys

Task 1

Omitted.

Task 2

1. In my family, my mother does the cooking.
2. It's a bit tiring, but very interesting.
3. As a student, I always consider the food price first.
4. On average, I eat out once a week.
5. As an overseas student, I like Chinese food very much.
6. I always pay for my meals in cash.



Section II Reading Interaction

Focus

Aims	1. To give students fluency practice in reading
	2. To help students to learn expressions related to delicacies
Tasks	1. Students learn and comprehend the text
	2. Students do the related exercises individually or in groups
Procedures	1. Ask students to read the text and to talk about their understanding of Tofu culture
	2. Explain and analyze the language points of the text in detail
	3. Ask students to do the reading comprehension exercises individually (Task 3)
	4. Divide students into groups to complete the vocabulary exercises (Task 4)
	5. The food idioms can be assigned as an after-class activity (Task 5)
	6. Ask students to finish the translation without referring to the dictionary (Task 6)

Language Points

1. Tofu is said to appear in the Western Han Dynasty.

译 文：豆腐据说起源于西汉时期。

语言点：appear: v. 出现，显现

e.g. A woman appeared at the far end of the street. 一个女人远远出现在街的尽头。

Last night some of the prisoners appeared on the roof.

昨晚，其中几个犯人出现在房顶上。

2. At the time, Liu An, the grandson of Emperor Liu Bang, was eager to learn the secret of longevity, so he went deep into the mountain to find medicine for being long-lived.

译 文：当时，汉高祖刘邦的孙子刘安，渴求长生不老的秘诀，为此他走进深山寻找长生不老仙丹。

分 析：此句中the grandson of Emperor Liu Bang 是Liu An 的同位语。一个名词（短语或从句）若对另一个名词或代词进行更进一步的具体说明，这个名词（短语或从句）就是同位语。同位语与被它限定的词的句法功能一致，并常常紧挨在一起。又如：

Mr. Smith, our new teacher, is very kind to us.

我们的新老师史密斯先生对我们很好。

Yesterday I met Tom, a friend of my brother's.

昨天我遇到了我弟弟的朋友汤姆。

语言点：be eager to: 盼望，渴望

e.g. He is always willing and eager to do extra work. 分外的工作他总是抢着干。



He was desperately eager to be back after more than a week's absence from school.

他一个多星期没有上学，返校之心甚切。

3. The brave local farmers tried to taste the product, only to find that it was delicious.

译 文：胆大的当地农民品尝了这种制品，不料竟发现它味道很是鲜美。

语言点：**only to do**: 不料竟会…，没想到会…

e.g. Mr. Bush went back home from business travel only to find his mobile was lost.
布什先生出差回到家中，竟然发现他的手机丢失了。

She drove all the way to school only to find out that her son is already at home.
她一路开车去了学校，才知道她的儿子已经回到家了。

4. Many scholars and famous people also took part in spreading the culture.

译 文：许多学者和著名人士也参加到传播豆腐文化中来。

语言点：**1. take part in**: 参加…，参与…活动

e.g. Did you take part in the get-together yesterday?
昨天你参加聚会了吗？

She will go there to take part in the opening ceremony this weekend.
周末她要去那里参加开幕式。

语言点：**2. spread**: v. 伸开；展开；（使）传播；（使）散布

e.g. She spread a towel on the sand and lay on it.
她在沙滩上铺了一条浴巾，躺在上面。
His coat was spread over the bed. 他的外套摊在床上。

5. The great writer of the Northern Song Dynasty, Su Dongpo, took a special fancy to tofu and invented a tofu dish called Dongpo Tofu.

译 文：北宋伟大的作家苏东坡对豆腐有一种特别的喜好，并发明了一道名为“东坡豆腐”的菜肴。

语言点：**take a fancy to**: 爱好，爱上，入迷

e.g. I took a fancy to French wine with dinner. 我喜欢在晚餐时喝法国酒。
Mr. Hill took a real fancy to Clara. 希尔先生真的喜欢克拉拉。

6. So he managed to sell it, which soon won the praise of the customers and then became the famous Wang Zhihe's fermented tofu.

译 文：于是他设法把这种豆腐卖了出去，很快就赢得了顾客的赞许并由此诞生了著名的王致和腐乳。

分 析：which引导的非限定性定语从句，放在句子之后，指代前面整个句子的内容。
又如：

e.g. He was late again, which made the teacher very angry.
他又迟到了，（这）让老师很生气。

He married her, which was natural. 他娶了她，（这）很自然。

语言点: **manage to**: 做成, 设法

e.g. How do you manage to do such a thing? 你是怎么做成这件事的?

We will manage to finish the task in time even though it is difficult.

纵然任务艰巨, 我们也要设法及时完成。

7. It has been said while Xi Shi was washing her veil, her beauty caused fish to freeze and sink to the bottom of the river.

译文: 相传西施在溪边浣纱时, 水中的鱼被她的美貌惊呆而沉入河底。

语言点: **1. cause**: v. 成为...的原因; 导致; 引起

e.g. What caused him to quit his job? 是什么原因使他辞职的?

I'm afraid I'm causing you much trouble. 我怕会给你增添很多麻烦。

语言点: **2. sink**: v. 下沉; 沉没; 渗透; 低落; 变低; 衰弱; (太阳)落下 n. 水池; 洗涤槽

e.g. The boat was beginning to sink fast. 小船开始快速下沉。

The sink was full of dirty dishes. 水池里满是盘子。

8. From then on, people often used "tofu xishi" to call those who have a good face but are born to a poor family – not necessarily relating to tofu.

译文: 从那时起, 人们往往用“豆腐西施”来称呼那些有着漂亮面容却出身贫寒的女子——并不一定与豆腐有关。

语言点: **relate**: v. (把...)联系起来; 有联系

e.g. Happiness does not always relate to wealth. 幸福不总与财富相关。

It is difficult to relate the two cases. 要把那两件事联系起来是很困难的。

9. Today, tofu has become a common dish on the reunion dinner table during the Chinese lunar New Year, because it sounds like the word for fortune and happiness in Chinese.

译文: 今天, 豆腐已经成为中国农历新年家庭团聚餐桌上的一道常见菜肴, 因为豆腐一词听起来与汉语的财富和幸福相近。

语言点: **common**: adj. 普通的; 常见的

e.g. Automobile accidents are far too common in big cities.

汽车事故在大城市太常见了。

Using cell phones is very common among college students.

使用手机在大学生中很常见。

10. The food has been thought to be able to bring good luck to the whole family.

译文: 豆腐食品一直被认为能给全家带来好运。

语言点: **be able to**: v. 能, 会; 能够

e.g. I hope to be able to increase your pay to \$6 000 a month.

我希望能将你的月薪提到6 000美元。

To be able to buy a house of that size has to be very rich.

买得起这么大房子的人一定得非常有钱。



Chinese Version

中国的豆腐文化

当你在中国走进一家大学餐厅或街道上的一家餐馆时，你可以经常看到菜单上有豆腐。是的，豆腐！豆腐是我们日常食物中的重要部分。

豆腐据说出现于西汉时期。当时，汉高祖刘邦的孙子刘安，渴求长生不老的秘诀，为此他走进深山寻找长生不老仙丹。他没有炼成长生不老仙丹，但却制成了一种味道芳香的白色食品。胆大的当地农民品尝了这种制品，不料竟发现它味道很是鲜美，并把它叫做“豆乳”或“豆腐”。刘安出乎意料地成为了豆腐的发明者，而他的故乡，安徽省寿县也被称为“豆腐之乡”。

豆腐制作简单，成本低廉，很快就成为人们喜爱的美味佳肴。宋代以后，豆腐文化得到进一步发展。许多学者和著名人士也参加到传播豆腐文化中来。北宋伟大的作家苏东坡对豆腐有一种特别的喜好，并发明了一道名为“东坡豆腐”的菜肴。

据说清朝康熙八年，安徽省仙源县人士王致和进京赶考，不幸名落孙山，因此不得不在京卖豆腐为持生计。一天，他的豆腐卖得不好，剩余很多，由于担心豆腐会变质，他就把豆腐切成小块放上一些盐放进小坛子里，然后他封闭了坛口将豆腐封存起来。过了些日子，他打开坛盖，竟然发现里面的豆腐很好吃。于是他设法把这种豆腐卖了出去，很快就赢得了顾客的赞许并由此诞生了著名的王致和腐乳。

近几个世纪以来，豆腐一词一再被收入中国文化。

一个漂亮但穷困的女人就会被人称作“豆腐西施”。西施拥有中国四大美人之美誉。相传西施在溪边浣纱时，水中的鱼儿被她的美貌惊呆而沉入河底。后来她的名字西施也就成了美女的代名词。在鲁迅的小说《故乡》中，有一位漂亮的豆腐房老板娘杨二嫂就被戏称为“豆腐西施”。从那时起，人们往往用“豆腐西施”来称呼那些有着漂亮面容却出身贫寒的女子——并不一定与豆腐有关。

今天，豆腐已经成为中国农历新年的家庭团聚餐桌上的一道常见菜肴，因为豆腐一词听起来与汉语的财富和幸福相近。豆腐食品一直被认为能给全家带来好运。

Keys

Task B

1. √

2. ×

3. ×

4. √

5. ×

Task 4

1. A

2. C

3. B

4. D

5. B

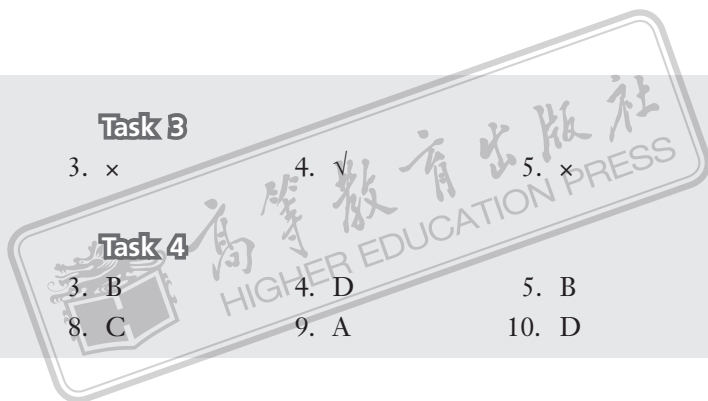
6. A

7. C

8. C

9. A

10. D



Task 5

- | | | | | |
|-------|-------|------|------|-------|
| 1. D | 2. L | 3. I | 4. K | 5. A |
| 6. C | 7. B | 8. E | 9. F | 10. H |
| 11. J | 12. G | | | |

Task 6

- 豆腐据说出现于西汉（公元前206年——公元24年）时期。
- 豆腐制作过程简单，成本低廉，很快就成为人们喜爱的美味佳肴。
- 许多学者和著名人士也参加到传播豆腐文化的活动中来。
- 近几个世纪以来，豆腐一词一再被归为中国文化。
- 豆腐食品一直被认为能给全家带来好运。

Section III Practicing Interaction

Focus

Aim	To review the grammatical points of sentence elements & structure
Tasks	1. Students do the grammatical exercises
	2. Students identify grammatical usages
Procedures	1. Students do the exercises individually or in groups (Task 7 & 8)
	2. Explain and distinguish the different elements and structures of sentences

Theory Link

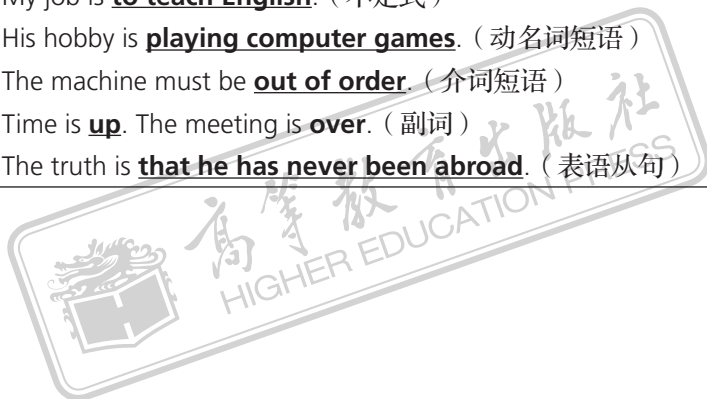
一、句子的成分

名称	含义	例句
主语 (subject)	句子说明的主体和对象，一般位于句首。	<p>During the 1990s, American country music has become more and more popular. (名词)</p> <p>We often speak English in class. (代词)</p> <p>One-third of the students in this class come from Hunan. (数词)</p> <p>To swim in the river is a great pleasure. (不定式)</p> <p>Smoking is a bad and expensive habit. (动名词)</p> <p>The rich should help the poor. (名词化的形容词)</p>



(续表)

名称	含义	例句
主语 (subject)	句子说明的主体和对象，一般位于句首。	When we are going to have an English party has not been decided yet. (主语从句) It is necessary to master a foreign language . (it作形式主语，真正的主语为后面的不定式或从句)
谓语 (predicate)	用于说明主语的行为、状态、身份、特征等，一般紧跟主语后面。	His father is a fireman . (由系动词加表语构成简单谓语) We should pay attention to English grammar. (情态动词或其他助动词加动词短语构成复合谓语) Tom practices speaking English every morning. (动词或动词短语构成简单谓语) You may keep the book for two months. (情态动词或其他助动词加动词原形构成复合谓语)
宾语 (object)	宾语表示行为动作的对象或承受者，一般位于及物动词和介词后面。	We went to see an exhibition last weekend. (名词) The heavy rain prevented us from coming to school on time. (代词) I have three English dictionaries. (数词) They helped the old with their housework last Friday. (名词化形容词) He pretended not to hear me . (不定式短语) She enjoys listening to popular music . (动名词短语) They think (that) I am not fit for the job . (宾语从句)
表语 (predicative)	表语用以说明主语的身份、特征和状态，它一般位于系动词(如be, become, get, look, grow, turn, seem等)之后。	Their teacher of English is an American . (名词) Is the book yours ? (代词) The weather has turned warm . (形容词) The speech was exciting . (分词) Four times seven is twenty eight . (数词) My job is to teach English . (不定式) His hobby is playing computer games . (动名词短语) The machine must be out of order . (介词短语) Time is up . The meeting is over . (副词) The truth is that he has never been abroad . (表语从句)



(续表)

名称	含义	例句
定语 (attributive)	修饰名词、代词的词、短语或从句称为定语	<p>Changsha is a beautiful city. (形容词)</p> <p>China is a developing country; but America is a developed country. (分词)</p> <p>There are thirty women doctors in our hospital. (名词)</p> <p>His rapid progress in English made me surprised. (代词)</p> <p>Our English teacher is always the first one to enter the classroom. (不定式短语)</p> <p>Their teaching plan for next term has been worked out. (动名词)</p> <p>Helen is reading an article about how to learn English. (介词短语)</p> <p>One of the boys kept laughing, which annoyed Jane intensely. (定语从句)</p>
状语 (adverbial)	修饰动词、形容词、副词或整个句子, 说明行为动作或状态特征的句子成分叫做状语, 它可表示时间、地点、速度、方式、程度、手段等。	<p>Light travels very fast. (副词及副词短语)</p> <p>They have lived in the city for ten years. (介词短语)</p> <p>She was proud to have passed the national college entrance examination. (不定式短语)</p> <p>Lily is in the room making a model plane. (分词短语)</p> <p>Wait a moment. (名词短语)</p> <p>Once you have started, you must continue. (状语从句)</p>
补语 (complement)	对宾语/主语的补充, 全称为宾语(主语)补足语。	<p>We elected him monitor. (名词)</p> <p>We all think it a pity that she didn't come here. (名词)</p> <p>We will make them happy. (形容词)</p> <p>We found nobody in. (副词)</p> <p>Please make yourself at home. 介词短语)</p> <p>Don't let him do that. (省to不定式)</p> <p>His father advised him to teach the lazy boy a lesson. (带to不定式)</p> <p>Don't keep the lights burning. (现在分词)</p> <p>I'll have my bike repaired. (过去分词)</p> <p>He was elected monitor. (名词)</p> <p>She was found singing in the next room. (现在分词)</p> <p>He was advised to teach the lazy boy a lesson. (带to不定式)</p>



(续表)

名称	含义	例句
同位语 (appositive)	名词(或短语、从句)对另一个名词或代词进行进一步说明。	Mr. Wang, my child's teacher , will be visiting us on Tuesday. (名词短语) I, the oldest girl in the family , always had to care for the other children. (名词短语) But now the question comes to their minds, " Did she die young because she was a clone? " (直接引语问句) The girls were surprised at the fact that ocean ships can sail up the Great lakes . (从句)

二、句子的结构

结构	例句
主语 + 系动词 + 表语 (SVC)	<u>Our city is at the crossing of some important railways.</u> <u>The country will become rich.</u>
主语 + 谓语 (SV)	<u>The road construction started yesterday.</u> <u>The bus leaves at 9:40.</u>
主语 + 谓语 + 宾语 (SVO)	<u>The boss employed fifteen more workers.</u> <u>My father takes care of the vegetable garden.</u> <u>Everyone hopes they can speak English fluently.</u>
主语 + 谓语 + 间接宾语 + 直接宾语 (SVOO)	<u>He fetched us some old textbooks.</u> <u>The lady asked me if I could speak English.</u>
主语 + 谓语 + 宾语 + 宾语补足语 (SVOC)	<u>The villagers didn't allow them to do that.</u> <u>They let me stay in the room.</u>

三、句子的种类

分类方法	句子种类	例句
按用途分类	陈述句	肯定句 She is fond of collecting stamps. Time will prove me right.
		否定句 I can't order these jackets unless you can lower the price. She doesn't seem to be interested in our topic.
	疑问句	一般疑问句 Can you finish your work on time today? Do you mind if I come along too and see how you get on?

(续表)

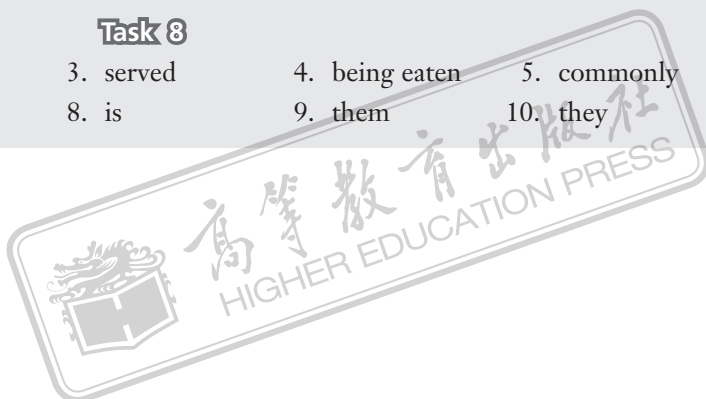
分类方法	句子种类	例句
按用途分类	疑问句	特殊疑问句 Where do you live? How often do you water your garden?
		选择疑问句 Do you want tea or coffee? Does Mary come from the U.K or the U.S.?
		反意疑问句 He doesn't know her, does he? There was a lot of money left, wasn't there?
	祈使句	肯定祈使句 Let's go to the cinema tonight. Be seated.
		否定祈使句 Don't be nervous! Don't leave me alone.
	感叹句	What good news it is! How hard he is working now!
按结构分类	简单句	Light travels faster than sound. Robert was eager to talk about life in the Army.
	并列句	The food was good, but he had little appetite. Use your head, and you'll find a way.
	复合句	The film had begun when we got to the cinema that night. This is because this professor has a disease which prevents him from speaking, so when he speaks he has to use a computer and a voice box.

Keys**Task 7**

- | | | | | |
|------|------|------|------|-------|
| 1. C | 2. B | 3. D | 4. B | 5. B |
| 6. A | 7. C | 8. B | 9. A | 10. D |

Task 8

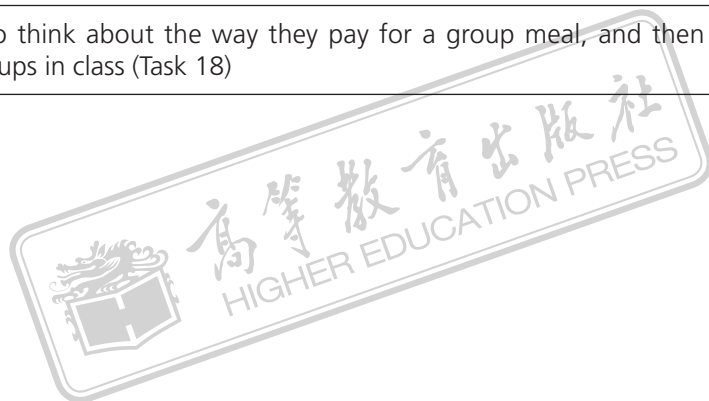
- | | | | | |
|----------------|-------------|-----------|----------------|-------------|
| 1. traditional | 2. includes | 3. served | 4. being eaten | 5. commonly |
| 6. referred | 7. consumed | 8. is | 9. them | 10. they |





Section IV Communicating Interaction

Focus	
Aims	1. To arouse students' interest
	2. To enable students to identify information
	3. To give students fluency practice in listening and speaking about delicacies
Tasks	1. Students learn about the menu
	2. Students learn expressions useful for talking about food and dishes and do the related exercises
Procedures	1. Ask students to read the menu and answer the questions orally (Task 9)
	2. Ask students to look at the menu and describe it with the help of useful expressions given (Task 10)
	3. Ask students to learn useful sentences related to the service in a restaurant and practice them orally
	4. Ask students to listen to six sentences and number the pictures (Task 11)
	5. Ask students to listen to a dialogue about Custom and Etiquette in Chinese Dining and fill in the blanks (Task 12)
	6. Ask students to practice the dialogue in pairs and then give appropriate answers to the questions (Task 13)
	7. Ask students to listen to two conversations and number the pictures according to the sequence mentioned in each conversations; Check the answers and play the recording again to make students imitate the pronunciation (Task 14)
	8. Ask students to get ready for listening practice and filling in the blanks (Task 15)
	9. Divide students into groups and make up conversations based on the situations (Task 16)
	10. Listen to the recording and check the answers to make students imitate the pronunciation (Task 17)
	11. Ask students to think about the way they pay for a group meal, and then discuss it in groups in class (Task 18)



Introduction

Menu

In a restaurant, a menu is a presentation of food and beverage offerings. A menu may be a la carte (单点菜单) — which guests use to choose from a list of options — or table d'hôte (套餐菜单), in which case a pre-established number of courses is served.

Menus can also provide other useful information like the chef's or restaurant owner's food philosophy, the chef's résumé, or the mission statement of the restaurant.

Keys**Task 9**

1. £ 3.30.
2. 11:30 a.m.–2:00 p.m. and 5:30 p.m.–11:30 p.m.
3. Dishes from Menu NO.38 – NO.180.
4. Closed on Tuesdays and partly closed on Saturdays and Sundays.
5. It's not mentioned in the menu.

Task 10

The menu offers a variety of soup and rice for a reasonable price. If you want to have your meals delivered, it will be free of extra charge. The delivery hours are from 5:30 p.m. to 11:30 p.m. What's more, you may get an extra discount for all the takeaway delivery of every main meal ordered. For example, if your order is over £20, you can get a free bottle of Coke.

Task 11

1. (B)→2. (D)→3. (A)→4. (C)→5. (F)→6. (E)

Script:

1. On weekends, most family can always have big breakfasts.
2. These days people love to go out to have dinner together with their friends.
3. When an American friend invites you to a restaurant, this does not mean he or she will pay for the meal.



4. People often discuss business while eating, because time is valuable.
5. If you are invited to someone's home for dinner, you may bring some flowers.
6. Nowadays many children like eating junk food.

Task 12

- | | | |
|-----------|-------------|-----------|
| 1. tomato | 2. sweet | 3. shrimp |
| 4. fish | 5. red wine | |

Script:

- Green: Good evening. A table for three, please.
- Waitress: OK. Please come this way. I am sorry you've had to wait. Saturday is a busy day for us.
- Green: That's all right. We didn't wait for long anyway. What are the specialties of your restaurant?
- Waitress: We have beef in tomato sauce, sweet and sour spare-rib, mushroom and diced chicken, and roast mutton.
- Green: Sounds good. Do you serve seafood here?
- Waitress: Yes. We have shrimp, lobster, crab, oyster and fish.
- Green: OK. What kind of wine do you have?
- Waitress: Well, we have draft beer, canned beer, red wine, brandy and whisky.
- Green: Wonderful.

Task 13

2. I am afraid not./Yes, I made a reservation yesterday.
3. I want to try some Chinese food/European food today.
4. No. I don't mind./I hate waiting, and I am in a hurry.
5. Yes, I want to have this smoked salmon. Is it good?
6. Grapefruit juice, please.
7. Sure. What is the specialty of your restaurant?
8. The bellman will show you the way.
9. I'm sorry. The tables by the window are all occupied./Oh, yes, this way please.
10. I am glad you enjoyed it.

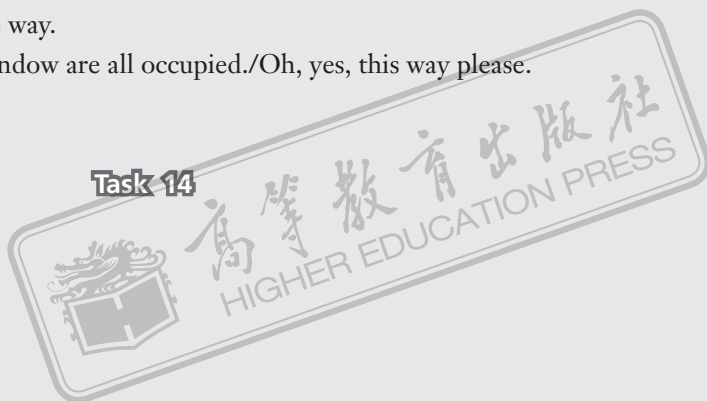
Task 14

Conversation 1

(D)→(C)→(B)→(A)

Conversation 2

(C)→(D)→(A)→(B)



Script:**Conversation 1**

Waitress: Good evening, sir. May I help you?

Sir: Good evening. Do you have a table for two now?

Waitress: I'm sorry. The restaurant is full now. I'm afraid you'll have to wait for about half an hour. Would you mind waiting a moment at the lounge until a table is available?

Sir: No, not at all. By the way, can we have a table by the window?

Waitress: I'll try to arrange it but I can't guarantee, sir.

Sir: Thank you.

(*Half an hour later.*)

Waitress: Your table is ready, sir. Please step this way.

Sir: Thank you.

Waitress: Are you ready to order now?

Sir: Yes. Please let me have a look at the menu first.

Conversation 2

George: Shall we eat out today, Shirley?

Shirley: Sure. But do you have any idea about where and what to eat?

George: Well. I'm thinking about eating Chinese food today. You know I'm always fond of traditional Chinese snacks.

Shirley: Really? Perhaps we can find a Chinese restaurant nearby.

George: Actually, I'm told there's a Chinese food festival going on near the park. Do you mind having a look at that?

Shirley: Of course not. There must be a lot of delicious snacks there. What would you like to try today?

George: I want to try some dumplings. And you?

Shirley: I'm wondering if there are spring rolls there.

George: I'm sure there are.

Shirley: OK. Let's go.

Task 15

- | | | | | |
|----------------|-----------|-----------------|---------------|----------------------|
| 1. date from | 2. sit | 3. at the table | 4. politeness | 5. manners |
| 6. traditional | 7. origin | 8. Following | 9. culture | 10. pay attention to |

Script:**Customs and Etiquette in Chinese Dining**

There are many eating manners which date from the time of ancient China, such as how to sit in a banquet or the layout of the place settings. People must pay attention to these manners because etiquette governs much of one's conduct at the table. Some rules were out of politeness and identity, and were called by ancient Chinese "respect for manners"; some



others were traditional; and some were only about the behaviors of certain groups of people (especially women) and were actually not necessary. Whatever their origin, these rules show ancient China's eating habits and food culture, and some of them are still followed in modern Chinese life. Following these rules sometimes shows a person's status, culture, and family education. In China, people have the custom of using banquets to solve problems in business, for establishing friendship, and even in government affairs, so it's also important to pay attention to the Chinese eating taboos.

Task 16

Situation 2:

Waiter: Good evening. May I help you?

Lily: Good evening. I'd like a table for seven, please.

Waiter: A table for seven? Do you have a reservation?

Lily: No. I'm afraid not.

Waiter: Sorry, madam. We have so many guests this evening. All tables are taken today. But if you don't mind waiting for a few minutes. The table near the window will be ready for you.

Lily: How long is the wait?

Waiter: Fifteen minutes will be OK, I think.

Lily: All right. Please keep it for us. Thank you.

Situation 3:

Waiter: Are you ready to order?

Ted: Yes. We are a group of seven. We want to try some typical Chinese food. What would you like to recommend?

Waiter: For the main course, you could try the Beijing Roast Duck. It's the most typical dish in Beijing.

Ted: Beijing Roast Duck, OK. Anything else?

Waiter: I recommend sweet and sour spare-rib, barbecued or broiled pork, sweet and sour yellow fish and tomato and egg soup.

Ted: Any vegetables?

Waiter: You can try the cabbage with sweet and sour sauce. It's very special.

Situation 4:

Ted: Hello, everyone. Did you enjoy the food today?

Lily: Wonderful! It's really a nice place. The food is very delicious.

Ted: Waiter, may I have the bill, please?

Waiter: Yes, sir. Here's the bill. The total is 486 yuan.

Lily: How much should each pay?

Ted: Just wait a moment. This is going to be my treat.

Lily: That's very kind of you, but you really shouldn't do that.

Ted: It's my pleasure to treat you.
 Lily: Well, let's go Dutch. How is that?
 Ted: Oh, no, come on. I insist. Please.
 Lily: Thank you for your generosity then.

Situation 5:

Waiter: Good evening, sir. Can I help you?
 Ted: I'd like to pay my bill now.
 Waiter: OK. That's 486 yuan in all. Do you want to separate the bill?
 Ted: No, my treat today.
 Waiter: How would you like to pay, by cash or credit card?
 Ted: I have no cash with me. I'll pay by credit card.
 Waiter: May I have your card, please?
 Ted: Here you are.
 Waiter: Here is the check. Please sign here.
 Ted: OK.

Task 17**Conversation 1**

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

Conversation 2

6. B 7. C 8. D 9. A 10. E

Script:**Conversation 1**

Waiter: Good morning, sir. Welcome to Sun Restaurant. What can I do for you?
 Mr. White: Do you still have any table available?
 Waiter: Let me check. Oh, yes. This way please.
 Mr. White: Thank you. May I have a look at the menu?
 Waiter: Sure. Here you are.
 Mr. White: What are the specialties you have got this morning for breakfast?
 Waiter: Today is Monday, and Monday's specialties are fruit juice, cakes and refreshments.
 Mr. White: Good. I'd like to have a glass of tomato juice, please.
 Waiter: Do you need any eggs, sir?
 Mr. White: Yes, I want bacon and eggs with buttered toast. By the way, please make my bacon very crisp. Thank you.

Conversation 2

Waiter: Good afternoon, sir. Would you like to have Chinese food or Western food today?
 Jack: Chinese food, of course. It's said to be the most delicious in the world.



Career Express English

Waiter: Yes, I hope you'll enjoy it. Here is the menu, please.

Jack: Thank you. But I know very little about Chinese food. Do you have any specialties to recommend?

Waiter: Our specialties are Beijing Roast Duck and sliced cold chicken.

Jack: Oh, I know Beijing Roast Duck is famous and popular in China. I think I'd like to try it today.

Waiter: OK. And what would you like to drink? We serve a big variety of typical Chinese wine and beer.

Jack: Oh. No, thank you. Can I have a glass of water, please?

Waiter: Yes, of course. Please wait for a moment. I'll bring your order as soon as possible.

Jack: Thank you.

Task 18

Omitted.





Unit

7

FESTIVALS

Teaching Arrangement

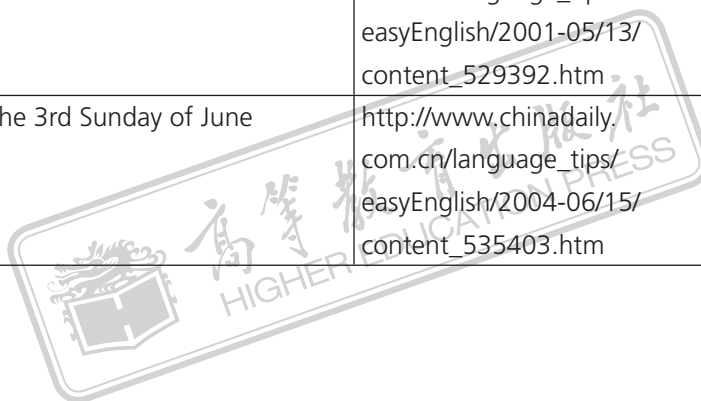
Unit 7 Festivals			
Teaching Hours		6 – 8 hours	
Teaching Methods		Situational & Task-based Teaching Method	
Teaching Aims		<ul style="list-style-type: none"> ➤ Learn some important expressions frequently used in celebrating festivals ➤ Understand the main usage of verb tense ➤ Be able to conduct daily communication about festivals 	
Teaching Process		Contents	Focus
	Class 1	<ul style="list-style-type: none"> ➤ Leading in Interaction ➤ Reading Interaction (Text) 	Language Points & Text Understanding
	Class 2	<ul style="list-style-type: none"> ➤ Reading Interaction (Reading Comprehension, Vocabulary Expansion, Crossword Puzzle, Translation) ➤ Practicing Interaction 	Grammar—Verb Tense
	Class 3	<ul style="list-style-type: none"> ➤ Communicating Interaction (Task 9 – Task 13) 	Description of a Congratulation Card & Celebrating Festivals
	Class 4	<ul style="list-style-type: none"> ➤ Communicating Interaction (Task 14 – Task 18) 	Daily Communication About Festival Celebration



Lecturing References

1. Chinese and Western Festivals

Festival	Region	Date	Website
Spring Festival	China	The 1st day of Chinese Lunar New Year	http://www.chinadaily.com.cn/language_tips/easyEnglish/2008-02/08/content_529318.htm
Dragon Boat Festival	China	The 5th day of the 5th lunar month	http://www.hjenglish.com/new/p41054/
Mid-Autumn Festival	China	The 15th day of the 8th lunar month	http://www.hjenglish.com/new/p182835/
Christmas	Western countries	December 25	http://www.hjenglish.com/new/p61753/
Thanksgiving Day	United States	The 4th Thursday of November	http://www.chinadaily.com.cn/language_tips/easyEnglish/2003-11/14/content_529352.htm
Easter	Western countries	Some day from March 22 to April 25	http://www.hjenglish.com/new/p18585/
April Fool's Day	Western countries	April 1	http://www.hjenglish.com/new/p18585/
Valentine's Day	Western countries	February 14	http://www.hjenglish.com/new/p16877/
Mother's Day	Western countries	The 2nd Sunday of May	http://www.chinadaily.com.cn/language_tips/easyEnglish/2001-05/13/content_529392.htm
Father's Day	United States	The 3rd Sunday of June	http://www.chinadaily.com.cn/language_tips/easyEnglish/2004-06/15/content_535403.htm



2. The Origin of Spring Festival

The origin of the Spring Festival now is too old to be traced. It is widely believed that the word “Nian” (in Chinese means “year”), was first the name of a monster beast that started to prey on human being at the night before the beginning of a new year. It had a very big mouth that would swallow many people with one bite. People were very scared. One day, an old man came to their rescue, offering to subdue “Nian”. He said to “Nian” that “I hear that you are quite capable, but can you swallow other beasts on earth instead of people who are by no means of your worthy opponents?” Hence, “Nian” did swallow many of the beasts of prey on earth that also harassed people and their domestic animals from time to time. After that, the old man who turned out to be an immoral fairy disappeared riding the beast “Nian”. Now that “Nian” had gone and other beasts of prey are scared off into the forests, people began to enjoy their life in peace and happiness. Before the old man left, he had told people to put up red paper decorations on their windows and doors at each year’s end to scare away “Nian” in case it sneaked back again, because red is the color that the beast feared most.

From then on, the tradition of observing the conquest of “Nian” is carried on from generation to generation. The term “Guo Nian”, which may mean “Survive the Nian” becomes today’s “Celebrate the New Year”, as the word “Guo” in Chinese having both the meaning of “pass-over” and “observe”. The custom of putting up red paper and firing firecrackers to scare away “Nian” had been well preserved.

<http://www.cultural-china.com/chinaWH/html/en/Traditions68bye277.html>

3. The Mid-Autumn Day

The festival is celebrated at the 15th day of the eighth lunar month in China. On this day, the moon is extremely bright and perfectly round. The festival represents the unity and leisure of the people, as well as the harvest of the nature.

There are many legends about this festival. The most popular one among the Chinese people is “Hou Yi Shooting the Suns”. The story goes that during the time of Yao (about 2 000 B.C.), there lived a talented archer named Hou Yi. One day ten suns appear in the sky at the same time. Their scorching heat withered the crops on the earth and made people unbearable. Ordered by Emperor Yao, Hou Yi shot nine of them out of the sky leaving only one. As a prize for this extraordinary feat, he was given a pill of immortality from the goddess. The pill, however, was stolen by his wife named Chang E. She ate it and flew off to the moon where she lived in solitude, only accompanied by a Jade Rabbit.

<http://www.topchinatravel.com/china-guide/the-mid-autumn-day.htm>



4. Jack-o-lanterns

An old Irish folk tale tells of Stingy Jack, a lazy yet shrewd farmer who uses a cross to trap the Devil. One story says that Jack tricked the Devil into climbing an apple tree, and once he was up there Jack quickly placed crosses around the trunk or carved a cross into the bark, so that the Devil couldn't get down. Another tale says that Jack put a key in the Devil's pocket while he was suspended upside-down.

Another version of the story says that Jack was getting chased by some villagers from whom he had stolen, when he met the Devil, who claimed it was time for him to die. However, the thief stalled his death by tempting the Devil with a chance to bedevil the church-going villagers chasing him. Jack told the Devil to turn into a coin with which he would pay for the stolen goods (the Devil could take on any shape he wanted); later, when the coin/Devil disappeared, the Christian villagers would fight over who had stolen it. The Devil agreed to this plan. He turned himself into a silver coin and jumped into Jack's wallet, only to find himself next to a cross Jack had also picked up in the village. Jack had closed the wallet tight, and the cross stripped the Devil of his powers; and so he was trapped.

In both folktales, Jack only lets the Devil go when he agrees never to take his soul. After a while the thief died, as all living things do. Of course, his life had been too sinful for Jack to go to heaven; however, the Devil had promised not to take his soul, and so he was barred from hell as well. Jack now had nowhere to go. He asked how he would see where to go, as he had no light, and the Devil mockingly tossed him an ember that would never burn out from the flames of hell. Jack carved out one of his turnips (which was his favorite food), put the ember inside it, and began endlessly wandering the Earth for a resting place. He became known as "Jack of the Lantern", or Jack-o'-Lantern.

<http://en.wikipedia.org/wiki/Jack-o%27-lantern>

5. Macy's Thanksgiving Day Parade

How did this most famous of American parades get started? It actually stems from European tradition. In the 1920's many of Macy's department store employees were first-generation immigrants. Proud of their new American heritage, they wanted to celebrate the American holiday with the type of festival they loved in Europe.

The employees marched from 145th Street down to 34th Street dressed as clowns, cowboys, knights and sheiks. There were floats, professional bands and 25 live animals borrowed from the Central Park Zoo. With an audience of over a quarter of a million people, the parade was a hit. Large balloons first appeared in 1927 with Felix the Cat. One tradition long gone is the releasing of the balloons. They would float for days and the lucky finder could claim a prize.

Children then and now love the Parade. The Macy's Thanksgiving Day Parade is a true New York experience that is magical for both children and adults. We want to thank Macy's and wish them many more years of marching down Broadway.

<http://www.en8848.com.cn/read/culture/sjri/89550.html>

Lecturing Hints

Section I Leading in Interaction

Focus

Aims	1. To improve students' pronunciation
	2. To arouse students' interest
Tasks	1. Students read the given sentences
	2. Students discuss the questions in groups
Procedures	1. Ask students to read the sentences aloud (Task 1)
	2. Divide students into groups and ask them to give answers to the given questions (Task 2)

Keys

Task 1

Omitted.

Task 2

1. I know quite a lot about Christmas / Thanksgiving Day / Halloween / April Fool's Day / Easter.
2. The Spring Festival, because it is our traditional festival, and also a time of family reunion.
3. I like traveling. I often travel to Hainan because I like the climate there. / I always do a lot of shopping on Christmas because there are various discounts you can enjoy. / I usually stay at home and have a rest.
4. I usually spend my holidays with my family, but sometimes I go out with my friends too.
5. At home / college. / In a restaurant / club.
6. Moon cakes.



Section II Reading Interaction

Focus

Aims	1. To give students fluency practice in reading
	2. To help students learn expressions related to celebration of festivals
Tasks	1. Students learn and comprehend the text
	2. Students do the related exercises individually or in groups
Procedures	1. Ask students to read the text and to talk about their understanding of festivals
	2. Explain and analyze the language points of the text in detail
	3. Ask students to do the reading comprehension exercises individually (Task 3)
	4. Divide students into groups to complete the vocabulary exercises (Task 4)
	5. The crossword puzzle can be assigned as an after-class activity (Task 5)
	6. Ask students to finish the translation without referring to the dictionary (Task 6)

Language Points

1. Halloween is a popular holiday celebrated in many countries on October 31.

译文：万圣节是个很受欢迎的节日，许多国家都在10月31日这一天欢度万圣节。

分析：这里celebrated in ... 是过去分词短语，作后置定语，修饰其前的名词holiday。

又如：

Who were the guests invited to your party last night?

昨晚被邀请参加你的派对的那些客人是谁呀？

The book mentioned above is very good. 上面提及的那本书很不错。

语言点：**celebrate**: v. 庆祝

e.g. We held a party to celebrate our success. 我们举行聚会庆祝我们的成功。

We want to celebrate his birthday. 我们要庆祝他的生日。

2. Halloween began two thousand years ago with the tradition of the Celts in old Britain.

译文：万圣节源于两千多年前居住在古老英国的凯尔特人的传统。

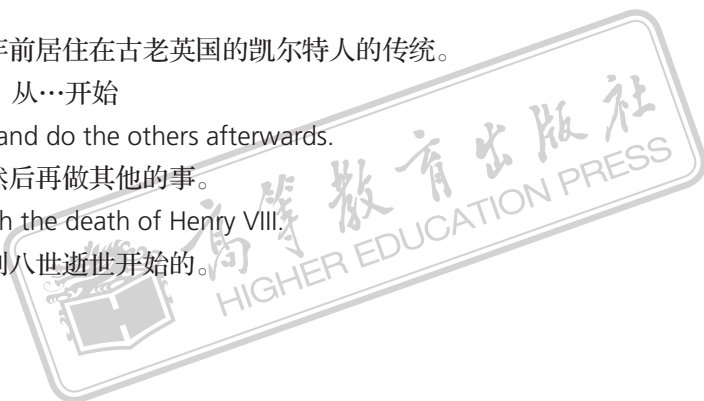
语言点：**begin with**: 先做；从...开始

e.g. Begin with this one and do the others afterwards.

先从这件事开始，然后再做其他的事。

Our story begins with the death of Henry VIII.

我们的故事是从亨利八世逝世开始的。



3. On the night of October 31, the Celts celebrated their new year, and believed that the ghosts of the dead would come back to earth and bring about trouble or other problems.

译文：凯尔特人在10月31日夜里庆祝他们的新年。他们相信阴间的亡魂会重返人世并带来灾难或其他麻烦。

语言点：**bring about**：带来；引起

e.g. Science has brought about many changes in our life.

科学为我们的生活带来很大变化。

A little thing may sometimes bring about unexpected consequences.

一个微不足道的事物有时也会引起意想不到的后果。

4. So they wore special clothing so that the ghosts couldn't recognize them and went away quietly.

译文：于是他们穿上特制的奇装异服，让鬼魂们认不出他们而平静地离开。

分析：句中so that是从属连词，意思是“为的是”，引导目的状语从句。又如：

People wear spectacles so that they can see better.

人们戴眼镜是为了看得更清楚。

Let me remind you once again so that you won't forget.

我再提醒一遍，省得你忘了。

语言点：**recognize** v. 认出；承认

e.g. The receptionist recognized him at once. 接待员一眼就认出他了。

I recognize my own shortcomings. 我承认自己的缺点。

5. Much later, as Christianity came to England, November 1 became All Saints' Day, or All Hallows' Day.

译文：再后来过了很长时间，随着基督教传入英格兰，11月1日被定为万圣节。

分析：此句中as是从属连词，意思是“随着”，引导时间状语从句。又如：

As the sun rose, the fog dispersed. 太阳一出来，雾随之消失。

We grow neither better nor worse as we grow old but more like ourselves.

随着年龄的增长，我们没变好也没变坏，而是变得更像自己。

6. Thus, October 31 was known as "All Hallows' Eve", and Halloween is the short form of All Hallows' Eve.

译文：这样，10月31日就成了“万圣节前夕”，简称万圣夜。

语言点：**be known as** 通称，叫做；以…闻名

e.g. Philadelphia may be known as home of the establishment and ethnics.

费城也许是名门和族裔之乡。

For the rest of his life, he could be known as the silver-medal-man.

他余生就只能作为“银牌人”而著称于世了。



7. They often dress up as witches, monsters and ghosts and knock on the door, asking for treats like sweets.

译文：他们打扮成巫婆、怪物和鬼魂去挨家敲门要求给他们糖果吃。

分析：此句中asking for... 是现在分词短语作伴随状语，表示与谓语knock on相伴发生的行为。又如：

The children ran out of the room, laughing and talking merrily.

孩子们高兴地有说有笑地跑出房间。

They stood there for an hour watching the game.

他们站在那里观看了一个小时的比赛。

语言点：1. **dress up**: 打扮；穿上盛装/正式服装

e.g. Children like to dress up as ghosts. 孩子们喜欢装扮成鬼。

Children dress up in costumes at night on Halloween.

孩子们在万圣夜穿上盛装。

语言点：2. **treat**: *n.* 款待；招待；乐事；乐趣

e.g. This is my treat. 这次由我请客。

Retail therapy has long been a treat for millions of women who enjoy nothing better than a look round the shops.

购物疗法一向是众多女性的乐事，对她们而言再没有什么比逛商店更惬意的事情了。

8. If they get nothing, they'll play a trick on the person who opens the door.

译文：如果不给，他们就会捉弄那个开门的人。

分析：此句中who引导定语从句，修饰the person。又如：

He is one of the students who help me.

他是帮我的学生之一。

In this earthquake, the number of people who lost homes reached as many as 250 000.

在这次地震中无家可归者数量多达250 000人。

语言点：**play a trick on**: 捉弄某人，对某人恶作剧

e.g. One day he tried to play a trick on the other people.

一天，他想对其他人开一次玩笑。

The boys hid Jone's bike to play a trick on him.

男孩子们把乔恩的自行车藏起来捉弄他。

9. There are many traditional games and other activities connected with Halloween parties, including apple biting, wearing costumes and attending costume parties, telling ghost stories, and watching horror films.

译文：有许多传统的游戏和其他活动与万圣夜有关，其中包括咬苹果、穿盛装异服，参加化装舞会、讲鬼故事和看恐怖电影等。

语言点: **be connected with**: 与...有关; 与...相联系

e.g. The police suspect this man may be connected with the incident.

警方怀疑该男子与这起事件有关。

What makes you suppose him to be connected with them?

什么使你想到他和他们有联系?

10. Whoever first bites is the winner.

译文: 谁先咬到, 谁就是优胜者。

分析: 此句中Whoever是连接代词引导主语从句, 并在从句中作主语。又如:

Whoever breaks the law should be punished. 无论谁违反法律都该受到惩罚。

Whoever wants to go may go. 无论谁想去都可以去。

语言点: **bite**: v. 咬; 叮

e.g. He bit into his sandwich. 他咬了一口他的三明治。

He had bitten the cigarette in two. 他已经把香烟咬成了两半。

Chinese Version

万圣节

万圣节是个很受欢迎的节日, 许多国家都在10月31日这一天欢度万圣节。万圣节以前曾有过宗教涵义。如今它主要是孩子们的欢乐节日, 基本上丧失了宗教涵义。

万圣节的由来

万圣节源于两千年前居住在古老英国的凯尔特人的传统。凯尔特人在10月31日夜里庆祝他们的新年。他们相信阴间的亡魂会重返人世并带来灾难或其他麻烦。于是他们穿上特制的奇装异服, 让鬼魂们认不出他们而平静地离开。再后来过了很长时间, 随着基督教传入英国, 11月1日被定为万圣节。这样, 10月31日就成了“万圣节前夕”, 简称万圣夜。

万圣夜的传统

万圣夜最古老的一个传统就是“请吃免乱”。很少有人真正知道它的由来。现在这个习俗已经变成孩子们的万圣节游戏。他们打扮成巫婆、怪物和鬼魂去挨家敲门要求给他们糖果吃。如果不给, 他们就会捉弄那个开门的人。这也许只是个小玩笑。然而有些恶作剧比较糟糕, 通常是淘气的孩子们干的, 比如往邻居家的花园里扔垃圾, 或者把邻居家房门外的南瓜捣个洞。

万圣夜的象征

橙色和黑色是传统的万圣夜的颜色, 并被广泛运用。特别是橙色的南瓜、黑色的巫婆、黑猫和黑色的节日服装是如今这个节日通常的象征。



巫婆是万圣节很受欢迎的人物，人们认为她们具有奇特的魔力。她们通常骑在扫帚上飞来飞去，还有一只黑猫坐在扫帚的末端。因此，万圣夜没有巫婆就黯然无趣。

南瓜也是万圣夜的象征。人们将南瓜挖空，在一侧切出一张脸，再在里面放一支蜡烛，做成一盏灯笼。南瓜灯传统上称为“杰克灯笼”。很多美国人在万圣夜将杰克灯笼挂在房前避邪。

万圣夜游戏与活动

有许多传统的游戏和其他活动与万圣夜有关，这其中包括咬苹果、穿盛装异服，参加化妆舞会、讲鬼故事和看恐怖电影等。最常见的游戏就是咬苹果。游戏时，先放几个苹果在水中，然后不能用手只准用牙将漂浮在水里的苹果咬出。谁先咬到，谁就是优胜者。因此观看起来非常有趣。

万圣夜不仅令孩子们快乐，而且也让很多成年人兴奋激动。越来越多的成年人喜欢每年欢度这个节日。他们装扮成名人或者卡通人物去参加聚会。在比较大的城市，有的父母会带着他们的孩子穿上节日盛装，傍晚很早聚集在购物中心，因为一些店家和公司会给孩子们举行派对做游戏并款待他们。

Keys

Task 3

- | | | | | |
|------|------|------|------|------|
| 1. √ | 2. √ | 3. × | 4. √ | 5. × |
|------|------|------|------|------|

Task 4

- | | | | | |
|------|------|------|------|-------|
| 1. A | 2. B | 3. A | 4. D | 5. B |
| 6. C | 7. A | 8. A | 9. D | 10. B |

Task 5

- | | | | | |
|-------------|-----------|-------------|----------|----------|
| 1. costumes | 2. orange | 3. sweets | 4. treat | 5. trick |
| 6. monster | 7. ghost | 8. lanterns | | |

Task 6

1. 万圣节是许多国家都会在10月31日庆祝的一个受欢迎的节日。
2. 万圣夜源于两千多年前居住在古老英国的凯尔特人的传统。
3. 如果他们得不到任何东西，就会捉弄那个开门的人。
4. 她们通常骑在扫帚上飞来飞去，还有一只黑猫坐在扫帚的末端。
5. 万圣节不仅让孩子们快乐，而且也让很多成年人激动不已。

Section III Practicing Interaction

Focus

Aim	To review the grammatical forms and functions of verb tense
Tasks	1. Students do the grammatical exercises
	2. Students identify grammatical usages
Procedures	1. Students do the exercises individually or in groups (Tasks 7 & 8)
	2. Explain and distinguish the different usages of verb tense

Theory Link

动词时态

一、动词时态的构成 (主动形式) (分别以I为主语和sit为谓语动词为例)

时态	现在	过去	将来	过去将来
一般时	I sit	I sat	I shall/will sit	I should/would sit
进行时	I am sitting	I was sitting	I shall/will be sitting	I should/would be sitting.
完成时	I have sat	I had sat	I shall/will have sat	I should/would have sat
完成进行时	I have been sitting	I had been sitting	I shall/will have been sitting	I should/would have been sitting

二、常用动词时态的用法及常连用的时间词:

时态	构成	常连用的时间状语	用法及例句
一般现在时	do/does (动词原形/第三人称单数词尾加-s)	every ..., sometimes, at ..., on Sunday always, often, usually	<ol style="list-style-type: none"> 表示经常性或习惯性的行为动作。 I leave home for school at 7 every morning. 表示现在时刻的状态、能力、性格、个性。 Ann Wang writes good English but does not speak well. 表示客观真理, 客观存在, 科学事实。 The earth moves around the sun. 表示格言或警句。Pride goes before a fall. 骄者必败。 表示安排好或计划要发生的行为, 常见于go, come, arrive, leave, start, begin, stay等移动动词: The plane leaves at one p.m. and arrives in Guangzhou at 4 p.m. 用于未发生的时间或条件状语从句中: We'll go out if it is fine tomorrow. / Tell me about it before you go.



(续表)

时态	构成	常连用的时间状语	用法及例句
一般过去时	did (动词的过去时) (-ed或不规则变化)	yesterday, last week, two days ago, the other day, in 1982, just now, this month, then, at that time, when, as (当...)	1. 表示在过去的某个较确定的时间里所发生的行为动作或存在的状态。 Where did you go just now? Did you watch TV today? 2. 表示在过去一段时间内的经常性或习惯性的行为动作。 When I was a child, I hated playing football in the street.
一般将来时	shall/will do (动词原形)	next... , tomorrow, in+时间段 (a few days), Soon, in the future, this afternoon	I shall be 20 next month. Will you be at home at seven this evening? 其他表达: be to 表示客观安排要做某事 be going to 表示主观打算或计划要做某事 be about to 表示马上或即将做某事 be doing 常用于go, come, arrive, leave, start, begin, stay 等运动动词 I am to play football tomorrow afternoon. (客观安排) I'm going to play football tomorrow afternoon. (主观意愿)
过去将来时	would / should do (动词原形)		过去一段时间后将发生的行为动作。用于主句为过去时的宾语从句。 They never thought that I should be a lawyer. He said he would try again. Did you ask when he would come back?
现在进行时	am/are/is doing (动词的现在分词形式)	now, at the moment, while	1. 表示现在(指说话人说话时)正在发生的事情。 We are waiting for you now. 2. 表示目前一段时间的状态或重复性的行为动作, 说话时行为动作未必正在进行。 Mr. Green is writing another novel. (说话时并未在写, 只处于写作的状态。) 3. 表示渐变的动词有: get, grow, become, turn, run, begin等。 The leaves are turning red. 4. 与always, constantly, forever 等词连用, 表示反复发生的行为动作或持续存在的状态, 往往带有说话人的主观色彩。 You are always changing your mind. She is always finding fault with my work.

(续表)

时态	构成	常连用的时间状语	用法及例句
过去进行时	was/were doing (动词的现在分词形式)	this morning, the whole morning, all day, yesterday, when, while, at that time,	1. 表示过去某时正在进行的行为动作或状态。 The students were reading aloud when the teacher came in. 2. 过去进行时的一个主要用法是描述一件事发生的背景。 It was raining when they left the station. When I got to the top of the mountain, the sun was shining.
将来进行时	shall/will be doing (动词的现在分词形式)	this time, at	表示将来某个时间或一段时间内正在进行的行为动作。 I'll be writing an article this time tomorrow. They'll be meeting us at the airport tomorrow evening. The farmers will be getting in the wheat in two weeks.
过去将来进行时	would be doing (动词的现在分词形式)	the next day, some day	表示在过去的将来某个时间或一段时间内正在进行的行为动作。常与表示过去将来时间的状语连用。(多用于间接引语) He promised that he would be taking the matter into consideration. She told us that Mom would be returning the next morning.
现在完成时	have/has done (动词的过去分词形式)	for, since, so far, ever, never, just, yet, till/until, up to now, in the past years, always, recently	现在完成时表示的行为动作或状态已经发生且其结果现在依然存在;或现在刚刚完成的行为动作或状态。 He has left the city. He has finished his work. 要用完成时的句型: 1. It/This is/was the first/second time ... that引导的强调结构部分中,用现在/过去完成时。 It is the first time that I have visited the city. It was the third time that the boy had been late. 2. This is/was the... (最高级) that... 结构, that 引导的定语从句要用现在/过去完成时。 This is the best film that I've (ever) seen. 这是我看过的最好的电影。 This is the most exciting challenge that I've ever faced up. 这是我从未面对过的激动人心的挑战。



(续表)

时态	构成	常连用的时间状语	用法及例句
过去完成时	had done (动词的过去分词形式)	before, by the end of + 过去时间, by the time+从句(动词过去时), by+过去时间, until, hardly...when, no sooner...than, after, once, as soon as	表示行为动作发生在过去并且已经完成(即是常说的“过去的过去”)。 1. 在told, said, knew, heard, thought等动词后的宾语从句。 She said (that) she had never been to Paris. 2. 在过去不同时间发生的两个行为动作中, 发生在先者用过去完成时; 发生在后者, 用一般过去时。 When the police arrived, the thieves had run away. 3. 表示意向的行为动词, 如hope, wish, expect, think, intend, mean, suppose等, 用过去完成时表示“原本…, 未能…”。 We had hoped that you would come, but you didn't. 4. 过去完成时的时间状语before, by+过去时间, until, when, once, as soon as。 He said that he had learned some English before. By the time he was twelve, Edison had begun to make a living by himself. Tom was disappointed that most of the guests had left when he arrived at the party.
将来完成时	shall/will have done	by the end of + 将来时间, before, by + 将来时间	表示到将来某个时间为止势必会完成或预计要完成的行为动作。 I shall have finished this job before lunch. They'll have hit the year's target by the end of October.
现在完成进行时	have/has been doing (动词的现在分词形式)	this week, this month, all night, all the morning, recently	表示行为动作或状态从过去某时开始, 继续到现在, 可能继续下去, 也可能刚结束。这个时态多用于延续性动词: live, learn, lie, stay, sit, wait, stand, rest, study 等。 I've been writing letters for an hour. I've been sitting in the garden. 现在完成时与现在完成进行时的对比: 现在完成时强调“结果”, 而完成进行时强调“行为动作的延续”。 Jim has painted the door. (杰姆已将门油漆过了。) Jim has been painting the door. (杰姆一直在油漆房门。)
过去完成进行时	had been doing (动词的现在分词形式)	for days, all day, a few minutes	表示过去某个时刻以前一直在进行的行为动作。 I'd been working for some time when he called. We had been waiting for her for two hours by the time she came.

Keys**Task 7**

- | | | | | |
|------|------|------|------|-------|
| 1. A | 2. C | 3. A | 4. D | 5. A |
| 6. D | 7. B | 8. C | 9. C | 10. A |

Task 8

- | | | | | |
|-------------|------------|--------------|-----------------|---------------|
| 1. is | 2. started | 3. celebrate | 4. has become | 5. begin |
| 6. will let | 7. get | 8. receives | 9. is upsetting | 10. have lost |

Section IV Communicating Interaction**Focus**

Aims	1. To arouse students' interest
	2. To enable students to identify information
	3. To give students fluency practice in listening and speaking related to celebration of festivals
Tasks	1. Students learn to understand and write a congratulation card
	2. Students learn expressions for talking about festivals and finish the related exercises
Procedures	1. Ask students to read the congratulation card and answer the questions orally (Task 9)
	2. Ask students to look at the congratulation card and describe it with the help of the useful expressions given (Task 10)
	3. Ask students to learn useful sentences related to festivals and practice them orally
	4. Ask students to listen to six sentences and number the pictures (Task 11)
	5. Ask students to listen to a dialogue about how to celebrate Christmas and fill in the blanks (Task 12)
	6. Ask students to practice the dialogue in pairs and then give appropriate answers to the questions (Task 13)
	7. Ask students to listen to two conversations and number the pictures according to the sequence mentioned in each conversation; check the answers and play the recording again to help students imitate the pronunciation (Task 14)



(续表)

Procedures	8. Ask students to get ready for listening practice and filling in the blanks (Task 15)
	9. Divide students into groups and make up conversations based on the situations given (Task 16)
	10. Listen to the recording and check the answers to help students imitate the pronunciation (Task 17)
	11. Ask students to think about celebrating Western festivals in China after class, and then discuss it in groups in class (Task 18)

Introduction

A Congratulation Card

People often write and send a congratulation card to congratulate people on such joyful occasions as celebrating one's promotion, wedding, birthday, graduation, etc. Congratulation cards are also exchanged on holidays. The language used in a congratulation card usually sounds courteous and complimentary.

Keys

Task 9

1. A Christmas card.
2. Mr. and Mrs. Healey.
3. Mr. and Mrs. W. Dean.
4. To express the seasonal greetings.
5. To wish Mr. and Mrs. W. Dean a Merry Christmas and a Happy New Year.

Task 10

This card on Mother's Day comes from Elizabeth. By sending this card, she wants to thank all the things that her mother, Margaret Lazarus did for her. She presents the card to her mother to appreciate her hard work, love and devotion. She only wants to say, "Thanks for the love you have given me, mom. I do love you! Happy Mother's Day 2014!"

Task 11

1. (F)→2. (A)→3. (E)→4. (D)→5. (B)→6. (C)

Script:

1. The Double Seventh Festival is the most romantic Chinese festival.
2. A Christmas present from me is on the way.
3. Traditionally, people celebrated Qing Ming Festival with honoring the dead and kite flying.
4. You've been father, friend, adviser, all of these and more.
5. Our favorite part of Easter has always been painting Easter eggs.
6. Yuanxiao is the special food for the Lantern Festival.

Task 12

- | | | |
|---------------|--------------------|-------------------|
| 1. the feast | 2. a trip | 3. for his family |
| 4. card games | 5. Christmas gifts | |

Script:

Mary: Hey, Bob, do anything special over the holidays?

Bob: No special. I'm going to have the feast with my family. How about you?

Mary: I am planning to take a trip to the hot springs for a weekend.

Bob: Great! It sounds like you will have a pleasant experience.

Mary: What do people eat on Christmas Day in England? Have you cooked for your family on Christmas day?

Bob: People eat the Christmas pudding, turkey, sausages, mince pies. I used to cook for my family every Christmas. And after dinner, we'd sing carols and play card games.

Mary: Have you made a shopping list for Christmas yet?

Bob: No, it'll all be last minute as usual.

Mary: It doesn't matter. Check out these Christmas gifts I've prepared.

Bob: Cards? That's cool! Thank you.

Task 13

2. Thank you./Yes, it's my favorite!
3. Great!/Sure! I'd love to. Thank you./Sorry, I am going to have supper with my boyfriend.
4. Our family will enjoy moon cakes./We will watch a beautiful full moon together.
5. Two thumbs up./It was fantastic.
6. On New Year's eve, the family get together./On New Year's day, we visit friends and relatives.
7. Yes, I've heard of it./Yes, it is a traditional festival in China./No, I don't know about it.
8. We serve mom breakfast in bed./We do all the chores around the house./We take her out for a nice dinner.
9. No, it'll all be last minute as usual./Yes, there are Christmas discounts and promotions at department stores.



10. Wow! It is so beautiful!/Thank you. I like it very much./It's very thoughtful of you.

Task 14

Conversation 1

(D)→(B)→(C)→(A)

Conversation 2

(C)→(D)→(A)→(B)

Script:

Conversation 1

Mary: Have you heard about the Dragon Boat Races to be held this afternoon?

Jack: Yes, it is part of a holiday, right?

Mary: Yes, Dragon Boat Festival.

Jack: Other than the Dragon Boat Races, what's special about this day?

Mary: Traditionally, it was a time for avoiding evil spirits. Most families hung a special kind of herb, called Ai Hao, on their door for protection, but now it is just to remind family members to take care of their health.

Jack: Sounds great! I think I'll go to the West Lake to see the Dragon Boat Race.

Mary: While you watch the race, you can eat Zongzi.

Jack: Eating is a really important part of Chinese culture, right?

Mary: Yes, perhaps. Everyone eats Zongzi during the Dragon Boat Festival. It is quite delicious!

Conversation 2

Vivian: So what are you doing for Thanksgiving?

Mark: Not much really. I go to the church on Thanksgiving morning and then have dinner with my family.

Vivian: What do you eat on Thanksgiving Day?

Mark: Usually we have turkey, pumpkin pie, and sweet potatoes.

Vivian: Besides the thanksgiving dinner, what else is special for this day?

Mark: There are lots of celebration activities on the street! Big balloons are amazing, floating along high above the street.

Vivian: It sounds fun. What else do you have?

Mark: Many football games are played and watching them is a popular activity.

Vivian: That does sound like a lot of fun.

Task 15

1. celebration

2. are not expected

3. jokes

4. fun

5. open-eyed

6. trick

7. pointing

8. untied

9. canceled

10. cheap or free

Script:**April Fool's Day**

April Fool's Day is a "for-fun-only" celebration. You are not expected to receive gifts like flowers or cards, of course, but practical jokes or tricks. It's simply a little fun holiday, but a holiday when you must keep forever open-eyed, for you may be the next April Fool! On this day, you never know what or who to believe.

One common trick on April Fool's Day is pointing down to a friend's shoe and saying, your shoelace is untied. School children might tell a classmate that school has been canceled. A good trick for college students is to print up a bunch of fake leaflets advertising an unreal restaurant that offers cheap or free food, with the coupons printed on the leaflets.

Most April Fool jokes are very funny. The cleverest April Fool joke is the one that makes everyone laugh, especially the person upon whom the joke is played.

Task 16**Situation 2:**

Zhang: Do you have any plans for the Spring Festival?

Ann: Nothing special. How about you?

Zhang: I'm spending the holiday with my Mom and Dad. With whom do you spend this special day?

Ann: I am just staying in my apartment alone.

Zhang: Fancy joining me?

Ann: Sure! I'd love to.

Zhang: Looking forward to your coming.

Ann: Thank you so much.

Situation 3:

Zhang: Happy New Year, Ann!

Ann: Happy New Year, Zhang!

Zhang: What are you doing there online?

Ann: I received many beautiful e-cards. How about you?

Zhang: I am also enjoying some beautiful e-cards from my friends.

Ann: So how's everything going for New Year?

Zhang: I have cleaned my house and decorated it with Window Flowers, and my family is preparing all the food.

Ann: It's great!

Situation 4:

Ann: Hi, Zhang. Happy New Year!

Zhang: Same to you. It's so nice of you to come.

Ann: Zhang, you have a sweet home.

Zhang: Thank you. Come and have dinner here.



Career Express English

Ann: Wow, a lot of food!
Zhang: Yes, here is chicken, fish, Nian Gao, dumplings ... Try some!
Ann: Very delicious! I love these dishes.
Zhang: Make yourself at home.
Ann: Thank you for your hospitality.

Situation 5:

Zhang: Happy New Year, Ann!
Ann: Thank you. Same to you.
Zhang: This is for you.
Ann: Wow! So lovely a watch! Is it really for me?
Zhang: Yes, hope you like it.
Ann: It is nice of you. Wait, I have a gift for you too.
Zhang: A sweater and a red envelope! You are so sweet!
Ann: Thank you. I'm glad you like it.

Task 17

Conversation 1

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

Conversation 2

6. D 7. C 8. A 9. E 10. B

Script:

Conversation 1

Mark: Where are you going, Miss Li?
Li Lin: I am going to buy some moon cakes for my family.
Mark: What for?
Li Lin: Tomorrow is the Mid-Autumn Festival. Do you know it?
Mark: Yes, I know. It is an important festival in China. It's a time for family reunion.
Li Lin: Yes. Many people living far away from homes go back to get together with their family.
Mark: So how do you celebrate it?
Li Lin: On this day, the whole family usually get together to have a big dinner, and we will miss the relatives who can't come back home. At night, we will eat moon cakes, watch the full moon and enjoy the happiness of family reunion. Oh, I have got to go. I'll bring you back some moon cakes when I come back.
Mark: That's great. Thank you!

Conversation 2

John: Happy Mother's Day, Mom! I have something for you.
Mom: What is it?

- John: Here you are.
- Mom: Thanks! They are very beautiful. It's so kind of you!
- John: You deserve them! Thank you for everything over the years, Mom. I may not often say it, but I do love you.
- Mom: That is so sweet. Thank you so much.
- John: I have another surprise for you! Look at this, I cooked breakfast for you! Chinese dumpling! I learnt it when I was in China. Have a try.
- Mom: Wow. Yummy! You're really my sweetheart!

Task 18

Omitted.



Unit

8

HOBBIES

Teaching Arrangement

Unit 8 Hobbies			
Teaching Hours		6 – 8 hours	
Teaching Methods		Communicative, Situational & Task-based Teaching Methods	
Teaching Aims		<ul style="list-style-type: none"> ➤ Learn some important expressions frequently used for talking about hobbies ➤ Understand the main usage of verb voice ➤ Be able to conduct daily communication about hobbies. 	
Teaching Process		Contents	Focus
	Class 1	<ul style="list-style-type: none"> ➤ Leading in Interaction ➤ Reading Interaction (Text) 	Language Points & Text Understanding
	Class 2	<ul style="list-style-type: none"> ➤ Reading Interaction (Reading Comprehension, Vocabulary Expansion, Matching, Translation) ➤ Practicing Interaction 	Grammar — Verb Voice
	Class 3	<ul style="list-style-type: none"> ➤ Communicating Interaction (Task 8 – Task 12) 	Understanding and Filling in Telephone Message & Selection of Hobbies
	Class 4	<ul style="list-style-type: none"> ➤ Communicating Interaction (Task 13 – Task 17) 	Daily Communication about Hobbies

Lecturing References

1. What Is a Hobby?

A hobby is a regular activity or interest that is undertaken for pleasure, typically done during one's leisure time. Examples of hobbies include collecting, creative and artistic pursuits, making, tinkering, sports and adult education. Engaging in a hobby can lead to acquiring substantial skill, knowledge and experience. People also enjoy participating in competitive hobbies such as athletics, hockey, curling, golf, bowling and tennis.

What are hobbies for some people are professions for others. For example, a chef may enjoy playing computer games as a hobby, whilst a professional game tester might enjoy cooking. Generally speaking, the person who engages in an activity for fun, not remuneration, is called an amateur (or hobbyist), as distinct from a professional.

<http://en.wikipedia.org/wiki/Hobby>

2. Difference Between Interests and Hobbies

Interests refer to things or activities that a person is curious or concerned about. They are subjects or qualities that evoke his attention. They can be things that someone does as a pastime or a leisure activity or those that he wants to have an occupation in. There are various interests that a person might be enthusiastic about.

A person might be interested in things or activities that involve animals so he might work or find leisure in the care and breeding of animals. He might have interests in the arts so the right job for him would be those that involve working with forms and designs. He can also spend his time and enjoy creating works of art.

Hobbies, on the other hand, refer to activities that a person does for pleasure and relaxation. They are usually done during his leisure time or during times that he does not have anything to work on.

<http://www.differencebetween.net/science/nature/difference-between-interests-and-hobbies/>

3. List of Hobbies and Interests

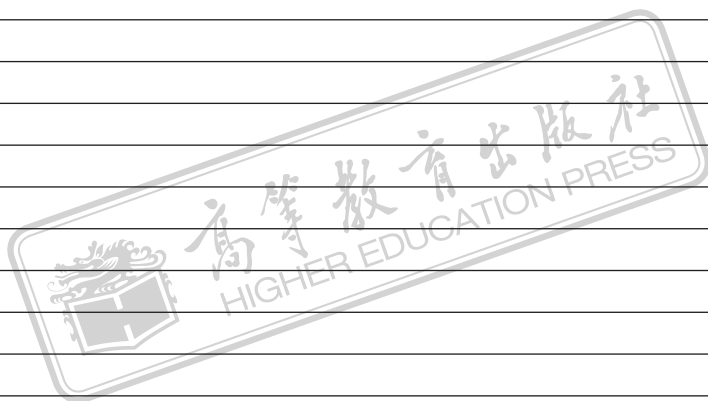
Individual's hobbies and interests are greatly influenced by factors like age, gender, region, family background, education or personality. Your physical surroundings and finances also dictate your choice of a hobby. An individual having a liking for extreme sports may not be able to pursue it due to the expenses involved with such high-end sports. Besides, people living in a particular



Career Express English

geographic area show an inclination for a particular activity. This is mostly due to availability of resources to pursue that interest and a natural flair to excel, which stems from favorable physical conditions. Here we have provided an extensive list of hobbies and interests depending upon some of the above factors.

<i>Hobbies for Children</i>
• Playing computer games
• Watching cartoons on TV
• Taking up different sports such as football, handball, basketball, gymnastics, volleyball etc.
• Reading
• Playing a musical instrument such as a piano or a guitar
• Looking after a family pet such as a cat, dog, hamster, fish, parrot etc.
• Bird watching
• Horse riding
<i>Hobbies for Teenagers</i>
• Music (singing, composing)
• Poetry
• Dancing
• Indoor as well as outdoor sports
• Adventure or extreme sports
• Fitness or working out in a gym
• Car or bike racing
• Computer games or programming
• Social networking
• Watching movies
<i>Hobbies for Women</i>
• Fashion designing
• Interior designing
• Astrology, tarot card reading
• Gardening
• Yoga, meditation
• Cooking and baking
• Diet and nutrition
• Knitting, sewing
• Dancing
• Jewelry making



(续表)

<i>Hobbies for Women</i>
• Painting
• Pottery, sculpture
<i>Hobbies for Men</i>
• Sports such as football, baseball, golf, etc.
• Exploring different places
• Computer programming
• Surfing the Internet
• Watching movies
• Driving, go karting
• Riding motorbikes
• Mountain climbing, biking
• Wildlife photography
• Fishing
• Indoor games such as chess, cards etc.
• Carpentry
• Learning the know-how of different gadgets
<i>Unusual Interests and Hobbies</i>
• Taming wild animals
• Exploring volcanoes and underwater caves
• Symbolism
• Underwater photography
• Chasing tornadoes
• Exploring extra-sensory capacities, through different methods like hypnosis
• Animal communication
• Stunts
• Sky diving, bungee jumping

<http://www.buzzle.com/articles/list-of-hobbies-interests.html>

4. Hobbies of Famous People

Bruce Dickinson – The Iron Maiden front man is a fully trained commercial pilot and has even flown a few flights for British Airways. “And Today Your Pilot is Rock legend Bruce Dickinson”, not something you hear every day!

Jay Leno – Classic car collecting. Jay has used his millions to collect quite a stash of vintage wheels. He is often out and about driving his old polished beauties.



Judge Judy – Judy owns a yacht called “Her Honor” and loves boating. Very suitable for such an esteemed lady to be a yacht captain!

Tiger Woods – Apparently when Woods isn’t chatting up ladies in bars he loves Diving and Spear fishing! The people who are behind his gold career must hate this, they probably want to keep him in an injury free padded room these days.

Ben Stiller – Funny man Ben Stiller is a total Trekkie. He dons his Klingon head dress and seriously reciting episode lists with his pals.

Sarah Jessica Parker – She loves to knit between takes it has been said! Not the sexiest hobby but one that seems to be super addictive.

Jon Stewart – He loves crosswords and even proposed to his wife through one! His mastery of words makes this hobby hardly a surprise.

5. How to Find a Hobby

Having a hobby helps to make you a more interesting person and gives you something fascinating to talk about with others. It can also help you to avoid feeling bored and often provides the opportunity to meet new people with similar interests. Learning something new is always good for keeping the mind alert and active, as is maintaining a long-term interest in something that enthralls you. This will also make you more of an interesting person than a person who is addicted to Facebook, watching TV, or doing other time wasting and unhealthy tasks, such as stuffing your gut.

1. Think of a hobby that might interest you.
2. Look at the walls in the post office, and think about collecting stamps and what you might need to do to start and maintain a stamp collection.
3. Discover art for a hobby.
4. Write novels and short stories.
5. Enjoy sport as a hobby.
6. Maybe electronics is the hobby for you.
7. Take up an outdoor activity.
8. Take up an indoor activity.
9. Combine indoor and outdoor activities.
10. Take up woodworking.
11. Consider miniatures.
12. Try browsing through wikiHow.
13. Wait until you have researched the initial cost, and the long term expense and time needed before jumping into a hobby.



14. Search the Internet or visit a local library or community center for more information.
15. Get a coach.
16. Get started on your hobby.
17. Display your hobby or compete.
18. Go to the book store.

<http://www.wikihow.com/Find-a-Hobby>

Lecturing Hints

Section I Leading in Interaction

Focus

Aims	1. To improve students' pronunciation
	2. To arouse students' interest
Tasks	1. Students read the given sentences
	2. Students discuss the questions in groups
Procedures	1. Ask students to read the sentences aloud (Task 1)
	2. Divide the students into several groups and ask them to give answers to the given questions (Task 2)

Keys

Task 1

Omitted.

Task 2

1. I usually watch TV/ do something online / play games.
2. I'd like to go to Beijing / Disneyland.
3. My favorite dance is waltz / cha-cha / tango.
4. I like reading books about imaginary events: fiction, science fiction, romantic fiction, crime fiction, etc.
5. My favorite composer is Beethoven / Bach / Schumann.



6. I often spare leisure time / share free time / with my friends / classmates.

Section II Reading Interaction

Focus

Aims	1. To give students fluency practice in reading
	2. To help students to learn expressions related to hobbies
Tasks	1. Students learn and comprehend the text
	2. Students do the related exercises individually or in groups
Procedures	1. Ask students to read the text and to talk about their understanding of hobbies
	2. Explain and analyze the language points of the text in detail
	3. Ask students to do the reading comprehension exercises individually (Task 3)
	4. Divide students into groups to complete the vocabulary exercises (Task 4)
	5. The matching exercise can be assigned as an after-class activity (Task 5)
	6. Ask students to finish the translation without referring to the dictionary (Task 6)

Language Points

1. A hobby is something that one likes to do to overcome boredom in one's spare time.

译文：爱好是人为了打发无聊时光而在闲暇时喜欢去做的事情。

语言点：overcome: 克服，战胜

e.g. We can overcome any difficulty.

我们能战胜任何困难。

I was overcome by a sense of failure.

一种失败的情绪压倒了我。

2. It is not for gain, but for pure pleasure.

译文：爱好不是为了获取，而纯粹是为了快乐。

分析：not 与but所接词语或句子必须功能对等。

e.g. That is not a dictionary, but a grammar.

那不是一本词典，而是一本语法书。

He goes to school not by bus, but on foot.

他去上学不是乘公共汽车，而是走路去的。



3. Winston Churchill once divided human beings into three classes.

译文：温斯顿·丘吉尔曾经把人分为三类。

语言点：**divide into**: 把…分成

e.g. The building was divided into flats.

那座大楼被分隔成套房。

We divided into two teams.

我们分成两队。

4. In day to day work some burden their minds and others their bodies.

译文：在日复一日的工作中，一些人劳其心智，而另外一些人则累其体魄。

分析：此句是由and引导的并列复合句。这两个分句分别是some burden their minds 和others their bodies。后一个分句中省略了与前一个分句中相同的谓语动词burden。再如：

Reading makes a full man; conference a ready man; writing an exact man.

读书使人充实；讨论使人善于应对；写作使人表达确切。

Kate is easy in conversation and graceful in manner.

凯特谈吐从容，举止优雅。

5. Working a few hours continuously tires a man and fatigue sets in.

译文：连续工作几个小时就会使人感到劳累疲乏。

分析：此句的主语是动名词短语working a few hours continuously，谓语是tires。再如：

Hearing the bad news made him cry.

听到不好的消息他哭了。

I am interested in playing basketball.

我很喜欢打篮球。

6. Hobbies are of all shapes and sizes.

译文：爱好有各种形式和规模。

分析：of + 名词，其功能相当于be + 该名词的同源形容词

e.g. Reading is of great importance for individual development.

阅读对于个人成长十分重要。

It is of no interest to me.

我对此不感兴趣。

7. Individuals select hobbies on the basis of their interest and taste, taking into account the time for hobbies.

译文：每个人依据自身的兴趣和品味，并考虑会耗费的时间来选择自己的爱好。

语言点：**1. on the basis of**: 以…为基础

e.g. Many things need to be done on the basis of trust.

许多事必须基于信任才能完成。



Don't evaluate a person on the basis of appearance.

不要以相貌取人。

语言点: **2. take into account:** 考虑到

e.g. You did not take into account our different backgrounds.

你没有考虑到我们的背景不同。

You have to take quality into account.

你必须考虑质量。

8. Bertrand Russell once also condemned overwork of modern times.

译文: 伯特兰·罗素也曾经批评过现代社会的过度劳动。

语言点: **condemn:** 责难, 责备

e.g. I condemn such crude manners.

我谴责这种粗鲁的态度。

We condemn any act of violence.

我们谴责任何暴力行为。

9. It keeps people busy and they live their lives with zeal.

译文: 它使人们免于无所事事, 使他们充满热情地生活。

分析: live a life是同源动宾关系。少数及物动词后面的宾语可以是一个与该动词同词根的名词, 这样的宾语就叫做同源宾语。再如:

I dreamed a terrible dream last night.

昨晚我做了一个噩梦。

Our soldiers fought a wonderful fight against the floods last August.

去年八月, 我们的战士在抗洪战争中取得了胜利。

Chinese Version

爱好的重要性

爱好是人为了打发无聊时光而在闲暇时喜欢去做的事情。爱好不是为了获取, 而纯粹是为了快乐。牛津词典将爱好一词定义为一个人为了快乐而去从事的一种喜好的活动, 而非其正常营生。因此, 无论每天花费几个小时, 每月花费几天, 每年花费几个月, 我们把一个人工作以外所从事的任何喜欢的活动称作业余爱好。

温斯顿·丘吉尔曾经把人分为三类: 累死的, 愁死的, 无聊死的。在日复一日的工作中, 一些人劳其心智, 而另外一些人则累其体魄。连续工作几个小时就会使人感到劳累疲乏, 他需要从日常工作中抽出一些时间来从事自己的爱好, 以保持活力、忙碌与开心。

爱好有各种形式和规模, 涉及所有持家之道、运动技艺、绘画雕塑和技术造型。有些是室内活动: 集邮、收集硬币、收集图片、听音乐、阅读书籍等; 有些则是室外活动: 园艺、狩猎、垂钓、游泳、赏鸟、观星; 有些既可以是室内又可以是室外活动: 绘

画、摄影、写作等。

每个人依据自身的兴趣和品味,并考虑会耗费的时间来选择自己的爱好。符合我们的兴趣、个性以及经济能力的爱好才是最好的。当我们从众多消磨时间的方式中做出选择时,我们应该确保这一选择能够恢复我们耗费的精力,使我们振作起来。爱好会带来快乐。除此以外,爱好还会带来大量意外的好处:首先,能够产生属于自己的东西(如诗歌、馅饼、照片);其次,会开阔个人的知识面和视野(观察鸟类及其飞行会让大脑产生各种不同类型的几何艺术图像;收集棒球卡、硬币或邮票引导我们了解相关国家的文化和历史;观看星斗会教诲人们懂得人类只是浩瀚宇宙海洋中的一滴水珠);再次,会获得新的而且常常可以享用的技艺(如打网球、书法和编织都能培养精巧的力量控制和手眼协调能力)。

人们常说大脑空虚是魔鬼的窝点。伯特兰·罗素也曾经批评过现代社会的过度劳动。他相信娱乐和放松的效用。爱好有助于人们发挥创意。它使人们免于无所事事,使他们充满热情地生活。所以我们每一个人都应该选择一种有益的爱好的,它会给我们带来变化和欢乐,并且能让生活成为持久的幸福。

Keys

Task 3

1. × 2. √ 3. × 4. √ 5. ×

Task 4

1. A 2. C 3. A 4. D 5. C
6. B 7. B 8. D 9. C 10. A

Task 5

1. C 2. J 3. E 4. A 5. B
6. F 7. H 8. I 9. G 10. D

Task 6

1. 爱好不是为了获取,而纯粹是为了快乐。
2. 爱好形式多样,规模不一。
3. 每个人依据自身的兴趣和品味来选择自己的爱好。
4. 爱好还会带来很多想不到的好处。
5. 爱好使人们免于无所事事,并且满怀热情地生活。



Section III Practicing Interaction

Focus

Aim	To review the grammatical forms and functions of verb voice
Tasks	1. Students do the grammatical exercises
	2. Students identify grammatical usages
Procedures	1. Students do the exercises individually or in groups (Tasks 7 & 8)
	2. Explain and distinguish the different usages of verb voice

Theory Link

语 态

一、语态的分类与构成

语态表示句中谓语动词与其主语之间的关系。当主语是谓语动词行为动作的施动者时，主谓之间就是主动语态关系；如果主语是谓语行为动作的承受者，则为被动语态关系。

主动语态的构成（以行为动词do为例）	
一般现在时	一般过去时
do/does	did,(was/were)
现在进行时	过去进行时
is/am/are doing	was/were doing
现在完成时	过去完成时
has/have done	had done
现在完成进行时	过去完成进行时
has/have been doing	had been doing
一般将来时	过去将来时
will/shall do	would/should do
is/am/are going to do	was/were going to do
is/am/are(about)to do	was/were(about)to do

被动语态的构成	
一般现在时	一般过去时
is/am/are done	was/were done
现在进行时	过去进行时
is/am/are being done	was/were being done
现在完成时	过去完成时
has/have been done	had been done

(续表)

被动语态的构成	
一般将来时	过去将来时
will/shall be done	would/should be done
is/am/are going to be done	was/were going to be done
is/am/are(about)to be done	was/were (about) to be done

二、被动语态的用法

构成		be+及物动词的过去分词
语言点	适用范围	1. 当我们不知道谁是行为动作的施动者, 或者没有必要指出谁是行为动作的施动者时 This jacket is made of cotton.
		2. 为了强调行为动作的承受者时 Visitors are requested not to touch the exhibits.
		3. 出于策略、委婉、礼貌等不提出动作的执行者 You are said to be active recently. 常用于如下句型: It's not known that 不得而知 It's said that 据说 It's reported that 据报道 It's not decided that 尚未决定 It's believed that 据认为 It's announced that 据宣布
	基本句式	1. 主语(受动者)+be+过去分词+(by+施动者) He was scolded by the English teacher. 2. 主语+get+过去分词+其他成分 The boy got drowned last summer. ▲ get-型被动语态一般不宜用在含有双宾语的结构中, 也不宜与see, hear, watch, listen to等感官动词构成被动语态 The old man got offered a large sum of money. (误) ▲ get-型被动语态有时有言外之意或具有感情色彩 He got taught a lesson. (有“活该”之意) ▲ get-型被动语态有时表示开始进入某种状态, 而be+动词的-ed形式只表示存在的状态 She got tired. (有“开始感到疲劳”的含义) 3. 带有双宾语(直接宾语和间接宾语)的主动句变为动句, 其主语可以是直接宾语, 也可以是间接宾语。 She lent me a bike.→被动: ▲ I was lent a bike (by her). ▲ A bike was lent to me (by her).

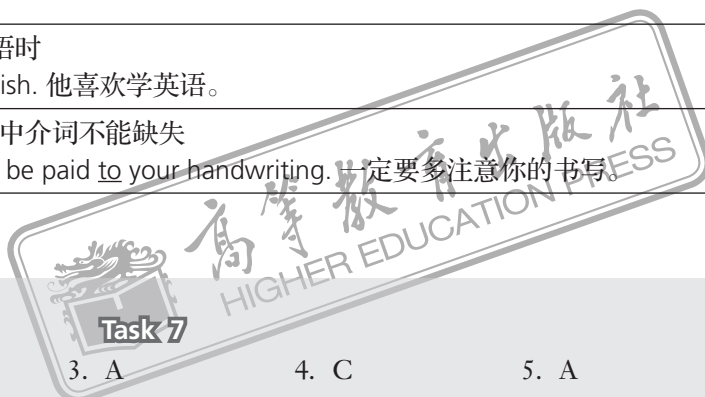


(续表)

构成		be+及物动词的过去分词
语言点	基本句式	<p>4. 情态动词 + be + 过去分词 This problem must be worked out in half an hour.</p> <p>5. 双重被动式: 主语 + 被动式谓语 + 不定式的被动式宾语 + 其他成分 These magazines are not allowed to be taken out of the reading-room.</p>
	主动表示被动	<p>1. 不及物动词与状语连用, 用以表示主语的品质和状态 常见动词是: cut, sell, read, write, fill, cook, lock, wash, drive, keep等 These books sell well. 这些书好卖。</p> <p>2. 一些联系动词的主动式 + 形容词。常见动词look, smell, taste, sound, feel, prove, turn out等 The apples taste good. 这些苹果好吃。</p>
	不可变为被动语态	1. 当句子的宾语是反身代词时(因为反身代词不可作主语) He can dress himself. 不可变为Himself can be dressed by him.
		2. 当句子的宾语是相互代词时(因为相互代词不可作主语) We help each other/one another. 不可变为Each other/One another is helped by us.
		3. 动宾结构的固定短语只能用于主动式, 不能用被动式 He lost heart. 不可变为Heart was lost by him. 类似lose heart词组的还有make a face, keep silence, keep words, lose in thought等等
		4. take part in, belong to, own, have, hate, fail, contain等表状态动词没有被动语态 She took part in the sports meet. 不能变为The sports meet was taken part in by her.
		5. 当have, cost, fit, last, hold等表示状态的及物动词作谓语时 Our village has twenty tractors. 我们村有20辆拖拉机。
		6. 当某些及物动词(如leave, enter, join等)的宾语是表示处所、地点或组织时 The students entered the classroom one by one. 学生们一个接一个进入教室。
		7. 当句子的宾语是同源宾语时 The Browns live a happy life. 布朗夫妇生活幸福。
		8. 当句子的宾语为行为者(主语)身体上某一部分时 I couldn't believe my eyes when I saw him still alive. 当我看到他还活着时我不敢相信自己的眼睛。
		9. 当用非谓语动词作宾语时 He likes studying English. 他喜欢学英语。
	注意	<p>短语动词的被动语态中介词不能缺失 Much attention must be paid to your handwriting. 一定要多注意你的书写。</p>

Keys

- | | | | | |
|------|------|------|------|-------|
| 1. B | 2. D | 3. A | 4. C | 5. A |
| 6. C | 7. B | 8. D | 9. C | 10. A |



Task 8

- | | | | | |
|-----------------|---------------|----------|----------------|-----------------|
| 1. are taken up | 2. offer | 3. yield | 4. is provided | 5. retired |
| 6. followed | 7. been found | 8. given | 9. keeps | 10. are treated |

Section IV Communicating Interaction**Focus**

Aims	1. To arouse students' interest
	2. To enable students to identify information
	3. To give students fluency practice in listening and speaking related to talking about hobbies
Tasks	1. Students learn to understand and fill in a telephone message
	2. Students learn expressions about hobbies and do the related exercises
Procedures	1. Ask students to read the telephone message and answer the questions orally (Task 9)
	2. Ask students to look at the telephone message and describe it with the useful expressions given (Task 10)
	3. Ask students to learn some useful sentences related to hobbies and practice them orally
	4. Ask students to listen to six sentences and match the pictures (Task 11)
	5. Ask students to listen to a dialogue about hobbies and fill in the blanks (Task 12)
	6. Ask students to practice the dialogue in pairs and then give appropriate answers to the questions (Task 13)
	7. Ask students to listen to two conversations and number the pictures according to the sequence mentioned in each conversations; check the answers and play the recording again to help students imitate the pronunciation (Task 14)
	8. Ask students to get ready for listening practice and filling in the blanks (Task 15)
	9. Divide students into groups and make up conversations based on the situations (Task 16)
	10. Listen to the recording and check the answers to help students imitate the pronunciation (Task 17)
	11. Ask students to think about how to select hobbies after class, and then discuss it in groups in class (Task 18)



Introduction

Telephone Message

Telephone Messages are the notes taken by other people for the persons who are away. They are of two kinds: one is formal, a telephone message card, and the other is informal, a telephone message note.

Keys

Task 9

1. Miss Smith.
2. At 16: 00.
3. 5831625-24.
4. Yes.
5. Karen.

Task 10

It was 8:14:37 a.m., Nov. 24, 2002. While Kristine Andrews was out, Joan Prentiss from Western Office returned her call at 312-555-1210×325, saying that the quarterly report would be ready on Thursday and she would email a sample spreadsheet later that day for approval. She would be available after 4 p.m. The message is taken by Ellaine Calendar.

Task 11

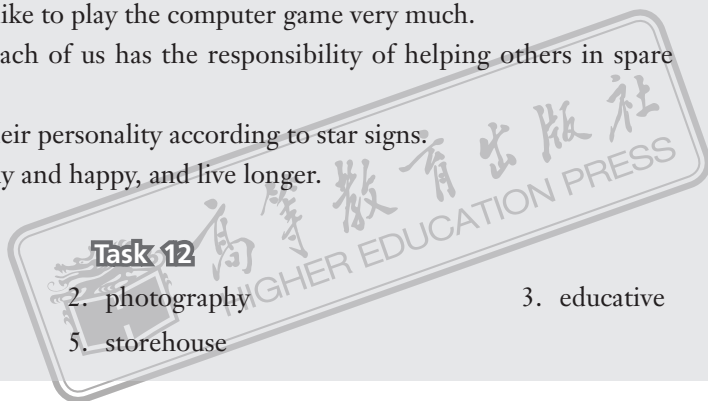
1. (F)→2. (B)→3. (E)→4. (D)→5. (C)→6. (A)

Script:

1. Some people use micro blogging to express their instant feelings at any time.
2. Staying at home is becoming more and more popular with young people.
3. The students, especially boys, like to play the computer game very much.
4. As a member of the society, each of us has the responsibility of helping others in spare time.
5. Young people like to explain their personality according to star signs.
6. Sports lovers are usually healthy and happy, and live longer.

Task 12

1. collecting stamps
2. photography
3. educative
4. group and single
5. storehouse



Script:

Bill: Good evening, Nancy. What are you doing now?

Nancy: I've got some stamps. I'll add them to my album.

Bill: I can't understand, my dear friend. What charm there is in collecting stamps?

Nancy: Well, it's a hobby and there must be pleasure in it. Besides, it has an educative value. They are a storehouse of knowledge. They add to our knowledge of geography and history.

Bill: But, I think my hobby is better than yours.

Nancy: What's your hobby?

Bill: Photography. I've taken group photos and single photos of the members of our family. I've preserved them in the album. I have also taken photos of beautiful natural scenery and famous objects of many places. Really it is more interesting than stamp collection.

Nancy: You may think so, because you like it.

Bill: Maybe you are right.

Task 13

2. I have many hobbies. I like almost all kinds of sports and I also like reading and listening to classical music.
3. Yes. I have many friends with the same hobbies./ No, I haven't.
4. I like romantic/action/horror/comedy movies best.
5. Yes, I do. It is very interesting./ No, I don't. It's tiring.
6. Yes. Sometimes I like to make some friends with the same interest./ No, everyone has his own interest.
7. Yes, because it makes me relax./ No, I feel dizzy when I read so many words.
8. I like music very much.
9. About five years.
10. Yes. When I was a child, I enjoyed watching cartoons./ No, I didn't.

Task 14**Conversation 1**

(D)→(B)→(C)→(A)

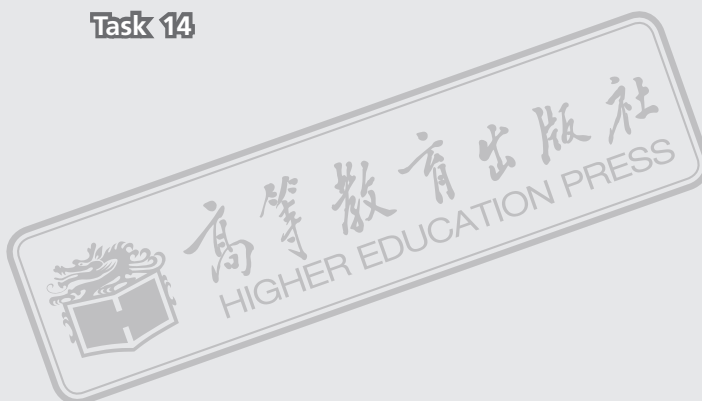
Conversation 2

(B)→(C)→(A)→(D)

Script:**Conversation 1**

W: I really like dogs.

M: So do I. But I don't like cats.





W: Why? I think cats are cute.

M: I can't bear being near cats. They don't seem to like me either.

W: Do you like any other wild animals?

M: Yes, I do. I'm fond of snakes. I think they're great. I don't like spiders. They make me sick.

W: I agree with you about spiders. I think spiders are horrible because they have so many legs. I like pandas. I think they are fantastic.

M: I agree. I'm crazy about mice also. I think they're so cute!

W: Really? I don't see the attraction. I'm afraid of mice.

Conversation 2

W: So what kind of things do you do in your free time?

M: I'm really fond of watching films. What about you?

W: I like to do just about anything outdoors. Camping in the boundary waters, for example.

M: I always want to do that. I've heard it's fantastic. But I couldn't do it for a long time. Do you take any photos while camping?

W: Sure. There are many pictures of my camping trips.

M: That's great. Oh, you must be pretty interested in photography then.

W: I call it one of my hobbies.

M: By the way, do you like to go fishing when camping in the boundary waters?

W: Yes, of course. It is very interesting.

Task 15

- | | | | | |
|----------------|---------------|------------------|------------|--------------------------|
| 1. personality | 2. work | 3. feel bored of | 4. active | 5. mentally |
| 6. hobbies | 7. uneducated | 8. playing cards | 9. cooking | 10. surfing the internet |

Script:

Hobbies

A young person needs all-round development of his or her personality. Hobbies play an important role in developing one's personality. A person may become like a machine if he does his routine work throughout the day. He may lose interest in his work or feel bored of it, so every person should have a hobby to keep himself active physically as well as mentally. Most people should take some time off from their routine work and play games or go on a picnic, see a movie or pursue their hobbies. Leisure helps in relaxation and hobbies add entertainment and pleasure to it.

There is hardly a person who does not have a hobby. Not only the educated but also the uneducated pursue one hobby or another. Some of the common hobbies are playing cards, collecting stamps and coins, cooking, photographing, reading books and magazines, watching movies, surfing the internet, travelling, etc.

Task 16

Situation 2:

W: What is your favorite movie?

S: I love the movie *Kung Fu Panda* very much.

W: Oh, I also think *Kung Fu Panda* is a wonderful movie.

S: It seems that it is based on a kung-fu novel in terms of its Chinese-style plot development.

W: I agree with you. And this movie encourages me to never give up. If you stick to your dream, you may achieve your goal.

S: What is the motto you like best about the movie?

W: It is "Yesterday is history. Tomorrow is a mystery. But today is a gift. That is why it's called the present".

S: Sure, we have to learn to face up to problems and failures, and then we can grow up.

Situation 3:

W: Here we offer a wide range of delicious snacks to satisfy all tastes. Then, which one would you like?

S: Can you recommend some must-try?

W: OK. For this day, you should never omit the *Yuanxiao*.

S: What's that?

W: Actually, they are small dumpling balls made of rice flour. We can find *Yuanxiao* with both sweet and salty fillings. Which do you like, sweet or salty?

S: I'd like to try the salty ones. Where does that strange smell come from?

W: Oh, the smelly tofu. My favorite!

S: What? You love smelly food?

W: Well, the smell of it may be unpleasant, but it's really delicious.

S: Really? You made me curious. I'd love to have a try now.

Situation 4:

S: Wang, what's your favorite book?

W: *Sherlock Holmes*.

S: Really? I love *Sherlock Holmes* too.

W: So what attracts you?

S: He is smart, knowledgeable and observant. He can solve any difficult cases.

W: By the way, do you like the *Sherlock Holmes* in movies?

S: Actually, I prefer reading books to watching movies.

W: Why? Aren't they good movies?

S: No. They are well-made. But they tell us everything and destroy our imagination.

W: Indeed. Reading books allows more imagination while movies just present the others' digestion to the audiences.



Situation 5:

- S: What's that?
W: It's pottery art, of course!
S: I know what it is. I mean why are they doing this here?
W: It's a way to attract more customers. Isn't it interesting?
S: Very interesting and it does seem to work. This place is crowded.
W: What's more, you can pay some money to have a try if you want. Want a try?
S: I don't think I have the talent for that. But I'd like to have a try.
W: OK. Let's go.

Task 17

Conversation 1

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

Conversation 2

6. B 7. A 8. E 9. D 10. C

Script:

Conversation 1

- Tom: What do you do in your free time, Jane?
Jane: Sometimes I play tennis but most often I love to read novels.
Tom: Who is your favorite player?
Jane: Li Na. She is the first player from China to win a Grand Slam in singles. How about you? Do you play any sports, Tom?
Tom: I like watching football but I cannot play it.
Jane: So, are there any sports you like to do?
Tom: I play chess.
Jane: I don't think it is a kind of sport.
Tom: It is. I mean it is a mind or brain sport.
Jane: Then do you like swimming? Why don't we go to the beach this weekend? Maybe we can swim in the afternoon.
Tom: Nice idea.

Conversation 2

- David: I find many students playing games or chatting online in the Internet café.
Li: Yes, but they should not get addicted to the computer.
David: I think the young generation is not reading as many books as their parents.
Li: I agree. Do you think reading books is a kind of static hobby?
David: It is not the active hobby. It is passive. But playing computer games is the same.
Li: Yes, your body is passive, but your mind is very active.
David: Well, what do you know about American hobbies?

Li: I know about their baseball and basketball ... Americans like to travel.

David: Yes. There are many hobbies people like to do in the United States.

Li: I have heard that American children like to roller-skate.

David: Right. For the younger people in America, sports are still a very popular hobby.

Task 13

Omitted.

