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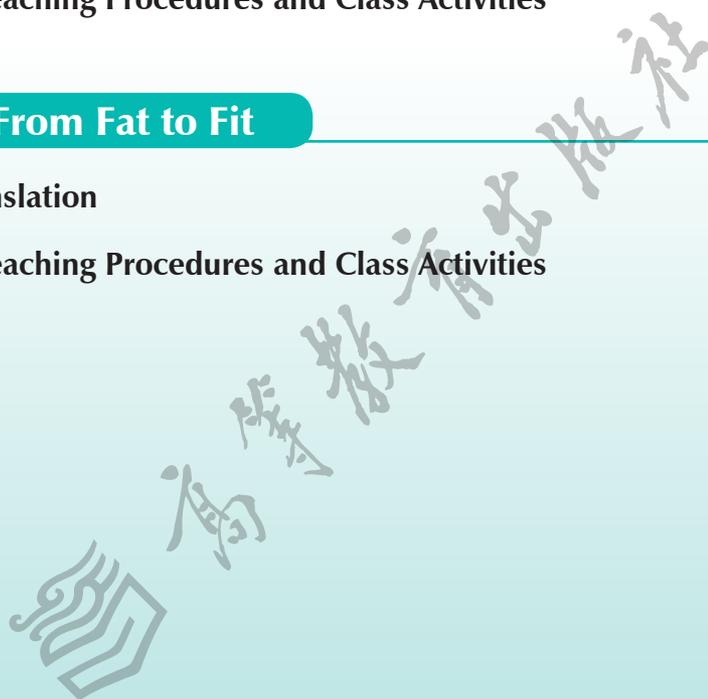
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UNIT 1

Hello, Hi!

Key and Translation

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Key and Translation

SECTION

1 Trying Your Hand



Practicing Applied Writing

- ① Read the following two samples of Business Cards and learn to write your own.

1 The Chinese Version of the Samples:

样
例
1

全国就业、教育与培训委员会主席

迈克·史密斯 教授

地 址：澳大利亚堪培拉市法雷尔公寓12号9880信箱
 邮 编：ACT2601
 电 话：62-267-7362
 传 真：62-267-7360
 电 邮：mismi2002@yahoo.com

样
例
2

滨海市政府外事处

李亚楠 博士
 副处长 / 英文翻译

地 址：滨海市北京街10号
 邮 编：116000
 传 真：0411-2655xxxx
 电 话：0411-2655xxxx
 电 邮：lyn001@163.com



2 One More Sample of Business Card:

**Linguistics Department
Pittsburgh State University**

Dr. Allen Alright (Dean)

Address: 1701 South Broadway, Pittsburgh State University, Pittsburgh. KS 66762

Tel.: 316-231-2750

E-mail: alright@263.net

Fax: 316-231-2756

- ② Translate the following business card into Chinese, using the data bank in the Workbook for reference.

滨海市电子有限公司

李铁刚

软件部经理 / 电子工程师

地 址: 滨海市长江路50号

邮 编: 116023

电 话: 0411-4673xxxx

传 真: 0411-4708xxxx

电 邮: ltg6@263.net

- ③ Write an English business card according to the information given in Chinese.

**International Exchange Department
Binhai International Business College**

**Lu Yang
Director / Professor of English**

Address: No. 98 Xi'nan Road, Binhai City

Post code: 116023

Tel.: 0411-4673xxxx

Mobile: 1361431xxxx

E-mail: fli603@263.com



- ④ Fill in the passport with your own personal information, using the data bank.

Key:

(Open.)

Writing Sentences and Reviewing Grammar

- ⑤ Analyze the following sentences to see which pattern they belong to.

Key:

- | | | |
|--------------|-----------|------------|
| 1 主+谓+状 | 2 主+谓+宾 | 3 主+系+表 |
| 4 主+谓+直宾+间宾 | 5 主+谓+宾+状 | 6 主+谓+宾+宾补 |
| 7 There be句式 | | |

- ⑥ Correct the errors in the following sentences.

Key:

- 1 The manager prepares some beautiful gifts for them.
- 2 Could you tell me something about their cultural background?
- 3 Mr. Wang has left a deep impression upon their minds.
- 4 Do they always wave goodbye to you in an informal way? / Do they always wave you goodbye in an informal way?
- 5 There are always some people talking happily in the park.
- 6 There is some water in the glass.
- 7 On the door there is a big red Chinese word "Happiness". / There is a big red Chinese word "Happiness" on the door. / On the door is a big red Chinese word "Happiness".
- 8 The girl looked at the small animal with pleasure.
- 9 He gave her some lovely flowers. / He gave some lovely flowers to her.
- 10 There are always many cars running in the streets nowadays.

- ⑦ Translate the following sentences into English.

Key:

- 1 We often prepare some Chinese food for our foreign friends.
- 2 Can you give me some help? / Can you do me a favor?



- 3 Let's reserve for him a quiet room in the hotel.
- 4 Li Li teaches Mr. Green Chinese every morning.
- 5 Please call me David.
- 6 Do you often send e-mails to your parents?
- 7 There are quite a few new words in this text.

Write and Describe a Picture

- 8 Write a short passage of about 100 words to tell a story or about an event related to the picture given below. Some useful words and phrases have been provided to help you. You may start the passage with the sentence: Chinese New Year is also known as Spring Festival.

Key:

Chinese New Year is also known as Spring Festival, as it is the first day of the spring season according to the Chinese lunar calendar. This festival has been regarded as the most important traditional holiday by Chinese people, home and abroad. Many special customs for the festival have been developed. Paying a new year call is one of them. On this day, new greetings are given with a unique gesture. People will always bow to each other with their hands clasped while offering their best wishes for a happier and more prosperous new year.

005

2 Maintaining a Sharp Eye



Passage 1

Information Related to the Reading Passage

English Expressions Borrowed from French

Over the long years, the English language has borrowed a great number of French words or expressions. Some of them have been so absorbed in English that



speakers might not realize their origin. Other expressions like “faux pas” have retained their “Frenchness”, with which speakers tend to sound modern. These expressions are often written in italics. The following are a few French expressions which are commonly used in English.

- 1 *Faux Pas*: It refers to a socially awkward or tactless act, a foolish mistake, something that should not be done. 失礼
- 2 *au pair*: A foreign female student who works for a family (cleaning and/or teaching the children) in exchange for room and board. 帮助料理家务换取住宿的外国女学生
- 3 *Bon appétit*: The closest English equivalent is “Enjoy your meal”. 用餐愉快
- 4 *esprit de corps*: It is similar to “group spirit” or “morale”. 团队精神
- 5 *rendez-vous*: In English it means “go to”. It can be used as a noun or a verb. 约会
- 6 *RSVP*: This abbreviation stands for Répondez, s’il vous plaît, which means “Respond, please”. 敬请回复
- 7 *bon voyage*: a way of saying goodbye and wishing good luck 一路平安

Language Points

① Explanation of Difficult Sentences

- 1 (Para. 2) Missed connections are missed opportunities for business.

Analysis: *Missed* is a verb’s past participle used here as an adjective. The repeated use of the same word could bring out a stronger effect.

Translation: 错过了联系就错过了商机。

Example: Can a broken heart be broken twice?

- 2 (Para. 2) Not having your cards can be seen as being unprepared to market yourself and your business.

Analysis: *Not having your cards* is a gerund phrase used as the subject of the sentence. *Not* is put in front of the gerund to make its negative form.

Being unprepared is also a gerund used as the subject complement.

Translation: 不带名片可被视为没有做好推介自己和推销业务的准备。

Example: Not trying at all is much worse than trying without success.

- 3 (Para. 2) Don’t start that new contact leaving them thinking “that person is already unprepared”.

Analysis: *Leaving them thinking* is a participial phrase, indicating a concomitant (伴随的) adverbial of result.



Translation: 千万别在开始新的交往时就让人觉得“这家伙就没打算同我交往”。

Example: Let's steer our ship with hope, leaving fear behind.

- 4 **(Para. 2 from bottom)** Ask your network to network with and for you also by handing out a few!

Analysis: The word *network* is repeated to make an emphasis. Notice that the first *network* is a noun while the second a verb. The sentence can be re-written as “Ask your network to network with you and network for you also by handing out a few of your name cards.”

Translation: 请求你所结交的人同你一起联络并为你发出几张名片!

Example: To saw a saw with another saw. To can a can into another can.

② Important Words

- 1 **market** *v.* engage in the commercial promotion, sale, or distribution of (在市场上) 推销
e.g. The company is **marketing** its new line of beauty products.
 The firm **markets** various kinds of household appliances.
- 2 **unprepared** *a.* lacking intellectual equipment 无准备的; 不愿意的
e.g. He is still **unprepared** to stand on his own feet.
 Students from the south are often **unprepared** for the cold climate.
- 3 **go-go** *a.* energetic and active 精力充沛的; 活跃的
e.g. He attracted a group of **go-go** young to run his election.
 You can never stop once you step into this **go-go** society.
- 4 **tip** *n.* a useful piece of advice 提示, 小贴士
e.g. The book shows how to prepare a CV and gives **tips** on applying for jobs.
 Here are some useful **tips** for central heating.
- 5 **employ** *v.* engage or hire for work 雇用, 聘用
e.g. The joint venture (合资企业) **employs** nearly a thousand workers.
 I prefer to get **employed** in a state-owned company.
- 6 **update** *v.* bring up to date; supply with recent information 更新, 获取最新信息
e.g. Our new neighbor is **updated** the kitchen in the old house.
 The in-service training center is for people to **update** their special knowledge.



Passage Translation

名片——一种社交上的失礼

像大多数人一样，你很可能遇到过这样的情形：有人向你索要名片，你伸手去取时……哎呀……“抱歉，我的名片现在已经发光了！”，或是“我的名片准是放在另一个包里了，”或是“我把名片落在办公室了，对不起……”接下来的对话就是一些托词：这样的情况“从未在我身上发生过”，或是说“今天早上我就觉得是忘了点什么东西……”

错失了联系就错失了商机。名片是一种有用的营销手段，一种可以轻易地时刻随身携带的东西。不带名片可被视为没有做好推介自己和推销业务的准备。千万别在开始新的交往时就让人觉得“这家伙就没准备同我交往”。

“不带名片绝不出门……”生活在这个匆忙活跃的世界里，我们常有太多太多的事需要谨记在心，但有一点不能忘记：你的名片应该永远随身携带。

这里有一些小贴士帮你现在就去关注这件事！这样你才不至于陷入上面提到的那种境地：

- 如果你没有工作，要搞一张联络关系的名片。
- 如果你有工作，但有两年或更长时间都没有新名片了，那就到该更新名片的时候了：更新信息，更新照片……
- 或许该定下目标每天发出五张名片。
- 要练习一下发名片时该说什么话。每天都有那么多发名片的机会：在杂货店排队，在咖啡店时，等待洗车，开会，甚至在狗狗乐园时都可以！
- 请求你所结交的人也同你一起联络并为你发出几张名片！工作要巧干而不一定要苦干！

Read and Think

① Answer the following questions according to the passage.

- 1 (Open.)
- 2 A business card is a useful tool of social networking and business connection. It is socially awkward if you find yourself without one when you need to exchange it with a new business partner.
- 3 Because business cards are a useful marketing tool. If you forget to bring them with you, it may leave the impression that you are unprepared for doing business.
- 4 1) If you don't have a job, prepare your cards for networking.
2) If your business cards are out of date, make them up to date.



- 3) You should set a goal of handing out a certain number of cards every day.
- 4) Practice what you will say for handing out your cards. Take every opportunity to hand out your cards.
- 5) Ask your social network to help you send out your cards.
- 5 You should work in a clever way: better work isn't necessarily harder!

Read and Complete

② Complete each of the following statements with words or phrases from the passage.

- | | | |
|-------------|----------------|---------|
| 1 situation | 2 conversation | 3 tips |
| 4 oops | 5 unprepared | 6 go-go |

③ Fill in the blanks with the proper words or expressions given below, changing the form if necessary.

- | | | |
|-----------------|-------------------|-----------------|
| 1 time for | 2 not necessarily | 3 got caught in |
| 4 take care of | 5 reach for | 6 continue on |
| 7 leave without | 8 hand out | 9 at the moment |
| 10 out of | | |

Read and Translate

④ Translate the following sentences into English.

- 1 You, like most people, probably are learning how to market yourself.
- 2 To a new employee, the most important is not necessarily work experience, but how to update knowledge.
- 3 I'm so sorry. My go-go boss asks me to leave right now.
- 4 That housewife just continued on with some sort of story about her family. I knew I must be caught in such a conversation.
- 5 For me, missed time is missed life. I can not leave this world without reaching the goal I set.
- 6 My exercise plan is (built) on a daily basis. It could help me become healthier, not necessarily taller.



Read and Simulate

⑤ Pay attention to the italicized (斜体的) parts in the English sentences and translate the Chinese sentences by simulating the structure of the English sentences.

- 1 You, like many of your classmates, probably have been in such a situation where you are asked to do something to help a foreign friend.
She, like most women, probably has been in such a situation where she herself is being misunderstood.
- 2 I'm sorry, he must be out in the library at the moment.
I'm sorry, your car must be out of use at the moment for one month.
- 3 I knew I took a wrong course last year.
He knew he was missing a good opportunity at the beginning.
- 4 Not dressing formally can be seen as being impolite to other people.
Not having good habits can be seen as having no good education.
- 5 Don't tell jokes before the manger leaving him thinking "that person is not serious".
Don't shout at the small girl leaving her thinking "that person is not friendly".
- 6 Don't leave home without the key.
Don't leave the meeting without giving any excuse.

Passage II

Information Related to the Reading Passage

Major Language Families

Here are two lists of the top ten language families with wide recognition in terms of numbers of native speakers (with their core geographic areas) and in terms of numbers of languages.

In Terms of Numbers of Native Speakers

- 1 Indo-European languages (Europe, Southwest to South Asia, America, Oceania)
- 2 Sino-Tibetan languages (East Asia)
- 3 Niger-Congo languages (Sub-Saharan Africa)



- 4 Afro-Asiatic languages (North Africa to Horn of Africa, Southwest Asia)
- 5 Austronesian languages (Oceania, Madagascar, Southeast Asia)
- 6 Dravidian languages (South Asia)
- 7 Altaic languages (Central Asia)
- 8 Austro-Asiatic languages (Southeast Asia)
- 9 Tai-Kadai languages (Southeast Asia)
- 10 Japonic languages (Japan)

In Terms of Numbers of Languages:

- 1 Niger-Congo (1 514 languages)
- 2 Austronesian (1 268 languages)
- 3 Trans-New Guinea (564 languages)
- 4 Indo-European (449 languages)
- 5 Sino-Tibetan (403 languages)
- 6 Afro-Asiatic (375 languages)
- 7 Nilo-Saharan (204 languages)
- 8 Pama-Nyungan (178 languages)
- 9 Oto-Manguean (174 languages)
- 10 Austro-Asiatic (169 languages)

Language Points

① Explanation of Difficult Sentences

1. **(Para. 1)** Have you ever stopped to think about how many people are saying “Hello” to each other today...

Analysis: *Stop to think* means stop whatever is being done and concentrate on the question. The infinitive phrase *to think* indicates a purpose of *stop*. It is different from *stop thinking*, which means stop the action of thinking. And *thinking* is the object of *stop*.

Translation: 你是否曾留心考虑过，今天一天大约有多少人互相问候“你好”？

Example: I don't think this is a smart way. Have you ever stopped to think out a better idea?

- 2 **(Para. 1)** If you want to say “Hello” to everyone on the planet, you would have to learn at least 2 796 languages...

Analysis: The *if*-clause seems a real conditional one, for *want* is used



instead of the unreal conditional *wanted*. But subjunctive mood is also implied because *would* is used instead of *will*, indicating an almost impossible action to be carried out.

Translation: 如果你想对这个星球上每个人都道声“你好”的话，你就至少得学2796种语言。

Example: If you want to make a friend each day, you would have to make some 20 thousands of friends in your lifetime!

- 3 (Para. 2) We know that the usual way to greet each other is a simple handshake or wave in the US and Canada.

Analysis: *To greet each other* is an infinitive clause used to modify *the way*. It means more or less the same as *the way of greeting*.

Translation: 我们知道，在美国和加拿大，通常互相问候的方法只是简单地握握手或挥挥手。

Example: Do you know that in some Arabian countries, shaking one's head from side to side is a way to show agreement?

- 4 (Para. 3) Pronounce the suggested wording to practice it.

Analysis: The past participle *suggested* is used as an adjective to modify the gerund *wording*, which means *the words used to say something*.

Translation: 按我给出的文字说明去练习发音。

Example: Can you understand the suggested meaning of the wording?

② Important Words

- 1 **planet** *n.* any of the celestial bodies (other than comets or satellites) that revolve around the sun in the solar system 行星

e.g. All the eight **planets** can be seen with a small telescope (望远镜).

The picture shows six of the nine **planets** in the solar system.

- 2 **gesture** *n.* motion of hands or body to emphasize or help to express a thought or feeling 手势；姿势；姿态

e.g. He raised his hands in a **gesture** of disappointment.

We hold a party for our new colleagues as a **gesture** of welcome.

- 3 **informal** *a.* not officially recognized or formally controlled 非正式的，非正规的

e.g. We have an **informal** agreement to clean the campus every Sunday.

Her wording is a bit too **informal** for this occasion.



- 4 **include** *v.* have as a part, be made up out of 包括, 计入
e.g. The list **includes** the names of many famous organizations.
 The price **includes** both the house and furniture.
- 5 **various** *a.* of many different kinds purposefully arranged; having great diversity 不同的; 各种各样的; 形形色色的
e.g. His achievements are **various** and very impressive.
 Everyone arrived late at the party for **various** reasons.
- 6 **pronounce** *v.* to use particular sounds to say a word 发音
e.g. He knows a lot of French words but **pronounces** them incorrectly.
 She **pronounces** Chinese tones in a funny way.

Passage Translation

如何用不同的语言说“你好”

你是否曾留心考虑过, 今天一天大约有多少人互相问候“你好”, 又使用了多少种不同的语言? 如果你想对这个地球上每个人都道一声“你好”, 你就至少得学2796种语言, 而且至少问候65亿人。这里是世界各地不同语言表达“你好”的几种方式: 西班牙语是“Hola”, 意大利语是“Ciao”, 汉语是“nihao”, 法语是“bonjour”或“salut”, 还有许许多多呢!

我们知道, 在美国和加拿大, 通常互相问候的方法只是简单地握握手或挥挥手。然而其他的姿势, 如各种形式的鞠躬、拥抱等, 还用于世界上其他地方。

下面选出一个短小的语言名单来展示不同的语言是怎么说“你好”或“早上好”的。查一下你想学说“你好”或“早上好”的那种语言, 然后按给出的文字说明去练习它的发音。

- 阿拉伯语: 发音为 *sabahou el kheir*, 意思是“早晨好”。
- 澳大利亚语: *G'day* (一般是非正式的, 但如果有陌生人时要说 *Gu-day* 或 *G'day mate*)。
- 汉语: 广东话和普通话的文字形式都是“你好”, 广东话发音是 *nei ho* 或 *lay ho*, 普通话发音是 *nee how* (*nǐ hǎo*, 记住要用三声啊)。在普通话里, 你也可以说“早上好”(发音是 *zǎo shàng hǎo*) 来表示“Good morning”。
- 丹麦语: *Hej* (非正式的, 发音是 *hey*), *God dag* (正式的), *God aften* (傍晚用, 正式的), *hejsa* (非常不正式的)。
- 英语: *Hello* (正式的), *Hi* (非正式的), *Hey* (非正式的)。
- 法语: *Salut* (非正式的, 默t), *Nonjour* (正式, 白天使用), *Bonsoir* (晚上好), *Bonne nuit* (晚安)。
- 德语: *Hallo* (非正式的), *Guten Tag* (正式的), *Tag* (非常正式的)。



- 意大利语: Cìào (发音是chow, 非正式的, 还有“再见”的含义)。
- 日语: おはようございます发音是(o-ha-yo go-zai-mass;意思是“早上好”)。
- 韩语/朝鲜语: Ahn nyeong ha se yo (正式的, 发音是on-nyoung-ha-say-yo)
- 葡萄牙语: Oi, boas, olá or alô (非正式的)。
- 俄语: Privet! (发音是pree-vyet, 非正式的), Zdravstvuyte (正式的, 发音是zdra-stvooy-tye)。
- 越南语: Xin chào (发音是sin djow)。

Read and Judge

③ Are the following statements true or false according to the passage? Write T / F accordingly.

- | | | | |
|-----|-----|-----|-----|
| 1 T | 2 T | 3 F | 4 T |
| 5 T | 6 F | 7 F | 8 T |

Read and translate

④ Translate the following sentences into chinese.

- 1 你可曾留心想过今天一天有大约多少人会用不同的语言说“我爱你”?
- 2 如果你想对这个星球上的每个人说“你好”, 你就至少得学2 796种语言。
- 3 我们知道与他人——即使是陌生人——打招呼的通常方法就是一个关爱的微笑。
- 4 不同形式的鞠躬、拥抱和亲吻用于世界上不同的地区。
- 5 下面选出一个短小的语言名单来展示如何用不同的语言说“对不起”。
- 6 法语“Bon appétit”的意思是“好好享用你的食物(祝你好胃口)”。它可以用于正式和非正式两种场合。
- 7 这儿有一些英文电影的光盘。你们可以一边欣赏一边学英语。



(Open.)

Suggested Teaching Procedures and Class Activities



1 Trying Your Hand



Practicing Applied Writing

1 Sample Analysis

The teacher summarizes briefly the format and language used in business cards. The teacher may show the following passage with PPT or ask the students to have a dictation of it. Afterwards, ask the students to read it and translate it into Chinese orally.

Business cards are cards with business information about a company or certain individual. They are exchanged during formal introductions as a convenience and a memory aid. A business card typically includes the giver's name, company affiliation (usually with a logo) and contact information such as addresses, telephone number(s), fax number, e-mail addresses and website. It can also include a bank account and tax code. Traditionally many cards were simple black text on white stock; today a professional business card will sometimes include one or more aspects of striking visual design.

Your card should display the same design and basic information as your other marketing materials. However, a business card is not a brochure or a catalogue; its space is limited, so you must choose the information content and your words carefully. Single words and phrases should be used. A good approach is to break the essential information down into three areas: identity, credibility and clarity.



The following items are often included in a business card:

Titles	Work Units	Others
General Manager	Co. Ltd	Address: _____
Vice Manager	Group Company	Tel.: _____
Sales Manager	TV Station	Fax: _____
Director	Department	Mobile: _____
Dean	Trade Company	E-mail: _____
Accountant	Electronics Co. Ltd.	
President		
General Editor		

② Simulated Writing

Students do Exercises 2, 3 and 4 in groups.

Writing Sentences and Reviewing Grammar

① The teacher gives a brief summary of the basic sentence structures.

Most English sentences are constructed using three basic sentence patterns. The heart of every English sentence is the Subjective-Verb core. Other elements can be added to make the sentence structure more complex. When we speak out or write a sentence, the essential thing to do is to make sure the basic sentence structures correct.

The teacher shows the following table with PPT or draws it on the blackboard:

No.	Structures	Examples
1	Subject + Verb + (Object)	Jim works very hard. Mary likes Chinese food.
2	Subject + Linking Verb + Predicative	Mr. Smith is a doctor. Bill looks sick.
3	<i>There be</i> structure	There is a great Italian restaurant across the street. There are wild flowers in the hills.

② Students do Exercises 5, 6 and 7 in groups.



3 Assignment for This Section

Suppose you are a salesman of DJ Electronics. Design a name card for yourself. In the next class period there will be a Business Card Show: Each student or each group will present their business cards for the class business card show. A bench of judges will choose and award the best.

2 Maintaining a Sharp Eye



Passage I The Business Card: a Social *Faux Pas*

1 Warm-up Questions

- 1 What is the function of business cards?
(They show business information about a company or individual.)
- 2 What do people think about business cards?
(They are a useful marketing tool.)

2 Guided Reading of the Passage

Students read the passage after the teacher, trying to simulate the teacher's pronunciation and intonation, and then read it in class individually. The teacher should pay attention to the students' pronunciation and intonation.

3 Explanation of Difficult Words and Expressions

Students are required to have a discussion in groups to pick out the difficult words and expressions in the whole passage which they don't understand and report them to the class. The teacher will demonstrate the usage of those chosen points, and then ask the students to make up at least two sentences with them in groups. In this passage, apart from what have been chosen in *Language Points* in *Teacher's Manual*, the following points are encouraged to be chosen and practiced on.

- 1 situation *n.* a condition or position in which you find yourself
e.g. The economic situation has changed considerably.



- 2 reach for: move forward or upward in order to touch
e.g. I reached for a book on the top shelf.
- 3 get caught in: to be in a situation that you cannot easily get out of
e.g. We should be able to make it unless we get caught in a traffic jam.
- 4 hand out: to give something to each person in a group; give without charge
e.g. Will you help me to hand out the materials for the lecture?

④ Teaching Methods for Understanding the Passage in Detail

1 Paragraph 1

- 1) Students look through this paragraph together.
- 2) Group work: Give each group 3 minutes to prepare the translation of the first paragraph, and then an oral class presentation is required.

2 Paragraph 2

- 1) Ask one or two students to read this paragraph.
- 2) Pair work: Students have a discussion and then give their answers.
 - (1) If you don't want to miss opportunities for business, what should you do?
(I should not miss connections.)
 - (2) How are people usually considered if they don't present their name cards properly in business situations?
(They are regarded as not being prepared.)

3 Paragraph 3

- 1) Pair work: One student reads this paragraph loudly, and another helps correct his or her pronunciation. And then they change their roles.
- 2) Two students work together to summarize the general idea of Para. 3, and then present it in class.
(The general idea of Para. 3: You should always bring your name card with you.)

4 The rest of the passage

- 1) Students read this part for three times by themselves, trying to remember the meanings of the passage.
- 2) Meanwhile the teacher writes down the following sentences with some words missing on the blackboard or show them with PPT. Students are



asked to fill in the missing words in the following sentences without referring to the book.

- (1) If you don't have a job, get _____. (*networking cards*)
- (2) If you are _____, haven't had new cards in 2 or more years, it could be time for _____: info update or and _____. (*employed; an update; photo update*)
- (3) Perhaps set a goal of _____ 5 cards a day. (*handing out*)
- (4) Practice what you will say when handing them out. _____, there are so many opportunities to do so. (*On a daily basis*)
- (5) Ask your network to _____ and for you also by handing out a few! (*network with*)

5 Summary of the Passage

- 1 Group work: Students have a discussion of the main idea of the passage. The students' ideas may differ from each other, and the teacher gives his or her own idea.

(The main idea of the passage is that a business card is very important for you to communicate with others, so you should always bring it with you.)

- 2 Groups work: Each group tries to pick out at least 5 expressions or sentences from the passage which they think are worth remembering. Afterwards, ask some groups to write them down on the blackboard and then the whole class read them aloud in chorus.

6 Suggested Methods for Doing Exercises

- 1 Group work for Exercises 2 and 3: Underline the useful expressions in each sentence.
- 2 Pair work for Exercises 4 and 5: Each student writes out the sentence patterns they are going to use and then write down their translation. Afterwards they check up each other's work, correcting the mistakes. At last, the whole class repeat the English translation of the sentences together.



7 Assignments for This Passage

- 1 Recite Paragraphs 2 and 3 of the passage.
- 2 Pre-reading of Passage II.

Passage II How to Say Hello in Different Languages

1 Warm-up Activities

- 1 Group work: Ask the students to greet each other in their local dialects. At the same time, the whole class try to imitate their greetings.
- 2 Ask students if they know any way to say hello in any foreign language. Then let the students refer to the language list in the course book to find out more about how to say hello around the world.

2 Guided Reading of the Passage

Students read the passage (the text) after the teacher for the first time, trying to simulate the teacher's pronunciation and intonation, and then read it in class individually. The teacher should pay attention to the students' pronunciation.

3 Explanation of Difficult Words and Expressions

Students are required to have a discussion in groups to pick out the difficult words and expressions in the passage which they don't understand and then report them to the class. The teacher will demonstrate the usage of those chosen points, and ask the students to make up at least two sentences with them in groups. In this passage, apart from what may have been chosen in **Language Points** in *Teacher's Manual*, the following points are encouraged to be chosen and practiced on.

- 1 handshake *n.* grasping and shaking of a person's hand to greet or welcome
e.g. The manager gave the visitor a strong handshake.
- 2 bow *v.* bend one's knee or body, or lower one's head
e.g. He bowed to greet in a Japanese way.
- 3 embrace *v.* hold someone in the arms (as in greeting)
e.g. At first people were sort of crying for joy and embracing each other.



④ Teaching Methods for Understanding the Passage in Detail

1 Paragraph 1

- 1) Students read this paragraph together.
- 2) Give a dictation of this paragraph. The teacher reads the paragraph one sentence after another for two or three times according to the students' level. Afterwards, students check up their work with their partners.

2 Paragraph 2

- 1) Ask two or three students to read the paragraph individually.
- 2) Pair work: One student asks about 2 or 3 specific questions about Paragraphs 2, while the other one gives the answers. Then the students exchange their roles.

(For example: What is the usual way for Canadians to greet each other? What gestures do other people like to use to greet people?)

3 The rest of the passage

- 1) Students read this part after the teacher.
- 2) Group work: The teacher draws the following table on the blackboard (or shows it with PPT), and then ask the students to have a group discussion for matching the greeting sentences in Column A with the countries they are spoken in Column B. In the end, the whole class try to pronounce the greeting words in different languages.

Column A	Column B
1. God dag	A. Australian
2. G'day	B. Danish
3. nǐ hǎo 你好	C. Korean
4. Xin chào	D. Chinese
5. sabahou el kheir	E. Japanese
6. Ahn nyeong ha se yo	F. French
7. Guten Tag	G. Italian
8. Oi, boas, olá or alô	H. Portuguese
9. Bonjour	I. Arabic
10. おはようございます	J. Vietnamese



11. ciao	K. German
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Key:

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

5 Summary of the Passage

1 Group work: Students have a discussion of the question: Why is it useful for us to know a little about saying hello in different languages? The students' ideas may differ from each other, and the teacher gives his or her own idea.

(Suggested answer: In my opinion, learning something about saying hello in different languages is very useful, because now there are more and more foreign visitors coming to our country and we are having more chances to travel in foreign countries. If we can greet foreigners in their own languages, they and we as well will feel happy and comfortable. This will help us better communicate with each other.)

2 Groups work: Each group tries to pick out at least 5 expressions or sentences from the passage which they think are worth remembering. Afterwards, ask some groups to write them down on the blackboard and ask the whole class to read them aloud.

6 Suggested Methods for Doing Exercise 7

Group work: Ask the students to prepare the Chinese translation of the sentences in Exercise 7 in groups, and there should be a group presentation in class afterwards.

7 Assignments for this Section

- 1 Recite Paragraph 1 of the passage.
- 2 Pay a visit to the website: <http://video.about.com/spanish/Spanish-Conversation--Greetings.htm>, and enjoy the video about how to introduce yourself in Spanish.
- 3 Pre-reading of Sections I, II and III in Unit Two.



3 Appreciating Culture Tips



Understanding of the Business Mottos

Ask the students to read the advertising slogans or business mottoes.

Group Discussion

- ① Which advertising slogan or business mottoes impress you most? Give comments on it. What do you think of the Chinese translations?
- ② Please list some other advertising slogans or business mottoes you are familiar with.
- ③ Search online for more similar advertising slogans or business mottoes and exchange them in the next class.

UNIT 2

Saying Thanks and Sorry



Key and Translation

- Section ❶ Trying Your Hand 025
- Section ❷ Maintaining a Sharp Eye 029
- Section ❸ Appreciating Culture Tips 038

Suggested Teaching Procedures and Class Activities

- Section ❶ Trying Your Hand 039
- Section ❷ Maintaining a Sharp Eye 042
- Section ❸ Appreciating Culture Tips 047

Key and Translation



1 Trying Your Hand



Practicing Applied Writing

- ① Read the following two samples of a thank-you note and a congratulation card and learn to write your own.

1 Chinese Version of the Samples:

样例 1

亲爱的王先生：

你为我们的婚礼送来的油画真是别具一格。它现在就挂在沙发上方的墙上。我们对你充满了感激之情，尤其是因为我们明白这幅油画将会在我们家里世代传赏。请快来看看这幅油画挂在我家客厅的墙壁上有多漂亮吧。

爱你的
唐和琼

样例 2

亲爱的黛西：

听到你与迈克订婚的喜讯，我们并不感到特别惊讶，而是非常高兴。如你所知，迈克家与我们家是世交，我们都非常爱他，我们认为他是最出色的——现在更是最幸运的——小伙子。我们将最美好的祝福送给你们，愿你们快乐。

你的
贝蒂和约翰



2 One More Sample of Thank-You Note:

Dear Prof. Wang,

I've just got the good news that I have passed the entrance examination for a post-graduate program with satisfactory result. I'm going to Beijing University of Technology for the interview. I feel so excited about it.

You have offered me great help all this time. But for your kind encouragement, I would never have achieved such success. My gratitude to you is beyond words. My parents join me in giving you our heart-felt thanks.

With respect

Yours sincerely,

Lu Shi-qi

(Lu Shi-qi)

② Translate the following thank-you note into Chinese, using the data bank in the Workbook for reference.

尊敬的史密斯博士：

非常感谢您同意为我写推荐信。得知您在期末这段时间特别忙，我对您的帮助尤为感激。随信附上一个寄给该大学研究生院的邮资已付的信封，以便您直接把信寄出。如果我能得到奖学金，我会立即奉告。

再次感谢您的支持和理解。

您的真诚的

比尔·米勒

(比尔·米勒)



- ③ Write an English congratulation card according to the information given in Chinese.

Dear Yuan Zhi,

I have just heard from a friend that you've got your Master of Engineering. Congratulations! I have seen you work hard in your studies in the past years and I admire you very much. I believe you will be successful in the field of computer science.

Best wishes to you for an even brighter and happier future.

Yours ever.

Lin Fan

(Lin Fan)

- ④ Translate the following letter of apology into Chinese.

尊敬的怀特夫人：

我刚刚从儿子那里得知这个糟糕的消息：我家的狗爬进您家的后院把花坛弄坏了。此刻我先生正在把围栏加高，使狗不能再爬过围栏。我希望能在您方便的时候同您谈一谈有关赔偿损坏的花草之事，尽管我知道损失是难以挽回的，我也无法弥补您为侍弄这些花草所付出的时间和精力。对此，我只

能向您致以最诚挚的歉意。

您真诚的

玛莉·格林

(玛莉·格林)

Writing Sentences and Reviewing Grammar

- ⑤ Choose the correct answers to fill in the blanks, referring to the Workbook for reference.

Key:

1 d

2 b

3 a

4 a

5 c

**⑥ Correct the errors in the following sentences.****Key:**

- 1 On Sunday morning, I usually do some housework at home.
- 2 My friend comes from the north of the country.
- 3 Mary is the better player of the two.
- 4 The hospital bought an X-ray machine the day before yesterday.
- 5 An hour is a short time to spend in a university library.
- 6 In fact, it was the most exciting game of the year.
- 7 There is an exciting pop music concert on TV.
- 8 These football stars are very popular in the whole country.
- 9 In the United States, people attach much importance to the words on a thank-you card.
- 10 We are going to play tennis in the afternoon.

⑦ Translate the following sentences into English.**Key:**

- 1 I have a set of VCD on English learning. It is very helpful to me.
- 2 Xiao Li has handed in a job application letter to a travel agency.
- 3 She likes fruit juice, but the juice in this glass is too sweet.
- 4 She is the only girl who enjoys playing the piano in the department.
- 5 This is a used (second-hand) car, but it is in very good condition.

Write and Describe a Picture

- ⑧ Write a short passage of about 100 words to tell a story or about an event related to the picture given. Some useful words and phrases have been provided here to help you. You may start the passage with "Tomorrow will be Thanksgiving Day. Sally is going to ..."**

Key:

Tomorrow will be Thanksgiving Day. Sally is going to thank her dentist, Mr. Milton. Mr. Milton is always very kind and helpful to Sally whenever she goes to him for an aching tooth. A few days ago, Sally broke Mr. Milton's coffee pot by accident. She felt very sorry for her carelessness. So she has bought a new coffee pot for him. The new pot looks very beautiful. Sally believes that



Mr. Milton will like it. Sally has put the coffee pot into a small box. She is now wrapping the box with a lovely ribbon. She will also attach a thank-you note to the gift. She is sure that Mr. Milton will be very happy to accept her gift.

2 Maintaining a Sharp Eye



Passage I

Information Related to the Reading Passage

1 Important Traditional Festivals in China

- 春节: Spring Festival (the 1st day of the 1st lunar month)
- 除夕: New Year's Eve (the day before the Spring Festival)
- 元宵节: Lantern Festival (the 15th of the 1st lunar month)
- 清明节: Qingming / Tomb-Sweeping Festival (April 4th or 5th)
- 端午节: Dragon Boat Festival (the 5th of the 5th lunar month)
- 七夕节: Qixi Festival (the 7th day of the 7th month of the lunar month, somewhat equivalent to Valentine's Day in English)
- 中秋节: Mid-Autumn Festival (the 15th of the 8th lunar month)
- 重阳节: Double-Ninth Day (the 9th of the 9th lunar month)

2 Important Traditional Festivals in Western Countries

- 圣诞节: Christmas (the 25th of December)
- 平安夜: Christmas Eve (the 24th of December)
- 情人节: Valentine's Day (14th of February)
- 愚人节: Fool's Day (the 1st of April)
- 复活节: Easter (the 1st Sunday after a full moon on or after 21st of March)
- 感恩节: Thanksgiving Day (the 4th Thursday of November)
- 万圣节: Halloween / All Saints' Day (31st of October)



Language Points

① Explanation of Difficult Sentences

- 1 (Para. 1) November in the United States brings the holiday of Thanksgiving, and therefore it's in November that we tend to think of a way in which we could show our thanks to volunteers.

Analysis: This is a complex sentence. The basic sentence structure is *S (Subject) and S in which ...*. In the second *and*-clause an emphatic structure *it's in November* is used to emphasize the time adverbial of *in November*, modifying *we tend to think*. *Which* leads a relative clause, modifying *a way*.

Translation: 因此，我们在十一月里常常会想办法来表示对志愿者们的感谢。

Example: October in China brings the National Day, and therefore it's in October that Chinese people think of different ways in which they show their love to their motherland.

- 2 (Para. 2) I like to hold potlucks at the office and invite volunteers to make them feel like part of the team.

Analysis: The infinitive *to make them* serves as the adverbial of purpose of the sentence, with *feel like* acting as the object complement of *make them*.

Translation: 我喜欢在办公室里设百乐餐，邀请志愿者来参加，让他们感到自己是本团队中的一员。

Example: We plan to have a field trip and ask our teachers to come to make them feel rewarded.

- 3 (Para. 3) ... this makes our volunteers know we're grateful to them for what they've done in the busy year.

Analysis: This is a complex sentence. The word *know* is an object complement of *makes our volunteers*. The verb *know* in turn has an objective clause, in which *what* leads a sub-clause of the preposition *for*.

Translation: 这能使我们的志愿者们知道，我们对他们在这繁忙的一年所做的一切心怀感激。

Example: The story makes us understand we need to take better care of what we have in life.

- 4 (Para. 5) We had our recognition awards program before the movie started, followed by a 15-minute coffee break.

Analysis: The past participle phrase *followed by ...* could be seen as an



elliptical clause of *which is followed by*, modifying the *recognition awards program*.

Translation: 在电影开演前，我们进行了表奖活动，接着是15分钟的喝咖啡休息时间。

Example: We had our morning report before the lesson starts, followed by a 10-minute free talk.

② Important Words

- 1 **offer** *v.* make available or accessible, provide or furnish 提供，答应给
e.g. The conference center **offers** a health spa.
The local student **offers** to guide us around the city.
- 2 **invite** *v.* ask someone in a friendly way to do something 邀请
e.g. Shall we **invite** the famous football player to join our club?
Students are **invited** to submit papers to this online magazine.
- 3 **grateful** *a.* feeling or showing thanks 感激的
e.g. He felt so **grateful** to all the strangers' help.
We need to feel more **grateful** for what we have instead of complaining what we don't.
- 4 **break** *n.* a pause from doing something (as work) (中间) 休息
e.g. The meeting was too long, so we had a tea **break**.
A 10-minute **break** between each session offers us a time to rest a bit.
- 5 **appreciate** *v.* be fully aware of; realize fully 珍惜且理解；欣赏
e.g. Do you **appreciate** the full meaning of this letter?
I do **appreciate** what you have done to ease my pain.
- 6 **recognize** *v.* show approval or appreciation of 认同，就…表示认同和谢忱
e.g. Our effort is fully **recognized** by the society.
The in-service training center is widely **recognized** here.
- 7 **award** *n.* give on the basis of merit 嘉奖，奖励
e.g. The government offers **awards** to those who volunteer to go to work in the western part of China.
Award is appreciated by its meaning, not by its material value.



Passage Translation

志愿者们，谢谢你！

美国在十一月迎来感恩节。因此，我们在十一月里常常会想办法来表示对志愿者们的感谢。这里介绍一些网上贴出的方法，感谢给予人们帮助的志愿者们。

请员工和志愿者同进百乐餐

我喜欢在办公室里设百乐餐，邀请志愿者来参加，让他们感到自己是本团队中的一员。我只要求志愿者们带着旺盛的食欲来。

(Nazia A Hossain, 贴于2010年3月29日)

在感恩节送出谢意

今年我给志愿者们送出感恩节卡片。这是年末表达我们感激之情的极好方式；这能使我们的志愿者知道，我们对他们在这繁忙的一年所做的一切心怀感激。

(Traci Lato, 贴于2008年2月14日)

向志愿者们脱帽致敬

我们图书馆的志愿者收到了各种各样装有糖果的篮子、一盒盒的巧克力，还有鲜花、绿植等。员工们整个星期都戴着帽子，一见到志愿者们就向他们脱帽致敬。这儿的志愿者们看上去很欣赏我们以这种无声的行动表达对他们的认可。

(Aimee Hepler, 贴于2005年4月25日)

下午看电影

在“国家志愿者周”，我们请志愿者看电影，以表达对他们的谢意。在电影开演前我们举行了一项表奖节目，接着是15分钟的喝咖啡休息时间。还有一袋爆米花及一杯饮料等着每位志愿者。他们还可以自选两部影片。这得到了一致的好评。我们明年还会再进行一次。

(Linda Bacon, 贴于2005年4月2日)

拍拍背

这里有一个应能适合任何机构的点子，而且花费很少。我只是在一张纸上把自己的手的轮廓描出来，打印上“……先生/女士，这是我在您背后轻轻的一拍，用以感谢您在这里所付出的一切辛勤和努力”，然后印到彩色纸上。我们教堂的少年们帮我把它裁剪了下来。

(Karol, 贴于2000年5月25日)



Read and Think

① Answer the following questions according to the passage.

- 1 Different ways to show thanks to volunteers.
- 2 Because Thanksgiving Day is in November. On this day we express our thanks to people who have helped us.
- 3 To show thanks to them and make them feel like part of the team.
- 4 She wants to make the volunteers know people are grateful to them for what they've done in the busy year.
- 5 Perhaps because they work in a library, where a quiet environment is needed.
- 6 Because it seems to be well received.

Read and Complete

② Complete each of the following statements with words or phrases from the passage.

- | | | |
|--------------------|-------------------------|------------|
| 1 Thanksgiving Day | 2 post | 3 potlucks |
| 4 grateful | 5 appreciate, recognize | 6 prints |

③ Fill in blanks with the proper words or expressions given below, changing the form if necessary.

- | | | |
|-----------------------|------------------|-----------------------|
| 1 recognition, awards | 2 team | 3 goodies, chocolates |
| 4 effort, Program | 5 invited | 6 appetite |
| 7 offer | 8 break, potluck | |

Read and Translate

④ Translate the following sentences into English.

- 1 Language is not enough to show my thanks to my parents
- 2 Australia wants to join the Asian Games, but it is not part of Asia.
- 3 I always enjoy a tea break at the end of a busy week.
- 4 The data to be sent out should be updated once a week.
- 5 He has good team spirit, being able to work with any type of people.
- 6 In her hands, a piece of common paper could be cut out into various kinds of flowers.
- 7 Such sweet words might please you. But they don't work for me.

**Read and Simulate****⑤ Pay attention to the italicized parts in the English sentences and translate the Chinese sentences by simulating the structure of the English sentences.**

- 1 It's in May that children tend to think of a way in which they could repay their mother.

It's on New Year's Day that we tend to think of a way in which we will welcome the coming new year.

- 2 Here are some of the suggestions given by doctors to help those who are often easy to get sick.

Here are some of the rules copied from a grammar book to help those students who have difficulty in learning English.

- 3 My mother likes to go on a picnic in the open and invites neighbors to make them feel like part of nature.

Professor Smith likes to hold a workshop in the classroom and invites students to make them feel like part of the research team.

- 4 This makes the employees know they will receive an award from the company for what they've done in the past year.

This makes our friends know we firmly remember what they've done during the special time.

- 5 The new employees here seemed to appreciate the company's efforts to train them technically.

The students here seem to like the teacher's effort to improve their spoken English.

- 6 The child has a lot of presents and surprises waiting for her birthday.

These outstanding students have society's recognition and a bright future waiting for them.

- 7 Here's a simpler Chinese cure that should work for this type of health problem.

Here's a very inexpensive method that should work for servicing different types of car.



Information Related to the Reading Passage

Alliteration

Alliteration (头韵) is the repeated occurrence of the same consonant sound at the beginning of several words in the same phrase or sentence, just as in “Forgiveness doesn’t mean forgetting” in the passage. A good use of alliteration, usually a pair of alliterated words with similar or opposite meanings, could produce a stronger effect. The following are some examples.

chance and challenge:	机遇挑战
clean and clear:	清清楚楚
criss and cross:	沟沟坎坎
cues and clues:	蛛丝马迹
fight or flight:	战还是退
mercy or murder:	慈悲还是谋害
pets or pests:	宠物还是瘟疫
time and tide:	时光流逝
virtue and vice:	美德与恶行
wax and wane:	兴衰起伏

Language Points

① Explanation of Difficult Sentences

- 1 (Para. 1) Too often we just say the words “I’m sorry” and expect that to be good enough.

Analysis: *Too often* is put at the beginning of the sentence to emphasize the adverbial of frequency. And *that* is a pronoun referring to *we just say the words “I’m sorry”*.

Translation: 我们常常只是说出“对不起”这几个字就觉得足够了。其实并非如此。

Example: Too often we have a good sight to see the world and expect that to be quite enough.

- 2 (Para. 2) To say you are sorry and not admit wrongdoing is empty...

Analysis: The infinitive phrase *To say you are sorry and not admit wrongdoing* is used as the subject of the sentence. The second *to (not to*



admit) is omitted. The word *wrongdoing* is a compound noun formed by a verb phrase of do *wrong*. Here *wrong* is used as a noun and serving as the object of the verb *do*.

Translation: 光说你对不起却不认错，这是空话。

Example: To say you are fond of travel and not enjoy sightseeing sounds strange.

- 3 (Para. 3) Be specific and tell them that you know what you did to them.

Analysis: This is an imperative sentence, in which the two verbs *be* and *tell* act as the predicate. And *tell* has *them* as an indirect object and *that*-clause as a direct object. In the clause, *what* also leads a object clause.

Translation: 一定要具体并且告诉人家你知道自己对他们做错了什么。

Example: Be calm and tell yourself that you know what you should do in such a situation.

- 4 (Para. 6) Assure them that you will make the proper changes in the future and that you should keep this problem from happening again.

Analysis: This is also an imperative sentence. *Assure* has an indirect object *them* and the first *that*-clause as its direct object. The second conjunction *that* introduces an adverbial clause of result.

Translation: 向人家保证你将来会改正错误，从而不让类似问题再度发生。

Example: Assure your customers that your product will be updated in the future that your company should keep in step with the development.

② Important Words

- 1 **effective** *a.* able to accomplish a purpose; functioning well 有效的

e.g. This medicine is very **effective**. My headache is gone now.

Training is often much less effective than we expected.

- 2 **property** *n.* something owned; any tangible or intangible possession that is owned by someone 财产; 房地产

e.g. This small house is my aunt's only **property**.

With the city developing rapidly, his **property** in the center is becoming more expensive.

- 3 **specific** *a.* stated explicitly or in detail 具体的

e.g. What we need is a **specific** example.

Her paper is beautiful but **specific** enough.



- 4 **assure** *v.* cause to feel sure; give reassurance to 使确信, 向…保证
 e.g. The airlines tried to **assure** the passengers that the plane was safe.
 The captain of the ship **assured** the passengers that there was no danger.
- 5 **consequence** *n.* a phenomenon that follows and is caused by some previous phenomenon 后果
 e.g. His decision had depressing **consequences** for business.
 She is not quite willing to accept the **consequences**.
- 6 **responsibility** *n.* the social force that binds people to obligations and the courses of action demanded by that force 责任
 e.g. Every right implies a **responsibility**.
 A little child does not feel they have any **responsibility** for his or her wrongdoing.
- 7 **heartfelt** *a.* being earnest and sincere 衷心的, 真诚的
 e.g. He gave his **heartfelt** thanks to the volunteers.
 I don't think her sweet words are **heartfelt**.

Passage Translation

你怎样道歉才是由衷之言?

我们常常只是说出“对不起”这几个字就觉得足够了。其实并非如此。要使真正发自内心的道歉产生效果, 还有几个非常重要的步骤要完成。下面就是一些该做的:

承认你错了——第一步也是最重要的一步就是承认你做错了事。光说你对不起却不认错, 这是空话, 受伤害的一方并不会相信你。

承认所造成的损害——第二个重要的步骤是承认自己给别人造成的伤害。你是不是伤了人家的感情? 弄坏了人家的东西? 还是给人家造成了某些困难? 一定要具体并且告诉人家你知道自己对他们做错了什么。

承担后果——对自己所做的事及其后果负全责。后果可能是涉及人身的, 可能是经济上的, 也可能是别的伤害。要承担自己的责任并引以为鉴。不要试图在此时想方设法去翻案, 寻找别人在这个问题上的责任(如果有的话), 或试图让对方说抱歉。这是你和你的行为而不是他们的行为所造成的。

请求原谅——原谅并不意味忘记。原谅是很少有人能真正做到的事, 它的意思是: “我放弃今后报复你或用它来威胁你的权利”。

以后会改过——向人家保证你将来会认真改正错误且不会让类似问题再度发



生。光说不做是毫无意义的。如果你答应改过，而对方又看到了你的改变，你就可以修复同对方的关系，重建信任。

Read and Judge

③ Are the following statements true or false according to the passage?

Write T / F accordingly.

- | | | | | | |
|-----|-----|-----|------|------|------|
| 1 T | 2 T | 3 F | 4 T | 5 F | 6 T |
| 7 F | 8 T | 9 F | 10 T | 11 T | 12 F |

Read and Translate

④ Translate the following sentences into Chinese.

- 我们常常在受到帮助时觉得只说“谢谢”两个字就觉得够了。这是不对的。
- 要想表达由衷的谢意，还有几个必需的步骤要完成。
- 光说“谢谢你”而没有面带真挚的微笑听起来可能会很空洞，还会伤害帮助过你的人。
- 受伤害的一方可能蒙受人身、经济或其他方面的损害。
- admit 和 acknowledge 这两个词的意义有什么差别?
- 他们公司须对事故及其后果负完全责任。



Suggested Teaching Procedures and Class Activities



1 Trying Your Hand



Practicing Applied Writing

1 Sample Analysis

The teacher summarizes briefly the format and language used in thank-you notes, congratulation cards and apology letters. The teacher may show the following passage with PPT (If there is no PPT prepared, ask the students to take a dictation of the passage). Afterwards, ask the students to read it and translate it into Chinese orally.

1 More information about thank-you notes:

Thank-you notes are usually exchanged between friends and acquaintances. They are brief, direct and often in an informal style. They are often written in simple languages, using courteous words and sentences to express the writer's good wish or thanks. The following sentences are often used in thank-you notes.

- 1) I want to thank you for all the help you've given me.
- 2) Thank you once again for bringing this to my attention.
- 3) It was very kind of you to send me such a nice gift.
- 4) Many thanks to you for inviting us.
- 5) I hope some day I will be able to pay back the hospitality I received during my stay at your home.
- 6) Thank you for doing so much to make my trip to Shanghai very interesting.
- 7) First, I'd like to thank you for your kindness and hospitality.
- 8) This is to thank you again for your hospitality and to tell you how much I enjoyed seeing you again.



2 More information about congratulation cards:

People often write and send a congratulation card to congratulate one 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. The following expressions and sentences often appear in congratulation cards.

- 1) Best wishes for Merry Christmas and a Happy New Year.
- 2) Congratulations and all good wishes!
- 3) Best wishes from all of us on your birthday.
- 4) The best of luck to you and your family.
- 5) I wish you every success with your new job.
- 6) We hope you will have nothing but joy and happiness.
- 7) Let me offer my warmest congratulations.
- 8) Please accept my heartiest congratulations on the successful completion of the project.

3 More information about apology letters:

An apology letter is written to apologize for having done something wrong or failing to do something. Apology letters are usually brief and direct to the point. Of course, they should sound sincere and polite. The following sentences are often used to make an apology.

- 1) I'm terribly sorry for keeping you wait so long for this late reply.
- 2) I'm terribly sorry for not being able to offer you the help you needed.
- 3) I must apologize for letting you down.
- 4) I hope you will accept my sincere apologies.
- 5) I can't tell you how sorry I was.
- 6) I sincerely apologize for being late for the meeting yesterday.
- 7) I regret that I shall not be able to come to the evening party next Sunday.

② Simulated Writing

- 1 A student reads and the other one translates the sample letters orally, trying to remember the useful sentences for writing thank-you notes and congratulation letters.
- 2 Do Exercises 2, 3 and 4 in groups.

Writing Sentences and Reviewing Grammar

SECTION 1



① The teacher gives a brief summary of the basic usage of articles.

There are two kinds of articles, indefinite (*a, an*) and definite *the*. They are used to make a generic or specific reference to an English noun. We use *a/ an* when we do not refer to a specific thing or person, but one in general. We use *the* when we make a specific reference to a particular thing or person, or things or persons. Articles are troublesome for English learners and we should be patient and persistent in learning to use them. If your students need to know more about articles, refer them to the Workbook.

The teacher shows the following table with PPT and explains it to the students in Chinese.

Types	Usages	Examples
Definite article (The)	A definite article indicates that its noun is a particular one (or ones) identifiable to the listener. It may be the same thing that the speaker has already mentioned, or it may be something uniquely specified.	The children know the fastest way home. Give me the book.
Indefinite article (A/An)	An indefinite article indicates that its noun is not a particular one (or ones) identifiable to the listener. It may be something that the speaker is mentioning for the first time, or its precise identity may be irrelevant or hypothetical, or the speaker may be making a general statement about any such thing.	She had so large a house that an elephant would get lost without a map.

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② Do Exercises 5, 6 and 7 in groups.

③ Assignment for this Section

Written work: Suppose you missed an appointment with your friend. Please write a letter of apology for his / her forgiveness.

2 Maintaining a Sharp Eye



Passage I Thank you, Volunteers!

① Warm-up Questions

- 1 Have you ever done any volunteer job? Describe it in detail.
- 2 What are the ways you usually express thanks to others?

② Guided Reading Aloud of the Passage

The students read the passage after the teacher for the first time, trying to imitate the teacher's pronunciation and intonation, and then read it in class individually. The teacher should pay attention to the students' pronunciation and intonation.

③ Explanation of Difficult Words and Expressions

The students are required to have a discussion in groups to pick out the difficult words and expressions in the whole passage which they don't understand and report them to the class. The teacher will demonstrate the usage of those chosen points, and then ask the students to make up at least two sentences with them in groups. In this passage, apart from what have been chosen in *Language Points in Teacher's Book*, the following points are encouraged to be chosen and practiced on.

- 1 **tend to think:** want to think not too strongly
e.g. They tend to think the sales plan should be discussed again.
- 2 **staff** *n.* the group of workers who do the job for an organization
e.g. The school's teaching staff is / are excellent.
- 3 **toward the end of:** near the end of
e.g. The company will hold a party to express its appreciation to the business partners toward the end of this month.
- 4 **tip a hat toward sb.:** take off a hat to show respect to sb.
e.g. Mr. White tipped his hat toward John for the way he arranged the party.
- 5 **work for:** be suitable to
e.g. This kind of exercises works for any age group of people.



④ Teaching Suggestions for Understanding the Passage in Detail

1 Paragraph 1

- 1) The students read the paragraph together twice.
- 2) Memory training: Give the students 3 minutes to remember this paragraph. Then ask some students to recite it in class.

2 Paragraphs 2 and 3

- 1) Ask two students to read these paragraphs.
- 2) Translation practice: The students have a discussion to translate the paragraphs into Chinese in groups. Then a group presentation is required in class.

3 Paragraph 4

- 1) The students read this paragraph loudly by themselves.
- 2) The students have a discussion to find the answers to the following questions:
 - (1) What gifts did the volunteers working in the library get for Thanksgiving?
(They got various baskets of goodies, boxes of chocolates, flowers and plants, etc.)
 - (2) What action did the library staff take to show their thanks to the volunteers?
(The staff tipped their hats toward the volunteers.)
 - (3) How did the volunteers feel about the staff's action?
(They seemed to appreciate the silent effort to recognize them.)

4 Paragraph 5

- 1) The students read this paragraph after the teacher.
- 2) Group work: Make a brief description of how Linda Bacon expresses her thanks to the volunteers.

5 Paragraph 6

- 1) Ask two students to read this paragraph.
- 2) Dictation practice: The teacher reads each sentence of the paragraph twice, while the students try to write them down. Afterwards, the students check up them with their partners.

**5 Summary of the Passage**

The teacher shows the following table with PPT or draws it on the blackboard. The students are required to complete the table.

Names of persons	Ways to express thanks to volunteers
_____ 1 _____	Providing potlucks for staff and volunteers
Linda Bacon	_____ 2 _____
_____ 3 _____	Tipping hats toward the volunteers
_____ 4 _____	Presenting a picture of a printed hand tapping on a volunteer's back with thankful compliments
Traci Lato	_____ 5 _____

Key:

- | | |
|--|---------------------------------------|
| 1 Nazia Hossain | 2 Taking the volunteers to the movies |
| 3 Aimee Hepler | 4 Karol Haynes |
| 5 Sending out Thanksgiving cards to the volunteers | |

6 Suggested Methods for Doing Exercises

- Group work for Exercises 2 and 3: Give the Chinese translation for each sentence.
- Pair work for Exercises 4 and 5: Each student writes out the sentence patterns they are going to use and then write out their translation. Afterwards they check up each other's work, correcting the mistakes. At last, the whole class repeat the English translation of the sentences together.

7 Assignments for This Section

- Group work: Search online after class to find more ways people express their thanks to others. There should be a class presentation in the next class period.
- Preview of Passage II.

PASSAGE II How Can You Say "Sorry" and Really Mean It?

SECTION 2



① Warm-up Activities

Group work: The students have a discussion of the reasons why it is not easy for people to make apologies to others? There should be a group presentation in class afterwards.

② Guided Reading of the Passage

The students read the passage after the teacher for the first time, trying to imitate the teacher's pronunciation and intonation, and then read it in class individually. The teacher should pay attention to the students' pronunciation.

③ Explanation of Difficult Words and Expressions

The students are required to have a discussion in groups to pick out difficult words and expressions in the passage which they don't understand and then report them to the class. The teacher will demonstrate the usage of those chosen points, and ask the students to make up at least two sentences with them in groups. In this passage, apart from what may have been chosen in *Language Points* in *Teacher's Book*, the following points are encouraged to be chosen and practiced on.

1 **acknowledge** *v.* show that one is grateful for

e.g. His long service with the company was acknowledged with a present.

2 **take one's part:** take one's responsibility

e.g. You should take your part for that car accident.

3 **turn around:** turn the position to the other side

e.g. In his long career, Horton turned around two entire divisions.

4 **hurt sb. back:** cause sb. to feel pain in turn

e.g. He was deeply hurt by what Mary said, so he was going to hurt her back.

5 **keep sth. from happening:** prevent sth. from happening

e.g. The company is trying their best to keep the water pollution happening again.



④ Teaching Suggestions for Understanding the Passage in Detail

1 Paragraph 1

- 1) The students read this paragraph together.
- 2) The students are required to translate this paragraph into Chinese.

2 Paragraphs 2 and 3

- 1) Ask two students to read these paragraphs.
- 2) Group work: The students have a discussion to answer the following questions:

- (1) What is the first step to make an apology?

(It is to admit that you have done something wrong.)

- (2) Why isn't it effective just to say sorry?

(Because just saying sorry and not admitting wrongdoing is empty and the injured party will not believe you.)

- (3) What is the second step to make an apology?

(It is to acknowledge the damage you have done.)

- (4) What are the damages that may be caused to others?

(They are damages on their feelings and property and some difficulty caused.)

3 Paragraph 4

- 1) The students read this paragraph after the teacher.
- 2) Group work: The students have a discussion to catalogue the words used in this paragraph.

(Nouns: responsibility, consequence, part, point, problem, action)

Adjectives: complete, personal, financial, sorry

Verbs: accept, did, be, take, learn, try, turn, look, get, say)

4 Paragraphs 5 and 6

- 1) The students read these two paragraphs together.
- 2) Dictation practice: The teacher reads each sentence of the paragraph twice, and the students write them down. Afterwards, the students check up them with their partners.

⑤ Summary of the Passage

Group work: The students have a discussion to prepare a short study report on how to make an effective apology. Then a group presentation is required.



⑥ Suggested Methods for Doing Exercise 7

Group work: Ask the students to prepare the Chinese translation of the sentences in Exercise 7 in groups, and there will be a group presentation in class afterwards.

⑦ Assignments for This Section

- 1 Recite the last paragraphs of the passage.
- 2 Preview of Sections I, II and III in Unit Three.

③ Appreciating Culture Tips



Understanding of Logos and Business Mottos

Ask the students to read and appreciate the logos and business mottos in this section.

Group Discussion

- ① Please list some other logos and business mottos you are familiar with.
- ② Search online for more logos and business mottos and exchange them in the next class period.

UNIT 3

Road Signs and Commuting



Key and Translation

- Section ❶ Trying Your Hand 049
- Section ❷ Maintaining a Sharp Eye 052
- Section ❸ Appreciating Culture Tips 062

Suggested Teaching Procedures and Class Activities

- Section ❶ Trying Your Hand 063
- Section ❷ Maintaining a Sharp Eye 066
- Section ❸ Appreciating Culture Tips 073

Key and Translation



1 Trying Your Hand



- Read the following two samples of signs and learn to write your own.

The Chinese Version of the Samples:

样
例
1

公司指示牌

接待室	108
会议室	102
财务会计室	205
售后服务部	208
销售部	306
广告部	309
人事部	402
市场研究部	405

购物中心指南

F5 休闲娱乐广场	健身俱乐部	美容沙龙	美发	游泳池	电子游戏
F4 食品饮料	中餐馆	西餐馆	风味餐馆		
F3 运动及家居	运动服饰	运动用品	家居用品	音像制品	
F2 男士服装及儿童服装	服装	饰品	休闲服饰	儿童世界	
F1 名牌广场	珠宝	化妆品	手表	女士时装	
B1 超市					
B2 停车场					



- ② Find from the box the English equivalents to the signs given in Chinese.

Key:

a -5, b -6, c -9, d -7, e -4,
f -10, g -3, h -8, i -2, j -1

- ③ Match Column A with Column B.

Key:

Entrance	入口
Exit	出口
Staircase	楼梯
Booking Office	售票处
Escalator	自动扶梯
Reception Desk	接待处
Inquiry	问讯处
Luggage Office	行李处
Cash Desk	收款处
Customs	海关

- ④ Translate the following signs into Chinese with the help of a dictionary.

Key:

- 1 行人不得穿越
- 2 电梯修理，请走楼梯
- 3 非公莫入
- 4 禁止机动车辆通行
- 5 路滑慢行
- 6 前方修路

Writing Sentences and Reviewing Grammar

- ⑤ Choose the correct answers to fill in the blanks, paying attention to



the number form of the nouns given in brackets.

Key:

- | | | |
|----------------------|------------------|----------------|
| 1 butter | 2 much doubt | 3 movies |
| 4 passengers | 5 much education | 6 room numbers |
| 7 a large population | 8 dismay | 9 information |

⑥ Correct the errors in the following sentences.

Key:

- 1 All the news is interesting to us.
- 2 We all like your idea of using the money to build a primary school.
- 3 If he refuses to pay, I shall take measures against him.
- 4 What lovely hair you have!
- 5 The Johnsons have just moved into a large house and are planning to buy much new furniture.
- 6 Mary likes potatoes better than tomatoes.
- 7 It was such a long journey that we felt very tired when we arrived.
- 8 My father never gave me much advice.
- 9 Our school bought two pieces of equipment for the lab.
- 10 In modern age, electronics has been developing very fast.
- 11 He did too little preparation for his examination.
- 12 There is a book, two pencils and three notebooks on the desk.
- 13 Every means has been tried but without much success.
- 14 Ten dollars is all that I can afford to pay for the recorder.

⑦ Translate the following sentences into English.

Key:

- 1 I'll have a cup of coffee and two pieces / slices of bread.
- 2 The teacher asked us to take out one sheet / piece of paper for the quiz.
- 3 He bought two bottles of beer and three bars of chocolate.
- 4 Mathematics is the subject I feel most interested in.
- 5 Thank you for the much advice you've given me. / Thank you very much for the many suggestions you've given me.
- 6 Failure is the mother of success.
- 7 All the equipment in the factory is made in China.
- 8 Sports are good for health.

- ⑧ Write a short passage of about 100 words to tell a story or about an event related to the picture given below. Some useful words and phrases are provided here to help you. You may start the passage with the sentence: Signs are marks, pictures or words on a board to draw attention, give warnings or direct somebody towards some place.

Key:

Signs are marks, pictures or words on a board to draw attention, give warnings or direct somebody towards some place. They are widely used in public places to provide people with all kinds of useful information. For instance, a Check In sign at an airport will lead you to the check-in counter. A Way Out sign at the subway tells you where you can get out. Wet Paint in a park warns you to keep away from a bench which is still wet with painting. Visiting Hours at the door of an office informs you that it is working time for the officers and clerks in this department. Of course, you will be happy to see the sign “Admission Free” at the gate of an exhibition hall.

② Maintaining a Sharp Eye



Passage I

Information Related to the Reading Passage

America is a nation on wheels. Americans use their cars even for very short distances such as going to the neighborhood store to buy some groceries. The average household owns two cars, trucks or sport vehicles and one in four owns three or more.

Ninety percent of Americans drive to get where they need to go, reporting an average of 87 minutes a day behind the wheel. For car commuters, it's an average of 100 minutes. Cities like Atlanta, San Bernardino and Riverside, Calif., have difficult commutes as the result of city sprawl. In Atlanta, 12.7% of commuters spend more than an hour getting to work, and in the “Inland



Empire”, which includes San Bernardino and Riverside, 15% of commuters take more than an hour to get to the office.

About a third can be classified as aggressive drivers. Six in ten concede they sometimes go well over the speed limit. Sixty-two percent occasionally get frustrated behind the wheel, more than four in ten get angry and two in ten sometimes boil into road rage. And nothing fuels driver anger like getting stuck in a traffic jam.

Anyway, the road still offers more freedom than frustration. Three quarters of Americans say driving often gives them a sense of independence, and nearly half say it's often relaxing. Four in ten love their cars — not just like them, but love them.

Language Points

① Explanation of Difficult Sentences

1 (Para. 2) Taking pictures of funny road signs while traveling is a favorite pastime for many travelers.

Analysis: The gerund phrase beginning with *taking* is the subject of the sentence, in which *while travelling* (= while they are travelling) serves as the time adverbial of the verb *taking*.

Translation: 旅行过程中拍一些滑稽有趣的路牌对很多旅行者来说都是一大消遣乐事。

Example: Looking elsewhere while talking to customers is not considered good manners.

2 (Para. 2) All are perfect for adding to your travel photo album and sharing with friends.

Analysis: *For* is a preposition, which takes two gerund phrases (*adding, sharing*) as its object.

Translation: 这些都完全适合添加进你的旅行相册中与朋友分享。

Example: The song is perfect for singing in the New Year celebration.

3 (Para. 4) After all, the authorities put up a warning sign, picturing a car flying headfirst into the sea.

Analysis: The noun *sign* has a present participle phrase as its post-modifier (picturing=which pictured) and the noun *car* also has a present participle phrase as its post-modifier (flying=that was flying).

Translation: 毕竟，有关部门竖立了一块警示牌，上面画的是一辆轿车



头朝下飞入大海。 **Example:** The artist showed us his new oil painting, depicting a pretty girl dancing in the garden.

- 4 **(Para. 4)** And that sign, pictured against an actual cliff in the background, makes a great travel photo.

Analysis: The noun *sign* has a past participle phrase as its post-modifier (pictured= that is pictured). The verb *make* here acts as a linking verb, which means *have the qualities for a purpose*.

Translation: 衬托着背景中的真实山崖拍摄的这块路牌, 构成了一幅绝佳的旅行照片。

Example: The church, situated in the beautiful mountainous area, makes an ideal place for a wedding reception.

② Important Words

- 1 **straightforward** *a.* simple to understand; honest and open 直白易懂的; 坦率的
e.g. People who are too **straightforward** in speaking may easily offend others.
He was enthusiastic, intelligent and **straightforward**.
- 2 **occasionally** *ad.* now and then 有时, 偶尔
e.g. **Occasionally** the machine goes wrong without any apparent cause.
Everyone wanted a place where they could be left alone **occasionally**.
- 3 **official** *a.* connected with those in power 官方的; 当局的; 正式的
e.g. The news is almost certainly true although it is not **official**.
The President of the United States will make an **official** visit to this country.
- 4 **evidence** *n.* one or more reasons for believing something is true or untrue 证据; 证词
e.g. There is **evidence** that college exam cheating is on the rise.
A video tape was presented as **evidence** in court.
- 5 **caption** *n.* a brief description accompanying a picture or title of an article 图片说明; 标题; 字幕
e.g. The **caption** of a newspaper article is usually set in large type.
He is interested in the **captions** under the pictures.



- 6 **beware** *v.* be careful about something 注意, 当心, 谨防
 e.g. **Beware!** If you have too much sweet food, you'll get fat.
Beware of trains!

Passage Translation

世界各地的有趣路牌

你见到的大多数路牌都直白易懂。它们告诉你该做什么, 往哪个方向走, 你在什么位置等, 但有时, 通常都不是刻意地, 你会发现路牌可能很滑稽!

旅行过程中拍一些滑稽有趣的路牌对很多旅行者来说都是一大消遣乐事。我们都曾遇到过这样的珍品: 错误的译文, 罕见的警示, 或者似乎不大对头的图示。它可能是一块正规的高速公路路牌, 也可能是某种贴在商店橱窗上的东西。这些都完全适合添加进你的旅行相册中与朋友分享。常常, 这样的路牌照片不仅仅是很好的纪念品, 而且对于那些有怀疑的家乡人也可以作为证据。

以下是几个在世界各地找到的滑稽路牌——都是实实在在的东西。希望你喜欢这些路牌, 请你随意加上自己的图片说明。

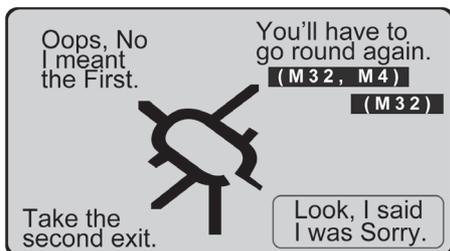


当心别把车子开下山崖!

好像在爱尔兰丁格尔半岛上还真有这种可能。毕竟, 有关部门竖立了一块警示牌, 上面画的是一辆轿车头朝下飞入大海。衬托着背景中的真实山崖拍摄的这块路牌, 构成了一张绝佳的旅行照片。



当心过往驼鹿! ——这当然是最搞笑的路牌之一。



你一定会迷路。

哎呀。不, 我说的是第一个路口。

走第2个出口。

你得再转个弯。

注意, 我说过对不起了。

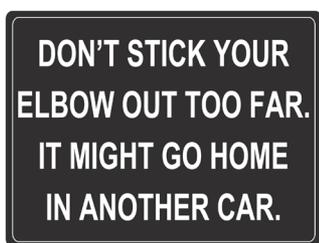


信息超载!



道路尽头就是称作约瑟夫的度假胜地。

这个小山村对我们是天堂。别像进地狱一样地开车穿过。



希望这永远不会发生。

不要把胳膊肘伸出太远，它有可能被另一辆车带回家。



老年人

你要让你的祖母走向墓地吗?

Read and Think

① Answer the following questions according to the passage.

- (Open.)
- A picture of funny road signs.
- You can show them the pictures you have taken.
- He suggests that they add their own captions to the pictures.
- A car is flying headfirst into the sea and will probably cause death and damage.
- It means that too much information given on the road sign only confuses the travelers.

Read and Complete

② Complete each of the following statements with words or phrases from the passage.

- | | | |
|---------------|------------------------|-------------|
| 1 pastime | 2 (photo) album, share | 3 drive off |
| 4 authorities | 5 beware | 6 caption |



③ Fill in the blanks with the proper words or expressions given below, changing the form if necessary.

- | | | |
|----------------|------------|------------|
| 1 come across | 2 beware | 3 add to |
| 4 serve as | 5 official | 6 evidence |
| 7 occasional | 8 pastime | 9 put up |
| 10 authorities | | |

Read and Translate

④ Translate the following sentences into English.

- 1 He volunteered to serve as the driver of our team.
- 2 We should beware of cultural differences in doing foreign trade.
- 3 We've just come across an old friend we haven't seen for ages.
- 4 David studied each photo twice and read the captions carefully.
- 5 We were impressed by his straightforward answers.
- 6 Can you provide any evidence to show that he was not in the crime scene at that time?

Read and Simulate

⑤ Pay attention to the italicized parts in the English sentences and translate the Chinese sentences by simulating the structure of the English sentences.

- 1 Most women I came across in Japan were stay-at-home housewives.
Most problems we came across were solved by team work.
- 2 Doing homework while listening to music is a habit for many young students.
Reciting English words while waiting for a bus is a good suggestion for me.
- 3 These picture books are perfect for showing to pre-school children.
The kind of paper is perfect for painting water color pictures.
- 4 Here are seven qualities found in successful businessmen.
Here are the top news headlines found in local newspapers.
- 5 I hope you enjoy our food here and please feel free to tell us what is your favorite dish.
I hope you like my book and please feel free to make any comments and suggestions.
- 6 The gymnasium put up an interesting picture, showing pandas doing all



kinds of sports.

The park put up a big new sign, picturing a cartoon rabbit giving the directions.

Passage II

Information Related to the Reading Passage

As cities grow, more and more Americans are leaving for work between 5 a.m. and 6:30 a.m. and are commuting for longer periods of time. Here are what some of the worst cities for commuters are like.

In Atlanta, the fastest-growing city in America, more people flood the roadways than the infrastructure can handle. Commuters spend 60 hours a year stuck in traffic, second only to those in Los Angeles. If that is not bad enough, Atlanta is so spread out that only 29% of drivers get to and from work in less than 20 minutes, and 13% spend more than an hour getting to work. The local train system doesn't cover the entire city, and thus fails to relieve the pressure.

Because most of the workers in Washington D.C. are commuting from the Virginia or Maryland suburbs, it can take an exceedingly long time to make it downtown. Here, 15% of commuters take over an hour to get to work, the second highest rate in the country. Drivers spend 60 hours a year stuck in traffic, and only 26% of commuters get to work in under 20 minutes.

In Houston, Texas, 13% of people carpool, the highest such percentage in cities with over 2 million workers, and third among cities with more than 1 million workers. Still, unlike Dallas and Austin, Houston has largely resisted mass transit system development in favor of expanding roadways, highways and interstates to accommodate more cars.

Language Points

① Explanation of Difficult Sentences

1 (Para. 1) Who more?

Analysis: This is an elliptical sentence. The complete sentence could be: Who did more travelling than I did?

Translation: 有谁比我换乘还多呢?



Example: He was playing net games online for 20 hours. Who more?

- 2 (Para. 2) ...why do so many people spend lots of time and money getting to work instead of moving near to it?

Analysis: *Spend time or money V-ing* is a common English expression. *Instead of doing* is a phrase meaning *not doing*. Another phrase which has the similar meaning is *rather than*.

Translation: 为什么那么多人宁愿上班花那么多的时间和金钱，而不搬到工作单位附近居住呢？

Example: Martin spent lots of time complaining about his boss instead of doing anything.

- 3 (Para. 2) It would be so nerve- and traffic-saving if everyone lived near their work.

Analysis: Notice this is a typical sentence pattern in subjunctive mood. *Nerve-* and *traffic-saving* are short for *nerve-saving* and *traffic-saving*. Other similar words are *time-saving*, *labor-saving*, etc.

Translation: 如果大家都住在工作地点附近，能少伤多少脑筋，少乘多少车啊。

Example: It would be time- and labor-saving if we adopted the latest technology.

- 4 (Para. 5) If I had lived next to where I worked, I would have had to move seven times in the last 30 years.

Analysis: Note that the subjunctive mood is used to express an unreal condition. Pay attention to the tenses that are used in the conditional clause and the main clause.

Translation: 如果我是住在工作单位附近，在过去的三十年里我就得搬七次家了。

Example: If we had talked about it, we would have solved the problem between us.

2 Important Words

- 1 **marketing** *n.* the commercial processes involved in promoting and selling and distributing a product or service 销售；促销；营销

e.g. They have come up with new and wonderful **marketing** ideas.

Our **marketing** and business courses are highly valued by employers and will help you develop practical skills.



- 2 **post** *v.* put a message on the Internet (在互联网上) 发帖子
e.g. He **posted** a video and some of the actress's photos online.
You can find lots of newly **posted** articles about car pooling in my blog.
- 3 **commute** *v./n.* to regularly travel a long distance to work; the journey of commuting 通勤, 上下班 (尤其指很远的路程)
e.g. I have to **commute** 10 kilometers to my company in the suburbs.
I spend much less time on my **commute** to work now.
- 4 **contract** *n.* a binding agreement between two or more persons or parties 合同
e.g. Mary signed a two-year **contract** with the company.
The **contract** specifies that the goods should be shipped within 2 months.
- 5 **assignment** *n.* a formal piece of work that is given to someone as part of their work 任务, 作业
e.g. Please turn in your **assignment** before you leave the classroom.
My first **assignment** as a news reporter was to interview a professor.
- 6 **client** *n.* someone who pays for services or advice from an expert or an organization 顾客, 客户; 委托人
e.g. The lawyer argued that his **client** was clearly innocent.
You can introduce your products and services to your **clients** through your website.

Passage Translation

你是如何乘车上下班的?

汉纳·P是一家著名软件公司的销售专家, 他把自己的通勤经历发到了网上, 也邀请其他网民交流他们的观点:

我今天的行程是:

乘坐81路公交车,

然后换乘3路无轨电车,

然后换乘地铁1号线,

然后换乘139路公交车,

最后是87路公交车(行程25公里)。有谁比我换乘还多呢?

实际上问题的核心是, 为什么那么多人宁愿上班花那么多的时间和金



钱，而不搬到工作单位附近居住呢？如果大家都住在工作地点附近，能少伤多少脑筋，少乘多少车啊。

网民网上的回帖

克里斯蒂娜·F:

在葡萄牙，住在工作单位附近就意味着要购买一套根本买不起的住房。我在里斯本的郊区上班。周一去上班，就住在那边，走几步就到单位了。周五下午再回里斯本。（发帖时间：18个小时前）

克里斯·B:

我开车上班，因为这是最省时间的上班方式。（发帖时间：15个小时前）

詹姆斯·B:

我一直在一些小公司上班，这些公司会迁址，变动和停业。如果我是住在工作单位附近，在过去的三十年里我就得搬七次家了。那对我的家庭会很麻烦。所以我住在我自己想住的地方，并愿意开车上班，驾车单程长达40英里。（发帖时间：14个小时前）

奈杰尔·T:

我开车上班。我做的都是些短期的合同工作，合同期在3到12个月之间任意变动，所以对我来说，根本不会选择搬到单位附近。在英国，买房卖房可能要花上3到6个月的时间。我现在的老板住在40英里之外，去年每天来回的车程要189英里，太远了。（发帖时间：13个小时前）

丽萨·N:

我的上一份工作单程驾车要开10英里左右，行径各条城市公路以及一条州际公路，通常上下班都是很快的。现在我没有工作。找到工作后，我或许会换车通勤，因为可能要从郊区开车到市区。如果有轻轨我也会选乘。（发帖时间：13个小时前）

娜塔莉·K:

我到办公室也有大约25公里的路程，我开车上班。我可不愿意搬到离办公地点近的地方，因为我喜欢住在哥本哈根市中心。（发帖时间：11个小时前）



迈克尔·R:

- 5分钟车程到机场,
- 5分钟登机前准备,
- 1小时10分钟的飞行,
- 10分钟驾车到达客户那里。(发帖时间:9个小时前)

Read and Judge

③ Are the following statements true or false according to the passage? Write T / F accordingly.

- 1 T 2 F 3 T 4 F 5 T 6 F 7 F

Read and Translate

④ Translate the following sentences into Chinese.

- 1 对于网民经常提的问题,那家网站总是给予解答。
- 2 为什么那么多人把那么多的时间花在网络聊天上,却不愿意和现实生活中的邻居们交谈呢?
- 3 咱们乘快轨吧,因为这是去那里最省时省钱的方法。
- 4 很多网民都认为生活的成功就意味着拥有一所大房子、一份高薪的工作和一个美满的家庭。你怎么看?
- 5 这款新型手机的定价在100到500美元之间。
- 6 问题的关键是我们一定要从生活经历中吸取教训。
- 7 去年那家公司由于经营不善停业了。
- 8 新的换车通勤方式将会极大地改善这个城市的交通。



(Open.)

Suggested Teaching Procedures and Class Activities



1 Trying Your Hand



Practicing Applied Writing

1 Sample Analysis

The teacher summarizes briefly the format and language used in signs. The teacher may show the following passage with PPT (If there is no PPT prepared, ask the students to take a dictation of the passage). Afterwards, ask the students to read it and translate it into Chinese orally.

Signs are often used in public places to show the requirements for people, to give information or to attract people's attention. Signs can be used for different purposes, for example, traffic signs give you important information about traffic rules, warn you about dangerous road conditions and help you find your way.

The language on signs features the use of short words and phrases, supported by different symbols in various colors and shapes for easy identification. Some signs are written or printed in capital letters.

Some traffic signs:

Dead End Road	No Entry
Enter Here	No Way Out
Keep In Lane	No U-Turn
Keep Right	

Some warning signs:

Dangerous	Pavement Narrows Ahead
Wet Road	Traffic Lights Ahead. Slow Down
Bicycle Crossing Ahead	Watch Your Feet

Some other signs:

Put Litter Here	Wet Paint
Beware of Dog	No Business Today
For Rent	Admittance Free
Please Pay in Cash	Big Discount

② Simulated Writing

- 1 The students read and translate the two sample signs into Chinese with the help of the teacher.
- 2 Do Exercises 2, 3 and 4 in groups.

Writing Sentences and Reviewing Grammar**① The teacher gives a brief summary of the basic rules of forming plural nouns.**

A noun names a person, a place, or an idea. A noun can be countable or uncountable. Countable nouns can be “counted”. They have a singular and plural form. You can add a number in front or an “s” in the end of these words. However, uncountable nouns cannot be counted. This means they only have a singular form. It also means that they do not take “a / an” before them. If the students are weak at forming the plural forms of nouns, ask them to refer to the *Workbook*.

The teacher shows the following tables with PPT and explains it to the students in Chinese.

Types	Usages	Examples
<p>Countable Nouns refer to things that we can count. For example: pen. We can count pens. We can have one, two, three or more pens. Here are some more countable nouns:</p> <ul style="list-style-type: none"> • dog, cat, animal, man, person • bottle, box, litre • coin, note, dollar • cup, plate, fork • table, chair, suitcase, bag 	Countable nouns can be singular or plural.	My dog is playing. My dogs are hungry.



Types	Usages	Examples
<p>Countable Nouns refer to things that we can count. For example: pen. We can count pens. We can have one, two, three or more pens. Here are some more countable nouns:</p> <ul style="list-style-type: none"> • dog, cat, animal, man, person • bottle, box, litre • coin, note, dollar • cup, plate, fork • table, chair, suitcase, bag 	<p>We can use the indefinite article a / an with countable nouns.</p>	<p>A dog is an animal.</p>
	<p>When a countable noun is singular, we must use a word like a / the / my / this with it.</p>	<p>I want an orange. (not <i>I want orange.</i>) Where is my bottle? (not <i>Where is bottle?</i>)</p>
	<p>When a countable noun its plural forms plural, we can use its plural forms alone.</p>	<p>I like oranges. Bottles can break.</p>
	<p>We can use some / any and a few and many with countable nouns.</p>	<p>I've got a few dollars. I haven't got many pens.</p>

Types	Usages	Examples
<p>Uncountable nouns refer to substances, concepts, etc. that we cannot divide into separate elements. In short, we cannot “count” them. For example, we cannot count “milk”; We can only count “bottles of milk” or “litres of milk”, but we cannot count “milk” itself. Here are some more uncountable nouns:</p> <ul style="list-style-type: none"> • music, art, love, happiness • advice, information, news • furniture, luggage • rice, sugar, butter, water • electricity, gas, power • money, currency 	<p>We usually treat uncountable nouns as singular. We use a singular verb.</p>	<p>This news is very important. Your luggage looks heavy.</p>
	<p>We do not usually use the indefinite article a / an with uncountable nouns. We cannot say “an information” or “a music”. But we can “a something (piece, bottle, grain, etc.) of”.</p>	<p>a piece of news a bottle of water a grain of rice</p>
	<p>We can use some and any with uncountable nouns.</p>	<p>I've got some money. Have you got any rice?</p>
	<p>We can use a little and much with uncountable nouns.</p>	<p>I've got a little money. I haven't got much rice.</p>



② Do Exercises 5, 6 and 7 in groups.

③ Assignment for This Section

Group work: Search online and find more English road signs, then translate them into proper Chinese. There should be a class presentation in the next class period.

SECTION

② Maintaining a Sharp Eye



Passage I Funny Road Signs from Around the World!

① Warm-up Questions

- 1 What can we learn from road signs?
- 2 Have you ever seen any road signs that impress you very much? Describe them.

② Guided Reading of the Passage

The students read the passage after the teacher for the first time, trying to imitate the teacher's pronunciation and intonation, and then read it in class individually. The teacher should pay attention to the students' pronunciation and intonation.

③ Explanation of Difficult Words and Expressions

The students are required to have a discussion in groups to pick out the difficult words and expressions in the whole passage which they don't understand and report them to the class. The teacher will demonstrate the usage of those chosen points, and then ask the students to make up at least two sentences with them in groups. In this passage, apart from what have been chosen in *Language Points* in *Teacher's Book*, the following points are encouraged to be chosen and practiced on.

1 **come across**: meet by chance

e.g. He came across an old friend on the train when traveling in London.



- 2 **serve as:** perform a particular function
e.g. She ushered me into the front room, which served as her office.
- 3 **feel free to do:** do sth. in a very willing way
e.g. If you have any questions at all, please feel free to ask me.
- 4 **after all:** a phrase to help explain something you have just said
e.g. I thought you might know somebody. After all, you are the man with a lot of connections.

4 Teaching Suggestions for Understanding the Passage in Detail

1 Paragraph 1

- 1) The students read this paragraph together for two times.
- 2) Group work: The students have a discussion to translate the paragraph into Chinese. Then there will be a group presentation in class.

2 Paragraph 2

- 1) Two or three students read this paragraph individually.
- 2) Group work: Each group prepares 3 to 5 questions according to the passage. Then the group representatives put up their questions in class and ask other group members to give the answers.

(Sample questions:

- (1) **What is a favorite pastime for many travelers?**
- (2) **What funny road signs have you ever come across?**
- (3) **What are the funny road signs about?**
- (4) **Have you ever added your own captions to the funny road signs you've collected?**
- (5) **What do people often do with the photos of the funny road signs they've collected?)**

3 The rest of the passage

- 1) The students read this part loudly by themselves.
- 2) Meanwhile, the teacher writes down the following table on the blackboard or shows it with PPT. The students are required to have a discussion to interpret the implied meaning of the road signs in short sentences.



Notices under the road signs	Meanings
Don't drive your car off a cliff!	(1) There is a cliff ahead.
Beware — Moose Crossing	(2) _____
You are sure to get lost.	(3) _____
Information overload!	(4) _____
Down at the end of the road is a resort town called Joseph.	(5) _____
Hope it never happens.	(6) _____
Do you want your grandma to go to the cemetery?	(7) _____

Key:

- (2) **Take care of the crossing moose.**
- (3) **There are too many forks here.**
- (4) **Too many road signs shown together are confusing.**
- (5) **Please mind your driving while crossing the resort.**
- (6) **Don't put your elbow out of your car window too far.**
- (7) **Take care of the old people crossing the road.**

5 Summary of the Passage

- 1 Group work: The students have a discussion to find the main idea of the passage. There will be a group presentation in class.
(Reference: The main idea of the passage is that you may find many interesting, often funny road signs while traveling around the world.)
- 2 Ask the students to categorize the topic-related words used in the passage into the following three groups:
 - 1) Nouns:
(road, sign, direction, pastime, traveler, gem, translation, illustration, highway, shop, window, travel, photo, album, friend, evidence, souvenir, proof, folk, part, world, caption)
 - 2) Adjectives:
(straightforward, funny, favorite, miswritten, unusual, right, official, photographic, great, doubtful, , various, real, free, own, such)
 - 3) Adverbs:
(occasionally, usually, unintentionally, oftentimes)



6 Suggestions for Doing Exercises

- 1 Group work for Exercises 2 and 3: Underline the useful expressions in each sentence.
- 2 Pair work for Exercises 4 and 5: Each student writes out the sentence patterns they are going to use and then write out their translation. Afterwards they check up each other's work, correcting the mistakes. At last, the whole class repeat the English translation of the sentences together.

7 Assignments for This Section

- 1 Group work: Search online or go around the city after class to look for road signs that are interesting or funny or wrongly translated. There will be a group presentation in the next class period.
- 2 Preview Passage II.

PASSAGE II How Do You Commute to Work?

1 Warm-up Questions

- 1 Which means of transport do you like to take? And why?
- 2 What's your idea about commuting to work or to school?

2 Guided Reading of the Passage

The students read the passage after the teacher for the first time, trying to imitate the teacher's pronunciation and intonation, and then read it in class individually. The teacher should pay attention to the students' pronunciation.

3 Explanation of Difficult Words and Expressions

The students are required to have a discussion in groups to pick out the difficult words and expressions in the passage which they don't understand and then report them to the class. The teacher will demonstrate the usage of those chosen points, and ask the students to make up at least two sentences with them in groups. In this passage, apart from what may have been chosen in *Language Points* in *Teacher's Book*, the following points are encouraged to be chosen and practiced on.



- 1 **the point of the question:** the key to or the purpose of the question
e.g. The point of the question is that they know little about the company, so they don't intend to have a deal with it.
- 2 **spend time or money doing sth.:** it takes some time or money for sb. to do sth.
e.g. Engineers spend much time and energy developing brilliant solutions.
- 3 **cannot afford:** do not have enough money to buy
e.g. At that time my parents couldn't even afford a new refrigerator.
- 4 **go out of business:** stop trading because of not making enough money
e.g. Thousands of small companies would go out of business because of this earthquake.
- 5 **a round trip:** travel to a place and then back again
e.g. The train operates the 2400-mile round trip once a week.

④ Teaching Suggestions for Understanding the Passage in Detail

- 1 Part I (Hanna's writing):
 - 1) The students read this part loudly by themselves.
 - 2) Group work: The students have a discussion to translate this part into Chinese. Then there will be a group presentation in class.
- 2 Part II (Cristina and Chris' responses):
 - 1) Ask two students to read this part.
 - 2) Group work: The students have a discussion to find the answers to the following questions.
 - (1) Where does Cristina live?
(She lives in Lisbon, Portugal.)
 - (2) Where does Cristina work?
(She works outside Lisbon.)
 - (3) When does Cristina go home every week?
(She goes home every Friday afternoon.)
 - (4) How does Chris go to work?
(He goes to work in his car.)
- 3 Part III (James and Nigel's responses):
 - 1) The students read this part after the teacher.
 - 2) Dictation practice. The teacher reads each sentence of the paragraph



twice, and the students write them down. Afterwards, the students check them up with their partners.

4 Part IV (Lisa and Natalie's responses):

- 1) The students read this part loudly by themselves.
- 2) Meanwhile, the teacher writes down the following passage on the blackboard or shows it with PPT. The students are required to fill in the blanks without referring to the book.

Lisa's response:

I drove about 10 miles one way to get there for my _____. But now I don't have _____. If I go to work again, I might use a _____ because I may be commuting from _____. I might also use the _____ if it is available.

(Key: last job, a job, park and ride system, the suburbs to the city, light rail)

Natalie's response:

I have to drive around _____ to the office. I wouldn't like to move to the area _____, because I enjoy living _____ of Copenhagen.

(Key: 25 km, close to the office, in the centre)

5 Part V (Michael's response):

- 1) The students read the paragraph together.
- 2) Group work: The students have a discussion to rewrite the sentences in this part into a short passage. Then a group presentation is required in class.

(Reference: My way to work is like this — Every day I spend 5 minutes driving from home to the airport, and another 5 minutes to get on my plane. After 1 hour and 10 minutes' flight, I need another 10 minutes to drive to my customers' place.)

5 Summary of the Passage

- 1 Group work: The students have a discussion to answer the following question: *What can we know from the passage?* Then there will be a group presentation in class.

(From the passage we know that all those people spend a lot of time commuting from home to work. That means they are living far away



from their work places.)

- 2 Meanwhile, the teacher writes down the following table on the blackboard or shows it with PPT. The students are required to complete the table.

Names of persons	Time or distance of commuting	Commuting by
Hanna P.	25 km	_____ 1 _____
Cristina F.	unknown	_____ 2 _____
Chris B.	unknown	_____ 3 _____
James B.	_____ 4 _____	car
Nigel T.	40 miles	car
Lisa N.	10 miles (previous)	_____ 5 _____
Natalie K.	25 km	car
Michael R.	_____ 6 _____	_____ 7 _____

Key:

- 1 bus and underground train 2 unknown
 3 car 4 40 miles (one-way)
 5 car or light rail 6 1 hour and 30 minutes
 7 car and plane

⑥ Suggestions for Doing Exercise 7

Group work: Ask the students to prepare the Chinese translation of the sentences in Exercise 7 in groups, and there will be a group presentation in class afterwards.

⑦ Assignments for This Section

- 1 Group work: Have a discussion to write a study report on the reasons why people would like to live far away from their work places. Students' original ideas are welcome. There should be a group presentation in the next class period.
- 2 Preview Sections I, II and III in Unit Four.

3 Appreciating Culture Tips

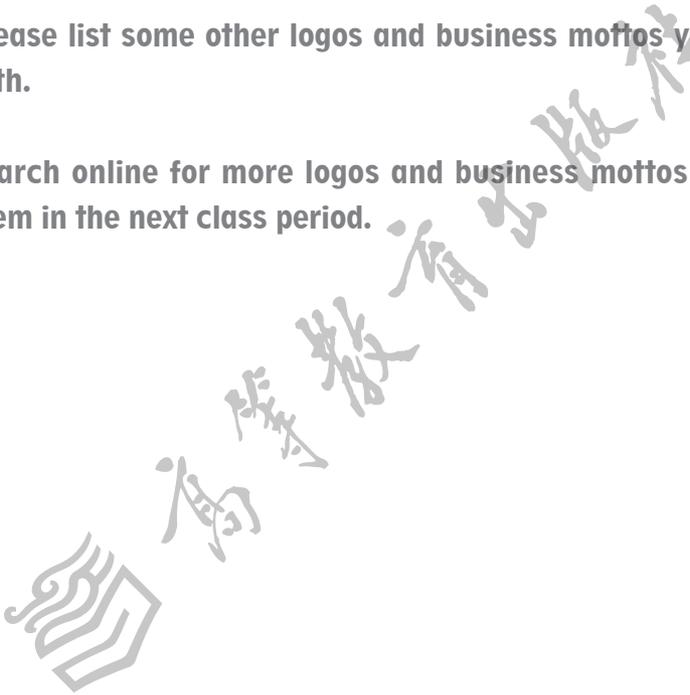


Understanding of the Business Mottos

Ask the students to read, discuss and appreciate the logos and business mottos.

Group Discussion

- 1 Which logos and business mottos impress you most? Give your comments.
- 2 Please list some other logos and business mottos you are familiar with.
- 3 Search online for more logos and business mottos and exchange them in the next class period.



UNIT 4

Punctuality and Culture



Key and Translation

- Section ❶ Trying Your Hand 075
- Section ❷ Maintaining a Sharp Eye 078
- Section ❸ Appreciating Culture Tips 086

Suggested Teaching Procedures and Class Activities

- Section ❶ Trying Your Hand 087
- Section ❷ Maintaining a Sharp Eye 089
- Section ❸ Appreciating Culture Tips 095

Key and Translation



1 Trying Your Hand



Practicing Applied Writing

- ① Fill in the office hours making use of the information in the passage that follows.

Key:

Services at Grove Hotel

	Opening Hours	Opening Days
Restaurant		Sunday–Saturday
Breakfast	6:30 a.m.–9:00 a.m.	
Lunch	11:00 a.m.–2:00 p.m.	
Dinner	5:10 p.m.–9:00 p.m.	
Roof Garden	9:00 a.m.–11:00 p.m.	Sunday–Saturday
Souvenir shop	8:00 a.m.–9:00 p.m.	Monday–Saturday
Clinic	8:00 a.m.–12:00 a.m.	Monday–Saturday
	1:00 p.m.–5:00 p.m.	

样
例
1

- ② Translate the following schedule into English, using the data bank in the Workbook for reference.

Key:

Li Qiang's Schedule

June 18 th Monday	9:00 a.m.	have an appointment with Bob
	2:30 p.m.	pick up Mr. Anderson at the airport, check into Beijing Hotel
June 19 th Tuesday	8:30 a.m.	show Mr. Anderson around the plant
	2:00 p.m.	discuss contracts with Mr. Anderson
	7:30 p.m.	have dinner with the general manager, Mr. Wang and Mr. Anderson in Beijing Hotel
June 20 th Wednesday	8:00 a.m.	write performance report
	2:00 p.m.	staff meeting

样
例
2



June 21 st Thursday	9:30 a.m. 3:30 p.m.	see exhibition in Arts Museum attend business meeting
June 22 nd Friday	8:00 a.m.	pick up Mr. Anderson to the airport departure time: 10:10 a.m. check in: 9:10 a.m.

- ③ Write an English schedule for the coming week according to your circumstances.

Key:

(Open.)

Writing Sentences and Reviewing Grammar

- ④ Complete the following sentences, using the right verb forms.

Key:

1 haven't received

2 came

3 is

4 graduated

5 will have taken place

6 had asked

7 had been writing

8 complained

9 had been

10 will be watching

- ⑤ Correct the errors in the following sentences.

Key:

1 Many years ago, Jim lived in Paris with his uncle for a long time.

2 The teacher told the students that light travels much faster than sound.

3 He told us he joined the Party in 2010.

4 It has been snowing since last Sunday.

5 Bob got married six years ago. / Bob has been married for six years.

6 By 2050, scientists surely will have discovered a cure for AIDS.

7 John has been to Beijing several times and he knows the place very well.

8 He has been working on software design for five years. / He has been working on software design since five years ago.

9 They have begun a new course since yesterday. / They began a new course yesterday.



- 10 He lived in London until 2010.
- 11 By seven o'clock yesterday, we had arrived at the airport.
- 12 I would have gone to Shanghai yesterday, but I missed the flight.
- 13 It is / has been a long time since I saw you last.
- 14 Whenever we visited them, they were watching TV.
- 15 I hear he has gone abroad. I wonder when he left.

⑥ Translate the following sentences into English.

Key:

- 1 This is the most interesting novel he has ever written.
- 2 The students were still laughing when the teacher came into the classroom.
- 3 I haven't finished the book yet, so I don't want to return it to the library.
- 4 Is this the first time you've come to China?
- 5 Even if it rains in the afternoon, I will go downtown with you.
- 6 I didn't hear what you said just now. I was watching TV.
- 7 I know Mr. Wang is living in Nanjing at the moment.
- 8 The little town lies at the foot of a mountain.

Write and Describe a Picture

- ⑦ Suppose this is your schedule for the coming three days. Write a paragraph of about 100 words based on the information given in the schedule. You may start the passage with the sentence: I've got a very busy schedule.**

Key:

I've got a very busy schedule. I'm catching the 9:45 flight on October 8 and arriving in Shanghai at 2:00 in the afternoon. Bob is meeting me at the airport. I will check into Beach Hotel and have a rest there in the evening. On October 9, I'm meeting Mrs. Black at 10:15 a.m. and after having lunch at Beach Hotel we're visiting the plant at 2:30 p.m. The next day I'm attending a conference at 9 a.m. I'm leaving Shanghai in the afternoon. I'm taking a flight at 3:30 p.m. and arriving back at 7:45 p.m. Phillip will be there to pick me up at the airport.



Passage I

Information Related to the Reading Passage

Americans and Europeans consider time to be an asset that can be spent and saved; therefore, proper scheduling of time and its appropriate allocation to various competing tasks is an important part of organizational management. Variations in time use are expected to influence performance and stress, as well as other outcomes. It is a vital strategic element. The large amount of management processes and methods developed to improve performance by managing time use proves the importance placed on time. Here are a few famous quotes and sayings about time and punctuality:

Do you love life? Thus do not squander time, for that's the stuff life is made of. — Benjamin Franklin

Time wastes things away, and all things grow old through time. — Aristotle

Time takes all and gives all. — Giordano Bruno

Lost wealth may be replaced by industry, lost knowledge by study, lost health by temperance or medicine, but lost time is gone for ever. — Samuel Smiles

Few things tend more to alienate friendship than a want of punctuality in our engagements. I have known the breach of a promise to dine or sup to break up more than one intimacy. — William Hazlitt

Punctuality is the soul of business. — Thomas Chandler Haliburton

While we keep a man waiting, he reflects on our shortcomings. — Anonymous

Language Points

① Explanation of Difficult Sentences

- 1 (Para. 1) One of the cultural differences that tend to annoy Americans has to do with understanding of punctuality.

Analysis: *Has to do with* is a phrase meaning *has a specified relationship with*. It is the predicate of the sentence. *That* introduces a restrictive relative clause modifying *differences*.

Translation: 有一种常会惹恼美国人的文化差异可能关系到对守时的不同理解。



Example: One of the difficulties that tend to trouble me has to do with saying no to extra work.

- 2 (Para. 3) Arriving at my office 30 minutes after the appointment, I found a voice message telling me the team was waiting for me in the meeting room.

Analysis: *Arriving at ...* is a present participle phrase used as an adverbial of time. *Telling me (= that told me)* is a present participle phrase modifying *message*. *The team was waiting for me in the meeting room* is the object clause of the verb *telling* with *that* omitted.

Translation: 我到办公室时比约定的时间晚了30分钟，发现有个电话录音，说那个团队在会议室等我。

Example: Getting to my office very early, I saw Jane's note saying she would have lunch with me.

- 3 (Para. 3) Being afraid that I had missed the appointment, I hurried in, and found them happily chatting together.

Analysis: *Being afraid that I had missed the appointment* is a present participle clause used as an adverbial of cause. *Chatting* is a present participle used as the object complement.

Translation: 由于害怕我已经错过了这次约会，我赶紧跑进会议室，却发现他们正在一起开心地聊天。

Example: Being afraid that I had made my parents angry, I went back home early and found them cooking dinner for me.

- 4 (Para. 4) ... if you start late you won't be able to finish the business at hand without running beyond the scheduled ending time.

Analysis: *If* introduces an adverbial clause of condition. Note that the pattern *you won't be able to ... without running beyond ...* means *you will ... by running beyond ...*

Translation: 如果你开始得晚了，不超出约定的结束时间你就不可能完成手头的业务。

Example: If Sally has the money, she won't go shopping without buying a lot of expensive clothes.

② Important Words

- 1 **punctuality** *n.* the quality of adhering to an appointed time 守时
e.g. His habit of **punctuality** has not changed since he was eight years old.
Punctuality is thought to be a matter of course in Europe and America.



- 2 **pay** *v.* be worth it 有回报, 值得
e.g. It **pays** to be honest.
It **pays** to learn a foreign language.
- 3 **annoy** *v.* to disturb or irritate especially by repeated acts 使烦恼; 惹恼
e.g. He **annoyed** his boss by drumming the table with his fingertips.
He kept complaining about everything, which really **annoyed** us.
- 4 **punctual** *a.* arriving exactly at the time appointed 准时的; 守时的
e.g. We cannot guarantee the **punctual** arrival of trains in foggy weather.
Not being **punctual** is his biggest shortcoming.
- 5 **attitude** *n.* a mental state involving feelings, beliefs and values 态度; 看法
e.g. An unfriendly **attitude** of the shop assistant often annoys customers.
People with high EQs often have positive **attitudes** towards life.
- 6 **behavior** *n.* manner of acting 行为; 举止
e.g. All of us change our **behavior** to fit different situations.
I noticed a change in his **behavior**.

Passage Translation

守时有回报

有一种常会惹恼美国人的文化差异可能关系到对守时的不同理解。要想升职就要从准时上班做起!

如果你来自一个对时间观念比较宽松的文化环境,那么美国人对待时间的认真态度就很可能使你感到惊讶。尽管不是所有的美国人都总是守时,但是社会整体上是在严格遵守时间的基础上运行的。无论在个人生活、社区生活还是美国商业文化中都是如此。

下面是最近发生在我身上的一个真实故事。我本来安排了和一个来自印度的团队进行商业会晤,可是不知怎么的,忘了把它记在我的日程表上。我到办公室时比约定的时间晚了30分钟,发现有个电话录音,说那个团队在会议室等我。由于害怕我已经错过了这次约会,我赶紧跑进会议室,却发现他们正在一起开心地聊天。他们的神态是在说:“啊呀,你来了!咱们现在可以开始了!”

如果这是个美国人的团队,他们很可能会生气,而且不可能等待十多分钟——这是最多的了。他们会给我留个口信,要求重新安排会谈时间。为什么?因为美国式的约会安排有严格的结束时间和开始时间。如果你开始得晚了,不超出约定的结束时间你就不可能完成手头的业务。

如果你对于在美国工作、与美国人做生意或者为美国在海外的公司工作等情况



不熟悉，下面就你在约会和守时方面的日常行为提出了几项建议，它们一定能帮助你与美国同事愉快相处。

要提前安排会议和约见时间——要提前几天，一周，甚至一个月。

始终要对见面会谈约定好时间。不要突然出现还指望人家有时间和你交谈。

如果你觉得约见有可能迟到几分钟，要打电话告知对方你会迟到。

要计划好自己的时间，以保证能准时赴约。避免在最后时刻临时改变计划。

Read and Think

① Answer the following questions according to the passage.

- 1 People from other cultures have a different understanding of punctuality.
- 2 Americans are serious about time.
- 3 They don't care much about punctuality and take it lightly.
- 4 The society as a whole operates on the basis of well-kept schedules.
- 5 They would have been annoyed and wouldn't have waited that for more than ten minutes.
- 6 Being punctual will do you good sooner or later.

Read and Complete

② Complete each of the following statements with words or phrases from the passage.

- | | | |
|-------------------------|----------------|-----------------|
| 1 punctuality, punctual | 2 logs | 3 at (the) most |
| 4 in advance | 5 running late | 6 new to |

③ Fill in the blanks with the proper words or expressions given below, changing the form if necessary.

- | | | | |
|----------------|---------------|-----------------|-----------|
| 1 at hand | 2 make time | 3 at (the) most | 4 annoyed |
| 5 feel free to | 6 perfect for | 7 pays | 8 new to |
| 9 tends to | 10 get ahead | | |

Read and Translate

④ Translate the following sentences into English.

- 1 This is made of glass. It costs 100 Yuan at (the) most.
- 2 Mary is ambitious. She is keen to get ahead in her career.
- 3 If you need our products, please contact me in advance.
- 4 We need a truck driver, and you are perfect for this job.



- 5 Tom is new to the town. He has never been there before.
- 6 It is difficult to master a foreign language, but it pays to make the effort.

Read and Simulate

⑤ Pay attention to the italicized parts in the English sentences and translate the Chinese sentences by simulating the structure of the English sentences.

- 1 One of the difficulties that overseas students have to overcome has to do with adapting to foreign culture.
One of the challenges that faces us has to do with coping with global warming.
- 2 Winning a scholarship starts with getting excellent grades.
Succeeding in a job interview starts with making a good impression.
- 3 This is true in spoken language as well as in written language.
This is true in modern societies as well as in ancient societies.
- 4 Being sorry that I had broken his cell phone, I hurried out to buy him a new one.
Being happy that I had got a pay raise, I spent much money in a big shopping mall.
- 5 These lectures are sure to help you achieve face with new challenges.
The promotion plans are sure to help us increase the sales of our new models.
- 6 Don't just sit in front of the computer all day long and expect your parents to do everything for you.
Don't just stay at home and expect a good job to come to you.

Passage II

Information Related to the Reading Passage

People around the world treat time differently. In Canada and the United States, meetings are well organized and people get down to business quickly. People don't spend much time developing a relationship with clients. In contrast, Latin Americans have a more relaxed sense of time, often arriving to a meeting or an event one-half to one hour after the scheduled time.



In Europe, people like to be punctual. Visitors are advised to be on time, or nearly on time, when invited to a party or a home dinner. Business relations are similar to those in North America. Appointments may be made weeks in advance.

In the Middle East, business people may come one hour late to an appointment. Much time is spent in socializing and general conversations.

In China, Japan, Singapore or Indonesia, visitors are advised to be on time or even early for a meeting. However, In Malaysia, Thailand, Korea, or the Philippines, you can expect people to be late, especially for social events.

Language Points

① Explanation of Difficult Sentences

- 1 (Para. 2) Those traveling or doing business abroad should always find out the answer to this question.

Analysis: *Traveling or doing business abroad* (= who travel or do business abroad) is a present participle clause used as the post-modifier of those.

Translation: 到国外旅行或做生意的人都应该找出这个问题的答案。

Example: Those doing research or working on a project should have a serious attitude towards their work.

- 2 (Para. 3) It is also supposed etiquette to arrive a little late for a party, which I have never ever understood.

Analysis: *Supposed* is a past participle, used as an adjective here. *Which* introduces a non-restrictive relative clause and *which* itself refers to the whole main clause.

Translation: 参加派对时晚到一会也是公认的礼节，这一点我永远也弄不明白。

Example: It is supposed good speaking manners to have eye contact, which I have always kept in mind.

- 3 (Para. 8) ...when a bridge or major highway shuts down, there may not be any way to get where you are going.

Analysis: The infinitive phrase *to get where you are going* is the post-modifier of the noun way.

Translation: 当某座桥或某条重要高速公路关闭时，你就可能没办法到达要去的地方。

Example: When I'm at a loss for words, I don't know the right way to handle the embarrassing situation.



- 4 (Para. 8) So I would have to say that I am always early, except when I can't get there at all, in which case I will call as soon as I know I am going to be late.

Analysis: In the object *that*-clause, *except* introduces a *when*-clause, an adverbial clause of time, indicating an exceptional situation. *In which case* introduces a non-restrictive relative clause, which refers to the exceptional when-clause.

Translation: 所以我得说我总是提前到, 除非我根本就到不了。遇到这样的情况, 一旦知道我会迟到, 我就马上拨打电话告知对方。

Example: I always hurry to work, except when I am not given any tasks, in which case I will just take my time.

② Important Words

- 1 **standard** *n.* a basis for comparison; a reference point against which other things can be evaluated 标准
e.g. I'm afraid that this shipment was not up to your own **standard**.
The people of the U.S. have a high **standard** of living.
- 2 **etiquette** *n.* the formal rules for polite behaviors 礼节
e.g. According to **etiquette**, you should stand up to meet a guest.
He is a diplomat and he knows about diplomatic **etiquette**.
- 3 **suppose** *v.* to believe especially on uncertain or tentative grounds; used to say what was or is expected or intended to happen 料想; 以为; [用于被动语态]认为应该
e.g. I haven't **supposed** that I can get the first prize.
What am I supposed to do with the **documents**?
- 4 **absolutely** *ad.* completely and in every way 完全, 绝对地
e.g. It is absolutely necessary to type the patient's blood before a blood transfusion.
Don't pull the switch, unless absolutely necessary.
- 5 **insult** *n./v.* a remark or action that is offensive or deliberately rude; to offend someone by saying or doing something they think is rude 侮辱, 冒犯
e.g. She had to compose herself before she could reply to this terrible **insult**.
I'm sorry for what I said; I never meant to **insult** you.



6 case *n.* an example of a particular situation, problem, etc. 实例；事例；情形；场合

e.g. They may not agree. In that **case**, we'd better hold a discussion.

We store some candles in the box in **case** the electricity goes off.

Passage Translation

你守时吗？

问题：你守时吗？

（丽萨·L于2010年7月2日发帖）

回答1：这是一个有关文化的好问题。到国外旅行或做生意的人都应该找出这个问题的答案。我在工作上很守时；但是按照美国的标准，我在个人生活方面就不算守时。按照美国的标准，我们这些美籍巴西人总是迟到：如果聚会时间是8点，每个人都会10点到场，而包括主人在内的每个人都很高兴，因为我们挺准时。干杯！：)

回答2：准时赴约是个礼节。参加派对时晚到一会也是公认的礼节，这一点我永远也弄不明白。每件事我都提前做。不这样做我就认为失礼了。；-)

回答3：绝对守时！我认为男女约会、约见，或是上课，等等，迟到就是对你要见的人的侮辱。这似乎是说：我的时间比你的时间更重要。：-|

回答4：我不但“守时”，生活中大多数情况下，我都是提前到。秘诀（而且真的很管用！）就是把我生活中的所有时钟（电脑除外）都拨快10分钟！；-}

回答5：是的，而且过于守时了。这很令我烦恼。即便我真想迟到，我还是会早到些。这是个很糟糕的习惯。不错，我有时确实也迟到。我唯一迟到的情况是迷了路，那样就真的会迟到一小时左右。不过，嘿，我们都会有小麻烦的，不是吗？：-O

回答6：和女友约会的时候，我总是做到按时到达。我曾经有个每次约会总会迟到的女朋友。如果约会时间定在9点，她在路上要花45分钟，她就会在9点45分来到。我很喜欢她，但实在受不了她不守时的习惯。：-e

回答7：我讨厌迟到，总是计划着至少提前10分钟。但是在华盛顿这个地方，如果某座桥或某条主要高速公路关闭，你就没办法到达要去的地方。所以我得说我总是提前到，除非我根本就到不了那里。在这种情况下，一旦我知道会迟到，就会马上打电话告知对方。这种事不常发生，而一旦发生我就会很懊恼。：-/

**Read and Judge**

③ Are the following statements true or false according to the passage?

Write T / F accordingly.

- | | | | |
|-----|-----|-----|-----|
| 1 T | 2 F | 3 F | 4 F |
| 5 F | 6 F | 7 T | |

Read and translate

④ Translate the following sentences into Chinese.

- 1 按照美国人的标准，巴西人不算守时。
- 2 那些出国旅行或者做生意的人应该了解在守时方面的文化差异。
- 3 她不能理解，为什么人们会觉得参加派对就该晚到一会儿。
- 4 约会迟到的时候我会觉得有点尴尬，但我不认为这是对已经到场的人的侮辱。
- 5 这一提示对我们可能会有用。让我们把家里的钟表都拨快10分钟吧。
- 6 第一印象可能会永远保持下去，所以一定要确保自己在面试中给人留下好印象。
- 7 她的父母总是问她很多问题，这令她很心烦。
- 8 这位巴士司机通常都很有礼貌，但在这种特定情况下他却发火了。

③ Appreciating Culture Tips

(Open.)

Suggested Teaching Procedures and Class Activities



1 Trying Your Hand



Practicing Applied Writing

1 Sample Analysis

The teacher summarizes briefly the format and language used in timetables and schedules. The teacher may show the following passage with PPT (If there is no PPT prepared, ask the students to take a dictation of the passage.). Afterwards, ask the students to read it and translate it into Chinese orally.

If you want to travel by plane or train, you'd better consult / look up a flight or train timetable. A timetable is a list of times at which some events are planned to happen, especially the times when buses, trains and planes leave / depart and arrive.

A schedule is a list of planned activities or things, in which the times or dates when they are due / planned to happen or be done are shown.

A timetable or schedule can be written in the form of a table or a list.

2 Simulated Writing

- 1 The students read and translate the passage in the sample and then fill in the table with the information in the passage.
- 2 Do Exercises 2 and 3 in groups.



Writing Sentences and Reviewing Grammar

- ① **The teacher gives a brief summary of the basic rules of using verb tenses.**

The verb tenses give information about when and how an action takes place. Remember to change verb tenses when there is a real change in time. The following are the main types of verb tenses:

The teacher shows the following table with PPT and explains it to the students in Chinese.

Types	Usage	Examples
Simple Present Tense	The action occurs at present as a fact or truth.	We meet every Thursday.
Present Continuous Tense	The action is ongoing at present.	The candle is burning.
Simple Past Tense	The action occurred in the past.	The car exploded at 9:30 a.m. yesterday.
Past Continuous Tense	The action was ongoing in the past.	At 8p.m. yesterday, I was watching TV.
Present Perfect Tense	The action began in the past but continues into the present or the effect of which still continues.	Betty has taught English at this school for ten years.
Past Perfect Tense	The action occurred at a time prior to another past time.	The train had left when we arrived.
Simple Future Tense	The action will occur at a future time.	Maybe we'll stay in and watch television tonight.
Future Perfect Tense	The action will have been completed at a specified time in the future.	By Saturday noon, I will have finished my housework.

- ② **Do Exercises 4, 5 and 6 in groups.**

- ③ **Assignment for this Section**

Written work: Suppose you are the secretary of a company's manager. You are required to make a schedule for the business meeting to be held from Dec. 20 to 21. The agenda of the meeting includes the manager's report of the annual production followed by the discussion of the production plan for the next year.



Passage 1 Punctuality Pays!

1 Warm-up Questions

- 1 What's your idea about being late for an appointment?
- 2 If you are late for class, what would you say to the teacher and your classmates?

2 Guided Reading of the Passage

The students read the passage after the teacher for the first time, trying to imitate the teacher's pronunciation and intonation, and then read it in class individually. The teacher should pay attention to the students' pronunciation and intonation.

3 Explanation of Difficult Words and Expressions

The students are required to have a discussion in groups to pick out the difficult words and expressions in the whole passage which they don't understand and report them to the class. The teacher will demonstrate the usage of those chosen points, and then ask the students to make up at least two sentences with them in groups. In this passage, apart from what have been chosen in *Language Points in Teacher's Book*, the following points are encouraged to be chosen and practiced on.

- 1 **have to do with:** be connected to
e.g. Mr. Green denied having anything to do with the car accident.
- 2 **as a whole:** as a single unit
e.g. He described the move as an achievement of the company as a whole.
- 3 **at (the) most:** not more than
e.g. The repairs to your car will cost \$135 at the most.
- 4 **be new to:** just begin to know about or to do
e.g. Please give her a hand because she is new to the job.



④ Teaching Suggestions for Understanding the Passage in Detail

1 Paragraphs 1 and 2:

- 1) The students read these two paragraphs loudly together.
- 2) Group work: Have a discussion to translate these two paragraphs into Chinese. There will be a group presentation in class.

2 Paragraph 3:

- 1) Ask the students to read this paragraph individually for two times.
- 2) Group work: Have a discussion to answer the following questions:
 - (1) Whom was the author going to meet that day?
(A team from India.)
 - (2) Why did he forget the appointment?
(Because he forgot to log the appointment into his schedule.)
 - (3) When did he get to the meeting room?
(More than 30 minutes later than the appointed time.)
 - (4) What was the attitude of the Indian people toward the author's coming late?
(They did not care about it at all.)

3 Paragraphs 4 and 5:

- 1) Read these two paragraphs after the teacher.
- 2) Pair work: One student asks 4 or 5 questions about these two paragraphs, and the other one gives the answers. Then the students exchange their roles to do the same work again.
(For example: What would Americans do if someone is very late for the appointment? How long would Americans wait for the late comers?)

4 Paragraphs 6, 7, 8 and 9:

- 1) The students read these four paragraphs loudly by themselves.
- 2) Meanwhile, the teacher writes down the following sentences with some words missing on the blackboard or shows them with PPT. The students are asked to complete the sentences.

Tips for etiquette about appointments and punctuality:

- A. Make your appointment _____. **(in advance)**
- B. Don't just _____ for in-person meeting without any appointment. **(show up)**



- C. Inform the other party if you are _____. (**more than a few minutes late**)
- D. Don't change _____ at the last minute. (**plans**)

5 Summary of the Passage

- 1 Point out the words or phrases related to being punctual in the passage.

Related words :

punctual, schedule, appointment, re-schedule, punctuality, plan ...

Related phrases:

understanding of punctuality, on time, well-kept schedules, in advance, running late, changing a plan

- 2 Group work: Have a discussion to prepare a short study report about how to be punctual. A group presentation in class is required.

6 Suggestions for Doing Exercises

- 1 Group work for Exercises 2 and 3: Underline the useful expressions in each sentence.
- 2 Pair work for Exercises 4 and 5: Each student writes out the sentence patterns they are going to use and then write out their translation. Afterwards they check up each other's work, correcting the mistakes. At last, the whole class repeat the English translation of the sentences together.

7 Assignments for This Section

- 1 Group work: Search online to find cultural differences in making or keeping an appointment. There will be a group presentation in the next class period.
- 2 Preview Passage II.

PASSAGE II Are you Punctual?

1 Warm-up Questions

- 1 What's your attitude toward keeping an appointment: being late, punctual or early? And Why?



2 What do you think of people who are always being late?

② Guided Reading of the Passage

The students read the passage after the teacher for the first time, trying to imitate the teacher's pronunciation and intonation, and then read it in class individually. The teacher should pay attention to the students' pronunciation.

③ Explanation of Difficult Words and Expressions

The students are required to have a discussion in groups to pick out the difficult words and expressions in the passage which they don't understand and then report them to the class. The teacher will demonstrate the usage of those chosen points, and ask the students to make up at least two sentences with them in groups. In this passage, apart from what may have been chosen in *Language Points* in *Teacher's Book*, the following points are encouraged to be chosen and practiced on.

- 1 **by ... standards:** according to the judgments of quality
e.g. The system was clearly primitive by later standards.
- 2 **get on one's nerves:** make somebody annoyed
e.g. Lately he hasn't done anything and it is getting on my nerves.
- 3 **get lost:** unable to find the way
e.g. I got lost on the first day when I visited London last year.
- 4 **make sure:** find out for certain
e.g. He looked in the bathroom to make sure that he was alone.
- 5 **shut down:** stop working
e.g. The crisis has caused several car factories to shut down.

④ Teaching Suggestions for Understanding the Passage in Detail

1 Part I (Answer 1):

- 1) The students read this part after the teacher.
- 2) Memory training: Give the students 3 minutes to learn this part by heart. Then ask some students to recite it in class.

2 Part II (Answers 2 and 3)

- 1) Ask the students to read this part individually for two times.
- 2) Pair work: Each student justifies his or her opinion about Answer 2 or Answer 3.



(Suggestions:

Answer 2: I think being on time is a good etiquette. And I can't understand why being a little later for a party is also regarded as a good etiquette. I'm always early for everything, because I think being late is impolite.

Answers 3: We should be absolutely on time for a date, appointment, and class, etc. In my opinion, being late is an insult to the person(s) you are meeting, because our times are of the same importance.)

3 Part III (Answers 4, 5 and 6)

- 1) The students read this part loudly together.
- 2) Group work: Have a discussion to find the answers to the following questions:
 - (1) What does the person giving Answer 4 do to be punctual?
(He keeps all his clocks 10 minutes fast.)
 - (2) What idea does the person giving Answer 5 have about punctuality?
(He can't be late even if he wants to be.)
 - (3) What was the situation in which the person giving Answer 5 got late once?
(He got lost and was late for an hour.)
 - (4) What was the trouble with the person giving Answer 6?
(He got a girl friend who was always late for dates.)

4 Part III (Answer 7)

- 1) The students read this paragraph loudly by themselves.
- 2) Dictation practice. The teacher reads each sentence of the paragraph twice, and the students write them down. Afterwards, the students check them up with their partners.

5 Summary of the Passage

The teacher writes down the following table on the blackboard or shows it with PPT. The students are required to give the main idea for each answer in one sentence.

Are you punctual?	
Answers	Main ideas
Answer 1	As an American Brazilian, I'm punctual in my work, but not punctual in my personal life.
Answer 2	



Answer 3	
Answer 4	
Answer 5	
Answer 6	
Answer 7	

Key:

Are you punctual?	
Answers	Main ideas
Answer 1	As an American Brazilian, I'm punctual in my work, but not punctual in my personal life.
Answer 2	It is good etiquette and polite to be on time for an appointment.
Answer 3	Being late implies that you are not respecting the person you are going to meet.
Answer 4	I am always early for most events in my life, not just being punctual.
Answer 5	I can't be late even if I want to be.
Answer 6	When dating with my girl friend, I always made sure I was on time.
Answer 7	I am always trying to be at least 10 minutes early.

⑥ Suggestions for Doing Exercise 7

Group work: Ask the students to prepare the Chinese translation of the sentences in Exercise 7 in groups, and there should be a group presentation in class afterwards.

⑦ Assignments for This Section

- 1 Written work: Write out your own answer as Answer 8 to the question Are you punctual? You are required to give examples to support your idea.
- 2 Preview Sections I, II and III in Unit Five.

3 Appreciating Culture Tips

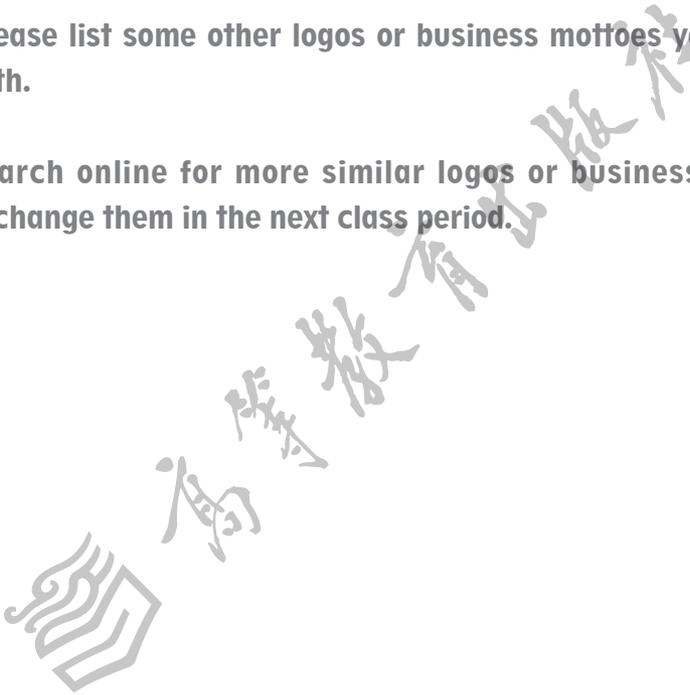


Understanding of the Business Mottos

Ask the students to read and appreciate the logos and business mottoes.

Group Discussion

- 1 Which logos or business mottoes impress you most? Give your comments.
- 2 Please list some other logos or business mottoes you are familiar with.
- 3 Search online for more similar logos or business mottoes and exchange them in the next class period.



UNIT 5

Our Weather and Climate



Key and Translation

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Suggested Teaching Procedures and Class Activities

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Key and Translation



1 Trying Your Hand



Practicing Applied Writing

- ① Read the following two samples of weather report and learn to write your own.

1 The Chinese Version of the Samples:

样
例
1

一则天气预报：
今天，迈阿密天气晴朗炎热，气温大约为90华氏度。明天多云，天气凉爽，温度约为70华氏度。

样
例
2

现在播报天气预报：
纽约明天天气晴朗，气温约为15℃；马德里有雨，气温20℃；莫斯科，多云，气温约为3℃；伦敦，气温10℃，潮湿；苏黎世，阳光明媚但天气很冷，气温为0℃。

2 One More Sample of Weather Forecast:

Tomorrow will be another cold day generally in all parts of the country, with maximum temperatures of five degrees above zero. Around London and the Southeast of England it will be a dry day with some sunshine on the southeast coast in the afternoon. In the southwest the morning will be sunny, but during the afternoon, it will be cloudy, with some rain on the southwest coast. The north of England and Scotland will be very cold and windy all day. While in the northeast coast of Scotland, there will probably be some snow during the evening.



- ② Translate the following English weather forecast into Chinese, using the data bank in the Workbook for reference.

Key:

现在播报天气预报。今天天气以晴为主，白天最高温度15℃。预计明天多云、有风，气温较低。明天上午气温将降至5℃，下午气温回升，最高气温10℃；傍晚时分非常可能有雨或雪，气温会降至0℃。

- ③ Write a weather report in English according to the information given in Chinese.

Key:

Weather outlook for the urban area:

It'll be cloudy today, and later turn to be partly cloudy. The high will be one degrees Celsius and the low four degrees below zero. It is expected to be partly cloudy in the next two days. The winds will be calm with little change of the temperature.

Writing Sentence and Reviewing Grammar

- ④ Analyze the following sentences to see what tenses they belong to.

Key:

(P stands for the past tense and PP for the present perfect tense.)

- | | | | | |
|------|------|------|------|-------|
| 1 PP | 2 PP | 3 PP | 4 P | 5 P |
| 6 PP | 7 PP | 8 P | 9 PP | 10 PP |

- ⑤ Correct the errors in the following sentences.

Key:

- 1 They haven't seen each other since September.
- 2 Gina has been in college for one year.
- 3 She has worked at the cafeteria for nine months.
- 4 He has always arrived at his office on time before. / He used to have always arrived at his office on time before.
- 5 He has never had a problem with his boss.
- 6 Have you ever taken the telephone orders before?
- 7 In the last three months, Robert has trained more than twenty new



employees.

- 8 Robert started to use a computer when he was an office worker.
- 9 Robert has attended several important business meetings in the last three years.
- 10 So far they have already got six traveler's checks.

6 Translate the following sentences into English.

Key:

- 1 The weather was terrible yesterday. In fact, it has been awful for several days.
- 2 She has worked in this office for 5 years.
- 3 I paid a visit to the Great Wall last year and had a very good time there.
- 4 We have never spoken to each other since we quarreled last time.
- 5 Turn down the TV a bit. The weather forecast hasn't begun yet.

7 Write a short passage of about 100 words to tell a story or about an event related to the picture given below. Some useful words and phrases have been provided to help you.

Key:

Janet is planning to go to a picnic with her former high school classmates at the weekend. Since they haven't met each other for half a year, Janet feels excited about this big event. However, she worries a lot about the weather. In July her relatives came to visit her and they went out to have a barbecue. They were going to enjoy themselves, but to their disappointment, the party was spoiled by heavy rain. They all felt bored and irritated. Now she is dialing 121 in order to get the recent weather information. This time she is going to feel happy with the reunion.

2 Maintaining a Sharp Eye



Passage I

Information Related to the Reading Passage

① Climate Change and Global Warming:

The term climate change is often used interchangeably with the term global warming, but “climate change” is growing in preferred use to “global warming” because it helps convey the fact that there are other changes in addition to rising temperatures.

Climate change refers to any significant change in measures of climate (such as temperature, precipitation, or wind) lasting for an extended period (decades or longer). Climate change may result from:

natural factors, such as changes in the sun’s intensity or slow changes in the Earth’s orbit around the sun;

natural processes within the climate system (e.g. changes in ocean circulation);

human activities that change the atmosphere’s composition (e.g. through burning fossil fuels) and the land surface (e.g. deforestation, reforestation, urbanization, desertification, etc.)

Global warming is an average increase in the temperature of the atmosphere near the Earth’s surface and in the troposphere, which can contribute to changes in global climate patterns. Global warming can occur from a variety of causes, both natural and human induced. In common usage, “global warming” often refers to the warming that can occur as a result of increased emissions of greenhouse gases from human activities.

② Greenhouse Gases

For over the past 200 years, the burning of fossil fuels, such as coal and oil, and deforestation have caused the concentrations of heat-trapping “greenhouse gases” to increase significantly in our atmosphere. These gases prevent heat from escaping to space, somewhat like the glass panels of a greenhouse.

Greenhouse gases are necessary to life as we know it, because they keep



the planet's surface warmer than it otherwise would be. But, as the concentrations of these gases continue to increase in the atmosphere, the Earth's temperature is climbing above past levels. According to NOAA and NASA data, the Earth's average surface temperature has increased by about 1.2 to 1.4°F in the last 100 years. The eight warmest years on record (since 1850) have all occurred since 1998, with the warmest year being 2005. Most of the warming in recent decades is very likely the result of human activities. Other aspects of the climate are also changing such as rainfall patterns, snow and ice cover, and the sea level.

Scientists are certain that human activities are changing the composition of the atmosphere, and that increasing the concentration of greenhouse gases will change the planet's climate. But they are not sure by how much it will change, at what rate it will change, or what the exact effects will be.

Language Points

① Explanation of Difficult Sentences

- 1 (Para. 1) Climate change may be a big problem, but there are many little things we can do to make a difference.

Analysis: *May* can be used to introduce concession in putting forward an argument.

Translation: 气候变化可能是一个大问题，但是我们仍然可以做许多小事来影响它。

Example: The goal you set may be nice, but it is too difficult to reach.

- 2 (Para. 1) As we have learned, these greenhouse gases trap energy in the atmosphere and make the Earth warmer.

Analysis: *As* is often used to introduce an indicator of the information source, such as in *as we have learned*. Similar structures are: as the saying goes, as everyone knows, as you know, as you put it, etc.

Translation: 如我们所知，这些温室气体把能量困锁在大气中从而使地球变暖。

Example: As the famous Adidas ad goes: impossible is nothing.

- 3 (Para. 3) By turning off lights, the television, and the computer when you are through with them, you can help a lot.

Analysis: *By* is followed by a gerund, introducing a prepositional phrase of manner. Note, *by* is not necessarily always translated as “通过”.

Translation: 你用完电灯、电视或电脑就随手关闭，那你就是帮了大忙！



Example: You can save energy by sometimes taking the bus, riding a bike, or simply walking.

- 4 **(Para. 8)** One of the ways to reduce the amount of greenhouse gases that we put into the air is to buy products that don't use as much energy.

Analysis: Two *that*-clauses are used to serve as post-modifiers of nouns: the first one is *that we put into the air*, modifying *greenhouse gases*; The second *that*-clause is *that don't use as much energy*, modifying *products*.

Note: In translation, the noun phrase *products that don't use as much energy* can simply be translated into “节能产品”, instead of “不消耗那么多能量的产品”。

Translation: 减少排放到空气中的温室气体的方法之一就是购买节能产品。

Example: Join a national or local environmental group that is fighting the climate crisis every day.

② Important Words

- 1 **trap** *v.* store (energy, gas or water, etc.) so that it cannot escape 使困留在某处
e.g. A filter traps dust from the air.

The fabric of the clothes can trap body heat and keep you warm.

- 2 **stand-by** *n.* readiness for duty 待机, 备用, 待命
e.g. The soldiers are on stand-by, ready to leave any time.

Eggs are a great stand-by in the kitchen.

- 3 **absorb** *v.* take in, suck up (liquid, heat, knowledge, etc.) 吸收, 吸取 (液体、热量、知识等)

e.g. She absorbed greedily anything she can get a hold of in the library.

The material absorbs heat from the sun and releases it when needed.

- 4 **stuff** *n.* things such as substances, materials, or any small objects referred to in general (不必详细说明的)东西

e.g. There is a lot of stuff about it in the newspaper.

Get your stuff and go right away.

- 5 **membership** *n.* being a member of (an organization) 会员

e.g. He lost his membership card and was denied access.

The gym offered some special programs and its membership swelled all of a sudden.

- 6 **swell** *v.* (number or amounts) grow bigger; expand (数量) 增加, 增长



e.g. It took only less than half a year for the housing price to swell to twice its original.

The population swelled during the mid-1970's.

Passage Translation

我们可以影响它

气候变化可能是一个大问题，但是我们仍然可以做许多小事来影响它。只要我们努力，我们大部分人都能为减少温室气体排放出一份力。许多温室气体来自我们的日常活动。如我们所知，这些温室气体把能量困锁在大气层中从而使地球变暖。

开车或用电并没有错，我们只是需要在这些方面动动脑子。有些人通过拼车来减少能源消耗。例如，四个人可以共乘一部车，而不必开着四部车去上班。为什么不试着做点什么来促使地球成为更加美好的家园呢？

节约用电

每当我们用电的时候，都会将温室气体排放到大气中。你用完电灯、电视或电脑就随手关闭，你就是帮了大忙！

如果你要离开电脑一会儿，就把它置于待机状态。这样你既可以迅速地重启，还比关机后再重启消耗的能量要少。

自行车、公共汽车和步行

偶尔乘公交车、骑自行车或干脆步行，这样可以节省能源。

植树

植树很有趣，而且还是一个减少温室气体排放的好方法。树木可以吸收空气中的二氧化碳。

回收利用

要回收利用罐头盒、玻璃瓶、塑料袋和旧报纸。回收了这些东西，送到垃圾填埋场的垃圾就会减少，你就是在帮助节约树木、燃油和铝等金属元素之类的自然资源。

购买低能耗产品

我们有很多方法来改善环境。减少排放到空气中的温室气体的方法之一就是购买节能产品。

对公司采取行动

告诉你投资的公司你是关心全球变暖的。你不喜欢那家公司对全球变暖的态度？那就到股东大会去，把意见大声说出来！

知识就是力量

尽可能多地学习全球变暖的知识。什么是全球变暖？全球变暖是什么原理？为什么会发生？原因是什么？评论家们怎么说？找出所有的答案来！



参加一个每天都在与气候危机进行斗争的全国性或地方性的环保团体，这样这些机构的会员人数才会增加，他们的呼声也会更有力量。

Read and Think

① Answer the following questions according to the passage.

- 1 Because the greenhouse gases trap energy in the atmosphere and make the Earth warmer.
- 2 People ride together in one car instead of driving cars of their own separately.
- 3 Shut down the computer when we are through with it; put it on stand-by when we leave it for a while.
- 4 When people recycle, they produce less trash and help save natural resources.
- 5 Saving electricity, using less cars, riding more bikes, taking buses and walking, planting trees, recycling, buying cool stuff, taking corporate actions, learning more about global warming, joining environmental groups, etc.

Read and Complete

② Complete each of the following statements with words or phrases from the passage.

- | | | |
|--------------|-----------|-------------|
| 1 restarting | 2 trash | 3 element |
| 4 Reduce | 5 trapped | 6 resources |

③ Fill in the blanks with the proper words or expressions given below, changing the form if necessary.

- | | | |
|----------------|---------------------|---------------|
| 1 did her part | 2 are through with | 3 speak out |
| 4 for a while | 5 make a difference | 6 take action |
| 7 smart about | 8 put...on | 9 found out |
| 10 care about | | |



Read and Translate

4 Translate the following sentences into English.

- 1 Even if you leave the room only for a little while, please remember to turn off the lights.
- 2 Why not try carpooling? That'll reduce your cost and make a difference in your trip.
- 3 The Internet is a good thing and opens a whole new world for us. We just have to be smart about using it.
- 4 Kids / Children should be educated from very early age to do their part / something to save natural resources and improve the environment.
- 5 No one cares about what the causes of the traffic accident are.
- 6 This local environmental organization has developed well and its membership keeps on swelling / growing.

Read and Simulate

5 Pay attention to the italicized parts in the English sentences and translate the Chinese sentences by simulating the structure of the English sentences.

- 1 Language may be a big problem, but there are many other things you can do to help.
The short time schedule may be a big problem, but there are many other things we can do to catch up.
- 2 Crying is not wrong. We just have to cheer up after it.
Dreaming is not wrong. We just have to work on to realize our dreams.
- 3 Whenever she is in bad mood, she goes to the seaside for a walk.
Whenever you feel like talking with me, give me a call.
- 4 If you're going with us, come and meet us at eight.
If you're traveling to other places, go online for some helpful information.
- 5 We can increase our sense of happiness by taking a positive attitude on life.
The city can improve the traffic condition a lot by offering more options of transportation.
- 6 Online chatting is fun and a great way to kill time.
Living in a foreign country is fun and a great way to learn about its culture.



Passage II

Information Related to the Reading Passage

① The British Climate

The climate in Britain is very changeable. Sometimes it can be cold, rainy, windy and sunny — all in the same day. Generally, it rains quite a lot, especially in the north and the west. Most of the time, the weather is quite mild — never too hot nor too cold. In the summer, it is usually warm. The south of Britain is generally warmer than the north.

② Here is a letter to *The Times* from Mrs. G. L. Thompson, from which we can learn how a British native thinks about the weather in Britain.

Dear Sir,

I've been interested to read your letter on the Englishman's fascination with the weather and many of our visitors from abroad find it amusing. It is true that talking about the weather is a constant topic of conversation in this country, but the reason for this is not only climatic but social.

Greeting people with expressions such as "lovely day, isn't it?" or "What terrible weather we're having, aren't we?" is our way of being friendly or starting a conversation. It may have very little to do with the state of the weather as such. We expect the other person to say "Yes, it is." or "Yes, we are." in the same way that we expect a person to say "Hello!" when we say "Hello!". This custom can be very puzzling to foreigners.

Of course, this way of making a conversation is closely related to the variability of our weather. There must be few places in the world where the weather changes quite so much from day to day. No wonder we take a daily interest in it! But I do think we are much too fond of running down our own climate, which is not half as bad as some people make out. It seems that our interest is more on speaking ill of it than the weather itself.

Yours faithfully,
(Mrs.) G.L. Thompson



Language Points

① Explanation of Difficult Sentences

- 1 (Para. 1) The most important thing to remember about the weather in Britain is that it often changes.

Analysis: *To remember about ...* is the post modifier of the sentence subject *the most important thing*, and *that* introduces the complement clause.

Translation: 关于英国的天气，需要记住的最重要的一点就是它多变。

Example: The worst problem to solve about the city is that it is desperately short of water.

- 2 (Para. 1) As it is not very common in Britain to have long periods when the weather stays the same day after day, the kind of weather you get will depend not only on the time of year, but also on luck.

Analysis: Within the *as*-clause of reason, there is a relative clause introduced by *when* and modifying *periods*. And in its main clause, there is another relative clause *you get* modifying *weather*, with the relative pronoun *that* omitted.

Translation: 因为连续几天天气都保持不变的情况在英国不是很常见，所以会遇上什么样的天气不仅取决于是一年中的什么时候，而且取决于运气。

Example: As the time when he will return home is not set, the welcome party (that) we are going to give him is not prepared yet.

- 3 (Para. 2) For example, the opportunities for people to meet outside depend a lot on the weather, so you won't see people meeting and spending time together outdoors as much as you do in hotter countries.

Analysis: *For people to meet outside* modifies *opportunities*. Both *meeting* and *spending time together* are the object complement of the verb *see*, and *do* refers to *see ...*

Translation: 举个例子来说吧，人们在外面见面的机会很大程度上取决于天气，因此你会注意到这里人们外出见面或在外边共度时光的机会没有你在比较炎热的国家里见到的那样多。

Example: The length of the conversation for the baby to give depends on its listener, so you won't hear it murmuring to the visitor as much as you do to its mother.



- 4 (Para. 3) Foreigners are often amused that the British people spend so much time discussing the weather.

Analysis: *That* is often used to introduce a clause which gives the cause or the effect of an adjective, just like *amused* in this case.

Translation: 外国人时常感到好笑，因为英国人花这么多时间讨论天气。

Example: They are often puzzled that he spends so much time working without any relaxation.

- 5 (Para. 3) Because the weather changes frequently, there's always something to say about it. This is probably the commonest way for strangers to start a conversation.

Analysis: In *there's always something to say about it, to say ...* is the post modifier of *something* and *it* refers to *the weather*, so it means "we can always say something about the weather". Another pronoun *this* refers to *saying something about the weather*. Please note the structure *for sb. to do sth.*

Translation: 因为天气多变,人们对天气总是有话可说。这或许是互不相识的人最常把天气作为话题的原因。

Example: Because the city has changed a great deal, there is always something to say about it, and this is the usual way for local people to start their talk.

- 6 (Para. 4) Another reason is that the British people are reluctant to converse about personal matters with people who are not friends.

Analysis: Here *that* introduces a subject-complement clause, in which a relative *who*-clause modifies *people*.

Translation: 另外一个原因是英国人不愿同朋友之外的人谈论私事。

Example: The real reason is that he cannot forget the man who saved his life in that terrible accident.

- 7 (Para. 4) A comment on a nice day or a personal complaint about the rain is an easy way to break the ice.

Analysis: Note that when *or* is used to coordinate two subjects, the verb must agree with the subject after *or*. *To break the ice* is an infinitive clause modifying *an easy way*.

Translation: 赞美天气好或抱怨天下雨是打破僵局开始交谈的一个捷径。

Example: Kind words or a friendly smile is a useful way to make the guest feel comfortable.



② Important Words

1 **depend** *v.* (与on连用)

1) change according to (no passive) (无被动) 由…而定

e.g. Whether the match will be held **depended on** the weather.

The success of a person **depends on** many things.

2) need someone or something for help or to be able to live 依赖, 依靠

e.g. My wife and my children **depend on** me.

I know you are my true friend whom I can always **depend on**.

2 **opportunity** *n.* a favorable moment or occasion (for doing something) 机会, 时机

e.g. **Opportunity** knocks at the door, but only those who are well-prepared can seize it.

China's entry to the WTO brings us many wonderful **opportunities**.

3 **outdoors** *ad.* in the open air 在户外

e.g. Children like playing **outdoors** no matter what the weather is like.

They prefer walking **outdoors** to sitting indoors.

4 **amuse** *v.* make someone laugh; cause laughter in 逗乐, 使发笑

e.g. I am **amused** by his funny experience in Paris.

He is **amused** by the little girl's words.

5 **climate** *n.* the average weather conditions at a particular place over a period of year 气候

e.g. I am still not used to the **climate** here.

She gets to love this place because of its agreeable **climate**.

6 **discuss** *v.* talk about 讨论, 谈论

e.g. They are **discussing** where to spend their May Day holiday.

The leaders have **discussed** the problem but haven't worked out a solution yet.

7 **variable** *a.* changeable, not steady 易变的, 无常的, 不稳定的

e.g. The winds today will be light and **variable**.

Stock market is **variable**, and you'd better be cautious.

8 **reluctant** *a.* unwilling and therefore perhaps slow to act 勉强的, 不情愿的

e.g. He is very **reluctant** to accept the date with the girl.

You cannot depend on him, for his promise is so **reluctant**.



- 9 **converse** *v.* talk informally 交谈, 谈话
e.g. After a year of study at university, I feel able to **converse** with anyone about anything.
They often **converse** over the phone.
- 10 **personal** *a.* belonging or relating to a particular person, not to others 个人的, 私人的
e.g. It's a matter of **personal** preference — I simply like the blue one.
This is my **personal** problem, and you have no right to know.
- 11 **social** *a.* relating to leisure activities that involve meeting other people 社交的, 交际的
e.g. He is very shy on **social** occasions.
You must take part in some **social** activities, otherwise you'll have no way to make friends.
- 12 **comment** *v.* make a remark, give an opinion 评论
e.g. The coach refused to **comment** on the result of the football match.
His friends commented humorously about his new haircut.
n. (an) opinion, explanation, or judgment written or spoken about an event, book, person, etc. 评语, 评论
e.g. What **comments** do you have on this event?
This is only my personal **comment**. Take it easy.
- 13 **complaint** *n.* (cause or reason for) being not satisfied 抱怨, 投诉
e.g. I am fed up with your constant **complaints** about our present life.
We can often hear his **complaints** about the Sales Department.

Passage Translation

英国人喜欢谈论天气

关于英国的天气需要记住的最重要的一点就是它多变。醒来时可能还是美丽的蓝色天空,可是到用早餐时就开始下雨了。同样,你可能决定放弃野餐了,因为天气太潮湿——可是后来天又转晴了。因为连续几天天气都保持不变的情况在英国并不是很常见,所以会遇上什么样的天气不仅取决于是一年中的什么时候,而且取决于运气。

英国的天气可以解释你在这里发现的很多现象。举个例子来说吧,人们在外面见面的机会很大程度上取决于天气,因此你会注意到这里人们外出见面或在外面共



度时光的机会没有你在比较炎热的国家里见到的那样多。这可能会使一些游客感觉英国人不太友好。天气也有助于解释英国人的饮食习惯；比如说，在寒冷阴暗的早晨吃一份丰盛的、热气腾腾的早餐就是个好主意。

外国人时常感到好笑，因为英国人花这么多时间讨论天气。一个重要的原因是英国的气候既有趣又多变。因为天气多变，人们对天气总是有话可说。这或许是互不相识的人最常把天气作为话题的原因。在公共汽车站之类的地方，你可能会听到人们像这样开始交谈：

第一个人：天气不错，是不是？

第二个人：是呀，可不是嘛。

然后他们可能会继续谈论最近天气如何或天气将会怎样。另外的一个原因是英国人不愿同朋友以外的人谈论私事。谈天气既是在大街上和熟人打招呼的一种很有用的方式，也是一种在社交场合与你不认识的人开始交谈的得体做法。赞美天气好或抱怨天下雨是打破僵局开始交谈的一个捷径。

**3 Are the following statements true or false according to the passage?
Write T / F accordingly.**

Key:

- | | | | |
|-----|-----|-----|-----|
| 1 F | 2 F | 3 T | 4 T |
| 5 T | 6 F | 7 T | 8 T |

4 Translate the following sentences into Chinese.

Key:

- 关于中国需要记住的最重要的一点是：它是一个幅员辽阔，人口众多的国家。
- 同样，你可以下载你所喜欢的软件。
- 中国国家足球队在世界杯外围赛的胜利更多是依靠它出色的表现，而不只是凭运气。
- 无论他们见面多么频繁，他们总是有很多话可说。
- 向你不太熟的人问私人生活问题是不礼貌的。
- 她不大愿意接受他的邀请去看电影。
- 你将很难见到人们像经济危机之前那样慷慨消费了。

3 Appreciating Culture Tips



(Open.)

Suggested Teaching Procedures and Class Activities

1 Trying Your Hand



Practicing Applied Writing

① Sample Analysis

The teacher summarizes briefly the format and language used in weather forecasts. The teacher may show the following passage with PPT (If there is no PPT prepared, ask the students to take a dictation of the passage.). Afterwards, ask the students to read it and translate it into Chinese orally.

A weather report or forecast is a very useful aid in our daily life. Knowing the usual format for giving a weather forecast helps us a lot in understanding a weather forecast in English. Figures, measurement units, graphics, weather terms, and broken short passages are often used to forecast weather conditions. In general, the language used to forecast weather should be concise, clear, familiar and vivid.

② Simulated Writing

- 1 The students read and translate these two sample weather forecasts into Chinese.
- 2 Do Exercises 2 and 3 in groups.



Writing Sentences and Reviewing Grammar

- 1 The teacher gives a brief summary of the basic rules of simple past tense and present perfect tense.

The **simple past tense** is used to refer to a past action that did not continue, while the **present perfect tense** is used to show actions which started in the past and are still continuing, or actions which happened in the past, but have an effect till the present.

- 2 Do Exercises 4, 5 and 6 in groups.

- 3 Assignment for This Section

Group work: Search online about the weather forecast of the city where you are studying for the coming week and make a report with PPT. There will be a Weather Report Show in the next class period.

2 Maintaining a Sharp Eye



Passage I We Can Make a Difference

- 1 Warm-up Questions

- 1 How much do you know about the environmental problems of the world?
- 2 What actions can we take to prevent the earth from becoming even warmer?

- 2 Guided Reading of the Passage

The students read the passage after the teacher for the first time, trying to imitate the teacher's pronunciation and intonation, and then read it in class individually. The teacher should pay attention to correcting the students' pronunciation and intonation.



③ Explanation of Difficult Words and Expressions

The students are required to have a discussion in groups to pick out the difficult words and expressions in the whole passage which they don't understand and report them to the class. The teacher will demonstrate the usage of those chosen points, and then ask the students to make up at least two sentences with them in groups. In this passage, apart from what have been chosen in *Language Points* in *Teacher's Book*, the following points are encouraged to be chosen and practiced on.

1 **make a difference:** to have an effect

e.g. As teachers, you must believe that you can make a difference to the lives of your students.

2 **through with:** having finished or arrived at completion

e.g. You would be surprised to know the number of books he managed to get through with.

3 **take action:** to do something

e.g. Travelers want the airlines to take action to make flying safer and more comfortable.

4 **care about:** to be concerned

e.g. You are experienced in shopping online. Can you tell me what I should care about?

④ Teaching Suggestions for Understanding the Passage in Detail

1 Paragraph 1

- 1) Ask the students to read this paragraph for two times individually.
- 2) Group work: The students have a discussion to translate the paragraph into Chinese. Then there will be a group presentation in class.

2 Paragraph 2

- 1) The students read this paragraph after the teacher.
- 2) The teacher makes the following statements, and the students are required to judge whether they are True or False.
 - (1) In order to save energy, we should not use electricity. **(False)**
 - (2) Carpooling is a way to save energy. **(True)**
 - (3) People like to ride in one car together instead of driving their own car. **(False)**



3 Paragraphs 3 and 4

- 1) The students read this part loudly together.
- 2) Meanwhile, the teacher writes down the following sentences on the blackboard or shows them with PPT.

The students are asked to fill in the missing words in the sentences without looking at the book.

When electricity is used, _____ are put into the air. We can help save electricity by turning off the _____, the television and the _____, etc. When we leave our computer, we should put it on _____, because it will take _____ than shutting it down for _____ it later.

(Key: greenhouse gases, lights, computer, stand-by, less energy, restarting)

4 Paragraphs 5, 6, 7 and 8

- 1) The students read these four paragraphs loudly by themselves.
- 2) Meanwhile, the teacher writes down the following table on the blackboard or shows it with PPT. The students are asked to complete the table.

Measures or actions	Functions
Riding a bike, in a bus or walking	Saving energy
Planting trees	_____ 1 _____
Recycling	_____ 2 _____
_____ 3 _____	Using less energy to reduce the amount of greenhouse gases

(Key: 1) Reducing greenhouse gases 2) Saving natural resources 3) Buying cool stuff)

5 Paragraphs 9, 10 and 11

- 1) Pair work: One student reads these three paragraphs loudly, and another helps correct his or her pronunciation. And then they change their roles to do the same work again.
- 2) Dictation practice: The teacher reads each sentence of these three paragraphs for two times and the students write them down. Afterwards, the students check them up with their partners.



5 Summary of the Passage

- 1 Group work: Have a discussion to complete the following sentences with the information in the passage. The teacher may show the following sentences with PPT or ask the students to take a dictation of them.
 - 1) Nowadays one of the big problems in the world is _____. (**climate change**)
 - 2) Greenhouse gases can make the Earth _____. (**even warmer**)
 - 3) One of the effects of using electricity is to send _____. (**greenhouse gases into the air**)
 - 4) People should take measures to save energy, such as driving less and walking more, planting _____, recycling, and buying _____, etc. (**trees, cool stuff**)
 - 5) Learn more knowledge about _____, and join an environmental group to fight the _____. (**global warming, climate crisis**)
- 2 Groups work: Each group tries to pick out at least 5 expressions or sentences from the passage which they think are worth remembering. Afterwards, ask some groups to write them down on the blackboard and then the whole class read them aloud in chorus.

6 Suggestions for Doing Exercises

- 1 Group work for Exercises 2 and 3: Underline the useful expressions in each sentence.
- 2 Pair work for Exercises 4 and 5: Each student writes out the sentence patterns they are going to use and then write out their translation. Afterwards they check up each other's work, correcting the mistakes. At last, the whole class repeat the English translation of the sentences together.



7 Assignments for This Section

- 1 Recite the last two paragraphs of the passage.
- 2 Group work: Search the Internet to find more ways to protect the environment in daily life. Share your ideas with other groups in the next class period.
- 3 Preview Passage II.

PASSAGE II The British Like Talking About the Weather

1 Warm-up Questions

- 1 Do you know something about weather conditions in Britain?
- 2 How do English people usually start their conversations? Why?

2 Guided Reading of the Passage

The students read the passage after the teacher for the first time, trying to imitate the teacher's pronunciation and intonation, and then read it in class individually. The teacher should pay attention to the students' pronunciation.

3 Explanation of Difficult Words and Expressions

The students are required to have a discussion in groups to pick out the difficult words and expressions in the passage which they don't understand and then report them to the class. The teacher will demonstrate the usage of those chosen points, and ask the students to make up at least two sentences with them in groups. In this passage, apart from what may have been chosen in **Language Points** in **Teacher's Book**, the following points are encouraged to be chosen and practiced on.

- 1 **similarly** *ad.* in a like or similar manner
e.g. The Olympic athletes were similarly impressed. They spoke very highly of the challenging courses.
- 2 **custom** *n.* accepted or habitual practice
e.g. She is very attached to old customs and habits.
- 3 **frequently** *ad.* many times at short intervals
e.g. We all know that he frequently takes an early morning swim.



④ Teaching Suggestions for Understanding the Passage in Detail

1 Paragraph 1

- 1) The students read this paragraph together.
- 2) Group work: The students have a discussion to translate the paragraph into Chinese. Then there will be a group presentation in class.

2 Paragraph 2

- 1) Ask two or three students to read this paragraph.
- 2) Dictation practice. The teacher reads each sentence of the paragraph twice, and ask the students write them down. Afterwards, the students check them up with their partners.

3 Paragraphs 3 and 4

- 1) The students read these two paragraphs loudly by themselves.
- 2) Group work: Have a discussion to find the answers to the following questions:
 - (1) What is the first reason for British people to spend much time discussing the weather?
(It is because the climate in Britain is interesting and variable / the weather changes frequently.)
 - (2) What is the usual way for strangers to start a conversation in Britain?
(Talking about the weather.)
 - (3) What is another reason for British people to talk about weather when they meet?
(It is because they are reluctant to converse about personal matters with people who are not friends.)

⑤ Summary of the Passage

- 1 Group work: Have a discussion to find out the topic sentence and the main idea for each paragraph. There will be a group presentation in class.

Hint:

Para. 1: The topic sentence: **(The first sentence)**

The main idea: **(Weather in Britain is changeable.)**

Para. 2: The topic sentence: **(The first sentence)**

The main idea: **(Some British customs are related to the weather.)**



Para. 3: The topic sentence: **(The first two sentences)**

The main idea: **(British people talk about weather frequently because it is interesting and changeable.)**

Para. 4: The topic sentence: **(The last sentence)**

The main idea: **(Talking about weather is an easy way for British people to begin their conversations.)**

- 2 Complete the passage with the missing words. The first letter of each word is given to help you.

The climate in Britain is very c_____. Sometimes it can be c_____, r_____, w_____ and s_____ all in the same day. Generally, it r_____ a lot, especially in the north and the west. Most of the time, the weather is quite m_____ never too h_____ nor too c_____. In summer, it is usually w_____.

(Key: changeable, cold, rainy, windy, sunny, rains, mild, hot, cold, warm)

6 Suggestions for Doing Exercise 7

Group work: Ask the students to prepare the Chinese translation of the sentences in Exercise 7 in groups, and there will be a group presentation in class afterwards.

7 Assignments for This Section

- 1 Recite the first paragraph of this passage.
- 2 Pair work: Role-play the following situation. There will be a performance in the next class period.
A Chinese student is going to study in Britain and he is asking a British student studying in China about the weather conditions in Britain. The British student is happy to give the information.
- 3 Preview Sections I, II and III in Unit Six.



3 Appreciating Culture Tips



Understanding of the Business Mottos

Ask the students to read and appreciate the logos and business mottoes.

Group Discussion

- ① Which logos and business mottoes impress you most? Give your comments.
- ② Please list some other logos and business mottoes you are familiar with.
- ③ Search online for more similar logos and business mottoes and exchange them in the next class period.





UNIT 6

Olympics and Sports

Key and Translation

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Key and Translation

SECTION

1 Trying Your Hand



Practicing Applied Writing

- ① Read the following two sample announcements / posters and learn to write your own.

1 The Chinese Version of the Samples:

样
例
1

国际乒乓球比赛

中国对日本

地 点：首都体育馆

时 间：10月30日晚7：30

票 价：30元

售票地点：青年俱乐部

样
例
2

羽毛球友谊赛

医专对外语学校

时间：4月8日（星期六）上午9：00

地点：健身房

免费入场

欢迎各位来为自己的球队加油！



2 One More Sample:

Come on! Come on!! Come on!!!
 The Yearly College Spring Sports Meet
 Place: The Playground
 Time: 8:30, April 18, 2010
 * * * * *
 Everyone is welcome to cheer for the competitors!

- ② Translate the following poster into Chinese, using the data bank in the Workbook for reference.

莫失良机!
 精彩的国际足球比赛
 中国 对 韩国
 地点: 首都体育场
 时间: 2011年1月18日下午3:30
 票价: 25元
 请到接待处订票(电话: 4679561)
 欢迎前往为双方球队加油!

- ③ Write an English poster according to the information given in Chinese. Begin it with GO! GO!! GO!!!

GO! GO!! GO!!!
 The Hope Cup Championship
 Sponsored by the Students' Union
 Exciting Soccer Final between two powers! Don't miss the opportunity!
 Place: The new stadium
 Time: Sat. 3:30 p.m. Oct. 15
 Teams: Computer Dept. vs. Chinese Dept.



- ④ Write an English poster for a volleyball match according to the dialogue given below.

INTERNATIONAL WOMEN'S VOLLEYBALL MATCH
CHINESE TEAM VS. CUBAN TEAM
Place: The City Stadium
Time: 7:00 p.m. May 2 (Tuesday)
Tickets from the Students' Union, limited to 100!
A large bus is available, leaving at 6:00 p.m. from the
university gate.

Writing Sentences and Reviewing Grammar

- ⑤ Put in the proper tense form of the verb according to the adverbial or clause in each of the sentences.

Key:

- | | | |
|----------------|----------------------------|-------------------------|
| 1 lived | 2 began | 3 will be changed |
| 4 are playing | 5 has explained | 6 was trying |
| 7 had finished | 8 will have been built | 9 told |
| 10 is made | 11 finishes / has finished | 12 is |
| 13 left | 14 have seen | 15 was snowing / snowed |

- ⑥ Correct the errors in the following sentences.

Key:

- 1 Please give me a call when you need me.
- 2 The patient has been in hospital for two days.
- 3 I got the news that they had planted a lot of trees on the slope.
- 4 We'll have a boating race in the lake if the weather is fine in the afternoon.
- 5 My supervisor promised that he would come to help me immediately.
- 6 Mr. Deng told me that he would not attend the party at the weekend.
- 7 By the end of the term, we will all have left the university.
- 8 The timetable shows that all classes begin at eight.
- 9 I had waited for you for a long time before I left in disappointment.



- 10 There will be even greater changes in the coming ten years.
- 11 Let's leave the place the moment I get the plane tickets.
- 12 The watches they produced a year ago were poor in quality.
- 13 The actors were still performing on the stage although it was raining hard.
- 14 "Do you mind if I smoke here?" He asked us politely.
- 15 If I am (were) rich, I will (would) travel all over the world.

7 Translate the following sentences into English.

Key:

- 1 There will be an excellent tennis match tomorrow. I have got the tickets already.
- 2 Xiao Li told me that he had taken part in the tug-of-war match that afternoon.
- 3 A modern gymnasium will have been built at our university by this time next year.
- 4 When / While the sportsmen were swimming, we were cheering for them loudly.
- 5 Sports do a lot of good to the health. So I have been doing exercise since I was young.

Write and Describe a Picture

- 8 Write a short passage of about 100 words to tell a story or about an event related to the picture given below. Some useful words and phrases are provided here to help you. You may start the passage with the sentence: Fishing is my favorite sport.**

Key:

Fishing is my favorite sport. I often fish for hours without catching anything. But this does not worry me. Some fishermen are unlucky. Instead of catching fish, they catch old boots and rubbish. I am even less lucky. I never catch anything — not even old boots. After having spent whole mornings by the lake, I always go home with an empty bag. "You must give up fishing!" my friends advise me, "It's a waste of time." But they don't realize one important thing. I'm not really interested in fishing. I am only interested in sitting by the lake and enjoying the pleasant time.

2 Maintaining a Sharp Eye



Passage I

Information Related to the Reading Passage

① The Olympic Emblem

Each Olympic Games has its own Olympic emblem, which is a design integrating the Olympic rings with one or more distinctive elements. They are created and proposed by the Organizing Committee of the Olympic Games (OCOG) or the National Olympic Committee (NOC) of the host country. It is the responsibility of the International Olympic Committee (IOC) to approve Olympic emblems for the Olympic Games. The Olympic emblems are used in promotional materials, by sponsors of the Olympics, on the uniforms of every Olympic competitor. All emblems are the property of the IOC.

② The 2008 Olympic Emblem

Dancing Beijing is the name of the official emblem of the 2008 Summer Olympics, which took place in Beijing in the People's Republic of China. It was unveiled in August 2003 in a ceremony attended by 2 008 people at Temple of Heaven in Beijing. The emblem draws on various elements of Chinese culture, depicting a traditional red Chinese seal above the words "Beijing 2008" and the Olympic rings. The logo was created by Guo Chunming, the vice-president of the "Beijing Armstrong International Corporate Identity" (AICI).

International Olympic Committee President Jacques Rogge delivered an address at the unveiling ceremony. Here is part of his speech:

"Your new emblem immediately conveys the awesome beauty and power of China which are embodied in your heritage and your people ... In this emblem, I saw the promise and potential of a New Beijing and a Great Olympics. This is a milestone in the history of your Olympic quest. As this new emblem becomes known around the world and, as it takes its place at the centre of your Games, we are confident that it will achieve the stature of one of the best and most meaningful symbols in Olympic history."



③ The International Olympic Committee (IOC) and the Olympic Games

The International Olympic Committee is an organization based in Lausanne, Switzerland, created by Pierre de Coubertin and Demetrios Vikelas on June 23, 1894. Its membership consists of the 205 National Olympic Committees. The IOC organizes the modern Olympic Games held in Summer and Winter, every four years. The first Summer Olympics organized by the International Olympic Committee held in Athens, Greece, in 1896; the first Winter Olympics in Chamonix, France, in 1924. Until 1992, both Summer and Winter Olympics were held in the same year. After that year, however, the IOC shifted the Winter Olympics to the even years between Summer Games, to help space the planning of the two events two years apart from one another.

Language Points

① Explanation of Difficult Sentences

1 (Para. 1) When the Beijing 2008 Olympic Games emblem “Chinese Seal, Dancing Beijing” was first presented to the International Olympic Committee, the IOC officials all gave it high praise, saying it was the best emblem ever designed.

Analysis: This complex sentence is introduced by *when*-clause, with *+ing*-clause as the complement to the main clause “*the IOC officials all gave it high praise*”.

Translation: 当2008年北京奥运会会徽“中国印，舞动的北京”首次提交给国际奥委会的时候，国际奥委会官员们都给予了它高度的评价，称这是有史以来设计得最好的会徽。

Example: When he first came to that place, he could hardly believe his eyes, thinking that he must have bumped into a wonderland.

2 (Para. 2) The Beijing 2008 Olympic Games emblem is filled with Beijing’s hospitality and hopes, and carries the commitment made to the Olympic Movement by a country that has a population of 1.3 billion and by a nation with both ancient civilization and modern culture.

Analysis: Note that the word *commitment* is followed by an attributive with “that was” omitted; *a country* is followed by an appositive introduced by *that*, and both *a country* and *a nation* are part of *by* in the passive voice structure.



Translation: 2008年北京奥运会会徽充满了北京的热情和希望，承载着一个拥有13亿人口的国家、一个兼具古老文明和现代文化的民族为奥林匹克运动所做出的承诺。

Example: The website published loads of pictures taken by those who have great interest in recording their personal lives by cameras and by those who are eager to share their happy moments with others.

- 3 (Para. 3) “Dancing Beijing” is a symbol of trust and an expression of self confidence, standing for the promise that Beijing — the host city of the Beijing 2008 Olympic Games — has made to the world and to all mankind.

Analysis: *The host city of the Beijing 2008 Olympic Games* is the inserted element, splitting the attributive clause introduced by *that*.

Translation: “舞动的北京”象征了信任，表达了自信，代表了北京作为2008年奥运会主办城市对全世界和全人类的承诺。

Example: Surprisingly, the local residents — people living there for generations — hailed their plans for reform.

- 4 (Para. 5) Olympic Games function as the stage where heroes are made, records broken and medals earned.

Analysis: An attributive introduced by *where* is used here. Note omission is used in the attributive. The auxiliary verb *are* is omitted in *records broken and medals earned* when similar structures occur on the run.

Translation: 奥运会提供了舞台，英雄不断在此诞生，纪录不断在此被打破，奖牌不断为人所摘取。

Example: His shoes were lost, glasses broken and knees bruised.

- 5 (Para. 6) The open arms in the emblem say that China is opening its arms to welcome the rest of the world to join the Olympics, a celebration of “peace, friendship and progress of mankind”.

Analysis: *A celebration of “peace, friendship and progress of mankind”* is the appositive of *the Olympics*.

Translation: 会徽中张开的双臂表明中国正敞开怀抱欢迎世界各国的健儿前来参赛，这是一场“和平，友谊和人类进步”的庆典。

Example: Welcome to our outdoor activities club, a place for relaxing both your mind and your body.

- 6 (Para. 7) “Is it not a joy to have friends come from afar?”

Analysis: *This is a quote from Confucius.*

Translation: 有朋自远方来，不亦乐乎？



Example: Is it not a joy to be able to travel a lot?

- 7 (Para. 7) Come to Beijing, take a good look at the historical heritages of China's capital city, and feel the pulse of the country's modernization.

Analysis: Imperative structure *verb + verb + and verb* is used here to encourage people to do something.

Translation: 到北京来吧，好好欣赏一下中国首都的历史文化遗产，感受一下这个国家现代化的脉搏吧。

Example: Come, share every piece of its joy, and experience the slogan "One World, One Dream"

② Important Words

- 1 **present** *v.* give or hand over something to somebody 交给，递给
e.g. He **presented** her with a signed copy of his new book.
She happily **presented** her design to the jury.
- 2 **hospitality** *n.* friendly and generous reception and entertainment of guests or strangers, esp. in one's own home 好客，殷勤待客
e.g. Thank you for your kind **hospitality**.
Chinese people are famous for their **hospitality**.
- 3 **commitment** *n.* things one has promised to do; pledge 承诺
e.g. I am overworked at the moment — I've taken on too many **commitments**.
They have made a **commitment** to organizing committee to ensure the security of the city.
- 4 **intensively** *ad.* concentrating all one's effort on a specific area 集中地；密集地
e.g. The students are trained **intensively** to form a good habit of discipline.
The summer courses focuses **intensively** on listening and speaking.
- 5 **passion** *n.* strong feeling, eg. of hate, love or anger 强烈的（诸如仇恨、爱情或愤怒等）情感
e.g. Her speech was filled with great **passion**.
Passions were running high at the meeting.
- 6 **symbolize** *v.* be a symbol of something 象征（某事物）
e.g. The little girl drew a red disc with rays coming from it to **symbolize** the sun.



The logo **symbolizes** their passion for the career.

7 **represent** *v.* stand for 代表; 表示

e.g. I am standing here, **representing** the whole class.

The word “love” was **represented** by a small red heart.

8 **vitality** *n.* persistent energy; liveliness or vigor 活力, 精力

e.g. This young city is full of **vitality**, progress and changes.

The BRICs impressed the world with their economic **vitality**.

9 **historical** *a.* concerning past events 历史的

e.g. Xi'an is another famous **historical** city in China.

This city attracts thousands of tourists with its beautiful sceneries rather than **historical** sites.

Passage Translation

舞动的北京

每一枚奥运会会徽都讲述了一个美丽的故事。当2008年北京奥运会会徽“中国印，舞动的北京”首次提交给国际奥委会的时候，国际奥委会官员们都给予了它高度的评价，称这是有史以来设计得最好的会徽。

2008年北京奥运会会徽充满了北京的热情和希望，承载着一个拥有13亿人口的国家、一个兼具古老文明和现代文化的民族为奥林匹克运动所做出的承诺。

“舞动的北京”象征了信任，表达了自信，代表了北京作为2008年奥运会主办城市对全世界和全人类的承诺。

“舞动的北京”使用了中华民族喜爱的颜色之一。会徽大量地使用了红色，把人们的热情推到了一个更高的水平。它承载着人们对好运和幸福的憧憬和对生活的诠释。红色是太阳和圣火的颜色，象征着生命和新的开端。红色代表了宁静的心态，是充满活力的象征，表达了中国对世界的祝福和邀请。

“舞动的北京”呼唤英雄。奥运会提供了舞台，英雄不断在此诞生，纪录不断在此被打破，奖牌不断被摘取。

“舞动的北京”是一份盛情的邀请。会徽中张开的双臂表明中国正敞开怀抱欢迎世界各国的健儿前来参赛，这是一场“和平，友谊和人类进步”的庆典。

“有朋自远方来，不亦乐乎？”到北京来吧，好好欣赏一下中国首都的历史文化遗产，感受一下这个国家现代化的脉搏吧。来吧，分享它的每一份喜悦，体验“同一个世界，同一个梦想”这个口号所描述的境界吧。



Read and Think

① Answer the following questions according to the passage.

Key:

- 1 It is designed in the form of a Chinese seal showing Beijing is dancing.
- 2 They all said it was the best one ever designed.
- 3 It represents the hospitality and commitment of a nation with an ancient civilization and modern culture.
- 4 It symbolizes life and a new beginning and it also represents mind at ease, symbol of vitality, and China's blessing and invitation to the world.
- 5 The Confucius' quote: Welcome to Beijing, friends from all over the world.
The Olympic slogan: We live in the same world and we share the same dream.

Read and Complete

② Complete each of the following statements with words or phrases from the passage.

Key:

- | | | |
|---------------|---------------|-------------|
| 1 celebration | 2 hospitality | 3 presented |
| 4 vitality | 5 designed | 6 passion |

③ Fill in the blanks with the proper words or expressions given below, changing the form if necessary.

Key:

- | | | |
|-------------------------|---------------------|-----------------------|
| 1 made a promise to | 2 up to a new level | 3 a symbol of |
| 4 open its arms to | 5 functions as | 6 coming from afar |
| 7 stand for | 8 the host cities | 9 are ... filled with |
| 10 historical heritages | | |

Read and Translate

④ Translate the following sentences into English.

Key:

- 1 Our company has a commitment to both product quality and customer service.
- 2 Yoga helps to make your body and mind at ease.
- 3 The Walking Festival got high praise from all the participants.



- 4 In the 2008 Olympic Games, China earned the most medals and Chinese sportsmen broke several world records.
- 5 Our times call upon independence and cooperation.
- 6 Kids long for the attention and respect from their parents.

Read and Simulate

- ⑤ Pay attention to the italicized parts in the English sentences and translate the Chinese sentences by simulating the structure of the English sentences.

Key:

- 1 Every child has a beautiful dream.
Everyone hopes for a home of his own.
- 2 When the album was first released to the market, the fans all loved it, rushing into shops to buy it.
When the shopping mall was first opened for business, the customers all gave it a warm welcome, going shopping there.
- 3 It is the most exciting match ever watched.
It is the tallest building ever constructed.
- 4 Dreaming of success is the pursuit of everyone, driving / inspiring them to work hard.
This work is the child / result of his efforts, carrying all of his hopes.
- 5 Outdoor activities clubs function as the stage where health gets improved through outdoor activities.
The Internet functions as the stage where information is obtained, opinions voiced and time killed.
- 6 Is it not an honor to have the chance of meeting such a great person?
Is it not a wonder to have so many twins sit here together?

Passage II

Information Related to the Reading Passage

① BOCOG

The Beijing Organizing Committee for the Games of the XXIX Olympiad (BOCOG) was established on December 13, 2001, five months after Beijing



won the right to host the 2008 Olympic Games. BOCOG is responsible for numerous Games functions ranging from venue planning to environmental management to meet the time-sensitive demands of the Olympic preparations.

② Jacques Rogge

Jacques Rogge (born May 2, 1942) is a Belgian sports bureaucrat. He is the eighth and current president of the International Olympic Committee (IOC). Rogge was elected as president of the IOC on 16 July 2001 at the 112th IOC Session in Moscow as the successor to Juan Antonio Samaranch, who had led the IOC since 1980.

Under his leadership, the IOC aims to create more possibilities for developing countries to bid for and host the Olympic Games.

At the 2002 Winter Olympics in Salt Lake City, Rogge became the first IOC President to stay in the Olympic village, to enjoy closer contact with the athletes.

In October 2009 he was re-elected for a new term as President of the IOC. In 2013 he will not be eligible for a new term.

③ Paralympic Games

The Paralympic Games are a major international multi-sport event where athletes with a physical disability compete; this includes athletes with mobility disabilities, amputations, blindness, and Cerebral Palsy. There are Winter and Summer Paralympic Games, which are held immediately following their respective Olympic Games. All Paralympic Games are governed by the International Paralympic Committee (IPC). 2008 Paralympic Games were held in Beijing.

Language Points

① Explanation of Difficult Sentences

1 (Para. 1) Tonight, we come to the end of 16 glorious days which we will cherish forever.

Analysis: *which* introduces a relative clause. Note in translation, the sentence is cut into two separate parts.

Translation: 今晚, 我们即将走到16天光辉历程的终点, 这些日子将在我们



的心中永远珍藏。

Example: Tomorrow, they will come to the end of their global study tour which they will cherish forever.

- 2 (Para. 2) Thank-you to the people of China, all the wonderful volunteers and BOCOG!

Analysis: This is an elliptical sentence, the full sentence will be “I would like to say thank-you to ...”. In speeches, another commonly used sentence expressing thanks is (*my thanks goes to ...*).

Translation: 感谢中国人民，感谢所有出色的志愿者，感谢北京奥组委。

Example: Thank-you to everyone who have helped me to make all this possible.

- 3 (Para. 5) As we celebrate the success of these Games, let us all together wish the best for the talented athletes who will soon participate in the Paralympic Games.

Analysis: *As* introduces an adverbial of time, meaning *when*. *Wish the best for sb.* means 祝福。

Translation: 在庆祝奥运会圆满成功之际，让我们一起祝福残奥会运动健儿们，预祝他们在即将到来的残奥会上取得优秀的成绩。

Example: As Spring Festival is approaching, let us all together wish the best for every family.

- 4 (Para. 6) The Olympic spirit lives in the warm embrace of competitive rivals from nations in conflict.

Analysis: The prepositional phrase *in conflict* is the post modifier of *nations*, meaning those nations are not on a peaceful and friendly terms.

Translation: 来自冲突国家的竞技对手之间的热情拥抱闪耀着奥林匹克精神的光辉。（奥林匹克精神的光辉存在于来自冲突国家的竞技对手的热情拥抱。）

Example: Tolerance can help solve the problems of those in conflict.

② Important Words

- 1 cherish *v.* hold dear 珍惜

e.g. She cherished every minute the whole family stay together.

People tend to cherish something that they lose or ignore when they have it.



- 2 **awe** *v.* inspire with wonder 惊奇
 e.g. The audience were awed by the athletes participating in the Paralympics.
 Those boys awed everyone present with their hip-hop skills.
- 3 **talent** *n.* a special aptitude or faculty 天资; 才干
 e.g. The little boy has a great talent for music.
 The young man has proved his real talent in the project.
- 4 **marvel** *v.* feel and show great surprise or wonder (followed by **at** or **that**-clause) 惊奇, 感到不可思议
 e.g. We marvel that she was able to fix a grand dinner within such a short time.
 We marveled at the beauty and peace of this place.
- 5 **witness** *v.* see something happen 见证, 目睹
 e.g. The crowd witnessed the whole accident.
 The whole nation witnessed the success of 2010 World Expo.
- 6 **competitive** *a.* involving in competition 竞争性的
 e.g. They are competitive rivals, but that does not prevent them from being good friends.
 The girl's health does not permit her to do any competitive sport.
- 7 **exceptional** *a.* unusually good, outstanding 杰出的, 非凡的
 e.g. She is an exceptional teacher. Children all admire her.
 This prize goes to those exceptional scientists who have made great achievements in their fields.
- 8 **assemble** *v.* gather together, collect 集合, 汇集
 e.g. World leaders assembled in Copenhagen discussing the issue of Climate Change.
 They are assembled here to celebrate the golden wedding anniversary of the old couple.

Passage Translation

罗格（在北京奥运会上）的闭幕词

亲爱的中国朋友们，
 今晚，我们即将走到16天光辉历程的终点，这些日子将在我们的心中永远珍藏。
 感谢中国人民，感谢所有出色的志愿者，感谢北京奥组委。



通过本届奥运会，世界更多地了解了中国，中国更多地了解了世界。来自204个国家和地区奥委会的运动健儿们在光彩夺目的场馆里同场竞技，用他们的精湛技艺博得了我们的赞叹。

新的奥运明星诞生了，昔日的奥运明星又一次带来惊喜，我们分享他们的欢笑和泪水，我们钦佩他们的才能，我们将长久铭记在这里所见证的辉煌成就。

在庆祝奥运会圆满成功之际，让我们一起祝福残奥会运动健儿们，预祝他们在即将到来的残奥会上取得优秀的的成绩。他们同样令我们倍感鼓舞。

今晚在场的运动员们，你们才是真正的楷模，你们充分展示了体育的凝聚力。来自冲突国家的竞技对手之间的热情拥抱闪耀着奥林匹克精神的光辉。希望你们回国后让这种精神生生不息。

这是一届真正的无与伦比的奥运会！

现在，遵照惯例，我宣布第29届奥林匹克运动会闭幕，并号召全世界的青年四年后在伦敦举办的第30届奥林匹克运动会上相聚，谢谢大家！

Read and Judge

③ Are the following statements true or false according to the passage? Write T / F accordingly.

- | | | | |
|-----|-----|-----|-----|
| 1 T | 2 T | 3 F | 4 T |
| 5 F | 6 F | 7 F | 8 T |

Read and Translate

④ Translate the following sentences into Chinese.

- 每年七月，毕业生迎来他们大学生活的结束，那段时光让他们永生难忘。
- 互联网给人们提供了更多的机会去了解世界。
- 现在，遵照传统，我宣布本届冬奥会开幕！
- 从那以后她一直在阅读必要的资料以便能够参与那个项目。
- 这一组的才能、合作精神与成就让我们感到敬畏。
- 每年中央电视台都在全国范围内挑选“感动中国十大人物”作为真正的楷模。
- 过去二十年，信息技术发生了巨大的变化。





Suggested Teaching Procedures and Class Activities

1 Trying Your Hand



Practicing Applied Writing

1 Sample Analysis

The teacher summarizes briefly the format and language used in a sports event poster. The teacher may show the following passage with PPT (If there is no PPT prepared, ask the students to take a dictation of the passage.). Afterwards, ask the students to read it and translate it into Chinese orally.

A sports event poster is written and posted to inform people of a particular sports event so that they can come to watch it. Therefore, the name, the time, the place of the match and the competing teams should be clearly stated. Very often the availability of tickets is also mentioned.

A sports event poster often takes the following format:

<p>Name of the Match</p> <p>Playing Teams (Team VS Team)</p> <p>place</p> <p>Time</p> <p>Ticket Availability</p> <p>Welcoming Sentences</p>

2 Simulated Writing

1. The students read and translate the two sample posters into Chinese.
2. Do Exercises 2, 3 and 4 in groups.



Writing Sentences and Reviewing Grammar

- ① **The teacher gives a brief summary of the contextual reference of tenses.**
 1. The verb tense form is consistent with the time adverbial used.
 2. The verb tense of the subordinate clause is consistent with that in the main clause.
 3. In time and conditional adverbial clauses, present tense is used to indicate the future tense.
 4. When presenting universal truth and objective existence, simple present tense is used regardless of time reference.
 5. When writing a paragraph, special attention should be paid to co-reference of tense forms across sentences.
- ② **Do Exercises 5, 6 and 7 in groups.**
- ③ **Assignments for This Section**

Group work: Design a poster for a sports event your class is engaged in with PPT. There will be a Poster Show in the next class period.

② Maintaining a Sharp Eye



Passage | Dancing Beijing

- ① **Warm-up Questions**
 - 1 Do you know anything about Olympic emblem? And what is that of the 2008 Beijing Olympic Games?
 - 2 What impressed you most in the 2008 Beijing Olympic Games?
- ② **Guided Reading of the Passage**

The students read the passage after the teacher for the first time, trying to imitate the teacher's pronunciation and intonation, and then read it in class



individually. The teacher should pay attention to the students' pronunciation and intonation.

③ Explanation of Difficult Words and Expressions

The students are required to have a discussion in groups to pick out the difficult words and expressions in the whole passage which they don't understand and report them to the class. The teacher will demonstrate the usage of those chosen points, and then ask the students to make up at least two sentences with them in groups. In this passage, apart from what have been chosen in *Language Points in Teacher's Book*, the following points are encouraged to be chosen and practiced on.

- 1 **give sth. / sb. high praise:** to express a fairly favorable judgment of sth.
e.g. He has been given high praise as both an actor and director by critics.
- 2 **be filled with:** to make something full by entering an amount of a substance
e.g. Her eyes were filled with tears.
Books are filled with many wonders.
- 3 **symbol** *n.* something used for representing something else, esp. a material object representing something immaterial
e.g. The symbol on the packet is a guarantee that the food has been produced organically.
- 4 **put sth. up to a new level:** to make sth. in a position, in a scale or rank (as of achievement, significance, or value)
e.g. We are about to put the protection against terrorist wars to a new level.
- 5 **stand for:** to represent, symbolize
e.g. She also learned a kind of alphabet for the blind, in which different finger positions stand for different letters of the alphabet.
- 6 **at ease:** relaxed and confident and not nervous or embarrassed
e.g. Your presence puts my mind at ease.
- 7 **function as:** to serve as; to act as
e.g. This big sofa can also function as a bed.

④ Teaching Suggestions for Understanding the Passage in Detail

1 Paragraph 1

- 1) Ask one or two students to read this paragraph.



- 2) Pair work: The students have a discussion to find the answers to the following questions:
- (1) What story does every emblem of the Olympics usually tell?
(It usually tells a beautiful story of the host country of the Games.)
 - (2) What are the comments all the IOC officials gave to the design of the emblem of “Dancing Beijing”?
(They all said it was the best one ever designed.)
- 2 Paragraph 2
- 1) The students read this paragraph for three times by themselves, trying to remember the meanings of the passage.
 - 2) Meanwhile the teacher writes down the following sentences on the blackboard or shows them with PPT. The students are asked to fill in the missing words in the following passage without looking at the book.

The Beijing 2008 Olympic Games emblem is filled with Beijing's _____, and carries the commitment made to the _____ by a country that has a population of 1.3 billion and by a nation with both _____ and _____.
(hospitality and hopes, Olympic Movement, ancient civilization, modern culture)

- 3 Paragraphs 3 and 4
- 1) The students read these paragraphs together.
 - 2) Group work: Give each group 5 minutes to prepare the translation of these two paragraphs, and then an oral class presentation is required.
- 4 Paragraphs 5, 6 and 7
- 1) Ask the students to read these three paragraphs by themselves.
 - 2) Meanwhile, the teacher writes down the following table on the blackboard or shows it with PPT. The students are required to complete the outline of these three paragraphs in groups.

Beijing 2008 Olympic Games emblem

It is: a Chinese Seal

It looks like: 1) _____

It symbolizes: trust and confidence



It is filled with: Beijing's and China's 2) _____

It commits to: 3) _____

It represents: Chinese people's longing for 4) _____ and their explanation of life

Its red color symbolizes: ease of 5) _____

Key:

- | | |
|--------------------------------|--------------------------------|
| 1 Dancing Beijing | 2 hospitality and hopes |
| 3 the Olympic Movements | 4 luck and happiness |
| 5 mind and vitality | |

5 Summary of the Passage

Group work: The students have a discussion to find the topic sentence for each paragraph.

Reference answers:

Para. 1: Every emblem of the Olympics tells a beautiful story.

Para. 2: The Beijing 2008 Olympic Games emblem is filled with Beijing's hospitality and hopes.

Para. 3: "Dancing Beijing" is a symbol of trust and an expression of China's confidence.

Para. 4: The red color of Beijing 2008 Olympic emblem represents Chinese people's longing for luck and happiness and their explanation of life.

Para. 5: Olympic Games function as the stage where heroes are made, records broken and medals earned.

Para. 6: The Beijing 2008 Olympic emblem shows that China is opening its arms to welcome the rest of the world to join the Olympics.

Para. 7: People from all over the world are welcome to China to share the experience of "One World, One Dream".

6 Suggested Methods for Doing Exercises

- 1 Group work for Exercises 2 and 3: Underline the useful expressions in each sentence.
- 2 Pair work for Exercises 4 and 5: Each student writes out the sentence patterns they are going to use and then write out their translation. Afterwards they check up each other's work, correcting the mistakes. At last, the whole class repeat the English translation of the sentences together.



7 Assignments for This Section

- 1 Recite Paragraph 4 of the passage.
- 2 Preview Passage II.

PASSAGE II Closing Speech by Jacques Rogge

1 Warm-up Activity

Group work: Suppose you were the president of the International Olympic Committee, and you were invited to make the closing speech for Beijing 2008 Olympic Games. Deliver your speech within the group first, and then the group representatives give their performance in class.

2 Guided Reading of the Passage

The students read the passage after the teacher for the first time, trying to imitate the teacher's pronunciation and intonation, and then read it in class individually. The teacher should pay attention to the students' pronunciation.

3 Explanation of Difficult Words and Expressions

The students are required to have a discussion in groups to pick out the difficult words and expressions in the passage which they don't understand and then report them to the class. The teacher will demonstrate the usage of those chosen points, and ask the students to make up at least two sentences with them in groups. In this passage, apart from what may have been chosen in *Language Points* in *Teacher's Book*, the following points are encouraged to be chosen and practiced on.

- 1 **awe sb. with sth.:** arouse one's overwhelming feeling of admiration, fear, or wonder with sth.
e.g. You awed us with the way you handled such a touchy situation.
- 2 **achievement** *n.* something accomplished, as through great effort, skill, or courage
e.g. Let me congratulate you on your great achievements.
- 3 **wish the best for:** express one's hope toward somebody that he or she will be in the best state or position.
e.g. We wish the best for your Christmas and the new year.



- 4 **inspire** *v.* to fill with an animating, quickening, or exalting influence
e.g. Her courage inspired her followers.
- 5 **keep alive**: stay in a living or energetic state, condition, or position
e.g. The big factories are trying to keep alive by cutting costs.
- 6 **in accordance with**: according to a rule or the way that says something should be done
e.g. The mayor must make policies in accordance with the bill passed in the Congress.

4 Teaching Suggestions for Understanding the Passage in Detail

1 Paragraphs 1, 2 and 3:

- 1) Ask the students to read these paragraphs individually.
- 2) Group work: Give each group 3 minutes to prepare the translation of these three paragraphs, and then an oral class presentation is required.

2 Paragraph 4:

- 1) The students read this paragraph together.
- 2) Dictation practice. The teacher reads the paragraph one sentence after another for two times. Afterwards, the students check up their work with their partners.

3 The rest paragraphs of the passage:

- 1) The students read these four paragraphs by themselves for two times.
- 2) Meanwhile, the teacher writes down the following passage on the blackboard or shows it with PPT. The students are required to fill in the blanks with the missing words without referring to the book.

The athletes tonight were true 1) _____. They showed the unifying 2) _____. They will keep the Olympic spirit alive when 3) _____. These were truly exceptional 4) _____! Now I 5) _____ the 2008 Beijing Olympic Games closed.

(Key: 1. role models 2. power of sport 3. they return home 4. Games 5. declare)

5 Summary of the Passage

- 1 With the help of the teacher, the students are required to find adjectives phrases in the passage describing the Olympic Games. One is given as an



example: wonderful volunteers.

(Hints: glorious day, dazzling venues, talented athletes, true role models, unifying power of sport, warm embrace of competitive rivals, exceptional Games)

- 2 Group work: Each group tries to pick out at least 5 expressions or sentences from the passage which they think are worth remembering. Afterwards, ask some groups to write them down on the blackboard and ask the whole class to read them aloud.

⑥ Suggested Methods for Doing Exercise 7

Group work: Ask the students to prepare the Chinese translation of the sentences in Exercise 7 in groups, and there will be a group presentation in class afterwards.

⑦ Assignments for This Section

- 1 Recite Paragraphs 3 and 4 of the passage.
- 2 Preview Sections I, II and III in Unit Seven.

③ Appreciating Culture Tips



Understanding of the Business Mottos

Ask the students to read the logos or business mottos of cars.

Group Discussion

- ① Which logos and business mottos of cars impress you most? Give comments on it. What do you think of the Chinese translation?
- ② Please list some logos and business mottos of cars you are familiar with.
- ③ Search online for more similar logos and business mottos of cars and exchange them in the next class period.



UNIT 7

Holiday Celebrations

Key and Translation

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Suggested Teaching Procedures and Class Activities

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Key and Translation

SECTION

1 Trying Your Hand



Practicing Applied Writing

- ① Read the following two samples of notice and learn to write your own.

1 The Chinese Version of the Samples:

样例 1

研讨会

主 办：市健康协会及市总医院

主 题：艾滋病、疯牛病和炭疽热

演讲者：汤姆·布莱克博士

主 持：袁林教授

时 间：2015年10月23日（星期五）下午：3:00 ~ 5:00

地 点：图书馆多功能厅，305演讲室

样例 2

讲 座

德克萨斯教育代表团和外事处联合主办

主题：中国的交际法教学

时间：11月24日（星期日）下午3:00~5:00

地方：市政大厅6号演讲室

（凭票入场）



2 One More Sample of Notice:

Come to Practice English!

Royal Princess,
a luxury ship from UK
is arriving at Dalian on June 6.
Fri. 9 a.m. You are welcome to work
as volunteer-interpreters. Anyone who is
interested please stop by the Foreign Language
Dept. office for details. Do a bit and get benefited as well!

② Translate the following two notices into Chinese, using the data bank in the Workbook for reference.

1

英语自助餐

想一想开开心心学英式英语的感觉!
在本市尝一尝纯正英国炸鱼和薯条的滋味!

时间: 10月9日, 星期五, 下午3:00~5:00
地点: 希尔顿咖啡店

2

大型书展

前100名先到者有奖——机会难得!
著名作者签名售书——机会难得!
世界各国畅销书云集——机会难得!

地点: 天津街新华书店
时间: 8月28号~9月3号, 上午8:00~晚上8:30

③ Write a notice in English for some event that will actually take place on campus.

Key:

(Open.)



Writing Sentence and Reviewing Grammar

④ Complete the following sentences using the comparative form.

Key:

- | | |
|--------------------------|----------------------------------|
| 1 fitter, stronger | 2 more friendly, (more) humorous |
| 3 better, more carefully | 4 more, less |
| 5 hotter, more humid | 6 nicer, cozier |
| 7 better, less well | 8 The earlier, the sooner |
| 9 nice, nicer | 10 less important |

⑤ Correct the errors in the following sentences.

Key:

- 1 The shopkeeper offered him the best hat in the shop with the lowest price.
- 2 This city is one of the mildest and quietest places in China.
- 3 Tim thinks far, and his father thinks farther, and his grand father thinks the farthest of all.
- 4 The Yellow River is the second longest river in China.
- 5 This is the poorest excuse I have ever heard.
- 6 Christmas is a more important celebration than Thanksgiving Day.
- 7 This material is the lightest in weight.
- 8 This flower is the most beautiful and smells nicest of all the flowers in the garden.
- 9 Longfellow doesn't run as fast as Jim.
- 10 The larger your vocabulary is, the easier it is for you to understand English.
- 11 The new playground is three times larger than the old one.
- 12 The task turns out to be much harder than we expected.
- 13 It is a perfect day for a picnic.
- 14 Bob is the brightest among the three boys.
- 15 Lizzy is prettier than / more pretty than / the prettiest of all her sisters.
- 16 John's wife is very rude, and John is no more polite than her.

⑥ Translate the following sentences into English by expressing



comparison in as many ways as you can.

Key:

- 1 The journey is smoother than I have expected.
The journey is less rough than I have expected.
The journey is not as rough as I have expected.
- 2 I type faster than he does.
He doesn't type so fast as I do.
- 3 The football team doesn't perform as well as they did yesterday.
The football team performed better yesterday than they do today.
The football team's performance was better yesterday.
The football team's performance is poorer today.
- 4 This girl dresses in the most fashionable way in her class.
This girl dresses most fashionably in her class.
This girl dresses more fashionably than anyone else in her class.
- 5 Mary looks much younger than she really is.
Mary is much older than she looks.
Mary is not as young as she looks.
Mary doesn't look so old as she really is.
- 6 Sichuan dishes are much hotter than Shanghai dishes.
Shanghai dishes are much lighter than Sichuan dishes.
Shanghai dishes are not so hot as Sichuan dishes.

Write and Describe a Picture

- 7 Write a short passage of about 100 words to tell a story or about an event related to the picture given below. Some useful words and phrases are provided here to help you. You may start the passage with the sentence: **Dragon Boat Festival is a traditional Chinese festival.**

Key:

Dragon Boat Festival is a traditional Chinese festival. It falls on the fifth day of the fifth lunar month, a pleasant time when the weather turns warm. This festival is observed to commemorate the ancient patriotic poet Qu Yuan. Zongzi is a special food for this festival. It is a pyramid-shaped dumpling

made of glutinous rice wrapped in bamboo leaves. There are various kinds of Zongzi, with both sweet and salty fillings. Dragon Boat Racing is another special activity on the very day. Chinese people will wrap and eat Zongzi and row Dragon Boats on the same day every year. These traditional customs remind them of Qu Yuan and inspire them to love their motherland.

SECTION

2 Maintaining a Sharp Eye



Passage I

Information Related to the Reading Passage

① Information About the Three Major Religions in the World

It is estimated that about 2 billion people believe in Christianity, 25% – 30% of the world's total population. So Christianity could boast to have the most and the most widely distributed followers. Though Europe and the United States used to be the most prevalent places, now Asia and Africa have the fastest growing Christian population.

Islam believers are also known as Muslims. By the end of 2009, among the world's population of about 70 billion, the total number of Muslims was 1.57 billion in 204 countries and regions, accounting for nearly 23% of the world's population. Islam prevails mainly in Asia and Africa.

So far Buddhism has about 280 million followers in the world, mainly found in many Asian countries.

② The World's Major Religions and Their Most Important Festivals:

基督教 (圣诞节、复活节、万圣节)

伊斯兰教(开斋节、圣纪节、宰牲节)

佛教 (弥勒佛诞辰、释迦牟尼诞辰、盂兰盆节)

道教 (上元节, 中元节, 下元节)

犹太教 (逾越节, 赎罪日、住棚节)

印度教 (洒红节、十胜节、排灯节)

Christianity (Christmas, Easter)

Islam (Eid Al-Fitr, Maulid al-Nabi, Corban Festival)



Buddhism (Buddha's Birthday, Sakyamuni's Birthday, Obon Festival)
 Taoism (The Lantern Festival, Ghost Festival, Xiayuan Festival)
 Judaism (Passover, Yom Kippur, the Tabernacles)
 Hinduism (Holi, Dashain Holidays, Festival of Lights)

Language Points

① Explanation of Difficult Sentences

- 1 **(Para. 1)** While most of us celebrate it as a festive season spreading over a week, for some it is a month long festive that starts on Sunday next to November 26 and ends on January 6.

Analysis: This is a complex sentence. *While* is leading an adverbial clause of concession. *spreading over a week* is a present participle phrase that serves as an attributive clause modifying *a festive season*.

Translation: 虽然我们大多数人把它作为持续一周的节日来庆祝, 有些人则从11月26日以后的那个周日就开始过节, 节日长达一个月左右, 要到1月6日才结束。

Example: While most people celebrate the Spring Festival as a festive time spreading over a week, for some it is a month long festival that starts from the 8th of the first lunar month and ends on the 15th of the second lunar month.

- 2 **(Para. 2)** This is because only 10% of the population are Christians and the majority of people are Muslim.

Analysis: When *population* is used as subject, the singular verb form is used as its predicate. But when there is a fraction, decimal, or percentage, either a singular or a plural verb form will do.

Translation: 这是因为只有10%的人口是基督徒, 大部分人是穆斯林。

Example: Almost one third of the population here are illiterate.

- 3 **(Para. 5)** They may also organize parties, where beer, wine and sometimes champagne is served.

Analysis: The relative adverb *where* (= at which) leads a non-restrictive relative clause, adding extra information about the *parties* it modifies. This information is not necessary to identify the noun. Similar connective words are “when” and “why”.

Translation: 他们还可能举办晚会, 晚会上提供啤酒、葡萄酒, 有时还有香槟。



Example: Childhood is a valuable period in one's life, when a person enjoys the purest happiness.

- 4 (Para. 6) Nobody ever gets to see him in their homes, though, because he only comes when everybody is sound asleep.

Analysis: *Though* is generally a conjunction used at the beginning to introduce a concessive adverbial clause. Here it is used at the end of the main clause, it serves as an adverb weakening the meaning of concession.

Translation: 但从没有人在家里见过圣诞老人,因为只有当每个人熟睡之后他才会到来。

Example: Tell her the fact. It might be unpleasant, though.

② Important Words

- 1 **assume** *v.* take to be the case or to be true; accept without verification or proof 设想

e.g. You can't simply **assume** that he will be late again.

He **assumes** the situation to be out of control without him.

- 2 **festive** *a.* offering fun and gaiety 欢快的, 节日的

e.g. The Olympic Games offered such a **festive** atmosphere in our country.

The decoration gives a **festive** touch to the old house.

- 3 **roast** *a.* cook with dry heat, usually in an oven 烤

e.g. If you go to Beijing, the food you have to enjoy is **roast** duck.

Does the **roast** turkey taste as good as Beijing **roast** duck?

- 4 **mince** *v.* cut food into small pieces 切碎

e.g. We use this stone tool to break the garlic instead of **mincing** it.

The meat won't taste good if you **mince** it too much.

- 5 **delivery** *n.* the act of sending or distributing something (as goods or mail) 递送

e.g. If you can't get up early, newspaper **delivery** is not a suitable job for you.

Nobody would like to take the hard **delivery** of such bad news to her.

- 6 **make-believe** *a.* imagined as in a play 虚构的

e.g. She chooses to follow the direction to look for the **make-believe** treasure island.

It is the **make-believe** atmosphere that makes the film so attractive.



Passage Translation

世界各地欢庆圣诞节

如果认为圣诞节只有基督徒们庆祝，那就错了。随着世界变成一个大的地球村，世界各地都热热闹闹地过圣诞。尽管欢庆的方式、日期和传统有所差异，但欢庆的情绪处处依然如故。虽然我们大多数人把它作为持续一周的节日来庆祝，有些人则从11月26日以后的那个周日起就开始过节，节日长达一个多月，要到1月6日才结束。

圣诞节在马来西亚

在马来西亚，庆祝圣诞节的规模很小。这是因为只有10%的人口是基督徒，大部分人是穆斯林。然而，在过去十年，商界已经利用这个机会推销更多的商品并举办许多年终大甩卖。圣诞节是马来西亚唯一的公共假日。

圣诞节在瑞典

在瑞典，圣诞节是一个非常重要的节日，因为它是耶稣诞生的庆典。圣诞夜前的几个星期人们就开始装饰街道和商店。各家各户也都忙着装饰自己的家：在窗子上挂星星和蜡烛，摆设圣诞老人，还用红色点缀一切。每家屋子里都有一棵绿色的圣诞树。人们装饰它并在树下摆放礼物。他们还会在圣诞前夜，围着圣诞树唱圣诞曲和跳舞。

圣诞节在德国

圣诞节在德国早早就开始。12月6日他们就过起圣尼古拉节，但是他们仍然要照常上班或上学。在圣诞节的前一天，各家都用蜡烛、彩球和小灯装点自己的圣诞树。12月24日晚上，家人和朋友互送礼物。

圣诞节在英国

在英国，人们通过向家人和朋友赠送礼物来庆祝圣诞节。许多人共享圣诞宴，吃烤火鸡、烤土豆和各种各样的蔬菜，跟着就是圣诞布丁和肉馅饼。他们还可能举办晚会，晚会上提供啤酒、葡萄酒，有时还有香槟。圣诞节的第二天叫做节礼日，多是人们享用大餐之后的休息日，他们还要给报童、送奶工和其他为人们提供服务的人送礼物。

圣诞老人是圣诞节活动中极重要的一部分，小孩子们相信圣诞老人会在圣诞前夜会从烟囱里走下来给他们送礼物。但是从来没有人在家里见过圣诞老人，因为只有当每个人都熟睡之后他才会到来。虽然大多数人都知道圣诞老人是虚构出来的，大家仍然爱他和他发出的“噤，噤，噤！”声音。

Read and Think

① Answer the following questions according to the passage.

- 1 Christmas is only celebrated among the Christians.
- 2 The enthusiasm remains the same everywhere in the world during the Christmas celebration.



- 3 Because only 10% of the population are Christians and the majority of people are Muslim.
- 4 No, they still have to go to work or school when they start their celebration.
- 5 It usually includes roast turkey, roast potatoes and a large choice of vegetables followed by Christmas pudding and mince pies.

Read and Complete

② Complete each of the following statements with words or phrases from the passage.

- | | |
|---------------------|-------------------|
| 1 with high spirits | 2 The majority of |
| 3 a large choice of | 4 Public holidays |
| 5 go to work | 6 believe |

③ Fill in the blanks with the proper words or expressions given below, changing the form if necessary.

- | | |
|-----------------------|-------------------------|
| 1 assume, celebrated | 2 Festival, majority of |
| 3 end-of-year | 4 Muslim(s) |
| 5 Decorating, candles | 6 a large choice |
| 7 ways of | 8 festive, shared |

Read and Translate

④ Translate the following sentences into English.

- 1 It would be wrong to assume that Valentine's Day is only celebrated by young people.
- 2 With the development of the Internet, the World Cup could be watched at the same time with high spirits in various parts of the world.
- 3 Though the ways of celebration and the traditions vary, the meaning of a wedding remains the same everywhere.
- 4 In China, National Day is celebrated on a large scale.
- 5 Now of all population who is still remaining in this small village, only 10% are under thirty and the majority are out to find a job in a city.
- 6 The Dragon-Boat Festival has become another public holiday in China.
- 7 In the Spring Festival, people still have the tradition to decorate everything in red.



- 8 People would give New Year cards to volunteers and many others who have brought help to them.
- 9 Though most people know this story is make-believe, they still tell each other about it.

Read and Simulate

5 Pay attention to the italicized parts in the English sentences and translate the Chinese sentences by simulating the structure of the English sentences.

- 1 It would be wrong to assume that this news is only passed among the government officials.
It would be out of date to assume that name cards are only exchanged among businessmen.
- 2 With English becoming a global language, it is learned with enthusiasm in various parts of the world.
With pollution becoming an international problem, environment protection has been handled with greater care around the world.
- 3 Though the ways of pronouncing vary, the writing system of Chinese remains the same everywhere in China.
Though the ways of playing music vary, the love of it remains the same everywhere in the world.
- 4 Volunteers show their love by sending medicine to the earthquake areas.
Teachers explain the new words in the text by giving examples.
- 5 A child's birthday is celebrated in my hometown with the mother making birthday noodles for the child and other family members.
The staff is employed in this company with the CEO giving interviews.
- 6 They may also hold end-of-year sales, where many goods are promoted.
We may also have potlucks, where everybody is regarded as a member of the team.
- 7 The night before weekends, which is called the golden night, is mostly a time for young people to go out to relax, relax and relax.
The day before the Spring Festival, which is called "the Year's Thirtieth" in Chinese, is mostly a time for families to enjoy the Central TV Gala together.
- 8 Nobody ever gets to know his name, though, because he only writes with



his pen name.

Few people ever get to see the guards here, though, because they only come out when other people go to work or school.

Passage II

Information Related to the Reading Passage

Mexican-American

There are many Mexican immigrants in America. Most of them speak Spanish as their mother tongue. Mexican people are very warm-hearted and hospitable. They are also well-known for their special cuisines.

① Explanation of Difficult Sentences

1 (Para. 1) Rather than lock myself in my loneliness, I have tried each Christmas to learn a little more about the culture of the country and know more about my American friends.

Analysis: When *rather than* is used at the beginning of a sentence, the infinitive phrase that follows does not require “to”. *Each Christmas* is the adverbial phrase of time here.

Translation: 但是我并没有沉溺于个人的孤独。我一直在努力利用每一个圣诞节的机会更多地了解这个国家的文化，更多地了解我的美国朋友。

Example: Rather than make money, he came to the country all the way to help sick children each Children’s Day.

2 (Para. 2) A tie-clasp I still wear reminds me repeatedly of the Christmas of 1989.

Analysis: *I still wear* is a relative clause with *that* omitted, modifying *tie-clasp*. Here *which* introduces an unrestricted relative clause, modifying *the Christmas of 1989*.

Translation: 我有一只迄今仍然随身佩带的领带夹，它不时让我想起1989年的圣诞节。

Example: A map I always carry in my bag helps me repeatedly with directions, which is really valuable for a person without much sense of direction like me.

3 (Para. 3) Maria, a Mexican-American student working as a temporary



secretary in the department must have seen me as I left the mailbox with disappointment showing on my face.

Analysis: *Mexican-American* means “an American citizen with Mexican parentage” (美籍墨西哥人). Similar examples are: Chinese-American (美籍华人), African-American (祖籍非洲的美国人). There are 2 *as*-phrases used in the sentence. The first *as* is a preposition, introducing an adverbial of manner; the second *as* is a conjunction, introducing an adverbial clause of time. *Must have seen* (must+ perfect tense) indicates an affirmative judgment, which means “一定做了什么”; *with* introduces an adverbial of manner, modifying *as I left the mailbox*.

Translation: 玛丽娅，一名在系里担任临时秘书的美籍墨西哥学生，一定是看到了我离开邮箱时脸上流露出的沮丧。

Example: Li Xin, an American-Chinese girl, who stayed in the room as a baby-sitter, must have noticed my two little brothers as they hung their empty socks on the fireplace with great expectation.

- 4 (Para. 4) The kind look in his eyes and his relaxed behavior made me feel right at home.

Analysis: *Made me feel right at home* is an V+O+OC structure. *Feel right at home* is an infinitive clause without “to”, used as the complement of *me*. *Right* is an adverb of emphasis, modifying *at home*.

Translation: 他眼睛中流露出的和蔼目光以及他随和的举止使我感觉完全就像在自己家里一样自在。

Example: He said he was quite satisfied. But his long face made me feel just the opposite.

- 5 (Para. 5) I felt a little uncomfortable, knowing that I was occupying her place, but her gesture expressed the sincere hospitality with which Maria's whole family received me.

Analysis: *Knowing ...* is a present participle phrase used as an adverbial of cause; *which* introduces a relative clause, modifying *hospitality* and *which* itself is the object of the preposition *with*.

Translation: 我觉得有些不安，因为我知道我占了玛丽娅姑妈的位置。但是她的手势却向我表达了她的真诚好客，玛丽娅全家就是这样款待我的。

Example: He shouted at the top of his voice, knowing that the crowds could hardly hear him; but their cheering revealed such warmth with which they welcomed him as a hero.



- 6 (Para. 6) Looking at the tie-clasp, I know I would always regard it as a memento of an unforgettable evening of good friendship during a hard and lonely period of my life.

Analysis: *Looking at the tie-clasp* is a present participle clause used as an adverbial of time; *of an unforgettable evening of good friendship during a hard and lonely period of my life* is a long post modifier of the noun *evening*.

Translation: 望着这只领带夹，我知道我将会把它视作一个永久的纪念，它记录了在我生活最孤独寂寞的那段时光中一个充满友情的难忘之夜。

Example: Reading the words again and again, she realizes she would use them as her motto of life in the fierce struggle against her disease.

② Important Words

- 1 **reunion** *n.* meeting with family members or old friends, etc. after separation 团圆，重聚
e.g. Many students go home for a family **reunion** on the Mid-autumn Festival.
They had a happy **reunion** on the fiftieth anniversary of their university.
- 2 **emotion** *n.* excited state of mind or strong feelings 情绪，情感
e.g. She told the story in a voice touched with deep **emotion**.
His argument relies too much on **emotion** rather than on reason.
- 3 **loneliness** *n.* sad or melancholy state of feeling caused by lacking of companions 孤独，孤单
e.g. **Loneliness** is the worst enemy for the spacemen.
She sang to herself to rid her of the **loneliness**.
- 4 **repeatedly** *ad.* again and again 再三地，重复地
e.g. He read the words **repeatedly** to lock them in memory.
Whatever she says, she'd say it **repeatedly**.
- 5 **crush** *n.* crowd of people or things gathered together 挤满，积压
e.g. There was a frightful **crush** at the gate of the cinema.
The **crush** proved a danger with few emergency exits in the hall.
- 6 **temporary** *a.* lasting for a short time only 临时的，暂时的
e.g. The hut was used as a **temporary** office.
Don't worry. The bumping of the airplane is only **temporary**.
- 7 **disappointment** *n.* the state of mind of failing to get what is expected 失



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e.g. He suffered terrible **disappointment** when she failed to come.

To the children's **disappointment**, it rained the whole night before the picnic.

- 8 modest** *a.* not large in size or amount 简陋的, 适度的
e.g. He should accept my **modest** request.
The well-known scholar lives in a rather **modest** little house.
- 9 behavior** *n.* ways of behaving oneself 行为, 举止
e.g. His improper **behavior** towards the guests shows his rudeness.
One's **behavior** should go with one's words.
- 10 sauce** *n.* liquid often made from vegetables or fruit, which is served with some kind of food to give a flavor 调味汁, 酱
e.g. This tomato **sauce** goes very well with fried chicken.
Give each one a small saucer to put the **sauce** in.
- 11 seasoning** *n.* something used to give flavor to food 调味品, 调味
e.g. She uses different **seasonings** to make her cooking tasty.
This kind of fish only needs light **seasoning**.
- 12 gesture** *n.* movement of hand or head to indicate an idea or feeling 手势, 姿态
e.g. Is thumbing a **gesture** for a lift?
Can you make out what his **gesture** means?
- 13 hospitality** *n.* friendly and generous reception of guests 好客, 款待
e.g. The Chinese enjoy a reputation of their **hospitality**.
The hostess' **hospitality** put us at ease.
- 14 memento** *n.* something that serves to remind one of a person or event 纪念物, 纪念品
e.g. This dictionary is a **memento** of my English teacher.
The painting brush is now kept in the museum as a **memento** of the artist.
- 15 unforgettable** *a.* that cannot be forgotten 令人难忘的, 忘不了的
e.g. She spent an **unforgettable** time in the mountainous area.
This failure is an **unforgettable** lesson for me.



Passage Translation

当我在美国的时候

对于很多人来说，节假日意味着欢乐及团聚。然而，对我来说，它却是个充满了复杂情感的时刻。这是由于我离开了远在伊朗的家人，只身来到美国学习。但是我并没有沉溺于个人的孤独。我一直在努力利用每一个圣诞节机会去更多地了解这个国家的文化，更多地了解我的美国朋友。

我有一只迄今仍然随身佩带的领带夹，它不时让我想起1989年的圣诞节。当时，我所有的朋友都在热切地盼望着节日的到来。而我却无钱过节。由于假期各种邮件积压的缘故，家里给我寄来的支票没有按期到来。

到了周末，我步行到校园的留学生办公室去取邮件。那张极其重要的支票仍旧没有到。玛丽亚，一名在系里担任临时秘书的美籍墨西哥学生，一定是看到了我离开邮箱时脸上流露出的沮丧，邀请我和她的家人共度圣诞夜。我万分高兴地接受了邀请。

玛丽娅的家庭并不富有，他们住在一个非常简陋的小房子里。玛丽娅把我介绍给她的父母、姑妈和妹妹。他们向我表示热烈的欢迎。玛丽娅的父亲只会说西班牙语，因此，他跟我谈话时就由玛丽娅的妹妹充当翻译。他眼睛中流露出的和蔼目光以及他随和的举止使我感觉完全就像在自己家里一样自在。

晚餐非常丰盛，每一道菜都下料独特，调味精美。玛丽娅的姑妈站在这张窄小的饭桌的一个角落里吃饭。我觉得有些不安，因为我知道我占了她的位置。但是她的手势却向我表达了真诚的好客，玛丽娅全家就是这样款待我的。晚餐之后，玛丽娅从圣诞树下取出一个小包递给了我。在那只小包里我看到了这只我迄今仍然随身佩带的领带夹。

望着这只领带夹，我知道我将会把它视作一个永久的纪念，它记录了在我人生最孤独寂寞的那段时光中一个充满友情的难忘之夜。

Read and Judge

③ Are the following statements true or false according to the passage? Write T / F accordingly.

Key:

- 1 T 2 F 3 T 4 T 5 T
6 T 7 F 8 F 9 F 10 T

Read and Translate

④ Translate the following sentences into Chinese.

Key:

- 1 但是我并没有沉溺于个人的孤独。我一直在努力利用每一个圣诞节机会去更多地了解这个国家的文化，更多地了解我的美国朋友。



- 2 我有一只迄今仍然随身佩带的领带夹，它不时让我想起1989年的圣诞节。
- 3 玛丽娅，一名在系里担任临时秘书的美籍墨西哥学生，一定是看到了我离开邮箱时脸上流露出的沮丧。
- 4 我觉得有些不安，知道是我占了她的位置，但是她的手势却向我表达了她真诚的好客，玛丽娅全家就是这样款待我的。
- 5 望着这只领带夹，我知道我将会把它视作一个永久的纪念，它记录了在我人生最孤独寂寞的那段时光中一个充满友情的难忘之夜。

3 Appreciating Culture Tips



(Open.)

Suggested Teaching Procedures and Class Activities

1 Trying Your Hand



Practicing Applied Writing

1 Sample Analysis

The teacher summarizes briefly the format and language used in notices. The teacher may show the following passage with PPT (If there is no PPT prepared, ask the students to take a dictation of the passage). Afterwards, ask the students to read it and translate it into Chinese orally.

Notices are often used to give information about social activities. They are brief and to the point. The following aspects should be made clear when



writing a notice: the informed person or audience, the subject matter, the time, the place and things that need to be noticed, etc.

② Simulated Writing

- 1 With the help of the teacher, the students analyze the sample notices, pointing out the informed person(s), the matter, the time, the place, etc.
- 2 Do Exercises 1, 2 and 3 in groups.

Writing Sentences and Reviewing Grammar

- ① **The teacher gives a brief summary of the basic sentence structures.**
The comparative is the form of an adjective or adverb that implies a greater degree than the positive base form of the word. A few comparatives are irregular, for example: good, better, best; bad, worse, worst. Most adjectives form their comparatives with *-er* (sometimes doubling the final consonant, sometimes turning a final *y* into *i*). The superlative of these adjectives is formed with *-est*. But a large number doesn't take *-er* or *-est*; it's formed with *more* and *most*.
- ② **Do Exercises 4, 5, and 6 in groups.**
- ③ **Assignment for This Section**
Written work: Write a notice for the Spoken English Contest held by your department.

② Maintaining a Sharp Eye



Passage I Christmas Celebrations Around the World

① Warm-up Questions

- 1 How much do you know about the way Western people celebrate



Christmas?

(**Hints to answers:** putting up Christmas tree, exchanging Christmas gifts and Christmas cards, singing Christmas songs, acting as Santa Claus, giving parties, family reunions, and eating delicious food...)

- 2 What are the similarities and differences in the ways of celebrating Christmas and the Spring Festival?

2 Guided Reading of the Passage

The students read the passage after the teacher for the first time, trying to imitate the teacher's pronunciation and intonation, and then read it in class individually. The teacher should pay attention to the students' pronunciation and intonation.

3 Explanation of Difficult Words and Expressions

The students are required to have a discussion in groups to pick out the difficult words and expressions in the whole passage which they don't understand and report them to the class. The teacher will demonstrate the usage of those chosen points, and then ask the students to make up at least two sentences with them in groups. In this passage, apart from what have been chosen in *Language Points in Teacher's Book*, the following points are encouraged to be chosen and practiced on.

- 1 **with high spirits:** feeling or having good state of a person's emotions (especially with regard to pleasure or dejection)
e.g. He infected the whole class with his high spirits.
- 2 **on a small scale:** in a small size or an amount
e.g. The project is being undertaken on a small scale.
- 3 **take the opportunity to do:** have the chance to do sth.
e.g. The student took the opportunity to go abroad to learn English.
- 4 **decorate** *n.* make more attractive by adding ornaments, colours, etc.
e.g. People decorate their Christmas trees with lights and presents.
- 5 **a large choice of:** a great range of choice
e.g. A large choice of matching strategies is available.
- 6 **be sound asleep:** sleeping deeply; be fast asleep
e.g. Don't wake her up. She is sound asleep.



④ Teaching Suggestions for Understanding the Passage in Detail

1 Paragraph 1:

- 1) The students read this paragraph together.
- 2) Group work: Give each group 3 minutes to prepare the translation of the first paragraph, and then an oral class presentation is required.

2 Paragraph 2:

- 1) Ask one or two students to read this paragraph.
- 2) Pair work: Students have a discussion to find the answers to the following questions:
 - (1) Why is Christmas celebrated on a small scale in Malaysia?
(Because only 10% of the population is Christians in Malaysia.)
 - (2) What do businesses do during Christmas period?
(They take the opportunity to sell their goods.)

3 Paragraph 3:

- 1) Pair work: One student reads this paragraph loudly, and another helps correct his or her pronunciation. And then they change their roles to do the same work again.
- 2) Meanwhile the teacher writes the following passage on the blackboard or show them with PPT. The students are asked to fill in the missing words in the following passage without looking at the book.

Christmas is a very _____ in Sweden. _____ before Christmas Eve people begin to decorate the streets and shops. Families decorate everything in _____. Each family has a green _____ in their house, and people place presents _____. On _____ people also sing _____ and dance around the tree.

Key: important holiday, Several weeks, red, Christmas tree, under it, Christmas Eve, Christmas carols

4 Paragraph 4:

- 1) The students read this paragraph loudly by themselves.
- 2) The teacher speaks out the following statements and then the students judge them as true or false.
 - (1) In Germany, people needn't go to work or school on St. Nicola's Day. **(False)**



- (2) In Germany, people begin to celebrate Christmas on the 6th of December. **(True)**
- (3) People begin to decorate their Christmas trees a week ahead. **(False)**
- (4) Family members give gifts to each other on Christmas day. **(False)**

5 Paragraph 5:

- 1) The students read this paragraph together.
- 2) Group work: Have a discussion to find out the activities English people hold to celebrate Christmas. Group presentation is required.

(Hints: giving presents to other family members, sharing a Christmas meal, organizing parties, giving presents to people who bring services to people)

6 Paragraph 6:

- 1) Ask one or two students to read the paragraph.
- 2) Volunteer job: Tell a short story about Santa Claus to the class.

5 Summary of the Passage

- 1 Pick out the expressions related with Christmas and its activities mentioned in the passage.

- 1) Expressions related with Christmas:

festive season, Christmas Day, Christmas Eve, Santa Claus, Christmas tree, Christmas carols, Christmas meal, Christmas pudding, Boxing Day, Christmas festivities

- 2) Christmas activities:

celebration of Jesus' birth, giving presents, organizing parties

- 2 Group work: Each group tries to pick out at least 5 expressions or sentences from the passage which they think are worth remembering. Afterwards, ask some groups to write them down on the blackboard and then ask the whole class to read them aloud in chorus.

6 Suggested Methods for Doing Exercises

- 1 Group work for Exercises 2 and 3: Underline the useful expressions in each sentence.
- 2 Pair work for Exercises 4 and 5: Each student writes out the sentence patterns they are going to use and then write out their translation. Afterwards they check up each other's work, correcting the mistakes.



At last, the whole class repeat the English translation of the sentences together.

⑦ Assignments for This Section

- 1 Recite Paragraphs 1 and 6 of the passage.
- 2 Search online after class to find different ways people celebrate Christmas in America, Australia and Japan.
- 3 Preview Passage II.

PASSAGE II When I Was in America

① Warm-up Questions

- 1 When the following holidays are mentioned, which countries will come to your mind?
 - a Adults Day (**Japan**)
 - b Carnival (**Brazil**)
 - c Maple Sugar Festival (**Canada**)
 - d Thanksgiving Day (**U.S.A**)
 - e Spring Festival (**China**)
- 2 What are the traditional activities by which Chinese people celebrate Spring Festival?

② Guided Reading of the Passage

The students read the passage after the teacher for the first time, trying to imitate the teacher's pronunciation and intonation, and then read it in class individually. The teacher should pay attention to the students' pronunciation.

③ Explanation of Difficult Words and Expressions

The students are required to have a discussion in groups to pick out difficult words and expressions in the passage which they don't understand and then report them to the class. The teacher will demonstrate the usage of those chosen points, and ask the students to make up at least two sentences with them in groups. In this passage, apart from what may have been chosen in *Language Points* in *Teacher's Book*, the following points are encouraged to be chosen and practiced on.

- 1 **rather than**: instead of sb. / sth.



e.g. We have a meeting in the classroom rather than in the lecture hall.

2 lock sb. in loneliness: put sb. in the state of being lonely

e.g. After the death of her husband, she locked herself in her loneliness for quite a long time.

3 remind sb. of sth.: cause sb. to remember sth.; make sb. think of sth.

e.g. This reminds me of what we did together during our holidays.

4 on schedule: on time

e.g. Although it had snowed for several hours, the train arrived on schedule.

5 feel at home: feel as if in one's own house; feel at one's ease

e.g. The boy did not feel at home in such a big house.

4 Teaching Suggestions for Understanding the Passage in Detail

1 Paragraph 1:

- 1) The students read this paragraph together.
- 2) Dictation practice: The teacher reads each sentence of the paragraph twice, and the students write them down. Afterwards, the students check up them with their partners.

2 Paragraph 2:

- 1) Ask two or three students to read the paragraph individually.
- 2) Group work: Have a group discussion to answer the following questions:
 - (1) Where was the author during the Christmas of 1989?
(He was in America.)
 - (2) What was the trouble with the author at that time?
(His check from home did not arrive on schedule.)
 - (3) Why was the author's check delayed?
(Because there was a crush of holiday mail.)

3 Paragraphs 3 to 6

- 1) The students read this part loudly by themselves.
- 2) Meanwhile, the teacher writes down the following on the blackboard or shows it with PPT. Then the students are required to fill in the blanks without looking at the book.

Maria, a _____ secretary in the department invited me to _____ Christmas Eve with her family. Her family members _____ me warmly. Maria's father could only speak Spanish, so



Maria's sister acted as an _____. His _____ behavior made me feel right at home. All of them _____ me with sincere hospitality. They gave me a tie-clip as a Christmas _____. I regard it as an _____ memento of friendship.

Key: temporary, spend, welcomed, interpreter, relaxed, received, gift, unforgettable

⑤ Summary of the Passage

1 Practice on expressions:

The teacher provide the Chinese expressions and ask the students to say them out in English.

- 1) 欢乐及合家团聚的时候 (a time of joy and family reunion)
- 2) 沉溺于我个人的孤独 (lock myself in my loneliness)
- 3) 假日邮件的积压 (the crush of holiday mail)
- 4) 临时秘书 (a temporary secretary)
- 5) 我脸上流露出的沮丧 (disappointment showing on my face)
- 6) 他眼睛中流露出的和蔼目光 (the kind look in his eyes)
- 7) 使我感觉完全就像在自己家里一样自在 (made me feel right at home)
- 8) 我生活中最孤独寂寞的时光 (a hard and lonely period of my life)

- 2 Group work: Prepare to retell the story in about 80 words in a third person. There will be a class presentation by group representatives.

⑥ Suggested Methods for Doing Exercise 7

Group work: Ask the students to prepare the Chinese translation of the sentences in Exercise 7 in groups, and there will be a group presentation in class afterwards.

⑦ Assignments for This Section

- 1 Rewrite the passage in about 100 words in a third person.
- 2 Preview Sections I, II and III in Unit Eight.



Understanding of Famous Sayings

Ask the students to read, discuss and appreciate some famous sayings.

Group Discussion

- ① Which famous sayings impress you most? Give comments on it.
- ② Please list some other famous sayings you are familiar with.
- ③ Search online for more famous sayings and exchange them in the next class period.



UNIT 8

From Fat to Fit

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Key and Translation

SECTION 1



SECTION

1 Trying Your Hand



Practicing Applied Writing

- ① Read the following samples of a doctor's prescription and medical instructions for taking medicine, learning to understand and write them.

1 The Chinese Version of the Samples:

样
例
1

口腔清新喷雾剂

此种喷雾剂可使你口气清新甜爽，亦可作为顽固性口臭的辅助治疗。

需要时可直接喷入口内。每瓶可喷200次。

因内含易燃物质，请避开火源及火星，吸烟时请勿使用。

样
例
2

讲 座

玛丽·史密斯 医学博士

家庭诊疗

美国：加利福尼亚州

本文包含保险复件

患者姓名：约翰·米勒

年龄：35

住址：松树路12号

日期：2015.10.15

处方：布洛芬胶囊

每日4次，每次1粒；

配给量：12粒

续配次数：3

联邦药品管理局执照号码：LV345712-16

玛丽·史密斯



2 One More Sample of Medical Instructions:

	Gene Nutrients	基因营养素
Effective compositions:	DNA + RNA = 200mg / capsule	
Function:	Regulate immunity system , improve metabolism .	免疫系统 新陈代谢
Usual dosage:	Adult: 2 capsules, twice daily, taken with warm water.	
Warnings:	Women should be cautious during menstruation . Do not use if you are pregnant .	月经期间 怀孕的
Validity term:	Two years.	
Storage:	Sealed , and kept in cool and dry place.	密封

② Translate the following instructions into Chinese.

成分：含多种消炎和止痛成分。
功能：防止感染，缓解疼痛。
用法：喷于患处，每日三至五次，重症酌情加量。
注意事项：只能外用，勿喷入眼、鼻、口中。
储存：避开光照与火源。
有效期：1年。

③ Try to understand the following medical prescription and translate it into Chinese.

提姆·沃特斯 医学博士
口腔科
美国：德克萨斯州医疗中心

本文包含保险复印件

患者姓名：艾米·贝克 年龄：20
住址：德克萨斯州休斯敦市1625号 日期：2015.6.16



处方：强力霉素 100毫克 / 胶囊

配给量：14粒

用法：每日两次每次一粒；连服七天

续配次数：0

联邦药品实施管理局执照号码：LV336612-12

提姆·沃特斯

Writing Sentences and Reviewing Grammar

- ④ Combine each pair of sentences into one sentence using a proper coordination.

Key:

- 1 Your nose is bleeding, **so** you'd better lie down immediately.
- 2 Bob got the prescription **and** then he went to a drugstore.
- 3 Jack speaks a little Chinese, **but** he can't write in it.
- 4 The patient could not decide what to do, **so** he asked the doctor for advice.
- 5 I have to take a sleeping pill, **or / otherwise** I can't fall asleep easily.
- 6 It must have rained yesterday, **for** the ground is wet.
- 7 He works as hard as others, **although** he is in poor health.
- 8 We discussed the report in small groups **after** we had listened to it.
- 9 Tom has made big progress in his Chinese **because** he works very hard.
- 10 **As** you know the rules of grammar, you will be able to write correctly.

- ⑤ Correct the errors in the following sentences.

Key:

- 1 The man has had a bad cough recently, so he has to give up smoking.
- 2 Because your eyes are tired, you should close them for a while. / Your eyes are tired, so you should close them for a while.
- 3 That the old woman doesn't go out to do morning exercise seems very strange to her old friends.
- 4 I'm not quite sure whether you should take the medicine twice or three



times a day.

- 5 Although he hates TV, he still watches the program every day. / He hates TV, but he still watches the program every day.
- 6 This is my room where I can do what I want to do.
- 7 The old couple moved to the country so that their grandchildren would have a garden where they could play / in which they could play.
- 8 My sister doesn't like the material. Nor / Neither do I.
- 9 He doesn't speak or write French.
- 10 They always jog around the campus unless it rains.

⑥ Translate the following sentences into English.

Key:

- 1 The doctor went into the clinic and began to work.
- 2 Have a good rest, and you will recover soon.
- 3 She looks very strong, but actually she is rather weak.
- 4 Put on your overcoat, or you'll catch a cold.
- 5 The nurse is very young, but she is responsible.
- 6 You may do the face massage by yourself, or you may ask your younger sister to do it for you.
- 7 I had a day off, for I wasn't feeling well.
- 8 He must have come down with a bad cold, for he has got a sore throat.
- 9 All the drugstores are closed, so I can't fill this prescription.
- 10 Your cough is very bad today, so you'd better drink more water.

Write and Describe a Picture

- ⑦ Write a short passage of about 100 words to tell a story or about an event related to the picture given below. Some useful words and phrases have been provided here to help you. You may start your passage with the sentence: Have you ever seen someone get burnt by accident?**

Key:

Have you ever seen someone get burnt by accident? This is the case where the first-aid kit is needed. Sometimes, knowing what to do for an injured person



before a doctor gets to the scene can make all the difference between life and death in an emergency. If the person is burnt seriously, try to protect the burnt parts from being infected. If mild, with skin unbroken, put the burnt area into ice water until the pain stops. While applying first aid, send for an ambulance as soon as possible.

2 Maintaining a Sharp Eye



Passage I

Information Related to the Reading Passage

① WHO Definition of Health (世界卫生组织关于健康的定义)

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. (健康乃是一种全面的涉及身心和社会安康的完满状态，而不仅仅是没有疾病和身心衰弱的状态。)

② The Five Vital Organs and the Six Hollow Organs According to Chinese Traditional Medicine (中医认为人体的重要脏器有实质“五脏”与内空的“六腑”)

The five vital organs: heart, liver, spleen, lungs and kidneys (五脏: 心、肝、脾、肺、肾)

The six hollow organs: small intestine, gallbladder, stomach, large intestine, bladder, sanjiao 六腑: 小肠、胆、胃、大肠、膀胱、三焦(腹腔的上中下)。

③ Five Senses of Human Body (人类的五个感官)

sense of sight 视觉

sense of hearing 听觉

sense of smell 嗅觉

sense of taste 味觉

sense of touch 触觉



④ Criteria of psychological health (心理健康的标志)

Self-acceptance and self-esteem 自我认可与自尊

Self-knowledge 有自知之明

Self-confidence and control 有自信与自控能力

Clear (though slightly optimistic) perception of reality 对现实有清晰(略微乐观的)理解

Courage and resilience 有勇气与韧性

Balance and moderation 能保持平衡与适度

Love of others 有爱心

Love of life 热爱生命

Purpose in life 生活有目标

(Adopted from Capuzzi and Gross 1997)

Language Points

① Explanation of Difficult Sentences

1 (The title)

1) From Fat to Fit: *From Fat to Fit* is a health website. Here in the phrase of *from fit* and *fat* the word *being* is omitted — *From Being Fat to Being Fit*.

2) Don't Wait Until Death Does Its Part: *Not until* is often used to mean something to the effect that in Chinese (别坐等某种结果来临, 等到……时候就晚了。此标题可译为: 不要坐等死亡伸出魔爪。)

2 (Para. 3) Not only did I take its resiliency for granted, I was annoyed when a physical problem, such as a cold or injury, kept me from doing what I want.

Analysis: *Not only* is a negative phrase often used to begin a clause with an inverted S + V order, as *did I* in the first clause. Very often “not only” is correlated with “also” in the following clause.

Translation: 我不仅把其韧性看做是理所当然的, 而且当身体出现一点小毛病, 如得了感冒或受了点小伤, 使我没法去做想做的事, 我便会大为光火。

Example: Not only did he take his parents' support for granted, he was (also) angry when a delayed help, such as a slow response to his need of money, kept him from buying what he wanted.

3 (Para. 3) Moreover, I was harshly critical when it failed to conform to standards of beauty in the media.



Analysis: Note that the first *to* shows that an infinitive form is required to follow *fail*, while the second *to* after the verb *conform* is a preposition, requiring a noun (phrase) or a gerund to be its object, as in *conform to the standards of beauty in the media* in the sentence above.

Translation: 更有甚者，当身体未能达到媒体宣传的审美标准时，我还会粗暴地对其加以挑剔。

Example: Moreover, he would scream when his parents failed to listen to his complaints.

- 4 (Para. 3) My overeating, lazy lifestyle, and excessive work had a negative impact on my life, though not fatal.

Analysis: *Though not fatal* is an elliptical adverbial clause of concession. The complete structure should be “though it is not fatal”. Such a clause could also be put at the beginning of the main clause.

Translation: 我的饮食无度、懒散的生活方式和过度工作都给我的生命带来了虽不致命但却很负面的影响。

Example: His parents' excessive love had a negative impact on his way of life, though not very serious.

- 5 (Para. 4) Once I understand that it is in my own self-interest to take care of it, I'm struggling to develop a positive relationship with my body.

Analysis: *Once* is used as a conjunction, meaning “immediately after”, or “as soon as” and introducing an adverbial clause of time. The first *it* is the formal subject of *is* in the *that*-clause, while the second *it* is a pronoun referring to *my body*.

Translation: 一旦明白了爱护身体是在维护自己的利益，我便努力去培养与我的身体的积极关系。

Example: Once we realize that it is for our own good to protect the earth, we begin to repair the harmonious relationship with Nature.

② Important Words

- 1 **possession** *n.* anything owned by a certain person 拥有物，财产
e.g. The **possession** of a degree does not necessarily guarantee a good job.
The old lady's **possessions** could fit in one small suitcase.
- 2 **incredible** *a.* beyond belief or understanding 令人难以置信的
e.g. He ran at an **incredible** speed, and won another gold medal for our country.



For such a little girl, she had an **incredible** courage.

3 **abuse** *v.* treat badly, use excessively 虐待, 滥用

e.g. The animals in our local zoo are never physically **abused**.

He **abused** his power while in office.

4 **resiliency** *n.* the physical property of returning to its original shape or position 弹性, 恢复能力

e.g. Vitamin C could improve the **resiliency** of the skin.

The quick **resiliency** from the disease reflects your good health.

5 **conform** *v.* behave in accordance or in agreement with; satisfy a condition or restriction 遵守; 适应; 使符合, 使一致

e.g. If you don't **conform** to the traffic laws, you might get injured.

Every student is required to **conform** to the school rules.

6 **exhausted** *a.* drained of energy or effectiveness; extremely tired 精疲力竭的, 耗尽用完的

e.g. All the students were sweating, dirty and **exhausted** after the hard training.

It is impossible to grow wheat in such **exhausted** soil.

7 **premature** *a.* born earlier than at the expected time 比预期早的, 不成熟的; 早产的

e.g. This disease produces **premature** aging of the brain.

Let's try to avoid **premature** judgment.

Passage Translation

不要坐等死亡伸出魔爪

我们只有一个身体, 必须延续一辈子。没有它, 人生便告终结, 我们也就玩完了。但我们对待自己的身体是否适度、钟爱, 就像爱惜珍贵的财产一样呢? 对于身体从不间歇地顺畅运转的努力, 我们是否珍惜?

我的身体要求很少: 需要水来补给水分; 需要食物来提供营养、能量以及强健的骨骼; 累了或病了时需要休息; 还需要娱乐来让我情绪高涨。身体的自我修复与反馈爱护的能力是惊人的。

但在此前的日子里, 我都在对自己的身体实施种种伤害。我不仅把其韧性看做是理所当然的, 而且当身体出现一点小毛病, 如得了感冒或受了点小伤, 使我没法去做想做的事, 我便会大为光火。更有甚者, 当身体达不到媒体宣传的审美标准时, 我还会粗暴地对其加以挑剔。我的饮食无度、懒散的生活方式和过度工作都给我的生命带来了虽不致命但却很负面的影响。我也目睹过朋友和家人用吸毒、酗酒



或疯狂工作来糟践他们的身体。

多年来，我也有过改变现状的良好愿望，但都没有坚持到底。我可以预见自己的未来：医疗费用增加，感官衰竭，英年早逝。一旦明白了爱护身体是在维护自己的利益，我便努力去培养与我自己身体的积极关系。很明显，现在我不是唯一有这种意识的人。

我开始做出更富建设性的选择了。我不再问“我需要什么？”，而改问“我的身体需要什么？”然后根据需要做出相应的回应。采取积极的行动，如锻炼，注意饮食，保证足够的休息和水分，限制工作时间，安排娱乐活动等，这些已逐渐成为我的常规习惯，而不再是需要去强制完成的努力。

毕竟，我们每个人都只有一个身体。所以不要等待死亡伸出魔爪。珍惜并善待我们的身体。它会以更加长寿、健康和幸福的生活回报我们。

Read and Think

① Answer the following questions according to the passage.

- 1 Because we have but one body. Without it, life ends, and we are done and finished.
- 2 Because our body makes nonstop efforts to function smoothly.
- 3 It needs water to keep hydrated; food for nutrients, energy, and strong bones; rest when we are tired or sick; and play to lift our spirits.
- 4 He took its resiliency for granted. He was annoyed when a physical problem kept him from doing what he wanted. He was harshly critical when his body failed to conform to standards of beauty in the media.
- 5 We would only expect increased medical expenses, exhausted senses and premature death.
- 6 Because he understands that it is in his own self-interest to take care of his body.
- 7 The author has begun to do regular exercise, eat mindfully, get enough rest and water, limit his work hours, and schedule recreation.

Read and Complete

② Complete each of the following statements by choosing the correct answers.

- 1 d 2 c 3 b 4 a 5 b

③ Fill in blanks with the proper words or expressions given below,

**changing the form if necessary.**

- | | | | |
|------------------------|-------------|--------------|-------------|
| 1 disciplined | 2 lifestyle | 3 prized | 4 premature |
| 5 positive, incredible | 6 abused | 7 hydrate | 8 scheduled |
| 9 awareness | 10 fatal | 11 exhausted | 12 harshly |

Read and Translate**④ Translate the following sentences into English.**

- 1 You have but one choice: either to follow through on your promise, or to lose our trust.
- 2 The young girl asked for help, and people around responded positively.
- 3 Your work fails to reach the standard again. Don't always take the other team members' forgiveness for granted.
- 4 I hope you could understand that I did this for you rather than in my own self-interest.
- 5 What we do has to conform to the law instead of our own choice.
- 6 The pop singer's words in the media have a strong impact on the fans. After all, most of them are still quite young.

Read and Simulate**⑤ Pay attention to the italicized parts in the English sentences and translate the Chinese sentences by simulating the structure of the English sentences.**

- 1 His ability to self-teach and take in knowledge is very strong.
My sister's ability to self-control and care for others is extraordinary.
- 2 Not only do we take Nature for granted, we are upset when bad weather, such as a storm or heavy snow, keeps us from doing what we want.
Not only did he take his duty for granted, he was unhappy when a problem, such as dealing with a heavy task or facing somebody's complaint, kept him from doing what he chose to do.
- 3 His overdrinking, bad lifestyle, and excessive games had a terrible impact on his health, though not fatal.
Her talent, simple lifestyle, and strict work schedules had a positive impact on her career, though not obvious.
- 4 Once I understand that it is for my own safety to buy insurance, I'm trying to persuade my friends to buy it.



Once she understood that it was in her own interest to save some money, she began to save a bit every month.

- 5 Disciplined actions — less drinking, and more exercise have gradually become my lifestyle rather than hard work.

Good behavior — smiling, and talking gently has gradually become her habit rather than forced actions.

- 6 After all, each of us has only one childhood. So don't wait until we become adults.

After all, each of us gets only one mother. So don't wait to care about her until her hair is white.

Passage II

Information Related to the Reading Passage

The song mentioned in the passage *My Heart Will Go on* is the theme song of the feature film *Titanic*. The film has won several Oscar Academy Awards. The director James Cameron has made it a box office hit not only in America, but also in the whole world. The song, together with the touching love between Rose and Jack, strikes a chord with a vast number of audience.

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Language Points

① Explanation of Difficult Sentences

- 1 (Para. 1) But her life was still in constant danger without a heart transplant.

Analysis: The prepositional phrase *in ... danger* refers to a state. The antonym is “out of danger”. Similar pairs are: in / out of order (有序/无序), in / out of trouble (陷入/摆脱麻烦), in / out of love (爱上/不再爱), in / out of form (在状态/不在状态).

Translation: 但由于没进行心脏移植，她的生命还随时处在危险之中。

Example: Their company is often in big trouble without a smart manager.

- 2 (Para. 6) His wife, Cheryl, a tender and devoted mother of four lovely children, had been in hospital with a brain disease.

Analysis: Both *Cheryl* and *a tender and devoted mother of four lovely children* are appositions of *his wife*. Appositions are often separated by



commas.

Translation: 他的妻子绮瑞尔，一位四个可爱孩子的温柔尽心的母亲，因大脑病变已住院治疗。

Example: My sister, Cindy, a lively and trusted friend of all our neighbors, is the organizer of the community party.

- 3 (Para. 7) However, things didn't turn out as expected.

Analysis: *As expected* can be understood as an adverbial clause of manner, meaning "in the way in which things are expected to turn out to be". The words omitted after *as* could be "they were".

Translation: 然而，事情的发展并不像预期的一样。

Example: However, the case didn't come out as expected.

- 4 (Para. 7) Frank was told that there was only a million-to-one chance.

Analysis: The conjunction *that* introduces an object clause. *Million-to-one* is a compound word, meaning "one millionth, very small" in this case.

Translation: 弗兰克被告知她康复的可能已微乎其微了。

Example: The players were informed that there was a half-and-half chance to win the game.

- 5 (Para. 8) She had been very open about it and had checked "yes" on her driver's license.

Analysis: *It* refers to the donation matter mentioned above. The fact that Cheryl checked "yes" illustrates her openness and tells people that she was willing to donate her organs.

Translation: 她对此事想得很开，并且在驾驶执照的相关栏里选取了“愿意”一项。

Example: As for the necessity of reform, he has shown great concern about it and has ticked "totally agree" on the questionnaire (问卷调查表).

- 6 (Para. 11) On New Year's Eve, Carmen stood by Frank's family at Cheryl's funeral, who were singing one of their favorite songs, "My heart will go on."

Analysis: *Who* introduces an unrestricted clause, modifying Frank's family. *My Heart Will Go On* is the title of the song they were singing at Cheryl's funeral.

Translation: 除夕夜，在绮瑞尔葬礼上，卡门与弗兰克一家人站在一起唱起他们最喜爱的一首歌：《我心永恒》。



Example: On her birthday, Cindy was invited to Mary's family, who received her as their own daughter.

② Important Words

- 1 **constant** *a.* going on all the time; frequently occurring 持续的; 经常的
e.g. The computer center is kept at a **constant** temperature.
Her **constant** headache is a result of her habit of overwork.
- 2 **stretch** *v.* extend; become longer or wider when pulled 延伸; 伸展
e.g. The forest used to **stretch** for hundreds of miles.
The children **stretch** their neck to see what was happening in the teacher's test tube.
- 3 **despair** *n.* the state of having lost all hope 绝望
e.g. In **despair**, she tore the check into small pieces.
Your silly words drove her to **despair**.
- 4 **devoted** *a.* very loving or loyal 全心奉献的, 忠诚的
e.g. The Queen believes that all her subjects (臣民) are **devoted**.
I used to believe that he was a **devoted** friend.
- 5 **miracle** *n.* something good or welcome, which does not follow the known laws of nature 奇迹
e.g. The child's life was saved by a **miracle**.
The doctor said that his recovery was a pure **miracle**.
- 6 **hug** *n. v.* put(ing) the arms around tightly, esp. to show love 拥抱
e.g. My mother always gives me a **hug** and a kiss before I go to sleep.
The little girl **hugged** her doll lovingly.
- 7 **choke** *v.* be unable to breathe 窒息; 哽咽, 噎住
e.g. She stared at him, **choked** with anger.
The winner of the prize was almost **choked** with excitement.

Passage Translation

爱心永恒

卡门的母亲玛利娅刚刚从一次严重的心脏病发作中幸免于难。但由于没进行心脏移植, 她的生命还随时处在危险之中。

母亲和女儿都明白希望小得可怜: 要找到一颗与玛利娅血型 and 体型相配的捐赠心脏可能得耗费好几年时间。但卡门下定决心要拯救母亲的生命。这位年轻女子不断



地与全国各地的医院联络。她还在自己的汽车上别了一张卡片，上面写着：如果我出了交通事故，请务必把我的心脏捐赠给我的母亲。

时光一天天，一周周，一月月地过去了。到圣诞节时，玛利娅在病房里行走都已经相当困难了。卡门绝望了。她依偎在医院的一个角落里哭起来。

“你还好吧？”一位男士问。

“不，”她抬头看了看而后说：“我的妈妈要死了”。

卡门边啜泣着边向那个陌生人讲述她的故事。这位中年男子叫弗兰克。他的妻子绮瑞尔，一位四个可爱孩子的温柔尽心的母亲，因大脑病变已入院治疗，医生曾经估计她一周内就可以出院了。

然而，事情的发展并不像预期的一样。绮瑞尔突然陷入深度昏迷状态。弗兰克被告知她康复的可能已微乎其微。两天之后，绮瑞尔显然再也熬不过那个夜晚了。这次是卡门看到弗兰克在流泪：“她要离开我们了。她永远也不会醒来了。”

突然，一个想法闪过弗兰克的大脑：绮瑞尔以前总希望能捐赠自己的器官。她对此事想得很开，并且在驾驶执照的相关栏里选取了“愿意”一项。她的的心脏是不是可以捐给卡门的母亲呢？

在验查了有关数据之后，医生告诉法兰克，简直是个奇迹，他妻子的心脏恰恰是卡门母亲的完美捐赠体。他们可以进行移植手术。

那天夜里，当绮瑞尔被宣告故去之后，弗兰克敲开了玛利娅的房门。当时她正坐在床上为弗兰克一家祈祷。虽然玛利娅以前从未见过弗兰克，但当他们相拥而泣时，两个人都感到身体里有一股神奇的亲情引力。卡门站在旁边低声啜泣：“我怎么报答你啊。”她的声音被热泪哽住了。

新年前夜，在绮瑞尔的葬礼上，卡门与弗兰克一家人站在一起唱起他们最喜爱的一首歌：《我心永恒》。一天之后，在新年这一天，玛利娅带着绮瑞尔的心脏苏醒过来。是的，绮瑞尔那颗博爱的心将会继续跳动在另一位充满爱心的母亲的胸膛中。

Read and Judge

③ Are the following statements true or false according to the passage? Write T / F accordingly.

Key:

- 1 F 2 T 3 F 4 F
5 T 6 F 7 T 8 T

④ Translate the following sentences into Chinese.

- 但由于没进行心脏移植，她的生命还随时处在危险之中。
- 要找到一颗与玛利娅血型和体型相配的捐赠心脏可能得花上好几年。
- 她对捐献器官坦言无忌，并且在驾驶执照上与此相关的一栏里签上了“愿意”。

- 4 在验查了有关数据之后，医生告诉弗兰克，简直是奇迹，他妻子的心脏恰是卡门母亲的完美捐赠体。
- 5 是的，绮瑞尔那颗博爱的心将会继续跳动在另一位充满爱心的母亲的胸膛中。



3 Appreciating Culture Tips



(Open.)

Suggested Teaching Procedures and Class Activities

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1 Trying Your Hand



Practicing Applied Writing

1 Sample Analysis

The teacher summarizes briefly the format and language used in medical instructions. The teacher may show the following passage with PPT (If there is no PPT prepared, ask the students to take a dictation of the passage). Afterwards, ask the students to read it and translate it into Chinese orally.

The language used in medical instructions is expected to be as straightforward as possible. Short and simple sentences are preferred. Everyday words are used in order not to confuse people.

The sentences used in writing medical instructions:

- 1 Keep out of reach of children.



- 2 Store in a cool, dry place.
- 3 The usual dose is 2-3 tablets twice daily.
- 4 If your symptoms persist, stop taking the medicine.
- 5 If the injection causes soreness or irritation, apply ice for 15 minutes every four to six hours.
- 6 Apply drops in both eyes in the morning and at night.
- 7 Take two tablets 3 times a day after meals.
- 8 Take one table in the morning or as directed by your doctor.

The format of the doctor's prescription and the language used in it:

Since the doctor's prescription is crucial to the patient, it is imperative that the patient should be able to fully understand it and no ambiguity is allowed. So a prescription must be written accurately, and a universal standard language be employed as well. Accurate diagnosis; proper selection of medication, dosage form and route of administration; proper size and timing of dose; precise dispensing; accurate labeling; and correct packaging must be all provided. Written prescriptions should contain: patient's full name and address; prescriber's full name, address, telephone number, and DEA number; date of issuance; signature of prescriber; drug name, dose, dosage form, amount; directions for use; refill instructions.

② Simulated Writing

- 1 With the help of the teacher, the students read and translate the two samples of doctor's prescription into Chinese.
- 2 Do Exercises 2 and 3 in groups.

Writing Sentences and Reviewing Grammar

① The teacher gives a brief summary of the basic sentence structures.

There are two kinds of conjunctions — coordinating and subordinating. We use a coordinating conjunction (and, but, or, nor, for, so) to join individual words, phrases and independent clauses. A subordinating conjunction (why, what, when, where, how, who, that, since, as, because, ...) introduces a dependent clause and indicates the nature of the relationship between the independent clause and the dependent clause.



② Do Exercises 4, 5, and 6 in groups.

③ Assignment for this Section

Group work: Try to find another two medicine instructions and translate them into Chinese. There will be a group presentation in class.

2 Maintaining a Sharp Eye



Passage I Don't Wait Until Death Does Its Part

① Warm-up Questions

- 1 Why do we say body health is vital for us?
- 2 How can we treat our body fairly and lovingly?

② Guided Reading of the Passage

The students read the passage after the teacher, trying to imitate the teacher's pronunciation and intonation, and then read it in class individually. The teacher should pay attention to the students' pronunciation and intonation.

③ Explanation of Difficult Words and Expressions

The students are required to have a discussion in groups to pick out the difficult words and expressions in the whole passage which they don't understand and report them to the class. The teacher will demonstrate the usage of those chosen points, and then ask the students to make up at least two sentences with them in groups. In this passage, apart from what have been chosen in *Language Points in Teacher's Book*, the following points are encouraged to be chosen and practiced on.

- 1 **take sth. for granted:** be so familiar with sth. that one no longer appreciates its value; assume sth. to be true
e.g. He never praises her progress; he just takes it for granted.
- 2 **follow through:** carry out or continue sth. to the end; complete sth.
e.g. Starting a project is one thing, and following it through is another.



- 3 **in one's own self-interest:** for or to one's own advantage
e.g. It would be in your own self-interest to accept it.
- 4 **conform to sth.:** keep to or comply with (generally accepted rules, standards, etc.)
e.g. The building does not conform to safety regulations.
- 5 **impact on:** strong impression or effect on sb. / sth.
e.g. Her speech made a tremendous impact on everyone.

④ Teaching Suggestions for Understanding the Passage in Detail

1 Paragraph 1

- 1) Ask two or three students to read this paragraph.
- 2) Group work: The students have a discussion to translate this paragraph into Chinese. Then there will be a group presentation in class.

2 Paragraph 2

- 1) The students read this paragraph loudly by themselves.
- 2) Meanwhile the teacher writes down the following table on the blackboard or shows it with PPT. The students are asked to fill in the table without looking at the book.

Materials or actions taken	Functions
1 _____	keeping hydrated
food	2 _____
3 _____	making refreshed or recovered
play	4 _____

Key:

- | | |
|---------|--|
| 1 water | 2 providing nutrients, energy and strong bones |
| 3 rest | 4 lifting one's spirits |

3 Paragraph 3

- 1) Ask the students to read this paragraph together.
- 2) Dictation practice: The teacher reads each sentence of the paragraph twice, and the students write them down. Afterwards, the students check them up with their partners.

4 Paragraphs 4 and 5

- 1) The students read these two paragraphs following the teacher.
- 2) Group work: The students have a discussion to find the answers to the



following questions:

- (1) If the author doesn't take care of his health, what will happen to him in the future?

(His medical expenses will be increased, his senses will be exhausted, and early death will occur.)

- (2) What awareness has the author got now?

(He should struggle to develop a positive relationship with his body.)

- (3) What positive actions has the author taken now?

(He has taken the actions such as exercising, eating mindfully, getting enough rest and water, limiting his work hours, and scheduling recreation.)

5 Paragraph 6

- 1) The students read this paragraph together.
- 2) Memory training: Give the students 2 minutes to remember this paragraph, and then ask some of the students to recite it in class.

5 Summary of the Passage

Group work: The students have a discussion to categorize the different actions towards people's health.

- 1 Actions or habits harmful to health:

(annoying physical problems, overeating, lazy lifestyle, excessive work, overtaking drugs, becoming alcoholic, etc.)

- 2 Actions or habits good to health:

(exercising, eating mindfully, getting enough rest and water, limiting work hours, and scheduling recreation, etc.)

6 Suggested Methods for Doing Exercises

- 1 Group work for Exercises 2 and 3: Underline the useful expressions in each sentence.
- 2 Pair work for Exercises 4 and 5: Each student writes out the sentence patterns they are going to use and then write out their translation. Afterwards they check up each other's work, correcting the mistakes. At last, the whole class repeat the English translation of the sentences together.



7 Assignments for This Passage

- 1 Prepare a speech of how to keep your body healthy and present it in your group in the next class period.
- 2 Search online after class to find some better and easier ways for people to keep healthy.
- 3 Preview Passage II.

PASSAGE II The Loving Heart Will Go On

1 Warm-up Questions

- 1 Have you heard of body organ transplantation?
- 2 Do you think people should donate any of their organs when they die? Give your reasons.

2 Guided Reading of the Passage

The students read the passage after the teacher, trying to imitate the teacher's pronunciation and intonation, and then read it in class individually. The teacher should pay attention to the students' pronunciation.

3 Explanation of Difficult Words and Expressions

The students are required to have a discussion in groups to pick out the difficult words and expressions in the passage which they don't understand and then report them to the class. The teacher will demonstrate the usage of those chosen points, and ask the students to make up at least two sentences with them in groups. In this passage, apart from what may have been chosen in *Language Points* in *Teacher's Book*, the following points are encouraged to be chosen and practiced on.

- 1 **be determined to do**: decide firmly to do; make up one's mind to do
e.g. He is determined to give up the job and look for another one with a better salary.
- 2 **turn out to be**: to be found out to be, as after an experience or trial; to end up
e.g. Although Peter is a newcomer, he turned out to be the best player in the team.
- 3 **make it**: (the health of a patient) be improved; to be successful; to arrive



in time

e.g. You wouldn't make it without taking the correct medicine.

4 be open about: be frank

e.g. She is open about her illness and often talks about it with her friends.

5 a perfect fit for: the state, quality or way of being suitable

e.g. Since he is a man of responsibility, he is a perfect fit for the position.

4 Teaching Suggestions for Understanding the Passage in Detail

1 Paragraphs 1 and 2

- 1) The students read these two paragraphs together.
- 2) Group work: The students have a discussion to find the answers to the following questions:
 - (1) What's the problem with Carmen's mother?
(**She has a serious heart attack and needs a heart transplant.**)
 - (2) Why were the chances of the mother's heart transplant very small?
(**Because it would take years to find a suitable donor heart.**)
 - (3) What did Carmen keep doing?
(**She kept contacting hospitals all over the country for her mother's heart donor.**)

2 Paragraphs 3 to 7

- 1) Ask students to read these paragraphs in groups for two times.
- 2) Meanwhile, the teacher writes down the following sentences on the blackboard or shows them with PPT. The students are asked to rearrange the sentences in a correct order according to these paragraphs.
 - (1) Frank's wife, Cheryl, had been in hospital with a brain disease.
 - (2) Carmen told the stranger her story.
 - (3) Cheryl suddenly fell into a deep coma.
 - (4) Carmen was in despair and fell into a corner of the hospital and began to cry
 - (5) Maria had trouble walking in the room.
 - (6) Two days later, it became clear that Cheryl would not make it through the night.

(Correct order of the sentences: 5 – 4 – 2 – 1 – 3 – 6)



4 Paragraphs 8 to 10

- 1) Ask two or three students to read the three paragraphs individually.
- 2) Practice on expressions: The teacher says out the Chinese expressions and the students say them out in English.
 - (1) 一个想法闪过他的大脑 (**an idea comes to his mind**)
 - (2) 对此事想得很开 (**be open about it**)
 - (3) 进行移植手术 (**carry out the transplant**)
 - (4) 为弗兰克一家祈祷 (**pray for Frank's family**)
 - (5) 感觉到一股神奇的情结 (**felt a strange bond**)
 - (6) 报答你 (**pay you back**)

5 Paragraph 11

- 1) Students read this paragraph together.
- 2) Group work: The students have a discussion to translate the paragraph into Chinese. There will be a group presentation in class.

5 Summary of the Passage

- 1 The teacher shows the following dialogues with PPT. The students are asked to translate the Chinese expression into English in the interview and then read the dialogues.

Interviewer: Hello, Maria. Pleased to meet you. I'm from the TV station. I'm so glad to see that you've recovered so soon.

Maria: _____ (表示谢意).

Interviewer: Why did you need the heart transplant so urgently?

Maria: I had just _____ (逃过一次严重的心脏病发作).
But my life _____ (随时处于危险中) without a heart transplant.

Interviewer: Carmen, I've heard you were prepared to donate your heart to your mother in case you had an accident.

Carmen: Yes, _____ (我下定决心要拯救我母亲的生命).

Interviewer: Frank, your wife Cheryl had always wanted to donate something from her organs, hadn't she?

Frank: Yeah, _____ (她对此事坦言无忌) and had checked "yes" on her driver's license.

Interviewer: It is a miracle that Cheryl's heart was a perfect fit for Maria.



Carmen: Frank, I am clear that I _____ (永远无法报答你们) .

Maria: I will _____ (为你的一家祈祷) every day.
Cheryl's loving heart _____ (会获得永恒) .

Key:

- 1) Thank you.
- 2) survived a serious heart attack
- 3) was in constant danger
- 4) I was determined to save my mother's life
- 5) she has been very open about it
- 6) can never pay you back
- 7) pray for your family
- 8) will go on living

2 If there is no PPT prepared, give each group several minutes to prepare a short report of the story in about 80 words. There will be a group presentation in class.

6 Suggested Methods for Doing Exercise 7

Group work: Ask the students to prepare the Chinese translation of the sentences in Exercise 7 in groups, and there will be a group presentation in class afterwards.

7 Assignments for This Section

Rewrite the passage in about 100 words in a third person.



3 Appreciating Culture Tips



Understanding of Famous Sayings

Ask the students to read and appreciate the logos, business mottos and famous sayings.

Group Discussion

- ① Which famous sayings impress you most? Give your comments.
- ② Please list some other famous sayings you are familiar with.
- ③ Search online for more famous sayings and exchange them in the next class period.

