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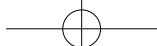
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## 《新编实用英语》(第三版) 前言

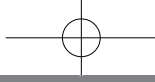
### New Practical English (Third Edition)

《新编实用英语》(*New Practical English*)是由教育部原高职高专教育英语课程教学指导委员会组织全国力量按照《高职高专教育英语课程教学基本要求(试行)》编写的高职高专公共英语教材,是高职高专教育英语课程教学指导委员会向全国高职高专院校推荐的推动实用英语教学改革的新型教材。《新编实用英语》(第二版)是普通高等教育“十一五”国家级规划教材和国家“普通高等教育精品教材”。

《新编实用英语》自2002年出版发行以来,受到了高职高专院校广大师生和社会各界的热烈欢迎。在近10年的实际使用过程中,《新编实用英语》及其(第二版)在广泛听取来自广大用户的意见和建议的基础上不断改革创新,现已成为高职英语教学改革的领军教材之一。它切实贯彻“以服务为宗旨,以就业为导向”的高职高专人才培养的总体方向,创出了被社会广泛认可的“实用英语”这一高职高专英语教学的品牌,并在编排上实现了“实用,好学,好教”的教学目标,受到了高职高专广大师生的热烈欢迎。

《新编实用英语》(第三版)是为适应高职高专教育新的发展形势而进行的第二次修订。我们在坚持“以服务为宗旨,以就业为导向”的大方向下,对教材编排进行了总体更新,而不仅仅是局部的调整与修订,主要体现在总体教材体系上的调整:

第二版	第三版
1) 《新编实用英语综合教程》1~4册 2) 《新编实用英语学学·练练·考考》1~4册 3) 《新编实用英语教师参考书》1~4册	1) 《新编实用英语基础教程》(新增补) 2) 《新编实用英语综合教程》1~3册(修订) 3) 《新编实用英语学学·练练·考考》1~3册(修订) 4) 《新编实用英语教师参考书》1~3册(修订) 5) 《新编实用英语·备考手册》和《新编实用英语·职场手册》及其教参(新增补)
说明: 1) 《新编实用英语基础教程》(40~60学时,500~1 000词)是专门为入学水平较低的学生加编的涉外英语交际基础篇。本书绝不单纯是对中学英语的补习,而是在训练实用涉外英语交际的同时补习英语基础知识和基本技能。 2) 《新编实用英语》第1册,含《综合教程1》、《学学·练练·考考1》和《教师参考书1》(60学时,1 200~1 800词,同第二版第1册)。 3) 《新编实用英语》第2册,含《综合教程2》、《学学·练练·考考2》和《教师参考书2》(60学时,1 800~2 500词,同第二版第2册)。 4) 《新编实用英语》第3册,含《综合教程3》、《学学·练练·考考3》和《教师参考书3》(60学时,2 500~3 300词,同第二版第3册)。	



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- 5) 《新编实用英语·职场手册》和《新编实用英语·备考手册》各配有相应的教师参考书,供广大师生在任意阶段选择使用(40学时)。
- 6) 《新编实用英语》(第三版)系列教材前3册均在第二版基础上进行了文章及练习的替换等大量修订。第二版教材只保留了《新编实用英语》第4册,供有“专升本”需求的学校使用。

《新编实用英语》(第三版)的修订目标是“更新与升级”,而不是“重起炉灶”,既让老用户感到熟悉与亲切,又觉得用上了“更新版”;为新用户则提供一套理念更新换代的“更新版新编实用英语”。

第三版进一步体现了“三加强”的原则:加强听说、加强表达、加强实用。第三版特别加强了听说部分的训练,着重实用交际能力的培养;增编《新编实用英语·职场手册》的目的就是使《新编实用英语》更好更直接地为学生求职和深造服务。

第三版追求的目标不仅“要实用,要好教,更要好学”,还要便于实现“学习轻松、学用结合、课堂/职场交融”的教学环境。新编和更新的课文更具有时代气息,体现了职场交际的特色,语言更具时代性,更有利于激发学生的学习兴趣,如新增的网络讨论和博客交流等,此外还增设了Online Search / Posting(网络搜索/张贴专栏)等内容。

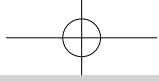
第三版更加注意体现人文因素和跨文化交际,特别加编了Appreciating Culture Tips(文化欣赏提示),让学生从讨论所选生活哲理和职业道德警句(Mottos of Life Philosophy and Business Ethics)中欣赏语言及其所包含的人生哲理。

《新编实用英语》(第三版)所进行的探索与尝试符合高职高专英语教学改革的方向和迫切需求,编者相信一定能得到广大高职高专院校师生的欢迎与支持,并参与教材改革的实践。同时我们始终抱着虚心听取意见、深入研究、不断完善的态度,力求使《新编实用英语》(第三版)成为广大师生的诚挚朋友。

《新编实用英语》(第三版)由总主编大连理工大学孔庆炎教授和上海交通大学刘鸿章教授统筹设计、编排和审订,并聘请美国普渡大学Margie Berns教授作语言顾问。《新编实用英语综合教程2》(第三版)的主编为广东韶关学院安晓灿教授,其他编者包括:大连理工大学王慧莉教授,长春工程学院景志华教授,沈阳工学院刘然教授,北方交通大学包兰宇副教授,以及苏州工业园区软件与服务外包职业学院陈素花副教授。

《新编实用英语》一直追求求实创新和与时俱进的原则,对编写思路、教材编排和语言资料进行不断的更新和完善,如编写中存在不当和疏漏之处,恳请广大使用者批评指正,以期本教程能为我国高职高专英语教学改革不断作出新的贡献。

编者  
2011年6月



## 第二版前言

### New Practical English (Second Edition)

《新编实用英语》(*New Practical English*)是由“高职高专教育英语课程教学指导委员会”组织全国力量,以《高职高专教育英语课程教学基本要求(试行)》为依据编写的普通高等教育“十五”国家级规划教材,是“高职高专英语课程教学指导委员会”向全国高职高专院校推荐的推动英语教学改革的新型教材。最近,《新编实用英语》(第二版)又被纳入普通高等教育“十一五”国家级规划教材。

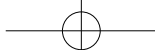
《新编实用英语》自2002年出版发行以来,受到了高职院校广大师生和社会的热情欢迎。在近4年的实际使用过程中,我们广泛听取了来自各方面的批评和改进意见,并在此基础上对《新编实用英语》进行了修订,期望第二版的《新编实用英语》能够更加符合国家高职高专人才培养的需要,更加贴近高职高专英语教学的实际水平,更加满足一线教师对英语教学和教法改革的迫切要求。我们相信,《新编实用英语》(第二版)定会“更实用,更好学,更好教”。

《新编实用英语》(第二版)主要进行了如下修订:

1. 缩减了篇幅,将原每册10个单元缩编为8个单元,更好地适应教学改革的宏观要求,同时保证每个单元有比较充足的授课和训练时间,让学生能够更好地使用所学英语进行实际涉外交际活动。调整后的8个单元更加针对涉外人才市场对高职高专毕业生的需求。
2. 为每个单元加编了“单元目标”(Unit Goals),详尽规定了每个单元的教学目标和要求,并明确将这一目标分为“学会”和“学懂”两大类,而后再分解为听、说、读、写各种分项技能要求,保证师生在教学过程中目标明确、重点突出。
3. 合理调整了听说部分,在突出实用口头交际训练的同时,又加编了《新编实用英语听力教程》,集中突出训练听说交际能力,以适应更加开放的高职高专人才市场的实际需求。
4. 调整了部分语言交际训练的内容,更加突出交际表达能力的培养,并从编排上做了相应变动,使之更加便于教学。
5. 在教学实践的基础上,我们组织有经验的优秀一线教师加编了较为详尽、系统的“参考教案”和“电子教案”,具体指导任课教师使用本教材进行教学。这是第二版《教师参考书》的重要变化,它不仅设计了各种教学方案和教学方法,更提供了新鲜有效的教学手段和资料,为教师教授《新编实用英语》(第二版)提供了理想的平台。
6. 实用写作部分精选了应用文,一般写作更加突出了与语言结构、篇章功能的联系。
7. 以上修订涵盖《综合教程》、《学学·练练·考考》和《教师参考书》各册,《新编实用英语听力教程》将单独出版发行。
8. 近年来,随着高等职业教育的大发展,高职院校招生规模迅速扩大,部分学生英语入学水平有所降低。为了适应新的需求,我们又增编了《新编实用英语预备级教程》(*New Practical English — A Preparatory Course*),作为学习《新编实用英语》(第二版)教程的预备教程(需20~30学时),并在内容上与《新编实用英语》(第二版)教程相互照应,为学生学习《新编实用英语》(第二版)做好准备。

修订工作由总主编孔庆炎教授和刘鸿章教授统筹,各分册主编负责实施。部分编者参加了修订工作。

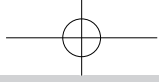




# NEW *Practical English*

第二版的《综合教程》、《学学·练练·考考》和《教师参考书》由韶关学院安晓灿教授修订完成；新增编的“参考教案”部分由韶关学院安晓灿教授（第1、3单元），长春工程学院景志华教授（第2、4单元）、沈阳工学院刘然教授（第5、8单元）、苏州工业园区软件与服务外包职业学院陈素花副教授（第6、7单元）设计完成；新研制的“电子教案”部分由韶关学院安晓灿和肖岭任主编，具体的研制工作由韶关学院肖岭、彭卓、李建涛、廖庆生和刘少丽完成。

修订者  
2007年6月



## 第一版前言

### New Practical English (First Edition)

根据《普通高等专科学校英语课程教学基本要求》编写的《实用英语》(1995年出版)为高等专科学校英语教学改革起到了导向与规范作用,取得了开拓性的成果。它既重视语言基本技能的训练,又在很大程度上体现了培养实际应用英语能力的目的。1999年,根据国家对高等专科学校教育、高等职业教育和成人高等教育实行“三教统筹”的精神,编写组对《实用英语》进行了局部的修订,使之更加符合“三教”的要求。加入WTO之后,中国与世界经济进一步接轨,国家对高职高专的英语教学提出了“更加重视实用能力培养”的要求,因此,高职高专教育英语课程教学指导委员会(以下简称“课委会”)决定重编《实用英语》,以适应新形势对高职高专英语教学改革的需要。

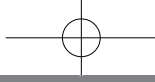
《新编实用英语》(*New Practical English*)是由课委会组织全国各地有丰富教学经验的教师编写的。它既坚持了《高职高专教育英语课程教学基本要求(试行)》(以下简称《基本要求》)的正确方向,保持和突出了《实用英语》的优点,又反映了全面更新教学内容的实际。所谓全面更新是指在坚持《基本要求》为高职高专培养实用性人才和坚持“以应用为目的,实用为主,够用为度”的大方向的前提下,进一步更新观念、更新内容、更新体系、更新要求。这主要体现在如下几个方面:

1. 严格按照《基本要求》编写。《基本要求》中的《交际范围表》所规定的交际主题是我们选材的依据和出发点,而且读、译、听、说、写各项技能的培养与训练都围绕同一交际话题展开。
2. 进一步克服忽视听说技能训练的弱点,加大听说技能、特别是实用交际能力的训练,把培养一定的实用口语交际能力作为本教程的重要任务。
3. 加强对应用文等实用文体阅读能力的培养,满足在一线工作的业务人员涉外交际的实际需要。
4. 将英语应用能力的训练具体体现于实用英语能力的培养之中。应用能力既指应用语言基本功的能力,更指把这些基本功运用到实际涉外交际中的能力。后者也可称作“实用能力”。“应用能力”是“实用能力”的基础,“实用能力”则是“应用能力”的具体体现。
5. 认真贯彻“学一点、会一点、用一点”,“听、说、读、写、译并重”和“边学边用、学用结合”的原则。
6. “教、学、考”相互照应。《高等学校英语应用能力考试大纲和样题》所规定的项目和要求都在教材中得到反映和训练。学完《新编实用英语》第2册可以参加“高等学校英语应用能力考试”的B级考试,学完第4册可参加A级考试。

《新编实用英语》由《综合教程》、《学学·练练·考考》、《教师参考书》以及配套的多媒体学习课件、电子教案、网络课程等组成。

《新编实用英语——综合教程》分为4册,每册10个单元,每个单元都由说(Talking Face to Face)、听(Being All Ears)、读(Maintaining a Sharp Eye)和写(Trying Your Hand)四个主要部分组成,另有一个“趣味阅读”部分(Having Some Fun)。各部分的具体内容如下:

- 1) Talking Face to Face: 包括2个紧扣交际主题的对话样例,供学生学习模仿,并配有5个短小的交际话题模拟练习,使学生边学边练。
- 2) Being All Ears: 本部分是对Talking Face to Face的扩大与补充,以体现听力训练的范围要广于



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说的训练的原则，并为阅读作铺垫。

3) Maintaining a Sharp Eye: 本教程打破先教课文后进行语言训练的传统模式，把阅读作为外语教学训练的归结，并通过阅读开拓眼界，进一步提高语感和交际能力，为学生自主学习创造充分的条件。

4) Trying Your Hand: 写作部分又分为应用文写作(Applied Writing)和一般写作(General Writing)两部分。前者培养学生阅读和模拟套写《基本要求》规定的常用应用文的能力；后者则按句子写作、功能写作和篇章写作等层次进行训练。

5) Having Some Fun: 每课选配一个短小精悍的幽默故事，培养学生学习、体味与欣赏英语和英美文化的能力。

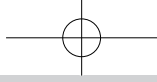
《新编实用英语》将为高职高专英语教学改革开创崭新的局面，提高学生实际使用英语进行涉外交际的能力，有利于彻底改变高职高专英语教学滞后于社会需求的局面。

《新编实用英语》由课委会主任委员、大连理工大学孔庆炎教授和课委会顾问、高等学校英语应用能力考试委员会主任委员、上海交通大学刘鸿章教授担任总主编，负责全书的总体设计、编排和书稿的审订，并聘请美国普渡大学Margie Berns教授作语言顾问。

《新编实用英语综合教程》第二册由长春工程学院安晓灿教授主编，美国普渡大学教授Margie Berns为语言顾问，第1、2单元由大连理工大学王慧莉编写，第3单元、单元测试1由长春工程学院安晓灿编写；第4、10单元由长春工程学院景志华编写；第5、9单元由沈阳电力高等专科学校刘然编写；第6、8单元由长春汽车工业高等专科学校黄星编写；第7单元、单元测试2由北方交通大学包兰宇编写。

由于本书遵循的是完全崭新的编写思路，实际编写中会有不当和疏漏之处，望广大使用者批评指正，以期本教程能为高职高专英语教学作出新的贡献。

编者  
2002年11月



## 新编实用英语（第三版）单元框架变化及教材教法与使用调整

一、将“说—听—读—写”技能训练顺序调整为“说—听—写—读”：把阅读技能的训练作为一个单元的收官环节，更加合理地体现加强听说的原则，摆脱传统英语以阅读为主的影响。另外，由于阅读教学的语言难度和广度都远远大于听、说、写等各项技能的训练，故在重点训练听、说、写技能的基础上进行阅读综合训练，也更加符合教学的实际规律。当然，阅读教学也一定是听、说、写、读等各项技能综合训练的体现。

二、Talking Face to Face部分在保留原有围绕应用文和对话样例的基础上，新增了Mini-talks 训练，把单元实用话题分解为一个个“小对话”，“小对话”之间相互补充，内容涵盖了本单元交际话题的主要方面，既减轻了每次训练的信息含量和语言分量，便于学生学习、模仿与掌握，又培养了学生处理该单元话题的口头交际能力。Mini-talks还为围绕应用文和对话样例所进行的口头交际训练打下了基础。

三、Being All Ears即听力训练部分，进行了较大的调整。现在的听力训练围绕交际语句单句训练、实用交际对话训练、实用演讲 / 讲话这三个层级式的听力训练循序展开。交际语句单句训练紧扣单元实用交际话题，引导学生掌握实用的交际语句，提高他们实用口头交际能力；实用交际对话训练则侧重培养学生在语言交际中快速应对的能力；实用演讲 / 讲话等连贯语篇的训练侧重训练学生听懂连贯讲话并进行简单演讲的能力。

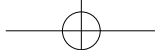
四、Trying Your Hand即写作训练部分，基本保留《新编实用英语》（第二版）的编排，增添了一个“语法提示框”(Window on Grammar)，便于学生一目了然地了解本单元应重点复习和该掌握的语法内容，避免教师和学生过分关注语法讲解和学习。当然，针对部分院校学生语法基础比较薄弱的情况，编者在《综合教程》所配套的《学学·练练·考考》中加强了相关内容的讲解和训练。

五、Maintaining a Sharp Eye即阅读技能训练部分，基本保留了第二版的框架，主要调整如下：

1. 更换了一半以上的课文，使教材反映时代气息和职场交际的特色，语言更加贴近时代，也更有利于学生参与，如新增了较多的网络讨论和博客交流等，还增设了Online Search / Posting（网络搜索 / 张贴专栏）等环节。对于保留下来的课文，编者也做了适当的调整与删节，使之更加适合综合语言技能训练。

2. 将两篇阅读文章的重点生词均旁注于课文的右侧，为学生独立预习课文扫除了生词障碍。这一点十分重要，因为只有当学生预习了课文之后，才能在课堂阅读教学中积极参与交互活动，从而提高其参与课堂活动的积极性，改变传统英语教学以老师授课为中心，学生只是一味听讲的习惯。

六、Appreciating Culture Tips是新增补的文化欣赏与讨论板块。我们的设计思路是在加强实用交际能力的同时，揭示实用交际语言蕴含的文化底蕴，引导学生在欣赏文化底蕴的同时学习和体味语言用法的精华。我们选取了Business Mottoes（商务箴言）和Famous Sayings（名人名言），其中蕴含着许多语言文化精华，在引导学生学习和讨论这些精炼语句的同时，潜移默化地将文化欣赏与



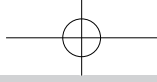
# NEW *Practical English*

语言学习紧密结合起来。

七、为了不增加学生的学习负担，编者在进行此次修订时从《综合教程》中删除了 Having Some fun这一部分，但《学学·练练·考考》中的相关板块依然保留。







## 《新编实用英语》（第二版）教法和教材使用说明

《新编实用英语》是以教育部2000年颁布的《高职高专教育英语课程教学基本要求（试行）》为依据编写的高职高专英语教材。它遵循高职高专旨在培养应用型人才的目标和“以应用为目的，实用为主，够用为度”的教学方向，进一步更新观念、更新体系、更新要求、更新内容，以完全崭新的思路编写。使用本教材的教师一定要掌握其宏观主旨，恰如其分地贯彻教材的编写意图，充分发扬其长处，通过使用教材能更好地实现培养学生实际使用英语完成涉外交际任务的能力。

本书在编写中强调了两点：1）从一开始就将打好语言基础与培养实用能力相结合，并贯彻始终。在使用本书时既要教好语言，还要重视应用性内容的教学。要打破为教语言而教语言的传统，即不要在语言点（词汇、语法）的教学上花太多的时间，忽视语言所表达的内容。我们还主张根据实际环境适当地补充应用性内容，例如在教名片的阅读和模拟套写时可以列举生活中的实例；在教阅读和书写通知时，让学生自己找身边的题材。总之，要结合生活实际，教得生动活泼。2）读、听、说、写技能的培养有分有合，突出综合训练；听与读是input的重要手段，说与写是output的重要手段。希望教师在教学中引导学生自然地运用英语进行交际。不仅在课堂上尽量用英语讲课，还要鼓励学生在课外各种场合用英语交际，做到“学为了用，学用结合”。

《新编实用英语》（第二版）第一册共8个单元。每个单元都围绕同一交际主题，由会话 (Talking Face to Face)、听力 (Being All Ears)、阅读 (Maintaining a Sharp Eye) 和写作 (Trying Your Hand) 四大部分组成，外加一个趣味阅读欣赏部分 (Having Some Fun)。这一编排完全打破了传统的以阅读文章为中心的教材体系，以最能激发学生学习主动性的“交际对话”为切入点，逐步扩展深化，使多种言语技能在共同的话题下，通过多种交际环境和练习形式反复循环、巩固、加强和深化，最终达到掌握一定交际技能的目的。为了帮助教师深入了解与掌握本书各个环节的编写意图，从而更好地使用本教材，下面就各部分作具体说明。

《新编实用英语》（第二版）每单元特别编写了单元目标、课时安排及参考教案，供广大教师参阅。

### SECTION I

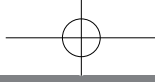
#### Talking Face to Face

本书的编写原则是“先听说，后读写”。以说的训练为其他语言技能训练做准备，把听的训练作为提供词语和句式的手段。这里的“对话训练”是全单元训练的切入点，教学中应力求一开始就调动学生学习英语进行实际口头交际的积极性。这一部分的编排如下：

##### Samples

对话部分的交际话题是通过应用文展开的。如Unit 1的主题是Greeting and Introducing People，而名片就是该主题的引子。先引导学生看懂名片，而后围绕名片进行口语训练，能立即把学生带入实际的交际环境中，使学生在亲身参与交际的过程中感到学习所需语言词语和句型的效果。

此部分也可与Applied Writing结合起来进行教学，使学生能够看懂应用文样例，了解其结构特点和语言形式，并能模拟套写简单的应用文。



## NEW Practical English

### Follow the Samples

这里提供的对话样例是紧扣本课交际话题编写的，其目的是为学生学习该话题的口头交际提供模仿的样本。教师应引导学生首先学习样例，达到能流利朗读和熟记常用词语和句式的程度，为下一步模拟套用做好准备。

### Act Out

此项编排的目的是为学生提供模仿套用所学对话样例的语言小环境。在学习5个短小精练、生动有趣、针对性强、主题突出的小对话之后分别设定了一个相关的交际“任务”。教师可引导学生根据样例及Workbook中的Data Bank所提供的相关语言材料进行口头交际的模仿套用练习，边学边用。

### Put in Use

此项训练一般含3项练习，要求在课上口头完成。其编排如下：

1. 填空：该练习要求学生填空的内容一般均能依据所提供的对话背景完成，多为简单的词语，培养学生接续话语的能力。
2. 局部汉译英：即根据交际情景及上下文，将所提供的汉语对话口译为英语，重点是训练学生掌握会话所用语句的能力。
3. 提示性引导回应：此项练习是对前两项练习的发展和提高，赋予学生更为自由的对话空间，教师应引导学生根据提示自己组织语言进行口头交际。

## SECTION II

### Being All Ears

本部分是在“说”的训练基础上，围绕同一话题进行听力训练，通过听的内容，使听说训练的范围进一步扩大。这既符合“循序渐进”、“逐步放开”的教学原则，也符合“领会式技能”(Receptive Skills)领先和促进“表达式技能”(Productive Skills)的客观规律。因此，这部分训练既是对前面“对话”训练的发展和提高，又是对后面“阅读”训练的连接与铺垫。

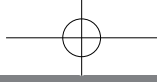
在具体的编排中，我们改变了单一的被动接收型听力练习方式，在训练听力的同时，兼顾现实交际过程中所需要的听力理解技能，将“听——判断”、“听——记录”、“听——归纳”、“听——推测”、“听——阅读”等项技能融合为主动创造型综合训练；从一开始就培养学生为实际交际而训练综合理解语言内容的能力，而不只是着眼于局部孤立的语音和词语的分辨。现就各项练习的设计思路和使用方法具体说明如下（每单元根据练习内容需要安排相应的练习，并不一定包括所有的练习项目）：

#### Listen and Decode

此项练习以听辨能力为目标，但又与传统的听辨练习有所不同。这里仍以听辨内容为主，而不是以辨音和辨别词语为主，力图把听辨训练与实际口头交际结合起来。在学生听辨选择词语时要求学生既要注意辨音，更要注意辨义，后者比前者更为重要。

#### Listen and Respond

此项练习是听与说两项技能的结合，把“听”作为获取信息的渠道，提供了进行口头交际



的背景与话题。也就是说，要求学生不仅要听懂，还要能进行简短的问答交流。

#### Listen and Complete

此项练习的目的是培养学生获取所听信息并记录要点的能力，是听与写两项技能的结合，也就是一种局部听写(Spot Dictation)训练。此项练习所填内容比较容易，只限于词语层次的信息，在要求学生注意“听辨词语”的同时，更要与所听对话的内容紧密结合，重点依然是对内容的理解。

#### Listen and Judge

此项练习围绕对话进行，但是难度加深了一步。学生必须在上一项练习的基础上进行积极的逻辑思维，做出判断，选择正确答案。

#### Listen and Read

此项练习是本书的一个独特编排。听力材料不再是对话，而是短文，为了降低听力难度，我们为该短文配置了生词表，要求学生在听之前先将词汇表浏览一下，并粗略地将抽取了部分词语的短文读一遍，然后再根据括号中疑问词所提供的线索，边听边填入空缺的信息。短文在题材上与后面的阅读文章相近，在进行听力训练的同时，也为进入下一阶段的阅读训练做好了准备。

#### Listen and Match

此项练习是围绕上述短文进行的，相当于在完成听力训练之后将听力训练变成了阅读训练，作完听力练习后的短文已是没有空缺的全文，从而为下一步进行阅读训练作了铺垫。这一练习仅限于对内容的判断理解。

#### Listen and Conclude

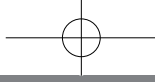
此项练习是作为听力训练的归结，要求学生以回答问题的方式将所听到的内容加以归纳整理，用文字写出一个完整的短文或段落。有的单元没有提出问题而是要学生直接将所听内容写成段落。其目的是引导学生记忆所学的词语和句式，为阅读教学做好准备。该练习具有一定的难度，教师可指导学生先在课上口头回答所提问题，然后把写短文的任务留给学生在课后完成。

## SECTION III

### Maintaining a Sharp Eye

受课外缺乏英语语言环境的限制，中国的英语教学一贯特别重视课文教学，将其视为教学的核心部分。本书虽然打破了以课文为中心的教学体系，遵循“以话题为核心”(topic-based)的编写原则，但对课文教学依然给予足够的注意，认为它是培养阅读能力的主要园地和手段。在注意培养阅读能力的同时，我们始终不把“看懂”作为教学目标，而是坚持在阅读教学中努力培养学生使用英语的能力，即坚持“看懂—学会”的原则。我们编排阅读训练时努力贯彻以下原则：

1. 选文紧扣本单元的交际主话题，使课文教学成为本单元教学的一个有机组成部分，充分体现培养英语实用能力的目标。



## NEW Practical English

2. 选文短小精悍，生动活泼，既有利于与前面的听说部分有机地衔接，更符合阅读教学的基本原则，即便于学生预习，便于课上操练，便于学生模拟使用，最终达到“读懂—记住—掌握—使用”的目的。

3. 练习突出重点，在理解的基础上突出词语和句式的运用，使学生能在阅读训练中重点掌握这些词语和句式。为此，要求在教学中对句式的模拟练习(Read and Simulate)应给予特别的重视。

每单元有两篇阅读文章，Passage 1紧扣交际话题，是课堂教学的重点，要求学生课前必须预习。Passage 2则围绕话题有所展开，内容涉及的范围更为广泛，以扩大阅读面。这篇短文既可由学生在课前预习，也可由学生在课上阅读，其生词标注在课文的右侧，使学生把精力放在理解内容上，而不是把时间花在查阅词典上。在练习编排上，Passage 1与Passage 2的区别仅在于后者未编排Usage Type的练习，在理解的基础上直接进行改写和汉译英综合练习。请注意，这只是训练方式上的差异，在对两篇文章的要求上并没有实质的不同。

现就练习项目具体说明如下：

### Read and Complete

此部分的各项练习都是用来复习巩固课文中的重点词语的，属Usage Type的练习。通过在新的语境下使用这些重点词语，有利于学生加深理解和提高应用这些词语的能力。

### Read and Translate

汉译英是检验学生是否学会了正确使用课文中学过的重点词语和句式的重要手段，也是提高写作能力的必要基础，因此教学中要予以高度重视。教师还可根据本班学生的实际情况作些补充练习。汉译英既可作为课上的口头练习，也可作为课后的书面练习，或将二者结合起来。

### Read and Simulate

此项练习也是本书的特色之一。它指导学生选取和模拟套用课文中的重点句式。善于辨认和选择有用的句式是一项十分重要的能力，它可以帮助学生学会从大段文章中归纳出常用句式并进行模拟套用，达到重点掌握和记忆这些句式的目的。教师在教学中要高度重视此项训练，把它作为通过课文教学学习语言的关键。此项练习最好在课上由教师指导完成，特别注意需要模拟的斜体部分，引导学生在给出的汉译英句子中恰当使用。

### Read and Judge

此项练习是针对Passage 2的阅读理解练习，教学中还可以以口头问答的方式进行。

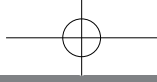
### Read and Rewrite

此项改写练习是读与写的结合，也是Read and Simulate的发展，即从句子层次到语篇层次。学生通过将所学短文的全部或部分进行改写（如改换人称、改变时态等），锻炼连句成文的能力。练习本身并不困难，但却是培养写作准确性的重要途径。要学习写作，先要学会改写和套写，教学中不要因其容易而忽视，坚持下去就会有好的效果。此项练习也可在课上口头进行，即进行“口头作文”(Oral Composition)训练。

### Read and Translate

此项练习旨在训练学生进行英译汉的能力，重点要放在汉语译文的准确和通顺上，而不只是把意思翻译出来就行了。我们在教学中很强调要避免“中国式英语”，但却忽视要学生注意





克服“英国式汉语”的弊病，以致翻译出来的汉语往往佶屈聱牙，令人费解。在教学中适当重视英译汉练习也十分有益，应该从教学一开始就重视引导，并一直坚持下去。当然，此项练习只是一个汉英对比的引导性练习，不必花过多的时间去讲解分析。

## SECTION IV

### Trying Your Hand

这是本书的写作部分，分为应用文写作和一般写作与语法回顾两节。

1. 应用文写作：这里指的是要求学生学会写《基本要求》中的“交际范围表”所规定的应用文。主要通过典型实例来指导学生模拟套写有关的应用文。教学中教师可就所教应用文的格式、句型和词语进行简要的归纳，并指导学生使用Workbook中的Data Bank来模拟套写。这里要特别强调的是“模拟套写”而不是“自由创作”，因为应用文具有程式化的特点，只宜于套写而不能随意创作。另外，写作部分的应用文与对话部分所涉及的应用文是一致的，教学中可以对照使用。

2. 一般写作与语法回顾：一般写作是指句子、段落和短文写作。本教材的第一册主要是写句子，其重点是培养学生写出正确句子的能力。就这一阶段学生的实际表达能力而言，如何写出语法正确的句子是首要任务。因此，本册书将语法的复习性练习与句子写作结合起来，在Workbook中就某一语法专题有重点地简要归纳学生实际使用时经常会犯的表达性错误，针对这些错误编写了相应的练习。通过规则应用、改正错误和汉译英这三项练习来提高学生写出语法正确的句子的能力。现就各项练习具体说明如下：

#### Write Through Applying Grammar Rules

此项练习用于帮助检查学生对于相应语法规则的理解和掌握的程度，做练习前可视学生的实际水平对语法进行必要的归纳复习，使学生能在句子写作中恰当使用。因此，教师应指导学生在学习Workbook中的有关章节，并指导学生在句子写作中注意使用这些语法规则来写出语法正确的句子。但要注意避免重复系统地讲解语法。

#### Write Through Correcting Mistakes

此项练习用以帮助学生克服由于母语影响而易犯的语法结构错误，是训练学生使用语法规则写出语法正确的句子的重要途径。为此，教师在指导学生完成这一练习时，要特别注意有意识地适当联系语法规则和用法。

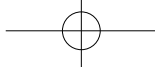
#### Write Through Translating

此项翻译练习所涉及句子结构都体现了某个重点训练的语法规则，这也是本项练习的训练重点。

#### Write Through Describing a Picture

此项练习为综合性写作实践，也是让学生就本单元所学内容进行一次书面小结，看是否能用自己所学的语言描述与本单元话题有关的交际情景。考虑到学生的英语表达能力有限，我们在图片旁提供了比较详尽的词语和表达法，学生只需根据图片中的场景，将所提供的词语适当加以组织就可以写出一篇短小的文章。这一练习十分重要，教学中可先由教师引导在课上作口头作文，而后由学生写出短文。





# NEW *Practical English*

## SECTION V

### Having Some Fun

这是一项调节学习气氛的教学内容，所提供的幽默短文或简短笑话语言简单易懂，并有一定的教益。通过学习这些活泼有趣的短小材料，学生可以体验与欣赏英语语言和西方文化的魅力并提高学习英语的兴趣。

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# Unit | One

## Invitation Etiquette

*Be our guest*

*Please join us to celebrate  
Saturday at 1:00PM  
at The Roundhouse Cafe*

### Unit Goals

#### ❖ What You Should Learn to Do

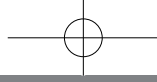
1. Make an oral invitation to:  
invite people to join daily activities  
invite people to formal occasions

### Linguistic Realization

#### ❖ Useful Sentences

##### Talking Face to Face and Being All Ears

1. Come and join us for a nice chat.
2. Could you come to a party at my place next Saturday?
3. May I invite you to this dance?
4. Would you be able to come to my birthday party?
5. May I invite you to a performance / concert this evening?
6. I would like to invite you to my wedding next Tuesday.
7. May I invite you to be present at our debate?
8. How about going to a ball tonight?
9. Would you like to go roller-skating with me this Saturday afternoon?
10. I wonder if you would care to go on holiday with us.



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2. Make a written invitation  
(write an invitation card or a letter) for:  
personal invitation  
official occasions

3. Give a reply to:  
an oral invitation  
a written invitation

### ❖ What You Should Know About

1. Invitation culture:  
Western and Chinese
2. Word order in a subordinate clause

### Talking Face to Face and Being All Ears

1. Thanks. That would be great / marvelous.
2. OK, I'd love to.
3. Yes, with pleasure.
4. Sounds great!
5. Yes, that would be lovely. Thanks.
6. Yes, thank you. It's very kind of you to invite me.
7. Thank you, but I'm afraid I have to go to a concert then.
8. I will if I can.
9. I'd love to, but you see my uncle is taking me out for the day.
10. That's / It's very kind of you to invite me, but I'm not sure if I can. Could I let you know sometime later?
11. Thank you for the invitation.

### Talking Face to Face and Trying Your Hand

1. Format
2. Language features
3. Additional samples

### Trying Your Hand

Writing Sentences and Reviewing Grammar

### ❖ Unit Sections Involved

**Maintaining a Sharp Eye**  
Passages I & II



## Key and Translation

### SECTION I Talking Face to Face

#### Imitating Mini-talks

- 1 Work in pairs. Look at the picture and recite the following mini-talks for making invitations and giving responses.

#### Acting Out the Tasks

- 2 Work in pairs and perform the tasks by following the above mini-talks.  
(Open)

#### Studying Invitation Cards and Letters

- 3 Invitation cards are often used for inviting people. Now let's read the following invitation cards and letters and try to use the information in them in your face-to-face talks.

*The Chinese Version of the Samples:*

##### 样例1

为庆祝女儿18岁生日，王先生和王夫人特邀请您参加3月6日星期六晚8时在诺丁汉市比斯坦镇索尔兹伯里街74号举行的生日晚宴。

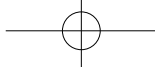
##### 样例2

亲爱的史密斯先生：

特邀请您参加11月17日星期五举行的登长城活动。大巴7点钟开车。欢迎携带亲朋好友一起参加。

如您能和我们一起去参加此次难得的旅行，我们将感到十分荣幸。

彼得·常



## NEW *Practical English*

### Following Sample Dialogues

4 Read the following sample dialogues and try to perform your own tasks.

### Putting Language to Use

5 Imagine you are inviting your friend Bill to a concert tonight, but he happens to have to finish a term paper. Complete the following conversation with him by filling in the blanks.

- Key:
- |                               |                       |
|-------------------------------|-----------------------|
| 1) What are you doing tonight | 2) I was wondering    |
| 3) I wish I could             | 4) write a term paper |
| 5) some other time then       | 6) That's right       |

6 Imagine you are a friend of Jennifer. Tomorrow is your birthday. You are inviting her to come to your birthday party. Fill in the blanks according to the Chinese version provided.

- Key:
- 1) are you doing anything special tomorrow evening
  - 2) I'd like to invite you to come to my birthday party. Would you like to join us
  - 3) Good. Will you come at 7:00
  - 4) Lemonade if you must bring something

7 Imagine you are a friend of Mary's. You are asking her to go to a movie. Play your role according to the clues given in brackets.

- Key:
- 1) What are you going to do this weekend
  - 2) "Thunderstorm" is on at the Friendship.
  - 3) The early show or the late show?
  - 4) Maybe go to KFC (Kentucky Fried Chicken) or a coffee shop.
  - 5) I'd rather go to KFC.
  - 6) When and where shall we meet?
  - 7) That's very kind of you.

## SECTION II Being All Ears

### Learning Sentences for Workplace Communication

1 Listen to ten topic-related English sentences for workplace communication cross-referenced with their Chinese translation and try to remember them.

- Script:
- 1) Are you doing anything special tonight?
  - 2) I was wondering if you might like to come over for dinner on Friday.
  - 3) Listen. I've got some tickets for a rock'n'roll concert Sunday night. Would you like to go?

- 4) Have you tried that new Pizza Hut yet on Main Street? Why don't we go there tonight?
- 5) Please come whenever it is convenient for you.
- 6) Could you make it any other time?
- 7) I wish I could, but I have an appointment with my doctor.
- 8) I don't know what time would be convenient for you.
- 9) I'm afraid it won't be possible, but thank you very much anyway.
- 10) I'm terribly sorry, but I've made other plans. Thanks anyway.

**2 Listen again to the above sentences rearranged in sequence, and then match them with their Chinese translation.**

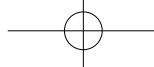
- Script:**
- 1) Please come whenever it is to your convenience.
  - 2) I don't know what time would be most convenient for you.
  - 3) I'm afraid it won't be possible, but thank you very much anyway.
  - 4) Listen. I've got some tickets for a rock'n'roll concert Sunday night. Would you like to go?
  - 5) Are you doing anything special tonight?
  - 6) Have you tried that new pizza hut yet on Main Street? Why don't we go there tonight?
  - 7) I'm terribly sorry, but I've made other plans. Thanks, anyway.
  - 8) I was wondering if you might like to come over for dinner on Friday.
  - 9) Could you make it any other time?
  - 10) I wish I could, but I have an appointment with my doctor.

- Key:**
- |      |      |      |      |       |
|------|------|------|------|-------|
| 1) d | 2) h | 3) c | 4) b | 5) j  |
| 6) i | 7) e | 8) g | 9) f | 10) a |

**3 Listen to ten topic-related English sentences for workplace communication and translate them into Chinese orally.**

- Script:**
- 1) We haven't got together for a long time. How about having lunch next week?
  - 2) I wish I could go. But I have to stay in and finish my paper tonight.
  - 3) I'm pretty tied up all week. How about putting it off two weeks from today?
  - 4) We are going to have a going-away party for them on Saturday.
  - 5) I didn't realize they were moving so soon. They are really going to be missed.
  - 6) Maybe some other time, then.
  - 7) Would you like to go to a cinema with me tonight?
  - 8) I can make it next Wednesday.
  - 9) It's a beautiful day today! How about a little trip out into the country?
  - 10) That sounds great. What should I do for preparation?

- Key:**
- 1) 好久没在一起聚了，下周一起吃午饭怎么样？
  - 2) 我很想去，可是今天晚上我得待在家里写论文。
  - 3) 整个一周我都很忙，两个星期之后怎么样？
  - 4) 我们想在星期六给他们开一个告别会。
  - 5) 我没有意识到他们这么快就要搬走了。我们肯定会想念他们的。



## NEW Practical English

- 6) 那么，我们再找时间吧。
- 7) 今天晚上和我一起去看电影怎么样？
- 8) 下周三我可以去。
- 9) 今天天气真好，一起到乡村看看怎么样？
- 10) 太好了，我需要做什么准备？

### Handling a Dialogue

#### Script:

- Mike:** What are you going to do tomorrow? Got any plans?
- Claire:** Not at all. Do you have any suggestions?
- Mike:** How about going to the ball game?
- Claire:** Hmm. I don't really feel like going to watch the ball game. Any other ideas?
- Mike:** Would you like to go skiing tomorrow?
- Claire:** That sounds great. I haven't gone skiing for a long time. But wait a minute! Isn't it supposed to be very warm tomorrow?
- Mike:** Gee, I haven't heard of that.
- Claire:** I'm pretty sure it's supposed to be very warm. I heard it on the radio.
- Mike:** In that case, going skiing wouldn't be a very good idea. Let's wait and see what the weather will be like tomorrow.
- Claire:** Okay. I'll call you in the morning.

#### 4 Listen to a dialogue and decode the message by finding the correct choices in brackets according to what you have heard.

- Key:**
- |                    |              |           |
|--------------------|--------------|-----------|
| 1) tomorrow        | 2) ball game | 3) skiing |
| 4) for a long time | 5) very warm | 6) agree  |

#### 5 Listen to the dialogue again and then answer the following questions orally.

- Key:**
- 1) No, she doesn't.
  - 2) Going to the ball game and skiing.
  - 3) She heard it on the radio.
  - 4) No, he doesn't.
  - 5) She will give Mike a call.

#### 6 Listen to the dialogue for the last time and fill in the blanks according to what you've heard.

- Key:**
- 1) Got any plans
  - 2) How about going to the ball game
  - 3) Would you like to go skiing tomorrow
  - 4) I haven't heard of that
  - 5) In that case, going skiing wouldn't be a very good idea



## Understanding a Short Speech / Talk

### Script:

Good morning everybody. Welcome to the 7th International Sales Conference. It's great for me, the Sales Director, to see so many of you — old faces and new ones! Now we're going to have two very busy days, but I am sure you'll enjoy them. As soon as I finish, which won't be very long, I promise you, we'll begin with the first part, that is, our Sales Managers will be giving sales reports for their own countries. We'll stay together for that part as I feel it's useful for everybody to see the overall picture. Then, after we've had lunch, we're going to divide into groups to discuss our targets for next year and how to reach them.

Dinner this evening is at eight o'clock. We'd like everyone to meet in the bar for drinks from about seven o'clock. That way we can enjoy a drink together until the coach leaves for the restaurant at 7:45.

- 7** Listen to a short speech twice and during the second listening, put back the missing words in the blanks.

**Key:** 1) Sales 2) faces 3) enjoy 4) part 5) reports  
6) useful 7) divide into 8) reach 9) That way 10) restaurant

- 8** Listen to the short speech again and match the information in Column A with the choices in Column B.

**Key:** 1) c 2) b 3) c 4) d 5) a

- 9** Write out the general idea of the short speech in one paragraph by answering the following questions.

**Key:** 1) The 7th International Sales Conference.  
2) The Sales Director.  
3) The conference will last for two days.  
4) The Sales Managers will give sales reports for their own countries.  
5) There will be a group discussion of the targets for the next year and how to reach them.  
6) Dinner is arranged at 8:00 P.M. and drinks will be served in the bar from about 7:00 P.M.

### General idea:

This is the 7th International Sales Conference. The Sales Director is making the opening speech. The conference will last for two days. For the first part of the conference, the Sales Managers are to give sales reports for their own countries. Then, after lunch, there will be a group discussion of the targets for the next year and how to reach them. Dinner is arranged at 8:00 P.M. Drinks will be served in the bar from about 7:00 P.M.





## NEW Practical English

### SECTION III Trying Your Hand

#### Practicing Applied Writing

1 Read the following samples of invitation cards and learn to write your own.

Key: Open

Chinese Version of the Samples:

##### 样例1

邀请您参加班级聚会，为路灯  
项目义卖筹措资金  
5月5日星期六晚上10点  
费尔蒙特·科普利广场酒店  
波士顿  
每人10美元  
无声拍卖12点结束  
服装为20世纪50年代式样

##### 样例2

纽约大学医学中心职业论坛诚挚邀请  
您参加招聘会议  
4月18日下午2:00  
教工餐厅  
纽约大学医学院  
请在4月10日前回复  
联系人: Mary Roberts  
联系电话: +49 (0)331 977-4166

##### 样例3

后湾区历史文物保护同业公会董事会  
很高兴邀请你出席  
晚宴和舞会  
8月7日，星期六晚8点至11点  
南脊路123号  
弗吉尼亚州派西维拉市  
请回复: 555-555-5555

##### 样例4

欢迎参加传统的野餐会，庆祝  
西北总医院50周年纪念日  
2月8日，星期一  
下午4:00  
北新布劳思费尔斯6 000号  
圣安东尼奥

2 Translate the following invitation letter into Chinese, using the Data Bank in the Workbook for reference when necessary.

亲爱的布尔先生:

很荣幸邀请您参加我们的年会。今年的会议将于8月20日到24日在诺丁汉大学举行。  
随信寄去会议的详细内容、住宿安排及业务活动计划。

去年您作了一场非常有趣的、题为“学术标准及展望”的报告。如果您这次能就此专题的最新发展给我们作一发言，我们将非常感激。

如果您能在方便的时候尽快通知我们您能否出席此次会议，我们将不胜感激。

您忠诚的

菲利浦·卢福特（会议组织者）

2009年6月24日

- 3 Write a reply to the above letter. Your reply should include the following.

Dear Mr. Luford,

Thank you for your letter of 24 June and I am pleased to confirm my participation in this year's conference in August.

I would be grateful if you could send me further details about the program.

Unfortunately, I will not be able to give an update on last time's talk. I am afraid that pressure of work will not allow time to prepare a talk.

However, I look forward to attending the conference again.

Yours sincerely,  
H. Bool

- 4 Translate the following message into English, referring to the Data Bank in the Workbook for reference when necessary.

**Key:** I wish I could attend your graduation party. I know it will be lots of fun. Unfortunately my parents have already invited several of our relatives over for a reunion. I wonder if you could come on Saturday evening so you can tell me all about the party.

## Writing Sentences and Reviewing Grammar

- 5 Find the correct choices in brackets to make correct sentences.

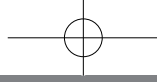
**Key:**

1) who he is	2) it began
3) I had enjoyed	4) you will have time
5) how old I was	6) he would marry her
7) we should	8) I could

- 6 Correct the errors in the following sentences, paying attention to word order in subordinate clauses.

**Key:**

- 1) Jane told her not to worry about where her son might be.
- 2) She said she was going to the cinema.
- 3) She wanted to know what his job was.
- 4) I wondered if he really meant it.
- 5) He asked which chair he should take.
- 6) He asked why I hadn't stopped the car.
- 7) He remarked what a lovely house it was.
- 8) He said how beautiful the garden was.
- 9) He asks when they will leave.
- 10) I don't know where he is.



## NEW *Practical English*

### 7 Translate the following sentences into English.

- Key:**
- 1) Can you tell me where I can buy some chewing gum?
  - 2) The police wanted to know what she looked like.
  - 3) Do you know what she was wearing?
  - 4) In the report, they asked how many security cameras there were in the bank.
  - 5) The interviewer asked him how many years he had worked.
  - 6) Do you want to know when he will leave for Shanghai?
  - 7) I want to know which color you prefer — red or yellow.

### 8 Write a short passage of about 100 words to describe the picture. Some useful words and phrases are provided to help you. Start the passage with “Sandra was writing a letter to decline Mary’s invitation to her birthday party.”

**Key:** Sandra was writing a letter to decline Mary’s invitation to her birthday party. She would love to come, but unfortunately, she was not able to. She had to decline Mary’s invitation by saying, “Thank you for the invitation to your birthday party. We’d love to come but I’m afraid that Peter and I are going to Italy on holiday on July 9th. We’ll stay in Rome for ten days and then go on to travel to England on July 20th, and we’ll have a whole month there.” Before closing the letter, Sandra asked Mary to give her best wishes to her family.

## SECTION IV Maintaining a Sharp Eye

### Passage ① Business Invitation

#### Information Related to the Reading Passage

Whether it is to a wedding, a dinner party, shower or gala event, an invitation comes with some important obligations. Here’s a quick guide to keep you on the guest list.

#### 1. R.S.V.P

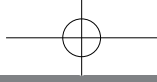
From the French “Répondez, s’il vous plaît”, it means “Please reply.” This little code has been around for a long time and it’s definitely telling you that your hosts want to know if you are attending. Reply promptly, within a day or two of receiving an invitation.

#### 2. How do I respond? Reply in the manner indicated on the invitation.

R.S.V.P and no response card: a handwritten response to the host at the return address on the envelope.

Response Card: fill in and reply by the date indicated and return in the enclosed envelope.

R.S.V.P with phone number: telephone and make sure to speak in person — answering



## Unit One Invitation Etiquette

machines can be unreliable.

R.S.V.P with e-mail: you may accept or decline electronically.

Regrets only: reply only if you cannot attend. If your host doesn't hear from you, he is expecting you!

No reply requested? Unusual, but it is always polite to let someone know your intentions. A phone call would be sufficient.

### 3. Is that your final answer?

Changing a "yes" to a "no" is only acceptable on account of: illness or injury, a death in the family or an unavoidable professional or business conflict. Call your hosts immediately.

Canceling because you have a "better" offer is a surefire way to get dropped from ALL the guest lists.

Being a "no show" is unacceptable.

Changing a "no" to a "yes" is OK only if it will not upset the hosts' arrangements.

### 4. "May I bring ...?"

Don't even ask! An invitation is extended to the people the hosts want to invite — and no one else.

... a date. Some invitations indicate that you may invite a guest or date (Mr. John Evans and Guest) and when you reply, you should indicate whether you are bringing someone, and convey their name.

... my children. If they were invited, the invitation would have said so.

... my houseguest. It's best to decline the invitation, stating the reason. This gives your host the option to extend the invitation to your guests, or not.

### 5. Say "Thank You."

Make sure to thank your hosts before you leave, and then again by phone or note the next day.

## Language Points

### 1 Explanation of Difficult Sentences

1. (Para. 1) Although invitations are usually sent through the mail, informal invitations such as e-mails and phone invitations are becoming more acceptable.

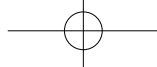
**Analysis:** *such as* means "of the same kind, like" and should be followed by nouns or noun phrases.

**Translation:** 虽然邀请函通常通过信函方式发出,但目前像电子邮件、电话邀请等非正式邀请越来越被普遍使用。

**Example:** Our discussions were all about issues such as education and climate change.

2. (Para. 4) It's also acceptable to include an RSVP notation and your phone number or address on the invitation for more accurate planning.

**Analysis:** *It's also acceptable to do ...* means "It's also good enough to be received to do ..."



## NEW Practical English

**Translation:** 如果为了使计划更加周密，也可以在邀请函中加上请回复的字样，以及电话号码或联系地址。

**Example:** It's acceptable to play tricks on your friends on April 1st.

3. **(Para. 5)** If a "Please reply by" a given date is included in the invitation, be polite enough to reply by that date.

**Analysis:** *If ...* is a conditional clause followed by an imperative sentence.

**Translation:** 如果邀请函中包括“请于某日之前回复”的字样，则需要在规定日期前回复。

**Example:** If you choose to invite your guests by phone, remind them again in writing two weeks before the gathering.

4. **(Para. 6)** Never ask to bring a guest unless the invitation states "Mr. Louis Winthorp and Guest."

**Analysis:** *Never ... unless ...* is "double negative", which means "You can bring a guest if the invitation states ..."

**Translation:** 如若邀请函上没有说明“邀请某某先生和朋友”，不要向邀请方要求带同伴。

**Example:** Some people are never happy unless they are in the limelight showing off.

### 2 Important Words and Phrases

1. **in advance:** before in time 提前

e.g. Can I sign up for this course **in advance**?

Quality Buildings usually hire its temporary workers well **in advance** as the need arises.

2. **seminar:** *n.* a small class of usually advanced students meeting to study some subject with a teacher 讨论会，研讨班

e.g. I'm very sorry about not setting the **seminar** on time.

There is a computer network **seminar** tomorrow afternoon.

3. **uphold:** *v.* to support, prevent from being weakened or taken away 支持，赞成

e.g. I want to love as a kind of faith to **uphold**.

All staff **uphold** integrity-based quality first principle.

4. **image:** *n.* the opinion people have of a person, organization, product etc. 形象

e.g. The hotel industry is working hard on improving its **image**.

The party has to project the right **image**.

5. **given:** *a.* fixed for a purpose and stated as such 给定的，特定的

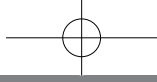
e.g. The work must be done within the **given** time.

At any **given** time, the status of technical progress is relatively inflexible.

6. **likely:** *ad.* probably 可能

e.g. I'd very **likely** have done the same thing in your situation.

As **likely** as not (very probably), the meeting will take place in the village pub.



## Passage Translation

结识新人的机会！

不要担心，这个秘密将在我们办事处的聚会上解开。

我们把这个调查研究留给那些擅长的人。

让我们远离计算机、文件和乱七八糟的事务，穿上你最漂亮的西装和礼服。

和我们一起庆祝圣诞。

12月5日星期四下午5:00

哥伦比亚大厦顶楼

杰斐逊广场485号

组织人：伦纳德，巴雷，特拉维斯，贝利和史密斯

若不能出席，请打电话给Dianne提前告知，电话号码是248-8522。

错过或者不能准时参加在杰斐逊广场485号的聚会将会是一个很大的遗憾。

请于2010年11月28日前回复

\_\_\_\_\_先生 / 女士将参加

\_\_\_\_\_先生 / 女士将不参加

### 商务邀请

商务邀请有正式和非正式之分。虽然邀请通常是通过信函的方式发出，但电子邮件和电话邀请等非正式邀请方式越来越被人们接受。

#### 邀请时间

大多数非正式场合，最好提前三到四个星期发出邀请。如果选择电话邀请，要在活动开始的两个星期之前再次以书面形式提醒。以下信息可供你参考：

- 学术讨论会应提前六到八个月向外地主管发出邀请。
- 晚餐招待会的邀请应提前四周。
- 鸡尾酒会的邀请应提前两到四周。

#### 邀请函格式

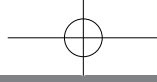
正式公务邀请函通常是用洁白的或接近白色的高品质纸张打印。公司也可以根据自己的喜好选择使用任何颜色的纸张只要它有利于维护和提升企业形象。

如使用预先打印好的邀请函，只需要填写信函空白处的内容，说明聚会的内容、地点和时间，以及主办方。如果为了使活动计划周密，也可以在邀请函中附上“请回复”告知卡，以及电话号码或联系地址，以便安排更加准确。

#### 回复邀请

可使用邀请函左下角的地址或电话号码回复，或者用邀请函所附的回复卡回复。如果邀请函中包括“请于某日之前回复”的字样，则要客气地在规定日期前回复。如果邀请函左下角印有“若不能出席，敬请告知”字样，只需在无法出席的情况下通知邀请方。如果邀请方未收到您的任何回复，会认为您将出席。





## NEW Practical English

如若邀请函上没有说明“邀请某某先生和朋友”，就不能向邀请方要求带客人。邀请方很可能只会按照所邀请客人的数量准备食物和饮料。如果带上未受到邀请的朋友出席，就会造成让大家都尴尬的局面。

### 1 Answer the following questions according to the passage.

- Key:**
- 1) Four weeks before an evening reception.
  - 2) The primary consideration is that it upholds and promotes the company's image.
  - 3) With preprinted invitations, you simply fill in the blanks to tell what, where, and when the party will be and who is giving it.
  - 4) If "Regrets only" is printed in the lower left corner of the invitation, you need to send a reply if you will not be able to attend.
  - 5) You can bring a guest if the invitation states "Mr. Somebody and Guest."

### 2 Fill in the blanks without referring to the passage.

- Key:**
- |                          |                  |            |
|--------------------------|------------------|------------|
| 1) high-quality          | 2) color         | 3) image   |
| 4) what, where, and when | 5) RSVP notation | 6) address |

### 3 Complete each of the following statements according to the passage.

- Key:**
- |                                   |                                  |
|-----------------------------------|----------------------------------|
| 1) by phone, two weeks            | 2) important seminar, executives |
| 3) given, that date               | 4) attend                        |
| 5) uninvited friend, embarrassing |                                  |

### 4 Fill in the blanks with the proper words given below, changing the form if necessary.

- Key:**
- |              |            |              |              |
|--------------|------------|--------------|--------------|
| 1) guideline | 2) seminar | 3) executive | 4) uphold    |
| 5) notations | 6) timing  | 7) likely    | 8) reception |

### 5 Translate the following sentences into English.

- Key:**
- 1) Americans usually make plans for their retirement well in advance.
  - 2) They are commonly regarded as the most promising singers.
  - 3) I've heard from your references that the employer had called them.
  - 4) Would you please inform us the exact date so that we can make proper arrangements?
  - 5) Our estimate of how many people would show up at the party missed by a mile.
  - 6) Your report can include enough details without being a burden to read.

### 6 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) *Although* the ecological environment was becoming better, the problems were still serious.

- Although* it is late, I'd quite like to go out.
- 2) *It's best to* avoid going out in the strong midday sun.  
If you are invited to a formal party, *it's best to* wear a suit and a tie.
- 3) I'll stay in Mexico *as long as* my money holds on.  
I'll never forget that *as long as* I am living.
- 4) She is coming *either* today *or* tomorrow.  
Can you speak *either* English *or* French?
- 5) You will *never* succeed *unless* you work hard.  
I have a friend who *never* exercises *unless* she's training for a marathon.
- 6) If you say you are free and the invitation *turns out to* be something you hate to do, then you will be in a position to take back your acceptance.  
Several of the modern-looking buildings *turn out to* be made of wood, straw and mud.

## Passage ② An Invitation Letter

### Information Related to the Reading Passage

This is an informal invitation letter between friends. The tone of this letter is casual. The language is not so formal. This kind of informal invitation letter is often written in the first person. For example, “in the hope that it will be possible for you both to spend a few days with us during your stay in England.”, “and it would be nice if you could come then, too.” But a formal invitation card is usually written in the third person.

### Language Points

#### 1 Explanation of Difficult Sentences

1. (Para. 1) It seems ages since we heard from you.

**Analysis:** *It seems ages since ...* means “It seems a long time since ...”

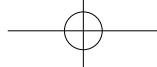
**Translation:** 似乎很长时间没有收到你的信了。

**Example:** It seems ages since I saw you in Shanghai.

2. (Para. 1) So I am writing straightaway — to make sure this reaches you well before you leave Shanghai — in the hope that it will be possible for you both to spend a few days with us during your stay in England.

**Analysis:** *To make sure ...* is an adverbial of purpose, and *in the hope*, a prepositional phrase is used also as an adverbial of purpose.

**Translation:** 所以我马上写信，好让你在离开上海之前肯定收到这封信——希望你们俩能在英格兰逗留期间和我们一起住几天。



## NEW Practical English

**Example:** I am sending this card to you today — to make sure you receive it before the Christmas Day.

3. **(Para. 3)** I imagine you will be spending Christmas with your parents, but surely you will have some time after that before your Christmas holidays end.

**Analysis:** *Surely* is used to express that someone is certain or almost certain about something.

**Translation:** 我猜想你将在你的父母家过圣诞节, 但肯定在你的圣诞节假日结束之前还会有一些时间。

**Example:** These children surely deserve something better than a life on the streets.

4. **(Para. 4)** I am still working for Sanderson's and liking it well enough — though occasionally pining for the footloose days of long ago.

**Analysis:** *Sanderson's* here refers to *a company* implying *Sanderson's company*; *though* is introducing a participle clause *pinning for ...* and serving as the adverbial of concession.

**Translation:** 我还在桑德森公司工作, 而且工作很称心——虽然偶尔我也渴望从前自由自在的日子。

**Example:** They are working happily with Kent's, though sometimes pining for the footloose school days.

### 2 Important Words and Phrases

- bump into:** to meet somebody by chance 偶然碰到, 偶然遇到  
e.g. We **bumped into** Kate when we were in London last week.  
She **bumped into** his tray, knocking the food onto his lap.
- straightaway:** *ad.* do without delay, especially it has to be done urgently 马上, 立刻  
e.g. I'll come around **straightaway** with the files.  
We'd better start work **straightaway**.
- colleague:** *n.* someone that you work with 同事  
e.g. I'd like you to meet a **colleague** of mine, Jean Michael.  
He was never particularly popular with his **colleagues**.
- decent:** *a.* of a good enough quality or standard 得体的, 像样的, 体面的  
e.g. I want to provide my boys with a **decent** education.  
There isn't one **decent** restaurant around.
- terrify:** *v.* to frighten someone severely 威胁, 恐吓, 惊吓  
e.g. We **terrified** the girls with spooky stories.  
He **terrified** her by jumping out at her from a dark alley.
- pine for:** *v.* to strongly desire (especially something which is difficult or impossible to obtain) 渴望  
e.g. It's at this time of year that I start to **pine for** the snow-topped mountains.  
As a young girl, I always used to **pine for** a more glamorous existence.

## Passage Translation

亲爱的迈克尔：

似乎很长时间没有收到你的信了，从你去中国工作时算起，到现在就更久了。但是最近我们在一次聚会上碰巧遇到了查理·赖特，并且从他那里获悉你和露西娅圣诞节要来英格兰度假。所以我马上写信，好让你在离开上海之前肯定能收到这封信——希望你们俩能在英格兰逗留期间和我们一起住几天。

我依然在大学教英国文学，和同事关系相处得挺好。我这里也有一些中国学生，他们很友好，很聪明。

我猜想你将在你的父母家过圣诞节，但肯定在你的圣诞节假日结束之前还会有一些时间。我们还有另外两个朋友将和我们一起度过新年的周末，所以到时候你们也能来的话就太好了。迈克·格里菲思和罗莎·格里菲思这一对好夫妇是我们的老朋友，我肯定你会喜欢他们。他们过去也住在中国，因此我们都有共通之处。而且如果遇到好天气的话，我们可以找一天一起出去拜访卡特一家——我们一定可以让阿瑟叔叔把他的面包车借给我们。

我们这边没有很多情况可说。玛丽很好，而且依然喜欢她的教学工作（至少我这样认为）；孩子们长得飞快；我还在桑德森公司工作，而且工作很称心——虽然我也会偶尔渴望从前自由自在的日子。但是让我们盼望你很快会来我们这里自个儿看看——而且我们一起迎接新年的到来！

我最好就此收笔；我想我得利用今天晚上的时间写圣诞卡。

尽快写信或打电话来——一定要来！

请接受我们的爱！

你永远的朋友

理查德

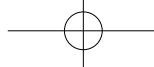
7 Are the following statements true or false according to the passage? Write T / F accordingly.

Key: 1) T 2) T 3) T 4) F 5) F 6) T

## Read and Translate

8 Translate the following sentences into Chinese.

- 1) 似乎很长时间没有收到你的来信了，从你到中国工作时算起，到现在就更久了。
- 2) 所以我马上写信——好让你离开上海之前肯定能收到这封信——希望你们俩在英格兰逗留期间能和我们住几天。
- 3) 我们还有另外两个朋友将和我们一起度过新年的周末，所以，如果到时候你们也能来的话就太好了。
- 4) 而且如果遇上好天气的话，我们可以找一天一起出去拜访卡特一家——我们一定可以让阿瑟叔叔把他的面包车借给我们。



## NEW *Practical English*

- 5) 玛丽很好而且依然喜欢她的教学工作（至少我这样认为）；孩子们长得飞快；我还在桑德森公司工作，而且工作很称心——虽然偶尔我也会渴望从前自由自在的日子。

**9** Rewrite the invitation letter according to your personal background.

**Key:** (Open)

## SECTION V Appreciating Culture Tips

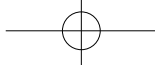
Appreciate the following culture tips chosen around life philosophy and business ethics, and then search online for new logos, advertising slogans or mottoes to introduce to the class.

**Key:** (Open)

## Class Work Design: [Three Sessions - Six Contact Hours]

Session No.	Unit Sections Involved	Focal Points
Session 1 (90–100 min)	Section I Talking Face to Face	1. Sentence patterns for extending an invitation and replying to an invitation 2. Focal expressions: super, congratulation, go roller-skating Are you doing anything special tonight? I was wondering if you might like to come over for dinner on Friday. We haven't got together for a long time. How about having lunch next week? Please come whenever it is to your convenience. Could you make it any other time? I wish I could, but I have an appointment with my doctor. I don't know what time would be most convenient for you. I'm afraid it won't be possible, but thank you very much anyway.
	Section II Being All Ears	
Session 2 (90–100 min)	Section III Trying Your Hand 1. Practicing Applied Writing 2. Writing Sentences and Reviewing Grammar	1. Writing and replying to an invitation card or letter 2. Using the correct word order in a subordinate clause
	Section IV Maintaining a Sharp Eye Passage I Business Invitation	1. Invitation culture: 1) Invitation timing 2) Invitation format 3) Responding to an invitation 2. Key words and expressions: acceptable, timing, occasion, in advance, remind, guideline, seminar, executive, reception, cocktail, format, commonly, uphold, image, preprinted, notation, given, hear from, likely, show up, embarrass 3. Related patterns: It's best to, either ... or, It is acceptable ..., Never ... unless ...





# NEW *Practical English*

continued

Session No.	Unit Sections Involved	Focal Points
Session 3 (90–100 min)	Section IV Maintaining a Sharp Eye Passage II An Invitation Letter	<ol style="list-style-type: none"><li>1. Understanding an informal letter between friends</li><li>2. Key words and expressions: colleague, occasionally, at least, get along with, happen to do sth., in the hope (of), make sure</li><li>3. Related Patterns: It seems ages since ..., So I'm writing straightaway to make sure ..., It would be nice if you could come (then), too, There's not a great deal to report from our end, I'd better stop here now, Love from us all</li></ol>

# Suggested Teaching Procedures and Class Activities

## SECTION I Talking Face to Face

### Imitating Mini-talks

The mini-talks in the Talking Face to Face section aim to help students to learn to talk in English through imitating the mini-talks around the unit topics. These mini-talks are tiny in content load and narrow in topic coverage. Students can easily learn them by heart and practice them in and out of class. The mini-talks are given here as a kind of warm-up for more intensive training of the students' English speaking ability.

In teaching, students should be first asked to read and recite the mini-talks given in the course book and then they should practice talking about these mini topics under the guidance of the teacher. Afterwards, students should be encouraged to give longer talks covering two or more of the mini-topics. Of course, students should also be encouraged to prepare their mini-talks in pairs in class or individually before or after class.

#### 1 Pair work.

1. The students are asked to read the first three talks in pairs and speak out the sentences for making and giving responses to an invitation.

— *How would you like to join us?*

*Great. That would be superb. Congratulations!*

— *We'd love to have you over for dinner Saturday.*

*Oh, thank you. What time should I come?*

— *Well, I was thinking of asking you to go to a movie with me this weekend.*

*Oh, why not?*

2. The students are then asked to read the last two talks in pairs and speak out the sentences for declining an invitation.

— *Would you like to go roller-skating with me this Saturday afternoon?*

*Saturday afternoon? I'm afraid I won't be able to.*

— *Would you like to go out to dinner tonight? I'd like to take you somewhere really special.*

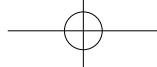
*Oh, thanks, but ... maybe some other time. I'm very busy today.*

#### 2 The teacher may give more expressions for the students to practice.

##### Standby examples

— *Could you come to a party at my place next Saturday?*

*Yes, I'd love to.*



## NEW Practical English

— *May I invite you to this dance?*

*Yes, with pleasure.*

— *Would you be able to come to my birthday party?*

*Sounds great! Thank you.*

— *Would you like to go to the theater tonight?*

*Yes, I'd love to. Thanks.*

— *I would like to invite you to my wedding next Tuesday.*

*Thank you. It's very kind of you to invite me.*

— *Come and join us for a nice chat.*

*OK, that would be marvelous. Thanks.*

— *I wonder if you would care to go on holiday with us.*

*That's / It's very kind of you to invite me, but I'm not sure if I can. Could I let you know sometime later?*

— *May I invite you to attend our debate?*

*Thank you, but I'm afraid I've arranged to go to a concert.*

### Acting Out the Tasks

Pair work. The students make short conversations by following the above mini-talks.

### Studying Invitation Cards and Letters

**1** The students read the invitation cards and answer the following questions.

#### Questions for the first invitation card

- 1) Who are the inviters?
- 2) Why are they going to hold the dinner party?
- 3) When are they going to hold the dinner party?
- 4) Where will the dinner party be held?

#### Questions for the second invitation card

- 1) Who is the inviter?
- 2) Who is the person invited?
- 3) What activity is going to take place?

**2** The students read the letter again and then translate it orally under the guidance of the teacher.

## Following Sample Dialogues

- 1 The students read the dialogues and speak out the following sentences of making an invitation and giving a reply to it in the dialogue. Then the students will be asked to practice them.
  - 1) How would you like to join us?
  - 2) Great. That would be superb. Congratulations!
  - 3) We are thinking of asking you and Mr. Johnson to go to the Great Wall.
  - 4) I'd love to and I'm sure Mr. Johnson would, too. But I wonder if we could make it some other time if it is convenient for you.
- 2 Pair work. The students role play the dialogues.

## Putting Language to Use

Group work. The students do the exercises by reading aloud all the dialogues they have completed.

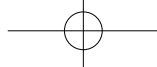
## SECTION II Being All Ears

Training of listening ability in this course follows three steps: starting from individual sentences for workplace communication, going through practical dialogues / conversations and finally moving on to topic-oriented monologues or speeches. All the sentences, dialogues and speeches are career-related and will be useful for practical communication in the students' future career life. While learning the sentences, the students are required not only to be able to understand them, but also to use them in their oral communication.

## Learning Sentences for Workplace Communication

This part is to train the students to understand and speak out the sentences. In other words, the focus is on listening comprehension at the sentence level.

- 1 The students listen to ten English sentences given in the course book and repeat them in the pauses allowed, trying to understand and learn to speak them out by referring to their Chinese meanings. In other words, this is not a purely listening exercise; it's actually a class activity in which the students learn to say these sentences through listening and repeating.



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- 2 The students listen again to the above sentences rearranged in sequence, and match them with their Chinese translations. Then the teacher checks their answers. The focus here is shifted to helping the students to make quick responses in catching the meaning of the sentences the students have heard.
- 3 The students listen twice to ten short statements given in the course book, and then translate them into Chinese orally, imitating the way to do oral interpretation. Again the focus is on making quick responses in giving oral interpretation. The students learn to give the right responses to the similar sentences they have heard, getting ready to move to the training at the dialogue level.

### Handling a Dialogue

**This part is moving from the sentence level to the dialogue level. In other words, the focus is on helping the students to learn to carry out a short conversation.**

- 1 The students listen twice to a dialogue, and then decode the message given in the course book by finding the correct choices given in brackets according to what they have heard. The focus is on giving quick responses in the dialogue.
- 2 The students listen to the dialogue again, and then the teacher asks them to answer the questions given in the course book orally. Giving answers is seen as the sign of correctly understanding the dialogue.
- 3 The students listen to the dialogue for the last time and work in groups to fill in the blanks left in the dialogue.

### Understanding a Short Speech / Talk

Here the “speech / talk” refers to the listening material we have chosen for training the students to understand a short piece of continuous oral message and therefore all of them are of colloquial style. It can be a speech, a talk, an oral announcement or even a verbal call for comments. Obviously, this part of training is carried out to help the students to follow the continuous oral presentation of a specific practical activity which is oriented to the unit topic. So its focus is first on listening comprehension of the message conveyed about an activity or an event, and then shifting to recasting the message in various ways, including giving a summary orally or in writing. Therefore, the teacher could give some helping hints for students to follow in making a summary in the form of an oral composition in class.

- 1 The students listen to the speech twice and during the second listening, put back the missing words in the blanks. After listening, the students work in groups to read the whole speech.



- 2** The students listen to the speech again and match the information in Column A with the choices in Column B. Then they work in pairs to exchange their match.
- 3** The students work in groups to answer the questions given in the course book and then do an oral composition to sum up the general idea of the speech. Finally, each student should write out a summary of the speech on their own. The last step is to help the students make a summary of what they have heard. The oral composition, done either in chorus or individually, is useful for students to learn to write a passage. The students might be asked to write down what they have learnt through participating in the class oral composition.

## Assignments for the Above Two Sections

The students form groups of 4 for role-play. In each group, two students role play the situation of making an invitation, and the other two students make comments and help them improve their performance. Then they give their performance in class. The teacher should try to give more groups a chance to perform in class.

## SECTION III Trying Your Hand

### Practicing Applied Writing

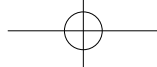
- 1** Sample analysis  
The teacher makes the following brief analysis of the format and language used in invitation letters.
  - 1) Format analysis**

A letter of invitation to a formal occasion, for example, a symposium, forum or conference is different from a personal letter. It is more like the announcement of an event, informing the recipient of the aim, topic(s) and sponsor(s) of the event, and the place and time it is to be held. Usually a registration form and a list of topics are attached to it. Dates for papers, social events, and an introduction of local sightseeing tours, etc., are also stated.

The teacher may take Sample 1 as an example for the analysis and asks the students the following questions:

    - (1) Who is the invitee?  
(An alumnus or alumna.)
    - (2) What event is to be held?  
(Class reunion.)
    - (3) What's the purpose of the class reunion?  
(To benefit the Streetlight Project.)





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- (4) When and where is the class reunion to be held?  
(On Saturday, the fifth of May at 10 P.M., at The Fairmont Copley Plaza, Boston.)
- (5) How much should each person pay for the reunion?  
(\$10.)
- (6) When is the auction to end?  
(It is to end at 12.)
- (7) What style of clothing is required?  
(1950's style.)

### 2) Language features

The teacher asks the students to identify the sentences used in making an invitation and giving a reply.

- (1) We have pleasure in inviting you to (our annual conference).
- (2) We would be very grateful if you would (consider giving us an update on this).
- (3) We would appreciate it if you could confirm your participation at your earliest convenience.
- (4) You are invited to the class reunion.
- (5) (NYU Medical Center Career Forum) cordially invites you to (the recruitment meeting).
- (6) (The Board of Directors of the Back Bay Historic Preservation Guild) requests the pleasure of your company for (dining and dancing).
- (7) Join us for (an Old-fashioned Barbecue) to celebrate (Northwest General Hospital's 50th Anniversary).

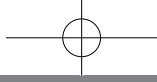
### 2 Standby samples

*Sample 1: A formal invitation*

Chairman  
Of the Students' Union  
*requests the pleasure of*  
Mr. and Mrs. John Smith's company  
*at the New Year's Party*  
*at the University Hall*  
*on Thursday*  
December 31st, 7:00 P.M.

R.S.V.P.

Dec. 28, 2009



## Unit One Invitation Etiquette

### Sample 2: An informal invitation

Dear Mr. and Mrs. Silver,

*May we have the pleasure of your company at our Silver Wedding Party in our house on Friday, June 1st, at 7:30 P.M.?*

*Yours very truly,*

(Signature)

Sam Hekinen

### Sample 3: Formal replies

Mr. and Mrs. Smith

*Accept with pleasure the kind invitation from Chairman of the Students' Union to be present at the New Year's Party on December 31st.*

December 28th

Mr. and Mrs. John Smith *regret that* Mr. Smith's hospitalization *on account of* a serious cold *prevents them from accepting the kind invitation of* Chairman of the Students' Union *to be present at the New Year's Party on* December 31st.

December 28th

### Sample 4: Informal replies

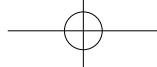
Dear Mr. and Mrs. Hekinen,

*Thank you very much for inviting me and my wife to your Silver Wedding Party on June 1st, which my wife and I are very much delighted to accept.*

Sincerely yours,

(Signature)

Tony Silver



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Dear Mr. and Mrs. Hekinen,

*Thank you very much for inviting me and my wife to your Silver Wedding Party on June 1st. However, I regret to inform you that owing to a previous engagement we shall not be able to come.*

Sincerely yours,  
(Signature)  
Tony Silver

- 3 Simulated writing. The students do the Simulate and Create Exercises 2–4.

## Writing Sentences and Reviewing Grammar

- 1 The teacher compares the word order in a *wh*-question and a subordinate clause with the following examples.

Simple *wh*-question: *What is she* doing now?

*Wh*-question as an objective clause: I don't know what *she is* doing now.

Simple *wh*-question: *When will they* go to Shanghai?

*Wh*-question as a subjective clause: When *they will* go to Shanghai hasn't yet been decided. / It hasn't yet been decided when *they will* go to Shanghai.

Simple *wh*-question: *What does he* want to read today?

*Wh*-question as a predicative clause: This is what *he wants* to read today.

Simple *wh*-question: Where *are you* now?

*Wh*-question as an adverbial clause: Could you stay for a while where *you are* now?

- 2 The students do Exercises 5–6 either in class or after class.

## SECTION IV Maintaining a Sharp Eye

### Passage ① Business Invitation

- 1 Warm-up questions

1. Do different countries vary in their customs when people invite friends? Give an example.  
(Yes. For example, in China, if you invite a friend to a restaurant for dinner, you'll pay the bill, while in Western countries, people often go Dutch.)
2. How much do you know about the practice of invitation in Western countries?  
(Open)

**2 Questions for group discussion**

The students are given several minutes to discuss the following questions in groups and then they present their results to the class. The teacher makes comments on their presentation.

**1) When is the best time to make an invitation?**

(For most formal occasions, it's best to invite guests three or four weeks in advance. If you choose to invite your guests by phone, remind them again in writing two weeks before the gathering. Besides, it's best to invite guests six to eight months before an important seminar to which out-of-town executives are invited; four weeks before an evening reception; two to four weeks before a cocktail party.)

**2) What kind of paper would a company choose to print formal business invitations on?**

(Formal business invitations are most commonly printed on white or off-white high-quality paper. A company can use any color of paper it desires, as long as it upholds and promotes the company's image.)

**3) How would you respond to an invitation?**

(Either use the address or phone number printed in the lower left corner of the invitation or return the RSVP card sent with the invitation.

If a "Please reply by" a given date is included in the invitation, be polite enough to reply by that date.

If "Regrets only" is printed in the lower left corner of the invitation, you need only inform the host if you will not be able to attend. )

**3 Passage structure analysis**

The teacher asks the students to analyze the structure of the passage by answering the following question:

How many parts does the passage fall into?

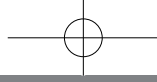
**Structure of Passage 1**

Division	Main Idea
Para. 1	Introduction to a business invitation
Para. 2	The proper timing to make an invitation
Paras. 3-4	The acceptable format of invitation
Paras. 5-6	How to respond to an invitation

**4 Key words and sentence structure simulation**

The teacher guides the students through the Read and Simulate Exercises and let them find out key words and sentence structures, and then simulate for themselves.

- 1) Although ..., ...
- 2) It's best to ...



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- 3) ... as long as ...
- 4) either ... or ...
- 5) Never ... unless ...
- 6) ... turn out to be ...

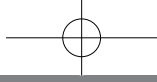
### 5 Word consolidation

The students choose the useful words or expressions from the passage, and then the teacher demonstrates their usage. The following should be chosen and practiced. In groups, each student should make up at least two sentences using the chosen words or expressions.

1. **reception**: *n.* a particular type of welcome party, or a particular type of reaction to their ideas, work, etc. 接受, 招待  
e.g. She was unsure of her **reception** after everything that had happened.  
The delegates gave him a warm **reception**.
2. **commonly**: *ad.* usually, often 通常地  
e.g. Sodium chloride is more **commonly** known as salt.  
Lung cancer is the most **commonly** found cancer in men.
3. **remind**: *v.* to make someone remember something that they must do 提醒, 使想起  
e.g. Mrs. Welland **reminded** her son that they still had several people to see.  
He made a few notes to **remind** himself of what he wanted to say.
4. **cocktail**: *n.* an alcoholic drink made from a mixture of different drinks; a mixture of several things which is dangerous, unpleasant, confusing, or exciting 鸡尾酒; (不同物品的) 混合物  
e.g. Our Managing Director would like to have the pleasure of inviting you to a **cocktail** party.  
The book contains a powerful **cocktail** of romance, family crises and big business.
5. **format**: *n.* the way in which something such as a television show or meeting is organized or arranged 格式, 版本  
e.g. The courses were run to a consistent **format**.  
Please choose a desired report **format**.
6. **embarrassed** *a.* feeling nervous and uncomfortable and worrying about what people think of you 感到尴尬的  
e.g. Lori will get **embarrassed** if we ask her to sing.  
He looked **embarrassed** when I asked him where he'd been.  
**embarrassing** *a.* making you feel ashamed, nervous, or uncomfortable 令人尴尬的  
e.g. She asked a lot of **embarrassing** questions.  
This incident is deeply **embarrassing** for the government.

### 6 Confirmation of content awareness

The students do Exercises 1-3.



## Assignments for the Above Two Sections

Written work. The students do Exercises 4–5.

### Passage ② Invitation Letter

#### 1 Warm-up questions

1. Have you ever received an invitation letter in English?  
(Open)
2. What points should an invitation letter include?  
(The activity's program, time, place, inviter and invitee)

#### 2 Understanding an invitation letter

The teacher asks the students to read the letter twice and try to find out the activity, the place, the time, the inviter and the invitee. Then the teacher makes sure that the students are able to summarize the message conveyed in an invitation letter. The following questions might help them:

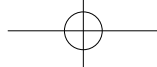
- 1) Who invites whom?
- 2) What is the aim of the invitation?
- 3) On what occasion is the invitation given?
- 4) When and where is the event to be held?
- 5) Is a reply to the invitation needed?

#### 3 Comprehension of the letter

The teacher asks one or two questions about each paragraph and the students give their answers to the teacher's questions according to the relevant paragraphs.

- 1) Question for Para. 1: **Why does Richard write to Michael?**  
(He wants to invite Michael and Lucia to spend a few days with his family in England.)
- 2) Question for Para. 2: **What job is Richard doing now?**  
(He is teaching English literature in a university.)
- 3) Questions for Para. 3: **Who else will be invited to his house over the New Year weekend?**  
(Mike and Rosa Griffiths.)  
**If weather permitting, what outdoor activity will Richard arrange for his friends?**  
(Visiting the Carters.)
- 4) Question for Para. 4: **How are Richard's family getting along?**  
(Quite well.)





## NEW Practical English

### 4 Practicing the useful sentences

The students pick up and practice the sentences often used in a letter.

- 1) It seems ages since we heard from you.
- 2) I am writing straightaway in the hope that (it will be possible for you both to spend a few days with us during your stay in England).
- 3) There's not a great deal to report from our end.
- 4) I'd better stop here now; I'm supposed to be spending this evening (writing Christmas cards).
- 5) Write or phone as soon as you can — and come!
- 6) Love from us all.
- 7) Yours ever, (Richard).

### 5 Confirmation of content awareness

The students do Exercise 7.

### 6 Word consolidation

The students choose the useful expressions in the passage, and then the teacher demonstrates their usage. The following should be chosen and further practiced. In groups, each student should make up at least two sentences using the chosen words or expressions.

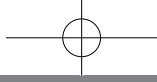
1. **occasionally:** *ad.* once in a while 偶尔  
e.g. He visits me **occasionally**.  
We have a shower **occasionally** on a summer day.
2. **at least:** not less than 至少  
e.g. We spent **at least** two weeks there.  
The swimming suit costs **at least** \$25.
3. **happen to do sth.:** to have or do sth. by or as if by chance 碰巧  
e.g. If you **happen to see** him, ask him to phone me.  
There **happened to be** a young man there, so I asked him the way.
4. **make sure:** to find out if something is true or check that something has been done 确定  
e.g. **Make sure** of the time and place.  
I think there is a flight to Shanghai at 2:30, but you'd better **make sure**.

### 7 Assignments for this section

Written work. The students do Exercises 8 & 9.

**Oral Communicative tasks:** The students work in pairs to complete the following tasks.

- 1) One student is going to invite an American teacher to spend the Mid-autumn day with his / her family. Now he / she asks the other student, an American student who is a classmate, to help to write an invitation card.
- 2) One student wants to know whether he / she should pay his / her own bill when he / she is



## Unit One Invitation Etiquette

- invited by a British friend to dinner at a restaurant. He / she then asks the other student to give some advice.
- 3) One student wants to know how to decline an invitation if it turns out to be something he / she doesn't like to do. He / she asks the other student, who acted as the English teacher, for advice.
- The above tasks are required to be presented in the next class.**

## SECTION V Appreciating Culture Tips

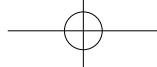
The Culture Tips are mainly chosen around life philosophy and business ethics. The teacher holds a class discussion for the students to talk about these mottoes.

The students are also encouraged to search online for new logos, advertising slogans or mottoes and introduce them to the class.

### Group Work for This Unit

#### Group discussion

The students work in groups to make up dialogues about making, accepting and declining an invitation. Then they present their dialogues to the class.



# Unit | Two

## E-mail

### Unit Goals

#### ❖ What You Should Learn to Do

1. Chat online
2. Use abbreviations and slangs in communicating online.

### Linguistic Realization

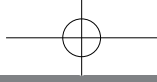
#### ❖ Useful Sentences

##### Talking Face to Face and Being All Ears

1. People often chat online in recent years.
2. I surf the Internet a lot in my spare time.
3. I enjoy chatting online with my friends.
4. Many kids are addicted to surfing the Internet nowadays.
5. Do you have any e-pals?
6. It's very exciting to chat online.
7. Linda browses the Internet every day.
8. What do you usually do with the Internet?
9. I go online a lot in my spare time.
10. We are very keen on the Internet.

##### Talking Face to Face and Being All Ears

1. I don't know the meaning of NOYB (None of Your Business).
2. I have no idea about TTYL (Take to You Later).



## Unit Two E-mail

3. Write an e-mail

### ❖ What You Should Know About

1. Surf online for :  
information  
shopping
2. Good or bad of chatting online
3. Noun clauses

3. I wonder if you could explain the abbreviation of FTTB (For The Time Being) to me?
4. I am confused when I come across the abbreviation TCOY (Take Care of Yourself).
5. The abbreviation BBL means Be Back Later.

### Trying Your Hand

1. Format analysis
2. Language features

### Trying Your Hand

Writing Sentences and Reviewing Grammar

### ❖ Unit Sections Involved Maintaining a Sharp Eye Passages I & II

## Key and Translation

### SECTION I Talking Face to Face

#### Imitating Mini-talks

- 1 Work in pairs. Look at the picture and recite the following mini-talks for greeting and introducing people.

#### Acting Out the Tasks

- 2 Work in pairs and perform the tasks by following the above mini-talks.  
(Open)

#### Studying E-mail Information on the Internet

##### Study and Imitate

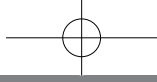
- 3 Abbreviations are sometimes very useful in communicating online. Now let's read the abbreviations listed below and try to use them in your face-to-face talks.

*The Chinese Version of the Samples:*

BS	big smile	大笑	NOYB	none of your business	不关你的事
4ever	forever	永远	TTYL	talk to you later	以后再聊
BFN	bye for now	再见	FTTB	for the time being	暂时
CWYL	chat with you later	以后再聊	IYSS	if you say so	如果你这样说的话
LTNS	long time no see	好久没见了	BBN	Bye bye now	再见
4U	for you	为你, 给你	BBL	be back later	马上回来, 回头见
GL	good luck	祝你好运	SUP	What's up?	什么事? 怎么了?
TCOY	take care of yourself	(你自己) 多保重			

#### Following Sample Dialogues

- 4 Read the following sample dialogues and try to perform your own tasks.



## Putting Language to Use

5 Imagine you are talking with Mike, a student from England. Complete the following conversation with him by filling in the blanks.

- Key:
- |                    |                       |                      |
|--------------------|-----------------------|----------------------|
| 1) I am confused   | 2) what they all mean | 3) can tell you some |
| 4) How interesting | 5) I'll be grateful   | 6) came across       |
| 7) Does it mean    |                       |                      |

6 Imagine you and Jane from the UK are classmates. You are talking about chatting online. Fill in the blanks according to the Chinese version provided.

- Key:
- 1) Chatting online seems like fun. Have you ever tried it
  - 2) How do you feel about it
  - 3) Oh, really? What's the fun of it
  - 4) Wow, can you name some of them
  - 5) How interesting! I should find some time to try it

7 Imagine you and Walter are studying in the same university. You are meeting him on campus and you are talking about the Internet. Play your role according to the clues given in the brackets.

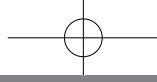
- Key:
- 1) You really go online a lot, don't you?
  - 2) I really do love browsing the Internet.
  - 3) You get to enter a completely different world without going anywhere at all.
  - 4) The most interesting thing is that you can do shopping online.
  - 5) The most stimulating example is the virtual car showrooms.
  - 6) So what can people do there?

## SECTION II Being All Ears

### Learning Sentences for Workplace Communication

1 Listen to ten topic-related English sentences for workplace communication with their Chinese translation and try to remember them.

- 1) Who are you chatting with?
- 2) Let's make a guess.
- 3) I surfed the Internet a lot.
- 4) I spent almost all my spare time surfing the Internet. I'm absolutely a mouse potato.
- 5) You really go online a lot, don't you?
- 6) Without going anywhere at all, you get to enter a completely virtual world.
- 7) It's the most exiting thing I've ever done.



## NEW Practical English

- 8) It's such a good way to communicate with each other.
- 9) I am confused when I come across some abbreviations. I don't know what they all mean.
- 10) New cyber slang has been invented in recent years by students, especially as they get access to the Internet and chat online.

### 2 Listen again to the above sentences rearranged in sequence, and then match them with their Chinese translation.

- Script:**
- 1) You really go online a lot, don't you?
  - 2) Let's make a guess.
  - 3) I surfed the Internet a lot.
  - 4) I spent almost all my spare time surfing the Internet. I'm absolutely a mouse potato.
  - 5) Who are you chatting with?
  - 6) Without going anywhere at all, you get to enter a completely virtual world.
  - 7) It's the most exiting thing I've ever done.
  - 8) It's such a good way to communicate with each other.
  - 9) I'm confused when I come across some abbreviations. I don't know what they all mean.
  - 10) New cyber slang has been invented in recent years by students, especially as they get access to the Internet and chat online.

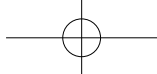
- Key:**
- |      |      |      |      |       |
|------|------|------|------|-------|
| 1) j | 2) c | 3) a | 4) i | 5) h  |
| 6) d | 7) g | 8) e | 9) f | 10) b |

### 3 Listen to ten topic-related English sentences for workplace communication and translate them into Chinese orally.

- Script:**
- 1) I really enjoy chatting with friends online.
  - 2) If someone writes "4ever", it means "forever".
  - 3) Now I can guess what these abbreviations might mean.
  - 4) If you like, I can tell you more.
  - 5) From the Internet comes "@ group" or "net worm", a term to describe the Internet addicts.
  - 6) I think the Internet slang also shows how much our daily life is influenced by the Internet.
  - 7) What I love about the Internet is that it is relaxing.
  - 8) I have no idea about the word "GNBLFY" he used.
  - 9) Every time I see you, you're in the middle of browsing the Internet.
  - 10) I am reading an e-mail from Tom.

- Key:**
- 1) 我的确喜欢在网上和朋友聊天。
  - 2) 如果有人写“4ever”，意思就是“forever”。
  - 3) 现在我能猜出这些缩写可能表示什么意思了。
  - 4) 如果你愿意，我可以告诉你更多的东西。
  - 5) 由因特网产生了“网群”或“网虫”，这是一个用来描述网络瘾君子的术语。
  - 6) 我认为这些网络俚语也表明了我们日常生活受网络的影响有多大。





- 7) 我喜欢网络是因为它让我放松。
- 8) 我不知道他用的“GNBLFY”这个词的意思。
- 9) 每次我看到你，你都在浏览网页。
- 10) 我正在看汤姆发来的电子邮件。

## Handling a Dialogue

**Script:**

**Lin Da:** Is there anything new in the paper today?

**John:** Yes. Here is an interesting article about College BBS.

**Lin Da:** What's that?

**John:** BBS, the short form for Bulletin Board System.

**Lin Da:** What's that for?

**John:** College BBS is an open forum for registered users to freely express their opinions and ideas.

**Lin Da:** That sounds a very good way for students to exchange information.

**John:** Yes, but the newspaper says that there is one problem for BBS keepers.

**Lin Da:** What is that?

**John:** Sometimes arguments and debates online are reduced to personal attacks and meaningless quarrels.

**Lin Da:** Oh, that's too bad. Is there any solution to this problem?

**John:** Yes, that's what the article really wants to show.

**Lin Da:** What might be the solution?

**John:** Well, it suggests some universities require the users to provide real names and carry out stricter watch over the content of BBS information.

**4** Listen to a dialogue and decode the message by finding the correct choices given in brackets according to what you have heard.

**Key:** 1) BBS      2) users      3) way      4) keepers      5) personal

**5** Listen to the dialogue again and then answer the following questions orally.

- Key:**
- 1) It's about College BBS.
  - 2) It stands for Bulletin Board System.
  - 3) It's a good way for college students to exchange information.
  - 4) Sometimes arguments and debates online are reduced to personal attacks and meaningless quarrels.
  - 5) It is suggested that the users provide real names and more strict watch be carried out over the content of BBS information.



## NEW *Practical English*

- 6** Listen to the dialogue for the last time and fill in the blanks according to what you have heard.

**Key:**

- 1) Here is an interesting article about College BBS
- 2) the short form for Bulletin Board System
- 3) That sounds a very good way for students to exchange information
- 4) Is there any solution to this problem
- 5) universities require the web users to provide their real names

## Understanding a Short Speech

### Script:

We live online. We Google our questions, Twitter our thoughts, Flickr our pictures and even watch television on Hulu. The Web has invented more than a few words in our vocabulary: it has become part of our daily routine. This change will lead to an opportunity that the music business hasn't seen since the rise of the CD.

Now, as our lives move online, our listening habits are following. The growth of online music websites such as iMeem, Pandora, and Last.fm is just the start. We listen to music in a browser because it's convenient — it's where we also do everything else. And we listen online because the Web provides something the iPod can't: new music.

- 7** Listen to a short speech twice and during the second listening, put back the missing words in the blanks.

**Key:**

1) pictures	2) television	3) vocabulary	4) daily	5) business
6) habits	7) start	8) browser	9) provides	10) new

- 8** Listen to the short speech again and match the information in Column A with the choices in Column B.

**Key:**

1) a	2) c	3) d	4) d
------	------	------	------

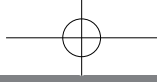
- 9** Write out the general idea of the short speech in one paragraph by answering the following questions.

### Key:

- 1) We exchange questions, express thoughts, see pictures, and even watch TV.
- 2) We listen to music in a browser.
- 3) Because it is convenient.
- 4) Because the Web provides new music.

### General idea:

We live online. We exchange questions on Google, express thoughts on Twitter, and see pictures on Flickr. We even watch television on Hulu. The Web has increased our vocabulary and become part of our daily routine. We listen to music in a browser because it's convenient. We also do everything else in a browser. And the Web provides something the iPod can't: new music.



## SECTION III Trying Your Hand

### Practicing Applied Writing

1 Read the following two samples of e-mails and learn to write your own.

Key: (Open)

Chinese Version of the Samples:

#### 样例1

发件人: greetings@reply.yahoo.com

日期: 2010年10月4日 14:36

收件人: kongqy@hotmail.com

主题: 蔡虹已经收到你的来自Yahoo的祝福!

你于2010年10月3日寄给蔡虹(margaretwei@yahoo.com)的问候卡已经收到。

如果你想另发一份问候信, 你可以再次访问<http://greetings.yahoo.com>

你可以在<http://view.greetings.yahoo.com/greet/view>看到你发给蔡虹的问候。

感谢你使用yahoo! 问候!

yahoo! 问候团队

#### 样例2

发件人: 邮件管理员

日期: 2010年11月4日 14:36

收件人: zhwg@yahoo.com

主题: 邮件系统错误 —— 退回的邮件!

附件: 邮件系统错误 —— 退回的邮件 —— (30.1 KB)

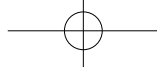
该邮件由于以下原因无法寄到收件人:

用户的账户暂时超载。

<postmaster@163bj.com>

如果认为该邮件有误,

请回复邮件至Postmaster@163bj.com



## NEW Practical English

*One More Sample of e-mail:*

Mail to: Jiangfeng@sina.com.cn  
Subject: Re: Distributor Details  
Attachment: DISTRIBUTORS.doc  
Dear Mr. Jiang,

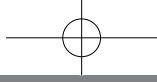
Thank you for your e-mail in which you ask about distributors in China.  
Our main distributor in China is Shenyang Longyuan Company, Youhao Road 50,  
Shenyang 116001, Tel 00186-024-2821888.  
However, we also have distributors in another 150 cities in China. I am attaching a list of  
their addresses to this message. Please let me know if you have problems opening the file.  
With best wishes

Simon Green  
Sales Executive, Dow Company  
See us on web: [www.dow.com.uk](http://www.dow.com.uk)

- 2** Translate the following e-mail into Chinese, using the Data Bank in the Workbook for reference when necessary.

发件人: greetings@reply.hotmail.com  
日期: 2010年11月1日 14:36  
收件人: kongqy@hotmail.com  
主题: 武晶已经收到你来自hotmail的祝福!

你于2010年10月29日寄给武晶(wujing@online.com)的问候卡已经收到。  
如果你希望发出另一份问候, 可以访问<http://greetings.hotmail.com>。  
你可以在<http://view.greetings.hotmail.com/greet/view>看到你发给武晶的问候。  
感谢你使用Hotmail! 问候!  
Hotmail! 问候团队



3 Write an e-mail notice according to the information given in Chinese.

From: Mail Administrator  
Date: 2010 / 11 / 5 13:46  
To: Huili@yahoo.com  
Subject: Mail System Error-Returned Mail  
Attachment: Mail System Error-Returned Mail (30.1 KB)

This Message was undeliverable due to the following reason:  
The user's account is disabled.  
<feihuli@163bj.com>

Please reply to Postmaster@163bj.com  
if you feel this message to be in error.

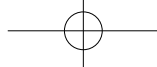
## Writing Sentences and Reviewing Grammar

4 Point out the subordinate clause and the function it serves in each of the following complex sentences.

- Key:**
- 1) that global warming is a serious world problem 为 that 引导的宾语从句
  - 2) How we can get rid of poverty 为 how 引导的主语从句
  - 3) Where he had escaped from 为 where 引导的主语从句
  - 4) when world peace will become a reality 为 when 引导的宾语从句
  - 5) that the detective himself was the thief 为 that 引导的主语从句
  - 6) that he study art 为 that 引导的宾语从句
  - 7) who will marry a poor man like me 为 who 引导的表语从句
  - 8) which subject he liked best 为 which 引导的宾语从句
  - 9) how the work can be finished this week 为 how 引导的宾语从句
  - 10) whether we ought to recommend him 为 whether 引导的表语从句
  - 11) that Mr. Brown doesn't understand you 为 that 引导的主语从句
  - 12) whether he has signed the contract or not 为 whether 引导的主语从句

5 Correct the errors in the following sentences.

- Key:**
- 1) what it was the purpose of our visit → what the purpose of our visit was.
  - 2) where do you want to go → where you want to go.
  - 3) what did I intend → what I intended to do.
  - 4) what does a patient tell a doctor → What a patient tells a doctor.



## NEW *Practical English*

- 5) The job market is changing is obvious. → It is obvious that the job market is changing.
- 6) It has been proved that the brains of men and women are not entirely the same.
- 7) 去掉 that
- 8) that → whether
- 9) because → why
- 10) 在 her 后加 if 或 whether

### 6 Translate the following sentences into English.

- Key:**
- 1) What you need is more practice.
  - 2) When they will come hasn't been made public.
  - 3) Could you tell me where you are from?
  - 4) We should find out whether the museum is open.
  - 5) The question is which route we should choose.
  - 6) The reason why he is going / has gone to Beijing is very clear.
  - 7) It is likely that their group will get ahead of us.
  - 8) It doesn't matter what courses you take, what matters is to find the great professors.

### 7 Write a short e-mail message of about 100 words to describe the picture given. Some useful words and phrases are provided to help you. Start the message with "Email allows people around the world to communicate cheaply, quickly and frequently."

**Key:** E-mail allows people around the world to communicate cheaply, quickly and frequently. Nowadays you don't have to bother to go to a post office to send your letters. Some young people even do not know the words telegram and cable.

The speed e-mail is sent is enormously fast. One minute you were still writing the message, the next minute it would appear in your friend's e-mail box.

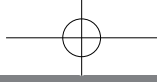
Have you ever tried to communicate with your friends by e-mail? If not yet, why not apply for your own e-mail box right now?

## SECTION IV Maintaining a Sharp Eye

### Passage ① E-mail, a Blessing and Annoyance

#### Information Related to the Reading Passage

It's no understatement to say that e-mail has had a profound effect on our professional and personal lives. People thousands of miles away from each other can send and receive detailed documents within mere seconds. This allows us to take on projects that wouldn't have been



practical or possible only a few years ago. It has become routine for us to correspond and exchange files with people overseas. The only obstacle is the difference in time zones.

But on the other hand, e-mail can eat up a substantial portion of our workday. Most of the time and effort involved is going through unsolicited messages and separating the good from the bad. But not all unsolicited messages are spam.

## Language Points

### 1 Explanation of Difficult Sentences

1. (Para. 3) If a hundred people send you e-mail in one day, so what?

**Analysis:** *so what?* is an informal expression, which means “Why should I care?”

**Translation:** 如果在一天内有一百个人给你发邮件，那又怎么样呢？

**Example:** Sometimes it can take a little bit longer, but so what?

2. (Para. 3) Just think of all the hellos, good-byes and other unnecessary chit-chat you could avoid.

**Analysis:** *Just* is used to make a statement or command stronger, meaning in Chinese “只是，仅仅”。

**Translation:** 只要想想看，你能省掉的所有“你好”、“再见”以及其他一些没有必要的寒暄，这就够了。

**Example:** But I bet they work too hard. Just think of all they miss.

3. (Para. 5) If you schedule a meeting for an hour from now and send an e-mail to each participant, the chance that all the participants will read that message within the hour will be pretty small.

**Analysis:** **This is a complex sentence.** The subject and the predicate of the main clause are *the chance and will be pretty small*, with a *that*-clause to modify *the chance*; *If you schedule a meeting for an hour from now and send an e-mail to each participant* is an adverbial clause of condition.

**Translation:** 如果你计划从现在起的一小时后开一个会，然后给每一位与会的人发一封电子邮件，所有与会的人都能在一小时内读到该邮件的机率是很小的。

**Example:** If we decide to work overtime this evening, the chance that we will go to the cinema will be very small.

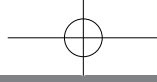
4. (Para. 5) Referring back to the example in the previous paragraph, you could check to see who has checked their e-mail before the meeting and then telephone those who have not read it.

**Analysis:** *Referring back to* is a present participle phrase used as an adverbial of condition.

**Translation:** 回到上一段中提到的例子来说，你可以复核一下，了解谁在会议开始前检视过邮件，然后你可以给没有查看过邮件的人打电话。

**Example:** Having played *Star Wars* on the computer for three hours, Michael could not finish his paper in time.

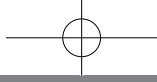




## NEW Practical English

### 2 Important Words

1. **blessing**: *n.* something good that you have or that happens and improves your life, helps you in some way, or makes you happy 祝福, 赐福  
e.g. The dishwasher has been a real **blessing**!  
Has her IQ been a burden as much as a **blessing**?
2. **plain**: *a.* (informal) used to emphasize an adjective, usually one referring to a bad quality 完全 (的)地, 全然 (的)地  
e.g. It's just **plain** crazy to spend all your pay as soon as you get it.  
It was just **plain** stupid to give him your address.
3. **chit-chat**: *n.* conversation about things that are not very important 闲谈, 聊天  
e.g. Let's take Elizabeth and her **chit-chat** club as an example.  
Got time? Can we have a little **chit-chat**?
4. **schedule**: *v.* to plan that something will happen at a particular time 安排时间  
e.g. Or if you miss exercising regularly, **schedule** a once-a-week power walk.  
Her first album is **scheduled** for release in September.
5. **design**: *v.* to plan or develop something for a specific purpose 设计  
e.g. These exercises are **designed** to strengthen muscles.  
The book is **designed** as a reference manual.
6. **feature**: *n.* a part of something that you notice because it seems important, interesting, or typical 特点, 特写  
e.g. Air bags are a standard **feature** in most new cars.  
An important **feature** of Van Gogh's paintings is their bright colors.
7. **combat**: *v.* to try to stop something bad from happening or getting worse, used especially in news reports 反对, 斗争  
e.g. To **combat** inflation, the government raised interest rates.  
China has completed its preparations to **combat** bird flu.
8. **notify**: *v.* to formally or officially tell someone about something 通知  
e.g. You will be **notified** of any changes in the system.  
In August we were **notified** that our article had been rejected.  
**notification**: *n.* informing by words 通知  
e.g. You should receive **notification** of the results within a week.  
We received official **notification** that Harry was missing.
9. **assure**: *v.* to tell someone that something will definitely happen or is definitely true so that they are less worried 保证, 确保  
e.g. Her doctor has **assured** us that she'll be fine.  
I **assure** you that would never happen again.
10. **cue**: *n.* an action or event that is a signal for something else to happen 暗示, 信号  
e.g. Our success was the **cue** for other companies to press ahead with new investment.  
I think that's my **cue** to explain why I'm here.



## Passage Translation

## 电子邮件：好处和烦恼

## 看看电子邮件的好处

电子邮件是一种不需要与电话一样立即应答的会话。如果有人给你打电话，你拿起电话（除非你有电话答录机、语音留言或者你只是非常粗鲁），会话就开始了。这是一种互动式的会话。

使用电子邮件时，你发送信息，然后等待回复。答复可能在5分钟后便到达，也可能在5天后收到。无论是哪种情况，这都不是互动式的会话。

如果在一天内有一百个人给你发邮件，那又怎么样呢？你不需要和这一百人交谈。只要想想看，你能省掉的所有“你好”，“再见”以及其他一些没有必要的寒暄，这就够了。有了电子邮件，你只需要处理邮件的信息（通常省略了“你好”、“再见”等类似的东西），并且你能根据你自己的时间来处理这些邮件。这就是电子邮件的好处。

## 现在看看电子邮件的烦恼

有太多电子邮件用户认为，人们一收到电子邮件就会马上阅读。这种想法是很糟糕的。

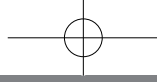
如果你计划从现在起的一小时后开一个会，然后给每一位与会的人发一封电子邮件，所有与会者都能在一小时内读到该邮件的机率是很小的。此外，如果你计划第二天开会，他们能读到邮件的机率则会很高。要记住，电子邮件不是用来进行即时应答，而是为了方便（这就是为什么你要电话）。

有些（但不是所有）电子邮件系统设置了一些功能来设法解决这个问题。这些功能（通常叫做“告知”功能）会在有人收到你的邮件时告知你，并且还可能告诉你他何时阅读了邮件（确切地说，这个功能所能做的只是使你明确对方已经看了邮件的首屏——它无法知道那个人是否逐字阅读了邮件信息）。回到上一段中提到的例子来说，你可以复核一下，了解谁在会议开始前检视过邮件，然后你可以给没有查看过邮件的人打电话。

## 附件：表情符号

由于电子邮件无法使用面部表情和语音提示，电子邮件的用户就想出了一种称作“表情符号”的办法。“表情符号”就是一系列简单的符号，在邮件文本中将它们拼合起来，用来帮助表达作者的情感。最常用的例子有:-) (笑脸)。下面再举一些例子：

这个符号	意思是
: -)	笑脸
;-)	眨眼(轻微的讽刺)
: -	冷淡
: ->	坏笑(挖苦)
8-)	眼镜
: -D	震惊或吃惊
: -/	困惑
: -(	皱眉(生气或不悦)



## NEW Practical English

continued

这个符号	意思是
:-P	调皮的微笑
;-}	媚眼
:-e	失望
:-@	尖叫
:-O	大叫

这些表情一般用在句子结尾，通常都是指其前的语句。

### 1 Answer the following questions according to the passage.

- Key:**
- 1) An e-mail conversation does not require an immediate response, but a telephone conversation does.
  - 2) With e-mail, you only deal with its message, and you can deal with it on your own time.
  - 3) E-mail is designed for the convenience of conveying messages.
  - 4) Too many e-mail users make a bad assumption that the minute someone receives an e-mail, the person will read it. But all the e-mail can do is assure you that the person has looked at the first screen of the message — it has no way to know if the person has read the message word for word or not.
  - 5) They are simple series of computer keyboard symbols that are pieced together in the e-mail text to help express the writer's feelings.

### 2 Fill in the following blanks without referring to the passage.

- Key:**
- 1) immediate
  - 2) on the telephone
  - 3) interactive
  - 4) wait for
  - 5) five days

### 3 Complete each of the following statements according to the passage.

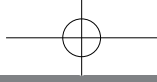
- Key:**
- 1) on your own time
  - 2) response, interactive conversation
  - 3) schedule, low / small
  - 4) the minute, read
  - 5) convenience
  - 6) notify, tell
  - 7) cues, smilies

### 4 Fill in the blanks with the proper words given below, changing the form if necessary.

- Key:**
- 1) combat
  - 2) confused
  - 3) omit
  - 4) blessings
  - 5) interactive
  - 6) annoyance
  - 7) disappointment
  - 8) notice

### 5 Translate the following sentences into English.

- Key:**
- 1) Personally, I will never get used to being retired.
  - 2) Would you like the chance to discover a place of mystery and beauty in the



- southwest of China?
- 3) When you are learning English, you do not find it clever to put an English sentence word for word into your own language.
  - 4) If I might refer back to the problem we were discussing, I think we should make every effort to protect pandas.
  - 5) Are there any clues and hints for us to piece together to gain a better understanding of the matter?

**6 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) *Either way*, the lady will have to stand until someone else gets off.  
*Either way*, a permit and inspection would be required.
  - 2) I *assumed that* the minute you went back home, you would tell him I needed to see him.  
The waiters here seem to *assume that* the minute guests sit down at the table, they would prefer to have a cup of tea.
  - 3) *The chance that* he will be admitted to this university will be pretty small.  
*The chance that* he will be promoted to the General Manager of the company will be pretty high.
  - 4) They *have no way to* confirm whether his saying is true.  
Even talented scientists *have no way to* precisely forecast the future.
  - 5) *All I can do* is keep a smiling face.  
There is no way for us to deal with it; *all we can do* is to get on with it.

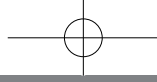
## Passage ② Privacy, Are You Kidding?

### Information Related to the Reading Passage

The protection of e-mail from unauthorized access and inspection is known as electronic privacy. In countries with a constitutional guarantee of the secrecy of correspondence, e-mail is equated with letters and thus legally protected from all forms of eavesdropping.

In the United States, privacy of correspondence is derived from the *Fourth Amendment to the United States Constitution* and thus restricted by the requirement for a “reasonable expectation of privacy”.

In the member states of the Council of Europe, the privacy of correspondence is guaranteed explicitly by Article 8 of the *European Convention on Human Rights*. No public authority can interfere with the exercise of this right except “as is in accordance with the law and is necessary in a democratic society”.



# NEW Practical English

## Language Points

### 1 Explanation of Difficult Sentences

1. (Para. 1) Stop right where you are and set aside a couple of brain cells for the following statement: there is no such thing as a private e-mail.

**Analysis:** *Right* appearing before a phrase of place or position is used as an adverb which means exactly or directly. *No such ... as* is used for emphasizing.

**Translation:** 你就停在原地不动，花点脑筋想一想下面这段话：根本没有电子邮件隐私这回事。

**Example:** There really is no such thing as a totally risk-free industry.

2. (Para. 3) The reasons for this unpleasant behavior are that company management wants to make sure that users are not wasting time on little-things-in-life messages and that company secrets are not being leaked to outside sources.

**Analysis:** *The reasons* is the subject of the main clause of the sentence and *are* is its predicate verb, followed by a *that*-clause which serves as the subject complement in which *to make sure* in turn takes another *that*-clause as its object. Notice that the conjunction *that* should be used in the subject complement clause instead of *because*, i.e. we don't say "The reason(s) for ... is / are because ..."

**Translation:** 做出这种令人不快的行为，其理由是公司管理层想要确保员工不会把时间浪费在有关生活琐事的邮件信息上，并确保公司机密不会被泄露给外界。

**Example:** The reasons why he was late is that there had been a breakdown on the railway.

My reason to refuse the plan is that its budget is too huge.

3. (Para. 4) Either way, what you thought was private is not private anymore.

**Analysis:** *Either way* means one way or the other; *what you thought was private* is a subject clause.

**Translation:** 无论是哪种情况，你所认为的隐私就不再是隐私了。

**Example:** Either way, house prices are rising nowhere near as fast as they did during the previous boom in 2007.

4. (Para. 7) Beyond that, you run the risk of **confusing** your receiver.

**Analysis:** *Beyond that* means if you use uncommon abbreviations.

**Translation:** 超出这个范围，你可能冒着使收件人迷惑不解的风险。

**Example:** Beyond that, there is nothing more I can say

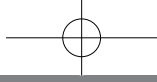
### 2 Important Words and Phrases

1. **swear:** *v.* to use rude and offensive language: 咒骂，诅咒

e.g. Don't **swear** in front of the children.

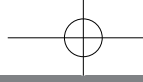
Watch your mouth! If you **swear** today, you will regret it all year long.

2. **respectable:** *a.* someone who is respectable behaves in a way that is considered socially acceptable 值得尊敬的，可敬的



- e.g. He has been in contact with decent, **respectable**, and even able and distinguished people.  
We often read in novels how a seemingly **respectable** person or family has some terrible secret.
3. **monitor**: *v.* to carefully watch and check a situation in order to see how it changes over a period of time 监控, 监视  
e.g. Patients who are given the new drug will be asked to have their progress **monitored**.  
By noting their expressions, a speaker can often **monitor** whether he is speaking loudly enough.
4. **install**: *v.* to put a piece of equipment somewhere and connect it so that it is ready to be used 安装  
e.g. They've **installed** the new computer network at last.  
Security cameras have been **installed** in the city centre.
5. **precaution**: *n.* something being done in order to prevent something dangerous or unpleasant from happening 预防措施  
e.g. Proper **precaution** must be taken when storing and using fuels.  
As an extra **precaution**, an adult should always test food temperature before serving the child.
6. **initial**: *a.* happening at the beginning 最初的  
e.g. The **initial** response has been encouraging.  
**Initial** reports say that seven people have died, though this has not yet been confirmed.
7. **debate**: *n.* an argument over a subject formally when someone trying to make a decision or find a solution 辩论, 争论, 讨论  
e.g. Using food crops to make fuel was a major point of **debate**.  
How much this explains their behavior, though, is a subject of **debate**.
8. **personal**: *a.* belonging or relating to one particular person 个人的  
e.g. My **personal** view is that we shouldn't offer him the job.  
Style and color are a matter of **personal** taste.  
She took full **personal** responsibility for all the arrangements.
9. **deliver**: *v.* to take goods, letters, packages, etc. to a particular place or person 投递, 传送  
e.g. The morning mail has just been **delivered**.  
They set off to **deliver** supplies to an isolated village.  
**deliver a speech / lecture / address, etc.:** to make a speech, etc. to a lot of people 发表讲话等  
e.g. Last month, our English Department invited a local radio star to **deliver a lecture on** the topic of media influence on society.  
The President will **deliver a speech** about the healthcare reform tomorrow.
10. **humble**: *a.* considering oneself or one's ideas to be inferior to other people's 谦卑的, 谦虚的, 谦恭的  
e.g. In my **humble** opinion, this company has too many rules.  
Many famous people are surprisingly **humble**.





## NEW Practical English

### Passage Translation

#### 隐私，你是在开玩笑吗？

你就停在原地不动，花点脑筋想一想下面这段话：根本没有电子邮件隐私这回事。我不在乎任何人说些什么，怎么讲，怎么咒骂，或如此等等；就是没有电子邮件隐私这回事。理由呢？那你就读下去吧。

通过某些电子邮件系统，邮件管理人能够阅读任何的和所有的电子邮件信息。如果这就是你所处的状况，你最好指望在那个位置上有一位诚实而又可敬的人。

有一些企业对员工的邮件进行监控（我认为这是最糟糕的审查方式之一）。做出这种令人不快的行为，其理由是：公司管理层想要确保员工不会把时间浪费在有关生活琐事的邮件信息上，并确保公司机密不会被泄露给外界。

电子邮件软件和其他所有的软件一样，有时会出现错误。如果发生这种情况，你可能会收到本应发送给另一个人的邮件，或者你的邮件可能会发给不该接收的人。无论是哪种情况，你所认为的隐私就不再是隐私了。

在世界上的某些地方有一种人（通常是黑客），如果他/她做出足够的努力，就能够看到你的电子邮件。当然，“足够的努力”是关键。要看到别人的电子邮件（通常）是不那么容易的。（通常）会有安全措施来防止这种情况发生，但是没有一种安全措施能百分之百地防止黑客入侵。我在前面两句话中都把“通常”放在括号里，是因为我假定为你安装和操作电子邮件系统的人已经采取了必要的预防措施。当然，在你邮件接收端的人也一定是这样认为的。

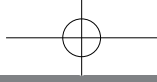
那么，这给了我们什么启示呢？首先，让我再强调一下我最开始的论断：根本没有电子邮件隐私这回事。明白了吗？其次，不要用电子邮件发送任何你不想公布在公司论坛上的东西。如果邮件放在论坛上安全的，那么用电子邮件发送也是安全的。最后，如果你在为是否用电子邮件发送一些个人信息而考虑再三，那么你就亲手递交或是通过邮政寄送。

#### 附件：电子邮件缩略词语

缩略词语在电子邮件中很常用。下表中列出了一些常用的缩略词语。我建议你使用在英语中已经很常用的缩略词语，例如“FYI”和“BTW”。超出这个范围，你可能会冒着使收件人迷惑不解的风险。

缩略词语	意思是
CUL	see you later（回头见）
BTW	by the way（顺便说一句）
FWIW	for what it's worth（我所说的只是个人意见）
FYI	for your information（仅供参考）
IMHO	in my humble opinion（依我愚见）
OBO	or best offer（或最佳报价）
TNSTAAFL	there's no such thing as a free lunch（天下没有免费的午餐）
TTFN	ta ta for now (goodbye for now)（回头见）
TTYL	talk to you later（过一会儿再聊）





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

Key: 1) F 2) T 3) T 4) F 5) T 6) F 7) T 8) T

8 Translate the following sentences into Chinese.

- Key:
- 1) 你就停在原地不动，花点脑筋想一想下面这段话：根本没有电子邮件隐私这回事。
  - 2) 如果这就是你所处的状况，你最好指望在那个位置上有一位诚实而又可敬的人。
  - 3) 做出这种令人不快的行为，其理由是：是公司管理层想要确保员工不会把时间浪费在有关生活琐事的邮件信息上，并确保公司机密不会被泄露给外界。
  - 4) 如果发生这种情况，你可能会收到本应发送给另一个人的邮件，或者你的邮件可能会发给不该接收的人。
  - 5) 我在前面两句话中都把“通常”放在括号里，是因为我假定为你安装和操作电子邮件系统的人已经采取了必要的预防措施。
  - 6) 最后，如果你在考虑是否用电子邮件发送一些个人信息而考虑再三，那么你就亲手递交或是通过邮政寄送。

9 Write out the general idea of the passage by referring to the following outline.

Key: There are enough reasons for the fact that there is no such thing as a private e-mail. Firstly, the e-mail administrator has the ability to read any and all e-mail messages. Secondly, it's one of the worst forms of censorship for some companies to monitor employee e-mail. Thirdly, occasionally things go wrong with e-mail software.

To protect personal e-mail privacy, firstly, you should bear in mind that there is no such thing as a private e-mail. Secondly, don't send something private by e-mail. Finally, either deliver private messages by hand or by mail.

## SECTION V Appreciating Culture Tips

Appreciate the following culture tips chosen around life philosophy and business ethics, and then search online for new logos, advertising slogans or mottoes to introduce to the class.

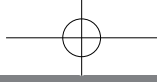
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## NEW *Practical English*

### ***Class Work Design: [Three Sessions - Six Contact Hours]***

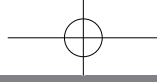
Session No.	Unit Sections Involved	Focal Points
Session 1 (90–100 min)	Section I Talking Face to Face	<ol style="list-style-type: none"><li>Abbreviations used for online chatting and cyber slang used in e-mail.</li><li>Focal words and expressions: surf, absolutely, mouse potato, browse, cyber slang, virtual, confused, abbreviation I surfed the Internet a lot. Who are you chatting with? I'm confused when I come across some abbreviations. I really enjoy chatting with friends online. If someone writes "4ever", it means "forever". The Internet slang also shows how much our daily life is influenced by the Internet. I have no idea about the word "GNBLFY" he used.</li></ol>
	Section II Being All Ears	
Session 2 (90–100 min)	Section III Trying Your Hand <ol style="list-style-type: none"><li>Practicing Applied Writing</li><li>Writing Sentences and Reviewing Grammar</li></ol>	<ol style="list-style-type: none"><li>Format analysis of E-mail</li><li>Language features</li></ol>
Session 3 (90–100 min)	Section IV Maintaining a Sharp Eye Passage I E-mail, a Blessing and Annoyance	<ol style="list-style-type: none"><li>Discussion on the blessing and annoyance of e-mail.</li><li>Key words and expressions: blessing, immediate, answering machine, voice mail, plain, interactive, on your own time, annoyance, assume, schedule, participant, design, convenience, feature, combat, notification, notify, assure, word for word, refer back to, piece together, frown, disappointment, scream, typically, previous, statement</li></ol>



## Unit Two E-mail

continued

Session No.	Unit Sections Involved	Focal Points
Session 3 (90–100 min)	Passage II Privacy, Are You Kidding?	<ol style="list-style-type: none"><li>1. Discussion of the privacy of e-mail.</li><li>2. Key words and expressions: set aside, private, swear, or whatever, administrator, respectable, monitor, leak, occasionally, be meant for, hacker, security, in place, hacker-proof, install, operate, precaution, initial, bulletin board, debate, personal, deliver, attachment, abbreviation, recommend, confuse, humble</li></ol>



## NEW Practical English

# Suggested Teaching Procedures and Class Activities

## SECTION I Talking Face to Face

### Imitating Mini-talks

The mini-talks in the Talking Face to Face section aim to help students to learn to talk in English through imitating the mini-talks around the unit topics. These mini-talks are tiny in content load and narrow in topic coverage. Students can easily learn them by heart and practice them in and out of class. The mini-talks are given here as a kind of warm-up for more intensive training of the students' English speaking ability.

In teaching, students should be first asked to read and recite the mini-talks given in the course book and then they should practice talking about these mini topics under the guidance of the teacher. Afterwards, students should be encouraged to give longer talks covering two or more of the mini-topics. Of course, students should also be encouraged to prepare their mini-talks in pairs in class or individually before or after class.

- 1** Pair work. The students practice the mini-talks and speak out the sentences talking about abbreviations and new cyber slang words.

— *I have no idea about the word “GNBLFY” he used.*

*Neither do I. Let's make a guess.*

— *Mm, let me see.*

*Oh, it might mean “got nothing but love for you”.*

— *I don't know the meaning of “planting strawberries”?*

*Oh, it comes from Taiwan campus, meaning lovers kissing each other.*

- 2** The teacher may give more expressions for the students to practice.

#### Standby examples

*The Internet? So you were often online.*

*True. I spent almost all my spare time surfing the Internet. I'm absolutely a mouse potato.*

*What's so exciting about going online?*

*What I love about it is that it's so relaxing. Without going anywhere at all, you get to enter a completely different world. You can leave your own world behind, and go somewhere really virtual*

*How do you feel about chatting online?*

*I just love it. It's the most exciting thing I've ever done.*



## Acting Out the Tasks Activities

Pair work. The students make short conversations by following the above mini-talks.

## Studying E-mail Information on the Internet

**1** The students read the abbreviations and answer the following questions:

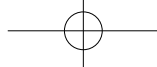
- 1) What does BS stand for?
- 2) What does NOYB stand for?
- 3) What does 4ever stand for?
- 4) What does TTYL stand for?
- 5) What does FTTB stand for?
- 6) What does CWYL stand for?
- 7) What does IYSS stand for?
- 8) What does LTNS stand for?
- 9) What does BBN stand for?
- 10) What does 4U stand for?
- 11) What does BBL stand for?
- 12) What does GL stand for?
- 13) What does SUP stand for?
- 14) What does TCOY stand for?

**2** The students read the abbreviations again and then translate them orally under the guidance of the teacher.

## Following Sample Dialogues

**1** The students read the sample dialogues after the teacher and find out the useful sentences and expressions for talking about abbreviations used online. Then the students will be asked to practice them.

- 1) Expressions or sentences for questions used in this kind of dialogues:
  - (1) What do you usually do in your spare time?
  - (2) Do you usually chat with someone online?
  - (3) What do you think of chatting online?
  - (4) Do you often meet with abbreviations while chatting online?
  - (5) Could you please explain the abbreviation “WDYT” to me?
  - (6) Can you guess the meaning of the abbreviation “STYL”?
- 2) Expressions or sentences for answers used in this kind of dialogues:
  - (1) Yes, I often chat online with my key-pals.



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- (2) Chatting on line is interesting.
- (3) I have much fun chatting online.
- (4) The abbreviation “WDYT” means “What do you think?”
- (5) I can guess what these abbreviations might mean.
- (6) Let me have a guess. Does it mean “Speak to you later”?

**2** Pair work. The students role play the dialogues.

### Putting Language to Use

Group work. The students do the exercises in groups by reading aloud all the dialogues they have completed.

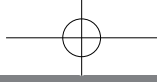
## SECTION II Being All Ears

The training of listening ability in this course follows three steps: starting from single sentences for online communication, going through practical dialogues / conversations and finally moving on to topic-oriented monologues or speeches / talks. All the sentences, dialogues and speeches / talks are career-related and will be useful for practical communication in the students’ future career life. While learning the sentences, the students are required not only to be able to understand them, but also to use them in their oral communication.

### Learning Sentences for Workplace Communication

This part is to train the students in understanding and speaking out the sentences. In other words, the focus is on listening comprehension at the sentence level.

- 1** The students listen to ten English sentences for online communication given in the course book and repeat them in the pauses allowed, trying to understand and learn to speak them out by referring to their Chinese meanings. In other words, this is not a purely listening exercise; it’s actually a class activity in which the students learn to say these sentences through listening and repeating.
- 2** The students listen again to the above sentences rearranged in sequence, and match them with their Chinese translations. Then the teacher checks their answers. The focus here is shifted to helping the students to make quick responses in catching the meaning of the sentences the students have heard.
- 3** The students listen twice to ten short statements given in the course book, and then translate them



into Chinese orally, imitating the way to do oral interpretation. Again the focus is on making quick responses in giving oral interpretation. The students learn to give the right responses to the similar sentences they have heard, getting ready to move to the training at the dialogue level.

## Handling a Dialogue

This part is moving from the sentence level to the dialogue level. In other words, the focus is on helping the students to learn to carry out a short conversation.

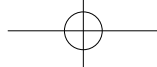
- 1 The students listen twice to a dialogue between Lin Da and John, and then decode the message given in the course book by finding the correct choices in brackets according to what they have heard. The focus is on giving quick responses in the dialogue.
- 2 The students listen to the dialogue again, and then the teacher asks them to answer the questions given in the course book orally. Giving answers is seen as the sign of correctly understanding the dialogue.
- 3 The students listen to the dialogue for the last time and work in groups to fill in the blanks left in the dialogue.

## Understanding a Short Speech / Talk

Here the “speech / talk” refers to the listening material we have chosen for training the students to understand a short piece of continuous oral message and therefore all of them are of colloquial style. It can be a speech, a talk, an oral announcement or even a verbal call for comments. Obviously, this part of training is carried out to help the students to follow the continuous oral presentation of a specific practical activity which is oriented to the unit topic. So its focus is first on listening comprehension of the message conveyed about an activity or an event, and then shifting to the recasting the message in various ways, including giving a summary orally or in writing. Therefore, the teacher could give some helping hints for students to follow in their making a summary in the form of an oral composition in class.

- 1 The students listen to the short speech twice and during the second listening, put back the missing words in the blanks. After listening, the students work in groups to read the whole speech again.
- 2 The students listen to the speech again and match the information in Column A with the choices in Column B. Then they work in pairs to exchange their matching.
- 3 The students work in groups to answer the questions given in the course book and then do an





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oral composition to sum up the general idea of the speech. Finally, each student should write out a summary of the speech on their own. The last step is to help the students make a summary of what they have heard. The oral composition is useful for students to learn to write a passage. The students might be asked to write down what they have learnt through participating in the class oral composition.

### Assignments for the Above Two Sections

Two students are invited to talk about the abbreviations often used in online communication or new cyber slang appearing in e-mails in pairs, using PPT.

## SECTION III Trying Your Hand

### Practicing Applied Writing

#### 1 Sample analysis

##### 1) Format Analysis

The teacher explains the format and characteristics of e-mails to the students and then ask them to write e-mails either to the teacher or to their friends.

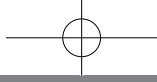
An e-mail usually consists of the following parts:

- (1) The writer's email address, such as "From: dongbeikid2007@yahoo.com.cn"
- (2) Date, usually with the time shown
- (3) The receiver's email address, such as "To zhehongw@sina.com"
- (4) Subject: In this part you have to indicate what topic you want to talk about in the e-mail, such as "Greeting from ..." or "Request from ..." or "Re: ...", etc.
- (5) Attachment: You may attach some files or documents in the e-mail. You may identify it like "Li Qiang's Paper" — (40.1KB)
- (6) Body of the e-mail: In this part you may write your message, but not so formal as a letter.
- (7) End of the e-mail: You'd better identify yourself if the receiver is not familiar with you.

##### 2) Language features

The teacher asks the students to identify the sentences often used to write an e-mail message.

- (1) I have got your e-mail on ...
- (2) Thank you very much for you e-mail in which you inform me ...
- (3) I am sorry to inform you that we are unable to provide ...
- (4) I hope that you will consider my application and arrange me an interview.
- (5) We'll be looking forward to seeing you here in China.



(6) Many thanks and best regards.

## 2 Standby samples

*Sample 1:*

**Mail to: Prof. Qiang Huang**  
**Subject: Re: Research Paper**  
**Attachment: Draft of the Paper**

Dear Professor Huang,

I have finished the draft of my graduation paper. I hope you will spare some time to read it and tell me whether it is acceptable and what I have to reconsider and improve.

Many thanks and best regards!

Li Ming

*Sample 2:*

**To: williams02@sina.com**  
**From: maryli@durhan.ac.un**  
**Subject: Inquiry of Goods Needed**

Dear Mr. Williams,

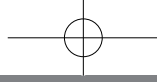
Thank you for the catalogue you sent me on July 26th. We are very interested in the goods produced in your company.

We would appreciate it very much if you would send us full details about your products, such as the brief description, the price for each unit and the terms of payment, etc.

Looking forward to receiving your early reply.

Mary Li  
Head of the Sales Department

## 3 Simulated Writing. The students do the Simulate and Create Exercises 2–3.



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### Writing Sentences and Reviewing Grammar

#### 1 The teacher gives a brief summary of the basic usage of Noun Clauses.

Noun clauses refer to the clauses which are used as nouns in complex sentences. They include subject clauses, object clauses, predicative clauses and appositive clauses. They are usually introduced by the following conjunctions:

- a) that
- b) if, whether
- c) who, whom, whose, what, when, where, why, how, how many, how much, how far, how soon, how long, how often, how old, how, etc.

The teacher explains the usage of the subordinate conjunctions with focus on the differences of “of” and “whether”, etc.

#### 2 The students do Exercises 4–6 either in class or after class.

## SECTION IV Maintaining a Sharp Eye

### Passage ① E-mail, a Blessing and Annoyance

#### 1 Warm-up questions

- 1) How often do you check your e-mail? Please explain.  
(Open)
- 2) Is e-mail a blessing or annoyance according to your own experience?  
(Open)

#### 2 Questions for class discussion

The students are given several minutes to discuss the following questions in groups and then they present their results to the class. The teacher should make comments on their presentation.

- 1) Why do we say a telephone conversation is an interactive one?  
(If someone calls you on the phone, you pick it up and the conversation begins.)
- 2) What's the blessing of e-mail?  
(With e-mail, you only deal with messages, which usually omit hellos, good-byes and such, and you deal with them on your own time.)
- 3) What is e-mail designed for?  
(E-mail is not designed for immediate response, it's designed for convenience in conveying messages.)



4) What is the function of the new feature of notification?

(The feature of notification will notify you when a person has received your e-mail and may also tell you when the person has read it.)

5) What does the management do with the employee's e-mail?

(They monitor the employee's e-mail.)

6) What are "smilies"? Can you give an example?

(They are simple series of symbols that are pieced together in the e-mail text to help express the writer's feelings. The most common example is :- ) (a smiling face).)

3 Passage structure analysis

The teacher asks the students to analyze the structure of the passage by answering the following question:

How many parts does the passage fall into?

Division	Main Idea
Part 1: Para 1 — 3	The blessing of e-mail
Part 2: Para 4 — 6	The annoyance of e-mail
Part 3: Para 7 — 8	The explanation of smilies

4 Key words and sentence structures simulation

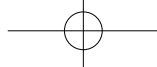
The teacher guides the students through the Read and Simulate Exercises and let them find out key words and sentence structures, and then simulate for themselves the patterns and expressions used in the sentences from the passage.

- 1) Either way, ...
- 2) ... assume ...
- 3) the minute ...
- 4) The chance ... will be pretty small.  
The chance ... will be pretty high.
- 5) It has no way to ...
- 6) All it can do is ...

5 Word consolidation

The students choose the useful words or expressions from the passage, and then the teacher demonstrates their usage. The following should be chosen and practiced. In groups, each student should make at least two sentences using the chosen words or expressions.

1. **immediate**: *a.* happening or done at once and without delay 立刻的  
e.g. Our **immediate** response to the attack was sheer horror.  
They promise **immediate** action to help the unemployed.  
If your eyes are affected, seek **immediate** medical attention.



## NEW Practical English

2. **annoyance:** *n.* a feeling of slight anger 烦恼  
e.g. A look of **annoyance** crossed her face.  
To his **annoyance**, he found all the guests had gone.
3. **assumption:** *n.* something that you think is true although you have no definite proof 假设  
e.g. A lot of people make the **assumption** that poverty only exists in the Third World.  
My calculations were based on the **assumption** that house prices would remain steady.
4. **facial:** *a.* on your face or relating to your face 面部的  
e.g. He believes that there is a universal standard for **facial** beauty regardless of race, age, sex, etc.  
Victor's **facial** expression didn't change.
5. **shock:** *n.* if something that happens is a shock, you did not expect it, and it makes you feel very surprised, and usually upset 震惊  
e.g. It was a real **shock** to hear that the factory would have to close.  
Chuck's death came as a complete **shock** to all of us.
6. **frown:** *n.* the movement of your eyebrows together because you are angry, unhappy, or confused 皱眉  
e.g. "Move out of the way," I said with a **frown**.  
I noticed a slight **frown** of disapproval on his face.
7. **symbol:** *n.* a picture or shape that has a particular meaning or represents a particular organization or idea 符号  
e.g. The private car was still a cherished status **symbol**.  
The **symbol** on the packet is a guarantee that the food has been produced organically.

## Assignments for the Above Two sections

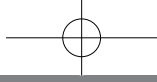
Written work.

1. The students do Exercise 7 in the Writing Part.
2. The students do Exercises 5-6.

## Passage ② Privacy, Are You Kidding?

### 1 Warm-up questions

- 1) Do you think there are such things as private e-mail?  
(Open)
- 2) Do you think it is right for some companies to monitor their employees' e-mail?  
(Open)
- 3) Can you suggest some ways to protect the privacy of e-mail?  
(Open)



## 2 Questions for class discussion

The students are given several minutes to discuss the following questions in groups and then they present their results to the class. The teacher should make comments on their presentation.

1) What does the author think of the privacy of e-mail?

(The author thinks there is just no such thing as private e-mail.)

2) What can the e-mail administrator do with some e-mail systems?

(With some e-mail systems, the e-mail administrator has the ability to read any and all e-mail messages.)

3) What are the reasons for some companies to monitor employee e-mail?

(Because the company management wants to make sure that users are not wasting time on little-things-in-life messages and that company secrets are not being leaked to outside sources.)

4) What can we do to protect the privacy of e-mail?

(Avoid sending anything by e-mail that you would not want posted on the company bulletin board. If you want to send something personal, either deliver it by hand or send it by mail.)

5) What is the author's suggestion about using e-mail abbreviations?

(Use only those abbreviations that are already commonly used in the English language)

## 3 Word consolidation

The students choose the useful words or expressions from the passage, and then the teacher demonstrates their usage. The following should be chosen and practiced. In groups, each student should make at least two sentences using the chosen words or expressions.

1. **administrator:** *n.* a person who administers the affairs of an organization, official body, etc.

管理人, 行政主管

e.g. A similar report has been handed over to the **administrator**.

If you still receive this message, contact your network **administrator**.

2. **leak:** *v.* deliberately give secret information to a newspaper, television company, etc. 泄露

e.g. The report's findings have been **leaked**.

Sea water was **leaking** into the batteries which powered the electric motors.

3. **mean for:** to say or do something intentionally, to intend 为了...而(说/做什么)

e.g. The books with large print are **meant for** our partially sighted readers.

4. **security:** *n.* things that are done to keep a person, building, or country safe from danger or crime 安全

e.g. The prison was ordered to tighten **security** after a prisoner escaped yesterday.

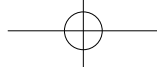
There are strict **security** checks on everyone entering the Opera House.

5. **operate:** *v.* to use and control a machine or equipment 操作

e.g. The Lewis family **operated** a number of boats on the canal.

Clive was experienced in **operating** the computer.

6. **recommend:** *v.* to advise someone to do something, especially because you have special knowledge of a situation or subject 推荐



## NEW Practical English

e.g. Doctors strongly **recommend** that fathers should be present at their baby's birth.  
Would you **recommend** a well-known resort to visit?

7. **confuse**: *v.* to make someone feel that they cannot think clearly or do not understand; think wrongly that a person or thing is someone or something else 使困惑; 混淆某人或某物

e.g. I understand the text but the diagrams are **confusing** me.  
I always **confuse** you with your sister — you look so alike.  
Don't **confuse** cause and effect.

## SECTION V Appreciating Culture Tips

The Culture Tips are mainly chosen around life philosophy and business ethics. The teacher should hold a class discussion for the students to talk about these mottoes.

The students are also encouraged to search online for new logos, advertising slogans or mottoes and introduce them to the class.

### Group Work for This Unit

#### Group discussion

The students work in groups to discuss the advantages and disadvantages of e-mail. Then they present their conclusions to the class, using PPT.

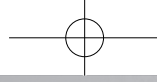
#### Oral Communicative Tasks

The students work in pairs and role play the following task.

Suppose you are chatting online with an American student. You don't understand the "smilies" such as :- ) ;- ) :- | and so you ask your American friend what these smilies mean.

The above tasks are required to be presented in the next class.





# Unit | Three

## Communication by Phone

### Unit Goals

#### ❖ What You Should Learn to Do

1. Make a phone call

2. Answer the phone

### Linguistic Realization

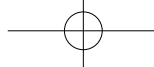
#### ❖ Useful Sentences

##### Talking Face to Face and Being All Ears

1. Hello, can / may / could I speak to Mrs. Ramos?
2. Hello, I'd like to speak to Ms. Kim.
3. Hello, this is Tony Silver. May I speak to Mr. Zhang Lihua?
4. I would like to talk to Jack Simpson.
5. Good morning / afternoon. Jack Simpson speaking.
6. Let me talk to Jack Simpson for that.
7. Can you put me through to 23-5531?

##### Talking Face to Face and Being All Ears

1. Hello, ABC Company. May I help you?
2. Hello, who's calling, please?
3. Hello, this is Tony Silver. Who's speaking?
4. May I ask who is speaking?
5. May I have your name?
6. I'm afraid he isn't in at the moment.
7. Hold the line, and I'll see if he / she is in.



## NEW *Practical English*

3. Leave and take a message

4. Pass the message to the person  
being called

5. Extend a phone call

6. Take / Fill in a message

### ❖ What You Should Know About

1. Phone service in the USA
2. Benefit and trouble of cell phones
3. Business telephone etiquette  
for success
4. The subjunctive mood

8. Sorry, he is at a meeting now.

9. I'm sorry, it's a wrong number.

10. Sorry, you must have dialed the wrong number.

### Talking Face to Face and Being All Ears

1. (Is there) any message, sir?
2. Could I take a message for you?
3. Do you want to leave a message?
4. Is there any message I can give her?
5. Do you want to leave a word for him to call  
you?

1. Would you mind telling him that ...

2. Please tell her that...

1. Could I have extension 443?

### Talking Face to Face and Trying Your Hand

1. Format
2. Language features
3. Additional samples

### Trying Your Hand

Writing Sentences and Reviewing Grammar

### ❖ Unit Sections Involved

#### Maintaining a Sharp Eye

Passages I & II

## Key and Translation

### SECTION I Talking Face to Face

#### Imitating Mini-talks

- ☐ 1 Work in pairs. Look at the picture and recite the following mini-talks for communication by phone.  
(Open)

#### Acting Out the Tasks

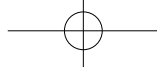
- ☐ 2 Work in pairs and perform the tasks by following the above mini-talks.  
(Open)

#### Studying Telephone Messages

- ☐ 3 Taking or leaving a telephone message is part of a secretary's job. Now let's read the following message and try to use the information in it in your face-to-face talks.

*Chinese Version of the Samples:*

重要留言		
交: 张力华先生	时间: 10:15	上午 ( <input checked="" type="checkbox"/> )
日期: 2010年5月12日		下午 (     )
留言人: 乔治·里克特		
单位: ABC公司		
电话: 区号	电话号码 368-1130	分机号
( <input checked="" type="checkbox"/> ) 来电话	( <input checked="" type="checkbox"/> ) 请回电话	
(     ) 来拜访您	(     ) 将再打电话	
(     ) 想见您	(     ) 已回电话	
留言内容: 您的订单周四交货。		
记录人签字: 魏高		



## NEW *Practical English*

### Following Sample Dialogues

4 Read the following sample dialogues and try to perform your own tasks.

### Putting Language to Use

5 Imagine you are calling Judy. Complete the following conversation with her by filling in the blanks.

**Key:** 1) I speak      2) Where is he?      3) might be with      4) leave a message  
5) call me      6) 667-3452      7) welcome

6 Imagine you are a nurse of a hospital and you are calling Mr. Smith, but he is not in. His secretary is answering the phone. Fill in the blanks according to the Chinese version provided.

**Key:** 1) Hello. May I speak to Mr. Smith, please  
2) Yes, please. Tell him to call the doctor's office. The number is 864-3509  
3) It'd be best if he could call this afternoon, at about 2 o'clock  
4) Thanks a lot

7 Imagine a woman is calling Mrs. Sato, but she's not in. You are answering the phone. Play your role according to the clues given in brackets.

**Key:** 1) Hello?  
2) I'm sorry, but she's not in at the moment. Would you like to leave a message?  
3) I'll tell her as soon as she's back.  
4) You're welcome.

## SECTION II Being All Ears

### Learning Sentences for Workplace Communication

1 Listen to ten sentences for workplace communication cross-referenced with their Chinese translation and try to remember them.

- 1) Good morning. Jack Simpson speaking.
- 2) Can you put me through to 23-5531?
- 3) Could I have extension 443?
- 4) A moment, please. I'll connect you.
- 5) Hello, this is Lucy here. Who's speaking?

- 6) Hold the line. I'll see if he's in.
- 7) I'm afraid he isn't in at the moment.
- 8) Do you want to leave a message?
- 9) The line is busy.
- 10) I'm sorry, you've dialed the wrong number.

**2 Listen again to the above sentences rearranged in sequence, and then match them with their Chinese translation.**

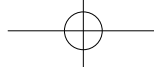
- Script:**
- 1) Do you want to leave a message?
  - 2) Good morning. Jack Simpson speaking.
  - 3) A moment, please. I'll connect you.
  - 4) Can you put me through to 23-5531?
  - 5) Hold the line. I'll see if he's in.
  - 6) Could I have extension 443?
  - 7) The line is busy.
  - 8) Hello, this is Lucy here. Who's speaking?
  - 9) I'm sorry, you've dialed the wrong number.
  - 10) I'm afraid he isn't in at the moment.

- Key:**
- |      |      |      |      |       |
|------|------|------|------|-------|
| 1) h | 2) e | 3) b | 4) a | 5) i  |
| 6) f | 7) j | 8) d | 9) g | 10) c |

**3 Listen to ten topic-related English sentences for workplace communication and translate them into Chinese orally.**

- Script:**
- 1) I would like to talk to Terry.
  - 2) When is he expected to be back?
  - 3) Can I contact him this evening?
  - 4) Please tell him to phone Eva at 78-5672.
  - 5) Sorry, I must have got the wrong area code.
  - 6) You can call again one hour later.
  - 7) Could I take a message for you?
  - 8) Sorry, the number has been changed.
  - 9) What time could I reach her?
  - 10) Sorry to have trouble you.

- Key:**
- 1) 我想找特里听电话。
  - 2) 他预计什么时候回来?
  - 3) 我能在今天晚上和他联系吗?
  - 4) 请告诉他拨打78-5672找伊娃。
  - 5) 对不起, 我一定是拨错区号了。
  - 6) 请你一小时以后再来电话。



## NEW *Practical English*

- 7) 你要留口信吗?
- 8) 对不起, 电话号码已经改了。
- 9) 我什么时候能和她联系?
- 10) 对不起, 打扰你了。

### Handling a Dialogue

#### Script

- An:** Hello, Dr. An here.
- Tom:** Hello, Dr. An. This is Tom Williams from Miami University.
- An:** Oh, Tom. You've arrived at airport, haven't you?
- Tom:** Yes. I took the earlier flight.
- An:** How's your trip?
- Tom:** Very nice.
- An:** Would you please wait there and I'll go and pick you up?
- Tom:** OK, thank you. I'll be at Gate 5. By the way, where do you take me to first, the hotel or your department?
- An:** To the hotel, so you can have a little rest first.
- Tom:** Thank you. Is the hotel far away from your school?
- An:** No. Just a ten-minute walk.
- Tom:** That's wonderful.

**4** Listen to a dialogue and decode the message by finding the correct choices given in brackets according to what you have heard.

**Key:** 1) Dr. An 2) early 3) airport 4) hotel 5) ten-minute

**5** Listen to the dialogue again and then answer the following questions orally.

**Key:** 1) Dr. An. 2) Miami University. 3) He took the earlier flight.  
4) Very nice. 5) The hotel.

**6** Listen to the dialogue for the last time and fill in the blanks according to what you have heard.

**Key:** 1) I took the earlier flight  
2) Very nice  
3) OK, thank you. I'll be at Gate 5  
4) To the hotel  
5) Just a ten-minute walk



## Understanding a Short Speech / Talk

### Script:

Nowadays we are not only “on the wheel”, but also “on the phone”. I don’t need to mention the mobile phones people “play with” everywhere. The fixed phones are easily accessible. Almost every American family has a phone. Some families even have two or three phones. Each workman, teacher, and secretary has a phone in his or her office. Pay phones are found at bus stops, railroad stations, airports, hotels, restaurants, gas stations, department stores, on numerous street corners, and in most libraries and office buildings.

Phones provide simple, economical, but very efficient means to do a lot of things. If you want to go to the movies, you call to know what’s on and when, and check the prices. If you want to buy something, you would call ahead to make sure the store has what you need, and at a good price. If you want to travel, you’d better call to find out about the routes, schedules, hotels, prices, and to make reservations.

- 7** Listen to a short speech on phone twice and in the second listening, put back the missing words in the blanks.

**Key:** 1) phone 2) family 3) secretary 4) found 5) gas stations  
6) efficient 7) when 8) call ahead 9) travel 10) reservations

- 8** Listen to the short speech on phone again and match the information in Column A with the choices in Column B.

**Key:** 1) c 2) a 3) d 4) c 5) d

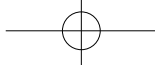
- 9** Write out the general idea of the short speech on phone in one paragraph by answering the following questions.

**Key:** 1) Now American people are not only travel a lot but also using telephone a lot.  
2) The speaker is mainly talking about the fixed phone.  
3) Fixed phones are easily accessible. Almost every American family has a phone or even two phones.  
4) Pay phones can be found in many public places, such as bus stops, railroad stations, airports and restaurants.  
5) The telephone provides simple, economical, but very efficient means to help people do a lot of things such as shopping and traveling.

### General idea:

Now American people are not only “on the wheel”, but also “on the phone”. I don’t need to mention the mobile phones people use everywhere. The fixed phones are easily accessible. Almost every American family has a phone or even two phones, and people have a number of phones in their offices. Pay phones can be found in many public places such as bus stops,





## NEW *Practical English*

railroad stations, airports, hotels, restaurants, gas stations, department stores, on numerous street corners, and in most libraries and office buildings. Phones provide simple, economical, but very efficient means to help people do a lot of things such as shopping and traveling.

### SECTION III Trying Your Hand

#### Practicing Applied Writing

- 1 Read the following two samples of telephone messages and learn to fill in the form or write your own.

*Chinese Version of the Samples:*

##### 样例1

##### 电话留言笺

日期: 6月3日

时间: 9:30 上午 ( ☒ )

下午 ( ☐ )

留言人: 乔治·威尔森先生

电话号码: 5831625-24

交: 大卫先生

( ☐ ) 来电话

( ☒ ) 请回电话

( ☐ ) 来电话约见您

( ☐ ) 再来电话

( ☐ ) 想见您

( ☐ ) 紧急电话

留言内容: 乔治·威尔森先生来电话说 he 已从新加坡贸易博览会回来。请您抽空给他回电话。

记录人签字: 凯伦

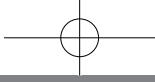
##### 样例2

帕特尔先生:

隔壁公寓14L号的龙夫人要3罐可口可乐、2加仑牛奶。可您送去的是2罐可口可乐、3加仑牛奶。她请您回来后给她回电话(555-8789)。

那列什

下午2点



## Unit Three Communication by Phone

2 Use the information below to fill in the “WHILE YOU WERE OUT” form.

To Sam

**WHILE YOU WERE OUT**

Date \_\_\_\_\_ Hour 3:15 P.M.

From Mary Adams

Of \_\_\_\_\_

Phone \_\_\_\_\_ 396-8067

Area Code	Number
<input type="checkbox"/> Telephoned	<input checked="" type="checkbox"/> Returned Call
<input checked="" type="checkbox"/> Call Back	<input type="checkbox"/> Will Call Again
<input type="checkbox"/> Important	<input type="checkbox"/> Urgent

Message Call back to tell her the repair cost. She can get  
her car at 4 P.M.

Signed Ben

3 Write a telephone message according to the information below.

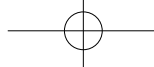
Kathy,  
Mrs. Ross wants to sign up for summer classes. Call her at 426-1103 before 3 P.M.

Rose  
11 A.M.

## Writing Sentences and Reviewing Grammar

4 Fill in the blanks with the verbs given in brackets, paying special attention to the subjunctive mood.

- Key:
- |   |                    |
|---|--------------------|
| 1) would accept                                     | 2) would be solved |
| 3) would / should / could / might have been injured |                    |
| 4) would not have overcome                          | 5) would have      |
| 6) knew   |                    |
| 7) had been sent                                    | 8) had taken       |
|   | 9) showed          |



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- |                      |                        |                 |
|----------------------|------------------------|-----------------|
| 10) (should) know    | 11) (should) be obeyed | 12) (should) be |
| 13) learned / learnt | 14) had made           | 15) did not see |

### 5 Correct the errors in the following sentences.

- Key:**
- 1) would buy → bought / were to buy
  - 2) will not smoke → shouldn't smoke / not smoke
  - 3) must have enjoyed → would / could / should / might have enjoyed
  - 4) may leave → (should) leave / leave
  - 5) would have → had
  - 6) was promoted → (should) be promoted
  - 7) didn't leave → hadn't left
  - 8) could buy → could have bought
  - 9) taught → had taught
  - 10) work → worked?

### 6 Translate the following sentences into English.

- Key:**
- 1) My idea is that we (should) give them a hand when they are in trouble.
  - 2) It is necessary that another computer center (should) be set up in our department.
  - 3) The old woman wishes she could live to see her grandson go to college.
  - 4) He talks about that city as if (though) he had been there himself.
  - 5) Had we made (If we had made) adequate preparations, we might have succeeded.

### 7 Write a short passage of about 100 words to describe the area code map given below. Some useful words and phrases are provided to help you. Start the passage with "The United States is divided into telephone dialing areas."

**Key:**

The United States is divided into telephone dialing areas. Each area has an area code. It is a three-digit number. You use this number to dial long distance calls. For example, you want to call 555-2364 in South Carolina but you live in Utah, you must dial 1 first and then the area code. It is 803. So you must dial 1-803-555-2364.

When you do not know the area code, you can use the area code map in the telephone book. The map divides the United States into time zones. Notice that when it is 1:00 in California, it is 4:00 in Michigan.

## SECTION IV Maintaining a Sharp Eye

### Passage ① For Conversation Press # 1

#### Information Related to the Reading Passage

#### 1. cell phone 手机, 移动电话

A cell phone is a small telephone you can carry with you that operates through networks of radio antennas or space satellites. Other expressions of a cell phone:

- 1) a cellular phone / telephone
- 2) a mobile phone / telephone
- 3) a handset

#### 2. ATM 自动取款机

ATM is the abbreviation for automated teller machine. ATMs are found in business districts and shopping malls. People use them to get cash from their bank accounts and in many places, to pay for gas, groceries, and other things.

#### 3. voice mail 有声邮件

A voice mail is a telephone answering system on which spoken messages are left by one person for another.

#### Language Points

#### 1 Explanation of Difficult Sentences

##### 1. (Title) For Conversation Press # 1

**Analysis:** In this sentence, *for* means with the purpose of. *Press # 1* is in imperative mood. # stands for *No.*, therefore #1 is read as No.1.

**Translation:** 通话按1号键。

**Example:** For redialing, press the # key.

##### 2. (Para. 3) I was walking in the park with a friend recently, and his cell phone rang, interrupting our conversation.

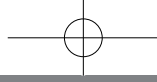
**Analysis:** *Interrupting our conversation* in the sentence is a present participle phrase used as an adverbial of result.

**Translation:** 最近我和一位朋友正在公园里散步, 突然他的手机响起来, 打断了我们的谈话。

**Example:** The child fell, striking his head against the door and hurting it slightly.

##### 3. (Para. 3) There they were, talking and talking on a beautifully sunny day and I became invisible, absent from the conversation.

**Analysis:** *Talking and talking on a beautifully sunny day* is a present participle phrase used as an



## NEW Practical English

adverbial of attendant circumstance.

**Translation:** 在一个阳光明媚的日子，他们在那儿谈啊谈，而我却被遗忘，成了谈话的局外人。

**Example:** Marta sat in the armchair, reading a magazine.

4. (Para. 5) There we were, four friends zooming down the highway, unable to talk to one another because of a gadget designed to make communication easier.

**Analysis:** *Four friends zooming on the highway* is a present participle phrase, *with four friends* as the logical subject of *zooming on the highway*. The whole phrase serves as an adverbial of attendant circumstance. *Designed to make communication easier* is a past participle phrase used as an attribute, modifying the antecedent gadget.

**Translation:** 我们四位朋友坐在车里，飞驰在高速公路上，却因为有了那个被设计来方便通信的小玩意儿而不能互相交谈。

**Example:** My room is on the fourth floor, its window overlooking the beach.

Trucks and buses were driven on gas carried in large bags on the roof.

5. (Para. 6) Why is it that the more connected we get, the more disconnected I feel?

**Analysis:** In this sentence, the antecedent it stands for the subject that-clause (*that the more connected we get, the more disconnected I feel*), where the comparative ... structure is used. Similar structure can be found in What is it that ...?

**Translation:** 为什么我们联系得越多，我却越感到失去了联系呢？

**Example:** Why is it that you know so much?

6. (Para. 7) As almost every conceivable contact between human beings gets automated, the alienation index goes up.

**Analysis:** *As* is a conjunction, meaning at the same time that.

**Translation:** 随着人们之间几乎每一种可以想到的联系都变得自动化起来，疏远指数上升了。

**Example:** They smiled as their eyes met.

As he entered, the hall burst into thunderous applause.

7. (Para. 8) Pumping gas at the station?

**Analysis:** This is an elliptical sentence. The complete sentence should be *Are you pumping gas at the station?*

**Translation:** 你在加油站加油吗？

**Example:** (Are you) Making a deposit at the bank? (Para. 9)

8. (Para. 8) Why say good morning to the attendant when you can swipe your credit card at the pump and save yourself the bother of human contact?

**Analysis:** In this sentence, *why* is used as an interrogative adverb, followed by a bare infinitive to form a rhetorical question, which can also take a negative structure such as *Why not do something?* The former means why should we do something or we don't need to do something, while the latter means the opposite: let's do something.

**Translation:** 既然你可以用信用卡在加油泵旁自动刷卡，免除与人打交道的麻烦，何必还要对加油站的工作人员打招呼呢？

**Example:** Why smoke when you know it is so unhealthy?

Why not try to train your character when you have the opportunity?

9. **(Para. 11)** I am no Luddite.

**Analysis:** In this sentence, *no* means not at all.

**Translation:** 我并不反对自动化。

**Example:** Don't cheat her. She's no fool.

She is no friend of mine.

10. **(Para. 11)** Giving them up isn't an option — they are great for what they are intended to do.

**Analysis:** The clause *They are great for what they are intended to do* serves to explain why giving them up isn't an option. *Great for means very good for. What they are intended to do* means what they are designed to do.

**Translation:** 放弃他们并不可取——人们赋予它们的功能太美妙了。

**Example:** Going there isn't a good idea — it's too far away from here.

11. **(Para. 12)** It's their unintended consequences that make me cringe.

**Analysis:** This is an emphatic sentence introduced by *it is ... that*. What is emphasized here is the subject *their unintended consequences*. The basic structure of such a kind of sentence is as follows:

It + be + the emphasized part + that + the other parts of the sentence.

**Translation:** 只是他们无意中带来的后果使我感到不寒而栗。

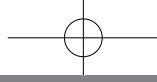
**Example:** It was David that (who) did it.

It was a key that I found in his pocket.

It was not until last year that he came to live in this city.

## 2 Important Words and Phrases

- lonely:** *a.* alone and feeling sad, lonesome 孤独的, 寂寞的  
e.g. Without friends, Selena felt **lonely** in the city she had just arrived in.  
I shall have a companion in the house after all these **lonely** years.  
He felt **lonely** when his best friend moved to another place.
- recently:** *ad.* not too long ago; starting not too long ago and still going on, (syn.) currently 最近, 近来  
e.g. I saw my friend **recently**; we had dinner together last week.  
**Recently**, my brother has been working on his master's degree at the university.  
I've only **recently** begun to learn German.
- evidently:** *ad.* as it appears, seemingly, (syn.) apparently 明显, 显然  
e.g. Mr. Lowenberg **evidently** regarded this as a great joke.  
From the warm temperature and abundant flowers, it is **evidently** spring here.  
**Evidently** your sister was sensitive on the topic of operations.
- preferable:** *a.* better or more suitable, to be preferred 更可取的, 更好的  
e.g. She found life in the city **preferable** to her quiet life in the country.



## NEW Practical English

Gradual change is **preferable** to sudden, great change.

Milk is fine, but cream would be **preferable**.

5. **connect**: *v.* to attach, join together; to reach sb. by telephone 连接, 接通

e.g. The telephone operator **connected** me with the human resources department.

I **connected** the antenna to the TV set.

A new road **connects** the two small cities.

6. **unable**: *a.* not able, incapable 不能的, 不会的

e.g. I am **unable** to cycle to school because my bicycle is broken.

He is **unable** to walk because of a bad ankle.

He is **unable** to do the job for lack of experience.

7. **advance**: *n.* an improvement, (syn.) a breakthrough 前进, 进展

e.g. There have been great **advances** in medicine in the last 50 years.

This model is a great **advance** on previous ones.

Under this system popular science education made great **advances**.

**in advance of**: more highly developed 在...之前, 超过

Their training facilities are far **in advance** of anything we have.

**in advance**: ahead of time 预先, 事先

Everything had been fixed **in advance**.

8. **deposit**: *v.* to place sth. valuable, such as money, in a bank or brokerage account; to place valuables for safekeeping 存放, 存储

*n.* a partial payment to hold goods or property until the buyer makes complete payment 定钱, 押金

e.g. Sam **deposited** ten dollars in his savings account.

Mrs. Heckler **deposited** her jewelry in a safe.

She left a **deposit** on the coat.

9. **insert**: *v.* to put sth. into, between, or among 插入, 嵌入

e.g. The old lady carefully **inserted** the letter into an envelope carefully.

The professor **inserted** a comment in the margin.

A film of oil is **inserted** between the sliding surfaces of a bearing.

10. **account**: *n.* money kept in a bank for present or future use; a character string that identifies a user and is used by computer operating system in accounting or other services 账户, 帐号

e.g. I have a checking **account** at Metropolitan Bank.

The **accounts** were perfectly in order.

He opened an **account** at my bank in your name.

11. **consequence**: *n.* the result of doing sth. 结果, 后果

e.g. He drank heavily and died as a **consequence**.

I'm quite willing to accept the **consequence**.

He does not consider the **consequences**.



## Passage Translation

## 通话请按1号键

我有手机，有电子邮件，还有有声邮件。可我为什么还感到如此孤独呢？

在通往信息革命的前进道路上发生了一件有趣的事：我们不再互相交谈了。

最近我和一位朋友正在公园里散步，突然他的手机响了起来，打断了我们的谈话。那是一个阳光明媚的日子，他们在那儿谈啊谈，而我却被遗忘，成了谈话的局外人。

公园里到处是正在打手机的人。他们经过别人身边时，既不抬眼看看，也不打声招呼，更注意不到他们带的孩子，或停下来拍拍他们可爱的小狗。显然，人们更爱使用这种无线的电子声音通话来相互联络。

过去，电话是让你同不在身边的人联系的。可是现在它使坐在你旁边的人感到冷落。最近我与三位朋友一起乘车。司机噓了一声，让我们别出声，因为他听不清手机另一端的人在说什么。我们四位朋友坐在车里，飞驰在高速公路上，却因为有了那个被设计来方便通信的小玩意儿而不能互相交谈。

为什么我们联系得越多，我却越感到失去了联系呢？通讯技术的每一项进步都是人类亲密交往的一次倒退。有了因特网上的电子邮件和即时通信，我们现在的通讯可以不必彼此会面或交谈。有了有声邮件，你可以进行全部谈话而不必面对任何人。如果我妈妈有问题问我，我只需把答话留在留言机上就行了。

随着人们之间几乎每一种可以想到的联系都变得自动化起来，疏远指数上升了。你甚至不再能够给某人打个电话，询问另一个人的电话号码，因为电话咨询服务几乎总是全自动化的。

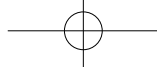
你在加油站加油吗？既然你可以用信用卡在加油泵旁自动刷卡，免除与人打交道的麻烦，何必还要对加油站的工作人员打招呼呢？

你在银行存款吗？既然你可以将信用卡插入取款机提款，何必还要和可能与你同住一个街坊的银行职员说话呢？

我并不反对自动化。我也有手机、提款卡、有声邮件系统和电子邮件帐号。放弃这些东西并不可取——人们赋予它们的功能太美妙了。只是它们无意中带来的后果却使我感到不寒而栗。

## 1 Answer the following questions according to the passage.

- Key:**
- 1) Because people stopped talking face to face to one another.
  - 2) Because his friend was busy talking on his cell phone, completely forgetting his presence.
  - 3) Because they can be used anywhere and anytime.
  - 4) With e-mail, we can communicate without seeing or talking to one another; and with voice mail, we can conduct entire conversations without ever reaching anyone.



## NEW Practical English

- 5) People lose their intimacy of interaction.
- 6) He thinks it's great, but worries about its unintended consequences.

### 2 Fill in the blanks without referring to the passage.

- Key:**
- |                 |               |
|-----------------|---------------|
| 1) disconnected | 2) setback    |
| 3) Internet     | 4) talking    |
| 5) reaching     | 6) answer     |
| 7) contact      | 8) goes up    |
| 9) phone        | 10) automated |

### 3 Complete each of the following statements according to the passage.

- Key:**
- |                                  |                         |
|----------------------------------|-------------------------|
| 1) the communications revolution | 2) their cell phones    |
| 3) electronic voice              | 4) e-mail               |
| 5) voice mail                    | 6) Directory assistance |
| 7) great                         |                         |

### 4 Fill in the blanks with the proper words given below, changing the form if necessary.

- Key:**
- |                 |               |                 |               |
|-----------------|---------------|-----------------|---------------|
| 1) consequences | 2) advances   | 3) lonely       | 4) invisible  |
| 5) insert       | 6) attendants | 7) pets         | 8) intend     |
| 9) preferable   | 10) deposit   | 11) interrupted | 12) Evidently |

### 5 Translate the following sentences into English.

- Key:**
- 1) Please dial home and tell them I'm on the way to the company.
  - 2) Since then there has never been any setback in production.
  - 3) I saw him insert the key into the lock.
  - 4) I suggest that you make a deposit at / with the bank.
  - 5) You can connect these speakers to your CD player.

### 6 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) The hall *was filled with* students *waiting* for the interview.  
The square of the village *was filled with* people *watching* the football match of the World Cup.
  - 2) We *used to* grow beautiful roses.  
Peter *used to* go to that small town frequently.
  - 3) *Why is it that* this conclusion is wrong?  
*Why is it that* she can sing better than I?
  - 4) *As I knew* him better, I *discovered* that my first impression of him had been / was right.  
We get wiser *as* we get older.

- 5) *Why* use wood *when you can* use plastic?  
*Why* ask me to do it *when you can* do it yourself?
- 6) *It was* the article written by Bill *that* made her famous.  
*It was* last Monday *that* Jack received an e-mail from Marry.

## Passage ② Business Telephone Etiquette for Success

### Information Related to the Reading Passage

#### 1. Proper phone etiquette tips

Proper phone etiquette is important at both a personal and professional level. Being polite on the telephone is just as important as when speaking with someone in person. You might be surprised at how good you feel about yourself if you use proper telephone etiquette and the positive responses received while talking on the phone.

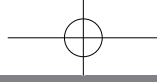
Here are a few telephone etiquette tips as an update to skills that are quite natural in many of us. Always answer the phone by saying “Hello” and not any other greeting. If the person who has been requested is not available, simply state that he or she “is not available at this time. May I take a message?” Not only does the person on the other end of the phone have a good impression about you, that feeling will apply to the person they are calling for as well. Always be quick and to the point while remaining pleasant during a phone call. Friends and family will continue with a telephone conversation if they have time, otherwise they are not likely to rush you off the phone no matter how busy they are. No one is perfect, so if you dial a wrong phone number, state your mistake, apologize and hang up the phone.

#### 2. Ways to answer a telephone at work

There are several accepted ways to answer a telephone at work. You can simply say “Hello” or you can say your name, as in “June Johnson speaking.” You don’t need to say the company’s name if a receptionist or a secretary has already done so. Try to speak in a pleasant, unrushed voice. If you are rushed and can’t talk, it’s better to say this and make plans to call back later. Don’t rustle papers or work while you’re speaking on the phone. If you’re really too distracted to speak, then reschedule the call.

It’s okay and sometimes even necessary to screen your calls. But there’s a right and a wrong way to do this. First, train your secretary to do it politely. It’s better to ask “May I know who’s calling?” than “Who is this?” or even “Who’s calling?” Second, don’t instruct your secretary to say you are out when you are in. It’s acceptable to be in but too busy to talk at the moment and it’s always better to be honest. Callers sense the difference, and besides, it may not look good if you’re always out.

It’s rude not to return telephone calls regardless of whom they are from. You might be ignoring a potential customer. Many people today don’t bother to return phone calls, and if you work for someone else, it’s highly unlikely that such behavior is acceptable. When you



## NEW Practical English

do return calls, try to place them yourself. If you must have your secretary make the call, then get on the line immediately. It's not polite to keep someone waiting when you've placed the call.

### Language Points

#### 1 Explanation of Difficult Sentences

1. **(Para. 2)** If answering someone else's line, be sure to include their name in your greeting, so that the other party does not think they have reached a wrong number.

**Analysis:** This is a complex sentence. *Be sure to include their name in your greeting* is the main clause, which is an imperative sentence with the subject "you" being omitted; *if answering someone else's line* is an adverbial clause of condition, with the subject "you" being omitted; *so that* introduces an adverbial clause of purpose.

**Translation:** 如果你接的是别人的电话，一定要在问候时包含应接电话人的名字，以免对方误以为打错了电话。

**Example:** If answering the phone for business, be sure to identify yourself and your company.  
We'll sit nearer to the front so that we can see better.

2. **(Para. 2)** For example, if Bob Johnson answers Jim Smith's line, he would say: "Jim Smith's line, Bob Johnson speaking" and then take a message or handle the call, depending on how his office works.

**Analysis:** This is a complex sentence. The main clause is *he would say ... and then take ... or handle the call*. The subject of the main clause is *he (Bob)*; and *would say, take* and *handle* are compound predicates. *Depending on how his office works is a* present participle phrase, serving as an adverbial of condition and modifying *handle the call*.

**Translation:** 例如，如果鲍勃·约翰逊接的是吉姆·史密斯的电话线路，他会说：“这是吉姆·史密斯的电话，我是鲍勃·约翰逊”，然后根据自己办公室的工作程序，记下留言或处理来电。

**Example:** The expenses you claim can vary enormously, depending on travel distances involved.

3. **(Para. 4)** If your call is not expected, unless it will be a short call, ask the party if they have the time for you.

**Analysis:** This is a complex sentence. In this sentence, the imperative clause *ask the party ...* is the main clause with an if-clause; *if they have the time for you* as its object. *Unless it will be a short call* is an adverbial clause of concession.

**Translation:** 如果你的电话不是他们期待的，除非你的电话内容很短，否则你要问问对方是否有时间和你交谈。

**Example:** He won't finish his task in time unless he works hard.

Unless you are trying to lose weight to please yourself, it's going to be tough to keep your motivation level high.

## 2 Important Words and Phrases

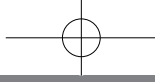
1. **virtually**: *ad.* in fact or for all practical purposes 事实上  
e.g. It was reported that the city had been **virtually** paralyzed by the storm.  
Unemployment in this part of the country was **virtually** non-existent.
2. **identify**: *v.* to establish or recognize (sb. / sth.) as a certain person or thing 辨认, 鉴别  
e.g. The boy **identified** the bird as an eagle.  
The police officer refused to **identify** himself.  
They have already **identified** ten murder suspects.
3. **contact**: *n.* the condition of being in communication 联系  
e.g. We lost **contact** with our former neighbors after they moved.  
The polite was always in **contact** with an air traffic controller.  
Has your brother kept in **contact** with his friends from college?
4. **put ... through**: *v.* to connect (a caller) to the person they have telephoned 接通  
e.g. She **put** the lady **through** immediately.  
Hold on, please. I'll **put** you **through** to Mrs. Barnhart.  
Would you please **put** me **through** to your manager?
5. **remind ... of**: *v.* to make sure that sb. does not forget sth. 提醒, 使想起  
e.g. Thank you for **reminding** me of the meeting I have to attend.  
This hotel **reminds** me of the one we stayed in last year.  
The tune **reminds** me of the the same play that we saw a few years ago.
6. **prior**: *a.* coming before in time, order or importance 在前的  
e.g. She denied **prior** knowledge of the meeting.  
He didn't talk about his **prior** employment.
7. **follow up**: *v.* to act further on sth. 乘势采取行动  
e.g. The salesmen usually **follow up** a letter with a visit.  
As a news reporter, when something important happens, I have to **follow** it **up**.

## Passage Translation

### 成功的业务电话礼仪

在当今的业务环境下, 掌握适当的电话礼仪比以往任何时候都重要。我们的许多业务交流都是在电话上进行的: 在办公室、家里、车上, 实际上是在任何地方我们都会打电话。在各种各样的地方, 使用电话的技巧恰当与否既能促成交易, 也能断送交易或贸易关系。请看下面一些指导原则吧, 它们能帮助你把电话用作强有力的工具。

首先是接听用语。当你接业务电话时, 一定要说出你自己和公司的名称。如果你接听的是别人的电话, 一定要在问候时包含应接电话人的名字, 以免对方误以为打错了电话。例如, 如果鲍勃·约翰逊接的是吉姆·史密斯的电话, 他会说: “这是吉姆·史密斯的电话, 我是鲍勃·约翰逊”, 然后根据自己办公室的工作程序, 记下留言或处理来电。



## NEW Practical English

如果你是打电话的人，一定要从一开始就使用合适的电话礼仪。你要确实对负责为你的业务联系接听电话的“把门人”，即秘书、接待员等有礼貌，因为，比如说，在周五下午4:55分的时候，他们的老板正打算离开办公室，而正是他们有权为你接通（或不接通）电话。

当你接通了对方，如果他们一直在期待你的电话，你要提醒他们以前有过的谈话和约见。人们都很忙，只有你提醒他们能记起你的地方，他们才不会感到意外。如果你的电话不是他们所期待的，除非你的电话内容很短，否则就要问对方是否有时间和你交谈。如果对方没有时间，就应该简要说明你打电话的目的，并要求约时间以后再谈。

要有个电话日志。在电话机附近放一支铅笔和一个便条本，打电话时随手作记录。这样做有助于你“积极听”，并留作以后备查。要使用积极的听话应答词语，如“是的”，“我明白”，或“太好了”。这可以使对方知道你在注意听他们的讲话。

要用正面的口气结束电话，感谢对方花间接电话，并表示有兴趣再次同他们通电话（如果事实如此的话）。有礼貌地道一声再见会为以后再联络敞开大门。在当今这个地球村里，你永远无法知道你将来会与谁做生意，所以焚毁联系桥梁，即切断电话线，是不明智的。

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

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

### 8 Translate the following sentences into Chinese.

- 1) 如果你接听的是别人的电话，一定要在问候时包含应接电话人的名字，以免对方误以为打错了电话。
- 2) 你要确实对负责为你的业务联系接听电话的“把门人”，即秘书、接待员等有礼貌，因为，比如说，在周五下午4:55分的时候，他们的老板正打算离开办公室，而正是他们有权为你接通（或不接通）电话。
- 3) 人们都很忙，只有你提醒他们能记起你的地方，他们才不会感到意外。
- 4) 要用正面的口气结束电话，感谢对方花间接电话，并表示有兴趣再次同他们通话（如果事实如此的话）。
- 5) 在当今这个地球村里，你永远无法知道你将来会与谁做生意，所以焚毁联系桥梁，即切断电话线，是不明智的。

### 9 Shorten the passage to about 200 words according to the points below.

Much of our business communications is done on the phone, so proper telephone etiquette is more important than ever in today's business environment. The first thing to remember is greeting. When answering the phone for business, you should tell your name and your company's name. When answering somebody else's line, also be sure to include their name in your greetings, otherwise the other party would think they have reached a wrong number. Second, when making



the call, you should be polite from the start to the “gatekeepers” i.e. secretaries or receptionists, because they are the people who can put you through to their boss. Third, when making an expected call, you’d better remind the party of the prior conversation and appointment because they are busy and can seem surprised. If making an unexpected call, your call should be short and ask the party if they have the time for you, or briefly state the purpose of your call and ask for an appointment at a later time. Fourth, keeping a phone diary helps you listen actively and have a reference later, and using active listening noises like “Yes” or “I see” or “Great” helps the party know you are attentive. Last but not least, finish the call by thanking the party for their time and express your interest in speaking with them again, and say a gracious goodbye, which leaves the door open for further communication.

## **SECTION V Appreciating Culture Tips**

**Appreciate the following culture tips chosen around life philosophy and business ethics, and then search online for new logos, advertising slogans or mottoes to introduce to the class.**

**Key:** (Open)





# NEW *Practical English*

## ***Class Work Design: [Three Sessions - Six Contact Hours]***

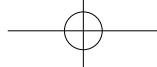
Session No.	Unit Sections Involved	Focal Points
Session 1 (90–100 min)	Section I Talking Face to Face	<ol style="list-style-type: none"><li>1. Format of a telephone message</li><li>2. Language features of a telephone message</li><li>3. Making a phone call</li><li>4. Answering a phone call</li><li>5. Taking / leaving a message</li><li>6. Focal expressions: the opening hours, by that name, the fixed phone, economical, at a good price Hello. This is ... May I help you? Hello, I'd like to speak to ... Hello, who's calling / speaking? I'm sorry, you must have dialed the wrong number. Hello. Is this the ...? Can you put me through to ...? A moment, please I'll connect you. Hold the line. I'll see if he's in. I'm afraid he isn't in at the moment. Any message, sir? Would you mind telling him that ...? I'm sorry, you've dialed the wrong number.</li></ol>
	Section II Being All Ears	
Session 2 (90–100 min)	Section III Trying Your Hand 1. Practicing Applied Writing 2. Writing Sentences and Reviewing Grammar	<ol style="list-style-type: none"><li>1. Taking / filling in a message</li><li>2. The subjunctive mood</li></ol>
	Section IV Maintaining a Sharp Eye Passage I For Conversation Press # 1	<ol style="list-style-type: none"><li>1. Understanding the advantages and disadvantages of cell phones</li><li>2. Key words and expressions: advance, account, connect, preferable, deposit, insert, chain, consequence, intend, unable, check out, credit card, save the bother of (doing sth.), pretty soon</li></ol>



## Unit Three Communication by Phone

continued

Session No.	Unit Sections Involved	Focal Points
Session 3 (90–100 min)	Passage II Business Telephone Etiquette for Success	<ol style="list-style-type: none"><li>1. Understanding business telephone etiquette and skills of handling / making / answering the phone for business</li><li>2. Key words and expressions: contact, deal, handle, identify, jot, prior, virtually, follow up, technique, remind ... of, reach the party, take / leave a message</li></ol>



## NEW *Practical English*

# *Suggested Teaching Procedures and Class Activities*

## SECTION I Talking Face to Face

### Imitating Mini-talks

The mini-talks in the Talking Face to Face section aim to help students to learn to talk in English through imitating the mini-talks around the unit topics. These mini-talks are tiny in content load and narrow in topic coverage. Students can easily learn them by heart and practice them in and out of class. The mini-talks are given here as a kind of warm-up for more intensive training of the students' English speaking ability.

In teaching, students should be first asked to read and recite the mini-talks given in the course book and then they should practice talking about these mini topics under the guidance of the teacher. Afterwards, students should be encouraged to give longer talks covering two or more of the mini-topics. Of course, students should also be encouraged to prepare their mini-talks in pairs in class or individually before or after class.

**Pair work.** The students practice the mini-talks and speak out the sentences for communication by phone.

— *Is it 223-5467?*

*Yes. Who is speaking please?*

— *This is Leena Krieg. May I speak to Bill Morgan?*

*Hello. Is this the Chemistry Department?*

— *May I speak to Mr. Mifflin?*

*Wait a minute.*

— *Can I take a message?*

*Please tell her to call me back this evening at 653-8923.*

— *This is the art museum. Can I help you?*

*Hello. I'd like to speak to Dr. Heckler.*

— *Nobody here by that name.*

*I'm sorry. I must have dialed the wrong number.*

### Acting Out the Tasks

**Pair work.** The students make short conversations by following the above mini-talks.

(Open)

## Studying Telephone Messages

**1** The students read the message and answer the following questions.

- 1) Who is calling?
- 2) When does he make the phone call?
- 3) What message does he leave?
- 4) Who is the person called?
- 5) What is he expected to do?
- 6) Who passes the message to the person called?

**2** The students read the message again and then translate the message orally under the guidance of the teacher.

## Following Sample Dialogues

**1** Pair work. The students read the sample dialogues after the teacher and find out the useful sentence patterns for making a phone call. Then the students will be asked to practice them.

— Hello. This is ... May I speak to ...?

I'm sorry, but ... is not in at the moment.

— When will ... be expected to be back?

He'll be back ...

— I'll call back.

Any message?

— Would you mind telling him that ... and ask him to call me ...

**2** Pair work. The students read the dialogues and speak out the sentence patterns for answering a phone call.

Hello. ABC company. May I help you?

I'm sorry, but he is not in at the moment.

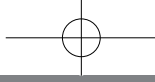
Hello, who's calling, please?

I'm sorry, you must have dialed the wrong number. This isn't ...

**3** Group work. The students role play the dialogues.

## Putting Language to Use

Group work. The students do the exercises in groups by reading aloud all the dialogues they have completed.



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### SECTION II Being All Ears

Training of listening ability in this course follows three steps: starting from individual sentences for telephone communication, going through practical dialogues / conversations and finally moving on to topic-oriented monologues or speeches. All the sentences for telephone communication, dialogues and speeches are career-related and will be useful for practical communication in the students' future career life. While learning the sentences, the students are required not only to be able to understand them, but also to use them in their oral communication.

#### Learning Sentences for telephone Communication

This part is to train the students in understanding and speaking out the sentences. In other words, the focus is on listening comprehension at the sentence level.

- 1 The students listen to the ten sentences given in the course book and repeat them in the pauses allowed, trying to understand and learn to say them by referring to their Chinese meanings. In other words, this is not a purely listening exercise; it's actually a class activity in which the students learn to say these sentences through listening and repeating.
- 2 The students listen again to the above sentences rearranged in sequence, and match them with their Chinese translations. Then the teacher checks their answers. The focus here is shifted to helping the students to make quick responses in catching the meaning of the sentences the students have heard.
- 3 The students listen twice to the ten short statements given in the course book, and then translate them into Chinese orally, imitating the way to do oral interpretation. Again the focus is on making quick responses in giving the oral interpretation. The students learn to give the right responses to the similar sentences they have heard, getting ready to move to the training on the dialogue level.

#### Handling a Dialogue

This part is moving from the sentence level to the dialogue level. In other words, the focus is on helping the students to learn to carry out a short conversation.

- 1 The students listen twice to a dialogue, and then decode the message given in the course book by finding the correct choices given in brackets according to what they have heard. The focus is on giving quick responses in the dialogue.
- 2 The students listen to the dialogue again and then the teacher asks them to answer the questions given in the course book orally. Giving answers is seen as the signal of correctly understanding the

dialogue.

- 3 The students listen to the dialogue for the last time and work in groups to complete the responses in the blanks left in the dialogue.

## Understanding a Short Speech / Talk

Here the “speech / talk” refers to the listening material we have chosen for training the students to understand a short piece of continuous oral message and therefore all of them are of colloquial style. It can be a speech, a talk, an oral announcement or even a verbal call for comments. Obviously, this part of training is carried out to help the students to follow the continuous oral presentation of a specific practical activity which is oriented to the unit topic. So its focus is first on listening comprehension of the message conveyed about an activity or an event, and then shifting to the recasting the message in various ways, including giving a summary orally or in writing. Therefore, the teacher could give some helping hints for students to follow in their making a summary in the form of an oral composition in class.

- 1 The students listen to a short speech on phone twice and during the second listening, put back the missing words in the blanks. After listening, the students work in groups to read the whole speech again.
- 2 The students listen to the short speech again and match the information in Column A with the choices in Column B. Then they work in pairs to exchange their matching.
- 3 The students work in groups to answer the questions given in the course book and then do an oral composition to summarize the general idea of the speech. Finally, each student should write out a summary of the speech on their own. The last step is actually to help the students to make a summary of what they have heard. The oral composition is useful for students to learn to write a passage. The students might be asked to write down what they have learnt through participating in the class oral composition.

## SECTION III Trying Your Hand

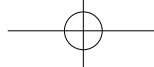
### Practicing Applied Writing

- 1 Format analysis

#### Sample analysis

The teacher makes the following brief analysis of the format of a telephone message.

Phone message is often used in the office or at home. If the person calling thinks there is



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something important, he often leaves a phone message to inform the person who isn't available at the moment. The message includes at least the following points:

- (1) the calling time
- (2) to whom
- (3) from whom
- (4) phone number
- (5) the important content

The teacher may take Sample 1 as an example for the analysis and asks the students the following questions:

- (1) Who is the person called?  
(Mr. David.)
- (2) Who is the person calling?  
(Mr. George Wilson.)
- (3) When was he calling?  
(9:30 A.M.)
- (4) What is his phone number?  
(583 1625-24.)
- (5) Did he want Mr. David to call him back?  
(Yes, he did.)
- (6) What message did he leave?  
(The words "He was back from the Singapore Trade Fair.")
- (7) Who received the phone?  
(Karen.)

**2 Simulated writing.** The students do the Simulate and Create Exercises 2–3.

## Writing Sentences and Reviewing Grammar

### **1 Grammar review**

**1. The teacher gives the following brief definition of the subjunctive mood.**

The subjunctive mood is used when we want to express a wish, request, recommendation or report of a command. Also, the subjunctive mood is used to express something that is contrary to the fact, highly unlikely or doubtful.



2. The teacher helps the students to review the verb forms of the subjunctive mood through the following summary:

	In the conditional clause	In the main clause
Contrary to the present	simple past tense	would / (should / could / might) + verb
Contrary to the past	Had + past participial	would (should / could / might) + have + verb
Contrary to the future	were + to V should + verb	would (should / could / might) + verb

- 2 Students do Exercises 4–6 in class or after class.

## SECTION IV Maintaining a Sharp Eye

### Passage ① For Conversation Press # 1

1 Warm-up questions

- 1) What are the advantages of the cell phone?  
(Open)
- 2) What are the advantages of the e-mail and voice mail?  
(Open)

2 Reading aloud

The students read the passage twice in two different ways (individually and in chorus).

3 Questions for group discussion

The students are given several minutes to discuss the following questions in groups and then they present their results to the class. The teacher should make comments on their presentation.

- 1) Why does the author feel lonely with a cell phone, e-mail and voice mail in hand?  
(Because people stop talking face to face to one another.)
- 2) Why does the author feel he is invisible and absent from his conversation with his friend?  
(Because his friend was busy talking on the phone, completely forgetting his presence.)
- 3) Why do people think cell phones are preferable to human contact?  
(Because they can be used anywhere and anytime.)



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- 4) What are the advantages of the e-mail and voice mail according to the author?  
(With e-mail, we can communicate without seeing or talking to one another; and with voice mail, we can conduct entire conversations without ever reaching anyone.)
- 5) What's the consequence brought about by the communications technology?  
(People lose their intimacy of interaction.)
- 6) What's the author's attitude towards the communications revolution?  
(He thinks it's great, but worries about its unintended consequences.)

### 4 Key words and sentence structure simulation

The teacher guides the students through the Read and Simulate Exercise and let them find out key words and sentence structures, and then simulate for themselves the patterns and the expressions (*italicized parts given below*) used in the sentences taken from the passage.

- 1) *be filled with ... talking*
- 2) *used to ...*
- 3) *Why is it that ...?*
- 4) *As ...*
- 5) *Why say ... when you can ...*
- 6) *Pretty soon ... won't ...*

### 5 Translation practice

The students are given several minutes to prepare for the translation of the last three paragraphs in groups. Group presentation of the translation is required in the class.

### 6 Word consolidation

The students choose the useful words and phrases from the passage, and then the teacher demonstrates their usage. The following should be chosen and further practiced. The students make up at least two sentences using the chosen words and phrases in groups.

1. **advance:** *n.* an improvement, (syn.) a breakthrough 前进, 进展  
e.g. There have been great **advances** in medicine in the last 60 years.  
This model is a great **advance** on the previous ones.  
**in advance of:** more highly developed 在...之前, 超出  
e.g. Their training facilities are far **in advance of** anything we have.  
**in advance:** ahead of time 预先, 事先  
e.g. Everything had been fixed **in advance**.
2. **connect:** *v.* to attach, join together; to reach sb. by telephone 连接, 接通  
e.g. I **connected** the antenna to the TV set.  
A new road **connects** the two small cities.
3. **preferable:** *a.* better or more suitable, to be preferred 更可取的, 更好的  
e.g. Gradual change is **preferable** to sudden, great change.

Milk is fine, but cream would be **preferable**.

4. **deposit:** *v.* to place sth. valuable, such as money, in a bank account; place valuables for safekeeping 将(钱)存入银行, 存储  
 e.g. Sam **deposited** two hundred dollars in his savings account.  
 Mrs. Heckler **deposited** her jewelry in a safe.
5. **insert:** *v.* to put sth. into, between, or among 插入, 嵌入  
 e.g. The old lady carefully **inserted** the letter into an envelope.  
 The professor **inserted** a comment in the margin.
6. **chain:** *n.* a series of related things or events; a group of stories / restaurants 一系列的事物, 连锁店  
 e.g. The king's murder started a **chain** of events that led to a war.  
 That bookstore is part of a **chain**; you can find the chain stores in cities all over the country.
7. **check out:** to pay the bill and leave a hotel 退房  
 e.g. Mr. Smith **checked out** on Jan. 26.  
 The students had to **check out** at five in the morning.

#### 7 Confirmation of content awareness.

The students do Exercises 2–4.

## Assignments for the Above Two sections

Written work.

1. The students do Exercise 7 in the Written Part.
2. The students do Exercises 5&6.

## Passage ② Business Telephone Etiquette for Success

### 1 Warm-up questions

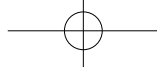
- 1) What do you know about business Telephone Etiquette?  
(Open)
- 2) Is business telephone etiquette important in today's business environment? Why?  
(Open)

### 2 Understanding business telephone etiquette

The teacher asks the students to read the passage and summarize the techniques mentioned in the passage.

For Reference:

- 1) When answering the phone for business, be sure to identify yourself and your company;
- 2) If answering someone else's line, be sure to include their name in your greeting, so that the



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- other party does not think they have reached a wrong number;
- 3) When making the call, be sure to use proper phone etiquette from the start;
  - 4) If your call has been expected, remind them of the prior conversation and appointment;
  - 5) If your call is not expected, unless it will be a short call, ask the party if they have the time for you;
  - 6) If the other person does not have time, briefly state the purpose of your call and ask for an appointment to follow up at a later time;
  - 7) Have a phone diary;
  - 8) Employ active listening noises such as “Yes” or “I see” or “Great”;
  - 9) End the call on a positive note by thanking the other person for their time and express an interest in speaking with them again (if that is true);
  - 10) A gracious good-bye leaves the door open for further communication.

Then the students do Exercise 7.

### 3 Translation practice

The students do Exercise 8 either in class or after class.

### 4 Word consolidation

The teacher asks the students to choose the useful words from the passage, and then demonstrates their usage. And the important words given in the part of Language Points should be explained and practiced on.

### 5 Rewrite the passage

On the basis of the phone etiquette summarized, the students are required to do Exercise 9.

## SECTION V Appreciating Culture Tips

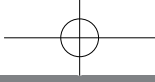
The Culture Tips are mainly chosen around life philosophy and business ethics. The teacher holds a class discussion of what the students think of these mottoes.

The students are also encouraged to search online for new logos, advertising slogans or mottoes and introduce them to the class.

### Group Work for This Unit

#### Group discussion

The students work in groups to talk about the phone service in China, and then give a presentation to the class, using PPT.



## **Unit Three** Communication by Phone

### **Communicative Tasks**

Work in pairs and role play the following tasks.

- 1) You are calling Tom to invite him to a concert on Friday evening, but he isn't available. His roommate asks you to leave a message.
- 2) You are talking about the advantages and disadvantages of a cell phone with your friend.
- 3) Conversation presentations are required in the next class.



# Unit | **Four**

## **Hotel Service**

### ***Unit Goals***

#### ❖ **What You Should Learn to Do**

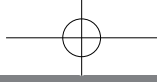
1. Book a hotel room and service

### ***Linguistic Realization***

#### ❖ **Useful Sentences**

##### **Talking Face to Face and Being All Ears**

1. I'd like to book a single room in your hotel.
2. May I reserve a double room from the 5th to the 7th in your hotel?
3. I would like to have a single room with shower for three nights.
4. I would like to make a reservation for a standard room with an open view of the sea.
5. Is a room with a balcony (阳台) available in your hotel?
6. We would like to have three double rooms on the third floor.
7. Do you have a heated swimming pool in your hotel?
8. Can I reserve a quiet room to get access to the Internet?
9. I wonder if you have a meeting room available for the morning of May 10th.
10. I would like to reserve a room with an air conditioner.



## Unit Four Hotel Service

### 2. Check in / out at a hotel

#### Talking Face to Face and Being All Ears

1. I have a reservation with you.
2. We have made a room reservation here.
3. I have booked a single room with access to the Internet here.
4. I would like to stay here for a week. I have already booked the room.
5. Do you accept a traveler's check?
6. What is the rate for a double room for one night?
7. Can I pay by credit card or in cash?
8. The rate for a double room for one night is \$150.
9. May I have your name, please?
10. May I have your phone number?
11. What kind of room would you like to have? / What kind of room do you have?
12. You have booked a twin bed for two nights.

### 3. Fill in a reservation form

#### Talking Face to Face and Being All Ears

1. Would you please fill in / out the reservation form?
2. You have to write your full name here.
3. May I sign my name here?
4. Your zip code is OH45029. Is that right?

### 4. Fill in a room reservation card

#### Trying Your Hand

Writing Sentences and Reviewing Grammar

1. Format
2. Language features

#### ❖ What You Should Know About

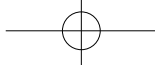
1. Hotel services in the USA
2. Relative clauses

#### ❖ Unit Sections Involved

##### Maintaining a Sharp Eye

Passages I & II





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# Key and Translation

## SECTION I Talking Face to Face

### Imitating Mini-talks

- 1 Work in pairs. Look at the picture and recite the following mini-talks for making reservations or checking into a hotel.

### Acting Out the Tasks

- 2 Work in pairs and perform the tasks by following the above mini-talks.  
(Open)

### Studying Hotel Ads

- 3 Hotels usually advertise in newspapers to attract guests. Now look at the following advertisements and try to use the information in them in your face-to-face talks.

*Chinese Version of the Samples:*

#### 样例1

#### 假日旅馆

#### 客房服务指南

传 真: (801) 359-2859

订房电话: 800-466-8356

- |  |                              |
|--|------------------------------|
| <input type="radio"/> 109间客房             | <input type="radio"/> 新近重装开业 |
| <input type="radio"/> 免费拨打市内电话           | <input type="radio"/> 提供免费早餐 |
| <input type="radio"/> 露天游泳池              | <input type="radio"/> 附近有滑雪场 |
| <input type="radio"/> 无烟房间               | <input type="radio"/> 儿童免费   |
| <input type="radio"/> 上午6:00至晚上10:00供应咖啡 |                              |
| <input type="radio"/> 24小时营业             |                              |

## 样例2

## 绿色乡村旅馆

敬告125室宾客：

房价：

1人居住	每天50美元
2人居住	每天65美元
3人居住	每天70美元
4人居住	每天75美元

1. 请勿将宠物单独留在房间内。
2. 退房时间：上午11:00。
3. 退房时请将房间钥匙留在房间内。
4. 所有的珠宝首饰和贵重物品必须在接待处寄存。否则，造成损失酒店概不负责。
5. 若员工服务有疏忽或怠慢，欢迎您向旅馆经理投诉。

## Following Sample Dialogues

- 4 Read the following sample dialogues and try to perform your own tasks.

## Putting Language to Use

- 5 Imagine your foreign client is coming for a business talk and you are making a reservation at a hotel for him. Complete the following conversation with the receptionist by filling in the blanks.

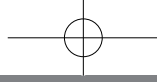
Key: 1) date 2) staying 3) a week 4) a room  
5) charge 6) hotel cost 7) deposit 8) before

- 6 Imagine you are checking in at a hotel. You are talking with the receptionist. Fill in the blanks according to the Chinese version provided.

Key: 1) I have a reservation with you  
2) May I have a look at your passport  
3) Would you please fill out the registration form  
4) Here is the key card to Room 5012  
5) The bell-man will show you the way

- 7 Imagine you are checking out at a hotel. Play your role according to the clues given in brackets.

Key: 1) I would like to check out.  
2) You checked in three days ago.  
3) How much is the rate / rent per night?  
4) How are you going to pay, in cash or by credit card?  
5) Here is the change, \$23.



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### SECTION II Being All Ears

#### Learning Sentences for Workplace Communication

**1** Listen to ten topic-related English sentences for workplace communication cross-referenced with their Chinese translation and try to remember them.

- 1) Good morning. Holiday Inn, Reservations.
- 2) May I reserve a double room?
- 3) I wonder if you have a single room available for tomorrow.
- 4) I'm sorry. We don't have any room available now.
- 5) Shall I have to send in a deposit?
- 6) When will you check into the hotel?
- 7) What is the rate for a single room here?
- 8) You have to check out before 2 o'clock P.M.
- 9) Do you pay by credit card or in cash?
- 10) Do you accept traveler's checks?

**2** Listen again to the above sentences rearranged in sequence, and then match them with their Chinese translation.

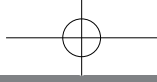
- Script:**
- 1) When will you check into the hotel?
  - 2) I wonder if you have a single room available for tomorrow.
  - 3) Do you pay by credit card or in cash?
  - 4) You have to check out before 2 o'clock P.M.
  - 5) Do you accept traveler's checks?
  - 6) Good morning. Holiday Inn, Reservations.
  - 7) I'm sorry. We don't have any room available now.
  - 8) What is the rate for a single room here?
  - 9) Shall I have to send in a deposit?
  - 10) May I reserve a double room?

**Key:**

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

**3** Listen to ten topic-related English sentences for workplace communication and translate them into Chinese orally.

- Script:**
- 1) May I have a reservation in your hotel?
  - 2) I would like to check in.
  - 3) What kind of room do you want?
  - 4) Would you please show me your ID card or passport?
  - 5) How long will you stay here?



- 6) How much do you charge for a single room one night?
- 7) How do you want to pay?
- 8) Sorry, we don't have any room available for tonight.
- 9) I want a room with a double bed.
- 10) Is breakfast included in the bill?

**Key:**

- 1) 我可以在你们酒店预订房间吗?
- 2) 我想办理入住手续。
- 3) 您想要什么样的房间?
- 4) 请给我看一下您的身份证或者护照好吗?
- 5) 您要在这里住多久?
- 6) 单人房间一晚多少钱?
- 7) 你想怎样付账?
- 8) 对不起，我们今晚没有空房了。
- 9) 我想要一个有双人床的房间。
- 10) 房费里包括早餐吗?

## Handling a Dialogue

**Script:**

**Receptionist:** Hi, sir, may I help you?

**Client:** Yes, I'd like a single room with bath just for a couple of nights.

**Receptionist:** Have you made a reservation?

**Client:** Yes, I have. I made it just now at the airport.

**Receptionist:** May I have your name, please?

**Client:** Yes. My name is Tom Johnson.

**Receptionist:** Oh, yes, Mr. Johnson. We have your reservation here. Would you please fill out this registration card?

**Client:** Certainly.

**Receptionist:** Your room number is 235, on the second floor. Here is the key to your room.

**Client:** Thank you. When do I pay for the room?

**Receptionist:** You can pay when you check out.

**Client:** By the way, does the price include breakfast?

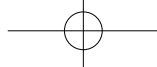
**Receptionist:** Yes. Breakfast will be served from 7 A.M. to 10 A.M.

**Client:** Where is it?

**Receptionist:** It's on the ground floor on the left.

**Client:** It's very kind of you. Thank you again.

**Receptionist:** You are welcome. Enjoy yourself and have a pleasant stay.



## NEW *Practical English*

- 4** Listen to a dialogue and decode the message by finding the correct choices given in brackets according to what you have heard.

**Key:** 1) bath 2) at the airport 3) card 4) 235  
5) included 6) served 7) cost 8) enjoy

- 5** Listen to the dialogue again and then answer the following questions orally.

**Key:** 1) A single room with bath.  
2) At the airport.  
3) On the second floor.  
4) On the ground floor.  
5) For 3 hours.

- 6** Listen to the dialogue for the last time and fill in the blanks according to what you have heard.

**Key:** 1) I made it just now at the airport  
2) My name is Tom Johnson  
3) You can pay when you check out  
4) Yes. Breakfast will be served from 7 A.M. to 10 A.M.  
5) It's on the ground floor on the left

## Understanding a Short Speech / Talk

### Script:

Welcome to Courtyard Hotel. It is our pleasure to welcome you as our guest and to wish you a pleasant stay here. It is very important to us that your stay should be as comfortable and as enjoyable as possible. We take great pride in providing our guests with the highest levels of professional service and hospitality. And it is our goal to meet your expectations.

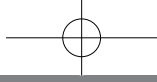
A comfortable stay is always a more productive one. So if there is anything we can do to make your next trip more pleasurable, feel free to tell us about it. To share your feedback, dial 0 to reach the front desk or fill out the comment card in your room and give it to a member of our staff. Thank you for choosing our hotel.

- 7** Listen to a hotel's call for comments twice and in the second listening, put back the missing words in the blanks.

**Key:** 1) pleasant 2) comfortable 3) pride 4) service 5) meet  
6) feel free 7) dial 0 8) fill out 9) member 10) choosing

- 8** Listen to the hotel's call for comments again and match the information in Column A with the choices in Column B.

**Key:** 1) a 2) d 3) c 4) a 5) d



9 Write out the general idea of the hotel's call for comments in one paragraph by answering the following questions.

**Key:**

- 1) The hotel management.
- 2) The speaker is seeking comments from the staying guests.
- 3) The hotel takes quality service as its top priority.
- 4) The hotel tries to provide the highest level of professional service.
- 5) The guests may phone the front desk or fill in the comment card and leave it with any staff member of the hotel.

**General idea:**

The hotel management is seeking comments from the staying guests. It says that the hotel takes quality service as its top priority. The hotel tries to provide the highest level of professional service and hospitality in order to meet the guests' expectations. The hotel management invites the guests to give their comments for improving the hotel service. The guests may phone the front desk or fill in the comment card and leave it with any staff member of the hotel.

## SECTION III Trying Your Hand

### Practicing Applied Writing

1 Read the following two samples of room reservations and learn to write your own.

*Chinese Version of the Samples:*

样例1

#### 普渡大学纪念俱乐部 房间预订申请

请预订如下：（请用印刷体书写。如包括小孩，请列出姓名和年龄。）

姓名：南希·布朗

街道：佳能山路100号

所在州、市：俄亥俄州辛辛那提市

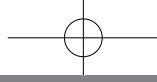
邮编：OH45029

电话：513-979-2600

结账时间：下午1:00

如果俱乐部不能提供您所要求的所有房间，您是否同意预定其他空闲房间？是 ☒ 否 ☐

除非提出保证或预交押金，否则所预订的房间在晚6:00取消。



## NEW Practical English

房间类型 (圈出您想选择的类型)	人数与价格			
	1	2	3	4
两张豪华双人床	94.00美元	104.00美元	111.00美元	120.00美元
一张双人床和一对单人床	78.00美元	85.00美元	93.00美元	——
高级大床	78.00美元	85.00美元	——	——
豪华套房	180.00至290.00美元			

儿童与父母同住的全家住宿费：如同住一室，不额外收费；如分住两室，每室单独计费。周末每人申请入住的房间数量仅限三间。如您需要进一步说明，请另附便条。请将填好的申请表邮寄至普渡大学纪念俱乐部预定部。

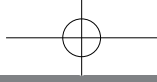
普渡大学纪念俱乐部  
印第安那州，拉法叶市  
邮编：47906-3584  
电话：(756) 494-8900  
预订电话：(800) 320-6291  
[www.hotel.purdue.edu](http://www.hotel.purdue.edu)

### 样例2

#### 旅馆登记卡

客人姓名： 大卫·史密斯  
入住时间： 2010年5月3日  
结账时间： 2010年5月6日  
房间类型： 单人间  
房间价格： 每晚169美元  
付款方式： 信用卡（号码：537 496 823549）  
旅行社代理： 苏珊·布朗  
旅行社传真号码： 021-40508462





## Unit Four Hotel Service

### 2. One More Sample of Registration Card

Name: Li Jian  
Permanent Address: 56 South Lake Avenue,  
Jiangzhou City, China  
Tel: 075-6312591  
Room type and number: one double room  
Check in: 28 / 3 / 2010  
Check out: 2 / 4 / 2010  
Payment: Traveler's check  
Room rate: \$139 per night  
Travel agent: Ann Fisher  
Agent's e-mail address: afagent@hotmail.com

### 2 Complete the application form according to the information given in Chinese.

#### Reservation Form

Reservations  
Ramada Inn  
Salt Lake City  
230 West 600 South  
Salt Lake City, Utah 84101  
(801)364-5200

Guest's name: Wang Hua  
Check in: 5 / 9 / 2010 Check out: 8 / 9 / 2010  
Room type and number: four double rooms (for three nights)  
one meeting room on Sept. 6  
Payment: in cash  
Tel. Number: 0086-0431-5689672  
Fax: 0086-0431-5689675  
E-mail address: dongf@public.cc.jl.cn



## NEW Practical English

- 3 Suppose you are travelling abroad in a group and you are asked to help your Chinese friend to fill in the following form. Practice this with your classmates.

(Open)

### Writing Sentences and Reviewing Grammar

- 4 Fill in the blanks with appropriate relative pronouns or adverbs.

Key: 1) who 2) when 3) which 4) which 5) who / that  
6) which 7) whose 8) where 9) that 10) whom

- 5 Correct the errors in the following sentences.

Key: 1) which → that 2) that → which  
3) who → whom 4) which → where  
5) who → that 6) which → that  
7) which → why 8) that → whom  
9) criticisms 后加 that 10) that → which

- 6 Translate the following sentences into English.

Key: 1) This is the place where / at which the traffic / car accident occurred.  
2) The contributions (that / which) he has made to the country will never be forgotten.  
3) I'd like to see the employee who has put forward the valuable suggestion.  
4) Could you tell me the reason why you refused the invitation to his birthday party?  
5) The pen, which I bought yesterday, will be sent to you as a gift.  
6) I can't tell you the exact time when she will be in Guilin.  
7) He sold the house, which annoyed his wife.  
8) The ship that / which is being loaded is leaving / sailing tomorrow.  
9) I didn't get a pay rise, but this wasn't the reason why I left.  
10) I'm sure I'll enjoy everything that you cook.

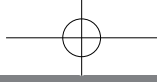
- 7 Write a letter of complaint about 120 words to describe the picture given. Some useful words or phrases are provided to help you. You may start the passage with the sentence "On July 16 my friends and I arrived at your inn, hoping to spend an enjoyable weekend."

Key:

Dear Madam or Sir,

On July 16 my friends and I arrived at your inn, hoping to spend an enjoyable weekend. Since your ad says "have a good time or get your money back", I am requesting that you refund our money.

From the moment we arrived, there were problems with the service. First, a very unfriendly desk clerk couldn't find our reservation. After waiting for almost half an hour, we were led by



## Unit Four Hotel Service

another unfriendly bell-boy to our room. The room, which had a view of a parking lot instead of the bay, had not yet been cleaned, so we found dirty towels on the beds and cigarette ends on the floor. This was not the weekend we had been looking forward to.

Service at your inn was not as I expected. So I strongly insist that you give me my refund.

Yours sincerely,  
XXX (Your signature)

# SECTION IV Maintaining a Sharp Eye

## Passage ① Climer Lodge

### Information Related to the Reading Passage

#### 1. Kinds of hotels in the United States:

Places to stay for a short time may be called hotels, hostels, motels or motor hotels, inns, lodges or resorts. Hostels, also referred to as youth hostels, are often for students working away from home. Motels have plenty of parking space and are usually near a freeway or highway. Inns are usually like motels. Lodges and resorts, or resorts hotels, are in the mountains, on the coast, or near lakes.

#### 2. Kinds of beds:

Beds go by many different names. Starting with the smallest, there are single, twin, double, queen and king size ones. “Long boys” are for exceptionally tall people. At some hotels, queen beds are the smallest size used, so a double room has two of them. Some hotels even offer their guests waterbeds. A rollaway can be moved into a room to sleep an extra person. Hide-a-beds are sofas that fold out to make beds.

### Language Points

#### 1 Explanation of Difficult Sentences

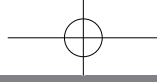
1. (Para. 1) We are fortunate to have this beautiful facility to accommodate very special guests of Miami University.

**Analysis:** In this sentence the infinitive phrase *to have this beautiful facility ...* is used as an adverbial of reason, modifying *are fortunate*.

**Translation:** 我们很荣幸为迈阿密大学尊贵的客人们提供优美的住宿条件。

**Example:** Miss Wang is very fortunate to have a chance to do her research work in Britain.

2. (Para. 3) On the lower level of Climer you will find an ice machine, a canned beverage machine, a lounge area and kitchenette where coffee and tea and a light continental breakfast



## NEW Practical English

are provided.

**Analysis:** *Where* introduces a relative clause modifying the antecedent *kitchenette*. *In which* can be used instead of *where*.

**Translation:** 在旅馆底层有冰箱、罐装饮料机、休息区和小厨房，那里提供咖啡、茶和欧式简餐。

**Example:** This is the famous small town where / in which Einstein once lived and worked.

3. (Para. 6) Upon departure, please leave the key in your room.

**Analysis:** *Upon departure* is a prepositional phrase used as an adverbial of time, meaning immediately after departure. *Upon* is the same as *in* this case.

**Translation:** 离开房间时请把钥匙留在房间内。

**Example:** Upon departure, please check your luggage again in case something is left behind.

4. (Para. 7) No need to dial the 52 prefix.

**Analysis:** In this sentence *there is* is omitted. The whole sentence should be *There is no need to dial the 52 prefix*.

**Translation:** 无需拨打前两位号码52。

**Example:** No work to do for the time being.

5. (Para. 12) ... weekend guests will be provided with extra towels to make your stay more comfortable.

**Analysis:** *To make your stay more comfortable* is an infinitive phrase used as an adverbial of purpose, meaning in order to ...

**Translation:** 为保证度周末的客人起居舒适，我们为您提供了备用毛巾。

**Example:** They went to the hospital by taxi (in order) to get there as soon as possible.

6. (Para. 12) An iron and ironing board is available upon request.

**Analysis:** *Upon request* means when / if requested. This is a useful phrase in business English.

**Translation:** 如需要，我们还可以向您提供熨斗和熨衣板。

**Example:** Breakfast can be brought to the room upon request.

7. (Para. 13) May we have your comments or suggestions?

**Analysis:** It is a more polite way to use an interrogative sentence to ask someone's favor than to use an imperative sentence.

**Translation:** 您能对我们的工作提些意见或建议吗？

**Example:** May we have your address and telephone number?

### 2 Important Words

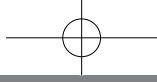
1. **lodge:** *n.* small house which people stay in 小旅馆

*v.* to live in someone else's house for only a short period of time 寄宿，临时暂住

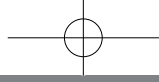
e.g. They went to a shooting **lodge** in Scotland for the weekend.

He had arranged for me to **lodge** with his daughter and son-in-law.

2. **facility:** *n.* equipment, buildings, services that are provided for a particular activity or purpose  
设施，场所



- e.g. She had no cooking **facilities** in her room.  
Only six countries had the **facilities** and know how to produce advanced weapon systems of this kind.
3. **accommodate**: *v.* to provide people with a place to live or stay 提供食宿  
e.g. They can't **accommodate** guests at the moment.  
They have not given up hope of finding financial support to **accommodate** these people properly.
4. **note**: *v.* to pay attention to and remember 注意并记住  
e.g. Please **note** that this bill must be paid within ten days.  
His audience, I **noted** with regret, were beginning to look bored.
5. **lounge**: *n.* room in a hotel, club, etc. where people sit and relax 休息室, 客厅  
e.g. In the **lounge** of the hotel, drinks are usually more expensive than in other places.  
We stayed in the **lounge** for about two hours, talking about the people and things we remembered at school.
6. **emergency**: *n.* an unexpected and difficult or dangerous situation 紧急情况  
e.g. These bells are supposed to be used only in **emergencies**.  
The plane made an **emergency** landing.
7. **apologize**: *v.* to say one is sorry, as for a fault or for causing pain 道歉  
e.g. I **apologize** to her for stepping on her foot.  
He should **apologize** to the chairman for arriving late.
8. **inconvenience**: *n.* a state of difficulty when things don't suit one 不便, 不便之处  
e.g. It causes a lot of **inconvenience** when buses don't come.  
All that travel will be a great **inconvenience** to me.
9. **lack**: *n.* shortage, absence 短缺, 缺乏  
*v.* to be without, not have enough of 没有, 缺乏  
e.g. His department was shut down for **lack** of funds.  
Large masses of people **lack** the necessities of life.
10. **additional**: *a.* extra or more than those mentioned or already there 另外的, 附加的  
e.g. This was an **additional** proof of his ignorance.  
This problem is **additional** to their major financial anxieties.
11. **jot**: *v.* to write quickly, especially without preparation 草草记下, 匆匆写下  
e.g. I **jotted** down the name of the book that he was talking about.  
Let me **jot** down your telephone number.



# NEW Practical English

## Passage Translation

### 迈阿密大学克莱姆旅馆

#### 住宿指南

欢迎您入住克莱姆旅馆，我们荣幸地为迈阿密大学尊贵的客人提供优美的住宿条件。在我们向您提供服务期间，我们提请您注意以下事项：

- 客房部经理住在大厅入口旁的129室，您可以拨打9-5226与他联系。平时每天下午5:00以后以及周末期间，您若有问题或要求，请与客房部经理联系。
- 在旅馆底层有冰箱、罐装饮料机、休息区和小厨房，那里提供咖啡、茶和欧式简餐。
- 休息区开放时间：  
每天早晨6:00至晚上11:00。此处为禁烟区。
- 娱乐中心开放时间：  
周日至周四上午9:00至晚上10:00；周五、周六上午9:00至晚上11:00。游泳池无救生员值班。孩子在池中戏水时需家长在场全程陪同。桑拿浴房禁止儿童入内。
- 结账时间为上午10:00，离开时请把钥匙留在房间内。

#### 使用电话须知：

- 校内电话：只需拨打后5位号码，无需拨打前面的两位号码52。
- 当地电话：先拨打88，再拨打7位校外电话号码。
- 需要由AT&T公司接转的电话（包括对方付费电话和磁卡电话等）：先拨80，再拨区号（拨打长途电话时的区号），然后拨电话号码。
- 拨打国际长途：拨8-011-国家代码-城市代码-电话号码。
- 呼救电话：拨打公共安全电话：911（匪警、火警、急救）。

由于周末我们不能提供清扫房间服务，为了保证度周末的客人起居舒适，我们为您提供了备用毛巾。对于没有清洁服务给您带来的不便我们深表歉意。

如果您需要，我们还可以向您提供熨斗和熨衣板。

如有事，请与我们联系，办公时间拨打9-1279，晚间或周末拨打9-5226。

如果您有任何其他要求，请与客房部经理联系（分机号：9-5226）。

我们希望您在此居住期间感到舒适和愉快。

多谢您的光临。

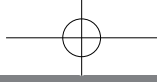
\*\*\*\*\*

恳请您对我们的工作提出意见和建议。

如有意见或建议，请写在这张表格的背面，并将表格与钥匙一同留下。

我们欢迎您提出宝贵意见。

俄亥俄州牛津市  
迈阿密大学  
克莱姆旅馆  
邮编：45056



## Unit Four Hotel Service

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

**Key:** 1) F 2) T 3) F 4) T 5) F  
6) F 7) F 8) T 9) T 10) T

**2 Fill in the blanks without referring to the passage.**

**Key:** 1) facilities 2) canned beverages / drinks  
3) breakfast 4) services  
5) center 6) evening  
7) board 8) weekends  
9) comfortable 10) enjoy

**3 Complete each of the following statements according to the passage.**

**Key:** 1) resident manager 2) in the kitchenette  
3) 10:00 A.M. 4) 52  
5) 911 6) on weekends  
7) business hours 8) comments or suggestions

**4 Fill in the blanks with the proper words given below, changing the form if necessary.**

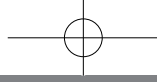
**Key:** 1) accommodation 2) entrance  
3) residence 4) services  
5) instructions 6) additional  
7) apologize 8) inconvenience  
9) comfortably 10) available

**5 Translate the following sentences into English.**

**Key:** 1) In case of emergency, please dial the alarm number 110.  
2) The off-campus students go to and from school every day by school bus.  
3) The receptionist jotted down his name and ID number before arranging for his room.  
4) Upon departure, please switch off / turn off the air-conditioner.  
5) If you have any additional requests or needs, please contact the resident manager.

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

**Key:** 1) They were fortunate to have got admission tickets to attend the famous scientist's lecture.  
I was fortunate to see his excellent performance yesterday.  
2) Don't hesitate to contact me if you need more information about the service.  
Please contact our sales manager if you are interested in our new products.  
3) Upon departure, please check to make sure that nothing is left behind in the hotel.  
Upon arrival, you should find a guide to help you go sightseeing.  
4) The project is designed to provide young people with jobs.



## NEW Practical English

The laid-off workers are provided with necessities of life for a period of time by the companies they have worked with.

- 5) I apologize to you for my not contacting you in time.

Mr. Howard apologized to his students for lack of patience and keeping on shouting at them.

- 6) May I have your telephone number and e-mail address?

May we have your advice or opinions on the management of the hotel?

## Passage ② What to Include in a Hotel Guest Survey

### Information Related to the Reading Passage

#### 1. Description of a hotel survey

A hotel survey includes customer satisfaction with the Front Desk, Guest Services, Guest Room / Bath, Room Service, Restaurant, Lounge, and an overall rating.

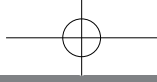
#### 2. An online survey template(模板)

#### Hotel Survey

Please take a moment to rate our services. Thank you for giving us the opportunity to serve you.

Evaluation Scale	(5)Superior	(4)Excellent	(3)Good	(2)Fair	(1)Poor
<b>Overall Experience</b>	5	4	3	2	1
<b>Check In</b>					
Service	5	4	3	2	1
Speed	5	4	3	2	1
<b>Room</b>					
Value	5	4	3	2	1
Comfort	5	4	3	2	1
Cleanness	5	4	3	2	1
Room Service	5	4	3	2	1
<b>Food and Restaurants</b>					
Variety	5	4	3	2	1
Quality of food and drinks	5	4	3	2	1
<b>Hotel Staff</b>					
Staff was friendly	5	4	3	2	1
Prompt service	5	4	3	2	1
<b>Check Out</b>					
Convenience	5	4	3	2	1
<b>Overall Experience</b>	5	4	3	2	1





## Language Points

### 1 Explanation of Difficult Sentences

1. (Para.1) He stayed in a hotel that had a survey for every service that the hotel provided.

**Analysis:** There are two relative clauses in this complex sentence. The first is *that had a survey for every service*, which is modifying *a hotel*. The second is *that the hotel provided*, which is used to modify *every service*.

**Translation:** 他入住的酒店有一个对酒店提供的各项服务的调查表。

**Example:** Fortunately there are some chemical fuels that are clean and smokeless.

Nearly everyone knows the story of “the dog that worried the cat that caught the rat that ate the grain that lay in the house that Jack built.”

2. (Para.1) With that in mind, he suggested one comprehensive and consolidated hotel guest survey that would have made it simple to take and complete the survey.

**Analysis:** *With that in mind* is an absolute structure used as an adverbial of condition. *That would have made it simple to take and complete the survey* is a relative clause, modifying *survey*. In this clause subjunctive mood is used to imply that in the past the survey was not simple to take and complete.

**Translation:** 考虑及此，他提出了一个综合而统一的酒店客人服务调查表，这样会使得调查表既便于填写又易于完成。

**Example:** With his family and friends in mind, Charles refused the offer to work abroad.

3. (Para. 2) While hotel atmosphere may not seem like it should matter, it often can set the tone for the entire guests' experience.

**Analysis:** *While* introduces an adverbial clause of concession, meaning although. *Like* here is a conjunction, introducing an adverbial clause of manner, meaning as.

**Translation:** 尽管酒店的气氛好像不那么重要，但是它却常常能为顾客的总体感受定下基调。

**Example:** While his brother is quite rich, David is as poor as a church mouse.

4. (Para. 3) This may be an obvious category to include in the hotel guest survey.

**Analysis:** The infinitive *to include* is used to modify *category*, which is the logical object of the infinitive. Therefore, the active voice is used instead of the passive voice.

**Translation:** 这可能是明显要包含在宾馆调查表中的内容。

**Example:** Every day the secretary has a lot of affairs to deal with.

5. (Para. 3) Ask about the cleanliness in both shared and private spaces to ensure that the hotel is meeting the standards of cleanliness.

**Analysis:** This is an imperative sentence. *To ensure* is an infinitive phrase that takes an object that-clause and serves as an adverbial of purpose.

**Translation:** 要了解公用和个人空间的卫生情况，以确保酒店达到卫生标准。

**Example:** Do morning exercise every day to ensure that you are in good health.

6. (Para. 4) Ensuring that the guests feel like they are getting good quality food for the price and that they are satisfied overall is what the hotel guest survey should consider.

**Analysis:** This is a complex sentence. The basic S-V structure of the sentence is *Ensuring ... is ...*. The two *that*-clauses are the objects of the gerund *ensuring*, and the subject complement



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clause is introduced by *what*.

**Translation:** 确保客人能享用优质的饭菜且价格公道，并对餐饮服务总体满意，这是酒店调查表中应该考虑的内容。

**Example:** To make sure that she can become a doctor, Helen works very hard at her lessons.

7. (Para. 5) Ensuring that your staff is friendly without being pushy or meddling is key, so include questions on your hotel guest survey that home in on this.

**Analysis:** *Ensuring that ...* is a gerund phrase, used as the subject of the sentence. *That home in on this* is a relative clause, modifying *questions on your hotel guest survey*.

**Translation:** 确保你的员工态度友好，不至于粗暴待客或者干预客人事务是很关键的。因此，你的调查表中应该收入针对这一方面的问题。

**Example:** Working diligently without any empty talks may leave a very good impression on your employer.

### 2 Important Words

1. **survey:** *n.* a detailed critical inspection 调查  
*v.* to inspect 调查，检查  
e.g. The recent **survey** of 450 advertising companies found that art schools are providing most of their new recruits.  
In five of the villages that were **surveyed**, non-farm work provided one quarter of their income.
2. **appreciate:** *v.* to recognize the value of something, understand a situation fully, be grateful for 喜欢，欣赏，感激  
e.g. We would much **appreciate** guidance from an expert in this field.  
They really **appreciated** the peace and quiet of rural Wales.
3. **feedback:** *n.* comments made in response to something you have done 反馈  
e.g. Any **feedback** is greatly appreciated.  
Her job with that company is to collect market information and **feedback**.
4. **comprehensive:** *a.* full, including or dealing with all aspects of something 综合的，全面的  
e.g. Here is a **comprehensive** list of all the items in stock.  
The modern market system developed in a **comprehensive** way.
5. **tone:** *n.* style, manner, character 口气，风格，气氛  
e.g. The room with an elegant **tone** made her feel relaxed and comfortable.  
Your commanding **tone** irritated him.
6. **experience:** *v.* to feel, suffer or know as an experience 经历，感受  
e.g. The city **experienced** 11,000 such incidents in 1997.  
She **experienced** a genuine feeling of quiet happiness.
7. **resort:** *n.* place visited for holidays 度假地  
e.g. The cafe happened to be a favorite **resort** of artists and writers.  
Hawaii is an excellent tourist **resort**.
8. **relax:** *v.* to become less anxious, rest from work 放松  
e.g. You should grasp any chance to **relax**.

Relax and enjoy yourself on your trip.

9. **overlook**: *v.* to ignore or disregard 忽视, 忽略  
e.g. They **overlooked** the fact that the caves were on the other side.  
I decided to **overlook** his unkindness to me.
10. **share**: *v.* to have, use or experience jointly with others 分享  
e.g. The children were being taught to **share**.  
In the company we all **share** the decision making.
11. **standard**: *n.* a level of quality of achievement 水平  
e.g. Networking **Standard** promises clear picture.  
By what **standard** do you measure it?
12. **critical**: *a.* very important in terms of success or failure 关键的  
e.g. The twelve weeks of summer were **critical** to most of restaurants and pubs.  
The problems of food supplies are bound to be **critical**.
13. **overall**: *a. & ad.*, including everything, taken as a whole 包括一切的, 全面的, 整体的  
e.g. What is the **overall** land planning?  
**Overall**, prices are still rising.

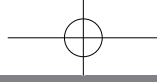
### Passage Translation

#### 酒店客人调查表应包含的内容

我的一个朋友最近出了一趟差。他入住的酒店请他填写一份调查表, 征求他对酒店各项服务的意见。酒店想要全面了解客人对酒店每项服务的评价, 对此他很欣赏, 可是他没有时间对每家酒店的每项调查提供反馈意见。考虑及此, 他提出了一个综合而统一的酒店客人服务调查表, 这样会使得调查表既便于填写又易于完成。

下面就是他对酒店客人服务调查表应包含的内容提出的几点建议:

- **酒店装潢**: 尽管酒店的气氛好像不那么重要, 但是它却常常能为顾客的总体感受定下基调。装潢能够决定酒店会吸引什么样的顾客入住, 以及这些客人对酒店的印象感受。这个渡假场所会使客人感到放松吗? 感到享受舒适吗? 感到精力充沛吗? 简言之, 装潢十分重要, 应该包含在客人调查表中。
- **环境卫生**: 这可能是明显要包含在酒店客人调查表中的内容。但有时候明显的东西往往会被忽视。房间、地板、大厅和公用空间的清洁能使顾客获得很好的感受, 也会破坏顾客的体验。要了解公用和个人空间的卫生情况, 以确保酒店达到卫生标准。
- **餐饮服务**: 如果酒店位于市区, 餐饮对客人来说可能不是很重要。但是如果客人是常住酒店的, 或者酒店想要满足客人的所有需要, 那么了解他们对餐饮的意见就很必要了。确保客人能享用优质的饭菜且价格公道, 并对饮食服务总体满意, 这是酒店调查表中应该考虑的内容。
- **员工素质**: 酒店员工态度友好和服务热情也会使顾客享受或放弃酒店服务。确保你的员工态度友好, 不至于粗暴待客或者干预客人事务是很关键的。因此, 你的调查



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表中应该包括针对这一方面的问题。

尽管其他的服务标准对于酒店客人调查表可能也很重要，但是上述有关酒店体验的这四个重要方面，在设计客人服务调查表时应予以考虑。

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

**Key:** 1) T 2) F 3) F 4) T 5) F 6) T 7) F 8) T

**8 Translate the following sentences into Chinese.**

**Key:**

- 1) 考虑及此，他提出了一个综合而统一的酒店客人服务调查表，这样会使得调查表既便于填写又易于完成。
- 2) 尽管酒店的气氛好像不那么重要，但是它却常常能为顾客的总体感受定下基调。
- 3) 要了解公用和个人空间的卫生情况，以确保酒店达到卫生标准。
- 4) 但是如果客人是常住酒店的，或者酒店想要满足客人的所有需要，那么了解他们对餐饮的意见就很必要了。
- 5) 确保你的员工态度友好，不至于粗暴待客或者干预客人事务是很关键的。因此，你的调查表中应该包括针对这一问题。

**9 Rewrite in the first person the author's ideas about the content to be included in a hotel survey according to the outline given below.**

**Key:** Recently I stayed in a hotel and was asked to fill in a survey about its services. I like the idea, but was too busy to provide my feedback to it. But later I thought of a complete but easy one to take, which includes:

Firstly, the decor, for it can set the tone for customers to feel good. It may help the hotel to attract guests, too. Second comes cleanliness, because whether the rooms, the lobbies, etc. are clean can make guests feel good or bad. Thirdly, food and beverage are also an important part to be included. It is the hotel's responsibility to provide guests with good quality food and beverage whether the hotel is located in a city or out of it. Last but not the least, the staff of a hotel should be friendly and helpful. If they are pushy or meddling, it will break guests' experience in the hotel. Though there are other hotel criteria, those are the four key aspects to be considered in a hotel guest survey.

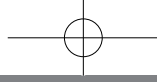
## SECTION V Appreciating Culture Tips

Appreciate the following culture tips chosen around life philosophy and business ethics, and then search online for new logos, advertising slogans or mottoes to introduce to the class.

**Key:** (Open)

## Class Work Design: [Three Sessions - Six Contact Hours]

Session No.	Unit Sections Involved	Focal Points
Session 1 (90–100 min)	Section I Talking Face to Face	1. Making room reservations 2. Filling out a reservation form 3. Checking in / out at a hotel 4. Focal expressions: make a reservation, a single / double room, type / rate, check in / out, available, confirm, receptionist, reservation form, traveler's check, credit card, in cash
	Section II Being All Ears	
Session 2 (90–100 min)	Section III Trying Your Hand 1. Practicing Applied Writing 2. Writing Sentence and Review Grammar	1. Filling in a reservation form / card 2. The attributive clauses
	Section IV Maintaining a Sharp Eye Passage I Climer Lodge	1. Hotel services in America 2. Phone service instructions in a hotel 3. Key words and expressions: accommodate, contact, on week days / weekends, upon departure, provide ... with, lack of, upon request, jot sth. down
Session 3 (90–100 min)	Section IV Maintaining a Sharp Eye Passage II What to Include in a Hotel Guest Survey	1. Understanding the four key aspects of a hotel experience that should be considered when creating hotel guest surveys, which was suggested by the author's friend. 2. Key words and expressions: beverage, category, comprehensive, lobby, consolidate, critical, essential, hotel-bound, luxurious, overlook, overall, resort, survey, thoroughly, go on a trip, customer feedback, with sth. in mind, set the tone for, in short, meet the standards of, meet the need(s) of, home in on



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# *Suggested Teaching Procedures and Class Activities*

## SECTION I Talking Face to Face

### Imitating Mini-talks

The mini-talks in the Talking Face to Face section aim to help students to learn to talk in English through imitating the mini-talks around the unit topics. These mini-talks are tiny in content load and narrow in topic coverage. Students can easily learn them by heart and practice them in and out of class. The mini-talks are given here as a kind of warm-up for more intensive training of the students' English speaking ability.

In teaching, students should be first asked to read and recite the mini-talks given in the course book and then they should practice talking about these mini topics under the guidance of the teacher. Afterwards, students should be encouraged to give longer talks covering two or more of the mini-topics. Of course, students should also be encouraged to prepare their mini-talks in pairs in class or individually before or after class.

**Pair work.** The students practice the mini-talks and speak out the sentences for hotel communication.

*May I help you?*

*Sure, could you give me your name and telephone number, please?*

*Let me check, yes, there it is. A single room for one night.*

*Then you have to check out before 2 o'clock P.M.*

*Would you please show me your ID or passport?*

*Thank you, enjoy your stay.*

**The teacher may give more expressions for the students to practice.**

**Standby examples:**

*May I book a room for Friday night?*

*Is there any room available for tomorrow?*

*How much is the rent for a single room?*

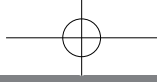
*May I have two queen size beds in the room?*

*I am awfully sorry. We don't have any room available now.*

*All right, please show me your room card.*

*Of course. Sign your name here, please.*

*You may either pay by credit card or in cash.*



## Acting Out the Tasks

Pair work. The students make short conversations by following the above mini-talks.  
(Open)

## Studying Hotel Ads

1 The students read the hotel ads and answer the following questions.

1. How many rooms are there in this Holiday Hotle?  
(109 rooms.)
2. When is coffee served?  
(From 6:00 A.M. to 10:00 P.M.)
3. How long is the Office open?  
(24 hours.)
4. Is breakfast included in the bill?  
(Yes.)
5. Do people have to pay for their children to stay with them in the hotel?  
(No.)
6. What is the room rate for 3 persons in Village Green Inn?  
(\$70.)
7. When should you check out of the hotel?  
(11:00 A.M.)
8. Where should a guest leave his / her key when leaving the hotel?  
(Leave the key in the room.)

2 The students read the ads again and then translate them orally under the guidance of the teacher.

## Following Sample Dialogues

1 Pair work. The students read the sample dialogues after the teacher and speak out the useful sentence patterns for making a reservation. Then the students will be asked to practice them.

*I would like to book a double room for ...*

*I would like to have a non-smoking room.*

*By the way, do you have any golf course nearby?*

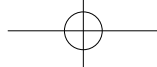
*Shall I send you a deposit?*

*I have a reservation with you.*

*What's the rate for one person per night?*

*Do you accept traveler's checks?*





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*When shall I check out?*

- 2 Group work. The students role play the dialogues in groups.

### Putting Languages to Use

Group work. The students do the exercises in groups by reading aloud all the dialogues they have completed.

## SECTION II Being All Ears

Training of listening ability in this course follows three steps: starting from individual sentences for hotel communication, going through practical dialogues / conversations and finally moving on to topic-oriented monologues or speeches. All the sentences, dialogues and speeches are career-related and will be useful for practical communication in the students' future career life. While learning the sentences, the students are required not only to be able to understand them, but also to use them in their oral communication.

### Learning Sentences for Workplace Communication

This part is to train the students in understanding and speaking out the sentences for hotel communication. In other words, the focus is on listening comprehension at the sentence level.

- 1 The students listen to the ten English sentences given in the course book and repeat them in the pauses allowed, trying to understand and learn to say them by referring to their Chinese meanings. In other words, this is not a purely listening exercise; it's actually a class activity in which the students learn to say these sentences through listening and repeating.
- 2 The students listen again to the above sentences rearranged in sequence, and match them with their Chinese translations. Then the teacher checks their answers. The focus here is shifted to helping the students to make quick responses in catching the meaning of the sentences the students have heard.
- 3 The students listen twice to the ten short statements given in the course book, and then translate them into Chinese orally, imitating the way to do an oral interpretation. Again the focus is on making quick responses in giving the oral interpretation. The students learn to give the right responses to the similar sentences they have heard, getting ready to move to the training on the dialogue level.



## Handling a Dialogue

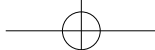
This part is moving from the sentence level to the dialogue level. In other words, the focus is on helping the students to learn to carry on a short conversation.

- 1 The students listen twice to a dialogue, and then decode the message given in the course book by finding the correct choices given in brackets according to what they have heard. The focus is on giving quick responses in the dialogue.
- 2 The students listen to the dialogue again and then the teacher asks them to answer the questions given in the course book orally. The focus is on quickly giving the responses in the dialogue.
- 3 The students listen to the dialogue for the last time and work in groups to complete the responses in the blanks left in the dialogue.

## Understanding a Short Speech / Talk

Here the “speech / talk” refers to the listening material we have chosen for training the students to understand a short piece of continuous oral message and therefore all of them are of colloquial style. It can be a speech, a talk, an oral announcement or even a verbal call for comments. Obviously, this part of training is carried out to help the students to follow the continuous oral presentation of a specific practical activity which is oriented to the unit topic. So its focus is first on listening comprehension of the message conveyed about an activity or an event, and then shifting to the recasting the message in various ways, including giving a summary orally or in writing. Therefore, the teacher could give some helping hints for students to follow in their making a summary in the form of an oral composition in class.

- 1 The students listen to the hotel’s call for comments twice and during the second listening, put back the missing words in the blanks. After listening, the students work in groups to read the hotel’s call again.
- 2 The students listen to the hotel’s call again and match the information in Column A with the choices in Column B. Then they work in pairs to exchange their matching.
- 3 The students work in groups to answer the questions given in the course book and then do an oral composition to summarize the general idea of the hotel’s call. Then write out a summary of the hotel’s call on their own. The last step is actually to help the students to make a summary of what they have heard. The oral composition is useful for students to learn to write a passage. The



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students might be asked to write down what they have learnt through participating in the class oral composition.

### Group Work for the Above Two Sections

The students form groups of 4 for role-play. In each group, two students role play a case of making a room reservation, asking about the room rates, the types of rooms, while the other two students role play a case of checking into a hotel, asking about breakfast, related services in the hotel, checking out time, the way of payment, etc. Then they give their performance in class. The teacher should try to give chances to more groups to perform in class.

## SECTION III Trying Your Hand

### Practicing Applied Writing

#### 1 Sample analysis

##### 1) Format analysis

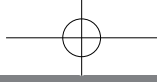
The teacher makes the following brief analysis of the format and the language used in this particular type of Applied Writing:

Room reservation forms or cards usually contain the following information: guests' names; ways of contact, such as phone numbers, e-mail addresses, home or office addresses; room types; room rate; ways of payment; time for checking in or out of a hotel; persons to contact, etc.

All the necessary information must be given in the form or the card. The language used in a room reservation form or card should be brief and clear.

##### 2) Language features

The students try to identify the following two samples in Exercise 1 used in a room reservation form or card and use them in the simulated writing exercises. (The following two samples are provided here to identify the expressions. The focus should be on writing a reservation card or form. Rewrite this part.



## Unit Four Hotel Service

### 2 Stand by samples of room reservation cards or forms

Sample 1:

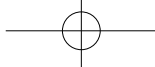
#### Registration Card

Name: Xu Yanping  
Permanent Address: 68 South Lake Road, Changchun, China  
Tel: 0431-89056328  
Room type and number: one single and one double with shower  
Check in: 29 / 8 / 2010  
Check out: 5 / 9 / 2010  
Payment: traveler's check  
Room rate: \$129 for single, \$189 for double  
Travel agent: David Brown  
Agent's e-mail address: shally06@hotmail.com

Sample 2:

#### Reservation Form

Reservations  
Holiday Inn London-Ealing  
Tel: 087-04009114  
Fax: 020-82333201  
Web: www.hi.londonealing.co.uk  
Guest's name: Lihua Wang  
Check in: 14 / 2 / 2010  
Check out: 16 / 2 / 2010  
Room type and number: 5 double and one single for two nights with  
meeting room on Feb. 15th  
Payment: in cash  
Tel: 0086-010-62384567  
E-mail address: hongsheng@sina.com



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- 3 The students do Exercise 2.

### Writing Sentences and Reviewing Grammar

- 1 The teacher gives a brief summary of the basic usage of the relative clause.
- 2 The students do Exercise 4 in pairs.

### Assignments for This Section

- 1 The students do Exercise 3.
- 2 The students do Exercises 5-7.

## SECTION IV Maintaining a Sharp Eye

### Passage ① Climer Lodge

- 1 Warm-up questions
- 1) Where do you usually stay when you are traveling?  
(I usually stay in a hotel.)
  - 2) What do you usually do with a hotel before you travel in a strange city?  
(I book a room with a hotel.)
  - 3) How do you usually make a room reservation?  
(By e-mail, fax, phone, etc.)

- 2 Background information related to the passage
- Related information about hotels in the United States**

#### 1. People working in hotels

Desk clerks make reservations, check people in and out of the hotel, take care of keys, and handle problems. Switchboard operators answer the phone and transfer calls to the people who are being called. Room service waiters take orders for food and drinks in people's rooms, bring the orders and sometimes take the dirty dishes away. Maids clean the rooms and change the sheets. A bell-man or a bell-boy helps to carry the guests' bags to their rooms.

#### 2. Facilities in hotels

The front desk is where you find the desk clerk. People go there to check in or out,



to turn in or pick up their keys, their mail and messages, or to complain about something in the hotel. Lobbies are big, open rooms near the front desk. Usually people go there to meet friends. Lounges are comfortable bars. People use them to meet other people or talk about business when they don't want to do it in their rooms. Game rooms have games like pool, billiard, chess, etc., in them. People go there to play games and relax. Gift shops have souvenirs, books, and cards. Bars are sometimes built around pianos. People can sit very close to the piano and listen to the music.

### **3 Questions for group discussion**

The teacher first asks some questions about the main idea of the whole passage to check the students' understanding of the passage, and then asks about the main idea of each key point of the passage. The students have to scan the passage and then give their answers.

#### **Questions for the whole passage:**

- 1) What can we learn from the whole passage?**  
(Hotel services in America.)
- 2) What kind of article do you think the passage is, an introduction or an advertisement?**  
(It is an introduction to the services in a hotel.)

#### **Question for Point 1:**

**What is the convenient way for you to contact the resident manager if you have any questions?**  
(Phoning him.)

#### **Question for Point 2:**

**Where are coffee, tea and a light continental breakfast usually served?**  
(In the kitchenette.)

#### **Question for Point 4:**

**Where are children not allowed to go, even with their parents?**  
(The sauna.)

#### **Question for Point 6:**

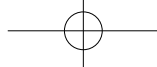
**Where should you leave your key when you leave the hotel?**  
(In the room where you live. )

#### **Questions about phone instructions:**

- 1) How many digit numbers do you have to dial if you want to make a local phone call?**  
(9 digit number.)
- 2) What is the area code in the US for a long distance call?**  
(80.)
- 3) What number will you dial if you are badly ill and want to call for a doctor urgently?**  
(911.)

#### **Question for the last part of the passage:**

**What are the guests expected to do if they want to make comments on the services of the hotel?**  
(Write their comments on the back of the comments form and leave it in the room.)



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### 4 Summary

The students summarize the services of the hotel in detail by completing the table below.

Time to contact the resident manager	1. 5:00 P.M. _____ 2. 24 hours on _____
Business hours for	1. Lounge: _____. 2. Recreation Center on Saturday: _____. 3. Checking out: _____.
The first two numbers for	1. Local calls: _____ 2. International calls: _____ 3. An operator-assisted calls: _____

Key:

Time to contact the resident manager	1. 5:00 P.M. <b><u>on weekdays</u></b> 2. 24 hours <b><u>on weekends</u></b>
Business hours for	1. 1. Lounge: <b><u>6:00 A.M. to 11:00 P.M.</u></b> 2. Recreation Center on Saturday: <b><u>9:00 A.M. to 11:00 P.M.</u></b> 3. Checking out: <b><u>10:00 A.M.</u></b>
The first two numbers for	1. Local calls: <b><u>88</u></b> 2. International calls: <b><u>80</u></b> 3. An operator-assisted calls: <b><u>80</u></b>

### 5 Content awareness

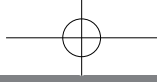
The students work out five wh-questions in groups about the details of the passage and then ask other groups of students to answer the questions.

(Open)

### 6 Word consolidation

The students choose the useful words and expressions from the passage, and then the teacher demonstrates their usage. The following should be chosen and further practiced. The students make up at least two sentences using the chosen phrases in groups.

1. **in one's effort to do sth.:** trying hard to do sth. 在某人的努力下  
e.g. He succeeded **in his efforts** to overcome his fatal weakness.
2. **on duty:** working 值班  
e.g. Policemen are not allowed to smoke while **on duty**.
3. **check out:** to leave a hotel after paying the bill 结账离去  
e.g. I hoped that our guests would stay but they had to **check out** before Monday.
4. **upon departure:** when leaving 离开或动身的时候



- e.g. **Upon departure** from a hotel, you'd better make sure that nothing is left behind.
5. **place a call:** to make a call 打电话  
e.g. If you want to **place an international call**, you have to dial 8-011 first.
6. **provide with:** to supply ... with 提供  
e.g. John **provided** me **with** all the necessities of existence.
7. **lack of:** absence or need of 缺少, 需要  
e.g. The plants died for **lack of** water.
8. **upon request:** when required 应...请求  
e.g. References will be available **upon request**.
9. **jot down:** to write quickly, esp. without preparation (匆忙) 写下, 记下  
e.g. I **jotted down** the name of the book which he was talking about.

#### 7 Key words and sentence structure simulation

Guide the students through the Read and Simulate Exercise and ask them to find out the sentences that use these patterns and the expressions from the passage, and then simulate for themselves.

## Assignments for This section

**Written work:** The students do Exercises 4-5

**Communicative tasks:** Work in pairs and role play the following three tasks.

### Task 1

Suppose you work for a foreign trade company as a secretary. You are phoning a hotel in London to book a room for your manager who is going on a business trip to London. You should talk about the room type and rate, the length of stay and the way to pay.

### Task 2

Suppose you are traveling abroad in Canada and you have come to the hotel in which you have booked your room on the Internet before. Now make a conversation with the receptionist.

### Task 3

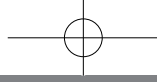
Imagine that you have stayed in a hotel with your family for a week. Now you are leaving. Make a conversation with the receptionist for checking out.

Note: Conversation presentations are required in the next class.

## Passage ② What to Include in a Hotel Guest Survey

### 1 Warm-up questions

1. What kind of hotel may leave you a good impression?  
(Open)
2. What factors do you think should be included in a hotel guest survey?  
(Open)



## NEW Practical English

### 2 Reading aloud practice

The students read the passage aloud in turn.

### 3 Content awareness

- 1) The students work in groups to have a discussion of the main content of a hotel guest survey and justify their ideas. Then a group presentation is required in class.

**Reference answers:**

The author's friend's opinion on the new hotel guest survey:

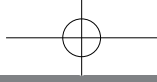
	Contents to be included	Reasons
1	Decor	To set the tone for the entire guests' experience
2	Cleanliness	To make or break guests' experience at the hotel
3	Food and beverage	To meet guests' every need
4	Staff	To make or break guests' hotel experience
Your idea	...	...

- 2) **Role-play:** Choose two students from each group to have an interview and make a presentation. One acts as a journalist, asking about what are to be included in a hotel survey, while the other as the manager of the hotel, giving the answers by telling the reasons why such items are to be included according to the passage. Other members of the groups should help the speakers to prepare the presentation.
- 3) **Summary of the passage.** The teacher draws the following table on the blackboard or shows it with PPT, and then asks the students to fill in the table with what they have learnt from the passage.

#### What to Include in a Hotel Guest Survey

1. Purpose of the survey: to thoroughly \_\_\_\_\_
2. Disadvantage of the commonly available hotel surveys: asking feedback on \_\_\_\_\_
3. Characteristics of the survey being suggested:
  - 1) \_\_\_\_\_ and \_\_\_\_\_
  - 2) simple to \_\_\_\_\_
4. Main aspects to be considered when creating a hotel guest survey:
  - 1) hotel decor: to set the tone for \_\_\_\_\_
  - 2) hotel cleanliness: to make or break \_\_\_\_\_
  - 3) food and beverage: to provide good quality food \_\_\_\_\_
  - 4) staff attitude to customers: to be friendly without being \_\_\_\_\_





## Unit Four Hotel Service

- Key:**
1. understand how the hotel is doing in its services
  2. each hotel service
  3. 1) comprehensive, consolidated  
2) take and complete
  4. 1) the entire guests' experience  
2) guests' experience at the hotel  
3) for the price  
4) pushy or meddling

### 4 Word consolidation

The students choose the useful words or expressions from the passage, and then the teacher demonstrates their usage. The following should be chosen and practiced on — the students make up at least two sentences using the chosen words or phrases in groups:

1. **set the tone for:** to create the basic atmosphere for 为…定基调  
e.g. Her friendly opening speech **set the tone for** the whole conference.
2. **with sth. in mind:** with something in the center of your thought 把…记在心头  
e.g. Mary is studying very hard **with** a good grade **in mind**.
3. **in short:** in brief, in a few words, in summary 简言之  
e.g. The rumor, **in short**, is not to be trusted.
4. **meet the standards of:** to satisfy the criteria of 符合…的标准  
e.g. The result of the experiment shows that the quality of the new products doesn't **meet** the standards.

## Assignments for This section

### Written work

Write a composition with the title “My Idea About a Good Hotel” in about 150 words.

## SECTION V Appreciating Culture Tips

The Culture Tips are mainly chosen around life philosophy and business ethics. The teacher holds a class discussion of what the students think of these mottoes.

The students are also encouraged to search online for new logos, advertising slogans or mottoes and introduce them to the class.

## Group Work for This Unit

The students work in groups to introduce hotel service in China, using PPT.



# Unit | Five

## Food Blogs

### *Unit Goals*

#### ❖ What You Should Learn to Do

1. Choose a table

2. Order from a menu

### *Linguistic Realization*

#### ❖ Useful Sentences

##### **Talking Face to Face and Being All Ears**

1. Waiter, a table for two, please.
2. Is this table OK?
3. I would prefer the table near that window.
4. I'd like to have a table for 6 people at 7:00 this evening.
5. We'd like a quiet table with a fine view of the river.
6. I'm phoning to make a reservation for 2 people for next Sunday at 6:30 P.M. I'd like a non-smoking section.

##### **Talking Face to Face and Being All Ears**

1. I'll have the New York steak.
2. I'd like a chef's salad.
3. I want the steak dinner.
4. I'll have the onion soup, and salad, too.
5. I'd like something typically Chinese.
6. I want to try some Shanghai cooking.
7. I know Beijing Roast Duck is popular in China.



## Unit Five Food Blogs

### 3. Take an order

- I'd like to try it.
8. Please let me see the menu first.
  9. I would like some vegetable dishes.
  10. Well, what's good on the menu today?

#### **Talking Face to Face and Being All Ears**

1. Are you ready to order now, sir?
2. What would you like to drink, wine, tea or soda?
3. Anything to drink?
4. May I take your order now, Miss?
5. What do you prefer, soup or salad?
6. What would you like for dessert?
7. Would you like to have Chinese food or Western food?
8. What else would you have, sir?
9. Have you decided what to have, sir?
10. Do you want your steak under-done, medium or well-done?

### 4. Enquire about and recommend food and drinks

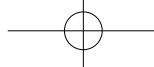
#### **Talking Face to Face and Being All Ears**

1. I know nothing about American food. What would you recommend?
2. We serve a wide range of Chinese food. Here is the menu.
3. I know little about Chinese food. Do you have any specialties to recommend?
4. Our specialties are Beijing Roast Duck and sliced cold chicken.
5. Please recommend me the most typical.
6. I'd like to recommend Maotai.
7. May I suggest Tsingtao beer? It's milder than any other brands.
8. I recommend Texas Steak as the main course. It's top quality beef.
9. Please tell me the features of Chinese food.

### 5. Proposing a toast

#### **Talking Face to Face and Being All Ears**

1. Let's drink a toast to our friendship.
2. I would like to propose a toast to Professor Smith.
3. Let's drink a toast to celebrate Jennifer's birthday.



## NEW *Practical English*

### 6. Paying the bill

4. Let me propose a toast to a prosperous business.
5. Let's drink a toast to our companies.

#### **Talking Face to Face and Being All Ears**

1. Let me pay the bill today.
2. Let's go Dutch.
3. Waiter, bring the bill, please.
4. How would you like to pay your bill?
5. Do you mind if I pay later?
6. Does this include the service charge?
7. I suggest we separate the checks, OK?

#### **Trying Your Hand**

Writing Sentence and Reviewing Grammar

#### ❖ **What You Should Know About**

1. Western and Chinese Food
2. The way to make a toast speech at a wedding
3. Adverbial clauses

#### ❖ **Unit Sections Involved**

##### **Maintaining a Sharp Eye**

Passages I & II

## Key and Translation

### SECTION I Talking Face to Face

#### Imitating Mini-talks

- 1 Work in pairs. Look at the picture and recite the following mini-talks for eating at restaurants.

#### Acting Out the Tasks

- 2 Work in pairs and perform the tasks by following the above mini-talks.  
(Open)

#### Studying Menus

- 3 A menu is offered for customers to order food or drinks at restaurant or bars. Now let's look at the following menu of a restaurant and try to use the information in it in your face-to-face talks.

*Chinese Version of the Sample:*

#### 牛排和猪排套餐

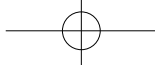
配有冷盘、青菜和任选烤土豆、炸薯条或米饭和饭卷

#### 主 食

纽约牛排·····	14.95美元
脊骨牛排·····	14.95美元
牛肉片蒜味面包·····	10.95美元
苹果汁猪排·····	9.95美元

#### 汤 类

素菜汤·····	1.50美元
洋葱汤·····	1.50美元
酸辣汤·····	2.50美元
海鲜汤·····	7.95美元



## NEW Practical English

### 饮 料

百事可乐 / 雪碧 .....	1.00美元
咖啡.....	1.00美元
牛奶.....	1.00美元
茶.....	1.00美元
冰茶.....	1.00美元
橙汁 / 苹果汁 .....	1.25美元

## Following Sample Dialogues

- 4 Read the following sample dialogues and try to perform your own tasks.

## Putting Language to Use

- 5 Jackson is eating at a Chinese restaurant for the first time. Complete the following conversation by choosing the proper responses given below.

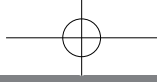
Key: 1) C 2) E 3) A 4) D 5) B 6) F

- 6 Imagine you are having dinner at a restaurant. Fill in the blanks according to the Chinese provided.

Key: 1) But I haven't got a menu yet  
2) I would like to try some Western food  
3) I'd like to have a roast beef, a vegetable salad and French fries  
4) A glass of beer, please  
5) What do you have for dessert  
6) I'll take it

- 7 Suppose you are drinking at a bar. Play your role according to the clues given in brackets.

Key: 1) What sort of beer do you have?  
2) Would you please recommend me a mild one?  
3) Bring me a Qingdao beer.  
4) It does taste good.  
5) I think that's enough. Thank you.



## SECTION II Being All Ears

### Learning Sentences for Workplace Communication

**1** Listen to ten sentences for workplace communication cross-referenced with their Chinese translation and try to remember them.

- Script:**
- 1) I want a table for 4 at 6:00 this evening.
  - 2) Is there a seafood restaurant nearby?
  - 3) Could we have the menu and the wine list?
  - 4) Would you like anything to drink?
  - 5) Could I take your order, please?
  - 6) What's your special today?
  - 7) What do you recommend?
  - 8) How much is the service charge?
  - 9) Is it necessary to tip the waiters?
  - 10) Bring me the bill, please.

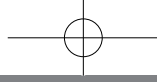
**2** Listen again to the above sentences rearranged in sequence, and then match them with their Chinese translation.

- Script:**
- 1) Is it necessary to tip the waiters?
  - 2) How much is the service charge?
  - 3) What do you recommend?
  - 4) What's your special today?
  - 5) Could I take your order, please?
  - 6) Would you like anything to drink?
  - 7) Could we have the menu and the wine list?
  - 8) Is there a seafood restaurant nearby?
  - 9) Bring me the bill, please.
  - 10) I want a table for 4 at 6:00 this evening.

- Key:**
- |      |      |      |      |       |
|------|------|------|------|-------|
| 1) b | 2) i | 3) j | 4) g | 5) c  |
| 6) a | 7) e | 8) h | 9) d | 10) f |

**3** Listen to ten English sentences for workplace communication and translate them into Chinese orally.

- Script:**
- 1) Would you like something to drink?
  - 2) I'd like a glass of beer, please.
  - 3) I'd like to book a table for six this Friday evening.
  - 4) Is this table available?
  - 5) May I take your order now?



## NEW Practical English

- 6) Which do you prefer, meat or fish?
- 7) Will you try some seafood?
- 8) May I have the menu, please?
- 9) I'd rather have some light food today.
- 10) Waitress, bring me the bill, please.

- Key:**
- 1) 您想喝点什么吗?
  - 2) 请给我来一杯啤酒.
  - 3) 我想预定周五晚上六个的人餐位。
  - 4) 这张桌子有空吗?
  - 5) 现在可以点菜吗?
  - 6) 您喜欢吃什么，肉还是鱼?
  - 7) 要尝尝海鲜吗?
  - 8) 请给我看一下菜单。
  - 9) 我今天想吃清淡一点的菜。
  - 10) 服务员，请把账单给我。

## Handling a Dialogue

### Script:

- Kim:** Where's our food? The service in this place is really slow.
- Dan:** They seem to be very busy today. I'm sure the waitress didn't forget our order.
- Kim:** I've got to ask her to hurry things up. I'm thinking of never coming to this restaurant again.
- Dan:** Relax, Kim. We're not in a hurry. Our food should be here soon.  
(A few minutes later)
- Kim:** Waitress. What happened to our order?
- Waitress:** It will be ready any minute, sir.
- Kim:** What's holding it up? I gave you our order over twenty minutes ago.
- Waitress:** I'm sorry. We're very busy.
- Kim:** I hate to complain, but we're on our lunch hour. Do you think you could speed things up?
- Waitress:** I'll do my best, sir.

- 4** Listen to a dialogue and decode the message by finding the correct choices given in brackets according to what you have heard.

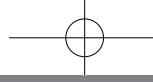
**Key:** 1) Kim 2) lunch 3) angry 4) slow 5) hurry 6) waitress

- 5** Listen to the dialogue again and then answer the following questions orally.

**Key:**

- 1) Kim.
- 2) The slow service there.





## Unit Five Food Blogs

- 3) More than 20 minutes.
- 4) Relax, Kim. We're not in a hurry.
- 5) The waitress says it will be ready any minute.

### 6 Listen to the dialogue for the last time and fill in the blanks according to what you have heard.

- Key:**
- 1) They seem to be very busy today
  - 2) Our food should be here soon
  - 3) It will be ready any minute, sir
  - 4) We're very busy.
  - 5) I'll do my best, sir

## Understanding a Short Speech / Talk

### Script:

Ladies and gentlemen,

Most welcome to our dinner party. I am Li Minghua, General Manager of Dongfang Electronics Company. I'm so excited to have all of you here tonight. This occasion is very special, for it marks the first official gathering of the top leaders of the two companies. This event offers me an opportunity to express my great appreciation of our cooperation in the last three years.

First of all I'd like to say that since the establishment of our partnership 3 years ago, each partner has had much to offer to the other. We are so glad to see that both sides have got satisfying benefits from the partnership. And we are also convinced that through mutual hard work the relationship between the two companies will become more and more strengthened in the future.

Now let me propose, on behalf of the company, a toast to all the people present here. I wish success to all of you in the coming business meetings. I also wish you a good stay in this city.

Cheers to your health.

### 7 Listen to a short speech twice and in the second listening, put back the missing words in the blanks.

- Key:**
- |             |              |                |            |              |
|-------------|--------------|----------------|------------|--------------|
| 1) special  | 2) offers    | 3) three years | 4) since   | 5) the other |
| 6) benefits | 7) hard work | 8) become      | 9) propose | 10) business |

### 8 Listen to the short speech again and complete the information in Column A with the right choices in Column B.

- Key:**
- |      |      |      |      |      |
|------|------|------|------|------|
| 1) b | 2) c | 3) a | 4) d | 5) c |
|------|------|------|------|------|

### 9 Write out the general idea of the short speech by answering the following questions.

- Key:**
- 1) He gives the dinner party to welcome the top leaders from the cooperative company.
  - 2) Because it is the first official gathering of the top leaders of the two companies.



## NEW Practical English

- 3) The two companies set up a partnership three years ago.
- 4) He believes that the relationship between the two companies would become even stronger in the future through their mutual hard work.
- 5) He proposed a toast to the success of the coming business meetings and to the health to all the people present.

### General idea:

The general manager of Dongfang Electronics Company gave a dinner party to welcome the top leaders from the two companies. He said the party was very special because it was the first official gathering of the top leaders from the two companies. Three years ago, the two companies set up a partnership, and since then, both companies had benefited a lot from the cooperation. The general manager believed that the relationship between the two companies would become even stronger in the future through their mutual hard work. Finally, the manager proposed a toast to the success of the coming business meetings and to the health to all the people present. He also expressed his wish for everybody to have a pleasant stay in the city.

## SECTION III Trying Your Hand

### Practicing Applied Writing

1 Read the following two samples of menus and learn to write your own.

*Chinese Versions of the Samples:*

#### 样例1

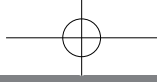
#### 安娜餐厅 客房送餐菜单

订餐者请拨打分机194

早餐..... 上午7点至10点  
午餐..... 上午11点30分至下午4点  
晚餐..... 下午4点至晚上10点

#### —— 三明治和汉堡包 —— ( 搭配炸薯条 )

牛肉或火鸡汉堡..... 7.25美元  
安娜俱乐部三明治..... 6.95美元  
全美式汉堡..... 5.25美元  
安娜汉堡..... 6.50美元  
熏肉奶酪汉堡..... 6.50美元  
( 2片熏肉和美式奶酪 )



## Unit Five Food Blogs

### 样例2

#### 罗格·米勒饭店菜单

##### 早 餐

纽约牛排和鸡蛋.....	9.95美元
火腿、熏肉或香肠和鸡蛋.....	6.95美元
奶酪煎蛋.....	5.95美元
火腿和奶酪煎蛋.....	6.75美元
希腊式煎蛋.....	6.95美元

##### 特 色 午 餐

4.99美元

烤火鸡翅	( 搭配一种蔬菜 )
2个全牛肉热狗	( 搭配烤青豆 )
炸鸡腿	( 搭配一种蔬菜 )
火腿	( 搭配一种蔬菜 )

##### 晚 餐

请向服务员询问主厨当天的特色菜

2块猪排 .....	10.95美元
南味炸鸡.....	8.95美元
2片新鲜火腿片 .....	8.95美元
蔬菜拼盘 ( 可选3种 ) .....	5.95美元
所有晚餐搭配2种蔬菜和面包	

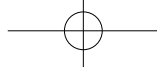
- 2 Translate the following menu into Chinese, using the Data Bank in the Workbook for reference when necessary.

##### 小 吃

炸土豆.....	2.50美元
炸鸡腿.....	3.00美元
炸鱼.....	3.00美元
炸虾.....	6.00美元

##### 色 拉

鸡肉色拉.....	4.25美元
烤鱼色拉.....	4.99美元
花园色拉.....	4.55美元
希腊色拉.....	6.45美元



## NEW Practical English

### 3 Match the English expressions in Column A with the Chinese equivalents in Column B.

**Key:** 1) f 2) e 3) d 4) i 5) b  
6) a 7) c 8) j 9) h 10) g

## Writing Sentences and Reviewing Grammar

### 4 Point out the type of adverbial clauses in each of the following complex sentences.

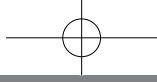
**Key:** 1) If you take the subway 为 if 引导的条件状语从句。  
2) than we had expected 为 than 引导的比较状语从句。  
3) when the meeting was going on 为 when 引导的时间状语从句。  
4) in order that it might reach them in good time 为 in order that 引导的目的状语从句。  
5) so that she completed the report on time 为 so that 引导的结果状语从句。  
6) Since no one is against it 为原因状语从句。  
7) Although she had a bad cough 为 although 引导的让步状语从句。  
8) unless you apply 为 unless 引导的条件状语从句。  
9) where the Yangtze and the Han River meet 为 where 引导的地点状语从句。  
10) as you suggest 为 as 引导的方式状语从句。

### 5 Correct the errors in the following sentences.

**Key:** 1) in order that → in case  
2) would have wanted → had wanted  
3) 去掉 so  
4) had taken → took  
5) 去掉 but, 或去掉 Though, 两者只能保留其一。  
6) when → than  
7) until → unless  
8) In order that → Lest  
9) even → even though / though  
10) will know → know

### 6 Translate the following sentences into English.

**Key:** 1) When he was a child, he displayed extraordinary talent.  
2) Before we make any decision, we should listen to what the others say.  
3) I will come to your party unless something unexpected happens.  
4) He was punished because he broke the window glass.  
5) She gave up her job in order that she could take care of the two children.  
6) Even though / if he loses the election, the president will still have control over the country's foreign policy.  
7) If you leave now, you'll be home in two hours.



8) They were playing in the garden when they heard a scream.

**7** 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 to help you.

**Key:** Song Dongming and his foreign friend, Mike, are having dinner in a Chinese restaurant to celebrate Mike's birthday. Mike often eats Chinese food and enjoys it very much. They have ordered several famous Chinese dishes. They have also ordered the Chef's special of the day. The wine they are drinking is Changcheng red wine, which is one of the best Chinese brands. While drinking and eating, they talk about the differences between Chinese and Western food cultures. In the end they drink a toast to both Mike's birthday and their friendship.

## SECTION IV Maintaining a Sharp Eye

### Passage ① Blogs on Food

#### Information Related to the Reading Passage

Likes or dislikes with regard to food vary greatly from culture to culture. What is disgusting to one person can be a delicacy to another. Sometimes we need to change our eating habits. If we move or travel to a new place with a different culture, our favorite meat, fruit and vegetables may not be available to us. As a result, we have to eat what is different from the food we are used to. Slowly, this strange food may become familiar to us. Our tastes may change, too, and we begin to enjoy eating the food that used to seem unusual to us.

#### Language Points

##### 1 Explanation of Difficult Sentences

- (Blog 1 – Amy)** Now we are wondering about what people who actually live in Shanghai and Beijing think are the best places to eat?

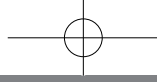
**Analysis:** This is a complex sentence. In this sentence *what people who actually live in Shanghai and Beijing think are the best places to eat* is an object clause of the preposition *about*, and *who are actually live in Shanghai and Beijing* is used as an attributive clause modifying *people*.

**Translation:** 现在我们想知道，真正住在上海和北京的居民认为什么地方东西最好吃。

**Example:** He was deeply displeased by what had occurred that day.

Your success will largely depend upon what you do and how you do it.

- (Blog 1 – Dahai)** It was really nice meeting you today at the bar!



## NEW Practical English

**Analysis:** In this sentence, the pronoun is used to stand for the real sentence subject *meeting you today at the bar*. *Meeting* can also take the infinitive form *to meet*, but there is a little difference between the two forms. Using V-ing form as subject usually means the action that has been done, while to-do form means that the action is going to be done.

**Translation:** 今天在酒吧里遇见你们真是太好了!

**Examples:** It was nice meeting so many old friends at the party.

It is great to go to attend the international conference in Japan.

3. **(Blog 2 – Para. 1)** Fortunately, I was not coming late, just having no time to da bao my lunch.

**Analysis:** In this sentence, *just having no time to da bao my lunch* is a participial phrase used as an adverbial of result. *Da bao* is but the transliteration of Chinese word “打包”, meaning put (the food) into a box.

**Translation:** 幸运的是, 我并没有迟到, 只是没来得及带打包的午餐。

**Examples:** They hurried to the airport, just finding the plane had taken off.

Fortunately the company escaped going bankrupt (破产), just falling into an embarrassing situation.

4. **(Blog 2- Para. 8)** I cannot tell my mother, or else she will call me immediately with blar blar blar.

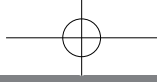
**Analysis:** *Or else* here is used to mean otherwise. *Blar* is not a usual English word, and *blar blar blar* are often said in combination to indicate that someone is complaining or saying something useless. The author uses *blar blar blar* here to show that his mother may often call to say something trivial which makes him bored.

**Examples:** You must pay \$100, or else go to prison.

The book must be here, or else you have lost it.

### 2 Important words

- wonder:** *v.* to express a wish to know; want to know 想知道  
e.g. I am **wondering** what had really happened to him.  
She is just **wondering** how to do it.  
What are they going to do now, I **wonder**?
- message:** *n.* a spoken or written piece of information from one person to another 口信, 音讯  
e.g. There is an important **message** for you from your professor.  
Let's leave her a **message** to meet us at the station.  
Did you get the **message** that your boss has cancelled the meeting?
- recommend:** *v.* to praise as being good for a purpose; to provide information about 推荐, 介绍  
e.g. She **recommended** a good dictionary to the class.  
I was **recommended** as a suitable candidate for the job.  
I **recommend** that everyone read this article.
- signature:** *n.* a person's name written by himself 签名  
e.g. They returned her cheque because she hadn't put her **signature** on it.  
His **signature** was signed at the bottom of the letter.



## Unit Five Food Blogs

5. **regional:** *a.* of or in a particular region 区域的, 地区的  
e.g. If you want to stay here for more than one month, you have to go to the **regional** authorities for registration.  
In this country the **regional** differences in temperature are great in winter.
6. **enjoy:** *v.* to get pleasure from; possess or use 享受...乐趣, 喜爱, 享有  
e.g. He has always **enjoyed** very good health.  
Most students **enjoy** asking questions in English.  
The show was over before we could fully **enjoy** it.
7. **target:** *v.* to aim at an object 对...瞄准, 指向  
e.g. The rising cost didn't prevent the bargain price we had originally **targeted**.  
Welfare spending is being cut, so it should be **targeted** on the people who need it most.
8. **treat:** *v.* to buy or give something special, as a friendly act 请客, 款待  
e.g. I'm going to **treat** myself to Paris next summer.  
My uncle **treated** us to a decent meal at that famous restaurant last Sunday.

### Passage Translation

#### 饮食博客

##### 博客1:

2011年5月14日

寻求北京和上海名吃的最佳地点

这将是我们的第一次到北京和上海。旅行最惬意的事情之一就是品尝各种各样的小吃。在美国有中餐,但其味道却与在中国吃到的中餐味道相去甚远,更何况还有很多菜肴在美国是吃不到的。

现在我们想知道,真正住在上海和北京的居民认为什么地方东西最好吃。

如果你能在下面留言,不胜感激。

艾米

2011年5月15日

你们一定要在北京全聚德饭店吃北京烤鸭。你们不是素食者吧?呵呵!祝你们在北京玩得开心。

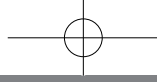
东东

2011年5月18日

一定要去吃的地方:我觉得我可以向你们推荐的唯一小吃是豫园的小笼包。嗯,这可能有点老套……,但它仍然是上海的招牌食品……除此之外,在那里你还可以品尝到各式地方风味小吃。

上帝保佑你们。

明涛



## NEW Practical English

2011年5月20日

很遗憾你们在杭州只停留几个小时，空中飞人们！

薛荷

2011年5月28日

你好！今天在酒吧里遇见你们真是太好了！希望你们在上海至今一直玩得开心……你们可以找时间品尝一下上海餐饮……，或许还可以在城隍庙尝尝小吃，那真是别有风味。

大海

博客2：常翁，马来西亚，abc.blogspot.com

很有趣，不是吗？

周二早晨，当所有头儿们都到来时，我还在睡觉。好在我并没有迟到，只是没有时间打包带我的午餐。

我：丘军，我今天没“打包”。如果你出去吃饭，记得把我也一块带去。

丘军：好的，阿翁。过一会儿我出去吃午饭。

（在午餐时间前仅仅几分钟）

丘军：阿翁，走，现在去吃午饭吧。

周叔：今天带阿翁到海边去。

我：海边？（真的吗？我和丘军都不会游泳啊！）

丘军：太好了！

我：哦。（这两个头儿一定在谋划什么秘密。）

坐进丘军的车几分钟后我们真的就到了海边。

哦，原来他们的目标实际上是日升海鲜饭店。这家饭店就在我们公司旁边，但我们得绕一个大弯才能到那儿。

呵，这家饭店相当好，“漂浮”在海上，海景一望无际。

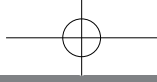
周叔在那里请我们吃了午饭。哇，我们把所点的菜几乎全吃光了。我真奇怪我竟然没有推荐这里的菜肴？呵呵，我不能告诉妈妈我到饭店吃饭了，否则她又会立即给我打电话唠唠叨叨了。

妈妈，不要为我担心，我一点肉也没吃。你看，我的盘子空空如也。

### 1 Answer the following questions according to the blogs.

- Key:**
- 1) Because it is the first time she has been in Beijing and Shanghai.
  - 2) To try all the different foods.





## Unit Five Food Blogs

- 3) Beijing roast Duck.
- 4) Only a few hours.
- 5) Some snacks.
- 6) Because he overslept and had no time to do his lunch.
- 7) At the Sunrise Seafood Restaurant.

### 2 Completed each of the following statements according to the blogs.

- Key:**
- 1) not as good as that in China
  - 2) the best places
  - 3) the Xiaolong Bao in Yu Garden
  - 4) bring him to have lunch together
  - 5) unlimited sea view

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

- Key:**
- |              |              |             |            |                 |
|--------------|--------------|-------------|------------|-----------------|
| 1) signature | 2) Guess     | 3) actually | 4) treated | 5) wondered     |
| 6) flavor    | 7) recommend | 8) message  | 9) enjoyed | 10) Fortunately |

### 4 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) Visitors say that the food in this restaurant is not as good as it claims.  
Because he has many things to do, he does not spend as much time studying as he used to.
  - 2) Apart from being too large, it just doesn't suit me.  
Do you have any other questions apart from the one we discussed just now?
  - 3) It's really nice being invited to attend the meeting.  
It's really nice talking with Professor Smith face to face.
  - 4) I was not late for class yesterday, just having no time to hand in my homework before class.  
It was not that he showed no concern for his children, just having no time to be together with them.
  - 5) I felt surprised that they offered me the job.  
The manager felt surprised that I had fulfilled the task in such a short time.

## Passage ② Toast at a Wedding Dinner

### Information Related to the Reading Passage

If you are invited to attend a wedding party, a New Year's party, or a Christmas party, you may need to give a toast on the occasion. Such speeches should be formal, cheerful, not very long and prepared in advance.



## NEW Practical English

### Language Points

#### 1 Explanation of Difficult Sentences

1. (Para. 1) It's with great pleasure that we have come together today to take part in this joyous occasion with this couple whom we love and respect so much.

**Analysis:** The pattern *It's with great pleasure that ...* is often used to begin a speech on a formal occasion to express one's happy feelings. Grammatically, this is an emphatic structure, emphasizing *with great pleasure* in this case.

**Translation:** 在这喜庆的时刻，我们聚集在一起参加今天的婚礼，共同为我们钟爱和敬重的新人祝福。

**Example:** It's with great pleasure that I have the chance to attend this Christmas party.

2. (Para. 1) This day, so special and perfect, with warm sunshine, with so many loving friends, will long be remembered by everyone for its magic.

**Analysis:** In this sentence, *so special and perfect* is used as a non-restrictive post-modifier of *this day*, somewhat similar to a which-clause. (= This day, which is so special and perfect ...)

**Translation:** 今天有这么的特别和完美，有温暖的阳光，有这么多的亲朋好友，其迷人的魅力必将被我们大家永记心中。

**Examples:** The man, silent, stood behind her.

The old lady, nervous, opened the letter.

3. (Para. 2) But I think the radiance, the grace, the beauty of the bride, Jennifer, makes this special day even more remarkable.

**Analysis:** In this sentence, *makes* takes a complex object — *this special day* (object) *even more remarkable* (complement).

**Translation:** 不过我觉得新娘詹妮弗的光彩、高雅和美丽使今天这个特殊的日子更不寻常。

**Example:** We should do our part to make the world even better.

4. (Para. 4) For us older folks, this day brings back special memories to our hearts of our own wedding days and all the joys we experienced.

**Analysis:** *Bring back memories to one's heart of something* should be understood as *bring back memories of something to one's hearts*, meaning causing somebody to remember something.

**Translation:** 对我们这些年长的人来说，今天又唤起了我们对自己婚礼的特殊怀念和我们所体验过的所有欢乐。

**Example:** The pictures brought back memories to my heart of my happy childhood in London.

5. (Para. 5) On this very special day, we want to wish you and your husband all the happiness.

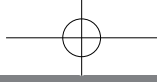
**Analysis:** The phrase *wish somebody something* is often used to express one's good wishes.

**Translation:** 在今天这个特殊的日子，我们祝愿你和你的丈夫一生幸福。

**Example:** They wished each other good luck before the exam.

6. (Para. 7) Drink a toast to the bride.

**Analysis:** *Drink a toast to somebody or something* is a pattern usually used in speeches on some special occasions. It means Let's drink the wine for the sake of somebody or something.

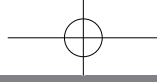


**Translation:** 为新娘干杯。

**Example:** They drank a toast to the young hero and wished him good luck.

## 2 Important Words

1. **occasion:** *n.* a time when something happens; a special event or ceremony 场合, 时刻  
e.g. We'll present the new product on the **occasion** of our next conference.  
Their wedding was a happy **occasion**.  
On **occasion** (偶尔), he smokes a cigar after dinner.
2. **couple:** *n.* two people (usually of the opposite sex) who are married, living together or on a date; several, usually two or three 一对, 夫妻, 两三个  
e.g. Jane and Tom are a **couple** that love to go dancing.  
They are a newly-married **couple**.  
Can you lend me a **couple** of dollars?
3. **magic:** *n.* a strong influence or power; a charming or mysterious quality 魔力, 魅力  
*a.* caused by or used in magic 魔法的  
e.g. He was attracted by the **magic** of theatre.  
She has a **magic** touch; she put everything right.  
That was a truly **magic** moment.
4. **add:** *v.* to combine two or more numbers into a total; increase the size or amount of something 加, 添加  
e.g. **Add** 6 and 8 for a total of 14.  
The cashier **added** up the bill.  
We **added** a room to our house.
5. **graceful:** *a.* attractive to see; suitably and pleasantly expressed 优雅的, 得体的  
e.g. We think all the dancers at the party were **graceful**.  
Sydney was tall and **graceful**.
6. **sincerely:** *ad.* truly 真诚地  
e.g. I **sincerely** hope your father will be well again soon.  
"I owe you an awful lot", I said **sincerely**.  
I'm **sincerely** delighted to hear that.
7. **toast:** *n.* bread made brown by being held in front of heat; a call on other people to drink to a person or thing 烤面包, 敬酒  
*v.* to drink to the success, happiness, health or honor of someone 祝酒  
e.g. He usually has two pieces of **toast** as breakfast.  
It was an old fisherman's custom to drink a **toast** to the dead.  
At the New Year's party he **toasted** his parents and wished them a long life and good health.



## NEW Practical English

### Passage Translation

#### 婚礼祝酒词

尊敬的朋友们：

在这喜庆的时刻，我们聚集在一起参加今天的婚礼，共同为我们钟爱和敬重的新人祝福。今天是这么的特别和完美，有温暖的阳光，有这么多的亲朋好友，其迷人的魅力必将被我们大家永记心中。

不过我觉得新娘詹妮弗的光彩、高雅和美丽使今天这个特殊的日子更不寻常。能够分享此时的快乐时光，也为我们的生活增添了欢乐。

我们这里许多人早就认识詹妮弗，看着她从一个活泼可爱的小女孩成长为一位高雅聪明的年轻姑娘。我们都曾感受过她的体贴、周到和热情。对她所爱的人，她的脸上总是绽出亲切的微笑。

对我们这些年长的人来说，今天又唤起了我们对自己婚礼的特殊怀念和我们所体验过的所有欢乐。孩子们也会怀着对将来自己这一特殊时刻的期盼而兴奋不已。

欢聚在这儿的所有家人和朋友都希望今天是你与幸运的新郎结成终身伴侣的良好开端。我们衷心希望你们的爱情与日俱进，你的家庭人丁兴旺。在今天这个特殊的日子，我们祝愿你和你的丈夫一生幸福。

朋友们，亲人们，请起立与我共同举杯，让我们衷心祝愿，未来的年月将充满祥和、快乐、幸福和情爱。

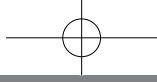
为新娘干杯。

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

Key: 1) F 2) T 3) F 4) T  
5) T 6) F 7) F 8) T

6 Translate the following sentences into Chinese.

Key: 1) 在这喜庆的时刻，我们聚集在一起参加今天的婚礼，共同为我们钟爱和敬重的新人祝福。  
2) 不过我觉得新娘詹妮弗的光彩、高雅和美丽使今天这个特殊的日子更不寻常。  
3) 我们都曾感受过她的体贴、周到和热情。对她所爱的人，她的脸上总是绽出亲切的微笑。  
4) 孩子们也会怀着对将来自己这一特殊时刻的期盼而兴奋不已。  
5) 欢聚在这儿的所有家人和朋友都希望今天是你与幸运的新郎结成终身伴侣的良好开端。  
6) 请起立与我共同举杯，让我们衷心祝愿，未来的年月将充满祥和、快乐、幸福和情爱。



## Unit Five Food Blogs

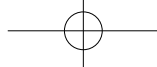
- 7 Rewrite the passage in about 120 words in the third person, describing the bride and the wedding. You may begin the passage like this:

**Key:** Jennifer's wedding was held on a warm sunny day. There were quite a number of people, her friends and relatives, attending it. The bride, Jennifer, was a beautiful, graceful and intelligent girl, who always showed her thoughtfulness, consideration and warmth to her friends and family. All the people attending the wedding were very joyful. The wedding reminded the older people of their own happy wedding days and the younger people of their special time coming in the future. They hoped that their love would grow stronger and their family would also grow. They wished the bride and bridegroom all the happiness in their life. At last, they rose to drink a toast to the newlyweds.

## SECTION V Appreciating Culture Tips

Appreciate the following culture tips chosen around life philosophy and business ethics, and then search online for new logos, advertising slogans or mottoes to introduce to the class.

**Key:** (Open)



# NEW *Practical English*

## ***Class Work Design: [Three Sessions - Six Contact Hours]***

Session No.	Unit Sections Involved	Focal Points
Session 1 (90–100 min)	Section I Talking Face to Face	<ol style="list-style-type: none"><li>1. Choosing a table</li><li>2. Ordering from a menu</li><li>3. Taking an order</li><li>4. Enquiring about and recommending food and drinks</li><li>5. Proposing a toast</li><li>6. Paying the bill</li><li>7. Focal expressions: a table for four people, a sea food restaurant, the menu, the wine list, take one's order, the service charge, a non-smoking section What's your special today? What do you recommend? Well, what's good on the menu today? Bring me the bill, please.</li></ol>
	Section II Being All Ears	
Session 2 (90–100 min)	Section III Trying Your Hand <ol style="list-style-type: none"><li>1. Practicing Applied Writing</li><li>2. Writing Sentences and Reviewing Grammar</li></ol>	<ol style="list-style-type: none"><li>1. Understanding and writing a food menu</li><li>2. Adverbial clauses</li></ol>
	Section IV Maintaining a Sharp Eye Passage I Blogs on Food	<ol style="list-style-type: none"><li>1. Introducing delicious Chinese food of one's hometown</li><li>2. Key words and expressions: vegetarian, cuisine, target, wonder about, have a nice time, signature dish, go out for lunch, treat sb. to lunch, the best place to eat / live / see</li></ol>
Session 3 (90–100 min)	Section IV Maintaining a Sharp Eye Passage II Toast at a Wedding	<ol style="list-style-type: none"><li>1. The way to make a toast at a wedding</li><li>2. Key words and expressions: occasion, couple, magic, add, graceful, sincerely, toast, It's a great pleasure that ..., bring back memory to one's heart, wish sb. all the happiness</li></ol>



## Suggested Teaching Procedures and Class Activities

### SECTION I Talking Face to Face

#### Imitating Mini-talks

The mini-talks in the Talking Face to Face section aim to help students to learn to talk in English through imitating the mini-talks around the unit topics. These mini-talks are tiny in content load and narrow in topic coverage. Students can easily learn them by heart and practice them in and out of class. The mini-talks are given here as a kind of warm-up for more intensive training of the students' English speaking ability.

In teaching, students should be first asked to read and recite the mini-talks given in the course book and then they should practice talking about these mini topics under the guidance of the teacher. Afterwards, students should be encouraged to give longer talks covering two or more of the mini-topics. Of course, students should also be encouraged to prepare their mini-talks in pairs in class or individually before or after class.

**Pair work.** The students practice the mini-talks and speak out the sentences for eating at restaurant.

*I would prefer that table for ... at ...*

*What do you recommend / suggest?*

*I'd like something typically Chinese.*

*May I have a bit more of ...*

*Let me pay the bill.*

**The teacher may give more expressions for the students to practice.**

**Standby examples:**

*I'd like to have a table for 6 at 7:00 this evening.*

*We'd like a quiet table with a fine view of the river.*

*Please let me see the menu first.*

*I prefer something typically Chinese.*

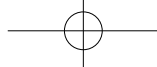
*I would like some vegetable dishes.*

*Well, I'll bring you the order right now.*

*Please tell me the features of Chinese food.*

*How would like to pay your bill?*

*Does this include the service charge / tip?*



## NEW Practical English

### Acting Out the Tasks

**Pair work:** The students make short conversations by following the above mini-talks.  
(Open)

### Studying Menus

- 1 The students translate the menu in groups, and then give the presentation in class.
- 2 **Pair work.** One student acts as a customer, and the other the waiter / waitress. They make up dialogues about ordering food according to the menu.

### Following Sample Dialogues

- 1 **Pair work.** The students read the sample dialogues after the teacher and speak out the useful sentence patterns for making an order.  
*Are you ready to order now?*  
*What would you like to drink?*  
*What is the soup of the day?*  
*Anything to drink?*  
*May I take your order?*  
*What do you prefer, soup or salad?*  
*Bring me a bottle of wine.*  
*What would you like for dessert?*
- 2 **Group work.** The students work in groups to act out the tasks, using the patterns picked out above. And then each group selects one pair to present the task in class.

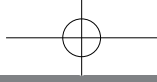
### Putting Language to Use

**Group work.** Students do Exercise 5, 6 and 7 in groups by reading aloud all the dialogues they have completed.

## SECTION II Being All Ears

Training of listening ability in this course follows three steps: starting from individual sentences for restaurant communication, going through practical dialogues / conversations and finally moving on to topic-oriented monologues or speeches. All the sentences, dialogues and speeches are career-





related and will be useful for practical communication in the students' future career life. While learning the sentences, the students are required not only to be able to understand them, but also to use them in their oral communication.

## Learning Sentences for Workplace Communication

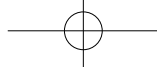
This part is to train the students in understanding and speaking out the sentences for restaurant communication. In other words, the focus is on listening comprehension at the sentence level.

- 1** The students listen to ten sentences given in the course book and repeat them in the pauses allowed, trying to understand and learn to say them by referring to their Chinese meanings. In other words, this is not a purely listening exercise; it's actually a class activity in which the students learn to say these sentences through listening and repeating.
- 2** The students listen again to the above sentences rearranged in sequence, and match them with their Chinese translations. Then the teacher checks their answers. The focus here is shifted to helping the students to make quick responses in catching the meaning of the sentences the students have heard.
- 3** The students listen twice to ten short statements given in the course book and then translate them into Chinese orally, imitating the way to do oral interpretation. Again the focus is on making quick responses in giving the oral interpretation. The students learn to give the right responses to the similar sentences they have heard, getting ready to move to the training on the dialogue level.

## Handling a Dialogue

This part is moving from the sentence level to the dialogue level. In other words, the focus is on helping the students to learn to carry on a short conversation.

- 1** The students listen twice to a dialogue, and then decode the message given in the course book by finding the correct choices given in brackets according to what they have heard. The focus is on giving quick responses in the dialogue.
- 2** The students listen to the dialogue again and then the teacher asks them to answer the questions given in the course book orally. Giving answers is seen as the signal of correctly understanding the dialogue.



## NEW *Practical English*

- 3 The students listen to the dialogue for the last time and work in groups to complete the responses in the blanks left in the dialogue.

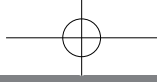
### Understanding a Short Speech / Talk

Here the “speech / talk” refers to the listening material we have chosen for training the students to understand a short piece of continuous oral message and therefore all of them are of colloquial style. It can be a speech, a talk, an oral announcement or even a verbal call for comments. Obviously, this part of training is carried out to help the students to follow the continuous oral presentation of a specific practical activity which is oriented to the unit topic. So its focus is first on listening comprehension of the message conveyed about an activity or an event, and then shifting to the recasting the message in various ways, including giving a summary orally or in writing. Therefore, the teacher could give some helping hints for students to follow in their making a summary in the form of an oral composition in class.

- 1 The students listen to the speech twice and during the second listening, put back the missing words in the blanks. After listening, the students work in groups to read the speech again.
- 2 The students listen to the speech again and match the information in Column A with the choices in Column B. Then they work in pairs to exchange their matching.
- 3 The students work in groups to answer the questions given in the course book and then do oral composition to summarize the general idea of the speech. Then write out a summary of the speech on their own. The last step is actually to help the students to make a summary of what they have heard. The oral composition is useful for students to learn to write a passage. The students might be asked to write down what they have learnt through participating in the class oral composition.

### Group work for the above two sections

The students form groups of 3 for role-play of eating at a restaurant. In each group, one student acts as a waiter / waitress, the other two as customers. The dialogue made by each group should contain at least 15 sentences including ordering a table, food and drinks, asking or recommending food, and also paying the bill. Then they give their performance in class. The teacher should try to give more groups a chance to perform in class.



## SECTION III Trying Your Hand

### Practicing Applied Writing

#### 1 Sample analysis

The teacher makes the following brief analysis of the format and the language used in menus.

Food menu is used to provide customers with information about the food available at the restaurant. You may find a separate catalogue of dishes, soup and drinks with prices on a menu. Only phrases are written on a menu and they are direct, concise and clear.

#### 2 Simulated writing.

The students do the Simulate and Create exercises.

### Writing Sentences and Reviewing Grammar

#### 1 Grammar review

The teacher gives a brief definition of adverbial clauses.

An adverbial clause is a clause that has an adverb-like function in modifying another clause. It is also a dependent clause that does the same job as an adverb or an adverb phrase. Most adverbial clauses can be recognized because they are introduced by a particular word or phrase, such as *when, where, why, how, because, as, though, in order that, ...* Adverbial clauses are usually used to indicate place, time, cause, purpose, concession and condition.

#### 2 The students do Exercises 4-6.

## SECTION IV Maintaining a Sharp Eye

### Passage ① Blogs on Food

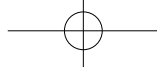
#### 1 Warm-up questions

1) What kind of food do you like better, Chinese food or western food?

(Open)

2) What special foods do you recommend to the foreigners in Beijing, Shanghai or your native place?

(Open)



## NEW *Practical English*

### 2 Reading aloud

The students read the passage twice in different ways (individually and in chorus).

### 3 Questions for group discussion

For Blog 1:

- 1) Which country does Amy come from?  
(From the US.)
- 2) What does Amy think is one of the best things she would like to try when she is traveling in China?  
(Special Chinese food.)
- 3) Where does Ming Tao suggest is the best place to eat ?  
(Yu Yuan)
- 4) Why does Xuehe think Amy's stay in Hangzhou is too short?  
(Her group can not enjoy the delicious food in Hangzhou.)
- 5) What does Dahai think of the City God's Temple?  
(It's one of the best places to try some snack of local flavor.)

For Blog 2:

**Group work:** Students prepare at least 5 questions about Blog 2 in groups, and then one group asks the questions, while the other groups give the answers.

### 4 Key words and sentence structure simulation

Guides the students through the Read and Simulate exercises and ask them to find out the patterns and the expressions used in the sentences from the passage, and then simulate for themselves.

1. one of ... is ...
2. be wondering bout ...
3. the only thing I would recommend is ...
4. it is a pity ...
5. not ..., or else ...

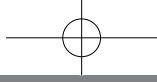
### 5 Writing practice

**Group work:** Each group writes a message to Amy introducing delicious Chinese food of their hometowns. And then there will be group discussion and presentation in class.

### 6 Word consolidation

The students choose the useful words and expressions from the passage, and then the teacher demonstrates their usage. The following should be chosen and practiced. The students make up at least two sentences using the chosen words and phrases in groups.

1. **leave a message:** to leave information orally or with a piece of paper 留口信



## Unit Five Food Blogs

- e.g. I wouldn't meet the manager at his office, but **I left him a message.**
2. **be great:** be very good 很好  
e.g. Your idea for promoting the new product through ads **is great.**
3. **remember to do:** do not to forget about doing 记住做某事  
e.g. **Remember to water** my flowers while I'm away.
4. **bring sb. to:** to take sb. to 带某人去...  
e.g. I **brought my** daughter to the concert last night.
5. **be located in:** be present in a certain place 坐落在  
e.g. The offices **are located in** the center of the town.

### 7 Confirmation of content awareness

The students do Exercises 2 & 3.

## Assignments for This Section

### 1 Written work:

The students do Exercise 4–6.

### 2 Oral work:

Talk about local food in your hometown in groups.

## Passage ② Toast at a Wedding Dinner

### 1 Warm-up questions

- 1) Have you ever attended a wedding?  
(Open)
- 2) If you attend your friend's wedding, what would you say to the couple?  
(Open)

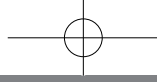
### 2 Reading aloud

The students read the passage in two different ways (in groups and individually).

### 3 Understanding a wedding speech

Questions for group discussion

- 1) How do people usually start their speech at a wedding?  
(They usually express their joy with the sentence “It is with great pleasure that ...”)
- 2) Who should be praised first at a wedding? The bride or the groom?  
(It is common to praise the bride first.)
- 3) What words are used to describe the bride in the passage?



## NEW Practical English

(radiance, grace, beauty, thoughtfulness, consideration and warmth)

**4) What wishes are usually given to the bride and groom at a wedding?**

(We sincerely wish that ... all the happiness in the world.)

**5) How do people propose a toast in closing their speech at a wedding?**

(Friend and relatives: Please rise together ... Drink a toast to the bride.)

### 4 Word consolidation

The students choose the useful words and expressions from the passage, and then the teacher demonstrates their usage. The following should be chosen and further practiced. The students make up at least two sentences using the chosen phrases and expressions in groups.

1. **it's with great pleasure that:** to do sth. with happiness or satisfaction 很高兴...  
e.g. **It's with great pleasure that** we can meet our old friends in America.
2. **add joy to:** to put great happiness to 为...增添欢乐  
e.g. The good news of his finding an ideal job **added joy to** the family gathering.
3. **bring back memories to one's heart of:** to cause sb. to remember sth. 引起某人内心的回忆  
e.g. What he said **brought back memories to my heart of** those difficult days.
4. **a toast to sb. / sth.:** to suggest a drink to sb. / sth. 为...干杯  
e.g. Let's drink a **toast to** our beloved uncle.
5. **wish sb. all the happiness:** to hope sb. will be happy all the time 祝福某人永远快乐  
e.g. People often write the words "**Wish You All the Happiness**" on a Season's Greetings cards.

## Assignments for This Section

Written work

Write a short speech to toast your teachers and classmates for the New Year party.

## SECTION V Appreciating Culture Tips

The Culture Tips are mainly chosen around life philosophy and business ethics. The teacher holds a class discussion of what the students think of these mottoes.

The students are also encouraged to search online for new logos, advertising slogans or mottoes and introduce them to the class.

## Group Work for This Unit

The students talk about Guangdong food or Sichuan Food, using PPT.





## Unit | Six

# Shopping and Sightseeing

### Unit Goals

#### ❖ What You Should Learn to Do

1. Ask about the price
2. Ask about style, size and color of clothing
3. Ask about the model, use and guarantee of appliances
4. Talk about shopping
5. Ask for a discount

6. Understand and talk about shopping and travel ads
7. read and ask about operating instructions

### Linguistic Realization

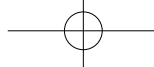
#### ❖ Useful Sentences

##### Talking Face to Face and Being All Ears

1. How much is it?
2. Is there a discount?
3. Is it easy to operate?
4. Do you have any other color?
5. Do you have a larger / smaller size?
6. I think I'll take it.
7. What can I do for you? / Anything I can do for you?
8. What color do you like / prefer?
9. What size, please?
10. How do you like this design?
11. Do you have anything particular in mind?
12. What brand do you need, please?

##### Talking Face to Face and Being All Ears

1. There are a lot of worth-seeing places in Beijing.
2. Today we are going to visit the Great Wall.
3. How long will it take us to get there?
4. When was the Great Wall built?



# NEW *Practical English*

5. Tomorrow we'll go on a guided tour round the West Lake.
6. Xi'an is a good place to visit. Have you ever hear of the buried terracotta warriors and horse pits?
7. Could you please recommend some of the attractions here?
8. What do you think is the best time to go there?
9. I've always dreamed of going to see the beautiful scenery in Australia.
10. I want to see the famous Sydney Opera House and take photos from the Harbor Bridge.

## **Trying Your Hand**

Writing Sentences and Reviewing Grammar

## ❖ **Unit Sections Involved** **Maintaining a Sharp Eye**

Passages I & II

## ❖ **What You Should Know About**

1. Shopping
2. Tourist attractions
3. Present participle and past



## Key and Translation

### SECTION I Talking Face to Face

#### Imitating Mini-talks

- 1 Work in pairs. Look at the picture and recite the following mini-talks for shopping and sightseeing.

#### Acting Out the Tasks

- 2 Work in pairs and perform the tasks by following the above mini-talks.  
(Open)

#### Studying Shopping and Travel Ads

- 3 Shopping and travel advertisements are always with us. They provide useful information for people to know what to buy and where to go. Now let's read the following two ads and try to use the information in them in your face-to-face talks.

*Chinese Version of the Samples:*

##### 样例1

##### 雅美珠宝商店

- 沪上首家珠宝店
- 质量上乘，式样典雅，富有创意，款式多样，售后服务周到
- 价格合理，老少无欺
- 每天上午9:00至下午7:00营业

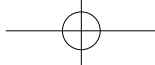
雅美珠宝商店

上海市古北路1445号

电话：65330202

移动电话：13916313466

网址：<http://www.amy.pearl.com>



## NEW Practical English

### 样例2

欢迎光临卢浮宫  
巴黎中心地区最负盛名的宫殿

- 古代东方艺术
- 雕刻作品
- 意大利绘画
- 法国绘画
- 书画刻印艺术
- 装饰美术

电话: 0140205151 (提供5种语言的录音信息) / 0140205317

网址: <http://www.louvre.fr>

## Following Sample Dialogues

- 4 Read the following sample dialogues and try to perform your own tasks.

## Putting Language to Use

- 5 Imagine you are buying a cassette recorder. Complete the conversation with the shop assistant by filling in the blanks.

Key: 1) show 2) brands 3) spend 4) How much  
5) reasonable 6) discount 7) take 8) credit

- 6 Imagine you are Wang Na. You want to buy a pair of jeans. Fill in the blanks according to the Chinese provided.

Key: 1) Yes, please. I'm looking for a pair of jeans  
2) What style would you like  
3) That looks fine. Can I try a dark blue pair  
4) Medium, I think  
5) Have you got any smaller size  
6) Yes, I think so. How much is it  
7) It's too expensive and much more than I wanted to pay  
8) Do you accept credit cards

- 7 Imagine you are Selena and you are talking with Linda about your trip to Beijing in the summer vacation. Play your role according to the clues giving in brackets.

Key: 1) Linda, I'm going to visit Beijing this summer vacation.

- 2) Have you been to Beijing? What is there to see in the ancient city?
- 3) I do plan to see the Forbidden City first, and then the Summer Palace and the Temple of Heaven.
- 4) Climbing the Great Wall is what I have been dreaming of.
- 5) I'll stay for a week.

## SECTION II Being All Ears

### Learning Sentences for Workplace Communication

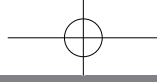
- 1** Listen to ten topic-related English sentences for workplace communication cross-referenced with their Chinese translation and try to remember them.

- Script:**
- 1) What can I do for you?
  - 2) I'd like to buy a white shirt.
  - 3) How much is it? / How much does it cost?
  - 4) What size do you take?
  - 5) We have your size, but not in the color you want.
  - 6) Where are you going for your summer holiday?
  - 7) How long will you stay there?
  - 8) Do you have a one-day tour?
  - 9) Is there anything special you want to see?
  - 10) The trip is about five and a half hours long.

- 2** Listen again to the above sentences rearranged in sequence, and then match them with their Chinese translation.

- Script:**
- 1) What size do you take?
  - 2) I'd like to buy a white shirt.
  - 3) We have your size, but not in the color you want.
  - 4) How much is it?
  - 5) What can I do for you?
  - 6) Do you have a one-day tour?
  - 7) How long will you stay there?
  - 8) Is there anything special you want to see?
  - 9) The trip is about five and a half hours long.
  - 10) Where are you going for your summer holiday?

- Key:**
- |      |      |      |      |       |
|------|------|------|------|-------|
| 1) b | 2) a | 3) e | 4) c | 5) d  |
| 6) f | 7) j | 8) h | 9) i | 10) g |



## NEW Practical English

### 3 Listen to ten topic-related English sentences for workplace communication and translate them into Chinese orally.

- Script:**
- 1) It sounds like you had a pretty good vacation.
  - 2) I'm going to Europe this summer.
  - 3) I went sightseeing for three days.
  - 4) Beijing is an ancient city and a great place for sightseeing.
  - 5) I've been dreaming of going to see the beautiful scenery there.
  - 6) I'm interested in this computer game.
  - 7) How will you pay for that?
  - 8) It's really hard for me to choose from so many styles of jeans.
  - 9) What seems to be the problem?
  - 10) The color is fine. But I'm afraid it's too big for me. Do you have a smaller size?

- Key:**
- 1) 听上去你的假期过得很好啊。
  - 2) 我今年夏天打算去欧洲。
  - 3) 我去观光了三天。
  - 4) 北京是个古老的城市，是一个游览的好地方。
  - 5) 我一直梦想去看看那里美丽的风景。
  - 6) 我对这种电脑游戏很感兴趣。
  - 7) 你要怎么付款？
  - 8) 牛仔裤的款式这么多，我真的很难挑选。
  - 9) 有什么问题吗？
  - 10) 颜色不错。恐怕我穿太大了。有小号的吗？

## Handling a Dialogue

**Script:**

- Shop assistant:** Good afternoon, sir. What can I do for you?
- Mr. Anderson:** Can you show me some silk, real Chinese silk?
- Shop assistant:** Certainly. How do you like this design?
- Mr. Anderson:** Have you got anything brighter? Something more Chinese?
- Shop assistant:** How about the design with blue and yellow birds? It's a traditional design and the colors are bright.
- Mr. Anderson:** Oh, it's lovely and very Chinese. Is it pure silk?
- Shop assistant:** Yes, one hundred percent pure silk.
- Mr. Anderson:** How much do I need for a short-sleeved dress? It's for my daughter. She's about my height.
- Shop assistant:** I think one and a half meters would be enough.
- Mr. Anderson:** All right. Please let me have one and a half meters then.
- Shop assistant:** That will be one hundred and forty yuan.

4 Listen to a dialogue and decode the message by finding the correct choices given in brackets according to what you have heard.

**Key:** 1) silk 2) brighter 3) birds 4) design  
5) daughter 6) one hundred and forty

5 Listen to the dialogue again and then answer the following questions orally.

**Key:** 1) Some real Chinese silk.  
2) Bright color.  
3) A design with blue and yellow birds.  
4) One and a half meters.  
5) One hundred and forty yuan.

6 Listen to the dialogue for the last time and fill in the blanks according to what you have heard.

**Key:** 1) real Chinese silk  
2) It's a traditional design  
3) it's lovely and very Chinese.  
4) It's for my daughter.  
5) That will be one hundred and forty yuan.

## Understanding a Short Speech / Talk

### Script:

Ladies and gentlemen, the Captain has turned on the Fasten Seat Belt sign. Please take your seat and fasten your seat belt.

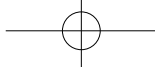
At this time, we request that all cell phones be turned off for the full duration of the flight. We request that all other electronic devices be turned off until we fly above 10,000 feet. We will notify you when it is safe to use such devices.

We remind you that this is a non-smoking flight. Smoking is not allowed on the entire aircraft, including the lavatories.

If you have any questions during our flight today, please don't hesitate to ask one of our flight attendants. Thank you.

7 Listen to an announcement twice and during the second listening, put back the missing words in the blanks.

**Key:** 1) seat 2) full 3) electronic 4) safe  
5) remind 6) allowed 7) questions 8) hesitate



## NEW Practical English

- 8 Listen to the announcement again and match the incomplete statement in Column A with the choices in Column B.

Key: 1) a 2) c 3) b 4) d 5) b

- 9 Write out the general idea of the announcement in one paragraph by answering the following questions.

Key:

- 1) The Captain has turned on the Fasten Seat Belt sign to remind the passengers to take their seats and fasten their seat belts.
- 2) Cell phones must be turned off for the full duration of the flight.
- 3) Other electronic devices are allowed to be turned on during the flight only when passengers are notified to do so.
- 4) Smoking is not allowed because this is a non-smoking flight.
- 5) Passengers can turn to flight attendants for help if they have any questions during the flight.

### General idea:

The captain has turned on the Fasten Seat Belt sign to remind the passengers to take their seats and fasten their seat belts. Cell phones must be turned off for the full duration of the flight. Other electronic devices are allowed to be turned on during the flight only when they are notified to do so. This is a non-smoking flight, so no one is allowed to smoke on the plane. Passengers can turn to flight attendants for help if they have any questions during the flight.

## SECTION III Trying Your Hand

### Practicing Applied Writing

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

*Chinese Version of the Samples:*

#### 样例1

#### 新款运动型网络随身听(NW-S4)

新款运动型网络随身听(NW-S4)采用钢笔式平滑造型和运动风格,具有防水功能。其外观尺寸为5.2"×1",重2.1盎司。64兆内存可存储长达120分钟的音乐,具有防跳针功能。本产品由一节五号电池提供电流。所提供的臂带可保证在跑步、滑板和进行其他体育活动中完全正常使用。该款产品还配有一根USB连线、一副耳机和一节5号电池。

## 规 格

兼容性要求	WIN95 / 98 / ME / 2000
储存类型	内存
液晶显示	是
产品系列	网络随身听
音频输出类型	立体声
便携式	是
内存大小	64MB
声音输出模式	立体声
产品颜色	黑色
所支持的数字音频格式	MP3 / WMA / AAC
型号	NW-S4
可兼容操作系统	PC机 / 苹果机
接口类型	USB接口

## 样例2

出境旅游中介  
优质服务

长春南海路51号  
邮编: 130012  
电话: 0431-5967967  
网址: [www.traabagency.com](http://www.traabagency.com)

## 美国加州旧金山一日游

- 参观金门大桥
- 乘坐老式缆车
- 漫步唐人街

## 马来西亚三日游

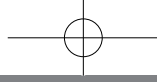
- 漫步热带海滩
- 体验潜水等水上运动
- 品尝美味的海鲜和新鲜的水果

## 澳大利亚九日游

- 参观著名的悉尼歌剧院
- 在海湾大桥上摄取倩影
- 白天在海滩游玩, 夜晚在悉尼饭店消遣

## 泰国三日游

- 参观古老的暹罗寺庙和宫殿
- 在曼谷的市场上购买丝绸和手工艺品



## NEW Practical English

### 2 Match the English expressions in Column A with the Chinese equivalents in Column B.

**Key:** 1) d 2) e 3) h 4) a 5) c  
6) f 7) i 8) g 9) b

### 3 Read the following travel ad and find out the details.

The country to visit: (Canada)

Attitude towards tourists: (Friendly)

Activities arranged: (Skiing on the snowy mountaintops, swimming in lakes, enjoying clean air and touring cities.)

Contact: Travel agent or Holiday, Inc. (800-324-4839)

## Writing Sentences and Reviewing Grammar

### 4 Make correct choices of words or expressions given in brackets to complete the sentences.

**Key:** 1) hoping 2) looking at 3) living 4) warning  
5) imported 6) wishing 7) talking with 8) pulled down  
9) used 10) invited

### 5 Correct the errors in the following sentences.

**Key:** 1) calling → called 2) produded → producing  
3) sleep → sleeping 4) ready make → ready made  
5) losing → lost 6) injuring → injured  
7) speaking → spoken 8) excited → exciting  
9) making → made 10) amaze → amazing

### 6 Translate the following sentences into English.

**Key:** 1) The question discussed yesterday is of great importance.  
2) He is a well-behaved man.  
3) The established customs are difficult to change.  
4) The chairman read out a prepared statement.  
5) Children prefer the drink made of orange juice, sugar and water.  
6) He has to make a decision within a given period.  
7) We'll discuss the plan put up by him at the next meeting.  
8) Do you know the girl singing on the stage?



- 7 Write a short passage of about 100 words to tell a story related to the picture given. Some useful words and phrases are provided to help you. The title of your passage is "Mary Enjoys Shopping in China".

Key:

#### Mary Enjoys shopping in China

I have an American friend whose name is Mary. We often go shopping together. Mary enjoys shopping in China at big department stores. She likes wandering from one department to another, looking at the various articles on the counters, from umbrellas to gloves, from fancy goods to books, from clothes to shoes. Today, we are going to buy some stationery at the big stationery shop near our college. Mary needs some airmail envelopes, writing pads, and a couple of batteries for her walkman. I would like a bottle of glue, a box of paper clips, a stapler and two rolls of films. I enjoy going shopping with her because I can do something for her: I am her shopping guide.

## SECTION IV Maintaining a Sharp Eye

### Passage ① How to Survive the Shanghai Expo

#### Information Related to the Reading Passage

From the first World Expo held in London in 1851, the World Expos have been held successively for many years. In 1933, World Expo Chicago set up its theme, and then the following expos also had their special themes.

Time	Host	Country	Theme
1851	London	Britain	-
...			
1933-1934	Chicago	United States	A Century Progress
1935	Brussels	Belgium	Peace Through Competition
1937	Paris	France	Arts and Techniques in Modern Life
1939-1940	New York	United States	Building the World of Tomorrow
1958	Brussels	Belgium	Evaluation of the World for a More Human World
1962	Seattle	United States	Man in the Space Age
1964-1965	New York	United States	Peace Through Understanding
1967	Montreal	Canada	Man and His World Land
1970	Osaka	Japan	Progress and Harmony for Mankind
1974	Spokane	United States	Celebrating Tomorrow's Fresh New Environment



## NEW Practical English

continued

Time	Host	Country	Theme
1975	Okinawa	Japan	The Sea: We Would Like to See
1982	Knoxville	America	Energy Turns the World
1984	New Orleans	America	The Worlds of Rivers: Fresh Water as a Source of Life
1985	Tsukuba	Japan	Living and Environment Household Science and Technology for Human Beings
1986	Vancouver	Canada	World in Motion: Would in Touch
1988	Brisbane	Australia	Leisure in the Age of Technology
1990	Osaka	Japan	Human Beings and Nature
1992	Sevilla	Spain	Age of Discovery
1992	Genova	Italy	Christopher Columbus: The Ship and the Sea
1993	Taehung	Korea	A New Path Forward
1998	Lisbon	Portugal	Oceans: A Heritage for the Future
2000	Hannover	Germany	Humankind, Nature, Technology and Development
2005	Aichi	Japan	Nature's Wisdom
2010	Shanghai	China	Better City, Better Life

### Language Points

#### 1 Explanation of Difficult Sentences

1. **(Para. 3)** Shanghai is a dynamic, modern, international city — the “city of the future” — and it is really worth breaking up your Expo visit with trips to the Bund, to Nanjing East Road, to ultra-modern Pudong, maybe even to neighboring Hangzhou and Suzhou.

**Analysis:** This is a long compound sentence, with several parallel phrases *to ...*, *to ...*, *to ...*, *even to ...* as attributives modifying the word *trips*. *It is really worth breaking up your Expo visit* means there is a good enough reason for visiting some other places except the Shanghai Expo.

**Translation:** 上海是个充满活力的现代化的国际城市——“未来之城”，因此的确值得把你参观世博会的时间分一点去游览一下外滩、南京东路、超现代化的浦东，甚至临近的杭州和苏州。

**Example:** It's well worth getting to the lecture early if you want a good seat.

His proposal is really worth considering.

2. **(Para. 3)** And if you've been to Shanghai many times already and have seen all these sights, then use the rest of your time to do the one thing Shanghai is best known for: shopping, shopping, shopping.

**Analysis:** This is a complex sentence, in which *you can* is omitted before the verb *use* in the

main clause. And the relative clause (the word *which* is omitted) — (which) *Shanghai is best known for* modifies *one thing*, with *shopping, shopping, shopping* as the appositive to *one thing*.

**Translation:** 如果你之前已经多次去过上海, 上述景点都参观过, 那么你可以把其余的时间用在上海最著名的一件事上: 购物、购物、再购物。

**Example:** The region is best known for its fine wines.

This small town is best known for its handicraft products.

3. (Para. 5) If you've been to France, there's no point waiting an hour to see the Fisher-Price version of France in the French Pavilion (although still quite beautiful).

**Analysis:** *Fisher-Price* is a brand name of toys. Here it implies pocket size. *There is no point doing sth.* means there is no reason for doing something.

**Translation:** 如果你以前去过法国, 就没有必要排一个小时的队去参观微缩版的法国馆了 (尽管这个展馆很美)。

**Example:** I see no point in arguing over the details of the contract.

Thank you. There's no point in being surprised about it.

4. (Para. 7) New Zealand, while short on the actual interior display, had a roof garden with everything from stuffed animals to Kiwi trees and herbs.

**Analysis:** *while* here means although; *short on* means having few.

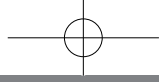
**Translation:** 在新西兰国家馆, 尽管里边实际的展品很少, 却有一个屋顶花园, 里面有很多东西, 从动物模型到猕猴桃树和草药。

**Example:** While there was no conclusive evidence, most people thought he was guilty.

While she is a likable girl, she can be extremely difficult to work with.

## 2 Important Words

- share:** *v.* to divide or use (sth.) with others 分享  
e.g. Students were able to **share** their experiences.  
They meet to **share** secrets and relive old memories.
- regret:** *v.* to feel sorry about something you have done and wish you had not done it 后悔  
e.g. If we don't act now, we'll **regret** it in the future.  
I've never **regretted** the decision.  
I'm going to **regret** eating all this food.
- sights:** *n.* (plural) famous or interesting places that tourists visit 风景  
e.g. We enjoyed seeing the **sights** of San Francisco.  
In the afternoon, you'll have a chance to relax or see the **sights**.
- experience:** *n.* something that happens to you or something you do, especially when this has an effect on what you feel or think 体验  
*v.* if you experience a problem, event, or situation, it happens to you or affects you 经历, 体验  
e.g. This was my first **experience** of living with other people.  
Children need to **experience** things for themselves in order to learn from them.



## NEW Practical English

5. **display**: *n.* an arrangement of things for people to look at or buy 展品  
*v.* to show something to people, or put it in a place where people can see it easily 展示  
e.g. The window **display** caught her eye.  
Local train and bus timetables are **displayed** in the station.
6. **informative**: *a.* providing many useful facts or ideas 提供大量资料的  
e.g. This is really an **informative** and entertaining book.  
The engineer's lecture was very **informative**.
7. **recall**: *v.* to remember a particular fact, event, or situation from the past 回想起  
e.g. I seem to **recall** I've met him somewhere before.  
I can't **recall** who gave me the information.
8. **fair**: *n.* an event at which people or businesses show and sell their products 商品展览会, 集市  
e.g. a trade **fair** (where companies show their newest products)  
a craft **fair** (where people sell handmade products such as jewellery, paintings, etc.)

### Passage Translation

#### 如何在上海世博会上“幸存”

一个海外参观者的亲身体验

我在温哥华的姑姑最近对我说起一个中国的俏皮说法：“假如你不参观上海世博会，你会感到遗憾。假如你去了上海世博会，你会更加遗憾。”

我笑了起来。这句话很真实。花一张世博会门票的代价你就能见证到人类的伟大成就：在四平方公里的展会现场坐落着两百多个具有尖端建筑水平的国家馆。与此同时，你还会见证和体验四五个小时令人筋疲力尽的排长队。但是，和我姑姑的忠告相反，你还是可以去世博会并在那里度过一段美好的时光。

另外，可不要只是为了世博会而去上海。上海是个充满活力的现代化国际城市——“未来之城”，因此的确值得把你参观世博会的时间分一点去游览一下外滩、南京东路、超现代化的浦东，甚至临近的杭州和苏州。相信我，第一天参观以后，世博会就会把你累垮。如果你之前已经多次去过上海，上述景点都参观过，那么你可以把其余的时间用在上海最著名的一件事上：购物、购物、再购物。

#### 最值得参观的展馆

“哪些是该参观的最好的展馆？”这个问题提得好。由于有两百多个场馆而时间又那么有限，还有那长长的队伍，你不想把你在园区的那一天白白浪费掉。

事实上，对这个问题的回答在于你自己。问问你自己：如果你去过法国，就没有必要排一个小时的队去参观微缩版的法国馆了吧（尽管这个展馆很美）。

#### 真正的明星：中等大小的国家的展馆

在热门场馆——中国馆和那些“名牌”大国展馆——前排长队很可能会让你筋疲力

尽，但是你会发现有一些馆是真正的珍宝——那些中等国家的展馆。

中等国家展馆前排的队不长（最多10到30分钟），展品美观，内容丰富。我喜欢的两个展馆是印尼国家馆和新西兰国家馆。在印尼国家馆，展台排列蜿蜒曲折，排列很长，展示从珊瑚礁到文化遗址等各种各样的展品。在新西兰国家馆，尽管里边实际的展品很少，却有一个屋顶花园，里面有很多东西，从动物模型到猕猴桃树和草药。此外，有些国家由于太小又财力不足，无法单独建馆。这样，它们就在一个大馆里租一块地方，按照区域或大洲分组。非洲馆里的各个国家的展台和摊位让我想起大学校园里的集市活动。如果你想在较短的时间里了解更多国家的话，这些展区就太值得去了。

简而言之，参观上海世博会是人生只有一次的经历。也许这是因为你在参观完世博会后会对自己说，你再也不想去第二次了。然而，当你将来在什么时候回想起这个难得的上海世博会经历时，你恐怕会为自己有幸参与这一世界级的活动并获得这样一个异乎寻常的经历而感到欣慰。

**1 Answer the following questions according to the passage.**

- Key:**
- 1) It presents to us a great human accomplishment.
  - 2) The Shanghai Bund, Nanjing East Road and ultra-modern Pudong.
  - 3) They can be quite beautiful and informative.
  - 4) Because people can learn more about a lot of countries in a short amount of time.
  - 5) Visiting the Shanghai Expo is a once-in-a-lifetime experience.

**2 Fill in the blanks without referring to the passage.**

- Key:**
- |                |                |             |           |                |
|----------------|----------------|-------------|-----------|----------------|
| 1) informative | 2) New Zealand | 3) culture  | 4) garden | 5) pavilion    |
| 6) space       | 7) continent   | 8) reminded | 9) fair   | 10) individual |

**3 Complete each of the following statements according to the passage.**

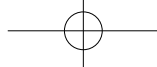
- Key:**
- 1) experience
  - 2) sights
  - 3) some real gems
  - 4) displays
  - 5) the Africa pavilion

**4 Fill in the blanks with the proper expressions given below, changing the form if necessary.**

- Key:**
- 1) had a good time
  - 2) contrary to
  - 3) In addition
  - 4) reminded ... of
  - 5) break up
  - 6) wear ... out
  - 7) is known for
  - 8) In that case

**5 Translate the following sentences into English.**

- Key:**
- 1) The medical website enables patients to share information and offer each other support.
  - 2) I'm glad you're going with us. You won't regret it.
  - 3) It was the most wonderful feeling she had ever experienced.
  - 4) He is known for his popular science novels.
  - 5) Twenty years later he could still clearly recall the event.



## NEW Practical English

6) That song always reminds me of our first date.

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

- Key:**
- 1) Many of the small towns in the area are definitely worth visiting.  
It's worth checking the details of the contract before you sign it.
  - 2) Believe me, there'll be trouble when they find out about this matter.  
Believe me, all this is going to cause a lot of problems.
  - 3) With all the uncertainties about this job, it's difficult to make out a complete plan.  
She sat there facing the interviewer, with her hands on her lap.
  - 4) There's no point (in) worrying about him.  
There is no point discussing this any further, I'm afraid.
  - 5) Simply put, he was fired.  
Simply stated, this is all that I can do.

## Passage ② Yiwu, a Mega Market for Small Commodities

### Information Related to the Reading Passage

Yiwu is a city with a population of over 2 million people and is located in Zhejiang Province. Yiwu is about 100 km south of Hangzhou. Its GDP was 52 billion Yuan in 2009 and the per capita GDP over US\$10,000. A World Bank report describes Yiwu like this: "Yiwu, 300 kilometers away from Shanghai, is the largest market of petty commodity wholesales in the world where various foreign buyers go to place orders."

### Language Points

#### 1 Explanation of Difficult Sentences

1. (Para. 3) While searching for good business here, they also brought opportunities and fortune to the city.

**Analysis:** *while* here means at the same time when something is happening. In this clause, *they are* has been omitted.

**Translation:** 他们在义乌寻找良好的商机的同时，也为这座城市带来了机遇和财富。

**Example:** She met Andy while working for the production department of Carmen.

I bought a magazine while waiting for the train.

2. (Para. 5) ... however, two years ago, Yiwu was somewhere he had never heard of.

**Analysis:** *Be had never heard of* is a relative clause with *that* omitted, modifying *somewhere*.

**Translation:** 然而，两年前义乌却是一个他从没听说过的地方。

**Example:** It's odd that I haven't heard of you.



I've heard of a job which would be just right for you.

3. (Para. 7) During his first visit to Yiwu, Azimi saw the early phase of the small commodity market there, which impressed him a lot.

**Analysis:** *which impressed him a lot* is a relative clause, *which* refers to the whole clause before it. This clause is used to add more information about the event just mentioned

**Translation:** 当第一次来到义乌时, 阿兹米看到的是这个小商品市场的早期状况, 这给他留下了深刻印象。

**Example:** A skilled workforce is essential, which is why our training program is so successful.

Bogart starred in the film *Casablanca*, which was made in 1942.

4. (Para. 9) As for many other foreign businessmen in the city, Yiwu has now become what their lives and careers are all about.

**Analysis:** *what their lives and careers are all about* is a subject complement clause.

**Translation:** 至于城里的许多其他外国商人, 义乌现在已经成为他们生活和事业的全部。

**Example:** I could get you a job here if that's what you want.

Peter always does his best, and that's what I like about him.

## 2 Important Words and Phrases

- grow:** *v.* to increase in amount, size, number, or strength 发展, 增长  
e.g. In the early part of the century, our foreign trade **grew** steadily.  
He has spent the past seven years **growing** his business.
- search for:** to try to find someone or something by looking very carefully 找寻  
e.g. I've **searched** high and low **for** my glasses.  
A plane was sent to **search for** the missing tourists.
- flood:** *v.* to arrive or go somewhere in large numbers 蜂拥而至  
*n.* a very large amount of water that covers an area that is usually dry 洪水  
e.g. Donations have been **flooding** in since we launched the appeal.  
The village was cut off by **floods**.
- hear of:** to find out that something has happened 听说  
e.g. I was shocked to **hear of** his death.  
This was the first time that I'd **heard of** any trouble in the area.
- expectation:** *n.* the belief that something will happen 预料, 预期  
e.g. The team set off without any **expectation** of success.  
Gina has succeeded beyond our **expectation**.
- impress:** *v.* to make someone admire and respect 留下印象  
e.g. We were very **impressed** by the standard of work.  
One candidate in particular **impressed** us with her knowledge.
- profit:** *n.* money that you gain by selling things or doing business after your costs have been paid 利润  
*v.* to get advantage or benefit from doing something 收益  
e.g. All the **profits** from the auction will go to cancer research.



## NEW Practical English

Some industries, such as shipbuilding, clearly **profited** from the war.

### Passage Translation

#### 义乌：小商品的大市场

义乌占地约1 100平方公里，几乎与香港一样大，它似乎就像中国东部一个普通的内地城市一样。然而，在过去二十年里，这个城市已经发展成为一个正在引起全球瞩目的庞大市场。

每天，有1 000多个标准集装箱（20英尺等量单位）的产品从义乌发往大约200个国家和地区。今年上半年，这个城市的贸易量达8亿多美元。

随着义乌作为巨大的小商品市场的名声在全球传开，越来越多的外国商人正蜂拥来到这个城市。他们在义乌寻找良好商机的同时，也为这座城市带来了机遇和财富。

由于外国商人已经成为这座城市经济和社会生活的重要组成部分，义乌正迎来越来越多的具有不同国籍和各种文化背景的新人。有些外国人选择义乌来创业，这个城市已经成为了他们故乡以外的家园。

来自阿富汗的阿兹米作为留学生从北京毕业后就来到义乌创业。就像这座城市里的一些其他外国商人一样，现在他在这里拥有一家贸易公司，而且能说流利的汉语。然而，两年前义乌却是一个他从没听说过的地方。

“我第一次到义乌来是在2001年，当时我的表兄弟告诉我在中国有个城市叫义乌，这个名字听起来像英语的YOU，我根本不知道它在哪儿。”

当他第一次来到义乌时，阿兹米看到的是这个小商品市场的早期状况，这给他留下了深刻印象。学业结束后，他最终决定在义乌开始他的事业。城市的快速发展给他带来了丰厚的利润。最初，阿兹米只打算在义乌待一年，挣些外快后再去读书，但是他后来不得不改变主意。

“我现在决定继续留在义乌，因为我的生意发展得很好，这出乎我的意料。”

如今，阿兹米的公司将各种各样的生活用品从义乌销往许多国家，包括美国和欧洲国家。至于城里的许多其他外国商人，义乌现在已经成为他们生活和事业的全部。

在不同文化融合的推动下，这个内地小城市正在变成全球化的前沿。不同背景的人们聚集在这里，努力实现自己的商业梦想。他们受益于城市的发展，也为这座城市的未来发展注入了活力。

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

Key: 1) T 2) F 3) F 4) T 5) T 6) T 7) F 8) T

8 Translate the following sentences into Chinese.

Key: 1) 然而，在过去二十年里，这个城市已经发展成正在引起全球瞩目的庞大市场。  
2) 随着义乌作为巨大的小商品市场的名声在全球传开，越来越多的外国商人正蜂拥



来到这个城市。

- 3) 有些外国人选择义乌来创业，这个城市已经成了他们故乡以外的家园。
- 4) 当第一次来到义乌时，阿兹米看到的是这个小商品市场的早期状况，它给他留下了深刻印象。
- 5) 如今，阿兹米的公司将各种各样的生活用品从义乌销往许多国家，包括美国 and 欧洲国家。
- 6) 不同背景的人们聚集在这里，努力实现自己的商业梦想。

**9 Shorten the passage to less than 200 words according to the points listed below.**

**Key:**

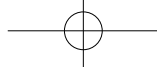
Yiwu is located in Zhejiang province, China and measures around 1,100 square kilometers, almost the size of Hong Kong. It seems just like another ordinary small inland city in eastern China. However, in the past two decades, the city has grown into a mega market that is attracting the attention from all over the world. Every day, over 1,000 TEU (Twenty-foot Equivalent Unit) containers of products are sent from Yiwu to around 200 countries and regions. In the first half of this year, the city saw over 800 million US dollars in trade volume.

With the fame of Yiwu as a mega market for small commodities growing globally, more and more foreign businessmen are flooding into the city to search for good business. Azimi, who is from Afghanistan, is among them. He started his business in Yiwu after he graduated as an overseas student in Beijing. Now he owns a trade company and speaks fluent Chinese. His company sells various products for daily use from Yiwu to many other countries, including the U.S. and European countries.

## SECTION V Appreciating Culture Tips

Appreciate the following culture tips chosen around life philosophy and business ethics, and then search online for new logos, advertising slogans or mottoes to introduce to the class.

**Key:** (Open)



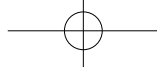
## NEW *Practical English*

### ***Class Work Design: [Three Sessions - Six Contact Hours]***

Session No.	Unit Sections Involved	Focal Points
Session 1 (90–100 min)	Section I Talking Face to Face	<ol style="list-style-type: none"><li>1. Shopping</li><li>2. Sightseeing</li><li>3. Focal words and expressions: on sale, pretty cheap, pay for, places of interest, have a one-day tour What can I do for you? I'd like to buy ... How much is it? / How much does it cost? What size do you take? We have your size, but not in the color you want. What seems to be the problem? The color is fine. But I'm afraid it's too big for me. Do you have a smaller size? Where are you going for your summer holiday? I'm going to ... this summer. How long will you stay there? Do you have a one-day tour? The trip is about five and a half hours long. Is there anything special you want to see? It sounds like you had a pretty good vacation. I went sightseeing for three days.</li></ol>
	Section II Being All Ears	
Session 2 (90–100 min)	Section III Trying Your Hand <ol style="list-style-type: none"><li>1. Practicing Applied Writing</li><li>2. Writing Sentences and Reviewing Grammar</li></ol>	<ol style="list-style-type: none"><li>1. The form and the language used in instructions</li><li>2. Present participle and past participle as attributives</li></ol>

continued

Session No.	Unit Sections Involved	Focal Points
Session 2 (90–100 min)	Section IV Maintaining a Sharp Eye Passage I How to Survive the Shanghai Expo	1. Tourist attractions 2. Key words and expressions: be worth doing sth, break up, wear out, be known for, there is no point doing sth, remind ... of, everything from ... to ..., a once-in-a-lifetime experience
Session 3 (90–100 min)	Section IV Maintaining a Sharp Eye Passage II Yiwu, a Mega Market for Small Commodities	1. Introduction to Yiwu 2. Key words and expressions: attract attention of / from, flood into, search for, hear of / about, bring profits / opportunities / fortune to ..., extra money, be out of expectation, turn into, profit from



## NEW *Practical English*

# *Suggested Teaching Procedures and Class Activities*

## SECTION I Talking Face to Face

### Imitating Mini-talks

The mini-talks in the Talking Face to Face section aim to help students to learn to talk in English through imitating the mini-talks around the unit topics. These mini-talks are tiny in content load and narrow in topic coverage. Students can easily learn them by heart and practice them in and out of class. The mini-talks are given here as a kind of warm-up for more intensive training of the students' English speaking ability.

In teaching, students should be first asked to read and recite the mini-talks given in the course book and then they should practice talking about these mini topics under the guidance of the teacher. Afterwards, students should be encouraged to give longer talks covering two or more of the mini-topics. Of course, students should also be encouraged to prepare their mini-talks in pairs in class or individually before or after class.

**Pair work.** The students practice the mini-talks and speak out the sentences for shopping and sightseeing.

*I'm looking for ....*

*I'm interested in ...*

*I'll take it.*

*How will you pay for it?*

*Where did you go ...?*

*Have you ever been to ...?*

*There are so many places of interest to visit.*

**The teacher may give more expressions for the students to practice on.**

**Standby examples:**

*Can I help you?*

*I think you'll like this one. It's very ...*

*Sorry, we can't help you. Please come again.*

*Where are you going to go on your next vacation?*

*I'll go camping and hiking. Maybe I'll try rock climbing, too.*

*Well, I really enjoy nature. And I want to do something different!*

## Acting Out the Tasks

Pair work. The students make short conversations by following the above mini-talks.  
(Open)

## Studying Shopping and Travel Ads

- 1 The students read the ads and answer the following questions:
  - 1) What is the shopping ad about in Sample 1?
  - 2) What is the shop's opening hour?
  - 3) How is the Louvre described in the ad of Sample 2?
  - 4) Where are those paintings from?
- 2 The students read the ads again and then translate them orally under the guidance of the teacher.

## Following Sample Dialogues

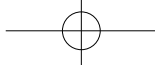
- 1 The students read the sample dialogues after the teacher and find out the useful sentences and expressions for doing shopping and traveling in the dialogues. Then the students will be asked to practice them.
- 2 Pair work. The students role play the dialogues.

## Putting Language to Use

Group work. The students do the exercises in groups by reading aloud all the dialogues they have completed.

# SECTION II Being All Ears

Training of listening ability in this course follows three steps: starting from individual sentences for shopping and sightseeing communication, going through practical dialogues / conversations and finally moving on to topic-oriented monologues or speeches. All the sentences, dialogues and speeches will be useful for practical communication in the students' future life. While learning the sentences, the students are required not only to be able to understand them, but also to use them in their oral communication.



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### Learning Sentences for Workplace Communication

This part is to train the students in understanding and speaking out the sentences for shopping and sightseeing communication. In other words, the focus is on listening comprehension on the sentence level.

- 1 The students listen to ten English sentences given in the course book and repeat them in the pauses allowed, trying to understand and learn to say them by referring to their Chinese meanings. In other words, this is not a purely listening exercise; it's actually a class activity in which the students learn to say these sentences through listening and repeating.
- 2 The students listen again to the above sentences rearranged in sequence, and match them with their Chinese translations. Then the teacher checks their answers. The focus here is shifted to helping the students to make quick responses in catching the meaning of the sentences the students have heard.
- 3 The students listen to twice ten short statements given in the course book, and then translate them into Chinese orally, imitating the way to do oral interpretation. Again the focus is on making quick responses in giving the oral interpretation. The students learn to give the right responses to the similar sentences they have heard, getting ready to move to the training on the dialogue level.

### Handling a Dialogue

This part is moving from the sentence level to the dialogue level. In other words, the focus is on helping the students to learn to carry on a short conversation.

- 1 The students listen twice to a dialogue, and then decode the message given in the course book by finding the correct choices given in brackets according to what they have heard. The focus is on giving quick responses in the dialogue.
- 2 The students listen to the dialogue again and then the teacher asks them to answer the questions given in the course book orally. Giving answers is seen as the signal of correctly understanding the dialogue.
- 3 The students listen to the dialogue for the last time and work in groups to complete the responses in the blanks left in the dialogue.

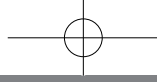
## Understanding a Short Speech / Talk

Here the “speech / talk” refers to the listening material we have chosen for training the students to understand a short piece of continuous oral message and therefore all of them are of colloquial style. It can be a speech, a talk, an oral announcement or even a verbal call for comments. Obviously, this part of training is carried out to help the students to follow the continuous oral presentation of a specific practical activity which is oriented to the unit topic. So its focus is first on listening comprehension of the message conveyed about an activity or an event, and then shifting to the recasting the message in various ways, including giving a summary orally or in writing. Therefore, the teacher could give some helping hints for students to follow in their making a summary in the form of an oral composition in class.

- 1 The students listen to the announcement twice and during the second listening, put back the missing words in the blanks. After listening, the students work in groups to read the announcement.
- 2 The students listen to the announcement again and match the incomplete statements in Column A with the choices in Column B. Then they work in pairs to exchange their matching.
- 3 The students work in groups to answer the questions given in the course book and then do oral composition to summarize the general idea of the announcement. Then write out a summary of the announcement on their own. The last step is actually to help the students to make a summary of what they have heard. The oral composition is useful for students to learn to write a passage. The students might be asked to write down what they have learnt through participating in the class oral composition.

## Group Work for the Above Two Sections

The students form groups of 4 for role-play. In each group, two students role play a case of shopping in a store; the other two students role play a conversation between a travel agent and a student about his summer plan. Then they give their performance in class. The teacher should try to give more groups a chance to perform in class.



## NEW *Practical English*

### SECTION III Trying Your Hand

#### Practicing Applied Writing

##### 1 Sample analysis

The teacher makes the following brief analysis of the format and the language used in instructions.

##### 1) Format analysis

Operating instructions are usually attached to a technical device to explain how to install or operate it.

The teacher may take Sample 1 as an example for the analysis and asks the students the following questions:

- 1) What is the model of the product?  
( It is a NW-S4 player.)
- 2) What features does the player have?  
( It has a sleek pen shape, of sports design and water-resistant design. )
- 3) What are the dimensions and weight of the player?  
(It measures 5.2“ × 1” and weighs 2.1 ounces.)
- 4) How large is the memory of the player?  
( It is 64 MB).)
- 5) What comes with the player?  
( A USB cable, headphones and one AA battery.)

##### 2) Language features

The teacher asks the students to do the following tasks.

- 1) Identify the technical terms in the instructions.  
(water-resistant / skip-proof / embedded memory / USB cable / model).
- 2) Find the positive expressions used to describe the product.  
(sleek pen shape / water-resistant design / skip-proof music / make ... perfect for ...)

##### 2 Stand by samples

Hitachi Develops a Robot that Has the Capabilities for Daily Life and that Moves in Response to Dialogs with People

Hitachi, Ltd. announced that it has developed a robot — called “EMIEW” — for supporting people’s everyday life. EMIEW has such physical capabilities as agile movement and obstacle avoidance, needed for real life, and it can move around while interacting in dialog with humans from a distance of one meter without the need for microphones. The technologies developed for EMIEW will lead the way in creating robots of the future that can cooperate and coexist with humans.



EMIEW is 130 cm tall and weights approximately 70 kg; his arms have 6 degrees of freedom.

Moreover, the name “EMIEW” (Excellent Mobility and Interactive Existence as Workmate) refers to a robot that acts like a workmate through dialog interactions from people and its agile movements.

The main features of EMIEW are:

- 1) High-speed and agile movement
- 2) Ability to get around obstructions: Collision avoidance
- 3) Recognition of voices and sounds from a distance
- 4) Natural arm movement like a human

## Writing Sentences and Reviewing Grammar

The teacher gives a brief account of the basic usage of present participle and past participle as attributives.

Some present participle (V-ing) and the past participle (V-ed) can be used as adjectives. They can be used to modify nouns.

## Assignments for This section

The students do Exercises 2–7.

## SECTION IV Maintaining a Sharp Eye

### Passage ① How To Survive the Shanghai Expo An Overseas Visitor's Personal Experience

#### 1 Warm-up questions

- 1) Is there anyone who has been to the Shanghai Expo? If yes, tell us about your experience.  
(Open)
- 2) How long did the Shanghai Expo last?  
(More than 6 months)

#### 2 Reading aloud practice

The students read the passage twice.

#### 3 Questions for group discussion

The students are given several minutes to discuss the following questions in groups and then



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they present their results to the class. The teacher makes comments on their presentation.

- 1) How many national pavilions are there in the 4-km<sup>2</sup> exhibition site of the Shanghai Expo?  
(Over 200.)
- 2) Besides visiting the Shanghai Expo, what else does the author suggest the visitors should do?  
(Go sightseeing around Shanghai and shopping.)
- 3) Which pavilions does the author think are the real stars at the Shanghai Expo?  
(The pavilions of the Mid-sized countries.)
- 4) Please name two countries' pavilions that the author enjoyed.  
(The pavilions of Indonesia and New Zealand.)
- 5) What does the author think of this trip to the Shanghai Expo?  
(It's a once-in-a-lifetime experience though so tiring that you never want to do it again.)

### 4 Word consolidation

The students choose the useful words and expressions from the passage, and then the teacher demonstrates their usage. The following should be chosen and further practiced. The students make up at least two sentences using the chosen words and phrases in groups.

1. **share:** *v.* to tell other people about an idea, secret, problem, etc. 分享  
e.g. Thanks for **sharing** the table with me.
2. **regret:** *v.* to feel sorry about something you will do or have done and wish you had not done it  
遗憾, 后悔  
e.g. Do you ever **regret** taking this job?  
I **regret** to tell you that you cannot have this job.
3. **experience:** *n.* something that happens to you or something you do, especially when this has an effect on what you feel or think about 经验  
*v.* if you experience a problem, event, or situation, it happens to you or affects you 经历  
e.g. After she retired, Hannah wrote a book about her **experiences** as a war reporter.  
He said that he had never **experienced** such pain before.
4. **recall:** *v.* to remember a particular fact, event, or situation from the past 回忆  
e.g. I seem to **recall** I've met him before somewhere.
5. **in addition:** used to add another piece of information to what has been said or done 此外  
e.g. The company provides cheap Internet access. **In addition**, it makes shareware freely available.
6. **remind ... of:** to cause sb. to think 使...想起  
e.g. That song always **reminds** me **of** our holidays in Mexico.

### 5 Key words and sentence structure simulation

Guide the students through the Read and Simulate exercise and let them find out the sentences that use the patterns and the expressions in, and then simulate for themselves.

## Assignments for This Section

**Written work.** The students do Exercises 4 & 5

**Communicative task.** The students work in pairs and talk about the Shanghai Expo.

## Passage ② Yiwu, a Mega Market for Small Commodities

### 1 Warm-up questions

1. Have you ever heard of Yiwu?  
(Open)
2. Do you know which city in China is the largest market for small commodities?  
(Open)

### 2 Reading aloud practice

The students read the passage twice.

### 3 Class discussion

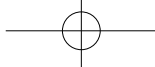
The students are given several minutes to discuss the following questions in groups and then they present their results to the class. The teacher makes comments on their presentation.

- 1) Where is Yiwu?  
(In Zhejiang Province, eastern China.)
- 2) What is Yiwu known for?  
(Its mega market for small commodities.)
- 3) Where are Yiwu's commodities sent to?  
(They are sent to around 200 countries and regions in the world.)
- 4) Is Yiwu market open to foreign business people?  
(Yes, it is. There are many foreign businessmen doing business there.)
- 5) Who is Azimi?  
(An Afghanistan young man who does business in Yiwu.)
- 6) Why do people with different backgrounds stay in Yiwu?  
(Because they find Yiwu the right place to realize their business dreams.)

### 4 Word consolidation

The students choose the useful words or expressions from the passage, and then the teacher demonstrates their usage. The following should be chosen and practiced. The students make up at least two sentences using the chosen words or phrases in groups.

1. **attract:** *v.* to make someone interested in something, or to make them want to take part in something 吸引  
e.g. The story has **attracted** a lot of interest from the media.



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2. **grow:** *v.* to increase in amount, size, number, or strength 增长  
e.g. There is **growing** concern about climate change.
3. **flood:** *v.* to arrive or go somewhere in large numbers 蜂拥而至  
*n.* a very large amount of water that covers an area that is usually dry 洪水  
e.g. Refugees are still **flooding** across the border.  
The town was completely destroyed by **floods**.
4. **search for:** to try to find someone or something by looking very carefully 找寻  
e.g. Scientists are still **searching for** a cure.
5. **hear of:** to find out that something has happened 听说  
e.g. He was last **heard of** in Washington.
6. **profit:** *n.* money that you gain by selling things or doing business, after your costs have been paid 利润  
*v.* to get money from doing something 获利  
e.g. For the first time, the company's annual **profits** were over \$1 million.  
The company would **profit** from this innovation.

### Assignments for This Section

The students do Exercises 6–8.

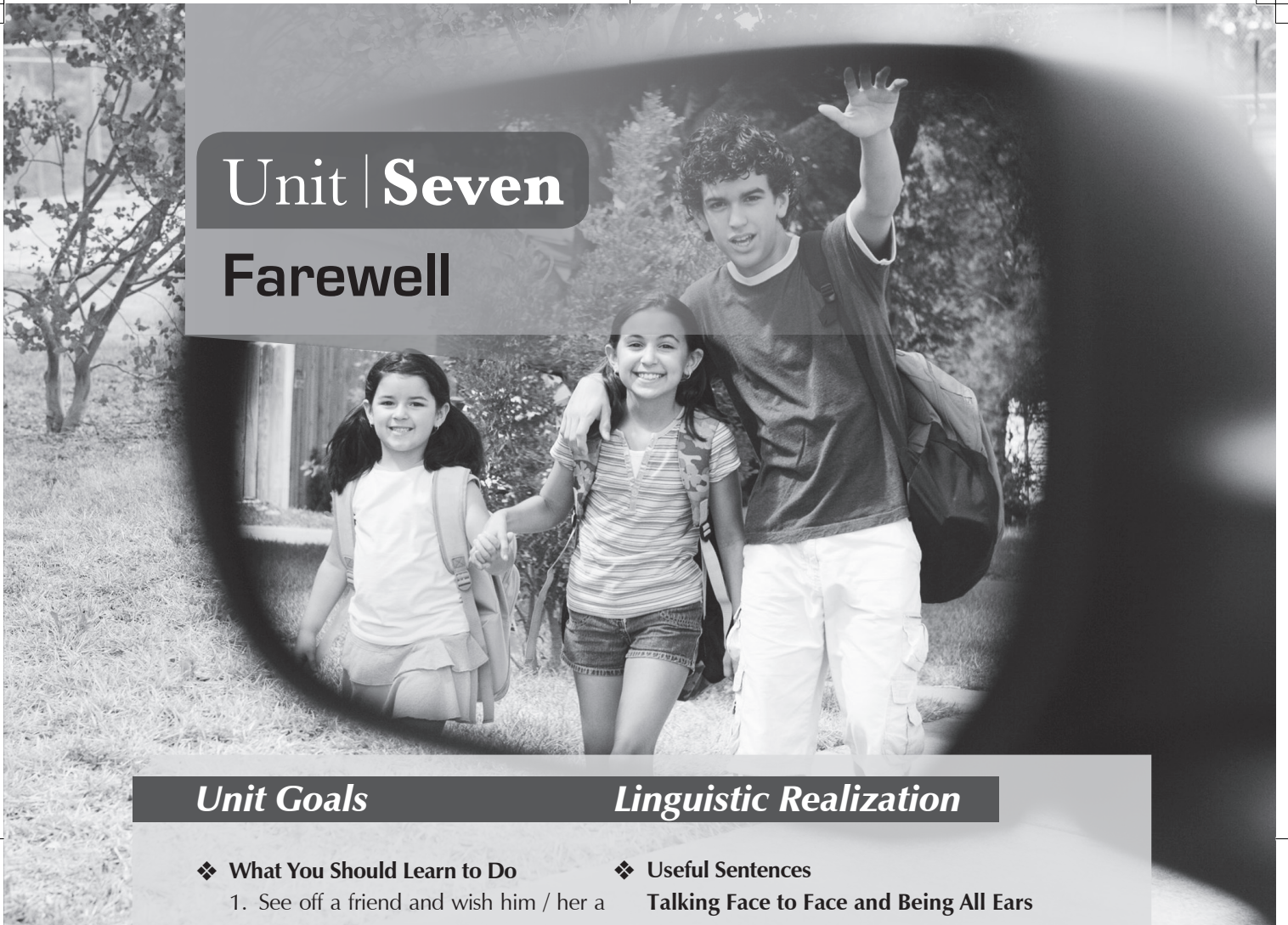
## SECTION V Appreciating Culture Tips

The Culture Tips are mainly chosen around life philosophy and business ethics. The teacher holds a group discussion of what they think of these mottoes.

The students are also encouraged to search online for new logos, advertising slogans or mottoes and introduce them to the class.

### Group Work for This Unit

The students work in groups to talk about their travel experiences, using PPT.



# Unit | Seven

## Farewell

### *Unit Goals*

#### ❖ What You Should Learn to Do

1. See off a friend and wish him / her a pleasant journey
2. Make a farewell speech to:  
express thanks for the host's hospitality  
appreciation the pleasant cooperation  
express good wishes for the future

### *Linguistic Realization*

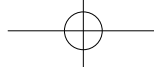
#### ❖ Useful Sentences

##### **Talking Face to Face and Being All Ears**

1. Thanks for seeing me off at the station / airport.
2. It's very kind of you to come and see me off.
3. Wish you good luck and a pleasant journey.
4. With every good wish for the future.
5. Have a nice trip.
6. Have a good flight.

##### **Talking Face to Face and Being All Ears**

1. Your help has made my stay here pleasant and successful.
2. Thank you for your kindness during my stay here.
3. Thank you for your warm reception and hospitality.
4. I appreciate the chance to cooperate with you.
5. I appreciate very much the good atmosphere we worked together on the project.
6. Thanks for all you have done for me.
7. We hope you'll visit China again.
8. I hope I'll meet you again someday in the future.



## **NEW** *Practical English*

3. Write a farewell letter

### ❖ **What You Should Know About**

1. The ways to prepare an English farewell speech and write a farewell letter
2. Emphasis, ellipsis and inversion in a sentence structure

9. We'll keep in touch.

10. I'll contact you again.

### **Trying Your Hand**

Writing Sentences and Reviewing Grammar

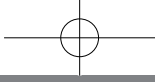
1. Format
2. Language features

### ❖ **Useful Sentences**

#### **Maintaining a Sharp Eye**

Passages I & II





## Key and Translation

### SECTION I Talking Face to Face

#### Imitating Mini-talks

- 1 Work in pairs. Look at the picture and recite the following mini-talks for saying goodbye.

#### Acting Out the Tasks

- 2 Work in pairs and perform the tasks by following the above mini-talks.  
(Open)

#### Studying Letters of Farewell

- 3 A letter of farewell is often written to express your thanks to somebody for the hospitality and kindness you've received from him or her. Now let's read the following farewell letter and try to use the information in it in your face-to-face talks.

*Chinese Version of the Sample:*

尊敬的张小姐：

我们对中国的访问即将结束，很快就要离开这里回加拿大。

在离别的前夕，我怀着十分愉快的心情给您写信，对您的热情友好及在贵校访问期间的接待表示感谢。

最后向您致以最良好的祝愿。

彼得·劳恩伯格

2010年12月10日

#### Following Sample Dialogues

- 4 Read the following sample dialogues and try to perform your own tasks.

#### Putting Language to Use

- 5 Imagine you have finished your exchange study program abroad. You come to say goodbye



## NEW *Practical English*

to your teacher Dr. Grey. Complete the following conversation with Dr. Grey by filling in the blanks.

- Key:**
- |                  |               |               |             |
|------------------|---------------|---------------|-------------|
| 1) Take          | 2) returning  | 3) pity       | 4) continue |
| 5) keep in touch | 6) helpful    | 7) pleasure   | 8) leaving  |
| 9) scheduled     | 10) How about | 11) wonderful |             |

**6** Imagine you are Yang Li. You are going to study in Canada. Say goodbye to Professor Williams who is now working in China. Fill in the blanks according to the Chinese provided.

- Key:**
- 1) Professor Williams, I've come to say goodbye to you
  - 2) I'm going to study in Canada
  - 3) I'm leaving next Monday and I've booked the ticket
  - 4) About two years
  - 5) That would be wonderful. Thank you

**7** Imagine you are Lin. Your friend, Mr. Allison, is leaving for home after a trip to China. He invites you to dinner in a restaurant. Play your role according to the clues given in brackets.

- Key:**
- 1) Good evening, Mr. Allison.
  - 2) It's a pity you are leaving so soon.
  - 3) We'll miss you after you leave.
  - 4) I hope you'll come to China again.
  - 5) I hope you enjoyed your trip to China.
  - 6) Now, to our health and friendship. Cheers!

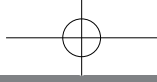
## SECTION II Being All Ears

### Learning Sentences for Workplace Communication

**1** Listen to ten topic-oriented English sentences for workplace communication with their Chinese translation cross-referenced and try to remember them.

- Script:**
- 1) I'm coming to say goodbye to you.
  - 2) Thanks for everything you've done for me.
  - 3) It's very kind of you to see me off at the airport.
  - 4) Thanks for your hospitality.
  - 5) I'm sorry you couldn't stay a little longer.
  - 6) My stay here has been very enjoyable and productive.
  - 7) We'll be sorry to see you go.
  - 8) Let's keep in touch.





- 9) I wish you a pleasant journey.
- 10) I hope we'll meet again in the near future.

**2** Listen again to the above sentences rearranged in sequence, and then match them with their Chinese translation.

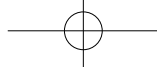
- Script:**
- 1) Thanks for your hospitality.
  - 2) I hope we'll meet again in the near future.
  - 3) I'm sorry you couldn't stay a little longer.
  - 4) Thanks for everything you've done for me.
  - 5) I'm coming to say goodbye to you.
  - 6) It's very kind of you to see me off at the airport.
  - 7) I wish you a pleasant journey.
  - 8) My stay here has been very enjoyable and productive.
  - 9) We'll be sorry to see you go.
  - 10) Let's keep in touch.

- Key:**
- |      |      |      |      |       |
|------|------|------|------|-------|
| 1) f | 2) h | 3) e | 4) a | 5) c  |
| 6) i | 7) g | 8) j | 9) b | 10) d |

**3** Listen to ten topic-related English sentences for workplace communication and translate them into Chinese orally.

- Script:**
- 1) I have a very pleasant stay here.
  - 2) Thank you very much for coming to see me off.
  - 3) Thank you for all the trouble you've taken.
  - 4) Our car will take you to the airport at 8:00 A.M.
  - 5) Wish you all the best for your life back to Australia.
  - 6) Don't forget to write to me.
  - 7) Goodbye and good luck.
  - 8) I really wish I could stay here a few days longer.
  - 9) Take care.
  - 10) Have a nice trip.

- Key:**
- 1) 我在这里过得很愉快。
  - 2) 感谢您来为我送行。
  - 3) 谢谢您，费心了。
  - 4) 早上8点我们用车送您去机场。
  - 5) 祝您回澳大利亚后生活愉快。
  - 6) 不要忘了给我写信。
  - 7) 再见了，祝您好运。
  - 8) 我真希望能多待几天。
  - 9) 一路保重！
  - 10) 旅途愉快！



## NEW Practical English

### Handling a Dialogue

#### Script:

**Mr. Thomas:** It's really very kind of you to come to see me off, Mr. Li.

**Mr. Li:** I'm sorry you're unable to stay a little longer, Mr. Thomas.

**Mr. Thomas:** So am I. But I have to leave today. Our company's branch office in New York is newly opened. Appointed (任命) as its Regional Marketing Manager (地区销售经理), I must report for work next week.

**Mr. Li:** How nice. What's your flight number?

**Mr. Thomas:** It's Flight MU906, Orient Airlines. Oh, it's time for me to check in.

**Mr. Li:** How I shall miss you! Take care of yourself and keep in touch.

**Mr. Thomas:** Goodbye. Thanks again for everything.

**Mr. Li:** It was a pleasure. Hope to see you again next year. Goodbye.

**Mr. Thomas:** Goodbye.

**4** Listen to a dialogue and decode the message by finding the correct choices in the brackets according to what you have heard.

**Key:** 1) Mr. Thomas                      2) branch office                      3) Manager  
4) week                                      5) MU906                              6) airport

**5** Listen to the dialogue again and then answer the following questions orally.

**Key:** 1) Mr. Li.  
2) New York.  
3) Regional Marketing Manager.  
4) Next week.  
5) It's MU906, Orient Airlines.

**6** Listen to the dialogue for the last time and fill in the blanks according to what you have heard.

**Key:** 1) So am I  
2) How nice  
3) Flight MU906  
4) keep / stay in touch  
5) Thanks again for everything

### Understanding a Short Speech / Talk

#### Script:

As you already know, I have recently accepted a sales position with another company and will be leaving at the end of this week. Please consider this short thank-you speech to be my sincere wish to



## Unit Seven Farewell

say goodbye to each and every one of you.

I want you all to know that I am leaving here with mixed feelings: happy about my new career opportunity, but sorry to be leaving such a great company. I have so many wonderful friends and colleagues here. The last three years as a member of the team was the best period of my career so far. I learned a great deal while working with many of you. I am sure we will remain friends in the future. I can only expect that my new job will also give me such rewarding experiences and supportive friends.

Thank you so much for making my time at the company truly enjoyable. I invite any of you, who would like to keep in touch with me, to speak to me before I leave on Friday and I will be happy to give you my new phone number and e-mail address.

- 7** Listen to a short farewell speech twice and during the second listening, put back the missing words in the blanks.

**Key:** 1) company 2) at the end 3) sincere 4) mixed  
5) sorry 6) wonderful 7) team 8) experiences  
9) enjoyable 10) phone number

- 8** Listen to the short farewell speech again and match the information in Column A with the choices in Column B.

**Key:** 1) c 2) d 3) c 4) d 5) a

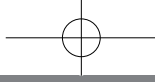
- 9** Write out the general idea of the short farewell speech in one paragraph by answering the following questions.

**Key:**

- 1) The speaker is leaving the company at the end of this week because she has recently accepted a sales position with another company.
- 2) She has worked here for three years.
- 3) She thinks that the last three years in the company was the best period of her career and she has learned a great deal from her colleagues.
- 4) Because her coworkers have made her time at the company truly enjoyable.
- 5) She is willing to offer her new phone number and e-mail address to those who'd like to stay in touch with her.

**General idea:**

The speaker is leaving the company at the end of this week because he has recently accepted a sales position with another company. He has worked here for three years. He thinks that the last three years in the company was the best period of his career and he learned a great deal from his colleagues. He feels grateful to everybody here for making his time at the company truly enjoyable. And he is willing to offer his new phone number and e-mail address to those who like to stay in touch with him.



## NEW Practical English

### SECTION III Trying Your Hand

#### Practicing Applied Writing

- 1 Read the following two samples of farewell letters and learn to write your own.

*Chinese Version of the Samples:*

##### 样例1

敬爱的怀特先生:

原谅我不能为您和您夫人送行。每次回忆起近几年我们结下的亲密友情,我就会因你们就要离开中国而感到难受。

我希望在您就任新职以后,我们还能继续保持联系。

祝愿你们未来一切都好,非常感谢您为我们所做的一切。

李丽 敬启

2010年7月30日

##### 样例2

敬爱的约翰逊先生:

在您即将回牛津大学攻读博士学位之际,我谨代表全体同仁,并以我个人的名义,为您的未来表示良好的祝愿。

对几年来您对我方事务表现出的极大关心,致以衷心的感谢。

王宇鹏 敬启

2010年8月12日

- 2 Write a farewell letter according to the information given in Chinese.

April 8, 2010

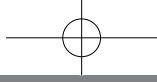
Dear friends,

I would like to say goodbye to all of you. After 6 years in China, it's time for me to return to Switzerland. I enjoyed very much the life here and appreciated the friendship I found in ABC Co. I enjoyed my life here, especially the activities of the tennis team and the bicycle team. Ladies, keep fit to be in good spirits!

If anybody comes to Switzerland, you can contact me at: messerli@hotmail.com.

Wish you all the best.

Faithfully yours,  
Evelyne



## Unit Seven Farewell

- 3 Translate the following letter of farewell into Chinese, using the Data Bank in the Workbook for reference when necessary.

亲爱的学生们：

也许你们大多数人已经知道，我已不在系主任办公室工作。12月14日是我在北西雅图社区学院的最后一个工作日。12月15日我搬到了温哥华，为了离家更近一些。

在北西雅图社区学院我和大家合作得非常愉快，我希望以后还有机会同外国学生合作。再说一遍，我很想念大家，希望各位一切都好。

卡诺尔 谨启

2010年12月17日

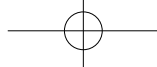
## Writing Sentences and Reviewing Grammar

- 4 Leave out the words that can be omitted in the following sentences.

- Key:**
- 1) The students in Class One are having English lessons and those in Class Two Chinese.
  - 2) Thank you for your help.
  - 3) There is a map of China in Room 201 and one of the World in Room 202.
  - 4) He is not only a good designer, but also a good manufacturer.
  - 5) Have you got the book or not?
  - 6) The boy looked as if afraid of nothing.
  - 7) Wish you a wonderful weekend.
  - 8) — Would you come to join us?  
— I'd love to.
  - 9) — When will you graduate?  
— In about 5 months.
  - 10) (While) working in the factory, the students learnt a lot from the workers.

- 5 Correct the errors in the following sentences, paying attention to emphasis and inversion.

- Key:**
- 1) which → that
  - 2) what → that
  - 3) until → not until
  - 4) So each of us does. → So does each of us.
  - 5) Hardly I thought → Hardly did I think
  - 6) he had entered → had he entered
  - 7) Little they realized → Little did they realize



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- 8) You had asked me → Had you asked me
- 9) Neither I can't. → Neither can I.
- 10) We have seen → have we seen

### 6 Translate the following sentences into English, using emphasis and inversion.

- Key:**
- 1) It was she who / that suggested we go to the library.
  - 2) It was not until dark that I realized it was too late to visit him.
  - 3) You did work very hard yesterday.
  - 4) It was last week that I got the notice.
  - 5) It was this dictionary that our English teacher gave me.
  - 6) Never have I heard such a strange thing in my life.
  - 7) Only when you do it yourself can you understand how hard the work is.
  - 8) Not only did he promise to help us, but he also wanted to lend us some money.

### 7 Write a short passage of about 100 words to describe the picture given. Some useful words and phrases are provided to help you. Start the passage with "Fellow graduates".

**Key:**

Fellow graduates,

This is the day of our graduation. This is the day to mark the end of our studies and the beginning of a new life for all of us. We are supposed to feel happy on a day like this, and we are supposed to be full of enthusiasm for the future.

There is a great feeling of sadness among us today as we realize this is the last time that we have been together as members of this school. However, the thing we feel most is gratitude. We are grateful to all the teachers for their patience and care for us.

We will always remember this day, and we will remember each other. Whatever we do in the future, may good luck and success be with us all.

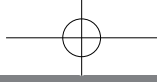
## SECTION IV Maintaining a Sharp Eye

### Passage ① The Most Unforgettable Character I've Met

#### Language Points

#### 1 Explanation of Difficult Sentences

- 1. (Para. 1) Before long, through the door came in a tall, unimpressive-looking man of about 40.  
**Analysis:** The sentence ... *through the door came in a tall, unimpressive-looking man of about 40* takes the structure of full S-V inversion. Inversion includes two types: full inversion and



partial inversion. Full inversion is usually used in a sentence beginning with an adverbial of place (*through the door* in this sentence). Inversion is used to emphasize the ending part of the sentence, *a tall ... man of about 40* in this case.

**Translation:** 很快，从门口走进一个高高的、40来岁的男子，看上去其貌不扬。

**Examples:** Inside the parcel was a letter addressed to my father.

Seldom had I seen Sasha so upset.

2. **(Para. 2)** His voice had a surprising tone of respect, almost as if he were addressing the Supreme Court instead of a group of youngsters.

**Analysis:** In this sentence, *as if (as though)* introduces an adverbial clause, which is often in a subjunctive mood.

**Translation:** 他的声音里带有一种令人惊讶的尊敬口吻，仿佛是在高等法院发表演说，而不是面对一帮青年在讲话。

**Example:** He ran off as fast as possible as if his life were in danger.

3. **(Para. 5)** Warming to such confidence, we felt we had to justify it by giving more than our best.

**Analysis:** The phrasal verb *warm to* means become fond of or be stimulated by. *Warming to such confidence* is a present participle phrase, which functions as an adverbial of cause.

**Translation:** 在他的感召下，我们是如此有信心，感到必须表现优异才对。

**Examples:** Warming to the idea of buying a new car (= As he was warming to the idea of buying a new car), he started to save money by every means.

Not knowing English (= As he didn't know English), he couldn't understand the film.

4. **(Para. 6)** He had a way of dangling before us part of a story or idea, until we were curious and eager for more; ...

**Analysis:** *To dangle something before / in front of somebody* means to offer something good to somebody in order to persuade them to do something (使产生悬念). *Until* can be used as a prep. or a conj., meaning up to (the time that).

**Translation:** 他有办法使我们对一个故事、一位文学人物或一种思想的某一部分产生悬念，让我们充满好奇，渴望了解更多的知识。

**Examples:** A newspaper editor dangled his cheque book before thirsty writers.

Stay on the train until we get to Birmingham.

5. **(Para. 6)** There are some books like this one I almost wish I had never read.

**Analysis:** We can use past tense after *wish to* denote subjunctive mood, which shows a desire that is untrue.

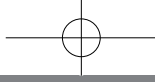
**Translation:** 有些像这样的书我甚至希望我从来没有读过。

**Examples:** I wish I were a bird.

I wish they were here with us now.

6. **(Para. 9)** We saw tears rolling down Mr. Stone's high cheekbones.

**Analysis:** *Rolling* here is used as an object complement. We can say see sb. doing or see sb. do. The V-ing form shows that the action is happening at the moment, while the bare infinitive



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form shows the fulfillment of the action.

**Translation:** 我们看到泪水从斯通先生高高的颧骨上流了下来。

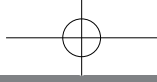
**Examples:** I saw him coming out of the car. 我看见他正在下汽车。

I saw him come out of the car. 我看见他下了汽车。

### 2 Important Words

1. **appear:** *v.* to come into sight; be seen; seem, look 出现, 看起来, 似乎  
e.g. A car **appeared** over the hill.  
He **appears** well this morning.  
It **appears** that he will win.
2. **grasp:** *v.* to hold firmly, take hold of; succeed in understanding sth. often complex 抓住, 抓紧, 领会  
e.g. I **grasped** the door handle with both hands and pulled hard.  
As she fell, she **grasped** at the window to try to stop her fall.  
After reading the text again, I finally **grasped** the main points of the story.
3. **venture:** *v.* to risk going somewhere or doing something (dangerous); to take the risk of saying (something that may be opposed or considered foolish) 冒险, 大胆地说, 冒昧地说  
e.g. Don't **venture** too near the edge of the well; you might fall in.  
I told my wife not to **venture** to get close to the edge of the cliff.  
I **venture** that you are behaving foolishly.
4. **otherwise:** *ad.* differently; in every other way, except for 别样, 以另一种方式  
e.g. I can't say **otherwise** or I would be lying.  
Their plane was late, but **otherwise** they had a good trip.  
*conj.* if not, or else 否则, 不然  
Seize the chance, **otherwise** you will regret it.  
You must pay your taxes on time; **otherwise** you will be fined.
5. **justify:** *v.* to give a good reason for; to be a good reason for 提供正当理由, 论证  
e.g. How can you **justify** your rude behavior?  
Nothing can **justify** such rude behavior.  
He **justified** buying a car by showing how useful it would be.
6. **dangle:** *v.* to try to attract someone by promising or describing; to offer as an attraction 吊胃口, 招引, 虚晃  
e.g. He **dangled** a trip to Paris in front of her to get her to work for him.  
She likes to keep her lovers **dangling**.  
Don't keep me **dangling**, and tell me if I passed the test.
7. **curious:** *a.* interested in knowing about things; strange, unusual 好奇的, 稀奇的, 奇妙的  
e.g. I am **curious**; where did you buy that beautiful dress?  
The boy was **curious** about everything he saw.  
I was **curious** to hear what he would say.  
You have a **curious** influence over me.





8. **eager**: *a.* full of desire or interest 热切的, 热情洋溢的  
e.g. We are **eager** to go on our vacation.  
I am **eager** for news about them.  
The department head is **eager** that all workers shall / should come in time.  
He listened to the story with **eager** attention.
9. **spontaneously**: *ad.* produced from natural feelings or causes without outside force, esp. quickly and unplanned 自然地, 自发地  
e.g. All at once the crowd **spontaneously** broke into applause.  
The decision they had **spontaneously** made to work for an extra half-hour turned out to be a bad idea.  
He made an offer to help **spontaneously**.
10. **register**: *v.* to put into an official list or record; to enter one's name on a list; to show; to have an effect 注册, 记录, 显现, 发生效力  
e.g. Is the car **registered**?  
He told me he was married but I'm afraid they didn't **register**.  
Her face **registered** anxiety.

## Passage Translation

### 我遇到的最难忘的人

我清楚地记得中学最后一学期的第一节英语课。当时, 我们这些男生(学校没有女生)在急切地等待新老师的到来。很快, 从门口走进一个高高的、40来岁的男子, 看上去其貌不扬。他腼腆地说: “下午好, 先生们。”

他的声音里带有一种令人惊讶的尊敬口吻, 仿佛是在高等法院发表演说, 而不是面对一帮青年在讲话。他在黑板上写下了他的名字——威尔默·T·斯通, 然后坐在课桌上, 翘起一条长腿, 用手抓着瘦瘦的膝盖。

“先生们,” 他开始说话, “我们这学期——也是你们的最后一学期——在这里继续学习英语。我知道我们将很高兴在一起学习并且互相学习。我们将学点新闻报道, 学习如何出版你们的学校周报。最重要的是, 我们要努力培养对阅读和写作的真正兴趣。那些对阅读和写作真有兴趣的人, 我敢说, 要比对阅读和写作没有兴趣的人会生活得更富有、更充实。”

他继续那样讲着, 表达出友好和善解人意的语气。一种意想不到的激动在我心中荡起。

在随后的学期里, 他的热情感染了我们。“不要害怕同我争论,” 他常说, “看法不同表明你在独立思考, 这正是你来这里上学的目的。”在他的感召下, 我们是如此有信心, 感到必须表现优异才对。我们的确也是这样做的。

斯通先生给予我们的是一个教师所能给予的最好的礼物——唤起了我们的求知欲望。他有办法使我们对于一个故事、一位文学人物或一种思想的某一部分产生悬念, 让我们充满好奇, 渴望了解更多的知识。这时他会突然停下来, 说, “我想你们已经读过某本书



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吧”。当我们摇头时，他会在黑板上写下书名，然后转身说：“有些像这样的书我甚至希望我从来没有读过。通向快乐的许多大门现在已经对我关闭，而它们对你们却全都敞开着！”

转眼学期末就到了。在毕业典礼的前一天上午，全班同学突然自发决定下午为斯通先生举行一个文学告别会——专门为此组织的诗歌告别会。

那天下午，当斯通先生缓缓步入318教室时，我们请他在前排就座。一个男生坐在老师的椅子上，开始朗诵一首题为《告别》的诗，其余的人则围着斯通先生。斯通先生一直紧闭着嘴坐着，直到快结束时，他才慢慢转过脸，先向右边看，然后向左边看，依次看着我们每个人，仿佛想把眼前的一幕铭记在心中。

当我们集体朗诵的诗进行到最后一首时，我们看到泪水从斯通先生高高的颧骨上流了下来。他站了起来，掏出一块手绢，擦了擦鼻子，擦了擦脸。“孩子们，”他开始说话，甚至没有人注意到他不再称呼我们为“先生们”，“我们美国人不大擅长表达感情。可是我要告诉你们：你们给了我难忘的东西。”

### 1 Answer the following questions according to the passage.

- Key:**
- 1) He seemed to be unimpressive-looking and tall.
  - 2) He spoke with a surprising tone of respect for his students.
  - 3) Awakening students' passion for learning.
  - 4) People with interest in reading and writing would lead far richer and fuller lives.
  - 5) He was moved to tears.

### 2 Fill in the blanks without referring to the passage.

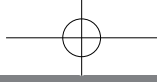
- Key:**
- |                         |                 |             |
|-------------------------|-----------------|-------------|
| 1) unimpressive-looking | 2) enthusiastic | 3) disagree |
| 4) think                | 5) gift         | 6) learning |

### 3 Completed each of the following statements according to the passage.

- Key:**
- I. Wilmer T. Stone as a person:
- a. Appearance: tall, unimpressive-looking
  - b. Age: about 40
  - c. Personality: kind, patient, well-informed
- II. Mr. Stone as a teacher:
- a. showing respects for students
  - b. encouraging students to think for themselves
  - c. awakening students' passion for learning

### 4 Fill in the blanks with the proper words given below, changing the form if necessary.

- Key:**
- |                   |              |               |                  |
|-------------------|--------------|---------------|------------------|
| 1) (has) awakened | 2) respect   | 3) bestowed   | 4) spontaneously |
| 5) enthusiasm     | 6) addressed | 7) registered | 8) curious       |



**5 Translate the following sentences into English.**

- Key:**
- 1) That proposal aroused little enthusiasm at the meeting.
  - 2) The new officer soon earned the respect of his soldiers.
  - 3) Fear spread quickly through the village.
  - 4) The chairman will now address the meeting.
  - 5) Good teachers often encourage their students to think for themselves.
  - 6) I was going to tell him what really happened, but he cut me short.
  - 7) The children were waiting expectantly for the pantomime to start.
  - 8) She retired to Florida and still led a busy life.

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

- Key:**
- 1) Under the tree lay an old woman, of about 70.  
In front of the gate stand two stone lions, one on the left and the other on the right.
  - 2) He talked as if he knew everything.  
Do you hear the music next door? It sounds as if they're having a party.
  - 3) Most important, children need to learn how to get along with others.  
More important, they need long-term assistance.
  - 4) May I venture to suggest a change?  
I venture to say that you are wrong.
  - 5) The desire to write was stirring in her once more.  
My brother tried his best to think, but nothing stirred in his memory.
  - 6) The fire soon spread through the whole town.  
The rumor spread quickly through the village.

## Passage ② A Farewell Speech

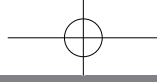
### Information Related to the Reading Passage

#### 1. The occasions for giving a farewell speech

When someone leaves a work unit or a place because of changing a job or a job promotion, or when someone retires from the job, a farewell party is usually held at which a farewell speech will be given.

#### 2. Useful patterns for making a farewell speech

- (1) Today's meeting will be a most memorable occasion for ...  
今天的会议对...来说是最值得怀念的场合。
- (2) This has been a most memorable year for ...  
对...来说是最令人难忘的一年。



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- (3) This has been a wonderful experience of working with ...  
和...一起共事是一段美好的经历。
- (4) It's the time to thank ... for ...  
现在该是因为...而感谢...的时候了。
- (5) We must give credit to ... for ...  
能有...我们必须归功于...
- (6) We should give the thanks for ... to ...  
我们应该为...而感谢...
- (7) We want to express our appreciation for ... to ...  
我们要为...向...表示感谢。
- (8) Our successes are a direct result of ...  
我们的各项成功是...的直接结果。
- (9) Our successes would be fewer without your help.  
若没有各位的帮助，我们的各项成功将大为逊色。

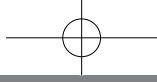
### Language Points

#### 1 Explanation of Difficult Sentences

1. **(Para. 1)** It is my time to thank everyone for their support ...  
**Analysis:** *It is one's time to do sth.* means it is one's turn to do sth.  
**Translation:** 因为该由我感谢大家的时刻到了。  
**Example:** It is your time to make up your room.
2. **(Para. 1)** Serving as your president gave me the opportunity to work with everyone here.  
**Analysis:** *Serving as your president* is used as the sentence subject.  
**Translation:** 担任会长一职给了我和每一位同仁合作的机会。  
**Example:** Reading history helps broaden your world outlook.
3. **(Para. 4)** Some unfinished work is being passed on to her, which we should strive to complete next year.  
**Analysis:** In this sentence, *which we should strive to complete next year* is a non-restrictive relative clause modifying *some unfinished work*. In the usual order, the *which*-clause should immediately follow the antecedent *work*, which, however, would make the subject part much too long.  
**Translation:** 一些未完成的工作正在移交给她，我们大家明年都应该努力去完成。  
**Example:** The car she bought last year was given to her sister, which cost her \$10,000.

#### 2 Important Words

1. **reward:** *n.* an award, sth. pleasant for sth. well done 奖赏，报酬，收获  
e.g. She gave herself the **reward** for a winter vacation after working hard all the autumn.  
A large **reward** is offered for the return of the ring.  
Virtue is its own **reward**.



## Unit Seven Farewell

2. **serve**: *v.* to work (faithfully) for; to do a useful job for; to do duty; to have an office or job 服务, 为…效力, 服役, 任职  
e.g. Our chief purpose is to **serve** mankind.  
Our gardener has **served** the family for 20 years.  
He has **served** in the army for some years.
3. **distribute**: *v.* to divide among several or many; to spread out; to give out or deliver 分配, 分布, 分送  
e.g. The school **distributed** the books to the students at the beginning of the semester.  
This new machine **distributes** seeds evenly and quickly over the soil.  
The product of labor should be justly **distributed**.
4. **coming**: *a.* arriving; that is coming or will come 即将到来的  
e.g. During the **coming** joyful season we must remember the poor and those without homes.  
I'm leaving on a trip this **coming** Sunday.  
The coastal towns are preparing for the **coming** storm.
5. **strive**: *v.* to struggle hard (to get or conquer) or fight 奋力 (以获得或征服)  
e.g. He **strove** for recognition as an artist.  
The swimmer is **striving** against the current.  
The company is **striving** to improve working conditions.

### Passage Translation

#### 告别辞

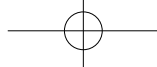
女士们, 先生们:

今天的会议对我来说将是最值得怀念的, 因为该由我感谢大家的时刻到了。谢谢各位过去一年在我任本团体会长期间所给予的支持和鼓励。担任会长一职给了我和每一位同仁合作的机会, 我认为这是我在过去一年中所得到的最大的个人奖赏。记得在我任职之初, 对是否能胜任会长一职并没有把握。但是现在, 有了各位会员对我们的工作所做的无私奉献, 我对会长工作已是乐此不疲。我们今年的成就直接归功于我们团体所有成员的积极参与。

我尤其对今年植树节募捐活动的成功感到骄傲。树木销售委员会主席林秋兰女士, 是此项活动创下最高销售纪录的直接负责人, 其成功使我们能够继续推行一些重要计划, 将数千棵树分发给市民去种植, 为今后的年月里我市市容的美化和增辉做出贡献。

同时, 我还要感谢蒋女士为我们每月的例会都安排了令人难忘而且丰富有趣的计划。这些计划对于我们大家了解本地的树木花卉、建造花园以及许多其他项目都提供了非常有用的信息。

有了大家来年的继续支持, 我们的新会长弗纳女士会继续做好美化我们家园和城市的重要工作。一些未完成的工作正在移交给她, 我们大家明年都应该努力去完成。我特别关



## NEW Practical English

心小型市区公园的开发项目。

各位能给我这个机会担任会长，服务于我们的城市，并和大家共事，我诚恳地表示感谢，对我来说这是最难忘的一年。希望我们的团体在未来能继续发展和昌盛。谢谢。

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

**Key:** 1) T 2) F 3) F 4) F 5) T

**8** Answer the following questions according to the passage.

**Key:** 1) The president.  
2) One year.  
3) It specializes in selling trees.  
4) They reached the highest sales of trees ever recorded.  
5) A small downtown park.

**9** Translate the following sentences into Chinese.

**Key:** 1) 我可以为这一基金出一份力。  
2) 尽管困难重重，我们将继续进行这个项目。  
3) 他负责公司的产品开发。  
4) 衣服和食品已经分发给地震灾区。  
5) 员工们力争完成年度目标。  
6) 他们吃不准该责备谁。  
7) 她当过这家公司的顾问。  
8) 他把露茜当做自己亲密的朋友。  
9) 委员会的所有成员轮流当主席。  
10) 学生希望得到更多的奖赏，而不只是在校报上发布他们的成就。

## SECTION V Appreciating Culture Tips

Appreciate the following culture tips chosen around life philosophy and business ethics, and then search online for new logos, advertising slogans or mottoes to introduce to the class.

**Key:** (Open)

## Class Work Design: [Three Sessions - Six Contact Hours]

Session No.	Unit Sections Involved	Focal Points
Session 1 (90–100 min)	Section I Talking Face to Face	1. Saying goodbye and expressing thanks 2. Seeing off a friend and wishing a pleasant journey 3. Expressing good wishes for the future 4. Focal expressions: warm reception and hospitality, get everything ready for..., made one's stay fruitful, enjoyable and productive, wish all the best to Thanks for your hospitality. My stay here has been very enjoyable and productive. Thanks for everything you've done for me. I'm coming to say goodbye to you. We'll be sorry to see you go. I'm sorry you couldn't stay a little longer. It's very kind of you to see me off at the airport. I hope we'll meet again in the future. Wish you a pleasant journey. Thank you all the same. Let's keep in touch.
	Section II Being All Ears	
Session 2 (90–100 min)	Section III Trying Your Hand 1. Practicing Applied Writing 2. Writing Sentences and Reviewing Grammar	1. Writing a farewell letter 2. Emphasis, ellipsis and inversion in a sentence structure

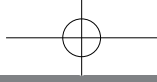


# NEW *Practical English*

continued

Session No.	Unit Sections Involved	Focal Points
Session 2 (90–100 min)	Section IV Maintaining a Sharp Eye Passage I The most Unforgettable Character I've met	1. Understanding the author's first impression of his teacher and the most valuable thing a teacher could give the students 2. Key words and expressions: send-off, address, stir, awaken, bestow, appear, grasp, venture, otherwise, justify, curious, register, unimpressive-looking, spontaneously, blow one's nose, eager for, start off
Session 3 (90–100 min)	Section IV Maintaining a Sharp Eye Passage II A Farewell Speech	1. The way to say goodbye and express thanks 2. Delivering a farewell speech 3. Key words and expressions: reward, distribute, prosper, serve, coming, give credit to, strive to





## Suggested Teaching Procedures and Class Activities

### SECTION I Talking Face to Face

#### Imitating Mini-talks

The mini-talks in the Talking Face to Face section aim to help students to learn to talk in English through imitating the mini-talks around the unit topics. These mini-talks are tiny in content load and narrow in topic coverage. Students can easily learn them by heart and practice them in and out of class. The mini-talks are given here as a kind of warm-up for more intensive training of the students' English speaking ability.

In teaching, students should be first asked to read and recite the mini-talks given in the course book and then they should practice talking about these mini topics under the guidance of the teacher. Afterwards, students should be encouraged to give longer talks covering two or more of the mini-topics. Of course, students should also be encouraged to prepare their mini-talks in pairs in class or individually before or after class.

**Pair work.** The students practice the mini-talks and speak out the sentences for saying goodbye and expressing good wishes in the min-talks.

*I'm sorry to see you go. I hope you'll come back again.*

*Thank you for your warm reception and hospitality.*

*You are welcome. I wish you a pleasant journey*

*It's very kind of you to see me off, Miss Huang.*

*Thanks for your hospitality.*

*Goodbye. Have a good flight.*

*It's time for me to go back home. Before I leave, I'd like to thank you for all you've done for me.*

*I'm calling to say goodbye.*

**The teacher may give more expressions for the students to practice.**

**Standby examples:**

*Thank you for seeing me off at the airport.*

*Thank you for everything you've done for me.*

*This trip has been a very productive one for us.*

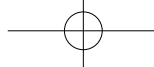
*I think it's time for you to check in.*

*Take care of yourself and don't forget to keep in touch.*

*I will miss you.*

*Goodbye. Wish you a pleasant journey home.*

*Have a good trip.*



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*Wish all the best for your life back in Australia.*

### Acting Out the Tasks

Pair work. The students make short conversations by following the above mini-talks.

(Open)

### Studying Farewell Letters

The students read the letter again and then try to use the information in it in face-to-face talks under the guidance of the teacher.

### Following Sample Dialogues

1 The students read the sample dialogues after the teacher and speak out the useful sentence patterns for expressing thanks for the host's hospitality and appreciation of pleasant cooperation in the dialogues. Then the students will be asked to practice them.

1) Sentences for saying goodbye and expressing thanks:

*Thanks a lot for seeing me off at the station.*

*Can't you stay any longer?*

*Thanks again for everything.*

*Well, I must say my stay in China has been very enjoyable and productive.*

*Your help has made my stay here pleasant and successful.*

*Are you leaving tomorrow morning?*

*I'd have to say goodbye.*

*I'm afraid I have to leave now.*

*How did you enjoy your stay here?*

*Thank you for your warm reception and hospitality.*

*Thank you for your kindness during my stay here.*

2) Sentences for wishing a pleasant journey and expressing good wishes for the future.

*Hope to see you again.*

*We hope you'll visit China again.*

*Wish you good luck and a pleasant journey.*

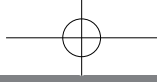
*I'm sure we'll cooperate well and do more business to our mutual benefit in the future.*

*Thanks again for everything.*

*Wish you a pleasant journey.*

*Have a good flight.*

*Have a nice trip.*



## Unit Seven Farewell

*I'll keep in touch with you.*

*Let's keep in touch.*

*I hope we'll meet again someday in the future.*

- 2 Pair work. The students role play the dialogues.

## Putting Language to Use

Group work. The students do the exercises in groups by reading aloud all the dialogues they have completed.

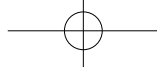
## SECTION II Being All Ears

Training of listening ability in this course follows three steps: starting from individual sentences for workplace communication, going through practical dialogues / conversations and finally moving on to topic-oriented monologues or speeches. All the sentences, dialogues and speeches are career-related and will be useful for practical communication in the students' future career life. While learning the sentences, the students are required not only to be able to understand them, but also to use them in their oral communication.

## Learning Sentences for Workplace Communication

This part is to train the students in understanding and speaking out the sentences for farewell communication. In other words, the focus is on listening comprehension on the sentence level.

- 1 The students listen to ten English sentences given in the course book and repeat them in the pauses allowed, trying to understand and learn to say them by referring to their Chinese meanings. In other words, this is not a purely listening exercise; it's actually a class activity in which the students learn to say these sentences through listening and repeating.
- 2 The students listen again to the above sentences rearranged in sequence, and match them with their Chinese translations. Then the teacher checks their answers. The focus here is shifted to helping the students to make quick responses in catching the meaning of the sentences the students have heard.
- 3 The students listen twice to ten short statements given in the course book and then translate them into Chinese orally, imitating the way to do oral interpretation. Again the focus is on making quick



## NEW *Practical English*

responses in giving the oral interpretation. The students learn to give the right responses to the similar sentences they have heard, getting ready to move to the training on the dialogue level.

### Handling a Dialogue

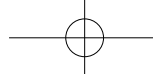
**This part is moving from the sentence level to the dialogue level. In other words, the focus is on helping the students to learn to carry on a short conversation.**

- 1** The students listen twice to a dialogue, and then decode the message given in the course book by finding the correct choices given in brackets according to what they have heard. The focus is on giving quick responses in the dialogue.
- 2** The students listen to the dialogue again and then the teacher asks them to answer the questions given in the course book orally. Giving answers is seen as the signal of correctly understanding the dialogue.
- 3** The students listen to the dialogue for the last time and work in groups to complete the responses in the blanks left in the dialogue.

### Understanding a Short Speech / Talk

Here the “speech / talk” refers to the listening material we have chosen for training the students to understand a short piece of continuous oral message and therefore all of them are of colloquial style. It can be a speech, a talk, an oral announcement or even a verbal call for comments. Obviously, this part of training is carried out to help the students to follow the continuous oral presentation of a specific practical activity which is oriented to the unit topic. So its focus is first on listening comprehension of the message conveyed about an activity or an event, and then shifting to the recasting the message in various ways, including giving a summary orally or in writing. Therefore, the teacher could give some helping hints for students to follow in their making a summary in the form of an oral composition in class.

- 1** The students listen to a short farewell speech twice and during the second listening, put back the missing words in the blanks. After listening, the students work in groups to read the speech again.
- 2** The students listen to the speech again and match the information in Column A with the choices in Column B. Then they work in pairs to exchange their matching.
- 3** The students work in groups to answer the questions given in the course book and then do oral composition to summarize the general idea of the speech. Then write out a summary of the speech on their own. The last step is actually to help the students to make a summary of what they have



heard. The oral composition is useful for students to learn to write a passage. The students might be asked to write down what they have learnt through participating in the class oral composition.

## Group work for the above two sections

The students form groups of 4 for role-play. In each group, two students role play a situation of seeing off a friend to say goodbye, express thanks and good wishes; the other two students role play a situation of seeing off a business partner to say goodbye, express thanks and good wishes. Then they give their performance in class. The teacher should try to give more groups a chance to perform in class.

## SECTION III Trying Your Hand

### Practicing Applied Writing

#### 1 Sample analysis

The teacher makes the following brief analysis of the format and the language used in farewell letters.

##### 1) Format analysis

Farewell letters are often written to express thanks to somebody for the hospitality and kindness you've received from him or her. Farewell letters consist of several essential components as follows:

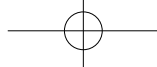
- (1) Express your thanks for your association with the people you are leaving and for their kindness, love, support, friendship, etc. Repeat how much you value this friendship.
- (2) Recall one or more of the good times you've had together.
- (3) Offer your best wishes for the future.

The teacher may take Sample 1 as an example for the analysis and asks the students the following questions:

- (1) What sentence expresses the treasuring of friendship?  
(Every time I recollect our close friendship over the past years, I am personally very sad to see you leave China.)
- (2) How does the author express good wishes and thanks?  
(With very good wishes for the future and thanks for what you have done for us.)

##### 2) Language features

- (1) Farewell letters usually begin with friendly addressing.
- (2) The tone of farewell letters is good-natured and positive.



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### 2 Standby samples

Ladies and Gentlemen,

How time flies! Just one week ago, we gathered here to give Doctor Green a warm welcome. But now we are here again to bid him farewell.

As is well known to all, Doctor Green is very famous for his great achievements in his field. His visit to our hospital is short but very successful. We are grateful for his valuable suggestions to the improvement of our work. We hope his visit will promote the friendship between us.

We can't help feeling sad at his leaving us. We wish him a pleasant trip home and good health.

### 3 Simulated writing

The students do the Simulate and Create exercises.

## Writing Sentences and Reviewing Grammar

### 1 The teacher gives a brief account of the basic uses of emphasis, ellipsis and inversion in a sentence

**Emphasis:** If we want to focus attention on certain information in a sentence, we can use an emphatic structure. The most frequently-used structures of emphasis include It-clause, what-clause and do or did for emphasizing an action.

**Ellipsis:** Ellipsis is the omission of one or more words that are understood in the context. But the sentence or utterance should be grammatically correct.

**Inversion:** In statements, it is usual for the verb to follow the subject. Sometimes, however, this word order is reversed. We refer to this as inversion.

### 2 The students do Exercises 4–6.

## SECTION IV Maintaining a Sharp Eye

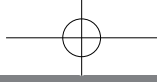
### Passage ① The Most Unforgettable Character I've met

#### 1 Warm-up questions

Who is the most unforgettable person in your life? Why?  
(Open)

#### 2 Reading aloud practice

The students read the passage twice (once in chorus, once individually).



### 3 Questions for group discussion

The teacher asks questions about the main idea of the passage and the students read the passage and give their answers to the teacher's questions.

1) What can we learn from the first paragraph?

(It tells that the new teacher was a tall, unimpressive-looking man of forty.)

2) According to Mr. Stone, how important is the interest in reading and writing in life?

(Interest in reading and writing will help you lead a richer and fuller life.)

3) What was the most valuable thing that the author thought Mr. Stone did?

(He awakened the students' passion for learning.)

4) How did Mr. Stone respond to the good-bye party given by his students?

(He was greatly moved.)

### 4 Content awareness

The students work out five wh-questions in groups about the details of the passage and then ask other groups of students to answer the questions.

### 5 Word consolidation

The students choose the useful words and expressions from the passage, and then the teacher demonstrates their usage. The following should be chosen and further practiced — the students make up at least two sentences using the chosen phrases in groups:

1. **an unimpressive-looking man:** the form adj. + V-ing can be used as an adjective modifying a noun.

一个其貌不扬的男人

e.g. This old man has an **ugly-looking**.

2. **address:** *v.* to speak to someone, or to give a speech to an audience 发言, 讲话

e.g. Today she will be **addressing** a major conference in London.

3. **stir:** *v.* to cause someone to have a strong emotion 使奋发, 激起

e.g. The case has **stirred** great anger among the public.

4. **awaken:** *v.* to cause an emotion, feeling, etc 使觉醒

e.g. The song **awakened** painful memories of the past in him.

5. **bestow:** *v.* to give someone an important present or a public reward for their achievements 赠

予, 授予

e.g. He won the Nobel Peace Prize, an honor also **bestowed** on his colleague.

6. **appear:** *v.* to come into sight; to be seen; to seem, look 出现, 看上去好像, 看似

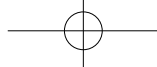
e.g. It **appears** that he will win.

7. **grasp:** *v.* to hold firmly, to take hold of; to succeed in understanding sth. often complex 抓住,

领会

e.g. I **grasped** the door handle with both hands and pulled hard.

After reading the text again, I finally **grasped** the main points of the story.



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### 6 Key words and sentence structure simulation

Guide the students through the Read and Simulate exercise and let them find out the patterns and the expressions used in the sentences from the passage, and then simulate for themselves.

## Assignments for This Section

Written work. The students do Exercises 4–6.

## Passage ② A Farewell Speech

### 1 Warm-up questions

- 1) Have you ever made a farewell speech?  
(Open)
- 2) What do you think is the most important part in a farewell speech?  
(Open)

### 2 Reading aloud practice

The students read the passage twice (once in groups, once individually).

### 3 Comprehension of the letter

The teacher asks questions about the letter and the students read the letter and give their answers to the teacher's questions.

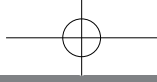
- 1) What does the speaker think is one of the greatest personal rewards?  
(The opportunity to work with everyone.)
- 2) What does the speaker think contributes to their successes?  
(The active participation of all the members in the group.)
- 3) What is the project that the speaker is thinking of developing?  
(A small downtown park.)
- 4) Who is the new president of the group?  
(Ms Verner.)

### 4 Practicing the useful sentences

The students pick up and practice the sentences used in the farewell letter.

- 1) Today's meeting will be a most memorable occasion for me.
- 2) Our successes this year are a direct result of the active participation of all the member in our group.
- 3) I'm especially proud of the success of this year's Arbor Day Fund Drive.





## Unit Seven Farewell

- 4) I must give credit to Ms Jiang for organizing some of most memorable and interesting programs.
- 5) I give my sincere thanks to you.
- 6) I hope our group continues to grow and prosper in the future.

### 5 Oral practice

The students retell the first paragraph without looking at the book.

### 6 Word consolidation

The students choose the useful words and expressions from the passage, and then the teacher demonstrates their usage of them. The following should be chosen and further practiced—the students make up at least two sentences using the chosen words and expressions in groups:

1. **reward**: *n.* something given in exchange for good behavior or good work, etc. 报答, 奖赏  
e.g. There's a **reward** for whoever finishes first.
2. **distribute**: *v.* to give something out to people or places 分配, 分给  
e.g. The books will be **distributed** free to local schools.
3. **give credit sb. / give sb. credit for**: to praise, approval or honor for sth. 相信, 信赖  
e.g. I gave him higher **credit** than he deserved.
4. **strive to do**: to try very hard to do or achieve something 努力  
e.g. We are constantly **striving** to improve our service.
5. **prosper**: *v.* to be or become successful, especially financially 繁荣  
e.g. A lot of microchip manufacturing companies **prospered** at that time.

## Assignments for this session

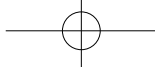
**Written work.** The students do Exercises 4–5.

### Communicative tasks. Pair Work

Imagine you have been invited to an evening party and you are about to leave. Say goodbye to your host. Make up a dialogue with your seatmate according to the following information.

- 1) You enjoyed the party very much
- 2) Give the host / hostess thanks for the invitation

Some pairs of students are chosen to role play their dialogues in the next class.



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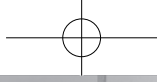
## **SECTION V Appreciating Culture Tips**

The Culture Tips are mainly chosen around life philosophy and business ethics. The teacher holds a class discussion of what the students think of these mottoes.

The students are also encouraged to search online for new logos, advertising slogans or mottoes and introduce them to the class.

### **Group work for this unit**

The students work in groups to talk about the most unforgettable character they have met, using PPT.



# Unit | Eight

## Applying for a Job



### *Unit Goals*

#### ❖ What You Should Learn to Do

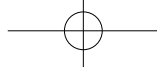
1. Understand a job advertisement
2. Apply for a job

### *Linguistic Realization*

#### ❖ Useful Sentences

##### **Talking Face to Face and Being All Ears**

1. I saw your ad for a production technologist and I want to apply for that position.
2. I want to apply for the position advertised by your company — a full-time job in sales.
3. I wonder if you have any job for a part-timer.
4. I'd like to know if you need any assistant manager.
5. I'd like to come in and apply for the job of an accountant. Can you help me?
6. Do you still have openings for a salesman?
7. Can you fix me up with a part-time job?
8. I saw a vacancy board outside for an engineer. Is it still available?
9. I'm interested in the job as a computer programmer you advertised in the newspaper.
10. May I have the job as a salesperson?



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### 3. Take an interview

#### **Talking Face to Face and Being All Ears**

##### **A. Questions often asked by interviewers:**

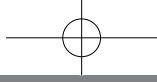
1. Why don't you tell me about yourself first?
2. Do you have any sales experience?
3. Would you tell me why you are interested in this job?
4. Why do you want to leave your present job?
5. Would you tell me about your education?
6. Can you speak any other foreign language?
7. Why do you think you can work as an editor?
8. What other personal interests do you have?
9. Have you got any qualification certificates?
10. If I decided to hire you, when could you start working?
11. How much salary do you expect?

##### **B. Responses often given by interviewees:**

1. After graduation, I worked as a salesman for a company for one year.
2. I can speak English fluently. / My English is fluent.
3. I'd like to work in a larger company like yours that offers more opportunities for growth.
4. Thank you for giving me the chance.
5. I read extensively and I'm good at making judgment.
6. I think it is within the field of my study.
7. I want to live on my own.
8. I don't know much about your business, but I know a lot about computer. I'll try my best.
9. I think I am quite fit for the job you described.
10. I like the challenge and the good pay with long holidays as well.
11. I'd like to have a job full of challenge and skills.

### 4. Talk about a job

1. If we need you to travel frequently on business, would that be okay for you?



## Unit Eight Applying for a Job

5. Write a resume

### ❖ What You Should Know About

1. The way successful people start and run a business
2. How to apply for a right job
3. Supporting and concluding sentences

2. OK. You are just the sort of person we need. Now I want to know when you can start working with us.
3. Well, I don't think the job is suitable for me.
4. There will be fun in doing this job.
5. The prospects in my present job are not desirable.
6. I've been working as an assistant account executive for 3 years in a large company.
7. I would very much like to discuss the open position with you.

### Trying Your Hand

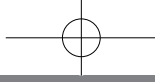
Writing Sentences and Reviewing Grammar

1. Format
2. Language features

### ❖ Useful Sentences

#### Maintaining a Sharp Eye

Passages I & II



## NEW *Practical English*

# Key and Translation

## SECTION I Talking Face to Face

### Imitating Mini-talks

- 1 Work in pairs. Look at the picture and recite the following mini-talks for a job interview.

### Acting Out the Tasks

- 2 Work in pairs and perform the tasks by following the above mini-talks.  
(Open)

### Studying Job Advertisements

- 3 If you are looking for a job, you'd better read advertisements first. After you reply to the relevant company, you may be asked to have a job interview. Now look at the following job advertisements and try to use them in your face-to-face talks.

*Chinese Version of the Samples:*

#### 样例1

难得的机遇

#### 艾德嘉斯公司诚聘推销员

我公司服装部诚聘一名全职推销员。有无推销经验均可，我公司将进行培训。应聘者需外表整洁，善待人接物者优先。擢升机会多，欲进入销售业者莫失良机。

请将本人简历附函邮至：艾德嘉斯公司人力资源部经理

地址：展望大厅路126号

安大略省密西沙加市

邮编：M4W 1K0

#### 样例2

#### 诚聘生产工艺师 / 绘图员

工作职责：

在总工程师领导下，负责具体的机器产品设计。同时，对产品类型进行调研和提出改进意见。

任职资格:

具有机械工程学位或文凭, 或者研修过以机械制图为主的制图课程。

有农业设备经验者优先。

申请信请寄至: 农业机械制造厂总工程师

地址: 哈佛大街2020号

哈利法克斯

邮编: B3M 2R7

## Following Sample Dialogues

4 Read the following sample dialogues and try to perform your own tasks.

## Putting Language to Use

5 Brian is interviewing Zhou Yan. Complete the following conversation by choosing the proper responses given below.

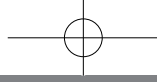
Key: 1) B 2) G 3) D 4) H 5) F  
6) A 7) C 8) I 9) E

6 Imagine you are an applicant asking for a job. You have got everything ready for the interview. Fill in the blanks according to the Chinese provided.

Key: 1) When I saw the position your company advertised in *China Daily*, I decided to have a try  
2) I think I would like to do something different  
3) Yes. I talked about it with him  
4) Well, I would need two weeks  
5) No, not at the moment  
6) Thank you. I appreciate the time you have given me

7 Imagine you are Xu Yang attending an interview. Play your role according to the clues given in brackets.

Key: 1) I'd like to have a full-time job, but a part-time job will also be OK to me.  
2) I worked as a librarian for one year.  
3) What's the working time?  
4) May I ask about the salary?  
5) When shall I start to work?



## NEW *Practical English*

### SECTION II Being All Ears

#### Learning Sentences for Workplace Communication

**1** Listen to ten sentences for Workplace communication cross-referenced with their Chinese translation and try to remember them.

- Script:**
- 1) I'd like to know if you need a secretary.
  - 2) I'm glad to have the chance for the interview.
  - 3) Would you tell me why you want to have this job?
  - 4) I wonder if you have any job for a part-timer.
  - 5) I'd like to know more about you.
  - 6) I think I'm quite fit for this job.
  - 7) Your company has a very good reputation.
  - 8) I've been doing the same job for another company.
  - 9) Can you tell us your education and work experience?
  - 10) Thank you for giving me the opportunity for this interview.

**2** Listen again to the above sentences rearranged in sequence, and then match them with their Chinese translation.

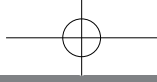
- Script:**
- 1) I've been doing the same job for another company.
  - 2) I wonder if you have any job for a part-timer.
  - 3) Thank you for giving me the opportunity for this interview.
  - 4) I'd like to know if you need a secretary.
  - 5) I'd like to know more about you.
  - 6) I'm glad to have the chance for the interview.
  - 7) Can you tell us about your education and work experience?
  - 8) I think I'm quite fit for this job.
  - 9) Your company has a very good reputation.
  - 10) Would you tell me why you want to have this job?

- Key:**
- |      |      |      |      |       |
|------|------|------|------|-------|
| 1) b | 2) i | 3) f | 4) g | 5) c  |
| 6) h | 7) d | 8) j | 9) a | 10) e |

**3** Listen to ten English sentences for job interview communication and translate them into Chinese orally.

- Script:**
- 1) I'd like to apply for the job as a teacher.
  - 2) I'm calling about the sales manager position.
  - 3) I'm glad to have a chance for the interview.
  - 4) Did you do any advertising courses at college?
  - 5) Why do you think you are suitable for the job?





## Unit Eight Applying for a Job

- 6) How should I prepare for the job interview?
- 7) You should always pay attention to your manners.
- 8) Can you tell us about your experience in this field?
- 9) I think you are just the person we want for the job.
- 10) Thank you for offering me the opportunity for the interview.

**Key:**

- 1) 我想申请做教师的工作。
- 2) 我打电话想询问一下销售经理的职位。
- 3) 我很高兴有这次面试的机会。
- 4) 你在大学学过广告课程吗?
- 5) 你为什么认为自己适合这项工作呢?
- 6) 我该如何为这次求职面试做准备呢?
- 7) 你应当时刻注意你的行为举止。
- 8) 你能讲一下你在这方面的工作经历吗?
- 9) 我觉得你正是我们这项工作需要的人。
- 10) 感谢你为我提供这次面试的机会。

## Handling a Dialogue

**Script:**

**Winston:** Hello, this is Mike Winston.

**Liang:** Hello. I'm asking about your ad in today's newspaper for the job in your shop.

**Winston:** Well, but do you have any experience of working in a shop?

**Liang:** I've got 4 years' experience as an assistant in a department store.

**Winston:** Which one, please?

**Liang:** Walmart in the city.

**Winston:** Fine. Can I have your name? I'll make an appointment for an interview with you.

**Liang:** Yes, my name's Liang Tian, Mr. Liang.

**Winston:** Will you please spell it, Mr Liang?

**Liang:** OK, L-I-A-N-G T-I-A-N.

**Winston:** Your phone number?

**Liang:** 342 5349.

**Winston:** Thank you. Can you come tomorrow afternoon?

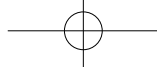
**Liang:** I'm afraid not. But can you make it Thursday afternoon?

**Winston:** That's all right. When you come, ask for Mike Winston, OK?

**Liang:** Yes, Mr. Winston. See you then.

**4** Listen to a dialogue and decode the message by finding the correct choices given in brackets according to what you have heard.

- Key:**
- |                     |              |             |         |
|---------------------|--------------|-------------|---------|
| 1) Liang            | 2) assistant | 3) Mike     | 4) four |
| 5) department store | 6) 3425349   | 7) Thursday |         |



## NEW Practical English

### 5 Listen to the dialogue again and then answer the following questions orally.

- Key:**
- 1) Mr. Liang was asking for the job of a shop assistant.
  - 2) He learned about the position from an ad in a newspaper.
  - 3) Mike Winston. He wants to know whether the applicant has any experience in the job.
  - 4) Because he wanted to make an appointment for an interview.
  - 5) On Thursday afternoon.

### 6 Listen to the dialogue for the last time and fill in the blanks according to what you have heard.

- Key:**
- 1) as an assistant in a department store
  - 2) Walmart in this city
  - 3) 342 5349
  - 4) I'm afraid not
  - 5) That's all right

## Understanding a Short Speech / Talk

### Script:

From 2004 to 2008, I worked as a salesman with ABC International Trade, responsible for the market of Europe. During that period, I got excellent chances to use German in writing letters and making phone calls for developing business in that country. I also translated some technical papers and the Siemens' operating instructions from German to Chinese.

Through working in many different countries, I found that my success in work owes very much to my effective communication with people, plus my hardworking and strong ability to use the Internet. Therefore I firmly believe I am qualified for this job.

### 7 Listen to a monologue of a job hunter twice and during the second listening, put back the missing words in the blanks.

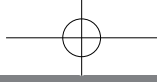
- Key:**
- |              |              |                |             |             |
|--------------|--------------|----------------|-------------|-------------|
| 1) market    | 2) chances   | 3) developing  | 4) papers   | 5) German   |
| 6) different | 7) very much | 8) hardworking | 9) Internet | 10) believe |

### 8 Listen to the monologue again and match the information in Column A with the choices in Column B.

- Key:**
- |      |      |      |      |      |
|------|------|------|------|------|
| 1) a | 2) d | 3) d | 4) b | 5) c |
|------|------|------|------|------|

### 9 Write out the general idea of the monologue by answering the following questions.

- Key:**
- 1) From 2004 to 2008, the speaker worked as a salesman with ABC International Trade.
  - 2) He was responsible for the market of Europe.
  - 3) He got excellent chances to use German to do business in Germany.
  - 4) He believed that his success in business was very much due to his strong ability to communicate with people and use the Internet.
  - 5) He was confident that he was qualified for the job he applied for.



**General idea:**

From 2004 to 2008, the speaker worked as a salesman with ABC International Trade. He was responsible for the market of Europe. At that time, he got excellent chances to use German in writing letters and making phone calls for doing business in Germany. He also translated some technical papers and the Siemens' operating instructions from German to Chinese. Gradually and naturally, he picked up the German language. He believed that his success in business was very much due to his strong ability to communicate with people and use the Internet. Therefore, he was confident that he was qualified for the job he applied for.

## SECTION III Trying Your Hand

### Practicing Applied Writing

**1** Read the following two samples of resume and learn to write out your own.

*Chinese Version of the Samples:*

**样例1**

米歇尔·马丁

托斯卡纳市爱姆大街214号 邮编AZ4367

(645) 873-9080 / martin@brim.com

教育背景

2005年5月毕业于宾西法尼亚州马可斯伯格市萨米特州立大学，获旅游专业文学学士学位

- 曾任旅游俱乐部主席
- 学过计算机数据库管理和会计课程
- 在欧洲度过两个夏天

学校活动

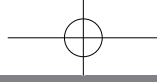
- 高年级时负责旅游学院职业招聘洽谈会
- 任职学生会干部两年
- 当过三年女子校际网球队队员

获奖情况

- 低年级时获旅游专业最佳学生称号
- 高中时获写作大赛一等奖

工作经历

- 2005 - 2007 在托斯卡纳市市场大街11号寂寞街牛排餐馆做女招待和收银员
- 2001 - 2005 在托斯卡纳娱乐委员会做义工：  
为6 - 10 岁儿童组织暑期活动  
协助组织城市文化活动



# NEW Practical English

## 样例2

陶伟民

中国安徽省合肥市屯溪路262号104信箱

### 求职目标

有提升机会的电子技术员

### 工作经历

2004 - 现在 中国安徽省合肥市华洋电子设备厂技术员

- 绘制生产用详细图纸
- 与工程师、设计师共同进行提高质量的实验

1994 - 2004 中国安徽省蚌埠市蚌埠机器厂技工

- 维修技工，修理车间的各种设备
- 负责保证2 000名工人规模的工厂机器正常运转

### 学 历

1988 - 1990 参加蚌埠机械培训中心机械维修课程，获结业证书

1982 - 1986 蚌埠第六中学学习

其 他 多次参加机械设计和机械制造方面的培训，并坚持自学

### 个人资料

出生日期和地点：1973年9月10日出生于中国安徽省蚌埠市

国 籍：中国

性 别：男

婚 姻 状 况：已婚，有一女

健 康 状 况：健康

证 明 人：需要时可提供

One More Sample:

**Terri D. Holland**  
**269 Great Lake San Diego**

### **Education**

Graduated from San Diego State University in 1996, majoring in International Relations and Chinese

### **Professional experience**

- Lan Tian Experimental School, Linbei City, China  
Taught English to senior students (Oct. 2004 — present)

- Heng Yi English Training Center

Taught English to adults at different levels (Sep. 2002 — June 2004)

### Skills

Working knowledge of international and on-line services

### Interests

Travel, climbing and football

- 2 Translate the following resume into Chinese using the Data Bank in the Workbook for reference When necessary.

### 简 历

全 名: 郑力洪

地 址: 潞江市康平路220号

出生日期: 1980年4月20日

性 别: 男

婚姻状况: 未婚

身体状况: 健康

学 历: 2001 — 2004

燕山职业技术学院学习

专 业: 服装设计

1997 — 2000

潞江市102中学学习

工作经历: 2004.5 — 2006.10

曙光服装公司任助理服装设计师

2006.9 — 现在

新思维广告公司任广告设计

个人爱好: 看电影、画画、听音乐

- 3 Fill in the following resume according to the information given below.

Jiang Huaiming

27 Huanghe Street Zhengzhou

Henan Province, China

Tele: 0371 4587902

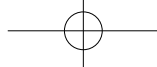
### Job Objective:

A position related to the protection of environment.

### Education and Training:

March — July 2005

Professional training on analyzing polluted water in Tokyo



## NEW Practical English

University. Training Certificate  
July 2003 Graduated from Southwest Professional College, majoring  
in Environmental Engineering

### Work Experience:

Sep. 2005 – present Henan Agriculture Research Institute  
July 2003 – Feb. 2005 Huanghe Power Plant, assistant engineer, responsible for  
the control of polluted water

### Personal Data:

Born: March, 1980, in Qingdao, Shandong Province  
Sex: Male  
Health: Excellent  
Marital status: Single

Interests: Reading, playing football and traveling

References: References are available upon request.

## Writing Sentences and Reviewing Grammar

4 Complete the following sentences by choosing from the items given in brackets.

Key: 1) Obviously 2) To sum up 3) in a word 4) In conclusion  
5) conclusion 6) all in all 7) after all 8) To conclude  
9) above all 10) Clearly

5 Read the following paragraph. One or more irrelevant sentences were added to it. Identify these irrelevant sentences and cross them out.

Key: 1) Unfortunately, the ball makes the neighbor's dog bark.  
2) The English on the news is too fast and really frustrates me.  
3) I wish the snails would stop eating my plants, though.

6 Translate the following sentences into English.

Key: 1) In a word, we should create a better environment for students to study in.  
2) From what we have discussed above, the conclusion we have come to is that we  
must take immediate measures to control the air pollution.  
3) Obviously, parents must set a good example for their children.  
4) Jim is an able man, and after all he had a good education.  
5) We tried to help him with his problem. In a word, we did the best we could.

- 7 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 are provided here to help you. Start the passage with “Li Fang is being interviewed by a group of interviewers.”

Key:

Li Fang is being interviewed by a group of interviewers. She is applying for a job as a museum interpreter. This is a part-time job on weekends. The interviewers want to know why she is interested in this job. She says that she is interested in history and likes to work with the public. And the interviewers ask her whether she has had such experiences before. Li Fang tells them that she hasn't got any experience on this job, but she has seen the museum interpreter at work many times. So she is familiar with the set-up. At the end of the interview, she is told to come to work next Saturday.

## SECTION IV Maintaining a Sharp Eye

### Passage ① Applying for a New Boss

#### Language Points

#### 1 Explanation of difficult Sentences

1. (Para. 1) And going back further, I can still recall things about the stars that I should have long ago forgotten if not for my second-grade teacher, Miss Scorchiotti ...

**Analysis:** This is a complex sentence. *That* introduces a relative clause to modify *the stars*, followed by an *if-clause* of condition. Attention should be paid to the subjunctive mood used here: *should have forgotten*, ... with the latter part being an elliptical clause which can be assumed to be *if it were not for* ...

**Translation:** 再早些, 我仍然记得有关星体的知识, 若不是由于我二年级的斯高奇奥迪老师, 我早就将其忘光了。

**Example:** If not for your help, we couldn't have finished the experiment successfully.

2. (Para. 5) She ruffled feathers around the company but was eager to let me in on what she thought and why.

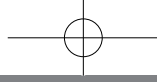
**Analysis:** *Ruffle feathers* is used here figuratively to mean *become annoyed*. The phrase *let sb. in on sth.* means to allow to share or to know a secret.

**Translation:** 她对公司上下指指点点, 但却愿意让我了解她的想法和做事的原因。

**Example:** Don't get your feathers ruffled about it. You are not the boss here.

I'll let you in on a little secret: I've never been there.

3. (Para. 7) Be yourself with them and see if the self they are with you is someone you want to learn from for a couple of years.



## NEW Practical English

**Analysis:** *Be yourself* means behave naturally. *The self* is used as the subject in the if-clause, *they are with you* is a relative clause modifying *self* with *that* omitted.

**Translation:** 要与他们自然相处，看一看与你相处的人是否是你这两三年来想要学习的人。

**Example:** You should be yourself if you want the audience to like your speech.

### 2 Important words

1. **present:** *v.* to give away; to introduce; to show; to put forward for consideration 给予, 介绍, 展现, 提出  
e.g. He **presented** her with a signed copy of his book.  
He had the honor of being **presented** to the Chairman.  
This report ought to be **presented** in greater detail and in clearer language.
2. **recall:** *v.* to remember; call back sth.; to send for or take back 记得, 想起, 召回, 取回  
e.g. I **recalled** that my luggage had been taken away.  
The government **recalled** the general after he lost the battle.  
The manufacturer has **recalled** a lot of their cars that were unsafe.  
The sight **recalled** my childhood.
3. **perform:** *v.* to carry out; to act or show in a play; to function 做, 表演, 表现  
e.g. He **performed** a dance for them on stage.  
Our team **performed** very well in the match yesterday.  
The new machine is **performing** very well.
4. **convince:** *v.* to cause sb. to believe or feel certain; to persuade 说服, 使信服, 劝说  
e.g. We **convinced** Anne to go by train rather than by plane.  
It's going to be hard to **convince** my wife that we can't afford a new car.  
This has **convinced** her of the serious situation.  
You can **convince** people to buy almost anything.
5. **assume:** *v.* to suppose; to begin to use; to take upon oneself; to pretend to be 假定, 采用, 承担, 假装  
e.g. I was often mistakenly **assumed** to be a Welshman because of my surname.  
I **assumed** that he could read.  
**Assuming** it rains tomorrow, what shall we do?  
You'll **assume** your new duties next week.  
She **assumes** a well-informed manner but in fact knows very little.
6. **bound:** *a.* certain; having a firm intention; have a duty to obey; intend to travel to 一定的, 决意的, 有义务的, 驶往(某地)的  
e.g. You are **bound** to succeed.  
He is **bound** to go, and nothing can stop him.  
We are **bound** by the government's pay policy.  
I'm **bound** to say, he is a very honest person.  
The ship is **bound** for New York.



7. **promote**: v. to advance in position or rank; to bring goods to public notice in order to increase sales; to help in the growth 提升, 推销产品, 促进

e.g. The company could do more to **promote** its production growth.

He was recently **promoted** to General Manager.

The firm is **promoting** a new kind of toothbrush on TV.

Milk **promotes** health.

### Passage Translation

#### 寻找新老板

在我离家上大学时, 父亲给了我一个忠告: “你选学什么课程无关紧要, 要紧的是找好的教授。”确实, 我很快就发现, 只要是好老师讲课, 所有课程对我来说都会变得趣味无穷。在温斯坦教授的课上, 我可以听到法国革命时期死囚车在巴黎街道上滚滚而过。再早些, 我仍然记得有关星体的知识, 若不是由于我二年级的斯高奇奥迪老师, 我早就将其忘光了。我认为, 好老师能使他教授的课程栩栩如生。

一个好的老板也是如此。他们使乏味的日常工作变成一种学习过程。他们使你相信, 你以及你所做的工作确实重要。他们使你自信, 这就使你更加愿意提出问题, 承担责任, 甚至对历史悠久的公司一些经营方式提出改进意见。一句话, 一个好的老板知道如何教导人。

因此, 我对那些准备在以后几年到人才市场找工作或寻找不同工作经历的人提出一个忠告: 不要为了找一份好的工作而去面试。去面试是为了要找到合适的老板。这可不是寻找一个最好的人, 而是寻找一个愿意并能够帮助你在事业上有所发展的人。

不合适的老板有哪些特征呢? 他们是这样的人:

- 身边的人多年来无变化。如果你是一个好老师, 为什么你周围的人得不到调动和升迁呢?

- 缺乏幽默感。生命是短暂的。工作是辛苦的。面对困难时要振作起精神来。

- 喜欢打字, 却不喜欢谈话。我就坐在办公室对面, 为什么还要给我发电子邮件呢?

在我的老板当中, 谁是最棒的? 安吉拉, 我大学毕业后的第一个老板, 非常聪明, 直言不讳。她对公司上下指指点点, 但却愿意让我了解她的想法和做事的原因。

我的老板汤姆过去经常说: “人死了才能好好睡觉。”为汤姆工作令人有点疲惫。但他出奇地坦诚直率, 爱征求意见和提出建议。我们经常有不同的观点, 但我们之间展开的讨论有助于我们对所做的事情有更深入的了解。一个好老板既尊重他人, 又能赢得他人的尊重。

那么你怎样才能知道你的老板是合适还是不合适呢? 要与他们自然相处, 看一看与你相处的这个人是否是你这两三年来想要学习的人。如果在面试时你觉得那个面试者乏味或教条的话, 你可以猜到从周一到周五他会是什么样子吗? 应试者在面试时会展现出自己最好的东西, 面试者也是如此。对你看到的人不满意吗? 主动权在你手里。离他而去, 找另一个老板面试。



## NEW *Practical English*

### 1 Answer the following questions according to the passage.

- Key:**
- 1) He advised him to choose great professors.
  - 2) A good boss knows how to teach.
  - 3) To look for a right boss.
  - 4) Because she could make him know her ideas and the reasons for doing things.
  - 5) Because at the same time you are also interviewing the interviewer.

### 2 Complete the outline according to the passage.

- Key:**
- 1) a. a learning experience  
b. that you and what you are doing actually matter  
c. more willing to ask a question, assume responsibility, or even suggest a change in some age-old company process
  - 2) a. how to teach  
b. respect and earns it
  - 3) a. by the same team year after year  
b. a sense of humor  
c. typing...talking

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

- Key:**
- |               |                 |              |                  |
|---------------|-----------------|--------------|------------------|
| 1) assumed    | 2) lightened up | 3) recall    | 4) are performed |
| 5) come alive | 6) present      | 7) bound for | 8) convince      |
| 9) eager      | 10) matters     |              |                  |

### 4 Translate the following sentences into English.

- Key:**
- 1) You will be full of confidence during the interview as long as you are well prepared.
  - 2) The shop promised its customers that it would never sell fake goods, and sure enough it did so.
  - 3) Because he is working hard, he has been promoted to the position of department manager.
  - 4) He is respected by others because he has a strong sense of justice.
  - 5) Because Uncle Tom is ill, we don't want to let him in on the news right now.
  - 6) A good boss should encourage his assistants to be outspoken in expressing their opinions.

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

- Key:**
- 1) It doesn't matter how bad the result is, just never lose your confidence.  
It doesn't matter how you tell her the news, just make her calm.
  - 2) They made every effort to turn their small firm into a big one.  
Who can turn this article into English?

- 3) His mother convinced him that the problem was very serious.  
What you did convinced me that you always keep your words.
- 4) These are dangers that threaten both men and women.  
The prospects both excited and worried me.
- 5) Go to your uncle's home and see if he needs your help.  
Study harder and see if you can make more progress.
- 6) If you are interested in football, why don't you go to watch the match?  
If he was one of my classmates in high school, why don't I know him?

## Passage ② I Like to Work for ABC Insurance Company

### Information Related to the Reading Passage

What makes employees stay with a company? Establishing a company people want to work for doesn't mean you need to pay thousands of dollars to have a private lake built in the middle of your "campus". You simply need to find ways to make your business more attractive to the right type of employees. From the following tips, adapted from the book *Harvard Business Essentials: Guide to Hiring and Keeping the Best People*, you can come to know the major motivations for people to stay with a company:

1. **Pride in the organization.** People want to work for well-managed companies.
2. **Compatible supervisor.** People may stay just to work for a particular individual who is supportive of them.
3. **Compensation.** People want to work for companies that offer fair compensation, including competitive wages and benefits as well as opportunities to learn and achieve.
4. **Affiliation.** People want to continue working with colleagues they respect and like.
5. **Meaningful work.** People want to work for companies that let them do work that appeals to their deepest, most passionate interests.

### Language Points

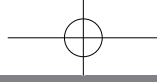
#### 1 Explanation of Difficult Sentences

1. (Para. 3) Our President knows everyone in the Company and will always acknowledge you by your name and I think that in itself says a lot.

**Analysis:** In this sentence, *that in itself says a lot* means that the president knows everyone's name, which does show that the company cares a lot about every employee.

**Translation:** 我们公司总裁认识公司里的每一个人，并总能叫出你的名字，我想这本身就很能说明问题。

**Example:** We know he seldom has a chat online, but he had a chat with someone online for a long time last night and we all think that in itself says a lot.



## NEW Practical English

2. (Para. 4) ABC provides every associate with the tools to be successful in their chosen profession, from accounting to those who provide front line customer service.

**Analysis:** In this sentence, the infinitive phrase *to be successful in their chosen profession* is used as an attributive modifying *tools*.

**Translation:** ABC公司为它的每名员工提供在其从事的职业中取得成功的机会，不论做会计还是做一线客户服务的人员。

**Example:** One good way to pass a job interview is your good preparation in advance.

They have been working hard to find the best way to face the tough challenge.

3. (Para. 5) I am happy to be a part of a successful organization that continues to grow and allows you to grow while being in a position to help others do the same.

**Analysis:** Here *that continues to grow and allows you to grow while being in a position to help others do the same* is a relative clause modifying *organization*; and *to help others do the same* means to help other people grow.

**Translation:** 我很高兴能成为一个成功机构的一员；这个机构不断发展壮大，而且使你在发展时也能帮助他人同你一起发展。

**Example:** I am happy to be among the teachers who perform a subject in a way that makes it come alive.

We made the decision which was right for us. Other parents must do the same.

4. (Para. 6) I have had every tool and resource made available to me to ensure I have a successful future.

**Analysis:** In this sentence, the past participle phrase *made available to me* is used as an attribute modifying *tool and resource*.

**Translation:** 我在这里拥有各种手段和资源，能够保证我有一个成功的未来。

**Example:** He couldn't find the shoes made available to his size in the shop.

The store has about 500 kinds of books made available to children.

5. (Para. 7) There is a friendly and professional work environment which makes each employee feel as though they are an integral part of the team.

**Analysis:** *Which makes each employee feel ... of the team* is a relative clause modifying *environment*; while *as though they are an integral part of the team* is an adverbial clause of concession. In many cases, subjunctive mood is likely to be used in the clause with *as though*.

**Translation:** 这里有一个友好而又专业的工作环境，使每位员工都觉得自己是团队中不可或缺的一分子。

**Example:** Anne nodded her head as though she knew the newcomer.

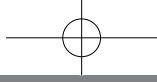
He behaves as though he were better than us.

### 2 Important Words

1. **approach:** *n.* the act of coming near; a means of way of entering; a method of doing something  
走近，入口，方法

e.g. The **approach** of winter brings cold weather.

All **approaches** to the town were blocked by the heavy snow.



## Unit Eight Applying for a Job

The player's **approach** to the music is quite different from that of anyone else.

2. **acknowledge**: *v.* to recognize; to show that one is grateful for, as by giving or saying something; show that one recognizes someone as by smiling or waving 承认, 感谢, 打招呼

e.g. They **acknowledged** to us that they were defeated.

His long service with the company was **acknowledged** with a present.

The young man walked right past the manager without even **acknowledging** him.

3. **associate**: *n.* a person connected with another, especially in work 同事, 伙伴

e.g. He is not a friend but a business **associate**.

The thief and his **associates** were arrested by the police.

4. **deserve**: *v.* to be worth of; to be fit for 应得, 应受

e.g. These people **deserve** to make more than the minimum wage.

The top leaders of the company clearly **deserved** some of the blame as well.

5. **previously**: *ad.* happening, becoming, or being earlier in time or order 早先地, 先前地

e.g. The contract was awarded to a **preciously** unknown company.

That country's railways were **previously** owned by private companies.

6. **professional**: *a.* relating to a person's work, esp. work that requires special training 有关职业的

e.g. His **professional** career started when he went to the university.

Don't wrap up the present in that careless way; try to be a bit more **professional** about it.

7. **integral**: *a.* necessary to complete something 缺一不可的

e.g. Rituals, celebrations, and festivals form an **integral** part of every human society.

That is the **integral** part of the argument.

### Passage Translation

#### 我喜欢在ABC保险公司工作

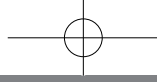
让我们听一听在ABC保险公司工作的一些员工对他们的工作环境是怎么说的:

“ABC保险公司的气氛非常轻松。每个人都是团队的一员, 在需要时随时都愿意伸出援助之手。所有员工都非常亲切友好。为这样一家了不起的公司工作真让人感到愉快。”

(商业财产与意外事故部客户服务)

“现在我在ABC公司工作已有三年多了, 到公司工作之前我实际上是ABC公司的一个理赔客户。因此, 我曾经亲身体验过ABC公司那种几乎在任何情况下都积极主动地想方设法解决问题的风格。我发现这里具有创业精神的工作环境和团队精神特别令人振奋。一想到每季度全公司都聚在一起举行“大家谈”会议就会令人兴奋不已。再者, 我们公司总裁认识公司里的每一个人, 并总能叫出你的名字, 我想这本身就说明问题。”

(ABC公司理赔部客户服务)



## NEW Practical English

“在成长中获得经验，经验又能使人增长知识。ABC公司为它的每名员工提供在其从事的职业中取得成功的机会，不论做会计还是做一线客户服务的人员。公司使所有内部和外部的客户都获得与ABC公司的盛名相一致的尊重。如果你想到一家有名的公司工作，ABC公司就是这样的工作场所。我们公司60多年的经验来保证这一点。”

(人力投资管理部客户服务)

“我该从哪儿说起呢？ABC公司信任它的员工，这一点很重要。一个机构能有许多人在不同的岗位上长期工作：15年、20年、25年，甚至30年，这就充分地说明了一个机构的文化。我很高兴成为这个大家庭的一员，这是一个以客户为主、以工作表现为驱动力的大家庭。我刚开始在ABC公司工作时担任财会协调人，7年后我现在是商务险种服务经理，协助计划和实现本机构的一些目标。我很高兴能成为一个成功机构的一员；这个机构不断发展壮大，而且使你在发展时也能帮助他人同你一起发展。”

(商业财产与意外事故部管理团队)

“作为一名大学生，ABC公司帮助我获得了真正的工作经验，并且为我开启了多扇通往商界的大门，这是我以前所不曾做到的。我在这里拥有各种手段和资源，能够保证我有一个成功的未来。从这样一个真心实意关心其员工发展的大公司，我不能要求得到再多的东西了。”

(商业财产与意外事故部客户服务)

“ABC公司是一个极好的工作场所，因为这里所有的员工都有机会取得职业上的发展。这里有一个友好而又专业的工作环境，使每位员工都觉得自己是团队中不可或缺的一分子。ABC公司现在是，并且一直都是保险理赔领域的主要玩家之一，客户十分认可我们的品牌，对我们的产品更加有了信心。。”

(ABC公司福利部)

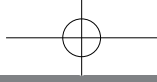
### 7 Are the following statements true or false according to the passage? Write T / F accordingly.

Key: 1) T 2) F 3) F 4) T 5) T  
6) T 7) F 8) F 9) T 10) F

### 8 Translate the following sentences into Chinese.

Key: 1) 每个人都是团队的一员，在需要时随时都愿意伸出援助之手。  
2) 一想到每季度全公司都聚在一起举行“大家谈”会议就会令人兴奋不已。  
3) 我们公司总裁认识公司里的每一个人，并总能叫出你的名字，我想这本身就能说明问题。  
4) 公司使所有内部和外部的客户都获得与ABC公司的盛名相一致的尊重。  
5) 我很高兴能成为一个成功机构的一员；这个机构不断发展壮大，而且使你在发展





## Unit Eight Applying for a Job

时也能帮助他人同你一起发展。

- 6) 这里有一个友好而又专业的工作环境，使每位员工都觉得自己是团队中不可或缺的一分子。

**9** Rewrite the passage in about 130 words in third person, focusing on the advantages of working in ABC Insurance Company. The title and the first sentence are given to help you.

**Key:**

### Why People Like to Work in ABC Insurance Company

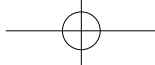
People like to work in ABC Insurance Company not just because it is a very famous international insurance company, but because there are many advantages for people to work there.

First of all, the atmosphere there is very relaxed, which makes people feel pleased at work. Secondly, the entrepreneurial work environment and team spirit are extremely refreshing. Thirdly, people can get much more experience and knowledge by working in the company. They also have good chance for promotion. Moreover, the company believes in their people and cares about the career development of all of their employees. Its friendly and professional work environment makes each employee feel that they are an integral part of the team, which gives them confidence to work with the company.

## SECTION V Appreciating Culture Tips

Appreciate the following culture tips chosen around life philosophy and business ethics, and then search online for new logos, advertising slogans or mottoes to introduce to the class.

**Key:** (Open)

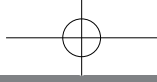


## NEW *Practical English*

### ***Class Work Design: [Three Sessions - Six Contact Hours]***

Session No.	Unit Sections Involved	Focal Points
Session 1 (90–100 min)	Section I Talking Face to Face	<ol style="list-style-type: none"><li>1. Understanding a job advertisement</li><li>2. Applying for a job</li><li>3. Taking an interview</li><li>4. Talking about a job</li><li>5. Writing a resume</li><li>6. Focal expressions graduate from, majore in, accountant, personal interests, independent financially, travel frequently on business, a part-timer, have a very good reputation, I'd like to apply for the job as ... I'm calling about the ...job. I'm glad to have a chance for the interview. Why don't you tell us about yourself first? Why do you think you are suitable for the job? How should I prepare for the job interview? Can you tell us about your experience in this field? Thank you for offering me the opportunity for the interview.</li></ol>
	Section II Being All Ears	
Session 2 (90–100 min)	Section III Trying Your Hand 1. Practicing Applied Writing 2. Writing Sentences and Reviewing Grammar	<ol style="list-style-type: none"><li>1. Writing a resume</li><li>2. Supporting and concluding sentences in a sentence structure</li></ol>
	Section IV Maintaining a Sharp Eye Passage I Apply for a New Boss	<ol style="list-style-type: none"><li>1. How to apply for a right boss</li><li>2. Key words and expressions: alive, matter, assume, promote, responsibility, exhausting, present, recall, perform, convince, bound for</li></ol>

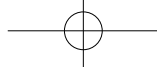




## Unit Eight Applying for a Job

continued

Session No.	Unit Sections Involved	Focal Points
Session 3 (90–100 min)	Section IV Maintaining a Sharp Eye Passage II I like to Work for ABC Insurance Company	1. Reasons people like to work in ABC Insurance Company 2. Key words and expressions: approach , associate , deserve, previously, professional, integral , a team player, lend a helping hand, acknowledge by one's name, on a quarterly basis, believe in, be synonymous with, be in a position to, result in, first hand



## NEW *Practical English*

# *Suggested Teaching Procedures and Class Activities*

## SECTION I Talking Face to Face

### Imitating Mini-talks

The mini-talks in the Talking Face to Face section aim to help students to learn to talk in English through imitating the mini-talks around the unit topics. These mini-talks are tiny in content load and narrow in topic coverage. Students can easily learn them by heart and practice them in and out of class. The mini-talks are given here as a kind of warm-up for more intensive training of the students' English speaking ability.

In teaching, students should be first asked to read and recite the mini-talks given in the course book and then they should practice talking about these mini topics under the guidance of the teacher. Afterwards, students should be encouraged to give longer talks covering two or more of the mini-topics. Of course, students should also be encouraged to prepare their mini-talks in pairs in class or individually before or after class.

**Pair work.** The students read the mini-talks, paying attention to the following patterns used for a job interview:

*Can you tell me something about your education?*

*I graduated from ..., majoring in ...*

*Do you have any experience in this field?*

*Can you tell me why you are interested in hotel work?*

*Can you speak any foreign languages?*

*Why do you think you can work as ...?*

*What are your personal interests?*

*Why do you want this job?*

*If we need you to travel frequently on business, would that be OK with you?*

*We'd like you to give views on ...*

*I'll try my best.*

### Acting Out the Tasks

**Pair work:** The students make short conversations by following the above mini-talks.

(Open)

## Studying Job Advertisements

**1** The students read the advertisements and answer the following questions.

- 1) What kind of job is offered in the first ad?  
(A person for full-time sales.)
- 2) What are the requirements for the job in the first ad?  
(Neatness in appearance and strong people skills.)
- 3) What's the first duty for the position in the second ad?  
(Detailed product design of the machines.)
- 4) What kind of applicants can get the job more easily in the second ad?  
(Those who have some experience with agricultural equipment.)
- 5) If you want to apply for the job, whom should you send your application to?  
(The Chief Engineer of the company.)

**2** Pair work: One student acts as an applicant and the other the Human Resources manager. Make up a phone conversation, asking about one of the jobs advertised.

## Following Sample Dialogues

**1** Pair work: The students read the sample dialogues after the teacher and speak out the useful sentence patterns for job interview.

*Why don't you tell me about yourself first, Mr. Li?*

*What job are you applying for?*

*I want to apply for the position advertised by your company.*

*My major is clothing design.*

*What about foreign languages?*

*Would you tell me why you are interested in the job?*

*I'd like to work in a large company like yours.*

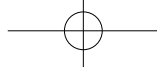
*You will be hearing from us within two weeks.*

*Thank you for giving me the chance.*

**2** Group work. The students role play the dialogues in groups.

## Putting Language to Use

Group work. The students do the exercises in groups by reading aloud all the dialogues they have completed.



## NEW *Practical English*

### SECTION II Being All Ears

Training of listening ability in this course follows three steps: starting from individual sentences helpful for workplace communication, going through practical dialogues / conversations and finally moving on to topic-oriented monologues or speeches / talks. All the sentences, dialogues and speeches / talks are career-related and will be useful for practical communication in the students' future career life. While learning the sentences for workplace communication, the students are required not only to be able to understand them, but also to use them in their oral communication.

#### Learning Sentences for Job Interview Communication

This part is to train the students in understanding and speaking out the sentences for job interview communication. In other words, the focus is on listening comprehension on the sentence level.

- 1 The students listen to ten English sentences given in the course book and repeat them in the pauses allowed, trying to understand and learn to say them by referring to their Chinese meanings. In other words, this is not a purely listening exercise; it's actually a class activity in which the students learn to say these sentences through listening and repeating.
- 2 The students listen again to the above sentences rearranged in sequence, and match them with their Chinese translations. Then the teacher checks their answers. The focus here is shifted to helping the students to make quick responses in catching the meaning of the sentences the students have heard.
- 3 The students listen twice to ten short statements given in the course book and then translate them into Chinese orally, imitating the way to do oral interpretation. Again the focus is on making quick responses in giving the oral interpretation. The students learn to give the right responses to the similar sentences they have heard, getting ready to move to the training on the dialogue level.

#### Handling a Dialogue

This part is moving from the sentence level to the dialogue level. In other words, the focus is on helping the students to learn to carry on a short conversation.

- 1 The students listen twice to a dialogue, and then decode the message given in the course book by finding the correct choices given in brackets according to what they have heard. The focus is on giving quick responses in the dialogue.



## Unit Eight Applying for a Job

- 2 The students listen to the dialogue again and then the teacher asks them to answer the questions given in the course book orally. Giving answers is seen as the signal of correctly understanding the dialogue.
- 3 The students listen to the dialogue for the last time and work in groups to complete the responses in the blanks left in the dialogue.

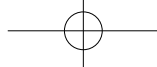
### Understanding a Short Speech / Talk

Here the “speech / talk” refers to the listening material we have chosen for training the students to understand a short piece of continuous oral message and therefore all of them are of colloquial style. It can be a speech, a talk, an oral announcement or even a verbal call for comments. Obviously, this part of training is carried out to help the students to follow the continuous oral presentation of a specific practical activity which is oriented to the unit topic. So its focus is first on listening comprehension of the message conveyed about an activity or an event, and then shifting to the recasting the message in various ways, including giving a summary orally or in writing. Therefore, the teacher could give some helping hints for students to follow in their making a summary in the form of an oral composition in class.

- 1 The students listen to the speech twice and during the second listening, put back the missing words in the blanks. After listening, the students work in groups to read the speech again.
- 2 The students listen to the speech again and match the information in Column A with the choices in Column B. Then they work in pairs to exchange their matching.
- 3 The students work in groups to answer the questions given in the course book and then do oral composition to summarize the general idea of the speech. Then write out a summary of the speech on their own. The last step is actually to help the students to make a summary of what they have heard. The oral composition is useful for students to learn to write a passage. The students might be asked to write down what they have learnt through participating in the class oral composition.

### Group work for the above two sections

The students form groups of 3 for role-play of job interview. In each group, one student acts as an interviewee, and the other two as interviewers. Then they exchange their roles. The teacher should try to give more groups a chance to perform in class.



## NEW *Practical English*

### SECTION III Trying Your Hand

#### Practicing Applied Writing

##### 1 Sample analysis

The teacher makes the following brief analysis of a resume.

A resume contains key information about yourself, which is carefully assembled and presented so that prospective employers will be impressed not only by your qualifications but also by your presenting ability.

A resume usually consists of personal details, including name, address, telephone number, e-mail address, date of birth, and reference, etc. These headings should be put at suitable and logical places.

The students are required to consult the Workbook for the details of writing a resume.

##### 2 Simulated writing

The students do the Simulate and Create exercises.

#### Writing Sentences and Reviewing Grammar

##### 1 The teacher gives a brief account of the topic sentence.

The topic sentence (also known as focus sentence) expresses a central idea or theme of the paragraph, and organizes an entire paragraph. It relates the paragraph to the whole passage, and defines the scope of the paragraph itself. Although the topic sentence may appear anywhere in a paragraph, it often appears at the beginning.

##### 2 The teacher gives a brief account of the supporting sentences.

We write supporting sentences to illustrate the details or examples to support the main idea of the passage, that is, we use supporting sentences to develop a paragraph. All the supporting sentences should be related to the topic sentence, explaining something coincident with the top sentence. If the students are weak at understanding the topic sentence and supporting sentences, refer them to the Workbook.

#### Assignments for This Section

##### 1 Do the Grammar Exercises in the Workbook.

##### 2 Write a resume for yourself.



## SECTION IV Maintaining a Sharp Eye

### Passage ① Applying for a New Boss

#### 1 Warm-up questions

- 1) When you are having a job interview, what should you pay attention to?

(I should pay attention to my appearance, attitude, behavior and the most important, the responses to the questions.)

- 2) What kind of boss do you expect to work with?

(Open)

#### 2 Reading aloud practice

The students read the passage in two different ways (in groups and individually).

#### 3 Questions for group discussion

The teacher asks one question for each paragraph. The students read the passage paragraph by paragraph and then give their answers to the teacher's questions.

- 1) What is the author's opinion about a good teacher?

(The teacher should present a subject in a way that makes it come alive.)

- 2) What is the author's opinion about a great boss?

(He should know how to teach just like a teacher.)

- 3) What's the author's advice to job hunters?

(Don't interview for the right job, but for the right boss.)

- 4) What qualities should a great boss have?

(First he can help the people around him get promoted. Second he should have a sense of humor and be good at communicating with others.)

- 5) Why does the author think Angela is the best boss he has ever had?

(Because she often let others know what she wanted to do and why.)

- 6) What does Tom mean by saying "You can sleep when you are dead."?

(He means that you should work hard as long as you are alive.)

- 7) What's the main idea of this paragraph?

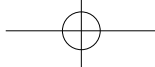
(If you don't like the boss you have interviewed with, you may give up the job and try to find the boss you like.)

#### 4 Content awareness

The students complete the following sentences shown on PPT and then read them aloud.

Features of a great boss:

- 1) He can turn the day-to-day uninteresting jobs into \_\_\_\_\_.



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- 2) He can convince you that \_\_\_\_\_.
- 3) He can give you \_\_\_\_\_.
- 4) He is willing and able to \_\_\_\_\_.
- 5) He can both give \_\_\_\_\_.

### Key:

- 1) a teaching experience
- 2) you and what you are doing actually matter
- 3) confidence, which makes you more willing to ask questions, assume responsibility or make suggestions
- 4) help you grow professionally
- 5) respect and earn it

### 5 Translation practice

The teacher gives the students several minutes to prepare for the translation of Para. 1 in groups, and then group presentation is required.

### 6 Word consolation

The students choose the useful words and expressions from the passage, and then the teacher demonstrates their usage. The following should be chosen and practiced. The students make up at least two sentences using the chosen words and phrases in groups.

1. **come alive:** to start to be active 活跃起来  
e.g. None of his characters actually **comes alive**.
2. **matter:** *v.* to be important 要紧, 有重大影响  
e.g. Your happiness, that is the only thing that **matters**.
3. **assume responsibility:** to take responsibility 承担责任  
e.g. He is going to **assume** his new **responsibility** next week.
4. **bound for:** to be certain for 前往, 决心 (做)  
e.g. The young man was trying to catch the train **bound for** his hometown.
5. **get / be promoted:** to be given a more important job in the organization one works for 提升  
e.g. Thanks to his achievements, he has **been promoted** to manager of the department.
6. **lighten up:** to become more cheerful, happy and relaxed 高兴起来  
e.g. Having heard the good news, we all **lightened up**.
7. **let sb. in (on, into):** to tell sb. sth. 告诉某人关于某事  
e.g. The mother didn't **let her son in on** the bad news yet.
8. **be yourself:** to behave just as what you are 做自己  
e.g. When you are taking part in an interview, you'd better **be yourself** and relaxed.



### 7 Key words and sentence structure simulation

Guide the students through the Read and Simulate exercises and let them find out, and then simulate for themselves, the patterns and the expressions used in the sentences from the passage.

## Assignments for this section

Prepare your oral presentation for the next class. Topic: The teacher(s) I like best.  
Tell your classmates which teacher(s) do you like best and give your reasons.

## Passage ② I like to Work for ABC Insurance Company

### 1 Warm-up questions

- 1) What kind of company do you want to work for after your graduation?  
(Open)
- 2) In your opinion, what makes employees stay long with a company?  
(Open)

### 2 Reading aloud practice

The students read the passage in groups with each one playing the role of one of the employees in the passage.

### 3 Content awareness

- 1) Students have a group discussion of each paragraph to find out the reasons why people like to work in ABC Insurance Company . A group presentation is required in class.

**Reference keys:**

Paragraphs	Reasons people like to work in ABC Insurance Company
Paragraph 2	The atmosphere at ABC is very relaxed. People here are friendly and welcoming.
Paragraph 3	ABC's work environment is entrepreneurial and the team spirit is extremely refreshing.
Paragraph 4	ABC provides every employee with the necessary tool to be successful in their chosen profession.
Paragraph 5	ABC believes in their employees and allows every one to grow.
Paragraph 6	ABC has opened up many doors for their employees in the business world.
Paragraph 7	ABC provides all the employees with opportunities for career advancement.



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- 2) Role-play: Choose one student from each group to present the reasons why he or she likes to work for ABC Insurance Company and explain their ideas in detail according to each paragraph. The other members of the groups should help the speakers to prepare the presentations.
- 3) Summary of the passage. The teacher draws the following table on the blackboard or shows it with PPT, and then asks the students to fill in the table with the words or phrases from the passage.

Words or phrases describing ABC Insurance Company

1. Working environment: \_\_\_\_\_
2. Employees: \_\_\_\_\_
3. Success and Reputation: \_\_\_\_\_
4. Principles adopted:
  - 1) using pro-active approach to \_\_\_\_\_
  - 2) treating both internal and external customers with \_\_\_\_\_
  - 3) believing in \_\_\_\_\_
  - 4) opening up \_\_\_\_\_ for its employees
  - 5) providing \_\_\_\_\_ available to all employees

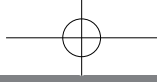
### Key:

1. relaxed, entrepreneurial, refreshing, friendly, professional
2. friendly, welcoming, willing to lend a helping hand
3. great, reputable, successful, a major player in the insurance and benefits field
4.
  - 1) finding alternative solutions for any situation
  - 2) respect
  - 3) its people / employees / staff
  - 4) many doors
  - 5) opportunities for career advancement

### 4 Word consolidation

The students choose the useful words or expressions from the passage, and then the teacher demonstrates their usage. The following should be chosen and practiced on. The students make up at least two sentences using the chosen words or phrases in groups.

1. **first hand / firsthand:** to learn something directly, rather than from others or from books 亲身经历的, 第一手的  
e.g. School trips give children **firsthand** experience not available in the classroom.
2. **prior to:** before 在...之前  
e.g. He used to be a football coach **prior to** being a teacher.
3. **acknowledge sb. by his / her name:** to recognize sb. and can say out his name 叫出某人的名字  
e.g. The teacher can **acknowledge all her students by their name.**



## Unit Eight Applying for a Job

4. **be synonymous with:** having the same or nearly the same meaning or effect 与...一致  
e.g. Being a soldier **is synonymous with** being a brave man, in his opinion.
5. **believe in:** to have faith or trust in 相信, 信任  
e.g. The manager surely **believes in** his staff's devotion and ability
6. **result in:** to cause a situation or event to happen 导致, 结果是  
e.g. Fifty percent of road accidents **result in** head injuries.

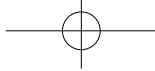
## SECTION V Appreciating Culture Tips

The Culture Tips are mainly chosen around life philosophy and business ethics. The teacher holds a class discussion of what the students think of these mottoes.

The students are also encouraged to search online for new logos, advertising slogans or mottoes and introduce them to the class.

### Group Work for This Unit

Visit the Internet to find information about a famous organization related to your major. There will be a group presentation with PPT in the next class period.



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通信地址 北京市西城区德外大街4号 高等教育出版社法务部

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