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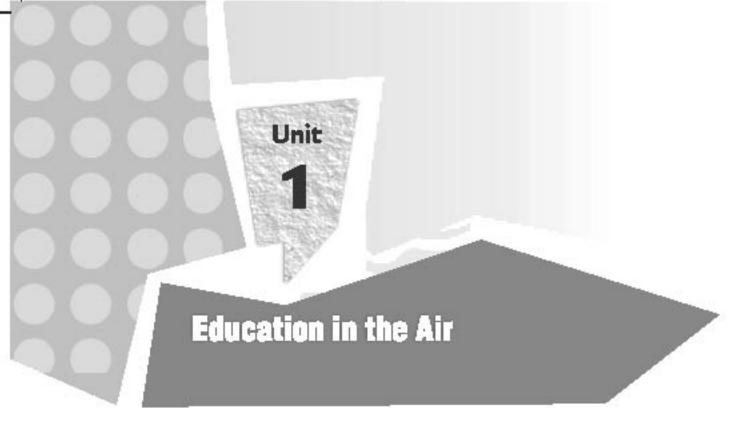
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I. Alms and Requirements

■ Language Focus

1. Focal Words and Expressions

know about most of the time education be responsible for expect decide instead of allow have to do with develop make good use of different from interest in worry about get used to enjoy doing eth.

2. Focal Functions and Patterns

- 1) ... may feel that ...;
- ... let ... decide what to study / how much to study;
- support ... to be responsible for ...;
- 4) ... have to do with ... 4
- 5) ... see no reason for ... / for ... to do sth.;
- 6) ... instead of being made to ...;
- 7) ... allow ... to grow as people / to develop one's own interests in ...;

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- 8) ... do well / badly in ...;
- 9) ... may have problems getting used to doing sth.;
- 10) ... is a good idea only in theory.

Skills Development

1. Reading and Translating

- 1) Be able to read, comprehend and translate into Chinese the passage about open education;
- Be able to use the focal words and patterns listed above to make sentences or translate into English the sentences using them;
- 3) Practice the reading skill of finding the topic sentence of a paragraph;
- Practice the translating skill of deciding on the appropriate lexical meaning in the given context.

2. Listening and Speaking

- 1) Be able to talk a little about the advantages and disadvantages of the open education over the traditional education;
- 2) Be able to comprehend the short listening passages on the topic of education and be able to practice the skill of taking spot dictation;
- 3) Be able to talk a little about the students' own study.

3. Writing

Be able to fill in an application form with the help of a dictionary.



II. Integrated Skills Development

Background Information

1. Introductory Remarks

This passage compares open education with traditional education. It tells us what open and traditional education are, and it mainly shows us the advantages or good points of open education over traditional education. It also mentions some disadvantages of open education.

2. Background Remarks

Open Education

It is a concept of preschool and kindergarten education which is supposed to be conducted in an "open classroom" or a large teaching area, two or more times larger than traditional classrooms. Without any separated walls, open classrooms are divided into a variety of teaching areas that students can access at will, according to individual interests, needs and motivations. Based





on the concept of the British Infant School, the open classroom groups students of different, but compatible ages and abilities in one huge space, but it permits them to study individually or in small groups to pursue their own learning projects independently or with a teacher's guidance. Thus, a large number of learning experiences take place at the same time. The emphasis is on warm, open teacher-student relationship, self-directed learning or experimentation. The student can learn at his own pace according to his own abilities without any competitive and threatening pressure.

The open classroom does away with strictness and permits an integrated day during which learning activities are dictated by students' needs, interests and motivation rather than by prescribed time allotments. Introduced in privately operated preschools during the 1930s and 1940s, the open classroom approach to early preschool education became somewhat standardized in the USA and in other English-speaking countries later.

Open University

It belongs to the non-traditional higher education that combines a variety of teaching science approaches, including educational radio and television, correspondence courses and traditional teaching methods to provide education to adults unable to attend traditional institutions of higher learning. Developed in Britain after World War II, the first formal open university of the UK enrolled its first students in 1971. The concept has subsequently spread to at least 30 countries including the USA, where, unlike similar institutions overseas, open universities open their enrollment to all applicants.

3. Comprehension Focus

Comparison between open education and traditional education:

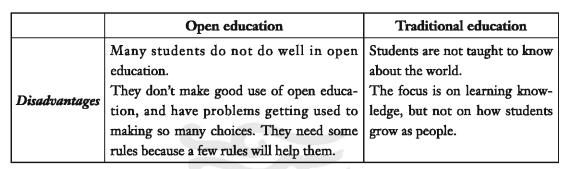
	10	Open education	Traditional education	
	Concepts	Students are treated as individuals first and students second and are expected to be responsible for what they do.	Teachers are always teachers and controllers; Students are told what to do.	
	Objectives	To help students to develop ability to learn on their own.	To teach students specific subjects and things.	
	Approaches	Students are free to choose what to study and how much to study.	Students closely follow teachers' instructions in their study.	
Students decide what to stude much to study; Students are not made to students or things; They grow as people. They down interests; they enjoy learning		Students are not made to study specific subjects or things; They grow as people. They develop their own interests; they enjoy learning; they are happier in class; they do not worry about	Students have rules to follow; Students study specific subjects and things; Students enjoy teachers' instruc- tions.	













1. Notes to the Passage

1) The teachers feel that they must tell the students what to do most of the time, and that they must make the students study specific things.

The main clause The teachers feel takes two object clauses both introduced by that.

What to do is an infinitive clause introduced by a wb-word. Similar structures are bow much to study, when and how to do it.

make the students study specific things: here make means cause.

2) These teachers feel that the students are individuals first, and students second.

That the students ... second are two object clauses, in which individuals first, and students second share the same S-V structure the students are.

- e.g. These teachers regard their students as persons of independent character first, and then they are their students.
- 3) They expect the students to be responsible for the things that they do.

To be responsible for is used as an object complement. That they do is an attributive clause modifying the things.

4) The teacher allows the students to decide what they want to do, and does not make them study specific subjects or things.

The verbs allow sb. to do sth. and make sb. do sth. are of structureV+O+C. To decide what they want to do and study specific subjects or things are the object complements to the students and them respectively. what they want to do is the object clause of decide.

5) The teacher lets them decide what to study and how much to study.

In lets them decide, let should be followed by an infinitive clause without to.

Decide has two objects: what to study and how much to study, both of which are introduced by a wb-word.

6) The second part of the idea of open education has to do with what the teacher does in the classroom.

What the teacher does in the classroom is the prepositional object clause of with.

A prepositional clause can only be introduced by a wh-word.

e.g. We haven't yet made the decision on when we should start off.

7) In the traditional classroom, the students are told what to do. *Are told* is the passive voice.







What to do is the object of told, an infinitive clause introduced by a wh-word.

8) There is a list of things that the students must do to finish the class.

That the students must do to finish the class is a restrictive attributive clause introduced by that and modifying things.

9) There are rules made by the teacher that the students must follow, even if the students see no reason for the rules.

Made by the teacher is a past participle clause used as an attributive modifying rules.

That the students must follow is a restrictive attributive clause, also modifying rules, but separated from its anticipatory noun by made by the teacher.

See no reason for the rules means do not see the reason why they should follow the rules.

10) The students are allowed to discover subjects in the open classroom, instead of being made to study them.

Instead of ... is a preposition taking a noun phrase. That's why the passive form of be made is converted into being made.

The open classroom here is a figurative expression to actually refer to the class of open education.

instead of: prep. in place of something or someone / as an alternative to or substitute for (followed by a n., pron., gerund, or prep. Pbr.)

e.g. We should do something instead of just talking about it.

He has been playing all afternoon instead of getting on with his work.

11) This way of teaching allows the students to grow as people, and to develop their own interests in many subjects.

This sentence is again framed in the structure of S allows sb. to do stb. To grow as people, and to develop ... are the two infinitive clauses used as the complements.

To grow as people: here grow is an intransitive verb, as people is an adverbial modifying grow. Similar structure could be found in serve as a secretary, work as a driver.

12) The open classroom may allow them to enjoy learning.

Enjoy takes a gerund instead of an infinitive form when a verb is used as its object. enjoy doing sth.: get pleasure from doing sth. / take delight in doing sth.

e.g. I've enjoyed talking to you about old times.

Most young men enjoy watching football games.

13) Because open education is so different from traditional education, these students may have a problem getting used to making so many choices.

Have a problem (in) doing sth. means have a difficulty in doing sth.

getting used to: to is a preposition which should be followed by a V-ing form or a noun.

14) For many students it is important to have some rules in the classroom.

It is an anticipatory subject. To have some rules in the classroom is the actual subject of the sentence.

15) So far some of the good points and bad points of open education have been explained. Have been explained is the passive voice of the present perfect tense of the verb explain.







2. Word Usage

allow: v. to let someone do or have something, or let something happen 允许, 准许

allow sb. sth.

allow sb. to do sth.

be allowed to do sth.

allow sb. in / out / up etc.

e.g. He doesn't allow the dog in his bedroom.

Smoking is not allowed here.

We allow passengers one item of hand luggage each.

The committee allowed the company to build a factory on the island.

be different from: not like something or someone else, or not like before 与…不同,与…不一样

e.g. Their two girls are very different from each other.

This is a different girl from the one he used to go out with.

be / get used to doing sth.: to have experienced something so that it no longer seems surprising, difficult, strange etc. 习惯于做某事

e.g. Some foreigners can't get used to Nanjing's weather.

I shall probably oversleep as I am not used to getting up so early.

develop: v. to grow larger, stronger, fuller or more mature 发育, 形成; to make the argument or idea clearer, by studying it more or by speaking or writing about it in more detail 详尽阐述, 发挥

e.g. James has developed into a charming young man.

The plot of the new novel gradually developed in the author's mind.

We will develop a few of these points in the seminar.

When you are asked to write a composition, you should develop a line of thoughts.

education: n. the process by which your mind develops through learning at a school, college, or university 教育

e.g. He is a man of higher education.

They had worked hard to give their children a good education.

educational a. connected with education

even if I though: conj. used to call attention to the extreme nature of what follows 即使

e.g. She won't leave the TV set, even though her supper's on the table.

Tom's going to have problems finding a job even if he gets A grades.

expect: v. think that something will happen because it seems likely or has been planned 期望; 希望

e.g. We expected him to go with us.

He expected his girlfriend to drive him home.







feeling: n. something that you feel such as anger, sadness, or happiness 情感; 感觉, 知觉 e.g. It's a wonderful feeling to be back home again.

The pianist is playing the piano with great feeling.

Syn.: sensation n. 感觉

e.g. After the accident he had no sensation in his left thumb.

grade: n. a mark given for a particular piece of work in school 分数, 成绩

e.g. You need good grades to go to.

grow up: v. develop from being a child to being an adult 成长, 成熟

e.g. He grew up in a mountain village.

What do you want to be when you grow up?

have a problem doing sth.: be difficult for sb. to do sth. 做某事有困难

e.g. We have a problem finding where they are.

They have a problem finishing the task within three days.

have sth. to do with: be connected with 与…有关;与…有牵连

e.g. I know he behaves badly. It all has to do with the way he was brought up. He had something to do with my decision to teach English.

individual: n. one person, considered separately from the rest of the group 个人; 个体

e.g. Handwriting varied from individual to individual.

With adequate support, any child will grow into a fully developed individual.

Interest: n. something that you enjoy doing or a subject that you enjoy studying 兴趣

e.g. Her two great interests in life are music and painting.

List your leisure time interests on the back of the form.

Ant.: disinterest n. a lack of interest 无兴趣, 不关心, 冷漠

e.g. Her disinterest in art was due to ignorance.

interested: a. giving a lot of attention to something because you want to find out more about it [+in] 感兴趣的

e.g. He is interested in pop music.

in theory: something is not actually true although it is supposed to be 从理论上讲

e.g. In theory, your idea is right.

Your plan is good in theory, but I doubt if it'll work in practice.

know about: to have information about something 知道…的情况; 了解

e.g. He knows a lot about the job.

They want to know a little about the current situation.

make good use of: get as much advantage as possible from something 充分利用

e.g. Most of my students made good use of their spare time.

We must make the best possible use of the resources we have.





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most of the time: very often or almost always 大部分时间, 经常

e.g. He spent most of the time reading novels.

Most of the time they seem to have nothing to do.

responsible: a. having a duty to be in charge of or to look after someone or something 有责任的, (应)负责的

e.g. They are not my children, but I still feel responsible for them.

The pilot of an airliner is responsible for the safety of the passengers.

rule: n. decision made by a unit, a group, an organization, etc. about what must or must not be done 规则; 条例

e.g. His parents laid down the rule that he must do his homework before going out to play.

see no reason for: can't find out the cause of or justification for sth. 认为(做)某事毫无理由

e.g. We have to obey what he told us even if we see no reason for it.

In some companies, the employees must do whatever they are told to even if they see no reason for it.

so far: until now 迄今为止; up to a particular point, degree, distance etc. 就此范围或程度来说

e.g. The weather has been cool so far this autumn.

In our college, this is likely to be the biggest sports meet so far.

I can only trust him so far.

specific: a. detailed and exact 具体的; 明确的

e.g. There are two more specific questions we must answer.

You said you live in the west, could you be a bit more specific?

tradition: n. a belief, custom, or way of doing something that has existed for a long time 传统

e.g. We must keep up the fine tradition of plain living and hard work.

I was not going to keep up the family tradition.

traditional: a. being part of the traditions of a country or group of people 传统的,惯例的

traditional style

traditional music

traditional education

worry about: to be anxious or unhappy about something 担心, 发愁

e.g. You've really got no need to worry about your weight.

If I were you, I would not worry too much about that.

3. Additional Topic-related Sentences

Sentence patterns used to describe the advantages and disadvantages of open and traditional education:

Advantages:

As the teachers see open education:

feel that the students are individuals first and students second;







expect the students to be responsible for what they do; let the students decide what to learn and how much to study; allow the students to choose what to do.

As the students see open education:

no specific things to study; no traditional rules to follow; discover subjects by themselves; grow as people; develop their own interests; enjoy learning; be happier in class; not have to worry about grades.

Disadvantages:

may not do well on one's own; may not make good use of open education; find it difficult to make so many choices; worry about the rules which might be of help.

Prompts to the Specified Reading and Translating Skills and Additional Practice on Them

1. Reading Skill: Reading for Main Ideas

Generally speaking, a topic sentence expresses the main idea of the paragraph. The topic sentence is often placed at the beginning of the paragraph or at the end of the paragraph. It also can lie in the middle of the paragraph. Of course, sometimes you can't find a sentence which can express the main idea of the paragraph.

Here are the main ideas and the topic sentences of the five paragraphs in this passage.

Para. 1:

Main idea: Teachers in traditional education and teachers in open education feel

different about their students.

Topic sentence: No single sentence could be found as the topic sentence.

Para. 2:

Main idea: What the teacher does in the open educational classroom.

Topic sentence: The second part of the idea of open education has to do with what the

teacher does in the classroom.

Para. 3:

Main idea: advantages of open education

Topic sentence: There are some very good things about open education.

Para. 4:

Main idea: disadvantages of open education

Topic sentence: But many students will not do well in an open classroom.







Para. 5:

Main idea: Author's conclusion about open education

Topic sentence: Open education is a good idea, but only in theory.

2. Translating Skill

More sentences of the translation skill for the teacher's reference.

e.g. (like, hand, develop)

- 1) I can't cook *like* you do. (连词) 我的烹饪水平不如你。
- The teacher cannot cite a like instance. (形容词)
 老师一时举不出类似的例子。
- 3) Like enough it will snow. (副词) 很可能要下雪了。
- 4) The land has been *handed* back to its original owner. (动词) 土地已<u>归还</u>原主。
- 5) The president has set his *band* to the document. (名词) 总统已经在文件上<u>签了字</u>。
- 6) Give them a call to let them know we have the situation in *hand*. (名词) 打电话告诉他们我们已控制了局势。
- 7) Botanists have developed many new plants. (动词) 植物学家培育了许多植物新品种。
- 8) Land animals are believed to have *developed* from sea animals. (动词) 陆上动物据信由海洋动物进化而成。
- 9) We are waiting to hear if permission to *develop* the land will be granted. (动词) 我们在等着听消息: 这块土地是否准许<u>开发</u>。

M Guide to Exercises and Supplementary Exercises

1. Exs. 1–2: These exercises are designed to check how much the students have understood the passage, but they should also be used as the lead-in to the communicative practice around the message conveyed by the reading passage. In other words, these exercises should be done orally in class in the form of a discussion with the teacher as the moderator.

Additional questions for teacher's reference:

- 1) How does the teacher view the students in traditional education? (The teacher may feel that the students are not very grown up, that students are young and do not know very much about the world. He must tell the students what to do, and make the students study specific things.)
- 2) How does the teacher regard his students in open education? (The students are individuals first, and students second.)







- 3) What does the teacher expect the students to be? (He expects the students to be responsible for what they do.)
- 4) Does the teacher allow the students themselves to decide things in open education? How? (Yes. He allows the students to decide what they want to do, and doesn't make them study specific subjects or things, and lets them decide what to study and how much to study.)
- 5) What does the teacher do in the traditional classroom?
 (He tells the students what to do, asks the students to finish something in class, asks students to follow what he tells them to do, and assigns much homework for the students to finish.)
- 6) What does the teacher do in the open classroom? (He allows the students to choose what to do. He doesn't give specific things for the students to do. He doesn't make any rules for students to obey.)
- 7) What about students in the open classroom? (The students are allowed to grow as people, to develop their own interests, and to enjoy learning. They will be happier, and won't worry about grades or rules.)
- 8) The author thinks open education is a good idea. What's your view? Open.
- 2. Exs. 3-6: These exercises are provided for the students to concentrate on practicing the usage of some of the focal words and patterns chosen from the reading passage, which makes an important part of the teaching requirements of this unit. The following additional exercises are aimed at those words and patterns which are included in the list of the focal words and patterns chosen, but not covered in the exercises.

Fill in the blanks with words and patterns chosen from the following list. Change the form where necessary.

	know about	have to do with	interest in	
	worry about	different from	how much to study	
	do well / badly in	enjoy	in theory	
1)	The function of the new mac	nine is	that of the old one.	
2)	This letter	Bill's plans for the holid	ay.	
3)	Your temperature is all right.	There is nothing to	.	
4)	Some students don't know wh	at to study and	•	
5)	Most young people	going to footba	all matches.	
6)	At that time he was abroad. S	o he didn't	the matter.	
7)	He takes no	English and won't trav	el abroad in many lands.	
8)	Many students	the open classroom	•	
9)	Sending a group of people to	another planet to live is a	good idea only	now.
Ke	ey: 1) different from	2) has to do with	3) worry about	
	4) how much to study	5) enjoy	6) know about	
	7) interest in	8) do well in	9) in theory	





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3. Exs. 10-11:

1) The listening exercise (Ex. 10) is oriented to prepare the students for a listening test, ta dictation in this case. The teacher could choose some short and easy listening passages to a			0 0-
further training. The follow	ving passage is for ti	he teacher's use.	
The Chinese governme	ent is exploring 1)	and means	of setting up an educationa
system characteristic of Ch	ina. At present, t	the length of 2)	in China is 6 years for
3) school, 3 years	for 4) n	niddle school, 3 years fo	or senior middle school, and
4 years for college and 5) _	Seconda	ry 6) studen	ts have 9 months each year
and 28 7) each we	eek for study. In o	order to train students	as 8) workers, the
government has established	l secondary 9)	schools, techni	cal schools and all kinds o
10) schools.			
V 1)	2) advantion	2) mimorr	4) innian

Key: 1) ways 2) education 3) primary 4) junior 5) university 6) school 7) hours 8) qualified

9) specialized 10) vocational

2) The speaking exercise (Ex. 11) is for the students to have a little communicative speaking drill on the topic related to Open Education. The following sample dialogue is provided to help the teachers in this sort of oral training.

Use the following sentence patterns and expressions to practice a dialogue with your partner:

... be getting on with ...

I'm afraid...

What's your problem?

... be used to sth. / doing sth.

the exact reason

have a talk with sb.

(The following short dialogue is for teacher's reference)

What's Your Problem?

- A: How are you getting on with your open class?
- B: I'm afraid I won't know what to study and how much to study.
- A: What's your problem?
- B: I don't understand the function of this teaching method.
- A: Maybe you won't be used to the new way.
- B: I don't know the exact reason.
- A: You'd better have a talk with your teacher.

One more example:

Talking About Open Education

Tom: Hello, Bob! Do you know anything about open education?

Bob: Yes. In open education, the teachers feel that the students are individuals first, and students





second. They allow their students to decide what to study, and how much to study.

Tom: What does the teacher do in the classroom?

Bob: The teacher allows the students to choose what to do. He doesn't make any rules for students to follow.

Tom: Would you tell me in detail what's good about open education?

Bob: This approach to teaching allows the students to grow as people, and to develop their own interests in many subjects. It allows students to be responsible for their own education.

Tom: Does open education have any shortcomings?

Bob: Yes, of course. Some students will not do well in an open classroom. They don't know how to make good use of time. Some others are not used to making many choices by themselves.

Tom: Is open education a good idea?

Bob: I think it is, but only in theory.

4. Exs. 12-13: These two skill-oriented exercises should be done under the guidance of the teacher in reference to the prompts to the specified Reading and Translating Skills and Additional Practice on Them.

Additional Practice on Finding Topic Sentences:

 Some students prefer a strict teacher who tells them exactly what to do. Others prefer to be left to work on their own. Still others like a democratic discussion type of class. No one teaching method can be devised to satisfy all students at the same time.

(The last sentence is the topic sentence.)

2) An open university offers a non-traditional route for people to take university level courses and receive a university degree. People can register without having any formal educational qualifications. They follow university courses through textbooks, TV and radio broadcasts, correspondence, videos, residential schools and a network of study centers. Tens of thousands of people, from housewives to coal miners, from teachers to ballet dancers, attend this type of university each year.

(The first sentence is the topic sentence.)



Structure Analysis

Forms, forms and more forms. No matter how much we may hate filling out forms, they're a fact of life — and a necessity for you if you plan to study, work or travel abroad.

There are so many kinds of forms. Of course forms vary with purpose, but there are some basic questions, terms and phrases they all have in common, although others are different in purpose and phrasing.

Here are a few things that you should pay attention to when you fill in a form:







- 1. Read the instructions carefully and make sure that you understand it completely.
- Answer each question seriously and honestly.
- 3. Notice the difference between the Chinese expression and English expression.

Language Points

1. Notes

The remaining portion of the tuition, less the registration fee, is due on the first day of classes, payable to Brock University, in Canadian Funds.

Here less is a preposition, meaning minus; is due means is to be paid; payable to ... modifies fee and shows where and to whom the money should be paid.

2. Word Usage

accompany: v. to go somewhere with someone or something, especially in order to look after them 陪伴, 陪同, 伴随

e.g. Last night Mr. Li accompanied a foreigner to the railway station.

Children under 14 must be accompanied by an adult.

The application form must be accompanied by the resume.

fluent: a. able to speak a language very well 流利的,流畅的

e.g. Mr. Peter is a fluent speaker.

As far as I know, he speaks fluent French.

fund: n. money collected for a particular purpose 基金,资金

e.g. In order to run the factory, they are building up the funds.

The school's funds for sports and music have been seriously depleted.

indicate: v. make known 表明, 标示

e.g. The announcer indicated that the interview was over.

A sign-post indicated the left road for us to follow.

level:

- (1) n. a particular standard of skill or ability in education or sport 水准, 水平
- e.g. Students at this level tend to have a lot of problems with grammar.
- (2) a. a surface, piece of land, etc. that is flat and does not slope in any direction 水平的
- e.g. Make sure the ground is completely level before you lay the turf.

marital: a. connected with marriage 婚姻的

e.g. Can you tell me his marital status, please?

native: a. associated with the place and circumstances of one's birth 当地的, 本土的

e.g. What's your native land?

Tom's native language is English.

payable: a. which must or may be paid 可付的, 有利益的

e.g. The tuition could be payable in advance in some districts.





portion: n. a part of something 一部分, 一份

e.g. The front portion of the rocket breaks off.

The factory represents only a small portion of the company's interests.

profession: n. a job that needs special education and training 职业

e.g. He is a lawyer by profession.

What made you choose teaching as a profession?

registration: n. registering; recording 注册, 登记

e.g. Student registration is in the first week in September.

secondary: a. coming after, less important than, what is first or chief; (of education) happening between the primary and higher education 中级的, 第二的

e.g. Many older people still believe that men's careers come first and women's careers are secondary.

Usually children between the age of 11 and 15 receive the secondary education in our country.

status: n. the legal position or condition of a person 状况,地位,身份

e.g. What's her immigration status?

Mrs. Wang has a great status in our college.

Additional Samples of the Specified Type of Applied Writing

Sample 1:

(Block capitals please.)						
Name:	Wang	Min	110			
	family	given		(middle initial)		
Address: No.222, South Roa	d, Nanjing City, Jia	ngsu Province	e, China			
Street and number	Town or city	Province	Country			
Country of citizenship: Chin	<u>a</u>					
Place of birth: Nanjing City,	Jiangsu Province, (<u>China</u>				
City / Province / Country						
Birth date: May 22,	1968 Sex: Ma	<u>ale</u>				
Month Day	Year					
Marital status: (Check one b	Marital status: (Check one box)					
☐ Single	,					
What languages do you have a knowledge of?						
⊠ Chinese ☐ English						
Signature: Date:						
Please spell out your name below, one letter per square.						







English

Sample 2:

Name: Louis Robert

Last First MI

Sex: <u>Male</u>
Birth Date: <u>March 10th, 1978</u>
Marital Status: <u>Married</u>
Nationality: <u>American</u>

Occupation: Teacher

Place of Work: Foreign Language Department of Jiangsu Institute of Education

Address: No. 77 Beijing West Road, Nanjing City, Jiangsu Province



IV. Grammar Focus

Comparative Degree

Grammar Notes

1. Formation

Bi-syllabic <i>adj</i> .	"adjer"	"more + <i>adj</i> ."
clever(聪明)	cleverer	more clever
happy (高兴)	happier*	more happy
shallow (浅) shallower more shallow		
*以y结尾的双音节形容词,若y之前为辅音字母,则需先将y变为i再加er。		

2. Usage

1) 同等程度比较

(1) "与…一样" —— "as / so + 形容词/副词原级 + as"

Ted is as bright as John.	泰德和约翰一样聪明。
This room is as large as that one.	这个房间和那个一样大。
John behaves as politely as Mark (does).	约翰的举止和马克一样有礼貌。
She sings as well as her mother.	她唱歌和她母亲一样好。







(2) "并不比…更…" —— "not + 形容词/副词比较级 + than"

This room is not larger than that one.	这个房间并不比那个大。	
He doesn't run faster than Bob.	他跑得并不比鲍勃快。	
He cannot do the impossible any more than we can.	和我们一样,他也不能做不可能的事。	
He could no more bear the noise of a child than he could fly.	他忍受不了小孩的吵闹,就像他不会飞 一样。	

(3) "和一样(形容词/副词的反义)" —— "no + 形容词/副词比较级 + than"

John is no better than Tom.	约翰和汤姆一样坏。
He is no richer than I am.	他和我一样穷。

(4) "和…同样" —— "no less + 形容词原级 + than"

He is no less guilty than you.	他和你同样有罪。
Sunlight is no less necessary than fresh air to a healthy bodily condition.	阳光和新鲜空气对身体健康同样必要。

2) 不同程度的比较

(1) "比…更" —— "形容词/副词比较级 + than"

John is brighter than Mark.	约翰比马克更聪明。
This parcel is heavier than that one.	这个包裹比那个重。
He runs faster than I do.	他跑的速度比我快。
John behaves more politely than Ted.	约翰的举止比泰德更有礼貌。

(2) "不如/没有" —— "not as / so形容词/副词原级 + as"

John is not as tall as Bob.	约翰没有鲍勃高。
John doesn't behave as / so politely as Bob.	约翰表现得没有鲍勃有礼貌。

(3) "不如/没有" —— "less + 形容词/副词原级 + than"

	John is less tall than Bob.	约翰没有鲍勃高。	
ſ	John behaves less politely than Bob.	约翰表现得没有鲍勃有礼貌。	







Additional Examples

- 1. as ... as, not as / so ... as
 - He walked as fast as his father.
 他走路和他的父亲一样快。
 - He is as good a player as Morley.
 他和莫利是一样优秀的运动员。
 - 3) He doesn't speak as / so loudly as you do. 他说话没有你说话声音大。
 - 4) Your coffee is not as / so good as the coffee my mother makes. 你煮的咖啡不如我母亲煮得好。

2. than

- 1) He runs faster than I do. 他跑得比我快。
- Peter drove more carefully than Tom (did). 彼得驾车比汤姆要小心。
- 3) He went further than the other explorers. 他比别的探险者走得更远。
- 4) The new blocks are much higher than the old buildings. 新楼比老楼高得多。

3. the ... the ...

- 1) The smaller the house, the less it will cost us to heat. 房子越小,取暖费就越少。
- The more she keeps him away, the more he loves her. 她越和他保持距离,他就越爱慕她。
- The more, the merrier. 人越多,越热闹。

4. and

- He became more and more interested in sports.
 他对体育越来越感兴趣了。
- 2) The weather is getting colder and colder. 天气越来越冷。

Other examples:

- 1) This one is the better of the two. 两个中这一个更好。
- It is nicer to go with someone than to go alone.
 和别人去总比一个人去好。
- Riding a horse is not as easy as riding a bicycle. 騎马并不像骑自行车那容易。







4) This is less suitable than the last house you showed me. 这不如你让我最后看的那座房子合适。



V. Merry Learning

1. Homework

Teacher: I'm able to read one of the essays you did for homework, but the other one is written

very poorly.

Student: Yes, sir — my mother is a much better writer than my father.

2. Bad Memory

Patient: Doctor, I have a very bad memory these days.

Doctor: Can you give me an example?

Patient: When I take the bus, I often forget to buy the tickets. When I eat at a restaurant, I

often leave without paying the meal.

Doctor: Please pay your medical expense (医疗费) first, then I'll examine you.



VI. Key to Exercises

Integrated Skills Development

- 1 1. F 2. F 3. T 4. T 5. F 6. F 7. T 8. F
- The teachers feel that students are young and do not know much about the world.
 - 2. The students are supposed to decide what to study and how much to study.
 - 3. The teacher allows the students to choose what to do.
 - 4. The teacher allows the students to discover subjects for themselves in the open classroom, instead of making the students study them.
 - 5. Open education allows the students to grow as people, and to develop their own interests in many subjects. The students will not have to worry about their grades or rules.
 - Because open education is so different from traditional education, these students may have a
 problem getting used to making so many choices. They think that it is important to have rules
 in the classroom.
- 3 1. education
- 2. universities
- 3. college
- 4. are responsible for

- 5. developed
- 6. beautiful
- 7. admit
- 8. larger







- 4 1. 约翰认为他必须对父母说实话。
 - 2. 她必须做一系列的事情来满足这些要求。
 - 3. 即使我们认为毫无道理, 我们也必须遵守这条规则。
 - 4. 别指望别人去做他们无法做到的事情。
 - 5. 所有的飞行员都对他们的乘客安全负责。
 - 6. 我的房东不让我用电话。
 - 7. 莉莲充分利用她所得到的每次机遇。
 - 8. 那位学生难以适应新的环境。
- 5 1. 教育
- 2. 个人
- 3. 有责任的
- 4. 特有的
- 5. 发现

- 6. expect
- 7. allow
- 8. make good use of 9. so far
- 10. explain
- 6 1. In traditional education, the teacher may feel that the students are students instead of individuals.
 - 2. In the traditional classroom, the teacher tells the students what to do most of the time.
 - 3. At the end of the semester, the teacher asked the students to do a list of things during the summer vacation.
 - 4. In some schools, the students must do whatever they are told to even if they see no reason for it.
 - 5. When you believe that students can be responsible for the things that they do, you'll probably allow them to decide what they want to do.
 - 6. Students should make good use of their four years at college to study hard.
 - 7. He always has a problem making choices.
 - 8. You will soon get used to the life here.
- a. The American-born Chinese may feel that it is not easy to go inside the mainstream of the American society.
 - b. In work, the employees may feel that their lives are not very colorful.
 - 2. a. The parents feel that they must tell their children what to do most of the time, and that they make them do some specific things.
 - b. These officers feel that they must tell their soldiers what to do most of the time, and that they make them obey their orders.
 - 3. a. There is a list of things that the children have to know to take part in the competition.
 - b. There is a list of things that the researchers have to do to make the robot replace the
 - 4. a. There are materials recommended by the teacher that the students must buy, even if they see no reason for them.
 - b. There were traditional table manners set up by the parents that the children must observe, even if they saw no reason for them.
 - 5. a. Society expects every adult to be responsible for their behaviour.
 - b. Authors are expected to be responsible for their works.
 - 6. a. These parents allow their children to decide what they want to do in their spare time, and do not make them do what they don't want to do.





- b. The school allows the students to decide what courses they want to do, and do not make them follow the same schedule.
- 7. a. They could not make good use of these opportunities.
 - b. They could not make good use of these functions of the mobile phones.
- 8. a. These employees may have a problem getting used to others surpassing them.
 - b. These students may have a problem getting used to expressing their ideas in English.
- 8 1. F
- 2. F
- 3. T
- . .
- 5. F

- 6. F
- 7. F
- 8. T
-). F
- 10. T
- 9 1. a. As a computer science major at Zhonghua University, the majority of the students in my class are from the south. It isn't an overwhelming percentage, but close to 70%.
 - b. As an English major at Dongfang University, the majority of students in my class are girls. It isn't an overwhelming percentage, but close to 65%.
 - 2. a. By the third week, I had forged close relationships with all the classmates.
 - b. By the fifth year, she had forged close relationships with all the employees of the company.
 - 3. a. I was asked to go to Beijing tomorrow, and I gladly complied.
 - b. I was asked to take a rest for two days, and I gladly complied.
 - 4. a. I noticed that several other classmates were experiencing a similar phenomenon.
 - b. I noticed that several other substances are experiencing a similar phenomenon.
 - 5. a. But the other students in my school were struggling, barely making the grade.
 - b. But the other people in this company were struggling, barely making the grade.
 - 6. a. While students who were majoring in other fields lamented that they had a lot of courses to take, I experienced the opposite situation.
 - b. While my friends in other businesses lamented that they got a low income, I experienced the opposite situation.
- A university is 1) much larger than a college. It is larger for two 2) reasons. First, a university in the United States usually has 3) several different colleges in it. Each college within the university has a 4) special subject area. There may be 5) a college of liberal arts where humanities, social science, natural science, and mathematics are taught. There may be a college of business where business subjects are 6) taught. All of these colleges may be part of one 7) university. Sometimes, in a university, each college is called a "school": "The School of Liberal Arts," "The School of Business," or "The School of Education." Secondly, the university always has programs for 8) advanced or graduate study in a variety of subjects. There may be a medical school, a law school, and other advanced programs.
- 1. b
- 2. d
- 3. c
- 1. 新经理非常缺乏经验,我怀疑他待不长。
 - 2. 我怎么也没想到会在这里见到你。
 - 3. 飞机正好在我们头上面。
 - 4. 她尽力为她丈夫被控抢劫申冤。
 - 5. 他病了,这就是他缺席的原因。
 - 6. 我要你把花费的每一分钱都交代清楚。







English

- 7. 这个地区一半的道路还没修好。
- 8. 我们不得不加快车速,以弥补在南京所耽误的时间。

Applied Writing

(open)

Grammar Focus

- 1. taller
- 2. more friendly
- 3. more
- 4. fewer

- 5. nicer
- 6. bigger
- 7. the better
- 8. colder, colder

- 9. The earlier, the sooner
- 10. The more, the faster
- 2 1. a. The sea was not as smooth as I had hoped.
 - b. The sea was rougher than I had hoped.
 - 2. a. Mary is not as young as she looks.
 - b. Mary is older than she looks.
 - 3. a. She is not as proud as her sister.
 - b. She is humbler than her sister.
 - 4. a. The film was not as interesting as the play.
 - b. The film was more boring than the play.
 - 5. a. Richard is not as ugly as Michael.
 - b. Richard is more handsome than Michael.
 - 6. a. The river was not as shallow as he expected.
 - b. The river was deeper than he expected.
 - 7. a. John is not as intelligent as his sister.
 - b. John is duller than his sister.
 - 8. a. A cigarette is not as strong as a cigar.
 - b. A cigarette is milder than a cigar.



VII. Text Translation for Reference

Passage A

开放教育

在传统教育中,教师可能会觉得学生不很成熟。教师通常年长于学生,所以他们认为 学生年轻,对世事知之不多。教师觉得大多数时候他们得告诉学生该做些什么,他们得为

◍





学生规定具体的学习内容。而在开放教育中,教师的想法则截然不同。这些教师认为学生 首先是充满个性的人,其次才是学生。他们期望学生能对自己所做的事情负责。教师允许 学生自行决定他们想做些什么,而不是给他们规定学习哪些具体课程或内容。学生想学什 么,准备学多深,教师让他们自己决定。

另一方面,开放教育思想涉及教师在课堂上的活动。在传统课堂上,教师规定学生要做什么。学生必须做一系列事情才能完成课堂任务。教师制定了一些规则,即使学生认为这些规则毫无道理,他们也必须遵守。但在开放教育中,教师允许学生选择学习内容,而不规定学生做某些具体的事情,也不制定传统的规则。在开放课堂里,学生可以主动去发现想学的课程,而不是被动地学习。

开放教育有一些非常明显的优点。这种教学模式允许学生自然成长,自我培养对许多课程的兴趣。开放教育让学生对自己的教育负责。一些学生在传统课堂里学习很差,而开放式课堂会让他们喜爱学习。一些学生在采用开放教育的学校里心情比较轻松愉快。他们无须担心分数或规则。

可是,也有许多学生在开放课堂上学习欠佳。他们不会充分利用开放教育。由于开放教育与传统教育截然不同,这些学生很可能不习惯独自做出如此多的选择。对许多学生来说,课堂上有一些规则是很重要的;甚至没有规则的时候,他们也想着规则。对这类学生来说,即使只有几条规则对他们也会有所裨益。

至此我们探讨了开放式教育的优、缺点。作者认为开放式教育是个好的设想,但这还只是理论上的。您是怎么看的呢?

Passage B

某些专业有性别偏见吗?

有些专业更吸引女生,而另一些专业则更吸引男生。也许这是遗传基因的倾向,或者是性别偏见的教育造成的。我是坦普大学的一名新闻专业学生,我的同学多数是女生。女生比例虽没有占压倒性优势,但接近65%。

我们所学课程都具有挑战性。教授们全是新闻领域里干了一辈子的职业工作者。从基础的概论课到高级课程,教授们都督促我们写出高质量的作业,要注意表达的准确和细节,而且语法要规范。

到四年级时,我与系里的教授们已经建立起密切的关系。我是个认真勤奋的学生。我 有时在地铁里完成作业,有时在上课前几分钟才完成,一般每次都能得A。

有位教授要与每个学生面对面地讨论学生的长处和弱点。但他与我会面时只有热情的 表扬。我被邀请辅导其他学生,对此我欣然应允。新闻系有人断定我是个最有前途的学 生。我不知道是哪一位教授,但我确实有一位保护天使。

后来,我注意到我们班里有几位女生跟我的经历相似。但我们班的男生却学得很吃力,成绩刚能及格。是性别歧视还是女生天生就擅长写作呢?我认为两者都在起作用。

我的朋友有些主修生物学和工程学,他们感叹教授们重视男生,但我的情况却恰恰相反。我的教授不管是男是女,总是认为女生有优越性。我不会去争辩,但性别偏见显而易见。

(







English

如果我真的是真理的捍卫者,我就会到系主任那里反映是这种性别偏见造成了我的高分。但我是个机会主义者,我喜欢搭这班偏见车。我没有松懈,但我养成了一种大学前三年从没有过的傲慢自信的心态。

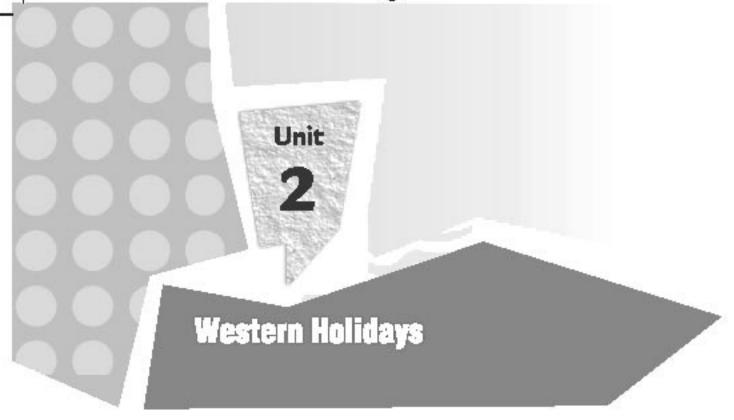






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I. Alms and Requirements

■ Language Focus

1. Focal Words and Expressions

fall on believe	fell of	long before	brabeco	decorate
sesociate with	take advantage of	орнохио	eym'polize	fix
cover with	represent.	gride	closters of	etrings of
se for	originate from	peer down	in contact with	look forward to
no longer				

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出版社

2. Focal Functions and Patterns

- 1) ... is full of ...;
- 2) ... begin to do ... long before ...;
- 3) ... ere decorated with ...;
- 4) ... to do eth. ... by selling eth.;
- 5) ... is covered with ...;
- 6) ... is religious in origin;



English

- 7) ... are as follows: ...;
- 8) ... live a great distance from each other;
- 9) ... may not have much in contact with ...;
- 10) ... is believed by ... to be ...

Skills Development

1. Reading and Translating

- 1) Be able to read, comprehend and translate into Chinese the passage about Christmas;
- 2) Be able to use the focal words and patterns listed above to make sentences or translate into English the sentences including them;
- 3) Practice the reading skill of finding details of a passage;
- 4) Practice the translating skill of the extension of lexical meaning.

2. Listening and Speaking

- 1) Be able to talk a little about the traditional way American people celebrate Christmas Day;
- 2) Be able to comprehend the short listening passage on the topic of Christmas and practice the skill of taking spot dictation;
- 3) Be able to talk a little about having a Christmas party with foreign friends.

3. Writing

Be able to write visiting cards, Christmas cards and New Year's cards with the help of the teacher.



II. Integrated Skills Development

Background Information

1. Introductory Remarks

Christmas Day, as you know, is the most enjoyable time and the greatest festival in Western Countries, especially in the USA. But do you know how American people prepare, celebrate and enjoy this festive time? And if you want to know how most people decorate their homes, and what the religious origins of Christmas are and what its traditions are, please read the passage we have prepared for you here.

2. Background Remarks

Christmas

Christmas is America's most popular holiday. Some people will attend church and observe Christmas as the birthday of Christ. For others, Christmas is just a day of fun and celebration, a time for family and friends to gather together, exchange gifts and enjoy a huge holiday dinner.







Schools and churches present special holiday concerts. People go to parties, find gifts and prepare special Christmas food. For a large number of Americans, Christmas is surrounded by more traditions than any other holiday.

People in other parts of the world, of course, have been celebrating Christmas for many centuries. In fact, December was a winter holiday season in northern and southern Europe even before the birth of Christ. And the ancient Romans celebrated the New Year on December twenty-fifth. Some experts believe that is why the Roman Catholic Church set the birth of Christ on that day.

The Origin of Santa Claus

The story of Santa Claus began hundreds of years ago. During the fourth century, a Roman Catholic Church official called Nicholas of Myra became famous for his many good deeds. Nicholas was made a saint after his death and it became common in northern Europe to hold a celebration on December 6th, the day Nicholas died. All kinds of stories were told about Saint Nicholas and the Dutch brought one of these stories with them to America. They believed that each year the Saint rode a white horse from home to home. He gave presents to children who had been good, and coal or straw to children who had been bad.

Other Americans who lived nearby greatly enjoyed the Dutch celebrations. They decided to make Saint Nicholas part of their own celebration of Christmas. But he got a new name, Santa Claus. It was taken from the Dutch words for Saint Nicholas, Santa Claus. The Dutch imagined Saint Nicholas to be a serious, even frightening person, who could punish as well as give gifts. But in 1822, an American named Clement C. Moore wrote a Christmas poem for his children. The poem, called A Visit from St. Nicholas, created a completely new Santa Claus. Dr. Moore described a short, happy, little man who rode in an open sleigh. The sleigh was pulled from house to house by eight white reindeers. At each house Santa delivered gifts by dropping them down the chimney into the fireplace.

Three Wise Men

According to the Bible, three ingenious men guided by a star symbolizing wisdom were sent by God to the birthplace of Jesus Christ.

3. Comprehension Focus

The traditional way of preparing & observing the most enjoyable festival, Christmas Day, in the USA and the religious meaning of this celebration in most of the American homes.

The traditional way American people observe Christmas Day		
Color	green and red	
Decoration of homes	Christmas trees covered with strings of colored lights and a star fixed on top of the tree	
Food	sweets, chocolates, chocolate-covered raisins, walnuts	
Dinner	turkey, ham, sweet potatoes, vegetables, Christmas pudding	







The traditional way American people observe Christmas Day			
Commercial activities	shops and stores are busy earning money by selling Christmas cards, gifts and decorations		
Customs	exchanging gifts, sending Christmas cards, receiving gifts from Santa Claus		

Language Points

1. Notes to the Passage

1) Christmas Day, which is the most festive time in the United States, falls on December 25th on which Christian people believe Jesus Christ was born.

Christmas Day is the subject of the main clause and falls is the verb which takes on December 25th as its object. Which is the most ... acts as the nonrestrictive attributive clause introduced by which, serving as the supplementary explanation of the subject.

On which Christian people believe ... is a restrictive attributive clause modifying December 25th with Christian people believe as its comment clause which is inserted in the attributive clause.

Jesus Christ: the person whom Christians believe was the son of God and whose life and teachings Christianity is based on; the founder of the Christian religion. 耶稣基督

2) This is the biggest and best-loved holiday in the United States.

Best-loved is a compound adjective formed by ad. + past p. modifying boliday. In English you find so many adjectives formed in a similar way and used as a premodifier of a noun:

widely-accepted idea

well-prepared dinner

newly-built houses

hotly-debated question

3) ... which is full of joy and gaiety, ...

be full of:

- (1) to contain many things of the same kind 充满
 - e.g. His essay is full of interesting things.

Mary is full of concern for the future.

- (2) to feel or express a strong emotion 感到或表达强烈的情感
 - **e.g.** The captain is full of guilt about the death of his friend.

Almost all the children in Western countries are full of excitement at Christmas.

- (3) to think or talk about one thing all the time 一直思考和谈论某件事情
 - e.g. The driver was full of the exciting news.

He was full of his plans for travelling around the world.

4) Stores are decorated with the traditional Christmas colors of green and red.

Green and red are used here as nouns and therefore they can be used with the preposition of.

5) Goods associated with Christmas become best sellers at this time.

Associated with Christmas is the past-participle clause modifying Goods.







Best sellers means things that sell well in the market.

6) Many Americans take advantage of the time to earn extra money by selling Christmas cards, small gifts and ornaments, etc.

The infinitive clause to earn extra money is an adverbial of purpose, while by selling ... is used as the adverbial of manner denoting the way many Americans earn their extra money.

7) The Christmas tree is usually covered with strings of colored lights, and a star fixed on top representing the star in the East which guided the Three Wise Men to where Jesus was born.

The main clause is framed in the structure of passive voice. The preposition with takes two objects: strings of colored lights, and a star which is modified by two participle clauses: fixed on top and representing the star in the East.

Which guided ... to ... is another attributive clause modifying the anticipatory word the star in the East; where Jesus was born is a prepositional object clause taken by to.

- 8) The custom originated from the ancient religion of believing that the first Christmas gifts were given by the Three Wise Men to the infant Jesus Christ.

 Believing is a gerund used as the object of the proposition of; and that the first ... is the object
 - clause of the word believing.
- 9) Christmas pudding: a pudding containing a lot of dried fruit eaten at Christmas
- 10) Some people who are friends or relatives and live great distances from each other may not be much in contact with each other during the year, but will usually exchange greeting cards and often a Christmas letter.

The structure of the main clause of the sentence is some people ... may not be ... but will usually exchange... and who are friends and live ... is the attributive clause modifying people.

Live great distances from each other means live far away from each other. (or there is a long distance between each other's homes.)

May not be much in contact with each other means some people do not write to and visit each other very often. Here contact is a noun and with each other is a prepositional phrase.

11) So young children are happiest at this time of the year and look forward eagerly to Christmas morning when they find the gifts they want.

This is a complex sentence with when they find used as the adverbial clause of time, whereas they want is the attributive clause modifying gifts with the subordinator "that" or "which" omitted.

Happiest here is not the superlative form of the adjective in the usual sense. If an adjective is used in the superlative form but without the definite article the, it only indicates an advanced degree meaning "very".

e.g. I was happiest whenever I saw my sister.

The novel is a most interesting one.

In the expression look forward eagerly to Christmas morning, to is a preposition, which usually takes a noun or a gerund as its object.

e.g. We look forward to your reply / hearing from you.







2. Word Usage

ancient: a. belonging to times long past 古代的, 远古的

e.g. China is an ancient country with a long standing.

These castles were built in ancient times.

as follows: introduce a list of names, things, instructions, etc. that come next 如下

e.g. The results are as follows: first was Ma Long, then Wang Hao, the third Ma Lin.

The full text reads as follows.

as for: concerning; with reference to (sometimes suggesting indifference or contempt) 至于

e.g. As for you, I never want to see you here again.

Nick can stay, but as for you, you'd better get out of my sight.

be associated with: to be connected with a particular subject, activity, group etc. 与…有联系

e.g. I wouldn't want to be associated with Mike's project.

Rainfall is associated with humidity.

associate (sb. / sth. with): v. to make a connection in your mind between one thing or person and another 把…同…联系起来

e.g. People usually associate Japan with high-tech consumer products.

I've never associated you with this place.

associate: n. someone who you work or do business with 伙伴, 同事

e.g. He was my close associate at school.

One of his business associates went to New York yesterday.

be in contact with: be in communication with; state of touching or communication 与…交

往,与…保持联系

e.g. Our troops are in contact with the enemy.

We are in contact with each other by telephone.

The opposite of "be in contact with" is "out of contact with".

e.g. Mary has been out of contact with Bill since he went to China.

cluster: n. number of persons, animals, objects, etc. in a small, close group (人等)丛,群,

群集

a cluster of bees / spectators / islands

a cluster of flowers / berries / grapes

decorate (with): to put ornaments on; to make (more) beautiful by placing adornments on or in sth. 装饰, 装潢, 修饰

e.g. I'm going to decorate the bathroom next.

Many Americans decorate their houses with shining lights at Christmas.

All streets were decorated with colorful flags and flowers.

distance: n. measure of space between two points, places, etc; being far off 距离

e.g. The school stands on a hill and can be seen from a distance of two miles.





The church is a great distance off.

earn: v. get in return for work 挣得, 获得

e.g. The book has earned him the respect and admiration.

She earned her living by selling newspapers.

exchange: v. give sth. to sb. and receive sth. from him at the same time 交换

e.g. Did you exchange phone numbers with the guy that hit you?

At the end of the game players traditionally exchange shirts with each other.

fall on: to occur, have as date 适逢

e.g. New Year's Day falls on a Friday.

His birthday falls on August 27.

festive: a. of a feast; bright and cheerful 欢乐的

the festive board: a table on which a feast is spread

the festive season: the period of holidays

e.g. National Day is a festive time in most of the countries.

People are usually in their best on festive occasions.

festival: n. day or period for merry-making; public celebration 节日, 欢庆

e.g. Easter and Christmas are religious festivals.

firm:

- (1) n. a business or company, especially a small one 小企业或公司
- e.g. He is a clerk with the firm.
- (2) a. solid; hard 坚硬的, 牢固的

firm flesh / muscles;

firm ground;

as firm as a rock

e.g. The mattresses are cheap, but they are too firm.

fix: v. to fasten one thing to another so that it stays there firmly 固定在

e.g. Usually we fix the shelves to the wall by using screws.

They are fixing a sign to the post.

hospitality: n. friendly reception and entertainment of guest, esp. in one's home 好客, 殷勤,

e.g. Many thanks for the hospitality you showed me.

This school offered the hospitality of its playground and classrooms.

look forward to: to be excited and pleased about something that is going to happen 盼望 look forward to sth.

look forward to doing sth.

e.g. I'm really looking forward to our vacation.

His mother says she's looking forward to seeing her grandmother.







no longer: (something) happened in the past but does not happen now 不再 no longer / not any longer

not much longer

e.g. He's no longer living in Nanjing.

The extra workers won't be needed any longer.

I can't wait any / much longer.

observe: v.

- (1) to celebrate (a traditional holiday) 庆贺, 庆祝
- e.g. Now some students are observing their birthday in the bedroom.

 Those Americans who work in Japan have to observe Christmas there.
- (2) to see and notice something 看到, 注意, 观察
- **e.g.** Ben knew someone had observed him meeting Ryan. She observed that the pond was drying up.
- (3) to watch something or someone carefully 监视, 注视
- e.g. The police have been observing his movement.

 He sat in a corner and observed what was going on.

originate: v. usually followed by from / in / with meaning: have as a cause or beginning 起源于

e.g. Her book originated from a legend.

The quarrel originated in rivalry between two tribes.

The theory of evolution did not originate with Darwin.

pass down: to give or teach something, such as knowledge or traditions, to people who are younger than you or live after you 流传, 传下来

e.g. This feeling has been passed down from generation to generation.

They pass their knowledge down from one generation to the next in stories and rhymes.

popular: a. be liked by a lot of people 受欢迎的

e.g. Video games are very popular with children.

His virtue rendered him popular with the people.

We'd better book hotel reservations well in advance if we are staying at the most popular place.

string:

- (1) n. piece of fine cord for tying things, keeping things in place 带,线,细绳
- e.g. Here is a ball of string and you can use it.

This bag should be tied with a piece of string.

- (2) n. series of things threaded on a string 一串, 一行, 一排
- e.g. a string of horses / buses / lies

symbolize: v.

(1) to be a symbol of something 象征







- e.g. In Europe, the color white symbolizes purity.
- (2) to represent something with a symbol
- e.g. A dove usually symbolizes peace.

take advantage of: to use a particular situation to do or get what you want 利用, 乘机

e.g. He took advantage of the good weather to paint his hut.

We took advantage of the recent research to complete the project.

take advantage of sb.: to treat someone unfairly to get what you want, especially someone who is generous or easily persuaded

e.g. Don't lend him any money. He is taking advantage of you! He has always been taking undue advantage of me.

3. Additional Topic-related Sentences

Sentences used to describe how Americans celebrate Christmas holiday:

Christmas Day falls on Dec. 25th.

Christmas colors are usually green and red.

Christmas decorations commonly seen are Christmas trees, colored lights and a star on top of each Christmas tree.

Christmas food includes sweets, chocolates, raisins, walnuts, etc.

Christmas dinner consists of turkey, ham, sweet potatoes, vegetables, and Christmas pudding.

Christmas customs are as follows: exchanging Christmas gifts, sending Christmas cards and receiving Christmas gifts from Christmas Father on Christmas morning.

The religious meaning of observing Christmas:

Christian people believe Jesus Christ was born on Dec. 25th, Christmas Day.

They think that branches of a fir tree will bring good luck and symbolize spring. A star fixed on top of the tree represents the star in the East which guided the Three Wise Men to where Jesus was born.

The custom of exchanging gifts originated in the ancient times implying that the first Christmas gifts were given by the Three Wise Men to the infant Jesus Christ.

Santa Claus is believed by American children to come through the chimney to bring them gifts.

Prompts to the Specified Reading and Translating Skills and Additional Practice on Them

1. Reading Skill: Reading for Finding Details

Details are sometimes very important because they provide you with exact information about the people, time, place and event as well as about the cause and effect in the paragraph or passage about which you want to know.

Pay attention to the sentences or phrases giving details that usually follow a clause ending in a dash, or colon, or a sentence giving a generalization.

Here are the typical examples in para. 3 and 4 in this passage we have learned.







Para. 3:

Generalizing sentence: Christmas food is special

Details: bright-colored hard sweets, chocolates, clusters of chocolate-

covered raisins, walnuts, etc.

Generalizing sentence: As for Christmas dinner

Details: people have turkey or ham, sweet potatoes, vegetables and Christmas

pudding.

Para. 4:

Generalizing sentence: The most popular customs and celebrations are as follows

Details: exchanging gifts; sending Christmas Cards and receiving gifts from

Santa Claus.

2. Translating Skill

More sentences for developing the translation skill are offered for the teacher's reference.

e.g. 1. Everyone has ups and downs in life.

每个人的一生中总是有沉浮盛衰。(抽象化引申)

2. This kind of cloth has been taken off the market.

这种布匹已被排挤出市场。(抽象化引申)

3. She has a good ear for music.

她有很好的音乐鉴赏力。(抽象化引申)

4. He has an old head on young shoulders.

他少年老成。(抽象化引申)

5. They set their face against this proposal.

他们坚决反对这一提议。(抽象化引申)

6. Human will can overpower natural forces.

人定胜天。(具体化引申)

7. This room is clean and tidy, but that room is a different story.

这间房整洁干净,但那间就是另一码事了。(具体化引申)

8. This meeting was attended by some who's whos of the literary circles.

一些文学圈内的名人出席了该会议。(具体化引申)

M Guide to Exercises and Supplementary Exercises

1. Exs. 1-2: These exercises are designed to check how much the students have understood the passage, but they should also be used as the lead-in to communicative practice around the topic. In other words, these exercises should be done orally in class in the form of discussion with the teachers as the moderator.

Additional questions for teacher's reference:

- 1) For American people, which holiday is the biggest and best-loved in their country? (Christmas)
- 2) How do business firms decorate their stores? (They decorate their stores with traditional Christmas colors of green and red.)
- 3) Is it very common for Americans to decorate their homes? (Yes, it's very common.)







- 4) Why do people use evergreens as their Christmas trees? (Because they think that the branches of the fir tree bring good luck and symbolize spring.)
- 5) What does the star fixed on top of the tree represent? (It represents the star in the East which guided the Three Wise Men to where Jesus was born.)
- 6) What are the most popular customs and celebrations that are no longer religious? (They are exchange of gifts, Christmas cards and greeting letters.)
- 2. Exs. 3-6: These exercises are provided for the students to concentrate on practicing the usage of some of the focal words and patterns chosen from the reading passage, which makes an important part of the teaching requirements of this unit. The following additional exercises are aimed at those words and patterns which are included in the list of focal words and patterns chosen, but not covered in the exercises.

Fill in the blanks with words and patterns chosen from the following list. Change the form where necessary.

	believe asse				as for
	no longer origence original control orig		in contact with		look forward to represent
1)	He himse	lf hi	is father in banking.		
2)	Will yous	seats with me?	1		
3)	Young people should	d be	into the right path.		
4)	They came	_ each other i	n 1998.		
5)	We are a l	oright future.			
6)	The passage reads _	5 11 2			
7)	The switch is	on the wa	11.		
8)	that quest	ion, I don't u	ll. nderstand it at all.		
9)	The store is so crow	ded and I wil	go there		
10)	This picture	the mount	ain as seen from the riv	erside.	
11)	All kinds of coal	the dec	cayed plants.		
12)	I it to be a	fact.			
Key:	1) associates, with	2) ex	change	3)	guided
	4) in contact with	5) lo	oking forward to	6)	as follows
	7) fixed	8) As	for	9)	no longer
	10) represents	11) or	iginate from	12)	believe
Exs.	10–11:				
1) T	be listening exercise (Ex. 10) is ori	ented to prepare the stu	dents fo	or a listening test, taking s
di	ictation in this case. T	The teacher con	ıld choose some short and	l easy l	istening passages to do a li
fu	erther training. The fo	llowing passage	e is for the teacher's use.		

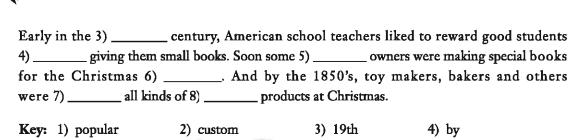
As Santa Claus became more 1) _____, so did the 2) _____ of giving gifts at Christmas.



2.indd 35







2) The speaking exercise (Ex. 11) is for the students to have a little communicative speaking drill on the topic related to the Christmas holiday. The following sample dialogue is provided to help the teachers in this sort of oral training.

7) selling

8) special

Use the following sentence patterns and expressions to practice a dialogue in pairs:

6) holiday

Welcome to ...

5) store

I'm happy to be with ...

And I wish you ...

Enjoy yourselves ...

Nice to meet you.

What do you call ... in English.?

What does it stand for?

... for good luck

Try some ...

(The following dialogue is for teacher's reference)

Welcome to Our Christmas Party!

Student A: Merry Christmas, Mr. White. Welcome to our Christmas party.

Mr. White: Merry Christmas, my students!

Students: Thank you, the same to you.

Student A: This is the first time Mr. White has observed Christmas Day in China. He now has something to say. Please, Mr. White.

Mr. White: I'm very happy and so excited to be with all of you, Chinese friends, here, and I wish you all a Merry Christmas and a Happy New Year!

Student A: Thank you, Mr. White. Please sit here, try some of the Chinese cakes and sweets, and listen to "Jingle Bells".

Mr. White: Thanks a lot. (He sits beside a girl student)

Student B: Merry Christmas, Mr. White. I am a student from Jiangsu University. Nice to meet you.

Mr. White: Nice to meet you, too. Do you like Christmas parties?

Student B: Yes, very much, and they are getting more and more popular among us young people, but could you tell me what the jingle bell of "Jingle Bells" symbolizes?

Mr. White: Well, it usually symbolizes joy and happiness, love and laughter, good luck and good will. It's an old song but it is still sung everywhere today.



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Student B: Oh, I see. Thanks. This celebration reminds me of our biggest holiday, the Spring Festival. I hope you will be here for another two months to celebrate the most festive time in China with us.

Mr. White: Sure, I will. Hey, let's join them and enjoy ourselves.

One more example:

Talking About the Plan for Christmas Day

Zhang, a Chinese student, meets his foreign friend at the dormitory.

Zhang: Merry Christmas to you, Bob!

Bob: Thank you. The same to you.

Zhang: What's your plan for Christmas?

Bob: I'm thinking of going back to America and spending the holiday with my parents and grandparents. What are you going to do?

Zhang: My class is going to have a Christmas party that evening. We have invited some Canadian and British friends to enjoy the Christmas party with us. We'll put a Christmas tree in the middle of the classroom, and decorate it with clusters of colored lights and many nice ornaments. Besides, we'll have a lot of delicious Chinese food at the party.

Bob: Oh, that sounds so great.

Zhang: Then why not come and join us? All of us will be very happy if you can come.

Bob: That's really a good idea. It would give me great pleasure to enjoy Christmas with all of you in China. And I think my family will understand me.

Zhang: Well, we'll be expecting you then.

4. Exs. 12-13: These two skill-oriented exercises should be done under the guidance of the teacher in reference to the prompts to the specified Reading and Translating Skills and Additional Practice on them.

Additional Practice on Finding Details:

 Colonists came to America for many different reasons. Some came for adventure. A few were religious refugees. Many came for economic reasons and for political freedom. Not all of the colonists achieved their goals.

(Some ..., A few ..., Many ... are the details of the topic sentence, the 1st sentence.)

- 2) There are a number of ways for us to keep fit. First, no matter how busy we are, we should have exercises every day to strengthen our muscles. Second, it is important to get good rest. Finally, entertainment is also necessary so that we may have some moments of relaxation. If we follow those instructions, we'll certainly be in good health. (First ..., Second ..., Finally ... are the details of the topic sentence, the 1st sentence.)
- 3) Resources available to Leadership Program Workshop include: 1. Computing and the internal lab of the Department and School; 2. The Population Center library with 16 000 books and 2 000 serials about population issues; 3. Seminars and other activities at the Department, School, and University.

(1 ... 2 ... 3 ... are the details.)









III. Applied Writing

Structure Analysis

The visiting card is an introduction of yourself if you want to get in contact with people for business or personal reasons. So if you write your own visiting card, usually you should write clearly your name, work unit, occupation, title, address (including zip code), telephone number, e-mail address or fax number. There is no set pattern for writing a visiting card. As usual, your name and work unit and the information that you want to put a stress on should be put in block letters.

Ianguage Points

1. Word Usage

avenue: n. Wide street with buildings on one or both sides 大街, 林荫道, 道路

e.g. Where is your home?

My home is near 15th Avenue.

employment: n. be employed; one's regular work 雇用,使用

e.g. He has lost employment. 他已被解雇了。

Those workers are in his employment. 这些工人受雇于他。

national: a. common to the whole nation 国家的,民族的

e.g. The national anthem of the P. R. China was sung when the important meeting began. The People's Hall is believed to be the national conference hall of our country.

specimen: n. sample; one of a class as an example 样品

e.g. There are many insect specimens in the hall.

This hospital is asked to send to the center that patient's blood specimen.

training: n. being trained 教育, 训练

e.g. He is out of training for several weeks. 他这几周训练情况不好。

Most of the student will have some military training right after they enter college or university. 大多数学生一进大学就要参加军训。





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Additional Samples of the Specified Type of Applied Writing

Sample 1:

South Carolina University

Melford Wilson, Ph D Professor

624 Sedgewood Phone: 357-2121

Rock Hill SC.

29730 USA E-mail: Mw@aol.com

南卡罗莱纳州大学

麦尔福德·威尔逊 博士 教授

美国南卡罗莱纳州 电话: 357-2121 洛克希尔市 E-mail: Mw@aol.com

吉伍德624号 邮编: 29730

Sample 2:

Saint Mary Hospital

Steven Smith Professor

Doctor of Medicine

3729 Westwood Blvd. Phone: 12795

Los Angeles

CA 90034 USA Fax: 66765

圣・玛丽医院

史蒂文・史密斯 教授

医学博士

美国加利福尼亚州 电话: 12795

洛杉矶市 传真: 66765

威斯特伍德大街3729号

邮编:90034

Sample 3:

To my dearest father and mother,

With Best Wishes for A Merry Christmas and A Happy New Year

From your beloved daughter, Rita

敬祝我最亲爱的父母

圣诞愉快 新年快乐

> 您钟爱的女儿 丽塔









IV. Grammar Focus

Superlative Degree

Grammar Notes

1. Formation

Bi-syllabic <i>adj</i> .	adj. +est	most <i>adj</i> .
tender(嫩的)	tenderest	most tender
pleasant(愉快的)	pleasant est	most pleasant
narrow (狭窄的)	narrowest	most narrow

^{*}以y结尾的双音节形容词,若y之前为辅音字母,则需先将y变为i再加est e.g. happy, happiest

2. Usage

How to make comparison

(1) "是…之中最…" —— the most + adj. / adv. + in, among (比较范围) / of (比较对象) / ever clause (比较范围)

This is the funniest story I've ever heard.	这是我听到的最有趣的故事。
The book is the thinnest one on the shelf.	这本书是架上最薄的一本。
Shakespeare is the greatest English dramatist ever known.	莎士比亚是已知的最伟大的英国戏剧家。
She works the hardest of the three.	她在三人中工作最努力。
He is the bravest man of his time.	他是同时代人中最勇敢的人。

(2) "是…之中最不…" —— the least + adj. / adv. + in / of / clause

This is the least difficult English novel I've ever read.	这是我读过的最不难懂的小说。
He is the least careful student in his class.	他是班上最不细心 的学生。
She behaved the least politely of the five.	她是五个人中表现得最不礼貌的。







(3) "比···都" "最" —— "比较级+than anyone else / 比较级 +than any other ··· / nothing + 比较级 / not + 比较级

George did more than anyone else.	乔治做的工作比谁都多。
This car runs faster than any other car in the garage.	车库中的汽车这一辆速度最快。
I like nothing better.	我最喜欢它。
It can't be worse.	不能再坏了。

Additional Examples

- The biggest problem with her French is her listening comprehension. 她学法语最大的问题就是听力理解困难。
- She is the best swimmer of the three.
 三人中她游泳最好。
- 3. What is the latest news about the American presidential election? 关于美国总统选举有什么最新消息?
- 4. This book is the best of all.
- 这本书是最好的。 5. He runs the fastest in Class One.
- 6. He drives (the) most carefully in his family.
- 他是全家开车最小心的。 7. Tom tries the hardest of all the boys here.
- 7. Iom tries the hardest of all the boys here.在这儿的男孩中汤姆学习最用功。8. That young man ate most at the Christmas dinner.
- 圣诞晚餐上那位年轻人吃得最多。
 9. He is the least likely person to be elected monitor of the class. 他在班上最没有可能被选为班长。
- 10. This is the least interesting film I've ever seen. 这是我看过的最没趣的电影。
- 11. He works fastest when under pressure. 当有压力时,他工作速度最快。
- 12. This is the least dangerous way to go. 这是条最没有危险的路。
- 13. He speaks (the) least clearly when in front of a girl. 在女孩面前,他讲话最不清楚。
- 14. He plays the violin more beautifully than any of his brothers. 在他的兄弟们中他小提琴拉得最动听。







English

- 15. This coat is the least expensive of the four. 这件外套是四件中最便宜的。
- 16. He is taller than any other boy in the class. 他是班上男孩子中最高的。
- 17. It couldn't be better. 再好不过了。
- 18. This depends on three things: who says it, what he says, and how he says it; and of these things, what he says is of the least importance.

这件事取决于三个方面:谁说的,他说了什么,他怎么说的。在这三方面中,他说了什么最 无关紧要。



V. Merry Learning

1. Punctuation

A college English professor wrote the words "woman without her man is a savage" on the blackboard, and directed his students to punctuate (点标点) it correctly. He found the men looked at it one way, and the women another. The men students wrote, "Woman, without her man, is a savage!" The women students wrote, "Woman! Without her, man is a savage!"

2. Here's Fifty Cents Change

The wedding ceremony had just concluded. The groom (新郎) thrust his hand into his pocket and asked the preacher (牧师) what he owed him. "In these areas, we don't charge for this service," the preached answered, "But you may pay according to your bride's beauty." The groom handed the preacher a dollar bill. The preacher then raised the bride's veil (面纱), took a look and dug into his own pocket. "Here's fifty cents change."



VI. Key to Exercises

Integrated Skills Development

- 1 1. T 2. F 3. F 4. F 5. T 6. T 7. F 8. F
- Christian people believe Jesus Christ was born on that day.
 - 2. They start to prepare Christmas long before the actual day.
 - 3. Because they can earn a lot of money by selling goods associated with Christmas.





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- 4. They decorate their homes. They put a Christmas tree in their homes.
- 5. Americans traditionally have turkey or ham, sweet potatoes, vegetables, and Christmas pudding for dinner.
- 6. The Three Wise Men gave the first Christmas gifts to the infant Jesus Christ.
- 7. It first started in London in the 19th century.
- 8. Because they can find gifts they want on Christmas morning.
- 3 1. greatest
- 2. religious
- 3. preparations

- 4. earn
- 5. Although
- 6. are decorated
- 4 1. 今年圣诞节适逢星期四。
 - 2. 周末许多商场里都挤满了顾客。
 - 3. 学生们早早地就开始为四级考试做准备了。
 - 4. 他善于把握各种时机。
 - 5. 年轻人喜欢过生日。
 - 6. 世人皆知鸽子象征和平。
 - 7. 这座山终年积雪。
 - 8. 这一习俗是一代一代传下来的。
- 5 1. 节日的, 喜庆的
 - 2. 款待,殷勤
 - 3. 装饰
 - 4. 代表
 - 5. 烟囱
 - 6. Christian
 - 7. traditional
 - 8. raisin
 - 9. originate
 - 10. jolly
- 6 1. The Spring Festival is the most festive time in China.
 - 2. National Day falls on October 1.
 - 3. The town is full of festive atmosphere one week before Christmas Day.
 - 4. Chinese begin to prepare the Spring Festival long before the actual day.
 - 5. The room is beautifully decorated with colored lights.
 - 6. As for the Christmas tree, most Americans who observe Christmas have one in their homes.
 - 7. Children look forward eagerly to Children's Day because they are happiest at this time of the year.
 - 8. This custom originated from the Tang Dynasty.
- 1. a. Valentine's Day, which is most enjoyed by the young, falls on February 14th.
 - b. April Fool's Day, which is full of jokes and tricks, falls on April 1st.
 - 2. a. College students begin to prepare for the final tests long before the examination day.
 - b. She found a job long before her graduation from college.
 - 3. a. She takes advantage of her one-month stay in London to improve her spoken English by talking a lot with the landlady.







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Enalish



- b. These university students take advantage of their foreign language to earn some extra money by working as a tour guide.
- 4. a. The man who called this morning was Mary's husband.
 - b. The students who visited our school yesterday came from Canada.
- 5. a. Although Mike shares the dormitory with Nick, Nick is no longer his friend.
 - b. Although they are poor, they no longer live on relief.
- 8 1. F
- 2. T
- 3. T
- 4. F
- 5. T

- 6. T
- 7. F
- 8. T
- 9. F
- 10. F

- 9 1. a. I don't think you are right.
 - b. Father doesn't think the book is worth reading.
 - 2. a. Mom was cooking the dinner when he came back home from school.
 - b. I was packing my luggage when you called.
 - 3. a. The secretary waited for a word of praise from her boss, but none came.
 - b. The actress waited for a word of praise from the director, but none came.
 - 4. a. I am ready to accept any job that you assign to me.
 - b. The graduates are ready to take part in the test that is challenging for them.
- Although everyone enjoys Christmas Day, it is particularly 1) enjoyed by children who get very excited because of the presents they know they will 2) receive. Small children believe that their presents 3) are brought by Father Christmas. Father Christmas is a very kind old man who is supposed to 4) live near the North Pole. He travels through the sky on a sledge (雪橇) 5) loaded with beautiful presents. Stopping on the roofs of houses, he enters by 6) climbing down the chimney. When small children go to bed on 7) Christmas Eve, they hang a large stocking (长袜) 8) on the end of their beds. Their parents warn them not to try to look at Father Christmas or he will not 9) leave them any presents. When they 10) wake up, they find their stockings have been filled with presents.
- 1. You must pass the Taxi Driver's License Examination to get a taxi driver's license. The attached booklet will help you prepare and study for the exam.
 - Applications can be filed on Monday, Wednesday, and Friday from 9 A.M. to noon and on Tuesday and Thursday from 1 to 5 P.M. Bring the necessary materials with you when you apply.
 - 3. You will receive notification of the date and time of the exam in the mail. To take the exam, prepare necessary items.
- 1. 恐怖主义者的性格既残暴又狡猾。
 - 2. 写这样一封生气的信简直是毫无道理。
 - 3. 去南希餐厅就餐,七年来已成了他生活中惯常的事情。
 - 4. 那个箱子又大又笨重,装的都是书;不过他随身带的箱子却是另一回事。
 - 5. 参加婚礼的有波士顿社会名流,爱默生想到这次婚礼时,仍然感到非常得意。
 - 6. 机器的发明使世界进入了一个新纪元即工业时代,金钱成了主宰一切的权威。







Applied Writing

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Dear Jennifer,

Wishing you a Merry Christmas & a Happy New Year and all the best for 2012.

Sincerely yours,

Xinofang

Grammar Focus

- 1. the tallest
- 2. the hottest

3. better, (the) best

- 4. longest
- 5. the best

6. the biggest

- 7. the most difficult
- 8. most important, the largest
- 9. (the) fastest

- 10. the most widely, the easiest, the fastest
- 2 1. Qomolangma is the highest mountain in the world.
 - 2. Alaska is the largest state in the USA.
 - 3. Brazil is the largest country in South America.
 - 4. Jupiter is the largest planet in the solar system.
 - 5. The Nile is the longest river in Africa.
- 3 1. the most interesting
- 2. happier

3. the most surprising

- 4. the most impolite
- 5. quieter

6. the most amazing

7. kinder

- 8. the most thoughtful
- 9. better

- 10. the worst
- 11. the most enjoyable
- 12. the laziest

- 13. the slowest
- 14. the most terrible
- 15. the most wonderful







VII. Text Translation for Reference

Passage A

圣诞节

12月25日是圣诞节。圣诞节在美国是最喜庆的日子,基督教徒认为这天就是耶稣基督的诞辰。圣诞节是美国最大的也是最受喜爱的节日,充满了快乐和欢庆、挚爱和笑声、殷勤好客和良好祝愿。

美国人早早地就开始为圣诞节忙了。小家庭和大公司过节做的准备不尽相同。商店里装饰着传统的圣诞色——绿色和红色。这时,与圣诞节有关的商品都成了畅销货。许多美国人都趁机销售圣诞卡、小礼品、装饰品等商品来赚点儿外快。为了欢庆圣诞节,家家户户也都装饰一新。大多数过圣诞节的美国人家里都有一棵圣诞树。人们喜欢常绿树,因为他们相信常绿树树枝能带来好运,而且象征着春天的到来。圣诞树上常挂满一串串五颜六色的彩灯,树顶上还装上一颗星星,代表当年指引三位圣人来到耶稣出生地的那颗启明星。

圣诞节的食品不同寻常: 色彩缤纷的硬糖块、巧克力、一串串外裹巧克力的葡萄干、山核桃或胡桃等。至于圣诞晚餐,美国人传统上要吃火鸡或火腿、红薯、蔬菜以及圣诞布丁。

虽然圣诞节起源于宗教,但是许多风俗和庆祝活动都不再具有宗教含义了。其中,最 流行的风俗有:

● 交换礼物

这一风俗源于古代的宗教,当时人们认为最早的圣诞礼物是由三位圣人带给尚在襁褓中的耶稣基督的。这一习俗一直流传至今,在美国的朋友之间和家庭成员之间十分流行。

● 寄圣诞卡

这一习俗始于19世纪的伦敦。如今,大多数美国人都在圣诞节给他们的朋友和家人寄贺卡。一些亲戚、朋友相距甚远,平时也不能多联系,但在圣诞节期间都会互寄贺卡,并常附上一封圣诞贺信。

● 收到圣诞老人的礼物

美国的小朋友们都相信圣诞老人是一个胖胖的快活的老人,他身穿红外套,头戴红帽子,拖着长长的白胡子。一到圣诞节前夜,圣诞老人就会从烟囱里下来,带给他们礼物。 因此,小孩子在每年的这个时候最快乐,他们热切地盼望着圣诞节黎明的到来,那时就能 收到他们想要的礼物了。

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Passage B

愚人节

"我那本蓝色的活页夹上哪儿去了?"

"蓝色活页夹?"伊丽莎白的父亲接腔道。"原来是你的呀?对不起,伊丽莎白,我把它给扔了。"

伊丽莎白沉下脸来。"你知道吗,爸爸,我所有的法语笔记都在里面!明天我还要考法语。"

"没准还在废纸篓里。"

伊丽莎白过去看了看废纸篓,什么也没有。她回到厨房,却看见活页夹就在餐桌上。"愚人节!"父亲大笑着喊了一声。

伊丽莎白的弟弟威廉抬头看了看,他觉得这玩笑并不可笑。

"好了,我得去上班了。孩子们,祝你们今天过得开心!哎,威廉,换件衬衫吧,上面有污迹了。"

威廉低头看了看,衬衫干干净净的。

"愚人节!"父亲大叫道。

几星期后,邮件送来时全家人正在吃早餐。

"伊丽莎白,有你一封,"父亲看看信封。"是伦敦考试委员会的来信。嗯,肯定很重要。"

伊丽莎白拿起信封,一溜烟奔上楼去。

"她这是怎么了?"父亲问。

"我猜想是她的考试成绩,"母亲回答。

几分钟后,伊丽莎白下楼来,一声不吭地在桌旁坐下。

"怎么回事?"母亲问。

伊丽莎白抬头看着父亲说: "我其他科目都通过了,就法语不及格。"

"真不错, 伊丽莎白!"母亲夸奖道。

伊丽莎白等着父亲夸奖她一句,可是他一句赞扬的话也没说。

四月一号再度来临。以前是父亲戏弄他们,这回,威廉和伊丽莎白准备要报复了。父亲热爱他的花园,里面的草坪更是他的骄傲。所以,四月一号大清早,趁父母亲尚未起床,他们俩就进了花园,在草坪上堆放了几个小土堆,远远望去土堆就像几个鼹鼠丘。后来,当全家人围坐在餐桌旁吃早饭时,威廉向窗外望去并问道: "草坪上是什么东西啊?"

父亲看见了"鼹鼠丘",气得满脸通红。鼹鼠打洞竟然打到他的草坪上了! 他开始骂娘。

"爸爸,愚人节!"孩子们大笑着喊起来。

父亲气愤地把脸转向他们。"蠢东西!去把它们清理掉。"

"爸爸,不过是个玩笑,"威廉试着解释。"我们…"

"滚,去把那些烂泥清干净!一点不许留!"

几周后, 信箱里掉出一封看上去很正式的信。伊丽莎白拆开了信。







English

"妈妈!我的法语通过了!"

"太好了,伊丽莎白!你父亲会很高兴的。"

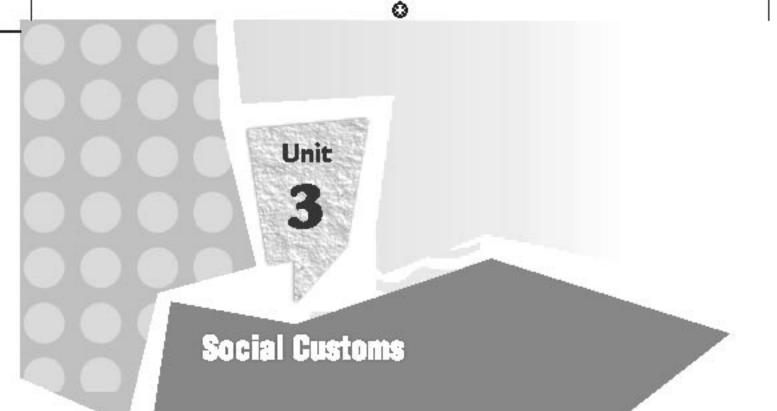
伊丽莎白扭过脸去。"妈妈,别告诉他。我不想让他知道我法语考过了。永远也不告诉他。"







(1)





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I. Alms and Requirements

■ Language Focus

1. Focal Words and Expressions

think about culture in the same (different) way eddress introduce **ebury** have a close relationship with great. especially call by one's first name a sign of etand about en armè distance spart inch shake hands with feet in bosiness (social) situations DE TOTAL refer to interact with learn about

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2. Focal Functions and Patterns

- 1) There are many things / weys that ...;
- 2) When we ... we see that ...4
- 3) One of the differences we notice is ...4
- 4) One way of doing this is (not) to ...;



- 5) One way to show ... is to ...;
- 6) Some teachers don't think it is rude if / to ...;
- 7) It is sometimes difficult to ...;
- 8) You may find that ...;
- 9) These rules are not written down, but are learned ...;
- 10) ... think about what you've been doing ...

Skills Development

1. Reading and Translating

- 1) Be able to read, comprehend and translate into Chinese the passage about Different Cultures and Different Customs;
- Be able to use the focal words and patterns listed above to make sentences or translate into English the sentences including them;
- 3) Practice the reading skill of guessing unknown words from the context;
- 4) Practice the translating skill of selecting the appropriate commendatory or derogatory words.

2. Listening and Speaking

- 1) Be able to talk a little about the difference between American culture and Chinese culture;
- 2) Be able to comprehend the short listening passages on the topic of culture shock and practice the skill of taking spot dictation;
- 3) Be able to talk a little about one or two aspects of traditional Chinese culture.

3. Writing

Be able to write a sign or a poster with the help of a dictionary.



II. Integrated Skills Development

Background Information

1. Introductory Remarks

Every society has its own customs, and every country has its own specific culture. When people from different cultures meet each other or live together, they may misunderstand each other simply because they behave and comprehend differently. The expression *culture shock*, which is not an ungrounded idea, may help to give us an insight into the idea of culture.

2. Background Remarks

Culture is a particular form or type of intellectual development. It conveys the idea of civilization, artistic achievements and the way of life, especially general customs and beliefs of





a particular group of people at a particular time. Custom refers to a habitual or usual practice; a common way of acting; usage, fashion, or habit either of an individual or of a community. Culture gap and culture shock are terms we should be familiar with. The former reveals the existing differences in ways of thinking and behaving between people from the same or different cultures, while the latter might be called an "occupational disease" of people who have been suddenly transplanted abroad. To be more specific, it is what happens when a traveler suddenly finds himself in a place where yes may mean no, where a "fixed price" is negotiable, where to be kept waiting in an outer office is no cause for insult, and where laughter may signify anger.

3. Comprehension Focus

Different Cultures

	Forms of address	Forms of greeting in social situations
	 Some teachers in the US don't think it is rude if their students call them by their first names. In the US, one way to show 	1. When Americans greet each other, introduce each other, and have conversations, they usually stand about an arm's distance to two feet apart.
What is polite	closeness and friendliness is to use a person's first name.	2. In business situations men always shake hands when they first meet each other.
or appropriate in American culture		3. In social situations when two people meet, they often shake hands.4. When Americans shake hands, they
南	等教育出	usually only shake hands for a few seconds. 5. When they shake, they shake hands firmly, not loosely.
What is polite or appropriate for people from other cultures	In many parts of the world, students must show politeness and respect to teachers; one way of doing this is not to use the teacher's name.	 An arm's distance is not always a comfortable distance for people in other cultures, who may prefer less or more distance. In other countries people shake hands differently; they may shake it for more than a few seconds.

Language Points

1. Notes to the Passage

1) There are many things that we do in our own culture that we never ask questions about.

The sentence is a complex one that consists of two restrictive attributive clauses. One is that







we do in our culture modifying things; the other is that we never ... modifying culture.

This sentence can be paraphrased as:

We accept and follow certain social customs naturally and instinctively, but we never question ourselves about why we should behave in this or that way.

2) We do things without thinking about them because we have always done them in the same way.

Here without thinking means automatically, or spontaneously. The whole sentence means:

We are so familiar with our own way of doing things that we have already formed a habit of doing the same automatically or naturally.

3) One of the first differences we notice is the forms of address that are used in the culture.

In this sentence, we notice and that are used in the culture are two restrictive attributive clauses used to modify differences and the forms of address respectively. It can be paraphrased as:

There are many differences between different cultures, and one of them we first notice is that people use different forms of address.

4) The language that people use to address each other tells us many things about a culture.

That people use to address each other is another example of a restrictive attributive clause, modifying in this case language.

The sentence means: People may address each other in various forms, and from these forms, we can learn quite a lot about their cultures.

5) In many parts of the world, students must show politeness and respect to teachers; one way of doing this is not to use the teacher's name.

In this sentence, doing this refers to showing politeness and respect to teachers. It can be paraphrased as the following:

In many parts of the world, students must be polite and respectful to their teachers. In order to prove this, students will never call a teacher by his or her first name. In other words, to call a teacher by his first name is considered to be impolite or disrespectful.

6) Some teachers in the US don't think it is rude if their students call them by their first names.

call them by their first names: the first name is the personal name or the name given to someone at birth, usually coming before the surname or family name.

e.g. Mr. Clinton's first name is Bill.

Please call me by my first name, Janet.

NOTE ON THE USAGE: Your first name (US often given name) is, in English-speaking countries, the name given to you by your parents at birth. The name common to your family is your family name or, more usually, surname. In Christian countries Christian name is often used for first name. Forename, also meaning first name, is formal and is often found on documents, application forms, etc.

The sentence means the same as:





3.indd 52



Some American teachers don't think it is rude to be called by their first names. That is to say, it doesn't matter at all for a student sometimes to call his American teachers by their first names.

In sentences with *think*, *believe*, *expect*, *suppose*, *imagine*, etc, as a predicate of the main clause, the negation of the predicate in a subordinate clause is usually switched to the predicate of the main clause.

e.g. I don't think Nick will come. (cf. I think Nick will not come.)

We don't think that it is profitable. (cf. We think that it is not profitable.)

I don't suppose they will refuse my invitation. (cf. I suppose they will not refuse my invitation.)

7) This may be their way of having a close informal relationship with students.

This refers to allow or let the students call them by their first names, and their refers to some teachers in the US.

The antonym of informal is formal. The prefix in- indicates the opposite meaning. Other examples: inconsiderate, inconvenient, incorrect, incredible, independent, ineffective, inefficient, insensitive, insignificant, invisible to have a close relationship with somebody: to be on good terms with sb.

The sentence means:

Some teachers think that it will be helpful to form a close and informal relationship with the students if they allow the students to call them by their first names, because the students will treat them as close friends.

8) In the US, one way to show closeness and friendliness is to use a person's first name.

The infinitive clauses to show and to use serve respectively as the postmodifier of the noun way and the subject complement to the link verb \dot{w} .

The sentence will remain the same if we rearrange it into:

In the US, to use a person's first name is one way to show closeness and friendliness. Close friends are most likely to address each other by first names, which in turn proves that they have close relations.

9) When Americans greet each other, introduce each other, and have conversations...

have conversations: to converse, to talk or to have a talk, often for the exchange of ideas or information. Similar structure could be found in: have a discussion, have a meeting, have a rest, have a game, etc.

Notice the parallel structure in this sentence: greet, introduce and have conversations.

e.g. At the bus station, he stopped, lit a cigarette and took a look at his watch.

Judy ran to the schoolmaster's office, besitated and then knocked at the door.

10) ... they usually stand about an arm's distance (about 18 inches) to two feet (24 inches) apart.

... apart is an adverb showing the space between two things.

e.g. The two houses stand 20 meters apart.

Americans think that it is polite to keep some distance with each other while talking. Usually, the proper distance is from 18 inches (45.7 cm) to 24 inches (61 cm).



3.indd 53





11) This is not always a comfortable distance for people in other cultures, who may prefer less or more distance.

Pay attention to the word *comfortable*, which is structurally modifying *distance*, but logically *people*. Therefore, it is people who feel comfortable or uncomfortable, not the distance.

e.g. He passed a sleepless night.

There was a short, thoughtful silence.

The farmer homeward plodded his weary way.

The italicized adjectives above are all transferred epithets.

Who may prefer less or more distance is a non-restrictive attributive clause modifying people in other cultures.

The distance which Americans like to keep may seem to be either too short or too long for people from other cultures. For instance, the Spanish people would like a shorter distance, while the North Europeans would prefer a longer one.

12) It is sometimes difficult to know when to shake hands with Americans.

Sometimes, it is not easy to judge what is the proper time to shake hands with Americans. In this sentence, it is a formal subject, the real subject goes to the infinitive to know when to shake hands with Americans.

e.g. It is still doubtful whether she would play the part in the movie.

It is my pleasure to meet you.

13) Recently, especially in the business world, women have begun shaking hands, too.

Begun shaking hands: here the V-ing form (shaking) is used to describe a fact such as shaking hands, whilst begin to shake hands introduces a particular action.

e.g. At five o'clock they met at the station and began to shake hands firmly and embrace each other warmly.

Like men, women, especially those working in the business world, have also got into the habit of shaking hands lately.

14) You may find that younger women shake hands more often than older women do.

In this sentence do is used as a pro-verb and substitutes for shake hands.

You may notice the fact that compared with older women, younger women shake hands with people more often, and they are more likely to choose shaking hands as a form of greeting.

15) "He shakes hands like a dead fish" refers to someone whose handshake is not firm enough.

Simile, a rhetorical figure, is involved in he shakes hands like a dead fish.

A simile is a direct comparison between two things that are essentially unlike, yet are alike in a certain respect. The comparison is expressed directly through the use of as or like, or other comparative words.

e.g. The warrior was as fearless as a lion in the battle.

Her happiness vanished like the morning dew.

Other similar figures of speech include: metaphor, personification, irony and so on.







16) In American culture, a weak handshake is a sign of a weak character.

In American culture, those who have a weak handshake are not likely to be strong-willed persons. In other words, one's way of handshake indicates one's character. If the handshaking is firm, one must be a firm character, and vice versa.

17) These rules are not usually written down, but are learned by people living together in one culture.

Usually, people don't have any written rules as to how to behave or interact with each other. Instead, they learn the rules in life by living in the culture.

18) When you learn about other cultural ways of doing things, you start to think about what you've been doing in your own language and culture.

Pay attention to the tense of the sentence, present perfect continuous have / has been doing:

e.g. I've been waiting for an hour but she still hasn't come. She's been thinking of getting a driving license.

2. Word Usage

address: v. use a particular name or title in speaking or writing to sb. 称呼

e.g. Don't address me as "Colonel"; I'm only a major.

The Emperor was addressed as "Your Majesty."

forms of address: styles of addressing sb. in speech or writing 称谓的形式

e.g. What form of address should one use when writing to the President?

apart: ad. to or at a distance 相距, 相离

e.g. The two houses stood 500 meters apart.

The employers and the unions are still miles apart. (i.e. they are far from agreement) a sign of sth.: thing that shows that sb. / sth. is present or exists, or that sth. may happen 远象, 征兆

e.g. There wasn't a sign of life in the village.

She shows no sign of being interested.

Dark clouds are a sign of rain or snow.

character: n. mental or moral qualities that make a person, group, nation, etc. different from others; person in a novel, play, etc. 性格, 个性; 人物, 角色

e.g. What does her handwriting tell you about her character?

His character is very different from his wife's.

characteristic: a. forming part of the character of a person or thing, typical 具有特点的, 特有的

n. distinguishing feature 特点,特征

e.g. Such rudeness is characteristic of him.

What characteristics distinguish Americans from Canadians?





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culture: n. state of intellectual development of a society, particularly form of intellectual expression in art and literature 文化, 文明

e.g. He has studied various cultures of oriental nations.

Universities should be centers of culture.

cultural: a. of or involving culture 文化的,文化上的

e.g. Literature, art and music are cultural studies.

dead: a. no longer alive, without movement or activity 死的

e.g. The lion fell dead.

a dead duck: (informal) scheme, etc which has been abandoned, or will fail 注定要完蛋的人(或事物)

e.g. The plan is a dead duck: there's no money.

(as) dead as a doornail / as mutton: (informal) quite dead 完全死了的,确定无疑地死了的

e.g. The bird lay there with its eyes closed, dead as a doornail.

firmly: ad. in a firm way 坚固,坚定,断然

e.g. The fence posts were fixed firmly in the ground.

The suggestion was politely but firmly rejected by the chairman.

foot: n. (pl. feet, or in informal use and attributively, foot) measure of length; 12 inches, 30.48 cm 英尺

e.g. We're flying at 35 000 feet.

"How tall are you?" "Five foot nine".

[attrib] a 6-foot wall

greet: v. give a conventional sign or word of welcome or pleasure when meeting sb. or receiving a guest 问候, 致敬, 欢迎

e.g. He greeted me in the street with a friendly wave of the hand.

Mrs. Hanks greeted her guests at the door.

greeting: n. first words used on seeing sb. or in writing to sb. 问候(语),祝贺

e.g. Hello and Dear Sir or Madam are greetings.

inch: n. measure of length equal to 2.54 cm or one twelfth of a foot 英寸

e.g. He bought a pile of books 10 inches high.

The boxer is 6 feet 4 inches tall.

informal: a. not formal, without formality; (of dress, behavior) chosen to show personal taste rather than follow social conventions of formality; (of language, speech, writing) conversational in style 非正式的,不拘礼的,通俗的

e.g. He has a very informal manner.

Ant.: formal: a. following accepted rules of behavior, showing or expecting careful, serious behavior 正式的

e.g. "Request" is a more formal way of saying "ask for".







Interact (with): v. (of people) act together or cooperatively, esp. to communicate with each other 相互影响,相互作用

e.g. Professor Johnson is a sociologist studying the complex way in which people interact with each other at parties.

introduce: v. make sb. known formally to sb. else by giving the person's name, or by giving each person's name to the other 介绍

e.g. The chairman introduced the lecturer to the audience.

I was introduced to the mayor at the party.

introduction: n. formal presentation of one person to another, in which each is told the other's name 介绍

e.g. The well-known football player is a person who needs no introduction.

introductory: a. acting as an introduction 介绍性的

e.g. Our dean made some introductory remarks before the meeting.

learn about: become aware of sth. through information or observation; realize 得知, 获悉 e.g. I'm sorry to learn about your illness.

learn one's lesson: learn what to do or not to do in future by noting the results of one's actions 得到教训或经验

e.g. I'll never do that again; I've learned my lesson!

loosely: ad. in a loose manner 松弛地, 宽松地, 不紧

e.g. Loosely speaking (in general), people living in this city are hospitable.

The 4-year-old girl tied her shoestrings loosely.

prefer: v. choose something rather than something else; like sth. better 宁可, 较喜欢

refer to: mention or speak of sb. / sth.; allude to sb. / sth. 指的是

e.g. When I said some people are stupid, I wasn't referring to you.

By "teacher" we refer to the person who supplies the information.

recently: ad. not long ago or before, lately 最近, 近来

e.g. They've recently bought a new car. I have seen a lot of her recently.

respect:

- (1) v. admire or have a high opinion of sb. / sth.; show consideration for sb. / sth.
- **e.g.** I respect you for your honesty.

People won't respect my desire for privacy.

- (2) n. admiration felt or shown for a person or thing that has good qualities or achievements, politeness or consideration arising from admiration or regard 尊敬, 尊重
- **e.g.** The new officer soon won the respect of his men. Children should show respect for their teachers.

rude: a. (of a person or his behavior) showing no respect or consideration, impolite 无礼的, 粗鲁的





English

e.g. It is rude to interrupt.

What a rude reply!

e.g. I prefer tea to coffee.

I should prefer you not to go / that you did not go there alone.

She preferred singing to dancing.

preference: n. liking one thing better than the other; special favor or consideration shown to a person, group, etc. 偏爱, 优先 (权), 喜爱物

e.g. He has a strong preference for French novels.

In considering men for jobs in our company, we give preference to those with some experience.

shake hands with: 与某人握手

shake: v. (cause sb. / sth. to) move quickly and often jerkily from side to side or up and down 摇动,震动,挥舞

shake hands (with sb.) / shake sb.'s hand / shake sb. by the hand: grasp sb.'s hand and move it up and down as a greeting, or to express agreement

shake one's fist (at sb.): show that one is angry with sb. or threaten sb. by shaking one's fist shake one's head: turn one's head from side to side as a way of indicating "no", or to express doubt, sorrow, disapproval, etc.

shake a leg: get moving, start to act, hurry

social: a. concerning the organization of and relations between people and communities, of or in society, of or designed for companionship and recreation 社会的, 群居的, 社交的 e.g. Social anthropology is one of the social sciences.

Most of the families in our neighborhood are on social security.

She wants to do social work when she finishes college.

sometimes: ad. at some times but not all the time 有时

e.g. Sometimes we went to the beach and at other times we went to the mountains.

Compare it with sometime, (ad.) which means at a particular but unspecified time 某一时间

I saw him sometime last summer in Paris.

think about sb. / sth.: reflect upon sb. / sth.; recall sb. / sth.; take sth. into account; consider or examine sth. to see if it is desirable, practicable 考虑, 思考, (回)想

e.g. She is thinking about changing her job.

Do you ever think about your childhood?

These young people think about nothing but sport and pleasure.







3. Additional Topic-related Sentences

A. Sentence patterns used to describe what is polite or appropriate in American culture and in other cultures:

What is polite or appropriate in American culture?

- 1) Some teachers in the US don't think it is rude if their students call them by their first names.
- 2) In the US, one way to show closeness and friendliness is to use a person's first name.
- 3) When Americans greet each other, introduce each other, and have conversations, they usually stand about an arm's distance to two feet apart.
- 4) In business situations men always shake hands when they first meet each other.
- 5) In social situations when two people meet, they often shake hands.
- 6) When Americans shake hands, they usually only shake hands for a few seconds.
- 7) When they shake, they shake hands firmly, not loosely.

What is polite or appropriate for people from other cultures?

- 1) In many parts of the world, students must show politeness and respect to teachers; one way of doing this is not to use the teacher's name.
- An arm's distance is not always a comfortable distance for people in other cultures, who
 may prefer less or more distance.
- 3) In other countries people shake hands differently.
- 4) They may shake hands for more than a few seconds.

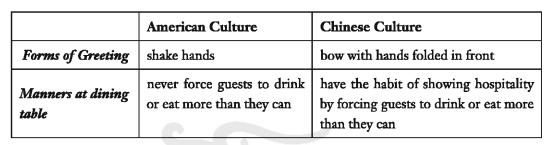
B. Comparison between American Culture and Chinese Culture

1 3	American Culture	Chinese Culture
147	ad-culture	dress (clothing) culture
	autoculture (car culture)	education culture
Tobas	business culture	food culture
Types	internet culture	tea culture
	religious culture	wine culture
	wedding culture	wedding culture
	modern	traditional
Characteristics	Western-styled	oriental-styled
Couracteristics	short history	long heritage
	more changeful	more stable
	It is not rude for students to	Students call their teachers by their
Forms of Address	call their teachers by their	surnames plus professional titles in
	first names.	order to show politeness and respect.









Note: Assimilation of different cultures is a worldwide tendency today. Social customs in different countries are becoming more and more alike to each other. For example, wedding culture in China nowadays appears to be a novelty by combining both western and eastern procedures. Brides usually wear at least 2 styles of wedding dress: one is exotic white, while the other is traditional red.

Prompts to the Specified Reading and Translating Skills and Additional Practice on Them

1. Reading Skill: Guessing Unknown Words from the Context

Efficient reading requires the use of various problem-solving skills. For example, very often it is not likely for you to know the exact meaning of every word you read, but by developing your guessing ability, you will be able to understand enough to arrive at the total meaning of a sentence, paragraph, or essay. Context clues can be very helpful in improving your ability to guess the meaning of unknown words. (Context refers to the sentence and paragraph in which a word occurs.) In using the context to decide the meaning of a word you have to use your knowledge of grammar and your understanding of the author's ideas. Although there is no formula that you can memorize to improve your ability to guess the meaning of unknown words, you should keep the following points in mind:

- a. Use the meanings of the other words in the sentence (or paragraph) and the meaning of the sentence as a whole to restrict the number of possible meanings of a particular word.
- b. Use grammar and punctuation clues that point to the relationships among the various parts of the sentence.
- c. Be content with a general idea about the unknown words; the exact definition or synonym is not always necessary.

Here are some examples:

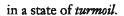
- 1) Some people have no difficulty making the necessary changes in their way of life when they move to a foreign country; others are not able to adapt as easily to a new environment.

 adapt: (使) 适应 (对比)
- 2) Unlike her gregarious sister, Virginia is a shy, unsociable person who does not like to go to parties or to make new friends.
 gregarious: 爱交际的 (对比)
- 3) In the past, the world seemed to run in an orderly way. Now, however, everything seems to be





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turmoil: 混乱, 骚动, 喧哗(对照)

- 4) The man thought that the children were defenseless, so he walked boldly up to the oldest and demanded money. Imagine his surprise when they began to pelt him with rocks pelt: 投掷, 打击, 攻击(因果)
- 5) After a day of hunting, Richard is *ravenous*. Yesterday, for example, he ate two bowls of soup, salad, a large chicken, and a piece of chocolate cake before he was finally satisfied. *ravenous*: 贪婪的,饿极的,狼吞虎咽的(解释,说明)

2. Translating Skill

More sentences of the translation skill for the teacher's reference.

- e.g. 1. Nobody believes the empty rhetoric of *politicians*. 没有人相信<u>政客们</u>的空谈。(贬)
 - Premier Zhou was a saintlike statesman.
 周总理是位德高望重的政治家。(褒)
 - 3. Mark is as stubborn as a mule. 马克像骡子一样固执。(贬)
 - 4. Joan of Arc showed great resolution in battles against the British troops. 圣女贞德在对英国军队的战斗中坚贞不屈。(褒)
 - 5. Shylock, a character in Shakespeare's comedy, *The Merchant of Venice*, is very *greedy* for money.

夏洛克,莎翁喜剧《威尼斯商人》中的一个角色,对金钱十分<u>贪婪</u>。(贬)

- A man greedy for success, David works very hard. 戴维<u>渴望</u>成功,所以他工作很努力。(褒)
- 7. Frugality is a traditional virtue in this nation. <u>节俭</u>是这个国家的传统美德。(褒)
- 8. That stingy man won't donate a cent. 那个吝啬鬼一分钱也不肯捐赠。(贬)
- 9. The spoiled child gradually formed a wasteful habit. 那个被定坏的孩子渐渐养成了挥霍浪费的习惯。(贬)
- 10. He is a generous person who never refuses the poor's request. 他是个<u>慷慨大方</u>的人,从不拒绝穷人的请求。(褒))

M Guide to Exercises and Supplementary Exercises

1. Exs. 1-2: These exercises are designed to check how much the students have understood the passage, but they should also be used as the lead-in to the communicative practice around the message conveyed by the reading passage. In other words, these exercises should be done orally in class in the form of a discussion with the teacher as the moderator.

Additional questions for teacher's reference:







English

- Why don't Chinese students call their teachers their first names?
 (Because they must show politeness and respect to their teachers.)
- 2) How do Americans show closeness and friendliness in the way they address each other? (They use a person's first name.)
- 3) What do people do when they meet in social situations? (They often shake hands.)
- 4) Who shake hands more often, younger women or older women? (Younger women.)
- 5) How long is an American handshake? (It's of a few seconds.)
- 6) Do people in other cultures shake hands differently? If so, what are the differences? (Yes. They may take the other person's hand loosely and may shake it for more than a few seconds.)
- 2. Exs. 3-6: These exercises are provided for the students to concentrate on practicing the usage of some of the focal words and patterns chosen from the reading passage, which makes an important part of the teaching requirements of this unit. The following additional exercises are aimed at those words and patterns which are included in the list of the focal words and patterns chosen, but not covered in the exercises.

Fill in the blanks with words and patterns chosen from the following list. Change the form where necessary.

		in situations refer to	a sign of cultural	character in the same way	•
י 1)	The trees on both	sides of the road are	planted seven yar	ds	
2)	I knew the lady wa	s	Sam when she sp	oke of a bright youn	g lad.
3)	We searched for th	e ring, but there was	no	it anywhere.	
1)	A novelist must be	able to use the	her	itage of his nation.	
5)	Our parents	celebra	ted their golden v	wedding anniversary.	
5)	Tom found himsel	f in a hopeless and he	lpless	•	
7)	As a wise old man,	he can read a guy's _		at the first glance.	
3)	Both of them answ	ered	•		
9)	He's	emigrating to	Australia.		
Ke	ey: 1) apart	2) re	ferring to	3) sign of	
	4) cultural	5) re	cently	6) situation	
	7) character	8) in	the same way	9) thinking abo	out
			,	•	

3. Exs. 10-11:

1) The listening exercise (Ex. 10) is oriented to the preparation of the students for a listening test, taking spot dictation in this case. The teacher could choose some short and easy listening passages to do a little





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further training. The following passage is for the teacher's use.

Culture 1)	is caus	sed by the anxiety th	nat results from loosi	ng all our 2)	_ signs
		•		e thousand and one w	_
•		_		hands and w	•
				rchases, when to accep	
when to 6)	invitation	s, when to take stat	ements 7)	and when not. These	cues,
which may be wo	rds, gestures,	facial expressions,	8), or no	rms, are acquired by	all of
us in the course o	f 9)	up and are as muc	h a part of our cult	ure as the 10)	we
speak or the belief	fs we accept.				
TZ 1) 1 1	2)	C 11:	2) : 1 1	4 5 - 1	
Key: 1) shock		familiar	3) include	· ·	
5) shake	•	refuse	7) seriously	8) customs	
9) growing	g 10)	language			
2) The speaking es	vercise (Ex. 11) is for the students t	o have a little commi	inicative speaking drill	on the
	, ,	~		sample dialogue is prov	
help the teacher:	55		, ,		
•	 (know) you. o? our name? y).				
(The following sh	ort dialogue i	s for teacher's refer	ence)		
		an I Call You by Y	our First Name?		
A: May I know yo	•				
B: Sure. My name					
A: Can I call you					
·		call me Miss Harris		25 6 1 11 11	
		•	ne's Robert Collins.	My friends all call me	e Bob,
so you can call		ou like.			
B: How do you d	o, Rob?				
One more exampl	le:				
1		Falking About Dif	ferent Cultures		
Alice: Hello, Cir		5	Chinese classmate, d	o you?	
Cindy: No, I don	-	•	•	-	



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Alice: Okay. Let me introduce him to you. His name is Chen Wei, but we usually call him Chen. And Chen, this is my best friend, Cindy. Cindy Davis.

Chen: Nice to see you, Miss Davis.

Cindy: Me too. By the way, call me Cindy if you like. My friends all call me Cindy.

Chen: No problem. You know, before I came to the States, I was always wondering what would happen here.

Cindy: And what happened?

Chen: Well, a lot. For example, the first day I went to Princeton, I noticed that quite a few teachers sat on the edge of their desks while lecturing.

Cindy: Yes. It is commonplace in America.

Chen: But it rarely happens in China. And I guess that it is because we are from different cultures.

Cindy: You're definitely right. We have different ideas about what is proper and what is not.

Chen: Another thing I notice is that American students are very confident. They are eager to display themselves, and the atmosphere in class is very active. But the situation in China is quite different. Most students would rather keep silent when a question is raised.

Cindy: Really? Well, we don't like to be silent. What we want is to make our voice heard. What are some of the other differences that you have found out?

4. Exs. 12-13: These two skill-oriented exercises should be done under the guidance of the teacher in reference to the prompts to the specified Reading and Translating Skills and Additional Practice on them.

Additional Practice on Guessing Unknown Words from the Context:

People in America is before Last Ice Age?

A site in northeastern Brazil has yielded evidence of the earliest known human occupation in the Americas, approximately 32 000 years ago, according to a report by two French scientists.

Although the discovery, reported in June 19 NATURE, does not resolve long-standing archaeological disputes over when and how people first arrived in the New World, the site is much older than others where human occupation has been firmly established. Several such finds in the southwestern United States date to 11 500 years ago, and a rock shelter near Pittsburgh is thought to contain evidence of use by humans 19 000 years ago; previously, the earliest known site occupied by humans in South America was 14 200 years old.

1)	site:		

3) occupation:

Key: 1) 位置,场所,地点

3) 占有,占用,居住

5) 解决,消除,使分解

7) 庇护所, 避难所

2) yield: _

4) *NATURE:* _____

6) disputes: _____

8) contain: _____

2) 出产,给予,产生

4)《自然》(杂志名)

6) 争论,争端,争议

8) 包含, 容纳







Structure Analysis

A sign or a poster is what appears in a public situation. In order to catch people's attention immediately, we need to use **short**, **simple**, **concise** but **accurate** words to the best of our abilities. Usually we do not use any complete sentences. Instead, we often use short phrases or, sometimes even one word, to convey what we want others to know.

Language Points

1. Notes

1) Please apply at Reception Office for tickets.

The sentence means: Please go to the reception desk where tickets are available. apply for: make a formal request 申请

e.g. Nancy applied for a job immediately after her graduation.

2) Parking Place

Parking lot is the term we use instead of parking place.

A parking ticket is a notice of a fine imposed for parking illegally, i.e. not parking in the parking lot.

2. Word Usage

admission: n. entering or being allowed to enter a building, society, school, etc.; statement acknowledging the truth of sth., confession 允许进入; 承认

e.g. Admission to the club is restricted to members only.

Admission to universities depends on examination results.

Jane's resignation amounts to an admission of failure.

admit: v. allow sb. / sth. to enter; recognize or acknowledge sth. as true, often reluctantly, confess sth. 允许进入; 承认

e.g. Each ticket admits two people to the party.

Jack was not admitted because of his informal dress.

The accused has admitted that he is guilty.

cheer:

- (1) v. give comfort, hope, support or encouragement to sb.; give shouts of joy, praise, support or encouragement to sb. 使振作; 欢呼
- e.g. He was greatly cheered by the news.

The winning team was cheered by their supporters.









(2) n. shout of joy, praise, support or encouragement 欢呼, 喝彩

e.g. The cheers of the crowd grew louder as the Queen appeared.

forbidden: a. not allowed, not permitted 被禁止的,严禁的

e.g. Photography is strictly forbidden in this ancient temple.

According to the Holy Bible, Satan, in the disguise of a serpent induces Eve to eat the forbidden fruit.

gymnasium: n. room or hall with apparatus for physical exercises 体育馆,健身房

e.g. Our capital will build a modern gymnasium in order to hold the next Olympic Games.

An international table tennis competition was held in this gymnasium last summer.

poster: n. a large placard posted or displayed in a public place as an announcement or advertisement 海报, 招贴

e.g. The worker on the ladder was trying to put up a large poster.

Did you see the poster advertising a circus?

Additional Samples of the Specified Type of Applied Writing

Signs and posters are very common in our daily life. Therefore, we should not only learn to read them, but also learn to write them. Pay close attention to different signs or posters around us, whether they are written in Chinese or English. Then, with the help of a dictionary and the examples in our textbook, try to write your own signs or posters.

Here are some more samples:

Sample 1 (Signs):

1	Han	dle	With	Care
	T Tal.	ш	VVILLE	Carc

2. Lift: Out Of Order

3. For Sale

4. No Smoking

5. School — Go Slow

6. Danger! Sharks Around

7. Common Room

8. Executive Use Only

小心轻放

电梯:运行故障

待售

禁止吸烟

学校---减速慢行

危险! 附近有鲨鱼

会议室

仅供主管人员使用





Sample 2 (Poster 1):

LECTURE BY FULBRIGHT SCHOLAR

SAMUEL PEARSON

Topic: The American Cultural And Intellectual History
Place: Room 206, School Library
Time: 7:00 p.m., November 18

Sample 3 (Poster 2):

FILMS NEWS

A LONG SIGH SCREAM III

Place: School Auditorium Time: 19:30, May 9 Admission: 8.00 yuan

译文:

富布赖特奖金获得者学术报告

萨缪尔・皮尔森

题目:美国文化思想史 地点:学校图书馆206室 时间:11月18日晚7点

电影消息

《一声叹息》 《夺命狂呼》第三集

地点:学校大礼堂 时间:5月9日晚7:30 票价:8元









English

Notes:

handle v. 处理, 搬运

shark n. 鲨鱼

Fulbright n. 富布赖特奖学金 (因美国议员James William Fulbright得名)

auditorium n. 礼堂; 阶梯教室



IV. Grammar Focus

Attributive Clause

Grammar Notes

1. Attributive Clause with Relative Pronouns

指代功能	用于限制性从句	或非限制性从句	只用于限制性从句
在从句中的作用	指代人	指代物	指代人或物
主语	who	which	that
宾语	whom	which	that
定语	whose(= of whom)	whose(= of which)	

He is a man who (that) means what he says.

他是一个说话算数的人。(指人,作主语)

The tourists whom (that) you met in the park yesterday are from England.

你昨天在公园里碰到的那些游客是从英国来的。(指人,作宾语)

Is there anyone in your department whose mother is a pianist?

你们系里有谁的母亲是钢琴演奏家吗? (指人,作定语)

The young man with whom I traveled could speak Spanish.

同我一起旅行的那个年轻人会说西班牙语。(指人,作宾语)

The book which (that) you are reading is written by James Joyce.

你正在读的那本书是詹姆斯·乔伊斯写的。(指物,作宾语)

The bicycle of which the tire was broken has now been repaired.

那辆炸了轮胎的自行车现在已经修好了。(指物、作定语)







2. Attributive Clause with Relative Adverbs

关系副词	被指代的先行词	在从句中的作用
when (= at, in, on, during which)	表示时间的名词	时间状语
where (= in, on, at which)	表示地点的名词	地点状语
why (for which)	只有reason	原因状语

He will always remember the day when (on which) his older brother returned from Taiwan.

他将永远记着兄长从台湾返回的那一天。

This was the time when (at which) she left for vacation.

这是她外出度假的时间。

The supermarket where (in which) Xiao Li works is the largest one in Shanghai.

小李工作的那家超市是上海最大的。

I don't know the **reason** wby (for which) he didn't come to the party yesterday evening. 我不知道他为什么没有参加昨天晚上的聚会。

3. Focal Points

关系代词的省略

(1) 作从句的直接宾语时可以省略

The man (whom) you saw just now is our monitor.

你刚才见到的那个人是我们的班长。

(2) 在 "there + be" 结构的从句中做主语的关系代词可以省略。

This is the only path (that) there is to the small lake.

这是通往那个小湖的唯一的一条路。

注:关系代词放在介词后作宾语时,不能省略。但介词位于句尾时,关系代词可以省略。

This is the room (which) Churchill was born in.

This is the room in which Churchill was born.

这就是丘吉尔出生的房间。

(3) 如果关系代词紧跟在介词后面,不能用who或that,只能用which或whom.

The people with whom (不用that) he worked thought he was very arrogant.

和他一起工作的人都觉得他很傲慢。

(4) 如果先行词是all、much、anything、something、nothing、everything、little、none等不定代词,关系代词一般只用that,不用which。

That is all (that) I want to tell you.

这就是我想对你说的。

(5) 如果先行词被形容词最高级以及first、last、any、only、few、much、no、some、very等词修饰,关系代词常用that, 不用which、who或whom.

He is the only person that was present at that time.

他是当时唯一在场的人。

This is the best car that is made in China.







这是中国生产的最好的汽车。

(6) 在非限制性定语从句中,不能用that, 作宾语用的关系代词也不能省略。

The Great Wall, which (不能用that) is one of the world famous scenic spots, is located in northern China.

长城是世界名胜之一,位于中国北部。

There are twenty students in the class, the majority of whom (不能用that) are from the city. 这个班里有20位学生,大多数来自城市。

(7) how不能用来引导定语从句,如果要用how, 句子中就不能有先行词。

This is the way bow he behaves. (误)

This is the way he behaves. (IE)

This is bow he behaves. (正)

这就是他的方式。

Additional Exercises

Key: 1. D

2. B

3. D

4. B

Choose	the	hest	answer	from	A	R	\boldsymbol{C}	and	D
CHOOSE	шс	Dest	all3 W CI	пош	734	v.	~	auu	

1.	The forest is alive with	rare birds and anima	ıls, some	none of us have ever heard
	of before.			
	A. that	B. which	C. of what	D. of which
2.	On the south bank of th	ie river is a meadow_	I used to	take walks at sunset.
	A. which	B. where	C. that	D. it's
3.	She's married to a ph	ysicist of	_ you may have he	ard: his name's Valentine
	Burroughs.			
	A. which	B. that	C. who	D. whom
4.	The reason	he rejected our plan	is that he had no faitl	n in us.
	A. what	B. why	C. because	D. which
5.	It was in this wood	the enemy sp	y was caught and kill	ed.
	A. in where	B. which	C. that	D. how
5.	His youngest son,	, is now worki	ng at the Chinese Aca	demy of Science.
	A. that is twenty-five		B. his age is twenty	-five
	C. who is twenty-five		D. whose age is two	enty-five years old
7.	The day will surely com	ie all the	people in the world e	enjoy a happy life.
	A. when	B. how	C. then	D. why

5. C

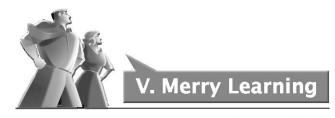
6. C

7. A









1. You be Jesus

Kevin and Ryan, aged five and three, were waiting for breakfast one Saturday morning. As their mother was preparing some pancakes, the boys began to argue loudly over who would get the first one from the griddle.

Their mother saw the opportunity for a moral lesson. "If Jesus were sitting here, he would say, 'Let my brother have the first pancake. I can wait," she explained.

Kevin immediately turned to his younger brother and said, "Okay, Ryan, you be Jesus."

2. Those are My Jeans

After going on a diet, a woman felt really good about herself — especially when she was able to fit into a pair of jeans she had outgrown long ago.

"Look, look," she shouted while running downstairs to show her husband. "I can wear my old jeans again!"

Her husband looked at her for a long time, then said, "Honey, I love you, but these are my jeans."



VI. Key to Exercises

Integrated Skills Development

- 1 1. T 2. F 3. F 4. F 5. F 6. T 7. T 8. F
- They address their teachers by first names to show closeness and friendliness.
 - 2. The language that people use to address each other tells us many things about a culture.
 - 3. They usually say "Mr." or "professor".
 - 4. About an arm's distance.
 - 5. It means a weak character.
 - 6. You might think about what you've been doing in your own language and culture.
- 3 1. accept
- 2. feel
- 3. special, different

- 4. favorites
- 5. find, received
- 6. policy
- 4 1. 贝蒂认为把房子卖掉不是个好主意。
 - 2. 他们想他们是不会赢的。
 - 3. 他们认为这些规章不公平。





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- 4. 我更倾向巴尔扎克的观点。
- 5. 比起城市, 我更喜欢城镇。
- 6. 他宁肯待在家里,也不同我们一道去。
- 7. 此时,他宁愿不去想将来。
- 8. 你会发现,年轻的女性比起年长的女性更喜欢采用握手的方式。
- 9. 在星期六,南希比苏珊来的次数多。
- 10. 本是个很好的跑步运动员。他比汤姆赢的次数多。
- 6 1. 称呼形式

2. 亲密不拘礼节的关系

3. 轻轻握手

- 4. 社交场合
- 5. show politeness
- 6. different cultures
- 7. in many parts of the world
- 8. shake hands
- 6 1. Do you prefer tea or coffee?
 - 2. There is a sign saying, "No Smoking".
 - 3. Every culture has its own forms of address.
 - 4. I prefer not to think about the failure of this exam.
 - 5. I don't think it's rude to call teachers by their first names.
 - 6. People from different cultures should learn how to interact with each other.
 - 7. When you are talking with people from a different culture you should know something about their habit.
 - 8. What is a comfortable distance in your culture for two persons to stand apart from each other when they are having a conversation?
- 1. a. The purpose of this meeting is to elect a new chairman.
 - b. My plan is to fly from Beijing to Nanjing where we will take a bus to the country.
 - 2. a. Many children don't think it is necessary if their parents hold them by the hand when crossing the street.
 - b. The students shopkeeper doesn't think it is convenient if the rice is sold by the liang.
 - 3. a. Nowadays, especially in developing countries, people have begun to realize the importance of environmental protection.
 - b. In the past decade, especially in some Asian countries, college students have become more and more interested in learning Chinese.
 - 4. a. In certain circumstances when students fail in examinations, they may blame their teachers.
 - b. Under the present conditions when the nation is still at war, the most important thing is to unite as many people as possible.

6. T

7. T

- 8 1. T 2. T 3. T 4. F
- 1. a. If you don't want to be late again, it is necessary to set the alarm clock at six so that you will get up in time to catch the early bus.

5. F

- b. If we want to find a good job when we graduate, it is essential to study hard now at college so that we have enough knowledge to meet the needs of the society.
- 2. a. What is a trivial matter to one person may be quite an event to another.



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- b. What is considered a small sum of money in one family may be a very big figure in another.
- 3. a. On Friday, as on Monday, the meeting will be at 3:40 because at this time all the afternoon classes are over, and therefore all the teachers can come to attend the meeting.
 - b. On weekends, as on weekdays, John worked very hard because it would not be long before he had to hand in his paper, and therefore every minute was important for him.
- 4. a. The plan can have different results depending on the weather.
 - b. This program can vary in time depending on the chosen courses.
- People from different 1) <u>cultures</u> sometimes don't understand 2) <u>why</u> Americans give so many compliments (赞扬). In many cultures, 3) <u>too many</u> compliments would seem insincere (不真诚). For example, many Japanese people think that Americans 4) <u>give</u> too many compliments. A Japanese woman said that she might give a compliment 5) <u>once</u> a week. An American woman said that she gives 6) <u>at least</u> one compliment a day. In many cultures when people have a 7) <u>close</u> relationship (for example, two close friends or a husband and a wife), they may not feel that it is 8) <u>necessary</u> to give compliments. This is usually not 9) <u>true</u> in the U.S. Even when people know each other well, they will give 10) <u>compliments</u>.
- 1. a. (根据定义和解释猜测词义)
 - 2. a. (根据对比关系猜测词义)
- 1. 她回忆说,"他彬彬有礼,总是海人不倦。"
 - 2. 我们对他的粗暴态度感到震惊。
 - 3. 他在谈他的希望和抱负。
 - 4. 她没有个人野心。
 - 5. 约翰是个积极肯干的推销员,他工作得很出色。
 - 6. 希特勒夺取了政权之后就推行侵略政策。
 - 7. 汉斯说,这位先生是他见过的最有胆识的人。这种阿谀奉承未免过于露骨。
 - 8. 布朗先生接到作演讲的邀请时感到非常荣幸。

Applied Writing

1 1. d 2. e 3. a 4. f 5. b 6. h 7. c 8. g

讲座

主讲人: 最近来我校访问的美国南加利福尼亚大学琼斯教授

题 目: 当代美国文学

时间: 2011年10月22日下午2点

地 点: 教学楼202室







2011.6.24 11:36:11 AM



English

Grammar Focus

- 1. who / that
- 2. which / that
- 3. who / that
- 4. that / which

8. where

- 5. when
- 6. which / that
- 7. who / that
- 2 1. The film (that) we saw last evening was very interesting.
 - 2. The hospital that we are going to visit is just around the corner.
 - 3. The room that we can see at the end of the hall is called an operating room.
 - 4. The woman who is standing there is my mother.



VII. Text Translation for Reference

Passage A

不同的文化与不同的习俗

在我们自己的文化里我们所做的很多事从不需要问为什么。我们做事时不假思索,因为我们往往用同样的方式处理这些事情。当我们处于另一种文化中或与来自另一种文化的人交往时,我们就可以发现,人们做事的方式不尽相同。我们首先注意到的是不同文化的人相互称呼的方式不同。人们相互称呼时所使用的语言可反映出某一文化的丰富内涵。

在其他文化中师生之间的称呼和自我介绍的方式多种多样。在世界许多地方,学生必须对老师彬彬有礼;表现之一就是不用名字称呼老师。而在美国,如果学生对老师直呼其名,很多老师并不认为这是不礼貌的行为。这或许是老师与学生之间建立不拘礼节的亲密关系的一种方式。在美国用名字称呼对方是表示亲密和友谊的一种方式。

美国人互相问候、自我介绍和交谈时,双方往往保持一臂(约18英寸)到两英尺(24英寸)的距离。这个距离对其他文化的人来说就不一定合适,他们或许喜欢靠得近些,或许要离得远一些。

与美国人交往有时很难知道什么时候该握手。在工作交往中,男性之间第一次见面总 是要握一下手。近年来,特别是在生意场上,女性之间也开始互相握手。在社交场合,两 个人见面时也常常握手。你会发现,年轻女性比年长女性更喜欢握手。

美国人握手时常常仅握几秒钟,但他们的握手又紧又有力。"他握手时手像一条死鱼",指的是握手时不够用力。在美国文化中,轻轻地握手表示性格软弱。在其他国家,握手的方式各不相同,或许是轻轻地拉一拉手,或许握手的时间长达数秒。

每一种语言都有一定的表达准则,每一种文化也都有不同的交际准则。通常这些准则 并不写在书本上,而是生活在一种文化中的人们的共同习得。当你在了解了其他文化的行 为方式时,你已开始思考你在自己语言和文化中的行为和举止了。





Passage B

入乡随俗

每一种文化都有其自身的、为大家所接受的、不成文的行为准则。每个社会也有各种禁忌,或者说被认为是违反礼貌原则的行为。如果你去另外一个国家旅行,无论是出差还是度假,了解该国的一些风俗习惯是很有益处的,因为这样你就不会冒犯当地的人。

禁忌语taboo一词源于汤加语,在现代英语中用来描述那些应禁用或应该回避使用的语言的或非语言行为。和一些人的认识想法不同,禁忌并不是普遍性的;它们往往是某个文化或某个国家所特定的,通常围绕一个群体的价值观和信仰而产生。因此,一个国家认可的行为在另一个国家有可能是一个严重的禁忌。

语言禁忌通常涉及一些人们认为是私人的、不能公开谈论的话题,或者与一个人的讲话方式有关。例如,在许多文化中,公开讨论性或者宗教被认为是不礼貌的,常常会冒犯他人。在一些国家,一个人说话的声音大小也可能会冒犯别人。比如在日本,人们说话的声音往往更加柔和,高声谈笑可能被认为是不礼貌的或者具有挑衅性的。

非语言禁忌一般与体态语有关。例如,许多西方、亚洲和非洲文化之间最大的区别之一表现在眼神的交流上。在美国,人们边谈话边看着对方。如果一个人回避与别人目光接触,别人就会认为他是在说谎或缺乏自信。如果两个人在谈话而听的一方不看着对方,说话的人会认为听话的人对自己的谈话不感兴趣。不过在许多亚洲国家,直视别人常常被认为胆大或者咄咄逼人。在许多非洲国家,直视年长的人或有较高社会地位的人被认为是粗鲁或失礼的表现。在许多亚洲和非洲国家,家长都教育孩子们在与年长者或社会地位高的人讲话时要眼睛朝下,以示尊重。

某些动作,尤其是手和脚的动作,在很多文化中会冒犯他人。在泰国,和亚洲其他多数崇尚佛文化的国家一样,触摸一个人的头部被认为是一种非常无礼的行为,因为头部是人体最高的部位,因而也是最重要的部位。因为脚处于身体最底的部位,所以将一只脚指向别人,或者将脚底朝着别人,在许多亚洲国家都是带有侮辱性的。

你所到的国家不同,某些手势的含义会完全不同。在许多西方国家,把中指交叉放在食指上是交好运的意思;但在越南和阿根廷却是一种下流的手势。用食指和中指形成V字形且手掌心朝向自己,常用来表示数量2。但是在英国和澳大利亚,这种手势却是猥亵的。在一些亚洲国家,一个人在说话时手动得过多,或"用手说话",被认为是不体面的。

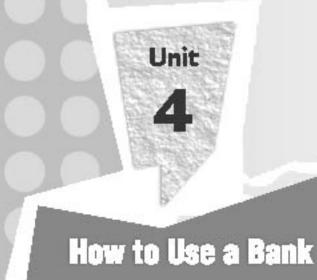
一种文化中被认可的是不具冒犯性的行为在另一个文化中有可能是非常无礼的。在国外旅行时,务必要注意一些基本的不同文化间的一些基本差异,因为这样才能确保你的旅途更加愉快。



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I. Alms and Requirements

Language Focus

1. Focal Words and Expressions

the checking account	envice charge	interest	loen	repay
the credit out	certificate	deposit	entometic	valuable
the credit card in addition	electronic	offer	withdraw	

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2. Focal Functions and Patterns

- 1) ... be necessary / important for ...;
- 2) ... in many weye;
- 3) ... so that ... [
- 4) ... do ... any time they went ...;
- 5) In this way, ...;
- 6) In addition, ...
- 7) any such as any
- 8) It is very difficult to
- 9) ... be a good place to ...;

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Skills Development

1. Reading and Translating

- 1) Be able to read, comprehend and translate into Chinese the passage about using a bank;
- 2) Be able to use the focal words and patterns listed above to make sentences or translate into English the sentences including them;
- 3) Practice the reading skill of making inferences;
- 4) Practice the translating skill of lexical omission.

2. Listening and Speaking

- Be able to talk a little about how to open an account and / or make a withdrawal in an effective way;
- 2) Be able to comprehend the short listening passages on the topic of using banks and practice the skill of spot dictation;
- 3) Be able to talk a little about how to use a bank.

3. Writing

Be able to fill in drafts and checks.



II. Integrated Skills Development

Background Information

1. Introductory Remarks

This passage briefs us on banks and the services they offer in the United States. The author introduces what people can do and / or have to do while depositing and withdrawing money, coming to the conclusion that banks make life easier.

2. Background Remarks

In the United States, there are many different banks, and they offer many different services. Modern western banks may be classified in several ways with respect to their functioning systems and / or organizations. Commercial banks truly are at the heart of national financial systems. Other banks include the investment bank, clearing house, trust company, finance company, finance house, Insurance company, credit bank, etc.

3. Comprehension Focus

Different services the bank offers:







Type of Service	How Banks Serve	How People Are Served
The checking account	The bank pays the seller from the customer's account.	People deposit their money in the bank, and then they can write checks to buy things.
The savings account	The bank pays interest on the savings account.	People can deposit some of their money in a savings account. They leave the money in the bank and withdraw it when they need it.
Loans	Banks give money to businesses and to individuals and charge interest on loans.	Sometimes people need to borrow money from the bank to do things, say, to build swimming pools or to repair their houses. The borrower must repay the loan plus the interest.
The credit card	It is another important service that bank provides.	People no longer need carry about large sums of money while traveling.
The safe deposit box	A bank offers the safe deposit boxes to keep important and valuable things.	Customers can rent the boxes from the bank for a small fee each year. Many people keep their important papers and / or valuable gems in their safe deposit boxes.
The automatic teller machine	Many banks have machines outside the bank.	Customers can get their money any time they want. They can deposit or withdraw.

Language Points

1. Notes to the Passage

1) Buying and selling is necessary for modern society.

This sentence begins with the gerund as its subject.

e.g. Using the credit card makes traveling much more convenient. Seeing is believing.

2) A check is a piece of paper.

Paper is an uncountable noun and may not be used with the infinitive article a. You have to be very careful in using a unit noun with an uncountable noun.

e.g. a drop of water, a piece of news, a bar of soap, a bit of information

3) The bank must pay the seller from the customer's account.







The bank will pay the seller out of the customer's account in the bank. *The customer* here refers to the person who buys things and asks the bank to pay out of his account opened with the bank.

4) They leave the money in the bank and withdraw it when they need it.

They save their money and withdraw it when they need it sometime in the future. The simple present tense can be used to denote the future time. The <u>conditional</u> or <u>temporal clauses</u> introduced by *if / when* are examples.

e.g. If it is fine tomorrow, we will go to the countryside.

I will contact you when I hear from your friends.

5) The borrower must repay the loan plus the interest.

The borrower is supposed to pay back the loan as well as the interest.

Plus here is a preposition, meaning with.

The credit card is another important service that the bank provides.

The credit card is another important service provided by the bank. Here the *that-clause* is a post-modifier of *service*.

e.g. He is the man who lives next door to us.

He drives a car that can travel 150 miles an hour.

7) By using the credit card, people no longer need carry about large sums of money while traveling.

People nowadays do not have to take lots of cash with them while traveling, and they may pay for purchases with a credit card issued by banks. By doing sth. here means through doing sth.

need carry about: need is a modal verb and therefore it takes an infinitive without to; about here is an adverb, modifying carry.

8) Because it is very difficult to get into the vault of a bank, a safe deposit box is a good place to keep important things.

Another form of a good place to is a good place for ...

e.g. It's a great place for flying kites.

Can you help me locate a good place for playing tennis?

9) Customers can rent the boxes from the bank for a small fee each year.

Customers do not have to pay a lot in order to use the boxes offered by the bank. If you rent sth., you have to pay; if you borrow sth., you do not have to.

For a small fee means here with a small fee or by paying a small fee.

10) Many banks have machines outside the bank so that customers can get their money any time they want, day or night.

Many banks have machines outside the bank in order that customers can get their money when they want. We may refer to the so that clause in this sentence as a clause of purpose.

e.g. I had a cup of hot milk so that I would fall asleep quickly.

I stick to doing morning exercises every day so that I can keep fit.









11) In this way, they can control the amount of money for business and individual loans.

The noun amount takes uncountable nouns while number takes countable nouns.

- e.g. the amount of water, time, etc; the number of people, books, etc. When used with the definite article the, both the amount and number are translated in to Chinese as 量/数量. A small / large amount of and a small / large number of are quantifiers; the former is used to show the quantity of something that cannot be counted, while a number of gives the quantity of something that can be counted. A small / large / certain amount of is usually translated as 少/大/一定量的or很少/许多/相当多的; while a number of is typically translated as 一些, and a small / large number of should be translated as 少/大量的or很少/许多。
- e.g. The amount of water consumed every day reaches 10 tons.

The number of engineers employed by this joint venture is very large.

I made quite a number of friends while working.

People have to drink a certain amount of water every day.

12) In addition, banks try to make using money easier with electronic machines.

What is more, banks resort to such electronic machines as safe deposit boxes and automatic teller machines to make it convenient for people to use money.

2. Word Usage

account:

- (1) n. statement of money (to be) paid or received. 账目, 账; 账户
- e.g. Do you have an account with this bank?

I will probably open an account next month.

- (2) v. (for) explain the cause of 解释, 说明
- e.g. That accounts for your failure.

He was asked to account for his conduct.

automatic: a. self-acting, self-moving 自动的

e.g. Breathing is automatic.

People cannot depend totally on automatic machines.

Ant.: manual a. of, done by, the hands 手工的

e.g. Manual labor has gradually been replaced by machines.

Children need manual training.

certificate: n. written or printed statement, made by sb. in authority 证明

- e.g. a health certificate
 - a marriage certificate
 - a birth certificate
 - a degree certificate

customer: n. person who buys things 顾客, 主顾

e.g. We are gaining new customers.





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Behave yourselves in front of customers.

deposit: v. put or store for safekeeping 存放

e.g. New students are supposed to deposit their money in the school bank. In which bank do you deposit money?

Ant.: withdraw See note 7.

in addition (to): as well (as) 加之, 又, 并且

e.g. I would like to make some comments in addition to what I made yesterday. You need time and support, in addition, you need diligence.

individual: a. specially for one person or thing 个别的

e.g. Let's have individual meals.

Mike got individual attention from his music teacher.

Ant.: collective a. of a group or society 集体的, 社会的

e.g. The collective farm is becoming a historic term.

We care more about collective interests.

interest: n. money charged or paid for the use of the money borrowed 利息

e.g. You have to repay the loan plus 15% interest rate.

Who is responsible for the high rate of interest?

loan: n. a sum of money lent 贷款; take / have the loan of something 暂借

e.g. May I loan your bicycle?

Make sure to return the bank loan of the bank by the end of the year.

marriage: n. legal union of a man and woman as husband and wife 结婚,婚姻

e.g. Have you arranged the marriage between your daughter and her boyfriend? Their marriage bases on money, not love.

necessary: a. which has to be done 必要的;必需的;必定的

e.g. I will e-mail you if necessary.

Is it necessary to take a part-time job?

Ant.: unnecessary a. not necessary 不需要的,无必要的

e.g. We have no time to say unnecessary things.

It is totally unnecessary to turn on the heater.

necessity: n. urgent need; circumstance that compels sb. to do sth. 急需; 必要

e.g. He was driven by necessity to take up the job.

I do not see the necessity of the activity.

offer: v. hold out, put forward, to be accepted 提供;提出

e.g. You will be offered a place in our company. He offered to help me.

plus: prep. with the addition of 加, 加上

e.g. Three plus two is five.

I paid 7 Yuan plus the tip.





Enalish

Ant.: minus less, with the deduction of 减, 减去

e.g. Twenty minus eleven is nine.

He came back from the war minus an arm.

produce: v. make, create 做, 生产

e.g. You have to produce proofs of your statement.

What does the factory produce?

rent: v. allow to be used in return for regular payment 租, 出租

e.g. Mr. Tailor rents the room to us at \$200 a month.

How long have you rented that land for?

repay: v. pay back 偿还,报答

e.g. I will repay you the money you lent me last week.

I do not want you to repay me for my help.

right now: at this very moment 在此刻, 在此时

e.g. Put on your coat right now.

Are we leaving right now?

the credit card: card issued by a business firm enabling the holder to obtain goods and services on credit 信用卡

e.g. Did you plan to apply for a credit card?

A credit card will be very useful when you travel abroad.

valuable: a. of great worth or use 贵重的; 很有用的

e.g. That is a valuable breakthrough.

We welcome valuable advice.

Ant.: valueless a. worthless 无价值的, 无用的

e.g. I don't think your suggestion is valueless.

A seemingly valueless thing may finally be found to be valuable.

value: n. quality of being useful 价值

e.g. Your research will be of great value.

It is hard to estimate the value of the discovery.

withdraw: v. pull or draw back, take out or away 提取, 收回, 撤回

e.g. You may withdraw money from any branch of our bank.

We just withdrew a boy from school because he cheated on a test.

Ant.: deposit See note 2.

3. Additional Topic-related Sentences

Sentence patterns used to talk about bank services:

Worth of money and the way people handle it:

Everybody needs money to buy food, clothes, and housing.





Money is important for life.

People deposit their money in the bank.

People can deposit some of their money in a savings account.

The customer can write checks out of their accounts to buy things.

The customer usually pays the bank a service charge for a checking account.

People keep their money in the bank and withdraw it when they need it.

People can withdraw cash any time.

Some people keep gold, silver and valuable gems in their safe deposit boxes.

Bank Functions:

Banks control money in most places.

The most anking service is the saving account.

Loans are an important banking service.

The credit card is another important service that banks provide.

Banks in the United States usually have deposit boxes.

Another banking service is the automatic teller machine.

Banks control the interest rate.

Banks try to make using money easier with electronic machines.

Prompts to the Specified Reading and Translating Skills and Additional Practice on Them

1. Reading Skill: How to Make Inferences

<u>Making inferences</u> is based on the thorough understanding of a passage, with a focus on training, an ability to read between the lines. Readers are supposed to get an idea of the writing background as well as knowledge of the author. The following inferences could be made about the passage we are reading:

- 1) The author's attitude in writing the article is: objective.
- 2) The topic of the previous or the following passages is as follows: From para. 1, for instance, we can infer that the second paragraph will go on to elaborate on the various kind of services bank offer.
- 3) The implied meaning is that: banks are an indispensable part of our life.
- 4) The origin of the passage: The passage was likely taken from a commercial weekly or something. Another possibility is that it is adapted from a reading on western life and culture.

2. Translating Skill

More sentences for training the translation skill are provided for the teacher's reference.

e.g. 1) We believe that in China, as everywhere else in the world, the majority of the people are good.

我们相信,全世界也好,中国也好,多数人是好人。(无须译出"世界其他地方")

2) Well, did you ever hear such nonsense?









- 3) Mr. Zhu, who is my teacher, has gone abroad. 我们的朱老师出国了。(无须译出"who is")
- 4) I did not hesitate one moment whether I should accept it or not. 我一刻也不迟疑地接受了它。(无须译出"whether... or not")
- 5) Then he stood up. His voice serious, he said, "..." 然后他站了起来, 并严肃地说: "…" (无须译出后面的"他的声音")
- 6) I believe in nothing but the best. 我只相信最好的。(无须译出"nothing")

M Guide to Exercises and Supplementary Exercises

1. Exs. 1–2: These exercises are designed to check how much the students have understood the passage, but they should also be used as the lead-in to the communicative practice around the message conveyed by the reading passage. In other words, these exercises should be done orally in class in the form of a discussion with the teacher as the moderator.

Additional questions for teacher's reference:

- Why is the checking account the most common banking service?
 (Because everyone needs to pay for purchases and rent with checks.)
- 2) According to the passage, how do banks make money? (The interest Charged on loans is always higher than the interest paid on savings accounts. Also the customer has to pay the bank a service charge for using the services the bank offers, Such as the checking account.)
- 3) Why do people like to use credit cards? (Because by using it, people no longer need to carry about large sums of money while traveling.)
- 4) How do banks control money?

 (They keep money for people, and they give loans. By controlling interest rates, banks encourage people to deposit money in a bank or get loans from a bank.)
- 5) How much do you know about the Chinese banking system? open
- 2. Exs. 3-6: These exercises are provided for the students to concentrate on practicing the usage of some of the focal words and patterns chosen from the reading passage, which makes an important part of the teaching requirements of this unit. The following additional exercises are aimed at those words and patterns which are included in the list of the focal words and patterns chosen, but not covered in the exercises.

Fill in the blanks with words and patterns chosen from the following list. Change the form where necessary.

right now	in addition (to)	need	charge	valuable
the amount of	carry about	get into	repay	automatic





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1)	37 1	wa incida			
	You do not have to mo				
		nple			
			such a big sum of money?		
		to tl			
		ter you drink everyday			
	•	study over		•	
-	• -	me how much we are go			
		touch with you, a		!!	
	• •	your l			
10)	I he new washing mad	chine I just bought is en	arely	·	
K	ey: 1) right now	2) in addition to	3) carry about	4) get into	
	•	6) need to		_	
	9) repay			,	
3. E	cs. 10–11:				
		llowing passage is for the t		ta 1) hv charging	
4) or wi	If you have a credit on the cost to your 2) charge. Or yourly part of the total 6) the credit on the cre	ard, you can buy a car, ea In this way you car ou may choose to make each month. If yo t card, will add a small se	nt dinner, and even gent pay for 3)your payments over 500 do this, the credit of the credit	et a 1) by charging a month later, without any 5) months and pay ard 7), or the bank otal bill. With the credit card is very 10) for the	
4) or whin in	If you have a credit can be cost to your 2) charge. Or yourly part of the total 6) the credit your wallet or 9) stomer.	ard, you can buy a car, ea In this way you car ou may choose to make each month. If yo t card, will add a small se	at dinner, and even gent pay for 3)your payments over 500 do this, the credit of the charge to your the carry much cash. This	a month later, without any months and pay ard 7), or the bank otal bill. With the credit card is very 10) for the	
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Certainly.

No problem.

(The following dialogue is for teacher's reference)

In the Bank

Clerk: Good morning. May I help you?

Mrs. Smith: Yes. My husband and I have just moved here from Florida. I'd like to open an

account with you.

Clerk: Well, let me show you our new service items. They will be helpful to you.

Mrs. Smith: Thank you very much.

Clerk: Would you like a joint account?

Mrs. Smith: No, we already have a joint account. Tell me about your checking account policy,

OK?

Clerk: Certainly.

One more example:

Talking About the Credit Card

- A: We know nowadays credit cards are very popular in Western countries. Could you tell me something about the credit card?
- B: No problem. What would you like to know?
- A: What is it? And why is it so widely used by many Western people?
- B: Credit cards or bank credit cards are special cards issued by banks to carefully selected applicants to authorize purchases on credit. With a credit card, you can buy anything you want without any cash, or you can pay for purchases a month later, without any extra charge. So it is very convenient for the customer.
- A: How do banks profit from issuing credit cards?
- B: They make a profit mainly from the fees they charge the store that accepts credit cards.
- A: Then, what are the probable risks?
- B: A good question. Everything is two-sided. Credit card companies sometimes have problems collecting overdue payments from bad customers.
- 4. Exs. 12-13: These two skill-oriented exercises should be done under the guidance of the teacher in reference to the prompts to the specified Reading and Translating Skills and Additional Practice on them.
 - Within the country, when people make purchases of goods or services, there is only one currency involved, so the process is fairly simple. (We make the inference that it will be much more complicated if people make purchases abroad.)
 - 2) The topic I am going to talk about is still revolving around foreign exchange. Since you have already got some essential ideas concerning foreign exchange and its rates. I think it is proper for you to acquire some information about exchange rate system, quotation rates and foreign exchange risks, etc. (We infer that the previous paragraph is a general introduction of foreign exchange and that the next paragraph will be a specific account of it.)









III. Applied Writing

Structure Analysis

Checks are printed forms of the written order to a bank to pay money. Drafts are written orders for payment of money by a bank. When filling in the above two forms, you have to first understand the special terms and then make clear the very person or unit you refer to. The sum of money should be written in both cardinal numbers and English letters. And do not write in the "bank use only" area.

Language Points

1. Word Usage

court: n. unroofed space with walls or buildings around it 庭院, 校区, 天井

e.g. Can you help me to find the tennis court Mike named? I like to play with my little son in the court-yard.

draft: n. written order for payment of money by a bank. 汇票

e.g. Who is the recipient of the bank draft?

The commercial draft is another type of the draft.

memo: n. short for memorandum 备忘录, 便函

e.g. A memo of the subject has been submitted to prof. Wang? Did you get the memo in your mailbox this morning.

per: for each 每, 每一

e.g. You will see your tutor twice per week.

I make about \$ 16 000 per year.

sight:

- (1) n. power of seeing 视力; 视觉
- e.g. When did he lose his sight?

 Do you think I have a good eye sight?
- (2) n. seeing, or being seen 见,被看见
- e.g. My first sight of Shanghai came after two days at sea.

 I fell in love with her at first sight.

signature: n. person's name signed by himself 签名

e.g. May I have your signature?

Shakespeare's original signature is so rare that few people have seen it.









trust:

- (1) v. believe in 信任
- e.g. She is not a girl to be trusted.

I am afraid you cannot easily trust him.

- (2) n. strong belief 信赖
- e.g. Students should have perfect trust in their teachers.

She has not placed much trust in his promises.

unpaid: a. not paid yet 未付的,不支薪水的

e.g. We often have unpaid activities to help the aged.

The City Bank New York Branch still has \$2 000 unpaid.

Additional Samples of the Specified Type of Applied Writing

Specimen Forms of Draft and Check

Sight Draft:

New York, April 30, 2011

US \$ 1 000.00

At sight pay to the order of Harlow Brown the sum of US Dollars One Thousand Only. To: John Black,

Fifth Avenue, New York

Harry Smith

即期汇票:

纽约, 2011年4月30日

1000.00美元

请见票付款给哈罗·布朗或其指定受让人一千美元。

此致: 约翰・布莱克

纽约第5大街

哈利·史密斯







After Sight Draft:

New York, April 30, 2011

US \$ 1 000.00

Two months after sight pay to the order of Harlow Jones the sum of US Dollars One Thousand Only.

 \bigcirc

To: John Brown,

Fifth Avenue, New York

Harry Jones

远期汇票:

纽约, 2011年4月30日

1000.00美元

请见票后两个月请见票付款给哈罗・琼斯或其指定受让人一千美元。

此致: 约翰・布朗

纽约第5大街

哈利・琼斯

\$274

Check:

Reid Zhou

Tel: 612935-4329

International Office Service Building G12

University of Sydney NSW 2006

Order of Mr. Aashish Ali

Two Hundred and Seventy Four Dollars

Peoples Bank of China

Nanjing Branch 210001

Memo Overseas Student Health Cover

支票:

瑞徳・周

电话号码: 612935-4329

服务大楼G12栋 国际事务办公室

邮政编码NSW 2006悉尼大学

请付款给阿夏时先生或其指定受让人

贰百柒拾肆美元

中国 人民银行南京分行210001

记事 海外学生健康保险



2011年2月21日

274美元

2011.6.24 11:38:46 AM



IV. Grammar Focus

Subject Clause

Grammar Notes

1. Formation

The subject clause is a type of nominal clause, also known as the noun clause. This kind of clause is usually introduced by that or by a wh-word such as who, what, which, where, when, how, etc.

2. Usage

- 1) When a subject clause is introduced by a wh-word, we usually put the clause at the very beginning of the sentence. What is more, we must pay close attention to the problems of subject-verb agreement with the subject clause.
 - (1) When the subject is a nominal clause introduced by what, who, which, why, whether, etc., the verb usually takes the singular form.

What caused the accident is a complete mystery.

引发这场事故的原因还是个谜。

Who is the Crazy Man responsible for the case is not yet known.

谁将负责这个案子还未知晓。

Whether she comes or not does not concern me.

她来不来不关我的事。

Why she failed the test raised my interest.

她在这次考试中失败的原因引起了我的兴趣。

(2) But when two or more such clauses are coordinated by and or both ... and, or when the subject clause is plural in meaning, a verb of the plural form is required.

What caused the accident and who was responsible for it remain a mystery to us.

导致事故的原因以及谁对之负责还不得而知。

Where he lives and how he got there are a secret.

他现住何处以及如何去的是个秘密。

What are often regarded as poisonous fruits are sometimes safely edible.

许多被认为有害的果实其实是可以安全食用的。

What was important to him were the lessons he had been taught.

对他来说,重要的是他所受的那些教训。

2) Anticipatory it commonly occurs in sentences with a nominal clause as the subject or object.







The subject clause is usually shifted to the end of the sentence, leaving the vacancy to be filled in by an anticipatory it.

It was not known whether there was gold left in the mine.

我们不知道矿里是不是还有金子。

It is clear that he did not want to speak to me.

很明显他不想跟我说话。

It does not matter who is coming.

谁来都行。

It is important how we will make comments.

我们如何作评论很重要。

Additional Example

Translate the following sentences with a subject clause:

- A. Wh-word noun clause at the beginning of a sentence:
 - 1. Whether he will come or not is still a question. 明天他能不能来还是个问题。
 - 2. What will be done to Peter is up to the manager. 怎么处理彼得是经理说了算。
 - 3. Where you will go and who you will follow are your own decisions. 何去何从由你们自己决定。
 - 4. What I have done and whether I have done it wrongly continue to haunt me. 我老是在想,我都干了些什么,我是不是做错了。
- B. It is ... that / who-word ...
 - 1. It is impossible that there will be a tornado. 这种天气不大可能形成龙卷风。
 - 2. It is obvious that Mike is the only witness. 很明显迈克是唯一的目击者。
 - 3. It cannot be said who was the informer. 现在还不能说出谁是告密者。
 - 4. It is not my concern whether people are for me or not. 我不在乎别人是否赞成我的意见。









Merry Learning

1. Applying for the Credit Card

David decided to apply for a credit card for his forthcoming travel. He went to the bank and filled in some special forms as he was instructed by a clerk. Finally the clerk said, "All right, please show me your ID card or something for identification." David happened to have no such card along with him. He thought for a moment and took out a picture of him newly taken. Then he showed the clerk the picture.

The clerk studied it for a while and said, "Then, it is you. Thank you, sir." David got his credit card with no more problems.

2. You Don't Know My Father

"If you have \$2, and you ask your father for \$4, how much will you have?" Teacher:

"Two dollars."

Teacher: "You don't know your math." "You don't know my father."



VI. Key to Exercises

Integrated Skills Development

- 5. F 6. T 7. T 8. F
- People need money to buy food, clothes and housing.
 - 2. Banks.
 - 3. When people do not usually need this money right now.
 - 4. The bank always charges interest on loans.
 - 5. They don't need to carry about large sums of money.
 - 6. No.
 - 7. They can use the automatic teller machines any time they want.
 - 8. They can deposit or withdraw their money.
- 🚯 1. than
 - 3. safest
- 4. plans

- 5. interest
- 2. extra 6. rate
- 7. deposit
- 8. loans
- 4 1. 此外,银行还用电子取款机以方便顾客用钱。







- 2. 除此之外, 玛莉还学习如何使用电脑。
- 3. 他不太受欢迎,没几个朋友。
- 4. 他是个沉默寡言的人。
- 5. 要进入银行的保险库是很难的。
- 6. 对我们来说,掌握好英语很重要。
- 7. 今天晚上在这里我们感到很高兴。
- 8. 我没注意到他,这使得他很生气。
- 1. 储蓄账户
- 2. 支票账户
- 3. 银行服务

- 4. 贵重物品保险箱
- 5. 结婚证书
- 6. 自动取款机

- 7. charge interest
- 8. loan from the bank
- 9. individual loans

- 10. withdraw money
- 11. deposit money
- 12. birth certificate
- 6 1. I'd like to open a checking account.
 - 2. The bank will pay interest on the savings account.
 - 3. It's easy for people to rent a safe deposit box from the bank.
 - 4. Very few people in our town rent a safe deposit box.
 - 5. A safe deposit box is very safe. In addition the bank charges only a small fee.
 - 6. Mary has opened a checking account; in addition, she has opened a savings account.
 - 7. I'll go over my English so that I can get a good score.
 - 8. The bank in our college has an automatic teller machine so that we can withdraw money even in the evening.
- 1. a. The workers there can earn 30 yuan a day plus three free meals.
 - b. This work needs experience plus care.
 - 2. a. They talked about their work while having lunch.
 - b. According to the traffic rules, drivers cannot receive phone calls while driving their cars.
 - 3. a. There is a letter for Mary with a beautiful stamp on it.
 - b. I lost my purse with my ID card in it.
 - 4. a. Please call me up any time you want me, day or night.
 - b. You can go to study English any place you want, home or abroad.
- 8 1. T 2. F 3. F 4. T 5. F 6. T
- 9 1. a. A mile is a unit for measuring distance or length, with 1 mile equal to 1609 metres.
 - b. Fahrenheit is a scale of temperature commonly used in Britain and the US, with 212 degrees Fahrenheit equal to 100 degrees Centigrade.
 - 2. a. Because Tom's umbrella is similar in color and size to John's, it is often taken by mistake.
 - b. Because the play is very similar in writing style to Hamlet, it is wrongly attributed to Shakespeare.
 - 3. a. This model of car will be redesigned to make it easier to drive.
 - b. The house was redecorated to make it more comfortable to live in.
 - 4. a. The Chinese paintings are drawn using special paper.
 - b. The room was decorated using harmless materials.
- 10 Bonds (债券) are another investment. Investors can 1) buy government bonds or bonds from a 2) company such as Exon or General Motors. A bond is a 3) loan from the investor to







the 4) <u>borrower</u>. The borrower must repay the loan plus 5) <u>interest</u>. The interest on bonds is usually 6) <u>higher</u> than in 7) <u>Savings</u> account. For example, the city government wants to build a new highway around the town. The city needs money, so it 8) <u>sells</u> bonds. People buy the bonds, and the city promises to 9) <u>repay</u> the bonds in a certain number of years. The city will also pay interest. Bondholders will 10) <u>receive</u> their money plus the interest.

- 1. A. EFT can move money from one account to another.
 - B. The employer can deposit a worker's salary directly into his checking account.
 - C. The bank can pay people's monthly bills directly.
 - D. The supermarket can withdraw money from person's bank account.
 - 2. In the future, people will not carry money, and machines will pay for everything.
- 🔞 1. 他像他的朋友一样,虽然头脑里有许多美妙的想法,但却只有少数付诸实施。
 - 2. 来函收到, 欣然拜读。
 - 3. 请你原谅,我再也不提这件事了。
 - 4. 只有浅薄的人才会以貌取人。
 - 5. 门打开了,他们走了进来。
 - 6. 他在大学念过两年书,后来就去参军了。
 - 7. 我回家时看见一个男孩子和一个女孩子。男孩子手里拿着一本书,女孩子抱着一个洋娃娃。
 - 8. 孩子总是孩子。

Applied Writing



纳特威斯特

剑桥费茨列街道办事处分行 付 <u>顾客服务部</u> <u>\$ 55</u> 伍拾伍美元

2011. 10.31

高燕女士

2

Drawn under Bank of China, Shanghai

L/C No. A-2163

Dated Nov.1, 2011

Payable with interest ______% per annum

No. 1671 EXCHANGE for \$1650 Shanghai, China Nov.20 2006

At 60 days after sight of this FIRST of Exchange (Second of exchange being unpaid)

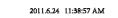
◍

Pay to the order of Silk Products Co.

The sum of U.S. Dollars One Thousand Six Hundred and Fifty Only

To Bank A, London

Signature Lin De





Grammar Focus

- 1. What he was talking about was interesting.
 - 2. Why they left the country is a secret.
 - 3. Where she went is none of your business.
 - 4. Who the mayor of New York City is / Who is the mayor of New York City hasn't been announced yet.
- 2 1. What surprised me was that he spoke English so well.
 - 2. Who will chair the meeting hasn't been decided yet.
 - 3. That she's still alive is sheer luck.
 - 4. That the conversation was upsetting John became obvious.
 - 5. Whether we need it is a different thing.
 - 6. That it was done deliberately is quite clear.



VII. Text Translation for Reference

Passage A

银行服务

每个人都需要用钱购买食物、衣服、住房。几乎没有人能生产出自己所需要的每一样 东西。目前,大多数人用钱买这些东西。买卖是我们现代生活中必不可少的事。钱是我们 生活中重要的一部分,而钱在大多数地方又是由银行控制。美国有许多不同特色的银行, 它们提供不同形式的服务。

最常见的银行服务项目是提供支票账户。人们把钱存入银行以后,就可以签支票付款 购物。支票是一张纸,它通知银行向卖方付款。银行必须从客户的账上划钱付给卖方。顾 客通常要支付银行一笔使用支票的服务费。

银行的另一项服务是向储户提供储蓄账户。人们可以把一部分钱存入该账户。通常他们暂时不需要使用这笔钱,他们把钱存在银行,需要用时再把它取出来。银行会付给储户一定的利息。利息就是银行付给储户的钱。

贷款是银行的一项重要的服务项目。银行可以把钱提供给企业或者个人。银行可以把 钱贷给企业去购买机器或者工具。也有人向银行贷款修建游泳池或整修房子。银行要向他 们收取贷款利息。贷款者必须偿还贷款并支付利息。贷款利息通常比存款利息要高一些。

信用卡是银行提供的又一项重要服务。它从许多方面使我们的生活更加方便。使用了信用卡后,人们在旅游时再也不用随身携带大笔现金。

美国的银行通常备有保险箱。这些保险箱安放在银行的保险库中。保险库有非常厚实的门和安全牢固的锁。因为银行的保险库不能轻易进出,所以,银行的保险箱是存放

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重要物品的好地方。客户每年只需付一点租金就能租用银行的保险箱。许多人常常在保 险箱中存放重要文件,如出生证、结婚证、护照等。有些人还在保险箱中存放金银和值钱 的珠宝。

自动取款机是银行提供的另一种服务。很多银行在室外安装自动取款机,这样,储户 想用钱的时候,无论是白天还是晚上,都可以随时取到钱。储户既可以存钱也可以取钱。 只要他们的账上有钱,他们随时都可以提取现金。

银行控制着钱。银行为客户保管金钱,也提供贷款。银行还控制利率。这样,银行就能控制企业和个人贷款的数额。银行还可为客户提供许多有用的服务,如储蓄、支票账户、贷款等。此外,银行还提供电子取款机方便客户用钱。

Passage B

美国的币制

美国的货币为十进制,1美元等于100美分。1美元可书写为\$1或\$1.00。1美分为1¢。1 美元25美分为\$1.25。美元每三位数点一个逗号,所以1000美元写为\$1,000.00。

纸币的币值在1美元以上,硬币的币值则低于1美元。最常见的硬币及其美元换算值如下表所示:

硬币名称	正面人物	面值 (美分)	面值 (美元)	颜色
1分币	林 肯	1美分	0.01美元	铜色
5分币	杰斐逊	5美分	0.05美元	银色
10分币	罗斯福	10美分	0.1美元	银色
25分币	华盛顿	25美分	0.25美元	银色
半元币	肯尼迪	50美分	0.5美元	银色
1元币	安东尼	100美分	1美元	银色

由于苏珊·B·安东尼1元硬币的颜色和大小都和25分硬币差不多,很容易被认错。 为解决这个问题,议会最近授权美国铸币局发行一种新的1元硬币。新硬币大小与目前的 硬币类似,但颜色为金色且硬币的边缘也不同。不过1元和半元硬币都不常用。

硬币的正面称为"头面",另一面称为"尾面"。如果你想做一个随意的选择,可以抛起一枚硬币,趁它还在空中时要正面或反面。如果硬币落下时你要的那一面正好朝上,这次掷硬币你就赢了。

纸币中发行最多的有以下几种面值: 1美元、5美元、10美元、20美元、50美元和100美元。偶尔也会见到2美元的钞票。所有钞票的面值都清楚地标记在钞票两面的底部以及4个角上。有的商店不接受面值超过20美元的钞票。20美元的钞票最近进行了重新设计,使得更难以伪造,所以你可以看到有新旧两种该面值的钞票在流通。所有钞票都是绿色的,用特殊的纸张印刷。1美元也俗称1巴克,故20美元可以说成"20巴克"。

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每种面值钞票的正面都有一位著名美国政治家的头像。下表所示为各种面值钞票上的 图像。

面值	正面人物头像	反面图案
1美元	乔治・华盛顿	美国大国玺
2美元	托马斯・杰 斐 逊	美国独立宣言
5美元	亚伯拉罕・林肯	林肯纪念堂
10美元	亚力山大・汉密尔顿	美国财政部大楼
20美元	安德鲁・杰克逊	白官
50美元	尤利塞斯・格兰特	美国国会大厦
100美元	本杰明・富兰克林	独立大厅







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Unit

How Does the Stock Exchange Work?



I. Alms and Requirements

Language Focus

1. Focal Words and Expressions

dividend	etockbroker	share of stock	can subbose	inspect.
menufacture	expend	ieme	bacoom.	empphet
complex	gamble	order	chare with	at a price
make a profit	be licensed to	के कर्वन क	in order that	makes seems
be willing to	once every three	months		

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2. Focal Functions and Patterns

- 1) Suppose that ...;
- 2) Here is an example of how ...4
- 3) ... is somewhat more complex than ...;
- 4) There are special laws for ..., to make sure ... has a fair chance to ...;





Skills Development

1. Reading and Translating

- Be able to read, comprehend and translate into Chinese the passage about investment in the stock market:
- 2) Be able to use the focal words and patterns listed above to make sentences or translate into English the sentences including them;
- 3) Practice the reading skill of understanding product information;
- 4) Practice the translating skill of adding words in translation.

2. Listening and Speaking

- Be able to talk a little about the topic on whether it is a gamble or not to invest money in the stock market;
- 2) Be able to comprehend the short listening passages about the stock market and practice the skill of taking spot dictation;
- 3) Be able to talk a little about the process of investing money in the stock market.

3. Writing

Be able to write a prospectus with the help of a dictionary.



II. Integrated Skills Development

Background Information

1. Introductory Remarks

This passage gives us a brief account of how to invest money in the stock market. If you are lucky, you can make money, either by gaining the dividend from the shares you've bought or by selling the shares you hold when the price goes up. Of course, the unlucky shareholders might lose their money. Therefore, at the very end of this passage, the author warns the readers that it really is a gamble to invest money in the stock market.

2. Background Remarks

Wall Street

In the downtown section of New York is Wall Street — the financial district of the city. Here is the well-known Stock Exchange, where stocks of the country's largest corporations are bought and sold. It is said that over 90 percent of the stocks bought or sold in the US are handled in the Wall Street area. Wall Street is not only the financial district of New York, but also the financial center of the whole nation, and probably, the leading center of finance in the world.









Shares of Stock

Shares represent a partial ownership of the company. In other words, if you buy shares of stock in a business, you become a partial owner of the business.

How to Buy Stocks

It is not very likely that you would personally know someone who happens to own shares in the company in which you wish to invest. Hence, you will probably go to a stockbroker — a man who buys and sells stock for other people. He, in turn, will go to a stock market — a place where stocks are bought and sold. There he will inquire of other brokers if they know of anyone who would like to sell the stock that you want to purchase. Usually there will be some such persons. In that event, your broker will arrange to buy the stock for you and then bill you not only for the amount he has paid, but also a small additional fee to cover the cost of his services.

3. Comprehension Focus

Stock and stock exchange

Stock and stock exchange	A stock exchange is a place where stocks are bought and sold.
Companies and stock	Companies sell shares of stock so that they can get money to further develop their businesses.
Investors and stock	Investors buy shares of stock for the purpose of making more money.
Stock and risks	Every investor runs the risk of losing money because investing in the stock market is really a gamble.

Language Points

1. Notes to the Passage

1) Suppose that a person invests in a company, and the company makes money.

The sentence is a complex one in which Suppose, being an imperative clause, forms the main clause and takes a that-object clause.

The meaning of the sentence is: Let's imagine what will happen if a person buys stocks of a certain company that earns much money.

2) The company shares this money with the investor.

The company that earns money usually distributes parts of the money earned among those who have bought its stocks and have thus become its partial shareholders.

3) This money that is shared is called dividend.

The word *dividend* is defined as the part of the profit made by a business, and will be divided among those who own shares of the business.

that is shared is a attributive clause modifying the noun money.

The meaning of the sentence is: The money that is distributed among the investors is called dividend.







4) Dividends are usually sent to investors once every three months while they own the stock.

The adverbial clause while they own stock actually means during the period when they own the stock.

once every three months: once every means one time every ...

e.g. once every day; once every two weeks. Some trees bear fruits only once every twenty-five years.

The meaning of the sentence is: The company usually sends the dividends once every three months to those who own their stocks.

5) A second way that investors may make money is to sell the stock at a higher price than the price they paid when they bought it.

A second way is to sell the stock ... is the main clause of the sentence, while that investors may make money is a attributive clause modifying the noun way (that can be replaced with in which), and at a higher price than ... is an adverbial of manner, modifying the verb sell. The last part of the sentence they paid (when they bought it) make up a attributive clause in which that is omitted, modifying the noun price, and when they bought it is an adverbial clause denoting the time of payment.

The meaning of the sentence is: A second way for the investors to make money is to sell the stock when its price is higher than the original price at which they bought it.

6) The price of each share of stock goes up if the company does very well.

Here does very well means performs well or makes money.

The meaning of the sentence is: If the company runs very well, the price of the stocks in that company will keep rising.

7) But when it does go up, a person may sell it and make a profit.

Do, does, or did is often used before a notional verb for emphasis.

e.g. You do look nice today.

Do be careful.

I did tell you about it, but you have forgotten.

The meaning of the sentence is: A person who owns some shares of a company is likely to make money by selling them when the price of the shares rises.

8) Here is an example of how this process works.

We often use the structure a noun + of + wh-word clause.

e.g. a description of what the clock looks like an explanation of why she likes red

The meaning of the sentence is: Let's now illustrate with the help of an example how this process goes on.

9) It is selling shares of stock in order that it can get money to expand.

The subject it refers to the Ward Pencil Company. In order that introduces a finite clause while in order to takes an infinitive clause, both serving as adverbs of purpose. To expand implies to further develop the business.

e.g. They will do anything in order to make money.







You will need to study for many years in order that you may become a brain surgeon.

The meaning of the sentence is: The company can sell more of its shares of stock to raise money for production on an expanded scale.

10) They get back \$600, plus all the money they have received in dividends.

The word plus is used as a preposition, meaning with the addition of.

e.g. The cost is a pound plus 10 pence for postage.

This work needs experience plus care.

In sum, the Smiths get back \$700, which is composed of a capital (本金) of \$500, a profit of \$100 after they sell their shares at \$6 a share, and a dividend of \$100.

11) The process of investing money in the stock market is somewhat more complex than this.

The last word *this* in the sentence refers to the process of investing money in the imaginary market mentioned above.

The meaning of the sentence is: The process of investing money in the real stock market is much more complicated than in the process mentioned above.

12) Almost all stock markets work the same way.

More often than not, we use the structure the same way instead of in the same way. In other words, in is often omitted.

e.g. Do it (in) this way, please.

He used to spell the word (in) the way she did.

13) In each country, of course, there are special laws for the stock market, to make sure that everyone has a fair chance to make money by investing.

The infinitive clause to make sure ... is an adverbial clause of purpose modifying the main clause there are special laws, while in the object clause — that everyone has a fair chance to make money by investing, the infinitive clause to make ... serves as a post modifier of the noun phrase of a fair chance.

The meaning of the sentence is: Obviously, every country has its own laws to standardize the stock market, lest some dishonesty should occur in the process of investing.

14) Companies that need money are glad that many people are willing to gamble in order to make money.

The attributive clause that need money is used to modify the subject companies. The clause that many people are willing to gamble serves as the adverbial of reason denoting the verb phrase are glad; ... in order to make money is an adverbial illustrating the purpose of be willing to gamble.

This sentence means many people tend to buy some shares of stock for the purpose of making money, which can be regarded as a way of gambling because the investors will either make more money or lose the money they have paid. Nevertheless, companies are glad when people buy their shares of stock because they need more money to expand production.







2. Word Usage

basically: ad. with regard to what is most important 基本地, 主要地

e.g. He is basically a nice person.

She probably had queer ideas but they were basically sound.

basic: a. of that which is more necessary than anything else, and on which everything else rests depends, or is built 基本的, 主要的

e.g. They are the basic rules of good driving.

Do you know the basic theory of language teaching?

complex: a. consisting of many closely related or connected parts 复杂的,复合的

e.g. Manufacturing of computers is not a highly complex process.

This is really a complex piece of machinery.

Syn.: complicated a. containing or consisting of many closely related or connected parts 复杂的

e.g. He succeeded in solving that complicated math problem.

He seemed able to put complicated thought into simple words.

Ant: simple a. not complex, easy to understand or do 简单的, 单纯的

e.g. The plan sounds simple enough but it won't be so simple to put it into action. Anyone can understand a simple question.

expand: v. to grow larger 扩大

e.g. His small company expanded into a big one.

Our foreign trade has expanded during recent years.

fair: a. free from dishonesty or injustice 公正的,公平的

e.g. You should be fair to both sides.

She is fair with her students.

Ant.: unfair a. dishonest, not fair 不公正的

e.g. This is an unfair judgement.

He received an unfair treatment.

gamble: n. a risky matter or act 赌博

e.g. The operation may not succeed; it's a gamble whether he lives or dies.

Opening a restaurant now would be a big gamble.

invest: v. to use (money) to make more money out of something that will increase in value 投資

e.g. He invested \$1 000 in a growing business.

I've invested a lot of time and effort in this plan, and I don't want it to fail.

investment: n. the act of investing, something invested or in which one invests 投資

e.g. He had an investment of \$1 000 in a growing business.

Some people say children are a good investment against loneliness when one is old.







issue: v. to supply or provide officially 发给, 发放

e.g. They issued the soldiers with rifles. = They issued rifles to the soldiers.

This department is authorized to issue passports for travelling abroad.

license: n. an official paper, card, etc., showing that permission given, esp. officially, to do something, usu. in return for a fixed payment 执照

e.g. Do you have a driver's license?

I know how to get a dog license.

be licensed to: to be given official permission to do sth., be entitled to 发给执照, 得到执照

e.g. The store was licensed to sell tobacco.

A doctor is licensed to practice medicine.

manufacture: v. to make or produce by machinery, esp. in large quantity 大量生产

e.g. They manufacture televisions in the factory.

Many countries sell manufactured goods abroad.

Syn.: produce v. to grow or supply from something grown, from animals, from materials esp. in large quantities for use or sale $\pm \dot{\mathcal{F}}$

e.g. Canada produces wheat and furs.

The factory hasn't begun to produce yet.

order: n. a form which has to be filled when sb. makes a request for sth. 订单

e.g. Here is an order for three bottles of milk to be sent to Professor Smith each day. The company received a large order for coal.

process: n. a continued set of actions performed intentionally in order to reach some result 步骤, 过程

e.g. Will you describe the process of building a boat?

I will tell you, sooner or later, the whole complicated process.

profit: n. money gained by a business or a piece of business 利润, 盈利

e.g. There is very little profit in selling land at present.

He says he writes for profit, not for pleasure.

make a profit: to make money 赚钱,赚得

e.g. He sold his house and made a profit of \$5 000 on the sale.

You will make a profit by selling now; if you wait, the price may fall.

share: n. any of the equal parts into which the ownership of a company may be divided 股份

e.g. He owns 50 shares of the business.

She bought 10 000 shares of the company.

share ... with: to give a share of something to one or more others 与…分享…

e.g. Tom shared his father's property with his brother.

Please share your newspaper with me.

somewhat: ad. in some considerable degree 相当,有一些,有几分







e.g. He was somewhat embarrassed when he was singled out for praising. The situation was improved somewhat.

Syn.: moderately ad. to a reasonably limited degree 适度地

e.g. The hotel increased its price moderately to make up for the inflation.

Syn.: slightly ad. to a degree of minor importance 稍微地

e.g. It was a smooth flight, bumping only very slightly.

suppose: v. to assume, to consider as true 假设

e.g. Suppose you had one million dollars, what would you do? Suppose the poor girl was your daughter.

be willing to: to be ready to 乐于,愿意

e.g. I'm willing to give you a hand.

I'm perfectly willing to pay a reasonable price.

in order to / that: with the purpose or intention of, so that 为了

e.g. He stood on a chair in order to reach the top shelf.

I have come all the way from Vienna in order that you should thoroughly understand me.

make money: earn money 赚钱

e.g. Investing in the house is an effective way of making money.

How much money do you make from working part-time?

make sure: to find out for certain, to make certain 使…确认,确保

e.g. Did you make sure to take your keys with you when you left home?

Make sure that you pick me up at five at the gate.

go up: rise 上升, 上涨

e.g. Prices seem to be going up.

The shares have gone up three points since yesterday.

3. Additional Topic-related Sentences

Sentence patterns used to help have a discussion on the topic whether it is a gamble or not to invest money in the stock market:

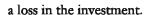
Advantages:

- 1) In general, everyone who buys and sells stocks hopes to make money.
- 2) Believe it or not, some people earn money on the basis of the fact others lose theirs.
- 3) In other words, the money always goes from the pockets of some unlucky people to those of the lucky ones.
- 4) Thus, there is the possibility for the investors to suffer a complete loss after buying certain shares of stock in the Stock Exchange.
- 5) Generally speaking, the more anxious the investors are to earn money, the less reasonable they become when they buy or sell shares of stock, and hence the more likely they will receive









6) In sum, it is risky and even a gamble to invest money in the stock market.

Counter-arguments:

- 1) Many people buy stocks because they have much more money than they really need for everyday living expenses.
- 2) These people believe that buying stocks is a good way of making as well as saving money.
- 3) In addition, it is not a gamble at all to invest money on the stock market, because it is often the case that people buy stocks according to reason and intelligence instead of impulse.
- 4) It is also their belief that investors will not lose their money unless they sell a particular stock when its price keeps dropping.
- 5) In other words, wait patiently for the price of the stock to rise once again.
- 6) Waiting is sometimes time-consuming, but it is a safe way not to lose the money.

Prompts to the Specified Reading and Translating Skills and Additional Practice on Them

1. Reading Skill: Understanding Product Information

Product information involves not only the brand name, the model, and the feature, the operation instructions of the product, but the date and the place of produce, and the information about the manufacturer as well. In addition, the production license and the shelf life of the product should also be clearly written out. Furthermore, the maintenance manual must be included if the product is durable.

Here is the information we can get from the specimen in this unit:

The name of the product	Hualei Vacuum Cleaner
The company of the product	Guangzhou Changfeng Hualei Group of Electrical Appliances Co.
The features of the product	new design, beautiful appearance, ease of operation and maintenance, good quality, lower power consumption, low noise, and equipped with different dusting brushes for different purposes.
The model of the product	VC260 and XDL-80.
The operation instruction	The speed can be adjusted in two ways, i.e. "High" and "Low". The "High" setting is ideal for cleaning carpets, walls, and corridors. The setting "Low" is for cleaning curtains, sofas, woolen clothes, and the surface of the tables.

2. Translating Skill

More sentences for training the translation skill are provided for the teacher's reference.

e.g. 1) In the evening, after the banquets, the concerts and the table tennis demonstrations, he







would work on drafting the final communiqué.

晚上在<u>参加</u>宴会、<u>出席</u>音乐会、<u>观看</u>乒乓球表演之后,他还得起草最后公报。(增加动词)

- 2) The plane twisted under me, trailing flame and smoke. 飞机在下面螺旋下降,拖着浓烟烈焰掉了下去。(增加形容词)
- As he sat down and began talking, words poured out.
 他一坐下来就讲开了,
 <u>滔滔不绝</u>地讲个没完。(增加副词)
- 4) Day after day he came to his work—sweeping, scrubbing, cleaning. 他每天来干活—扫地、擦地板、收拾房间。(增加名词)
- 5) I had never thought I'd be happy to find myself considered unimportant.

 <u>以往</u>我从未想过,当我发觉人们认为我是无足轻重时,我会感到高兴。(增加表示时态的词)
- 6) Yes, I like Chinese food. Lots of people do these days, It's sort of a fashion.
 不错,我喜欢中国菜。现在很多人喜欢中国菜,这种情况算是有点赶时髦吧!(增加承上启下的词)

M Guide to Exercises and Supplementary Exercises

1. Exs. 1–2: These exercises are designed to check how well the students have understood the passage, but they should also be used as the lead-in to the communicative practice around the message conveyed by the reading passage. In other words, these exercises should be done orally in class in the form of a discussion with the teacher as the moderator.

Additional questions for teacher's reference:

- Who buys shares of stock in the stock market? Why do they buy them?
 (Many different kinds of people buy shares of stock in the stock market because they want to earn more money.)
- 2) Are the companies like the Ward Pencil Company glad to see that many people keep investing in the stock market? Why or why not?
 - (The companies are glad to see that happen because they want to get more money to expand their business.)
- 3) Who are allowed to buy or sell stocks in the stock market? (The stockbrokers.)
- 4) What will happen to the investors if the stocks they bought keep going up? (The investors will make a profit if they sell the stocks at a higher price than the price they paid when they bought them.)
- 5) Does every stock investor make money? (Of course not. Investing money in the stock market is a gamble. The investors can either profit from or lose the money they invest.)
- 2. Exs. 3-6: These exercises are provided for the students to concentrate on practicing using some of the focal words and patterns chosen from the reading passage, which makes an important part of the teaching





English

3.

requirements of this unit. The following additional exercises are aimed at those words and patterns which are included in the list of the focal words and patterns chosen, but not covered in the exercises.

Fill in the blanks with words and patterns chosen from the following list. Change the form where necessary.

	share with	more than	make a profit	be licen	sed to	
	in order to	in order that	make sure	be willi	ng to	go up
- 1)	I lent him \$50	he	might go for a holi	day.		
	He hated having to					_ a stranger.
3)	We must	that she	can come to the pa			
4)	This attractive shop		_ sell tobacco.			
5)	The students in this	class	follow her	example.		
6)	The students in this It's generally	dang	gerous to travel by p	olane		by train
	You will					
B)	The shares	three]	points yesterday.			
9)	He was saving as mi	uch as possible	re	pay Jennie	eventua	ılly.
Ke	y: 1) in order that	2)	share with	3) n	nake sur	e
						han
	4) is licensed to	5)	are willing to	6) n	nore 1	
Exs	4) is licensed to7) make a profit. 10–11:The listening exercise	8)	went up	9) ii	n order	to
Exs 1)	7) make a profit	: 8) e (Ex. 10) is orient case. The teacher co	went up ted to the prepare of suld choose some short	9) is the studen t and easy l	n order	to listening test, t
Exs 1)	7) make a profit . 10–11: The listening exercise spot dictation in this of further training. The	E (Ex. 10) is orient case. The teacher co following passage i	went up ted to the prepare of suld choose some short	9) in the student and easy l	n order	to listening test, t passages to do a
Exs	7) make a profit . 10–11: The listening exercise spot dictation in this of further training. The	E (Ex. 10) is orient case. The teacher co following passage in a section of New	went up ted to the prepare of uld choose some short s for the teacher's use y York is Wall Str	9) in the student and easy l	n order	to listening test, t passages to do a
Exs	7) make a profit . 10–11: The listening exercise spot dictation in this of further training. The	E (Ex. 10) is orient case. The teacher confollowing passage in a section of New the 2)	went up ted to the prepare of uld choose some short s for the teacher's use y York is Wall Str Stock Exchang	9) in the student and easy because the easy because the eet — the ee, where	n order	listening test, to passages to do a cial district of the coun
Exs 1)	7) make a profit . 10–11: The listening exercise spot dictation in this of further training. The In the downtown Here is	E (Ex. 10) is orient case. The teacher confollowing passage is a section of New the 2)	went up ted to the prepare of uld choose some short s for the teacher's use y York is Wall Str _ Stock Exchang and 5) I	9) in the student and easy let eet — the e, where it is said that	ts for a listening e finance stocks	listening test, to passages to do a cial district of the count of the
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Exs 1) 1) 3) of 1	7) make a profit . 10–11: The listening exercise spot dictation in this of further training. The In the downtown Here is corporation the stocks bought of	e (Ex. 10) is orient case. The teacher confollowing passage in section of New the 2)	went up ted to the prepare of uld choose some short s for the teacher's use York is Wall Str Stock Exchang and 5) I are handled in the York, but 8)	9) in the student t and easy because the the where the where Wall Street	ts for a listening e finance stocks at over 6	listening test, to passages to do a cial district of the count of the
Exs 1) 1) - 1) - - 1) - - 1) - - - - - - - - - - - - -	7) make a profit . 10–11: The listening exercise spot dictation in this of further training. The In the downtown Here is corporation the stocks bought of the financia.	e (Ex. 10) is orient case. The teacher confollowing passage is a section of New the 2)	went up ted to the prepare of suld choose some shorts for the teacher's use York is Wall Str. Stock Exchang and 5) I are handled in the York, but 8) enter of finance in t	9) in the student t and easy because where the said the Wall Stree the fin	ts for a listening stocks at over 6 eet area.	listening test, to passages to do a cial district of of the count (i) pe Wall Street is center of the v
Exs 1) 1) of 1 7) 9) -	7) make a profit . 10–11: The listening exercise spot dictation in this of further training. The In the downtown Here is corporation the stocks bought of, and proba	e (Ex. 10) is orient case. The teacher confollowing passage is a section of New the 2)	went up ted to the prepare of suld choose some shorts for the teacher's use York is Wall Str. Stock Exchang and 5) I are handled in the York, but 8) enter of finance in t	9) in f the student t and easy because the e, where t is said that Wall Street the full the 10)	ts for a listening stocks at over 6 eet area.	listening test, to passages to do a cial district of the count of the count of Wall Street is center of the votages.

Use the following sentence patterns and expressions to practice a dialogue with your partner.



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sort of oral training.



Could you tell me something about ...?

Sure.

I'm really confused about ...

I've come here to ask for help.

I'm glad I have learned something.

Thank you very much.

You're welcome.

(The following short dialogue is for teacher's reference)

Something About the Stock Market

Student: Good morning, Professor Smith. Could you tell me something about the stock

market?

Professor: Sure.

Student: I'm really confused about what people usually do in the stock market. Professor: A stock market is a place where people sell and buy shares of stock.

Student: What are shares?

Professor: Shares represent a partial ownership of the company. In other words, if you buy

shares of stock in a business, you become a partial owner of the business.

Student: Why do people keep buying and selling shares?

Professor: In general, people who buy and sell stocks hope to make money, though not every

one of them can make their dreams come true.

Student: I'm glad I have learned something about the stock market. Thank you very much.

Professor: You are welcome.

4. Exs. 12-13: These two skill-oriented exercises should be done under the guidance of the teacher in reference to the prompts to the specified Reading and Translating Skills and Additional Practice on them.

Additional Practice on Understanding Product Information:

Beijing Roast Duck is made according to a traditional Chinese recipe (配方), which has a history of more than 300 years, originating from the former imperial kitchen in Nanjing, China. Beijing Roast Duck is prepared from the Beijing duck. The color of the Beijing Roast Duck is purplish red and shiny bright. Its skin is crisp and the meat is tender. It is delicious and has a special aroma (芳香) which one never tires of. It is also very nutritious.

24 Qianmen Street, Beijing Roast Inc., Beijing City, China

Tel: 010-75137911

is tender.)

 How old is the imperial recipe of Beijing Roast Duck? (It is more than 300 years old.)

2) What are the characteristics of the product? (It looks nice; purplish red and shiny bright; it tastes delicious: the skin is crisp while the meat









III. Applied Writing

Structure Analysis

There is no standardized pattern for a preface or introduction of a book. Generally speaking, the name of the book, the summary of its contents, and the aim of its publication are usually shown and explained in the prospectus, for the purpose of helping the readers know something about the characteristics and the organization of the book.

Language Points

1. Notes

The book will contain 50 stories, each between 100 and 200 words long and all written within the 1 000-word vocabulary given in the Appendix.

Each (being) between 100 and 200 words long and all (being) written within the 1 000-word vocabulary given in the Appendix are two absolute participial clauses with V-ing being omitted after each and after all.

2. Word Usage

appendix: n. something added, esp. additional information added at the end of a book 附录, 附属物

e.g. Does this book have an appendix, please? Here is the appendix of the book.

beginner: n. a person who begins some activity, esp. a person without experience 初学者, 生手

e.g. He is only a beginner of English.

This is a beginner's class.

consist (of): v. to be made up of 由…组成

e.g. The United Kingdom consists of Great Britain and Northern Ireland.
This club consists of more than 200 members.

design: v. (often pass.) to develop for a certain purpose or use 设计

e.g. This weekend party was designed to bring the two leaders together. It is a book designed mainly for use in college.

grammatical: a. concerning grammar 语法的

e.g. She is always making grammatical mistakes.

Do you know the grammatical structure of the sentence?







illustration: n. a picture to go with the words of a book, speaker, etc. 说明,图解 e.g. The book is full of illustrations.

Illustrations in the book are helpful for children's understanding.

learning: n. deep and wide knowledge gained through reading and study 学问,知识

e.g. He is a man of great learning.

A little learning is a dangerous thing.

pattern: n. the way in which something is done or organized 句型,格式

e.g. What is the grammatical pattern of the sentence?

It fit in with the pattern of her family life.

prospectus: n. a printed statement describing the advantages of something (such as a privately owned school, a new business, a new product, etc.) sent to people who, it is thought, might give their support or purchase 章程, 內容简介

e.g. Have you found where the prospectus of the book is? Show me the new product's prospectus, please.

publish: v. (a kind of business firm) to choose, arrange, have printed, and offer for sale to the public (some kind of written work in the form of a book, magazine, newspaper, etc.) 出版

e.g. This firm publishes educational books.

When was his new book published?

undoubtedly: ad. known for certain to be (so), without any doubt 毋庸置疑地

e.g. This is undoubtedly wrong.

Undoubtedly, he is hiding something.

usage: n. one or more standards practiced by users, esp. in using a language 慣用法

e.g. He gave her a book about modern English usage.

What is the American usage of the word cool?

vocabulary: n. a list of words, usu. in alphabetical order and with explanations of their meanings, less complete than a dictionary 词汇表,词汇汇编

e.g. Xiao Wang has a wide vocabulary of English words.

No dictionary could list the whole vocabulary of a language.

within: prep. inside the limits of (esp. time or distance); not beyond or more than 在…內

e.g. He'll arrive within an hour.

The apple is within his reach.

be suitable for: be fit for 对…合适

e.g. Is she suitable for the job?

The place is suitable for the party.

be interested in: have or show interest in 对…感兴趣

e.g. I was interested in foreign stamps.

Are you interested in classical music?







Additional Samples of the Specified Types of Applied Writing

Sample 1:

The New Dictionary of Contemporary English presents to the readers a broad description of the English language. In many respects it is a revolutionary work because it has used the findings of modern linguistics to give a fuller and more precise description of language than found in traditional dictionaries.

Although the dictionary is intended primarily for the foreign student, the design and the new features it contains make it particularly suitable as a small reference dictionary for any person whether he or she is a teacher, a student, a linguist, or a writer.

Sample 2:

The book Nuclear English is aimed at further developing the students' ability in reading comprehension. The materials of this book are designed:

- a) to give the students a wide range of practice in the communicative skills and strategies introduced in the book;
- b) to provide the students with an opportunity to apply those skills and strategies;
- c) to expose the students to vocabulary learned before, in order to reinforce their understanding of the meaning and scope of the vocabulary.



Adverbial Clause 1

Grammar Notes

1. Structure of an adverbial clause of time

Main clause	Subordinator	Adverbial clause
I was cooking dinner	when	they came home.
She called	while	I was out.
The students were quiet	as soon as	the teacher came in.







Translate the following sentences into English by using the adverbial clause of time:

1) 当他到达火车站时, 天正在下雨。 It was snowing when he arrived at the railway station.

2) 我准备晚餐时,他在洗澡。

He was taking a bath while I was preparing dinner.

3) 工作一结束, 你就到这里来一次。

Come here as soon as you finish the work.

4) 他一到, 你就给我打电话, 好吗? Can you ring me up as soon as he arrives?

2. Structure of an adverbial clause of place

Main clause	Subordinator	Adverbial clause
Please sit	where	you like.
I will find him out	wherever	he hides.

Translate the following sentences into English by using the adverbial clause of place:

1) 在我居住的地方有很多的公园。

There were lots of parks where I lived.

2) 无论我走到哪里,这只狗总是跟着我。

Wherever I went, the dog followed me.

3) 请随便坐坐,随便看看。

Sit wherever you like, and go wherever you want.

3. Structure of an adverbial clause of condition

Main clause	Subordinator	Adverbial clause
I will go to England	if	I have enough money next year.
Please call me up	In case	anything important happens.
I'll lend it to you	As long as	you handle it with care.

Translate the following sentences into English by using the adverbial clause of condition:

1) 如果明天下雨, 我们该怎么办?

What shall we do if it rains tomorrow?

2) 如果他来的话,通知我一声。

Inform me in case he comes.

3) 只要他不生病,每天都到公园来散步。

He goes for a walk in the park every morning as long as he is well.

4) 万一这所房子被烧毁, 我们将得到这笔保险费。

We will get the insurance money in case the house should burn down.











4. Structure of an adverbial clause of concession

Main clause	Subordinator	Adverbial clause
We went out	Though	it was raining.
I'll keep my business going	Even if	I have to sell my house.
It was not cold	although	it was snowing.

Translate the following sentences into English by using the adverbial clause of concession:

- 1) 纵然失败, 我仍会继续尝试下去。 I'll keep on trying even if I fail.
- 2) 尽管他们很穷, 他们还是买了很多书。 Though they are rather poor, they buy a great many books.
- 3) 虽然我拼命赶路,还是没搭上最后一班火车。 I was late for the last train although I hurried.
- 4) 尽管天一直在下雨,他们还是坚持工作。 They kept on working though it was raining all the time.



V. Merry Learning

1. Experience and Money

- "How did you make your fortune?"
- "I became the partner of a rich man; he had the money and I had the experience."
- "How did that help?"
- "Now he has the experience and I the money."

2. What's in His Mouth?

- "Oh, Sir. A man robbed my gold watch a few minutes ago," a man said to a policeman.
- "Did you cry out for help?" the policeman asked.
- "No, I dare not. I have four gold teeth in my mouth."









VI. Key to Exercises

Integrated Skills Development

- 1 1. T 2. F 3. F 4. F 5. F 6. T 7. T 8. F
- 2 1. There are two ways: one is to make money right away, the other is to sell the stock at a higher price than the stock investors paid when they bought it.
 - 2. The money that is shared among the investors.
 - 3. The price of each share of stock will go up.
 - 4. The person who is licensed to buy and sell stock on the stock market.
 - 5. Because they want to make sure that everyone has a fair chance to make money by investing.
 - 6. They want to make money.
- 3 1. complex 2. expanding 3. licensed 4. manufactured
 - 5. willing 6. share 7. issued 8. owns
- 4 1. 我相信他所说的是真的,但你最好确认一下。
 - 2. 持股者与股票经纪人不同。
 - 3. 他售书赚了10元钱。
 - 4. 价格有时上扬有时下降。
 - 5. 你的话对她有点鼓励。
 - 6. 3加3等于6。
- 5 1. 股票 2. 填单 3. 发放红利(股息) 4. 商业世界
 - 5. make sure 6. stockbroker 7. own shares 8. special law
- 6 1. He will invest in a new company.
 - 2. These imported glasses are sold at a high price.
 - 3. The text is more complex than I imagined.
 - 4. This company is ready to issue shares of stock.
 - 5. People buy shares in order to make money.
 - 6. This place is not licensed for parking.
- a. The grain shopkeeper made a lot of money by selling rice from South China to North China last year.
 - b. The engineer makes a lot of money by developing computer programs.
 - 2. a. This factory produced more goods in order that it could make more money to improve its working conditions.
 - b. The girl reads as many English books as possible in order that she can improve her English to go abroad for further study.
 - 3. a. I came here to make sure that everything was ready.







English

- - 4. a. Most of the students are willing to stay up in order to pass the exam.
 - b. Some employees are willing to work overtime in order to make more money.

b. He had his letter registered in order to make sure that it would not be lost.

- 8 1. F
- 2. T
- 3. F
- 4. F
- 5. T

- 6. F
- 7. T
- 8. F
- 9. F
- 10. T
- 9 1. a. The fact is that I dislike this topic, so the more I think about it, the less I like it.
 - b. The problem is that they are not welcome here, so the sooner they leave this city the better.
 - 2. a. The His father has to keep one eye on the apple trees to know how they grow.
 - b. The president has to keep one eye on the relationship between the two companies to decide what he should do to improve the business relations between them.
 - 3. a. The quality of TV sets varies from brand to brand.
 - b. The customs vary from culture country to culture country.
 - 4. a. The middle-aged man with thick glasses is known as the Father.
 - b. The boy with long legs is known as a Flying Man.
 - 5. a. As a result, factories that do not adopt new technologies can't do not earn money.
 - b. As a result, monkeys that receive less food can live even longer than others.
- You will see, from the description of the way in which dealings are carried out, that there is a considerable art in dealing on the stock exchange. To deal correctly and 1) obtain the best price requires much skill and 2) experience. For this alone the client needs a Broker to act 3) for him.

The Jobber (股票买卖经纪人) also needs the Broker. It is 4) important that the Jobber does not know the Broker's Client, as this would help him anticipate the client's 5) intentions and adjust his price accordingly, but at the same time he must have 6) confidence in his reliability.

It is for these reasons that the rules of the Market require all 7) dealings on the Stock Exchange to be between Markets, the Brokers dealing as agents for their 8) clients and the Jobbers dealing always for their 9) own accounts. By this means the Jobbers and the clients alike can be sure that the dealing procedures will be properly 10) observed, and that the delivery and payment will be correctly completed.

- 1. Model G808
 - 2. It features the solar calendar, lunar calendar and week interlocking correspondence and 4 kinds of music alarm functions.
 - 3. It is made in the Dongfeng Clock and Watch Factory, Nanjing.
- 1. 她照顾孩子、干工作、与朋友交往,这些占用了她的全部时间。
 - 2. "我一定要把他培养成一个高明的医生",怀特太太说。
 - 3. 我打算花一笔钱买辆新汽车。
 - 4. 这些女孩唱起歌,跳起舞,因为她们太高兴了。
 - 5. 这些老人,人虽疲劳却兴致很高,他们决定休息一下。
 - 6. 不要太认真嘛,我这是和你开玩笑。
 - 7. 不错,我喜欢足球,现在许多人都喜欢足球,这种情况算是有点赶时髦吧。
 - 8. 你可以本人去申请或寄信去申请。







- 1. ——我该干什么?
 - ——你愿意干什么就干什么吧。
 - 2. 要么你打,要么我另找人打。
 - 3. 此刻只要犯错误,即使是最小的错误,也会引起重大损失。
 - 4. 4班的同学在读英语书,但3班的同学就没有读。
 - 5. 他试图会上不说任何话,但尽管他下了决心,他还是说了。
 - 6. 人们说到投资、再就业和住房等问题。
 - 7. 有四个服务员招待我们吃午饭。
 - 8. 他忘记了这部电影的名字,他的妻子也忘了。

Applied Writing

- ① 《英语精学指南》一书旨在帮助你增强你的语言技能。无论你一生打算做什么,你使用语言的能力都将助你一臂之力。各阶层的大多数成功人士都能清晰、有效地用英语表达,你也能。
- 1. consists of 9 units.
 - 2. what you already know and what you need to study.
 - 3. A test given after you finish each unit
 - 4. keep the book

Grammar Focus

- 1. 听到这个消息,我们很高兴。(时间状语从句)
 - 2. 虽然空气很轻,却有重量。(让步状语从句)
 - 3. 当我们合上开关,灯就会亮。(时间状语从句)
 - 4. 只要你努力, 你就会成功。(让步状语从句)
 - 5. 如果他不在办公室,他一定在车间。(条件状语从句)
 - 6. 虽然他个子很高, 但他却够不到苹果。(让步状语从句)
 - 7. 无论约翰到哪儿,他都能无拘无束。(让步状语从句)
 - 8. 没有水就很难生存。(地点状语从句)
- He did not speak until he thought it over.
 - 2. The children were singing while they were dancing.
 - 3. No matter what you say, I won't agree with you.
 - 4. Although he is over 60, he keeps going swimming in winter.
 - 5. Unless he works hard, he won't be successful.
 - 6. He carries the camera with him wherever he goes.
 - 7. Great changes have taken place in China since he left the country.
 - 8. Where there is rubbish, there are flies.













VII. Text Translation for Reference

Passage A

股票经纪人

各种各样的人在股市购买股票。购买公司股份的人一般有两种方式赚钱:第一种是购股人可能立即开始赚钱。假设一个人在某家公司投资,这家公司赚到钱后便与投资者共同分享所得利润,这部分分享的利润就叫做红利(股息)。只要投资者拥有股份,通常每三个月就可得到公司派送的红利。第二种方式就是以低价买入股票,而以高价售出。如果这家公司发展得好,每股的股价就会上涨。股价上涨也可能由多种其他原因所致,然而当股价确实上涨时,持股人便可出售它并可赚得利润。

这儿介绍一个运作过程的实例: 史密斯夫妇想在股市投资, 共投股金1000美元。他们便找到一个能帮他们购买好股的人和他洽谈。这个人就叫股票经纪人, 是获准在股市买卖股票的人。这位经纪人告诉史密斯夫妇有关沃德铅笔公司的情况。该公司制造铅笔并赚了许多钱。为了赚更多的钱来扩展公司, 它于是就出售股票。该原始股每股成本5美元。史密斯夫妇决定购买沃德公司的100股股份。经纪人填写汇单后, 史密斯夫妇便拥有了该公司的100股股份。3个月之后, 沃德铅笔公司发行了每股1美元的红利, 史密斯夫妇有100份股, 因此便得到100美元红利。一年后, 这家公司发展了, 铅笔销量日益增加, 股价便上涨到每股6美元。史密斯夫妇决定出售他们在沃德铅笔公司的股份, 每股以6美元出售。史密斯夫妇得到600美元, 加上他们已得到的红利钱, 这是一个有利可图的投资。

在股市投资的程序要比这个例子还要复杂些,但对每个想在股市投资的人来说,这过程基本是相似的,几乎所有股市的运作都一样。当然,每个国家都对股市制定了特别的法律,以确保每个人都有投资赚钱的公平机遇。股市投资是一种赌博。每个人都希望投资发财。需要资金的公司很高兴看到许多人愿意为赚钱而赌博。股市在经济世界中是一个十分有趣和错综复杂的部分。

Passage B

股票

当你购买了某公司的股份后,你就成为了该公司资产的部分所有者(或称股东)。你 马上拥有了该公司所有资产——的每一幢建筑、每一件办公家具、每一台机器的一部分, 哪怕是微不足道的一小部分。作为一名股东,当这家公司盈利时,你也理应获得分红利。 在公司作出重大决策时,如是否应发行额外股票,将公司出卖给公司以外的买主或改选董 事会等,从法律上讲,你都有发言权。股权规则是,每一个股份拥有同等表决权。所以你 占有的股份越多,你的表决权也就越大。你可以通过参加公司股东年会,来亲自投票。或 者,你也可以使用不在场缺席的投票,称作代理投票,在每次大会开始之前寄出选票。代





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理投票允许投票人在某些议案上表决"赞成"或"反对"。另外,股东们也可以授权按董事会的建议投票。

股票本身没有固定的、客观的价值。在任何时候,它的价值都取决于人们对它的估价。在你购买一种股票时,你也投下了赌注,料想许多人也会去买同样的股票,而且从而价格会因此而上扬。你下赌注即是在赌博,但却不同于玩轮盘赌。在玩轮盘赌时,尽管屋子里所有人都把赌注下在23上,盘上的球也可能停在11上。而在股票市场上,投赌本身就会影响股票的最终结果。如果许多投资者都把赌注压在XYZ公司的股票上,这个公司股票价格势必上涨。股票也变得更加值钱。你也必须严密注视其他投资者,看看他们是如何下注的。但在股票市场上,不仅是许多投资者在观望别的投资者的所作所为,他们也密切注视着各个公司的情况,因为股票的价值与公司的运转状况有直接的联系。股票投资者也必然寻找那些前景最看好,收益最持久的公司。那么如何判断一个公司的前景好坏呢?这要看公司目前的收益和预测的收益、产品或服务的受欢迎程度、竞争能力、是否有新市场、管理能力等。这些就是股票分析家们在预测股票走势时所要追踪的因素。

投资者通过买股票赚钱,一般使用以下一种或两种办法。

- 通过拥有股票以获得股息兑现;
- 以高出买入的价格售出股票。

许多公司以按季付给股东股息的形式将他们年盈利的一部分分给股东。股息多少视股票而定。一贯支付较高股息的股票,称为收益股票,因为股东们经常购买这种股票,他们购买股票是为了现有的股息收益,而并非为了公司将来的发展。因此很少支付或不支付股息的公司所发行的股票则称为发展股票,因为投资者期待公司会发展,自然也期望股票价格会随之升高。

高等教育出版社











(Unit 1-Unit 5)

Scripts:

Part I Listening Comprehension

Section A

- You should read the instructions carefully before you buy the camera.
 Question: What should you do before buying camera?
- These days a number of patients came to see the doctor.
 Question: Who came to see the doctor these days?
- As a beginner, you can't earn as much as you have expected.
 Question: What can we learn from the semence?

Section B

- 4. A: What do you want?
 - B: All we need is a comfortable three-bedroom house.
 The Third Voice: What kind of house do they need?
- 5. A: When I feel anxious or exhausted, I prefer to take a walk.
 - B: That's not a bad idea, Li Lan.

 The Third Voice: What does Li Lan prefer to do when she feels anatous or exhausted?

Section C

When you first arrive at a large party, the host or homest may introduce you to two or three people nearby, but if others are still arriving, he or she may then return to greet new comers, expecting you to go on by yourself, moving from group to group. If this makes you feels too unconfortable and frightening, it is quite all right to say to someone, "I am a stranger here and know no one. Could you introduce me to some of the people?" Almost anyone will feel good that you turn to him or her for help and will gladly introduce you and make you feel easy.





Key:

1. A	2. B	3. C	4. C	5. B	
6. arrive		7. introdu	ice	8. others	
9. greet		10. yoursel	lf	11. uncomfortable	
12. quite		13. strange	er	14. Could	
15. gladly					
16. A	17. D	18. B	19. A	20. B	
21. politen	ess	22. eagerly		23. possession	
24. Advert	isements	25. were di	isappointed		
26. B	27. C	28. D	29. A	30. A	
31. C	32. D	33. A	34. B	35. D	
36. job into	erview 3	7. traditional job	interview	38. behavioral job intervi	ew
39. ability	to communicate			40. past experience	
41. A, H	42. F, K	43. I, G	44. L, C	45. D, B	
46. 16岁至	60岁				

48. 多种短期和长期工作岗位

49. 亚洲各地的分公司

50. 信函申请并附上履历表

51. D

52. B

47. 医药、生物技术、化学、食品、材料工业

53. D

54. 由于两种变化,妇女现在也更加积极地参加体育运动。首先,在20世纪初,妇女开始定期正 规角逐奥运会。其次,奥运会中女子比赛的项目也一直在稳定地不断增加。近年来,许多女 子竞赛项目已经在电视上播出。

Writing

The Goal of Book Idioms

Getting you to understand, speak and write everyday idioms in everyday English

The approach

Idioms deals with 150 of the most frequent idioms in English. It provides practice in speaking and writing these idioms — practice which is repeated extensively and carefully planned.

The level of users

The first half of this book will assume you can recognize about 2 000 words, understand the syntax of plain conversation and use the simple tenses. Therefore, either advanced or intermediate learners can use this book.









I. Alms and Requirements

■ Language Focus

1. Focal Words and Expressions

serve	espectial	argue	invigible	influence
persuade	affect	available	mislead	Ils with egatesvin
be exposed to	be used to	an if	inform of	be aware of
pay attention to	have an effect on	lie in	pey for	supply with

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出版社

2. Focal Functions and Patterns

- 1) Whenever ...,
- 2) The more ..., the less
- 3) ... so ... that(
- 4) ... spif ... 1
- 5) ... lie in the fact that ...;
- 6) No matter how





- 8) ... by V-ing ...;
- 9) ... the way ...;

Skills Development

1. Reading and Translating

- 1) Be able to read, comprehend and translate into Chinese the passage about the power of advertisements;
- Be able to use the focal words and patterns listed above to make sentences or translate into English the sentences including them;
- 3) Practice the reading skill of recognizing and understanding abbreviations in ads;
- 4) Practice the translating skill of lexical repetition in translation.

2. Listening and Speaking

- 1) Be able to comprehend the short listening passages on the topic of the stock market and practice the skill of taking spot dictation;
- 2) Be able to talk a little about the power of advertisements;
- 3) Be able to talk a little about the topic on the advantages and disadvantages of advertisements.

3. Writing

Be able to write an advertisement, using the information given.



II. Integrated Skills Development

Background Information

1. Introductory Remarks of the Passage

Advertisements follow us everywhere. Firstly, advertisements inform people about the products and services available. Secondly, they often pay for concerts, sports events, festivals, and the like.

Apart from the advantages mentioned above, advertisements have some obvious disadvantages, because many ads are so beautiful and attractive that they persuade people into buying what they don't need and what they cannot afford. Therefore, according to the experts, the more we are exposed to advertisements, the less we notice them, and, as a result, the more we are affected by them.

2. Background Remarks

The origins of advertising

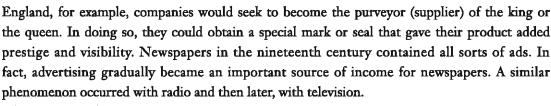
Advertising has existed in various forms for many, many years. In previous centuries in





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The Aims of Advertising

In one way or another, all advertisements inform potential buyers about a product or a service with the basic aim of increasing sales. Nowadays, virtually every business has to use some form of advertising. In addition to the business, governments use the same techniques to "sell" programs or social messages as advertisers use to market products. Political parties also hire advertisers in order to promote their candidates. Thus, advertising is everywhere and impossible to escape.

3. Comprehension Focus

Advantages and disadvantages of advertising

Advantages	Disadvantages
1) Ads are beautiful and informative.	1) Ads are often dishonest and offensive.
2) Ads are often educational and instructive.	2) Ads encourage people to buy things they don't need.
3) Ads often pay for many TV programs, sports events, and the like.	3) Ads create all kinds of impossible fantasies and dreams.
4) Companies can not expand their businesses without advertising or publicity.	4) Ads make people unhappy when they cannot afford to buy things.
5) In sum, we people can benefit a lot from advertising.	5) Thus, advertisements are a form of pollution.

Language Points

1. Notes to the Passage

1) Differences between advertising and advertisements:

Advertising (广告业) is defined as the business which concerns itself with making known to the public what is for sale and encouraging them to buy products, esp. by means of pictures in magazines, notices in newspapers, and messages on television; whereas advertisement (广告) means a notice of something for sale, services offered, job positions to be filled, rooms to let, etc., as in a newspaper, painted on a wall, or made into a film.

2) Whenever we turn on the television, ... we are bombarded with advertisements.

Whenever is a conj. meaning every time and introducing an adverbial clause of time. 每次… &是

e.g. Whenever I go out on a date, it begins to rain.

Whenever you (may) call, you'll find her sitting by the window.







The meaning of the sentence is: Every time we turn on the television, we are heavily attacked by advertisements as if we were attacked by gunfire.

3) They exist to make us want what they are selling.

The infinitive clause phrase to make ... is used to show the purpose of exist, while what they are selling serves as the object of the verb want.

The meaning of the sentence is: Advertisements always try to create a desire in us to buy the products they are selling.

4) Strangely, the more we are exposed to advertising, the less we notice it.

The more ..., the less ... is used in the sentence to show the correlational change of two elements involved, meaning to a larger degree ..., to a lesser degree. (…越多, …越少)

e.g. The more difficult the problems are, the less likely I'll be able to answer them.

The more I see of him, the less I like him.

The meaning of the sentence is: It is strange and surprising that the more advertising there is around us, the less we are aware of its existence.

5) We get so used to seeing advertisements everywhere that they become largely invisible, as if they are another part of our everyday lives.

The whole sentence is bound together by so ... that ... and as if structure. So modifies the adjective used and gives the degree of being used to, and that introduces an adverbial clause to give the specific description of the degree being used, while as if introduces another clause of manner showing a vivid example of comparison.

so ... that ...: to such a degree that 如此…以致…

e.g. It's so cold that the pond has frozen.

I ran so fast that I've got a pain in my side.

as if: conj. as though, as it would be if (sometimes followed by a subjunctive mood, and sometimes not) 好像

e.g. She looks as if she is going to cry.

She always talks to me as if she were my sister.

The meaning of the whole sentence is: We are accustomed to seeing advertisements everywhere. As a result, we are hardly aware of their existence. To make things worse, they even seem to have become a part of our daily lives.

6) One advertising expert believes that the special power of advertising lies in the fact that we do not pay much attention to it.

The basic structure of the sentence is ... believes that ... lies in the fact that ... The first that-clause is the object of the verb believes and the second that-clause is the appositive of the noun the fact.

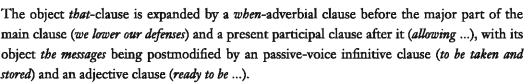
The meaning of the whole sentence is: One expert who studies advertising argues that we are greatly influenced by the advertising just because we pay little attention to it. In other words, the less we notice ads, the more we are affected by them.

7) Dr. Krugman believes that when we stop noticing advertisements, we lower our defenses, allowing the messages of the advertisements to be taken in and stored, ready to be triggered into action at the right moment.









The verb phrase to trigger into action carries the meaning to start to do sth. or set off to do sth.. Similar structures are as follows: force into doing, trick into doing, persuade into doing.

The meaning of the whole sentence is: Dr. Krugman believes that we will be off on guard against advertisements and pay so little attention to them that we absorb the information conveyed they and store it subconsciously, and that the stored information will encourage us to buy the advertised products anywhere and anytime.

8) He says that the effects of advertising on the individual are small, but over a period of time they have a powerful effect on the masses.

The key structure of this sentence is the effect of A on B, which means A influences B.

Dr. Krugman says that advertising has only a small effect on people as individuals, but over a certain period of time it will have a great impact on people as a whole.

9) Advertisements help to sell goods by informing people about the products and services available.

In the prepositional phrase by informing people about the products and services available, available is the postmodifier of products and services. Similar usage could be found with adjectives necessary, obtainable, applicable, etc.

e.g. There is water available at the hut.

You can use the resources available.

All the materials necessary have been collected.

The meaning of the sentence is: Advertisements help to promote the sale of products and services by telling people about the products and services on the market.

10) Often, advertisements help to pay for the entertainment we enjoy.

The last part of the sentence we enjoy is a relative clause modifying the noun entertainment. The meaning of the sentence is: Advertisements often help to pay for entertainment programs for us, so that we can enjoy them free of charge.

11) Sponsors, who support events in exchange for advertising exposure, help to lower the cost of concerts, sports events and festivals.

The who-clause is the relative clause modifying the noun sponsor and referring to the advertiser. Advertising exposure means displaying ads during the entertainment events.

The meaning of the sentence is: In order to obtain the rights to advertise at concerts, sports events, and festivals, sponsors financially support these events, the result of which will help reduce of the cost of these events.

12) But most experts who study advertising and its influence on human behavior argue that, more than being a source of information, advertising exists to persuade.

That more than being a source of information, advertising exists to persuade is an object clause, which can be arranged as: advertising exists to persuade more than being a source of information.







more than: It is more true to say ... than ... 与其说…不如说…

e.g. She was more sad than angry when her son lied. 当她的儿子说谎时,她的悲伤甚于愤怒。

He is more a scholar than a teacher. 与其说他是个教师,不如说他是个学者。

The meaning of the sentence is: But most experts who study advertising and its influence on human behavior claim that advertising mainly functions as a way to persuade people into purchasing, though it is also a source of information.

13) It sells products and services by turning them into images and dreams. To do so, it may not always tell us everything about the products we are being persuaded to buy.

The infinitive clause to do so means in order to turn products and services into images and dreams.

We are being persuaded to buy is a relative clause with its connective word that omitted and modifying the products.

The meaning of the sentence is: Advertising always changes the products and services into attractive images and fantasies. As a result, advertising probably exaggerates their advantages and hides their disadvantages.

14) ... all advertising, no matter how innocent, is misleading in some way.

No matter how innocent is an adverbial of concession, while all advertising is misleading in some way is the main clause.

no matter how: conj. however, it makes no difference 不管如何

e.g. No matter how hot it is, he will not take off his coat.

You can't catch up with a car, no matter how fast you run.

The meaning of the sentence is: No matter how innocent advertising may intend to be, it more or less deceives its viewers.

15) When asked about the power of advertising, in research surveys, most people agree that it works, but not on them.

When asked about the power of advertising is a past participial clause introduced by when, its logical subject being the subject of the main clause (most people) and therefore its verb taking the passive voice (asked).

The meaning of the sentence is: When most people are asked in research surveys about the power of advertising, they argue that advertising has a great effect on most of its viewers except themselves.

16) Only the professionals who create the ads know differently.

Who create the ads is a relative clause, modifying the noun professionals.

The meaning of the sentence is: Only the professionals, who are the creators of the ads, hold a completely different point of view.

17) After all, they see the results and they know advertising works as they expect.

As they expect is an adverbial clause of manner, modifying the verb works.

as: conj. in the way or manner that 就像…一样







e.g. Please try to pronounce the word as I do.

She stayed in bed as the doctor had ordered.

The meaning of the sentence is: After all, the above-mentioned professionals find out that advertising always affects customers just as they hope.

18) It works without us being aware of it.

The prepositions with and without are often used to introduce an absolute structure, without us being aware of it in our case. More examples are as follows:

e.g. She said good-bye with tears in her eyes.

She ran and ran with beads of sweat running down her face.

The meaning of the sentence is: Advertising always affects us subconsciously without letting us feel that we are aware of it.

19) It works not by brainwashing us overnight, but by slowly and carefully shaping the way we think — and buy.

not ... but ...: to show one choice instead of another 不是…, 而是…

e.g. Shakespeare was not a musician but a writer.

It's a question not of money but of time.

the way: conj. the manner or degree of behavior 以…的方式

e.g. He doesn't speak the way (in which) I do.

I don't like the way that you laugh at her.

The sentence means: Advertising does not influence us instantly. Instead, it affects us slowly and subconsciously.

2. Word Usage

affect: v. cause some result or change in, influence 影响

e.g. Does the amount of rain affect the growth of crops?

The disease is beginning to affect her eyesight.

Syn.: influence v. to affect, to have an effect on 影响

e.g. Don't let me influence your decision.

What influenced you to do it?

after all: it must be remembered that, in spite of everything 毕竟

e.g. It is not surprising you have got a stomachache. After all, you have eaten too much.

Of course she behaved awfully, but after all, she is your sister.

available: a. able to be obtained, used, etc. 得到的, 可得到的

e.g. There is only a little money available for this trip.

These dresses are not available in your size, I'm afraid.

be aware of: having knowledge or consciousness, realize 意识到,知道

e.g. He wasn't aware of the danger.

We are fully aware of the gravity of the situation.







be bombarded with: be attacked heavily (as if with gunfire) 被…猛攻

e.g. The speaker was bombarded with questions.

The TV station was bombarded with complaints against a tasteless program.

be exposed to: be uncovered so as to be left without protection (from something) 遭受

e.g. The bicycle was exposed to the wind and rain.

They have been exposed to every kind of danger — flood, famine, disease and war.

be used to, get used to: be accustomed to 习惯于

e.g.: am used to English food.

You will soon get used to our way of living.

Syn.: be accustomed to have the habit of 习惯于

e.g. He is accustomed to working hard.

I am accustomed to cold weather.

effect: n. result 结果, 效果

e.g. His stomachache is an effect of over-eating.

Her new way of teaching produced a good effect.

have an effect on: v. have an impact on 影响

e.g. Some films have a misleading effect on you.

This had a great effect upon the future of both mother and son.

essential: a. necessary 不可或缺的,绝对必要的

e.g. We can live without clothes, but food and drink are essential to life.

Sun and water are essential to the growth of crops.

image: n. a picture, esp. in the mind 形象

e.g. She passed away, but her image is still fresh in my mind.

You have to improve your own image.

in exchange for: giving something in return for something else 交换,调换

e.g. He gave me an apple in exchange for a piece of cake.

I gave her a sweater in exchange for a skirt.

inform sb. of /about sth.: to tell sb. about sth. 通知某人某事

e.g. I informed him about where to go.

I informed him of her mother's safe arrival.

innocent: a. (of people) guiltless, simple, not able to recognize evil 清白的,无辜的,幼稚的

e.g. The young lady is innocent of the crime.

She is as innocent as a baby.

Ant.: guilty a. having broken a law or disobeyed a moral or social rule 有罪的

e.g. He was found guilty.

The boys were guilty of murder.







lie in: to be in a described place, position or direction 在于

e.g. The difficulty lies in their great poverty.

Her charm lies in her intelligence.

mislead: v. cause (someone) to think or act wrongly or guide wrongly, sometimes with the mistaken intention to deceive 把…引入歧途,误导…

e.g. Her appearance misled him; he thought she was young, but she wasn't. Don't let his friendly words mislead you into trusting him.

persuade: v. to cause to do something by reasoning, arguing, begging, etc. 说服

e.g. She finally persuaded her son to go to college.

He persuaded me into lending him all my savings.

powerful: a. very strong, full of force 强有力的, 有权威的

e.g. Tom is a very powerful swimmer; he has powerful arms and legs.

The car has a powerful engine.

power: n. the ability to do something or produce a certain effect 能力, 力量

e.g. She claims to have the power to see the future.

This parrot has the power to imitate human speech.

serve: v. to work (faithfully) for, do a useful job for 服务于

e.g. She served the family as a gardener for 20 years.

She served her father as a capable secretary.

take in: believe (something false) 相信

e.g. The poor man takes in all the lies she tells him.

Don't trust that fellow; he will take you in if he gets the chance.

turn ... into: change ... into ... 把…变为

e.g. I'm going to turn my garage into a play room for the children.

All the buildings there have been turned into hospitals.

3. Additional Topic-related Sentences

Sentence patterns used to have a discussion on the advantages and disadvantages of advertisements.

Advantages:

Ads are beautiful and informative;

Ads are often educational and instructive;

Ads often pay for many TV programs, sports events, and the like;

Companies are not able to expand their businesses without advertising or publicity.

Disadvantages:

Ads are often dishonest and offensive;

Ads encourage people to buy things they don't need;

Ads make people unhappy when they cannot afford to buy things;







Ads encourage children to buy food that may be harmful to their health; Ads create all kinds of impossible fantasies and dreams; Ads are a form of pollution.

Prompts to the Specified Reading and Translating Skills and Additional Practice on Them

1. Reading Skill: Recognizing and Understanding Abbreviations

For the sake of cutting down the expenses of advertisements, advertisers, more often than not, use the abbreviations of some words, phrases, or even sentences. Thus, it is important for readers to have the capacity to recognize and understand the abbreviations in ads.

2. Translating Skill: Repetition

More sentences for training the translation skill are provided for the teacher's reference:

- 1) John is your friend as much as he is mine. 约翰既是你的朋友,又是我的朋友。
- 2) The boy in particular lived in terror of the boss, who had urged him to work overtime. 小男孩对老板尤其怕得要死,因为老板经常逼他加班加点。
- 3) All of these arrangements were a prelude to the ball, the hostess' ultimate aim. 所有这些安排都只是这次舞会的序曲, 舞会才是女主人的最终目的。
- 4) Come to my office and have a talk with me whenever you are free. 你什么时候有空,就什么时候到我办公室来谈一谈。
- 5) He was proficient both as a flyer and as a navigator. 他既精于驾驶飞机,又善于航空导航。
- 6) Big powers have their strategies while small countries also have their own political lines. 强国有强国的政策,小国也有小国的路线。

Guide to Exercises and Supplementary Exercises

1. Exs. 1–2: These exercises are designed to check how much the students have understood the passage, but they should also be used as the lead-in to the communicative practice around the message conveyed by the reading passage. In other words, these exercises should be done orally in class in the form of a discussion with the teacher as the moderator.

Additional questions for teacher's reference:

- 1) What will often happen when we turn on the television or radio? (We can see advertisements everywhere.)
- 2) Is it necessarily true that the more we are exposed to ads, the more we pay attention to them? (No. It is often the case that the more we are exposed to ads, the less we pay attention to them.)
- 3) What will happen when we pay little attention to the ads around us? (We absorb the information conveyed in the ads subconsciously.)





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English

- 4) Do people need sponsors for certain events? Why or why not?

 (Yes, because sponsors often pay for the entertainments people enjoy.)
- 5) How do ads affect us according to the professionals? (They affect us slowly instead of instantly.)
- 2. Exs. 3-6: These exercises are provided for the students to concentrate on practicing the usage of some of the focal words and patterns chosen from the reading passage, which makes an important part of the teaching requirements of this unit. The following additional exercises are aimed at those words and patterns which are included in the list of the focal words and patterns chosen, but not covered in the exercises.

Fill in the blanks with words and patterns chosen from the following list. Change the form where necessary.

			100		
	inform of	be exposed to	pay for	lie in	as if
	be aware of	have an effect on	be used to	after all	turn into
1) I	Oon't worry too m	uch about your daugh	ter,	she is not a li	ttle girl any more.
	•	my garage			•
		being treat			
4) 7	Гhis g	reatthe fi	iture of both mo	ther and son.	
5) I	t was several minu	ites before I	what was hap	pening.	
6) I	remembered the	whole thing	it happened ye	esterday.	
7) I	His house	the bad weather a	ll year around.		
8) I	He the	e students	the success of th	is initial atter	npt.
9) 5	She tells me clearly	that trouble	the engine.		
	257	the book			h.
Key	: 1) After all	•			
	•	f 6) as if 10) pay for	/) is expose	eato 8) 1	nrormed or
. Exs.	10–11:				
-	•	se (Ex. 10) is oriented t		-	
		e. The teacher could che		nd easy listeni	ng passages to do a
f	urther training. Th	e following passage is for	the teacher's use.		
	Mara shoes for a	men and women are	1) for	comfort. Th	ey are available i
2) _	and colo	rs. If you want style,	if you want 3) _	, if y	ou want quality, l
shoe	es are for you. Yo	u can 4) as	much as 70 per	cent off qual	ity shoes. 5)
Con	ne to Mara shoes,	and you will get 6)	percent of	ff the 7)	pair.
	We are convenient	ently 8) on	Spring Street.	Come 9)	What are
wait	ing 10)?				







Key: 1) designed

2) sizes

3) comfort

4) save

5) Hurry

6) 50

7) second

8) located

9) today

10) for

2) The speaking exercise (Ex. 11) is for the students to have a little communicative speaking drill on the topic related to the sales promotion by advertising. The following sample dialogue is provided to help the teachers in this sort of oral training.

Use the following sentence patterns and expressions to practice a dialogue with your partner:

What do you want?

I'd like to show you ... you ...

All you have to do is ... is ...

What happens if I ...

A Salesman and a Housewife

One day, a door-to-door salesman (S) goes to a house in order to sell his bottle opener. He knocks at the door, and out comes a housewife (H) of 30.

- S: Good morning, madam.
- H: What do you want?
- S: I'd like to show you a new bottle opener.
- H: Sorry, I'm afraid I don't need any bottle openers at present.
- S: It's easy to use. All you have to do is to ...
- H: I'm busy at the moment. Goodbye.

The housewife shut the door without any hesitation.

One more example:

I Absolutely Agree with You

Mrs. Wong: Hello. Mrs. Adams. Nice to meet you here.

Mrs. Adams: Hello. Mrs. Wong. So glad to see you here. How are the children?

Mrs. Wong: They are fine. But I'm not so fine because the children keep asking for hamburgers. I get so tired of hearing about hamburgers.

Mrs. Adams: I know what you mean. Nowadays, teenagers don't like anything but hamburgers.

I'm getting tired of making them.

Mrs. Wong: What do you think of going to McDonalds? According to the advertisement, McDonalds offers a warm, elegant atmosphere. The service there is also excellent. All the children like going there to enjoy the hamburgers.

Mrs. Adams: Well, I don't think it reasonable to be attracted by the ads. Nowadays everything gets advertised, from daily necessities such as shampoo or toothpaste to computers and cars.

Mrs. Wong: Yes. We must be careful about ads because they often exaggerate the benefits, and hide the disadvantages.

Mrs. Adams: So don't take the children to the McDonalds, please.

Mrs. Wong: You're right. We'd better not follow the ads. We then have no other choice but





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make hamburgers ourselves, though it is boring.

Mrs. Adams: I absolutely agree with you.

4. Exs. 12-13: These two skill-oriented exercises should be done under the guidance of the teacher in reference to the prompts to the specified Reading and Translating Skills and Additional Practice on them.

Additional Practice on Understanding Product Information:

RKO Century Theatres

The RIGHT STUFF

70 MM DOLBY STEREO
12:40, 4:30, 8:25

RKO Warner B'way & 47th
975-8366

CASABLANCA
DOLBY STEREO
4:50, 7:00, 9:10

ART 36 E 8th ST.
473-7014

- What are the RIGHT STUFF and CASABLANCA? (They are the names of the films.)
- 2) What are the RKO Warner and Art? (They are the names of cinemas. RKO is located on 47th Broadway, and Art lies on 36 East 8th Street.)
- 3) What do mm, B'way, and E stand for?
 (They stand for millimetre, Broadway, and East respectively.)
- 4) What is the Chinese equivalent of 70 MM DOLBY STEREO? (70毫米杜比降噪立体声。)



III. Applied Writing

Structure Analysis

The language in advertisements can be characterized as simple grammatical structure, brief description, and clear expression. In addition, abbreviations (缩写) and ellipses (省略) are frequently used in advertisements.







Language Points

1. Notes

- 1) P/T, F/T, M/F, Ave, btwn, and Sts are the abbreviations for part time and full time, Monday through Friday, Avenue, between, and Streets respectively.
- 2) Single, \$100-\$120, Double, \$130, are actually elliptical sentences, whose meaning is that the rent for a single room ranges from \$100 to \$120 (per month) while the rent for a double room is \$130 (each month).

2. Word Usage

lease: n. a written agreement made according to law, by which the use of a building or piece of land is given by its owner to somebody for a certain time in exchange for rent 租约, 契约, 租契

e.g. He took a house on a lease of five years.

Do you know how to make a lease?

tutor: v. to act as a teacher who gives private instruction to a single pupil or a very small class and who sometimes lives with the family of his pupil 当家庭教师

e.g. I tutored her in math.

Would you like to tutor me in English?

waitress: n. a lady who serves food at the table in a restaurant 女侍者,女服务员

e.g. Waitress, two coffees, please.

She has found a job as a waitress at the restaurant.

Additional Samples of the Specified Type of Applied Writing

Sample 1:

Native English Speakers Wanted

Simul Beijing is now seeking native English speakers to give lectures to Chinese University students. We are seeking native speakers with interesting experiences to share with the students in a variety of areas. The lectures will be held in the evenings starting from 19:00 to 21:00 on weekdays. We will offer you competitive payment. Please feel free to contact us, and be ready to tell us what you are good at and when you are available here in Beijing.

Mobile: 139011479 ×× E-mail: simul@163bj.com









Sample 2:

CHINA DAILY

China's First National English Language Daily Newspaper

SUBSCRIPTIONS WELCOME ADVERTISEMENTS

Address: 2, Jintai Xilu, Beijing, China

Telephone: 595220

Cable: 2492



IV. Grammar Focus

Adverbial Clause 2

Grammar Notes

1. Structure of an adverbial clause of manner

Main clause	Subordinator	Adverbial Clause of manner
I would like to go abroad	as	you do.
She always talks to me	as if	she were my sister.
He shook his head	as though	he wanted to say "No".
You don't speak	the way	I do.

Translate the following sentences into English by including an adverbial clause of manner:

- 1) 他工作的热情很高,好像从不知道疲倦似的。 He works with enthusiasm as if / as though he never knows fatigue.
- 他不像他的哥哥那样常为琐事操劳。
 He doesn't bother about trifles the way his brother does.
- 3) 她像医生吩咐的那样卧床休息。 She stayed in bed as the doctor had ordered.







2. Structure of an adverbial clause of comparison Structure A

Main clause	as / so	adj. or adv.	as	Subordinate clause
Tom runs	as	fast	as	I do.
She isn't	as	bad	as	you think she is.
It's not	so(as)	simple	as	it sounds.

Translate the following sentences into English by using the adverbial clause of comparison:

1) 她的手像冰一样冷。

Her hand was as cold as ice.

2) 这部电影不如我所预期的好。

The movie was not so (as) good as I had expected.

Structure B

Main clause	More / less	than	Subordinate clause
He has	more money	than	I have.
This couple seemed	less rich	than	that one.

Translate the following sentences into English by using the adverbial clause of comparison:

1) 他花的钱比挣得多。

He spends more money than he earns.

2) 简没有苏珊那么漂亮。

Jane is less beautiful than Susan.

Structure C

The + comparison degree of an <i>adj</i> . or <i>adv</i> .	Main clause The + comparison degree of an adj. or adv.		Subordinate clause
The smaller	the computer is,	the faster	it can work.
The less intelligent	a man is,	the less	he knows what he wants.
The more	he thought about it,	the angrier	he grew.

Translate the following sentences into English by using the adverbial clause of comparison:

1) 我越了解他,就越不喜欢他。

The more I knew him, the less I liked him.







English

2) 越快越好。

The sooner (it is), the better (it is).

Additional Exercises

Fill in the blanks with a suitable subordinator:

- 1) When in Rome do _____ the Romans do.
- 2) It seems _____ you are the first one here.
- 3) He doesn't speak _____ I do.
- 4) We have _____ trouble now than we had before.
- 5) The more difficult the questions are, _____ likely I am able to answer them.
- 6) You know as much about that _____ I do.

Key: 1) as

2) as if

3) the way

4) less/more

5) the less

6) as



V. Merry Learning

- Why don't you advertise for a lost dog?
- He can't read.
- When do you go as fast as a racing car?
- When you are in it.
- What can you swallow that can also swallow you?
- Water.
- What starts with a T, ends with a T, and is full of T?
- Teapot.
- What kind of dog never bites?
- A hot dog.
- What is smaller than an insect's mouth?
- Anything it eats.



VI. Key to Exercises

Integrated Skills Development

1. d

2. a

3. d

4. a

5. c

(

6. b

7. d

8. d

6.indd 138

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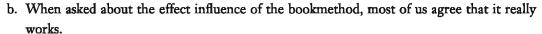


- Because we are bombarded with them everywhere in our lives.
 - 2. It wants to persuade people to buy what they are selling.
 - 3. He is head of research for a major advertising company.
 - 4. He thinks that when we stop noticing, we lower our defences and begin to accept the ads. The effects of ads may be small on individuals, but powerful on the masses over a period of time.
 - 5. It helps to sell goods and also supplies us with information about new goods and developments that may be useful to us. Besides, it also helps to pay for the entertainment people enjoy.
 - 6. They think that what they have done works as they expected, but people are not aware of this.
 - 7. No, they don't.
- 3 1. persuasion 2. essential 3. in exchange for 4. affected 5. aware of
 - 6. available 7. after all 8. expose 9. take in 10. no longer
- 4 1. 请打开电视机,世界杯足球赛的时间到了。
 - 2. 他们已养成抽烟的习惯,是很难改掉的。
 - 3. 奶牛为我们提供鲜奶。
 - 4. 无论你是谁,都不能进去。
 - 5. 有时广告为我们提供有关新产品的信息。
 - 6. 你买这辆自行车花了多少钱?
 - 7. 它有助于达到同样的目标。
 - 8. 这药对我无效。
- 5 1. 重要作用 2. 降低成本 3. 注意 4. 为某人提供某物
 - 5. turn on the TV 6. a period of time 7. essential part 8. no longer
- 6 1. He was bombarded with questions.
 - 2. He was completely persuaded.
 - 3. Don't go with him no matter what he says.
 - 4. You'll soon become used to this food.
 - 5. Please inform them about the location of the meeting.
 - 6. Factories always supply the market with new products.
 - 7. Bad ads will have harmful effects on children.
 - 8. The problem lies in the lack of funds.
- 1. a. Whenever she met with difficulties, he came to help her.
 - b. Wherever he is, he loves his motherland deeply.
 - 2. a. Surprisingly, the less medicine the old man takes the better he feels.
 - b. Truly, the more we listen to English programs the better our listening comprehension abilities become.
 - 3. a. The CEO gets so used to drinking coffee that he can't work without it.
 - b. She gets so used to getting up early that she doesn't feel well if she gets up late.
 - 4. a. New machines technology helps the company to make more profit by producing better goods.
 - b. This project helped to offer more employment by drawing labor from the society.
 - 5. a. When asked about the effect of this new method, few people agree that it was notable.









- **8** 1. F
- 2. T
- 3. F
- 4. T
- 5. F

- 6. T
- 7. T
- 8. F
- 9. T
- 10. F
- 1. a. If you don't even believe me, what can make you believe others?
 - b. If you think he is right, what makes you change your mind?
 - a. Her behavior not only moved her teammates, but the team was also cheered up in the match.
 - b. Her dress not only goes with her, but also makes her more confident.
 - 3. a. Unfortunately, I didn't realize the powerful effect of the matter.
 - b. Unfortunately, they didn't realize the powerful effect of their discussion.
 - 4. a. The girl knows that there is freedom to choose, and she likes to think she can make a reasonable choice.
 - b. Although the student knew that there was freedom to choose, and he liked to think he couldn't make the best choice.
 - 5. a. The father tried every means to get his baby to stop crying.
 - b. The coach used many methods to get his players to train harder.
- Advertising is a multibillion dollar 1) <u>business</u> in the USA. More than 33 billion 2) <u>dollars</u> are spent each year for advertising. 3) <u>Advertisement</u> and commercials pay for most TV and radio 4) <u>program</u>. Advertisement also pay for the cost of magazines and 5) <u>newspapers</u> and that help sell product to consumers. It tells about the product. It tells people that the product is 6) <u>better</u> than other products, and it make the name of the product 7) <u>famous</u>. Most people see and hear advertising many times every day. Advertisements, or ads, are 8) <u>everywhere</u>. They are in newspapers and magazines; they are on radio and TV; they even come to 9) <u>our mailbox</u> at home. And the fact is that you cannot 10) <u>avoid</u> them.
- 1. d
- 2. g
- 3. k
- 4. h

6. j

- 7. **f**
- 8. b
- 9. c
- 10. 1
- 5. i 11. e
- 12. a

- 1. 汤姆睁开眼睛,眼睛里充满了泪水。
 - 2. 我们应该学会如何研究问题,如何解决问题。
 - 3. 这两个学生经常相互争论或者和教师争论。
 - 4. 打篮球的(有的人)打篮球去了, 踢足球的(有的人)踢足球去了。
 - 5. 他们为这次会议做了准备,其周密细致的程度,同他们为大型会议所作的准备一样。
 - 6. 他们谈到了他们将要获得的奖品——谈到了计算机,谈到了DVD机,谈到了一辆漂亮小 轿车。

Applied Writing

① 售物广告: 羊皮夹克, 男式40号, 穿过一年, 售87美金。每晚6点之后有人。 联系电话: 600-2114。





2 For sale

A used tape recorder \$20, 2 TV sets (b/w TV14 inches \$16/color TV 18 inches \$120), a used frig. \$100. Call Jane 500-7521 before 10 every evening.

Grammar Focus

- 1. as if / though
- 2. as if / though
- 3. as
- 4. as

- 5. as
- 6. as if
- 7. as
- 8. the way

- 2 1. we imagined
- 2. she became
- 3. his brother

- 4. the girl
- 5. John
- 6. people want



VII. Text Translation for Reference

Passage A

说服的威力

广告到处追随着我们,每当我们打开电视、收听广播或翻阅报纸杂志时,众多广告就 频频向我们袭来。广告邀请我们品尝一种新橙汁饮料,试穿某种牌子的牛仔裤或观看最新 上映的影片。它们恳请我们注意其产品的独特之处并看到其优点。广告的存在是要诱使我们产生购买它们所推销的产品的欲望。

令人奇怪的是,我们接触广告越多,就越少注意它们。对这些比比皆是的广告,我们已习以为常,所以往往视而不见,似乎它们已成了我们日常生活的另一部分。但那是不是说我们已不再受广告的影响了呢?

一位广告专家认为,广告的特殊魅力就在于:我们并不太在意它。赫伯特·克鲁格曼博士,一位多年担任大广告公司研究项目的负责人说,我们越不在意广告,受它的影响也就越深。

克鲁格曼博士认为,当我们不再注意广告时,我们的防范意识也在消退,广告的信息就趁机进入我们的脑海,在那里储存起来,随时准备在适当的时机被付诸行动。他说,广告的效应对个人是微不足道的,但一段时间之后,它对广大百姓便会产生一种巨大的影响。

广告在社会中具有重要的作用。出售货物是任何经济形式都必不可少的一部分。广告 通过向人们提供有关市场有售商品和服务的信息来销售商品。它们提供对我们可能有用的 新产品及新成果的有关信息。

广告经常资助我们的娱乐活动。赞助商们以资助各种活动的方式来换取广告宣传,从 而会降低音乐会、运动比赛和节日活动的费用。

(







但是大多数研究广告及其对人行为影响的专家们认为,广告不仅是一种信息资源,它 的存在就是为了说服劝导。广告将产品和服务变换成图像和梦想来销售。为此,它不一定 总是把劝说我们去购买的产品的一切详情都告诉我们。

一位市场分析家认为,一切广告,无论其本意多么好,都有一定的误导作用。

在调研中问起人们有关广告的威力时,大多数人认为广告有作用,但不是对他们。几乎每个人都认为,他们完全能够控制每天都见到的那些成千上万的广告对自己的影响。

只有制作广告的专家们有着不同的理解。毕竟他们看到了结果,而且他们知道广告正如他们预料的那样在起作用。广告在不知不觉中影响着我们,但它不是在一夜之间洗刷我们的头脑,改变我们的观念,而是逐渐地、小心翼翼地改造着我们的思维方式—还有我们的购物原则。

Passage B

广告:产品销售

一个顾客走进一家商店。他站在千百个盒装的洗涤剂前。他选择了一种品牌,付了钱,离开了。他为什么选出某一种肥皂呢?这种肥皂真的就比别的好吗?大概并不是如此。现在很多商品的质量和价格几乎一样。如果商品几乎都是一样的,那么是什么促使顾客购买这种品牌而不是那种品牌呢?虽然我们可能不愿承认,但是电视和杂志上的商业广告对我们的影响可能比我们想象的要大得多。

广告告诉顾客有什么新产品上市。它给我们提供各种信息,从洗发水到牙膏到电脑和汽车,不一而足。但是这里有一个严重的问题。这种"信息"实际上经常只是"错误信息"。它告诉我们商品的优点,但却隐瞒了它的缺点。广告不仅诱使我们买我们不需要、也买不起的东西,而且还迷惑我们的现实感。"Z00M牙膏预防龋齿,给你洁白牙齿!"广告这样告诉我们。但是广告没有告诉我们全部的真相,即健康的饮食和一把好的牙刷也有同样的作用。

广告商用很多办法让我们买他们的产品。最成功的一条策略就是让我们对我们自己和我们不完美的生活感到不满。广告向我们展示与我们不同的那种人以及我们没有的那些东西。我们的牙齿不够白,我们的头发不够有光泽,我们的衣服不够干净。广告使我们害怕,如果我们不用广告中所宣传的产品,人们就不会喜欢我们。"为什么没有人与我约会?"商业广告里一个漂亮女孩伤心地问道。"哎,"她的同屋回答道:"试试Z00M牙膏吧!"于是她试了,接着整个橄榄球队马上都爱上了她。"那是个愚蠢的广告!"我们可能会这样说。但是出于害怕不受人欢迎,怕没有朋友,我们还是会去买Z00M牙膏。

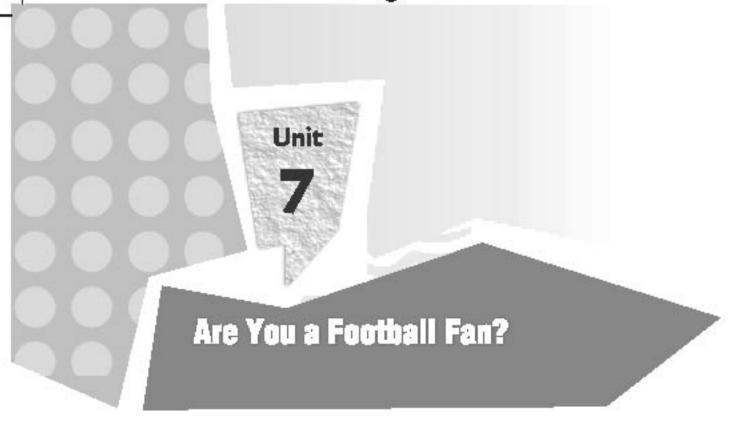
事实上,很多人认为他们不会受广告的影响。他们知道他们有选择的自由,他们喜欢认为他们做的选择很明智。不幸的是,他们可能没有意识到广告的强大影响力。他们可能不很清楚,广告商们每年花数十亿美元激烈地竞争,为的就是赚我们的钱,而且他们极其成功。你认为广告不会影响你对产品的选择吗?那么只要看一看你家厨房和浴室里商品的牌子就好了。













I. Aims and Requirements

■ Language Focus

1. Focal Words and Expressions

AUTHOR:	spectator	medal	etrode
uradhional	half-book	abot	bounce
impire	arite	even though	as much as
injured head for	hold onto	er one end	at the other
go mad with joy	reduce the acrears	the right wing	on a false note for
1	SCORE	пипаде то фо	
goal	electric conductor	TECONEL	
	traditional inspire injured head for	traditional half-back: inspire strike injured head for hold onto go mad with joy reduce the acrous a score	traditional half-back shot impire strike even though injured head for hold onto at one end go mad with joy reduce the acrous the right-wing a score manage to do

出版社

2. Focal Functions and Patterns

- 1) granumeed to ..., even though ...;
- 2) ... as nmch as ..;
- 3) _, though ...;
- 4) At one end ..., at the other ...;
- 5) wif ...





Skills Development

1. Reading and Translating

- Be able to read, comprehend and translate into Chinese the passage about the most dramatic Cup Final Wembley;
- 2) Be able to use the focal words and patterns listed above to make sentences or translate into English the sentences including them;
- 3) Practice the reading skill of identifying points of reference;
- 4) Practice the translating skill of conversion of parts of speech in translation.

2. Listening and Speaking

- 1) Be able to talk a little about the most memorable football match;
- Be able to comprehend the short listening passages on football in the USA and practice the skill of taking spot dictation;
- 3) Be able to talk a little about the most memorable football match ever played.

3. Writing

Be able to write a timetable and program, using the information given.



II. Integrated Skills Development

Background Information

1. Introductory Remarks

The author of the passage managed to give us a vivid account of the most memorable football match he had ever watched. The match between the Blackpool and Bolton Wanderers was breathtaking. In the first half of the match, the goalkeeper of Blackpool made two terrible mistakes. Thus, Bolton scored two points while Blackpool got one. In the second half, both Blackpool and Bolton got another point, and Bolton held on one goal lead till the match was almost over. Then, a miracle happened. Just in the last four minutes, Mortensen had a wonderful free kick while Matthews ran down the right wing and then passed the ball for Perry to win the last goal. As a result, Blackpool finally won the game over Bolton by 4 to 3.

2. Background Remarks

1) Wembley Stadium

Wembley Stadium is renowned the world over as the No. 1 venue for sporting and entertainment events. The existing Wembley Stadium is an international icon and Wembley National Stadium Ltd. and the World Stadium Team have gone to great lengths to replicate or interpret features of the original in the new Wembley Stadium. The new Stadium managed to







add 10 000 seats to the existing Stadium, thus creating a total capacity of 90 000 seats.

2) Blackpool and Bolton Wanderers

Blackpool is a town in Lancashire, England, UK. It is the most visited seaside resort in Europe. It has many sporting and cultural facilities.

Bolton is a town in the county of Greater Manchester, England, UK. To the southeast of the town lie the city of Manchester and large towns such as Preston and Warrington.

In the passage, Blackpool and Bolton Wanderers are referring to two football teams coming from two British towns.

3) Cup Final

The Cup Final in the passage probably refers to the FA Cup in Britain. It is the most spectacular sports event in Britain and dates back to the nineteenth century. It is controlled by separate football associations in England, Wales, Scotland and Northern Ireland. There are well over 400 clubs affiliated with the English Football Association or FA and some 37 000 clubs in regional or district associations. The main clubs in England and Wales belong to the Football League, 92 in all, and the 38 Scottish clubs belong to the Scottish League. They play in four divisions in England and three in Scotland. During the football season, attendance total some 27 million.

4) A Free Kick

A free kick refers to the kick in a football match given to one team when a rule of the game is broken by the other team.

3. Comprehension Focus

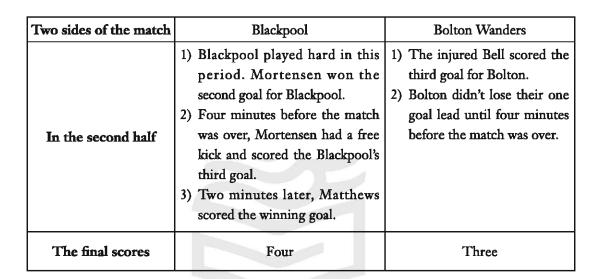
The most memorable football match ever played

Two sides of the match	Blackpool	Bolton Wanders	
Their colors	Orange	Black and white	
Football stars	Matthews, Mortensen	Bell	
In the first half of the match	 Farm the goalkeeper got too nervous to defend their goal successfully. As a result, Bolton won a goal easily simply because the ball bounced over Farm's out-stretched arm. Twenty minutes later, the goalkeeper made another terrible mistake and it resulted in the Bolton's second goal. Later, Blackpool began to recover. Mortensen scored one goal. 	 Because of the two mistakes made by Black-pool's goal-keeper, Bolton won their first two goals in the first twenty minutes of the match. Bell, one of the halfbacks, got injured, but he kept on playing because nobody was allowed to take the place of the injured at that time. 	









Language Points

1. Notes to the Passage

 The cup is still the only football match guaranteed to attract 100 000 spectators to Wembley Stadium every year, even though it is also shown on television.

The cup is still the only football match is the main clause, where the only football match is modified by the past participial clause guaranteed to attract 100 000 spectators to Wembley Stadium every year, while even though it is also shown on television is an adverbial clause of concession. even if: even though 即使

- e.g. Even if I have to sell my house, I'll keep my business going. Even if you don't like wine, try a glass of this.
- 2) It is a great public event, as much as a game of football.

As much as in the sentence means as well as (不仅…而且…). Thus, the whole sentence means that it is not only a game of football but a great public event as well.

e.g. I like cats as much as dogs.

He is a great diplomat as much as a well-known poet.

3) I was very excited when my father managed to get two tickets for the Final a few years ago, though I did not realize then that it could be the most memorable ever played.

The main clause I was very excited is modified by a time-clause when my father managed to get two tickets for the Final a few years ago and a concession clause though I did not realize then that it could be the most memorable ever played. In the concession clause, that introduces an object clause with its subject complement the most memorable (here the + adjective structure is used as a noun phrase) in turn modified by a past participial clause ever played.

though: conj. in spite of the fact that, even if 虽然, 即使

e.g. I won't hire him though he is quite a capable man.

I will keep on trying though I have failed.





2011.6.24 11:47:30 AM



4) The teams, Blackpool and Bolton Wanderers, both came from the north, but almost everyone in England wanted Blackpool to win because the greatest player of his generation, Stanley Matthews, then 40 years old, was playing for them in what would surely be his last Cup Final.

This is a compound sentence, with the conjunction but connecting the two coordinate clauses. In the former clause, Blackpool and Bolton Wanderers are the appositives to the teams, while the latter takes a clause of reason introduced by because, in which Stanley Matthews, then 40 years old, serves again as the appositive to the greatest player of his generation, and it also takes a prepositional object clause what would surely be his last Cup Final, interpreting the occasion for which Stanley Matthews played his last game.

what: pron. that which, that thing that 所…的事

e.g. He pointed to what looked like a tree. (=He pointed to the object that looked like a tree.)

Show me what you have bought, please.

5) He had twice reached the Final before, but each time a cup winner's medal had eluded him.

This is compound sentence, meaning that he had never got a cup winner's medal though he entered the Cup Final twice before.

6) The game began on a false note for Blackpool.

This is a simple sentence, in which the word note means a musical sound of a particular length and pitch (音调, 音符). Thus, the phrase on a false note means unfavorably (对…不利). In other words, the whole sentence means that at first the game was unfavorable for the Blackpool team.

7) Farm, their goalkeeper, had an attack of nerves, and let a simple shot bounce over his outstretched arm.

This is a simple sentence, with *Farm* as the subject taking two verbs *had* and *let* as its predicate. The meaning of the sentence is: Farm, the goalkeeper of Blackpool, got too nervous to keep their goal safe. As a result, Bolton won a score easily simply because the ball bounced over Farm's outstretched arm.

8) Twenty minutes later, he made another terrible mistake to give Bolton their second goal.

This is a simple sentence, in which the infinitive phrase to give Bolton their second goal is the adverbial of result, giving the consequence of the goalkeeper's terrible mistake.

9) It looks as if Matthews would be disappointed once again.

It looks is the main clause, while as if Matthews would be disappointed once again is an adverbial clause of manner, often taking the subjunctive mood.

e.g. She sounds as if she were a boy.

The meat tasted as if it had been burned.

10) But then one of the Bolton halfbacks, Bell, was injured and in those days no substitutes were allowed.

This is a compound sentence, meaning that one of the Bolton's halfbacks called Bell got





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injured, and at that time, nobody was allowed to take the place of the injured.

11) He limped along the wing on one leg, and Blackpool, inspired by Matthews and the tireless Mortensen at center forward, began to recover, and Mortensen scored.

This is a compound sentence. The past participle inspired by Matthews and the tireless Mortensen at center forward is the adverbial of reason, illustrating why Blackpool began to recover.

The meaning of the sentence is: Bell, the half-back of Bolton team kept on playing though he was injured. On the other hand, Blackpool team began to recover because they were encouraged by the football stars Matthews and Mortensen.

12) The injured Bell bravely headed a goal for Bolton, and though Mortensen again reduced the arrears, Bolton were still holding onto their 3–2 lead with four minutes to go.

The structure of this complex sentence can be reduced to ... and ... where and introduces a pair of main clause, with the second one taking its own adverbial clause of concession headed by though. The phrase reduced the arrears here means reduced the gap between the scores of the two teams. The prepositional phrase with four minutes to go is an elliptical structure of participial clause introduced by with. The structure can be restored to with four minutes to go. The whole sentence means that the injured Bell scored the third goal for Bolton. Later, Mortensen tried hard to score another goal for Blackpool but failed. Thus, four minutes before the end of the match, the scores between the two teams remained 3 to 2.

13) I can still remember Mortensen placing the ball for a free kick over 30 meters from the Bolton goal, just in front of where I was sitting, as if it were yesterday.

In this sentence, Mortensen placing the ... is the complex object of the verb remember, with Mortensen being the logical subject of the verb placing the ball for a free kick. As if it were yesterday is an adverbial clause of manner, used here to summarize that the game was remembered by the author as something that seemed to have happened yesterday.

where: conj. the place in which 所…的地方

e.g. This is where I was born.

We could see the runners from where we stood.

14) No one moved, not even Hanson in the Bolton goal.

No one moved. Even Hanson, the goalkeeper of Bolton, did not move, either. The second part is an elliptical structure, with its verb *moved* omitted.

15) The ball had traveled so fast that we could hardly believe it had hit the back of the net.

The basic structure of the sentence is expanded with the correlative conjunction so ... that ... with that introducing an adverbial clause of result, where it had hit the back of the net is the object of the verb believe in the adverbial clause itself.

so ... that ...: conj. to such a degree 如此…以致







e.g. The statement is so clear that it cannot be misunderstood.

She ran so fast that we couldn't catch up with her.

16) Two minutes later, the old master, Matthews, made one of inimitable runs down the right wing, and centered for Perry to score the winning goal.

This is a simple sentence, with *Matthews* as the subject taking two verbs *made* and *centered* as its predicate. The whole sentence means that the old master Matthews ran skillfully along the right side of the pitch, and passed the ball to the center called Perry. Perry then kicked the ball into the goal, making Blackpool the final winner of the match.

down: prep. to or in a lower or descending position, along, to the far end of 沿着

e.g. He ran down the avenue.

She walked slowly down the road.

2. Word Usage

atmosphere: n. the feeling among a group or produced by the surroundings 气氛; 大气, 空气

e.g. The restaurant has a bit of real atmosphere.

We all love the cheerful atmosphere of Christmas.

attack: v. to use violence, esp. with weapons 进攻

e.g. France was bound to go to war if Russia was attacked.

The team attacked their opponents' goal.

attract: v. to cause to like, admire, notice 吸引

e.g. His attention was attracted by her smile.

This scenery attracts many tourists.

bounce: v. to spring back or up again from something solid 跳起,弹回

e.g. The ball bounces well.

The boy bounced up and down on the sofa.

disappoint: v. to fail to fulfill the hopes of (a person) 使失望

e.g. I'm sorry to disappoint you, but I can't come at all.

I promised to buy my son a new bicycle but I had to disappoint him.

disaster: n. a sudden great misfortune 灾难

e.g. The election results will bring political disaster.

The flood was a great disaster to the people living in the region.

dramatic: a. exciting, catching the imagination 令人兴奋的

e.g. It is really a dramatic moment to me.

That is the most dramatic football match I have ever watched.

electric: a. very exciting 如受电击般的,令人激动的

e.g. The film had an electric effect upon all the audience.







His speech had an electric effect upon all the listeners, and they rushed into the streets.

elude: v. to escape from, esp. by means of trickery 逃避

e.g. The fox eluded the hunters by turning back in the opposite direction. The spy always eluded observation.

generation: n. a single stage in the development of a family, or the average period of time (about 20 years) between each stage 一代, 一代人

e.g. This is a family photograph showing three generations.

This generation has no experience of war.

guarantee: v. to give a promise of quality, payment, or fulfillment 保证

e.g. They guaranteed the watch for three years.

I guaranteed the success of the show.

inimitable: a. too good or skillful for anyone else to copy with the same high standard无与伦比的

e.g. Singing in his own inimitable style moved us.

The Palace Museum in Beijing City is inimitable.

injure: v. to cause physical harm to someone or to yourself, just as in an accident 伤害

e.g. Smoking will injure your health.

He was slightly injured in the accident.

inspire: v. to encourage someone by making them feel confident and eager to achieve something great 激励

e.g. We need a new captain — someone who can inspire the team.

His friend's words inspired him to try again.

limp: v. walk lamely or unevenly as when one leg or foot is hurt or stiff 蹒跚

e.g. The wounded soldier limped off the battlefield.

He limped on in the dark alone.

memorable: a. very good, enjoyable or unusual, and worth remembering 难忘的

e.g. The play was memorable for its beautiful costumes.

The flowers are memorable for their strange colors.

nerve: n. any of the threadlike parts of the body which form a system to carry feelings and messages to and from the brain 神经

e.g. I never know what nerves are.

These are the motor nerves (运动神经)

outstretched: a. stretched out to full length 伸开的,扩张的,延伸的

e.g. He is lying outstretched on the bed.

The map is outstretched on the desk.

pltch: n. place, ground, field, on which the football game is played 球场







e.g. This is the very pitch where those football stars have ever played football.

Do you like the pitch where the Milan and Liverpool played?

recover: v. to return to the usual state of health, strength, ability and etc. 恢复

e.g. He is very ill and unlikely to recover.

We haven't yet recovered from the shock.

reduce: v. to make smaller, cheaper or to change from a larger to a smaller amount or number 减少, 缩小

e.g. He won't reduce the rent of our house.

The price of the rice has been reduced by 20%.

roar: v. loud, deep sound as of a lion or thunder, or of a person in pain 吼叫

e.g. The tiger is roaring in the forest.

Have you heard the roaring of the engine?

score: v. gain (one or more points, goals, etc.) in a sport 得分

e.g. In the last minute, he scored a goal for his team.

Our team scored three points in the first half of the football match.

spectator: n. onlooker, especially at a show or game 参观者, 观众

e.g. Our manager showed the spectators around the workshops.

Forty thousand spectators came to the game.

stadium: n. a large unroofed building with rows of seats surrounding a sports field 体育场

e.g. We will build a new stadium for the Olympic Games.

How do you like the Wembley Stadium?

substitute: n. a person or thing acting in place of another 替代物, 替补

e.g. He will be my substitute chairman.

There is no substitute for good food and exercise.

surely: ad. certainly 一定, 肯定

e.g. I will surely write to him.

Surely you have been getting better but you need more rest.

manage: v. to succeed in dealing with a difficult movement or action 设法做成

e.g. The box is heavy, but I can manage to carry it upstairs.

I can manage to finish the work in two hours.

3. Additional Topic-related Sentences

Sentence patterns used to describe the most memorable match between Blackpool and Bolton Wanderers

- 1) The match between the Blackpool and Bolton Wanderers was breathtaking.
- 2) In the first half of the match, the goalkeeper of Blackpool made two terrible mistakes.
- 3) Bolton scored two points while Blackpool won one.







- 4) In the second half, both Blackpool and Bolton got another point.
- 5) Bolton held on to its one goal lead till the match was almost over.
- 6) Just in the last four minutes, Mortensen had a wonderful free kick and scored another goal.
- 7) Matthews ran down the right wing and then passed the ball to Perry to win the last goal.
- 8) As a result, Blackpool finally won the game by 4 to 3.

Prompts to the Specified Reading and Translating Skills and Additional Practice on Them

1. Reading Skill: Identifying Points of Reference

Pro-forms, including pronouns, pro-verbs, pro-adjectives and pro-adverbs, such as this, that, these, those, one, ones, so, there and here are frequently used in writing to replace the words or phrases which have been mentioned earlier in a passage to achieve a better coherence. Thus, in order to get an accurate understanding of the passage, the readers have to identify what the pro-forms are referring to.

2. Translating Skill

More sentences for training the translation skill are provided for the teacher's reference:

- 1) Rockets have found application for the exploration of the universe.
 - 火箭已经用来探索宇宙。(名词→动词)
- The sight and sound of our jet planes filled me with special longing.
 看到我们的喷气式飞机,听见隆隆的机声,令我特别神往。(名词→动词)
- Doctors have said that they are not sure they can save his life.
 医生们说他们不敢肯定能否救得了他的命。(形容词→动词)
- Stevenson was eloquent and elegant but soft.
 史蒂文有<u>口才</u>,有风度,但很软弱。(形容词→名词)
- 5) The plane flew straight ahead, across the harbor and out over the sea.
 飞机笔直向前飞行, 越过港口, 飞向大海。(副词 → 动词)
- 6) Satellites, however, must be closely watched, for they are constantly being tugged at by the gravitational attraction of the sun, moon, and earth.

由于经常受到太阳、月亮及地球引力的<u>影响</u>,卫星活动必须加以密切的<u>观察</u>。 (动词 → 名词)

Guide to Exercises and Supplementary Exercises

1. Exs. 1–2: These exercises are designed to check how much the students have understood the passage, but they should also be used as the lead-in to the communicative practice around the message conveyed by the reading passage. In other words, these exercises should be done orally in class in the form of a discussion with the teacher as the moderator.

Additional questions for teacher's reference:

1) Where was the Cup Final played? (At the Wembley Stadium.)







- 2) What are the two football teams? (They are Blackpool and Bolton Wanderers.)
- 3) Why did Bolton easily score two goals in the first half of the match? (Because the goalkeeper of Blackpool made two terrible mistakes.)
- 4) Which team played better on the whole? And why? (Blackpool did because they performed even better in the last few minutes of the match and won the final victory.)
- 2. Exs. 3-6: These exercises are provided for the students to concentrate on practicing the usage of some of the focal words and patterns chosen from the reading passage, which makes an important part of the teaching requirements of this unit. The following additional exercises are aimed at those words and patterns which are included in the list of the focal words and patterns chosen, but not covered in the exercises.

Fill in the blanks with words and patterns chosen from the following list. Change the form where necessary.

	attract	as much as	manage to
	one's generation	be injured	at one end
	at the other	hold on to	go mad with joy
	reduce	shot	
1)	In spite of these insults, she	e keep l	her temper.
2)	The little girl	seriously	in that traffic accident.
3)	Beckham is one of the grea	test football stars	
4)	stands t	he girl, and	stands her boyfriend, both in tears.
		s elected president of the U	Inited States. It was no surprise that his
6)	He her	very much because he was	quite different from her.
7)	The Prime Minister was a	politician	a liar.
8)	You should	the money you have e	arned.
9)	The center-forward had a v	vonderful	at the goal.
10)	She was too proud to stop o	or even to	her speed.
Ke	ey: 1) managed to	2) was injured	3) of our generation
	4) At one end, at the	other	5) went mad with joy
	6) attracted	7) as much as	8) hold on to
	9) shot	10) reduce	
Ex	s. 10–11:		
1)	The listening exercise (Ex. 1	(10) is oriented to prepare th	e students for a listening test, taking spot
	_		rt and easy listening passages to do a little





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Football is called "soccer" in the 1) ______ 2) _____, where they can play their rugby-

further training. The following passage is for the teacher's use.

3.



style football. Elsewhere in the	3), US f	ootball is called 4)	"football", and they
cnow "soccer" 5) to	the world's most p	opular 6) Ther	e are 7) mer
on the field, 8) on ea	ach team. Each tea	m defends its own 9)	and tries to kick
the ball across the goal of the o	other 10)	•	
Key: 1) United	2) States	3) world	
4) American	5) refers	6) sport	
7) twenty-two	8) eleven	9) goal	
10) team			
N 75 1			

2) The speaking exercise (Ex. 11) is for the students to have a little communicative speaking drill on the topic related to sports. The following sample dialogue is provided to help teachers in this sort of oral training.

Use the following sentence patterns and expressions to practice a dialogue with your partner:

The only recreation of mine has been ...

What do you do for recreation?

I like to ... in summer.

My favorite winter sport is ...

You enjoy ..., don't you?

No, I don't like ... very much. However, I do like to ...

Do you like to ...?

No, I don't care for ...

Talking About Recreational Activities

- A: The only recreation of mine has been playing Chinese chess with my friends. What do you do for recreation?
- B: I like to go swimming in summer. My favorite winter sport is running. You enjoy running on the cold winter mornings, don't you?
- A: No, I don't like to run very much, especially in winter, because it is always difficult for me to get up early in the morning. However, I do like to sit and play chess. Do you like to play chess?
- B: No, I don't care for chess. I'm afraid I would rather walk around and do all kinds of exercises.

One more example:

Talking About Football Games

Susan: Hello.

Michael: Hi, Susan. It's me, Michael.

Susan: Oh, hi, Michael. How are you doing?

Michael: Oh, not bad. Say, are you doing anything Saturday night?

Susan: No, nothing special. Why?







Michael: Well, do you feel like watching a football game?

Susan: Oh, football games nowadays aren't the same as those in old days. The teams don't try to win. They're not interested in winning. They just make sure they don't lose. Thus, most of the football games are dull and boring. And it's violent too. Really violent. Players got hurt in the old days, too, I know, but then it was accidental. These days it

is no accident. It's violent, just violent.

Michael: But don't you think...

Susan: Well, well. I'm afraid I will not watch the game with you. I'm very sorry to say so.

Michael: Never mind. I will ask my brother to go along with me, instead. Goodbye.

Susan: Thank you very much for your invitation anyway. Goodbye.

4. Exs. 12-13: These two skill-oriented exercises should be done under the guidance of the teacher in reference to the prompts to the specified Reading and Translating Skills and Additional Practice on them.

Additional Practice on Identifying Points of Reference

I don't remember whether I cried at that moment, but my sisters did. They ran with me back to my bed, and there we all cried till I became indignant. That helped some. I got up, dressed, and driving my sisters away, I went out alone into the stable, and there, all by myself, I wept.

(In the passage, did, they, there, that, there are referring to cried at the moment, my sisters, in my bed, crying, in the stable respectively.)



Structure Analysis

The timetable and the program are similar in both Chinese and English. The most obvious feature is the use of incomplete sentences with somewhat expanded phrases to give an easy glance at the contents.

Language Points

1. Notes

1) Prospective members apply to club.

Those who are ready to join in the Painting Group have to apply to the Farley Social Club for the permission.

2) Club members free.

All the club members can enjoy the film free of charge.







2. Word Usage

accompaniment: n. music played on a musical instrument to support singing or another instrument 伴奏

e.g. He sings to a piano accompaniment. She sang to the accompaniment of the accordion.

athletic: a. of or concerning athletes or athletics 运动的

e.g. An athletic meeting will be held next week.

Athletic games are very popular in England.

ballet: n. a dance in which a story is told without speech or singing 芭蕾舞

e.g. She has studied ballet for six years. The ballet is very attractive.

chorus:

- (1) v. to sing or speak at the same time 合唱
- **e.g.** They are chorusing the beautiful songs. We chorused a famous love song.
- (2) n. a group of people singing together 合唱队; something said by many people at one time 齐声朗诵
- e.g. The chorus was very good, wasn't it?

 His speech was met with a chorus of shouts.

in chorus: altogether 齐声

e.g. The people shouted in chorus.

command: v. to direct (a person or people), with the right to be obeyed 命令,指挥

e.g. The general commanded his men to attack the city.

Our leader is not fit to command us.

entrance: n. opening gate, door, passage, etc, by which one enters Ap

e.g. The entrance to the cave has been blocked up.
Where is the entrance to the park, please?

environment: n. surroundings, circumstances 环境

e.g. She tried hard to provide a proper environment for her child. Moss grows best in a shady, damp environment.

folk: n. of the common people, of a country 民间

e.g. This is a folk song.

He is a folk singer.

harvest: n. the cutting and gathering of grain and other food crops 丰收

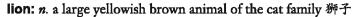
e.g. It is this year's wheat harvest.

The apple harvest starts in September.









e.g. The lion belongs to the cat family.

It's a kind of large animal, easily mistaken with a lion.

perform: v. to give or show (a play) 表演

e.g. The magician performed some astonishing tricks.

He will be performing at the piano.

prospective: a. expected or intended 未来的

e.g. Tom is a prospective buyer for the house.

There is a prospective promotion in sales.

refreshment: n. food and drink 点心

e.g. We worked all day without refreshment.

Would you like to have some refreshment?

solo: n. a piece of music for one performer 独唱

e.g. She is famous for her solo.

His solo at the evening party impressed us all.

stagecoach: n. in horse-drawn closed vehicle carrying passengers on regular services between fixed places 马车

e.g. This is an ancient stagecoach.

I hope I have the chance to see a stagecoach in my life.

swan: n. a type of large white bird with a long neck, which lives on rivers and lakes 天鶇

e.g. Swans come to this lake to spend the winter.

I like the swan boat there.

Additional Samples of the Specified Type of Applied Writing

Sample 1:

Air Macao — Tel: (010) 6515 8988 Fax: (010) 6515 9979					
Day	From	То	Flight	Departure	Arrival
1-7	Beijing	Macao	NX001	16:10	19:20
1-7	Macao	Beijing	NX002	12:10	15:10
1,2,5,7	Shanghai	Macao	NX105	14:30	16:50
1,2,3,6	Shanghai	Macao	NX101	17:25	19:45
1-7	Macao	Shanghai	NX106	11:20	13:40
1-7	Macao	Shanghai	NX102	14:05	16:25







Sample 2:

Sunday, September 17, 2012

CCTV-1 Channel 2

12:00 News 30 Minutes

15:20 Modern Workers

19:00 News and Weather Forecast

19:55 Science Programs

20:05 Live Telecast of the 27th Olympic Games

22:00 Nightly News and Weather

22:56 Series: China Hundred Years



IV. Grammar Focus

Adverbial Clause 3

Grammar Notes

Structure of an adverbial clause of cause

Main clause	Subordinator	Adverbial clause of cause
Lanny was worried	because	he hadn't received any letter from Kurt.
He stood up	as	all the seats were full.
We can't buy it	since	we have no money.

Translate the following sentences into English by using the adverbial clause of cause:

1) 因为我感冒了, 所以没去上学。

As I had a cold, I was absent from school.

2) 我因为疲倦, 所以提早睡了。

I went to bed early because I was tired.

3) 因为我们还年轻,所以不应该太害怕犯错误。

Since we are still young, we shouldn't be too afraid of making mistakes.





Structure of an adverbial clause of result Structure A

Main clause	such / so	n. / a.	Adverbial clause of result
My mother lives	so	far away	that we can hardly ever see her.
It gave him	such	a shock	that his face turned white.

Structure B

Main clause	so that	Adverbial clause of result
My pencil fell under my desk	so that	I couldn't see it.

Translate the following sentences into English by using the adverbial clause of result:

1) 我被骤雨淋了,所以衣服全被湿透了。 I was caught in a shower, so that all my clothes got wet.

我跑得太快,结果导致腹侧疼痛。
 I ran so fast that I got a pain in my side.

天气非常寒冷, 街上没有任何人。
 It was such a cold day that there was nobody on the street.

Structure of an adverbial clause of purpose

Main clause	Subordinator	Adverbial clause of purpose
Speak clearly	so that	they may understand you.
I lent him \$ 500	in order that	he might go for a holiday.
He hurried on	lest	she should meet him again.

Translate the following sentences into English by using the adverbial clause of purpose:

1) 他们很早出发,以便能赶上第一班车。 They left early so that they could catch the first train.

2) 你必须学习很多年,才能成为脑外科医生。
You will need to study for many years in order that you may become a brain surgeon.

you are going I will go too

他怕被抓而逃跑了。
 He ran away lest he (should) be caught.

Additional Exercises

11

Fill in	the	blanks	with:	a suitable	subordin	ator:

•	/	you are going, I wan go to	0.
2) It was	dark	he couldn't see the faces of his companions





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3)	Ask her to hurry up with these letters	I can sign them.
----	--	------------------

- 4) They spoke in whispers _____ they should be heard.
- 5) Every attention must be paid to him, _____ he feel that he is inferior to my other guests.
- 6) I have come all the way from Vienna ______ you should thoroughly understand me.
 - 1) Since

- 2) so ... that
- 3) so that

4) lest

5) lest

6) in order that (so that)



V. Merry Learning

1. Swimming Is Not Allowed

Country constable: Pardon, miss, but swimming is not allowed in this lake.

City Flapper: Why didn't you tell me before I undressed? Country constable: Well, there is no law against undressing.

2. A Bad Golfer

Bill: I'd move Heaven and Earth to break my 110 score.

Phil: Try moving heaven. You've already moved plenty of earth today.



VI. Key to Exercises

Integrated Skills Development

- 1 1. a 2. a 3. b 4. c 5. b 6. c
- 2 1. About 100 000 spectators watched the Cup Final every year.
 - 2. Blackpool, because Stanley Matthews was playing for the team.
 - 3. Stanley Matthews was one the greatest players of his generation.
 - 4. The atmosphere was traditional but electric.
 - 5. Bolton.
 - 6. No, he made terrible mistakes in the match.
 - 7. 4 to 3.
 - 8. Perry.







- 3 1. guarantees
- 2. attracts
- 3. generations
- medal

- 5. false
- 6. attack
- 7. injured
- 8. Allow

- 4 1. 这只表保修两年。
 - 2. 他被湖的美丽所吸引。
 - 3. 在英国定居是马克思一生中的一件重要大事。
 - 4. 这种新计算机的性能比前一代的计算机要好得多。
 - 5. 这件上衣大减价,因此,我就把它买下来了。
 - 6. 我们发动了突然袭击,占领了港口。
 - 7. 艰苦的生活长期威胁、损害着我的健康。
 - 8. 他们请求允许去看他。
- 5 1. 奖牌
- 2. 决赛
- 3. 吸引
- 4. 气氛
- 5. 不真实的

- 6. 神经
- 7. 替补
- 8. 灾难
- 9. dramatic
- 10. elude

- 11. wave
- 12. attack
- 13. injure
- 14. bravely
- 15. inspire

- He headed a goal and scored.
 - 2. Tom placed the ball for a free kick over 20 metres from the goal.
 - 3. I was very excited when I managed to get a ticket for the World Cup.
 - 4. The atmosphere before the match was electric.
 - 5. The game began on a false note for the Germany.
 - 6. In the first half, the French held onto their 3-2 lead.
 - 7. In the second half, the British reduced the arrears with four-two-four system.
- 1. a. I was very excited when my father managed to buy me a notebook computer.
 - b. I was very excited when we arrived at the seaside.
 - 2. a. She had twice reached the top, but each time the champion medal had eluded her.
 - b. He had twice succeeded in getting the interview, but each time the opportunity had eluded her.
 - 3. a. The atmosphere before the election was traditional, but electric.
 - b. His speech was short, but convincing.
 - 4. a. The travel began on a false note for them.
 - b. The project began on a false note for the company.
 - 5. a. Inspired by the enthusiastic audience, the players began to recover, and they finally won the game.
 - b. Inspired by the teacher, Li Ming began to recover, and he finally passed the exam.
 - 6. a. The wounded bear lay there, and though we had clubs in our hand, no one dared to come closer to the beast.
 - b. This kind of mobile phone is very expensive, and though it supports many functions, we can employ only a few of them.
 - 7. a. I can still remember Mr. Smith riding on the horseback.
 - b. I can still remember him standing on the platform for the first time.
 - 8. a. The chairman spoke so fast that we could hardly make out what he was saying.
 - b. He worked so hard that we could hardly blame him for the delay.





English



2. b

3. a

4. d

5. d

- 9 1. a. Moreover, he began to perform on the stage while he was studying at an art school.
 - b. Moreover, he began to work in this company while he was studying at school.
 - 2. a. They substituted for policemen and I had to act as a thief.
 - b. They substituted for students, and I had to act as a teacher.
 - 3. a. Every basketball player has a natural impulse to throw the ball into the basket.
 - b. Everyone has a natural impulse to seek for survival when in danger.
 - 4. a. If he dances well, he may find himself in an important competition, a "Best Young Dancers competition", for example.
 - b. If you are good at folk songs, you may find yourself in an important folk song competition, "The National Best Folk Song Contest", for example.
 - 5. a. By the end of the year, everyone is compelled to make up his mind whether to continue working in the department or to work in another.
 - b. In two years, you will be compelled to make up your mind whether to become a professional actor or to be an amateur actor.
 - 6. a. There are many professional singers, and a few of these can hope to become well-known.
 - b. There are 100 staff members in our company, and a few of them can hope to be promoted.
 - 7. a. There are very few opportunities for high-school graduates to find a job in industry, and for those few posts, there are always far too many applicants.
 - b. There are very few opportunities for students majoring in economics to work in a big bank, and for those few posts, there are always too many applicants.
- Football is an eleven-a-side field game. The object is to 1) score goals. The team may be 2) divided into several sections: goalkeeper, defensive players, midfield players and offensive players.

Modern football is a sport that was 3) devised by the English. It is the national sport of England. It is played on every 4) continent but is particularly strong in Europe and South America.

Football is played outdoors on a grassy pitch about one hundred and five metres long and seventy metres 5) wide. At each end there is a 6) goal 2.44 metres high and 7.32 metres wide. The pitch is divided in the middle by the half way line. There is a centre 7) circle from which the game 8) begins, and a penalty area around each goal. The game is played with a round ball made of leather or 9) plastic. Football is the fastest 10) growing sport among children in the USA. It is played by both boys and girls.

- 1. The press cannot be separated from the movements in popular culture any more easily than the other media; the way it has developed has not protected it from contemporary pressures.
 - 2. The president is worried about the present economic situation. He thinks the rate of inflation (通货膨胀) will rise. I think so, too.
 - 3. Although in recent years, people do not go to cinemas so often, film making is still a major industry. There are a number of reasons for this.
 - 4. The critics argued that although <u>many popular novels</u> claim to be involved with the "values of our civilization," *they* make experience too simple.





- 5. We're going to the movie tonight. This will be our first outing (外出) for months
- 6. We get so used to seeing advertisements everywhere that they become largely invisible, as if they were another part of our everyday lives. But does that mean that we are no longer affected by them?
- 7. Our era is distinguished (有区别) by <u>much discussion on law and social order</u>. Some people believe that *such talk* is only a mask to hide their personal problem.
- 8. In 1945, there was a shortage of 2 million homes, and the new government promised to overcome it by constructing subsidized housing estates.
- 1. 老师问起菲利浦的表现如何。
 - 2. 他们签订了两个协定,目的是使他们的关系热起来。
 - 3. 他们被认为是伪君子。
 - 4. 史密斯全家都是虔诚的教徒。
 - 5. 他们尽了最大的努力帮助病人和伤员。
 - 6. 让我看一下,可以吗?
 - 7. 他一想到这场灾难,就两条腿僵硬得一步也挪不动了。
 - 8. 没有钢, 就没有现代工业。
 - 9. 没有人反对这个建议。
 - 10. 你不是不知道她这样做的原因。
 - 11. 他们不满足于他们现有的成就。
 - 12. 今晚将放一场好电影。
 - 13. 太阳升起来了。
 - 14. 她把窗子打开,让新鲜空气进来。
 - 15. 我们十分明白形势的严重性。

Applied Writing

a

Spring Festival Entertainment Program

- 1. Chorus: The Song of Yangtze River Yellow River Cantata
- 2. Dance: Lion Dance
- 3. Female solo: Nanniwan
- 4. Chorus in Four Parts: The Song of the Youth
- 5. Play: Hamlet







通知

兹订于3月12日参观静海县红光农场。参观的路线是:

上午8:00 农场办公室, 总经理介绍农场的概况

上午 8:30 参观发电站

上午 9:30 参观文化中心

上午 10:30 参观场办中学

上午11:30 到农家做客

凡愿意参加者请于上午6点20分在校门口集合,汽车在6点30分准时出发。

学生会 2011年3月10日

Grammar Focus

- 1. because
- 2. As
- 5. in order that / so that
- 8. lest
- 9. so that
- 1. because (目的状语)

 - 3. lest (目的状语)
 - 5. such ... that (结果状语)
 - 7. in order that (目的状语)

- 3. Since
- 4. so ... that ...
- 6. so that
- 7. so that
- 10. such ... that ...
- 2. so ... that ... (结果状语)
- 4. as (原因状语)
- 6. lest (目的状语)
- 8. so that (目的状语)



VII. Text Translation for Reference

Passage A

温布利足总杯决赛精彩的一幕

虽然电视也在转播温布利足总杯决赛,但它仍然是每年肯定能吸引10万名观众到温布 利体育场来现场观看的唯一的足球比赛。这既是一场足球赛又是一件受到公众注视的大 事。几年前,我父亲弄到两张决赛的门票,我非常兴奋,虽然当时我并没有认识到这会是 一场最令人难忘的比赛。

参赛的两支球队,布莱克普尔和勃顿流浪者队都来自北方。但是,几乎所有的英国 人都希望布莱克普尔队能赢得这场比赛,因为布莱克普尔队有当时那一代人最伟大的球

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员——已经40岁的斯坦利·马修斯;而且,这场比赛将肯定是他的最后一场足总杯决赛。 他两次参加了足总杯决赛,但两次冠军奖牌都和他擦肩而过。

赛前的气氛和以往比赛的情形一样,但更刺激。球迷们在场中央指挥的带领下唱了一个小时的歌。场内一边是穿橘黄色的布莱克普尔队的球迷在为他们的球队呐喊助威。另一边是一片披带黑色和白色围巾或帽子的勃顿队的球迷,他们也在为自己的球队摇旗呐喊。

布莱克普尔队开局就不顺。布莱克普尔队的守门员法姆神经特别紧张,开始的第一分钟就让一个简单的射门球从他伸开的手臂上方弹进网窝。20分钟以后,他又犯了一个可怕的错误,让勃顿队又进了一球。看起来,马修斯又要失望了。但这时,勃顿队的中卫贝尔又受了伤,当时的规定是不让换人。贝尔一瘸一拐地在边线附近走动。布莱克普尔队在马修斯和不知疲倦的中锋莫特森的鼓舞下,开始反击,莫特森得了一分。

下半场一开始,灾难又一次向布莱克普尔袭来。受伤的贝尔勇敢地用头球为勃顿队 进了一球。虽然莫特森又一次缩小了比分的差距,在终场前4分钟时,勃顿队仍然以3:2领 先。

我现在还记得莫特森在勃顿队球门前30米发任意球的情景。当时他正在我座位正前方,这好像是昨天发生的一样。他猛地踢了一脚。全场球员都没有动,甚至连勃顿队球门里的汉森都没有动。这时坐在我左边的看台上穿橘黄色衣服的球迷欣喜若狂。球飞得很快,以至于我们几乎都不相信会进网底。两分钟以后,老将马修斯从右边不可思议地下底传中,将球传给帕瑞,帕瑞攻进了制胜的一球。

Passage B

职业足球运动员

上星期我给我小侄儿买了一只足球。他很开心,跑到花园里踢起球来。两棵苹果树代替球门柱,我当守门员。他让我忙活了一个多小时——而他只有5岁。男孩本性爱踢足球。而著名的球星就是他们的上帝。有多少孩子梦想长大以后也成为上帝——职业足球球员?如果一个在校学生足球踢得好,他可以参加一些重大的比赛,例如国际中学生赛。大俱乐部就会派些"球探"到这些赛事去寻找有潜质的年轻球员。"球探"会邀请杰出的男孩在他代表的俱乐部以"相关挂钩学生"的身份注册。

俱乐部可以给13岁以上的在校学生注册。但这些学生在达到规定的毕业年龄之前,不能让他们参加比赛。可是他们受到了良好的训练。这些孩子毕业时,他们如果愿意就可以成为所属球队的实习球员。就像其他行业的实习学员生一样,他们会接受业务培训,而且在培训期间,他们还可以领到工资。

到18岁的时候,学员必须决定是否做职业球员,或者和以前一样做业余球员。这种决定需要认真地斟酌。"职业"球员必须意识到他始终受到来自更年轻更优秀的球员的挑战,这些球员一直在焦急地等待获得自己的位置。英国有9000名职业足球球员,而只有少数人能够真正脱颖而出。职业足球球员要工作到65岁,之后就可以和其他人一样退休。退休球员的工作机会很少,而这为数不多的机会却有很多很多的求职者在申请。

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I. Alms and Requirements

■ Language Focus

1. Focal Words and Expressions

look at	try to	observe	gulp down	staff in part
vice	struggle with	in part	Instead	telea
ARVOR	be feel up with	allow	even if	look at
toods seedn	substitute for	واناه	be foreign to	overnight
melt away	at the end of the day	pot in		

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出版社

2. Focal Functions and Patterns

- 1) ... see sh. doing sth.;
- 2) .. the difference between ..;
- 3) ... explain in part why ...;
- 4) ... be titue for ...;
- 5) ... keep doing ath.;
- 6) even if ...;
- 7) be used to ath.

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Skills Development

1. Reading and Translating

- 1) Be able to read, comprehend and translate into Chinese the passage about the way the French women eat:
- Be able to use the focal words and patterns listed above to make sentences or translate into English the sentences including them;
- 3) Practice the reading skill of tabulating information;
- 4) Practice the translating skill of lexical repetition.

2. Listening and Speaking

- 1) Be able to talk a little about eating at a restaurant;
- Be able to comprehend the short listening passages on the topic of dining out and practice the skill of spot dictation;
- 3) Be able to talk a little about the food culture in China.

3. Writing

Be able to write simple sales advertisements.



II. Integrated Skills Development

Background Information

1. Introductory Remarks

Eating habits vary from nation to nation. This passage tells us about the different attitudes towards food between Americans and French women. It also tells us the differences between the way the French and Americans eat. While introducing her new book, the author advises American women to eat like the French women do: eat only good food, relax and savor every bite.

2. Background Remarks

American Food Habits

Generally speaking, American food is rather tasteless. Salads are much liked and are served all year round. Many American people are trying to keep down their weight and so they are "calorie" conscious. This is evident in menus offering "low calorie" or "weight watchers" meals. In markets one can find "No Cal" drinks (meaning without calories) such as ginger ale or cola. "Diet" foods without sugar or salt are also available in food stores.

Most Americans eat quickly during the day — that is, breakfast and lunch — unless it is a social, business, or family occasion. Racing through daytime meals is part of the "American pace" of life, for working time is considered precious. There is also another reason, that others in









public eating places are waiting for you to finish so they too can be served and get back to work within the allotted time. Each one hurries to make room for the next person.

A phenomenon of the American eating pattern is the nationwide proliferation (激增) of chains of fast food restaurants. Their standardized, technically produced products are reasonably priced, instantly served and taste the same wherever you buy.

McDonald's is the largest of these chains. It offers a selection of hamburgers, French fries, shakes and "cokes". These foods are high in fat, sugar and salt. Often, they are the major meal of the day of many young and working people. Other popular chains specialize in fried chicken or fish, pizzas, steaks and pancakes.

3. Comprehension Focus

Differences between the eating habits of Americans and French women.

1) Attitude

Americans: Eating is not one of the most important things in life;

They eat quickly;

They wolf down the food while busy doing something else.

French Women: Food is one of the best pleasures in life. Eating Manner;

They eat slowly and with pleasure;

They relax and savor every bite;

They eat with all five senses.

2) The Food Itself

Americans: fast foods or convenience foods.

French Women: good food only.

3) Problem and Result

Americans: They worry about and struggle with their weight;

They keep running calorie.

French Women: They don't obsess about weight;

They don't get fat.

Language Points

1. Notes to the Passage

1) When French-born Mireille Guiliano was walking through Chicago's O'Hare International Airport a few weeks ago, she looked at all the people who were eating and tried to find some who were enjoying their food.

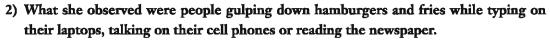
When introduces an adverbial clause of time.

The subject she takes two predicates looked at, tried to.

Both the objects people and some are each followed by a relative clause who were eating, who were enjoying their food.







What she observed is a subject clause.

Gulping down serves as an attributive modifying people.

While introduces a time adverbial clause expressed by 3 participle phrases, with its subject is omitted.

3) I couldn't see anyone eating with pleasure.

The verb see takes a complex complement made up of Object + Complement with anyone as the Object and eating as its complement.

e.g. We saw someone swimming in the lake.

She heard a girl crying in the room.

4) We should not eat like we're robots.

The adverbial clause of manner like we're robots modifies the verb eat. Like here means the same as. This is the American usage.

e.g. Teachers should not talk like they know everything.

Do as you are told by the doctor.

5) And that, she says, is the difference between the way the French and Americans view food.

The way is modified by two relative clauses — the French view food and Americans view food.

6) And it explains in part why Americans struggle more with their weight than the French do.

Why- clause serves as the object of the verb explain.

In part is used as an adverbial modifying explain, with the same meaning as partly.

7) Many Americans are fed up with keeping running calorie and the idea of losing weight by eating well is seductive.

This is a compound sentence connected by and.

Are fed up with keeping running calorie means are bored with running constantly so as to lose weight.

Keeping running calorie is the object of the preposition with.

Keep takes a gerund instead of an infinitive form when a verb is used as its object with the meaning of doing sth. constantly.

The first part of the sentence can be paraphrased as many Americans are bored with running all the time so as to lose weight.

e.g. He keeps complaining of the poor working conditions.

We kept working until it was dark.

8) French women eat with all five senses, Guiliano says, allowing less to seem like more.

The prepositional phrase with all five senses is an adverbial of manner modifying eat.

Allowing is a present participle introducing an adverbial of result.

It can be paraphrased as French women eat with all five senses, which makes a little food look like more.







9) When she is with friends in Paris, even if they are just eating sandwiches, we sit down, take our time, look at the sandwich, admire the bread or the butter on it.

It contains two adverbial clauses: When- clause is an adverbial clause of time, and even ifclause an adverbial clause of concession, both modifying the whole sentence.

The subject we takes 4 predicates sit down, take our time, look at the sandwich, admire.

10) French women don't obsess about weight, constantly talk about their diets, skip meals, substitute slimming shakes for meals, snack frequently, eat while standing or on the run, she says.

Don't negates all the verbs that follow it. The author writes the sentence in this way to achieve both brevity and emphasis as well.

11) Guiliano knows many of the French attitudes will be foreign to American women who are used to convenience foods.

Knows takes an object clause.

Who-clause is a relative clause modifying American women.

Be foreign to sb. means be new to somebody.

The whole sentence can be paraphrased as: many American women who are used to convenience foods don't know much about the French women's attitudes to food.

2. Word Usage

appealing: a. attractive 吸引人的

e.g. The low price of the supermarket is very appealing to consumers. Her suggestion that we go to Hangzhou for a holiday is appealing to all.

at the end of the day: finally, last of all 最后

e.g. At the end of the day, we have only one Earth, and we must protect it.

At the end of the day, the conflict was settled peacefully.

be fed up with: be bored with or be tired of (受)够了

e.g. The young man is fed up with his mother's preaching.

I'm fed up with the cold winter of Canada.

be foreign to: unfamiliar to, seem strange 不了解,不熟悉

e.g. The new concept of health is foreign to the public. The subject is foreign to me.

come down to: to be summarized as 可以归结为…

e.g. Our choices come down to going or staying.

The main idea of the story may come down to this: one good turn deserves another.

constantly: ad. happening all the time 不停地,不断地

e.g. She is constantly changing her mind.

Men don't constantly talk about their family.







- diet: n. the sort of food and drink one habitually takes 饮食
 - e.g. Proper diet and exercise are both important for health.

The Irish used to live on a diet of potatoes.

enjoy: v. to get pleasure from (things and experiences) 喜爱

e.g. I enjoy my work as a college teacher.

Young people enjoy pop songs.

gulp (down): v. to swallow hastily 狼吞虎咽地吃

e.g. I was so hungry that I gulped down the whole cake.

Syn.: wolf (down)

Don't wolf down your food.

in part: partly 部分地

e.g. What he says answers my question in part. It was my fault in part.

observe: v. to see and notice; watch carefully 观察

e.g. She has observed the stars all her life.

Children are told to observe how the flowers grow.

overnight: ad. suddenly 突然地

e.g. The English poet Byron became famous overnight.

Some people dream of striking it rich overnight by winning the lottery.

pleasure: n. enjoyment 享受

e.g. He listened with pleasure to the melodious music. Reading is one of the best pleasures in my life.

relax: v. (of a person) to become less active and stop worrying 放松

e.g. The soft music will help you to relax.

Whenever he wants to relax himself, he goes to climb the mountain.

savor: v. to enjoy, as by tasting, slowly and purposely 品味, 品尝

e.g. He drank the wine slowly, savoring every drop.

Some good books should be savored.

skip: v. fail to attend or to take part in; miss 误掉, 不吃

e.g. It's not a healthy habit to skip your breakfast.

They skipped their weekly visit this Sunday.

stuff: v. to fill with a substance 把…塞满

e.g. She stuffed the fridge with food.

The children have been stuffing themselves with cakes.

substitute (for): v. to put (something or someone) in place of another 替代

e.g. He substituted for the worker who was ill.

I don't like to substitute for anybody.







ultimate: a. greatest, fundamental 最大的, 最根本的

e.g. The sun is the ultimate store of power.

The ultimate principle is to respect all the people, rich or poor.

view: v. to consider, regard, think about 看待

e.g. How do you view this situation?

He views the whole thing as a joke.

Prompts to the Specified Reading and Translating Skills and Additional Practice on Them

1. Reading skill: Reading for Tabulating Information

If we want to show different kinds of information clearly and indicate the relationship between them with fewer words, the better way is to use tables. The above table could serve as a good example.

One more example:

Changes in People's Diet

Year/ Food	1995	1996	1997	1998	1999	
Grain	40%	38%	32%	30%	25%	
Milk	15%	17%	18%	19%	20%	
Meat	22%	23%	24%	24%	25%	
Vegetables	11%	10%	12%	12.5%	14%	
Fruit	12%	12%	14%	14.5%	16%	
Total	100%	100%	100%	100%	100%	

2. Translating skill: Lexical Repetition

More sentences for developing the translation skill are provided for the teacher's reference.

e.g. 1) He became an iron and steel baron — all by himself.

他成为一个钢铁大王——<u>一个白手起家的钢铁大王</u>。(词语重复)

2) Ignorance is the mother of fear as well as of admiration.

无知是羡慕的根源,也是恐惧的根源。(词语重复)

3) It is completely clear now.

现在事情是完全明明白白的。

4) He was the only boy in the English class.

他是英语班上独一无二的男生。(四字词组但重复使用)

5) First come, first served.

先来先服务。(对偶结构重复)

6) Seeing is believing.

耳听<u>为虚</u>, 眼见<u>为实</u>。(对偶结构重复)





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- 7) The era of blatant race discrimination ended in the 1960s. 明目张胆的种族歧视时代在60年代末结束了。(四字词组重复)
- 8) They came to southeast England from everywhere in the British Isles. 他们从不列颠群岛的四面八方向英国东南部汇集。(四字词组重复)

Guide to Exercise and Supplementary Exercises

1. Exs. 1–2: These exercises are designed to check how much the students have understood the passage, but they should also be used as the lead-in to the communicative practice around the message conveyed by the reading passage. In other words, these exercises should be done orally in class in the form of a discussion with the teacher as the moderator.

Additional questions for teacher's reference:

- When did the writer walk through Chicago's airport? (A few weeks ago.)
- 2) What did she try to discover when looking at the people who were eating? (She tried to discover some who were enjoying their food.)
- 3) Did she see anyone eating with pleasure? (No, she didn't.)
- 4) What is food in the author's eyes? (Food is one of the best pleasures in life.)
- 5) What's the name of the author's new book?
 (French Women Don't Get Fat: The Secret of Eating for Pleasure)
- 6) What kind of book is it? (It's an "ultimate non-diet book".)
- 7) How do the author's friends in Paris eat even when they are only eating sandwiches? (They sit down, take their time, look at the sandwich, admire the bread or the butter on it. They eat slowly. They chew well. They stop between bites.)
- 8) What kind of food are American women used to? (Convenience foods.)
- 9) What changes will people have if they eat like the French women? (Their weight will be melted away nicely and they will feel comfortable.)
- 10) Why should we respect our body? (Because we only have one body.)
- 2. Exs. 3-6: These exercises are provided for the students to concentrate on practicing the usage of some of the focal words and patterns chosen from the reading passage, which makes an important part of the teaching requirements of this unit. The following additional exercises are aimed at those words and patterns which are included in the list of the focal words and patterns chosen, but not covered in the exercises.

Fill in the blanks with words and patterns expressions chosen from the following list. Change the form where necessary.





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English

	put in	admire				
			relax	allow	kid	
	He	your po	oems verv much			
-1		not	<u>-</u>		•	
		me.		-		
		went to France	A second			•
5)	Forget your w	orries and				
6)	He	to chee	r me up.			
7)	You may	tt	nings that way, b	ut society v	won't.	
8)	I go to swim i	n the lake	it :	snows.		
9)	Some people	lon't care too m	uch about what	they	t	heir stomach.
10)	Don't	anyt	hing else in, or	the bag will	l burst.	
			1 2\ 1±1		4) :	5) relax
Kev	v: 1) admires	2) allowe	a sikia		4) instead	J J I CIAX
Exs. 1) 1	6) tried to 10–11: The listening ex spot dictation in further training Both coffee of ea	2) allowed 7) look a recise (Ex. 10) is a this case. The teal and teal are 1) ch. In most En	oriented to the procher could choose is for the telegraphic beveraglish-speaking	n if eparation of some short a acher's use. rages arou	the students for and easy listening and the world the most	10) stuff r a listening test, ng passages to do d. There are a
Exs. 1) : 2) _ is 4	6) tried to 10–11: The listening expot dictation in further training Both coffee of ea 1 a slice of lemo	7) look a ercise (Ex. 10) is a this case. The tea and tea are 1) ch. In most En on. Some people	oriented to the procher could choose is sage is for the tended to the proches in the tended to the proches in the tended to the proches in th	eparation of some short a acher's use. rages arough various was	9) put in f the students for and easy listenin and the world , the most ays. You can or milk or both	10) stuff r a listening test, ng passages to do d. There are a popular kind o rder it 6) h.
Exs. 1) 2 2) _ is 4 with mill	6) tried to 10–11: The listening expot dictation in further training Both coffee of each a slice of lemo	7) look a ercise (Ex. 10) is a this case. The tea are 1) ch. In most En a. This tea can be	oriented to the procher could choose is sage is for the temperating the speaking in order it with 7) is served with a	eparation of some short a acher's use. rages arough various was slice of len	9) put in the students for and easy listening the world the world the most ays. You can or milk or both mon. It is 9)	10) stuff r a listening test, ng passages to do a d. There are a popular kind a rder it 6) h with a
2) _ is 4 with mill my	6) tried to 10–11: The listening expot dictation in further training Both coffee of each a slice of lemoth coffee, 8)k, and or sugar.	7) look a ercise (Ex. 10) is a this case. The tea and tea are 1) ch. In most En a. This tea can be on. Some people, is never	oriented to the procher could choose issage is for the team	eparation of some short a acher's use. rages arough various was slice of len	9) put in the students for and easy listening the world the world the most ays. You can or milk or both mon. It is 9)	10) stuff r a listening test, ng passages to do a d. There are a popular kind a rder it 6) h with a



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What would you like?



We would like to order ...

How would you like your steak?

Ordering at a Restaurant

Waiter: Would you like a menu, sir (or madam)?

A: Yes.

Waiter: May I take your order?

A: Just a moment, please.

Waiter: Take your time to decide.

B: Let's have steak.

A: Okay.

Waiter: What would you like?

A: We would like to order steak.

Waiter: Steak for two. How would you like your steak?

B: I'd like it medium.

A: I'd like it well-done.

Waiter: Just a minute. I'll be right back.

One more example:

At McDonald's

Server: What would you like?
Robert: I'd like a hamburger.
Michael: I'd like one, too.
Server: Anything else?

Michael: I'd like an order of fries.

Robert: Me too.

Server: Something to drink?

Robert: I'll have a coke. Michael: I'll have a coffee.

Server: Then, two hamburgers, two orders of fries, one coke, and one coffee.



III. Applied Writing

Structure Analysis

Advertising products on TV is a better and more effective way to make people know about the things you want to sell and to promote sales.

But if you are to design a TV commercial, a few you must remember to make clear are as follows:





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- 2. The specific features and the selling points of the products;
- 3. The telephone number, address and e-mail box of the manufacturer;
- 4. The power of the language you use shouldn't be neglected. If the language is full of humor, it will be more impressive and paid closer attention to.

Language Points

1. Notes

1) Nimble is the way she goes.

The normal order of this sentence is: The way she walks is nimble, where the way is the subject and she walks is the attributive clause which should have been introduced by either in which or that and which modifies the way. Inversion is used here to emphasize the subject complement by placing it to the front of the sentence.

2) And thanks to the skill and dedication of our present day brewers, no one else has ...

Thanks to is a preposition meaning as a result of or owing to.

e.g. Thanks to your help, we finished the work ahead of time.

Thanks to the doctor, the boy's life was saved.

2. Word Usage

brew:

(1) v. prepare or make beer, etc. 酿, 酿酒

e.g. He can brew the best beer in this area.

They can't brew a pint of Whiskey.

- (2) n. result of being brewed, liquid made by brewing 酿造物, 所酿的酒
- e.g. These are the best brews of beer.

brewer: n. person who brews beer 酿酒者

e.g. Mr. Black is a very experienced brewer.

He is the brewer of this famous beer.

dedication: n. devotion of one's time, energy, etc. 奉献, 贡献

e.g. His dedication to the cause of education is highly spoken of by the local people.

We were deeply moved by her dedication to the medicine in Tibet.

law: n. rule made by the authority for the proper regulation of a community or society or for correct conduct in life 法律

e.g. Everyone should obey the law.

Usually once a bill is passed by the standing committee and signed by the central government, it becomes a law.

nimble: a. quick-moving 敏捷的, 迅速的

e.g. He is as nimble as a goat.

She can play the piano beautifully with her nimble fingers.







pint: n. unit of measure for liquids and certain dry goods; one eighth of a gallon 品脱 (容量单位,等于1/8加仑)

e.g. The old man drinks a pint of wine every day. A pint of milk is not enough for this baby.

protect: v. keep safe (from danger; against attack) guards 防御,保护,警戒

e.g. The plants should be well protected from the cold.

These soldiers protected themselves against unexpected attacks.

trademark: n. design, special name, etc. used to distinguish a manufacturer's goods from others 商标

e.g. What's the trade mark of your products?

The trademark of this car is Fukang.

Additional Samples of the Specified Type of Applied Writing

Samples:

- 1. Once possessed, nothing more is expected.
 - 一旦拥有,别无所求。(飞亚达手表)
- 2. Great hair cannot have flakes

头屑去无踪,秀发更出众。(海飞斯洗发水)

3. Going east, staying Westin.

去东方, 住西厅(酒店)。(联想)

- 4. Everything is extraordinary, everything tempts.
 - 一切都非比寻常,一切都令人神往。(旅游广告)(重复)
- 5. Twogether.

二人同行,快乐无比(度假广告,从together变成)(创新)







English



IV. Grammar Focus

Present and Past Participles Used as Attributive

Grammar Notes

1. Formation:

1) V-ing + n.

tempting prize	诱人的奖品
boiling water	沸水
missing word	丢失的词
turning platform	转动的平台

2) V-ed + n.

depressed boy	沮丧的孩子
married young people	已婚的青年
spread disease	传播的疾病
corrected sentence	修改过的句子

3) V-ed clause

Have you read this article published last month? 你读过他上月发表的文章吗?

Do you remember the words learned last period? 你记得上节课学的那些词吗?

Those elected monitors will attend the meeting. 当选为班长的人将出席这次会议。





The man talking with the girl in red is my classmate. 和穿红衣服女孩谈话的那个人是我的同学。

Most of the students playing on the playground are from Class 2. 大多数在操场上玩的学生是2班的。

The room facing south is my bedroom 朝南的房间是我的卧室。

Additional Examples

1. V-ed + n.

- 1) The disappointed boy left without a word. 这个失望的孩子一言不发地离开了。
- 2) Spoken English is as important as written English. 口语和书面语一样重要。
- 3) The stolen watch is found now. 这块失窃的手表现在找到了。
- I bought the used car at a low prize.
 我以低价买了这辆二手车。
- 5) An unknown solider saved his life. 一位不知名的战士救了这孩子。

2. V-ing + n.

- 1) The interesting story made us laugh heartily. 这个有趣的故事使我们开心大笑。
- 2) The floating needle of a compass always points north and south. 指南针的浮动指针总是指向南北方向。
- Don't disturb those sleeping children.
 别打扰那些睡觉的孩子。
- The inspiring speech attracted us all.
 这鼓舞人心的发言吸引住了我们大家。
- 5) The disappointing news made me very upset. 这些令人失望的消息令我很不安。

3. n. + V-ing clause

- 1) Please ask the lady sitting by the desk. 请问坐在桌子边上的那位女士。
- 2) The girl reading a newspaper there is my sister. 在那儿读报的女孩是我妹妹。







English

- 3) The house standing there was built in 1985. 矗立在那儿的房子是1985年建的。
- 4) Do you know the professor teaching us English? 你认识那位教我们英语的教授吗?

4. *n*.+V+ed clause:

- 1) The method put forward by him is very helpful. 他提出的方法十分有用。
- 2) He lost the pen given to him by his girl friend. 他丢失了他女朋友送给他的钢笔。
- 3) Some invited to the party didn't turn up. 一些被邀请参加晚会的人没有来。
- 4) The book written by Lu Xun has been sold out. 鲁迅写的那本书已售完。



V. Merry Learning

1. The Horse Lost Ten Pounds

"My wife made up her mind to lose weight after she watched the TV commercial.

That's why she rides on horse back all the time."

"And what's the result?"

"The horse lost ten pounds last week."

2. Now She Knows

A six-year-old boy comes crying to his mother because his little sister pulled his hair.

"Don't be angry," the mother says, "Your sister doesn't realize that pulling hair hurts." A short while later, there is more crying, and the mother goes to investigate. This time the sister is bawling (大哭) and her brother says, "Now she knows."







VI. Key to Exercises

Integrated Skills Development

- 1 1. F 2. T 3. T 4. F 5. T 6. F 7. F 8. T
- 2 1. In France.
 - 2. They gulp down their hamburgers and fries while doing something at the same time.
 - 3. The difference is that the French eat with great pleasure while the Americans eat like robots.
 - 4. French women eat only good food. What's more, they view eating as one of the best pleasures in life. So they take their time to enjoy it.
 - 5. Because they are fed up with keeping running calorie so as not to get fat.
 - It means that they not only eat with their mouth, but they also smell, admire and savor the food.
 - 7. They don't worry too much about weight, constantly talk about their diets, skip meals, substitute slimming shakes for meals, snack frequently, eat while standing or on the run.
 - 8. It will help many Americans learn to enjoy eating and to eat well. By doing so, they will lose their weight bit by bit at the same time.
- 3 1. is fed up with
 - 2. struggling with
- 3. observe
- 4. substituted for
- 5. in part

- 6. been used to
- 7. savor
- 8. take your time
- 9. skipped

- 4 1. 我们不吃甜点只喝咖啡吧。
 - 2. 约翰已习惯了当地人的饮食习惯。
 - 3. 他似乎没有注意到她进来了。
 - 4. 她用假的替换了那颗真钻石。
 - 5. 金融危机期间,很多亚洲国家努力地摆脱经济困难。
 - 6. 小男孩厌倦了一连几个钟头地练小提琴。
 - 7. 由于不必焦急,我们不慌不忙地步行回家。
 - 8. 他愉快地品味了这碗汤。
 - 9. 校长对这一事故至少负有部分责任。
- **5** 1. 走过

- 2. 国际机场
- 3. 愉快地进餐

- 4. 法国女人的饮食
- 5. 手机

6. obsess about

- 7. take one's time
- 8. melt away
- 9. convenience food

- 10. at the end of the day
- 6 1. She observed many passengers were taking their time to enjoy their food.
 - 2. Don't gulp down your food.
 - 3. He has been used to living alone.
 - 4. Many school children are fed up with frequent tests.







- 5. An excellent movie can make an actor become famous overnight.
- 6. The snow will soon melt away with the coming of the spring.
- 1. a. What she observed at the beach were people relaxing themselves.
 - b. What we observe on the campus are some college students reading English aloud.
 - 2. a. I can hear birds singing with pleasure in the woods.
 - b. They saw children playing with pleasure on the meadow.
 - 3. a. Reading is one of the best pleasures in life.
 - b. Music is one of the best pleasures in life.
 - 4. a. This is the difference between the way the Chinese and the Americans view competition.
 - b. This is the difference between the way girls and boys view love.
 - 5. a. It explains in part why Chinese students work harder than American students do.
 - b. It explains in part why Japanese businessmen invest more in China than the Swedish do.
- 2. F 3. T 4. T 5. T 6. F 8 1. T 7. T 8. T
- 1. a. He is branded as a man who has no human feelings.
 - b. She was branded as a mother who treated her children badly.
 - 2. a. The more money you earn, the more you spend.
 - b. The earlier you start, the earlier you arrive.
- O Most Americans eat quickly 1) during the day — that is, breakfast and lunch — 2) unless it is a social, business, or family occasion. The evening meal, however, is 3) usually leisurely and a family time. Racing through daytime meals is part of the "4) American pace" of life, for working time is considered precious. There is also 5) another reason, that others in public eating places are waiting for you to 6) finish so they too can be served and get back to work within the allotted time. Each one hurries to 7) make room for the next person.

A phenomenon of the American eating pattern is the nationwide spread of chains of 8) fast food restaurants. Their standardized, technically produced products are 9) reasonably priced, instantly available and 10) taste the same whether bought in New York City or Los Angeles.

- **1**. 16 135.
- 2. 560.
- 3. In 1701.
- 🔞 1. 年复一年,一世纪又一世纪,月亮盈亏圆缺,周而复始。
 - 2. 我在北京期间,看望了亲朋好友,游览了长城并参观了几所著名大学。
 - 3. 他的回答完全是坦坦荡荡的。
 - 4. 但是,他是当时那里独一无二的孩子。
 - 5. 这三个孩子把家里所有的东西都吃得干干净净。
 - 6. 他所做的一切为世界建立了丰功伟绩。
 - 7. 别听信这些流言飞语。
 - 8. 他要一遍又一遍地修改这封信。

Applied Writing

- 🚺 1. 您是否过早地有白发了?请用我们不同寻常的靓丽牌乌发乳!它会使您感觉年轻了20 岁!
 - 2. 我们会向您预示未来,我们敢发表别人不敢发表的东西,我们能向您透露别处难以得知的







3. Don't sell your gold unless you find the best buyer.

Grammar Focus

- 1. planned, presented
- 2. advertised
- 3. developed, developing
- 4. visiting

- 5. chairing
- 6. flying
- 7. associated

8. desiring

9. called

- 10. sitting
- 2 1. 失望的孩子
 - 3. 微笑的脸庞
 - 5. 正在陨落的星星
 - 7. 泣哭的孩子
 - 9. 破碎的玻璃杯

- 2. 升起的太阳
- 4. 移动的画面
- 6. 变化的世界
- 8. 退休的工人
- 10. 烧开了的水
- She organized the separated sentences into a paragraph.
 - 2. He changed the damaged Francs into new American dollars.
 - 3. The doctor turned the dying men into soldiers again.
 - 4. Japan has developed into a highly industrialized country.
 - 5. Here comes the bus painted in green.
 - 6. Then followed the boys singing a nice song.
 - 7. There goes the bell ringing noisily.
 - 8. Here is the letter written in English.
 - 9. Then appeared a man wearing a pair of glasses.





Passage A

像法国女人那样用餐

几周前,当法国出生的米海尔・古丽阿诺走过芝加哥的欧海尔国际机场时,她细细地 打量着每一个进餐的旅客,试图从中找到一些正尽情享用食物的人。

她见到的情形是:人们在狼吞虎咽地吃着汉堡包和炸薯条的同时,有些人在手提电脑上打字,有些在打手机,另外一些人则是在看报。

"当时我没有看到一个人在有滋有味地用餐"古丽阿诺说。"饮食是人生的一大享受。我们不应该像机器人似地进餐。那不是吃饭,那只是填饱肚子。"

她说这就是美国人和法国人饮食观的区别所在。这也部分地解释了为什么与法国人相 比,有更多的美国人拼命地想减肥。也许到了我们接受法国女人食谱的时候了。

(







古丽阿诺是在纽约她的办公室里谈论她的新书《法国女人不会发胖: 快乐用餐之秘诀》时发表上述谈话的。她把这本书称之为"绝对的非节食性宝典"。食谱或菜单里没有标注任何卡路里或脂肪克数。相反,她的忠告则可简单归纳为: 食不厌精, 放心享用, 尽情品尝每一口美味佳肴。

听上去真诱人: 很多美国人对不停地跑步来消耗掉卡路里感到烦透了, 吃好也能减肥, 这太有诱惑力了。

古丽阿诺说,法国女人吃饭时动用五种感官,吃得不多但觉得很多。她在巴黎和朋友相聚时,哪怕他们吃的只是一块三明治,"我们也坐下来,不急不忙地,细细端详着三明治,欣赏着面包或是面包上的黄油。我们细嚼慢咽,吃一口,停会再吃。"

她说,法国女人不担忧体重,不没完没了地谈论节食,不缺餐,不把减肥药当饭吃, 不多吃零食,站着或跑动时不吃东西。

古丽阿诺知道,法国人的很多饮食理念对于习惯了方便食品的美国妇女来说是会有些陌生的。"我不是在开玩笑。你不可能一夜骤变,也不可能在10周内减掉30磅,但却会不知不觉地消瘦下去。只需一到二周,内衣会变得宽松,你会感觉很舒服。"

"最后一点,我们只有一个身体,我们需要尊重这个身体,我们有必要了解吃进肚里的是些什么东西。"

Passage B

工作午餐与文化

欧洲人对饮食的态度千差万别。从意大利3个小时的盛宴到斯堪的纳维亚俭朴的三明 治桌边快餐,欧洲人的饮食习俗就像其语言一般多种多样。

首先是人们对食物本身的搭配习惯。比如把奶酪放在通心面条上,这是人人皆知的意 大利人的做法,但这不适用于海鲜作料的通心面。一位英国律师在米兰吃饭时要求在他的 通心面上放奶酪,结果使他在那里事事不称心。他被戏称为不会吃午饭的商人,在意大利 这就有点像会计被人说成不会加法一样。

其次是午餐时间的长短问题。一般来说,越往欧洲南部走,午餐时间越长,差别越显著。在温暖的地中海沿岸国家,长达几小时的午餐外加午睡不足为奇。公务旅行者们肯定都会指望将重要的商谈(至少是部分商谈)安排在餐桌上进行。一家美国招商银行的英国主管抱怨说,在中午12:30-4:00之间想与他们的西班牙合作者通电话谈生意,从来就找不到人,哪怕要谈的是一笔几百万美元的交易。

且不说语言障碍,也不谈飞行的时差,初涉南欧商务传统的生意人所经历的最强烈的文化冲击之一是其对饮食的态度。一家大跨国工业机构的销售经理回忆起许多初次出国的美国人去到参观法国工厂参观的情景。他们会向法国主人说:"噢,喝点汤,吃些沙拉,或者来几个三明治就可以了,然后我们就开始工作……,"可法国人(包括经理餐厅部的大厨)却丝毫不解其意。解释一番之后他们通常会大为震惊。有一次,客人要去赶飞机,而且有许多公务要做,于是双方彼此将就,决定坐下来吃顿午餐,包括一道汤菜,一份奢侈的需用刀叉食用的三明治,一份奶酪(当然是不可少的)和一道甜食。整这顿顿饭整整花费了65分钟,但双方都不甚满意:美国人觉得它花的时间太多,而法国人认为作为正式的工作午餐时间又太短。



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I. Alms and Requirements

Language Focus

1. Focal Words and Expressions

online	penoteation	variant	colon	hyphun
serionaly	catch on	explicitly	proscinate	nicrom.
виносіую	telecom	journley	meniler	

出版社

2. Focal Functions and Patterns

- 1) ... ere concluding with ...;
- 2) It was 20 years ago that;
- 3) ... has devoted ... to ...;
- 4) ... is pechaps best known for a flash of:
- 5) was making beavy nee of;
- 6) The problem was ..., ... would fail to get ...;
- 8) ... caught on quickly around ...;

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- 9) In the ... since, ... have taken ... by storm;
- 10) ..., for better or worse.

Skills Development

1. Reading and Translating

- Be able to read, comprehend and translate into Chinese the passage about IT technology;
- Be able to use the focal words and patterns listed above to make sentences or translate into English the sentences including them;
- 3) Practice the reading skill of understanding directions;
- 4) Practice the translating skill of conversion of parts of speech.

2. Listening and Speaking

- 1) Be able to talk a little about the fun of using the Internet;
- Be able to comprehend the short listening passages on the topic of the Internet and practice the skill of spot dictation.

3. Writing

Be able to simulate-write simple operating instructions.



II. Integrated Skills Development

Background Information

1. Introductory Remarks

Nowadays many people communicate through the Internet. If one is talking to his net friends in Chinese, he or she is sure to come across some net terms like "菜鸟"、"大虾"、"美 盾"、"GG"、"灌水",which mean "a beginner", "a master", "a girl", "an elder brother" and "to put up a message" respectively. The same happens with online communication in English. People may use various combinations of signs and abbreviations which sound usual, but in some cases make online communication big fun. This article tells you how one of these symbols was developed and helps you to communicate more effectively on the Internet.

2. Background remarks of other Internet abbreviations and symbols

- 1) Other symbols showing a smiling face: "-D". "^0^", "^-^"
- 2) LOL: laughing out loud
- 3) A/S/L: age, sex and location
- 4) pic: picture
- 5) 4U: for you





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- 6) R: are
- 7) ASAP: as soon as possible
- 8) Cya: see you
- 9) BTW: by the way
- 10) BBL: be back later
- 11) BRB: be right back
- 12) bro: brother
- 13) sis: sister
- 14) BF: boy friend
- 15) GF: girl friend

3. Comprehension Focus

- 1) Meanings of "smileys"
 - ":-)" means "just kidding." ":-(" means "I'm depressed."
- 2) Who and when "smileys" was invented It was 20 years ago that Scott Fahlman taught the Net how to smile.
- 3) Why did he invent "smileys"

When someone made a joke in a post, a few readers would fail to get it. This problem caused some people to suggest (only half seriously) that maybe it would be a good idea to explicitly mark posts that were not to be taken seriously. Hence, "smileys".

4) "Popularity of smiley"

This convention caught on quickly around Carnegie Mellon, and soon spread to other universities and research labs. In the two decades since, the smiling icons have taken the e-world by storm.

Language Points

1. Notes to the Passage

1) All over the country these days, electronic mail messages are concluding with this odd little punctuation sequence:-) or one of its many variants, like:-(.

This sentence can be paraphrased as Throughout the country, people often end their e-mail messages with a strange series of punctuation marks like :-) and :-(.

In this sentence, the present continuous tense are concluding is a vivid way of saying that people keep ending their e-mail messages with these symbols.

Tom is doing fine work at school is much more emotional than Tom does fine work at school. In the same way, He is constantly leaving things about shows a stronger dislike than He constantly leaves things about.

2) These are "smileys", so-called because when you tilt your head to the left, they look like little faces with a colon for eyes and a hyphen for a nose.

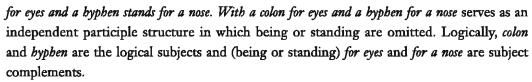
The second part of the sentence can be understood in this way:

... it is so called because when you tilt your head to the left, they look like little faces: a colon stands









The participle structure of this kind is often used in formal English.

e.g. He spoke loudly with a book in his hand.

3) It was 20 years ago that Scott Fahlman taught the Net how to smile. The Carnegie Mellon computer scientist has devoted his professional life to artificial intelligence, the practice of teaching computers how to think like humans, but the bearded scientist is perhaps best known for a flash of inspiration that helped to define Internet culture.

In these sentences, Scott Fahlman, the Mellon computer scientist and the bearded scientist all refer to the same person. This is a good example of avoiding repetition in an English discourse.

Bearded is an adjective formed by "noun + ed".

Similar examples are:

I don't like the moneyed power.

He is very talented.

The practice of teaching computers how to professional life is an appositive used to explain the noun artificial intelligence.

- e.g. This is Mr. Smith, director of the hospital.
 - ... that helped to define Internet culture is a relative clause modifying a flash of inspiration.
- 4) By the early 1980's, the Computer Science community at Carnegie Mellon was making heavy use of online bulletin boards.
 - ... was making heavy use of ... is the past progressive, which expresses the frequent use of online bulletin boards within computer science community.
- 5) The problem was that if someone made a joke, a few readers would fail to get it.
 - ... that if someone made a joke a few readers would fail to get it is a clause of subject complement. In this clause, if someone made a joke is an adverbial clause of condition.
- 6) After all, when using text-based online communication, we lack the body language or tone-of-voice cues that convey this information when we talk in person or on the phone.
 - ... that convey this information when we talk in person or on the phone is a relative clause modifying the noun cues. In this clause, when we talk in person or on the phone is an adverbial clause of time.
- 7) I had no idea I was starting something that would soon pollute all the world's communications channels.
 - ... that would soon pollute all the world's communications channels is a relative clause modifying the noun something. Scott Fahlman is being humorous when he says so.
- 8) The "smiley face" has since become a staple of online communication, allowing 12-







year-old girls and corporate lawyers alike to punctuate their messages with a quick symbol that says, "Hey, I'm only joking."

... allowing 12-year-old girls and corporate lawyers alike ... is a present participle phrase, used as an adverbial of result.

2. Word Usage

catch on: v. to understand; to become popular 懂得,流行

e.g. Skateboarding caught on quickly.

If something catches on, it becomes popular.

The idea has been around for ages without catching on.

conclude: v. to bring to an end; close 归结为…

e.g. The conference concluded the rally with the national anthem.

【同义词比较】complete, close, end, finish, conclude, terminate

These verbs mean bringing or coming to a natural or proper stopping point.

Complete suggests the final stage in bringing an undertaking to fruition.

e.g. Nothing worth doing is completed in our lifetime.

Close applies to the ending of something ongoing or continuing.

e.g. The orchestra closed the concert with an encore.

If there is a further falloff in ticket sales, the play will close.

End emphasizes finality.

e.g. We ended the meal with fruit and cheese.

Where laws end, tyranny begins?

Finish is sometimes interchangeable with complete. Often, though, it suggests the addition of final details to what has already essentially been completed.

e.g. Give us the tools, and we will finish the job.

I finished the pillowcase with a border of lace.

Conclude adds to complete and close a sense of formality.

e.g. Government representatives concluded tariff negotiations.

The article concluded with a restatement of the major points presented.

Terminate more specifically suggests reaching an established limit in time or space.

e.g. The mayor terminated the press conference with a few words of thanks.

The family lives on a dead-end street that terminates at a fence.

convey: v. to take or carry from one place to another; transport 运输, 转递

【同义词比较】convey, carry, bear, transport, transmit

These verbs are compared as they refer to the movement of someone or something from one place to another.

Convey often implies continuous, regular movement or flow.

e.g. Pipelines convey water.

The word also means to serve as a medium for the delivery or transmission of





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something.

e.g. The company has a fleet of trucks for conveying produce to the wholesale market. If you leave a message, I'll convey it to him.

Carry has broad application but often means supporting something while moving.

e.g. The train carries baggage, mail, and passengers.

I carried my papers in an attach-case.

The term can also refer to conveyance through a channel or medium.

Nerve cells carry and receive nervous impulses.

Bear strongly suggests the effort of supporting a burden; often it implies the carrying of something important, such as valuable gifts.

e.g. Four attendants bore the queen's palanquin.

An envoy came bearing the sad news.

Transport is largely limited to the movement of persons or material objects, often over a considerable distance.

e.g. Huge tankers are used to transport oil.

The city uses buses to transport students to school.

Transmit refers to passing along, sending, or communicating something.

e.g. Please transmit the stock certificates by special messenger.

The cost of transmitting books by air is very high.

We transmitted the instructions by electronic mail.

The word also means to serve as a medium for the passage of something such as light, electricity, or sound?

e.g. The motion is transmitted from particle to particle, to a great distance.

define: v. to state the precise meaning of (a word or sense of a word, for example); to describe the nature or basic qualities of; explain 意义

e.g. He is trying to define the properties of a new drug.

When people are asked "What is intelligence?" they tend to reply: "I don't know how to define it, but I can certainly recognize it when I see it."

depressed: a. gloomy; dejected 令人失望的, 沮丧的

e.g. If you are depressed, you are sad and feel that you cannot enjoy anything, because your situation is so difficult and unpleasant.

He seemed somewhat depressed.

She's been very depressed and upset about this whole situation.

The construction industry is no longer as depressed as it was.

devote: v. to give or apply (for example, oneself or one's time) entirely 奉献

If you devote yourself, your time, or your energy to something, you spend all or most of your time or energy on it.

e.g. He devoted himself to writing.

He decided to devote the rest of his life to scientific investigation.







Page upon page is devoted to the chain of events leading to the Prime Minister's resignation.

explicit: a. fully and clearly expressed; leaving nothing implied 清晰的, 具体的

e.g. They were explicit in their criticism.

ad. explicitly

e.g. In the current version, the technical terms are not treated explicitly.

The sense that higher education has to prepare students explicitly for a world of continuing change and complexity was widespread among respondents.

flash:

- (1) n. a sudden perception; a sudden, brief, intense display of light 灵感,闪现
- e.g. A flash is a sudden burst of light or of something shiny or bright.

A sudden flash of lightning lit everything up for a second.

The wire snapped at the wall plug with a blue flash and the light fused.

- (2) v. to appear or occur suddenly:
- e.g. The image flashed onto the screen.

for better or worse: whether the situation or consequence be good or ill 无论好坏

e.g. For better or worse, he trusts everyone.

human:

- (1) n. man 人类
- e.g. Its rate of growth was fast much more like that of an ape than that of a human.
- (2) a. of, relating to, or characteristic of human beings.
- e.g. He seems quite human when you know him.

incorporate: v. to unite (one thing) with something else already in existence 合并

e.g. He incorporated the letter into her diary.

He was incorporated as a member of the club.

We will incorporate your suggestion in the new plan.

inspiration: n. a feeling of enthusiasm you get from someone or something, which gives you new and creative ideas 灵感

e.g. My inspiration comes from poets like Baudelaire and Jacques Prevert.

India's myths and songs are the inspiration for her books.

The inspiration behind the reforms was a paper written in 1985.

kid: v. to mock playfully; tease 开玩笑

e.g. I'm not kidding, Frank. There's a cow out there, just standing around.

I'm just kidding.

Are you sure you're not kidding me?

He used to kid me about being chubby.

I could kid myself that you did this for me, but it would be a lie.

make use of: do something in order to do a job or achieve a particular result or effect 利用





Enalish

e.g. Not all nursery schools make use of the opportunities open to them.

He is making use of the same camera time after time.

message: n. a request or a piece of information transmitted from one person or group to another 信息

e.g. Will you take this message to your brother?

Wireless messages tell us that the ship was sinking.

The play has a serious message.

professional:

- (1) a. relating to a person's work, especially work that requires special training 职业的
- e.g. His professional career started at Liverpool University.

Doctors and engineers are highly qualified professional people.

- (2) n. people who do a particular thing to earn money rather than as a hobby.
- e.g. This has been my worst time for injuries since I started as a professional footballer.

 Jack Nicolas has played in every Major Championship since he turned professional in 1961.

sequence: n. an order of succession; an arrangement 后果

e.g. The events are arranged in historical sequence.

The names are listed in alphabetical sequence.

spark: v. to set in motion; activate; to rouse to action 引起,触发

e.g. The incident sparked a controversy.

A cheering crowd sparked the runner to triumph.

spread: v. to open or be extended more fully; stretch 扩展, 延伸

e.g. I spread my arms as far apart as I could.

Mom spread a new tablecloth on the table.

She was told not to spread this secret around.

take ... by storm: extremely successful; to captivate completely 突然取得成功

e.g. Kenya's long distance runners have taken the athletics world by storm.

A new play has taken New York City by storm.

tllt: v. to move into a sloping position with one end or side higher than the other. 滑落

e.g. She tilted the mirror and began to comb her hair.

The boat instantly tilted, filled and sank.

His wife tilted his head to the side and inspected the wound.

She tilted her face to kiss me quickly on the chin.

【同义词比较】slant, incline, lean, slope, tilt, tip

The central meaning shared by these verbs is to depart or cause to depart from the true vertical or horizontal position.

e.g. The rays of the setting sun were slanting through the window.

She inclined her head toward the speaker.







They leaned against the railing.

This is a sloping driveway.

She tilted her hat at a rakish angle.

He tipped his chair against the wall.

variant: n. something exhibiting variation in form from another 变体

e.g. The quagga (斑驴) was a strikingly beautiful variant of the zebra.

There are so many variant spellings of his name.

variation: n. the act, process, or result of varying 变化过程

e.g. This delicious variation on an omelet is quick and easy to prepare.

The survey found a wide variation in the prices charged for canteen food.

Every day without variation my grandfather ate a plate of cold ham.

3. Additional topic-related sentences

Sentence patterns used to describe a background or a situation

All over the country these days, ...

A good many of the posts were humorous.

Yahoo, Microsoft and America Online all incorporate emotions into their instant-messaging systems,

Sentence patterns used to explain a phenomenon

These are "smileys", so-called because ...

Thus when a message ends :-) it means "just kidding."

If it ends :-(it means "I'm depressed."

... artificial intelligence, the practice of teaching computers how to think like humans,

This problem caused some people to do something

Sentence patterns used to express an opinion or a position

I had no idea ...

If it cost people a nickel to use it, nobody would have used it.

Prompts to the Specified Reading and Translating Skills and Additional Practice on Them

1. Reading Skill: How to Read Directions

Directions or instructions are generally written to help people to understand how to use something. Although the writer tries to make his / her directions easy to understand and simple to follow, the readers sometimes still have problems in understanding the special terms. Therefore, when composing directions or instructions, we should make the language easy to understand, make the operating process easy to follow, and avoid using too many terms.

The dialogue in this unit is actually a directions for how to use a computer.

2. Translating Skill

More sentences for developing the translation skill (conversion of parts of speech) are provided









for the teacher's reference.

- 1) Michael has a strong resemblance to his father. 迈克<u>长得非常像</u>他父亲。(名词变成动词)
- Let us be open and aboveboard.
 让我们<u>打开天窗说亮话</u>。(形容词变成动词)
- 3) Are you for or against the proposal? 你是赞成还是反对这项建议?
- 4) I am aware that he is no longer the boss. 我意识到他不再是老板了。(形容词变成动词)
- 5) My brother is majoring in Chinese. 我弟弟的<u>专业</u>是中文。(动词变成名词)
- 6) The success of the book brought him popularity. 这本书的成功使他变得<u>有名</u>了。(名词变成形容词)
- I stopped to listen to the stream that babbles.
 我驻足细听<u>潺潺</u>的流水。(动词变成形容词)
- 8) I met an old man on my way home. 我回家的路上遇到一位老人。(副词变成形容词)

Guide to Exercises and Supplementary Exercises

- 1. Exs. 1-2: These exercises are designed to check how much the students have understood the passage, but they should also be used as the lead-in to the communicative practice around the message conveyed by the reading passage. In other words, these exercises should be done orally in class in the form of a discussion with the teacher as the moderator.
 - Do you know any other punctuation sequences beside :-) or:-(? (open)
 - 2) Who invented the punctuation sequences :-) and :-(? (Scott Fahlman.)
 - 3) When did Scott Fahlman start to teach at Carnegie Mellon? (About twenty years ago.)
 - 4) Who was making heavy use of online bulletin boards by in the early 1980's? (The Computer Science community at Carnegie Mellon.)
 - 5) What were the most of posts like: humorous or informative? (They are humorous.)
 - 6) Why would some people would fail to get the joke? (When using text-based online communication, we lack the body language or tone-of-voice cues that convey this information when we talk in person or on the phone.)
- 2. Exs. 3-6: These exercises are provided for the students to concentrate on practicing the use of some of the focal words and patterns chosen from the reading passage, which makes an important part of the teaching requirements of this unit. The following additional exercises are aimed at those words and patterns which







are included in the list of the focal words and patterns chosen, but not covered in the exercise.

Fill in the blanks with words and patterns chosen from the following list. Change the form where necessary.

	icon	jewelry	onine	punctuate
	retailer	seriously	variant	
	Ieanwhile, Border art an b		ond-biggest book super	rstore chain, also plans to
		this are given	in Annex 4 (Figures 59-	60).
		question the need		•
	•	_		hand in your homework.
				ou will get a new picture.
6) C	one way to encour			oducts is to accept returns
	om them.			
	n operating room nere are strong sin		nop seem worlds apart -	— but to Dr. Peter Swans,
Key:	1) online	2) variant	3) seriously	4) punctuate
·	5) icon	6) retailer	7) jewelry	•
fi. exam 4) 7) say ti 10)	The computer can ple, information quickly how hey will vote and	e following passage is for the an be used to help 1) from 1 300 people above, 5) and 6) to those over 45 say they so on. 9), such	e teacher's use. large 2) out their voting 3) is fed into a continuous will vote, how those will holls (民意调查) a sill feed out information	of information. For of information. For — along with age, computer. The reporter can the a 8) education also ask for information on on what 12) of or example.
Key:	1) analyze	2) quantities	3) preferences	4) party
	5) race	6) address	7) determine	8) college
	9) Usually	10) specific	11) issues	12) percentage
to th	- 0	e of a computer. The following.		nicative speaking drill on the ovided to help the teachers in



3.





- (2) I need to ...
- (3) You should ...
- (4) Can I help you?
- (5) Maybe the easiest way is to ...
- (6) Take care.

A

Internet surfer: Excuse me, I need to get onto the web site where I can listen to the live

broadcast of Radio 4. I forget the name of it.

Manager: Yes, I know the one you mean. Are you using Internet or Netscape?

Internet surfer: I suppose it's Netscape.

Manager: That's good but it is slower. You should download a certain file to make it

faster.

Internet surfer: I am new here. Can you tell me in detail?

Manager: No problem.

Internet surfer: Thank you very much.

One more example:

В

- A: Excuse me, I guess you are a regular computer user, aren't you?
- B: Oh, yes. Can I help you?
- A: I have a question. How do I know the computer is working on the function requested?
- B: Maybe the easiest way is to check the busy light.
- A: But where is it?
- B: Down there, usually near the on-off switch of the mainframe.
- A: Yes, here it is. What is the function of the light?
- B: The busy light is also called the working light. Most computer systems prevent any other functions being performed while the light is on.
- A: I see. Thank you very much.
- B: You are welcome. Take care.
- 4. Exs. 12-13: These two skill-oriented exercises should be done under the guidance of the teacher in reference to the prompts to the specified Reading and Translating Skills and Additional Practice on them.

Additional Practice on Reading Directions and Instructions:

Installation of the software SUPER VOICE

- 1) Quit all other applications.
- 2) Insert CD-ROM into your CD-ROM drive.
- 3) Windows 95: Your PC will automatically run the installation software. If it does not, you may manually start the installation by selecting START and RUN from the Taskbar.





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- 4) Windows 3.1x: Select RUN from the program Manager's FILE menu.
- 5) Click "OK".
- Skim to grasp the main idea:
 (It is about how to install the software Super Voice immediately after you turn on the computer.)
- 2) Read it through carefully and pay attention to details: (Understand the direction and resort to some materials for those computer terms. Notice that you have to start the installation manually if your PC doesn't work automatically.)
- Operate accordingly and check your work.
 (Operate step by step according to the instruction and check it after you finish your work)



III. Applied Writing

Structure Analysis

As we are in the time of invention and discovery, an increasing number of new devices are being introduced into our life. In order to get familiar with what we are using, we have to read instructions about them. Instructions are usually composed of imperative sentences and have detailed illustration of the operation steps. When composing a set of instructions, you should avoid using too many special terms. With the help of graphics and pictures, you should make your instructions as concise and as easy to follow as possible without frustrating the understanding.

Language points

1. Word Usage

adjust: v. set right, put in order 调节, 使适用

e.g. You can adjust the seat to make you more comfortable. Have you got adjusted to the climate?

concentration: n. concentrating or being concentrated 集中,浓缩

e.g. Keep an eye on the concentration of the enemy troops. In my class, you must have power of concentration.

decrease:

- (1) v. (cause to) become shorter, smaller, less 缩短, 变小, 减少
- **e.g.** The population of some areas decreases because of the family planning policy. Are criminal cases decreasing / on the decrease?









- (2) n. decreasing, amount by which sth. decreases 减少, 减少量
- e.g. There has been a decrease in our exports this year.

desire:

- (1) v. (official style) request 要求
- e.g. It is desired that the students obey all the rules of the school.

 In this company, the employees are desired to arrive at 7:00 am.
- (2) n. strong longing, earnest wish愿望
- e.g. The desire for fortune is common among his friends. You can't satisfy all of their desires.

direction: n. course taken by a moving person or thing; guidance 方向; 指导

e.g. He can't get there because he has gone in a wrong direction.

When meeting with difficulties, we could ask the professor for directions.

dissolve: v. cause (a solid) to become liquid, disappear, fade away 使溶解, 使溶化; 解散, 取消

e.g. Sugar dissolves in water.

The image that Mary had of him dissolved at the first sight of him.

illuminate: v. give light to, throw light on; make clear, help to explain 照明,照亮;阐明

e.g. It is bad for your eyes to read in a poorly illuminating room.

The teacher spent two hours illuminating the theory.

indicator: v. person, thing, that points out or gives information 指示者, 指示物

e.g. The policeman observed the figure on the indicator. It was difficult to read the indicator because it was too old.

mixture: n. mixing; something made by mixing 混合; 混合物

e.g. The salad she made was a mixture of potatoes, cabbage and beans.

My uncle was drunk with a mixture of whisky and brandy.

mode: n. way in which something is done; style or fashion 方式,样式

e.g. I admire his mode of playing the piano. She is an expert of modes.

powder: n. (kind of) substance that has been crushed, rubbed or worn to dust; special kind of this, e.g. for use as a medicine 粉末; 药粉

e.g. She always wears too much powder than she really needs.

I was required to take a powder every morning for my cough.

release: v. set free; allow to go; allow to be known or published 释放; 放松; 发表

e.g. The criminal was put into prison for a second time one week after he was released. The singer disclosed that her new album would be released in four days.

remote: a. far away in space or time; that can control apparatus, e.g. in an aircraft, a rocket, from a distance by means of radio signals 很远的, 遥控的

e.g. The letter is from a friend who lives in a remote country.





It was Tom who broke the TV remote control.

standby: n. state of being ready for use, or action 待命, 待用

e.g. Wait while the light of standby is on.

The machine is now under the condition of standby.

synthetic: a. produced by synthesis; pertaining to synthesis 综合的; 合成的

e.g. Synthetic rubber is widely used in the production of wheels. Synthetic Chemistry is his best course.

tablespoonful: n. amount as a tablespoon holds 一汤匙之量

e.g. Children should take half a tablespoonful of this medicine each time. A tablespoonful of sugar is enough for this soup.

tune:

- (1) v. adjust in order to make harmonious 调谐
- **e.g.** The conductor took the whole afternoon to tune the violin. The song was much better after we tuned the guitar.
- (1) n. succession of notes forming a melody; harmony 调子; 和谐
- **e.g.** The tune of popular songs is easy to remember. His behavior is often out of tune with his surroundings.

unstable: a. not firm; likely to move or change 不稳固的, 不稳定的

e.g. The relationship between the two countries is unstable. The domestic economic situation is unstable.

volume: n. sonority 音量

e.g. Please turn down the volume a little because your sister is sleeping. My newly-bought tape recorder has two volume controls.

woolen: n. fabrics; cloth, flannel, blankets, etc, made of wool 毛制品

e.g. Granny gave me a woolen pullover as Christmas gift.

He bought me a pair of woolen gloves.

Additional Samples of the Specified Type of Applied Writing

Instructions for Zoom Binoculars (双筒望远镜)

HOW TO ADJUST FOR DISTANCE BETWEEN YOUR EYES

- 1) Hold your binocular in the normal viewing position.
- 2) Grasp each barrel (鏡筒) firmly. Move the barrels closer together or further apart until you see a single circular field. Always reset your binoculars to this position.

INSTRUCTIONS FOR CARE

1) Always store your binoculars in their case when not in use.







- 2) When wiping the lenses, use a soft piece of cloth.
- 3) Store your binoculars in a moisture-free (干燥) area.

VERY IMPORTANT CAUTION

Viewing the sun can cause permanent (永久性) eye damage. Do not view the sun with this product or even with the naked eyes (裸眼). Never attempt to clean your binoculars internally (内部的) or try to take them apart.

使用说明

目距调节

- 1) 持望远镜在正常观察的位置。
- 2) 紧握两镜筒向内或向外旋转,直至双眼通过望远镜看到一个单一的圆形视场,在使用时一 定要调到此正确位置。

清洁保养

- 1) 望远镜不用时应放在盒子内。
- 2) 用干净的绒布轻擦镜片上的灰尘或指印。
- 3) 望远镜宜放在干燥通风的地方。

注意

不要拿着望远镜对着太阳看,这样将对您的眼睛造成伤害。不要试图清洁望远镜内部,更不要拆卸望远镜。

SPECIAL PRECAUTIONS WHEN USING THE SHAVER

- * Be sure to set the voltage (电压) selector to the voltage available in your area.
- * The shaving screen is very thin and finished to precision accuracy (精密加工).

 DO NOT forcibly depress or strike it against a hard object. (otherwise, the shaving screen may be damaged, resulting in scratching your skin surface.)
- * Avoid continuous recharging for more than 48 hours or recharging in a room at temperatures below zero or above 40°C (otherwise battery life will be shortened.)
- * Avoid recharging or storing the shaver while exposed to direct sunlight (inside a car in summer, for example), or close to a heating apparatus (stove etc.) or in a damp place. (Such practices invite trouble.)
- * Never attempt to wash the shaver body with water.

使用剃须刀特别注意事项

- * 充电前,请将电压切换开关调到符合当地电压的位置。
- * 网状刮胡刀构造极薄,并经精密加工。 请勿用力按压或用坚硬物体敲击。(否则会损伤刮胡刀网面,以致刮伤阁下的皮肤。)
- * 请勿连续充电48小时以上,或在低于摄氏0度或高于40度的房间里充电;否则会缩短电池寿命。





- * 电刮胡刀请勿在阳光直照场所(例如,在夏天的车内),或在发热器具(电炉等)附近或潮湿地方充电或存放,以免引起机件故障。
- * 电刮胡刀请勿用水清洗。



IV. Grammar Focus

Infinitives as Object, Adverbial and Attributive

Grammar Notes

1. Formation:

There are two types of infinitive: to-infinitive and bare infinitive. The bare infinitive is the one without to, which is usually used with a modal verb or verbs like make. The infinitive can take the simple, progressive, and perfective forms.

	to-infinitive	bare infinitive
the simple form	I have a lot of work to do. 我有好多工作要做。	Peter dare not go there alone. 彼得不敢一个人去。
progressive	Our teacher is said to be teaching another class. 我们的老师据说正在教另一个班。	I happened to be doing exercises outside when he made the call. 他打电话时我正好在外面做运动。
perfective	Nice to have met you. 见到你真高兴。	It must have rained last night. 昨天夜里肯定下雨了。

2. Usage:

The following tables are concerned with combination of infinitives with adjective, nouns and verbs.

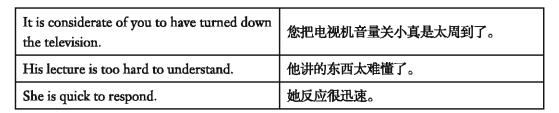
1) Adjective + Infinitive

Are they determined to move to the new place?	他们已经决定要搬到新地方去了吗?









2) Noun (phrase) + Infinitive

I need a dictionary to resort to.	我需要借助一本字典。
Give them some magazines to read.	给他们一些杂志读吧。
Do they have the ability to win the game?	他们有能力赢这场比赛吗?
You have no right to unlock the gate.	你无权开这扇门。

3) Verb + Infinitive

Has her husband agreed to make concessions?	她丈夫同意让步了么?
I saw a boy enter that building.	我看见一个男孩进了那栋楼。
Do you intend to quit the job?	你是想退出这项工作吗?
We advised him to keep fit.	我们建议他注意身体。

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Additional Examples

Translate the three groups of sentences:

1. adj. + infinitive

- 1) The students are anxious to make the attempt. 同学们都急于做这个尝试。
- 2) She was very lucky to be given the job. 她得到这份工作真是很幸运。
- 3) Is it normal for husbands to bring their wives to a banquet in your country? 在你们国家, 丈夫带妻子出席宴会很平常吗?
- The coffee you made is too bitter to drink. 你做的咖啡太苦了,不能喝。

2. n. (phrase) + infinitive

- 1) Marry told me that Edward is the best friend to make. 玛丽告诉我,爱德华是应该交的最好朋友。
- Sorry, I presently have a lot of work to do. 对不起, 我现在手头有很多事情做。
- 3) I have no obligation to maintain the new car. 照顾这辆新车并非我职责所在。







4) Have you got permission to sign the contract? 您得到允许签合同了吗?

3. v.+infinitive

- 1) I hope to meet you as soon as possible. 希望尽快见到你。
- 2) Have you arranged for her to meet the director? 你安排她跟主任见面了吗?
- 3) How do you know he likes to lie? 你怎么知道他喜欢说谎的?
- 4) They do not believe the young man to be innocent. 他们不相信这个年轻人是无辜的。



V. Merry Learning

1. How to Send E-mail Messages

A computer teacher is checking whether his students have got a good understanding of the Internet.

Teacher: You know how to send e-mail messages, don't you? Tell me how you do it.

Student: First you have to know the e-mail address and you type it in.

Teacher: Very good.

Student: And then you type the letter.

Teacher: Good. What do you do next?

Student: It's simple now. Put it in an envelope and post it in a post office.

2. Computer and My Girlfriend

- A: I shall compare the computer to my girlfriend.
- B: What do you mean?
- A: First, it gets stuck for no reason, and it starts working again for no reason. Second, it is also a thing of high maintenance. I have to buy a lot of software to please it. And the most important, when you have got one of your own, you think the one you didn't buy is better.







English



VI. Key to Exercises

Integrated Skills Development

- 1 1. F 2. T 3. T 4. T 5. F 6. T 7. F 8. F
- 2 1. :-) and :-(means joking and depressed respectively.
 - 2. A Carnegie Mellon computer scientist of artificial intelligence.
 - 3. The practice of teaching computers how to think like humans
 - 4. A few readers would fail to get it.
 - 5. It would be too frequently used.
 - 6. The former lacks the body language or tone-of-voice cues.
 - 7. Emotive icon.
 - 8. Because he thought that if it cost people a nickel to use it, nobody would have used it. He offered it as a gift to the world.
- 3 1. concluded
- 2. devoted
- 3. humans
- 4. flash

- 5. symbol
- 6. filed
- 7. gifts
- 8. explicitly

- 4 1. 我们刚刚收到他们的贺电。
 - 2. 恐怕这个想法实际上根本行不通。
 - 3. 长大胡子的那个人看上去很面熟。
 - 4. 你把我的小玩笑过于当真了。
 - 5. 这辆汽车的原价太高了一点。
 - 6. 这辆车花去他一万美元左右。
 - 7. 香烟的火星引起了这场火灾。
 - 8. 小麦是我们国家的主要农产品.
- 5 1. 灵感闪现
 - 2. 人工智能
 - 3. 公司法律顾问
 - 4. 计算机网络
 - 5. 计算机科学界
 - 6. 标点组合
 - 7. make heavy use of
 - 8. electronic mail (e-mail)
 - 9. to explicitly mark
 - 10. to be taken seriously
 - 11. online communication
 - 12. staple product







- 6 1. Not seriously, some of people suggested we cancel the plan.
 - 2. He devoted all his time to the preparation for the test.
 - 3. The new folk song caught on really quickly.
 - 4. Rice is the staple food in many Asian countries.
 - 5. It has turned out to be a nice day after all.
 - 6. I sent a message to Mary via her brother.
 - 7. We played a joke on him, but he failed to get it.
 - 8. We will incorporate your suggestion in the new plan.
- 1. a. The meeting concluded with a song.
 - b. The essay concludes with a little poem.
 - 2. a. It was 20 years ago that she learnt how to do folk dance.
 - b. It was 5 years ago that she went to the United States to learn acting.
 - 3. a. Comrade Lei Feng devoted his life to taking care of others.
 - b. Nurses devote themselves to looking after patients.
 - 4. a. He is perhaps best known for a flash of wit.
 - b. The writer is perhaps best known for a flash of imagination.
 - 5. a. More and more people are making heavy use of short messages to communicate.
 - b. More and more students are making heavy use of electronic dictionary to learn English.
 - 6. a. The problem was that if a new proposal was put forward, some people would oppose it.
 - b. The problem was that if a person wanted to quit, a few would want to join in.
 - 7. a. Some people suggest that maybe it would be a good idea to send a short message.
 - b. Some people suggest that maybe it would be a good idea to visit Lushan during the summer vacation.
 - 8. a. The fashionable style caught on quickly on campus.
 - b. Online chatting caught on quickly among young people.
 - 9. a. In the two weeks since, this method of learning has taken the primary and high schools of the city by storm.
 - b. In the two months since, the song has taken the young people by storm.
 - 10. a. This is what I can do, for better or worse.
 - b. That is what she suggested we should do, for better or worse.
- 10. a 2. b 3. b 4. a 5. c
- 9 1. a. Who knows why Tom is absent? John knows because Tom was with John a moment ago.
 - b. Who knows what the meeting is about? Li Ming knows, because he is going to speak at the meeting.
 - 2. a. They choose this program because it reminds them of the happy days at school.
 - b. They choose this major because they think there will be a great demand for people specialized in this field.
 - 3. a. If you need a laptop computer, Lenovo will oblige.
 - b. If you want to travel, Field will oblige.
 - 4. a. It sounds ridiculous, but it's not a made-up story at all.







- b. The book looks thick, but it is not dull at all.
- 5. a. However, she is boastful. She can't keep herself from telling others how smart she is.
 - b. However, she is modest. She can't keep herself from saying how little she knows about the job.
- 6. a. Tired of learning? I'm afraid those who are tired of learning are tired of life.
 - b. Afraid of difficulty? I'm afraid those who are afraid of difficulty are afraid of life.
- Most people nowadays have at least a 1) <u>rough</u> idea of what a computer looks like: a keyboard 2) <u>similar</u> to that of a typewriter, a television-like 3) <u>screen</u>, and various boxes, which fit easily onto an ordinary desk. This picture, however, is 4) <u>true</u> only of the microcomputer. As recently as the 1960s a computer 5) <u>filled</u> several large rooms. Yet these early machines could not 6) <u>compete</u> in speed with many small 7) <u>modern</u> computers. Computers are also now very much 8) <u>cheaper</u> than they were, and some experts think that their cost has gone down rapidly. All this means that the computer is now 9) <u>physically</u> and economically within the scope of the home enthusiast. It also means that computers are well within the budget of many 10) <u>educational</u> institutions.
- 1. Five.
 - 2. It dates the terminal for the day.
 - 3. Reading terminal to see that it was reset properly the night before.
 - 4. In order to be sure that the amount is correct.
 - 5. They should be placed in the Red Void Envelope.
 - 6. They should be placed in the terminal drawer.
- 1. 独立思考对学习是绝对必要的。
 - 2. 你不能来真是遗憾。
 - 3. 那次谈话给他留下深刻的印象。
 - 4. 作为一名教师, 他是很出色的。
 - 5. 他出版了仔细观察鸟类生活的报告。
 - 6. 我幸运地见到了他。
 - 7. 为了谋生,他们夜以继日地努力工作。
 - 8. 服务人员对他们照顾得十分周到殷勤。

Applied Writing

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冲调方法:将3茶匙(约25克)果珍速溶饮品放入杯中,加上凉开水或热开水约200毫升,调匀

件调力法: 符3宋起(约23兄)未多选俗以而放入怀中,加上你开办以恐开办约200笔开,则与 后即可饮用。

When inserting them into the cabinet, please pay attention to their polarities and put them in the right position.

Push the button to the right side and you can get the medium wave band. Push it to the left side and you can get the short wave band.





Grammar Focus

- 1. Do you have anything else to say?

 Do you have anything else to include in the report?
 - 2. They want to get some magazines to read on the train. They want to get some gifts to send to Mary.
 - 3. There are a lot of things to talk about.
 There are a few letters to write.
 - 4. Was that the most urgent thing to do?

 Was that not the right thing to read at present?
 - 5. She was the first woman to learn to drive a plane. She was the last person to leave the village.
- 2 1. Do you have any questions to ask?
 - 2. It is never too late to learn.
 - 3. He wants to help me study English.
 - 4. We are here to congratulate you on your achievement in your work.
 - 5. He said a lot to encourage me.
 - 6. I am very glad to participate in your performance.
 - 7. He is too young to travel alone.
 - 8. I don't know him well enough to ask him for help.



VII. Text Translation for Reference

Passage A

网上笑容符

最近全国的电子邮件的结尾都有这样一串奇怪的标点:-),或其许多变体中的一种, 比如:-(。

这些就是"笑容符",之所以叫"笑容符"是因为当你把头歪向左边看时就会发现,它们看起来就像一张张小脸,冒号代表眼睛,短线代表鼻子。因此,当邮件以:-)结尾时,它的意思就是"开个玩笑",而邮件以:-(结尾时,它的意思就是"我很沮丧"。

斯克特·法尔曼在20年前就教会了网络微笑。这位卡内基·梅隆大学的计算机科学家把他的一生都献给了人工智能的研究,即教会计算机如何像人一样思维,不过这位大胡子科学家最为世人所知晓的是他在定义互联网文化时所闪现的灵感。到了20世纪80年代初,卡内基·梅隆大学的计算机界的人士就在大量使用网上电子公告栏板。 很多帖子非常幽默,问题是如果有人开玩笑,就会有一些人看不懂。这一问题导致一些人(半认真







地)建议说,也许把那些不必当真的帖子明确标示出来不失为一个好办法。毕竟我们在 进行文本网络交流时,不能像面对面交谈或打电话那样可以借助身体语言或声调变化来 传达信息。

于是,1982年9月19日,法尔曼在一个网上信息上打上了:-)符号。"但是我没有想到我开创了污染全世界通信频道的先河,"后来他写道。"笑脸"成了网络通讯的常用符号,无论是12岁的女孩,还是公司的法律顾问撰写信息时,都用上同样的快捷符号,意思是说"瞧,我在开玩笑"。

这种做法很快在卡内基·梅隆大学校园内流行起来。不久就通过当时的计算机网络传到了其他大学和科学实验室。在之后的二十年里,笑脸图标震撼了电子网络界。法尔曼开创的这个放倒的笑脸今天我们称之为情感符,它引发了成千上万个同类符号的诞生。

雅虎、微软和美国在线都在自己的即时信息系统中加进了情感符,而电信公司、珠宝制造商和在线零售商等都在提出商标申请时加进了法尔曼的笑脸。可是法尔曼并没有为自己的发明拿到一分钱。"如果使用这种符号要掏钱的话,就不会有人用了。无论如何,这是我送给这个世界的一件小礼物。"

Passage B

快乐尽在Google上

22年前,有位年轻人离开家乡,但他是一个懒于写信的人。过了一段时间以后,他和家里就停止书信来往。有6年时间家里人没有收到他的任何信。后来他妹妹把他的名字输到网上的Google搜索引擎中,然后用他妹妹的话说,"他在巴西打保龄球联赛"。现在他们互通信件和照片,弥补失去联系的那段时光。

有谁知道巴西保龄球联赛有自己的网站呢? Google知道,因为Google无所不知,或者说几乎是无所不知。

Google这个字起源于英语词googol,它是一个表示1后面跟100个零的数学专有名词术语。意思是说"比宇宙万物都多出很多。"Google公司选择这个名字是因为他们要把所有的资料都整理到网络上。

Google公司创办于1998年,两位26岁的年轻人塞盖·布林和莱瑞·佩捷在一间很小的办公室创立了这家公司。如今,公司在加利福尼亚州山景市的一座大楼里办公,而区域性分公司则分布世界各地。Google已经成为最好的也是最成功的搜索引擎。

如果你需要某一地区的地图,Google可以帮忙。如果你想回顾英国首相丘吉尔的一张照片,Google可以把照片献上,通常还有几十种不同的版本。

Google的新闻报道把全世界4500个新闻资源连接起来。在屏幕上,新闻报道的编排更像一张报纸,有图像又有标题,但随着报纸和广播机构修改其网上的新闻内容,Google的新闻也总是在不停地改变。如果有足够多的报社都在突出位置刊登某一条消息,那么这条消息就会在Google上脱颖而出。每分钟计算机都在更新网页,编辑相关的新闻,摒弃无关的内容。新闻价值突出与否并非由人力编辑来决定。这听起来很滑稽,但这样做并不坏。

然而,Google还会自吹自擂,它总是禁不住地要告诉你它的搜索速度快得难以想

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象。如果要搜索中国考古方面的信息,Google会给出29 400条链接,同时还会加上一句 "搜索用了0.14秒"。

如今 Google (在Google上搜索)作为一个动词已经在英语中扎根。对有些人来说, 这就产生了一个道德问题。有位妇女给《纽约时报》伦理学家伦蒂·科恩写信,说她的一 位朋友和一位医生离家出走,她回家以后就在Google上搜索,发现她的朋友与好几起失 职诉讼案有牵连。 她问科恩这样做是否正当。科恩回答说很正当,而且他本人也这样做 过。科恩说,那位妇女在Google上搜索很好,这就如同向自己的朋友打听那个人的情况 一样。

不喜欢Google吗?恐怕厌倦Google的人也会厌倦生活。











Do They Save Time or Waste Time?



I. Alms and Requirements

■ Language Focus

1. Focal Words and Expressions

device	beep up with	demande on	purchase	mplece
crowd with	add to	eat up	leigune	overload
Ilahowob	ebsow up	force into	appliance	by hand
tempt	be prone to	break down	in place of	come to
in danger of	constitute	end up		

2. Focal Functions and Patterns

- 1) How about ...?
- 2) Do you wonder whether ...?
- 3) ... feel more borried than ever ...;
- 4) Part of the resson is
- 5) ... are eating up ... by doing ...;
- 6) ... things that go wrong:

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- 7) ... wait for ... to do ...;
- 8) ... force ... into (doing) sth.;
- 9) That's because ...;
- 10) ... last longer than they used to;
- 11) ... to fix errors ... is a slow and maddening process.

Skills Development

1. Reading and Translating

- 1) Be able to read, comprehend and translate into Chinese the passage about Overload: More Time Is Less Time;
- Be able to use the focal words and patterns listed above to make sentences or translate into English the sentences including them;
- 3) Practice the reading skill of understanding graphs and charts;
- 4) Practice the translating skill of negation.

2. Listening and Speaking

- Be able to talk a little about the reasons why those modern appliances keep people busier than ever;
- 2) Be able to comprehend the short listening passage and practice the skill of taking spot dictation;
- 3) Be able to talk a little about making a complaint.

3. Writing

Be able to write out a simple trouble-shooting guide.



II. Integrated Skills Development

Background Information

1. Introductory Remarks

This passage tells us that with the development of technology, many modern convenient household appliances come into our homes, and machines take over more and more of our work, which make society more efficient and our lives more comfortable. However, they bring problems as well. They cause people to feel less relaxed. The passage also presents some reasons and lets us realize that the possessions we enjoy will actually end up consuming us.







2. Comprehension Focus

Do we save or waste time?

Facts	Questions	Answers
We have various good things in life. We buy laborsaving appliances to lighten the housework. We use washing machines and vacuum cleaners. We buy cars. How do we feel about these gadgets? Do you wonder whether the gadgets run you or you them? What happens to us when we use these gadgets? What do we have to do with them? What situations do we have to face?	We face the pressure of choice. Just to choose a free time activity from all the options taxes many people. We feel these things eat up too much of our time; we feel time is short and we are in danger of wasting time. Americans feel more hurried than ever these days.	
	We try to keep up with the demands on our time to purchase, store, service, repair, replace, and protect those modern conveniences. We are eating up our leisure time by overloading ourselves with all kinds of gadgets. We are trying to keep up with all the things that go wrong. We spend time calling repair people. We must wait for the repairmen to show up. We have to pay high hourly rates. We are forced into poor do-it-yourself jobs. Costly tools often save little time because of the small scale of home repairs. We have more cleaning to do because the standards of cleanliness have been raised. The possessions we consume end up consuming us.	
	What's wrong with the gadgets?	Getting them ready for use takes more time than doing the job by hand. They are impersonal, cold, and error-prone machines and to fix errors is a slow and maddening process. Cars are more prone to break down than they were. The growing complexity of the car means most owners can no longer play with a screwdriver and a wrench to fix things themselves.







Language Points

1. Notes to the Passage

1) You've got a video tape recorder and a device that answers the phone for you.

That answers the phone for you is a restrictive attributive clause introduced by that and modifying a device.

2) And there's a gadget that turns off the lights when you are out.

That turns off the lights is a restrictive attributive clause modifying a gadget.

When you are out is an adverbial clause.

You are out here means you are not at home.

3) How about the electric knife, the coffee maker, the ice maker?

How about here means what do you think of ...

How about, what about, are used to ask for information, to make a suggestion, or to get sh's opinion.

e.g. How about having a game of bridge?

What about her qualifications for the position?

4) Feel good about having all that stuff?

This elliptical sentence means do you feel any good when you have all these things?

5) Or do you wonder whether the gadgets are running you instead of you them?

Whether the gadgets are running you instead of you them is the object clause of wonder.

Instead of you them here means instead of you running them.

instead of: prep. meaning in place of.

e.g. It's me that should ask you instead of you asking me.

Students should have independent-study skills instead of relying on their teachers for everything.

6) Americans apparently feel more hurried than ever these days.

Apparently here means obviously.

Than ever here means than they have been so far.

7) Part of the reason is trying to keep up with the demands on their time to purchase, store, service, repair, replace, and protect all those "time saving" machines.

To purchase, store, service, repair, replace, and protect is an infinitive phrase used as the postmodifier of the noun time.

Keep up with the demands on their time to purchase ... here means to meet the need to spend their time to purchase ...

8) Add to them the problems of the extra car and the bigger house.

Note that the sentence is in the inverted order. The normal order should be the problems of the extra car and the bigger house add to them.

Them here refers to demands in the previous sentence.

9) And there's the RV parked on the side lawn.

Parked on the side lawn is a past participial phrase used as the postmodifier of the RV.

Here RV (AmE.) is short for "recreational vehicle", equal to "camper van" in British









English.

It refers to a vehicle which is big enough to live in on holiday, having cooking equipment and beds in the back part, used for recreational activities. It is designed for travelers.

10) So says one expert in marketing.

Note that it is again in the inverted order. Here one expert in marketing is the subject, and so is used as an adverbial of says.

11) The downfall of lots of homes is trying to keep up with all the things that go wrong.

That go wrong is a restrictive attributive clause introduced by that and modifying things.

The downfall here means the trouble ...

12) Next we must wait for them to show up.

To show up is used as an object complement.

Note the structure: wait for sb. to do sth.

e.g. "Why are you standing there?" "I'm waiting for them to arrive."

They waited patiently for him to make a decision.

13) There's high hourly rates.

This is a colloquial usage where there's takes a plural subject. The formal structure should be There are high hourly rates.

Note that hourly is an adjective, not an adverb.

14) These may force many people into poor do-it-yourself jobs.

Here the structure force sb. into (doing) stb. means drive or make (unwilling people) do stb.

e.g. His tactless words forced the old lady into buying something she could not possibly afford.

Fear of you forced these boys into silence.

Similar structure could be found in talk, persuade, frighten, trick, shock, etc. into doing sth.

15) Looking for the right electric knife or other new gadget and getting it ready for use often can take more time than doing the job by hand.

The basic structure of the sentence is Looking for ... and getting it ... can take more ... than ...

Than introduces an adverbial clause of comparison. Note that here doing the job by hand is the subject of the elliptical clause doing the job by hand takes some time.

16) Studies show we spend even more time on laundry than our grandparents did.

We spend ... did is an object clause of show, in which there is an adverbial clause of comparison introduced by than, where did stands for spent the time.

17) One expert says that tires and batteries last longer than they used to.

In the adverbial clause of comparison than they used to, the main verb last is omitted.

18) So to fix errors in bills and other problems with a product or service often is a slow and maddening process.

To fix ... often is an infinitive phrase used as the subject of this sentence, in which the noun problems takes the preposition with to introduce its modifier.

Here a slow and maddening process means a process which is slow and causes people so much trouble







that they become crazy.

19) And as people crowd their lives with things that eat up too much of their time, they come to feel that time is short.

Note that it is a complex sentence. The main clause is they come to feel, which takes an object clause that time is short; and an adverbial clause of reason introduced by as, in which a attributive clause that eat up too much of their time is included to modify things.

Here crowd their lives with ... means fill their lives with ...

20) In the end, then, the possessions we consume end up consuming us.

We consume is a attributive clause modifying the possessions.

The possessions here means things we have and the first consume means use and enjoy, while the second consuming means exhausting.

2. Word Usage

add to: to increase 增加

e.g. The music added to our enjoyment.

His remarks add to the proof that Rocky is innocent.

appliance: n. a tool or machine designed for a particular use, esp. one that utilizes an electric current 用具,器械,器具

e.g. Will you please pass me an appliance for opening tin cans?

Refrigerators, washing-machines, vacuum cleaners and microwave ovens are all

Refrigerators, washing-machines, vacuum cleaners and microwave ovens are all household appliances.

Syn.: apparatus n. a set of equipment or other mechanical materials put together for a particular purpose 一套设备,一套仪器,装置

e.g. They have bought a heating apparatus recently.

break down: to become disabled or useless, stop working, fail 出毛病,坏掉

e.g. The van broke down on the way to Nanjing.

Since the engine broke down, the car couldn't start.

by hand: contrasted with by machinery 靠手工

e.g. Is your sweater knitted by hand or is it machine-made?

This article is written by hand, not typed or printed.

come to: to gradually start (doing...) over a period of time 逐渐开始

e.g. Daily she was coming to know him better.

The new theory has come to be widely put into practice.

consume: v. to use up; get to the end of 耗尽

e.g. The heavy work almost consumed all his energies.

These modern machines consume far less electricity.

consumer: n. somebody who buys and uses goods 顾客, 消费者

e.g. I was reading a consumer magazine when he came in.







deal with: to treat; have relations with 对付; 与…往来

e.g. What do you think is the best way of dealing with young criminals? I believe that he is easy to deal with.

device: n. something that is thought out, invented, or adopted, for a special purpose 器械, 装置

e.g. They made a device to make the door shut by itself.

He has fitted a device to his car which opens the garage door automatically.

Syn.: instrument n. an object used in performing an action, esp. for scientific work. 器具, 器械

e.g. The doctors are studying their medical instruments anxiously.

do-it-yourself: the action or practice of doing work of any kind by oneself, esp. one's own household repairs and maintenance, usu. as opposed to employing someone else to do it 自己动手

e.g. A country planning a nuclear power program has a choice of two routes: do-it-yourself and the ready-made.

Do-it-yourself has brought similar gains, and market shifts, to other industries.

Do-it-yourself is abbreviated as DIY. Hence do-it-himself, do-it-yourselfing, do-it-yourselfism, and various other nonce derivatives.

The builder is showing to us his do-it-himself boxes.

For families or parties of young people especially, who don't mind a little do-it-yourselfing, this sort of holiday is usually memorable.

She is a great do-it-yourselfer.

There are other reasons, too, for the tidal wave of do-it-yourselfism.

eat up: to eat all of (sth.), use up completely 吃光, 耗尽

e.g. He ate up many valuable minutes with endless, tedious talks.

A big car eats up money.

end up: to finish 结束, 告终

e.g. If you continue to steal, you'll end up in prison.

We all know that wasteful people usually end up in debt.

go wrong: to stop working properly 出毛病

e.g. All our plans went wrong.

Something has gone wrong with the backup system.

in danger (of): in the possibility of suffering, injury or loss 在…危险中

e.g. That young man was in danger of losing his life.

The doctors are trying their best to save the little boy in danger.

Ant.: out of danger not likely to be in danger 脱离危险

e.g. The operation was successful so he was out of danger.

in (the) place of: instead of 代替





e.g. She went to the meeting in place of the secretary. Nowadays people use plastics in place of wood or metal.

join in: to take part in (an activity) as a member of a group 参加,加入进来

e.g. At first he didn't want to play football, but at last he joined in.
Will you join in our conversation?

keep up with: to go forward at an equal pace with 跟上

e.g. We must work harder to keep up with the latest developments.

He hired a tutor because he had difficulty keeping up with the rest of the class.

leisure: n. spare time; time free from work or duties of any kind 空闲, 闲暇

e.g. All of us say fishing is a popular leisure activity. We have no leisure for sport.

leisurely: ad. without haste or hurry 悠闲地,不匆忙地

e.g. I hope you can work leisurely.

leisurely: a. unhurried; acting, or done without hurrying 从容不迫的,悠闲的

e.g. Yesterday evening I had a leisurely glass of beer with Jack at the bar.

overload: v. to load too heavily 使超載

e.g. Students are now overloaded with facts.

The telephones there are overloaded.

Syn.: overburden v. burden too heavily 使负担过重;使装载过多

She has seen some trees overburdened with fruit.

prone: a. be likely to suffer (usu. sth. undesirable) 有…倾向的,易于

e.g. The little boy is prone to make mistakes.

I feel rather prone to agree with you.

purchase: v. (fml.) to buy 购买

e.g. Have you purchased a new car?

They have purchased 40 per cent of the shares of the company.

replace: v. to supply as a substitute for, often better, newer, etc. 替换, 更换

e.g. People have replaced coal with / by oil.

You'll have to replace the broken lock with a new one.

show up: to appear, arrive somewhere as expected or arranged 出现

e.g. I arranged to meet him at the station at 12, but he didn't show up.

Two of those I invited didn't show up.

tempt: v. to attract (sb.) to have or do sth. 诱使(某人)具有某物或做某事;吸引

e.g. Janet's mother tempted her to have a little more soup.

Nothing can tempt me to do such a thing.

turn off: to stop the flow of (water, gas, current, etc.) by turning a tap or switch 关闭,切断(自来水、煤气、电流等)







e.g. Please turn off the lights before you leave the classroom.

She turned the gas off after cooking.

Syn.: switch off to turn (electric lights or apparatus) off by means of a switch 关掉(电灯或电器)

e.g. Don't switch the television off, please.

Ant.: turn on to start the flow of (water, gas, current, etc.) by turning a tap or switch 打开 (自来水, 煤气, 电流等的)开关

e.g. She turned the water on and washed her hands.

3. Additional Topic-related Sentences

Sentence patterns used to describe why people have a more difficult time when using modern appliances:

wonder whether the gadgets are running you instead of you them;

trying to keep up with the demands on their time to do something;

add to them the problems of the extra car and the bigger house;

eating up their leisure time by overloading themselves with...;

keep up with all the things that go wrong;

the time spent to call repair people;

there's the high hourly rates;

costly tools often save little time;

take more time than doing the job by hand;

tempt people to spend more time than ...;

cars are more prone to break down than they were;

to fix errors in bills ... is a slow and maddening process;

the pressure of choice joins in;

feel they are in danger of wasting it;

the possessions we consume end up consuming us;

Prompts to the Specified Reading and Translating Skills and Additional Practice on Them

1. Reading Skill: Understanding Graphs and Charts

Any pictorial representation used to clarify a discussion is a visual.

Visual work in several ways to improve your report:

- 1) They increase reader's interests by providing a view more vivid and clearer than a prose equivalent.
- 2) They set off and emphasize significant data.
- 3) They condense information.
- 4) Certain visuals (tables, charts, and graphs) can pull together diverse data on the basis of their similarities or contrasts. Thus they are easy to interpret.
 - In report writing, the most common visuals are tables and figures. Tables are displays of







data, which are arranged in vertical columns under category headings so they can be easily compared and contrasted.

Any visual that is not a table is classified as a figure. The most common figures are graphs, charts, diagrams, and photographs. In a graph, numbers are plotted as points on a coordinate system. A bar graph shows comparisons, while a line graph shows change over time. Charts are not plotted on a coordinate system. Pie charts, organizational charts, and flow charts are most common. Each partitions a whole into its parts to represent the relationship of part to part and of part to whole.

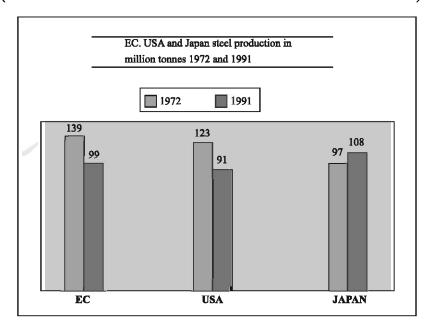
Here is a sample:

- (1) What does the title tell us?

 (It tells us the comparative figures for steel production in the EC (European Community), USA and Japan in the years 1972 and 1991.)
- (2) What about production in the EC and the States in 1991?

 (It fell sharply. The fall in Europe was 40 million tons, and in the USA from 123 million tons to 91 million tons.)
- (3) What information can we get from the figures for Japan?

 (The rise is considerable: from 97 million tons to almost 110 million tons.)



2. Translating Skill

More sentences for developing the translation skill of negation are provided for the teacher's reference.

1) 黄鼠狼给鸡拜年,不怀好心。

The weasel goes to pay respects to the hen not with the best of intentions. (正译法)
The weasel pays a courtesy visit to the hen with evil intent. (反译法: 肯定译成否定)

2) There's a gadget that turns off the lights when you are out.







- 有一个小玩意儿, 当你不在家时能自动开启电灯的开关。(反译法: 肯定译成否定)
- 3) They come to feel that time is short. 他们发现时间不够用。(反译法: 肯定译成否定)
- 4) His handling of the situation left very much to be desired. 他对这种局势应付得很不好。(反译法: 肯定译成否定)
- 5) Don't stop discussing. 继续讨论吧。(反译法: 否定译成肯定)
- 6) This kind of material must not be used for making machines until it is properly tested. 这种材料必须经过严格的检验才能用来制造机器。(反译法: 否定译成肯定)
- 7) The examination left no doubt that he had died of cancer. 调查结果清清楚楚说明他死于癌症。 (反译法: 否定译成肯定)
- 8) Betty found that Jack was not all right. 贝蒂发现杰克出了毛病。(反译法: 否定译成肯定)

M Guide to Exercises and Supplementary Exercises

1. Exs. 1-2: These exercises are designed to check how much the students have understood the passage, but they should also be used as the lead-in to the communicative practice around the message conveyed by the reading passage. In other words, these exercises should be done orally in class in the form of a discussion with the teacher as the moderator.

Additional questions for teacher's reference.

- What does "instead of you them" in Paragraph Two mean? (It means "in place of the fact that you are controlling the gadgets".)
- 2) Is it obvious that Americans are busier than ever? Why? (Yes. Because they need much time to buy, store, service, repair, replace, and protect all their modern conveniences. Also they should service the extra car and maintain the bigger house.)
- 3) What problem do vacuum cleaners cause according to the passage? (They tempt people to spend more time than with a broom or dust rag.)
- 4) What's your opinion about the "time-saving" machines? (Open.)
- 5) How do computers cause trouble? (They make mistakes in bills and other problems with a product or service.)
- 6) What is the comment made by one American expert in marketing? (Americans are eating up their leisure time by overloading themselves with all kinds of gadgets.)
- 7) What are the problems people have, according to the passage, when their household appliances go wrong?
 - (First people have to spend time calling a repairman. Second they must wait for the repairman to come. Then because of the high hourly rates they may be forced into doing repairs for themselves.)
- 8) What does the author think of the gadgets?
 (The author thinks the gadgets will eventually consume us.)







2. Exs. 3-6: These exercises are provided for the students to concentrate on practicing the usage of some of the focal words and patterns chosen from the reading passage, which makes an important part of the teaching requirements of this unit. The following additional exercises are aimed at those words and patterns which are included in the list of the focal words and patterns chosen, but not covered in the exercises.

Fill in the blanks with words and patterns chosen from the following list. Change the form where necessary.

demands on	replace	by hand	break down
force into	go wrong	feel more hur	ried end up
wonder whether	show up	tempt	device
1) We all believe people nov	vadavs	than eve	r before .
2) The boy			
3) This work makes great			
4) Are your gloves knitted _			e?
5) If you go on stealing like			
6) Do you	•	-	
7) As he was hurt, another p			, 1
8) He is fixing a	-		icycle.
9) It's a very attractive offer,	•		•
10) Something		-	
11) The car			
12) He promised to arrive at		•	
Key: 1) are feeling more hu 4) by hand 7) replaced 10) has gone wrong	5) will 8) devi	end up ce	3) demands on6) wonder whether9) am tempted12) show up
Fvs 10_11.			

3. Exs. 10–11

1) The listening exercise (Ex. 10) is oriented to the preparation of the students for a listening test, taking spot dictation in this case. The teacher could choose some short and easy listening passages to do a little further training. The following passage is for the teacher's use.

A survey indicates that 1) 100 internet surfers (什麼有) only 23 search for
information, and the rest are chiefly 2) in Internet chat — 3) _	they do for
hours and hours. This not only 4) their time and money, it is a	lso 5) their
health. Lots of students who are Internet-mad at the beginning 6)	_ become ill because
hours and hours of contact with 7) makes them lose their de	sire to eat and sleep.
They 8) dizziness and nausea (悉心).	
This clearly reflects some students' 9) low psychological stre	ength. It is imperative
that students are told how to use the 10) in a proper and scientific	TEMPT





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Key:1) among2) interested3) which4) wastes5) damaging6) gradually7) computers8) suffer9) relatively10) Internet

2) The speaking exercise (Ex. 11) is for the students to have a little communicative speaking drill on the topic related to making a complaint. The following sample dialogue is provided to help the teachers in this sort of oral training.

Use the following sentence patterns and expressions to practice a dialogue with your partner:

... can I help you?

And what's your problem?

The problem is ...

I'm afraid ...

I'm trying to get through ...

... hold on a moment ...

Go ahead.

(The following short dialogue is for the teacher's reference)

- A: Hello. Is that the hotel operator?
- B: Right, madam. Can I help you?
- A: I'm trying to get through to the booking office.
- B: And what's your problem?
- A: The problem is that I've called three times in the last twenty minutes. But each time the line is busy.
- B: I'm sorry to hear that, madam. I'm afraid it's often the case during the peak hours, especially if there are two incoming calls at the same time.
- A: Oh, I understand now.
- B: Please hold on a moment, then.
- B: Thank you for waiting. The booking office is on the line now. Go ahead, please.

One more example:

It Always Causes Trouble

Nancy: James? Would you mind coming into the kitchen right away, please? I'd like you to look at the washing machine. It's making a strange noise again. I want you to listen to it.

James: Oh, no! Not again. (In the kitchen now, James has to shout above a loud whirring and pumping noise.) It's the pump, that's what it is.

Nancy: I can't hear you. Let me turn the machine off!

James: The pump isn't working properly. What so you want me to do about it?

Nancy: Repair it, of course.

James: Well, it'll take me a lot of time to do so. Why don't you call the shop where we bought



10.indd 222



the thing? Ask them to repair it.

Nancy: Are you sure that's what you want me to do?

James: Certainly I'm sure! Why do you ask?

Nancy: Because the last time they came you got very angry. And you complained about it.

James: Did I?

Nancy: Yes. It was a question of money. Don't you remember? The men were only here for

half an hour but they still charged eight dollars for an hour's work. You didn't like that

at all.

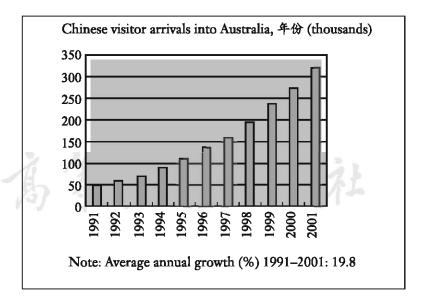
James: Hmm... yes, I remember now. But what can we do with this "labor-saving" appliance?

It always causes trouble.

4. Exs. 12-13: These two skill-oriented exercises should be done under the guidance of the teacher in reference to the prompts to the specified Reading and Translating Skills and Additional Practice on them.

Additional Practice on Understanding Graphs and Charts:

1)



- a. What information can you get from the title?
 (We can see the growth of the number of Chinese visitors arriving in Australia from 1991 to 2001.)
- b. What does the note tell us? (It tells us the average annual growth from 1991 to 2001 is 19.8%.)
- c. How about 2002?
 (It is estimated from the graph that 160 Chinese visitors or so will arrive in Australia.)

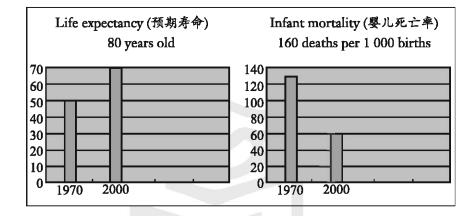






English

2)



- a. What is the life expectancy in 2000 according to the graph? (It is 70 years old on average.)
- b. What do we know from the figures for life expectancy? (The rise is apparent from the age of 50 to 70.)
- c. How many infants died in 1970? (About 130 deaths per 1 000 births.)

Additional Practice on Translating Skills:

- (1) The young man's failure to answer questions made the police suspicious. 那年轻人未能回答问题使警方对他产生了怀疑。
- (2) He said he has decided against buying a new bike. 他说他已决定不买新自行车了。
- (3) Did I get your name right? 我没有弄错你的名字吧?
- (4) The young man carelessly glanced through the announcement and got away. 这年轻人马马虎虎地看了看那个通知就走了。
- (5) Don't waste time in posting these letters. 赶快把这些信件寄出去。
- (6) Your explanation is pretty thin. 你的解释是相当不充实的。
- (7) The bacteria will not die until the temperature reaches 100 °C. 这些细菌要在温度达到100 °C才会死亡。
- (8) Students, with no exception, must hand in their exercise-books tomorrow morning. 明天上午所有学生都要交作业。







III. Applied Writing

Structure Analysis

When writing a troubleshooting guide, you should write it simply and clearly. You can use declarative sentences to describe symptoms and imperative sentences to present solutions to them. One of the obvious features of the language used in this sort of writing, articles (a or the) and the link verb be are often omitted.

Language Points

1. Notes

- 1) If tape jammed in VTR, do not attempt to remove, as this may cause damage.
 - In If tape jammed the definite article the and verb be are omitted, which is very common in the style of instructions. Here jam means get stuck, and as introduces an adverbial clause of reason.
- If timer record was used, confirm that a program number had been selected that was correctly tuned.

Here again the is omitted before timer and confirm takes an object clause introduced by that, in which a attributive clause is introduced by a second that, modifying a program number.

2. Word Usage

attempt:

- (1) v. try to do or achieve sth.; make a start at doing sth. 试图,尝试
- e.g. He attempts walking until he falls over.

The third question was so difficult that I didn't even attempt it.

- (2) n. an effort made to do something 努力, 尝试
- e.g. She didn't make an attempt to win / at winning the prize.

The boy's first attempt at English composition was poor.

damage: v. & n. cause damage to; harm 毁坏, 损害

e.g. Smoking can damage your health.

The crops were severely damaged by the flood.

Although the village has been attacked by the storm several times, little damage was done.

The insurance company will pay for the damage to your car.

disconnect: v. undo the connection of; take apart 分离, 拆开

e.g. They disconnected a water pipe from the main supply.







English

He has disconnected the wireless set before making adjustments inside it.

display: v. show, place or spread out for public view 陈列,展示,显示

e.g. They display their goods in the shop windows.

She displayed great self-control when she was told of the news.

manually: ad. done with the hands 用手, 手工地

e.g. I have to change the gear manually in this car.

Most of the devices can be controlled either manually or automatically.

noisy: a. full of noise 嗓音的

e.g. It was so noisy outside that I couldn't concentrate on my study.

The noisy car made the baby cry.

remedy: n. & v. cure; something used for putting right 修理,治疗,补救

e.g. Your only remedy is to go to law.

You must believe that your faults of pronunciation can be remedied.

request: n. & v. ask or an act of asking or being asked for something, esp. politely 请求,

要求

e.g. They came at my request.

All members of the club are requested to attend the annual meeting.

safety: n. freedom from danger; condition of being safe 安全, 保险

e.g. We should do nothing that might endanger the safety of other people.

She finally led the children to a place of safety.

symptom: n. sign of a usu. bad or undesirable condition 症状,征兆

e.g. Please tell me the trouble symptoms of your TV set so that I can check it.

Fever is a symptom of illness.

timer: n. machine that records time 定时器

e.g. He forgot to set the timer on the video recorder.

The timer on the cooker is broken.

Additional Samples of the Specified Type of Applied Writing

Sample 1:

If your unit should not perform as expected, consult the table below to see if the problem can be corrected before seeking help from your dealer or service representative.





Symptom	Cause	Remedy
Power fails to turn on.	Poor connection of the power cord plug. The power cord plug is connected to the SWITCHED outlet of the amplifier, and the power switch is turned off.	Connect the power cord plug securely. Turn on the power switch of the amplifier.
Sound is not output.	The input and output connections are reversed.	Connect the input and output correctly.

如果您的机器工作不够理想,则在委托销售店或维修站检修之前,请先根据下表检查一下,看 是否能排除存在的问题。

症状	原因	处置方法
电源开关置 于ON位置时 无电。	电源线插头连接不良。电源线插头插到放大器的SWITCHED电源输出插座上,而电源开关处于OFF状态。	正确地连接电源线插头。 将放大器的电源开关置于ON 位置。
无声音输出。	输入和输出接反。	正确地连接好输入和输出。

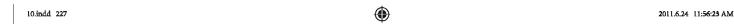
Sample 2:

Before calling service personnel, please check the following chart for a possible cause of the trouble you are experiencing.

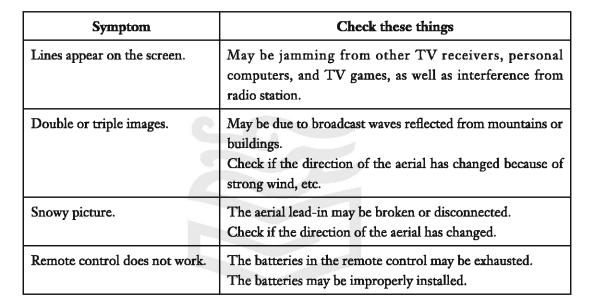
Symptom \	Check these things
Power is not turned on.	Be sure the power cord is plugged in.
No sound.	Headphones may be plugged in.
Abnormal color / sound.	Be sure the color system and the sound system are correct. (Refer to the table on the next page.)
Poor color / tint	May be the misadjustment for contrast, color and tint. If you change the direction of the TV while the TV is activated, the picture may suffer from color shading. If so, turn off the TV and allow for about 30 minutes to cool, then turn on the TV again. The picture should improve.
Spots appear on the screen.	May be jamming from cars, motorcycles, electric trains, high tension lines, neon signs, hair dryers, etc.











在通知维修人员来修理前,请核查下表,看看能否找到您所遇到的故障之原因。

现象	检查下列项目
电源不通	看看是否插入电源线。
无声音	可能插入了耳机。
彩色/声音失常	彩色系统及声音系统不正确。(参见下页)
彩色 / 色调不佳	没有正确地调整对比度、彩色和色调。如果在电视机工作时改变电视机的方向,则图像的色调可能会不均匀。如果这种情况出现的话,则关掉电视机,让其冷却30分钟后再重新打开。图像应该会有改善。
荧光屏上出现斑点	可能有汽车、摩托车、电车、高压线、霓虹灯、吹干器等的电波干扰。
荧光屏上出现条纹	可能有来自其他电视机接收机、个人电脑和电子游戏机的 电波干扰及来自广播电台的影响。
双重或三重图像	可能有从高山或大楼反射来的广播电波。 检查是否因强风等的影响天线方向有所改变。
图像有雪花状干扰	天线导线可能受损或脱落。 检查天线方向是否改变。
遥控器失灵	遥控器电池可能已耗尽。 电池安装不正确。



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Object Complement

Grammar Notes

Generally speaking, in the SVOC structure the Object Complement is mainly functioned by nouns, adjectives, prepositional phrases, infinitives, participles, etc. Pay attention to the following usage:

Noun	If the verbs are make, choose, elect, name, appoint, etc., articles are usually not used before nouns in this structure. e.g. She was named sales manager. 她被任命为销售部经理。 We elected him monitor. 我们选他为班长。
Infinitive	If the verbs are make, let, see, hear, listen to, watch, notice, observe, feel, have (使), etc. The infinitive is used without to. e.g. I heard someone knock at the door. 我听到有人敲门。 Did you notice a stranger enter the building?你注意到一个陌生人进了那幢楼吗? We won't let you go alone.我们不会让你单独前往。
Participle	Present particles used as Object Complement usually refer to an active action, expressing a continuous one, while past participles suggest an action which is passive. e.g. I saw them playing football on the playground. 我看见他们正在操场上踢足球。Please keep us informed of what is going on. 请随时问我们通报事情的进展情况。
Others	Sometimes the object is not a noun or a pronoun, but a clause, a finite infinitive clause or a gerund clause, so it should be used to replace the above. And the following verbs are often used: think, find, feel, consider, make, take, judge, etc. e.g. We all think it important to learn English well. 我们都认为学好英语很重要。 Do you consider it any good doing that again? 你觉得再做那件事会有好处吗? Don't you remember I made it quite clear to you that I would not come? 你不记得我跟你讲清楚我不来吗?









Additional Examples

1. Mrs. Brown made her stay in New York for two weeks.

布朗太太留她在纽约住了两星期。

2. We saw that man get taken away by the police.

我们看到那个人被警察带走了。

3. She found everything in good order when she entered the room.

她走进房间时发现一切并并有条。

4. Once a fever kept him in bed for five days.

有一次他发烧,5天卧床不起。

5. The boy sat at his desk and watched his mother doing the job for him.

那男孩坐在写字台前看着妈妈替他干活。

6. They painted the wall yellow.

他们把墙壁漆成黄色。

7. I thought this matter to have been settled.

我以为这问题已经解决。

8. She proved herself worthy of confidence.

她证明自己是值得信赖的。

9. Did you find them in?

你发现他们在家吗?

10. They made the girl vice-director of the factory.

他们让那姑娘当了副厂长。

11. He has promised he will keep it a secret.

他已许诺他将保密。

12. We all think it a pity that Kate didn't show up at the meeting.

我们都认为很遗憾、凯特没来开会。



V. Merry Learning

1. Two Clocks

A passenger in a railway station complaints to a porter, "There are two clocks in this station and they both tell different times." And the porter replies, "Why should we have two clocks if they the same time?"

2. Socrates to His Friends

Socrates laid for himself the foundation of a small house. One day a man, it doesn't matter who, asked, "Why do you, so famed as you are, build so small a house?" "I only wish," Socrates replied, "I could fill it with real friends."









VI. Key to Exercises

Integrated Skills Development

- 1 1. c 2. a 3. b 4. c 5. c 6. b
- They are video tape recorders, automatic telephones, and automatic switches etc.
 - 2. The main reason is these families are trying to keep up with all the things that go wrong.
 - 3. Because cars are more prone to beak down and their growing complexity make it necessary to call repair people.
 - 4. Computers, according to the author, are impersonal, cold, and error-prone.
 - 5. They are electric knives, washing machines, vacuum cleaners etc.
 - 6. The may lighten our house-work, but they save little time.
 - 7. (open)
- 3 1. pressure 2. overload
- 3. possession
- 4. consumed

- 5. taxed
- 6. leisure
- 7. wondering
- 8. gadget

- 9. purchased
- 10. protected
- 11. appliance
- 12. standard

- 4 1. 这孩子最喜欢的东西是一只小木狗。
 - 2. 他绝不会被引入歧途。
 - 3. 这座大楼被大火烧光了。
 - 4. 在微弱的光线下读书眼睛一定很累。
 - 5. 他的身体彻底垮了。
 - 6. 我想知道在何处度周末。
 - 7. 企业号召职工购买其股票。
 - 8. 情趣没有固定的标准。
- 5 1. 材料
- 2. 明显地
- 3. 替换
- 4. 空闲时间

- 5. 衰败(的原因)
- 6. 消费
- 7. 使负重担
- 8. overload

- 9. battery
- 10. purchase
- 11. standard
- 12. complexity

- 13. force
- 14. dust
- 15. option
- 6 1. How about another piece of cake?
 - 2. Do you wonder whether he has read Bill's new poem?
 - 3. Part of the reason is my missing the bus.
 - 4. A mother has many demands on her time.
 - 5. That's because you are talking too much.
 - 6. One is more prone to make mistakes when one is tired.
 - 7. That heavy work will tax your strength.
 - 8. If you drive your car like that, you'll end up in hospital.







- 1. a. How about the teachers, the students and other staff members of the school?
 - b. How about the administration, the representatives of the employees and other people who will participate in the meeting?
 - 2. a. Do you wonder whether the computerized animals will take control of the world instead of human beings them?
 - b. Do you wonder whether you will be a boss instead of an average employee serving the boss?
 - 3. a. The policy of reform and opening-up to the outside world has raised the living standard of living of the Chinese people.
 - b. The use of the new materials has raised the standards of architecture.
 - 4. a. In the end, then, the resources we waste end up ruining us.
 - b. In the end, then, the goal we struggle for ends up struggling against us.
 - 5. a. One expert says that computers are millions and millions of times more powerful than they used to be.
 - b. One expert says that traveling by plane is much safer than by bus.
 - 6. a. Some students are eating up their valuable time by surfing too long on the Internet.
 - b. We are eating up our energy by doing these trivial things.
 - 7. a. Add to this (them) the problem of less land and more people.
 - b. Add to this (them) the problem of little time and heavy tasks.
 - 8. a. That's because we have more responsibilities and have to work harder.
 - b. That's because we have more books and have more to read about.
 - 9. a. But this model of computer is more prone to crash than it was.
 - b. But the students today are more prone to face challenges than they were.
 - 10. a. Just to look after six children taxes her.
 - b. Just to read in poor light taxes your eyes.
- 8 1. F
- 2. F
- 3. T
- 4. T
- 6. T
- 7. F
- 1. a. If we had brought a compass with us, we would all be taking a rest in the cave.
 - b. If we had started earlier, we would all be at home now.
 - 2. a. For no reason whatsoever, the car would break down on the road.
 - b. For no reason whatsoever, the dog would bark late at night.
 - 3. a. Every time they came to the seaside, they would go to swim in the sea.
 - b. Every time we learned a new text, he would translate it into Chinese.
 - 4. a. Only one person in a class can use the computer each day, unless you have special need. But then you would have to pay more.
 - b. Only five books can be borrowed each time, unless you have permission from your paper advisor. But then you have to return the books to the library within a week.

5. T

- 5. a. If you were asked to give help to someone you didn't know, you would have no idea what you could do for him.
 - b. If your car broke down, you would have no idea what was wrong with it.
- ത Shopping takes much more time than it used to. Not only do 1) shoppers buy more, but they



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have 2) more to pick from. Since 1950, the 3) typical supermarket has 4) increased its stock five times. Just to 5) go down all the aisles (走廊) can more than 6) equal the walk to the local 7) store of old. And to check out can take 8) longer. Especially if people who use coupons (赠券) or who want to cash 9) checks are 10) ahead in line.

- The title tells us that this graph is based on the June Inventory of children's bicycle.
 - 2. The key tells us which bar stands for stock on June 1 and which stands for stock on June 30.
 - 3. SKU 322 was the most popular. There were 30 in stock on June 1. None remained in stock by June 30.
- 1. 这个问题我不懂(或:这个问题我解决不了)。
 - 2. 这次不成功是他后来成功的基础。
 - 3. 我还没有来得及提出异议,校长已起身走了。
 - 4. 雪很快就会融化的。
 - 5. 调查结果清清楚楚说明病人死于癌症。
 - 6. 这是我后来才知道的。
 - 7. 直到1940年,人们才知道有这样高的瀑布。
 - 8. 他马马虎虎地看了看那张便条就走了。

Applied Writing

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遥控器不能正确操作			
不正常现象	原因	修理方法	检查
遥控器不能 正常操作。	距离太远。	在7米范围内使用遥控器,如果 在该范围内无效,请更换电池。	
(4)	电池耗尽。	更换干电池。注意第45页上的更 换电池注意事项。	
	电池 安装错 误 正负极颠倒。	按第45页所示正确地安装电池。	

② 原 因1: 天线或天线接线有毛病

修理方法: 检查连接录像机的天线,检查正常电视画面,如果没有图像,请检查天线。

原 因2: 录像机调谐不正确。

修理方法: 重新调谐录像机,使输入选择器设定为电视节目。

Grammar Focus

- 1. The pain almost drove him mad.
 - 2. Would you li0ke there to be another meeting to discuss this subject?







English

- 3. Don't you think it better to form a special committee to study the problem?
- 4. The news left me wondering whether we were too conservative.
- 5. You'd better have your tooth pulled out.
- 6. They named the child John.
- 7. How do you manage to keep renminbi so stable?
- 8. I have gone over the contract and found everything in order.
- 9. Do you mind me turning on the radio?
- 10. I remember Professor Liu once telling us about it.
- The doctor didn't allow him to get up.
 - 2. He told me not to wait for him for supper.
 - 3. He found the crops all growing very well.
 - 4. I must get everything done this week.
 - 5. What do you call this in English?
 - 6. I feel it my duty to take care of him.
 - 7. We must keep the room clean and tidy.
 - 8. I don't think it necessary to send her there.



VII. Text Translation for Reference

Passage A

超载:节省时间变成浪费时间

你会认为你已拥有生活中一些好的家用器具。你已得到录像机和应答电话。还有当你 不在家时能自动开启电灯的开关。另外还有电动刀具,咖啡壶和制冰机等器具?

占有这些器具让你感觉很好吧? 你是否想过到底是你在操纵这些装置,还是这些装置 在操纵你呢?

很明显美国人比以往任何时候更加忙碌了。部分原因是他们要花时间购买、储存、保养、修理、替换和保护这些"节省时间"的机器。如果要再购买一辆汽车和居住更宽敞的住房则要花更多的时间。有时他们还要购买停在路边草坪上活动房屋旅行车。"美国人因为过分拥有各种各样的设备和装置蚕食他们的空闲时间。"一位市场营销专家这样说。

许多家庭衰败的原因是因为这些家庭试图修复发生故障的各种装置。

给修理人员打电话需用时间,然后我们必须等待他们的光临。修理人员按小时收取修 理费用。这些做法迫使许多人开始自己动手修理。而且,价格昂贵的工具因为规模小几乎 省不了时间。

同样,"省力的电器"可能会减轻家务劳动,但是,它们基本不能节省时间。寻找合





适的电动刀具或者其他新型工具并且安装调试好这些工具花费的时间要比手工干活所花费的时间要多。研究表明,我们花在浆洗上的时间要比我们的祖父辈多。这是因为我们的衣服种类多了,而且换洗次数也多了。真空吸尘器提高了清洁的标准,但是它也引诱人们花费比用扫帚或者抹布打扫卫生更多的时间。

汽车是另一架吞食时间的机器。一位专家说现在的轮胎和电池使用寿命比过去更长了。但是美国汽车却比过去更容易发生故障。而且,汽车上容易出毛病的部件也比以前多。汽车结构越来越复杂,使车主再也不能自己打开车盖用螺丝刀和扳手修车了。

我们越来越多地经常面临的另一个难题不是和人而是和计算机打交道。冷淡、不带感情、动辄就出错的机器正在取代职员的工作。因此,修改账单和其他产品或者服务方面的错误经常是一个缓慢而且令人发疯的过程。

带图像的游戏和其他消磨时间的活动越来越多。因此选择游戏和其他活动的压力也在 增加。对许多人来说,从众多的休闲活动中选择一种适合自己的活动就很费周折。同时, 由于人们拥有过多的大量耗费时间的生活设施,结果他们发现时间不够用。他们感到自己 正处在浪费时间的危险之中。

我们享用的东西最终会把我们自己消耗掉。

Passage B

如果微软造汽车

据说在一次计算机博览会上,比尔·盖茨将计算机行业和汽车行业作了一番比较,他说道: "如果通用汽车公司能像计算机行业一样跟上技术的发展,那今天我们人人都会开上售价仅为25美元的汽车,而且一加仑汽油可以跑1000英里。"

作为对比尔这番话的回应,通用汽车发布了一份新闻,声称:如果通用汽车像微软那样发展技术,那我们驾驶的汽车都将具有以下特点:

- 1. 你的汽车每天都会无缘无故地熄火两次。
- 2. 每一次重画道路标线时, 你就得买一部新车。
- 3. 有时你的车会莫名其妙地在高速公路上熄火死机,你也只好认了,然后重新启动,继续开行。
- 4. 有时驾车完成某个操作,比如左转弯,可能会导致熄火,而且无法再次启动,遇 到这种情形你就得重新安装引擎。
- 5. 汽车里每次只能有一个人,除非你购买Me车型或XP车,不过那样一来你就得加 座椅。
- 6. 人们会为微软汽车的新性能而激动不已,全然忘记了许多年前其他公司的汽车就已具备了这些性能。
- 7. 车里的安全气囊弹出前, 会先问"你确定吗?"
- 8. 有时候你的汽车会无缘无故地将你锁在外面,除非你同时拉着车门把手、转动车钥匙、再抓着车上的收音机天线,它才会让你进去。
- 9. 每次通用推出一款新车时,买主们就得重新学习开车,因为新款与旧款的操作方 法完全不同。



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English

- 10. 你车上的"驾驶手册"可能是由某位母语显然不是英语的家伙编写的。
- 11. 即使死机你也不知道是怎么回事。
- 12. 微软汽车会配有专门的收/放音机,但它只能收听微软调频台,只能播放微软磁带。
- 13. 如果你依然使用老款式(也就是说, DOS 6.22车或WIN 3.11车),那你就会被人称为"老土",但你的车却能跑得更快,能上更多的道路。
- 14. 如果你买不起新车,干脆借朋友的车,然后复制一部即可。
- 15. 每次你买了车,都得先花上几天时间改装点火系统,然后它才能正常工作。
- 16. 关掉引擎的办法是按下"启动"键。





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Test

(Unit 6-Unit 10)

Scripts:

Part I Listening Comprehension

Section A

- 1. I was lucky to have learned about the celebration of the Spring Festival.
 - Question: How did he feel after learning something about the celebration of the Spring Femival?
- I'd like to book one sent on a flight from Nanjing to Shemshen on the 1st of July, please.
 - Question: How will the person travel to Shenshen?
- 3. The comemporary business world is full of competition and pressure. We need companionship at home for releasion.
 - Question: Why do they need companionship at home?

Section B

- A: I work in a bookmore with Peter. Um, what do you do?
 - B: I'm an engineer. My office is just on this street.
 - Question: What does the man do?
- 5. A: Escuse me, are you Professor Smith from America?
 - B: Yes, Pre John Smith.
 - Question: Where is John Smith from?
- A: Where are you going for your vacation, Mr. White?
 - B: My wife is very interested in the Chinese culture and customs of Chinese people, so we're leaving for China next week.
 - Question: What is Mr. White's wife interested in?

Section C

Some people seem to have a knack for learning languages. They can pick up new vocabulary, master rules of grammer, and learn to write in the new language more quickly than others. They do



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English

not seem to be any more intelligent than others, so what makes language learning so much easier for them? Perhaps if we take a close look at these successful language learners, we may discover a few of the techniques which make language learning easier for them.

Key:

1. D	2. A	3. C	4. B	5. A	6. B
7. for	8. pick up	9. master	10. quickly	11. seem	12. what
13. easier	14. close	15. discover	16. them	17. B	18. B
19. A	20. D	21. B	22. B		
23. tradition:	al	24. solution	25. analysis		
26. A	27. D	28. B	29. A	30. B	
31. C	32. A	33. C	34. D	35. C	
36. make life	easier				

- 37. 5
- 38. 3-way conference
- 39. weather reports
- 40. free short messages
- 41. B 42. C 43. D 44. K 45. L 46. P 47. T 48. U 49. Q 50. W
- 51. It is mainly about the major changes in the world over the past century.
- 52. The world's population has increased by half.
- 53. The new inventions. It adds the facility of more contact between people in the world.
- 54. It is impossible to do that in less than a day. The major causes are new inventions.
- 55. It brings us the direct knowledge about other people in the world.
- 56. A 57. B
- 58. A 59. B
- 60. 不能仅从眼下存在的问题的角度看世界,而要从推动世界的伟大力量的角度来看世界,这很重要。这样世界一定会发生变化,而且我确信尽管两国人民之间有差异,但我们会迎来一个更美好、更安全的世界。

Writing

(open)



