

## 第 二 版 前 言

欢迎数字土著们使用国家级规划教材《新通用大学英语》！

《新通用大学英语》系列教材共分为4级，供大学英语课程的基础、提高和发展三个阶段的教学使用。每级由《综合教程》《教学参考书》《同步练习》《视听说教程》《阅读教程》《进阶阅读》以及配套的电子教案、精品资源共享课程、慕课、微信随行课堂等组成。

作为国内最早融合光盘和网络资源的立体化系列教材，《新通用大学英语》自2006年出版以来，见证了计算机辅助语言教学在中国大学英语课程改革中应用和融合的过程。资源载体从课程光盘和网站发展到建在云端的教学语料库；媒体形式发展为现在包括慕课、微信在内的全媒体或融媒体；教学理念从辅助教学发展为智慧学习。我们依据《大学英语教学指南》的精神，吸纳广大师生在第一版教材使用中所反馈的意见和建议，总结近年来大学英语课程改革成果和经验，在《新通用大学英语》（第二版）中力图体现以下几个方面：

### \* 国际化与本土化的融合

教材在设计及编写上充分吸纳了国内外教材先进的编写理念与特色，引进了获得美国教育出版大奖的TopNotch学习资源，为教材的编写提供了真实、自然、鲜活的语料，同时也在教材的编写中引进了基于《欧洲共同语言参考框架》的最新词汇研发成果等。在教材的引进、改编与自主研发等方面，编写组进行了积极有益的探索，以适应既有本土化情怀又有国际化视野的人才培养目标。

### \* 教育技术与课程的融合

教材面向“互联网+”和智能时代的智慧学习需求，将现代教育技术与大学英语课程教学进行深度融合，建立了一套由纸质教材、网络课程、慕课和微信随行课堂等构成的全媒体教学解决方案，通过教师指导、学习社区活动、智能系统辅助，形成了以学生主动合作和探究学习为主的教学模式。教材中所有的音频和视频内容都可以使用手机直接扫码进行学习，增强了数字土著们的学习体验。

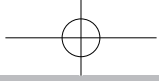
### \* 教学内容与目标的融合

教材采用了多技能交际大纲的编写原则，融语言知识与语言技能于一体，将英语交际能力目标分解到以交际主题为线的教学单元中，形成内容—能力对应矩阵。单元主题及其情境的设置与学生的生活领域密切相关，内容的编排便于开展任务型和探究型的学习活动。

### \* 知识性与文化性的融合

教材选取了有关中外优秀文化的语言素材，注重语言的知识性与文化性的有机融合。题材广泛、体裁多样、语料真实、语言地道。在教学内容和教学活动的设计方面，将语言知识学习、文化体验与交际任务达成、沟通表达能力提升等融入虚实结合的语言文化社区之中。

为帮助教师深入了解与掌握《综合教程1》中各个环节的编写意图，我们特别编写了《教学参考书1》。除了《综合教程1》10个单元导入部分和听力部分的录像、录音材料以及所有练习和活动的参考答案以外，我们还提供了许多其他的教学资源 and 教学建议。修订后的《教学参考书1》包括10个学习单元，每单元分Lesson 1和Lesson 2，主要的结构内容和编写设计如下：



**Unit Goals:** 用明晰的行为动词来阐述本单元的语用与交际目标。

**Lead-in:** 提供《综合教程》情景剧的视频脚本和参考答案。

**Listening:** 主要包括与单元主题相关的对话与短文及相应的练习等；同时依据不同的内容，加入相关的听力学习策略指导。我们为听力材料设计了详尽的教学建议，并以具体的教学步骤呈现，使听力教学更具操作性。此外，我们还提供了非常实用的语言注释、文化注释以及语料注释。

**Speaking:** 主要包括**Conversation Model**和**Conversation Pair Work**两部分，依据不同的学习内容，提供有关口语方面的学习策略指导。**Conversation Model**为学生提供一定场景下的交际活动框架和素材，对进一步开展口语活动提供了原素材，同时也兼顾了不同层次学习者的需求；**Conversation Pair Work**通过引导性的会话框架，使学生进一步拓展会话内容。我们依据这两部分的不同侧重点，分别设计了切实可行的教学指导，帮助学生完成从“有话想说”到“有话会说”的顺利过渡，真正体现口语教学先模仿、后活用的原则。

**Reading:** 主要包括**Text A**、**Text B**和**Text C**三部分。同时，依据不同的内容，提供了相应的阅读学习策略指导。我们提供了背景知识、语言点讲解、语言注释、教学建议和参考译文，还为**Text C**提供了难句诠释，为教师提供了丰富的课程资源，极大地方便了教师备课和组织教学。特别是在词汇讲解方面，我们按照《大学英语教学要求》对词汇做了分级，★表示“较高要求词汇”；▲表示“更高要求词汇”；◆表示“超纲词汇”；一般要求词汇不做标注。此外我们还对词汇及其释义进行了基于《欧洲语言共同参考框架》（CEFR）的级别标注，[A1]表示“入门级”；[A2]表示“基础级”；[B1]表示“进阶级”；[B2]表示“中高级”；[C1]表示“流利运用级”；[C2]表示“精通级”。

**Writing:** 我们为每个单元的写作任务提供了主题内容切题、语言精练地道、意义清晰连贯的参考范文，为学生的写作提供了良好的示范作用。

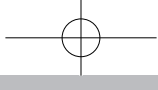
**Extended Exercises:** 提供**Error Correction**以及**Translation**部分的参考答案。

《新通用大学英语》是集体智慧的结晶，由东北大学、西安电子科技大学、扬州大学等多位教授与英语教学专家分工协作、集体编写而成。美国阿巴拉契亚州立大学Jeanne Dubino教授、香港教育大学David Coniam教授担任了本系列教材的审定与顾问工作。

另外，本书配有电子教案，请登录中国外语网教师资源版（[http://www.cflo.com.cn/Teacher Center/](http://www.cflo.com.cn/TeacherCenter/)）下载使用。

本系列教材在策划、设计与编写过程中得到了高等教育出版社外语出版事业部的大力支持与帮助，各所大学的领导为本教材的编写和试用提供了鼎力支持，在此一并表示感谢。我们也对在本教材编写、制作和使用过程中给予指导和帮助的师生表示感谢。尽管编写时我们在探索和体现新型教学思想方面尽了最大努力，但由于水平、经验有限，这套教材中难免有一些不尽人意之处，我们热诚欢迎广大师生在使用本教材时提出宝贵的意见。

《新通用大学英语》项目组  
2018年5月



## 第一版前言

《通用大学英语》最早出版于1998年8月，是国内开发较早的一套面向学习者需求的系列电子教材。《新通用大学英语》是在国家“九五”重点科技攻关项目——《通用大学英语》的研究、开发与应用的基础上，依据教育部颁布的《大学英语课程教学要求》重新研发的一套供大学基础阶段英语教学使用的立体化系列教材。

本系列教材共分为6级，供大学英语课程的一般要求和较高要求层次的教学使用。每级由《综合教程》《阅读教程》《综合技能训练》《教学参考书》以及配套的电子教案、网络课程等组成。

本系列教材以面向信息时代的大学英语教学内容、课程体系和教学方法的改革为出发点，充分考虑现代教育技术在大学英语教学中的应用，力图建立一套能适应以学生主动、交互和自主学习为主的，集先进的语言学习理论、教学理论和教学手段与媒介于一体的，具有时代特色的本土化与国际化相结合的新型大学英语立体化教材。在设计及编写上充分吸纳了国内外教材先进的编写理念与特色，引进了刚刚于2006年获得美国出版大奖的*Top Notch*，为教材提供了真实、自然与鲜活的语料。在教材的引进、改编与自主研发等方面，我们进行了积极有益的探索，主要体现在以下几个方面：

### ☛ 系统化的语言教学思想

本套教程采用了多技能交际大纲的编写原则，融语言知识与听、说、读、写四项技能于一体，同时扩展了语音和词汇部分内容，并辅以先进的多媒体与网络教学手段。以全面提高学习者的英语交际能力为目标，以交际主题为线，意义构建为本，以活动为导向，任务为驱动，通过多样化的交际活动与探究式学习来进行知识建构，并以形成性评价作为教学重要的评价方法，来培养学生的综合分析能力和跨文化交际能力。

### ☛ 模块化的内容架构

每一册书共有10个单元，每单元2课。这10个单元的主题均贴近学生的生活现实，其情景的设置与学生在学校、社会以及未来的生活密切相关。每个课程单元又分为单元导入、听、说、读、写等几大模块，每个模块的内容均与主题相关，并重点操练2~3种语言功能。

### ☛ 知识性、趣味性与文化性并重

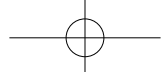
在语料的选择方面，注重语言素材与中西方文化的结合，融知识性、趣味性与文化性于一体，题材广泛、体裁多样、语料真实、语言地道、版式活泼、图文并茂。在内容的设计上，力求语言知识学习、文化意识与批判性思维能力的培养并重。

### ☛ 一体化的教学解决方案

全套教程由《综合教程》《阅读教程》《综合技能训练》《教学参考书》、电子教案、网络课程和基于教学内容的语料库等构成了完备的一体化的教学解决方案。

为帮助教师深入了解与掌握《综合教程1》中各个环节的编写意图，我们特别编写了这本教学参考书。除了《综合教程1》10个单元导入部分和听力部分的录像、录音材料以及所有练习和活动的参考答案以外，我们还提供了许多其他的教学资源 and 教学建议。现结合《综合教程1》的内容加以说明：

**Unit Goals:** 明确阐述了本单元的语用与交际目标。



**Lead-in:** 提供了学生用书中单元导入部分。

**Listening:** 提供与单元主题相关的对话与短文，以及相应的听力练习，并依据不同的学习内容，加入有关听力方面的学习策略指导。在本书中，我们为所有的短句、独白和对话部分设计了详尽的教学建议，并以具体的教学步骤呈现，使听力教学更具操作性。

**Speaking:** 主要包括**Conversation Model**和**Conversation Pair Work**两部分。同时，依据不同的学习内容，提供有关口语方面的学习策略指导。**Conversation Model**为学生提供基于场景的交际活动框架，图文并茂的场景对进一步开展口语活动提供了原素材，同时也兼顾了不同层次学习者的需求。**Conversation Pair Work**通过引导性的会话模式与框架，让学生可进一步操练会话，并进一步拓展会话内容。在本书中，我们依据这两部分的不同侧重点，分别设计了切实可行的教学指导，帮助学生完成从“有话想说”到“有话会说”的顺利过渡，真正体现口语教学先模仿，后活用的原则。

**Reading:** 主要包括**Topic Preview**、**Text A**、**Text B**和**Text C**四部分。依据不同的学习内容，给予有关阅读方面的学习策略指导。**Topic Preview**通过图文并茂的语料，依据可理解性输入原则与图示理论，在新旧知识间构筑有机的联系，为下一步阅读活动的开展热身。在三篇阅读文章之后，设计了相应的阅读理解练习、重点词汇练习和语法结构练习，以帮助学生巩固提高。在本书中，根据阅读文章难度和需要我们为**Text A**、**Text B**和**Text C**提供了**Background Information**, **Key Words and Expressions**, **Language Notes**, **Teaching Suggestions**, **Reference Translation**和**Sentence Paraphrasing**, 极大地方便了教师备课和组织教学。

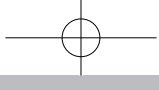
**Writing:** 写作的核心是**Discussion**和**Writing Practice**两部分。**Discussion**通过互动与讨论式的方式来加深及拓展学生的知识结构。**Writing Practice**采用任务链的形式，通过引导性的练习为后面写作任务做准备与铺垫。在本书中，每个单元均提供了参考范文，为教师备课提供了方便。

《新通用大学英语》由东北大学、哈尔滨工业大学、哈尔滨工程大学、黑龙江大学、东北林业大学、哈尔滨理工大学、沈阳理工大学、辽宁科技大学等多位教授与英语教学专家分工协作、集体编写而成。香港中文大学的孔宪辉教授、**David Coniam**教授、**Arthur McNeill**博士和马冠芳博士担任了本系列教材的审定与顾问工作。此外，在新版教材面世之际，特向参与《通用大学英语》编写工作的金启军、卢燕、李树和、王大青、张春良等同志和语言顾问**Nancy V. Lee**致以诚挚的谢意。

本系列教材在策划、设计与编写过程中得到了高等教育出版社外语出版中心的大力支持与帮助，东北大学教务处、东北大学外国语学院以及东北大学计算中心和沈阳理工大学外语学院的领导为本教材的编写和试用提供了鼎力支持，在此一并表示感谢。我们也对在本教材编写、制作和使用过程中给予指导和帮助的师生表示感谢。尽管编写时我们在体现和探索新型教学思想方面尽了最大努力，但由于水平有限，这套教材中难免有一些不尽人意之处，我们热诚欢迎广大师生在使用本教材时提出宝贵的意见。

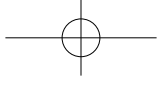
项目组  
2006年11月





# CONTENTS

UNIT 1	Meeting People	001
UNIT 2	Leisure Time Activities	031
UNIT 3	Talking About Families	059
UNIT 4	Coping with Technology	087
UNIT 5	Food and Health	113
UNIT 6	Keeping Fit	145
UNIT 7	Dressing Properly	173
UNIT 8	Traveling	201
UNIT 9	Taking Transportation	229
UNIT 10	Shopping Smart	261



## UNIT

# 1 Meeting People



### Unit Goals

- Get to know people
- Offer to introduce people
- Talk about people
- Interview people
- Write about people

# Lesson 1

## Lead-in

### Sitcom: Introduce Me! Scene 1

#### A Write the occupation of each person in each blank.

- |                      |                   |                   |
|----------------------|-------------------|-------------------|
| 1. an office manager | 2. a tour guide   | 3. a receptionist |
| 4. a singer          | 5. a travel agent |                   |

#### B Check each statement True (T) or False (F).

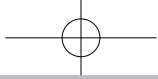
- |      |      |      |      |      |      |
|------|------|------|------|------|------|
| 1. F | 2. T | 3. F | 4. T | 5. T | 6. F |
|------|------|------|------|------|------|

### Video Script

#### Scene 1

*Giorgio Moretti, a famous Italian singer, visits Top Notch Travel Agency and causes a sensation.*

- Mr. Evans: Well, it happens in some countries, but usually not over here. So, you're from Italy?
- Mr. Moretti: Yes, I am.
- Mr. Evans: And you're traveling to Tokyo?
- Mr. Moretti: Yes.
- Mr. Evans: Well, welcome to Top Notch Travel Agency. Let me introduce you to my staff. Then we'll talk about Tokyo. Marie, I'd like you to meet ...
- Marie: Giorgio Moretti!
- Mr. Evans: Oh, you know him.
- Mr. Moretti: It's very nice to meet you. What's your name?
- Marie: My name? Um ... uh ... Marie! Yes! I'm Marie LePage.
- Mr. Moretti: Very nice to meet you, Marie.
- Mr. Evans: Marie is our receptionist. She's from Paris. Mr. Moretti is a new client. He's from Italy.
- Cheryl: Giorgio Moretti! Giorgio Moretti! That's Giorgio Moretti!
- Mr. Evans: Yes, I know. He's a new client. He's from Italy.
- Cheryl: Introduce me! Introduce me!
- Marie: Oh, yes. This is ...
- Cheryl: Cheryl!
- Marie: Cheryl! Yes. Cheryl. She's our ...
- Cheryl: Office manager. Hello, Mr. Giorgio ... I mean, Mr. Moretti!
- Mr. Moretti: Please. Call me Giorgio.
- Cheryl: Call him Giorgio! It's so meet to nice ... I mean, nice to meet you.
- Mr. Moretti: It's nice to meet you, too.
- Cheryl: Bob! Bob! Come meet Giorgio Moretti!



# UNIT 1

003

- Bob: Hey, Giorgio Moretti! Hey, man, how are you? I'm Bob, but everyone calls me Roberto.
- Mr. Evans: Bob is a travel agent. (*To Bob*) Who calls you "Roberto"?
- Paul: Giorgio Moretti!
- Mr. Evans: Paul is a tour guide.
- Paul: Good-bye. So long. Take it easy. It's nice to meet you, but I must be gone. Good-bye. So long, Signorina. It's nice to know you, but I'm traveling on.
- Mr. Evans: So, Mr. Moretti, what is your occupation?
- All: He's a singer!
- Mr. Evans: Everyone knows that.



## Listening

### Part 1 This Is My Teacher.

Listen and complete the following sentences.

1. A                      2. C                      3. B

#### Script

- Diana: Mom, this is my teacher, Mr. Mills.
- Mrs. Dare: Nice to meet you, Mr. Mills.
- Mr. Mills: Please call me Tom. Let me introduce you to my wife, Carol ... Carol, Mrs. Dare and her daughter, Diana.
- Mrs. Mills: Nice to meet you both.

#### Teaching Suggestions

**Step 1** After students listen to the conversation, check comprehension, asking:

*What's the man's name?* (Tom Mills.)

*What's his family name?* (Mills.)

*What's his occupation?* (Teacher.)

*Is Tom married or single?* (Married.)

*What's his wife's name?* (Carol.)

**Step 2** Review answers as a class.

#### Corpus Note

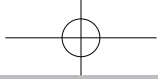
"Good to meet you" and "Pleased to meet you" are common ways of greeting someone, but "Nice to meet you" is by far the most frequent of the three in spoken American English.

### Part 2 Nice to Meet You.

Listen and circle the right answer to each question.

1. C                      2. B





# Meeting People

004

## Script

Andrew Young: Hi, my name is Andrew.  
Anita West: Good to meet you, Andrew. I'm Anita.  
Andrew Young: Andrea?  
Anita West: No, Anita. Anita West. What's your last name?  
Andrew Young: My last name is Young. Are you a student here?

## Teaching Suggestions

- Step 1** Have volunteers read aloud the names listed in the choices. Correct their pronunciations when necessary.
- Step 2** Have students listen to the conversation twice and make their choices independently. After students listen, check comprehension, asking:  
*What's the woman's family name? (West.)*  
*What's the man's first name? (Andrew.)*
- Step 3** Review answers as a class. Ask students to demonstrate the source of each answer in the conversation.

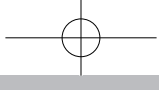
## Part 3 Ask for Personal Information.

Listen to the conversations and fill in the missing information.

Name: <u>Erol</u>	Name: <u>Roberta</u>	Names: <u>Mieko</u> and Rika
Age: <u>25</u>	Country: <u>Costa Rica</u>	Nationality: <u>Japanese</u>
Country: <u>Turkey</u>		Occupation: <u>flight attendants</u>

## Script

- Conversation 1**
- F: Who's that over there?  
M: Oh, that's Erol. E-R-O-L. He's from Istanbul, the capital of Turkey.  
F: How old is he? He looks very young.  
M: I think he's twenty-five.
- Conversation 2**
- M: Is that your new neighbor?  
F: Yeah. Her name is Roberta.  
M: How do you spell that?  
F: R-O-B-E-R-T-A.  
M: Where's she from?  
F: Costa Rica, a Central American country.
- Conversation 3**
- M: Who're they?  
F: Oh, they're my classmates.  
M: What're their names?  
F: Mieko and Rika. The one on the left is Mieko, M-I-E-K-O, and the one on the right is Rika.  
M: Where're they from?  
F: They're from Japan.  
M: What do they do?



# UNIT 1

005

F: They're flight attendants.

## Teaching Suggestions

- Step 1** Make sure students understand *that* and *over there*. Indicate different students who are sitting far away from you. Ask the class *Who's that?* To clarify, gesture toward a student and say *Over there*.
- Step 2** Have students listen to the conversation twice and check answers with their partners. Then review as a class.
- Step 3** For each conversation, have two different students play the roles of A and B to model the activity, have volunteers ask you information questions with *be*. Write a few of the questions on the board. Then answer with complete sentences.

## Culture Note

In some cultures, asking a person's age is considered impolite. It's typically OK to ask a child or young person *How old are you?*

## Corpus Note

In spoken American English, the contractions "who's" "what's" "where's" and "that's" are used more than seven times as often as "who is" "what is" "where is" and "that is".

## Part 4 How Do You Spell Your Name?

Listen and write down the names you hear correctly.

Given Name: <u>Josh</u>	Last Name: <u>Streep</u>
Family Name/Surname: <u>Groban</u>	First Name: <u>Meryl</u>
	Occupation: <u>actress</u>

## Script

- Conversation 1**
- F: What's your family name?  
M: Groban.  
F: Groban? How do you spell that?  
M: G-R-O-B-A-N.  
F: And your given name?  
M: Josh.  
F: J-O-S-H?  
M: That's right.
- Conversation 2**
- F: Who's the woman in the picture?  
M: Don't you know her? She is Meryl Streep, a famous actress.  
F: I'm afraid I've never heard of her. Could you tell me how to spell her name?  
M: That's M-E-R-Y-L, S-T-R-E-E-P.  
F: M-E-R-Y-L, S-T-R-E-E-P?  
M: That's right. She starred in *Sophie's Choice*.  
F: Oh, that's a great Oscar movie.

# Meeting People

006

## Teaching Suggestions

- Step 1** Before students listen, read the lines in the speech balloons out loud to the class.
- Step 2** Have students listen to the conversation twice and complete the exercise independently. To check, have volunteers read the completed responses out loud. Make sure that they don't confuse the pronunciation of the letters J and G.
- Step 3** If possible, say a few more words about Meryl Streep and her movie *Sophie's Choice*.

## Part 5 Get to Know People.

### • Passage 1

Read the following statements before listening to the passage. And then, check whether each statement is True (T), False (F), or Not Mentioned (NM) according to what you hear.

1. T                      2. T                      3. F                      4. NM                      5. F

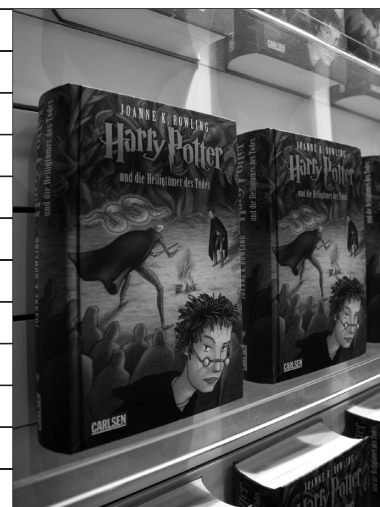
### Script

Meet Inéz Jaramillo, 21, a student at Los Andes University in Bogotá, Colombia. Her hometown is Cartagena, a beautiful old city on the coast of Colombia, but she likes Bogotá. She lives in a small apartment near the university with two Venezuelan friends. Ms. Jaramillo plans to be a computer programmer. "I love to work with computers," she says. She is in her second year at the university. She likes school and gets good grades in her classes. After she graduates, she hopes to work for a large international company in South America or in the United States.

### • Passage 2

Listen carefully and complete the following table with the information about J.K. Rowling and her books.

Year of birth	1965
Nationality	British
Field of learning	French and classical literature
Degree	Bachelor of Arts
Title of books	Year of publication
<i>Harry Potter and the Philosopher's Stone</i>	1997
<i>Harry Potter and the Chamber of Secrets</i>	1998
<i>Harry Potter and the Prisoner of Azkaban</i>	1999
<i>Harry Potter and the Goblet of Fire</i>	2000
<i>Harry Potter and the Order of the Phoenix</i>	2003
<i>Harry Potter and the Half-blood Prince</i>	2005
<i>Harry Potter and the Deathly Hallows</i>	2007



### Script

J.K. Rowling was born in Edinburgh in 1965 and studied French and classical literature in France, where she won the Bachelor of Arts. At the age of 24 on the train to London she got the idea of writing Harry Potter books. As soon as her first book *Harry Potter and the Philosopher's Stone* was published in 1997,



# UNIT 1

007

it was well received and aroused people's great interest, for which Rowling won many prizes. Afterwards, she published *Harry Potter and the Chamber of Secrets* (1998), *Harry Potter and the Prisoner of Azkaban* (1999), *Harry Potter and the Goblet of Fire* (2000), and *Harry Potter and the Order of the Phoenix* (2003). The sixth book, *Harry Potter and the Half-blood Prince*, was released on July 16, 2005. On July 21, 2007, the seventh and final Harry Potter book *Harry Potter and the Deathly Hallows* was released. Now she has become a well-known English writer.



## Speaking

### Teaching Suggestions

#### Conversation Model

**Step 1** After students read and listen, ask them to underline the names (*Bill, David, Stacey*). Then have students read again and label the people in the photo.

**Step 2** Have students repeat each line chorally. Make sure students:

- use rising intonation for the two questions.
- equally stress *You* and *too*.
- use the following stress pattern:

#### STRESS PATTERN

• • —

A: Are you Bill?

— — — • — — — • • —

B: No, I'm David. That's Bill over there.

• — — • • — • — • — •

Well, I'm Stacey. It's nice to meet you, David.

— —

B: You, too.

• — • — • •

A: Are you a student here?

• • — • • — • —

C: As a matter of fact, I am.

#### Conversation Pair Work

**Step 1** Write your name and your students' names on the board. You can also use the name tags from the first day of class.

**Step 2** To model the activity, choose a name from the board and ask *Are you \_\_\_\_\_?* Let the student respond. Then, as a class, think of different ways to answer the question, such as:

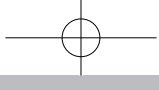
*Yes, I am.*

*As a matter of fact, I am.*

*No, I'm not.*

*No, I'm [Name].*





# Meeting People

008

*That's [Name] over there.*

- Step 3** Choose another name from the board and let the student ask you a yes / no question with *be*. The student might ask:

*Are you from [Name of neighborhood]?*

*Are you married / single?*

*Are you [Occupation]?*

Respond and then ask the student a yes / no question to demonstrate how to keep the conversation going.

- Step 4** Continue modeling the conversation. If your students are ready, point out that in place of *It's nice to meet you*, they can also say *Nice to meet you*, *Good to meet you*, or *Pleasure to meet you*.

- Step 5** Have students work in pairs and practice the conversation out loud. Walk around the classroom, listening to students' conversations. If necessary, go over some common errors you heard students make as they work in pairs.



## Reading

### • Text A

#### Background Information

##### 1. Filling out names on a form

Forms generally ask for a person's family name first and given name second. This is because family names are used to keep records. So even though "Family Name" comes first on the form and "Given Name" comes last, we refer to the family name as the last name and the given name as the first name.

##### 2. Greeting someone in English-speaking countries

In some English-speaking countries, when meeting someone for the first time, you should use a title and last name if the person is older or if you are in a professional / formal situation. If you're not sure, address the person formally and see if he or she responds "Please call me (first name)." It is not necessary to use titles with younger people or peers.

#### Language Points

##### 1. New Words

[B2] **confusion** *n.* a situation in which people do not understand what is happening, what they should do or who sb or sth is 困惑, 糊涂

*e.g.*

There seems to be some confusion over who is actually giving the talk.

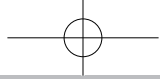
To avoid confusion, the twins never wore the same clothes.

##### 2. Phrases and Expressions

*e.g.*

**fill out** to fill in the blanks with needed information 填写

Actually we do have a position you might be interested in. Why don't you fill out our application?



# UNIT 1

009

Please fill out this form, with your name, address and phone number.

## Teaching Suggestions

- Step 1** Have students look at the website and ask *What's the purpose of the website?* (To offer advice for international travelers / for intercultural exchange.)
- Step 2** Ask students to read Text A and underline ZHANG Yin's problem and Allen's advice. Then ask them to close their books and talk about ZHANG Yin's problem and Allen's advice with their own words.
- Step 3** Ask students *Have you ever encountered a similar problem before? If yes, what was your solution?* Have students discuss it in pairs or small groups.

## Reference Translation

### 请教艾伦

亲爱的艾伦：

我有一个问题。我的中文名字叫“张寅”。“张”是我的姓，“寅”是我的名。在中国，姓在前，名在后。我是一个推销员，经常要到说英语的国家做生意。当填写英文个人信息表时，我会把“寅”填在姓的方框里，把“张”填在名的方框里。结果人们叫我“寅张”。当我自我介绍为“张寅”时，他们叫我“寅先生”。所以有时候我说我的名字是“寅张”。但是这种说法让我感觉很不舒服，因为这不是我真正的名字。我该怎么办呢？

张寅  
中国上海

亲爱的寅：

在说英语的国家里，当你问某人“你的名字是什么”的时候，通常你首先得到的是这个人的名，然后才是姓。在中国和包括日本、韩国在内的众多亚洲国家里，姓在前，名在后。为了避免混淆，可以试着这样介绍自己：“嗨！我是张寅。我的名是‘寅’，姓是‘张’。请叫我‘张先生’。”

艾伦

## Comprehension Check

Now read the following sentences. Check whether each statement is True (T), False (F), or Not Mentioned (NM) in the box given below.

1. F                      2. F                      3. T                      4. T                      5. NM

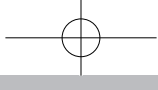
### • Text B

## Background Information

### 1. Mark Elliot Zuckerberg

Mark Elliot Zuckerberg (born on May 14, 1984) is an American programmer, Internet entrepreneur, and philanthropist. He is the chairman, chief executive officer, and co-founder of the social networking website Facebook. His net worth is estimated to be US\$51.2 billion, as of June 2016, ranking him as the 6th richest person in the world.

Together with his college roommates and fellow Harvard University students Eduardo Saverin,



# Meeting People

010

Andrew McCollum, Dustin Moskovitz, and Chris Hughes, he launched Facebook from Harvard's dormitory rooms. The group then introduced Facebook to other campuses. Facebook expanded rapidly, with one billion users by 2012. Zuckerberg was involved in various legal disputes that were initiated by others in the group, who claimed a share of the company based upon their involvement during the development phase of Facebook.

In December 2012, Zuckerberg and his wife Priscilla Chan announced they would give the majority of their wealth over the course of their lives to “advancing human potential and promoting equality” in the spirit of the Giving Pledge. On December 1, 2015, they announced they would give 99% of their Facebook shares (worth about \$45 billion at the time) to the Chan Zuckerberg Initiative.

Since 2010, *Time* magazine has named Zuckerberg among the 100 wealthiest and most influential people in the world as a part of its Person of the Year distinction.

## 2. White Plains

White Plains is a city in Westchester County, New York. It is the county seat and commercial hub of Westchester, an affluent suburban county just north of New York City that is home to almost one million people. White Plains is located in south-central Westchester, with its downtown (Mamaroneck Avenue) 25 miles north of Midtown Manhattan.

## 3. AOL (originally known as America Online)

AOL is an American global mass media corporation based in New York that develops, grows, and invests in brands and websites such as The Huffington Post, TechCrunch and Engadget. The company's business spans digital distribution of content, products, and services, which it offers to consumers, publishers, and advertisers.

AOL originally provided dial-up service to millions of Americans. At the height of its success, it purchased the media conglomerate Time Warner. However, as dial-up rapidly lost ground to broadband in the mid-2000's, AOL's fortunes significantly retracted and it lost the vast majority of its value, laying off thousands of employees. AOL was eventually spun off, and Time Warner is worth fourteen times the value of AOL, as of late 2015.

On May 12, 2015, Verizon Communications announced plans to buy AOL for \$50 per share in a deal valued at \$4.4 billion. The acquisition was completed on June 23, 2015. In the following months, AOL also made deals with Microsoft and acquired several tech properties including Millennial Media and Kanvas to bolster their mobile ad-tech capabilities.

## 4. Intelligence Media Group

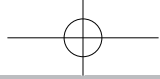
Intelligence Media Group is an online marketing firm specializing in performance based marketing and lead generation. Intelligence Media Group specializes in delivering engaging advertising placements utilizing both cutting edge targeting technology and expertise. Its relationship with many of the top advertising networks allows it to provide clients with premium advertising inventory available.

## 5. Synapse Media Player

Synapse Media Player is basically an app that uses artificial intelligence to learn the user's listening habits and then recommends music based on the tastes of the listener. Mark Zuckerberg created the app in early 2000's. Microsoft as well as AOL tried to buy the app from Mark and recruit him. However, Mark declined their offer and uploaded the app for free. The application was very popular. Mark did not join AOL or Microsoft either, instead he went to Harvard to continue studies and later found Facebook.

## 6. Harvard University

Harvard University is the oldest institution of higher learning in the United States (founded in 1636)



# UNIT 1

011

and one of the nation's most prestigious. It is one of the Ivy League schools. The main university campus lies along the Charles River in Cambridge, Massachusetts, a few miles west of downtown Boston.

## 7. The Bloomberg Billionaires Index

The Bloomberg Billionaires Index visualizes a daily ranking of the world's richest people. The index is a dynamic measure of the top 100 billionaires based on changes in markets, the economy and personal assets.

## 8. Hurun Report

In 1999, British accountant Rupert Hoogewerf established the research unit Hurun Report Inc in Shanghai, China, which has grown into a leading luxury publishing group now. Hurun Report Inc. has four divisions: Media, Conferences & PR, Market Research and Investments. Within the Media Division, the titles are Hurun Report, Hurun Schools Guide, Hurun Horse & Sports, Wings & Water. Hurun Report produces 20 magazine issues a year, made up of a monthly main book and supplements that target the special interests of China's wealth creators. It is widely recognized as the foremost authority in tracking the rapid changes amongst China's high net worth individuals. Hurun Report's flagship product is the "China Rich List", considered the bible of wealth and de-facto Who's Who of Chinese business. Apart from that, there is also the "Hurun Global Rich List".

## Language Points

### 1. New Words

◆ [C1] **programmer** *n.* a person whose job is to produce computer programs ( 计算机的 ) 程序设计员  
*e.g.*

Every programmer will encounter the Expression Problem sooner or later, so every programming language has some sort of answer to it.

I think with a bit of guidance, anyone can become a Java programmer.

★ **entrepreneur** *n.* someone who starts their own business, especially when this involves seeing a new opportunity ( 尤指涉及风险的 ) 企业家, 创业者  
*e.g.*

Harry was one of the entrepreneurs of the 1980s who made their money in property.

Our monthly casual meetings help female entrepreneurs and aspiring ones to establish great connections with women who face the same challenges.

◆ [C2] **founder** *n.* someone who establishes an organization 创建者  
*e.g.*

Susan, who is the founder and managing director of the company, delivered a speech at the party.

Henry is recognized as one of the founders of the new online shop.

[C1] **executive** *n.* someone in a high position, especially in business, who makes decisions and puts them into action ( 尤指商业机构中的 ) 行政主管, 经理  
*e.g.*

Cindy is now a senior executive, having worked her way up through the company.

A group of business executives and local politicians met the Italian trade minister to discuss the issue.

[A2] **software** *n.* the instructions that control what a computer does, computer programs ( 计算机 ) 软件  
*e.g.*

The engineer has written a piece of software that can do taxes for you.





# Meeting People

012

When you buy a new computer, you usually get software included at no extra cost.

**tutor** *v.* to teach sb 指导

*e.g.*

Do you think that most parents have no time to tutor their children?

John helps to improve the reading skills of children and adults by volunteering to tutor with a literacy program.

▲ **prodigy** *n.* someone with a very great ability that usually shows itself when that person is a young child 奇才，天才

*e.g.*

The 16-year-old tennis prodigy is the youngest player ever to reach the Olympic finals.

Bob read in the paper about a mathematical prodigy who was attending university at the age of twelve.

[A2] **program** *n.* a series of instructions that can be put into a computer in order to make it perform an operation ( 计算机 ) 程序

*e.g.*

Bob has written a program to find words that frequently occur together.

I downloaded software so that my computer has a program which corrects my spelling.

[B2] **dental** *adj.* relating to the teeth 牙的，牙齿的

*e.g.*

Have you made an appointment for your next dental check-up with Doctor Smith?

I had some very expensive dental treatment recently — but it'll save me problems in the future.

[B2] **version** *n.* a particular form of sth that is slightly different from other forms of the same thing 版本

*e.g.*

We are told that an English version of the book is planned for next year.

The director didn't expect that the film version of the novel received a lot of criticism.

[B2] **launch** *v.* to begin sth such as a plan or introduce sth new such as a product 启动，推出，发起

*e.g.*

We are glad to know that the airline will launch its new transatlantic service next month.

They are about to launch a campaign to unionize workers at all major discount supermarkets in the area.

[B1] **gain** *v.* to get sth that is useful, that gives sb an advantage, or that is in some way positive, especially over a period of time ( 尤指经过一段时间逐渐 ) 取得，获得

*e.g.*

After you've gained some experience teaching abroad, you can come home and get a job.

The data exists all right — the difficulty is in gaining access to it.

[B2] **worldwide** *adj.* existing or happening in all parts of the world 世界范围的，全世界的

*e.g.*

An increase in average temperature by only a few degrees could cause worldwide environmental problems.

I have heard that the furniture company has a worldwide reputation for quality.

[B2] **popularity** *n.* the fact that sth or sb is liked, enjoyed, or supported by many people 流行

*e.g.*

The rock band has enjoyed an unstoppable rise in popularity since last year.

The singer's popularity has declined since her return from exile two years ago.



# UNIT 1

013

[A2] **site** *n.* a place on the Internet where a company, an organization, a university, etc. puts information  
网址

*e.g.*

For your homepage, begin with the company name, followed by a brief description of the site.

There was an unexpected error with your zone settings, so we are unable to add this site.

◆ **heavyweight** *n.* a person or thing that is important or serious and that other people notice 重量级人物

*e.g.*

Nancy's extraordinary intelligence and speaking ability made her a political heavyweight.

The boxer, as professional heavyweight champion, failed to win an Olympic gold medal.

[B2] **estimate** *v.* to guess or calculate the cost, size, value, etc. of sth 估算

*e.g.*

Government sources estimate a long-term 50 percent increase in rail fares.

It was difficult to estimate how many trees had been destroyed in the flood.

★ **billionaire** *n.* a person who has money, property, etc. that is worth at least 1,000,000,000 dollars, pounds, euros, etc. 亿万富翁

*e.g.*

The resort of Cannes is best known as a billionaire's playground.

You don't have to be a Silicon Valley billionaire to deliver a great speech.

★ **embark** *v.* to set out on (an enterprise or subject of study) 着手, 从事

*e.g.*

But you could probably let go of this round of general exploration and embark on the next stage.

In the press conference, the spokesman said China had decided to embark on a batch of key programs for modernization.

[B2] **immigrant** *n.* a person who has come to a different country in order to live there permanently (外来的) 移民

*e.g.*

These organizations have fought very hard for the rights and welfare of immigrants.

Many of the immigrants have intermarried with the island's original inhabitants.

[B1] **ceremony** *n.* formal ceremonial (a set of) formal acts, often fixed and traditional, performed on important social or religious occasions 典礼, 仪式

*e.g.*

We weren't married in church, but we had a civil ceremony in a registry office.

The Olympics climaxed in a spectacular closing ceremony which amazed everyone.

## 2. Phrases and Expressions

[C1] **start out** to make a start in sth such as adult life or a career 开始职业生涯

*e.g.*

My dad started out as a teacher and only began writing in his thirties.

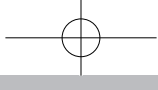
What started out as a part-time job soon became a full-time occupation.

**ahead of** making more progress than sb else 超过, 胜过

*e.g.*

To have more market share, we must stay one step ahead of our competitors.

I can assure you that the path ahead of you was flat and smooth.



# Meeting People

014

[B1] **come out** to be published (书、唱片、电影等) 发行, 出版, 面市

*e.g.*

At the press conference, they were asked when their new album would come out.

Christian Slater has a new movie coming out next month in which he plays a vigilante.

**drop out** (usually for students) to stop going to classes before finishing their course 退学, 辍学

*e.g.*

Nancy got a scholarship to Cambridge but dropped out a year later.

Henry just told me that he would drop out of university to start his own business.

**embark upon** to start sth new or important 开始, 着手做 (新的或重要的事情)

*e.g.*

Do you know we are embarking upon a new project later this year?

Resolutely Cindy left home to embark on a new life with the man she loved.

### 3. Language Notes

#### Hometown

A hometown is the town or city where a person was born and lived as a child. It can also mean the place a person lives now.

#### Interpreter & Translator

An interpreter changes spoken words from one language into another. A translator changes speech or writing into a different language.

### Teaching Suggestions

- Step 1** On the board, write Mark Elliot Zuckerberg. Pronounce the name and have students repeat.
- Step 2** After students read Text B silently, have them close their books. Then ask students to tell what they learn about Mark Elliot Zuckerberg from the text.
- Step 3** Ask students what they remember about Mark Elliot Zuckerberg's life. Write what the class remembers about him. For example, "He was the founder of Facebook." "He went to Harvard University in September 2002." etc. Then ask students to open their books and check the information on the board.

### Reference Translation

#### 年轻的声音 —— 马克·艾略特·扎克伯格

马克·艾略特·扎克伯格于1984年出生在纽约白原市。他从做计算机程序员起步, 很快便成为一位互联网企业家。他最为人知的是Facebook (脸书) 的创始人 (尽管他实际上是这个社交网站的五位联合创始人之一), 现在是其董事长兼首席执行官。

扎克伯格在中学时就开始使用电脑和编写软件。他的父亲在20世纪90年代教他雅达利BASIC编程, 后来聘请软件开发员大卫·纽曼辅导他。纽曼称他为天才, 并且说“很难超越他”。扎克伯格在高中时就到他家附近的默西学院学习这个专业的研究生课程。在默西学院他喜欢开发计算机程序, 尤其是交际工具和游戏, 比如他开发了一个叫做“ZuckNet”的软件程序, 把他家和离家不远处他父亲的牙科诊所之间的所有计算机联网。“ZuckNet”被认为是在此后第二年, 即1997年问世的美国在线实时通信软件的早期版本。

在高中时代, 以智能媒体集团公司为名, 扎克伯格创造了名为突触媒体播放器的音乐播放器, 使用机器了解用户听音乐的习惯。微软和美国在线想在他高中毕业后录用和培训他, 但在2002年9月他却选

择进入了哈佛大学。2004年2月4日，扎克伯格在他的大学宿舍里推出了Facebook。其后，他在二年级时从哈佛大学辍学，全力投入Facebook的工作。

几年后，Facebook风靡世界。现在它是最重要的社交网站之一，拥有许多举足轻重的政治人物用户，如美国前总统巴拉克·奥巴马和英国女王伊丽莎白二世。如今，Facebook的市场价值估计为1800亿美元，扎克伯格成为世界上最年轻的亿万富翁。到2004年底，他在彭博亿万富翁榜排名十三。2015年2月3日，他在胡润榜排名第七。截至2015年3月，他的个人财富估计为351亿美元。在过去的几年里，扎克伯格着手做了许多慈善项目。2012年5月19日，扎克伯格和普莉希拉·陈，一个中国和越南移民的女儿，在自家后院举行了婚礼。2015年12月1日，扎克伯格宣布他的第一个孩子出生。然后，他和妻子决定捐出他们99%的Facebook股份，用来为下一代人把这个世界改变得更美好。

### Comprehension Check

**Chart filling. Complete the chart with the information about Mark Elliot Zuckerberg in the text.**

Year(s) / Time period	Event(s)	Achievement(s)
1984	was born	
1997		built ZuckNet
In high school	took a graduate course at Mercy College; worked under Intelligent Media Group	built Synapse Media Player
2002	entered Harvard	
2004	dropped out of Harvard	launched Facebook; ranked 13th in the Bloomberg Billionaires Index
2012	married Priscilla Chan	
2015	had first baby	ranked 7th in Hurun Report; donated 99% of Facebook shares

### Understanding Check

**Based on the information in the reading, check the statements that are probably true. Think and explain.**

1. F His father has a dental office, so he is a dentist.
2. F Facebook was popular after he left Harvard.
3. T Within the past few years, Zuckerberg has embarked upon many philanthropic projects, and he and his wife has decided to donate 99% of their Facebook shares.



## Writing

### Reference Sample

Born on February 19, 1945, Nan Rendong, who graduated from Tsinghua University, is an Astronomer. His hometown is Liaoyuan City, Jilin Province, China, but he worked for National Astronomical Observatories of the Chinese Academy of Sciences (NAOC) in Beijing. He was the founder, chief scientist and chief engineer of the Five-hundred-meter Aperture Spherical Telescope (FAST) in China.



# Lesson 2

## Lead-in

### Sitcom: Introduce Me! Scene 2

#### A Fill in the information card for Giorgio Moretti.

LAST NAME: Moretti  
FIRST NAME: Giorgio  
OCCUPATION: Singer  
NATIONALITY: Italian  
AGE: 32

#### B Complete the sentences. Circle the correct answers.

- |                 |                |        |
|-----------------|----------------|--------|
| 1. questions    | 2. single      | 3. age |
| 4. phone number | 5. Mr. Evans's |        |

### Video Script

#### Scene 2

*Marie gets Giorgio Moretti's personal information.*

Mr. Evans: Mr. Moretti, Marie has some questions for you. Then let's talk about Tokyo.  
Marie: OK. Let's see. Name: Giorgio Moretti. Occupation: Singer. Famous singer. Great and famous singer. Nationality: Italian. Age: Thirty-two? Married?  
Mr. Moretti: No.  
Marie: Single. Phone number?  
Mr. Moretti: This is my information.  
Mr. Evans: Everything OK? Come with me, Mr. Moretti.  
Mr. Moretti: Thank you, Marie.  
Marie: I have Giorgio Moretti's phone number.

## Listening

### Part 1 Are You a Student Here?

Listen to the conversation. Read the questions. Then listen again and circle the letter of the correct answer.

1. A                      2. C



# UNIT 1

017

## Script

David Smith: Are you Brian Brown?

Ellen Clark: No, I'm Ellen Clark. Are you a student here?

David Smith: No, as a matter of fact, I'm not. I'm a teacher. My name is David Smith.

## Part 2 What Are Their Occupations and Nationalities?

Listen to the conversations about the people. Then listen again. Write the occupation and the nationality.

2. musician; Korean

3. computer programmer; Turkish

4. interpreter; Spanish

## Script

### Conversation 1

F: Who's that?

M: Oh, that's Fumiko Ito. She's a graphic designer.

F: Where's she from?

M: Nagoya, Japan. But she lives in New York now.

### Conversation 2

F: Oh, hey! That's Lee Hyuk!

M: Who's Lee Hyuk?

F: She's a musician. She's really excellent!

M: Where's she from?

F: I think she's from Korea.

### Conversation 3

M: Who is that over there?

F: It's Ilhan Ramic. He's a computer programmer.

M: Really? Is he from around here?

F: No. He's from Turkey.

### Conversation 4

M: Who's that woman over there?

F: That's Ana Gutierrez. She's from Spain.

M: What does she do?

F: She's an interpreter for the president of a Brazilian company.

## Part 3 Get to Know These People.

### • Passage 1

Listen to a passage about Alan Greenspan. Then complete the following sentences with the correct choice according to what you hear.

1. B

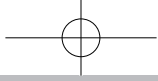
2. C

3. C

4. A

## Script

Alan Greenspan was one of the most powerful financial men in America, from 1988 until his retirement in 2006. He advised presidents Richard Nixon and Gerald Ford, and was named Chairman of the Federal Reserve in 1987, a post he held under presidents Ronald Reagan, George Bush the elder, Bill Clinton and George W. Bush. As chairman, Greenspan was largely responsible for directing US national



# Meeting People

018

monetary policy. He is considered to have played a key role in American economy in dot-com era.

## • Passage 2

Complete the following outline with Ang Lee's personal information.

**Birth place:** Taiwan

**Educational background:** Attended college at the University of Illinois and film school at New York University

**Movies produced:** *Crouching Tiger, Hidden Dragon; Brokeback Mountain; Life of Pi.*

**Honors:** Nominated as best director for the film *Crouching Tiger, Hidden Dragon*; won the Academy Award Oscar for the films *Brokeback Mountain* and *Life of Pi*.

### Script

Ang Lee has directed a diverse series of films, including *Crouching Tiger, Hidden Dragon*. The film was nominated for 10 Academy Awards, including best director and best film. Born in Taiwan, Lee attended college at the University of Illinois and film school at New York University. Always one for new challenges, he made *Brokeback Mountain*, the 2005 film about two cowboys falling in love. Lee won the Academy Award Oscar as best director for the film *Crouching Tiger, Hidden Dragon* in 2006. In 2013, he won another Oscar Award for his film *Life of Pi*.

## • Passage 3

Fill in the blanks with the information you hear.

1. musician
2. band
3. achieved
4. artist
5. returned
6. British singer and songwriter

### Script

He wanted to be a sailor like his father but became a musician after hearing Elvis Presley's recordings. In 1957 he formed the band that became the Beatles, and in the 1960s he achieved great success performing with the group and writing songs. He worked on side projects in film and music, with the Japanese-US artist Yoko Ono, whom he married in 1969. After 1975 he withdrew from public life; he and Ono returned with the album *Double Fantasy* shortly before his murder by a crazed fan. He was the British singer and songwriter John Lennon.



## Speaking

### Teaching Suggestions

- Step 1** Have students work in pairs and ask Partner B in each pair to turn his or her book upside down.
- Step 2** To identify whom they are taking about, ask students to use a name or possessive noun, for example:  
*Where is Paul Melin from?*  
*What's Paul Melin's occupation?*
- Step 3** When it's clear whom they are asking about, have students use a personal pronoun or possessive



# UNIT 1

019

adjective, for example:

*How old is he?*

*What's his e-mail address?*

- Step 4** To check their answers, ask partners to take turns talking about the people. For example, Partner A might say:

*His name is Paul Melin. He's a chef. He's Canadian (or He's from Canada). He's forty-three. His e-mail address is [pmelin678@interlink.com](mailto:pmelin678@interlink.com).*



## Reading

### • Text C

#### Background Information

##### 1. Confucius

Living in the State of Lu (Qufu City in Shandong Province) during the Spring and Autumn Period (770 BC – 476 BC), Confucius was a great educator, ideologist and the founder of Confucianism and private schools in China. He was born in 551 BC and died in 479 BC. Through his righteousness, optimism and enterprising spirit he has influenced greatly the character of Chinese people from generation to generation.

##### 2. The Zhou Dynasty

The Zhou Dynasty (1046 – 256 BC) was the longest-lasting of China's dynasties. It followed the Shang Dynasty (c. 1600 – 1046 BC) and it finished when the army of the state of Qin captured the city of Chengzhou in 256 BCE. The long history of the Zhou Dynasty is normally divided into two different periods: Western Zhou (1046 – 771 BC) and Eastern Zhou (770 – 256 BC), so called following the move of the Zhou capital eastwards where it was safer from invasion.

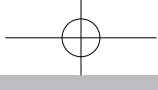
The most influential minds in the Chinese intellectual tradition flourished under Zhou, particularly towards the last period of the Zhou Dynasty, considered a time of intellectual and artistic awakening. Many of the ideas developed by figures like Laozi, Confucius, Mencius and Mozi, who all lived during the Eastern Zhou period, would shape the character of Chinese civilization up to the present day.

##### 3. The *Book of Songs*

The *Book of Songs*, formerly called *Poetry*, is the earliest general collection of ancient Chinese poems. It is also called *Three Hundred Poems*, for it includes 305 poems in total. Since Emperor Wu of the Han Dynasty, poetry was regarded as a must read by Confucians, so it is called the *Book of Songs*. The interpretation and study on the *Book of Songs* has been carried on generation after generation, and it is not stopped until now.

Collected in the *Book of Songs* were poems popular around the region from the north of the Yellow River basin to the Jiangnan Drainage Area during the period from the early Western Zhou Dynasty to the mid Spring and Autumn Period. It is said that they had been compiled by Confucius.

In ancient times, poems are lyrics for accompanying tunes. The *Book of Songs* is classified into three parts according to contents, namely *Feng* (ballads), *Ya* (poems from intellectuals or aristocrats) and *Song* (songs for praying). *Feng*, also called *Guofeng*, is mostly the collection of folk songs. It is divided into 15



# Meeting People

020

groups and has a total of 160 poems, which mainly express the love between men and women and the dissatisfaction of the people toward the emperor. *Ya* contains 105 poems, including 31 articles of *Daya* and 74 articles of *Xiaoya*, most of which were written by court officials and aristocrats. *Song* collects 40 poems, which are songs for offering sacrifice and praising emperors by the aristocrats. They are usually accompanied with dance during the performance. Although the *Book of Songs* is a collection of works of many people, authors of most works are unknown.

The *Book of Songs* exerted a very profound effect on ancient China in terms of politics, culture, language and even thinking. During the Spring and Autumn Period, diplomats often expressed words that they didn't want to say by themselves or that were difficult to say by quoting sentences from the *Book of Songs*, which is similar to today's diplomatic language.

## 4. The *Book of Documents*

The *Book of Documents*, also known as *Shangshu*, is one of the five classics of ancient Chinese literature. It is a collection of rhetorical prose attributed to figures of ancient China, and served as the foundation of Chinese political philosophy for over 2,000 years.

The *Book of Documents* was the subject of one of China's oldest literary controversies, between proponents of different versions of the text. The "New Text" version was preserved from Qin Shi Huang's burning of books and burying of scholars by scholar Fu Sheng. The longer "Old Text" version was supposedly discovered in the wall of Confucius' family estate in Qufu by his descendant Kong Anguo in the late 2nd century BC, lost at the end of the Han Dynasty and rediscovered in the 4th century AD. Over time, the "Old Text" version of the *Documents* became more widely accepted, until it was established as the imperially sanctioned edition during the early Tang Dynasty. This continued until the late 17th century, when the Qing Dynasty scholar Yan Ruoqu demonstrated that the additional "Old Text" chapters not contained in the "New Text" version were actually fabrications "reconstructed" in the 3rd or 4th centuries AD.

The chapters are grouped into four sections representing different eras: the semi-mythical reign of Yu the Great, and the Xia, Shang and Zhou dynasties. The Zhou section accounts for over half the text. Some of its "New Text" chapters are among the earliest examples of Chinese prose, recording speeches from the early years of the Zhou Dynasty in the late 11th century BC. Although the other three sections purport to record earlier material, most scholars believe that even the "New Text" chapters in these sections were composed later than those in the Zhou section, with chapters relating to the earliest periods being as recent as the 4th or 3rd centuries BC.

## 5. The *Analects*

The *Analects* is a small but transcendental work put together by disciples of Confucius. It does not read as a grand treatise of Confucius's teaching but more like assorted recollections by disciples trying to record their master's teachings before they forget. The complete work is divided into 20 "books", but each book is in fact a very small chapter. There is no obvious organization to the "books".

The *Analects* is required reading for Chinese school children. There is probably no better endorsement of its influence than this story told in *Three-word Primer* (*San Zi Jing*).

## Topic Preview

Translate the following Confucius's quotes on education and learning into Chinese.

1. 学而时习之，不亦说乎？有朋自远方来，不亦乐乎？人不知而不愠，不亦君子乎？





# UNIT 1

021

2. 见贤思齐焉，见不贤而内自省也。
3. 温故而知新，可以为师矣。
4. 三人行，必有我师焉。
5. 学而不思则罔，思而不学则殆。

## Language Points

### 1. New Words

◆ **sage** *n.* a person, especially an old man, who is wise 智者，贤人（尤指老人）

*e.g.*

Ji Kang was considered to be one of the Seven Sages of the Bamboo Grove.

Mencius Sage is often regarded as a man of high ethical standards by the Chinese people.

**ideal** *adj.* perfect, or the best possible 完美的

*e.g.*

Many people think that Henry is the ideal sort of teacher — direct, friendly and informal.

Linda accepted the dinner invitation because she thought it was the ideal opportunity to meet people.

◆ **admirer** *n.* someone who admires sb or sth 钦慕者

*e.g.*

The famous movie star has got a secret admirer who keeps sending her gifts.

It can be clearly seen that the newly made policy has few admirers.

[C1] **attain** *v.* to reach or succeed in getting sth 获得

*e.g.*

Tony has attained the highest grade in his music exams, which surprises us all.

I really think that we need to identify the best ways of attaining our goals.

**status** *n.* the amount of respect, admiration or importance given to a person, organization or object 尊重程度

*e.g.*

As the daughter of the president, Malia enjoyed high status among her peers.

The leaders were often more concerned with status and privilege than with problems of the people.

▲ **bestow** *v.* to give sth as an honor or present 给予

*e.g.*

The George Cross is a decoration that is bestowed upon British civilians for acts of great bravery.

The boss could command a host of willing workers so long as he had favors to bestow.

◆ **vagabond** *n.* a person who has no home and usually no job and who travels from place to place 漂泊者，流浪者

*e.g.*

They live a vagabond life, traveling around in a caravan all over the country.

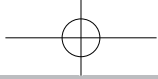
Lily had no mind for the vagabond life of her poor relatives who visited her occasionally.

★ **statesman** *n.* an experienced politician, especially one who is respected for making good judgments（尤指具有远见卓识而受人尊敬的）政治家

*e.g.*

The statesman said the countries developed well owing to their vast resources in manpower and materials.

A statesman should be able to keep sensible and calm under multiple circumstances.



# Meeting People

022

[C1] **influential** *adj.* having a lot of influence on sb or sth 有影响的

*e.g.*

Johnson was influential in persuading the producers to put money into the film.

Mr. Wang is regarded as one of the most influential film directors of his generation.

[C2] **fabric** *n.* the structure or parts of sth (尤指社会或建筑物的) 结构, 构造

*e.g.*

Unhappiness was woven into the natural fabric of people's lives.

We must invest in the fabric of our hospitals and start rebuilding them.

[B1] **childhood** *n.* the time when sb is a child 童年时代

*e.g.*

Adults often look back on their childhood as a golden age.

For Proust, the taste of the food brought childhood memories flooding back.

★ [C2] **renowned** *adj.* famous for sth 著名的

*e.g.*

The travel agent introduced to us that the region is renowned for its outstanding natural beauty.

Today we have invited some veteran diplomats, renowned scholars, diplomatic envoys and friends from the media.

▲ [C1] **warrior** *n.* a soldier, usually one who has both experience and skill in fighting, especially in the past (尤指旧时的) 武士, 勇士

*e.g.*

The pride of a warrior would not permit him to meet a woman's fond and anxious looks.

At the beginning, Master Shifu did not believe that the panda can be a courageous dragon warrior.

[B2] **poverty** *n.* the condition of being extremely poor 贫困, 贫穷

*e.g.*

The problems of poverty, homelessness and unemployment are all interconnected.

When is the government going to tackle the problem of poverty in the inner cities?

▲ [C2] **pursuit** *n.* the act of trying to achieve a plan, activity, or situation, usually over a long period of time 追求

*e.g.*

Workers in the company complained that it is ruthless in its pursuit of profit.

It is reported in the newspaper that the union is on strike in pursuit of a ten percent pay increase.

★ [C1] **dedicate** *v.* to give all of one's energy, time, etc. 奉献, 献出 (全部精力、时间等)

*e.g.*

For many years Jack has dedicated his life to the scientific research in the field of chemistry.

The new president said she would dedicate herself to protecting the rights of the sick and the homeless.

[B2] **acquire** *v.* to get sth 取得, 获得

*e.g.*

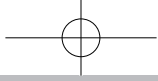
Mark, the guy who is a workaholic, has acquired a reputation for being difficult to work with.

When Susan married Giles, she acquired a ready-made family — two teenage sons and a daughter.

[B2] **loyal** *adj.* willing to support, work for, or be a friend to someone, even in difficult times 忠实的, 忠诚的

*e.g.*

Jack has been a loyal worker in this car company for almost 50 years.



# UNIT 1

023

When all Susan's other friends deserted her, Steve remained loyal and kind to her.

◆ [C2] **follower** *n.* someone who supports, admires or believes in a particular person, group or idea 拥护者, 信徒

*e.g.*

Adam knew that at least this faithful follower and his family, would stick by him to the end.

The truth is, in order to be a follower of the sage, you need to give up everything.

[C2] **reform** *v.* to make an improvement, especially by changing a person's behavior or the structure of sth (尤指通过改变人的行为或事物的构造而) 改革, 改进, 改造

*e.g.*

The local government is in the process of reforming the benefits system.

The president is preparing for a showdown with his advisers over his plans to reform the economy.

◆ **disorganized** *adj.* badly planned or organized 缺乏组织的, 杂乱无章的

*e.g.*

The military, he says, is disorganized now.

The bankruptcy of the company was due to its disorganized management.

▲ **dynasty** *n.* a series of rulers or leaders who are all from the same family, or a period when a country is ruled by them 王朝, 朝代

*e.g.*

We learn from history books that the Mogul Dynasty ruled over India for centuries.

Chinese traditional mathematics had a long brilliant history, but it had declined since the Ming Dynasty.

[C1] **observe** *v.* to notice or see 注意到, 觉察到

*e.g.*

The guards at the door of the hotel failed to observe who delivered the package.

In all these films one observes that directors are taking a new interest in Native American culture.

[C2] **disorder** *n.* a state of untidiness or lack of organization 混乱, 凌乱

*e.g.*

When the boss arrived, he found that the whole office was in a state of disorder.

The opposition party has been in such disorder for so long that they pose no real threat to the present government.

[C2] **decay** *n.* the process of becoming damaged, worse 衰败, 衰弱

*e.g.*

Unemployment and inner city decay are inseparable issues which must be tackled together.

Areas of the most serious urban decay are to receive funds for new building and redevelopment schemes.

★ **restoration** *n.* the act or process of returning sth to its earlier good condition or position 恢复

*e.g.*

A large majority of the population is demanding the restoration of the former government.

The restoration of the power supply to the village is expected to take a few more days.

[B2] **wisdom** *n.* the ability to use one's knowledge and experience to make good decisions and judgments 智慧

*e.g.*

I certainly hope to gain a little wisdom as I grow older.

Before I went off to university my father gave me a few words of wisdom.



# Meeting People

024

[B2] **implement** *v.* to start using a plan or system 实施

*e.g.*

The changes to the national health system will be implemented next year.

The country in south Asia had been slow to implement the new policy.

▲ **duke** *n.* the ruler of a small independent country 君主

*e.g.*

There came a group of tourists who wanted to visit the palace of the duke.

John told his friends that his great great grandfather was the duke of that small country.

[B2] **favor** *n.* the support or approval of sb or sth 支持

*e.g.*

The Council voted in favor of a £200 million housing development last week.

When Harry ran for governor of the state last year, he made speeches to win the favor of the voters.

★ **intrigue** *n.* (the making of) a secret plan to do sth, especially sth that will harm another person (尤指伤害他人的) 密谋

*e.g.*

This book of the famous writer tells a powerful story of intrigue, passion and betrayal.

In many popular TV plays, the imperial palace was a nest of intrigue.

[B2] **resign** *v.* to leave (a job, post or position) voluntarily 辞职

*e.g.*

Helen resigned from the small IT company in order to take a more challenging job.

As the company's financial problems worsened, several directors resigned.

[C2] **exile** *n.* the condition of someone being sent or kept away from their own country, village, etc., especially for political reasons (尤指出于政治原因的) 流放, 流亡

*e.g.*

The king went into exile because of the political situation in his country.

Anyone who disagreed with the powerful ruling family, the Medici, would be forced to go into exile.

[B1] **detail** *n.* a single piece of information or fact about sth 细节

*e.g.*

Cindy insisted on telling me every single detail of what they did to her in hospital.

Don't jump to any conclusion because we don't know the precise details of the story yet.

★ [C2] **resignation** *n.* the act of telling your employer that you are leaving your job 辞职

*e.g.*

The book discusses the former mayor's illness and subsequent resignation from the government.

It is known to us that a series of apparently unconnected events led to John's resignation.

◆ **heed** *v.* to pay attention to sth, especially advice or a warning 注意, 听从 (尤指建议或警告)

*e.g.*

The airline has been criticized for failing to heed advice about lack of safety routines.

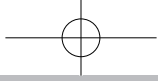
Henry did not heed my words though I had warned him several times.

▲ **feudal** *adj.* relating to the social system or any society that is organized according to rank 封建的

*e.g.*

In the face of these radical challenges, the King managed to avoid appearing backward or feudal.

The Zhou appeared to have begun their ruling under a semi-feudal system.



# UNIT 1

025

**lord** *n.* a man who has a high rank in nobility 封建领主

*e.g.*

That building over there was the home of a powerful lord in the past.

The lord who owned this piece of land was well known for his wisdom and bravery.

▲ **impoverished** *adj.* very poor 贫穷的

*e.g.*

The costs of health care should not drive the impoverished households even deeper into poverty.

Money and food were sent to the impoverished drought victims.

[B2] **deny** *v.* to not allow sb to have or do sth 剥夺

*e.g.*

When I was young I was denied the opportunity of learning French at school.

In old China, girls were usually denied the chance to receive education.

★ **remainder** *n.* the part of sth that is left after the other parts have gone, been used, or been taken away  
剩余部分

*e.g.*

I ate most of the leftovers and gave the remainder to the dog.

It rained the first day but the remainder of the trip was fine.

**organize** *v.* to arrange a set of things in an ordered way or give them a structure 整理

*e.g.*

Peter began to organize his materials several days before the lecture about social welfare.

In the office, Susan took a cup of coffee and tried to organize her scattered thoughts.

[B2] **classic** *n.* a piece of writing, a musical recording, or a film that is well known and of a high standard and lasting value (书、音乐或电影的) 经典作品, 杰作

*e.g.*

My favorite book is Jane Austen's *Pride and Prejudice*, which is a classic of English literature.

Many of the Rolling Stones' records have become rock classics and are still popular.

★ **commentary** *n.* a set of written remarks on an event, book, or person that explains its subject or expresses an opinion on it 评论

*e.g.*

There is good arts coverage in the newspaper, but not much political commentary.

Mr. Rich will be writing a twice-weekly commentary on American society and culture.

[B1] **opportunity** *n.* an occasion or situation that makes it possible to do sth that one wants to do or has to, or the possibility of doing sth 时机, 机会

*e.g.*

Everyone will have an opportunity to comment on the newly published book.

The exhibition next month is a unique opportunity to see the painter's later work.

[B2] **primarily** *adv.* mainly 主要地

*e.g.*

We all know that the board of directors are primarily concerned with keeping expenditure down.

We moved to Scotland primarily because we wanted to be nearer to my family.

▲ **antiquity** *n.* the ancient past 远古





# Meeting People

026

*e.g.*

The origin of this social custom can be traced back to remote antiquity.

The classics are the literature of ancient Greece and Rome, known as classical antiquity.

[B2] **highly** *adv.* very, to a large degree or at a high level 非常, 极其

*e.g.*

For our country to remain competitive, we need a highly-skilled, highly-educated workforce.

The hospital is unable to provide the highly specialized care needed by very sick babies.

[B1] **approximately** *adv.* close to a particular number or time although not exactly that number or time  
大约, 大概

*e.g.*

The job will take approximately three weeks, and cost approximately £1,000.

Everyone knows that the earth takes approximately 365 days to go round the sun.

◆ **disciple** *n.* a person who believes in the ideas and principles of sb famous and tries to live the way that person does or did 信徒, 门徒

*e.g.*

The disciples of the former Prime Minister waited at the airport to welcome him back.

Do you know how many disciples Confucius had all his life?

[B2] **preserve** *v.* to keep sth as it is, especially in order to prevent it from decaying or being damaged or destroyed 保留

*e.g.*

We want to preserve the character of the town while improving the facilities.

The agreement signed yesterday preserved our right to limit trade in endangered species.

[B2] **focus** *v.* to give a lot of attention to one particular person, subject or thing 集中, 特别关注

*e.g.*

Kelly couldn't focus his eyes well enough to tell if the figure was male or female.

When you are in the classroom, please focus all your attention on what the teacher says.

[C2] **ritual** *n.* a set of fixed actions and sometimes words performed regularly, especially as part of a ceremony 老规矩, (尤指) 仪式

*e.g.*

For many years, coffee and the newspaper are part of my morning ritual.

The people in that tribe were performing a complex celebrating ritual at the foot of the mountain.

[B2] **impact** *n.* a powerful effect that sth, especially sth new, has on a situation or person (尤指新事物的) 巨大影响, 强大作用

*e.g.*

The new proposals were intended to soften the impact of the reformed tax system.

The increase in the number of young people leaving to work in the cities has had a dramatic impact on the demography of the villages.

**worship** *n.* a lot of love or admiration for a particular thing or person, often when this is considered too much 对...顶礼膜拜, 狂热推崇

*e.g.*

Some people think that we are now in an era of fitness and health worship.

At the evening party Anna gazed at the movie star with worship in her eyes.



# UNIT 1

027

[B2] **reflect** *v.* to show, express or be a sign of sth 反映

*e.g.*

The poem I am reading now reflects the poet's love of nature and his religious beliefs.

The results of the survey reflect a considerable shift in attitudes towards the legal profession.

[C2] **official** *n.* a person who has a position of responsibility in an organization 官员

*e.g.*

An official from the Department of Health will be inspecting the restaurant this afternoon.

It is reported in the newspaper that senior government officials will be attending a meeting tomorrow.

[C1] **knowledgeable** *adj.* knowing a lot 知识渊博的

*e.g.*

Having been living in Berlin for more than twenty years, Harry is very knowledgeable about German literature.

Thomas thought Miss Lee was knowledgeable and looked up to her as his teacher.

## 2. Phrases and Expressions

**bestow upon** to give sth as an honor or present 给予

*e.g.*

The George Cross is a decoration that is bestowed upon British civilians for acts of great bravery.

Tony's parents will bestow upon him whatever single gift he may ask for.

[C1] **dedicate to** to give all of one's energy, time, etc. 奉献, 献出 (全部精力、时间等)

*e.g.*

The monument erected at the square is dedicated to the memory of the people's heroes.

The new president said she would dedicate herself to protecting the rights of the sick and the homeless.

**turn to** switch to 转向

*e.g.*

That is, you now turn to creating the data set for this new data source.

Lu Xun was a medical student, and then he turned to literature to fight for the nation.

[C1] **draw up** to prepare sth, usually sth official, in writing 起草, 草拟

*e.g.*

I have drawn up a list of candidates that I would like to interview.

The president wants his ministers to concentrate on implementing policy, not on drawing it up.

[B2] **focus on** to give a lot of attention to one particular person, subject or thing 集中, 特别关注

*e.g.*

Tonight's program focuses on the way that homelessness affects the young.

When the kitchen is finished I'm going to focus my attention on the back yard and get that straightened out.

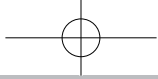
[B2] **in regard to** in connection with 关于

*e.g.*

How's the discussion going in regard to the problems of bike sharing?

I suppose you have come in regard to the matter we were discussing this morning.

**set down** write down 制定, 记下



# Meeting People

028

*e.g.*

The man was the one who first set down the stories of the Celtic storytellers.

The student listened to the teacher attentively and set down every word he said.

**have impact on** have a powerful effect on a situation or person 对...有影响

*e.g.*

The anti-smoking campaign had had quite an impact on young people who had the passion for cigarettes.

As is known to all, smart phones have great impact on the younger generations.

## Sentence Paraphrasing

1. A traveling teacher, a wise sage, an ideal man — such was the idea of Confucius developed by his admirers after his death. (Para. 1)

**Meaning:** *After Confucius died, his admirers respected and worshipped him — regarding him as a traveling teacher, a wise sage, a perfect man.*

2. During his life, however, it did not seem that Confucius would attain the high status eventually bestowed upon him. (Para. 1)

**Meaning:** *When Confucius was alive, no one expected that he would achieve such a high position.*

3. Yet his life and teaching would affect the social and political fabric of the Asian world for centuries to come. (Para. 1)

**Meaning:** *Confucius's life and teaching would influence the social and political structure of many Asian countries for a long time.*

4. Confucius had a difficult childhood. (Para. 2)

**Meaning:** *Confucius had a hard life when he was a child.*

5. ... concluded that restoration would come only through a return to ancient wisdom. (Para. 4)

**Meaning:** *Confucius thought that people in his time should learn from people in ancient times to make the world return to its former much more civilized state.*

6. Although the details as to what caused his resignation are not certain, ... (Para. 5)

**Meaning:** *Although we do not know exactly why he left his position, ....*

7. Rejected, impoverished, and denied a political position of influence, Confucius finally returned to the state of Lu in 484 B.C. (Para. 6)

**Meaning:** *In the other states that he went to nobody would accept his ideas, nor did he get any high political position to exert his influence on state policy. Also, he had become very poor. Consequently, he came back to the state of Lu in 484 B.C.*

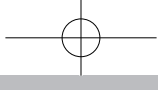
8. China's government instituted the worship of Confucius, and by 210 B.C. its laws began to reflect Confucian ideals. (Para. 8)

**Meaning:** *The Chinese government started to have respect for Confucius and made laws in accordance with his ideas.*

## Reference Translation

### 孔子 —— 中国的哲学家和导师

一个云游的师者、一个明智的圣人、一个理想的人 —— 这就是孔子离世后他的追随者对他的描述。孔子生前并未得到其后来所拥有的崇高地位。谁能想到这个没有成为政治家的穷困潦倒的漂泊者后



# UNIT 1

029

来会成为中国历史上最有影响力的人物呢？然而，他的一生和教义影响了此后几百年亚洲各国的社会和政治结构。

孔子出生于公元前551年的今中国山东省，童年生活艰辛。虽然他的父亲出身贵族，是一个著名的武士，但是家道中落，生活贫困。孔子三岁时，他的父亲就去世了。为了养家糊口，孔子很小的时候就去做雇工。尽管家庭贫困，他仍然设法接受教育，开始了毕生求知之路。

孔子喜欢学习和教书。在15岁的时候，他便开始治学。他19岁结婚。当他23岁的时候，他的母亲去世了，正是在此之后，他把精力转向了教书。孔子出了名，拥有了一些跟随他周游鲁国的追随者。

最终孔子决定进入仕途，以改革中国混乱的社会制度。孔子生活在周朝，看到了国家的混乱和道德沦丧，认为只有依靠古老的智慧才能复国。约51岁时，他担任鲁国的大司寇，这是个有影响力的职位，由此他实施了很多改革，成为鲁定公信任的大臣。

然而，孔子的成功未能延续。显然他失宠于鲁定公，同僚们的排挤迫使他在公元前496年辞官出走。尽管他的辞官原因不明，但他离开鲁国后开始周游列国，寻求能采纳他政见的君主。他到统治中国各地的封建诸侯那里游说，却徒劳无功。

四处碰壁、生活贫困，并且得不到有影响力的政治地位，孔子终于在公元前484年回到鲁国。他倾余生编纂经典著作——比如《诗经》《尚书》——并给它们写评注。奇怪的是，他从来没有机会记录自己的教义，也许是因为他的目标主要是提请人们重视他高度尊重的古代著作。孔子于公元前479年去世，时年大约七十二岁。他的弟子编写书籍，记录他的生活、工作和教义。

孔子离世后多年，他的弟子编撰了《论语》，记录他的生活和对后代的教导。根据《论语》所述，孔子注重礼节和正确的行为，尤其是在人际关系方面。

《论语》中记载的孔子教义对中国社会产生了巨大的影响。在他离世后，随着《论语》的成书，孔子的思想开始在中国和亚洲其他地区流行，包括日本和韩国。中国政府开始了对孔子的尊崇，到了公元前210年，中国律法开始反映出孔子的思想。汉代时期，儒学成为国教，到公元前130年，朝廷的官员们被要求熟知孔子的教义。虽然孔子生前没有实现他的社会和政治改革目标，他的努力最终产生了超乎他想象的影响。

## Understanding the Organization of the Text

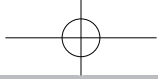
Read the text again and then complete the missing parts of the text outline.

- |                              |                 |                                 |
|------------------------------|-----------------|---------------------------------|
| 1. family                    | 2. study        | 3. politics                     |
| 4. he was exiled/he resigned | 5. commentaries | 6. <i>Analects of Confucius</i> |
| 7. influence                 |                 |                                 |

## Comprehension Questions

Read the text carefully and answer the following questions.

1. B                      2. C



# Meeting People

030



## Writing

### Reference Sample

Meet Li Ming. He is one of my classmates and my best friend. A boy of 18 years old, he is from Beijing but now he is studying in Shenyang, Liaoning Province. Li Ming is majoring in Computer Science and he likes it very much. What does he dislike about his university life? The canteen food!



## Extended Exercises

### Error Correction

This part consists of one passage. In it there are altogether 8 mistakes, one in each numbered line. You may have to change a word, add a word or delete a word. If you change a word, cross it out and write the correct word in the corresponding blank. If you add a word, put an insertion mark (^) in the right place and write the missing word in the blank. If you delete a word, cross it out and put a slash (/) in the blank.

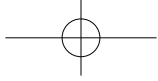
- |                     |                         |
|---------------------|-------------------------|
| 1. At — In          | 2. a — the              |
| 3. base — based     | 4. has — by             |
| 5. most — more      | 6. providing — provided |
| 7. derive — derives | 8. near — close         |

### Translation

Translate the following sentences into English.

1. The country's highest medal was bestowed upon him for his heroic deeds.
2. We will manage to accomplish the task in time even though it is difficult.
3. New techniques will emerge, and existing ones will fall out of favor.
4. The development of new technologies continues to have an impact on learning.
5. They agreed to draw up a formal agreement.





UNIT

# 2

## Leisure Time Activities

### Unit Goals

- Accept or decline an invitation
- Ask for and give directions
- Make plans to see an event
- Talk about musical taste
- Write about an event



# Lesson 1

## Lead-in

### Sitcom: There's a Great Movie Playing at the Glenwood. Scene 1

Complete the sentences by circling the correct answers.

1. B                      2. C                      3. A                      4. B

### Scene 2

Check each statement True (T) or False (F).

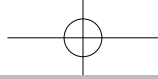
1. F                      2. T                      3. F                      4. F                      5. T

### Video Script

#### Scene 1

*In the café, Bob, Cheryl, Marie and Paul make plans for the weekend.*

- Bob: Do you guys want to go out this weekend? There's a great movie playing at the Glenwood.
- Paul: A rock concert sounds better to me.
- Cheryl: I'd love to see a play.
- Marie: How about an opera?
- Bob: OK. There's a rock concert Saturday night at 8:00 pm. Blue City is playing.
- Paul: Blue City. I love them. Sounds good.
- Cheryl: Not my style.
- Marie: I don't like rock.
- Bob: OK. There's a play tonight at midnight at the Second Avenue Theater. It's called *Conversations with Food*.
- Cheryl: Sounds great!
- Marie: At midnight? That's way past my bedtime.
- Paul: No, thanks.
- Bob: OK. *Carmen* is playing at the City Opera. 8:00 pm.
- Marie: Great! How much are the tickets? You're kidding!
- Paul: Whoa!
- Cheryl: No way.
- Bob: Great! It's a movie then! *A Time to Run* is playing at the Glenwood at 7:00 pm.
- Waitress: *A Time to Run*? Oh, don't go to that. It's just awful.
- Bob: OK. How about *You Only Live Once*? It's playing at the Kendall, also at 7:00 pm.
- Waitress: It's terrible.
- Bob: *An Actor's Life*?
- Waitress: Please.



## UNIT 2

033

Bob: *Anna Goes Home?*  
Waitress: No.  
Bob: *The Left Side of the Street?*  
Waitress: I think there are no more tickets.  
Bob: So what's a good movie to see?  
Waitress: There's a French film playing at the Bijou at 8:00 pm.  
Bob: I'm not a French film fan.  
Waitress: It's a film about an opera singer ...  
Marie: Perfect!  
Waitress: And a rock star ...  
Paul: Great!  
Waitress: Who meet at a play.  
Cheryl: Wonderful! Thank you.  
Bob: Yeah. Thanks a lot.  
Waitress: You're very welcome.  
Cheryl: It'll be fun, Bob.

### Scene 2

*A tourist enters the café and asks Paul for directions.*

Bob: But I'm not a French film fan.  
Tourist: Excuse me. I'm looking for the Rose Cinema.  
Paul: The Rose Cinema. Let's see. That's on the corner of Market Street and Park Street. Or is it Third and Grand? No, I think it's on Market between First and Second Avenue. OK. So. Go around the corner. Walk three blocks, no, five blocks to Harper Street. Turn left. Sorry. Right. Go another two blocks. No. Yes. Two blocks. To Fourth Avenue. Take a right. Yes. Walk about five blocks to Market Street. Go right again. Go straight two more blocks. The cinema is on your right. No. Sorry. Your left.  
Marie: Paul.  
Paul: What? (*Marie whispers in Paul's ear.*) You're looking for the Rose Cinema.  
Tourist: Yes.  
Paul: Go across the street.  
Tourist: And?  
Paul: It's across the street.  
Tourist: Thank you.  
Bob: And you're a tour guide?

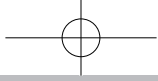


## Listening

### Part 1 Do You Want to See a Concert?

Match the sentences with the similar meaning.

1. C                      2. A                      3. B



# Leisure Time Activities

034

## Script

Evan: Do you want to see a concert Saturday? Guitar Wolf's at Maxwell's.  
Mike: Well, thanks, but that's not for me. I'm not really a rock fan.  
Evan: What about Sergio Mendes? He's playing Saturday at the Downbeat.  
Mike: Now that's more my style!  
Evan: Great! There's a show at eleven thirty.  
Mike: Eleven thirty? That's past my bed time!  
Evan: No problem. There's an early show at eight.  
Mike: Perfect! See you then.

## Teaching Suggestions

- Step 1** Write the proper names which appear in the conversation on the board. Read them aloud and have students repeat. Explain them where necessary.
- Step 2** Have students listen to the conversation twice and check understanding, asking:  
*Does Mike want to see Guitar Wolf? (No.)*  
*Does he want to see Sergio? (Yes.)*  
*Does Mike want to go at 11:30? (No.)*  
*Does he want to go at 8:00? (Yes.)*
- Step 3** Review answers as a class. Then have students work in pairs and practice the conversation out loud.

## Corpus Note

“No problem” is used very frequently in spoken and informal American English.

## Part 2 Are You Free on Saturday?

Listen and circle the right answer to each question.

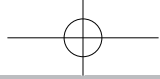
1. A                      2. C                      3. C

## Script

M: Are you free on Saturday? There's a concert in the park near school.  
F: Really? What time?  
M: It's at 2:30.  
F: I'm sorry. I'd love to go, but I'm busy until about 5:00.  
M: Oh, that's too bad. Maybe we can go to a movie Saturday night instead.  
F: Great! What do you want to see?  
M: How about the new Tom Cruise movie?  
F: Sure. We can go to the 7:30 show.

## Teaching Suggestions

- Step 1** Before listening to the conversation, tell students to listen for the type of event and the time of event.



## UNIT 2

035

**Step 2** After listening, check comprehension, asking:

*Where is the concert held?* (In the park near school.)

*Why can't the woman go to the concert?* (Because she is busy until about 5.)

*What movie do they decide to see?* (New Tom Cruise movie.)

**Step 3** Review the answers as a class. Ask volunteers to demonstrate the source of each answer in the conversation.

### Part 3 What's On?

Listen to the conversations about entertainment events and complete the chart.

Conversation	Kind of event	Time of event	Place of event
1	a talk	11:30	City Nights bookstore
2	a movie	7:10	Classic Film Center
3	a play	8:00	Theater in the Circle
4	a concert	7:45	in town

#### Script

**Conversation 1** M: Are you free on Sunday at 11:30? Nick Hornby's going to be at the City Nights bookstore.

F: Nick Hornby? I love his books. What's he doing there?

M: Giving a talk about his new novel *How to Be Good*. Want to go?

F: Absolutely.

**Conversation 2** F1: What's playing at the Classic Film Center?

F2: There's an old Audrey Hepburn movie showing at 7:10 — *Roman Holiday*. Interested?

F1: Not really. I'm not an Audrey Hepburn fan.

**Conversation 3** F: Oh, look. *Oedipus Rex* is at the Theater in the Circle.

M: What's *Oedipus Rex*?

F: It's a famous Greek play. It's great. There's a performance tonight at 8 o'clock. Do you want to go?

M: At 8? Maybe.

**Conversation 4** M1: I'm in the mood for a good concert. Is the festival still in town?

M2: Only the São Paulo Symphony. They are playing Brahms's *First* tonight.

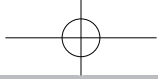
M1: Well, that sounds great. What time?

M2: At 7:45. Let's do it.

#### Teaching Suggestions

**Step 1** Before listening to the conversations, tell students to listen for the type of event and the time of event.

**Step 2** To check comprehension, ask *Does the person want to go?* after each conversation. Have volunteers answer either *yes*, *no* or *maybe* (Answers: 1. Yes, 2. No, 3. Maybe, 4. Yes) and explain their reasons.



# Leisure Time Activities

036

**Step 3** Review answers as a class. Have students work in pairs or small groups to create a similar conversation based on your preference for an entertainment event.

## Part 4 Entertainment Events.

### • Passage 1 WOMAD.

Read the following statements before listening to the passage. And then, check whether each statement is True (T), False (F), or Not Mentioned (NM) according to what you hear.

1. T                      2. F                      3. NM                      4. F                      5. T

### Script

WOMAD festivals celebrate the international language of music. The largest music festival in the world is WOMAD. WOMAD stands for World of Music, Arts and Dance. The first WOMAD festival was in 1982, in Somerset, England. Since then, WOMAD has held more than 120 festivals in 21 countries. It has featured over 1,000 musicians, dancers and artists from 90 different countries. Concertgoers hear rock, jazz and folk music from all over the world, and go to workshops to learn about the music and instruments they hear.

### • Passage 2 Facial Make-ups Represent Different Characters.

Complete the following sentences with the information about facial make-ups you hear.

1. bravery
2. just and noble
3. rough and bold; selfless
4. all that is bad
5. in the skills of drawing; paints; the whole set of

### Script

An art peculiar to the Chinese stage, the facial make-ups are various designs of lines and colored patches painted on the faces of certain characters.

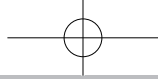
The red face shows bravery, uprightness and loyalty. A typical “red face” is Guan Yu, general of the period of the Three Kingdoms.

The reddish purple face likewise shows a just and noble character, for instance, Lian Po in the well-known play *Jiang Xiang He*.

The black face indicates either a rough and bold character or an impartial and selfless personality. Typical of the former are General Zhang Fei, and of the latter is Bao Gong.

The white face highlights all that is bad in human nature. A typical character is Cao Cao, powerful and cruel prime minister in the time of the Three Kingdoms.

The facial make-ups date back to the Song (960 – 1279) and Yuan (1271 – 1368) dynasties at least. During the Ming Dynasty (1368 – 1644), improvements were made in the skills of drawing and in preparing the paints, leading to the whole set of colorful facial patterns that we see in today’s Peking Opera.



## UNIT 2

037



# Speaking

### Teaching Suggestions

#### Conversation Model

- Step 1** Arrange students in pairs and ask them to read the conversation in their books.
- Step 2** Have students listen. Pause between the models of how to accept and how to decline an invitation.
- Step 3** Have students repeat each line chorally. Make sure they:
- use rising intonation in *Are you free on Friday? And Really?*
  - use falling intonation in *What time?*
  - use the following stress pattern:

#### STRESS PATTERN

• • — • — — • • — • • • — — •

A: Are you free on Friday? *Married on Main Street* is at the Film Forum.

— • • — • — — —

B: Really? I'd love to go. What time?

• — • —

A: At seven ten.

#### To decline ...

— • • — • — • • — • • — •

B: Really? I'd love to go, but I'm busy on Friday.

— — — • • • • —

A: Too bad. Maybe some other time.

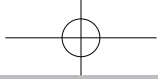
#### Conversation Pair Work

- Step 1** Ask students to analyze what type of words they need to fill in each blank, noun or verb, adjective or adverb, and how these words should be fitted meaningfully into the context.
- Step 2** Bring students' attention to structures and expressions below. They are useful in inviting, accepting or declining an invitation.
- Step 3** Have students bring in local entertainment listings and make their own dialogues. Then, select two or three pairs to practice their dialogues in front of the whole class.

#### Expressions about issuing an invitation:

1. You will come to have dinner with us, won't you?
2. We'll be glad if you can come to our party.
3. Do you feel like coming along?
4. Why don't you come on a holiday with us?
5. May we have the pleasure of your company at dinner?
6. Do join us for a coffee.
7. Would you like to ...?





# Leisure Time Activities

038

## Expressions about accepting an invitation:

1. I'd like to.
2. That's very nice of you.
3. Great, I'll count on it!
4. That sounds a very nice idea.
5. I'd like nothing better.
6. That's fine for me.
7. I won't say no.

## Expressions about declining an invitation:

1. I wish I would, but Susan is coming this afternoon.
2. What a shame! I'm afraid I can't.
3. Thank you very much, but I'm already booked up for the Sunday.
4. Sorry, I can't. But thank you anyway.
5. I'm afraid I won't be free next Saturday.
6. That's very kind of you, but I have to look after my mum this weekend.
7. I'd love to, but my brother is going to call me.



## Reading

### • Text A

#### Background Information

#### Graph / Chart

A picture is worth a thousand words.

This is certainly true when you are presenting and explaining data. You can provide tables setting out figures, and you can talk about numbers, percentages and relationships forever. However, the chances are that your point will be lost if you rely on these alone.

Put up a graph or a chart, and suddenly everything you're saying makes sense! Graphs or charts help people understand data quickly. Whether you want to make a comparison, show a relationship or highlight a trend, they help your audience "see" what you are talking about.

#### Language Points

#### New Words

[B2] **graph** *n.* a picture that shows how two sets of information or variables (= amounts that can change) are related, usually by lines or curves (通常用直线或曲线表示的) 图, 图表

*e.g.*

This graph shows how crime has varied in relationship to unemployment over the last 20 years.

We need some sort of graph on which we can chart our progress.

[B1] **leisure** *n.* the time when sb is not working or doing other duties 空闲, 闲暇, 休闲

e.g.

Most people in that IT company only have a limited amount of leisure time.

The town lacks leisure facilities such as a swimming pool or squash courts.

★ [B2] **socialize** *v.* to spend time with others in a friendly way 参加社交活动, 交际

e.g.

People in that town are content to socialize with a very small circle of people.

I hope Adam is actually doing some work at college — he seems to spend all his time socializing!

[B2] **recreation** *n.* the refreshment of the mind and body after work, especially by engaging in enjoyable activities 娱乐

e.g.

Emma has few friends and her only form of recreation seems to be shopping.

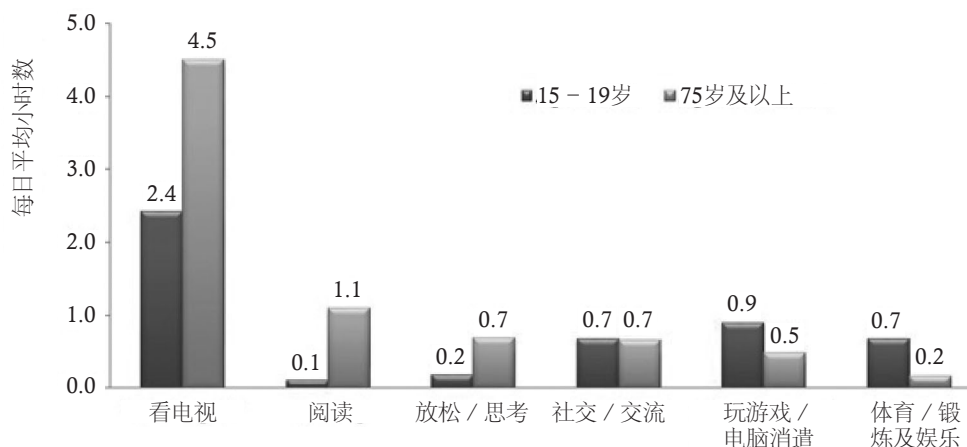
The council is encouraging the development of the property for both employment and recreation.

### Teaching Suggestions

- Step 1** Before students read the text, ask them *What are charts or graphs?* (A graph or chart is a diagrammatical illustration of a set of data. it can be placed within articles just like any other image. )
- Step 2** After students read and listen, have them read again independently. Ask students to compare the data.
- Step 3** Have students work in pairs to talk about the bar chart. Then have volunteers share with the class what they find in the bar chart.

### Reference Translation

青少年和老年人每日用于休闲和运动的平均小时数



注：数据为2016年全年日期平均数

### Comprehension Check

★ Answer the following questions with the information from the text.

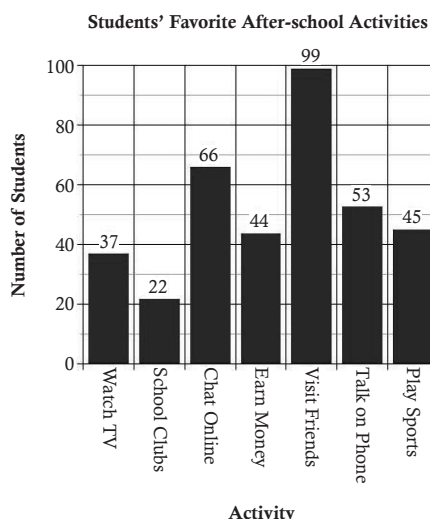
1. Average hours spent per day in leisure and sports activities, by youngest and oldest populations.
2. 0.0 to 5.0.

# Leisure Time Activities

040

3. 6.
4. Watching TV.
5. Reading.
6. Socializing, communicating.
7. 0.5.

**B** A survey of students' favorite after-school activities was conducted at a school. The table below shows the results of the survey. Make a bar graph with the data from the table.



## • Text B

### Background Information

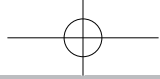
#### 1. Jimmie Rodgers

James Charles “Jimmie” Rodgers (September 8, 1897 – May 26, 1933) was an American country singer in the early 20th century, known most widely for his rhythmic yodeling. Among the first country music superstars and pioneers, Rodgers was also known as “The Singing Brakeman” “The Blue Yodeler” and “The Father of Country Music”.

#### 2. The Carter family

The Carter family was a traditional American folk music group that recorded between 1927 and 1956. Their music had a profound impact on bluegrass, country, Southern Gospel, pop and rock musicians as well as on the US folk revival of the 1960s. They were the first vocal group to become country music stars. Their recordings of songs such as *Wabash Cannonball*, *Can the Circle Be Unbroken*, *Wildwood Flower*, *Keep on the Sunny Side* and *I'm Thinking Tonight of My Blue Eyes* made these songs country standards. The latter's tune was used for Roy Acuff's *The Great Speckled Bird*, Hank Thompson's *The Wild Side of Life* and Kitty Wells' *It Wasn't God Who Made Honky Tonk Angels*, making the song a hit all over again in other incarnations.

The original group consisted of Alvin Pleasant “A.P.” Delaney Carter (1891 – 1960), his wife Sara Dougherty Carter (1898 – 1979), and his sister-in-law Maybelle Addington Carter (1909 – 1978). Maybelle was married to A.P.'s brother Ezra (Eck) Carter, and was also Sara's first cousin. All three



## UNIT 2

041

were born and raised in southwestern Virginia, where they were immersed in the tight harmonies of mountain gospel music and shape note singing.

Throughout the group's career, Sara Carter sang lead vocals; Maybelle sang harmony and accompanied the group instrumentally; on some songs A.P. did not perform at all but at times sang harmony and background vocals and, once in a while, lead vocal. Maybelle's distinctive guitar playing style became a hallmark of the group.

### 3. Nashville

Nashville is the capital of the US state of Tennessee and the county seat of Davidson County. Nashville is the second largest city in Tennessee, and the fifth largest city in the southeastern United States. It is located on the Cumberland River in the north central part of the state. The city is a center for the music, healthcare, publishing, banking and transportation industries, and is home to numerous colleges and universities. Reflecting the city's position in state government, Nashville is home to the Tennessee Supreme Court's courthouse for Middle Tennessee. It is known as a center of the country music industry, earning it the nickname "Music City, USA".

### 4. John Denver

Henry John Deutschendorf, Jr., known professionally as John Denver, was an American singer-songwriter, actor, activist and humanitarian, whose greatest commercial success was as a solo singer, starting in the 1970s. He was one of the most popular acoustic artists of the decade and one of its best-selling artists. By 1974, he was firmly established as America's best-selling performer, and AllMusic has described Denver as "among the most beloved entertainers of his era". After traveling and living in numerous locations while growing up in his military family, Denver began his music career in folk music groups in the late 1960s. Throughout his life, Denver recorded and released approximately 300 songs, about 200 of which he composed, with total sales of over 33 million.

### 5. Steve Earle

Stephen Fain "Steve" Earle is an American rock, country and folk singer-songwriter, record producer, author and actor. Earle began his career as a songwriter in Nashville and released his first EP in 1982. His breakthrough album was the 1986 album *Guitar Town*. Since then Earle has released 15 other studio albums and received three Grammy awards. His songs have been recorded by Johnny Cash, Waylon Jennings, Travis Tritt, Vince Gill, Patty Loveless, Shawn Colvin and Emmylou Harris. He has appeared in film and television, and has written a novel, a play and a book of short stories.

## Language Points

### 1. New words

[C1] **convey** *v.* to express a thought, feeling or idea so that it is understood by other people 表达, 传达 (思想、感情或想法)

*e.g.*

I tried to convey in my speech how grateful we all were for his help.

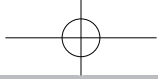
Words alone cannot convey the untold misery endured by people in these refugee camps.

[B2] **appeal** *n.* the quality in sb or sth that makes him, her or it attractive or interesting 吸引力

*e.g.*

Most people think that Spielberg's movies have a wide appeal.

This used to be a marvelous hotel but it has lost its appeal in recent years.



# Leisure Time Activities

042

[B2] **emotion** *n.* a strong feeling such as love or anger or strong feelings in general 感情，情感

*e.g.*

The British traditionally tend not to display much emotion in public.

The manager warned his young players not to get carried away by the emotion of the occasion.

[B1] **original** *adj.* existing since the beginning, or being the earliest form of sth 起初的，最早的

*e.g.*

The gardens in the city center have recently been restored to their original glory.

My original statement has been completely distorted by the media.

[B2] **rural** *adj.* in, of or like the countryside 乡村的，农村的

*e.g.*

The authorities have revoked their original decision to allow development of this rural area.

Cindy is carrying out a comparative study of health in inner cities and rural areas.

◆ [B1] **recording** *n.* speech or music that has been recorded to be listened to later 录音

*e.g.*

Most of the bands that appear on the show just mime to a recording of their songs.

All the subtleties of the music are conveyed in this new recording of the famous singer.

[B2] **establish** *v.* to start a company, organization or system etc. that will continue for a long time 建立

*e.g.*

An international medical conference was established for the interchange of new ideas and approaches.

An aid program was established to oil the wheels of economic reform in the region.

[B2] **tradition** *n.* a belief, principle or way of acting that people in a particular society or group have continued to follow for a long time, or all of these beliefs, etc. in a particular society or group 传统

*e.g.*

Fireworks have long been an American tradition on the Fourth of July.

There's a tradition in our office that when it's somebody's birthday, they bring in a cake for all of us to share.

[C1] **widespread** *adj.* existing or happening in many places and/or among many people 广泛的，普遍的

*e.g.*

Malnutrition in the region is widespread — affecting up to 78 percent of children under five years old.

The next 36 hours will be even colder with snow showers becoming more widespread.

★ **fringe** *n.* a decorative edge of hanging narrow strips of material or threads on a piece of clothing or material (衣服等边缘的) 穗子，流苏

*e.g.*

There is a fringe around the edge of a tablecloth which has bright colors.

The jacket the movie star wore had leather fringes and soon this way of dressing became a fashion for his fans to follow.

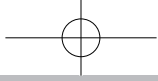
**originality** *n.* the quality of being special and interesting and not the same as anything or anyone else 独创性

*e.g.*

We visited a kindergarten last week and we were impressed by the originality of the children's work.

New factors have occurred in their new novels especially the originality in form.

[B1] **complain** *v.* to say that sth is wrong or not satisfactory 抱怨



## UNIT 2

043

*e.g.*

Teachers complain that more of their time is taken up with administration than with teaching.

The Smiths were afraid to complain about the noise in case they annoyed the neighbors.

**manufactured** *adj.* produced in a large-scale industrial operation 批量生产的

*e.g.*

The city has been industrialized and its manufactured goods are shipped by train to all parts of the country.

The company has the desire to gain natural resources from the village and sell manufactured products to the cities nearby.

[B1] **style** *n.* a way of doing sth, especially one that is typical of a person, a group of people, a place, or a period (尤指) 风格, 作风

*e.g.*

This painting perfectly exemplifies the naturalistic style that was so popular at the time.

The new employees will soon learn that their boss Jones favors a dynamic, hands-on style of management.

[B2] **element** *n.* a part of sth 要素

*e.g.*

They've introduced all sorts of new elements to that program in order to broaden its appeal.

We have to admit that fitness has now become an important element in our lives.

[B1] **typical** *adj.* showing all the characteristics that people would usually expect from a particular group of things 典型的, 有代表性的

*e.g.*

This kind of hot and spicy food is very typical of the food in the south of the country.

Helen is a typical teenager, coming home late at night and mouthing off to her parents.

[B2] **alternative** *adj.* being considered to be unusual and often having a small but enthusiastic group of people who support them 非传统的, 另类的

*e.g.*

In Los Angeles, many companies encourage their employees to use alternative means of transportation, rather than the car.

Doctors these days tend to be more open-minded about alternative medicine.

★ [C2] **profound** *adj.* felt or experienced very strongly or in an extreme way 强烈的

*e.g.*

George's mother's death when he was aged six had a very profound effect on him.

My grandfather has a profound mistrust of anything new or foreign.

[B2] **identity** *n.* who a person is, or the qualities of a person or group that make them different from others 身份

*e.g.*

The man's identity was being kept secret while he was helping police with enquiries.

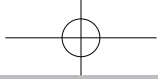
The newspaper photo apparently showed him in Rome but it was a case of mistaken identity.

[B2] **origin** *n.* the beginning or cause of sth 起源

*e.g.*

Polly's unhappy childhood was the origin of her problems later in life.





# Leisure Time Activities

044

This book finally explodes some of the myths about the origin of the universe.

[B2] **locate** *v.* to find or discover the exact position of sth 确定…的位置, 发现…的位置

*e.g.*

Engineers are working day and night to locate the source of the problem.

Using their high-tech devices, the police were able to locate the owners of the stolen property within hours of it being seized.

[B2] **precise** *adj.* exact and accurate 准确的, 确切的

*e.g.*

Let's not trouble ourselves about the precise details at the moment.

I regret to say that I can give no information at this precise moment in time.

★ **decidedly** *adv.* certainly and obviously 明显地

*e.g.*

Somehow I felt that Henry was decidedly careful about what he told me.

An agreement is looking decidedly difficult according to the newspapers.

★ [C2] **embody** *v.* to represent a quality or an idea exactly 体现

*e.g.*

The woman runner who failed to win the medal embodied good sportsmanship on the playing field.

The Constitution and other laws embody the unity of the Party's views and the people's will.

## 2. Phrases and Expressions

**get caught up** to become unexpectedly involved in a situation 陷入, 沉浸

*e.g.*

Tony got caught up in childhood memories when he saw the river flowing by the village.

The rock concert was so exciting that the audience got caught up in the singer's feelings.

**bring over** bring along with 把…带回…

*e.g.*

China has opened its doors to foreigners because we need experts to bring over advanced technology to help our country develop.

In Australia, visitors need bring over wine or beers for attending dinner in somebody's home.

**turn up** be present 出现

*e.g.*

To everyone's surprise, Richard turned up on Christmas Eve with Tony.

Have you ever been waiting for a bus that never turns up in the cold wind?

**set up** to establish 建立, 设立

*e.g.*

The two sides agreed to set up a commission to investigate claims.

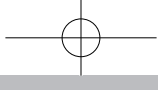
As a response to the people's request, the government set up a working party to look into the issue.

[C1] **insist on** to keep doing sth, even if it annoys other people or people think it is not good 坚持

*e.g.*

I don't know why you insist on talking about the plan at the meeting.

All right, I won't keep you any longer since you insist on going to the nearby village.



## UNIT 2

045

### Teaching Suggestions

- Step 1** Before students read Text B, ask them to talk about their favorite genre of music.
- Step 2** Have students read the text independently. Then ask them to make a list of the country music singers or groups. Write the list on the board.
- Step 3** Have students work in pairs or small groups to talk about the country music singers or groups.

### Warm-up

**Music, in its broadest division, can be classified into two styles: Western and Oriental. What are the major Western musical genres you know?**

Within Western music, the following classification can be made:

Rock, Jazz, Classical, Blues, R&B, Country, Reggae, Hip Hop, Electronic, Latino.

### Reference Translation

#### 乡村音乐

戴着大沿儿帽，弹着吉他，一个乡村音乐歌手用他起伏婉转的嗓音向听众传达爱、希望与失落。几乎没有人不被他的情绪所感染。

这就是乡村音乐的魅力，它表达了人类生活基本情感的诉求。贯穿整个20世纪，乡村音乐已成为美国最原始的音乐形式之一。

乡村音乐源于美国南部的歌曲，是早期来自英格兰的移民者所带来的。这些歌曲表达了乡村生活的艰难和深切虔诚的宗教信仰。在20世纪20年代，乡村音乐被首次录制出来。伴随着这些录音，乡村音乐正式诞生。早期的明星如“乡村音乐之父”吉米·罗杰斯和“卡特一家”奠定了其坚实的传统：写歌、演唱与演奏。

许多这种类型的音乐都是通过20世纪三四十年代的牛仔电影带给美国公众的。之后，因为歌手在舞台上穿着西部带流苏的服装和戴着牛仔帽演唱，乡村音乐变得更加流行。

在20世纪50年代，乡村音乐唱片业在纳什维尔建立起来，并开始脱离它的乡土根源。但像约翰·丹佛这样的歌手，用他的主打歌《乡村路带我回家》，坚持“真正的”乡村音乐的独创性和情感。

虽然纳什维尔音乐的确捧红了一些大明星，制作出了一些获得成功的歌曲，许多人抱怨说，音乐变得太刻意制造了。20世纪90年代的年轻艺术家们转向了更古老的乡村风格，并把它们与摇滚乐的元素融合在一起。史蒂夫·厄尔的歌曲《恶魔的右手》是此类“另类乡村音乐”的典型代表。

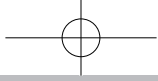
乡村音乐继续面向所有年龄和背景美国人。它产生了更为深远的影响：赋予其作为国家的标志。

与起源很难定位在一个精确的地理区域的流行音乐不同，乡村音乐绝对是属于美国的。在它的发展过程中，乡村音乐体现了美国元素，发展到20世纪，已经有别于它的英国本源。甚至可以说，这种音乐形式讲述了美国的历史。

### Comprehension Check

**Multiple choice questions.**

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



# Leisure Time Activities

046

## Understanding Check

Based on the information in Text B, answer the following questions.

1. The artists do the writing, singing and playing of the songs by themselves.
2. On one hand, it recorded the music so that more people could enjoy it. On the other hand, it moved it away from its rough roots.
3. Country music was brought to America by early immigrants and it has formed its unique style over the years of development.



## Writing

### Step 2 Discussion

Now talk with your partner about what you have just read, and see if you have understood all the points.

1. On Saturday, May 10.
2. At the Park Arts Theater.
3. At 7:00 pm.
4. At the Park Arts Theater.
5. Korean dance.

### Step 3 Completion

Re-read the Asian Folk Festival listing, and then complete the instant messages with information from it.

- |                          |                     |              |
|--------------------------|---------------------|--------------|
| 1. Saturday              | 2. Park Arts Center | 3. Rand Park |
| 4. play                  | 5. dance            | 6. concert   |
| 7. the Park Arts Theater |                     |              |

### Reference Sample

Hi Lara,

Good news! There is going to be an Asian Folk Festival at the Park Arts Center in Rand Park on Saturday. They will have a lot of activities, including a Chinese movie, a Japanese play, a Korean dance and a Javanese concert. I know you are very interested in Asian culture. So if you are free, come with me to see them. Let me know if you can come.

Cheers,

Peter

# Lesson 2

## Lead-in

### Interview: Are You a Music Fan?

**A Check the types of music you hear in the interview.**

classic rock, classical, rock and roll, hip-hop, jazz, opera

**B Read each question. Then circle the response you hear in the video segment.**

1. A                      2. B                      3. B                      4. A

### Video Script

Interviewer: Are you a music fan?

Ian: Depending on the music, yeah.

Interviewer: So what kinds of music do you like?

Ian: I like classic rock.

Natalie: Hmm ... I like to see what's new. I like rock and roll and hip-hop and things like that.

Martin: I like classical and jazz.

Interviewer: When do you usually listen to music?

Natalie: I used to listen to music whenever I'm waking up in the morning and getting ready and also whenever I'm getting ready to go out in the evening. So I always listen to music.

Interviewer: So how often do you listen to music?

Ian: Um ... at least twice a day.

Interviewer: And where are you when you listen to music?

Ian: In my office or in the car.

Interviewer: Do you go to concerts?

Martin: Yes, sometimes.

Interviewer: And what concerts do you like to go to?

Martin: Urn ... classical music and opera.

Interviewer: Do you have a lot of CDs?

Mauro: Yes, quite a lot.

Interviewer: Could you tell me a little bit about the types of music you have?

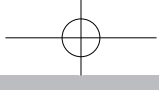
Mauro: Well, I like ..., you know, rock and roll music and I like American music as a matter of fact.

Natalie: I don't own very many CDs, but my husband owns lots of CDs, so I listen to his instead.

Interviewer: Approximately how many CDs do you have?

Martin: A few hundred.

Interviewer: Wow, that's a lot.



# Leisure Time Activities

048

## Listening

### Part 1 I'm Looking for the Museum.

Listen to the conversation and circle the letter of the correct answer.

1. C                      2. A                      3. A

#### Script

- M: Excuse me. I'm looking for the museum.  
F: The Museum of Art or the Museum of Natural History?  
M: The Museum of Art. It's on Holly Boulevard.  
F: That's just down the street. We're on First Avenue. The museum is on the corner of First Avenue and Holly.  
M: On First Avenue and Holly?  
F: Yes. It's on the left.  
M: On the left, on the corner of First and Holly? Thanks!

#### Teaching Suggestions

- Step 1** Write the proper names which appear in the conversation on the board. Read them aloud and have students repeat. Explain them where necessary.
- Step 2** After listening, check comprehension, asking:  
*How many museums are mentioned in the dialogue? (Two.)*  
*What are they? (The Museum of Art and the Museum of Natural History.)*
- Step 3** Review the answers as a class. Then have students work in pairs to role-play the conversation.

### Part 2 Make Plans to See an Event.

Listen to the phone calls about events at an international arts festival. Then fill in the missing information.

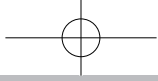
**Conversation 1:** a concert; 8:30 pm; Barrington Festival Main Stage; 39

**Conversation 2:** a play; 4:30 pm; 7:00 pm; Harborview Theater; 25

**Conversation 3:** a talk; 1:00 pm; Ambassador Theater; 0

#### Script

- Conversation 1**
- M: Barrington Festival. Can I help you?  
F: Yes, please. What are tonight's concerts?  
M: We have two concerts tonight at Barrington Festival Main Stage: *Indian Ocean* and *Latin Jam*.  
F: *Indian Ocean*? Is that New Age?  
M: Let's see ... No, *Indian Ocean* is a blend of Indian classical, rock, jazz, and reggae. Their show starts at eight-thirty.  
F: Sounds good. How much are tickets?



## UNIT 2

049

- M: Tickets are thirty-nine dollars.  
F: Thanks.
- Conversation 2**
- M1: Harborview Theater box office.  
M2: Hello. I'm calling about today's play.  
M1: *Copenhagen*?  
M2: Yes, thanks. How much are tickets?  
M1: They are twenty-five dollars.  
M2: And what time is the show?  
M1: Let me check ... There are two shows today: at four-thirty and again at seven o'clock.
- Conversation 3**
- M: Ambassador Theater. How can I help you?  
F: I'm calling for information about today's Barrington Festival events.  
M: OK. We have a talk this afternoon at one o'clock by author John Banville. He's reading from his novel *The Untouchable*.  
F: How much are tickets?  
M: The talk is free.  
F: Great. Thanks very much.

### Teaching Suggestions

- Step 1** After students listen to the phone calls, ask:  
*What kind of event is Indian Ocean?* (A concert.)  
*What's Copenhagen?* (A play.)  
*What kind of event is John Banville?* (A talk.)
- Step 2** Before students listen again and complete the missing information, ask a few questions about each event:  
Indian Ocean:  
*Where are they from?* (India.)  
*What kind of music is it?* (Classical, rock, jazz and reggae.)  
*Where's the show?* (At the Barrington Festival Main Stage.)  
*Are you a (classical, rock) music fan?*  
Copenhagen:  
*Where's the play from?* (New Zealand.)  
*Where's the show?* (At the Harborview Theater.)  
*Do you want to see the play?*  
John Banville:  
*What's his nationality?* (Irish.)  
*What's the name of his book?* (*The Untouchable*.)  
*Where's the talk?* (At the Ambassador Theater.)
- Step 3** After students listen and complete the activity, have them look at the map. Tell students to describe the locations of the events to a partner. To model the activity, say *Indian Ocean is at the Barrington Festival Main Stage. Where's the Main Stage?* (It's on Harborview Drive.)





# Leisure Time Activities

050

## Part 3 Get to Know Them.

### • Passage 1 The Louvre.

Listen to a passage about the Louvre Museum, the national museum and art gallery of France in Paris. Then make the correct choice to each of the questions according to what you hear.

1. D                      2. B                      3. A                      4. D

#### Script

At the very beginning, the Louvre was built as a royal residence, begun under Francis I in 1546 on the site of a 12th-century fortress. It stopped to be used as a palace when the court moved to Versailles in 1682, and plans were made in the 18th century to turn it into a public museum. In 1793 the revolutionary government opened the Grand Gallery; Napoleon built the northern wing; and two major western wings were completed and opened by Napoleon III. A steel-and-glass pyramid entrance designed by I. M. Pei opened in 1989. The painting collection is one of the richest in the world, representing all periods of European art.

### • Passage 2 The Mozart Effect.

Listen to a monologue on the “Mozart Effect” and fill in the blanks with the missing information.

- |                       |                     |             |
|-----------------------|---------------------|-------------|
| 1. popular            | 2. raise their I.Q. | 3. musician |
| 4. mislead the public | 5. wide             | 6. include  |

#### Script

A few years ago there was quite a bit in the newspaper and popular magazines about the “Mozart Effect.” Many people believed that simply listening to the music of Mozart would raise their I.Q. and marketers went to work making CD’s of Mozart’s music day and night. As a professional musician, I had a little problem with that idea then and I still do. However, after talking with my friend Don Campbell, author of *The Mozart Effect* I do understand that he did not try in any way to mislead the public into thinking that it does. His definition of the “Mozart Effect” is simply the use of any music at all for any healing purpose at all. That is a pretty wide concept. Because I did believe in this I offered him two stories from my own music medicine practice which he did subsequently include into the book. Still, confusion exists and I thought it might be helpful to make clear some of the original research.

### • Passage 3 The Academy Award of Oscar.

Listen to a passage about the history of Oscar statuette and check whether each statement is True (T), False (F), or Not Mentioned (NM) according to what you hear.

1. F                      2. T                      3. F                      4. NM                      5. T

#### Script

Shortly after the Academy of Motion Picture Arts and Sciences was organized in 1927, they discussed ways to honor outstanding achievements in all areas of film production. They agreed to the creation of a trophy. Los Angeles sculptor George Stanley was selected to create the statuette, the figure of a knight standing on a reel of film, hands holding a sword.

Officially named the Academy Award of Merit, the statuette is better known by a nickname, Oscar, the origins of which aren’t clear.



## UNIT 2

051

A popular story has been that Margaret Herrick, an Academy librarian and eventual executive director, thought it resembled her uncle Oscar. After she said so, the Academy staff began calling it Oscar.

By the sixth Awards Presentation in 1934, Hollywood columnist Sidney Skolsky used the name in his column when he referred to Katharine Hepburn's first Best Actress win. The Academy didn't use the nickname officially until 1939. Now the Oscar statuette is one of the most recognized awards in the world.



## Speaking

### Teaching Suggestions

- Step 1** After students look at event listing, ask:  
*Is Latin Jam a movie, a play, a concert, a talk, or an art exhibit?* (A concert.)  
*What about the Maori Workshop?* (An art exhibit.)
- Step 2** Divide the class into pairs. Have each student choose an event to invite his / her partner to work together. Student A should choose an event on Saturday and Student B should choose an event on Sunday. Encourage them to talk about kind of event, date, time, place and location.
- Step 3** To model the activity, have volunteers invite you to an event. Ask questions about the kind of event, date, time, etc. Decline the invitation. Encourage the student to offer an alternative.



## Reading

### • Text C

### Background Information

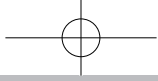
#### 1. Music

Music is an art, entertainment, or other human activity that involves organized and audible sounds and silence. It is expressed in terms of pitch (which includes melody and harmony), rhythm (which includes tempo and metre), and the quality of sound (which includes timbre, articulation, dynamics, and texture). Music also involves complex generative forms in time through the construction of patterns and combinations of natural stimuli, principally sound. Music may be used for artistic or aesthetic, communicative, entertainment, or ceremonial purposes. The definition of what constitutes music varies according to culture and social context.

#### 2. Cable channel

Cable television is the transmission of televised images to viewers by means of coaxial cables. Cable systems receive the television signal, which is sent out over cables to individual subscribers, by a common antenna (CATV) or satellite dish.

Cable television offers a wide variety of specialized programming, including channels devoted to specific interests, such as news, sports, movies, business information, weather, cooking, home shopping, and family viewing. It can also transmit programs from foreign cities, such as the proceedings of the



# Leisure Time Activities

052

British House of Commons. The industry finances its programming from subscriber fees and advertising revenue. New technologies, such as fiber optics, digital compression, and interactive television, allow cable operators to offer more programming choices and services. The cable lines installed by cable operators are also to use to provide broadband Internet access to homes of subscribers.

## 3. Percussion instrument

A percussion instrument can be any object which produces a sound by being struck with an implement, shaken, rubbed, scraped, or by any other action which sets the object into vibration. The term usually applies to an object used in a rhythmic context and / or with musical intent.

The word “percussion”, has evolved from Latin terms “percussio” (which translates as “to beat, strike” in the musical sense, rather than the violent action), and “percussus” (which is a noun meaning “a beating”). As a noun in contemporary English, it is described at Wiktionary as “the collision of two bodies to produce a sound”. In a musical context then, the term “percussion instruments” may have been coined originally to describe a family of instruments including drums, rattles, metal plates, or wooden blocks which musicians would beat or strike to produce sound.

## 4. Keyboard instrument

A keyboard instrument is any musical instrument played using a musical keyboard. The most common of these is the piano, which is used in nearly all forms of Western music. Other widely used keyboard instruments include various types of organs as well as other mechanical, electromechanical and electronic instruments. In common language, it is mostly used to refer to keyboard-style synthesizers.

## Language Points

### 1. New Words

[B1] **rarely** *adv.* not often 很少

*e.g.*

In the summer the academy will exhibit several prints which are rarely seen.

Lily rarely ventured outside, except when she went to stock up on groceries at the corner shop.

[B1] **wedding** *n.* a marriage ceremony and any celebrations such as a meal or a party that follow it 婚礼

*e.g.*

They have not yet settled when the wedding is going to be.

Have you been invited to their wedding?

[B1] **anniversary** *n.* the day on which an important event happened in the previous year 周年纪念日

*e.g.*

We always celebrate our wedding anniversary with dinner in an expensive restaurant.

We are planning a dinner to celebrate the 50th anniversary of the founding of the company.

[C2] **tone** *n.* the general mood or main qualities of sth 基调, 气氛

*e.g.*

I didn't like the jokey tone of the article — I thought it was inappropriate.

The manager was in a very bad mood when he arrived, and that set the tone for the whole meeting.

[B2] **cable** *n.* a set of wires, covered by plastic, that carries electricity, phone signals, etc. (传输电、电话信号等的) 电缆

*e.g.*

The road near the apartment building has been dug up in order to lay cables.

Each of the homes has a security system and is wired for cable television.



## UNIT 2

053

[C2] **successive** *adj.* happening one after the other without any break 接连的，连续的

*e.g.*

The fans were unhappy because it was the basketball team's fourth successive defeat in this season.

George won the World Championship for swimming for the third successive year.

[B1] **recognize** *v.* to admit or to be aware that sth exists or is true 承认，意识到

*e.g.*

They recognized the need to take the problem seriously.

Nobody recognized how urgent the situation was.

[B2] **contrast** *n.* an obvious difference between two or more things 对照，对比

*e.g.*

I like the contrast of the white trousers with the black jacket.

The antique furnishing provides an unusual contrast to the modernity of the building.

[C1] **component** *n.* a part that combines with other parts to form sth bigger 组成部分

*e.g.*

The whole car can be modeled on a computer before a single component is made.

In this modern world, good communication is an important component of any relationship.

[B2] **civilization** *n.* human society with its well-developed social organizations, or the culture and way of life of a society or country at a particular period in time (特定时期、特定社会或国家的)文明，文化

*e.g.*

Some people think that nuclear war would mean the end of civilization.

Many different civilizations have left their mark on the country and its culture.

[B2] **source** *n.* the place sth comes from or starts at, or the cause of sth 来源，根源

*e.g.*

Money is often a source of tension and disagreements in young married couples.

Experts are trying to track down the source of the pollution in the water supply.

[B2] **effective** *adj.* successful or achieving the results that people want 有效的

*e.g.*

Years of experiments show that the medicine is an extremely effective cure for a headache.

The lighting for the production made a very effective use of shadow.

[C2] **inherent** *adj.* existing as a natural or basic part of sth 内在的，固有的

*e.g.*

Theoretically speaking, there are dangers inherent in almost every sport.

Industry and frugality are the inherent qualities of the Chinese nation.

[B2] **contribute** *v.* to give sth, especially money, in order to provide or achieve sth together with other people 贡献，捐献（尤指钱）

*e.g.*

Tony asked me whether I was going to contribute towards Jack's leaving present.

It was a real team effort — everyone contributed something to the success of the project.

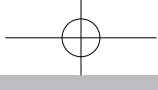
[B2] **factor** *n.* a fact or situation that influences the result of sth 因素，要素

*e.g.*

People's voting habits are influenced by political, social and economic factors.

The economy is regarded as the decisive factor in the outcome of the election.

[C1] **regardless** *adv.* despite, not being affected by sth 不管怎样，无论如何



# Leisure Time Activities

054

*e.g.*

The plan for a new office building went ahead regardless of local opposition.

Regardless of what you think, I believe Adam is the best person for the job.

[C1] **prior** *adj.* formal existing or happening before sth else, or before a particular time 在先的，在前的

*e.g.*

They had to refuse the dinner invitation because of a prior engagement.

You can only withdraw money from this account by prior arrangement with the bank.

[B2] **harmony** *n.* a situation in which people are peaceful and agree with each other, or when things seem right or suitable together 和谐，一致

*e.g.*

We must ensure that tourism develops in harmony with the environment.

Imagine a society in which everyone lived together in perfect harmony.

[B1] **creature** *n.* any large or small living thing that can move independently 生物

*e.g.*

Strangely, no one believed us when we told them we had been visited by a creature from Mars.

Harry wrote a book which examines the symbolism of many mythical creatures.

[B2] **inner** *adj.* inside or contained within sth else 里面的

*e.g.*

Our level of attraction to the opposite sex has more to do with our inner confidence than how we look.

Asian women are more modest and shy, yet they tend to have an inner force.

[B2] **emerge** *v.* to appear by coming out of sth or out from behind sth 出现，浮现

*e.g.*

Cabinet members were tight-lipped and unsmiling as they emerged from Downing Street.

A figure emerged from the gloom of the corridor and approached the couple.

**extend** *v.* to cause sb to use all their ability 使发挥才干

*e.g.*

Susan felt that her job doesn't extend her enough, so she resigned.

Bob is trying to find a job which would extend himself fully.

[B2] **barrier** *n.* anything that prevents people from being together or understanding each other 障碍，阻碍

*e.g.*

Despite the language barrier, the students from different cultures soon became good friends.

For young people, shyness is one of the biggest barriers to making friends.

[C2] **ground** *n.* an area of knowledge or experience (知识、经验等的) 领域，范围

*e.g.*

We covered a lot of ground in the first few weeks of the course.

I thought it was on safe ground discussing music with her.

[C1] **enhance** *v.* to improve the quality, amount or strength of sth 提高，增强

*e.g.*

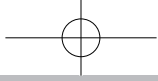
We are sure that these scandals will not enhance the organization's reputation.

A number of our clients want to look younger to enhance their career prospects.

[B2] **ensure** *v.* to make sth certain to happen 确保

*e.g.*

The airline is said to be taking steps to ensure safety on its aircraft.



## UNIT 2

055

Their 2–0 victory today has ensured the Italian team a place in the Cup Final.

[B2] **stimulate** *v.* to encourage sth to grow, develop or become active 激发, 激励

*e.g.*

The government plans to cut taxes in order to stimulate the economy.

The government is taking steps to stimulate business development in economically distressed areas.

[B1] **creative** *adj.* producing or using original and unusual ideas 有创造力的

*e.g.*

Like many creative individuals, the woman designer can be very bad-tempered.

Excessive managerial control is harmful or limiting to creative expression.

[B2] **potential** *n.* sb's or sth's ability to develop, achieve or succeed 潜力, 潜能

*e.g.*

The region with rich resources has enormous potential for economic development.

I don't feel I am achieving my full potential in my present job, so I intend to leave.

[C1] **awareness** *n.* knowledge that sth exists, or understanding of a situation or subject at the present time based on information or experience 意识

*e.g.*

Public awareness of the problem will make politicians take it more seriously.

We are glad to see that environmental awareness has increased dramatically over the past decade.

[B2] **bond** *n.* a close connection joining two or more people (亲近的) 联系, 关系

*e.g.*

There has been a close bond between them ever since Cindy saved Peter from drowning.

According to a research study, in societies with strong family bonds, people tend to live longer.

**participation** *n.* the fact that you take part or become involved in sth 参加, 参与

*e.g.*

It would be encouraging to see participation in the event by all age groups.

A leg injury is preventing Mark from active participation in the competition.

[B2] **unique** *adj.* being the only existing one of its type or, more generally, unusual or special in some way 独一无二的

*e.g.*

Each person's genetic code is unique except in the case of identical twins.

Do not miss this unique opportunity to buy all six pans at half the recommended price.

[B2] **explore** *v.* to think or talk about sth in order to find out more about it 探究

*e.g.*

Virtual Reality aims to give us artificial worlds to explore, outside normal space and time.

A website may have many different web pages for you to click on and explore.

[C1] **numerous** *adj.* many 许多的, 大量的

*e.g.*

The numerous awards on the walls bear witness to John's great success.

The newly employed accountant has proved her worth on numerous occasions.

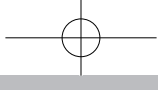
[B1] **benefit** *n.* a helpful or good effect, or sth intended to help 利益, 好处

*e.g.*

One of the many benefits of foreign travel is learning how to cope with the unexpected.

George has had the benefit of an expensive education and yet he continues to work as a waiter.





# Leisure Time Activities

056

▲ **contagious** *adj.* easily diffused or spread as from one person to another 有感染力的

*e.g.*

Can you see that your enjoyment and excitement about an activity can be contagious?

We know that Antonio has a contagious enthusiasm for the beautiful aspect of food.

## 2. Phrases and Expressions

**in contrast** in comparison 对照, 对比

*e.g.*

We can see in the garden that red berries are standing in vivid contrast against the snow.

In contrast with Mr. Lin's early works, the later plays are weak and highly theatrical.

**in harmony with** in a situation in which people are peaceful and agree with each other, or when things seem right or suitable together 和谐, 一致

*e.g.*

It is crucial that we ensure that economy develops in harmony with the environment.

We must try to live in peace and harmony with ourselves and those around us.

**get through** to reach, pass 到达, 通过

*e.g.*

If your mail does not get through, please call the telephone number below.

The message that Tom would soon be promoted was finally getting through to him.

**make a difference** to improve a situation (a lot) (极大地) 改善

*e.g.*

You should know that exercise can make a big difference to your state of health.

I can see clearly that putting up some new wallpaper has made a big difference to the place.

**break down** If a system, relationship or discussion breaks down, it fails because there is a problem or disagreement. (系统或关系) 崩溃, 瓦解

*e.g.*

I heard from my colleagues that talks with business leaders broke down last night.

Nancy had been waiting a long time for Simon to break down the barrier between them.

**a variety of** various kinds of 各种各样的

*e.g.*

The artist recorded interviews on a variety of topics and modeled an appropriate animal for each voice.

Semiconductor devices can perform a variety of control functions in electronic equipment.

## Sentence Paraphrasing

1. While a world without music is almost unimaginable, we rarely stop to consider the many ways in which music touches our lives. (Para. 1)

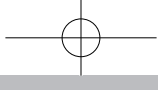
**Meaning:** *A world without music is almost impossible to imagine. However, we very seldom have time to consider the ways in which music touches our lives.*

2. Practically every important event has some musical accompaniment. (Para. 1)

**Meaning:** *Some music is played in almost all the important events that occur in our lives.*

3. Yet, in this age of video games and hundreds of cable channels, families do not often get together to make music and share their stories with successive generations. (Para. 2)

**Meaning:** *Today, we have many games to play and lots of TV channels to watch. As a result, families do not stay*



## UNIT 2

057

*together to make music or tell stories to the younger generations.*

4. The medical community is coming to realize that the inherent need to connect with each other in meaningful ways may very well be the most important contributing factor to quality of life. (Para. 4)

**Meaning:** *The doctors are beginning to realize that our internal need to connect with each other in meaningful ways is likely to be one of the most important factors in improving our quality of life.*

5. Music gets through where words do not pass and when barriers separate us. (Para. 6)

**Meaning:** *Music can help us understand each other when we fail to communicate with words and when we are separated physically.*

6. The opportunity to express yourself musically will bring numerous personal benefits that will extend to your family and your community. (Para. 8)

**Meaning:** *To express yourself by making music is beneficial to you and it will also do good to your family members and to people around you.*

### Reference Translation

#### 重识音乐的价值

虽然没有音乐的世界是难以想象的，但我们很少停下来思考音乐触动我们生活的诸多方式。聆听音乐是人们喜爱的消遣之一，这一点不足为奇。几乎每个重大事件都有音乐的陪伴，生日聚会、毕业典礼、婚礼庆典、周年纪念及葬礼等，音乐主导着情感和氛围。此外，在我们思考或祈祷时，音乐能抚慰我们的心灵。

在开车上班的途中，或在捕捉最新消息时，音乐在生活中无处不在。然而，这一时代充斥着无数的视频游戏和上百个有线电视频道，家人们很少有时间聚在一起弹琴唱歌、和年轻一代分享故事。无疑，我们应该珍视的东西已经丢失。

在美国有7.6%的成年人会演奏乐器，可在他们当中，很少有人意识到或抓住这一机遇来用音乐建立关系、进行交流。相比之下，人们围着篝火唱歌、跳舞、演奏乐器却是古代文明社会生活中基本的组成部分。演奏音乐远不止是娱乐的来源，它作为一种有效的交流工具，在人们之间建起友谊的纽带和桥梁，并使社会发生变化。

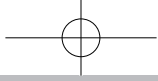
几千年过去了，可我们的基本需求并没有改变。我们仍怀有本能的归属感：成为团体中的一员，分享各自的兴趣爱好，结交志同道合的朋友。医学界逐渐地意识到这种内在的、有意义的交流需求是保证生活质量最重要的因素。

准确地说，这正是音乐的闪光之处，它令人愉快，催人奋进，让所有的人都能有机会相聚一起，互相支持，而不考虑他们的年龄、能力、先前的音乐经历等。在我们的内心深处，有一种声音与所有的生物产生和谐共鸣，这种声音随时会迸发。

当我们相互交流、相互了解的时候，我们共同分享这一天赋。当我们之间遭遇隔阂时，音乐能到达言语不及之处；当绝望笼罩我们的生活、交流受阻时，音乐会使我们精神振奋；当我们渴望共同的志向、相互需要的时候，音乐会成为我们之间的媒介。

音乐能开启心灵之门、增强自尊自重感、确保健身活动的进行、启发思维、挖掘潜在的创造力、让我们开怀大笑并结交各个阶层的朋友。它也能建起纽带、提高认识、加强联系。我们的参与向世界展示了我们，证实我们可以有所作为，为赞美生活增添独特的声音。

我们请你通过探究你内心的音乐来重识音乐的价值。从简单的打击乐器到现代的键盘乐器，各种各样的乐器触手可及；你还可以浏览音像产品商店或访问娱乐网站。展示你音乐才华的机会一定会带来很多好处，这也能惠及你的家人和伙伴。快乐感和幸福感是有感染力的，现在就是演奏音乐的最佳时刻！



# Leisure Time Activities

058

## Understanding the Organization of the Text

Read the text again and then complete the missing parts of the text outline.

- |                                  |   |
|----------------------------------|---|
| 1. favorite pastime              | 2. birthdays, graduations, weddings, anniversaries and funerals |
| 3. the merit of music            | 4. build relationships and community                            |
| 5. connect with each other       | 6. a lot of good  |
| 7. rediscover the value of music |   |

## Comprehension Check

Answer the following questions according to the text.

1. C                      2. B



## Writing

### Reference Sample

I am a light music fan. I like to enjoy music by listening to my MP3 player in my free time, for I can get the most popular music via Internet at anytime. I often go to concerts in which my favorite pop stars perform. I have a large music CD collection of some typical and classic music. I like collecting them because I know they are rare and precious. When I listen to them, I forget the troubles and worries in my life and feel refreshed to get back to my study. Music plays a key role in my life.



## Extended Exercises

### Error Correction

This part consists of one passage. In it there are altogether 8 mistakes, one in each numbered line. You may have to change a word, add a word or delete a word. If you change a word, cross it out and write the correct word in the corresponding blank. If you add a word, put an insertion mark (^) in the right place and write the missing word in the blank. If you delete a word, cross it out and put a slash (/) in the blank.

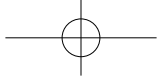
- |                                 |                    |
|---------------------------------|--------------------|
| 1. opinion ^ . — about          | 2. to — on         |
| 3. can (the second one) — can't | 4. lecture — music |
| 5. using — used                 | 6. that — what     |
| 7. their — its                  | 8. make — makes    |

### Translation

Translate the following sentences into English.

- Greece is considered as the origin of the Western ancient civilization.
- Mary's friendly manner is a contributing factor in her rapid success.
- The members in the music band played a variety of musical instruments, which were in harmony with one another.
- The blind musician often plays the erhu to express himself musically.
- Passing the difficult English examination should enhance your self-confidence to get the post.





UNIT

# 3 Talking About Families



## Unit Goals

- Describe your family
- Ask about family members
- Compare people
- Talk about small and large families
- Write about family members

# Lesson 1

## Lead-in

### Sitcom: My Family Is Coming in One Hour! Scene 1

Match each description with the person.

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

### Scene 2

Write the name of the person described in each sentence.

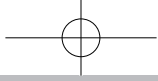
1. Ernie                      2. Elizabeth                      3. Katie                      4. David                      5. Cheryl

### Video Script

#### Scene 1

*In Cheryl's apartment, Cheryl prepares Bob to meet her family members.*

- Bob: That's your cousin Teddy. He's a waiter. He's single, and he likes rock music.
- Cheryl: It's my brother Eddie. He's a doctor. He's got a wife and two kids, and he likes classical music. How about this one?
- Bob: I don't know. A cousin?
- Cheryl: No.
- Bob: Your brother?
- Cheryl: No!
- Bob: An uncle?
- Cheryl: It's my aunt Judy!
- Bob: Sorry, Mrs. Morris. *(To Cheryl)* She looks like your uncle.
- Cheryl: Tell me something about her.
- Bob: She's an architect.
- Cheryl: Artist.
- Bob: Married.
- Cheryl: Divorced.
- Bob: Two kids. Three kids. Four kids? Five kids?!
- Cheryl: No kids. Only eight more. Here's an easy one.
- Bob: I don't know.
- Cheryl: It's my father!
- Bob: I know who your father is! Why are you showing me photos of your father?
- Cheryl: My family is coming in one hour. Now pay attention.
- Bob: Why do you have such a large family?



## UNIT 3

061

- Cheryl: It's not that large.  
Bob: Not that large? You have six brothers and sisters, fourteen aunts and uncles — who knows how many cousins, nieces, and nephews! I'd say that's a large family.  
Cheryl: They're not all coming over.  
Bob: No, just eighteen of them.  
Cheryl: I'm sorry, honey. I just want them to like you. Calm down. It's OK. You're doing fine.  
Bob: OK. I'm OK. Your cousin John?

### Scene 2

*Bob seems to be doing nicely describing Cheryl's family members until something happens.*

- Bob: That's your sister's husband Ernie. They live on Park Street. Two kids — Elizabeth is twelve years old, and Katie is eight. Ernie's an architect. He likes baseball, basketball, and the movies.  
Cheryl: Wow! One more.  
Bob: Your nephew David. His nickname is Dave. He lives on King Street. He's single, and he's a student. He loves to travel. He likes jazz, and ... he doesn't like fish.  
Cheryl: You're amazing!  
Mother: Very nice!  
Cheryl: Oh, it's almost 6:00!  
Mother: Bob, would you wipe off the counter?  
Bob: I'll be in the bathroom for a while.  
Cheryl: Bob! Hello, everyone! Come on in!

## Listening

### Part 1 I Have Some Photos of My Family.

Listen and check whether the following statements are True (T), False (F) or Not Mentioned (NM).

1. NM                      2. NM                      3. F                      4. T                      5. T

#### Script

- Anna: What are you up to, May?  
May: I have some photos of my family. Come take a look, Anna.  
Anna: Oh great! Let me see.  
Anna: Who's that guy?  
May: That's my older brother. He works for World Tech in London.  
Anna: Really! And who are those two? They're really cute!  
May: Oh, those are my sister's kids. That's her right here. They live in Hong Kong.





# Talking About Families

062

## Teaching Suggestions

- Step 1** After students listen to the conversation twice, check comprehension, asking:  
*Who are the people in May's photos?* (Her older brother, her sister's kids, her sister.)  
*Does May have nieces and nephews?* (Yes.)  
*Where does May's brother live?* (In London.)  
*Where does her sister live?* (In Hong Kong.)
- Step 2** Review answers as a class. Ask students to demonstrate the source of each answer in the conversation.

## Language Note

The word *kids* means the same as children. It is used only in informal spoken language but is very commonly used.

## Corpus Note

Native speakers are about twenty times more likely to use the word “guy ” than English learners (nonnative speakers typically use the word “man”). This word is used quite often in informal American English.

## Part 2 Are They Different?

Listen and match the pictures with the statements.

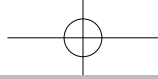
1. ②                      2. ④                      3. ①                      4. ③

## Script

1. Miki is a chef, but Jamie isn't.
2. Jim is a jazz fan, but Thomas isn't.
3. Mary and Ida both wear glasses.
4. Antonio speaks fluent English, but Yoko doesn't.

## Teaching Suggestions

- Step 1** Have students look at the four photos and ask volunteers to point out the two persons' difference(s) in each photo.
- Step 2** Play the audio program twice, have them write down the four statements and do the exercise independently.
- Step 3** Review answers as a class. Ask students to demonstrate the source of each answer in the statements.



# UNIT 3

063

## Language Note

A *cook* is a person who prepares and cooks food while a *chef* refers to a very skilled cook, esp. the chief cook in a hotel or restaurant.

## Part 3 Compare People.

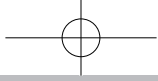
Now, listen to Frank Pascal talk about himself and his brother, Philippe. Listen for their similarities and differences. Check the statements that are true.

### Frank and Philippe ...

- |   |   |
|---|---|
| 1. <input type="checkbox"/> What do they do?                    | 2. <input type="checkbox"/> look alike                              |
| <input checked="" type="checkbox"/> live in different countries | <input checked="" type="checkbox"/> look different                  |
| 3. <input checked="" type="checkbox"/> have similar occupations | 4. <input checked="" type="checkbox"/> like the same kinds of music |
| <input type="checkbox"/> have very different occupations        | <input type="checkbox"/> like different kinds of music              |
| 5. <input type="checkbox"/> read the same things                | 6. <input type="checkbox"/> like the same kinds of movies           |
| <input checked="" type="checkbox"/> read different things       | <input checked="" type="checkbox"/> like different kinds of movies  |

## Script

- F: We're talking today with Frank Pascal about his family. Thank you, Frank, for taking the time to talk with us today.
- M: Thank you. It's my pleasure.
- F: So Frank, you are from France originally, right?
- M: That's right. My family lives in France — in Normandy. But I live in the US now.
- F: So how many brothers and sisters do you have in all?
- M: I have one brother and two sisters.
- F: Well that's a pretty big family, isn't it?
- M: In France it is.
- F: Frank, let's talk first about you and your brother. What's his name?
- M: Philippe.
- F: Philippe. Does he look like you?
- M: Not really. He's a lot taller and bigger than me. And he has blond hair. My hair is brown.
- F: Is that all?
- M: And he wears glasses. I don't.
- F: How about the work you do? Similar or different?
- M: Quite similar, actually. Philippe started as a teacher, and so did I. And today, we both still work in education.
- F: How else are you like?
- M: Well, we both like rock music. But neither of us like really loud music. He likes to joke and laugh a lot and so do I.



# Talking About Families

064

F: And how are you different?

M: Well, I like to read books. But he reads newspapers and magazines mostly. Also, Philippe likes French movies and I prefer American movies.

## Teaching Suggestions

- Step 1** Have students read the list of statements before listening to the interview. The first time through, tell students to listen only for how Frank and Philippe are alike and have them take notes.
- Step 2** Have students listen for the second time only for how Frank and Philippe are different. Students should again take notes.
- Step 3** After students complete the exercise, ask some questions about the interview:  
*Where does Frank live?* (He lives in the U.S.) *Where does Philippe live?* (He lives in France.)  
*What color hair does Frank have?* (He has brown hair.) *What color hair does Philippe have?* (He has blond hair.)  
*What kind of work do they do?* (They work in education.)  
*What kind of music do they like?* (They like rock.)  
*What does Frank read?* (He reads books.) *What does Philippe read?* (He reads newspapers and magazines.)  
*What kind of movies does Frank like?* (He likes American movies.) *What kind of movies does Philippe like?* (He likes French movies.)

## Part 4 Family Members.

### • Passage 1 Multiple Births.

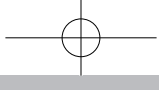
Listen to the following passage about multiple births. Then answer the questions.

1. In the United States.
2. Three babies born at the same time.
3. No, some twins are born on different days.

### Script

Multiple births happen when more than one baby is born to the same woman at the same time. Twins are an example of a multiple birth; so are triplets (three babies born at the same time), quadruplets (four babies), and quintuplets (five babies). How common are they? In Australia, twins are born in about 1 out of 80 births, and triplets in about 1 out of 6,400 births. In the United States, twins are born in about 1 out of 33 births. Triplets are born in about 1 out of 585 births. In 2001, 1 out of about 47,000 births was quintuplets — or more!

Twins usually have the same birthday. But some twins are born on different days. And in late December 1999, some twins were born in two different centuries — one twin in 1999, and one in the year 2000!



## UNIT 3

065

### • Passage 2 You and Mom.

Listen to the following passage and fill in the missing information in the chart.

Age	What Did Mom Do / Say?	How Did You React / Reply?
1	① Feeding and bathing you.	
10		② Jumping out of the car and never looking back.
20		③ It's none of your business.
30	④ Calling with some advice on your baby.	
40		⑤ Really busy right now.
50	⑥ Falling ill and needing you to take care of her.	

#### Script

When you were 1 year old, Mom fed you and bathed you. You thanked her by crying all night long. When you were 10 years old, she drove you all day, from soccer to gymnastics to one birthday party after another. You thanked her by jumping out of the car and never looking back. When you were 20 years old, she asked whether you were seeing anyone. You thanked her by saying, "It's none of your business." When you were 30, she called with some advice on the baby. You thanked her by telling her, "Things are different now." When you were 40, she called to remind you of a relative's birthday. You thanked her by saying you were "really busy right now." When you were 50, she fell ill and needed you to take care of her. You thanked her by reading about the burden parents become to their children. And then, one day, she quietly died. And everything you never did came crashing down like thunder on your heart.



## Speaking

### Teaching Suggestions

#### Conversation Model

**Step 1** After students read and listen, ask:

*Does the woman have any brothers and sisters? (Yes.)*

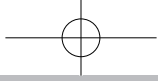
*How many brothers and sisters does she have? (Two brothers and one sister.)*

*Do her brothers and sister look like her? (No / Not really.)*

**Step 2** After students listen again and repeat, have them underline the questions in the conversation. Ask them what kind of intonation they should use with each question. Make sure they remember to use rising intonation with *yes / no* questions and falling intonation with informative questions.

**Step 3** Have students repeat each line chorally. Make sure students:

- pause after *Well*.
- use rising intonation with *two older brothers* and falling intonation with *and a younger sister*.
- use the following stress pattern:



# Talking About Families

066

## STRESS PATTERN

— • — • • • • — •

A: Tell me something about your family.

— — • • • • —

B: Sure. What do you want to know?

— • • — • • — • • — •

Well, do you have any brothers or sisters?

• • — • • — • • • — • — •

B: I have two older brothers and a younger sister.

• • — • —

A: Do they look like you?

— • •

C: Not really.

## Conversation Pair Work

**Step 1** To model the activity, have volunteers fill in the missing information in the conversation. In the first blank, Student B can say *Sure. No problem. / OK*. Student A can ask *Well, do you have any brothers or sisters / children / aunts and uncles / nieces or nephews?*

**Step 2** To continue the conversation, ask student A to use the ideas on the note to ask about other family members. They can also ask questions about the family members already mentioned, for example:  
*Do they (or Does he / she) look like you?*  
*Do they (or Does he / she) live in \_\_\_\_\_? or Where do they (or Where does he / she) live?*  
*What are their names? or What is his / her name?*  
*How old are they? or How old is he / she?*  
*What do they do? or What does he / she do?*

**Step 3** Ask volunteers to tell what they remember about their partner's family. Say *Tell me something about [Name's] family*. Make sure they use the third-person singular verb forms.



## Reading

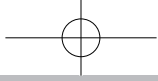
### • Text A

#### Background Information

#### Father's Day

The United States is one of the few countries in the world that has an official day on which fathers are honored by their children. On the third Sunday in June, fathers all across the United States are given presents, treated to dinner or otherwise made to feel special.

The origin of Father's Day is not clear. Some say that it began with a church service in West Virginia in 1908. Others say the first Father's Day ceremony was held in Vancouver, Washington.



## UNIT 3

067

Regardless of when the first true Father's Day occurred, the strongest promoter of the holiday was Mrs. Bruce John Dodd of Spokane, Washington. Mrs. Dodd felt that she had an outstanding father.

In 1909, Mrs. Dodd approached her own minister and others in Spokane about having a church service dedicated to fathers on June 5, her father's birthday. That date was too soon for her minister to prepare the service, so he spoke a few weeks later on June 19th. From then on, the state of Washington celebrated the third Sunday in June as Father's Day. Children made special desserts, or visited their fathers if they lived apart.

States and organizations began lobbying Congress to declare an annual Father's Day. In 1916, President Woodrow Wilson approved of this idea, but it was not until 1924 when President Calvin Coolidge made it a national event to "establish more intimate relations between fathers and their children and to impress upon fathers the full measure of their obligations." Since then, fathers had been honored and recognized by their families throughout the country on the third Sunday in June.

### Language Points

#### 1. New Words

[B1] **wrap** *v.* to cover or surround sth with paper, cloth or other material (用纸、布或其他材料) 包, 裹  
*e.g.*

Susan wrapped the present carefully and tied it with a bright red ribbon.

Take the skirts to the sales clerk, and she will wrap them for you.

[B2] **ultimate** *adj.* most extreme or important because either the original or final, or the best or worst 最重要的  
*e.g.*

Of course the ultimate responsibility for the present conflict without doubt lies with the aggressor.

Among young people, this brand of designer clothing is the ultimate status symbol.

[C1] **pursue** *v.* to continue doing an activity or trying to achieve sth over a long period of time 追求, 继续进行  
*e.g.*

Linda said that she was tired of being pursued by crowds of journalists.

We should pursue every avenue in the search for an answer to this problem.

[B2] **passion** *n.* a very powerful feeling, for example of sexual attraction, love, hate, anger or other emotion 激情, 热情  
*e.g.*

It is a fact that football arouses a good deal of passion among its fans.

It was this passion for fast cars that led to John's untimely death at the age of 43.

[C1] **gene** *n.* a part of the DNA in a cell that controls the physical development, behavior, etc. of an individual plant or animal and is passed on from its parents 基因  
*e.g.*

It is impossible to say how much a person's behavior is predetermined by their genes.

Our personalities result from the complex interplay between our genes and our environment.

[B1] **involve** *v.* to include someone in sth, or to make them take part in or feel part of it 使参与, 牵涉  
*e.g.*

I prefer teaching methods that actively involve students in learning.





# Talking About Families

068

The new mayor is keen to involve the local community in his plans for the city.

[B1] **deserve** *v.* to have earned or to be given sth because of the way people have behaved or the qualities people have 值得

*e.g.*

The proposals that you have put forward deserve serious consideration.

A business as poorly managed as that one doesn't deserve to succeed.

## 2. Phrases and Expressions

**on one's own terms** according to one's own will 根据自己的主张

*e.g.*

If you want your children to be independent, you should let them do things on their own terms.

When John was a teenager, he made all his decisions on his own terms.

**in person** doing sth or going somewhere yourself 亲自, 本人

*e.g.*

If you can't be there in person, the next best thing is watching it on TV.

You must collect the mail in person and take along some form of identification.

**roll your eyes** to move your eyes upwards as a way of showing that you are annoyed or bored after sb has done or said sth (表示恼火或厌烦) 翻白眼

*e.g.*

Do you think it is right for you to roll your eyes at an adult?

Don't roll your eyes as a baby cries even if you are impatient.

## Teaching Suggestions

**Step 1** Ask the class *Do you send your father gifts on Father's Day?* Have students work in pairs or small groups to have a small talk.

**Step 2** Play the audio program and ask students to underline the gifts the father received from his daughters.

**Step 3** Have students read Text A again, asking:

*What is the father's regret?* (His father died before he graduated from college and work.)

*What are the genes of the family?* (Competitiveness, stubbornness and being philanthropic.)

*How does the father feel about his daughters?* (Proud.)

## Reference Translation

### 父亲写给女儿的一封信

亲爱的艾玛和乔治娜:

今天是父亲节,我写信来感谢你们送我礼物。

不是感谢多年来你们送我的那些包裹着的礼物——尽管我也很喜欢,尤其是那些手指画。真正的礼物是看着你们俩长大成人,这是送给父亲最好的礼物。

我有时候多么希望你们的祖父能看到我从大学毕业,步入社会。我想他一定会很骄傲,而这对我来说意义重大。我想我是多么幸运,能够看到你们步入社会,满怀激情追求自己的事业,设定目标并激励自己靠自身的努力去实现这些目标。我想,是争强好胜和坚韧不拔的基因在起作用。

你们给我的另一个礼物,是看到你们都参与慈善活动所给予我的快乐。我想不出一个更高贵或更值



## UNIT 3

069

得的追求。回馈是我从父母那里学到的东西——所以我猜，这也是基因的作用。

你们是智慧和坚强的女性，这归功于你们的妈妈。但有些优点你们没有继承，这一点我亦印象深刻。

我本应亲口告诉你们，但是考虑到你们会向我翻白眼便作罢了（又是遗传基因的缘故）。可我还是想让你们知道，作为你们的父亲，我深以你们为荣。

爱你们的老爸

### Comprehension Check

Answer the following questions according to the text.

1. The father wrote the letter to give thanks to his daughters for the gifts they sent him, to show his pride for their being helpful to the others.
2. No. Because the subjunctive mood is used in the sentence ("could have seen me graduate from college").
3. Competitiveness and stubbornness.
4. Smartness and strength.
5. They'd roll their eyes.



## Writing

(Open.)

### • Text B

#### Background Information

##### 1. Canberra

Canberra is the capital of Australia, in the southeast part of the country. Settled in 1824, it replaced Melbourne as the capital in 1908.

##### 2. Birth control

Birth control is the voluntary limiting of human reproduction, using such means as sexual abstinence, contraception, induced abortion, and surgical sterilization. It includes the spacing as well as the number of children in a family.

#### Language Points

##### 1. New Words

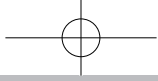
[B2] **adopt** *v.* to take someone else's child into one's home and legally become his/her parent 收养

*e.g.*

The couple has no children of their own, but they are hoping to adopt one.

Soon after Lily gave birth to a girl, she had the child adopted.

[B2] **policy** *n.* a set of ideas or a plan of what to do in particular situations that has been agreed to officially by a group of people, a business organization, a government or a political party 政策，方针



# Talking About Families

070

*e.g.*

They believe that Europe needs a common foreign and security policy.

The school has an enlightened policy of teaching boys to cook.

[B2] **response** *n.* an answer or reaction 回应, 反应

*e.g.*

The management have granted a ten percent pay rise in response to the union pressure.

The patient's responses are recorded on a sensitive piece of equipment which gives extremely accurate readings.

[B2] **concern** *n.* sth that is important to someone, or the fact of being important 关心的事

*e.g.*

The company's sole concern is to ensure the safety of its employees.

There's a matter of some concern that I have to discuss with you.

[B2] **economic** *adj.* relating to trade, industry and money 经济(上)的

*e.g.*

The country has been in a very poor economic state ever since the decline of its two major industries.

The government's economic policies have led us into the worst recession in years.

[B2] **consequence** *n.* a result of a particular action or situation, often one that is bad or not convenient (常指不好或不利的) 结果, 后果

*e.g.*

Not making a will can have serious consequences for your children and other family members.

I told the hairdresser to do what she wanted to my hair, and look at the consequences!

[B2] **cope** *v.* to deal successfully with a difficult situation (成功地) 对付, 应付, 处理

*e.g.*

It must be really hard to cope with three young children and a job.

Mark had so much pressure on him in his job that eventually he just couldn't cope.

[B1] **urgent** *adj.* needing attention very soon, especially before anything else, because important 紧急的, 急迫的

*e.g.*

The most urgent thing in a fire is to make sure everyone is out of the building.

Let's leave that matter aside for now and talk about the more urgent problem facing us.

[C1] **labor** *n.* workers, especially people who do practical work with their hands (尤指干体力活儿的) 工人, 劳工

*e.g.*

There has been some increase in the use of casual labor over recent years.

In modern times, farming has been mechanized, reducing the need for labor.

## 2. Phrases and Expressions

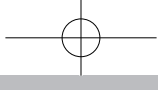
**start with** to begin with 开始

*e.g.*

Harry told us that he started with sketching and then progressed to painting.

The competition was started with the aim of encouraging young writers.

**cope with** to deal with 应付, 处理



## UNIT 3

071

*e.g.*

The teacher said that he found it difficult to cope with a class of disaffected teenagers.

The emergency services are working at full stretch today to cope with the accident.

**in response to** in answer or reaction to 对…做出反应

*e.g.*

The meeting was called in response to a request from Venezuela.

This can tell you how prices move in the short-term in response to information.

[B1] **take care of** to protect sb or sth and provide the things that the person or thing needs 照看，照料

*e.g.*

Take good care of that girl of yours, Patrick — she's very special.

You don't have to worry about me. I can take care of myself.

### Teaching Suggestions

**Step 1** Before students read Text B, have them look at the photos. Point to each photo and ask *How many children do they have?* (McCaughey family: 8; Rolling family: 8; Chinese family: 1.)

**Step 2** Play the audio program and ask students some comprehension questions:

*Where is each family from?* (The US, Australia, China.)

*How many sons do the McCaughey family have?* (Four.)

*How many daughters do the McCaughey family have?* (Four.)

*How many of the Rollings' children are adopted?* (Six.)

*Do people have large families in China today?* (No.)

*How many children do Chinese families usually have?* (One or two.)

### Language Note

*Septuplets* are seven babies born at the same time to the same mother. *Triplets* are three babies born at the same time to the same mother. There are also *quadruplets* (four), *quintuplets* (five), *sextuplets* (six), *octuplets* (eight).

### Reference Translation

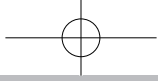
#### 大小不一的家庭

1997年11月18日，美国的博比·麦卡锡和肯尼·麦卡锡是一个孩子——女儿麦凯拉的幸福父母。第二天，他们有了八个孩子。博比生了七胞胎——三个女儿和四个儿子。刚开始的时候，他们的日子过得很艰难，住在一栋很小的房子里，需要大量的帮助。现在，情况有所好转。他们住进了大房子，孩子们也帮忙做些家务了。

澳大利亚堪培拉的巴里·罗林斯和朱莉娅·罗林斯开始只有两个女儿：阿莉克丝和布里奥尼。在随后的1991年至1998年间，他们又收养了六个孩子——五个儿子和一个女儿。巴里在第一次婚姻中还有四个成年子女。人们经常问他们：“你们现在有多少个孩子啊？”

朱莉娅答道：“我爱我的家庭和生活！”然后她会附上一句：“巴里喜欢做家务。”

大家庭是传统中国文化的一部分。他们喜欢早婚、早育和子孙满堂。中国人认为“多子多福”。但是20世纪80年代初为控制人口增长，中国实行了独生子女政策。一对夫妻一个孩子政策的出台，是出于



# Talking About Families

072

对持续快速的人口增长所造成的社会和经济负担的应对。2013年，中国宣布改革计划生育政策，即夫妻中有一方是独生子女的，可以生育二胎，以此来解决人口老龄化问题。从2016年开始，为了防止劳动力人口的急剧下降，所有的夫妻都可以生育二胎。

## Comprehension Check

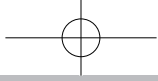
Read the text carefully and answer the questions below.

- One child.
  - Eight children.
  - Seven babies born at the same time to the same mother.
  - Yes.
- Before 1991.
  - Yes.
- Four.
  - No, she's his second wife.
  - Yes.
- No, they are getting smaller.
  - Large.
  - Yes.
- In early 1980s one child policy was established. Beginning from 2013, couples were allowed to have a second child if either parent is an only child, and after 2016, couples nationwide can have two children.
  - From 2016.
  - Yes.

## Critical Thinking

Based on the information in the reading, check the statements that are probably true. Think and explain.

- No, it is not true. Before November 19, 1997, the McCaugheys had one daughter, but on November 19, 1997, Bobbi McCaughey gave birth to septuplets including three more daughters. So they have four daughters instead of three.
- No, it is not true. According to Julia Rollings, Barry likes housework. So it can be inferred that Julia and Barry share the housework.
- Yes, it is probably true. In traditional Chinese culture, families were very large and as a result, there were many aunts, uncles and cousins.
- No, it is not true. Families in Chinese Mainland may be bigger than they were one or two decades ago, but still smaller compared with those before 1980s.
- Yes, it is probably true. It can cope with the aging population, grow the labor force, and care for and support the old in the family as well.



## UNIT 3

073



# Writing

### Reference Sample

The family is a smaller social unit. With the boom of industry and commerce, it is easy for young people to find jobs. Many of them get an income better than their parents. Thus, they are quite independent. It is now common for young people to form their own family, perhaps far away from their parents.

Changes in culture and ways of life present a widening generation gap. In some cases, the old and the young find it difficult to get along with each other. This also helps make the family smaller. In accordance with social changes towards modernization, the changing family is heading in the direction of simpler generation structure and greater mobility.



# Lesson 2

## Lead-in

### Interview: How Are You Alike?

#### A Complete the sentences. Circle the correct answers.

- |                  |          |                     |
|------------------|----------|---------------------|
| 1. train station | 2. fun   | 3. out of the house |
| 4. time          | 5. small |                     |

#### B Check each statement True (T) or False (F).

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

### Video Script

- Interviewer: How would you compare yourself with your sister? How are you alike and how are you different? For example, do you like the same kind of music or the same kind of foods?
- Chris: Well, we do look alike, but apart from that we're very different. She likes the arts, and I'm more interested in sports.
- Deepti: Well, I would say, first of all, that my sister is much better with money than I am. Um ... She, you know, she can save whereas I like to spend.
- Angelique: Me and my brother are quite different. I'm much more talkative and he's much more shy. But other than that, I mean, we grew up in the same house, we love the same food and we listen to the same music pretty much, and we like the same movies. Whenever I go back home, I always watch movies with him and stuff so ...
- Interviewer: In general, which do you think is better — a small family or a large family?
- Stephan: Speaking from personal experience, I would prefer to have a small family like I do. I feel that parents have more time to spend with their children. There's more funds for each child. At the same time I can see how a large family could be fun, having a lot of brothers and sisters and large family occasions.
- Interviewer: So what are the disadvantages of a big family?
- Vanessa: Um ... It's very hectic. It's very noisy. It's like a train station — there's always people going in and out. So you can never have time alone, and, you know, when I do want time alone, I'll have to go out, out of the house to jog, do something. So it's very, very crowded, noisy, in and out.



# UNIT 3

075



## Listening

### Part 1 Tell Me Something About Your Family.

Listen to the conversations. Read the questions. Then listen again and circle the letter of the correct answer.

1. A                      2. B                      3. B

#### Script

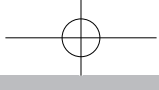
- Conversation 1**      M: Tell me something about your family, Ann.  
                             F: Sure. What do you want to know?  
                             M: Do you have any brothers or sisters?  
                             F: I have two brothers and two sisters.  
                             M: Five of you! That's a big family! Do they look like you?  
                             F: Not really.
- Conversation 2**      F: Tell me about your family, Steve. How many brothers and sisters do you have?  
                             M: I'm an only child.  
                             F: Really! I have three brothers and one sister! Are you married?  
                             M: No, I'm divorced.
- Conversation 3**      F: Are any of your brothers and sisters married?  
                             M: My brothers are all single, but my sisters are both married.  
                             F: Do you have any nieces or nephews?  
                             M: Yes, I do. One niece and one nephew. My sister Amy has a three-year-old son, and my sister Beth has a two-year-old daughter.

#### Teaching Suggestions

- Step 1**      Have students look at the photos and guess who Ann and Steve are.
- Step 2**      After students listen to the conversation twice, ask:  
                 *Do Ann's brothers and sisters look like her?* (No, they don't.)  
                 *Does Steve have a happy marriage?* (No, he's divorced.)  
                 *Are Peter's brothers married?* (No, they are single.)  
                 *How old is Peter's niece?* (Two years old.) *How old is Peter's nephew?* (Three years old.)
- Step 3**      Review answers as a class. Ask students to demonstrate the source of each answer in the conversation.
- Step 4**      Have students work in pairs or small groups and create a similar conversation to share their family information.

#### Corpus Note

Many English learners make the mistake of saying *I'm the only child.* instead of *I'm an only child.*



# Talking About Families

076

## Part 2 Marital Status and Relationships.

Listen to the conversations carefully. Then choose an appropriate word to complete each statement.

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

### Script

- Conversation 1**      F: Nice photos. Who are they?  
M: Well, that's my wife, Linda. And those are my in-laws.
- Conversation 2**      M: These two make a cute couple. Who are they?  
F: That's my aunt and her ex-husband.  
M: Her ex-husband?  
F: Yes, they divorced last year.  
M: Oh, that's too bad.
- Conversation 3**      F: Is that your sister?  
M: Yes, it is.  
F: She's very pretty. Is she married?  
M: Not yet.
- Conversation 4**      M: Are those your brothers?  
F: Actually, no. Those are my cousins. I don't have any brothers or sisters.
- Conversation 5**      F1: Eddie, I'd like you to meet my sister, Iris.  
F2: Nice to meet you, Eddie.  
M: Wow! Iris looks just like you! I mean exactly.  
F1: Didn't I tell you I had a twin sister?
- Conversation 6**      F: Is this your brother?  
M: Yes, that's my brother Jim.  
F: He looks like you. Is he married?  
M: Unfortunately, his wife died in an accident last year.  
F: Oh, I'm sorry to hear that.

### Teaching Suggestions

- Step 1**      Have students listen and ask them to take notes where necessary.
- Step 2**      Review the answers as a class. Ask students to demonstrate the source of each answer in the conversations. List the key words or phrases on the board.

### Language Note

When a person gets a divorce, the husband or wife is called an *ex-husband* or *ex-wife*. Two people who are going to be married are *engaged*. The man is the woman's fiancé, and the woman is the man's fiancée.



## UNIT 3

077

### Part 3 Families and Marriages.

#### • Passage 1 Similarities and Differences.

Fill in the blanks with the information you hear.

1. rock music
2. movies
3. similar clothes
4. look
5. alike
6. classical music
7. either

#### Script

Max is my best friend. We are alike in many ways. We both like rock music. He likes movies, and I do, too. We wear similar clothes, and people say we look alike. Some people even think we're twins!

As a matter of fact, I have a twin brother named Jack, but we look quite different. We enjoy different types of music: I like rock music, but he likes classical music. We are alike in some ways: He doesn't like jazz, and I don't appreciate it, either.

#### • Passage 2 American Marriages.

Listen and circle the right answer to each question.

1. C
2. B
3. A

#### Script

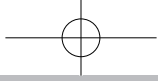
Most American people get married, but at the present time, fifty percent of American marriages end up in divorce. However, four out of five divorced people do not stay single. They get married a second time to new partners. Sociologists tell us that in the next century, most American people will marry three or four times in one lifetime. Why is that?

In modern society, people's lives don't stay the same for very long. Americans frequently change their jobs, their homes, and their circle of friends. So the person who was a good husband or wife ten years ago is sometimes not as good ten years later. After some years of marriage, a husband or wife can feel that their lives have become very different, and they don't share the same interests any more. For this reason, they will plan to stay married to one person for perhaps five or ten years, and then marry another.

#### • Passage 3 American Families.

Listen and try to get the main idea by answering the following questions.

1. They have equal rights in making a decision.
2. Children should be seen and not heard.
3. They are encouraged to do things independently at an early age.



# Talking About Families

078

## Script

In the American family, equal rights are often exercised between the husband and wife when they make a decision. Young couples today share both the household chores and care of the baby. The children also can have a say in family affairs when they are old enough. The old rule “children should be seen and not heard” is generally broken, and they are often allowed to do things independently. Parents do not interfere in what they wish to do, and children are encouraged to be independent at an early age.



## Speaking

### Teaching Suggestions

#### Conversation Model

- Step 1** After students read and listen, point to the man in the photo, asking:  
*Does he have any brothers or sisters?* (Yes, he does. He has a sister and a brother.)  
*What's his sister's occupation?* (She's a graphic designer.)  
*Where does she work?* (Panorama Designs.)  
*Does his brother work?* (No, he doesn't. He's a student.)
- Step 2** Ask students to underline questions in the conversation and indicate what kind of intonation they should use with them. (Both are information questions with falling intonation.)
- Step 3** Have students repeat each line chorally. Make sure students:
- actually imitate the intonation for *That's great!*
  - use the following stress pattern:

#### STRESS PATTERN

• — • • — • •

A: So what does your sister do?

— • — • • — • • — •

B: She's a graphic designer. She works at

— • — • • —

Panorama Designs.

— — — • • • — •

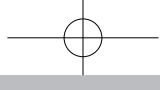
B: That's great! How about your brother?

— • • — • • • • — • — •

A: He doesn't have a job right now. He's a student.

#### Conversation Pair Work

- Step 1** Have students practice the conversation with someone whose family they already know something about.
- Step 2** Have students ask some other questions about the same family members, for example:  
*Where does your \_\_\_\_\_ live?*



## UNIT 3

079

When do you see your \_\_\_\_\_?

How many children does your \_\_\_\_\_ have?



# Reading

### Topic Preview

1. Rita is a daughter-in-law, a wife, a sister-in-law, and a mother.
2. Jane is a daughter, a sister, a sister-in-law, and an aunt.
3. Evan is a son, a brother, a nephew, and a grandson.
4. Mark is a father, a father-in-law, a husband, and a grandfather.

### • Text C

### Background Information

#### 1. Ang Lee

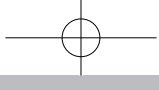
Ang Lee (李安) (born on October 23, 1954) is a Taiwan-born American film director, screenwriter and producer. Lee's earlier films, such as *The Wedding Banquet*, *Pushing Hands* and *Eat Drink Man Woman* explored the relationships and conflicts between tradition and modernity, Eastern and Western. Lee also deals with repressed, hidden emotions in many of his films, including *Crouching Tiger, Hidden Dragon*, *Hulk* and *Brokeback Mountain*. Lee's work is known for its emotional charge, which critics believe is responsible for his success in offsetting cultural barriers and achieving international recognition. Lee has won the Academy Award for Best Director twice: for *Brokeback Mountain* (2005) and for *Life of Pi* (2012). He also won the Academy Award for Best Foreign Language Film for *Crouching Tiger, Hidden Dragon* (2000). He is the first person of Asian descent to win an Oscar, Golden Globe and BAFTA for Best Director, and is the only director to win both the Golden Bear and Golden Lion multiple times.

#### 2. *Life of Pi*

*Life of Pi* is a Canadian fantasy adventure novel by Yann Martel published in 2001. The protagonist, Piscine Molitor "Pi" Patel, an Indian boy from Pondicherry, explores issues of spirituality and practicality from an early age. He survives 227 days after a shipwreck while stranded on a lifeboat in the Pacific Ocean with a Bengal tiger named Richard Parker.

The novel, which has sold more than ten million copies worldwide, was rejected by at least five London publishing houses before being accepted by Knopf Canada, which published it in September 2001. The UK edition won the Man Booker Prize for Fiction the following year. It was also chosen for CBC Radio's *Canada Reads* 2003, where it was championed by author Nancy Lee. The French translation, *L'Histoire de Pi*, was chosen in the French CBC version of the contest *Le combat des livres*, where it was championed by Louise Forestier. The novel won the 2003 Boeke Prize, a South African novel award. In 2004, it won the Asian/Pacific American Award for Literature in Best Adult Fiction for years 2001 – 2003. In 2012 it was adapted into a theatrical feature film directed by Ang Lee with a screenplay by David Magee.





# Talking About Families

080

## Language Points

### 1. New Words

[B2] **authority** *n.* the moral or legal right or ability to control 权力，权威

*e.g.*

The United Nations has exercised its authority to restore peace in the area.

The local police have been acting illegally and without authority from the council.

**repressed** *adj.* having emotions or desires that are not allowed to be expressed 压抑的，克制的

*e.g.*

Seeing that his beloved daughter suffered so much, George repressed a sudden desire to cry.

By pushing aside unpleasant thoughts they merely repress these thoughts.

[B2] **survive** *v.* to continue to live or exist, especially after coming close to dying or being destroyed or after being in a difficult or threatening situation 继续生存，存活

*e.g.*

The baby was born with a heart problem and only survived for a few hours.

Friendless and jobless, John wondered how he would survive the year ahead.

◆ **stately** *adj.* formal, slow and having a style and appearance that causes admiration 威严的

*e.g.*

The procession moved through the streets at a stately pace as usual.

Instead of moving at his usual stately pace, Bob was almost running.

▲ [C2] **pragmatic** *adj.* solving problems in a sensible way that suits the conditions that really exist now, rather than obeying fixed theories, ideas or rules 讲究实际的，重实效的

*e.g.*

In business, the pragmatic approach to problems is often more successful than an idealistic one.

My interest in computers and programming languages is very practical.

◆ **eschew** *v.* to avoid sth intentionally, or to give sth up 回避，避开

*e.g.*

We won't have discussions with this group unless they eschew violence.

One option is to eschew personal brand building in favor of building a community.

★ [B2] **respectable** *adj.* considered to be socially acceptable because of one's good character, appearance or behavior 体面的

*e.g.*

This part of the city has become quite respectable in the last ten years.

It's a perfectly respectable way to earn a living by writing for the newspapers.

[C1] **fulfil** *v.* to do sth that is expected, hoped for or promised, or to cause it to happen 实现

*e.g.*

At the age of 45, Cindy finally fulfilled her ambition to run a marathon.

Zoos fulfil an important function in the protection of rare species.

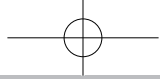
★ **obedient** *adj.* doing or willing to do, what one has been told to do by sth in authority 顺从的，听话的

*e.g.*

When Harry was little, he was very respectful at home and obedient to his parents.

Students are expected to be quiet and obedient in the classroom.

[B1] **issue** *n.* a subject or problem that people are thinking and talking about 问题，议题



# UNIT 3

081

*e.g.*

Staffing is still a relatively unimportant issue compared to other problems that we're encountering.

The party is divided over the issue of capital punishment at the meeting.

◆ [C2] **sibling** *n.* a brother or sister 兄, 弟, 姐, 妹

*e.g.*

There was great sibling competition between Peter and his brother.

Research identifies communication as an essential building block of strong marital, parent-child and sibling relationships.

[B2] **obey** *v.* to act according to what one has been asked or ordered to do by someone in authority, or to behave according to a rule, law or instruction 服从, 遵守

*e.g.*

Henry hated being in the army because he had to obey commands.

With careful training, a dog will obey its master completely.

[B2] **script** *n.* the words of a film, play, broadcast or speech 剧本

*e.g.*

Bruce Robinson has written the script for a number of successful movies.

It's a great idea for a show but the script lacks a little sparkle.

[C1] **accomplish** *v.* to finish sth successfully or to achieve sth 完成

*e.g.*

The students believe that they can accomplish the task in less than ten minutes.

New technology means that astronomers can accomplish in a single night what once took years.

[B2] **anxiety** *n.* an uncomfortable feeling of nervousness or worry about sth that is happening or might happen in the future 焦虑, 不安, 担心

*e.g.*

Children normally feel a lot of anxiety about their first day at school.

From a distance, Jack observed a look of anxiety on his brother's face.

[B1] **apart** *adv.* separated by a distance or by time (指空间或时间) 相隔, 相距

*e.g.*

I forget the exact age difference between Mark and his brother — they're two or three years apart.

On the playground, we were asked to stand in two lines three meters apart.

★ **graphic** *adj.* related to drawing or printing 绘画的, 书画的

*e.g.*

The exhibition traces the history of graphic design in America from the 19th century to the present.

When you send an e-mail you can also send a sound or graphic file as an attachment.

**artwork** *n.* paintings or sculptures which are of high quality 艺术作品

*e.g.*

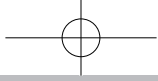
The museum contains 6,000 pieces contemporary and modern artwork.

It's a collection of tales and fables with beautiful Chinese artwork and music.

▲ **raft** *n.* a flat floating structure for traveling across water, often made of pieces of wood tied roughly together and moved along with a paddle 木筏

*e.g.*

We lashed together anything that would float to make a raft.



# Talking About Families

082

“Are you sure the raft is safe?” Sue asked anxiously. “Couldn’t be safer,” Max assured her confidently.

[B1] **imagination** *n.* the ability to form pictures in the mind 想象力

*e.g.*

Adam is one of those people with a very vivid imagination — every time he hears a noise he’s convinced it’s someone breaking in.

The American drive to land a man on the Moon captured the imagination of the whole world.

◆ **chopstick** *n.* one of a pair of narrow sticks that are used for eating East Asian food 筷子

*e.g.*

The chopstick is a miracle among the creations of Chinese food culture.

Although the staff and all the other diners were Asian, there wasn’t a chopstick in sight.

★ **detach** *v.* to separate or remove sth from sth else that it is connected to 使分离，使分开

*e.g.*

You can detach the hood if you prefer the coat without it.

Detach the lower part of the form from this letter and return it to the above address.

[C1] **innocence** *n.* lack of experience of life or of knowledge of the bad things in the world 天真

*e.g.*

In their innocence small children tend to believe everything they are told.

Susan has this apparent innocence which, I suspect, she uses to her advantage.

◆ **kiddie** *n.* a young child 小家伙，小孩

*e.g.*

Susan enjoys colorful “kiddie” snacks and dresses like a teenager or perhaps younger.

I saw the couple next door taking their kiddie for a walk.

**mature** *v.* to become more developed mentally and emotionally and behave in a responsible way 变成熟

*e.g.*

Humans take much longer time to mature than most other animals.

David wants to prove just how much he has matured both as a player and as a man.

**all-consuming** *adj.* taking almost all of one’s time and attention 耗时间或精力的

*e.g.*

Bob’s work in the restaurant became all-consuming in summer when many tourists came.

In his all-consuming pursuit of music, Harry has won many awards in competitions home and abroad.

[B1] **selfish** *adj.* someone who is selfish only thinks of their own advantage 自私的

*e.g.*

The judge told him, “Your attitude shows a selfish disregard for others.”

It is very selfish of Bob to just expect that Polly will do all the childcare.

**humankind** *n.* all people, considered as a group 人类

*e.g.*

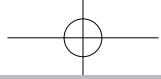
The animal-level love brings darkness, sadness, envy, jealousy, bad feelings and hell to humankind.

Environmental problems, whose nature is the existence of man, have been the common concern for humankind.

[C2] **bind** *v.* to unite people 使团结，使联合

*e.g.*

The things that bind them together are greater than their differences.



## UNIT 3

083

All 15 of the republics are in some ways loosening the ties that bind them to Moscow.

### 2. Phrases and Expressions

**be in sb's shadow** to always receive less attention than someone else 被（某人的）光彩所遮盖

*e.g.*

Susan complained that she had always been in her sister's shadow.

Although now a celebrity in her own right, actress Lynn Redgrave knows the difficulties of living in the shadow of her famous older sister.

[B2] **be exposed to** to make accessible to some influence 接触

*e.g.*

Jane's father is a pianist and she was exposed to classical music at an early age.

It is feared that people living near the power station may have been exposed to radiation.

**other than** in a negative sentence, used to mean "except"（用于否定句）除了

*e.g.*

There is nothing on TV tonight, other than the usual rubbish.

David called together all his employees and announced that the manager was none other than his son.

**have issues (with sb/sth)** to have disagreement with sb or sth（与...）有分歧

*e.g.*

All the people in the study had low self-esteem and had issues with their family members.

Anna has major issues with her employer and she has to resign.

[A2] **pick up** to collect, or to go and get, sb or sth 接（某人）

*e.g.*

When you're in town, could you pick up the guests and send them to my home?

Whose turn is it to pick the children up after school today?

[B1] **apart from** except for or not considering 除了，不算

*e.g.*

Tony works until 9 o'clock every evening, and that's quite apart from the work he does over the weekend.

Apart from you and me, I don't think there was anyone there under 30.

[B2] **go through** to experience a difficult or unpleasant situation 遭受，经历（苦难等）

*e.g.*

I have been going through a bad patch ever since the beginning of this month.

You'd think Harry's children would be more sympathetic towards him after all he has gone through.

[B2] **figure out** to finally understand sth or sb, or find the solution to a problem after a lot of thought  
弄懂，弄明白

*e.g.*

I find Harry really odd — I can't figure him out at all.

They spent 20 minutes figuring out how to open the box.

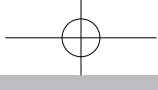
[B1] **be up to sth** to be doing sth 正在做（事情）

*e.g.*

I have no idea what my brother is up to recently.

Your father would be crazy if he knew what we were up to!

**drop out** not to do sth that one was going to do, or to stop doing sth before one has completely finished  
退出



# Talking About Families

084

*e.g.*

The young athlete dropped out of the race after two laps because of poor health.

We had a talk, and decided to drop out for your sake.

**step in** to become involved in a difficult situation or argument in order to help find a solution 介入

*e.g.*

An outside buyer has stepped in to save the company from going out of business.

When the leading actress broke her leg, Isabel stepped in and took over.

[B2] **believe in sth** to be confident that sth is effective and right 认为...有效或正确

*e.g.*

Many prominent researchers are now beginning to believe in the idea of a parallel universe and wormholes.

Tom told us that the tragedy made Cindy question everything she believed in.

## Sentence Paraphrasing

1. I was always living in his shadow. (Para. 1)

**Meaning:** *I was always living under his strong influence.*

2. I never really got to express myself ... (Para. 1)

**Meaning:** *I never told others what I thought.*

3. Now it's time for you to do something real. (Para. 1)

**Meaning:** *Now it's time for you to work in the field of a respectable profession.*

4. I didn't have many issues with her, ... (Para. 2)

**Meaning:** *I didn't have many disagreements with her.*

5. ... is the tiger mom ... (Para. 3)

**Meaning:** *... is a mother who makes her children work particularly hard and is strict with them so that they continually achieve academic success.*

6. ... my wife provided for the family ... (Para. 3)

**Meaning:** *... my wife was the one who earned money in the family.*

7. They always have the kiddie part inside them even though they have to face the facts of life and maturity. (Para. 5)

**Meaning:** *In some ways they are still childish even though they have to accept the reality of their life and accept that they have grown up.*

8. My work is all-consuming. (Para. 6)

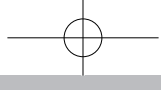
**Meaning:** *My work is so important to me that while I am working, I do nothing else.*

## Reference Translation

### 我的家庭观

李安

我的已故父亲李昇是一个传统的中国家长式人物，是中国传统父权社会的一名代表。我一直生活在父亲的阴影之下。我很害羞和温顺，从不叛逆。在艺术方面，我很克制。我从未真正表达自己的想法，除了每周一次看电影，没接触到什么艺术。但是我的父亲教我如何生存，如何成为有用的人。他是个威严、务实、刻板的人，是一所高中的校长，总是让我们四个孩子学习，一直学习。他希望我有一个受人尊敬的职业，最好是在一所大学任教。但是，我只想拍电影，所以从来没有实现他对我期望。即使我



## UNIT 3

085

成名后，他还会说：“现在该做些实事儿了”。

我的母亲杨思庄非常顺从父亲。我和她之间没有出现过什么矛盾，现在也没有：于我和我的三个兄弟姐妹来说，她都是一位好母亲。在我成长的年代，女性不受重视。生活在男权社会，我们所有人都争着取悦父亲。

当我有了自己的家庭时，我与父亲的做法不同，因为我不想让自己的儿子们再重覆我的经历，所以我采取了与父亲截然不同的教育方式：喜欢逗趣。我的妻子林惠嘉（珍妮），一位微生物学家，是我们家的虎妈，是家庭中的睿智之人。我像是家里的第三个孩子。珍妮制定了所有的家规，并且要求我们的两个儿子，李淳和李涵，去服从。在我开始做导演之前，我的妻子工作。我是幸运的，我的妻子养家糊口，并从未要求我工作。我接孩子放学、做饭，这样我就可以抽空写电影剧本。然而，大多数时候我都一事无成。家里人都很焦虑，因为我除了拍电影，对什么都不感兴趣。

我的孩子对我所做的事情很感兴趣。李涵擅长绘画，他想成为一名美工或者漫画小说家，但他经历了一个我也经历过的时期。在此期间，表面上他看起来十分慵懒。我弄不清楚他在做什么，于是我说：“给我画几张画”。在《少年派的奇幻漂流》拍摄期间，我们的一个概念艺术家退出了制作，于是我的儿子加入进来，为我们创作了一些很棒的艺术作品：他设计了派的救生筏。他23岁，但他仍然有孩子般的想象力，这对这部电影有利，因为他把一些筷子和环绑在一起，做了一个三角形的筏子。

我想我们都要长大，脱离父母，成为独立的个体，不管我们喜欢还是不喜欢。我们都有失去纯真的时刻，换言之，我们不愿长大。我们想保持童真并且我认为没有人真正长大了。他们在内心总会有童真的部分，尽管他们不得不去面对现实生活并走向成熟。

我的工作很耗费精力。多年来，我和我的家人已经习以为常了。当我工作时，我的家人已经不再觉得我是在独自做我自己的工作，他们认为我们是一起为观众甚至是人类做一些事情。此外，他们也有自己的生活。例如，李淳现在是一名演员。通过工作和生活，我已渐渐意识到家庭关系由两部分构成：与家人在一起的物理时间以及你相信可以把你们连接在一起的精神纽带。我的家人对我所做的深信不疑。我的艺术工作激励了我的家人，我想我的家人亦有此共识。

### Understanding the Organization of the Text

Read the text again and then complete the missing parts of the text outline.

1. introduction
2. traditional Chinese authority
3. respectable profession
4. shy and docile
5. four
6. fun-loving
7. *Life of Pi*
8. the audience or even for humankind

### Comprehension Check

Read the text carefully and answer the following questions.

1. Sheng Lee was quite traditional and old-fashioned. He was strict with the kids and hoped that they would be useful for the society. Ang Lee is just the opposite. He is quite liberal and fun-loving.
2. I don't think this is true. On the surface he was a docile son, but actually he was interested in film-making, which was against his father's will. And he became a father who is totally different from his own father.





# Talking About Families

086

3. As a housewife, Se-Tsung was a traditional woman who did not matter too much at home. Jane Lin is a career woman who used to be the only breadwinner for the family, and the children had to obey her rather than their father.
4. He treasures harmony in the family. Instead of being pragmatic and strict with the kids, like what his father used to be, Ang Lee is quite liberal with his sons and he influences them by insisting on his pursuit for filmmaking. He respects his sons' life choices. His family members share the physical time together and common beliefs. They have trust in him and he uplifts them with his work.



## Writing

### Reference Sample

My brother and I are quite different in some ways. He is a genius in drawing and sports, but I'm really poor in them. He is a very intelligent student and does everything well in school, but I always ignore my studies.

However, we are similar in some other ways. We are very tall and wear glasses. Both of us speak very quickly but in a soft voice. And we both love our parents!



## Extended Exercises

### Error Correction

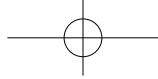
This part consists of one passage. In it there are altogether 8 mistakes, one in each numbered line. You may have to change a word, add a word or delete a word. If you change a word, cross it out and write the correct word in the corresponding blank. If you add a word, put an insertion mark (^) in the right place and write the missing word in the blank. If you delete a word, cross it out and put a slash (/) in the blank.

- |                      |                          |
|----------------------|--------------------------|
| 1. Other — Another   | 2. new — future          |
| 3. early — earlier   | 4. activity — activities |
| 5. them — themselves | 6. expecting — expected  |
| 7. ages ^ spend — to | 8. over — about          |

### Translation

Translate the following sentences into English.

1. If you want to learn English well, you have to be exposed to it.
2. Teenagers are going through the rebellious period.
3. I have never learned any foreign language other than English.
4. The manager went to the customer's home in person and apologized for the poor service.
5. Whenever his parents asked him to study, he would roll his eyes.



## UNIT

# 4

# Coping with Technology

### Unit Goals

- Suggest a brand or model
- Express frustration about a machine
- Describe the features of different kinds of machines or technologies
- Complain when things do not work
- Write about some kind of machines or technologies

# Lesson 1

## Lead-in

### Sitcom: Where Are the Tickets? Scene 1

#### A Complete each sentence with the name of the person.

1. Marie      2. Mr. Evans      3. Bob      4. Cheryl

#### B Check whether each statement is True (T) or False (F).

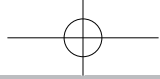
1. F      2. F      3. T      4. F      5. F

### Video Script

#### Scene 1

*In the office, Bob, Marie, and Cheryl wait impatiently for a slow printer to print out tickets.*

- Bob: Where are the tickets?  
Marie: They're printing. OK?  
Bob: Mr. Evans needs them right now! The client is coming in five minutes!  
Marie: This printer is driving me crazy. It's so slow.  
Bob: Try blowing on it.  
Marie: What? Really?  
Bob: Try it. Now tap the sides. Just try it. Now rub this side gently.  
Marie: Does this really work?  
Cheryl: Where are the tickets?  
Bob: They're printing. OK?  
Cheryl: Mr. Evans needs them now! The client is coming in four minutes!  
Bob: Easy there, Jackie Chan.  
Marie: We need a new printer. Aren't we getting a new printer?  
Cheryl: You're buying the new printer, aren't you?  
Bob: This is the new printer.  
Cheryl: This piece of junk is new?  
Bob: Well ... It's new ..., to us.  
Cheryl: This is an old printer?  
Bob: Just a little old.  
Marie: What kind is it? Is it a CompRight? Mr. Evans says always buy a CompRight.  
Bob: It's a Print-OK.  
Marie: A Print-OK?! What's a Print-OK?! (To Cheryl) Do you know that brand?  
Bob: It's a good brand and very ..., inexpensive.  
Cheryl: We need the tickets now. Do something!



## UNIT 4

089



# Listening

### Part 1 It's Just a Lemon!

Listen and check whether each statement is True (T), False (F), or Not Mentioned (NM).

1. T                      2. F                      3. NM                      4. F                      5. T

#### Script

F1: This printer's driving me crazy!

F2: What do you mean?

F1: It's not working again. It won't print.

F2: What's wrong with it?

F1: I don't know. It's just a lemon!

#### Teaching Suggestions

**Step 1** After students listen to the conversation, ask:

*Where are they?* (In an office.)

*What machine are they talking about?* (The printer.)

*What's the problem?* (It's not working. / It won't print.)

*Does the first woman know why it won't print?* (No.)

**Step 2** Have students listen again, and ask them to work in pairs to role-play the conversation.

#### Language Note

If something is called “a lemon”, it means that it has a lot of problems and doesn't work correctly. The term is usually used to describe a car or a piece of machinery.

### Part 2 What Are These Machines?

Listen and number the pictures.

3—6—5—2—4—1

#### Script

1. You use it to make copies of documents and pictures.

2. Wow! With this machine, you can create a three-dimensional object with less material.

3. I love it. It can cook a chicken in minutes!

4. It can access the Internet or Wi-Fi, and it is indeed a virtual assistant to people.

5. It is making a funny sound. Maybe I'll just go out with wet hair.

6. I'm thinking of buying it. I want to drink what I make!

# Coping with Technology

090

## Teaching Suggestions

- Step 1** Have students look at the machines in the photos. Ask volunteers to speak out their English names. If they make mistakes, correct them.
- Step 2** Have students listen to the audio program twice, ask them to write down the six statements.
- Step 3** Have students write similar sentences to define some electronic appliances, for example: *You use a sport watch to track your running time, distance, calories burned, pace, speed and heart rate.*

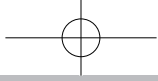
## Part 3 There's Something Wrong with the Machine.

Listen to the conversations about some machines that are not working properly. Then fill in the missing information in the chart.

Machine	What's Wrong?	What's the Speaker's Comment?
smart phone	1. <u>The touch screen won't work.</u>	
hair dryer	2. <u>It only blows cold air.</u>	3. <u>It's such a piece of junk.</u>
coffee maker	4. <u>It's broken.</u>	5. <u>What a lemon!</u>
microwave	6. <u>It just won't heat anything.</u>	7. <u>That's awful.</u>
photocopier		8. <u>It's a disaster.</u>
iRobot		9. <u>It's a piece of junk.</u>

## Script

- Conversation 1**
- M: Nancy, do you have a second to look at my phone?  
F: What's happening?  
M: The touch screen won't work.  
F: Just turn it off, and turn it on again.
- Conversation 2**
- F1: This hair dryer is such a piece of junk!  
F2: What's wrong?  
F1: It only blows cold air. My hair'll never dry!
- Conversation 3**
- M: I don't believe it.  
F: What's the matter?  
M: The coffee maker's broken.  
F: Again? What a lemon!  
M: You can say that again.
- Conversation 4**
- F1: What's wrong with the microwave?  
F2: I have no idea. Isn't it working?  
F1: No. It just won't heat anything.  
F2: That's awful. I wanted to make some soup.
- Conversation 5**
- M1: Why is all that paper on the floor?  
M2: It's from the photocopier.  
M1: You mean it's not working again?  
M2: It's a disaster.
- Conversation 6**
- M: That iRobot won't work.



## UNIT 4

091

- F: How old is it?  
M: About six months old.  
F: You're kidding.  
M: It's a piece of junk.

### Teaching Suggestions

- Step 1** After students listen for the first time, tell them to listen for what's wrong with the machine in each conversation.
- Step 2** After students listen for the second time, tell them to listen for what's the speaker's comment on the machine in each conversation.
- Step 3** Review answers as a class. Make sure that students write down their answers correctly both in spelling and grammar.
- Step 4** Ask the class *Have you ever had any trouble with your machine?* Have them work in pairs or small groups to create a similar conversation.

### Language Note

In spoken English, it is very common to delete *Do you* in yes/no questions, as in *Want to hear it?*

## Part 4 Describing Machines.

### • Passage 1 The Sleep Machine.

Listen to an advertisement for The Sleep Machine. Then answer the questions.

1. At home or when you travel.
2. Ten different sounds of nature such as those of birds, rain or the ocean.
3. It weighs 2 pounds (0.9kg).
4. Eight.

### Script

Sleep like a baby. The Sleep Machine helps you fall asleep. Listen to the sounds of nature. Listen to birds in the morning, rain, or the ocean. Choose from 10 different sounds.

It's portable. Use it at home. Use it when you travel. It weighs just 2 pounds (0.9 kg).

It's easy to use. Just press a button and choose a sound. Set the timer. Play for 30 minutes, for 2 hours, all night ... you choose!

It's convenient. The Sleep Machine uses 8 AA batteries.

It's guaranteed. Use The Sleep Machine for 30 days. We guarantee you will love it!

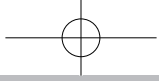
Call today to order.

### • Passage 2 What Is It?

Listen to the short passage and tell what the three machines are.

1. a microwave oven
2. a photocopier
3. a refrigerator / fridge





# Coping with Technology

092

## Script

You use this machine to cook food and heat beverages fast. This first model is from 1947. It weighs over 750 pounds (340 kg). Today's models weigh just 25 pounds (11.3 kg)!

You can find this machine in almost every office. This model is from 1886. To use it, you open a window and put the machine outside. On a cloudy day, it takes one hour to make one copy! Today, these machines make hundreds of copies in seconds. And you don't have to open a window!

This appliance is used to keep food cold. This 1916 model is called an "ice box", because you have to put big pieces of ice inside. Today's model has a different name, and you don't have to buy any ice!



## Speaking

### Teaching Suggestions

#### Conversation Model

**Step 1** Before students read and listen, ask some pre-listening questions:

*What do you see in the photo?* (Laptops, computers.)

*Where do you think the men are?* (In a store.)

After students read and listen, ask:

*What does Bob want to buy?* (A laptop.)

*What kind of laptop does Louis say is good?* (A Pell X340.)

*Does the Pell X340 cost a lot?* (No.)

**Step 2** Have students choose something they're interested in, such as movies, rock bands, artists or places to travel. Ask them to make a list and rate each item of their list as *pretty good*, *great*, *terrific* or *awesome*. Then walk around the classroom so that you can look at students' papers. Say *I'm looking for a [movie, a rock CD, etc.]. Any suggestions?*

**Step 3** Write *What are you doing here?* on the board. Explain that Louis is surprised to see Bob. Read the question with emphasis on *you*. Have students repeat.

**Step 4** Have students repeat each line chorally. Make sure students:

- use correct intonation on *Hey, Bob! Any suggestions? What about a Pell? Really?*

- use the following stress pattern:

#### STRESS PATTERN

• — • • — • •

A: So what does your sister do?

— • — • • — • • — •

B: She's a graphic designer. She works at

— • — • • —

Panorama Designs.

— — — • • • — •

B: That's great! How about your brother?

— • • — • • • • — • — •

A: He doesn't have a job right now. He's a student.



## UNIT 4

093

### Conversation Pair Work

- Step 1** To model the activity, have volunteers fill in the missing information in the conversation. For the last line of the conversation, students can say:  
*Yes. And it's [on sale / fast / small / inexpensive / great / terrific].*
- Step 2** Have students bring in electronics store ads. Students can use the ads — with actual brands, models and prices — to practice the conversation.



## Reading

### • Text A

#### Background Information

##### 1. AI

AI (Artificial intelligence, also machine intelligence, MI) is intelligence exhibited by machines, rather than humans or other animals (natural intelligence, NI). In computer science, the field of AI research defines itself as the study of “intelligent agents”: any device that perceives its environment and takes actions that maximize its chance of success at some goal. Colloquially, the term “artificial intelligence” is applied when a machine mimics “cognitive” functions that humans associate with other human minds, such as “learning” and “problem solving”.

##### 2. Big-data analysis

Big data is a term for data sets that are so large or complex that traditional data processing application software is inadequate to deal with them. Big data challenges include capturing data, data storage, data analysis, search, sharing, transfer, visualization, querying, updating and information privacy. Lately, the term “big data” tends to refer to the use of predictive analytics, user behavior analytics, or certain other advanced data analytics methods that extract value from data, and seldom to a particular size of data set.

##### 3. Deep learning

Deep learning (also known as deep structured learning or hierarchical learning) is part of a broader family of machine learning methods based on learning data representations, as opposed to task-specific algorithms. Learning can be supervised, partially supervised or unsupervised.

Deep learning architectures such as deep neural networks, deep belief networks and recurrent neural networks have been applied to fields including computer vision, speech recognition, natural language processing, audio recognition, social network filtering, machine translation and bioinformatics where they produced results comparable to and in some cases superior to human experts.

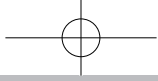
#### Language Points

##### 1. New words

**titan** *n.* a person who is very important, powerful, strong, big, clever, etc. 巨人, 巨子

*e.g.*

The country's two richest business titans do not get along well.



# Coping with Technology

094

The soft drink titans are struggling for control of the market.

[C1] **ranking** *n.* a rank or level in a competition 排名

*e.g.*

The tennis player was playing well above his world ranking of 30.

The two songs stay at the top of the ranking list together.

**tie-up** *n.* an agreement that joins two things or organizations 联合，合作

*e.g.*

The deal is expected to result in similar tie-ups between big media companies and telecommunications operators.

The deal is part of the expanding tie-up between the Korean and Japanese partners.

[C1] **release** *v.* to allow sth to be shown in public or to be available for use 公布，发布

*e.g.*

The mayor has released a statement explaining the reasons for his resignation.

The police have released a picture of the man they want to question.

**powerhouse** *n.* an organization with a lot of influence, power 权势集团

*e.g.*

The university is no longer the academic powerhouse that it once was.

China has been described as an emerging economic powerhouse.

**compatriot** *n.* a friend or sb you work with 伙伴

*e.g.*

Zhou Yang broke the women's 1000-meters record, beating the previous mark held by compatriot Wang Meng.

Bob believes that he and his compatriot students are the future leaders.

**outdo** *v.* to be, or do sth, better than sb else 胜过，超越

*e.g.*

Both sides have tried to outdo each other to show how tough they can be.

To win support, rivals try to outdo each other and better products and services emerge.

[B2] **steadily** *adv.* gradually 稳步地

*e.g.*

The nation's unemployment rate has been climbing steadily since last June.

Our educational reform has been steadily led onto the correct path.

★ [C1] **drastically** *adv.* greatly 巨大地

*e.g.*

We have managed to cut our costs quite drastically.

The supply of money in circulation was drastically reduced overnight.

[B2] **institution** *n.* a large and important organization, such as a university or bank (大学、银行等) 机构，团体

*e.g.*

Class size varies from one type of institution to another.

The government built a charitable institution for the education of young children.

## 2. Phrases and expressions

**beat out** to defeat someone or do better than them in a competition, sport or business 战胜



## UNIT 4

095

*e.g.*

Tom is such a good CEO that he helped his company beat out several rivals to win the contract.

The dog beat out 28 others from all around the world for the prize, which includes \$1,000 and a year's supply of dog food.

**net profit** the bottom line, which is calculated by subtracting a company's total expenses from total income 净利润

*e.g.*

The company's sales increased last year; accordingly, its net profit increased, too.

The company reported a 20% drop in net profit for its fiscal first quarter.

**aim to** plan to 计划, 打算

*e.g.*

The food company aims to reduce unit costs through extra sales.

These exercises aim to counteract the effects of stress and tension.

### Teaching Suggestions

**Step 1** Have students listen to Text A carefully.

**Step 2** Have students read Text A and then ask students the following questions:

*Which companies are the tech titans in the US?*

*What list did Massachusetts Institute of Technology release in June?*

*Who established iFlytek and when was it established?*

*How did iFlytek develop?*

*How did iFlytek improve the accuracy of voice recognition?*

*Who is iFlytek cooperating with?*

**Step 3** Have students work in small groups to talk about whether they think AI will be a daily necessity and the reasons why they think like that.

### Reference Translation

中国的科大讯飞公司跻身于人工智能语音识别的科技巨头之列

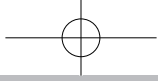
中国的科大讯飞公司凭借其出众的语音识别软件,吸引了全世界的目光。该公司已经跻身于某名校推出的“智能”公司排行榜的前列,并与美国IBM和英特尔等科技巨头形成合作伙伴关系。

麻省理工学院在六月推出了“2017年最智能公司”的排行榜,科大讯飞作为语音技术供应商位居第六名,甚至打败了同是来自中国的IT巨头腾讯控股、阿里巴巴集团控股有限公司和百度。该公司2016年净利润为4.844亿元(按当前汇率计算为7200万美元),销售额33.2亿元。

该公司的董事长刘庆峰在中国科技大学取得博士学位。1999年,刚刚26岁的他就创建了科大讯飞,立志超越美国语音识别业界领袖IBM和微软等公司。

从学生时代开始,刘庆峰在语音识别方面的研究能力就尤为突出。这一年轻的公司于2000年与华为科技建立了伙伴关系,一年后获得了计算机巨头联想集团投资部门的注资,此后一直稳步增长。

近年来,科大讯飞采用了大数据分析和所谓的深度学习等技术,极大提高了语音识别的准确性。在一次基于语音的翻译技术国际竞赛中,该公司力拔头筹;其技术已经在中国主要金融机构的语音服务中得到了广泛应用。同时,科大讯飞也吸引了外方的关注,与长期的竞争对手IBM一直保持着伙伴关系,与芯片制造商英特尔就深度学习研究开展合作。



# Coping with Technology

096

## Comprehension Check

Based on the information in the text, check whether the statements that are True (T) or False (F). Correct the statements that are false.

1. F IBM and Microsoft excel at voice-recognition software development.
2. F iFlytek was No. 6 in the Massachusetts Institute of Technology's "Smartest Companies 2017" list released in June, beating out even powerhouse IT compatriots Tencent Holdings, Alibaba Group Holding and Baidu.
3. F Liu Qingfeng took doctorate studies at the University of Science and Technology of China.
4. F iFlytek won funding from the investment arm of computer giant Lenovo Group.
5. T

## Critical Thinking

Based on the information in the text, do you agree with the following statements? Think and explain.

1. No, it is not true. iFlytek nears the top of a noted university's ranking of "smart" companies and forms tie-ups with the likes of US tech titans IBM and Intel.
2. No, it is not true. In recent years, the company has used techniques such as big-data analysis and so-called deep learning to drastically improve the accuracy of voice recognition.

## • Text B

### Background Information

#### 1. Social networking

A social networking service is a platform to build social networks or social relations among people who share similar personal and career interests, activities, backgrounds or real-life connections. Most social networking services are web-based and provide means for users to interact over the Internet, such as e-mail and instant messaging. Social networking sites are varied and they incorporate new information and communication tools such as mobile connectivity, photo/video/sharing and blogging.

#### 2. Instant messaging

Instant messaging (IM) is a type of online chat which offers real-time text transmission over the Internet. Short messages are typically transmitted bi-directionally between two parties, when each user chooses to complete a thought and select "send". Some IM applications can use push technology to provide real-time text, which transmits messages character by character, as they are composed. More advanced instant messaging can add file transfer, clickable hyperlinks, Voice over IP or video chat.

## Language Points

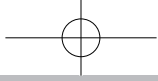
### 1. New Words

**utilize** *v.* to use sth in an effective way 利用

*e.g.*

The vitamins come in a form that is easily utilized by the body.

Sound engineers utilize a range of techniques to enhance the quality of the recordings.



## UNIT 4

097

[C1] **operation** *n.* the fact of operating or being active 运作

*e.g.*

There are several reactors of the type in operation at the moment.

We expect the new system for assessing claims to come into operation early next year.

[B2] **maintain** *v.* to continue to have, to keep in existence, or not allow to become less 保持

*e.g.*

The army has been brought in to maintain order in the region.

Despite living in different countries, the two families have maintained close links.

[B2] **accessible** *adj.* able to be reached or easily got 可进入的, 可接近的

*e.g.*

The resort is easily accessible by road, rail and air.

The problem with some of these drugs is that they are so very accessible.

[B1] **employee** *n.* someone who is paid to work for someone else 受雇者, 雇员

*e.g.*

She's a former state employee of the state.

The number of employees in the company has trebled over the past decade.

[B2] **campus** *n.* the buildings of a college or university and the land that surrounds them (大学) 校园, 校区

*e.g.*

There's accommodation for about five hundred students on campus.

I'm going to live off campus if I can find somewhere cheap enough.

[B2] **presence** *n.* the fact of being in a particular place or thing 出现, 存在

*e.g.*

He said they were opposed to the presence of alien forces in the region.

He stopped at the door, waiting in vain for her to acknowledge his presence.

◆ **assailant** *n.* a person who attacks another person 攻击者

*e.g.*

He caught up a stick and struck out his assailant.

An assailant killed a teacher at a school in the western German city of Ludwigshafen.

[B2] **beneficial** *adj.* helpful, useful or good 有益的, 有用的

*e.g.*

A stay in the country will be beneficial to his health.

The improvement in sales figures had a beneficial effect on the company as a whole.

[C2] **awkward** *adj.* embarrassed or nervous 尴尬的

*e.g.*

I always feel awkward when I'm with Chris — he's so difficult to talk to.

He seemed a little awkward when I first met him.

★ **mediate** *v.* to talk to two separate people or groups involved in a disagreement to try to help them to agree or find a solution to their problems 调解, 调停

*e.g.*

Negotiators were called in to mediate between the two sides.

The two envoys have succeeded in mediating an end to the war.





# Coping with Technology

098

**forum** *n.* a place on the Internet where people can leave messages or discuss particular subjects with other people at the same time (因特网上的) 论坛

*e.g.*

Discussion forums are a way of contacting people with similar interests from all over the world.

This new network will combine forum, data center, e-commerce platform and Ad system together.

▲ [C2] **wield** *v.* to have a lot of influence or power over other people 运用(权力), 施加(影响)

*e.g.*

He still wields enormous influence in politics.

He remains chairman, but wields little power at the company.

[B2] **statement** *n.* the act of stating or expressing sth in words (文字) 陈述, 表述

*e.g.*

The following recipe is a statement of another kind — food is fun!

“Things are moving ahead.” — I found that statement vague and unclear.

[C1] **instance** *n.* a particular situation, event or fact, especially an example of sth that happens generally 实例

*e.g.*

There have been several instances of violence at the school.

I don't usually side with the management, but in this instance I agree with what they're saying.

[C2] **relieve** *v.* to make an unpleasant feeling, such as pain or worry, less strong 缓解, 减轻, 解除(疼痛或担忧)

*e.g.*

She was given a shot of morphine to relieve the pain.

She relieved her boredom at home by learning how to type.

[B2] **profile** *n.* a short description of someone's life, work, character, etc. 人物简介

*e.g.*

A newspaper published profiles of the candidates' wives.

The newspaper publishes a profile of a leading sportsman every week.

◆ **heartbreak** *n.* feelings of great sadness or disappointment 心碎, 伤心

*e.g.*

The kidnapping has caused the family months of heartbreak and suffering.

Recent events had obviously been a heartbreak for him.

## 2. Phrases and Expressions

**in case of** in the situation of sth 在...情况下

*e.g.*

The law will apply equally to men and women except in the case of maternity leave.

In case of an error, this function returns an empty array to the caller.

**give notice to** to inform of 通知

*e.g.*

We shall give them notice to hand in the application before Friday.

The Employer shall give notice to the Contractor of each agreement or determination.

**take actions to** to take steps to 采取行动



## UNIT 4

099

*e.g.*

We encourage both sides to take actions to achieve the goal that they both seek.

Legitimate companies may not be perfect, but most take actions to be upstanding corporate citizens.

**be involved with** to be closely related to 与...有密切关系

*e.g.*

David has shown a real hunger to be involved with the project.

It was his reputation that first led him to be involved with violence.

### Teaching Suggestions

- Step 1** Before listening and reading Text B, ask students what devices they usually use in their daily communication and whether they think technology can facilitate people's daily communication.
- Step 2** After students read and listen, check comprehension, asking:  
*What are the examples of electronic communication technology?* (Faxes, text messages, email, and social networking websites.)  
*How can people communicate even if they are in different countries?* (Through email, instant messaging, and social networking websites.)  
*How can mass communication benefit people?* (Organization can use mass communication to share information with a large number of people.)  
*Why is computer-mediated communication a help to people who are socially awkward?* (Because computer-mediated communication can give them more control on thinking about the consequences before speaking.)  
*How can dating websites benefit people who want to form a relationship?* (Date websites allow users to view the profiles of potential dates in order to save them from frustration or wasting time.)
- Step 3** Ask students to read text B again and underline the parts which describe the features of communication technology. Then use a few words or phrases to summarize those features.

### Reference Translation

#### 通信技术的益处

通信技术使沟通变得更方便、更容易。传真、短信、电子邮件和社交网站都是电子通信技术的实例。组织机构采用电子通信来进行日常运作，而个人则利用通信技术来构建、维护和强化他们的社交生活。

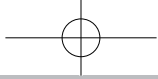
#### 便捷性和距离

远距离通信现在不仅已成为可能，而且更加方便和便捷。通过电子邮件、即时消息和社交网站，我们可以轻而易举地与身处其他城市、州和国家的人进行及时沟通。

#### 大众通信

学校和企业等组织机构，利用电子通信与大众共享信息。企业可以群发电子邮件给员工，就规则的变化和重要会议进行通知。许多学术机构利用大众通信方式保持校园消息畅通。

在火灾或武装袭击等紧急情况下，大众通信可以快速发布足够的提醒，让人们采取必要的行动，以保安全。



# Coping with Technology

100

## 社交和友谊

以计算机为媒介的通信对社交有益。对那些社交时感到尴尬的人来说，计算机为媒介的通信，如网上论坛和聊天室，有助于营造一个更令人满意的社交生活环境。例如，有的人不会处理人际关系，因为他说话之前总想着后果，通过网络通信他会更收放自如一些。在发布帖子之前，他／她可以进行回读，以减少出错时的尴尬。

## 约会

通信技术还有其他益处。例如，约会网站的用户可以事先查看约会对象的简历，确定谁与自己最般配，这样既可以减轻约会带来的沮丧，也可以节省彼此的时间，避免心碎。

### Comprehension Check

According to the text, which words and expressions are used to describe the features of communication technology?

convenient; accessible; massively-used; socially beneficial



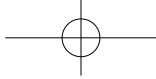
## Writing

### Reference Sample

Everyone is born with fat feet, but as we grow older, we lose that fatty tissue. That's why your feet get tired and sore.

Our newest Air-Pille Insoles help take the place of that fatty tissue. They're soft, so you'll feel the comfortable difference with every step. They're thin, so slip into your shoes without bunching and binding. And they help keep your feet cooler and drier.

The older your feet get, the more you have to baby them. Take one pair and have a try!



# Lesson 2

## Lead-in

### Sitcom: Where Are the Tickets? Scene 2

**A** Read what Paul says to Cheryl. Then circle her response.

1. B                      2. B                      3. A

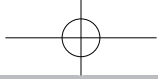
**B** Complete the sentences with words from the right box.

1. printer              2. machines              3. laptop              4. cell phone

### Video Script

*Paul enters the office and tries to help with the printer.*

Paul: Where are the tickets?  
Cheryl: They're printing. OK?  
Paul: The client is coming up in one minute.  
Cheryl: The printer's a little slow today.  
Paul: Can I help?  
Cheryl: Stop!  
Paul: What?  
Cheryl: Don't come near this printer.  
Paul: What's the problem?  
Bob: You know machines don't work when you're around.  
Paul: That's not true.  
Cheryl: Is your laptop working?  
Paul: No, it won't turn on.  
Cheryl: Is your cell phone working?  
Paul: No, it's a lemon.  
Cheryl: Is your PDA working?  
Paul: No, but ...  
Cheryl: Stay away!  
Paul: Come on!  
Cheryl: Paul. We need these tickets right away. We're printing the last ticket. Please. Do not come near this printer.  
Paul: The printer won't stop working just because ...  
Cheryl, Bob: Argh!  
Paul: What?!  
Mr. Evans: The client is here! Where are the tickets?



# Coping with Technology

102

- Cheryl: Right here, sir.  
Mr. Evans: Thank you. There are only nine. Where's the last one?  
Bob: Right here, sir.  
Mr. Evans: Thank you. What?  
Cheryl: The printer isn't working.  
Paul: What?!
- Mr. Evans: Go across the hall to Mr. Lee's office. Ask to print one ticket on his printer. (To Paul) Not you. You're sitting here until all the tickets are printed.

## Listening

### Part 1 Here Comes the Radio Ads.

Listen to the radio ads carefully. Then listen again and check the adjectives.

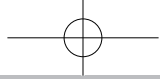
1. portable; popular
2. convenient; portable
3. convenient; guaranteed

#### Script

- Advertisement 1** Having trouble sleeping? Thinking about taking sleeping pills? Try *The Sleeper*! Our portable CD player plays relaxing sounds of nature to help you fall asleep. But you'll have to move fast! This popular gadget is on everybody's gift list for the holidays.
- Advertisement 2** Are you considering air conditioning your home or office? Stop! Before spending all that money, ask to see *Cool as a Cucumber*, the amazing portable air conditioner you WEAR! Yes, you heard right. You wear *Cool as a Cucumber* around your neck. And it's so small you can take it anywhere — to the beach, to the office, even on the bus! So stay cool with *Cool as a Cucumber*.
- Advertisement 3** Be the first person in your school or office to have *The Scribbler*! The world's first electric pencil. Just plug *The Scribbler* into any outlet and start writing: notes, ideas, plans, memos. Makes writing so easy and fast, you'll save hours every day! And it's guaranteed for a full year. If you don't love your *Scribbler*, we'll give you your money back!

#### Teaching Suggestions

- Step 1** Tell students to listen for the adjectives *convenient*, *popular*, *portable*, and *guaranteed*. Ask students to also listen for words that mean the same thing, such as *easy and fast*, *light and small*.
- Step 2** Write the following questions on the board:  
*Is [Name of Product] a good product? Would you like to have one? Why? / Why not?*
- Step 3** Have students listen to the radio ads again. Students ask and answer the above questions in pairs or small groups.



## UNIT 4

103

### Part 2 Front Desk, Can I Help You?

Listen to the conversations between hotel guests and the front desk. Then listen again and try to get the room numbers and the complaints.

- |                              |         |
|------------------------------|---------|
| 1. 732                       | 2. 1417 |
| 3. won't shut/turn off       | 4. 608  |
| 5. The fridge isn't working. | 6. 406  |
| 7. The window won't close.   |         |

#### Script

##### Conversation 1

F: Front desk.  
M: This is Mr. Lee. There's a serious problem with my room.  
F: I'm sorry to hear that. What is it?  
M: It's the toilet. It won't stop flushing.  
F: It won't STOP flushing?  
M: Yes, that's right. And it's making a lot of noise.  
F: What room are you in?  
M: Uh ... 203.

##### Conversation 2

M: Front desk. This is Ahmed.  
F: Yes. This is Mrs. Johnson in 732. I have an emergency.  
M: What kind of emergency?  
F: It's the sink in the bathroom. It's clogged and there's water all over the floor.  
M: Don't worry, Mrs. Johnson. I'll send a plumber right away.

##### Conversation 3

M1: Front desk. How can I help you?  
M2: This is Mr. Prentice in room 1417. I have a problem.  
M1: Yes, Mr. Prentice. What seems to be the problem?  
M2: It's the air-conditioning. It's freezing in here.  
M1: Have you tried shutting it off?  
M2: Of course. That's why I'm calling you.

##### Conversation 4

F1: Front desk. Marlene speaking. How may I direct your call?  
F2: This is Ms. Rios in room 608.  
F1: Excuse me. What room did you say you were in?  
F2: 608.  
F1: Certainly. How can I help you?  
F2: There's a problem with my fridge.  
F1: Not working?  
F2: Yes, that's right. Everything's warm.  
F1: I'm sorry. I'll have someone look at it right away.

##### Conversation 5

F: Front desk. How can I help you?  
M: This is Mr. Carlson. There are problems with my room.  
F: I'm sorry to hear that. What sort of problems?  
M: It's the window. It won't close.  
F: It won't close?





# Coping with Technology

104

- M: Yes, that's right. It's very cold in here!
- F: Don't worry, Mr. Carlson, I'll send a repairman right away. What room are you in?
- M: Room 406.

## Teaching Suggestions

- Step 1** Have students label *the window, the air conditioner, the fridge, the toilet, and the sink* in each picture.
- Step 2** Tell students to listen for the problem and the room number.
- Step 3** Review the answers as a class. Make sure that students write down their answers correctly both in spelling and grammar.
- Step 4** Ask the class *Did you ever have any trouble when you stayed at a hotel?* Have them work in pairs or small groups to create a similar conversation.

## Language Note

*The air conditioning* is the system that makes the air in a room cool. The machine or piece of equipment that creates air conditioning is called *an air conditioner*. *Fridge* is an abbreviation for *refrigerator*.

## Part 3

### • Passage 1 A Busy Monday Morning.

Fill in the blanks with the information you hear.

- |  |                     |
|--|---------------------|
| 1. answering her e-mail; sales meeting | 2. airplane tickets |
| 3. copies of a report                  | 4. break room       |

## Script

It's a busy Monday morning at the office of Techco Inc. The company president, Ms. Cline, is answering her e-mail. She is leaving tomorrow morning. She is going to Brazil for a sales meeting. Her assistant, Frank, is talking on the phone right now. He is buying Ms. Cline's airplane tickets. Jim, a sales manager, is using the photocopier and the fax machine. He is making copies of a report for the meeting and sending a fax to Ms. Cline's hotel. Jeff and Aliza also work for Techco. They are cleaning the break room and making coffee.

### • Passage 2 A Language Chip.

Listen and circle the right answer to each question.

- |      |      |      |
|------|------|------|
| 1. B | 2. C | 3. C |
|------|------|------|

## Script

A language chip will make Chinese people fluent in any foreign language and facilitate free communication and exchanges of latest science and technology developments around the world. Modernization needs it, so do regular business operations, cultural and educational exchanges. It will probably help real Chinese writers to win the Nobel prizes too and we want Oscars too.

A language chip will make language tests meaningless, a first step towards a test-free educational system. Children will be happier and adults more willing to devote themselves to their professions.



## UNIT 4

105

Are you still hesitating about buying my language chip? Cut this piece of article and you will get a 10% off with it!

### • Passage 3 You've Got a Mail!

Listen and try to get the main idea by answering the following questions.

1. Three times.
2. He was very puzzled.
3. Her computer kept reminding her that she had got a mail.
4. Susan confused ordinary mail with e-mail.

#### Script

Jack was working in his garden when his neighbor, Susan came out of the house and went straight to the mailbox. She opened it, looked inside, shut it, and went back into her house.

A little later she came out of her house again, went to the mailbox, opened it, and shut it again. She went back into the house, looking angry. A minute later, she was out again. She came up to the mailbox, opened it and then closed it harder than ever.

Jack was very puzzled by her actions, and asked her, "Is there something wrong?" Susan replied, "There certainly is! My stupid computer keeps telling me 'You've got a mail'!"



## Speaking

### Teaching Suggestions

#### Conversation Model

**Step 1** Before students read and listen, ask questions about the picture. Ask *What are they doing?* (They're talking on the phone.). Point to the man on the left and ask *What does he have?* (A CD player.) *Does he look happy?* (No, he doesn't.)

After students read and listen, ask:

*What's wrong with Ed's CD player?* (It's not working.)

*What brand is his CD player?* (Tunebox.)

*Is Tunebox a good brand?* (No, it's not.)

**Step 2** Point out that:

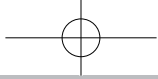
- *terrible* and *awful* both mean very bad.

- *a piece of junk* and *a lemon* are both words to describe something that's not useful. *A piece of junk* is usually bad because it's old or very inexpensive. *A lemon* can be a new machine or a good brand, but it breaks a lot.

- *pretty bad* is not as strong as the other negative descriptions.

Have students talk about any bad machines or electronics they have, for example: *I have a car. It's a Monsoon Sport. It's ten years old. It's a piece of junk.*

**Step 3** Walk around and greet several students. Say *Hello* (with falling intonation) and shake hands. Then act out picking up a telephone receiver and model the rising intonation of *Hello?* Have students



# Coping with Technology

106

practice the different intonation of *Hello?* to answer the phone and *Hello* to greet someone.

**Step 4** Have students repeat each line chorally. Make sure they:

- use falling intonation in *How's it going?* and *What brand is it?*
- accurately imitate the intonation of *It's driving me crazy!* *I'm sorry to hear that.* and *It's awful.*
- use the following stress pattern:

## STRESS PATTERN

• —

A: Hello?

— — — • — •

B: Hi, Ed. How's it going?

— — • • — • • — •

Fine, thanks. But my C-D player's not working.

• — • • — •

It's driving me crazy!

• — • • — • • — • •

B: I'm sorry to hear that. What brand is it?

• — • • — •

A: A Tunebox. It's awful.

## Conversation Pair Work

**Step 1** Have students talk about machines with the vocabulary learned in the lesson. Encourage them to use actual brand names.

**Step 2** As students practice, circulate and listen. Make sure A uses 's when he or she says *But my [machine]'s not working.*



## Reading

### Topic Preview

Look at the ads from a shopping catalog. Then check True (T), False (F) or Not Mentioned (NM) based on the information given in the catalog.

1. NM      2. F      3. F      4. T

### • Text C

### Language Points

#### 1. New Words

**crinkly** *adj.* having wrinkles or waves 起皱的, 卷缩的

*e.g.*

Mary's jacket was made of crinkly material.

She is a woman with curly hair, crinkly skin, and expressive features.



## UNIT 4

107

▲ [B2] **attic** *n.* the space or room at the top of a building, under the roof, often used for storing things  
阁楼

*e.g.*

I've got boxes of old clothes in the attic.

While cleaning the attic yesterday, I came across an old photograph of my mother.

[B2] **mechanical** *adj.* operated by a machine, or connected with machines or their parts 机械的

*e.g.*

The company produces mechanical parts for airplane engines.

The plane appeared to have crashed because of a mechanical problem.

[B2] **wire** *n.* (a piece of) thin metal thread with a layer of plastic around it, used for carrying electric current 电线

*e.g.*

Someone had cut the phone wires.

Don't touch those wires whatever you do.

★ [C2] **slot** *n.* a long, narrow hole, especially one for putting coins into or for fitting a separate piece into  
(尤指) 投币口, 狭槽

*e.g.*

The holder has slots for 100 CDs.

I put my money in the slot and pressed the button but nothing came out.

[B2] **punch** *n.* a piece of equipment that cuts holes in a material by pushing a piece of metal through it  
打孔器

*e.g.*

Have you seen the hole punch anywhere?

Make two holes with a hole punch.

[B2] **code** *n.* a system of words, letters, or signs used to represent a message in secret form, or a system of numbers, letters, or signals used to represent sth in a shorter or more convenient form 代码

*e.g.*

The message was written in code.

Each entry in this dictionary has a grammar code.

[B2] **calculate** *v.* to judge the number or amount of sth by using the information that someone already has, and adding, taking away, multiplying, or dividing numbers 算, 计算

*e.g.*

The new tax system would be calculated on the value of property owned by an individual.

The cost of the damage caused by the recent storms has been calculated as over £5 million.

[C2] **pat** *v.* to touch sb or sth gently and usually repeatedly with the hand flat 轻拍, 轻打

*e.g.*

He patted my head/patted me on the head affectionately.

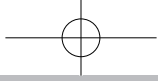
I bent down to pat the little puppy.

[B2] **gear** *v.* to adjust or adapt sth 调整, 改造

*e.g.*

Colleges are not always geared to the needs of mature students.

My training was geared towards winning gold in Munich.



# Coping with Technology

108

[B2] **satisfactory** *adj.* good or good enough for a particular need or purpose 令人满意的

*e.g.*

The teachers seem to think his work is satisfactory.

We hope very much to find a satisfactory solution to the problem.

[C2] **superior** *adj.* of or characteristic of high rank or importance 有优越感的，高傲的

*e.g.*

I can't stand Amanda — she's so superior.

You can stand there and feel superior as you point and laugh at them.

**loftily** *adv.* in a proud and rather unpleasant manner, often in a way that suggests someone thinks himself/herself is very important 高傲地

*e.g.*

"We supply financial information to selected clients," Crook said loftily.

When I asked for help, he just smiled loftily and turned away.

[C2] **dispute** *v.* to argue or disagree strongly with sb about sth, especially about who owns sth 争辩

*e.g.*

They have been disputing the ownership of the fleet.

The circumstances of her death have been hotly disputed.

[B2] **adjust** *v.* to change sth slightly, especially to make it more correct, effective or suitable (尤指为了使某物更正确、有效或合适而) 调整，调节

*e.g.*

If the chair is too high you can adjust it to suit you.

As a teacher you have to adjust your methods to suit the needs of slower children.

**nonchalantly** *adv.* in a calm manner, often in a way that suggests someone is not interested or does not care 漠不关心地，无动于衷地

*e.g.*

The tall girl shrugged nonchalantly and turned away.

As usual, Jack smiled nonchalantly and remained silent.

[B2] **whistle** *v.* to make a high sound by forcing air through a small hole or passage, especially through the lips, or through a special device held to the lips 吹哨子

*e.g.*

He whistled as he worked.

When she wore a skirt the men on the building site would whistle at her.

★ **tuck** *v.* to put sth into a safe or convenient place 把...塞入

*e.g.*

She had a doll tucked under her arm.

Tuck your gloves in your pocket so that you don't lose them.

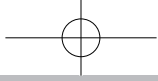
[C2] **fraction** *n.* a number that results from dividing one whole number by another 分数

*e.g.*

How would you express 25% as a fraction, children?

1/4 and 0.25 are different ways of representing the same fraction.

[B1] **neighborhood** *n.* the area of a town that surrounds someone's home, or the people who live in this area 街坊，四邻



## UNIT 4

109

*e.g.*

There were lots of kids in my neighborhood when I was growing up.

They live in a friendly neighborhood.

### 2. Phrases and Expressions

**be through with ...** to finish 完成，结束

*e.g.*

When will you be through with your work?

I'll come along as soon as I'm through with my household chores.

**take ... apart** to divide into pieces 拆开

*e.g.*

When the clock stopped, he took it apart, found what was wrong, and put the whole thing together again.

My little son likes to take apart his toy cars.

**blank out** to intentionally cover over sth that is written so that it cannot be read 抹去

*e.g.*

Some of the names in the report have been blanked out.

There may be a traumatic incident in your past that you have blanked out.

**adjust to** to change sth slightly, especially to make it more correct, effective, or suitable 调整，调节

*e.g.*

We must adjust to the bad economic situation.

It took him much time to adjust to company rules.

**light up** to make lighter or brighter 照亮，亮起来

*e.g.*

Many shooting stars light up the sky.

The keypad lights up when you pick up the handset.

### Sentence Paraphrasing

1. When you're through with the book, you just throw it away, ... (Para. 3)

**Meaning:** *After you finish reading the book, you simply throw it away, ...*

2. ..., and the mechanical teacher calculated the mark in no time. (Para. 10)

**Meaning:** *..., and the mechanical teacher was very quick in calculating the score.*

3. They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely. (Para. 12)

**Meaning:** *They had once taken Tommy's teacher away for almost one month because the history teaching content had been erased completely.*

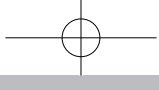
### Reference Translation

#### 他们的乐趣

那天晚上玛吉甚至在她的日记里记载了他们的乐趣。在日期为2557年5月17日的那一页，她写道：“今天，汤米发现了一本真正的书！”

这是一本非常古老的书。玛吉的爷爷曾经说过，他小时候他的祖父告诉他，过去所有的故事都被印





# Coping with Technology

110

在纸上。他们翻着又黄又皱的书页，你知道吗？他们读到的字不像在屏幕上的字一样总来回晃动，它们都是一动不动的，这让他们感到非常有趣。然后，当他们翻回到前一页，页面上的字跟他们之前读过的一样。

“哎呀，”汤米说，“真是浪费。我想，你读完这本书，就会把它扔掉吧。我们的电视屏幕上肯定有一百万本书，甚至还能装下更多。我可不会把它扔掉。”

“我的也是，”玛吉说。她11岁了，看的电子书没有汤米多。他13岁。她问道：“你在哪里找到的这本书？”

“在我家。”他看都没看随手一指，因为他正忙着看那本书。“在阁楼上。”

“写的是什么？”

“学校。”

玛吉不屑一顾地说：“学校？学校有什么可写的？我讨厌上学。”

玛吉总是讨厌上学，此刻比以往任何时候更讨厌上学。机器老师让她一遍又一遍地做地理测验，她一直越考越糟，直到她的母亲伤心地摇头，找来县里检修员。

他是一个胖胖的小个子男人，脸红红的，提着装满表盘和电线的工具箱。他对玛吉笑了笑，给了她一个苹果，然后把机器老师拆开了。玛吉曾希望他不知道如何把它组装起来，但他知道，一个小时左右，机器老师就又站在那里了，又大又黑又丑，身上有个大屏幕，上面显示着所有要讲的课程和要提问的问题。这还没有那么糟糕。玛吉最讨厌的部分是，机器老师身上有一个开口，她得把作业和试卷从这儿塞进去。她必须用六岁就不得不开始学的代码来写这些作业和卷子，机器老师马上就能计算出分数。

检修员修理完后，笑着拍了拍玛吉的头。他对她的母亲说：“这不是您女儿的错，琼斯太太，是地理部分的进度调得有点太快了。有时候确实会有这样的情况。我把进度放慢到十岁的平均水平了。其实，她的整体进步水平还是比较令人满意的。”他又拍了拍玛吉的头。

玛吉很失望。她一直希望他们把机器老师拿走算了。他们曾经把汤米的老师带走了将近一个月，因为历史部分被抹空了。

所以她问汤米说：“为什么会有人写学校？”

汤米用十分高傲的眼神看着她说：“因为它跟我们的学校不一样，傻瓜。这是上千年前的老式学校。”他继续高傲地认真读出每个字：“几个世纪以前。”

玛吉感到有点受伤：“好了，我可不知道他们那么久之前的学校是什么样的。”她站在他身后盯着书看了一会儿，然后说：“不管怎么说，他们有个老师。”

“他们当然有老师，但它不是个普通的老师。是一个人。”

“一个人？人怎么可能当老师？”

“嗯，他只是给男孩和女孩们讲解知识、给他们布置家庭作业、问他们问题。”

“可人不够聪明呀。”

“人也很聪明，我爸爸就跟我的老师懂的一样多。”

“不可能。人不可能知道得像老师一样多。”

“人知道的几乎一样多，我打赌。”

玛吉没打算争辩。她说：“我不希望在我家里有个陌生人教我。”

汤米笑着大声说：“玛吉，你不知道吧，老师不住在家里。他们有一个特殊的建筑，所有的孩子都去那里上学。”

“所有的孩子都学同样的知识？”

“当然，如果他们同龄的话。”

“但我妈妈说，一个老师必须因材施教，每个孩子都有不同的授课内容。”

“他们过去没有这么做。如果你不喜欢，你可以不读这本书。”

“我并没有说我不喜欢，”玛吉连忙说道。她想了解那些有趣的学校。

他们还没看完一半，玛吉的妈妈就喊了：“玛吉！学习了！”

玛吉抬起头：“还没到时间，妈妈。”

“就现在！”琼斯太太说，“汤米也到该学习的时间了吧？”。

玛吉对汤米说：“放学后我们可以再一起读这本书吗？”

“也许吧，”他满不在乎地说。他把满是灰尘的老书塞到胳膊下面，吹着口哨走开了。

玛吉走进教室。教室就在她卧室旁边，机器老师的电源已经开启，正等着她上课呢。除了星期六和星期天，机器老师的电源每天总是在同一时间开启，因为她妈妈说，小女孩们在固定时间学习，成绩会更好。

机器老师身上的屏幕亮起来了，它说：“今天算术课的内容是真分数的加法。请把昨天的家庭作业插入正确的插槽中。”

玛吉叹了口气照做了。她还在想着她的爷爷的爷爷还是个小男孩时上的老式学校。整个街区所有的孩子们都来到学校，在校园里笑着喊着，在教室里围坐在一起，放学以后一起回家。他们学同样的知识，所以他们可以互相帮助、相互讨论。

而老师们是人类……

机器老师的屏幕仍在闪烁，“将分数 $\frac{1}{2}$ 和 $\frac{1}{4}$ 相加……”

玛吉在想过去的孩子们肯定很爱学习。她在想他们曾经的乐趣。

### Understanding the Organization of the Text

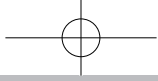
Read the text again and then complete the missing parts of the chart.

	Margie's time	Hundreds and hundreds years ago
books	The books are ① <u>telebooks</u> . All words are shown ② <u>on a screen</u> .	Books were ③ <u>real</u> . The pages of books could ④ <u>be turned</u> . All words on books were ⑤ <u>printed</u> and did not ⑥ <u>move</u> .
schools	The school is located ⑦ <u>at every student's home</u> . Students learn ⑧ <u>at different paces</u> .	Schools were located ⑨ <u>in a special building that all the kids went to</u> . Students of the same age learned ⑩ <u>the same knowledge</u> .
teachers	Each student has a ⑪ <u>mechanical teacher</u> . Students should do homework or take tests in ⑫ <u>a punch code</u> , and insert them in the slot of the teacher.	Students in classes had ⑬ <u>human teachers</u> who know almost as much as the teachers in Margie's time.
classmates	Kids do not have classmates.	Classmates are from ⑭ <u>the whole neighborhood</u> . They do things together. They help each other on ⑮ <u>the homework</u> .

### Comprehension Questions

Read the text carefully and answer the following questions.

1. D                      2. C



# Coping with Technology

112



## Writing

### Reference Sample

Cleanitsmart, is one of my favorite IT products. It is an automated vacuum cleaning robot and was designed and first released in 2017 by Cleanitsmart Corporation. Cleanitsmart is convenient and environmentally-friendly since it is powered by a rechargeable battery with a docking station to which it should return to recharge at the end of its cleaning cycle. Cleanitsmart is also very smart. It has many models available and can be controlled by the app on my smart phone. Cleanitsmart is a little bit expensive but it is really the helping hand I need to keep the floor thoroughly clean every day.



## Extended Exercises

### Error Correction

This part consists of one passage. In it there are altogether 8 mistakes, one in each numbered line. You may have to change a word, add a word or delete a word. If you change a word, cross it out and write the correct word in the corresponding blank. If you add a word, put an insertion mark (^) in the right place and write the missing word in the blank. If you delete a word, cross it out and put a slash (/) in the blank.

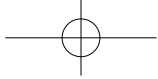
- |                           |                           |
|---------------------------|---------------------------|
| 1. ignorance — ignorant   | 2. has — had              |
| 3. equipments — equipment | 4. who — that             |
| 5. was — were             | 6. having ^ computer — no |
| 7. that — what            | 8. seek — seeking         |

### Translation

Translate the following sentences into English.

1. The police had to take firm action to deal with this violent incident.
2. In case of fire, run quickly to the nearest door.
3. It is easy to take a watch apart but difficult to put it together again.
4. I'm through with him. I never want to see him again.
5. Young people can adjust themselves to their environment very quickly.





## UNIT

# 5 Food and Health

### Unit Goals

- Discuss what to eat
- Make food choices
- Know how to order and pay for a meal
- Discuss food and health
- Write about food

# Lesson 1

## Lead-in

### Sitcom: What's in the Salad? Scene 1

**A** What are the ingredients in each dish? Circle the ingredients the waitress talks about.

- |                 |              |                  |
|-----------------|--------------|------------------|
| 1. pepper, salt | 2. olive oil | 3. lemon, butter |
| 4. carrots, egg |              |                  |

### Scene 2

**B** Check the health tips Cheryl talks about according to what you hear.

- Don't eat dessert.
- Don't eat potato chips.
- Don't eat foods with a lot of calories.
- Eat small portions.
- Eat vegetables for snacks.

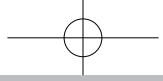
## Video Script

### Scene 1

*Bob, Marie, Cheryl, and Paul order dinner in the café.*

- |           |  |
|-----------|--|
| Waitress: | Are you ready to order?  |
| Bob:      | We are.  |
| Cheryl:   | Excuse me, I have a question.  |
| Waitress: | Yes?   |
| Cheryl:   | I'm in the mood for lamb, but the sauce looks too fatty. Could I order the lamb without the sauce? |
| Waitress: | Sure.  |
| Cheryl:   | What does it come with?  |
| Waitress: | French fries.  |
| Cheryl:   | I don't like fried food. Could I have a grilled vegetable instead?                                 |
| Waitress: | I think we have grilled peppers.   |
| Cheryl:   | Perfect.   |
| Waitress: | Would you like to start with an appetizer?   |
| Cheryl:   | Is there oil on the tomato salad?  |
| Waitress: | There's a lot of olive oil, yes.   |
| Cheryl:   | Could I get it without the oil?  |
| Waitress: | Mmm ... hmm. But it won't taste very good.   |





# UNIT 5

115

Cheryl: Then I'll just have a mixed green salad.  
Waitress: (*To Marie*) And you?  
Cheryl: I'm sorry, I have another question. Is there salt on the lamb?  
Waitress: It's cooked with salt and pepper, yes.  
Cheryl: I don't want a lot of salt. I think I'll have the fish instead. What's in the sauce?  
Waitress: Lemon, butter, milk ...  
Cheryl: Oh, that's too much dairy. Maybe I'll have a large salad for my entrée and no appetizer. What's in the salad?  
Waitress: Lettuce, carrots, peppers, onions, egg ...  
Cheryl: No egg, please.  
Waitress: Salad. No egg. Anything to drink?  
Cheryl: Just water, please.  
Waitress: (*To Marie*) And for you?  
Marie: I'll have the special.  
Bob: The special.  
Paul: The special.  
Waitress: Great.  
Cheryl: Could I ask you another question?  
Bob, Marie, Paul: No!

## Scene 2

*After dinner, Cheryl, Paul, and Marie discuss healthy diets while Bob tries to get the check.*

Paul: This is delicious!  
Marie: Amazing!  
Bob: Cheryl, don't you want to try it?  
Cheryl: No, thanks. Too many calories. And we need to go.  
Bob: I'll ask for the check.  
Marie: I love dessert!  
Cheryl: Do you know how many calories are in that cake?  
Marie: No. And don't tell me.  
Cheryl: Or how much fat was in your steak and your fried shrimp? Or how much salt was on your French fries?  
Paul: Do you want us to just eat raw vegetables?  
Cheryl: Vegetables are good. Or how about smaller portions? And no dessert?  
Marie: No dessert?!  
Cheryl: You need to take care of your body! Eat healthy food — have vegetables for snacks instead of potato chips and cookies.  
Paul: You're right. Tomorrow, I'm eating lots of vegetables.  
Cheryl: Really?  
Paul: For snacks. And I'm having potato chips, cookies for breakfast, lunch, and dinner.  
Cheryl: You're terrible. (*To Bob*) What are you doing?  
Bob: I'm trying to get the check! Finally. (*To Marie*) Do you want that?



# Food and Health

116

## Listening

### Part 1 Are You Ready to Order?

Listen and write True (T) or False (F) according to what you hear.

1. T                      2. F                      3. T                      4. T

#### Script

- Waiter: Are you ready to order? Or do you need some more time?
- Customer: I'm ready. I think I'll start with the black bean soup. Then I'll have the roast chicken. That comes with salad, doesn't it?
- Waiter: Yes, it does. And there's also a choice of vegetables. Tonight we have carrots or grilled tomatoes.
- Customer: The carrots, please.
- Waiter: Certainly. Anything to drink?
- Customer: I'll have bottled water, no ice.

#### Teaching Suggestions

- Step 1** Before students listen to the conversation, ask some questions about the photo:  
*Where are they?* (In a restaurant.)  
*What's the man's occupation?* (Waiter.)  
*What is the woman doing?* (She's ordering food from the menu.)
- Step 2** After students listen, ask:  
*Does the customer order an appetizer?* (Yes, she does.)  
*What appetizer does she order?* (She orders black bean soup.)  
Continue in a similar manner for each course.
- Step 3** Have students listen to the conversation again. Tell students to write down three items the customer orders. Students should write *black bean soup*, *roast chicken* and *bottled water*.
- Step 4** Review the answers as a class. Ask students to change the false sentence to make it true.

#### Language Note

This authentic conversation uses a number of shortened sentences that are typical of spoken English. “*The carrots, please.*” is the shortened form for “*I’ll have the carrots, please.*” “*Anything to drink?*” is the shortened form for “*Would you like anything to drink?*” It is not expected that students will produce such constructions yet, but it is important for them to observe them, which will greatly increase their comprehension and prepare them to produce them later.

### Part 2 Ordering Food.

Listen and circle the right answer to each question.

1. C                      2. B                      3. C





## UNIT 5

117

### Script

- Waiter: Are you ready to order?
- First Customer: Yes, I am. I think I'll start with the potato soup. Then I'll have the fried fish. That comes with vegetables, doesn't it?
- Waiter: Yes, it does. Tonight we have a choice of broccoli or carrots.
- First Customer: I'll have the broccoli, please.
- Waiter: Certainly. And to drink?
- First Customer: I'll have bottled water.
- Waiter: And for you?
- Second Customer: I'll start with a salad. Then I'll have the grilled chicken with carrots. And a cup of coffee, please.

### Teaching Suggestions

- Step 1** Before listening, ask *What foods and drinks are expected to order in a typical western restaurant?* List the frequently mentioned foods and drinks on the board.
- Step 2** Have students listen to the conversation twice and check comprehension, asking:  
*What does the first customer order?* (Potato soup, fried fish with broccoli and bottled water.)  
*What does the second customer order?* (Salad, grilled chicken with carrots and a cup of coffee.)
- Step 3** Review answers as a class. Have students work in pairs or small groups to create a similar conversation based on their own experiences.

## Part 3 Categories of Food.

**Listen to the six conversations and classify the foods in each conversation.**

**Conversation 2:** grains

**Conversation 3:** meat

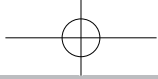
**Conversation 4:** fruits

**Conversation 5:** seafood

**Conversation 6:** vegetables

### Script

- Conversation 1** M: I'm going shopping. Need anything from the supermarket?  
F: Yeah. Could you pick up a gallon of milk?  
M: No problem.
- Conversation 2** F: Are we out of bread?  
M: No, we aren't. There's bread on the table.
- Conversation 3** F: What's for supper tonight?  
M: I don't know. I'm in the mood for chicken.
- Conversation 4** M: Are there any apples?  
F: No, there aren't. But there are bananas.
- Conversation 5** M: Are you ready to order?  
F: Yes, I am. What's the special?



# Food and Health

118

M: Fried shrimp.

F: Sounds good. I'll have that.

**Conversation 6** M: Excuse me, waiter. Can I have carrots instead of broccoli?

F: No problem.

## Teaching Suggestions

- Step 1** Have students look at the pictures. Ask volunteers to speak out the English names of the foods and drinks in each picture. Write the unfamiliar and difficult ones on the board.
- Step 2** Before students listen for the first time, tell them to listen for the food that is talked about in each conversation. Point out that students should focus on the category the food belongs to, not the food itself.
- Step 3** To demonstrate, pause after the first conversation and ask *What food or drink are they talking about?* (Milk.) *What category of food is milk?* (Dairy products.)
- Step 4** Listen for the second time and review answers as a class.

## Part 4

### • Passage 1 What Do They Like to Eat?

Read the following statements before listening to the passage. And then, check whether each statement is True (T), False (F), or Not Mentioned (NM) according to what you hear.

1. T
2. F
3. F
4. T
5. F
6. NM

### Script

**Picture 1:** I'm Ann Smith. I love salad, soup, and all vegetables. Today I had tomato soup for lunch. I like meat and cheese, too, but I can't eat shrimp or nuts. I eat five pieces of fruit every day. Apples are my favorite fruit. I like oranges and bananas, too. I love to drink milk.

**Picture 2:** I'm Anthony Mora. My favorite meal is breakfast. I like to eat eggs, sausage, bread and butter. I know sausage is high in fat and salt, but I eat it in moderation. I don't like vegetables, and I don't eat dessert.

**Picture 3:** I'm Emily Park. I don't eat any meat, eggs or seafood. I eat only vegetables, fruit and grains. I eat salad every day. For dinner last night I had a mixed green salad. I don't like milk, cheese or butter. I only drink bottled water.

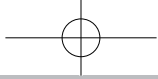
### • Passage 2 Table Manners.

Listen to the passage and fill in the blanks.

1. daily
2. napkin
3. course
4. preference
5. differences
6. conveniently
7. turn
8. quietly

### Script

It's important to learn something about table manners, as they are so useful in our daily life. Here is how: As soon as the hostess picks up her napkin, pick yours up and lay it on your lap. The hostess herself usually serves the main course, then asks each guest what piece he prefers, and it is quite proper to state



## UNIT 5

119

your preference as to lean or fat, dark or light. If you have English and American friends you will notice a few differences in their eating habits. The food is passed around at your left hand so that you can conveniently serve yourself with your right hand. Never serve yourself while the dish is on your right; it is then the turn of your neighbor on the right. It is polite to take some of everything that is passed to you. But if there is something you don't like, you may quietly say: "No, thank you."



## Speaking

### Teaching Suggestions

#### Conversation Model

- Step 1** Arrange students in pairs and ask them to read the conversation in their books.
- Step 2** Have students close their books. On the board, write the lines from the conversation in random order, numbering them from 1 to 7. Play the conversation twice and ask students to determine who says each line.
- Step 3** Have students repeat each line chorally. Make sure students:
- use falling intonation on *What does that come with?* and *What kind of soup is there?*
  - use rising intonation with *And to drink?*
  - accurately imitate the intonation of these sentences: *It comes with soup or a salad* and *There's tomato soup or chicken soup*. Students should use rising intonation before *or* and falling intonation after *or*.
  - use the following stress pattern:

#### STRESS PATTERN

- • • — • • • • — —  
A: I'll have the pasta for my main course, please.  
• • • — •  
What does that come with?  
• • • — • • — •  
B: It comes with soup or a salad.  
• • • — • •  
A: What kind of soup is there?  
• • — • • • — • •  
B: There's tomato soup or chicken soup.  
• — • • • — •  
A: I think I'll have the salad.  
— • • • • —  
B: Certainly. And to drink?  
— • •  
A: Water, please.

# Food and Health

120

## Conversation Pair Work

- Step 1** Ask students to analyze what type of words they need to fill in each blank, noun or verb, adjective or adverb, and how these words should be fitted meaningfully into the context.
- Step 2** Ask students to work in pairs and practice ordering from the menu. Have them switch roles to practice both parts. Then, select two or three pairs to practice their conversations in front of the whole class.
- Step 3** Bring students' attention to structures and expressions below. They are useful in ordering a meal at a restaurant.

### The communicative formula between a customer and a waiter / waitress:

Customer	Waiter / Waitress
Can you bring us the menu? Can we see the menu?	Yes. I'll be right with you.
Do you have any recommendations? What are your specials today?	Yes. Today's specials are ... ... and ... are the special recommendations.
Yes. I'd like / I'll have ...	Would you like to order now? May I take your order? Are you ready to order?
A glass of mineral water, please. Sprite, please. Pepsi, please.	Would you like something to drink? Anything to drink? Would you care for a drink before dinner?
How long will it take?	I'm not sure. Maybe around twenty minutes.
Can I have the bill, please?	Yes, sir / madam.

## Reading

### • Text A

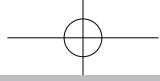
#### Background Information

#### 1. Healthy eating

People in different places around the world have different ideas about healthy eating. Some people count calories. They try to eat small portions and choose foods that are low in sugar and fat. Other people follow a low-fat, high-fiber diet (avoid fatty foods and eat a lot of grains, fruits and vegetables). Recently, many people have been trying diets that are high in protein and low in carbohydrates. These people eat a lot of meat, seafood and nuts. They don't eat bread, rice, pasta, noodles, or even many high-carbohydrate fruits and vegetables.

#### 2. Dessert

Dessert is a course that typically comes at the end of a meal, usually consisting of sweet food but sometimes of a strongly-flavored one, such as some cheeses. The word comes from the Old French *desservir*, "to clear the table."



The word dessert is most commonly used in US, Canada, Australia and France, while sweet, pudding or afters would be more typical in the UK, Ireland, and some other Commonwealth countries for this course. According to Debrete's, pudding is the proper term, dessert is only to be used if the course consists of fruit, and sweet is colloquial.

Although the custom of eating fruits and nuts after a meal may be very old, dessert as a standard part of a Western meal is a relatively recent development. Before the 19th-century rise of the middle class, and the mechanization of the sugar industry, sweets were a privilege of the aristocracy, or a rare holiday treat. As sugar became cheaper and more readily available, the development and popularity of desserts spread accordingly.

### 3. Calorie

Calorie is the unit of heat equal to the quantity of heat required to raise the temperature of 1 gram of water from 0°C to 100°C at 1 atmosphere pressure. It is also a unit for measuring how much energy you get from food or how much energy you can burn by taking up exercises.

## Language Points

### 1. New Words

[B2] **elsewhere** *adv.* at, in, from, or to another place or other places; anywhere or somewhere else 在别处  
*e.g.*

The report looks at economic growth in Europe and elsewhere.

They couldn't find what they wanted and decided to look elsewhere.

◆ **munch** *v.* to eat sth, especially noisily 大声咀嚼

*e.g.*

He was munching on an apple.

We watched her munch her way through a bag of peanuts.

[C1] **commute** *n.* a regular journey between work and home 往返于工作地点与家之间

*e.g.*

It's at least an hour's commute to work.

The average Los Angeles commute is over 60 miles a day.

**trim** *v.* to reduce the amount or size of sth 消减, 减少

*e.g.*

They're trying to trim their costs, so staff who leave are not being replaced.

American companies looked at ways they could trim these costs.

[B2] **visible** *adj.* able to be seen 可以看见的

*e.g.*

The writing on the tombstone was barely visible.

There are few visible signs of the illness that kept her in hospital for so long.

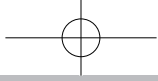
**calorie** *n.* a unit of energy, often used as a measurement of the amount of energy that food provides  
卡, 卡路里 (测量食物所含热量的单位)

*e.g.*

There are about 50 calories in an apple.

An athlete in training needs a lot of calories.

◆ **pretzel** *n.* a hard salty biscuit that has been baked especially in stick or knot shapes 椒盐卷饼



# Food and Health

122

*e.g.*

A pretzel is made of soft bread.

When you hear the word yoga, do you think of a lady with her legs twisted up like a pretzel?

## Teaching Suggestions

- Step 1** After students read and listen, discuss each tip as a class. For each tip, ask students if it is something they already do. For example, after the first tip, ask *Do you eat breakfast?* For each bulleted item, have students make a checkmark if it's something they usually do. If it is something they don't do, have them circle the item.
- Step 2** For the other bulleted items, you might ask:  
*Do you take fruit to eat in the car / on the train / on the bus?*  
*Do you use low-fat dairy products?*  
*Do you cut the fat off meat?*  
*Do you eat foods that are low in fat, salt, and sugar?*  
*Do you take healthy snacks to work / school with you?*  
*Do you eat small portions?*
- Step 3** Have students look at the items they circled, asking:  
*Do you want to make any changes to your eating habits?*  
*What do you think you want to do?*
- Step 4** Have students look for healthy eating tips on the Internet or in newspapers or magazines. Encourage students to bring in what they find and share it with the class.

## Reference Translation

### 健康饮食贴士

以下有关健康饮食的贴士，适用于家庭、工作单位以及其他地方。

尝试这些建议。

不睡懒觉。吃早餐。

带一个水果在上班途中吃，它不仅爽口，而且能填补和提供能量。

饮用脂肪低、有助于健康的脱脂牛奶制品。

如果你喜欢吃肉，要把看得见的肥肉剃掉。

油炸食品？快餐？甜点？糖果？它们虽然可口，但是对你的身体没有好处。它们的热量、脂肪、盐分和糖的含量都很高。

自己制作带有生鲜蔬菜的快餐；购买健康的快餐，如椒盐卷饼。

控制饭量，因此，你不会吃过量的不利于健康的食品。

享受任何美味时，都要适度。

## Comprehension Check

Use each sentence to help you understand the meaning of each underlined word or phrase.

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





## UNIT 5

123

### • Text B

#### Background Information

##### 1. Genetically modified (GM) food

Genetically modified foods or GM foods, also genetically engineered foods, are foods produced from organisms that have had changes introduced into their DNA using the methods of genetic engineering. Genetic engineering techniques allow for the introduction of new traits as well as greater control over traits than previous methods such as selective breeding and mutation breeding.

##### 2. Genetic engineering (GE)

Genetic engineering, also called genetic modification, is the direct manipulation of an organism's genome using biotechnology. It is a set of technologies used to change the genetic makeup of cells, including the transfer of genes within and across species boundaries to produce improved or novel organisms. New DNA may be inserted in the host genome by first isolating and copying the genetic material of interest using molecular cloning methods to generate a DNA sequence, or by synthesizing the DNA, and then inserting this construct into the host organism. Genes may be removed, or “knocked out”, using a nuclease. Gene targeting is a different technique that uses homologous recombination to change an endogenous gene, and can be used to delete a gene, remove exons, add a gene, or introduce point mutations.

##### 3. Scorpion toxin

Scorpion toxins are proteins found in the venom of scorpions. Their toxic effect may be mammal or insect specific, and acts by binding to sodium channels, inhibiting the inactivation of activated channels and blocking neuronal transmission.

##### 4. Host organism

A host organism is an organism that harbors a parasite and supplies it with nutrients. A host is not merely the term to describe the supplier of nutrients in a parasitic relationship, but can also be applied to nutrient suppliers in mutually beneficial, symbiotic relationships. Plants which supply nutrients to epiphytes are called hosts, but the term is applied loosely in this regard.

##### 5. Human growth hormone

Human growth hormone is a peptide hormone that stimulates growth, cell reproduction, and cell regeneration in humans and other animals. It is thus important in human development. It is a type of mitogen which is specific only to certain kinds of cells.

##### 6. Monsanto

Monsanto Company is a publicly traded American multinational agrochemical and agricultural biotechnology corporation headquartered in Creve Coeur, Greater St. Louis, Missouri. It is a leading producer of genetically engineered seed and Roundup, a glyphosate-based herbicide. Monsanto's role in agricultural changes, biotechnology products, and lobbying of government agencies, along with its history as a chemical company have made the company controversial.

##### 7. Food and Drug Administration

The Food and Drug Administration (FDA) is a federal agency of the United States Department of Health and Human Services, one of the United States federal executive departments. The FDA is responsible for protecting and promoting public health through the regulation and supervision of food safety, tobacco products, dietary supplements, prescription and over-the-counter pharmaceutical drugs



# Food and Health

124

(medications), vaccines, biopharmaceuticals, blood transfusions, medical devices, electromagnetic radiation emitting devices, cosmetics, animal foods & feed and veterinary products.

## Language Points

### 1. New Words

[B2] **breed** *v.* to keep animals or plants for the purpose of producing young ones in a controlled way 培育 (动植物)

*e.g.*

Terriers are bred for their fighting instincts.

A solution to the food crisis is to breed plants that produce the ultimate high-yielding, low water-consuming crops.

[B2] **species** *n.* a set of animals or plants in which the members have similar characteristics to each other and can breed with each other (动植物的) 种, 物种

*e.g.*

Mountain gorillas are an endangered species.

Over a hundred species of insect are found in this area.

[C1] **naturally** *adv.* happening or existing as part of nature and not made or done by people 自然地

*e.g.*

Her hair curls naturally.

A healthy body will be able to fight off the illness naturally without the use of medicine.

**resistant** *adj.* not harmed or affected by sth 对...有抵抗能力的

*e.g.*

It reduces the possibility that weeds or insects will become resistant to chemicals.

Micro fiber fabrics are both water resistant and windproof.

[B2] **wheat** *n.* a plant whose yellowish-brown grain is used for making flour, or the grain itself 小麦

*e.g.*

Wheat is a staple crop for millions of people across the world.

This area is most suitable for growing wheat.

**yield** *n.* an amount of sth positive, such as food or profit, which is produced or supplied 出产量

*e.g.*

Crop yields have risen steadily.

Yields on gas and electricity shares are consistently high.

**property** *n.* a quality in a substance or material, especially one that means that it can be used in a particular way 属性, 性能

*e.g.*

One of the properties of copper is that it conducts heat and electricity very well.

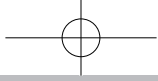
We value herbs for their taste, but we forget that they also have medicinal properties.

**scorpion** *n.* a small creature similar to an insect that lives in hot, dry areas of the world and has a long body and a curved tail with a poisonous sting 蝎子

*e.g.*

The sting of a scorpion is poisonous.

It's said that if you are bitten by a scorpion in a dream, you may conquer your problems.



## UNIT 5

125

**toxin** *n.* a poisonous substance, especially one produced by bacteria, that causes disease (尤指致病细菌产生的) 毒素

*e.g.*

Experts have linked this condition to a build-up of toxins in the body.

Tests showed increased levels of toxin in shellfish.

**organism** *n.* a single living plant, animal, virus, etc. 生物体

*e.g.*

Amoebae and bacteria are single-celled organisms.

Not all chemicals normally present in living organisms are harmless.

★ **alien** *adj.* strange and not familiar 不熟悉的

*e.g.*

When I first went to New York, it all felt very alien to me.

Such an attitude is alien to most businessmen.

★ **hormone** *n.* any of various chemicals made by living cells that influence the development, growth, sex, etc. of an animal and are carried around the body in the blood 荷尔蒙, 激素

*e.g.*

Vitamin C has many roles to play in weight control. Firstly, it is needed for hormone production.

Research worldwide has shown that human growth hormone improves the declining levels of other hormones.

[C1] **anticipate** *v.* to imagine or expect that sth will happen 预见

*e.g.*

We had one or two difficulties along the way that we didn't anticipate.

Are you anticipating a lot of people at the party tonight?

[B1] **obvious** *adj.* easy to see, recognize, or understand 显然的, 明显的

*e.g.*

They have a small child so for obvious reasons they need money.

I know you don't like her, but do you have to make it so obvious?

[B2] **intelligence** *n.* the ability to learn, understand, and make judgments or have opinions that are based on reason 智力, 智慧

*e.g.*

It's the intelligence of her writing that impresses me.

Too bad he used his intelligence for criminal purposes.

**modified** *adj.* having been changed slightly, usually to improve sth or make it more acceptable 改良的, 改进的

*e.g.*

The proposals were unpopular and were only accepted in a modified form.

The modified vehicles are supposed to suit conditions in the desert.

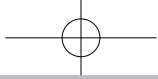
[B1] **approve** *v.* to accept, allow, or officially agree to sth 批准, 核准

*e.g.*

We had to wait months for the council to approve our plans to extend the house.

The court approved the sale of the property.

**regulatory** *adj.* controlling 监管的



# Food and Health

126

*e.g.*

Rules made by regulatory agencies have the force and effect of legislation.

We can promote financial stability through greater transparency and regulatory reform.

[B2] **specific** *adj.* relating to one thing and not others, particular 特定的

*e.g.*

The virus attacks specific cells in the brain.

The money is intended to be used for specific purposes.

▲ **allergy** *n.* a condition that makes a person become sick or develop skin or breathing problems because they have eaten certain foods or been near certain substances 过敏

*e.g.*

Food allergies can result in an enormous variety of different symptoms.

Allergy to cats is one of the commonest causes of asthma.

[B2] **current** *adj.* of the present time 现时的, 当前的

*e.g.*

He must sell the house for the current market value.

Have you seen the current issue of *Vogue* magazine?

[B2] **evidence** *n.* one or more reasons for believing that sth is or is not true 证据

*e.g.*

The police have found no evidence of a terrorist link with the murder.

There is no scientific evidence to suggest that underwater births are dangerous.

★ [C2] **prosecute** *v.* to officially accuse sb of committing a crime in a law court, or (of a lawyer) to try to prove that a person accused of committing a crime is guilty of that crime 起诉

*e.g.*

The victim has said that she will not prosecute.

Any manufacturer who does not conform to the standards could be prosecuted under the *Consumers Protection Act*.

## 2. Phrases and Expressions

**side effect** an unpleasant effect of a drug that happens in addition to the main effect 副作用

*e.g.*

Nausea is a well-known side effect of this drug.

A side effect of the rise in house prices is that people are choosing to extend their existing dwellings.

[B1] **carry out** to do or complete sth, especially that sb has said he/she would do or that he/she been told to do 执行

*e.g.*

Our soldiers carried out a successful attack last night.

It is hoped that the kidnappers will not carry out their threat to kill the hostages.

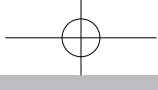
**regulatory body** management, administration section 监管部门

*e.g.*

Plan sponsors should keep in mind that consultants are not subject to any regulatory body.

The complaint has been referred to the regulatory body.

**cover up** to attempt to prevent the public from discovering information about a serious crime or mistake 掩盖



## UNIT 5

127

*e.g.*

They knew they had done something terribly wrong and lied to cover it up.

The town's authorities tried to cover up the news, but people began posting accounts online.

### Teaching Suggestions

- Step 1** Before listening and reading Text B, ask students to list down some examples of genetically modified (GM) food, and ask them whether GM food should be labeled.
- Step 2** After listening and reading, ask:
- What is the difference between traditional plant breeding and genetic engineering?* (Traditional plant breeding involves crossing varieties of the same species in ways that could happen naturally. Genetic engineering involves exchanging genes between unrelated species that cannot naturally exchange genes with each other.)
- What is the problem of genetic engineering?* (It has side effects.)
- What is the example showing the side effects of genetic engineering?* (Adding human growth hormone genes to pigs certainly makes them grow, but it also gives them arthritis and makes them cross-eyed.)
- Why can't people decide whether GE food is safe or not?* (Because long-term tests have not been carried out.)
- What are companies that seek to have GE products and GM food approved in the UK or US required to do?* (Provide regulatory bodies with results of their own safety tests.)
- Step 3** Have students work in pairs or small groups to discuss again about whether GM food should be labeled.

### Reference Translation

#### 吃转基因食品安全吗?

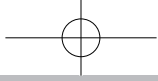
传统作物育种包括对同一物种的不同品种以自然发生的形式进行杂交。比如,把抗病的小麦和高产的小麦杂交在一起,以获得具有这两种属性的品种。这种天然的基因交换是安全且可预知的。

基因工程则是把自然界中不可能自然杂交的不相干物种的基因进行交换。它包括在非常迥异的物种之间进行基因交换,如将蝎子毒素基因注入玉米,或者将鱼防冻基因注入西红柿。蝎子毒素基因即使在玉米的DNA中,也可能使得宿主制造蝎子毒素。然而,蝎子毒素在陌生环境还会带来什么其他的影响呢?我们已经知道基因工程存在的问题,如将人类生长荷尔蒙基因注入猪体内,确实会促进猪生长,但也会使猪患关节炎、变成对眼。这些副作用是未曾预料到的。

很明显,人类智力基因在人的DNA内与注入卷心菜DNA内的作用是不一样的。然而,同样的问题是,这会有什么副作用呢?

这让我们思考转基因食品问题:吃它到底安不安全?其答案没人知道,因为还没有对此进行长期的实验。

那些寻求将基因工程产品和转基因食品在英国或美国上市的公司,被管理机构要求提供安全测试结果。例如,孟山都公司的大豆在被允许上市之前被用来喂鱼十周。对转基因食品的独立测试、长期检测、人体实验、儿童危害实验或过敏试验并没有要求。英国政府当前的立场是,并没有证据表明转基因食品具有长期危害。在美国,食品药品监督管理局目前正因试图掩盖转基因食品可能存在危险的研究而受到指控。



# Food and Health

128

## Critical Thinking

Based on the information in the text, check the statements that are probably true. Think and explain.

1. It is not true. Fish antifreeze gene is not genetically engineered. It is a kind of gene naturally found in fish. It has been put into tomatoes through a genetic engineering process.
2. It is probably true. Genetic engineering can involve the exchange of genes between vastly different species. We are already seeing problems brought with it. Long-term tests have not been carried out. So the safety of genetically modified foods is still unpredictable.
3. It is not clearly mentioned. In the text, it is said “In one instance, Monsanto’s soya beans were fed to fish for 10 weeks before being approved.” We don’t know whether their soya beans have been tested on other animals.



## Writing

### Step 1 Reading

Read the menu from the World Café. Check (✓) the information you can find.

1, 2, 4, 6, 7

### Step 3 Filling

What food will you order?

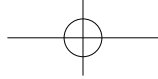
Example: I’ll eat at World Café. I’ll start with the Mexican black bean soup. Then I’ll have the roast chicken that comes with salad. I’ll have bottled water to drink and ice cream for dessert.

### Step 4 Writing

#### Reference Sample

I’ll eat at Louis’ Restaurant. I’ll start with the tomato soup. Then I’ll have the grilled steak that comes with salad. I’ll have fruit juice to drink and chocolate cream pie for dessert.





# Lesson 2

## Lead-in

### Interview: Do You Eat Healthy Foods? Scene 2

#### A Circle the foods each person talks about.

Jessica: fruits, vegetables

Maiko: soda, chips

Cortyan: potatoes, chicken

Matt: an egg, wheat toast

#### B Check each statement True (T) or False (F).

1. F

2. T

3. T

4. F

5. T

### Video Script

Interviewer: In your opinion, what is healthy food?

Jessica: I think like a lot of green things like salad and vegetables and fruits are very healthy.

Interviewer: What foods would you consider unhealthy?

Maiko: Um ... Those fast foods, potato chips, um ... sodas.

Interviewer: So do you try to eat healthy foods?

Lorayn: I try to eat healthy foods, yes. I don't always succeed, but I try and eat healthy foods.

Interviewer: What's an ideal diet in your opinion?

Cortyan: Well, I would say like, potato, vegetables, chicken.

Interviewer: So, for example, what might you recommend for a good breakfast?

Matt: A good breakfast would probably be ... an egg, no butter, a little salt and pepper, and maybe a piece of white toast ..., wheat toast, excuse me.

Interviewer: So, for example, for dinner tonight, what are you thinking about for dinner tonight?

Cortyan: OK, I may do a chicken, broccoli, maybe stir-fry, which consists of a lot of vegetables like broccoli, carrot, pepper, bean, string beans — those are the things that I love to cook.

Interviewer: How about spicy foods? Are spicy foods OK to eat?

Matt: Yes. I'm not a big fan of spicy foods, but I think they're OK to eat.

Interviewer: How about sweet foods?

Jessica: Sweet foods? You can eat sweet foods if you don't eat too much.



# Food and Health

130

## Listening

### Part 1 What Is There to Eat?

Listen to the conversation and circle the correct answer.

1. A                      2. B                      3. C                      4. A

#### Script

M: What is there to eat in the fridge?  
F: Not much. There's yogurt, a carrot, and some oranges.  
M: Is that all there is? I'm in the mood for shrimp.  
F: Sorry, there's no shrimp. How about some yogurt?  
M: No, thanks. Let's go out to eat.  
F: Great idea. I feel like having chicken.

#### Teaching Suggestions

- Step 1** Before listening, ask students to write down all the names of the foods and drinks mentioned in the conversation.
- Step 2** After students listen for the second time, have them read the choices and do the exercise.
- Step 3** To understand in detail, ask:  
*What do they have in the fridge?* (Yogurt, a carrot, and some oranges.)  
*What does the man say when he wants to have some shrimp?* (I'm in the mood for shrimp.)  
*What does the woman say when she wants to have some chicken?* (I feel like having chicken.)
- Step 4** Review answers as a class. Then ask volunteers to role-play the conversation.

### Part 2 What to Say to a Waiter or Waitress?

Listen to the conversations in a restaurant and predict the next thing the customer will say to the waiter or waitress.

- Conversation 1** Is the tip included in the check?  
**Conversation 2** We're ready to order.  
**Conversation 3** No, thanks. We'll take the check, please.  
**Conversation 4** Do you accept credit cards?  
**Conversation 5** I'll have the seafood soup, please.

#### Script

- Conversation 1** M1: Can you believe this check?  
M2: What do you mean?  
M1: It's more than I earn in a week!  
M2: I wonder if that includes a tip.

- Conversation 2** F1: What are you in the mood for?  
F2: Something fast. I don't have much time.  
F1: Well, why don't you order soup? They have your favorite, black bean.  
F2: Good idea. That's probably ready.
- Conversation 3** M: Excuse me. Are you finished with your meal?  
F: Yes, thanks. It was delicious.  
M: Would you care for some dessert or some coffee? Or an after-dinner drink?
- Conversation 4** F1: I don't have enough cash to pay for this. Do you think they take credit cards?  
F2: They probably accept plastic. Just ask.
- Conversation 5** M: Good evening. I'm John, and I'll be your server. Would you like to hear about tonight's specials?  
F: Actually, no, thanks. We're ready to order.  
M: Certainly.

### Teaching Suggestions

- Step 1** Tell students that they will listen to conversations between people in a restaurant. Have them listen for the first time.
- Step 2** Before students listen for the second time, have them read the choices.
- Step 3** Review answers as a class. Then have students listen for the third time, pausing after each conversation. Ask a few questions about the conversation before eliciting the answer. For example, for Conversation 1, ask *Do they have the check or do they need the check? Are their meals expensive or inexpensive? What does the customer want to know?*

## Part 3

### • Passage 1 American Cooking.

Listen to the passage and decide which is the best answer.

1. B                      2. C                      3. A

### Script

If you think American cooking means opening a package and tossing the contents into the microwave, think again. On the one hand, it's true that Americans prefer cold cereal for breakfast, sandwiches for lunch and instant dinners. From busy homemakers to professional people, many Americans enjoy the convenience of prepackaged meals that can be ready to serve in 10 minutes or less. On the other hand, many Americans recognize the value of cooking skills. Parents — especially mothers — see the importance of training their children, especially daughters, in the cooking arts. Most Americans will admit that there's nothing better than a good home-cooked meal. But with cooking, as with any other skill, good results don't happen by accident.

### • Passage 2 Fast-food Restaurants.

Listen and arrange the following sentences in time order according to what you hear.

- 5 → 2 → 4 → 1 → 3



# Food and Health

132

## Script

Fast-food chains, American-style, are currently on the increase all over the world. Most of these places work on a similar principle. There is a long counter, above which is displayed a list (often with pictures) of the items available, and behind which several people (often students working for the minimum wage) are serving. Individual queues form in front of each assistant. You receive what you order more or less immediately and take it on a tray to a table, picking up things like straws, pepper, salt, ketchup, pickles and napkins (usually paper napkins) on the way. If you can't see any knives and forks, this means you are supposed to eat with your hands. If you can't see any straws, that's because they are hiding in the straw dispenser that you have to fiddle with the bottom of it to get a straw to emerge. When you've finished, you yourself throw away everything except the tray.



## Speaking

### Teaching Suggestions

- Step 1** To prepare for the activity, have students circle on the menu what they would like for each course.
- Step 2** Divide the students into groups of three. Have students discuss the menu, ordering and paying. Each person in the group should take a turn to play the server.
- Step 3** Have volunteers role play their conversations in front of the class.



## Reading

### • Text C

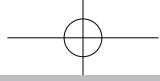
#### Background Information

##### 1. Stem cell

Stem cells are undifferentiated biological cells that can differentiate into specialized cells and can divide (through mitosis) to produce more stem cells. They are found in multicellular organisms. In mammals, there are two broad types of stem cells: embryonic stem cells, which are isolated from the inner cell mass of blastocysts, and adult stem cells, which are found in various tissues. In adult organisms, stem cells and progenitor cells act as a repair system for the body, replenishing adult tissues. In a developing embryo, stem cells can differentiate into all the specialized cells — ectoderm, endoderm and mesoderm (see induced pluripotent stem cells) — but also maintain the normal turnover of regenerative organs, such as blood, skin, or intestinal tissues.

##### 2. Beta-carotene

Beta-carotene is an organic, strongly colored red-orange pigment abundant in plants and fruits. It is a member of the carotenes, which are terpenoids (isoprenoids), synthesized biochemically from eight isoprene units and thus having 40 carbons. Among the carotenes,  $\beta$ -carotene is distinguished by having beta-rings at



## UNIT 5

133

both ends of the molecule. Beta-carotene is biosynthesized from geranylgeranyl pyrophosphate.

### 3. Food chain

A food chain is a linear network of links in a food web starting from producer organisms (such as grass or trees which use radiation from the sun to make their food) and ending at apex predator species (like grizzly bears or killer whales), detritivores (like earthworms or woodlice), or decomposer species (like fungi or bacteria). A food chain also shows how the organisms are related with each other by the food they eat. Each level of a food chain represents a different trophic level. A food chain differs from a food web, because the complex network of different animals' feeding relations are aggregated and the chain only follows a direct, linear pathway of one animal at a time. A common metric used to quantify food web trophic structure is food chain length. In its simplest form, the length of a chain is the number of links between a trophic consumer and the base of the web and the mean chain length of an entire web is the arithmetic average of the lengths of all chains in a food web.

### 4. Vegetarianism

Vegetarianism is the practice of abstaining from the consumption of meat (red meat, poultry, seafood, insects and the flesh of any other animal), and may also include abstention from by-products of animal slaughter.

Vegetarianism can be adopted for different reasons. Many object to eating meat out of respect for sentient life. Such ethical motivations have been codified under various religious beliefs, along with animal rights. Other motivations for vegetarianism are health-related, political, environmental, cultural, aesthetic, economic, or personal preference. There are varieties of the diet as well: an ovo-vegetarian diet includes eggs but not dairy products, a lacto-vegetarian diet includes dairy products but not eggs, and an ovo-lacto vegetarian diet includes both eggs and dairy products. A vegan diet excludes all animal products, including eggs, dairy, and honey. Some vegans also avoid other animal products such as beeswax, leather or silk clothing, and goose-fat shoe polish.

## Language Points

### 1. New Words

[B2] **global** *adj.* relating to the whole world 全球的

*e.g.*

Global warming is a real problem.

On a global scale, AIDS may well become the leading cause of infant death.

[B1] **trend** *n.* a general development or change in a situation or in the way that people are behaving 趋势, 趋向

*e.g.*

Surveys show a trend away from home-ownership and toward rented accommodation.

There's been a downward trend in sales in the last few years.

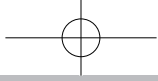
▲ **devour** *v.* to eat sth eagerly and in large amounts so that nothing is left 狼吞虎咽, 吞食

*e.g.*

The young cubs hungrily devoured the deer.

It is a natural law that larger fish devour the smaller ones.

◆ [C2] **fundamental** *adj.* forming the base, from which everything else develops 基本的



# Food and Health

134

*e.g.*

We need to make fundamental changes to the way in which we treat our environment.

The school is based on the fundamental principle that all children should reach their full potential.

[C1] **inevitable** *adj.* certain to happen and unable to be avoided or prevented 不可避免的

*e.g.*

The accident was the inevitable outcome of carelessness.

If the case succeeds, it is inevitable that other trials will follow.

★ [C1] **edible** *adj.* suitable or safe for eating 适宜食用的

*e.g.*

Only the leaves of the plant are edible.

Can you tell the difference between poisonous mushrooms and edible varieties?

[C1] **protein** *n.* one of the many substances found in food such as meat, cheese, fish, or eggs, that is necessary for the body to grow and be strong 蛋白质

*e.g.*

Fish is a major source of protein for people.

Milk solids include salts, protein and sugar.

**abundant** *adj.* more than enough 充足的

*e.g.*

There is abundant evidence that cars have a harmful effect on the environment.

Cheap consumer goods are abundant in this part of the world.

[B1] **predict** *v.* to say that an event or action will happen in the future, especially as a result of knowledge or experience 预计

*e.g.*

It's still not possible to accurately predict the occurrence of earthquakes.

Who could have predicted that within ten years he'd be in charge of the whole company?

▲ **cricket** *n.* a brown or black insect that makes short, loud noises by rubbing its wings together 蟋蟀

*e.g.*

Crickets are insects related to grasshoppers.

In zoology, cricket is the common name for any of the grasshopper-like insects.

◆ **grasshopper** *n.* a large insect with long back legs that can jump very high and makes a sharp, high noise using its back legs or wings 蚱蜢, 蝗虫

*e.g.*

I haven't seen a grasshopper for years since I moved into the city.

Probably everybody in the west knows the fable of the grasshopper and the ant.

[B1] **ingredient** *n.* a food that is used with other foods in the preparation of a particular dish (食品的) 成分, 原料

*e.g.*

Coconut is a basic ingredient for many curries.

The list of ingredients included 250 grams of almonds.

[B1] **enormous** *adj.* extremely large 巨大的

*e.g.*

It is an enormous challenge but we hope to meet it within a year or 18 months.





## UNIT 5

135

Worldwide, an enormous amount of research effort goes into military technology.

[C2] **drain** *n.* sth that uses a great amount of sb's energy, money, or time 拖累, 负担

*e.g.*

I think taking care of her elderly mother is a big drain on her energy.

Having a big mortgage is a real drain on your earnings.

[B2] **resource** *n.* a useful or valuable possession or quality of a country, organization, or person 资源

*e.g.*

The country's greatest resource is the dedication of its workers.

Britain's mineral resources include coal and gas deposits.

[C1] **luxury** *n.* sth expensive that is pleasant to have but is not necessary 奢侈品

*e.g.*

I like to buy myself little luxuries from time to time.

A week by the sea is a luxury they can no longer afford.

[B1] **item** *n.* sth that is part of a list or group of things 条, 项目

*e.g.*

Leather jeans are the must-have fashion item of the season.

The most valuable item on show will be a Picasso drawing.

[B1] **lab** *n.* a room or building with scientific equipment for doing scientific tests or for teaching science, or a place where chemicals or medicines are produced 实验室

*e.g.*

We always wear white coats in the lab.

The school is very well resourced — we have a language lab and use computers and videos.

[B1] **fiction** *n.* the type of book or story that is written about imaginary characters and events and not based on real people and facts 小说

*e.g.*

Immigrant tales have always been popular themes in fiction.

The book is a work of fiction and not intended as a historical account.

★ [B2] **muscle** *n.* one of many tissues in the body that can tighten and relax to produce movement 肌肉

*e.g.*

There are three types of muscle in the body.

Jogging builds muscle and increases stamina.

[B1] **tissue** *n.* group of connected cells in an animal or plant that are similar to each other, have the same purpose, and form the stated part of the animal or plant 组织

*e.g.*

His face is covered with scar tissue where he was badly burned.

All the cells and tissues in the body benefit from the increased intake of oxygen.

[B2] **cell** *n.* the smallest basic unit of a plant or animal 细胞

*e.g.*

Soap destroys the cell walls of bacteria.

Each cell of our bodies contains 46 chromosomes.

[B1] **stuff** *n.* a substance, especially when sb does not know or say exactly what it is 物品, 东西, 玩意儿



# Food and Health

136

*e.g.*

There's sticky stuff all over the chair.

The idea that we can be whatever we want has become the stuff of television commercials.

[B1] **confident** *adj.* having the quality of being certain of one's abilities or of having trust in people, plans, or the future 自信的

*e.g.*

I'm confident of his skills as a manager.

They don't sound confident about the future of the industry.

[C1] **replacement** *n.* the process of replacing sth with sth else 更换, 替换

*e.g.*

Taylor has nominated Adams as his replacement.

The supplier shall bear the costs for the maintenance, repair and replacement of the tools.

▲ **yolk** *n.* the yellow, middle part of an egg 蛋黄

*e.g.*

I like eggs lightly cooked so that the yolk is still runny.

Please separate the yolks from the whites.

[B2] **massive** *adj.* very large in size, amount, or number 巨大的

*e.g.*

She died after taking a massive overdose of drugs.

If the drought continues, deaths will occur on a massive scale.

[C2] **resistance** *n.* the act of fighting back, or refusing to accept sth 抵抗

*e.g.*

Government troops offered no resistance to the rebels.

There's a lot of resistance to the idea of a united Europe.

[C2] **skeptical** *adj.* doubting that sth is true or useful 怀疑的, 持怀疑态度的

*e.g.*

I encourage you to be skeptical about what he told you.

Jason is excited about some information he just received, but Louise is skeptical.

[B2] **decade** *n.* a period of ten years 十年

*e.g.*

The newspaper is believed to have been unprofitable for at least the past decade.

As many as ten million children will have been infected with the virus by the end of the decade.

◆ **beta-carotene** *n.* a form of carotene that the body is able to change into vitamin A, found especially in green, red, and orange vegetables β胡萝卜素

*e.g.*

This nutrient-dense leafy green is a great source of beta-carotene and lutein, which protects the eyes.

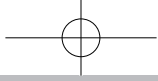
Like carrots, sweet potatoes have the antioxidant beta-carotene, which mops up damaging free radicals.

[B2] **convert** *v.* to (cause sth or sb to) change in form or character (使)改变, (使)转变

*e.g.*

Could we convert the small bedroom into a second bathroom?

What's the formula for converting pounds into kilograms?



## UNIT 5

137

[B2] **vitamin** *n.* any of a group of natural substances that are necessary in small amounts for the growth and good health of the body 維生素

*e.g.*

Butter, margarine, and oily fish are all good sources of vitamin D.

Vitamin C is a good marker for the presence of other vitamins and nutrients in frozen food.

**incidence** *n.* an event, or the rate at which sth happens 事件

*e.g.*

There have been quite a few incidences of bullying in the school this year.

The incidence of breast cancer increases with age.

[A2] **ocean** *n.* a very large area of sea 海洋，大洋

*e.g.*

These mysterious creatures live at the bottom of the ocean.

There were few sights as beautiful as the calm ocean on a warm night.

[B2] **increasingly** *adv.* more and more 越来越多地，不断增加地

*e.g.*

He was finding it increasingly difficult to make decisions.

Increasingly, there is pressure on the council to reverse its decision.

**processed** *adj.* prepared or converted from a natural state by subjecting to a special process 加工过的

*e.g.*

I used to buy cheap processed foods such as canned chicken and macaroni.

Every year, almost a billion birds will become processed food in the region.

**super** *adj.* excellent 出色的，极好的

*e.g.*

The Natural History Museum is a super place for kids.

The best reason for a trip to London is the super opportunity for shopping.

★ [C2] **drought** *n.* a long period when there is little or no rain 久旱，旱灾

*e.g.*

This year (a) severe drought has ruined the crops.

Drought and famines have killed up to two million people here.

[B1] **option** *n.* one thing that can be chosen from a set of possibilities, or the freedom to make a choice 选择

*e.g.*

The best option would be to cancel the trip altogether.

There are various options open to someone who is willing to work hard.

[C1] **derive** *v.* to get sth from sth else 从...中得到

*e.g.*

The institute derives all its money from foreign investments.

She derives great pleasure/satisfaction from playing the violin.

★ [C2] **finite** *adj.* having a limit or end 有限的

*e.g.*

The funds available for the health service are finite and we cannot afford to waste money.

We only have a finite amount of time to complete this task — we can't continue indefinitely.



# Food and Health

138

[B1] **amount** *n.* a collection or mass, especially of sth that cannot be counted (尤指不可数事物的) 数量

*e.g.*

The workers didn't deliver the right amount of sand.

Small amounts of land were used for keeping animals.

[A2] **available** *adj.* able to be bought or used 可获得的

*e.g.*

Is this dress available in a larger size?

There's no money available for an office party this year.

[B2] **agriculture** *n.* farming 农业

*e.g.*

Agriculture is still largely based on traditional methods in some countries.

The area depends on agriculture for most of its income.

[C1] **feast** *n.* a special meal with very good food or a large meal for many people 宴会

*e.g.*

Lunch was a feast of meat and vegetables, cheese, yoghurt and fruit, with unlimited wine.

This new TV series promises a feast of special effects and set designs.

[B2] **productive** *adj.* resulting in or providing a large amount or supply of sth 多产的, 富饶的

*e.g.*

In order to turn the deserts into fertile and productive land, engineers built an 800-mile canal.

He had an amazingly productive five years in which he managed to write four novels.

◆ **doughnut** *n.* a small, circular cake, fried in hot fat, either with a hole in the middle or filled with jam  
炸面包圈

*e.g.*

Could I have a coffee and a doughnut please?

Nick found a newly opened doughnut store on the way home.

[C2] **intact** *adj.* complete and in the original state 完整无缺的

*e.g.*

Most of the cargo was left intact after the explosion.

The church was destroyed in the bombing but the altar survived intact.

**allotment** *n.* a small piece of ground in or just outside a town that a person rents for growing vegetables, fruits, or flowers (可租来种菜、水果或花的) 小块土地

*e.g.*

The interest in grow-your-own is stronger than ever and many sites have long waiting lists, yet some allotments are battling against closure.

A few weeks ago, gardeners lost a case at the high court to defend their allotments from development.

[B2] **scale** *n.* the size or level of sth, especially when this is large 范围

*e.g.*

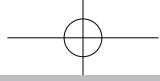
We don't yet know the scale of the problem.

Nuclear weapons cause destruction on a massive scale.

**horticulture** *n.* the study or activity of growing garden plants 园艺 (学)

*e.g.*

It is forbidden to occupy basic farmland to develop horticulture.



## UNIT 5

139

We can kill time by doing horticulture when we are older.

[C1] **explosion** *n.* a large increase in the number of sth that happens very quickly 急剧扩大

*e.g.*

The study forecast an explosion in the diet soft-drink market.

The government has had to take measures to halt the population explosion.

[B1] **solution** *n.* the answer to a problem 解决办法

*e.g.*

There's no easy solution to this problem.

They help you talk through your problems but they don't give you any solutions.

[C2] **particle** *n.* an extremely small piece of matter 粒子

*e.g.*

Electrons are atomic particles.

Dust particles must have got into the motor.

◆ **ion** *n.* an atom or small group of atoms that has an electrical charge because it has added or lost one or more electrons 离子

*e.g.*

Plants response to metal ion stress has an important scientific significance and application value.

The experiment involved irregular ion movement theory and isotope theory.

[C1] **innovation** *n.* (the use of) a new idea or method (新观念或方法的) 创造, 使用

*e.g.*

We must promote originality and encourage innovation.

This technical innovation will save us much time and labor.

## 2. Phrases and Expressions

**in light of** because of 鉴于

*e.g.*

In light of recent incidents, we are asking our customers to take particular care of their personal belongings.

However, in light of ongoing state budget and sequestration cuts, mental health services continue to erode.

**on top of** in addition to sth, especially sth unpleasant 除...之外

*e.g.*

On top of it all, our bank crisis is not over.

We missed our flight, and on top of that we had to wait seven hours for the next one.

**get over** to get better after an illness, or feel better after someone gets unhappy 克服, 克制

*e.g.*

It took him years to get over the shock of his wife dying.

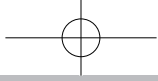
She was only just getting over the flu when she got a stomach bug.

**grind down** to make sth into small pieces or a powder by pressing between hard surfaces 磨碎

*e.g.*

Shall I grind down a little black pepper over your salad?

It won't grind down any finer than this.



# Food and Health

140

**be set to** to be certain or extremely likely to happen 很有可能

*e.g.*

The peace talks are set to continue through the week.

The spacecraft is set to throw new light on to a dark corner of the solar system.

**get comfortable with** to be used to 适应

*e.g.*

Most importantly, get comfortable with the idea of doing what you like.

When we get comfortable with a certain way of life, we may get lazy.

**science fiction** books, films, or cartoons about an imagined future, especially about space travel or other planets 科幻小说

*e.g.*

There are a number of science fiction and fantasy novels I can recommend.

The cyber warfare is no science fiction anymore.

**convert ... into** to turn ... into (使) 转而变为...

*e.g.*

The signal will be converted into digital code.

That gives it the opportunity to absorb, and thus convert into electricity, most of the red light falling on it, as well as the blue.

**in short supply** little of sth available 短缺

*e.g.*

Strawberries are in short supply this summer.

Nowadays that sort of innocence is in short supply.

**derive ... from** to come from sth 从...得到

*e.g.*

The English word “olive” is derived from the Latin word “oliva”.

The quality of the life we live is based upon the learning we derive from our experiences.

**replace ... with** to take the place of sth, or to put sth or sb in the place of sth or sb else 用...替换

*e.g.*

The factory replaced most of its workers with robots.

Doctors have replaced the top of his hip bone with a metal sphere.

**put ... to good use** make good use of ... 好好利用...

*e.g.*

Your creative talents can also be put to good use, if you can work up the energy.

She can put her management skills to good use in the new job.

**come up with** to suggest or think of an idea or plan 想出

*e.g.*

The minister criticized the police for failing to come up with any solution.

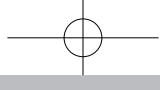
Nancy has come up with some amazing scheme to double her income.

**on the rise** increasing 增加

*e.g.*

Tips have been on the rise for some time.





## UNIT 5

141

With an increasing focus on rural economic development and poverty, research about rural infrastructure are on the rise.

**be likely to** to be probable to 可能

*e.g.*

We'll be likely to hire several people this month.

If you learn new work-related skills, you'll be more likely to get a promotion or raise.

**may well** to be likely to happen 可能

*e.g.*

She may well not want to travel alone.

As her confidence grows you may well see a considerable turnabout in her attitude.

**take over** to start doing a job or being responsible for sth that another person did or had responsibility for before 接管

*e.g.*

Mark took over the school from the previous headmaster in February.

There are now more than 20 big companies waiting in the wings to take over some of its business.

### Sentence Paraphrasing

1. ..., and developing countries with huge numbers of mouths to feed are devouring more of the food the world produces. (Para 1)

**Meaning:** ..., and developing countries with large populations are consuming more of the food the world produces.

2. Traditionally-produced meat is an enormous drain on the Earth's resources and is set to become more expensive over the coming years. (Para 3)

**Meaning:** The meat produced in traditional ways, on farms, for example, will become very scarce and the price of it will become very high in the future.

3. ..., whereby expensive, resource-hungry foods are replaced by cheaper, more environmentally friendly and often more nutritious alternatives. (Para 5)

**Meaning:** ..., by which more eco-friendly and often more nutritious foods will take the place of those expensive, resource-hungry ones.

4. Like insects, algae and seaweed could be used in food without us really knowing. (Para 7)

**Meaning:** Algae and seaweed could be used in food, but without us knowing about it.

5. New techniques will be developed to take the fat from food while leaving the taste intact. (Para 11)

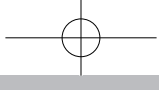
**Meaning:** New ways will be developed to take the fat out of food; meanwhile, the original taste will be kept.

### Reference Translation

#### 2050年人类吃什么？

食品专家们热议的一个话题是，根据近来的全球趋势，食品的未来会如何。世界人口在不断增加，物价在不断上涨，需要喂养众多人的发展中国家正不断地消耗越来越多的食物。此外，没人能确定气候的变化会对将来的食物生产造成什么影响。很多专家认为，综上所述，所有这些因素不可避免地会对人类的饮食造成根本性的改变。

下面就介绍一下在不远的将来，我们可能会吃什么、怎么吃。近来，不少人谈论可食用的昆虫，且理由充分。荷兰瓦赫宁根大学的研究人员认为，昆虫的营养价值与其他肉类一样，是很好的蛋白质来源，而且供给充足。当然，我们需要克服对其厌恶的心理，但专家们预测，蟋蟀、蚱蜢等昆虫可以被碾



# Food and Health

142

成粉，做成汉堡和香肠的原料。

以传统方法生产出来的肉类对地球资源是极大的耗费，而且将来会更昂贵。一些专家预测，肉类将像过去一样再次成为奢侈品。

除非人们习惯吃实验室生产出来的人造肉。人造肉已不是科幻小说里的内容了。人类已经可以在实验室里用牛的干细胞造出一块块的肌肉组织。满怀希望的科学家们预测，人类最终可以大量制造出足以满足需求的、与我们现在所食用的肉味道一样的人造肉来，当然也有一些科学家不那么乐观。

人造肉被称之为“食品替代”，是一个不断发展的领域，价格昂贵、耗费资源的食物借此可以被更便宜、更环保、更有营养的人造食品替代。例如，一家美国公司正致力于生产以植物为基础的蛋黄替代品，可以将其用于蛋黄酱、烘焙食品和调味料中。

转基因食品面临着持怀疑态度的公众的强烈反对，但一些科学家认为转基因食品可能会在未来几十年里成为养活世界上不断增长的人口的方式。未来会开始对黄金大米的试验：普通大米经改良后含β胡萝卜素（在人体内可转化成维生素A），它可以减少发展中国家人们失明和儿童疾病的发生。

水藻几乎处于食物链的最底端，但它可以被人类和动物食用，可以在海洋中生长，在耕地和淡水越来越短缺时期形成巨大的食物供给补充。如昆虫一样，水藻和海藻可在人们没有察觉的情况下被加入到食品中。科学家已经用它来代替面包中和加工食品中的盐，几乎可以肯定的是，在未来它会取代食品中的其他成分。

同时，在不久的将来，人类的菜单上还会出现绿色超级稻，它是一种常规育成的作物，更抗病抗旱，能够多喂养一亿人。

解决问题的最好方法之一是素食主义。现在，大多数人从肉、蛋、奶制品中获得人体20%的热量。到21世纪中叶，由于水和可用于农业用地的有限性，我们需要将这一热量削减到5%。环保、健康、经济方面的担忧使素食成为越来越多人的选择，更多的人将只在圣诞节等节日和庆祝宴会中才吃肉。

科学家们按目前的人口增长率计算过，如果要养活这个星球上的每一个人，到2050年每英亩耕地产量必须是现在的二倍。

食品营销专家布赖恩·万辛克认为，未来的食品将是健康的。他不认为所有人都会用苹果取代甜甜圈，但他认为，将来的甜甜圈会使我们比现在更健康。新技术将得到发展，能去除食物中的脂肪却不改变其味道。

粮食价格的上涨将促使很多人把后花园、园地、甚至窗台上的花盆充分利用起来。专家们想出了更具创造性的、在狭小空间种植水果、蔬菜的方法：小规模园艺已越来越流行，未来十年左右很可能会呈现爆炸式增长。而且它不只是在私人土地上。蔬菜种植很可能占领路边公共用地或在未使用的绿地上进行。社区将开始使用每一寸空地，以助于生产出更便宜的食品。

我们饮食习惯的部分问题还涉及食品的包装。我们买来的食物的包装有数百万吨，都被当作垃圾扔掉了。

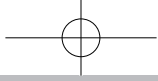
解决方案之一就是——吃掉包装。哈佛工程师大卫·爱德华兹已经为果汁、咖啡、冰淇淋等产品制作出了可食用包装。这些包装由离子将天然食物颗粒结合而制成，结实且可食用，味道也相当不错。

以上的一些创新可能不会发生，但专家们几乎可以肯定，其中很多都会发生（有些现在已经出现了）。在接下来的几十年里，为了人类的健康和地球的未来，我们的饮食习惯将不得不发生巨大的改变。

## Understanding the Organization of the Text

Read the text again and then complete the missing parts of the text outline.

- |                |              |                |                    |
|----------------|--------------|----------------|--------------------|
| 1. climate     | 2. nutrition | 3. replace     | 4. adequately feed |
| 5. ingredients | 6. menu      | 7. vegetarians | 8. productive      |
| 9. inventive   | 10. edible   |                |                    |



## UNIT 5

143

### Comprehension Questions

Read the text carefully and answer the following questions.

1. C
2. C



## Writing

### Reference Sample

#### Home Cooking

My hometown, Sichuan, is famous for its wide variety of delicious food available at food stands and restaurants in every price range. Although I do enjoy eating out occasionally, I really prefer to cook and eat at home with my family.

Even if the food we prepare may not be as elegant as that in a fine restaurant, I do like the taste of my mother's cooking. Mom is the head chef in our house, but we all help in the kitchen when we can. Preparing food together is fun and brings us closer. We also talk more around the dinner table when we eat together at home because the atmosphere is quieter, more relaxing and personal.

I love eating, and I love to eat with my family. We all feel comfortable having dinner at home and really enjoy the quiet time that we spend together. Eating out is great on some special occasions, but nothing can replace the joy of home cooking and home eating.

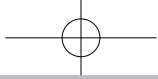


## Extended Exercises

### Error Correction

This part consists of one passage. In it there are altogether 8 mistakes, one in each numbered line. You may have to change a word, add a word or delete a word. If you change a word, cross it out and write the correct word in the corresponding blank. If you add a word, put an insertion mark (^) in the right place and write the missing word in the blank. If you delete a word, cross it out and put a slash (/) in the blank.

- |                           |                           |
|---------------------------|---------------------------|
| 1. composed — is composed | 2. commonly — common      |
| 3. by — in                | 4. developing — developed |
| 5. that — when            | 6. what — which           |
| 7. of — with              | 8. such — /               |



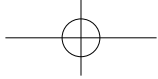
# Food and Health

144

## Translation

Translate the following sentences into English.

1. The minister approved the building plan.
2. In light of food shortage, the yield of the arable land in our country needs to be improved rapidly.
3. I'll replace the vase I broke with a new one as soon as possible.
4. The population in China may well decrease by 400 million till the end of this century.
5. The article has been modified so radically that it is barely recognizable.



## UNIT

# 6

# Keeping Fit

### Unit Goals

- Plan an activity with someone
- Talk about daily routines
- Discuss exercise and diet
- Describe your typical day
- Write about how to stay in shape



# Lesson 1

## Lead-in

### Sitcom: I'm Getting in Shape! Scene 1

Complete the sentences. Circle the correct answers.

1. B                      2. C                      3. C                      4. B

### Scene 2

How often does Marie do these activities? Complete the sentences with the phrases you hear.

1. in the morning
2. two nights a week
3. on the weekends
4. every Sunday

### Video Script

#### Scene 1

*Bob exercises in the office.*

Paul: What are you doing?

Bob: I'm exercising.

Paul: Don't you have some work to do?

Bob: I am working. I'm working and exercising.

Paul: What work are you doing?

Bob: I'm thinking.

Paul: About what?

Bob: About ideas for Mrs. Beatty's vacation.

Paul: And what are you thinking?

Bob: Beach vacation.

Paul: I have to finish this. Can you go exercise somewhere else?

Bob: No problem.

Marie: What are you doing?

Bob: I'm getting in shape.

Marie: Why are you doing that here? Why don't you go to a gym? Or the park? Or outside? Or home?

Bob: I don't have time to go to the gym.

Marie: I can't work when you do that. Can you go over there?





## UNIT 6

147

Bob: No problem.  
Mr. Evans: Bob?  
Bob: Huh?  
Mr. Evans: What are you doing?  
Bob: I'm ... working.  
Mr. Evans: Then why are you running?  
Bob: To get in shape. Running burns a lot of calories.  
Mr. Evans: Exercise later. Work now please.  
Bob: Yes, sir.

### Scene 2

*Bob and Marie discuss their exercise routines.*

Mr. Evans: I'm meeting a client at the café for lunch, Marie.  
Marie: OK.  
Bob: So, what do you do to stay in shape?  
Marie: I generally go running in the morning. I do aerobics two nights a week. I always play tennis or golf on the weekends. And I usually go bike riding every Sunday, if the weather is good.  
Bob: You don't lift weights?  
Marie: No.  
Bob: You have to lift weights to really stay in shape.  
Marie: I don't like to go to a gym.  
Bob: You don't have to go to a gym to lift weights. You can lift weights anywhere. Like this. Or this. Or even this. Maybe not that.  
Marie: Thanks for the suggestions.  
Bob: Hey, why don't we go running together sometime?  
Marie: OK. Where do you run?  
Bob: To the park ..., and back.  
Marie: Oh.  
Bob: Where do you run?  
Marie: To the park, and then to the market, then to Symphony Hall, then to Harper Street, then to the library, then to the theater. And then back.  
Bob: Oh.  
Marie: So do you want to go running after work today?  
Bob: Gotta meet a friend for dinner.  
Marie: Some other time, then.  
Bob: Yeah, sure.  
Marie: Hey, can you answer the phones for a while? I have to go to the post office, and you're the only one here.  
Bob: No problem.

## Listening

### Part 1 On My Way to the Park.

Listen and choose the correct response.

1. She's going to play tennis.
2. Once a week.
3. No. He's not keen on tennis.

#### Script

Sue: Hey, Jane! Where are you off to?  
 Jane: I'm on my way to the park.  
 Sue: You play tennis? How often?  
 Jane: Just about every weekend. Do you want to play together sometime?  
 Sue: That would be great. What about your husband? Does he play?  
 Jane: Ed? No way. He's a couch potato.  
 Sue: Too bad. My husband's crazy about tennis.

#### Teaching Suggestions

**Step 1** After students listen for the first time, ask some comprehension questions:

*Where's Jane going?* (She's going to the park.)  
*When does Jane play tennis?* (Every weekend.)  
*Does Sue play tennis?* (Yes, she does.)  
*Does Jane's husband, Ed, play tennis?* (No, he doesn't.)  
*Why not?* (He's a couch potato.)  
*Does Sue's husband play tennis?* (Yes, he does.)  
*Does Sue's husband like tennis a lot or a little?* (A lot. He's crazy about tennis.)

**Step 2** Have students listen for the second time and review answers as a class.

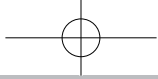
**Step 3** Write the following questions on the board:

*Are you a couch potato?*  
*Do you know any couch potatoes?*  
*What are you crazy about?*  
*What are your family members crazy about?*

First, model the activity by answering the questions yourself. (I'm not a couch potato. My sister, Kristen, is a couch potato. I'm crazy about soccer. My father is crazy about basketball.) Then have students discuss in small groups.

#### Language Note

A *couch potato* is someone who spends a lot of time sitting and watching television, and who doesn't really exercise a lot.



# UNIT 6

149

## Part 2 Places for Physical Activities.

Listen and match the conversation with the place.

- |                  |            |                      |
|------------------|------------|----------------------|
| 1. a golf course | 2. a track | 3. an athletic field |
| 4. a gym         | 5. a pool  | 6. a tennis court    |
| 7. a park        |            |                      |

### Script

- Conversation 1** M: Where's John?  
F: Oh, he's at the golf course.  
M: Today? But it's raining!
- Conversation 2** F: I'm heading for the track to go running. Want to come?  
M: Sure. Can you give me a minute to get ready?  
F: No problem.
- Conversation 3** M: We're going to the athletic field. Want to join us?  
F: Maybe some other time, OK?
- Conversation 4** F: Hank, I'm off to the gym.  
M: OK. What are you going to do today?  
F: Lift some weights, run on the treadmill. The usual.
- Conversation 5** M: Is the pool open today?  
F: Yeah. Why?  
M: I feel like swimming. Want to join me?
- Conversation 6** F: Tennis anyone?  
M: Are you kidding? It's late. The tennis courts will be closed.  
F: They're open till nine. Come on.
- Conversation 7** M: Where are you off to?  
F: The park. Want to come along?  
M: Sure. I need some fresh air.

### Teaching Suggestions

- Step 1** Have students tell a partner how often or when they go to each place. Circulate and check that students are using the simple present tense (*I go ...*), placing frequency adverbs before *go* (*I hardly ever go ...*), and placing frequency or time expressions at the end of the sentence (*I go to the gym twice a week.*).
- Step 2** After students listen and repeat, ask students to name one activity they can do in each place; for example, *We can lift weights at the gym.*
- Step 3** Review answers as a class. Ask students to demonstrate the source of each answer in the conversation.

### Language Note

A *gym* can be a building with weights, other exercise equipment, and rooms for aerobics and other exercise classes (also called a *health club* or *fitness center*). A *gym* can also be a building for indoor sports such as basketball (also called a *gymnasium*).

## Part 3 It's a Hot Day.

Listen to the conversation and complete the following statements.

1. couch potato
2. fresh air
3. every weekend
4. lifting weights
5. athletic field

### Script

- Conversation 1** M1: Does your wife play tennis?  
M2: Edith? No way. She's a couch potato.  
M1: Too bad. My wife plays every week.
- Conversation 2** F: I have to get out this house — I need some fresh air!  
M: Why don't you go to the park?
- Conversation 3** F1: How often do you play golf?  
F2: Just about every weekend. Do you want to play together sometime?  
F1: That would be great.
- Conversation 4** F: Where are you going?  
M: To get some exercise — lift weights, run on the treadmill.  
F: You're always at the gym!
- Conversation 5** M1: We're heading down to the athletic field to play soccer. Want to come with us?  
M2: That sounds like fun. Can you give me a minute to get ready?

### Teaching Suggestions

- Step 1** After students listen and repeat, ask students to comment on each activity; for example, *Playing soccer is fun.*
- Step 2** Review answers as a class. Ask volunteers to demonstrate the source of each answer in the conversations.

## Part 4 Any Tips on Running?

Listen to the coach's advice about jogging, and then fill in the missing information.

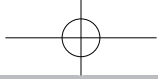
1. be focused forward
2. be relaxed
3. back and forward
4. a potato chip
5. below your shoulders
6. lightly and quickly
7. copy her form

### Script

**Listener:** I often feel awkward when I run. Any tips on proper running form?

**Coach:** Like a fingerprint, everyone has their own unique style of running. When you begin a run, go through these elements of style to help you run more smoothly and with less effort:

- Your head should be focused forward, not tilted down the ground.
- Shoulders should be relaxed.
- Focus on pumping your bent-to-90-degree elbows back and forward, not crossing your arms across your belly.



## UNIT 6

151

— Hands should also be relaxed, as if holding on to a potato chip or something else fragile.

— Hips should be forward and below your shoulders.

— Feet should land lightly and quickly over the ground without bouncing.

Then, when you see someone running by you who looks efficient and effortless, try to copy her form. Good form comes with practice and patience.



## Speaking

### Teaching Suggestions

#### Conversation Model

**Step 1** After students listen, ask:

*What are the two men planning to do? (Play basketball.)*

*Is Paul free to play basketball tomorrow at three? (No, he isn't.)*

*Why not? What's he doing at that time? (He's meeting his sister at the airport.)*

*Is he free to play Wednesday at five? (Yes, he is.)*

**Step 2** Have students repeat chorally. Make sure they:

- use falling intonation for *why don't we play basketball sometime?* Use rising intonation for *When's good for you?* and *How about Wednesday at five?*
- use rising intonation for *Tomorrow at three?* This is a shortened version of *Is tomorrow at three OK?*
- Pause after *Sorry, I can't.*
- Pay special attention to stress and rhythm of the sentence *I have to meet my sister at the airport* with primary stress on *have*, *sister* and *airport*.

**Step 3** Have students read the conversation model by themselves using the following stress pattern:

#### STRESS PATTERN

— — — • • • — • • • •

A: Hey, Paul. Why don't we play basketball sometime?

— • — — — • —

B: Great idea. When's good for you?

• — • • —

A: Tomorrow at three?

— • • — • — • • • — • • • — •

B: Sorry, I can't. I have to meet my sister at the airport.

— • • — • • —

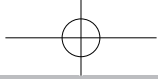
A: How about Wednesday at five?

— • —

B: That sounds great.

#### Conversation Pair Work

**Step 1** Have students fill in their plans for this Friday, Saturday, and Sunday on the daily planner.



# Keeping Fit

152

- Step 2** Before they practice the conversation, ask a few students about their plans for the weekend: *What are you doing on ... at ...?*
- Step 3** Have students practice the conversation in pairs. Remind students to use the following expressions in their conversation:
- To greet classmates: *Hey. / Hi. / How's it going?*
- To agree on an activity or on a time and place: *Great! / Perfect. / Sounds good / great. / That would be great. / Sure. I'd love / like to go.*
- To say goodbye: *See you then. / See you. / See ya.*
- Step 4** Pick out two or three pairs to give their presentations and give comments.



## Reading

### • Text A

#### Background Information

##### 1. Baseball

Baseball is a team sport popular in North America, parts of Latin America, the Caribbean, and East Asia. The modern game was developed in the United States from an early bat-and-ball game called rounders, and it has become the national sport of the United States. It is a bat-and-ball game in which a pitcher throws (pitches) a hard, fist-sized ball toward the hitting area of a batter. The batter attempts to hit the baseball with a tapered, smooth, cylindrical bat made of wood (as required in professional baseball) or made of aluminum (as allowed in many other leagues). A team scores only when batting, by advancing counter-clockwise past a series of four markers called bases arranged at the corners of a diamond. Each base is 90 feet from the previous base. Baseball is sometimes called hardball to differentiate it from similar games such as softball.

##### 2. Fast food

Fast food is food which is prepared and served quickly at outlets called fast-food restaurants. It is a multi-billion dollar industry which continues to grow rapidly in many countries.

##### 3. Soft drinks

Soft drinks have been an anchor in American culture since the beginning of the 20th century, but the roots of these beverages extend much further back in time. The first carbonated soft drinks, which were named as such in order to clearly differentiate them from hard, alcoholic beverages, and the technology to make them were imported from the Europeans, who had discovered how to force carbon dioxide gas into water back in the 16th century. The original bubbly drinks were carbonated mineral waters mimicking those found in therapeutic natural springs and the first of these were patented in the United States in 1810. Less than a decade later, the soda fountain was patented as well. By the mid-1800s, American chemists and pharmacists were concocting sweetened, flavored carbonated beverages. According to John Mariani's *The Dictionary of American Food and Drink*, ginger, lemon, strawberry, and vanilla were the popular flavors of the time, but towards the end of the century, the first cola drinks, which would eventually revolutionize the soft drink industry, were being developed. In 1886, an Atlanta





## UNIT 6

153

pharmacist named John Styth Pemberton invented a carbonated beverage that he called Coca-Cola, which was destined to become the world's best selling soft drink.

### 4. Ice cream

Ice cream (originally iced cream) is a frozen dessert made from dairy products such as cream (or substituted ingredients), combined with flavorings and sweeteners such as sugar. This mixture is cooled while stirring to prevent large ice crystals from forming. Although the term “ice cream” is sometimes used to mean frozen desserts and snacks in general, it is usually reserved for frozen desserts and snacks made with a high percentage of milk fat. Frozen custard, ice milk, sorbet and other similar products are sometimes also called ice cream.

### 5. Jogging

Jogging is a form of trotting or running at a slow or leisurely pace. The main intention is to increase fitness without stress, though people may jog short distances if they are in a hurry, but don't wish to exert themselves.

## Language Points

### 1. New Words

★ [B1] **terrific** *adj.* very good 极好的

*e.g.*

The school did a terrific amount of fundraising.

Everybody there was having a terrific time.

[A2] **couch** *n.* a sofa 沙发

*e.g.*

Roy swung his legs carefully off the couch and sat up.

The old couple were sitting on the couch in the living room watching TV.

[B2] **generally** *adv.* considering the whole of sb or sth, and not just a particular part of him, her or it 大体上

*e.g.*

Your health is generally good, but you do have a few minor problems.

It is generally true that the darker the fruit the higher its iron content.

### 2. Phrases and Expressions

**be in shape** to keep in good health condition 保持良好的健康情况

*e.g.*

Michael is in a lot better shape since he's changed his diet.

Athletes should always get in excellent shape in order to achieve ideal performance in competitions.

**soft drink** a cold, usually sweet, drink that does not contain alcohol 不含酒精的饮料

*e.g.*

Coca-Cola is the most popular soft drink in the world.

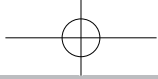
Children are only allowed to drink soft drinks at the party.

**be crazy about** to be very interested in sth or love sb very much 对...疯狂, 对...着迷

*e.g.*

I'm not crazy about the idea.

It's pretty obvious that that young guy is crazy about you.



# Keeping Fit

154

**couch potato** a person who watches a lot of television and does not have an active life 懒骨头，终日懒散在家的人

*e.g.*

The last thing I want to do is to share a place with a couch potato.

If you're a couch potato, you'd better change your ways. Leisure studies, interests and hobbies will keep you on your toes.

## Teaching Suggestions

**Step 1** Have students listen to the two letters carefully.

**Step 2** Have students read the letters. After they finish reading each letter, ask them some comprehension questions. Encourage students to give answers with their own words:

### Letter 1

*What does Ron do at school?* (He's an athlete. He plays baseball for the university team and he goes running every day.)

*What does Ron worry about?* (He's worried that he exercises too much.)

*What's the problem with Ron's diet?* (He's crazy about sweets.)

### Letter 2

*Why doesn't Nina feel very healthy?* (She gets tired just walking from her house to her car.)

*What was the suggestion given by Nina's doctor?* (The doctor told her to exercise more.)

*Why doesn't Nina go out often?* (Because she's a couch potato and likes watching movies very much.)

*Is there any problem with Nina's diet?* (No.)

**Step 3** Have students work in small groups to figure out some solutions to the problems of Ron and Nina. Then ask each group to answer one of the two letters.

## Reference Translation

### 我需要一些健康建议

亲爱的康体顾问：

我有两个关于健康方面的问题要咨询。我是个运动员。我在自己就读的大学的棒球队打球，而且每天都跑步锻炼。我总是不停地运动。我自认为健康状态极佳，但我担心是不是运动量过大呢？这是我的第一个问题——到底多大运动量算是运动过量？

第二个问题与我的饮食习惯有关。我一直尝试健康饮食。我几乎从未吃过比萨饼、快餐或者其他零食，也从不喝软饮料。但我却有一个坏习惯——特别喜欢吃甜食。

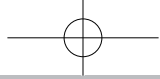
我经常吃很多巧克力、糖果、蛋糕和冰激凌。什么方法才能让我少吃甜食呢？

罗·米勒

亲爱的康体顾问：

我需要您给我一些有关如何锻炼的建议。我感觉自己不是很健康。从家门口走到车那儿我就感到累了。医生说我需要多运动。我也知道她说的没错。我应该多出去活动活动。我丈夫每天都慢跑，但我从未跟他一起跑过。我成天泡在电视机前面，最常做的活动就是看电影——我每天晚上都会看一部电影。不幸的是，这消耗不了多大热量。

顺便说一下，我的问题不在饮食方面。我总是吃对身体有益的食物，像是鱼、蔬菜、水果等。我从



## UNIT 6

155

不吃零食，也几乎不吃甜食。

妮娜·亨特

### Comprehension Check

Now read the following sentences. Check True (T), False (F), or Not Mentioned (NM) in the box given below.

1. F                      2. T                      3. NM                      4. F                      5. T                      6. F

### • Text B

#### Background Information

##### 1. *Tai chi*

*Tai chi* is an internal Chinese martial art practiced for both its defense training and its health benefits. Though originally conceived as a martial art, it is also typically practiced for a variety of other personal reasons: competitive wrestling in the format of pushing hands (*tui shou*), demonstration competitions, and achieving greater longevity. As a result, a multitude of training forms exist, both traditional and modern, which correspond to those aims with differing emphasis. Some training forms of *tai chi* are especially known for being practiced with relatively slow movements.

Today, *tai chi* has spread worldwide. Most modern styles of *tai chi* trace their development to at least one of the five traditional schools: Chen, Yang, Wu (Hao), Wu and Sun. All of the former, in turn, trace their historical origins to Chen Village.

##### 2. Martial arts

Martial arts are codified systems and traditions of combat practices, which are practiced for a variety of reasons: as self-defense, military and law enforcement applications; as competition, physical fitness, mental and spiritual development, as well as entertainment and the preservation of a nation's intangible cultural heritage.

Although the term martial art has become associated with the fighting arts of eastern Asia, it originally referred to the combat systems of Europe as early as the 1550s. The term is derived from Latin, and means “arts of Mars”, the Roman god of war. Some have argued that fighting arts or fighting systems would be more appropriate on the basis that many martial arts were never “martial” in the sense of being used or created by professional warriors.

##### 3. Immune system

The immune system is a host defense system comprising many biological structures and processes within an organism that protects against disease. To function properly, an immune system must detect a wide variety of agents, known as pathogens, from viruses to parasitic worms, and distinguish them from the organism's own healthy tissue. In many species, the immune system can be classified into subsystems, such as the innate immune system versus the adaptive immune system, or humoral immunity versus cell-mediated immunity. In humans, the blood-brain barrier, blood-cerebrospinal fluid barrier, and similar fluid-brain barriers separate the peripheral immune system from the neuroimmune system which protects the brain.



# Keeping Fit

156

## Language Points

### 1. New Words

[C1] **graceful** *adj.* moving in a smooth, relaxed, attractive way, or having a smooth, attractive shape 优雅的

*e.g.*

The dancer's movements were so graceful that they seemed effortless.

The tall graceful form of a woman appeared at the top of the stairs.

[B1] **accompany** *v.* to go with sb or to be provided or exist at the same time as sth 陪同, 陪伴

*e.g.*

The course books are accompanied by four CDs.

Depression is almost always accompanied by insomnia.

[B2] **stretch** *v.* to cause sth to reach, often as far as possible, in a particular direction 拉伸

*e.g.*

I tripped on a piece of wire that someone had stretched across the path.

The cables are designed not to stretch.

★ [C1] **posture** *n.* the way in which sb usually holds their shoulders, neck and back, or a particular position in which sb stands, sits, etc. 姿势, 仪态

*e.g.*

Poor posture can cause neck ache, headaches and breathing problems.

You can make your stomach look flatter instantly by improving your posture.

[C2] **motion** *n.* the act or process of moving, or a particular action or movement 运动

*e.g.*

The violent motion of the ship upset his stomach.

He rocked the cradle with a gentle backwards and forwards motion.

[C2] **subtle** *adj.* not loud, bright, noticeable, or obvious in any way 不易察觉的, 不明显的

*e.g.*

The room was painted a subtle shade of pink.

The play's message is perhaps too subtle to be understood by young children.

[B2] **emphasis** *n.* the particular importance or attention that is given to sth 强调

*e.g.*

I think we should put as much emphasis on preventing disease as we do on curing it.

Schools here lay great emphasis on written work and grammar.

[C1] **principle** *n.* a basic idea or rule that explains or controls how sth happens or works 原则

*e.g.*

The machine works according to the principle of electromagnetic conduction.

The organization works on the principle that all members have the same rights.

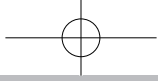
[B2] **variation** *n.* a change in amount or level 变化

*e.g.*

The medical tests showed some variation in the baby's heart rate.

Unemployment rates among white-collar workers show much less regional variation than corresponding rates among blue-collar workers.

[B2] **maintenance** *n.* a situation in which sth continues to exist or is not allowed to become less 维持



## UNIT 6

157

*e.g.*

Maintenance of humidity is vital for ciliary function.

The maintenance of peace and stability is very important to the development of Asia.

▲ **martial** *adj.* relating to soldiers, war or life in the armed forces 战争的

*e.g.*

Like Peking Opera, martial arts have long been one of China's important cultural exports.

The military leadership has lifted martial law in several more towns.

[B2] **aspect** *n.* one part of a situation, problem, subject, etc. 方面

*e.g.*

His illness affects almost every aspect of his life.

Climate and weather may affect every aspect of people's lives.

★ [C1] **minimal** *adj.* very small in amount 极少的

*e.g.*

There were no injuries, and damage to the building was minimal.

The money he'd been ordered to pay was minimal in relation to his salary.

[B1] **stress** *n.* great worry caused by a difficult situation, or sth that causes this condition 紧张, 压力

*e.g.*

Yoga is a very effective technique for combating stress.

People under a lot of stress may experience headaches, minor pains and sleeping difficulties.

[C2] **joint** *n.* a place in the body where two bones are connected 关节

*e.g.*

As you become older, your joints get stiffer.

It may be that you are unaware of where your hip joint is; it is not at the waist but a good hand span below it.

[A2] **indoors** *adv.* within a building 在室内

*e.g.*

Many herbs can be grown indoors.

In the event of rain, the party will be held indoors.

[B1] **positive** *adj.* full of hope and confidence, or giving cause for hope and confidence 积极的

*e.g.*

On a more positive note, we're seeing signs that the housing market is picking up.

The past ten years have seen some very positive developments in East-West relations.

[B2] **overall** *adj.* in general rather than in particular, or including all the people or things in a particular group or situation 全面的

*e.g.*

The overall situation is good, despite a few minor problems.

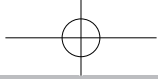
The overall winner, after ten games, will receive \$250,000.

[B2] **approach** *n.* a way of considering or doing sth (思考问题的) 方式, 方法

*e.g.*

I've just read an interesting book which has a new approach to Shakespeare.

Since our research so far has not produced any answers to this problem, we need to adopt a different approach to it.



# Keeping Fit

158

[B1] **decrease** *v.* to become less, or to make sth become less (使)减少, (使)下降

*e.g.*

Our share of the market has decreased sharply this year.

We have decreased our involvement in children's books.

[B2] **capacity** *n.* the total amount that can be contained or produced, or (especially of a person or organization) the ability to do a particular thing (尤指某人或某组织的)办事能力

*e.g.*

She has a great capacity for hard work.

The region is valued for its coal and vast electricity-generating capacity.

**flexibility** *n.* the quality of being able to change or be changed easily according to the situation 柔韧性, 灵活性

*e.g.*

The flexibility of distance learning would be particularly suited to busy managers.

This gives the team the support and the flexibility they need to accomplish repeatable results.

[B2] **indicate** *v.* to show, point, or make clear in another way 表明

*e.g.*

Please indicate which free gift you would like to receive.

Exploratory investigations have indicated large amounts of oil below the sea bed.

**immune** *adj.* protected against a particular disease by particular substances in the blood 免疫的

*e.g.*

Most people who've had chickenpox once are immune to it for the rest of their lives.

He seems to be immune to colds — he just never gets them.

★ [C1] **cholesterol** *n.* a substance containing a lot of fat that is found in the body tissue and blood of all animals, thought to be part of the cause of heart disease if there is too much of it 胆固醇

*e.g.*

I reasoned that changing my diet would lower my cholesterol level.

Many other medications have an influence on cholesterol levels.

[B1] **routine** *n.* a usual or fixed way of doing things 惯例, 常规

*e.g.*

There's no fixed routine at work — every day is different.

The soldier checks under the car for bombs as a matter of routine.

[B2] **schedule** *n.* a list of planned activities or things to be done showing the times or dates when they are intended to happen or be done 日程安排表

*e.g.*

Everything went well according to schedule.

The class schedule is available on the website.

[B2] **concept** *n.* a principle or idea 观念

*e.g.*

The concept of free speech is unknown to them.

I failed to grasp the film's central concept.





## UNIT 6

159

### 2. Phrases and Expressions

**a series of** a number of 一系列

*e.g.*

The students have put forward a series of questions.

The post office will issue a series of new stamps.

**in motion** in the process of moving 处于运动状态

*e.g.*

One group of muscles sets the next group in motion.

It is dangerous to lean out of the window while the bus is in motion.

**blood pressure** a measure of the pressure at which the blood flows through the body 血压

*e.g.*

They took my pulse, took my blood pressure, and X-rayed my jaw.

Standard measurements of blood pressure are an important but crude way of assessing the risk of heart disease or strokes.

**for the long term** over a long period of time 长期

*e.g.*

In order to succeed in this country, you need to plan for the long term.

For effective management, legal rights to forest resources are required for the long term vision and benefit.

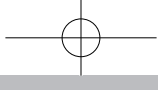
### Teaching Suggestions

- Step 1** Before listening and reading Text B, ask students to list down some daily activities and talk about which activity can help them relieve the stress of university life.
- Step 2** After listening and reading, check comprehension. Ask:  
*What kind of exercise is tai chi? (Tai chi is an ancient Chinese tradition that is practiced as a graceful form of exercise.)*  
*What are the benefits of tai chi to people of all ages and fitness levels? (Tai chi can decrease stress and anxiety, increase aerobic capacity, energy, flexibility and balance muscle strength.)*  
*How can tai chi improve people's health? (By enhancing the quality of sleep and the immune system, improving joint pain and overall well-being, and lowering cholesterol levels and blood pressure.)*
- Step 3** Have students work in pairs or small groups to talk about other sports activities they do on a typical weekday.

### Reference Translation

#### 太极拳：一种温和的抗压方法

太极拳是中国自古流传下来的一种锻炼方式，练起来形态优美。练太极拳的一系列动作，要缓慢、注意力集中，练习时伴随深呼吸。它是一种非竞争性的、温和的锻炼，各种动作与伸展的速度可自我掌控。各个姿势之间衔接要流畅，没有停顿，以确保你的身体保持不断的运动。太极拳有许多不同的派别，每一派别对其原理和方法稍有不同的侧重。在同一门派中也有各种风格的变化。有些门派可能会注重健康保养，其他门派则专注于武术方面。



# Keeping Fit

160

练太极时肌肉和关节不怎么用力，因此对肌肉和关节没多大影响，这使得它通常适合所有年龄和健康水平的人群。太极不需要经济投入，不需要特殊的设备，并且在室内或室外、单独或组队都可以练，因此比较有吸引力。

如果学习正确并定期锻炼，太极拳可以是改善你健康的整套方案中积极的一部分。太极拳的好处是它能降低压力、减少焦虑、提高有氧能力、能量、灵活性以及平衡肌肉力量。一些证据表明，太极拳也有助于提高睡眠质量、改善免疫系统、减轻关节疼痛、改善中老年人总体健康状况、降低胆固醇和血压。

虽然你可能会从12周的太极班有所收获，但如果你继续长期练习并且更加熟练，你就会得到更多的好处。你会发现，当你形成规律，每天在同一时间、同一地点练太极拳，它会对你很有帮助。但是如果你日程繁忙，你也可以只花几分钟时间练习。当你感到压力大时，如堵车或在紧张工作会议中，你甚至可以不实施实际的动作而只进行舒缓身心的意念练习。

## Short Answer Questions

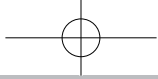
Based on the information in the text, give short answers to the questions.

1. *Tai Chi* should be performed in a slow, focused manner and accompanied by deep breathing.
2. Different styles may have their own subtle emphasis on various *tai chi* principles and methods.
3. Some may focus on health maintenance, while others focus on the martial arts aspect.
4. Because *tai chi* is low impact and puts minimal stress on muscles and joints.
5. It decreases stress and anxiety; increases aerobic capacity, energy and flexibility; balances muscle strength; enhances the quality of sleep and the immune system; improves joint pain and overall well-being in older adults and lowers cholesterol levels and blood pressure.
6. You can either practice it in a few minutes, or just practice the soothing mind-body concepts of *tai chi* without performing the actual movements.

## Critical Thinking

Based on the information in the text, check the statements that are probably true. Think and explain.

1. *Tai chi* involves a series of movements performed in a slow, focused manner and accompanied by deep breathing. *Tai chi* can improve joint pain and overall well-being in older adults and lower cholesterol levels and blood pressure. These certainly prove *tai chi* is beneficial to the elderly people. But *tai chi* also has other benefits such as decreasing stress and anxiety, increasing aerobic capacity, energy and flexibility, enhancing the quality of sleep and the immune system. These are definitely good for the young people in today's competitive society.
2. *Tai chi* has many different styles. There are also variations within each style. Some may focus on health maintenance, while others focus on the martial arts aspect.
3. You may enjoy greater benefits if you continue *tai chi* for the long term and become more skilled. You may find it helpful to practice *tai chi* in the same place and at the same time every day to develop a routine.



## UNIT 6

161



# Writing

### Reference Sample

My colleague Li Ming works from Monday to Friday. Since the office is quite far away from his apartment, he usually gets up at 6:30. After getting dressed and washing, he rushes out to catch the 7:00 subway. Li Ming does not have enough time for breakfast at home, but fortunately there is a tea break at 10 o'clock in the office, which will sustain him till noon. He usually has a quick lunch at noon, and the fast food restaurant across the street offers tasty food. Li Ming works through the afternoon from 1:00 pm to 5:00 pm.

The time after work is the most enjoyable time in a day. He gets home at 6:00 and cooks an enormous dinner for himself. Then, he takes a walk and gets online to check his emails as well as the latest news. Every night, Li Ming watches the 9:00 sitcom on the movie channel. It's very interesting and exciting. He normally takes a shower at 10:30 and goes to bed after that.

# Lesson 2

## Lead-in

### Interview: Do You Like to Exercise?

#### A Match the name and the activity to complete each sentence.

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

#### B Complete the statements. Circle the correct answers.

1. B                      2. A                      3. B                      4. A

### Video Script

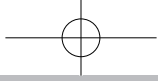
- Interviewer: Are you an exercise fan?  
Rob: Yes. I love to run. I run in the morning before I work, and I run on Saturdays and Sundays along the river and through the park.
- Interviewer: Are you a fan of exercise?  
Martin: Not really.
- Interviewer: So Rita, would you consider yourself a couch potato?  
Rita: No, I'm not a couch potato. Absolutely not. I just ... I hate to exercise.
- Interviewer: So do you actually have a routine that you follow?  
Herb: Every day, yes. We go out ... I go to the park and meet people who are in my age group. They are eighty, sixty, seventy. We have quite a number of eighties and one ninety-year-old. And we either walk or we run for about three and a half miles.
- Blanche: And I go to the park when I'm not ... no, three days a week I go to the pool and walk in the water, and the rest of the time I go to the park and walk.
- Interviewer: How often do you do *tai chi*?  
Martin: About once a week.
- Interviewer: So do you feel exercise is important?  
Martin: Yes, I think it's important.
- Interviewer: But not enough to do it more often than once a week?  
Martin: Well, to be honest, I'm very lazy. That's why. I wish I could do more exercise. Maybe I should, starting from today.

## Listening

### Part 1 When Do You Usually Eat Breakfast?

Listen carefully. Choose the correct answer to complete each statement.

1. B                      2. A                      3. B                      4. A



## UNIT 6

163

### Script

- Conversation 1** M: When do you usually eat breakfast?  
F: Me? I never eat breakfast. No time.
- Conversation 2** F: Where's Tony? He usually goes swimming on Mondays, doesn't he?  
M: Usually. But he has to pick up his mom from the airport tonight.
- Conversation 3** F: Do you have to pig out on all that junk food? It's bad for you!  
M: Hey, you know I almost always eat healthy stuff.  
F: That's true. But it's really kind of gross.
- Conversation 4** M: So how much time do you spend at the track?  
F: Oh, I run for about thirty minutes or so.  
M: Every day?  
F: Yup.

### Teaching Suggestions

- Step 1** Have students read and compare the frequency adverbs. Ask them to make up sentences by using these frequency adverbs.
- Step 2** Have students listen to the conversation twice and review answers as a class.
- Step 3** Have students listen one more time. Ask a few questions:  
*How often do you do these activities?*  
*What are the activities you usually do?*  
*What are the activities you do once in a while?*  
*What are the activities you hardly ever do?*  
*What are the activities you never do?*
- Step 4** Have students answer the following questions by using the new language:  
*On what occasions do you **pig out on** food?*  
*Think about the food you have tasted. What do you feel **gross**?*

### Language Note

To *pig out* is to eat a lot of food, especially food that is bad for you (junk food). If something is said to be *gross*, it is disgusting to look at or think about.

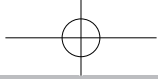
## Part 2 Americans' Eating Habits.

Listen carefully to the passage and fill in the blanks with the missing words you have heard.

- |                          |                        |                      |
|--------------------------|------------------------|----------------------|
| 1. social                | 2. gather together     | 3. fast pace         |
| 4. daytime meals         | 5. crowded with people | 6. can be served     |
| 7. at the proper time    | 8. make room           | 9. a real difference |
| 10. which can be enjoyed |                        |                      |

### Script

Americans eat breakfast and lunch quickly unless it is a social, business or family occasion. The evening meal is usually longer and a time for families to gather together. Rushing through daytime meals is part of the



# Keeping Fit

164

fast pace in America. Another reason for rushing through daytime meals is that many people eat in restaurants that are usually crowded with people waiting for a place so that they too can be served and return to work at the proper time. So each one hurries to make room for the next person. As with busy people everywhere there is a real difference with meals that are eaten in a hurry and those which can be enjoyed slowly with friends.

## Teaching Suggestions

**Step 1** Before students listen, ask:

*How long does it take for you to have breakfast and lunch?*

*What do you usually have for breakfast and lunch?*

**Step 2** After students listen, ask:

*When do Americans have their meals leisurely? (On social, business or family occasions.)*

*Why do Americans rush through their daytime meals? (Because of the fast pace of their life and the crowdedness of the restaurants.)*

**Step 3** After students complete the exercise, have them check answers by reading what they have filled in each blank.

## Part 3

### • Passage 1 What Do I Do to Stay in Shape?

Listen to Juan Reyneri talking about his way to stay in shape. Then check whether each statement is True (T), False (F), or Not Mentioned (NM). If the statement is not true, please give your correction.

1. F Juan Reyneri generally eats small meals five or six times a day, six days a week.
2. F Juan Reyneri usually goes out to enjoy junk food on Sundays.
3. T
4. T
5. F On Wednesdays, Juan Reyneri lifts weights.

## Script

I'm Juan Reyneri. What do I do to stay in shape? Well, I generally try to eat right. I actually eat five or six small simple meals a day rather than two or three big ones. So you'll always see me munching on something. I generally avoid soft drinks and sweets, and I drink a large glass of water with each meal. I eat pretty healthy food six days a week and then on Sundays I pig out on junk food — pizza, burgers, ice cream — just about anything that I want. As far as exercise goes, I lift weights on Mondays, Wednesdays, and Fridays, and I run on Tuesdays, Thursdays, and Saturdays.

### • Passage 2 Health Habits.

Listen to Naomi Sato talk about her and her daughters' health habits and choose the correct answer.

1. They do not exercise regularly.
2. They eat fish once a week.
3. They eat fruits and vegetables every day.
4. Naomi Sato has a sweet tooth.





## UNIT 6

165

### Script

Hi. Naomi Sato here ... Exercise? Well, truth is I generally don't exercise at all. I occasionally go for walks with my daughters, but ... I really don't have time for it. As far as eating goes, I try to eat right. We eat salmon or some other kind of fish at least once a week and we eat lots of salads. We try to eat fruits and vegetables every day. Luckily my daughters love vegetables, especially broccoli. Unfortunately, I have a sweet tooth — I love cookies. I make cookies with my daughters every weekend.

### • Passage 3 Harry Baker Worries about His Health.

Listen to a passage about Harry Baker. Then answer the following questions according to what you hear.

1. Because he is 30 years old, he knows he has to lose weight but has no time to exercise.
2. He is dieting and exercising.
3. He's very busy and works until 7:00 almost every day; he wants to be more active, but he is always tired.
4. 322; 500; 71
5. He is hoping to lose a lot of weight in the next six months.

### Script

Thirty-year-old Harry Baker is beginning to worry about his health, so now he is dieting and exercising. He is avoiding all fatty foods and sweets. Harry finds it difficult to exercise because he is very busy. He works until 7:00 almost every night and often works on weekends. He knows he has to lose weight and be more active, but he is always tired. He likes to watch TV, but watching TV for an hour only burns 71 calories. An hour of golf burns 322 calories, so he tries to play on Saturdays and Sundays. Today he is riding a bike for an hour, and he is burning around 500 calories. He is hoping to lose a lot of weight in the next six months. It takes work, but he is trying very hard to get in shape.



## Speaking

### Teaching Suggestions

- Step 1** Have students check the statements in the health survey. To make sure students understand Item 2, ask a couple of students to answer the question: *How much sleep do you need?* or *How many hours of sleep do you get?* Then rephrase the question. Ask a couple of other students *How much sleep is enough for you?*
- Using the scoring chart, students determine the point value for each of their answers and then add up their score.
- Step 2** Gives examples of the first few survey questions and explain each answer. For example:
- I lift weights regularly. I go to the gym every morning at 8:00 am.*
- I sometimes don't get enough sleep. I have a two-month-old daughter.*
- Give students a minute to review their chart and then have them close their books. Encourage them to explain their answers to their partners.
- Step 3** Have volunteers talk about their exercise and diet habits and give comments.

## Reading

### • Text C

#### Background Information

#### 1. Self image

A person's self image is the mental picture, generally of a kind that is quite resistant to change, that depicts not only details that are potentially available to objective investigation by others (height, weight, hair color, sex, I.Q. score, is this person double-jointed, etc.), but also items that have been learned by that person about himself or herself, either from personal experiences or by internalizing the judgments of others. Those items include the answers to such questions as:

- Am I skinny?
- Am I strong?
- Am I a good person?
- Am I a female?
- Am I fat?
- Am I intelligent?
- Am I a bad person?
- Am I likeable?
- Am I weak?
- Am I stupid?
- Am I a male?

#### 2. Genetics

Genetics is the study of how the individual features and behavior of living things are passed on through their genes. It also refers to the genetic constitution of an individual, a group, or a class.

#### 3. Gene

If you could peer into any one of your body's 50 trillion cells, you'd find a fantastically complex and busy world. At the center of this world you'd find a nucleus containing 46 molecules called chromosomes — 23 from your mother and 23 from your father. These chromosomes are basically an instruction set for the construction and maintenance of you.

Look closely at the chromosomes and you'd see that each is made of bundles of looping coils. If you unraveled these coils, you'd have a six-foot long double strand of deoxyribonucleic acid-DNA. A DNA molecule is a twisted ladder-like stack of building blocks called nucleotides.

You've got six billion of these pairs of nucleotides in each of your cells, and amongst these six billion nucleotide pairs are roughly 30,000 genes. A gene is a distinct stretch of DNA that determines something about who you are. Genes vary in size, from just a few thousand pairs of nucleotides to over two million base pairs.

Believe it or not, if you took all of the DNA in all of your cells and laid it out end to end, it would stretch to the moon and back about 130,000 times.

#### Language Points

#### 1. New Words

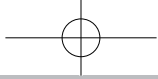
[C1] **image** *n.* a picture in your mind or an idea of how someone or something is (自己头脑中的) 形象, 印象

*e.g.*

I have an image in my mind of how I want the garden to be.

He doesn't fit my image of how an actor should look.

**muscular** *adj.* having well-developed muscles 肌肉发达的



## UNIT 6

167

*e.g.*

Like most athletes, she was lean and muscular.

Muscular aches and pains can be soothed by a relaxing massage.

[C1] **impose** *v.* to force sb to accept sth, especially a belief or way of living 把（尤指信仰或生活方式）强加于

*e.g.*

Parents should beware of imposing their own tastes on their children.

We must impose some kind of order on the way the office is run.

[B2] **structure** *n.* the way in which the parts of a system or object are arranged or organized, or a system arranged in this way 结构

*e.g.*

The structure of this sentence is particularly complex.

The company has a very old-fashioned management structure.

[B2] **genetics** *n.* the study of how, in all living things, the characteristics and qualities of parents are given to their children by their genes 遗传学

*e.g.*

Height has a lot to do with genetics.

Many things influence a person's personality, including genetics and experience.

[B2] **vary** *v.* to become different in some particular way, without permanently losing one's or its former characteristics or essence （使）不同

*e.g.*

Salary scales vary from state to state.

The samples varied in quality but were generally acceptable.

[C2] **inherit** *v.* to be born with the same physical or mental characteristics as one's parents or grandparents 经遗传而得

*e.g.*

Rosie inherited her red hair from her mother.

We inherit from our parents many of our physical characteristics.

[B2] **category** *n.* (in a system for dividing things according to appearance, quality, etc.) a type, or a group of things having some features that are the same 种类，类别，范畴

*e.g.*

There are three categories of accommodation — standard, executive, and deluxe.

Music shops should arrange their recordings in simple alphabetical order, rather than by category.

[B2] **frame** *n.* the size and shape of someone's body 体格

*e.g.*

My sister has a much bigger frame than me.

Their belts are pulled tight against their bony frames.

◆ **husky** *adj.* muscular and heavily built 高大健壮的

*e.g.*

Thomas is a very husky young man, built like a football player.

Doctors said the husky teenager survived because none of the bullets punctured vital organs.

[B1] **broad** *adj.* very wide 宽广的



# Keeping Fit

168

*e.g.*

We walked down a broad avenue lined with trees.

The little boy flashed a broad grin at us.

[C1] **concentrate** *v.* to bring or come together in a large number or amount in one particular area 集中

*e.g.*

Most of the country's population is concentrated in the north.

In the dry season, the animals tend to concentrate in the areas where there is water.

**compact** *adj.* consisting of parts that are positioned together closely or in a tidy way, using very little space 紧凑的

*e.g.*

He was compact, probably no taller than me.

What a compact office! How did you fit so much into so little space?

◆ **stocky** *adj.* having a short and solid form or stature (尤指男子) 矮壮的, 敦实的

*e.g.*

The man was described as short and stocky and very strong.

Beethoven is a short, stocky man, untidily dressed, with dark and piercing eyes.

**characterize** *v.* to describe sth by stating its main qualities 描述…的特性

*e.g.*

In her essay, she characterizes the whole era as a period of radical change.

A bold use of color characterizes the bedroom.

[C1] **obese** *adj.* extremely fat in a way that is dangerous for health 过度肥胖的

*e.g.*

She was not just overweight; she was clinically obese.

Obese people tend to have higher blood pressure than lean people.

◆ **predisposition** *n.* the state of being likely to behave in a particular way or to suffer from a particular disease 倾向

*e.g.*

She has an annoying predisposition to find fault.

There is evidence that a predisposition to asthma runs in families.

★ **optimum** *adj.* best; most likely to bring success or advantage 最优的, 最佳的

*e.g.*

Do you know the optimum temperature for the growth of plants?

A mixture of selected funds is an optimum choice for future security and return on investment.

[C1] **reinforce** *v.* to provide more proof or support for an idea or opinion and make it seem true 强化, 加深, 进一步证实 (观点、看法等)

*e.g.*

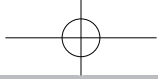
His behavior merely reinforced my dislike of him.

The final technical report into the accident reinforces the findings of initial investigations.

[C2] **target** *n.* a person or a particular group of people that sth is directed at, or that sth is intended for (有意针对的) 对象, 目标

*e.g.*

The target audience for the TV series is young people aged 13 to 18.



## UNIT 6

169

Recently she has been the target of a series of obscene phone calls.

[B2] **respond** *v.* to say or do sth as a reaction to sth that has been said or done 回应，作出反应

*e.g.*

How did she respond to the news?

The police respond to emergencies in just a few minutes.

[B2] **critical** *adj.* of the greatest importance to the way things might happen 至关重要的

*e.g.*

The president's support is critical to this project.

Environmentalists say a critical factor in the city's pollution is its population.

[C1] **rational** *adj.* based on clear thought and reason 理智的

*e.g.*

There must be some rational explanation for what happened.

He's asking you to look at both sides of the case and come to a rational decision.

### 2. Phrases and Expressions

**see ... as** to look on ... as, to take ... as 把...当作...

*e.g.*

I don't see him as a teacher, but as a friend.

They saw my praise as jealousy for their success.

**under one's control** under one's command 在...控制中

*e.g.*

This area was under the police's control after the fire.

Try to keep fat intake under your control.

**be free of** not to be controlled or affected by 免于...

*e.g.*

Incomes that are under 1600 yuan are free of all taxes.

We want to give all children a world free of violence and cheating.

**more often** often, frequently 时常

*e.g.*

But in reality the two approaches more often go together.

Once or twice he had gone to great lengths to deceive me but, more often, he had taken little trouble to cover his tracks.

**care about** to be concerned about 关心

*e.g.*

Chain smokers don't care about the dangers of smoking.

We care about the service that we provide for our customers and our staff make every effort to maintain as high standards as possible.

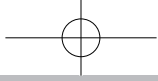
**regardless of** without being affected or influenced by anything else that happens or exists 不管，不顾

*e.g.*

We want freedom for all, regardless of race or belief.

Ronald is bossy. He says what he thinks, regardless of other people's feelings.

**be projected onto** to have sth, especially an emotion, realized or shown 使（思想感情）形象化，具体化



# Keeping Fit

170

*e.g.*

The young man's fear of low self-esteem is projected onto a hatred of others.

If you give in to the fears which are projected onto the inner screen of your mind, you make your intentions to overcome them impossible.

**respond to** to react to 对...作出反应

*e.g.*

The plane responds well to the controls.

The patient has responded rapidly to the treatment.

## Sentence Paraphrasing

1. If you continually follow a socially imposed ideal, you will never be free of your insecurities. (Para. 1)  
**Meaning:** *If you cannot stop making a great effort to be a thin female or a muscular male because these types are considered to have the ideal body size and shape, you will always worry about your body.*
2. You must realize and then accept that we are not all meant to be fashion-model size. (Para. 1)  
**Meaning:** *We must all realize and then accept the fact that we don't all have the body shape to be a fashion model.*
3. We are all born with a certain body type inherited from our parents. (Para. 2)  
**Meaning:** *We are all born with a certain body type, which has been posed to us by our parents.*
4. When we understand and appreciate our bodies, we are able to work with them, not against them. (Para. 4)  
**Meaning:** *When we know what body type we are and we can accept and appreciate our body type, we are able to improve our body in line with its characteristics instead of fighting against the characteristics of our body type.*
5. Although we cannot become what we are not, we can improve our appearance and health by implementing the principles of a safe and effective eating and exercise program. (Para. 4)  
**Meaning:** *Although our body size and shape cannot be changed, we can make ourselves look better and healthier by having a safe and effective eating and exercise plan.*
6. For many people, life's problems are projected onto their body. (Para. 6)  
**Meaning:** *Many people think that the problems they have encountered in their lives are due to their poor physical appearance.*
7. This self-defeating habit is reinforced by the images we see in advertising; your body becomes an easy target for everything wrong in your life. (Para. 6)  
**Meaning:** *When we see the perfect body size and shape in advertisements, we feel more upset about our bodies and tend to blame our bodies for everything that is wrong in our lives.*

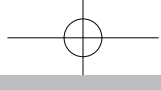
## Reference Translation

### 接受你自己的形体、学会树立积极向上的自我形象

在如今的社会中，苗条的女性和强壮的男性才被认为是理想的，人们也渐渐地相信身体的高矮胖瘦完全在自我掌控之中，因此大部分人在进行节食或运动减肥时带有不现实的目标和期望。如果你不断地遵从社会所公认的理想体型，你便永远都会感觉不安。你必须认识到并接受这一事实，即不是所有人都会变成时装模特的体型。

我们的身高和体型不但反映了我们的饮食和运动习惯，还反映了我们的基因。基因在决定体重时起到的作用好像因人而异，且差异很大。我们天生就会继承父母遗传给我们的体型。总的来讲，有三种基本体型：外胚层体型、中胚层体型、内胚层体型。





## UNIT 6

171

典型的外胚层体型者体格轻盈、稍有肌肉。他们常常又高又瘦、骨架小、臀窄、瘦肩。中胚层体型者结实健壮。他们往往肩膀宽阔，身体重量集中于上身，看起来肌肉结实极了。内胚层体型者的体型特点是体重大、身体厚实、臀部比肩宽。他们外观圆润、常常超重甚至过于肥胖。

当我们能够理解并鉴赏自己的身体时，我们的努力才会对身体产生良好的作用，而不会造成不利影响。尽管我们不能完全改变自己，但我们可以通过实施安全有效的饮食和运动方案而使外貌和健康状况发生改变。

即使你的基因决定你具有超重的体质，你的生活方式才会最终决定你是否会变胖。基因无疑起到一定作用，但基因绝对不能决定你晚餐吃什么或你做运动的频率。如果你的生活方式不健康，你的身体很可能会长胖或变得不健康。并非所有人都能变瘦，但每个人都能做到保持健康。坚持你良好的饮食习惯和运动量，即使你不能达到社会所公认的理想纤细体形，你也会获得最佳的健康状态。接受自己并不意味着你无可救药、无计可施，而是自我感觉良好、关心自己，想朝着最好的方向发展，不去顾及基因或是社会标准。

要想获得这种最佳健康状况，你必须具有积极向上的自我形象。这意味着你对自己身体的感觉不能受到日常生活中的事件的影响。对许多人来说，生活中的问题会被折射到身体上。“要是我能更瘦一些，或是更健壮一些，我就能得到那份工作了…。要是我能更瘦一些，或是更健壮一些，我就能找到我的意中人，幸福地生活了。”这种对自己不利的倾向在看到广告里的形象时会加强。你的身体轻易地就变成了你发泄生活中一切不如意的靶子。

当你拥有积极向上的自我形象，你会更重视并尊重你的身体，你也就更有可能想要一种健康的生活方式。那么无论基因在何种程度上决定身体如何存储与消耗脂肪，你与生俱来的身体都会因你对它的赏识与善待而作出积极反应。形成健康向上的自我形象是你成功地保持身体健康状况的最重要因素。强烈的自身价值观念会成为你作出理智、坚定的健康决策的基础。祝你好运，保持积极向上，充分享受积极、健康的生活方式带给你的好处吧！

### Understanding the Organization of the Text

Read the text again and then complete the missing parts of the text outline.

- |                             |                                       |
|-----------------------------|---------------------------------------|
| 1. Genetics                 | 2. inherit from                       |
| 3. The way we live          | 4. healthy eating and exercise habits |
| 5. events in our daily life | 6. many benefits                      |

### Comprehension Questions

Answer the following questions according to the text.

1. A                      2. C



## Writing

### Reference Sample

Sports make our bodies strong, prevent us from getting too fat, and keep us healthy. But these are not their only use. They give us valuable practice in making eyes, brain and muscles work together. In tennis, our eyes see the ball coming, judge its speed and direction and pass this information on to the brain. The brain then gives order to arms, legs, and so on to perform the right action, so that the ball is met and hit



# Keeping Fit

172

back where it ought to go. All this must happen with very great speed, and only those who have had a lot of practice at tennis can carry out this complicated chain of events successfully. For those who work with their brains most of the day, the practice of such skills is especially useful.

Sports are also very useful for character-training. In their lessons at school, boys and girls may learn about such virtues as unselfishness, courage, discipline, and love of one's country; but what is learned in books cannot have the same deep effect on a child's character as what is learned by this experience. The ordinary school cannot give much practical training in living, because most of the pupils' time is spent in classes, studying lessons. So it is what the pupils do in their spare time that really prepares them to take their place in society as citizens when they grow up. If each of them learns to work for his team end not for himself on the football field, he will later find it natural to work for the good of his country instead of only for his own benefit.



## Extended Exercises

### Error Correction

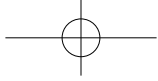
This part consists of one passage. In it there are altogether 8 mistakes, one in each numbered line. You may have to change a word, add a word or delete a word. If you change a word, cross it out and write the correct word in the corresponding blank. If you add a word, put an insertion mark (^) in the right place and write the missing word in the blank. If you delete a word, cross it out and put a slash (/) in the blank.

- |                        |                         |
|------------------------|-------------------------|
| 1. health — healthy    | 2. of — from            |
| 3. lift — lifting      | 4. ranging — range      |
| 5. include — including | 6. exercises — exercise |
| 7. Splitting — Split   | 8. various — variety    |

### Translation

Translate the following sentences into English.

1. It was several hours later that firefighters got the blaze totally under their control.
2. Environmental protection is the critical factor to the sustainable development of our country.
3. It pains Mary to see her husband live an unhealthy lifestyle.
4. It is vital for candidates to have a positive self-image.
5. When making decisions about which university to attend, students and parents should avoid unrealistic goals and expectations.



## UNIT

# 7 Dressing Properly

### Unit Goals

- Get to know types of clothing
- Shop for clothes and footwear
- Give and get directions in a store
- Discuss culturally appropriate dress
- Write about what to wear

# Lesson 1

## Lead-in

### Sitcom: Which Dress Do You Like Better? Scene 1

**A** Complete the sentences. Circle the correct answers.

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

**B** Read what Cheryl says to Bob. Then circle the responses Bob gives.

1. B                      2. B                      3. A

### Video Script

#### Scene 1

*In Cheryl's apartment, Cheryl and Marie ask Bob to comment on their new clothes.*

Marie: That is so cute.

Cheryl: Thank you. I love that color. Bob, what do you think of our new clothes — for the party tomorrow?

Bob: There's a party tomorrow?

Cheryl: It's Mr. Evans' birthday. Remember?

Bob: Oh, right. Am I going?

Cheryl: Yes, you are.

Bob: OK.

Cheryl: So tell us what you think of our new clothes.

Bob: All those clothes are for one party?

Cheryl: No. We have to decide what to wear. What do you think of these blouses?

Bob: They're very flattering.

Marie: Which one do you like more?

Bob: What do you mean?

Cheryl: Which one do you prefer?

Bob: I like them both the same.

Marie: No, you don't. You're just saying that. You need to have an opinion. You have to choose.

Bob: No, no, no. I'm not doing that.

Cheryl: Bob, please. Help us decide what to wear.

Bob: OK.

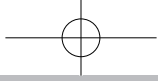
Marie: Which skirt do you like?

Bob: The red one.

Cheryl: Great. That's not so hard, is it? Which shoes look better?

Bob: Those.

Marie: Which sweater do you prefer?



## UNIT 7

175

- Bob: I like the purple one.
- Cheryl: Bob, you like Marie's clothes more than mine.
- Bob: No, I don't. That's not true!
- Cheryl: Then which dress do you prefer?
- Bob: That one!
- Cheryl: This is Marie's dress, too! What's wrong with my clothes?
- Bob: Nothing! Nothing! I like your clothes. I like Marie's clothes. I like everything. I like all dresses and all sweaters and all skirts and all shoes!
- Cheryl: Who asked you anyway?
- Bob: You did.

## Listening

### Part 1 Types of Clothing and Shoes.

Listen to the conversations at a shopping center. Circle the right answer to each question.

1. A                      2. B

#### Script

- Conversation 1**
- M1: Can I help you, sir?
- M2: Yes, please. I'm looking for underwear.
- M1: Certainly. Would you like briefs or boxers?
- M2: Boxers, please.
- Conversation 2**
- F1: I don't have a single pair of pantyhose to wear to the office. And I have a big meeting today!
- F2: Why don't you wear a nice pair of pants? That way you don't need stockings. You can wear socks.
- F1: Good idea.

#### Teaching Suggestions

- Step 1** Before listening, have students read the choices and ask them questions: 1. *What do underwear, outerwear, athletic wear and sleepwear include respectively? When and where do we wear them?* 2. *Do you prefer to wear a skirt or pants to a meeting? When do you have to wear pants?*
- Step 2** Ask students to listen to the conversations and pay special attention to the type of clothes mentioned in the first conversation and the reason why the first speaker has to wear pants to the meeting in the second conversation.
- Step 3** Review answers as a class, and ask students to find out the expressions used to: 1. greet a customer (*Can I help you, sir?*), 2. tell the salesperson what one intends to buy (*I'm looking for ...*) and 3. suggest something (*Why don't you ...?*).
- Step 4** Have students work in pairs or small groups and ask them to create their own conversations using the expressions *Can I help you?*, *I'm looking for ...*, *why don't you ...?*





# Dressing Properly

176

## Language Notes

1. Some things are called *a pair* even though they are really only one item. Usually this is because they are made of two similar parts. For example, pantyhose, tights, pants and shorts have two legs.
2. The words *pantyhose* and *stockings* are now generally used interchangeably to mean the same thing. In the past, stockings were single or separate leg coverings for women, held up by garters. Another word commonly heard is *hose*.

## Part 2 Discuss the Clothing.

Listen and circle the clothing discussed in each conversation.

1. pajamas
2. tights

## Script

- Conversation 1**
- M: These pajamas aren't comfortable. They're too small.  
F: Would you like me to get you a couple of new pairs when I go shopping?  
M: That'd be great. Thanks.
- Conversation 2**
- F: Look at these great tights. They have pictures of animals on them. Don't you love them?  
M: Not particularly. They're a little wild for my taste.

## Teaching Suggestions

- Step 1** Before listening, have students look at the pictures and read the choices. Ask them *What's in common with the clothing?* (They are described as "pairs".) Tell students some things called "a pair" even though they are really only one item. For example, tights, pants, and shorts.
- Step 2** Have students listen to the conversations. Ask them to pay attention to the clothing mentioned in the conversations while listening.
- Step 3** Review answers as a class. Then ask the class *What is the expression used to offer to do something for someone?* (Would you like me to ...?)
- Step 4** Put students in pairs or small groups and have them practice using "Would you like me to ...?" in their own conversations.

## Part 3 Shop for Clothes.

**A** Listen to the conversation carefully and then check whether each statement is True (T) or False (F).

1. F
2. T
3. T

**B** Listen to the conversation again and answer the following questions in the fewest words possible.

4. \$55.
5. Red.
6. A medium.
7. It is not for her own, but a gift.
8. Her sister.





## UNIT 7

177

### Script (S = shopper; C = clerk)

S: Excuse me. How much is that V-neck?

C: This red one? It's \$55.

S: That's not too bad. And it's really nice. Do you have it in a larger size?

C: Here you go. This one's a medium. Would you like to try it on?

S: No, thanks. It's for my sister. Would you be nice enough to gift wrap it for me?

C: Of course!

### Teaching Suggestions

**Step 1** Have students listen to the conversation twice and check comprehension, asking:

*What does the shopper want to buy? (A V-neck [sweater].)*

*What color is it? (Red.)*

*What size is it? / Is it a small, a medium or a large? (A medium.)*

*What's the price? How much is it? (\$55.)*

*Who is the sweater for? (Her sister.)*

*Is it a gift? (Yes.)*

**Step 2** Review answers as a class. Have students work in pairs and role play the conversation.

### Corpus Note

“(Would you be) nice enough” and “(would you be) kind enough” have the same meaning but English learners almost always use “kind enough”. Students should be encouraged to vary their speech.

## Part 4 Why Shop for Footwear in a Certain Store?

**A** What is important to these customers when they shop for footwear? Where do they usually shop for footwear? Complete the following information according to what you hear.

2. Department Store

3. price

4. Shoe

5. selection

6. Footwear

**B** Listen again and then complete the following sentences.

1. right size; gift wrap

2. big sale; 50% off

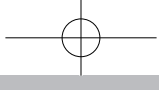
3. 200 different kinds; choices

### Script

1. I always shop at Dalton's Department Store because the clerks are really helpful. They always help me find the right size and even offer to gift wrap!

2. I'm a student so I don't have a lot of money. I shop at Shoe Outlet because they always have a big sale. The shoes I'm wearing now were 50% off!

3. Jake's Footwear is the best! They have more than 200 different kinds of footwear — boots, sandals, running shoes ... I like to have a lot of choices when I shop.



# Dressing Properly

178



## Speaking

### Teaching Suggestions

#### Conversation Model

**Step 1** Before students read and listen, ask:

*Where are the women?* (In a department store.)

*The woman with brown hair is a shopper. The blond woman is the ...?* (Clerk.)

**Step 2** After students listen and read, ask:

*What is the shopper looking for?* (Gloves.)

*Is she buying black or brown gloves?* (Brown.)

*Why?* (Because the black gloves are small / because the brown gloves are larger.)

**Step 3** Have students repeat each line chorally. Teacher should:

- point out that in this conversation *Excuse me* is used to ask for help or initiate a conversation. In this situation, *Excuse me* has falling intonation. Read student A's first line out loud and have students repeat.
- make sure students use falling intonation with *Do you have these gloves in a larger size?*
- make sure students use the following stress pattern:

#### STRESS PATTERN

• — • • — • • — • • — • —

A: Excuse me. Do you have these gloves in a larger size?

— • — • • —

B: No, I'm sorry. We don't.

— • —

A: That's too bad.

• • — • — • • • —

B: But we have a larger pair in brown.

— • — • — •

See if they are better.

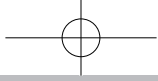
— • — —

A: Yes, they're fine. Thanks.

#### Conversation Pair Work

**Step 1** Remind students to use *this* with singular items (*this jacket*) and *these* with plural items (*these bathrobes*). Point out that *these* is used with all clothing described as pairs (*these pants*).

**Step 2** In the first blank in the conversation, students use *this* / *these* + an article of clothing + an idea from the list. To continue the conversation, student B offers an alternative.



# UNIT 7

179



## Reading

### Topic Preview

Look at the shopping website. In which department would you buy different clothing items? Match the department with the item. Write the letter on the line.

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

### • Text A

### Background Information

#### 1. Footwear

Footwear consists of garments worn on the feet. It is worn for a variety of reasons, including protection against the environment, hygiene and adornment. Usually, socks and other hosiery are worn under footwear. It is sometimes associated with fetishism, particularly in some recent fashions in shoes and boots. Some people are very passionate about fashion footwear.

#### 2. Shoe size converters

Shoe sizes are not measured in the same units around the world. With the shoesize converter, we may know what size shoes to buy in any foreign country. We can easily get the converter on the Internet.

### Language Points

#### 1. New Words

[A1] **boot** *n.* a type of shoe that covers the whole foot and the lower part of the leg 靴子

*e.g.*

I'm going to buy a pair of walking boots on Saturday.

There are a variety of boots on sale in the shoe store.

◆ **footwear** *n.* shoes, boots, or any other outer covering for the human foot 鞋类

*e.g.*

You will need some fairly tough footwear to go hiking in the mountains.

Footwear is normally sold on the first floor of a department store.

[B2] **brand** *n.* a type of product made by a particular company 商标

*e.g.*

Double-star is a famous brand for sports shoes.

I always buy the same brand of toothpaste just out of habit.

[B1] **casual** *adj.* (of clothes) for informal occasions, not formal (衣物) 休闲的

*e.g.*

Since it is only an informal party, it is all right for you to wear casual dress.

Casual clothes are more comfortable than suits.

◆ **knee-high** *adj.* tall enough to reach the knees 齐膝高的

*e.g.*

In cold winter, Lily likes to wear a leather skirt and a pair of knee-high boots.



# Dressing Properly

180

The latest fashion knee-high boots displayed in the shop window attracted many shoppers.

[B2] **heel** *n.* the part of a sock or shoe that covers the heel of the foot ( 袜或鞋的 ) 后跟

*e.g.*

There is a hole in the heel of my stocking.

I don't like to wear shoes with high heels; they are very uncomfortable.

[B1] **fashionable** *adj.* popular at a particular time 时髦的

*e.g.*

Diana wishes that she could afford all those fashionable clothes in the big department store.

It is not fashionable to wear short skirts at the moment.

[A1] **grey** *adj.* of the color between black and white 灰色的

*e.g.*

The old lady's grey hair reminded me of my grandmother.

The wall in Tony's office was painted grey, which showed his artistic taste.

**arctic** *adj.* of the regions around the North Pole 北极的

*e.g.*

It is said that no trees grow in the Arctic regions.

There are many sea creatures living in the Arctic Ocean.

[B2] **waterproof** *adj.* not allowing water to go through 防水的

*e.g.*

The material has been treated to make it waterproof.

The overcoat is waterproof, so you can wear it in rainy weather.

## 2. Phrases and Expressions

[A1] **go out** to leave your house and go somewhere, especially to do sth enjoyable 出门

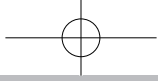
*e.g.*

I wanted the evenings free for going out with friends.

Hans seldom goes out on the weekends, for he enjoys playing games with his son.

## Teaching Suggestions

- Step 1** Discuss with students on what occasions people wear casual boots, dress boots and winter boots, then ask them *What kind of boots do you prefer to wear? What is the color of the boots you wear? What is the price range of boots you buy? Why?*
- Step 2** Have students read and listen to Text A. Ask them to pay attention to the language used in ads.
- Step 3** Ask students *What is / are the English syntax in advertising?* (There are more simple sentences, frequent use of imperative sentences, disjunctive clauses and minor clauses.)  
Have students list these sentences in the text. (*Simple sentences*: omitted; *imperative sentences*: Be fashionable going out or going to work!)  
*What are the rhetorical devices in English advertising?* (*Personification*: e.g. Flowers by Interflora speak from the heart.; *analogy*: e.g. Pick an Ace from Toshiba; *pun*: e.g. The label of achievement. Black Label commands more respect. Black Label [ 威士忌酒的牌子 ] and *repetition*: e.g. When you are sipping Lipton, you're sipping something special.)  
*Did you find any of the devices applied in the text?* (Yes, that is repetition: Warm, warm, warm.)  
*What is English morphology in advertising?* (Frequent use of verbs, adjectives and compounds.)



## UNIT 7

181

Have students list these words in the text. (*Verbs*: be, thank; *adjectives*: light, comfortable, perfect, available, light brown, dark blue, black, downtown, fashionable, dark red, grey, dark green, waterproof, heavy, dark brown, warm and *compound*: knee-high.)

**Step 4** Have students work in small groups and create an advertisement to sell the shoes they are wearing. Invite some group leaders to present in front of the class.

### Reference Translation

舒适牌休闲靴

轻便，舒服，宜于步行！

男款7 – 14号（美式尺码）有货

浅棕，深蓝，黑色

25美元超低价

城镇牌裙靴

及膝长筒靴 3英寸（7.6厘米）高跟

出行或上班穿着，尽显时尚！

女款5 – 10号（美式尺码）有货

黑色，深红，灰色，暗绿

99美元

大城市鞋店 靴子大甩卖

北极牌冬靴

严冬里的暖足佳选！

在冰雪路面上防水且防滑

男款7, 12, 13, 14号（美式尺码）有货

深棕，黑色

55美元

### Comprehension Check

**A** Read the store advertisement. Then complete the sentences, using the information in the ad or your own words.

1. cheaper
2. black
3. more expensive
4. more expensive / warmer
5. 5 – 10

**B** Now read the following sentences. Check True (T) or False (F).

1. F
2. T
3. T
4. F
5. T

### • Text B

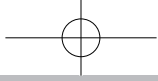
### Background Information

#### 1. Holland

Holland is an independent European country located on the east shores of North Sea. It is bordered at the east by Germany and Belgium is at the south.

Holland is one of Europe's smallest and most densely populated countries. Trade, industry, intensive agricultural land use, and land reclamations provide for a high standard of living.

Holland is situated in a mild maritime climate with temperatures around the freezing mark in the winter, to upper 70sF / mid 20sC in the summer. The climate is predominantly moderate: a northern maritime climate; prevailing winds from the south and west exercise a moderating marine influence, bringing an abundance of rain fall, mild Winters and mild Summers.



# Dressing Properly

182

Dutch is the national language, however, English is spoken by virtually everyone and public signs in tourist areas display an English translation. English newspapers and magazines are widely available

## 2. Clothing choices for Thailand

Clothing choices for Thailand tend to be personal and depend on activities, seasons and locations. A businessman planning a week in Bangkok will probably want to bring lightweight suits and cotton shirts.

Short sleeve shirts are acceptable for most dining venues. Adventure travelers will be more prone to walking shorts and pullover cotton shirts.

Weather will play a definite factor for most travelers. During the rainy season, lightweight cotton clothing will dry faster. Sandals will not get waterlogged like leather or athletic shoes, but they may be frowned upon in some venues.

Location and season can make a difference if one is traveling to the mountainous areas of the North and Northeast. A long sleeved shirt or light jacket is often advised for nighttime outdoors.

Thai Temples and Palaces will usually ban shorts and tank tops, especially for women.

T Shirts seem to be extremely popular among tourists ... and they are widely available in the street markets around Thailand. But they are not considered proper dress with adult Thais. A pullover shirt with a collar makes a much better impression.

## 3. What to wear in Egypt

Egypt is a conservative country and visitors should respect this attitude. No topless or nude bathing is permitted.

On the practical side, leave your synthetics at home as they will prove to be too hot in summer and not warm enough in winter — bring materials that breathe. It is advisable to wear cotton in summer as the heat can be like a furnace. In winter wear layers that can be taken off during the heat of the day and put back on for cool evenings.

Wear loose and flowing garments, which are not only modest, but also practical in a hot climate. Have you ever wondered why the Bedouin wear layers of flowing robes? Why they cover their heads and the back of their necks? Centuries of living in desert climates have taught them that loose garments keep one cooler and layered garments allow wind to enter and circulate, creating a natural ventilation system. Protecting the head and neck from loss of moisture prevents heat stroke.

Bring comfortable shoes. You will be doing a lot of walking and temple floors are far from even. In summer, wear a hat to protect yourself from the heat of the Egyptian sun.

## Language Points

### 1. New Words

[B2] **appropriate** *adj.* suitable or right for a particular situation or occasion 合适的

*e.g.*

Everyone agreed that Betty's bright color dress was just appropriate for the wedding.

The manager should take appropriate action if safety standards are not being met.

[C1] **liberal** *adj.* respecting and allowing many different types of beliefs or behavior 开明的

*e.g.*

Nowadays people's views on marriage and divorce tend to be more liberal in China.

We are jealous of Tom because he has a father with a liberal mind.

[B1] **destination** *n.* the place where sb is going or where sth is being sent or taken 目的地





# UNIT 7

183

*e.g.*

When do you think we can reach our destination?

The Caribbean is a popular holiday destination.

[B1] **magnificent** *adj.* very good, beautiful, or deserving to be admired 壮丽的, 壮观的

*e.g.*

The magnificent building of Tiananmen is admired by many people around the world.

The view from the top of the mountain is magnificent.

[C1] **disrespectful** *adj.* lacking of respect 失礼的

*e.g.*

Don't be disrespectful towards the old.

If your mobile phone rings when you are having a class, you are being disrespectful to the teacher and other students.

[C1] **modest** *adj.* used to describe sth, such as a woman's clothes or behavior, that is intended to avoid attracting sexual interest (女子的衣着、举止等) 端庄的

*e.g.*

I think you should put on a modest dress instead of that mini-skirt.

Catherine's modest behavior won her a good reputation.

◆ [A2] **mosque** *n.* a building for Islamic religious activities and worship 清真寺

*e.g.*

There are many mosques in Arab countries where people's religion is Islam.

The town's main features are its beautiful mosque and ancient marketplace.

[B1] **definitely** *adv.* without any doubt 肯定, 当然

*e.g.*

The teacher stated her views very definitely in the class.

What is said about the student union is definitely correct.

[B1] **historical** *adj.* connected with studying or representing things from the past 有关历史的

*e.g.*

It's a historical fact that they invaded us in 1930s.

Historical records show that ancient Chinese invented printing.

## 2. Phrases and Expressions

**do's and don'ts** rules about actions and activities that people should or should not perform or take part in 规定, 规则

*e.g.*

If you ignore the do's and don'ts in your office, you will become unpopular.

Everything will be OK if you do things according to the do's and don'ts.

[B2] **depend on** to need something, or need the help and support of someone or something, in order to live or continue as before 依赖, 依靠

*e.g.*

As a college student, John depends on his parents financially.

Whether the game will be played depends on the weather.

**when it comes to ...** concerning ... 当涉及(做)某事物的情况、事情或问题时

*e.g.*

When it comes to politics, I know nothing.



# Dressing Properly

184

Hans is good at math, but when it comes to English, he is just average.

[C1] **be sure to** to be certain to 肯定，一定

*e.g.*

Be sure to turn off the lights before you leave the classroom.

I want to go somewhere where we're sure to have good weather.

[C2] **be out of the question** to be an event that cannot possibly happen 不可能

*e.g.*

Missing school to watch the football match is out of the question.

A trip to New Zealand is out of the question this year.

## Teaching Suggestions

- Step 1** Explain the terms *liberal* and *conservative*. Say *Holland has a liberal attitude about clothing. In Holland, young people can wear anything they want. In our culture, is it OK to wear anything, or are people more conservative?*
- Step 2** Ask students listen to the text and underline the adjectives that describe clothing in each place (Holland: *lighter, heavier, wild*; Thailand: *conservative, light, modest*; Egypt: *light, warm-weather, casual, comfortable*).
- Step 3** Have students list clothing do's and don'ts for each country. For example:
- Holland  
**Do:** pack lighter clothes for summer; pack heavier clothes for winter  
**Don't:** pack too many very formal clothes
- Thailand  
**Do:** pack for the heat (in summer); pack conservative clothes; pack light but modest clothes and shoes  
**Don't:** wear open shoes at a temple
- Egypt  
**Do:** pack light clothing (in summer); pack modest clothing; wear a long skirt, long sleeves and a head covering at a mosque (for women); pack casual, comfortable clothing  
**Don't:** wear shorts at a mosque

## Reference Translation

### 知，而后行

关于着装的适当与否，每个国家都有不成文的规矩。有些国家对穿着打扮的态度比较开明，而有些国家则比较保守。下面请看世界上三个很受欢迎的旅游国度的穿衣准则。

#### 荷兰

荷兰属北方气候国家，所以要根据旅游的季节带单衣或厚重的衣服。那里年轻人的着装方式引人注目。他们的穿衣准则是“穿什么都行”，所以你经常可以在那里看到非常狂放的衣着。

#### 泰国

如果你要在五月和九月间游览美丽的泰国，带上抵御热浪的衣服。泰国人在着装上倾向于保守，而在泰国恢宏的寺庙中，穿衣准则，尤其是关于鞋的穿着，是十分严格的。如果你的脚露得太多会被认为

不尊重人，你得换穿庄重些的鞋。所以去泰国旅游要准备轻薄而又庄重的衣服和鞋。

### 埃及

埃及的夏天酷热，所以要携带轻薄的衣服。但千万要带上晴暖天气穿的庄重的衣服。如果你去清真寺参观，不论男女，穿短裤是绝对不行的。在清真寺，妇女要穿长裙，并通常用长围巾包住头。上臂要有衣袖遮住。游览其他名胜古迹时，无论男女都可以穿休闲、舒适的衣服。

## Comprehension Check

**A Chart filling.** Rate the dress code for each country. Then explain each rating you made.

	Conservative	→	Liberal	→	"Anything goes!"
Egypt	●	○	○	○	○
Holland	○	○	○	○	●
Thailand	○	●	○	○	○
Your country	○	○	●	○	○

**B Based on the information in Text B, write the country or countries for each piece of advice.**

1. Thailand; Egypt
2. Thailand; Egypt
3. Thailand
4. Egypt
5. Egypt

## Critical Thinking

**Based on the information in the text, check the statements that are probably true. Think and explain.**

1. At temples in Thailand, the rules about clothing, especially shoes are very strict, therefore, open shoes are considered disrespectful. In contrast, it is OK for people to wear sandals to go shopping anyway because of the heat.
2. Modest clothing is strictly required in mosques in Egypt, even in summertime, while for touring other sights like art galleries, casual, comfortable clothing is fine.



## Writing

### Reference Sample

1. Swiss Alps has a cold climate. If you go skiing there, pack heavier clothes like ski suits and pants. Be sure to bring heavy winter boots for safety on ice and snow. Pack warm wool cap, scarf and gloves as well.
2. If you plan to go to New York City to hear gospel music at a Harlem church, you are supposed to put on your Sunday best. Be prepared with respectful and modest dress and regular shoes.
3. People can have a lot of fun at nightclubs in Paris. Pack fun clothes of touchable fabric that won't mind sweat. A short, simple black dress is also nice. Bring with a pair of comfortable shoes to match the dress.
4. If you are going swimming on Boracay Island, Philippines, pack for the heat. Be sure to bring hot-weather clothing like shorts, T-shirts, swimming suits and sandals; protective clothing like a long-sleeve shirt, pants, a hat and sunglasses are necessary, too.

# Lesson 2

## Lead-in

### Sitcom: Which Dress Do You Like Better?

**A** Check the items of clothing Cheryl and Bob talk about according to what you hear.

T-shirt, pants, shirt, jeans

**B** Match Bob's comments with the clothes.

1. D

2. C

3. B

4. A

5. E

### Video Script

*Cheryl shows Bob the new clothes she got for him.*

Cheryl: So what are you going to wear to the party tomorrow night?

Bob: A T-shirt and jeans.

Cheryl: A T-shirt and jeans? No way. You have to wear something nicer.

Bob: I don't have anything nicer.

Cheryl: You do now.

Bob: All that's for me?

Cheryl: What do you think of these?

Bob: Do you have anything looser?

Cheryl: Yep.

Bob: Too wild for me. Anything else?

Cheryl: Here you go.

Bob: I don't know. Those look pretty warm. Something cooler would be good.

Cheryl: Why don't we look at shirts?

Bob: Not bad. But it's pretty conservative, isn't it?

Cheryl: I love this one.

Bob: That doesn't look very comfortable.

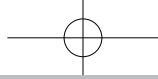
Cheryl: Try this.

Bob: That looks a little cheap. Do you have anything more expensive?

Cheryl: That's it. I'm taking it all back to the store.

Bob: But what am I wearing tomorrow?

Cheryl: Just wear a T-shirt and jeans.



# UNIT 7

187

## Listening

### Part 1 Shop for Clothes.

Listen to the conversation about clothes. Then circle the letter of the correct answer.

1. C                      2. B                      3. A

#### Script

F: I just love this nightgown, but pink isn't a good color for me. Do you have it in white?  
M: I think we do. What size, madam?  
F: Small, please.

#### Teaching Suggestions

- Step 1** Have students look at the choices and decide what they should focus on while listening.  
**Step 2** Play the audio program twice and ask them to do the exercise independently.  
**Step 3** Review answers as a class and then have students work in pairs to role-play the conversation.

### Part 2 What's the Name of the Department?

Listen critically to the conversations about clothes. Infer the name of the department where the people are talking.

- Conversation 1** Shoes  
**Conversation 2** Outerwear  
**Conversation 3** Bags and Accessories  
**Conversation 4** Hosiery

#### Script

- Conversation 1** F: Can you help me?  
M: Certainly, ma'am.  
F: Do you have these loafers in a larger size? They're a little tight.
- Conversation 2** F: Excuse me. I'm looking for a nice windbreaker.  
M: Certainly. Heavyweight or lightweight?  
F: Lightweight. We're going to Thailand. They say it's very hot there this time of year.
- Conversation 3** F1: Excuse me. Where are the less expensive purses?  
F2: Just over there, across from the belts.
- Conversation 4** M: Do you think you could gift wrap these tights for me? They're a present for my daughter.  
F: I'm sorry, but I can't. We don't gift wrap in this department. But if you go to the service desk, they can help you with that.

# Dressing Properly

188

## Teaching Suggestions

- Step 1** Have students listen to the conversations and pay special attention to the words about clothes and take notes.
- Step 2** Have students listen for the second time, saying *Listen to the shoppers and clerks in a department store. Write the name of the department where they are talking.*
- Step 3** To review, have volunteers read their answers out loud and demonstrate the source of each answer in the conversations.

## Part 3

### • Passage 1 The T-shirt.

Listen to a passage about American T-shirts. Complete the following sentences with the correct choice according to what you hear.

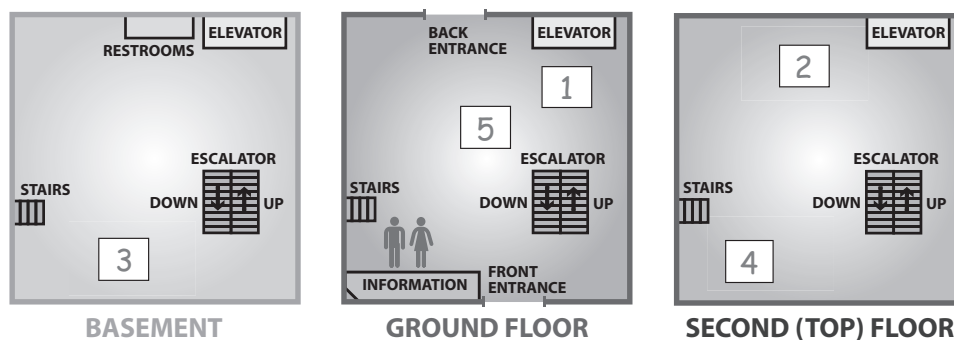
1. C                      2. A                      3. B

## Script

The first introduction of the T-shirt in America seems to be its use by the United States Navy as part of its official uniform. Then during World War I, American Army troops noticed that European soldiers wore a similar comfortable and lightweight cotton undershirt during the hot and humid European summer days. The American soldiers wore the wool uniforms then. These cotton undershirts were cooler and more comfortable and they quickly became popular with the Americans. Soon, the T-shirt was added as standard issue underwear of the US Army as well. Due to their simple design, these shirts became known in the USA as “T-type” shirts or, as we know them now, “T-shirts”.

### • Passage 2 Give and Get Directions in a Store.

- A** Listen to the directions at an information desk. Then write each place on the diagrams.



- B** Listen again and complete the following sentences according to what you hear in the passage.

1. basement                      2. self-service                      3. purses





## UNIT 7

189

### Script

The coat department is right here on the ground floor. It is in the back of the store, right in front of the elevators. And the restrooms are near the elevators in the basement.

Children's shoe department is upstairs. Take the escalator to the second floor and walk to the back of the store. It's right there. You'll see it.

There are two restaurants in this building, a coffee shop and a self-service buffet. The coffee shop is downstairs in the basement. You can take the escalator and turn right when you get off.

The lingerie department is on the top floor, in the front of the store. If you're looking for purses, go to the accessories. Go straight down the center of the floor, and it's next to the escalators.

### • Passage 3 China to Regulate Students' Wearing of School Uniform.

Read the following passage carefully, and then fill in the blanks according to what you hear.

- |                   |                |                 |
|-------------------|----------------|-----------------|
| 1. standards      | 2. make sure   | 3. public       |
| 4. advocated      | 5. backgrounds | 6. consult with |
| 7. administrative | 8. guarantee   |                 |

### Script

China's Ministry of Education (MOE) on Monday issued a regulation on the manufacture and use of primary and secondary school uniforms. Manufacturers of school uniforms should follow national standards on clothing quality, and schools must make sure the purchasing process is transparent, and open to public scrutiny (监督).

Although the MOE advocated that students should wear uniforms, and free uniforms should be provided for those from poor backgrounds, it stipulated that schools should consult with parents on whether students should be required to wear the same clothes in school. Other administrative organs, such as the Industrial and Commercial Bureau, will also supervise manufacturing and purchasing to guarantee the quality of uniforms.



## Speaking

### Teaching Suggestions

**Step 1** Have students locate the information desk.

**Step 2** Model the activity by asking a more advanced student where to find a type of clothing. For example, *Excuse me. Where are the coffee makers?* When the student answers, ask for clarification. Use contrastive stress.

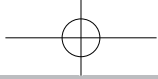
Your students can say ...

Shopper: Excuse me. I'm looking for jackets.

Clerk: Men's or women's?

Shopper: Men's.

Clerk: Men's Outwear is on the second floor, in the back of the store. Take the elevator up and then turn right.



# Dressing Properly

190

Shopper: Take the elevator up and then turn left?

Clerk: No. Turn right.

**Step 3** Have students work in pairs and give directions to each other from the information desk to a certain place in the store. See if they can end up in the correct place.



## Reading

### • Text C

#### Background Information

##### 1. Dress code and personal grooming

It is a condition of employment that the staff strictly adhere to the code of dress and personal presentation at all times.

##### Dress Code

###### Shirt:

Collared

White

Long or short sleeved

Top button must be done up

Shirt sleeves must not be rolled up

Shirt must be clean and pressed

###### Trousers:

Tailored (no jeans)

Must be full length

Black

Must be clean and pressed

Females note: No skirts, no hipsters, no midriff showing

###### Jumper:

Black

V-neck

Jumper or vest

Must be clean and pressed

###### Tie:

Smart business

Tie clip (optional)

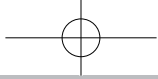
Does not have to be black. Does have to be tasteful!

###### Belt:

No large outlandish buckles

###### Footwear:

Black



# UNIT 7

191

Clean and Polished

Black socks

Flat sensible closed in, no platforms, no sandals

Please remember workplace health and safety issue

Name Badge:

Supplied by the company

Part of uniform and must be worn

## Personal Grooming

Jewelry:

Watch — allowed

Rings — wedding ring only

Body-piercing / body decor (tongue, lips, nose, etc.) — not allowed

Earrings — 1 per ear, must be small hoops or studs

Necklace chains — not to be worn outside shirts

Hair:

Must be tied back

Washed regularly, neat and tidy

Fingernails:

Clean at all times

Clear nail polish only

Make-up:

Subtle

Perfume:

Optional. If worn, must be subtle

## 2. British climate

The climate of the British Isles is influenced by the movement of all the major air masses, including maritime tropical, maritime polar, maritime Arctic, continental polar and continental tropical air. The British Isles, residing in the mid-latitudes, lies in the path of air mass convergence between warm tropical airflow and cold polar airflow. At this convergence zone, the lighter warm air rises over the heavier cold air, producing the typical weather phenomena associated with this regime, fronts, depressions, and rain. As a result, the British climate can be very changeable, and all types of weather may be experienced within a single day. In general, however, the British climate is relatively mild for its latitude, since it is influenced by the Gulf Stream. Warm maritime tropical air retains much of its heat because it is in contact with the Gulf Stream, a warm ocean current that originates in the Gulf of Mexico and travels northeast across the Atlantic. In contrast, Newfoundland, on the west side of the North Atlantic at a similar latitude to the British Isles, can be up to 10°C colder in winter.

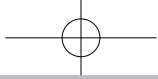
## Language Points

### 1. New Words

[B2] **crack** *v.* to find a solution to a problem 解决（问题等）

*e.g.*

I've been trying to solve this problem all week, but I still haven't cracked it.



# Dressing Properly

192

The math problem is not as easy to crack as we expected.

★ **outfit** *n.* set of clothes worn for a particular occasion or activity (为特定场合或活动而穿的) 全套衣服

*e.g.*

It took John a month's salary to buy an outfit for camping.

When you plan to visit the temples in Thailand, remember to bring an appropriate outfit.

[C2] **circuit** *n.* a regular pattern of visits or the places visited 巡回

*e.g.*

The earth takes a year to make a circuit of the sun.

An athlete has to run more than 7 and a half circuits of the track in a 3,000-meter race.

[C1] **multiple** *adj.* very many of the same type, or of different types 多个的

*e.g.*

It took David about thirty minutes to answer the multiple choice questions in the exam.

I think Roland was a man with multiple achievements.

[B2] **adapt** *v.* to change sth to suit different conditions or uses 适应 (新环境等)

*e.g.*

It took the new students several months to adapt themselves to college life.

The bird species has adapted well to winter climates in south Asia.

[B2] **tropical** *adj.* from or relating to the area between the two tropics 热带的

*e.g.*

In tropical countries, people don't have to spend much money on clothes.

The climate in tropical areas is usually hot and humid.

**subtropical** *adj.* of regions bordering on the tropics 亚热带的

*e.g.*

Coming from a subtropical country, Mick found it hard to adjust to the city's climate.

Various kinds of subtropical plants with attractive flowers are here and there in the country.

[B1] **efficient** *adj.* working or operating quickly and effectively in an organized way 效率高的, 有功效的

*e.g.*

The city's transport system is one of the most efficient in Europe.

If we had done our work in an efficient way, we would have more leisure time.

[C2] **reveal** *v.* to allow sth to be seen that, until then, had been hidden 使显露

*e.g.*

A gap in the clouds revealed the Atlantic far below.

To the audience's surprise, a dark stage was revealed after the curtains were opened.

◆ **mackintosh** *n.* a coat that does not allow rain through 雨衣

*e.g.*

A mackintosh is a raincoat, especially one made from a particular kind of waterproof cloth.

The black mackintosh left at the office corner is mine.

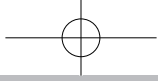
★ **adhere** *v.* to stick firmly 黏附

*e.g.*

The two pieces of paper adhered to each other, and I couldn't get them apart.

Small children like to adhere stickers to walls and furniture.

◆ **boardroom** *n.* a room where the people controlling a company or organization meet 会议室



## UNIT 7

193

*e.g.*

The hotel has a boardroom which can hold 800 people.

There is a small boardroom next to my office.

[B2] **bare** *adj.* without any clothes or not covered by anything 赤裸的

*e.g.*

Don't walk around outside in your bare feet.

The mountain top is bare except for several small trees.

★ **accountancy** *n.* the job of being an accountant 会计师之职

*e.g.*

Have you joined the accountancy organization?

You still have a lot to learn if you want to take the accountancy profession.

[B2] **seminar** *n.* an occasion when a teacher or expert and a group of people meet to study and discuss sth (专题) 研讨会

*e.g.*

He's giving a seminar on the latest developments in genetic engineering.

The graduate students had a heated discussion at the seminar.

[B2] **consultant** *n.* someone who advises people on a particular subject 顾问

*e.g.*

The manager invited a consultant to work for their company.

The consultant gave them many good suggestions.

[C2] **imply** *v.* to communicate an idea or feeling without saying it directly 暗示, 暗指

*e.g.*

What did the speaker imply by saying such words?

Betty's boss implied that if she didn't dress properly at work, she would be fired.

▲ [A2] **earring** *n.* a piece of jewelry, usually one of a pair, worn in a hole in the ear or fastened to the ear by a clip 耳环, 耳饰

*e.g.*

The young man was wearing an earring in his left ear.

There are diamonds decorated on Lily's earrings.

[B1] **career** *n.* the job or series of jobs that sb does during his or her working life, especially if he or she continues to get better jobs and earn more money 职业生涯

*e.g.*

Tom is hoping for a career in the police force.

I took this new job because I felt that the career prospects were much better.

[B2] **suicide** *n.* the act of killing oneself intentionally 自杀

*e.g.*

The murderer committed suicide by shooting himself with a gun.

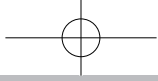
The suicide rate among men between the ages of 16 and 25 has risen alarmingly.

[C1] **perceive** *v.* to come to an opinion about sth, or have a belief about sth 看待

*e.g.*

He was perceived as a failure.

New technology has been perceived to be a threat to employment.



# Dressing Properly

194

[B2] **professional** *adj.* relating to work that needs special training or education 职业的

*e.g.*

Both doctors have been charged with professional misconduct.

People have to receive higher education to qualify for a professional position.

[C1] **interpret** *v.* to decide what the intended meaning of sth is 解释，理解

*e.g.*

I don't think the ordinary readers can interpret the novel better than me.

A jury should not interpret the silence of a defendant as a sign of guilt.

[B1] **architect** *n.* a person whose job is to design new buildings and make certain that they are built correctly 建筑师

*e.g.*

The architect showed us the house plans that she had drawn up.

The architects have made imaginative use of glass and transparent plastics.

[B2] **artistic** *adj.* able to create or enjoy art 有艺术品位的

*e.g.*

Jack's friends are all artistic — they're painters, musicians and writers.

The new theater company director is a person of great artistic vision.

◆ [B1] **untidy** *adj.* not tidy 邋遢的，凌乱的

*e.g.*

Mike is really untidy — you should see the state of his flat!

I can put up with the house being untidy, but I hate it if it's not clean.

[B1] **bold** *adj.* strong in color or shape, and very noticeable to the eye 醒目的

*e.g.*

The workers painted the kitchen in bold colors.

The bold, dramatic colors of these flowers attracted me a lot.

**shift** *n.* a simple dress that hangs straight from the shoulders 直筒连衣裙

*e.g.*

I simply don't like a shift dress; it is not to my taste.

It is a good choice for you to wear a shift in the summertime.

◆ **neckline** *n.* the shape made by the edge of a dress or shirt at the front of the neck or on the chest (女装的) 领口，开领

*e.g.*

Mary wore a dress with a V-shaped neckline.

I can give you a round neckline if you prefer.

[B2] **combination** *n.* an arrangement in a particular order 组合

*e.g.*

The school uses a combination of modern and traditional methods for teaching reading.

The bride's mother was wearing a horrible combination of green and yellow.

[C1] **exaggerate** *v.* to make sth seem larger, more important, better or worse than it really is 夸大

*e.g.*

The threat of attack has been greatly exaggerated.

The exaggerated laugh from the listeners made the boss realize his lack of sense of humor.





## UNIT 7

195

**geometric** *adj.* of or like the lines, figures, etc. used in geometry 几何图形的

*e.g.*

The geometric ornaments in the sitting room reminded me of math.

The geometric design of overlapping circles is very boring.

◆ **fussy** *adj.* having too much decoration and too many small details, in a way that is not stylish 过分装饰的

*e.g.*

You should avoid fussy patterns in your design.

I don't like that wedding dress. It's too fussy.

[B1] **accountant** *n.* someone who keeps or examines the records of money received, paid, and owed by a company or person 会计（员）

*e.g.*

After graduation, Bill worked as an accountant in an automobile company.

To be an accountant, you have to pass a certain examination and get a certificate.

★ [B2] **update** *v.* to make sth more modern or suitable for use now by adding new information or changing its design 更新

*e.g.*

I don't want to update my computer; it is still in good use.

The dictionary was compiled years ago, and it needs to be updated.

**delicate** *adj.* fine in texture, quality, etc. 精致的

*e.g.*

During the process, great care has to be taken to protect the delicate silk from damage.

Mark has got delicate hands good for piano playing.

◆ **tulip-shaped** *adj.* having the shape of tulip 郁金香形状的

*e.g.*

The tulip-shaped skirt is Mary's favorite.

The tulip-shaped vase cost Anne 9,000 dollars.

**nautical** *adj.* relating to ships, sailing or sailors 航海的

*e.g.*

I can operate the nautical instrument with ease.

You are looking very nautical in your navy blue sweater.

▲ [C1] **opt** *v.* to make a choice, especially of one thing or possibility instead of others 选择

*e.g.*

Many students opt for business studies simply because it sounds like a passport to a good job.

Depending on your circumstances you may wish to opt for one method or the other one.

**slingback** *n.* women's shoes with a strap around the back of the heel instead of a full covering （鞋后帮呈带状的）露跟女鞋

*e.g.*

There are all sorts of slingback in a variety of colors and sizes in the shoe store.

Do you have slingback with high heels on sale in your store?

▲ **peep** *n.* a quick, incomplete, or secret look 隐现，微微露出



# Dressing Properly

196

*e.g.*

The curious boy looked into the room through a peep hole.

The plane was in a peep in the clouds.

◆ [B2] **psychologist** *n.* someone who is trained in psychology 心理学家

*e.g.*

Lily's husband is a psychologist, who works in a research institute.

A psychologist has to have a strong mind.

★ **wedge** *n.* shoes shaped like a wedge 楔形鞋

*e.g.*

How do you like the pair of wedges I tried on just now?

The wedges don't seem to agree with my feet.

★ [B2] **sexy** *adj.* sexually attractive 性感的

*e.g.*

To be frank, she was one of the sexiest women I had seen.

It was a wonderful voice which women found incredibly sexy.

**impractical** *adj.* not sensible, useful or realistic 不实用的

*e.g.*

The clothes are attractive but entirely impractical.

I love high heels but they are rather impractical.

[B2] **elegant** *adj.* graceful and attractive in appearance or behavior 高雅的

*e.g.*

In ancient Europe, French was regarded as an elegant language.

An elegant silk dress made Diana the most attractive woman at the party.

◆ [B2] **cardigan** *n.* a piece of clothing, usually made from wool, that covers the upper part of the body and arms, fastening at the front with buttons, and usually worn over other clothes 开襟羊毛衫

*e.g.*

Put on your red cardigan — it'll be nice and warm.

Those long, belted cardigans are back in fashion this season.

★ [C1] **caution** *n.* being careful to avoid danger or mistakes 谨慎, 慎重

*e.g.*

As a man of caution, Bill very seldom makes mistakes.

In rainy seasons, we should take caution against flood.

## 2. Phrases and Expressions

**adapt to** change so as to be suitable for different conditions or uses 使适应

*e.g.*

The Smiths adapted themselves to the hot weather several years after they moved to the tropical country.

The freshmen quickly adapted themselves to university life.

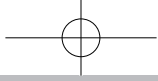
**arrange for** plan in advance 安排

*e.g.*

Soon after the patient was hospitalized, his parents arranged for a nurse to look after him.

The old woman's children arranged for a neighbor to cook for her every day.

**on the surface** when not observed, thought about, etc. deeply or thoroughly 表面上



## UNIT 7

197

*e.g.*

Harry seems quiet on the surface, but he is quite different when you get to know him.

On the surface Diana is a charming, helpful person, but actually she is quiet self-conscious.

**interpret ... as ...** understand sth in a particular way 把...理解为

*e.g.*

The students interpreted the teacher's silence as agreement.

The speaker interpreted the audience's laughter as an insult, so he refused to go on with his speech.

**go for** attempt to get 想要获得, 选择

*e.g.*

I think I'll go for the fruit salad.

Alice is going for the world record in the high jump.

**capri trousers** a type of trousers for women ending between the knee and the foot 卡普里裤, 七分裤 (长及小腿的女裤)

*e.g.*

Chic capri trousers match the off-the-shoulder blouse.

Capri trousers are in fashion this summer.

**with caution** carefully 慎重, 谨慎

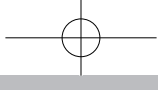
*e.g.*

The political situation in the country is rather complicated, so you should do everything with caution.

The little boy built the wooden blocks with caution in case they fell off.

### Sentence Paraphrasing

1. There is tropical (the Tube), subtropical (outside on a hot day) and arctic (anywhere with efficient air conditioning). (Para. 2)  
**Meaning:** *You have the tropical climate when you are taking the metro, you have subtropical climate when you are walking outside on a hot day, and you have arctic climate in places where it is air-conditioned.*
2. Workplace dress might have relaxed over the last decade, with many city firms moving towards "business casual" rather than formal dress, ... (Para. 3)  
**Meaning:** *In the past ten years, clothes people wear at work have seen a change from formal to more casual, ....*
3. ..., but there are still offices where boardrooms and bare legs do not mix and where spoken and unspoken expectations are still governing correct attire. (Para. 3)  
**Meaning:** *..., but there are some offices where women still cannot wear clothes that show their bare legs. In such places, clear and unclear expectations decide what clothes should be worn.*
4. The consultant implied that not wearing earrings was career suicide. (Para. 3)  
**Meaning:** *The consultant suggested that Sarah Clarke might lose her job if she didn't wear earrings.*
5. How you present yourself at work does influence how you are perceived in professional terms. (Para. 3)  
**Meaning:** *People would judge — in part — your ability in your work according to what you wear at work.*
6. Play by the rules of your office dress code, and then update your look with seasonal details. (Para. 7)  
**Meaning:** *Act on the rules of your office dress code, and then improve your appearance with the change of seasons.*
7. The higher your salary the fewer toes you should show: above £50,000, two is fine, above £100,000 and it is a closed toe or you should start clearing your desk! (Para. 9)  
**Meaning:** *The more money you earn, the fewer toes you should show: if you make over £50,000, you can show two*



# Dressing Properly

198

*toes; if you earn more than £100,000, you should wear shoes that do not show any toes; otherwise, you will be fired.*

8. A warning to teachers: approach this summer's more childlike details with caution if you do not want to look like one of your students. (Para. 12)

**Meaning:** *A warning to teachers: if you want to buy clothes with childlike patterns, you should be careful — one of your students might wear similar clothes, and that would make you look alike.*

## Reference Translation

### 解读办公室着装守则

找件夏天在公园漫步时穿的时髦外套可能很容易，但是炎热天气里的办公服装却比军队巡回训练时的着装更加难选。这不仅仅是因为英国的夏天天气变化无常，而且还要适应不同的气候区域。

有热带气候（地铁内），亚热带气候（炎热的户外）和北极气候（任何空调充足的空间）。要考虑穿衣不要太暴露，还要想着要使自己看起来深谙时尚，知道当季穿什么衣服才不落伍，同时还要遵守办公室着装守则。

工作着装在最近十年趋向于休闲，许多市内公司从穿正装转到穿休闲职业装，但是仍然有许多办公室规定不得在会议室裸露双腿，一些说出来和没说出来的规约仍然指导着正确的着装。当29岁的莎拉·克拉克到一家大的会计公司工作时，公司安排她和一个形象顾问一起参加一个研讨会。形象顾问暗示她，不带耳环就等于自毁职业生涯。工作时的着装确实会影响到人们对一个人职业能力的评价。

表面上，如果你不在正统的办公室工作，你会更容易知道夏季如何穿衣，但是宽松的环境不应被作为你穿得像在里约热内卢嘉年华花车上那么花哨的借口。下文提出了几种方法，让你了解今夏办公着装的趋势，据此穿衣，既不失清凉，又不丢工作。

#### 从事创造性工作者的着装

公关人员，剧场经理，建筑师，记者

用简单的形状和颜色的外衣配以当季大胆、时尚的装饰来表现你的艺术感而又不至于看起来凌乱或不整洁。

在无袖宽松连衣裙内穿上T恤衫来遮住低领口。多准备几件衣服搭配着穿，但看上去不要过于夸张。色块和几何图案的衣服让人看起来有自信，但不要穿图案烦琐的衣服。

#### 城市精英人士的着装

律师，银行家，会计师

遵守你所在办公室的着装规则，以季节性的细节变化来展现你的时尚外观。试试穿件柔软的、郁金香形的裙子或短袖子、大扣的夹克衫，再配上手镯袖口衬衫，但一定不能太短。

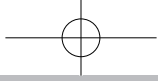
如果你要穿水手装，衣服底色要选海军蓝而不是黑色——因为海军蓝和白色相配得更醒目。在夹克下面穿件布列塔尼条T恤衫，或给它配条时髦的宽松裤。

如果你的办公室环境比较正式，穿双不露脚趾的露跟凉鞋。如果你的办公室环境不那么正式，你可以穿露趾鞋。薪水越高，脚趾要露得越少：高于五万英镑，露两个脚趾，高于十万英镑，不要露脚趾，否则你就会被炒鱿鱼了。

#### 无拘无束的专业人士的着装

医生，教师，心理学家

可以考虑穿棉布衫裙，但不能是白色的，除非你在实验室工作。配上为之增色的彩色宽腰带和独特的鞋子。中等高度的坡跟看起来很显眼又不会显得太性感或不实用。



## UNIT 7

199

七分裤比短裤更优雅、更容易接受，因为穿着者不必长着一双美腿或穿高跟鞋。至于在有空调的办公室内或下班后小酌，穿一件柔软的休闲夹克比穿羊毛开衫更时髦。

给教师的忠告：如果你不想和你的某个学生看起来相像的话，选穿今夏带有孩子气细节的衣服要小心。

### Understanding the Organization of the Text

Read the text again and then complete the missing parts of the text outline.

1. code
2. Reasons
3. Three climate zones
4. trend
5. Interpretation

### Comprehension Questions

Read the text carefully and answer the following questions.

1. B
2. C



## Writing

### Reference Sample

I'm very interested in Thai temples and I'm going to go to Thailand in August. Summertime is hot there, so I'll pack for the heat. I'll bring with me some light clothing like shorts, skirts, T-shirts and sandals. Since Thailand is conservative in clothing, and especially shoes at temples, I'll prepare some modest clothing and shoes for my trip there, too.

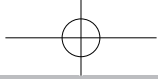


## Extended Exercises

### Error Correction

This part consists of one passage. In it there are altogether 8 mistakes, one in each numbered line. You may have to change a word, add a word or delete a word. If you change a word, cross it out and write the correct word in the corresponding blank. If you add a word, put an insertion mark (^) in the right place and write the missing word in the blank. If you delete a word, cross it out and put a slash (/) in the blank.

- |                        |               |
|------------------------|---------------|
| 1. most — more         | 2. for — with |
| 3. for — to            | 4. and — yet  |
| 5. perfect — perfectly | 6. of — /     |



# Dressing Properly

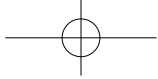
200

## Translation

**Translate the following sentences into English.**

1. Some cultures have a liberal attitude towards clothing, while other cultures are more conservative.
2. Play by the rules of your office dress code, and then update your look with seasonal details.
3. The higher your salary the fewer toes you should show in the office.
4. Every culture has its unwritten rules about appropriate and inappropriate dress.
5. Not only is the British summer notoriously changeable, but there are also multiple climate zones to adapt to.





UNIT

# 8 Traveling

## Unit Goals

- Greet someone arriving from a trip
- Talk about how you spend your free time
- Discuss your vacation preferences
- Talk about the do's and don'ts in traveling
- Write about your vacation



# Lesson 1

## Lead-in

### Sitcom: How Was Your Vacation? Scene 1

**A** Read each question Marie asks Mr. Rashid. Then circle the response you hear.

1. B                      2. A                      3. A                      4. B

**B** Circle the adjectives Mr. Rashid uses to talk about his vacation.

1. wonderful                      2. bumpy                      3. rainy  
4. salty                      5. unfriendly                      6. nice

### Video Script

#### Scene 1

*In the office, Mr. Rashid describes a recent vacation to Marie.*

- Marie: Hello, Mr. Rashid!
- Mr. Rashid: Hi! How are you?
- Marie: Fine, thank you. How was your vacation?
- Mr. Rashid: It was wonderful!
- Marie: I'm so happy to hear that. Was your flight OK?
- Mr. Rashid: No, pretty bad, actually. It was so bumpy. It was very scary.
- Marie: That's too bad. Did you have nice weather after you arrived?
- Mr. Rashid: No, the weather was terrible. Very rainy. I actually never saw the sun.
- Marie: That's awful! So what did you do?
- Mr. Rashid: I stayed inside the hotel.
- Marie: Was the hotel room nice?
- Mr. Rashid: The room was fine, but it was right next to the café, and the music was very loud. I didn't sleep much.
- Marie: I'll bet the food was great.
- Mr. Rashid: No. It was too salty for me, and the waiters were very unfriendly.
- Marie: Did you go shopping at all?
- Mr. Rashid: A little bit — until someone stole my wallet. After that I stayed in the hotel and read a book.
- Marie: Was the flight home OK?
- Mr. Rashid: Actually, they canceled my flight. I had to stay for two more days.
- Marie: That's terrible! But Mr. Rashid, you said that your vacation was wonderful.
- Mr. Rashid: Ah! Yes, I did. And it was wonderful. I met a very nice person — a woman actually. Her name is Basma. She's from Lebanon, just like me, but she lives here. I'm seeing her tonight.



## UNIT 8

203

So, yes, it was a wonderful vacation.

Marie: That's great, Mr. Rashid.



## Listening

### Part 1 Tell Me About Your Trip.

Listen to the conversation and fill in the missing information.

1. When did you get back
2. It was incredible
3. Good weather

#### Script

Greg: Hi, Barbara. When did you get back?  
Barbara: Greg! Just yesterday.  
Greg: So tell me about your trip.  
Barbara: It was incredible. I had a really great time.  
Greg: Good weather?  
Barbara: Not perfect, but generally OK.  
Greg: I'll bet the food was great.  
Barbara: Amazing!

#### Teaching Suggestions

- Step 1** After students listen, ask:  
*When did Barbara come home from her trip?* (Yesterday.)  
*How was her trip?* (Incredible / great.)  
*How was the weather?* (Not perfect, but OK.)  
*How was the food?* (Amazing.)  
*Which was better, the weather or the food?* (The food.)
- Step 2** Review answers as a class. Ask students to demonstrate the source of each answer in the conversation.
- Step 3** Have students work in pairs and practice the conversation out loud.

#### Language Note

In this context, *incredible* means *very good*. However, it can also mean *too strange to be believed* or *very difficult to believe* and have a negative connotation. For example, *We went to a very expensive restaurant, and the food was awful. It was incredible!*

#### Corpus Note

*Get back* is less formal than *return* and is used more frequently in spoken American English.

## Part 2 How Was Your Trip to Greece?

Listen to the conversation. Read the questions. Then circle the letter of the correct answer.

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

### Script

- Karen: Welcome back, Alan! How was your trip to Greece?
- Alan: It was amazing, Karen! We spent five days in Athens and then traveled to three of the islands. My favorite island was Santorini.
- Karen: How long were you gone?
- Alan: Ten days. The time went by too fast.
- Karen: When did you get back?
- Alan: Just last night, about 11:00. Our flight was a little late. We were supposed to arrive here at 9:15.
- Karen: I'll bet the weather was great.
- Alan: It was, and so were the people, the museums, the food ... My wife want to go back next year.

### Teaching Suggestions

- Step 1** Before listening, ask students *Do you know the country of Greece? If yes, where is it? (In Europe.) What's its capital city? (Athens)*  
Spell the word *Santorini* on the board, and tell students it is a small island in Greece. Locate it on a map if possible.
- Step 2** Have students listen to the conversation and pay attention to what the second speaker says.
- Step 3** Review answers as a class. Ask students to demonstrate the source of each answer in the conversation.
- Step 4** Have students listen again. Ask them to pay attention to the first speaker and have students repeat what the first speaker says. (Welcome back, Alan! How was your trip to Greece? How long were you gone? When did you get back? I'll bet the weather was great.)
- Step 5** Have students work in pairs and ask them to create their own conversations using the first speaker's questions and giving corresponding answers.

## Part 3 Ask About the Trip.

Listen to the short conversations and fill in the blanks.

1. get in                      2. flight                      3. vacation                      4. incredible  
5. drive                      6. traffic                      7. alone                      8. beach house  
9. three                      10. trip                      11. angry                      12. on time

### Script

- Conversation 1**
- F: Did you just get in?
- M: Yes. My flight was a little late.
- F: Well, how was your vacation?
- M: It was really incredible.
- Conversation 2**
- F: Welcome back! How was the drive?



## UNIT 8

205

- Conversation 3**
- M: OK. But there was a lot of traffic.  
F: Too bad. Were you alone?  
M: No. My brother was with me.  
M: Where were you last week?  
F: Me? I was at my parents' beach house.  
M: Oh. How long were you there?  
F: About three days.
- Conversation 4**
- F: So, how was your parents' trip?  
M: It was terrible. They were so angry.  
F: Was their train on time?  
M: No, it wasn't. It was very late.

### Teaching Suggestions

- Step 1** Before listening, have students read the conversations and encourage them to guess the missing words according to the context.
- Step 2** Have students listen to the conversations again. Tell them to write down the missing words while listening.
- Step 3** After listening, have students check their answers. Ask them if their guesses are right. Explain to them that sometimes they can guess the missing information according to the context. So keep trying!

### Part 4 Where Were You Last Weekend?

Listen to a conversation and answer the following questions.

1. He went to a resort in Wroxton with his wife.
2. They went there by car, and it took them about three and a half hours.
3. The weather was good. It only rained once.
4. He felt it was too short, and they enjoyed it so much that they did not want to come home.

### Script

- F: Hey, Marty. Where were you last weekend?  
M: My wife and I took a little vacation.  
F: Really? How was it?  
M: Too short! But we stayed at a great resort.  
F: Oh yeah? Where was the resort?  
M: Over in Wroxton. We drove down Friday night.  
F: Wroxton? That's pretty far. How long was the drive?  
M: About three and a half hours. There wasn't any traffic.  
F: Nice! And how was the weather?  
M: Actually, the weather was pretty good. Only rained once!  
F: Sounds wonderful! How long have you been there?  
M: Just three days. We didn't want to come home.

## Teaching Suggestions

- Step 1** Before listening, have students read the questions printed out for them. This may help them develop the skill of listening with a purpose if they know what is / are asked.
- Step 2** Have students listen to the conversation. Ask them to pay special attention to the second speaker's answers to the questions.
- Step 3** After listening, have students compare their answers. Then review answers as a class.
- Step 4** Have students work in pairs or small groups and ask them to give an account of Marty's vacation in turn. (Marty and his wife took a little vacation last weekend. They stayed at a great resort in Wroxton which was pretty far. They drove down Friday night and it took them about three and a half hours. There wasn't any traffic. The weather was pretty good. It only rained once. They stayed there for just three days. They didn't want to come home.)

## Part 5 Their Trip to Egypt.

Listen to the passage. Then read the statements and check True (T), False (F), or Not Mentioned (NM).

1. T                      2. T                      3. F                      4. NM                      5. F

## Script

In August of last year, the Smith family took a trip to Egypt to see the pyramids. They spent an incredible two weeks there. One of the high points of their vacation was a visit to the Sphinx and the pyramids. Their tour guide was especially helpful. He was able to tell them a lot of interesting stories. They stayed in a wonderful four-star hotel in Cairo. The hotel had a great restaurant, and the waiters were all very friendly.

Two months ago Brian Winters traveled to Cairo, Egypt on a short business trip. He stayed at a great hotel — one with a great manager and friendly staff. He had a little extra time, so one day he took a taxi ride to see some of the pyramids. The taxi driver was nice. Brian was only in Egypt for four days, so he didn't have enough time to see very much. He hopes to see the Sphinx on his next visit.

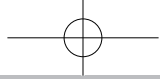


## Speaking

## Teaching Suggestions

### Conversation Model

- Step 1** Have students look at the photo. Ask *Where are the people?* (In an airport.)
- Step 2** Have students describe the picture and guess the situation, asking:  
*Who are the people?*  
*What are they doing?*  
*Where are they going?*  
 Students will have different opinions. Encourage discussion.
- Step 3** Have students repeat each line chorally. Make sure they:



## UNIT 8

207

- use rising intonation with *So how was the flight?*
- accurately imitate the intonation of *That's good!*
- use the following stress pattern:

### STRESS PATTERN

• — • • — •

A: So, how was the flight?

— • — — • •

B: Pretty nice, actually.

— • — • • • • —

A: That's good. Let me help you with your things.

— • • • —

B: That's OK. I'm fine.

### Conversation Pair Work

**Step 1** Model the activity with a student.

**Step 2** Point out how to respond to positive adjectives with *That's good!* and to negative adjectives with *That's too bad!* Practice first by asking students to respond to your statements with the appropriate response.

T: *It was pretty scenic.*

S: *That's good!*

T: *It was pretty long.*

S: *That's too bad!*



## Reading

### Topic Preview

**A Match the vacation words on the left with their meanings on the right.**

1→F

2→E

3→B

4→C

5→D

6→A

7→G

### • Text A

### Background Information

#### 1. Backpacking

Backpacking is a form of low-cost, independent travel. It includes the use of a backpack that is easily carried for long distances or long periods of time; the use of public transport; inexpensive lodging such as youth hostels; often a longer duration of the trip when compared with conventional vacations and often an interest in meeting locals as well as seeing sights. Backpacking may include wilderness adventures, local travel and travel to nearby countries while working from the country in which they are based. As a lifestyle and as a business, backpacking has grown considerably in the 2000s as a result of low-cost airlines and hostels or budget accommodations in many parts of the world.



## 2. Hostels

Hostels provide budget-oriented, sociable accommodation where guests can rent a bed, usually a bunk bed (双层铺), in a dormitory and share a bathroom, lounge and sometimes a kitchen. Rooms can be mixed or single-sex, although private rooms may also be available.

Hostels are often cheaper for both the operator and occupants; many hostels have long-term residents whom they employ as desk agents or housekeeping staff in exchange for experience or discounted accommodation.

There are several differences between hostels and hotels, including:

(1) Hostels tend to be budget-oriented; rates are considerably lower, and many hostels have programs to share books, DVDs and other items.

(2) For those who prefer an informal environment, hostels do not usually have the same level of formality as hotels.

(3) For those who prefer to socialize with their fellow guests, hostels usually have more common areas and opportunities to socialize. The dormitory aspect of hostels also increases the social factor.

(4) Hostels are generally self-catering.

### Language Points

#### 1. New Words

[B2] **assume** *v.* to accept sth to be true without question or proof 假定，假设

*e.g.*

I assumed things had gone well for him as he had a big smile on his face.

She was young and she was wearing student-type clothes so I assumed she was studying here.

◆ **boarder** *n.* a student at a school who sleeps and eats there and only goes home during school holidays (学校的) 寄宿生

*e.g.*

A boarder is a student who lives at school during the term.

Sue was a boarder at a boarding school.

[B2] **belongings** *n.* the things that a person owns, especially those that can be carried 所有物

*e.g.*

I put a few personal belongings in a bag and left the house for the last time.

Passengers are reminded to take all their personal belongings with them when they leave the plane.

◆ **pillowcase** *n.* a cloth cover for a pillow that can easily be removed and washed 枕头套

*e.g.*

Fold up your bedding, and change the pillowcase.

The spun silk is the best material for pillowcase.

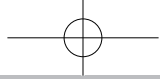
★ **attendant** *n.* someone whose job is to be in a place and help visitors or customers 服务员

*e.g.*

The girl attendant has set about cleaning the room.

Tony Williams once worked as a car-park attendant in Los Angeles.

[B1] **vehicle** *n.* a machine, usually with wheels and an engine, used for transporting people or goods on land, especially on roads (陆地) 交通工具



## UNIT 8

209

*e.g.*

Road vehicles include cars, buses and trucks.

A truck driver died last night when his vehicle overturned.

★ **transit** *n.* the movement of goods or people from one place to another 输送

*e.g.*

It is possible to make an insurance claim for any goods lost or damaged in transit.

The question is whether road transit is cheaper than rail.

[B1] **contact** *n.* communication with someone, especially by speaking or writing to them regularly 联系, 联络

*e.g.*

There isn't enough contact between teachers and parents.

I would hate to lose contact with my college friends.

[B1] **via** *prep.* going through or stopping at a place on the way to another place 通过

*e.g.*

Nearly one home in ten across the country is wired up to receive TV via cable.

Internet connection via broadband offers many advantages.

◆ [B1] **hostel** *n.* a large house where people can stay free or cheaply (免费或廉价的) 旅社

*e.g.*

Hostels are popular with young people due to their low prices.

I prefer to stay at hostels in traveling. In this way, I could make more friends.

[C1] **boundary** *n.* a real or imagined line that marks the edge or limit of sth 分界线

*e.g.*

The Ural Mountains mark the boundary between Europe and Asia.

The film blurs the boundary between reality and fantasy.

### 2. Phrases and Expressions

[B2] **be familiar with** to know sth or sb well 对...熟悉

*e.g.*

I'm sorry, I'm not familiar with your poetry.

Most people are familiar with this figure from Wegner's opera.

**in transit** in the movement of goods or people from one place to another 在途中

*e.g.*

We cannot be held responsible for goods lost in transit.

Fruits are likely to go bad in transit.

**keep contact with** be in connection with 与...保持联络

*e.g.*

Once arriving there, I'll keep contact with you.

My job is to keep contact with the supplier technologically and carry out technical support.

**at home** comfortable 不拘束的

*e.g.*

I always feel at home at this small inn.

You're among friends, so make yourself at home.

## Teaching Suggestions

- Step 1** Ask the class *What is the difference between “home” and “house”? How do you feel when you are away from your home?*
- Step 2** Have a volunteer read the text. Ask: *How do regular travelers make themselves at home while traveling?* (To take their own belongs; to stay for long periods in the same hotel; to put some flowers by the hotel window; to drive a camping car.)
- Step 3** Have students listen to the text and then have them give a list of things that people maintain relationships while in transit. (Keeping in touch via the internet; sending letters and postcards, or even photos; calling and saying hi.)
- Ask students to read between the lines. Ask them: *Is it easy to make the place we stay “home”?* (Yes, it is easy with just a little effort and imagination.)

## Reference Translation

### 旅人之家

人们需要一个家。孩子们把父母的房子当作家；寄宿生把周一到周五的学校当作“家”；已婚的配偶共同营造一个新家园；而旅人呢，至少有几晚是有一个所谓的“家”的。那么，对于需要在外常驻的旅人来说，他们有权拥有一个家吗？答案当然是肯定的。

经常外出的人有些会带上自己的床单、枕头和全家福，这样无论他们身处何地，都会有家的感觉；有些人在同一个宾馆待了很长时间，由此对客房服务和 service 越来越熟悉；有些人只是在宾馆窗边放一些花朵，营造家的感觉。此外，开着房车出行，晚上就睡在车上，也会有家的感觉，只不过这是个移动之家。

在途中如何维系关系呢？有些人通过因特网和朋友保持联络；有些人邮寄书信、卡片甚至照片；其他人或许只是打个电话，说声“你好”，让朋友们知道他们还活着，一切安好。人们总是可以找到保持联系的途径。在旅途中结交新朋友，能让旅人或多或少感受到家的温暖。住在青旅的背包客能成为很好的朋友，其亲密程度甚至会超过兄弟姐妹。

如今，留在自己家乡工作的人越来越少了，那么出门在外的人们该如何拥有一份归属感呢？不管我们何时要离开故土，总会有另外一个“家”在等着我们去发现。不管我们身处何地，只需一点点的用心和想象力，就能把我们的新领地变成一个“新家”。

## Comprehension Check

**Sum up the topic sentence for each paragraph of Text A. Make your answer as briefly as possible.**

1. People need homes, even when they go traveling.
2. Regular travelers know well how to make themselves at home.
3. There are ways to maintain relationships and make new friends in traveling.
4. It is likely to develop a sense of belonging in traveling.



## UNIT 8

211

### • Text B

#### Background Information

##### 1. Bhutan

Bhutan is landlocked between China and India, with a total land area 46,500 square kilometers. It is an isolated country of central Asia in the eastern Himalaya Mountains. Great Britain and India have long exerted influence over the kingdom. Thimbu is the capital and the largest city.

Tourism has been an important industry and the country's largest foreign-exchange earner since its inception in 1974. Most tourists visit cultural sites and observe seasonal festivals featuring masked dances and archery contests (archery is the national sport of Bhutan) or go on trekking expeditions on foot or mounted on horses or yaks.

##### 2. Himalayas

The Himalayas, also Himalaya, are a mountain range in Asia, separating the plains of the Indian subcontinent from the Tibetan Plateau. Together, the Himalaya mountain system is the planet's highest and home to all fourteen 8,000-meter peaks, including Mount Everest. To comprehend the enormous scale of Himalayan peaks, consider that Aconcagua, in the Andes, at 6,961 meters, is the highest peak outside the Himalaya, while the Himalayan system has over 100 separate mountains exceeding 7,200 meters.

The Himalayas stretch across Bhutan, People's Republic of China, India, Nepal, Pakistan and so on. It is the source of three of the world's major river systems, the Indus Basin, the Ganga-Brahmaputra Basin and the Yangtze Basin. An estimated 750 million people live in the watershed area of the Himalayan rivers, which also includes Bangladesh.

##### 3. Rio

With the inauguration of Brasilia in 1960, Rio de Janeiro ceased to be Brazil's capital, but this second largest city in Brazil is still a major cultural capital. Rio de Janeiro has a majestic beauty, with built-up areas nestled between a magnificent bay and dazzling beaches on one side and an abruptly rising mountain range, covered by a luxuriant tropical forest, on the other. This unique landscape makes Rio one of the most beautiful cities in the world. Rio's cultural life is intense and varied. Perhaps at no time is the city's festive reputation better displayed than during the annual carnival which enlivens the city for 3 solid days with music, singing, parties, balls, and desfiles (street parades of brilliantly-costumed dancers performing the samba). Economically, it is a service industry center, a key financial center, and the producer of foodstuffs, building materials, electrical equipment, chemicals, pharmaceuticals, beverages, and textiles. But it is in the pursuit of leisure that Rio is outstanding. With its world famous beaches free to all (such as Copacabana and Ipanema), its splendid bay, one of the loveliest in the world, and its wonderful climate, a blend of summer and springtime, Rio de Janeiro is a city that lives in and for the sun.

##### 4. California

California is a state of the western United States on the Pacific Ocean. It was admitted as the 31st state in 1850. The area was colonized by the Spanish and formally ceded to the United States by the *Treaty of Guadalupe Hidalgo* (1848). California is often called the Golden State because of its sunny climate and the discovery of gold during its pioneering days. Sacramento is the capital and Los Angeles the largest city.

##### 5. Pacific Ocean

Pacific Ocean is the largest of the world's oceans, divided into the North Pacific and the South Pacific. It extends from the western Americas to eastern Asia and Australia.

## Language Points

### 1. New Words

[C1] **radical** *adj.* complete or extreme 彻底的，完全的

*e.g.*

We need to make some radical changes to our operating procedures.

I'm just having my hair trimmed — nothing radical.

★ [A2] **awesome** *adj.* extremely good 非常好的

*e.g.*

You look totally awesome in that dress.

The hotel we reserved online turned out to be totally awesome.

◆ **skydiving** *n.* a sport in which a person jumps from an aircraft and falls as long as possible before opening a parachute 跳伞运动

*e.g.*

Skydiving is Pat's favorite sport.

Skydiving is a dangerous sport which needs skill and courage.

★ **glide** *v.* to move easily without stopping and without effort or noise 滑行

*e.g.*

So graceful was the ballerina on the stage that she just seemed to glide.

Unlike other spacecraft, the shuttle can glide back through the atmosphere, land safely, and be reused.

◆ **spa** *n.* a usually fashionable place with a spring of mineral water where people come for cures of various diseases 矿泉疗养地

*e.g.*

There are some spas near the volcano.

Baden in Germany and Bath in Britain are two of Europe's famous spa towns.

★ **stationary** *adj.* not moving, for staying in one place 静止的，不动的

*e.g.*

A stationary object is the easiest to aim at.

The traffic got slower and slower until it was stationary.

▲ **massage** *n.* the activity of rubbing or pressing parts of someone's body in order to make them relax or to stop their muscles hurting 推拿，按摩

*e.g.*

Alex asked me if I wanted a massage after a day's hard work.

Massage is used to relax muscles, relieve stress and improve the circulation.

### 2. Phrases and Expressions

[B1] **work out** to exercise in order to improve the strength or appearance of one's body 锻炼身体

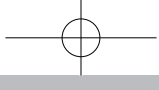
*e.g.*

After work, Tony often works out in the local gym to lose weight.

As an actress, Barbara has to work out regularly to stay in shape.

## Teaching Suggestions

**Step 1** If possible, have students locate the four different vacation destinations on a map before they listen and read.



## UNIT 8

213

**Step 2** After students read and listen to all the ads, play the audio program again. Pause after each ad and ask the following questions:

Bhutan

*Why is Bhutan a “secret”?* (Because few tourists go there.)

Rio

*What do you do when you go skydiving?* (Jump from a plane.)

*What do you do when you go hang gliding?* (Fly slowly like a bird.)

Have students label *skydiving* and *hang gliding* in the photo. (*Skydiving* is on the right, and *hang gliding* is on the left.)

**Step 3** Ask the following about Sea Mountain:

*What do you do when you “work out”?* (Lift weights, use running machines or stationary bikes.)

*What’s happening in the picture?* (The people are getting massages.)

**Step 4** Relate Text B to students’ own lives. Ask questions such as:

*Have you ever gone skydiving or hang gliding? Do you want to go? Why or why not?*

*Do you want to learn a new language? What language?*

*Have you ever had a massage?*

### Reference Translation

#### 梦幻假期

不丹 喜马拉雅山脉之谜

“每个人都乐于和我们讲英语并伴我们同行。”世界上有很多美丽的地方，但是不丹是独一无二的。很少有旅行者去那儿，但你可以成为到那里的旅行者之一。观优美的山景，见身着传统服装的友好山民。

惊险里约热内卢之旅

“令人生畏！”

你在寻求终极探险吗？去跳伞或者在里约热内卢上空滑翔如何？和我们一起从飞翔在4000米高空的飞机上跳下，或者像鸟儿一样在里约热内卢驰名的白色沙滩和山顶上翱翔。靠近或到达天堂——你会不想落地！无需经验！

欧洲语言学习之旅

享受欧洲之旅，学会一种语言！“我玩得很开心，还学到了那么多东西！”

每天上三四小时的课，下午去观光游览。住在当地人家——操练你新学的语言。学习法语、意大利语、希腊语等！各层次水平的学习班都有。

海与山 旅馆与温泉疗养

“超爽的体验！”

加利福尼亚的胜地！欣赏太平洋的美景。穿行在我们的亚洲花园，游弋在我们美丽的泳池里！在我们的健身房锻炼：举重、在跑步机上跑步，或在固定自行车上骑行。品尝健康美食，做按摩来放松身心。



# Traveling

214

## Comprehension Check

- A Chart Filling.** For each vacation, work in pairs or small groups and find the adjectives in the text that describe it.

Bhutan	<i>beautiful</i>	unique	scenic	friendly	traditional
Rio	<i>radical</i>	awesome	extreme		
European Language Tour	<i>none</i>				
Sea Mountain	<i>scenic</i>	beautiful	delicious	healthful	soothing

- B Based on the information in the text, check the statements that are true. Correct the statements that are false.**

1. F Bhutan is unique.
2. T
3. F Bhutan offers scenic views of the mountains.
4. T
5. F With European Language Tour, you can take language classes in the morning and go sightseeing in the afternoon.
6. F Classes are available for all levels.
7. T
8. F At Sea Mountain Inn and Spa you can relax with a massage.

## Comprehension Check

According to the text, what place or places are best for these activities?

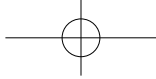
1. Sea Mountain, Rio
2. Bhutan, European Language Tour
3. Sea Mountain
4. European Language Tour
5. Bhutan, Rio



## Writing

### Reference Sample

Last summer, I went on vacation to Beidaihe with my parents. We went there by train and the trip was scenic. It drizzled the day we arrived there. But the next day it turned out to be fine. We walked on the sand, played water sports and lay on the beach to enjoy the warm sunshine. It was so relaxing. We stayed at a small hotel near the sea. It was expensive, but the service was good and it offered fresh seafood. I hope to go there again this summer.



# Lesson 2

## Lead-in

### Sitcom: How Was Your Vacation? Scene 2

**A** Match the person with the place he or she traveled to. Write the person's name in each blank. Then check whether it was that person's worst or favorite vacation.

1. Marie, worst
2. Bob, favorite
3. Cheryl, favorite
4. Bob, worst
5. Marie, favorite

**B** Complete the sentences by circling the correct answers.

1. C
2. B
3. B
4. A

### Video Script

#### Scene 2

*Marie, Cheryl and Bob describe their worst and favorite vacations.*

Mr. Evans: Mr. Rashid! Welcome back. Come, tell me about your vacation.

Marie: What a terrible vacation Mr. Rashid had.

Cheryl: Oh. You know, on my vacation last year someone stole my car. That was a horrible vacation.

Marie: I went on a cruise and there was an outbreak of illness. I was in my room for a week. That was a really bad vacation.

Bob: I went to Disney World and someone stole my map.

Marie: That's your worst vacation?

Bob: It took ten minutes to get another map.

Cheryl: All right, what was your favorite vacation?

Marie: I spent two weeks in the Caribbean last year, diving, snorkeling, and swimming with dolphins. It was amazing.

Cheryl: I went to China a few years ago. It was incredible. The people there were so friendly, and everyone wanted to practice their English with me.

Bob: I went to the beach and ate shrimp.

Marie: That's your best vacation?

Bob: I really like shrimp.

Marie: Bob, you need to go on more exciting vacations.

Bob: I don't like exciting vacations. In fact, I don't like to travel very much.

Marie: Then why do you work in a travel agency?

Bob: It's across the street from my apartment, so I don't have to travel far to go to work.

## Listening

### Part 1 Tell Me Your Experiences in Your Vacation.

**A** Listen to the conversations about vacations and check the topics.

1. A, B
2. B, C, D
3. C, D

**B** Listen to the conversations about vacations again and check all the statements that are true. Then listen again and check your work.

1. ☒ Someone stole her car.
- ☒ They canceled her flight.
2. ☒ They canceled her flight.
3. ☒ Her vacation was too short.

### Script

#### Conversation 1

M: Did you do anything special over vacation?  
 F: Yeah, we went to Disney World.  
 M: No kidding! How was that?  
 F: We had a great time ... Except for one thing.  
 M: What?  
 F: Well, after we got there, we rented a car.  
 M: Yeah?  
 F: Well, on our second day there, someone stole the car.  
 M: No!  
 F: Yeah. Oh and that's not all. They canceled our flight coming home. We didn't get back till the next day, so the kids missed school.

#### Conversation 2

M: Martha's back from Italy.  
 F: Great! Did you speak with her?  
 M: Yeah. She had a great time.  
 F: That's nice. How was the food?  
 M: Great, of course.  
 F: The people?  
 M: Wonderful. Warm. Friendly.  
 F: That's my dream vacation.  
 M: Well, there was one little problem, though.  
 F: What?  
 M: On the last day, they canceled her flight. She didn't get home until three o'clock in the morning.

#### Conversation 3

F: Hi, I'm back.  
 M: Hey, how was your vacation?  
 F: OK.  
 M: OK? Did you have a good time?



## UNIT 8

217

- F: Yeah.  
M: Was the food good?  
F: It was all right.  
M: How were the people? Friendly?  
F: Pretty much.  
M: So, no problems?  
F: Not really.  
M: Then why do you look so unhappy?  
F: It was too short.

### Teaching Suggestions

- Step 1** Say *Listen to the conversations. All the people had good vacations, but they also had problems. Check all the problems they had.*
- Step 2** Have students listen again. Make sure they understand that they can check more than one box for each item.
- Step 3** Review answers as a class. Then have students discuss their own dream vacation in groups or pairs. Ask them to say as much as possible.

### Part 2 Where Were You This Weekend?

Emily is talking about her weekend activities. Listen and fill in the missing words.

- |                        |                           |
|------------------------|---------------------------|
| 1. gym                 | 2. took                   |
| 3. Terrific            | 4. downtown               |
| 5. a lot of money      | 6. have a good time       |
| 7. nature and wildlife | 8. slept all the way home |

### Script

- M: Hi, Emily. I didn't see you at the gym this weekend.  
F: I didn't go. We took the kids to Toronto.  
M: Really? How was it?  
F: Terrific. We had a lot of fun.  
M: What did you do?  
F: We went to the zoo and ate lunch downtown. I bought a lot of souvenirs, but I didn't spend a lot of money.  
M: That sounds nice. Did the kids have a good time?  
F: Yes, they did. They love nature and wildlife. They ate sandwiches and drank soda. And they slept all the way home in the car!

### Teaching Suggestions

- Step 1** Before listening, have students read the conversation and encourage them to guess the missing words according to the context.

- Step 2** Have students listen again. Tell them to write down the missing words while listening.
- Step 3** After listening, have students check their answers with a partner. Then review answers as a class.

## Part 3 A Postcard.

- A Carol is on vacation. She wrote a postcard to Vichy. What did she tell Vichy? Listen and then complete the chart with the information from the postcard.**

- |                 |                          |
|-----------------|--------------------------|
| 1. swimming     | 2. fresh seafood         |
| 3. coconut milk | 4. a wonderful dinner    |
| 5. jazz music   | 6. some very nice people |
| 7. into town    | 8. postcards             |

- B Will Vichy learn more about Carol's vacation? Why or why not?**

Yes, she will. At the end of the postcard, Carol wrote: "More later!" That means she will write more postcards to tell Vichy about her vacation.

## Script

Dear Vicky,

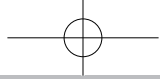
We're here! The flight was fine. I slept the whole time. Yesterday, we went swimming. We ate fresh seafood and drank coconut milk from coconut right off the trees. In the evening we had a wonderful dinner. After the meal, a jazz ensemble played for several hours and we met some very nice people. We didn't leave until after midnight. We had such a good time! This morning we walked into town and bought postcards. More later!

Carol

Vicky Brower  
22 High Street  
Belleville, NY 10514  
USA

## Teaching Suggestions

- Step 1** Have students listen to the text and ask a few questions about Carol's vacation.
- What did she eat?*
- What did she drink?*
- What did she do?*
- What did she buy?*
- Step 2** Have students listen again and ask them to complete the chart independently.
- Step 3** Review answers as a class. Then have students work in pairs to talk about their own last vacation.
- To offer help, write the following questions on the board:
- Where did you go?*
- What sights did you visit?*
- What did you do?*
- Who did you meet?*
- What did you eat?*
- Did you have a good time?*



## UNIT 8

219

### Part 4 Getting There.

#### • Passage 1

Listen to a passage about group hiking in Colorado, and then choose the best answer to complete each of the following sentences.

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

#### Script

You can get everyone in your department to go on a hike at the same time. Group hiking presents challenges, but it can be worth it.

For an easy hike, I suggest Palmer Park. For something a little more remote, you can try Waldo Canyon. This one is terrific because after you finish it, you can visit the Wines of Colorado nearby. The Wines of Colorado is a local wines store that has a lovely outdoor restaurant with some of the best hamburgers around. You can also sample a glass of the local wines and even take a bottle home.

The group I work with tried a hike. We enjoyed each other's company. We talked about things we can't generally talk about in the office. We returned to our desks with a greater understanding of each other.

#### • Passage 2

Listen to a tourist's travel experience in Thailand, and then check whether each statement is True (T), False (F), or Not Mentioned (NM).

1. NM                      2. T                      3. F                      4. T

#### Script

After my friend Ed and I visited Bangkok, we took a plane down south to Surat Thani, where we then needed to take a boat to Ko Tao, which is an island in the area.

Everything on the island was incredible, especially the scuba diving. We saw amazing plant life and sea fauna. Our final dive was also one of the best dives I've ever done because we saw the WHALE SHARK! It was only a baby and was therefore only 15 – 18 feet! It was graceful and beautiful and we swam under it for a good while. Seeing this beautiful sea creature made one appreciate the immense power of nature.

#### • Passage 3

Read the following passage carefully, and then fill in the blanks according to what you hear.

1. Originally                      2. representative                      3. enlarged  
4. philosophy                      5. profound                      6. insight

#### Script

The Temple of Heaven Park is located in the Chongwen District, Beijing. Originally, this was the place where emperors of the Ming Dynasty and Qing Dynasty held the Heaven Worship Ceremony. It is the largest and most representative existing masterpiece among China's ancient sacrificial buildings. First built in 1420, the 18th year of the reign of Emperor Yongle of the Ming Dynasty, it was enlarged and rebuilt during the reigns of the Ming Emperor Jiajing and the Qing Emperor Qianlong. In 1988, it was opened to the public as a park, showing ancient philosophy, history and religion. Its grand architectural style and profound cultural connotation give an insight into the practices of the ancient Eastern civilization.



## Speaking

### Teaching Suggestions

- Step 1** Point out that students can check more than one box for each part of the survey.  
Pairs compare their answers. Students can say, for example, *I like interesting and inexpensive vacations. What about you?*
- Step 2** Have pairs split up and students form small groups with different classmates.  
One student in each group can read each question and make sure that all in the group have a chance to respond.  
To review, have a pair of students respond to each question in open class.



## Reading

### • Text C

#### Background Information

##### 1. Francis Bacon

Francis Bacon (1561 – 1626) was an English philosopher, statesman, scientist, jurist, orator, and author. He served both as Attorney General and as Lord Chancellor of England. After his death, he remained extremely influential through his works, especially as philosophical advocate and practitioner of the scientific method during the scientific revolution.

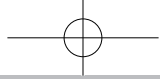
Bacon has been called the father of empiricism. His works argued for the possibility of scientific knowledge based only upon inductive and careful observation of events in nature. Most importantly, he argued this could be achieved by use of a skeptical and methodical approach whereby scientists aim to avoid misleading themselves. While his own practical ideas about such a method, the Baconian method, did not have a long lasting influence, the general idea of the importance and possibility of a skeptical methodology makes Bacon the father of scientific method.

Bacon was generally neglected at court by Queen Elizabeth, but after the ascension (登基) of King James I in 1603, Bacon was knighted. He was later created Baron (男爵) Verulam in 1618 and Viscount (子爵) St. Alban in 1621. Because he had no heirs, both titles became extinct upon his death in 1626, at 65 years of age.

##### 2. Early modern English

Early modern English is the language used by Shakespeare, which is dated from around 1500. It incorporated many Renaissance-era loans from Latin and Ancient Greek, as well as borrowings from other European languages, including French, German and Dutch. Significant pronunciation changes in this period included the ongoing Great Vowel Shift, which affected the qualities of most long vowels. Modern English proper, similar in most respects to that spoken today, was in place by the late 17th century. The English language came to be exported to other parts of the world through British





## UNIT 8

221

colonization, and is now the dominant language in Britain and Ireland, the United States and Canada, Australia, New Zealand and many smaller former colonies, as well as being widely spoken in India, parts of Africa, and elsewhere. Partially due to influence of the United States, English gradually took on the status of a global lingua franca in the second half of 20th century. This is especially true in Europe, where English has largely taken over the former roles of French and (much earlier) Latin as a common language used to conduct business and diplomacy, share scientific and technological information, and otherwise communicate across national boundaries.

### Language Points

#### 1. New Words

**grave** *adj.* serious in appearance or behavior 严肃的

*e.g.*

William was up on the roof for some time and when he came down he looked grave.

Anxiously, Mary examined the unusually grave face of his grandfather.

[C1] **worthy** *adj.* deserving respect, admiration or support 值得的

*e.g.*

The Minister says that the idea is worthy of consideration.

Buying an apartment in the community is a worthy investment in the long run.

[C1] **acquaintance** *n.* a person that you have met but do not know well 相识的人

*e.g.*

Professor Stevens is a professional acquaintance of mine — shall I introduce you to him?

I hope you'll consider me a friend and not just an acquaintance.

[C2] **discipline** *n.* a particular area of study, especially a subject studied at a college or university (大学的) 学科, 科目

*e.g.*

You've got to make sure that people work together across disciplines.

We're looking for people from a wide range of disciplines.

▲ **wherein** *adv.* in which, or in which part 在那里

*e.g.*

He gazed once more around the room, wherein were assembled his entire family.

It is a complex system wherein data is copied to multiple intermediate devices.

[C1] **omit** *v.* to fail to include or do sth 疏忽, 遗漏

*e.g.*

The report omitted any mention of the king's illness.

I don't wish to omit this valuable book from my reading list.

[B2] **observation** *n.* the act of observing sth or sb 观察

*e.g.*

Children learn to behave as boys and girls through observation and imitation.

The scientist made a detailed observation of the birds that visited the garden.

[B2] **ambassador** *n.* an important official who works in a foreign country representing his or her own country there 大使

*e.g.*

I've been invited to meet with the American Ambassador.

Late last night, the ambassador was summoned to the Foreign Office to discuss the crisis.

◆ **ecclesiastic** *n.* a Christian priest or official (基督教) 教士

*e.g.*

Mark has been an ecclesiastic for more than 20 years.

The ecclesiastic was very warm-hearted and ready to help others.

★ **monastery** *n.* a building where monks live and worship 修道院, 寺院

*e.g.*

The monastery is in a remote mountain pass.

The privations of monastery life were evident in his appearance.

◆ **fortification** *n.* strong walls, towers, etc. that are built to protect a place 防御工事

*e.g.*

Some of the old fortifications still exist in the city.

The fortifications of the castle were massive and impenetrable.

◆ **disputation** *n.* discussion on a subject which people cannot agree about 争论

*e.g.*

After much legal disputation, our right to resign was established.

It is a matter of disputation whether they did the right thing.

▲ **arsenal** *n.* a building where weapons and military equipment are stored 军火库

*e.g.*

The landlord possessed a formidable arsenal of rifles, machine guns and landmines.

The arsenal is a dangerous place and you are not allowed to enter.

★ [C2] **warehouse** *n.* a large building for storing things before they are sold, used or sent out 仓库

*e.g.*

The goods have been sitting in a warehouse for months because a strike has prevented distribution.

The relief supplies are being flown from a warehouse in Pisa.

**resort** *v.* go frequently 常去

*e.g.*

The park is resorted by many people on the weekends.

It is not suggested that the young resort night clubs.

▲ **treasury** *n.* a place used for storing money, valuable objects, etc. 宝库, 珍藏室

*e.g.*

The jewels in the treasury attracted the tourists a lot.

The treasury was built underground and kept a secret for many years.

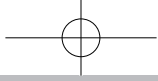
▲ **robe** *n.* a long, loose piece of clothing worn especially on very formal occasions 长袍

*e.g.*

Judges wear black robes when they are in court.

The emperor was in a rich robe encrusted with jewels.

[A2] **cabinet** *n.* a piece of furniture with shelves, cupboards, or drawers, used for storing or showing things 储藏柜



## UNIT 8

223

*e.g.*

Valuable pieces of china were on display in a glass-fronted cabinet.

The professor looked at the display cabinet with its gleaming sets of glasses.

◆ [C1] **rarity** *n.* sth that is very unusual, or the quality of being very unusual 罕见的东西（或人）

*e.g.*

Automatic wheelchairs are a rarity in the small town.

Diamonds are valuable because of their rarity.

[C1] **whatsoever** *adv.* used to add emphasis to the idea that is being expressed 无论怎样，丝毫

*e.g.*

My school did nothing whatsoever in the way of athletics.

I can honestly say that I have no interest whatsoever in the royal family.

★ **diligent** *adj.* done in a careful and detailed way 细致的，潜心的

*e.g.*

The discovery was made after years of diligent research.

The historical research was impressively diligent.

[B1] **inquiry** *n.* the process of asking a question 询问

*e.g.*

I've been making inquiries about the cost of a round-the-world ticket.

Inquiry into the matter is pointless — no one will tell you anything.

[C1] **triumph** *n.* a very great success, achievement, or victory 胜利

*e.g.*

The signing of the agreement was a personal triumph for the prime minister.

The game ended in triumph for the home team.

[C1] **neglect** *v.* to not give enough care or attention to people or things that are your responsibility 忽视，疏忽

*e.g.*

Feed plants and they grow, neglect them and they suffer.

The woman denied that she had neglected her child.

[C2] **likewise** *adv.* in the same way 同样，照样

*e.g.*

Just water these plants twice a week, and likewise the ones in the bedroom.

He lent money, made donations and encouraged others to do likewise.

**lodging** *n.* a temporary place to stay 寄宿之地

*e.g.*

Do you have lodging for tonight?

Many of the single men found lodgings in the surrounding villages.

◆ **sequester** *v.* to be isolated from other people 使隔离

*e.g.*

The jury is expected to be sequestered for at least two months.

I was told I was not a threat to anyone and there was no need to sequester me.

◆ **countryman** *n.* a person from one's own country 同胞

*e.g.*

Didn't he feel guilty about betraying his fellow countrymen and women?

Sampras looked set to play his fellow countryman Agassi in the tennis final.

◆ **procure** *v.* to get sth, especially after an effort (努力) 取得, 获得

*e.g.*

Ron managed somehow to procure the girl's phone number.

It remained very difficult to procure food, fuel and other daily necessities.

[B2] **recommendation** *n.* a suggestion that sth is good or suitable for a particular purpose or job 推荐, 介绍

*e.g.*

I got the job on Sam's recommendation.

Three letters of recommendation are required to apply to graduate schools.

★ **reside** *v.* to live, have one's home, or stay in a place 居住

*e.g.*

The family now resides in southern France and leads a peaceful life there.

All single full-time students must reside in university residence halls.

◆ **abridge** *v.* reduce in scope while retaining essential elements 缩短

*e.g.*

Bill decided to abridge his stay here after he received a letter from home.

We have to abridge the move because it is too long.

**profit** *n.* the good result or advantage that can be achieved by a particular action or activity 好处, 益处

*e.g.*

There's no profit to be gained from endlessly discussing whose fault it was.

We agreed before we did the deal that we'd both get an equal share of the profit.

★ **profitable** *adj.* resulting in or likely to result in a profit or an advantage 有益的

*e.g.*

I made profitable use of my time, mixing with a lot of different people and practicing my Spanish.

The discussion held yesterday turned out to be really profitable.

▲ [C2] **eminent** *adj.* famous, respected, or important 显赫的

*e.g.*

Dickens was eminent among English writers of his day.

For a decade "X" was the eminent punk band in Los Angeles.

[B2] **fame** *n.* the state of being known or recognized by many people because of one's achievements, skills, etc. 名声, 名气

*e.g.*

Susan first rose to fame as a singer at the age of 18.

The actress has spent her life running after fame and fortune.

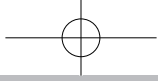
★ **mistress** *n.* a woman who is having a sexual relationship with a married man 情妇

*e.g.*

Anthony sometimes felt that his mistress was his superior in will power.

The mayor has a wife and two mistresses.

**correspondence** *n.* the action of writing, receiving, and reading letters, especially between two people (尤指两个人之间的) 通信, 通信联系



## UNIT 8

225

*e.g.*

Mary's correspondence with Jim lasted for many years.

My interest in writing came from a long correspondence with a close college friend.

▲ **prick** v. to make a very small hole or holes in the surface of sth, sometimes in a way that causes pain  
刺, 戳, 扎

*e.g.*

Prick the skin of the potatoes with a fork before baking them.

She pricked the balloon with a pin and it burst with a loud bang.

### 2. Phrases and Expressions

**bring ... in use** to make use of 对...加以利用

*e.g.*

The irrigation canals that had fallen into disrepair are brought in use again.

The government has decided to bring the fortress in use.

**give audience to** to meet sb formally 接见

*e.g.*

We were informed the Minister of Finance was to give audience to us the next day.

The king plans to give audience to the sports delegation next Monday.

**and the like** and so on 诸如此类

*e.g.*

We talked about music, painting, literature and the like.

Many students are keeping fit through jogging, aerobics, weight training and the like.

**to conclude** in one word 总而言之

*e.g.*

To conclude, the concert is a great success.

To conclude, these guys have done a great job.

**more or less** (of quantities) imprecise but fairly close to correct 差不多

*e.g.*

These food markets have more or less the same setup.

I was meeting these guys who were mostly more or less my own age.

[B2] **agree with** to think that sth is acceptable 与...相符

*e.g.*

The author can report other people's results which more or less agree with hers.

The detective's explanation agreed with the facts of the situation.

**with care** carefully 小心地

*e.g.*

Roses always have thorns but with care they can be avoided.

This is a serious matter and should be handled with care.

**with discretion** cautiously and carefully 谨慎地

*e.g.*

As a young man, you should choose your friends with discretion.

The servants moved around the house with discretion.

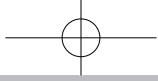
## Sentence Paraphrasing

1. Travel, in the younger sort, is a part of education, in the elder, a part of experience. (Sentence 1)  
**Meaning:** *For young people, travel is part of education while for the old, it is part of experience.*
2. First, as was said, he must have some entrance into the language before he goes. (Sentence 11)  
**Meaning:** *As it was said before, he must in the first place get to know some of the local language before he goes to a foreign country.*
3. For quarrels, they are with care and discretion to be avoided. (Sentence 21)  
**Meaning:** *Quarrels are what travelers should try their best not to be involved in.*
4. When a traveler returns home, let him not leave the countries, where he hath traveled, altogether behind him; but maintain a correspondence by letters, with those of his acquaintance, which are of most worth. (Sentence 24)  
**Meaning:** *When a traveler returns home, it is not a good idea for him to forget about the countries where he has traveled. It is very worthwhile for him to keep in touch by letters with those people he meet abroad.*

## Reference Translation

## 论游历

远游于年少者乃教育之一部分，于年长者则为经验之一部分。未习一国之语言而去该国，那与其说是去旅游，不如说是去求学。余赞成年少者游异邦须有一私家教师或老成持重的随从同行，但随行者须通晓该邦语言并去过该邦，这样他便可告知主人在所去国度有何事当看，有何人当交，有何等运动可习，或有何等学问可得，不然年少者将犹如雾中看花，虽远游他邦但所见甚少。远游者有一怪习，当其航行于大海，除水天之外别无他景可看之时，他们往往会写日记，但当其漫游于大陆，有诸多景象可观之时，他们却往往疏于着墨，仿佛偶然之所见比刻意之观察更适于记载似的。所以写日记得养成习惯。远游者在所游国度应观其世家宫廷，尤其当遇到君王们接见各国使节的时候；应观其讼庭法院，尤其当遇到法官开庭审案之时；还应观各派教会举行的宗教会议；观各教堂寺院及其中的历史古迹；观各城镇之墙垣及堡垒要塞；观码头和海港、遗迹和废墟；观书楼和学校以及偶遇的答辩和演讲；观该国的航运船舶和海军舰队；观都市近郊壮美的建筑和花园；观军械库、大仓库、交易所和基金会；观马术、击剑、兵训及诸如此类的操演；观当地上流人士趋之若鹜的戏剧；观珠宝服饰和各类珍奇标本。一言以蔽之，应观看所到之处一切值得记忆的风景名胜和礼仪习俗，反正打探上述去处应是随行的那名私家教师或贴身随从的事。至于庆祝大典、化装舞会、琼筵盛宴、婚礼葬礼以及行刑等热闹场面，游者倒不必过分注意，但也不应视而不见。若要让一名年少者在短期内游览一小国且受益甚多，那就必须让他做到以下几点：首先如前文所述他必须在动身前已略知该国语言；其次他必须有一名上文所述的熟悉该国的私家教师或随从；其三他得带若干介绍该国的书籍地图以随时查阅释疑；他还必须坚持天天写日记；他不可在一城一镇久居，时间长短可视地方而定，但不宜太久；当居于某城某镇时，他须在该城不同地域变换住处，以便与更多人相识；他得使自己不与本国同胞交往，而且应在可结交当地朋友的地方用餐；从一地迁往另一地时，他须设法获得写给另一地某位上流人物的推荐信，以便在他想见识或了解某些事时可得到那人的帮助。做到上述各点，他就能在短期游历中受益良多。至于在旅行中当与何等人相交相识，余以为最值得结识者莫过于各国使节的秘书雇员之类，这样在一国旅行者亦可获得游多国之体验。游人在所游之地亦应去拜望各类名扬天下的卓越人物，如此便有可能看出他们在多大程度上人如其名。旅行中务必谨言慎行以免引起争吵，须知引发争吵的事由多是为情人、健康、地位或出言不逊。游人与易怒好争者结伴时尤须当心，因为后者可能把游人也扯进他们自己的争吵。远游者归国返乡后，不可将曾游历过的国家抛到九霄云外，而应该与那些新结识且值得结交的友人保持通信。他还须注意，与其让自己的远游经历反映在衣着或举止上，不如让其反映在言谈之中；但在谈及自己的旅行时，最好是谨慎



## UNIT 8

227

答问，别急于津津乐道。他还须注意，勿显得因游过异国他邦就改变了自己本国的某些习惯，而应该让人觉得自己是把在国外学到的某些最好的东西融进了本国习俗。

### Understanding the Organization of the Text

Read the text again and then complete the missing parts of the text outline.

1. benefits
2. seen and observed
3. preparations
4. quarrels to avoid

### Inferential Questions

Complete the sentences according to the text.

1. D
2. B



## Writing

### Reference Sample

In January, I went to Hainan Island on vacation. I had a really nice time, but there were also some problems. The flight was so bumpy that I was scared to death. When I arrived at Hainan airport, someone took my luggage away by mistake. The hotel was terrible and the food there was awful, and the waiters were unfriendly.

Later the vacation became better. The weather was wonderful. I went swimming and shopping. I also went scuba diving. In the evening I sat outside and listened to a band. I went walking on the sandy beach every day. It was very relaxing.



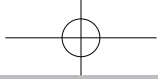
## Extended Exercises

### Error Correction

This part consists of one passage. In it there are altogether 8 mistakes, one in each numbered line. You may have to change a word, add a word or delete a word. If you change a word, cross it out and write the correct word in the corresponding blank. If you add a word, put an insertion mark (^) in the right place and write the missing word in the blank. If you delete a word, cross it out and put a slash (/) in the blank.

- |                     |                             |
|---------------------|-----------------------------|
| 1. listen to — hear | 2. restricting — restricted |
| 3. either — both    | 4. ^ unknown — the          |
| 5. in — from        | 6. lonely — alone           |
| 7. and — or         | 8. gaining — gained         |





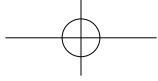
# Traveling

228

## Translation

**Translate the following sentences into English.**

1. Making friends on the way helps travelers feel more or less at home.
2. Whenever we step out of our local boundaries, there is always another home waiting to be found.
3. A traveler should have some entrance into the target language before he goes abroad.
4. We should avoid quarrels with local people with care and discretion.
5. A traveler should learn to integrate what he has learned abroad into the customs of his / her own country.



UNIT

# 9

## Taking Transportation

### Unit Goals

- Discuss schedules and buy tickets
- Explore the impacts of transportation modes on mood
- Understand airport announcements
- Describe transportation problems
- Write about taking transportation

# Lesson 1

## Lead-in

### Sitcom: Is That an Express Donkey? Scene 1

Circle the correct answer to complete each sentence.

- |             |                   |
|-------------|-------------------|
| 1. a window | 2. take the train |
| 3. a bus    | 4. a boat         |
| 5. a donkey | 6. the donkey     |

### Scene 2

Write the transportation problems Paul talks about with Mrs. Beatty.

- |                            |                     |
|----------------------------|---------------------|
| 1. had mechanical problems | 2. missed the train |
| 3. had an accident         | 4. got seasick      |
| 5. got bumped              |                     |

### Video Script

#### Scene 1

*In the office, Cheryl arranges a safari trip for Mrs. Beatty.*

- Cheryl: So, Mrs. Beatty, we should talk about your safari trip to Botswana.
- Mrs. Beatty: I'm so excited! My first time in Africa!
- Cheryl: You're going to be flying into Johannesburg, South Africa. Would you like a window or an aisle?
- Mrs. Beatty: A window. I want to see everything!
- Cheryl: In Johannesburg you should take a taxi or a limo to your hotel. The next day you could fly or you could take a train to Francistown in Botswana.
- Mrs. Beatty: Is it an express train?
- Cheryl: Yes.
- Mrs. Beatty: I'll take the train. I'd like to see the country.
- Cheryl: Great. Then after you see Francistown, you can take a small plane or a bus to the Okavanga Delta.
- Mrs. Beatty: How small is the airplane?
- Cheryl: It's pretty small.
- Mrs. Beatty: I'll take the bus. Is it an express bus?
- Cheryl: I think so. When you get to Gumare, you're going to be taking a boat to your hotel.
- Mrs. Beatty: A boat?



## UNIT 9

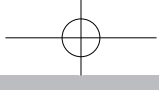
231

- Cheryl: The hotel is on an island. When you get to the island, a man with a donkey can take your luggage to the hotel.
- Mrs. Beatty: A donkey?
- Cheryl: There are no cars on the island.
- Mrs. Beatty: Is it an express donkey?
- Cheryl: I think it's probably a local donkey. Of course, if you don't want the donkey, you could take a small plane — it goes straight to the hotel.
- Mrs. Beatty: I think I should take the donkey. Donkeys never have mechanical problems, right?
- Cheryl: Right.

### Scene 2

*Paul describes his safari trip to Mrs. Beatty.*

- Paul: Hello, Mrs. Beatty!
- Mrs. Beatty: Why, hello, Paul.
- Paul: Where are you traveling to now?
- Cheryl: Mrs. Beatty is going on a safari in the Okavanga Delta in Botswana.
- Paul: Nice. Are you flying in or are you taking the train-bus-boat-donkey route?
- Mrs. Beatty: I'm going to be taking the donkey.
- Paul: I did that once myself.
- Cheryl: You did?
- Mrs. Beatty: Was it very exciting?
- Paul: Oh, it was. On the way there the plane had mechanical problems.
- Mrs. Beatty: That sounds scary.
- Paul: We got in late and I missed the train to Francistown, so I decided to take a bus. But I got on the local bus by mistake.
- Mrs. Beatty: I don't like local buses.
- Paul: Then the bus had an accident. So I rented a car, but it broke down.
- Mrs. Beatty: Oh, dear!
- Paul: I got to Gumare two days late. Then I got seasick on the boat to the island.
- Mrs. Beatty: Oh, my! Did you have any problems with the donkey?
- Paul: I got bumped from the donkey.
- Mrs. Beatty: You mean they overbooked the donkey?
- Paul: No. I mean the donkey bumped me off the road to the hotel. But it was a very exciting trip. You'll love Africa.
- Cheryl: So. Any questions, Mrs. Beatty?
- Mrs. Beatty: Just one. How much is a ticket to Paris?



# Taking Transportation

232

## Listening

### Part 1 How Can We Get there?

Listen to the conversation, and then answer the following questions according to what you hear.

1. They will arrive in Copenhagen at about 10:30 pm.
2. They are going to make a hotel reservation on line.
3. They are going to walk to the hotel.

#### Script

F: What time are we arriving in Copenhagen?

M: Pretty late. Around 10:30 pm.

F: What about a hotel?

M: I'm going to make a reservation on line.

F: Great. And are we going to need a taxi to the hotel?

M: There's a limousine from the airport, or we could get a rental car.

F: They're expensive. I think we should save money.

M: You are right. And walking is good exercise.

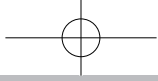
#### Teaching Suggestions

- Step 1** Before listening, have students read the questions, and then ask them to guess what will be talked about in the conversation (time of arrival in Copenhagen, ways to find a hotel and ways to get to the hotel).  
Ask students *How can we reserve a hotel?* (We can reserve a hotel by making a phone call, through the hotel network or the Internet, etc.)
- Step 2** Have students listen again and ask them to pay special attention to the time, ways to find a hotel and ways to get to the hotel while listening.
- Step 3** After listening, ask volunteers to answer the questions in the book according to what they hear. Then review answers as a class.
- Step 4** Invite several students to give an account of the conversation. (The two speakers will arrive in Copenhagen around 10:30 pm. One of them is going to make a hotel reservation on line. After arrival, they can take a taxi, a limousine, or a rental car from the airport to the hotel. At last they agree to walk to the hotel to save money.)
- Step 5** Have students work in small groups and discuss whether they are in favor of the speakers' decision to walk to the hotel from the airport and why.

### Part 2 China's New High-speed Train Debuts.

Read the statements critically and check whether each statement is True (T) or False (F).

1. T
2. F
3. F
4. T



## UNIT 9

233

### Script

China's next generation bullet train "Fuxing" debuted on the Beijing – Shanghai line on Monday. The new bullet trains, also known as electric multiple units (EMU), boast top speeds of 400 kilometers an hour and a consistent speed of 350 kilometers an hour.

The train was designed and manufactured by China. It includes a sophisticated monitoring system that constantly checks its performance and automatically slows the train in case of emergencies or abnormal conditions.

The Beijing – Shanghai railway line is China's busiest route, used by 505,000 passengers daily.

### Teaching Suggestions

- Step 1** Have students look at a photo of a bullet train. Ask *What is it?* (It's a bullet train/high-speed train.)
- Step 2** After students listen, ask comprehension questions, such as:
- Is Fuxing the first generation bullet train in China?* (No.)
  - How fast can Fuxing trains run?* (350 to 400 kilometers per hour.)
  - Who designed and manufactured the train?* (The Chinese.)
  - What is the busiest railway line in China?* (The Beijing – Shanghai railway line.)
  - How many people travel on the Beijing – Shanghai railway line daily?* (505,000.)
- Step 3** Review answers as a class. Ask students to demonstrate the source of each fact in the conversation.

### Language Notes

A bullet train is a high-speed passenger train, particularly in Japan.

## Part 3 I Need Travel Services.

### A Listen to the conversations about travel services and write the service each client needs.

1. A limousine.
2. A hotel reservation.
3. A rental car.
4. A taxi.

### B Listen to the conversations again and answer the question(s) for each conversation.

1. She is traveling with her three children. They'll have a lot of luggage. She doesn't need a hotel reservation because she is going home.
2. That's because he can't speak any Korean.
3. At John F. Kennedy Airport in New York. At 11:30 pm October the third.
4. By taxi. He doesn't want to be late for his lunch meeting.

### Script

- Conversation 1**
- M: Good morning. How can we assist you today?
- F: I'm flying to Bogota on October 6th, and I need a limousine.

# Taking Transportation

234

- M: Certainly. For you alone?  
 F: No. I'll be traveling with my three children. We'll have a lot of luggage.  
 M: That's no problem. I can book you a limo with a large trunk for the luggage. Are you going to need a hotel reservation in Bogota?  
 F: No, thank you. Bogota is my home.
- Conversation 2**  
 M1: Yes, sir. Can I help you with something?  
 M2: I hope so. I'm arriving in Seoul on October 4th, and I need a hotel reservation. I'm very concerned because I don't speak any Korean.  
 M1: Don't be concerned, sir. The hotel staff all speak in English.
- Conversation 3**  
 F: Excuse me. I need some help with a rental car reservation overseas.  
 M: Yes, of course. Please have a seat. I'll be right with you. Now, ma'am. Where do you need that car?  
 F: In New York, at John F. Kennedy Airport. I arrive on the third.  
 M: Of October?  
 F: Yes. At 11:30 pm. Is that too late to get a car?  
 M: Certainly not. Nothing is too late in New York!
- Conversation 4**  
 M1: Excuse me. Do you work here?  
 M2: Yes, sir. How can I assist you this afternoon?  
 M1: I'm arriving in Montevideo from Porto Alegre on October 4th at eight o'clock in the morning. I have a reservation at the Hotel del Centro. I'll need either a taxi or a limousine. Are there limousines from the airport to the hotel?  
 M2: Let me check ... Actually, no. You'll need to take a taxi.  
 M1: Is it possible to make a reservation? I have a lunch meeting and I want to be sure I don't have to wait for the taxi. Is that possible?  
 M2: Anything is possible. If you'll just give me a moment, I'll go online to see what the options are.

## Teaching Suggestions

- Step 1** Ask where Bogota, Seoul, New York, and Montevideo are (Colombia, Republic of Korea, the United States, and Uruguay). If possible, show students where each country is on a world map.
- Step 2** Have students listen twice. The first time through, ask students to pay attention to the travel services, and the second time through, ask students to focus on the questions for each conversation.
- Step 3** Have students listen again. Then copy the chart below on the board. Have students listen again and fill in the information from each conversation.

	Where is the client going?	What date is the client arriving?	What time is the client arriving?
1.	Bogota	October 6	Not Mentioned
2.	Seoul	October 4	Not Mentioned
3.	New York	October 3	11:30 pm
4.	Montevideo	October 4	8:00 am





# UNIT 9

235

## Part 4 Travel and Transportation.

### • Passage 1

Listen to an e-mail message, then, check whether each statement is True (T), False (F), or Not Mentioned (NM) according to what you hear.

1. F                      2. F                      3. T                      4. NM                      5. F                      6. T

### Script

Here's my travel information: I'm leaving Mexico City at 4:45 pm. on Atlas Airlines flight 6702. The flight arrives in Chicago at 9:50 pm. Mara's flight is getting in ten minutes later, so we are meeting at the Baggage Claim. That's too late for you to pick me up, so I'm going to take a limo from O'Hare. Mara is going to come along and spend the night with us. Her flight to Tokyo doesn't leave until the next day.

### • Passage 2

Listen to the passage and choose the correct answer.

1. C                      2. B                      3. B                      4. A

### Script

The Japanese Shinkansen, or "bullet trains," began service in 1964. They carried passengers between Tokyo and Osaka. The first trains traveled at 210 km per hour. Today, Shinkansen trains on Japan's main island of Honshu connect Tokyo with most of the larger cities. They travel at speeds between 240 and 300 km per hour. In 2007, the Japanese Railway is going to introduce a 350 km-per-hour train. One tip for bullet train travelers: Get to your departure gate on time. Shinkansen trains are almost never late. In 1999, the average lateness per train was twenty-four seconds!



## Speaking

### Teaching Suggestions

#### Conversation Model

**Step 1** Have students look at the photo. Point to the woman behind the desk and ask *What is her occupation?*

**Step 2** After students read and listen, ask:

*Where do they want to go? (To Puebla.)*

*Can they take the 2:00 bus? (No.)*

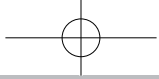
*Why not? (It left at 2:00. It's 2:05 now.)*

*When's the next bus? (At 2:30.)*

*How long do they have to wait? (25 minutes.)*

**Step 3** Tell students that *ago* is used to show how far back in the past something happened. To make sure students understand this use, say *It's 2:05 now. The bus left at 2:00. The bus left five minutes ago.*

Ask *When did we come to class?* Have students use *ago* in their response. Ask individual students *When did you start studying English?*



# Taking Transportation

236

**Step 4** Have students repeat each line chorally. Have them pay special attention to stress and intonation in the following:

*Oh, no!* (emphasis on **no**)

*Well, you could take the 2:30.* (emphasis on **could**)

*One way or round trip?* (rising intonation in **one way** and falling intonation in **round trip**)

Make sure students use the following stress pattern:

## STRESS PATTERN

• • — • — • • — • — •

A: Can we make the two o'clock bus to Puebla?

— • — • • — — — • • •

B: No, I'm sorry. It left five minutes ago.

— — — • • —

A: Oh, no. What should we do?

— • — • • • — •

B: Well, you could take the two thirty.

— • — — • •

A: OK. Two tickets, please.

— — • — —

B: One way or round trip?

— —

A: Round trip.

## Conversation Pair Work

**Step 1** For the first part of the conversation, student A should choose one of the first three departments listed. Then student B can suggest the same destination at a later time.

**Step 2** Point out that student B is playing the role of a ticket clerk. Student A is a customer.



## Reading

### Topic Preview

**A** Look at the departure schedule and the clock. Read the statements. Check True (T), False (F) or Not Mentioned (NM).

1. F

2. F

3. F

4. T

5. NM

6. T

**B** Match the following sentences with the correct response.

1. E

2. A

3. D

4. C

5. B



## UNIT 9

237

### • Text A

#### Background Information

##### 1. Springer

Springer (Short for Springer-Verlag), founded in 1842 in Berlin, Germany, is one of the world's largest publishers of science and technology. It is well known for publishing academic works.

##### 2. Clemson University

Clemson University is an American public, co-educational, land-grant and sea-grant research university in Clemson, South Carolina. Founded in 1889, Clemson University consists of six colleges: Agriculture, Forestry and Life Sciences; Architecture, Arts and Humanities; Business and Behavioral Sciences; Engineering and Science; Health and Human Development; and Education. US News & World Report ranks Clemson University tied for 21st among all “national” public universities. It is classified as a “highest research activity” university.

##### 3. University of Pennsylvania

The University of Pennsylvania (commonly referred to as Penn or UPenn) is a private, Ivy League university located in Philadelphia. Incorporated as *The Trustees of the University of Pennsylvania*, Penn is one of the 14 founding members of the Association of American Universities and one of the nine original colonial colleges. Benjamin Franklin, Penn's founder, advocated an educational program that focused as much on practical education for commerce and public service as on the classics and theology although Franklin's curriculum was never adopted.

Penn was one of the first academic institutions to follow a multidisciplinary model pioneered by several European universities, concentrating multiple “faculties” (e.g. theology, classics, medicine) into one institution. It was also home to many other educational innovations. The first school of medicine in North America (Perelman School of Medicine, 1765), the first collegiate business school (Wharton School of Business, 1881) and the first “student union” building and organization (Houston Hall, 1896) were all born at Penn.

#### Language Points

##### 1. New Words

[C1] **mode** *n.* a way of operating, living, or behaving 方式

*e.g.*

Each department in the company has its own mode of operation.

The bicycle is considered to be Britain's most popular mode of transport.

[C1] **journal** *n.* a serious magazine or newspaper that is published regularly about a particular subject 期刊

*e.g.*

The undergraduate has had several papers published in scholarly journals.

All our results are published in scientific journals.

[B1] **transportation** *n.* a vehicle or system of vehicles, such as buses, trains, etc. for getting from one place to another 交通

*e.g.*

Bicycles are a cheap and efficient means of transportation.



# Taking Transportation

238

Campuses are usually accessible by public transportation.

★ **randomly** *adv.* in a way that happens, is done, or is chosen by chance rather than following any system, plan, or rule 随机地

*e.g.*

Most people shop in fairly consistent patterns while very few shop completely randomly.

Assigning students' lodging randomly is not a good policy.

[B1] **previous** *adj.* happening or existing before sth or sb else 以前的, 先前的

*e.g.*

Training is provided, so no previous experience is required for the job.

Tom has two daughters from a previous marriage.

[B2] **significant** *adj.* important or noticeable 重要的

*e.g.*

The navy played a significant role in defeating the rebellion.

Time would appear to be the significant factor in this whole drama.

★ **elicit** *v.* to get or produce sth, especially information or a reaction 引出, 诱发

*e.g.*

Have you managed to elicit a response from them yet?

The questionnaire was intended to elicit information on eating habits.

★ [B2] **enthusiastic** *adj.* having or showing great excitement and interest 热情的

*e.g.*

Lily does not seem enthusiastic about the party.

The teachers are enthusiastic and have a sense of purpose.

**frustrate** *v.* to make sb feel annoyed or less confident because they cannot achieve what they want 使沮丧

*e.g.*

It frustrates me that I'm not able to put any of my ideas into practice.

The test should be easy enough so as not to frustrate students.

[B1] **negative** *adj.* not expecting good things, or likely to consider only the bad side of a situation 负面的, 消极的

*e.g.*

When asked for your views about your current job, on no account must you be negative about it.

Why does the media present such a negative view of this splendid city?

◆ [B1] **rider** *n.* a person who travels along on a bicycle or horse 骑行者

*e.g.*

Riders should gather in the park at noon for the start of the race.

One of the riders was thrown off his horse.

[B2] **invest** *v.* to put money, effort, time, etc. into sth to make a profit or get an advantage 投资, 投入

*e.g.*

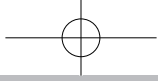
The return on the money we invested was very low.

You have all invested significant amounts of time and energy in making the project such a success.

[B2] **emotional** *adj.* concerned with feelings 情绪(上)的, 情感(上)的

*e.g.*

My doctor said the problem was more emotional than physical.



# UNIT 9

239

Victims are left with emotional problems that can last for life.

[B2] **oppose** *v.* to disagree with sth or sb, often by speaking or fighting against it, him or her 反对

*e.g.*

The proposed new testing system has been vigorously opposed by teachers.

Most of the local residents opposed the closing of the school.

**frequency** *n.* the number of times sth happens within a particular period 频度, 次数

*e.g.*

Complaints about the frequency of buses rose in the last year.

Fatal road accidents have decreased in frequency over recent years.

★ **expenditure** *n.* the act of using or spending energy, time or money 耗费, 花费

*e.g.*

The expenditure of effort on this project has been enormous.

The financial rewards justified the expenditure of effort.

## 2. Phrases and Expressions

**contrary to** opposite to 与...相反

*e.g.*

Contrary to popular belief, the oil companies can't control the price of crude.

Contrary to what you might think, neither man was offended.

[B2] **in the first place** of primary importance 首先

*e.g.*

In the first place you are not old and in the second place you are a very attractive person.

You and your people were the reason we came here in the first place.

**as opposed to** versus, against 相对于

*e.g.*

This is a heated debate which involves materialist as opposed to idealist views.

How does a poem change when you read it out loud as opposed to it being on the page?

[C1] **stem from** to start or develop as the result of sth 源自于

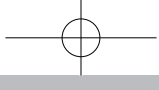
*e.g.*

Their disagreement stemmed from a misunderstanding.

Correct decisions stem from correct judgements.

## Teaching Suggestions

- Step 1** Before reading Text A, ask students *How often do you ride a bicycle? What are the benefits of cycling?* (Body building, environmental protection, convenience, etc. )
- Step 2** Ask students *Have you ever related means of transportation with emotions?* while reading, and let them try to find the answer.
- Step 3** After reading, ask students *Which mode of transportation elicits the most positive emotions? (Cycling, followed by being passengers in cars, being car drivers, and moving around on transit.)*
- Step 4** Have students work in groups. A student acts as a reporter, and he interviews a group of people of bike sharing. Then the reporter is supposed to give an oral report of the interview.



# Taking Transportation

240

## Reference Translation

### 骑行

骑车是最有可能让你笑容灿烂的出行方式。这个发现来自于发表在施普林格期刊《交通》中的一项新近学术研究。克莱姆森大学和宾夕法尼亚大学的研究者调查了13,000名随机选择的个体在全天随机活动中的情绪。与以往的研究相反，他们发现仅从一个地方到另外一个地方旅行并不会对人们的情绪产生显著的影响；人们在出行的过程中和一天中其他时间一样开心。就不同的交通模式而言，它们对于人们情绪的影响差异很小，没有统计学上的显著意义。

然而，研究者还是发现骑行激发了更积极的情绪。他们也指出这可能是因为更健康、更热情的人通常会首先被骑车这种模式所吸引。

开心程度排名第二的是坐轿车的乘客，然后是开车的人，而最不开心的是那些选择公共交通系统出行的群体。研究者认为一部分消极情绪的产生，是因为乘坐城市交通系统的人群往往是通勤上班，而这是众多方式中不太让人开心的一种方式。

该研究的作者提出，最后一个发现或许表明相对于候车时长和行车速度，更有必要对乘坐公共交通系统的人群进行“情感体验”投资，这是因为公共交通系统乘客的消极情绪很有可能源自于投资的欠缺。相比之下，开车所带来的正面情绪，在一定程度上来自于巨大花费带来的种种便利。

## Comprehension Check

### A Read the text and fill in the chart.

1. Researchers from Clemson and the University of Pennsylvania.
2. People's mood during random activities throughout the day. / The impacts of different modes of transportation on mood.
3. 13,000 randomly selected people.

### B Now read the following statements. Tick (✓) what the researchers found in the survey.

1, 2, 4

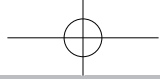
## • Text B

## Background Information

### 1. Centers for Disease Control and Prevention

The Centers for Disease Control and Prevention (CDC) is one of the 13 major operating components of the Department of Health and Human Services (HHS), which is the principal agency in the United States government for protecting the health and safety of all Americans and for providing essential human services.

Since it was founded in 1946 to help control malaria, CDC has remained at the forefront of public health efforts to prevent and control infectious and chronic diseases, injuries, workplace hazards, disabilities and environmental health threats. Today, CDC is globally recognized for conducting research and investigations and for its action oriented approach. CDC applies research and findings to improve people's daily lives and responds to health emergencies — something that distinguishes CDC from its peer agencies.



## UNIT 9

241

CDC's mission is to promote health and quality of life by preventing and controlling disease, injury, and disability.

### 2. Atlantic Coast Airlines

Atlantic Coast Airlines is an airline based in the United States owned by Atlantic Coast Holdings, Inc. It operates as United Express for United Airlines and Delta Connection for Delta Air Lines.

### 3. Washington Dulles International Airport

Dulles International Airport (IAD) is located in Chantilly, Virginia, on 12,000 acres of land in the suburbs of downtown Washington, DC, US. The Main Terminal opened in 1962 and was designed by architect Eero Saarinen. Dulles is a major hub for domestic and international air travel with a mixture of legacy and low fare carriers that provide air service throughout the world.

### 4. LaGuardia Airport

LaGuardia Airport is an airport serving New York City, United States, located on the waterfront of Flushing in the borough of Queens. It is named after a former Mayor of New York, Fiorello LaGuardia.

LaGuardia is the smallest of the New York area's three primary commercial airports, the other two of which are John F. Kennedy International Airport in southern Queens and Newark Liberty International Airport in Newark, New Jersey. LaGuardia is popular due to its central location and proximity to Manhattan.

## Language Points

### 1. New Words

**runaway** *adj.* having escaped or run away from somewhere 失控的

*e.g.*

On the slope, a runaway car is moving fast without anyone controlling it.

Finally they've found the runaway cow in a nearby village.

[B1] **accidentally** *adv.* by chance or by mistake 意外地

*e.g.*

Thomas met a former classmate in the street accidentally in the summer vacation.

A woman was killed accidentally during the shootout.

**lever** *n.* handle used to operate machinery 操纵杆

*e.g.*

The brake lever of the car is just at your right hand side.

The machine will stop immediately once the lever is released.

[B1] **cruise** *n.* a journey on a large ship for pleasure, during which one visits several places 乘船游览

*e.g.*

The old couple has just set off on a round-the-world cruise.

Bob got a job as a singer on a cruise ship.

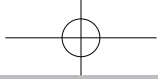
[C1] **spokesperson** *n.* sb who is chosen by a group or organization to speak officially to the public for them 发言人

*e.g.*

William is the spokesperson whose job is to officially represent the government in dealing with reporters.

To our surprise, the spokesperson for the company is a woman.





# Taking Transportation

242

★ **outbreak** *n.* a time when sth suddenly begins, especially a disease or sth else dangerous or unpleasant  
(尤指疾病、危险或不快之事的) 发作

*e.g.*

The four-day festival ended a day early after an outbreak of violence.

An outbreak of fire or an accident is an emergency.

▲ **sanitation** *n.* the state of being clean and conducive to health 卫生

*e.g.*

Everybody should pay attention to sanitation and hygiene.

Many illnesses are the result of inadequate sanitation.

**responsible** *adj.* being the agent or cause of sth 对...负有责任的

*e.g.*

Last month's bad weather was responsible for the crop failure.

I feel partly responsible for the problems we're in.

▲ **cockpit** *n.* the small closed space where the pilot sits in an aircraft (飞机的) 驾驶舱

*e.g.*

No passengers are allowed to enter the cockpit.

The door to the cockpit was locked as soon as the plane took off.

[B1] **route** *n.* a particular way or direction between places 路线

*e.g.*

The route we had planned took us right across Greece.

I live on a bus route so I can easily get to work.

## 2. Phrases and Expressions

[B2] **refer to** mention, speak about 提到, 涉及

*e.g.*

In her autobiography the writer occasionally refers to her unhappy school days.

The new law does not refer to land used for farming.

**en route** on the way to or from somewhere 在路上

*e.g.*

We stopped at Paris en route from Rome to London.

The team is en route to championship.

**on board** in, to a ship, plane or vehicle 在(到)船、飞机或车上

*e.g.*

Have the passengers gone on board yet?

The airplane had 125 passengers and crew on board.

## 3. Reading Strategy

### Article 1

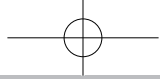
1. Look at the picture. What kind of transportation is the article about?

Train.

2. Read the headline. Which of these problems would probably NOT be in the article?

seasickness

a cancelation



## UNIT 9

243

### Article 2

1. Look at the picture. What kind of transportation is the article about?  
Ship.
2. Read the headline. Which of these problems would probably NOT be in the article?  
an accident                      a mechanical problem                      a cancelation

### Article 3

1. Look at the picture. What kind of transportation is the article about?  
Plane.
2. Read the headline. Which of these problems would probably NOT be in the article?  
a mechanical problem                      seasickness

### Language Note

In the runaway train clipping, the word *hit* means to press a part in a machine or vehicle to make it work (*hit the brake*).

### Teaching Suggestions

- Step 1** Have students listen to the text and pause after each news report. Ask a few comprehension questions:

Runaway Train Travels 70 miles

*What did the engineer want to do?* (Hit the brake.)

*What did he do?* (Hit the power lever.)

*Could he stop the train?* (No, not at first.)

*Was there an accident?* (No.) *Was anyone hurt?* (No.)

Mystery Cruise Ship Illnesses End

*Why did people get sick on cruises?* (The food was bad.)

*Why was the food bad?* (Food preparers didn't wash their hands.)

*Are people getting sick now?* (No.)

Turkeys Enter Cockpit

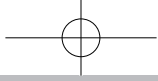
*What was the airplane's destination?* (LaGuardia Airport in New York.)

*What happened?* (Turkeys / Birds struck the pilot's window.)

*Did the flight arrive?* (Yes.) *Was anyone hurt?* (No.)

- Step 2** Explain to students about the most important elements to be covered in a news report. Then ask students to read Text B again and pick them out.

- Step 3** Have students work in small groups to talk about transportation problems they have encountered. Invite several group leaders to describe the most unusual one in each group.



# Taking Transportation

244

## Reference Translation

### 交通事故

#### 火车窜出70英里远

一辆CSX公司的火车在驶入史丹利园车站时，司机错把油门杆当作刹车。该火车开出70英里后，在俄亥俄州的托莱多市停了下来。事故未造成人员伤亡。

#### 神秘的游船病销声匿迹了

一位游船业发言人宣布，疾病案例已不再有了。他所说的疾病是指最近几周暴发在游船上的疾病。疾病控制与预防中心的戴维·法尼同意这一观点。疾病暴发的原因是食物制作不卫生。法尼还说，“准备食物之前洗手是重要的防范措施。”

#### 火鸡进机舱

3月9日，大西洋海岸航空公司的一架小飞机从华盛顿附近的杜勒斯国际机场飞往纽约的拉瓜地亚机场时撞上两只野火鸡。当时飞机上有4名机组人员和50名乘客。飞行员报告说火鸡是通过飞行员窗口进入机舱的。无人员伤亡。

## Comprehension Check

### A Complete each statement to predict what each person probably said.

1. A
2. A
3. B

### B Based on the information in the reading, check the statements that are true. Correct the statements that are false.

1. T
2. F The train left Stanley Yard when the engineer accidentally hit the power lever instead of the brake.
3. F Many people on cruises got sick a few weeks ago.
4. F Poor sanitation in handling food was responsible for the outbreaks of the illness.
5. T
6. F The plane was en route from Dulles International Airport near Washington to LaGuardia Airport in New York.

## Critical Thinking

Based on the information in the reading, do you agree with the following statements? Think and explain.

1. Yes, I agree with this statement. According to Articles 1 & 3, there were no injuries, which is really the best of luck to people involved.
2. Yes, I agree with this statement. It is said in Article 2 that poor sanitation in handling food was probably responsible for the recent outbreaks of the illness.



# UNIT 9

245



## Writing

### Reference Sample

Last Christmas, I was invited to Hong Kong by my aunt. On the day of departure, my father drove me to the airport when suddenly the car broke down. As he couldn't fix it by himself, we had to wait for the rescue car. As the time went by, I began to worry about missing the flight, so I decided to hitch hike to the airport. Many cars went past me before a white Bora stopped by my side. I rushed to the check-in counter just in time. When the plane was taking off, my ears felt funny. Just as I was calming down the plane started to become bumpy. My stomach felt queasy and I was really sick. Luckily it was all over after a while.

# Lesson 2

## Lead-in

### Interview: Are You a Frequent Flyer?

#### A Complete each statement. Circle the correct answer.

1. B                      2. B                      3. C                      4. A

#### B Check each statement True (T) or False (F).

1. T                      2. F                      3. F                      4. T                      5. F

### Video Script

Interviewer: Do you fly frequently?

Lisa: Yes, I fly maybe twice a month.

Interviewer: Do you fly frequently?

San: I do, yes. I travel a lot with my job, so I'm always on an airplane.

Interviewer: What kind of seat do you request when you fly?

Christiane: I always want to sit at the aisle, so I can stretch my legs.

Joe: I prefer to sit in the back of the plane in a window seat.

Lisa: I always get a window seat.

Interviewer: Why?

Lisa: I like to sleep, and I need something to lean up against.

Interviewer: So, have you had any problems with traveling in terms of delayed flights? Missing flights? Anything like that?

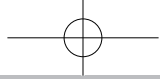
San: Yes, I have. I've missed a flight. Flights have been canceled. They've been delayed. I've had to either go home, or if it's in a city that ... where I'm not from, I've had to get a hotel.

Interviewer: So could you tell me your worst airplane travel nightmare?

Christiane: Yes. When I had to fly from Austria to America, I got stuck in London Airport and had to wait ten hours for a flight that got postponed — first canceled then postponed. And all the stores were closed, and all we could do was just sleep on benches and on the floor and try to find food. That was not very good, so it was not a good experience.

Interviewer: That sounds awful.

Christiane: Yes, it was awful.



## UNIT 9

247



# Listening

### Part 1 I Need a Plane Reservation.

Listen to the conversation and complete the following chart.

destination	Mexico City
number of passengers	3
departure airport	Atlanta
date to depart	July 15th
date to return	July 22nd
direct / non-stop	non-stop
one-way / round-trip	round-trip

#### Script

M: I need a plane reservation for a trip to Mexico City. I'm going to travel with my wife and daughter.

F: Which airport are you going to leave from?

M: Atlanta, on July 15th. We'll return on July 22nd.

F: Are you going to fly non-stop?

M: Non-stop. I think they'll enjoy it.

F: OK. I'm going to reserve three round-trip tickets for you.

#### Teaching Suggestions

- Step 1** Have students look at the chart and ask them to focus on the seven aspects (destination, number of passengers, departure airport, date to depart, date to return, direct / non-stop, one-way / round-trip) while listening.
- Step 2** Have students listen twice and ask students to write down their answers.
- Step 3** Have students check their answers with a partner. And then review answers as a class.

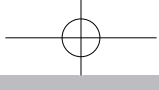
### Part 2 Transportation Problems.

Listen to the conversations about transportation problems. Complete each statement with the appropriate phrases you hear.

1. seasick
2. an accident
3. bumped from the flight
4. mechanical problems
5. their flight

#### Script

- Conversation 1** M1: You'll never believe what happened on our holiday.  
M2: What?



# Taking Transportation

248

- Conversation 2**
- M1: Well, we took this great cruise and we were seasick the whole time.  
M2: You are kidding! What bad luck!  
F: How was the trip with your family?  
M: It ended well. But it started badly.  
F: What do you mean?  
M: Well, the airport limo had an accident.  
F: Did anyone get hurt?  
M: No, but it was really scary.
- Conversation 3**
- M: How did it go?  
F: Pretty good, except for one thing.  
M: What was that?  
F: We got bumped from our flight.  
M: Oh, no!  
F: Well, it turned out OK. They put us on a later flight, but we got in too late for the party.
- Conversation 4**
- F1: What time does your parents' flight arrive?  
F2: Well, it was supposed to arrive at five, but they called to say it was late.  
F1: How come?  
F2: Some kind of mechanical problems. It's leaving at eight so they won't be in until ten.
- Conversation 5**
- F: What are you doing home?  
M: We missed our flight.  
F: Oh, no. What are you going to do?  
M: It's OK. We're going to take the first flight out in the morning.

## Teaching Suggestions

- Step 1** Have students speak out the means of transportation and guess what the transportation problems are.
- Step 2** Have students listen twice and ask them to write down their answers.
- Step 3** Review answers as a class, and ask volunteers to demonstrate the source of each answer in the conversations.
- Step 4** Have students work in pairs or small groups and create a similar conversation based on their own experiences.

## Part 3 Taking Transportation.

### • Who Is Speaking?

Listen and write whether it is a gate agent or a passenger on the line. And then tell what each speaker is saying.

1. a gate agent      see Script
2. a passenger      see Script
3. a gate agent      see Script
4. a passenger      see Script





## UNIT 9

249

5. a passenger                      see Script
6. a gate agent                     see Script

### Script

1. Good afternoon, ladies and gentlemen. Flight 58 has been delayed. The next departure time is 7:00.
2. We got bumped from our flight. What should we do?
3. We are now boarding first class passengers for Asiana Flight 58. Please have your boarding pass ready.
4. The flight is overbooked. I think I'm going to volunteer to take a later flight.
5. Can I still make the 6:45 flight to São Paulo?
6. This is a gate change for Asiana Airlines, Flight 58, with service to Tokyo, Japan. The new gate is Gate 8G.

### Teaching Suggestions

- Step 1** Have students think out some words and expressions frequently used by a gate agent and a passenger.
- Step 2** Have students listen for three times and ask them to write down the six statements and their answers.
- Step 3** Review answers as a class, and ask volunteers to demonstrate the source of each answer in the conversations.

### • Which Train Should I Take?

**Look at the schedules. Which train should the people take? Listen to them and write your advice on the line.**

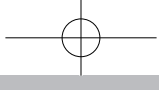
1. Yes, you could take the 8:22.
2. You should take the 7:25.
3. You should be at the Scarsdale train station at 9:22.
4. You should take a local train.

### Script

1. I live in White Plains. I need a train that will arrive in New York City around 9:00 am. Could I take the 8:22?
2. I live in White Plains. I'm meeting my boss at Grand Central Station at 8:45 am. We're going to an important meeting and I can't be late. Which train should I take?
3. I live in Scarsdale. I've got some free time tomorrow morning. I need to go shopping for a new laptop in New York City. Most computer stores open at 10:00 am. What time should I be at the Scarsdale train station?
4. I'm in White Plains. I want to go to Bronxville. Could I take an express train or should I take a local?

### Teaching Suggestions

- Step 1** Have students look at the schedules. Make sure that they understand what a local train is and what an express train is.



# Taking Transportation

250

- Step 2** Have students listen to the conversation twice and check comprehension, asking:  
*Where is the first speaker going? (New York City.) When should he arrive? (Around 9:00 am.)*  
*Whom will the second speaker meet at Grand Central Station? (His boss.)*  
*What is the third speaker going to buy in New York City? (A new laptop.) When do most computer stores open? (10:00 am.)*  
*Where is the last speaker going? (Bronxville.)*
- Step 3** Review answers as a class, and ask volunteers to demonstrate the source of each answer in the conversations.

## • Airport Announcement

### A Listen to the airport announcements and write down what they are about.

- Announcement 1**     boarding
- Announcement 2**     a gate change
- Announcement 3**     a delay
- Announcement 4**     boarding

### B Now listen again and write the flight information.

1. 692                      2. 26B                      3. 16C                      4. 7:00

## Script

### • Announcement 1

F: Lanca Airlines, Flight 692, with service to Atofagasta, Chile, and continuing service to Santiago is now ready for boarding through Gate 26B. Passengers with boarding passes should pass through security and proceed immediately to the gate.

### • Announcement 2

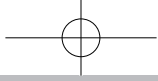
F: This is a gate change for Lanca Airlines, Flight 692, with service to Atofagasta, Chile, and Santiago. The new Gate is gate 16C. This is a gate change for Lanca Airlines, Flight 692, with service to Atofagasta, Chile, and Santiago. The new Gate is gate 16C.

### • Announcement 3

M: This is an announcement for passengers on Lanca Airlines, Flight 692 with service to Santiago with an intermediate stop in Atofagasta. Ladies and gentlemen, please take your seats. The captain informs me that there is a mechanical problem, and the new departure time will be at seven o'clock. If you are traveling on Flight 692, please take your seat. The flight has been delayed. The new departure time is seven o'clock. We are sorry for the delay.

### • Announcement 4

M: Ladies and gentlemen, Lanca Airlines, Flight 692 to Antofagasta, with continuing service to Santiago is now available for boarding through Gate 16C. Passengers requiring assistance or with small children will be boarded first. We are now ready to board passengers in the Wide World Alliance or those passengers with first-class or business-class boarding passes. Have a good flight.



## UNIT 9

251

### Teaching Suggestions

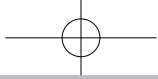
- Step 1** On the board, write down the unfamiliar proper names (airlines, destination, etc.) mentioned in the announcements and explain to the class.
- Step 2** Have students listen for the first time, and ask them to focus on the main message of each announcement.
- Step 3** Have students listen for the second time and ask them to pay special attention to the flight information in each announcement.
- Step 4** Review answers as a class, and ask volunteers to repeat the announcements. Encourage them to imitate the pronunciation, intonation and stress pattern in the audio program.



## Speaking

### Teaching Suggestions

- Step 1** Have students look at the picture and say all they can about it. Students should use complete sentences to talk about the picture.
- Your students can say ...**
- The man is an agent.  
The airline is Rapid Air.  
The flight number is 58.  
The flight is going to São Paulo.  
The flight leaves / is leaving / is going to leave at 5:25 pm.  
The flight leaves / is leaving / is going to leave from gate G9.  
It's 4:35 pm now.
- Step 2** Read the announcement out loud or have students read it independently.  
Remind students that when something is overbooked, it means there are more passengers than seats. The airline sold too many tickets. Then ask:  
*What's the problem with the flight?* (It's overbooked.)  
*What does the airline want someone to do?* (Take a later flight.)  
*What will the person who volunteers to take a later flight get?* (A free ticket for another flight.)
- Step 3** Write the following questions on the board:  
*What time is Flight 58 going to arrive?*  
*When's the next flight to São Paulo?*  
*What time does the next flight arrive?*  
*What time is your very important dinner?*  
Read each question out loud and elicit answers from the class. Write answers on the board. Be sure students are aware that NEED HELP? can provide support by reminding them of language they know.
- Step 4** Ask individual students *What are you going to do?* and *What's your partner going to do?* To encourage students to say more, ask *Why?*
- Your students can say ...**



# Taking Transportation

252

I'm going to take Flight 58. I have to be on time for the dinner.

My partner's going to volunteer. He wants a free ticket. He's going to go to Rio in February.



## Reading

### Topic Preview

**B Put the conversation in order. Write the number on the line.**

- 1 Can I help you?
- 7 Let's see. The local leaves from track 23, lower level.
- 6 That sounds OK. What's the track number?
- 4 Oh, no. What should I do?
- 2 Yes. Can I still make the 10:05 express train to Antwerp?
- 3 Sorry, you missed it.
- 5 Well, you could take a local train. There's one at 11:05.
- 8 Thanks very much.

### • Text C

### Background Information

#### 1. Atlantic Southeast Airlines

Atlantic Southeast Airlines (ASA) is an airline based in Atlanta, Georgia, USA, flying to over 150 destinations as a Delta Connection carrier. It is a wholly owned subsidiary of SkyWest, Inc. All flights are operated as Delta flights numbered 4083 – 4932. ASA operates nearly 900 flights each day from its hubs at Hartsfield-Jackson Atlanta International Airport (ATL) and Salt Lake City International Airport (SLC). ASA also operates from Cincinnati, Ohio.

#### 2. Unpleasant moments in air travel

Airplanes are obviously a much more comfortable conveyance than covered wagons, but hurtling around the world in a metal box can have its unpleasant moments.

##### Space limitations

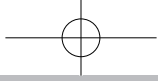
One obvious problem is lack of space. If you are very tall, you may prefer an aisle seat. This will hopefully give you a chance to stretch your legs into the aisle from time to time. Even better is to get a “bulkhead seat”: there is usually more legroom in those positions.

##### Air sickness

If you get motion sick easily, you may be more comfortable if you take some sort of motion sickness drug before you fly. Note that you must take the drugs before you get sick; there is unfortunately nothing that will relieve motion sickness once it has started.

If you do come down with discomfort, one relatively easy but embarrassing way to feel better is to empty your stomach. “Barf bags” are usually located in the pouch on the back of the seat in front of you. Frequently, using them reduces and/or eliminates the discomfort.

##### Temperature



## UNIT 9

253

Because of the altitude, airplanes can also be quite cold (especially the floor). Take a jacket with you on the plane and take one of the blankets that the airline provides. Wool socks are not a bad idea either.

### Noise

Planes are also very noisy. You might not think this is a big deal, but it wears away at you. Consider bringing some earplugs with you.

### Fear of flying

Most people have a fear of heights. This is a reasonable survival trait! However, when coupled with extreme media coverage of disasters, this can lead to very debilitating fear of flying. Furthermore, for many people, not having any control of the plane makes the fear worse. This is not unlike how one usually worries more as a passenger in a car than as a driver of a car.

### Non-flights

Occasionally, you will not be able to go out on your scheduled flight. Sometimes the bump will be because the passengers did not follow statistical means, and fewer people canceled than the airline expected. In such cases, the airline will usually give you some sort of prize — free tickets or vouchers for travel on that airline.

Occasionally, the bump will be for safety reasons. One might be stuck on the ground because of fog, thunderstorms, a (apparently false) smoke alarm, and an unresponsive backup rudder motor.

### 3. Miami

Miami is a city of southeast Florida on Biscayne Bay south of Fort Lauderdale. Settled in the 1870's near the site of a fort built in 1836, it expanded greatly during the land boom of the 1920's and again after World War II. Today it is an important resort and cruise center for the Caribbean.

## Language Points

### 1. New Words

**bump** *v.* refuse a passenger to board the plane because of the weight limit or overbooking 挤掉某人的座位

*e.g.*

The Smiths got bumped at the airport because the plane they planned to take was overweight.

Measures must be taken to avoid being bumped in the tourist season.

★ [C1] **irritate** *v.* make sb angry or annoyed 激怒

*e.g.*

The father was irritated by his son's obvious contempt.

The more intrusive advertisements become, the more they irritate Web users.

▲ **columnist** *n.* sb who writes a regular article for a newspaper or magazine 专栏作家

*e.g.*

The newspaper invited a famous writer to be one of their columnists.

A good columnist would attract many readers for the newspaper or magazine he / she works for.

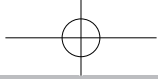
[B1] **complaint** *n.* a statement that sth is wrong or not satisfactory 投诉

*e.g.*

We've received a complaint from one of our listeners about offensive language.

I've made a complaint to the police about the noise.

[A2] **staff** *n.* the group of people who work for an organization 全体职工, 全体雇员



# Taking Transportation

254

*e.g.*

It is a small hospital with a staff of only one hundred.

There is a good relationship between staff and pupils at the school.

[C1] **repeatedly** *adv.* many times 再三地

*e.g.*

My father repeatedly impressed on me the value of hard work.

The student who was criticized by the teacher promised repeatedly that he would not be late for class again.

[B2] **agent** *n.* a person who acts for another 代理人, 代理商

*e.g.*

Paul has been working as a travel agent after graduation.

Our agent in Rome deals with all our Italian business.

◆ **inconvenience** *v.* to cause problems or difficulties for sb 使感不便, 麻烦

*e.g.*

The general public has been greatly inconvenienced by the strike.

I'm sorry to inconvenience you, but we have to postpone our meeting.

[C1] **compensate** *v.* to pay sb money in exchange for sth that has been lost or damaged or for some problem 赔偿

*e.g.*

The insurance company said that we were unlikely to be compensated for the damage to our house since it was a natural disaster.

Victims of the crash will be compensated for their injuries.

◆ [C2] **restriction** *n.* an official limit on sth 限制

*e.g.*

The regulations were seen as a restriction on personal freedom.

The government has introduced tough new import restrictions.

**carry-on** *n.* luggage that one takes with oneself while traveling 手提行李

*e.g.*

Don't forget to take your carry-on luggage with you when you go to the gate to get on board the plane.

A carry-on usually holds what one needs for the journey.

[B2] **representative** *n.* sb who speaks or does sth officially for another person or group of people 代表

*e.g.*

Delegates will meet with representatives from industry and the government.

The sales representative in that area was sure that the sales promotion would work.

[B1] **check-in** *n.* place for registration, such as at an airport or hotel (机场、旅馆等) 手续办理处

*e.g.*

Check-in is usually one hour before the plane leaves.

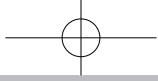
Paul went to the check-in counter in the hotel to ask for his room key.

[C1] **variable** *n.* a number, amount or situation that can change 变量

*e.g.*

With so many variables, the exact cost of the project is difficult to estimate.

The air temperature is a variable in the experiment.



## UNIT 9

255

◆ **stow** *v.* to store sth 儲存，儲藏

*e.g.*

The luggage was now safely stowed away in the back of the truck.

Passengers are requested to stow their carry-on baggage in the lockers above their seats.

[C2] **cargo** *n.* the goods carried by a ship, aircraft, or other large vehicle 貨物

*e.g.*

The workers were busy shipping the cargoes at the port.

We sailed from Newcastle with a cargo of coal.

**overhead** *adj.* above one's head 在头顶上的

*e.g.*

The overhead railways are efficient means to avoid traffic jam.

Jane climbed on a ladder to reach up the overhead light.

▲ [B1] **bin** *n.* large container, usu. with lid 箱柜

*e.g.*

There are bins overhead for the passengers to stow their carry-on luggage on a plane.

If you are not tall enough to put your bag in the overhead bin, put it under the seat in front of you.

▲ **ramp** *n.* movable set of steps for entering and leaving an aircraft 移动式舷梯

*e.g.*

The president came down the ramp waving his hand and smiling.

There are red carpets leading to the ramp. There must be important guests.

[C2] **standpoint** *n.* a position from which things are seen and opinions are formed 立场，观点

*e.g.*

The manager suggested that they approach the problem from a different standpoint.

We must try to adopt a positive standpoint in this situation.

**compensation** *n.* sth given as a suitable payment for some loss 赔偿

*e.g.*

Did you get any compensation when you were dismissed from your job?

Sally received 40,000 pounds in compensation for a lost eye.

[B2] **entitle** *v.* to give sb the right to do or have sth 给予权利（或资格）

*e.g.*

Being unemployed entitles you to a free medical treatment.

Everyone should be entitled to a decent standard of living.

**segment** *n.* one of the smaller groups or amounts that a larger group or amount can be divided into 部分

*e.g.*

People over the age of 85 make up the fastest-growing segment of the population.

Diana cleaned a small segment of the painting with a piece of soft cloth.

[B2] **additional** *adj.* extra 外加的，附加的

*e.g.*

An additional charge is made for heavy bags.

Interpretation for the additional regulations can be found on page 80.

**carrier** *n.* a company that operates aircraft 航空公司





# Taking Transportation

256

*e.g.*

Air China is one of the biggest international carriers.

Your carrier for this flight is British Airways.

**assignment** *n.* the process of giving a particular job or piece of work to sb, or of sending sb to a chosen place to do a job 分配

*e.g.*

She is going to India on a special assignment for her newspaper.

An Australian division scheduled for assignment to Greece was ordered to remain in Egypt.

◆ **oversell** *v.* to sell more than is available 销售过多, 超售

*e.g.*

The police suspected that the bank which oversold the state bonds had broken the law.

The stylish overcoat was oversold soon after the shop was open.

[B2] **specified** *adj.* described or explained clearly and exactly 指定的, 明确指出的

*e.g.*

The disk is too large to format for the specified file system.

Logon failure: the specified account password has expired.

◆ **familiarize** *v.* to learn about sth 熟悉, 了解

*e.g.*

Every student should familiarize himself with at least a foreign language.

It is Bob's job to familiarize new employees with office procedures.

[B2] **responsibility** *n.* sth that it is one's job or duty to deal with 职责

*e.g.*

The bank refuses to accept responsibility for the mistake.

Will you take responsibility for arranging the food?

## 2. Phrases and Expressions

**turn away** refuse to admit 不让...进来

*e.g.*

The poor dog was so weak that I could hardly turn it away on such a rainy day.

A busload of Canadian tourists was turned away at the border by an overzealous guard.

**make sense** to be clear and easy to understand 合乎情理

*e.g.*

There's something about this case that just doesn't make sense.

What Henry told us doesn't make sense. He must be lying.

**be supposed to** be expected to 被期待或要求做某事

*e.g.*

You are supposed to make a copy of the contract before you mail it.

Am I supposed to be at the meeting on Wednesday?

**entitle to** give the right to 赋予...权利

*e.g.*

This ticket entitles you to a free seat at the concert.

People who are entitled to vote should be aware of the fact that the candidate often lies to the public.



## UNIT 9

257

[C2] **by the book** correctly following all the rules or systems for doing sth in a strict way 照规矩办事

*e.g.*

The headmaster always tries to do everything by the book.

If you want to be a member of the football team, you should promise to play each football game by the book.

**at the risk of** with the possibility of (loss, injury, trouble, etc) 冒（可能出某事的）危险

*e.g.*

I have to refuse their invitation at the risk of sounding ungrateful because my aunt will come to visit me at that time.

The soldier jumped into the river to save the drowning child at the risk of losing his own life.

[B1] **show up** to arrive somewhere in order to join a group of people, especially late or unexpectedly 到达，露面

*e.g.*

The host of the speech contest thought there would be a large audience, but actually only sixty people showed up.

I invited him for 8 o'clock, but he didn't show up until 9:30.

### Sentence Paraphrasing

1. The aircraft you were to take that day was weight restricted because ... (Para. 4)

**Meaning:** *The plane you planned to take that day was weight controlled because ...*

2. That does not make sense from a customer-service standpoint: ... (Para. 7)

**Meaning:** *From the standpoint of customer-service, that is not quite reasonable: ...*

3. That someone was not supposed to be you and your companion. (Para. 8)

**Meaning:** *The passengers who had to be refused to get on the plane should not have been you and your companion.*

4. Mistakes happen, and in your case, you did everything by the book. (Para. 11)

**Meaning:** *Mistakes happen, and as far as you are concerned, you did everything appropriately and carefully.*

5. However, in general, try to get a specific seat assignment when you book flights. (Para. 11)

**Meaning:** *However, generally speaking, you should confirm a seat number when you book tickets for your flight.*

6. Busy airline representatives do not always volunteer everything you are entitled to; ... (Para. 13)

**Meaning:** *Busy airline representatives do not always offer to give you all the things that you deserve having; ...*

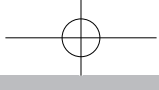
### Reference Translation

#### 善用被拒登机事件

科罗娜·威廉姆斯，一名大西洋东南航空公司的乘客，被她在乘坐这家航空公司的航班时的遭遇激怒了。她写信给报纸专栏作家投诉。她遇上了什么不平事？专栏作家会怎么说？阅读下面这封信，你就会找到答案。

亲爱的编辑：

11月时，我和弟弟乘坐大西洋东南航空公司的班机去英属地普罗维登西亚莱斯岛旅行。早晨我们到了机场，7:35就办好了登机手续，而飞机10:05才起飞。我们8:50到了登机口。我们在等待登机的时候，航班工作人员反复广播说他们需要5名志愿者放弃他们的机票。每名志愿者将会得到200美元的补偿，并改乘经迈阿密到达普罗维丹舍尔的飞机，晚上8:30左右到达。我没看见有人回应。当轮到我们登机时，



# Taking Transportation

258

登机口人员说：“飞机超重了，不能再上人了。”

我们每人收到邮寄给我们的两百美元支票。我认为这不公平。为什么他们不卸下一些行李？而且我认为有更合理的选择被拒登机乘客的方法。为什么他们不选择最后五名购票乘客或最后五名办理登机手续的人？

科罗娜·威廉姆斯，明尼苏达州，莱德温市

亲爱的威廉姆斯女士：

你说得对：你们遵规守时，不应被拒登机。大西洋东南航空公司做错了，给你们带来了不便，而且对你们赔偿不当。

你们那天乘坐的飞机需要限重，因为天气和风力条件影响到了它的燃油需求。由于这个限制，班机要严格控制乘客及其行李的重量。

大西洋东南航空公司代理人吉拿·帕斯科说，一旦出现这种情况，随身携带的行李是最棘手的问题。航空公司人员知道托运行李的重量，因为这在办理登机处有记录。但是随身携带的行李是一个变量，因为在这架小飞机上它们会被放入货仓里而不是头顶上方的箱子里。

在这种情况下，机舱口的工作人员会通知登机口的工作人员飞机大概还可以承受多少重量。登机口的工作人员先让一组乘客登机，给他们的随身行李称重、装入机舱。帕斯科说，从你的叙述来看，刚好在你要登机时重量达到极限。

仅仅从飞机上拿下几个箱子并不能解决超重问题，至少是不能有效地解决问题。这家航空公司说，多一名乘客登机需要卸下7到10件行李。从服务乘客的角度来看，这样做并不明智：多登机一名乘客，就得惹恼10名其他乘客，因为他们的行李不能随机同时到达。无论是拒绝某些乘客登机，或延误某些乘客的行李都会招致一些人的不满，所以航空公司会选择尽量得罪少数人。这样的话，有的人就会被拒绝登机了。

但是被拒登机的不应该是你和你的旅伴。帕斯科说，登机口工作人员弄错了，因为大西洋东南航空公司的书面文件中规定，最后办理登机手续的乘客是被拒登机者的首选人员。

这家公司还说你们没有得到足额的被拒登机赔偿。你们比原定航班晚了8个小时到达国外的目的地。按照美国运输部的规定，你们有权得到亚特兰大至普罗维丹舍尔航段票价200%的赔偿，也就是最高400美元。

大西洋东南航空公司对此事给你们带来的不便深表歉意，并马上给你们分别补寄200美元。这家航空公司还说它将以此为戒，整顿它的客服和培训部门。

**如何避免此类遭遇？** 错误时有发生，而且在你经历的这件事中你所做的每一步都中规中矩。但是总体说来，当你订机票时，要尽可能订好座位。如果订不上座位，可能就是飞机已经满员的先兆。如果飞机超额售票，未预订座位的乘客通常极有可能被拒登机。

切记要在规定时间内办理登机手续，准时守候在登机口。否则的话你无权得到赔偿。

最后，了解被拒登机赔偿条例和限制，包括乘客责任。忙昏头的航班代表并不总是主动给予你理应得到的东西，知道你有权去索要什么是很有用的。

## Understanding the Organization of the Text

Read the text again and then complete the missing parts of the text outline.

- |                               |                  |
|-------------------------------|------------------|
| 1. experience                 | 2. bumped        |
| 3. took off luggage           | 4. avoid trouble |
| 5. the rules and restrictions |                  |



## UNIT 9

259

### Comprehension Questions

Answer the following questions according to the text.

1. B
2. D



## Writing

### Reference Sample

I'm planning a trip to Beijing in Summer. I will go there by train for it's cheaper. Beijing is a city with a long history, so I think there's a lot to see. The Summer Palace is a must for me, for I'm very much interested in the living conditions of the emperors of Qing Dynasty. And I can experience the awe the ancient people had toward the unknown in front of the Temple of Heaven. Visiting the Great Wall is a challenge to me because I'm not very strong, but I'm determined to go as far as I could.

Beijing is a busy and large metropolitan city with a lot of traffic. So I might encounter traffic jam while traveling from place to place, and it would take some time to get around the city. Besides, money is another problem. As a student, I should cut my coat according to my cloth.

To ensure a pleasant trip, I need to contact my friends there for advice and help. If possible, I would ask some of them to be my tour guides. I would also take some medicine with me in case of need. Now I couldn't wait to get there.

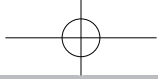


## Extended Exercises

### Error Correction

This part consists of one passage. In it there are altogether 8 mistakes, one in each numbered line. You may have to change a word, add a word or delete a word. If you change a word, cross it out and write the correct word in the corresponding blank. If you add a word, put an insertion mark (^) in the right place and write the missing word in the blank. If you delete a word, cross it out and put a slash (/) in the blank.

- |                    |                         |
|--------------------|-------------------------|
| 1. amount — number | 2. even — also          |
| 3. up ^ these — to | 4. with — by            |
| 5. much — more     | 6. though — because     |
| 7. and — but       | 8. compared — comparing |



# Taking Transportation

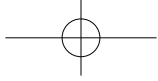
260

## Translation

Translate the following sentences into English.

1. When it came to different modes of transportation, their impacts on people's mood were slight and not statistically significant.
2. If you fail to check in and show up at the gate within the specified times, you are not entitled to compensation.
3. Positive feelings that come with driving might result from the enormous expenditures that make the activity as convenient as possible.
4. If a flight is oversold, passengers without seat assignments are usually at the greatest risk of being denied boarding.
5. The aircraft you were to take that day was weight restricted because weather and wind conditions affect its fuel needs.





UNIT

# 10

## Shopping Smart

### Unit Goals

- Ask for a recommendation
- Bargain for a lower price
- Discuss tips of shopping smart
- Talk about shopping experience
- Write about a shopping experience

# Lesson 1

## Lead-in

### Sitcom: How Much Do You Want?

#### A Check each statement True (T) or False (F).

1. T                      2. F                      3. T                      4. T                      5. F

#### B Match each question with the correct amount of money.

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

### Video Script

#### Scene 1

*Marie and Paul are having dinner in the café when Bob walks in with a digital camera that he wants to sell. Paul bargains with Bob for the camera.*

Marie: Hey, here comes Bob.

Paul: Yeah. He wants to sell me his digital camera.

Bob: Hi. How was dinner?

Marie: Great. What do you have there?

Bob: The best digital camera money can buy.

Marie: Paul, that's the same camera you looked ...

Paul: Why are you selling it?

Bob: I have two. Cheryl gave me another one for my birthday.

Paul: It's not bad. How much do you want?

Bob: \$250.

Marie: Wow! That's a great ...

Paul: That's more than I want to pay.

Marie: But that's less than ...

Paul: I can give you \$200 for it.

Bob: No. I need at least \$245.

Paul: Sorry, all I have is \$210.

Marie: There's an ATM right ...

Bob: I could go as low as \$230, but that's it.

Paul: Sorry. Thanks anyway.

Bob: All right. I'll sell it to somebody else.

Marie: What are you doing? You almost bought that camera yesterday for \$300!

Paul: You don't know how to bargain, do you?

Marie: Bargain? Of course I know how to bargain. You don't know how to bargain. You could buy that camera for \$230, but now it's gone!

Bob: All right. You can have it for \$225.





# UNIT 10

263

Paul: \$220.  
Bob: \$224.  
Paul: \$221.  
Bob: \$223.  
Paul: \$222. Not a dollar more.  
Bob: I'm not selling this for less than \$223.  
Marie: Here! Here's one dollar! Now you both get what you want.  
Paul: It's a deal! I'll get some money from the ATM.  
Bob: Great!  
Paul: You said I don't know how to bargain.

## Listening

### Part 1 I'm Almost Out of Cash.

Understanding meaning from context. Choose the best answer.

1. It's gorgeous
2. Maybe you could get a better price
3. It can't hurt to ask

#### Script

Kay: Oh, no. I'm almost out of cash. And I'm looking for a gift for my mother.  
Amy: That's OK. I'm sure these shops accept credit cards. Let's go in here. They have really nice stuff.  
Kay: Good idea.  
Amy: What about this?  
Kay: It's gorgeous, but it's a bit more than I want to spend.  
Amy: Maybe you could get a better price.  
Kay: You think so?  
Amy: Well, it can't hurt to ask.

#### Teaching Suggestions

**Step 1** Have students listen to the conversation twice and check comprehension, asking:

*What is Kay doing?* (She's looking for a gift for her mother.)

*What's the problem?* (She doesn't have much cash.)

*How does Amy say she can pay?* (She can use the credit card.)

*Does Kay like the gift?* (Yes.)

*What's the problem with it?* (It's expensive.)

*What does Amy say she should do?* (Bargain / ask for a better price.)

**Step 2** Review answers as a class and ask a few questions using the new language:

*Imagine you're looking into your fridge right now. What do you have? What are you **out of**?*

*What do you own that's **gorgeous**?*



# Shopping Smart

264

## Corpus Notes

1. “Accept credit card” is more frequently used than “take credit cards”, even though the verb “take” is much more common than the verb “accept”.
2. In spoken American English, the word “gorgeous” is used to describe things much more often than it is used to describe people.

## Part 2 In an Electronics Store.

Listen to the conversations at an electronics store. Then write the electronic product the people are talking about.

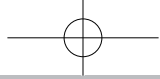
1. camcorder
2. MP3 player
3. scanner
4. digital camera

## Script

- Conversation 1**
- F: Hi, I’m looking for a camcorder.  
M: Are you looking for any particular brand?  
F: Not really. Which one is the best?
- Conversation 2**
- F1: We’ve got three brands to choose from. They are all pretty small.  
F2: Well, which MP3 player is the smallest?  
F1: I’d say the X23 is a little smaller than the others.
- Conversation 3**
- M: I need one that’s really fast.  
F: Well, these scanners over here are all pretty fast.  
M: Yes, but which one is the fastest?
- Conversation 4**
- M1: Do you already have a digital camera?  
M2: No, I don’t. What do you recommend?  
M1: I’d go with the Prego. It’s the easiest to use.

## Teaching Suggestions

- Step 1** Have students look at the photos and ask *What do you use each electronic product for?* (Taking photos; playing movies; scanning graphics; playing music; recording.)
- Step 2** Have students listen for the first time. Ask students to only listen for the product name. Then review answers as a class.
- Step 3** Have students listen to the conversations again and check comprehension, asking:
- Conversation 1  
*What kind of camcorder does the customer want?* (The best.)
- Conversation 2  
*What kind of MP3 does the customer want?* (The smallest.)  
*What brand is it?* (The X23.)
- Conversation 3  
*What kind of printer does the customer want?* (The fastest.)
- Conversation 4  
*What brand of digital camera is recommended?* (The Prego.)  
*Why is it recommended?* (It’s the easiest to use.)



# UNIT 10

265

## Part 3 Prices.

Listen to the conversations about shopping. Then complete the chart.

Conversation	Items	Prices	Comments on prices
1	bowl	250 pesos	pretty good price
2	necklace	30 pounds	very cheap
3	camcorder	1,200 euros	too expensive
4	DVD player	not mentioned	a good deal

### Script

- Conversation 1**
- M: I just got some gifts for my family. Look.  
F: How much did you pay for that bowl?  
M: It's really nice, isn't it? I paid 250 pesos.  
F: It's beautiful. I think you got a pretty good price.
- Conversation 2**
- F: Look at this great souvenir I bought.  
M: What a beautiful necklace! Was it expensive?  
F: No. Only 30 pounds.  
M: No kidding! It looks much more expensive than that.
- Conversation 3**
- M1: I got a really great price on this camcorder.  
M2: Do you think? How much was it?  
M1: Only 1,200 euros.  
M2: 1,200 euros? You paid way too much. A camera like that should cost less.
- Conversation 4**
- M: Guess what? I just saved a ton of money on this DVD player.  
F: How did you do that?  
M: They were having a sale. \$100 off.  
F: Wow. What a deal!

### Teaching Suggestions

- Step 1** Have students listen to the conversations twice and fill in the missing information in the chart. Then review answers as a class.
- Step 2** After students finish the exercise, ask them:  
*What do you usually buy as a present for your friends?*  
*Could you describe one bargain you've got?*

## Part 4

### • Passage 1 I Don't Want It Either.

Read the following statements before listening to the passage. And then, check whether each statement is True (T), False (F) or Not Mentioned (NM).

1. NM      2. T      3. F      4. T      5. F



# Shopping Smart

266

## Script

One day Mrs. Jones went shopping. When her husband came home in the evening, she began to tell him about a beautiful cotton dress.

“I saw it in a shop this morning,” she said, “and ...”

“And you want to buy it,” said her husband. “How much does it cost?”

“Forty pounds.”

“Forty pounds? For a cotton dress?”

But every evening, when Mr. Jones came back from work, his wife continued to speak only about the dress, and at last, after a week, he said, “Oh, buy the dress! Here is the money!” She was very happy.

But the next evening, when Mr. Jones came home and asked, “Have you got the famous dress?” she said, “No.”

“Why not?” he asked.

“Well, it was still in the window of the shop after a week, so I thought, nobody else wants this dress, so I don’t want it either.”

## • Passage 2 I Liked My Job.

Listen to a short passage and then answer the following questions according to what you hear.

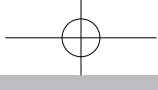
1. He worked as a taxi driver for Downtown Taxi, the biggest cab company in Vancouver.
2. Traffic was always the worst from 4:30 until about 6:00 in the afternoon.
3. The trip to the airport.
4. The most interesting customer was a man dressed as a bird!
5. CAN\$100.

## Script

My name is John Croft. For almost thirty years, I worked as a taxi driver for Downtown Taxi, the biggest cab company in Vancouver, Canada. I drove my cab five days a week from 3:00 in the afternoon until around 11:30 or 12:00 at night. I took a lot of business people home after work. Vancouver is a big city, and there were traffic jams every afternoon. Traffic was always the worst from 4:30 until about 6:00, but it didn’t bother me.

Most passengers were nice enough. I liked to show tourists our beautiful city. A lot of tourists from Asia visit Vancouver. In the evening, I took people out to restaurants, clubs, and the theater. It was interesting to see people dressed in their best clothes for parties. The most interesting customer I had was a man dressed as a bird!

My cab was always clean and I always tried to be friendly. I always helped people with their bags. The trip to the airport was usually my highest fare. Most passengers tipped me 15% or 20%. Sometimes they just said, “Keep the change.” My largest tip ever was CAN\$100. I liked my job and made a comfortable living. I don’t drive a taxi anymore — I’m retired. I have lots of free time, but sometimes I miss meeting new people.



# UNIT 10

267



## Speaking

### Teaching Suggestions

#### Conversation Model

- Step 1** Have students listen to the conversation model once. After students listen, ask:
- Where are the two speakers? (In an electronics store.)*
- What are the two speakers talking about? (Digital cameras.)*
- Is the X80 expensive or inexpensive? (Inexpensive.)*
- Is it very good? (No.)*
- Are there digital cameras for less than \$350 besides X80? (Yes.)*
- How much is the camera the shopper likes? (\$395.)*
- How much does he pay for it at last? (\$370.)*
- Step 2** Make sure students understand *in your price range*. Ask *How much can the shopper spend?* (No more than \$350.) Say *So any camera that costs less than 350 is in her price range. Is a camera that costs 400 in her price range?* (No.)
- Step 3** Have students listen again and have them repeat chorally. Make sure the students stress *least* and *best*. Ask students to underline the questions in the conversation and identify if they have falling or rising tone.
- Step 4** Have students read the conversation model by themselves using the following stress pattern:

#### STRESS PATTERN

• — • • • — • •

A: I'm looking for a digital camera.

— • • — • — •

Which is the least expensive?

• — • • • — • —

B: The X eighty. But it's not the best.

— • • • —

How much can you spend?

— — • — — •

A: No more than three fifty.

— • • • — • • • — •

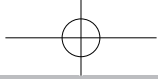
B: Well, we've got some good ones in your price range.

— • • • • —

A: Great. Could I have a look?

#### Conversation Pair Work

- Step 1** Before students practice the conversation, ask: *What electronic products do you see in the ads?* (Digital cameras, camcorders, smart phones, laptops.) For each ad, the teacher can ask questions like:
- What's the brand name?*
- What's the model number?*



# Shopping Smart

268

*What's good about the \_\_\_\_\_?*

*How much does the \_\_\_\_\_ cost?*

*Which \_\_\_\_\_ is the cheapest?*

*Which \_\_\_\_\_ is the easiest to use?*

*Which \_\_\_\_\_ is the most popular?*

*Which \_\_\_\_\_ is the most expensive?*

- Step 2** Have students use the ads to practice the conversation in pairs. The teacher can bring in more ads for products, or ask students to bring them in. Students use the ads to have more practice of the conversation.
- Step 3** Pick out two or three pairs to give their presentations. Teacher gives comment after each pair's presentation.



## Reading

### Topic Preview

**A** Complete the following blanks according to the information from a travel guide.

1. ATMs
2. tipping
3. traveler's checks
4. bargaining
5. changing money
6. credit cards

### • Text A

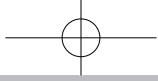
### Background Information

#### 1. Morocco

Morocco lies across the Strait of Gibraltar on the Mediterranean and looks out on the Atlantic from the northwest shoulder of Africa. Algeria is to the east and Mauritania to the south. On the Atlantic coast there is a fertile plain. The Mediterranean coast is mountainous. The Atlas Mountains, running northeastward from the south to the Algerian frontier, average 11,000 ft (3,353 m) in elevation. Arabic is the official language in Morocco, and people also speak in Berber dialects. French is often used for business, government, and diplomacy.

#### 2. Switzerland

Switzerland is a small, landlocked country in the heart of Europe. It has a strategic location at the crossroads of central Europe with many easily traversable passes. Switzerland borders Germany in the north, Austria and the Principality of Liechtenstein in the east, Italy in the south and France in the west. This means that three important European cultures meet in Switzerland — that of the German-speaking region, the French and the Italian. The Jura, the Plateau and the Alps form the three main geographic regions of the country. About 7.3 million people live in Switzerland. Foreigners account for around 20%



# UNIT 10

269

of the resident population. Four languages are spoken in Switzerland, and they are German, French, Italian and Rhaeto-Rumantsch.

Switzerland's economy is based on a highly qualified labor force performing highly skilled work. The main areas include microtechnology, hi-tech, biotechnology and pharmaceuticals, as well as banking and insurance know-how.

## 3. Tahiti

Located in the South Pacific, Tahiti and Her Islands covers a huge ocean surface covering some 4 million km<sup>2</sup>, which is the same area as Europe. Sprinkled like a handful stardust in space, Tahiti and Her Islands, 118 islands altogether, are easily characterized by their isolation. Most islands are only sparsely populated and forty of them remain uninhabited to this day. As a multicultural melting pot, the people include Polynesians, Europeans, and Chinese.

## Language Points

### 1. New Words

**bargain** *v.* to try to make someone agree to give you sth that is better for you, such as a better price or better working conditions 讨价还价

*e.g.*

If you bargain with the sellers, they might reduce the price.

She bargained with the trader till he sold her the fruit cheaply.

[B1] **exchange** *n.* the act of changing the money of one country to the money of another country 货币兑换

*e.g.*

Some analysts predicted that the exchange rate would soon be \$ 2 to the pound.

We've got a fairly unfavorable exchange rate at the moment.

◆ **seller** *n.* a person who is selling sth 卖方

*e.g.*

Do you think the seller will accept 300,000 pounds for the house?

Beat down the seller to the price that suits you.

**acting** *n.* the job or skill of performing in plays and movies 表演, 演技

*e.g.*

The actress graduated from an acting school.

After the show, the audience applauded for the excellent acting of all the actors and actresses.

[A2] **discount** *n.* a reduction in the usual price 折扣

*e.g.*

They offer a ten percent discount on travel for students.

There is often a discount on purchases made with VIP cards.

### 2. Phrases and Expressions

[B1] **exchange rate** the rate at which the money of one country can be changed for the money of another country 汇率

*e.g.*

A fixed exchange rate system works only if the anchor currency is stable.

The engineer programmed the computer to calculate the exchange rate in twelve currencies.



# Shopping Smart

270

**at all** (used to make negatives and questions stronger) in any way or of any type (用于否定句和疑问句, 表示强调) 根本, 丝毫

*e.g.*

You don't have any money at all?

Mr. Stone doesn't know anything at all about computers.

**agree to** to accept an idea, opinion, etc., especially after unwillingness or argument 同意

*e.g.*

The police have agreed to their request for a full investigation.

They are unlikely to agree to these plans unless the cost is reduced.

**have fun** enjoy oneself, have a good time 玩得开心

*e.g.*

We haven't had such fun for years.

The kids had a lot of fun with that toy train.

## Teaching Suggestions

**Step 1** Have students read Text A independently.

**Step 2** Have students listen to the text, pause after each paragraph and ask some comprehension questions. Encourage students to find and read the answers from the text:

### Paragraph 1

*What should the tourists going shopping in another country know? (The exchange rate.)*

*Why should travelers need to understand bargaining customs? (It can save them money and make their shopping experience enjoyable.)*

### Paragraph 2

*What are the different attitudes toward bargaining? (In some countries, bargaining is an important part of the shopping culture. In others, bargaining is not done at all.)*

### Paragraph 3

*How do the Moroccans view bargaining? (It is more than just getting the best price. It is also a form of entertainment.)*

### Paragraph 4

*What is the bargain custom in Switzerland? (Shop clerks almost never give you a lower price.)*

*When do some hotels give customers a lower rate? (During the less popular times of the year.)*

### Paragraph 5

*What is the bargain custom in the South Pacific? (Bargaining is considered disrespectful.)*

**Step 3** Have students work in small groups to talk about the bargain customs of different places in China. And then fill out the information in the following chart.

Places	Bargain customs
city	
town	
countryside	
department store	
supermarket	
open market	



## UNIT 10

271

### Reference Translation

能便宜一些吗?

—— 世界各地讲价风俗

世界各地讨价还价的风俗不尽相同。没有多少游客在异国购物而不知道汇率的，但却有很多游客在他乡消费之前对当地的购物风俗一无所知。其实了解讨价还价的风俗会为你节省不少钱，并能使你的购物经历更愉快。

在某些国家，讨价还价是当地购物文化的重要组成部分。而在其他一些国家里，人们购物时根本不讲价。下面介绍一些国家和地区讨价还价的指南。

摩洛哥：在市场里购物时一定要讲价。在这儿，讨价还价不仅仅是谋求低价。如果你进入一家商店，问了价格立即付款，卖方会不高兴的。在摩洛哥人看来，讨价还价是种娱乐。买卖双方比试自己讨价还价的技巧，带着一点儿表演的意味，也可以借机会聊聊天气、生意、家庭等琐事。所以在摩洛哥购物时可千万别忘了开开心心地讲价。

瑞士：在那儿可不兴讨价还价。商店的售货员几乎从不让价。但是，有些旅馆会在淡季时下调房价。当然问问是否有低价无伤大雅。

塔希提岛：南太平洋地区不适宜讨价还价。实际上，讲价会被认为是失礼的行为。在菜场，卖家宁可把剩下的果蔬带回家也不让价。

### Comprehension Check

Now read the following sentences. Check True (T), False (F), or Not Mentioned (NM) in the box given below.

1. F                      2. T                      3. T                      4. F

### • Text B

#### Background Information

##### 1. Credit card

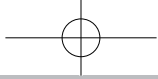
A credit card is a payment card issued to users (cardholders) as a method of payment. It allows the cardholder to pay for goods and services based on the holder's promise to pay for them. The issuer of the card (usually a bank) creates a revolving account and grants a line of credit to the cardholder, from which the cardholder can borrow money for payment to a merchant or as a cash advance.

A credit card is different from a charge card (签账卡), where it requires the balance to be repaid in full each month. In contrast, credit cards allow the consumers a continuing balance of debt, subject to interest being charged. A credit card also differs from a cash card, which can be used like currency by the owner of the card. A credit card differs from a charge card also in that a credit card typically involves a third-party entity (实体) that pays the seller and is reimbursed (偿还) by the buyer, whereas a charge card simply defers payment by the buyer until a later date.

##### 2. Debit card

A debit card (借记卡) (also known as a bank card or check card) is a plastic payment card that can be used instead of cash when making purchases. It is similar to a credit card, but unlike a credit card, the money comes directly from the user's bank account when using a debit card.

Some cards may bear a stored value with which a payment is made, while most relay a message to



# Shopping Smart

272

the cardholder's bank to withdraw funds from a payer's designated bank account. In some cases, the primary account number is assigned exclusively for use on the Internet and there is no physical card. Debit cards usually allow for instant withdrawal of cash, acting as the ATM card for withdrawing cash. Merchants may also offer cashback facilities to customers, where a customer can withdraw cash along with their purchase.

### 3. Greenbacks

Greenbacks (美钞) were paper currency (printed in green on the back) issued by the United States during the American Civil War. They were in two forms: Demand Notes (即期票据), issued in 1861–1862, and United States Notes (美国政府券) issued in 1862 – 1865. They were legal tender (法定货币) by law, but were not backed by gold or silver, only the credibility of the US government.

## Language Points

### 1. New Words

**grocery** *n.* a grocer's selling food and other goods 杂货店

*e.g.*

Do you think I could drive your car to go grocery shopping?

Ian was employed at the local grocery store as a delivery boy.

[B1] **willing** *adj.* fairly happy about doing sth 乐意的

*e.g.*

If you don't want the job, there is no end of people willing to take your place.

If you're willing to fly at night, you can get a much cheaper ticket.

[C1] **transaction** *n.* an occasion when sb buys or sell sth 交易

*e.g.*

We are uncertain of the total value of the transaction.

Each transaction at the foreign exchange counter seems to take forever.

[B2] **objective** *adj.* based on real facts and not influenced by personal beliefs or feelings 客观的

*e.g.*

I can't really be objective when I'm judging my daughter's work.

Obviously, a more objective method of description must be adopted.

**purchase** *n.* sth that a person buys 购买物

*e.g.*

How do you wish to pay for your purchases?

We guarantee to refund your money if you are not delighted with your purchase.

**sake** *n.* the benefit or good of sb or sth 缘故

*e.g.*

We hope for her sake that the wedding goes as planned.

They were very unhappily married but kept up appearances for the sake of their children.

**cue** *n.* a signal for sb to do sth 提示

*e.g.*

They started washing up, so that was our cue to leave the party.

The actor missed his cue and came onto the stage late.



# UNIT 10

273

★ [C2] **lure** *v.* to persuade sb to do sth or go somewhere by offering them sth exciting 引诱, 诱惑

*e.g.*

Thomas was lured into the job by the offer of a high salary.

Supermarket chains try to lure customers with price discounts.

◆ [B2] **debit** *n.* (a record of) money taken out of a bank account 借记

*e.g.*

The total of debits must balance the total of credits.

Do the banks you deal with issue credit and debit cards?

◆ **disconnect** *v.* to be separated from 使分离

*e.g.*

Are you able to disconnect from your work on weekends?

Have you been able to disconnect yourself from the system?

◆ **greenback** *n.* a US dollar 美钞

*e.g.*

Some economists are forecasting further falls in the greenbacks.

Over the past two weeks, the Australian dollar has recovered 5 percent against the greenback.

[B2] **aware** *adj.* knowing that sth exists, or having knowledge or experience of a particular thing 知道的

*e.g.*

Were you aware of the risks at that time?

Lucy is well aware of her strengths and weaknesses as a singer.

## 2. Phrases and Expressions

**in the moment** at the present time 此刻

*e.g.*

I think nowadays it is very hard for people to be in the moment.

Instead of analyzing the past or worrying about the future, live in the moment.

**all the way** as much as possible or completely 完全, 全部

*e.g.*

Having started a revolution, we must go all the way.

When was the last time you listened to an album all the way through?

**for Pete's sake** used to emphasize requests or orders when you are angry or have lost patience 看在老天的份上

*e.g.*

For Pete's sake, don't let her know what I told you!

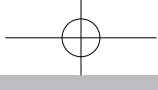
For Pete's sake, would you please be quiet for a while?

**hand over** to give sth to sb else 把...交给

*e.g.*

We were ordered to hand over our passports.

The two boys scared the old man into handing over his wallet.



# Shopping Smart

274

## Teaching Suggestions

- Step 1** After students read and listen, ask *What are your ways to save money in shopping?* (Comparison shopping, shopping online, asking for discounts, searching coupons, etc.)
- Step 2** Make students read through the text and sum up each tip of shopping smart with as few words as possible.
- Step 3** Ask students to read the text again and ask the class: *Do you think the ways to save in shopping put forward by the writer make sense or not? And why?* Have students talk about it in groups or pairs. Encourage them to say as much as possible.

## Reference Translation

### 聪明购物省钱贴士

你总会找到小贴士来助你聪明地购物，想不到吧？你也会少花很多钱！

贴士1：当你空着肚子去杂货店购物，你一定知道其后果，所以当你在买其他东西的时候，一定要关注自己的感受。如果你的购物经常受到情绪的驱动，那么正视它，立刻离开商店，直至你能明确自己要买的东西。

贴士2：你是需要某样新东西还是就想要这件东西？这两者区别很大。你是否有类似的东西了？你真的需要第七条黑裤子，还是此刻就想买这件？

贴士3：把钱包放在家里，然后去商店。记住，你可以喜欢某个东西，但不一定要拥有它。

贴士4：一旦你买了某个商品回家，你准备把它放在哪里？需不需要考虑它的保养费？你的家里、办公室或生活中有其存放空间吗？它能替代其他什么东西吗？为了把这个新东西带回来，你愿意放弃什么吗？它需要维修吗？它物有所值吗？它是否属于一次性的物品，完全可以借用一下，而不用花钱购买？从商品交易到商品生命周期全过程的思考，有助于你在购买之前对购物持有客观的态度。

贴士5：如果你“就是无法抵制”降价，那么看在老天的份上，马上逃离商场，就像你头发着火了一样。如果某个促销商品即便不降价，你也会全价购买，那么你的低价买入是明智的。扪心自问一下：“这件商品如果是全价，我会考虑购买吗？”如果答案是否定的，那么很有可能你只是受到了降价的诱惑。

贴士6：信用卡和借记卡让你觉得你不是在用辛苦挣来的钱来交易商品和服务。当你掏出实实在在的美钞时，你对这种交易的体会更为深刻。其结果是，在购买你并不真正需要的商品的时候，往往会三思而后行。

## Comprehension Check

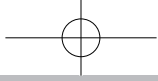
Based on the information of Text B, match the subtitles with the six tips.

- |           |           |           |
|-----------|-----------|-----------|
| Tip 1 → 2 | Tip 2 → 4 | Tip 3 → 6 |
| Tip 4 → 5 | Tip 5 → 1 | Tip 6 → 3 |

## Critical Thinking

Think over the six tips of shopping smart in Text B and choose the one that may work the best on you. Share with your friends at least three reasons.

(Answers may vary.)



# UNIT 10

275



## Writing

### Reference Sample

Tipping involves customer satisfaction. Legally, customers don't have to tip everyone. However, they tip the servers in restaurants or hotels if they receive excellent service which is above the norm. If the server has done something beyond the core of duty, he goes a little bit extra and makes real effort for you, or you feel incredibly happy about what you have received, you can leave him a tip. On the contrary, if the service is not good, you shouldn't tip. In the restaurants that can guarantee excellent service, it is all right to include a service charge in the bill. When visiting another country, it is advisable that customers follow its tipping customs. But customers should enjoy the freedom of deciding whether the service they receive is good enough and whether they should leave a tip.

# Lesson 2

## Lead-in

### Sitcom: How Much Do You Want? Scene 2

#### A Complete the dialogue with words you hear.

1. dinner      2. camera      3. tip      4. credit card

#### B Complete each statement with the amounts you hear.

1. \$5      2. \$50, 10%      3. 15%      4. 10%

### Video Script

#### Scene 2

*After dinner, Paul and Marie argue about tipping.*

- Paul: Thanks.  
Marie: Thanks for dinner.  
Paul: My pleasure. I saved a lot of money on the camera.  
Marie: Should I leave the tip?  
Paul: No, I'll put it on the credit card.  
Marie: Five dollars? That's not enough.  
Paul: Sure it is.  
Marie: The bill was fifty dollars. That's only 10%!  
Paul: So?  
Marie: Didn't you like the food?  
Paul: It was good.  
Marie: Was there a problem with the service?  
Paul: No.  
Marie: Then you need to leave at least 15%.  
Paul: No, I don't.  
Marie: Paul, we come here all the time. The waitress gives us great service because we usually tip well.  
Paul: I always leave 10%.  
Waitress: Have a nice evening.  
Marie: We're not quite ready.  
Waitress: No problem.  
Paul: Look, I'm paying tonight, so I get to decide how much to tip.  
Marie: Oh, all right. Hey, isn't that Mr. Evans over there?  
Paul: Where?





# UNIT 10

277

Marie: Never mind. It's someone else. Shall we go?  
Waitress: Thank you very much!  
Paul: You're welcome.



## Listening

### Part 1 I'm Looking for a New Camcorder.

Listen to the conversation and choose the correct answer.

1. C                      2. B                      3. A                      4. A

#### Script

Customer: I'm looking for a new camcorder, but I don't want to pay more than a thousand euros.  
Salesclerk: We have three excellent camcorders in that price range: the Pusan 5X, the Vision 720, and the Diego P500.  
Customer: Which is the easiest to use?  
Salesclerk: The Pusan 5X is the easiest to use, but the Diego P500 is the least expensive. It's our most popular camcorder.  
Customer: How much is it?  
Salesclerk: The P500 is 679.  
Customer: And how much is the Vision 720?  
Salesclerk: That one's the most expensive of the three — 949, but it's also the lightest and most reliable.  
Customer: Hmm. That one sounds nice, but I think I'll take the least expensive one.

#### Teaching Suggestions

- Step 1** Before students listen, ask: *What are the qualities you look for when you want to buy a camcorder?* (Price, convenience, weight, size, etc.)
- Step 2** Have students listen to the conversation twice and check comprehension, asking:  
*How many camcorders does the salesclerk show to the customer?* (Three.)  
*What quality does the Pusan 5X have?* (It's the easiest to use.)  
*How much is the Diego P500?* (679.)  
*What other qualities does the Diego P500 have?* (It is the least expensive and most popular camcorder.)  
*How much is the most expensive camcorder?* (949.)  
*What other qualities does the Vision 720 have?* (It's the lightest and most reliable.)
- Step 3** Review answers as a class. Ask students to demonstrate the source of each answer in the conversation.
- Step 4** Have students think about the questions *If you were the customer, which brand would you buy?* And *Why?* Encourage a discussion.



# Shopping Smart

278

## Part 2 Is This the Information Desk?

Listen and try to answer the following questions.

1. down in the basement and right next to the shoe department
2. on the second floor and past the women's accessories
3. to the left and next to the escalator

### Script

First Shopper: Is this the information desk?  
Clerk: Yes, it is. How may I help you?  
First Shopper: I'm looking for men's coats.  
Clerk: Go down to the basement. They're right next to the shoe department.  
First Shopper: Thanks. And the restrooms?  
Clerk: On the second floor. Go straight, past women's accessories.  
Second Shopper: Excuse me. Can you tell me where the microwaves are?  
Clerk: Yes. They're to the left, next to the escalator.  
Second Shopper: Straight ahead, next to the elevator?  
Clerk: To the left, next to the escalator.  
Second Shopper: OK.

### Teaching Suggestions

- Step 1** Before students listen, ask: *If you want to know a particular location in a store, whom do you turn to?* (The clerk at the information desk.)
- Step 2** Have students listen to the conversation twice and check comprehension, asking:  
*What does the first customer want to buy?* (Men's coat.)  
*Where is the men's department?* (It's down in the basement, next to the shoe department.)  
*What else does the first customer want to know?* (The location of the restroom.)  
*What does the second customer want to buy?* (Microwave.)  
*Where can he buy it?* (To the left, next to the escalator.)
- Step 3** Review answers as a class. Then ask volunteers to role play the conversation in front of the class.
- Step 4** Have students work in small groups to discuss *What other services can a clerk at the information desk give to customers?* Encourage a discussion.

## Part 3

### • Passage 1 Shopping Addiction.

Listen to the passage about shopping addiction and choose the best answer to each question.

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



## UNIT 10

279

### Script

Shopping addiction, also called compulsive shopping, is perhaps the most socially acceptable addiction. Think about it: We are surrounded by advertising that tells us that buying will make us happy. We are encouraged by politicians to spend as a way of boosting the economy. And, for some of us, there is a temptation of wanting what everyone else seems to have. Consumerism, by our own intentions or not, has become a measure of social worth.

Shopping addiction is a behavioral addiction that involves compulsive buying as a way to feel good and avoid negative feelings, such as anxiety and depression. Like other behavioral addictions, shopping addiction can lead to problems in other areas of your life.

Almost everyone shops to some degree, but only about 6 percent of the US population is thought to have shopping addiction. Usually beginning in one's late teens and early adulthood, shopping addiction often co-occurs with other disorders, including mood and anxiety disorders, eating disorders, other impulse control disorders, and personality disorders. Some people develop shopping addiction as a way to try and boost their self-respect, although it doesn't tend to be very effective for this.

### • Passage 2 Shopping Customs in Canada.

**Listen to the passage and complete the following statements about the shopping customs in Canada.**

1. the easiest and safest way to carry money in Canada
2. banks, bus or train stations, and large supermarkets
3. some small businesses don't accept credit cards
4. the passport
5. waiters, taxi drivers, hairdressers and hotel staff

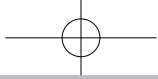
### Script

The easiest and safest way to carry money in Canada is in traveler's checks. You can use credit cards at most stores and restaurants. However, some small businesses don't accept them. Make sure you always carry some cash. You can get cash 24 hours a day from ATMs at banks, bus or train stations, and large supermarkets. If you want to change money, banks usually offer the best exchange rates. Remember to bring your passport. While shopping in Toronto, it's generally not the custom to bargain for a lower price. Leave a tip of about 10% – 15% of a restaurant bill or taxi fare. Restaurant bills for larger groups may include a service charge. Also tip hairdressers and hotel staff.

### • Passage 3 Men and Women's Shopping Habits.

**Listen to a passage about the different shopping habits between men and women. Then decide whether the following statements are True (T) or False (F).**

1. F
2. T
3. F
4. T
5. F



# Shopping Smart

280

## Script

Shopping for clothes is not the same experience for a man as it is for a woman. A man goes shopping because he needs something. His purpose is settled and decided in advance and the price is a secondary consideration. If the shop has it in stock, the salesman promptly produces it, and the business of trying it on proceeds at once. All being well, the deal can be and often is completed in less than five minutes, with hardly any chat and to everyone's satisfaction.

Now how does a woman go about buying clothes? In almost every respect she does so in the opposite way. Her shopping is not often based on need. She is always open to persuasion: indeed she sets great store by what the saleswoman tells her, even by what companions tell her. She will try on any number of things. Uppermost in her mind is the thought of finding something that everyone thinks suits her. Faced with a roomful of dresses, a woman may easily spend an hour going from one counter to another, often wandering to and fro, before selecting the dresses she wants to try on. It is a tiresome process, but apparently an enjoyable one. Most dress shops provide chairs for the waiting husbands.



## Speaking

### Teaching Suggestions

- Step 1** Ask the whole class the first question: *In your own city or town, what is the best restaurant?* Elicit opinions. When students give their opinions, ask them *why?*
- Step 2** In pairs, students discuss all the questions and note a local place for each one. They should also talk about why they think each place is the best, nicest, etc.
- Step 3** Have each pair of students join another pair to form a group and listen to each other's opinions first. Then students comment on the other parts' opinions. Teacher needs to point out that students can say *I / We agree* or *I / We disagree* and then give their own opinions.
- Step 4** Have the whole class work together to take a class poll. Teacher writes the ten categories (best restaurant, nicest hotel, etc) as headings on the board. Students write their choices under the headings. Remind students to look at the places already listed and not write the same place twice. Then read the places listed. Have students vote for one place in each category and give reasons for their voting decisions.

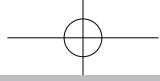


## Reading

### Topic Preview

Read this true story about a shopping experience. Then discuss the questions.

1. The salesman wanted \$900.  
The shopper paid \$350.



# UNIT 10

281

2. The salesman agreed to his offer.
3. Yes. He thought it was a great deal.

## • Text C

### Background Information

#### 1. E-commerce

Electronic Commerce or e-commerce, the exchange of goods and services by means of the Internet or other computer networks. E-commerce follows the same basic principles as traditional commerce — that is, buyers and sellers come together to exchange goods for money. But rather than conducting business in the traditional way — in stores and other “brick and mortar” buildings or through mail order catalogs and telephone operators — in e-commerce buyers and sellers transact business over networked computers.

E-commerce offers buyers convenience. They can visit the World Wide Web sites of multiple vendors 24 hours a day and seven days a week to compare prices and make purchases, without having to leave their homes or offices. In some cases, consumers can immediately obtain a product or service, such as an electronic book, a music file, or computer software, by downloading it over the Internet.

For sellers, e-commerce offers a way to cut costs and expand their markets. They do not need to build, staff, or maintain a store or print and distribute mail order catalogs. Automated order tracking and billing systems cut additional labor costs, and if the product or service can be downloaded, e-commerce firms have no distribution costs. Because they sell over the global Internet, sellers have the potential to market their products or services globally and are not limited by the physical location of a store. Internet technologies also permit sellers to track the interests and preferences of their customers with the customer's permission and then use this information to build an ongoing relationship with the customer by customizing products and services to meet the customer's needs.

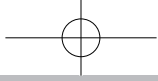
E-commerce also has some disadvantages, however. Consumers are reluctant to buy some products online. Online furniture businesses, for example, have failed for the most part because customers want to test the comfort of an expensive item such as a sofa before they purchase it. Many people also consider shopping a social experience. For instance, they may enjoy going to a store or a shopping mall with friends or family, an experience that they cannot duplicate online. Consumers also need to be reassured that credit card transactions are secure and that their privacy is respected.

#### 2. Forrester Research

Forrester Research is an independent technology and market research company that provides pragmatic and forward-thinking advice about technology's impact on business and consumers. Forrester has been a thought leader and trusted advisor, helping global clients lead in their markets through its research, consulting, events, and peer-to-peer executive programs.

#### 3. Coupon

A coupon refers to a certificate that is detachable from a principal certificate. The detachable certificate can be exchanged for interest or dividend payments by the holder of the principal certificate. Coupon is first recorded in English in 1822 with this sense and then came to apply to forms or tickets, detachable or otherwise, that could be exchanged for various benefits or used to request information.



# Shopping Smart

282

## 4. Google

Google, Inc. is an American public corporation, first incorporated as a privately held corporation in 1998, that designed and managed the Internet's most used search engine. The company is based in Mountain View, California.

The name "Google" originated from a misspelling of "googol," the number 1 followed by 100 zeros. Google has had a major impact on online culture. The verb "google" was added to both the *Merriam Webster Collegiate Dictionary* and the *Oxford English Dictionary*, meaning "to use the Google search engine to obtain information on the Internet."

### Language Points

#### 1. New Words

◆ [C2] **millennium** *n.* a period of 1,000 years or the time when a period of 1,000 years ends 一千年, 千禧年

*e.g.*

The second half of the third millennium BC saw the introduction of the first metalworking into Britain. The dead body had lain preserved in the soil for almost two millennia.

**e-commerce** *n.* the business of buying and selling goods and services on the Internet 电子商务

*e.g.*

E-commerce usually refers to the trading of goods and services over the Internet.

A kind of e-commerce is online ticket and hotel reservation.

★ [C2] **momentum** *n.* progress or development that is becoming faster or stronger 冲力, 推进力

*e.g.*

The campaign for reform should start to gather momentum in the new year.

Governments often lose momentum in their second term of office.

◆ **annum** *n.* year 年

*e.g.*

Additional labor costs in respect of the central production unit are estimated at £12,000 per annum.

It is generally agreed that the conference market is growing by approximately 10 percent per annum.

★ **coupon** *n.* a piece of paper that allows one to buy sth at a reduced price 优惠券

*e.g.*

The coupon entitles you to 10 cents off your next purchase.

I've kept the special coupon from the box of washing powder, so that I can get my next box cheaper.

[C1] **auction** *n.* a public occasion when things are sold to the people who offer the most money for them 拍卖

*e.g.*

The house and its contents are being put up for auction.

In an auction, goods or property are sold to the highest bidder.

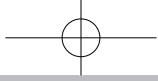
★ **saturate** *v.* to fill a thing or place completely so that no more can be added 使充满

*e.g.*

Our culture is saturated with television and advertising.

As the market was saturated with goods and the economy became more balanced, inflation went down.

★ [B1] **mall** *n.* a large, usually covered, shopping area where cars are not allowed 购物中心



## UNIT 10

283

*e.g.*

A huge pedestrian shopping mall has just been completed in this city.

There are plans to build a new mall in the middle of town.

[C1] **alert** *adj.* watchful and ready to meet danger 警觉的, 警惕的

*e.g.*

The animal raised its head, suddenly alert.

Parents should be alert to sudden changes in children's behavior.

◆ **shopper** *n.* a person who is buying things from a shop or a number of shops 购物者

*e.g.*

Jane caught a space in the car park behind the supermarket as some other shopper pulled out.

Jack is a very economical shopper with a keen eye for a bargain.

[C1] **retail** *n.* the sale of goods directly to the public for their own use 零售

*e.g.*

We are looking for more retail outlets for our products.

Unemployment is rising again and retail buying has fallen off.

**grant** *v.* to accept that sth is true, often before expressing an opposite opinion 承认

*e.g.*

I grant that it must have been upsetting but even so I think she overreacted.

I grant the genius of your plan, but you still will not find backers.

◆ **craze** *n.* an activity, object, or idea that is extremely popular, usually for only a short time 风行一时的东西

*e.g.*

The craze for healthy foods has become big business.

Cycling shorts were the latest craze last year.

**shipping** *n.* the act sending goods from one place to another, especially by ship 运送

*e.g.*

The plant began to cut down on shipping costs.

The cost is \$205 plus \$3 for shipping.

[C1] **excessive** *adj.* much more than is reasonable or necessary 过多的

*e.g.*

\$15 for two beers seems a little excessive.

Excessive exercise can sometimes cause health problems.

★ [C2] **retailer** *n.* a company or person that sells goods directly to the public for their own use 零售商

*e.g.*

Before the goods can be sold, the retailer must ensure that the price is clearly marked.

Market research can help the retailer identify the needs of the typical customer in an area.

◆ [C1] **promotion** *n.* the act of encouraging sth to happen or develop 促进

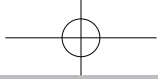
*e.g.*

These were treaties between the great powers for the promotion of the benefit of the international community.

The government has promised to give the promotion of innovation higher priority.

[C1] **precaution** *n.* an action that is done to prevent sth unpleasant or dangerous happening 预防 (措施)





# Shopping Smart

284

*e.g.*

Many people have been stockpiling food as a precaution against shortages.

They failed to take the necessary precautions to avoid infection.

## 2. Phrases and Expressions

**at the dawn of** at the beginning of 开始，在…之初

*e.g.*

Most early societies at the dawn of civilization operated on a barter basis whereby goods were exchanged.

At the dawn of the 1990s, with the European single market looming ever closer, most British people still seemed to feel content with their identity.

**at the rate of** at the speed of 以…速度

*e.g.*

The driver drove at the rate of 60 miles an hour.

At one point earlier this month townspeople in that country were reported to be dying at the rate of 30 a day from shellfire and starvation.

**compared to** in contrast to 与…相比

*e.g.*

Compared to his three brothers, Charles was not doing too badly in the world, after all.

Compared to earlier Prime Ministers, Mrs. Thatcher makes fewer interventions in the House of Commons debates.

**be burdened with** be put on a load or trouble 负…重担，使麻烦

*e.g.*

People should not be burdened with homeless situation.

At only 11 he was burdened with the responsibility of helping his mother and supporting his younger brother.

**be amazed at** to be surprised greatly at 对…感到惊奇

*e.g.*

We were amazed at the ingenuity with which they solved their difficulties.

Visitors were amazed at the achievements in the car manufacture of the city during the past decade.

**be / become saturated with** to be filled with 使充满

*e.g.*

The recollection of my childhood was saturated with sunshine.

The air was saturated with the perfume of the flowers.

**along with** together with 和

*e.g.*

Soon David left his job and, along with George Underwood, formed a band.

Along with the letters there are answers written by people who are supposed to know how to solve such problems.

**be flooded with** to be covered or spread into completely 使泛滥

*e.g.*

The room was flooded with light.



## UNIT 10

285

In the past few decades the markets of the developing countries have been flooded with foreign goods.

**go through** to go over, look at or examine for a purpose 检查

*e.g.*

The boss just sat down to go through the paperwork, when he heard a knock on the door.

Someone had broken into the office and gone through all the drawers.

[B2] **take ... for granted** to believe sth to be the truth without even thinking about it 认为...理所当然

*e.g.*

He took it for granted that people would fall in love with Eva at the first sight.

It's easy to take it for granted that we take medication to get better but a child doesn't necessarily understand that.

[B1] **sign up** (cause to) sign an agreement to take part in sth or to take a job 注册, 报名

*e.g.*

If you want to come in on the project, you have to sign up immediately.

If anger management is difficult for you, sign up for a course to help you deal with it.

**in craze** in a crazy manner 疯狂地

*e.g.*

My former girlfriend likes to go shopping in craze.

People in this town began to store mineral water in craze at the news of a chemical leakage into the river.

**turn out** to produce, to make 生产, 制造

*e.g.*

The factory has been turning out great blades for more than 100 years.

This special device was turned out for the disable people.

**take precautions to** to take an action in advance to protect against possible danger or failure 警惕, 防范

*e.g.*

My mother took precautions to lock the door when she went out.

People should take precautions to avoid accidents while traveling by car.

[C1] **prior to** before a particular time or event 先于, 在...之前

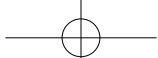
*e.g.*

The questions had been asked prior to my arrival.

Please confirm your order three or more days prior to departure.

### Sentence Paraphrasing

1. At the dawn of the new millennium, e-commerce or online shopping has gained momentum in America and elsewhere in the world with more and more people buying and selling online. (Para. 1)  
**Meaning:** *At the beginning of the new millennium, e-commerce or online shopping has been developing considerably in America and elsewhere in the world as more and more people buy and sell online.*
2. This is primarily because online shopping offers more discounts and savings compared to traditional stores, ... (Para. 1)  
**Meaning:** *The most important reason is that online shopping offers more discounts and savings compared to traditional stores, ...*
3. First, do not go with the most popular auction sites because you may end up paying too much. (Para. 3)



# Shopping Smart

286

**Meaning:** First, do not buy things at the most popular auction sites because you may pay too much in the end.

4. Along with the products, the online marketplace is flooded with enough people who make you spend hundreds of extra dollars for items you find in local malls. (Para. 3)

**Meaning:** Together with the products, the online market is filled with people who are trying to get you to spend hundreds of additional dollars for goods you can find in local shopping centers.

5. Or sometimes just filling out a survey or signing up an email list, you will get additional savings; perhaps you can even get the product free of charge. (Para. 4)

**Meaning:** Or sometimes just filling out a survey or writing down your name on an email list, you will save money; perhaps you can even get it without paying any money.

6. Fourth, extra care needs to be taken for excessive shipping charges for retailers cut the price of the product and add it to the shipping costs. (Para. 6)

**Meaning:** Fourth, take extra care to avoid spending too much money in shipping because retailers may reduce the price of the product, but then put it back as shipping costs.

7. Better still, find a product with free shipping. (Para. 6)

**Meaning:** It is even better if you can buy things that can be delivered to you without any charge.

8. These websites provide the latest discount offers arranged by category or store, making it easier for you to find what you want. (Para. 7)

**Meaning:** These websites provide the newest discount offers that are arranged by category or store; as a result, it becomes easier for you to find what you want.

## Reference Translation

### 网上购物的五个实用贴士

在新千年之初，电子商务与网上购物的发展在美国和世界其他地方都出现了良好的势头，越来越多的人开始在网上进行买和卖。根据市场研究公司Forrester Research的调查，网上购物的人数以每年2%到2.5%的速度增长，其中40%的家庭在网上购物时会使用优惠。这主要是因为网上商店与传统商店相比会提供给顾客更多的折扣，会使顾客更省钱，而传统商店必须承担雇员的工资、店面的租金和保险等费用。

如果你还没尝试过网上购物，就赶快试试吧！你会惊讶地发现它的便捷。网上购物使你能够买到世界各地的商品，不论是伦敦的还是巴黎的。但是，我们建议你使用以下网上购物的实用贴士，更不要忘了网上购物，能省则省。

首先，不要去那些最流行的拍卖网站，在那儿你只会花冤枉钱。有些拍卖网站充斥着各种买家、卖家。利用这些网站的商家会趁机加价。除了各种商品外，这种网上市场里还满是骗你做冤大头的人，他们往往会让你以比普通购物中心里的商品贵几百美元的价格在这儿购买。因此对于精明的购物者来说，流行的拍卖网站可不是理想的购物场所。你可得小心点儿。

第二，千万别按零售价进行网上购物，这一点很重要。想想看，如果你想要买个iPad（苹果公司出品的一个电子产品），你会愿意以苹果公司的定价购买吗？当然不会。那么怎么办？你可以在Google上花点儿时间搜索。在键盘上敲入“iPad的优惠”，查阅前十或二十个查询结果，你肯定会找到很多提供大幅折扣的网站列表。有时填写一个问卷调查或是登记电子邮箱地址，你会得到更多的优惠，甚至可以免费获得你想要的东西也说不定。

第三，尽管新产品往往令我们兴奋，我们必须要避免购买过于热销或流行的产品。有时很难抵制诱惑，我们便在购物中心花更多的钱买了我们想要的东西。但要是你能够抵制住诱惑，等上二至五天，你就可能会以更低的价钱买到同样的东西。在邮购的商品被美国联合包裹服务公司送到之前，你一定要保持冷静。



## UNIT 10

287

第四，一些零售商把商品的价格降低再加入到运费中，所以你一定还要格外注意你购买的商品是否被收了过多的运费。一定要仔细检查最后的价格确保你不用支付任何额外费用。最好是能找到不收运费的商品，因为有时候运费比你所购买的商品的实际价格都要高。

最后但并非最不重要的一点是，网上购物时一定要搜索商家的优惠券。你听说过这样的优惠网站吗？它们会提供大部分网上商店的折扣和促销信息。这些网站列出有关不同类别或是不同商家的商品的最新优惠信息，会更方便于你找到想要的商品。也会像第四个贴士提到的，帮你买到划算的商品或找到免收运费的商品。那么，上网购物前你一定要留心一下商品的优惠信息哟！

### Understanding the Organization of the Text

Read the text again and then complete the missing parts of the text outline.

1. quick development
2. don't go with the most popular auction sites
3. never pay retail prices
4. avoid buying a new product in craze or fashion
5. extra care needs to be taken for excessive shipping charges
6. do look for online coupons

### Comprehension Questions

Answer the following questions according to the text.

1. B
2. C



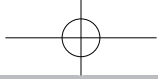
## Writing

### Reference Sample

I still remember my very first independent shopping experience clearly.

I intended to buy an alarm clock to wake me up in the morning. I went to the supermarket and picked up one without examining it. I paid 39 yuan for it. Then having used it for a week, I found that it would be 5 minutes slow every day. I decided to return it and get the refund. But when I told that to the sales clerk, she said I couldn't get the refund because I didn't have the receipt. I couldn't prove I had bought the alarm clock in that supermarket, so I had to take it back.

My first independent shopping experience is really a lesson. Now every time I go shopping, I always check the quality of the item I intend to buy and ask for the receipt.



# Shopping Smart

288



## Extended Exercises

### Error Correction

This part consists of one passage. In it there are altogether 8 mistakes, one in each numbered line. You may have to change a word, add a word or delete a word. If you change a word, cross it out and write the correct word in the corresponding blank. If you add a word, put an insertion mark (^) in the right place and write the missing word in the blank. If you delete a word, cross it out and put a slash (/) in the blank.

- |                            |                           |
|----------------------------|---------------------------|
| 1. another — other         | 2. consisted — consisting |
| 3. and — or                | 4. Sometime — Sometimes   |
| 5. shop — shopping         | 6. late — latest          |
| 7. diversify — diversified | 8. with — without         |

### Translation

Translate the following sentences into English.

1. Understanding the customs of bargaining can save you a lot of money, and make your shopping experience much more enjoyable.
2. Credit and debit cards disconnect you from the actual act of trading your hard-earned dollars for goods and services.
3. Sometimes it is difficult to resist the temptation and we end up buying at a local mall spending more money.
4. If you go into a shop in Morocco and agree to the first price offered, the seller may not be happy.
5. Online websites provide the latest discount offers arranged by category or store, making it easier for buyers to find what they want.