

# Unit 1

## School and Studying



**In this unit, you will learn how to:**

- talk about school and school life
- write an application form
- use countable nouns and uncountable nouns

# Unit 1

## School and Studying

### 单元设计思路

#### Vocational Activities & Language Skills

Vocational Activities	Identifying School Subjects	Knowing About the Web	Understanding Bilinguals	Communicating at School	Introducing a Vocational School	Filling Out an Application Form	Following Up an Application
Language Skills	Speaking	Reading	Reading	Listening & Speaking	Reading	Writing	Speaking
Unit Parts	Lead-in	Text A	Text B	Listening & Speaking	Practical Reading	Practical Writing	Practical Speaking

### 设计思路说明

1. 识别学校课程特点：引导学生根据课程内容图片辨别课程名称，谈论自己对某门课程的看法（**Lead-in**）；
2. 了解互联网学习：引导学生了解使用借助互联网进行学习的利弊，学习与之相关的英语表达（**Text A**）；
3. 熟悉双语学习：引导学生熟悉双语学习的形式和特点，学习与之相关的英语表达（**Text B**）；
4. 学习校园环境沟通技巧：通过听说练习，指导学生学会谈论学习状况、制订生涯规划等的英语表达和技能（**Listening & Speaking**）；
5. 从组织简介中获取信息：通过阅读对国外一所职业院校的介绍，获取有用信息（**Practical Reading**）；
6. 申请表格填写：指导学生学习申请表格的填写技巧，练习填写一份申请国外院校的表格（**Practical Writing**）；
7. 跟进申请后续进展：指导学生通过打电话跟进申请的后续进展（**Practical Speaking**）。

# Lead-in

## I. Match the school subjects with the pictures.

a. Medicine

b. Chemistry

c. IT

d. English

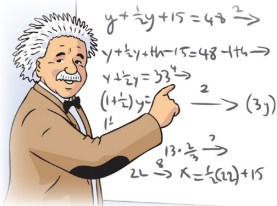
e. Biology

f. Engineering

g. Maths

h. Geography

i. Marketing



1. \_\_\_\_\_



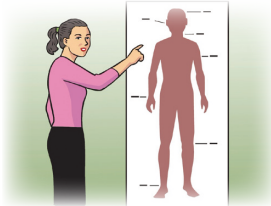
2. \_\_\_\_\_



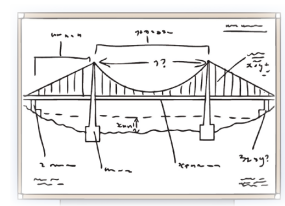
3. \_\_\_\_\_



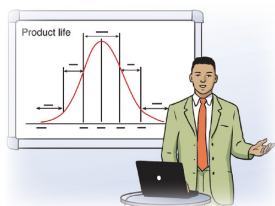
4. \_\_\_\_\_



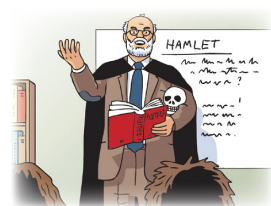
5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_

## II. Work in pairs. Look at the pictures and tell your partner which school subjects:

- you think are interesting / boring.
- you think are easy / difficult.

### Example

It seems to me that IT and Marketing are interesting.

When we express our opinions, we often use:

*I think ...*

*It seems to me (that) ...*

*Personally, I feel ...*

# Lead-in

I

**Objective:** Ss can identify different school subjects

## Steps

- Step 1: 学生准备导入部分练习。
- Step 2: 学生朗读有关学科的九个单词。
- Step 3: 学生观察涉及到九个单词的图片。
- Step 4: 让学生连线。
- Step 5: 给学生展示参考答案。

## Key

1—g    2—b    3—c    4—h    5—e  
6—f    7—i    8—d    9—a

II

**Objective:** Ss can express opinions on different school subjects.

## Steps

- Step 1: 学生学习表达观点的句型，并熟记：I think ... / It seems to me (that) ... / Personally, I feel ...
- Step 2: 两位学生一组分角色进行对话。

## Option

如学生水平较高，教师可给出一组完整的对话示范，标注需要替换的词汇，写出用于替换的词汇，要求学生做对话替换练习（Substitution Dialogue）（Any Level）。

## Example

A: What are you studying?  
B: I am doing a degree in Marketing <sup>(1)</sup>.  
A: How's it going?  
B: I think <sup>(2)</sup> it's quite difficult <sup>(3)</sup>.

- |   |             |           |
|---|-------------|-----------|
| (1) Medicine  | English     | Maths     |
| Chemistry   | Biology     | Geography |
| IT  | Engineering | Marketing |
| (2) It seems to me (that)      Personally, I feel                     |             |           |
| (3) easy                      interesting                      boring |             |           |



## 2

## Reading

## Text A

*Students use the Internet more and more frequently nowadays. Is it encouraging students to lie or helping students to learn?*



## A Web of **Lies?**



# Reading

## Text A

### Background Information

#### 1. 美国教育与现代信息技术

美国各级学校的技术设备在上世纪80年代后期和90年代初期基本上满足了教学的需要。现代信息技术为教育提供了全新的教与学的方法，不仅增加了课堂内的信息量、促进了远程教育的发展，还提供了更为多样化的交流渠道与空间。

#### 2. 美国孩子上网做什么？

美国儿童有线电视广播公司尼克罗迪恩频道在线调查显示，67%的儿童上网是为了获得信息，65%是玩游戏，48%是利用网络进行创造性活动，46%是下载网上资料。学校会引导儿童正确使用网络。很多公司与相关团体也建立了儿童网站，供儿童在课余时间浏览、学习、交流和娱乐。

#### 3. 美国家长限制孩子上网时间

美国沃特·迪斯尼公司公布的一份调查报告称，越来越多的美国家长为保护孩子上网安全，给他们制定了一些相应的规矩，其中包括如何在网上回答个人信息，以及限制孩子上网时间等。

迪斯尼公司此次共调查了774位家长，其孩子的年龄从4岁到14岁不等，同时对400名6至14岁的儿童也进行了调查。此次调查显示，71%的家长限制孩子在网上浏览的内容，48%的家长限制孩子的上网时间，88%的家长禁止孩子在自己的卧室上网，55%的家长要求孩子上网时有家长陪同。

迪斯尼公司称，与以往的调查相比，这次调查结果显示出美国家长已经加强了对孩子上网活动的管理。受调查的孩子中有80%说，家长曾经告知他们如何应付不认识的人通过因特网询问其个人问题。

美国不久前公布的另一项调查结果显示，在经常上网的儿童中，有近20%曾经受到网络流氓的骚扰。对此，网络教育专家帕瑞·阿法塔评论说：“家长需要知道孩子在网上做什么，知道孩子在网上与别人共享何种信息以及与谁共享是非常重要的。”

#### 4. Khan Academy可汗学院

可汗学院（Khan Academy），是由孟加拉裔美国人萨尔曼·可汗创立的一家教育性非营利组织，主旨在于利用网络影片进行免费授课，现有关于数学、历史、金融、物理、化学、生物、天文学等科目的内容，其使命是加快各年龄学生的学习速度。

可汗学院（Khan Academy），通过在线图书馆收藏了3500多部教学视频，向世界各地的人们提供免费的高品质教育。该项目由萨尔曼·可汗给亲戚的孩子讲授的在线视频课程开始，迅速向周围蔓延，并从家庭走进了学校，甚至正在“翻转课堂”，被认为正打开“未来教育”的曙光。创始人萨尔曼·可汗，自小课业优异，就读于麻省理工学院，大学双修数学和电机电脑工程，工作后读了哈佛的MBA课程，可汗老师什么都教，从数学、物理、化学，一直到理财人生，但他自己从来都不出现在镜头前面。

<sup>1</sup> The fast growth of the Internet has brought problems for parents and teachers. Which websites do the children spend time on? Who do they chat with online? What possible effects do computer games might have on them? For teachers, the biggest worry is the way the Internet makes cheating easier!

<sup>2</sup> Schools say there has been a huge increase in cheating — taking other people's words and ideas and pretending that they are your own. In the past, anybody who wanted to copy had to go to a library. Today, though, students can easily copy from websites. As if this wasn't bad enough, some websites have even started to offer to do homework — at a price.

<sup>3</sup> Despite all this, we shouldn't conclude that the Internet only brings problems. In fact, you could say that for every problem the Internet creates, it also brings a solution. Parents can now use controls to stop kids accessing websites that might do them harm, while new software helps teachers to find out copied work in no time.

<sup>4</sup> One of the hardest things for teachers today is deciding how to mix modern technology with traditional study skills — and how best to use the Web in class. As more and more schools have computers in every classroom, the role of the teacher is changing. Making sure students don't just copy things is part of their job, but so is designing suitable projects.

<sup>5</sup> My 13-year-old son is now working on a project that needs him to list all the trees in our town. Along with three other students, he has to take photos of the trees, write about their characteristics, the fruit and flowers they produce and so on. This is all uploaded onto a website. Then, they'll give a PowerPoint presentation about their ideas to the class. Instead of helping him to cheat, the Web is helping him to learn about school subjects, while also helping to develop his life skills and social skills!

(329 words)





# Reading

## Text A

### Translation

随着网络越来越广泛的使用，家长与老师变得越来越担心。网络是鼓励学生们撒谎还是帮助学生们学习？

### 充满谎言的网络？

互联网的快速发展给家长和教师带来了许多的烦恼。孩子会把时间花在什么样的网站上？和什么人在网上聊天？电脑游戏可能给孩子们带来怎样的影响？而对于老师来说，最大的烦恼则在于互联网的使用使作弊变得更加容易。

许多院校都认为作弊的情形——窃取他人的表述与思想，还假装那是你自己的——已大量增多。在过去，任何想要抄袭他人作品的人不得不去图书馆。而现在，学生们可以很容易地在网络上进行抄袭。似乎这还不够糟糕，一些网站甚至开始代写作业——当然他们要收取很高的费用。

尽管如此，我们不能断言互联网只给我们带来了问题。实际上，互联网也为其制造出的每个问题提供了解决方案。家长可以使用一些控制手段阻止孩子进入那些可能会带来不良影响的网站，而新的软件则可以帮助老师立刻识别出抄袭的作品。

对于如今的老师而言，最大的困难之一在于如何将现代技术与传统学习技能相结合，还有如何在课堂中运用好网络。随着越来越多的学校在每个教室里安装了电脑，教师的角色正在发生变化。确保学生不抄袭是教师工作的一部分，而设计出合适的教学项目也是他们的工作内容之一。

我13岁的儿子现在正完成一项学习任务，这一任务要求他将我们这个小镇上的所有树木都罗列出来。他和其他三个学生一起，为这些树木拍照，描写这些树的特征以及它们的果实与花朵等。所有这些内容都要上传到一个网站。然后，他们要用PPT向全班同学展示他们的成果。网络并不是帮助他去抄袭，而是帮助他学习学校的课程，而且还帮助他提高了生活技能与社会技能。



## New Words

- ★ **web** /web/ *n.* 网络
- growth** /grəʊθ/ *n.* 发展
- Internet** /'ɪntənət/ *n.* 互联网
- ★ **website** /'websaɪt/ *n.* 网站
- chat** /tʃæt/ *v.* 聊天
- online** /'ɒnlaɪn/ *ad.* 在线地
- effect** /ɪ'fekt/ *n.* 结果, 影响
- cheat** /tʃi:t/ *v.* 作弊
- huge** /hju:dʒ/ *a.* 巨大的
- increase** /ɪn'kri:s/ *n.* 增加
- pretend** /prɪ'tend/ *v.* 假装
- despite** /dɪ'spaɪt/ *prep.* 尽管
- conclude** /kən'klu:d/ *v.* 断定, 推断出
- create** /kri'eɪt/ *v.* 创造
- solution** /sə'lu:ʃən/ *n.* 解决方法
- control** /kən'trəʊl/ *n.* 控制, 管制
- kid** /kɪd/ *n.* 小孩
- ★ **access** /'ækses/ *v.* 进入
- harm** /hɑ:m/ *n.* 危害, 伤害
- software** /'sɒftweə/ *n.* 软件
- mix** /mɪks/ *v.* (使) 结合
- modern** /'mɒdn/ *a.* 现代的
- technology** /tek'nɒlədʒi/ *n.* 技术
- traditional** /trə'dɪʃənəl/ *a.* 传统的
- skill** /skɪl/ *n.* 技能, 技巧
- role** /rəʊl/ *n.* 角色, 职能
- design** /dɪ'zaɪn/ *v.* 设计
- suitable** /'su:təbəl/ *a.* 合适的, 适宜的
- project** /'prɒdʒekt/ *n.* 课题, 项目
- ★ **characteristic** /,kærɪktə'rɪstɪk/ *n.* 特征, 特性
- produce** /prə'dju:s/ *v.* 生产, 产生
- ▲ **upload** /ʌp'ləʊd/ *v.* 上载
- onto** /'ɒntə/ *prep.* 到, 向, 朝
- presentation** /,prezən'teɪʃən/ *n.* 报告, 介绍
- subject** /'sʌbdʒɪkt/ *n.* 科目, 学科
- develop** /dɪ'veləp/ *v.* 加强, 增强
- social** /'səʊʃəl/ *a.* 社会的

## Phrases and Expressions

- |   |  |
|---|--|
| <p><b>have ... effects on ...</b> 对……有……的影响</p> <p><b>at a price</b> 以很高的价钱</p> <p><b>in fact</b> 事实上, 实际上</p> <p><b>do ... harm</b> 对……有危害</p> <p><b>in no time</b> 立即, 马上</p> | <p><b>mix ... with ...</b> 将……与……相结合</p> <p><b>make sure</b> 确保, 保证</p> <p><b>along with</b> 和……一起</p> <p><b>and so on</b> 等等</p> <p><b>instead of</b> 代替, 而不是</p> |
|---|--|

## Proper Names

**PowerPoint** /'paʊə.pɔɪnt/ 简称PPT, 是微软公司开发的演示文稿软件。

## Reading Comprehension

I. Choose the best answer for each question or statement below.

1. The \_\_\_\_\_ has brought problems for parents and teachers.
- |                                 |  |
|---------------------------------|--|
| A. increasing number of schools | B. fast growth of the TV industry        |
| C. fast growth of the Internet  | D. increasing difficulty of online games |

# Language Points

## Paragraph 1

### 1. *Internet n.* [the ~] 因特网, 互联网

*e.g.* Do you have access to the Internet? 你上得了网吗?

### 2. *chat vi.* 聊天

*chat to / with sb.* 和某人聊天

*e.g.* Tom chatted to / with his old friend about his school days. 汤姆和他的老朋友聊他的校园时光。

*chat n.* 聊天

*e.g.* We had a chat about our experiences. 我们聊了聊各自的经历。

### 3. *effect n.* 结果, 影响

*have ... effects on ...* 对……有……影响

*e.g.* The Internet has positive effects on education. 网络对教育有着积极的影响。

*take effect* 开始起作用

*e.g.* The medicine was starting to take effect. 这药开始起作用了。

*effective adj.* 有效的, 起作用的

*e.g.* Antibiotics are effective against bacteria. 抗生素是有效的抗菌药。

*e.g.* Our management technique has been proven to be the most effective way to get into a target market and acquire potential customers. 我们的管理技术业已证明是进入目标市场并获得潜在客户的最有效途径。

### 4. *cheat vi.* 作弊

*e.g.* He always cheats at cards. 他打牌时总是作弊。

*cheat n.* 骗子

*e.g.* Everyone thinks that he is a cheat. 大家都觉得他是个骗子。

## Paragraph 2

### 5. *increase n.* 增加

*an increase in ...* 在……方面的增长

*e.g.* Due to the increase in the price of fuel, we

will limit our free delivery service to any orders over \$200. 由于燃油价格上涨, 我们的免费送货服务将限于二百美元以上的订单。

*be on the increase* 正在增加

*e.g.* The price of gasoline is on the increase recently. 最近汽油价格正在上涨。

*increase vi.* 增加

*e.g.* We are confident that we will have increased our export sales by 15 percent by the end of this year. 我们有信心到今年年底我们的出口额将增加百分之十五。

### 6. *pretend vt. & vi.* 假装

*e.g.* The boy pretended that he didn't like the book at all. 那个男孩假装他根本不喜欢那本书。

*pretend to do sth.* 假装做某事

*e.g.* She pretended to be cheerful and said nothing about her illness. 她假装很开心, 对自己的病情只字未提。

### 7. *In the past, anybody who wanted to copy had to go to a library.*

此句是关系代词who引导的定语从句, who wanted to copy修饰先行词anybody。本句译文: 在过去, 任何想要抄袭他人作品的人不得不去图书馆。

*e.g.* Anyone who break the laws must be punished. 任何违法的人都必须受到惩罚。

### 8. *at a price* 以很高的价钱

*e.g.* You can get that latest cell phone—at a price. 你可以买那款最新手机, 但是价格会很高。

*at any price* 不惜任何代价

*e.g.* He was determined to get the chance at any price. 他决心不惜任何代价去获得这个机会。

### 9. *As if this wasn't bad enough, some*

2. Schools say there has been a huge increase in \_\_\_\_\_.
  - A. cheating
  - B. chatting online
  - C. reading in the library
  - D. the amount of students' homework
3. Advanced technology helps parents to \_\_\_\_\_.
  - A. stop kids using the Internet
  - B. know who their kids are chatting to online
  - C. stop kids accessing websites that might be harmful
  - D. know whether their kids are cheating
4. Which of the following is a big challenge for teachers today?
  - A. Maintaining their traditional role in class.
  - B. Combining advanced technology with traditional classroom teaching.
  - C. Communicating with students.
  - D. Making sure students don't copy things.
5. The writer mentions his son to show that \_\_\_\_\_.
  - A. there are many websites about plants
  - B. it's easy to list all the trees in the town
  - C. the boy is very smart
  - D. the Internet can help students develop skills

**II. Complete the table below with the information from the text.**

Bad Things and Good Things About the Internet	
Bad Things	Good Things
<ul style="list-style-type: none"> <li>• Children spend <sup>1</sup> _____ on the websites without parental control.</li> <li>• Children may waste time on computer games.</li> <li>• The Internet makes cheating <sup>2</sup> _____.</li> <li>• Some websites offer to do <sup>3</sup> _____ at a price.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents can use controls to stop children accessing harmful sites.</li> <li>• Teachers can use software to <sup>4</sup> _____ cheating.</li> <li>• The Web can help children learn about school <sup>5</sup> _____.</li> <li>• The Web can help children <sup>6</sup> _____ their life skills and social skills.</li> </ul>

**III. Decide whether the following statements are True (T) or False (F). Correct the false ones.**

- ( ) 1. The popularity of the Internet has created problems for both teachers and parents.
- ( ) 2. Some websites even offer to do homework for students for free.
- ( ) 3. Although more and more schools have computers in every classroom, the role of the teacher remains the same.
- ( ) 4. The project the writer's son is working on is designed to help students know more about the trees in the town.
- ( ) 5. In order to finish the school project, the writer's son downloads photos of the trees from the Internet.

*websites have even started to offer to do homework—at a price.*

*paraphrase:* Worse still, some websites will charge people a lot for writing homework for them.

as if 引导状语从句，意为“好像，仿佛”。从句中的谓语动词用虚拟语气以表示与事实相反。本句译文：似乎这还不够糟糕，一些网站甚至开始代写作业——当然，他们要收取很高的费用。

*e.g.* It seemed as if the lecture would never end. 这个讲座似乎没完没了。

### Paragraph 3

#### 10. *despite prep.* 尽管

*e.g.* Despite his illness, he won the game. 尽管他病了，他还是赢得了比赛。

*in spite of* 不顾，不管，尽管

*e.g.* The morning air was still clear and fresh, in spite of the traffic. 尽管车来车往，但早晨的空气仍然很清新。

#### 11. *conclude vt.* 断定

*e.g.* The teacher concluded that the boy was cheating. 老师断定那个男孩在作弊。

*conclude from* 推断出，推论出（后跟从句）

*e.g.* The investigator concluded from the document that the author must have been an eyewitness. 调查者根据文件推断其作者是一位见证人。

#### 12. *create vt.* 创造

*e.g.* Her words created a lot of troubles. 她的言论引起了许多麻烦。

*creative a.* 创造性的；有创造力的

*e.g.* He likes to do something creative. 他喜欢做些有创造性的事。

*creation n.* 创造

*e.g.* Language is the most important creation of man. 语言是人类最重要的创造。

#### 13. *solution n.* 解决方法

*a solution to / for ...* 解决……的方法

*e.g.* Both of them are trying to find a solution to the problem. 他们双方都在努力寻找

解决问题的方案。

#### 14. *harm n.* 危害

*do sb. harm* 对某人有危害

*e.g.* Nowadays it is a well-known fact that second-hand smoking does even more harm to human health. 二手烟对人类健康危害甚至更大，这在今天已是众所周知的事实。

*harm vt.* 损害，伤害

*e.g.* Too much direct sunlight will harm the plant. 过多直射阳光会伤害植物。

### Paragraph 4

*15. As more and more schools have computers in every classroom, the role of the teacher is changing.*

as 为连词，意为“随着，当……之时”，后接从句。本句译文：随着越来越多的学校在每个教室里安装了电脑，教师的角色正在发生变化。

*e.g.* As he grew older, his eyesight became poorer. 随着年龄增长，他的视力越来越差。

#### 16. *suitable a.* 合适的，适宜的

*be suitable for* 适合于

*e.g.* These books are suitable for children. 这些书适合儿童阅读。

*suit vt.* 适合

*e.g.* It's difficult to find a date that suits us all. 很难找到一个对我们大家都适合的日期。

*17. Making sure students don't just copy things is part of their job, but so is designing suitable projects.*

“so+谓语+主语”可表示刚说过的情况对于某人或某物也同样适用。本句译文：确保学生不抄袭是他们工作的一部分，而设计出合适的教学项目也是（他们的工作内容之一）。

*e.g.* You are young and so am I. 你年轻，我也年轻。



## Words and Phrases

### I. Choose the correct prepositions to complete the following sentences.

1. Computer games may have bad effects \_\_\_\_\_ (on / in) kids.
2. There has been a huge increase \_\_\_\_\_ (at / in) cheating in school.
3. Some sites offer to do homework for students \_\_\_\_\_ (at / on) a price.
4. Students are now working \_\_\_\_\_ (to / on) a project.
5. Their homework is uploaded \_\_\_\_\_ (from / onto) a website.

### II. Choose the correct words to complete the following sentences.

1. There was a rapid \_\_\_\_\_ (grow / growth) in world population.
2. I hope I can find a \_\_\_\_\_ school (suit / suitable) for my son.
3. What's the \_\_\_\_\_ (solve / solution) to the problem?
4. Teachers are trying their best to find out \_\_\_\_\_ (copied / copying) work.
5. Some teachers like to use \_\_\_\_\_ (tradition / traditional) ways of teaching.

### III. Complete the following sentences with the words or phrases in the box below. Change the form if necessary.

develop	in no time	and so on	social	effect
pretend	instead of	make sure	in fact	design

1. He was playing all afternoon \_\_\_\_\_ doing his homework.
2. Don't \_\_\_\_\_ that you are happy when you are actually not.
3. He told his parents that he had passed the exam, but \_\_\_\_\_ he hadn't.
4. Grandpa asked me about my health, study \_\_\_\_\_.
5. Don't hurry me; I'll be finished \_\_\_\_\_ at all.
6. She \_\_\_\_\_ a poster with the help of her teacher at this moment.
7. He is studying some \_\_\_\_\_ problems related to education and health care.
8. You'd better check it again to \_\_\_\_\_ the door is locked.
9. Teachers should help students \_\_\_\_\_ good reading habits.
10. The medicine had an immediate \_\_\_\_\_ on the pain.

### IV. Translate the following sentences into English with the given words or phrases.

1. 近年来去国外旅游的人数增加了。(increase)  
There has been \_\_\_\_\_ the number of people who travel abroad in recent years.
2. 尽管如此, 她仍然不气馁。(despite)  
\_\_\_\_\_, she refused to give up.
3. 没有什么可以阻止这个小女孩哭叫。(stop sb. doing sth.)  
Nothing can \_\_\_\_\_.
4. 一位男同学表示愿意帮我拎那个重包。(offer to do sth.)  
A male student \_\_\_\_\_ the heavy bag for me.

## Paragraph 5

### 18. *presentation* n. 报告, 介绍

*e.g.* I'm going to give a presentation on the project. 我将对这个项目作个介绍。

*present* vt. 介绍

*e.g.* The team will present its report next Monday. 该小组会在下周一正式汇报。

*present* a. 出席的, 到场的

*e.g.* All the people present welcomed the decision. 所有出席的人都欢迎那个决议。

### 19. *instead* of 代替, 而不是

*e.g.* We will have our dinner in the garden instead of in the dining hall. 我们将在花园用餐, 而不是在餐厅。

*instead* adv. 代替, 反而, 却

*e.g.* Tom was ill, so I went instead. 汤姆病了, 所以我去。

## Key to Exercises

### Reading Comprehension

#### I

##### Key

1. C    2. A    3. C    4. B    5. D

#### II

##### Key

1. time    2. easier    3. homework  
4. find out    5. subjects    6. develop

#### III

##### Key

1. T  
2. F—for free → at a price  
3. F—As more and more schools have computers in every classroom, the role of the teacher is changing.  
4. T  
5. F—In order to finish the school project, the author's son takes photos of the trees and uploads the relevant information onto a website.

### Words and Phrases

#### I

##### Key

1. on    2. in    3. at    4. on    5. onto

#### II

##### Key

1. growth    2. suitable    3. solution  
4. copied    5. traditional

#### III

##### Key

1. instead of    2. pretend  
3. in fact    4. and so on  
5. in no time    6. is designing  
7. social    8. make sure  
9. (to) develop    10. effect

#### IV

##### Key

1. an increase in  
2. Despite all this  
3. stop the little girl crying  
4. offered to carry  
5. will do you harm

5. 玩过多电脑游戏的确会对你有害。(do sb. harm)

It's true that playing computer games too much \_\_\_\_\_.

## Grammar and Structure

### 可数名词和不可数名词

#### 一、可数名词

1. 可数名词的单数形式不可单独使用，须与a, an, the, my, this等搭配。

a library 一座图书馆

2. 可数名词的复数形式可单独使用，也可与修饰词搭配使用，如a few, many, some, any, a lot of, lots of等。

some websites 一些网站

#### 二、可数名词复数构成规则

类别	变化	例词
大多数名词	词尾加s	car→cars
以s, x, sh, ch结尾的名词，部分以o结尾的名词	词尾加es	class→classes box→boxes dish→dishes watch→watches potato→potatoes
以f或fe结尾的名词	词尾变为ve再加s	leaf→leaves
以“元音+y”结尾的名词	词尾加s	boy→boys
以“辅音+y”结尾的名词	词尾y变为i再加es	baby→babies
不规则名词		man→men woman→women child→children foot→feet tooth→teeth mouse→mice
单复数同形的名词		fish sheep deer

#### 三、不可数名词

1. 不可数名词可借助量词表示具体数量。

two pieces of bread 两片面包

2. 常用来修饰不可数名词的词有：little, a little, much, some, any, a lot of, lots of等。

a little water 一点水

#### I. Choose the best answer to fill in the blanks.

1. Let's get some \_\_\_\_\_ about tourism on the Internet.

A. information      B. message      C. invention      D. messages

2. I like \_\_\_\_\_ a lot, and my mother usually cooks it in different ways.

A. fish      B. butter      C. potatoes      D. noodles

# Grammar and Structure

## 可数名词和不可数名词

### 一、可数名词

可数名词有单数和复数两种形式。指一个人或一事物时用单数形式（注：名词的单数形式，以元音字母开头的，要加定冠词an），指两个或多个人或事物时用复数形式。

### 二、名词复数的规则变化

1. 通常在单数名词后直接加s构成复数。

day — days 天

house — houses 房屋

car — cars 车

book — books 书

2. 以s, ss, o, ch, sh, x 结尾的名词，在词尾加es。

tomato — tomatoes 西红柿

kiss — kisses 吻

class — classes 班级

box — boxes 箱，盒

church — churches 教堂

watch — watches 手表

brush — brushes 刷子

bus — buses 公共汽车

（以字母o结尾的单词变复数加es的几个常用词口诀：黑人英雄爱吃土豆、西红柿。黑人negroes，英雄heroes，土豆potatoes，番茄tomatoes）

3. 以“辅音字母+y”结尾的名词，要先将y改为i再加es。

baby — babies 婴儿

country — countries 国家

fly — flies 苍蝇

city — cities 身体

factory — factories 工厂

4. 以y结尾但y前为元音的名词在构成复数时在词尾直接加s。

boy — boys 男孩

day — days 天

guy — guys 家伙

5. 以f或fe结尾的名词在构成复数时去掉f或fe加ves。

calf — calves 小牛

half — halves 半

knife — knives 刀

leaf — leaves 叶子

life — lives 生命

loaf — loaves 条

self — selves 自身

sheaf — sheaves 捆

shelf — shelves 架子

thief — thieves 贼

wife — wives 妻子

wolf — wolves 狼

### 三、名词复数的不规则变化

foot — feet 英尺，脚

tooth — teeth 牙齿

goose — geese 鹅

louse — lice 虱子

mouse — mice 老鼠

man — men 男人

policeman — policemen 警察

woman — women 女人

child — children 孩子

sheep（羊，羊群），Chinese（中国人），Japanese（日本人）这三个词单、复数同形。people单数形式表复数意义，谓动词用复数；people复数形式peoples通常指“多个民族”。

### 四、不可数名词

如果一个名词所代表的事物“切”成两半之后仍为该物，比如说，“water”一词分成两半之后仍称做“water”，那么它就是不可数名词。反之，例如“bike”分成两半之后就不是它了，所以“bike”是可数名词。



3. We have \_\_\_\_\_ rain this spring. The trees and grass don't grow well.  
A. little                      B. a little                      C. few                      D. a few
4. — \_\_\_\_\_ yogurt do you need?  
— Three cups.  
A. How long                      B. How far                      C. How many                      D. How much
5. The letter from my uncle was short. There wasn't \_\_\_\_\_ news.  
A. many                      B. a few                      C. much                      D. few
6. The Chinese people \_\_\_\_\_ a great people.  
A. are                      B. is                      C. has been                      D. were
7. Lucy enjoys dancing. It's one of her \_\_\_\_\_.  
A. prize                      B. prizes                      C. hobby                      D. hobbies
8. — Can I help you, sir?  
— I'd like to have 100 \_\_\_\_\_. I want my students to draw pictures.  
A. piece of paper                      B. pieces of paper  
C. pieces of papers                      D. a piece of paper
9. — How many \_\_\_\_\_ teachers are there in your school?  
— \_\_\_\_\_ them \_\_\_\_\_ over two hundred.  
A. woman; The number of, is  
B. women; The number of, is  
C. woman; A number of, is  
D. women; A number of, are
10. — Could you please tell me something about the two \_\_\_\_\_?  
— \_\_\_\_\_. They are exchange students of No.1 Middle School.  
A. Frenchmen; Yes, please  
B. Frenchmans; Come on  
C. Germen; Not at all  
D. Germans; All right

## II. Complete the following sentences with the correct form of the given words.

1. How many \_\_\_\_\_ (sheep) are there on the hill ?
2. The baby has only two \_\_\_\_\_ (tooth) now.
3. There is a lot of \_\_\_\_\_ (water) in the bottle.
4. Let's take \_\_\_\_\_ (photo), OK?
5. The \_\_\_\_\_ (leaf) on the tree turn yellow.
6. The \_\_\_\_\_ (child) are playing games on the playground now.
7. Their \_\_\_\_\_ (dictionary) look new.
8. They are \_\_\_\_\_ (woman) doctors.
9. Can you give me some bottles of \_\_\_\_\_ (orange), please?
10. There are many \_\_\_\_\_ (fox) in the picture.

表示液体、肉类、抽象名词、米饭、钱、知识等的单词通常为不可数名词。

bread 面包	beer 啤酒
coffee 咖啡	cloth 布
cream 奶油	meat 肉
gin 杜松子酒	glass 玻璃
gold 黄金	ice 冰
jam 果酱	oil 油
paper 纸	tea 茶
water 水	juice 饮料
wine 葡萄酒	advice 忠告
beauty 美丽	courage 勇气
death 死亡	experience 经验
fear 担心	help 帮助

hope 希望	horror 恐惧
information 信息	knowledge 知识
mercy 仁慈	pity 同情
relief 救济	suspicion 猜疑
money 金钱	people 人物
a bit of news 一点消息	
a cake of soap 一块肥皂	
a drop of oil 一滴油	
a grain of sand 一粒沙子	
a pane of glass 一块玻璃	
a piece of advice 一条忠告	
a pot of jam 一罐果酱	
a sheet of paper 一页纸	
a box of milk 一盒牛奶	

## I

### Key

1. A

答案解析: some后边可以跟不可数名词或可数名词复数, 根据句子意思, 选择A, 意思是“关于旅行的信息”。

2. A

答案解析: 从后面的it看, “喜欢”的是单数或者不可数名词, 所以排除C和D。动词cook的意思是“烹饪”, 故选A。

3. A

答案解析: rain是不可数名词, little和a little修饰不可数名词, 排除C和D。little表示否定的“几乎没”。本句的意思: 今年春天几乎没下雨, 一草一木长势不好。故选A。

4. D

答案解析: yogurt为不可数名词, 所以选D。

5. C

答案解析: news 为不可数名词, 故选C。

6. B

答案解析: 此处people为集体名词, 表示“中华民族”, 后边的a也提示选B。C项has been 时态不符。

7. D

答案解析: “one of the +复数名词”结

构。句子意思: 跳舞是她的爱好之一。排除B。

8. B

答案解析: 100后面跟复数名词, piece为可数名词, paper 为不可数名词, 不能加s, 故选B。

9. B

答案解析: 由man或者woman作定语修饰的名词变复数时, 两部分都要变为复数。the number of意思是“……的数量”, 跟复数名词连用作主语时, 中心词是number, 谓语动词要用单数。a number of意思是“许多”, 修饰可数名词复数。

10. D

答案解析: two后面要跟复数, 故在B和D中选。根据第二句的回答, 选择All right, 意思是“好的, 可以”。

## II

### Key

1. sheep	2. teeth	3. water
4. photos	5. leaves	6. children
7. dictionaries	8. women	9. orange
10. foxes		



## Text B

*Many children in the UK speak different languages at home and school. Is this good or bad for them?*

## Bilingual Is Better!

<sup>1</sup> Many students in London don't speak English at home. They speak a foreign language.

<sup>2</sup> At Newbury Park Primary, students speak over 40 languages! Each month, one of the children teaches other children some words of the language that they speak at home. A teacher invites a student to speak the foreign language and asks how to say simple things like *hello* and *thank you*. While the student is speaking, the teacher films it. They show the film to the other pupils in the school and the pupils learn the words. In January and February, they learned some Chinese and Japanese. This month, they're learning Turkish. In the UK, one in seven children now speaks a language other than English.

<sup>3</sup> Some people in the UK worry about this. They say it causes problems at school: it is more difficult for the teacher; children cannot learn Science or other subjects well because they do not speak English well.

<sup>4</sup> In fact, 70% of the world's population is bilingual. Most research also says growing up with two languages is better than only knowing one language. Normally, children who speak different languages at home and school:

- are more flexible;
- are more creative;
- are better at solving problems;
- are more sensitive towards other children;
- get higher grades at school.

<sup>5</sup> Sometimes families had bad experiences before and after they moved to the UK from a different country. Maybe they saw a war, or a parent died, or they lost their home, or they had little money. These experiences can cause emotional problems and make learning difficult. Children possibly need help with that. It is wrong to see their first language as

**bilingual** /bə'liŋgw(ə)l/ *a.* 会说两种语言的  
**primary** /'praɪməri/ **school** 小学  
**film** /fɪlm/ *v.* 拍摄 (影片)  
**other than** 除……以外  
**population** /ˌpɒpjʊ'seɪʃən/ *n.* 人口  
**normally** /'nɔ:məli/ *ad.* 通常  
**flexible** /'fleksɪbəl/ *a.* 灵活的  
**creative** /kri'eɪtɪv/ *a.* 有创造力的  
**sensitive** /'sensɪtɪv/ *a.* 善解人意的  
**emotional** /ɪ'məʊʃənəl/ *a.* 情感上的  
**see ... as ...** 把……视为……  
**positive** /'pɒzɪtɪv/ *a.* 积极的



# Reading

## Text B

### Background Information

#### 1. Newbury Park Primary 纽伯里公园小学

纽伯里公园小学位于伦敦，接收4至11岁学生，校内英语为非母语的学生比例高达80%。该小学每个月挑选一位学生，以他的母语给同学上课，老师还在一旁录像，录像可以拿到其他班级使用。

#### 2. Turkish 土耳其语

属突厥语系乌古斯语族，主要在土耳其本土使用，并通行于阿塞拜疆、塞浦路斯、希腊、马其顿、罗马尼亚，以及在西欧居住的数百万土耳其族移民（主要集中在德国）。土耳其语一个显著的特色是元音和谐及大量胶着语的词缀变化。土耳其语的字词采用SOV词序。

### Translation

在英国，许多孩子在家里和在学校说不同的语言。这对他们来说，到底是利还是弊呢？

### 双语更好！

伦敦的很多学生在家里都不讲英语，而是讲外语。

在纽伯里公园小学，学生们会说的语言加起来一共有40多种！每个月都会由一名孩子教其他孩子学说自己在家使用的语言。一名老师会对说外语的学生进行录像，然后问他如何说一些诸如“你好”“谢谢”之类的简单用语。他们将所拍的短片放给学校里其他学生观看，并让学生们学说这些话。一月份和二月份，他们学了一些中文和日语。这个月，他们正在学土耳其语。现在在英国，每七个孩子中就有一个会说除了英语之外的另一种语言。

在英国，有些人对此感到担心。他们说这会在学校引起一些问题：这对教师来说更加困难；学生会因为说不好英语而无法学好科学或其他科目。

事实上，世界上有70%的人在使用双语。大多数研究也表明，在双语环境下长大比在单一语言环境下长大要更好。通常，那些在家里和在学校说不同语言的孩子：

- 更加灵活；
- 更加有创造力；
- 更善于解决问题；
- 对其他孩子更加体贴；
- 在学校的成绩更好。

有时，一些家庭在他们搬来英国之前或之后有着糟糕的经历。或许他们经历了战争，或许父母一方亡故，或许他们失去了家园，或许他们经济拮据。这些经历会引起情绪上的问题，从而影响学习。对此，孩子们可能会需要帮助，但是如果认为他们母语有问题，那就错了。事实上，如果学生可以在学校使用一些自己的母语，结果会更好，因为这样会使学生对学校和自己的母语产生一种积极的情绪。



a problem. In fact, if students can do some things at school in their first language, the results can be better. In this way, students feel positive about both school and their language.

(318 words)

### Notes

**Newbury Park Primary** 纽伯里公园小学。位于英国伦敦，接收4至11岁学生，校内英语为非母语的学生比例高达80%。

## Reading Comprehension

### I. Complete the answers with the information from the text.

- How many languages do students at Newbury Park Primary speak?  
\_\_\_\_\_.
- What are the other three languages students at Newbury Park Primary have learned in January and February?  
\_\_\_\_\_.
- Why do some people in the UK worry about children speaking different languages at home and school?  
They think it \_\_\_\_\_ at school.
- What bad experiences children moving to the UK from a different country may have had?  
Maybe they \_\_\_\_\_, or a parent died, or they \_\_\_\_\_, or they had little money.
- How will bad experiences affect children?  
These experiences can \_\_\_\_\_.

### II. Complete the table below with the information from the text.

<b>Focus</b>	In the UK, many children speak a <sup>1</sup> _____ other than English at home.
<b>Negative Opinions</b>	<ul style="list-style-type: none"> <li>It is more difficult for the <sup>2</sup> _____.</li> <li>Children cannot learn other subjects well because they do not speak <sup>3</sup> _____ well.</li> </ul>
<b>Positive Opinions</b>	<ul style="list-style-type: none"> <li><sup>4</sup> _____ of the world's population is bilingual.</li> <li>Children who are bilingual at home and school are more flexible, more <sup>5</sup> _____, better at solving problems, more sensitive towards other children and get <sup>6</sup> _____ grades at school.</li> <li>If students can do some things at school in their first language, they feel <sup>7</sup> _____ about both school and their language.</li> </ul>

# Language Points

## Paragraph 2

### 1. *primary school* 小学

*e.g.* I started primary school when I was 7 years old. 我7岁开始读小学。

*secondary school* 中等学校，中学

*college* 学院；高等专科学校

*university* 大学

### 2. *film vt.* 拍摄（影片）

*e.g.* He managed to film the novel. 他成功地将这部小说拍成了电影。

*film n.* 电影

*e.g.* Have you seen any good films recently? 你最近看过什么好电影吗？

### 3. *other than* 除了……以外

*e.g.* There is nobody here other than me. 这里除了我以外没有别人。

辨析：*other than*, *except for*, *besides*

*other than* 相当于 *except*，强调从总体中除去。

*e.g.* There is nothing we can do other than wait. 除了等待，我们什么都做不了。

*except for* 强调对整体中局部的否定，或非同类之间的比较。

*e.g.* The street is empty except for a few cars. 除了几辆车之外，这条街空空荡荡。

*besides* 强调“除了……以外，还有”。

*e.g.* Five of us went to the ocean park besides John. 除了约翰之外，我们五个人也去了海洋公园。

## Paragraph 4

### 4. *normally ad.* 通常

*e.g.* The lecture normally lasts about two hours. 这个讲座通常持续约两个小时。

*normal a.* 正常的，平常的

*e.g.* It was just a normal day for him. 对他来说，这只不过是平常的一天。

## Paragraph 5

### 5. *emotional a.* 情感上的

*e.g.* Students must learn to deal with emotional difficulty in their daily life. 学生必须学会如何应对日常生活中的情感难题。

### 6. *positive a.* 积极的

反义词：*negative a.* 消极的

*e.g.* We should be more positive about our work. 我们应该更积极地对待我们的工作。

*e.g.* Her negative attitude really made me angry. 她的消极态度令我很恼火。

## Key to Exercises

### Reading Comprehension

#### I

##### Key

1. Over 40
2. Chinese, Japanese, Turkish
3. causes problems
4. saw a war, lost their home
5. cause emotional problems and make learning difficult

#### II

##### Key

- |             |             |
|-------------|-------------|
| 1. language | 2. teachers |
| 3. English  | 4. 70%      |
| 5. creative | 6. higher   |
| 7. positive |             |

# 3 Listening & Speaking



## 1 I'm a Student

### Warming Up

Tick (✓) the questions that have the closest meaning to the ones on the left.

1. What do you do?	<input type="checkbox"/> What are you doing? <input type="checkbox"/> Who are you? <input type="checkbox"/> Where do you work?
2. What're you studying?	<input type="checkbox"/> What do you do for your study? <input type="checkbox"/> What's your major (主修科目)? <input type="checkbox"/> What are you trying to do?
3. What year are you in?	<input type="checkbox"/> What grade are you in? <input type="checkbox"/> When do you go to college? <input type="checkbox"/> How old are you?
4. How's the course going?	<input type="checkbox"/> How's your college life going? <input type="checkbox"/> How do you like your course? <input type="checkbox"/> What's the course?

### Listening

I. Listen to four questions. Choose a proper response for each question you hear. Each question will be spoken twice.

- A. I'm a student.  
 B. I'm doing my homework.  
 C. I like doing shopping.  
 D. I often do some sports after school.
- A. I work really hard.  
 B. Engineering.  
 C. I study at university (大学).  
 D. I'm doing my Maths homework.



# Listening & Speaking

## ① I'm a Student

### Warming Up

#### Steps

Step 1: 引导学生完成练习题，核对答案。

Step 2: 文化知识扩充

一般情况下，美国大学的课程分为三种：通识课（general education），选修课（selective course）以及必修课（compulsory course）。专业课也分为先修课（prerequisite course）、导论课（intro course）和核心课（core course）。

#### Key

1. Where do you work?
2. What's your major?
3. What grade are you in?
4. How do you like your course?

### Listening

如学生听力水平较差，可让学生预读所有选项，画出关键词。也可让学生提前预测答案，然后播放听力材料，比一比哪位同学预测的正确率最高。这样做可以调动学生课堂参与积极性，提高学生的专注力。

在做听力练习III之前，可给学生讲授一下note-taking 的技巧，用此部分训练学生捕捉关键词或具体信息的能力（listening for specific information）。

#### Script

##### I

1. Q: What do you do?
2. Q: What are you studying?
3. Q: What year are you in?
4. Q: How's the course going?

#### Key

1. A    2. B    3. D    4. D

3. A. I'm 17 years old.  
C. I'm in my twenties.
4. A. I'm studying Marketing.  
C. I'm a college student.
- B. In 2011.  
D. My third.
- B. I work hard on it.  
D. OK, but it's difficult.

**II. Listen to three conversations. Choose the best answer for each question below. Each conversation will be spoken twice.**

**Conversation 1**

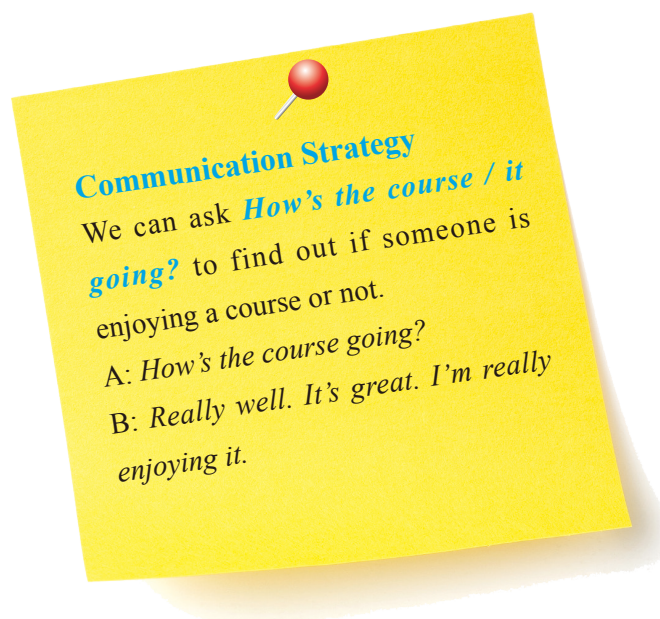
1. How does the man like his course?
- A. He thinks it's great.  
B. He thinks it's easy.  
C. He does not enjoy it.  
D. It's his favourite course.

**Conversation 2**

2. What does the man do?
- A. He is a teacher.  
B. He is a senior high school student.  
C. He is a university student.  
D. He is a geographer (地理学家).
3. Does the man like Geography?
- A. Yes, he likes it very much.  
B. Yes, he likes it although it's a little boring.  
C. No, he thinks it's too difficult.  
D. No, he thinks it's quite boring.

**Conversation 3**

4. What will happen to the woman next year?
- A. She will have good luck with her course.  
B. She will finish her study at university.  
C. She will take a difficult course.  
D. She will have to do a lot of work.
5. What's the possible relationship (关系) between the two speakers?
- A. Close friends.  
B. Classmates.  
C. Mother and son.  
D. People who have just known each other.



## II

### Conversation 1

W: So what do you do, Mike?

M: I'm a student.

W: Oh, OK. What're you studying?

M: I'm doing a degree in Marketing.

W: Right. And what year are you in?

M: My first. I only started this year.

W: How's the course going?

M: Really well. It's great. I'm really enjoying it.

### Conversation 2

W: So what do you do, Tom? Are you working?

M: I'm a student at university.

W: Oh, right. What're you studying?

M: Geography.

W: Really? What year are you in?

M: My second.

W: And how's it going?

M: Not very well. It's quite boring!

### Conversation 3

M: What do you do? Are you working?

W: No, I'm not, actually.

M: Oh, then, what're you studying?

W: Engineering.

M: Wow! OK. What year are you in?

W: My third. I finish next year.

M: And how's it going?

W: OK, but it's quite difficult. It's a lot of work!

M: I'm sure. Well, good luck with it.

#### Key

1. A    2. C    3. D    4. B    5. D



- III. Listen to the three conversations again. Complete the table below. Each conversation will be spoken only once.

	Subject	Year	How is it going?
Conversation 1	Marketing	1st	Really <sup>1</sup> _____.
Conversation 2	Geography	<sup>2</sup> _____	<sup>3</sup> _____ very well.
Conversation 3	Engineering	<sup>4</sup> _____	OK, but it's quite <sup>5</sup> _____.

## Developing Conversations *How's the course going?*

- I. Match questions 1—4 with answers a—d.

Questions	Answers
_____ 1. What do you do?	a. My first.
_____ 2. What're you studying?	b. I'm a student.
_____ 3. What year are you in?	c. I'm studying Marketing.
_____ 4. How's the course going?	d. Really well. I'm really enjoying it.

- II. Work in pairs. Talk about your studies, using the questions in Exercise I.



### III

#### Key

- |         |              |        |
|---------|--------------|--------|
| 1. well | 2. 2nd       | 3. Not |
| 4. 3rd  | 5. difficult |        |

### Developing Conversations

#### I

学生两人一组，完成练习，并轮流朗读questions 和answers。

#### Key

- |      |      |      |      |
|------|------|------|------|
| 1. b | 2. c | 3. a | 4. d |
|------|------|------|------|

### II

#### Steps

Step 1: 教师给出示范对话。

#### Example

A: So what do you do, Jack?

B: I am a student at university.

A: What are you studying?

B: Geography.

A: What year are you in?

B: My second.

A: How is your course going?

B: It's great. I am really enjoying it.

Step 2: 把学生分成两人一组写对话，  
并做角色扮演。邀请几组学生  
做课堂示范。

## ② Plans After Graduation

### Warming Up

Put the events below in order, starting with the one that happens first.

1. doing a Master's (攻读硕士学位)
2. entering a university
3. graduating from university
4. taking a year off before university
5. in the third year of university

Order: ----



### Listening

I. Listen to a conversation. Decide whether the following statements are True (T) or False (F). The conversation will be spoken twice.

- ( ) 1. The man's father thinks that he does well in school.
- ( ) 2. History is quite boring for the man.
- ( ) 3. The man will graduate in about two years.
- ( ) 4. The man plans to take one year off before university.
- ( ) 5. The man's father supports his plan.
- ( ) 6. The man's father hopes that he can study Business.

II. Listen to a conversation. Choose the best answer for each question below. The conversation will be spoken twice.

1. How does the man feel about Pure Mathematics (纯数学)?
  - A. He doesn't like it at all.
  - B. He thinks it is boring.
  - C. He thinks it is difficult, but he likes it very much.
  - D. He thinks it is easy and he is losing interest in it.
2. What's the most difficult thing for the man?
  - A. The College English course.
  - B. Doing the whole degree (学位) in English.
  - C. Not getting enough support from the teachers.
  - D. The final exams.
3. What's good about the man's study?
  - A. His teachers are very strict.
  - B. He is talented (有天赋的) in it.

## ② Plans After Graduation

### Warming Up

#### Steps

Step 1: 学生完成练习。

Step 2: 文化知识补充。

Take a year off before University:  
to take a gap year

gap year (间隔年) 指学生决定上大学之前, 或者毕业工作之前拿出一年时间去旅游, 或做志愿者的工作, 以体验与自己生活的社会环境不同的生活方式, 学习生存技能, 增进自我了解, 从而更好地融入社会。

#### Key

4—2—5—3—1

### Listening

#### I

#### Script

W: So how's school, Jack? Your father told me you're doing well.

M: It's OK, I suppose.

W: Yeah? What're your favourite subjects?

M: Art. And history's OK as well.

W: And what year are you in now?

M: Year Nine.

W: So how long have you got left?

M: Two more years.

W: What are you going to do when you finish?  
Have you got any plans?

M: Well, if I can save enough money between now and then, I'll try and take a year off. Dad doesn't want me to, though.

W: No?

M: No, he just wants me to stay in the system and go straight to university and study

Business or something and graduate and become just like him.

W: Yeah, well. He's probably just worried about you.

M: Yeah, right. Whatever!

#### Key

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

#### II

#### Script

W: So what course are you doing, Peter?

M: Pure Mathematics.

W: Wow! OK. That sounds hard.

M: Yeah, it can be, but I'm really enjoying it.

To be honest, the most difficult thing for me is doing the whole degree in English, but my teachers are great. Everybody has been very supportive.

W: What year are you in?

M: My third, unfortunately. I've got my finals next April! And I'll graduate next June.

W: Oh, OK. Well, good luck!

M: Thanks!

W: What're you going to do after you graduate? Any plans?

M: Well, if I get the grades I want, I'll probably do a Master's somewhere.

W: Oh, OK. What in? The same subject?

M: Maybe. I'm not sure. I'm thinking of doing something else, actually.

W: Oh, right. Have you applied anywhere yet?

M: No, I haven't, actually—not yet. But I probably should!

#### Key

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

- C. His parents are very kind.  
 D. The teachers are great and everyone around him is very helpful.
4. When will the man graduate from university?  
 A. Next April. B. Next June.  
 C. This April. D. In three years.
5. What's the man's plan after graduation?  
 A. To be a Maths teacher. B. To start his own company.  
 C. To do a Master's degree. D. To apply for a job somewhere else.

## Developing Conversations *Talking about plans*

### I. Match the sentence halves in the table below.

1. If I need money when I am a student, I will _____	a. try to find a job in my home town.
2. When I finish school, I will _____	b. get into my first-choice university.
3. If I don't get the grades I want, I won't _____	c. work part-time.
4. After I save enough money, I'll _____	d. travel around the world.

### II. Work in pairs and talk about your plans. You can refer to the information in Exercise I.

#### Example

A: What are you going to do when you finish school? Any plans?

B: Well, I'm thinking of going abroad. What about you?

A: I'll probably go back to my home town and find a job there.

You can use the questions and answers in the box below.

#### Questions

What are you going to do when / after / if you ...?

Have you got any plans?

Any plans?

## Developing Conversations

### I

学生独立完成练习，教师核对答案。

#### Key

1. c    2. a    3. b    4. d

### II

给学生时间熟悉提问和回答计划的几种句型，示范课文对话。学生两人一组做对话，并邀请学生做课堂示范。



## Answers

I'll ...

I'll probably ...

I'm thinking of ...

## 3 School Systems

### Warming Up

Add the words in the box below to the groups of phrases they go with.

homework

college

textbook

approach

break

lesson

1. have six ~s every day / take piano ~s
2. a ~ student / go to ~
3. have a ~ / a coffee ~
4. have a good ~ to learning / take a traditional ~
5. buy a ~ / read a story from the ~
6. do one's ~ / finish your ~

---

---

---

---

---

---



### ③ School Systems

#### Warming Up

##### Steps

Step 1: 学生完成练习，教师核对答案。

Step 2: 解释题词。coffee break: take a break to have some coffee, 类似的词语还有bathroom break或者tea break。

##### Key

- |             |             |             |
|-------------|-------------|-------------|
| 1. lesson   | 2. college  | 3. break    |
| 4. approach | 5. textbook | 6. homework |

## Listening

- I. Listen to a conversation. Put the following questions in the order the man asks them. The first one is done for you. The conversation will be spoken twice.

- \_\_\_\_\_ a. How long each day do you study at school?  
\_\_\_\_\_ b. When can you leave school?  
\_\_\_\_\_ c. When does the school day begin?  
\_\_\_\_\_ I \_\_\_\_\_ d. What age do you start school?  
\_\_\_\_\_ e. How many breaks do you get?

- II. Listen to the conversation again. Match each number or number expression with a question in Exercise I. The first one is done for you. The conversation will be spoken only once.

- \_\_\_\_\_ d \_\_\_\_\_ 1. seven  
\_\_\_\_\_ 2. 16 or 18  
\_\_\_\_\_ 3. half past eight  
\_\_\_\_\_ 4. six or seven  
\_\_\_\_\_ 5. five

- III. Listen to a passage. Fill in the blanks with what you hear. The passage will be read three times.

In primary school in England students have the same teacher all day, but in Spain we change  
<sup>1</sup> \_\_\_\_\_. And they are generally more traditional in their approach, while in England students  
don't use <sup>2</sup> \_\_\_\_\_ much and do more group work. And we have lots of homework — maybe an  
hour or more each night! But primary school students in England hardly have <sup>3</sup> \_\_\_\_\_ homework.  
As for secondary school (中学), students in England have five years of secondary school, but in Spain  
there are only <sup>4</sup> \_\_\_\_\_. The best part of secondary school in Spain is that we get almost three  
months off in the summer, while in England my friends only get six weeks' summer <sup>5</sup> \_\_\_\_\_.

## Discussion

Work in groups. Discuss the following questions.

1. What's the school system in China like?
2. What part of the school system do you like in China?
3. What part of the school system in China do you dislike?

## Listening

### I & II

#### Script

M: What age do you start school?

W: Seven.

M: And when can you leave school?

W: At 16 if you want to. You can then get a job or go to a special college to learn a trade, but lots of people stay until 18.

M: And when does the school day begin?

W: We start at half past eight in the morning.

M: And how long each day do you study at school?

W: We usually have six, sometimes seven lessons a day. Each class lasts 45 minutes.

M: How many breaks do you get?

W: Five, between the six lessons. They last between 15 and 25 minutes.

### I

#### Key

4 2 3 1 5

### II

#### Key

d b c a e

### III

#### Script

In primary school in England students have the same teachers all day, but in Spain we change teachers. And they are generally more traditional in their approach, while in England students don't use textbooks much and do more group work. And we have lots of homework—maybe an hour or more each night! But primary school students in England hardly have any homework. As for secondary school, students in England have five years of secondary school, but in Spain there are only four. The best part of secondary school in Spain is that we get almost three months off in the summer, while in England my friends only get six weeks' summer holiday.

### III

#### Key

1. teachers 2. textbooks 3. any  
4. four 5. holiday

*Li Ming is thinking of studying abroad after finishing senior high school. He has found some information about a college named Banville.*

## Welcome to Banville College

Banville College in Tapstow, North London, is a day school for young men and women aged 18 to 22. Banville aims to provide a great environment for students to develop themselves.

The school opened in 1786 and has been on the same site for over 200 years. The school has excellent modern facilities. These include a new gym, a modern computer room and Internet access in every classroom.

The teachers work hard to make sure that all students achieve their best. The school offers courses on IT, Engineering, Marketing, and so on, and focuses on developing students' learning skills and practical skills.

There is an outstanding musical tradition at the school and our students perform in more than ten school concerts every year.

Banville is 12 miles away from central London. It has excellent public transport connections: Tapstow railway station is a five-minute walk away and several buses stop outside the school.





# Practical Reading

建议教师用这篇文章来做快速阅读，练习学生快速查找信息的能力（to develop reading skills for general and detailed information）。

## Steps

- Step 1: 简单讲授快速阅读技巧，如关键词和数字的查找等。
- Step 2: 学生先阅读练习题。
- Step 3: 阅读课文，完成填空。比一比哪位同学做得又快又好。

## Reading Tips

### 学校简介

学校简介类文章通常包括学校地点、学校性质、办学目标、学校历史、教学设施、师资力量、课程与专业设置、教学特色与传统、周边交通与设施等内容。此类文章以介绍事实为特点，句型结构以陈述句为主，语言表述清晰、完整。

建议教师核对答案后对课文词汇和句型做简单的讲解，帮助学生学习更多有关教育、学校生活的词汇，如：day school, Banville aims to provide a great environment for students to develop themselves. The school offers courses on ... It has excellent public transport connections ...等。

**I. Complete the table below with the information from the text.**

<b>School Name</b>	<sup>1</sup> _____
<b>Location</b>	Tapstow, North London
<b>Aim</b>	Providing <sup>2</sup> _____ for students to develop themselves
<b>Year of Founding</b>	1786
<b>Teachers</b>	Working hard to make sure that all students achieve <sup>3</sup> _____
<b>Focus of Teaching</b>	Developing students' learning skills and <sup>4</sup> _____
<b>Tradition</b>	Music
<b>Transport</b>	A <sup>5</sup> _____ station and several bus stops

**II. Complete the answer to each question below.**

- How old are the students studying in Banville College?  
They are \_\_\_\_\_.
- How long has Banville College been on the same site?  
Over \_\_\_\_\_.
- What modern facilities can the school provide for the students?  
A new gym, a modern \_\_\_\_\_ and Internet access in every classroom.
- What courses are offered in Banville College?  
\_\_\_\_\_, Engineering, \_\_\_\_\_, and so on.
- How far is Banville from central London?  
\_\_\_\_\_ miles.



## I

### Key

1. Banville College
2. a great environment
3. their best
4. practical skills
5. railway

## II

### Key

- |                  |                  |
|------------------|------------------|
| 1. 18 to 22      | 2. 200 years     |
| 2. computer room | 4. IT, Marketing |
| 5. 12            |                  |

*Li Ming downloads an application form of Banville College and is filling it out.*

Complete the application form with the given information.

Li	Male	liming@yahoo.com	Marketing	Playing the piano	July 8, 2019
Nanjing	Room 401, Building 5, 113 Changjiang Road, Nanjing, Jiangsu, China, 210000				

Application Form of Banville College			
Name	Family Name		
	Given Name	Ming	
Nationality	Chinese		
Gender			
Date of Birth	Sept. 14, 2000		
Place of Birth			
Contact Information	Tel. / Mobile	86-25-66357899	
	E-mail		
Home Address			
Senior High School	Jinling Senior High School		
Major I Apply for			
Hobbies & Interests			
I hereby affirm that: all information and materials provided here are true and correct.			
Applicant's Signature: <u>Li Ming</u>			
Date: _____			

# Practical Writing

## Writing Tips

### 申 请 表

英文申请表通常需要填写姓名、国籍、性别、出生时间/地点、联系方式等内容。所以首先要了解这些项目的英文表达方式，如：

姓氏：family name / last name

名字：given name / first name

国籍：nationality

性别：gender

出生时间 / 地点：date / place of birth

联系方式：contact information

填写姓名时，注意“姓”与“名”通常使用汉语拼音填写。填写时需将“姓”与“名”的开头字母大写，或者大写全部的字母。

填写国籍时，如为“中国人”，应填Chinese，而不是填China。

填写性别时，通常用Male / Female，而不用Man / Woman。

填写出生时间及填表日期时，注意日期的表达顺序为：“日月年”或“月日年”。

填写地址时，注意地址的表达顺序为：XX室，XX楼，XX号，XX路/街，XX市，XX省，邮政编码。

通常，表格上还会有填写要求、填写申明等说明性文字，亦需填表者仔细阅读。如教材表中 I hereby affirm that: all information and materials provided here are true and correct. 即为表示所填内容真实性的申明。

表格的最后部分为签名和填写日期。签名通常要求手写，并与表格中所填姓名的形式一致。日期为填表日期，必须与表格中其他日期的填写顺序一致。

#### Key

Li

Male

Nanjing

liming@yahoo.com,

Room 401, Building 5, 113 Changjiang Road, Nanjing, Jiangsu, China, 210000

Marketing

Playing the piano

July 8, 2019



## Have You Received My Application Form?

*A month later, in order to make sure that Banville College has received the application form, Li Ming makes a telephone call to the college.*

**Work in pairs. Complete the conversation below and then role-play it. You may use the information from Practical Reading and Practical Writing.**

**Banville:** Hello, Banville College.

**Li :** Hello, this is Li Ming calling from China.

**Banville:** Hello, Li Ming. How can I <sup>1</sup> \_\_\_\_\_ you?

**Li :** Well, I sent an <sup>2</sup> \_\_\_\_\_ form to you on July 8. I'd like to know if you have received it.

**Banville:** OK. Our school is in <sup>3</sup> \_\_\_\_\_, London. Did you get the address correct?

**Li :** Yes. I sent it to the address provided on your website.

**Banville:** OK, let me check it out. What's your <sup>4</sup> \_\_\_\_\_ name?

**Li :** Li, that's L-I.

**Banville:** And your <sup>5</sup> \_\_\_\_\_ name?

**Li :** Ming. M-I-N-G.

**Banville:** Which major are you applying for?

**Li :** <sup>6</sup> \_\_\_\_\_.

**Banville:** Yes, here it is. Are you Li Ming from Jinling Senior High School?

**Li :** Yes, that's me.

**Banville:** So we've received your application form and will inform you of the result before the end of October. <sup>7</sup> \_\_\_\_\_ luck!

**Li :** Thank you. Goodbye.

**Banville:** You're welcome. Goodbye.



# Practical Speaking

## Steps

Step 1: 学生完成练习，两位同学一组分角色朗读。

Step 2: 如有足够时间，建议让学生做翻译练习，学习对话中的句型和词汇。

## Key

- |                  |                  |
|------------------|------------------|
| 1. help          | 2. application   |
| 3. Tapstow       | 4. last / family |
| 5. first / given | 6. Marketing     |
| 7. Good          |                  |

# Unit 2

## Food and Eating



**In this unit, you will learn how to:**

- talk about food and eating
- write an invitation letter
- use subject-verb agreement

# Unit 2

## Food and Eating

### 单元设计思路

#### Vocational Activities & Language Skills

Vocational Activities	Identifying Different Food Types	Learning About Food Protection	Understanding Dietary Habits	Ordering Food at Restaurants	Understanding Restaurant Coupons	Practising Inviting Someone to Dinner	Learning to Write an Invitation
Language Skills	Speaking	Reading	Reading	Listening	Reading	Speaking	Writing
Unit Parts	Lead-in	Text A	Text B	Listening & Speaking	Practical Reading	Practice Speaking	Practical Writing

### 设计思路说明

1. 识别食物种类：引导学生根据课本内容图片辨别不同的食物种类，谈论对食物的喜好（**Lead-in**）；
2. 学习食物保护措施：引导学生了解意大利和日本对食物的保护措施，学习与之相关的英语表达（**Text A**）；
3. 了解饮食习惯：引导学生学习不同国家的饮食习惯，探求食物与文化的渊源（**Text B**）；
4. 学习点餐技巧：通过听说练习，让学生学会有关看菜单、接单、点餐、讨论等的英语表达和技能（**Listening&Speaking**）；
5. 从餐厅赠券上获得信息：通过阅读餐厅给出的三种不同的赠券，获得打折信息（**Practical Reading**）；
6. 商定就餐地点和时间：指导学生如何确定用餐地点和时间（**Practical Speaking**）；
7. 书写用餐邀请函：指导学生写用餐邀请函，邀请客人进餐（**Practical Writing**）。

# 1

## Lead-in

### I. Match the food names with the pictures.

a. fast food

b. Japanese food

c. Chinese food

d. Italian food

e. seafood



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_

### II. Work in pairs. Tell your partner what kind of food you like and what you dislike.

#### Example

A: What kind of food do you like?

B: I really enjoy seafood.

A: What kind of food do you dislike?

B: I'm afraid I dislike fast food.

When we say what we like, we often use:

*I think ...*

*I really enjoy ...*

*I really go for ...*

When we say what we dislike, we often use:

*I'm afraid I dislike ...*

*I don't care for ...*

*I hate ...*



# Lead-in

I

**Objective:** Ss can identify different styles of food.

## Steps

- Step 1: 鼓励学生看图片写下每种食物的名字 (hamburg, jiaozi, pizza, sushi)。
- Step 2: 引导学生将食物和图片相匹配。
- Step 3: 教师核对答案。

## Key

1. a    2. e    3. c    4. d    5. b

## Option

对英语水平高的班级，教师可要求学生四人一组，分别查阅hamburg, jiaozi, pizza, sushi这四种食物的起源，探求食物与文化的渊源。

## 锁链练习法 (Chain Drill)

学生按列或者排分组，一排或者一列为一组，前面的同学提问，后面的同学回答，S1→S2→S3→S4 ……，以此类推。

S1→S2: What kind of food do you like, and what kind of food do you dislike?

S2: I really go for fast food, but I hate seafood.

S2→S3: What kind of food do you like and what kind of food you dislike?

S3: I like Chinese food, but I don't care for Japanese food.

S3→S4: ...

II

**Objective:** Ss can talk about likes and dislikes.

## Steps

- Step 1: 指出表达“喜欢”“不喜欢”可用like, dislike, hate等不同的词汇。举例说明go for和care for的用法。
- Step 2: 示范课本给出的对话，并要求两位学生分角色朗读对话。
- Step 3: 让学生用I think ..., I really enjoy ..., I really go for ..., I am afraid I dislike ..., I don't care for ..., I hate ...六种句型分别替换示范对话中表达喜好的词汇。
- Step 4: 用锁链练习法 (Chain Drill) 进一步巩固学生对六种句型的灵活运用。
- Step 5: 教师针对学生表现给出反馈。

## Option

此练习适合各个级别的学生。如学生英语处于初级或者预备中级水平，给学生更多时间熟读，或者要求学生提前把句子写下来。对于英语水平较高的班级，则可采用竞赛的形式增加练习的趣味性。变换使用六种句型频率最高并在最短时间内完成练习的组获胜。



## Text A

*When you are dissatisfied with food in a restaurant, what do you do? Do you complain about it or just carry on eating?*



## Food and Culture

<sup>1</sup> Once in Italy, I witnessed an argument between a waiter and a customer. It was clear that something was wrong with the fish. From where I was sitting, there was nothing serious, but the customer was waving his arms around. As an Englishman, I found it kind of shocking. When I am dissatisfied with food in a restaurant, I wouldn't make a scene. Instead, I'd carry on eating the awful food, and leave without saying anything. But in this case, the man had the chef and a policeman come, and the two started to inspect the fish.

<sup>2</sup> According to an Italian friend I spoke to, the customer had probably ordered a certain fish, but believed the waiter had brought him a cheaper kind. This kind of thing happens in Britain as well. The difference with Italy is that this customer obviously noticed, while the British don't — or else they just don't want to make a scene!



<sup>3</sup> The Italians, it seems, take such things rather more seriously. For example, they've trained twenty policemen as tasters to help fight against fake extra virgin olive oil. They can taste the differences between those oils produced in Italy and ones produced abroad. Italy has also passed a law which establishes the official method, shape and size of pizza.

<sup>4</sup> The Italians are not the only ones trying to protect their food culture. The Japanese have done something similar. They want to make sure that chefs abroad are serving genuine Japanese food rather than an odd mix of foods from Asian countries.

<sup>5</sup> As the oldest carrier of culture, food plays an important role in globalization. Maybe no one can stop the combination of foods from different nations. The Italian and Japanese people are just politely reminding the others not to confuse "kind of Italian" or "Japanese-ish food" with the real thing.

(306 words)

# Reading

## Text A

### Background Information

#### 1. Extra Virgin Olive Oil 特级初榨橄榄油

特级初榨橄榄油是用橄榄鲜果在24小时内压榨出来的纯天然果汁经油水分离制成的，采用纯物理低温的压榨方法，未添加任何防腐剂和添加剂成份。

#### 2. 意大利、日本、英国美食大比拼

意大利美食高贵典雅，浓重朴实，有“西餐烹调艺术之母”之称。意大利饮食文化历史悠久、菜系丰富、口味繁多，不同地区都有自己的特色美食。除了比萨饼和意大利面，意大利的海鲜、咖啡、甜品、手工冰淇淋、火腿和奶酪都闻名遐迩。

日本料理极其讲究形与色，极工盛器，配合食物，造型美轮美奂。例如，寿司是日本人常吃的食物，用掺醋的米饭加渍物或刺身，用海苔或紫菜卷成。“寿司之神”小野二郎代表日本传统料理追求精益求精的“工匠精神”。

与意大利和日本相比，英国菜则乏善可陈，被很多人称为“黑暗料理”。有一则笑话说：“世界上哪三本书最薄？英国菜谱、美国历史和德国笑话。”徐志摩曾评价说：“英国最好吃的菜就是外国菜。”

### Translation

当你在饭店吃饭对食物不满意时，你会怎么做呢？进行投诉还是继续吃？

### 食物与文化

有一次在意大利，我目睹了一位餐厅服务员和一位顾客之间的争吵。很明显，这鱼有问题。从我坐的地方来观察，并没什么严重的事，但是那位顾客一直在挥动着胳膊。作为一个英国人，我对此感到有些震惊。当我在餐厅对食物不满时，我不会大吵大闹。相反，我会继续吃着难吃的食物，然后一声不吭地离开。但是这次，这个人叫来了厨师和警察，他们二人正要开始检查那条鱼。

据一位意大利朋友说，那位顾客很可能是点了某种鱼，但是觉得服务员给他端来的是另一种廉价的鱼。这样的事在英国也会发生。差别在于，在意大利这位顾客显然是注意到了，而英国人就不会注意到——也许他们只是不想在大庭广众之下吵闹罢了。

似乎意大利人把这样的事情看得更加严肃。例如，意大利训练了20名警察作为试味专家来帮助打击假冒的特级初榨橄榄油。他们可以品尝出意大利产和国外生产的油之间的差别。意大利还通过了一项法律，为比萨饼的制作方法、形状和大小制定了官方标准。

并不是只有意大利人在努力保护自己的饮食文化。日本也已经有类似的做法。他们希望能够确保在海外的大厨们可以做出地道的日本食物，而不是做出由亚洲其他国家的食物组成的奇怪混合物。

作为文化最古老的载体，食物在全球化中扮演着重要角色。或许，任何人都无法阻止不同国家食物的融合。意大利人和日本人只是在礼貌地提醒别人不要将“意大利风味”或“日本式食物”与真正的当地美食相混淆。

## New Words

- ★ **witness** /'wɪtnɪs/ *v.* 目击
- argument** /'ɑːɡjʊmənt/ *n.* 争辩
- customer** /'kʌstəmə/ *n.* 顾客
- ★ **shocking** /'ʃɒkɪŋ/ *a.* 令人震惊的
- dissatisfied** /dɪ'sætɪsfɑɪd/ *a.* 不满意的
- scene** /siːn/ *n.* (在公开场合的) 争吵
- ★ **awful** /'ɔːfəl/ *a.* 糟糕的
- case** /keɪs/ *n.* 事例
- ▲ **chef** /ʃef/ *n.* 厨师
- inspect** /ɪn'spekt/ *v.* 仔细检查
- Italian** /ɪ'tæliən/ *a.* 意大利的  
*n.* 意大利人
- difference** /'dɪfərəns/ *n.* 差异, 不同
- notice** /'nəʊtɪs/ *v.* 注意到
- British** /'brɪtɪʃ/ *n.* 英国人
- taster** /'teɪstə/ *n.* 试味专家
- ▲ **fake** /feɪk/ *a.* 仿造的, 假的
- ▲ **extra virgin olive oil**  
/ˈekstrə ˌvɜːdʒɪn ˈɒlɪv ˌɔɪl/ 特级初榨橄榄油
- taste** /teɪst/ *v.* 品尝
- abroad** /ə'brɔːd/ *ad.* 在国外
- law** /lɔː/ *n.* 法律
- establish** /ɪ'stæblɪʃ/ *v.* 确立
- official** /ə'fɪʃəl/ *a.* 官方认可的
- method** /'meθəd/ *n.* 方法
- ▲ **pizza** /'piːtsə/ *n.* 比萨饼
- culture** /'kʌltʃə/ *n.* 文化
- Japanese** /ˌdʒæpə'niːz/ *n.* 日本人
- similar** /'sɪmələ/ *a.* 相似的
- genuine** /'dʒenjuɪn/ *a.* 真正的
- odd** /ɒd/ *a.* 奇怪的
- mix** /mɪks/ *n.* 混合
- Asian** /'eɪʃən/ *a.* 亚洲的
- ▲ **globalization** /ˌɡləʊbəlaɪ'zeɪʃən/ *n.* 全球化
- ★ **combination** /ˌkɒmbɪ'neɪʃən/ *n.* 混合
- nation** /'neɪʃən/ *n.* 国家, 民族
- politely** /pə'laɪtli/ *ad.* 委婉地
- remind** /rɪ'maɪnd/ *v.* 提醒
- confuse** /kən'fjuːz/ *v.* 混淆

## Phrases and Expressions

- kind of** 有点儿
- be dissatisfied with** 对……不满意
- make a scene** 大吵大闹
- according to** 按……所说
- fight against** 打击, 与……做斗争
- rather than** 而不是
- play a ... role** 起……的作用
- confuse ... with ...** 将……和……混淆

## Proper Names

**Italy** /'ɪtəli/ 意大利

**Britain** /'brɪtn/ 英国

## Reading Comprehension

I. Complete the following sentences with the words in the box below.

British

Italians

Japanese

1. The \_\_\_\_\_ will make a serious complaint to the restaurant, even to the police, if they think something is wrong with the food they order.

# Language Points

## Paragraph 1

### 1. *argument* n. 争辩

e.g. They were having an argument about who was going to attend the meeting. 他们在争论谁去开会的问题。

*argue* vi. 争辩, 争吵

e.g. We argued with the waiter about the price of the meal. 我们跟服务员争执那顿饭的价钱。

### 2. *It was clear that something was wrong with the fish.*

It is + a. + that ... 结构中, it做形式主语, that引导的从句是真正的主语。本句译文: 很明显, 这鱼有问题。

e.g. It is true that he lost the game. 的确, 他输掉了比赛。

### 3. ... *I found it kind of shocking.*

find + n. / pron. + a. 结构中, 形容词接在宾语之后, 进一步说明宾语的特征。本句译文: 我对此感到有些震惊。常用于此结构的动词还有think, consider等。

e.g. I thought her nice and honest the first time I met her. 我第一次见到她的时候就认为她人很好, 很诚实。

### 4. *kind of* 有点儿

e.g. I'm kind of glad that he didn't come. 他没来, 我倒是有点儿高兴。

近义词组: *sort of*

### 5. *scene* n. (在公开场合的) 争吵

*make a scene* 大吵大闹

e.g. She made a scene when I criticized her. 当我批评她的时候, 她大吵大闹。

*scene* n. 景色, 景象

e.g. Standing by the ship's rail, I looked upon the beauty of the scene. 我站在船栏边, 观赏着这一幕美丽的景色。

### 6. *case* n. 事例

e.g. It is a clear case of murder. 这显然是一起谋杀。

*in any case* 无论如何, 不管怎样

e.g. He stays calm in any case. 他在任何情况下都保持冷静。

*in case* 如果, 万一

e.g. Take an umbrella in case it rains. 带把伞, 以防下雨。

### 7. *inspect* vt. 仔细检查

e.g. The owner is inspecting the damage of the car. 车主在仔细查看车辆的损坏情况。

*inspection* n. 检查, 调查

### 8. *The man had the chef and a policeman come, ...*

have + sb. + do sth. 让某人做某事, 表示动作的全过程。

*Paraphrase:* The man asked the chef and the policeman to come ...

e.g. Our teacher often has us clean the meeting room of our school. 老师经常让我们打扫学校的会议室。

## Paragraph 2

### 9. *certain* a. 某种, 某一

e.g. There is a certain charm about that girl. 那个女孩有某种魅力。

*certain* a. 确定的, 肯定的

e.g. She's absolutely certain that she's going to make it one day. 她确信有一天她会出人头地。

### 10. *as well* 也; 一样, 同样地

e.g. UK universities should focus on providing overseas students with English language skills and British culture as well. 英国大学应该把重点放在为海外学生提供英语语言技巧和英国文化上。

e.g. He plays all kinds of instruments and sings as well. 他不但会演奏各种乐器, 还会唱歌。

### 11. *notice* vt. 注意到

e.g. The teacher noticed that some students were bored in class. 老师注意到一些学

2. The \_\_\_\_\_ will not complain too much about the food if they are dissatisfied with it.
3. The \_\_\_\_\_ have policemen to inspect extra virgin olive oil.
4. The \_\_\_\_\_ have a law on the production of pizza.
5. Both the \_\_\_\_\_ and the \_\_\_\_\_ take measures to protect their food culture.

## II. Choose the best answer for each question or statement below.

1. The customer \_\_\_\_\_ in the Italian restaurant.
  - A. complained about the waiter's poor service
  - B. argued with a waiter about the fish he ordered
  - C. fought with a waiter
  - D. had a conflict with a policeman
2. The British will \_\_\_\_\_ if they are dissatisfied with the fish served in a restaurant.
  - A. shout at the chef
  - B. quarrel with the waiter
  - C. complain directly to the boss
  - D. carry on eating the food
3. What do the Italians do to protect the genuine Italian food?
  - A. They train chefs to fight against fake extra virgin olive oil.
  - B. They export Italian extra virgin olive oil to other countries.
  - C. They forbid non-Italians from producing pizza.
  - D. They've passed a law on the making of pizza.
4. The Japanese want to make sure chefs abroad are serving real Japanese food because \_\_\_\_\_.
  - A. the real Japanese food is much better than other foods
  - B. they need a mix of foods from other Asian countries
  - C. they want to imitate (模仿) the Italians
  - D. they are trying to protect their food culture
5. How does food relate to culture?
  - A. The combination of food is important for culture.
  - B. Food is the oldest carrier of culture.
  - C. Food stops the combination of different cultures.
  - D. Food has nothing to do with culture.

## III. Check whether the following statements are True (T) or False (F). Correct the false ones.

- ( ) 1. The writer was shocked by the argument in the Italian restaurant.
- ( ) 2. When the writer is dissatisfied with food in a restaurant, he'll be very angry and make a scene.
- ( ) 3. Some Italian policemen are trained to tell the differences between Italian extra virgin olive oils and those made in other countries.
- ( ) 4. Japanese chefs are expected to mix Japanese food with foods from other countries.
- ( ) 5. The combination of foods from different nations must be stopped.



生在课堂上有些无聊。

**notice n.** 告示；通知

**12. The difference with Italy is that this customer obviously noticed ...**

本句是由that引导的从句做表语，that在从句中不充当任何成分，且不可省略。本句译文：差别在于，在意大利这位顾客显然是注意到了……

**e.g.** My suggestion is that we should stop the experiment at once. 我的建议是，我们应该立即停止这项实验。

**13. or else 或，或者**

**e.g.** You are either a total genius or else you must be absolutely mad. 你要么是个不折不扣的天才，要么是个疯子。

**Paragraph 3**

**14. taster n. 试味专家**

**e.g.** He is a famous wine taster. 他是一名著名的品酒师。

**15. fight against 打击，与……做斗争**

**e.g.** It's the duty of the police to fight against crime. 警察的职责是打击犯罪。

**fight for** 为……而斗争

**e.g.** He is ready to fight for freedom. 他做好了为自由而战的准备。

**16. abroad ad. 在国外**

**e.g.** He often goes abroad on business. 他经常出差到国外。

形近词：**aboard ad. & prep.** 在船、飞机、火车或公共汽车上；上船、飞机、火车或公共汽车

**e.g.** Welcome aboard! 欢迎乘坐！

**Paragraph 4**

**17. The Italians are not the only ones trying to protect their food culture.**

此句中trying to protect their food culture是现在分词短语做定语，置于其所修饰的名词或代词之后。

**Paraphrase:** The Italians are not the only ones who are trying to protect their food culture.

**e.g.** The girl playing in the garden is my

daughter. 那个在花园里玩耍的小女孩是我的女儿。

**18. similar a. 相似的**

**be similar to** 与……相似

**e.g.** My opinions on the matter are similar to Mary's. 我对这件事的见解与玛丽差不多。

**19. rather than 而不是（连接两个平行结构）**

**e.g.** I, rather than you, should do the work. 该做这工作的是我，而不是你。

**Paragraph 5**

**20. remind vt. 提醒**

**remind sb. to do sth.** 提醒某人做某事

**e.g.** Would you please remind me to buy some flowers on my way back home? 能否提醒我回家路上买些花？

**remind sb. of sth.** 使某人回想起（或意识到）某事

**e.g.** This song reminds me of France. 这首歌让我想起了法国。

**Reading Comprehension**

**I**

**Key**

- |             |             |             |
|-------------|-------------|-------------|
| 1. Italians | 2. British  | 3. Italians |
| 4. Italians | 5. Italians | 6. Japanese |

**II**

**Key**

1. B    2. D    3. D    4. D    5. B

**III**

**Key**

1. T
2. F—he'll be very angry and make a scene → he won't make a scene and will carry on eating
3. T
4. F—Japanese chefs are expected to serve genuine Japanese food.
5. F—The combination of foods from different nations cannot be stopped.



## Words and Phrases

### I. Choose the correct prepositions to complete the following sentences.

1. There is an argument \_\_\_\_\_ (between / among) the father and the son.
2. He was dissatisfied \_\_\_\_\_ (with / to) the cheese he bought yesterday.
3. We should fight \_\_\_\_\_ (for / against) pollution.
4. There are many differences \_\_\_\_\_ (in / between) the two dishes.
5. Food and water play an important role \_\_\_\_\_ (in / for) people's lives.

### II. Choose the correct words to complete the following sentences.

1. This is an \_\_\_\_\_ (officer / official) record and no one can change it.
2. The owner of the restaurant is an \_\_\_\_\_ (Italy / Italian).
3. This is really a piece of \_\_\_\_\_ (shocking / shocked) news.
4. Can you tell the \_\_\_\_\_ (different / difference) between Japanese food and Chinese food?
5. You can see an unusual \_\_\_\_\_ (combine / combination) of colours in the picture.

### III. Complete the following sentences with the words or phrases in the box below. Change the form if necessary.

inspect	abroad	rather than	make a scene	odd
similar	kind of	establish	fight against	play a role

1. My sister and I don't have many \_\_\_\_\_ hobbies apart from cooking.
2. If you don't stop \_\_\_\_\_, I'm leaving.
3. A policeman \_\_\_\_\_ the bags of the customer right now.
4. I'm \_\_\_\_\_ happy to hear they won the game.
5. He \_\_\_\_\_ in solving the difficult problem, so we thanked him a lot.
6. Many students in my class want to study \_\_\_\_\_ after graduation.
7. His father \_\_\_\_\_ the family business 30 years ago.
8. Both teachers and students are trying their best to \_\_\_\_\_ cheating in exams.
9. Isn't that \_\_\_\_\_? Jane has never done that before.
10. I think he, \_\_\_\_\_ his brother, made the mistake.

### IV. Translate the following sentences into English with the given words or phrases.

1. 他提醒我不要去那家意大利餐厅。(remind)  
He \_\_\_\_\_ restaurant.
2. 客人对这份比萨的尺寸不满意。(be dissatisfied with)  
The customer \_\_\_\_\_ the pizza.
3. 我不明白他怎么会将日本菜和中国菜弄混。(confuse ... with)  
I can't understand how he \_\_\_\_\_ Chinese ones.

## Words and Phrases

### I

#### Key

- |            |         |            |
|------------|---------|------------|
| 1. between | 2. with | 3. against |
| 4. between | 5. in   |            |

### II

#### Key

- |               |                |             |
|---------------|----------------|-------------|
| 1. official   | 2. Italian     | 3. shocking |
| 4. difference | 5. combination |             |

### III

#### Key

- |                  |                   |
|------------------|-------------------|
| 1. similar       | 2. making a scene |
| 3. is inspecting | 4. kind of        |
| 5. played a role | 6. abroad         |
| 7. established   | 8. fight against  |
| 9. odd           | 10. rather than   |

### IV

#### Key

1. reminded me not to go to the Italian
2. is dissatisfied with the size of
3. confuses Japanese dishes with
4. According to a taster
5. carried on singing that song

4. 据一位试味专家说,这不是真正的橄榄油。(according to)

\_\_\_\_\_, this is not genuine olive oil.

5. 虽然没人在听,但他仍然继续唱着那首歌。(carry on)

He \_\_\_\_\_ although no one was listening.

## Grammar and Structure

### 主谓一致

主谓一致的基本原则是:单数主语用单数动词,复数主语用复数动词。本单元主要讨论主谓一致的几种特殊情况。

① 表示时间、距离、价格、度量衡等的复数名词或短语作为一个整体看待时,谓语动词一般用单数形式。

Fifty years is not a long time. 五十年并不长。

② 以-ics结尾的学科名词做主语时,谓语动词用单数形式。这类词有mathematics(数学), physics(物理学), electronics(经济学)等。

Mathematics seems to be difficult to him. 数学在他看来似乎很难。

③ 以-sh, -ch, 和-ese 等结尾的表示民族和国籍的名词做主语时,谓语动词用复数形式。这类词有the Chinese, the English, the British, the French, the Polish, the Japanese 等。

The Japanese have done something similar. 日本人也做了一些类似的事情。

④ 主语之后用as well as连接了其他名词时,谓语动词与主语的单复数保持一致。

The teacher, as well as the students, likes this painting. 不仅学生,老师也喜欢这幅油画。

⑤ 表示单数含义的代词做主语时,谓语动词用第三人称单数形式。

Something was wrong with the fish. 这鱼有问题。

⑥ 表示复数含义的集合名词做主语时,谓语动词用复数形式,如police, people, cattle等。

People say that the last thing you get used to when living abroad is the food. 许多人说,你在国外生活时,最难适应的就是当地的饮食。

⑦ 有些集合名词做主语,若指一个整体时,谓语动词用单数形式;若指一个具体成员时,谓语动词用复数形式。这类词有family, class, group, team等。例如:

Mrs. Smith will look after the house when the family is away for holiday. 这一家子去度假时,史密斯太太为他们照看房子。

Her family are movie-lovers. 她的家人都爱看电影。

### I. Choose the best answer to fill in the blanks.

1. Either Jane or Steven \_\_\_\_\_ watching TV now.

A. were                      B. is                      C. was                      D. are

2. That place is not interesting at all. \_\_\_\_\_ of us wants to go there.

A. Neither                      B. Both                      C. All                      D. Some

3. He is the only one of the students who \_\_\_\_\_ elected.

A. have                      B. has                      C. are                      D. is

# Grammar and Structure

## 主谓一致补充讲解

① 句子主语由not only ... but also, neither ... nor, either ... or, not ... but连接时, 谓语的单复数由离谓语最近的主语决定。

e.g. Not only I but also he is happy. 我和他都很开心。

② 主语由and连结, 表示一个单一的概念, 即指同一人或同一物时, 谓语动词用单数, and 此时连接的两个词前只有一个冠词。

e.g. The iron and steel industry is very important to our life. 钢铁工业对我们的生活很重要。

③ 动名词, 不定式或名词从句做主语时,

句子谓语用单数。

e.g. What I wanted to know was when and where the meeting was to be held. 我想知道的是会议在哪里开, 什么时候开。

④ there be结构中的主谓一致关系, 谓语动词通常和最邻近的那个主语一致。

e.g. There are four chairs and a table in the room. 房间里有四把椅子和一张桌子。

⑤ “a / an+单数名词+or two”做主语时, 谓语动词用单数。

e.g. A student or two has failed the exam. 一两个学生考试不及格。

### I

#### Key

##### 1. B

答案解析: 当句子的主语由either ... or连接时, 谓语动词采用“就近原则”, 即谓语动词要由离的近的主语的单复数决定。Steven 是单数, 句子后面有时间标志词now, 因此这个句子为现在时态。故选B。

##### 2. A

答案解析: 根据句子的意思, 那个地方很无趣, 因此, 我俩都不想去。neither表示“两者都不”。故选A。

##### 3. D

答案解析: 在“one of+复数名词+定语从句”中, 定语从句一般被看成修饰复数名词, 因此该从句的谓语用复数形式。在“the only one of+复数名词+定语从句”中, 定语从句常看成修饰单数名词, 从句谓语用单数形式。如: He was one of the boys who were given a prize. He was the only one of the boys who was given a prize. 本句属于被动结构, be

elected。故选D。

##### 4. B

答案解析: police 属于表示复数含义的集体名词, 用复数。search for后面接搜查并要寻找的对象, search 后面跟的是被搜查的对象。句子为过去时态, 故选B。

##### 5. A

答案解析: class是集体名词, 这里指的是班级的每一位成员, 谓语是复数。listen to 是固定搭配, 故选A。

##### 6. C

答案解析: 当句子的主语由neither ... nor连接时, 谓语动词采用“就近原则”。和谓语动词离得近的是Lily, 因此要用单数。has been to 指去过, has gone to 表示去了还没回来。故选C。

##### 7. A

答案解析: but在此句中做介词, 相当于except。此种结构中, 谓语的单复数应与but前的名词或代词相一致。此句意

4. The police \_\_\_\_\_ the murderer everywhere when he suddenly appeared in a theatre.  
A. is searching for                                      B. were searching for  
C. are searching for                                    D. were searching
5. The whole class \_\_\_\_\_ the teacher attentively.  
A. are listening to                                      B. is listening to  
C. are listening    D. is listening
6. Neither you nor Lily \_\_\_\_\_ to the Great Wall before.  
A. had been                      B. has gone              C. has been              D. have been
7. Nothing but grass and trees \_\_\_\_\_ the hill.  
A. covers                      B. cover                      C. covering              D. are covering
8. The family I am staying with \_\_\_\_\_ very friendly.  
A. is                              B. are                              C. was                              D. were
9. I told him what I was surprised \_\_\_\_\_ his attitude towards his study.  
A. was                              B. were                              C. at was                              D. at were
10. Our team \_\_\_\_\_ first prize in the soccer games.  
A. has won                      B. have won              C. are won                      D. is won

**II. Complete the following sentences with the correct form of the given words.**

1. \_\_\_\_\_ (be) everything OK?
2. Nobody \_\_\_\_\_ (know) the answer to the question.
3. Either you or he \_\_\_\_\_ (make) a wrong decision.
4. Most of the drinking water \_\_\_\_\_ (be) from that river.
5. The family \_\_\_\_\_ (be) spending the weekend together.
6. The number of the teachers in the school \_\_\_\_\_ (be) 120.
7. Both Lily and Lucy \_\_\_\_\_ (invite) to the party yesterday.
8. My family raise a lot of \_\_\_\_\_ (cattle), including two \_\_\_\_\_ (cow).
9. Nowadays, the number of people who \_\_\_\_\_ (go) hungry \_\_\_\_\_ (have) been greatly reduced.
10. None of the bread \_\_\_\_\_ (taste) delicious.

### Key

为：“整个山上除了草木之外什么也没有。” 故选A。

8. B

答案解析：family 是集体名词，在句子中指的是家庭的成员，句子时态是一般现在时，故选B。

9. C

答案解析：What I was surprised at was his attitude towards his study. 是主语从句，what I was surprised at 做主语。这个句子又是I told him 的直接宾语。把主语从句改成一般陈述句：I was surprised at his attitude towards his study. 因此 at 不能去掉。故选C。

10. A

答案解析：team是集体名词做主语，在本句子中指一个集体，因此用单数，故选A。

## II

### Key

- |                 |          |                 |
|-----------------|----------|-----------------|
| 1. Is           | 2. knows | 3. has made     |
| 4. is           | 5. are   | 6. is           |
| 7. were invited |          | 8. cattle, cows |
| 9. go, has      |          | 10. tastes      |



## Text B

*Have you ever tried any foreign food? What do you think of foreign food?*



# Food for Thought

<sup>1</sup> When living abroad, the last thing you get used to may be the food. If you live overseas, you have to cope with different foreign foods and meal times.

### Ian (American)

<sup>2</sup> I moved to China five years ago because my wife is from Shanghai, and I love it here. We eat out a lot, and there are lots of good, cheap restaurants and street snacks. It's great for me.

<sup>3</sup> When you go to restaurants here, you just order lots of different dishes and then everyone shares, which is nice. The first time I went out with my wife's family, my father-in-law insisted on paying. This is pretty normal, I suppose. When you go out with people of your age, all the men always offer to pay for everything. This is still a bit strange for me. Sometimes there's almost a fight to get hold of the bill first! Generally speaking, in America we just split the bill between everyone.

<sup>4</sup> Everyone here is surprised when they see I use chopsticks. I find it a bit annoying. I mean, just because you're foreign, it doesn't mean you can't learn how to use chopsticks!

**thought** /θɔ:t/ *n.* 思想, 想法  
**get used to** 习惯于  
**overseas** /,əʊvə'si:z/ *ad.* 在海外的  
**snack** /snæk/ *n.* 小吃, 点心  
**insist on** 坚持  
**pretty** /'prɪti/ *ad.* 相当, 非常  
**normal** /'nɔ:məl/ *a.* 正常的  
**suppose** /sə'pəʊz/ *v.* 认为, 以为  
**generally speaking** 一般来说  
**annoying** /ə'noɪ-ɪŋ/ *a.* 令人生气的  
**reputation** /,repjʊ'teɪʃən/ *n.* 名声  
**a couple of** 一些  
**starve** /stɑ:v/ *v.* 饿得要死



### Isabella (Spanish)

<sup>5</sup> I've been studying in Glasgow for two years now, and it's a great city. When I first moved here, I spent six months living with a host family. They provided me with my first experience of the food. British food has a bad reputation, but haggis is great.

<sup>6</sup> I just couldn't get used to a couple of things, though. First, they always ate everything with bread and butter. The other thing was that they used to have dinner at 6 o'clock every evening. I was starving by

bedtime! Another difference is that lots of people here go for a drink after work. They don't eat while they're drinking. They only get something to eat when the pub finally closes: usually fish and chips, pizzas, that kind of thing!

(321 words)

# Reading

## Text B

### Background Information

#### 1. Glasgow 格拉斯哥

格拉斯哥位于苏格兰西南部，建于公元6世纪晚期，是苏格兰最大的城市，亦是主要港口和工业中心。

#### 2. Haggis 哈吉士

哈吉士类似大香肠，当地人称为羊杂布丁，本来是苏格兰的传统食物，由于味道香醇，逐渐流传遍布整个欧洲，目前也算是伦敦的传统食物之一。制作方法为：将羊杂搅碎，混合其他调味品，装进猪肠，蒸制而成。伦敦大街小巷都可以吃得到，多数伦敦人吃哈吉士的时候，都会配着胡萝卜、威尔士干酪等其他美味食物。

### Translation

你尝过外国食物吗？觉得怎样？

### 精神食粮

许多人说，当你在国外生活时，最难适应的就是当地的饮食。生活在海外的人不得不应对不同的食物与就餐时间。

#### 伊恩（美国人）

我5年前搬到了上海，因为我的太太是上海人，而且我也喜欢这儿。我们经常在外面吃饭，这里有许多既好吃又便宜的餐馆和街边小吃店。我觉得这太棒了。

当你在这里的餐馆吃饭时，你点许多菜，然后大家一起吃，这很不错。我第一次和太太一家吃饭时，我的岳父坚持要由他来买单。我认为这是很正常的。但是，当你和一些年纪相仿的人一起外出吃饭时，所有男士都抢着买单，这一点我觉得有点儿奇怪。有时甚至会为了抢着买单差一点打起来！一般来说，在我的家乡我们都是平均分担费用。

还有一件事让我觉得有些烦人：所有的人看到我会用筷子都觉得很惊讶。我的意思是，不能仅仅因为你是个外国人，就意味着你就不能学会使用筷子啊！

#### 伊莎贝拉（西班牙人）

我在格拉斯哥求学已经有两年的时间了，这是一个很棒的城市。当我刚到这儿的时候，我有6个月的时间是住在当地一户人家，他们让我初次体验了当地的饮食。英国食物的口碑并不好，但是他们给我吃了一种味道很好的食物，叫做哈吉士。

但是有一些事情我一直无法适应。第一件事就是，他们无论吃什么都会配面包和黄油。另一件事是，他们每晚6点吃饭。到了睡觉的时候，我都快饿死了！另一个差异就是，这里有许多人下班之后去喝酒。他们喝酒的时候不吃东西，只有当酒吧快关门的时候才会去吃点东西，通常也只是炸鱼薯条、披萨之类的东西！

## Reading Comprehension

### I. Complete the answers with the information from the text.

- What do people need to cope with when they are living abroad?  
They have to cope with \_\_\_\_\_.
- When did Ian move to China?  
\_\_\_\_\_.
- When his father-in-law insisted on paying for the dinner, how did Ian feel about it?  
He felt it was \_\_\_\_\_.
- How long did Isabella live with a host family in Glasgow?  
She lived with a host family for \_\_\_\_\_.
- When do local people in Glasgow eat something if they go for a drink after work?  
They only get something to eat when \_\_\_\_\_.

### II. Complete the table below with the information from the text.

	Ian	Isabella
Nationality	<sup>1</sup> _____	Spanish
Present Living Place	<sup>2</sup> _____	Glasgow
Reason for Moving	his wife is from Shanghai	<sup>6</sup> _____
Likes About Food / Eating Styles	<ul style="list-style-type: none"> <li>• good, cheap <sup>3</sup> _____ and snacks</li> <li>• people order different dishes and then everyone <sup>4</sup> _____</li> </ul>	<ul style="list-style-type: none"> <li>• haggis</li> </ul>
Things They Can't Get Used To	<ul style="list-style-type: none"> <li>• all the men offer to pay for the meal when eating out</li> <li>• everyone is <sup>5</sup> _____ that he can use chopsticks</li> </ul>	<ul style="list-style-type: none"> <li>• local people always ate everything with <sup>7</sup> _____</li> <li>• local people used to have dinner at <sup>8</sup> _____ every evening</li> <li>• lots of people go for <sup>9</sup> _____ after work</li> </ul>

# Language Points

## Paragraph 1

### 1. *thought* n. 思想, 想法

e.g. He made the decision after much thought.  
经过仔细考虑之后, 他做出了这一决定。

**on second thoughts** 经重新考虑

e.g. On second thoughts, I think I'd better go now. 我又一想, 认为最好是现在就走。

### 2. *overseas* ad. 在海外的

e.g. He plans to work overseas in the next five years. 他计划在接下来的五年里到海外去工作。

**overseas** a. 海外的

e.g. They are overseas students in Britain. 他们是在英国的外国留学生。

## Paragraph 2

### 3. *snack* n. 小吃, 点心

e.g. I only had time to have some snacks. 我只能匆忙吃点点心了。

## Paragraph 3

### 4. *insist on (doing sth.)* 坚持 (做某事)

e.g. His parents insisted on speaking to the headmaster. 他的父母坚持要和校长谈话。

### 5. *normal* a. 正常的

e.g. It's quite normal for college students to take some part-time jobs. 大学生去做兼职是非常平常的事。

反义词: **abnormal** a. 不正常的

### 6. *suppose* vt. 认为, 以为

e.g. What makes you suppose that it will rain?  
是什么使你觉得会下雨呢?

**be supposed to do sth.** 应该做某事

e.g. They were supposed to be there half an hour ago. 他们应该在半小时前到达那里。

### 7. *offer to (do sth.)* 主动提出 (做某事)

e.g. We have been doing business with you for many years and hope that you will make the best offer for us. 我们同你们有多年的生意往来, 希望能够给予我们最佳报价。

## Paragraph 4

### 8. *annoying* a. 令人生气的

e.g. It's annoying to miss the last bus. 赶不上最后一班车令人生气。

**annoyed** a. 颇为生气的

e.g. Will he be annoyed that you forgot to phone? 你忘记打电话了, 他会生气吗?

**annoy** vt. 使不悦, 惹恼

e.g. It annoys me when people forget to say thank you. 有人忘记道谢时, 我就不高兴。

## Paragraph 5

### 9. *provide sb. with sth.* 向某人提供某物

e.g. The company provided me with a car. 公司给我提供了一辆汽车。

近义词组: **provide sth. for sb.**

上句可以改写成: The company provided a car for me.

## Paragraph 6

### 10. *starve* vi. & vt. (使)挨饿

e.g. Children may starve to death in some poor areas. 在一些贫困地区, 孩子们可能会饿死。

## Reading Comprehension

### I

#### Key

1. different foreign foods and meal times
2. Five years ago
3. pretty normal
4. six months
5. the pub finally closes

### II

#### Key

1. American
2. Shanghai
3. restaurants
4. shares
5. surprised
6. she has been studying in Glasgow
7. bread and butter
8. 6 o'clock
9. a drink



## 1 In a Restaurant

### Warming Up

Study the restaurant menu below and choose the proper words given in the box to complete the menu.

Drinks

Main Course

Starter

Dessert

## M E N U

MICHELE AND GEORGE

1

Tomato salad

Soup of the day

Cocktail

2

Fried chicken

Steak &amp; chips

Fish &amp; noodles

3

Chocolate cake

Apple pie

Ice cream

4

Coffee

Juice

Tea

### Listening

I. Listen to five dialogues and questions. Choose the proper response for each question. Each dialogue and question will be spoken twice.

- |   |                                  |
|---|----------------------------------|
| 1. A. Buy a table.                            | B. Find a table in a restaurant. |
| C. Book a table on the phone.                 | D. Buy a book.                   |
| 2. A. A starter.                              | B. A main course.                |
| C. A dessert.                                 | D. Drinks.                       |
| 3. A. A chocolate cake.                       | B. An apple pie.                 |
| C. A cheese cake.                             | D. An ice cream.                 |
| 4. A. He doesn't like coffee.                 | B. He never drinks coffee.       |
| C. Coffee may make him unable to fall asleep. | D. Coffee is too expensive.      |
| 5. A. Paying the bill.                        | B. Leaving a tip.                |
| C. Ordering.                                  | D. Arguing with the waiter.      |

# Listening & Speaking

## ① In a Restaurant

### Warming Up

#### Steps

Step 1: 教师讲解词汇: main course, starter, dessert, soup of the day。

Step 2: 引导学生完成练习题, 核对答案。

### Option

可鼓励学生以小组为单位设计一张菜单, 以加强学生对main course, starter, dessert等词汇的理解。设计完成后, 可评选出最好听的餐厅名和最有趣的菜单、最健康的菜单、最实惠的菜单以及最具代表性的菜单。

#### Key

- |            |                |
|------------|----------------|
| 1. Starter | 2. Main course |
| 3. Dessert | 4. Drinks      |

### Listening

#### I

#### Script

1. W: Can we have a table for two, please?  
M: Have you booked?  
W: No, I'm afraid not.  
Q: What does the woman want to do?
2. W: Would you like a starter?  
M: No, thanks. I'm just going to have a main course.  
Q: What will the man have?
3. M: Would you like any dessert?  
W: Yes, please. Can I have the ice cream?  
Q: What dessert will the woman have?
4. W: Would you like a cup of coffee?  
M: No, thank you. It stops me sleeping!  
Q: Why does the man refuse coffee?
5. M: Does the bill include service?  
W: Yes, we add 10%.  
M: OK. So we don't need to leave a tip.  
Q: What is the man doing now?

### Option

如学生听力水平较差, 可让学生预读所有选项, 也可让学生提前预测答案然后播放听力材料, 比一比哪位同学预测的正确率最高。这样做可以调动学生课堂参与积极性, 提高学生的专注力。

#### Key

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



**II. Listen to a conversation. Complete the questions the waiter asks. The conversation will be spoken twice.**

1. Are you ready to \_\_\_\_\_?
2. Would you like \_\_\_\_\_?
3. Are you OK for \_\_\_\_\_?
4. How was your \_\_\_\_\_?
5. Would you like a dessert? Or tea or \_\_\_\_\_?



**III. Listen to the conversation again. Tick (✓) what the customer orders. The conversation will be spoken only once.**

- |                                     |                                |                                  |
|-------------------------------------|--------------------------------|----------------------------------|
| <input type="checkbox"/> Fish       | <input type="checkbox"/> Steak | <input type="checkbox"/> Chicken |
| <input type="checkbox"/> Vegetables | <input type="checkbox"/> Water | <input type="checkbox"/> Cake    |
| <input type="checkbox"/> Coffee     | <input type="checkbox"/> Tea   | <input type="checkbox"/> Soup    |

## Developing Conversations *Would you like ...?*

**I. Match the waiter's questions 1—6 with the customer's responses a—f.**

Waiter's Questions	Customer's Responses
_____ 1. Can I help you?	a. Yes, two steaks, well-done, please.
_____ 2. Are you ready to order?	b. Yes, ice cream, please.
_____ 3. Would you like a starter?	c. Fine, thank you. Can I have the bill, please?
_____ 4. Would you like any dessert?	d. Yes, can we have a table for two, please?
_____ 5. Would you like any drinks?	e. Yes, salad, please.
_____ 6. How was your meal?	f. Yes, coffee, please.

**II. Work in pairs. Practise answering the questions in Exercise I, and then role-play the conversation. You may use the information in Warming Up.**



**Student A:** You are a customer.

**Student B:** You are a waiter / waitress.

You can start your conversation with:

*Can we have a table for ..., please?*

## II

### Script

W: Are you ready to order?

M: Yes, please. I'd like the fish.

W: I'm sorry, sir, but the fish is finished. We don't have any more.

M: Oh, right. Well, can I get a steak, please? Well cooked. No blood.

W: As you prefer. Would you like a starter?

M: No, thanks. And can I have some extra vegetables, please?

W: Sure. Are you OK for drinks?

M: Can I have a glass of water, please?

W: No problem.

(20 minutes later)

W: How was your meal?

M: Fine, thank you.

W: Would you like a dessert? Or tea or coffee?

M: I'm full. Just a tea, please. Oh ... then can I have the bill, please?

W: Yes, of course.

#### Key

- |          |              |           |
|----------|--------------|-----------|
| 1. order | 2. a starter | 3. drinks |
| 4. meal  | 5. coffee    |           |

## III

### Script

(同II)

#### Key

Steak   Vegetables   Water   Tea

### Developing Conversations

## I

#### Key

1. d   2. a   3. e   4. b   5. f   6. c

## II

### Suggested Answer

Student A: What can I help you?

Student B: Can we have a table for two, please?

Student A: Yes, this way please. (After they get seated.) Are you ready to order?

Student B: Yes, two steaks, well-done, please.

Student A: Would you like a starter?

Student B: Yes, salad, please.

Student A: Would you like any drinks?

Student B: Yes, coffee, please.

Student A: Would you like any dessert?

Student B: Yes, ice cream, please.

Student A: How was your meal?

Student B: Fine, thank you. Can I have the bill, please?

Student A: Yes, of course.

## ② Eating Out

### Warming Up

Decide whether you care about the following things when eating out.

1. The music in the restaurant is loud.
2. There isn't much choice for food.
3. The restaurant is far away.
4. The restaurant is very busy.
5. The service is not good enough.
6. The surroundings around the restaurant are not good.

- |                                       |   |
|---------------------------------------|---|
| <input type="checkbox"/> Yes, I care. | <input type="checkbox"/> No, I don't care at all. |
| <input type="checkbox"/> Yes, I care. | <input type="checkbox"/> No, I don't care at all. |
| <input type="checkbox"/> Yes, I care. | <input type="checkbox"/> No, I don't care at all. |
| <input type="checkbox"/> Yes, I care. | <input type="checkbox"/> No, I don't care at all. |
| <input type="checkbox"/> Yes, I care. | <input type="checkbox"/> No, I don't care at all. |
| <input type="checkbox"/> Yes, I care. | <input type="checkbox"/> No, I don't care at all. |

### Listening

**I. Listen to a conversation. Decide whether the following statements are True (T) or False (F). The conversation will be spoken twice.**

- ( ) 1. The two speakers are talking about where to eat.
- ( ) 2. They don't choose the bar on the corner mainly because of the food there.
- ( ) 3. The café is farther away than the bar.
- ( ) 4. The café has some nice food.
- ( ) 5. The man doesn't want to walk there.
- ( ) 6. They can't decide on where to eat so they go back home.

**II. Listen to a conversation. Choose the best answer for each question or statement below. The conversation will be spoken twice.**

1. The speakers decide not to go to the Thai place because \_\_\_\_\_.
  - A. it's too far away
  - B. the food there is terrible
  - C. one of them doesn't feel like Thai food
  - D. one of them isn't satisfied with the service there
2. How far away is Sofra?
 

A. It's about 50 minutes' walk.	B. It's about 15 minutes' walk.
C. It's about 50 minutes' drive.	D. It's about 15 minutes' drive.
3. The man strongly recommends Sofra because \_\_\_\_\_.
  - A. the food there is cheap
  - B. it provides Turkish (土耳其的) food, which is rather special
  - C. the food there is delicious and there's plenty for customers to choose from
  - D. customers can enjoy excellent service there



## 2 Eating Out

### Warming Up

#### Steps

Step 1: 鼓励学生完成练习。

Step 2: 教师核对答案并要求学生说明原因。

### Listening

#### I

#### Script

W: Where shall we go, then?

M: How about that bar on the corner?

W: Mmm. The music's a bit loud in there. It's not very good if you want to chat. I'm not sure they do much food either.

M: Oh right. Do you have somewhere else in mind then?

W: Well, if you don't mind walking, I know this really nice café. It has a terrace that looks out over the river.

M: Well, that'd be nice.

W: Yeah, and they do some really nice snacks.

M: Great. So how far is it?

W: Well, it is a twenty-minute walk.

M: That's OK—the walk will give us an appetite!

#### Key

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

#### II

#### Script

M: Are you hungry?

W: Yeah, a bit.

M: Do you want to get something to eat?

W: I'd love to, yeah. Where are you thinking of going?

M: Well, how about that Thai place just down the road?

W: To be honest, I don't really feel like Thai food, so ...

M: OK. No problem. I'm happy to go somewhere else.

W: Well, we could go to Sofra instead. Have you been there?

M: No. I've never heard of it. Where is it?

W: It's about fifteen minutes' walk from here. It's just round the corner from the bus station.

M: Oh, OK. And what kind of restaurant is it?

W: It's Italian. It's really good. I go there almost every week.

M: Really?

W: Yeah, the food's delicious — and they've got a really good selection of dishes, so there's plenty to choose from.

M: Oh, it sounds great.

W: Yeah. The only problem is that it gets really busy. Sometimes you have to wait to get a table, so maybe we should phone and book.

M: Yeah. That's probably a good idea.

#### Key

1. C    2. B    3. C    4. D    5. A

4. What's the only problem with Sofra?
  - A. It's far from the bus station.
  - B. It's not convenient to get there.
  - C. Its food is very expensive.
  - D. It's so busy that it's not easy to get a table there.
5. What will the two speakers probably do next?
  - A. Make a phone call to Sofra and book a table.
  - B. Come up with a better restaurant.
  - C. Go to Sofra earlier in order to get a table.
  - D. Get a book to read while waiting for a table.

## Developing Conversations *Making suggestions*

- I. Think of two places where you like eating. Why are they good places to go? What are the problems with them? Use the following table to organize your ideas.**

	Name of the Place	Good Point	Problem
Place 1			
Place 2			

- II. Work in pairs. Make suggestions about where to eat, using the information in Exercise I.**

### Example

- A: Are you hungry?  
 B: Yes, a bit. Where shall we go to eat?  
 A: How about the Italian restaurant near our school? It's clean and cheap.  
 B: Well, I really don't like the noisy music there.  
 A: OK. No problem. I'm happy to go somewhere else.  
 B: Why not go to the Chinese restaurant over there? The dishes there are really nice.  
 A: That's a good idea.

**You can use the expressions in the box below.**

Make Suggestions	Positive Responses	Negative Responses
<i>How about ...?</i> <i>Why not ...?</i> <i>Well, we could ...</i>	<i>That's a good idea.</i> <i>Sounds good to me.</i> <i>That's great.</i>	<i>Well, I really don't like ...</i> <i>To be honest, I don't really feel like ...</i>

## Developing Conversations

### I

#### Steps

- Step 1: 要求学生独立或分组完成练习。
- Step 2: 教师查看答案并给予反馈。

### II

#### Steps

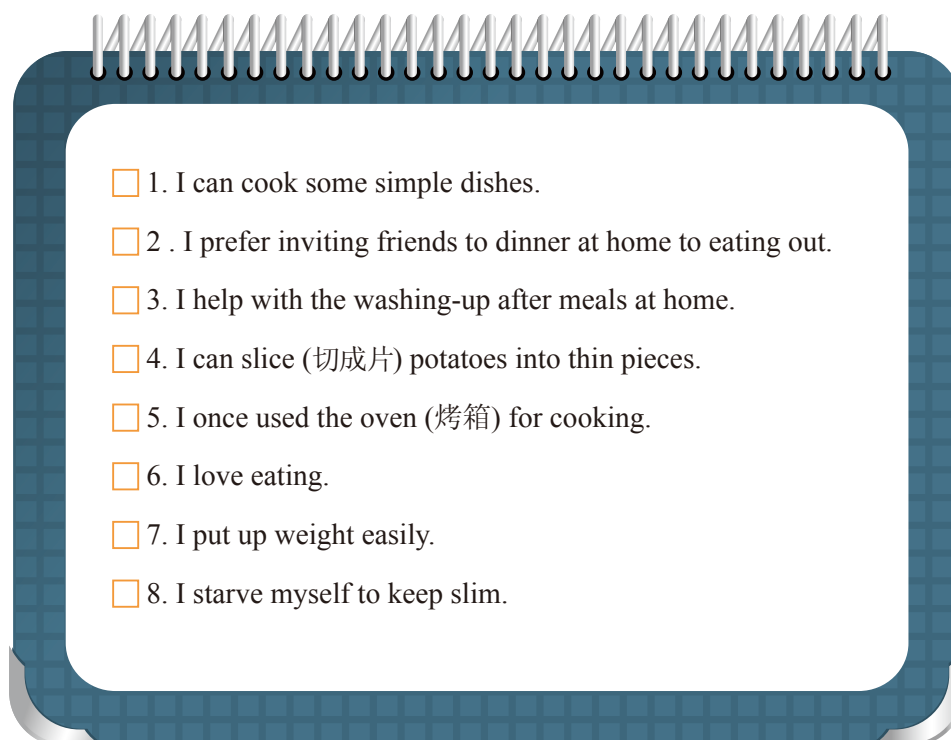
- Step 1: 给学生时间熟悉提出建议的几种句型。
- Step 2: 教师示范课文对话。
- Step 3: 学生两人一组做对话，并要求学生做课堂示范。



### 3 Recipes and Diet

#### Warming Up

Read the following statements and tick (✓) the ones that are true for you.



- ☐ 1. I can cook some simple dishes.
- ☐ 2. I prefer inviting friends to dinner at home to eating out.
- ☐ 3. I help with the washing-up after meals at home.
- ☐ 4. I can slice (切成片) potatoes into thin pieces.
- ☐ 5. I once used the oven (烤箱) for cooking.
- ☐ 6. I love eating.
- ☐ 7. I put up weight easily.
- ☐ 8. I starve myself to keep slim.

#### Listening

1. Listen to a conversation. Choose the best answer for each question or statement below. The conversation will be spoken twice.

1. The man doesn't want more dishes because \_\_\_\_\_.  
A. he prefers some dessert  
B. he doesn't like the food  
C. he is really full  
D. it takes too long to cook the food
2. What does the man say about the dishes?  
A. They're very delicious.  
B. They look nice.  
C. They're over-cooked.  
D. They're too salty.
3. Who will do the washing-up?  
A. The man.  
B. The woman.  
C. Both the man and the woman.  
D. Neither the man nor the woman.
4. How long does it take to roast (烘烤) the potatoes in an oven?  
A. 5 minutes.  
B. 25 minutes.  
C. 40 minutes.  
D. 45 minutes.

### 3 Recipes and Diet

为提高学生兴趣，可将问题设计成班级口语活动：“Find Someone Who ...”

Find someone who	Names	Follow-up questions
can cook some simple dishes		
prefers inviting friends to dinner at home		
helps with the washing-up after meals at home		
can slice potatoes into thin pieces		
ever used the oven for cooking		
loves eating		
puts up weight easily		
starves himself / herself to keep slim		

#### Steps

- Step 1: 教师打印上面的表格，以 handout 形式发放给学生。
- Step 2: 学生可以在教室内随意走动，互相提问表格中的问题。如A问B: Can you cook some simple dishes? 如得到的回答是 “Yes”，A则记下B的名字，并就此问题作进一步提问：Can you name some simple dishes you cook? A、B 对话结束，问完所有问题，对于回答为 “No” 的问题则不记名字，各自继续找其他同学攀谈，直到所有问题的回答均为肯定，空格里的名字填满。
- Step 3: 教师逐条念出问题，让学生举手分享他们得到的答案。

#### Listening

I

#### Script

- W: Would you like any more, Frank?
- M: No, thanks. I'm really full, but it was lovely, Nicole. Really delicious. Would you like me to put the plates in the kitchen?
- W: Thanks. Just put them in the sink. I can do the washing-up later.
- M: So, how did you cook the potatoes? They were really, really good.
- W: They're very easy to do. You just wash them, and then slice each one into five or six pieces. Put them on a plate and put some olive oil and some salt and pepper on them. Then put everything in the oven for about 45 minutes.
- M: You make it sound easy.
- W: It is easy. Oh, by the way, I'm going to have a little party next Saturday for my birthday. Would you like to come?
- M: It depends. Are you going to cook?

#### Key

1. C    2. A    3. B    4. D    5. B

5. What do they talk about at the end of the conversation?
- A. The man wants to learn more about how to cook dishes.
  - B. The woman invites the man to attend her birthday party.
  - C. The man wants to wash the dishes.
  - D. The man will cook the dishes next Saturday for the party.

**II. Listen to a passage. Fill in the blanks with what you hear. The passage will be read three times.**

I'm lucky, because I've always loved <sup>1</sup> \_\_\_\_\_, but I'm one of those people who <sup>2</sup> \_\_\_\_\_ put on weight even if I don't always have a balanced diet. I'd never do this job if I had to starve <sup>3</sup> \_\_\_\_\_ like some girls do. I only really do it for the <sup>4</sup> \_\_\_\_\_ anyway — I'm not that interested in fashion. Outside my job, I don't wear very trendy clothes and never wear high-heels. I'm happy doing it till I'm 30, but then I'll find something <sup>5</sup> \_\_\_\_\_.

## Discussion

**Work in groups. Discuss the following questions.**

1. Do you love eating? What's your favourite food? Can you cook it?
2. Have you ever invited friends to your home for a meal? What did you do for that meal?
3. Have you ever been on a diet? What do you think is the best way to lose weight?



## II

### Script

I'm lucky, because I've always loved eating, but I'm one of those people who never put on weight even if I don't always have a balanced diet. I'd never do this job if I had to starve myself like some girls do. I only really do it for the money anyway—I'm not that interested in fashion. Outside my job, I don't wear very trendy clothes and never wear high-heels. I'm happy doing it until I'm 30, but then I'll find something else.

#### Key

- |           |          |           |
|-----------|----------|-----------|
| 1. eating | 2. never | 3. myself |
| 4. money  | 5. else  |           |

## Discussion

### Steps

- Step 1: 将学生分为四人一组，要求每组选出一个小组长。
- Step 2: 学生讨论。
- Step 3: 小组长做讨论汇报。

### Option

如时间紧张，可布置此部分为课后作业，要求每组的小组长对讨论结果做课堂汇报（in-class short report）。

## Restaurant Coupons

*Judy has got some discount coupons for Globe Restaurant.*



# Globe Restaurant

- Delicious Italian Food
- Excellent Service
- Reasonable Price
- Convenient Transport
- Free Parking
- Open 7 Days, **11 A.M. –11 P.M.**
- 802#, Central Street



**\$2 OFF**      **Coupon \$2 OFF**

Any order over \$10 with this coupon.  
Not valid with other offers.  
Offer good until June 16.

**50% OFF**      **Coupon 50% OFF**

Buy 1 meal, get 2nd one 50% off with this coupon.  
Not valid with other offers.  
Offer good until June 16.

**FREE**      **FREE 1 LITER OF BEER**

Any order with this coupon.  
Not valid with other offers.  
Offer good until June 16.

# Practical Reading

## Steps

- Step 1: 教师讲解单词: coupon。
- Step 2: 鼓励学生翻译三个coupon的内容。
- Step 3: 教师核对答案。

## Translation of the Coupons

<div>立减 2美元</div> <div>2美元优惠券</div> <div>消费十美元以上即可使用此券。 本优惠券不与其他优惠同享。 限6月16号之前使用。</div>	<div>半价</div> <div>半价优惠券</div> <div>购买1份, 即可享受第二份半价优惠。 本优惠券不与其他优惠同享。 限6月16号之前使用。</div>	<div>免费</div> <div>凭此券可免费 领取一升啤酒</div> <div>消费即可享受优惠。 本优惠券不与其他优惠同享。 限6月16号之前使用。</div>
---	--	---



**I. Complete the table below with the information from the coupons.**

<b>Name of the Restaurant</b>	Globe Restaurant
<b>Opening Hours</b>	<sup>1</sup> _____ days a week, 11 A.M.—11P.M.
<b>Advantages</b>	<ul style="list-style-type: none"> <li>• Customers can enjoy delicious <sup>2</sup> _____ food.</li> <li>• Waiters and waitresses can offer <sup>3</sup> _____ service.</li> <li>• The prices of the dishes are <sup>4</sup> _____.</li> <li>• It is <sup>5</sup> _____ for customers to get to the restaurant.</li> <li>• Customers will not pay for <sup>6</sup> _____.</li> </ul>
<b>Expiration Date for the Coupons</b>	June <sup>7</sup> _____.

**II. Complete the answer to each question below.**

- What will customers get if they spend more than \$10?  
They will get \_\_\_\_\_ dollars off their bill.
- What will customers get if they buy one meal?  
They will get the second meal \_\_\_\_\_ off.
- What will customers have for free if they buy anything in the restaurant?  
They will have one litre of \_\_\_\_\_ for free.
- What is the rule when using these coupons?  
They are not valid with other \_\_\_\_\_.



## I

### Key

- |               |               |
|---------------|---------------|
| 1. 7          | 2. Italian    |
| 3. excellent  | 4. reasonable |
| 5. convenient | 6. parking    |
| 7. 16         |               |

## II

### Key

- |        |        |         |           |
|--------|--------|---------|-----------|
| 1. two | 2. 50% | 3. beer | 4. offers |
|--------|--------|---------|-----------|

## Finding a Place for Dinner

*Mr. Rossi, an Italian client, is coming to Judy's company. Judy talks with the manager John about when and where to treat him to dinner.*

**Work in pairs. Complete the conversation below and then role-play it. You may use the information from Practical Reading.**

**John:** Judy, Mr. Rossi from Italy will arrive next Sunday afternoon. We need to treat him to dinner. Any ideas?

**Judy:** <sup>1</sup> \_\_\_\_\_ is the dinner going to be?

**John:** Next Sunday, 6.30 P.M. Which restaurant do you have in mind?

**Judy:** Oh, I've got some coupons for a nice restaurant.

**John:** Really? What's the name of it?

**Judy:** <sup>2</sup> \_\_\_\_\_ Restaurant.

**John:** What kind of food does it serve?

**Judy:** <sup>3</sup> \_\_\_\_\_ food.

**John:** Perfect! Mr. Rossi comes from Italy. What about the service there?

**Judy:** Excellent.

**John:** Is the food there expensive?

**Judy:** No. The prices are quite <sup>4</sup> \_\_\_\_\_.

**John:** <sup>5</sup> \_\_\_\_\_ are the opening hours?

**Judy:** It opens 7 Days, 11 A.M. — <sup>6</sup> \_\_\_\_\_ P.M.

**John:** Very good! Is it far away?

**Judy:** It's on Central Street. The transport is very <sup>7</sup> \_\_\_\_\_.

**John:** Nice! We are going to drive there. Is parking convenient there?

**Judy:** Yes. The restaurant offers free <sup>8</sup> \_\_\_\_\_ for customers.

**John:** That's nice!

**Judy:** What's more, we can receive discounts with the coupons.

**John:** Great! Let's <sup>9</sup> \_\_\_\_\_ a table at Globe.



# Practical Speaking

## Steps

Step 1: 学生独立或分组完成练习，教师核对答案。

Step 2: 学生分角色有感情地朗读对话。

## Key

- |               |            |            |
|---------------|------------|------------|
| 1. When       | 2. Globe   | 3. Italian |
| 4. reasonable | 5. What    | 6. 11      |
| 7. convenient | 8. parking | 9. book    |

## 6

# Practical Writing

*Judy has booked a table at Globe Restaurant. She is now writing an invitation letter to Mr. Rossi.*

Complete the invitation with the given information.

sincerely

dinner

our company

Mr. Rossi

hotel

We expect to see you then

Globe Restaurant



## INVITATION

Dear <sup>1</sup> \_\_\_\_\_,

On behalf of <sup>2</sup> \_\_\_\_\_, I am much pleased to invite you to  
<sup>3</sup> \_\_\_\_\_ at 6:30 P.M. next Sunday, at <sup>4</sup> \_\_\_\_\_.

It is an Italian restaurant, offering delicious food and excellent service. I'm sure you will like it. I'll pick you up at your <sup>5</sup> \_\_\_\_\_ at 5:30 P.M. next Sunday.

<sup>6</sup> \_\_\_\_\_.

Yours <sup>7</sup> \_\_\_\_\_,

*Judy Jackson*

# Practical Writing

## Steps

- Step 1: 引导学生完成练习并核对答案。
- Step 2: 给学生提供邀请函示范，将学生分为六人一组，鼓励每组学生共同写一份邀请函。要求加入更多信息，提醒学生注意标点符号的正确运用。

## Option

可将邀请函的书写作为课外作业布置给学生。要求下次课将邀请函贴在教室的某个地方供学生浏览，如学生愿意接受邀请，就在邀请函下方留言，得到留言最多的邀请函即为最佳邀请函。

## Writing Tips

邀请函一般包括：被邀者姓名，客套语，活动内容、时间、地点及说明或附注。时间除了注明年、月、日及钟点外，还应注明星期几。邀请函通常应至少提前一周发出。邀请函的日期一般不写在邀请函上。如邀请人希望被邀者能及时答复或对被邀者的服装有所要求时，可在邀请函的左下角或右下角加以注明。

## Key

- |              |                              |
|--------------|------------------------------|
| 1. Mr. Rossi | 2. our company               |
| 3. dinner    | 4. Globe Restaurant          |
| 5. hotel     | 6. We expect to see you then |
| 7. sincerely |                              |