

高职高专英语教育是培养技术型专业人才的高等英语教育，旨在训练学生在生产、管理、服务第一线所需的英语语言交际能力和应对各种涉外局面的英语语言应用能力。注重“应用性”是高职高专英语教学与本科英语教学的主要区别。

《新理念交互英语教程》是以贯彻“学以致用”的设计理念，以《高职高专教育英语课程教学基本要求》(试行)(以下简称《基本要求》)为依据，在充分把握英语教学的实际需求和课程建设的深刻内涵，汇集国内英语教育专家和高职高专英语教学一线的教师，总结国内最优秀的教学理念和教学经验的基础上精心设计、编写而成的。

一、教材结构

《新理念交互英语教程》教材共3册，每册包括与之配套的《新理念交互英语学习指导与训练》、《新理念交互英语教师用书》、多媒体学习软件和电子教案，另配有教学资源库和网络自主学习平台。

《新理念交互英语教程》为综合性教材，所有单元包括听、说、读、写、译各项技能的学习和训练。

《新理念交互英语学习指导与训练》为《新理念交互英语教程》的必要补充，提供与《新理念交互英语教程》各单元相关的自测练习，可作为课外作业，也可灵活地用于课堂教学。

《新理念交互英语教师用书》涵盖《新理念交互英语教程》的全部内容，采用与《新理念交互英语教程》对照排版的形式，为教师提供教学建议、答案、录音脚本、课文分析和译文等，可以极大地方便教师备课和授课。

多媒体学习软件为《新理念交互英语教程》的辅助和扩展，其内容与课本紧密结合，包括听力的录音和练习，课文的录音、译文、词汇讲解、语言点讲解和练习，语法、写作的练习等，以人机交互的模式将英语的听、说、读、写、译有机地融为一体。

教学资源库主要提供丰富的教学素材和配套试题库，支持教师备课与授课，满足教学、测试等各教学环节的需要。

网络自主学习平台由自主学习系统、教学管理系统、网络互动系统和考核评估系统构成，该平台基于二语习得理论，在注重语言输入的同时，更重视语言输出。同时，该平台集传统的课堂

教学优势与现代的网络技术的优越性于一身，代表了未来大学英语教学的趋势。

二、教材特色

1. 创新的教学理念，倡导课堂教学与自主学习相结合

本套教材是针对高等职业院校开发的全新理念英语教材，充分利用丰富的视频、音频、Flash等多媒体表现手法，让学生在计算机上进行个性化和交互式学习，充分激发学生的学习兴趣，提高学生的自主学习能力。

2. 指导思想明确，培养学生的语言应用能力

本套教材贯彻《基本要求》的指导思想，坚持“以应用为目的，实用为主，够用为度”的大方向，把帮助打好学生的语言基础作为首要目标。同时，重视培养学生的语言应用能力，强调学以致用，提高学生解决问题的能力。

3. 教材分层，满足分层教学的需要

本套教材共3册，每册8个学习单元，1~3册由易到难，整体设计安排体现出合理的难度梯度变化。一方面可以针对不同程度的学生进行分层教学，另一方面也满足了高职高专英语教学课时的需要。

4. 主题内容丰富，开拓学生视野

本套教材内容以主题为线索，涉及道德情感、文化交流、名人故事、信息技术、体育健康、经济生活等各个方面，选材注重信息性、趣味性、时代感和文化内涵，有助于开拓学生视野，培养其人文素质和文化意识。

5. 立体化的教学资源，满足现代英语教学的需求

本套教材配有完备的立体化教学支持系统，包括配套同步学习辅导用书、教师用书、电子教案、多媒体学习软件、网络自主学习平台、教学资源库等，方便师生利用现代信息技术手段进行辅助教学和学习。

三、内容构成

本书为《新理念交互英语教师用书》第1册，本册共8个单元。其内容以话题为主线，体裁多样，贴近学生生活，每个单元紧紧围绕话题展开。《新理念交互英语教师用书》内容编排精妙，每个单元由6部分组成：

- ◆Wake Up Your Ears (听力训练)
- ◆Open Your Mouth (口语)
- ◆Enrich Your Mind (阅读)
- ◆Keep Your Feet on the Ground (语法)
- ◆Try Your Hands (应用文写作)
- ◆Lighten Your Brain (快乐驿站)

Wake Up Your Ears

本部分包括两方面内容，即Listening Tips和Listening Practice。听力训练的题型设置与《高等学校英语应用能力考试》的题型相同，难度相当，有助于学生“学”与“考”结合，互为依托，互为目标。

Open Your Mouth

本部分围绕单元的主题设计一些话题讨论、讲故事、口头陈述、知识小测验、小型调查等活动，其目的是让学生就本单元的话题交流他们已有的知识与生活经验，展示已有的语言知识与技能，激发学习欲望。同时，本部分内容还可以作为阅读部分的热身活动内容。

Enrich Your Mind

本部分包括两篇阅读文章，Text A和Text B都是本教材的基本阅读材料。文章的选材均与单元主题相关。文章按照《基本要求》的词汇表删减语料，生词的级别都有明确的标注，生词量和超纲词均得到了有效的把握和控制。Text A和Text B的练习的设置借鉴了《高等学校英语应用能力考试》的题型，既包括客观题型，又包括主观题型，如阅读理解、判断正误、回答问题、词汇、翻译等练习形式。不同题型的设置既让学生巩固所学知识，又能提高学生的应试能力。

Keep Your Feet on the Ground

语法的内容的编排主要是以《基本要求》规定的语法项目为依据，同时配有相应的语法练习。

Try Your Hands

应用文写作从基本内容、基本格式和常用表达入手，系统地介绍了《基本要求》中常用的应用文体。系统的讲解为学生在日后工作中能灵活运用打下坚实的基础。

Lighten Your Brain

本部分包括两部分内容，即An English Song (A Film Clip)和 A Funny Story。英文歌曲用词精练，表意丰富；电影片段经典重现，耐人寻味；幽默故事用词简单，生动活泼。这两部分的内容安排旨在让学生体会到英语学习的乐趣，以达到快乐学习英语的目的。

《新理念交互英语教师用书》由邱立中担任总主编。本册教材由章宁、王晓艳担任主编。由于编者水平有限，加之时间仓促，书中难免存在不当之处，恳请广大读者在使用后提出宝贵的意见和建议，以便我们及时做出修订。

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Thankfulness is the beginning of gratitude.
Gratitude is the completion of thankfulness.

— Henry Frederic Amiel

感恩始于感谢之心，谢意正好完成了感恩。

——亨利·弗里德里克·艾米尔

Unit 1

Gratitude

Objectives

| | |
|------------------------------|--|
| Wake Up Your Ears | 能听懂简单的日常礼貌用语。 |
| Open Your Mouth | 能简单讲述以爱和感恩为主题的故事。 |
| Enrich Your Mind | Text A: 本文通过一位女士回忆儿时的音乐老师的微笑对自己的鼓励，表达了她对老师的感激，并阐述了善意在人生中的意义。 Text B: 感恩犹如生活中的阳光雨露，本文告诉我们如何才能拥有一颗感恩的心。 |
| Keep Your Feet on the Ground | 了解名词的分类并掌握其用法。 |
| Try Your Hands | 了解并掌握通知的基本格式和主要句式。 |
| Lighten Your Brain | 英文歌曲: My Love 幽默故事: I Was Afraid to Frighten You |



Section A

Wake Up Your Ears



Part One Listening Tips

在日常生活中，尤其在社交场合，使用礼貌用语是尊重他人的具体表现，也是衡量个人素质高低的尺度。下面就来学习英语礼貌用语，并通过它去结交更多的外国朋友吧！

Part Two Listening Practice

A Sentence

Listen to the following questions twice and choose the best answer to each of them from the four choices marked A, B, C and D.

Word Tips

driving test 驾照考试

terribly /'terəblɪ/ *adv.* 非常

- | | |
|--|---|
| 1. A. Very well, thank you. C. I am a teacher. | B. Sorry, I don't know. D. It's a great day. |
| 2. A. Don't say that. C. Thank you. | B. It's OK. D. Oh, it's such a great pity! |
| 3. A. Don't go. C. I'm sorry to hear that. | B. See you. D. How about Sunday? |
| 4. A. It's possible. C. No way. | B. That's all right. D. My pleasure. |
| 5. A. You're welcome. C. Sure. | B. No, thanks. D. Just so so. |

Script

- | | |
|--|--|
| 1. Hi, Mary, I haven't seen you for a long time. How is everything? | 3. I'm afraid I have to say goodbye. |
| 2. I've heard that you've passed the driving test, congratulations! | 4. I'm terribly sorry that we're late. |
| | 5. Thank you so much for helping us. |

B Dialogue

Listen to the dialogues twice and choose the best answer to each question from the four choices marked A, B, C and D.

Word Tips

I beg your pardon 请原谅，对不起
get a raise 加薪

sales reps=sales representatives 销售人员
happy camper 快乐的人

1. A. Because he's looking for a book for her.
B. Because he bought a book for her.
C. Because he's found the book she is looking for.
D. Because he lent a book to her.
2. **A. The man is making an apology to the woman.**
B. The man is making an appointment with the woman.
C. The woman is angry with the man.
D. The woman is happy about what the man has done.
3. A. She is saying hello to the man.
C. She is saying goodbye to the man.
- B. She is making an apology to the man.
D. She is introducing someone to the man.
4. A. She feels unhappy.
C. She feels sorry for the man.
- B. She is very happy.**
D. She congratulates the man.
5. A. He thinks it's time for the woman to leave.
B. He thinks it's better for the woman to leave a little earlier.
C. He is asking the woman to come next time.
D. He is asking the woman to stay a little longer.

Script

1. W: Oh, that's the book I'm looking for!

Many thanks!

M: It's my pleasure.

Q: Why does the woman thank the man?

2. M: I do beg your pardon for the mistake I've made.

W: It's OK. That can happen to the rest of us.

Q: What do we learn from the dialogue?

3. W: This is Mark Green and this is Steven Jin. They are the sales reps.

M: It's nice to meet you. I'm David Smith.

Q: What is the woman doing?

4. M: Congratulations! It's about time you got a raise.

W: Really? I'm a happy camper!

Q: What does the woman mean?

5. W: Oh, it's getting dark. I must be off now.

M: Can't you stay a little longer?

Q: What does the man imply?

C Passage

Listen to the passage three times and fill in the blanks.

Word Tips

observe /əb'zɜ:v/ v. 庆祝

gratitude /'grætɪtju:d/ n. 感激

origin /'ɒrɪdʒɪn/ n. 起源

entirely /ɪn'taɪəli/ adv. 完全地

connect /kə'nekt/ v. 连接, 联系

public /'pʌblɪk/ adj. 公开的, 公众的

Thanksgiving is a holiday celebrated in much of North America, ①generally observed as an expression of gratitude, usually to God. The most ②common view of its origin is that it was to give thanks to God for the autumn harvest. In the United States, the holiday is celebrated on the fourth Thursday in November. It is an ③important family holiday, and people often travel across the country to be with family members for the holiday. Thanksgiving is ④almost entirely celebrated at home, unlike the fourth of July or Christmas, which are connected with ⑤a variety of shared public experiences.

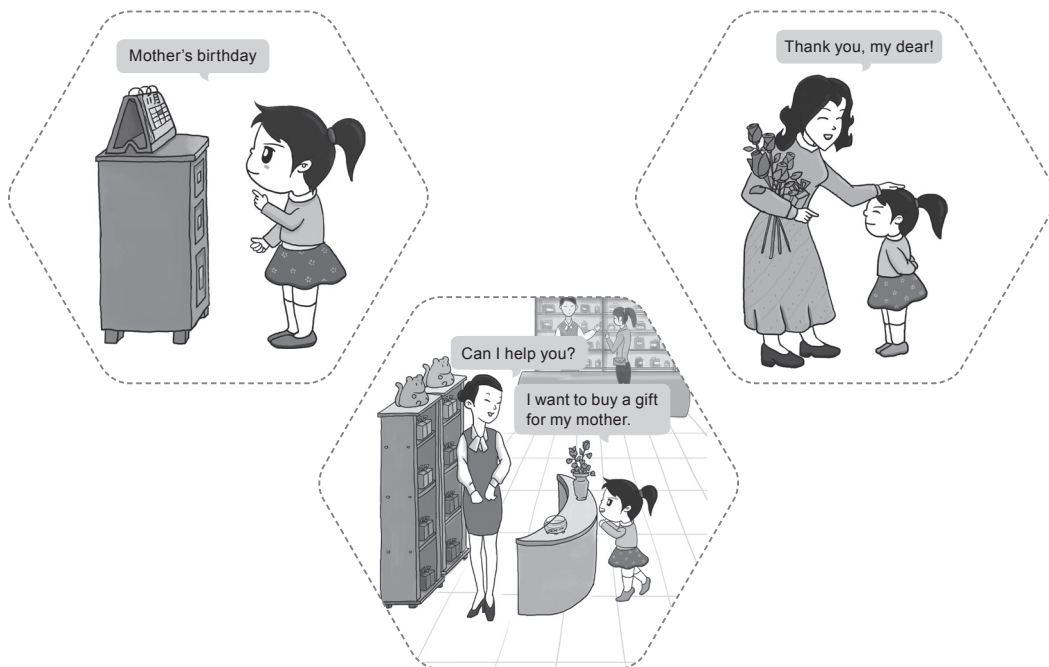


B Section

Open Your Mouth

Activity A Story Telling

Look at the pictures below and talk about what happened.



Activity B Discussion

If you were the little girl, what would you do? Why?

Section Enrich Your Mind



Part One Texts

Background Information ←

To be grateful means you are thankful for and appreciative of what you have and where you are. Gratitude fills your heart with the joyful feeling and allows you to fully appreciate everything that arises around you. As you strive to keep your focus on the present moment, you can experience the full wonder of “here”. Imagine what your life would be like if you lost all that you had. This will most surely remind you of how much you do appreciate it. Make a list each day of all that you are grateful for, so that you can stay conscious daily of your blessings. Spend time offering assistance to those who are less fortunate than you, so that you may gain perspective. And what really matters is that you create a space in your consciousness for appreciation for all that you have right now, so that you may live more joyously in your present moment.

Text A

微笑可以传达友好、鼓励的信息，甚至可以在不经意间影响和改变某个人的一生。本文作者通过追忆老师的微笑，表达了自己对老师的感激之情。

Smile

- 1 If a little girl is neither pretty nor clever, she can hardly draw a teacher’s **attention**, **especially** when she is shy and **self-abased**.
- 2 I was such a girl when I was at the age of eight. At that time I was a **primary** school student. I loved reading books, hearing stories and playing games. Also I enjoyed listening to music as well as singing songs. I didn’t find myself very interested in music until Miss Lois, my music teacher, came into my life.
- 3 She was a young lady who looked just over 20 years old. She was pretty and **gentle**, with great **patience**. She has had such a great **influence** on me that I cannot and will never forget her. In our

music classes, Miss Lois sometimes played a short piece of music and asked us to repeat. It was a bit difficult for an eight-year-old child to do so. In one of those classes, some clever girls were chosen, and then **followed** by some pretty ones. A few of them could do a good job and **gained** Miss Lois's **praise**. Then, to everyone's surprise, I was chosen to do it. Surprised and **anxious**, I didn't know whether I would be a laughing stock. Miss Lois looked at me with a beautiful smile. At once I calmed myself and took great **courage**. At last I did very well and was said to be the best.



- 4** Maybe Miss Lois can't remember my name now, for she **treats** every pupil kindly. But she really has played a very important **role** in my life. It is she who turned a self-abased girl into a **confident** one.

(Words: 273)

Structure Analysis

| Part | Paragraph | Main idea |
|------|-----------------|--|
| 1 | Para. 1~Para. 2 | I was a shy and self-abased girl before Miss Lois became my teacher. |
| 2 | Para. 3 | Because of Miss Lois' encouragement, I did very well in class. |
| 3 | Para. 4 | Miss Lois turned me into a girl with self-confidence. |

Chinese Version

微笑

- 1** 如果一个小女孩既不漂亮也不聪明,她几乎不可能吸引老师的注意,尤其当她既羞怯又自卑的时候。
- 2** 我8岁的时候就是这样一个女孩。那时我还是小学生,喜欢看书、听故事、玩游戏。我也喜欢听音乐和唱歌。但是我并没有发现自己对音乐有什么特别的兴趣,直到我的音乐老师洛伊丝小姐走进我的生活。
- 3** 她是一个年轻的姑娘,看上去只有20岁左右。她很漂亮、温柔,很有耐心。她对我的影响如此之大,以至于我永远不能,也不会忘记她。在我们的音乐课上,洛伊丝小姐有时候会演奏一小段音乐,然后让我们重复。对一个8岁的孩子来说,这样做有点难。在这样的课堂上,一些聪明的女孩会被挑选出来参加这个活动,接着是漂亮的女孩们。有些女孩会因为表现出色而获得洛伊丝小姐的赞美。然而,让大家都吃惊的是,我被选中了。我既惊讶又紧张,不知道自己是否会成为一个笑柄。洛伊丝小姐看着我,给我一个灿烂的微笑。我立刻让自己平静下来并鼓足勇气。最后我做得非常好,大家都说我是做得最好的一个。
- 4** 或许洛伊丝小姐如今已经不再记得我的名字了,因为她对每个学生都很友善。但是她在我生活中真的起了很重要的作用。正是她让一个自卑的女孩变成了一个自信满满的人。



Word List

attention /ə'tenʃən/ *n.* 注意力; 关心

e.g. You should focus your attention on your work. 你应该把注意力放在工作上。

He didn't pay much attention to his surroundings. 他没有留心他周围的环境。

especially /ɪs'peʃəli/ *adv.* 特别; 尤其

e.g. You've got to be especially careful when you cycle on snow. 雪地上骑车要格外小心。

I like to swim, especially in the sea. 我喜欢游泳, 尤其喜欢在大海中游泳。

★ **self-abased** /self ə'beɪst/ *adj.* 自卑的

e.g. She is self-abased because of the misfortune she meets with. 她因遭不幸而自卑。

primary /'praɪməri/ *adj.* 初级的; 首要的, 主要的

e.g. The disease is still in its primary stage. 这种疾病仍然在初发阶段。

The primary reason for advertising is to sell more goods. 做广告的首要目的是要多出商品。

A primary cause of Tom's failure is his laziness. 懒惰是汤姆失败的主要原因之一。

gentle /'dʒentl/ *adj.* 温和的; 轻柔的; 温顺的

e.g. We've never met such gentle people. 我们从未遇到过这样温和的人。

The gentle music can relax him. 轻柔的音乐能使他放松。

She is gentle like a lamb. 她像只小羊羔一样温顺。

patience /'peɪʃəns/ *n.* 耐心; 忍耐; 毅力

e.g. Her endless patience made her the best nurse in the hospital. 无限的耐心使她成为这个医院最好的护士。

Patience is a plaster for all sores. 忍耐可以减轻一切痛苦。

Learning to walk again after his accident required great patience. 他出事后要有极大的毅力来重新学习走路。

influence /'ɪnfluəns/ *n.* 影响; 影响力; 权势

vt. 影响; 感染

e.g. Van Gogh had a major influence on the development of modern painting. 凡·高对现代绘画的发展有着重大的影响。

He has rather a large influence over a good many people. 他对很多人都有相当大的影响力。

Mr. Smith is a man of influence in this town. 史密斯先生是这个镇上有权势的人物。

Don't let me influence your decision. 不要让我影响你的决定。

The labor enthusiasm of the workers strongly influenced us. 工人们的劳动热情极大地感染了我们。

follow /'fɒləʊ/ *vt.* 跟随; 沿着; 遵照

e.g. The little boy followed his father out. 小男孩跟随他父亲出去了。

Follow this road until you get to the corner, and then turn left. 沿着这条路走到拐角处, 然后向左转。

You will do all right so long as you follow my advice. 只要你听我的建议就一定会做好的。

gain /geɪn/ *vt.* 获得

n. 收益

e.g. He has gained rich experience in these years. 这些年来, 他获得了丰富的经验。

No pain, no gain. 不劳则无获。

praise /preɪz/ *n.* 赞美, 称赞

vt. 赞扬

e.g. He deserves all the praise and worship. 他值得我们一切的赞美和崇拜。

The teacher praised her for her courage. 老师赞扬了她的勇气。

anxious /'æŋkʃəs/ *adj.* 焦虑的; 渴望的

e.g. The week of the flood was an anxious time for all of us. 闹水灾的那个星期是使我们大家都焦虑不安的日子。

The whole country was anxious for peace. 全国上下都渴望和平。

courage /'kʌrɪdʒ/ *n.* 勇气, 胆量

e.g. A soldier's courage is put to the proof in battle. 士兵的勇气在战斗中得到考验。

Do you have the courage to go bungee jumping? 你有胆量玩蹦极吗?

▲treat /tri:t/ *vt.* 对待; 处理; 治疗

e.g. We should treat people and animals with humanity. 我们应该仁慈地对待人和动物。

This delicate glass must be treated with care. 这种精巧的玻璃杯使用时要小心。

This boy is being treated for a heart disease. 这个男孩正在接受心脏病治疗。

role /rəʊl/ *n.* 作用; 角色

e.g. The Panama Canal has played a very important role in transportation. 巴拿马运河在运输上起到了非常重要的作用。

The key role of the teacher in the learning process should not be neglected. 教师在学习中的关键作用是不该忽视的。

confident /'kɒnfɪdənt/ *adj.* 自信的; 确信的

e.g. I'm confident in the path I have chosen. 我对我自己选择的道路很有自信。

We are confident of victory. 我们确信能取得胜利。



Useful Phrases and Expressions

neither... nor 既不……也不…… (两者都不)

e.g. The hotel is neither spacious nor comfortable. 这个旅馆既不宽敞也不舒服。

Neither he nor I am able to understand her. 我和他都不能理解她。

draw one's attention 引起某人注意

e.g. The article was intended to draw people's attention to the environmental situation. 这篇文章旨在引起人们对环境的注意。

She can draw attention to herself. 她能吸引人们注意她。

as well as 既……又……

e.g. He is a friend in word as well as in deed. 他是个言行一致的朋友。

He shared in my sorrows as well as in my joys. 他分享我的快乐, 也分担我的悲伤。

have an influence on sb. 对某人有影响

e.g. His teacher has had a civilizing influence on him. 他的老师对改进他的言谈举止有潜移默化的影响。

His magnificent ideas had a great influence on me. 他崇高的思想对我有过巨大的影响。

to one's surprise 令人惊奇的是……

e.g. To my surprise, the task was finished in only one week. 令我惊奇的是, 这项任务竟然在一周内就完成了。

To everyone's surprise, information created in one corner finds its way into all the other corners quickly. 令大家惊奇的是, 在一个角落产生的信息, 可以很快地传播到其他各个角落。

a laughing stock 笑柄

e.g. If you do that, you will make yourself a laughing stock. 你要是这样做, 就会成为笑柄了。

I can't wear this to the party! I'll be a laughing stock! 我不能穿这个去参加聚会! 我会成为笑柄的!

play a role 起作用; 扮演角色

e.g. One doctor said lifestyle may also play a role. 有位医生说生活方式也可能发挥作用。

He was invited to play a role in this TV play. 他被邀请在这个电视剧里扮演一个角色。

turn into 变成, 把……变成

e.g. When water boils it turns into steam. 水沸腾而变成蒸汽。

The whole thing turned into a bitter quarrel. 整件事酿成了激烈的争吵。



Notes

1 ***It was a bit difficult for an eight-year-old child to do so.*** 对一个8岁的孩子来说, 这样做有点难。

1) 此句包含了一个句型: It be+adj.+for sb. to do sth. 对某人来说做某事(怎么样)。it是形式主语, 真正的主语是to do sth.。该句型中, 形容词仅仅用来描述事物特征, 这类形容词有difficult, easy, hard, important, dangerous, (im)possible等。

如果句型中的形容词是描述不定式行为者的性格、品质的, 如kind, good, nice, right, wrong, clever, careless, polite, foolish等, 则后面的介词要用of。

e.g. It is not easy for us to master a foreign language. 对我们来说掌握一门外语不容易。

It's very kind of you to help me. 你能帮我, 真好。

2) 此句中的eight-year-old是一个复合形容词, 其构成形式为“数词+名词+形容词”, 中间用连字符连接, 且名词用单数形式。

e.g. an 800-meter-long bridge 一座长800米的桥梁

- 2** *It is she who turned a self-abased girl into a confident one.* 正是她让一个自卑的女孩变成了一个自信满满的人。

此句为强调句。强调句的结构为：It+be+被强调的内容+that (who)+句子的其他成分。在该句型中，be动词有is, was两种形式，分别用于现在时和过去时的强调句中。如果被强调的部分是人，则关系代词可以用that，也可以用who。

e.g. It is Tom that/who gets up the earliest in the dorm every day. 每天寝室里起得最早的人正是汤姆。

It was yesterday that they got lost in the forest. 就是在昨天，他们在森林中迷路了。

Reading Comprehension

Choose the best answer according to the text you have read.

- Before the little girl met Miss Lois, she _____.
 A. never knew how to sing and dance **B. had many hobbies, including singing**
 C. was full of confidence in herself D. didn't like to play games at all
- The little girl could not forget Miss Lois in her life mainly because _____.
 A. Miss Lois was very beautiful B. Miss Lois could sing songs very well
 C. Miss Lois was very young **D. Miss Lois made a great influence on her**
- When the little girl was chosen to perform in class, _____.
A. she was surprised and nervous B. she was not willing to do it
 C. she thought it very easy D. she was laughed at by her classmates
- The influence Miss Lois made on the little girl was _____.
A. she brought self-confidence to the girl
 B. she made the girl a good singer
 C. the girl chose acting as her career
 D. the girl also became a good teacher after she grew up
- From the text, we can know that _____.
 A. smiling is necessary for a teacher
B. courage from their teacher is very important for pupils
 C. classroom activity is welcome in school
 D. pupils are all good at singing and dancing

Text B

感恩之心，是我们每个人生活中不可缺少的阳光雨露，也是美好生活的催化剂。本文提供了几种使人常存感恩之心的方式，以期使读者将之内化为自己的行为方式，从而赢得更加美好的人生。

Living with Gratitude

- 1 Creating an **attitude** of gratitude is one of the easiest steps we can take to **improve** our lives. The happiness created by showing our **appreciation** has far-reaching **effects**, both for ourselves and for others. Here are some ways to live with gratitude.
- 2 Saying “thank you” is the most **basic** and well-known way to show appreciation. You can say it in person, over the phone, in a note, or in an e-mail. Using this can have **significant** results in lifting someone’s **spirits**.
- 3 Stop **complaining** about your life. Hard as life can be sometimes, remember that there is always someone that has things worse than you do. **Constant** complaining about what is wrong in your life will keep you **focused** on that, which will bring you down, while focusing on the **positive** will lift you up.
- 4 Give to someone else. This is the best way to **spread** your gratitude. For example, you could **volunteer** your time to help those less lucky. This could make their day without you even knowing it. If they in turn give it to someone else, the **cycle** could **continue** without end.
- 5 Living a life of gratitude is one of the ways to live a happier life. It takes very little **effort** to show someone you appreciate them but will mean so much to them. Make gratitude a part of us and make today the day you start living a life of gratitude and spread your light to the rest of the world!



(Words: 254)

Structure Analysis

| Part | Paragraph | Main idea |
|------|------------------|--|
| 1 | Para. 1 | The easiest way to live a happy life is to show gratitude. |
| 2 | Para. 2~ Para. 4 | Four ways to live with gratitude. |
| 3 | Para. 5 | Let's live a life with gratitude. |

Chinese Version

心怀感激

- 1 心怀感激是我们可以用来改善生活的最简单的方式。通过表达我们的感激而带来的快乐无论对我们自己,还是对他人都有着深远的影响。这里有一些方法可以让我们心怀感激地生活。
- 2 说声“谢谢你”是表达感激的最基本和最众所周知的方式。你可以亲口说出来,也可以通过打电话、写便条或电子邮件说“谢谢”。用这种方法可以让人精神振奋。
- 3 不要抱怨你的生活。虽然生活有时很艰辛,但要记住总有人过得不如你。不停地抱怨生活中的遭遇只会让你关注眼前的困境,使你受挫,而关注生活的积极面却能使你振作。
- 4 给予别人帮助。这是传播感激之情的最佳途径。比如,你可以自愿花时间去帮助那些不太幸运的人。这样,在你毫不知情的情况下,他们可能会度过快乐的一天。如果他们把这份帮助再传递给其他人,那么这种循环可能会一直持续下去,没有尽头。
- 5 心怀感激地生活是更快乐地生活的一种方式。我们只需很少的努力就能展示给他人你对他们的欣赏,但这对他人却意味着很多。让感激成为我们的一部分,让我们从今天开始,心怀感激地生活,并把你的感激之光播撒到世界的其他地方!



Word List

create /kri'eit/ *vt.* 创造; 产生

e.g. An artist should create beautiful things. 艺术家应该创造美好的东西。

This is the kind of atmosphere we want to create. 我们就想营造这种氛围。

attitude /'ætɪtju:d/ *n.* 态度, 看法

e.g. She shows a very positive attitude to her work. 她的工作态度非常积极。

As you get older, your attitude towards life changes. 人随着年龄的增长, 对生活的看法也会有所改变。

improve /ɪm'pru:v/ *vt.* 改善, 改进; 提高

vi. 变得更好, 改进

e.g. He offered a suggestion to improve the plan. 他提出了一个建议来改进这个计划。

I want to improve my English. 我想提高我的英语水平。

We have to improve on the game. 我们要改进这个游戏。

★ **appreciation** /ə'pri:ʃi'eɪʃn/ *n.* 感激; 欣赏

e.g. Please accept this as a token of my appreciation. 请接受这份礼物, 以示我的感激。

She shows little appreciation of good music. 她对好音乐几乎没有欣赏能力。

effect /ɪ'fekt/ *n.* 影响, 作用, 效果; 结果

e.g. This will have a negligible effect on the temperature. 这对温度的影响将是微乎其微的。

The advertising campaign didn't have much effect on sales. 这种广告攻势对销售额并没有起到多大作用。

The aspirins soon took effect. 服下的阿司匹林药片很快见效了。

What is certain is that every effect must have a cause. 每一个结果都有一个原因, 这是确定无疑的。

basic /'beɪsɪk/ *adj.* 基本的, 基础的; 初级的

e.g. The family is the basic unit of society. 家庭是社会的基本单位。

Basic research is of great importance in all scientific fields. 在各个科学领域里, 基础研究是非常重要的。

All the people can be accessible to basic health care services in the future. 将来人人都能享有基本的卫生保健服务。

significant /sɪɡ'nɪfɪkənt/ *adj.* 重要的; 意味深长的; 相当数量的

e.g. The question under discussion is significant. 正在讨论的问题很重要。

Grandpa looked over and gave me a significant smile. 爷爷看着我, 给了我一个意味深长的微笑。

We had raised a significant amount of new money. 我们已经筹措了数量可观的新款项。

▲ **spirit** /'spɪrɪt/ *n.* 精神, 心灵

e.g. We need a spirit of enterprise if we are to overcome our difficulties. 如果我们要克服困难, 就要有进取精神。

Music lifted up the listening spirit. 音乐升华了倾听者的心灵。

complain /kəm'pleɪn/ *vi.* 抱怨; 投诉

e.g. She complained to me about his rudeness. 她向我抱怨他的鲁莽。

I really must complain about the service in this place. 我真的必须投诉这儿的服務了。

constant /'kɒnstənt/ *adj.* 不断的; 坚定的; 始终如一的

e.g. She matured her novel by constant revision. 她不断修改自己的小说以使其趋于完善。

He has been her constant companion for the last four months. 最后四个月里, 他一直陪伴在她身边。

The signals go to and fro at a very high but almost constant speed. 那些信号用非常快但几乎不变的速度来回传送。

focus /'fəʊkəs/ *vt. & vi.* (使) 集中, 聚集

n. 焦点; (注意、活动、兴趣等的) 中心

e.g. You should focus your attention on your work. 你应该把注意力放到工作上。

Please focus on the long-term goals instead of the short-term objectives. 请专注于长远目标, 而不是短期目的。

Bring the object into focus if you want a good photograph. 如果你想拍一张好照片, 那么就把物体对准在焦点上。

Her children are the main focus of her life. 孩子们是她生活的重心。

positive /'pɒzətɪv/ *adj.* 积极的, 肯定的; 正(极)的, 阳性的

e.g. He has a positive attitude towards life. 他对生活持有积极的态度。

I'm positive she told us to meet at noon. 我肯定她是告诉我们在中午见面。

This charge is a positive charge. 这个电荷是正电荷。

The blood tests were positive. 验血结果呈阳性。

spread /spred/ *vt.* 传播, 扩散; 舒展, 展开

n. 传播, 散播

e.g. The radio spread the news as soon as the accident happened. 事故一发生, 收音机就把这个消息播放出去了。

Who spread these rumors? 谁散布的这些谣言?

I spread my arms as far apart as I could. 我尽可能地将双臂伸展开。

We spread a rug on the grass for the picnic. 我们在草地上铺开毯子, 准备野餐。

What can we do to prevent the spread of the disease? 我们能做些什么来防止这种疾病的传播呢?

★**volunteer** /ˌvɒləntɪə/ *vt.* 自愿提供, 自愿给予; 自愿 (做)

n. 志愿者

e.g. He volunteered a statement to the police. 他主动向警方供出了情况。

They volunteer for good causes. 她们自愿做好事。

He works as a volunteer at off time. 他在业余时间做志愿者。

cycle /ˈsaɪkl/ *n.* 循环, 周期; 自行车

vi. 循环; 骑自行车

e.g. The seasons of the year make a cycle. 一年四季构成一个循环。

The business cycle experienced a sudden down. 商业周期经历了突然的萧条。

I go to school by cycle every day. 我每天骑自行车上学。

You can press TAB to cycle through the windows. 你可以按Tab键循环切换窗口。

It's easier to cycle with the wind behind you. 顺风骑车更省力。

continue /kən'tɪnju:/ *vt. & vi.* 继续; 维持

e.g. It's useless to continue such a barren argument. 继续这种无聊的争辩是无用的。

Wet weather may continue for a few more days. 多雨的天气可能还要持续好几天。

effort /'efət/ *n.* 努力; 努力的成果

e.g. He made an effort to climb the wall. 他努力要爬上墙。

His recent novel is a fine literary effort. 他最近的小说是一本文学佳作。



Useful Phrases and Expressions

far-reaching effect 深远的影响

e.g. The invention of electronic computers has a far-reaching effect on the development of science and technology. 电子计算机的发明对科学技术的发展具有深远的影响。

The new report has far-reaching effects for the future of broadcasting. 这个新报告对广播业的前景有深远的影响。

in person 亲自

e.g. He will be present at the meeting in person. 他将亲自参加会议。

You may apply for tickets in person or by letter. 购票者可亲自来申请, 也可来信索取。

focus on 集中在

e.g. Our policy is to focus on developing these areas. 我们的政策是着眼于把这些地区发展起来。

The noise made it hard for me to focus on work. 噪声让我无法集中精力工作。

bring down 使……消沉; 击败

e.g. The scandal may bring down the government. 这一丑闻可能导致政府垮台。

He will give me enough evidence to bring down the leadership of the group. 他将要给我能击败这个集

团的领导人的足够证据。

lift up 鼓舞, 激励

e.g. His very presence lifted us all up. 正是他的来临使我们人人振奋。

Let us lift up our hearts by singing the song. 让我们唱一唱这首歌振作起来。

for example 例如, 以……为例

e.g. You can't depend on her: for example, she arrived late yesterday. 她靠不住, 举例说, 昨天她就迟了。

A car, for example, uses a lot of petrol. 比如说, 汽车要消耗大量汽油。

in turn 反之, 反过来

e.g. Theory is based on practice and in turn serves practice. 理论以实践为基础, 反过来又为实践服务。

In turn, this has enabled greater economic opportunities in many parts of the world. 这也转而给世界各地提供了更大的经济机会。

take effort 花费精力

e.g. It'll take a lot of effort to break into this market. 要进军这个市场需要付出很大努力。

It may take a little time and effort. 这可能需要点时间和精力。

the rest (of sth.) 其余的人; 其他事物; 其他

e.g. The slide cut off the valley from the rest of the world. 山崩切断了这个山谷与外界的联系。

He put £25 down and pay the rest in installment. 他付了25英镑的定金, 其余的分期付款。



Notes

1 ***Hard as life can be sometimes, remember that there is always someone that has things worse than you do.***

1) hard as life can be sometimes是由as引导的让步状语从句。as引导让步状语从句时, 必须将表语、状语或动词原形置于as前面。

e.g. Tired as I was, I tried to help them. 虽然我很累, 我还是努力帮助他们。

Try as he would, he couldn't open the door. 他试过多次了, 却仍打不开那扇门。

Hard as they tried, they couldn't make her change her mind. 尽管他们做了很大努力, 却无法让她改变主意。

2) remember后是一个由that引导的宾语从句there is always someone that has things worse than you do, 该宾语从句中又包含一个由that引导的限定性定语从句that has things worse than you do, 该定语从句的先行词为someone。

2 ***Constant complaining about what is wrong in your life will keep you focused on that, which will bring you down, while focusing on the positive will lift you up.***

不停地抱怨生活中的遭遇只会让你关注眼前的困境, 使你受挫, 而关注生活的积极面却能使你振作。

1) which will bring you down是which引导的非限定性定语从句, 修饰前面的整个句子。

2) 此句中的while为连词, 意为“然而”, 表示转折关系。

Reading Comprehension

Decide whether each of the following statements is true (T) or false (F) according to the text you have read.

- (F) 1. The happiness created by showing our appreciation has deep effects on others only.
- (F) 2. Saying “thank you” over the phone is not a polite way.
- (F) 3. Complaining about what is wrong in your life will lift you up.
- (T) 4. If you give gratitude to others, the cycle will go on forever.
- (T) 5. Show your appreciation to others will have a great meaning to them.

Part Two Focus Exercises

A Words and Their Formations

Fill in each of the blanks with the appropriate form of the word from the list.

Example

| | | | | |
|--------------|----------------|------------------|-----------------|-------------------|
| care (v./n.) | careful (adj.) | carefully (adv.) | careless (adj.) | carelessness (n.) |
|--------------|----------------|------------------|-----------------|-------------------|

- Now listen _____ everybody, I will repeat the sentence only once.
- Carrie doesn't _____ how far she has to walk.
- You should be _____ when talking with that sick man.

Key carefully care (v.) careful

Exercises

| | |
|---|---|
| patience (n.) patient (adj.) patiently (adv.) impatient (adj.) | 1. Facing the trouble, he is <u>patient</u> . That's why he can always solve problems. 2. He <u>patiently</u> taught himself in this subject. 3. We haven't the <u>patience</u> to hear such an empty talk. |
| anxious (adj.) anxiously (adv.) anxiety (n.) | 1. We had a very <u>anxious</u> time until we knew that they were safe. 2. There's a lot of <u>anxiety</u> among the staff about possible job losses. 3. He is <u>anxiously</u> awaiting the result of the medical tests. |
| courage (n.) courageous (adj.) discourage (v.) | 1. She showed great <u>courage</u> when she heard the bad news. 2. He was the most <u>courageous</u> man I ever knew. 3. Don't let one failure <u>discourage</u> you. |

| | |
|---|---|
| confident (<i>adj.</i>) confidence (<i>n.</i>) confidently (<i>adv.</i>) | <p>1. When facing a hard task, we need <u>confidence</u> in ourselves.</p> <p>2. Philip walked forward <u>confidently</u> onto the stage and started to sing.</p> <p>3. We need a <u>confident</u> leader to overcome these difficulties.</p> |
| improve (<i>v.</i>) improvement (<i>n.</i>) improved (<i>adj.</i>) | <p>1. I hope the weather will <u>improve</u> Friday.</p> <p>2. She is an <u>improved</u> edition of her mother.</p> <p>3. There is a need for <u>improvement</u> in your handwriting.</p> |
| happy (<i>adj.</i>) happiness (<i>n.</i>) happily (<i>adv.</i>) | <p>1. Her marriage is full of <u>happiness</u> .</p> <p>2. A little bird is singing <u>happily</u> in the tree.</p> <p>3. Our team is very <u>happy</u> to answer you any question about our project.</p> |
| basic (<i>adj.</i>) base (<i>n.</i>) basis (<i>n.</i>) basically (<i>adv.</i>) | <p>1. We drew the conclusion on the <u>basis</u> of many tests.</p> <p>2. <u>Basically</u>, it is a problem of manner.</p> <p>3. The family is a <u>basic</u> unit in our society.</p> |
| gentle (<i>adj.</i>) gentleness (<i>n.</i>) gently (<i>adv.</i>) | <p>1. Her <u>gentleness</u> has given me a deep impression.</p> <p>2. She always speaks <u>gently</u> to the child.</p> <p>3. My new teacher is a very <u>gentle</u> person.</p> |
| effect (<i>n.</i>) effective (<i>adj.</i>) effectively (<i>adv.</i>) | <p>1. My plan has not been carried out with <u>effect</u> .</p> <p>2. The company must reduce costs to compete <u>effectively</u> .</p> <p>3. In the short term, the medicine may not be very <u>effective</u> .</p> |
| mean (<i>v./n.</i>) meaning (<i>n.</i>) meaningful (<i>adj.</i>) meaningless (<i>adj.</i>) | <p>1. Those words are empty of <u>meaning</u> .</p> <p>2. His promises were just <u>meaningless</u> talks.</p> <p>3. I <u>mean</u> to be a great scientist.</p> |

B Phrases and Their Uses

I. Match each phrase in Column A with its corresponding Chinese meaning in Column B.

| A | B |
|---------------------------|----------|
| a primary school student | 一小段音乐 |
| a short piece of music | 笑柄 |
| lift spirit | 一名小学生 |
| a laughing stock | 提起精神 |
| significant effects | 过更健康的生活 |
| volunteer her time | 抱怨生活 |
| improve living conditions | 自愿花费她的时间 |
| have important results in | 改善生活条件 |
| complain about life | 明显的效果 |
| live a healthier life | 产生重要影响 |

II. Fill in each blank with an appropriate phrase given below, changing the form if necessary.

| | | | |
|----------------------|----------------------|----------------|------------|
| draw one's attention | have an influence on | be followed by | as well as |
| turn into | focus on | bring down | lift up |
| | | for example | in turn |

- He grows flowers as well as vegetables.
- After decoration, the old building was turned into a library.
- The article was written to draw people's attention to protect the environment.
- My teacher have an influence on me to study science at college.
- The pop star was followed by a train of fans.
- When facing difficulties, lift up your spirit.
- It will bring strong winds which in turn will rapidly clear the sky.
- In American football, you have to try to bring down your opponent (对手).
- I like sports, for example, playing basketball.
- The noise made it hard for me to focus on work.

C Translation

I. Choose the best translation for each sentence according to the context.

1. I didn't find myself very interested in music until Miss Lois came into my life.

- A. 露易丝小姐走进了我的生活，我发现自己对音乐感兴趣。
 B. 直到露易丝小姐走进我的生活，我才发现自己对音乐感兴趣。
 C. 在露易丝小姐走进我的生活之前，我就发现自己对音乐感兴趣。

- D. 我对音乐感兴趣，一直到露易丝小姐走进我的生活。
2. A few of them could do a good job and gained Miss Lois's praise.
- A. 他们中很少有人能做得很好，并获得露易丝小姐的表扬。
- B. 他们中的一些人有很好的工作，为此得到了露易丝小姐的表扬。
- C. 他们中的一些人做得很好，得到了露易丝小姐的表扬。**
- D. 露易丝小姐表扬了他们，因为他们的工作做得很好。
3. She has had such a great influence on me that I cannot and will never forget her.
- A. 我永远不会忘记她对我产生过很大影响。
- B. 我永远不会也不能忘记她对我产生的影响。
- C. 我永远也不会忘记她对我产生了如此大的影响。
- D. 她对我产生了很大影响以至于我永远不能也不会忘记她。**
4. You can say it in person, over the phone, in a note, or in an e-mail.
- A. 你可以个人说，打电话说，写便条说，或写电子邮件说。
- B. 你可以面对面说，在电话里说，写便条或电子邮件说。**
- C. 你可以亲自说，打电话，写便条，或写电子邮件。
- D. 你可以对别人说，对电话说，写便条或电子邮件说。
5. For example, you could volunteer your time to help those less lucky.
- A. 比如说，你可以做志愿者来帮助那些没钱的人。
- B. 比如说，你可以做志愿者来帮助那些不幸的人。
- C. 比如说，你可以花时间来帮助那些没钱的人。
- D. 比如说，你可以自愿花时间来帮助那些不幸的人。**

II. Complete the sentences according to the Chinese information in the brackets.

1. Education plays a key role (起着关键的作用) in a person's life.
2. To our surprise (令我们惊讶的是), his plan succeeded.
3. It was her teacher's kindness that (正是她老师的善良) turned the shy girl into one with great confidence. (用强调句型)
4. Before the little girl met her teacher, she thought herself neither pretty nor clever (既不漂亮又不聪明). (用neither... nor)
5. We should take efforts to reduce the noise around us (应该努力降低周围的噪声) to protect our environment.



Section

Keep Your Feet on the Ground

Noun (名词)

名词是表示人、事物、地点或抽象概念的名称的词，是英语中最重要的词类之一。它有专有名词和普通名词之分，还有可数名词与不可数名词之分。如下图所示：



一、可数名词与不可数名词

可数名词与不可数名词的区分在英语中是一个重要问题，在使用任何名词时都得考虑这个问题。

1. 可数名词

可数名词所表示的事物可以用数来计算，但是单数可数名词不能独立使用，前面必须有限定词 a, an, the, my 等；而复数名词可以独立使用。

e.g. 她做作业时经常出差错。

错 She often makes mistake in her homework.

对 She often makes a mistake in her homework.

对 She often makes (some) mistakes in her homework.

2. 不可数名词

不可数名词所表示的事物不可以用数来计算，前面不能用不定冠词 a, an 和数词，没有复数形式。需表示数量时，用表示量的词或短语修饰。

e.g. a piece of (meat) 一片 (肉) a bit of (advice) 一点 (建议)

a bottle of (wine) 一瓶 (红酒) an article of (furniture) 一件 (家具)

二、可数名词的数

1. 名词复数的规则变化

| 分 类 | 构 成 | 例 词 |
|--------------------|------------------------|--|
| 一般名词 | 加-s | stomachs, tools, horses, baths |
| 以s, x, ch, sh结尾的名词 | 加-es | buses, classes, boxes, watches, brushes |
| 以o结尾的名词 | 辅音字母+o结尾的名词, 多数加-es | tomatoes, potatoes, heroes, echoes (回声) 但kilos, photos, pianos, autos等除外 |
| | 元音字母+o结尾的名词, 多数加-s | radios, zoos, bamboos, studios |
| 以y结尾的名词 | 辅音字母+y结尾的名词, 变y为i再加-es | factories, families, centuries, studies, cities |
| | 元音字母+y结尾的名词, 直接加-s | boys, days, toys, holidays, plays |
| 以f或fe结尾的名词 | 变f或fe为v再加-es | thief—thieves, wife—wives, leaf—leaves, 但chiefs, beliefs, roofs, safes, proofs, cliffs 等除外 |

2. 名词复数的不规则变化

| 构 成 | 例 词 |
|------------------------------|---|
| 单复数同形 | sheep, deer, means, species, Chinese |
| 变化元音字母 | man—men, tooth—teeth, mouse—mice, foot—feet |
| 词尾用-en或ren | ox—oxen, child—children |
| 外来词用原来的复数形式 | datum—data, basis—bases, thesis—theses, criterion—criteria, crisis—crises |
| 将复合名词中的主体名词变为复数形式 | new-comer—new-comers, son-in-law—sons-in-law, looker-on—lookers-on |
| 以man或woman开头的复合词, 名词都要变为复数形式 | man doctor—men doctors, woman teacher—women teachers |
| 做定语的复合词中, 名词要用单数形式 | an eight-year-old girl |

三、名词所有格

名词所有格是英语名词表示“所有”意义而采取的一种语法形式。

1. 名词所有格的构成

| 种 类 | 构 成 | 例 词 |
|----------------|--------------------|---|
| 单数名词和以s结尾的复数名词 | 加-'s | my mother's room, the children's book |
| 以s结尾的单数名词、专有名词 | 加-'或-'s均可 | my boss'/boss's office, Dickens'/Dickens's novels |
| 以s结尾的复数名词 | 只需加-' | the ladies' room, my friends' luggage |
| 复合名词 | 最后一词加-'s | an hour and a half's talk, his brother-in-law's photo |
| 名词+and+名词 | 表示共同所有, 最后一个名词加-'s | Tom and Jack's room (汤姆和杰克共有的房间) |
| | 表示各自所有, 每个名词都加-'s | Tom's and Jack's rooms (汤姆和杰克各自的房间) |

2. 名词所有格的用法

| 用 法 | 例 词 |
|-----------------------------|---|
| 用于人或其他有生命的名词, 以及由人组成的集体名词后 | Helen's arrival, women's magazines, Government's policy |
| 用于无生命的名词后, 如时间、距离、价格、国家、城市等 | summer's morning, an hour's drive, city's park |
| 用来表示住处、店铺等, 其后的地点名词常可省略 | my aunt's=my aunt's house |

3. “of+名词”构成的所有格

1) “of+名词”表示所有关系, 主要用于无生命的东西。

e.g. the door of the room, the cover of the book

2) 有时of短语也可以用于表示有生命的东西。

e.g. the son of an engineer, the laws of Newton

4. 双重所有格

双重所有格是一种表示部分概念或含有感情色彩的结构, 它有强调或者突出的作用, 其结构为“of短语+名词所有格”, 其含义为“其中之一”或“其中一部分”。

e.g. an old friend of my father's=one of my father's old friends

【注意】有时双重所有格与“of+名词”结构含义不同。

e.g. He is a friend of your husband's. 他是你丈夫的一个朋友。(强调你丈夫的朋友不止一个)
He is a friend of your husband. 他是你丈夫的朋友。(强调他对你丈夫的友好)



Test Yourself

I. Choose the best answer for each of the following items.

- June 1st is _____ Day all over the world.
A. Child's B. Childs'
C. Children's D. Childrens'
- _____ is made of _____.
A. Glass; glasses **B. A glass; glass**
C. Glasses; glass D. A glass; glasses
- There is _____ tree in our school.
A. a 8-metres-tall **B. an 8-metre-tall**
C. an 8 metres tall D. a 8 metres tall
- How many _____ and _____ are there in your class?
A. boy students; girl ones B. girl students; boy one
C. boys student; girl one D. girls students; boys ones
- A group of _____ are talking with two _____ over there.
A. Frenchmen; Germans B. Frenchmen; Germen
C. Germen; Frenchmen D. Germans; Frenchmans
- The tall man with a big nose is _____ teacher.
A. Tom and Carl B. Tom's and Carl's
C. Tom and Carl's D. Tom's and Carl
- He is very tired. He needs _____.
A. a night rest B. a rest night
C. a night's rest D. a rest of night
- This post card was sent by _____.
A. a friend my father **B. a friend of my father's**
C. my father friend D. my father friend's
- The railway station is two _____ from our house.
A. hour's drive **B. hours' drive**
C. hour drive D. hours drive
- He took _____ as to what he should do.
A. his friend advice B. his friend's advices
D. his friend's advice C. an advice of his friend

11. When autumn comes, _____ of most trees turn yellow and then fall down.

- A. leaf
B. leafs
C. leaves
D. leave

12. That bus driver drank two _____.

- A. glass of water
B. glasses of waters
C. cups of tea
D. cup of tea

13. What are you listening to, Jane? _____ or _____?

- A. A music; a news
B. A music; news
C. Music; news
D. Music; a news

14. —Are those _____?

—No, they aren't. They're _____.

- A. sheep; cows**
B. sheep; cow
C. sheeps; cow
D. sheeps; cows

15. The fire destroyed all the _____ in the language lab.

- A. furnitures and equipments
B. furniture and equipment
C. furniture and equipments
D. furnitures and equipment

II. Fill in each blank with the proper form of the word given in the brackets.

1. Nurses should treat the sick and wounded with great (kind) kindness.

2. The new flexible working time system will enable the (employ) employees to work more efficiently.

3. I'll put forward my (suggest) suggestion now so that he can have time to consider it before the meeting.

4. The fast (develop) development of the local economy has caused serious water pollution in this region.

5. Tom has made the (decide) decision to apply for a job in the company.

6. The secretary has been working for the same (manage) manager for over 5 years.

7. Today e-mail has become an important means of (communicate) communication in daily life.

8. Because of the (improve) improvement in the road conditions, there have been fewer accidents recently.

9. My first (impress) impression of England was that it was a grey and rainy place.

10. Yao Ming, our favorite basketball (play) player, is becoming a superstar in the world.

Section

E

Try Your Hands

Notice (通知)

通知是用来部署工作或传达事项的一种公告性文体，也是企业活动中常用的商务文体之一。通知一般可分为口头通知和书面通知两种。书面通知又包括布告式通知和书信式通知。



Notes

1. 标题：通知的正上方通常要有一个标题，书面通知多用Notice或NOTICE。
2. 日期：布告式通知的日期一般写在最后一行，即左下角，要低于落款；书信式通知的日期可写在右上角。
3. 正文：通知的内容包括活动涉及的对象、活动内容、活动时间、活动地点、通知发布者等要素；通知的语言应简洁明了，时间、地点应具体明确。
4. 落款：书面通知要有落款，注明发布通知的人或单位名称。落款一般写在通知的右下角。
5. 时态：通知一般使用一般将来时或一般现在时。



Sample Writing

写一份英语通知，要涵盖以下内容，不要求逐词翻译。

ABC有限公司为一家中外合资企业，主要生产制造电子产品。该公司将于2013年12月20日(周五) 在我校学生俱乐部举行招聘会。招聘的职位有秘书、销售人员、实验员。有兴趣的同学可于当天下午1:30到3号会议室参加招聘会，并携带身份证、个人简历、英语能力考试合格证书以及计算机等级证书。

标题

Notice

本通知的写作日期

Dec. 10, 2013

ABC Co. Ltd is a joint venture, which mainly produces electronic products. The company will hold a job fair at the Student Club of our school on Friday, Dec. 20th, 2013. The positions include secretary, salesman, and laboratory technician.

具体明确的时间、地点

Any student who is interested in it can go to Meeting Room 3 at 1:30 pm on the same day. Please

remember to bring your ID card, resume, English certificates and the Certificate of NCRE (计算机等级证书).

通知发布者 → The Students' Union

Useful Sentence Patterns

1. There will be an activity/a meeting/speech... at (time)... in (place)... …… (时间) …… (地点)
有…… (活动/会议/演讲等)
2. It is required that somebody (should) do sth. 要求……做某事
3. ...request that somebody (should) do sth. ……要求……做某事
4. (sb.)... to be requested to do sth. 要求……做某事
5. We hope that you will be present on time. If you cannot attend..., please notify/call/phone us.
Thank you. 我们希望你们能准时参加。如不能出席……, 请通知/致电我们, 谢谢。
6. Please be punctual/on time. 请准时参加。



Writing Practice

Write a notice according to the following instructions given in Chinese.

说明: 以学生会的名义于2013年9月22日写一个演讲会的通知

演讲人: 著名教授John Smith先生

时间: 下周四晚上6:30

地点: 报告厅

主题: 影响大学生未来职业发展的因素

领票时间及地点: 每晚7点至9点, 学生会办公室

负责人: 李敏

Words for reference

报告厅: lecture hall

因素: factor

学生会: the Students' Union

○ Reference writing ○

Notice

Sept. 22, 2013

Mr. John Smith, a well-known professor, will give a talk in the lecture hall at 6:30 pm next Thursday. The lecture is about factors which influence future career development for university students. Students who are interested in it can get tickets from Li Min. She will be available in office for the Students' Union, from 7:00 to 9:00 every evening.

The Students' Union



Section

Lighten Your Brain

Part One An English Song

Activities

1. Listen to the song and fill in the blanks with the exact words you have just heard.
2. Listen to the song again and sing along.

My Love

by Westlife

An empty ①street, an empty ②house, a ③hole inside my heart

I'm all ④alone and the rooms are getting ⑤smaller

I wonder how, I wonder why, I wonder where they are

The days we had, the songs we sang together

Oh yeah

And oh my love, I'm **holding on** forever

Reaching for a love that seems so far

(Chorus)

So I say a little **prayer**

And hope my dreams will take me there

Where the skies are blue

to see you once again, my love

Overseas from **coast** to coast

To find the place I love the most

Where the fields are green to see you once again

My love

I ⑥try to read, I ⑦go to work, I'm ⑧laughing with my friends



But I can't stop to keep myself from ⑨thinking
Oh no
I wonder how, I wonder why, I wonder where they
are
The days we had, the songs we sang together
Oh yeah
And oh my love, I'm holding on forever
Reaching for a love that seems so far
(Chorus)
So I say a little prayer
And hope my dreams will take me there
Where the skies are blue to see you once again, my
love
Overseas from coast to coast
To find the place I love the most
Where the fields are green to see you once again
To ⑩hold you in my arms
To **promise** you my love
To tell you from the heart

You're all I'm thinking of
I'm reaching for a love that seems so far
(Chorus)
So I say a little prayer
And hope my dreams will take me there
Where the skies are blue to see you once again, my
love
Overseas from coast to coast
To find the place I love the most
Where the fields are green to see you once again,
my love
Say a little prayer
Dreams will take me there
Where the skies are blue to see you once again
Overseas from coast to coast
To find the place I love the most
Where the fields are green to see you once again
My love

**Notes**

1. hold on 坚持
2. prayer *n.* 祈祷, 祈求; 恳求
3. overseas *adv. & adj.* (向) 海外; 外国的
4. coast *n.* 海岸
5. promise *v. & n.* 承诺; 保证

Background Tips

这首歌曲的演唱团体Westlife (西城男孩) 于1998年成立于爱尔兰, 随后在英国和爱尔兰走红。1999年至2005年间, 西城男孩有13张单曲唱片在英国高居首位, 其数量排名历史第四位。西城男孩也是英国流行音乐史上仅有的头7首单曲空降榜首的乐队。他们还是唯一在英国拿过四次“年度最佳专辑”的组合。西城男孩在世界范围内售出4 000万张专辑, 其中包括7张超白金专辑。2011年10月20日, 成立14年的爱尔兰流行组合西城男孩在官网发布了解散声明。*My love*这首歌曲于2000年10月推出后立即成为冠军单曲。这首歌颂友谊的歌曲旋律流畅、精致, 歌词简单且朗朗上口, 堪称同类流行歌曲的经典之作。

Part Two A Funny Story**I Was Afraid to Frighten You**

An old soldier often told his grandson about his past war **exploits**.

“Once I met with a dozen enemy soldiers and took the prisoners **single-handed**.”

“It was half a dozen enemy soldiers when you told me the story last year. But why have you added so many more this time?”

“You silly **lad**. You were younger last year, and I was afraid to frighten you.”

**Notes**

1. exploit *n.* 英勇的或冒险的行为或事迹
2. single-handed *adv.* 独自; 单枪匹马地
3. lad *n.* 男孩, 小伙子



Sample Teaching Tips for Each Part

Warmer (book closed): Teachers briefly ask students about proverbs on gratitude both in Chinese and in English.

Section A Wake Up Your Ears

Students work in pairs and briefly discuss expressions to show politeness in English, then draw conclusions together by learning Listening Tips. Study Word Tips and do Listening Practice one by one. Check the key to the exercises together.

Section B Open Your Mouth

Teachers divide the class into groups with 3 members in each group, and ask students to tell the story by studying the pictures printed in the book carefully. Students are expected to add as more details as possible.

Teachers invite some students of the groups to tell the story to the whole class.

Teachers may lead the open discussion directly after the story telling by asking several students to state their opinions.

Section C Enrich Your Mind

Part I Text A / Text B.

1. Study Word List, Useful Phrases and Expressions.
2. Students read the text for the first time, and do the Reading Comprehension to get the specific information of the texts.
3. Students learn the texts in detail. Teachers should concentrate on the useful expressions and difficult language points of the texts. This helps students to have a better understanding of the texts. In this process, teachers should pay more attention to the sentence patterns mentioned in Notes.

Part II Focus Exercises

Words and Their Formations

Study the examples together first, then do the exercises. When doing the exercises, Teachers should help students to correctly analyze the part of speech of the word filled in each of the blankets.

Phrases and Their Uses

Students do the exercises. For exercise II in this part, Teachers should ensure that students know the correct forms of the words if necessary.

Translation

For Exercise I, teachers should help students to realize the correct structure of each sentence, then ask them to put the sentences into Chinese and choose the best translation from the four choices. When doing exercises II, students can refer back to the texts studied, and find the correct expressions. Teachers should tell students to use correct tense, part of speech, etc.

Section D Keep Your Feet on the Ground

Grammar—Noun

Before study the rules, teachers may ask students to do a brainstorm on what they have known about nouns in English grammar, such as the forms of plural nouns, countable and uncountable nouns, functions of nouns in sentences, etc. Students can name some of them, for example, book-books/child-children (*pl.*), desks/water (countable and uncountable). Teachers teach students the rules, paying especial attention to irregular plural nouns and possessive forms of nouns.

Test Yourself

Teachers ask students to do the exercises, and then check the answers together.

Section E Try Your Hands

Writing—Notice

Teachers ask students to study the sample writing and draw conclusion on how to write a notice by referring back to notes above. Teachers may let students study the useful sentence patterns briefly.

Writing Practice

Students should study the directions of the writing carefully, then do a brainstorm on how to organize the writing. Teachers should remind students of the form of the notice. Teachers give students time to write the notice, and invite one or two students to read their writings to the class. (Option for teachers: this can be homework.) Teachers should make comments on their writing.

Section F Lighten Your Brain

Part One An English Song

Teachers ask students to listen to the song and fill in the blanks with the exact words that they've heard. Check the missing parts together, then play the song again and ask students to sing along.

Part Two A Funny Story

Teachers may ask students to read the story for fun.