

Fresh Start English

新发展英语

学习指南 4

顾 问：王守仁

总 主 编：晨梅梅

主 审：Marilyn White (美国)

本册主编：傅蓓霓

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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前言

《新发展英语》是一套专门为成人高等教育英语教学编写的教材，适用于各类高校的继续教育学院和成人高校中非英语专业的专升本、专转本、专接本、高升本学生，各类高校网络学院中远程教育非英语专业的本科学生，以及具有中级英语基础的人群。本教材在充分调研的基础上，遵循了高等学校中应用型人才的培养目标和高等继续教育的特点，重在巩固学生已经掌握的基础知识，并力图提高和拓展学生的英语实际应用能力。本着以应用为目的，以就业为导向，与社会需求、工作实际以及个人发展紧密联系的宗旨，本教材力求成为一套集可读性、趣味性、多元性、时代性和应用性为一体的新型成人本科综合实用英语教程。

本套教材共4级，供4个学期使用。每一级由主教材《新发展英语 综合教程》和配套辅助教材《新发展英语 学习指南》组成：

《新发展英语 综合教程》第1册起点约为2,200个单词，另学习新词汇约500个，着重巩固学生在本科阶段之前所学的英语基础知识。

《新发展英语 综合教程》第2册要求在巩固第1册的基础上再学习新词汇500个左右，并着重于进一步培养和提高学生的英语听、说、读、写、译五项基本技能。

《新发展英语 综合教程》第3册则要求在第2册基础上学习新词汇500个左右，并着重于进一步提高和发展学生的英语五项基本技能。

《新发展英语 综合教程》第4册的所有读写单元均以类型各异、题材丰富的应用文体为主（含读书报告、毕业论文、工作报告等）。除要求在第3册的基础上学习新词汇500个左右以外，第四册主要着眼于实用技能的拓展和应用，从而更好地与社会实践相结合。

为了更好地适应各类高校成人英语教学的实际需要，本套教材在编写框架上一改普通教材的传统结构，将主教材每册的12个单元分成8个读写单元和4个独立的听说单元，既可综合学习，全面展开，又可因时因地分开使用或选择学习，便于教学双方根据学习条件和课时量的多少各取所需，灵活使用。

与主教材配套的辅助教材《新发展英语 学习指南》与主教材各单元相呼应，读写

单元配有课文翻译、语言点注释和所有练习的答案，并为学有余力的学生提供了泛读课文、相关背景资料和语言句法的讲解和配套练习。此外，听说单元还另配有文化背景资料和听说材料原文及参考情景交际对话，从而为教学双方提供最为方便和全面的学习参考。

由于全国各类高校的成人本科英语教学课时数相差很大，教学要求也相距甚远，教学条件和教学环境也各不相同，因此，编者建议，在使用本教材的时候，各校可根据本校教学单位的具体情况灵活掌握，可充分利用和发挥，也可压缩或选择使用。此外，由于本教材提供了较为详细的教学参考，因此在课堂教学时，建议教师可将一部分精力和时间放在组织小组讨论、角色表演等一些动脑、动手、动口等有利于语言表达和思维拓展的活动上。

本套教材由教育部高等学校大学外语教学指导委员会主任、南京大学外国语学院院长王守仁教授任顾问，由南京大学大学外语部、成人英语教学负责人晨梅梅教授任总主编。《学习指南》第4册由傅蓓霓任主编，杨纯任副主编，编者为：魏长青、滕卫东、喻惠群、黄文、曹恒林、温成红、张素云、袁家丽、胡晔、李建军，肖晨、丁晨阳、杨田晓。本教材在编写过程中得到了全国十多所高校的外语学院、外语系、大学外语部以及继续教育学院或成人教育学院的大力支持。美籍在华高校英语教师 Marilyn White 审阅了全书，出版社的编辑们为此倾注了许多心血，在此一并表示诚挚的谢意！

编者

2008年4月

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We are deeply grateful to the authors and publishers of all the articles we use as the texts for this textbook. We apologize for the insufficient information in some cases due to our lack of resources. We intend to show every respect for intellectual property rights, and hope our pleading for the permission to use the related materials for teaching purposes will receive kind and generous consideration.

Unit 1

Extensive reading

“Book report of A Guide to Success: Professionalism in Business” by Jenny L. Chalupnik from *Automatic Digest Processor*

Unit 2

Extensive reading

“A Letter of Inquiry” from
employees.tamu.edu/documents/hiring/doc/OfferLetters.doc

Unit 4

Extensive reading

“Offender Guilty of Rape and Murder of Florida Girl” by Terry Aguayo from New York Times. March 8, 2007

Unit 5

Extensive Reading

“Compensation Trade Contract” from *The Patterns of Texts on Contract Laws* (P338-346) by Tang Dehua, published by People’s Court Publishing House, 2008.

Unit 7

Extensive reading

“China E-commerce Profit Model Report, 2006-2007” from

<http://www.okokok.com.cn/Abroad/Class123/Class131/200701/115043.html>

Unit 8

Extensive reading

“Bali like you’ve never seen it” by Rory Cappelli from *Departures*, Jan./Feb. 2007, issue No. 110, American Express Publishing Corporation.

Unit 10

Extensive reading

“Youth Education Service” from <http://www.police.govt.nz/service/yes/>

Unit 11

Extensive reading

“Conflict Management in the Workplace” from <http://economicspapers.com/>

Contents

Unit 1	Book Reports	1
Unit 2	Official and Business Letters	19
Unit 3	Talking About What Happened	33
Unit 4	News Reports	41
Unit 5	Contracts and Agreements	63
Unit 6	Expressing Determination and Assurance	97
Unit 7	Survey Report.....	107
Unit 8	Business Commercials	131
Unit 9	Making Comparisons	147
Unit 10	Instructions.....	155
Unit 11	Research Papers	175
Unit 12	Saying Goodbye and Farewell.....	199

Study Focus:

1. Gain a general understanding of Japanese culture and language.
2. Learn the format and some useful words and expressions related to the writing of a book report.
3. Study the structure "it is important that..."
4. Learn to write argumentative essays.
5. Understand the significance of cultural differences in cross-culture communication.

**Part I
Intensive Reading** 课文译文**《日本语》读书报告**

玛丽·安德罗雅

《日本语——日本语言与文化入门》由爱德华·施瓦茨和雷克·爱扎瓦合著。该书分为三部分，每部分都能让读者清楚地了解现代日本生活。所有“实用短语”都用罗马字母和日文给出，在括号中有英文翻译。引言部分对日文字母的发音和书中使用的符号进行了解释。读者在开始使用《日本语》这本书之前，应该阅读第一部分之前的内容，这很重要。

第一部分“走在日本”是一般性的对话和介绍，并教那些不会说日语的人如何在火车站购票，乘坐出租车，如何办理旅店入住登记和离店手续，如何预约和购物，如何在医务室、杂货店和邮局等地方进行沟通。

第二部分“日本特色”向读者讲授了在日本茶道、剧院、体育赛事、寺院、神社和家庭中的重要表达方式和正确的行为举止。同时还介绍了日本的节假日、服装和日本人的沐浴习俗。学生不仅能够学到在不同场合所使用的词汇、短语和行为举止，而且还能够了解到每种行为和举止背后的历史或原因。正如此书的书名所言，学生既能学习语言还能了解文化。

第三部分“生活在日本”对于那些计划移居日本的人很重要。在关于移民署、购买或租赁房屋和汽车、打手势和计算的章节中有实用的日文表达法。

《日语》的每一章节都配有插图和一个由 20 个单词构成的词汇表。既有供练习使用的实用短语和对话，也有介绍日本文化和特定行为方式的注意事项。

我喜欢这本书，因为我对学习日语感兴趣，而且我想了解其他文化。我发现非常有趣的是，空手道就是“空手”的意思，而且空手道高手能够空手劈开砖块和木头。我还发现有趣的是日本人在进屋前要脱掉鞋子。日本人的床叫作蒲团。起床后，可以把这种床折叠并收存起来。我认为最有趣的是，日本人在入浴前会在浴盆外把自己洗干净。浴盆里的水保持干净而且可以多次使用后才换水。

我向所有想了解日本文化的读者推荐此书。那些想在日本旅行或生活而学习实用日语的人也会发现《日语》一书非常有益。



Language Points of the Text

1. *Everyday Japanese... is divided into three parts, each of which gives the reader a clear picture of the life in modern Japan. (Para. 1)*

1) **divide into:** to separate into parts, sections, groups, or branches 把……分组

Let's divide ourselves into several groups.

我们分成几个小组吧。

2) ..., each of which... 是一个非限定性定语从句，对前面的“三个部分”做进一步说明。类似的结构还有：名词 + of + which/whom；数词 + of + which/whom；代词 + of + which/whom；最高级 + of + which/whom。如：

a. Please pass me the book, the cover of which is blue.

请把那本蓝色封面的书递给我。

b. This is the hero of whom we are proud.

这是我们引以为傲的英雄。

c. This year a lot of foreign students come to our university, five of whom come from South Korea.

今年有很多外国学生来我校学习，其中五个来自韩国。

d. In the basket I find many apples, some of which have gone bad.

我发现篮子里有许多苹果，有些已经坏了。

e. China has thousands of islands, the largest of which is Taiwan.

中国有数千个岛屿，其中最大的是台湾岛。

3) **give sb. a clear picture of** : to give a clear idea of 让某人清楚地了解

His letter gave us a clear picture of his life in Germany.

他的信让我们清楚地了解他在德国的生活。

2. **It is very important that the reader begin *Everyday Japanese* by reading all the material before Part One. (Para. 1)**

It is important that... 句型表达一种虚拟语气, that 引导的从句中应该使用 (should) + 动词原型结构, 所以动词 begin 没有 “s”。类似的句型还有: It is necessary that...; It is vital that...; It is essential that...; It is imperative that...; It is advisable that...。例如:

a. It is not advisable that we sit there brooding about unpleasant memories.

我们老是坐在那里闷闷不乐地想着过去那些不愉快的事情并不明智。

b. It is imperative that everyone of us change his world outlook.

我们每个人都必须改造自己的世界观。

3. **... take a taxi, check in and out of a hotel, make appointments, shop, and be understood at the doctor's office, the drugstore, the post office, and so forth. (Para. 2)**

1) **check in**: to register, such as at a hotel or an airport (在旅馆、机场等处) 登记, 报到

Passengers must check in at the airport an hour before the plane leaves.

旅客必须在飞机起飞前一小时办理登机手续。

2) **check out**: to settle one's bill and leave (a hotel or other places of lodging) 付账离开 (旅馆)

Mrs. Hyde has checked out this morning.

海德夫人今天上午已经结账走了。

比较:

I have checked out all the figures and found them to be correct.

我核对了所有数字, 发现都正确。

3) **and so forth**: and so on 等等, 诸如此类

We have to study English, history, architecture and so forth.

我们必须修习英语, 历史, 建筑学等科目。

4. **They learn the language and the culture, as the book says in its title. (Para. 3)**

句中的 as 作为一个连词, 引导一个非限定性定语从句, as 所指的就是前面的主句。如:

The sun is hot, as everyone knows.

太阳非常热, 这一点众所周知。

5. I found it very interesting that Karate means “empty hand” and that a karate expert can break bricks and piles of wood with his bare hand. (Para. 6)

1) I find it interesting that... 结构中 it 所指代的是 that 引导的从句。

2) bare: *adj.* naked 裸露的; *v.* to let something be seen 暴露, 露出。如:

It is better to do yoga in bare feet.

最好是赤脚练瑜伽。

The tiger bared its teeth.

老虎露出了牙齿。

Part II Text Comprehension (Key)

Reading Analysis

1. A 2. D 3. B 4. D 5. B 6. C

Information Recall and Summary

A.

1. Part One, “Getting Around in Japan”, gives general conversation and introductions and teaches the non-Japanese-speaking people how to buy a ticket at the train station, take a taxi, check in and out of a hotel, make appointments, shop, and be understood at the doctor’s office, the drugstore, the post office, and so forth.
2. The pronunciation of the letters in Japanese and the symbols used are explained in the Introduction. It is very important that the reader begin *Everyday Japanese* by reading all the material before Part One.
3. Part Two, “Only in Japan”, teaches readers important expressions and correct behavior at tea ceremonies, theaters and sporting events, temples and shrines, and in a Japanese house. It also teaches about Japanese holidays and festivals, clothing, and the Japanese bath.
4. Part Three has useful expressions in sections on the immigration office, buying or renting a house or an apartment, buying or renting automobiles, gestures, and counting in Japanese.
5. The book is useful for those who are interested in Japanese language and culture, and those who are planning to travel or live in Japan.

B.

This book review examines the content and layout of the book *Everyday Japanese* by Edward Schwarz and Reiko Ezawa. The report first introduces the three major parts of the book, "Getting Around in Japan", "Only in Japan" and "Living in Japan". Then he names a few interesting things in Japanese culture. Finally he recommends this book to those who are interested in Japanese language and culture, and those who are planning to travel or live in Japan. (80 words)

Information Organization

Book Report of <i>Everyday Japanese</i>		
Parts	Functions	Supporting Details
I (Para. 1)	Identify the book and briefly summarize its content and feature. (Identify the book by author, and title; sometimes, include the publisher and publication date in parentheses.)	<u><i>Everyday Japanese</i></u> is written by <u>Edward Schwarz and Reiko Ezawa</u> . It gives the reader <u>a clear picture of the life in modern Japan</u> . All the " <u>Useful Expressions</u> " are written both in the Roman alphabet and in Japanese... The <u>pronunciation</u> of the letters in Japanese and the <u>symbols</u> used are explained in the Introduction.
II (Paras. 2—5)	Informative summary of the main parts and the layout of the book	Part One: Getting Around in Japan It gives <u>general conversation and introductions</u> and teaches the <u>non-Japanese-speaking people</u> how to get by in Japan. Part Two: Only in Japan It teaches readers <u>important expressions and correct behavior</u> at special occasions in Japan. Part Three: Living in Japan It has useful expressions in sections <u>on the immigration office, buying or renting a house or an apartment, buying or renting automobiles, gestures, and counting in Japanese</u> . Layout of the book: Every section has <u>an illustration and a vocabulary list of twenty words</u> .

(to be continued)

(continued)

Book Report of <i>Everyday Japanese</i>		
Parts	Functions	Supporting Details
III (Para. 6)	The author's reaction to the book (sometimes evaluation of the book)	I like the book because I'm interested in <u>learning the Japanese language and about other cultures.</u>
IV (Para. 7)	Conclusion, usually making a recommendation for the book	I would recommend this book to anyone <u>who wants to learn something about Japanese culture.</u>

Team Work

1. Do not stick your chopsticks vertically into a bowl of rice, as this is used in Buddhist funerary ceremonies. Do not pass food to someone else with your chopsticks for the same reason as above. When drinking with colleagues, it is polite to say "itadakimasu" once before eating or drinking, and "gochisousama deshita" to your host or to the restaurant's staff after eating or when leaving the place. Contrary to Western manners, noodles can be and should be slurped. Likewise, bowls or plates should be brought up to the mouth rather than bending one's head toward them.
2. Japanese wash themselves *before* entering the bath, as they have a custom of sharing the bath water. This is true for public baths as well as for thermal springs and baths in individual homes. The reason is that other people will use the same water after you. Therefore, you should not empty the bath after using it. Absolutely avoid bathing suits in public baths, as this could create incidents with Japanese customers and you could end up expelled from the premises. Tattoos are banned in most public baths. If you have one, you should consult the staff at reception beforehand to avoid causing trouble.
3. The word *Geisha* means "artist" in Japanese. Geishas are professional hostesses who entertain guests through various performing arts in teahouses. They are trained in a number of traditional skills such as Japanese ancient dance, singing, playing instruments, flower arrangement, wearing kimono, tea ceremony, calligraphy, conversation, alcohol serving manners and more. Geishas continue to study and perfect these skills throughout their careers.

Part III Skill Building (Key)

Word Forms

- | | | |
|---------------|------------------|-------------------|
| 1. division | 2. inappropriate | 3. variety |
| 4. immigrated | 5. illustrated | 6. recommendation |

Vocabulary in Context

A.

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

B.

1. It is important that he remember to lock the door before he leaves.
2. The author finds it interesting that the Japanese wash themselves outside the tub.
3. Please check in before 9 o'clock.
4. The book gives us a clear picture of the history of the American Indian.

C.

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

D.

1. 1) checked 2) examine
2. 1) empty 2) hollow 3) bare 4) blank

Key Structures

A.

- 1) I find it fascinating that there is a rainbow in the sky.
- 2) I found it strange that he didn't say any thing to me when he passed by.
- 3) I find it common that average students become top students.

B.

1. It is desirable that all staff pay attention to this rule.
希望这条规则引起全体职员注意。
2. In this university there are many overseas students, half of whom come from South Korea.
这所大学有很多留学生，其中一半来自韩国。

Translation

A.

1. Japanese language and culture

2. give readers a clear picture of modern Japan
3. useful expressions
4. 他的行为动机
5. 结账后离开宾馆
6. 空手劈砖

B.

1. This series are composed of 10 volumes, each of which gives a clear picture of Chinese culture at different times.
2. If you are planning to travel abroad, it is important that you have some idea of the language and culture of the country.
3. Illustrations in this book make the book appropriate to young readers.
4. My parents recommended this university to me because it has a long history.
5. Those who are interested in Chinese culture will find this book very useful.

C.

This book gives general conversation and introductions and teaches the non-English-speaking people how to buy a ticket at the train station, take a taxi, check in and out of a hotel, make appointments, shop, and be understood at the doctor's office, the drugstore, the post office, and so forth. It is a valuable book for those who are planning to travel in English-speaking countries.

Writing Practice

A.

Claims of facts: a, b, g

Claims of values: c, h

Claims of policies: d, e, f

B.

Claim: d

Warrant 1: e, a

Warrant 2: i, b, f

Warrant 3: c, h, g

Part IV Fast Reading



课文译文

《哈利·波特与凤凰令》影评

阿帕娜

哈利·波特热极具感染力。有关哈利·波特的小说和电影在全球的孩子们中引起了狂热。现在几乎每个人都在排队准备看哈利·波特电影系列的第五部《哈利·波特与凤凰令》。

7月21日,这部电影的上映与J.K.罗琳的第七部哈利·波特小说的发行几乎同步进行。这部最新的电影讲述了哈利·波特在霍格华兹魔法学校第五年的学习生活,受到了影迷的极大欢迎。

但是这个系列之五的电影版本不仅是针对孩子的,成人也会喜欢看,因为由丹尼尔·雷德克里夫扮演的哈利已经长成了少年,经历的是成年人的冒险。哈里不仅已经长得相貌堂堂,而且这次,他会愤怒地抗争内心新的恐惧。电影中还加入了他和同学张秋(梁凯蒂饰)的初吻。

这部电影使用了熟悉的场景。但是令哈里忧虑的不仅是邪恶的伏地魔的复活。麻烦在于身为霍格华兹魔法学校的老师德洛丽丝·乌姆里奇(伊梅尔达·斯汤顿饰)。她对学校的学生和其他老师充满了敌意和蔑视,而且她不会错过任何机会向他们显示出憎恶之情。

德洛丽丝·乌姆里奇禁止学生们练习魔法,坚持只传授理论知识。于是哈利偷偷地向同学们传授魔法以对抗德洛丽丝·乌姆里奇,尽管她设法混入了他们的密室。此外,学生们还得参加期末考试。

从特技到表演,再到一次次的探密与冒险,一切井然有序。在高潮时的动画和特效非常出色。韦斯利家的双胞胎韦斯利在考试期间所引燃的烟火令人叹为观止。

虽然被描述成本系列最阴郁的电影,但和前四部相比,它是最差的。同时,这部电影的色调和音乐确实风格沉重。

哈利的密友罗恩(鲁伯特·格林特饰)和赫敏(艾玛·沃特森饰)也长大了。但这次他们没能帮上什么忙。波特的爱好者们一定会喜爱雷德克里夫的表演。这位爱思考的神童不仅在电影中相貌迷人而且演技精湛。

这部电影可能不会吸引那些初次观看者,但对于波特的忠实爱好者而言一定热门。