



普通高等教育“十五”国家级规划教材

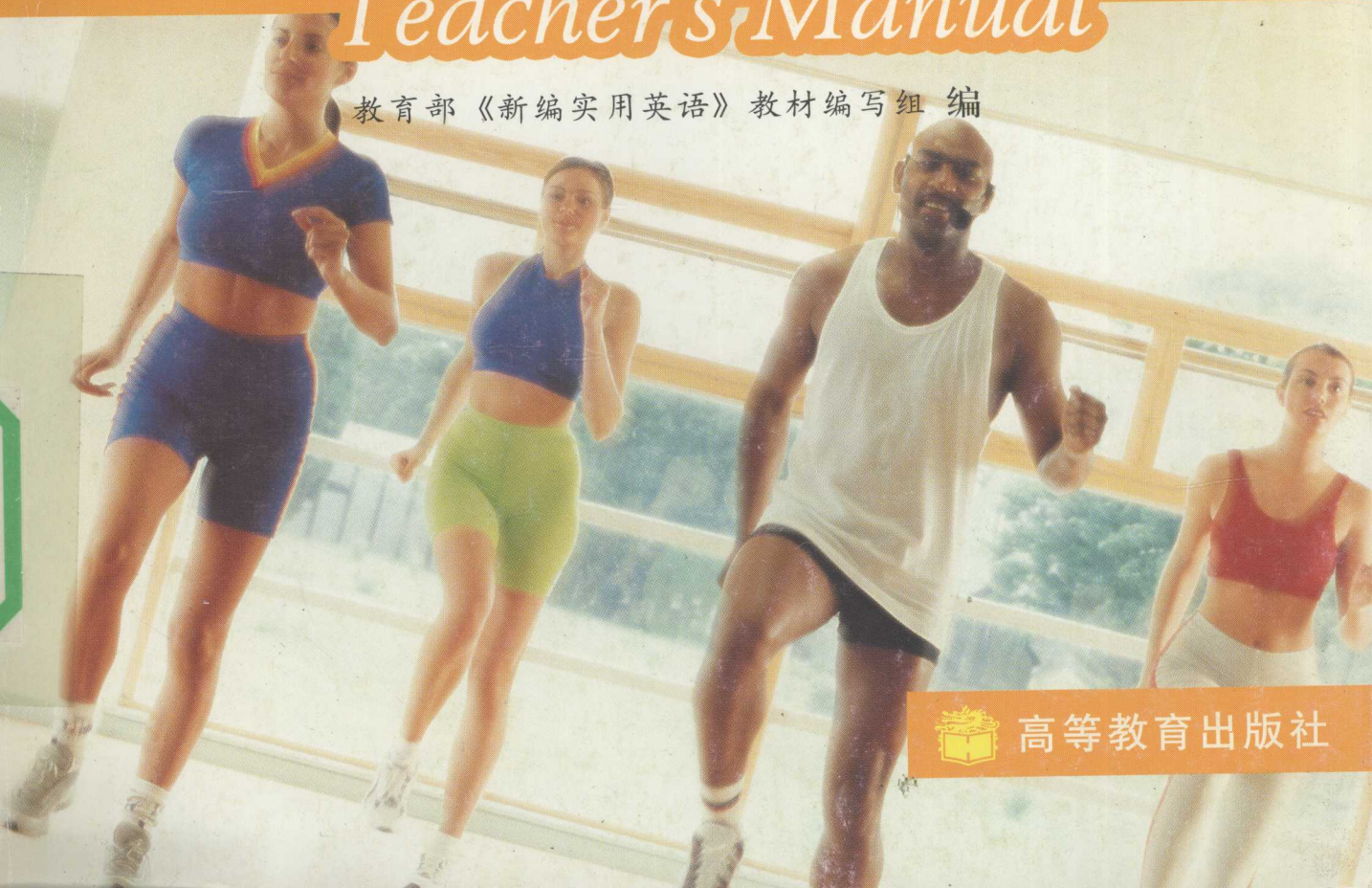
New Practical English

2

新编实用英语 教师参考书

Teacher's Manual

教育部《新编实用英语》教材编写组 编



高等教育出版社

New Practical English Teacher's Manual 2

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内 容 提 要

《新编实用英语》系列教材是由教育部高职高专教育英语课程教学指导委员会根据《高职高专教育英语课程教学基本要求(试行)》组织编写的。本套教材贯彻“学一点、会一点、用一点”、“听、说、读、写、译并重”和“边学边用、学用结合”的原则;注重听说技能训练,注重对实用文体阅读能力的培养,在培养应用语言基本功的能力的同时使注重培养实际涉外交际能力。

本套教材还注重“教、学、考”相互照应。学完第2册可参加“高等学校英语应用能力考试”的B级考试,学完第4册可参加A级考试。

本书为《教师参考书》第2册。“教材和教法使用说明”适用于全书各单元。每单元分说、听、读、写4部分,提供了“文化背景知识介绍”、“课文难点注释”、“重点词汇学习”,以及“听力材料”、“参考译文”和“练习答案”。

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前言

根据《普通高等专科学校英语课程教学基本要求》编写的《实用英语》(1995年出版)为高等专科学校英语教学改革起到了导向与规范作用,取得了开拓性的成果。这套书重视语言基本技能的训练,在很大程度上体现了培养实际应用英语能力的目标。1999年,根据国家对高等专科学校教育、高等职业教育和成人高等教育实行“三教统筹”的精神,编写组对《实用英语》进行了局部的修订,使之更加符合“三教”的要求。加入WTO之后,中国与世界经济进一步接轨,国家对高职高专的英语教学提出了更加重视实用能力培养的要求。因此,高职高专教育英语课程教学指导委员会(以下简称“课委会”)决定重编《实用英语》,以适应新形势对高职高专英语教学改革的需要。

《新编实用英语》(New Practical English)是由课委会组织全国各地有丰富教学经验的教师编写的。这套教材既坚持了《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》)的正确方向,保持并突出了《实用英语》的优点,又反映了全面更新教学内容的需求。所谓全面更新是指在坚持培养实用性人才和坚持“以应用为目的,实用为主,够用为度”的前提下,进一步更新观念、更新内容、更新体系、更新要求。这主要体现在如下几个方面:

1. 严格按照《基本要求》编写。《基本要求》中的《交际范围表》所规定的交际主题是我们选材的依据和出发点,而且读、译、听、说、写各项技能的培养与训练都围绕同一交际话题展开。

2. 进一步克服忽视听说技能训练的弱点,加大听说技能、特别是实用交际能力的训练,把培养一定的实用口语交际能力作为本教程的重要任务。

3. 加强对应用文等实用文体阅读能力的培养,满足一线工作人员涉外交际的实际需要。

4. 将英语应用能力的训练具体体现于实用英语能力的培养之中。应用能力既指应用语言基本功的能力,更指把这些基本功运用到实际涉外交际中的能力。后者也可称作“实用能力”。“应用能力”是“实用能力”的基础,“实用能力”则是“应用能力”的具体体现。

5. 认真贯彻“学一点、会一点、用一点”,“听、说、读、写、译并重”和“边学边用、学用结合”的原则。

6. “教、学、考”相互照应。《高等学校英语应用能力考试大纲和样题》所规定的项目和要求都在教材中得到反映和训练。学完《新编实用英语》第2册可以参加“高等学校英语应用能力考试”的B级考试,学完第4册可参加A级考试。

《新编实用英语》由《综合教程》、《学学·练练·考考》、《教师参考书》以及配套的多媒体学习课件、电子教案、网络课程等组成。

为了帮助广大教师充分贯彻教材的编写意图,深入了解、掌握本书各个环节,用好本套教材,我们编写了这套教师参考书。本书提供的“教材和教法使用说明”适用于全书各个单元。各单元按主教材的“Talking Face to Face”、“Being All Ears”、“Maintaining a Sharp Eye”和“Trying Your Hand”4个部分进行编写,提供了“文化背景知识介绍”、“课文难点注释”、“重点词汇学习”,以及“参考译文”和“练习答案”。

《新编实用英语》由课委会主任委员、大连理工大学孔庆炎教授和课委会顾问、高等学校英语应用能力考试委员会主任委员、上海交通大学刘鸿章教授担任总主编,负责全书的总体设计、编写和书稿的审订,并聘请美国普渡大学 Margie Berns 教授作语言顾问。

《新编实用英语——教师参考书》第二册由长春工程学院安晓灿教授主编。第1、2单元由大连理工大学王慧莉编写,第3单元由长春工程学院安晓灿编写,第4、10单元由长春工程学院景志华编写,第5、9单元由沈阳电力高等专科学校刘然编写,第6、8单元由苏州工业园区职业技术学院陈素花编写,第7单元由北方交通大学包兰宇编写。

由于本书遵循的是崭新的编写思路,编写中会有不当和疏漏之处,望广大使用者批评指正,以期本教程能为高职高专英语教学做出新的贡献。

编者

2002年11月

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教材和教法使用说明

SECTION I

Talking Face to Face

模仿的样本,故教师应引导学生首先学习样例,达到能流利朗读和熟记常用词语和句式的程度,为下一步模拟套用做好准备。

Act Out

此项编排的目的是为学生提供模仿套用所学对话样例的小语言环境。在学习5个短小精练、生动有趣、针对性强、主题突出的小对话之后分别设定了一个相关的交际“任务”。教师可引导学生根据上文样例及Workbook中的Data Bank所提供的相关语言材料进行口头交际的模仿套用练习,取得边学边用的效果。

Put In Use

此项训练一般含3项练习,要求在课上口头完成。其编排意图如下:

1. 填空:该练习要求学生填空的内容一般均能依据所提供的对话背景填出,多为简单的词语,培养学生接续话语的能力。
2. 局部汉译英:即根据交际情景及上下文,将所提供的汉语对话口译为英语,重点是训练学生掌握会话所用语句的能力。
3. 提示性引导回应:此项练习是对前两项练习的发展和提高,赋予学生更为自由的对话空间,教师应引导学生根据提示自己组织语言进行口头交际。

SECTION II

Being All Ears

本部分是在“说”的训练基础上,围绕同一话题进行听力训练,通过听的内容,使听说训练的范围进一步扩大。这既符合“循序渐进”、“逐步放开”的教学原则,也符合“领会式技能(Receptive Skills)领先”、促进表达式技能(Productive Skill)的客观规律。因此,这部分训练既是对前面“对话”训练的发展和提高,又是对后面“阅读”训练的承接与铺垫。

在具体的编排中,我们改变了单一的被动接收型听力练习方式,在训练听力的同时,兼顾现实交际过程中所需要的听力理解技能,将“听——判断”、“听——记录”、“听——归纳”、“听——推测”、“听——阅读”等项技能融合为主动创造型综合训练;从一开始就培养学生为实际交际而训练综合理解语言内容的能力,而不只是着眼于局部孤立的语音和词语的分辨。现就各项练习的构思和使用方法具体说明如下:

Listen and Decode

此项练习以听辨能力为目标,但又与传统的听辨练习有所不同。这里仍以听辨内容为主,而不是以辨音和辨别词语为主,力图把听辨训练与实际口头交际结合起来。在学生听辨选择词语时要求学生既要注意辨音,更要注意辨义,后者比前者更为重要。

Listen and Respond

此项练习是听与说两项技能的结合,把“听”作为获取信息的渠道,为表达提供了进行口头交际的背景与话题,以体现双向交际功能。也就是说,要求学生不仅要听懂,还要能进行简短的问答交流。

Listen and Complete

此项练习的目的是培养学生获取所听信息并做要点记录的能力,是听与写两项技能的结合,也

就是一种局部听写(Spot Dictation)训练。此项练习所填内容比较容易,只限于词语层次的信息,在要求学生注意“听辨词语”的同时,更要与所听对话的内容紧密结合,所以重点依然是对内容的理解。

Listen and Judge

此项练习依然围绕对话进行,但是难度加深了一步。学生必须在上一项练习的基础上进行积极的逻辑思维,做出判断,选择正确答案。

Listen and Read

此项练习是本书的一个独特编排。因为听力材料不再是对话,而是短文。为了降低听力难度,我们为该短文配置了生词表,要求学生在听之前先将词汇表浏览一下,并粗略地将抽取了部分词语的短文读一遍,然后再根据括号中疑问词所提供的线索边听边填入空缺的信息。由于短文在题材上与后面的阅读文章相近,因此,在进行听力训练的同时,也为进入下一阶段的阅读训练做好了准备。

Listen and Match

此项练习是围绕上述短文进行的,这实际上是在完成听力训练之后将听力训练变成了阅读训练,因为做完听力练习后的短文已是没有空缺的全文,从而为下一步进行阅读训练作了铺垫。这一练习仅限于对内容的判断理解。

Listen and Conclude

此项练习是作为听力训练的归结,要求学生以回答问题的方式将所听到的内容加以归纳整理,用文字写出一个完整的短文或段落。有的单元没有提出问题而是要学生直接将所听内容写成段落,其目的是引导学生记忆所学的词语和句式,为阅读教学做好准备。该练习有一定的难度,教师可指导学生在课上口头回答所提问题,把写短文的任务留给学生在课后完成。

SECTION III

Maintaining a Sharp Eye

因受课外缺乏英语语言环境的限制,中国的英语教学一贯特别重视课文教学,将其视为教学的核心部分。本书虽然打破了以课文为中心的教学体系,遵循“以话题为核心”(topic-based)的编写原则,但对课文教学依然给予足够的注意,因为它是培养阅读能力的主要园地和手段。不过我们在注意培养阅读能力的同时,始终不把“看懂”作为教学目标,而是坚持在阅读教学中努力培养学生使用英语的能力,也即坚持“看懂——学会”的原则。因此,我们编排阅读训练时努力贯彻以下原则:

1. 选文紧密体现本单元的交际主话题,使课文教学成为本单元教学的一个有机组成部分,充分体现培养英语实用能力的目标。

2. 选文短小精悍,生动活泼,既有利于与前面的听说部分有机地衔接,更符合阅读教学的基本原则,即便于学生预习,便于课上操练,便于学生模拟使用,最终达到“读懂——记住——掌握——使用”的目的。

3. 练习突出重点,在理解的基础上突出词语和句式的运用,使学生能在阅读训练中重点掌握这些词语和句式。为此,要求在教学中对句式的模拟练习(Read and Simulate)应给予特别的重视。

每单元有2篇阅读文章,Passage 1直接扣住交际话题,是课堂教学的重点,要求学生课前必须预习。Passage 2则围绕话题有所展开,内容涉及的范围更为广泛一些,以扩大阅读面。这篇短

文既可由学生在课前预习,也可在课上阅读,因此其生词标注在课文的右方,使学生把精力放在理解内容上,而不是把时间花在查阅词典上。在练习编排上, Passage 1 与 Passage 2 的区别仅在于后者未编排 Usage Type 的练习,在理解的基础上直接进行改写和汉译英综合练习。请注意,这只是训练方式上的差异,并非在对两篇文章的要求上有实质的不同。

现就练习项目具体说明如下:

Read and Complete

此部分的各项练习都是用来复习巩固课文中的重点词语的,属 Usage Type 的练习。通过在新的语境下使用这些重点词语,有利于学生加深理解和提高应用这些词语的能力。

Read and Translate

汉译英是检验学生是否学会了正确使用课文中学过的重点词语和句式的重要手段,也是提高写作能力的必要基础,因此教学中要予以高度重视。教师还可根据本班学生的实际情况提供一些补充练习。汉译英既可作为课上的口头练习,也可作为课后的书面练习,或将二者结合起来。

Read and Simulate

此项练习也是本书的特色之一。这一练习指导学生选取和模拟套用课文中的重点句式。善于辨认和选择有用的句式是一项十分重要的能力,这可以帮助学生学会从繁长的文章中归纳出常用句式并进行模拟套用,达到重点掌握和记忆这些句式的目的。教师在教学中要高度重视此项训练,把它作为通过课文教学学习语言的关键。此项练习最好在课上由教师指导完成,特别注意需要模拟的斜体部分,引导学生在给出的汉译英句子中恰当使用。

Read and Judge

此项练习是针对 Passage 2 的阅读理解练习,教学中还可以以口头问答的方式进行。

Read and Rewrite

此项改写练习是读与写的结合,也是 Read and Simulate 的发展,即从句子层次进到语篇层次。学生通过将所学短文的全部或部分进行改写(如改换人称、改变时态等),学会联句成文的能力。练习本身并不困难,但却是培养写作准确性的重要途径。要学习写作,先要学会改写和套写,因此教学中不要因其容易而忽视,坚持下去就会有好的效果。此项练习也可在课上口头进行,也即进行“口头作文”(Oral Composition)训练。

Read and Translate

此项练习旨在训练学生进行英译汉的能力,所以重点要放在汉语译文的准确和通顺上,而不只是把意思翻译出来就行了。我们在教学中强调要避免“中国式英语”,但却忽视要学生注意克服“英国式汉语”的弊病,以致翻译出来的汉语往往佶屈聱牙,十分费解。因此教学中适当重视英译汉练习也十分有益,而且应该从教学一开始就重视引导,并一直坚持下去。当然,此项练习只是一个汉英对比的引导性练习,不必花过多的时间去讲解分析。

SECTION 1 **Trying Your Hand**

这是本书的写作部分,分为应用文写作和一般写作两节。

1. 应用文写作:这里指的是要求学生学会写《基本要求》中的“交际范围表”所规定的应用文。

主要通过典型实例来指导学生模拟套写有关的应用文。教学中教师可就所教应用文的格式、句型和词语进行简要的归纳,并指导学生使用Workbook中的Data Bank来模拟套写。这里要特别强调的是“模拟套写”而不是“自由创作”,因为应用文具有程式化的特点,只宜于套写而不能随意创作。另外,写作部分的应用文与对话部分所涉及的应用文是一致的,教学中可以对照使用。

2. 一般写作:一般写作是指句子、段落和短文写作。本教材的第二册主要是写句子,其重点是培养学生写出正确句子的能力。就这一阶段学生的实际表达能力而言,如何写出语法正确的句子是首要任务。因此,本册书将语法的复习性练习与句子写作结合起来,在Workbook中就某一语法专题有重点地简要归纳学生实际使用时经常会犯的表达性错误,针对这些错误编写了相应的练习。通过规则应用、改正错误和汉译英这三项练习来提高学生写出语法正确的句子的能力。现就各项练习具体说明如下:

Write Through Applying Grammar Rules

此项练习用于帮助检查学生对于相应语法规则的理解和掌握的程度,做练习前可视学生的实际水平对语法进行必要的归纳复习,使学生能在句子写作中恰当使用。因此,教师应指导学生学习Workbook中的有关章节,并指导学生在句子写作中注意使用这些语法规则来写出语法正确的句子。但要注意避免重复系统地讲解语法。

Write Through Correcting Mistakes

此项练习用以帮助学生克服由于母语影响而易犯的语法结构错误,是训练学生使用语法规则写出语法正确的句子的重要途径。为此,教师在指导学生完成这一练习时,要特别注意有意识地适当联系语法规则和用法。

Write Through Translating

此项翻译练习所涉及句子结构都体现了某个重点训练的语法规则,这也是本项练习的训练重点。

Write Through Describing a Picture

此项练习为综合性写作实践,也是让学生就本单元所学内容进行一次书面小结,看是否能用自己所学的语言描述与本单元话题有关的交际情景。但是,考虑到学生的英语表达能力有限,我们在图片旁提供了比较详尽的词语和表达法,学生只需根据图片中的场景,将所提供的词语适当加以组织就可以写出一篇短小的文章。这一练习十分重要,教学中可先由教师引导在课上作口头作文,而后由学生写出短文。

SECTION V

Have Some Fun

这是一项调节学习气氛的教学内容,所提供的幽默短文或小笑话语言简单易懂,并有一定的教益。通过学习这些活泼有趣的短小材料,学生可以体验与欣赏英语语言和西方文化的魅力并提高学习英语的兴趣。

1

INVITATIONS

SECTION I

Talking Face to Face

The topic area of Talking Face to Face in this unit is "to inform and talk about invitations". The focus is therefore on the patterns that are proper in making and accepting invitations for different social activities and recreations.

Invitation Cards and Letters

The Chinese Version of the Samples:

样例 1

为了庆祝女儿 18 岁生日，王先生和王夫人特邀请您参加 3 月 6 日星期六晚 8 时在诺丁汉市比斯坦镇索尔兹伯里街 74 号举行的生日晚宴。

样例 2

亲爱的史密斯先生：

特邀请您参加 11 月 17 日星期五举行的登长城活动。大巴 7 点钟开车。欢迎携带亲朋好友一起参加。

如您能和我们一起去参加此次难得的旅行，我们将感到十分荣幸。

彼得·常

Put in Use

- 1 Imagine you are inviting your friend Bill to a concert tonight, but he happens to have to finish a term paper. Complete the following conversation with him by filling out the blanks.

Key: 1. What are you doing tonight 2. I was wondering 3. I wish I could
4. write a term paper 5. some other time then 6. That's right

- 2 Imagine you are a friend of Jennifer's. Tomorrow is your birthday. You are inviting her to come to your birthday party. Fill in the blanks according to the Chinese version provided.

Key: 1. are you doing anything special tomorrow evening

2. I'd like to invite you to come to my birthday party. Would you like to join us
3. Good. Will you come at 7:00
4. Lemonade if you must bring something

3 Imagine you are a friend of Mary's. You are asking her to go to a movie. Play your role according to the clues given in the brackets.

- Key:
1. What are you going to do this weekend
 2. "Thunderstorm" is on at the Friendship.
 3. The early show or the late show?
 4. Maybe go to KFC (Kentucky Fried Chicken) or a Coffee Shop.
 5. I'd rather go to KFC.
 6. When and where shall we meet?
 7. That's very kind of you.

SECTION II

Being All Ears

Listen and Decode

1 Listen to Dialogue 1 and decode the message by finding the correct choices in the brackets according to what you hear.

- Key: 1. tomorrow 2. ball game 3. skiing 4. for a long time 5. very warm 6. agree

Listen and Respond

2 Listen to the dialogue again and then answer the following questions orally.

- Key:
1. No, she doesn't.
 2. Going to the ball game and skiing.
 3. She heard it on the radio.
 4. No, he doesn't.
 5. He will give Claire a call.

Script:

Dialogue 1

- Mike: What are you going to do tomorrow? Got any plans?
- Claire: I don't know. Do you have any suggestions?
- Mike: How about going to the ball game?
- Claire: Hmm. I don't really feel like going to the ball game. Any other ideas?
- Mike: Would you like to go skiing tomorrow?

Unit 1 Invitations

- Claire: That sounds great. I haven't gone skiing for a long time. But wait a minute! Isn't it supposed to be very warm tomorrow?
- Mike: Gee, I haven't heard of that.
- Claire: I'm pretty sure it's supposed to be very warm. I heard it on the radio.
- Mike: In that case, going skiing wouldn't be a very good idea. Let's wait and see what the weather will be like tomorrow.
- Mike: Okay. I'll call you in the morning.

Listen and Complete

3 Now listen to Dialogue 2 and then complete the following statements.

- Key: 1. tour guide 2. spending a weekend 3. plenty of room
4. Friday 5. photographer

Listen and Judge

4 Now listen to the dialogue again and do the multiple choice exercise below.

- Key: 1. b 2. c 3. a 4. d

Script:

Dialogue 2

Lin Da is a tour guide for a group of American tourists. Lin is going to invite them to spend the weekend at a farmer's house 20 kilometers north of Beijing.

- Lin: Is there anywhere you'd like to go this weekend?
- Tourist: Nowhere in particular. What's your plan?
- Lin: Well, I'd like to suggest you spend the weekend in the countryside. How would you like the idea? We can stay at a farmer's house.
- Tourist: Is there enough room for the whole group?
- Lin: Sure. There's plenty of room.
- Tourist: In that case, we'd love to go. Thank you very much for the invitation, Lin.
- Lin: Have any of you ever been to the countryside in China before?
- Tourist: No, I don't think so. But it sounds fine.
- Lin: Today's Friday. We'll leave tomorrow. How's that?
- Tourist: I'm starting to feel excited about going. What should we wear?
- Lin: Bring warm clothes. It gets a little chilly in the fall's evening.
- Tourist: Anything else?
- Lin: Not really. Maybe a camera if you're interested in taking some photos.
- Tourist: Chris is the photographer in our group. We've made him responsible for bringing back photographs of the tour.

Listen and Read

- 5** Now listen to something more challenging — a passage with some blanks for you to fill in. The words in the brackets will give you some hints. A glance beforehand at the word list provided below will be of some help to you.

Key: 1. the time and place 2. fine 3. formal written 4. in writing
 5. at the bottom 6. attend 7. in person or by phone 8. comfortable

Script:

Passage

How to Make an Invitation

An invitation consists of requesting someone's presence, stating the specific event, and setting the time and place. Spoken invitations are fine for most occasions, but for certain special events, such as weddings, anniversaries and baby showers, formal written invitations are traditionally sent. They should be answered in writing and returned to the RSVP address.

It is fairly common to send printed "party" invitations for large semi-formal cocktail parties. They may say "regrets only" and give a telephone number at the bottom, which means you call only if you cannot attend.

Invitations are usually made privately, in person or by phone. That is, only the person being invited hears the invitation. People usually do not feel comfortable inviting you to a party if you are with someone who is not going to be invited.

Listen and Match

- 6** Listen to the passage again and match the information in Column A with the choices in Column B.

Key: 1. d 2. c 3. a 4. b

Listen and Conclude

- 7** Write out the general idea of the passage in one paragraph by answering the following questions.

An invitation consists of requesting someone's presence, stating the specific event, and setting the time and place. Spoken invitations are fine for most occasions. Formal written invitations should be answered in writing. It is fairly common to send printed "party" invitations for large semi-formal cocktail parties. Invitations are usually made privately, in person or by phone. That is, only the person being invited hears the invitation. People usually do not feel comfortable inviting you to a party if you are with someone who is not going to be invited.

SECTION III

Maintaining a Sharp Eye

Passage One

Are You Really Being Invited?



Information Related to the Reading Passage

The customs of inviting friends vary from country to country. Generally speaking, on formal occasions, the invitation is usually made well in advance. But as for some informal cases, the invitation is usually made orally. To either of these two invitations, the person being invited should give a clear reply whether the invitation is accepted or not.

Language Points

1 Explanation of Difficult Sentences

1. (Para. 1) ..., you are not required to commit yourself until you know what the invitation is for.

Analysis: Pay attention to the sentence pattern *not... until...*, which means *not before a particular time or event*.

Translation: 在你尚未弄清楚邀请的具体内容之前, 你没有必要答应一定参加。

Example: Once he starts a job he won't stop until it's finished.

Don't move until I tell you.

2. (Para. 1) For example, if you say that you're free and the invitation turns out to be something you'd hate to do, then you will be in a position to take back your acceptance or invent an excuse later.

Analysis: *You'd hate to do* is a relative clause used to modify *something*. *Be in a position* can take either an infinitive clause or an *of-V-ing* phrase, thus *be in a position of having to take back...* can be also rewritten as *be in a position to take back...*

Translation: 比如说, 如果你说有空, 而邀请参加的却是不愿意做的事 (到你已经去过 10 次的当地景点旅游), 那么你就可以回绝邀请, 或者以后再编一个借口。

Example: If you list a few priorities, then you will be in a position to do things in the right order of priority.

3. (Para. 3) In many instances it is the inviter who pays.

Analysis: This emphatic sentence takes the structure of "*it is...who/that...*".

Translation: 在许多情况下, 应由邀请人付账单。

Example: It was my uncle who sent me the parcel.

4. (Para. 3) ...it may be more of a suggestion than an invitation..

Analysis: Pay attention to the pattern, *it is more of...than...* (与其说...不如说...).

Translation: 这样说更像是建议, 而不是邀请...

Example: She's more of a poet than a musician.

2 Important Words

1. **commit** v. entrust, hand over, make oneself responsible 使承担 (保证), 使作出保证, 把...交托给
eg: I think I can come tonight but I won't **commit** myself till I know for sure.

If you want to be an actor you have to really **commit** yourself to it.

The government claimed to **commit** itself to improving health care.

The president said that once he had **committed** to this course of action there was no going back.

2. **invent** v. discover and create something new 发明, 设计, 编造

eg: The first safety razor was **invented** by the company founder King C. Gillette in 1903.

The fax is arguably the most useful machine to have been **invented** since the telephone.

Over the past quarter century our advertising company has **invented** thousands of catchphrases.

I didn't **invent** the story — everything I told you is true.

3. **appropriate** a. proper, suitable 合适的, 恰当的

eg: I didn't think his comments were very **appropriate** at the time.

I've been invited to her wedding but I haven't got anything **appropriate** to wear.

Her thin shoes weren't **appropriate** for such muddy paths.

Her remarks were considerate and very **appropriate** to the situation.

This isn't an **appropriate** occasion to discuss finance.

4. **instance** n. certain situation, circumstance or occasion, case or example 情况, 情形, 事例

eg: There have been several recent **instances** of planes taking off without adequate safety checks.

I don't usually side with the management, but in this **instance** I agree with what they're saying.

In the local industry, for **instance**, 5 000 jobs are being lost.

5. **casual** a. informal, not very serious 随便的, 随意的, 非正式的

eg: It was just a **casual** comment, I didn't mean it to be taken so seriously.

The new law is intended to deter the **casual** user of drugs.

For some people **casual** clothes mean a shapeless T-shirt and old jeans.

Security around the conference hotel seemed almost **casual**.

Are you employed permanently or on a **casual** basis?

6. **explicit** a. clear, definite 清楚的, 直率的

eg: Sheila shouldn't get lost because I gave her very **explicit** directions how to get there.

She was very **explicit** about what she thought was wrong with the plans.

7. **drop** v. fall down, give up, lower 滴, 落, 下降, 变弱, 中断

eg: The book **dropped** from the shelf.

She **dropped** the tray with a crash.

Drop your voices — she's in the next room!

The temperature **drops** at night.

Prices have **dropped** since there has been more competition between suppliers.

Can you **drop** what you're doing and help me with this report?

I don't want to talk about it any more — let's **drop** the subject.