



高等学校英语专业教材



致用英语 综合教程

教师用书


1-4 全一册

总主编◎宋天锡

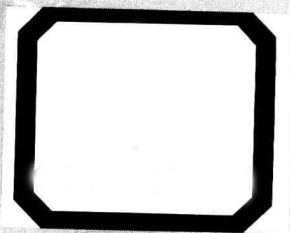
总主审◎许渊冲

主 编◎陈晓峰 高文艳 罗永 杨都林

Practical Integrated Course
for English Majors

 华东师范大学出版社

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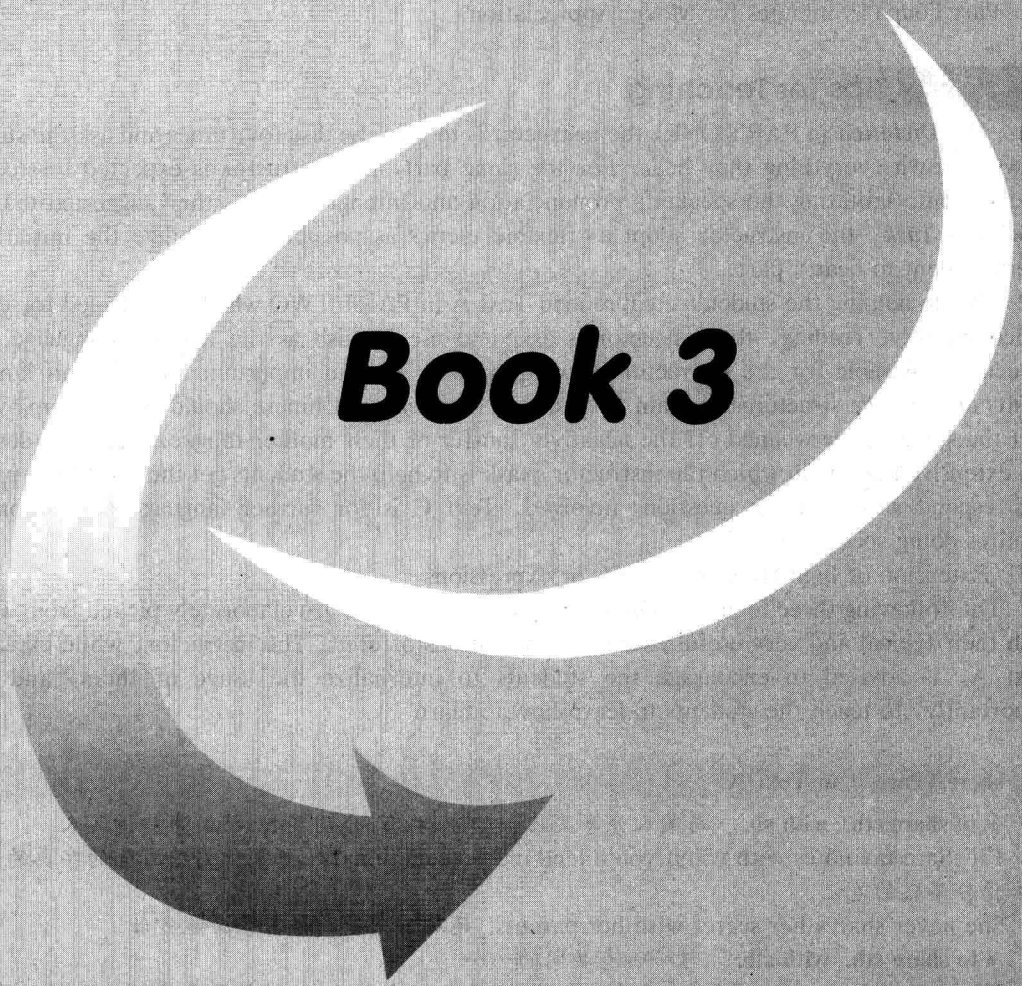
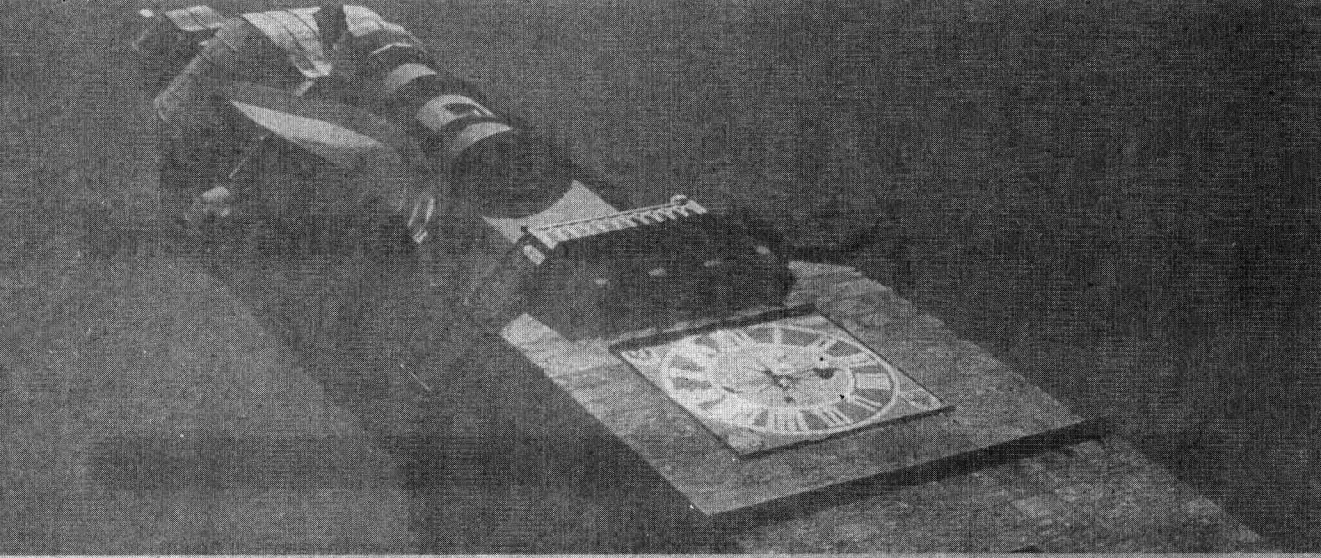
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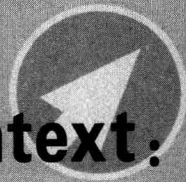
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Book 3

Unit 1

A Cross-Cultural Context: Americans, Germans, and English



Teaching Hours Suggested (6 classroom hours = 270 effective minutes)

Part One (70 minutes)

Part Two (105 minutes)

Part Three (85 minutes)

Part Four (10 minutes for Movie Appreciation)

Ready Tips for Teaching

2.1 For *Dictation* in PART ONE, the instructor is to play the disc four times and ask the students to write down everything they hear. For the same part, the instructor is expected to steer the students onto imitating the speaker's pronunciation and intonation. It is then suggested that, for *Mini Oral Task*, the instructor adopt as flexible tactics as possible to mobilize the initiative of every student to bear a part.

2.2 While helping the students comprehend Text A in PART TWO which is intended for the so-called intensive reading, the instructor is asked to use English as the teaching language. It is especially advisable for the instructor to paraphrase or explain important and difficult language points or sentence structures in plain English. In most cases, Chinese should not be employed so that the students are weaned off the negative transfer of their mother tongue. Text B is designed for extensive reading in which the instructor's task is to help the students get the gist of the passage and respond wisely to the questions involved. Text C is for further language acquisition that requires doing specific exercises.

2.3 Extension of high-frequency words or expressions

The following three high-frequency words and expressions are elaborately picked from Text A with their typical and very useful extended collocations offered. The instructor, while explaining Text A, is advised to encourage the students to internalize the usage of them, and more importantly, to teach the students to learn how to learn.

A. share (Para. 1 in Text A)

* **to share sth. with sb.** 与某人分享某物;与某人共有/合用某物;将某事告诉某人

I'll share my notes with you if you'll lend me your dictionary. 如果你借给我你的字典的话,我就和你分享我的笔记。

She never shares her secret with her parents. 她从不把她的秘密告诉她父母。

* **to share sth. with sth.** 与……有共同的……

His poems share some features with those of Robert Burns. 他的诗歌和罗伯特·彭斯的有某些共同的特点。

The picture shares the background with the photo. 这幅图和那张照片采用了相同的背景。

* **to share (in) sth. / doing sth.** 分摊或分享某事物; 参与某事物

They shared in using the tent. 他们共用一顶帐篷。

They share (in) their troubles as well as their joys. 他们同甘共苦。

* **the lion's share** 最大的份额

He wants to keep the lion's share for himself. 他想给自己留最大的份额。

The family owns the lion's share of the orchard. 该家族拥有这座果园的最大份额。

John takes the lion's share of the company's income. 约翰拿走了公司收入的最大份额。

* **fair share** 应得的一份

She has had more than her fair share of problems recently. 她近来遇到的问题特别多。

Everyone is made sure to get their fair share. 确保每个人都得到了应得的一份。

* **to go shares (with sb.) (in sth.)** 与他人分享(利润)或分摊(费用)

Let me go shares with you in the rent. 我和你分摊租金吧。

B. avoid (Para. 3 in Text A)

* **to avoid doing sth.** 避免/防止做某事

He tries his best to avoid talking to me. 他尽可能地避免和我交谈。

We should avoid making unnecessary mistakes. 我们应该避免犯不必要的错。

* **to avoid sb. /sth. like the plague** 极力回避/尽量躲开某人或某事

He is so kind that you needn't avoid him like the plague. 他人挺好的, 你不必像躲避瘟神一样躲着他。

C. apply (Para. 6 in Text A)

* **to apply (to sb.) for (sth.)** (向某人)申请(某事)

He plans to apply for the vacancy of sales manager. 他计划申请销售经理的空缺职位。

He must apply for the scholarship; otherwise, it will be hard for him to cover the expenses. 他必须得申请奖学金, 否则无法支付他的开销。

* **to apply sth. to sth.** 把……运用/使用/应用到某事物; 把……贴/敷/涂到某物上

What has been learned must be applied to practice. 学以致用。

The new technology is applied to the production process. 新技术被运用于生产中。

First, apply the glue to both surfaces. 首先, 在两面都涂上胶水。

* **to apply oneself/sth. (to sth./doing sth.)** 致力于/专心于……

He applies his mind to the difficulty. 他专心思考这个难题。

He applied himself diligently to learning French. 他孜孜不倦地学法语。

It is essential for us to apply our minds to finding a solution. 当务之急是我们要动动脑筋找出解决问题的办法来。

2.4 A little plain poem. The instructor can avail himself or herself of a proper opportunity to lead the students to read aloud.

The Tiger

By William Blake

Tiger, tiger, burning bright
In the forests of the night,
What immortal hand or eye
Could frame thy fearful symmetry?

In what distant deeps or skies

Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand dare seize the fire?

And what shoulder and what art
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand and what dread feet?

What the hammer? What the chain?
In what furnace was thy brain?
What the anvil? What dread grasp
Dare its deadly terrors clasp?

When the stars threw down their spears,
And water'd heaven with their tears,
Did He smile His work to see?
Did He who made the lamb make thee?

Tiger, tiger, burning bright
In the forests of the night,
What immortal hand or eye
Dare frame thy fearful symmetry?

Part One Listening and Speaking

Dialogue (Script)

The Bell

A strange thing happened to Henri yesterday. He was on a bus and wanted to get off. So he stood up and rang the bell. To make sure the driver heard him he rang it twice, but the bus didn't stop, and the conductor came and shouted at him.

The conductor was so annoyed, and spoke so fast, that Henri didn't understand a word. The bus stopped at the next bus stop and Henri got off. As he got off he heard someone say, "I think he's a foreigner."

When Henri got home, he told his landlady about the incident.

"How many times did you ring the bell?" she asked.

"Twice," said Henri.

"Well, that's the signal for the driver to go on," his landlady explained. "Only the conductor is allowed to ring the bell twice. That's why he got so annoyed."

Henri nodded. "I see," he said.

**Exercises for TEXT A****1. Answer the following questions according to Text A.**

- (1) First, there is a commonly accepted, invisible boundary around any two or three people in conversation which separates them from others; second, the Americans have a vague idea of the exact point at which a person is experienced as actually having crossed a boundary and entered a room.
- (2) Because he thought the author had entered his studio without greeting him.
- (3) The educated (public school) English and the middle-class Americans.
- (4) "Do not disturb" or "I'm angry".
- (5) The Americans make a relative compromise concerning space between the Germans and the English.

2. Choose the best word or expression for the following sentences.

- (1) B; (2) C; (3) A; (4) B; (5) D; (6) A; (7) B; (8) B; (9) A; (10) D; (11) B; (12) C; (13) B; (14) C; (15) C; (16) B; (17) C; (18) D; (19) C; (20) B

3. Cloze.

- (1) B; (2) A; (3) C; (4) C; (5) D; (6) A; (7) D; (8) C; (9) A; (10) B; (11) C; (12) B; (13) C; (14) A; (15) D; (16) B; (17) C; (18) D; (19) A; (20) B

Exercises for TEXT B**Choose the best answer on the basis of understanding the text.**

- (1) D; (2) C; (3) A; (4) B; (5) B; (6) A; (7) C; (8) D; (9) D; (10) B

Exercises for TEXT C**1. Read the above passage and correct the errors.**

- (1) forget→to forget; (2) disembark→disembarking; (3) are→is; (4) Be aware→Be aware of; (5) listen→listen to; (6) which→where; (7) rubbishes→rubbish; (8) reasonably→reasonable; (9) facility→facilities; (10) contain→contains

2. Read the passage and decide whether the following statements are true or false.

- (1) T; (2) T; (3) F; (4) F; (5) F

**LEARN THROUGH DOING SPECIFIC EXERCISES FOR "TRANSLATION FOCUS"**

1. 看电视过多会大大地损坏视力。
2. 改革开放政策受到了全国人民的拥护。
3. 作者在文章中,对人类忽视其环境问题作了批评。
4. 一则英国电视报导说车队曾受攻击,但是并未提供细节。
5. 随着科技的发展,人们征服自然的能力也越来越强了。
6. 我完全赞同你的意见。
7. 看到我们的喷气式飞机,听见隆隆的机声,令我特别神往。

8. 目前我国各地对各种消费品的需求大大增加。
9. 有些人认为要遏止通货膨胀就难免得有人失业。
10. 新型号的产品现已(向出口市场)出售。

Part Four For Your Recitation

Assignments

1. Recite the passage.

2. Paraphrase and translate the following sentences.

- (1) If we want to understand the various issues of great concern, we have to refer back to two basic American patterns that are followed naturally in this country and tend to be treated as universal.

为了理解各种各样利害攸关的事宜,我们有必要提及两个在美国被认为理所当然而且美国人倾向于在全球推而广之的模式。

- (2) I have a better understanding of the German pattern in my later study and learned that it is impossible for you to stay inside the room without intruding the other party's territory, especially when you look at him/her regardless of the distance.

后来的留心观察让我对德国模式有了一个更深刻的理解,并且我了解到在德国就没有所谓的能够同处一室而不入侵到对方的空间,在一方看着另外一方时——无论距离远近——尤为如此。

- (3) With efficient water power, New England became a manufacturing center.

由于水力资源丰富,新英格兰得以成为一个制造业中心。

- (4) He was so skilled at the application of such subtle flattery that he almost got everything he wanted through it.

由于他溜须拍马的手段运用得炉火纯青,他想捞到的东西几乎都捞到了。

- (5) I remember when I first came to grasp the central idea of the *Origin*, my feeling was "How stupid I was for never having thought of that!"

我记得当初抓住《物种起源》要领时,只觉得自己“真笨,居然连这个都没想到”。

3. Passage Translation: translate the following passage into Chinese.

另一方面,中上层的英国人从小与其他的兄弟姐妹共处一室,一起在育儿所长大。拥有个人独立房间和早期就适应了空间共享的这种差异在英国人对自己空间的态度上产生了巨大的影响。他也许从来就不会拥有一个永久性的属于自己的房间,也很少期待或者觉得自己有权利获得一间。因此,他们对于美国人要求有一个安全的地点——一间办公室来工作的需求感到迷惑不解。而在英国工作的美国人如果未能获得他们认为合适的密封工作空间的话,则会变得恼火起来。因此,就需要有一堵墙作为内心的屏障而言,可以说美国人介于德国人和英国人之间。

Movie Appreciation

Avatar

Jake Sully: Okay, you probably don't understand this, but ... thank you. Thank you. That was pretty impressive. I would have been screwed if you hadn't come along. Hey, wait a second, where are you going? Wait up. Just ... Hey, slow down. I just wanted to say thanks for killing those things

... Damn!

Neytiri: Don't thank. You don't thank for this. This is sad. Very sad, only.

Jake Sully: Okay, I'm sorry. Whatever I did, I'm sorry.

Neytiri: All this is your fault. They did not need to die.

Jake Sully: My fault? They attacked me, how am I the bad guy?

Neytiri: Your fault! Your fault!

Jake Sully: Easy ... easy.

Neytiri: You're like a baby, making noise, don't know what to do.

Jake Sully: Easy. Fine, fine. If you love your little forest friends ... why not let them just kill my ass?
What's the thinking?

Neytiri: Why save you?

Jake Sully: Yeah, why save me?

Neytiri: You have a strong heart. No fear. But stupid, ignorant like a child.

Jake Sully: Well, if I'm like a child ... then, look, maybe, you should teach me.

Neytiri: Sky people can not learn, you do not see.

Jake Sully: Teach me how to see.

Neytiri: No one can teach you to see.

Jake Sully: Come on, can't we talk? Say, where did you learn to speak English? Dr. Augustine's school?

Neytiri: You're like a baby.

Jake Sully: I need your help.

Neytiri: You should not be here.

Jake Sully: OK, take me with you.

Neytiri: No. Go back.

Jake Sully: No.

Neytiri: Go back.

No.

Jake Sully: What are they?

Neytiri: Seeds of the sacred tree. Very pure spirits.

Jake Sully: What was that all about?

Neytiri: Come. Come.

Jake Sully: Where are we going?

Neytiri: Come.

Jake Sully: What's your name? Shit ...

...

Jake Sully: What's going on? What's happening? Hey ...

...

Jake Sully: What's he saying? What's he saying?

Neytiri: My father is deciding whether to kill you.

Jake Sully: Your father? It's nice to meet you, sir.

Neytiri: That is Mother. She is Tsa'ik, the one who interprets the will of Eywa.

Jake Sully: Who's Eywa?

Mo'at: What are you called?

Jake Sully: Jake Sully.

Mo'at: Why did you come to us?

Jake Sully: I came to learn.

Mo'at: We have tried to teach other sky people. It is hard to fill a cup which is already full.

Jake Sully: My cup is empty, trust me. Just ask Dr. Augustine, I'm no scientist.

Mo'at: What are you?

Jake Sully: I was a marine. A warrior, of the Jarhead Clan.

Mo'at: It is decided. My daughter will teach you our ways, learn well, Jake Sully.
And we will see if your insanity can be cured.

课文参考译文

Text A

跨文化背景下的美国人、德国人和英国人

美国人、德国人和英国人的文化有着很多共同之处,但是,在许多时候,他们的文化又会彼此冲突。因此,一些没有意识到的文化差异经常在交流中被另一方误解为缺乏技巧、没有礼貌或者对其不感兴趣等等。

德国人眼中的侵扰

我永远忘不了各种利害关系的事宜第一次体验到德国人空间行为模式的经历,当时我还是一名本科生。为了能够理解各种利害关系的事宜,在这里有必要追溯一下在美国被认作是理所当然并且美国人倾向于推而广之的两种基本模式。

首先,在美国,公众普遍接受的一个观点就是——在任何正在交流的两个人或三个人身边,有一条无形的边界将他们和其他人分开。仅是距离就可以将任何一个这样的群体分开并为其提供一道隐私屏护墙。通常,人们会压低声音以免打扰到他人。即使对方听到了,也会装成没听到的样子。这样,无论隐私是否真的存在,它都得以保全。第二种模式是怎么界定某人是否真的跨越了界线、进入了别人的空间。对于绝大多数美国人而言,站在屋外隔着玄关与室内人交谈仍被认为是在室外;如果来者站在门槛上,推开门与室内的人交谈,美国人仍然认为这是非正式的、来者处于室外的交流;即使仅是手握门把手,身体已经探入室内,美国人仍然认为此人没有怎么进入对方的领域范围。而在德国北部,以上的美国式空间定义均不适用。以下经历将两种模式的冲突展示得淋漓尽致。

一个和煦的春日,我站在一座改造过的马厩的门阶上和住在楼上公寓里的一个年轻女子说话。这栋楼的底层被改造成了一位艺术家的工作室。但是,这一布局有些特别——同一个入口供两位租户共用——公寓的主人得沿着工作室的一面墙,通过一条小过道到达通往房间的楼梯。当站在阶梯处交谈时,我往左边扫一眼,注意到大约五六十英寸之外的工作室里,普鲁士艺术家和他的两位朋友也正在交谈。他在我的对面,所以只要他瞥向一边就可以看到我。我已经注意到了他的存在,但却不想打扰他们的谈话,所以我不知不觉地采用了美国的规则,设想做到我小声的对话和他的谈话互不干扰。但我很快就了解到,这是一个错误,因为就在这一瞬间,这位艺术家突然将他的朋友撇在一旁,穿过我俩,将我的朋友推到一边,怒目圆瞪地开始朝我大吼大叫——我凭什么进到他的工作室而不和他打招呼?谁同意我这样做了?

我感觉受到了伤害和羞辱,即使是在三十年后回想起来,我仍能感到自己的愤怒。但后来的观察使我对德国的模式有了更透彻的了解,我才知道,在德国,进入到一个房间就等于已经进入到侵扰范围,特别是在一方看着另一方的时候,无论两者距离远近,均是如此。

英国人的模式

据说英国人和美国人是由一种语言分隔开的两个伟大民族。如果在两者的文化中真的有空间关系差异的话,那么这种差异主要体现在受过教育的(公学)英国人和中产的美国人之间。这种广泛存在的差异的根本原因之一在于:在美国,我们将空间作为一种对人群和活动进行分类的方式,而在英国,则是社会体制决定了一个人的身份。在美国,你的地址是你社会地位的一个重要标志(这不仅适用于一个人的家庭住址,同样也适用于公司地址)。但是英国人生长于一种社会体制下,无论你在

哪里看到他——即使是在一个鱼摊的柜台后,他仍然是上层人。除了阶级差异,英美之间在空间分配上也存在着差异。

一个在美国长大的中产阶级美国人认为他有权拥有自己的房屋,或者至少是部分房屋。想独处的美国女性可以去卧室并关上房门。紧闭的房门意味着“请勿打扰”或“我正生气”。

另一方面,中上层的英国人从小与其他的兄弟姐妹共处一室,一起在育儿所长大。美国人推崇拥有个人独立房间,而英国人早期就适应了房间共享,这种差异在英国人对自己空间的态度上产生了巨大的影响。他也许从来就不会拥有一个永久性的属于自己的房间,也很少期待或者觉得自己有权利获得一间。因此,他们对于美国人要求有一个安全的地点——一间办公室来工作的需求感到迷惑不解。而在英国工作的美国人如果未能获得他们认为合适的密封工作空间的话,则会变得恼火起来。因此,就需要有一堵墙作为内心的屏障而言,可以说美国人介于德国人和英国人之间。

(余茜译)

Text B

骄兵必败

我带着满腔热情和浑身活力来到了中国的广州,开始了我的英语教学生涯。我的心里有两个目标:首先,我下决心成为一名很棒的英语老师;其次,我决定尽可能地学习和使用汉语。

我有几样学得特别快,比如说基本的数字、某些食物的名称以及买食物的地点等等。我的中国同事在给我介绍中式快餐店和食物名称时起了很大的作用。我学会了从零数到十。到目前为止,一切都很棒!我们在逐渐进步。我为自己骄傲!

但是,用一句习语来说,就是“骄兵必败”。换句话说,如果我一不小心,就会犯错。毫无疑问,事实往往如此。下面就是我的“悲惨”经历,直到现在我都觉得好笑,但从其中我也学会了两条宝贵的教训。

第一条便是我必须十分仔细地听我的中国新朋友对我说的内容,特别是“L”和“R”的发音。我知道这两个字母的发音是什么样子的,因为我说得一口标准的英文,当然我的听力也不差。我想,没问题的。噢,是吗?正如我的一些学生很难发出“L’s”和“R’s”的音一样,我发现当这两个拼音由一个中国人说出来的时候,我也很难听出其中的差异。

骄傲之处:在我到广州不久的某天,我得到了一个大肉包作为午餐。热气腾腾的包子吃起来十分鲜美。我知道我准确地听到了我同事对于它的称呼。当我走到离学校不远的街角小食店自己买了两个作为午餐时,我对自己十分满意。我也知道那些服务员看到我用中文点餐时,对于这个外国人对这门新语言掌握如此之好是多么印象深刻。

我自信地走到食品柜台并且用中文点了两个包子,两名服务员马上就开始笑了,当然,我也在脸上挂了一道大大的略带骄傲的微笑,收下两个包子,说了声“shay shay(谢谢)”,然后就离开了。在接下来的几天里,我好几次都到同一个食品柜台,在说过“nee how(你好)”之后,点上两个包子。每次,服务员都是大笑,而我也会报之以微笑。这太棒了!不仅我能用中文交流,而且他们理解我——我和服务员成了朋友。令人惊叹!

失败之处:当我告诉同事这件事情时,他们也为我感到骄傲。我十分开心,并且决定请其中一位吃午饭——两个包子。我们去了我最喜欢的食品柜台。我按照往日的惯例,彬彬有礼地点了包子,而服务员也和往常一样笑了起来。甚至我的同事对此也很满意,因为她也笑了起来。显然,我给同事也留下了深刻的印象。或者说,我是这样认为的。在我们回学校的路上,她教我点两个包子应该说“Liang ge rou bao(两个肉包)”,而不是“Er low bow(二肉包)”。

这宝贵的一课启发了我的教学。我突然意识到了我的中国学生在学英语和理解西方人说话时所遇到的困难。或许我可以找出服务员在我点包子时每次都发笑的原因。他们可能认为我在拿中文逗乐,不是吗?

买东西时讨价还价是我发现的另一个十分容易出错的领域。简单地向商家讨价还价并不难,但是对于一名狂妄自大的加拿大人而言,在讨价还价时正确的运用数字却是一个挑战。而且在谈论某件东西的价格时,听力同样会成为拦路虎。

骄傲之处:我并不喜欢讨价还价,但是我的确觉得一小捧鲜花要30元太贵了点。于是我就这么办——凭着自己对中文数字体系的了解,我开始和老板讨价还价,他心里清楚我愿意为我想要的东西出高价。为什么他会这么想?因为我是一名外国人,对行情两眼一抹黑。当他笑起来并且几乎要喊出“对”的时候,我知道我拿到了自己想要的价格。

失败之处:我报了八十而不是十八块的价格。难怪他那么开心了!

我在这里学到了一课,就是中国商人有着很好的公平意识。他向我指出我报的价格比我盘算的高出了许多。我们最终同意以二十五元成交,皆大欢喜:他为自己的鲜花争取了一个合理的价格,我得到了那捧花和一节我显然十分需要的数字课。

(余茜译)

Unit 2

Living near Traffic Pollution Tied to Heart Deaths



Teaching Hours Suggested (6 classroom hours = 270 effective minutes)

- Part One (70 minutes)
- Part Two (105 minutes)
- Part Three (85 minutes)
- Part Four (10 minutes for Movie Appreciation)

Ready Tips for Teaching

2.1 Extension of high-frequency words or expressions

The following three high-frequency words and expressions are elaborately picked from Text A with their typical and very useful extended collocations offered. The instructor, while explaining Text A, is advised to encourage the students to internalize the usage of them, and more importantly, to teach the students to learn how to learn.

A. die (Para. 1 in Text A)

* **to die of / from sth.** 死于……

Some animals could die of starvation if the snow is too heavy. 如果雪下得太大,有些动物会饿死的。

The younger composer died from typhoid at the age of 30. 那位年轻的作曲家 30 岁时死于伤寒。

* **to be dying for sth. / to do sth.** 极想/渴望(做)某事

The little girl is dying for something to eat. 这小女孩极想吃点东西。

Your mother is dying to know where you've been. 你母亲很想知道你去过哪些地方。

* **to die out** (指家族、物种等)死光,灭绝,绝迹;(指习俗、做法等)消失,过时

After decades of revolution, some old traditions are dying out. 经过几十年的改革,一些旧传统正在消失。

* **to die in harness** 在工作期间死去;殉职

We are sure he wanted to die in harness. 我们确信他是希望死在他的岗位上的。

The old man says that he intends to die in harness. 那老人说他打算工作到死。

* **never say die** 不可气馁;不要泄气

Never say die: we might still get there on time. 别泄气,我们仍有可能按时赶到那里。

* **the die is cast** (谚)事已决定,不可更改;木已成舟

The die is cast now, but I still say they were too young to get married. 现在木已成舟,不过我仍然要说,他们太年轻了,还不该结婚。

There is no turning back now, the die is cast. 如今已无退路,一切已成定局。

B. release (Para. 3 in Text A)

* **to release a prisoner/hostage** 释放囚犯/人质

The hostage was finally released. 人质最终获释。

* **to release one's ... emotions** 发泄……情感

She burst into tears, releasing all her pent-up emotions. 她放声大哭,发泄出全部抑制起来的情感。

* **to release sth. onto the market** 把……投放到市场

Our new products will be released onto the market next month. 我们的新产品下月将投放市场。

* **(of sth.) to go on general release** ……公开发行

The movie directed by Zhang Yimou goes on general release next week. 这部由张艺谋导演的电影将于下周发行。

* **a sense of release after ...** ……之后的解脱感

She felt a sense of release after the examination. 考试以后她如释重负。

C. point (Para. 4 in Text A)

* **to point at/to sb./sth.** 指出某人/某事物或其位置或方向

He pointed at the diagram to illustrate his point. 他指着图表来说明他的论点。

Not far from there, you'll see a signpost pointing to the town you want to go to. 离那儿不远,你就可以看到一个路标,指明你所要去的那个镇的方向。

Everything points to a bright future for the expedition. 种种迹象都表明这支探险队有光明的前途。

* **to point the finger (at sb.)** 公开指责(某人)

The article points an accusing finger at the authorities. 那篇文章谴责了当局。

The company has been forced to point the finger at him after all the trouble that has been caused. 出了所有这些麻烦之后,公司不得不指责他。

* **to point the way (to/towards sth.)** 指明方向,指出(向……)发展之路

Large electronics companies developed television, but Baird pointed the way with his experiments. 大型电子工业公司研制出了电视,但这有赖于贝尔德的实验为此指出了方向。

The recent reforms will point the way to a more prosperous future for our city. 近期的一系列改革为本市的繁荣发展指明了方向。

* **if/when it comes to the point** 必须做决定(或表明观点)时

When it comes to the point, he always changes his mind. 一到做决定时,他总是临时变卦。

* **point taken** (接受相反的观点时)好吧,算你有理

Point taken. Let's drop the subject. 好吧,咱们就抛开这个话题吧。

* **beside the point** 离题的,不相干的

That question was beside the point and need not be answered. 那个问题与本主题无关,没有必要回答。

What you have said is quite beside the point. 你说得文不对题。

* **carry/gain one's point** 说服别人接受自己的论点

The chairman tried to carry his point on the meeting. 主席企图在会上使他的观点获得赞成。

* **have one's points** 有某些优点

I suppose wine has its points, but I prefer beer. 葡萄酒固然有它的好处,但我还是喜欢啤酒。

Electronic music may have its points, but people in rural area may prefer traditional folk music. 电子音乐也许有它的优点,但乡村地区的人们也许更喜欢传统的民乐。

2.2 A humorous short story. The instructor can avail himself or herself of a proper opportunity