

People Around You



Objectives 目标

This unit aims to help the students improve their narrating skills. The teacher should encourage the students to exchange their views on narrating one thing (or person) or a series of things (or persons). By the end of this unit, the students should grasp the useful words and expressions for comprehension and be familiar with expressions of time.

本单元旨在帮助学生提高他们的叙述技巧。老师应该鼓励学生叙述一件事（或一个人）或一系列的事物（或人）并交换他们的意见。学完本单元，学生应该掌握本单元里的单词、词组，能理解它们，并熟悉时间的表达方式。

Dialogue

1. Listen to the dialogue

听对话

Ask the students to listen to the recording and try to understand the dialogue with the help of the notes given below. Predict the difficulties for the students.

- a. *I'm delighted to join your class.* 我很高兴能加入这个班级。
 be delighted to 意为“高兴；乐意”，例如：
It's very kind of him. I'll be delighted to go. 他真是太客气了。我将欣然前往。
I shall be delighted to see you. 见到你的话，我会很高兴。
- b. *But I have always been interested in chemistry.* 但我对化学一直很感兴趣。
 have been 为现在完成时，这种时态主要表示过去发生的动作对现在造成的影响或结果。
We have seen that film before. 我们之前已经看过那部电影。
Have they found the missing child yet? 他们找到失踪的孩子了吗？

2. Practice speaking

练口语

- 1) Ask the students to read the dialogue aloud and try to imitate the pronunciation and intonation of the speakers on the recording.
- 2) Ask the students to practice the dialogue in pairs several times, and switch roles if necessary.
- 3) Ask the students to make a dialogue with the help of the words and expressions given below.

keep in touch with
 lose track of
 come across
 settle down

Text A

- 1 Vocabulary check:** Check the students' understanding of the key words from the text by asking students to give their meanings in Chinese.

strange 奇怪的	mix 混合
remember 记住	dip 浸
interesting 有趣的	terrible 极差的
important 重要的	none 无, 没有

- 2 Detailed study:** Ask the students to read the text carefully and provide them with some detailed explanations of the following difficult language points or structures.

- 1) *He was a little man with thick glasses ...* (Para. 1) 这位老师身材瘦小, 戴着一副厚厚的眼镜……介词with 在英语中相当活跃, 而且它有多种不同的意义。在课文中, with相当于wearing, 表示“戴着, 佩戴”。这个介词还有以下几种基本意义:

- a. in the company of; accompanying 和, 跟, 同

Did you go with her? 你跟她一起去吗?

注意: with 和and 都被译为“和”, 因此经常被混淆。

The teacher, with his assistant, is expected at our school on Monday.

那位教师, 在助手的陪同下, 将于周一蒞临本校。

The teacher and his assistant are expected at our school on Monday.

那位教师及其助手将于周一蒞临本校。

这两句的汉语译文是很相似的, 但是两句中的谓语动词的形式不同。and是连词, 而with是介词。A and B作主语, 此处and表示并列, 所以第二句使用复数谓语动词; A, with B中真正的主语是A, with B只是补充说明, 因此第一句使用第三人称单数谓语动词。

- b. next to; alongside of 在……旁边, 同……在一起

The boy sat with the family. 那个男孩与家人坐在一块儿。

- c. by the means or agency of 用(通过)……的方式或媒介

He made us laugh with his jokes. 他用笑话把我们都逗乐了。

- 2) *... but he had a strange way of making his classes lively and interesting.* (Para. 1) ……但是他却能用奇特的方式使课程变得生动有趣。

- a. way 在此处的意思是 a manner or method of doing sth., 即做某事的方式或方法。一般使用两种结构: way of 或way to do。例如:

She does not like his way of life. 她并不喜欢他的生活方式。

Some people like the older ways of doing things. 有些人喜欢采用更

守旧的方式做事。

Stress is a natural part of life, but there is no way to avoid it. 压力是生活中一个自然的组成部分，但却无法避免。

b. *make sb. /sth. + adj.* 使某人/某事……

这里的形容词补充说明宾语的状态，也被称为宾语补足语。例如：

His decision makes me happy. 他的决定令我感到高兴。

Have I made myself clear? 我把自己的意思表达清楚了吗？

3) *He then filled a cup with some of the petrol, some of the castor oil and some of the vinegar.* (Para. 3) 接着，他往一个杯子里倒了一些汽油、一些蓖麻油和一些醋。

fill sth. with sth. 使……充满……

My mother filled the glass with milk. 妈妈往玻璃杯中倒满了牛奶。

Johnson filled the blank space on the page with notes. 约翰逊在页码的空白处写满了注解。

在本文中还出现了这一短语的另一形式 *be filled with*，但必须注意两者的侧重点是不同的。例如：

My mother filled the glass with milk. 妈妈往玻璃杯中倒满了牛奶。（强调施动者）

The glass was filled with milk. 玻璃杯里装满了牛奶。（强调状态）

4) *As the students watched him quietly, he mixed the three together.* (Para. 3) 当学生们安静地观察的时候，他把这三种液体搅拌混合在一起。

as 在此处充当连词，意义为“当……的时候”。

He dropped the glass as he stood up. 他站起来的时候摔了玻璃杯。

He sang as he worked. 他边工作边唱歌。

在英语中，*as* 是个相当活跃的词语，它能够充当介词、连词和副词。

a. *as* 充当比较连词，一般出现在 *as ... as* 中，表达“与……一样”。

David runs as fast as Johnson. 大卫跑得跟约翰逊一样快。

I am as tall as Li Ming. 我跟李明一样高。

b. *as* 用于引导原因状语从句。

As you are tired, you had better rest. 既然你累了，最好休息一下。

c. *as* 作介词，表达“如同……，像……”。

They united as one man. 他们团结得像一个人。

5) *After that, he held up one of his fingers and showed it to the class.* (Para. 3) 然后，他伸出一根手指给全班同学看。

show sth. to sb. 向某人出示某物。*show* 一般后接双宾语，所以我们也可以说 *show sb. sth.*。*give*, *tell* 等词也有相同的用法。

give an apple to him = give him an apple

但是需要注意的是：如果指物的宾语是代词的话，一般采用 *give it/*

them to sb. 等类似的表达方式。

- 6) *He put a finger in his mouth, tasted it and smiled, looking rather pleased.*

(Para. 4) 他把手指放进嘴里，尝了尝，笑了，看起来好像很高兴。

looking rather pleased 是现在分词，充当伴随状语，相当于 while 引导的时间状语从句。这里 look 的逻辑主语就是句子的主语 he。

- 7) *"I'm sorry, none of you watched carefully enough."* (Para. 5) “我很遗憾，没有一位同学认真仔细地观察了我的实验。”

none of 的意思是 not any of “一个也没有”。

None of my classmates passed the examination. 我的同学没有一个人通过考试。

None of us are/is afraid of difficulties. 我们谁都不怕困难。

- 8) *It was Paul's first important lesson as a student of chemistry and he never forgot it.* (Para. 6) 这是保罗学习化学以来所上的第一节重要的化学课，他永远不会忘记这一课。

as 在句中充当介词，意思是“作为”。

He worked as a teacher. 他的职业是老师。

As a work of art, it is very poor. 作为艺术品这是十分拙劣的。

3 More questions for comprehension: Check the students' understanding of the text by asking them the following questions.

- 1) What did the teacher do at the beginning of the lesson?
He brought out three bottles.
- 2) How did the teacher make the mixture?
He filled a cup with some of the petrol, some of the castor oil and some of the vinegar.
- 3) What did the students do?
Each student dipped a finger into the mixture and sucked it. Instead of smiling, each of them made a face.
- 4) How did the mixture taste?
The mixture tasted terrible.
- 5) What did the teacher say after the cup was returned to him?
When the cup was at last returned to the teacher, he said sadly, "I'm sorry, none of you watched carefully enough. Yes, I sucked a finger, but the finger I put into my mouth was not the one I had dipped into the cup."
- 6) Do you think this chemistry lesson is interesting? Why or why not?
The answer is open.

4 Useful expressions: Draw the students' attention to the following useful expressions in bold italics from the text and ask them to make sentences with them.

- 1) ... but he had a strange way of ***making*** his classes ***lively and interesting***. (使……生动有趣)
- 2) Paul remembers ***one of*** his first lessons from this teacher. (之一)
- 3) After the students were all in the chemistry lab, the teacher ***brought out*** three bottles. (取出)
- 4) One ***was filled with*** petrol, one with castor oil and one with vinegar. (装满了)
- 5) After that, he ***held up*** one of his fingers and showed it to the class. (举起)
- 6) After that, he held up one of his fingers and ***showed*** it ***to*** the class. (出示某物给某人看)
- 7) He then ***dipped it into*** the cup. (蘸; 将……浸入)
- 8) ***Instead of*** smiling, each of them made a face. (代替)
- 9) Instead of smiling, each of them ***made a face***. (做鬼脸)
- 10) When the cup was ***at last*** returned to the teacher, he said sadly ... (最后)
- 11) I'm sorry, ***none of*** you watched carefully enough. (一个也没有)

5 Retell the story: Ask the students to tell the story in their own words with the help of the words given below.

chemistry, teacher, in the lab, three bottles, mix, taste, hand, around, make a face, mixture, terrible

Text B

Vocabulary check: Check the students' understanding of the key words from the text by asking the students to give their meanings in Chinese.

personal 个人的，私人的	break (非正式) 机会，(好) 运气
bear 生(孩子)	colleague 同事
estimate 估计	intelligence 智力

2 Background information

Microsoft Corporation is a leading American computer software company. Microsoft develops and sells a wide variety of software products to businesses and consumers and has subsidiary offices in more than 60 countries. The company's Windows operating systems for personal computers are the most widely used operating systems in the world. Microsoft has its headquarters in Redmond, Washington. Microsoft's other well-known products include: Word, a word processor; Excel, a spreadsheet program; Access, a database program; and PowerPoint, a program for making business presentations. These programs are sold separately and as part of Office, an integrated software suite.

3 Detailed study: Ask the students to read the text carefully and provide them with some detailed explanations of the following difficult language points or structures.

1) *When Gates was 31 years old, he became America's youngest billionaire and now his wealth is estimated at 62 billion dollars.* (Para. 1) 比尔·盖茨31岁时已经成为全美最年轻的亿万富翁。到目前为止，他的财富估计已经高达620亿美元。

a. **youngest** 为形容词 **young** 的最高级，通常在形容词后加“-est”构成它的最高级形式。有关形容词、副词的最高级用法请见第六单元语法专题。

b. **estimate** 可以充当名词或动词。在这里 **estimate** 作为动词使用。**estimate sth. at sth.** 意为“将……估计为……”。

We estimated his income at 8,000 pounds a year. 我们估计他的收入达到每年8000英镑。

c. 被动在英汉两种语言中的表达是不同的。在汉语中通常使用“被”字，而在英语中，关于被动有一套固定的语法规则。英语中的被动句由 **be+过去分词 (+by+施动者)** 构成，其时态表达都体现在助动词 **be** 上。

I finish the homework.

→ *The homework is finished.*

I finished the homework.

→ *The homework was finished.*

I have finished the homework.

→ *The homework has been finished.*

2) *From his early school days, he was the school's best mathematician and he had a photographic memory.* (Para. 2) 从他早期求学开始，他的数学成绩就一直名列前茅，而他的记忆力也像照相机一般惊人地准确。句中的 **best** 是 **good** 这一词的的最高级，详情请见第六单元语法专题。

- 3) *His parents recognized his intelligence and decided to enroll him in Lakeside, a private school known for its intense academic environment.* (Para. 2) 他的父母意识到他的聪慧, 于是决定让他就读于一所以浓郁的学术气氛而闻名的私立学校——湖畔中学。

a. decide to do sth. 决定做……

Tom decided to learn English well. 汤姆决心要学好英语。

Elle decides to lose weight. 爱拉决心减肥。

b. enroll (sb.) in ... 登记, 注册, 录取

They enroll new students in the evening school. 他们录取了一些夜校学生。

Every year universities enroll more and more students. 每年大学招收越来越多的学生。

c. a private school known for its intense academic environment 这里 known for ... 作为后置定语, 修饰 school。be known for ... 比 be famous for ... 更常用些。

The artist is known for his oil painting. 这位艺术家以画油画著称。

- 4) *This decision had far-reaching effects on Bill Gates's life.* (Para. 2) 父母的这个决定对比尔·盖茨未来的生活产生了深远的影响。

have some / no effect on ... 对……有一些(没有)影响

Did the medicine have any / a good effect? 这种药有效/好的效果吗?

The movie has quite an effect on her. 这部电影对她的影响很大。

- 5) *He'd heard that a computer company needed software to run its machine with.* (Para. 3) 他听说一个电脑公司需要软件以运行他们的机器。

run its machine with software, with 与 software 构成介宾短语, 而 run 作“(使)运行”意义时, 只能接一个宾语, 所以, 句中不能省略介词 with。

- 6) *It was accepted, and so Gates left Harvard and set up his company Microsoft.* (Para. 4) 他们设计的 BASIC 语言被采纳了, 于是盖茨离开了哈佛大学, 建立了自己的公司——微软。

句中 set up 的意义是 establish or create sth. “创立, 建立”。

The government has set up a working group to look into (调查) the problem of drug abuse. 政府已成立了一个工作组来调查毒品泛滥的问题。

set up 还有以下几种常见的用法:

a. place sth. in position; erect sth. 竖立, 架起

set up a monument, statue etc. 建立纪念碑、雕像等

b. make (an apparatus, a machine etc.) ready for use 安装, 装配

How long will it take to set up the machine? 要多长时间才能装好这台机器?

- 7) *Even so, Gates still admits to getting as much excitement from the technology as he does from running the business side of things.* (Para. 5)
即使如此，盖茨依旧承认，了解新技术和经营生意一样都能使他兴奋不已。

admit to doing sth. 承认做过……

George would never admit to being wrong. 乔治从不认错。

我们也可以使用 admit+that 从句或 admit sth.:

Most people admitted (that) it was a big mistake. 大多数人都承认这是个重大的错误。

None of these people will admit responsibilities for their actions. 这些人中没有一个愿为自己的行为承担责任。

4 Useful expressions: Draw the students' attention to the following useful expressions in bold italics from the text and ask them to make sentences with them.

- 1) On Oct. 28, 1955 he ***was born into*** a family with rich history in business, politics and community service. (出生于)
- 2) When Gates was 31 years old, he became America's youngest billionaire and now his wealth is ***estimated at*** 62 billion dollars. (将……估计为……)
- 3) His parents recognized his intelligence and ***decided to enroll him*** in Lakeside ... (决定做……; 报名进入……)
- 4) This decision ***had*** far-reaching ***effects on*** Bill Gates's life. (对……有……影响)
- 5) Even so, Gates still ***admits to*** getting as much excitement from the technology ... (承认)
- 6) For six weeks he worked ***day and night*** with his colleague Paul Allen ... (夜以继日)

5 Retell the story: Ask the students to tell the story in their own words with the help of the information given below.

- born — Oct. 28, 1955
- best mathematician — from his early school days
- enroll in the Lakeside school — there he was first introduced to computer
- study — Harvard University
- develop — BASIC
- set up Microsoft with Paul Allen
- go on to develop DOS and Windows

Key to the exercises in the Student's Book

Key to exercises of Text A

课文A练习答案

I

1. F 2. T 3. F 4. F 5. T 6. T 7. F

II

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

III

1. forget 2. instead of 3. dip; into 4. Hold; up
5. remember 6. mix 7. made a face 8. tastes; tastes

IV

1. never 2. lively 3. interesting 4. by 5. with
6. quietly 7. carefully 8. for 9. out 10. into
11. rather 12. good 13. around 14. terrible

V

1. The teacher brought out a map from his bag.
2. We found him on the playground at last.
3. The room was filled with smoke.
4. Do as I tell you, please.
5. John is one of my best friends.
6. The milk in the bottle tastes a little bit sour.
7. Don't make a face at guests. It is impolite.
8. The little boy dipped his finger into his mother's mouth.

Key to exercises of Text B

课文B练习答案

I

1. F 2. T 3. T 4. F 5. F 6. F 7. T 8. F

II

1. 比尔·盖茨31岁时已经成为全美最年轻的亿万富翁。
2. 他的父母意识到他的聪慧，于是决定让他就读于一所浓郁的学术气氛而闻名的私立学校——湖畔中学。
3. 这个决定对比尔·盖茨未来的生活产生了深远的影响。
4. 他和他的伙伴保罗·艾伦夜以继日连续奋斗了六周，创造了BASIC 语言。
5. 现在世界上五分之四的电脑所使用的操作系统要么是DOS，要么是Windows。

III

1. He was enrolled in a business college at the age of 35.
2. Li Ming has got a cold and coughs day and night.
3. It turned out to be fine that day.
4. He set up a fund for his daughter.
5. The medicine has little effect on fever.
6. Now let's go on to discuss the next question.
7. They went on working till ten o'clock p.m.
8. It was Zhang Hua that I came across yesterday on the street.

Key to exercises of Grammar

语法练习答案

I

1. 9:45
2. 2:17
3. 3:00
4. 9:30
5. 6:15
6. 3:50

II

Omitted

III

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

IV

1. the first of October, nineteen forty-nine/ October the first, nineteen forty-nine
2. the twenty-eighth of August, two thousand and eight/ twenty O eight

3. the eighth of December, twenty hundred and twelve/ twenty twelve
4. fifth birthday
5. from Monday to Saturday

V

1. 9:45
2. 2:17
3. 3:00
4. 9:30
5. 6:15
6. 3:50

VI

This is an open question. Encourage the students to share their schedules among themselves. Pay attention to the use of expressions of time.

Chinese translation of the dialogue and texts

对话

一个新生

- A: 打扰了, 怀特教授, 我想给您介绍一下我们班的新成员: 简·史密斯。简, 这是怀特教授, 我们的化学老师。
- B: 你好, 简。很高兴见到你。欢迎来到我们班。
- C: 您好, 教授。我很高兴能加入这个班级。
- B: 化学是你的主修科目吗?
- C: 不是, 我是物理专业的。但是我一直对化学很感兴趣。
- B: 好极了! 我希望你不会失望。

课文 A

仔细观察并学习

我的朋友保罗永远不会忘记他的第一位化学老师。虽然这位老师身材瘦小, 戴着一副厚厚的眼镜, 但是他却能用奇特的方式使课程变得生动有趣。他的课总是令人难忘。

保罗还记得这位老师上的最初几次化学课中的一节。当学生们都进了化学实验室后, 老师拿出了三个瓶子: 一瓶装满了汽油, 一瓶装满了蓖麻油, 还有一瓶装满了醋。“现在仔细观察!” 老师说。

接着，他往一个杯子里倒了一些汽油、一些蓖麻油和一些醋。当学生们安静地观察的时候，他把这三种液体搅拌混合在一起。然后，他伸出一根手指给全班同学看，接下来他将手指浸入杯中。几秒钟后，他拿出手指。“看仔细了！记住，你们必须照我的样子做。”他说。

他把手指放进嘴里，尝了尝，笑了，看起来好像很高兴。接下来他把那杯混合液轮流递给每一位学生。他们都把手指浸入杯中，然后吮吸那根手指。他们并没有笑，而是纷纷做鬼脸。这杯混合液的味道糟透了。

当这杯混合液最后回到老师手里的时候，他沮丧地说：“我很遗憾，没有一位同学认真仔细地观察了我的实验。是的，我的确吮吸了一根手指，但我放进嘴里的手指并不是我浸入杯中的那一根。”

这是保罗学习化学以来所上的第一节重要的化学课，他永远不会忘记这一课。

课文 B

比尔·盖茨

比尔·盖茨是一位世界名人，他为个人电脑的变革做出了巨大的贡献。1955年10月28日，他出生于一个在商业、政治和社区服务方面有着悠久历史的家庭。比尔·盖茨31岁时已经成为全美最年轻的亿万富翁。到目前为止，他的财富估计已经高达620亿美元。

从他早期求学开始，他的数学成绩就一直名列前茅，而他的记忆力也像照相机一般惊人地准确。他的父母意识到他的聪慧，于是决定让他就读于一所浓郁的学术气氛而闻名的私立学校——湖畔中学。父母的这个决定对比尔·盖茨未来的生活产生了深远的影响，因为正是在湖畔中学就读期间，比尔·盖茨第一次接触了电脑。

机遇悄悄降临在当时正在哈佛大学深造的盖茨身上。他听说一个电脑公司需要软件以运行他们的机器。他和他的伙伴保罗·艾伦夜以继日连续奋斗了六周，创造了BASIC语言，结果大获成功。

他们设计的BASIC语言被采纳了，于是盖茨离开了哈佛大学，建立了自己的公司——微软。之后，比尔·盖茨陆续开发了DOS和Windows操作系统。现在世界上五分之四的电脑所使用的操作系统要么是DOS，要么是Windows。

盖茨的公司在全球60个国家拥有4.8万名员工。即便如此，盖茨依旧承认，了解新技术和经营生意一样都能使他兴奋不已。

他说：“我仍然热衷科技，我能够通宵坐在电脑前玩软件或者通宵阅读科技杂志。”

Social Matters



Objectives 目标

This unit aims to inform the students about some social problems concerning parenting. By the end of this unit, the students can tell their stories that happened between them and their parents in reasonably correct English. By the end of this unit, the students should have a good command of the useful words and expressions, and be familiar with the expressions of future tense.

本单元旨在让学生了解一些有关子女教育的社会问题。通过本单元的学习，学生可以用比较正确的英语讲述他们和父母之间发生的故事。学生需掌握有用的单词和词组，并熟悉将来时态的表达。

Dialogue

1. Listen to the dialogue

听对话

- 1) Listen to the recording and see if you can understand the main idea of the dialogue. Predict the difficulties for the students.
- 2) Ask the students to listen to the recording and try to figure out the meanings of these expressions:
come on (加油, 振作起来); deadline (最终期限); a series of (一系列);
in some way (某种途径, 某种程度)
- 3) Ask the students to listen to the recording again and try to understand the dialogue with the help of the notes given below.
 - a. *Professor Smith gave us an assignment to write a paper about the social problems caused by using mobile phones.* 史密斯教授给我们布置了一项作业, 写一篇关于使用手机而造成社会问题的文章。
assignment: sth. such as a task that is assigned 任务, 作业
What are today's assignments? 今天的作业是什么?
 - b. *But this Friday is the deadline.* 但是这个周五就是最后期限了。
deadline: date or time before which sth. must be done or completed
截止日期; 最后期限
I have a March deadline for the novel. 我那本小说必须在三月份完成。
 - c. *I suggest that you watch a series of Discovery program on mobile phones.* 我建议你看看一些关于手机的《探索》节目。
suggest 作“建议”讲时, 宾语从句通常需使用虚拟语气, 即从句谓语部分由should + 动词原形构成, should可以省略。
I suggested that he (should) come for the weekend. 我建议他来度周末。

2. Practice speaking

练口语

- 1) Ask the students to read the dialogue aloud and try to imitate the pronunciation and intonation of the speakers on the recording.

- 2) Ask the students to practice the dialogue in pairs several times, and switch roles if necessary.
- 3) Ask a student to start a conversation with his/her partner according to the following question. Try to use the structures and expressions from the dialogue.

What do you think are the social problems caused by using mobile phones?

Text A

- 1 Vocabulary check:** Check the students' understanding of the key words from the text by asking students to give their meanings in Chinese.

friend 朋友	emergency 紧急事件
text 发短信	believe 相信
unfortunately 遗憾地; 不幸地	teenager 青少年
safe 安全的; 平安的	personal 个人的
health 健康	refuse 拒绝

- 2 Detailed study:** Ask the students to read the text carefully and provide them with some detailed explanations of the following difficult language points or structures.

- 1) *But, the one "latest thing" we have refused to buy is a mobile phone.* (Para. 2) 但是, 这一次我们拒绝给他买的“最新玩意儿”是手机。

这个句子的主语是the one "latest thing"。we have refused to buy 是定语从句, 修饰先行词the one "latest thing"。该定语从句中省略了关系代词that。在以下几种情况中, 关系代词that可以省略:

- a. that在定语从句中作表语或者宾语时。例如:

She is all (that) a teacher should be. 她具备一个老师应该具备的所有条件。

- b. that在定语从句中作状语时。例如:

The second time (that) I saw him was in 2000. 我第二次见到他是在2000年。

- c. that在定语从句中作宾语补足语时。例如:

He is the nicest teacher (that) the students consider in their school. 他就是学生公认的全校最好的老师。

- 2) *He says he'll only use it for texting and he really needs it for emergencies.*

(Para. 2) 他说他只会用来发短信，而且在紧急情况下他非常需要手机。

- a. text 在这里表示“发短信”，是动词。例如：

Text me after school. 放学后给我发短信。

text 在口语中非常流行，也可以用 *send short messages* 来表示发短信。

- b. need 在这里是实义动词，表示“需要”。例如：

Do you need any help? 你需要帮忙吗？

need 也可以用作情态动词，例如：

You needn't trouble about that. 你不必为这费事了。

- 3) *Why do twelve-year-old boys only want things that are bad for them?*

(Para. 4) 为什么12岁的小男孩总是想要一些对他们有害的东西呢？

twelve-year-old 在这里相当于形容词，用来修饰名词boy。要表达男孩12岁，还可以译为：*The boy is twelve years old.* 在第二段出现的twelve-year-old 作名词，在形容词前面加上限定词可以使其充当名词，例如the twelve-year-old 可以表示“这个12岁的孩子”。

- 4) *He shows me a website full of them and tells me it only fires plastic pellets.* (Para. 5) 他给我看了一个专门介绍空气枪的网站，告诉我这种枪只能射出塑料弹子。

full of them 作后置定语，修饰名词website。在英语中，如果定语（单词、词组或者句子）放在修饰的名词的后面，这就是后置定语。例如：

He wanted to get someone reliable to help in this work. 他想找个可靠的人帮忙做这项工作。

常见的几种后置定语情况如下：

通常当形容词修饰由 any-, every-, no-, some- 和 -body, -one, -thing 等构成的复合不定代词时，形容词需要后置。例如：

Is there anything wrong with the machine? 机器是不是出了什么问题？

当形容词修饰起名词作用的 anywhere, somewhere 时，通常后置。例如：

Can you find anywhere safe? 你能不能找到安全的地方？

以字母 a- 开头的表语形容词，如 asleep, awake, afraid, afloat, alive 等作定语时，通常后置。例如：

He was the only man alive in the accident. 他是这场事故中唯一活下来的人。

3 More questions for comprehension: Check the students' understanding of the text by asking them the following questions.

- 1) What does the boy want to do with the mobile phone?

He says he'll only use it for texting and he really needs it for emergencies.