

新标准高职高专公共英语系列教材
VOCATIONAL COLLEGE ENGLISH

总主编 王守仁

实用综合教程 2

主 编 王守仁
副主编 陈新仁

AN INTEGRATED
SKILLS
COURSE

教师用书
TEACHER'S BOOK



上海外语教育出版社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



前 言

本教师用书是专门为使用《实用综合教程》(第二册)的教师而编写的。

本书按学生用书的单元顺序编排。每个单元由8个模块组成。具体说明如下:

1、教学目标(**Teaching Objectives**): 本模块以表格的形式简明介绍本单元中的主要内容,包括Text A和Text B涉及的主题、词汇学习目标(含生词和积极词汇)、口语表达技能、语法知识、应用文写作知识等。

2、教学方案(**Teaching Plan**): 本模块围绕学习内容和目标,结合课时量,设计了适合课堂教学的课时分配表,帮助教师合理安排教学内容。

3、背景材料(**Background Information**): 本模块结合单元主题,提供适量的背景知识,以丰富教学内容,加深学生对课文相关主题的理解。

4、课堂活动(**Classroom Activities**): 本模块按步骤详细讲解单元内课堂活动的开展方法,为教师指导和组织学生积极参与课堂讨论提供具体的建议。

5、课文学习(**Text Study**): 本模块针对Text A和Text B中的语言和内容难点,提供通俗易懂的解释。内容包括词汇讲解、难点解释、课文参考译文等。

6、重点语法(**Focus on Grammar**): 本模块在学生用书中语法内容的基础上做适当拓展,帮助学生掌握相关语法点。

7、写作训练(**Focus on Practical Writing**): 本模块对学生用书中的写作练习进行适当的拓展,同时提供一些常用表达方式以帮助学生从事相关主题的写作,并给出单元写作练习的参考习作。

8、练习答案(**Keys to the Exercises**): 本模块提供单元内所有练习的答案,帮助检查学生掌握本单元学习目标的情况。

编写这本教师用书的目的是为任课教师提供方便和参考,书中有关教学的建议可根据具体情况选择使用。我们期望广大教师在具体教学过程中发挥自己的特长,以取得最佳的教学效果。

在此书的编写过程中,上海外语教育出版社谢宇编审提出了许多有益的建议,此外,王怡、左敏两位教师也参加了本书的部分工作,在此一并表示感谢。

编 者

2006年3月

Unit 1 Good Manners

Teaching Objectives	1
Teaching Plan	1
Background Information	2
Classroom Activities	2
Text Study	4
Focus on Grammar	16
Focus on Practical Writing	19
Keys to the Exercises	20

Unit 2 Living Environment

Teaching Objectives	24
Teaching Plan	24
Background Information	25
Classroom Activities	25
Text Study	26
Focus on Grammar	37
Focus on Practical Writing	39
Keys to the Exercises	39

Unit 3 Fast Food

Teaching Objectives	44
Teaching Plan	44
Background Information	45
Classroom Activities	45
Text Study	47
Focus on Grammar	60
Focus on Practical Writing	60
Keys to the Exercises	61

Unit 4 Daily Shopping

Teaching Objectives	65
Teaching Plan	65
Background Information	66

Classroom Activities	66
Text Study	67
Focus on Grammar	78
Focus on Practical Writing	79
Keys to the Exercises	80

Unit 5 Modern Communication

Teaching Objectives	84
Teaching Plan	84
Background Information	85
Classroom Activities	85
Text Study	86
Focus on Grammar	99
Focus on Practical Writing	101
Keys to the Exercises	101

Unit 6 Health Care

Teaching Objectives	106
Teaching Plan	106
Background Information	107
Classroom Activities	107
Text Study	108
Focus on Grammar	121
Focus on Practical Writing	122
Keys to the Exercises	124

Unit 7 Generation Gap

Teaching Objectives	128
Teaching Plan	128
Background Information	129
Classroom Activities	129
Text Study	130
Focus on Grammar	145
Focus on Practical Writing	146
Keys to the Exercises	147

Unit 8 Gender Differences

Teaching Objectives	151
Teaching Plan	151
Background Information	152
Classroom Activities	152
Text Study	154
Focus on Grammar	166
Focus on Practical Writing	166
Keys to the Exercises	167

Unit 9 Job Hunting

Teaching Objectives	171
Teaching Plan	171
Background Information	172
Classroom Activities	172
Text Study	173
Focus on Grammar	185
Focus on Practical Writing	186
Keys to the Exercises	187

Unit 10 Modern Education

Teaching Objectives	191
Teaching Plan	191
Background Information	192
Classroom Activities	192
Text Study	193
Focus on Grammar	204
Focus on Practical Writing	205
Keys to the Exercises	206

Supplementary Exercises

Unit Good Manners



Teaching Objectives

	Text A	Text B
Theme	good manners and bad manners	manners and cultures
Vocabulary	custom, liberation, old-fashioned, courtesy, article, manner, helplessly, model, author, sidewalk, historically, garbage, respect, blow, attacker, concern, supporter, sense, outdated, taste, confuse, insist, tough, suitable, mercy, guy	island, communicate, mind, experience, sound, aspect, inner, outer, shell, thoughtfulness, tastefully, apply, considerable, source, discomfort, annoyance, upset, threat, insult, elder, interrupt, likely, package, admire
	act / depend / pull / all / leave	
Speaking	Good manners and ways to express thanks	
Grammar	Modal verbs in English	
Practical writing	How to write a note of thanks	



Teaching Plan

	Teaching Tasks
The first class hour	Warm-up Discussion; study of words and expressions in Text A; Vocabulary Check (Items B and C)
The second class hour	Discussion of Text A
The third class hour	Comprehension (Pair Work; Group Work); Comprehensive Exercises (Item A)
The fourth class hour	Comprehension (Presentation); Grammar Tips; Active Words and Vocabulary Check (Item A)
The fifth class hour	Discussion of Text B and follow-up Comprehension (Items A and B)
The sixth class hour	Project work report; Comprehensive Exercises [Ask the students to do the translation exercises outside of the class beforehand]; Practical Writing



Background Information

It is very helpful for students learning a foreign language to know as much about the customs and manners of the native speakers as possible, because a foreign language is used to make intercultural communication possible. The following are some tips on customs and manners in English-speaking countries.

1. Greeting

The simplest thing to say when greeting someone in English is "Good morning / afternoon / evening", depending on when you meet him / her. This greeting may be given to someone not very familiar or to someone you are passing quickly. "How are you?" is usually used when you are not in a hurry. No answer is expected other than "Fine, thank you." "Hello" is the commonest form of greeting between good friends. To greet a total stranger, one usually says "How do you do?"

2. When to Shake Hands

It is customary to shake hands when you first meet someone. And usually friends shake hands when they meet after not having seen each other for some time.

3. Use the Person's Name

It is always good manners to address the person you are greeting by name. You might say, "Good Morning, Mr. Bush" or "Hello, Franklin", depending on how familiar you are with each other. Mr. or Mrs. and a person's surname should be used unless he / she is a good friend, colleague or schoolmate.

4. Topics to Avoid

In the West, there are certain things which are considered not suitable to talk about in public. The subjects to be avoided are as follows: bodily functions or anything connected with the private parts of the body, details of birth, details of unpleasant illnesses, income or salary, prices of one's possessions, the age of the person one is talking with, personal questions or remarks such as "Why don't you get married?" or "I think you would want to have children." Some of these topics are allowed in Chinese culture, but they are all taboos (禁忌) in the West.



Classroom Activities

Warm-up Discussion

Question: *Do you think good manners are important in our life? Why?*

Hint: Good manners are important because (1) they help us make friends; (2) they show that



we are well-educated; (3) they help to get things done.

Presentation

1. Divide the students into groups of four.
2. Ask the students to take turns speaking.
3. Encourage the students to have their own ideas.
4. Invite two students from each group to present their ideas about good manners and their own practice before the class. Each speaker has two minutes for the presentation.

Project

1. Check what the students have done out of class. They may report in Chinese first.
2. Display the following table on the blackboard or screen.

	Chinese	Americans
Addressing	Use "Lao X" for old people or men older than oneself who are also one's friends; Use "Xiao X" for young people familiar to oneself to show friendliness; Use first names among people on close terms with each other; Use "tongzhi", "xiangsheng", or "shifu" for strangers; Use titles (plus surname) for people of position.	Use first names or nicknames among friends; Use "Mr., Mrs. or Miss X" for acquaintances or someone one wants to show respect to; Use "Sir" or "Madam" to address strangers.

3. Ask two students to report their findings in English.
4. Then move to the second topic.
5. Check the students' findings. They may report in Chinese first.
6. Then display the following table on the blackboard or on screen.

	Compliment	Response to compliment
Chinese	你这画真好看! 你烧的菜真好吃! 你的领带真好看!	不怎么样。 学着做的。 过奖了。
Americans	What a nice picture! I really like the food! I really like your tie!	Thank you. I'm glad to hear that. I like yours, too.

7. Tell students the differences between Chinese and Americans in complimenting and responding to compliments.

Basically, Chinese like to offer compliments with “you” as the center, whereas Americans often use “I” as the center. Americans tend to exaggerate their interest but Chinese usually don’t. When responding to a compliment, Chinese like to show modesty or humility while Americans tend to accept compliments by expressing thanks or gratitude.

8. Ask two students to speak in English respectively about differences in making compliments and in responding to compliments. Each student has at most five minutes for their speech.



Text Study

Text A

Vocabulary

1. liberation /ˌlɪbə'reɪʃən/ *n.* 解放; 释放

liberate *vt.* 解放, 使自由

2. old-fashioned /ˌəʊld'fæʃənd/ *adj.* 过时的, 老式的, 守旧的

e.g. (1) old-fashioned ideas 守旧思想

(2) old-fashioned clothes 老式的衣服

Phrase: (1) out of fashion 过时

(2) in fashion 时尚的, 流行的

e.g. Is it the fashion to wear short skirts? Yes, short skirts are in fashion. 现在是不是时兴穿短裙? 是的, 短裙很流行。

3. courtesy /'kɜ:tɪsɪ/ *n.* 礼貌, 谦恭; 许可

courteous *adj.* 有礼貌的, 谦恭的

e.g. It was courteous of him to offer to help the old lady cross the street. 他主动要搀扶那个老太太过马路显得很有教养。

Antonym: discourtesy *n.* (反义词) 无礼

Synonym: politeness *n.* 有礼, 优雅

4. article /'ɑ:tɪkəl/ *n.* 文章, 论文

5. helplessly *adv.* 无能为力地, 无望地

Antonym: helpfully 有帮助地, 有用地

6. model /'mɒdəl/ *n.* 模特, 模型; 模范, 典型; 模式
 e.g. (1) This student is a model of diligence. 这个学生是勤勉的典范。
 (2) My car is last year's model. 我的汽车是去年的车型。
 modal *adj.* 情态的, 语气的
7. sidewalk /'saɪdwɜ:k/ *n.* 人行道
 Synonym: pavement *n.* 人行道
8. historically /hɪ'stɔ:rɪkəlɪ/ *adv.* 在历史上, 从历史角度看
 historical *adj.* 历史上的, 有关历史的
 e.g. historical lessons 历史教训
 historic *adj.* 有历史意义的, 历史上有名的
 e.g. a historic meeting 历史性会议
 historian *n.* 历史学家, 从事历史研究的人
9. suppose /sə'pəʊz/ *vt.* 应该; 假设, 推想
 supposition *n.* 假定, 猜想
 e.g. That's a reasonable supposition. 那一猜测是合理的。
10. respect /rɪ'spekt/ *n.* 尊敬, 敬佩; 方面 *vt.* 尊敬
 respectful *adj.* 恭敬的, 尊敬的, 有礼貌的
 respectable *adj.* 可敬的, 值得尊敬的
 respective *adj.* 分别的, 各自的
11. blow (blew, blown) /bləʊ/ *n.* 殴打, 突然的打击 *vt.* 吹, 吹气
 e.g. (1) The wind has blown my hat off. 风把我的帽子刮走了。
 (2) It was a great blow when he failed to pass the exam. 考试不及格对他是个巨大的打击。
12. attacker /ə'tækə(r)/ *n.* 攻击者, 袭击者
 attack *n. & v.* 攻击, 袭击
 e.g. The enemy attacked us during the night. 敌人夜间袭击了我们。
13. concern /kən'sɜ:n/ *vt.* 涉及, 牵涉; 使担心 *n.* 关心, 担心, 不安; 关心的事
 Phrase: (1) as / so far as ... is concerned 就……而言
 (2) (be) concerned about 关心, 操心
 (3) (be) concerned with 有关, 涉及
 concerning *prep.* 关于, 涉及
 e.g. There was a heated discussion concerning the value of the book. 关于这本书的价值曾有一场热烈的讨论。
 concerned *adj.* 关切的, 焦虑的; 相关的, 牵涉到的
 e.g. Everyone was concerned about your health. 大家对你的健康都很担心。



14. supporter /sə'pɔ:tə(r)/ *n.* 支持者, 拥护者; 赡养者
support *vt. & n.* 支撑, 支持, 拥护, 赡养
15. sense /sens/ *n.* 感觉, 官能
Phrase: (1) come to one's senses 恢复理智; 醒悟过来; 苏醒过来
(2) in a sense 从某种意义上说
(3) make sense 讲得通, 有意义
(4) make sense of 理解, 弄懂
16. outdated /aʊt'deɪtɪd/ *adj.* 过时的, 不流行的
17. natural /'nætʃərəl/ *adj.* 天然的, 自然的
e.g. (1) It's natural to be tired after such a long walk. 走了这么多路自然很累。
(2) Milk is the natural food for young babies. 牛奶是婴儿的天然食物。
nature *n.* 自然, 天然; 本质
e.g. I really enjoy the beauties of nature. 我非常喜爱大自然的美。
18. grace /greɪs/ *n.* 恩惠, 眷顾; 优雅, 优美; 风度, 魅力
e.g. She walks with grace. 她步态优雅。
graceful *adj.* 优雅的, 悦人的, 得体的
e.g. She was tall and graceful. 她个头很高, 举止优雅。
19. confuse /kən'fju:z/ *vt.* 使混乱, 混淆; 干扰, 扰乱
e.g. I was confused by all the noise. 一片嘈杂声把我弄得昏头昏脑。
confusion *n.* 混乱, 糊涂
e.g. Words like "believe" and "receive" are a source of confusion in spelling to some beginners. 像 believe 和 receive 这样的单词使有的初学者容易犯拼写错误。
20. awkward /'ɔ:kwəd/ *adj.* 尴尬的, 难堪的; 笨拙的
e.g. There was an awkward silence, during which no one knew what to say. 谁都不知道说什么, 一时间充满了令人尴尬的沉默。
awkwardness *n.* 难堪; 笨拙
21. insist /ɪn'sɪst/ *v.* 坚持, 坚持说或认为; 坚决主张
e.g. (1) He insisted on giving me a second chance. 他坚持再给我一次机会。
(2) We insist on / upon self-reliance. 我们坚持要自力更生。
(3) We all insist that we should not have a rest until we finish the work. 大家都坚持说完工就不休息。
22. tough /tʌf/ *adj.* 凶悍的, 粗暴的; 艰苦的; 坚韧的
e.g. (1) a tough winter 一个严冬
(2) the toughest questions 最困难的问题
toughness *n.* 韧性, 坚韧; 凶悍, 粗暴



23. suitable /'sju:təbl/ *adj.* 适合的, 适宜的
Antonym: unsuitable *adj.* 不适合的
e.g. This toy is unsuitable for young children. 这个玩具不适合小孩玩。
24. mercy /'mɜ:si/ *n.* 怜悯, 宽恕, 仁慈
e.g. Distributing food among the homeless was an act of mercy. 给无家可归的人们发放食物是一种善行。
merciful *adj.* 仁慈的, 慈悲的
merciless *adj.* 毫无同情心的, 冷酷无情的
25. in public 当众, 公开地, 公然
e.g. I don't want to speak about it in public. 我不想当众说这件事。
26. on the outside of 在……的外侧, 在……的外围
e.g. There's a garden on the outside of the church. 教堂的外面有个花园。
27. be supposed to 应该
e.g. We are not supposed to play football on Sundays. 我们不该在星期天踢足球。
28. depend on 依靠; 取决于, 视……而定
e.g. You can depend on his honesty. 你可以相信他的诚实。
It all depends on how you tackle the problem. 那要看你如何应付这问题。
29. according to 根据, 依据
e.g. According to my watch it is 10 o'clock. 按我的表现在是10点钟。
30. the other way (about / around) 以相反方式, 相反
e.g. I have heard (that) the truth is the other way around. 我听说, 真实情况恰恰相反。
31. come up 发生
e.g. The question never came up. 这个问题未曾发生过。
32. ahead of 在……之前, 先于
e.g. We are ahead of you in that field. 我们在那个领域比你们领先。
33. after all 说到底, 毕竟
e.g. (1) It has turned out to be a nice day after all. 天气终于转晴了。
(2) So you see I was right after all! 你看, 毕竟还是我对吧!
34. at the mercy of 任由……摆布, 完全受……支配
e.g. They were lost at sea, at the mercy of wind and weather. 他们在海上迷失了方向, 任凭风和天气的摆布。

Language Points

1. **One of the good things for men in women's liberation is that men no longer have to pay women the old-fashioned courtesies:** One way that men benefit from women's liberation is that they no longer need to be polite to women in the old ways, since the old rules of politeness are no longer popular.

pay sb. courtesy: be polite to sb.

that ... courtesies: a predicative clause

e.g. (1) The fact is that he has not been seen recently. 事实是近来谁也没有见过他。

(2) The point is whether we should lend him the money. 问题在于我们是否应该借钱给他。

2. **According to an article on the changes in manners, a perfectly able woman no longer has to act helplessly in public as if she were a model:** Based on an article about changes in manners, a fully able woman does not have to behave in public as if she were unable to take care of herself.

helplessly: in a helpless manner

e.g. They watched helplessly their house collapse in flames. 他们无助地看着自己的房子在火焰中倒塌。

as if / as though: introducing a subjunctive clause

e.g. (1) He behaved as if nothing had happened. 他表现得似乎啥也没有发生。

(2) It seemed as though the meeting would never end. 看起来会议没完没了。

3. **she doesn't need help getting in and out of cars:** She can get in and out of cars easily by herself.

Comparison:

help sb. (to) do sth.: *To* is often left out, especially in informal or spoken English.

help sb. with sth.

e.g. (1) I helped her find the book. 我帮她找到了那本书。

(2) He always helps with the housework. 他总是帮忙做家务。

4. **there is no reason why:** it is unreasonable that ...

e.g. There is no reason why he should depend on his parents for everything. 他没有理由一切都依赖父母。

the reason why: Here *why* is a relative adverb, which introduces an attributive clause (also referred to as a relative clause).

e.g. (1) Is this the reason why / for which he refused our offer? 这就是他拒绝我们帮助的理由吗?

(2) The reason why regular verbs are called regular is that we can predict what all three forms are. 规则动词之所以被称为规则是因为我们能够预知动词三种形式的变化。

5. **A man should walk where he wants to. So should a woman:** A man should walk where he wants to walk; and a woman should also walk where she wants to walk.

So: When it is put at the beginning of the sentence, the sentence should be inverted (倒装). **So** cannot be used with negation. We use **neither**.

e.g. (1) Times have changed and so have we. 时代变了, 我们也变了。

(2) He prefers the first version. So do I. 他喜欢第一版, 我也是的。

Comparison:

So: used to agree that sth. is true, especially when you are surprised

e.g. There's yet another doll inside. — So there is. 里面还有一个玩具娃娃。——果然是的。

6. **As far as manners are concerned, I suppose I have always been a supporter of women's liberation:** I think I have always supported women's liberation on the question of manners.

as / so far as sb. / sth. is concerned: used to give facts or opinions about sb. / sth.

e.g. She's doing fine as far as French is concerned — it's her German that I'm worried about. 就法语而言, 她学得很好。我担心的是她的德语。

as / so far as I am concerned: used to give your personal opinion on sth.

e.g. As far as I am concerned, I have no interest in it. 就我而言, 我对此毫无兴趣。

7. **Over the years, out of a sense of respect, I imagine, I have refused to trouble women with outdated courtesies:** I think I have been consciously avoiding treating women with old-fashioned courtesies all these years, simply because I respect them.

I imagine: This is a parenthetical remark (插入语), often inserted in the middle or at the end of the sentence. Other similar expressions include "I think (suppose, hope, guess, believe, wonder)", "I tell you", "I'm afraid", "I'm sure", "you see", "you know", "as you know", "that is", etc.

trouble ... with: This structure is often used in polite requests.

e.g. I don't want to trouble the doctor with such a small problem. 我不想因为这个小问题去麻烦医生。

outdated: no longer in use because of being old-fashioned

e.g. The theory is now outdated. 这种理论已经过时了。

8. **It is usually easier to follow rules of social behavior than to depend on one's own taste:** Just following rules of social behavior is often easier than acting according to one's own preference.

follow a rule: keep or observe a rule

e.g. How can the US government force others to follow rules while it doesn't always follow them itself? 美国政府自己都不遵守规则, 它怎么能强迫其他国家遵守呢?

9. **Also, it has always been my custom to get in a car first, and let the woman get in by herself:** I always get in a car first, and seldom help a woman get in.

custom: the way a person always behaves; a habit or practice

e.g. (1) It was her custom to rise early. 她习惯于早起。

(2) As was his custom, he knocked on the door three times. 他敲了三下门，这是他的习惯。

10. **This is a courtesy I insist on as the stronger sex, out of love and respect:** As a man, I always believe that men should treat women with this kind of politeness, because this shows love and respect for them.

the stronger sex: This refers to men. For women, some people used to call them “the weaker sex”, “the fairer sex” or “the soft sex”, which are now outdated.

11. **In times like these, there might be tough attackers hidden about.**

“hidden about” is a past participle phrase used as an attribute to modify “attackers”. We can also say “attackers who were hidden about”.

12. **It would not be suitable at all to put a woman in a car and then shut the door on her, leaving her at the mercy of some bad guy who might be hiding in the back seat:** It is not right or appropriate to put a woman in a car and leave her helplessly there, since some bad guy might hide in the back seat and attack her.

It would not be suitable: Here “it” is a formal subject. The real subject is “to put a woman in a car and then shut the door on her ...”.

leaving her at the mercy of some bad guy: a present participle structure that acts as an adverbial clause, indicating result

Chinese Translation of Text A (参考译文)

我的习惯

对于男性来说，妇女解放运动的好处之一是：男人不再需要在女性面前表现那些过时的礼仪了。

有一篇反映礼仪演变的文章说到，一个很能干的女人在公共场合不必再表现得像个模特似的不能自己照管自己。比如说，她上下汽车时并不需要帮忙。文章的作者说：“女人抱着婴儿或是狗，每天要上下汽车二十次，即使在夜晚她们也可以轻松自如地自己走出汽车。”

该作者还说，在人行道上行走时，男人没有理由一定要走在女人的外侧。“过去，男人总是走在内侧，从窗户里扔出来垃圾，就由他来接。而今天，人们认为男人应该走在外侧。男人应该是想走哪边走哪边，女人也是一样。假如真的是出于爱护和尊重，男性想要为女性挡住袭击，他还是应该走在里面，因为现在袭击者都是躲藏在里面的。”

从礼仪的角度来说，我以为自己一直是妇女解放的支持者。多年来，我猜想自己是出于尊重吧，对女士们一直不肯用过时的礼节去麻烦她们。

遵照社会规则行事通常要比依赖个人喜好行事容易多了。但是，今天的我们可以平安无事地打破这些规则。比如，人们认为男人要在女人入座之后自己才能入座，而我总是恰恰相反。

前天晚上我就是这么做的。我跟着服务员来到餐桌旁，她拉出了椅子，我很自然地一屁股就坐上去了，因为那正是我想坐的位置。

服务员走了之后，我妻子说：“你看，你又这样了。”

“我又哪样了？”我不解地问。

“你先坐下了。”

事实上，我想，穿过餐厅的时候我走在妻子的前面，要是我不坐那张椅子的话，才显得别扭呢。毕竟是我先走到餐桌旁的呀。

还有，我一贯的做法是先上汽车，然后让女士自己上车。出于爱心和尊重，作为男性的我一直坚持这一习惯。在如今这种年代，车里面可能就躲藏着凶悍的袭击者。要是让女士先上车，关上车门，使她陷于躲藏在汽车后座的坏蛋之手，那是根本不合适的。

TEXT B

Vocabulary

1. communicate /kə'mju:nikeit/ *v.* 沟通，交流；传达；通信

e.g. (1) Most of the teachers are able to communicate their ideas to their students. 大多数教师能把自己的意思清楚地传达给学生。

(2) The Minister of Foreign Affairs has already communicated on this event with the American President. 外交部长已经跟美国总统就此事件交换过意见了。

communication *n.* 传达，通讯；交流

2. mind /maɪnd/ *n.* 心；智力，头脑

Phrase: (1) change one's mind 改变想法(主意)

(2) make up one's mind 下决心

3. experience /ɪk'spiəriəns/ *n.* 经历；经验 *vt.* 经历，体验

“Experience” is countable when it means “经历”, but uncountable when it means “经验”.

e.g. (1) Yesterday afternoon Frank Hawkins was telling me about his experiences as a young man. 昨天下午弗兰克·霍金斯在给我讲述他年轻时的经历。

(2) I had an unusual experience yesterday. 昨天我经历了一件不寻常的事情。

(3) He doesn't have enough experience for the position. 对于这个职位，他没有足够的经验。

(4) A man of your experience ought to do well. 一个像你这样有经验的人是应当发迹的。

“Experience” can also be used as a verb.

e.g. He experienced all sorts of difficulties and hardships. 他经历过各种艰难困苦。

4. aspect /'æspekt/ *n.* (问题等的) 方面
e.g. only one aspect of the problem 问题的一个方面而已
5. inner /'ɪnə/ *adj.* 内部的, 内心的, 里面的
e.g. (1) an inner room 内室
(2) an inner layer of warm clothing 内层保暖服装
(3) inner feelings 内心感情
6. judge /dʒʌdʒ/ *v.* 判断, 评判, 评价; 审判
e.g. (1) Who will judge the next case? 谁将审理下个案子?
(2) Can you judge which shoes are the best? 你能鉴定哪双鞋子最好吗?
(3) Don't judge by appearance. 不可以就表面作判断。
judgement *n.* 判断; 审判, 判决
7. thoughtfulness /'θɔ:tfʊlnɪs/ *n.* 考虑周到, 体谅; 慎重
thoughtful *adj.* 沉思的, 思考的; 体贴的, 关心的
e.g. It was thoughtful of you to bring flowers. 你带花来真是想得太周到了。
8. apply /ə'plai/ *v.* 运用, 适用; 申请
e.g. (1) This is a rule that applies to everyone. 这是一条适用于每个人的规则。
(2) My sister wants to apply to a four-year college. 我妹妹想申请读四年制大学。
(3) I want to apply for the job. 我想申请这项工作。
9. considerable /kən'sɪdərəbl/ *adj.* 相当多(或大)的
e.g. (1) a writer of considerable influence 一名有很大影响的作家
(2) The economy was a considerable issue in the campaign. 在竞选中经济是一个重要问题。
10. source /sɔ:s/ *n.* 来源
e.g. Bad food is a source of illness. 坏了的食物是疾病之源。
11. annoyance /ə'noɪəns/ *n.* 烦恼, 讨厌的事
annoy *vt.* 使苦恼, 骚扰
e.g. These flies are annoying me. 这些苍蝇真让人讨厌。
12. upset /ʌp'set/ *v.* 使心烦, 扰乱; 颠覆, 推翻
e.g. (1) I upset the soup on the table. 我把桌上的汤打翻了。
(2) The bad news upset me. 那则坏消息使我心烦意乱。
13. threat /θret/ *n.* 威胁, 恐吓
e.g. He took no notice of his coach's threat. 他不理会教练的威胁。
14. insult /'ɪnsʌlt/ *n.* 侮辱, 凌辱