

高等学校专升本教材

# 英语教师参考书

## *Teachers' Manual*

(非英语专业本科用)

《英语》教材编写组 编



高等教育出版社

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## 内 容 提 要

《英语》系列教材 5、6 册是为专科升入本科的学生编写的非英语专业英语教材。本教材既注意打好英语语言基础,又注意培养学生实际使用英语进行涉外交际的能力,同时还与大学英语四级考试的教学要求相衔接。

《英语教师参考书 6》按照主教材的结构进行编写,内容包括:背景资料、课文注释、词汇学习、练习指导、练习答案和参考译文等。此外,书中还编有 2 套大学英语四级考试模拟试卷及其答案。

本书适合英语教师及使用上述教材的英语自学者使用。

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## 前 言

《英语5》和《英语6》是为由专科升入本科的学生编写的一套非英语专业英语教材。本套教材继承了前几册“既注意打好英语语言基础，又注意培养学生实际使用英语进行涉外交际能力”的学用结合的编写原则，同时还与大学英语教学大纲四级的教学要求相衔接。

《英语5》和《英语6》各包括10个单元，每个单元主要包括“阅读”、“应用文套写”、“听与说”、“自我评估”和“快乐学习”等部分。“阅读”部分分为“实用阅读”和“阅读欣赏”，前者的选文着重实用性和交际性，后者的选文则注重文体的多样性和可欣赏性。“应用文套写”选用涉外实际应用文，根据所给的样例训练学生理解和套写有关英语应用文的能力。“听与说”是本套教材的重要组成部分，其中“说”突出口语涉外交际的实用需要，而“听”则注重适当拓宽听力训练的范围。考虑到有些语法难点学生不易掌握，需要不断实践巩固，而大学英语四级考试又有专门测试语法技能的要求，《英语5》保留了“语法要点”部分，运用正误对比的方式，对这些语法难点进行了归纳和专项训练；《英语6》则针对学生写作训练中常出现的结构错误编写了围绕语法技能的写作练习。“快乐学习”能调节学习气氛，同时帮助学生提高欣赏英语幽默的能力。

《英语5》和《英语6》每单元的“自我评估”部分编写了与大学英语四级考试大体等值的各项语言技能的训练练习，使学生能在学习过程中不断自我检测。《英语5》和《英语6》还分别编有两套大学英语四级考试模拟试题，供学生作阶段性的自我综合检测使用。

为了帮助广大教师用好本套教材，我们编写了这套教师参考书。本套教师参考书按“阅读”、“应用文套写”、“听与说”、“自我评估”和“快乐学习”的“板块”进行编写，以提供有关教学资料为主，仅在介绍练习的编写意图时提出了一些教法建议。也就是说，本书以向教师提示教学要求、教学重点、教学资料和补充练习为主，教法部分则由教师根据教学实际自行决定。另外，考虑到学习5、6册的学生已有一定的英语接受能力，且为方便教师用英语授课，故教参的讲解部分全部用英文编写。

本册教参的编写内容如下：

### I. 补充语言资料：

1. 就阅读文章的文体和语言特点做了简要的说明，以帮助教师引导学生去学习使用和欣赏一些常用文体，提高学生阅读原文的能力。
2. 对难句不仅做了语言注释说明，更提供了模拟示例，这不仅可以帮助学生理解这些难句，还能帮助他们学习模拟运用这些句子结构。
3. 对新词语做了语义注释和用法说明，还特别提供了同义、反义词语的注释和例句。
4. 应用文写作部分特别注意为教师就应用文的结构和语言特点进行了简要的说明，总结归纳了常用的语句和句式，并提供了补充样例。段落写作则以帮助学生克服易犯的语法结构错误为主，教参对此进行了归纳说明。
5. 除严格按照大学英语四级考试的要求编排听力练习之外，教参还补充编写了各单元交际话题

的常用语句，便于教师进行实用口头交际训练。

II. 练习指导：教参对每个练习都做了简要提示，便于教师了解练习的编写意图。

III. 活泼学习：教参对每课提供了语言程度适中的补充资料，这些小的幽默材料都可用来培养学生欣赏英语文字的能力。

IV. 教参还提供了练习答案和课文的参考译文。

V. 模拟试卷：为便于教师使用，教材另外提供了2套大学英语四级考试模拟试卷。

编者

2001年4月

# 1

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## Reading

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### Practical reading

### Why Do People Learn Foreign Languages?

#### I. Brief introduction to the style and background of the passage

This passage is taken and adapted from a coursebook of English language teaching. It focuses on the reasons why people learn foreign languages, especially English. The author uses the techniques of classification and listing to organize the passage and therefore the main idea and its development are plain and obvious. Meanwhile, the teacher can also encourage the students to tell their own reasons for learning English. And they can further discuss whether a good command of English is the key to a desirable job, or whether a sound working knowledge of English is a must for everyone. In turn, this will help arouse the students' interest in learning English.

While doing the reading, the students should be guided to pay special attention to relative clauses as the grammar focus of this passage. Here is a list of all the sentences containing relative clauses in the passage.

1. **People** *who wish to learn a foreign language* may have any one of a great number of reasons for doing so.
2. Target language means the **language** *the students are trying to learn*.
3. The term English for Special or Specific Purposes has been applied to **situations** *where a student has some specific reason for wanting to learn the language*.
4. This may be the only **time** *in his or her life when English is used*.
5. The **student** *who is going to study at an English university* may need English so that he can write reports or essays and function in a seminar situation.
6. They learn the language because they want to know more about the **people** *who speak it* and the **places** *in which it is spoken*.
7. This is particularly so of **English**, *which is rapidly becoming the language of international communication*.
8. There are a number of other **reasons** *for learning languages which are possibly less important than those above*.
9. We could mention the **student** *who goes to English classes just "for fun", for something to do*.

These sentences will help the students to learn to understand and use English relative clauses. Further knowledge about relative clauses will be found in Unit 3.



## II. Language points

### 1. Notes to the passage

(Para. 1) People *who* wish to learn a foreign language may have any one of a great number of *reasons for doing so*.

**Analysis:** Here *who* introduces a restrictive relative clause, modifying *people*. *For* is a preposition, which should take a noun or V-ing as its object, thus we have *for doing so*.

**Translation:** 想学外语的人或许有许多不同的理由。

**Example:** The parents *who* have sent their children abroad may have many different *reasons for doing so*.

(Para. 2) Students may *find* themselves *living* either temporarily or permanently in the target language community.

**Analysis:** The present participle *living* is the object complement of *themselves*, with *themselves* acting as its logical subject. Two types of verbs often require object complements, verbs of senses such as *see, observe, notice, hear, feel*, etc; and verbs such as *make, have, find, get, keep, leave*, etc. A past participle can also be used as an object complement. For example, We found her *depressed*, which set us wondering.

**Translation:** 学外语的人可能要在所学语言社区里暂时或永久地居留。

**Example:** Teachers may *find* themselves *hesitating* between the traditional teaching approaches and the modern ones.

(Para. 3) The student of medicine or nuclear physics (*studying* in his own country) may need to be able to read articles and textbooks about that subject in English.

**Analysis:** The word *studying* is a present participle, used as a modifier, postmodifying *student*, not *physics*. This structure can be changed into a relative clause: *who studies in his own country*.

**Translation:** (在本国学习) 医学或者核物理学的学生可能需要能阅读有关本学科的英语文章或教材。

**Example:** The student job seeker, *applying* to a large foreign firm, may need to have a good command of English.

(Para. 4) English is part of the school curriculum because a *decision* has been taken by *someone in authority that it should be so*.

**Analysis:** *It should be so* is an appositive clause introduced by *that* and modifying *decision*. *In authority* is a prepositional phrase, used as a postmodifier to modify *someone*.

**Translation:** 因为某一权威人士决定英语应该是学校课程的一部分, 所以英语就成了一门课。

**Example:** Wearing business suit at the workdays is a must for the employees in that company because a *decision* has been made by *someone in authority that it should be so*.

(Para. 6) *It is possible that* a good knowledge of a foreign language will help you to get a better job *than if* you only know your native language.

**Analysis:** *It* is a formal subject of the sentence; and its real subject is a clause introduced by *that*. *Than* introduces the reference point of comparison, very often allowing appropriate omissions. This sentence can be rewritten as: *A good knowledge of a foreign language will help you to get a better job than only knowing your native language (will help you get a job).*

**Translation:** 如果你懂一门外语，找到的工作很可能会比你只懂母语（所找到的工作）更好。

**Example:** It is likely *that* working experience will help you to get a better job *than if* you are only good at study.

(Para. 6) *This is particularly so of* English, *which* is rapidly becoming the language of international communication.

**Analysis:** In the clause *This is so of English*, *of* is used to introduce the kind of thing that has the specified feature(s) discussed. Similar structures can be found in *this is also true of him*, *that is typical of you*. *Particularly* is an adverb, used emphatically, which introduces a nonrestrictive relative clause, modifying *English*.

**Translation:** 英语尤其如此，因为英语正迅速成为国际交流的语言。

**Example:** *This is particularly so of* Chinese, *which* is increasingly becoming popular worldwide.

(Para. 8) A student *might well* go to a class because he likes a particular person in the class, or in general likes the atmosphere of the class.

**Analysis:** *Well* is an adverb, put in between an auxiliary and a verb, meaning “with good reason, justice or likelihood; advisably”. Here *might well* suggests a strong possibility.

**Translation:** 一个学生去上英语课很可能只是因为他喜欢班里某一个人，或者大体上讲他喜欢上课的气氛。

**Example:** They *might well* join the experiment group because they are fond of the teacher, or in general fond of the atmosphere of the lab.

## 2. Word study

**tentative** *a.* made or done only as a suggestion 试验的，尝试的

e.g. Our plans are only tentative.

They have spent a large sum of money only on the tentative plan to build a dam.

**Syn:** **trial** *a.* for the purpose of testing 试验性的，试用的

e.g. They are preparing for a trial flight.

**variety** *n.* the state of varying; difference of condition or quality 变化（性），多样化

e.g. My last job lacked variety; I was doing the same things all the time.

Everyone arrived late at the party, for a variety of reasons.

**temporarily** *ad.* lasting only for a limited time 暂时地

e.g. I was temporarily delayed.

Before I find an apartment, I'll live in my uncle's temporarily.



#### 4 Unit 1

**Ant.:** **permanently** *ad.* lasting or intended to last for a long time or for ever 永久地

e.g. The green card allows you to live in this country permanently.

It didn't take long for them to decide to settle down here permanently.

**survive** *v.* to continue to live after 幸存, 还活着

e.g. Her parents died in the accident, but she survived.

Tom survived the car accident, though badly injured.

**apply** *v.* to bring or put into use 应用, 运用(to)

e.g. It's no good if a student is only good at study but poor at applying the knowledge to practical work.

The teacher is reluctant to apply a new teaching method to her class.

**Syn.:** **employ** *v.* make use of 使用

e.g. How do you employ your spare time?

**specific** *a.* relating to one particular thing, etc., not general 专门的, 特定的

e.g. The money is used for a specific purpose.

There is a specific tool for each job.

**Syn.:** **particular** *a.* of a certain sort 特定的, 特指的

e.g. I don't like this particular hat, but the others are quite nice.

**guide** *v.* to act as a guide to 指导, 引导, 为...领路

e.g. You must be guided by your sense of what is right and just.

The light guided them back to the harbor.

**function** *v.* to be in action 运行, 起作用

e.g. The machine won't function properly if you don't oil it.

I would have called you yesterday, but the telephone was not functioning.

**Syn.:** **operate** *v.* to work 操作, 运转

e.g. We are expecting the new law to operate in our favor.

That large foreign enterprise operates in several countries.

**seminar** *n.* a small class of usually advanced students studying with a teacher 研究班, 专题讨论会

e.g. The professor is giving a seminar on alternative energy tomorrow.

Who is going to be in charge of the seminar if the professor retires?

**curriculum** *n.* a course of study offered in a school, college, etc. 课程

e.g. The subject is not included in the school curriculum.

Our curriculum for this semester includes applied maths, statistics, probability theory, and English.

**authority** *n.* a person or group with the ability, power, or right to control and command 当权者, 权威人士

e.g. The government is the highest authority in the country.

Who is in authority here?

**attract** *v.* to cause to like, admire, notice, or turn towards 吸引

e.g. The man was attracted by her broad smile.

His new book is attracting a lot of attention.

**Syn:** **draw** v. to attract 吸引

e.g. The play is drawing large audiences.

Her shouts drew the attention of the police.

**native** a. belonging to or being the place of one's birth 本国的, 当地的

e.g. Although he has lived abroad for nearly ten years, he never forgets his native language.

Great as he was, he was never popular in his native Australia.

**Ant.:** **foreign** a. in, from another country, not one's own 外国的, 外来的

e.g. Do you think it possible for a foreign language learner to get a native speaker's competence?

**for fun** for pleasure 为了好玩

e.g. He's learning French just for fun.

They are not under professional training; they are playing basketball just for fun.

**in general** usually; in most cases 一般地, 大体上

e.g. In general, he is popular with young people.

In general, boys are more active than girls in sports.

**Syn.:** **as a general rule** usually; in most cases 一般来说, 通常

e.g. As a general rule, being well-educated is characteristic of teachers.

**atmosphere** n. the general character or feeling of a place 气氛, 环境

e.g. Ever since their quarrel, there has been an unpleasant atmosphere in the office.

There is an atmosphere of peace and calm in the country quite different from the atmosphere of a big city.

**Syn.:** **air** n. the general character of, or feeling caused by a person or place (某人的) 神态, (某地的) 气氛

e.g. Alexander had an air of destiny.

There was an air of excitement at the meeting.

**enjoyable** a. giving joy, pleasant 令人愉快的, 令人快乐的

e.g. He spent an enjoyable holiday in California.

Some people study music because they feel it is more enjoyable than others.

**Syn.:** **pleasant** a. pleasing to the senses, feelings, or mind 令人愉快的

e.g. The weather is usually pleasant here in August.

It will be pleasant for her to have news of her family.

**must** n. something which it is necessary or very important to have or experience 必须做的事, 必不可少的事物

e.g. Warm clothes are a must in the mountains.

Green's new novel is a must for all lovers of crime fiction.

### 3. Additional practice on patterns

One more example is provided framed in the similar patterns shown in the bold-faced words. The teacher could use the examples given here as cues to practice the sentence patterns given in the

“Summary of useful patterns”.

1. **If we take English as an example we, can make a tentative list of these reasons.**

**Example:** If we take large foreign enterprises as an example, we can make a long list of their desirable employee characteristics.

2. **It will not of course be complete, but will at least show the great variety of both needs and desires of students of English.**

**Example:** Extensive reading **will not of course be** the best approach, **but will at least** help students have good language sense and broad knowledge horizon.

3. Students may **find** themselves **living** either temporarily or permanently in the target language community.

**Example:** Students may **find** themselves **confronting** all kinds of unexpected difficulties after entering society.

4. These students **will have to** speak the target language **to survive** in that community.

**Example:** The boy **will have to** visit the two schools — Harvard and Yale — **to see** what they're offering.

5. The waiter **may need** English **to serve** his customers.

**Example:** Applicants **may need** a good command of English **to get** a well-paid job in a foreign firm.

6. Many students study English **only because** they have to.

**Example:** Many university graduates prefer to work in international enterprises **only because** they want to bring their talents into full play.

7. **This is particularly so of English, which is rapidly** becoming the language of international communication.

**Example:** **This is particularly so of computers, which are definitely** characteristic of the Information Age.

8. **There are** a number of **other reasons for learning languages which** are possibly less important than those above.

**Example:** **There are** a lot of **other reasons for learning** to use the Internet **which** are possibly more specific than those above.

9. A student **might well go to** a class **because** he likes a particular person in the class.

**Example:** They **might well cancel** the meeting **because** half of the invited guests have refused to attend it.

10. **It will be clear from the list above that there are** many possible reasons for studying a language.

**Example:** **It will be clear from the list above that there are** many different ways to improve listening.

### III. Guide to exercises

#### **Check your understanding**

- Ex. 1** This exercise is designed to check the students' overall comprehension of the passage. It could be done immediately after the passage is read.
- Ex. 2** This exercise is designed to offer students more opportunities to practice what they have learned in the passage in both spoken and written forms. It should be done orally.

#### **Build up your language stock**

- Ex. 3** This exercise is designed to help the students to pay more attention to parts of speech of the commonly used words and reinforce their knowledge on word formation, such as the use of suffix (-al, -ion, -ance, -ly, -able, -ious), etc.
- Ex. 4** This game-like exercise can help the students further understand the meanings of these important words taken from the passage by learning their antonyms.
- Ex. 5** This is again a productive exercise, designed to help students to learn to use the newly-learned words and expressions in different situations. Here are some more examples supplied for practice.
- The *reason for* the flood was the continuous heavy rain.
  - He *made a list of* the guests he was going to invite to the wedding ceremony.
  - Who is *in authority* here?
  - They have spent a big sum of money on the *tentative* plan to build a new power plant.
  - Many students took his class not for credits, but *for fun*.
  - I *might well have* finished my paper if my computer hadn't gone wrong.
  - Quite a few young teachers were *attracted by* the school's academic *atmosphere*.
  - Different tax rates are *applied to* different commodities in our country.
  - At midnight, I awoke to *find* two persons *trying* to break into my house.

### Reading for appreciation

#### **Annabel Lee**

#### **I. Brief introduction to the author**

##### **Edgar Allan Poe (1809 – 1849)**

American author. Born in Boston, he was left an orphan in 1811, and brought up by a Mr. and Mrs. Allan, whose surname he used as a middle name from 1824. After 4 years in the army 1827–1831, he

attempted to earn his living by writing, but the continued poverty, his addiction to alcohol, and the death of his wife in 1847 seemed to have unhinged this mind. His poems have a melancholy lyric beauty. His popular reputation rests on his short stories, which specialize in the creation of horrific atmosphere, e.g. “*The Fall of the House of Usher*”, or in displays of acute reasoning, e.g. “*The Gold Bug*” and “*The Murders in the Rue Morgue*”, which with their investigators Legrand and Dupin laid the foundation of modern detective fiction.

The poem *Annabel Lee* was among his last works, written in 1849, the year he died.

## II. Language points

### 1. Notes to the passage

(Para. 1) ... She lived *with no other thought than* to love and be loved by me.

**Analysis:** *no other ... than ...* means “just”. For example: It was *no other person than* Tom.

**Translation:** 她没有什么别的心愿, 只是想和我相亲相爱。

**Example:** He has *no other thought than* to study abroad.

(Para. 3) And this was *the reason that*, long ago, in this kingdom by the sea, a wind blew out of a cloud by night chilling my Annabel Lee.

**Analysis:** *That* introduces an appositive clause, modifying *reason*. *Why* can also be used to introduce an appositive clause to modify *reason*. For example, the *reason why* he is late is obvious.

**Translation:** 正是这个原因, 很久以前, 在这海域王国, 夜深深, 寒风骤起, 生于云际, 冻杀我的安娜贝·李。

**Example:** This was *the reason that* many people were absent from the meeting.

(Para. 5) And *neither* the angels in Heaven above, *nor* the demons down under the sea, can ever dis sever my soul from the soul of the beautiful Annabel Lee.

**Analysis:** *neither ... nor ...* is an coordinator used as a connective between two parallel items in a negative way.

**Translation:** 天上的天使和海底的妖精都不能把我的魂灵同美丽的安娜贝·李分开。

**Example:** *Neither* the bird in the sky, *nor* the fish in the sea, can imagine the freedom human beings are enjoying.

(Para. 6) For the moon *never beams without* bringing me dreams of the beautiful Annabel Lee and the stars *never rise but* I see the bright eyes of the beautiful Annabel Lee.

**Analysis:** *Never ... without ...* and *never... but ...* mean “when ... always ...”. For example: The picnic *never goes without* raining. It *never rains but* it pours.

**Translation:** 每当月光明媚, 我便梦见美丽的安娜贝·李; 每当群星升起, 我便看见美丽的安娜贝·李晶莹的眼睛。

**Example:** I *never* hear the song *without* missing my college classmates and I *never* see the picture *but* I think of my college days.

## 2. Word study

**kingdom** *n.* a country governed by a king or queen 王国

e.g. The United Kingdom consists of England, Scotland, Wales and Northern Ireland.

Syn.: **realm** *n.* a kingdom 王国

e.g. The *queen* visited every town in her realm.

**covet** *v.* to desire eagerly to possess something, esp. something belonging to another person 贪求

e.g. Never covet wealth and power.

Syn.: **desire** *v.* long for 希望得到

We all desire happiness and health.

**chill** *v.* make or become cold or cool 使寒冷; 变冷

e.g. He was chilled to the bone in the cold wind.

The layers of air-fuel mixture next to the metal surfaces are chilled by the cooler metal.

Syn.: **freeze** *v.* be, feel, or become very cold 感觉寒冷; 冻僵

I'm frozen stiff after sitting in that cold wind for two hours.

**envy** *n.* a feeling one has towards someone who has things or qualities he wants to have 羡慕, 妒忌

e.g. He was filled with envy at my success.

The boy's new toy was the envy of his friends.

*v.* feel envy of 羡慕

e.g. I don't envy you your journey in this bad weather.

I envy you your good fortune.

Syn.: **jealousy** *n.* feeling or showing of ill will because of loss of right or love 嫉妒

e.g. He showed great jealousy of his rival's success.

**demon** *n.* an evil spirit 恶魔, 精灵

e.g. That child is a little demon.

**dissever** *v.* to sever, to divide 分裂, 分开

e.g. They believe that death dissevers the soul from the body.

Syn.: **sever** *v.* to cut, break 切断, 断开

e.g. The rope severed and he fell.

His arm was severed from his body in the accident.

Syn.: **divide** *v.* to separate into parts 分, 划分

e.g. The new road will divide the farm.

The class is too large. We shall have to divide it into groups.

**soul** *n.* the part of a person that is not the body and is thought not to die 灵魂

e.g. She's dead, but her soul's in heaven.

Many people believe in the immortality of the soul.

Syn.: **spirit** *n.* intelligent or immaterial part of man 精神, 心灵

e.g. I shall be with you in the spirit even though I am not with you in the flesh.

His spirit was troubled.

**beam** v. to send out light and heat; to smile brightly and happily 发出光和热; 愉快地微笑

e.g. The winners beamed with satisfaction.

His face was beaming with the light of other days.

### III. Guide to exercises

#### Check your understanding

**Ex. 7** This exercise is designed to check the students' overall comprehension of the poem. It could be done immediately after the poem is read.

**Ex. 8** This exercise is designed to help the students understand the meaning of the poem by putting the lines of poem into sentences.

#### Build up your language stock

**Ex. 9** This exercise is designed for the students to distinguish the words which are similar in spelling but different in meaning.

**Ex. 10** This game-like exercise can help the students further understand the meanings of these key words taken from the poem by learning their antonyms.

**Ex. 11** This exercise is designed for the students to understand the meanings of the new words and phrases by using them according to the contexts.

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## Writing

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### Applied writing

### The Center for English Language Education (CELE) End of Course Report

#### I. Brief introduction

An End of Course Report is usually to represent a successful completion of a course. More often than not, it is very short, written in the form of a certificate, and less formal than a diploma.

A good End of Course Report should provide the following information:

1. The name of the organization or institution which issues the report.
2. The name of the student.
3. The length of the study period.



4. The status of completion of the course.
5. The name of the course or subject.
6. The date of issuing the report.
7. The name of the course director.

**Additional samples:**

**Sample 1**

The Training Centre  
Bank of China London Branch  
**Mr. Li Haifeng**

This certificate has been awarded in recognition of the successful completion of  
**Investment Banking Training Course**  
London 14 March 2000 B. L. Zheng ( Director)

**Sample 2**

Redcliffe Training Associates Limited  
This is to certify that  
**Mr. Li Haifeng** of Bank of China  
has successfully completed the training programme on  
**Financial Analysis on Corporate Borrowers**  
held in London on 12th July – 30th July 1999  
Gary Mond (Managing Director)

## II. Language points

### 1. Notes to the passage

(Sample 1) ... although we strongly *recommend that* this student *attend* in-session language support classes, particularly in the areas *ticked* below.

**Analysis:** *Recommend* requires an objective clause with a subjunctive mood. In the clause, the infinitive form of the verb *attend* is used, with *should* being optional before it. Verbs requiring subjunctive mood in the following clauses are *demand, order, request, suggest, propose, advise, move, insist, etc.* *Ticked* is a past participle used as a postmodifier, modifying *areas*.

**Translation:** 然而我们竭力建议该学生参加学期间的语言补习课，尤其是下面画勾的课程。

**Example:** We strongly *recommend that* this student *review* the basic knowledge of computer science, particularly in the areas *mentioned* above.

(Sample 2) The intensive program, *which* was designed to prepare students for study in their own specialized field, covered *such* aspects of English Language and Study Skills *as*:

**Analysis:** *Which* introduces a nonrestrictive relative clause, modifying *program*. The function of *such ... as ...* is listing.

**Translation:** 这门课是为学生的专业学习打基础, 包括英语语言和学习技能的如下几个方面:

**Example:** The intensive training, *which* was designed to familiarize students with the frequently used business software, covered *such* programs on the computer as:

## 2. Word study

**intensive** *a.* which gives a lot of attention or action to a small amount of something in a small amount of time 精心的, 深入细致的

e.g. Intensive care in hospitals is given to the seriously ill.

The scientist has made an intensive study of the problem of energy shortage.

**Ant.:** **extensive** *a.* large in amount or area 广泛的, 广阔的

e.g. The visiting scholar had an extensive knowledge of his subject.

**propose** *v.* to *intend*, plan 打算, 计划

e.g. I propose *to* go to London on Tuesday.

Please fill in your proposed academic course here.

**Syn.:** **intend** *v.* to plan, to mean to do 打算, 意欲

e.g. I intended *to catch* the early train, but I didn't get up in time.

**Syn.:** **mean** *v.* to have in mind as or for a purpose 计划, 意欲

I am sorry if I hurt your feelings, but I didn't mean *to*.

**academic** *a.* of teaching, studying; of schools, colleges, etc. 学术的, 学校的

e.g. When they assess a student's general qualities, they will put equal emphasis on academic achievements and work experience.

Actually the academic attainments of Bachelor degree holders are limited.

**administration** *n.* the control or direction of affairs, as of a country or business 经营, 管理

e.g. If you want to be a manager, you will need some experience in administration.

He is pursuing an MBA, that is, master of business administration.

**Syn.:** **management** *n.* the art or practice of managing something, e.g. a business or money 管理, 经营

e.g. The failure was mainly caused by bad management and partly by inexperience.

**assessment** *n.* the calculation or decision on the value of property or an amount for some special purpose; the judgment of the quality or worth 评估, 估价

e.g. They asked an expert to make an assessment of the amount of damage caused by the fire.

The book revealed a correct assessment of historical figures.

**Syn.:** **appraisal** *n.* valuation 估计, 估价

e.g. He has the ability to make an objective appraisal of every employee's work.

**Syn.:** **valuation** *n.* the action of calculating how much money something is worth 估价, 定价

e.g. The company's business is the valuation of property.

**attach** *v.* to fasten or join 缚, 系, 贴

e.g. The picture is attached to the wall by a nail.

Attached you will find three letters of recommendation and a personal statement.

**Syn.:** **fasten** *v.* to make or become firmly fixed or joined 使固定, 系牢