

广东省成人高等教育英语系列教材

# English 1

# 英语

非英语专业专科 (试用本)

主 编 余卫华

副主编 袁晓燕 黄光大 朱定逸

中山大学出版社

广东省成人高等教育英语系列教材

# English 1

英 语

非英语专业专科（试用本）

主 编 余卫华

副主编 袁晓燕 黄光大 朱定逸

中山大学出版社

（广州·同德路）

版权所有 翻印必究

图书在版编目 (CIP) 数据

英语·1/余卫华主编;袁晓燕,黄光大,朱定逸副主编. —广州:中山大学出版社, 2007.2

(广东省成人高等教育英语系列教材)

ISBN 978-7-306-02496-1

I. 英… II. ①余… ②袁… ③黄… ④朱… III. 英语—成人教育:高等教育—教材  
IV. H31

中国版本图书馆 CIP 数据核字 (2007) 第 005319 号

---

责任编辑:习元

封面设计:红枫

责任校对:易正

责任技编:黄少伟

出版发行:中山大学出版社

编辑部电话:(020) 84111996, 84113349

发行部电话:(020) 84111998, 84111160

地址:广州市新港西路135号

邮编:510275 传真:(020) 84036565

印刷者:广州市番禺时代文化印刷厂

经销者:广东学苑文化发展有限公司

发行部电话:(020) 37217189, 37217733

规格:787mm×1092mm 1/16 15.5印张 378千字

版次印次:2007年2月第1版 2007年2月第1次印刷

定价:21.00元 印数:1-11800册

---

本书如有印装质量问题影响阅读,请与经销者联系调换

## 广东省成人高等教育系列教材简介

随着广东省成人高等教育事业的蓬勃发展,成人高等教育教材存在着可选版本较少、内容陈旧或缺失等问题。使用普通高校教材又存在着理论性和系统性较强、难度较高、脱离成人教育实际等问题。

为解决这一矛盾,在广东省成人教育协会支持下,在总结广东省各普通高校成人教育教学、实践经验的基础上,由广东省普通高校成人高等教育专业委员会组织有关高校专家编写了本系列教材。教材根据成人高等教育学生的实际入学基础编写,力求突出成人业余、实用的特点,以求达到理论与实践相结合,内容和形式更加符合成人学习的目的。

本系列教材实行主编负责制,由中山大学出版社于2007年1月起陆续出版,可供2007年春季开始选用。广东学苑文化发展有限公司支持前期资金投入及代理发行工作。

本系列教材编审委员会成员如下:

顾问:谭泽中 李少白

主任:陈金华

副主任:(按姓氏笔画排列)

王中德 李俊 吴庭万 杜秋虹 杨松 何勇斌  
林兰 段雄春 钟炳辉 黄大乾 曾荣青 廖仕湖

委员:(按姓氏笔画排列)

王康华 尤威 申玉杰 江滨 朱坚贞 纪望平  
汤耀新 李卫安 吴养 张国雄 何国林 陈三鹏  
陈赵生 张大鹏 罗辉 姜新发 钟良珍 党丽娟  
黄宇翔 黄世扬 潘金山

总发行:广东学苑文化发展有限公司

总策划:广东省普通高校成人高等教育专业委员会

## 前 言

《广东省成人高等教育英语系列教材》专科1~3册,以国家教委1997年颁布的《全国成人高等教育英语课程教学基本要求》为依据,结合教育部2000年颁布的《高职高专教育英语课程教学基本要求(试行)》编写,供成人英语课程的教学使用。该套教材充分吸取我国在外语教学过程中长期积累起来的行之有效的经验和方法,并仔细分析研究成人学生学习英语过程中经常产生的问题和困难,同时认真学习和借鉴国外的英语教学理论和方法,根据我国目前的教学需要和现有的条件,视其可行性,有选择地加以消化和吸收,自行规划、自行设计、自行编写。

本系列教材在编写过程中充分考虑了成人英语学习的特点,采用新的内容和模式,由浅入深。第五册增加学位考试相关内容,便于成教学生参加学位考试,力求与目前已有的成人英语教材有所不同或突破。针对成人学习英语的特点,该教材重点强调培养成人英语学习者读和写方面的语言技能。该套教材主要有如下几大特征:

第一,本系列教材的1~3册,每册共12单元。每单元由4个主要部分构成,即课文、阅读材料、语法与写作和口语会话。这4个部分构成了每个单元的有机整体,而每个单元又构成一册书的有机整体,每册书构成整个系列教材的有机整体。每册辅导书与教材有机配合,这样使学生能够通过不断的语言输入达到理想的语言输出,以便更好地掌握每单元所学内容。

考虑到成人学习英语的特点,本套教材采用模块式编写方式,所选课文尽可能包含该单元所学语法与写作及口语等相关内容。

第二,教材每个单元后都附有单词表和语言难点注释。每册书的最后附一个词汇总表,单元词汇表按照生词在课文中出现的先后次序排列,总词汇表按照单词的字母顺序排列。为方便学习和记忆,在词汇列表中,入学时已掌握的词无标记,B级词用\*符号,A级词用★符号,超纲词用▲符号标示。在词汇总表中,数字表示第几单元,I,A,C,P分别表示 In-class Reading, After-class Reading, Conversations, Proverbs, 譬如:2-A; 10-P; 等。

第三,学生用书附MP3光盘,便于自学及跟读。附赠电子教案供教师备课参考。

本册主编为广东外语外贸大学英文学院余卫华教授,广州大学外国语学院袁晓燕副教授、东莞理工学院外语系黄光大教授参与主要编审工作。中山大学外国语学院副院长常晨光教授及广东外语外贸大学继续教育学院何勇斌院长参与了大纲的起草和审定工作,在此一并表示深深谢意。

由于编写时间仓促,编写水平有限,本次试用本仅由参编单位试用,2007年将对使用单位进行教学研讨并集中修订,供2008年春推广使用。

编 者

## 编写说明

### 1. 本套系列教材规格和用户

本套系列教材共5册,其中第1~3册为成人专科学学生用书,4~5册为成人本科学生用书。1~3册采用统一编写体例。4~5册采用另一种统一编写模式。

### 2. 本系列教材覆盖词汇量

第一册以800个英语单词为起点,增加600个左右生词,学生在学完第一册后,英语词汇量应达到1400个左右。

第二册以1400个英语单词为基数,新增600个生词,学生在学完第二册后,英语词汇量应达到2000个左右。

第三册以2000个英语单词为基数,新增600个生词,学生在学完第三册后,英语词汇量应达到2600个左右,符合《高职高专教育英语课程教学基本要求(试行)》对学生的词汇量要求。

### 3. 选材

为确保教材的权威性、科学性、知识性及趣味性,所选文章全部来自地道的英语原文,既注重文章题材的广泛性,又注重时效性;既符合语言的规范性;又注重文章的趣味性,课文内容反映现实生活,具有时代感。题材覆盖科技、人物、社会、自然、历史、环境、语言、娱乐等多个方面,体裁体现多样性原则,语体兼顾书面语和口语以及正式语和非正式语,使在学习语言、获取新知识的同时,又能增强对英语国家文化及世界各国的文化、社会、历史、地理等方面的跨文化意识。

编写过程中注意把握内容的难易程度和一致性,由浅入深,由易到难,循序渐进。其中第一册课文和阅读材料的字数控制在300词左右,第二册400词左右,第三册500词左右。

### 4. 语法与写作

介绍基本语法知识,由浅入深,所选例句使用地道英语,力求适合学生程度,并且易于理解。介绍写作范例,让学生在了解句子结构和写作范例的基础之上,能够通过模仿,写出正确句子和相关文体的短文。第一册主要以词法训练为主,第二册以句法训练为主,第三册简要介绍段落写作和应用文写作。

### 5. 口语与听力

提供口语句型和对话的情景,方便学生学习及模仿,开展口头练习,增强会话能力。选材主题与年轻人生活、思想紧密相关,题材广泛,同时又是年轻人感兴趣且乐于交谈的话题,能激起学生用英语进行口头交流的强烈欲望。

每课配有精心设计的图画和练习,以便于学生看图说话和交谈。

口语与听力部分的设计与编写有利于培养学生的对话、交谈、讨论等技能的语用能力。

**本教材第1~3册主题内容按功能模块设计，共分以下模块：**

第一模块为介绍，由第一册第1单元至第4单元组成，内容包括中英文自我介绍、介绍他人、介绍家庭情况和家乡等，使学生了解各种介绍的方式、句型和表达，培养学生对外接待时的语言沟通技能。

第二模块为出行，由第一册第5单元至第12单元组成，内容包括时间及日期的表达、获取出外旅行的信息、火车和飞机行程、问路、预定宾馆、安排行程等，使学生熟悉上述情景的表达方式和词汇句型，培养学生出外旅行的语言生存技能。

第三模块为购物，由第二册第1单元至第3单元组成，内容包括导购、选购、讨价还价、商店与商品、付款等，培养学生为外宾做导购或自身在英语国家使用英语购物的能力。

第四模块为就餐，由第二册第4单元至第8单元组成，内容包括饮食文化、外出就餐、点菜、烹饪、菜式与饮料、埋单等，使学生熟悉上述情景的表达方式和词汇句型，培养学生外出就餐以及开展社交活动的语言交流技能。

第五模块为气候与天气，由第二册第9单元至10单元组成，内容包括天气预报、天气与气候等，使学生熟悉上述情景的表达方式和词汇句型，培养学生谈论天气与气候的语言表达技能。

第六模块为健康与医疗，由第二册第11单元至第12单元组成，内容包括人体介绍、常见病和病症描述、看医生等，使学生熟悉上述情景的表达方式和词汇句型，培养学生应用英语介绍身体各部分以及就医的语言表达技能。

第七模块为个人嗜好、休闲娱乐与教育，由第三册第1单元至第4单元组成，内容包括谈论音乐、体育、电视、电脑、休闲与教育等，使学生熟悉上述情景的表达方式和词汇句型，培养学生获取休闲娱乐方面的信息和表达休闲娱乐感受的语言技能。

第八模块为节庆与邀请，由第三册第5单元至第7单元组成，内容包括中国和西方主要节日介绍、个人喜庆、邀请客人等，使学生熟悉上述情景的表达方式和词汇句型，同时了解英语国家风土人情和社会习俗，培养学生跨文化交际能力和相关语言表达技能。

第九模块为办公室接待工作，由第三册第8单元和第9单元构成，内容包括秘书实务和预约等，使学生熟悉办公室日常接待工作，培养学生的办公交际能力。

第十模块为个人教育与求职求学，由第三册第10单元至12单元组成，内容包括教育背景、学写简历、求职求学等，使学生熟悉上述情景的表达方式和词汇句型，培养学生应用英语介绍自己的教育背景以及求职求学的语言表达技能。

# Contents

---

<b>Unit 1</b>	<b>Self-introduction</b>	<b>1</b>
<b>Part I</b>	<b>In-class Reading: Text A</b>	<b>1</b>
	Letters of Self-introduction	1
<b>Part II</b>	<b>After-class Reading: Text B</b>	<b>6</b>
	Introducing Oneself	6
<b>Part III</b>	<b>Grammar Focus: 名词与代词</b>	<b>11</b>
<b>Part IV</b>	<b>Conversations</b>	<b>22</b>
<hr/>		
<b>Unit 2</b>	<b>Meeting and Introducing People</b>	<b>25</b>
<b>Part I</b>	<b>In-class Reading: Text A</b>	<b>25</b>
	Meeting and Greeting Customs	25
<b>Part II</b>	<b>After-class Reading: Text B</b>	<b>30</b>
	Meeting and Making Friends on Campus	30
<b>Part III</b>	<b>Grammar Focus: 数词与冠词</b>	<b>33</b>
<b>Part IV</b>	<b>Conversations</b>	<b>39</b>
<hr/>		
<b>Unit 3</b>	<b>Families</b>	<b>43</b>
<b>Part I</b>	<b>In-class Reading: Text A</b>	<b>43</b>
	Make-up of Families	43
<b>Part II</b>	<b>After-class Reading: Text B</b>	<b>48</b>
	Who Can Bridge the Generation Gap? —Grandparents!	48
<b>Part III</b>	<b>Grammar Focus: 形容词和副词</b>	<b>51</b>
<b>Part IV</b>	<b>Conversation</b>	<b>56</b>
<hr/>		
<b>Unit 4</b>	<b>Home and Hometown</b>	<b>61</b>
<b>Part I</b>	<b>In-class Reading: Text A</b>	<b>61</b>
	Home	61
<b>Part II</b>	<b>After-class Reading: Text B</b>	<b>66</b>
	Waterford: My Hometown	66
<b>Part III</b>	<b>Grammar Focus: 介词</b>	<b>70</b>
<b>Part IV</b>	<b>Conversations</b>	<b>73</b>



<b>Unit 5</b>	<b>Dates and Time</b>	76
<b>Part I</b>	<b>In-class Reading: Text A</b>	76
	Origin of the Seven-day Week	76
<b>Part II</b>	<b>After-class Reading: Text B</b>	81
	Months and Seasons	81
<b>Part III</b>	<b>Grammar Focus: 动词时态 (1)</b>	85
<b>Part IV</b>	<b>Conversations</b>	88
<hr/>		
<b>Unit 6</b>	<b>Daily schedule</b>	92
<b>Part I</b>	<b>In-class Reading: Text A</b>	92
	How to Make a Daily Schedule	92
<b>Part II</b>	<b>After-class Reading: Text B</b>	97
	My Daily Schedule: a Dilemma	97
<b>Part III</b>	<b>Grammar Focus: 动词时态 (2)</b>	100
<b>Part IV</b>	<b>Conversations</b>	101
	<b>Test Yourself: Model Test One</b>	104
<hr/>		
<b>Unit 7</b>	<b>Departures and Arrivals</b>	110
<b>Part I</b>	<b>In-class Reading: Text A</b>	110
	The Flight Experience	110
<b>Part II</b>	<b>After-class Reading: Text B</b>	115
	Tips for Air Travelers	115
<b>Part III</b>	<b>Grammar Focus: 被动语态</b>	119
<b>Part IV</b>	<b>Conversations</b>	120
<hr/>		
<b>Unit 8</b>	<b>Asking the Way</b>	125
<b>Part I</b>	<b>In-class Reading: Text A</b>	125
	Asking the Way	125
<b>Part II</b>	<b>After-class Reading: Text B</b>	130
	A Joke about Asking the Way	130
<b>Part III</b>	<b>Grammar Focus: 情态动词</b>	133
<b>Part IV</b>	<b>Conversations</b>	134
<hr/>		
<b>Unit 9</b>	<b>Advertisements for Travel</b>	138
<b>Part I</b>	<b>In-class Reading: Text A</b>	138
	Travel Companion	138
<b>Part II</b>	<b>After-class Reading: Text B</b>	144
	Journey to Moscow	144

Part III	Grammar Focus: 非谓语动词 .....	147
Part IV	Conversation .....	150
<hr/>		
Unit 10	Travel Agent and Travel Agencies .....	153
Part I	In-class Reading: Text A .....	153
	Nature of the Work of Travel Agents .....	153
Part II	After-class Reading: Text B .....	158
	Travel Agents' Q and A .....	158
Part III	Grammar Focus: 虚拟语气 (1) .....	161
Part IV	Conversations .....	163
<hr/>		
Unit 11	Itinerary .....	166
Part I	In-class Reading: Text A .....	166
	Itinerary Planning—Step by Step .....	166
Part II	After-class Reading: Text B .....	170
	An Ironical Joke: the Boss's Journey .....	170
Part III	Grammar Focus: 虚拟语气 (2) .....	174
Part IV	Conversation .....	175
<hr/>		
Unit 12	Booking and Reservation .....	178
Part I	In-class Reading: Text A .....	178
	How to Make Hotel Reservation .....	178
Part II	After-class Reading: Text B .....	183
	Reservation Form .....	183
Part III	Grammar Focus: 短语动词 .....	187
Part IV	Conversations .....	188
	Test Yourself: Model Test Two .....	193
<hr/>		
Vocabulary .....		201
Phrases .....		227
Proper Names .....		233

# Unit 1 Self-introduction

## Part I In-class Reading: Text A

### Warm-up Questions

1. What's your name? /May I know your name?
2. Where are you from? /What's your nationality?
3. Where do you live? /Could you describe your hometown or birthplace?
4. What are you most interested in? /What are your hobbies?
5. What subject(s) do you like best at school?

### Letters of Self-introduction



You are a Chinese middle school student. Your **headmaster** has been receiving letters from high school students of **various** countries. He has also been collecting newspaper **advertisements** of different countries. In those letters and advertisements the writers all **introduce** themselves. They want to **ask for** pen friends. Now the headmaster is **putting** them **up** on the school's **bulletin board**, or the **notice** board. You may choose your pen friend there. Age, **sex**, or interest may be some of the things that **affect** your **decision**. Look at the letters below and

choose the one you **are interested in**.

I am a **Finnish** girl. I am 15. I want to write to a pleasant Chinese student of English. I also study English **at school**. What I like to do most **after class** is cooking, swimming and collecting stamps. Please write to: Ingrid Kyoto, Box 3832, Finland.

I am a Japanese boy. I am 16 years old. I have English lessons at school and I like them very much. I **would like** a pen friend who is also learning English so we could **exchange** letters in English. My **hobbies** are **pop** music, football, and **coin**-collecting. We can **talk about** them in our letters. Please write to me at this **address**: Yoshiro Fukona, Box 7890, Osaka, Japan.

I am Charlie Smith of the United States. I am a high school student. We have many **subjects** in our school, but I like Chinese best, and I think I am doing **pretty** well in it. **Moreover**, I like the Chinese language so much that I practise it even after class **on my own**. Now I am look-ing for a pen friend from China so that we can write letters in Chinese. Perhaps we can exchange visits some day.

I love traveling and I hope to see China with my own eyes some day. Write to me and tell me anything and everything about your country. I am **eager** to hear all about it.

## New Words

* introduction	[ˌintrəˈdʌkʃən]	n.	介绍, 导言, 绪论
* headmaster	[hed'mɑ:stə(r)]	n.	英国中小学校长
* advertisement	[əd've:tismənt]	n.	公告
* various	[ˈvɛəriəs]	adj.	不同的, 多方面的, 多样的
* introduce	[ˌintrəˈdju:s]	vt.	介绍, 传入, 引进, 提出
★ bulletin	[ˈbulitin]	n.	公告, 报告
* board	[bɔ:d]	n.	木板, 甲板, 膳食, 部
* notice	[ˈnəʊtis]	n.	通知, 布告, 注意
* sex	[seks]	n.	性别
* affect	[ə'fekt]	vt.	影响, 感动, 侵袭, 假装
* decision	[di'siʒən]	n.	决定, 决心, 决议
▲ Finnish	[ˈfiniʃ]	adj.	芬兰的
* exchange	[iks'tʃeindʒ]	vt.	交换, 兑换, 交流, 交易
* hobby	[ˈhɒbi]	n.	业余爱好
address	[ə'dres]	n.	地址, 致辞, 演讲, 说话的技巧
		vt.	向...讲话
* pop	[pɒp]	adj.	流行的, 热门的, 通俗的
* coin	[kɔɪn]	n.	硬币
* subject	[ˈsʌbdʒikt]	n.	题目, 主题, 科目, [语法] 主语
* pretty	[ˈpriti]	adj.	漂亮的, 可爱的
* moreover	[məʊ'rəʊvə]	adv.	而且, 此外
* eager	[ˈi:gə]	adj.	热心于, 渴望着

## Phrases and Expressions

ask for	请求, 要求
put up	张贴
be interested in	对...感兴趣
at school	上学
after class	课后

would like	想要
talk about	谈论
on one's own	独自

## Proper Names

Helsinki	[ 'helsɪŋki ]	n.	赫尔辛基 (芬兰首都)
Finland	[ 'fɪnlənd ]	n.	芬兰 (欧洲国家)
Osaka	[ əu'sɑ:kə ]	n.	大阪 (日本本州岛西南岸港口城市)
United States	[ ju(:) 'naɪtɪd'steɪts ]	n.	美国 (国名)

## Notes to the Text

1. Age, sex, or interest may be some of the things that affect your decision. (年龄、性别或兴趣可能成为影响你的决定的一些因素。) 本句是一个限制性定语从句 (语法内容详解见第二册第六单元语法部分), that affect your decision 是定语, 修饰 some of the things, 其中 that 为引导从句的关系代词。

2. ...choose the one you are interested in. (选一封你感兴趣的信。) 本句也是一个限制性定语从句, you are interested in 是定语, 修饰 the one, 从句的关系词 that 省略了。

3. a Chinese student of English 在此处的意思是“学英语的中国学生”, 等于 a Chinese student learning English。

4. What I like to do most after class is cooking, swimming and collecting stamps. (课后我最喜欢做的事情是烹饪、游泳和集邮。) 本句中的 What I like to do most after class 是全句中的主语, 是一个主语从句。cooking, swimming and collecting stamps 是动名词作表语。

5. I would like a pen friend who is also learning English so we could exchange letters in English. (我想结交一名也在学英语的笔友, 这样我们就可以用英语互相写信了。) 本句中的 a pen friend who is also learning English so we could exchange letters in English 也是一个限制性定语从句。who is learning English 是定语, 修饰 pen friend, 其中的 who 既是定语从句的先行词, 也是从句的主语。so we could exchange letters in English 是一个由 so that 引导的目的状语从句, 句中的 that 省略了。

6. Moreover, I like the Chinese language so much that I practise it even after class on my own. (而且我非常喜欢汉语, 甚至课后我都在练习。) 这是一个由 so... that 引导的结果状语从句, 意思为“如此……以至”。譬如: He was walking so quickly that I did not catch up with him. (他走得非常快, 我没能赶上。)

7. I love traveling and I hope to see China with my own eyes some day. (我喜欢旅行, 希望有一天亲眼看到中国。) 注意本课中的一些英语固定用法: 譬如 love 的后面接动词既可以使用动名词也可以使用不定式, hope 的后面接动词要使用不定式, be eager 的后面接动词时也要使用不定式等。



## Check Your Understanding

### I. Answer the following questions according to Text A.

1. What is the headmaster receiving and collecting?
2. Why do the writers of the letters and advertisements introduce themselves?
3. What affects your decision when you choose a pen friend, according to Text A, and according to you?
4. Does the Japanese boy have English lessons at home?
5. Where does Charlie Smith come from?

### II. Read Text A carefully and then choose the best answer from the four choices.

1. The Finnish girl would like to write to \_\_\_\_\_.  
A. a Chinese student learning English  
B. an English student learning Chinese  
C. a Japanese student learning English  
D. a Japanese student learning Chinese
2. If you want to talk to the Japanese boy, you should write to \_\_\_\_\_.  
A. Ingrid Kyoto, Box 3832, Finland  
B. Yoshiro Fukona, Box 7890, Osaka, Japan  
C. San Diego, Box 6688, California, USA  
D. Guangzhou, Box 8899, Guangdong, PR China
3. Which subject does Charlie like best in the school?  
A. Japanese.  
B. English.  
C. Chinese.  
D. Finnish.
4. What the Finnish girl likes to do most after class is \_\_\_\_\_.  
A. collecting coins  
B. enjoying pop music  
C. traveling  
D. cooking
5. The Japanese boy would like a penpal who is \_\_\_\_\_.  
A. an English learner  
B. a Chinese learner  
C. a football player  
D. a pop music *fan* (爱好者)
6. The Japanese boy is very much interested in \_\_\_\_\_.  
A. swimming  
B. collecting stamps  
C. traveling

- D. collecting coins
7. Charlie Smith practises Chinese even \_\_\_\_\_.  
 A. in class on his own  
 B. after class on his own  
 C. in class with his classmates  
 D. after class with his classmates
8. The *title* (标题) of the Text A could also be \_\_\_\_\_.  
 A. Choosing a pen friend  
 B. Introducing others  
 C. A Japanese boy  
 D. A Finnish girl

## ***Build up Your Vocabulary and Language Stock***

### **I. Match the words in Column A with the explanations in Column B.**

#### **Column A**

1. collect
2. coin
3. hobby
4. exchange
5. pleasant
6. decision
7. affect
8. bulletin
9. moreover
10. various
11. advertisement
12. headmaster
13. address
14. practise
15. travel

#### **Column B**

- a. go to another place
- b. always do something to make it better
- c. where a person lives
- d. head of a school
- e. public notice offering or asking for goods
- f. of many kinds
- g. besides
- h. short announcement of news
- i. do something to produce a change
- j. making one's mind; deciding
- k. making one feel happy
- l. giving and receiving
- m. an activity you enjoy doing
- n. something hard used as money
- o. keep objects of interest

### **II. Complete each of the sentences with an appropriate word or phrase from the box. Change the form if necessary.**

at this address	look for	on one's own	talk about	after class
moreover	at school	exchange	below	affect
			ask for	practise

1. Some people find it difficult to \_\_\_\_\_ help from others.
2. We were all deeply \_\_\_\_\_ by the news of her illness.
3. Jim lives on the fourth floor and Jean-Pierre lives \_\_\_\_\_ him.
4. Do you have any plan to review your lessons \_\_\_\_\_?

5. How many hours of English lessons do you have every week \_\_\_\_\_?
6. They \_\_\_\_\_ their future at the meeting.
7. People there would like a new road. \_\_\_\_\_, there are good reasons for building one.
8. I made this desk all \_\_\_\_\_.
9. At the end of the football match, the players traditionally \_\_\_\_\_ shirts with each other.
10. Don't forget to write to your father \_\_\_\_\_ when you leave home and go to university.
11. Everybody wants to \_\_\_\_\_ English on me.
12. We were \_\_\_\_\_ some books at the store last weekend.

**III. Translate the following sentences from Chinese into English, using the words or phrases given.**

1. 考试结果将于本周五下午在公告栏里张贴出来。(put up)
2. 嘉丽今年 14 岁了。她现在只对衣服感兴趣。(be interested in)
3. 中餐我想吃块三文治。(would like)
4. 他非常喜欢这个工作，为此中午都不肯休息。(so... that)
5. 杯子放在桌子的最上端，这样我们就不会摔破它了。(so that)
6. 她非常渴望成功。(eager)
7. 你在找什么？(look for)

**IV. Translate the following sentences from English into Chinese.**

1. The headmaster is receiving letters from high school students and collecting newspaper advertisements from various countries.
2. Now the headmaster is putting them up on the school's bulletin board, or the notice board for you to choose your pen friend.
3. Age, sex, or interest may be some of the things that affect your decision.
4. I want to write to a pleasant Chinese student of English.
5. What I like to do most after class is cooking, swimming, and collecting stamps.
6. I would like a pen friend who is also learning English so we could exchange letters in English.

**V. Translate the last two paragraphs of Text A into Chinese.**

## Part II After-class Reading: Text B

### Introducing Oneself

To introduce oneself is to give **information** about oneself. This information usually **includes** your name, date and place of birth, address, phone number, **education**, work **experience**, **interests** and hobbies and languages you speak. **In this way** you let others know who you are.



You also may ask for this information from others in order to get to know **each other** better. Sometimes the one who does the self-introduction **concentrates** only **on** one **event**, person, place, or experience in order to **bring out** a certain **aspect** of his life, **personality** or **feeling**. Look at the following two pieces of self-introduction.

(1)

Hello, everyone! I am Hui Han and I am a girl of 26 years old. I work as a **sales manager** in a **company** in Dongguan City, Guangdong **Province**, P. R. China. The company is very big. It makes many kinds of computers.

Many **foreigners** are working in this company, too. Most of them are from the United States, and the others are from the UK, Canada and Australia. They have many Chinese friends. I am one of their friends. The foreigners here often help me with my English. I often spend my free time with them.

My foreign friends **enjoy working** and living in China.

(2)

My name is Branimir. I **was born** in Eastern Croatia. I **spent my early youth trying** to **prove** my **talents** for sports. This **intention failed fairly** early, and I **was faced** with a lot of time for musical **training**: guitar practice and **theory** lessons at the music school in my home town. My **progress led to** many **prizes** in national guitar **competitions**. I wrote my first works **at the age of** twelve. The money **earned** was spent mostly on **ice cream**: a very sweet beginning of my **career** as a **composer**. Shortly before my eighteenth birthday I arrived in Germany to study classical guitar. I got a degree four years later, and immediately began my **postgraduate** studies in guitar and composition. Having finished my studies, I stayed in Germany, beginning my career as a concert **guitarist**, composer, and **performer** of my own compositions. My works have been performed in the UK, Germany and Croatia by well-known musicians, and **broadcast on radio and TV throughout** Europe. Besides my activities as a composer and concert **performer**, I have teaching **posts** at the University and the School of Music and Arts in Bielefeld, Germany.



## New Words

* information	[ˌɪnfə'meɪʃən]	n.	通知, 报告, 消息
* include	[ɪn'klu:d]	vt.	包括, 包含
* education	[ˌedʒu(:)'keɪʃən]	n.	教育, 训练, 教育学
* experience	[ɪks'piəriəns]	v. /n.	经历; 体验; 感受; 经验; 体会
* interest	[ˈɪntrɪst]	n.	兴趣, 关心, 利息
* concentrate	[ˈkɒnsentreɪt]	v.	集中, 浓缩
* event	[ɪ'vent]	n.	事件, 事变, 竞赛