



普通高等教育“十一五”国家级规划教材



College English 2

新通用大学英语 Top Notch

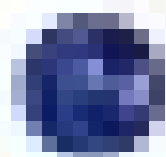
教学参考书 Reference Book

Joan Saslow Allen Ascher 原著
《新通用大学英语》项目组 改编



高等教育出版社
Higher Education Press





NEW COLLEGE ENGLISH



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前言

《通用大学英语》最早出版于1998年8月,是国内开发较早的一套面向学习者需求的系列电子教材。《新通用大学英语》是在国家“九五”重点科技攻关项目——《通用大学英语》的研究、开发与应用的基础上,依据教育部2004年颁布的《大学英语课程教学要求(试行)》重新研发的一套供大学基础阶段英语教学使用的立体化系列教材。

本系列教材共分为6级,供大学英语课程的一般要求和较高要求层次的教学使用。每级由《综合教程》、《阅读教程》、《综合技能训练》、《教学参考书》以及配套的电子教案、网络课程等组成。

本系列教材以面向信息时代的大学英语教学内容、课程体系和教学方法的改革为出发点,充分考虑现代教育技术在大学英语教学中的应用,力图建立一套能适应以学生主动、交互和自主学习为主的,集先进的语言学习理论、教学理论和教学手段与媒介于一体的,具有时代特色的本土化与国际化相结合的新型大学英语立体化教材。在设计及编写上充分吸纳了国内外教材先进的编写理念与特色,引进了于2006年获得美国教育出版大奖的 *Top Notch*,为教材提供了真实、自然与鲜活的语料。在教材的引进、改编与自主研发等方面,我们进行了积极有益的探索,主要体现在以下几个方面:

● 系统化的语言教学思想

本套教程采用了多技能交际大纲的编写原则,融语言知识与听、说、读、写四项技能于一体,同时扩展了语音和词汇部分内容,并辅以先进的多媒体与网络教学手段。以全面提高学习者的英语交际能力为目标,以交际主题为线,意义构建为本,以活动为导向,任务为驱动,通过多样化的交际活动与探究式学习来进行知识建构,并以形成性评价作为教学重要的评价方法,来培养学生的综合分析能力和跨文化交际能力。

● 模块化的内容架构

每一册书共有10个单元,每单元2课。这10个单元的主题均贴近学生的生活现实,其情景的设置与学生在学校、社会以及未来的生活密切相关。每个课程单元又分为单元导入、听、说、读、写等几大模块,每个模块的内容均与主题相关,并重点操练2~3种语言功能。

● 知识性、趣味性与文化性并重

在语料的选择方面,注重语言素材与中西方文化的结合,融知识性、趣味性与文化性于一体,题材广泛、体裁多样、语料真实、语言地道、版式活泼、图文并茂。在内容的设计上,力求语言知识学习、文化意识与批判性思维能力的培养并重。

● 一体化的教学解决方案

全套教程由《综合教程》、《阅读教程》、《综合技能训练》、《教学参考书》、电子教案、网络课程和基于教学内容的语料库等构成了完备的一体化的教学解决方案。

为帮助教师深入了解与掌握《综合教程2》中各个环节的编写意图,我们特别编写了这本教学参考书。除了《综合教程2》10个单元导入部分和听力部分的录像、录音材料以及所有练习和活动的参考答案以外,我们还提供了许多其他的教学资源 and 教学建议。现结合《综合教程2》的内容加以说明:

- ④ Unit Goals: 明确阐述了本单元的语用与交际目标。
- ④ Lead-in: 提供了学生用书单元导入部分。
- ④ Listening: 提供与单元主题相关的对话与短文,以及相应的听力练习,并依据不同的学习内容,加入有关听力方面的学习策略指导。在本书中,我们为所有的短句、独白和对话部分设计了详尽的教学建议,并以具体的教学步骤呈现,使听力教学更具操作性。
- ④ Speaking: 主要包括 Conversation Model 和 Conversation Pair Work。同时,依据不同的学习内容,提供有关口语方面的学习策略指导。Conversation Model 为学生提供基于场景的交际活动框架,图文并茂的场景对进一步开展口语活动提供了原素材,同时也兼顾了不同层次学习者的需求。Conversation Pair Work 通过引导性的会话模式与框架,让学生进一步操练会话,并进一步拓展会话内容。在本书中,我们依据这两部分的不同侧重点,分别设计了切实可行的教学指导,帮助学生完成从“有话想说”到“有话会说”

的顺利过渡,真正体现口语教学先模仿,后活用的原则。

- ♣ Reading: 主要包括 Text A、Text B 和 Text C 三部分。每篇文章前有 Topic Preview。依据不同的学习内容,给予有关阅读方面的学习策略指导。Topic Preview 通过图文并茂的语料,依据可理解性输入原则与图示理论,在新旧知识间构筑有机的联系,为下一步阅读活动的开展热身。在三篇阅读文章之后,设计了相应的阅读理解练习、重点词汇练习和语法结构练习,以帮助学生巩固提高。在本书中,根据阅读文章难度和需要我们为 Text A、Text B 和 Text C 提供了 Background Information, Key Words and Expressions, Language Notes, Teaching Suggestions, Reference Translation 和 Sentence Paraphrasing,极大地方便了教师备课和组织教学。
- ♣ Writing: 写作的核心是 Discussion 和 Writing Practice 两部分。Discussion 通过互动与讨论式的方式来加深及拓展学生的知识结构。Writing Practice 采用任务链的形式,通过引导性的练习为后面写作任务做准备与铺垫。在本书中,每个单元均提供了参考范文,为教师备课提供了方便。

《新通用大学英语》由东北大学、哈尔滨工业大学、哈尔滨工程大学、黑龙江大学、东北林业大学、哈尔滨理工大学、沈阳理工大学、辽宁科技大学等多位教授与英语教学专家分工协作、集体编写而成。香港中文大学的孔宪辉教授、David Coniam 教授、Arthur McNeill 博士和马冠芳博士承担了本系列教材的审定与顾问工作。此外,在新版教材面世之际,特向参与《通用大学英语》编写工作的金启军、卢燕、李树和、王大青、张春良等同志和语言顾问 Nancy V. Lee 致以诚挚的谢意。

本系列教材在策划、设计与编写过程中得到了高等教育出版社外语出版中心的大力支持与帮助,东北大学教务处、东北大学外国语学院以及东北大学计算中心和沈阳理工大学外语学院的领导为本教材的编写和试用提供了鼎力支持,在此一并表示感谢。我们也对在本教材编写、制作和使用过程中给予指导和帮助的师生表示感谢。尽管编写时我们在体现和探索新型教学思想方面尽了最大努力,但由于水平有限,这套教材中难免有一些不尽人意之处,我们热诚欢迎广大师生在使用本教材时提出宝贵的意见。

项目组
2007 年 3 月

Contents

Unit 1	Greetings and Small Talk	1
Unit 2	Movies and Entertainment.....	27
Unit 3	Staying at Hotels.....	56
Unit 4	Cars and Driving	93
Unit 5	Personal Care and Appearance	121
Unit 6	Eating Well	146
Unit 7	Psychology and Personality	175
Unit 8	Enjoying the Arts	201
Unit 9	Living with Computers	229
Unit 10	Ethics and Values.....	257

Greetings and Small Talk

- 1 Get reacquainted with someone
- 2 Ask about a person's experiences
- 3 Greet a visitor to your country
- 4 Explain local customs
- 5 Write about local customs of greetings

Lesson 1

Lead-in

Sitcom: Have We Met Before?

Scene 1



Check whether each statement is true (T) or false (F).

- | | | | | | |
|------|------|------|------|------|------|
| 1. T | 2. T | 3. F | 4. F | 5. T | 6. T |
|------|------|------|------|------|------|



Complete the conversation with the words you hear.

- | | | |
|-----------|-----------------------|--------------------------|
| 1. pilot | 2. flew | 3. snorkeling |
| 4. Driven | 5. What a coincidence | 6. I never forget a face |

Video Script

Mr. Evans introduces Marie to Ms. Novak, a new client.

Mr. Evans: Marie, this is Ms. Novak. She's from Chicago. Marie is our receptionist.

Marie: It's nice to meet you.

Ms. Novak: It's nice to meet you, too.

Mr. Evans: I'll get your tickets.

Ms. Novak: You look very familiar to me, Marie. Have we met before?

Marie: I don't think so. No.

Ms. Novak: Well I never forget a face. I'm sure I know you from somewhere. I don't look familiar to you?

Marie: I'm sorry. No.

Ms. Novak: I know. We met in Chicago. You were a waitress in a restaurant near the Art Institute.

Marie: I've never been to Chicago.

Ms. Novak: Have you ever driven a taxi in Egypt?

Marie: No.

Ms. Novak: Oh, you were the pilot on a small airplane in China. You flew me over the Great Wall.

Marie: No.

Ms. Novak: Have you ever gone snorkeling in Australia?

Marie: No.

Ms. Novak: Driven a bus in Peru?

Marie: No. Ms. Novak, I'm quite sure we've never met before. I came here only a year ago from Paris.

Ms. Novak: Paris? My sister, Katerina, lived there for a year.

Marie: Katerina? Katerina Novak?! She lived with me!
 Ms. Novak: Of course! You were in all the pictures she sent home.
 Marie: What a coincidence!
 Ms. Novak: You see, I never forget a face.

Listening

Part 1 Who Are You?

Decide which of the following statements could be true, based on the information in the conversation.
 Explain your decisions.

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

Script:

Ed: You look familiar. Have we met before?
 Keith: I don't think so. I'm not from around here.
 Ed: Aren't you from Australia, or something like that?
 Keith: As a matter of fact, I am. Keith Lowe.
 Ed: Ed Santos. I think we met at Jack Bailey's house two weeks ago.
 Keith: Oh, that's right! Now I remember. You're Jack's colleague. What have you been up to?
 Ed: Not much.

Teaching Suggestions

Step 1

Before students listen to the conversation, have them look at the photos and answer these questions:

Where are the two men? (in a supermarket)

How do the two men greet each other in the second photo? (by shaking hands)

Do you think they know each other well? (no)

Step 2

Have students listen to the conversation. Read lines 4–5 to the class, putting stress on the names of the two men. Explain that saying one's name in this manner is a way of introducing oneself.

Step 3

Have students listen to the conversation a second time. Write the following expressions from the conversation on the board and ask students to think of different ways to say the same thing:

<i>you look familiar</i>	(I think I recognize / know you from somewhere.)
<i>as a matter of fact</i>	(actually)
<i>that's right</i>	(yes, that's true)

Language note

"What have you been up to?" means "What have you been doing?". The expression can be used in different tenses; for example, "What are you up to?", "What were you up to?", "What are you up to tomorrow?".

2 UNIT 1 Greetings and Small Talk

Corpus note

The expression *or something [like that]* is used quite often in spoken English when the person is unsure or cannot remember another example of something he or she is talking about.

Part 2 Ask About a Person's Experiences

Listen to the game *Once in a Lifetime*. Check if the contestants answered yes (Y) or no (N) to the host's questions.

1. Suzy Y 2. Bill N 3. Suzy Y 4. Bill N 5. Suzy Y 6. Bill N

Script:

M1: Welcome to "Once in a Lifetime" — the game where experience counts. I'm Pete Sosa, your host. Let me introduce today's contestants — Suzy, a teacher from Los Angeles. Hi, Suzy!

F: Hi, Pete!

M1: And Bill, a musician from Chicago. Hey, Bill!

M2: Hey, Pete!

M1: You both know the rules. I ask the questions. You answer the questions. If you've had the experience, you get a point. If you haven't, you don't. Ready to begin?

M2 & F: You bet!

M1: Suzy. Have you ever been to South America?

F: Yes, I have, Pete! I was in Peru in 1998. And in 2001 I visited Brazil!

M1: Cool! That's one point for Suzy ... Now, Bill. Have you ever been to China?

M2: China? Well, I ... actually ..., well, not exactly ... I guess ... well, no, I haven't.

M1: Oh, that's too bad. No point for Bill. OK, Suzy. Have you ever flown in an airplane?

F: Yes! Yes, I have! Many times!! I flew to Peru and Brazil, of course ..., and to Europe ... and Thailand. And New York City!

M1: One point to Suzy! You're quite a traveler. OK, now Bill. Have you ever driven a bus?

M2: A bus? You mean like a regular bus? Well, I ... I ... well, not exactly. I've ridden on a bus many times, but ...

M1: Oh, that's too bad.

M2: Well, have you?

M1: I ask the questions, Bill! No point. So, Suzy. Have you ever bought a digital camera?

F: Oh, my gosh! Yes, I have! I just bought a digital camera last week! I can't believe it!

M1: Hey, lucky you! That digital camera gets you one point! Congratulations, Suzy. OK, Bill. Last chance. Answer it right, and you get a point. Answer it wrong, and you're out of the game. Are you ready?

M2: Yes. Yes, I'm ready.

M1: Bill, have you ever visited Chicago?

M2: Oh! Oh! Oh! Yes! Yes, I have! I live in Chicago!

M1: Sorry, Bill. If you live in Chicago, you can't visit Chicago. No point.

M2: But...

M1: Suzy wins with three points.

M2: This isn't fair!

- M1: That's the end of "Once in a Lifetime". See you next week!
 M2: But ... But I live in Chicago ...

Teaching Suggestions

Step 1

Have students look at the picture and answer the following questions.

Where are the people? (on a game show)

What's the name of the show? (Once in a Lifetime)

Who is Pete Sosa? (the host)

Who are Suzy and Bill? (the contestants)

What is the meaning of *once in a lifetime*. (an event in a person's life; implies a rare or unusual event or an opportunity that comes only once)

Step 2

Have students listen to the game show, and then compare their answers with a partner.

Language note

You bet is an informal way of saying *yes* enthusiastically. *Cool* is an informal expression that shows approval or agreement. *Oh, my gosh* is an expression used to show strong emotion. Although not at all rude, these expressions are rather informal and are not used in very formal situations.

Part 3 Introduction

You will hear two conversations in which two people are introduced to new friends. The first person is called Kate and the second person is named Kathy. Listen to the recording and tick the information you hear about these two people.

	Information		
Kate	✓ Turkey	✓ 16 years old	✓ student
Kathy	✓ Canadian	✓ English	✓ divorced
		✓ French	
		✓ Spanish	

Script:

Conversation 1

- A: Lou, I'd like you to meet my new neighbor, Kate.
 B: Hello, Kate. It's nice to meet you.
 C: It's nice to meet you, too.
 B: Where are you from?
 C: I'm from Turkey.
 B: I've heard Turkey is a beautiful country, but I've never been there.
 C: You should go. There are lots of interesting things to see.

- B: And you are working here?
 C: No, I'm only sixteen. I'm a student at Overbrook High School ...

Conversation 2

- A: Peter, this is Kathy, my tennis partner.
 B: Hello, Kathy.
 C: Hello.
 B: Sam tells me you're a very good tennis player.
 C: Believe me, I'm not that good.
 B: Are you from around here.
 C: No, I'm from a small town near Montreal.
 B: Oh, so you're Canadian. Do you speak French and English or just English?
 C: Oh, I speak French, English, and Spanish. My mother is from Colombia.
 B: You're lucky you can speak so many languages. And that man over there who is speaking French, is he your husband?
 C: Oh no, I'm not married. Actually, I'm divorced.
 B: Really? In that case ...

Teaching Suggestions

Step 1

Have students listen to the conversations twice and make their choices independently, then check answers together.

Step 2

Ask students to memorize the expressions for introduction. (I'd like you to meet..., This is..., It's nice to meet you.) Then have volunteers role play the conversations.

Part 4 Ways of Greetings in Southeast Asian Countries

Check whether each statement is true (T) or false (F).

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

Script:

In Indonesia greetings are usually conducted in a slow and deliberate manner. It is considered disrespectful if done in a fast way. If greeting an Indonesian Chinese, it is normal to greet with handshakes. Another way to greet is by bowing the head, lowering the eyes, and saying "Selamat" meaning "peace."

While in Singapore do not use first names unless asked to do so. Instead use Miss, Mr. or Mrs.

In Malaysia, a handshake is only reciprocated if a lady offers her hand first. But if not, it is best for a lady to nod her head or smile when being introduced to a man. Also, a greeting of "salam" resembles a handshake with both hands but without the grasp. This happens when the person offers both hands and touches his friend's outstretched hands, then brings his hands to his chest. This literally means "I greet you from the heart." In return, the visitor reciprocates with "salam."

Showing respect is very important to Filipinos. One local way of doing this is to take their hand when you meet them, and bring it up to you forehead, with a very small bow. This is a sign of respect. Pointing a

middle finger at a person or thing is considered the most obscene gesture in the Philippines. Instead, they indicate with a glance or by pursing their lips.

Bruneians shake hands by only lightly touching hands and then bringing the hand back to the chest; it is not customary to shake hands with members of the opposite sex. You should not point your finger. Instead use the thumb of your right hand with the four fingers folded beneath it.

Teaching Suggestions

Step 1

Ask students to share anything they know about Southeast Asian countries. (eg. In Indonesia greetings are usually conducted in a slow and deliberate manner; In Singapore do not use first names unless asked to do so; Pointing a middle finger at a person or thing is considered the most obscene gesture in the Philippines.)

Step 2

Listen and have students check answers together.

Step 3

Ask some students to retell the passage according to their memory if possible.

Part 5 Recognition

You will hear a conversation between a man and a woman. The woman thinks she knows the man, so she starts a conversation. Listen to the recording and briefly answer the questions below.

1. No.
2. Chicago.
3. High school (Central High).
4. Yes.

Script:

A: Excuse me. Sorry I've been looking at you for the last few minutes, but don't I know you from somewhere?

B: No, no. I don't think so.

A: Really? Are you sure? This is driving me crazy because I never forget a face. Wait a minute — did you grow up in Chicago?

B: Yes, I did, as a matter of fact.

A: I think maybe we went to the same high school. Did you, by any chance, go to Central High?

B: Yes!

A: Do you remember me? I'm Monica Reid.

B: I'm Glan Parker. Wow! I can't believe you recognized me after all these years.

Teaching Suggestions

Step 1

Ask students to memorize the expressions to start a conversation with a stranger (Excuse me.); to recognize (Don't I know you from somewhere?); to show disbelief (Really? Are you sure?).

Step 2

Listen and check answers together, then have two students play the roles of A and B.

Speaking

Get Reacquainted with Someone

Teaching Suggestions

Conversation Model

Step 1

Have students look at the picture. Ask "What's happening in the picture?" (a man is introducing two women) "Is this a business or social situation?" (social)

Step 2

After students read and listen, ask comprehension questions:

Does Audrey recognize Hanah right away? (no)

Does Hanah recognize Audrey? (yes)

Did Audrey remember Hanah after her reminding?

When had they met before and where?

Step 3

Help students to use other ways to make introduction. Some of the ways are given in the following table.

Introductions	Responses
My name is...	Very pleased / happy to meet you.
Let me introduce...	I'm pleased to meet you.
This is...	It's a pleasure to meet you.
I'd like to introduce...	A pleasure to meet you.
...	...

Rhythm and Intonation Practice

Have students repeat chorally. Make sure they:

Use rising intonation for ... *have you met Hanah?* and *Really?*

Use falling intonation for ... *I'd like you to meet Audrey; When?; and How have you been?*

Put stress on *party* in *my sister Nicole's party*.

Use the following stress pattern:

STRESS PATTERN

— — .
A: Audrey, have you met Hanah?

. . — .
B: No, I haven't.

— . — . . . — .
A: Hanah, I'd like you to meet Audrey.

C: Hi, Audrey. You look familiar. I think we've met before.

B: Really? When?

C: Last month. You were at my sister Nicole's party.

B: Oh, that's right! How have you been?

Conversation Pair Work

Step 1

Divide the class into groups of three to fill in the blanks and continue the conversation. Encourage students to refer to the pictures for ideas about where they met. Tell students to use the four specific places.

Step 2

Introduce the term *body language* (gestures and non-verbal actions). Ask groups to perform their introductions for the class.

Reading

Text A

Background Information

1. Gestures around the world

Gestures vary from culture to culture. In most Western countries, "come" is gestured palm up, but in many cultures this is considered rude and it is done palm down. In most Western cultures, it's OK to point at another person if he or she is not aware you are doing so, but not otherwise. In some Asian cultures, an open palm is preferred for indicating a third person. In Chinese culture, there are gestures for the numbers 1 through 10 using one hand.

2. OK hand gesture

The OK hand gesture is: thumb and forefinger make a circle and the other fingers are extended. Explain that both the OK hand gesture and the thumbs-up gesture are considered rude in some places.

Key Words and Expressions

communicate *v.* 交流; 通信

People use more than words when they communicate with each other.

We communicated mostly by e-mail.

culture *n.* 文化

We speak Chinese at home so that the boys don't lose touch with their language and culture.

Changing the corporate culture is a long and difficult process.