

PE 重庆市高职高专规划教材

总主编 刘寅齐 张泽健

总主审 余渭深

成长英语 教师用书 提高篇

“成长英语系列教材”编写组 编

Progressing English



重庆大学出版社

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内 容 提 要

《成长英语教师用书》共分3册,该书为第3册。教师用书提供了必要的参考答案、课文翻译、长难句分析、词汇讲解、应用文写作常识简介,同时还提供了单元目标设定和课堂教学活动设计。教师可以抓住教学重点和难点,根据学生的实际需要因材施教,灵活选取讲解内容。为了方便教师对学生课外学习提供指导,特将《成长英语自主学习用书·提高篇》的阅读答案解析列于其后。教师用书同时配有教学课件光盘,方便教师备课和组织教学活动。

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社址:重庆市沙坪坝区大学城西路 21 号

邮编:401331

电话:(023)88617190 88617185(中小学)

传真:(023)88617186 88617166

网址: <http://www.cqup.com.cn>

邮箱: fxk@cqup.com.cn (营销中心)

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第2版前言

《成长英语》自2010年出版发行以来,受到了广大师生和社会使用者的认可和喜爱。在5年的使用过程中,我们广泛听取了来自教师和学生使用意见和建议,并在《成长英语》第1版的基础上,修订和完善了教材的总体框架,更加体现了主线人物的成长历程;调整了三册之间的难度梯度;进一步丰富了练习形式和内容,更加适应当前的教学实际。期望《成长英语》第2版不仅能契合当前“90后”大学生的群体特点,也能满足《高职高专教育英语课程教学基本要求》提出的“实用为主、够用为度”的教学原则,更能满足一线教师对英语教学改革的要求。

《成长英语(第2版)》的修订主要涉及以下方面:

1. 更新了主题和教材内容:贴近生活,突出应用。

三册书均系统地调整了部分单元主题和相应的文章。使教学内容更加贴近高职高专学生的校园和社会生活,更有利于提高学生的兴趣,突出学用结合,便于教师组织教学活动,提高学生在教学过程中的参与性,促进教学的互动性。

2. 增加了练习设计:引导参与,突出综合。

1) 每个单元新增了 *Do Your Project* 板块,结合所在单元主题,设计了针对学生实际的相应的活动项目,增加了学生语言应用的机会。练习的设计突出综合性,体现了高职高专教育的特点。

2) 每个单元新增了视听部分,选材注重了语言的原滋原味,突出了学生听说交际能力的训练和培养。

3) 全新编写了语法部分,突出了“够用为度”的原则,改变了常规语法学习“规则—练习”的模式,采用“体验—总结—应用”的模式,旨在帮助学生尽快掌握使用英语语法的技能。

4) 根据“高等学校英语应用能力考试”的题型变动,调整了部分练习题的形式,使之更契合考试题型,突出了练习的针对性,有利于帮助学生适应新题型。

3. 重新设计了教学课件:科学合理,兼顾个性。

新设计的配套教学课件,注重了设计的科学性和实际使用的方便性。丰富了网络课件的内容,便于教师根据教学情况灵活选取备课资源。

4. 重新设计了教材版式:大方时尚,清新美观。

考虑到“90后”高职学生的性格特点和思维模式,教材版式由原来的双色变为彩色。版面设计更为活泼、轻松、实用,力求通过调动学生的审美情趣来激发学生英语学习的兴趣和学习效率。

《成长英语(第2版)》分基础篇、进阶篇、提高篇3册,每册包括《学生用书》《自主学习用书》《教师用书》及配套的多媒体光盘。各册内容循序渐进,语言技能要求逐步提高。《学生用书》《自主学习用书》和《教师用书》每册各有8个单元,教学内容适中,能够满足高职高专学校的教学需要。

《成长英语(第2版)》修订工作由总主编刘寅齐教授和张泽健教授统筹,分册主编负责实施,各高职院校的骨干教师参加了具体的修订工作。

《成长英语教师用书·提高篇》由陈刚、欧昌清担任主编,唐崇金、张庆月担任副主编。参加《成长英语学生用书·提高篇》和《成长英语教师用书·提高篇》编写的作者为(以编写内容先后为序):张刚、张庆月、魏澜、刘倩、唐崇金、姚超、陈崇国、刘嘉、杨志强、李佳、欧昌清、陈刚。1—8单元的 Presentation 由李珏燃负责。

编者
2015年6月

第 1 版前言

《成长英语》(Progressing English)是由“重庆市高职教育研究会”组织重庆市学校有丰富教学经验的外语教师和相关专家按照教育部《高职高专教育英语课程教学基本要求》的精神,在重庆市教委原规划教材《高职高专英语》的基础上重新编写的一套高职高专英语教材。《成长英语》坚持贯彻“实用为主,够用为度”的编写原则,充分吸收了当前国内外通用外语教材编写的先进理念和方法,采纳了传统外语教学理论中的合理部分。该教材结合重庆高职高专英语教学实际,更新教育观念,力求处理语言基础和语言应用的关系;更新教学内容,突出英语实践技能的训练和实际运用能力的培养;更新教学要求,注重结合学生毕业后实际工作的需要。

本套教材的特点主要体现在以下几个方面:

一、以任务为引导、实际运用为重点、语言技能训练为基础,突出听说技能的培养,注重把涉外实践活动中常用的语言技能直接融入到课文和练习中,各项语言技能的培养与训练都围绕同一话题展开,体现“边学边用、学用结合”的教学思想。

二、根据语言学习的一般性规律,既考虑教材的实用性,又兼顾高职高专语言学习的通识性。主线人物的 Role Plays 贯穿所有单元中的听说交际、阅读活动和写作训练。学生在学习本教材的过程中可以清楚地感受到主线人物的成长历程,突出成长英语、成长人生的特点。

三、重视语言的运用和实际交际能力的培养,分阶段分层次呈现语言交际的重点。第 1 册“基础篇”侧重校园英语,第 2 册“进阶篇”侧重涉外日常交际英语,第 3 册“提高篇”侧重涉外业务交际英语。阅读板块中 A 篇文章主要针对语言共核,B 篇文章突出实用性。选材突出时代性、趣味性、实用性和话题的思想性,行文流畅,语言精练,内容丰富,体现了可教性和可学性。

四、“教、学、考”有机结合。教材中的练习设计遵循《高等学校英语应用能力考试大纲》的要求,并针对重庆地区考生在《高等学校英语应用能力考试》中的薄弱环节,设计了相关的语言技能训练项目。

五、本套教材充分考虑了重庆地区高职高专学生的英语现状,第 1、2 册内容的难度相当于“高等学校英语应用能力考试”B 级水平,第 3 册内容的难度相当于 A 级水平。由于学生进校时英语程度参差不齐,教材进度和内容采取照顾中间,兼顾两头的编写原则。

《成长英语》共分 3 册,每册包括《综合教程》《自主学习用书》《教师用书》及配套的多媒体光盘。各册内容循序渐进,语言技能要求逐步提高。《综合教程》《自主学习用书》和《教师用书》每册各有 8 个单元,教学内容适中,能够满足高职高专学校的教学需要。

《教育用书》每册各单元的安排与《综合教程》相同。本教参设计了单元目标和课堂活动,这样有利于教师抓住教学重点和难点,也利于课堂教学的组织。

《成长英语》由重庆科技学院刘寅齐教授和重庆第二师范学院张泽健教授担任总主编,重庆大学余渭深教授担任总主审,澳大利亚专家 Dennis Hulse 先生担任语言顾问。

《成长英语》第 1 册由重庆科技学院全冬教授和重庆电子工程职业学院李志萍教授担任主编。第 2 册由重庆工商职业学院彭丽教授和重庆科技学院张琪教授担任主编。第 3 册由重庆科技学院陈刚教授和重庆第二师范学院唐君国教授担任主编。

本教材的编写得到了重庆市教委高教处的大力支持,特别是在编写过程中得到了有关高校领导的关心和帮助,在此,我们一并表示诚挚的感谢。

《成长英语》是我们在高职高专英语教学内容和课程改革方面所作的一次大胆尝试,书中定会有不当和疏漏之处,敬请广大使用者批评指正。

编 者

2010 年 7 月

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Unit 1

New World, Great Challenge

Unit Goal

	Function	Linguistic Realization
Open Your Mouth	To answer questions and obtain necessary information during the job interview.	<p><i>Useful Sentences</i></p> <ol style="list-style-type: none"> 1. Which school are you from and what's your major? 2. I've just graduated from Chongqing College of Business Management. I majored in computer engineering. 3. Here are my certificates I've got: NCRE-3 Certificate, Secretarial Qualification Certificate, BEC Higher Level, and a driving license. 4. Do you give a bonus every month? 5. Can I get paid if I work overtime?
Sharpen Your Listening	To provide more information about a successful job interview.	<p><i>Useful Sentences</i></p> <ol style="list-style-type: none"> 1. I would like to get a job in which I can further develop my career. 2. I want to change my working environment and seek new challenges. 3. We are looking for a sales manager with a business background and good English skills. 4. Have you got any professional certificates? 5. I have completed International Trade, Business English, and Foreign Trade Correspondence and so on.

Continued

	Function	Linguistic Realization
Broaden Your View	Passage A	
	To present an impressive job interview experience.	<p>Key Words prep, stroll, pop, respond, reschedule, affirmatively</p> <p>Important Sentences</p> <ol style="list-style-type: none"> 1. I made sure that I'd be ready to answer every question that they could possibly throw at me. 2. I'm so sorry for being late. We've had a crisis and I'm trying to put out fires. 3. Christopher's phone rang, and he immediately picked it up while gesturing "just one minute" to me. 4. It took a moment to sink in. 5. I was half-expecting Christopher to cry foul.
	Passage B	
	To provide college students with some tips for landing a job.	<p>Key Words land, persistence, self-assessment, deter, realistic</p> <p>Important Sentences</p> <ol style="list-style-type: none"> 1. These individuals have one thing in common: persistence. 2. Don't be deterred by a lack of experience. 3. Ease into a new career one foot at a time. 4. Remember that any progress is good progress. 5. Have realistic expectations.
Use Your Hands	To learn to write a job application letter.	<p>Key Words enclosure, reference, salutation, signature, complimentary close</p>
Presentation	To learn to make a presentation in expectation of the changes to the employment structure.	<p>Key Words line chart IT industry proportion male/female employment structure</p>

Suggested Teaching Plan

Time Allocation	Contents
The 1st period	Lead-in; Speaking & Listening
The 2nd period	Warm-up; extensive and intensive reading of Passage A
The 3rd period	Further Your Skills and Classroom Activity
The 4th period	Warm-up; extensive and intensive reading of Passage B
The 5th period	Writing; Presentation; Do My Project

The 1st class period

In order to introduce the topic of job hunting, it is important to make sure that the students know what they are going to learn directly and easier. Ask them to look at the lead-in part to have a whole picture of this unit.

We don't have time to do more than two long listening and speaking with in-class listening and speaking, but for additional practice there are listening tasks for students to complete at home. Students are encouraged to practice more if they have difficulty following the video part.

The students are required to practice the dialogues with their partners and you can make a spot check, ask two groups to do the role-playing in class. Other students are required to observe and raise questions. These will be graded as performance in class.

The 2nd class period

Ask students to do the preview work and get themselves familiar with the whole job hunting process: career orientation assessment, job application and job interview. Recommend some websites to them like www.jobsearch.about.com and www.ehow.com, etc.

Group work: let the students discuss the following questions: What do you usually do when preparing for job application? What can you do after submitting your application form? What can you do to turn the unfavorable job hunting situation?

The text tells a story about how an inexperienced graduate landing his first job. Play the audio of text to students and then ask them to read the text, correct the words which the students have difficult pronunciation.

The 3rd class period

Teaching procedures see the disk attached. Here are two ways to check students' study: one is to ask the students to retell the text (individual); another is to ask the students to make a short play according to the text and perform it in class. The key words and expressions learned in the text should be used in their short play. (group work). After watching the rest groups will assess the performance and be graded.

The 4th class period

Ask the students the following questions: How to find the potential job openings? How can you know what type of job suits you? When do you start job searching?

Then ask them work on Passage B with partners then report the ideas the author mentioned in the text to the class. The assessment from their classmate will be graded.

The 5th class period

Ask the students do this part individually. They can discuss with their partners when necessary, and then they will check the answer with their partners. Go through the answers with the whole class. Analyze the

exercises which the students have problem.

We offer the writing sample for the students and also offer the information to help them finish their own application letter. For Presentation and Do My Project part, teachers can organize group competition which can stimulate students' team spirits.

Part I Open Your Mouth

Warm-up Activity

What are they talking about? Complete the following sentences with the correct answers.

Key: 1) leave

2) secretary

Chat with Your Friends

Activity 1 *Write down useful expressions from the sample dialogues above for interviewing and try to add more.*

Reference:

Useful expressions for questioning the interviewee

1. Which school are you from and what's your major?
2. Do you have any work experiences?
3. What courses have you completed?
4. Do you have any certificates?
5. What kind of position are you interested in?
6. Why do you want to work for us?

Useful expressions for answering the above questions

1. I've just graduated from... and I majored in...
2. Yes. I ever worked as... for...
3. I have completed International Trade, Business English, and Foreign Trade Correspondence...
4. Yes. I have got an NCRE-3 Certificate, a Secretarial Qualification Certificate, a BEC Higher Level and a driving licence.
5. I'm interested in the position as...
6. Because I think I'll be given more opportunities.

Activity 2 *Complete the following dialogue by translating into English the Chinese given in the brackets.*

- Key:
- 1) I majored in International Trade
 - 2) skillfully use Office Software
 - 3) an NCRE-3 Certificate and a driving license
 - 4) I'm interested in the position as a secretary
 - 5) I'll be given more opportunities in a small business
 - 6) my starting salary will not be less than 3,500 yuan

Activity 3 *Take turns to ask and answer the following questions, and then make your own conversation about interviewing according to the clues given below.*

Reference:

Mr. Smith: Good morning, Han Qi.

Han Qi: Good morning, Mr. Smith.

Mr. Smith: Where did you get the news that we wanted a computer programmer?

Han Qi: From newspaper.

Mr. Smith: Have you ever heard about our company?

Han Qi: Yes, of course. One of my schoolmates worked in your company for several years and he strongly recommended this position to me.

Mr. Smith: Great, what is your major?

Han Qi: Computer Science and Technology.

Mr. Smith: What is your working experience?

Han Qi: I have ever worked for a small computer company.

Mr. Smith: And what qualifications do you have for the job?

Han Qi: I have an NCRE-3 Certificate, a BEC Higher Level and a Secretarial Qualification Certificate. Besides, I have a driving license.

Mr. Smith: What do you want to know about our company?

Han Qi: Need I often work overtime?

Mr. Smith: Sometimes, but you will get paid extra. Any other questions?

Han Qi: I'm afraid not. Thanks.

Mr. Smith: Nice talk. We will inform you as soon as we make a decision.

Han Qi: Thank you very much.

Part II Sharpen Your Listening

Watch and Answer

Key: 1. project 2. difficulty 3. 15 years
4. with people 5. too much

Script:

Voiceover: Now, you are going to watch a movie.

The First Interview:

Allison: Well, we are very interested in your application for the position of project manager.

Sam: Well, I'm very excited about the position.

Allison: Well, I can see from your resume that you have a lot of work experience.

Sam: Yes, I have many job responsibilities.

Allison: What do you consider your greatest strength?

Sam: I'm very reliable. I always try to do my work on time.

Allison: I see. Very good! May I ask what your greatest weakness is?

Sam: I have difficulty saying no. I often work overtime. Sometimes I even forget what our company's normal working hours are.

Allison: Very impressive. May I ask why you'd like to work for this company?

Sam: Your organization is very successful and known throughout the world.

Allison: So you hope to have an international career?

Sam: Yes, I have studied abroad before, but haven't worked for an international company yet.

Allison: Well, we may be able to give you that chance. As soon as we review all our candidates, we'll let you know our decision.

Sam: Thank you. I look forward to hearing from you.

The Second Interview:

Man: Can you send in the next applicant, please?

Vivian: Hello, Sir!

Man: Hello!

Vivian: Vivian. Nice to meet you!

Man: Nice to meet you! Thank you! Have a seat! So you are interested in the position of running the volunteering for the Olympics?

Vivian: Yes, That's right.

Man: Ok. This is your resume? Thank you. Vivian, good. Well, can you tell me a little bit about yourself? What could you...have you done in the past?

Vivian: Yes. I actually have been volunteering for 15 years. I started volunteering when I was 13 years old. I volunteered at the art camp, band camp, sports camp, science camp. Everything. You name it, volunteering, I got it.

Man: Wow, you surely like to work for free. So...

Vivian: I'm pleased. I like to help.

Man: Good! Can I ask you a few questions? So May I ask you what you consider to be your greatest strength?

Vivian: Oh, I think, you know, I'm really good at working with people. Like I said, I have been volunteering for 15 years. I'm really dedicated to my job. I like to help. Always there to volunteer my services, like coordinating things, organizing things. You name it, I do it.

Man: Great, OK. May I also ask what you consider to be your greatest weakness?

Vivian: Er...Maybe I volunteer too much.

Man: Er... May I ask why you are interested in this position?

Vivian: Because this is the grand slams of all volunteering events. I want to be part of it.

Man: I understand. May I ask you one more thing... Can you tell me what you consider to be your greatest achievement?

Vivian: I thought you never gonna ask. Well, My greatest achievement I think is back when I was 18 years old and I got the entire art camp to create clay pots...

Man: Clay pots?

Vivian: Yes.

Man: That...may come in handy as job.

Vivian: Yes.

Man: Ok. Thank you, Vivian, for coming in...

Vivian: Thank you, sir. I am looking forward to hearing from you...

Dialogue 1 *Listen to the dialogue twice, and then fill in the blanks with the information you get from it.*

Key: 1) as a saleswoman 2) seek new challenges 3) in 1950
4) good in quality 5) are quite popular

Script:

M: Good morning, Miss Lin.

W: Good morning, sir.

M: I see from your resumé that you have been working as a saleswoman?

W: Yes, sir. I have worked for two years in an American company.

M: May I ask why you want to leave that company?

W: Because I want to change my working environment and seek new challenges.

M: Tell me what you know about our company please.

W: Well, the company was founded by Mark Ward in New York in 1950, and it is the largest company in its field.

M: What do you know about our major products?

W: Your products are good in quality and beautiful in design. Nowadays, they are quite popular with Chinese people.

M: Thank you. I am glad to hear that.

Dialogue 2 *Listen to the dialogue twice, and then answer the questions with the information you get from it.*

Key:

1. a business background	2. Business English
3. International Trade	4. Higher Level
5. Two months	

Script :

M: Good afternoon, Miss Zhang. I'm the director of the Human Resources Department of this company.

W: Good afternoon, sir.

M: We are looking for a sales manager with a business background. We expect that you might be the suitable person for this job.

W: I hope I can meet your requirements.

M: Well, please tell me your education background.

W: I graduated from Chongqing City Management College. I majored in Business English.

M: What courses have you completed?

W: I have completed International Trade, Business English, and Foreign Trade Correspondence and so on.

M: Have you got any professional certificates?

W: Yes, I've got a Secretarial Qualification Certificate and a BEC Higher Level.

M: Do you have any working experiences?

W: Yes, I have ever worked in a foreign trade company for two months as an assistant to the sales manager.

M: Good, that's all for now. Thank you for coming.

Passage Listen to a short passage twice about job hunting , and then answer each question in no more than 3 words with the information you get from it.

Key: 1. stressful 2. popular majors 3. large cities
4. develop special skills 5. positive

Script :

Job hunting is stressful for college students nowadays. Some graduates still have no idea where to go or what to do after graduation. The reasons for this problem are various. On the one hand, a few years ago colleges enrolled so many students in popular majors that the number of graduates is greater than the need in the market. On the other hand, most graduates would rather stay in large cities. This problem can be solved if both colleges and students take particular measures. First, students should research the market and develop special skills to suit market needs. Second, students' attitude towards employment location should be always positive. There are plenty of opportunities for young people in smaller cities around the country.

Part III Broaden Your View

Passage A

Challenge Your Classmates

Before you start to read the passage, please complete the questionnaire below.

Key: Open.

Check Your Study

Activity 1 *Read the passage quickly and fill in the blanks.*

Key: 1) my major problem 2) impulse 3) plot
4) sports news 5) trick

Activity 2 *Read the passage carefully and fill in the blanks with proper words or phrases. Then try to recite it.*

Key: 1) sports writer 2) applied for 3) experience
4) staff 5) hired

Activity 3 *Choose the best answer to each question according to the passage.*

Key: 1. B 2. A 3. C 4. B 5. C

Activity 4 *Take turns to ask and answer the following questions.*

Key: 1. Because the author's major is English, and most people already speak English.
2. The author's major problem was that he had never done any professional sports writing before.
3. Every day he wrote a letter to the sports editor to impress him.
4. Yes, he did.
5. Never accept "no" at face value. Let rejection motivate you to get more creative.

Activity 5 *Work with your partner according to the clues given below.*

Reference:

A: I want to take part in the job interview held by a large company next week. I am wondering what preparation I shall do in advance?
B: Well, You should write an application letter to the company first. Second, a resume is a must.
A: What will the interviewer ask during the interview?
B: The interviewer might be interested in your major or certificates you've attained. He may also ask whether you have any working experience.
A: Then what shall I ask about the future job?
B: At the end of the interview you may inquire of the HR manager about the possible salary on offer. Of course, a bonus is also worth inquiring about.

Further Your Skills

Exercise 1 *Fill in the blanks with the proper words or expressions given below, changing the form when necessary.*

Key: 1. be overwhelmed with 2. have no way of 3. apply for
4. face value 5. comment on

Exercise 2 Fill in each blank with the proper form of the word given in the brackets.

Key: 1. creative 2. typical 3. motivate 4. impulsive
5. express 6. graduate 7. application 8. professionally

Exercise 3 Pay attention to the italicized parts in the English sentences and translate the Chinese sentences by simulating the structure of the English sentences.

Key:

1. My heart is overwhelmed with gratitude.
I am overwhelmed with delight.
2. You need to prepare to have these once you apply for a loan.
We will apply for your medical insurance tomorrow.
3. Her decision seems to show a lack of judgment.
It is not a lack of love, but a lack of friendship that makes unhappy marriages.
4. I tried to give them all as much care and attention as I could.
I telephoned Mother to come as soon as she could.
5. She walked so hurriedly that she left the purse on the desk.
The scenery here is so beautiful that I want to write a poem right away.

✚ Language Points**Explanation of Difficult Sentences**

1. I made them as creative and clever as I could, commenting on the sports news of the day, and letting them know how great a fit I thought I was for their staff.

Analysis: (Para. 6) 本句中 as creative and clever as I could, 表示“尽可能地做某事”, 相当于“as... as possible”。“commenting on...”现在分词短语做伴随状语修饰主句。

Paraphrase: I tried my best to make them creative and clever, commenting on the sports news of the day, and letting them know how great a fit I thought I was for their staff.

2. And second of all, they proved to me that you wanted the position more than the other candidates did.

Analysis: (Para.12) 本句中“... candidates did”中“did”指代前面已经出现过的“wanted”。

Paraphrase: And second of all, they proved to me that comparing with other candidates, you wanted the position most.

3. The reason they wouldn't hire me was because I had no experience.

Analysis: 按传统的语法规则, The reason... is because... 句型是错误的, because 应改为 that 才对。如 The reason I was not there is because I was out of town. 应该是 The reason I was not there is that I was out of town. 然而英美报刊中不时出现 The reason... because... 句型。参考美国传统词典 because 词条的 Usage Note: A traditional rule holds that the construction “the reason is because” is redundant, and should be avoided in favor of “the reason is that.” The usage is well established, however, and can be justified by analogy to constructions such as “His purpose in calling her was so that she would be forewarned of the change in schedule” or “The last time I saw her was when she was leaving for college”. All three constructions are somewhat less than graceful, however. 可见, 专家们想让人用 is that, 但是 is because 的用法已经摆脱了语法的束缚, 逐渐进入正确的语言行列, 成为既成事实了。这种句型近年来在口语中用得颇多。

Important Words

1. **overwhelm** *vt.* 淹没; 压倒; 受打击; 覆盖; 压垮

- e. g.** be overwhelmed with 充满
She worries that she might be overwhelmed with the work.
她担心自己的工作可能会很忙。
I know your mind must have been overwhelmed with confusion.
我知道你现在非常混乱。
I am overwhelmed with delight.
我实在是太高兴了。
be overwhelmed by 无法承受
- e. g.** I was overwhelmed by such a temptation.
我经受不住那样的诱惑。
- 2. apply** *vt.* 申请;涂,敷;应用
vi. 申请;涂,敷;适用;请求
- e. g.** These regulations apply to everyone, without exception.
这些规章对谁都适用,没有例外。
But we do not know how to apply these in space.
但我们不知道如何把这些应用于太空。
We will apply for your health insurance tomorrow.
我们明天会帮你申请健康保险。
- 3. impulse** *n.* 冲动;(电子)脉冲;刺激;神经冲动;推动力
vt. 推动
- e. g.** I don't know how to resist my impulse.
我不知道怎样抑制自己的感情冲动。
Which impulse will you act upon?
那个冲动会让你行动吗?
- 4. plot** *n.* 情节;图;阴谋
vt. 密谋;绘图;划分;标绘
vi. 密谋;策划;绘制
- e. g.** Lots of pilots plot to dot the rotten robot.
大批领航员策划给腐烂的机器人打点。
To many, a legend must be a story, with characters and some sort of plot.
其中绝大部分人认为都市传奇必须是一个有人物、有情节的故事。
- 5. trick** *n.* 诡计;恶作剧;窍门;花招;骗局;欺诈
vt. 欺骗;哄骗;装饰;打扮
vi. 哄骗;戏弄
- e. g.** How did she look through his trick?
她是怎么识破他的把戏?
Smiling can trick the body into helping you change your mood.
微笑可以“欺骗”你的身体,从而帮助你改变心情。
- 6. motivate** *vt.* 刺激;使有动机;激发……的积极性
- e. g.** You have first got to motivate the children and then to teach them.
你首先得激发孩子们的学习兴趣,然后再去教他们。
They motivate you and teach you safe workouts you can do at home.
在教练的激励和指导下,你可以在家安全地完成训练。

Passage Translation

我是如何将“不”变成“是”的

我大学毕业获得了英语学位,但是并没有很多公司抢着雇佣我,因为大多数人都会讲英语。因此,我决定去亚利桑那州图森市一家晚报应聘体育记者一职。我以前曾当过四年兵,但高中毕业后就再没有写过有关体育的文字了。

申请这份工作时他们告诉我,我的问题主要是以前从未从事过专业体育写作。公司因为你没有实际经验而不雇佣你,这很正常。但是,没有公司雇佣你,你又怎么获得经验呢?

我首先想到的是既然他们说了“不”就不要再争辩了,毕竟他们就是这样说的。最后我决定把它放在一边并问自己一个问题:“难道你不能想出更有创意的办法吗?”

回到家里我开始思考并谋划下一步行动。他们不聘用我不就是因为我没有经验吗?当我问他们经验为什么重要时,他们微笑着回答:“我们不能确定你能否写出体育报道,仅仅是英语专业毕业是不够的。”

我很受打击,真正的问题不是我缺乏经验,而是他们不了解我。既然他们不知道我的写作能力,我就来解决这个问题。我开始给他们写信。我知道他们面试的还有四个人,而且一个月内就要做决定。我每天给体育编辑雷吉斯·麦克奥利写一封信(他是一个获奖作家,来图森之前在克利夫兰就已经出名了)。

我的信很长,极具感染力。我在信中评论当天的体育赛事,尽量做到独具匠心,充分展现我的才智,让他们了解我才是他们最需要的员工。

一个月后,麦克奥利先生打电话告诉我,他们已经将候选人数缩小为两个人了,我是其中之一,并问我是否愿意去参加最后一轮面试。这还用说嘛!我都激动得差一点把电话吞了下去。

面试快结束时(我是第二个面试者)麦克奥利问了我最后一个问题。

“斯蒂夫,我问你一下”,他说,“如果我们录用你,你能不能答应我你不再给我写那些没完没了的信了?”

我说不会了。他笑着说道,“你被录用了,周一来上班吧。”

麦克奥利后来告诉我,那些信还真起了作用。

“首先,那些信表明你能写”他说,“其次,那些信向我证明,你比其他候选人更想得到这份工作。”

当你想得到职业生涯中的某种东西但又得不到时,你不要把你听见的这个“不”当作一个真正问题。“难道你不能想出更有创意的办法吗?”表面的价值绝不接受,让拒绝成为激励你更有创新力的动力。

Classroom Activity

Objective:

To help students learn to use what they have learned from Passage A, especially the important words and expressions, to enhance their understanding of the essentials for a job interview.

Procedures:

1. The teacher divides the class into four or five groups;
2. Each group works as a team to design the interview questions;
3. Each group assigns a representative to conduct an inter-group interview and try to elicit or get as much as possible from other groups' opinions about what they should do to prepare the interview. Every representative writes comments down on the paper. The more, the better.
4. After the interview, every representative goes back to his/her group, and reports to other group members what the classmates in another group thought of the interview questions;