



“十二五”普通高等教育本科
国家级规划教材

TOP NOTCH
College English
Teacher's Book
Second Edition

新通用大学英语 1

教学参考书 (第二版)

《新通用大学英语》项目组 编

高等教育出版社



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1

教学参考书 (第二版)

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Unit Goals: 用明晰的行为动词来阐述本单元的语用与交际目标。

Lead-in: 提供《综合教程》情景剧的视频脚本和参考答案。

Listening: 主要包括与单元主题相关的对话与短文及相应的练习等；同时依据不同的内容，加入相关的听力学习策略指导。我们为听力材料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。此外，我们还提供了非常实用的语言注释、文化注释以及语料注释。

Speaking: 主要包括Conversation Model和Conversation Pair Work两部分，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为学生提供一定场景下的交际活动框架和素材，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通过引导性的会话框架，使学生进一步拓展会话内容。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。同时，依据不同的内容，提供了相应的阅读学习策略指导。我们提供了背景知识、语言点讲解、语言注释、教学建议和参考译文，还为Text C提供了难句诠释，为教师提供了丰富的课程资源，极大地方便了教师备课和组织教学。特别是在词汇讲解方面，我们按照《大学英语教学要求》对词汇做了分级，★表示“较高要求词汇”；▲表示“更高要求词汇”；◆表示“超纲词汇”；一般要求词汇不做标注。此外我们还对词汇及其释义进行了基于《欧洲语言共同参考框架》(CEFR)的级别标注，[A1]表示“入门级”；[A2]表示“基础级”；[B1]表示“进阶级”；[B2]表示“中高级”；[C1]表示“流利运用级”；[C2]表示“精通级”。

Writing: 我们为每个单元的写作任务提供了主题内容切题、语言精练地道、意义清晰连贯的参考范文，为学生的写作提供了良好的示范作用。

Extended Exercises: 提供Error Correction以及Translation部分的参考答案。

另外，本书配有电子教案，请登录中国外语网教师资源版 ([http://www.cflo.com.cn/Teacher Center/](http://www.cflo.com.cn/TeacherCenter/)) 下载使用。

《新通用大学英语》是集体智慧的结晶，由东北大学、西安电子科技大学、扬州大学等多位教授与英语教学专家分工协作、集体编写而成。美国阿巴拉契亚州立大学Jeanne Dubino教授、香港教育大学David Coniam教授担任了本系列教材的审定与顾问工作。

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事业部的大力支持与帮助，各所大学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。尽管编写时我们在探索和体现新型教学思想方面尽了最大努力，但由于水平、经验有限，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。

《新通用大学英语》项目组

2018年5月

第一版前言

《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，依据教育部颁布的《大学英语课程教学要求》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，引进了刚刚于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1》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1》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1》的内容加以说明：

Unit Goals: 明确阐述了本单元的语用与交际目标。

Lead-in: 提供了学生用书中单元导入部分。

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。

Speaking: 主要包括**Conversation Model**和**Conversation Pair Work**两部分。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, 让学生可进一步操练会话, 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**Topic Preview**、**Text A**、**Text B**和**Text C**四部分。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**博士担任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。

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2006年11月

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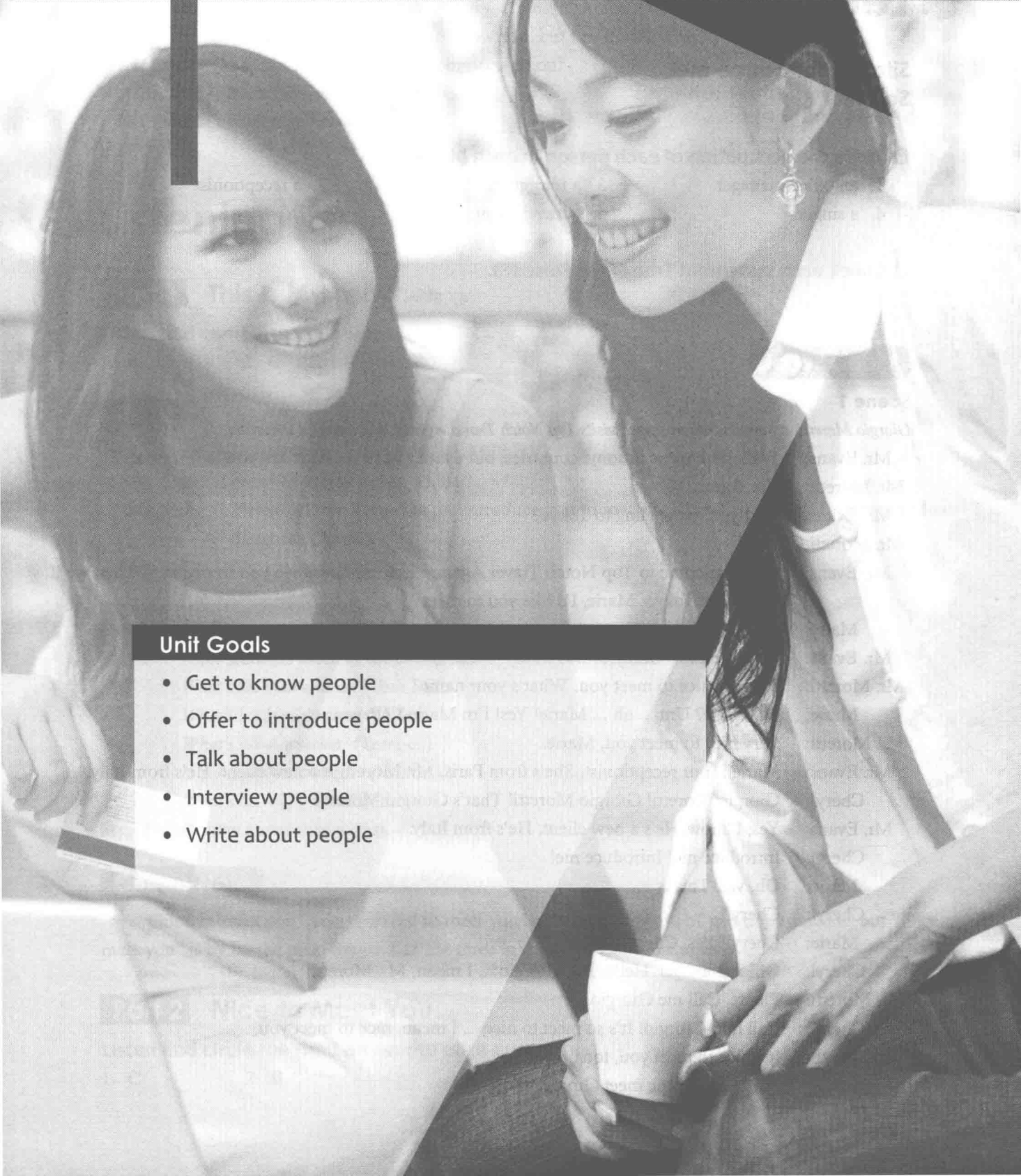
UNIT

1

Meeting People

Unit Goals

- Get to know people
- Offer to introduce people
- Talk about people
- Interview people
- Write about people



Lesson 1

Lead-in

Sitcom: Introduce Me!

Scene 1

A Write the occupation of each person in each blank.

- | | | |
|----------------------|-------------------|-------------------|
| 1. an office manager | 2. a tour guide | 3. a receptionist |
| 4. a singer | 5. a travel agent | |

B Check each statement True (T) or False (F).

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

Video Script

Scene 1

Giorgio Moretti, a famous Italian singer, visits Top Notch Travel Agency and causes a sensation.

- Mr. Evans: Well, it happens in some countries, but usually not over here. So, you're from Italy?
- Mr. Moretti: Yes, I am.
- Mr. Evans: And you're traveling to Tokyo?
- Mr. Moretti: Yes.
- Mr. Evans: Well, welcome to Top Notch Travel Agency. Let me introduce you to my staff. Then we'll talk about Tokyo. Marie, I'd like you to meet ...
- Marie: Giorgio Moretti!
- Mr. Evans: Oh, you know him.
- Mr. Moretti: It's very nice to meet you. What's your name?
- Marie: My name? Um ... uh ... Marie! Yes! I'm Marie LePage.
- Mr. Moretti: Very nice to meet you, Marie.
- Mr. Evans: Marie is our receptionist. She's from Paris. Mr. Moretti is a new client. He's from Italy.
- Cheryl: Giorgio Moretti! Giorgio Moretti! That's Giorgio Moretti!
- Mr. Evans: Yes, I know. He's a new client. He's from Italy.
- Cheryl: Introduce me! Introduce me!
- Marie: Oh, yes. This is ...
- Cheryl: Cheryl!
- Marie: Cheryl! Yes. Cheryl. She's our ...
- Cheryl: Office manager. Hello, Mr. Giorgio ... I mean, Mr. Moretti!
- Mr. Moretti: Please. Call me Giorgio.
- Cheryl: Call him Giorgio! It's so meet to nice ... I mean, nice to meet you.
- Mr. Moretti: It's nice to meet you, too.
- Cheryl: Bob! Bob! Come meet Giorgio Moretti!

- Bob: Hey, Giorgio Moretti! Hey, man, how are you? I'm Bob, but everyone calls me Roberto.
- Mr. Evans: Bob is a travel agent. (*To Bob*) Who calls you "Roberto"?
- Paul: Giorgio Moretti!
- Mr. Evans: Paul is a tour guide.
- Paul: Good-bye. So long. Take it easy. It's nice to meet you, but I must be gone. Good-bye. So long, Signorina. It's nice to know you, but I'm traveling on.
- Mr. Evans: So, Mr. Moretti, what is your occupation?
- All: He's a singer!
- Mr. Evans: Everyone knows that.

Listening

Part 1 This Is My Teacher.

Listen and complete the following sentences.

1. A 2. C 3. B

Script

- Diana: Mom, this is my teacher, Mr. Mills.
- Mrs. Dare: Nice to meet you, Mr. Mills.
- Mr. Mills: Please call me Tom. Let me introduce you to my wife, Carol ... Carol, Mrs. Dare and her daughter, Diana.
- Mrs. Mills: Nice to meet you both.

Teaching Suggestions

Step 1 After students listen to the conversation, check comprehension, asking:

What's the man's name? (Tom Mills.)

What's his family name? (Mills.)

What's his occupation? (Teacher.)

Is Tom married or single? (Married.)

What's his wife's name? (Carol.)

Step 2 Review answers as a class.

Corpus Note

"Good to meet you" and "Pleased to meet you" are common ways of greeting someone, but "Nice to meet you" is by far the most frequent of the three in spoken American English.

Part 2 Nice to Meet You.

Listen and circle the right answer to each question.

1. C 2. B

Script

- Andrew Young: Hi, my name is Andrew.
 Anita West: Good to meet you, Andrew. I'm Anita.
 Andrew Young: Andrea?
 Anita West: No, Anita. Anita West. What's your last name?
 Andrew Young: My last name is Young. Are you a student here?

Teaching Suggestions

- Step 1** Have volunteers read aloud the names listed in the choices. Correct their pronunciations when necessary.
- Step 2** Have students listen to the conversation twice and make their choices independently. After students listen, check comprehension, asking:
What's the woman's family name? (West.)
What's the man's first name? (Andrew.)
- Step 3** Review answers as a class. Ask students to demonstrate the source of each answer in the conversation.

Part 3 Ask for Personal Information.

Listen to the conversations and fill in the missing information.

Name: <u>Erol</u>	Name: <u>Roberta</u>	Names: <u>Mieko</u> and Rika
Age: <u>25</u>	Country: <u>Costa Rica</u>	Nationality: <u>Japanese</u>
Country: <u>Turkey</u>		Occupation: <u>flight attendants</u>

Script

- Conversation 1**
- F: Who's that over there?
 M: Oh, that's Erol. E-R-O-L. He's from Istanbul, the capital of Turkey.
 F: How old is he? He looks very young.
 M: I think he's twenty-five.
- Conversation 2**
- M: Is that your new neighbor?
 F: Yeah. Her name is Roberta.
 M: How do you spell that?
 F: R-O-B-E-R-T-A.
 M: Where's she from?
 F: Costa Rica, a Central American country.
- Conversation 3**
- M: Who're they?
 F: Oh, they're my classmates.
 M: What're their names?
 F: Mieko and Rika. The one on the left is Mieko, M-I-E-K-O, and the one on the right is Rika.
 M: Where're they from?
 F: They're from Japan.
 M: What do they do?

F: They're flight attendants.

Teaching Suggestions

- Step 1** Make sure students understand *that* and *over there*. Indicate different students who are sitting far away from you. Ask the class *Who's that?* To clarify, gesture toward a student and say *Over there*.
- Step 2** Have students listen to the conversation twice and check answers with their partners. Then review as a class.
- Step 3** For each conversation, have two different students play the roles of A and B to model the activity, have volunteers ask you information questions with *be*. Write a few of the questions on the board. Then answer with complete sentences.

Culture Note

In some cultures, asking a person's age is considered impolite. It's typically OK to ask a child or young person *How old are you?*

Corpus Note

In spoken American English, the contractions "who's" "what's" "where's" and "that's" are used more than seven times as often as "who is" "what is" "where is" and "that is".

Part 4 How Do You Spell Your Name?

Listen and write down the names you hear correctly.

Given Name: <u>Josh</u>	Last Name: <u>Streep</u>
Family Name/Surname: <u>Groban</u>	First Name: <u>Meryl</u>
	Occupation: <u>actress</u>

Script

Conversation 1

- F: What's your family name?
 M: Groban.
 F: Groban? How do you spell that?
 M: G-R-O-B-A-N.
 F: And your given name?
 M: Josh.
 F: J-O-S-H?
 M: That's right.

Conversation 2

- F: Who's the woman in the picture?
 M: Don't you know her? She is Meryl Streep, a famous actress.
 F: I'm afraid I've never heard of her. Could you tell me how to spell her name?
 M: That's M-E-R-Y-L, S-T-R-E-E-P.
 F: M-E-R-Y-L, S-T-R-E-E-P?
 M: That's right. She starred in *Sophie's Choice*.
 F: Oh, that's a great Oscar movie.

Teaching Suggestions

- Step 1** Before students listen, read the lines in the speech balloons out loud to the class.
- Step 2** Have students listen to the conversation twice and complete the exercise independently. To check, have volunteers read the completed responses out loud. Make sure that they don't confuse the pronunciation of the letters J and G.
- Step 3** If possible, say a few more words about Meryl Streep and her movie *Sophie's Choice*.

Part 5 Get to Know People.

• Passage 1

Read the following statements before listening to the passage. And then, check whether each statement is True (T), False (F), or Not Mentioned (NM) according to what you hear.

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

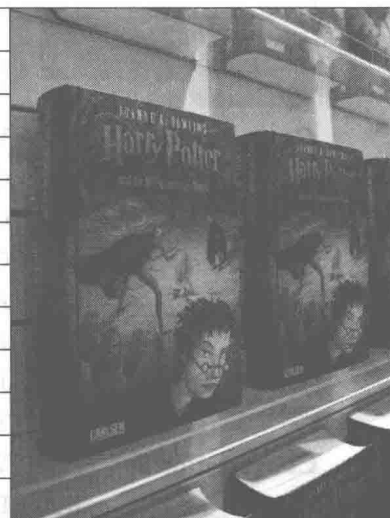
Script

Meet Inéz Jaramillo, 21, a student at Los Andes University in Bogotá, Colombia. Her hometown is Cartagena, a beautiful old city on the coast of Colombia, but she likes Bogotá. She lives in a small apartment near the university with two Venezuelan friends. Ms. Jaramillo plans to be a computer programmer. "I love to work with computers," she says. She is in her second year at the university. She likes school and gets good grades in her classes. After she graduates, she hopes to work for a large international company in South America or in the United States.

• Passage 2

Listen carefully and complete the following table with the information about J.K. Rowling and her books.

Year of birth	<u>1965</u>
Nationality	<u>British</u>
Field of learning	<u>French</u> and classical literature
Degree	<u>Bachelor of Arts</u>
Title of books	Year of publication
<i>Harry Potter and the Philosopher's Stone</i>	<u>1997</u>
<i>Harry Potter and the Chamber of Secrets</i>	<u>1998</u>
<i>Harry Potter and the Prisoner of Azkaban</i>	<u>1999</u>
<i>Harry Potter and the Goblet of Fire</i>	<u>2000</u>
<i>Harry Potter and the Order of the Phoenix</i>	<u>2003</u>
<i>Harry Potter and the Half-blood Prince</i>	<u>2005</u>
<i>Harry Potter and the Deathly Hallows</i>	<u>2007</u>



Script

J.K. Rowling was born in Edinburgh in 1965 and studied French and classical literature in France, where she won the Bachelor of Arts. At the age of 24 on the train to London she got the idea of writing Harry Potter books. As soon as her first book *Harry Potter and the Philosopher's Stone* was published in 1997,

it was well received and aroused people's great interest, for which Rowling won many prizes. Afterwards, she published *Harry Potter and the Chamber of Secrets* (1998), *Harry Potter and the Prisoner of Azkaban* (1999), *Harry Potter and the Goblet of Fire* (2000), and *Harry Potter and the Order of the Phoenix* (2003). The sixth book, *Harry Potter and the Half-blood Prince*, was released on July 16, 2005. On July 21, 2007, the seventh and final Harry Potter book *Harry Potter and the Deathly Hallows* was released. Now she has become a well-known English writer.



Speaking

Teaching Suggestions

Conversation Model

- Step 1** After students read and listen, ask them to underline the names (*Bill, David, Stacey*). Then have students read again and label the people in the photo.
- Step 2** Have students repeat each line chorally. Make sure students:
- use rising intonation for the two questions.
 - equally stress *You* and *too*.
 - use the following stress pattern:

STRESS PATTERN

• • —

A: Are you Bill?

— — — • — — • • —

B: No, I'm David. That's Bill over there.

• — — • • — • — • — •

Well, I'm Stacey. It's nice to meet you, David.

— —

B: You, too.

• — • — • •

A: Are you a student here?

• • — • • — • —

C: As a matter of fact, I am.

Conversation Pair Work

- Step 1** Write your name and your students' names on the board. You can also use the name tags from the first day of class.
- Step 2** To model the activity, choose a name from the board and ask *Are you _____?* Let the student respond. Then, as a class, think of different ways to answer the question, such as:
- Yes, I am.*
- As a matter of fact, I am.*
- No, I'm not.*
- No, I'm [Name].*

That's [Name] over there.

Step 3 Choose another name from the board and let the student ask you a yes / no question with *be*. The student might ask:

Are you from [Name of neighborhood]?

Are you married / single?

Are you [Occupation]?

Respond and then ask the student a yes / no question to demonstrate how to keep the conversation going.

Step 4 Continue modeling the conversation. If your students are ready, point out that in place of *It's nice to meet you*, they can also say *Nice to meet you*, *Good to meet you*, or *Pleasure to meet you*.

Step 5 Have students work in pairs and practice the conversation out loud. Walk around the classroom, listening to students' conversations. If necessary, go over some common errors you heard students make as they work in pairs.

Reading

• Text A

Background Information

1. Filling out names on a form

Forms generally ask for a person's family name first and given name second. This is because family names are used to keep records. So even though "Family Name" comes first on the form and "Given Name" comes last, we refer to the family name as the last name and the given name as the first name.

2. Greeting someone in English-speaking countries

In some English-speaking countries, when meeting someone for the first time, you should use a title and last name if the person is older or if you are in a professional / formal situation. If you're not sure, address the person formally and see if he or she responds "Please call me (first name)." It is not necessary to use titles with younger people or peers.

Language Points

1. New Words

[B2] **confusion** *n.* a situation in which people do not understand what is happening, what they should do or who sb or sth is 困惑, 糊涂

e.g.

There seems to be some confusion over who is actually giving the talk.

To avoid confusion, the twins never wore the same clothes.

2. Phrases and Expressions

e.g.

fill out to fill in the blanks with needed information 填写

Actually we do have a position you might be interested in. Why don't you fill out our application?

Please fill out this form, with your name, address and phone number.

Teaching Suggestions

- Step 1** Have students look at the website and ask *What's the purpose of the website?* (To offer advice for international travelers / for intercultural exchange.)
- Step 2** Ask students to read Text A and underline ZHANG Yin's problem and Allen's advice. Then ask them to close their books and talk about ZHANG Yin's problem and Allen's advice with their own words.
- Step 3** Ask students *Have you ever encountered a similar problem before? If yes, what was your solution?* Have students discuss it in pairs or small groups.

Reference Translation

请教艾伦

亲爱的艾伦：

我有一个问题。我的中文名字叫“张寅”。“张”是我的姓，“寅”是我的名。在中国，姓在前，名在后。我是一个推销员，经常要到说英语的国家做生意。当填写英文个人信息表时，我会把“寅”填在姓的方框里，把“张”填在名的方框里。结果人们叫我“寅张”。当我自我介绍为“张寅”时，他们叫我“寅先生”。所以有时候我说我的名字是“寅张”。但是这种说法让我感觉很不舒服，因为这不是我真正的名字。我该怎么办呢？

张寅
中国上海

亲爱的寅：

在说英语的国家里，当你问某人“你的名字是什么”的时候，通常你首先得到的是这个人的名，然后才是姓。在中国和包括日本、韩国在内的众多亚洲国家里，姓在前，名在后。为了避免混淆，可以试着这样介绍自己：“嗨！我是张寅。我的名是‘寅’，姓是‘张’。请叫我‘张先生’。”

艾伦

Comprehension Check

Now read the following sentences. Check whether each statement is True (T), False (F), or Not Mentioned (NM) in the box given below.

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

• Text B

Background Information

1. Mark Elliot Zuckerberg

Mark Elliot Zuckerberg (born on May 14, 1984) is an American programmer, Internet entrepreneur, and philanthropist. He is the chairman, chief executive officer, and co-founder of the social networking website Facebook. His net worth is estimated to be US\$51.2 billion, as of June 2016, ranking him as the 6th richest person in the world.

Together with his college roommates and fellow Harvard University students Eduardo Saverin,

Andrew McCollum, Dustin Moskovitz, and Chris Hughes, he launched Facebook from Harvard's dormitory rooms. The group then introduced Facebook to other campuses. Facebook expanded rapidly, with one billion users by 2012. Zuckerberg was involved in various legal disputes that were initiated by others in the group, who claimed a share of the company based upon their involvement during the development phase of Facebook.

In December 2012, Zuckerberg and his wife Priscilla Chan announced they would give the majority of their wealth over the course of their lives to "advancing human potential and promoting equality" in the spirit of the Giving Pledge. On December 1, 2015, they announced they would give 99% of their Facebook shares (worth about \$45 billion at the time) to the Chan Zuckerberg Initiative.

Since 2010, *Time* magazine has named Zuckerberg among the 100 wealthiest and most influential people in the world as a part of its Person of the Year distinction.

2. White Plains

White Plains is a city in Westchester County, New York. It is the county seat and commercial hub of Westchester, an affluent suburban county just north of New York City that is home to almost one million people. White Plains is located in south-central Westchester, with its downtown (Mamaroneck Avenue) 25 miles north of Midtown Manhattan.

3. AOL (originally known as America Online)

AOL is an American global mass media corporation based in New York that develops, grows, and invests in brands and websites such as The Huffington Post, TechCrunch and Engadget. The company's business spans digital distribution of content, products, and services, which it offers to consumers, publishers, and advertisers.

AOL originally provided dial-up service to millions of Americans. At the height of its success, it purchased the media conglomerate Time Warner. However, as dial-up rapidly lost ground to broadband in the mid-2000's, AOL's fortunes significantly retracted and it lost the vast majority of its value, laying off thousands of employees. AOL was eventually spun off, and Time Warner is worth fourteen times the value of AOL, as of late 2015.

On May 12, 2015, Verizon Communications announced plans to buy AOL for \$50 per share in a deal valued at \$4.4 billion. The acquisition was completed on June 23, 2015. In the following months, AOL also made deals with Microsoft and acquired several tech properties including Millennial Media and Kanvas to bolster their mobile ad-tech capabilities.

4. Intelligence Media Group

Intelligence Media Group is an online marketing firm specializing in performance based marketing and lead generation. Intelligence Media Group specializes in delivering engaging advertising placements utilizing both cutting edge targeting technology and expertise. Its relationship with many of the top advertising networks allows it to provide clients with premium advertising inventory available.

5. Synapse Media Player

Synapse Media Player is basically an app that uses artificial intelligence to learn the user's listening habits and then recommends music based on the tastes of the listener. Mark Zuckerberg created the app in early 2000's. Microsoft as well as AOL tried to buy the app from Mark and recruit him. However, Mark declined their offer and uploaded the app for free. The application was very popular. Mark did not join AOL or Microsoft either, instead he went to Harvard to continue studies and later found Facebook.

6. Harvard University

Harvard University is the oldest institution of higher learning in the United States (founded in 1636)