


在职硕士研究生英语教程

English for Part-time Postgraduate Students

主 编：李修江 黄汭玲
副主编：张 凯 张思永
编 委：刘 艳 尹 玮 张思永
张 凯 黄汭玲 李修江

 中国海洋大学出版社

图书在版编目(CIP)数据

在职硕士研究生英语教程/主编. —青岛: 中国海洋大学出版社, 2013.01

ISBN 978-7-81125-501-0

I. ①英… II. ①刘… III. ①英语—词汇—手册 IV. ①H313-62

中国版本图书馆 CIP 数据核字 (2010) 第 215593 号

出版发行 中国海洋大学出版社
社 址 青岛市香港东路 23 号 邮政编码 266071
出 版 人 杨立敏
网 址 <http://www.ouc-press.com>
电子信箱 yyf2829@msn.cn
订购电话 0532-82032573 (传真)
责任编辑 杨亦飞 电 话 0532-85902533
印 制
版 次 2013 年 3 月第 1 版
印 次 2013 年 3 月第 1 次印刷
成品尺寸 185mm×260mm
印 张
字 数 千字
定 价 36.00 元



前 言

在职研究生教育作为系统、正规的高层次人才培养的途径之一，在我国研究生教育中发挥着越来越重要的作用，吸引着越来越多的学子投入到在职研究生学习中来。

《在职硕士研究生英语教程》以《非英语专业研究生英语教学大纲》为编写依据，是以各种在职攻读硕士学位研究生学员为教学对象编写的一本英语教材。《在职硕士研究生英语教程》共分 10 个单元，每单元包括 3 部分：Part 1 阅读；Part 2 语法；Part 3 应用文写作。每单元 8 学时，全书 80 学时。

在编写本教材的过程中，我们遵循了以下的指导原则：

1. 注重多样性。本书严格按照《非英语专业研究生英语教学大纲》的要求编写，充分考虑在职研究生的专业要求和实际水平，努力做到选材新颖，内容丰富，题材广泛，能够适应各类研究生的需要。

2. 突出实用性。在职研究生培养的是应用型人才，因此，本教材突出了实用性，无论从文章的选材，还是写作内容的选取，都贴近学员的生活和工作，使学员可以学以致用。

3. 注意学术性和趣味性的结合。选取的课文，既侧重学术性，介绍相关学科的基本理论基础知识，又侧重趣味性，选取的是贴近生活、生动活泼的文章。

具体说来，本书各部分具有以下特点：

1. 阅读部分

课文全部选用英语原作，难易适度，语言规范，针对性强，适合在职硕士研究生的实际需要。

为打好语言基础和提高综合运用能力，练习设有 **Content Awareness**、**Language Focus** 和 **Translation** 三个模块，在总体框架内有一定灵活性，避免千篇一律的呆板模式。使学员在做练习的过程中既进一步熟悉课文中出现的词汇、短语和语法项目，同时也使学员的口语表达、书面表达能力得到巩固和提高。

2. 语法部分

此部分深入浅出地介绍了英语语法体系，系统、高效、简明地总结了英语语法体系的各个组成部分，配以精心设计的语法练习，有助于在职学员恢复、提高自己的语法知识和水平。

3. 写作部分

在职硕士研究生的培养目标是复合型、应用型人才，注重实用性，因此，本书以日常应用文为目标，进行针对性的训练，力求通过 16~20 学时的训练，使学员能熟练书写日常生活工作中的各种应用文书。

参加本书编写的有中国海洋大学外国语学院的李修江、张凯、刘彦、张思勇、尹玮和淄博师范专科学校的黄衍玲等，都具有丰富的教学经验并长期担任在职硕士研究生英语教学工作，因此，本书的内容和讲解都极具针对性。

本书的编写得到了中国海洋大学研究生教育中心的大力支持和协助，在此谨表诚挚谢意！

由于编者水平有限，加上时间仓促，书中不妥之处在所难免，衷心希望广大教师和学员批评指正。

编者



Contents

Unit One	Lifelong Education	/ 1
Part 1	Reading	
	Lifelong Learning in the Global Knowledge Economy: Challenges for Developing Countries	/ 2
Part 2	Grammar 名词	/ 12
Part 3	Practical Writing: Business Letters	/ 17
Unit Two	Jobs and Careers	/ 22
Part 1	Reading	
	Work Smarter, Not Harder	/ 23
Part 2	Grammar 代词	/ 30
Part 3	Practical Writing: How to Write a Résumé	/ 37
Unit Three	Computer and Internet	/ 42
Part 1	Reading	
	The Internet Transforms Modern life	/ 43
Part 2	Grammar 形容词和副词	/ 52
Part 3	Practical Writing: Posters.	/ 58
Unit Four	Friendship and Love	/ 62
Part 1	Reading	
	Friendship, Its Foundations and Variants	/ 63
Part 2	Grammar 动词的时态	/ 71
Part 3	Practical Writing: Letter Writing Personal Letters	/ 76

Unit Five Science and Technology / 81

Part 1 Reading

New Theory: How Intelligence Works / 82

Part 2 Grammar 情态动词 / 88

Part 3 Practical Writing: How to Write an Abstract / 95

Unit Six Law and Society / 98

Part 1 Reading

US Database Exposed Thousands of Social Security Numbers / 99

Part 2 Grammar 非谓语句 / 106

Part 3 Practical Writing: Contract / 114

Unit Seven Management / 118

Part 1 Reading

Marketing Management / 119

Part 2 Grammar 虚拟语气 / 129

Part 3 Practical Writing: Invitation for Bids / 134

Unit Eight Happiness and Wealth / 140

Part 1 Reading

Happiness and Wealth / 141

Part 2 Grammar 从句 / 150

Part 3 Practical Writing: Memos / 158

Unit Nine The Rhythm of Life / 161

Part 1 Reading

An Ode to Failure / 162

Part 2 Grammar 倒装 / 172

Part 3 Practical Writing: Advertisements / 176

Unit Ten The Way to Wealth / 181

Part 1 Reading

What Makes a Great Manager? / 181

Part 2 Grammar 主谓一致 / 190

Part 3 Practical Writing: How to Write a Project Report / 195



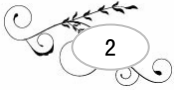
Unit One

Lifelong Education

学出版社

Continuing
Education





Part 1 Reading



Lifelong Learning in the Global Knowledge Economy: Challenges for Developing Countries

A knowledge-based economy relies primarily on the use of ideas rather than physical abilities and on the application of technology rather than the transformation of raw materials or the exploitation of cheap labor. Knowledge is being developed and applied in new ways. Product cycles are shorter and the need for innovation is greater. Trade is increasing worldwide, increasing competitive demands on producers.

The global knowledge economy is transforming the demands of the labor market in economies throughout the world. It is also placing new demands on citizens, who need more skills and knowledge to be able to function in their day to day lives.

Equipping people to deal with these demands requires a new model of education and training, a model of lifelong learning. A lifelong learning framework encompasses learning throughout the life cycle (from early childhood to retirement). It encompasses formal learning (schools, training institutions, universities); nonformal learning (on-the-job and household training); and informal learning (skills learned from family members or people in the community). It allows people to access learning opportunities as they need them rather than because they have reached a certain age.

Lifelong learning is crucial to preparing workers to compete in the global economy. But it is important for other reasons as well. By improving people's ability to function as members of their communities, education and training increase social cohesion, reduce crime, and improve income distribution.

Developing countries and transition economies risk being further marginalized in a competitive global knowledge economy because their education and training systems are not equipping learners with the skills they need. To respond to the problem, policymakers need to make crucial changes. They need to replace the information-based, teacher-directed, directive-based rote learning provided within a formal education system with a new type of learning that emphasizes creating, applying, analyzing, and synthesizing knowledge and engaging in collaborative learning throughout the lifespan. This report describes several different ways in which this can be done.



Creating a Labor Force Able to Compete in the Global Economy

In traditional industries most jobs require employees to learn how to perform routine functions, which, for the most part, remain constant over time. Most learning takes place when a worker starts a new job. In the knowledge economy, change is so rapid that workers constantly need to acquire new skills. Firms can no longer rely solely on new graduates or new labor market entrants as the primary source of new skills and knowledge. Instead, they need workers who are willing and able to update their skills throughout their lifetimes. Countries need to respond to these needs by creating education and training systems that equip people with the appropriate skills.

The Private Sector Is Playing a Growing Role in Education Throughout the World

Traditionally, the public sector provided most education services. Today that is changing. In many middle-income countries the private education sector is growing, fostered by the poor quality and coverage of public education and the need to relieve fiscal burdens and promote innovation. In Brazil, since 1995 the number of students enrolled in higher education has grown more than 70%, with most of this growth occurring in private colleges and universities, which now account for 71% of higher education enrollment. In China 500 new institutions of higher learning were established between 1995 and 1999.

At the same time, new providers—private sector training, virtual universities, international providers, corporate universities, educational publishers, content brokers, and media companies—have arisen to complement and challenge traditional institutions. This growth of the private sector reflects the rising demand for more and better education as well as dissatisfaction with the traditional education and training system.

Spending on Training Has Increased Dramatically

Corporations are spending more and more on training to become or remain competitive in the global knowledge economy. Worldwide, corporate training expenditures will increase to \$28 billion by the end of 2002, up from \$18 billion in 1997. The corporate training market in China alone is estimated at \$1 billion and is estimated to grow to \$5 billion by 2004.

Transforming Learning to Meet Learners' Lifelong Needs

Being successful in the knowledge economy requires mastering a new set of knowledge and competencies. These include basic academic skills, such as literacy, foreign language, math, and science skills and the ability to use information and communication technology. Workers must be able to use these skills effectively, act



autonomously and reflectively, and join and function in socially heterogeneous groups.

Developing Countries and Transition Economies Have Not Been Very Successful in Providing People with the Knowledge and Competencies They Need

Education is inadequate in most developing countries. Coverage is insufficient, access is inequitable (especially in tertiary education and in employee and adult training), and the quality of education is poor. Adult literacy rates are low, and too few children complete basic education. International assessments of secondary school students in mathematics and science show developing and transition economies trailing significantly, especially when students are tested on their ability to apply and use knowledge. In the transition economies of Europe and Central Asia, the quality of education is inadequate and the education system is too rigid. Rote learning, exam-driven schooling, and the soaring cost of private education have long been policy concerns in some Asian countries.



- 1. This passage is taken from Lifelong Learning and the Knowledge Economy,** is the Summary of the Global Conference on Lifelong Learning organized by the World Bank, the Baden-Württemberg Foundation for Development-Cooperation, and the German State of Baden-Württemberg
- 2. knowledge-based economy**
The knowledge economy is a vague term that refers either to an economy of knowledge focused on the production and management of knowledge in the frame of economic constraints, or to a knowledge-based economy. In the second meaning, more frequently used, it refers to the use of knowledge technologies (such as knowledge engineering and knowledge management) to produce economic benefits.
- 3. lifelong learning framework**
Lifelong learning is the concept that “It’s never too soon or too late for learning”, a philosophy that has taken root in a whole host of different organizations. Lifelong learning is attitudinal; that one can and should be open to new ideas, decisions, skills or behaviors.
- 4. transition economy**
A transition economy or transitional economy is an economy which is changing from a centrally planned economy to a free market. It allows people to access learning opportunities as they need them rather than because they have reached a certain age.



Lifelong learning provides people with the opportunity to acquire the knowledge they need in their life or work, not because they are old and have to go back to learn new knowledge.

5. Developing countries and transition economies risk being further marginalized in a competitive global knowledge economy because their education and training systems are not equipping learners with the skills they need.

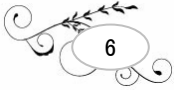
Developing countries and transition economies may be further ignored in the global knowledge economy because in these countries education and training systems are not competitive enough.

6. They need to replace the information-based, teacher-directed, directive-based rote learning provided within a formal education system with a new type of learning that emphasizes creating, applying, analyzing, and synthesizing knowledge and engaging in collaborative learning throughout the lifespan.

They have to replace the outdated educational system with a lifelong learning system.

New Words

- Primarily** *ad.* chiefly; mainly 主要地
- physical** *a.* related to someone's body rather than their mind or emotions 身体的; 体质的
- transformation** *n.* a marked change, as in appearance or character, usually for the better 转变; 转化
- exploitation** *n.* an attempt to get as much as you can out of a situation, sometimes unfairly 剥削; 利用
- innovation** *n.* a new idea, method, or invention 革新; 创新
- competitive** *a.* determined or trying very hard to be more successful than other people or businesses 竞争的; 有竞争精神的
- global** *a.* worldwide, involving the entire world 全球的; 全世界的
- transform** *v.* to change the nature, function, or condition of 改造; 改变
- encompass** *v.* to include a wide range of ideas, subjects, etc 包括; 包含
- access** *v.* to find and obtain information, esp. by technological means 接近; 获取
- crucial** *a.* extremely significant or important 至关重要
- cohesion** *n.* if there is cohesion among a group of people, a set of ideas etc, all the parts or members of it are connected or related in a reasonable way to form a whole 凝聚; 凝聚力



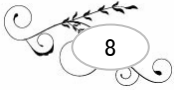
- transition** *n.* to change from one state, form to another 过渡; 转变
- marginalize** *v.* to make a person or a group unimportant and powerless in an unfair way 使边缘化
- respond** *v.* to act in return or in answer to sth 响应; 作出反应
- rote** *n.* when you learn sth by repeating it many times, without thinking about it carefully or without understanding it 死记硬背; 生搬硬套
- analyze** *v.* to separate into parts so as to determine the nature of the whole 分析; 解析
- synthesize** *v.* to combine separate things into a complete whole 合成; 综合
- collaborative** *a.* joining the efforts together to achieve sth 协作的; 协力完成的
- lifespan** *n.* the average length of time that sb will live or that sth will continue to work 寿命; 预期使用期限
- routine** *n.* a prescribed, detailed course of action to be followed regularly 例行公事; 常规
- constant** *a.* happening regularly or all the time 永恒的; 不变的
- acquire** *v.* to gain knowledge or learn a skill 学会; 习得
- entrant** *n.* someone who enters an organization or takes part in a competition 新到者, 新工作者; 新会员; 大学新生
- update** *v.* to add the most recent information to sth 升级
- foster** *v.* to help a skill, feeling, idea, etc. develop over a period of time 促进; 培养
- coverage** *n.* the percentage of persons or things reached by a medium of communication or a program 覆盖率
- enroll** *v.* to officially arrange to join a school, university, or course 录取; 招收
- virtual** *a.* made, done, seen etc on the Internet or on a computer, rather than in the real world 虚拟的; 网络上的
- arise** *v.* to be caused or started by a situation, etc 源自; 由...产生
- complement** *v.* to make a good combination with sb or sth else 补充; 补足
- dissatisfaction** *n.* a feeling of not being satisfied 不满意; 不满足
- expenditure** *n.* the total amount of money that a government, organization, or person spends during a particular period of time 开支; 花销
- literacy** *n.* the state of being able to read and write 有文化; 有读写能力
- autonomously** *ad.* not controlled by others or by outside forces; independently 自主地; 自治地
- reflectively** *ad.* thinking quietly about sth 沉思地
- heterogeneous** *a.* consisting of dissimilar elements or parts 异质的; 由不同成分组成的
- inadequate** *a.* not adequate to fulfill a need or meet a requirement; insufficient

	不足的; 不充分
insufficient <i>a.</i>	not enough, or not great enough 不足的; 不够的
inequitable <i>a.</i>	not equally fair to everyone 不公平的; 不公正的
trail <i>v. to</i>	walk slowly, esp. behind other people 慢腾腾地走; 无精打采跟在别人身后
rigid <i>a.</i>	marked by a lack of flexibility; rigorous and exacting 呆板的; 僵硬的
soar <i>v.</i>	to go quickly upwards to a great height 高飞; 剧增

Phrases and Expressions

rather than	instead of 是…而非…; 而不是
for the most part over time	to the greater extent; generally or mostly 在很大程度上 gradually during a long period 随着时间的流逝
account for	to be the reason why sth happens 说明; 解释
life cycle	the series of changes in the growth and development of an organism from its beginning as an independent life form to its mature state in which offspring are produced 生命周期
be crucial to	be important to 对…至关重要
equipping... with...	to provide a person or place with the things that are needed for a particular kind of activity or work 用…装备…
respond to	to react positively or favorably 作出反应; 响应
replace... with ...	to be or provide a substitute for 取代; 代替
tertiary education takes place	education at a college, university, etc. 高等教育
no longer	to happen, esp. after being planned or arranged 发生 used to happen or be true in the past but does not happen or is not true now 不再





Post Reading Exercises

Content Awareness

I. Answer the following questions according to the information from the passage.

1. What changes does the knowledge-based economy bring about?
2. What is lifelong learning? What are the functions of lifelong learning?
3. Why do the developing countries and transition economies risk being further marginalized in the global knowledge economy? What should they do?
4. Why is the private sector playing a growing role in education throughout the world?
5. If a worker wants to be successful in the knowledge economy, what should he do?
6. What are the main problems with the education and training systems of developing countries and transition economies?

II. Choose the best answer to each question with information from the passage.

1. What is not true about the knowledge economy?
 - A. It applies knowledge.
 - B. It exploits cheap labor.
 - C. It develops knowledge in new ways.
 - D. It depends on the application of technology.
2. The knowledge does not place new demands on _____.
 - A. physical abilities
 - B. producers
 - C. the labor market
 - D. citizens
3. Why are developing countries being marginalized in the global knowledge economy?
 - A. Because they don't want to respond to the knowledge economy.
 - B. Because they don't need the knowledge economy.
 - C. Because their economic system is different from that of the developed countries.
 - D. Because their education and training systems fail to provide learners with the knowledge and skills they need.
4. What can we infer from the passage?
 - A. Traditional industries relied on new graduates for new skills and knowledge in the past.
 - B. Traditionally the public sector provided most education services.
 - C. In the knowledge economy, workers constantly need to acquire new skills.
 - D. The private sector is playing a growing role in education in developing countries.
5. Which of the following statements is NOT true about the education in developing countries?
 - A. Coverage is sufficient.
 - B. Access is inequitable.
 - C. Quality of education is poor.
 - D. Adult literacy rates are low.



Language Focus

III. Choose the definition from Column (B) that best matches each italicized word or phrase in Column (A).

(A)

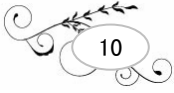
1. *competitive* demands
2. a lifelong learning *framework*
3. *access* learning opportunities
4. social *cohesion*
5. *academic* skills
6. *collaborative* learning
7. *routine* functions
8. *correspondence* courses
9. *transition* economy
10. *virtual* universities

(B)

- a. communication by the exchange of letters
- b. inclined to compete
- c. connecting together
- d. change from one form, state to another
- e. the right to approach, enter, or make use of
- f. a prescribed, detailed course of action to be followed regularly
- g. made, done or seen on the Internet or on a computer, rather than in the real world
- h. relating to scholarly performance
- i. a fundamental structure
- j. involves two or more people working together to achieve sth

IV. Find the proper forms of the following words according to the given word class.

1. economy (a.) _____
2. apply (n.) _____
3. transform (n.) _____
4. innovation (v.) _____



5. knowledge (v.) _____
6. educate (n.) _____
7. form (a.) _____
8. emphasize (n.) _____
9. competitive (v.) _____
10. dissatisfy (n.) _____

V. Choose the correct word or phrase to fill into each sentence, using the proper form.

rather than	equip	access	marginalize	engage
constant	acquire	foster	assess	concern

1. One of the _____ that people have is the side effects of treatment.
2. China will continue its policy of opening to the outside world on a broader scale, _____ back away from it.
3. Female employees complained of _____ by management.
4. When cars are _____ with the safety systems, thefts may drop by one third.
5. Over a third of the population was estimated to have no _____ to the health service.
6. Recent studies show that advertising usually _____ competition and therefore lower prices.
7. People _____ in normal daytime work will have a high temperature during the hours of wakefulness and a low one at night.
8. Getting to know someone is a never-ending task, largely because people are _____ changing and the methods we use to obtain information are often imprecise.
9. The most important criterion for _____ in this contest is originality of design.
10. It took him a long time to _____ the skills he needed to become a professional artist.

Translation

VI. Translate the following into Chinese.

1. A knowledge-based economy relies primarily on the use of ideas rather than physical abilities and on the application of technology rather than the transformation of raw materials or the exploitation of cheap labor.
2. By improving people's ability to function as members of their communities, education and training increase social cohesion, reduce crime, and improve income distribution.
3. They need to replace the information-based, teacher-directed, directive-based rote learning provided within a formal education system with a new type of learning that

emphasizes creating, applying, analyzing, and synthesizing knowledge and engaging in collaborative learning throughout the lifespan.

4. In many middle-income countries the private education sector is growing, fostered by the poor quality and coverage of public education and the need to relieve fiscal burdens and promote innovation.
5. Workers must be able to use these skills effectively, act autonomously and reflectively, and join and function in socially heterogeneous groups.
6. International assessments of secondary school students in mathematics and science show developing and transition economies trailing significantly, especially when students are tested on their ability to apply and use knowledge.

VII. Translate the following into English.

1. 这是一个竞争的社会，我们必须对此适应。(competitive)
2. 干部要能上能下。(as well as)
3. 劳动力、原材料、资本不再是创造财富的关键因素。(no longer)
4. 高等教育在中国的大发展发生在 20 世纪 90 年代。(tertiary education, take place)
5. 从计划经济向市场经济的过渡将十分艰难。(transition)
6. 工人对自动化的担心来自其对就业的影响。(arise from)
7. 提高消费者信心对经济复苏至关重要。(to be crucial to)
8. 一块趣味盎然的桌布就能使一张廉价的桌子面目一新。(transform)
9. 她脸上的笑容消失了，取而代之的是一副哀伤的表情。(replace... with)
10. 许多日子都过得平淡乏味，尤其是在冬天。(routine)





Part 2 Grammar

名 词

名词可以分为专有名词(Proper Nouns)和普通名词(Common Nouns), 专有名词是某个(些)人、地方、机构等专有的名称, 如 Beijing、China 等。普通名词是一类人、一件东西或是一个抽象概念的名词, 如 book、sadness 等。普通名词又可分为下面四类:

- 1) 个体名词: 表示某类人或某样东西中的个体, 如 gun。
- 2) 集体名词: 表示若干个个体组成的集合体, 如 family。
- 3) 物质名词: 表示无法分为个体的实物, 如 air。
- 4) 抽象名词: 表示动作、状态、品质、感情等抽象概念, 如 work。

个体名词和集体名词可以用数目来计算, 称为可数名词(Countable Nouns), 物质名词和抽象名词一般无法用数目计算, 称为不可数名词(Uncountable Nouns)。

1. 名词复数的规则变化

一般情况加 s。

以 s, sh, ch, x 等结尾的词加-es 读 /ɪz/ bus—buses

以 ce, se, ze, (d)ge 等结尾的词加 s 读 /ɪz/ license—licenses

以辅音字母 y 结尾的词变 y 为 i 再加 es 读 /z/ baby—babies

2. 其他名词复数的规则变化

- 1) 以 y 结尾的专有名词, 或元音字母+y 结尾的名词变复数时, 直接加 s 变复数。

例如: two Marys; monkey—monkeys

比较: storey—storeys (层楼); story—stories (故事)

- 2) 以 o 结尾的名词, 变复数时:

a. 加 s, 例如: photo—photos; piano—pianos;

b. 加 es, 例如: potato—potatoes; tomato—tomatoes;

c. 均可, 如: zero—zeros/zeroses。

- 3) 以 f 或 fe 结尾的名词变复数时:

a. 加 s, 例如: belief—beliefs; roof—roofs;

b. 去 f, fe 加 ves, 例如: half—halves;。

c. 均可, 例如: handkerchief—handkerchiefs/handkerchieves。

3. 名词复数的不规则变化

- 1) child—children foot—feet tooth—teeth

注意: 与 man 和 woman 构成的合成词, 其复数形式也是 -men 和 -women。

例如: an Englishman, two Englishmen.

- 2) 单复同形, 例如:

deer, sheep, fish, Chinese, Japanese

li, jin, yuan, twoli, threemu, fourjin

除人民币元、角、分外，美元、英镑、法郎等都有复数形式。例如：

a dollar, two dollars; a meter, two meters

3) 集体名词，以单数形式出现，但实为复数。

例如：police, cattle 等本身就是复数，不能说 a police, a cattle，但可以说 a policeman, a head of cattle.

4) 以 s 结尾，仍为单数的名词，例如：

a. maths, politics, physics 等学科名词，为不可数名词，是单数；

b. news 是不可数名词；

c. the United States, the United Nations 应视为单数；

d. 以复数形式出现的书名、剧名、报纸、杂志名，也可视为单数。

“The Arabian Nights” is a very interesting story-book.

《一千零一夜》是一本非常有趣的故事书。

5) 表示由两部分构成的东西，例如：glasses(眼镜), trousers, clothes 若表达具体数目，要借助数量词 pair(对, 双), suit(套)：a pair of glasses, two pairs of trousers.

6) 另外还有一些名词，其复数形式有时可表示特别意思，例如 goods 货物、waters 水域、fishes(各种)鱼。

4. 不可数名词量的表示

1) 物质名词

a. 当物质名词转化为个体名词时：

比较：Cake is a kind of food. 蛋糕是一种食物。(不可数)

These cakes are sweet. 这些蛋糕很好吃。(可数)

b. 当物质名词表示该物质的种类时，名词可数。例如：

This factory produces steel. (不可数)

We need various steels. (可数)

c. 当物质名词表示份数时，名词可数。例如：

Our country is famous for tea.

我国因茶叶而闻名。

Two teas, please.

请来两杯茶。

2) 抽象名词有时也可数。例如：

Four freedoms 四大自由

The four modernizations 四个现代化

物质名词和抽象名词可以借助单位词表示一定的数量。例如：

A glass of water 一杯水

A piece of advice 一条建议



5. 定语名词的复数

名词作定语一般用单数，但也有以下例外。

1) 用复数作定语。

例如: sports meeting 运动会

students reading-room 学生阅览室

2) man, woman, gentleman 等作定语时，其单复数以所修饰的名词的单复数而定。

例如: men workers women teachers

gentlemen officials

3) 有些原有 s 结尾的名词，作定语时，s 保留。

例如: goods train 货车

arms produce 武器生产

customs papers 海关文件

4) 数词+名词作定语时，这个名词一般保留单数形式。

例如: two-dozen eggs 两打/(二十四个鸡蛋)

a ten-mile walk 十里路

个别的有用复数作定语的，例如: a seven-years child。

6. 名词的格

在英语中有些名词可以加“'s”来表示所有关系，带这种词尾的名词形式称为该名词的所有格，例如: a teacher's book。名词所有格的规则如下:

1) 单数名词词尾加“'s”，复数名词词尾没有 s，也要加“'s”，如 the boy's bag, men's room。

2) 若名词已有复数词尾-s，只加“'”，例如: the workers' struggle。

3) 凡不能加“'s”的名词，都可以用“名词+of+名词”的结构来表示所有关系，例如: the title of the song。

4) 在表示店铺或教堂的名字或某人的家时，名词所有格的后面常常不出现它所修饰的名词，例如: the barber's。

5) 如果两个名词并列，并且分别有“'s”，则表示“分别有”；只有一个“'s”，则表示“共有”。

例如: John's and Mary's room John and Mary's room。

6) 复合名词或短语，“'s”加在最后一个词的词尾。

如: a month or two's absence

Exercise 1 Choose the best answer to complete the following sentences.

1. This is _____ reading-room.

A. the teacher's

B. teacher's

C. teacher's

D. the teachers'

2. Nothing was found but _____ broken.



- A. the room window B. the room's window
C. the room of the window D. the window of room
3. How many _____ would you like?
A. paper B. bread
C. pieces of papers D. pieces of bread
4. He was praised for his _____.
A. brave B. bravery
C. bravely D. great brave
5. Please get me a new _____ when you go to town.
A. clothes B. dress
C. clothing D. trousers
6. There are 34 _____ doctors in the hospital.
A. woman B. women
C. woman's D. women's
7. Some _____ are even thinner than your little finger.
A. bamboo B. bamboos
C. kinds of bamboo D. kinds of bamboos
8. He was born in this town and now he lives in _____.
A. Building second B. Building Two
C. the Building Two D. Building the Second
9. Old as he is, he has _____ to do every day.
A. a lot of work B. much works
C. lots of homeworks D. quite a lot of homeworks
10. Jack's room is furnished with _____.
A. new furnitures B. many new furnitures
C. many new pieces of furnitures D. many new pieces of furniture
11. Have you read _____ newspaper yet?
A. today's B. Today's
C. the today's D. your today's
12. It's not far, only _____ walk from here to our school.
A. a ten minutes B. ten minutes
C. a ten minutes' D. ten minutes'
13. Last month, he wrote me _____ letter.
A. a 1000-word B. 1000 words
C. a 1000-words D. 1000 words'
14. He had a _____ sleep yesterday.
A. a good night B. a good-night



- C. a good night's
D. good-night's
15. _____ is not a long way to drive.
A. Three miles distance
B. Three-mile distance
C. Three miles' distance
D. A three-mile-distance
16. His isn't fit for the work. Please get me _____.
A. something else
B. somebody else
C. someone else's
D. somebody's else
17. Do you know how large _____ is?
A. population of China
B. Chinese population
C. China population
D. China's population
18. _____ is too much for the boy to carry.
A. The box weight
B. The box's weight
C. The weight of the box
D. The box of the weight
19. Excuse me, how can I get to the nearest _____ shop?
A. shoes
B. shoe
C. shoes'
D. shoe's
20. What _____ weather we're having these days!
A. nice
B. a nice
C. a bad
D. worse
21. They say that the meeting will be _____.
A. of very important
B. great importance
C. of great importance
D. great important
22. I'm going to call at _____ this evening.
A. Mr Black
B. the Blacks
C. Mr Black's
D. Blacks'
23. What Darwin said was an attack on people's religious _____.
A. belief
B. beliefs
C. beliefs
D. believes
24. There are some _____ waiting for you outside.
A. German
B. American
C. grown-up
D. Japanese
25. Their factory has developed a kind of _____ to help people walk.
A. machine
B. machines
C. a machine
D. the machine
26. There're many _____ in my brother's album.
A. leafs
B. toys
C. books
D. stamps
27. Yesterday I went to the super market and bought a lot of _____.
A. tomatoes
B. potatos



- C. vegetable
D. meats
28. Upon hearing what I said, his _____ rose.
A. anger
B. angry
C. angrily
D. angriness
29. Excuse me, can you change this _____ for me?
A. five-pound note
B. five pounds note
C. five-pound notes
D. five pounds notes
30. You have to make _____ for your journey
A. preparing
B. preparation
C. a preparation
D. preparations

Exercise 2 Translate the following sentences into English

1. 喝点咖啡好吗?
2. 翻译是一门艺术。
3. 我已将那本书译成了英文。
4. 影星常受到年轻人的欢迎。
5. 他们遇到很多困难。
6. 水是液体。
7. 富有并不意味着幸福。
8. 大学是高等教育机构。
9. 小孩子喜欢听故事。
10. 他又有困难了。

Part 3 Practical Writing: Business Letters

I. Introduction

A good business letter is brief, straightforward, and polite. If possible, it should be limited to one single-spaced typewritten page. Because it is so brief, a business letter is often judged on small, but important, things: format, grammar, punctuation, openings and closings. A business letter is not the place to try out fancy fonts or experimental writing styles.

II. Layout of Business Letters

Below are the elements of a standard business letter and their functions:

1. The Heading. This contains the return address (usually two or three lines) with the date on the last line.

Sometimes it may be necessary to include a line after the address and before the date for a phone number, fax number, e-mail address, or something similar.

Often a line is skipped between the address and date. That should always be done if the heading is next to the left margin.

It is not necessary to type the return address if you are using stationery with the return address already imprinted. Always include the date.

2. The Inside Address. This is the address you are sending your letter to. Make it as complete as possible. Include titles and names if you know them.

An inside address also helps the recipient route the letter properly and can help should the envelope be damaged and the address become unreadable.

Skip a line after the heading before the inside address. Skip another line after the inside address before the greeting.

3. The Greeting. This part is also called the salutation. The greeting in a business letter is always formal. It normally begins with the word “Dear” and always includes the person’s last name.

It normally has a title. Use a first name only if the title is unclear—for example, you are writing to someone named “Leslie,” but do not know whether the person is male or female.

The greeting in a business letter always ends in a colon. (You know you are in trouble if you get a letter from a boyfriend or girlfriend and the greeting ends in a colon—it is not going to be friendly.)

4. The Body. The body is written as text. A business letter is never hand written. Depending on the letter style you choose, paragraphs may be indented. Regardless of format, skip a line between paragraphs.

Skip a line between the greeting and the body. Skip a line between the body and the close.

5. The Complimentary Close. This short, polite closing ends with a comma. It is either at the left margin or its left edge is in the center, depending on the style that you use. It begins at the same column the heading does.

The block style is becoming more widely used because there is no indenting to bother with in the whole letter.

6. The Signature Line. Skip two lines (unless you have unusually wide or narrow lines) and type out the name to be signed. This customarily includes a middle initial, but does not have to. Women may indicate how they wish to be addressed by placing **Miss, Mrs, Ms.** Or similar title in parentheses before their name.

The signature line may include a second line for a title, if appropriate. The term “By direction” in the second line means that a superior is authorizing the signer.

The signature should start directly above the first letter of the signature line in the space between the close and the signature line. Use blue or black ink.

Business letters should not contain postscripts.

Some organizations and companies may have formats that vary slightly.

III. Styles of Business Letters

There are three main styles of business letters:

Full block style: Align all elements on the left margin.

Modified block style: Down the middle of the page, align the return address, date, closing, signature, and typed name; align other elements on the left page margin.



Modified Block Style



Block Style

IV. A Sample Business Letter

China National Cereals, Oils and Foodstuffs Import & Export Corp.
8 Jianguomen Nei Dajie
Beijing 10005, China
Telephone: 86-10-6526-8888
Fax: 86-10-6527-6028
E-mail: carl@cofco.com.cn

Date Line → Our Ref.
 Your Ref.
 Date: 15th November, 20--
 Messrs H. Ronald & Co.
 556 Eastcheap ← **Inside Name and Address**
 London, E.C. 3, England

The salutation → Dear Sirs,

Attention Line → Attention: Import Dept.

Subject Line → Aquatic Products

Body → We thank you for your enquiry of 5 November.
 In compliance with your request, we are sending you herewith a copy of our illustrated catalogue and a quotation sheet for your reference.
 All prices are subject to our confirmation for our aquatic products have been selling well this season. Therefore, we would suggest that you advise us by a fax in case of interest.
 We await your early favorable reply.

signature → Yours truly, China National Cereals, Oils and Foodstuffs Imp & Exp Corp.
 Sig. _____ ← **The complimentary close**
 (Manager)

V. Writing Practice

Directions: Read the following letter and write a reply, stating your willingness to establish business relations.

China National Arts & Crafts Import & Export Corporation, Shanghai Branch
 16, Zhong Shan Road, E. 1.
 Shanghai, China
 Cable Address: Our Ref. No. TC388
 "LACEART"
 SHANGHAI Your Ref. No.



Telex: 33053-ARTEX CN

Telephone: 212100

Shanghai, July 15, 2008

The African Trading Co. Ltd.

P. O. Box 3204

Port Sudan, the Sudan

Dear Sirs,

We learn from the Commercial Counsellor's Office of our Embassy in your country that you are a large buyer of table-cloths. As articles of this kind fall within the scope of our business activities, we take this opportunity to express our wish to enter into business relations with you.

In order to give you a general idea of our table-cloths, we are sending you under separate cover by airmail a copy of the latest catalogue. If you find any of the items interesting, please let us know as soon as possible. We shall be glad to send you quotations and samples upon receipt of your specific enquiry.

We hope to hear from you soon.

Yours faithfully,

China National Arts & Crafts Import & Export Corporation Shanghai Branch

(signed)

Manager

中国海洋大学出版社



Unit Two

Jobs and Careers



Part 1 Reading**Work Smarter, Not Harder**

By Rqcemanes

A truly mistaken advice for young people these days is, if they want to be successful and get ahead in life they really have to work hard, by getting a good job and putting great efforts like spending long working hours and weekends too.

So, when expectations are not met, they think that it is because they aren't working as hard as they should, which result in a decision to work even harder, putting all efforts and energy without considering matters of paramount importance than working hard and acquiring things the world can offer, in preparation for the sunset years.

Picture of Yourself

Your life reflects your values. What you want your life to be would surely depend upon how you picture yourself to be. Have a vision of yourself. The directions you want to go will surely count, or if you have sufficient faith in a higher power and trust what you need and want in life by asking God to unfold your vision inspired by faith, persistent hope, glimmering imagination, and sustained by actions with love, surely that picture will determine the course you take in life.

Be the person others choose to follow, giving them inspiration, living with your values, providing vision for the future, caring and acting with compassion. Be one who will not become frustrated if victory does not come in easily in your appointed time. Create a mental picture of success not on material or earthly power and possessions but based on God's standard of success. The following characteristics may be considered:

- ◆ Truly God fearing who finds pleasure in His commands;
- ◆ Virtuous, gracious, kindhearted and charitable;
- ◆ Trusting God steadfastly;
- ◆ Just, merciful and faithful living a way of life with eminence in the eyes of God

Deliberate Mindset

Mental discipline, a conscious effort and a decision to pursue one's thought of becoming successful not by working hard but by working smart or intelligently. One's way of thinking or frame of mind must be patterned with consistent evaluation of thoughts and changing the same whenever necessary to be able to achieve specific

goals and desires. Avoid negative and defeating thoughts as well as fears and worries by keeping your minds focused and with positive thinking.

Specific Goals and Desires

Pursue with diligence specific goals and desires. Reevaluate and reformulate it as life changes, for a lot more is needed to be successful than just working hard all day. Opportunities would come your way and you must have more ideas but never forgetting that there is somebody, who is in control and promised to give you the desires of your heart, all you have to do is to stay faithful.

Working Smarter

Common sense really counts a lot in dealing with our everyday lives. Work harder with your brains when doing a job by staying clear and focused on what you truly desire in your life and act on those desires applying intelligent decisions or choices. By just working hard will not bring success; it is by working smarter with your specific goals and desires that one can accomplish big things, by setting up strategies to make goals more achievable.

Goals must be balanced. To be so, you must not spend your time working on one area but by exploring every bit of opportunity, experimenting new schemes and not to confine one's self in undoable and unrealistic goals.

For a goal to be considered balanced, it must take into consideration the surrounding circumstances such as matters of spiritual, physical and intellectual well-being. A concrete example of this is in a case where one is consistently working hard to earn more for the bad days which certainly would come like old age. Did he consider setting aside his prime time in the service of God and to his fellowmen? Was he smart enough to take into account the things which are of greatest importance? Or, did he just spend his pinnacle accumulating earthly things and satisfying the desires of his flesh? With this kind of moral fiber, surely happiness is not that exhilarating and true.

Care and Act with Compassion

Assiduousness in the discharge of duties with contemplation of the outcome will reduce doing the non-essentials resulting in saving unnecessary efforts and hardships. People must see that in every job or work opportunity there is a likelihood of discovering better leeway to make a masterpiece a stunning success enough for one to taste victory and feel a sense of fulfillment.

Caring for others will make us great in the eyes of God and will reveal more His imminence in us. Work should be one way of showing that God is manifest in us, and that we are His workmanship.

God Is Enough

God is the One who steers our lives to the direction He wants us to be. Thus, no amount of exertions, hard work, human strength or power could outshine or outdo the will of God for us and we just have to trust in Him and follow His commandments. He is enough. All we have to do is seek out for Him and make Him our Only One in life and no one else.

New Words

paramount	<i>a.</i> of chief concern or importance 最主要的; 最重要的
unfold <i>v.</i>	to open and spread out (sth folded); make known. 打开; 显露; 阐明
persistent <i>a.</i>	refusing to give up or let go 坚持不懈的; 执意的
glimmering <i>a.</i>	appearing faintly or indistinctly 薄弱地发光的
sustain <i>v.</i>	to keep in existence; maintain 支撑; 撑住; 维持; 持续
compassion <i>n.</i>	deep awareness of the suffering of another. 同情; 怜悯
earthly <i>a.</i>	of, relating to this earth; worldly 现世的; 可能的; 地球的; 俗世的
virtuous <i>a.</i>	having or showing virtue, esp. moral excellence 善良的; 有道德的
gracious <i>a.</i>	characterized by kindness and warm courtesy 亲切的; 有礼的; 得体的
charitable <i>a.</i>	generous in giving money or other help to the needy 仁慈的; 慈善事业的
steadfastly <i>ad.</i>	not changing in your attitudes or aims 踏实地; 不变地
merciful <i>a.</i>	full of mercy; compassionate 慈悲的; 有同情心的
eminence <i>n.</i>	a position of great distinction or superiority 出众; 显赫; 崇高
deliberate <i>a.</i>	intentional; arising from or marked by careful consideration 故意的; 深思熟虑的
mindset <i>n.</i>	a healthy mental state; sanity 健全的心智; 正常的神志
pattern <i>v.</i>	to make, mold, or design by following a pattern 根据模型制作; 铸造或设计
reevaluate <i>v.</i>	to assess again 再评估; 再评价
reformulate <i>v.</i>	to devise or invent again 再规划或构想
count <i>v.</i>	to have importance 有重要性
achievable <i>a.</i>	be able to reach a particular goal, status or standard 可完成的; 可有成就的
confine <i>v.</i>	to keep within bounds; restrict 限制; 禁闭
undoable <i>a.</i>	(be) not able to do 不能做(或干)的; 做(或干)不了的
concrete <i>a.</i>	of or relating to an actual, specific thing or instance; particular 具体的; 有形的

consistently <i>ad.</i>	being in agreement with itself; coherent and uniform 一贯地; 始终如一地
prime <i>a.</i>	first in degree or rank 主要的; 首要的
pinnacle <i>n.</i>	the highest point; the culmination 小尖塔; 山顶; 顶点
accumulate <i>v.</i>	to gather or pile up 积聚; 堆积
fiber <i>n.</i>	essential character or structure 本质特征或构造
exhilarate <i>v.</i>	to cause to feel happily refreshed and energetic 使振奋; 激励
assiduousness <i>n.</i>	diligence 勤勉; 刻苦
discharge <i>n.</i>	the act of carrying out a task or a duty, or a responsibility 职责; 责任
contemplation <i>n.</i>	meditation on spiritual matters 沉思
non-essential <i>a.</i>	not necessary or important 不重要的; 非本质的
imminence <i>n.</i>	the quality or condition of being about to occur 迫切; 急迫; 迫近的危险

Phrases and Expressions

get ahead	to make progress (使)走在前面; 进步; 获得成功
act on	to take action as a result of advice 对...起作用; 按...行动; 作用于
set aside	to not consider 搁置一边
take into account	to consider sth 重视; 考虑
result in	lead to 导致
in preparation for	to get ready for 准备
depend upon	to rely on 依赖
have a vision of	to have an idea or a picture in one's imagination 想象到; 幻想
have faith in	to trust 相信; 信任
come in	to become available 可提供; 可利用
frame of mind	one's thoughts or interests 心绪; 心情,心境
focus on	to concentrate on 集中
set up	to create or start sth 创建; 建立
discharge of	the act of carrying out a task or a duty 义务的履行





Post Reading Exercises

Content Awareness

I. Answer the following questions according to the information from the passage.

1. What does the topic mean?
2. What is the first step to work smarter?
3. How can people balance their goals according to the passage?
4. What is mental discipline according to the passage?
5. Do you think it right to consistently work hard to earn more for the bad days which certainly would come like old age according to the passage? Why?
6. How can people save unnecessary efforts and hardships?

II. Choose the best answer to each question with information from the passage.

1. How can the young people get success according to the passage?
 - A. They should work harder.
 - B. They should study harder.
 - C. They should work smarter.
 - D. They should get a better job.
2. What you want your life to be would surely depend upon _____.
 - A. your imagination
 - B. how you picture yourself to be
 - C. how your friends tell you
 - D. how much money you want to make
3. Which one is NOT mentioned in God's standard of success?
 - A. Virtuous, gracious, kindhearted and charitable.
 - B. Having a steadfast belief.
 - C. Living a way of life with eminence.
 - D. Keeping relaxed in the spirit.
4. What should people do when life changes according to the passage?
 - A. Reevaluate and reformulate their specific goals.
 - B. Neglect the changes and just work hard.
 - C. Try to adjust to the change.
 - D. Pursue with great strength and persistence.
5. What can we infer from the passage?
 - A. It is also important to work hard.
 - B. It is not important to work hard.
 - C. To work smarter is to learn to control others.
 - D. We must get every opportunity to succeed.



Language Focus

III. Choose the definition from Column (B) that best matches each italicized word or phrase in Column (A)

- | (A) | (B) |
|------------------------------|---|
| 1. paramount importance | a. a clever plan |
| 2. sufficient faith | b. to be more impressive than sb or sth else |
| 3. earthly power | c. of the very best quality or kind |
| 4. with eminence | d. more important than anything else |
| 5. new schemes | e. being famous and important |
| 6. prime time | f. the feeling of being happy and satisfied |
| 7. moral fiber | g. connected with life on Earth rather than in heaven |
| 8. discovering better leeway | h. as much as is needed for a particular purpose |
| 9. a sense of fulfillment | i. freedom to do things in the way you want to |
| 10. outshine or outdo | j. emotional strength to do what you believe is right |

IV. Find the proper forms of the following words according to the given word class.

- | | | |
|-----------------|------|-------|
| 1. faith | (a.) | _____ |
| 2. expect | (n.) | _____ |
| 3. decide | (n.) | _____ |
| 4. hard | (n.) | _____ |
| 5. consistently | (v.) | _____ |
| 6. diligence | (a.) | _____ |
| 7. achieve | (a.) | _____ |
| 8. intelligent | (n.) | _____ |
| 9. real | (v.) | _____ |
| 10. command | (n.) | _____ |

V. Choose the correct word or phrase to fill into each sentence, using the proper form.

sustain	compassion	deliberate	confine	accumulate
contemplation	get ahead	result in	paramount	unfold

1. These policies _____ many elderly and disabled people suffering hardship.
2. The poor young man was _____ to a wheelchair after the serious traffic accident.
3. The Prime Minister has announced a series of policies to keep a period of _____ economic growth.
4. It is of vital importance to have a few moments of quiet _____ when people are in trouble.
5. Her heart was filled with _____ for the motherless children.
6. If you want to _____ in your career, you must work smarter rather than work harder.
7. The Senator's speech was a _____ attempt to embarrass the government in the present situation.
8. Not to flip flop is of _____ importance to our social and economic development according to President Hu's speech.
9. By buying ten books every month, he soon _____ a good library.
10. When we climbed to the top of the mountain with great hardship, the landscape _____ before all of us.

Translation

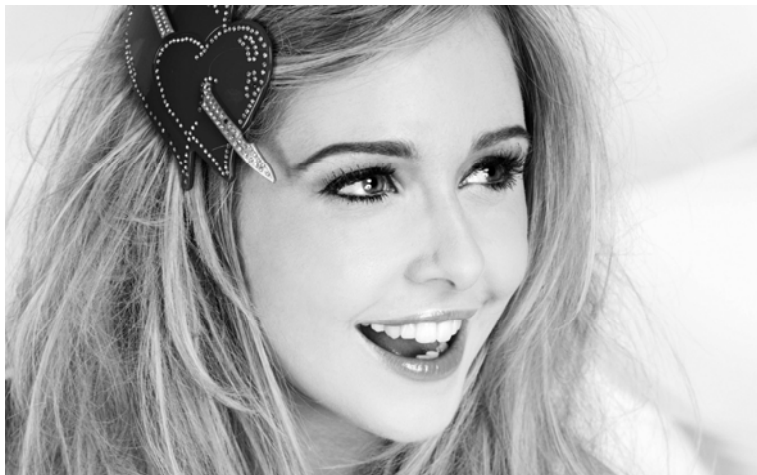
VI. Translate the following into Chinese.

1. Your life reflects your values.
2. Pursue with diligence specific goals and desires.
3. Common sense really counts a lot in dealing with our everyday lives.
4. Goals must be balanced.
5. Assiduousness in the discharge of duties with contemplation of the outcome will reduce doing the non-essentials resulting in saving unnecessary efforts and hardships.
6. It is by working smarter with your specific goals and desires that one can accomplish big things.

VII. Translate the following into English.

1. 我们不能凭想当然办事。(act on)
2. 我对你有信心——我知道你会干好的。(have faith in)
3. 我完全了解这项计划，可是不明白我能起什么作用。(come in)
4. 他已经道歉，但她认为这是没有用的。(count)
5. 你何必为已经发生的事情没完没了地自责呢？(persist in)

6. 在没有清偿完债务之前, 你是不能辞职的。(discharge of)
7. 他幻想有一个没有战争的世界。(have a vision of)
8. 考试前做好准备工作对于取得好成绩是非常重要的。(be of importance/preparation for)



Part 2 Grammar

代 词

代词是代替名词的一种词类。大多数代词具有名词和形容词的功能。英语中的代词, 按其意义、特征及在句中的作用分为: 人称代词、物主代词、自身代词、相互代词、指示代词、不定代词、疑问代词和关系代词八种。

1. 人称代词

表示“我”、“你”、“他”、“她”、“它”、“我们”、“你们”、“他们”、“它们”的词。人称代词有人称、数和格的变化。

第一人称	I	me	we	us
第二人称	you	you	you	you
	he	him	they	them
第三人称	she	her	they	them
	it	it	they	them

2. 物主代词

表示所有关系的代词, 也可叫做代词所有格。物主代词分形容词性物主代词和名词性物主代词两种:

形容词性物主代词:	my	your	his/her	its	our	your/their
名词性物主代词:	mine	yours	his/hers	its	ours	yours/theirs

3. 自身代词

表示“我自己”、“你自己”、“他自己”、“我们自己”、“你们自己”和“他们自己”等的代词，也称为“反身代词”。

4. 相互代词

表示相互关系的代词，有 each other 和 one another 两组，在运用中，这两组词区别不大。

5. 指示代词

表示“那个”、“这个”、“这些”、“那些”等指示概念的代词。指示代词有 this, that, these, those 等。

6. 不定代词

不是指明代替任何特定名词的代词。常见的不定代词有 all, both, each, every 等，以及含有 some-, any-, no- 等的合成代词，如 anybody, something, no one。这些不定代词大都可以代替名词和形容词，在句中作主语、宾语、表语和定语，但 none 和由 some, any, no 等构成的复合不定代词只能作主语、宾语或表语；every 和 no 只能作定语。

7. 疑问代词

疑问代词有 who, whom, whose, what 和 which 等，在句子中用来构成特殊疑问句。疑问代词都可用作连接代词，引导名词性从句（主语从句、宾语从句和表语从句）。

8. 关系代词

关系代词有 who, whom, whose, that, which, as 等，可用作引导从句的关联词。它们在定语从句中可作主语、表语、宾语、定语等；另一方面它们又代表主句中为定语从句所修饰的那个名词或代词（通称为先行词）。

代词的用法

1. 人称代词

1) 人称代词的主格在句子中作主语或主语补语，例如：

John waited a while but eventually he went home.

约翰等了一会儿，最后他回家了。

2) 人称代词的宾格在句子中作宾语或介词宾语，但在口语中也能作主语补语，第一人称在省略句中，还可以作主语，例如：

I saw her with them, at least, I thought it was her.

我看到她和他们在一起，至少我认为她。(her 作宾语，them 作介词宾语，her 作主语补语)

2. 物主代词

1) 物主代词既有表示所属的作用又有指代作用，例如：

John had cut his finger; apparently there was a broken glass on his desk.

约翰割破了手指，显而易见，他桌子上有个破玻璃杯。

物主代词有形容词性(my, your等)和名词性(mine, yours等)两种,形容词性的物主代词属于限定词。

名词性的物主代词在用法上相当于省略了中心名词的's属格结构,例如:

Jack's cap 意为 The cap is Jack's.

His cap 意为 The cap is his.

2) 名词性物主代词的句法功能:

a. 作主语, 例如:

May I use your pen? Yours works better.

我可以用你的钢笔吗? 你的比我的好用。

b. 作宾语, 例如:

I love my motherland as much as you love yours.

我爱我的祖国就像你爱你的祖国一样深。

c. 作介词宾语, 例如:

You should interpret what I said in my sense of the word, not in yours.

你应当按我所用的词义去解释我说的话, 而不能按你自己的意义去解释。

d. 作主语补语, 例如:

The life I have is yours. It's yours. It's yours. 我的生命属于你, 属于你, 属于你。

3. 自身代词

1) 作宾语:

a. 有些动词需有反身代词, 例如:

absent, bathe, amuse, blame, dry, cut, enjoy, hurt, introduce, behave

We enjoyed ourselves very much last night. 我们昨晚玩得很开心。

b. 用于及物动词+宾语+介词, 例如:

take pride in, be annoyed with, help oneself to sth

I could not dress (myself) up at that time. 那个时候我不能打扮我自己。

2) 作表语; 同位语

Be oneself: I am not myself today. 我今天不舒服。

The thing itself is not important. 事情本身并不重要。

3) 在不强调的情况下, but, except, for 等介词后宾语用反身代词或人称代词宾格均可。例如:

No one but myself (me) is hurt.

4. 相互代词

1) 作动词宾语。

People should love one another. 人们应当彼此相爱。

说明: 传统语法认为, 相互关系存在于两个人或物之间用 each other, 存在于两个以上人和物之间用 one another。现代英语中, 两组词交替使用的实例也很多, 例如:



2) 相互代词可加's 构成所有格, 例如:

The students borrowed each other's notes.

学生们互借笔记。

5. 指示代词

1) 作主语。

This is the way to do it.

这事儿就该这样做。

2) 作宾语。

I like this better than that.

我喜欢这个甚至那个。

3) 作主语补语。

My point is this.

我的观点就是如此。

4) 作介词宾语。

I don't say no to that.

我并未拒绝那个。

6. 不定代词

1) 除 every 和 no 外不定代词既可作为名词, 也可作为形容词。every 和 no 在句中只能作定语。

I have no idea about it.

2) all, 都, 指三者以上。

all 的主谓一致: all 的单复数由它所修饰或指代的名词的单复数决定。

All goes well. 一切进展得很好。

all 通常不与可数名词单数连用, 例如: 不说 all the book, 而说 the whole book。

3) both 都, 指两者。

a. both 与复数动词连用, 但 both...and...可与单数名词连用。

b. both, all 都可作同位语, 其位置在行为动词前, be 动词之后。如果助动词或情态动词后面的实义动词省去, 则位于助动词或情态动词之前。

Who can speak Japanese? We both (all) can.

4) neither, 两者都不,

a. neither 作主语时, 谓语动词用单数。

b. 作定语与单数名词连用, 但 neither...nor 用作并列连词, 可与复数名词连用。其谓语采用就近原则。

c. 可用于下列句型, 避免重复。

She can't sing, neither (can) he.

7. 疑问代词

1) 疑问代词在句中起名词词组的作用, 用来构成疑问句。疑问代词有下列几个:

指人: who, whom, whose;

指物: what;

既可指人又可指物: which。

- 2) 疑问代词在句中应位于谓语动词之前, 没有性和数的变化, 除 who 之外也没有格的变化。what, which, whose 还可作限定词。试比较:

疑问代词: Whose are these books on the desk?

桌上的书是谁的?

限定词: Whose books are these on the desk?

桌上的书是谁的?

7. 关系代词

- 1) 关系代词用来引导定语从句。它代表先行词, 同时在从句中作一定的句子成分, 例如: The girl to whom I spoke is my cousin. 跟我讲话的姑娘是我表妹。

- 2) 关系代词有主格、宾格和属格之分, 并有指人与指物之分。在限定性定语从句中, that 可指人也可指物。例如:

This is the pencil whose point is broken.

这就是那个折了尖的铅笔。

- 3) 关系代词 which 的先行词可以是一个句子, 例如:

He said he saw me there, which was a lie.

他说在那儿看到了我, 纯属谎言。

Exercise 1 Choose the best answer to complete the following sentences.

- By the way, who will teach _____ pop music next term?
A. us
B. our
C. ours
D. we
- Both Pingping and Beibei have done _____ homework.
A. his
B. her
C. their
D. both's
- Everybody is here, _____?
A. isn't everybody
B. isn't it
C. isn't he
D. aren't they
- It was _____ who wrote those words on the blackboard.
A. he
B. him
C. himself
D. his
- He wants nothing but a house of _____.
A. his own
B. himself
C. his father
D. his own house
- Can you express _____ in English?
A. yourself
B. you

- C. yours
D. yours'
7. One of them hasn't got _____ lessons prepared.
A. her
B. its
C. one's
D. his
8. You don't look quite _____ today. What's the matter with you?
A. you
B. your
C. your own
D. yourself
9. Though _____ is a long way from here, we'll do our best to reach there in time.
A. there
B. it
C. its
D. itself
10. We don't consider _____ necessary for them to move into that house.
A. that
B. this
C. it
D. them
11. _____ is a great and glorious country.
A. Our
B. Ours
C. Its
D. Our's
12. He parents are going on a study trip with a friend of _____.
A. them
B. their
C. themselves
D. theirs
13. I'm sorry to say _____ of your answers are correct.
A. none
B. neither
C. both
D. any
14. —Who is that knocking at the door?
— _____ must be the milkman.
A. He
B. She
C. It
D. The man
15. _____ agree to your plan.
A. Anyone of us
B. No one of us
C. None of us
D. Someone of us
16. The books here are not so well written as _____ on the shelf.
A. that
B. those
C. ones
D. them
17. My father is a farmer, but _____ is yours?
A. who
B. how
C. which
D. what
18. _____ do you think of my composition?
A. How
B. What



- C. Which
D. Why
19. _____ of you would like to get me the bike?
A. Which
B. What
C. Whom
D. Whomever
20. Please write on the paper _____ line.
A. each other
B. every other
C. all other
D. this and that
21. Would you lend me _____ of your money, please?
A. any
B. many
C. some
D. a lot of
22. Sorry, but I have only _____ ink left over.
A. little
B. few
C. a little
D. a few
23. _____ who come from the countryside, please fill out the form.
A. All
B. Anyone
C. These
D. Those
24. She went for a swim in the pool yesterday and I'll do _____ this afternoon.
A. it
B. such
C. same
D. the same
25. There're tall buildings on _____ side of the street.
A. either
B. both
C. every
D. any
26. _____ must do _____ best to serve the people.
A. One...his
B. One...her
C. One...one
D. Ones...ones'
27. He has quite a lot of interesting magazines but I have _____.
A. no
B. none
C. no one
D. neither
28. _____ are fond of collecting stamps.
A. Both the children
B. Both of children
C. My both children
D. Both of the my children
29. Of the four books, one is written by a young writer and _____ by an old one.
A. other three
B. three other
C. the other three
D. the three other
30. He invited the three of _____, Bob, Tom and _____.
A. we...me
B. us...I
C. we...I
D. us...me

**Exercise 2 Translate following sentences into English.**

1. 他独自完成了那项工作。
2. 学生们将自己打扫教室。
3. 任何事物都有其各自的特征。
4. 他的词典是英汉的，我的是全英的。
5. 他们身上尽是尘土。
6. 这片子没有我们上周看的好。
7. 你能在去上学的路上，帮我买几个信封吗？
8. 我看，我这次是不可能再去观光别的地方了。
9. 他是我在新西兰结识的另一个朋友。
10. 约有百位教师搬进了新居。

Part 3 Practical Writing: How to Write a Résumé**I. Introduction**

A résumé is a written document that lists your work experience, skills, and educational background. It is used as a marketing tool for job seekers.

The presentation of your résumé is the first opportunity to tell your professional story to individuals who have access to your targeted market. Think of yourself as the product to be marketed to the employer or the consumer. What will be your pitch? What will be your story? Will it always be the same story or will elements of it change or shift to fit different situations? And two or three years from now, how will your story be different—what items no longer relevant or current will be deleted, and what new pertinent facts will be integrated into your story?

A targeted résumé focuses on your qualifications needed by an organization at this moment in time, thereby increasing your chances for a high-level match and being contacted for an interview. For this to happen, your résumé needs to be exactly on the mark in introducing your story. Suzanne J. Lulewicz, president of SJL Associates, believes that “well-told stories are outstanding résumé development tools for you. The stories you work with when planning to present yourself for potential organizations give prospective employers an opportunity to learn in-depth about your knowledge, skills, and talents, recreated in circumstances in which you actually used them. They also serve to identify for you whether the organization is a match for your creative talents.”

II. The Art of Résumés Writing

However much a student learns in college, one more skill must be mastered before he or

she begins the serious task of looking for full-time employment. In order to ensure that all those years of schooling and other experiences will pay off in the job hunt, before contacting employers, one must learn the art of résumé writing.

As a Résumé, it should be:

- ◆ A concise and factual presentation of your credentials;
- ◆ Focused on your education, accomplishments, strengths, employment history and goals;
- ◆ Brief, easy to read, and grammatically well-constructed.

III. Formats of Résumés

Résumés may be written in various formats, several are outlined below. Also listed are a few skills you may have acquired along the way. The paragraphs below will give you a brief description of a chronological format and skill based, functional format, as well as tips on cover letter writing

Chronological Résumé

The chronological résumé is probably the one with which most people are familiar. On it, work experience is listed in reverse chronological order (most recent job first). The period of time during which you were employed is listed first, followed by the name of the employer and then the employer's location. A description for each job is also included. Following work history is a section on education. If you are trying to show career growth, a chronological résumé may be the way to go. If your most recent job is store manager, while the one before that is department manager, and the one before that is sales clerk, you can show a history of promotion. However, if your work history has been spotty or if it has been stagnant you shouldn't use a chronological résumé. If you are changing careers, a chronological résumé is not for you either.

Functional Résumé

A functional résumé categorizes skills by function, emphasizing your abilities. This is useful if you are changing careers and want to show how you can transfer your skills. As stated previously, it is important to show prospective employers what you can offer them. A functional résumé does just that. A functional job objective is given first, followed by several paragraphs, each discussing a different job function. Examples of functions are: Supervision and Management, Accounting, and Writing and Editing. Begin with the one you want to emphasize most. If you are customizing your résumé for different employers, you can change your functional job objective as well as the order in which you list the functions. However, if you don't list your previous jobs, the person reviewing your résumé may be suspicious.

Combination Résumé

A combination résumé is exactly what it sounds like—it combines a functional résumé with a chronological one. An objective is listed at the top, after your name and address, of course. Following that are paragraphs describing job functions. A section titled “Employment Experience” comes next. That is where the chronological part of the résumé comes in. List employers and dates in this section. Do not offer further descriptions here as you have already described your abilities in the functional part of this résumé. This is a useful format if you are changing careers but have a solid employment history. I also find it useful if your job duties on a single job were very diverse and you want to stress your various abilities. If you spent a long time at one job but moved up through the company, you might want to use a combination résumé.

Targeted Résumé focuses on a specific position that you are seeking. Major categories are: Job Target, Capabilities, Achievements, Work Experience, and Education.

Curriculum Vitae format is used for academic positions. The brevity required in a résumé for business type employment does not necessarily apply in academy. It is important in a curriculum vitae to include all published works, presentations made at professional meetings, awards, professional achievements, and more details about educational studies.

IV. Specimen Résumé

Greg Pittman

284 Eighth Avenue

Houston, North Carolina 28012

704-824-0000

gregpitt@aol.com

Summary

A dynamic competitive intelligence professional seeking challenges in sales and marketing.

Accomplishments

Increased company revenue by 30% through new marketing plan.

Secured \$2 million in capital funding.

Directed \$500 million purchase of a natural gas company.

Created intelligence systems to monitor competitors.

Increased energy sales by \$1 million through weather analysis.

Experience

August 1997 - Present

NxView Technologies, Inc.



Business Intelligence Manager

Created NxView's 3D Software Competitive Intelligence System.
Increased revenue 30% by rewriting NxView's marketing plan.
Secured second round capital funding of \$2 million.

January 1984 - August 1997

Duke Energy Company

Project Manager and Research Analyst

Directed Duke Energy's purchase of Pan Energy.
Manager of Competitive Analysis Department.
Project Manager for \$10 million energy test sites.

Education

Belmont Abbey College
BA in Business Administration
The Academy of Competitive Intelligence
Competitive Intelligence Certification

Professional

SCIP - Society of Competitive Intelligence Professionals.
Delta Epsilon Sigma - National Honor Society.

Computer Skills

Microsoft Office—Word, Excel, Access and PowerPoint. Microsoft Project 98. HTML, Website Creation, Internet Search Engines and Directory Listings.

V. Writing Practice

Directions: *With the help of the following chart, write a resume of your own according to what you learn above.*

Resume Outline

Name
Street Address
City, St. Zip Code
Home Phone
Mobile Phone

Career Objective.....
.....
.....
.....
.....

Profile (Qualifications /Special Skills/Summary)

.....
.....
.....
.....
.....

Education

.....
.....
.....

Work Experience

.....
.....
.....
.....

Honors and Activities

.....
.....
.....

References

.....
.....
.....
.....
.....





Unit Three

Computer and Internet



Part 1 Reading

The Internet Transforms Modern Life

(CNN) — In 1994, most people had to call the bank to check their balances. Or inquire in person, or wait for a paper statement to arrive in the mail. Baseball box scores were found in the newspaper. Weather forecasts came over the phone from the weather bureau, or on TV.

Back then, most Americans still had to lick a stamp to send mail.

Then along came an experimental browser called Mosaic, followed by an improved browser from Netscape. And if you had a computer, you discovered a new way to this cool, new thing called the World Wide Web.

Mosaic and Netscape were the first popular connection to what came to be called the information superhighway and followed the first browser by Tim Berners-Lee called WorldWideWeb.

According to the Pew Internet & American Life Project, fewer than one in seven Americans were online in 1995. Today, the majority of Americans are surfing the Web, exchanging e-mail, reading bank statements and ball scores, checking the weather. Today, Pew says, two out of every three Americans spend time online.

The World Wide Web has transformed the way people live, work and play. People can play travel agent and book all the elements of a vacation online. They can arrange for their bills to be paid automatically while they are gone. They can put a hold on mail delivery, find directions to tourist attractions and get a long-term weather forecast before they pack.

Even on vacation, they can log onto the Web to keep up with news from their hometown paper or TV station, and stay connected with friends and family. In its first decade, the Web altered the pace of popular culture. It made distance less daunting, rendered information instantly accessible and revolutionized communication.

Googling and Blogging

In the mid-1990s, the top three Web sites were AOL, Netscape and WebCrawler (which was a search engine owned by AOL), according to Internet research measurement company comScore Media Metrix. Each had an audience of 4 million to 6



million people per month.

Today, the audience for the Web numbers more than one billion and is growing.

“People are being much more customized in the type of content that they want to see and consume [online],” said Peter Daboll, president of comScore Media Metrix. “Also, there are the communication advances where it is easier to communicate and stay online. And they are just having more of their needs filled, whether it’s travel, shopping and all these other activities that didn’t exist to the same degree in the early days of the Web.”

The Web has added plenty of words to our lexicon, although some have yet to make the dictionary. If you had talked about Googling or blogging 10 years ago, you might have had a lot of listeners scratching their heads.

But like any youngster, the Web still has some growing to do. For all its uses, most people still go to the Internet primarily for e-mail. According to Pew surveys, 58 million Americans sent e-mail each day in December 2004, while 35 million used the Web to get news.

Many of those online users are irked by spam—unsolicited offers for everything from lower mortgage rates to pornography, pharmaceuticals and pitches to help a Nigerian launder millions of dollars.

Congress passed an antispam law in November 2003, with the backing of several of the biggest Internet companies. Spammers seem undeterred and San Francisco-based Ferris Research estimates the time lost by employees dodging spam will cost U.S. businesses \$17 billion in 2005.

Another e-mail problem is phishing, the fake e-mail that looks like it is from a legitimate source. The bogus e-mail is designed to get the reader to divulge personal information, often a credit card number.

Broadband ‘Has Changed Everything’

E-mail is a one-way media; you send an e-mail and wait for a response. Steve Outing, a senior editor at the Poynter Institute for Media Studies and an interactive media columnist for *Editor and Publisher*, says the Web has evolved into an interactive forum where users can converse through chat rooms and instant messaging. It has also become participatory through the advent of blogs—online journals or columns—he said.

“We’ve come a long ways, but we still have a ways to go,” he said.

In the early days of the Web, many news sites were little more than a collection of links to stories by the Associated Press and a few pieces of content repurposed from the newspaper or TV station. If you were lucky, there might be a photo in the story. With so many people using the Web today for news, TV networks, newspapers and magazines

have been increasing the types of content they make available on the Web.

“Rich media and multimedia content are much more popular,” Outing said. “Media companies are more willing to put in the money to produce it. They recognize that people can now use it.”

Some media companies have been slow embrace the Web, he said, and in the meantime, they have found themselves facing increased competition from entrepreneurial sites, like craigslist.org, which is a popular bulletin board featuring free classifieds.

The biggest change has been effected by broadband, Outing said.

“In the past four or five years, the penetration of broadband has changed everything,” he said. “The computer is always on and the information is always there.”

There are 10 times more broadband users today than there were in June 2000, according to Pew.

The Internet Generation

Daboll, of Media Matrix, said broadband outnumbers dial-up as the connection of choice among people who log on from home.

Just a few years ago, the move from a 28.8k modem to 56k was enough to make many users ecstatic. These days many DSL and cable connections are up to 70 times faster than the old dial-up. The faster Web makes it much easier for people to watch video, listen to audio and share files.

The Web is changing the way people communicate, Daboll said. He pointed to the “Internet generation,” teenagers who have grown as the Web as grown. One of their favorite tools is instant messaging, he said.

But the Internet isn’t an orderly environment for the person who wants to pay bills, watch the latest music or take a virtual college class. It also can be a tempest. There are bad people out there—hackers, pedophiles and thieves.

According to the Federal Trade Commission, 1 in 25 adults was a victim of identity theft in 2003 and the number of people affected online continues to increase.

But the Web can also help combat ID theft. An FTC booklet with tips to prevent or deal with ID theft is accessible on the department’s Web site. The agency says it has received more than 1.8 million visits.

And there’s plain old fraud. The FTC said slightly more than half of the fraud-related claims it received in 2004 were Internet related, and many of the deceptions involved individuals or companies that used e-mail or a Web site.

Internet users are also vulnerable to spyware, computer viruses and annoying forms of advertising.

Advertisers are changing, too, trying to figure out how to best use the Web. Jupiter Research projects that Internet advertising will grow 27%, to \$10.7 billion, in 2005.

The increase in demands of the Web has even affected the way Media Matrix serves its clients, generally companies looking to best place their advertisements.

“The nature of what we do has changed from ratings and ranking to more broadly covering what goes on the Web,” Daboll said. “Looking at actual number or searches and looking at actual expenditures by household by category—for instance money spent on travel sites versus retail sites.”

A decade from now, who knows what statistics and functions they’ll be measuring.

After all, 10 years ago, few people imagined it wouldn’t be long before you’d be able get a satellite picture of a city a continent away or read the local news from three time zones away or even order pizza without talking to the folks a few blocks away.



Notes

1. CNN

Cable News Network 美国有线新闻网络, 以提供即时电视新闻报导而闻名。

2. Mosaic

最早出现的 Internet 上的 WEB 浏览器。

3. Netscape

美国网景公司, 以开发 Internet 浏览器闻名。

4. Tim Berners-Lee

蒂姆·伯纳斯·李, 万维网之父。

5. Pew Internet & American Life Project

The Pew Internet Project is an initiative of the Pew Research Center, a nonprofit “fact tank” that provides Information on the issues, attitudes and trends shaping America and the world. Pew Internet explores the impact of the internet on children, families, communities, the work place, schools, health care and civic/political life. The Project is

nonpartisan and takes no position on policy issues.

6. **AOL**

American On-Line , 美国在线服务公司。

7. **WebCrawler**

A Web crawler is a computer program that browses the World Wide Web in a methodical, automated manner.

8. **com Media Metrix**

全球领先的互联网与数字媒体评估公司 Media Metrix。

9. **the Associated Press**

(美)联合通讯社(简称美联社)。

10. **the Federal Trade Commission**

(美)联邦贸易会。

New Words

transform <i>v.</i>	to change markedly 使变形, 改变
inquire <i>v.</i>	to make an inquiry or investigation 询问; 调查
statement <i>n.</i>	sth stated; a declaration; a formal pledging 宣言; 声明
bureau <i>n.</i>	a government department or a subdivision of a department 局、私、处等 行政单位
lick <i>v.</i>	to pass the tongue over or along 舔
browser <i>n.</i>	浏览器
automatically <i>ad.</i>	acting or operating in a manner essentially independent of external influence or control 自动地
delivery <i>n.</i>	the act of conveying or delivering 传送, 运送
decade <i>n.</i>	a period of ten years 十年期
daunting <i>a.</i>	discouraging 使人畏缩的
render <i>v.</i>	to give or make available; to provide 给予; 提供
instantly <i>ad.</i>	at once 立即; 马上
accessible <i>a.</i>	easily obtained 易得到的
revolutionize <i>v.</i>	to bring about a radical change in 在...中引起根本改变
consume <i>v.</i>	to purchase (goods or services) for direct use or ownership 消费
lexicon <i>n.</i>	a dictionary 词典
scratch <i>v.</i>	to use the nails or claws to dig or scrape at 挖; 刮
primarily <i>ad.</i>	chiefly; mainly 主要地; 根本地
survey <i>n.</i>	a detailed inspection or investigation 详细的考察或调查



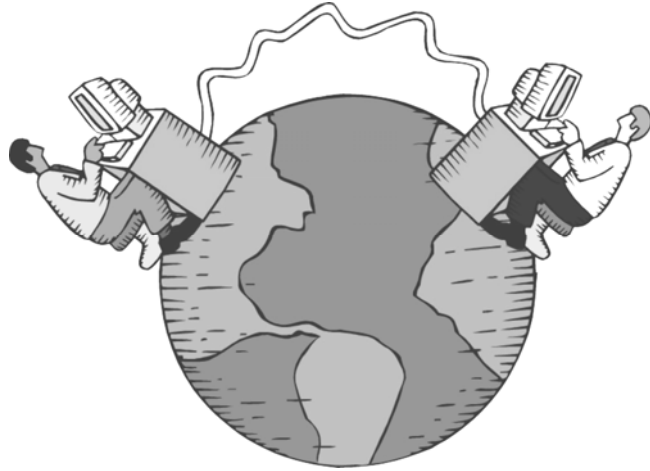
irk v.	to be irritating, wearisome, or vexing to 使厌烦
spam n.	兜售信息 (邮件, 广告, 新闻, 文章), 非索要信息, 与垃圾邮件 (junk mail) 同
unsolicited a.	not looked for or requested; unsought 主动提供的; 未被寻求或请求的; 未被恳求的
mortgage n.	a temporary, conditional pledge of property to a creditor as security for performance of an obligation or repayment of a debt 抵押
pornography n.	pictures, writing, or other material that is sexually explicit and sometimes equates sex with power and violence 色情资料
pharmaceutical n.	a pharmaceutical product or preparation 药剂, 药品
pitch n.	an advertisement 广告
launder v.	to disguise the source or nature of (illegal funds, for example) by channeling through an intermediate agent 洗钱
congress n.	the national legislative body of the United States, consisting of the Senate and the House of Representatives 国会
undeterred a.	not prevented or discouraged by means of fear or doubt 未被吓住的
dodge v.	to avoid or evade 闪躲; 躲避
legitimate a.	lawful; reasonable 合法的; 合理的
bogus a.	counterfeit or fake 假冒的; 伪造的
divulge v.	to make known (sth private or secret); reveal 泄露
broadband n.	宽带
interactive a.	acting or capable of acting on each other 互相作用的或能互相作用的
columnist n.	a writer of a column in a publication, such as a newspaper 报刊专栏作者
evolve v.	to undergo gradual change; develop 发展
forum n.	a public meeting or presentation involving a discussion usually among experts and often including audience participation 讨论会
converse v.	to engage in a spoken exchange of thoughts, ideas, or feelings; talk; speak 交谈
participatory a.	marked by, requiring, or involving participation, esp. affording the opportunity for individual participation 参与的
advent n.	the coming or arrival, esp. of sth extremely important 出现; 来临
available a.	present and ready for use; at hand; accessible; capable of being gotten; obtainable 可用的; 能得到的; 可得到的
embrace v.	to surround; enclose 包围; 包含
classified n.	advertisements arranged in classes or categories 分类广告
penetration n.	the act or process of piercing or penetrating sth 渗透
outnumber v.	to exceed the number of; be more numerous than 比...多; 在数量上超过; 比...更多

ecstatic <i>a.</i>	being in a state of ecstasy; enraptured 欣喜若狂的; 出神的
tempest <i>n.</i>	a violent windstorm, frequently accompanied by rain, snow, or hail 大风暴
hacker <i>n.</i>	one who illegally gains access to or enters another's electronic system to obtain secret information or steal money 黑客
pedophile <i>n.</i>	an adult who is sexually attracted to a child or children 恋童癖者
victim <i>n.</i>	one who is harmed or killed by another 受害者
combat <i>v.</i>	to oppose in battle vigorously; fight or struggle against 跟...战斗; 强烈反对
fraud <i>n.</i>	a deception deliberately practiced in order to secure unfair or unlawful gain 欺骗行为
claim <i>n.</i>	a statement of sth as a fact; an assertion of truth 主张; 断言
deception <i>n.</i>	the use of deceit 行骗
vulnerable <i>a.</i>	susceptible to attack 易受攻击的
expenditure <i>n.</i>	the act or process of expending; outlay 支出
retail <i>n.</i>	the sale of goods in shops to customers, usually in small quantities and not for resale 零售



Phrases and Expressions

in person	in one's physical presence; personally 亲自
keep up with	to follow, catch 跟上
connect with	to become joined or united 连接; 有联系; 有关
add to	to constitute an addition 增加
plenty of	a large number of; a lot of 许多
be willing to	be ready to do voluntarily 自愿地
in the meantime	during a period of intervening time; meanwhile 在间隔时间内; 与此同时
up to	as many as 多至...
deal with	do with; handle 处理; 安排
figure out	to guess; understand 了解
look to	to expect 期望



Post Reading Exercises

Content Awareness

I. Answer the following questions according to the information from the passage.

1. In which way does the World Wide Web change the modern life?
2. What are the advantages of Web?
3. What is spam?
4. What are blogs?

II. Complete the summary according to the passage.

The World Wide Web has 1 the way people live, work and play. Even on vacation, they can log onto the Web to 2 news from their hometown paper or TV station, and stay connected with friends and family. People are being much more 3 in the type of content that they want to see and 4 online. The Web has added plenty of words to our 5, although some have yet to make the 6. The biggest change has been effected by 7. But the Internet isn't an orderly environment for the person who wants to pay bills, watch the latest music or take a virtual college class. It also can be a 8. There are bad people out there—hackers, pedophiles and thieves. Internet users are also 9 to spyware, computer viruses and annoying forms of 10.

Language Focus

III. Find the proper forms of the following words according to the given word class.

1. statement (v.) _____
2. automatically (a.) _____
3. delivery (v.) _____



- | | | |
|------------------|------|-------|
| 4. accessible | (n.) | _____ |
| 5. revolutionize | (n.) | _____ |
| 6. consume | (n.) | _____ |
| 7. primarily | (a.) | _____ |
| 8. evolve | (n.) | _____ |
| 9. converse | (n.) | _____ |
| 10. penetration | (v.) | _____ |

IV. In English, a word may have more than one meaning and can be used with other words as phrases. Besides, a word may be used as either a noun or a verb. Translate the meaning of the following sentences, especially the italicized words with multiple meanings.

render

1. I would like to *render* thanks to those who have helped me when I fall into difficulty.
2. He had to *render* an apology for his rudeness.
3. The jury has *rendered* its verdict.
4. The news *rendered* her speechless.

consume

1. Martha would *consume* nearly a pound of cheese per day.
2. His old car *consumed* much gasoline.
3. The fire soon *consumed* the old wooden buildings in the neighborhood.

claim

1. They made a *claim* for higher pay.
2. The poor have a *claim* to our sympathy.
3. The government's *claim* that war was necessary was clearly mistaken.
4. Last time we made a *claim* on our insurance they paid up really quickly.
5. I *claimed* the coat that the teacher found.
6. Fishermen and sailors sometimes *claim* to have seen monsters in the sea.

V. Choose the correct word or phrase to fill into each sentence, using the proper form

statement	automatically	vulnerable	advent	victim
embrace	accessible	evolve	expenditure	primarily

1. The developmental history of the society tells us that man has _____ from the ape.
2. Public order is _____ an urban problem.
3. The government _____ on the present situation in the Middle East was soon carried all over the world by TV.

4. The new monitor apparatus is _____ controlled.
5. We are _____ both by water and land, without either fleet or army.
6. Infectious diseases are spreading among many of the flood _____.
7. The article _____ many important points of the government reconstruction plan.
8. Now, with the _____ and popularity of the home computer, its advantages and disadvantages have been a subject of discussion.
9. I had to keep the video camera readily _____ in case I saw something that needed to be filmed.
10. Policies of tax reduction must lead to reduced public _____.

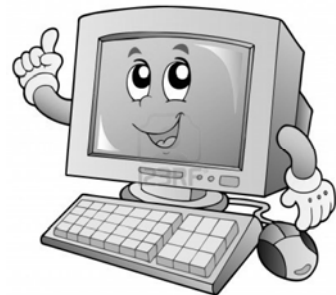
VI. Use the phrases from the passage to complete the sentences, using the proper form.

1. It could be _____ two years before the process is complete.
2. You must collect the mail _____ and take along some form of identification.
3. The President said the agreement would allow other vital problems to be _____.
4. Penny tended to work through her lunch hour in an effort to _____ her work.
5. I couldn't _____ who the lady with the sunglasses was.

Translation

VII. Translate the following into English.

1. 我想不出他在暗示什么。(figure out)
2. 那个孤独的老人被怀疑与这件谋杀案有关。(connect with)
3. 微笑、点头和欢乐的笑脸都可以增添快乐气氛。(add to)
4. 她亲自去纽约领了奖。(in person)
5. 遇到持有武器的盗贼,你将如何对付?(deal with)
6. 电视已经改变了新闻报道。(revolutionize)
7. 两国之间的技术合作和文化交流正在与日俱增。(exchange)
8. 他愿和任何人谈论股市行情。(converse)
9. 你给他的任何帮助都会得到感激。(render)
10. 她看上去年纪小又娇弱,他很想保护她。(dodge)



Part 2 Grammar

形容词和副词

1. 形容词及其基本用法

形容词修饰名词，说明事物或人的性质或特征。通常，可将形容词分成性质形容词和叙述形容词两类，其位置不一定都放在名词前面。

- 1) 直接说明事物的性质或特征的形容词是性质形容词，它有级的变化，可以用程度副词修饰，在句中可作定语、表语和补语。例如：hot 热的。
- 2) 叙述形容词只能作表语，所以又称为表语形容词。这类形容词没有级的变化，也不可用程度副词修饰。大多数以 a 开头的形容词都属于这一类。例如：afraid 害怕的。

类词还有：well, unwell, ill, faint, afraid, alike, alive, alone, asleep, awake 等。

- 3) 形容词作定语修饰名词时，要放在名词的前面。但是如果形容词修饰以 -thing 为字尾的词语时，要放在这些词之后，例如：something nice。

- 4) 用形容词表示类别和整体。

a. 某些形容词加上定冠词可以泛指一类人，与谓语动词的复数连接。例如：the dead, the living, the rich, the poor, the blind, the hungry。

b. 有关国家和民族的形容词加上定冠词指这个民族的整体，与动词的复数连用。例如：the British, the English, the French, the Chinese。

- 5) 多个形容词修饰名词的顺序。多个形容词修饰名词时，其顺序为：

限定词—数词—描绘词—(大小，长短，形状，新旧，颜色)—出处—材料性质，类别—名词，例如：

a small round table;

a tall gray building;

an expensive Japanese sports car.

2. 副词及其基本用法

副词主要用来修饰动词、形容词、副词或其他结构。

- 1) 副词的位置：

a. 在动词之前。

b. 在 be 动词、助动词之后。

c. 多个助动词时，副词一般放在第一个助动词后。

- 2) 副词的排列顺序：

a. 时间，地点副词，小单位的在前，大单位的在后。

b. 方式副词，短的在前，长的在后，并用 and 或 but 等连词连接。

Please write slowly and carefully.

c. 多个不同副词排列: 程度副词+地点副词+方式副词+时间副词。

3) 兼有两种形式的副词:

a. close 与 closely: close 意思是“近”; closely 意思是“仔细地”;

b. late 与 lately: late 意思是“晚”; lately 意思是“最近”;

c. deep 与 deeply: deep 意思是“深”, 表示空间深度; deeply 时常表示感情上的深度, “深深地”;

d. high 与 highly: high 表示空间高度; highly 表示程度, 相当于 much;

e. wide 与 widely: wide 表示空间宽度; widely 意思是“广泛地”, “在许多地方”

f. free 与 freely: free 的意思是“免费”; freely 的意思是“无限制地”。

3. 形容词与副词的比较级

大多数形容词(性质形容词)和副词有比较级和最高级的变化, 即原级、比较级和最高级, 用来表示事物的等级差别。原级即形容词的原形, 比较级和最高级有规则变化和不规则变化两种。

1) 规则变化:

单音节词和少数双音节词, 加词尾-er, -est 来构成比较级和最高级。

其他双音节词和多音节词, 在前面加 more, most。

2) 不规则变化:

原级	比较级	最高级
good(好的)	better	best
well(健康的)		
bad(坏的)	worse	worst
ill(有病的)		
old(老的)	older/elder	oldest/eldest
much/many(多的)	more	most
little(少的)	less	least
far(远的)	farther/further	farthest/furthest

3) as+形容词或副词原级+as。

a. 在否定句或疑问句中可用 so...as。

He cannot run so/as fast as you.

b. 当 as...as 中间有名词时采用以下格式:

as+形容词+a+单数名词;

as+many/much+名词;

This is as good an example as the other is.

c. 用表示倍数的词或其他程度副词作修饰语时, 放在 as 的前面。

This room is twice as big as that one.

d. 倍数+as+形容词.+as; 倍数+then+of。

This bridge is three times as long as that one.

4) 比较级形容词或副词+than.

You are taller than I.

5) 可修饰比较级的词

a bit, a little, rather, much, far, by far, many, a lot, lots, a great deal, any, still, even 等, 还可以用表示倍数的词或度量名词作修饰语。

Exercise 1 Choose the best answer to complete the following sentences.

- There is ____ bridge over the river.
 - a stone old fine
 - an old stone fine
 - a fine old stone
 - an old fine stone
- It's surprising that ____ little children could do ____ much work.
 - such; so
 - so; such
 - such; such
 - so; so
- How ____ the song sounds!
 - pleasure
 - pleased
 - pleasant
 - pleasantly
- No sooner had he gone to bed than he fell _____.
 - sleep
 - asleep
 - slept
 - sleepily
- They dug ____ into the earth, hoping to find something of _____.
 - deep; value
 - deeply; value
 - deep; valuable
 - deeply; valuable
- John was so sleepy he could not keep his eyes _____.
 - open
 - opened
 - to open
 - opening
- When he was told the truth, he got ____ with me.
 - angry
 - angrily
 - anger
 - excitedly
- It's not ____ whether he'll return the book to me soon.
 - certain
 - certainly
 - sure
 - surely
- Sally is doing ____ in all her courses.
 - particular good
 - particularly well
 - particularly good
 - particular well
- The people there were ____ young students between the ages of 13 and 15.
 - most
 - much
 - mostly
 - at most



11. We can do the work with ____ money and ____ people.
A. less; few
B. less; fewer
C. little; less
D. fewer; less
12. The water in this river is very clear but it used to be ever ____.
A. clear
B. more clear
C. clearer
D. clearest
13. The Yellow River is the second ____ river in China.
A. long
B. longer
C. longest
D. as long
14. —Would you like to have ____ coffee?
—No, thanks.
A. a few more
B. any more
C. some more
D. much more
15. Of the two pears, the child picked out the ____ one.
A. small
B. smaller
C. smallest
D. more small
16. —Are you feeling ____?
—Yes, I'm fine now.
A. any well
B. any better
C. quite good
D. quite better
17. They have produced ____ grain this year ____, they did last year.
A. as less; as
B. as few; as
C. less; than
D. fewer; than
18. He had never spent a ____ day in his life.
A. much worry
B. more worrying
C. most worrying
D. so worrying
19. This coat is a bit too tight for me. Have you got ____ size in blue?
A. a big
B. a bigger
C. the big
D. the bigger
20. What he said ____ reasonable, ____ it?
A. sounded; wasn't
B. sounded; didn't
C. was; didn't
D. heard; didn't
21. What a ____ day we are having today!
A. lovely
B. likely
C. lively
D. interestingly
22. John is two years ____ than I.
A. smaller
B. less

- C. elder
D. younger
23. He is said to be the best-known musician _____.
A. alive
B. living
C. live
D. lively
24. Have you got any _____ information for us?
A. further
B. farther
C. far
D. farer
25. We found a _____ hotel at the end of the road.
A. new-built
B. new-building
C. newly-building
D. newly built
26. I saw Joan running along the road, _____ fear.
A. full with
B. filling with
C. filled of
D. full of
27. Open your mouth _____ and say "Ah".
A. wide
B. widely
C. more wide
D. larger
28. I'm afraid the box is _____ heavy for the boy.
A. too very
B. very too
C. too much
D. much too
29. I know I am short, but he is _____ than I.
A. less taller
B. more tall
C. no taller
D. the taller
30. Wang Lin is _____ a worker. He writes novels.
A. more than
B. not more than
C. no more than
D. less than

Exercise 2 Translate following sentences into English.

1. 原始语言手势的意思并非总是很清楚的。
2. 一栋新的现代建筑沿江拔地而起。
3. 他们听故事时一直很安静。
4. 他的寝室没有他姐姐的整洁。
5. 她还没有像她常装出的那样不幸。
6. 他已学了和他哥哥一样多的英文单词。
7. 她来得比我叫她来的时间还要早。
8. 你越努力学习, 成绩就越好。
9. 在美国普通医院, 每天的费用可高达 250 美元。
10. 这是解决问题的最有效且最经济的办法。



Part 3 Practical Writing: Posters

I. Introduction

A poster is an informative, often decorative way to attract attention to the information it contains. It is often a bill or placard displayed in a public place.

Typically, posters include both textual and graphic elements, although a poster may be either wholly graphical or wholly textual. Posters are designed to be both eye-catching and convey information. Posters may be used for many purposes, and they are a frequent tool of advertisers (particularly of events, musicians and films), propagandists, protestors and other groups trying to communicate a message. Posters are also used for reproductions of artwork, particularly famous works. Another type of poster is educational posters, which may be about a particular subject for educational purposes.

II. Types of Posters

Here are some of the common types of posters:

Propaganda Posters

World Wars I and II saw the emergence of the propaganda and political posters. They were used commonly for recruitment that inspired patriotism. The “Uncle Sam Wants You” posters were considered as one of the icons during this era. Alongside the recruitment posters, propaganda bills were also utilized to persuade, motivate and to convey powerful messages of nationalism. In China, we can often see such posters propagandizing the party’s policies.

Advertising Posters

Many of the print posters, especially those produced in the early years of poster printing, were made to advertise. Most common of these posters were utilized by shop owners selling food and basic services.

Movie/Film Posters

Colorful posters can help Movie studios entice the public to come and watch their films. Today, almost all movie outfits have posters to advertise upcoming films. They’ve become so popular that many of the print posters of blockbuster movies have become collector items for many.

Event Posters

Posters advertising events have become common. Any sort of public event, from a rally to a play, may be advertised with posters; a few types of events have become notable for their poster advertisements.



Educational Posters

Educational posters usually include research posters and classroom posters.

Research Posters

Posters are used in academia to promote and explain research work. They are typically shown during conferences, either as a complement to a talk or scientific paper, or as a publication. They are of lesser importance than actual articles, but they can be a good introduction to a new piece of research before the paper is published.

Classroom Posters

Most classrooms in schools have posters on the walls. There are several types of these posters:

- ◆ Books on poster, in which entire works of literature are legibly printed onto single posters.
- ◆ Motivational posters, similar to those found in offices or specific to the class subject matter.
- ◆ Posters giving more detailed information on a subject, usually containing paragraph-form text, in relatively small print.
- ◆ Pseudo-advertising posters for sports, works of classic literature, etc.

III. How to Make an Effective Poster

Follow these steps to make an effective poster:

1. **Design an effective poster.** It is important to make your poster attractive and easy to read.
 - ◆ Choose a background color that will not overwhelm the message;
 - ◆ Use appropriate pictures or graphics;
 - ◆ Choose fonts that are easy to read—consider color, size and be careful not to mix too many different fonts.
2. **Decide how you will make your poster.** Are you going to make a poster on cardboard by hand? Or do you have access to a computer and printer? Make it in the way that is easiest and most effective for you.
 - ◆ *Computer:* Some computer programs allow you to make much larger posters by sticking several printed pages together. If not, you can use a large piece of lightweight cardboard and print off the message, pictures, titles, etc. separately and stick them onto the cardboard neatly. Decorate the poster edges with borders or other eye-catching features.
 - ◆ *By hand:* If you cannot print a poster, choose the person with the best printing skills and use poster paints and bright and easy-to-use markers or pencils to make

- the posters. As with the computer version, make sure to decorate in an eye-catching way.
3. **Choose one simple, memorable message.** Place this message in large lettering that will attract attention. More detailed information can also be added in smaller lettering.
 4. **Add your information.** If you are making your own information posters, you should get the information from a reliable source, such as from books, people working in the field or on reputable internet sites.
 5. **Have your information checked.** Have your information checked by somebody with expertise in the subject, for example, or a teacher. Also get somebody to spell check the information.
 6. **Include contact information.** The point of your poster is to get attention. You will also want people to know where they can come for more information, so include contact details such as a phone number or an e-mail address.

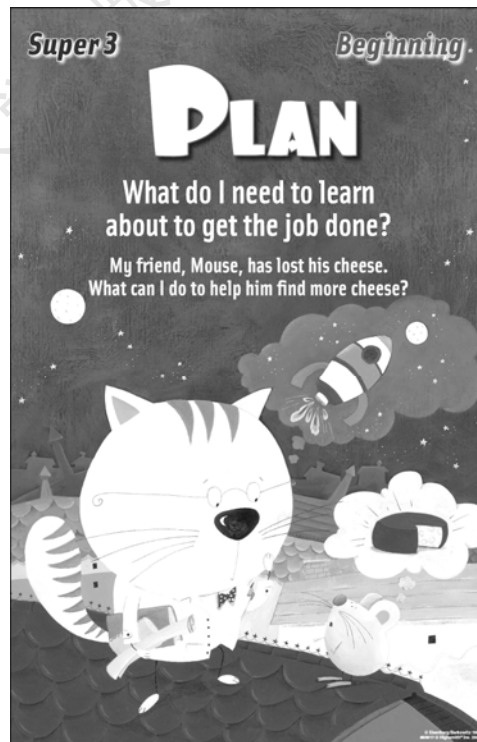
IV. Poster Samples

1)



Beijing 2008 Olympics logo

2)



Theme Poster of the Mathematics Awareness Month

3)

Exciting Football Match

Qingdao Manatee Football Team is to challenge the Mountain Tai Football Team in our city! Both teams are very powerful and have first-rate players! CCTV Sports Channel will have live television of it!

- Time: 1: 30 p.m., Jan. 3 (Tuesday)
- Place: The Etsong Stadium

V. Writing Practice

Directions:

1. Write a poster for an English-speaking contest with the following particulars:
 - 1) the right form of a standard notice
 - 2) tell the purpose and content of this contest clearly
 - 3) write no less than 100 words
2. Write a poster for an international football match with the following information:
 2. 国际足球比赛中国对韩国，地点：首都体育场，时间：1月28日下午3：30，票价：25元/张，在接待室订票，电话：84679561





Unit Four

Friendship and Love



*We met by chance and
turned into friends
and now our destiny
keeps us close to each
others making our
friendship grow more
with the passing time*

*You are a friend for
lifetime!!*

Part 1 Reading**Friendship, Its Foundations and Variants**

A quality rendered as 'friendship'—though the Greek and English terms are not identical in content—now comes under examination. It is a relation to some other person or persons without which life is hardly worth living. Some account for it on the principle of 'like to like', others on the opposite theory. Now, loveableness comes of goodness, or pleasantness, or usefulness. Love is not bestowed on the inanimate, and it must be mutual; it is to be distinguished from goodwill or devotion, which need not be reciprocated.

Friendship is a term used to denote co-operative and supportive behavior between two or more people. In this sense, the term connotes a relationship which involves mutual knowledge, esteem, and affection and respect along with a degree of rendering service to friends in times of need or crisis. Friends will welcome each other's company and exhibit loyalty towards each other, often to the point of altruism. Their tastes will usually be similar and may converge, and they will share enjoyable activities. They will also engage in mutually helping behavior, such as exchange of advice and the sharing of hardship. A friend is someone who may often demonstrate reciprocating and reflective behaviors. Yet for many, friendship is nothing more than the trust that someone or something will not harm them.

Genuine friendship must be based on goodness; what rests on pleasantness (as with the young), or on utility (as with the old), is only to be recognized conventionally as friendship. In perfection it cannot subsist without perfect mutual knowledge, and only between the good; hence it is not possible for anyone to have many real friends. Of the conventional forms, that which is born of intellectual sympathy is more enduring than what springs from sexual attraction; while what comes of utility is quite accidental. The former may develop into genuine friendship if there be virtue in both parties. Companionship is a necessary condition, in any case.

Variants of friendship, however, may subsist between unequals, as between parents and children, princes and subjects, men and women, where there is a difference in the character of the affection of the two parties. A certain degree of inequality—though we cannot lay down the limitation—makes 'friendship' a misnomer. One would not desire

the actual apotheosis of a friend, because that would take him out of reach; it would end friendship. Friendship lies rather in the active loving than in being loved, though most people are more anxious to be loved than to love.

Every form of social community—typified in the State—involves relationships into which friendship enters. The relationships in the family correspond to those in States; monarch to subjects as father to children, tyrant to subjects as master to slaves; autocratic rule to that of the husband, oligarchic rule to that of the wife; what we call timocracy to the fraternal relation, and democracy to the entirely unregulated household. In some kinds of association, friendship takes the form of esprit de corps. Quarrels arise most readily in those friendships between equals which are based upon interest, and in friendships between unequals.

Friendship is a kind of exchange—equal between equals, and proportional between unequals; a repayment. This suggests various questions as to priority of claim—e.g. between paying your father's ransom and repaying a loan, both being in a sort the repayment of a debt. No fixed law can be laid down—i.e. it cannot be said that one obligation at all times and in all circumstances over-rides all others.

The dissolution of friendship is warranted when one party has become depraved, since he has changed from being the person who was the object of friendship. But he should not be given up while there is hope of restoring his character.

Friendship is not to be identified with goodwill, though the latter is a condition precedent; we may feel goodwill, but not friendship, towards a person we have never seen or spoken to. The reason why conferring a benefit creates more affection than receiving it seems to be that the benefactor feels himself the maker of the other; we all incline to love what we produced—as parents their children, or the artist his own creations.

Man's highest activities must be exercised not in isolation, but as a member of society, and such life lacks completeness if without friends. Finally, friendship attains its completest realization where comradeship is complete; that is to say, in a common life.



New Words

variant <i>n.</i>	sth which is slightly different from other similar things 不同; 变量
render <i>v.</i>	to represent in verbal form, depict 描写; 描绘
identical <i>a.</i>	exactly the same, or very similar 相同的; 相似的
bestow <i>v.</i>	to give sth as an honour or present 给予; 赐予

inanimate <i>a.</i>	possessing none of the characteristics of life that an animal or plant has 无生命的; 无生气的
mutual <i>a.</i>	(of two or more people or groups) feeling the same emotion, or doing the same thing to or for each other 相互的; 共同的
reciprocate <i>v.</i>	to show, feel, or give in response or return 回报; 回应
denote <i>v.</i>	to represent, indicate 指示; 表示
connote <i>v.</i>	to suggest or imply in addition to literal meaning 暗示; 意味着
esteem <i>n.</i>	respect for or a good opinion of someone 尊敬; 看重
render <i>v.</i>	to give sth such as a service, a personal opinion or expression 给予
altruism <i>n.</i>	willingness to do things which benefit other people 利他; 无私
converge <i>v.</i>	to tend toward or achieve union or a common conclusion or result 趋同; 会合
reflective <i>a.</i>	thinking carefully and quietly 沉思的
genuine <i>a.</i>	if people or emotions are genuine, they are honest and sincere 真诚的; 真正的
utility <i>n.</i>	the usefulness of sth 功用, 效用
conventionally <i>ad.</i>	traditionally and ordinarily 惯常地
subsist <i>v.</i>	to remain or continue in existence 继续存在; 维持
intellectual <i>a.</i>	relating to your ability to think and understand things 理性的; 知性的
enduring <i>a.</i>	existing for a long time 持久的
virtue <i>n.</i>	a good moral quality in a person, or the general quality of goodness in people 美德; 善良
companionship <i>n.</i>	enjoyment of being with other, fellowship 友谊; 同伴关系
affection <i>n.</i>	a tender feeling toward another; fondness 情感; 喜爱
misnomer <i>n.</i>	a name that does not suit what it refers to 用词不当
apotheosis <i>n.</i>	the best or most extreme example of sth 神话; 完美的典型
typify <i>v.</i>	to serve as a typical example of 作为...的典型
monarch <i>n.</i>	a king or queen 君主
tyrant <i>n.</i>	a ruler who has unlimited power over other people, and uses it unfairly and cruelly 暴君
autocratic <i>a.</i>	like an autocrat 独裁的
oligarchic <i>a.</i>	like an oligarchy 寡头统治的
timocracy <i>n.</i>	a state described by Plato as being governed on principles of honor and military glory 由柏拉图所提出的荣誉之上的政治
fraternal <i>a.</i>	relating to brothers 兄弟的
association <i>n.</i>	a group of people who are united in a single organization for a particular purpose 协会; 社团

proportional <i>a.</i>	properly related in size, degree, or other measurable characteristics; corresponding 均衡的; 相对应的
ransom <i>n.</i>	the price or payment demanded or paid for such release 赎金
over-ride <i>v.</i>	to be more important than sth 优先于
dissolution <i>n.</i>	decomposition into fragments or parts 分裂; 瓦解
warrant <i>v.</i>	to ensure, guarantee or promise 保证; 担保
restore <i>v.</i>	to bring back to an original condition 恢复
precedent <i>a.</i>	an act or instance that may be used as an example in dealing with subsequent similar instances 在前的; 在先的
confer <i>v.</i>	to give an official title, honour, or advantage to sb 授予; 赠与
benefactor <i>n.</i>	one that gives aid, esp. financial aid 捐助者; 赠送者
isolation <i>n.</i>	the state of being alone and without friends or help 孤立; 隔绝
attain <i>v.</i>	to reach or succeed in getting sth; to achieve 获得
comradeship <i>n.</i>	the feeling of friendship between people who live or work together 同志之谊



Phrases and Expressions

under examination	being examined 在审查/审视中
account for	to explain the reason for sth or the cause of sth 解释; 说明
come of	to happen as a result of sth 起源于; 由...引起
rest on	to depend on, base on 依靠
spring from	to come from or be a result of sth 源于; 来自
in any case	anyway 无论如何
lay down	to officially establish a rule, or to officially state the way in which sth should be done 正式的界定; 规定
out of reach	if sth is beyond your reach or out of reach, you are not able to have it or get to it 遥不可及
lie in	to exist or be found in sth 存在于
correspond to	to match or be similar or equal 相应; 符合
esprit de corps	the feelings, such as pride and loyalty, shared by members of a group of people 团队精神



Post Reading Exercises

Content Awareness

I. Answer the following questions according to the information from the passage.

1. According to the passage, what does the loveableness of friendship come from in para. 1?
2. What kind of behavior does friendship denote as a term in para. 2?
3. What are the variants between unequals mentioned in para. 4?
4. What does one who has become depraved regain his friendship in para.7?
5. Why does one who confers a benefit create more affection than receiving it in para. 8?
6. How to realize friendship completely in the last paragraph?

II. Read the passage and decide whether each of the following statements is true or false.

- () 1. The Greek and English have the similar interpretation of the term “friendship” in content.
- () 2. Friendship is based on mutual understanding, respect, mutually helping behavior and similar taste.
- () 3. Friendship which is born of intellectual sympathy is as lasting as friendship springing from sexual attraction.
- () 4. Friendship cannot last for a long time only between the good without perfect mutual knowledge.
- () 5. Friendship lies rather in being loved than the active loving.
- () 6. There is no debt could be superior to all other debts, therefore should be

given priority of claim.

- () 7. If one party of the friendship morally corrupts, he could never attain any opportunity of being the object of friendship again.
- () 8. Friendship is an exchange between both equals and unequals.
- () 9. Goodwill is a condition precedent of friendship and is identified with friendship.



Language Focus

III. Choose the definition from Column (B) that best matches each italicized word or phrase in Column (A).

(A)

1. *bestow*
2. *reciprocate*
3. *altruism*
4. *utility*
5. *subsist*
6. *affection*
7. *ransom*
8. *confer*
9. *benefactor*
10. *isolation*

(B)

- a. to give an official title, honour, or advantage to sb
- b. willingness to do things which benefit other people
- c. to remain or continue in existence
- d. to show, feel, or give in response or return
- e. the price or payment demanded or paid for such release
- f. the usefulness of sth
- g. the state of being alone and without friends or help
- h. a tender feeling toward another; fondness
- i. to give sth as an honour or present
- j. one that gives aid, esp. financial aid



IV. Find the proper forms of the following words according to the given word class.

- | | | |
|----------------|-------|-------|
| 1. dissolution | (v.) | _____ |
| 2. confer | (n.) | _____ |
| 3. mutual | (ad.) | _____ |
| 4. typify | (a.) | _____ |
| 5. enduring | (v.) | _____ |
| 6. identical | (v.) | _____ |
| 7. reflective | (v.) | _____ |
| 8. attain | (a.) | _____ |
| 9. precedent | (v.) | _____ |
| 10. isolation | (v.) | _____ |

V. In English, a word may have more than one meaning and can be used with other words as phrases. Besides, a word may be used as either a noun or a verb. Translate the meaning of the following sentences, especially the italicized words with multiple meanings.

spring

- The organization is ready to *spring* into action the moment it receives its funding.
- Thousands of new businesses have *sprung* up in the past couple of years.
- Janet's coming over for a couple of weeks next *spring*.
- The children have jumped on the couch so much that they've ruined the *springs*.
- He said he would *spring* for the dinner.
- To the north are the hot *springs* of Banyas de Sant Loan.

render

- His rudeness *rendered* me speechless.
- The jury has *rendered* its verdict.
- She is *rendering* the book into English from French.
- We see that freight railroads make good profits while *rendering* excellent service.

virtue

- Patience is a *virtue*.
- Would there be any *virtue* in taking an earlier train?
- She succeeded by *virtue* of her tenacity rather than her talent.

VI. Choose the correct word or phrase to fill into each sentence, using the proper form.

correspond to	attain	restore	tyrant	proportional
typify	reciprocate	springs from	variant	account for



1. Now the gene they discovered today does not _____ all these cases.
2. They offered us an exclusive agency for their car and we _____ with an offer of the agency for our buses.
3. His need to be liked obviously _____ a deep-rooted insecurity.
4. The money I've saved _____ roughly _____ the amount I need for my course.
5. The former leader was today _____ to power in the first free elections for twenty years.
6. The pay will be _____ to the amount of time put in.
7. This single item will suffice to _____ all the rest.
8. Tamir, one of several sons of the exiled ruler, vowed he would liberate his country from the _____.
9. There is evidence that a new _____ of the disease has recently been found in Britain.
10. India _____ independence in 1947, after decades of struggle.

Translation

VII. Translate the following into Chinese.

1. It is a relation to some other person or persons without which life is hardly worth living.
2. In this sense, the term connotes a relationship which involves mutual knowledge, esteem, and affection and respect along with a degree of rendering service to friends in times of need or crisis.
3. Of the conventional forms, that which is born of intellectual sympathy is more enduring than what springs from sexual attraction; while what comes of utility is quite accidental.
4. Variants of friendship, however, may subsist between unequals, as between parents and children, princes and subjects, men and women, where there is a difference in the character of the affection of the two parties.
5. Friendship is a kind of exchange—equal between equals, and proportional between unequals; a repayment.
6. The reason why conferring a benefit creates more affection than receiving it seems to be that the benefactor feels himself the maker of the other; we all incline to love what we produced—as parents their children, or the artist his own creations.

VIII. Translate the following into English.

1. 这个价格是正常价格的十倍，完全超越了普通人的购买能力。(out of reach)
2. 所有的机动车辆和行人必须严格遵守交通规则。(lay down)
3. 孩子做错事时要鼓励他们多思考，这有助于他们理解如何做和为什么做错。(reflective)

4. 双方的利益也许并不一致, 但有很大程度的重合。(identical)
5. 东、西方国家为共同利益的发展而共同努力。(mutual)
6. 嫌疑犯不能说明案发当晚他的行踪。(account for)
7. 政府正试图恢复公众对于其经济管理的信心。(restore)
8. 他的愤怒来自于失去生命中最爱的痛苦。(spring from)

Part 2 Grammar

动词的时态

1. 一般现在时

- 1) 经常性或习惯性的动作, 常与表示频度的时间状语连用。

时间状语: every..., sometimes, at..., on Sunday

I leave home for school at 7 every morning.

- 2) 客观真理, 客观存在, 科学事实。

The earth moves around the sun.

- 3) 表示格言或警句。

Pride goes before a fall.

- 4) 现在时刻的状态、能力、性格、个性。

I don't want so much.

2. 一般过去时

- 1) 在确定的过去时间里所发生的动作或存在的状态。

时间状语有: yesterday, last week, an hour ago, the other day, in 1982 等。

Where did you go just now?

- 2) 表示在过去一段时间内, 经常性或习惯性的动作。

When I was a child, I often played football in the street.

- 3) 句型:

It is time you went to bed.

I'd rather you came tomorrow.

- 4) wish, wonder, think, hope 等用过去时, 作试探性的询问、请求、建议等。

I thought you might have some. 我以为你想要一些。

注意: 用过去时表示现在, 表示委婉语气。

- 1) 动词 want, hope, wonder, think, intend 等。

Did you want anything else?

- 2) 情态动词 could, would.

Could you lend me your bike?

3. 一般将来时

- 1) shall 用于第一人称, 常被 will 替代。

will 在陈述句中用于各人称, 在征求意见时常用于第二人称。

Which paragraph shall I read first.

2) be going to+不定式, 表示将来。

a. 主语意图, 即将做某事。

What are you going to do tomorrow?

b. 计划, 安排要发生的事。

The play is going to be produced next month.

c. 有迹象要发生的事

Look at the dark clouds, there is going to be a storm.

3) be+不定式表将来, 按计划或正式安排将发生的事。

We are to discuss the report next Saturday.

4) be about to+不定式, 意为马上做某事。

He is about to leave for Beijing.

4. 现在完成时

现在完成时用来表示之前已发生或完成的动作或状态, 其结果的确和现在有联系。动作或状态发生在过去, 但它的影响现在还存在; 也可表示持续到现在的动作或状态。其构成: have (has)+过去分词。

1) 用于现在完成时的句型:

It is the first/second time....that...结构中的从句部分, 用现在完成时。

This is the...that...结构, that 从句要用现在完成时。

It is the first time that I have visited the city.

This is the best film that I've (ever) seen.

这是我看过的最好的电影。

2) 比较 since 和 for:

since 用来说明动作起始时间, for 用来说明动作延续时间。例如:

I have lived here for more than twenty years.

I have lived here since I was born..

5. 过去完成时

1) 概念: 表示过去的过去。

其构成是 had+过去分词构成。

2) 用法

a. told, said, knew, heard, thought 等动词后的宾语从句。

She said (that) she had never been to Paris.

b. 状语从句。

在过去不同时间发生的两个动作中, 发生在先, 用过去完成时; 发生在后, 用一般过去时。

When the police arrived, the thieves had run away.

c.表示意向的动词，如 hope, wish, expect, think, intend, mean, suppose 等，用过去完成时表示“原本…，未能…”。

We had hoped that you would come, but you didn't.

3)过去完成时的时间状语 before, by, until, when, after, once, as soon as.

He said that he had learned some English before.

6. 现在进行时

现在进行时的基本用法：

1)表示现在(指说话人说话时)正在发生的事情。

We are waiting for you.

2)习惯进行：表示长期的或重复性的动作，说话时动作未必正在进行。

Mr. Green is writing another novel.

(说话时并未在写，只处于写作的状态。)

3)表示渐变的动词有：get, grow, become, turn, run, go, begin 等。

The leaves are turning red.

4)与 always, constantly, forever 等词连用，表示反复发生的动作或持续存在的状态，往往带有说话人的主观色彩。

You are always changing your mind.

Exercise 1 Choose the best answer to complete the following sentences.

1. The pen I ____ I ____ is on my desk, right under my nose.
A. think; lost B. thought; had lost
C. think; had lost D. thought; have lost
2. We ____ each other the best of luck in the exam.
A. hoped B. wished
C. expected D. wanted
3. —Can I join your club, Dad?
—You can when you ____ a bit older.
A. get B. will get
C. are getting D. will have got
4. I don't think Jim saw me. He ____ into space.
A. was just staring B. just stared
C. has just stared D. had just stared
5. The volleyball match will be put off if it ____.
A. will rain B. rains
C. rained D. is raining
6. I first met Lisa 3 years ago. She ____ at a radio shop at the time.
A. has worked B. was working



- C. had been working
D. had worked
7. I don't like him. He always talks as though he ____ everything.
A. knew
B. knows
C. had known
D. has known
8. I'm Chinese. Where ____ from?
A. you're coming
B. you come
C. do you come
D. are you coming
9. Don't talk so loudly. The baby ____.
A. sleeps
B. slept
C. has slept
D. is sleeping
10. Hurry up, John. The train ____ at 8 a.m.
A. is starting
B. has started
C. would start
D. started
11. We'd better do our Christmas shopping now. Time ____.
A. runs out
B. ran out
C. has run out
D. is running out
12. Cook! Here ____ the first bus.
A. come
B. comes
C. will come
D. is coming
13. She ____ lovely when she ____.
A. look; smile
B. looks; smile
C. looks; smiles
D. look; smiles
14. You ____ what I said? I ____ the truth.
A. don't believe; am telling
B. aren't believing; told
C. didn't believe; tell
D. don't believe; was telling
15. The topic of the computer ____ always interested me.
A. have
B. are
C. has
D. is
16. Now that you ____, why not join us?
A. return
B. returned
C. have returned
D. are returning
17. I insisted that he ____ there alone.
A. go
B. went
C. goes
D. has gone
18. It ____ that the tourists will pay a visit to our school.
A. reports
B. reported
C. is reported
D. was reported

19. Those people ____ to die rather than surrender.
A. preferred
B. were preferred
C. preferred
D. has preferred
20. I'm sorry I ____ know you ____ here.
A. don't are
B. didn't; were
C. don't; were
D. didn't; are
21. When ____ you ____ your new car?
A. have; bought
B. do; buy
C. did; buy
D. had; bought
22. I won't leave until I ____ my work.
A. do
B. did
C. am doing
D. have done
23. We ____ 30 minutes to complete the test.
A. were given
B. had given
C. gave
D. were giving
24. The boy ____ in the street till a PLA man came to pick it up.
A. was crying
B. has been crying
C. has cried
D. had been crying
25. What he said ____ the listeners.
A. effected
B. affected
C. was effected
D. was affected
26. By the end of this term we ____ ten English lessons.
A. will learn
B. will have learned
C. have learned
D. would be learning
27. Xiao Wang said that he ____ to our meeting the next day.
A. will come
B. were coming
C. is coming
D. would come
28. We ____ careful in doing this kind of work.
A. have to
B. will be going to be
C. should have to be
D. shall have to be
29. Look out! The wall ____ fall!
A. is going to
B. will be
C. shall
D. will
30. You ____ an English test in a week.
A. have
B. had
C. have had
D. will have



Exercise 2: Translate following sentences into English.

1. 如果你去新西兰，你会喜欢上那个地方的。
2. 你妈回来之前你不要出去。
3. 她告诉我，她第二天要去欧洲旅行。
4. 他们知道我们绝不会允许发生这样的事。
5. 朋友对我说，他今天要与他的一位客户一块儿吃午饭。
6. 要是我在这儿待一会儿，会干扰你们吗？
7. 她突然想起来她将她的手机落在计程车上了。
8. 我原计划去欧洲旅行的。现在我改变主意了。
9. 我希望在你明天来之前我已完成了这篇文章。
10. 自我们上次见面以来，她就一直忙着筹备那个展览。

Part 3 Practical Writing: Letter Writing Personal Letters

I. Brief Introduction

A letter is a way of communicating between two or more people. There are many uses and reasons for writing a letter, but usually letters are divided into personal letters and business letters. Personal letters are between two friends, dealing with a wide range of personal affairs. They can either be printed or hand-written.

II. Contents of a Personal Letter

A personal letter usually consists of six (or sometimes seven) parts:

1. Return address (Not needed if the letter is printed on paper with a letterhead already on it.): All that is needed is your street address on the first line and the city, state and zip on the second line.
2. Date: Put the date on which the letter was written in the format Month Day Year i.e. August 30, 2008. Skip a line between the date and the salutation.
3. Salutation: Usually starts out with Dear so and so, or Hi so and so. Note: There is a comma after the end of the salutation (you can use an exclamation point also if there is a need for some emphasis).
4. Body: The body is where you write the content of the letter; the paragraphs should be single spaced with a skipped line between each paragraph. Skip 2 lines between the end of the body and the closing.
5. Closing: Let the reader (s) know that you are finished with your letter; usually ends with Sincerely, Sincerely yours, Thank you, and so on. Note that there is a comma after the end of the closing and only the first word in the closing is capitalized.

6. Signature: Your signature will go in this section, usually signed in black or blue ink with a pen. Skip a line after your signature and the P.S., if there is any.

7. P.S.: If you want to add anything additional to the letter you write a P.S. (post script) and the message after that. You can also add a P.P.S. after that and a P.P.P.S. after that and so on. But you should try to avoid any post scripts, or at least avoid using more than one.

III. Types of Personal Letters

As said above, personal letters deal with a wide range of personal affairs. So, personal letters can be classified into different types according to their uses. Here we'll discuss some kinds of common personal letters.

A Thank You Letter is a letter that is used when one party wishes to express appreciation to another party. In day-to-day life there are the situations that may call for a thank you letter, such as: a follow-up thanks after a job interview or offer; thanks to a company or institution in appreciation for exceptional customer service received; letters for wedding gifts, etc.

An Apology Letter is called for when one has caused an inconvenience to someone. Eating crow is something one never likes to do but when the occasion calls for it, we should not hesitate to write an Apology Letter.

An Invitation Letter is one of the most popular ways of inviting relatives, friends, colleagues to important events. In a formal situation, an invitation letter refers to the request regarding the attendance of a prominent person at some particular event. An invitation letter can be written for the following purposes: to announce an alumni meet, to invite to a wedding, anniversary or house-warming ceremony.

A love letter is a romantic way to express feelings of love in written form. Sometimes sent in the mail, or by electronic mail, the letter may be anything from a short and simple message of love to a lengthy explanation of feelings.

IV. Personal Letter Format

In the personal letter format, your address, date, the closing, signature, and printed name are all indented to the right half of the page (how far you indent in is up to you as long as the heading and closing is lined up, use your own discretion and make sure it looks presentable). Also the first line of each paragraph is indented.



	Return Address Line 1 1
	Return Address Line 2
Dear Name of Recipient, 3	Date (Month Day, Year) 2
Body Paragraph	
1	
Body Paragraph	
2	
 4
	Closing (Sincerely...), 5
	Signature 6
P.S. 7	

V. Samples of Personal Letters

Sample 1

	506 Country Lane
	North Baysville, CA 53286
	July 16, 2008
Dear Susan,	
It feels like such a long time since the last time I saw you. I know it's only been several weeks since I saw you. So far my summer has been great!	
I spend all my weekends at the beach. I am getting a nice tan and you can no longer say I am paler than you. I have been playing lots of volleyball, surfing and building a nice collection of sea shells. Just this past weekend I took second place in a sandcastle building contest!	
I hope the summer's been going well for you too. There's only a month and a half left in summer vacation and after that it's back to school. Would you like to meet up some time before school starts?	
	Your friend,
P.S. John Austin says hi.	<i>Signature</i>

Sample 2

Beauharnais

Paris

December 1795

I wake filled with thoughts of you. Your portrait and the intoxicating evening which we spent yesterday have left my senses in turmoil.

Sweet incomparable Josephine, what a strange effect you have on my heart! Are you angry?

Do I see you looking sad? Are you worried? ...

My soul aches with sorrow, and there can be no rest for your lover; but is there still more in store for me when, yielding to the profound feelings which overwhelm me, I draw from your lips, from your heart a love which consumes me with fire? Ah! it was last night that I fully realized how false an image of you your portrait gives!

You are leaving at noon; I shall see you in three hours. Until then, mio dolce amor, a thousand kisses; but give me none in return, for they set my blood on fire.

Bonaparte

VI. Writing Practice

Directions:

Suppose you have just had a job interview with John Smith, the personnel manager of the ABC company. Please write a Thank You Letter with the help of the following outline.

.....
.....
.....

Dear _____,

.....
.....
.....
.....
.....
.....

中国海洋大学出版社





Unit Five

Science and Technology



Part 1 Reading

New Theory: How Intelligence Works

By ker Than

Like memory, human intelligence is probably not confined to a single area in the brain, but is instead the result of multiple brain areas working in concert, a new review of research suggests.

The review by Richard Haier of the University of California, Irvine, and Rex Jung of the University of New Mexico proposes a new theory that identifies areas in the brain that work together to determine a person's intelligence.

"Genetic research has demonstrated that intelligence levels can be inherited, and since genes work through biology, there must be a biological basis for intelligence," Haier said.

The review of 37 imaging studies, detailed online in the journal *Behavioral and Brain Sciences*, suggests that intelligence is related not so much to brain size or a particular brain structure, but to how efficiently information travels through the brain.

"Our review of imaging studies identifies the stations along the routes intelligence information processing takes," Haier said. "Once we know where the stations are, we can study how they relate to intelligence."

The new theory might eventually lead to treatments for low IQ, the researchers say, or to ways of boosting the IQ of people with normal intelligence.

Parieto-Frontal Integration Theory (P-FIT)

In their review, Haier and Jung compiled a list of all the brain areas previous neuroimaging studies had found to be related to intelligence, placing greater emphasis on those areas that appeared multiple times. The list they came up with suggests that most of the brain areas thought to play a role in intelligence are clustered in the frontal and parietal lobes. Furthermore, some of these areas are also related to attention and memory and to more complex functions such as language. The pair does not think this is a coincidence. In their P-FIT, they suggest that intelligence levels are based on how efficiently these brain areas communicate with one another.

Haier says the new theory sidesteps the sticky question of what intelligence is, something that scientists have yet to agree on. "In every single study that we reviewed,

there was a different measure of intelligence,” Haier said. “There’s controversy about what is the best measure of intelligence. There’s controversy over how broad or narrow the definition of intelligence should be. Our work really goes beyond those questions and basically says that irrespective of the definition of intelligence you use in neuroimaging studies, you find a similar result.”

Earl Hunt, a neuroscientist at the University of Washington, who was not involved in the research, said the P-FIT model highlights the progress scientists have made in recent years toward understanding the biological basis of intelligence. “Twenty-five years ago researchers in the field were engaged in an unedifying discussion of the relation between skull sizes and intelligence test scores,” Hunt said.

Building upon Previous Work

Haier and Jung were also behind other important intelligence-related studies. In 2004, they found that regions related to general intelligence are scattered throughout the brain and that the existence of a single “intelligence center” was unlikely.

And in a 2005 study, they found that while there is essentially no difference in general intelligence between the sexes, women have more white matter and men more gray matter. Gray matter represents information processing centers in the brain, and white matter links the centers together. The finding suggested that no single structure in the brain determines general intelligence and that different types of brain designs can produce equivalent intellectual performance.

Knowing what determines intelligence might lead to treatments for diseases of intelligence like mental retardation, Haier said.

“It would be important to know how intelligence works to determine if there’s any way to treat low IQ,” Haier told LiveScience. “If you can treat low IQ in mental retardation because you identify something wrong in the brain that’s affecting intelligence, then that raises the question of whether you can raise IQ in people that don’t necessarily have the brain injuries.”

New Words

confine v.	keep (a person or an animal) in a restricted space 限制在某一空间内
propose v.	offer or put forward (sth) for consideration; suggest 提议; 建议
demonstrate v.	show 表明; 表示
inherit v.	receive (property, a title, etc.) as a result of the death of the previous owner; derive (qualities, etc.) from an ancestor 继承(财产、头衔等); 遗传



detail v.	describe sth fully (to/for sb) (向/为某人)详述某事物
n.	small, particular fact or item 细目; 细节; 详情
boost v.	increase or improve sth 增强; 提高
compile v.	collect (information) and arrange it in a book, list, report, etc. 收集(资料)并编辑(成书、表、报告等)
cluster v.	round sb/sth form a cluster round sb/sth; surround sb/sth closely 聚集在某人/某物/的周围; 丛生; 群聚
parietal a.	of either of the bones (parietal bones) forming part of the sides and top of the skull 颅腔壁的; 顶骨的
lobe n.	肺叶; 脑叶
coincidence n.	occurrence of similar events or circumstances at the same time by chance 巧合(的事)
sidestep v.	avoid dealing with sth difficult 绕开
sticky n.	situation that is hard to deal with 难以应付的情况
controversy n.	public discussion or argument, often rather angry, about sth which many people disagree with 公开辩论; 论战
highlight v.	give special attention to (sth); emphasize 对(某事物)予以特别的注意; 强调; 突显
n.	best, most interesting or most exciting part of sth 最有意思或最精彩的部分
unedifying a.	unpleasant and meaningless 不愉快的; 无意义的
essentially ad.	in his/its true nature; basically 本质上; 基本上
equivalent a.	equal in value, amount, meaning, importance, etc. (价值、数量、意义、重要性等)相同的
retardation n.	mental retardation 智力迟钝

Phrases and Expressions

in concert	co-working together 一致; 合作
place emphasis on	stress
come up with	produce, think of
be based on	基于; 根据
be related to	be connected with 与...有关
go beyond	exceed sth 超过(某事物)
irrespective of	not taking account of or considering (sth/sb) 不顾或不考虑
agree on	have or express the same opinion about sth 在某事上意见一致



Post Reading Exercises

Content Awareness

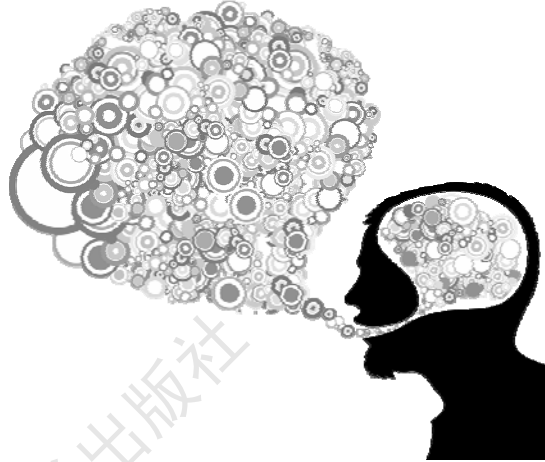
I. Answer the following questions according to the information from the passage.

1. How does the human intelligence work according to the passage?
2. Is intelligence related to brain size or a particular brain structure? Why or why not?
3. What are the most of the brain areas thought to play a role in intelligence?
4. Why do the scientists avoid defining intelligence?
5. What are the benefits of knowing what determines intelligence?

II. Choose the best answer to each question with information from the passage.

1. What is NOT true about human intelligence?
 - A. It involves the work of multiple brain areas.
 - B. It might pass down from generation to generation.
 - C. It is not mainly decided by brain size or a particular brain structure.
 - D. It has no difference between the sexes.
2. The general intelligence is related to _____ in the brain.
 - A. scattered regions
 - B. intelligence center
 - C. white matter
 - D. gray matter
3. What might the new theory mentioned in the passage be used?
 - A. Treat low IQ.
 - B. Boost the IQ of people with normal intelligence.
 - C. Identify the stations along the routes intelligence information processing takes.
 - D. Both A and B.
4. What can we infer from the passage?
 - A. Women are more clever than men.
 - B. Men are more clever than women.
 - C. Both sexes have their own advantages in the general intelligence.

- D. The intelligence performance vary between sexes.
5. Which of the following statements is NOT true about the study of intelligence?
- A. Intelligence levels are based on the size of the skull.
- B. Intelligence must base on a biological basis.
- C. The scientists are still puzzled about what is the best measure of intelligence.
- D. Once scientists have identified the cause for affecting intelligence, it will benefit people a lot.



Language Focus

III. Find the proper forms of the following words or expressions according to the given word class.

- | | | |
|----------------|------|-------|
| 1. confine | (n.) | _____ |
| 2. propose | (n.) | _____ |
| 3. inherit | (n.) | _____ |
| 4. detail | (a.) | _____ |
| 5. controversy | (a.) | _____ |
| 6. definition | (v.) | _____ |
| 7. demonstrate | (n.) | _____ |
| 8. essential | (n.) | _____ |
| 9. coincidence | (v.) | _____ |
| 10. emphasis | (v.) | _____ |

IV. In English, a word may have more than one meaning and can be used with other words as phrases. Besides, a word may be used as either a noun or a verb. Translate the meaning of the following sentences, especially the italicized words with multiple meanings.

**demonstrate**

1. A trainer came in to *demonstrate* how the new computer system worked.
2. Brenda wanted to *demonstrate* her sympathy in a practical way.
3. Thousands of people *demonstrated* outside the parliament building last night.

propose

1. In his speech he *proposed* that the UN should set up an emergency centre for the environment.
2. A number of theories have been *proposed* to explain the phenomenon.
3. Shaun *proposed* to me only six months after we met.

V. Choose the correct word or phrase to fill into each sentence, using the proper form.

inherit	demonstrate	propose	confine	detail
boost	coincidence	controversy	highlight	essentially

1. After her operation, she was _____ to bed for a week.
2. The election _____ democracy in action.
3. The committee _____ that new legislation should be drafted.
4. The unexpected win _____ the team's morale.
5. She's added a few characters and changed some names but _____ this is a true story.
6. This report _____ some of the problems faced by old people in winter.
7. The computer's features are _____ in our brochure.
8. The plot of the novel relies too much on _____ to be realistic.
9. The appointment of the new director aroused a lot of _____.
10. She _____ a little money from her grandfather.

Translation**VII. Translate the following into English.**

1. 他的许多成就是与同事合作取得的。(in concert)
2. 有些学校极为注重语言学习。(put/lay/place emphasis on)
3. 我把希望寄托在我们昨天得到的好消息上。(base... on)
4. 教育水平与经济发展密切相关。(be strongly related to)
5. 今年的销售额之高完全超出我们的预料。(go beyond)
6. 法律适用于所有的人,不分种族、信仰或肤色。(irrespective of)
7. 她想出了增加销售量的新主意。(come up with)
8. 当然我们并不是在什么事情上都意见一致。(agree on)
9. 她继承了母亲的美貌和父亲的坏脾气。(inherit)
10. 关于这个城市的新体育场在哪儿建及由谁承建的问题上还存在巨大分歧。



(controversy)

Part 2 Grammar

情态动词

1. 情态动词的语法特征

- 1) 情态动词不能表示正在发生或已经发生的事情，只表示期待或估计某事的发生。
- 2) 情态动词除 ought 和 have 外，后面只能接不带 to 的不定式。
- 3) 情态动词没有人称、数的变化，即情态动词第三人称单数不加-s。
- 4) 情态动词没有非谓语形式，即没有不定式、分词等形式。

2. 比较 can 和 be able to

- 1) can 表示能力；可能(过去时用 could)，只用于现在式和过去式(could)。be able to 可用于各种时态。例如：

They will be able to tell you the news soon.

- 2) 只用 be able to

- a. 位于助动词后。
- b. 位于情态动词后。
- c. 表示过去某时刻动作时。
- d. 用于句首表示条件。
- e. 表示成功地做了某事时，只能用 was/were able to，不能用 could。例如：

He was able to flee Europe before the war broke out.

=He managed to flee Europe before the war broke out.

3. 比较 may 和 might

- 1) 表示允许或请求；表示没有把握的推测；may 放在句首，表示祝愿。例如：

May God bless you!

He might be at home.

注意：might 表示推测时，不表示时态。只是可能性比 may 小。

- 2) 短语：may/might as well，后面接不带 to 的不定式，意为“不妨”。例如：

If that is the case, we may as well try.

4. 比较 must 和 have to

- 1) 两词都是“必须”的意思，have to 表示客观的需要，must 表示说话人主观上的看法，既主观上的必要。例如：

My brother was very ill, so I had to call the doctor in the middle of the night.

He said that they must work hard.

- 2) have to 有人称、数、时态的变化，而 must 只有一种形式。但 must 可用于间接引语中表示过去的必要或义务。例如：

He had to look after his sister yesterday.

- 3) 在否定结构中: don't have to 表示“不必”;
mustn't 表示“禁止”;

You don't have to tell him about it. 你不一定要把此事告诉他。

You mustn't tell him about it. 你一定不要把这件事告诉他。

5. must 表示推测

- 1) must 用在肯定句中表示较有把握的推测, 意为“一定”。
- 2) must 表对现在的状态或现在正发生的事情的推测时, must 后面通常接系动词 be 的原形或行为动词的进行时。
You have worked hard all day. You must be tired.
He must be working in his office.
- 3) must 表示对已发生的事情的推测时, must 要接完成时。
I didn't hear the phone. I must have been asleep.
- 4) must 表示对过去某时正发生的事情的推测, must 后面要接不定式的完成进行式。
—Why didn't you answer my phone call?
—Well, I must have been sleeping, so I didn't hear it.
- 5) 否定推测用 can't. 例如:

If Tom didn't leave here until five o'clock, he can't be home yet.

6. 表示推测的用法

can, could, may, might, must 皆可表示推测, 其用法如下:

- 1) 情态动词+动词原形。
表示对现在或将来的情况的推测, 此时动词通常为系动词。例如:
I don't know where she is, she may be in Wuhan.
- 2) 情态动词+动词现在进行时。例如:
表示对现在或将来正在进行的情况进行推测。
At this moment, our teacher must be correcting our exam papers.
- 3) 情态动词+动词完成时。例如:
表示对过去情况的推测。
We would have finished this work by the end of next December.
The road is wet. It must have rained last night.
- 4) 情态动词+动词的现在完成进行时。例如:
表示对过去正在发生事情的推测。
Your mother must have been looking for you.
- 5) 推测的否定形式、疑问形式用 can't, couldn't 表示。例如:
Mike can't have found his car, for he came to work by bus this morning.
注意: could, might 表示推测时不表示时态, 其推测的程度不如 can, may。

7. 情态动词+have+过去分词

1) may (might) have+done sth, can (could) have+done sth, 表示过去, 推测过去时间里可能发生的事情。例如:

Philip may (might) have been hurt seriously in the car accident.

Philip can (could) have been hurt seriously in the car accident.

2) must have+done sth, 对过去时间里可能发生的事情的推测, 语气较强, 具有"肯定", "谅必"的意思。例如:

—Linda has gone to work, but her bicycle is still here.

—She must have gone by bus.

3) ought to have done sth, should have done sth, 本应该做某事, 而事实上并没有做。否定句表示“不该做某事而做了”。例如:

You ought to (should) have been more careful in this experiment.

He ought not to have thrown the old clothes away. (事实上已扔了。)

ought to 在语气上比 should 要强。

4) needn't have done sth, 表示本没必要做某事。例如:

I dressed very warmly for the trip, but I needn't have done so. The weather was hot.

5) would like to have done sth, 表示本打算做某事。例如:

I would like to have read the article, but I was very busy then.

8. should 和 ought to

should 和 ought to 都为“应该”的意思, 可用于各种人称。例如:

—Ought he to go?

—Yes, I think he ought to.

表示要求、命令时, 语气由 should (应该)、had better (最好)、must (必须) 逐渐增强。

9. had better 表示“最好”

had better 相当于一个助动词, 它只有一种形式, 它后面要跟动词原形。

had better do sth;

had better not do sth;

It is pretty cold. You'd better put on my coat.

She'd better not play with the dog.

had better have done sth 表示与事实相反的结果, 意为“本来最好”。例如:

You had better have come earlier.

10. would rather 表示“宁愿”

would rather do;

would rather not do;

would rather...than... 宁愿...而不愿。

还有 would sooner, had rather, had sooner 都表示“宁愿”、“宁可”的意思。例如:

If I have a choice, I had sooner not continue my studies at this school.



I would rather stay here than go home. = I would stay here rather than go home.

11. will 和 would

注意:

1) would like; would like to do = want to 意为想要, 为固定搭配。

Would you like to go with me?

2) Will you...? Would you like...? 表示肯定含义的请求劝说时, 疑问句中一般用 some, 而不是 any。例如:

Would you like some cake?

3) 否定结构中用 will, 一般不用 would, won't you 是一种委婉语气。例如:

Won't you sit down?

12. 比较 need 和 dare

这两词既可作实义动词, 又可作情态动词。作为情态动词, 两者都只能用于疑问句、否定句和条件句。need 作实义动词时后面的不定式必须带 to, 而 dare 作实义动词用时, 后面的 to 通常可以被省略。

1) 实义动词: need (需要; 要求)

need + n./to do sth

2) 情态动词: need, 只用原形 need 后加 do, 否定形式为 need not。例如:

Need you go yet?

Yes, I must. / No, I needn't.

3) need 的被动含义: need, want, require, worth (形容词) 后面接 doing 也可以表示被动: need doing = need to be done.

Exercise 1 Choose the best answer to complete the following sentences.

1. — Where is Mary?

— She _____ in the library.

A. should be

B. must be

C. can be

D. must have been

2. His room is dark. He must _____ to bed.

A. go

B. be going

C. have gone

D. have been gone

3. “Will your father stay home tonight?”

“I'm not sure. He _____ to work.”

A. must go

B. can go

C. may be gone

D. may be going

4. “Where is Tom?”

“He isn't here I think he _____ have gone home.”

A. may

B. must

- C. might
D. A or B or C
5. "I think Helen is at home."
"No, she ____ be at home, for she phoned me from the airport just five minutes ago."
A. mustn't
B. needn't
C. can't
D. daren't
6. He's late. What ____ have happened to him?
A. can
B. may
C. should
D. must
7. "____ he be watching TV now?"
"Yes, he ____ be watching TV now."
"No, he ____ be watching TV now."
A. Must; can; mustn't
B. Can; must; can't
C. Must; must; can't
D. Can; can; mustn't
8. "____. He have left yesterday?"
"Yes, he ____ yesterday."
"No, he ____ yesterday."
A. Must; must have left; can't have left
B. Can; can have left; can't have left
C. Can; must have left; can't have left
D. May; must have left; shouldn't have left
9. You must be a writer, ____ you?
A. mustn't
B. are
C. must
D. aren't
10. You must have seen her yesterday, ____ you?
A. mustn't
B. haven't
C. didn't
D. don't
11. You must have seen her, ____ you?
A. haven't
B. didn't
C. don't
D. A or B
12. There was plenty of time. She ____ worried or hurried.
A. mustn't have
B. shouldn't have
C. must be
D. needn't have
13. I got up early, but I ____ so because I had no work to do that morning.
A. mustn't have done
B. didn't need to do
C. needn't have done
D. can't have done
14. I ____ up early this morning. So I stayed in bed till 9 a.m.
A. needn't have got
B. didn't need to get



- C. shouldn't have got
D. can't have got
15. The flower is dead. I ____ it more water.
A. will give
B. would have given
C. must give
D. should have given
16. He ____ have come here yesterday, but he didn't.
A. could
B. should
C. ought to
D. A or B or C
17. "Must he do it?"
"No, he ____."
A. mustn't
B. needn't
C. doesn't have to
D. B or C
18. "Need you go now?"
"Yes, I ____." "No, I ____."
A. need; needn't
B. must; needn't
C. may; mustn't
D. can; needn't
19. "May I borrow your bike?"
"No, you ____."
A. mustn't
B. may not
C. had better not
D. can't
20. "Can I do it?"
"No, you ____." or "No, please ____."
A. can't; doesn't
B. can't; don't
C. can't; can't
D. can't; you don't
21. I missed the last bus, so I ____ go home on foot.
A. must
B. have to
C. may
D. had to
22. We ____ hurry if we want to arrive in time.
A. must
B. need
C. may
D. have to
23. He ought to have won the first prize, ____ he?
A. oughtn't
B. shouldn't
C. mustn't
D. oughtn't to
24. He ____ get up early when he lived in the countryside.
A. would
B. used to
C. mustn't
D. can't
25. My brother ____ be very naughty, and my sister ____ like reading.
A. used to; would
B. would; used to



- C. used to; used to
D. would; would
26. ____ you please pass on a message to him?
A. Do
B. Shall
C. May
D. Will
27. ____ we set off now?
A. Shall
B. Will
C. Would
D. ought
28. “____ he open the window?”
“Yes, please.”
A. Does
B. will
C. Shall
D. Would
29. I've told him many times, but he ____ listen to my advice.
A. shall not
B. won't
C. will not
D. wouldn't
30. “Will you lend me hand?”
“Yes, I ____.”
A. will
B. shall
C. can
D. may

Exercise 2 Translate following sentences into English.

1. 他不可能有七十多岁了。
2. 从明天起我可能会忙起来。
3. 图书管理员告诉她说，她可以在三天后还那本书。
4. 假若你将自己的时间利用得更好一些，你可以学到更多东西的。
5. 你必须快点儿，不然会迟到的。
6. 我们将不得不重新考虑整件事情。
7. 他的大夫说他不应该抽这么多烟。
8. 还有一个半小时，我们无需如此慌张。
9. 你怎么敢对她说那件事？
10. 现在你该在做作业而不是看电视。

Part 3 Practical Writing: How to Write an Abstract**I. General Introduction**

An abstract is a brief summary of a research article, thesis, review, conference proceeding or any in-depth analysis of a particular subject or discipline, and is often used to help the reader quickly ascertain the paper's purpose. When used, an abstract always appears at the beginning of a manuscript, acting as the point-of-entry for any given scientific paper or patent application. Abstraction and indexing services are available for a number of academic disciplines, aimed at compiling a body of literature for that particular subject.

The abstract is the reader's first encounter with your paper, and is the chief means by which scientists decide which research reports to read in their entirety. The abstract should provide a brief summary of the findings of the paper, and should be a stand-alone document that can be understood without reading the paper.

II. The Content and Role of an Abstract

A properly written abstract consists of the *title* of the study, the *authorship* and the *body* of the abstract, which must be single spaced and fit within the space allowed (usu. no more than 500 words). The Formal Abstract and the abstract you include with your paper will have different formats for the heading, while the body of the abstract will be the same.

The role of the abstract is to tell readers:

- (a) WHAT the research is—what question the research is attempting to answer;
- (b) WHY the research was done;
- (c) HOW the research was done—what methodology was used;
- (d) WHAT the results of the research are;
- (e) What the results MEAN.

In effect, the abstract sums up the research and summarizes the separate sections of the report: the introduction, the methods section, the results section and the discussion and conclusion sections.

III. Sample Abstract**Training in Complementary Feeding Counselling of Healthcare Workers and Its Influence on Maternal Behaviours and Child Growth**

Shakila Zaman¹, Rifat n. Ashraf¹, and José Martinez²

Background: A study in Brazil had shown the success of training in communication and counselling skills among health workers in improving the nutritional status of young children. Questions were raised whether the method used in the study in Brazil would also be effective when applied in other countries.

Objective: Determine the efficacy of training health workers in nutrition-counselling in enhancing their communication skills and performance, improving feeding practices, and reducing growth faltering in children aged 6-24 months.

Methodology: A cluster-randomized controlled trial was carried out. Forty health centres were paired, and one centre of each pair was randomly allocated to the intervention group, and the other to the control group. The Integrated Management of Childhood Illness (IMCI) module—“Counsel the mother”—was used for training health workers in the health centres in the intervention group. Data from 36 paired health centres and 375 mothers and their children aged 6-24 months recruited from these health centres following consultation with health workers were included in analysis. Mother-child pairs were visited at home within two weeks, 45 days, and 180 days after recruitment. Information was recorded on the feeding practices, recall of the recommendations of health workers, and sociodemographic variables at these home-visits. Weight and length of the child were measured at each contact.

Results: The communication skills and consultation performance of health workers were significantly better in the intervention group than in the control group (82% vs 51%, $p=0.0152$). The mothers' recall of the recommendation of health workers and reported infant-feeding practices were also significantly better in the intervention group than in the control group (29% vs 4%, $p=0.01$), even 180 days after the recruitment consultation. Growth faltering was less in the intervention group, with the largest effect observed among children in the age-group of 12+ months.

Conclusion: These results indicate that training in IMCI feeding counselling can enhance the communication skills and performance of health workers. Improved feeding practices of counselled mothers can, in turn, reduce growth faltering in their children.

Key words: Child-feeding practices; Child growth; Impact studies; Infant growth; Nutrition counselling; Training; Pakistan

IV. Writing Practice

Directions:

Use the Abstract Worksheet to write an abstract for the article you have found. As a first draft, write one or two sentence that summarize each section. For your final draft, make sure the abstract “flows” logically. Give it to your classmates to read. Ask them

to tell you what they think you actually did and what you found. Revise it when necessary.

Abstract Worksheet

Use one or two concise sentences to summarize the most important aspects of your project for each section listed below.

Project Title

.....

Introduction

.....

.....

.....

Methods

.....

.....

.....

Results

.....

.....

.....

Discussion

.....

.....

.....

Conclusion

.....

.....

.....

中国海洋大学出版社



Unit Six

Law and Society



Part 1 Reading

US Database Exposed Thousands of Social Security Numbers

WASHINGTON, April 20—The Agriculture Department for years publicly listed Social Security numbers of tens of thousands of people who received financial aid from two of its agencies, raising concerns about identity theft and other privacy violations.

Officials at the department and at the Census Bureau, which maintains the database where the personal information was listed, were evidently unaware that it contained Social Security numbers. The problem was reported to the government last week by a farmer in Illinois who stumbled across the data on the Internet.

“I was bored and typed the name of my farm into Google to see what was out there,” said Marsha Bergmeier, president of Mohr Family Farms in Fairmount, Ill.

The first link in the results was to the Web site of Ms. Bergmeier’s farm. The second was to a site that Ms. Bergmeier had not heard of, FedSpending.org, which has a searchable listing of federal government expenditures. It uses information from the government database.

Ms. Bergmeier said she was able to identify almost 30,000 records in the database that contained Social Security numbers.

“I was stunned,” she said. “The numbers were right there in plain view in this database that anyone can access.”

While there is no evidence that the information has been used improperly, officials at the Agriculture Department and the Census Bureau removed the numbers from the census Web site last week.

Officials said the Agriculture Department’s use of Social Security numbers in a public database was common practice when the database was first created, before online identify theft was a well-known problem.

Department officials said that more recently when government agencies began reviewing public databases to remove personal information like Social Security numbers, they failed to notice the numbers’ being published in this instance. Terri Teuber, a department spokeswoman, said the agency was notifying those whose Social

Security numbers were on the site. She said the agency planned to contract with a company to monitor the credit reports of those whose numbers were disclosed.

“We took swift action when this was brought to our attention and took the information down,” Ms. Teuber said. “We want to make sure that it doesn’t exist on any publicly available Web site.”

The department said its review of the database showed that 63,000 people could be at risk.

Officials at the White House Office of Management and Budget, which oversees the database, said they believed that the disclosure of the Social Security numbers was limited to the Agriculture Department information.

“We take the loss or exposure of personal identifiable information very serious,” said Sean Kevelighan, a spokesman for the budget office, “but we are confident that this is an isolated incident”.

Privacy advocates, however, say the actions by the agencies may not be enough. The database is more than two decades old and is used by federal and state agencies, researchers, journalists and private citizens to track government spending. Thousands of copies of the database exist.

Marc Rotenberg, executive director of the Electronic Privacy Information Center, a privacy rights group, said the improper disclosures might have violated the Federal Privacy Act, which restricts the release of such personal information. “Federal agencies are under an obligation to limit the use of Social Security numbers as an identifier,” Mr. Rotenberg said. “It doesn’t look like that’s what happened in this case.”

Officials from the budget office say they do not think disclosure of the numbers by the Agriculture Department violates the Privacy Act because the numbers were not displayed by themselves in the data, but as part of a larger number.

FedSpending.org is owned by the nonprofit OMB Watch, a group that monitors the Office of Management and Budget.

The group created the site last year to provide public access to government contracts and grants in a searchable database. Users can search by company or individual names to see who got federal money.

OMB Watch said it agreed to take down the data on its Web site for 30 days while the government fixed the problem. Gary Bass, executive director of OMB Watch, said the agency’s use of Social Security numbers in the database was “deplorable”.

“It is most unfortunate that at least one agency has been inserting personally identifiable information into this database for a number of years,” Mr. Bass said.

He said the database was a valuable tool for government transparency and public disclosure and hoped that officials could design a system that provided useful information while protecting privacy.

The disclosure of Social Security numbers in the census database is the latest in a string of data breaches at federal agencies in the past few years. Last year, hackers accessed an Agriculture Department database containing the names, Social Security numbers and photos of current and former agency employees.

The Department of Energy, the Navy, the Department of Veterans Affairs, the Social Security Administration and the Internal Revenue Service also suffered data breaches last year where personal information was lost or stolen.



New Words

violation <i>n.</i>	violating or being violated 违反; 违背; 亵渎; 干扰; 侵犯
evidently <i>ad.</i>	obviously; it appears that 明显地; 显然地
stumble <i>v.</i>	find sb/sth unexpectedly or by chance 意外地或偶然地发现某人/某事物
searchable <i>a.</i>	able to be searched 能搜索到的
stun <i>v.</i>	daze or shock (sb), e.g. with sth unexpected 使(某人)目瞪口呆或感到震惊
access <i>v.</i>	to obtain access to (data or processes) 进入
improperly <i>ad.</i>	in an improper way 不合适地
remove <i>v.</i>	to move from a place or position occupied 移走; 拿走; 删除
notify <i>v.</i>	to give notice to; inform 告知
contract <i>v.</i>	to enter into by contract; establish or settle by formal agreement 签合同
disclose <i>v.</i>	to make known (sth heretofore kept secret) 揭露
swift <i>a.</i>	moving or capable of moving with great speed; fast 快速的; 敏捷的
exposure <i>n.</i>	the act or an instance of exposing 暴露
available <i>a.</i>	capable of being gotten; obtainable 可得到的
oversee <i>v.</i>	supervise 监督; 监视(某人/某事物)
isolated <i>a.</i>	separated from others; solitary or singular 孤立的; 孤独的
advocate <i>v.</i>	to speak, plead, or argue in favor of 拥护; 提倡; 支持
advocate <i>n.</i>	supporter 支持者; 拥护者; 鼓吹者; 提倡者
release <i>n.</i>	releasing or being released 释放; 发表
identifier <i>n.</i>	a symbol that serves to identify, indicate, or name a body of data 标示符
fix <i>v.</i>	to improve the appearance or condition of; refurbish 处理; 解决
deplorable <i>a.</i>	worthy of severe condemnation or reproach 要受谴责的; 极糟糕的

insert v.	to put or set into, between, or among 插入
transparency n.	a transparent object, esp. a photographic slide that is viewed by light shining through it from behind or by projection 透明
breach n.	a violation or infraction, as of a law, a legal obligation, or a promise 违反; 背信
hacker n.	one who illegally gains access to or enters another's electronic system to obtain secret information or steal money 电脑黑客

Phrases and Expressions

in plain view	obviously 显而易见
common practice	the usual way 惯常做法
in this instance	in terms of 在此情况下; 就此而言
at risk	in danger 处在危险中
take down	write down 记下
a string of	a series of 一连串
under an obligation	having responsibilities 有责任



Post Reading Exercises

Content Awareness

I. Answer the following questions according to the information from the passage.

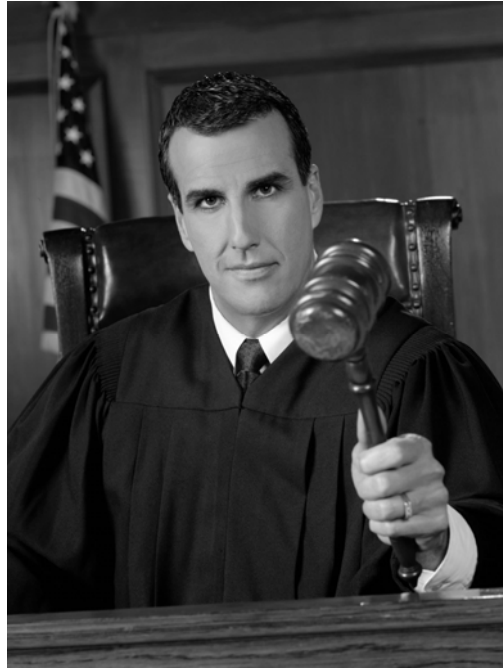
1. Why are the concerns raised about publicly listed Social Security numbers?
2. Why was Ms. Bergmeier stunned when she typed the name of her farm into Google to see what was out there?
3. Has the information in a public database been used improperly? Why or why not?



4. What did the related officials do when they found out the problem?
5. What does the word “deplorable” in the title of the text refer to?

II. Choose the best answer to each question with information from the passage.

1. What result was Marsha Bergmeier found when linking to the Web site?
 - A. Ms. Bergmeier’s farm.
 - B. FedSpending.org.
 - C. OMB Watch.
 - D. Both A and B.
2. What was the purpose for government agencies to create personal information in a public database at first?
 - A. They wanted the public to access to the information easily.
 - B. They regarded it as their responsibility.
 - C. They wanted the business to make use of them to make a profit.
 - D. They just put them on the net without any purpose.
3. Why does the disclosure of the numbers violate the law?
 - A. Because it may violate the Privacy Act.
 - B. Because it may cause identity theft.
 - C. Because it may make people stunned.
 - D. Because it cannot guarantee government transparency.
4. What can we infer from the passage?
 - A. All the Social Security numbers in the US can be found on the net.
 - B. The disclosure of Social Security numbers has violated the Federal law.
 - C. The Social Security numbers have been commercialized in the US.
 - D. The Social Security numbers have been improperly used.
5. Which one is NOT mentioned in the passage?
 - A. The Agriculture Department has publicly listed Social Security numbers for long.
 - B. The Agriculture Department planned to contract with a company to monitor the credit reports of those whose numbers were disclosed.
 - C. FedSpending.org is owned by the profit OMB Watch, a group that monitors the Office of Management and Budget.
 - D. Hackers accessed an Agriculture Department database containing the names, Social Security numbers recently.



Language Focus

III. Find the proper forms of the following words according to the given word class.

- | | | |
|----------------|----------------|-------|
| 1. violate | (<i>n.</i>) | _____ |
| 2. access | (<i>a.</i>) | _____ |
| 3. deplorable | (<i>v.</i>) | _____ |
| 4. isolate | (<i>n.</i>) | _____ |
| 5. expose | (<i>n.</i>) | _____ |
| 6. insert | (<i>n.</i>) | _____ |
| 7. remove | (<i>n.</i>) | _____ |
| 8. improper | (<i>ad.</i>) | _____ |
| 9. hacker | (<i>v.</i>) | _____ |
| 10. obligation | (<i>v.</i>) | _____ |

IV. Choose the definition from Column (B) that best matches words in Column (A).

- | (A) | (B) |
|------------|---------------|
| 1. notify | a. supervise |
| 2. remove | b. inform |
| 3. insert | c. supporter |
| 4. oversee | d. quick |
| 5. fix | e. search for |
| 6. swift | f. obviously |

- | | |
|--------------|--------------------|
| 7. advocate | g. put into |
| 8. track | h. issue; set free |
| 9. evidently | i. take away |
| 10. release | j. solve |

V. In English, a word may have more than one meaning and can be used with other words as phrases. Besides, a word may be used as either a noun or a verb. Translate the meaning of the following sentences, especially the italicized words with multiple meanings.

contract

1. Tyler has agreed a seven-year *contract* with a Hollywood studio.
2. The economy has *contracted* by 2.5% since last year.
3. Two-thirds of the adult population there has *contracted* AIDS.
4. The Housing Authority of Louisville quit *contracting* with one of its resident management corporations because the corporation began to cheat.

release

1. Police arrested several men, who were later *released*.
2. A version of the game for Mac computers will be *released* in February.
3. The film will be on *release*, you can go see it in a cinema.

VI. Choose the correct word or phrase to fill into each sentence, using the proper form.

exposure	stumble	oversee	deplorable	access
advocate	release	remove	insert	disclose

1. He refused to _____ the identity of the politician.
2. His hand shook slightly as he _____ the key into the lock.
3. Police investigating tax fraud _____ across a drugs ring.
4. Many kinds of locks are available to prevent people from _____ your computer
5. _____ the old wallpaper and fill any holes in the walls.
6. The visit to Germany gave them _____ to the language.
7. Clinton was seen as a strong _____ for a variety of educational improvements.
8. You must employ someone to _____ the project.
9. Something must be done about the _____ state of our roads.
10. Police have not _____ the names of any of the people involved.

Translation

VII. Translate the following into English

1. 在国外，一家人一起做礼拜的情况很普遍。(common practice)

2. 因为他把钱借给她了,所以她有偿还他钱的义务。(under an obligation)
3. 我们必须停止散步这些谣言,这家公司现在的处境不妙。(at risk)
4. 就此而言,我觉得她犯了个错误。(in this instance)
5. 三十名抗议者因触犯刑法被逮捕。(violate)
6. 我得知他的死讯十分震惊。(stun)
7. 火箭队在新赛季初取得了一连串的胜利,这令球迷很兴奋。(a string of)
8. 他通知我们说他要辞职。(notify)



Part 2 Grammar

非谓语动词

1. 简介

在句子中充当除谓语以外的句子成分的动词形式叫做非谓语动词。非谓语动词分为三种形式:不定式、动名词和分词(分词包括现在分词和过去分词)。

1) 动名词。

时态/语态	主动	被动
一般式	doing	being done
完成式	having done	having been done

2) 不定式。

时态/语态	主动	被动
一般式	to do	to be done

完成式 to have done to have been done

3) 分词。

时态\语态 主动 被动

一般式 doing beingdone

完成式 having done havingbeendone

否定形式: not+不定式, not+动名词, not+现在分词

2. 动名词

1) 作主语

Fighting broke out between the South and the North.

南方与北方开战了。

2) 作宾语

a. 动词后加动名词 doing 作宾语, 动词+doing sth.

admit 承认	appreciate 感激, 赞赏	avoid 避免	complete 完成
consider 认为	delay 耽误	deny 否认	detest 讨厌
endure 忍受	enjoy 喜欢	escape 逃脱	prevent 阻止
fancy 想象	finish 完成	imagine 想象	mind 介意
miss 想念	postpone 推迟	practise 训练	recall 回忆
resent 讨厌	resist 抵抗	resume 继续	risk 冒险
suggest 建议	face 面对	include 包括	stand 忍受
understand 理解	forgive 宽恕	keep 继续	

b. 词组后接 doing:

admit to, prefer...to, be used to, lead to, devote oneself to, object to stick to, look forward to, It's worth..., as well as, can't help, It's no use/good, be tired of, be fond of, be capable of, be afraid of, put off, keep on, insist on, set about, give up, burst out, prevent... from...

3) 作表语。

Her job is washing, cleaning and taking care of the children.

3. 不定式

1) 作宾语。

a. 动词+不定式:

afford	im	appear	agree	arrange	ask
be	ecide	bother	care	choose	come
dare	emand	desire	determine	expect	elect
endeavor	ope	fail	happen	help	hesitate
learn	ong	mean	manage	offer	ought
plan	repare	pretend	promise	refuse	seem
tend	ait	wish	undertake		

举例:

The driver failed to see the other car in time.

司机没能及时看见另一辆车。

b. 动词+不定式; 动词+宾语+不定式

ask, beg, choose, expect, hate, help, intend, like, love, need, prefer, prepare, promise, want, wish

I like to keep everything tidy. 我喜欢每件东西都保持整洁。

I want to speak to Tom. 我想和汤姆谈话。

c. 动词+疑问词+to

decide, know, consider, forget, learn, remember, show, understand, see, wonder, hear, find out, explain

Please show us how to do that. 请演示给我们如何去做。

2) 作补语

a. 动词+宾语+不定式 (to do)

advise	allow	appoint	believe	cause	challenge
command	compel	consider	declare	drive	enable
encourage	find	forbid	force	guess	hire
imagine	impel	induce	inform	instruct	invite
judge	know	like	order	permit	persuade
remind	report	request	require	select	send
state	suppose	tell	think	train	trust
understand	urge	warn			

例如:

Father will not allow us to play on the street.

父亲不让我们在街上玩耍。

b. to+be 的不定式结构, 作补语的动词。

acknowledge, believe, consider, think, declare (声称), discover, fancy (设想), feel, find, guess, judge, imagine, know, prove, see (理解), show, suppose, take (以为), understand...

We consider Tom to be one of the best students in our class.

我们认为汤姆是班上最好的学生之一。

3) 作主语。

easy, difficult, hard, important, possible, impossible, comfortable, necessary, better, the first, the next, the last, the best, too much, too little, not enough, kind, nice, stupid, rude, clever, foolish, thoughtful, thoughtless, brave, considerate (考虑周到的), silly, selfish (自私的)...

It's so nice to hear your voice.

听到你的声音真高兴。

It's very kind of you to help us.

他帮助我们，他真好。

4) 作表语。

不定式可放在 be 动词后面，形成表语。例如：

My work is to clean the room every day.

5) 作定语。

不定式作定语通常要放在被修饰的词后。例如：

I have a lot of work to do.

6) 作状语。

a. 作目的状语

to...only to (仅仅为了), in order to, so as to, so (such) ...as to... (如此...以便...)

He ran so fast as to catch the first bus. 他飞快地跑以便赶上第一班车。

b. 作结果状语，表事先没有预料到的，要放在句子后面。

He searched the room only to find nothing.

7) 省 to 的动词不定式。

a. 情态动词(除 ought 外, ought to):

b. 使役动词 let, have, make:

c. 感官动词 see, watch, look at, notice, observe, hear, listen to, smell, feel, find 等
后作宾补，省略 to。

4. 分词

1) 作定语。

a. 分词前置。例如：

We can see the rising sun. 我们可以看到东升的旭日

分词后置(i 分词词组; ii 个别分词如 given, left; iii 修饰不定代词 something 等)。例如：

There was a girl sitting there. 有个女孩坐在那里。

This is the question given. 这是所给的问题。

There is nothing interesting. 没有有趣的东西。

2) 作状语。例如：

As I didn't receive any letter from him, I gave him a call.

→ Not receiving any letter from him, I gave him a call.

由于没有收到他的信，我给他打了电话。

3) 连词+分词(短语)。

有时为使分词短语与主句关系更清楚，可在分词前加连词。连词有：when, while, if though, after, before, as. 但分词的主语和主句的主语必须为同一个，例如：

While waiting there, he saw two pretty girls come out of the building.

4) 作补语。

通常在感官动词和使役动词之后, 如:

I found my car missing. 我发现我的车不见了。

5) 作表语。

现在分词: 表示主动, 正在进行。

过去分词: 表示被动, 已经完成。

She looked tired with cooking. 她由于忙着做饭, 看上去有些疲倦。

He remained standing beside the table. 他依然站在桌旁。

6) 作插入语。

其结构是固定的, 意思上的主语并不是句子的主语。例如:

Generally speaking 一般说来;

Talking of (speaking of) 说道;

Strictly speaking 严格地说;

Judging from 从...判断;

All things considered 从整体来看。

5. 独立主格

1) 独立主格结构的构成:

名词(代词)+现在分词、过去分词;

名词(代词)+形容词;

名词(代词)+副词;

名词(代词)+不定式;

名词(代词)+介词短语构成。

2) 独立主格结构的特点:

a. 独立主格结构的逻辑主语与句子的主语不同, 它独立存在。

b. 名词或代词与后面的分词、形容词、副词、不定式、介词等是主谓关系。

c. 独立主格结构一般有逗号与主句分开。

例如:

The test finished, we began our holiday.

考试结束了, 我们开始放假。

Weather permitting, we are going to visit you tomorrow.

如果天气允许, 我们明天去看你。

Exercise 1 Choose the best answer to complete the following sentences.

1. I've heard him _____ about you often.
A. spoke
B. speaks
C. speak
D. to speak
2. I'm hungry. Get me something _____.
A. eat
B. to eat
C. eating
D. for eating
3. There isn't any difference between the two. I really don't know _____.
A. where to choose
B. which to choose
C. to choose what
D. to choose which
4. The teacher told them _____ make so much noise.
A. don't
B. not
C. will not
D. not to
5. I saw him _____ out of the room.
A. go
B. had gone
C. has gone
D. goes
6. I'm going to have my radio _____.
A. fixed
B. to fix
C. fix
D. fixing
7. The workers want us _____ together with them.
A. work
B. working
C. to work
D. worked
8. The officers narrowly escaped _____ in the hot battle.
A. have killed
B. to kill
C. to be killed
D. being killed
9. _____ the letter, he went out to post it.
A. Writing
B. Being written
C. Having written
D. Written
10. If you wave your book in front of your face, you can feel the air _____ against your face.
A. moved
B. moving
C. moves
D. to move
11. Don't you remember _____?
A. seeing the man before
B. to see the man before
C. saw the man before
D. have seen the man before
12. People couldn't help _____ the foolish emperor in the procession.

- A. laugh at
C. laughing at
13. What's the language in Germany?
A. speaking
C. be spoken
14. We're looking forward_____ the photo exhibition.
A. to visiting
C. to having visited
15. Our headmaster often told us _____ things for granted.
A. not to have
C. didn't take
16. The girl _____ under that tree is my sister.
A. sitting
C. is sitting
17. _____ some officials, Napoleon inspected his army.
A. Followed
C. Being followed
18. Do you remember _____ me at a party last year?
A. meet
C. meeting
19. This sentence needs _____.
A. an improvement
C. improving
20. "What are you going to do this morning?"
"I'm thinking of _____ to visit my aunt."
A. go
C. having gone
21. _____ anything about the accident ,he went to work as usual.
A. Not known
C. Knowing not
22. "Have you decided when _____?"
"Yes, tomorrow morning."
A. to leave
C. will you leave
23. I really enjoy _____ that kind of job.
A. do
C. to do
- B. to laugh at
D. laughing on
- B. spoken
D. to speak
- B. to visit
D. visiting
- B. not to take
D. not to make
- B. sits
D. sat
- B. Followed by
D. Having been followed by
- B. to meet
D. met
- B. improve
D. improved
- B. going
D. my going
- B. Known not
D. Not knowing
- B. to be leaving
D. are you leaving
- B. doing
D. to be doing

24. "There's a hole in your bag."
"I know. I am going to have it _____."
- A. mend
B. mending
C. mended
D. to be mended
25. The next morning she found the man in bed, _____ dead.
- A. lying
B. lie
C. lay
D. laying
26. Tell him _____ the window.
- A. to shut not
B. not to shut
C. to not shut
D. not shut
27. Only one of these books is _____.
- A. worth to read
B. worth being read
C. wroth of reading
D. worth reading
28. He had his leg _____ in the match yesterday.
- A. to break
B. broken
C. break
D. breaking
29. I can't imagine _____ that with them.
- A. do
B. to do
C. being done
D. doing
30. Most of the people _____ to the party were famous scientists.
- A. invited
B. to invite
C. being invited
D. inviting

Exercise 2 Translate following sentences into English.

1. 他的计划是要对他们的教学方法进行改革。
2. 他们太激动了以至一句话都说不出来。
3. 最近到处在议论的话题都与两千年奥运会有关。
4. 从山顶看这座城市时, 它很壮丽。
5. 要是多加注意, 那次事故就可以避免了。
6. 进行了几次讨论之后, 终于作出了决定。
7. 他们听到的那个话题在社区上下为人们谈论着。
8. 犯罪嫌疑人否认他那晚开过办公室的电脑。
9. 你是想在外面散步, 还是想待在室内?
10. 我会记得帮你将信发出去的。

Part 3 Practical Writing: Contract**I. General Introduction**

A contract is an agreement between two or more persons (individuals, businesses, organizations or government agencies) to do, or to refrain from doing, a particular thing in exchange for something of value—they can be oral or written, implied or express, and legally enforceable or not. The strongest contract, in terms of enforceability, has an offer, acceptance, consideration for the exchange, clearly sets out the terms of the agreement without ambiguity, and is signed by the involved parties with proper capacity to enter into the contract. Weaker contracts include verbal agreements or contracts drawn up by parties in direct violation of state or federal laws. There are numerous aspects related to valid contracts; in fact, an entire course in law school is often devoted to contract law.

Contracts can be implied or express. That is, the entire contract, or one or more of its terms, can be implied or express. Typically, when we think of contracts we think of express contracts. For example, in a contract for a monetary loan, you will likely promise to pay a certain monthly rate at a certain interest rate until the loan is paid off. In addition, you probably will agree to late payment fees as well. These terms are explicitly laid out in an express, written contract.

“Written form” refers to a form such as a written contractual agreement, letter, electronic data text (including a telegram, telex, fax, electronic data exchange and e-mail) that can tangibly express the contents contained therein (Contract Law of the People’s Republic of China).

Contracts may be enforceable by law or they may not. The example of the agreement between the parent and child would not be enforceable by law whereas the agreement for a loan likely would be enforceable by law. Whether a contract is enforceable by law depends on numerous factors, the primary factor being whether the parties to contract intended the contract to be legally binding or legally enforceable.

II. The Contents of a Contract

The contents of a contract—the who, what, where, when, and how of the agreement—define the binding promises of each party to the contract. According to Contract Law of the People’s Republic of China, the contents of a contract shall be agreed upon by the parties, and shall generally contain the following clauses:

- (1) titles or names and domiciles of the parties;
- (2) subject matter;

- (3) quantity;
- (4) quality;
- (5) price or remuneration;
- (6) time limit, place and method of performance;
- (7) liability for breach of contract; and
- (8) method to settle disputes.

The parties may conclude a contract by reference to a model text of each kind of contract.

III. Sample of Contracts

Usually we are not asked to write a contract, they are ready made. We should familiarize ourselves with the terms and conditions of the contracts. The following are two examples of contracts, one being a *Sales Contract* in foreign trade, the other being a *Residence Lease Agreement*.

Sample

Sales Contract

No:

Date :

Signed at:

Sellers:

Address:

Postal Code:

Tel:

Fax:

Buyers:

Address:

Postal Code:

Tel:

Fax:

The sellers agree to sell and the buyer agree to buy the undermentioned goods on the terms and conditions stated below:

1. Article No.;

2. Description & Specification;

3. Quantity;

4. Unit Price;

5. Total Amount:

With _____% more or less both in amount and quantity allowed at the sellers option.

6. Country of Origin and Manufacturer;

7. Packing;

8. Shipping Marks;**9. Time of Shipment;****10. Port of Loading;****11. Port of Destination;****12. Insurance: To be effected by buyers for 110% of full invoice value covering _____ up to _____ only.****13. Payment:**

By confirmed, irrevocable, transferable and divisible L/C to be available by sight draft to reach the sellers before ____/____/____ and to remain valid for negotiation in China until 15 days after the aforesaid time of shipment. The L/C must specify that transshipment and partial shipments are allowed.

14. Documents;**15. Terms of Shipment;****16. Quality/Quantity Discrepancy and Claim;****17. Force Majeure:**

Either party shall not be held responsible for failure or delay to perform all or any part of this agreement due to flood, fire, earthquake, draught, war or any other events which could not be predicted, controlled, avoided or overcome by the relative party. However, the Landlord affected by the event of Force Majeure shall inform the other party of its occurrence in writing as soon as possible and thereafter send a certificate of the event issued by the relevant authorities to the other party within 15 days after its occurrence.

18. Arbitration:

All disputes arising from the execution of this agreement shall be settled through friendly consultations. In case no settlement can be reached, the case in dispute shall then be submitted to the Foreign Trade Arbitration Commission of the China Council for the Promotion of International Trade for Arbitration in accordance with its Provisional Rules of Procedure. The decision made by this commission shall be regarded as final and binding upon both parties. Arbitration fees shall be borne by the losing party, unless otherwise awarded.

19. Remark:

Sellers:

Buyers:

Signature:

Signature:

IV. Writing Practice

Directions:

Please read the above contract again and draft a contract according to the following details.

2008年9月15日青岛服装进出口公司与阿联酋ABC贸易公司在青岛按CIF条件达成合同号为QDGMT08118的出口合同一份,青岛服装进出口公司向ABC公司出口女士衬衫(women's blouses)10,000件,单价45美元;塑料袋包装,10件装一纸板箱(carton);2008年11月15日前交货,青岛港装船,目的地港迪拜(Dubai);信用证付款,信用证须于装运期前30天到达。其他细节自定。



中国海洋大学



Unit Seven

Management



Part 1 Reading

Marketing Management

Marketing expert Regis McKenna expressed a viewpoint in his influential 1991 Harvard Business Review article “Marketing Is Everything”. McKenna argued that because marketing management encompasses all factors that influence a company’s ability to deliver value to customers, it must be “all-pervasive, from the receptionists to the Board of Directors”.

Activities and Functions

Marketing management therefore encompasses a wide variety of functions and activities, although the marketing department itself may be responsible for only a subset of these. Regardless of the organizational unit of the firm responsible for managing them, marketing research and analysis and marketing strategy among marketing management functions and activities will be introduced here.

Marketing Research and Analysis

In order to make fact-based decisions regarding marketing strategy and design effective, cost-efficient implementation programs, firms must possess a detailed, objective understanding of their own business and the market in which they operate. In analyzing these issues, the discipline of marketing management often overlaps with the related discipline of strategic planning.

Traditionally, marketing analysis was structured into three areas: Customer analysis, Company analysis, and Competitor analysis (so-called “3Cs” analysis). More recently, it has become fashionable in some marketing circles to divide these further into certain five “Cs”: Customer analysis, Company analysis, Collaborator analysis, Competitor analysis, and analysis of the industry Context.

The focus of customer analysis is to develop a scheme for market segmentation, breaking down the market into various constituent groups of customers, which are called customer segments or market segments. Marketing managers work to develop detailed profiles of each segment, focusing on any number of variables that may

differ among the segments: demographic, psychographic, geographic, behavioral, needs-benefit, and other factors may all be examined. Marketers also attempt to track these segments' perceptions of the various products in the market using tools such as perceptual mapping.

In company analysis, marketers focus on understanding the company's cost structure and cost position relative to competitors, as well as working to identify a firm's core competencies and other competitively distinct company resources. Marketing managers may also work with the accounting department to analyze the profits the firm is generating from various product lines and customer accounts. The company may also conduct periodic brand audits to assess the strength of its brands and sources of brand equity.

The firm's collaborators may also be profiled, which may include various suppliers, distributors and other channel partners, joint venture partners, and others. An analysis of complementary products may also be performed if such products exist.

Marketing management employs various tools from economics and competitive strategy to analyze the industry context in which the firm operates. These include Porter's five forces, analysis of strategic groups of competitors, value chain analysis and others.

In Competitor analysis, marketers build detailed profiles of each competitor in the market, focusing especially on their relative competitive strengths and weaknesses using SWOT analysis. Marketing managers will examine each competitor's cost structure, sources of profits, resources and competencies, competitive positioning and product differentiation, degree of vertical integration, historical responses to industry developments, and other factors.

Marketing management often finds it necessary to invest in research to collect the data required to perform accurate marketing analysis. As such, they often conduct market research (alternately marketing research) to obtain this information. Marketers employ a variety of techniques to conduct market research, but some of the more common include:

- ◆ Qualitative marketing research, such as focus groups;
- ◆ Quantitative marketing research, such as statistical surveys;
- ◆ Experimental techniques such as test markets;
- ◆ Observational techniques such as ethnographic (on-site) observation.

Marketing Strategy

Once the company has obtained an adequate understanding of the customer base and its own competitive position in the industry, marketing managers are able to make key strategic decisions and develop a marketing strategy designed to maximize the revenues and profits of the firm. The selected strategy may aim for any of a variety of specific objectives, including optimizing short-term unit margins, revenue growth, market share, long-term profitability, or other goals.

To achieve the desired objectives, marketers typically identify one or more target customer segments which they intend to pursue. Customer segments are often selected as targets because they score highly on two dimensions: 1) the segment is attractive to serve because it is large, growing, makes frequent purchases, is not price sensitive (i.e. is willing to pay high prices), or other factors; and 2) the company has the resources and capabilities to compete for the segment's business, can meet their needs better than the competition, and can do so profitably. In fact, a commonly cited definition of marketing is simply "meeting needs profitably."

The implication of selecting target segments is that the business will subsequently allocate more resources to acquire and retain customers in the target segment(s) than it will for other, non-targeted customers. In some cases, the firm may go so far as to turn away customers that are not in its target segment. The doorman at a swanky nightclub, for example, may deny entry to unfashionably dressed individuals because the business has made a strategic decision to target the "high fashion" segment of nightclub patrons.

In conjunction with targeting decisions, marketing managers will identify the desired positioning they want the company, product, or brand to occupy in the target customer's mind. This positioning is often an encapsulation of a key benefit the company's product or service offers that is differentiated and superior to the benefits offered by competitive products. For example, Volvo has traditionally positioned its products in the automobile market in North America in order to be perceived as the leader in "safety", whereas BMW has traditionally positioned its brand to be perceived as the leader in "performance."

Ideally, a firm's positioning can be maintained over a long period of time because the company possesses, or can develop, some form of sustainable competitive advantage. The positioning should also be sufficiently relevant to the target segment such that it will drive the purchasing behavior of target customers.

 Notes**1. marketing management**

Marketing management is a business discipline which is focused on the practical application of marketing techniques and the management of a firm's marketing resources and activities.

2. strategic planning

Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people.

3. market segmentation

A market segment is a group of people or organizations sharing one or more characteristics that cause them to have similar product and/or service needs. A true market segment meets all of the following criteria: it is distinct from other segments (different segments have different needs), it is homogeneous within the segment (exhibits common needs).

4. detailed profile

详细纵断面图

5. perceptual mapping

Perceptual mapping is a graphics technique used by asset marketers that attempts to visually display the perceptions of customers or potential customers.

6. core competencies

A core competency is a specific factor that a business sees as being central to the way it, or its employees work.

7. channel partner

A channel partner is a company that partners with a manufacturer or producer to market and sell the manufacturer's products, services, or technologies.

8. joint venture

A joint venture (often abbreviated JV) is an entity formed between two or more parties to undertake economic activity together.

9. SWOT

SWOT 分析法(也称 TOWS 分析法、道斯矩阵)即态势分析法,用来确定企业本身的竞争优势(strength),竞争劣势(weakness),机会(opportunity)和威胁(threat),从而将公司的战略与公司内部资源、外部环境有机结合。SWOT 分析法于 20 世纪 80 年代初由美国旧金山大学的管理学教授韦里克提出,经常被用于企业战略制定、竞争对手分析等场合。



New Words

- influential** *a.* having or exercising influence. 有影响力的; 有影响力的或施加影响力的
- encompass** *v.* to constitute or include 构成; 包括
- deliver** *v.* to bring or transport to the proper place or recipient; distribute 递送; 分送
- all-pervasive** *a.* 遍及各方面的; 无孔不入的
- receptionist** *n.* an office worker employed chiefly to receive visitors and answer the telephone 接待员
- cost-efficient** *a.* (=cost-effective) 有成本效益的, 值得花钱的; 合算的; 划算的
- implementation** *n.* carrying out 执行
- discipline** *n.* control obtained by enforcing compliance or order 规律; 纪律; 由履行命令、依从而形成的克制
- overlap** *v.* to have an area or a range in common with 与...部分相同
- scheme** *n.* a systematic plan of action 计划
- segmentation** *n.* division into segments 分割; 分割成多个部分
- constituent** *a.* serving as part of a whole; component 作为整体一部分的; 组成的
- demographic** *a.* of or relating to demography 人口统计的; 与人口统计有关的
- track** *v.* to observe the progress of; follow 追踪: 观察...的进程; 追随
- perception** *n.* the effect or product of perceiving 感知; 知觉的效果或产物
- distinct** *a.* readily distinguishable from all others; discrete 有区别的; 不同的; 个别的; 与其他所有物品易于区别的; 个别的
- generate** *v.* to bring into being; give rise to 形成; 造成
- periodic** *a.* having or marked by repeated cycles 周期的; 周期性的; 循环往复的或以此为特征的
- audit** *n.* an examination of records or financial accounts to check their accuracy 查账; 对财政账务的审查记录来核实其准确性
- equity** *n.* the residual value of a business or property beyond any mortgage thereon and liability therein 财产价值; 一笔生意或某项财产除去抵押品和负债后的剩余价值
- collaborator** *n.* the coordinated people 合作者
- distributor** *n.* one that markets or sells merchandise, esp. a wholesaler 销售者; 批发商
- complementary** *a.* forming or serving as a complement; completing 补充的; 成为或作为补充物的; 补充的

differentiation <i>n.</i>	the act or process of differentiating 区别; 区别的动作或过程
alternately <i>ad.</i>	交替地; 隔一个地
qualitative <i>a.</i>	of, relating to, or concerning quality 性质的; 有关性质的或涉及品质的
quantitative <i>a.</i>	of or relating to number or quantity. 数或量的; 或有关数或量的
statistical <i>a.</i>	of, relating to, or employing statistics or the principles of statistics. 统计的; 运用统计学或统计原理的
maximize <i>v.</i>	to increase or make as great as possible 最大化; 使增加(扩大)到最大限度
revenue <i>n.</i>	yield from property or investment; income 来自财产或投资的收益; 收入
optimize <i>v.</i>	to make as perfect or effective as possible 使最优化; 使尽可能地完善或有效
profitability <i>n.</i>	利益率
dimension <i>n.</i>	aspect; element 各方面; 方面; 因素
allocate <i>v.</i>	to distribute according to a plan; allot 分拨; 分配; 根据计划分拨; 分配
swanky <i>a.</i>	奢华的; 时髦的; 炫耀的; 神气活现的
patron <i>n.</i>	one that supports, protects, or champions sb or sth, such as an institution, an event, or a cause; a sponsor or benefactor 赞助人; 资助人;
encapsulation <i>n.</i>	包装; 封装
sustainable <i>a.</i>	可持续发展的; 可支撑的



Phrases and Expressions

focus on	concentrate on 集中
be responsible for	为...负责; 形成...的原因
a subset of	a type of 一种; 一类
regardless of	不管; 不顾
be structured into	be divided into 分成
break down	毁掉; 制服; 压倒; 停顿; 倒塌; 中止; 垮掉; 分解
relative to	相对于
invest in	投资于; 买进
aim for	瞄准; 打算
compete for	为...竞争
turn away	不准...入内; 走开; 转过脸; 解雇; 避免; 防止
entry to...	入口; 进入
in conjunction with	与...协力
perceive as	把...看作
relevant to	与...相关



Post Reading Exercises

Content Awareness

I. Answer the following questions according to the information from the passage.

1. What is marketing management?
2. What does “Marketing Is Everything” refer to in the passage?
3. How can marketing strategy and design become effective?
4. What is the focus of customer analysis?
5. What are the marketing managers’ responsibilities for making marketing strategies?

II. Choose the best answer to each question with information from the passage.

1. Why must firms possess a detailed, objective understanding of their own business and the market in which they operate?
 - A. Because it makes fact-based decisions regarding marketing strategy and design effective.
 - B. Because it develops a scheme for market segmentation.
 - C. Because it identifies a firm’s core competencies.
 - D. Because it allocates more resources to acquire and retain customers.
2. Which one is NOT mentioned in “3Cs” analysis?

A. Customer analysis.	B. Company analysis.
C. Competitor analysis.	D. Collaborator analysis.
3. What is the commonly cited definition of marketing?
 - A. Making frequent purchases
 - B. Making the company, product, or brand occupy in the target customer’s mind.
 - C. Meeting needs profitably.
 - D. Focusing especially on their relative competitive strengths and weaknesses

4. Why should marketing managers identify the desired positioning they want the company, product, or brand to occupy in the target customer's mind?
 - A. Because the business will subsequently allocate more resources to acquire and retain customers in the target segment (s).
 - B. Because marketers will achieve the desired objectives.
 - C. Because marketing management often finds it necessary to invest in research to collect the data required to perform accurate marketing analysis.
 - D. Because this positioning is often an encapsulation of a key benefit the company's product or service offers.
5. Can a firm's positioning be maintained over a long period of time?
 - A. Yes.
 - B. No.
 - C. Not mentioned.
 - D. Suspected.



Language Focus

III. Choose the definition from Column (B) that best matches each italicized word or phrase in Column (A).

- | (A) | (B) |
|------------------------------------|--|
| 1. <i>discipline</i> | a. an official event or activity |
| 2. <i>encompass</i> | b. a short description of a person, a group of people, or a place |
| 3. <i>functions</i> and activities | c. the situation, or information that helps you understand sth |
| 4. market <i>segmentation</i> | d. to include a wide range of ideas, subjects, etc. |
| 5. detailed <i>profiles</i> | e. the act of dividing into smaller parts |
| 6. product <i>lines</i> | f. to improve the way that sth is done or used |
| 7. industry <i>Context</i> | g. expressing the difference between things |
| 8. product <i>differentiation</i> | h. an area of knowledge at a university |
| 9. <i>optimize</i> | i. a possible future effect or result of an action, decision, etc. |
| 10. <i>implication</i> | j. a type of goods for sale in a shop |

IV. Find the proper forms of the following words according to the given word class.

1. practical (v.) _____
2. responsible (n.) _____
3. effective (n.) _____
4. analyze (n.) _____
5. divide (n.) _____
6. geography (a.) _____
7. relate (a.) _____
8. observation (v.) _____
9. quality (a.) _____
10. various (n.) _____

V. Choose the correct word or phrase to fill into each sentence, using the proper form.

deliver	all-pervasive	overlap	implementation	generate
maximize	scheme	encompass	discipline	alternately

1. You don't have to go out into the rain since the store _____ free of charge.
2. I can either send it to you by express mail or _____ compensate you at a reasonable price.
3. We have extended our commitment beyond the borders of our state and nation to _____ the citizens and nations of the world.
4. Perhaps the most dangerous phenomenon gripping the nation today is the _____ official corruption in all levels of government.
5. The style in these two books largely _____.
6. With the _____ of reform and opening policy, the development of the economy in our country has improved quite quickly.
7. This hatred was _____ by racial prejudice.
8. The ideal of _____ opportunity must get through the equalizing of educational opportunity.
9. The manager had worked out a _____ for not paying the tax.
10. She never _____ her children and they are uncontrollable.

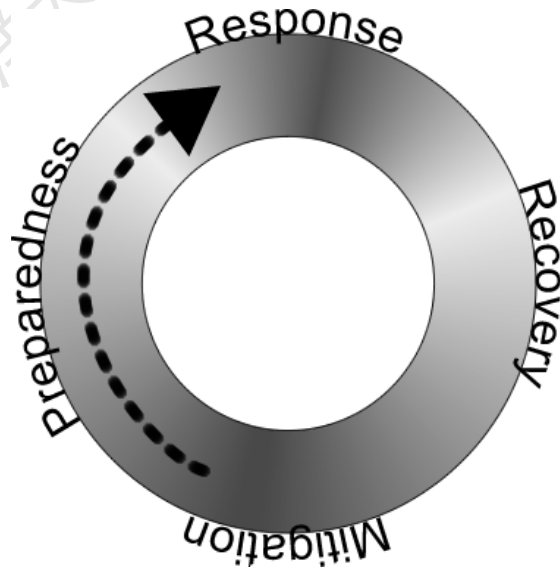
Translation**VI. Translate the following into Chinese.**

1. Marketing management is a business discipline which is focused on the practical application of marketing techniques and the management of a firm's marketing resources and activities.

2. Marketing management employs various tools from economics and competitive strategy to analyze the industry context in which the firm operates.
3. In fact, a commonly cited definition of marketing is simply “meeting needs profitably.”
4. Traditionally, marketing analysis was structured into three areas: Customer analysis, Company analysis, and Competitor analysis.
5. To achieve the desired objectives, marketers typically identify one or more target customer segments which they intend to pursue.

VII. Translate the following into English.

1. 这两种观点截然不同。(distinct)
2. 我们所有的建议都遭到拒绝，不管这些建议的价值如何。(regardless of)
3. 他决定不对那项工程投资，这说明他的判断力很强。(invest in)
4. 她一看见这么多血就立刻吓得转过脸去。(turn away)
5. 我认为他的批评是对我的激励。(perceive as)
6. 这篇文章毫不切题。(relevant to)
7. 政府收入的主要来源是靠我们所交的税。(revenue)
8. 这本小说应该和作者传记一起读。(in conjunction with)
9. 可持续发展是在满足人们需求的同时保护环境的一种模式，因此，这些需求不仅能满足目前也能满足未来发展的需求。(sustainable)
10. 消防人员须破门而入，才能抢救困在屋里的人。(break down)



Part 2 Grammar

虚拟语气

虚拟语气用来表示说话人的主观愿望或假想，所说的是一个条件，不一定是事实，或与事实相反。

1. 在非真实条件句中的应用

条件句可分为两类：一类为真实条件句，一类为非真实条件句。非真实条件句表示的是假设的或实际可能性不大的情况，故采用虚拟语气。

1) 时态：可以表示过去，现在和将来的情况。它的基本特点是时态退后。

a. 同现在事实相反的假设。

句型：条件从句 主句

一般过去时 should (would)+动词原形

If they were here, they would help you.

b. 表示于过去事实相反的假设。

句型：条件从句 主句

过去完成时 should (would) have+过去分词

If she had worked harder, she would have succeeded.

c. 表示对将来的假想。

句型：条件从句 主句

一般过去时 should+动词原形

were+不定式 would+动词原形

should+动词原形

If you succeeded, everything would be all right.

If you should succeed, everything would be all right.

If you were to succeed, everything would be all right.

2) 混合条件句。

主句与从句的动作发生在不同的时间，这时主，从句谓语动词的虚拟语气形式因时间不同而不同，这叫做混合条件句。

If you had asked him yesterday, you would know what to do now.

(从句与过去事实相反，主句与现在事实相反。)

3) 虚拟条件句的倒装。

虚拟条件句的从句部分如果含有 were, should, 或 had, 可将 if 省略, 再把 were, should 或 had 移到从句句首, 实行倒装。

Were they here now, they could help us.

Had you come earlier, you would have met him.

Should it rain, the crops would be saved.

注意：在虚拟语气的从句中，动词“be”的过去时态一律用“were”，不用was，即在从句中be用were代替。

If he were here, everything would be all right.

如果他在这儿，一切都会好的。

2. 特殊的虚拟语气词：should

1) It is demanded/necessary/a pity+that...结构中的主语从句的谓语动词要用should加动词原形，should可省略。

句型：

(1) suggested

It is (2) important that...+(should) do

(3) a pity

(1) suggested, ordered, proposed, required, demanded, requested, insist + (should) do;

(2) important, necessary, natural, strange, a pity, a shame, no wonder;

(3) It is suggested that we (should) hold a meeting next week.

2) 在宾语从句中的应用。

用于表示命令、建议、要求等一类动词后面的从句中。

order, suggest, propose, require, demand, request, insist, command, insist+(should) do

I suggest that we (should) hold a meeting next week.

He insisted that he (should) be sent there.

注意：如 suggest, insist 不表示“建议”或“坚持要某人做某事时”，即它们用于其本意“暗示、表明”、“坚持认为”时，宾语从句用陈述语气。

The guard at gate insisted that everybody obey the rules.

3) 在表语从句、同位语从句中的应用。

在 suggestion, proposal, idea, plan, order, advice 等名词后面的表语从句、同位语从句中要用虚拟语气，即 (should)+动词原形。

My idea is that we (should) get more people to attend the conference.

I make a proposal that we (should) hold a meeting next week.

3. wish 的用法

用于 wish 后面的从句，表示与事实相反的情况，或表示将来不太可能实现的愿望。其宾语从句的动词形式为：

	真实状况	wish 后
从句动作先于主句动词动作 (be 的过去时为 were)	现在时	过去时
从句动作与主句动作同时发生 (had+过去分词)	过去时	过去完成时

将来不大可能实现的愿望 将来时 would/could+动词原形

例如:

I wish I were as tall as you. 我希望和你一样高。

He wished he hadn't said that. 他希望他没讲那样的话。

I wish it would rain tomorrow. 我希望明天下雨。

4. It is (high) time that

It is (high) time that 后面的从句谓语动词要用过去时或用 should 加动词原形, 但 should 不可省略。例如:

It is time that the children went to bed.

It is high time that the children should go to bed.

Exercise 1 Choose the best answer to complete the following sentences.

- Alan _____ the party if he had gone to London.
 - would have missed
 - had missed
 - would miss
 - missed
- It was the drug, not the disease, that killed the boy.
—He would be still alive today if he _____ that drug.
 - not take
 - didn't take
 - hadn't taken
 - shouldn't have taken
- If only I _____ to my parents! (But I didn't.)
 - listened
 - had listened
 - should listen
 - would listen
- Tom suggested that Ann _____ the house.
 - sell
 - sold
 - shall sell
 - would sell
- I wish this bus _____ to the university.
 - go
 - went
 - has gone
 - had gone
- Simon looks as though he never _____ a square meal(吃得饱), though his parents feed him very well.
 - get
 - getting
 - got
 - should get
- He is talking so much about America as if he _____ there.
 - had been
 - were
 - was
 - been
- I _____ you some money, but I hadn't got any then.
 - would lend
 - would have lent

- C. could lend
D. may have lent
9. —Have you ever been to Beijing?
—No, but I wish I _____.
A. have
B. will
C. do
D. had
10. I don't think it is the right time that you _____.
A. will go
B. went
C. go
D. must go
11. When a pencil is partly in a glass of water, it looks as if it _____.
A. breaks
B. has broken
C. were broken
D. had been broken
12. Look at the trouble I am in! If only I _____ your advice.
A. followed
B. would follow
C. had followed
D. should follow
13. It is hard for me to imagine what I would be doing today if I _____ in love, at the age of seven, with the Melinda Cox Library in my hometown.
A. wouldn't have fallen
B. had not fallen
C. should fall
D. were to fall
14. She insisted that she _____ ill of him behind him, but he didn't believe it.
A. hadn't spoken
B. shouldn't speak
C. wouldn't speak
D. not speak
15. It is high time the child _____ to the hospital.
A. is sent
B. would be sent
C. be sent
D. were sent
16. If it _____ so hard, we'd go to town.
A. isn't raining
B. weren't raining
C. doesn't rain
D. has rain
17. It's strange that he _____ without saying good-bye to us.
A. should have gone out
B. went
C. should go out
D. goes out
18. Had you listened to the doctor, you _____ all right now.
A. are
B. were
C. would be
D. would have been
19. I'd rather you _____ know the secret.
A. didn't
B. hadn't
C. not
D. not to
20. Without your help, we _____ this task.

- A. don't finish
C. didn't finish
- B. will not finish
D. would not have finished
21. Isn't it about time that you _____ to pick up the visitors from New York?
A. went
C. go
B. would go
D. will go
22. I wish I _____ you yesterday.
A. saw
C. had seen
B. did see
D. were to see
23. His silence at the meeting suggested that he _____ to your plan.
A. didn't agree
C. wouldn't agree
B. hadn't agreed
D. not agree
24. The father insisted his daughter _____ a rich man.
A. would be engaged to
C. should engaged to
B. be engaged to
D. must be engaged to
25. You _____ earlier. The bus left a moment ago.
A. would come
C. must come
B. should have come
D. could have come
26. She made a suggestion that the plan _____ carefully.
A. be considered
C. should consider
B. was considered
D. would be considered
27. There was plenty of time. She _____.
A. mustn't have hurried
C. must not hurry
B. couldn't have hurried
D. needn't have hurried
28. _____ to do the work, I should do it some other day.
A. If were I
C. Were I
B. I were
D. Was I
29. The volleyball match will be put off if it _____.
A. will rain
C. rained
B. rains
D. is rained
30. If my lawyer had been here last Saturday, he _____ me from going.
A. prevented
C. will prevented
B. have prevented
D. would have prevented

Exercise 2 Translate following sentences into English.

1. 我要是有再多一点钱, 就买一套更大的房子。
2. 我要是你, 我会考虑她的建议的。
3. 要是我有机会试一试, 我会用另一种方法做的。



4. 要是没有空气，地球上就不会有生命了。
5. 如果没有你的帮助，我的试验根本做不成功。
6. 他居然会这样想，真是一件憾事。
7. 有人建议，周六举行英语晚会。
8. 经理宁愿他的秘书代替他去开会。
9. 该是他作出决定的时候了。
10. 要是她能了解我的真实想法就好了。

Part 3 Practical Writing: Invitation for Bids

I. Introduction

Bidding is an offer of setting a price one is willing to pay for something. A price offer is called a **bid** (sometimes a tender). The bidders compete against each other for prices and services. Those who offer the lowest price and the best service become winners. An invitation to bid is an invitation for suppliers to submit a proposal on a specific commodity or service. A bidding process is one of the best methods for leveraging a company's negotiating ability and purchasing power with suppliers. The request process brings structure to the procurement decision and allows the risks and benefits to be identified clearly upfront. The added benefit of input from a broad spectrum of functional experts ensures that the solution chosen will suit the company's requirements. It is released in the designated media in the form of an advertisement, bidding notice or bulletin.

II. Components of an Invitation to Bid

An invitation to bid is usually made up of three parts: subject line, body and the closing.

(1) Subject: Usually this part tells the bidder the basic information of the offerer, the nature and content of the bid. Or sometimes it just gives a topic, for example "Invitation to Bid (ITB)", "Bidding Notice", or "Request for Proposals".

(2) Body: This part clearly specifies the goods or service to be bid, the qualifications for the bidders, the types of bidding, e.g. open tendering or selective tendering, as well as the the scope, procedure and content of the bid.

(3) Closing: The closing of the Invitation to Bid states the particulars of the offerer, including the name, address, telephone, fax e-mail address, etc.

III. Writing Guidance

Writing an invitation to bid is a serious task. It requires:

- (1) Preciseness. An invitation to bid is not only an advertisement. It is an offer to

conclude a contract. So it is a legal document. It must be thorough and precise in content and wording.

(2) Conciseness. State only what is necessary to the point. Highlight the keystones of the invitation. Avoid by all means the unnecessary particulars and words.

(3) Courtesy. The offerer and the bidders are equal. Do not lift up your own horn. Neither flatter the other side.

IV Sample of Invitation to Bid

Sample 1

Invitation to Bid

Subject: Food Service

The Connecticut Child Care Center, Inc. invites the submission of sealed bids from qualified food service management companies for the preparation and delivery of meals to its centers.

Prospective bidders must be capable of providing breakfast, lunch and p.m. snacks for approximately 120 3-5 year olds and 15 adults, five days a week for 250 days per year. The bids should take into account all applicable USDA requirements.

Bids for the above will be received no later than January 15, 2007 by 2:00 PM, at the Connecticut Child Care Center, 2 Safe Street, Middletown, CT 06457 at which time they will be opened to the public, read and recorded.

Interested parties may obtain the service specifications at the XYZ Child Care Center,

2 Safe Street, Middletown, CT 06457, on any weekday from 9:00 a.m. to 5 p.m., or by calling Dave Jones at (860) 855-1234.

Sample 2

Invitation to Bid

Date: 12 January 2009

Dear Sir/Madam,

Subject: **Urgent Procurement of 19,572 Sets of Winterization Kit for Maoist Combatants in the 28 Cantonments Sites in Nepal**

1. We hereby solicit your bid for the supply of 19,572 sets of Winterization Kit consisting of the following items. Sample pictures are attached for reference.



- a. Shoes;
 - b. Track Suit;
 - c. Winter Jackets;
 - d. Woolen Cap;
 - e. Blankets;
 - f. Bags;
 - g. Shocks.
2. To enable you to submit a bid, please find enclosed:
- Annex I. Instructions to Bidders
 - Annex II. Bid Data Sheet
 - Annex III. General Terms and Conditions
 - Annex IV. Special Conditions
 - Annex V. Schedule of Requirements
 - Annex VI. Technical Specifications
 - Annex VII. Bid Submission Form
 - Annex VIII. Price Schedule
3. Interested Bidders may obtain further information at the following address:
- | | |
|------------------|---------------------------------------|
| Contact Person: | Ge Yunyan, Procurement Officer |
| Name of Office: | United Nations Development Programme |
| Address: | No. 2 Liangmahe Nanlv, Beijing 100600 |
| Telephone & Fax: | 86-10-8532-0850/86-10-8532-0900 |
| E-mail: | yunyan.ge@undp.org |
4. Bids and sample of winterization kit must be delivered to the below address on or before 16:00 on 21 January 2009. Late bids shall be rejected.
Bids shall be addressed and marked as follows:
- Please Don't Open
United Nations Development Programme
No. 2 Liangmahe Nanlu, Chaoyang District
Beijing 100600, China
Ref: IT-Winterization Kit
5. Bids will be opened in the presence of Bidders' Representatives, who chose to attend at the address, date and time indicated below:
- 16:00, 21 January 2009
UN Large Conference Room
No. 2 Liangmahe Nanlu, Chaoyang District



Beijing 100600, China
 Contact Tel: 86-10-8532-0850
 Fax: 86-10-8532-0900
 Email: yunyan.ge@undp.org

6. This letter is not to be construed in any way as an offer to contract with your firm.

Sincerely yours,
 Silvia Monimoto
 Deputy Country Director

V. Writing Practice

Directions:

With the help of the following chart, write an Invitation to Bid according to particulars given in Chinese.

Invitation to Bid

Date: _____

Subject: _____

1. We hereby solicit your bid for the supply of _____.
2. To enable you to submit a bid, please find enclosed:
 - Annex I: _____
 - Annex II: _____
 - Annex III: _____
 - Annex IV: _____
 - Annex V: _____
 - Annex VI: _____
3. Interested bidders may obtain further information at the following address:
 - Contact Person: _____
 - Name of Office: _____
 - Address: _____
 - Telephone: _____
 - Fax: _____
 - Email: _____
4. Bids must be delivered to the below address on or before _____, late bids will be rejected.
 Bids shall be addressed and marked as follows:



Please Don't Open

5. Bids will be opened in the presence of the Bidders' Representatives, who chose to attend at the address, date and time indicated below:

Contact Telephone: _____

Fax: _____

Email: _____

6. This letter is not to be construed in any way as an offer to contract with your firm.

Sincerely yours

(signature)

(title)

招 标 公 告

公告名称: 太阳能利用国家检测中心软硬件非标设备采购(Procurement of Hardware and Software for Solar Water Heating National Testing Centers in China—Custom Equipment)

招标编号: TA CE/CGEL005

公告日期: 2003 年 5 月 29 日

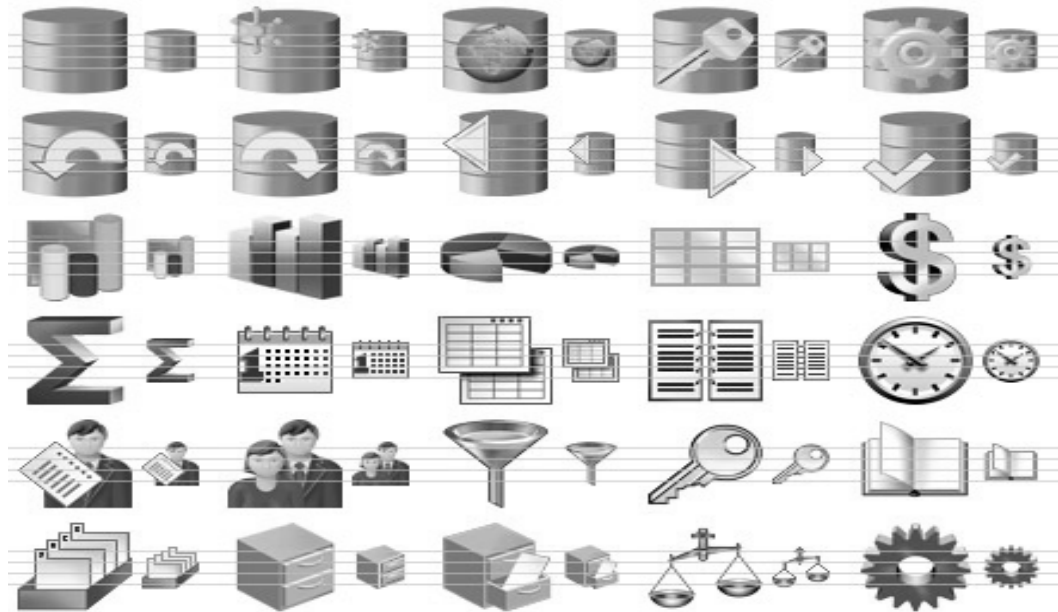
截止日期: 2003 年 6 月 13 日

招标机构: 中绿实业有限公司

联系人: 杨晓华

1. 联合国经济社会事务部(以下简称“UNDESA”)经授权获得一笔由全球环境基金(以下简称“GEF”)及联合国开发计划署(以下简称“UNDP”)共同资助,并由联合国开发计划署北京办事处管理,用于进行“太阳能利用国家检测中心软硬件非标设备采购”的赠款。设备的技术规格包括在招标文件第三章技术规格中。
2. 中绿实业有限公司受 UNDESA 委托,对太阳能国家检测中心所需非标设备进行国内竞争性招标。现邀请合格投标人进行投标。
3. 此项目的预算为 600 000.00 美元,投标人的报价不得超过预算金额。任何超过预算的报价将可能导致废标。

4. 招标文件包括以下几个部分：
- 第一章 招标邀请函
 - 第二章 投标人须知
 - 第三章 技术规格
 - 第四章 合同通用条款
 - 第五章 合同格式
 - 第六章 附件
5. 投标截止日期及开标日期：2003年6月13日上午10时整
6. 开标地点：中绿实业有限公司
地址：北京西直门内大街172号3号楼428室
邮编：100035
电话：010-66519428/88
传真：010-66519408
电子邮件：chgreen@163bj.com





Unit Eight

Happiness and Wealth



Part 1 Reading



Happiness and Wealth

Living standards have soared during the twentieth century, and economists expect them to continue rising in the decades ahead. Does that mean that we humans can look forward to increasing happiness?

Not necessarily, warns Richard A. Easterlin, an economist at the University of Southern California, in his new book, *Growth Triumphant: The Twenty-first Century in Historical Perspective*. Easterlin concedes that today, as in the past, within a country at a given time those with higher incomes are, on average, happier. Richer people are more likely to report themselves as being happy than poorer people are. However, raising the incomes of all does not increase the happiness of all. Steady improvements in the American economy have not been accompanied by steady increases in people's self-assessments of their own happiness. "There has been not improvement in average happiness in the United States over almost a half century—a period in which real GDP per capita more than doubled. This is because the material norms on which judgments of well-being are based increase commensurately with the growth of society's per capita income." Easterlin reports.

The explanation for this paradox may be that people become less satisfied over time with a given level of income. In Easterlin's word: "At a point in time happiness and income are positively related; yet, over time there is no relation. Why this paradoxical pattern? A simple thought experiment suggests the basic reason. Imagine that your income increases substantially while everyone else's stays the same. Would you feel better off? The answer most people would give is yes. Now suppose that your income stays the same while everyone else's increases substantially. How would you feel? Most people would say that they feel less well off. This is because judgments of personal well-being are made by comparing one's objective status with a subjective living level norm, which is significantly influenced by the average level of living of the society as a whole. If living levels increase generally, subjective living level norms rise. The individual whose income is unchanged will feel poorer, even though his or her objective circumstances are the same as before." As Karl Marx observed: "A house may be larger or small; as long as the surrounding houses are equally small it satisfies all

social demands for a dwelling. But if a palace rises beside the little house, the little house shrinks into a hut.”

Put generally, happiness, or subjective well-being, varies directly with one's own income and inversely with the incomes of others. At any given time, the incomes of others are fixed, and those who are more affluent feel happier, on average. However, raising the incomes of all does not increase the happiness of all because the positive effect on subjective well-being of higher income for oneself is offset by the negative effect of a higher living level norm brought about by the growth in incomes generally.

As incomes rise, the aspiration level does too, and the effect of this increase in aspirations is to vitiate the expected growth in happiness due to higher income.

Money can buy happiness, Easterlin seems to be saying, but only if one's amounts get bigger and other people aren't getting more. His analysis helps to explain sociologist Lee Rainwater's finding that Americans' perception of the income "necessary to get along" rose between 1950 and 1986 in the same proportion as actual per capita income. We feel rich if we have more than our neighbors, poor if we have less, and feeling relatively well off is equated with being happy.

Easterlin's findings, challenge psychologist Abraham Maslow's "hierarchy of wants" as a reliable guide to future human motivation. Maslow suggested that as people's basic material wants are satisfied they seek to achieve nonmaterial or spiritual goals. But Easterlin's evidence points to the persistence of materialism.

"Despite a general level of affluence never before realized in the history of the world." Easterlin observes, "material concerns in the wealthiest nations today are as pressing as ever and the pursuit of material need as intense." The evidence suggests there is no evolution toward higher order goals. Rather, each step upward on the ladder of economic development merely stimulates new economic desires that lead the chase ever onward. Economists are accustomed to deflating the money value of national income by the average level of prices to obtain "real" income. While it would be pleasant to envisage a world free from the pressure of material want, a more realistic projection, based on the evidence, is of a world in which generation after generation thinks it needs only another 10% to 20% more income to be perfectly happy.

Needs are limited, but not greed. Science has developed no cure for envy, so our wealth boosts our happiness only briefly while shrinking that of our neighbors. Thus the outlook for the future is gloomy in Easterlin's view. "The future, then, to which the epoch of modern economic growth is leading is one of never ending economic growth, a world in which ever growing abundance is matched by ever rising aspirations, a world in which cultural difference is leveled in the constant race to achieve the goods life of material plenty, it is a world founded on belief in science and the power of rational

inquiry and in the ultimate capacity of humanity to shape its own destiny. The irony is that in this last respect the lesson of history appears to be otherwise: that there is no choice. In the end, the triumph of economic growth is not a triumph of humanity over material wants; rather, it is the triumph of material wants over humanity.”

Notes

1. This passage is a book review of *Growth Triumphant: The Twenty-first Century in Historical Perspective* written by Richard A. Easterlin, an economist at the University of Southern California.
2. **Abraham Maslow's "hierarchy of wants"**
 亚伯拉罕·马斯洛的“需要等级体系”理论。生理需求 (physiological needs), 指维持生存及延续种族的需求; 安全需求 (safety needs), 指希求受到保护与免于遭受威胁从而获得安全的需求; 隶属与爱的需求 (belongingness and love needs), 指被人接纳、爱护、关注、鼓励及支持等的需求; 自尊需求 (self - esteem needs), 指获取并维护个人自尊心的一切需求; 知的需求 (need to know), 指对己对人对事物变化有所理解的需求; 美的需求 (aesthetic needs), 指对美好事物欣赏并希望周遭事物有秩序、有结构、顺自然、循真理等心理需求; 自我实现需求 (self - actualization needs), 指在精神上臻于真善美合一人生境界的需求, 亦即个人所有需求或理想全部实现的需求。
3. **GDP**
 gross domestic product 国内生产总值
4. **per capita**
 每人; 按人口平均

New Words

soar v.	to rise, ascend suddenly above the normal or usual level 高飞; 高涨
triumphant a.	victorious; conquering 胜利的; 得胜的; 成功的
perspective n.	subjective evaluation of relative significance, a point of view 观点; 看法
concede v.	to make a concession; yield 作出让步; 屈服
steady a.	firm in position or place; fixed; direct and unfaltering 稳固的; 固定的; 不动摇的
accompany v.	to be or go with as a companion; to add to; supplement 陪伴; 陪同; 附加;
assessment n.	the act of assessing; appraisal 评估; 估价
norm n.	a standard, model, or pattern regarded as typical 模范; 模型; 式样



- well-being** *n.* a feeling of being comfortable, healthy, and happy 舒适感; 幸福感
- commensurately** *ad.* corresponding in size or degree; proportionately 成比例地; 相称地
- paradox** *n.* a seemingly contradictory statement that may nonetheless be true 似是而非的评论
- positively** *ad.* certainly; affirmatively; explicitly 肯定地; 确定地; 明确地
- pattern** *n.* a model or an original used as an archetype 原型; 典型
- substantially** *ad.* considerably 充分地; 主要地; 相当大地
- significantly** *ad.* meaningfully; importantly 意味深长地; 值得注目地
- circumstance** *n.* a condition or fact that determines or must be considered in the determining of a course of action 事实; 情况
- dwelling** *n.* a place to live in; an abode 居住地; 住所
- shrink** *v.* to become reduced in amount or value; dwindle 缩小
- hut** *n.* a crude or makeshift dwelling or shelter; a shack 简陋小屋; 茅屋
- inversely** *ad.* exactly opposite 完全相反
- inversely** *ad.* reversed in order, nature, or effect 相反地
- affluent** *a.* plentiful; abundant 大量的; 丰富的
- offset** *v.* an agent, an element, or a thing that balances, counteracts, or compensates for sth else 补偿; 抵消
- aspiration** *n.* an object of such desire; an ambition 渴望达到的目标; 雄心
- vitiate** *v.* to reduce the value or impair the quality of 使变质; 损坏
- perception** *n.* insight, intuition, or knowledge gained by perceiving 感知
- proportion** *n.* a relationship between things or parts of things with respect to comparative magnitude, quantity, or degree 比例; 比率
- relatively** *ad.* in a relative manner; in comparison with sth else 相对地
- challenge** *v.* a demand for explanation or justification; a calling into question 质疑
- psychologist** *n.* a person trained and educated to perform psychological research, testing, and therapy 心理学家
- reliable** *a.* capable of being relied on; dependable 可信赖的; 可靠的
- motivation** *n.* an inducement or incentive 动力; 提供动机的事物; 诱导物或动机
- spiritual** *a.* of, relating to, consisting of, or having the nature of spirit; not tangible or material 精神的; 非有形的; 非物质的
- persistence** *n.* the state or quality of being persistent, perseverance 坚持不懈; 执意
- materialism** *n.* the theory or doctrine that physical well-being and worldly possessions constitute the greatest good and highest value in life 实利主义; 物质主义
- pressing** *a.* demanding immediate attention; urgent 紧迫的; 迫切的
- pursuit** *n.* the act or an instance of chasing or pursuing 追逐; 追寻
- intense** *a.* having a very strong effect or felt very strongly 强烈的; 强大的

evolution <i>n.</i>	gradual development 演变; 演化
stimulate <i>v.</i>	to excite or invigorate 刺激; 激发
chase <i>v.</i>	the act of following someone or something quickly in order to catch them 追逐; 追求
deflate <i>v.</i>	to reduce the amount or availability of (currency or credit), effecting a decline in prices 紧缩
envisage <i>v.</i>	to consider or regard in a certain way 设想
projection <i>n.</i>	a plan for an anticipated course of action 规划
greed <i>n.</i>	an excessive desire to acquire or possess more than what one needs or deserves, esp. with respect to material wealth 贪心; 贪婪
envy <i>n.</i>	a feeling of discontent and resentment aroused by and in conjunction with desire for the possessions or qualities of another 嫉妒; 羡慕
boost <i>v.</i>	to increase; raise 增加; 拔高
briefly <i>ad.</i>	shortly, simply 简短地; 简单地
outlook <i>n.</i>	expectation for the future 展望; 前景
gloomy <i>a.</i>	depressing, hopelessly 压抑的; 沮丧的; 绝望的
epoch <i>n.</i>	a notable event that marks the beginning of such a period 重要时期
abundance <i>n.</i>	affluence; wealth 富裕; 富有
inquiry <i>n.</i>	a question; a query 质问; 疑问
ultimate <i>a.</i>	utmost; extreme; eventual 最大的; 极端的; 最终的
destiny <i>n.</i>	the power or agency thought to predetermine events; fate 命运
irony <i>a.</i>	incongruity between what might be expected and what actually occurs 讽刺意味
humanity <i>n.</i>	people in general 人类

Phrases and Expressions

be based on	to use sth as the thing from which sth else is developed 以...为基础
increase with	to become bigger in amount, number 增加
better off	happier, improved, more successful, etc. 更加快乐; 成功等
vary with	differ; be different from each other 与...不同
bring about	to make sth happen; cause 引发; 引起
be equated with	to consider that two things are similar or connected 等同于
point to	to mention sth because you think it is important 指出
free from	allowed to do or say whatever you want, or allowed to happen, without being controlled or restricted by anyone or anything 不受控制
look forward to	to think of (a future event) with pleasurable, eager anticipation 期望

on average	based on a calculation about how many times sth usually happens, how much money sb usually gets, how often people usually do sth, etc 平均起来
be likely to	be possible to 可能
be accustomed to	be used to 习惯于



Post Reading Exercises

Content Awareness

I. Answer the following questions according to the information from the passage.

- Does Easterlin believe that the increase of living standard means the increase of happiness?
- How does Easterlin explain the paradox that steady improvements in the American economy have not been accompanied by steady increases in people's self-assessments of their own happiness?
- Can money buy happiness according to Easterlin?
- What does Abraham Maslow's "hierarchy of wants" imply?
- What is the prospect of future in Easterlin's viewpoint?
- What's your view of the relationship between happiness and wealth?

II. Choose the best answer to each question with information from the passage.

- According to the passage, people feel happier when _____.
 - personal income increases
 - the incomes of all are raised
 - real GDP per capita doubled
 - one's own income is higher than others
- Which of the following statement is true according to the passage?
 - Increase of the incomes of all can make all people happier.
 - Generally, people who are more affluent feel happier when the incomes of others are fixed.



- C. Happiness and income are always positively related.
 D. The improvement of economy can increase people's happiness.
3. Easterlin believes that _____.
- A. improvement of the American economy can increase people's self-assessment of their own happiness.
 B. Money can always buy happiness.
 C. Materialism is persistent.
 D. Both needs and greed are limited.
4. _____ put forward the theory of "hierarchy of wants".
- A. Abraham Maslow
 B. Easterlin
 C. Karl Marx
 D. Lee Rainwater
5. What is the passage mainly about?
- A. The raise of living standard leads to the increase of happiness.
 B. People become less satisfied over time with a given level of income.
 C. The outlook for the future is gloomy.
 D. Science can't cure envy, our wealth increase our happiness only while shrinking that of our neighbours.

III. Fill in the blanks according to the information from the passage.

Living standards have 1 during the twentieth century, and economists expect them to continue rising in the decades ahead. However, raising the incomes of all, and thus a satisfying material needs more generally, does not increase the happiness of all. This is because the material 2 on which judgments of well-being are based increase 3 with the growth of society's per capita income. The explanation for this 4 may be that people become less satisfied over time with a given level of income. Put generally, happiness, or 5, varies directly with one's own income and 6 with the incomes of others. Needs are 7, but not 8. In the end, the triumph of economic growth is not a triumph of 9 over material wants; rather, it is the 10 of material wants over humanity.

Language Focus

IV. Find the proper forms of the following words according to the given word class.

- | | | |
|------------------|------|-------|
| 1. triumph | (a.) | _____ |
| 2. concede | (n.) | _____ |
| 3. significantly | (n.) | _____ |
| 4. perception | (v.) | _____ |
| 5. rely | (a.) | _____ |

- 6. pursuit (v.) _____
- 7. inquiry (v.) _____
- 8. persistence (a.) _____
- 9. evolution (v.) _____
- 10. abundance (a.) _____

V. Choose the correct word to fill into each sentence, using the proper form.

stimulate	positively	steady	boost	motivation
shrink	envisage	perspective	challenge	affluent

1. Despite the _____ progress of building work, the campaign against it is still going strong.
2. This is _____ the last chance for the industry to establish such a system.
3. The move is designed to _____ sales during the peak booking months of January and February.
4. If cloth or clothing _____, it becomes smaller in size, usually as a result of being washed.
5. As people become more _____, so their standard and style of living improves..
6. His poor performance may be attributed to lack of _____ rather than to reading difficulties.
7. Marsyas thought he could play the flute better than Apollo and _____ the god to a contest.
8. The scheme cost a lot more than we had originally _____.
9. The Russian health service has _____ public interest in home cures.
10. We have to look at everything from an international _____.

VI. Use the phrases from the passage to complete the sentences, using the proper form.

1. Motor traders are _____ a further increase in vehicle sales.
2. Once people have seen that something actually works, they _____ much more accept change.
3. The country's economic problems are largely _____ the weakness of the recovery.
4. My eyes _____ the gloom and I was able to make out a door at one side of the room.
5. Newspapers today are entirely _____ government control.
6. A huge amount of environmental damage has been _____ by the destruction of the rainforests.

Translation**VII. Translate the following into Chinese.**

1. Economists are accustomed to deflating the money value of national income by the average level of prices to obtain “real” income.
2. Needs are limited, but not greed.
3. The future, then, to which the epoch of modern economic growth is leading is one of never ending economic growth, a world in which ever growing abundance is matched by ever rising aspirations, a world in which cultural difference is leveled in the constant race to achieve the goods life of material plenty, it is a world founded on belief in science and the power of rational inquiry and in the ultimate capacity of humanity to shape its own destiny.
4. The irony is that in this last respect the lesson of history appears to be otherwise: that there is no choice.
5. In the end, the triumph of economic growth is not a triumph of humanity over material wants; rather, it is the triumph of material wants over humanity.

VIII. Translate the following into English.

1. 大多数学生都已经感受到通货膨胀的压力。(soar)
2. 政府答应了他们的一些要求后, 大约有一万名银行员工参加的罢工结束了。(concede)
3. 部长由他的秘书陪同到医院去。(accompany)
4. 他的存款急剧减少。(shrink)
5. 他们学校向我们学校挑战, 要进行足球比赛。(challenge)
6. 今年这儿的煤矿产量甚丰。(yield)
7. 这是一项意在刺激地方慈善事业增长的议案。(boost)
8. 我们必须调查此事。(inquire)
9. 他被派到一个新的很有发展前途的工作岗位, 成了朋友们羡慕的对象。(envy)
10. 单凭容貌来判断一个人是不可靠的。(reliable)



Part 2 Grammar

从 句

1. 名词性从句

在句子中起名词作用的句子叫名词从句(Noun Clauses)。名词从句的功能相当于名词词组,它在复合句中能担任主语、宾语、表语、同位语、介词宾语等,因此,根据它在句中不同的语法功能,名词从句又可分别称为主语从句、宾语从句、表语从句和同位语从句。

1) 引导名词性从句的连接词。

引导名词性从句的连接词可分为三类:

连接词: that, whether, if, 不充当从句的任何成分

连接代词: what, whatever, who, whoever, whom, whose, which.

连接副词: when, where, how, why

不可省略的连词:

(1) 介词后的连词

(2) 引导主语从句和同位语从句的连词不可省略。

That she was chosen made us very happy.

We heard the news that our team had won.

2) 名词性 that-从句

由从属连词 that 引导的从句叫做名词性 that-从句。That 只起连接主句和从句的作用,在从句中不担任任何成分,本身也没有词义。名词性 that-从句在句中能充当主语、宾语、表语、同位语和形容词宾语。例如:

主语: That he is still alive is sheer luck.

宾语: John said that he was leaving for London on Wednesday.

表语: The fact is that he has not been seen recently.

同位语: The fact that he has not been seen recently disturbs everyone in his office.

形容词宾语: I am glad that you are satisfied with your job.

that-从句作主语通常用 it 作先行词,而将 that-从句置于句末。例如:

It is quite clear that the whole project is doomed to failure.

用 it 作形式主语的 that-从句有以下四种不同的搭配关系:

a. It+be+形容词+that-从句。

It is necessary that... 有必要...

It is important that... 重要的是...

It is obvious that... 很明显...

b. It+be+-ed 分词+that-从句。

It is believed that... 人们相信...

It is known to all that... 众所周知...

It has been decided that... 已决定...

c. It+be+名词+that-从句。

It is common knowledge that...是常识

It is a surprise that... 令人惊奇的是...

It is a fact that... 事实是...

d. It+不及物动词+that-分句。

It appears that... 似乎...

It happens that... 碰巧...

It occurred to me that... 我突然想起...

3) 名词性 wh-从句。

由 wh-词引导的名词从句叫做名词性 wh-从句。wh-词包括 who, whom, whose, whoever, what, whatever, which, whichever 等连接代词和 where, when, how, why 等连接副词。wh-从句的语法功能除了和 that-从句一样外, 还可充当介词宾语、宾语补语和间接宾语等, 例如:

主语: How the book will sell depends on its author.

直接宾语: In one's own home one can do what one likes.

间接宾语: The club will give whoever wins a prize.

表语: My question is who will take over president of the Foundation.

宾语补足语: She will name him whatever she wants to.

同位语: I have no idea when he will return.

形容词宾语: I'm not sure why she refused their invitation.

介词宾语: That depends on where we shall go.

wh-从句作主语也常用先行词 it 作形式主语, 而将 wh-从句置于句末, 例如:

It is not yet decided who will do that job.

4) if, whether 引导的名词从句。

(1) yes-no 型疑问从句。

从属连词 if, whether 引导的名词从句是由一般疑问句或选择疑问句转化而来的, 因此, 也分别被称为 yes-no 型疑问句从句和选择型疑问从句, 其功能和 wh-从句的功能相同, 例如:

主语: Whether the plan is feasible remains to be proved.

宾语: Let us know whether/if you can finish the article before Friday.

表语: The point is whether we should lend him the money.

同位语: They are investigating the question whether the man is trustworthy.

形容词宾语: She's doubtful whether we shall be able to come.

介词宾语: I worry about whether he can pass through the crisis of his illness.

(2) 选择性疑问从句。

选择性疑问从句由关联词 *if/whether...or* 或 *whether...or not* 构成, 例如:

Please tell me whether/if they are Swedish or Danish.

I don't care whether you like the plan or not.

2. 定语从句

定语从句 (Attributive Clauses) 在句中作定语, 修饰一个名词或代词, 被修饰的名词, 词组或代词即先行词。定语从句通常出现在先行词之后, 由关系词 (关系代词或关系副词) 引出。

关系代词有: *who, whom, whose, that, which* 等。

关系副词有: *when, where, why* 等。

1) 关系代词引导的定语从句。

关系代词所代替的先行词是人或物的名词或代词, 并在句中充当主语、宾语、定语等成分。关系代词在定语从句中作主语时, 从句谓语动词的人称和数要和先行词保持一致。

(1) *who, whom, that* 这些词代替的先行词是人的名词或代词, 在从句中所起作用如下:

Is he the man *who/that* wants to see you?

He is the man *whom/that* I saw yesterday.

(2) *whose* 用来指人或物, (只用作定语, 若指物, 它还可以同 *of which* 互换)。

例如:

They rushed over to help the man *whose* car had broken down.

(3) *which, that* 它们所代替的先行词是事物的名词或代词, 在从句中可作主语、宾语等。例如:

A prosperity *which/that* had never been seen before appears in the countryside.

The package (*which/that*) you are carrying is about to come unwrapped.

2) 关系副词引导的定语从句。

关系副词可代替的先行词是时间、地点或理由的名词, 在从句中作状语。

(1) *when, where, why*。

关系副词 *when, where, why* 的含义相当于“介词+*which*”结构, 因此常常和“介词+*which*”结构交替使用。例如:

There are occasions *when (on which)* one must yield.

Beijing is the place *where (in which)* I was born.

Is this the reason *why (for which)* he refused our offer?

(2) *that* 代替关系副词

that 可以用于表示时间、地点、方式、理由的名词后取代 *when, where, why* 和“介词+*which*”引导的定语从句, 在口语中 *that* 常被省略。例如:

His father died the year (*that/when/in which*) he was born.

He is unlikely to find the place (that/where/in which) he lived forty years ago.

3) 限制性和非限制性定语从句。

- (1) 定语从句有限制性和非限制性两种。限制性定语从句是先行词不可缺少的部分，去掉它主句意思往往不明确；非限制性定语从句是先行词的附加说明，去掉了也不会影响主句的意思，它与主句之间通常用逗号分开。例如：

This is the house which we bought last month.

The house, which we bought last month, is very nice.

- (2) 当先行词是专有名词或物主代词和指示代词所修饰时，其后的定语从句通常是非限制性的。例如：

Charles Smith, who was my former teacher, retired last year.

My house, which I bought last year, has got a lovely garden.

- (3) 非限制性定语从句还能将整个主句作为先行词，对其进行修饰，这时从句谓语动词要用第三人称单数。例如：

He seems not to have grasped what I meant which greatly upsets me.

4) 关系代词 that 的用法。

- (1) 不用 that 的情况：

a. 在引导非限定性定语从句时。

The tree, that is four hundred years old, is very famous here. (此句错误，为反例)

b. 介词后不能用。

We depend on the land from which we get our food.

We depend on the land that/which we get our food from.

- (2) 只能用 that 作为定语从句的关系代词的情况：

a. 在 there be 句型中，只用 that，不用 which。

b. 在不定代词，例如：anything, nothing, the one, all, much, few, any, little 等作先行词时，只用 that，不用 which。

c. 先行词有 the only, the very 修饰时，只用 that。

d. 先行词为序数词、数词、形容词最高级时，只用 that。

e. 先行词既有人，又有物时。

3. 状语从句

1) 地点状语从句。

地点状语从句通常由 where, wherever 引导。例如：

Where I live there are plenty of trees.

Wherever I am I will be thinking of you.

2) 方式状语从句。

方式状语从句通常由 as, (just) as...so..., as if, as though 引导。例如：

Always do to the others as you would be done by.

你希望人家怎样待你，你就要怎样待人。

Just as we sweep our rooms, so we should sweep backward ideas from our minds.

正如打扫房屋一样，我们也要扫除我们头脑中落后的东西。

They completely ignore these facts as if (as though) they never existed.

It looks as if the weather may pick up very soon.

3) 原因状语从句。

由 because, since, as 等引导。例如：

I didn't go, because I was afraid.

Since/As the weather is so bad, we have to delay our journey.

4) 目的状语从句。

表示目的状语的从句可以由 that, so that, in order that, lest, for fear that, in case 等词引导。例如：

You must speak louder so that/in order that you can be heard by all.

He wrote the name down for fear that (lest) he should forget it.

Better take more clothes in case the weather is cold.

5) 结果状语从句。

结果状语从句常由 so...that 或 such...that 引导。

The boy is so young that he can't go to school.

He is such a young boy that he can't go to school.

6) 条件状语从句。

连接词主要有 if, unless, as/so long as, on condition that 等。例如：

Let's go out for a walk unless you are too tired.

If you are not too tired, let's go out for a walk.

7) 让步状语从句。

由 though, although 引导。例如：

Although it's raining, they are still working in the field.

He is very old, but he still works very hard.

8) 时间状语从句。

由 while, when, as, since, until, till, as soon as 等引导。例如：

Just as/Just when/When I stopped my car, a man came up to me.

When you have finished your work, you may have a rest.

As the day went on, the weather got worse.

I slept until mid-night.

Wait till I call you.

Not until the early years of the 19th century did man know what heat is.

As soon as I got home, it began to rain.

Exercise 1 Choose the best answer to complete the following sentences.

1. The house _____ we live is not big.
A. in that
B. which
C. in which
D. that
2. He talked about the lectures and schools _____ he had visited.
A. that
B. which
C. who
D. whom
3. The scientist the teacher is talking _____ is leaving for Beijing.
A. to him
B. whom
C. to
D. to that
4. I who _____ your teacher, will teach Marxism as a truth to you.
A. is
B. are
C. were
D. am
5. _____ they could do was to work hard.
A. All
B. All what
C. All which
D. That
6. Do you know the reason _____ he didn't come?
A. that
B. which
C. for
D. why
7. The room _____ windows face south is his.
A. that
B. which
C. whose
D. who's
8. The park, _____ we visited yesterday, is very nice.
A. where
B. which
C. that
D. when
9. The park, _____ we met with him, is very nice.
A. where
B. which
C. that
D. when
10. The first time _____ I saw her was in 1989.
A. when
B. which
C. that
D. as
11. _____ I want to know is _____ it is worth doing.
A. What; that
B. What; whether
C. That; why
D. That; what
12. _____ visits the Great Wall will be struck by it.
A. Anyone
B. Each
C. Whoever
D. Everybody

13. _____ the workers insisted on was that they _____ more pay.
A. That; must be given
B. What; should give
C. Whether; would be given
D. What; be given
14. She asked _____.
A. what I was doing when she rang me up
B. What was I doing when she rang me up
C. When she rang me up what was I doing
D. When did she ring me up what I was doing
15. Writing stories and articles _____ I enjoy most.
A. is that
B. are that
C. is what
D. have been what
16. He asked the tailor _____.
A. how long would the coat be ready
B. how soon would the coat be ready
C. how long the coat would be ready
D. how soon the coat would be ready
17. The policeman came up to see _____.
A. what the matter is
B. what the matter was
C. what was the matter
D. what is the matter
18. _____ he told us is a _____.
A. That; lay
B. Which; true
C. What; lie
D. Whose; truth
19. It was not until the headmaster came _____.
A. and so the students got down to work
B. did the students get down to work
C. that the students got down to work
D. then the students got down to work
20. I wonder _____ this kind of metal can be used in the construction industry.
A. how
B. what
C. about
D. which
21. It was not _____ he took off his dark glass _____ I realized who he was.
A. when; that
B. until; when
C. when; then
D. until; that
22. _____ he is very good at numbers.
A. As he is a small boy
B. A small boy he is
C. A small boy as he is
D. Small boy as he is
23. _____ Newton started to do experiments, he forgot about the time.
A. When
B. Once
C. If
D. As

24. _____ hard I tried, I still couldn't manage it.
A. No matter
B. However
C. Although
D. Though
25. We young people should go _____ the Party wants us to.
A. no matter where
B. to the place
C. to any place
D. wherever
26. Make a mark _____ you have any questions.
A. which
B. in which
C. what
D. where
27. _____ time went on, the weather got colder and colder.
A. With
B. Since
C. While
D. As
28. Sorry I haven't been able to do _____ I should.
A. as many as
B. as much as
C. as far as
D. more than
29. You've done much better _____ expected.
A. as
B. than
C. more than
D. such as
30. Everything returned to normal _____ nothing had happened.
A. as if
B. because
C. when
D. for

Exercise 2 Translate following sentences into English.

- 许多人在家里边看电视边谈话，所以他们认为在电影院也可以如此。
- 他来与不来对我都一样。
- 有没有什么证据说明植物性食品不同于动物性食品？
- 税款是人们支持政府而交的钱。
- 他不知道是他自己先去还是在这儿等她。
- 人们对于幸福的含义有不同见解。
- 无论谁这样说都是不允许的。
- 他这次考试居然会及格，真是奇迹。
- 有消息说一个美国代表团将于明天下午抵达北京。
- 他们正在寻找那位刚刚做过手术的病人。



Part 3 Practical Writing: Memos

I. Introductions

Memos have traditionally been used in organizations for internal communication. They can be written to one person or to a group and are used for multiple purposes. Most often they are used for routine correspondence, but it is not unusual for a CEO to send a memo to the entire staff with a major announcement.

In most situations the reader and the writer of the memo know each other and work together routinely. Although usually used to inform, the topic of the memo and even its contents may already be known to both parties in the exchange. A memo might be sent in order to have a written record of the request or decision. As such, the memo is usually quite brief and to the point. While some memos may be 3 or 4 paragraphs, one is often enough.

II. Parts of a Memo

Standard memos are divided into segments to organize the information and to help achieve the writer's purpose.

The heading segment follows this general format:

TO: (readers' names and job titles);

FROM: (your name and job title);

DATE: (complete and current date);

SUBJECT: (what the memo is about, highlighted in some way).

Make sure you address the reader by his or her correct name and job title. You might call the company president "Maxi" on the golf course or in an informal note, but "Rita

Maxwell, President” would be more appropriate for a formal memo. Be specific and concise in your subject line. For example, “Clothes” as a subject line could mean anything from a dress code update to a production issue. Instead use something like, “Fall Clothes Line Promotion.”

III. The Layout of a Memo

Memos usually have one-inch margins on all four sides, and the writer’s initials always appear next to the name at the top of the memo.

The top line of a memo usually says “Memo” or “Memorandum”. The company logo or letterhead frequently goes above this. Some companies omit the words memo or memorandum, although this is not the norm.

Below the word “Memo” or “Memorandum” is the date, the name of the person or persons to whom the memo is sent, the name of the writer or sender (with the writer’s initials written-in by hand), followed by a very short description of the memo’s topic. Sometimes the order of these four items is altered; however, they are always present. These four items are double-spaced and a solid line is frequently drawn below them, separating them from the memo’s message.

IV. Sample Memo

Engineering-Masters, Inc.



MEMORANDUM

Date: July 1, 1995
 To: Harold Johnston
 From: Isabel Higginbotham
 Subject: Procedure for Handling Payroll Advances

There is a new procedure (to reflect updated policies) for obtaining payroll advances. I believe that our employees will find it an improvement over the old, confusing procedure. The new procedure is as follows:

Procedure

1. Obtain Form PR-7, Request for Payroll Advance, from your supervisor.
2. Complete the form by filling in all the blanks in the Employee Section of the form.
3. Have your immediate supervisor approve your request by signing on the Supervisor Approval line.

4. Take the approved Form PR-7 to the receptionist in the Payroll and Benefits Office, Building Z, Room 1620.
5. Pick up your check from the cashier's office, Main Building, Room 201 three working days after turning in Form PR-7. You must have your employee identification card with you to receive your check.
6. Sign the receipt form in the presence of the cashier's office clerk.

Policies:

The following policies govern the issue of payroll advances:

1. Payroll advances may not total more than 80% of an employees normal net pay for a payroll period.
2. Except in the case of a documented emergency, payroll advances are limited to one every two months.

(From: Business Communications (7th ed). William C. Himstreet & Wayne MurlinBaty, 1984)

V. Writing Practice

Directions:

Write a memo with the following information.

1	备 忘 录
2	致: 各销售代表
3	自: 市场部经理约翰·格林
4	日期: 2003年12月1日
5	事由: 手机调价
6	2003年进口手机遭遇低价国产手机的激烈竞争。
7	为了与低价国产手机进行竞争, 公司决定诺基亚各款手机价格下调 10%。本次降价于 2004年1月1日生效。
8	请尽快通知各批发商有关规定。



Unit Nine

The Rhythm of Life



RHYTHM of LIFE
move to a healthy beat!

Part 1 Reading

An Ode to Failure

By Doyly Dowland

Clint Eastwood's *Million Dollar Baby* tells the story of a young woman who escapes from a life of drudgery by spending her every spare hour in a boxing gym. For a while, it looks as if she is talented enough to escape. Then the fates deal her a terrible blow: she loses her championship fight, is horribly injured and persuades her trainer to kill her.

Dirty Harry's former friends on the right have reacted with horror to the film's unAmerican enthusiasm for euthanasia. In fact, the film is most remarkable as an extremely American parable on success and failure. When the heroine gets injured, her trainer is eaten up with guilt. But she tells him not to be so hard on himself: she is far happier to have tasted a little success and ended up a cripple than to have remained a nobody.

Americans have always been excessive worshippers of what William James called "the bitch goddess success". Self-help gurus have topped the bestseller list since Benjamin Franklin published his autobiography. Americans are much more likely than Europeans to believe that people can get ahead in life so long as they are willing to work hard. And they are much more likely to choose a high-paying job that carries a risk of redundancy than a lower-paid job that guarantees security.

But you can't have winners without losers (or How would you know how well you are doing?). And you can't broaden opportunity without also broadening the opportunity to fail.

All of which creates a huge problem: how exactly should a hyper-competitive society deal with its losers? It is all very well to note that drunkards and slackers get what they deserve. But what about the honest toilers? One way to deal with the problem is to offer people as many second chances as possible. In his intriguing new book *Born Losers: A History of Failure in America* (Harvard), Scott Sandage argues that the mid-19th century saw a redefinition of failure—from something that described a lousy business to something that defined a whole life.

Yet one of the striking things about America is how valiantly it has resisted the idea that there is any such thing as a born loser. American schools resist streaming their pupils much longer than their European counterparts: the whole point is to fit in rather

than to stand out. American higher education has numerous points of entry and re-entry. And the American legal system has some of the most generous bankruptcy rules in the world. In Europe, a bankrupt is often still a ruined man; in America, he is a risk-taking entrepreneur.

American history—not to mention American folklore—is replete with examples of people who tried and tried again until they made a success of their lives. Lincoln was a bankrupt store-keeper. Henry Ford was a serial failure. At 40, Thomas Watson, the architect of IBM, faced prison. America's past is also full of people who came back from the brink. Steve Jobs has gone from has-been to icon. Martha Stewart has a lucrative television contract waiting for her when she comes out of prison.

A second way to deal with losers is to celebrate them—or at least sing about them. Perhaps in reaction to the relentless boosterism of business life, American popular culture often sympathizes with the losers. In Arthur Miller's *Death of a Salesman* Willy Loman chooses to commit suicide rather than spend the rest of his life “ringing up a zero”. The loser now will be later to win. But even in the loser-loving bits of popular culture, the American obsession with success has a habit of winning through. More often than not, born losers turn out to be winners in disguise. In one version of this idea, the loser turns out to be a winner by virtue of his very ordinariness. The hero of Frank Capra's *It's a Wonderful Life* is a small-town plodder who hovers on the edge of ruin; but in the end the film concludes triumphantly, “No man is a failure who has friends.”

In another version—the one that burst on the scene with James Dean and was rapidly institutionalized by the counter-culture—the loser turns out to be a winner because he is a rebel against society's repressive norms. He is freer than the average American because he isn't encumbered with property (he has nothing to lose); or he is more genuine because he lives according to his own lights, rather than artificial conventions. Bob Dylan was a master of counter-cultural inversion. “The loser now/Will be later to win”, he rasped at one point. “She knows there's no success like failure/And that failure's no success at all”, he moaned at another.

H.L. Mencken had a grumpy verdict on this attitude to success and failure: for him, the typical American was “vexed, at one and the same time, by delusions of grandeur and an inferiority complex”. Delusions of grandeur are certainly common: “American Idol” presents a limitless supply of talentless narcissists, each convinced he is the next Frank Sinatra. Inferiority complexes are common too: America is also full of perfectly successful people who are obsessed by their failure to live up to their self-help manuals. But Mencken still seems too cynical. The worship of success inspires not just extraordinary achievements but also worthwhile failures. That is the unsettling but very American message of *Million Dollar Baby*.

 Notes

1. Clint Eastwood:

克林特·伊斯特伍德(1930-), 美国著名演员、导演、制片人, 他执导的 *Million Dollar Baby* (《百万宝贝》) 荣获 2005 年奥斯卡最佳影片、最佳导演等多项大奖。

2. Dirty Harry

肮脏的哈里, 是伊斯特伍德 1971 年主演的同名电影中主人公的名字, 此处代指他本人。

3. William James

威廉·詹姆斯(1842-1910), 美国哲学家、心理学家, 机能心理学创始人, “the bitch goddess success” 出自于他写于 1906 年的信札, 原句为 “The moral flabbiness born of the exclusive worship of the bitch goddess success. That-with the squalid cash interpretation put on the word success—is our national disease”

4. Benjamin Franklin

富兰克林(1706-1790), 美国政治家、科学家, 参与起草《独立宣言》并参加制宪会议, 其自传翔实记述了他自学成才、不懈奋斗的人生经历, 影响甚广。

5. Scott Sandage

斯科特·桑达吉, 卡内基-梅隆大学 (Carnegie Mellon University) 历史系教授, *Born Loser* 是他 2005 年出版的新著。

6. Thomas Watson

托马斯·沃森(1874-1956), IBM 公司的缔造者。

7. Martha Stewart

玛莎·斯图尔特(1941-), 美国著名“家政女王”, 创办了包括杂志、家居用品、日用品等内容的营销企业, 经营活动遍及全球, 2004 年 7 月因涉嫌股票内幕交易等判处五个月监禁, 出狱后获得美国 NBC 电视公司的节目合同。

8. Arthur Miller

阿瑟·米勒(1915-2005)是一位美国剧作家, 生于纽约市, 他以剧作《推销员之死》、《熔炉》(*The Crucible*), 以及在 1956 年与玛丽莲·梦露的婚姻闻名。

9. Frank Capra

弗兰克·卡普拉(1897-1991)意大利裔美国导演。一共得到奥斯卡最佳导演奖达 3 次, 加上提名达 6 次; 奥斯卡最佳影片奖 2 次, 加上提名达 6 次, 以及奥斯卡最佳纪录片奖 1 次。他是仅次于约翰·福特, 史上奥斯卡最佳导演奖得奖第二多的导演。他有“好莱坞最伟大的意大利人”之称, 被认为是美国梦实现的代表人物之一。

10. James Dean

詹姆斯·迪恩(1931 年-1955 年), 著名美国电影演员, 他的主流形象代表他所处年代青年的反叛和浪漫, 这些被称为“垮掉的一代”青少年, 尝试以各种反社会行为来表达不满。他热爱跑车活动, 1955 年 9 月 30 日, 在加利福尼亚 Cholame 市附近不幸发生车祸, 他被卡在另外一部

车内死亡。他的英年早逝，正如玛丽莲·梦露和李小龙等明星一样，为后世长久缅怀。

11. Bob Dylan

鲍勃·迪伦(1941年-)，有重要影响力的美国唱作人，民谣歌手，音乐家，诗人。成名于20世纪60年代，并被广泛认为是美国60年代反叛文化的代言人。他的一些歌曲，例如《答案在风中飘》(Blowing in The Wind)等，成为在反战抗议和民权运动中被广泛传唱的曲目。直到今天，他仍然是非常有影响力、非常受欢迎的艺人之一。他的歌词包含了政治抗议、社会评论、哲学和诗歌。除了在音乐上形式的探索以外，他也继承了美国传统的民谣、摇滚乐、乡村和蓝调音乐，甚至包括爵士和摇摆乐。

12. H. L. Mencken

门肯(1881-1956)，美国评论家、新闻记者，著有语言名篇《美国语》，评论文集《偏见集》等。

13. American Idol

美国偶像，美国福克斯公司于2002年推出的真人秀节目，通过比赛在有音乐才华的普通人中选秀。

14. Frank Sinatra

弗兰克·西纳特拉(1915-1998)，美国著名爵士歌手与电影演员，成名于20世纪40年代，被誉为“The Voice of the Century”。

New Words

drudgery <i>n.</i>	tedious, menial, or unpleasant work 单调、卑贱或无趣的工作
championship <i>n.</i>	the position or title of a winner 冠军的身份或头衔
react <i>v.</i>	to act in response to or under the influence of a stimulus or prompting 反应；作出反应
enthusiasm <i>n.</i>	great excitement for or interest in a subject or cause 热情；热忱；对某物或某事的极大热情或兴趣
euthanasia <i>n.</i>	the act or practice of ending the life of an individual suffering from a terminal illness or an incurable condition, as by lethal injection or the suspension of extraordinary medical treatment 安乐死
remarkable <i>a.</i>	attracting notice as being unusual or extraordinary. 不平常的；非凡的；值得注意的；显著的
parable <i>n.</i>	a simple story illustrating a moral or religious lesson 格言；寓言；一种讲明道德或宗教的浅显的故事
heroine <i>n.</i>	the principal female character in a novel, poem, or dramatic presentation 女主角；一部小说、诗歌或戏剧表演中的主要女性角色
excessive <i>a.</i>	exceeding a normal, usual, reasonable, or proper limit 过量的；超过正常的；通常的；合理的或正当界限的



worshipper <i>n.</i>	a person who worships God or a god 崇拜上帝或神的人
guru <i>n.</i>	a recognized leader in a field 权威; 在一个领域内公认的领导者
bestseller <i>n.</i>	a book which is bought by large number of people 畅销品; 畅销书
redundancy <i>n.</i>	the state of being redundant 过多; 过剩; 过多的状态
guarantee <i>v.</i>	to undertake to do, accomplish, or ensure (sth) for another 承诺; 保证; 保证为某人去做(某事或获得某物)
hyper <i>a.</i>	having a very excitable or nervous temperament; high-strung. 亢奋的; 易激动的; 有非常兴奋或不安的性格的; 高度紧张的
drunkard <i>n.</i>	one who is habitually drunk 有喝酒习惯的人; 醉鬼
slacker <i>n.</i>	a person who is lazy and avoids work 偷懒的人
toiler <i>n.</i>	a person who is hardworking 辛苦工作的人; 劳动者
intriguing <i>a.</i>	attractive 迷人的; 有迷惑力的; 引起兴趣(或好奇心)的
redefinition <i>n.</i>	making people consider sth in a new way 重新定义
lousy <i>a.</i>	extremely contemptible; nasty 龌龊的; 极其可鄙的; 污秽的
valiantly <i>ad.</i>	courageously 勇猛地; 英勇地
resist <i>v.</i>	to remain firm against the actions, effects, or force of; withstand 抵制; 抵抗
stream <i>v.</i>	(<i>esp. Brit.</i>) place (schoolchildren) in streams 将(学童)按年龄和智力编班或分组
counterpart <i>n.</i>	one that has the same functions and characteristics as another; an opposite number 对手方相应的人或物; 与另一个具有相同的功能或特点的人或物
numerous <i>a.</i>	amounting to a large number; many 许多的; 为数众多的; 许多的
entry <i>n.</i>	the inclusion or insertion of an item, as in a record 登录; 把一条内容写入或插入到一个记录中来
bankruptcy <i>n.</i>	the state of being bankrupt 破产
ruin <i>v.</i>	to destroy completely; demolish 彻底破坏; 毁灭
entrepreneur <i>n.</i>	a person who organizes, operates, and assumes the risk for a business venture 企业家; 组织; 管理企业并承担商业风险的人
folklore <i>n.</i>	a body of widely accepted but usually specious notions about a place, a group, or an institution 民间传说; 关于位置、团体、机构等的被广泛接受但通常似是而非的概念
architect <i>n.</i>	one that plans or devises 设计师; 计划或设计的人
brink <i>n.</i>	the upper edge of a steep or vertical slope 边缘
icon <i>n.</i>	one who is the object of great attention and devotion; an idol 偶像
lucrative <i>a.</i>	producing wealth; profitable 获利的; 产生财富的; 有利润的
boosterism <i>n.</i>	the idea which gives support to sb/sth 支持观点

sympathize <i>v.</i>	to feel or express compassion, as for another's suffering; commiserate 同情或表示同情; 怜悯
ordinariness <i>n.</i>	the state of being ordinary 普通; 平凡
plodder <i>n. a</i>	person who is hardworking 辛苦工作的人; 劳动者
hover <i>v. to</i>	remain or linger in or near a place 在某处或其附近逗留; 徘徊.
triumphantly <i>ad.</i>	successfully 成功地; 耀武扬威地
institutionalize <i>v.</i>	to make into, treat as, or give the character of an institution to. 制度化; 使成为机构; 按机构对待; 赋予机构的特点
counter-culture <i>n.</i>	a culture, esp. of young people, with values or lifestyles in opposition to those of the established culture 反传统文化
rebel <i>n.</i>	person who fights against, or refuses to serve, the established government 反政府的人; 反叛者
repressive <i>a.</i>	causing or inclined to cause repression 压抑的; 抑制的; 引起或易于导致 压制的
norm <i>n.</i>	a standard, model, or pattern regarded as typical 模范; 作为典型的标准; 模型; 或式样
artificial <i>a.</i>	made by human beings; produced rather than natural 人工的; 由人工制 成的; (人工)生产而非自然的
convention <i>n.</i>	general agreement on or acceptance of certain practices or attitudes 惯 例; 习俗; 对某种惯常做法或态度的一致同意或接受认可
inversion <i>n.</i>	the act of inverting 倒置; 倒转; 颠倒的动作
rasp <i>v.</i>	to say sth in an unpleasant harsh voice 声音尖厉地说
moan <i>v.</i>	to bewail or bemoan 叹惜或怜惜
grumpy <i>a.</i>	surly and peevish; cranky 粗鲁且坏脾气的; 暴躁的
verdict <i>n.</i>	an expressed conclusion; a judgment or an opinion 定论; 判断性意见; 已 表达的结论; 判断或意见
vexed <i>a.</i>	irritated, distressed, or annoyed 生气的; 痛苦的; 或烦恼的
delusion <i>n.</i>	a false belief or opinion 错觉; 幻觉; 虚假的信念或观点
grandeur <i>n.</i>	the quality or condition of being grand; magnificence 高贵; 伟大; 高贵 的品质或状况; 重要
inferiority <i>n.</i>	the state of not being as good as sb/sth else 低等; 劣等
limitless <i>a.</i>	having no limit or limits; unrestricted 无限的; 不受约束的
narcissist <i>n.</i>	a person who admires himself/herself too much 自我陶醉者; 自恋者
cynical <i>a.</i>	scornful of the motives, virtue, or integrity of others 愤世嫉俗的; 讽世的; 对别人的动机; 善行或正直鄙视的
unsettling <i>a.</i>	making you feel upset, nervous or worried 使人不安的

Phrases and Expressions

be eaten up with	be filled with particular emotion so that they cannot think of anything else 使沉迷; 使焦虑; 使纠缠
end up	find yourself in a place or situation that you did not intend or expect to be 以...为结果; 以...告终
get ahead	to make progress (further than others have done) 领先; 胜过
fit in	to live, work, etc. in an easy and natural way with sb/sth 与...合得来; 适应
stand out	to be much better or more important than sb/sth 出色; 杰出; 更为重要
be replete with	be full of 充满
ring up	to enter the cost of goods being bought in a shop/store on a cash register by pressing the buttons; to make sales of a particular value 将款额输入现金出纳机; 达到...销售额
obsession with	be filled with particular emotion so that they cannot think of anything else 使沉迷; 使焦虑; 使纠缠
win through	be successful in spite of difficulties 摆脱困境; 终获成功
more often than not	often 时常
turn out to be	prove to be 证明是; 结果是
in disguise	to change one's appearance so that people cannot recognize 伪装
by virtue of	because of 由于
on the edge of	the point of which sth, especially sth bad, may begin to happen(尤指灾难的)边缘
be encumbered with	to make it difficult for sb to do sth or for sth to happen 妨碍; 阻碍; 拖累
live up to	to do as well as or be as good as other people expect you to 达到; 符合; 不辜负





Post Reading Exercises

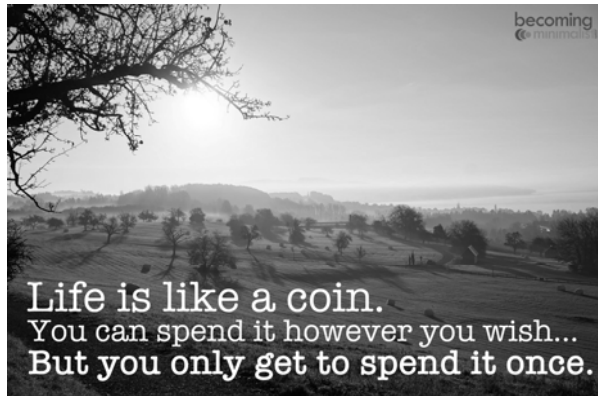
Content Awareness

I. Answer the following questions according to the information from the passage.

1. Why did the heroine in *Million Dollar Baby* want her trainer to kill her?
2. What does “the bitch goddess success” refer to according to the passage?
3. Why are Americans much more likely to choose a high-paying job with a great risk?
4. Do Americans think there are born losers? Why or why not?
5. What did H. L. Mencken comment on American’s attitude to success and failure?

II. Choose the best answer to each question with information from the passage.

1. Why did Benjamin Franklin’s autobiography top the bestseller?
 - A. Because he told a good story of himself.
 - B. Because he set a good example of learning.
 - C. Because he set a good example of self-help.
 - D. Because he told others to learn from him.
2. How can our competitive society deal with its losers according to the passage?
 - A. The society should give the losers another chance.
 - B. The society should give the losers enough encouragement.
 - C. The society should find the losers good jobs.
 - D. Both A and B.
3. Which of the following is not mentioned according to the American’s resistance of the idea of born loser?
 - A. American schools resist streaming their students.
 - B. American universities offer people many chances of entry and re-entry.
 - C. American regard the failure as nature experience.
 - D. American regard the bankrupt as risk-taking entrepreneur.
4. Why did born losers turn out to be winners in disguise according to the passage?
 - A. Because they had tried their best.
 - B. Because they had their unique features.
 - C. Because they would finally win.
 - D. Because they’re not losers at all.
5. What is author’s attitude to failure?
 - A. Supportive.
 - B. Critical.
 - C. Neutral.
 - D. No idea.



Language Focus

III. Choose the definition from Column (B) that best matches each italicized word or phrase in Column (A)

- | (A) | (B) |
|-----------------------------------|--|
| 1. life of <i>drudgery</i> | a. sb famous who is admired by many people |
| 2. <i>American parable</i> | b. sb who works very hard |
| 3. self-help <i>gurus</i> | c. hard boring work |
| 4. a risk of <i>redundancy</i> | d. of very bad quality |
| 5. a honest <i>toiler</i> | e. a short simple story |
| 6. a <i>lousy</i> business | f. not allowing the expression of feelings or desires |
| 7. <i>icon</i> | g. an emotional problem in which sb is unnecessarily anxious about sth |
| 8. <i>obsession</i> with success | h. an expert or leader in a particular subject |
| 9. <i>repressive</i> norms | i. an extreme unhealthy interest in sth |
| 10. an inferiority <i>complex</i> | j. a situation in which sb has to leave their job |

IV. Find the proper forms of the following words according to the given word class.

- | | | |
|------------------|------|-------|
| 1. fail | (n.) | _____ |
| 2. excess | (a.) | _____ |
| 3. broad | (v.) | _____ |
| 4. resist | (a.) | _____ |
| 5. bankruptcy | (a.) | _____ |
| 6. sympathize | (n.) | _____ |
| 7. institutional | (v.) | _____ |
| 8. inversion | (v.) | _____ |
| 9. inferiority | (a.) | _____ |
| 10. inspire | (n.) | _____ |

V. Choose the correct word or phrase to fill into each sentence, using the proper form.

excessive	guarantee	resist	ruin	verdict
rebel	react	remarkable	intriguing	artificial

1. We would like to know your _____ in this matter.
2. _____ dosage of this drug can result in injury to the liver.
3. You really deserve the high praise from the others because of your _____ achievements obtained in your position.
4. A lot of people like to use _____ sweeteners in their tea or coffee.
5. They are determined to _____ pressure to change the law.
6. There were unconfirmed reports that the _____ army was advancing upon the town.
7. A collision with parliament could _____ the government's plans.
8. Basic human rights, including freedom of speech, are now _____.
9. The magazine carries an _____ mixture of high fashion, gossip and racing.
10. Iron _____ with water and air to produce rust.

Translation

VI. Translate the following into Chinese.

1. Then the fates deal her a terrible blow.
2. She is far happier to have tasted a little success and ended up a cripple than to have remained a nobody.
3. In Europe, a bankrupt is often still a ruined man; in America, he is a risk-taking entrepreneur.
4. No man is a failure who has friends.
5. The worship of success inspires not just extraordinary achievements but also worthwhile failures.

VII. Translate the following into English.

1. 会计系的学生毕业后会成为会计师。(end up)
2. 学生应该遵守一定的行为准则。(live up to)
3. 由于他们温和、幽默，也由于他们能够为避免痛苦而克制自己，两人都成为别人前来求教的对象。(by virtue of)
4. 这场暴风雨真可谓塞翁失马焉知非福，因为当你打来电话时我们困在家里。(in disguise)
5. 我们面临许多问题，但终将获得成功。(win through)
6. 他们已经被暂时的胜利冲昏了头脑。(be eaten up with)
7. 他们在这场战斗中被杀死了。(the edge of)

8. 他心里满怀着对人们的无限热爱，满嘴里说的却是卑鄙自私的口头禅。(sordid/be replete with/unbounded)



Part 2 Grammar

倒 装

一般来讲，英语中的倒装有全部倒装和部分倒装两种。

1. 全部倒装

全部倒装是将句子中的谓语动词全部置于主语之前。此结构通常只用于一般现在时和一般过去时。常见的结构有：

- 1) here, there, now, then, thus 等副词置于句首，谓语动词常用 be, come, go, lie, run.

There goes the bell.

Then came the chair man.

Here is your letter.

- 2) 表示运动方向的副词或地点状语置于句首，谓语表示运动的动词。例如：

Out rushed a missile from under the bomber.

Ahead sat an old woman.

注意：上述全部倒装的句型结构的主语必须是名词，如果主语是人称代词则不能完全倒装。例如：

Here he comes.

Away they went.

2. 部分倒装

部分倒装是指将谓语的一部分如助动词或情态动词倒装至主语之前。如果句中的谓语没有助动词或情态动词，则需添加助动词 do, does 或 did，并将其置于主语之前。

- 1) 以否定词或短语开头的部分倒装。

如 no, not, never, seldom, little, hardly, nowhere, at no time, in no way, not until, not only...but also, hardly/Scarcely...when, no sooner...than 等。例如：

Never have I seen such a performance.

Nowhere will you find the answer to this question.



- A. however
C. although
- B. no matter
D. whatever
6. On the wall _____ two large portraits.
A. hangs
C. hanged
- B. hang
D. hanging
7. Be quick! _____.
A. The bus comes here
C. Here the bus comes
- B. The bus here comes
D. Here comes the bus
8. The old couple have been married for 40 years and never once _____ with each other.
A. they had quarreled
C. have they quarreled
- B. they have quarreled
D. had they quarreled
9. Not a single song _____ at yesterday's party.
A she sang
C. did she sing
- B. sang she
D. she did sing
10. Only in this way _____ to make improvement in the operating system.
A. you can hope
C. can you hope
- B. you did hope
D. did you hope
11. Not only _____ interested in football but _____ beginning to show an interest in it.
A. the teacher himself is; all his students are
B. the teacher himself is; are all his students
C. is the teacher himself; are all his students
D. is the teacher himself; all his students are
12. —Do you know Jim quarreled with his brothers?
—I don't know, and _____.
A. nor don't I care
C. I don't care neither
- B. nor do I care
D. I don't care also
13. —You forgot your purse when you went out.
—Good heaven, _____.
A so did I
C. so I did
- B. I did so
D. I so did
14. _____ got into the room _____ the telephone rang.
A. He hardly had; then
C. He had not; than
- B. Hardly had he; when
D. Not had he; when
15. _____ for the free tickets, I wouldn't have gone to the films so often.
A. If it is not
C. Had it not been
- B. Were it not
D. If they were not
16. _____ it rain tomorrow, we would have to put off the visit to the Yangpu Bridge.

- A Were
C. Would
- B. Should
D. Will
17. _____, mother will wait for him to have dinner together.
A. However late is he
C. However is he late
- B. However he is late
D. However late he is
18. We'll have to finish the job, _____.
A. long it takes however
C. long however it takes
- B. it takes however long
D. however long it takes
19. — I told you that I would come.
— _____.
A. So did you
C. Neither did you
- B. so you did
D. Nor were you
20. Not until the fish in the river _____ how serious the pollution is.
A. did the villagers realize
C. the villagers did realize
- B. the villagers realized
D. didn't the villagers realize
21. — Will you go to the party?
— If you go, _____.
A. So am I
C. So do I
- B. So will I
D. I do, too
22. Hardly _____ come into the room _____ the meeting began.
A. had they; when
C. did they; than
- B. they had; when
D. they did; then
23. Take an umbrella with you _____ it should rain.
A. in no case
C. in case of
- B. in the case
D. in case
24. So _____ that no one could catch up with him.
A. did he run quickly
C. quickly did he run
- B. he ran quickly
D. quickly he ran
25. Not until I went to America _____ what kind of a country she is.
A. did I know
C. I didn't know
- B. I know
D. I could know
26. So instructive _____ the student wanted to see it again.
A. was the film
C. the film was
- B. it was the film
D. the film it was
27. _____ a postgraduate, I would at least master two foreign languages.
A. Should I become
C. Had I become
- B. Were I to become
D. I should become

identity or brand image; (3) Communicating a change in the existing product line; (4) Introduction of a new product or service. Similarly there exist various media which can be effectively used for advertising, such as the outdoor advertising—billboards, kiosks, tradeshows and events; the broadcast advertising—television, radio and the Internet; the celebrity advertising and the print advertising—newspapers, magazines, brochures, fliers. Here we'll focus on the print advertising.

The print media have always been a popular advertising medium. Advertising products via newspapers or magazines is a common practice. In addition to this, the print media also offers options like promotional brochures and fliers for advertising purposes. Often the newspapers and the magazines sell the advertising space according to the area occupied by the advertisement, the position of the advertisement (front page/middle page), as well as the readership of the publications.

III. Components of a Print Advertisement

We can factor an advertisement into three components: text, image, and organization of elements.

Text. The advertisement has some text, which provides information about the product, and more importantly, provides anchorage for the image. Under the general category of text, there may be descriptive information about the product, other text that serves the purpose of catching the readers' attention, as well as (typically) short phrases that act as a kind of slogan, and finally the name of the company and/or the name of the product.

Image. The advertisement has an image component, which is typically a scene which provides the background for the entire advertisement. The image may or may not feature a representation of the product, and the product may or may not be "in use". The image component may be more than just one scene, as is often found in the "before-after" type of advertisement, or if there are other symbols or visual features that are superimposed on the original scene.

Organization. The image and text are put together in some organization, which is an important component of the overall advertisement. The organization can suggest coherence, some kind of order in which the parts are interpreted, and relevance, which determines the particular kind of meaning that the advertisement has.

The following are two examples of print advertising:



crown royal



symantec

IV. The Language of Advertising

The function of an advertisement is not simply to provide information, about the mere existence of some product, but there is also some persuasive aspect. So most advertisements have a persuasive component.

Different types of advertising may have different proportions of informative and persuasive content. Even informative content may be persuasive, for example if it indicates superior performance of some product. In order for a communication to be persuasive, the language of an advertising may have the following kinds of power:

- ◆ **reward power:** the product promises some positive benefit;
- ◆ **coercive power:** the product is presented upon pain of threat or punishment;
- ◆ **referent power:** the message associated with the product fits into the reader's value system;
- ◆ **expert power:** the product is presented by an expert;
- ◆ **star power:** the product is associated with a celebrity figure.

V. Advertisement Samples

An advertisement usually includes the headline, the image and the text.

Sample 1: Ivory Soap

The Soap So Pure It Floats!

So pure, so mild! Yet, 4 cakes of Personal Size Ivory cost about the same as 3 cakes of other leading toilet soaps



Count 'em...
one, two, three, **four!**
Only Ivory gives you
one cake more!
Get pure, mild Ivory...
Personal Size!

America's Best Beauty Buy!

For more than a century, Ivory Bar Soap has been known for its purity, versatility, and ability to float. It's consistency and quality have made it an indispensable product in American homes. Many Americans grew up with Ivory Soap in their home and images of Ivory on their televisions and radios. As a result, Ivory's light scent and memorable slogans evoke fond memories of simpler times.

Sample 2: An Advertisement for Iphone



**Applications unlike
anything you've seen
on a phone before.**

Applications designed for iPhone are nothing short of amazing. That's because they leverage the groundbreaking technology in iPhone—like the Multi-Touch interface, the accelerometer, GPS, real-time 3D graphics, and 3D positional audio. Just tap into the App Store and choose from thousands of applications ready to download now.

V. Writing Practice.**Directions:**

Write an advertisement with the help of the information given.

**Inspiron 13**

- Screen: 13.3" WXGA
- Processor: Intel Pentium Dual Core T2390
- Memory: 2GB RAM
- Storage: 160GB HDD (5400rpm)
- Optical Drive: DVD+/-RW
- Graphics: Intel X3100 Integrated Graphics
- Built-in web camera
- Dimensions: 12.52" x 9.37" x 1"/1.51"
- Weight: 4lbs 13.5oz
- Retail Price: \$698



Unit Ten

The Way to Wealth



Part 1 Reading

What Makes a Great Manager?

The first steps to becoming a really great manager are simply common sense; but common sense is not very common. This article suggests some common-sense ideas on the subject of great management.

The major problem when you start to manage is that you do not actually think about management issues because you do not recognize them. Put simply, things normally go wrong not because you are stupid but only because you have never thought about it. Management is about pausing to ask yourself the right questions so that your common sense can provide the answers.

When you gain managerial responsibility, your first option is the easy option: do what is expected of you. You are new at the job, so people will understand. You can learn (slowly) by your mistakes and probably you will try to devote as much time as possible to the rest of your work (which is what you were good at anyway). Those extra little “management” problems are just common sense, so try to deal with them when they come up.

Your second option is far more exciting: find an empty telephone box, put on a cape and bright-red underpants, and become a Super Manager.

When you become a manager, you gain control over your own work; not all of it, but some of it. You can change things. You can do things differently. You actually have the authority to make a huge impact upon the way in which your staff work. You can shape your own work environment.

In a large company, your options may be limited by the existing corporate culture—and my advice to you is to act like a crab: face directly into the main thrust of corporate policy, and make changes sideways. You do not want to fight the system, but rather to work better within it. In a small company, your options are possibly much wider (since custom is often less rigid) and the impact that you and your team has upon the company’s success is proportionately much greater. Thus once you start working well, this will be quickly recognized and nothing gains faster approval than success. But wherever you work, do not be put off by the surprise colleagues will show when you first get serious about managing well.

Three Faces of a Manager

The manager of a small team has three major roles to play:

Planner

A manager has to take a long-term view; indeed, the higher you rise, the further you will have to look. While a team member will be working towards known and established goals, the manager must look further ahead so that these goals are selected wisely. By thinking about the eventual consequences of different plans, the manager selects the optimal plan for the team and implements it. By taking account of the needs not only of the next project but the project after that, the manager ensures that work is not repeated nor problems tackled too late, and that the necessary resources are allocated and arranged.

Provider

The manager has access to information and materials which the team needs. Often he/she has the authority or influence to acquire things which no one else in the team could. This role for the manager is important simply because no one else can do the job; there is some authority which the manager holds uniquely within the team, and the manager must exercise this to help the team to work.

Protector

The team needs security from the vagaries of less enlightened managers. In any company, there are short-term excitements which can deflect the work-force from the important issues. The manager should be there to guard against these and to protect the team. If a new project emerges which is to be given to your team, you are responsible for costing it (especially in terms of time) so that your team is not given an impossible deadline. If someone in your team brings forward a good plan, you must ensure that it receives a fair hearing and that your team knows and understands the outcome. If someone in your team has a problem at work, you have to deal with it.

A General Approach

In management there is always a distant tune playing in the background. Once you hear this tune, you will start humming it to yourself: in the shower, in the boardroom, on the way to work, when watching the sunrise. It is a simple tune which repeats again and again in every aspect of your managerial life; it goes:

Plan—Monitor—Review

Leadership

There is a basic problem with the style of leadership advocated in this article in that nearly every historic “Leader” one can name has had a completely different approach; Machiavelli did not advocate being a caring protector as a means of becoming a great

leader but rather that a prince ought to be happy with “a reputation for being cruel in order to keep his subjects unified and loyal”. Your situation, however, is a little different. You do not have the power to execute, nor even to banish. The workforce is rapidly gaining in sophistication as the world grows more complex. You cannot effectively control through fear, so you must try another route. You could possibly gain compliance and rule your team through edict; but you would lose their input and experience, and gain only the burdens of greater decision making. You do not have the right environment to be a despot; you gain advantage by being a team leader.

A common mistake about the image of a manager is that they must be loud, flamboyant, and a great drinker or golfer or racket player or a great something social to draw people to them. This is wrong. In any company, if you look hard enough, you will find quiet modest people who manager teams with great personal success. If you are quiet and modest, fear not; all you need is to talk clearly to the people who matter (your team) and they will hear you.

The great managers are the ones who challenge the existing complacency and who are prepared to lead their teams forward towards a personal vision. They are the ones who recognize problems, seize opportunities, and create their own future. Ultimately, they are the ones who stop to think where they want to go and then have the shameless audacity to set out.



New Words

option <i>n.</i>	the act of choosing; choice 选择; 选择行为
cape <i>n.</i>	a sleeveless outer garment fastened at the throat and worn hanging over the shoulders 斗篷; 披肩
underpants <i>n.</i>	briefs or shorts worn as underwear 衬裤
authority <i>n.</i>	the power to enforce laws, exact obedience, command, determine, or judge 权力
shape <i>v.</i>	to give a particular form to; create 塑造; 创造
thrust <i>n.</i>	a driving force or pressure 推力
sideways <i>ad.</i>	from one side 斜着地; 向侧面地
rigid <i>a.</i>	not flexible or pliant; stiff 具刚性的; 不可弯曲或不柔顺的; 坚硬的
proportionately <i>ad.</i>	being in due proportion; proportional 成比例地
approval <i>n.</i>	favorable regard; commendation 赞成
long-term <i>a.</i>	involving, maturing after, or being in effect for a long time 长期生效的
eventual <i>a.</i>	occurring at an unspecified time in the future; ultimate 终将发生的; 最终

	的
consequence <i>n.</i>	sth that logically or naturally follows from an action or condition; effect 结果
optimal <i>a.</i>	most favorable or desirable; optimum 最理想的; 最适宜的; 最令人满意的; 最优的
implement <i>v.</i>	to put into practical effect; carry out 使生效; 执行
tackle <i>v.</i>	to take on and wrestle with (an opponent or a problem, for example) 着手处理
allocate <i>v.</i>	to set apart for a special purpose; designate 分配; 配给; 分派
uniquely <i>ad.</i>	being the only one of its kind 唯一地; 仅有地
vagary <i>n.</i>	an extravagant or erratic notion or action; caprice 奇想或异常行为
enlightened <i>a.</i>	showing a good understanding or knowledge of sth 开通的; 开明的
deflect <i>v.</i>	to turn aside or cause to turn aside; bend or deviate 歪斜; 弯曲或转向
deadline <i>n.</i>	a time limit, as for payment of a debt or completion of an assignment 最后期限; 时间限制
hearing <i>n.</i>	an opportunity to be heard 被听到的机会
tune <i>n.</i>	a melody, esp. a simple and easily remembered one 曲调
hum <i>v.</i>	to sing (a tune) without opening the lips or forming words 哼唱
boardroom <i>n.</i>	the room where the members of a board meet 董事会的会议室
sunrise <i>n.</i>	the event or time of the daily first appearance of the sun above the eastern horizon 拂晓
advocate <i>v.</i>	to speak, plead, or argue in favor of; support 拥护
unified <i>a.</i>	created from more than one part, group, etc. 统一的; 统一标准的
loyal <i>a.</i>	faithful to a person, an ideal, a custom, a cause, or a duty 忠诚的
execute <i>v.</i>	to put into effect; carry out 执行; 实行
banish <i>v.</i>	to force to leave a country or place by official decree; exile 放逐; 流放
sophistication <i>n.</i>	the quality of having a lot of experience of life, and good judgment about socially important things such as art, fashion, etc. 强词夺理; 诡辩; 混合
compliance <i>n.</i>	the act of complying with a wish, request, or demand; acquiescence 顺从
edict <i>n.</i>	a formal pronouncement or command 命令
despot <i>n.</i>	a ruler with absolute power 专制者
flamboyant <i>a.</i>	marked by striking audacity or verve 过人勇气的或精力旺盛的
complacency <i>n.</i>	a feeling of contentment or self-satisfaction, esp. when coupled with an unawareness of danger or trouble 自满
shameless <i>a.</i>	feeling no shame; impervious to disgrace 无耻的
audacity <i>n.</i>	fearless daring; intrepidity 大胆进取的精神



Phrases and Expressions

common sense	native good judgment 常识
deal with	to take action with respect to sb or sth 处理
come up	to manifest itself; arise 显现; 出现
put off	to delay; postpone 耽误; 延期
lie in	to exist; be inherent 存在; 内含
do harm	have physical or psychological injury or damage 伤害
take account of	to take into consideration; allow for 考虑; 顾及
have access to	to obtain access to (data or processes) 接近; 进入
bring forward	to present; produce 呈上; 提出
throw away	to get rid of as useless 抛弃, 扔掉
in the light of	according to 按照; 根据; 当做
mark out	to make sb or sth seem very different from or better than other similar people or things 使显著; 不同
in black and white	in written form, and therefore definite 白纸黑字
as a means of	as a way of doing sth 作为...的方式, 手段
set out	to begin an earnest attempt; undertake 着手




Post Reading Exercises

Content Awareness

I. Answer the following questions according to the information from the passage.

1. What are the three faces of a manager?



2. What is the common mistake about the image of a manager?
3. What are the great managers like?

II. Choose the best answer to each question with information from the passage.

1. The main problem when starting to manage is that _____.
 - A. you do not realize management issues
 - B. you do not think about management issues
 - C. you make mistakes
 - D. you do not have enough time
2. The first option when you gain managerial responsibility is to _____.
 - A. do what others expect you to do
 - B. shape your own work environment
 - C. start a revolution
 - D. have a long-term view
3. The general approach of management includes _____.
 - A. plan
 - B. monitor
 - C. review
 - D. all of above
4. All the followings are the major roles a manager play except _____.
 - A. planner
 - B. provider
 - C. protector
 - D. rescuer
5. Which of the following is not true according to the passage?
 - A. The great managers should challenge the existing complacency.
 - B. The great managers can be able to realize problems, catch opportunities and create their own future.
 - C. The great managers should only care about their own decisions.
 - D. The great managers should have shameless audacity to begin.

III. Complete the summary according to the text.

Management is about 1 to ask yourself the right questions so that your 2 can provide the answers. When starting a 3 , the managers may have bad news that they will meet 4 to change. The good news is that soon others might 5 them. The manager of a small team has three major roles to play: 6 , 7 and 8 . A general approach of management is 9 . 10 is advocated too.



Language Focus

IV. Choose the definition from Column (B) that best matches words in Column (A).

- | (A) | (B) |
|-------------------|--------------------------------------|
| 1. authority | a. make sth happen |
| 2. rigid | b. continuing for a long time |
| 3. long-term | c. exile; send away |
| 4. criteria | d. the quality of having courage |
| 5. trigger | e. stiff, not moving or bending |
| 6. unambiguous | f. standard |
| 7. banish | g. causing problems |
| 8. inconveniently | h. a human |
| 9. audacity | i. clear and easy to understand |
| 10. mortal | j. power or an official organization |

V. Find the proper forms of the following words according to the given word class.

- | | | |
|--------------------|-------|-------|
| 1. option | (a.) | _____ |
| 2. proportionately | (n.) | _____ |
| 3. approval | (v.) | _____ |
| 4. resistance | (a.) | _____ |
| 5. eventual | (ad.) | _____ |
| 6. allocate | (n.) | _____ |
| 7. access | (a.) | _____ |
| 8. distant | (n.) | _____ |
| 9. deduce | (n.) | _____ |
| 10. execute | (n.) | _____ |

VI. Choose the correct word or phrase to fill into each sentence, using the proper form.

deflect	option	deadline	implement	alternate
uniquely	compliance	reflection	deduce	initially

- The government has agreed to buy 20 planes, with an _____ on a further 10.
- Patients should have a history of good _____ with treatment.
- We have decided to _____ the committee's recommendations in full.
- At first I disagreed, but on _____, I realized she was right.
- Nothing can _____ me from reaching my goal.
- What did Darwin _____ from the presence of these species?
- If payment is not received, legal action will be our only _____.
- We were not able to meet the _____ because of manufacturing delays.
- Because of the extreme cold, the Antarctic is a _____ fragile environment.
- Forecasters say the gales may not be as bad as they _____ predicted.

VII. Use the phrases from the passage to complete the sentences, using the proper form.

- _____ this tragic event, we have cancelled the 4th of July celebrations.
- There's still a tendency to see the issues _____.
- These figures do not _____ of changes in the rate of inflation.
- His stunning victory _____ him _____ as the best horse of this era.
- _____, we must expect radical changes to be made in our system of government.

Translation**VIII. Translate the following into English.**

- 以其人之道，还治其人之身。(deal with)
- 他总是拖延付清账单的时间。(put off)
- 答案还在研究中。(lie in)
- 这件丝绸衣服洗后很漂亮。(come up)
- 这些数据并未考虑到通胀率的变化。(take account of)
- 总经理为公司提出了一份有关人事制度改革的新方案。(bring forward)
- 他丧失了赚大钱的机会。(throw away)
- 他开始明白为什么计划失败了。(set out)
- 他主张多建几所学校。(advocate)
- 高抵押率已经对消费产生了巨大影响。(make an impact on)



Part 2 Grammar

主谓一致

主谓一致是指：

- 1) 语法形式上要一致，即单复数形式与谓语的单复数形式要一致。
- 2) 意义上要一致，即主语意义上的单复数要与谓语的单复数形式一致。
- 3) 就近原则，即谓语动词的单复数形式取决于最靠近它的词语。一般来说，不可数名词用动词单数，可数名词复数用动词复数。例如：

There is much water in the thermos.

但当不可数名词前有表示数量的复数名词时，谓语动词用复数形式。例如：

Ten thousand tons of coal were produced last year.

1. 并列结构作主语时谓语用复数

Reading and writing are very important.

注意：当主语由 *and* 连结时，如果它表示一个单一的概念，即指同一人或同一物时，谓语动词用单数，*and* 此时连接的两个词前只有一个冠词。

The iron and steel industry is very important to our life.

2. 主谓一致中的靠近原则

- 1) 当 *there be* 句型的主语是一系列事物时，谓语应与最邻近的主语保持一致。例如：

There is a pen, a knife and several books on the desk.

There are twenty boy-students and twenty-three girl-students in the class.

- 2) 当 *either...or...* 与 *neither...nor* 连接两个主语时，谓语动词与最邻近的主语保持一致。如果句子是由 *here, there* 引导，而主语又不止一个时，谓语通常也和

最邻近的主语一致。

Either you or she is to go.

Here is a pen, a few envelopes and some paper for you.

3. 谓语动词与前面的主语一致

当主语后面跟有 with, together with, like, except, but, no less than, as well as 等词引起的短语时, 谓语动词与前面的主语一致。例如:

The teacher together with some students is visiting the factory.

He as well as I wants to go boating.

4. 谓语需用单数的情况

1) 代词 each 和由 every, some, no, any 等构成的复合代词作主语, 或主语中含有 each, every, 谓语需用单数。例如:

Each of us has a tape-recorder.

There is something wrong with my watch.

2) 当主语是一本书或一条格言时, 谓语动词常用单数。例如:

The Arabian Night is a book known to lovers of English.

3) 表示金钱、时间、价格或度量衡的复合名词作主语时, 通常把这些名词看作一个整体, 谓语一般用单数(用复数也可, 意思不变)。例如:

Three weeks was allowed for making the necessary preparations.

Ten yuan is enough.

5. 指代意义决定谓语的单复数

1) 在代词 what, which, who, none, some, any, more, most, all 等词的单复数由其指代的词的单复数决定。例如:

All is right.

All are present.

2) 集体名词作主语时, 谓语的数要根据主语的意思来决定。如 family, audience, crew, crowd, class, company, committee 等词后用复数形式时, 意为这个集体中的各个成员, 用单数时表示该个集体。例如:

His family isn't very large.

His family are music lovers.

但集合名词 people, police, cattle, poultry 等在任何情况下都用复数形式。例如:

Are there any police around?

3) 有些名词, 如 variety, number, population, proportion, majority 等有时看作单数, 有时看作复数。

a number of+名词复数+复数动词。

the number of+名词复数+单数动词。

A number of books have lent out.

The majority of the students like English.

6. 与后接名词或代词保持一致

1) 用 half of, part of, most of, a portion of 等词引起主语时, 动词通常与 of 后面的名词, 代词保持一致。

Most of his money is spent on books.

Most of the students are taking an active part in sports.

2) 一些短语如 many a 或 more than one 所修饰的词作主语时, 谓语动词多用单数形式。more than...of 作主语时, 动词应与其后的名词或代词保持一致。例如:

Many a person has read the novel.

More than 60 percent of the students are from the city.

Exercise 1 Choose the best answer to complete the following sentences.

- The league Secretary and monitor _____ asked to make a speech at the meeting.
A. is
B. are
C. has
D. were
- Each man and each woman _____ asked to attend.
A. are
B. is
C. has
D. were
- Many a student _____ seen this painting.
A. has
B. have
C. is seen
D. sees
- Tom as well as two of his classmates _____ invited to the party.
A. was
B. were
C. has
D. have
- Half of the apples _____ good.
A. is
B. are
C. was
D. be
- "All _____ present and all _____ going on well." our monitor said.
A. is, is
B. are, are
C. is, are
D. are, is
- Mary as well as her sisters _____ Chinese in China.
A. are studying
B. have studied
C. studies
D. study
- I, who _____ your teacher, will try my best to help you with your study.
A. be
B. am
C. are
D. is
- The rich _____ not always happy.
A. are
B. is



- C. has
D. have
10. He is the only one of the students who _____ elected.
A. are
B. have
C. has
D. is
11. Chairman Mao's works _____ published.
A. has been
B. have been
C. was
D. is
12. Ten thousand dollars _____ more than I can afford.
A. has been
B. have been
C. is
D. are
13. Nobody but Jane _____ the secret.
A. know
B. knows
C. have known
D. is known
14. All but one _____ here just now.
A. is
B. was
C. has been
D. were
15. Not only I but also Jane and Mary _____ tired of having one examination after another.
A. is
B. are
C. am
D. be
16. A library with five thousand books _____ to the nation as a gift.
A. is offered
B. have offered
C. are offered
D. has offered
17. When and where to build the new factory _____ yet.
A. is not decided
B. are not decided
C. has not decided
D. have not decided
18. The number of people invited _____ fifty, but a number of them _____ absent for different reasons.
A. were , was
B. was , was
C. was , were
D. were , were
19. _____ of the land in that district _____ covered with trees and grass.
A. Two fifth , is
B. Two fifth , are
C. Two fifths , is
D. Two fifths , are
20. This is one of the most interesting questions that _____ asked.
A. have
B. has
C. have been
D. has been
21. Between then two rows of trees _____ the teaching building.

- A. stand
C. standing
22. All that can be done _____.
- A. has been done
C. have done
23. They each _____ a new dictionary.
- A. has
C. is
24. The singer and the dancer _____ come to the meeting.
- A. has
C. are
25. I have finished a large part of the book ; the rest _____ more difficult.
- A. is
C. was
26. The wounded _____ by the hospital.
- A. have been taken in
C. have taken in
27. More than one person here _____ with the disease.
- A. has been infected
C. has been infecting
28. One or perhaps more pages _____ missing.
- A. is
C. has been
29. An expert, together with some assistants, _____ to help in this work.
- A. was sent
C. is sending
30. The police _____ the black in winter.
- A. wears
C. put on
- B. stands
D. are
- B. has done
D. were done
- B. have
D. are
- B. have
D. is
- B. are
D. were
- B. has been taken in
D. has taken in
- B. have been infected
D. have been infecting
- B. are
D. have been
- B. were sent
D. are sending
- B. wear
D. puts on

Exercise 2 Translate following sentences into English.

1. 我的妹妹中没人喜欢运动。
2. 许多学生晚饭后常在校园里散步。
3. 《一千零一夜》给人们讲述了许多神秘的民间传说。
4. 美国在科技方面处于领先地位。
5. 一系列高科技产品已在展览上展出。
6. 突然断电时，那家商店丢失了许多钱。

7. 老师打算这个周末与学生们一起去野炊。
8. 二十年在人的一生里意味着一个很长的时间。
9. 不仅仅是他，他全家人都很热衷于音乐会。
10. 他全家人和他都不知道那件事。

Part 3 Practical Writing: How to Write a Project Report

I. Introduction

A thesis is a document that presents the author's research and findings and is submitted in support of candidature for a degree or professional qualification. The word "thesis" means "position", referring to an intellectual proposition.

To write a thesis before graduation is a must for every university graduate. By writing a thesis, we may get some experience and some basic methods for further theoretical study and research and the ability to solve problems. It is the reflection of a student's study in college. Whether a student has such an ability to write a thesis or to solve problems in his/her field is one basis for a unit to accept him/her or not.

II. Structure of Research Report

Part A. Preliminary Section

1. Title Page
2. Acknowledgments (if any)
3. Table of Contents
4. List of Tables (if any)
5. List of Figures (if any)
6. Abstract

Part B. Main Body

1. Introduction
 - a. Statement of the Problem
 - b. Significance of the Problem (and historical background)
 - c. Purpose
 - d. Statement of Hypothesis
 - e. Assumptions
 - f. Limitations
 - g. Definition of Terms
2. **Review of Related Literature** (and analysis of previous research)
3. **Design of the Study**

- a. Description of Research Design and Procedures Used
 - b. Sources of Data
 - c. Sampling Procedures
 - d. Methods and Instruments of Data Gathering
 - e. Statistical Treatment
4. Analysis of Data
 - a. Text
 - b. Tables
 - c. Figures
 5. Summary and Conclusions
 - a. Restatement of the Problem
 - b. Description of Procedures
 - c. Major Findings (reject or fail to reject H_0)
 - d. Conclusions
 - e. Recommendations for Further Investigation

Part C. Reference Section

1. End Notes (if in that format of citation)
2. Bibliography or Literature Cited
3. Appendix

III. A Simplified Sample of a Research Report

The Population Density of Landlocked States and World Population Density: A Comparison

By Ivgota Rita Raport

ABSTRACT

Generalizations have stated that population clusters around coasts, rivers, and lowlands. From this, the hypothesis that landlocked states have a lower than average population density was proposed. Several sources were checked to determine the average world population density was around 92 people per square mile. An atlas and a world almanac were consulted to locate landlocked states and their population densities. The mean population density for the landlocked states was calculated, and this figure compared to the mean world population density. No statistical tests of significance were undertaken. The mean population density of landlocked states was found to be 205.8 people per square mile. Thus, the hypothesis was rejected.

INTRODUCTION

Statement of the Problem

Demography, the study of population, is an important subfield of geography. Examination of the population distribution and reasons for this distribution are often considered geographic themes. One common generalization is that population clusters around coasts, rivers, and lowlands which can be substantiated by examination of population dot maps. While population density varies dramatically within many political units, this is an often used figure to examine the relationship between population and area. Many states contain coastal areas, and only a few are considered landlocked. These landlocked states might, thus be expected to have lower than average population densities. The population density of landlocked states was compared to the average population density of the world.

Significance of the Problem

Population is a major geographic concern, and an understanding of the spatial distribution of population is helpful in examining many diverse geographic problems. Transportation for landlocked states is particularly at risk because of the geopolitical balances and lead to military aggression or oppression. Strength in numbers is sometimes a political factor. A better understanding of the demography of landlocked states can contribute to an understanding of the rise, perpetuation, and fall of the political units.

Purpose

The issue of population density of landlocked states was examined in order to better understand their demography as related to the more numerous coastal states. Furthermore, the common generalization about population being concentrated near coasts was, in part, tested.

Statement of Hypothesis

The hypothesis tested was the mean population density of landlocked states is lower than the mean population density of the world.

Assumptions and Limitations

Although one data source was used for the mean population densities of the landlocked states, such a data base itself represents a compilation of data. Dates generally were given as 1989 estimates; however, that these data were comparable was assumed.

The accuracy and completeness of statistical data such as population density is always an important concern and results in sometimes unknown limitations. Population

density is an average figure itself and can be extremely misleading, especially for areas as large as states. Examination of population of major inland rivers and lowlands was not attempted so that the generalization about population distribution which includes rivers and lowlands may have caused inclusion of the landlocked states into the higher population density classification.

Definitions

Population densities in people per square mile were used. Landlocked states were defined as states without oceanic coastline or access to the ocean through water bodies such as the Mediterranean Sea, the Black Sea, or the Persian Gulf. Thus, Zaire, Jordan, and Romania were not considered landlocked. A state was defined as a political unit listed as a state by the data source.

Review of Related Literature

(omitted)

DESIGN OF THE STUDY

Sources of Data

The world population density was obtained, first, from two different world regional geography textbooks, Jackson and Hudman and Wheeler and Kostbade. This figure was checked with figures from a world almanac edited by Hoffman and Haub, Kent, and Yanagishita. A Nystrom atlas was used to locate the states and determine which category, landlocked or coastal, best described each. The mean population densities of each landlocked state were obtained from the average population density figures given in the "Nations of the World" listing of *The World Almanac*.

Sampling Procedures

All states listed in the data bank were located in the *Nystrom World Atlas*; thus, no random sampling procedures were utilized. The states examined were a complete sample by the definitions used in "Nations of the World."

Description of Procedures

World regional geography textbooks were consulted to locate the average world population density figures, and then the world area and world population figures were used to derive it directly as confirmation. Next, the individual state listings in "Nations of the World" were examined. Each state was located using the atlas and categorized as either coastal or landlocked. If it was landlocked, its name and population density were recorded.

Methods and Instruments of Data Gathering

A list of landlocked states and their population densities was compiled. After completion of this list, the world political map was reexamined to locate all landlocked states and check that each was included on the list.

Statistical Treatment

Upon completion of this procedure, the number of landlocked states on the list were counted and recorded. The average population densities of each of the states were added, this sum was recorded, and the sum was divided by the number of landlocked states to obtain a mean population density for landlocked states. Finally, a comparison was made between the mean population density of landlocked states and the mean population density of the world. If the former figure were the higher, the hypothesis would have been rejected; but if it were the lower, the hypothesis would have failed to be rejected. No formal tests of significance were undertaken.

ANALYSIS OF DATA

The Jackson and Hudman text stated: the estimated population of the world in 1990 is about 5.3 billion. If they were evenly distributed over the land area of the earth (including Antarctica), there would be approximately 92 persons per square mile (35.5 per square kilometer) of land area.

The Wheeler and Kostbade text gives the average population density as 89 people per square mile. Figure 1 shows the calculations derived from the use of Hoffman's figure for world land area and the world population figure given by Haub, Kent, and Yanagishita. This resulted in a mean population density of 93 people per square mile. These figures were considerably close and the range of 89-93 people was accepted as the mean world population density.

In the identification of landlocked states, only one difficulty was encountered. The Vatican City was listed as a state; however, no population density was given. It was assumed no one is truly a citizen of the state, not even the Pope, and thus, they are represented elsewhere. It was, therefore, excluded from the analysis. The appendix lists the 29 landlocked states and their population densities. Figure 2 shows the calculations made in determining the mean population densities of the landlocked states. The mean population density of the landlocked states was determined to be 205.8 persons per square mile. The difference between the mean population density of the land locked states and the mean world population density is between 112.8 and 116.8. (See Figure 3.) The mean population density of the landlocked states was more than twice that of the mean world population density. (See Figure 4.) It might be noted by examination of the appendix, that 14 of 29 states have a mean population density of less than 100

persons per square mile. If the definition of average had been mode rather than mean, the conclusion may have been different.

SUMMARY AND CONCLUSIONS

Restatement of the Problem

Population has been said to cluster along coasts, rivers, and lowlands. This might indicate a low population density for landlocked states. The hypothesis, the mean population of landlocked states is lower than the mean population density of the world, was tested.

Description of the Procedures

Two sources for the average world population density and its computation from source data were used to determine the mean world population density. A data base provided a list of states and their population densities from an almanac. With the combined assistance of an atlas, a list of landlocked states and their population densities was compiled. The total number of landlocked states were counted, the sum of the densities was determined, and by division of these figures, the mean population density of landlocked states was calculated. The two means were compared, and the hypothesis tested.

Major Findings

The world population density was determined to be between 89 and 93 people per square mile while the 29 landlocked states had a mean population density of 205.8 people per square mile, or more than twice the mean world population density. Therefore, the hypothesis that landlocked states have a lower mean population density than the mean population density of the world was rejected.

Conclusions

Landlocked states do not have a lower mean population density than the coastal nations. While this may at first seem indicated by common broad generalizations, other complexities may predominate. The generalization also includes rivers and lowlands as areas of population concentration. For example, Paraguay and Hungary are both lowlands, and Paraguay and Switzerland are on important rivers. Furthermore, some landlocked states are near to coasts, even though they do not possess shorelines. Examples include San Marino and Swaziland. These would be considered coastal in a dot map examination. Close examination of the data indicates that almost half of the landlocked states do have population densities below the average. Thus, while no direct relationship exists to support the simplistic statement, closer examination may help

strengthen it and build toward an improved understanding of these population distributions.

Recommendations for Further Investigation

Investigation of other influences on the population densities of landlocked states would be helpful and provide testable hypotheses. Using modes and medians rather than means might also show substantiation of the generalizations.

Beyond this direct problem two other areas of investigation were suggested. One potential hypothesis would be that the mean gross national product of landlocked states is less than the mean gross national product of the world. Another area of potential investigation is the population density of islands. A possible hypothesis might be the mean population density of island states is higher than the mean world population density. Many areas of investigation concerning population density remain to be examined.

APPENDIX

(omitted)

FIGURES

(omitted)

LANDLOCKED STATES AND THEIR POPULATION DENSITIES

(omitted)

BIBLIOGRAPHY

Haub, Carl, Kent, Mary Mederios, and Yanagishita, Machiko, 1991. *1991 World Population Data Sheet*. Washington, D.C.: Population Reference Bureau

.....

IV. Writing Practice

Directions:

Use the following Worksheet to write a research report. Please note that the worksheet gives every detail of the report. Your report is not necessary to include.

Part A. Preliminary Section

1. Title Page
2. Acknowledgments (if any)
3. Table of Contents
4. List of Tables (if any)
5. List of Figures (if any)
6. Abstract



.....
.....
.....

Part B. Main Body

1. Introduction

a. Statement of the Problem

.....
.....
.....

b. Significance of the Problem (and historical background)

.....
.....
.....

c. Purpose

.....
.....
.....

d. Statement of Hypothesis

.....
.....
.....

e. Assumptions

.....
.....
.....

f. Limitations

.....
.....
.....

g. Definition of Terms

.....
.....
.....

2. Review of Related Literature (and analysis of previous research)

.....
.....
.....

中国海洋大学出版社

.....
3. Design of the Study

a. Description of Research Design and Procedures Used

.....
.....
.....

b. Sources of Data

.....
.....

c. Sampling Procedures

.....
.....

d. Methods and Instruments of Data Gathering

.....
.....
.....

e. Statistical Treatment

.....
.....
.....

4. Analysis of Data

a. text

.....
.....

b. tables

c. figures

5. Summary and Conclusions

a. Restatement of the Problem

.....
.....

b. Description of Procedures

.....
.....

.....
c. Major Findings
.....
.....
.....

.....
d. Conclusions
.....
.....
.....

.....
e. Recommendations for Further Investigation
.....
.....
.....

Part C. Reference Section

1. End Notes (if in that format of citation)
2. Bibliography or Literature Cited
3. Appendix

学出版社

