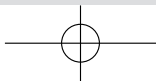


1

Unit



Session One

Opening Session

Tips for classroom activities (for beginning classes)

- ▶ 1. The teacher introduces himself/herself.
- ▶ 2. Introduce the overall structure of the textbook.
 - a. Ten units.
 - b. Three parts in each unit:
 - Part 1: Text A and B with reading comprehension questions and notes to the texts;
 - Part 2: Word Study;
 - Part 3: Writing Practice.
 - c. Each text is about 300 words long and is to be given equal attention.
- ▶ 3. Introduce the main teaching approaches.
 - a. Since this course aims at developing students' English competency in an all-round way, attention will be given to the skills of reading, listening, writing, speaking and translation.
 - b. Students are expected to preview the lessons before class. If they do not do so, they will be unable to take part in many classroom activities.
 - c. Students should review the lessons and do all the exercises after class. Teachers will begin each class with a check on students' review and exercises.
 - d. Students are encouraged to take an active part in class.
 - e. Students will be given plenty of opportunities to practice using the language in and outside class.
 - f. Students' classroom performance will be an important factor determining their final grades for the course.
- ▶ 4. Finally, ask the students if they are clear about the main points of the course and if they have any other concerns.

Tips for classroom activities (for continuing classes)

- ▶ 1. Ask the students to work in groups of four or five and talk about something interesting that happened during the winter/summer vacation. Students are encouraged to talk in English. If they have difficulty expressing themselves, they can ask their classmates or the teacher for help. Or they can use Chinese expressions in their English sentences.
- ▶ 2. Ask one student from each group to report their discussions to the class.
- ▶ 3. Another way to begin the class is to ask the students to write a few sentences describing how they plan to improve their English listening, speaking, reading and writing in the new semester. Then the teacher can ask five to six students to talk about their plans to the class.

Text A

Chinese Translation

词汇学习

- 1 词汇学习不仅仅与文学有关，词汇是你思维的工具。没有它们，你甚至无法思考。试一下，如果你在计划今天下午去商业区，你会发觉自己在自言自语：“我想下午去商业区。”如果不使用词汇，你连如此简单的决定都无法作出。
- 2 没有词汇你就无法作出任何决定和判断。一个钢琴家头脑中或许会有最美妙的曲子，但假如他的钢琴只有五个键，他最多只能奏出这些曲子的一小部分。
- 3 你拥有的词汇是开启你思维的钥匙。你所掌握的词汇越多，你的思维就越深邃、越清晰、越准确。
- 4 掌握好英语不仅会改善你的思维过程，也会给你信心，使你自信，为你的个性增色，增加你的人气。你的用词显示你的个性，你的词汇就是你。
- 5 作为你的朋友，我们只能凭你所用的语言来了解你、评价你。你没有别的途径向我们传达你的思想来说服我们、劝导我们或给我们下达指令。
- 6 单词如炸药。词组里装满了 TNT。一个简简单单的词能毁掉朋友间的友谊，也能争得一笔不小的订单。百货商店的职员使用了恰当的言辞会使销量增加一倍。政治领袖会由于用词不当而导致竞选失败。
- 7 言辞改变了历史前进的方向，它们也能改变你生活的方向。善用言辞往往能使一个平庸的人取得成功。

- 8 如果你有意识地增加词汇量，你就会无意识地在生活中赢得更重要的地位。而你赢得的新的更高的地位反过来又为你提供更好的丰富词汇的机会。这是一个美妙而卓有成效的循环。

Before Reading

Tips for classroom activities

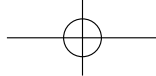
- ▶ 1. Write “Benefits Brought by a Good Command of Vocabulary” on one side of the blackboard and “Harm Brought by the Use of Wrong Words” on the other side. Divide the class into two groups: one group deals with the first topic and the other group deals with the second topic. Ask the students to develop each topic with one or two examples.
- ▶ 2. Ask two or three students from each group to report their discussion results to the class.

After Reading

Tips for classroom activities

- ▶ 1. Ask one or two students to read the Main Idea exercise aloud to the class. Note that the students may give answers which are correct or appropriate but different from those provided in the Teacher’s Book. Sometimes, correct words may be used in incorrect forms.
- ▶ 2. Check the answers to the first exercise under Detailed Understanding.
- ▶ 3. Ask the students to answer the following questions. While doing this activity, the students should have their books closed because they are supposed to have done the exercise in writing before class.
 - a. In what way can words be compared to the keys on a piano? (*A pianist uses the keys to play the tunes while a speaker uses words to express his/her thoughts.*)
 - b. How do we usually learn about other people’s characters? (*By judging their words.*)
 - c. What may happen if a clerk in a department store has a good command of English? (*The sales of the store may be doubled.*)
 - d. What might happen to a political leader when he uses wrong words? (*He might lose an election.*)
 - e. In what way can a higher social position help you? (*A higher social position may bring us a better opportunity for further enriching our vocabulary.*)

- 4. Ask the students to translate the following into English.
- 与……有关系 (*have something to do with*)
 - 思维工具 (*tools of thought*)
 - 去商业区 (*go downtown*)
 - 自言自语 (*say to oneself*)
 - 作出决定 (*make a decision*)
 - 给你的个性增添色彩 (*lend color to your personality*)
 - 依据……判断 (*judge by ...*)
 - 装满 (*be packed with*)
 - 百货商店 (*department store*)
 - 竞选失利 (*lose an election*)
 - 丰富某人的词汇 (*enrich one's vocabulary*)
- 5. Ask the students to translate the following into English.
- 足球比赛失利 (*lose a football match*)
 - 去购物 (*go shopping*)
 - 与……毫无关系 (*have nothing to do with ...*)
 - 通过实践丰富经验 (*enrich one's experience with practice*)
 - 在线音乐商店 (*online music store*)
 - 给某人的生活增添色彩 (*lend color to one's life*)
 - 一辆挤满了人的公共汽车 (*a bus packed with people*)
 - 作出重要的决定 (*make an important decision*)
 - 那就是说 (*that is to say*)
 - 交流的工具 (*tools of communication*)
 - 以貌取人 (*judge a person by his appearance*)
- 6. Ask the students to rewrite the following sentences in different ways but keep the original meaning.
- To study and acquire words is not just something related to studying literature. (*The study of words is not merely something that has to do with literature.*)
 - If there were no words in your mind, you could not make any decisions and form any judgments. (*Without words you could make no decisions and form no judgments whatsoever.*)
 - Although a pianist may have got the most beautiful music in his mind, if he had only five keys on his piano, he would merely play a small part of the music. (*A pianist may have the most beautiful tunes in his head, but if he had only five keys on his piano he would never get more than a fraction of these tunes out.*)



2 新起点 读写教程教师用书

- d. If you have mastered as many words as possible, your thinking will be deeper, clearer and more accurate. (*The more words you have at your command, the deeper, clearer and more accurate will be your thinking.*)
- e. A political leader who used the wrong words has lost an election. (*The wrong words used by a political leader have lost him an election.*)
- f. If you enlarge your vocabulary on purpose, you will get a more important position in life without knowing it. (*If you consciously increase your vocabulary you will unconsciously raise yourself to a more important station in life.*)
- g. As a result, the new and higher position you have got will provide you with a better chance to further increase your vocabulary. (*And the new and higher position you have won will, in turn, give you a better opportunity for further enriching your vocabulary.*)
- ▶ 7. Give the students some verbs and ask them to find nouns in the new word list in the Student's Book that can serve as grammatical objects. If time allows, ask the students to make a sentence with each combination.
- make (*decision; judgment*)
 - improve (*personality*)
 - give (*assurance*)
- ▶ 8. Ask the students to find at least one verb or verb phrase (verb + prep.) in the new word list in the Student's Book that can take each of the following nouns or noun phrases as its grammatical object.
- (*assure*) success
 - (*land*) a large order
 - (*judge*) by his actions
- ▶ 9. Students work in pairs, making a sentence with each of the following pairs of words.
- merely, order
 - simple, judge
 - beautiful, convince
 - command, lend
- ▶ 10. The following vocabulary information is for the teacher's reference.
- literature** *n.* 1. books, plays, poems, etc. that people think have value: *English literature*
2. works such as these that are studied as a subject: *a course in modern American literature* 3. all the books, articles, etc. on a particular subject: *literature on the history of science* 【近】 writings
- decision** *n.* 1. a choice or judgment that you make after a period of discussion or thought: *Who made the decision to go there?* 【近】 choice 2. the quality of being able to make

choices or judgments quickly and to act on them with firmness: *This job requires the ability to act with decision.* 【近】firmness 【反】indecision

judgment *n.* 1. the ability to make decisions about situations or people: *His remarks show a lack of political judgment.* 2. an official decision given by a judge or a court of law: *a judgment delivered by the supreme court* 3. an opinion formed after thinking carefully about something: *In my judgment, we should refuse his offer.* 【近】opinion

tune *n.* a series of musical notes that are played or sung one after another to make a pattern of sound that is usually pleasant to listen to: *I recognize that tune but I can't remember the name of the song.* | *v.* to make a musical instrument play at the right pitch: *Someone is coming tomorrow to tune the piano.*

in tune playing or singing the correct musical note: *She can't sing in tune.*

fraction *n.* 1. a very small amount of something: *She is careful with her money, and only spends a fraction of her earnings.* 2. a division or a part of a whole number in mathematics: *1/2 and 2/3 are fractions.*

process *n.* 1. a series of natural developments or events that produce gradual change: *a slow process of chemical change* 【近】course 2. a series of actions that someone takes in order to achieve a particular result: *the process of learning to read* 3. a particular system or treatment of materials used esp. in producing goods: *an advanced industrial process* 【近】procedure; technique | *v.* to treat something or put it into a system in order to deal with it so that it can be used or sold: *The cloth has been processed to make it waterproof.* / *His application will take a few weeks to process.*

assure *vt.* 1. to tell someone that something will definitely happen or is definitely true so that they are less worried: *The man assured us that everything would be all right.* 2. to be able to feel certain that something will happen: *The political leader is assured of success in the election.* 3. to make something certain to happen or to be achieved: *Excellent reviews have assured the film's success.* 【近】ensure

assurance *n.* a feeling of calm confidence in your own abilities: *She spoke in a tone of assurance.* 【近】self-confidence

personality *n.* someone's character, esp. the way they behave towards other people: *His earlier childhood experiences have a strong influence on his personality.* 【近】character

popularity *n.* the quality of being liked or supported by a large number of people: *Western music is steadily gaining in popularity.* / *The president's popularity has declined considerably.* 【近】fame

medium *n.* 1. a way of communicating information and news to people, such as newspapers, television, etc.: *the medium of television* 【近】means 2. a substance through which a force travels: *Sound travels through the medium of air.* 【近】agency |

a. of middle size between large and small; of middle height between tall and short, etc.:
What size do you want — large, medium, or small?

convince v. 1. to make someone feel certain that something is true: *We managed to convince them of our innocence.* 2. to persuade someone to do something: *I have been trying to convince Mary to come with me.* 【近】persuade

order n. 1. a request by a customer for a company to supply goods or for a meal in a restaurant: *The company has placed a large order for electronic equipment. / The waiter came over to take my order.* 【近】request 2. a command given by someone in authority: *The officer expected his orders to be obeyed. / I am the one who gives the orders around here.* 【近】command 3. the way that several things, events, etc. are arranged or put on a list, showing whether something is first, second, third, etc.: *The list shows the order of events for the day. / We should keep the files in order.* 【近】sequence 4. the political, social, or economic situation at a particular time: *the present economic order / the established social order / the new world order* | v. 1. to tell someone to do something, using your authority or power: *"Freeze!" the policeman ordered. / If you make any more noise I will order you out of the room.* 【近】command; instruct 2. to ask for goods or services: *He has ordered a steak.* 3. to ask for something to be brought, made, etc., in return for payment: *John ordered himself three new suits.* 【近】require 4. (of a doctor) to advise (something) as necessary: *The doctor ordered him a week's rest in bed.* 【近】advise; instruct

double v. to become twice as much or as many, or to make something twice as big: *Unemployment more than doubled in recent years. / The government has doubled its tax on cigarettes.* | a. 1. twice as big, as much, or as many as usual; twice as big, as much, or as many as something else: *The production now is double what it was nine years ago.* 2. consisting of two parts that are similar or exactly the same: *a railway with a double track / You can't park on double yellow lines.* 3. made to be used by two people: *a double room / a double bed*

Homework

- ▶ 1. Finish the Vocabulary Practice exercises after Text A.
- ▶ 2. Preview Text B together with the comprehension questions.

Session Two

Revision of Text A

Tips for classroom activities

- ▶ 1. Choose one paragraph from Text A for dictation. When this is done, the teacher can have the following options to check the results:
 - a. Ask one student to read aloud his/her dictation;
 - b. Ask all the students to check their dictation with the original text;
 - c. Ask the students to check each other's dictation;
 - d. Collect the dictation from five randomly selected students for later checking by the teacher.
- ▶ 2. Ask two students to give a summary of Text A orally.
- ▶ 3. Check students' answers to the Vocabulary Practice exercises after Text A.

Text B

Chinese Translation

礼貌与无礼

- 1 也许你已经发现，学习一门外语并非只是学学生词和语法而已。为了说得流利——为了避免窘境——你必须学会怎样在特定文化背景下使用这些词语和语法结构。
- 2 你不仅要学习词汇，而且要学会在什么情景下选择什么词。说英语的人使用许多委婉语——礼貌的、非直接的词语来表达某些会令人尴尬的事物或想法。有时意思相同的词会使听者产生不同的感觉，因此你必须根据场合来仔细选择用词。
- 3 每种文化都有关于礼貌举止的特定规则以及特定场合中使用的特定词汇。不同文化也有其习惯的行为、看待和接触他人的方式。在一种文化背景下被认为是礼貌的行为到了另一种文化背景下可能会是非常无礼的。学习外语的困难之一是了解在特

定语言所属的文化背景下，什么是礼貌的行为，什么是无礼的行为。词典上是找不到这些的。

- 4 你还记得对北美人(或是来自其他文化的人们)的第一印象吗?你有没有注意到北美人喜欢给自己留出很大的个人空间,假如非要站得很靠近别人,他们会感到不自在?也许你曾诧异过他们为什么站得离你那么远。
- 5 你对北美人的进餐方式感到惊讶吗?不同文化不仅有不同的食品,而且人们的吃法也不尽相同。在美国和加拿大,用餐是一项社交活动,人们喜欢边吃边聊。北美人嘴里有食物的时候是不出声也不说话的。一个人吃东西时,另一个人开口说话,然后第二个人开口说话时,第一个人吃东西。
- 6 学习目标文化中人们的举止就像学习一种新的舞步,起初你会感觉笨手笨脚,但一旦学会了规则,你就能跟上曲调,轻松地进行交流了。

Before Reading

Tips for classroom activities

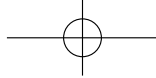
- ▶ 1. Write the following on the blackboard: "Besides the new words and grammar, learning the culture of a foreign country is important, if we want to learn the language of the country well." Ask the students to support the statement with one or more examples.
- ▶ 2. The students work in groups of two or three and discuss or exchange their opinions. Encourage them to be specific in their discussions.
- ▶ 3. Ask several students from the groups to report to the class the results of their discussions.

After Reading

Tips for classroom activities

- ▶ 1. Ask one or two students to read the Main Idea exercise aloud to the class. Note that the students may give answers which are correct or appropriate but different from those provided in the Teacher's Book. Sometimes, correct words may be used in incorrect forms.
- ▶ 2. Check the answers to the first exercise under Detailed Understanding.
- ▶ 3. Ask the students to answer the following questions.
 - a. What do English speakers use while talking? (*They use a lot of euphemisms.*)
 - b. What are euphemisms? (*They are polite, less direct words used to avoid some embarrassing situations.*)

- c. Can you tell what is special about eating in North America? (1. It is regarded as a social occasion. 2. People avoid making noise while they eat. 3. They do not talk when they have food in their mouths.)
- d. Do North Americans stand close to one another while talking? Why or why not? (No. They keep a certain distance to one another and have a lot of personal space around them. They feel uncomfortable when they have to stand too close to others.)
- 4. Ask the students to translate the following into English.
- 在……背景下 (*within the context of ...*)
 - 依据情景而定 (*depend upon/on the situation*)
 - 学习外语的困难之一 (*one of the difficulties of learning a foreign language*)
 - 对北美人的进餐方式感到惊讶 (*be surprised at the way North Americans eat*)
 - 社交场合 (*social occasion*)
 - 目标文化 (*target culture*)
 - 学会规则 (*pick up the rules*)
 - 跟上曲调 (*follow the tunes*)
 - 享受交流的轻松自在 (*enjoy the ease of communication*)
- 5. Ask the students to translate the following into English.
- 享受听音乐的轻松自在 (*enjoy the ease of listening to music*)
 - 对老师所说的话感到惊讶 (*be surprised at what the teacher said*)
 - 目标语言 (*target language*)
 - 学到一些文学知识 (*pick up some knowledge of literature*)
 - 根据天气而定 (*depend upon/on the weather*)
 - 在目前的政治形势背景下 (*within the context of the present political situation*)
 - 对北美人的印象之一 (*one of the impressions of North Americans*)
 - 社交集会 (*social gathering*)
 - 领会讲话的内容 (*follow a speech*)
- 6. Ask the students to rewrite the following sentences in different ways but keep the original meaning.
- You have to learn more words by heart and at the same time you have to know what kind of words to use for special situations. (*Not only must you learn the vocabulary, but you must learn which words to choose in which situations.*)
 - Some manners are thought to be polite in one culture, but they might be considered extremely rude in another. (*What are considered polite manners in one culture might be terribly rude in another.*)



2 新起点 读写教程教师用书

- c. Among many difficulties we encounter in learning a foreign language, one is to know what is polite and rude within the context of the culture of that language. (*One of the difficulties of learning a foreign language is learning what is considered polite and rude in the culture of that language.*)
 - d. Maybe you were eager to know why they kept a certain distance from you. (*Perhaps you wondered why they stood so far away from you.*)
 - e. When North Americans are chewing food in their mouths they never make any noise or talk. (*North Americans don't make noise or talk while they have food in their mouths.*)
 - f. To learn how to act like the people of the target culture is just like learning a new dance. (*Learning to behave as the people of the target culture is almost like learning a new dance step.*)
 - g. But as soon as you have learned the rules, you can dance according to the music and finally enjoy talking with other people. (*But once you pick up the rules, you can follow the tunes and enjoy the ease of communication.*)
- ▶ 7. Give the students some verbs and ask them to find nouns in the new word list in the Student's Book that can serve as grammatical objects. If time allows, ask them to make a sentence with each combination.
- a. avoid (*embarrassment*)
 - b. choose (*structure; occasion*)
 - c. remember (*grammar; impression; structure*)
- ▶ 8. Ask the students to complete each of the following sentences with a word from the reading passage in the Student's Book.
- a. You have to understand the sentence according to the (*context*).
 - b. The teacher can't tolerate the boy's bad (*behavior*).
 - c. There are different customs in different (*cultures*).
 - d. I have changed my (*impression*) of Nanjing.
 - e. I have met John on several (*occasions*).
 - f. Radio is one kind of media of (*communication*).
- ▶ 9. Students work in pairs, making a sentence with each of the following pairs of words.
- a. choose, situation
 - b. consider, manners
 - c. notice, personal
 - d. follow, awkward
- ▶ 10. Ask the students to translate the following into English.
- a. 他们无法断定谁对谁错。 (*They can't judge who is right and who is wrong.*)

- b. 那位专家被邀请来评判产品的质量。(The expert was invited to judge the quality of the product.)
- c. 在自然界我们能看见生与死的循环。(We can see the life and death cycle in nature.)
- d. 这男孩常常骑自行车上学。(The boy often cycles to school.)
- e. 她给了我一个直截了当的回答。(She gave me a direct answer.)
- f. 计划生育是为了控制人口。(Family planning is directed at population control.)
- g. 这位老师一点也不了解现代教育思想。(The teacher doesn't know anything about the modern thought in education.)
- h. 你对这个计划有什么想法吗?(Do you have any thoughts about the plan?)
- i. 第一笔生意真难做。(It is difficult to make the first sale.)
- j. 这种新电脑明年上市。(The new kind of computers will be on sale next year.)

► 11. The following vocabulary information is for the teacher's reference.

polite *a.* 1. having or showing good manners, consideration for others, and/or correct social behavior: *It's not polite to talk with your mouth full.* 【近】well-mannered 【反】rude; impolite 2. having or showing fineness of feeling, high development in the arts, manners, etc.: *You can't use words like that in polite society.* 【近】refined

rude *a.* 1. speaking or behaving in a way that is not polite and is likely to offend or annoy people: *a rude remark / Don't be so rude to your father!* 【近】impolite; unrefined 2. simple and roughly made: *a rude wooden hut* 【近】unpolished

fluent *a.* able to speak a language very well: *a fluent speaker / speak fluent English / "Can he speak French?" "Yes, he is fluent."*

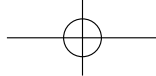
embarrass *vt.* to make someone feel anxious, ashamed, or uncomfortable, esp. in a social situation: *She was embarrassed when they asked about her age. / He doesn't like making speeches in public; it's so embarrassing.*

embarrassing *a.* making you feel ashamed, nervous, or uncomfortable: *some embarrassing questions / an embarrassing situation*

embarrassment *n.* the feeling you have when you are embarrassed: *She could not hide her embarrassment at her child's rudeness.*

structure *n.* 1. the way in which parts are formed into a whole: *the structure of the brain / the structure of a sentence* 【近】construction 2. a large building, bridge, etc., esp. one that has many parts: *a tall structure / a ten-story concrete structure* 【近】building

context *n.* 1. the words and sentences that come before and after a particular word, and that help you understand the meaning of the word: *In some contexts, "mad" means "foolish", in some "angry", and others "insane".* 2. the situation, events, or information that are related to something, and that help you to understand it better: *These changes must be seen in their historical and social context.*



2 新起点 读写教程教师用书

specific *a.* 1. particular: *a specific tool for each job* 2. detailed and exact: *The teacher gave us very specific instructions.* / *Could you be a bit more specific?* 【反】 general

behavior *n.* the way that someone behaves: *Can TV violence cause aggressive behavior?* / *She will not tolerate bad behavior in class.*

impression *n.* 1. the opinion or feeling you have about someone or something because of the way they seem: *What's your impression of Tom as a boss?* / *Now he has a very different impression of New York.* 【近】 opinion 2. a mark left by pressing something into a soft surface: *An impression of a heel is left in the mud.* 【近】 mark

wonder *v.* 1. to feel surprised and unable to believe something: *Sometimes I wonder about his behavior.* / *I wonder how she dares to show her face after last night!* 2. to think about something that you are not sure about and try to guess what is true, what will happen, etc.: *I wonder how Alice is getting on.* / *I wonder what they are going to do now.* | *n.* 1. a feeling of surprise and admiration for something very beautiful or new to you: *The sight of the Great Wall filled us with wonder.* 【近】 admiration 2. something that makes you feel surprise and admiration: *the Seven Wonders of the World* / *technological wonders*

social *a.* 1. related to the way you meet people and form relationships: *College gives us an opportunity to develop our social skills.* / *You seem to have a busy social life these days!* 2. concerning human society and its organization, or the quality of people's lives: *They discussed various social issues, such as unemployment and education.* / *social status* / *social background*

occasion *n.* 1. a time when something happens: *On that occasion I was not at home.* / *A birthday is no occasion for tears.* 2. an important social event or ceremony: *I am saving this bottle of champagne for a special occasion.* 【近】 event

behave *v.* 1. (behave + prep.) to do something in a particular way: *He behaved like a child.* / *The boy is behaving well today.* 2. (of something) to act in a particular way: *My car has been behaving well since it was repaired.*

behave oneself to behave in a way that people think is good or correct, by being polite and obeying people, not causing trouble, etc.: *Did Peter behave himself while his mother was away?*

target *n.* 1. a result or object which one desires to reach: *I have set myself a target of saving \$6 a week.* 2. a person or thing that is made the object of unfavorable remarks, jokes, etc.: *This plan will be the target of many opposition attacks.* 3. anything fired at, esp. a round card or board with circles on it, used in shooting practice: *a target for bombing* / *shooting* 【近】 aim

communication *n.* 1. the process by which people exchange information or express their thoughts and feelings: *Good communication is vital in a big organization.* / *means of*

communication 2. [pl.] a) ways of sending information, esp. using radios, telephones or computers: Modern communications enable more and more people to work at home.
b) ways of traveling and sending goods, such as roads, railways, etc.: *The city has good communications with the towns nearby.*

Homework

- ▶ 1. Finish the Vocabulary Practice exercises after Text B.
- ▶ 2. Review both texts of Unit 1.
- ▶ 3. Finish all the Writing Practice exercises in Unit 1.
- ▶ 4. Preview Text A of Unit 2 together with the comprehension questions.

Additional Resources



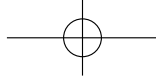
Different Cultures

Language

When we are casually talking, we use many different words. Some words come directly from the English language; some have evolved over time from other languages, cultures, and also from our families. The words that we choose to convey a message can tell a great deal about our background, dialect, origin, and personality. People often use numerous colloquialisms (words appropriate to informal speech) for meaning that they often can not convey with other words. These words or phrases are handed down through the generations or picked up over a lifetime. Dialects are sometimes part of the words that are formed. People from different areas have different dialects and pronounce words differently. They speak different words and phrases to portray the meaning that they want to express.

Gestures

Some cultures use a lot of gestures and movements when people talking; others do not. The significance of different gestures varies. “Yes” may be indicated by moving the head up and down, by moving it from side to side, or by dipping it sharply downwards. Gestures such as shrugging the shoulders, making a fist, making a thumb up sign or clicking the tongue are perfectly acceptable in some cultures but offensive in others. In



certain cultures, it is rude to offer something with the left hand. The left hand is reserved for necessary but dirty chores.

Facial Expressions

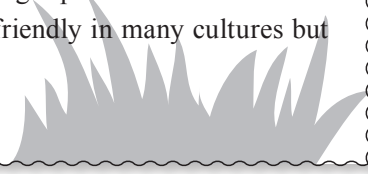
Health professionals often use patients' facial expressions to help them assess physical and emotional well-being, the need for pain control and so on. Across cultures this can be far more difficult. For example, whereas in English culture a smile may indicate happiness or an attempt to please, in Japanese culture it may mask embarrassment, anger or grief. In Japan happiness is more commonly indicated with a straight face.

Eye Contact

In some cultures, looking people in the eye is assumed to indicate honesty and straightforwardness; in others it is seen as challenging and rude. Most people in Arab cultures share a great deal of eye contact and may regard too little as disrespectful. In English culture, a certain amount of eye contact is required, but too much makes many people uncomfortable. Most English people make eye contact at the beginning and then let their gaze drift to the side periodically to avoid staring the other person out? In South Asian and many other cultures direct eye contact is generally regarded as aggressive and rude. This can cause problems. For example, for some overseas-trained South Asian doctors taking oral examinations in Britain, lowering their eyes as a sign of respect may be wrongly interpreted as a sign that they do not know the answer or are guessing. In some cultures and religious groups eye contact between men and women is seen as flirtatious or threatening. Men of these communities who do not make eye contact with women are not usually rude or evasive, but respectful. Different cultures also vary in the amount that it is acceptable to watch other people. One expert calls these high-look and low-look cultures. British culture is a low-look culture. Watching other people, especially strangers, is regarded as intrusive. People who are caught "staring" usually look away quickly and are often embarrassed. Those being watched may feel threatened and insulted. In high-look cultures, for example in southern Europe, looking or gazing at other people is perfectly acceptable; being watched is not a problem. When people's expectations and interpretations clash, irritation and misunderstandings can arise.

Posture

Posture that is perfectly normal and neutral in one culture may seem aggressive or withdrawn in another. Most cultures also have gender rules for posture. It may be completely acceptable, for example, for men to sit with their legs apart but not for women. Standing or sitting with folded arms is seen as relaxed and friendly in many cultures but is often interpreted as hostile or defensive in the West.



Physical Distance

In English culture, partners, parents and children are generally comfortable standing fairly close to each other; friends stand further apart, and acquaintances still further. Northern Europeans tend to stand further apart than people from the Middle East, Greece or Turkey. Most people try to maintain the distance they find comfortable; if their cultural conventions differ, one speaker may constantly move backwards to try to gain space, while the other “pursues” him to get closer.

Touch

Cultures vary in the extent to which physical contact is allowed. In low-contact cultures, including British and other northern European cultures as well as Japanese culture, touch occurs only under restricted conditions, such as within the family and in close relationships, sometimes in greetings, and in certain specified settings such as health care. Touch in other situations can cause great anxiety and tension. It is seen as imposing upon a person’s privacy. In contrast, in high-touch cultures, physical contact is seen as friendly and positive. People may touch frequently while they talk. When people from cultures with different touch levels interact, the low-contact person may be seen as aloof, cold and unfriendly, whereas the high-contact one may be seen as intrusive and even perverted. Gender also affects the rules of touch. In some cultures it is acceptable for members of the same sex to touch each other in public; in others it is acceptable for members of the opposite sex. The amount of touch expected also varies. In a study of the number of times heterosexual couples touched each other in cafes, it was found that in Puerto Rico they touched 180 times per hour, in Paris 110 times, and in London, about 200 miles away, not at all.

Misunderstandings and Blame

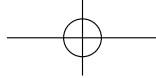
We rarely notice other people’s non-verbal behavior except when it feels wrong or makes us uncomfortable. However, non-verbal behavior is learnt in childhood, used unconsciously and hard to change. The rules are rarely made explicit and never taught to newcomers. Because people who use inappropriate non-verbal behavior are generally assumed to be rude and unpleasant, their non-verbal behavior is not discussed with them.

Politeness

Cultural rules of polite behavior enable people to get on together. Some cultures value formal politeness more highly than others. Again, failure to follow the local rules of polite behavior is almost always assumed to be intentional rudeness.

Please and Thank You

In British English the words “please” and “thank you” are extremely important. Although the amount they are used differs between men and women and in different



situations, people who do not say “please” and “thank you” are regarded as arrogant and intentionally ill-mannered. “Please” and “thank you” are particularly important between people of different status and in formal situations. In many other languages, including most Asian and African languages, politeness is managed differently. For example, instead of the formulaic “please” and “thank you” politeness may be indicated by a different choice of verb form or pronoun, or by a different tone of voice. In some cultures “please” and “thank you” are not used to people who are doing their job; omitting them is not regarded by either side as impolite. Alternatively, gratitude may be indicated non-verbally, by a gesture or a change in facial expression. In some cultures it is common to show gratitude by giving presents or money. People who are used to one particular convention often feel extreme offence or anger when faced by different behavior.

Greetings

In many cultures it is extremely important to greet a person every time one meets them, and especially the first time each day. Some cultures also use gestures, for example, shaking hands, smiling, bowing or joining the palms of the hands. In English culture greetings are often omitted, especially in work situations. This can seem rude to people used to a more formal system.

Saying No

In some cultures saying “no” directly, particularly to a person of higher status or to a guest, is offensive and unpleasant. There are other indirect but polite ways that are normally understood by both sides and which a person can use to refuse a request or answer a question negatively. These include not responding to the request, changing the subject, asking for time to think, making a non-committal reply, or using a special polite phrase that means “no” but does not explicitly say it. Unfortunately, it can be difficult to translate these phrases into English, and when people try they are often misunderstood. In some cultures, people who avoid saying “no” directly are regarded as hypocritical or lying. Directness is valued and is thought to indicate moral integrity. English culture lies somewhere in the middle; there are variations on the basis of class and gender. In general, however, English culture is relatively indirect, expecting people to understand unstated messages, especially when there is any awkwardness. Most English speakers tend to avoid conflict and often try to defuse situations by avoiding or changing a difficult subject, giving a non-committal reply, making a joke or apologizing. This can be confusing and even seem deceitful to people of other, more direct, cultures.

Anger

English people traditionally avoid showing anger, reserving overt anger for very serious or intolerable situations, often as a last resort. Although it is thought to be sometimes necessary, it often leaves deep scars. In Chinese and Japanese cultures, the

expression of anger is traditionally regarded as completely unacceptable and destructive. The idea that it is important to express anger, and that unexpressed emotions are harmful, may be seen as ridiculous or even dangerous. In some other cultures anger is more lightly expressed, received and forgotten. Fierce argument and confrontation may be seen as a positive sign of friendliness and engagement. Here again there is a good deal of opportunity for misunderstanding and mutual resentment.

Embarrassing Words

Every language has a range of polite and impolite words for most different bodily functions and parts of the body. In British English, words of Latin origin are generally more acceptable in polite conversation than words of Anglo-Saxon origin. There are also a large number of euphemisms and words regarded as bad or derogatory, which may vary in different parts of the country. Certain words, such as stool, urine are used mainly in medical contexts. All this poses major problems for people whose first language is not English. It can be extremely embarrassing and difficult to find out the acceptable words for these things in a new language. People may also unintentionally cause offence by using an offensive lay or slang word in a medical context.

Suspending Your Automatic Responses

Misunderstandings about other people's personality or intentions are inevitable when we have different linguistic and cultural conventions. Our reactions to the way people speak and behave are largely automatic and often very strong. There are no easy solutions. It is, however, always important: to be aware of the reasons why things may go wrong; to monitor and try to suspend your automatic responses; and to assume, at least until other clear evidence emerges, that the other person does not wish to irritate or offend you. If you know each other well, it may be possible to discuss your reactions tactfully, find out whether the other person realizes how they appear, and possibly and with great respect suggest modifications in their approach. Try to find out about other cultures' conventions of non-verbal behavior and politeness. There may be things that you automatically do that cause offence to others; try to find out if you are being misunderstood and whether it would be helpful to adapt some aspects of your approach.

Key to Exercises

Text A

A. Main Idea

Words are an important tool for people to think and to communicate with each other. Only when you have a command of a large number of words can you make decisions and form judgments. The more words you have at your command, the deeper, clearer and more accurate will be your thinking. Furthermore, correct use of words can lead you to great success, which, in turn, will help you get more opportunities to further increase your vocabulary.

B. Detailed Understanding

I. B D C A

II.

1. In what way can words be compared to the keys on a piano?
A pianist uses the keys to express the tunes while a speaker uses words to express his mind.
2. How do we usually learn about other people's character?
We form an impression of other people by judging what they say.
3. What may happen if a clerk in a department store has a good command of English?
The sales of the store may be doubled.
4. What may happen to a political leader if he uses wrong words?
He may lose the election.
5. In what way can a higher social position help you?
We can expect to further enrich our vocabulary.

D. Talking About the Text

1. Words are your tools of thought.
2. You can't think at all without them.
3. You can't make even simple decisions without using words.
4. A pianist may have the most beautiful tunes in his head, but if he had only five keys on his piano he would never get more than a fraction of these tunes out. Your words are your keys for your thoughts. And the more words you have at your command, the deeper, clearer and more accurate will be your thinking.

5. In addition to helping you to think, words can build your self-confidence and lend color to your personality.
6. Furthermore, words can destroy a friendship, increase the sales of a department store and make one lose a political election.
7. If you increase your vocabulary you may raise yourself to a more important station in life.

E. Vocabulary Practice

I.

<i>simple</i>	
	<i>beautiful</i>
<i>destroy</i>	
<i>accurate</i>	
	<i>improve</i>
<i>friend</i>	
	<i>lend</i>
<i>success</i>	

II.

1. decision
2. fraction
3. something
4. command
5. accurate
6. convince
7. Judged
8. order
9. conscious
10. enrich

III.

1. merely
2. downtown
3. tunes
4. process
5. personality
6. packed
7. election
8. in turn
9. opportunity
10. cycle

Text B

A. Main Idea

In order to speak proper English, we must not only study the words and grammatical structures but also learn how to choose words to be used in different situations/contexts. Every culture has specific rules for polite behavior. What are considered polite manners in one society

might be rude in another. Therefore, learning to behave as people of the target culture is like learning a new dance step.

B. Detailed Understanding

I. B C C A D

II.

Communication-related Behaviors of North Americans

Use of words: Using euphemisms to avoid embarrassment.

Eating: 1) It is regarded as a social occasion.
 2) People avoid making noise while they eat.
 3) People do not talk when there is food in the mouth.

Talking: 1) Speakers keep a certain distance among themselves while talking.
 2) They feel uncomfortable when they have to stand too close to others.

E. Vocabulary Practice

I.

1. situation, context
2. rude, direct
3. embarrassing, uncomfortable
4. word, grammar, euphemism
5. eat, chew

II.

<ol style="list-style-type: none"> 1. a. embarrass b. behave c. wonder d. chew 		<ul style="list-style-type: none"> use teeth to bite food in one's mouth into small pieces cause to feel ashamed or socially uncomfortable do things in a particular way think about something because you want to know more about it
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2. a. polite
b. specific
c. customary
d. social
- relating to activities with other people
usual in a particular society or situation
having or showing good manners, consideration for others
relating to only one particular thing or type of thing

3. a. context
b. behavior
c. impression
d. occasion
- the things that a person does
an opinion or feeling about someone or something you have seen
the general situation in which something happens, which helps explain it
time at which something happens

III.

- | | | | |
|---------------------|----------------|----------------|----------------------------|
| 1. 1) polite | 2) impolite | 3) politeness | |
| 2. 1) grammar | 2) grammatical | | |
| 3. 1) special | 2) specialists | 3) specialize | 4) speciality |
| 4. 1) uncomfortable | 2) comfort | 3) comfortable | |
| 5. 1) direct | 2) direct | 3) direction | 4) directly 5) indirect |

Writing Practice

I.

- | | |
|----------------|-----------------|
| 1. most likely | 2. more common |
| 3. wider | 4. more relaxed |
| 5. more alike | 6. the best |
| 7. better | 8. the farthest |
| 9. the worst | 10. the biggest |

II.

1. B 2. A 3. B 4. A 5. B

III.

1. It was too dark for me to find my MP3.
2. The lecture was so boring that I fell asleep.
3. I found that the movie was not as interesting as my friends said.
4. My son is not old enough to get a place at the kindergarten.
5. She's more disappointed than angry.

IV.

1. **Text sentence:** Not only must you learn the vocabulary, but you must learn which words to choose in which situations.
Your sentence: Not only have the nurses wanted a pay raise, but they have demanded fewer working hours.
2. **Text sentence:** What are considered polite manners in one culture might be terribly rude in another.
Your sentence: What is done by the student is beyond understanding.
3. **Text sentence:** North Americans don't make noise or talk while they have food in their mouths.
Your sentence: The foreign expert didn't make any contributions to our society while he was staying in China.
4. **Text sentence:** Learning to behave as the people of the target culture is almost like learning a new dance step.
Your sentence: Finishing the task within two hours is almost like learning to be a doctor in one day.
5. **Text sentence:** But once you pick up the rules, you can follow the tunes and enjoy the ease of communication.
Your sentence: Once you know John well, you can make friends with him.

V.

1. You can't learn English well without practicing what you are taught in class.
2. I am planning to buy a house without borrowing money from anyone.
3. Pen and paper are all that we have to write with.
4. The small pension is all that the old man has to live on.
5. One of the problems of traveling in a foreign country is eating what you don't like to eat.
6. One of the benefits of keeping your spare money in the bank is earning what you can't get if you leave the money at home.
7. She asked herself why the teacher didn't give her an A.

8. The boy found it hard to understand why they couldn't beat the visiting team the day before.

VI.

1. His work has something to do with animals.
2. We started early in order to arrive before dark.
3. Judging by her accent, she must be from the North.
4. If you need her to come, inform her in advance.
5. I don't know why he changed his mind.
6. Most people like to swim once they have learned how (to swim).
7. The more preparations you make now, the more confidence you will have in the exam.
8. If you learn English well, you will use it often. The frequent use, in turn, will make you learn better.