

Miss Bai's Oral English
5th edition (August-September, 2011)

Course Objectives 目标

- Provide practical English for students to practice in class. 练习有用的英语
- Improve student confidence while speaking. 提高学生说英语得自信
- Improve pronunciation. 提高发音
- Expand understanding of "crossing cultures." 帮学生更了解“跨文化”
- Expose students to new teaching and learning methods. 表明新的教法
- Improve listening comprehension. 提高听力

Course Content 内容

- IPA chart. 国际音素图表
- Pronunciation pretest and practice 发音预先练习
- Correcting common errors 纠正常见错误
- International Island Project 国际岛项目
- International Work Project 出岛找工作项目
- Emotion words (Futility of translating each word.) 感觉生词，不必要翻译每一词
- Morality questions 道德问题
- Verb tense 动词时态
- Practice dialogues 对话
- Preposition fill-in-the blanks 介词练习
- Rhythm poems 节奏诗

Grades 成绩

Week 1: Pronunciation/speaking assessment part 1	0% (doesn't count) 不包括
Week 2: Pronunciation/speaking assessment part 2	0% (doesn't count) 不包括
Week 3: Island project (speak about your island)	20%
Week 4: Job Project (write your resume for island)	20%
Week 5: Culture Test I (write your morals)	10%
Week 6: Culture Test II (graph conflict)	10%
Week 7: Pronunciation I (vowel differences)	20%
Week 8: Pronunciation II (consonants and glides)	20%

Each class will also have in-class activities. Attendance won't be part of the grade, but there is a test almost every class. Students who miss a test will only be able to take the test at another time if they have attended all previous classes on time and participated in all in-class activities. If you know you won't be able to come to class, make sure you tell me beforehand so we can arrange a time to make up the test. If you suddenly get sick and ask for leave, you will only be excused if you can pronounce it correctly. "Sick" or "ill" students will be excused, but "eel" and "ear" students will not.

每一课也有任务。成绩不包括出勤率，但是差不多每一课有考试。如果你不得不缺课，想补考，那应该来上其他课，完成任务。提前通知告诉我你需要缺课，我们安排补课。

如果你生病，缺课的话，那告诉我，需要用正确的发音。Ill 或 sick 的学生可以因病缺席。

Eel 或 ear 的学生不可以。

Preface/introduction 前言

Dear Students

I hope this textbook will be useful. Because this course has very few class sessions, it requires an unusual teaching method.

尊敬的学生们:

我希望我的课本对你们的学习有好处

既然这门课上课的次少, 就应该用不同寻常的教法。

Teaching students to find patterns: According to Dr. Agassiz, facts are useless unless they can be related to governing principles. "Facts are stupid things until brought into connection with some general law."

如果不懂原理, 知道事实没有用。教学生事实, 是为了帮学生找原理。

Common errors: although there is a list of many common errors made by Chinese learners of English, the list can never include all of them. It is more valuable to recognize the patterns of the mistakes and be able to recognize new ones.

虽然清单有好多常见错误, 但是不是所有的错误都包含在内。最好教学生找错误的模式, 帮他们认识新的错误。

Rhythm: rhythm is helpful and necessary to speaking English in a way that can be understood.

节奏是说地道英语口语的一个大要素。

Island project, job project and morality questions: Whenever I ask students what they most want to learn, the number one response is, "I want to learn foreign customs!" However, I'm only knowledgeable about one particular culture, which is lower-class suburban American culture, and which is not necessarily representative of all others.

Besides that, it isn't helpful to simply give a student a list of what other people do, because the response tends to be, "Oh, they are different. How interesting, we're not like that...our way is better, anyway." with no lasting effect on the student's perspective. I prefer to teach students the basis of culture theory in order to prepare them to understand and appropriately interact with any culture they may encounter.

我问学生, 他们在英语课最想学习什么, 大部分回答, "我要学习外国习俗!" 因为我只对。美国的郊区下层社会的文化在行, 所以这不一定代表大多数的文化。

而且, 如果给学生几个别的国家习俗的例子, 一般只说, "真有趣。。。我们是这样的, 外国是那样的。" 但却不知道这背后的文化。对学习没有好处。

我不喜欢那样的教法, 而是喜欢教文化理论, 文化冲突理论, 是为了帮助学生了解自己的文化, 别的文化, 可以与不同文化的人用恰当的方式交流

Other than that, pronunciation, verb tense, prepositions and practice dialogs are typical content.

最后, 发音, 动词时态, 介词, 对话, 等 都是英语课典型的内容。

Sincerely,

Miss Bai

Nanchang, August 2011

白老师
2011年8月

Identify the parts

nasal cavity	鼻腔
lips	嘴唇
front teeth	切齿
tongue tip	舌尖
tongue blade	舌尖后面
tongue body	舌头的上面
alveolar ridge	牙槽嵴
hard palate	硬腭
soft palate (velum)	软腭
vocal chords/folds	声带

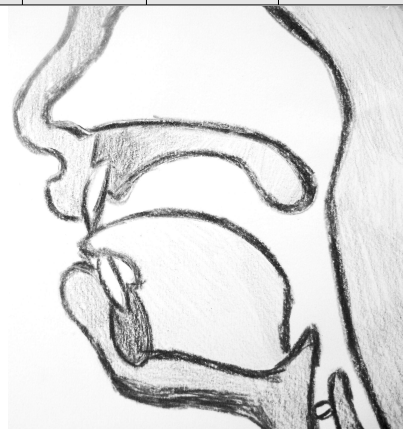


英语辅音图标。 如果一个方框里有两个音素，左面是清音右面是浊音。

	嘴唇	唇齿	切齿	牙槽嵴	后齿龈音	硬腭	软腭	声门
塞音	p b			t d			k g	ʔ
鼻音	m			n			ŋ	
摩擦音		f v	θ ð	s z	ʃ ʒ			h
塞擦音				tʃ dʒ				
边音				l				
后边音				ɭ				
闭近似音	w			ɹ		j		
轻拍				ɾ				

Most Difficult Sounds in English (for Chinese People)

1) “Theta” or “ethe,” the sounds written as “th.”
air goes between tip of tongue and top front teeth.



2) Liquids: l, dark l and r, as in rural, rule, lure, leer, really, etc.



“l” at the beginning/middle of words. The tip of your tongue touches the alveolar ridge. The side of your tongue also touches the side of that part of your mouth
/l/

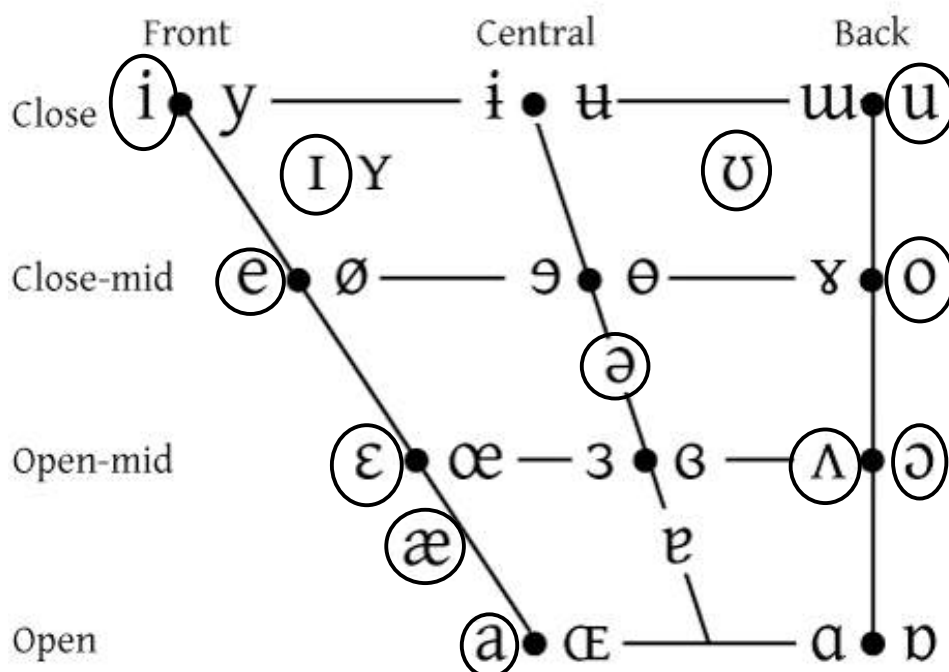


“dark l” at the end of words. The tip and side of your tongue are in the same position as they are for regular “l,” but the back of your tongue also comes up and touches soft palate.
/ɫ/



The back of your tongue is like “dark l,” but the front of your tongue is down and tense. Also. Your lips are rounded.
/ɹ/

VOWELS



Where symbols appear in pairs, the one to the right represents a rounded vowel

3) Vowel-glides. English “i” vs. “y” and “u” vs. “w.”

English /ji:/ “ye” or “year”	Back of tongue almost touches soft palate.	English /wu:/ “woo” or “woos”	Lips move, almost close, then open.
Chinese /i:/ “yi” (易, easy)	The way Chinese people often say both sounds.	Chinese /wu:/ “wu” × (雾, fog)	The way Chinese people often say both sounds.
English /i:/ “e” or “ear”	back of tongue is lower than it is for Chinese “yi”	English /u:/ “ooh” or “ooze”	lips are more open than they are for Chinese “wu.”

Minimal pairs, 最小对立体操练。为了分清音素。不知道单词的意思没有关系。

feet/fi:t/ 双脚	fit/fit/ 适合	shooed/ʃu:d/ 赶走	should/ʃʊd/*
heel/hi:t/ 脚跟	hill/hɪt/ 小山	cooed/ku:d/ 咕咕	could/kʊd/*
fleet/fli:t/ 舰队	flit/flɪt/ 飞来飞去	wooed/wu:d/ 求爱	would/wʊd/*
keeled/ki:tɪd/ 龙骨*	killed/krɪtɪd/ 杀死	who'd /hu:d/ 谁会	hood/hʊd/ 兜帽
feeling/fi:liŋ/ 感觉	filling/fɪliŋ/ 馅	Luke/lu:k/ 路加	look/lʊk/ 看
birthed/bɜ:θt/ 生了	thank/θæŋk/ 谢	Faith/feiθ/ 信仰	myth/mɪθ/ 神话
youthful/juθfʊt/ 青春	then/ðen/ 那时候	breathe/bri:ð/ 呼吸	lithe/laið/ 易弯曲的
withered/wɪðəd/ 干枯	lathe/leið/ 车床	wait/weɪt/ 等	wet/wet/ 湿的
wading/weɪdɪŋ/ 趟水	wedding/wedɪŋ/	raid/ɹeɪd/ 突袭	red/ɹed/ 红色
bade/beɪd/ 吩咐	bed/bed/ 床	waste/weɪst/ 浪费	West/west/ 西边
Uzi/u:zi/ 机关枪	woozy/wu:zi/ 昏眩	ooze/u:z/ 渗出	woos/wu:z/ 求爱
whoops/wu:ps/ 高喊*	oops/u:ps/ 啊哟	ear/i:ɹ/ 耳朵	year/ji:ɹ/ 年
eats/i:ts/ 吃	Yeats/ji:ts/ 叶芝	E/i:/	ye/ji:/ 你们*
eeled/i:tɪd/ 鳗鱼*	yield/ji:tɪd/ 屈服	East/i:st/ 东边	yeast/ji:st/ 酵母
lawyer/loɪjə/ 律师	loyal/loɪjəl/ 忠实	roll/ɹoʊt/ 卷	loll/loʊt/ 伸出舌头
real/ɹɪt/ 真	rear/ɹɪɹ/ 后面	eel/i:t/ 鳗鱼	ear/i:ɹ/ 耳朵
level/levəl/ 水平/层	lever/levə/ 杠杆	read/ɹi:d/ 看书	lead/li:d/ 领导
rural/ɹʊɹəl/ 农村的	ruler/ɹu:lə/ 统治者	daily/deɪli/ 每一天	dairy/deɪi/ 乳制品

while*, vile 可恶的	went 去, vent 发泄	wow 使称赞	vow 誓言
why 为什么	vie 争夺	worse 更坏了	verse 诗
lives 生命	knives	rear 后面	leer 不怀好意地看
near 近	look	nook 隐秘处	rook 乌鸦
not	lot	measure	treasure
beach	focus	sheet	proper
purple	purpose	pillow	Dad
dead	did	dud 失败的人	dill 小茴香
dell 小山谷	dear	dare 敢	dire 惨重
ill	eel	ear	walking
working	/ou/	/oʊ/	/əʊ/
/ʊ/	/u: ʔ/	/u:/	row 排
roll		rule 规则	rue 后悔
low	loll	lull 间歇	go
goal 目标	gull 海鸥	ghoul 恶鬼	goo 粘性物质
hoe 锄头	hole	hull 船体	who
dough 生面团	dole 救济金	dull 无聊	duel 决斗
due 应到	bow 弓	bowl 碗	bull 公牛
boo 嘘声	foe 敌人	foal 驹子	full 满的
fool 白痴	mow 割	mole 痣	mull 沉思
moo 牛叫声	no	knoll 小山坡	null 无效的
new			

- 1) Rural rulers are usually really loyal to their royal lawyers, although rural lawyers are rarely royal.
- 2) This thin thing here thinks that those thick things over there will sink.
- 3) Luke looked for the one to woo, and he thought he had found her, but she was already seeing someone else.
- 4) Yes, Yeats eats eel ears all year, yet eels have no ears, you idiot.
- 5) Why do these eagles yield Easter eggs? Can they be peeled?
- 6) Those who vied with the versed ones are none the worse for wear.
- 7) Who's Uzi would you use to wound the oozing aliens?

Dorothy: What are you eating?

Teddy: Yeast bread! Want some?

Dorothy: Uh, ok. Thanks. Isn't all bread yeast bread?

Teddy: No, not the easy kind.

Dorothy: This tastes really yeasty. What kind is the easy kind?

Teddy: The quick kind, like banana bread and walnut bread. They don't need to rise.

Roland: Who would leave wool in the woods like this?

Leroy: I dunno. Looks like worms got on it.

Roland: Ewww. That's terrible. They oozed all over it.

Leroy: What a waste of perfectly good wool.

Clarence: lawyer clearly said we had to file this early.

Loralee: How early is early? We have, like, three months, right.

Clarence: I just wanna be better safe than sorry, you know. We're nearly there.

Loralee: Do these things usually work? I've never heard of doing this before.

Common ~~Errors~~ and Correct usage

~~A-A~~, Go Dutch

~~We can A-A to pay the bill.~~ We can split the bill. 或 we can all pay separately.

~~We will dutch to dutch~~ We'll go dutch. 或 We'll pay separately.

And so on/etc.

~~The stationary store sells pens, refills for pen ink, paper, And so on.~~

The stationary store sells stuff like pens, pen refills and paper.

(written only) don't pour corrosives such as battery acid, fuel, etc. down this drain.

Beat

~~Chinese freshman girls sometimes beat their boyfriends in class.~~

Chinese freshman girls sometimes hit their boyfriends in class.

~~She beat the little boy because he ran across the street after she told him not to.~~

She spanked the little boy because he ran across the street after she told him not to.

Mom beats everyone at Mahjong. I've never seen her end up with less money than she started with.

You cheat me.

Student 1: Class ends at 9:40 **Student 2:** No, ~~he cheat you.~~ Class ends at 10:00

no, he's lying. 或 No, he lied.

One: How much was that?

Two: Thirty kuai.

One: Oh, I think the guy cheated you.

Cheat on means commit adultery.

His wife cheated on him with one of his employees.

Daily Life is often unnecessary because "usually" or "every day" is implied by present tense.

~~Do you use these in your daily life?~~ Do you use these a lot?

~~Do you cook by yourself in your daily life?~~ Do you often eat at home?

~~What do you like to do in your daily life, besides teaching?~~ What do you do in your spare time?

I get up early 有 I get up early every day. 的意思

Department

~~I want to bring a present over to your department if you are home right now.~~

I want to bring a present over to your apartment if you are home right now.

He speaks English, but he actually works in the Science Department, not the Language Department.

-ed v. -ing endings.

~~I don't like running because it is too tired.~~ I don't like running because it's too tiring.

~~I am very boring with nothing to do.~~ I'm bored with nothing to do.

Foreign

~~There are a lot of foreign students.~~ There are a lot of international students.

~~I love my foreign teacher.~~ I love my expat teacher.

~~I have never met a foreigner before.~~ I've never met someone from another country before.

Those guys are **foreigners**. Those guys are from _____

~~I need to communicate with foreigners to improve my oral English.~~

I'm convinced that the best way to improve my speaking ability is to practice with native speakers.

That idea is foreign to me. = I have never thought of that idea before.

Have a try

~~Have a try saying this sentence.~~ Try saying this sentence.

~~Come on, have a try.~~ Try it.

~~Have a try at volleyball.~~ Try volleyball.

Have a rest

~~He works from Tuesday to Sunday, so on Monday he will have a rest.~~

He works Tuesday through Sunday, so Monday is his day off.

~~We've been playing soccer for over two hours, we should have a rest.~~

We've been playing soccer for over two hours. Let's take a break.

~~After you have your meal it is good to have a rest.~~

Right after lunch is a good time to take a nap.

~~We can have a rest after we arrive on top of the mountain.~~

We can rest when we get to the top of the mountain.

We can rest on top of the mountain.

***Have you go there?**

~~Have you go to Wuhan?~~ Have you ever been to Wuhan?

~~You have gone to what other cities?~~ (What other cities have you been to?*)

*This is one of the Five Chinese Questions. Don't ask a person this when you first meet.

这是中国五问题的一个。结识一个人，不要问这个问题。

Have a good dream

One: Thanks for coming. Have a good night. **Two:** good night.

Mom: Goodnight, sweetheart, sweet dreams. **Daughter:** 'Night, mom.

High

One: ~~How high are you? What is your height?~~ How tall are you?

Two: I'm five foot eight. (a hundred and seventy-four centimeters)

He's ~~higher than me~~. He's taller than I am.

That city is really high up in the mountains.

We live on a high floor, so we don't get many bugs.

He's high on drugs. 他被药物麻醉了

***How about...?**

~~How about China?~~ 把这个问题，你也因该不要问新朋友。

How are you?

How are you?

First Person: How are you? **Second Person:** How are you?

First Person: How're you doing? **Second Person:** Fine.

How do you do?

~~How do you do?~~ How are you doing? 或 What's up? 或 How have you been?

***How do you think of?**

~~How did you think of their singing?~~ What did you think of the show? 或 Did you like that song?

~~How do you think of your job?~~ What do you think of your job? 或 Do you like your job?

~~How do you think of all of the austerity cuts?~~ What do you think about all of the austerity cuts?

How to say?

~~How to say 指导教授?~~ What's the English word for 指导教授? 或 How do you say 指导教授 in English? 或 What do you call the professor who guides a student?

How to spell?

~~How to spell "rhythm?"~~ How do you spell "rhythm?" Is there a "y" in it? Are there any real vowels?

~~How to spell "career?"~~ How do you spell "Career?" Is there a one "r" in the middle of it or two?

I ever...

~~I am ever your student~~ I was once your student. 或 I'm a former student of yours.

~~I ever went to Jiujiang~~ I've been to Jiujiang

~~I ever had a dog.~~ I had a dog, once.

I go first.

~~I go first~~ I'm going. 或 I have to go now. 或 I'm going home. 或 See you later.

I know.

Student: what do you mean the deadline is Friday?

Teacher: I mean that you have to finish the paper and give it to me before Friday.

Student: ~~I know.~~ I see; 或 I understand; 或 I get it now.

Mom: Well, if you want to go out you first have to finish--

Daughter: I know, Mom! I have to finish my homework and chores.

Mom: Don't talk back like that. It's disrespectful.

I made a girlfriend/boyfriend.

~~I made a boyfriend yesterday.~~ I got a boyfriend yesterday. 或 I have a boyfriend now.

I decided to go steady with one of the guys I've been seeing.

I made a new friend at the party yesterday.

I very like.

~~I very like playing basketball.~~ I really like playing basketball. 或 I like basketball a lot.

I'm tired very much

~~I'm tired very much.~~ I'm really tired. 或 I'm very tired. 或 I'm wiped out.

First Person: Is spinach healthy? **Second Person:** very much so.

Thank you very much for coming.

Interesting

~~The sheep show is interesting.~~ The sheep show is funny.

I read an interesting news article about earthquakes.

It's a pity.

First Person: I missed the last bus. **Second Person:** ~~What a pity.~~ Oh, bummer; 或 that's too bad.

~~It's a pity that we had to cancel the party.~~ I feel bad that we have to cancel the party.

Just a joking.

There's an examination today. I hope you studied...~~just a joking.~~ Just kidding.

First Person: are you cooking or trying to burn the house down?

Second Person: You are so mean! How can you say something like that?

First Person: It was just a joke. I'm sorry, it was a bad joke.

Look the TV

~~I like to look TV.~~ I like to watch TV.

~~He's looking the news.~~ He's watching the news. (on TV)

Have you seen any good movies lately?

I have read a lot of books this summer.

He watches a lot of videos on his i-pad.

Lovely or Beautiful

~~Lovely children~~ cute children. ~~He is very lovely.~~ he (a child) is very cute

That girl looks lovely. 那个女孩又漂亮又优雅

~~Your boyfriend is pretty.~~ You have a good-looking boyfriend.

Your daughter is beautiful.

Your son is ~~beautiful~~ good-looking.

Make a joke

Second Person: Why is he so mean to the waiters here?

First Person: You know the Golden Rule, right? Whoever has the gold makes the rules.

Second Person: No. it's, "Treat others the way you want to be treated? i.e. love you neighbor as much as you love yourself."

First Person: ~~I make a joke.~~ I was making a joke; 或 it's a joke; 或 I was joking.

May I have your name?

~~May I have your name?~~ What's your name?

May you happy.

Thanks for coming to the Sports Meeting. ~~May you happy.~~ Have a safe trip home.

Thanks for coming to our party. ~~May you happy.~~ Have a good night.

Class is over, folks. ~~May you happy.~~ See you next week.

Nice to meet you. 对已经认识的人，不能说。

Michael: Hi, Tina! **Tina:** Hi, Michael! ~~Nice to meet you.~~ It's great to see you again.

No pains, no gains. 不但是 No pain, no gain. (没有s)，而且我强烈建议不说太多俚谚俗语

No thanks.

First Person: Thanks for helping.

Second Person: ~~no thanks~~ you're welcome. 或 no problem.

Play computer.

~~He's playing computer.~~ He's playing "Plants vs. Zombies." 或 He's playing "farmville." (If they're playing an actual game, you say the name of the game.)

~~I spent a lot of time surfing the net.~~ I spend a lot of time on the internet. 或 I spent a lot of time checking and answering e-mail, or checking Facebook, or reading the news.

Playground.

~~We're going to the playground to play football.~~ We're going to the field to play football.
~~They have a basketball game on the playground.~~ They have a game on the basketball court.
I took the children to the playground to play on the swings.

Same to me.

First Person: My Dad was a programmer. **Second Person:** ~~The same to me.~~ Oh, just like me.

First Person: I like going for walks around the campus. **Second Person:** Me, too!

These days can be used sometimes, just not all the time. Lately is more common.

What are you up to these days? What have you been doing lately?
Have you read any good books lately? Have you seen him recently.
~~How is your teaching these days?~~ How has teaching been this week?
~~How are you and your boyfriend these days?~~ How have you and your boyfriend been?

We don't have class do we?

~~Yes, you are right.~~

First Person: So we don't have to work today?

Second person: nope. (对, 不需要上班)

或 **Second Person:** Yes, we do. (不对, 需要上班)

Welcome you!

~~Welcome you to Nanchang~~ Welcome to Nanchang (刚才到南昌)

已经在莫地方过一个星期多, I hope you like it here.

~~Do you like here?~~ Do you like it here. 或 Are you happy here?

What about you?

~~What about you these days?~~ How have you been lately? 或 how are you doing today?

First Person: I want noodles for dinner, how about you? **Second Person:** noodles sounds good.

What are you?

What do you do? 或 What is your job?

What is your feeling?

~~What is your feeling about the plan?~~ What do you think of the plan?

Will you borrow your pen to me?

~~Yes, you can lend my pen to you~~

First Person: Can I borrow your bike? 或 Can you lend me your bike?

My phone ran out of minutes. Can I use yours?

Shoeses, fishes, clotheses, sheeps, or deers

She has 10 pairs of shoes. I have to wash all my clothes.

He caught two fish. I saw a lot of sheep on the hill. Several deer live in the forest.

ten minutes later cannot be used in *present tense*. 请注意动词时态

~~I'll call you ten minutes later.~~ I'll call you back in ten minutes.

~~I'll try again three days later.~~ I'll try again in three days.

I woke up at 7 in the morning, and an hour later I got out of bed.

He'll get the package in a week, and you should get one back from him a week later.

I shouldn't have left at 10. I should have left ten minutes later.

Question formation

~~Where you have been?~~

Where have you been?

~~When you went there?~~

When did you go there?

~~Why you hit me?~~

Why did you hit me?

~~Who that guy is?~~

Who is that guy?

~~I told him what am I doing.~~

I told him what I'm doing.

~~Do you know what is this?~~

Do you know what this is?

~~I know he is who.~~

I know who he is.

~~Do you know when do we have class?~~ Do you know when we have class?

Power off

~~I couldn't reach you yesterday because your phone was powered off~~

I couldn't reach you yesterday because your phone was off.

The Island Project

To practice crossing cultures, each class will be divided into different Islands. These Islands are in an archipelago somewhere in the Pacific Ocean.

As an island, you have to understand and follow the rules of your island culture and government. You must also deal with the other islands in appropriate ways.

In order to learn and benefit most from this activity, try to follow your assigned culture as realistically as possible. If you don't act according to the rules of your island, you will miss out on the lesson.

为了这个跨文化的项目，我将学生分成五个组。每一组是太平洋岛国社会。

岛国都有不同的文化，政府。你应该了解自己岛国的文化，然后与别的岛国交流。

为了受益这个项目，你需要遵守岛国法度，注意文化标准。

Lefty Land	Monarchy	Everyone writes left-handed.	Never heard of anyone else, has all metals.
Scratchland	Dictatorship	Communicate by scratching	Impervious to bombing, has wood and cotton.
Textile People	Demarchy/democracy	Really diverse, but don't agree	Recently discovered oil, coal and natural gas.
The Modernists	Theocracy of Atheists	Very focused on relativist equality	Make world famous movies and machines.
Idyll	Democracy	Very very traditional	Famous for making and selling the best weapons, the best meat and rice.

Vocabulary

Island Nation	岛国	scratching a chalkboard	抓黑板
archipelago	群岛	dictatorship	独裁；专政
form of government	政体	exports	出口物
left-handed	用左手的	imports	进口商品
monarchy	君主制		
abdicate	禅让	democracy	民主
<i>They follow virtuous</i>		qualified	胜任
<i>rule, i.e. 德治天下</i>		citizens	公民
nobility (noble families)	贵族	random	随机
peasants	农民	felons	重罪犯
honorably	高尚	disqualified	被剥夺资格的
harmoniously	和睦	pass laws, legislate	表决通过
mining	采矿	votes	选票
titanium 钛	zinc 锌	majority rule	多数当选制
copper 铜	iron 铁	enforce laws	执法

relativism	道德相对主义	industry	工业
equal rights	平等权利	textiles	纺织
morality	道德	theocracy	神权政体
materialism*	唯物论, 贪财	atheists	无神论者
technology	技术	corruption	腐败
inventions	发明	public owned	公营
idyll	田园景色	private owned	私营
gunners	i.e. people with guns	weapons	武器

Lefty Land (The Harmonious Kingdom)

*Everyone else calls the place Lefty Land, but they call themselves the Harmonious Kingdom.

Form of Government: Monarchy.

The monarch is the oldest person on the island, but he or she can abdicate to someone that he or she considers more virtuous. If the Monarch dies without abdicating, the throne passes to the Monarch's oldest child. If the child is too young, ministers help.

The Monarch can appoint two government ministers. There are two other noble families on the island, and everyone else is a peasant. The Monarch can make new rules, but can't change old rules.

The Rules:

- 1) everyone has to go to school and learn the island's history.
- 2) The noble families are in charge of making sure the peasants are working hard
- 3) If you use the wrong hand or disrespect the monarch or the nobles, you are punished.

Some who is Not From Lefty Land Describes it this way:

Everyone here writes left-handed, eats left-handed, and shakes hands left-handed.

Your right hand is considered dirty.

10% of children here are naturally right-handed, but are strictly disciplined until they develop the habit of doing things “correctly” with their left hands.

This is a closed-country. They haven't had much contact with other countries.

Recently they have been visited by people from other islands. They were very upset that the visitors used the wrong hand to do everything. Because of this, they have started calling people from other islands “dirty hand people” and sometime make fun on other islands with a hand gesture of waving the right hand near the face. They think of outsiders as dirty and don't consider the other islands very valuable or interesting so they don't know much about the culture, history or laws of any other land. They are, however, very proud of their own nation and history, and like to talk about it.

For a very long time, this has arrangement has been possible because no other islands have been interested in Lefty Land, either. But recently, they have discovered rich deposits of all kinds of metals, like gold, iron, silver, copper, titanium and zinc, which the other islands don't have.

Someone from Lefty Land describes it this way:

We're so happy to tell you all about the Great Harmonious Kingdom. We have a rich history with many virtuous Monarchs who worked hard to make this island great.

We have a state-funded educational system and high standards of learning and ethics for students. It is very important to teach all people on the island to act honorably and harmoniously. We all show great respect for elders, nobles and the Monarch.

Our Kingdom is becoming very successful at mining metals, which the whole world needs.

Scratchland

*They actually call themselves the Awesome Nation, but everyone else calls them Scratchland

Form of government: Dictatorship

The leader of this island is the tallest person on the island. The leader can name anyone as a successor

The Rules:

- 1) The Dictator makes all policy decisions and has two advisors
- 2) The official language is Chalkboard Scratching.
- 3) Everyone has to eat at exactly the same time.

Someone not from Scratchland describes it this way:

This is the most annoying country in the world. Whenever they meet a new person, they make a terrible sound by scratching a hard surface. Whenever they talk about the other islands, they also have to scratch something. They have the highest population of any of the islands, so it's hard to do anything here because there are too many people everywhere. Also, the law says they all have to eat at certain times. Breakfast must be eaten at 6am, lunch must be eaten at noon, and dinner must be eaten at 6pm. Anyone who eats or serves food at the wrong time gets arrested. They also are pretty rude to people from other islands, staring at them and talking about them. Unfortunately, it is impossible to bomb this place or attack it in any way, so we're stuck with them. The island has a lot of wood and cotton, which it exports.

Someone from Scratchland describes it this way:

Thanks for your interest in Awesome Nation. We have an awesome tradition of showing great respect and hospitality for guests. When meeting a new person, we scratch in order to scare away evil spirits and bring good luck to the new person. We also scratch good fortune on behalf of the other islands. Besides being very polite, we are very healthy. The leader is concerned about our health and has made a law requiring everyone to eat at healthy times. Because of a natural shield all around the island, it is impossible for any other island to attack.

The People's Demarchy of the People, by the People and for the People

(人有，人太，人享的政府)

*They actually call themselves the People's Demarchy of the People, by the People and for the People but the other islands call them the Textile People, because they make the highest quality textiles.

Form of Government: Demarchy/Democracy

The rules:

- 1) every 3 years, new leaders are randomly chosen from among qualified citizens
- 2) felons, underaged and mentality unfit citizens are disqualified.
- 3) The leaders propose new laws. If they agree on the law, it passes. If they don't agree, all citizens can vote and majority rules.

Someone not from Textile describes it this way:

There are many different kinds of people, and they disagree about almost everything. Every three years, a machine randomly chooses the names of 3 citizens. Those people have to run the government for 3 years. Mainly they handle new laws and the enforcement of the laws. The most important industry was originally textiles, and they are a big exporter of textiles all over the archipelago. But recently, they discovered petroleum, natural gas and coal, all high quality and in great quantities.

Someone from Textile describes it this way:

It's a mess, but it's the best way to do government, it allows all control to rest with the people. We've all had to take a turn running the country, and that helps us better understand and appreciate it.

Modernistan

*They actually call themselves the Modernists, but they're ok with being called Modernistan
The leaders are the most educated in the doctrine of Relativism.

The Rules:

- 1) Whatever you think and do is fine as long as you don't hurt anyone or tell them what to do
- 2) Every group should have equal rights to express themselves, especially homosexuals
- 3) There can be no law telling people what to believe.

Someone who is not from Modernistan describes it this way:

Unfortunately for the rest of us, Modernistan has been the richest and most influential island in the archipelago for a long time. It has created a lot of movies, music and TV shows that other islands watch. And those things have a bad influence on other cultures, making people turn away from traditional values.

The Modernist leaders are strong believers in nothing. They claim there is no absolute truth, and believe entirely in that claim. Many people on the island believe different things and talk about it, but if they try to teach others about it, they get in trouble. The most powerful group on the island is the Homosexuals. They are protected from public criticism.

Overall, the modernists tend to be shallow. Because most of them have no basis for morality, they are consumed with materialism*, making money and being happy.

*materialism here means “just wanting to own lots of things.”

Someone from Modernistan describes it this way:

We're the most technologically and scientifically advanced island in the archipelago. We're also the most free-thinking and expressive. We have a very modern education system that focuses on science—especially evolution—and free-thinking. Everyone is encouraged to think freely but also respect the rights of others to think freely. Because there are so many creative free thinkers, most of the best inventions have come from here.

Science has proven that homosexuality is genetic, so you can't control whether you are gay or not. Therefore, it is important to give homosexuals the same rights as everyone else, and to prevent the religious from abusing them.

The Democratic Republic of Idyll

*Everyone else calls them the Gunners. But they call themselves the Idyll.

Form of Government: Democracy

According to the law, there are three leaders who stay in office for 6 years. They start at different times so that one of them is changed every two years.

The meat and rice industries are controlled by the government, and some of the weapon companies are also owned by the government, but there are also some private-owned weapon companies. Because the government controls the food, they get to decide to whom they can sell food. The government can't completely control how the weapons are sold.

Rules:

- 1) Weapon companies not owned by the government get taxed on exported weapons
- 2) All traditional holidays are strictly enforced, especially the ancestor holiday.
- 3) Nobody on the island is allowed to get a divorce

Someone who is not from Idyll Describes it this way:

Although it is a democracy, and everyone votes, the system of the Gunners is very corrupt. The

people in power do everything they can to stay in power. The weapons companies try to help the leaders keep their office, and the leaders let the weapons companies out of paying taxes. The people who live on the island are really afraid, so they don't do anything.

They are also very rigid followers of their traditions.

Somebody who is from Idyll describes it this way:

Our culture is rich with traditions. We have very good traditional food that is popular both on the island and abroad. We have always been the best at making and selling high-quality weapons, using the best traditional methods that have been handed down for generations. We care so much about traditions that we all celebrate our holidays faithfully every year. The most important holiday is the Ancestor Holiday in which all the people of Idyll honor their ancestors by making model weapons out of wood and paper to lay on the tombs so that our ancestors can defend themselves.

Grades:

- 1) Everyone must perform their role in the first dialog
- 2) Each island write a second dialog about life on the island in which everyone speaks.
- 3) Each person answers a question about the island and if there's anything about it that he or she would want to change.

Cross-Cultural Conflict

A typhoon stranded a monkey on an island. In a protected place on the shore, while waiting for the raging waters to recede, he spotted a fish swimming against the current. It seemed to the monkey that the fish was struggling and needed assistance. Being of kind heart, the monkey resolved to help the fish.

At considerable risk to himself, the monkey moved far out on the precarious limb of a tree, reached down, and snatched the fish from the waters. Scurrying back to the safety of his shelter, he carefully laid the fish on dry ground. For a few moments, the fish showed excitement but soon settled into a peaceful rest.

- An eastern parable

The International Job Project

If you are not a leader on your island, you can search for work on a different island, or on your own island. If you are a business owner on your island, you can try to do business with another island, as long as doing so would be legal.

The purpose of this project: To give students experience writing resumes and cover letters, and giving interviews.

If you are applying for a job, you will need to write a cover letter and resume, and do an interview, if you get one.

If you are a business owner or a leader, you will have to read cover letters and resumes and conduct interviews with the best candidates, then decide whom to hire.

Cover Letter: A very short letter sent on top of the resume, introducing yourself and trying to get the prospective employer to read your resume.

Resume: Lists job experience, education, accomplishments and qualifications for the job. The purpose is to get the employer to call you for an interview.

Interview: Meet the potential employer and make a case for why you should get the job.

We will look at examples in class. Some good websites for examples are:

<http://www.howtowritearesume.net>

http://www.thejobexplorer.com/Cover_Letter/

<http://www.glassdoor.com/Interview/index.htm>

Glassdoor.com provided this list of common interview questions.

- What is your greatest weakness?
- Tell me about an accomplishment you are most proud of.
- What is your dream job?
- Tell me how you handled a difficult situation.
- Why should we hire you?
- Why are you looking for a job?
- Why are you interested in working for *[insert company name here]*?
- How would you deal with an angry or irate customer?
- Describe yourself.
- Where do you see yourself in 5 years? 10 years?

These are also currently common interview questions. (also from Glassdoor.com)

- What are your salary requirements? (*Hint: if you're not sure what's a fair salary range and compensation package, research the job title and/or company on Glassdoor.*)
- Give a time when you went above and beyond the requirements for a project.
- Why do you want to leave your current company?
- What are your career goals?
- What can you offer us that someone else cannot?
- Discuss your resume.

- What are three things your former manager would like you to improve on?
 - Are you willing to relocate?
 - Tell me about a time when you disagreed with your boss.
 - What questions haven't I asked you? (or) What questions do you have for me?
-
- Why did you leave your current job without a job in this economy?
 - What's the reason for the gap in your resume?
 - In an environment of layoffs and restructuring, how do you keep your team motivated?

<http://www.glassdoor.com/blog/ten-interview-questions-prepared-to-answer/>

Example Interview:

a former designer at a weapons manufacturer on Idyll called Idyllshot is applying to work for a train company on Modernistan called Modern-Rail.

Interviewer: Thanks for coming all this way.

Applicant: Actually, it wasn't that difficult, the new boats are very convenient.

Interviewer: Well, anyway, why don't you tell me about yourself.

Applicant: Well, I'm from Idyll's southern corner. I graduated from the National University of Idyllic Ancestral History and have been doing extensive work in weapons since then.

Interviewer: Now, why do you want to leave your current position at Idyllshot?

Applicant: I think I learned a lot about making quality weapons as well as innovating new designs. I want an opportunity for more freedom in creativity than I have there, and I want to be able to use technology I have developed and apply it to other areas. I think working here at Modern-Rail would give me that opportunity. I've seen some of the trains built here, and I think I can see where my traditional expertise could help improve design.

Interviewer: Alright, now can you describe a time when you disagreed with your boss?

Applicant: Yes, sure. I once disagreed with my boss about some product design. I was convinced I could improve performance with a significant change in the length of one measurement. I made a respectful case for my argument and he was willing to compromise.

Interviewer: Now, do you have any questions about Modern-Rail?

Applicant: Yes, actually. I have been wondering about the new line being built. Is Modern-Rail going to try to build rails between different islands?

Interviewer: That's a great question. You must have heard the rumors. That's all still under discussion, but it could become an option in the future. Do you have any other questions?

Applicant: Not right at the moment. Thanks for your time.

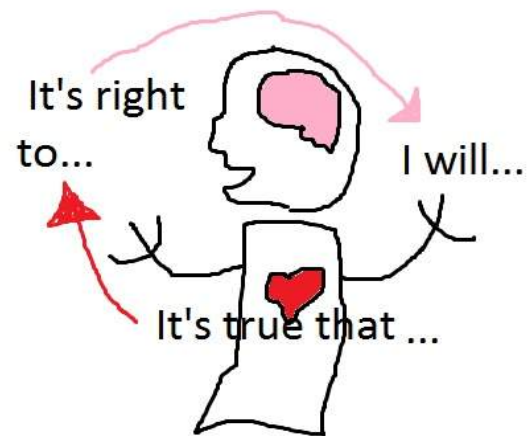
Interviewer: Thanks for coming in, we'll be in touch.

Emotion words: Draw lines connecting translations

happy	高兴		忧虑的
	愉快		不安的
cheerful	美满		急
	幸运		担心
delighted	幸福	anxious	神经紧张的
	开心	uneasy	尴尬的
elated	快乐	embarrassed	泄气的
	欢快	frustrated	灰心丧气的
glad	欣喜	nauseated	挫败
	喜悦	ashamed	使恶心
gratified	怡	nervous	惭愧
	乐于	restless	羞愧
joyful	乐观	worried	紧张
	乐意	stressed	慌张
lighthearted	快活		神经质的
	喜兴		焦躁
overjoyed	喜乐		坐立不安
	喜不自禁		烦恼
thrilled	兴奋的		着急
	欣喜若狂		害怕
energetic	欢乐的		惊慌
	昂扬		惶惑
enthusiastic	高昂	afraid	临深履薄
	乐	scared	惴惴不安
excited	欣	apprehensive	忧惧
	欣慰	burdened	有负担
optimistic	令人愉快的	confused	困惑的
	充满欢乐的	distressed	迷惑的
	兴高采烈的	fearful	糊涂
	欢天喜地的	frightened	焦虑的
	无忧无虑的	guarded	受难的
	想得开的	hard-pressed	受苦的
	轻松愉快的	overwhelmed	痛心
	卞	panicky	心疼
	极度高兴的	paralyzed	谨慎
	喜不自胜	tense	困难
	欢畅	terrified	惊慌失措的
	激动	insecure	受惊吓
	陶醉		感到恐惧的
	精力充沛		麻木
	极感兴趣的		吓坏的
	热情的		悚然
			缺乏自信的

I agree/disagree with the statement....

1. ☐ T ☐ Nobody can tell me what to do.
2. ☐ F ☐ I can spit on the street.
3. ☐ People are basically good.
4. ☐ I need to always obey the law.
5. ☐ Sometimes it's necessary to lie.
6. ☐ Parents usually know what's best.
7. ☐ I should have lots of children.
8. ☐ There is no such thing as love at first sight.
9. ☐ There is no such thing as true love.
10. ☐ Two men should be allowed to get married.
11. ☐ Sometimes it's ok to steal.
12. ☐ You should follow your heart. (emotions.)
13. ☐ You shouldn't let your emotions control you.
14. ☐ MY parents know what's best for me.
15. ☐ Everything I learn in school is necessary.
16. ☐ There's only one right way to drive.
17. ☐ If you kill someone by accident, you shouldn't be punished.
18. ☐ Two people who love each other should be together, even if their parents disagree.
19. ☐ I need to make a lot of money to be happy.
20. ☐ If I had more money, I would be happier.
21. ☐ I see a lot of examples for how to live on T.V.
22. ☐ In order to succeed, sometimes you have to cheat.
23. ☐ Abortion should be legal.
24. ☐ If you have to kill someone who is trying to kill you, you shouldn't be punished.
25. ☐ I need to protect the environment.
26. ☐ Divorces shouldn't happen.
27. ☐ You should give money to homeless people.
28. ☐ I need to stop drinking out of plastic bottles to protect the environment.
29. ☐ It's wrong to smoke.
30. ☐ Other people can believe whatever they want. No one's belief is wrong.
31. ☐ I should try to find out what is really true.
32. ☐ Parents who hurt their children should be punished.
33. ☐ Species of animals change over time as the best ones survive and the weak ones don't.
34. ☐ I can say whatever I want, even if it is rude.
35. ☐ Some people are just better than others.
36. ☐ There are things I can't control.
37. ☐ There's no such thing as luck.
38. ☐ Nothing is impossible if you try hard enough.
39. ☐ One animal was the ancestor of all animals.
40. ☐ Praying about something can make it better.
41. ☐ Everyone should agree with me because I'm right.
42. ☐ You should be kind to strangers.
43. ☐ There is no such thing as luck
44. ☐ You should be kind to guests.



- 45. [] You should never lie.
- 46. [] I should help the poor to survive.
- 47. [] I am very logical.
- 48. [] There is more to the world than what I can see.
- 49. [] There is nothing after you die.
- 50. [] If I can have lots of children, I will.
- 51. [] Some people are lucky.
- 52. [] Ghosts are not real.
- 53. [] Sometimes, no matter how hard you try, you can still fail.
- 54. [] I show love to people by scolding them.
- 55. [] If my friend is doing something stupid, I will respect his rights by letting him do it anyway.
- 56. [] I have to ask new people certain questions to welcome them.
- 57. [] Life is short so have fun.
- 58. [] I show love to my family by working really hard so they can have a happy life.
- 59. [] I miss my parents when they are at work all the time, so sometimes I don't feel loved.
- 60. [] If I did something embarrassing, like failing a test, I wouldn't tell anyone
- 61. [] It's important to finish what you start.

Would You Rather

Would you rather have a job that you really like that doesn't pay well, or a really boring job that pays really well?

Would you rather be the smartest person in the world, but not understood or accepted by others, or would you rather be understood and accepted by everyone but low in intelligence?

How would you describe the ideal job? If you had the perfect job, what would it be like? What would you do? Where would you be? How many hours would you work?

What would be the worst possible job? What makes it so horrible? Where would you have to work?

Would you rather be rich and have lots of daughters or be poor and have lots of sons?

Would you rather be really famous and have only one kid, or not be very famous at all and have several kids?

Which is worse? A room full of spiders or a room full of fire?

Would you rather look young until age 50 and suddenly die, or age normally and live to be 80?

Verb Tense Diagram

Reality	Hypothetical
My parents met when they were students I had been waiting for a long time when he arrived. When the police came, he had already left.	If he had gone to a different school, he wouldn't have met her If I had been waiting inside the building, I wouldn't have seen him If he hadn't left, they would have caught him.
I'm an introvert Do you know how to cook? I'm eating strawberries I've been in school for over fifteen years	Whether I were an introvert or an extrovert, I still wouldn't have fun at that party. If I were you, I would save that money.
I'm going home tomorrow The train is in the afternoon tomorrow I will finish it today.	If you come with me, I'll go. If he was going to stay, I would get more food.

Diagrams of the passage of time

My parents met when they were students

If he had gone to a different school, he wouldn't have met her

I had been waiting for a long time when he arrived.

If I had been waiting inside the building, I wouldn't have seen him

When the police came, he had already left

If they had gotten there five minutes sooner, they would have caught him.

I'm an introvert.

Even if I were an extrovert, I wouldn't enjoy this party.

I've been in school for over fifteen years

If I were you, I would save some of that money for later

I'm eating strawberries

I eat strawberries.

They're going home tomorrow

If you come with me, I'll go, too.

The train goes at 2 in the afternoon.

If he were going to stay longer, I would go buy more food.

Fill-in-the-blank prepositions

1. He put the clothes _____ the bed.
2. It's ten o'clock already, and he's still _____ bed.
3. That's ok _____ me
4. He's been sleeping _____ 14 hours.
5. Don't laugh _____ me.
6. I'll come back _____ five minutes.
7. The school is on the North side of the street, _____ the supermarket on the South side.
8. Turn left _____ the next stoplight.
9. This club is only for people _____ 18. (18 and _____) You're _____ 18 so you can't go _____.
10. We can't watch T.V. or even turn on the lights, because the power is _____.
11. Those weird clothes are back _____ style. They've been _____ fashion _____ 30 years.
12. She got a restraining order so he has to stay _____ her.
13. Not _____ recently have I appreciated coffee.
14. I haven't seen him _____ last summer.
15. I'm not leaving _____ someone tells me where my brother is.
16. My father wants to talk to me _____ my plans _____ the future.
17. I have no opinion _____ that subject.
18. I told my best guy friend I had feelings _____ him.
19. I'll explain the situation _____ my mom and see what advice she has.
20. You have to take the book back _____ a week or you'll have to pay a late fee.
21. You have to add hot water _____ the porridge or it will be way too thick.
22. He was a really nice kid, but _____ the years he changed/turned _____ a real jerk.
23. If you run, you'll get there just _____ time.
24. That train never runs _____ time.
25. I'm all done _____ now. Now I will have more time _____ the afternoon.
26. They're sitting _____ the sofa.
27. He's _____ school/work/home.
28. I'm going home _____ good.
29. He's _____ nutty _____ a fruitcake.
30. He's the same age _____ my brother.
31. You can't talk _____ money _____ that kind of person.
32. She fell _____ love _____ her best friend. They're still _____ love.
33. This song is dedicated _____ my sweetie.
34. He gets up too early _____ the morning.
35. For goodness' sake, it's three o'clock _____ the freakin' morning.
36. He'll get here _____ noon. He tends to come _____ lunchtime.
37. It's time _____ dinner.
38. The arsonist is still _____ large.

Lewis Carroll

(from *Through the Looking-Glass and What Alice Found There*, 1872)

The sun was shining on the sea,	But never a word he said:	"A loaf of bread," the Walrus said,
Shining with all his might:	The eldest Oyster winked his eye,	"Is what we chiefly need:
He did his very best to make	And shook his heavy head--	Pepper and vinegar besides
The billows smooth and bright--	Meaning to say he did not choose	Are very good indeed--
And this was odd, because it was	To leave the oyster-bed.	Now if you're ready, Oysters dear,
The middle of the night.	But four young Oysters hurried up,	We can begin to feed."
The moon was shining sulkily,	All eager for the treat:	"But not on us!" the Oysters cried,
Because she thought the sun	Their coats were brushed, their faces	Turning a little blue.
Had got no business to be there	washed,	"After such kindness, that would be
After the day was done--	Their shoes were clean and neat--	A dismal thing to do!"
"It's very rude of him," she said,	And this was odd, because, you know,	"The night is fine," the Walrus said.
"To come and spoil the fun!"	They hadn't any feet.	"Do you admire the view?
The sea was wet as wet could be,	Four other Oysters followed them,	"It was so kind of you to come!
The sands were dry as dry.	And yet another four;	And you are very nice!"
You could not see a cloud, because	And thick and fast they came at last,	The Carpenter said nothing but
No cloud was in the sky:	And more, and more, and more--	"Cut us another slice:
No birds were flying overhead--	All hopping through the frothy waves,	I wish you were not quite so deaf--
There were no birds to fly.	And scrambling to the shore.	I've had to ask you twice!"
The Walrus and the Carpenter	The Walrus and the Carpenter	"It seems a shame," the Walrus said,
Were walking close at hand;	Walked on a mile or so,	"To play them such a trick,
They wept like anything to see	And then they rested on a rock	After we've brought them out so far,
Such quantities of sand:	Conveniently low:	And made them trot so quick!"
"If this were only cleared away,"	And all the little Oysters stood	The Carpenter said nothing but
They said, "it would be grand!"	And waited in a row.	"The butter's spread too thick!"
"If seven maids with seven mops	"The time has come," the Walrus said,	"I weep for you," the Walrus said:
Swept it for half a year.	"To talk of many things:	"I deeply sympathize."
Do you suppose," the Walrus said,	Of shoes--and ships--and sealing-	With sobs and tears he sorted out
"That they could get it clear?"	wax--	Those of the largest size,
"I doubt it," said the Carpenter,	Of cabbages--and kings--	Holding his pocket-handkerchief
And shed a bitter tear.	And why the sea is boiling hot--	Before his streaming eyes.
"O Oysters, come and walk with us!"	And whether pigs have wings."	"O Oysters," said the Carpenter,
The Walrus did beseech.	"But wait a bit," the Oysters cried,	"You've had a pleasant run!
"A pleasant walk, a pleasant talk,	"Before we have our chat;	Shall we be trotting home again?"
Along the briny beach:	For some of us are out of breath,	But answer came there none--
We cannot do with more than four,	And all of us are fat!"	And this was scarcely odd, because
To give a hand to each."	"No hurry!" said the Carpenter.	They'd eaten every one.
The eldest Oyster looked at him,	They thanked him much for that.	

Sonnet 18

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date,
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimmed,
And every fair from fair sometime declines,
By chance, or nature's changing course, untrimmed.
But thy eternal summer shall not fade,
Nor lose possession of that fair thou ow'st,
Nor shall death brag thou wander'st in his shade,
When in eternal lines to time thou grow'st.
So long as men can breathe or eyes can see,
So long lives this, and this gives life to thee.

Sonnet 42

That thou hast her it is not all my grief,
And yet it may be said I loved her dearly;
That she hath thee is of my wailing chief,
A loss in love that touches me more nearly.
Loving offenders thus I will excuse ye:
Thou dost love her, because thou know'st I love her;
And for my sake even so doth she abuse me,
Suffering my friend for my sake to approve her.
If I lose thee, my loss is my love's gain,
And losing her, my friend hath found that loss;
Both find each other, and I lose both twain,
And both for my sake lay on me this cross:
But here's the joy; my friend and I are one;
Sweet flattery! then she loves but me alone.

Sonnet 3

Look in thy glass, and tell the face thou viewest
Now is the time that face should form another;
Whose fresh repair if now thou not renewest,
Thou dost beguile the world, unbless some mother.
For where is she so fair whose unear'd womb
Disdains the tillage of thy husbandry?
Or who is he so fond will be the tomb
Of his self-love, to stop posterity?
Thou art thy mother's glass, and she in thee
Calls back the lovely April of her prime:
So thou through windows of thine age shall see
Despite of wrinkles this thy golden time.
But if thou live, remember'd not to be,
Die single, and thine image dies with thee

Sonnet 71

No longer mourn for me when I am dead
Then you shall hear the surly sullen bell
Give warning to the world that I am fled
From this vile world, with vilest worms to dwell:
Nay, if you read this line, remember not
The hand that writ it; for I love you so
That I in your sweet thoughts would be forgot
If thinking on me then should make you woe.
O, if, I say, you look upon this verse
When I perhaps compounded am with clay,
Do not so much as my poor name rehearse.
But let your love even with my life decay,
Lest the wise world should look into your moan
And mock you with me after I am gone.

Pay attention to the **rhythm** of these sonnets

每一横有十个音节，五个抑扬的音步：非重音节跟着重音节。

The Student, the Fish, and Agassiz

by the Student

[Samuel H. Scudder]

Courtesy of Florida Fish and Wildlife Conservation Commission, Division of Marine Fisheries.

It was more than fifteen years ago that I entered the laboratory of Professor Agassiz, and told him I had enrolled my name in the scientific school as a student of natural history. He asked me a few questions about my object in coming, my antecedents generally, the mode in which I afterwards proposed to use the knowledge I might acquire, and finally, whether I wished to study any special branch. To the latter I replied that while I wished to be well grounded in all departments of zoology, I purposed to devote myself specially to insects.

"When do you wish to begin?" he asked.

"Now," I replied.

This seemed to please him, and with an energetic "Very well," he reached from a shelf a huge jar of specimens in yellow alcohol.

"Take this fish," he said, "and look at it; we call it a *Haemulon*; by and by I will ask what you have seen."

With that he left me, but in a moment returned with explicit instructions as to the care of the object entrusted to me.

"No man is fit to be a naturalist," said he, "who does not know how to take care of specimens."

I was to keep the fish before me in a tin tray, and occasionally moisten the surface with alcohol from the jar, always taking care to replace the stopper tightly. Those were not the days of ground glass stoppers, and elegantly shaped exhibition jars; all the old students will recall the huge, neckless glass bottles with their leaky, wax-besmeared corks, half-eaten by insects and begrimed with cellar dust. Entomology was a cleaner science than ichthyology, but the example of the professor who had unhesitatingly plunged to the bottom of the jar to produce the fish was infectious; and though this alcohol had "a very ancient and fish-like smell," I really dared not show any aversion within these sacred precincts, and treated the alcohol as though it were pure water. Still I was conscious of a passing feeling of disappointment, for gazing at a fish did not commend itself to an ardent entomologist. My friends at home, too, were annoyed, when they discovered that no amount of *eau de cologne* would drown the perfume which haunted me like a shadow.

In ten minutes I had seen all that could be seen in that fish, and started in search of the professor, who had, however, left the museum; and when I returned, after lingering over some of the odd animals stored in the upper apartment, my specimen was dry all over. I dashed the fluid over the fish as if to resuscitate it from a fainting-fit, and looked with anxiety for a return of a normal, sloppy appearance. This little excitement over, nothing was to be done but return to a steadfast gaze at my mute companion. Half an hour passed, an hour, another hour; the fish began to look loathsome. I turned it over and around; looked it in the face -- ghastly; from behind, beneath, above, sideways, at a three-quarters view -- just as ghastly. I was in despair; at an early hour, I concluded that lunch was necessary; so with infinite relief, the fish was carefully replaced in the jar, and for an hour I was free.

On my return, I learned that Professor Agassiz had been at the museum, but had gone and would not return for several hours. My fellow students were too busy to be disturbed by

continued conversation. Slowly I drew forth that hideous fish, and with a feeling of desperation again looked at it. I might not use a magnifying glass; instruments of all kinds were interdicted. My two hands, my two eyes, and the fish; it seemed a most limited field. I pushed my fingers down its throat to see how sharp its teeth were. I began to count the scales in the different rows until I was convinced that that was nonsense. At last a happy thought struck me -- I would draw the fish; and now with surprise I began to discover new features in the creature. Just then the professor returned.

"That is right," said he, "a pencil is one of the best eyes. I am glad to notice, too, that you keep your specimen wet and your bottle corked."

With these encouraging words he added --

"Well, what is it like?"

He listened attentively to my brief rehearsal of the structure of parts whose names were still unknown to me; the fringed gill-arches and movable operculum; the pores of the head, fleshly lips, and lidless eyes; the lateral line, the spinous fin, and forked tail; the compressed and arched body. When I had finished, he waited as if expecting more, and then, with an air of disappointment:

"You have not looked very carefully; why," he continued, more earnestly, "you haven't seen one of the most conspicuous features of the animal, which is as plainly before your eyes as the fish itself. Look again; look again!" And he left me to my misery.

I was piqued; I was mortified. Still more of that wretched fish? But now I set myself to the task with a will, and discovered one new thing after another, until I saw how just the professor's criticism had been. The afternoon passed quickly, and when, towards its close, the professor inquired,

"Do you see it yet?"

"No," I replied. "I am certain I do not, but I see how little I saw before."

"That is next best," said he earnestly, "but I won't hear you now; put away your fish and go home; perhaps you will be ready with a better answer in the morning. I will examine you before you look at the fish."

This was disconcerting; not only must I think of my fish all night, studying, without the object before me, what this unknown but most visible feature might be, but also, without reviewing my new discoveries, I must give an exact account of them the next day. I had a bad memory; so I walked home by Charles River in a distracted state, with my two perplexities.

The cordial greeting from the professor the next morning was reassuring; here was a man who seemed to be quite as anxious as I that I should see for myself what he saw.

"Do you perhaps mean," I asked, "that the fish has symmetrical sides with paired organs?"

His thoroughly pleased, "Of course, of course!" repaid the wakeful hours of the previous night. After he had discoursed most happily and enthusiastically -- as he always did -- upon the importance of this point, I ventured to ask what I should do next.

"Oh, look at your fish!" he said, and left me again to my own devices. In a little more than an hour he returned and heard my new catalogue.

"That is good, that is good!" he repeated, "but that is not all; go on." And so for three long days, he placed that fish before my eyes, forbidding me to look at anything else, or to use any artificial aid. "Look, look, look," was his repeated injunction.

This was the best entomological lesson I ever had -- a lesson whose influence was extended to the details of every subsequent study; a legacy the professor has left to me, as he left it to

many others, of inestimable value, which we could not buy, with which we cannot part. A year afterwards, some of us were amusing ourselves with chalking outlandish beasts upon the blackboard. We drew prancing star-fishes; frogs in mortal combat; hydro-headed worms; stately crawl-fishes, standing on their tails, bearing aloft umbrellas; and grotesque fishes, with gaping mouths and staring eyes. The professor came in shortly after, and was as much amused as any at our experiments. He looked at the fishes.

"*Haemulons*, every one of them," he said; "Mr. _____ drew them."

True; and to this day, if I attempt a fish, I can draw nothing but *Haemulons*.

The fourth day a second fish of the same group was placed beside the first, and I was bidden to point out the resemblances and differences between the two; another and another followed, until the entire family lay before me, and a whole legion of jars covered the table and surrounding shelves; the odor had become a pleasant perfume; and even now, the sight of an old six-inch worm-eaten cork brings fragrant memories!

The whole group of *Haemulons* was thus brought into review; and whether engaged upon the dissection of the internal organs, preparation and examination of the bony framework, or the description of the various parts, Agassiz's training in the method of observing facts in their orderly arrangement, was ever accompanied by the urgent exhortation not to be content with them.

"Facts are stupid things," he would say, "until brought into connection with some general law."

At the end of eight months, it was almost with reluctance that I left these friends and turned to insects; but what I gained by this outside experience has been of greater value than years of later investigation in my favorite groups.

-- from *American Poems* (3rd ed.; Boston: Houghton, Osgood & Co., 1879): pp. 450-54.