



普通高等教育“十一五”国家级规划教材



CENGAGE
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读写译教学参考书 ①

Reading, Writing & Translation
Instructor's Manual • Book One

《新时代交互英语——读写译》(全新版)编写组 编



新时代交互英语 NEW ERA INTERACTIVE ENGLISH

全新版

Third Edition

清华大学出版社





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1

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《新时代交互英语——读写译》(全新版)

This edition is adapted from the original Tapestry series by Rebecca L. Oxford (Series Editor)

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全新版改版说明

《新时代交互英语》(全新版)是在普通高等教育“十五”国家级规划教材《新时代交互英语——视听说》和《新时代交互英语——读写译》的基础上修订而成,属普通高等教育“十一五”国家级规划教材,主要供大学英语基础阶段的学生使用。全部教材除了纸质的学生用书和教学参考书以外,均配有基于网络的多媒体教学软件(CD-ROM)、MP3、教学课件、配套的网络辅助教学管理平台和分级测试系统等。

本套教材第1版自2003年出版以来,得到了全国多所高校广大师生的普遍欢迎和认同。大家一致认为:本套教材很好地体现了教育部大学英语教学改革的思路,强调学生自主学习能力和综合应用能力的培养,在语言知识、学习策略、跨文化交际和应用技能等方面有翔实的教学内容和科学的规划,加之该套教材提供了以现代多媒体教育技术为平台、网络技术为支撑的全新交互式教学软件和教学模式的设计,成功地构建出传统课堂教学与网络教学相结合的混合型教学模式,将网上自主学习与教师课堂面授相结合,充分利用先进的信息技术与教育技术,吸收和继承传统课堂教学的优点,运用多媒体技术在英语学习中的优势,发挥教师的主导作用,充分体现学生的认知主体作用,调动师生的主动性,优化学习过程和学习效果,提高学生英语应用能力,为实现新时期大学英语乃至中国高等教育其他学科教学理念的转变、教学模式的改革、交互式立体化数字出版等方面所做出了创新性贡献。

这套教材在2003年教育部组织的大学英语教学系统验收会上,以专家全票通过、总分第一的成绩通过验收;2005年教材主创人员与以本套教材为大学英语核心教材的北京理工大学一起获得第五届高等教育国家级教学成果一等奖;清华大学、北京交通大学等获得第五届高等教育国家级教学成果二等奖;2006年获得首届中华优秀出版物(电子)奖和第七届全国高校出版社优秀畅销书奖;2007年获得第二届中国数字出版博览会优秀作品奖;使用院校也纷纷反映教学效果比较凸显。经过一段时间的教学实践,第1版教材在表现出许多优点的同时也反映出一些不足。为此,我们在2005年对《读写译》系列进行了第2次修订。

本次全新版修订根据2007年7月教育部最新发布的《大学英语课程教学要求》(以下简称“《教学要求》”)以及全国大学英语四、六级考试的最新变化和要求,广泛征集和听取了全国100多所《新时代交互英语》使用院校对这套教材提出的改进意见和建议,同时考虑到新时期国家和社会对高素质人才培养、学生适应未来英语上机考试等方面的实际需要和可操作性,尽可能保留和继承原版教材的优点,对学生用书、教学参考书、计算机多媒体学习软件、录音磁带以及网络辅助管理平台等进行了全新设计、修订和改版。本次《读写译》的修订主要包括以下几个方面。

1. 学生用书

- 对学生用书的学习内容进行整合和缩减,使教学内容更集中紧凑,切合国内英语教学课时要求,同时减轻学生过多的学习负担和不必要的经济负担;
- 删改了一些中国学生感到生涩的话题,使话题和文章更加贴近学生生活,同时注重拓展国际视野,强调跨文化交际功能及人文素养的训练和提高;
- 更换了60%以上的课文,力求文章篇幅和词汇分布更加均匀,同时尽可能覆盖《教学要求》中要求学生必须掌握的词汇和各项语言基础知识;
- 延续并强化了前一版《读写译》注重语言学习和元认知学习策略的特色,在课后练习的

设计当中,增加Apply the Strategy或Language You Can Use等环节,力求让学生通过训练切实应用所学的学习策略,掌握正确的学习方法,提高学习效率;

- 课后练习的设计在注意结合新型四级考试和国际英语水平考试的同时,强调对《教学要求》所规定的语言基础知识及综合运用技能的掌握与考查,注重培养学生扎实的语言功底和严谨的学习风格;

- 新增Test-taking Tip板块,以帮助学生从考前复习方法和临考应试等方面掌握相关实用的应试策略。

2. 教学参考书

- 教学参考内容力求从教师的角度出发,提供操作性强、尽可能详尽的教学建议和实用性较强的课外拓展语料,帮助教师有效地组织课堂教学,提升教学效果;

- 板块内容与学生用书一一对应,人性化设计方便教师使用。

3. 学习软件

- 重新设计教学软件,使操作界面更加友好,提示更加明确;
- 增加交互功能,突出“交互英语”的教学理念;
- 充分发挥计算机多媒体技术的优势,对学生的作业等给与及时、有效、准确的评判,让学生清晰地了解自己完成作业的准确程度;

- 调整学习软件上的练习以及测试内容和形式;
- 新增Extended Reading 板块,为学有余力的同学拓宽学习内容;
- 按照计算机网考的特点和要求设计练习,以帮助学生更好地适应上机考试。

4. 网络管理辅助平台

- 对数据库进行更合理的设计,确保数据库能高效运行;
- 重新整合和优化组合教学管理平台的各项功能,使平台的管理和监控功能更加强大,同时尽量简化其操作步骤;
- 进一步改进测试出题和成绩统计策略,以提高考试成绩的效度和信度;
- 提高软件运行速度和系统运行的稳定性和兼容性。

全新版《读写译》的修订和改版凝聚了国内外20多家教学单位、80多位英语教育与教学界专家、一线教师和十几位计算机编程技术人员的辛勤汗水与智慧。其中担当总策划与总设计的宫力编审全面负责全新版系列教材的立项与申请、策划与组织,协调各方力量,确保编写、技术开发等工作的顺利开展与实施;提出了全新版教材应该更加突出“以学生为中心”、“以能力培养为目标”、“以应用为目的”、“以人才培养为根本”的编写原则;强调教材应充分体现培养学生自主学习能力和良好学习习惯、注重形成性评价和学生参与的“交互式-个性化-自主性”教学理念和“授之以渔”(learning to learn)、“以实践为主”(learning by doing)、“稳扎稳打”(step by step)、“教-学-考-练”融为一体(integrated method)等编写要求。在广泛听取各方面意见的基础上,宫力编审规划并确立总体编写方案与细则、编写框架和样张体例,对教材的体系结构、内容框架、软件及平台的基本功能等进行了新的系统设计,商定解决编写与改编中的相关问题,编写、修订或审定“改版说明”、“教材使用说明”、“体例说明”、“学习自查表”和部分稿件等。编委会所有成员参加了本版教材改编专题会议,为修订工作提出了非常重要的指导性建议和具体改进意见,大部分编委还参与了具体书稿的审定工作,为书稿质量的提升提供了有力的保障。参加本册教材修订和改编工作的人员和分工情况大致如下:

本册主编贾卫国教授负责样张、体例的审定,协调副主编、编者和审校的工作,对学生用书和教学参考书的内容、形式、选材、质量总体把关。本册副主编赵伟飞副教授和沈海萍副教授主要分别负责本书1-4单元和5-8单元(包括总词汇表)的编写组织、协调、选材、审读和改编工作,同时参与了部分章节的编写。本册主审宋亚菲教授、陈伟教授和李玲教授分别负责本书第1、6单元,第3、5、7单元和第2、4、8单元的审校。韦敏、董银秀、李佳、陈伟斯按不同板块负责本书1-4单元(包括总词汇表)以及配套练习的编写、稿件互审和修改;陈丽红、张金凤、王春楠、蔡莺、常继林负责5-8单元配套练习的编写、稿件互审和修改。张文霞教授和耿娟负责

“写作部分”的改编工作。本册各单元的相关老师对“写作”和“翻译”板块的内容进行了审阅或修订。

另外,本版新更换的所有阅读文章均来自国际出版集团圣智学习出版公司(原汤姆森学习出版集团)的授权,他们为购买版权等做出了巨大努力。圣智学习出版公司的加拿大籍Chiu Hoi Kin女士还对全稿英文内容进行了审阅,为确保内容准确、语言地道做出了贡献。电大在线远程教育技术有限公司克服种种困难,全力以赴,全面负责软件的开发、升级、安装和技术支持等方面的工作。还有,在此次修订过程中,我们也得到了本系列教材第一版、第二版编者们的的大力支持和协助。为了确保质量,我们还聘请了我国大学英语教育界具有丰富教学经验的专家、老师和出版界的资深编审对所有稿件进行了复审或终审。清华大学和清华大学出版社的相关领导对本套教材的改版与出版给予了高度重视和支持。清华大学出版社的相关图书和电子音像编辑们在与编者沟通联络、编辑加工、组织录音等方面做了大量工作。在此对所有参与或关心、支持本系列教材改编工作的领导、专家及相关人员和公司一并表示最诚挚的感谢!对给我们提出意见或建议的老师和同学们表示深深的谢意!

我们希望全新版的教材能够以日臻完善的结构、丰富的内容、实用的形式和优良的质量来满足全国广大院校的人才培养、英语教学与管理、英语应用及考试等各方面的实际需要。由于编者水平和经验有限,教材中难免有不足之处,欢迎广大专家和师生随时给我们提出宝贵意见和建议。衷心祝愿各院校、各位老师和同学们不断取得教与学的新成果!

《新时代交互英语——读写译》(全新版)编写组

2008年7月

第一、二版序言

在经济全球化进程不断加快的今天,如何培养大批具有较高英语应用能力、能适应国际交流需要的各类专业人才,是摆在我国高等教育面前的一个急需解决的课题。为此,教育部启动了“高等学校教学质量与教学改革工程”。“大学英语教学改革”被列入该项工程的首批重点项目。教育部新近制定的《大学英语课程教学要求》(试行)规定我国大学英语的教学目标是“培养学生的英语综合应用能力,特别是听说能力,使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流。”在我国现有条件下,只有在更新教学理念,充分利用先进信息技术,尤其是多媒体技术和最大限度地吸收和继承原有的课堂教学优点的基础上,进一步改革大学英语教学模式,发挥多媒体技术在英语学习中的作用,提高学生的学习积极性,使学生能够自主学习、个性化学习和协作学习,才能够实现这一宏伟目标。

在教育部的领导下,清华大学出版社组织美国密歇根州立大学等国内外 20 多家单位 70 多位专家学者开发研制了具有全新教学理念的软件学习系统和立体化教材——《新时代交互英语》(New Era Interactive English)。

《新时代交互英语》根据《大学英语课程教学要求》设计开发,是教育部大学英语教学改革重点项目。她以全新的教学理念、崭新的教学模式和教学内容以及高新技术的渗透与国际尖端教育技术的应用,被列入“十五国家重点图书出版规划”项目,并得到了国家信息产业部电子发展基金和国家高新技术产业示范工程项目的大力支持。

《新时代交互英语》由《视听说》与《读写译》两个相对独立又相互联系的部分组成,主要用于高校非英语专业大学生的基础英语学习。除《视听说》和《读写译》网络课程的学习系统及书本教材以外,《新时代交互英语》还包括“网络辅助平台”、“英语水平测试平台”和“学习资源库”等资源。计算机教学软件包含网络课程的主要内容,可用于局域网或基于 Web 的计算机网上学习,教科书和练习册等用于传统的课堂教学和学生课下练习。网络辅助平台为学籍管理、教学管理、教学评估、信息查询、网上提交与批改作业、信息反馈等提供服务。测试系统主要为新生进行英语实际水平分级测试,制定个人学习方案提出建议。学习资源库则是为培养学生学习兴趣,扩大学习范围,提供基本的学习援助而设计的。

《新时代交互英语》的主要特点如下:

一、具有世界一流高品质教学资源。《新时代交互英语》的教学内容根据我国最新大学英语教学的要求和中国学生学习英语的特点以及中国学生参加国内外各类英语考试的实际需要,在国际著名的朗文公司和汤姆森学习集团等最新原版录像、教学课件及文字教材的基础上改编而成。教材除了十分注重思想性、人文性、科学性、趣味性以及语言的真实地道、正确实用以外,还十分注重语言应用能力、学习策略、国际交流等能力的培养。另有包含电视报道等在内的大量的录像资料为学生营造语言环境,弥补学生出国机会少、与外国人接触不多、缺少听外籍教师讲课机会等的缺憾。

二、大量使用先进的信息技术。语音识别、语速控制、录音比较、阅读速度的选择与控制、高清晰度视频与音频的传送等技术在《新时代交互英语》中被广泛采用,可满足不同学生交

互式、个性化、自主学习的需求。

三、计算机学习与课堂教学紧密结合。《新时代交互英语——视听说》课程的大部分内容依靠计算机丰富的视频、音频、Flash 等多媒体表现手法以及标准示范、跟读模仿、录音对比、机器判别等技术,激发学生的学习兴趣,充分调动学生的学习积极性,由学生在计算机上进行个性化的自主学习。与此同时,教师的小班辅导、课上与课下的作业和练习、教师的评价及检测等也是听说课程不可缺少的组成部分。而《新时代交互英语——读写译》课程原则上以课堂教学为主,但配合以由机器控制的阅读速度训练、示范朗读、朗诵比较、翻译及注释的链接与查询、作业的判别与提交、相关录像资料的播放与讲解,以及每单元的测试与评估等计算机辅助功能,以弥补课堂教学的某些局限。

四、自主学习和学习过程管理相结合。学生在计算机系统上的学习不受时间地点的限制,但个性化、自主性学习不等于没有教学管理和质量控制的随意学习。为了解除老师对学生跟计算机学英语无指导、无管理、无交互、无质量控制等方面的忧虑,实现对学习过程实时管理与有效的质量控制,《新时代交互英语》的教学软件根据学习并真正掌握外语实际应用能力的内在逻辑和学生的认知规律,对学习过程进行了严格的教学设计,要求学生认真完成每一个学习环节与步骤,并达到预定教学目标的要求,否则系统将提出重新学习的指令或强制性地让学生重新完成作业。

五、注重教学管理和教学相长的原则。教学软件设计通过网络辅助平台将学生的学习时间、学习进度、学习成绩、学习作业、学生与老师约课时间等相关信息及时传递给教师与管理者,便于教师对学生的上机学习的情况进行实时监控,并对其进行有针对性的辅导和管理。学生也可通过网络辅助平台,根据教师信息选择自己信任和喜欢的老师上课。通过网络辅助平台,还可以进行网上答疑,网上提交作业,对教学和教师进行评估等多项交互活动。

六、实时的形成评价和阶段性测试相结合。教学软件除了能及时、客观、公正地自动生成学习反馈和评价意见之外,还分别在《视听说》和《读写译》课程当中的不同单元、阶段及级别上设置了主客观测试题,为学生寻找薄弱环节、总结经验、适应考试、调整学习计划与方法提供良好的手段。

七、注重基础,培养兴趣。整个学习系统除了含有大量的课程内容以外,还配有电子词典、语音库、语法库、词汇表、录像片断、补充阅读等丰富的学习资源,为学生学习更多的知识提供方便。

八、整套教材还具有表现形式立体多样、活泼新颖、技术性强、安全可靠、简单易操作等特点。

综上所述,《新时代交互英语》是一套采用先进信息技术和最新多媒体教学资源的全方位立体化新型教材。我们相信该教材会给广大师生带来新的感受,推动学生英语听说以及读写译实际应用能力的提高。同时我们也期待《新时代交互英语》的出版与使用为我国大学英语教学改革做出新的贡献。

由于《新时代交互英语》的研发是一个新的尝试,系统中难免会存在缺点和不足,望专家学者及广大师生不吝赐教。

《新时代交互英语》项目组

2003年11月16日

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COLLEGE LIFE

Teaching Objectives

In this unit, the teacher will help the students:

- preview their reading to understand it better
- use an English dictionary to learn more about English words
- fill in forms
- understand the basic rules of translation
- make a study plan

Part A Reading

Language Learning Strategies

Preview Your Reading to Understand it Better

► Teaching Procedure ◀

First, T¹ explains how the word “preview” is formed to help Ss² understand its meaning. The word “preview” is formed by adding the prefix “pre-” which means “before; in advance” to the word “view”, which means “examine; look at thoroughly”.

Second, T may read aloud the paragraph—Preview Your Reading to Understand It Better, or have a S read it aloud so that Ss can get the general idea of the paragraph.

Third, T introduces the common ways of previewing:

- ◆ Read the title to prepare for the subject.
- ◆ Read the headings, if any, to understand the main idea of each part.
- ◆ Read the notes (such as footnotes) and notice the illustrations, if any, to understand the background information.

Apply the Strategy

► Teaching Procedure ◀

Give Ss three minutes to work in pairs to answer the questions. Then check whether Ss get the correct answers from the text.

- Answers to the questions:

1 T = teacher

2 Ss = students

- 1) It is about Harvard University's habits for success.
- 2) They found out what contributed both to Harvard University students' academic success and their feeling of satisfaction.
- 3) It is about how the researchers got their information.
- 4) Four.

Use an English Dictionary to Learn More About English Words

► Teaching Procedure ◀

First, T may ask Ss to list the uses of an English dictionary.

Second, T asks Ss to read the paragraph—Use an English Dictionary to Learn More About English Words to check whether they've mentioned all the uses listed in the Student's Book.

Apply the Strategy

► Teaching Procedure ◀

Give Ss three minutes to work in pairs to find a word in the reading and create a Vocabulary Log item by following the example in the Student's Book.

► Teaching Tip: Learner Dictionaries ◀

There are several excellent paperback dictionaries for learners of English such as *Longman Dictionary of English Language & Culture (English-Chinese)* and *OXFORD ADVANCED LEARNER'S English-Chinese Dictionary* (6th Edition). Many major ELT publishers offer such dictionaries. Additionally, there are learner dictionaries available online. Finally, electronic dictionaries are very popular. Have Ss research the advantages of each type of dictionary.

Language for Reference

The following words or terms are closely related to the topic of College Life, and help students familiarize themselves with the topic quickly.

academic year	freshman, sophomore, junior and senior	credit 学分
required courses	optional courses	major
course requirement	class interaction	online study
paper	dissertation 学位论文	presentation 针对某一专题进行的发言
seminar (大学教师带领学生作专题讨论的) 研讨班	lecture	scholarship
clubs or associations 社团	extracurricular activities 课外活动	part-time job
live on/off campus	international students	assessment

Reading 1

Before You Read

► Teaching Procedure ◀

1. T gives Ss five minutes to discuss the questions in Exercise 1.

■ Reference for the questions:

1)

(See Background Information.)

2)

- ♦ to broaden the scope of knowledge;
- ♦ to develop good interpersonal relations with fellow students and teachers;
- ♦ to build up a positive outlook and attitude towards life;
- ♦ to discover one's potential and then make great efforts to bring it into full play;

...

2. T directs Ss to do Exercise 2 in pairs. Have them take turns with their partner, asking for and giving the meaning of a word. Ask them to use the pattern "What does _____ mean?" Check the answer after they cover all the words.

Now You Read

► Teaching Procedure ◀

1. T instruct Ss to apply the reading strategies of (1) **skimming**, (2) **reading (at their own pace)**, and (3) **reading for details** when they read the text "Harvard University's Habits for Success".
2. Apply the strategy of **skimming**: Ask Ss to read the first paragraph, the first sentences of the other paragraphs and the last paragraph. Look for names, dates, and numbers. Give them one minute to skim the text.
3. Apply the strategy of **reading (at their own pace)**: Ask Ss to read the entire text at their own pace and pay attention to main points while reading. Give them sufficient time to read the text.
4. Apply the strategy of **reading for details**: Ask Ss to read the text again and try to notice as many details as possible. Give them sufficient time to read the text.

► Background Information ◀

① Harvard University

Harvard University, which was established in 1636, is the oldest institution of higher learning in the United States. Most of Harvard University's campuses are located in Cambridge and Boston, Massachusetts, on the eastern coast of the United States of America.

Seven presidents of the United States — John Adams, John Quincy Adams, Theodore and Franklin Delano Roosevelt, Rutherford B. Hayes, John Fitzgerald Kennedy and George W. Bush — were graduates of Harvard. Harvard University has produced more than 40 Nobel laureates.

Drew Faust is currently the female president of Harvard University, who inaugurated on October 12, 2007.

② Boston

Boston, the capital city of Massachusetts, is located in the eastern part of the state on Boston Harbor. Boston is the largest and most influential city in the six-state New England region. It was one of the earliest major U. S. cities to be settled by Europeans (1625) and the largest city in the British American colonies. The American Revolution (1775-1783) began in the Boston area. At the end of the 20th century, Boston was the focus of economic activity, communications, and transportation in New England and was one of the major centers of higher education in the United States. The city is scenically located along the waters of the Charles River and Boston Harbor. It has a compact city center, which is dotted with sites of historic interest dating to colonial times.



3 Massachusetts

One of the six New England states, and one of the first 13 states in the Union (it entered in 1788), Massachusetts is known as the “Old Colony State”. The Pilgrims established their settlement at Plymouth in 1620, arriving on the *Mayflower*. They were followed shortly by the Puritans, who established the Massachusetts Bay Colony. The Puritans named their colony after a local Indian tribe whose name means “a large hill place”. The birthplace of many of the ideals of the American Revolution, Massachusetts attracted people who believed in self-government. It’s appropriate that the state flower is the mayflower, also known as the trailing arbutus.

► Outline of the Text ◀

Section 1: (Paras. 1—3) The Introduction: Researchers at Harvard University interviewed students to find out what contributed to their academic success and their feeling of satisfaction. The findings led to the changes in the university’s policies.

Section 2: (Para. 4) A few tips from Harvard University’s habits for success.

Tip 1: Get to know your professor.

Tip 2: Study in groups.

Tip 3: Allow enough time to do a good job.

Tip 4: Join an activity.

Section 3: (Para. 5) The conclusion: Make time to work hard and leave time to play hard, you will succeed in your studies.

► Language Study ◀

1 Many different types of self-help books advise the reader to develop the skills, goals, and attitudes that will both promote success and provide for a healthy lifestyle. (Para. 1)

Paraphrase: Through self-help books, a reader can learn how to become successful and prepare for a healthy way of living by developing the skills, goals and attitudes.

promote v.

1) to help in the growth or development of 促进, 推动, 增进

- new efforts to *promote* the cause of world peace
- Milk *promotes* health.

2) to give (someone) a higher position or rank 提升, 晋升 (某人)

- The young army officer was *promoted* to (the rank of) captain.

3) to bring (goods) to public notice in order to encourage people to buy 推销 (货物)

- a big advertising campaign to *promote* our new toothpaste

2 provide for (Para. 1)

1) to make the necessary future arrangements for 为……做好准备

- The plans *provide for* road traffic increasing to twice its present volume.

2) to support; supply with the things necessary for life 供养, 抚养

- He has five children to *provide for*.

provide sb. with sth. (sb.) / provide sth. for sb. 提供; 为 (某人) 配备

- The hotel *provides* a shoe-cleaning service *for* its residents.
- Senior members of the government are *provided with* research assistants.

3 contribute to (Para. 1)

1) to help in causing a situation, event, or condition 起促成作用

- This advertising campaign has *contributed* significantly to the success of the new car.
- Various factors *contributed* to his downfall.
- 2) to join with others in giving (money, help, etc.) 捐献; 捐助; 贡献出; 出一份钱; 出一份力
- I *contributed* (a pound) to / towards Jane's leaving present.
- 3) to write and send (a written article) to a magazine, newspaper, etc. (给杂志、报纸等) 撰稿, 投稿
- She regularly *contributes* to the college magazine.
- make a contribution to sth. 对……做出贡献
- He has *made* an important *contribution* to the company's success.

4 tip *n.* (Para. 4)

- 1) a helpful piece of advice 小建议, 小窍门; 劝告, 告诫
- The manual is full of useful *tips*.
- Take my *tip* and keep well away from that place.
- 2) a small amount of money given as a gift, usually in addition to the official price, for a small service performed 小费
- Shall I leave a *tip* for the waiter?
- 3) the usually pointed end of something (某物的) 尖端
- a town at the southern *tip* of India

on/at the tip of one's tongue: not quite able to be remembered 就在嘴边, 但记不起来了

- Now what's her name? It's *on the tip of my tongue*.

the tip of the iceberg: a small sign of a much larger situation, problem, etc. 冰山一角; 重大情况 (问题等) 露出表面的极小一部分; 端倪

- The official statistics on drug addiction are only *the tip of the iceberg*; the real figure may well be much higher.

5 This helps a student to feel connected to the school. (Para. 4)

"This" here refers to "Get to know at least one of these professors and have them get to know you".

Paraphrase: Getting to know at least one of the professors who are going to give you classes each semester and having them get to know you as well will help you feel like you are part of the school.

6 specific *a.* (Para. 4)

- 1) detailed and exact; clear in meaning or explanation 明确的, 确切的, 详尽的
- She gave us very *specific* instructions.
- 2) particular; fixed, determined, or named 具体的, 特有的, 特定的
- There is a *specific* tool for each job.
- 3) limited to; found only in 仅限于……的, 只发现于……的
- This disease is *specific* to horses.

7 effective *a.* (Para. 4)

- 1) producing the desired result 产生预期效果的, 有效的
- an *effective* treatment for hair loss
- The ads were simple, but remarkably *effective*.
- 2) in operation 生效的, 起作用的
- When does the new system become *effective*?

8 Very few students are aware of this need for uninterrupted study time. (Para. 4)

Paraphrase: Not many students realize that it is necessary for them to arrange time for continuous study.

be aware of / that: having knowledge or understanding 意识到, 知道, 明白

- He said that the government *was acutely* (= very) *aware of* the problem.
 - He *wasn't aware that* he had made a serious mistake.
- be unaware of / that:** not having knowledge or consciousness 没有意识到, 不知道, 不明白
- He seemed *unaware of* the trouble he was causing.
 - He *was completely unaware that* he was being watched.

9 Students who got involved in an activity — even in a small way — felt more positive about their education. (Para. 4)

Paraphrase: Students who joined an activity, even in which they didn't played an important role, felt more confident about their education.

be / get involved in: taking part in sth. ; being part of sth. or connected with sth. 参与, 介入

- If I were you, I wouldn't *get involved in* their problems.

involve sb. (in sth./in doing sth.): to make sb. take part in sth. (使) 参加, 加入

- Parents should *involve* themselves *in* their children's education.

involvement: the act of taking part in sth.

- The police are investigating his possible *involvement* in the crime.

10 positive a. (Para. 4)

1) thinking about what is good in a situation; feeling confident and hopeful 乐观的, 自信的

- a *positive* attitude to life

2) ((of a person) completely sure that sth. is correct or true 确信的, 有把握的

- I can't be *positive* about what time it happened.

3) expressing agreement or support 同意的, 支持的

- We've had a very *positive* response to the idea.

11 keep to sth. (Para. 4)

1) to do what you have promised or agreed to do 遵守, 履行

- Let's *keep to* the original plan.

2) to follow closely or limit oneself to 使不偏离, 使局限于

- Don't raise irrelevant matters, we must try and *keep to* the subject.

After You Read

► Key to Exercises ◀

I. Comprehension of the Text

1.

Parts	Paragraphs	Main Ideas
Part 1	Paras. 1—3	Para. 1: The research on the factors contributing to students' academic success and their feeling of satisfaction
		Para. 2: The influence of the findings on the university's policies
		Para. 3: The ways in which the researchers got the information