



普通高等教育“十五”国家级规划教材

★ 教育部大学外语推荐教材

新视野

NEW HORIZON
COLLEGE ENGLISH

大学英语

教师用书

<http://www.nhce.edu.cn>

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

1



普通高等教育“十五”国家级规划教材 ★ 教育部大学外语推荐教材

新视野

NEW HORIZON COLLEGE ENGLISH

大学英语

教师用书

总主编：郑树棠
 主编：郑树棠(读写教程)
 徐钟 毛忠明(听说教程)
 编者：胡全生 陈永捷 周国强 胡开宝 吴江
 吴勇 童剑平 邵瑛 索宇环 夏甘霖
 王亚平 陆伟忠 周俊英(读写教程)
 冯奇 肖福寿 宋继平 陈希文
 朱金花(听说教程)

<http://www.nhce.edu.cn>

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

1

(京)新登字 155 号

图书在版编目(CIP)数据

新视野大学英语教师用书 1/郑树棠总主编. —北京:外语教学与研究出版社, 2001
ISBN 7-5600-2507-2

I. 新… II. 郑… III. 英语-高等学校-教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(2001)第 089529 号

版权所有。未经版权所有者书面同意,不得以翻印、复录、信息存储、网络传输等任何形式复制、演绎或使用本系列教材(包括音带、光盘与网络课程)的文字、图像、录音、电子文本等内容,违者必究。

新视野大学英语

教师用书 1

总主编: 郑树棠

* * *

项目负责: 徐建中 雷 航

责任编辑: 常小玲 吴 静

执行编辑: 张欣宇 张 盈

外研社高等英语教育事业部:

电话: 010-68917544; 68917848

传真: 010-68916344

E-mail: ced@fltrp.com

宗旨: 推动科研 服务教学

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京外国语学院印刷厂

开 本: 787×1092 1/16

印 张: 21.5

版 次: 2001 年 12 月第 1 版 2003 年 4 月第 5 次印刷

书 号: ISBN 7-5600-2507-2/G·1181

定 价: 25.90 元

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励 (010)68917826

版权保护办公室举报电话: (010)68917519

前 言

大学英语的发展历程,可追溯到20世纪80年代初期。我国的外语教育家们博采古今中外之长,精心研究,推出了《大学英语教学大纲》和大学英语四、六级考试,编写了一套套各具特色的精品教材,创造了大学英语教学蓬勃发展、满园春色的今天!

新旧世纪的交替,不是一个简单的更迭,而是事物不断发展、循序渐进的过程。新世纪带来的是新的起点,新的追求,新的开拓。在教育战线上,我们看到了宏伟壮观的“面向21世纪教育振兴行动计划”、“新世纪高等教育改革工程”、“新世纪网络课程建设工程”等一系列新世纪的大手笔。

“新世纪网络课程建设工程”是经国务院批准的、由教育部实施的“面向21世纪教育振兴行动计划”的重点工程。“新世纪网络课程建设工程”计划用两年左右的时间,建设200门左右的基础性网络课程。《新视野大学英语》便是其中之一,它像一枝刚刚破土而出的幼苗,沐浴着新世纪的曙光,带着思索与遐想,来到了大学英语教师和学生的身旁。它是教育部普通高等教育“十五”国家级规划教材,也是教育部大学外语推荐教材。我们作为《新视野大学英语》的作者,怀着无限的诚挚,愿与广大高校英语界的同仁们共同探讨大学英语再上一个新阶段的思路。

一、《新视野大学英语》的探索

《新视野大学英语》的设计、编写和制作过程是一个向同仁学习的过程,一个上下求索的过程。这种探索主要体现在以下几个方面:

1. 传统的课本与光盘、网络课程

《新视野大学英语》这套教材同步提供课本、光盘与网络课程。传统的课本是几千年文化的承袭,为人类培养了一代又一代的社会栋梁。课本有其特有的编写体系,摈弃课本会严重影响长期形成的教学理念。课本仍然是不可取代的、行之有效的根本性教学工具。课本与光盘、网络课程的同步推出,有助于拓宽教学内容,使教学内容可以从课本开始,通过因特网这一媒介,延伸到多元化的信息世界;课本与光盘、网络课程的同步推出,有助于广大教师对教与学的思维转化和手段更新,使传统的“灌注式教学”能逐步演化到自主选择、参与式的教学;课本与光盘、网络课程的同步推出,会引起教学模式的转变,既可以实现由教师现场指导的实时同步学习,也可以实现在教学计划指导下的非实时自学,还可以实现通过使用电子邮件、网上讨论区、网络通话等手段的小组合作型学习等。

2. 课堂教学与网络教学

《新视野大学英语》不仅继承了传统课堂教学的优良传统,还兼有网络课程的许多长处:不仅包括教学内容的传输,还有学生学业管理模块;不仅跟踪学生的学与练的过程,还自动记录学习的情况,提供平时学习成绩的查询。此外,网络课程还为教师提供了试题库及实施考试的工具和环境。《新视野大学英语》充分利用了网络实时和异时交互的工具,在网络课件内量身定做了自己的网上讨论区和电子邮件及邮件列表系统,使学生在《新视野大学英语》网站上方便快捷地实现互动交流,开展小组合作型学习。然而这一切只是对课堂教学的延伸、补充和加强,绝对不是取代课堂教学。面对面的课堂教学仍然是师生交互的重要手段。在网络课程内容日益丰富的情况下,教师应适量减少内容的重复讲解,同时要加强面授形式的课堂教学与辅导。

3. 基本教学内容与教学内容的拓宽

《新视野大学英语》的网络课程提供了极为详尽的教学内容,其中包含了传统教学模式中最基本的东西。同时,网络课程还提供了网上工具,便于教师自行制作教案或修改网络已提供的教案,以便丰富和完善教学内容。此外,网络课程还利用互联网的便捷,提供了与课文内容相关的网址,为学生提供了个性化学习的空间。但有一点不可忽视,即面对基本教学内容与拓宽的教学内容之间的选择,教师应以基本教学内容作为教学的主战场。

4. 语言学理论与教学实践

从20世纪80年代开始,许多语言学、应用语言学的著作开始被陆续引进我国,广大高校英语教师在教学实践的同时,潜心研读理论,主动将理论应用于教学实践和教学科研。《新视野大学英语》的编委在设计、编写和制作的过程中,就十分注意理论对实践的指导作用。

著名的语言学家Widdowson指出:“以交际为目的的语言教学要求一种教学方法,即把语言技能和交际能力结合在一起。”他又指出,“从课堂教学的角度来说,尽管在课堂中有些练习或活动可能会侧重于某一种技能的训练,可是其成功往往需要学习者使用到其他的交际技能。”《新视野大学英语》就体现了这样一种以应用为本,听、说、读、写多位一体的教材设计理念,把提高学生综合能力放在首位。其配套的《读写教程》与《听说教程》在内容上联系紧密,听、说、读、写练习互为补充,浑然一体。

根据第二语言或外语习得理论,阅读文章的长度和生词量之间应该有一定的比例关系。课文长度是一个值得注意的问题:课文过长,会造成课堂教学操作上的困难;课文过短,会使生词相对集中,生词量过多,造成学习者理解上的困难,而频繁的查阅生词会挫伤学习者的阅读积极性。《新视野大学英语》对阅读课文的长度有适当的控制,如《读写教程》一级的课文一般在700词左右,《读写教程》二级的课文在800词左右,《读写教程》三、四级的课文在900词左右,快速阅读则每篇控制在300词左右。每篇课文出现的单词的数量控制在课文总词量的5%至7%左右。

*A University Grammar of English*的作者之一Quirk曾经指出:“我们的眼光……应该重点放在词汇的共核上,该共核构成了任何英语语体——无论多么专业的语体——的主要部分。不掌握词汇的共核,对于任何语体来说,都无法达到比学舌水平稍好一点的流利程度。”著名的语言学家、Cobuild系列词典的主编John Sinclair也提出:“在没有特定指导方针的前提下,我们可以建议任何英语学习者把学习的重点放在:(a)语言中的最常见词形;(b)词汇的核心用法;(c)它们构成的典型组合搭配。”《新视野大学英语》教材的编写也体现了对核心词汇的关注和重视,《新视野大学英语》第一级的起点为1,800单词,在1~4级教材中覆盖全部的核心词汇四级词汇,在5~6级教材中覆盖全部的六级词汇。

语言学家Harmer指出:“如果我们希望学生学到的语言是在真实生活中能够使用的语言,那么在教材编写中接受性技能和产出性技能的培养也应该像在生活中那样有机结合在一起,注重各分项能力训练之间的衔接和互补及篇章层次上的一体化技能培训,孤立地发展某项技能显然是荒谬的。”《新视野大学英语》所有栏目和练习的编写,均紧扣课文进行,彼此衔接和补充。语篇分析、写作、阅读技能、内容概要等全部取材于课文。我们认为课文是最佳的语篇分析素材和写作范本,也是阅读技能分析和操练的素材。

5. 教学与测试

测试是教学的重要检测和评估手段。测试理论与实践的发展,为我们提供了各种不同性质、不同目的的测试。在教学过程中,我们选择以学业测试为主线,引导学生在教材学习上

多下功夫。《新视野大学英语》同步提供了每级教材的试题库。教师可以根据教学进度和学生的学习情况,选择某一个或几个单元,选择某一个或几个题型作为测试内容。测试的时间也可以根据需要,进行五分钟的小测验,或两个小时的综合测试。教师既可以从题库中选择试题,也可以删改或增加试题。试题库提供的试题可以在学校局域网上进行测试,组织几个甚至更多的教室同步测试,也可以在不联网的情况下组织测试,或在计算机上实现无纸化测试。当然也允许教师从试题库获取试卷、录音,在打印之后,用传统的方式组织小测验或测试。

6. 教学与科研

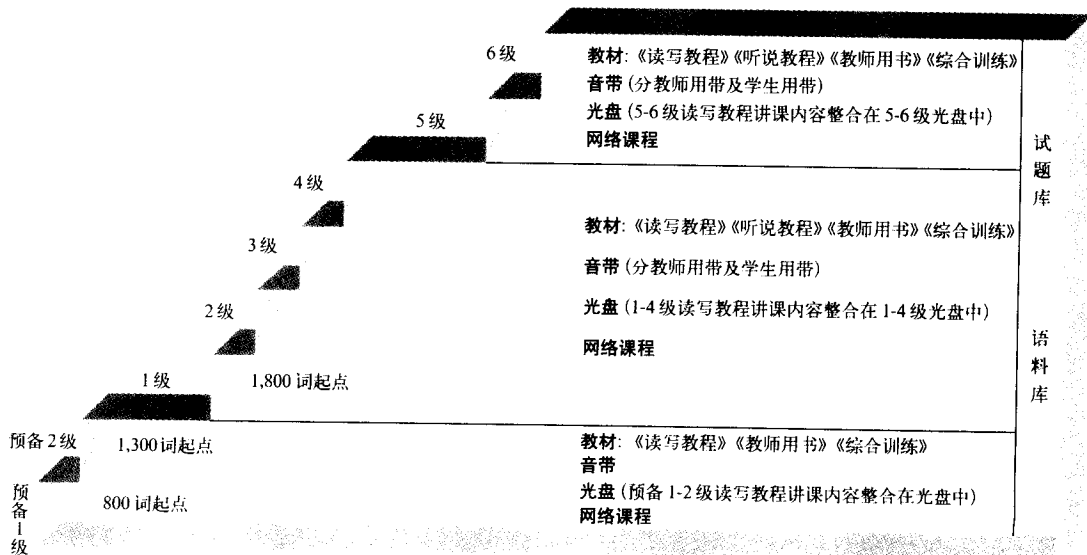
《新视野大学英语》的设计、编写和制作过程是一个教学与科研相结合的探索过程,反过来它又为高校外语教学科研提供了交流和探讨的园地。在编写过程中,我们同时设计和制作了配套专用的语料库。根据目前情况,估计语料库的最终规模可达到150万词左右,相当于国外著名的Brown和LOB语料库的最初规模,也相当于最近国外学术界推出的Cobuild TEFL的规模,可以适用于各种不同用途的研究。语料库的建立既为本套教材的编写提供了素材,也为对本套教材作评估的有识之士提供了依据。

7. 《读写教程》、《听说教程》与《综合训练》的关系

《新视野大学英语》的《读写教程》以题材为中心组织单元,但每个单元的三篇课文的体裁形式不一定完全相同。《听说教程》配合《读写教程》的中心话题展开并组织听、说训练,《综合训练》则配合《读写教程》对词汇、语法、结构、翻译、阅读等多方面提供进一步操练的内容。《新视野大学英语》通过《读写教程》这一主线,以培养读、写、译的能力为主,同时结合《听说教程》与《综合训练》,全面培养听、说、读、写、译的能力。

二、《新视野大学英语》的框架结构

《新视野大学英语》拥有课本、光盘与网络课程三种不同的载体,既可以选择使用,也可以组合使用。《新视野大学英语》的主教材每一级分别有《读写教程》、《听说教程》、《综合训练》以及《教师用书》。现把《新视野大学英语》全套教材的框架结构图示如下:



注: 试题库只以软件包形式向使用院校或单位提供。

三、《新视野大学英语》的编写和制作队伍

《新视野大学英语》项目总负责人、教材总主编为上海交通大学郑树棠教授。

《新视野大学英语》顾问有胡文仲、杨惠中、汪榕培、Frank Borhardt(美国)、Joyce Wilkinson(加拿大)。

参加《新视野大学英语》编写、制作的单位有：上海交通大学、清华大学、东北大学、哈尔滨工业大学、同济大学、北京师范大学、华东理工大学、北京理工大学、北方交通大学、上海大学、上海师范大学、北京工业大学、天津大学、南开大学、石油大学等。

《新视野大学英语》编委会成员有(以姓氏笔画为序)：王亚平、王基鹏、王焱华、毛忠明、许建平、李思国、乔梦铎、辛丁、陈永捷、吴江、吴树敬、陆伟忠、汪家树、罗立胜、金启军、周国强、周俊英、郑树棠、胡全生、顾大喜、徐玲、徐钟、黄跃华、嵇伟武。

参加《新视野大学英语》编写、制作的有全国十余所大学的几十名资深教授和中青年骨干教师。

新世纪的到来标志着一个新的开端。《新视野大学英语》带给我们的是辛勤的耕耘，无尽的探索。它像一枝刚刚破土而出的幼苗，需要我们去灌溉和呵护；它提供给广大教师的是教学、实践、再创造、再发展的园地。岁月的交替，不是我们追求的终结，而是新的追求的开始，《新视野大学英语》在实践中能否成功，关键在于我们是否辛勤地付出。我们愿以自己的汗水来浇灌这块园地的鲜花，使之更加绚丽多彩。

《新视野大学英语》编委会

2002年12月

读写教程





编写及使用说明

本书前半部分是《新视野大学英语：读写教程1》的教师参考用书，内容包括《读写教程1》1-10单元的教学内容、练习答案和课文翻译等，教师可选择使用。后半部分是《听说教程1》的教师参考用书。

《读写教程1》教师用书每单元由以下三部分组成：

Part I

1. 背景材料 (Background Information): 与课文内容相关的人物、英美文化、社会生活以及风土人情等背景知识介绍。在可能的情况下提供 web sites 供查阅或拓宽教学内容。凡 web sites 出现更名、取消等情况，我们将在网络课程中以适当形式通知教师和学生。同时欢迎使用本教程的师生把 web sites 变化的最新情况在布告栏告诉大家。

2. 教学内容提示: 包括课文难点注释 (Detailed Study of the Text)、结构分析 (Text Structure Analysis)、阅读技能 (Reading Skills)、语法要点以及句型、习语使用和例证等，供教师选择使用。

Part II

提供《读写教程1》全部的练习答案或参考答案，以及预备活动 (Pre-reading Activity) 的教学提示。

Part III

提供《读写教程1》课文 A、B、C 篇的参考译文。

《读写教程1》教师用书同步配有光盘、网络课程，还配有教师用录音带。

《新视野大学英语》总主编为上海交通大学郑树棠。

《读写教程1》教师用书的主编由上海交通大学郑树棠兼任，参加编写的主要人员有上海交通大学胡全生、陈永捷、周国强、胡开宝、吴江、吴勇、童剑平、邵瑛、索宇环、夏甘霖，华东理工大学王亚平、陆伟忠，北京工业大学周俊英等。光盘与网络课程的制作由北方交通大学辛丁等负责，顾问 Frank Borchardt 参与设计。郑树棠、Joyce Wilkinson、同济大学万正方审定全稿。上海交通大学陈庆昌、冯宗祥、赵勇、管博、朱一凡、杨敏敏、阮东生在从事材料整理、计算机处理的方面做了大量的工作，在此一并表示感谢。

编者

2001年9月

Contents

读写教程

▶ Unit 1	5-23
▶ Unit 2	24-41
▶ Unit 3	42-60
▶ Unit 4	61-81
▶ Unit 5	82-103
▶ Unit 6	104-128
▶ Unit 7	129-149
▶ Unit 8	150-178
▶ Unit 9	179-205
▶ Unit 10	206-237

UNIT 1

PART I

▼ UNDERSTANDING AND LEARNING

Section A

Learning a Foreign Language

Background Information ▼1. **Online learning**

Online learning, a form of distance education, refers to learning and other supportive resources that are available through a networked computer. With the development of the Internet, online learning often takes place on the Internet. In an online lesson, the computer displays material (often in web browsers) in response to a learner's request. The computer asks the learner for more information and presents appropriate material based on the learner's input. The material can be as simple as traditional lessons and tests that are transcribed into a computer program. The material can also be a complex system that tracks users' input and suggests learning material as a result. Or the material can be a work session that occurs through a real time chat; learning occurs through the interaction. The material can be presented as text, graphics, animated graphics, audio, video, or a combination of these that are displayed in web browsers or other multimedia players such as Windows Media Player. *New Horizon College English* (<http://www.nhce.edu.cn>) is a good example of a complex online EFL learning system. For a brief introduction to online learning, check out the web page at <http://illinois.online.uillinois.edu/10nresources/onlineoverview/index.html>.

2. **Junior middle school**

Junior middle school refers to the stage in the Chinese education system which follows primary school and includes years six through nine in the school time sequence. Normally, students are 12 or 13 years of age when they begin the sixth or transition year of junior middle school. In the American system, junior middle school most closely approximates middle school or junior high school in which the beginning or ending years of this period may vary slightly from region to region. The beginning age is about the same as that of junior middle school students in China.

3. **Senior middle school**

Senior middle school, the stage in the Chinese education system which follows junior middle school, includes years ten through twelve in the school sequence. Normally, students are 16 or 17 years of age when they begin senior middle school. Senior middle school most closely parallels high school in the American system which may sometimes include year nine as a

transition year. Students who graduate at this level in both systems may choose to write a university entrance examination: the National University Entrance Exam in China and the SAT or Scholastic Aptitude Test in America. More detailed information about SAT can be found from <http://www.collegeboard.com>.

Detailed Study of the Text

1. Learning a foreign language was one of the most difficult yet most rewarding experiences of my life. (Para. 1)

Meaning: Learning a foreign language was one of the most difficult things to do but it was most worth doing in my life.

2. Although at times, learning a language was frustrating, it **was well worth** the effort. (Para. 1)

Meaning: Although sometimes learning a language is disappointing, it was rewarding enough to spend the time and effort on it.

be well worth sth./doing sth. : be rewarding enough for the time or effort

This report about the effect of modernization on human nature **is well worth reading**. 这份关于现代化对于人性影响的报告很值得一读。

He's decided to have a look at the house for it **is well worth buying**. 他决定去看看这栋房子, 因为它非常值得去买。

3. Because of the **positive** method, I eagerly answered all the questions I could, never worrying about making mistakes. (Para. 2)

Meaning: Because of the effective and helpful method, I was very willing to answer all the questions I could, and I never worried about making mistakes.

positive: a.

- 1) effective; helpful

Don't just watch me; give me some **positive** advice. 别只是看着我, 给我提些积极的建议吧。

- 2) definite; allowing no room for doubt

We still don't have a **positive** answer as to how he died. 他究竟如何死的, 我们还没有得出明确的答案。

He was expected to make a **positive** decision about whether these workers were to be fired. 他应对是否解雇这些工人作出明确的决定。

- 3) sure; having no doubt about sth.

Are you **positive** that he's the man you saw yesterday? 你能确定他就是你昨天看到的那个人吗?

She was **positive** that John would help her out of trouble. 她相信约翰会帮她摆脱困境的。

4. I was at the top of my class for two years. (Para. 2)

Meaning: I was one of the excellent students in my class for two years.

5. It didn't take me long to lose my eagerness to answer questions. (Para. 3)

Meaning: Before long I was no longer eager to answer questions.

6. **Not only did I lose** my joy in answering questions, **but also** I totally lost my desire to say anything at all in English. (Para. 3)

Meaning: I not only didn't feel happy answering questions, but also I didn't want to say anything in English.

Note: With "not only" or "only" placed at the beginning of a sentence, the sentence order should be inverted (倒装) as you find it in the reading passage. Here are more examples:

Only in this way can you hope to finish the work at the end of this month. 只有用这种方法你才有望在月底之前完成这项工作。

Not only did we enjoy the film, **but we also** had a wonderful time. 我们不仅看了电影,而且玩得很痛快。

7. **Unlike** my senior middle school teacher, ... (Para. 4)

Meaning: Different from my senior middle school teacher, ...

unlike: *prep.* different; not like, not the same

Her recent report is quite **unlike** her earlier work. 她最近的报告与以前的大不相同。

Unlike me, my son likes to get up early. 与我不同,我儿子喜欢早起。

8. However, the situation was **far from** perfect. (Para. 4)

Meaning: But the situation was not flawless at all.

far from: not ... at all; rather than

Far from (being) angry, he's very happy. 他一点都不生气,很快乐。

Her husband is **far from** (being) handsome; he is somewhat ugly. 她丈夫谈不上英俊,有点丑。

9. As our classes were very large, I was only able to answer **a couple of** questions in each class period. (Para. 4)

Meaning: Because there were many students in our classes, I could only answer two or three questions in each class period.

a couple of: two or three

I saw **a couple of** children playing in the garden. 我看见两三个孩子在花园里玩耍。

Could you please lend me **a couple of** dollars? 你能借我两三美元吗?

比较: a pair of

a pair of earrings, a pair of shoes, a pair of gloves, a pair of socks

10. I began to feel **intimidated**. (Para. 4)

Meaning: I began to feel frightened and lack confidence.

intimidate: *vt.* make one frightened by threats

The thieves **intimidated** the general manager by saying that they would kill him. 小偷吓唬总经理,说要杀死他。

John **intimidated** his brother into not telling their parents the truth. 约翰威胁他弟弟,不准他把真相告诉父母。

11. ... when I was offered an **opportunity** to study English through an online course. (Para. 5)

Meaning: ... when I was given a chance to learn English by taking a computer course.

opportunity: *n.* a good chance; a favorable moment

With the help of his teacher, he got an **opportunity** to learn English in Britain. 在老师的帮助下,他得到了一个去英国学习英语的机会。

The month of May offers a wonderful **opportunity** to go traveling. 5月份是旅游的好时机。

12. I soon got **access** to the necessary equipment, learned the technology from a friend and participated in the **virtual** classroom 5 to 7 days a week. (Para. 5)

Meaning: I soon got the necessary equipment and learned how to use the equipment from a friend. Then I could take online courses 5 to 7 days a week.

access: *n.* way of entering; right of using, reaching, or entering

The only **access** to that building was guarded by the soldiers. 通向那栋楼房的唯一通道由士兵把守着。

He was not allowed **access** to his young brother who was in prison. 他未能获准去监狱探望他弟弟。

virtual: *a.* almost what is stated; made-up

The king was so much under the control of his wife that she was the **virtual** ruler of the country. 国王完全受妻子的控制,以至于她是这个国家的实际统治者。

With the use of the Internet (因特网), many **virtual** communities are set up. 由于因特网的使用,许多虚拟社区建立起来。

13. ... it requires much time, **commitment** and **discipline** to keep up with the flow of the course. (Para. 6)

Meaning: ... and online learning requires that we give much time and attention to it and learn or work in a controlled way, so that we can keep up with the progress of the course.

commitment: *n.* a promise to follow certain beliefs or certain course of actions

He felt he didn't have to make such a **commitment** to Mary. 他觉得自己没必要对玛丽作出这样的承诺。

I don't want to get married because I don't want any **commitments**. 我不想结婚,因为我不想承担任何责任。

discipline: *n.* the practice of making people obey rules; the quality of behaving in a controlled way

Discipline is very important for any kind of scientific research. 自制对于任何科研工作而言都很重要。

When the fire broke out, the students showed good **discipline**. 火灾发生时,这些学生遵守秩序,纪律良好。

14. I worked hard to meet the **minimum** standards set by the course and to complete assignments on time. (Para. 6)

Meaning: I worked hard to reach the lowest standards imposed by the course and to finish the homework on time.

Please note "set by the course" in this sentence is a past participle phrase used as an attribute.

minimum: *a.* the least, or the smallest possible

He couldn't join the police because he was below the **minimum** height allowed by the rule. 他不能当警察,因为他身高未达到最低规定要求。

The **minimum** passing mark is 40 out of 100. 这次考试的最低及格线是百分制的40分。

15. I made many, sometimes **embarrassing**, mistakes. (Para. 7)

Meaning: I made many mistakes which sometimes made me feel ashamed.

embarrass: *vt.* make one shy, ashamed

It **embarrassed** her that her husband was drunk at the dinner. 她丈夫在宴会上喝醉酒令她很尴尬。

This was an **embarrassing** situation for the gentleman for he couldn't afford the dinner. 这位先生很尴尬,因为他付不起晚餐的钱。

16. ... I felt like giving up. (Para. 7)

Meaning: ... I wanted to stop doing online learning.

feel like sth. /doing sth. : want to do sth.

Could we stop playing cards? I **feel like having** a rest. 可以不打牌了吗? 我想休息一会儿。

At the sight of the miserable scene, the lady **felt like crying**. 看到这可怕的光景, 这位女士想哭。

give up: stop having or doing

Though faced with many difficulties, he would not **give up** online learning. 虽然面临着许多困难, 他不会放弃网上学习。

He had to **give up** his studies because of lack of money. 由于缺少钱, 他只得放弃学业。

17. ... I realized I could understand just about everything I came across ... (Para. 7)

Meaning: ... I realized I could understand just about everything I saw or heard...

18. ... I had finally reaped the benefits of all that hard work. (Para. 7)

Meaning: ... I gained the good things that happened as a result of all that hard work at last.

reap: *vt.* get sth. as a reward; cut and gather (a crop or grain)

We say: **reap** a profit; **reap** a reward; **reap** wheat

benefit: *n.* profit; good effect

He told me that he got no personal **benefit** from the business. 他告诉我他个人没有从这笔生意中得到任何好处。

He felt that he got much **benefit** from conversations with foreigners. 他觉得自己通过与外国人交谈受益匪浅。

19. Learning a foreign language has been a most trying experience for me, but one that I wouldn't trade for anything. (Para. 8)

Meaning: Learning a foreign language has been an experience full of difficulties, but I wouldn't exchange it for anything else.

trade (in)... for... : exchange ... for...

He decided to **trade** his car **for** a truck. 他决定用他的小汽车换一辆卡车。

In order to pay off his debts, he had to **trade** in his piano **for** money. 为了还债, 他只好把钢琴拿去换钱。

Cf. trade on: make use of

He **traded on** his brother's kindness to get more money from him. 他利用哥哥的善良, 想从他那儿多弄点钱。

The senator's son **traded on** his father's name when he ran for mayor. 参议员的儿子在竞选市长时利用了他父亲的名望。

20. Not only did learning another language teach me the value of hard work, but it also gave me insights into another culture, and my mind was opened to new ways of seeing things. (Para. 8)

Meaning: Learning another language not only made me understand the benefit of hard work, but it also made me understand another culture, and I was willing to accept new ways of seeing things.

insight: *n.* the act of seeing or understanding something very clearly

Visiting the city gave me **insight** into the lives of the people who live there. 参观这座城市使我了解了那里居民的生活情况。

The teacher had unusual **insight** into children's emotions. 这位老师对儿童的情感有不同寻常的了解。

21. Talking with people is one of my favorite activities, ... (Para. 8)

Meaning: Talking with people is one of the activities I like best, ...

22. ... **participate in** conversations, and form new, unforgettable friendships. (Para. 8)

Meaning: ... take part in conversations, and form new friendships, which are difficult to forget.

participate in: take part in

I want to have the opportunity to **participate in** the party. 我希望有机会参加这个晚会。

Over half of the population in the country **participates in** the sport. 这个国家有一半以上的人口参加这项体育活动。

23. **Now that** I speak a foreign language, instead of staring into space when English is being spoken, I can participate and make friends. (Para. 8)

Meaning: As I can speak a foreign language, I can take part in the conversation and make friends, and I no longer look into the distance when someone is speaking English.

now that: *conj.* because (something has happened) ...

Now that John has arrived, we can begin our English class. 既然约翰来了, 我们可以开始上英语课了。

24. I am able to **reach out to** others and **bridge the gap** between my language and culture and theirs. (Para. 8)

Meaning: I am able to communicate with others and make smaller the differences between my language and culture and theirs.

reach out to: communicate with; contact

With the introduction of the Internet, we can **reach out to** our friends by e-mail. 由于因特网的使用, 我们可以通过电子邮件与朋友联系。

比较:

1) reach out for: try to get

You must **reach out for** any opportunity that comes your way. 你必须抓住所遇到的任何机遇。

2) reach for: hold out one's hand to get sth.

He **reached for** the phone and dialed the number. 他伸手拿起电话, 拨了号码。

bridge: *vt.* make up for the difference between... ; join or connect things together; build a bridge across

The decision is an attempt to **bridge** the distance between the rich and poor. 这个决定旨在缩短贫富间的差距。

bridge the gap: close the distance between... ; join or bring closer together

Learning a foreign language helps us **bridge the gap** between two different cultures. 学习外语有助于缩小不同文化间的差距。

Text Structure Analysis ▼

For Book 1, both Text Structure Analysis and Structured Writing would be only on the paragraph level. We would pick up one paragraph or paragraphs from the reading passage to make a model analysis for the students and have another paragraph or paragraphs of similar structure to be analyzed by the students to enable them to understand the structure used by the