



教育部大学英语教学改革示范点项目（院校）成果之一
总主编 杨勇坚 徐志英 林德福

COLLEGE ENGLISH

Step by Step Comprehensively

1

大学英语综合进阶

主编 何 琍 王云秀



重庆大学出版社
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内 容 提 要

《大学英语综合进阶》系列教材共分五册,每册十个单元。本书为该系列教材第一册,每单元包含三大部分:1. 开胃菜(谚海采撷、泛听浅读、相关信息阅读、易混词解析等);2. 主餐(传统阅读、深度阅读、完型填空、介/副词应用、构词法应用、词汇和结构应用、同义词汇替换、英译汉、汉译英、英文写作强化训练等)3. 餐后甜点(幽默欣赏、主题讨论/演讲/辩论等)。所涉及的主题有:学会学习;代沟;善心与善举;外表与肢体语;与艾滋病作斗争;工作与事业;枪走乃罪恶;创造力;高等教育与就业;人生之上策。本书旨在拓展英语学习的空间,丰富学习者的文化背景知识,加强语言技能训练,以提高学习者的语感和英语综合应用能力。本书可作为主干教材的配套教材,也可单独作为集听、说、读、写、译为一体的综合教材使用,还可作为英语学习者的自学教材。

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序

始于2003年的全国大学英语教学改革,迄今历时十年。改革的目的是“不仅仅是培养学生的英语综合应用能力和自主学习能力,更重要的是通过课程教学拓宽其文化视野,培养其跨文化交际能力、提高其综合文化素养”。要实现这个目标,关键在于教学理念、方法/手段的改革,教材的改革,还有教学条件的改善,三者缺一不可。

《大学英语综合进阶》的编著者以教育部有关“大学英语教学改革”和“大学英语课程教学要求”的最新精神为指导,努力汲取英美(对外英语教学的ESL & EFL)优秀英语教材的特点,在长期大学英语教学改革实践中,积累了丰富的语料、素材,经过加工、提炼,运用于教学实践,又结合实际使用中的反馈意见,进行反复修改、完善,博采众长,集腋成裘。教材充分体现了“以教师为主导,以学生为主体”的理念。这套多功能、多用途的大学英语教材,旨在拓展学生的学习空间,进一步丰富其文化背景知识,加强语言技能训练,以提高其英语综合运用能力和文化素养。该教材强化“卓越乃习惯”的实践理念,构思精巧,编写新颖,独特,富有启发性,文化内涵丰富,语言地道,图文并茂,拓展视野。这是教育部“全国大学英语教学改革示范项目(院校)”的一大成果。可喜可贺!

“外语教学中语言的输入是基础,输出是动力;偏一则废;语言知识与语言技能同等重要;偏一则空,读写与听说同等重要,偏一则滞。因材施教,才能培养奇才;综合训练,才能有利于发现潜才、发掘人才、培养栋梁之才。语言实践是语言学习的最关键手段,要培养学生良好的语感,实践手段必须有实效。”我为这一真知灼见呐喊,欣慰!

坚信这套《大学英语综合进阶》的出版有利于提高大学英语教学质量,有利于实现大学英语教学改革的伟大目标,以告慰那些为大学英语教学改革工程呕心沥血、鞠躬尽瘁、可歌可泣的教育工作者和奉献者。是为序!

云南省外语教育学会会长/云南省外语专业教学指导委员会主任 原一川

2013年6月

前言

《大学英语综合进阶》是在大学英语教学改革不断实践中诞生的一套与现代信息技术相结合的多功能、多用途的大学英语教材,旨在拓展学习者的学习空间,进一步丰富他们的文化背景知识,加强语言技能训练,以提高他们的英语综合运用能力和素养。

本套书是教育部“全国大学英语教学改革示范项目(院校)”主要成果之一,是编者们在长期大学英语教学实践中,积累了丰富的语料、试题素材,经过加工、提炼,运用于教学实践,又结合实际使用中的反馈意见,进行反复修改、完善的成果。

一、指导思想

教育部2007年7月颁发了《大学英语课程教学要求》(以下简称《课程要求》)进一步具体明确了新形势下大学英语的教学性质和教学目标。我们正是以《课程要求》的精神为指导思想,“以外语教学理论为指导、以英语语言知识与应用技能、跨文化交际和学习策略”为主要内容,以“培养学生的英语综合应用能力和自主学习能力”,同时提高他们的“综合文化素养,以适应我国社会发展和国际交流的需要”为目标,来进行这套书的设计、编写工作。

《课程要求》指出,“教师不再仅仅是知识传授者”,而应当“是教学过程的组织者、自主学习的指导者、教学活动的督促者;学生应当选择适合自己的材料和方法,成为学习的主体,从而提高独立思考和自主学习的能力。”《大学英语综合进阶》的编写体例体现了教师的组织作用和指导作用,并促使学生开动脑筋自主学习。同时,2012年末,我们有幸及时聆听教育部高教司有关领导和外语界顶尖级专家调研总结教改以来出现的偏差和教训,深感必须重视语言的“输入”和“输出”,语言知识与语言技能并重,技能与文化并重,读写与听说并重,才能培养真才、实才、栋梁之才,才能出大师。

二、编写特色

1. 重视“输入”与“输出”,强化语言实践

语言只有在实践中才能发挥交际作用,不断的练习和语境中的实践才能使学习者更好地理解语言知识,形成良好的语言习惯。因此,语言实践是学习语言最主要、也是最重要的手段。

本套书重视语言学习中的“输入”与“输出”,针对学生在大学英语学习中的重点、难点以及易混、易错点进行简要的归纳、辨析、讲解,精读实练,配以形式多样的语言实践练习题,让学生在实践中巩固所学知识。

2. 开阔背景知识,拓展文化视野

语言是文化的载体,而文化对准确理解语言起着至关重要的作用。所以,在传授英语语言知识的过程中,适时地介绍相应的文化背景知识,有利于拓展学生的视野,培养他们的跨文化

交际能力。

本套书针对各单元的主题,提供图文并茂的文化背景知识,并配有相应的理解练习题,以加深学生对这些知识的了解。

3. 涵盖听说读写译,五位一体

交际能力是一种综合运用语言的能力。培养学生的交际能力,其实质就是要培养他们听、说、读、写、译几个方面的综合能力。听说读写译,是五位一体的,他们相互依存,相得益彰。

本套书既有选自英语新闻广播节目的实况录音及配套练习,多种类型的阅读训练,词汇和结构知识及其专项练习,英语幽默与修辞的欣赏及练习,也有英汉互译、口头和书面表达训练,能让学习者得到全方位的语言训练。各种技能也都有专项训练。

鉴于《大学英语综合进阶》的上述特点,它既可以用作大学英语主干教材的配套教材,也可以单独作为集听、说、读、写、译为一体的综合教材使用,还可以作为英语学习者的自学教材。

三、编写队伍

《大学英语综合进阶》(1—5册)的总设计、总负责人兼总主编,各册主编、副主编,直至所有参与编写的人员队伍,由资深大学英语教授、副教授和中青年骨干教师组成;另外,还有英美专家参与审定。

本套书从构思、编写到最后成型,整个过程得到了许多领导、专家的支持,特别是教育部高等学校大学外语教学指导委员会委员、原云南省大学外语教学与考试指导委员会主任,现任顾问梁育全教授的指导与支持,云南大学林文勋校长、武建国(前任)副校长、大学外语教学部现任主任任勤等领导的大力支持和鼓励。在此向他们表示衷心的感谢。

《大学英语综合进阶》的编撰,是一个不小的工程,囿于编著者的水平与经验,书中难免存在疏漏和不妥之处,恳请专家、学者们不吝赐教,以期再版时,认真勘正。

总主编:杨勇坚 徐志英 林德福

2013年6月

使用说明

《大学英语综合进阶》以听说领先,并兼顾听、说、读、写、译等英语语言应用能力的全面训练,词语注释准确,易混词辨析简明扼要。因此,本教程既可作为主干教材的辅助教材使用,也可作为独立教材使用;同时由于所有练习都配有参考答案,也适合广大的英语爱好者自学使用。

为了提高学习效率,使用者务必按照书中每部分的指令(Directions)和步骤(Steps)学习。

每单元的第一部分(Part A)开胃品(Appetizer)中,听力内容(II. Global Listening and Reading)的生词注释,对动词、名词采取实用注释方式,即完全按照动词或名词在句子中使用的情况(即时、体、人称单复数等结构性质)注音、释义、并标出词性,而不是单词原形的注释。这样有利于学习者在语境中领悟词语的用法。

全书注释所用的缩略语如下:

a. = *adj.* = adjective (形容词);

AmE = American English (美国语);

coll. = colloquialism (口头语)

esp. = especially (特别);

ger. = gerund (动名词);

n. = noun (名词);

oft. = often (常常);

phr. ad. = phrasal adverb (副词短语);

phr. prep. = phrasal preposition (介词短语);

poss. form = possessive form (所有格形式);

pr. n. = *pro. n.* = proper name (专有名词);

phr. v. = phrasal verb (动词短语);

p. p. = past participle (过去分词);

pr. t. = present tense (现在时);

sb. = somebody / someone (某人);

sl. = slang (俚语);

vi. = verb intransitive (不及物动词);

usu. = usually (通常)

ad. = *adv.* = adverb (副词);

BrE = British English (英国语);

e. g. = for example (例如);

form. = formal (正式用法);

i. e. = that is / namely (即,那就是);

num. = numeral (数词);

phr. a. = phrasal adjective (形容词短语);

phr. n. = phrasal noun (名词短语);

pl. = plural (复数形式);

pr. p. = present participle (现在分词);

p. t. = past tense (过去时);

sing. = singular (单数形式);

sth. = something (某物,某事);

vt. = verb transitive (及物动词);

~ (代指被解释的词)

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To the Students and English Learners	
<i>Practice is the way to success. Leonardo da Vinci had practiced drawing eggs thousands of times before he became one of the greatest painters in the world. First few times, curiously; next time, unwillingly; then more times, diligently and delightedly, purposefully and productively. Similarly, one needs to practice basic English skills this way before he/she becomes skillful with the English language as a tool to communicate. Excellence is not a theory, or an act; it is a habit. Here you are on the way to your achievements by developing the good habit.</i>	
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Unit 1

Learn to Study

Part A Appetizer



I. Try to Find the Gems (TFG)

You might have learned of the saying, “**It is never too old to learn.**” Please fill in the blanks with proper words to make the following sentences meaningful as well as grammatical.

- _____ and learn.
- There is no _____ road to learning.
- Learning without _____ is labor lost.



II. Global Listening and Reading (GLR)

Please take the following **FOUR** steps to learn effectively.

Step One

Listen to each of the passages and then read the ten statements and questions following it.

For Statements 1-8, write on the line before each statement:

T (for True) if the statement agrees with the information given in the passage;

F (for False) if the statement contradicts the information given in the passage;

NG (for Not Given) if the statement is not given in the passage.

For Questions 9-10, write the answers on the lines according to the passage you have just listened to.

Step Two

If the passage proves to be too difficult for you to understand by the first listening, then look at the list of the new words and read them aloud before listening to the passage again.

Step Three

If you still have difficulty in understanding some parts of it by the second listening, then read the audio script in detail to improve your understanding. And check your answers to the ten statements and questions.

Step Four

Now if you can understand the material well by reading, listen to the record again for consolidation of listening comprehension without glancing at the audio script.



Passage 1 English and Spanish Speakers Learn Together, and from Each Other

⇒ Statements and Questions

- Several ways to teach foreign languages are offered by hundreds of American schools.
- The method named dual or two-way immersion is a traditional way of teaching foreign languages

in American schools.

- ___ 3. All of Helen Arzola's kindergarteners from English-speaking families heard Spanish before.
- ___ 4. The dual-language program aims to teach all Hispanic children English.
- ___ 5. Hispanic children can not learn English well unless they have a good command of their first language.
- ___ 6. Some people doubt if bilingual education is sufficient in terms of English learning.
- ___ 7. Pro-English is an international nonprofit group.
- ___ 8. A national survey found that more public elementary and middle schools taught French, German, Russian or Japanese in recent years.
9. Why do some schools say a federal education law from the last administration has hurt language teaching?

10. Schools face problems like _____ and _____.

❖ *New Words to Learn before Listening to the Passage Again* ❖

1. immersion [i'mɔ:ʃn]	n.	沉浸, 专心
2. the Pledge of Allegiance ['pledʒ, əv, ə'li:dʒəns]	pro. n.	宣誓效忠(美国人站在国旗前右手贴左胸宣誓)
3. academic [ækə'demik]	a.	学术的; 学校的; 学习的
4. executive [iq'zekjətiv]	a.	行政的
5. skeptical ['skeptikl]	a.	疑心的

⇒ *Audio Script for Further Understanding*



In the last ten years, hundreds of American schools have begun to offer a new way to teach foreign languages. This method is called dual or two-way **immersion**¹. Here is how it works at London Towne Elementary School in Centreville, Virginia, outside Washington. In some classes, only Spanish is spoken, even during **the Pledge of Allegiance**² — a morning tradition for American schoolchildren. And this is a second grade class where the children learn math and other subjects completely in Spanish. Later in the day they learn only in English. Half of the children

are from families that speak Spanish at home. The other half are native English speakers. Myra Olmeda is the teacher.

MYRA OLMEDA: "When these both groups come together, they're learning, you know, one from the other — which is the greatest thing that is happening."

Helen Arzola teaches the youngest children.

HELEN ARZOLA: "A child before eight is a language learning machine. That's their reason for being, for the most part. So this is the time to learn a language."

She says her kindergarteners from English-speaking families may have never heard Spanish before. And she says children from Spanish-speaking families benefit from learning in their own language.

HELEN ARZOLA: "The goal of the dual-language program is to teach low-income Hispanic children English — good English, social English and **academic**³ English. And that can only happen if they have a good, solid foundation in their first language."

But some people are still not sure about these programs. They say bilingual education has not always taught Hispanic

students enough English. K. C. McAlpin is **executive**⁴ director of a national nonprofit group called Pro-English.

K. C. MCALPIN: "The experience of history has made us a bit **skeptical**⁵, OK? Because it's another thing that sounds like on the surface is a great idea."

London Towne Elementary is in Fairfax County, Virginia. The county also offers immersion programs in French, German and Japanese. One sixth grader at London Towne says it's not like traditional teaching.

DANIEL SHANK-ROWE: "It's really just like being in the environment where everyone's talking Spanish. You just catch on."

Another student says she likes to learn other languages. But a national survey found that in recent years foreign language teaching decreased in public elementary and middle schools. Fewer schools teach French, German, Russian or Japanese. Some schools say a federal education law from the last administration has hurt language teaching. This law only requires testing of progress in math and reading. Schools also face language teacher shortages, and now budget cuts caused by the economy. (427 words)



Passage 2 Going Digital: the Future of College Textbooks?

⇒ Statements and Questions

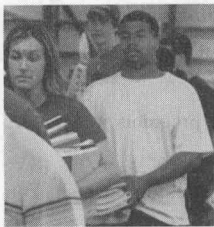
- ___ 1. Charles Schmidt says electronic textbooks now account for two to three percent of sales.
 - ___ 2. The average college student in America can not afford their textbooks any more.
 - ___ 3. Students have access to online versions for many of the most popular college textbooks.
 - ___ 4. In the test, the students in Northwest Missouri State University rent textbooks in order to save money.
 - ___ 5. Northwest Missouri State University tested the e-textbooks with seven thousand of its students.
 - ___ 6. In the survey, 56% of students reported that downloading the books from the Internet was easy.
 - ___ 7. Administrators are disappointed with the e-textbooks now available because only the minority are interactive.
 - ___ 8. None of the e-books available now is interactive.
9. What will happen if more digital books include video, activities, games and other ways to interact with the information?
-
10. According to Charles Schmidt, electronic textbooks are expected to reach ten to fifteen percent by _____.

❖ New Words to Learn before Listening to the Passage Again ❖

1. available [ə'veɪləbəl]	a. 可得到的	3. downloading [ˌdaʊn'ləʊdɪŋ]	pr. p. 下载
2. administrators [əd'mɪnɪstreɪə(r)z] n. (pl.)	行政管理者	4. physical ['fɪzɪkl]	a. 有形的, 实物的
		5. interactive [ɪntər'æktɪv]	a. 互动的; 交互式的

⇒ Audio Script for Further Understanding

The average college student in America spent an estimated seven hundred dollars on textbooks last year. The National Association of College Stores reported more than five billion dollars in sales of textbooks and course materials. Association spokesman Charles Schmidt says electronic textbooks now represent just two to three percent of sales. But he says that is expected to reach ten to fifteen percent by 2012. Online versions are now **available**¹ for many



of the most popular college textbooks. E-textbooks can cost half the price of a new print textbook. But students usually lose access after the end of the term. And the books cannot be placed on more than one device, so they are not easy to share. So what do students think of e-textbooks? **Administrators**² at Northwest Missouri State University wanted to find out. Earlier this year they tested them with five hundred students in twenty classes. The university is unusual. It not only provides laptop computers to all seven thousand of its full-time students. It does not require students to buy their textbooks either. They rent them to save money. The school aims to save even more by moving to e-textbooks. The students in the survey reported that **downloading**³ the books from the Internet was easy. They liked the idea of carrying lighter backpacks. And fifty-six percent said they were better able to find information. But most found that using e-textbooks did not change their study habits. And sixty percent felt they read more when they were reading on paper. In all, almost half the students said they still liked **physical**⁴ textbooks better.

But the survey found that cost could be a big influence. Fifty-five percent said they would choose e-textbooks if using them meant their textbook rental fee would not increase. Roger Von Holzen heads the Center for Information Technology in Education at Northwest Missouri State. He tells us that administrators are disappointed with the e-textbooks now available because the majority are not **interactive**⁵. He thinks growth will come when more digital books include video, activities, games and other ways to interact with the information. The technology is improving. But for now, most of the books are just words on a screen. (365 words)

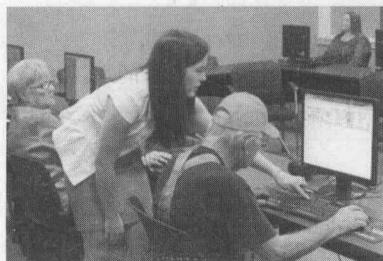


III. Information Related to the Text (IRT)

1 History of Online Education

Online education has created possibilities that previous generations couldn't even fathom (推测). Literally, students can earn their entire degree at home, by working when it's convenient for them, while wearing their pajamas. This amazing innovation has allowed for greater access to universities and targeted specializations (专业领域) that may not be locally available. It has also been especially beneficial for working adults or stay-at-home parents who are eager to earn a degree. So, how did online education programs get started?

The history of online education extends back further than you may think, with the very first virtual classroom environments being created in the 1960s. In University of Illinois, scientists created a classroom system based on linked computer terminals. There, students were able to get access to informational resources while listening to a professor whose lectures were brought in remotely, via some form of television or audio device.



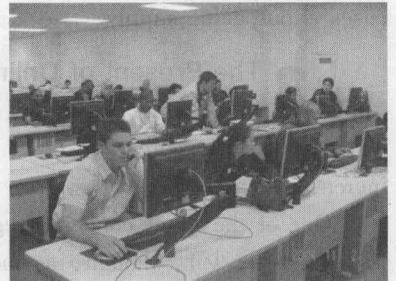
E-learning began at just about the same time that a computer was developed for personal practical use. In fact, the concept and practice of distance learning predates (早于) the computer area by almost 100 years. In England, in 1840, shorthand classes were being offered by correspondence courses (函授课程) through the mail. The improvements to the postal service made this method of distance learning popular in the early part of the last century. This led to a large number of

"through the mail" type of educational programs. The computer only made distance learning easy

and better. Television, video recorders, and even radio have all made a contribution to distance learning.

Certainly not a form of “online learning” that stands up to the web learning of today, but it was the beginning of enhanced distance learning and the utilization (利用) of computer resources for educational purposes.

Universities quickly began to take advantage of these new resources by offering distance learning courses, using computer networking for information and resource sharing, and more. By the mid-1980s, college resources frequently included online access to course information and student networking tools.



Online courses only began emerging in the late 1980s, with some moderate success. The concept was further popularized as major corporations began using similar utilities

to trim their training budgets. While businesses began with software training programs, the largest corporations started utilizing online tools to minimize software distribution (分销) costs.

Another phenomenon that contributed to online learning was the correspondence school. The original correspondence schools worked in a very straightforward way: You registered (注册) by mail, received materials by mail, then mailed the course work back for grading upon completion.

As the digital age swept across the nation, the correspondence school became more grounded in the virtual world, and the first online correspondence school, the University of Phoenix, made its way onto the scene in 1989. It was not a fully accredited (认可的, 验收合格的) institution at that time, however, and it was not until 1993 that the first accredited university, the Jones International University, really opened the floodgates.

It was at this same time that a new innovation in the online world made more universities of this kind possible: the Mosaic (初期互联网的 WEB 浏览器) web interface (界面). This was the first graphic (图形的) interface that reached out to more common users, allowing for unprecedented (前所未有的) access and support. Since that time, hundreds of standard universities have started offering a variety of online courses.

Many institutions, as well as a number of digital correspondence schools, offer full degrees online. As the web continued to open doors, these universities expanded their degree selection. These days, it's literally possible to graduate with the degree of your choice without ever having to set foot in a classroom.

2 The Past of Online Learning

Distance learning, which includes online education, is nothing new. By the end of the 19th century, schools were beginning to offer correspondence courses in which teachers and students communicated about assignments (作业) by mail. One of the first private correspondence schools in the U. S. was opened in Boston in 1873. That same year, Illinois Wesleyan University became the first U. S. institution to offer courses by correspondence.

As the job market developed post-industrialization (后工业化), the need for convenient and affordable education options became more prominent. Both correspondence courses, and today's modern incarnation of online learning grew out of the same need for flexible, cost-effective general and professional education.

Online distance learning actually began earlier than you might think. In 1983, Nova University in Florida started to use online technology in education, and by 1986, QuantumLink Tutoring Center and Community College became the first entirely online educational institution. As technology developed over the last 20 years, online education programs expanded as well. In fact, according to the 2009 Instructional Technology Council (ITC) survey, now demand for distance learning in some cases is outpacing supply.

3 The Present of Online Learning

In a 2008 ITC survey, community colleges were reporting an increase in enrollment in distance education programs of 22 percent. Enrollments and course offerings have only continued to increase through 2010.

One of the chief concerns regarding distance education has always been quality. This fear is lessening (减少), though, as more and more colleges and universities are offering a variety of accredited online options (选择权). The Sloan Consortium, a collection of institutions and organizations committed to quality online education, noted that in 2008, over 4.6 million students were taking at least one course online.

In terms of degrees, a new student can choose from a huge variety of online courses and pursue one of dozens of degree programs. Institutions now offer online associate, bachelor's, master's, and doctoral degrees.

4 The Future of Online Learning

An increasing number of schools are offering online education options. Unlike older methods of distance education, the internet enables real-time (实时的), interactive (互动的) participation, thus more closely approximating (接近) the traditional classroom experience than prior correspondence courses. The perception (观念) in the past was that online programs were not as closely as effective as traditional programs; however, as the popularity and breadth of these programs increase, in a way, so does their quality. More organizations are becoming involved in assessing (评估) the quality of online education, more programs are becoming accredited, and a greater number of highly regarded schools are beginning to offer online coursework. Moreover, a 2009 U. S. Department of Education study actually found that the most effective learning was a combination of online and face-to-face education. (1,160 words)

Now please read the following statements 1-10, and write:

T (for **True**) if the statement agrees with the information given in the paragraphs;

F (for **False**) if the statement contradicts the information given in the paragraphs;

NG (for **Not Given**) if the statement is not given in the paragraphs.

⇒ Statements

1. The very first virtual classroom environments were created in the 1980s.
2. The concept and practice of distance learning predates the computer area by almost 100 years.
3. In the late 1980s, major companies started using online tools to trim their training budgets.
4. Television did not make a contribution to distance learning.
5. The first qualified university, the Jones International University, really opened the floodgates in 1993.

6. The Mosaic web interface in the online world made it possible for more universities to offer a variety of online courses.
7. Allowing for unprecedented access and support, the first graphic interface reached out to more common users.
8. Many institutions and a number of digital correspondence schools can not offer full degrees online.
9. Correspondence courses and today's online learning grew out of the different needs for flexible, cost-effective general and professional education.
10. In the future, the quality of traditional programs will be ignored.



IV. Confusing Vocabulary Discrimination (CVD)

1. **[reward]** *n.* (1) something given or received in return for worthy behavior; e. g. 1) *Now as a reward for her good-nature, she has got a large sum of money.* (现在,作为她的善良性情的报酬,她获得了一大笔钱。) 2) *reward and punish system* (奖惩制度) (2) payment made in return for a service rendered; e. g. *claim a reward* (索取报酬)

v. to give sth. to sb. in recognition of his behavior or actions; e. g. *reward exceptional performance* (奖励杰出表现)

[award] *n.* something given for victory or superiority in a contest or competition or for winning a lottery; e. g. *The actress won an Academy Award for her role in the film Gone with the Wind.* (那位演员由于她在电影《飘》中扮演的角色而获奥斯卡金像奖。)

v. to make an official decision to give sth. to sb. as payment, prize, etc., especially as an honor; e. g. *The Department of Education awarded the educator a prize for lifetime achievement.* (教育部授予这个教育家终身成就奖。)

比较: **[reward]** **[award]**

reward 指报酬、奖金或回报,不强调荣誉; e. g. *Kindness received is the reward for kindness given.* (善有善报。)

award 指授予奖章、荣誉或奖金; e. g. *annual award* (年度奖)

2. **[former]** *adj.* referring to the first of two things or persons mentioned (or the earlier one or ones of several); e. g. 1) *Of the two, the latter is better than the former.* (比较两者,后者比前者好。) 2) *the former president of the United States* (美国前总统)

[formal] *adj.* done in a proper or regular form; e. g. *a formal visit* (一次正式访问)

3. **[unlike]** *prep.* different from; not like; not equal as in strength; e. g. *Unlike the past, China now has genuine economic competition.* (不像过去,中国现在已有了真正的经济竞争力。)

[dislike] *v.* not to like sb./sth.; e. g. *We dislike to have anyone absolutely obey us.* (我们不喜欢任何人对我们绝对服从。)

4. **[success]** *n.* the achievement of something desired or planned; e. g. *His invention is a great success.* (他的发明是个巨大的成功。)

[succession] *n.* the act or process of following in order or sequence; e. g. *We suffered from a succession of defeats.* (我们遭受了一连串的失败。)

5. **[affect]** *v.* to have an influence upon; e. g. *He was much affected by the sad news.* (这不幸的消息使他大受影响。)

[effect] *n.* (have an ~ on/upon) something brought about by a cause or agent; result; e. g. *This has a great effect on the future of the son.* (这对儿子的前途有很大的影响。)

v. to produce sth. as a result; to cause sth. to occur, bring about; e. g. *The financial crisis effected changes all over the world.* (这场金融危机使世界各地发生了变化。)

[infect] *v.* to make a disease spread to a person, an animal or a plant; e. g. *The virus can infect even vaccinated people.* (这种病毒甚至可以感染接种过疫苗的人。)

[affection] *n.* (have ~ for) the feeling of liking or loving toward another; e. g. *I have a great affection for my parents.* (我很爱我的父母。)

[influence] *n.* (have an ~ on/upon) a power indirectly or intangibly affecting a person or a course of events; e. g. *My father had a great influence on my career.* (我的父亲对我的事业影响巨大。)

v. to have power over, to cause a change in the character, thought or action of sb.; e. g. *influence public opinion through the mass media* (通过大众传媒来影响舆论)

比较: **[affect]** **[effect]** **[infect]** **[affection]** **[influence]**

affect 只能作动词,一般指短暂的、不良的影响,并且强调是有形力量的影响: e. g. *Reading in the sunlight has affected my eyesight.* (在阳光下看书影响了我的视力。)

effect 可以作动词,也可以作名词。effect 作名词时,指影响、结果: e. g. *Some computer games have a misleading effect on children.* (有些电脑游戏对孩子产生误导。)作动词时是相当正式的用法,指实现、引起或产生: e. g. *The wholesale merchants tried to effect a reduction in costs.* (批发商们力图降低成本。)

infect 强调情感上、思想上的影响,以及疾病的传播。e. g. 1) *The speaker infected the audience with his enthusiasm.* (演讲者以自己的热情感染了听众。) 2) *Poisonous gases infect the air.* (有害气体污染空气。)

affection 只能作名词,可指多种感情,包括友情、亲情以及爱情,语气较 love 轻,用作复数时表示爱慕之心或深厚的感情: e. g. *Parents have affection for their children.* (父母都爱他们的孩子。)

influence 通常指通过劝说、行为或树立榜样来对一个人的行为或思想产生潜移默化的影响: e. g. *His great mind influenced the growth of the generation.* (他的伟大思想影响了一代人的成长。)

6. **[favorable]** *adj.* advantageous; helpful; e. g. *They gave us favorable terms.* (他们给了我们优惠条款。)

[favorite] *adj.* liked or preferred above others; e. g. *What is your favorite book?* (你最喜欢什么书?)

7. **[discover]** *v.* to be the first to find, learn of, or observe; e. g. *He discovered a new chemical element.* (他发现了一种新的化学元素。)

[create] *v.* to cause sth. to exist; to bring sth. into being; to originate; e. g. *God created the universe out of darkness and chaos.* (上帝在黑暗混沌中创造了宇宙。)

[invent] *v.* to come up with (an idea, plan, explanation, theory, or principle) after a mental effort; e. g. *He quitted his job in order to invent a new machine.* (他为了发明新机器而辞去了工作。)

8. **[living]** *adj.* still in existence; e. g. *living things* (生物)

[alive] *adj.* having life; in a living state; e. g. *She must be alive.* (她一定还活着。)

[live] [*laiv*] *adj.* of current interest; e. g. *a live topic* (一个热门话题)

[lively] *adj.* full of life; vigorous; energetic; e. g. *Children are usually lively.* (孩子通常很活泼。)