

○ 高等院校研究生外语教学研究会立项项目

New Perspective Graduate Series

Reading, Speaking, and Writing
Teacher's Book 2

新视角 | 研究生英语
读说写 2

教师参考书

□ 高等院校研究生外语教学研究会



高等教育出版社
Higher Education Press

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图书在版编目(CIP)数据

新视角研究生英语读说写(2)教师参考书/ 高等院校
研究生外语教学研究会编. —北京: 高等教育出版社,
2007.9
(新视角研究生英语/高等院校研究生外语教学研究生编)
ISBN 978-7-04-022199-2
I. 新… II. 高… III. ①英语-阅读教学-研究生-教
学参考资料②英语-听说教学-研究生-教学参考资料
③英语-写作-研究生-教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(2007)第 141184 号

策划编辑	邓中杰	责任编辑	邓中杰	封面设计	王凌波
版式设计	王东岗	责任校对	邓中杰	责任印制	毛斯璐

出版发行	高等教育出版社	购书热线	010-58581118
社 址	北京市西城区德外大街 4 号	免费咨询	800-810-0598
邮政编码	100011	网 址	http://www.hep.edu.cn
总 机	010-58581000		http://www.hep.com.cn
		网上订购	http://www.landaco.com
经 销	蓝色畅想图书发行有限公司		http://www.landaco.com.cn
印 刷	北京北苑印刷有限责任公司	畅想教育	http://www.widedu.com
开 本	889×1194 1/16	版 次	2007 年 9 月第 1 版
印 张	12.25	印 次	2007 年 9 月第 1 次印刷
字 数	380 000	定 价	29.00 元

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换。

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物料号 22199-00

总 序

随着我国研究生招生规模的不断扩大,研究生教育迅猛发展,教学改革百花齐放,教改成果五彩缤纷。与此同时,研究生英语教学也面临新的挑战。如何顺应新的形势,改革研究生英语教学,提高研究生英语教学质量,是摆在我们面前急需解决的问题。为此,高等院校研究生外语教学研究会于2006年3月成立了“研究生英语教学改革”项目组,项目组对我国各研究生培养单位进行了大规模调研。

调研结果显示,上世纪八、九十年代出版的《非英语专业硕士/博士学位研究生英语教学大纲(试行)》已经远远不能适应新时期研究生英语教学需要。为此,项目组根据调研结果对《非英语专业硕士/博士学位研究生英语教学大纲(试行)》进行了修订,修订后的大纲名称为《非英语专业硕士/博士学位研究生英语教学基本要求(试行)》。该要求进一步明确了以下几个方面的内容:

硕士研究生英语教学以培养学生的英语综合应用能力为目标,使他们在今后的工作中能有效地以英语为工具进行本专业的研究和学术交流。由于各校研究生的入学水平、培养目标、师资状况、教学设备等各种情况的差异,硕士研究生英语的教学要求分为基本要求和较高要求两个层次。基本要求是所有硕士研究生毕业时必须达到的标准,较高要求是为那些英语基础较好、对英语需求较高的硕士研究生设置的。硕士研究生的英语教学包括公共/基础英语和专业英语两部分。

基础英语的教学时数一般不少于64学时,安排在两个学期或集中在一个学期进行。基础英语课以一般人文、科技内容为教材,旨在提高学生的综合英语技能、跨文化交际技能、英语学习策略,着重培养学生的语言运用能力。各校可根据基本要求的教学要求和实际情况设置不同课程,如精读课、听说课、翻译课、写作课、读写课、听力课、口语课等。

专业英语的教学时数一般不少于36学时,开课方式视具体情况灵活掌握。可单独设课,也可以与专业课学习或学术论文写作相结合,采取分散或集中的办法。教学组织可以在新生入学到论文答辩前的全过程中进行。专业英语课以本专业的文献为内容,旨在熟练掌握本专业的英语。强调以英语从事本专业的学习、工作和科研的专业语言能力。各校可根据大纲的教学要求和实际情况设置不同课程,如文献导读、论文写作、专业翻译、学术演讲等课程。

各个院校和科研机构可以根据需要和可能,为学生开设实用性强的各类英语选修课程,如英语快速阅读、国际会议英语、英语应用文写作、英语学术论文写作、英语高级听力、英语演讲、英美文化等。各单位还可以根据需求开设以语言、文学、哲学、文化、外国概况等为内容的素质课,以社会交往、国际礼仪等为内容的社交课,以英语国家生存常识为内容的出国预备课等。

博士研究生英语的教学目的以培养学生用英语进行工作和研究的能力为重点,通过英语教学有效地培养学生用英语进行工作沟通和学术交流的能力。博士生英语教学应遵循因材施教、学以致用的基本原则,讲求教学的效率和效果。

在《非英语专业硕士/博士学位研究生英语教学基本要求(试行)》的基础上,我们组织国内具有丰富研究生英语教学经验的专家、学者编写了《新视角研究生英语》系列教材。

《新视角研究生英语》包括基础教程系列和一个开放性的选修课系列教程。基础教程针对研究生阶段的学习特点和教学目标,选择了富有时代气息,能满足研究生的学业、智力和情感需求的语言素材,并辅以多种形式的练习,旨在提高研究生英语综合应用能力。选修课系列教程包括语言应用类、语言文化类教程,旨在提高研究生的英语应用能力和文化素养,为他们在今后的工作中能有效地以英语为工具进行本专业的研究和学术交流打下坚实的基础。

高等院校研究生外语教学研究会研究生英语教学改革项目组
2007年4月

前言

进入21世纪以来,我国的研究生教育有了蓬勃的发展。随着本科阶段《大学英语课程教学要求(试行)》的实施和大学英语教学改革的日益深入,研究生英语教学也面临新的挑战。通过调研发现,上世纪八、九十年代出版的《非英语专业硕士/博士学位研究生英语教学大纲(试行)》已远远落后于目前我国研究生英语教学实际需要。为此高等学校研究生外语教学研究会从2000年年会开始在全国开展了广泛的社会调研,并于2006年成立了“研究生英语教学改革“项目组,着手对《非英语专业硕士/博士学位研究生英语教学大纲(试行)》进行修订。修订后大纲名称为《非英语专业硕士/博士学位研究生英语教学基本要求(试行)》。《基本要求》提出了进一步提高研究生英语应用能力培养的要求,并吹响了新一轮研究生英语教学改革号角。为了落实《非英语专业硕士/博士学位研究生英语教学基本要求(试行)》基本精神,促进新一轮的教学改革,切实培养和提高广大研究生的英语运用能力,研究会与高等教育出版社采取了联合立项方式组织了研究会内有着丰富经验的专家,结合《非英语专业硕士/博士学位研究生英语教学基本要求(试行)》编写了这套《新视角研究生英语》系列教材。

作为研究生英语基础阶段的主干教材,《新视角研究生英语 读说写》以培养研究生的语言交际能力为目标,着重解决如何强化语言输入(input),通过各种交互活动(interaction),最大化地转换成已掌握的语言(intake)。该教程以阅读材料为主线,强化读、说、写综合训练,从而提高学生实际应用语言知识和语言技能的能力。本教程不囿于孤立地强调“精读”,而是强调通过阅读材料为学生提供大量可理解性语言输入,借助各种交互活动,促进英语说、写能力的培养。

目前研究生英语教学中有两个问题值得重视,其一:要重视学生英语运用能力的培养。学习英语的目的是为了使用英语,理解是使用,表达也是使用。二者之间,后者往往滞后于前者。对英语学习者来说,后者也困难得多。因此,表达能力的培养是学生迫切需要解决的一个问题。其二:要从学生的实际出发,因材施教。目前研究生的入学英语水平差距甚大,按部就班、齐头并进的的教学将导致时间和精力浪费。针对这两种情况,本教程在强调综合能力培养的同时突出了说、写能力的培养,同时《新视角研究生英语 读说写》编有三册,第一册以相当于大学本科英语4级的程度为起点。各册既循序渐进,又相对独立,涵盖了研究生课程班、专业学位硕士研究生、硕士生和博士生的整个基础英语阶段。各学校可根据学生的实际水平在教学中有选择地使用。可循序使用三册,或选用其中的两册,甚至一册。我们希望这样的编写设计有利于从学生的实际出发,因材施教。

《新视角研究生英语 读说写》的选材绝大部分来自近几年出版的英美原著,广泛地涉及当前社会、教育、政治、经济、文化、科技等方面的热门话题,体现了很强的现实性、社会性和学术性,同时也饶有趣味、耐人寻味,有益于启迪思维。三册书各由10单元组成,既注重对课文的理解,也注重语言的表达与应用。力图使学生在探索语言能力的基础上,能巩固这些语言能力,并得到进一步的提高,以达到熟练运用英语语言的程度。每册较之前一册,语言的难度与深度有明显增加,主课文的内容更为广泛。学生在语言知识与能力不断提高的过程中,知识面也在不断地扩大,从而在不同的问题上都能够较熟练地用英语来表达自己的思想,为后阶段的学习打好更坚实的基础。

英语是一门实践性很强的课程,其教材中的练习设计和编写至关重要。《新视角研究生英语 读说写》的特点之一就是阅读课文为主线,通过阅读,学生将获取大量的信息和语言知识,然后再在形式各异、设计新颖的各种学习活动和任务中频繁运用这些信息和语言知识,以便达到熟练掌握英语、运用英语的目的。

总之,《新视角研究生英语 读说写》按照《非英语专业硕士/博士学位研究生英语教学基本要求(试行)》,在保障语言基本功训练的同时,更注重培养学生实际应用语言的能力。

鉴于《新视角研究生英语 读说写》的使用对象是各级各类研究生,教师在教学中不应局限于语言知识的传授,而应侧重于语言交际能力的培养。教师应自始至终扮演语言实践活动的组织

者、指导者的角色，引导学生利用自己现有的语言知识积极参与教学的全过程，以便在学习中运用语言，在语言运用中使自己的语言能力得到进一步培养和提高。学生应：

1. 完成Preparing to Read里规定的任务。课前准备好有关问题的答案，初步了解课文内容，在课堂上做有准备的发言。
2. 主动去图书馆或上网寻找与本课题相关的资料，摘抄有关词组或语汇，补充或启发新思想、新观点，丰富自己的表达，充实讨论的内容。
3. 自学课文后的Phrases and Expressions, Notes, 以及 Further Reading 中的文章，为上课时积极参与教学活动做好准备。认真大声朗读并背诵有关段落和名言警句，对英语学习也是非常有裨益的。

在组织教学活动中，建议整个课文教学过程按照每课后Comprehension部分设定的步骤进行。因为Comprehension练习设计的指导思想是除了检查学生对课文的理解外，更重要的是能起到导教、导学的作用。因此这部分练习应与教师的课文讲解紧密结合，以练习带讲解，不宜在课文讲解之后孤立使用。在Comprehension练习中，部分问题没有提供答案，因为这些问题仅供学生讨论之用，学生可以根据自己不同的阅历和思想给出不同的答案，以达到讨论的目的。做完这一步仅仅意味着阅读过程的结束，在此基础上教师可根据学生的情况，做有关的语言知识点的检查或讲解。这项工作大致包括：An Oral Summary of the Text, Sentence Paraphrasing, Long Sentence Translation into Chinese, Useful Sentence Pattern Imitation (from Chinese into English)等。Vocabulary, Cloze等练习由教师自定方式进行。为了帮助学生更好地了解课文的语篇结构和主题的发展，全面理解课文，我们设计了课文提纲练习（Outline），教师可以在要求学生完成课文提纲的基础上让学生写提要（summary），也可要求学生根据提纲口头复述课文内容。Oral Practice 部分，教师可以按照活动的要求、教学提要和提供的素材，组织学生完成这些任务和活动。在第二册我们增加了How to Present。这部分内容主要训练、培养学生演讲、陈述的能力。教师可以课堂讲解、示范，学生课后准备，并在下一次上课时演讲汇报。Writing 部分与课文紧密相连或与口语活动部分相关，目的是让学生在读、说的基础上，通过写的方式，把相关内容和观点表述出来。

《新视角研究生英语 读说写教师参考书》由四大部分组成：Background Information, Notes, Key to Exercises 和 Translation. Background Information 部分主要提供了与作者和课文内容有关的背景知识，以便教师和学生更好地理解课文；Notes 是对课文中的难句进行解释，并对部分词语的用法作了一些介绍；Key to Exercises 为每一单元中练习的答案，并对如何组织 Preparing to Read 和 Speaking Tasks & Activities 或 Oral Practice 这两部分的教学活动提出了一些建议，供教师参考；Translation 提供了是课文和阅读材料的汉语译文，供参考。

教师用书的编写原则是：

1、竭诚为教师服务，努力为教师有效地组织课堂、指导整个教学过程提供便利。因此，在编排上对所有重点、难点、语言点都标明了在文中的段落，免除教师备课查资料之苦。在教学参考内容的选择上，除了练习参考答案之外，还提供文章背景材料，包括了与话题密切相关的人物、机构、公司、事件、历史、典故、作品等的背景知识。

2、针对课文中有关的语言知识点、难点进行较为详尽地解释或释义，并提供参考例句。由于注释详尽，教师在使用中有很大的选择余地。

总之，《新视角研究生英语 读说写教师参考书》的宗旨重在方便教师，减轻教师备课时查资料的负担。以便集中精力研究教学，把课教好。

《新视角研究生英语 读说写教师参考书》由王同顺教授担任总主编，其中第一册由张文鹏教授主编，第二册由王同顺教授主编，第三册由陆效用教授主编。

编者
2007年4月于上海

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《新视角研究生英语 读说写2 教师参考书》

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Unit

One

College Lectures: Is Anybody Listening?

Preparing to Read

Tips for the teacher

1. The purpose of Exercise 1 is to arouse students' interest in education and teaching by learning some sayings about education and to make them talk with each other. First, ask the students to work in pairs or small groups to tell each other whether they agree or disagree with the sayings. The students should be told that if they agree, they have to provide examples. Second, choose some of the sayings and ask the class if they agree or not. If someone says "Yes," ask him or her to give examples to the class.
2. The purpose of Exercise 2 is to check students' ideas about what a good teacher should be. First, ask the students to work individually. Second, ask them to compare their answers with their partners, and to explain their answers to each other. Lastly, ask the class to find out what most students think is the most important quality and the least important quality. Ask the class to justify their choices.

Background Information

1. **Overview of education in the United States:** Education in the United States is provided mainly by the government, with control and funding coming from three levels: federal, state, and local. At the primary and secondary school levels, curricula, funding, teaching, and other policies are set through locally elected school boards with jurisdiction over school districts. School districts can be (but are not always) coextensive with counties or municipalities. Educational standards and standardized testing decisions are usually made by the states through acts of the state legislature and governor, and decisions of the state departments of education.

Children are required to attend school until the age of 16–18 depending on the state. Many more states now require children to attend school until the age of 18. Students may attend public, private, or home schools. In most public and private schools, education is divided into three levels: elementary school, middle school, and high school. Grade levels in each vary from area to area.

Of those enrolled in compulsory education, 5.2 million (10.4 percent) were attending private schools. Among the country's adult population, over 85 percent have completed high school and

27 percent have received a bachelor's degree or higher. The average salary for college graduates is \$45,400, exceeding the national average by more than \$10,000, according to a 2002 study by the U.S. Census Bureau.

However, the country has a low literacy rate as compared to other developed countries, with a reading literacy rate at 86–98% of the population over age 15, while ranking below average in science and mathematics understanding. The poor performance has pushed public and private efforts such as the No Child Left Behind Act. In addition, the ratio of college-educated adults entering the workforce to general population (33%) is slightly below the mean of other developed countries (35%) and rate of participation of the labor force in continuing education is high.

2. Overview of college and university: Post-secondary education in the United States is known as college or university and commonly consists of four years of study at an institution of higher learning. Like high school, the four undergraduate grades are commonly called freshman, sophomore, junior, and senior years (alternately called first year, second year, etc.). Students traditionally apply to receive admission into college, with varying difficulties of entrance. Schools differ in their competitiveness and reputation; generally, the most prestigious schools are private, rather than public. Admissions criteria involve the course rigor and grades earned in high school courses taken, the students GPA, class ranking, and standardized test scores (such as the SAT or the ACT tests). Most colleges also consider more subjective factors such as a committal to extracurricular activities, a personal essay, and an interview. While numerical factors hardly ever have absolute, required levels, each college usually has a rough threshold below which admission is unlikely.

Once admitted, students engage in undergraduate study, which consists of satisfying university and class requirements to achieve a bachelor's degree in a field of concentration known as a major. (Some students enroll in double majors or "minor" in another field of study.) The most common method consists of four years of study leading to a Bachelor of Arts (B.A.), a Bachelor of Science (B.S.), or sometimes (but rarely) another bachelor's degree such as Bachelor of Fine Arts (B.F.A.), Bachelor of Engineering (B.Eng.), or Bachelor of Philosophy (B.Phil.). Five-Year Professional Architecture programs offer the Bachelor of Architecture Degree (B.Arch.).

Unlike in the British model, degrees in law and medicine are not offered at the undergraduate level and are completed as graduate study after earning a bachelor's degree. Neither field specifies or prefers any undergraduate major, though medicine has a set of prerequisite courses that must be taken before enrollment.

Some students choose to attend a community college for two years prior to further study at another college or university. In most states, community colleges are operated either by a division of the state university or by local special districts subject to guidance from a state agency. Community colleges may award Associate of Arts (AA) or Associate of Science (AS) degree after two years. Those seeking to continue their education may transfer to a four-year college or university (after applying through a similar admissions process as those applying directly to the four-year institution, see articulation). Some community colleges have automatic enrollment agreements with a local four-year college, where the community college provides the first two years of study and the university provides the remaining years of study, sometimes all on one campus. The community college awards the associate's degree, and the university awards the bachelor's and master's degrees.

Graduate study, conducted after obtaining an initial degree and sometimes after several years of professional work, leads to a more advanced degree such as a master's degree, which could be a Master of Arts (MA), Master of Science (MS), Master of Business Administration (MBA),

or other less common master's degrees such as Master of Education (MEd), and Master of Fine Arts (MFA). After additional years of study and sometimes in conjunction with the completion of a master's degree, students may earn a Doctor of Philosophy (PhD.) or other doctoral degree, such as Doctor of Arts, Doctor of Education, Doctor of Theology, Doctor of Medicine, Doctor of Pharmacy, Doctor of Physical Therapy, or Doctor of Jurisprudence. Some programs, such as medicine, have formal apprenticeship procedures post-graduation like residency and internship which must be completed after graduation and before one is considered to be fully trained. Other professional programs like law and business have no formal apprenticeship requirements after graduation (although law school graduates must take the bar exam in order to legally practice law in nearly all states).

Entrance into graduate programs usually depends upon a student's undergraduate academic performance or professional experience as well as their score on a standardized entrance exam like the GRE (graduate schools in general), the LSAT (law), the GMAT (business), or the MCAT (medicine). Many graduate and law schools do not require experience after earning a bachelor's degree to enter their programs; however, business school candidates are usually required to gain a few years of professional work experience before applying. Only 8.9 percent of students ever receive postgraduate degrees, and most, after obtaining their bachelor's degree, proceed directly into the workforce.

- 3. Cost of attending a college:** The vast majority of students (up to 70 percent) lack the financial resources to pay tuition and must rely on student loans and scholarships from their university, the federal government, or a private lender. All but a few charity institutions charge all students tuition, although scholarships (both merit-based and need-based) are widely available. Generally, private universities charge much higher tuition than their public counterparts, which rely on state funds to make up the difference. Because each state supports its own university system with state taxes, most public universities charge much higher rates for out-of-state students. Private universities are generally considered to be of higher quality than public universities, although there are many exceptions.

Annual undergraduate tuition varies widely from state to state, and many additional fees apply. A typical year's tuition at a public university (for residents of the state) is about \$5,000. Tuition for public school students from outside the state is generally comparable to private school prices, although students can generally get state residency after their first year. Private schools are typically much higher, although prices vary widely from "no-frills" private schools to highly specialized technical institutes. Depending upon the type of school and program, annual graduate program tuition can vary from \$15,000 to as high as \$40,000. Note that these prices do not include living expenses (rent, room/board, etc.) or additional fees that schools add on such as "activities fees" or health insurance. These fees, especially room and board, can range from \$6,000 to \$12,000 per academic year (assuming a single student without children).

College costs are rising at the same time that state appropriations for aid are shrinking. This has led to debate over funding at both the state and local levels. From 2002 to 2004 alone, tuition rates at public schools increased by just over 14 percent, largely due to dwindling state funding. A more moderate increase of 6 percent occurred over the same period for private schools.

- 4. Different kinds of college and university:** American college and university faculty, staff, alumni, students, and applicants monitor rankings produced by magazines such as *U.S. News* and *World Report*, *Academic Ranking of World Universities*, test preparation services such as The

Princeton Review or another university itself such as the Top American Research Universities by University of Florida. These rankings are based on factors like brand recognition, selectivity in admissions, generosity of alumni donors, and volume of faculty research.

In terms of brand recognition, the United States' most well-known university is Harvard. Seemingly, Harvard alumni often gain prominence in American business, education, and society; for this reason, it has become entrenched in popular mind as America's 'top' school. Various Hollywood movies depict Harvard as the ultimate example of the academic "ivory tower," (e.g., Legally Blonde, Soul Man, The Paper Chase, etc.)

In the popular mind, approximately twenty-five institutions compose the "top tier" of American higher learning. Most would cite the eight universities that compose the Ivy League and a small number of elite, private research universities (e.g., Caltech, the University of Chicago, Duke, Johns Hopkins, MIT, Northwestern, Stanford, etc.) A small percentage of students who apply to these schools gain admission. Many Americans would also cite the "Little Ivies," a handful of elite liberal arts college known for their high-quality instruction. These include Amherst, Williams, Wesleyan, Swarthmore, etc. Others would cite all-female institutions such as Wellesley and Smith, former members of the "Seven Sisters."

This "ladder" is not absolute, however. Top public universities (sometimes referred to as "Public Ivies"), such as the University of California, Berkeley, the University of Michigan, Ann Arbor, and the University of Virginia actually perform better than various private universities in many measurements of graduate education and research quality. Among engineering schools, Ivy League universities are outranked by multiple public and other private universities.

Each state in the United States maintains its own public university system, which is always nonprofit. The State University of New York and the California State University are the largest public higher education systems in the United States; SUNY is the largest system that includes community colleges, while CSU is the largest without. Most areas also have private institutions which may be for-profit or nonprofit. Unlike many other nations, there are no public universities at the national level outside of the military service academies. A few states (like California and Minnesota) have two separate state university systems. The faculty of the more prestigious system are expected to conduct advanced cutting-edge research in addition to teaching (e.g., University of California and University of Minnesota), while the less prestigious is focused on quality of teaching and producing the next generation of teachers (e.g., California State University). The second-tier university systems are often the descendants of 19th-century normal schools. Note that Texas has six separate state university systems, the University of Texas System, the Texas Tech University System, the Texas A&M University System, the University of Houston System, the University of North Texas System, and the Texas State University System.

Prospective students applying to attend one of the five military academies require, with limited exceptions, nomination by a member of Congress. Like acceptance to "top tier" universities, competition for these limited nominations is intense and must be accompanied by superior scholastic achievement and evidence of "leadership potential".

Low status institutions include community colleges. These are primarily two-year public institutions, which individual states usually require to accept all local residents who seek admission, and offer associate's degrees or vocational certificate programs. Many community colleges have relationships with four-year state universities and colleges, (or even private universities, e.g. Suffolk University,) that enable their students to transfer relatively smoothly to these universities.

Regardless of perceived prestige, many institutions feature (at least one) distinguished academic department, and most Americans attend one of the 2,400 four-year colleges and

universities, or over 1,700 two-year colleges not included among the twenty-five or so 'top-tier' institutions. For this reason (among others), America's higher education status ladder remains highly controversial, and certainly not beyond reproach. For example, prestigious Reed College famously refuses to participate in institutional rankings, insisting that one cannot quantify the qualitative. Similarly, Bard College president Leon Botstein said of U.S. News' annual rankings: "it is the most successful journalistic scam I have seen in my entire adult lifetime — corrupt, intellectually bankrupt and revolting."

Notes

1. **When he returned, the professor nodded vaguely and, to Fowkes's astonishment, began to deliver not the next lecture in the sequence but the one after.** (*Para. 2*): When Fowkes came back to class after being ill, the professor nodded vaguely and, surprisingly, instead of giving the lecture Fowkes had missed, gave the next one in the sequence.
2. **Today American colleges and universities (originally modeled on German ones) are under strong attack from many quarters.** (*Para. 3*): Today various sources have criticized the quality of American colleges and universities, which contain many elements of their original German system.
3. **American businesses and industries suffer from unenterprising, uncreative executives educated not to think for themselves but to mouth outdated truisms the rest of the world has long discarded.** (*Para. 3*): The inability of corporate executives to think and act in creative and innovative ways has stifled American industries and businesses. Instead of using initiative and imagination, these executives continue to cling to out-dated ideas while the rest of the world moves forward.
enterprising *adj.*: having or showing the ability to think of new projects or new ways of doing things and make them successful 有事业心的, 有进取心的, 有创业精神的
e.g. One **enterprising** farmer opened up his field as a car park and charged people \$5 to park there.
 You are no longer the **enterprising** cook that once you were.
4. **Studies are conducted and reports are issued on the status of higher education, but any changes that result either are largely cosmetic or make a bad situation worse.** (*Para. 3*): Changes in the education system that are based on studies and reports on higher education have been superficial and ineffective.
5. **The time is long overdue for us to abandon the lecture system and turn to methods that really work.** (*Para. 4*): Because the lecture system has long been known to be ineffective, we need to develop and use a new teaching method that is effective.
overdue *adj.*: later than expected 迟到的
e.g. **overdue** reforms
 The train is 10 minutes **overdue**.

6. ... the class shrinks to a less imposing size. (Para. 5): ... the number of students who no longer attend class is alarming.

imposing *adj.*: making a strong impression 给人印象深刻的; (建筑物等)壮丽的, 雄伟的

e.g. an **imposing** view

an **imposing** gymnasium

7. At the end of each lecture he asks, "Are there any questions?" in a tone of voice that makes it plain he would much rather there weren't. (Para. 6): The professor may be so bored that he clearly is as glad as the students to finish the lecture and leave without having to ask or answer any questions.

8. Some of her fellow students, disappointed at the impersonality of it all, drop out of college altogether. (Para. 7): The lack of personal caring and warmth can cause students not only to disappear from class but to give up on college completely.

fellow *adj.*: used to describe who is the same as you in some way, or in the same situation 同类的; 同事的; 同伴的; 同情况的

e.g. **fellow** members/citizens/workers

impersonal *adj.*: lacking friendly human feelings and atmosphere; making you feel unimportant 缺乏人情味的; 冷淡的

e.g. an **impersonal** manner

Business letters need not to be formal and **impersonal**.

impersonality *n.*: the state of lacking friendly human feelings 冷漠

e.g. the cold **impersonality** of some modern cities

9. Others, like Mary, stick it out, grow resigned to the system and await better days when, as juniors and seniors, they will attend smaller classes and at last get the kind of personal attention real learning requires. (Para. 7): Other students continue going to the class, gradually accept the system and wait to become juniors and seniors when they will go to smaller classes and finally get the kind of personal attention that real learning needs.

stick it/sth out: continue doing to the end, even when it is difficult or boring 坚持到底; 忍受下去

e.g. I promise myself I'd **stick it out** even if it kill me.

She didn't like the course, but she **stuck it out** to get the certificate.

resigned *adj.*: (to sth/to doing sth) being willing to calmly accept something unpleasant or difficult that you cannot change 逆来顺受的; 顺从的

e.g. He was **resigned** to never seeing his uncle again.

He considered it his duty, in a **resigned** sort of way, to stand by her.

10. Nevertheless, far too many courses rely principally or entirely on lectures, an arrangement much loved by faculty and administrators but scarcely designed to benefit the students. (Para. 8): An unfortunately large number of courses are taught through lecture, a method both teachers and administrators seem to support even though lecturing is a method that does not promote good learning.

11. This time lag between speech and comprehension leads to daydreaming. (Para. 9): Because a student can listen and understand faster than the professor can speak, the student has plenty of

opportunity to daydream (or wander off into fantasy.) / Because students listen at a speed three times faster than the professor can lecture, they have plenty of time to be distracted and daydream.

12. **Worse still, attending lectures is passive learning.** (Para. 10): Even worse, lectures prevent students from being active participants in their own learning process.

13. **Questions that require the speaker to clarify obscure points and comments that challenge sloppily constructed arguments are indispensable to scholarship.** (Para. 12): When students ask relevant questions to clarify unclear points and challenge poorly presented arguments, they are developing critical thinking skills indispensable to success.

obscure *adj.*: difficult to understand 费解的; 难以理解的

e.g. I found his lecture **obscure**.

For some **obscure** reason he failed to turn up.

indispensable *adj.*: essential; too important to be without 必需的; 不可或缺的

e.g. Cars have become an **indispensable** part of our lives.

A good dictionary is **indispensable** for learning a foreign language.

scholarship: 1) the methods, discipline, and attainments of a scholar or scholars 学术、学者或学者们的方法、原则和造诣

2) knowledge resulting from study and research in a particular field 学识; 在一特殊领域研究和探索产生的学问

14. **Without them, the liveliest mind can atrophy.** (Para. 12): When students do not participate by asking questions or making probing comments, they will become so disinterested that even the most enthusiastic of them will cease to care or think clearly.

atrophy *v.*: If a part of the body atrophies, it becomes weak because it is not used or because it does not have enough blood. 萎缩, 衰退

e.g. Muscles can **atrophy** through lack of use.

Many rural communities have **atrophied**.

15. **Undergraduates may not be able to make telling contributions very often, but lecturing insulates a professor even from the beginner's naive question that could have triggered a fruitful line of thought.** (Para. 12): Even though students are not capable of making important contributions, by lecturing, professors protect themselves from having to answer uninformed and obvious questions that young students may ask, which might lead to important and useful ideas.

telling *adj.*: having a strong or important effect; effective 强有力的; 有明显效果的; 显著的

e.g. The lawyer made a brief, **telling** speech to the magistrate.

a **telling** argument / criticism

line *n.*: a series of people, things or events that follow one another in time 按时间顺序排列的人、物或事件

e.g. This novel is the latest of a long **line** of thrillers that he has written.

The long **line** of American presidents.

16. **They can cram far more students into a lecture hall than into a discussion class, and for many administrators that is almost the end of the story.** (Para. 13): Administrators care only about the number of students they can educate for the least amount of cost; thus, administrators

favor the lecture method. "The end of the story" here means "all they care about," "the most they will do or be concerned with," or "There is no more to be said."

cram v.: push or force sb/sth into a small space; move into a small space with the result that it is full 把……挤进; 塞满; 挤满

e.g. Thirty of us were **crammed** into a small dark room.

He **crammed** eight people into his car.

end of the story: used when you are stating that there is nothing more that can be said or done about sth 情况就是这样; 就这么办

17. **Professors can pretend to teach by lecturing just as students can pretend to learn by attending lectures, with no one the wiser, including the participants.** (Para. 13): Both professors and students are unaware that their reasons for supporting the lecture system are based on the false belief that learning takes place by being present to hear a lecture.

with no one wiser: no one is aware; everyone is unaware

wise adj.: sensible 知情的, 了解的

e.g. He replied with a **wise** shake of the head.

18. **Moreover if lectures afford some students an opportunity to sit back and let the professor run the show, they offer some professors an irresistible forum for showing off.** (Para. 13): In addition, while lecturing allows some students to sit passively and let the professor take the responsibility for teaching, it also allows some professors to perform in front of a captive audience or display their intellectual superiority.

sit back: 1) relax, esp. by not getting too involved in or anxious about sth 袖手旁观

e.g. She's the kind of person who can **sit back** and let others do all the work.

2) sit on sth, usually on a chair, in a relaxed position 舒舒服服地坐好

e.g. He **sat back** in his chair and started to read.

run the show: be in charge of the show 主持演出; 主持; 操纵

show off: try to impress others by talking about your abilities, possessions etc. 炫耀, 卖弄, 使显眼

e.g. He was eager to **show off** the new car.

19. **In a classroom where everyone contributes, students are less able to hide and professors less tempted to engage in intellectual exhibitionism.** (Para. 13): Discussion classrooms force students to participate and decrease professors' opportunity to display their knowledge. /In classes where everyone participates, students are less likely to be passive and professors are less likely to display their knowledge.

exhibitionism n.: behavior that is intended to make other people notice or admire you 表现癖; 表现狂; 出风头

e.g. He jumped off a high rock into the lake, out of pure **exhibitionism**.

20. **Their listening skills improve dramatically in the excitement of intellectual give-and-take with their instructors and fellow students.** (Para. 14): Being forced to discuss and argue with classmates and instructors creates a dynamic environment that results in marked improvement of students' listening skills. /In the process of discussing intellectual topics with fellow students and teachers, students must listen carefully to what others say in order to participate meaningfully. As a result students' listening skills demonstrate remarkable improvement in classes that feature

discussion.

give-and-take: an exchange of words or ideas 交流; 思想交流

21. ... and because they spring from a long tradition in a setting that values tradition for its own sake. (Para. 15): ... lectures will never disappear because the academic value of tradition is a self-perpetuating system that reinforces and sustains that which has been historical practice.

spring from: be caused by sth; start from sth 由某事物造成; 起源于某事物

e.g. The idea for the novel **sprang from** a trip to India.

These problems **spring from** different causes.

for sth's own sake: because of the interest or value sth has, not because of the advantages it may bring 为了某事本身的缘故; 鉴于某事本身的价值

e.g. I believe in education **for its own sake**.

for the sake of ... / for sb's/sth's sake: in order to help sb/sth or because you like sb/sth 为了某事或某人起见; 因某事或某人的缘故

e.g. The translation sacrifices naturalness **for the sake of** accuracy.

Key to Exercises

I. Reading Comprehension

- First, the professor said "ladies and gentlemen," while there was only one student. Second, Robert A. Fowkes, the only student in class, missed one class, but the professor didn't give the lecture Fowkes had missed, but gave the next one in the sequence.
- In the 13th Century books were so rare and expensive that few students could afford them.
- The author uses an imaginary class to show us the inadequacy of the lecture system.
- The way the professor lectures: He is just reading from a stack of his very old notes.
- Mary and some other students become resigned to the lecture system and wait to become juniors and seniors. Then, they will attend smaller classes and at last get the kind of personal attention that real learning requires.
- Active learning: Students write essays, do experiments and then have their work evaluated by their instructors. Passive learning: Attending lectures.
- Most students learn best by engaging in frequent and even heated debate.
- They can cram a lot more students into a lecture hall than into a discussion class.
- Smaller classes may require energy, imagination, and commitment from the teacher, which can be very exhausting.
- Juniors and seniors.

II. Structure of the Text

1. Introduction (Paras. 1-2)

A true story told by Robert A. Fowkes about how a professor taught a class.

2. Body (Paras. 3-14)

Disadvantages of lectures and why they exist

1) American colleges and universities are criticized from many sides. (Para. 3)

For example: College graduates lack both basic skills and general culture.