



普通高等教育“十五”国家级规划教材

新视野

NEW HORIZON
COLLEGE ENGLISH

大学英语

读写教程 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

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H31
609C
:2(5)
2004

读写教程 教师用书

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外语教学与研究出版社

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北京 BEIJING

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图书在版编目(CIP)数据

新视野大学英语读写教程教师用书 5 / 郑树棠总主编. — 北京: 外语教学与研究出版社, 2004

ISBN 7-5600-3988-X

I. 新… II. 郑… III. 英语—读写教学—高等学校—教学参考资料 IV. H319.9

中国版本图书馆 CIP 数据核字 (2004) 第 002287 号

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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: 北京京科印刷有限公司

开 本: 787×1092 1/16

印 张: 17.75

版 次: 2004 年 1 月第 1 版 2006 年 3 月第 3 次印刷

书 号: ISBN 7-5600-3988-X

定 价: 21.90 元

* * *

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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。《新视野大学英语》的网络课程已经通过教育部验收,审定级别为优秀。它又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台阶的思路。

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。它主要在以下几个方面进行思考开拓,延伸大学英语的发展空间。

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,把提高学生综合应用能力放在首位。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。在整套教材中,课文的生词量控制在课文总词量的3%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即四级词汇,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

根据最新《大学英语课程教学要求》(试行)的精神(即“大学英语的教学目标是培养学生英语综合应用能力,特别是听说能力”),《新视野大学英语》编委会把《读写教程》和《听说教程》同列为主教材。

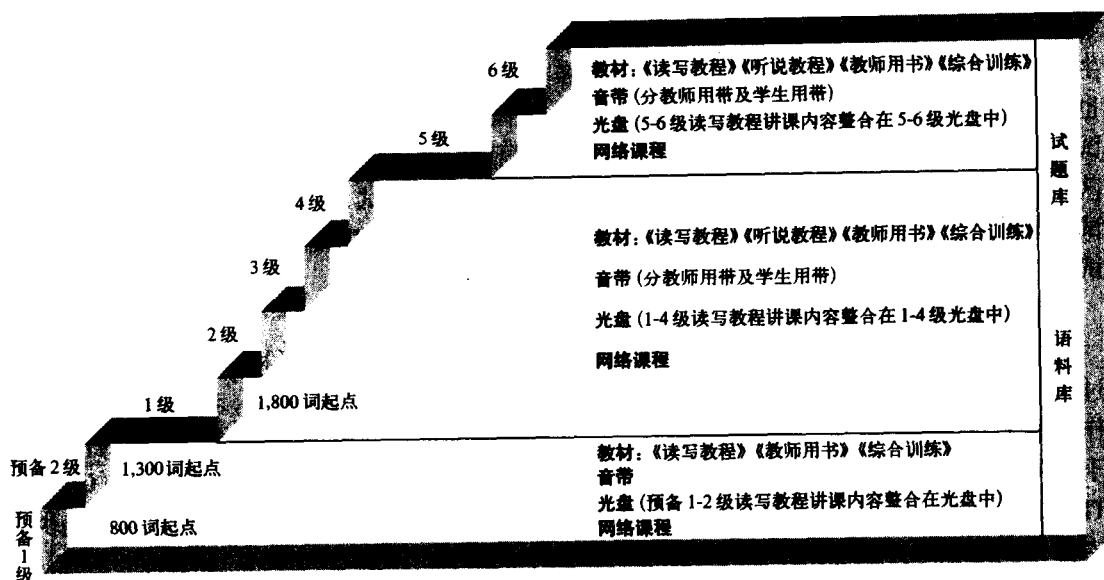
《新视野大学英语》的《听说教程》每单元授课时间可以是2课时,《听说教程》的课堂组织可以小班、小组活动为主,尽量使每个学生都能得到开口机会。由于课时有限,教师可以安排课内以说为主,课外以听为主,课内进行检查。

《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。《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《听说教程》和《读写教程》为一主线,同时配合《综合训练》以培养学生英语综合应用能力,特别是听说能力。

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: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 Borchardt(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、北京交通大学、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、顾大伟、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

2003年12月

编写及使用说明

本书是《新视野大学英语：读写教程5》的教师用书，内容包括8个单元的教学内容、练习答案和课文翻译等，教师可选择使用。

《新视野大学英语：读写教程5》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 websites 供查阅或拓宽教学内容。凡 websites 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 websites 变化的最新情况在布告栏上告诉大家。

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5》全部的练习答案或参考答案，以及预备活动 (Pre-reading Activities) 的教学提示。对于搭配 (Collocation) 练习，不仅提供答案，而且标明该搭配在《新视野大学英语》配套语料库中的出现情况。

Part III

提供《读写教程5》课文 A、B、C 篇的参考译文。

《新视野大学英语：读写教程5》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教授。

《新视野大学英语：读写教程5》由清华大学罗立胜任主编，石油大学徐方赋任副主编，参加编写的主要人员有清华大学罗立胜、生安锋、吴霞，石油大学徐方赋和上海交通大学冯宗祥、赵勇、管博、王秀文等，光盘与网络课程的制作由北京交通大学辛丁等负责，顾问 Dr. Frank Borchardt (美国) 参与设计。《新视野大学英语：读写教程5》由郑树棠教授、张联璋教授和美籍专家 Philip Skeritt 等审定全稿。

在材料整理和计算机处理方面，上海交通大学陈庆昌、袁小辉、孙华萍、胡海燕等做了大量工作，在此一并表示感谢。

正如前言所述，《新视野大学英语》的设计、编写、制作的过程是一个探索的过程，诚挚地欢迎广大使用本教材的教师和学生给予批评和指正。

编者
2003年12月



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UNIT 1

PART I

UNDERSTANDING AND LEARNING

Section A

A Technological Revolution in Education

Background Information

1. cloning

Cloning in the most basic sense is the production of an organism that is identical to another. In the cloning process, a scientist takes the genetic information of an organism and inserts it into an unfertilized egg cell from a member of the same species. The egg then begins to develop, functioning under the direction of its newly acquired genetic code, and eventually, a genetically identical organism is created.

Beyond the scientific benefits of cloning there are the moral and ethical questions that have developed with the realization of the power cloning will bestow upon mankind. Those against cloning believe that it interferes with the natural process of reproduction, and fear the possible societal abuses of the technology. For those supporting it, cloning offers a chance to gain insight into heredity, cell development, and genetic traits that far outweighs any negative social consequences. More detailed information can be found at <http://www.wikipedia.org/wiki/Cloning>, <http://www.vuhs.org/apbio/clone> and <http://home.hawaii.rr.com/johns>. Further online resources about cloning can be found in the Background Information section of Unit 8, Book 3.

2. conservatism

It is a tendency to resist change and support traditional norms. The term is mostly used in the context of politics — either to describe movements which attempt to preserve aspects of the status quo, or, more specifically, to describe a particular ideology of this sort in the Western world. Check out the web page at <http://www.faqs.org/faqs/conservatism/faq/> for a list of frequently asked questions about conservatism and the website at <http://www.conservatism.com> for more detailed information about this political trend.

Detailed Study of the Text

1. A human being transported from the year 1900 to our time would recognize much of what goes on in today's classrooms — the prevalent lecturing, the emphasis on drill, and the materials

and activities ranging from the basic reader to the weekly spelling tests. (Para.1)

Meaning: Anyone from the previous century would find most of what goes on in today's classrooms familiar. The things familiar to him include the common and wide use of the lecture mode, the emphasis on exercises, the teaching materials and the classroom activities like the use of the basic reader and spelling tests conducted weekly.

Note:

- 1) Please note the subjunctive mood in "A human being transported from the year 1900 to our time would recognize much of...". It is marked by the word "would".
 - 2) The sentences in the text are relatively long and the words chosen are formal, which is typical of a formal writing style.
2. ... what goes on in today's classrooms — the **prevalent** lecturing,... (Para. 1)
- prevalent: *a.* existing commonly, generally, or widely; predominant
- It is surprising how **prevalent** such feelings still are, even among so-called career women. 令人吃惊的是这种情感竟仍然十分盛行, 即使在所谓的职业妇女中也是如此。 One simple injection can help to protect you right through the cold months when flu is most **prevalent**. 只需打上一针预防针就能助你安全度过流感盛行的寒冷月份。
3. With the possible exception of the church, few institutions have changed as little as those charged with the formal education of the next generation. (Para. 1)
- Meaning:** With the exception of the church, no other institutions have changed so little as our schools, colleges and universities or any other educational institutions in charge of the education of the next generation.
4. Contrast this continuity with children's experiences... (Para. 2)
- Meaning:** Make a contrast or comparison between the unchanging form of education with what our children experience outside the classroom...
- Note that this is an imperative sentence. "Contrast" here serves as a transitive verb, meaning "to set in opposition in order to show or emphasize differences".
5. In modern society children have access to a range of media that would have seemed like a miracle in an earlier era. The visitor from the past, who would readily recognize today's classroom, would have trouble relating to the out-of-school world of a 10-year-old today. (Para. 2)
- Meaning:** The children today have a wide range of media that were not imaginable in the earlier era. Any visitor from the past who feels what happens in the present day classroom is familiar to him would have trouble adapting to all that is happening in the outside world of a 10-year-old child.
6. Schools — if not education generally — are **inherently** conservative institutions. In large measure, I would defend this conservative tendency. (Para. 3)
- Meaning:** Schools — and in fact education in general — are conservative by nature. To a great extent, I would argue for and defend this conservativeness.
- inherently: ad.* in itself or oneself; by its or one's nature; as such; intrinsically
- The level of investment depends on business people's expectations of the future level of

demand, but it has been demonstrated that the economy is **inherently** unstable. 投资额度取决于商家对未来需求的展望, 但已经表明经济有其内在的不稳定性。

7. But changes in our world are so rapid and so **decisive** that it will not be possible for schools to remain as they are or to simply introduce a few superficial improvements. (Para. 3)

Meaning: However, considering the fast and decisive changes in our world, it is impossible for schools to remain unchanged or to make merely some small or superficial improvements.

decisive: a.

- 1) unquestionable

His judgment, that this picture is Picasso's masterpiece, is **decisive**. 这张画是毕加索的杰作, 他的这个判断是确定无疑的。

- 2) showing determination or firmness

If you want to be a good leader, you have to become more **decisive**. 如果你要成为一个好的领导, 就必须更果断。

- 3) leading to a result

This conversation may have been **decisive** for his future choice of career. 这场谈话对他未来职业的选择也许起了决定性作用。

8. Indeed, if schools do not change rapidly and radically, they are likely to be replaced by other more flexible institutions. (Para. 3)

Meaning: If schools do not undergo some fast and major changes, there is the possibility that they will be replaced by some more flexible institutions.

9. Computers already **permeate** many aspects of our lives, from transportation and telecommunications to entertainment. (Para. 5)

Meaning: From transportation and telecommunications to entertainment, computers have already spread into many areas of our lives.

permeate: v. pass through or into every part of (sth.)

The fragrance of rose, flower of love, **permeates** each room. 爱情之花玫瑰的芳香弥漫着每一个房间。

Excessive respect for authority still **permeates** Japan's institutions. 日本的机关中仍然充斥着对权威的过度崇拜。

10. Scarcely ignorant of these trends, many schools now have computers and networking capacity. (Para. 5)

Meaning: Schools are aware of these trends, and many of them now have computers and the ability to connect with the world via the Internet.

11. To some extent, these technological accessories have been absorbed into the life of the school, though often they simply deliver the old lessons in a more convenient and efficient format. (Para. 5)

Meaning: To some extent, these technological components have become part of our school life, although often they simply deliver the old lessons in a more convenient and efficient way.

12. Computers will permit a degree of individual instruction that in the past was available only to the rich. (Para. 6)

Meaning: Computers will allow people to learn on their own to a certain extent. This was only available in the past to the rich.

13. All students may receive a curriculum tailored to their needs, learning style, pace, and record of success with earlier materials and lessons. (Para. 6)

Meaning: All students may follow a program designed according to their own needs, learning style, pace and receive a record that shows how well they have done with previous materials and lessons.

14. Computer technology puts all the information in the world at one's fingers, quite literally. (Para. 7)

Meaning: Computer technology enables an individual to have ready access to all the information in the world, and this isn't an exaggeration.

Note: Do not confuse "technology" with "technique".

"Technology" means "the practical application of scientific knowledge, esp. in industry"; "technique" means "the way of doing sth., esp. using artistic or scientific methods".

15. Computer technology puts all the information in the world at one's fingers, quite **literally**. (Para. 7)

literally: *ad.*

- 1) exactly, without exaggeration

Even now people can be excluded, **literally** because an Immigration Officer says he is not satisfied about the person's intentions. 即使现在人们仍会被拒入境, 那完全是因为移民官说他对该人入境的意图不甚满意。

- 2) word by word

He was required to translate the paper **literally**. 要求他逐字翻译这篇论文。

- 3) used loosely, to intensify meaning

Going into such a severe snow storm is quite **literally** playing with fire. 闯入这么大的暴风雪中简直就是玩火。

Note: Avoid using "literally" in formal English if the meaning is to exaggerate: "Our staff are working themselves to death", not "literally working".

16. This is both a **blessing** and a curse. (Para. 7)

Meaning: This is both good and bad.

blessing: *n.*

- 1) a gift from God or anything that brings happiness or good fortune

It was a **blessing** that no one was injured. 没有人受伤, 真是万幸。

- 2) approval; encouragement

Any bid would probably be with the **blessing** of the society's management. 任何投标都可能得到社会管理部门的批准。

17. No longer do we have to spend long periods of time hunting down a source or a person — now, delivery of information is instantaneous. (Para. 7)

Meaning: We no longer have to spend a long time searching for information on a fact or a person — now information reaches us immediately.

Notice the inverted order of the sentence. Usually sentences starting with negative words, such as “no”, “never”, “scarcely”, “hardly”, are put in inverted order to gain emphasis.

Also notice the collocation of “spend”: spend (time, money, energy, etc.) doing sth.

18. Thus people will achieve instant “cultural **literacy**”. (Para. 7)

Meaning: Thus people will instantly become literate in culture.

literacy: *n.* the state of being able to read and write

an adult-**literacy** campaign 成人扫盲运动

It is said that in the universities there is a general decline in standards of **literacy** among undergraduates. 据说，大学本科生的读写水平普遍有所下降。

19. Less happily, the Internet has no means of quality control; “anyone can play”. (Para. 8)

Meaning: Less happily, the Internet has no control over the value or the quality of the information; anyone can post any information on it.

20. Information and disinformation mingle comfortably and, as of yet, there are no reliable ways to distinguish sense from the distorted facts and downright nonsense common on the Net. (Para. 8)

Meaning: Accurate and inaccurate information mix so comfortably and right now, there are no effective ways to distinguish what is sensible from information that has been twisted and that is totally nonsense, which occurs very often on the Net.

21. Information and disinformation **mingle** comfortably... (Para. 8)

mingle: *v.* mix (with another thing or with people) so as to be an undivided whole, or to be indistinguishable

They were looking at him with an air that **mingled** irony and respect. 他们用夹杂着嘲讽和尊敬的眼光看着他。

He escaped by **mingling** with the crowd. 他混杂在人群中逃跑了。

22. ... there are no reliable ways to distinguish sense from the **distorted** facts and downright nonsense common on the Net. (Para. 8)

distort: *v.*

- 1) give a false account of

The supporters of the Republic seek to **distort** the reality as usual. 共和党的支持者们又像往常那样企图歪曲事实。

- 2) twist out of a natural, usual, original shape or condition

a face **distorted** by anger 因愤怒而扭曲的脸

23. Identifying the true, the beautiful, and the good — and which of these truths, beauties, or goods are worth knowing — constitutes a formidable challenge. (Para. 8)

Meaning: To identify the true, the beautiful and the good — and which of these deserve our attention — is a huge challenge.

Note: The gerund here serves as the subject of the sentence. Usually the gerund, instead of

the infinitive, is used when the action is being considered in a general sense. Notice that such “imbalanced” structure is more often found in a formal style of writing. It is usual to place the pronoun “it” at the beginning of the sentence, and move the gerund to the end of the sentence to gain balance.

24. ... constitutes a **formidable** challenge. (Para. 8)

formidable: *a.*

- 1) difficult; hard to defeat

There are **formidable** obstacles to collecting reliable information on the disease. 收集有关这种疾病的可靠信息存在着难以逾越的障碍。

- 2) causing fear, doubt, anxiety, etc.

In the very first class, our professor gave us a **formidable** recommended reading-list. 在第一节课上, 教授就给我们列了一张令人生畏的推荐书目清单。

25. It might be said, in response, that the world has always been filled with misinformation. (Para. 9)

Meaning: One can reply that there is much inaccuracy in what we read anyway.

Note: “It is said that...” is a familiar structure. “Might” here is a modal verb, expressing possibility.

26. True enough, but in the past educational authorities could at least choose their favorite texts. (Para. 9)

Meaning: Although this is true, in the past those in charge of education could at least choose what they liked as texts for teaching.

27. Today’s situation, with everyone having instantaneous access to millions of sources, is without **precedent**. (Para. 9)

Meaning: Today’s situation, in which everyone can have access to many sources of information instantly, is something that has never happened before.

precedent: *n.* an act or instance that may be used as an example in dealing with subsequent similar instances

It was a situation they had never had to face before, and there was no **precedent** on which to base a decision. 他们从来没遇到过这种情况, 也没有先例为他们做决定提供依据。

The decision sets a **precedent** for the interpretation of legislation. 这项决议为解释立法树立了先例。

Note: Do not confuse “precedent” with “precedence”. “Precedence” means “priority”, and it is a formal word.

His wish to remain in power took **precedence** over his family responsibilities. 他对维持权力的欲望高于他对家庭的责任感。

28. In a change from previous trends, the acquisition of a diploma from **certified** institutions may become less important. (Para. 11)

Meaning: Unlike earlier practices, getting a certificate from recognized institutions may become less important.

certify: *v.*

- 1) give a certificate to (sb.) declaring official/professional recognition

Do you possess the US **Certified** Public Accountant qualification? 你有美国特许会计
师资格吗?

- 2) declare that (sth.) is correct or true

My accounts were **certified** by the bank. 银行证明我的账目无误。

29. Individuals will be able to educate themselves and exhibit their competence in a **simulated** setting. (Para. 11)

Meaning: Individuals will be able to learn and show their ability in a situation which resembles the real one.

simulate: v. give the effect or appearance of; imitate; closely imitate the conditions of a particular situation

Simulating the likely consequences of real events is an important, but almost untouched research area. 模拟真实事件的可能后果是一项重要但几乎从未涉及过的研究领域。

However cleverly **simulated** the emotion, **simulated** it remained. 无论伪装得多么巧妙, 那情感还是矫揉造作的。

30. Why pay \$120,000 to go to law school, if one can "read law" as in earlier times and then demonstrate one's repertoire of legal skills via a computer-simulated practical examination? (Para. 11)

Meaning: Why pay a huge sum of money to go to law school, if one can study law before and then show all of one's legal skills by means of a practical examination that is recreated by the computer to look like the real situation?

31. Or learn to fly a plane or conduct surgery by similar means. for that matter? (Para. 11)

Meaning: Or learn to fly a plane or carry out an operation in the same way?

32. Much of education in the past was essentially vocational: designed to make sure that individuals could carry out a single job, reliably, throughout their productive adult years. (Para. 12)

Meaning: Much of education in the past was mainly to enable people to learn a skill to carry out a job: to make sure that individuals could carry out a single job properly, throughout their adult working lives.

33. Nowadays, this assumption is flawed. (Para. 12)

Meaning: Nowadays we think this view has some faults.

34. The explosion of new and rapidly changing roles in the economy makes education much more complicated. (Para. 13)

Meaning: The sudden increase of new and fast changing roles in the economy makes education much less straightforward/simple.

35. Most adult teachers and parents will not have experiences on which they can draw to prepare youngsters for a world in which they can expect to change jobs regularly. (Para. 13)

Meaning: Most adult/experienced teachers and parents will not be able to tell young people, due to a lack of experiences, how to prepare for a world in which they can expect

to change jobs every now and then.

36. In the absence of precedent, adolescents will have to prepare themselves for rapidly changing “career paths” and life situations. (Para. 13)

Meaning: Without past examples, young teenagers will have to prepare themselves for career paths and life situations which change very quickly.

37. While computer-based teaching figures to be the dominant technological influence on education, other **innovations** will have impacts as well. (Para. 15)

Meaning: While computer-based teaching will be the main technological influence on education, other new developments will also have their impact.

innovation: *n.* the introduction of sth. new; a new product, system or idea

Technological **innovations** led to big improvement of productivity. 技术革新使生产效率大大提高。

Note: Do not confuse “innovation” with “discovery” or “invention”. “Discovery” means “the act of finding out sth. that already existed, such as a comet or a scientific law”; “invention” means “the act of creating or designing sth. that has not existed before”.

38. Medical technologies will permit study of students’ brain activity and blood flow as they engage in various kinds of problem-solving or creative activities. (Para. 15)

Meaning: Medical technologies will permit experts to study students’ brain activity and blood flow even while they are doing different problem-solving or creative tasks.

39. Enhanced understanding of the genetic basis of learning is also likely to invade the classroom. (Para. 16)

Meaning: An increased understanding of the role played by genes in learning is also likely to find its way into the classroom.

40. It may be possible to determine which youngsters are likely to advance quickly and which ones seem doomed to “difficult” school experiences. (Para. 16)

Meaning: It may be possible to decide which youngsters will learn quickly and which ones are unavoidably to experience problems in learning.

41. ...and which ones seem **doomed** to “difficult” school experiences. (Para. 16)

doom: *v. (usu. passive)* cause to unavoidably experience or suffer sth. unpleasant

Businesses which are run by people who have little understanding of the products being made are ultimately **doomed** to failure. 由不懂其产品制造的人经营的公司最终注定会失败。 I don’t particularly believe that all love is **doomed**. 我并不特别相信所有的爱情都是命中注定的。

n. a terrible fate; unavoidable destruction or death

The roar of the cracking fire drew near and **doom** seemed inevitable. 呼啸的烈火越来越近，毁灭似乎不可避免了。

42. Some authorities will insist that these findings be applied in specific cases, while others will vigorously object to any decisions made on the basis of genetic information. (Para. 16)

Meaning: Some experts will insist that these findings only be used in specific cases, while