

# NEW VOCATIONAL COLLEGE ENGLISH

高职高专推荐教材系列

## 新编高职高专英语教程 教学指导用书

# 2

总主编 刘海平 徐青根

主 编 苏 芳



凤凰出版传媒集团



江苏教育出版社

JIANGSU EDUCATION PUBLISHING HOUSE

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### 教学指导用书

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# 写给老师的话

《新编高职高专英语教程》(以下称《新编教程》)是针对高职高专英语教学的特定对象和特定目标而编写的,是集读、听、说、写、译于一体的单本教材。它以读为主,听、说、写、译与之配套。一般英语教材中课文与练习的比例为1:10左右;而本教程安排的比例约为1:1。阅读量增加了,教材的厚度却大大减少,为英语教学轻松一点打下了基础。可能习惯了在课堂上带着答案做练习的老师上课不觉得累,课堂上大量时间花在习题上,课堂气氛难免沉闷,学生也会感到乏味。如今阅读课文份量增加,读、听、说、写、译比重搭配更为合理,老师在课堂上能较前有更多时间讲解课文,同学生一起赏析课文,相信课堂气氛会变得更轻松,课堂的教和学也会变得更有趣。

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大学阶段的英语教学可以离应试的教学方法远一点,也就是说教学的主要内容不应该是关于英语的知识,教学的手段也不应该采取题海战术。大学的英语课堂教学自由度大了,考试压力小了,英语课堂教学就应该以培养学生英语应用能力和提高学生素质为主要目的,英语教材也就应该围绕这个目的设计和编写。

《新编教程》(以下称《新编教程》)是针对高职高专英语教学的特定对象和特定目标而编写的,是集读、听、说、写、译于一体的单本教材。它以读为主,听、说、写、译与之配套。一般英语教材中课文与练习的比例为1:10左右;而本教程安排的比例约为1:1。阅读量增加了,教材的厚度却大大减少,为英语教学轻松一点打下了基础。可能习惯了在课堂上带着答案做练习的老师上课不觉得累,课堂上大量时间花在习题上,课堂气氛难免沉闷,学生也会感到乏味。如今阅读课文份量增加,读、听、说、写、译比重搭配更为合理,老师在课堂上能较前有更多时间讲解课文,同学生一起赏析课文,相信课堂气氛会变得更轻松,课堂的教和学也会变得更有趣。

《新编教程》每单元中的第三篇文章有很强的实用性。高职高专教学特别注重培养学生的专业实用技能。这类英语阅读可训练帮助培养学生读懂英语产品说明书,收集有关工程的英文资料,理解机械安装英语示意图等英语实用能力,而这种语言能力将是毕业生从业成功的翅膀。

《新编教程》每单元中的课文内容互有关联,读、听、说、写技能练习递进编排,加强了教材的可教性。一个主题把每单元前三篇课文串联起来。先读,后听,再说(课堂讨论,用三篇课文中所学词汇和句型讨论与课文内容相关的话题),在前面读、听、说的基础上,写的练习也就水到渠成。

《新编教程》的教学时间设计为八课时完成一个单元,一学期完成一册教材。我们意识到许多学生还需要参加不少的英语考试,所以,《新编教程》还带上了一个“旧”尾巴。我们准备了与课本同步的习题和模拟试卷汇编,供大家视情况选用。

我们在教参中提供了大量的语言点和例句,老师在讲述语言知识时可根据学生实际英语水平加以选用,请大家不要被误导到上课就是练语言形式的老方法上去。另外,第一册教材中的课文背景知识主要是用中文给的,考虑到学生的英语水平还有待提高,暂时还是以摄取知识为主;第二册中的课文背景知识是中英相间,为过渡阶段;第三册中的课文背景知识是全英文,让学生在英语语言和知识都得到锻炼。

“附录”是《新编教程·学习评价手册》的“参考答案”。

本书配有电子教案光盘一张。

《新编教程》能否真正使得英语教学变得更轻松、更有趣、更实用,还得仰仗诸位老师对我们理念的认同和发挥你们自己英语教学的创造性。

编者

2008年2月

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## Unit 1

## Campus Life

## Reading Text A

## Student Leadership Today

## Background information

## ASB (Associated Student Body)

Most high schools in America have a student government of some sort(某种类型); these students take charge in organizing student activities and help out the school with some problems. The central student government is called the ASB (Associated Student Body 学生联合会). Each grade has its own council. Whoever wants to run for(竞选) council will first sign up(登记) with the ASB and then start campaigning(竞选). The council is elected each year by students from their own grade.

## Language focus

## 1. ... we all shared what student leadership meant to us as individuals.

我们大家分享着领导才能对个人来说意味着什么的想法。

1) 这里的 what student leadership meant to us as individuals 是一个名词性从句,作 shared 的宾语。课文中还有其他类似的句子,见教程 Notes 1.

2) share: 分享,分担;共同具有;合用。

(1) I share a room with four other people.

我和四个人合住一个房间。

(2) The twins share an interest in sailing.

这对双胞胎都有航海的兴趣。

(3) share responsibility/housework 分担责任/家务劳动

(4) share somebody's troubles as well as joys 与……同甘共苦



2. We communicated in a circle and wore the *casual* summer clothes that would apply to any high school students.

我们穿着与高中学生身份相符的夏日便装,围成一圈进行交流。

1) *casual*: 不拘礼节的;非正式的;偶然的,意外的;漫不经心的,冷淡的。

(1) *casual clothes/wear*

休闲服

(2) *a casual meeting*

一个非正式的会议

(3) *It was just a casual comment/remark. I didn't mean it to be taken seriously.*

这只是随意说说而已,我没有要求大家把它当回事的意思。

(4) *Although close to tears, she tried to make her voice sound casual.*

尽管要掉眼泪了,她还是设法让自己听上去不在意。

2) *apply to*: 适用。

*This rule applies to freshmen only.*

此项规定只适用于大学一年级学生。

3. I believe student leadership is doing the right thing, and having people look up to you.

我认为学生的领导能力就是做正确的事,让他人尊敬你。

1) *have people look up to you*: 让人们仰慕你。注意“*have sb. do*”结构。

*If you wait, I will have someone collect the mail for you.*

如果你等在这里,我差人去帮你取邮件。

**注意:** 更常见的 *have* 句型是“*have sth. done*”。宾语后是 *do* 还是 *done*,主要看宾语和补足语之间是主动还是被动关系。

*We are having our house painted next month.*

我们准备下个月请人把房子粉刷一遍。

2) *look up to*: 仰望;仰慕,尊敬。

(1) *He had always looked up to his uncle.*

他一直仰慕他的叔叔。

(2) *This artist is much looked up to for his landscape paintings.*

这位艺术家由于他的风景画而受到人们尊敬。

**注意:** 反义词组是 *look down upon*(瞧不起)。

4. I think student leadership has to do with being a trustworthy person, one that others can depend on.

我认为学生领导能力意味着做一个值得信赖的人,一个可以依靠的人。

1) *have to do with*: 与……有交往/有关/有牵连。

(1) *Our firm has quite a lot to do with yours.*

我们公司和你们有很多来往。

(2) *This letter has to do with Bill's plans for the holiday.*

这封信是有关比尔假期计划的。

2) *depend on*: 依靠,依赖;取决于;信赖,相信。

(1) *The country depends heavily on foreign aid.*

这个国家严重依赖外国援助。

(2) *Success depends on your efforts and ability.*

成功取决于你的努力和能力。

- (3) You can't always depend on the trains arriving on time.

你不能总指望火车能准点到达。

5. These are all true, but how then can one define what a student leader truly is if there are so many definitions?

这些观点都对,可是面对这么多不同的解释,我们该如何界定真正的学生干部呢?

- 1) define: 解释,给……下定义;使……明确。

- (1) People define him as a genius.

人们把他看作是天才。

- (2) define one's position on the issue

表明在这个问题上的立场

- 2) definition: 定义,释意。

- (1) What is the definition of "mood"?

"mood"一词的释意是什么?

- (2) The legal definition of what is and what is not bribery is very unsatisfactory.

对于什么是行贿受贿,法律定义一点也不明确。

6. I believe there are a few main qualities every student leader needs, and also have identified some of the reoccurring themes I have seen in the words student leadership, words that seem to gain recognition as the years progress.

我认为有几个方面的素质是每个学生干部所必须具备的;此外,我在“学生领导才能”这个词语中发现了其中屡次涉及的主题。它经过多年的演变其内涵似乎已得到大家的认同。

- 1) 在这个句中有三个定语从句和一个同位语。定语从句是“every student leader needs”修饰“a few main qualities”,“I have seen in the words student leadership”修饰“themes”,“that seem to gain recognition as the years progress”修饰前面的“words”。“words that seem to gain recognition as the years progress”为前面“the words student leadership”的同位语。

- 2) identify: 认出,识别;确定;认为……等同于。

**常用相关词组:** identify sb./sth. with sth. 把……与……联系在一起

- (1) Even the smallest baby can identify its mother by her voice.

即使最小的婴儿也能通过嗓音认出自己的母亲。

- (2) The gunman in Wednesday's attack has been identified as Lee Giggs, an unemployed truck driver.

星期三袭击案中的枪手已被认定是一位失业货车司机 Lee Giggs。

- (3) Many football fans are unfairly identified with violent behavior.

许多足球迷被不公正地与暴力行为联系在了一起。

identifiable: *adj.* 可辨认的,可识别的

identification: *n.* 辨认,识别,验明;身份证明

identity: *n.* 身份,本身;相同处;个性,特性 (identity card, 身份证)

identical: *adj.* 同一的,相同的

- 3) progress: 进展,发展 (*v.*)。

**常用相关词组:** make progress (*n.*) 取得进展

- (1) My Spanish never really progressed beyond the stage of being able to order drinks at the bar.

我的西班牙语最多只不过能在酒吧点饮料。

- (2) We started off talking about the weather and gradually the conversation progressed to politics.

我们以谈论天气开始,逐渐我们的话题转到了政治。

(3) I am not making much progress with my Spanish.

我的西班牙语没多大进展。

7. Because each school, whether small or large, has similar attributes to those of a community.

因为每所学校,无论大小,均具有任何团队所具有的特征。

**注意:** “has similar attributes to those of a community”可理解为“... has attributes similar to those of a community”。

similar (to): 相像的,相仿的,类似的。

**常用相关词:** similarity (n.)

(1) My problems are very similar to yours.

我的问题和你的很相似。

(2) Paul is very similar in appearance to his brother.

保尔和他哥哥在长相上很相像。

8. In most cases, these students all share one building, and many of them also share one goal, and that goal is to become accepted.

在多数情况下,他们同住一幢楼,他们中的许多人还有着共同的目标,而这一目标就是被人接受。

1) in most cases: in most situations.

2) case: 事例;实情;境况;病例;案例。

**常用相关词组:** case study 个案研究; in case (of) 假使,以防万一; in the case of 至于……,就……来说

(1) Jobs are hard to find but in his case that's not the problem because he has so much experience.

工作很难找,但是,他不成问题,因为他工作经验如此丰富。

(2) The new cases of the illness appear to be declining.

这病的发病率在下降。

(3) Be quiet in case you (should) wake the baby.

轻点,不要吵醒这孩子。

(4) In case of fire, ring the alarm bell.

有火情,按警报铃。

(5) In the case of a highly clever animal like the seal, elementary training is easy.

像海狮这样很聪明的动物,基础训练就容易。

9. No student wants to go to school, whether elementary, junior high, middle school, or high school, and be rejected, finding that she doesn't fit into “the crowd” as the person she is.

无论是小学、初中还是高中,没有一个学生希望入学后发觉自己因不合群而被排斥。

这里 wants 后面有两个宾语, to go to 和 (to) be rejected. finding ... 分词短语作伴随状语。

10. If someone could approach a new student and just give him a handshake...

如果有机会接触一个新同学,跟他握握手……

approach: v. 接近,靠近;近似;(着手)处理/对付

n. 靠近,接近;(处理问题的)方式

(1) I see it's approaching lunchtime.

我发现已接近午餐时间。

(2) In my opinion, no other composers even begin to approach Mozart.

在我看来,没有作曲家能与莫扎特相媲美。

(3) He is very active for a man approaching 80.

对于一个年近 80 岁的人来说,他非常活跃。

- (4) I don't know how to approach the problem.

我不知道该怎样着手处理这个问题。

- (5) There are two basic approaches to the problem.

处理这个问题有两种基本方法。

**11. ... and that is being accepted for who one is, instead of being accepted for who one is trying to be.**

……他可以被接纳是因为他本身,而不是因为他试图成为什么样的人。

- 1) 这里“who one is”和“who one is trying to be”是名词性从句,作 for 的介词宾语。

- 2) instead of: 而不是;代替。

- (1) He will go instead of you.

他会代你去。

- (2) They went there on foot instead of by bus.

他们是步行而不是乘汽车去那里的。

- (3) Instead of throwing away your household rubbish, why not recycle it?

你为什么不回收家庭垃圾,而要扔掉呢?

**12. Whether one gives one's time, an ear to listen, a shoulder to lean on, or just a handshake, showing someone that they are important enough to get to know is showing them that they matter.**

无论是付出时间,听听别人的心声,给人一点依靠,还是与他们握一握手,以表示他们值得相识,这样做都在向他们表明他们至关重要。

matter: 要紧,有关系;物质;事件;(讨论、考虑等的)问题。

**常用相关词组:** as a matter of fact 事实上

- (1) It doesn't matter what you wear—just as long as you come.

只要你来,穿什么都没关系。

- (2) I know Charles doesn't think this project is important, but it matters to me.

我知道查尔斯认为这项目不重要,但对我来说很重要。

- (3) If you miss the bus, well, it's not a matter of life and death.

如果你误了车,也不是生死攸关的事。

- (4) Three of our players were ill, and to make matters worse, our main scorer had broken his ankle.

我们三个球员生病了,更糟糕的是主要得分手的脚踝扭伤了。

**13. Are the only student leaders in high schools today the ones who are in ASB or the ones enrolled in a leadership class?**

当今高中的学生干部是不是都来自学生联合团体或都是领导能力课程的注册学员呢?

enroll: 吸收(成员),招生;征募;加入,注册;入伍。

- (1) The school enrolled about 500 students last year.

这学校去年招收了 500 名学生。

- (2) After graduation, he was enrolled for military service.

毕业以后,他应征入伍。

- (3) He enrolled in the physics course.

他注册学习物理课程。

**14. No, in fact, some of the students I see demonstrating the leadership characteristics don't even know that they are leading.**

不,事实上,我所看见的表现出领导能力的那些学生甚至不知道他们正在领导别人。

1) "I see demonstrating the leadership characteristics"是定语从句,先行词为"students","students"在定语从句中的位置是"see"的宾语,"demonstrating..."为宾语补足语。

2) demonstrate: 证明,说明;示范操作;显示,表露。

(1) The lawyer demonstrated that the witness was lying.

律师证明证人在说谎。

(2) He has got a job demonstrating kitchen equipment in a department store.

他找到了一份工作,在商场展示厨房设备的操作。

(3) The fireman demonstrated great courage in saving the child.

消防队员在救孩子时表现出了巨大的勇气。

15. These students are the ones you may find talking in the library to a student who feels frustrated with his life...

你可以发现这些学生在图书馆与一个对生活感到沮丧的学生谈话……

frustrate: 使/令……沮丧;挫败,阻挠……的成功。

(1) It frustrates me that I am not able to apply any of my ideas into practice.

我不能将我的想法付诸实施,这令我感到沮丧。

(2) He was frustrated in an attempt to cross the river.

他试图过河,但没能成功。

frustrated: 沮丧的,失意的;泄气的。

frustrating: 令人沮丧的。

frustration: 挫折。

16. Making a positive impact on a group of people is one thing, but sitting down with an individual, listening to that person, and showing him that you care is what really changes lives.

对人施以积极影响是一回事,但是坐下来面对一个人,倾听他的心声,表达你的关怀则才是真正能改变生活的要素。

Talking about the girl that gets made fun of in science class will not help her situation.

谈论一个在理科班被作弄的女孩不能帮她改变当前的处境。

1) making a..., sitting down..., listening to..., showing..., talking about...都是动名词短语作主语。

2) get made fun of: get 用作系动词,与过去分词连用构成被动语态。

(1) He got killed in the war.

他在那场战争中阵亡。

(2) They got married last week.

他们上星期结的婚。

(3) This window seems to have got broken.

这窗子好像被打碎了。

3) make fun of: 捉弄,开玩笑。

(1) The other children were always making fun of him because he was a bit fat.

他有点胖,其他孩子喜欢作弄他。

(2) She realized that she was being made fun of.

她意识到人家在开她的玩笑。

17. This truth is that every student who wants to make a difference in his or her school must be willing to take action.

这个真理就是每一个希望在学校期间有所作为的学生都乐意做一些事情。

1) make a difference: 产生不同;起重要作用;有关系,有影响



- (1) Exercise can make a big difference due to your state of health.

鉴于你的健康状况,锻炼能起很重要的作用。

- (2) I hated the house, but the new furniture made all the difference.

我不喜欢这房子,但新家具使它完全不同了。

- (3) Money makes no difference to him.

金钱对他并不重要。

- (4) I don't think it will make any difference if I say it again to him.

我认为我再说一遍对他也无济于事。

- 2) be willing to: 乐意,愿意。

He is always willing to help others.

他总是乐意帮助别人。

- 3) take action: 采取行动。

- (1) take immediate action 立刻采取行动

- (2) They took action to stop him.

他们采取行动以制止他。

18. *It is only then that the halls of our schools will be filled with joy, that there will be no student at school who feels alone, and that the school community will be able to achieve true greatness.*

只有到那时我们的校园才会充满欢声笑语,才不再会有孤独无助的学生,学校才能成就真正的伟大。

这是一个强调句结构 *It is ... that/who ...*。It 后面的为被强调的内容,用正常语序我们可以把这一长句分为:

The halls of our schools will be filled with joy only then.

There will be no student at school who feels alone only then.

The school community will be able to achieve true greatness only then.

## Suggested keys to the exercises

### Reading Comprehension

I. Decide whether the following statements are true(T) or false(F) according to the text.

- T 1. A student community is similar to any community in that it involves students with different backgrounds.

(see Para. 3)

- F 2. Most students hope that they can be accepted when they enter a new school as long as they try their best to fit into it.

(Every new student wants to be accepted for who he is without having to change himself.)

- T 3. We can infer that student leaders are traditionally supposed to be at the podium for assemblies and sometimes lead crowd cheers.

(see Para. 7)

- F 4. To be a student leader means to make a positive impact on others.

(This is just one side of the coin. It is more important for them to approach other students with a sincere heart.)

II. Discuss the following questions in class.

1. Do you want to be a student leader? Why or why not?

2. What qualities do you think a student leader should possess?

(略)



## Chinese version of Text A

## 学 生 干 部

我和学生联合团体的大队人马在高大的橡树的树阴下坐下来,我们大家分享着领导才能对个人来说意味着什么看法。我们穿着与高中学生身份相符的夏日便装,围成一圈进行交流。“我认为学生的领导能力就是在学校里做榜样。”一个学生这样说。“我认为学生的领导能力就是做正确的事,让他人尊敬你。”另一个说。“我认为学生的领导能力意味着做一个值得信赖的人,一个可以依靠的人。”第三个人补充说。

这些观点都对。可是面对这么多不同的解释,我们该如何界定真正的学生干部呢?当然,我认为有几个方面的素质是每个学生干部所必须具备的;此外,我在“学生领导才能”这个词语中发现了其中屡次涉及的主题,它经过多年的演变,其内涵似乎已得到认同。

学生领导才能,顾名思义,就是在学生这一层次上的领导能力。为什么它是一所学校应当具备的重要特质呢?因为每一所学校,无论大小,均具有任何团队所具有的特征。一校之内,学生数以千百计,他们背景不同,信仰、价值观各异,能力大小有别,为了不同的生活目标而走到一起。在多数情况下,他们同住一幢楼,他们中的许多人还有着共同的目标,而这一目标就是被人接受。

无论是小学、初中还是高中,没有一个学生希望入学后发觉自己因不合群而被排斥。也就是在这种情形下学生干部可以发挥他们的主要作用。如果有机会接触一个新同学,跟他握手,说诸如“嗨!你好!我叫格雷格,你叫什么名字?”或“嗨!马特,认识你真好,我很高兴你能来这所学校,希望我们以后能常见面。”如果一个忐忑不安的学生能够意识到他或她可以保持自己的个性并为学校所接受,那么这个学生就迈出了适应集体的第一步,也是最艰难的一步。他能被接纳是因为他本身,而不是因为他试图成为什么样的人。

在上面的例子中,格雷格只简单地作了自我介绍,花了一点时间向新同学问好。对格雷格这样的既是高年级学生同时还是一名学生联合团体成员来说,这不是什么难事,而事实上他对其他的新生也这么做过。可是,对马特来说,这是他作为新生在校的第一天,本来他对升高中有些紧张,但是有高年级同学向他问好使他感觉好多了。简简单单的几个友好表示和拥有一颗真挚的心是受人尊敬的学生干部应具备的素质。

通过学生联合团体的领导能力课程以及类似的课程,学生们被教导要为他人付出时间,这就是我认为学生干部需要具备的另一素质。无论是付出时间,听听别人的心声,给人一点依靠,还是与他们握一握手,以表示他们值得相识,这样做都在向他们表明他们至关重要。

当今高中的学生干部是不是都来自学生联合团体或都是领导能力课程的注册学员?不。事实上,我所看见的表现出领导能力特质的那些学生甚至不知道他们正在领导别人。这些学生不一定是高高站在集会指挥台上或者领导人群欢呼的人。你可以发现这些学生在图书馆与一个对生活感到沮丧的学生谈话,或者在停车场与一个倒霉了一天的学生交谈。这些少数学生往往给最需要帮助的人以积极的影响。对人施以积极的影响是一回事,但是坐下来面对一个人,倾听他的心声,表达你的关怀则才是真正能改变生活的要素。

从我的高中经历中,我已发现学生能力的一个重要真理,那就是每一个希望在学校期间有所作为的学生都乐意做些事情。谈论一个隔你几张桌子孤零零吃饭的学生并不能令他安慰,谈论一个在理科班被捉弄的女孩也不能帮她改变当前的处境。当今许多学生干部都认识到这种美德,我只是希望今后有越来越多的人理解这一点。只有到那时我们的校园才会充满欢声笑语,才不会再有孤独无助的学生,学校才能成就真正的伟大。

## Reading Text B

## The Day I Flunked out of Law School

## Background information

## 1. University of Colorado, School of Law 科罗拉多大学法学院

这篇文章中出现了很多与学校相关的词。flunk out: 除名, 退学, 指因考试成绩不合格而被学校开除。law-school dean: 法学院院长。admission: 录取, 允许入学。enroll: 登记入学。

## 2. the sixth grade 六年级

美国学校教育通常有小学(elementary schools)、初中(middle school)和高中(high school)。小学一般从幼儿园到五年级或六年级。初中是从六年级到八年级, 或是七年级到九年级。高中是九年级到十二年级, 或是十年级到十二年级。

## Language focus

1. My father knew that something was *amiss* when he *encountered* me, late one afternoon, sitting on the stoop of our west Denver house.

一天傍晚, 父亲看到我坐在我丹佛城西屋前的门廊上时, 他知道事情有点不对头。

1) *amiss*: 出差错的; 错误的; 反常的。

What is *amiss*? 出了什么毛病? (相当于 What's wrong?)

2) *encounter*: 遭遇(敌人), 遇到(困难、危险等), 偶然相遇(或遭遇)。同义词组有: come across, run into, run across 等。

I encountered great difficulties in learning English grammar. 我在学习英语语法时遇到了很大困难。

**注意:** encounter sb. doing sth. 碰到某人正在做某事。强调在碰到的时候某人正在做某事。如果是 encounter sb. do sth. 则是指碰见某人完成了某事。

(1) I encountered her weeping in the den. 我碰到她在小房间里哭。

(2) I encountered him close the door and leave. 我碰见他关上门走了。

2. The dean of the University of Colorado, School of Law, I said, decided that I couldn't return to classes *next fall*.

我对他说, 科罗拉多大学法学院的院长决定从下个秋季学期起就不让我去上课了。

**注意:** next fall: 下个秋季学期。fall 是美式英语, 指秋季。英式英语用 autumn 表达。

美国大学使用的校历制度不尽相同。一般一学年分两个学期。九月初到十二月末是第一个学期, 也叫秋季学期(Fall Semester); 一月至五月中是第二个学期, 也叫春季学期(Spring Semester); 暑期(Summer)是假期, 可长达六至十周。

## 3. After listening calmly, my father then contacted Edward C. King, the law-school dean.

冷静地听完之后, 父亲与法学院院长爱德华·金联系了一下。

1) 这个句子相当于 After he (指 my father) listened calmly, my father then contacted Edward C. King, the law-school dean.

Right after I left you, I went to the post office. →

Right after leaving you, I went to the post office.

一离开你,我就去了邮局。

**注意:** After 后面加从句时,从句主语必须与主句的主语一致,才能换成 after (prep.) + 名词/动名词形式。如下面这个句子就不能转换:

Soon after we joined the motorway, the car started to make a strange noise.

我们一上机动车道,汽车就发出奇怪的响声。

2) 这个句子中的 Edward C. King 和 the law-school dean 是同位语,直接用逗号隔开。同位语是指由两个或两个以上同一层次的语言单位组成的结构,如果其中前项与后项所指相同,句法功能也相同,后项是前项的同位语。同位语与其同位成分关系紧密时不用逗号隔开;同位语对其同位成分只作补充解释时,可用逗号隔开。

(1) Mr. Wang, our new teacher, is very kind to us.

我们的新老师王先生对我们很好。(our new teacher 是 Mr. Wang 的同位语,两者是同一人。)

(2) Yesterday I met John, a friend of my brother's.

昨天我遇到了我弟弟的朋友约翰。(a friend of my brother's 是 John 的同位语,两者是同一人。)

(3) He himself told me that his brother John is a world-famous artist.

他亲口对我讲,他的兄长约翰是一位世界闻名的艺术家。(himself 和 John 都是单一的词作同位语,不用逗号隔开。)

4. Sherm is a terrific young man, Dean King said, but he'll never make a lawyer.

金院长说,舍姆是个不错的小伙子,但他永远也当不了律师。

1) terrific: 很棒的,非常好或妙的,了不起的。

(1) It's a terrific view.

景色美极了。

(2) Mr. James is a terrific tennis player.

詹姆士先生是个非常棒的网球运动员。

2) make: 使成为,变成,发展成为。

(1) She will make a fine doctor.

她将会成为一个好医生。

(2) A box of chocolate makes a good present.

一盒巧克力是份很好的礼物。

5. He urged me to look for another career.

他催促我另谋职业。

1) urge sb. to do sth.: 激励某人做某事;怂恿某人做某事;催促某人做某事。

(1) The captain urged his team to make greater effort.

队长鼓励他的队员要加把劲。

(2) We urge the students to wear their school uniform.

我们鼓励学生穿校服。

2) career: 事业,职业,生涯。

(1) She chose publishing as a career.

她选择的职业是出版工作。

(2) The exam results could determine your career.

考试成绩可能会决定你的前途。