



普通高等教育“十五”国家级规划教材

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新时代交互英语 NEW ERA INTERACTIVE ENGLISH

3

读写译教学参考书

Reading, Writing & Translation
Instructor's Manual

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《新时代交互英语》*New Era Interactive English*

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《新时代交互英语——读写译(教学参考书)》第3级

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在经济全球化进程不断加快的今天,如何培养大批具有较高英语应用能力、能适应国际交流需要的各类专业人才,是摆在我国高等教育面前的一个急需解决的课题。为此,教育部启动了“高等学校教学质量与教学改革工程”。“大学英语教学改革”被列入该项工程的首批重点项目。教育部新近制定的《大学英语课程教学要求》(试行)规定我国大学英语的教学目标是“培养学生的英语综合应用能力,特别是听说能力,使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流。”在我国现有条件下,只有在更新教学理念,充分利用先进信息技术,尤其是多媒体技术和最大限度地吸收和继承原有的课堂教学优点的基础上,进一步改革大学英语教学模式,发挥多媒体技术在英语学习中的作用,提高学生的学习积极性,使学生能够自主学习、个性化学习和协作学习,才能够实现这一宏伟目标。

在教育部的领导下,清华大学出版社组织美国密歇根州立大学等国内外 20 多家单位 70 多位专家学者开发研制了具有全新教学理念的软件学习系统和立体化教材——《新时代交互英语》(*New Era Interactive English*)。

《新时代交互英语》根据《大学英语课程教学要求》设计开发,是教育部大学英语教学改革重点项目。她以全新的教学理念、崭新的教学模式和教学内容以及高新技术的渗透与国际尖端教育技术的应用,被列入“十五国家重点图书出版规划”项目,并得到了国家 863 计划、国家信息产业部电子发展基金和国家高新技术产业示范工程项目的大力支持。

《新时代交互英语》由《视听说》与《读写译》两个相对独立、又相互联系的部分组成,主要用于高校非英语专业大学生的基础英语学习。除《视听说》和《读写译》网络课程的学习系统及书本教材以外,《新时代交互英语》还包括“网络辅助平台”、“英语水平测试平台”和“学习资源库”等资源。计算机教学软件包含网络课程的主要内容,可用于局域网或基于 Web 的计算机网上学习,教科书和练习册等用于传统的课堂教学和学生课下练习。网络辅助平台为学籍管理、教学管理、教学评估、信息查询、网上提交与批改作业、信息反馈等提供服务。测试系统主要为新生进行英语实际水平分级测试,制定个人学习方案提出建议。学习资源库则是为培养学生学习兴趣,扩大学习范围,提供基本的学习援助而设计的。

《新时代交互英语》的主要特点如下:

一、具有世界一流高品质教学资源。《新时代交互英语》的教学内容根据我国最新大学英语教学的要求和中国学生学习英语的特点以及中国学生参加国内外各类英语考试的实际需要,在国际著名的朗文公司和汤姆森学习集团等最新原版录像、教学课件及文字教材的基础上改编而成。教材除了十分注重思想性、人文性、科学性、趣味性以及语言的真实地道、正确实用以外,还十分注重语言应用能力、学习策略、国际交流等能力的培养。另有包含电视报道等在内的大量的录像资料为学生营造语言环境,弥补学生出国机会少,与外国人接触不多、缺少听外籍教师讲课机会等的缺憾。

二、大量使用先进的信息技术。语音识别、语速控制、录音比较、阅读速度的选择与控制、高清晰度视频与音频的传送等技术在《新时代交互英语》中被广泛采用,可满足不同学生交互式、个性化、自主学习的需求。

三、计算机学习与课堂教学紧密结合。《新时代交互英语——视听说》课程的大部分

内容依靠计算机丰富的视频、音频、Flash 等多媒体表现手法以及标准示范、跟读模仿、录音对比、机器判别等技术，激发学生的学习兴趣，充分调动学生的学习积极性，由学生在计算机上进行个性化的自主学习。与此同时，教师的小班辅导、课上与课下的作业和练习、教师的评价及检测等也是听说课程不可缺少的组成部分。而《新时代交互英语——读写译》课程原则上以课堂教学为主，但配合以由机器控制的阅读速度训练、示范朗读、朗诵比较、翻译及注释的链接与查询、作业的判别与提交、相关录像资料的播放与讲解，以及每单元的测试与评估等计算机辅助功能，以弥补课堂教学的某些局限。

四、自主学习和学习过程管理相结合。学生在计算机系统上的学习不受时间地点的限制，但个性化、自主性学习不等于没有教学管理和质量控制的随意学习。为了解除老师对学生跟计算机学英语无指导、无管理、无交互、无质量控制等方面的忧虑，实现对学习过程实时管理与有效的质量控制，《新时代交互英语》的教学软件根据学习并真正掌握外语实际应用能力的内在逻辑和学生的认知规律，对学习过程进行了严格的教学设计，要求学生认真完成每一个学习环节与步骤，并达到预定教学目标的要求，否则系统将提出重新学习的指令或强制性地让学生重新完成作业。

五、注重教学管理和教学相长的原则。教学软件设计通过网络辅助平台将学生的学习时间、学习进度、学习成绩、学习作业、学生与老师约课时间等相关信息及时传递给教师与管理者，便于教师对学生的上机学习的情况进行实时监控，并对其进行有针对性的辅导和管理。学生也可通过网络辅助平台，根据教师信息选择自己信任和喜欢的老师上课。通过网络辅助平台，还可以进行网上答疑，网上提交作业，对教学和教师进行评估等多项交互活动。

六、实时的形成评价和阶段性测试相结合。教学软件除了能及时、客观、公正的自动生成学习反馈和评价意见之外，还分别在《视听说》和《读写译》课程当中的不同单元、阶段及级别上设置了主客观测试题，为学生寻找薄弱环节、总结经验、适应考试、调整学习计划与方法提供良好的手段。

七、注重基础，培养兴趣。整个学习系统除了含有大量的课程内容以外，还配有电子词典、语音库、语法库、词汇表、录像片断、补充阅读等丰富的学习资源，为学生学习更多的知识提供方便。

八、整套教材还具有表现形式立体多样，活泼新颖，技术性强，安全可靠，简单易操作等特点。

综上所述，《新时代交互英语》是一套采用先进信息技术和最新多媒体教学资源的全方位立体化新型教材。我相信该教材会给广大师生带来新的感受，推动学生英语听说以及读写译实际应用能力的提高。同时我也期待《新时代交互英语》的出版与使用为我国大学英语教学改革做出新的贡献。

由于《新时代交互英语》的研发是一个新的尝试，系统中难免会存在缺点和不足，望专家学者及广大师生不吝赐教。

刘荫华

2003年11月16日

前言

FOREWORD

《新时代交互英语》是一套根据教育部最新《大学英语课程教学要求》开发编写而成的系列教材，主要供大学英语基础阶段使用。本系列教材由《视听说》系列、《读写译》系列以及配套的基于网络的多媒体学习课件和多媒体教学资料组成。

《新时代交互英语》体现了最新大学英语教学的指导思想，即强调培养学生的英语听说能力，以及读写译英语综合应用能力，适应立体化、网络化、个性化英语教学和学习的实际需要。

《新时代交互英语》无论是主要基于计算机网络课程的《视听说》系列，还是主要基于课堂教学的《读写译》系列，其内容都充分体现个性化，考虑不同起点的学生，既照顾起点较低的学生，又给基础较好的学生以充分发展的空间。

《新时代交互英语》提供了全新的教学模式，即以现代信息技术，特别是网络技术为支撑，使教学朝着多元化、主动式学习的方向发展。新的教学模式体现了英语教学的实用性、文化性和趣味性融合，充分调动了教师和学生两个方面的积极性，确立了学生在教学过程中的主体地位。

《新时代交互英语》遵循以学生发展为本的理念。强调教材内容从学生的学习兴趣、生活经验和认知水平出发，倡导体验、实践、参与、合作与交流，发展学生的综合语言运用能力。

《新时代交互英语》的《读写译》系列教材根据清华大学出版社独家引进的《博采英语》改编而成。本系列教材具有以下鲜明特色：

1. “母本”教材精准时尚，原《博采英语》贯穿新的外语教学理念，由国外优秀外语教学专家编写而成。它选材精当，语言真实地道，知识内容丰富，内涵深刻又具亲和力。

2. 读写译三种语言技能有机结合，相互渗透，使学生能在每一单元里将各单项能力融会贯通，从而提高学生的实际运用能力。

3. 教材十分注重培养学生在读写译三方面掌握正确的学习策略，以提高学习效率和学习能力。

4. 课堂活动及课后练习丰富多彩。本教材强调以学生为中心，所设计的课堂活动巧妙生动，能大大提高学生的学习兴趣。所设计的练习有的放矢，能使学生在完成练习及测试的过程中掌握和巩固所学内容，并养成良好的学习习惯。

5. 提供主体式多方位的教学方式。使用本系列教材时，教师可采用多种教学手段。与平面教材配套的有多媒体教学课件，还配有 CNN 录像节目。这样的多种教学方式不仅可以摆脱枯燥乏味的学习过程，还可以通过录像节目深入了解不同国家社会的方方面面，从而提高学生的文化素质。

6. 改编工作思路明确，教材设计扬长避短。参加此次教材改编工作的是在二十多所重点大学长期从事大学英语教学工作的经验丰富的教师。他们知道中国大学生英语学习的难点所在，了解影响中国大学生学好英语的心理障碍，因而能够最大限度地利用“母本”教材的诸多优势，配之以适合中国大学生特点的多种练习，实现了“强手联合，创出精品”的目标。

7. 语言学习与文化摄取并重，本套教材选材合理得当，内容丰富翔实，涉及不同国家的经济、政治、科技、文化生活等方方面面，这就使学生在切实掌握语言的同时充分接触异域风情和外来文化。书中语言与文化的结合自然贴切、水乳交融，这样的背景文化为学生学习语言提供了更加真实的语言场景，也激发了学生学习语言的兴趣。

《新时代交互英语——读写译》系列的结构如下：每级 10 个单元。每单元从读、写、译

三方面循序渐进地提高学生的语言技能。

其中, 阅读部分包括五个方面内容:

(1) 语言学习方法 (Language Learning Strategy): 旨在帮助学生最大程度地掌握所学的知识, 并为他们提供使用的机会。

(2) 阅读材料 (Reading): 包括主课文和副课文共两篇文章。文章涉及各类文体, 题材触及国际社会共同关注的教育、卫生、环保、高科技、社会保障等方方面面。每篇文章都有课前预备练习 (Getting Ready to Read)、阅读 (Read) 和课后练习 (After You Read), 旨在提高学生对文章的理解并使学生熟练掌握本课出现的词汇语法等现象。

(3) 录像部分 (Tuning In): 每单元均配有相关的美国有线新闻电视网 (CNN) 节目录像。语言鲜活, 具有时代感和趣味性, 能引发学生的思考, 扩充本单元的阅读内容。

(4) 学习能力培养 (Academic Power Strategy): 旨在教给学生做一名成功的自主学习者所需要的知识与技巧。

(5) 综合能力提高 (Putting It All Together): 这部分内容是在学生学习过一单元之后的一个总结, 并且这一部分在本单元已学知识点、语言点的基础上相应地设置了一些拓展练习, 这就进一步巩固、加强了学生对所学内容的掌握, 进一步提高了学生综合能力。

写作部分也包括五个方面内容: 它们分别是语言学习方法 (Language Learning Strategy)、学习能力培养 (Academic Power Strategy)、写作知识 (Writing Knowledge)、语法应用 (Grammar You Can Use) 和写作练习 (Let's Write)。写作知识按照循序渐进的原则在每一单元分门别类地讲解了各种文体的写作方法和技巧, 使学生在写作之前就能够做到胸有成竹。其中, 语言学习方法和学习能力培养这两个方面与阅读部分的两个方面是相似的。这样设置的目的是为了使阅读和写作两个部分互为补充, 即通过写作知识的学习提高阅读欣赏的能力, 同时, 通过阅读再进一步扩展写作知识, 提高写作技能。语法应用则是总结了本单元写作中必须或者可能用到的语法重点和难点, 以期使学生养成规范写作的习惯。最后的写作练习则是针对本单元已经学过的语言点、语法点、知识点等知识技能进行针对性的训练, 将理论与实践完美地结合起来, 真正使学生步步为营、稳扎稳打, 学一个单元就有一份收获, 最终达到提高写作能力和水平的目的。

翻译部分包括两个方面内容: 分别是翻译常识技巧 (Translation Skills) 和翻译练习 (Let's Translate)。与阅读和写作部分的形式有所不同的是, 翻译部分将每个单元所要涉及的语言、语法的重点、难点以及相关翻译理论和技巧都做了统一归纳, 放入翻译常识技巧部分, 并冠以分类题目, 提纲挈领地对本单元的翻译常识、技能融会在一起, 然后通过课后练习加以巩固。这与阅读、写作部分的设计殊途同归, 目的就是要使读写译三个部分既各有侧重、各具特色, 又环环相扣、不可分割。根据《大学英语课程教学要求》, 在编排和体例上比较注重讲解学生翻译中实际出现的问题, 以及如何解决这些问题的能力。特别需要指出的是, 本部分汉译英的例句大多为母语是英语的译者所译, 是原汁原味的英语。

学完每个单元之后, 学生都要在网络教学课件上完成一个单元测试, 而在学完每个级别 (每册书) 之后, 要完成一个级别测试。教学课件会及时提供单元测试和级别测试的反馈信息与测试报告, 学生和教师可通过教学辅助平台随时查询成绩记录。测试试卷及时考查了学生在每单元或每个级别的阅读能力、语法词汇的掌握、写作技能和翻译技能。其题型新颖, 测试内容合理、有效, 对学生参加全国统考或其他考试均有帮助。

教学建议: 每单元的授课时间为 4 学时左右。

《新时代交互英语》是中外专家集体科研, 努力合作的结果, 它的编写和出版得益于国内外二十多所院校、研究所专家、教授的参与和辛勤工作。加籍专家 Nicola P. Gram 审阅了书稿, Thomson Learning 为课文配制了录音, 清华大学出版社的编辑们在整套教材的策划、编写、版式统计等方面做了大量工作, 在此编者一并表示感谢。

《新时代交互英语》是一套全新的教材, 是我们在大学英语课程建设中所作的一次大胆改革与创新, 其中难免有疏漏之处, 敬请使用者批评指正。

编者

2003 年 11 月 20 日

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A CAMPUS OF READERS

Teaching Objectives

students will be able to:

1. understand the main ideas of Reading 1 (College students should know how to treat textbooks seriously.) and reading 2 (Ten tips for reading are offered to college students.);
2. appreciate the various techniques employed by the writer, techniques for writing and translation;
3. master the key language points and grammatical structures in the text.

Reading

I. Background Information

Long-term memory versus short-term memory

The term memory implies the capacity to encode, store, and retrieve information. The possibility that memory might not be a unitary system was proposed by William James (1898) who suggested two systems he named primary and secondary memory. Donald Hebb (1949) also suggested that the brain might use two separate neural mechanisms with primary or short-term storage being based electrical activation, while long-term memory reflected the growth of relatively permanent neuronal links between assemblies of cells.

Brown and Peterson(1959) observed that even small amount of information would show rapid forgetting, provided the subject was prevented from maintaining it by active rehearsal. Many memory tests appeared to show two separate components, one that was durable and long-term while the other showed rapid dissipation. For example, if a subject hears a list of twenty unrelated words and is asked to recall as many as possible in any order, there will be a tendency for the last few words to be well recalled, the so-called recency effect. However a delay of only a few seconds is sufficient for the effect to disappear, while recall of earlier items remains stable. The learning characteristics of the two systems appeared to differ. (Baddeley 1966; Waugh and Norman 1965) The short-term system has a limited capacity, but appears to be relatively insensitive to speed of presentation, and in the case of verbal material to be

sensitive to the sound of the material presented. The long-term system, on the other hand, has a huge capacity but a relatively slow rate of acquisition of new material and a tendency to encode verbal material in terms of its meaning rather than sound.

II. Language Study

- ❶ After all, you've been doing it for most of your life.

after all in spite of everything 毕竟, 终究

e.g. *So you see I was right after all.*

She can take good care of herself now, after all, she is 18.

- ❷ You don't have to read it carefully, unless you want to

unless conj. if not, except on the condition that 如果不……, 除非……

e.g. *I will not leave here unless I get your phone.*

Unless the government agrees to give extra money, the factory will have to close.

- ❸ **retain v.** to keep possession of; avoid losing 保留, 保持

e.g. *This village still retains its old-world character.* 这个村庄仍然保持着古色古香的特色。

The album retains all the happy memory of his childhood.

- ❹ You mean there's no way I can just read stuff once and get it the first time?

no way used to show strong refusal or opposition 不, 不行

e.g. *There is no way I will walk to the museum. It is very far from here.*

There is no way to get him to change his opinion.

stuff n. matter, material 材料, 东西

e.g. *There are one or two good articles in the magazine, but otherwise it's all pretty boring stuff.*

这本杂志上有一两篇好文章, 可其他的都是些相当无聊的东西。

What stuff is hero made of?

v. to fill with a substance 把……装满, 塞满

e.g. *She stuffed her wardrobe tight with fashionable clothes.*

- ❺ The retention of information drops rapidly in the first 24 hours after you've been exposed to it.

expose (to) v. to uncover, leave without protection (使)暴露

e.g. *His job involves his being exposed to harmful radiation.*

Keep indoors and don't expose your skin to the sun.

- ❻ **cram v.**

1) to force into a small space, stuff 塞入, 塞满

e.g. *The box was crammed with letters.*

People were crammed into a railway carriage.

2) to prepare oneself for an examination by studying very hard and quickly (为考试) 而死记硬背, 临时准备应考

e.g. *He doesn't work hard at other times, but will cram for the test late at night.*

- ❼ **hold off**

1) to cause to remain at a certain distance 挡住

e.g. *We managed to hold off the enemy's attack.*

2) to delay 拖延, 推迟

e.g. *Do you think the rain will hold off until the game is over?*

8 be supposed to

1) to have a duty or responsibility to do something 应该

e.g. *You are not supposed to be late for this meeting.*

The project is supposed to have started.

2) to be intended to 意图是, 旨在

e.g. *The law is supposed to help the poor.*

9 opt (for/to do) v. to make a choice 挑选, 选择

e.g. *You can opt to do exercises or go on a diet to lose weight.*

We opt for careful and slow decision rather than hasty and thoughtless one.

option n. choice 挑选, 选择

e.g. *You will have to pay them; you have no option.*

10 in sum in simple words; in a short phrase 总之, 简而言之

e.g. *In sum, he is a trustworthy person.*

It was, in sum, a complete failure.

11 Thus, when you think about what your college education is, half of it is in your books.

thus adv. by this means or with this result 因而, 于是

e.g. *The new machines will work twice as fast, thus greatly reducing costs.*

We do not have enough money. Thus we can not buy a new car.

12 extract (from) v. & n.

v. 1) to pull or take out, esp. with effort or difficulty 拔出; 抽出

e.g. *She had a tooth extracted.*

2) to remove (a substance which is contained in another substance) with a machine or instrument or by chemical means 提取, 榨出

e.g. *The oil is extracted from the seeds of certain plants.*

n. a passage of written or spoken matter that has been taken from a longer work; excerpt 摘录; 引用

e.g. *She has used some extracts from a reference book in her essay.*

13 contemplate v. to think (about) deeply and thoughtfully 深思; 细想; 仔细考虑

e.g. *The doctor contemplated the difficult operation he had to perform.*

The teacher has contemplated trying a new method of teaching.

14 in the light of according to; considering 按照……, 根据……

e.g. *The maid did everything in the light of the instruction of the owner.*

In the light of the school rule, I am afraid that I can't take it as my part-time job.

15 awfully adv. extremely, very 很, 十分

e.g. *I am awfully sorry to interrupt your rest.*

It is awfully cold today. You must be warmly dressed.

16 dawdle v. (informal) to waste time; hang about; move or do something slowly 闲荡, 游手好闲; 磨蹭

e.g. *They dawdled in the coffee bar when unemployed.*

The children dawdled over their food. 孩子们吃饭慢慢腾腾的。

17 **segment** *n.* division or section 部分, 片段, 节

e.g. *a segment of an orange* 一瓣橘子

every segment of the economy 各经济部门

18 **space** *vt.* set out with regular spaces between; spread 隔开, 留间隔

e.g. *space out the posts three feet apart* 把柱子每根隔开三呎

space (= spread) out payments over five years 在五年内分期付款

19 **glance** *v. & n.*

v. take a quick look (at, over, through, etc.) 扫视, 瞥

e.g. *glance at the clock*

glance over (through) a letter

n. quick look 一瞥, 匆匆一看

e.g. *take a glance at the newspaper headlines*

20 Be sure you use some type of strategy...

1) **be sure of / that** make sure of / that, feel certain / sure 确保, 确定

e.g. *Can you be sure of his honesty (that he is honest)?*

2) **be sure to** don't fail to 必定, 一定, 务必

e.g. *Be sure to write and give me all the news.*

Be sure not to forget it! 千万别忘了!

21 **monitor** *vt.* make continuous observation of (sth.) 监控, 监视

e.g. *The teacher asked my neighbor to monitor my performance.*

22 **interval** *n.* time between two events 间隔, 区间

at intervals 不时, 每隔一段时间/距离

23 **verbal** *a.*

1) of or in words 词语的, 言语的

e.g. *He made many verbal errors in his article.*

2) oral 口头的, 非书面的

e.g. *a verbal statement* 口头的叙述

3) word for word 逐字的

e.g. *I don't need you verbal translation.*

4) (grammar) of verbs 动词的

24 **recall** *n. & v.*

n. ability to remember 记忆力, 记性

e.g. *My powers of recall are not what they were.* 我的记忆力大不如前了。

v. bring back into the mind 回忆

e.g. *I can recognize him but can't recall his name.*

25 **prompt** *v. & a.*

v. urge, arouse 促进, 鼓动

e.g. *He was prompted by his brother's example and began to study hard.*

他受哥哥榜样的带动, 开始努力学习。

What prompted him to do such a thing?

什么促使他做出这样的事情？

- a. quick, rapid 快捷的
- a prompt assistant 敏捷的助手
- a prompt decision 迅速的决策

III. Outline of the Texts

Reading 1

The text can be divided into four parts. In the first part, the author presents his view (there are techniques to improve your reading abilities so that you can better handle subjects at the level of high education); in the second, he points out there are two types of reading (reading for pleasure versus for learning); in the third, he urges the college students to do the repeated reading to feed their long-term memory; finally, the fourth emphasizes that the students should treat their textbooks carefully.

What pieces of advice does the author offer to the college students?

1. Read texts more than once.
2. Read carefully. You have to retain what you read.
3. Read regularly to feed your long-term memory.
4. Don't cram reading into a short time period.
5. Look the text over before you take the course.
6. Buy the books early.
7. Preview a chapter before the class.

Reading 2

- A. What you should do before you read.
 - a. read the text chapter
 - b. divide the chapter into smaller reading segments
 - c. list your reading assignment on a "To Do" list
 - d. space your reading
 - e. preview the chapter
- B. What you should do as you read.
 - a. use a reading /study system
 - b. mark the text or take notes
 - c. monitor your comprehension
- C. What you should do after you read.
 - a. review what you read
 - b. prompt your memory

IV. Reading Aloud

Ask the students to read the following paragraphs aloud until they can say them from memory.

1. Some students might try to make these acts an argument for cramming-holding off until the last day before a test and then reading everything at once. However, there is no way such postponement can really be effective. Many instructors, for instance, have cumulative final

exams. They test you not just on the new material you're supposed to have learned since the last exam. Rather, they test you on all the material back to the beginning of the course. If you opt for cramming, this puts you in the position of having to cram for the whole course. In sum, you need to do the kind of reading that will feed your long-term memory.

2. There's a likelihood, however, that half or more of your study time will be devoted to such books. Thus, when you think about what your college education is, half of it is in you books. You need, then, to treat them as the tools of your trade (your trade being a student)—just as you would an instruction manual if your job required you, say, to tear down and fix motorcycles or to lead a tour group around your state.

V. 锦言妙语

'Tis the good reader that makes the good book.

—Ralph Waldo Emerson

有好的读者才会有好的书。

——拉尔夫·沃尔多·爱默生
(美国思想家)

VI. CNN Tuning In

1. Transcript

Adult Illiteracy

Enrique Ramirez: Do this one first. Then I'll come back, and I'll check that.

Reporter: Enrique Ramirez can check his kids' homework now. But once upon a time, he could not read a story to his six-year-old son.

Amirez: "I can't. I'm sorry." And he'd leave, and it tore me apart.

Patricia Rosado: "regal: of or relating to a king."

Reporter: According to a recent survey, one out of four U.S. high school graduates can barely read. For many, life can be filled with frightening situations, each an opportunity for someone to find out their secret.

John Zikefoose: Simple things as going to the grocery store and filling out that check, for me—the checker, the people in line, everyone was looking at me, you know. The palms would become sweaty.

Karen Carriere: Just because everybody's hiding, and that's what I was doing, hiding and covering up. You're not alone anymore.

Reporter: In San Francisco, a literacy conference brings more than 100 adult learners together. Here, Enrique Ramirez, once illiterate, now leads a seminar in public speaking. Others discover reading problems have no cultural boundaries.

Karen Carriere: It's not just in the African culture. It's not just in the Latino cultures. It's in the Caucasian cultures too.

Enrique Ramirez: Wait; I'm confused.

Reporter: The hardest step for many is reaching out for help. From there, sometimes, incredible things can happen.

Patricia Rosado: I couldn't even fill out the application to get into college before, and now I just