

全新版大学英语

New College English

第二版

综合教程 2

Integrated Course

学习手册

主编 王文豹

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前言

《全新版大学英语》系列教材自问世以来,受到了师生们的普遍欢迎和厚爱。为了更好地满足教学和教改的需要,更好地反映教学理论和实践方面的新进展,外教社对该系列教材进行了一次全面的修订。《全新版大学英语》(第二版)秉承首版教材的优良传统,参照《大学英语课程教学要求》修订,更加贴近教学实际,更能有效提升学习者的语言综合应用能力,能更好地满足新时期人才培养的需要。为了方便师生使用,帮助教材发挥最大的效用,外教社又组织编写了本套《学习手册》,配合修订后的《综合教程》使用。

本书为第二册,与《综合教程2 学生用书》相配套。本册学习手册以单元为基础,力求为学生课前预习、课上学习以及课后温习提供一个最有利的工具。每个单元的内容包括 Cultural Notes, Key Words & Expressions, Sentence Highlights, Key to Exercises以及 Writing Strategy。

在 Cultural Notes 中,单元主题相关的文化背景以及课文中出现的具有特定文化含义的表达方式都得到了简单明了的阐释,特别提示了一些有助于学生了解课文相关背景和文化知识的网址,其目的是根据不同程度、能力的学生需求,拓宽学生的视野并加深对课文内容的理解。Key Words & Expressions 部分着重语言点的巩固和加深理解。以四、六级的大纲为指导标准,针对本单元课文中的重点和常用词汇及词组进行了详尽的解释。除了词汇和短语的基本意思之外,本书还提供了例句、相应的词组搭配、词形变换和近义辨析。在保证解释内容的权威和语言纯正地道的同时,对于解释的广度和深度也做了严格的控制和把握。Sentence Highlights 部分是对课文中难解和重点句型以及结构的提炼和分析,旨在帮助学生更好地理解课文。Key to Exercises 部分为习题答案。Writing Strategy 部分对相应单元写作任务的注意事项和技巧作了简要介绍。针对有的辅导书忽视对 Text B 讲解的现象,本书对 Text B 也做了同 Text A 一样的处理,为有能力的、有更高要求的学生提供帮助。

本套学习手册紧紧围绕课本,又不局限于课本,在给学生提供必要的学习指导和帮助的同时,适当地开阔了学生的视野,提高了学习兴趣。同时,原汁原味的选材合理得当,内容丰富详实,使学生在掌握语言点的同时,充分接触地道的英语语言文化,从而达到了语言学习和文化摄取水乳交融的效果。本书编者都是在大学英语教学和研究方面颇有成就的资深大学英语教师,编写和出版过多部教材和辅导用书,有着丰富的教学实践经验和扎实的理论基础。总之,本套书为学生对教材的全面学习、对知识点的深入理解和广泛应用提供了全方位的素材,不仅可以作为学生的自学辅导用书,也可以作为课堂学习的补充材料。

本册书由王文豹和刘燕梅负责筹划、统稿及全书审定校对。张义君教授对本书的编写提供了建设性的指导和建议。各单元的编者依次为:刘燕梅,张春玲,李彬彬,索绪香,方俊青,王宏玉,杨静,白云红。

由于编者水平与经验有限,书中难免有不足之处,希望读者批评指正。

编者
2011年



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Unit 1

Ways of Learning



Section 1 Reading Task

Text A Learning, Chinese-style

I. Cultural Notes

1. Education in the West

There is no common agreement concerning the best way of education. A variety of views can be found among parents, teachers and students. Much of the current debate over education surrounds the extent to which learning should be teacher-based or student-based. Compared to Asian methods of learning, Western methods are more student-based, expecting students to discover things for themselves rather than relying on their teachers to tell them what to learn and how to learn.

The extent to which learning is teacher-based or student-based also depends on differences between subjects. Recently, for example, there has been a trend in mathematics teaching in England away from having pupils work on their own or in small groups back towards a more traditional approach, with the teachers guiding the entire class step-by-step through a lesson. This followed research suggested that, as far as math was concerned, a more teacher-based approach was more effective.

2. Educational system in Great Britain

The education system in the UK is divided into four main parts: primary, secondary, further and higher education. Primary education begins at age 5 and continues until age 11, comprising key stages one and two under the UK educational system. From age 11 to 16, students will enter secondary school for key stages three and four and to start their move towards taking the Certificate of Secondary Education.

Once students finish secondary education, they have the option to extend into further

education to take their A-Levels, GNVQ's (General National Vocational Qualification), BTEC's (Business Education and Technician Education Council) or other such qualifications. UK students planning to go to college or university must complete further education.

Higher education includes the first degree or the Bachelor's degree (courses are mainly full time and last 3 years), Master's degree (one year course) and Ph.D.

3. Educational system in the USA

American children start school at five (kindergarten). It is required of all American children. The second year is considered the first grade of primary school, which consists of five years.

Upon completion of fifth grade, children go to secondary school. It is referred to as sixth through twelfth grade. Grades 9–12 are referred to as high school. Upon completion of twelfth grade, American students are awarded a certificate called the high school diploma, which is a must before they are admitted to colleges or universities.

Students who have completed high school and would like to attend college or university must attend what is referred to as an undergraduate school. These are schools that offer either two-year degree/associate degree or four-year degree/bachelor's degree in a specific course of study. Students who complete an associate degree can continue their education at a four-year school and eventually complete a bachelor's degree.

After obtaining bachelor's degrees, students can further their education. The first is a master's degree. Students who want to advance their education even further in a specific field can pursue a doctorate degree, also called a Ph.D. It takes three to six years.

4. Suggested websites

<http://www.moe.edu.cn/>

<http://www.ed.gov/>

http://en.wikipedia.org/wiki/Main_Page

<http://www.educationuk.org>

II. Key Words & Expressions

1. For a month in the spring of 1987, my wife Ellen and I lived in the bustling eastern Chinese city of Nanjing with our 18-month-old son Benjamin while studying arts education in Chinese kindergartens and elementary schools. (Para. 1)

bustling *adj.* full of people moving about in a busy way 繁忙的; 熙熙攘攘的

Examples a bustling city 熙熙攘攘的城市

The market was bustling with life. 市场生机勃勃。

【派生】bustle *v.* move around in a busy way or hurry sb. in a particular direction 四下忙碌; 催促(某人向某个方向)

2. The key to our room was attached to a large plastic block with the room number on it. (Para. 2)

attach *vt.* fasten or join (one thing to another) 系, 贴, 连接

Example I attached a wire to the computer. 我在电脑上接了根电线。

【扩展】 attach importance/significance/value/weight, etc. to sth. 认为……有重要性、意义、价值、分量

attach great/little importance to sth. 非常(不)重视某事

3. He probably got as much pleasure out of the sounds the key made as he did those few times when the key actually found its way into the slot. (Para. 3)

find one's way: reach a destination naturally; arrive at 到达, 进入, 流入

Example Shanghai is not an easy city to find your way around. 在上海这座城市, 人们认路不容易。

4. But I soon observed an interesting phenomenon. (Para. 4)

phenomenon (phenomena *pl.*) *n.* a fact or an event in nature or society, especially one that is not fully understood 现象

Example cultural/natural/social phenomenon 文化、自然、社会现象

5. Any Chinese staff member nearby would come over to watch Benjamin and, noting his lack of initial success, attempt to assist. (Para. 4)

initial *adj.* of or at the beginning, first 开始的, 最初的

Examples in the initial stages of the campaign 在运动的最初阶段

My initial reaction was to decline the offer. 我最初的反应是要婉言谢绝这个提议。

【派生】 initiative *n.* 主动性, 率先; 首创精神; 倡议

6. ... as if considering us to be neglecting our parental duties. (Para. 4)

neglect *vt.* i. give too little attention or care to 忽视

Example What do you think of a man who neglects his wife? 对于一个对自己妻子漠不关心的人, 你有何看法?

ii. to fail or forget to do sth. that you ought to do 疏忽、疏漏

Example You neglected to mention the name of your previous employer. 你遗漏了你以前雇主的名字。

【派生】 neglect *n.* 忽视、忽略、未被重视: neglect of sb./sth.

neglected *adj.* 忽视的、忽略的、未被重视的

negligence *n.* 疏忽、失职、过失

【辨析】 neglect, ignore 都有“疏忽”之意。

neglect 侧重表示给予很少重视; 而 ignore 则表示故意不重视, 就好像什么也没发生一样。

7. I soon realized that this incident was directly relevant to our assigned tasks in China ... (Para. 5)

relevant (to sth./sb.) *adj.* directly connected with the subject 有关的, 切题的

Example Only a few people feel the debate about the cloning of human beings is relevant to their daily lives. 只有少数人觉得关于克隆人类的辩论与他们的日常生活有关。

【派生】 irrelevant *adj.* 无关的

8. He will be happy, he will learn how to accomplish the task sooner, and then he can proceed

to more complex activities, like opening the door or asking for the key ... (Para. 6)
accomplish *vt.* manage to do sth. 完成(某事)

Example The first part of the plan has been safely accomplished. 计划的第一部分已顺利完成。

【派生】 accomplished *adj.* very good at a particular thing, having a lot of skills 才华高的, 技艺高超的, 熟练的
accomplishment *n.* an impressive thing that is done or achieved after a lot of work 成就, 成绩

【辨析】 accomplish, finish, achieve, complete 都有“完成”的意思, 但侧重点不同: accomplish 指成功地达到了预期目标, 完成了任务; finish 是常用词, 指事情的了结、完成; achieve 强调克服困难完成宏图伟业或大事; complete 侧重点在于事情或事物的完整终结或完成。

9. ... both of which accomplishments can (and should) in due course be modeled for him as well. (Para. 6)

1) in due course: at the right time and not before 在适当的时候, 到一定的时候

Example Your request will be dealt with in due course. 你的要求将在适当的时候予以考虑。

2) model *vt.* i. to create a copy of an activity, a situation, etc. so that you can study it before dealing with the real thing 将……做成模型, 复制

Example The program can model a typical homepage for you. 这个程序可以帮你制作一份典型的主页。

ii. to shape clay, etc. in order to make sth. 将(黏土)做成模型

Example a statue modeled in bronze 青铜像

【扩展】 model yourself on sb.: 仿效, 以某人为榜样

10. ... whether it be placing a key in a key slot, drawing a hen or making up for a misdeed ... (Para. 7)

make up for: repay with sth. good; compensate for 补偿, 弥补

Example After all the delays, we were anxious to make up for the lost time. 耽搁了这么久, 我们急着想弥补失去的时间。

11. In retrospect, it became clear to me that this incident was indeed key — and key in more than one sense. (Para. 8)

in retrospect: thinking about a past event or situation, often with a different opinion of it from the one you had at the time 回顾、回想、追溯往事

Example In retrospect, I think that I was wrong. 回顾往事, 我觉得当时我错了。

12. Instead, they guided him with extreme facility and gentleness in precisely the desired direction. (Para. 9)

extreme *adj.* i. very great 极度的, 极端的

Example We are working under extreme pressure at the moment. 目前我们正在极大的压力下工作。

ii. not ordinary or usual, serious or severe 异乎寻常的, 严重的, 严厉的

Example Children will be removed from their parents only in extreme circumstances. 只有在极端情况下才会让孩子离开父母。

It was the most extreme example of cruelty to animals I had ever seen. 这是我见过的最严重的虐待动物的事例。

- iii. (of people, political organizations, opinions, etc.) far from what most people consider to be normal, reasonable or acceptable (人、政治组织、意见等)极端的, 偏激的, 过分的

Example extreme left-wing/right-wing views 极左/极右观点

【派生】 extreme *n.* the greatest or highest degree of sth. 极端、极度、极限

Example extremes of cold, wind or rain 严寒、暴风、骤雨

Taken to extremes, this kind of behaviour can be dangerous. 这种行为如果走极端则可能会非常危险。

go to extremes 走极端

in the extreme 极度、极端地; 非常地

13. In the best Chinese tradition, they were *ba zhe shou jiao* — “teaching by holding his hand” — so much so that he would happily come back for more. (*Para. 9*)

so much so that: to such a degree that ... 至如此程度以至于……

Example Some parents spoil their children, so much so that they never ask them to do any housework. 有些家长很宠孩子, 从不让他们做丁点儿家务活。

14. In terms of attitudes to creativity there seems to be a reversal of priorities: young Westerners making their boldest departures first and then gradually mastering the tradition; and young Chinese being almost inseparable from the tradition, but, over time, possibly evolving to a point equally original. (*Para. 11*)

- 1) in terms of/in ... terms: used to show what aspect of a subject you are talking about or how you are thinking about it 谈及, 就……而言, 在……方面

Examples The job is great in terms of salary, but it has its disadvantages. 就薪水而言, 这工作倒是不错的, 但也有一些不利之处。

The decision was disastrous in political terms. 从政治上来看, 这个决定是灾难性的。

【搭配】 under the terms of the agreement 根据协议条款
terms and conditions 条件

the strongest possible terms 最强硬的措辞

be on good/friendly/bad terms with sb. (与某人)关系好/友好/不好

on first-name terms with sb. (与某人)关系好(直呼其名)

come to terms with sb./sth. (与某人、某事)达成协议、妥协, 接受(令人不快之事)

on your own terms/on sb.'s terms 按照自己的条件/根据……的主张

- 2) priority *n.* sth. that one must do before anything else; sth. that holds a high place among competing claims 优先考虑的事, 重点

Examples You need to get your priorities right. 你得把事情分出轻重缓急。

The search for a new vaccine will take priority over all other medical research.

研制新的疫苗将排在其他一切医学研究之前。

- 【搭配】 a high/low priority 重点、非重点
a top priority 重中之重，当务之急
the first priority 头等大事

3) evolve *vi.* develop gradually 逐步发展

Example The idea evolved from a drawing discovered in the attic. 这一想法是我从阁楼里发现的一幅画上得到的。

The company has evolved into a major chemical manufacturer. 这家公司已逐步发展成为一个主要的化工厂。

15. The contrast between our two cultures can also be seen in terms of the fears we both harbor. (Para. 12)

harbor *i. vt.* keep sth. secretly in one's mind 心怀(某事物)

Examples The arsonist may harbor a grudge against the company. 纵火犯可能对公司怀恨在心。

She began to harbor doubts about the decision. 她开始对这一决定产生怀疑。

ii. *n.* an area of water on the coast, protected from the open sea by strong walls, where ships can shelter 海港，港口，港湾

Example Several boats lay at anchor in the harbor. 港湾里停泊着几条船。

16. But assuming that the contrast I have developed is valid, and that the fostering of skills and creativity are both worthwhile goals. (Para. 14)

1) valid *adj.* based on truth or sound reasoning; legally or officially acceptable 有根据的；法律上有效的，正式认可的

Examples They have a valid claim to compensation. 他们有要求赔偿的合法权利。

The point you make is perfectly valid. 你提出的论点完全站得住脚。

【派生】 validate *vt.* 批准，确认……有效，认可

validity *n.* 法律上有效，合法，正式认可

2) foster *vt.* help or encourage the growth and development of 培养，促进，增长

Examples The club's aim is to foster better relations within the community. 俱乐部的宗旨是促进团体内部的关系。

Overuse of antibiotics may foster the spread of drug-resistant bacteria. 滥用抗生素可能助长抗药细菌的扩散。

3) worthwhile *adj.* worth doing, worth the trouble taken 值得的

Examples It was in aid of a worthwhile cause. 这是在为高尚的事业尽一份力。

It is worthwhile to include really high-quality illustrations. 把真正高质量的插图包括进去是值得的。

【搭配】 It is worthwhile to do sth. 值得做某事

III. Sentence Highlights

1. But one of the most telling lessons Ellen and I got in the difference between Chinese and American ideas of education came not in the classroom but in the lobby of the Jinling

Hotel where we stayed in Nanjing. (Para. 1)

解析 本句的主语是one of the most telling lessons, 其中the most telling 是形容词的最高级, telling 根据句意可以理解为impressive, memorable, unforgettable等, 用来修饰中心词lessons; Ellen and I got in the difference between Chinese and American ideas of education 是修饰lessons的后置定语从句(省略了关系代词that/which); 动词 came 用来做谓语; 后面的 not...but... 是强调句型, 意为“不是……而是……”。

译文 然而, 我和埃伦获得的有关中美教育观念差异的最难忘的体验并非来自课堂, 而是来自我们在南京期间寓居的金陵饭店的大堂。

2. The key to our room was attached to a large plastic block with the room number on it. (Para. 2)

解析 本句是复合句, 主句是The key to our room was attached to a large plastic block, to our room 是介词短语做后置定语修饰 the key; with the room number on it 是 with 引导的独立结构。with 引导的独立结构可以使句子紧凑、具体形象、描述生动, 通常用于正式文体, 口语中较为少见, with 引导的独立结构在句子中用作状语。

译文 我们的房门钥匙系在一块标有房间号的大塑料板上。

3. Because of his tender age and incomplete understanding of the need to position the key just so, he would usually fail. (Para. 3)

解析 本句主句是he would usually fail; because of his tender age and incomplete understanding of the need to position the key just so 是原因状语, 其中包含有一个不定式 to position the key just so, 在句子中用作定语修饰 the need; so 在句中替代前文中出现过的 position the key carefully to fit into the key slot。

译文 因为还年幼, 本杰明不太明白得把钥匙放准位置才成, 因此总塞不进去。

4. Any Chinese staff member nearby would come over to watch Benjamin and, noting his lack of initial success, attempt to assist. (Para. 4)

解析 and 连接两个并列谓语: come over 和 attempt; 句子中的 would 表示过去经常做的事, 相当于 used to; nearby 是形容词做定语修饰 staff member; noting his lack of initial success 为现在分词做表示时间的状语, 相当于 when they noticed his lack of initial success, 它的逻辑主语是 any Chinese staff member nearby。

译文 饭店里任何一个中国工作人员如果在近旁, 都会走过来看着本杰明, 见他初试失败, 便都会试图帮忙。

5. I soon realized that this incident was directly relevant to our assigned tasks in China: to investigate the ways of early childhood education (especially in the arts), and to throw light on Chinese attitudes toward creativity. (Para. 5)

解析 本句中that this incident was directly relevant to our assigned tasks in China: to

investigate the ways of early childhood education (especially in the arts), and to throw light on Chinese attitudes toward creativity, that 引导的从句是宾语, and 连接两个 to 不定式结构: to investigate the ways ... 和 to throw light on ..., 它们是并列定语修饰 tasks。其中 throw light on 意思是“使明白, 解释”, shed 或 cast 可以用来替代 throw, 如: The research on DNA has thrown/shed/cast some new light on genetic engineering. DNA研究有助于解释基因工程的奥秘。

译文 我很快意识到, 这件小事与我们在中国要做的工作直接相关: 考察儿童早期教育(尤其是艺术教育)的方式, 揭示中国人对创造性活动的态度。

6. Since adults know how to place the key in the key slot, which is the ultimate purpose of approaching the slot, and since the child is neither old enough nor clever enough to realize the desired action on his own, what possible gain is achieved by having him struggle? (Para. 6)

解析 本句中有两个 since 引导的并列状语从句, 其中第一个从句还带有一个 which 引导的非限定性定语从句 which is the ultimate purpose of approaching the slot, 修饰逗号前面的 place the key in the key slot。

非限定性定语从句不同于限定性定语从句, 限定性定语从句对它所修饰的词做限定性描述, 去掉这个词会影响句子的意思, 因此是不可或缺的; 但是非限定性定语从句不对先行词做限定性描述, 仅对主句提供补充说明, 要用逗号把非限定性定语从句与主句分开, 关系代词 which 不可省略; 非限定性定语从句中的 which 常用来指代前面的整个句子或句子的一部分, 如:

He told us that he had passed the Entrance Examination and had been admitted by a famous university, which was nothing but a pack of lies. 他告诉我们他通过了高考并被一所著名大学录取了, 这是一派谎言。

译文 既然大人知道怎么把钥匙塞进槽口——这是走近槽口的最终目的, 既然孩子还很年幼, 还没有灵巧到可以独自完成要做的动作, 让他自己瞎折腾会有什么好处呢?

7. He may well get frustrated and angry — certainly not a desirable outcome. (Para. 6)

解析 本句中的 may well do sth. 是固定结构, 意思是“可能”, 如: It may well rain tonight. 今夜可能下雨。而 may (just) as well do sth. 表示“有理由、最好、倒不如干某事”, 如: He is a genius. You may as well say so. 他是个天才, 你完全可以这样说。/We may as well go home. There's nothing more to do. 我们倒不如回家, 没有事要做了。

译文 他很可能会灰心丧气发脾气——这当然不是所希望的结果。

8. So long as the child is shown exactly how to do something — whether it be placing a key in a key slot, drawing a hen or making up for a misdeed — he is less likely to figure out himself how to accomplish such a task. (Para. 7)

解析 so/as long as 的意思是“只要”, 如: We will go as long as the weather is good. 只要天气好我们就去。whether it be placing a key in a key slot, drawing a hen or making up for a misdeed 是虚拟语气, 在句子中做状语。He is less likely to

figure out himself how to accomplish such a task 中的 be likely to do sth. 表示“可能做某事”；另一个 likely 的常用句型为 It is more than likely that ..., 表示“很可能”，如：It's more than likely that the thieves don't know how much it is worth. 盗贼很可能不知道此物的价值。

译文 如果我们向孩子演示该如何做某件事——把钥匙塞进钥匙槽口也好，画只鸡或是弥补某种错误行为也好——那他就不太可能自行想方设法去完成这件事。

9. The idea that learning should take place by continual careful shaping and molding applies equally to the arts. (Para. 10)

解析 本句中主语为 the idea that learning should take place by continual careful shaping and molding, 其中 that 引导的是同位语从句；本句的谓语是 applies to。

同位语从句前面的先行词通常是抽象名词，同位语从句的作用是对其进行解释、说明，如：Obviously, there was little certainty that the chairman would agree to this proposal. 显然，不能确定主席会同意这个提议。

the fact that ... 是最常见的同位语从句，常用于句首或做动词宾语或介词宾语，如：The fact that a statesman is also a politician doesn't detract from his statesmanship. 政治家也是政客这一事实无损于他的政治家形象。

另外，同位语从句中的 that 和定语从句中的引导词 that 是有区别的：that 在同位语从句中是连词，只起到连接作用，无具体词义但不可省略；而 that 在定语从句中是关系代词，在句子中充当一定成分，并有相应的词义，试比较：

The news that was spreading proved to be incorrect. 正在传播的消息证明是错的。(that在定语从句中做主语，一般要重读)

The news that he was resigning his position proved to be incorrect. 他将辞职的消息证明是错的。(that只是起到引入同位语从句的作用，一般不用重读)

译文 学习应通过不间断的精心塑造与引导而得以实现，这一观念同样适用于艺术。

10. But assuming that the contrast I have developed is valid, and that the fostering of skills and creativity are both worthwhile goals, the important question becomes this: Can we gather, from the Chinese and American extremes, a superior way to approach education, perhaps striking a better balance between the poles of creativity and basic skills? (Para. 14)

解析 本句的主句为 the important question becomes this; assuming ... 相当于 if 引导的条件状语从句，后面有两个 that 引导的并列宾语，其中 I have developed 是定语从句修饰 contrast; Can we gather, from the Chinese and American extremes, a superior way to approach education, perhaps striking a better balance between the poles of creativity and basic skills? 这一部分是前面 this 的同位语，其中的 to approach education 是不定式短语做定语修饰 way，同样 perhaps striking a better balance between the poles of creativity and basic skills 是分词短语做定语修饰 way。其他和 assume 有关的搭配有：It is reasonable to assume that ... 认为……是有道理的；Let us assume that ... 我们假设……。

译文 然而，假定我这里所说的反差是成立的，而培养技艺与创造力两者都是值得追求的目标，那么重要的问题就在于：我们能否从中美两个极端中寻求一种更好的教育方式，它或许能在创造力与基本技能这两极之间获得某种较好的平衡？

IV. Key to Exercises for Text A

Comprehension

CONTENT QUESTIONS

Possible answers:

1. They were studying arts education in Chinese kindergartens and elementary schools in Nanjing.
2. Their 18-month-old son Benjamin was fond of trying to place the key into the slot of the key box during their stay at the Jinling Hotel.
3. They would come over to watch Benjamin and then try to teach him how to do it properly.
4. Because he realized that this anecdote was directly relevant to their assigned tasks in China: to investigate early childhood education and to throw light on Chinese attitudes toward creativity.
5. Most of them displayed the same attitude as the staff at the Jinling Hotel.
6. He emphasized that the most important thing is to teach the child that one can solve a problem effectively by oneself.
7. He means that this incident pointed to important differences in educational and artistic practices between China and the USA.
8. The manner in which the Chinese staff saw the need to teach the child by guiding his hand is characteristic of a broader attitude to education, one that stands in contrast to the Western preference for leaving the child to explore and learn unaided.
9. One example is of children at the age of 5 or 6 painting flowers, fish and animals skillfully and confidently; in a second example, calligraphers 9 and 10 years old are producing excellent works; and in a third, young artists work on perfecting their craft for several hours a day.
10. Americans think that unless creativity has been acquired early, it may never emerge, and skills can be picked up later. Chinese think that if skills are not acquired early, they may never be acquired, and there is no hurry to promote creativity.
11. This is mainly due to the difference in their way of thinking.
12. The author makes the suggestion that we should strike a better balance between the poles of creativity and basic skills.

TEXT ORGANIZATION

1. 1) The text begins with an anecdote.
- 2) His thoughts are mainly about different approaches to learning in China and the West.
- 3) He winds up the text with a suggestion in the form of a question.

2. Points for Comparison/ Contrast	Chinese	Americans
1) ways to learn to accomplish a task	show a child how to do something, or teach by holding the hand	teach children that they should rely on themselves for solutions to problems
2) attitudes to creativity and skills	give greater priority to developing skills at an early age, believing that creativity can be promoted over time	put more emphasis on fostering creativity in young children, thinking skills can be picked up later

Language Sense Enhancement

- | | |
|---------------------|---------------------------------------|
| 1. 1) summarizing | 2) value originality and independence |
| 3) contrast between | 4) in terms of |
| 5) harbor | 6) fearful |
| 7) comparable | 8) promote creativity |
| 9) emerge | 10) picked up |

Language Focus

Vocabulary

- I. 1.
- | | | | |
|----------------|--------------------------|----------------|------------------|
| 1) insert | 2) on occasion | 3) investigate | 4) In retrospect |
| 5) initial | 6) phenomena | 7) attached | 8) make up for |
| 9) is awaiting | 10) not ... in the least | 11) promote | 12) emerged |
- 2.
- 1) a striking contrast between the standards of living in the north of the country and the south.
 - 2) is said to be superior to synthetic fiber.
 - 3) as a financial center has evolved slowly.
 - 4) is not relevant to whether he is a good lawyer.
 - 5) by a little-known sixteenth-century Italian poet have found their way into some English magazines.
- 3.
- 1) be picked up, can't accomplish, am exaggerating
 - 2) somewhat, the performance, have neglected, they apply to
 - 3) assist, On the other hand, are valid, a superior