



普通高等教育“十一五”国家级规划教材  
教育部推荐使用大学外语类教材

总主编 李荫华

# 全新版大学英语

(第二版)

New College English (Second Edition)

*Reading Course 2*

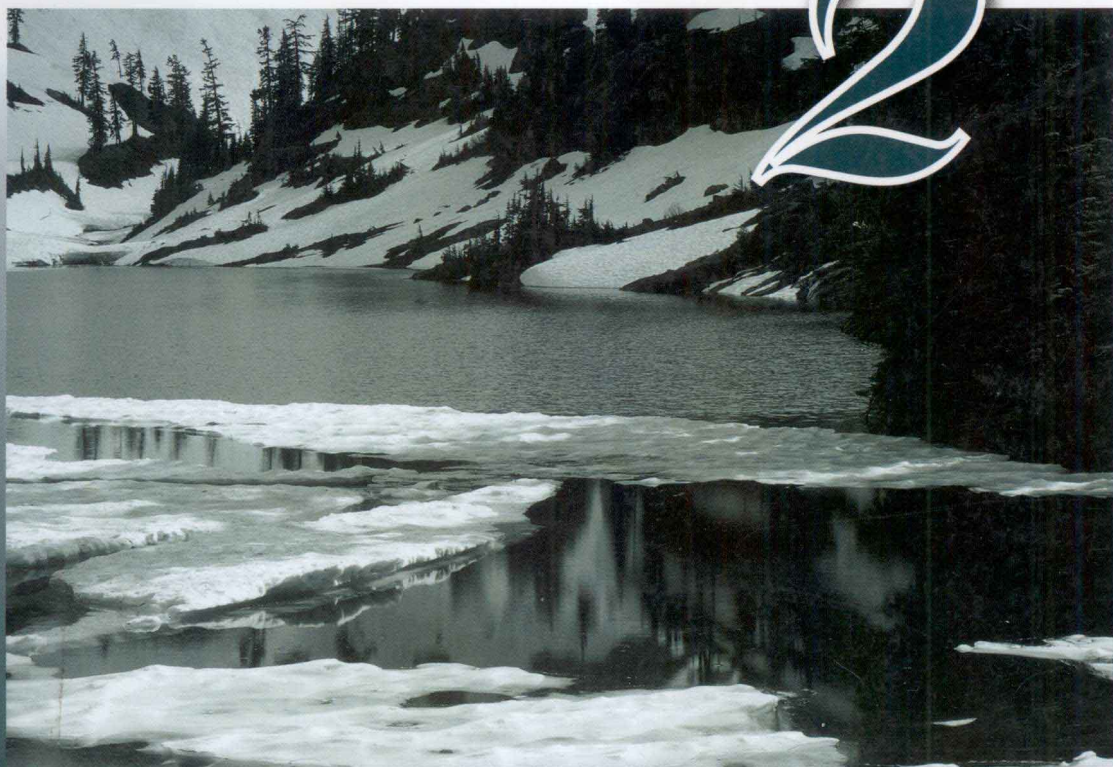
*Teacher's Manual*

阅读教程

(高级本)

教师手册

主编 柯彦玢





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2

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## 前言

《全新版大学英语》系列教材酝酿于上世纪末，诞生于新世纪初。

《全新版大学英语》系列教材依据现代外语教学理念，运用多媒体、网络等现代教育技术，立足本国，博采众长，完全自主编写而成，是一套集纸质教材(学生用书、教师手册、教学辅助用书等)、多媒体课件(助学光盘、电子教案、题库等)和网络学习系统之大成的立体化教材。

教材的编写宗旨是：遵循外语教学的客观规律，满足我国当代大学生学习的实际需求，既适用于课堂教学又便于学生上机上网自主学习，既有利于巩固语言基础又能更好地培养学生较强的英语综合应用能力，尤其是听说能力，使他们在今后学习、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。

教材按照《大学英语课程教学要求》编写，供大学英语课程的一般要求和较高要求层次的教学使用。

教材编写的指导方针是：充分汲取我国在外语教学中长期积累起来的行之有效的经验和方法，详尽分析、研究中国学生在英语学习过程中以及在跨文化交际中经常产生的问题，学习、借鉴国外的教学理论和方法并根据我国的教学需要和现有条件加以消化、改造、吸收，自行规划、设计，自行选材、编写。为此，本教材采用了集中外多种教学法之长的折中主义(eclecticism)教学理念。

教材的编写原则是：

1. 倡导基于课堂教学+计算机/网络的新型教学模式。教学中多媒体和网络技术的引进，既可改善语言教学环境和教学手段，又便于学生个性化学习和语言操练，有助于师生之间的沟通。但这一模式不应一成不变，它应随着各校、各班级的具体情况而有所不同。此外，在利用现代信息技术的同时，应充分发挥传统课堂教学的优势，使之相辅相成。

2. 提倡学生自主学习，同时主张充分发挥教师的主导作用。教师能否组织好教学——包括课堂教学和计算机辅助学习——是教学成败的关键。除了课堂教学，教师更应加强课外辅导，应指导学生掌握正确的学习方法和学习策略。

3. 在加强听、说的同时，充分兼顾对学生读、写、译等应用能力的培养，使学生能较好地掌握英语的书面语。这不仅是大学英语课程本身的性质所使然，更是我国多数大学生今后学习、工作的需要。而学生的外语学习，特别是说、写方面的实践活动，必须以读、听一定量的语言素材输入为前提。因此，必须通过课堂内外、网上网下、大班小班、自学面授等一系列互动互补的教学环节，才能全面提高学生的听、说、读、写、译的应用能力。

4. 选用当代英语的常见语体或文体的典型样本作为素材。选文语言规范、富有文采、引人入胜、给人以启迪；题材广泛，以反映现实生活为主，科普内容亦占有一定比重；体裁多样；语体兼顾书面语和口语。

5. 充分考虑对学生的文化素质培养和国际文化知识的传授。大学英语课程不仅是一门语言基础



课程,也是拓宽知识、了解世界文化的素质教育课程,兼有工具性和人文性。因此,教材在文化背景介绍和知识拓展方面也有相应的板块设计。

6. 主干教程——《综合教程》——采用每一单元设一主题的形式。主题选自当代生活中的重大题材,以便将语言学习贯穿在了解、思考、探讨现实生活中的各种问题的过程中,充分体现交际法的教学原则。其他教程的相应单元与该主题亦有一定的呼应。

7. 练习设计从有利于提高学生语言应用能力出发,针对我国学生的薄弱环节和实际需要,做到有的放矢;形式尽可能采用交互方式,如pair work、group discussion、debate等,或采用“任务”方式(task-based approach)。

8. 考虑到学生参加大学英语四、六级考试的实际需要,除了在各教程中均设有有一定数量的类似四、六级考题形式的练习外,还特地在《综合教程》中参照四、六级考卷设计了Test Yourself,以帮助 学生熟悉考试题型。

教材框架如下:

《全新版大学英语》系列教材由纸质教材(含多媒体教学课件)和网络学习系统(即新理念大学英语网络教学系统)两部分组成。网络学习系统又包括网络课件、教辅资源、网上测试和管理平台四大部分。

纸质教材由以下教程组成:

综合教程(1—6册)(每册由8个单元组成)

听说教程(1—6册)(每册由14个单元组成)

阅读教程(高级本)(1—6册)(每册由8个单元组成)

阅读教程(通用本)(1—6册)(每册由8个单元组成)

快速阅读(1—6册)(每册由8个单元组成)

上述各教程中,1—4册供修读一般要求的学生使用,5—6册供修读较高要求的学生使用。前三种教程编有供预备级使用的教材各一册。另编有语法手册一本,供学生课外参考使用。

综合、听说教程配有相应的MP3录音光盘和网络课件。快速阅读各册也配有助学光盘。除快速阅读外,各教程均配有教师手册(综合和听说教程各册还配有电子教案)。

## 二

《全新版大学英语》系列教材问世十年以来,受到了全国高校师生的普遍欢迎,先后被列为教育部推荐使用大学外语类教材、普通高等教育“十五”国家级规划教材和普通高等教育“十一五”国家级规划教材,并获得2003年度上海市优秀教材一等奖。

然而,时代在进步,社会需求和人才培养在这十年间也发生了巨大的变化。我国的经济、政治、文化等各项建设事业,正在新的历史起点上全面向前推进;教育改革也在向纵深发展,作为大学基础课程的大学英语教学改革在过去的十年间亦在不断地深入。教育部此前特制订了《大学英语课程教学要求》,作为各高等学校组织非英语专业本科生英语教学的主要依据;目前又颁布了《国家中长期教育改革和发展规划纲要(2010—2020年)》。鉴于当前新形势,我们对《全新版大学英语》系列教材进行了一次认真、彻底、全面的修订,使之更好地满足我国大学英语教学和改革的进一步需要。

本次修订的总体目标是：根据《大学英语课程教学要求》，在坚持并发扬第一版原有特色的基础上，通过全面修订，使新版教材更贴近教学的实际需要、更贴近广大使用者。

本次修订的重点是：梳理全书，改正讹错；适当降低原书难度；坚决删改掉教学效果差或不太符合当前教学实际的课文和练习；替换进一批更精彩的选文和更富有成效的新的练习形式；调整某些单元先后排序，使其更符合循序渐进原则；适当压缩、精简内容，做到便于教、便于学。

本次修订中，各教程编者本着认真、负责的态度，对教材进行了较大幅度的改动。《综合教程》1—4册共64篇课文，此次更新了21篇，更新量超过30%；编者还根据调研中同学们喜欢英语诗歌的反馈，尽可能多地选用了英诗中最脍炙人口的部分增补到各册中去。《听说教程》花大力气将听力材料的长度从原来的500字左右普遍缩短到250—380字，调整了材料的难易度，同时从第一册开始就帮助学生逐渐熟悉四、六级考试题型，口语部分的设计也大大方便了操作。《阅读教程》(高级本)60%以上的文章是重新选用的。《阅读教程》(通用本)也换上了许多更为精彩的文章。《快速阅读》教程考虑到学生参加大学英语四、六级考试的需要，适当增加了部分文章的长度，此外还新增了information transfer 和gap filling等考核学生快速阅读能力的练习形式。《语法手册》删繁就简，提高质量，方便参考、使用。如今修订工作已接近完成，各教程第二版将陆续面世。我们希望通过我们的努力和辛勤劳动，给支持我们的广大使用者献上一套高质量的精品教材。

《全新版大学英语》(第二版)系列教材仍由复旦大学、北京大学、华东师范大学、中国科学技术大学、华南理工大学、南京大学、武汉大学、南开大学、中国人民大学、中山大学、西安交通大学、东南大学、华中科技大学和苏州大学的数十位长期从事大学英语教学的资深教授、英语教学专家分工协作、集体编写而成，董亚芬、杨惠中、杨治中三位教授任顾问。

第二版启动前，上海外语教育出版社曾在全国开展了大规模问卷调查和召开座谈会，收集到大量宝贵的意见和建议，为我们的修订、编写提供了可靠的依据。在此谨向各位参与问卷调查或座谈会的全国各地的读者，向历年通过邮件或口头形式对教材提出批评、建议的读者，向所有使用和关心教材的老师和同学，表示深深的敬意和感谢，欢迎你们今后一如既往地不吝指教。上海外语教育出版社庄智象社长、张宏副社长、严凯和孙玉副总编、高等教育事业部谢宇主任和责任编辑梁泉胜女士等，多年来为教材的策划、编写、出版、营销做了大量工作，英国专家、也是本人与之合作共事长达20多年的友人Anthony J. Ward博士更是在教材的编审过程中倾注了大量的心血，借此机会也一并向他们表示深切的谢忱。

总主编 李荫华  
2010年3月

## 编者的话

### 1. 编写宗旨

本教程为学生提供较系统的、丰富多彩的课外阅读材料，旨在培养学生的阅读能力，扩大学生的知识面和词汇量。使学生在理解和欣赏两方面都得到提高。

### 2. 全书框架

全教程共分六册，每册配有相应的教师参考书一册。

每册分8个单元，共24课。每课包括以下几个部分：

- 1) 除个别词语改换、段落删节外，全部课文均采用原文。改动的原则是在最大限度地保持原作的文体与文字的同时，降低学生的阅读难度。修订版第一册的课文是全新的，其他各册也适量更换课文，既保持上一版的质量，又体现满足学生的需求、与时俱进的发展意识。
- 2) 课文前设有Introduction，课文配有脚注，提供简单易懂的Background Information。这部分内容使学生对课文的主要内容和背景知识有一个大概的印象，既解决阅读课文时遇到的部分困难，又能提高阅读兴趣。
- 3) 注解采用边注的形式，列出所有可能对阅读形成障碍的单词和词组，用中文或英文解释。采用边注是为了节省时间、方便阅读、降低难度。应鼓励学生边读边猜词的意思，猜不出再看边注。详细列出单词和词组的目的是使学生把更多的时间和精力转向语言的其他方面，加强对课文的整体意识。
- 4) 课文后设Reading Skills and Practice，内容包括根据上下文猜测词义的练习和根据课文特点设计的、能解决本课阅读难点的阅读技能练习。安排这部分内容是为了使学生对课文的篇章结构及语言特点等有一个比较清醒的认识，把词的学习与词所处的语境紧密联系起来。
- 5) 多项选择是引导学生加深对课文内容的理解。
- 6) 词汇练习和句子结构练习的形式灵活多样，旨在培养学生对语言基本要素的学习意识，提高阅读与写作能力。
- 7) 英译汉练习是通过翻译加强对课文的理解，提高学生的翻译水平。所选句子均为课文中的难点。
- 8) 思考问题是要锻炼学生的分析、归纳、欣赏和口头表达的能力。

阅读是以理解和欣赏为目的的，不宜对语言做深入的探讨，点到即可。

本教程加上教师参考书也适合学生自学，教师只需稍加指导、适当检查即可。

每册书最后附有总词汇表，供学生查找和记忆。表中无标记词为一般要求词汇，标(★)号的为较高要求词汇，标(▲)号的为更高要求词汇，标(＃)号的为大纲外词汇。

### 3. 关于教师手册

教师手册主要包括以下部分：

- 1) 背景知识；



- 2) 课堂教学建议(供参考): 阅读技能训练和对课文的一般性理解, 必要时提供难度大的词、句的释义和一词多义辨析;
- 3) 练习答案和英译汉参考答案。

教师可根据学生的程度利用教师参考书。程度高的可讲得细一些, 程度低的可侧重课文的一般性理解。

本教程由北京大学英语系大学英语教研室组织编写, 得到了学校各级领导的大力支持。总主编李荫华教授从选篇到整个编写过程给予了悉心的指导, 审阅了全书; 语言专家Anthony J. Ward帮助改写课文并负责终审; 上海外语教育出版社的谢宇老师为本书的编辑和出版做了大量的工作; 刘红中老师对本书的总体规划提出了宝贵的建议; 参与本书编写的我的同事们为本书付出了艰辛的劳动; 刘星云老师承担了本书的打字及技术处理工作, 在此一并表达深深的谢意。

主编 柯彦玢  
2010年10月

# Table of Contents

## Unit One

- 1. Becoming Educated ..... 1
- 2. Classroom Notetaking ..... 9
- 3. What Is an Idea? ..... 15

## Unit Two

- 4. Lots of Luck ..... 22
- 5. Three Peach Stones ..... 31
- 6. Climbing the Mountain of Success ..... 36

## Unit Three

- 7. A Clean, Well-Lighted Place ..... 43
- 8. Father and Son ..... 51
- 9. Old Country Advice to the American Traveler ..... 58

## Unit Four

- 10. You've Got Mail ..... 64
- 11. Trapped in the Web ..... 69
- 12. Everyone's a Journalist ..... 76

## Unit Five

- 13. Courtesy: Key to a Happier World ..... 82
- 14. The Art of Acknowledgement ..... 87
- 15. From Nonreading to Reading ..... 96

## Unit Six

- 16. Born to Be Different ..... 102
- 17. Donna Shirley ..... 109
- 18. The Soft Sell ..... 115

## Unit Seven

- 19. Fear of Dearth ..... 120
- 20. Let the Games Begin ..... 126
- 21. Built to Swim, Phelps Found a Focus and Refuge in Water ..... 134

## Unit Eight

- 22. Clicking, at Last, on "Don't Print" ..... 142
- 23. Not Seeing the Forest for the Dollar Bills ..... 149
- 24. Noise: It Can Kill You ..... 155

## 1. Becoming Educated

### Information Related to the Text

#### 1 Barbara Jordan

Barbara Jordan (1936–1996) was born in Texas and grew up in Houston's black ghetto. She attended segregated public schools, and graduated from the all-black Texas Southern University. Jordan won several debating and oratory awards but recognized that talk alone would never conquer the injustices against blacks. She chose law as a career because she believed that with her knowledge of law, she would then be able to eliminate racial injustice. She wanted to attend Harvard's law school, but was advised that this institution would not welcome a black girl from an obscure southern school. Eager to leave the world of segregated education, Jordan enrolled at Boston University Law School in 1956. She was an excellent and extremely disciplined student who often worked long into the night. As her family was making tremendous financial sacrifice to pay for her education, Jordan did not want to disappoint them in any way. She graduated in 1959 and in the same year passed both the Massachusetts and Texas bar examinations. She was the first woman and the only black in the Texas State Senate; she was the first woman and the only black member of the U.S. Congress from Texas; she was the first woman and the only black member of Congress from the entire South. In 1979, when she retired from Congress after three terms of service, she became a professor at the University of Texas. In 1992, Jordan received the Spingarn Medal for her devoted service in Congress. Barbara Jordan died on January 17, 1996. President Clinton called her death the "loss of a national treasure." Today, she is the first and only black woman buried in the Texas State Cemetery. The text is taken from her autobiography *Barbara Jordan: A Self-Portrait* published in 1979.

#### 2 Famous Quotations from Barbara Jordan

- 1) One thing is clear to me: We, as human beings, must be willing to accept people who are different from ourselves.

- 2) If you are politically inclined, you may be President of the United States. All my growth and development led me to believe that if you really do the right thing, and if you play by the rules, and if you've got good enough, solid judgment and common sense, that you're going to be able to do whatever you want to do with your life.
  - 3) Just remember the world is not a playground but a schoolroom. Life is not a holiday but an education. One eternal lesson for us all: to teach us how better we should love.
  - 4) The imperative is to define what is right and do it.
  - 5) I live a day at a time. Each day I look for a kernel of excitement. In the morning, I say: "What is my exciting thing for today?" Then, I do the day. Don't ask me about tomorrow.
  - 6) The majority of the American people still believe that every single individual in this country is entitled to just as much respect, just as much dignity, as every other individual.
  - 7) How do we create a harmonious society out of so many kinds of people? The key is tolerance — the one value that is indispensable in creating community.
  - 8) Do not call for black power or green power. Call for brain power.
  - 9) I believed I was going to be a lawyer, or rather something called a lawyer, but I had no fixed notion of what that was.
  - 10) I realized that the best training available in an all-black instant university was not equal to the best training one developed as a white university student. Separate was not equal; it just wasn't. No matter what kind of face you put on it or how many frills you attached to it, separate was not equal. I was doing sixteen years of remedial work in thinking.
- (Source: [http://womenshistory.about.com/od/quotes/a/barbara\\_jordan.htm](http://womenshistory.about.com/od/quotes/a/barbara_jordan.htm))

### **3 Racial Segregation in the United States**

Slavery existed in the United States for more than 200 years before the end of the Civil War (1861–1865). After the war, the freed blacks suffered widespread discrimination, especially in the South. Some segregation laws required that whites and blacks use separate public facilities. At one time, for example, Oklahoma required that whites and blacks use separate telephone booths. Arkansas specified separate gambling tables. The Supreme Court even supported the constitutionality of a Louisiana law requiring separate but equal facilities for whites and blacks in railroad cars. *De jure* (by law) racial segregation in America was strengthened by this decision. For more than 50 years, many states used the "separate but equal" rule to segregate the races in public schools, and in the use of transportation, recreation, sleeping, and eating facilities. But gradually, the system of *de jure* segregation began to crumble. In 1954, the Supreme Court ruled against *de jure* segregation in public schools. The court held that "in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal." By 1968 all forms of segregation had been declared unconstitutional by the Supreme Court and by 1970, support for formal legal segregation had dissolved. Since then, the blacks have played a significant role in national politics. In 2009, Barack Obama became the first half black President of the United States.

## Suggestions for Teaching

### Part I Developing Reading Skills

This part gives suggested answers to the exercises related to reading skills. The teacher might integrate this part into the interpretation of the text, instead of making it an independent exercise.

#### 1 How to Read Between the Lines: Understanding First Person Narrator

When an event or a story is presented in the first person narrator, the storyteller is narrating the story from his/her own perspective. While stating the facts, he/she is also expressing his/her personal opinion of the issue under discussion. This is especially true with an autobiography, where the storyteller is also the author. In this writing, Barbara Jordan tells us her personal experience as a law school student, but she does not directly show us her personal information like her sex, race or age. We have to find them out for ourselves. The following sentences from the text can help us do the job.

sex: female

...and then on some rare occasions a professor would come in and would announce: "We're going to have **Ladies** Day today." ... **We** weren't considered really top drawer when it came to the study of the law.

race:

At some time in the spring, Bill Gibson, who was dating my new roommate, Norma Walker, organized a black study group, as **we blacks** had to form our own.

age:

I had learned **at twenty-one** that you couldn't just say a thing is so because it might not be so, and somebody brighter, smarter, and more thoughtful would come out and tell you it wasn't so.

#### Teacher's Comment

The use of the first person narrator also allows the reader to appreciate Barbara Jordan's endeavor to overcome difficulties in her study, especially as a black girl in the man-dominated as well as the racial segregated society. She was not one of the favored students and she was not well-educated before she came to Boston University. When she was talking about her disadvantages, she disclosed who she was, how she felt and what she did.

#### 2 How to Detect the Meanings of the Following with the Help of the Context and Other Clues

- 1) *load* put

(From "load my books under my arm", we can guess that she carries her books under her arms.)

- 2) *cases* lawsuits

(Barbara was required to study cases in order to understand how law works in practice.)

Therefore, cases refer to the problems that have to be dealt with in a law court.)

3) *ladies* women

(The quotation marks imply that ladies are a special group of students who are not equally treated by professors. The author was not only suffering from racial discrimination but also gender discrimination.)

4) *date* go on a date

(Bill Gibson is the boyfriend of the author's roommate Norma Walker. "Date" is used as a verb in this context.)

5) *speechify* to make speeches

(The root of the word is "speech". The suffix "-ify" means "to do something in a boring way". So the word "speechify" means "to make speeches in an annoying way".)

6) *structured* have a definite and highly organized structure

(The pattern of a debate is fixed, so there is no room for creating.)

7) *independent* free from external control

(When everything is organized, the individual is controlled by the organizer. The prefix "in-" is added to negate "dependent".)

8) *orate* to make a powerful speech

(As the word "oratory" (L.52) has been explained, the meaning of its verb form "orate" is clear.)

9) *reason* to think and make judgment

(This word is the verb form of "reasoning" (L.58), which means "the process of thinking carefully in order to make a judgment".)

10) *insides* private feelings

(This word is used in correspondence with *head*, indicating that education has its impact on the author's mind and soul. The meaning can also be guessed literally, referring to something hidden in your heart.)

## Part II General Comprehension of the Text

### 1 About the Title

A title can help the reader anticipate what is to follow. It may announce the author's subject or



echo a thought that runs through the essay. The teacher might begin by asking the students to explain the meaning of the title and then predict what the author is most likely to talk about in this essay.

(The key word in the short title is “educated”, which suggests that the essay will focus on education. As “becoming educated” means “having learned a lot at school or university and having a good level of knowledge”, the essay is likely to focus on learning experiences at school or university.)

## **2 Questions about the Basic Information of the Text**

In this essay the author tells her own learning experience at Boston University. Allow students about 10 minutes to read through the text and work out the main idea of the text. The following questions could be asked.

- 1) What type of writing is the essay, a piece of description, narration or argumentation?  
(This is a narrative essay. The author uses the first person narrator to tell her personal experience at university.)
- 2) What kind of person was Barbara Jordan?  
(Barbara Jordan, at that time, was a black female student at Boston University. She studied very hard in order to become a competent law student. But to her disadvantage, she was a female student who was not considered “top drawer when it came to the study of law”. And being a black, she has no chance to join the exclusive white study groups. Nevertheless, she just kept reading and learning. Finally she made herself an excellent student and grasped the meaning of education.)
- 3) How does the author understand education?  
(Education does not mean to read or study alone in the library. Neither does it mean to present your ideas by speechifying. Education involves thinking, discussing and reasoning.)
- 4) What is the purpose of this essay?  
(From the narration, the reader forms a clear picture of the hardship a black female student has to face in a man-dominated society with racial discrimination. But the author tells her experience in a frank and plain tone, without complaint. It seems that learning is the only thing she cares. She is so highly motivated that she seeks every opportunity and makes full use of her time to become educated.)

## **3 A Brief Introduction of Barbara Jordan**

The information about her education and the social conditions should be introduced in detail. Draw students’ attention to the following questions so that they can understand the story from a new perspective.

- 1) Why did Barbara Jordan finally choose Boston University?  
(Barbara Jordan wanted to go to Harvard University but was told that a black woman student from a Southern school would probably not be accepted. So she chose Boston Uni-

versity.)

- 2) Did Jordan lay a solid foundation in high school and college for further study at Boston University?  
(She graduated from a segregated high school and all-black college. With low status and poor educational resources, black students were denied better education. That's why Jordan felt challenged when she entered Boston University.)
- 3) Why didn't Jordan want her colleagues to know that she had difficulty understanding the concepts and the ideas?  
(As early as in high school, Jordan had made up her mind to choose law as her future career. She wanted to use law to fight against racial injustice. So highly motivated, she didn't allow herself to lag behind. She must become a dignified as well as a qualified student.)
- 4) Why did Jordan want to get called upon to recite in class?  
(Speaking to the public was the basic training for a law student. Jordan was good at orating and had won several awards. So she was confident that she could express her ideas clearly in class.)
- 5) Why were the white study groups exclusive?  
(In the 1950s, white Americans considered themselves superior to the blacks. Racial discrimination is serious.)
- 6) What's the difference between Jordan and Louise?  
(Both of them were law students. But Jordan devoted herself to law study while Louise seemed to be more interested in popular literature instead of law cases. Unlike Jordan, Louise was not a disciplined student. It is no wonder that Jordan finally becomes very successful in her career.)
- 7) Why was it so important for Jordan to make law school?  
(There are two reasons. The first reason is that Jordan was determined to become a lawyer when she was a high school student. The second reason is that law education was very expensive. As her family has spent much money on her education, she didn't want to disappoint her parents.)
- 8) What was Jordan's attitude toward oratory?  
(Jordan was an excellent orator and had won several debating and oratory awards. As a law student, she finally changed her view on oratory and realized that talk alone would never make ideas convincing. Talk would become powerful only when it was based on independent thinking and sound reasoning.)
- 9) What are the qualities that lead to Barbara Jordan's success?  
(Some words to describe Jordan's character: diligent, perseverant, disciplined, responsible, dignified, eloquent, thoughtful, rational.)

#### 4 Group Activity

The teacher might divide the students into small groups and ask them to describe their personal learning experiences and their own understanding of education. Their discussion might include the following information: the schools they studied in; the teachers they liked most; the classmates who were very helpful; the difficulties they encountered; the progress they made; the insight they have gained into the functioning of education.

### Key to Exercises

#### 1 Reading Comprehension

- 1) D            2) A            3) B            4) D            5) C

#### 2 Vocabulary Study

This exercise provides the opportunity to practice some of the newly learned vocabulary. By grouping together the words that are different in part of speech or have the same root, students will extend vocabulary with a study of word families.

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|--------------------|-------------------|-------------------|
| 1) A. be assigned  | B. the assignment |                   |
| 2) A. announced    | B. announcement   |                   |
| 3) A. tolerant     | B. tolerate       | C. tolerance      |
| 4) A. alternatives | B. alternatively  |                   |
| 5) A. oratory      | B. orators        | C. orate          |
| 6) A. a speech     | B. speechify      |                   |
| 7) A. response     | B. responsible    | C. responsibility |
| 8) A. opposition   | B. oppose         | C. opposite       |
| 9) A. reasoned     | B. reason         | C. reasoning      |
| 10) A. thought     | B. thoughtful     | C. thought        |

#### 3 Sentence Patterns to Imitate

- 1) As he grew older, he would often talk about his war experiences.
- 2) When my friends still lived here, we would hold a party every weekend.
- 3) When he was in college, he would often stay up till midnight.
- 4) We used to work on a farm and we would always get up at 5 o'clock in the morning.
- 5) They used to swim every day when they were children. They would run down to the lake and jump in.

#### The difference between "would" and "used to"

"Would" and "used to" are both used to talk about past habits. "Used to" can be employed to talk about states and situations as well as actions. "Would" can only be used for repeated actions.

"Would" usually suggests that the action was deliberate or intended, and the time when it