



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

New College English (Second Edition)

(第二版)

Reading Course
(Foundation)

Teacher's Manual

阅读教程

预备级·重排本

教师手册

主编 李霄翔



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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 and 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

关于《阅读教程》(预备级)教师手册的编写和使用

1. 编写宗旨

本教程教师手册的编写旨在方便广大从事大学英语教学的教师们,因此,该书为他们提供了必要的背景知识和相关信息、语言难点的讲解,使教师在备课过程中可节省一定的时间和精力,将之更多地用于指导学生熟练地运用阅读技巧,以达到增进学生阅读理解和欣赏水平的目的。

2. 全书框架

本教师手册针对《阅读教程》(预备级)学生用书的8个单元安排了以下3个方面的内容:

- 1) Warm-up Questions的客观题的参考答案。
- 2) 课文语言难点解释:该部分主要讲解每篇文章中的语言难点,复杂的句子还加以paraphrase或汉译。同时还提供必要的背景知识和相关信息。
- 3) 练习参考答案:该部分参考答案主要围绕《阅读教程》(预备级)学生用书每篇文章后的练习编写,供教师备课时参考使用。

重排本教师手册包括学生用书的所有内容,答案排入练习,背景知识和语言难点用淡灰色底纹以示区分。这样能更方便教师的教学。

本书由东南大学外语系编写,李霄翔教授任主编,参加编写有郑玉琪教授和金晶老师。我们在编写的过程中得到了本书总主编李荫华教授的精心指导和热情鼓励,外籍专家Tony Ward审阅了书稿并提出了宝贵的意见。我们借此向他们表示衷心的感谢。

编 者

2010年12月

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1. English Learning in China: a Viewpoint

Adapted from an article by Norman Pritchard

Warm-up Questions

1. What do you think is the purpose of learning a foreign language?
 - A. To pass the exam for a better college.
 - B. To communicate with people from other countries.
 - C. To study and work abroad.
 - D. To gain more opportunities for personal and national development.
2. How many years have you been learning English? Are you satisfied (满意) with your English? In what way do you think you can improve (提高) it?

Introduction

English learning has become important and necessary for Chinese young people. But as a matter of fact, after having studied English for six or nine years, many of us still have difficulty speaking and writing good English. What went wrong? Here is a viewpoint from an English teacher.

Today's world moves at a fast pace¹. To survive² in it you need to be able to keep up learning new skills as they become necessary and raise your standard of education or training many times during your working lifetime. But young people in China preparing themselves for a future that will be ever more challenging³

1. pace /peɪs/ n. 步伐, 速度
2. survive /sə'vaɪv/ v. 幸存, 生还

3. challenging /tʃælɪndʒɪŋ/ a. 具有挑战性的

4. in terms of 就...来说

5. let down 使失望

6. object /əb'dʒekt/ v. 反对, 抗议

7. a series of 一系列

8. lecture /'lektʃə/ n. 演讲, 讲座

9. instruction /ɪn'strʌkʃən/ n. 指导, 指令

10. diagram /'daɪəgræm/ n. 图表

11. analyze /'ænaləɪz/ vt. 分析, 分解

12. mechanics /mɪ'kæniks/ n. 机械结构

13. award /ə'wɔ:d/ vt. 授予

14. theory /'θiəri/ n. 理论

15. limit /'lɪmt/ n. 局限

16. accomplish /ə'kʌmplɪʃ/ vt. 完成

17. responsibility /rɪ'spɒnsə'bɪləti/ n. 责任, 职责

18. instructor /ɪn'strʌktə/ n. 教师

19. fluent /'flu:ənt/ a. 流利的

20. primary /'praɪməri/ a. 初步的, 初级的

21. proper /'prɒpə/ a. 适当的, 正确的

22. loom /lu:m/ v. 隐现, 逼近

23. perform /pə'fɔ:m/ v. 做

24. creatively /kri'eɪtɪvli/ ad. 创造性地

in terms of⁴ its demands on their skills are being let down⁵ by an educational system that forces them to study instead of learning.

But surely, you object⁶, study IS learning. No, it isn't — at least not necessarily. Nor is learning study — necessarily. The simplest example is the skill of riding a bicycle. You could attend a series of⁷ 10 lectures⁸ on the subject, copy instructions⁹ on how to do it from the blackboard, memorize diagrams¹⁰, analyze¹¹ it or take notes on the mechanics¹² involved. You could learn all these things off by heart before going into an examination room. And then you would write two hours' worth of examination answers on the subject and be 15 awarded¹³ a degree in bicycle studies. But would you be able to ride a bike?

All right, you might say that's riding a bicycle, and everybody knows you can't learn that only with theory¹⁴. You have to do it with practice, but surely that's not true of learning science or history or 20 language, is it? You have to be taught these things: you need a teacher.

Far be it from me to say the world doesn't need teachers: I am one myself. But if there's one thing I've learned as a teacher, it's that there's a limit¹⁵ to what you can achieve through teaching, but no 25 limit to what you can accomplish¹⁶ through learning. This is because true learning only comes from within the learner himself. And the chief responsibility¹⁷ of an instructor¹⁸ is not to teach but rather to organize situations in which learners can learn.

Here's one from my own field. Can you speak English? Or if 30 you can, what about your classmates? Are they all fluent¹⁹ in English? They should be. Many Chinese students now start learning English in primary²⁰ school. By the end of the full secondary-school system, they have studied (or been studying) English for something like six to nine years, they know at least 2,000 words, and over 90% of them 35 pass English in the school-leaving examination. Yet, as you well know, few of them can put together a proper²¹ sentence in English.

Why? Because they studied but they didn't learn. They were taught but didn't do. They depend upon the teacher to tell them everything, and the reason they did that was the exam looming²² at the 40 end of the course, one that didn't establish whether they could actually use English, but simply checked how many facts they knew. It didn't test whether they could perform²³ creatively²⁴, but only if they could remember.

45 I know how difficult this can make things from my own early language-learning experience²⁵. In Britain we used to learn languages rather badly too. I left school able to read Racine and Molière in French, but unable to speak a word with real confidence²⁶. In my first week in France, needing shampoo²⁷ and not knowing the word
50 (Racine doesn't mention it), I explained to a puzzled²⁸ shop assistant²⁹ that I needed "a special soap to wash my horses" ("cheveux" means hair and "chevaux" means horse). She finally got the picture and gave me some "shampooing" — the Franglais word for shampoo.

55 Now I can see that this embarrassing³⁰ experience should not repeat itself among Chinese students. For most of us it's not our objective to learn the differences between "cheveux" and "chevaux", but rather to become skillful in using them to meet our actual needs. Therefore, to learn English for a real purpose of communication³¹
60 should become a learning objective. In this sense, the more you learn, the more skillful you will be, the more you will feel interested, and the more progress you will make in your college life.

25. experience /ɪk'spiəriəns/ *n.* 体验, 经历
26. confidence /'kɒnfɪdəns/ *n.* 信心
27. shampoo /ʃæm'puː/ *n.* 洗发精, 洗发香波
28. puzzle /'pʌzl/ *v.* 使迷惑不解
29. assistant /ə'sɪstənt/ *n.* 助手

30. embarrassing /ɪm'bærəsɪŋ/ *a.* 令人尴尬的

31. communication /kə'mjuːnɪ'keɪʃən/ *n.* 交际, 沟通

approx. 674 words

Comprehension Exercises

1 Read the text and choose the best answers to the following questions.

- What is the main idea of the passage?
 - Chinese students must learn to learn, not just to study.
 - Learning riding a bicycle is different from learning Racine and Molière.
 - The teacher's role in English learning.
 - Why and how to learn English.
- How does the author support his viewpoint in the passage?
 - With examples of many famous people.
 - With his personal teaching experience.
 - With statistics (数据) from a book.
 - With two different examples.

2 Read the text again and decide whether the following statements are true (T) or false (F).

- T 1. The author seems not satisfied with the way Chinese students learn English.

- F 2. The example of learning to ride a bicycle shows that one can learn things only with theory.
- T 3. There is a limit to what a teacher can teach, but no limit to what one can achieve through learning.
- F 4. Many Chinese students can pass exams and write a proper sentence in English.
- T 5. According to the author, learning English requires (需要) not only a knowledge of English, but also lots of practice in communication.
- T 6. The examples show the importance of practice and failure of study in terms of language learning.

3 Discuss the following questions with your partners.

1. What do you know about the author?
Open-ended. A teacher with a strong desire to help Chinese students; once a language learner with his own experiences of problems in learning a language to draw on; a good writer who knows how to convince his readers; etc.
2. What does the author think is true learning?
It comes from within the learner himself. It combines both theory and practice. It is a life-time task.
3. What do you think is the teacher's responsibility in language teaching?
A teacher's responsibility is not just to teach, but rather to organize situations in which true learning can occur/learners can learn by themselves.
4. According to the author, what is wrong with our English exam? Do you agree with him?
It checks only the facts and our memory/how many facts we know and how much we have remembered. It hardly checks how much we can perform creatively with English.
Open-ended.

2. My First Day on Campus

Maty Fernandez

Warm-up Questions

1. Do you still remember the moment you left home for college? What did you do and what did your parents and other family members do?

2. Did your parents accompany(陪伴)you to your university? What did they do on campus? How would you have felt if television cameras had been filming you at the time?

Introduction

For a college student moving away from home for the first time, the first day on campus can be unforgettable. Do you ever recall the moment you waved goodbye to your family? How did you feel at the time?

Whoever thought moving away from home is something you'd do on national television?

The camera was on me as I tossed and turned¹ in my bed the night before I left for the University of Florida². The camera was there the next morning when I let my dog lick³ my face and when I walked out of my house, giving it one last stare⁴.

They got it all on tape: the laughs on the road trip, the frowns⁵ as my family entered my dull⁶ dorm⁷ room, the sweat as we tried to fit my whole life into garbage⁸ bags and Rubbermaid⁹ boxes, and the tears as I hugged¹⁰ my parents one last time before they left.

1. toss and turn 翻来覆去睡不着
2. Florida /'flɒrɪdə/ n. 佛罗里达州 (美国州名)
3. lick /lɪk/ vt. 舔
4. stare /steə/ n. 凝视
5. frown /fraʊn/ n. 皱眉, 蹙额
6. dull /dʌl/ a. 阴暗的
7. dorm /dɔːm/ n. 宿舍
8. garbage /'gɑːbrɪdʒ/ n. 垃圾, 废物
9. Rubbermaid (美)塑料制品商标
10. hug /hʌg/ vt. 拥抱

11. editorial /ˌedɪˈtɔːriəl/ *n.* 社论
12. transition /ˈtrænˈzɪʒən/ *n.* 转变, 过渡
13. guest spot 客串节目
14. Chicago /ʃiˈkɑːɡəʊ/ *n.* 芝加哥(美国城市)

It all started with an editorial¹¹ I wrote about the transition¹² from high school to college, and it led to a guest spot¹³ on “The Oprah Winfrey Show”.

Next week, “Oprah” will fly me and my family to Chicago¹⁴ to appear on a show about the difficulties of moving away from home¹⁵ for the first time.

Someone on the talk show’s staff read my editorial this summer in the Fort Lauderdale Sun-Sentinel. “Oprah” picked up the story and was touched by its emotion¹⁵ and universality¹⁶.

They contacted¹⁷ me the day before I was supposed to leave for the university to start the fall semester¹⁸ as a first-year student. A representative¹⁹ from the show asked me to record²⁰ the whole process with a home video camera²¹ — from the packing²², to the drive to college, to the first look at my dorm, down to the last goodbye.

After getting clearance from the public affairs office at the university and the dormitory staff²³, a professional²⁴ local film crew²⁵ taped some interviews²⁶ with my parents and sister in my new room. Tears filled my sister’s eyes as she talked about how she felt about my departure²⁷.

The cameras were in my face as I watched my family drive away without me. And the cameras were still there when my parents disappeared in the distance and I was alone.

My dad got teary-eyed²⁸ when he waved goodbye. There are very few times I’ve seen my father cry, and now people throughout the country will witness²⁹ an event that’s rare even to me.

But if I had to do it over again, I would have it no other way. Just about everyone can relate to what I went through, and it might just help some people.

The original editorial was also a way for me to let out all the fears I had about going to college.

In 15 minutes I had whipped up³⁰ a story that made the front page of the Lifestyle³¹ section, was commented³² on during a meeting by the managing editor³³ of the newspaper and several other staff writers, brought me my first fan letter³⁴ and earned³⁵ me a guest spot on “The Oprah Winfrey Show”.

Ironically³⁶, my 15 minutes of solidarity³⁷ with a computer and my mixed emotions would bring me my 15 minutes of fame³⁸.

approx. 501 words

15. emotion /iˈməʊʃən/ *n.* 情感, 感情
16. universality /ˌjuːnɪvɜːˈsæləti/ *n.* 普遍性, 广泛性
17. contact /ˈkɒntækt/ *vt.* 与…接触, 与…联系
18. fall semester 秋季学期
19. representative /ˌreprɪˈzentətɪv/ *n.* 代表
20. record /rɪˈkɔːd/ *vt.* 记录, 将…录下
21. home video camera 家用摄像机
22. packing /ˈpækɪŋ/ *n.* 打点行装
23. dormitory staff 宿舍管理员
24. professional /prəˈfeʃənəl/ *a.* 专业的
25. crew /kruː/ *n.* (工作)团队
26. interview /ˈɪntəvjʊː/ *n.* 采访
27. departure /dɪˈpɑːtʃə/ *n.* 离开

28. teary-eyed *a.* 含泪的
29. witness /ˈwɪtnɪs/ *vt.* 目击, 目睹

30. whip up 很快写成
31. lifestyle /ˈlaɪfstaɪl/ *n.* 生活方式
32. comment /ˈkɒment/ *vt.* 评论
33. managing editor 总编辑
34. fan letter (影迷或球迷写的)崇拜信
35. earn /ɜːn/ *vt.* 使得到
36. ironically /aɪˈrɒnɪkli/ *ad.* 具有讽刺意味地
37. solidarity /ˌsɒlɪˈdærəti/ *n.* 团结 (这里指工作)
38. fame /feɪm/ *n.* 名声, 名望

Comprehension Exercises

1 Read the text and choose the best answers to complete the following statements.

1. The story writer is _____.
A. a camera man B. a university student
C. an actor D. a show producer
2. In the story the author is trying to tell us _____.
A. a sad story of his first day on campus
B. a happy story of his first day on campus
C. about the true feelings of a family when its boy is leaving for university
D. what it was like for the boy to be on a television show for the first time
3. The author was selected (挑选) for the show because _____.
A. he wrote a touching story
B. he was a famous writer
C. he was about to go to a university
D. he had a wonderful family
4. From the story we know that _____.
A. the family sent him to the university and came back the same day
B. the family saw him off in front of the house
C. the family moved to Chicago with him
D. the family helped him pack up for college
5. The author thought others would find his experience _____.
A. worrying B. funny
C. unusual D. helpful

2 Scan the text to find the information needed to fill in the blanks.

1. The story the author wrote is about his transition from high school to college.
2. The whole process from home to university was recorded with a home video camera.
3. The author's story first appeared in a newspaper.
4. It took the author fifteen minutes to write the story.
5. "The Oprah Winfrey Show" will invite him and his family to Chicago to appear on the show.
6. The theme of the show is the difficulty of moving away from home for the first time.