

 普通高等教育大学英语系列教材

INNOVATION
COLLEGE ENGLISH

创新大学英语

四册 综合教程

总 顾 问：戴炜栋

总 主 编：傅勇林

总 主 审：戴炜栋



华东师范大学出版社

图书在版编目(CIP)数据

创新大学英语 4 册综合教程 / 俞婷, 欣羚, 易红主编(傅勇林总主编). —上海: 华东师范大学出版社, 2009 年 10 月

ISBN 978-7-5617-6550-0

(普通高等教育大学英语系列教材)

I. 创... II. ①俞... ②欣... ③易... III. 英语-高等学校-教材 IV. H31

中国版本图书馆 CIP 数据核字(2009)第 183168 号

普通高等教育大学英语系列教材
创新大学英语 4 册 综合教程

总 顾 问 戴炜栋
总 主 编 傅勇林
主 编 俞 婷 欣 羚 易 红
责任编辑 李 艺
审读编辑 张 铎 陈 琼 傅 妍
装帧设计 创图文化

出版发行 华东师范大学出版社
社 址 上海市中山北路 3663 号 邮 编 200062
电话总机 021-62450163 转各部门 行政传真 021-62572105
客服电话 021-62865537(兼传真)
门市(邮购)电话 021-62869887
门市地址 上海市中山北路 3663 号华东师范大学校内先锋路口
网 址 www.ecnupress.com.cn

印 刷 者 成都市海翔印务有限公司
开 本 787×1092 16 开
印 张 17
字 数 238 千字
版 次 2009 年 10 月第 1 版
印 次 2010 年 7 月第 2 次
书 号 ISBN 978-7-5617-6550-0/H·429
定 价 33.80 元

出 版 人 朱杰人

(如发现本版图书有印订质量问题,请寄回本社市场部调换或电话 021-62865537 联系)

Contents

Unit One **Education** 1—29

Part One	Listening Comprehension: Finding out the Implied Meaning	2
Part Two	Reading Comprehension	6
Part Three	Intensive Reading: When Students Grade Their Teachers	11
Part Four	Oral Practice: Education	23
Part Five	Writing: Essay Writing	26
	Practical Writing — Reference Letter	26

Unit Two **Outer Space** 31—57

Part One	Listening Comprehension: Identifying Preference	32
Part Two	Reading Comprehension	36
Part Three	Intensive Reading: The Universe Gives up Its Deepest Secret	40
Part Four	Oral Practice: Space Exploration	52
Part Five	Writing: Essay Writing	56
	Practical Writing — Abstract	56

Unit Three **Public Speaking** 59—86

Part One	Listening Comprehension: Recognizing Comparative Structure	60
Part Two	Reading Comprehension	64
Part Three	Intensive Reading: Acquiring Confidence before an Audience	69
Part Four	Oral Practice: Public Speaking	80
Part Five	Writing: Essay Writing	83
	Practical Writing — Public Speech	84

Unit Four **Administration** 87—112

Part One	Listening Comprehension: Identifying Plans and Decisions	88
Part Two	Reading Comprehension	90
Part Three	Intensive Reading: Lessons in Leadership: Decision Making, a Must for Success	95
Part Four	Oral Practice: Leadership	106
Part Five	Writing: Essay Writing	109
	Practical Writing — Memorandum	109

Unit Five E-commerce 113—141

Part One	Listening Comprehension: Drawing Inferences	114
Part Two	Reading Comprehension	118
Part Three	Intensive Reading: Electronic Commerce	123
Part Four	Oral Practice: E-commerce	134
Part Five	Writing: Essay Writing	137
	Practical Writing—Contracts and Agreements	137

Unit Six International Business 143—171

Part One	Listening Comprehension: Recognizing the Real Condition	144
Part Two	Reading Comprehension	147
Part Three	Intensive Reading: China's Firms Set Sights on the World	152
Part Four	Oral Practice: International Business	165
Part Five	Writing: Essay Writing	169
	Practical Writing—Welcoming Remarks	169

Unit Seven Architecture 173—198

Part One	Listening Comprehension: Identifying the Unreal Conditions	174
Part Two	Reading Comprehension	176
Part Three	Intensive Reading: Leaning Tower of Pisa	181
Part Four	Oral Practice: Architecture	192
Part Five	Writing: Essay Writing	195
	Practical Writing — Wrap-up	195

Unit Eight Law and Justice 199—225

Part One	Listening Comprehension: Summarizing	200
Part Two	Reading Comprehension	202
Part Three	Intensive Reading: Creative Justice	207
Part Four	Oral Practice: Law and Justice	219
Part Five	Writing: Essay Writing	222
	Practical Writing — Research Proposal	223

Glossary 227—251



UNIT 1

Education





Part One

Listening Comprehension

Listening Strategy

Finding out the Implied Meaning

In oral speech, sometimes people do not express their ideas directly by using simple structures. Instead, they prefer to use different grammatical forms. Therefore, listeners should pay full attention to their speech in order to grasp the implied meanings.

Generally speaking, the implied meanings can be expressed in two main ways. Firstly, speakers may use common names, proper expressions, idiomatic expressions, synonyms or homophones in their speech. For example:

e.g. fighting for “Uncle Sam”

Implied meaning: Fighting for the United States

e.g. This book is bound to make you think twice about your morning cup, with good reason.

Implied meaning: The book is likely to make you think about the issues related to coffee.

Secondly, speakers may use question or statement form like the following.

e.g.

Question of statement Form	Implied Meaning
How difficult this task is to be done! (Falling Tone)	The speaker thinks this task is very difficult to do.
The lecture starts at 7 a.m.? (Rising Tone)	The speaker does not want to believe that the lecture begins at 7 a.m.

In the tests, questions with the implied meaning are often presented like. “What does the man probably mean?”, “What does the man suggest/imply?”, “What does the woman want to know?”, “What does the woman advise the man to do?” etc. Here are some suggested skills for you to follow:

- Try to understand what the speaker says without any subjective judgments;
- Pay attention to the parts which follow the change of a subject;
- Listen for such language features as stress and intonation.

Task 1
Listening Practice

1. Directions: *Listen to the conversations and choose the best answer to the questions you hear.*

- 1) A) The woman must know why John failed in the exam.
B) The woman must have consulted John.
C) The woman didn't know about John's failure in the exam.
D) The woman thought that John should have passed the exam.
- 2) A) She can use his car.
B) She can borrow someone else's car.
C) She must get her car fixed.
D) She can't borrow his car.
- 3) A) It was probably Mr. Smith's address that the woman wrote down.
B) It was just an hour ago that the man met Mr. Smith.
C) The woman forgot to write down the address.
D) The woman needed a sheet of paper to put down the address.
- 4) A) To borrow a Chinese-English dictionary.
B) To buy one of her own.
C) Not to use her own dictionary.
D) Not to borrow the French-English dictionary in the library.
- 5) A) Because the English professor cancelled the class.
B) Because the professor was ill.
C) Because few students can understand the professor's demonstration.
D) Because twenty-eight students didn't show up.
- 6) A) Helen doesn't need to take a part-time job.
B) Helen must take a part-time job.
C) Helen ranks first in her class.
D) Helen earns a scholarship due to her good grades.
- 7) A) To go to the library to find a better journal.
B) To take any chance to get useful information.
C) To buy the latest issue of *Engineering Quarterly* from the library.
D) Not to subscribe to *Engineering Quarterly*.
- 8) A) The man could use his own paper and pencil.
B) Lend the man some paper and a pencil.
C) Buy the man paper and pencil.
D) Lend the man her notes.

2. Directions: *Listen to the conversation carefully and answer the following questions.*

1) What are they talking about?

2) Why couldn't the man copy the assignment from the woman's notes?

3) How many topics did the woman remember? What were they?

4) Which topic would the man like to choose?

Task II
Topic-related Listening

1. Directions: *Listen to the conversation and choose the best answer to the questions you hear.*

- 1) A) The woman and the man are wife and husband.
B) The woman and the man both keep in contact with their friends.
C) Jack is still in touch with his college mates.
D) The woman just received a letter from one of her old buddies.
- 2) A) He is going to the University of Pennsylvania.
B) Jack moved to Pennsylvania last month.
C) He is diligent in his work.
D) Jack is always lucky.
- 3) A) In Washington.
B) At the University of Pennsylvania.
C) In the Philippines.
D) In Polynesia.
- 4) A) He is a teacher.
B) He is a sales director.
C) He is a sailor.
D) He is a doctor.
- 5) A) He would study in the University of Pennsylvania.
B) He would keep his friends informed about what he is doing.

- C) He is going to move around.
D) He would hold a get-together with old friends from college.

2. Directions: *Listen to the passage three times and fill in the blanks with what you have heard.*

Graduating from High School is one of the most satisfying and simultaneously scary times of your life. For the first time, you are faced with the task of 1) _____ yourself to a successful future. Advice floods in from everybody in all 2) _____ and eventually you will have acquired so much information about how to do well in college that it starts to become 3) _____ and maybe even contradictory. Counselors and teachers try to generalize college life on a single 4) _____ of paper, but the fact is that a college is as unique as the individuals 5) _____ in it.

You will need to create schedules for yourself to 6) _____ your time. It is sometimes difficult for students to 7) _____ having fun and studying. If you want to make it through college, you must go to class. Oftentimes 8) _____. Then there's the complete opposite side, the students who graduate with a 4.0 grade point average but have never been to a social event during their time in college.

The key to success is balance. What is the point of spending four years in the same place 9) _____

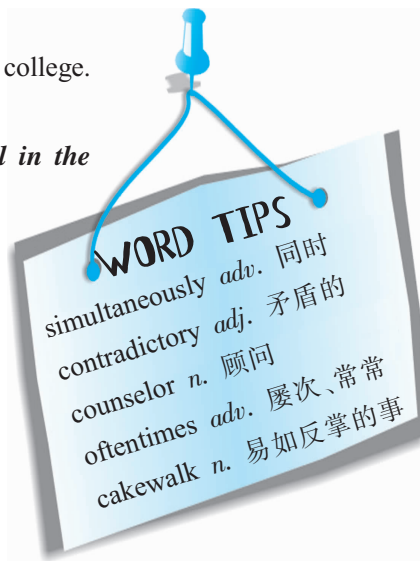
_____ ?

Obviously, college is no cakewalk. To keep up with projects, you will sometimes need to lock yourself in your room and 10) _____

_____. But after you are finished with the project and you know you have nailed it, you should reward yourself by relaxing and having a good time. As long as there is a good balance between work and play, you should have few problems.

3. Directions: *Listen to the passage and answer the following questions.*

- 1) Why do fewer students want to tell teachers their inner thoughts?



2) When the speaker wanted to reveal his thoughts to his teacher, what did his teacher say?

3) What is the speaker's suggestion to teachers?

4) What is the speaker's suggestion to students?



Part Two

Reading Comprehension

Task I

Fast Reading

(Time: 15 minutes)

We're Raising Children, Not Flowers!

David, my next-door neighbor, has two young kids aged five and seven. One day he was teaching his seven-year-old son Kelly how to push the lawn mower around the yard. As he was teaching him how to turn the mower around at the end of the lawn, his wife, Jan, called to him to ask a question. As David turned to answer the question, Kelly pushed the lawn mower right through the flower bed at the edge of the lawn — leaving a two-foot wide path leveled to the ground!

When David turned back around and saw what had happened, he began to lose control. David had put a lot of time and effort into making those flower beds the envy of the neighborhood. As he began to raise his voice to his son, Jan walked quickly over to him, put her hand on his shoulder and said, “David, please remember... we're raising children, not flowers!”

Jan reminded me how important it is as a parent to remember our priorities. Kids and their self-esteem are more important than any physical object they might break or destroy. The window pane shattered by a baseball, a lamp knocked over by a careless child, or a plate dropped in the kitchen was already broken. The flowers are already dead. We must remember not to add to the destruction by breaking a child's spirit and deadening his sense of liveliness.





I was buying a sport coat a few weeks ago and Mark Michaels, the owner of the store, and I were discussing parenting. He told me that while he and his wife and seven-year-old daughter were out for dinner, his daughter knocked over her water glass. After the water was cleaned up without any recriminating (责难的) remarks from her parents, she looked up and said, “You know, I really want to thank you guys for not being like other parents. Most of my friends’ parents would have yelled at them and given them a lecture about paying more attention. Thanks for not doing that!”

Once, when I was having dinner with some friends, a similar incident happened. Their five-year-old son knocked over a glass of milk at the dinner table. When they immediately started scolding him, I intentionally knocked my glass over, too. When I started to explain how I still knocked things over even at the age of 48, the boy started to beam and the parents seemingly got the message and backed off. How easy it is to forget that we are all still learning!

I recently heard a story about a famous research scientist who had made several very important medical breakthroughs. He was being interviewed by a newspaper reporter who asked him why he thought he was able to be so much more creative than the average person.

He responded that, in his opinion, it all came from an experience with his mother that occurred when he was about two years old. He had been trying to remove a bottle of milk from the refrigerator when he lost his grip on the slippery bottle and it fell, spilling its contents all over the kitchen floor — a veritable (真正的) sea of milk!

When his mother came into the kitchen, instead of yelling at him, giving him a lecture or punishing him, she said, “Robert, what a great and wonderful mess you have made! I have rarely seen such a huge puddle of milk. Well, the damage has already been done. Would you like to get down and play in the milk for a few minutes before we clean it up?”

Indeed, he did. After a few minutes, his mother said, “You know, Robert, whenever you make a mess like this, eventually you have to clean it up and restore everything to its proper order. So, how would you like to do that? We could use a sponge, a towel or a mop. Which do you prefer?” He chose the sponge and together they cleaned up the spilled milk.

His mother then said, “You know, what we have here is a failed experiment in how to effectively carry a big milk bottle with two tiny hands. Let’s go out in the back yard and fill the bottle with water and see if you can discover a way to carry it without dropping it.” The little boy learned that if he grasped the bottle at the top near the lip with both hands, he could carry it without dropping it. What a wonderful lesson!

This renowned scientist then remarked that it was at that moment that he knew he didn’t need to be afraid to make mistakes. Instead, he learned that mistakes were just opportunities for learning something new, which is, after all, what scientific experiments are all about. Even if the experiment “doesn’t work”, we usually learn something valuable from it.

Wouldn’t it be great if all parents would respond the way Robert’s mother responded to him?

One last story that illustrates the application of this attitude in an adult context was told on the radio several years back. A young woman was driving home from work when she snagged (碰撞) her fender (挡泥板) on the bumper (保险杠) of another car. She was in tears as she explained that it was a new car, only a few days from the showroom. How was she ever going to explain the damaged car to her husband?

The driver of the other car was sympathetic, but explained that they must note each other's license numbers and registration numbers. As the young woman reached into a large brown envelope to retrieve the documents, a piece of paper fell out. In a heavy masculine (男子气的) scrawl were these words: "In case of accident... remember, honey, it's you I love, not the car!"

Let's remember that our children's spirits are more important than any material things. When we do, self-esteem and love blossom will grow more beautifully than any bed of flowers ever could.

(1001 words)

1. Directions: Determine whether the following statements agree with the information given in the passage.

Y for YES, if the statement agrees with the information;

N for NO, if the statement contradicts the information;

NG for NOT GIVEN, if there is no information on this in the passage.

- 1) _____ Kelly knew how to push the lawn mower around the yard.
- 2) _____ The author points out that some physical objects that might be broken by kids are more important than kids and their self-esteem.
- 3) _____ Mark Michaels' daughter was grateful to her parents for not having yelled at her when she knocked over her water glass.
- 4) _____ The author knocked over his glass on purpose when he found that his friends started to criticize their 5-year-old boy for knocking over a glass of milk.
- 5) _____ According to the passage, a famous scientist was punished by his mother for spilling a bottle of milk all over the kitchen floor.
- 6) _____ The renowned scientist's father told him not to be afraid to make mistakes.
- 7) _____ Mistakes were just chances for children to learn something new and valuable.

2. Directions: Complete the sentences below using a word or words from the passage.

- 1) One last story that illustrates _____ in an adult context was told on the radio several years back.
- 2) The driver of the other car explained that they must note each other's license numbers and

- 3) Any material things are less important than _____.

Task II
Topic-related Reading**(Time: 7 minutes)****How to Bring Our Schools into the 21st Century**

American schools aren't exactly frozen in time, but considering the pace of change in other areas of life, our public schools tend to feel like throwbacks (倒退). Kids spend much of the day as their great-grandparents once did: sitting in rows, listening to teachers lecture, scribbling (潦草书写) notes by hand, and reading from textbooks that are out of date by the time they are printed. A yawning chasm (鸿沟) (with an emphasis on yawning) separates the world inside the schoolhouse from the world outside.

Today's economy demands not only a high-level competence in the traditional academic disciplines but also what might be called the 21st century skills. Here's what they are:

Knowing more about the world: Kids are global citizens now, whether they know it or not, and they need to behave that way. Mike Eskew, CEO of UPS, talks about needing workers who are "global trade literate, sensitive to foreign cultures, conversant (熟悉的) in different languages" — not exactly strong points in the U.S., where fewer than half of high school students are enrolled in a foreign-language class and where the social-studies curriculum tends to fixate (关注) on U.S. history.

Becoming smarter about new sources of information: In an age of overflowing information and proliferating (激增的) media, kids need to rapidly process what's coming at them and distinguish between what's reliable and what isn't. "It's important that students know how to manage it, interpret it, validate it, and how to act on it," says Dell executive Karen Bruett, who serves on the board of the Partnership for the 21st Century Skills, a group of corporate and education leaders who focus on upgrading American education.

Developing good people skills: EQ, or emotional intelligence, is as important as IQ for success in today's workplace. "Most innovations today involve large teams of people," says former Lockheed Martin CEO Norman Augustine. "We



have to emphasize communication skills, the ability to work in teams and with people from different cultures.”

Can our public schools, originally designed to educate workers for agrarian (农业的) life and industrial-age factories, make the necessary shifts? The skills commission will argue that it's possible only if we add new depth and rigor to our curriculum and standardized exams, redeploy (调配) the dollars we spend on education, reshape the teaching force and reorganize who runs the schools.

(394 words)

Directions: Choose the answer that best answers each question.

- 1) Which of the following is NOT true according to the passage?
 - A) American schools aren't exactly frozen in time.
 - B) Kids in American schools spend much of the day in the same way as their great-grandparents once did.
 - C) The world inside the American schoolhouse is separated from the outside world.
 - D) American schools keep in touch with the pace of change.
- 2) How can we bring our schools into the 21st century according to this passage?
 - A) Students need to know more about the world.
 - B) Students need to become smarter about new sources of information.
 - C) Students need to develop good people skills.
 - D) All of the above.
- 3) What does the author mean by saying “they need to behave that way” in Paragraph 3?
 - A) They need to work hard.
 - B) They need to be global citizens now.
 - C) They should know more about the world.
 - D) They need to be sensitive to foreign languages.
- 4) How can kids become smarter about new sources of information according to Dell executive Karen Bruett?
 - A) Kids need to rapidly take in information.
 - B) Kids need to know how to process information.
 - C) Kids need to distinguish between what's right and what's wrong.
 - D) Kids need to face the information coming at them.
- 5) The emotional intelligence (EQ) refers to _____.
 - A) communication skills and the ability to work in teams
 - B) the ability to involve large teams of people
 - C) the ability to be very emotional
 - D) the ability to show their emotion to the public or their lovers

 Part Three
Intensive Reading

Text

When Students Grade Their Teachers

Randy Dotinga

- ① When Eric Piotrowski wonders what his High School English students think of him, he simply logs on to *RateMyTeachers.com*, where millions of anonymous teacher critiques await anyone with an unrestricted Internet connection. 1
- ② At the site, a smiley-faced icon with sunglasses sits next to Mr. Piotrowski's name, indicating he's especially popular. Eighteen students gave Piotrowski an average rating of 4.1 out of 5, with one saying he's "one of the coolest teachers I've ever had". Piotrowski couldn't be more flattered. 5
- ③ "Too many teachers insulate themselves from the people around them," says Piotrowski, who teaches at Sun Prairie High School in a suburb of Madison, Wis., "The website is fundamentally a good way for us to keep tabs on what the people we work with have to say." 10
- ④ Others aren't so sure. The rapid growth of *RateMyTeachers.com* — which boasts ratings for 887,000 public and private school teachers in four countries — is provoking a backlash. The site's creators estimate that hundreds of school districts have cut off Internet access to 15



20

RateMyTeachers.com. And teachers, many of them stung by blunt or crass comments on the site, are crying foul. They don't think children should be able to anonymously rate their teachers, even though older students have long had that freedom on many college campuses.



- 25
- 30
- 5 “How can you claim that your service offers more than a way for kids to ‘bash’ teachers?” asks Pete, a physical education teacher who anonymously posted a complaint letter to an education website. The site is “unprofessional”, writes the teacher, who says he doesn’t care whether students think his classes are dull — “bored people... are boring people” — but is offended by “derogatory comments about my physical appearance”. 35
- 6 The nay-sayers don’t appear to have any significant effect on the popularity of the website. Last week, the site received its 6-millionth teacher rating, up from just 1 million barely more than a year ago, says co-founder Michael Hussey, a 20-something computer whiz from Maine. 40
- 7 With his partners, Mr. Hussey created *RateMyTeachers.com* in 2001, partly as a way to give students a chance to compliment their favorite teachers. “It’s a site I wanted for myself when I was in high school,” he says. “I really liked most of my teachers, but I wasn’t necessarily going up and telling them why I liked them because I didn’t want to be labeled as a suck-up.” 45
- 8 Hussey says he also wanted to give students a forum for critical evaluations. “There were a small handful of teachers who I felt were really more or less wasting my time. But I had nowhere to go for grade retribution.” 50
- 9 On *RateMyTeacher.com*, students pay nothing to look at ratings or rate their teachers. The site, which Hussey says is profitable, makes money from advertising and from paid memberships. 55
- 10 The site has a small paid staff, according to Hussey, and relies on

hundreds of student volunteers who monitor postings for accuracy and taste in the US, Canada and now Britain and Ireland. Anyone can click a tiny red flag next to a comment to automatically remove it from the site pending review by a staff member.

- ⑪ Most of the ratings “are pretty accurate”, says Kyle Peavley, a 60
ninth-grader at Edgewood High School in Trenton, Ohio, who monitors
ratings of teachers at his school. In some cases, students may rip into
teachers who gave them detentions, he says, “but most of the comments are
not bad at all.”
- ⑫ Kyle thinks the ratings help both students and teachers. “I can decide 65
which teacher to choose by their ratings and the comments,” he says. As for
teachers, “it gives them a chance to improve, and they get to see what
feedback they’re getting from students. They get to know how well they’re
teaching.”
- ⑬ The site can indeed be a tool for teachers, says Dan Baldwin, who 70
teaches English at Brooklyn Technical High School in New York City,
which had nearly 14,000 ratings, more than any other school. But Mr.
Baldwin has noticed that only teachers with positive ratings like
RateMyTeachers.com. “I think it would be an occasion for teachers to do
some soul-searching and make some change or improvement.” 75
- ⑭ It’s hard to imagine how it could, considering *RateMyTeacher.com*’s
reliance on anonymity, says Peter Gow, academic dean of a school in
Chestnut Hill, Mass., who complains of both “undeserved character
assassination” and “undeserved beautification” on the site.
- ⑮ “I’ve often thought what fun it would be to create several virtual selves 80
and rate myself with extravagant praise. And the thing is, there really isn’t
anything to prevent my doing just that,” says Mr. Gow, who has just one
rating — a perfect 5.0 — on the site.
- ⑯ But Baldwin points out that teachers themselves are in the business of
rating students. “Turnabout,” he says, “is fair play.” 85

(789 words)

New Words and Expressions

log on (to)		<i>adj.</i>	to do the necessary actions on a computer system that will allow you to begin using it 登录, 注册
anonymous	/ə'nɒnɪməs/	<i>adj.</i>	not named; unknown by name 匿名的
critique	/krɪ'tɪ:k/	<i>n.</i>	a piece of written criticism of a set of ideas, a work of art, etc. 评论(价), 批评
unrestricted	/ˈʌnrɪs'trɪktɪd/	<i>adj.</i>	not limited by anyone or anything 不受限制的
smiley-faced		<i>adj.</i>	referring to a small image showing a circle including two eyes and a large smile 笑脸的
rating	/ˈreɪtɪŋ/	<i>n.</i>	a level on a scale that shows how good, important, popular etc, sb./sth. is 等级, 级别
flattered	/ˈflætəd/	<i>adj.</i>	pleased because sb. has shown you that they like or admire you 高兴的, 开心的
flatter	/ˈflætə/	<i>v.</i>	(passive) to have a feeling of pleasure or honor because of what has been said 使(某人)感到高兴或荣幸; to praise (sb.) too much or insincerely, esp. in order to gain favor for oneself 恭维, 奉承
insulate	/ˈɪnsjuleɪt/	<i>vt.</i>	(~ sb. from...) to keep sb. apart from particular experiences or influences, especially unpleasant ones 使分开, 使隔离, 使……不受影响
keep tabs on			to watch sb./sth. carefully to check what they are doing, what is happening 密切注意(关注)
boast	/baʊst/	<i>vt.</i> <i>vi.</i>	to have (sth. to be proud of) 以有……而自豪; 拥有 (~ about/of sth.) to talk with too much pride about sth. that you have or can do 自夸(吹)
provoke	/prə'vəʊk/	<i>vt.</i>	to cause a reaction or feeling, especially a sudden one 激(引)起
backlash	/ˈbæklæʃ/	<i>n.</i>	a strong negative reaction by a large number of people, for example to sth. that has recently changed in society 对抗性反应, 强烈反对
sting	/stɪŋ/	<i>v.</i>	(often passive) if you are stung by a remark, it makes you feel upset 使苦恼, 惹恼

New Words and Expressions

blunt	/blʌnt/	adj.	peaking in an honest way even if this upsets people 直率的, 坦诚的
crass	/kræs/	adj.	behaving in a stupid and offensive way which shows that you do not understand or care about other people's feelings 愚钝的, 粗鲁的
foul	/faʊl/	n.	(in sport) an action that is against the rules of the game (比赛中的) 犯规行为
cry foul			if you cry foul, you claim that sb., esp. an opponent or rival, has acted illegally or unfairly 喊冤, 鸣冤叫屈
bash	/bæʃ/	vt.	to criticize sb./sth. very strongly 攻击, 抨击
unprofessional	/ˌʌnpɹə'feʃnəl/	adj.	behaving in a way that is not acceptable in a particular profession 非专(职)业的
offended	/ə'fendɪd/	adj.	sb. who is offended is angry and upset by sb's behavior or remarks 生气的, 难过的
offend	/ə'fend/	vt.	to make sb. angry or upset by doing or saying sth. that they think is rude, unkind, etc. 使反感, 冒犯
derogatory	/dɪ'rɒgətəri/	adj.	insulting and disapproving 侮辱的, 贬损的
nay-sayer	/'neɪfeɪzə/	n.	sb. with an aggressively negative attitude 反对者, 唱反调的人
co-founder	/kəʊ'faʊndə/	n.	one of a group of founders 共同创办者
whiz	/hwɪz/	n.	(collog.) sb. who is very fast, intelligent, or skilled in a particular activity 高手, 能手, 专家
compliment	/'kɒmplɪmənt/	vt.	(~ sb. on sth.) to express praise or admiration of sb. (对某人) 表示赞美或敬佩
suck-up		n.	(collog.) sb. who behaves obsequiously, esp. in seeking some advantage thereby 马屁精, 拍马屁的人
evaluation	/ɪ,vælju'eɪʃən/	n.	a judgment about how good, useful, or successful sth. is 评价(估)
handful	/'hændfʊl/	n.	a very small number of people or things 少数(量)
retribution	/ˌretɹɪ'bju:ʃən/	n.	severe punishment for sth. very serious 惩罚, 报应

New Words and Expressions

profitable	/'prɒfɪtəbl/	adj.	producing a profit or a useful result 盈利的, 可获利的
membership	/'membəʃɪp/	n.	all the members of a club, group, or organization 全体会员
posting	/'pəʊstɪŋ/	n.	a message sent to an Internet discussion group so that all members of the group can read it 帖子
click	/klɪk/	v.	to press a button on a computer mouse to choose sth. from the screen that you want the computer to do, or to press a button on a remote control 点击(鼠标)
remove	/rɪ'mu:v/	v.	to get rid of sth. so that it does not exist any longer 删除, 去掉
pending	/'pendɪŋ/	prep.	while waiting for sth., or until sth. happens 在等待(某事物)之际; 直至
rip	/rɪp/	v.	(~ into sb.) to criticize sb. and tell them that you are very angry with them 抨击, 批评
detention	/dɪ'tenʃən/	v.	a punishment in which children who have behaved badly are forced to stay at school for a short time after the others have gone home 课后留校的惩罚
feedback	/'fi:dbæk/	n.	information, advice, or criticism received relating to an experiment, action, etc. 反馈, 评价
soul-searching		n.	careful examination of your thoughts and feelings because you are very worried about whether or not it is right to do sth. 深刻反省, 自省
reliance	/rɪ'laɪəns/	n.	(~ on sb./sth.) confidence or trust on sb./sth.; dependence on sb./sth. (对……的)信任(赖)
anonymity	/,ænə'nɪmɪtɪ/	n.	the state of being anonymous 匿名, 无名
undeserved	/,ʌndrɪ'zɜ:vɪd/	adj.	not fair or just 不恰当的, 不应得的
assassination	/ə,sæsɪ'neɪʃən/	n.	(character~) an attack intended to ruin sb.'s reputation 诋毁, 侮辱
virtual	/'vɜ:tʃʊəl/	adj.	made, done, seen etc. on the internet or on a computer, rather than in the real world 虚拟的, 非现实的
extravagant	/ɪk'strævəɡənt/	adj.	(of ideas, speech or behavior) going beyond what is reasonable, usual or necessary (指想法、言行)过度的, 放肆的

turnabout	/'tɜ:nəbaut/	n.	a complete change in sb.'s opinions, ideas, or methods 转变(向)
fair play			playing according to the rules of game without cheating 公平竞争

Proper Names

Eric Piotrowski	埃里克·彼得罗夫斯基
Sun Prairie High School	森普雷里中学
Madison	麦迪逊市(美国威斯康星州首府)
Wis. (Wisconsin)	威斯康星州
Michael Hussey	迈克尔·赫西
Maine	(美国)缅因州
Kyle Peavley	凯尔·皮夫利
Edgewood High School	埃奇伍德中学
Trenton	特伦顿市(美国俄亥俄州)
Ohio	俄亥俄州
Dan Baldwin	丹·鲍德温
Brooklyn	布鲁克林(纽约市西南部的一区)
Chestnut Hill	切斯特纳特希尔
Mass.(Massachusetts)	(美国)马萨诸塞州

Text Comprehension

Reading for Main Idea

Directions: Fill in the blanks with appropriate words from the text.

When teachers want to know what their students think of them, they simply 1) _____ to a website called Rate My Teachers.com, where millions of anonymous teacher 2) _____ can be found. In Piotrowski's view, the website is fundamentally a good way for teachers to 3) _____ what students have to say. But some people don't think children should be able

to anonymously 4) _____ their teachers. For example, Pete says that he is 5) _____ by derogatory comments about his physical appearance. However, the site is becoming popular and Mr. Hussey, one of the founders of the website, says he wants to give students a 6) _____ for critical 7) _____. Some teachers such as Kyle and Dan Baldwin, both High School teachers, believe such ratings can be a 8) _____ for teacher to do some 9) _____ and make some change or improvement. And Baldwin points out teachers themselves are in the business of rating students, so 10) _____ is fair play.

Reading for Detailed Information

Directions: Choose the answer that best answers each question.

- 1) According to the author's understanding, what is Eric Piotrowski's view on *RateMyTeachers.com*?
A) It is especially popular.
B) It is a good way for teachers to know what students say about teachers.
C) It is a good way for teachers to separate themselves from the people around them.
D) It is a good way for students to know they are considered popular.
- 2) What is Pete's attitude toward *RateMyTeachers.com*?
A) Indifferent. B) Negative. C) Positive. D) Enthusiastic.
- 3) What does Kyle think of *RateMyTeachers.com*?
A) Students can decide which teacher to choose by the ratings.
B) Teachers can gradually improve their teaching and get to know how well they are teaching.
C) It would be an occasion for teachers to do some soul-searching and make some change or improvement.
D) Both A and B.
- 4) What does the word "business" refer to in the sentence "teachers themselves are in the business of rating students" in the last paragraph?
A) Buying and selling. B) Shopping. C) Duty. D) Enterprise.
- 5) What is the message the author intends to convey?
A) Students' rating teachers is still a controversial issue.
B) That students grade their teachers is not reasonable.
C) Teachers should not insulate themselves from the people around them.
D) *RateMyTeachers.com* is a good way for students to compliment their favorite teachers.

Text Organization

Directions: The text can be divided into four parts. Fill in the blanks with appropriate words from the text to complete the main idea of each part.

Parts	Paragraphs	Main Ideas
Part One	Paras 1—3	The information on the <i>RateMyTeachers.com</i> indicates that Eric Piotrowski is 1) _____ among students and he holds a 2) _____ attitude toward the website.
Part Two	Paras 4—5	Some teachers do not like the <i>RateMyTeachers.com</i> : for instance, a physical education teacher considers the website 3) _____ and he is offended by 4) _____ about his physical appearance.
Part Three	Paras 6—10	Founders of the website <i>RateMyTeachers.com</i> think that the website gives students a chance to 5) _____ their favorite teachers and a forum for 6) _____.
Part Four	Paras 11—16	More views about <i>RateMyTeachers.com</i> are stated: 7) _____ have positive attitudes; 8) _____ has a negative attitude.

**Language
Focus**

Vocabulary

1. **Directions:** *Fill in the blanks using some of the words given below. Change the form where necessary.*

boast	insulate	remove	provoke	anonymous
virtual	feedback	offended	flatter	sting (v.)
evaluation	foul	reliance	extravagant	compliment (v.)

- 1) It is important to _____ the furnace from any neighboring woodwork with brick.
- 2) In fact, _____ reality is simply using the software and hardware of the computer to generate a simulation of an environment.
- 3) It was a clear _____ by Ford on the goalkeeper.
- 4) This is a great achievement on which the professor should be _____.
- 5) The dog wouldn't bite you for just petting her. You must have _____ her.
- 6) Inspectors will have to do a thorough _____ of the project before we can continue.

- 7) I received _____ letters without any names and addresses in them.
- 8) As a result, a father may be _____ by the closeness of a daughter and allow her privileges.
- 9) The hotel also _____ two swimming pools and a golf course.
- 10) I was very _____ that you forgot my birthday.

2. Directions: Rewrite each sentence using the word or phrase in the brackets, keeping the same meaning.

- 1) He was too eager to ask how Zen had found out about the unknown phone call. (anonymous)

- 2) Students should not keep themselves apart from the people around them. (insulate)

- 3) The study of language is beneficial for mental discipline. (profitable)

- 4) Sharpen all of your knives which are not sharp. (blunt)

- 5) It is a good way for teachers to monitor what their students are doing. (keep tabs on)

- 6) Each user has a unique username and a password which must be used in order to get access to the network. (log on to)

- 7) This report says almost the same thing as the previous one. (more or less)

- 8) The study program concentrates more on group work and depends less on lectures. (reliance on)

Structure

1. Directions: Study the model and complete the following sentences by translating the Chinese into English, using "what..." structure.

Model: The website is fundamentally a good way for us to keep tabs on _____
_____ (与我们打交道的人有什么意见).

➡ The website is fundamentally a good way for us to keep tabs on *what the people we work with have to say*.