



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 教师用书

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 册教师用书 / 姜秋霞, 欣羚, 俞婷主编(傅勇林总主编). - 上海: 华东师范大学出版社, 2009 年 10 月

ISBN 978-7-5617-6544-9

(普通高等教育大学英语系列教材)

I. 创... II ①姜... ②欣... ③俞... III. 英语-高等学校-教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(2009)第 183169 号

普通高等教育大学英语系列教材
创新大学英语 4 册 教师用书

总 顾 问 戴炜栋

总 主 编 傅勇林

主 编 姜秋霞 欣 羚 俞 婷

责任编辑 李 艺

审读编辑 张 镔 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 14

字 数 254 千字

版 次 2009 年 10 月第 1 版

印 次 2010 年 7 月第 2 次

书 号 ISBN 978-7-5617-6544-9/H·423

定 价 22.30 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** 1-28

Objectives	1
Teaching Arrangements	2
Teaching Procedures	3
— Part One Listening Comprehension	3
Listening Strategy: Finding Out the Implied Meaning	
— Part Two Reading Comprehension	9
— Part Three Intensive Reading	11
— Part Four Oral Practice	26
— Part Five Writing	27

Unit Two **Outer Space** 29-55

Objectives	29
Teaching Arrangements	30
Teaching Procedures	31
— Part One Listening Comprehension	31
Listening Strategy: Identifying the Preference	
— Part Two Reading Comprehension	37
— Part Three Intensive Reading	39
— Part Four Oral Practice	53
— Part Five Writing	54

Unit Three **Public Speaking** 56-79

Objectives	56
Teaching Arrangements	57
Teaching Procedures	58
— Part One Listening Comprehension	58
Listening Strategy: Recognizing Comparative Structure	
— Part Two Reading Comprehension	63
— Part Three Intensive Reading	65

—Part Four	Oral Practice	77
—Part Five	Writing	78

Unit Four Administration 80-105

Objectives	80
Teaching Arrangements	81
Teaching Procedures	82
—Part One Listening Comprehension	82
Listening Strategy: Identifying Plans and Decisions	
—Part Two Reading Comprehension	87
—Part Three Intensive Reading	89
—Part Four Oral Practice	103
—Part Five Writing	104

Unit Five E-commerce 106-128

Objectives	106	
Teaching Arrangements	107	
Teaching Procedures	108	
—Part One	Listening Comprehension	108
	Listening Strategy: Drawing Inferences	
—Part Two	Reading Comprehension	113
—Part Three	Intensive Reading	115
—Part Four	Oral Practice	126
—Part Five	Writing	127

Unit Six International Business 129-159

Objectives	129
Teaching Arrangements	130
Teaching Procedures	131

—Part One	Listening Comprehension	131
	Listening Strategy: Recognizing the Real Condition	
—Part Two	Reading Comprehension	136
—Part Three	Intensive Reading	138
—Part Four	Oral Practice	158
—Part Five	Writing	158

Unit Seven Architecture 160-184

Objectives	160	
Teaching Arrangements	161	
Teaching Procedures	162	
—Part One	Listening Comprehension	162
	Listening Strategy: Identifying the Unreal Conditions	
—Part Two	Reading Comprehension	167
—Part Three	Intensive Reading	169
—Part Four	Oral Practice	182
—Part Five	Writing	183

Unit Eight Law and Justice 185-207

Objectives	185	
Teaching Arrangements	186	
Teaching Procedures	187	
—Part One	Listening Comprehension	187
	Listening Strategy: Summarizing	
—Part Two	Reading Comprehension	190
—Part Three	Intensive Reading	192
—Part Four	Oral Practice	205
—Part Five	Writing	206

Unit One

Education

Objectives

• Skills

1) Listening

Finding out the Implied Meaning

2) Speaking

Talking about Subjects

3) Reading

Reading for General Information and Details

4) Writing

a) Essay Writing

b) Practical Writing: Reference Letter

• Language Focus

Key Words and Phrases

boast	insulate	anonymous	provoke	flattered
handvirtual	estimate	offend	profitable	compliment
reliance	forum	evaluation	sting	extravagant
log on to	keep tabs on	rely on	remove from	cry foul

Structures

Attributive Clauses	“what/which/ where, etc.” structure
..., even though...	v-ing used as adverbial

Teaching Arrangements

● **Listening Comprehension**

- 1) Time Schedule: 1 class hour
- 2) Suggested Lesson Structure:
 - a) Listening Strategy: 10-15 minutes
 - b) Task I Listening Practice: 10-15 minutes
 - c) Task II Topic-related Listening: 20-25 minutes

● **Reading Comprehension**

- 1) Time schedule: 1 class hour
- 2) Suggested Lesson Structure:
 - a) Task I Fast Reading: 20 minutes
 - b) Task II Topic-related Reading: 15 minutes
 - c) Lead-in: 15 minutes

● **Intensive Reading**

- 1) Time Schedule: 2-3 class hours
- 2) Suggested Lesson Structure:
 - a) Warm-up Activities: 15-20 minutes
 - b) Text Understanding: 20-25 minutes
 - c) Language Study: 45 minutes
 - d) Exercises: 45 minutes

● **Oral Practice**

- 1) Time Schedule: 1 class hour
- 2) Suggested Lesson Structure:
 - a) Activity One: 15 minutes
 - b) Activity Two: 15 minutes
 - c) Activity Three: 15 minutes

● **Writing**

- 1) Time Schedule: 1 class hour
- 2) Suggested Lesson Structure:
 - a) Essay Writing: 25 minutes
 - b) Practical Writing: 20 minutes

Teaching Procedures



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 meaning.

Generally speaking, the implied meaning 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 Form	Implied Meaning
How difficult this task is to be done! (Falling intonation)	The speaker thinks this task is very difficult to do.
The lecture starts at 7 a.m.? (Rising intonation)	The speaker does not want to believe that the lecture begins at 7 a.m. every morning.

In the test, the implied meaning questions are always 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 I Listening Practice

1.

Script:

1) M: Do you know that John failed the exam yesterday? He is disappointed with the result.

W: I'm surprised. I'm sure he must have studied very hard.

Q: What does the woman mean?

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) W: Peter and I plan to drive a car to the beach this weekend, but mine has broken down.

M: I'm sorry to hear that, but you can always rent one if you have a license.

Q: What does the man mean?

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) W: What a memory I have! I did write down the address on a sheet of paper when I answered the phone this morning. But now I can not find the paper.

M: Don't worry. Mr. Smith himself will come to the office in an hour.

Q: What do we learn from the conversation?

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) W: My English teacher suggested that I come in and borrow a Chinese-English dictionary.

M: Of course, Miss. You're welcome to use our dictionaries, but they may not be taken out of the library. Wouldn't it be better if you had one of your own?

Q: What does the man suggest the girl do?

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) W: Why didn't you have your English class today?

M: Only five out of twenty-eight students showed up. Since the English professor had planned to present a complex demonstration, he decided to cancel the class until everybody could

be present.

Q: Why didn't the man have English class today?

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) M: Has Helen taken a part-time job this semester?

W: Her grades enabled her to earn a scholarship.

Q: What is implied about Helen by the woman?

A) Helen doesn't need to take a part-time job.

B) Helen should take a part-time job.

C) Helen ranks first in her class.

D) Helen earns a scholarship due to her good grades.

7) M: Maybe I ought to subscribe to *Engineering Quarterly*. It contains a lot of useful information.

W: Why not read it in the library and save the money?

Q: What is the woman's advice to the man?

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) M: I forgot to bring paper and pencil to take notes in class.

W: That's all right. I have enough for both of us.

Q: What will the woman do for the man?

A) Take notes for the man.

B) Lend the man some paper and a pencil.

C) Buy the man paper and pencil.

D) Lend the man her notes.

2.

1) They are talking about the assignment for the term paper in history.

2) Because she hadn't copied down all parts of the assignment down.

3) Two. One was about World War I; the other one was "the idea of progress in the nineteenth century".

4) He'd like to choose "The idea of progress".

Script:

M: Good morning. Say, do you know what the assignment is for our term paper in history? I

missed that class. Was there a handout?

W: No, the instructor just wrote the assignment on the board.

M: Could I copy the assignment from your notes?

W: You could, if I had copied it all down; but I just wrote down the part that I wanted.

M: Do you remember any of the others?

W: Let me see. There was one about World War I, something about it, but I don't remember what, and there was one called "The idea of progress in the nineteenth century".

M: And that was the last one?

W: I don't remember. My mind is completely blank. Maybe you can ask someone else.

M: Yes, I will. Anyway, those are certainly broad topics.

W: Yes, but you can focus on a special area within them. Which one would you like to take?

M: I don't know what the last one is, but of these three, I think I'd take The "The idea of progress".

W: That's very abstract.

Questions:

- 1) What are they talking about?
- 2) Why couldn't the man copy the assignment from the girl'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.

Script:

M: I just received a letter from Jack, one of my old buddies from college.

W: That's nice! It's amazing that you've kept in touch with each other for so many years after graduating from college.

M: Yes, we are always in contact with each other. But I haven't seen him for ages.

W: What did Jack say in his letter?

M: He said that they moved to Pennsylvania last month. Jack got a promotion recently. Now, he is a sales director.

W: He is always lucky.

M: Yes, he is, but he is always diligent in his work too. What's more, his eldest son is going to the University of Pennsylvania.

W: Ah! It's the university which you graduated from, isn't it?

M: Absolutely right. I thought of my college life when I learned that his son would study at the

University of Pennsylvania. Well, in his letter he is inviting us to have a get-together with some of our old friends from college.

W: Really? That's good news. To be frank, I'm out of touch with most of my old friends. Only one or two keep me informed about what they are doing.

M: I know. It's really hard to maintain contact when they move around so much.

W: That's right. But you're lucky to be in touch with your buddies for so many years.

Questions:

- 1) What can we learn from this conversation?
 - 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) Which is NOT mentioned in this conversation about Jack?
 - 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) Where is Jack's eldest son most probably going to live?
 - A) In Washington.
 - B) At the University of Pennsylvania.
 - C) In the Philippines.
 - D) In Polynesia.
- 4) What does Jack do in Pennsylvania?
 - A) He is a teacher.
 - B) He is a sales director.
 - C) He is a sailor.
 - D) He is a doctor.
- 5) What is Jack going to do according to his letter?
 - 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.

Script:

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) navigating yourself to a successful future. Advice floods in from everybody in all 2) directions and eventually you will have acquired so much information about how to do well in college that it starts to become 3) confusing and maybe even contradictory. Counselors and teachers try to generalize college life on a single 4) sheet of paper, but the fact is that a college is as unique as the individuals 5) enrolled in it.

You will need to create schedules for yourself to 6) manage your time. It is sometimes difficult for students to 7) separate having fun and studying. If you want to make it through college, you must go to class. Oftentimes 8) students will fail because they completely neglect going to class and doing required assignments. 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) if you build no supportive relationships, good memories or funny stories ?

Obviously, college is no cake-walk. To keep up with projects, you will sometimes need to lock yourself in your room and 10) turn off your cell phone for a few hours and abandon all contact from the outside world. 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.

- 1) Because in their minds, teachers represent authority, are very serious and sometimes partial.
- 2) His teacher told him not to think about things that had nothing to do with study.
- 3) He suggested teachers should try to be funny and chat with students in their spare time.
- 4) He suggested students should be more outgoing and dare to voice their true thoughts.

Script:

Nowadays, fewer students are willing to tell teachers their inner thoughts. Because they think teachers represent authority and are very serious. Some students even think their teachers are partial.

As far as I'm concerned, there is a generation gap between teachers and students. Some years ago, I had an experience which I told my teacher about. But he only told me not to think about things that had nothing to do with study. It made me very sad. Why do all the teachers ask me to study all the time? Since then I don't make any attempt to reveal my inner thoughts to my teachers. It is my teacher that makes me change. So, frankly speaking, I think it's not useful to tell teachers my inner thoughts. They just ask me to think about nothing except study.

However, I really hope that students can make friends with their teachers, and get along well with them. As a teacher, I think he shouldn't be too serious, especially being old-fashioned and

inflexible. Maybe he can be funny, and it'll make students more relaxed when they are talking. What's more, teachers can chat with students in their spare time because students will think they are very kind. On the other hand, the students should be more outgoing and dare to voice their true thoughts.

In a word, teachers and students should understand mutually, and students also need to open their hearts.

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

1.

- 1) 【题解】 N

根据第一段第二句和第三句 “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....”可知Kelly并不知道如何割草坪,与该陈述意思相反。

- 2) 【题解】 N

根据第二段第二句 “Kids and their self-esteem are more important than any physical object they might break or destroy.”可知该陈述所表达的意思与文中恰恰相反。

- 3) 【题解】 Y

依据见第四段第四句 “... 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!’” 可知该陈述正确。

- 4) 【题解】 Y

依据见第五段第二、第三句 “... their five-year-old son knocked a glass of milk at the dinner table. When they immediately started scolding him, I intentionally knocked my glass over, too.”可知该陈述正确。

- 5) 【题解】 N

参见第八段第一句 “When his mother came into the kitchen, instead of yelling at him, giving

him a lecture or punishing him, she said..."可知该陈述错误。

6)【题解】 NG

根据第十一段第一句,那位科学家从自己打翻牛奶瓶而未被母亲批评的事件中学会如何正确对待自己的错误,认识到不必害怕犯错误。但是文中没有提及他的父亲。

7)【题解】 Y

根据第十一段第二句“he learned that mistakes were just opportunities for learning something new, ..."可知错误是孩子成长过程中的一种学习的途径。这与该陈述完全相符。

2.

1)【题解】 the application of this attitude

见第十三段第一句。

2)【题解】 registration numbers

见第十四段第一句。

3)【题解】 our children's spirits

见第十五段第一句。



Task II Topic-related Reading

1)【题解】 D

细节题。根据第一段可知,美国的学校存在的问题是学生在学校花了大量的时间学习与外界脱节的书本知识,所读的教材是过时的(out of date)。因此D项为答案。

2)【题解】 D

概括归纳题。问题是如何把学生培养成21世纪的人才。根据文章第二段可知,下面每段开头的标题就是21世纪所需技能的列举。因此选项D为正确答案。

3)【题解】 C

理解题。“they need to behave that way”的前一句讲到了“Kids are global citizens now”,再根据本段标题“Knowing more about the world”可知,“that way”意思是学生要了解更多外面世界的知识。因此正确答案为C。

4)【题解】 B

细节题。在第四段可找到Dell executive Karen Bruett所说的话,而且根据该段内容可知,学生应该学会甄别和处理各种信息。因此,正确答案为B。

5)【题解】 A

词义题。根据第五段对后一句可知,EQ指的是人们的交际能力,团队能力以及和来自不同文化的人们一起工作的能力等,因此正确选项为A。



Part Three Intensive Reading

Background Information

1. RateMyTeachers.com

RateMyTeachers.com is the Internet's largest collection of high school teacher ratings of over 1,000,000 teachers. And it is also the premier online destination for students and parents to connect and share reviews and ratings of middle and high school teachers. With thousands of new ratings daily, users can enjoy new teacher reviews from the United States, Canada, United Kingdom, Ireland, Australia, and New Zealand.

RateMyTeachers.com is owned and operated by Baltimore based RMT Acquisition, LLC (Limited Liability Company), a subsidiary of Nedia Investments, LLC.

1) Rating Rules

By using this site students agree to rate and comment **ONLY** on teachers, administrators (principals, vice principals), counselors or other school professionals who affect students' education. Students may rate each teacher (or other professional) only once. They are required not to state something as a fact if it is personal opinion; and try to provide an insight into what is happening in the classroom.

2) Rating Categories for Students

Here are descriptions of RateMyTeacher's ratings categories for students:

Easiness — This is definitely the most controversial of the three rating categories, which is why it is NOT included in the "Overall Quality" rating. When rating a teacher's easiness, students are asked "How easy are the classes that this teacher teaches? Is it possible to get an A without too much work?"

Helpfulness — This category rates the teacher's helpfulness and approachability. Are teachers approachable and nice? Are they rude, arrogant, or just plain mean? Are they willing to help you after class?

Clarity — This is the most important of the three categories, at least to most people. How well do teachers convey the class topics? Are they clear in their presentation? Are they organized and do they use class time effectively?

Overall Quality — The Overall Quality rating is the average of a teacher's Helpfulness and Clarity ratings, and determines the type of "smiley face" that the teacher receives. Due to popular demand, a teacher's Easiness rating is NOT used when computing the Overall Quality rating, since an Easiness of 5 may actually mean the teacher is TOO easy.

2. Michael Hussey

Michael is an Internet entrepreneur who first managed web-communities eleven years ago at

the University of Maine. In 1999, Michael invented *RateMyFace.com*, which generated 100,000 visits during its first week online. Michael Hussey can best be described as “the father” of online rating sites. Today, in addition to *RateMyTeachers.com*, Michael is developing *PeekYou.com*, a people search engine and database designed to help locate people online.

Warm-up Activities

I. Purposes

- 1) to start students talking about their favorite teachers and the qualities of good teachers;
- 2) to start students thinking about students' online ratings for teachers;
- 3) to familiarize students with the topics in the text.

II. Warm-up Activities

Activity One

Directions: *Ask students the following questions.*

- 1) Who is your favorite teacher? What are the qualities making him/her your favorite teacher?
- 2) Did you give your teachers some comments on their teaching? If yes, how did you do that?
- 3) How did your teachers respond to your criticism or compliments?

Tips:

- well-informed, knowledgeable, humorous, professionally-trained, enthusiastic, articulate, patient, modest, impartial...
- writing a letter to the teacher, leaving comments at the school's website, posting a note in the bbs...
- Some teachers might reconsider their teaching style, manner, etc. after viewing the note and make a certain adjustment.

Activity Two

Directions: *Ask students to discuss the following questions in small groups.*

- 1) Do you have any experience of rating your teachers on the Internet? If yes, what comments have you made on your teachers?
- 2) When you rate your teachers, what are you most concerned with, their teaching skills, their appearance or their personality?

Tips:

- Yes. When I rate teachers on the Internet, my comments are usually about their teaching methods, process, styles, manners, suggestions...
- I am most concerned about making an objective comment. Teachers' teaching skills are at the top of the list.

Activity Three

Directions: *Ask students to brainstorm on the following topic.*

Rating teachers online anonymously has aroused a fierce discussion among teachers, educators and students. What, in your opinion, are the benefits and problems?

Tips:

- Benefits: giving students a chance to write down feedback, providing teachers with new insights into their teaching, improving communication between teachers and students, promoting the relationship between teachers and students...
- Troubles: making very subjective and immature criticism, disclosing teachers' personal information (like photos, home address, telephone numbers...), adding unnecessary pressure on teachers, increasing the likelihood of cyber crime...

Activity Four

Directions: *Ask students to have a discussion on the following topic.*

What is the best way to evaluate teachers?

Tips:

- students' testing scores
- the number of prizes students can win
- parents' comments
- principals of the school
- online anonymous comments
- teachers' self-evaluation

Global Study of the Text

Suggested Activities

Activity One: *Understanding the Text Structure*

Directions: *Ask students to skim the text and find out the major views on RateMyTeachers.com.*

Tips:

Positive views: Eric Piotrowski considers it a good way to know students' comment on teachers.

Founders of the website think that the website provides a chance for students to make comment on their teachers.

Kyle and Dan Baldwin hold that the site is good not only for students, but also for teachers.

Negative views: Pete says it is unprofessional.

Peter Gow thinks there are some undeserved comments on the site.

Activity Two: *Understanding the Content*

Directions: Which of the following statements are correct, according to your understanding of the text?

- 1) Eric Piotrowski feels frustrated when he logs on to the *RateMyTeachers.com* and finds the comments given by his students.
- 2) Teachers all enjoy receiving their comments posted on the *RateMyTeachers. com*.
- 3) Pete, a physical education teacher, considers the site “unprofessional”.
- 4) Kyle thinks the ratings help both students and teachers.

Tips:

3) and 4) are correct.

Detailed Study of the Text

- 1) (Para. 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**: When Eric Piotrowski wants to know his students' opinions of him, all he needs to do is to log on to *RateMyTeachers.com* where millions of comments can be found by anyone who has access to the Internet.

【译文】埃里克·彼得罗夫斯基想知道他中学英语课的学生对他有何评价时,就登录“评师网”,在那里,任何上网不受限的人都能看到有关教师的数百万匿名评论。

“where millions of anonymous teacher critiques await anyone with an unrestricted Internet connection”为非限定性定语从句,先行词是“RateMyTeachers.com”,“where”是关系副词,相当于“in/at/on + which”。

非限定性定语从句在修饰人时用who, whom或whose,在修饰物时用which,表示地点时用where,表示时间时可以用when引起。

e.g. A teacher, who teaches English, has to master English grammar.

The longest glacier so far discovered in China, the Karagul, which is 34 km in length, is located here.

They will fly to Kunming, where they plan to stay for two or three days, and then go on to Guilin.

We will put off the outing until next week, when we may not be so busy.

log on: to do the necessary actions on a computer system that will allow you to begin using it
登录,注册

e.g. You can log on our website for further information.

log off: to exit a computer 退出,注销

e.g. The account must log off and then log on again for the change to take effect.

anonymous: adj. not named; unknown by name 匿名的

e.g. An anonymous call led to the recovery of the stolen jewel.

She vanished into the vast anonymous mass of the population of London.

anonymity: n. the state of remaining unknown to most other people 无(匿)名

e.g. Complete anonymity is the best weapon I have.

His greatness was cloaked in anonymity.

critique: n. a piece of written criticism of a set of ideas, a work of art, etc. 评论(价), 批评

e.g. The book presents a critique of the Government's policies.

vt. (formal) to say how good or bad a book, play, painting, or set of ideas is. 评价(论)

e.g. He offered to critique our plans.

The trainees were divided into several groups to hold discussions; and their conclusions were critiqued afterwards.

criticize: v. to express your disapproval of sb. or sth., or to talk about their faults 批评(判)

e.g. He does nothing but criticize and complain all the time.

2) (Para. 2) At the site, a smiley-faced icon with sunglasses sits next to Mr. Piotrowski's name, ...: At the site, Mr. Piotrowski finds that beside his name there is an icon in the shape of a smiling face with sunglasses, ...

【译文】在这网站上,彼得罗夫斯基名字旁有一张带着太阳镜的笑脸……

“with sunglasses”为介词短语修饰“a smiley-faced icon”, “indicating”是现在分词作伴随状语, 它的逻辑主语是“a smiley-faced icon with sunglasses”。现在分词作状语的用法主要有:

① 表示时间:

e.g. Hearing the sad news, we were very much grieved.

Opening the door, I saw nobody there.

② 表示原因:

e.g. Not understanding its meaning, he asked the teacher to explain the word.

Having lived in Berlin for many years, he knew the city well.

③ 表示条件:

e.g. Working hard, you are more likely to succeed.

Turning to the left, you will find the path leading to the site.

④ 表示让步:

e.g. Despite learning a lot of words, he still can not pass the English examination.

Although weighing almost one hundred kilos, the stone was moved by him alone.

⑤ 表示结果:

e.g. Their car was caught in a traffic jam, thus causing the delay.

One by one Peter sold his bits and pieces, getting only a fraction of their worth.

⑥ 表示行为方式、伴随状况或补充说明等:

e.g. They stood by the roadside, watching the parade.

She stood there, waiting for him in the rain.

next to: very close to sb. or sth., with nothing in between 贴(靠)近

e.g. There was a little girl sitting next to him.

3) (Para.2) **Piotrowski couldn't be more flattered:** Piotrowski felt extremely delighted.

【译文】彼得罗夫斯基万分高兴。

flatter: v.

(1) to give a feeling of pleasure or honor to sb. 使某人感到高兴或荣幸

e.g. I was very flattered by your invitation to talk at the conference.

(2) to praise sb. too much or insincerely, esp. in order to gain favour for oneself 恭维,奉承

e.g. Tom would always flatter Mrs. Mitchell by praising her cooking.

Note: "couldn't be better/worse/more pleased, etc." is used to emphasize how good, bad, etc. something is.

e.g. Their lifestyles couldn't be more different.

Ordering on-line couldn't be simpler.

4) (Para. 3) **Too many teachers insulate themselves from the people around them:** Many teachers keep a distance away from people around them.

【译文】太多的教师将自己和周围的人隔绝开来。

insulate: v. (~ sb. from sth.) to keep sb. apart from particular experiences or influences, especially unpleasant ones 使分开,使隔离,使……不受影响

e.g. The royal family tried to insulate him from the prying eyes of the media.

5) (Para. 3) **The website is fundamentally a good way for us to keep tabs on what the people we work with have to say:** The website is a useful tool to get to know what the people we work with think.

【译文】这网站本质上是了解与我们打交道的人心声的一种良好途径。

keep tabs on: to watch sb./sth. carefully to check what they are doing 密切注意(关注)

e.g. The police have been keeping tabs on Rogers since he got out of prison.

6) (Para. 4) **The rapid growth of RateMyTeachers.com — which boasts ratings for 887,000 public and private schoolteachers in four countries — is provoking a backlash:** While RateMyTeachers.com has ratings for 887,000 public and private schoolteachers, and its fast development is causing a strong negative reaction among people.

【译文】“评师网”自称已给4个国家的公立和私立学校的88.7万位教师评分,其迅速发展正

激起强烈反对。

“which boasts ratings for 887,000 public and private schoolteachers in four countries” 是非限定性定语从句,先行词是“the rapid growth of RateMyTeachers.com”,也是主句的主语。

boast: v.

(1) (~ **about/of sth.**) to talk with too much pride about sth. that you have or can do 自夸(吹)

e.g. He has a big mouth and never misses a chance to boast.

A modest man will never boast of his merits.

(2) to possess (sth. to be proud of) 以有……而自豪;拥有

e.g. Our school library boasts quite a few rare books.

boast: n. sth. that you like telling people because you are proud of it 自夸,值得夸耀的事物

e.g. His boast that he could drink ten pints of beer impressed nobody.

It was his proud boast that he had never missed a day's work because of illness.

rating: n. a level on a scale that shows how good, important, popular etc sb. or sth. is 等级,级别

e.g. Harold's rating of some of his brother's creations wasn't very flattering.

The opinion polls gave the president a high rating.

rate: v.

(1) (~ **sth./sb. as sth.**) estimate the worth or value of sb./sth. 评价(估)

e.g. I don't rate his merits very high.

(2) regard as, consider 认为

e.g. Do you rate Tom among your friends?

provoke: v.

(1) to cause a reaction or feeling, especially a sudden one 激(引)起

e.g. The ambassador's offensive remarks provoked widespread criticism.

(2) to make sb. angry, especially deliberately 惹(激)怒

e.g. If you provoke the dog, it will bite you.

provoking: adj. annoying 气(恼)人的

e.g. A provoking thing about Edward was that he behaved as if he were the one with all the news.

7) (Para. 4) And teachers, many of them *stung by blunt or crass comments on the site*, are

crying foul: And teachers, many of whom are offended by their students' forthright and silly or offensive evaluations of them, are protesting against students' rating teachers on the site.

【译文】而教师们怨声载道,其中不少人都被网站上生硬或粗鲁的评价深深伤害过。

过去分词短语“stung by blunt or crass comments on the site”作定语,修饰“many of them”。

e.g. The book written by the professor is very popular and sold well.

Is this the magazine recommended by your father?

sting: v.

(1) (~ **sb. into doing sth.**) (usually passive) if you are stung by a remark, it makes you feel upset
使苦恼, 惹恼

e.g. Their ridicule stung him into making a sharp reply.

Tom's bad behavior at last stung his patient mother into anger.

(2) to prick or wound sb with or as if with a sting 蛰(刺)伤

e.g. Bees do not normally sting without being provoked.

(3) (~ **sb. for sth.**) to charge sb. too much for sth. 敲诈, 诈骗

e.g. The restaurant stung him for 1000 yuan.

sting: n.

(1) a wound or mark made when an insect or plant stings you 螫(刺)痛

e.g. The sting of a jellyfish is very painful.

(2) any sharp pain of body or mind 伤(剧)痛

e.g. She felt it with a dreadful sting of remorse.

His tongue has a nasty sting.

blunt: adj.

(1) speaking in an honest way even if this upsets people 直率的, 坦诚的

e.g. To be blunt with you, you are fired!

I suffered a blunt refusal when I called him.

(2) not sharp or pointed 不锋利的, 不尖的, 钝的

e.g. My pencil becomes blunt.

blunt: v. to make sth. blunt or less sharp 使钝, 使迟钝

e.g. You'll blunt the scissors if you use them to cut card.

The drug blunted his senses.

comment: n. an opinion that you express about sb. or sth. 评论, 观点

e.g. Have you any comments to make on recent development?

The scandal caused a lot of comments.

comment: v. (~ **on sth.**) to express an opinion about sb. or sth. 评论, 发表意见

e.g. Downing Street has so far refused to comment on these reports.

Asked about the date of the election, the Prime Minister commented that no decision had yet been made.

foul: n. (in sport) an action that is against the rules of the game (比赛中的) 犯规行为

e.g. The footballer was cautioned for a foul on an opponent.

cry foul: If you cry foul, you claim that sb., especially an opponent or rival, has acted illegally or unfairly 喊冤, 鸣冤叫屈

e.g. Rather than welcoming these bargains, importing countries tend to cry foul and raise anti-dumping duties.

8) (Para. 5) 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”: The teacher says that the site is not professional, and he doesn’t mind students’ feedback that his classes are not interesting, as he thinks that the students may find the class boring because they are not interesting themselves, but does mind students’ insulting remarks concerning his appearance.

【译文】网站“不专业”，这位教师写道，他并不在乎学生认为他的课枯燥与否——“感到无聊的人同时也是乏味的人”——但令他反感的是“对其长相的诬蔑性评价”。

“who say his classes are dull”是非限定性定语从句，先行词是“the teacher”。“bored people... are boring people”作为插入成分解释说明“dull”。“boring”表示事物的特征，而“bored”表示人的心理状态和情感。

unprofessional: adj. behaving in a way that is not acceptable in a particular profession 非专(职)业的

e.g. Johnson was fired for unprofessional conduct.

offend: v. to make sb. angry or upset by doing or saying sth. that they think is rude, unkind etc. 使反感，冒犯

e.g. His remarks deeply offended many Scottish people.

derogatory: adj. insulting and disapproving 侮辱的，贬损的

e.g. Such conduct will be derogatory to his reputation.

derogate: v. to make sth. seem less important or less good 贬低(损)

e.g. Such shameful behavior will certainly derogate from his reputation.

People often derogate what they don’t understand.

9) (Para. 8) 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: I thought that a few teachers were, to some degree, wasting my time, but I dared not to talk about it, being afraid of getting lower grade.

【译文】我感到总有一小部分老师或多或至少在浪费我的时间。但是我没有地方去提意见，因为担心在分数上会受到惩罚。

handful: n. (1) a very small number of people or things 少数(量)

e.g. He had only a handful of friends.

(2) the amount of sth. that can be held in the hand 一把

e.g. I picked up a handful of letters and began to open them.

more or less: about; not exactly 或多或少；左右，大约

e.g. The repairs will cost \$ 5, more or less.

nowhere: adv.

(1) “nowhere”用于句首，表示强调，常引起句子倒装。

e.g. Nowhere else can you enjoy such beautiful music.

Nowhere could I see him.

(2) 如果“nowhere”不置于句首,则句子不倒装。

e.g. My watch is nowhere to be found.

The old lady went nowhere, she just stayed at home.

10) (Para. 9) The site, which Hussey says is *profitable*, makes money from advertising and from paid *memberships*.

【译文】赫西说这个网站是盈利的,从广告和付费会员那儿赚钱。

profitable: *adj.* producing a profit or a useful result 盈利的,可获利的

e.g. It's only in the last year that our business has become profitable.

membership: *n.* all the members of a club, group, or organization 全体会员; being a member of a club, group, or organization 会员身份,会籍

e.g. The membership voted to change the rules about women members.

In order to continue to take part in the club's activities I had to renew my membership.

11) (Para. 10) Anyone can click a tiny red flag next to a comment to automatically *remove* it from the site *pending* review by a staff member: Anyone can delete a comment through clicking the red flag next to the comment. The comments will be checked by a site worker to decide whether it is permanently deleted or restored to the website.

【译文】任何人都可以点击位于评论旁边的一面小红旗,在有网站工作人员查看前自动删除该评论。

remove: *v.*

(1) to get rid of sth. so that it does not exist any longer 删除,去掉

e.g. Remove the old wallpaper and fill the holes in the walls.

Drugs remove man from the treadmill of routine.

(2) (~ **sb. from sth.**) to force sb. out of an important position or dismiss them from a job 免职

e.g. Congress could remove the President from office.

removable: *adj.* that can be removed or detached 可移动的,可拆卸的

e.g. This coffee-maker has two removable parts.

pending: *prep.* while waiting for sth., or until sth. happens 在等待(某事物)之际;直至

e.g. Sales of the drug have been stopped, pending further research.

Pending his return, let us get everything ready.

pending: *adj.* not yet decided or settled 未决定的,待解决的

e.g. Many trade disputes are pending, awaiting the outcome of the talks.

I was present at both these Cabinet meetings, and was not aware that any significant issue was still pending.