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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 a question of 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 I 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) Borrow a Chinese-English dictionary.
B) Buy one of her own.
C) Not use her own dictionary.
D) Not 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) Ask the man to use his own paper and pencil.
B) Lend the man some paper and a pencil.
C) Buy the man some paper and a pencil.
D) Lend the man her notes.

3

Part One Listening Comprehension

Task I Listening Practice

1. 1) D 2) D 3) A 4) B 5) A
6) A 7) D 8) B

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?

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?

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?

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?

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?

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?

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?

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?



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 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 woman's notes?
- 3) How many topics did the woman remember? What were they?
- 4) Which topic would the man like to choose?

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.
C) In the Philippines.
4) A) He is a teacher.
C) He is a sailor.
- B) At the University of Pennsylvania.
D) In Polynesia.
B) He is a sales director.
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.

Word Tips

simultaneously *adv.* 同时 contradictory *adj.* 矛盾的
counselor *n.* 顾问 oftentimes *adv.* 屡次、常常
cakewalk *n.* 易如反掌的事

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.

Word Tips

authority *n.* 权威 partial *adj.* 偏袒的
inflexible *adj.* 僵化的, 死板的 outgoing *adj.* 外向的

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

5

Task II

Topic-related Listening

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

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?
- 2) Which is NOT mentioned in this conversation about Jack?
- 3) Where is Jack's eldest son most probably going to live?
- 4) What does Jack do in Pennsylvania?
- 5) What is Jack going to do according to his letter?



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

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

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 to remember our priorities as a parent. 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

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. I think, as a teacher, 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, 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

根据第三段第二句 “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

依据见第四段第三、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。

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.

- _____ Kelly knew how to push the lawn mower around the yard.
- _____ The author points out that some physical objects that might be broken by kids are more important than kids and their self-esteem.
- _____ Mark Michaels’ daughter was grateful to her parents for not having yelled at her when she knocked over her water glass.
- _____ 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.
- _____ According to the passage, a famous scientist was punished by his mother for spilling a bottle of milk all over the kitchen floor.
- _____ The renowned scientist’s father told him not to be afraid to make mistakes.
- _____ Mistakes are just chances for children to learn something new and valuable.

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

- One last story that illustrates _____ in an adult context was told on the radio several years back.
- The driver of the other car explained that they must note each other’s license numbers and _____.
- Any material things are less important than _____.

Task II Topic-related Reading

How to Bring Our Schools into the 21st Century

1 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.

2 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:

3 **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.

4 **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.

5 **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."



6 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 Americans bring their schools into the 21st century according to this passage?
 - A) Students need to know more about the world.

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。根据第五段最后一句可知，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。

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



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.

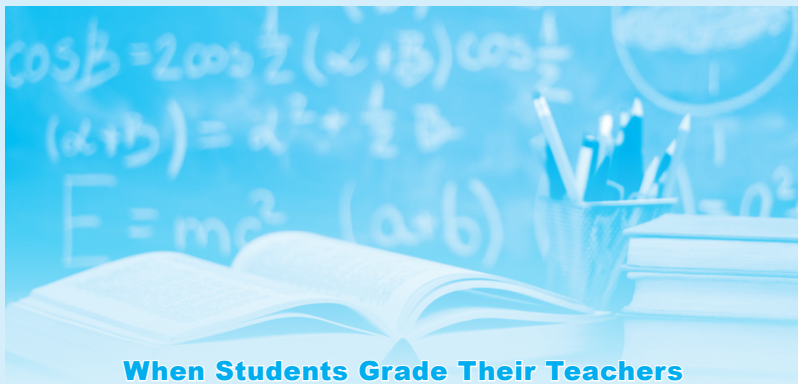
2. Michael Hussey

Michael is an Internet entrepreneur who first managed web-communities 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.



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.

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.

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."



11

参考译文

当学生评价老师时

兰迪·多廷加

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。

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，这表明他特别受学生欢迎。18名学生给彼得罗夫斯基打了4.1分的平均分（总分为5分），其中一人说他是“教过我的最酷的老师之一”。彼得罗夫斯基万分高兴。

“太多的教师将自己和周围的人隔绝开来”，在威斯康星州首府麦迪逊市郊区森普雷里中学教书的彼得罗夫斯基说，“这网站本质上是聆听与我们打交道的人的心声的一种良好途径。”

其他人却存有疑义。“评师网”自称已给4个国家公立和私立学校的88.7万位教师评分，其迅速发展正激起强烈反对。网站创立者估计数百个学区已经断开了通向“评师网”的接口。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。他们认为孩子们不该匿名评价他们的老师，虽然年龄较大的学生们在许多大学校园中早已拥有这种自由。

“你怎么敢说你的服务是为孩子们提供了‘痛击’教师的多种途径呢？”体育教师皮特问道，他向一家教育网站投去了一封匿名投诉信。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”。

持反感态度的人对网站的人气似乎没造成什么显著影响。来自缅因州20多岁的计算机高手、网站的共同创建人迈克尔·赫西说，上周网站收到了它的第600万条教师评价，而仅在一年前才只有100万。

与合作伙伴一起，赫西于2001年创建了“评师网”，一定程度上是给学生一个机会去赞美他们最喜欢的老师。“我自己上中学时就希望有这么个网站”，他说，“我的确喜欢我的大多数老师。但我不一定会走上前去告诉他们我为什么喜欢他们，因为我不想被人称作马屁精。”

赫西说他同时也希望给学生一个论坛来进行批判性评价。“我感到总有一小部分老师或多或少浪费我的时间。但我没有地方去提意见，因为我担心在分数上会受到惩罚。”

在“评师网”上，学生免费查看评分结果或评价他们的老师。赫西说这网站是盈利的，从广告和付费会员那儿赚钱。

据赫西说，这网站已经有一小批领薪职员，并依靠数百名学生志愿者在美国、加拿大（如今还在英国和



爱尔兰)负责监控帖子的准确性和品味。任何人都可以点击评论旁边的一面小红旗,在网站工作者查看前自动删除该评论。

绝大多数评价“相当准确”,俄亥俄州特伦顿市埃奇伍德中学9年级的学生凯尔·皮夫利说,他监控对自己学校教师的评价。有时,学生或许会猛烈抨击罚他们留校的教师,他说,“但绝大多数评论根本无不当之处。”

凯尔认为评价对学生和教师都有好处。“根据这些针对教师的评分和评语,我可以决定选修哪些教师的课,”他说。对于教师而言,“这给了他们改进的机会,让他们知晓学生的反馈,进而了解自己的教学效果。”

这网站的确可以成为教师的一个工具,在纽约市布鲁克林技术学校教授英语的丹·鲍德温说。该学校已拥有近1.4万次点评率,高于其它任何学校。但鲍德温先生注意到,只有那些得到肯定评价的教师才喜欢“评师网”。

“我认为它能给教师提供一个反省、改变或提升的机会。”

来自马萨诸塞州切斯纳特希尔中学的教务长彼得·高说,考虑到“评师网”依赖的都是匿名评价,很难想象它如何能够做到这一点。他抱怨说这个网站上同时存在着“无理的人格诋毁”和“不当的美化”。

“我常想,创造几个虚拟自我,用溢美之词去评价自己会多么有意思啊。而事实上,也没有什么能阻止我去这么做”,高先生说。在这个网站上对他的评分只有一次——满分5分。

但鲍德温指出,教师评价学生责无旁贷,而“学生评价老师”,他说,“也是公平合理的”。

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 *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.

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”.

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.

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.”

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.”

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.

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 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 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 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.”

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 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.”

(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 /əˈnɒnɪməs/ <i>adj.</i>	not named; unknown by name 匿名的
critique /krɪˈtɪk/ <i>n.</i>	a piece of written criticism of a set of ideas, a work of art, etc. 评论 (价), 批评
unrestricted /ʌnrɪsˈtrɪktɪd/ <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 /bəʊst/ <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)

Detailed Study of the Text

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. (Para. 1)

【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引导。

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.



provoke /prə'vəuk/ <i>vt.</i>	to cause a reaction or feeling, especially a sudden one 激（引）起
backlash /'bækklæʃ/ <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 /stiŋ/ <i>v.</i>	(often passive) if you are stung by a remark, it makes you feel upset 使苦恼，惹恼
blunt /blʌnt/ <i>adj.</i>	speaking in an honest way even if this upsets people 直率的，坦诚的
crass /kræs/ <i>adj.</i>	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/ <i>n.</i>	(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/ <i>vt.</i>	to criticize sb./sth. very strongly 攻击，抨击
unprofessional /ˌʌnpɹə'feʃənəl/ <i>adj.</i>	behaving in a way that is not acceptable in a particular profession 非专（职）业的
offended /ə'fendɪd/ <i>adj.</i>	sb. who is offended is angry and upset by sb's behavior or remarks 生气的，难过的
offend /ə'fend/ <i>vt.</i>	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/ <i>adj.</i>	insulting and disapproving 侮辱的，贬损的
nay-sayer /'neɪseɪə/ <i>n.</i>	sb. with an aggressively negative attitude 反对者，唱反调的人
co-founder /kəʊ'faʊndə/ <i>n.</i>	one of a group of founders 共同创办者
whiz /hwɪz/ <i>n.</i>	(collog.) sb. who is very fast, intelligent, or skilled in a particular activity 高手，能手，专家
compliment /'kɒmplɪmənt/ <i>vt.</i>	(~ sb. on sth.) to express praise or admiration of sb. （对某人）表示赞美或敬佩
suck-up <i>n.</i>	(collog.) sb. who behaves obsequiously, esp. in seeking some advantage thereby 马屁精，拍马屁的人

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）

evaluation /iˌvælju'eɪʃən/ <i>n.</i>	a judgment about how good, useful, or successful sth. is 评价 (估)
handful /'hændfʊl/ <i>n.</i>	a very small number of people or things 少数 (量)
retribution /retri'bju:ʃən/ <i>n.</i>	severe punishment for sth. very serious 惩罚, 报应
profitable /'prɒfɪtəbl/ <i>adj.</i>	producing a profit or a useful result 盈利的, 可获利的
membership /'membəʃɪp/ <i>n.</i>	all the members of a club, group, or organization 全体会员
posting /'pəʊstɪŋ/ <i>n.</i>	a message sent to an Internet discussion group so that all members of the group can read it 帖子
click /kɪk/ <i>v.</i>	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/ <i>v.</i>	to get rid of sth. so that it does not exist any longer 删除, 去掉
pending /'pendɪŋ/ <i>prep.</i>	while waiting for sth., or until sth. happens 在等待 (某事物) 之际; 直至
rip /rɪp/ <i>v.</i>	(~ into sb.) to criticize sb. and tell them that you are very angry with them 抨击, 批评
detention /dɪ'tenʃən/ <i>v.</i>	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/ <i>n.</i>	information, advice, or criticism received relating to an experiment, action, etc. 反馈, 评价
soul-searching <i>n.</i>	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/ <i>n.</i>	(~ on sb./sth.) confidence or trust on sb./sth.; dependence on sb./sth. (对……的) 信任 (赖)
anonymity /ˌænə'nɪmɪti/ <i>n.</i>	the state of being anonymous 匿名, 无名
undeserved /ˌʌndɪ'zɜ:vɪd/ <i>adj.</i>	not fair or just 不恰当的, 不应得的
assassination /ə'sæsɪ'neɪʃən/ <i>n.</i>	(character~) an attack intended to ruin sb.'s reputation 诋毁, 侮辱
virtual /'vɜ:tʃʊəl/ <i>adj.</i>	made, done, seen etc. on the internet or on a computer, rather than in the real world 虚拟的, 非现实的

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. 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, ... (*Para. 2*)

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

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

【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. **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. (Para. 3)

【译文】这网站本质上是聆听与我们打交道的人的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. **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. (Para. 4)

【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“RateMyTeachers.com”。

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. 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. (Para. 4)

【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. 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. (Para. 5)

【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 says... his classes are dull”是非限定性定语从句，先行词是“the teacher”。“bored people... are boring people”作为插入成分对“he doesn’t care...”进行解释说明。“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. 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. (Para. 8)

【译文】我感到总有一小部分老师或多或少在浪费我的时间。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. The site, which Hussey says is *profitable*, makes money from advertising and from paid *memberships*. (Para. 9)

【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. 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. (Para. 10)

【译文】任何人都可以点击位于评论旁边的一面小红旗, 在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.

12. In some cases, students may *rip* into teachers who gave them *detentions*, he says, but most of the comments are not bad at all: In some cases, students may criticize their teachers who punished them by making them work in school for a short time in a break or after others have gone home, “but most of the comments are appropriate.” he says. (Para. 11)

【译文】有时，学生或许会猛烈抨击罚他们留校的教师，他说，“但绝大多数评论根本无不当之处。”

rip: v. (~ into sb.) to criticize sb. and tell them that you are very angry with them 抨击，批评

e.g. I expected him to rip into me for what I had done.

detention: n. a punishment in which children who have behaved badly are made to work in school for a short time in a break or after the others have gone home 课后留校的惩罚

e.g. She was always getting put in detention.

- 13. It gives them a chance to improve, and they get to see what feedback they're getting from students:** The website gives teachers a chance to improve their teaching, by looking at the response they get from their students to their class teaching. (Para. 12)

【译文】这给了他们改进的机会，让他们知晓学生的反馈，进而了解自己的教学效果。

feedback: n. advice, criticism, etc. about how successful or useful sth. is 反馈，评价

e.g. How can I provide feedback without making someone angry?

- 14. I think it would be an occasion for teachers to do some soul-searching and make some change or improvement:** I think the website may prompt teachers to do some self-reflection, or to change and improve their teaching. (Para. 13)

【译文】我认为它能给教师提供一个反省、改变或提升的机会。

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

e.g. After much soul-searching, I decided to resign.

We should do some honest soul-searching and learn the lessons from the current outbreak.

- 15. 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:** It's difficult to imagine how it could, given the fact that the website depends on not giving the name of users, says Peter Gow, academic dean of a school in Chestnut Hill, Mass., who complains about the unreasonable evaluations, both derogatory and flattering, on the site. (Para. 14)

【译文】来自马萨诸塞州切斯纳特希尔中学的教研室主任彼得·高说，考虑到“评师网”依赖的都是匿名评价，很难想象它如何能够做到这一点。他抱怨说这个网站上同时存在着“无理的人格诋毁”和“不当的美化”。

undeserved: adj. not fair or just 不恰当的，不应得的

e.g. His reputation as a Romeo is quite undeserved.

Much of the responsibility for the disaster was shifted onto him, and this was quite undeserved.

deserve: v. to have earned sth. by good or bad actions or behavior 应（受，得，该）

e.g. About income, I think most people deserve more than they currently get.

Since you've been working all morning, you deserve a rest.

- 16. I've often thought what fun it would be to create several virtual selves and rate myself with extravagant praise:** I've often thought that it would be fun to create "selves" on the website, and then evaluate these self-images with very high praise. (Para. 15)

【译文】我常想，创造几个虚拟自我，用溢美之词去评价自己会多么有意思啊。

virtual: adj.

(1) made, done, seen etc. on the internet or on a computer, rather than in the real world 虚拟的，非现实的

e.g. Whether you use chatrooms, QQ, MSN or ICQ, you are part of a virtual community.

Virtual visits and vacations could become commonplace.

(2) being or acting as what is described, but not accepted as such in name or officially 事实上的，实际上的

e.g. Our deputy manager is the virtual head of the business.

extravagant: *adj.*

(1) (of ideas, speech or behavior) going beyond what is reasonable, usual or necessary (指想法、言行) 过度的, 放肆的

e.g. He is seldom disappointed because he never had extravagant hopes.

People laughed at the peddler's extravagant praise of his goods.

(2) spending or costing a lot of money, especially more than is necessary or more than you can afford 奢侈的, 挥霍的

e.g. The decoration has reached an extravagant degree of elaboration.

extravagance *n.* 奢侈; 挥霍

e.g. His extravagance explains why he is always in debt.



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 /'tɜːnəbaʊt/ *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
Sun Prairie High School
Madison
Wis. (Wisconsin)
Michael Hussey
Maine
Kyle Peavley
Edgewood High School
Trenton
Ohio
Dan Baldwin
Brooklyn
Chestnut Hill
Mass.(Massachusetts)

埃里克·彼得罗夫斯基
森普雷里中学
麦迪逊市 (美国威斯康星州首府)
威斯康星州
迈克尔·赫西
(美国) 缅因州
凯尔·皮夫利
埃奇伍德中学
特伦顿市 (美国俄亥俄州)
俄亥俄州
丹·鲍德温
布鲁克林 (纽约市西南部的一区)
切斯特纳特希尔
(美国) 马萨诸塞州

Text Comprehension

▶ Global Reading

- 1) log on
- 2) critiques

Text Comprehension

▶ Global Reading

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