



“十二五”普通高等教育本科国家级规划教材

# 创新大学英语

INNOVATION COLLEGE ENGLISH

## 自主学习用书 第四册

SELF-ACCESS LEARNING BOOK

第二版

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# Unit 1

## Education





## Part One Reading

### Section One Intensive Reading



#### Word Study

##### 1. log on (to)

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 to our website for further information.

你可登录我们的网址以获取更多信息。

【扩展】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.

此帐户必须在退出后重新登录, 更改的设置才能生效。

##### 2. anonymous

➤ **adj.** not named; unknown by name 匿名的

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

一个匿名电话使得被盗珠宝失而复得。

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

她消失在伦敦的茫茫人海中了。

【扩展】anonymity *n.* the state of remaining unknown to most other people 无(匿)名

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

彻底隐姓埋名是我最好的武器。

His greatness was cloaked in anonymity.

他的伟大藏而不露。

##### 3. 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.

该书对政府的政策作了批评性分析。

➤ **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.

他对我们的计划给予了评价。



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

将学员分成组讨论然后进行评估。

【扩展】**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.

他只是——直批评和抱怨。

#### 4. 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.

承蒙你邀我在会上讲话，深感荣幸。

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

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

汤姆总是通过赞扬米切尔夫人的厨艺来恭维她。

#### 5. 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.

他好吹牛皮，从不放过自夸的机会。

A modest man will never boast of his merits.

谦虚的人决不自夸。

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.

我们学校图书馆以拥有很多珍本藏书而自豪。

➤ *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.

他自吹自擂说能喝十品脱啤酒，但无人理睬他。

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

他从未请过一天病假，这是他引以自豪的事。

#### 6. 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.

哈罗德对他兄弟某些创作的评价并不太高。

The opinion polls gave the president a high rating.

民意测验显示人民对总统的支持率很高。



【扩展】**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.

我对他的功劳评价不很高。

2) regard as, consider 认为

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

你认为汤姆是你的朋友吗?

## 7. 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.

大使冒昧的讲话激起了广泛的批评。

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

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

如果你惹恼这只狗, 它会咬你的。

【扩展】**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.

爱德华最惹人恼火的地方, 是他那仿佛事事无所不知的神气。

## 8. sting

➤ *v.* 1) (~ **sb. into doing sth.**) 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.

他们的嘲弄刺激他作出了尖刻的回答。

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

汤姆的行为不成体统, 最终惹恼了他很有耐心的母亲。

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.

如果没有人惹它, 蜜蜂通常是不螫人的。

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

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

这家餐馆讹了他1000元。

➤ *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.

让水母螫了是很痛的。

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

*e.g.* His tongue has a nasty sting.

他说话真伤人。



### 9. 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!  
 坦率地说, 你被解雇了。  
 I suffered a blunt refusal when I called him.  
 我打电话给他时遭到他的断然拒绝。
- 2) not sharp or pointed 不锋利的, 不尖的, 钝的  
*e.g.* My pencil becomes blunt.  
 我的铅笔变秃了。
- **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.  
 用剪刀剪硬纸板, 你会把剪刀弄钝的。  
 The drug blunted his senses.  
 药物使得他的感觉迟钝了。

### 10. 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 developments?  
 你对最近的事态发展有什么评论吗?  
 The scandal caused a lot of comments.  
 大家对这件丑闻议论纷纷。
- **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.  
 迄今为止, 英国政府对这些报道不予置评。  
 Asked about the date of the election, the Prime Minister commented that no decision had yet been made.  
 当被问及何日进行选举时, 首相称尚未做出决定。

### 11. 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.  
 那个足球运动员因对对手犯规而受到警告。
- 【扩展】**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  
*e.g.* Rather than welcoming these bargains, importing countries tend to cry foul and raise anti-dumping duties.  
 进口国并不欢迎这些廉价商品, 反而往往鸣冤叫屈并提高反倾销关税。



## 12. derogatory

- **adj.** insulting and disapproving 侮辱的, 贬损的

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

那样的行为将会败坏他的名誉。

【扩展】**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.

这种可耻的行为必然损害他的名誉。

People often derogate what they don't understand.

人们常诋毁他们不懂的东西。

## 13. compliment

- **v.** (~ **sb. on sth.**) to express praise or admiration of sb. (对某人) 表示赞美或敬佩

e.g. They complimented each other for their ability to collaborate effectively as a team.

他们互相称赞彼此良好的团队合作精神。

- **n.** (~ **on sth.**) expression of praise, admiration, approval, etc. 赞美, 敬佩

e.g. One likes to hear compliments on one's appearance.

人人都爱听夸奖自己容貌的话。

These beautiful flowers are a compliment to the gardener's skill.

这些艳丽的花朵就是对园丁技艺的赞美。

【扩展】**compliments** *n.* praise or good wishes 祝贺, 致意, 问候

e.g. The flowers are with the compliments of the management.

这鲜花是主管部门送的礼物。

## 14. evaluation

- **n.** a judgment about how good, useful, or successful sth. is 评价 (估)

e.g. I attempted an honest evaluation of my own life.

我试图如实地评价自己的一生。

This enables the company to obtain a consensus evaluation of each candidate.

这使公司对每一个候选人都能做出比较统一的评价。

【扩展】**evaluate** *v.* to judge how good, useful, or successful sth. is 评价 (估), 估计

e.g. I can't evaluate his ability without seeing his work.

我没有看到他的工作情况, 无法评论他的能力。

## 15. 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.

去掉旧的墙纸, 堵住墙上所有的洞。



Drugs remove man from the treadmill of routine.

药物可以使人摆脱日常单调的工作带来的疲劳。

- 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.

议会可以免除总统的职务。

【扩展】**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.

这个煮咖啡器有两个部分，可以拆开。

## 16. 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.

药品的销售已经终止，正在等待进一步调查。

Pending his return, let us get everything ready.

让我们在他回来之前把一切准备就绪。

- **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.

许多贸易争端还未解决，正在等待谈判的结果。

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

这两次内阁会议，我都参加了，并没有感到尚有任何重大的问题悬而未决。

## 17. 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.

经过深刻反思，我决定辞职。

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

我们应该自我反省，从这次的突发事件中吸取经验。

## 18. undeserved

- **adj.** not fair or just 不恰当的，不应得的

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

他的罗密欧之称是名不副实的。

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

人们把这场灾难的大部分责任推在他身上，这实在是冤枉。



【扩展】**deserve** *v.* to have earned sth. by good or bad actions or behaviors 应（受，得，该）

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

谈到收入，我想大多数人都应得到比他们现在得到的更多些。

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

你已经干了一个上午了，该休息一下了。

## 19. 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.

不管你使用聊天室、QQ、MSN还是ICQ，你都处在虚拟社区之中。

Virtual visits and vacations could become commonplace.

虚拟的观光游览和度假休闲可能成为家常便饭。

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.

我们的副经理是公司的实际负责人。

## 20. 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.

他很少失望，因为他从来没有怀着过高的希期望。

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

人们嘲笑这个小贩过度吹嘘他的商品。

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.

那装潢已精致到了奢华的地步。

【扩展】**extravagance** *n.* 奢侈，挥霍

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

他挥霍无度，难怪总欠债。



## ► Difficult Sentences

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. (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。

【解析】“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。

Notes:

2. At the site, a smiley-faced icon with sunglasses sits *next to* Mr. Piotrowski's name, indicating he's especially popular. (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，这表明他特别受学生欢迎。

【解析】“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；2) 表示原因；3) 表示条件；4) 表示让步；5) 表示结果；6) 表示行为方式、伴随状况或补充说明等。

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

Notes:

3. Piotrowski *couldn't be more* flattered. (Para. 2)

【译文】彼得罗夫斯基万分高兴。

【解析】Note: “couldn't be better/worse/more pleased etc.” is used to emphasize how good, bad etc. something is.

Notes:



4. The rapid growth of *RateMyTeachers.com* — which boasts ratings for 887,000 public and private school teachers in four countries — is provoking a backlash. (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，但其迅速发展也正激起强烈反对。

【解析】“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*”。

Notes:

5. And teachers, many of them stung by blunt or crass comments on the site, are crying foul. (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。

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

Notes:

6. 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”. (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”。

【解析】“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

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

Notes:



7. 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. (Para. 8)

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

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

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

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

**nowhere**: *adv.* 1) “nowhere” 用于句首，表示强调，常引起句子倒装。

2) 如果 “nowhere” 不置于句首，则句子不倒装。

Notes:

8. Anyone can click a tiny red flag next to a comment to automatically remove it from the site pending review by a staff member. (Para. 10)

【译文】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。

Notes:

9. In some cases, students may *rip* into teachers who gave them detentions, he says, “but most of the comments are not bad at all”. (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。”

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

Notes:

10. “It gives them a chance to improve, and they get to see what feedback they’re getting from students...”. (Para. 12)

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

Notes:



11. 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. (*Para. 14*)

【译文】来自马萨诸塞州切斯特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”。

Notes:

12. I've often thought what fun it would be to create several virtual selves and rate myself with extravagant 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。

Notes:

## ► Vocabulary Exercises

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

1) virtual   virtue   virtuous

- a) Women have often been used as symbols of \_\_\_\_\_ and nobility.
- b) Our deputy manager is the \_\_\_\_\_ head of the business.
- c) Natalie considered herself very \_\_\_\_\_ because she neither drank nor smoked.

2) offence   offensive   offend

- a) He didn't speak during the meeting for fear of saying something that might \_\_\_\_\_.
- b) The BBC received a number of complaints about the \_\_\_\_\_ remarks made during the interview.
- c) Davies claimed that he did not know he was committing an \_\_\_\_\_ by accessing the website.

3) compliment   compliance   complement

- a) To Joe the greatest \_\_\_\_\_ was to be considered amusing.
- b) The Security Council aims to ensure \_\_\_\_\_ by all sides, once an agreement is signed.
- c) This wine would be a nice \_\_\_\_\_ to grilled dishes.



4) insulate remove prevent

a) Many teachers always \_\_\_\_\_ themselves from people such as students and parents around them.

b) The college \_\_\_\_\_ rules that prevented women from enrolling.

c) Nothing would \_\_\_\_\_ him from speaking out against injustice.

5) estimate evaluate comment

a) Scientists \_\_\_\_\_ that smoking reduces life expectancy by around 12 years on average.

b) It can be difficult to \_\_\_\_\_ the effectiveness of different treatments.

c) Journalists asked General Curran how the campaign was going, but he refused to \_\_\_\_\_.

**2. Directions:** Fill in each of the blanks in the following sentences with a suitable preposition or adverb.

1) A letter page serves as a useful forum \_\_\_\_\_ the exchange of readers' views.

2) He had been trying to remove a bottle of milk \_\_\_\_\_ the refrigerator when he lost his grip on the slippery bottle and it fell.

3) A helicopter dropped supplies to farms cut \_\_\_\_\_ by the snow.

4) Each user has a unique username and a password which must be used in order to log on \_\_\_\_\_ the network.

5) Stratford police refuse to comment \_\_\_\_\_ whether anyone has been arrested.

6) Double-glazing of windows helps to insulate the house \_\_\_\_\_ the cold weather.

7) Toolbars provide experienced users fast access \_\_\_\_\_ frequently used functions.

8) Many patients complain \_\_\_\_\_ headaches and difficulty sleeping when they take this drug.

9) The police estimate the number of demonstrators \_\_\_\_\_ about 5,000.

10) Such learning methods encourage too great a reliance \_\_\_\_\_ the teacher.

## ▶ Structure Exercises

**1. Directions:** Study the model and translate the following Chinese sentences into English, using "even though..." structure.

**Model:** They don't think children should be able to anonymously rate their teachers, \_\_\_\_\_  
\_\_\_\_\_ (尽管年龄较大的学生们在许多大学校园中早已拥有这种自由).

➤ 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.***

1) \_\_\_\_\_ (尽管他努力了), he still lagged behind other runners.

2) Most of us ignore this good advice, \_\_\_\_\_  
(虽然我们知道它是对的).

3) \_\_\_\_\_ (虽然我有工商管理硕士学位),



I can't fill out my tax form.

4) I took the liberty of reading the letter, \_\_\_\_\_ (尽管它是写给你的).

5) Peter went ahead with the experiment \_\_\_\_\_ (尽管他知道很危险).

**2. Directions:** Study the model and rewrite the following sentences.

**Model:** The site is “unprofessional”, writes the teacher.

The teacher says he doesn't care whether students think his classes are dull.

➤ The site is “unprofessional”, writes the teacher, *who says he doesn't care whether students think his classes are dull.*

1) This note was left by Tom. Tom was here a moment ago.

2) Yesterday I happened to see John. John was eager to have a talk with you.

3) All the magazines there were edited by him. These magazines have nice pictures in them.

4) Her house has got a lovely garden. She bought the house last year.

5) The sun heats the earth. That the sun heats the earth makes it possible for plants to grow.

## Section Two Extensive Reading

### ► Task I

#### The Education of the Child

1 Madame de Stael's words show much insight when she says that only the people who can play with children are able to educate them. For success in training children the first condition is to become as a child oneself, but this means no assumed childishness, no condescending baby-talk that the child immediately sees through and deeply abhors. What it does mean is to be as entirely and simply taken up with the child as the child





himself is absorbed by his life. It means to treat the child as really one's equal, that is, to show him the same consideration, the same kind of confidence one shows to an adult. It means not to influence the child to be what we ourselves desire him to become but to influence him with the impression of what the child himself is; not to treat the child with deception, or by the exercise of force, but with the seriousness and sincerity proper to his own character. Somewhere Rousseau says that all education has failed in that nature does not fashion parents as educators nor children for the sake of education. What would happen if we finally succeeded in following the directions of nature, and recognized that the great secret of education lies hidden in the maxim, "do not educate"?

2 Not leaving the child in peace is the greatest evil of present-day methods of training children. Education is determined to create a beautiful world externally and internally in which the child can grow. To let him move about freely in this world until he comes into contact with the permanent boundaries of another's right will be the end of the education of the future. Only then will adults really obtain a deep insight into the souls of children, now an almost inaccessible kingdom. For it is a natural instinct of self-preservation that causes the child to bar the educator from his innermost nature. There is the person who asks rude questions, for example, "What is the child thinking about?" A question which almost invariably is answered with a black or a white lie. The child must protect himself from an educator who would master his thoughts and inclinations, or rudely handle them, who without consideration betrays or makes ridiculous his most sacred feelings, who exposes faults or praises characteristics before strangers, or even uses an open-hearted, confidential confession as an occasion for reproof at another time.

3 The statement that no human being learns to understand another, or at least to be patient with another, is true above all of the intimate relation of child and parent in which, understanding, the deepest characteristic of love, is almost always absent.

4 Parents do not see that during the whole life the need of peace is never greater than in the years of childhood, an inner peace under all external unrest. The child has to enter into relations with his own infinite world, to conquer it, to make it the object of his dreams. But what does he experience? Obstacles, interference, corrections the whole livelong day. The child is always required to leave something alone, or to do something different, to find something different, or want something different from what he does, or finds, or wants. He is always shunted off in another direction from that towards which his own character is leading him. All of this is caused by our tenderness, vigilance, and zeal, in directing,





advising, and helping the small specimen of humanity to become a complete example in a model series.

5 To bring up a child means carrying one's soul in one's hand, setting one's feet on a narrow path. It means never placing ourselves in danger of meeting the cold look on the part of the child that tells us without words that he finds us insufficient and unreliable. It means the humble realization of the truth that the ways of injuring the child are infinite, while the ways of being useful to him are few. How seldom does the educator remember that the child, even at four or five years of age, is making experiments with adults, seeing through them, with marvelous shrewdness making his own valuations and reacting sensitively to each impression! The slightest mistrust, the smallest unkindness, the least act of injustice or contemptuous ridicule, leave wounds that last for life in the finely strung soul of the child. While on the other side unexpected friendliness, kind advances, just indignation, make quite as deep an impression on those senses which people term as soft as wax but treat as if they were made of cowhide.

(764 words)

**1. Directions:** Read the passage carefully. Then answer the questions in the fewest possible words.

1) What kind of people can succeed in educating children according to Madame de Stael's words?

\_\_\_\_\_

2) What is the greatest evil of present-day methods of training children?

\_\_\_\_\_

3) What is the substantial purpose of education of the future?

\_\_\_\_\_

4) What is the deepest characteristic of love in the intimate relation of child and parent?

\_\_\_\_\_

5) According to Paragraph 4, what causes the child to be shunted off in another direction from that towards which his own character is leading him?

\_\_\_\_\_

6) What would leave wounds that last for life in the finely strung soul of the child?

\_\_\_\_\_

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

|              |            |            |              |             |
|--------------|------------|------------|--------------|-------------|
| abhor        | absorb     | hide       | external     | internal    |
| innermost    | determined | ridiculous | confession   | specimen    |
| contemptuous | shrewd     | vigilance  | insight into | see through |

1) Are you a(n) \_\_\_\_\_ businessman, quick to see an opportunity or a bargain?

2) A new baby has an enormous capacity for \_\_\_\_\_ new information.



- 3) It was entirely against her will and utterly \_\_\_\_\_, but she could not seem to stop doing it.
- 4) The article gives us a real \_\_\_\_\_ the causes of the present economic crisis.
- 5) Each country has the right to control its own \_\_\_\_\_ affairs.
- 6) He's not the kind of person to reveal his \_\_\_\_\_ secrets, even to his closest friends.
- 7) Harbor no ill intention against others, but never relax \_\_\_\_\_ against evil-doers.
- 8) He took off his ring to \_\_\_\_\_ the fact that he was married.
- 9) By making a full \_\_\_\_\_, John hoped he would be more kindly treated by the authorities.
- 10) He thinks highly of himself, somewhat \_\_\_\_\_ of his coworkers.

**3. Directions:** Translate the following sentences taken from the passage into Chinese.

- 1) It means to treat the child as really one's equal, that is, to show him the same consideration, the same kind of confidence one shows to an adult.

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- 2) What would happen if we finally succeeded in following the directions of nature, and recognized that the great secret of education lies hidden in the maxim, "do not educate"?

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- 3) To let him move about freely in this world until he comes into contact with the permanent boundaries of another's rights will be the end of the education of the future.

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- 4) The child must protect himself from an educator who would master his thoughts and inclinations, or rudely handle them, who without consideration betrays or makes ridiculous his most sacred feelings, who exposes faults or praises characteristics before strangers, or even uses an open-hearted, confidential confession as an occasion for reproof at another time.

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- 5) To bring up a child means carrying one's soul in one's hand, setting one's feet on a narrow path, it means never placing ourselves in danger of meeting the cold look on the part of the child that tells us without words that he finds us insufficient and unreliable.

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## ► Task II

Test anxiety is almost universal. In fact, it is unusual to find a student who doesn't approach a big test without a high level of anxiety. Test anxiety can cause a host of problems in students, such as upset stomach, headache, loss of focus, fear, irritability, anger and even depression. New research is helping to better define how emotional stress and anxiety affect learning and academic performance.

Stressful emotions can inhibit a student's ability to absorb, retain and recall information. Anxiety creates a kind of "noise" or "mental static" in the brain that blocks our ability to retrieve what's stored in memory and also greatly impairs our ability to comprehend and reason. The key to understanding how anxiety inhibits cognitive and physical performance lies in understanding how emotions affect the rhythmic activity in the nervous system.

Feelings such as frustration, fear, anger and anxiety cause the neural activity in the two branches of the autonomic nervous system to get out of sync(同步). This, in turn, affects the synchronized activity in the brain, disrupting our ability to think clearly. On the other hand, uplifting feelings such as appreciation lead to increased harmony and synchronization in the brain and nervous system, which facilitates our ability to think more clearly.

Research has shown that providing students with tools and strategies that build both emotional skills and healthy physical habits when preparing for a test can help them overcome test anxiety and the associated symptoms, while improving their ability to prepare for and perform on critical testing. It's important to help students identify what they are feeling and give them tools that will help them learn to manage emotions such as anxiety, self-doubt, anger or frustration. The proper physical habits enable students to have enough energy and stamina for their brain to do its job of thinking and analyzing for a sustained period of time.

(313 words)

**1. Directions:** After reading the passage choose the best answer to each of the following questions.

- 1) What is the effect of test anxiety on students according to the passage?
  - A) It can cause upset stomach.
  - B) It can cause headache or loss of focus.
  - C) It can cause fear, irritability, anger and even depression.
  - D) All of the above.
- 2) Which of the following is NOT correct according to the passage?
  - A) Anxiety blocks our ability to retrieve what's stored in memory.
  - B) Anxiety inhibits cognitive and physical performance.
  - C) Emotions can create a kind of "mental static" in the brain to inhibit anxiety.
  - D) Stressful emotions may affect the rhythmic activity in the nervous system.
- 3) What can we benefit from the uplifting feelings such as appreciation?
  - A) It can overcome loss of focus, fear, irritability, anger and even depression.
  - B) It can help to recall information.



- C) It can lead to increased harmony and synchronization in the brain and nervous system.  
D) None of the above.
- 4) How can we help students to overcome test anxiety?
- A) By providing students with tools and strategies to build both emotional skills and healthy physical habits.  
B) By helping students identify what they are feeling.  
C) By helping them learn to manage emotions.  
D) By helping them get enough energy and stamina for their brain.
- 5) What can we infer from the passage?
- A) Test anxiety is almost universal.  
B) Rhythmic activity in the nervous system makes us think clearly.  
C) The proper physical habits enable students to have enough energy to do the job of thinking.  
D) Uplifting feelings facilitate our ability to think more clearly.

**2. Directions:** Translate the following sentences from the passage into Chinese.

- 1) New research is helping to better define how emotional stress and anxiety affect learning and academic performance.

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- 2) Stressful emotions can inhibit a student's ability to absorb, retain and recall information.

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- 3) The key to understanding how anxiety inhibits cognitive and physical performance lies in understanding how emotions affect the rhythmic activity in the nervous system.

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- 4) This, in turn, affects the synchronized activity in the brain, disrupting our ability to think clearly.

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- 5) The proper physical habits enable students to have enough energy and stamina for their brain to do its job of thinking and analyzing for a sustained period of time.

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### ► Task III

Choosing university majors has become the top concern among new high school graduates as they await the results of the National College Entrance Exam.

Every year, millions of students crowd into a few so-called “hot” majors in the hope of getting a better job after graduation, but the latest survey shows that connection is far from guaranteed, *China Youth Daily* reported on Monday.

The survey, conducted by the consulting firm MyCOS, showed that supply exceeding demand is a common phenomenon among the hottest majors in China. Nine of the ten undergraduate majors with the highest number of unemployed graduates are “hot” majors.

The results show that 33 percent of unemployed recent graduates surveyed undertook one of the ten hottest majors in college. According to the survey, the average employment rate of college graduates is 91 percent six months after graduation, but those of many “hot” majors don’t reach that level. Among law graduates, for example, the employment rate is only 86 percent.

Dr. Wang Boqing of MyCOS thinks that enrollment levels in “hot” courses are the main reason for the imbalance. Most of the students didn’t have professional plans before choosing their majors, and relied on limited suggestions from their teachers and parents. The students didn’t have a full information system for reference, Wang said.

Another survey shows that the majority of students (56.7 percent) choose majors with their parents, 20 percent discuss their plans with teachers, and another 15.9 percent decide on their own. Only 7.4 percent make a decision with the help of aptitude tests, which are popular in Western countries as a means of guiding students to fulfill their potential and take appropriate professional paths.

Careless choices lead to dissatisfaction among graduates. A survey by zhaopin.com shows that 52 percent of respondents wish they had chosen a different major. Thirty-four percent want to take up additional majors. Only 14 percent say they don’t regret their choices.

But the situation is becoming brighter. Along with increased guidance at school, students can also find the information they need on the Internet as more Websites begin offering course selection tips and related employment information.

Wang said colleges, too, need to adapt their courses to fit the changing socioeconomic structure and cap enrollment in certain programs.

(375 words)



**1. Directions:** After reading the passage choose the best answer to each of the following questions or unfinished statements.

1) What is the top concern for high school graduates now?



- A) Choosing university majors.  
B) The results of the National College Entrance Exam.  
C) A better job after graduation.  
D) None of the above.
- 2) What can we infer from the sentence "... but the latest survey shows that connection is far from guaranteed..." in Paragraph 2?  
A) Hot majors can far guarantee good jobs.  
B) Hot majors are not equal to good jobs.  
C) Hot majors bear no relationship with good jobs.  
D) The relationship between hot majors and good jobs are not solid.
- 3) What is the average employment rate of college graduates in hot majors such as law graduates?  
A) 91 percent.                      B) 14 percent.                      C) 7.4 percent.                      D) 86 percent.
- 4) According to Dr. Wang Boqing of MyCOS, what factors contribute to the imbalance between "hot" majors and their low employment rate?  
A) Most of the students didn't have professional plans.  
B) The students didn't have a full information system for reference.  
C) The students relied on limited suggestions from their teachers and parents.  
D) All of the above.
- 5) What should colleges do to improve graduates' employment rate according to Dr. Wang Boqing?  
A) They should adapt their courses to fit the socioeconomic structure.  
B) They should offer course selection tips.  
C) Colleges should discuss their plans with students.  
D) Colleges should encourage students to take up additional majors.

**2. Direction:** Translate the following sentences from the passage into Chinese.

- 1) Choosing university majors has become the top concern among new high school graduates as they await the results of the National College Entrance Exam.

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- 2) The survey, conducted by the consulting firm MyCOS, showed that supply exceeding demand is a common phenomenon among the hottest majors in China.

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- 3) Most of the students didn't have professional plans before choosing their majors, and relied on limited suggestions from their teachers and parents.

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- 4) Aptitude tests... are popular in Western countries as a means of guiding students to fulfill their potential and take appropriate professional paths.

- 5) Wang said colleges, too, need to adapt their courses to fit the changing socioeconomic structure and cap enrollment in certain programs.

## ▶ Task IV

### “Apprentice” a Good Lesson in How to Land the Job You Want

“The Apprentice”, the NBC reality program headlined by Donald Trump, is more than mere entertainment.

It’s a lesson in high-stakes, cutthroat job-interviewing — for potential employees and employers.

The problem is a compelling collaboration with “Survivor” producer Mark Burnett in which Trump supervises 16 young go-getters competing in a series of business endeavors. The winner will head one of Trump’s companies for a year at a healthy six-figure salary.

Here are some lessons gleaned from the program so far:

**Don’t rely on generalities.** When asked why you should be hired or not fired, back up statements with quantifiable evidence. When asked why they should be retained, Jessie and her other team members provided generalities about their leadership skills and character, but none offered concrete examples of specific accomplishments.

**Don’t say bad things about your boss or employees/co-workers.** In week 6, both Troy and Kwame kept their comments about the project manager, the soon-to-be-fired Jessie, very positive. But other team members, Heidi, Jessie and Omarosa, laced their comments with very negative statements about each other and excused for their own shortcoming. While only Jessie was fired, in the real world all three of the women might have found themselves “out of the suite”, as Trump would say. Certainly, Tammy Lee’s negative and seemingly disloyal statements accelerated her demise in Week 7, the apartment-makeover episode.

**Likability counts.** In a real world interview/performance review, the personal connection established with the interviewer/supervisor (i.e., does he or she like you) could be the overriding factor in determining your employment fate. In an interview, this personal connection is often established





within the first five minutes of the interview, and while a positive connection will not necessarily result in a job offer, a negative connection will almost always result in rejection. The lack of likability was a major reason behind the firing of Tammy Lee, who was not able to make a positive impression on her teammates, Donald Trump, or his advisers. At the other end of the spectrum, the positive impressions being established by Amy Henry have set her far ahead of the other competitors. She seems to be adored by everyone.

**Rein in emotions.** Interviews and performance reviews can be intense. While most interviews are not confrontational in nature, such as those in Trump's boardroom, performance reviews certainly can be. Those being reviewed are asked to explain their actions, decisions, etc. It's important in both situations for the one in the spotlight to keep emotional responses in check. Ereka, the project manager leading the losing team in



Week 8, the Trump Ice episode, let her emotions get in the way during the project, and in the boardroom with Trump. It was the major reason leading to the decision to fire her.

**Limit what you say and never interrupt.** Trump quickly upbraided Bill when Bill interrupted him to argue a point with him. Trump told him to stop talking, telling Bill that he would hire no young candidate who did not understand the importance of yielding to his authority. Figure out what the interviewer is seeking and you can answer any type of question.

**Ask for the job.** One of the biggest mistakes many job seekers make is ruining an otherwise successful interview by not actually asking for the job. It might seem unnecessary. After all, the job seeker would not have applied if he or she did not want the job. However, by asking for the job in the interview, the job seeker is sending a strong message to the employer that he or she is interested in the job and is enthusiastic about the opportunity.

In the art gallery episode, Nick, the winning project manager, was granted a unique 10-minute, face-to-face meeting with Trump, which Nick rightfully treated as an interview. Nick's statement at the end, "My main goal is to be working for you," demonstrates the type of interest and enthusiasm that any employer would like to hear from a candidate.

**Take responsibility for your decision.** In a performance review and even in some job interviews, particularly for upper management positions, a candidate is often asked to explain or defend actions and decisions.

The employer, before investing money in a new employee, wants to make sure that you recognize problems or failures and, most importantly, that you learned something that will make you a better employee and the company more profitable. When a project leader makes excuses or blames others on the team, it does not enhance the individual's image and it does not tell the employer that anything was learned.



Even though he was the losing project manager in the art gallery episode, Kwame definitely enhanced his image by taking responsibility for going with the riskier artist. Heidi and Omarosa spent their time in the boardroom blaming each other for the team's poor performance. Saying he was tired of her excuses, Trump fired Omarosa, but Heidi certainly did not make a favorable impression on those who will decide her fate.

Most job seekers will not go through an interview process like "The Apprentice", but the fundamentals are universal: making a personal connection with the interviewer, demonstrating what qualities you will bring to the position, and setting yourself apart from the competition, hopefully in a positive way.

By watching the program, job seekers can learn a lot about the dynamic between interviewer and interviewee. Hiring authorities can also learn ways to judge candidates. Clearly, part of Donald Trump's success is his ability to surround himself with smart and highly driven individuals.

(917 words)

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

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

*N for NO*, if the statement contradicts the information;

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

- 1) \_\_\_\_\_ The main purpose of "The Apprentice" is to entertain potential employees.
- 2) \_\_\_\_\_ When asked why you should be hired or not fired, you'd better offer concrete examples.
- 3) \_\_\_\_\_ Heidi, Jessie and Omarosa did not say bad words about each other.
- 4) \_\_\_\_\_ A negative connection within the first five minutes of the interview will almost always result in rejection from the interviewers.
- 5) \_\_\_\_\_ To keep emotional responses in check in an interview is essentially important.
- 6) \_\_\_\_\_ Trump likes interviewees who can take responsibilities during their work.
- 7) \_\_\_\_\_ Job seekers should not ask for the job they are applying for in interviews.

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

- 1) Tammy Lee was not able to \_\_\_\_\_ her teammates because of the lack of likability.
- 2) The employer, before he or she decides who will be employed, wants to make sure that you \_\_\_\_\_ and, most importantly, that you learned something that will make you a better employee and the company more profitable.
- 3) By paying attention to the program, job seekers can learn a lot about the dynamic between \_\_\_\_\_.