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## PART I

# UNDERSTANDING AND LEARNING

## Overview

As China's reform and opening up is bound up with the world economy, English has become an important tool to link China and the world. This unit focuses on English teaching and learning, with Text A explaining how grammar can be taught efficiently and Text B how the language can be learned successfully through persistent daily practice. In other words, one is about how to teach and the other how to learn. Although both texts are thought-provoking, the writing styles are different, which makes the reading more enjoyable. Text A is more relaxed and humorous in tone, mingled with some mini-dialogs, very typical in English discourse. Text B, however, sounds more formal and serious.

To familiarize students with the texts, the teacher needs to comment on their respective writing styles, using examples from the texts, and involve students in class activities. Students should be encouraged to express their personal opinions. Activities can range from class discussion to group

work and peer interviews. Topics include but are not restricted to: whether grammar is crucial in learning English and why; what strategies learners can use to remember vocabulary more efficiently; and how learners can be more motivated to learn English. Students can also share their learning experience so that they can possibly find some effective ways from their classmates to learn English grammar and vocabulary.

## Section A

# An impressive English lesson

## Background information

### learning English grammar

Grammar is loosely understood to be a set of rules that govern a language. English teachers and educators have used various approaches to teaching grammar, with the same goal in mind – teaching students how to use the English language properly and how to communicate effectively. However, research and experience have shown that explicit teaching of grammatical rules does not produce the desired competence. That is why the memorization-based techniques of the past, which relied on repetition, have slowly given

way to more creative methods. Because of the grammatical complexity of English, each method has its pros and cons. Now, more English teachers adopt the communicative teaching approach, which has placed a renewed emphasis on the role of grammar, especially in the early stages of instruction. Regardless of how grammar is taught, a well-rounded understanding of English grammar is a very important factor in improving students' English proficiency. If teaching grammar with all of its components helps learners understand and acquire grammar in its broadest sense, the communicative teaching method helps learners become proficient in using the English language. That said, how to teach grammar effectively still challenges English teachers as well as those doing research on teaching methods and pedagogical principles.

## Detailed study of the text

- 1 If I am the only parent who still corrects his child's English, then perhaps my son is right. To him, I am a **tedious oddity**: a father he **is obliged to** listen to and a man **absorbed** in the rules of grammar, which my son seems **allergic to**. (Para. 1)

**Meaning:** My son is probably right if there is no other parent like me who still corrects his child's mistakes in English. To my son, I am a boring and strange father, whom he has to listen to and who pays lots of attention to grammar rules, which he doesn't really like.

- ★ **tedious**: *a.* boring and continuing for too long 冗长乏味的  
*Searching through emails for a particular piece of information is something very tedious.* 在电子邮件中搜索某条特定信息是件很冗长乏味的事。

★ **oddy**: *n.* [C] a strange or unusual person or thing 怪人; 怪事; 奇特的东西

*I was considered an oddity because, at 1.9 meters, I was much taller than everyone else.* 我被认为是一个怪人, 因为身高1.9米的我比其他人都高得多。

★ **be / feel obliged to do sth.:** have to do sth. because the situation, the law, a duty, etc. makes it necessary (因形势、法律、义务等关系而) 非做…不可, 有责任做

*Although I felt obliged to join my family for the Mid-Autumn Festival, I decided to stay in the hospital to take care of my patients.* 虽然我觉得中秋节应该和家人团聚, 但我还是决定留在医院照顾病人。

## Usage note

oblige 通常用于 be / feel obliged 结构中。

- 1 be / feel obliged to do sth. 指“(感到)有责任做某事”。例如:

*He felt obliged to help his mother, even if it meant leaving college.* 他觉得有责任帮助母亲, 即使这意味着他要离开大学。

- 2 be / feel obliged to sb. / sth. 指“对某人或某事心存感激”。例如:

*Thank you very much, Doctor. I am extremely obliged to you.* 医生, 非常感谢您。对您我深表感谢。

- 3 (I'd) be obliged if 指“如蒙……我将非常感激(请别人帮忙时的客气话)”。例如:

*I'd be very much obliged if you'd go and wake your roommate.* 如果你去叫醒你的室友, 我会非常感激。

第三个句型是一种请求别人帮忙的客气表达。该句型与 be / feel obliged to sb. / sth. 的用法不同。首先, 该句型一般会使用助动词 would 表达委婉的语气, 重点在于请别人做事, 而 be / feel obliged to sb. / sth. 意在表示感激。其次, 该句型中 obliged 后面不接 to sb. / sth., 而是接 if 引导的从句。

★ **absorb**: *vt.*

- 1) interest sb. so much that they do not pay attention to other things 吸引(某人); 使全神贯注

*Reading could absorb him so much that he forgot everything else.* 读书可以使他全神贯注, 忘记其他一切。

2) take in liquid, gas, or another substance from the surface or space around sth.  
吸收

*The vitamin allows our body to absorb the necessary nutrients from our diet.* 维生素使我们的身体能够从饮食中吸收必要的营养。

★ **absorbed:** *a.* so interested or involved in sth. that you do not notice anything else 极感兴趣的; 全神贯注的; 专注的

*Time passes quickly when you are absorbed in reading a good book.* 在你聚精会神地读一本好书的时候, 时间过得非常快。

★ **allergic:** *a.*

1) **(be ~ to sth. / sb.)** (*infml.*) have a strong dislike of sth. or sb. 对…十分反感; 厌恶  
*In China, many seniors are very good at using technology, but some are still allergic to it.* 在中国, 很多老年人非常擅长使用科技, 但也有一些人仍不喜欢它。

2) having an allergy 过敏的  
*My doctor told me she had never seen another patient allergic to that particular medicine.* 我的医生告诉我, 她从未见过其他病人对这种药物过敏。

2 I think I got serious about this only recently when I ran into one of my former students, fresh from an excursion to Europe. (Para. 2)

**Meaning:** I think I started to pay attention to how other people use the language only lately when I happened to meet one of my former students, who had just returned from a short journey to Europe.

★ **get / be serious about:** become or be sincere about what you are saying, doing, or intending to do 对…是认真的; 对…并非开玩笑的

*When you stay with your roommates, you cannot get too serious about privacy.* 和室友相处时, 你不能太计较隐私。

★ **run into sb.:** (*infml.*) meet sb. by chance 偶然遇见

*I ran into him from time to time when he lived in London.* 他在伦敦居住时, 我不时地遇到他。

★ **fresh from:** having just come from a particular place or experience 刚从…来的; 刚有…经历的

*We should not expect teachers, fresh from college, to deal with a large group of children.* 我们不应该指望刚从大学毕业的老师来应对一大群孩子。

★ **excursion:** *n.* [C] a short journey you take for pleasure 短途出行; 远足

*It was such a wonderful day that they decided to take a full-day excursion to the mountain.* 天气这么好, 他们决定去山上进行一天的短途旅行。

3 “How was it?” I asked, full of earnest anticipation. (Para. 2)

**Meaning:** I asked about her trip to Europe, filled with serious and sincere expectations.

★ **How was it?:** used to ask sb. about their opinion or experience of sth. 怎么样? (用于询问看法、经历)

*Did you watch the movie last night? How was it?* 你昨晚看了那部电影吗? 觉得怎么样?

★ **be full of sth.:** feel, express, or show a lot of a particular emotion or quality (感觉、表达或表现出) 充满某种情感(或特质)的  
*be full of excitement / energy / hope / happiness* 充满兴奋 / 活力 / 希望 / 幸福  
*The teacher was full of praise for the homework that the students had done.* 老师对学生们完成的功课赞不绝口。

★ **earnest:** *a.* very serious and sincere 非常认真的; 真诚的

*A sense of teamwork can be nurtured through an earnest effort to help each team member achieve their potential.* 通过诚恳的

努力帮助每个团队成员发挥他们的潜力，可以培养团队合作意识。

★ **anticipation:** *n.* [U] a feeling of excitement about sth. enjoyable that is going to happen soon 期望；期待

*As a traditional holiday, the Spring Festival is always full of joy, peace, and anticipation.*  
作为传统节日，春节总是充满欢乐、安宁和期待。

4 She nodded three or four times, **searched** the heavens **for** the right words, and then **exclaimed**, “It was, like, whoa!” (Para. 3)

**Meaning:** She nodded her head three or four times, tried to find the right words in her mind, and then shouted with excitement, “It was, like, whoa!”

**Meaning beyond words:** Since the student was not quite sure how to exactly describe her travel experience, the author used irony to convey the message that the student had a rather limited range of English vocabulary.

★ **search somewhere for sth.:** try to find sth. in some place 在某地方搜寻某物  
*Nowadays, people often search the Internet for the information they want to obtain.* 如今，人们常在互联网上搜索他们想要获得的信息。

#### Note

*The heavens* means “the sky”. Here *searched the heavens for the right words* gives the hint that the student tried hard to find suitable words to describe what she had seen and experienced when traveling in Europe.

#### Usage note

##### search, search for

1 search: look through 检查；搜查

*They searched everybody's luggage.* 他们检查了每个人的行李。

*They searched the man in front of me from head to foot.* 他们把我前面的那个男子从头到脚搜查了一遍。

2 search for: look for 寻找；搜寻

*The customs officers were searching for drugs from overseas at the airport.* 海关官员正在机场搜寻从境外来的毒品。

*You may use the database below to search for college scholarships and funding from external sources.* 你可以使用下面的数据库搜索学院奖学金以及来自外部的资金。

★ **exclaim:** *v.* say sth. suddenly and loudly because of surprise, anger, or excitement (由于惊讶、气愤或激动而)呼喊，惊叫

*Cohen exclaimed that Chinese artists “have their own unique expression, their own unique style that is distinctly Chinese”.* 科恩惊叹中国艺术家“有自己独特的表达方式，有自己独特的中国风格”。

#### Note

1 “It was, like, whoa!” means “It was really great!”. “It was, like, ...” is an informal expression in conversation, very common among young people, especially when they are incapable of expressing their ideas. The expression is usually followed by an adjective or an exclamation. For example:  
*It was, like, marvelous!* 简直奇妙极了!

*(It was, like,) Whoa! You got a hundred percent in such a difficult test?! 哇！这么难的考试你考了一百分？！*

2 *Whoa* is specifically used to show that people are surprised or think something is very impressive. It can also be used in some other contexts.

• To express surprise: *Whoa! It's really amazing!*  
哇，这很惊人！

• To express admiration: *That car is so cool it's, like, whoa.* 那车太酷了，哇！

• To indicate a desire to interrupt someone:  
*Whoa, OK, that's enough.* 停！好了，别再闹了。

5 And that was it. (Para. 4)

**Meaning:** And that was everything she said, without even mentioning any details of her wonderful experience in Europe.

- ★ **that's it:** used to say that sth. is completely finished or that a situation cannot be changed 就这样（指某事彻底结束或形势不能更改）  
*That was it. I could no longer hope for a promotion, and my boss didn't even want to see me again.* 就是这样了，我的升职再也没指望了，我的老板甚至都不想再见到我。

6 The civilization of Greece and the glory of Roman architecture were captured in a condensed non-statement. (Para. 4)

**Meaning:** The civilization of Greece and the glory of Roman architecture were just described in one word rather than a complete statement.

**Meaning beyond words:** The author sounds very disappointed because of his student's inability to choose appropriate words to express her thoughts.

- ★ **civilization:** *n.* [C, U] a society that is well organized and developed, used esp. about a particular society in a particular place or at a particular time 文明（社会）  
*In China, as social civilization progressed, norms were also formed for happy, healthy living.* 在中国，随着社会文明的进步，为保障幸福健康生活的规范也相应形成。
- ★ **architecture:** *n.* [U] the style and design of a building or buildings 建筑风格；建筑设计  
*He is very interested in China's urban planning and its ancient architecture.* 他对中国的城市规划和古代建筑很感兴趣。
- ★ **capture:** *vt.* succeed in recording, showing, or describing a situation or feeling, using words or pictures（用文字或图片）记录，描述，捕捉

*He would try to capture as much of the light show as possible so people could get a better idea about the Beijing Winter Olympics.* 他会尽可能多地捕捉灯光秀，以便人们更好地了解北京冬季奥运会。

- ★ **condense:** *vt.* make sth. that is spoken or written shorter, by not giving as much detail or using fewer words to give the same information 将（讲话或文章）压缩  
*The whole chapter could be condensed into a few paragraphs.* 这一整章可以压缩成几个段落。

- ★ **condensed:** *a.* made shorter, usu. by including only the most important parts 压缩的

*A condensed version of this article previously appeared in the quarterly newsletter of Animal World.* 本文的精简版本之前出现在《动物世界》的季刊中。

7 My student's "whoa!" was exceeded only by my distress. (Para. 4)

**Meaning:** My distress at her incompetence was greater than the feeling she tried to express with her "whoa!"

- ★ **exceed:** *vt.* (*fml.*) be more than a particular number or amount 超过；超出  
*Donations for the flood-stricken villages have exceeded 8.5 billion yuan, according to the media.* 据媒体报道，为遭受洪灾的村庄的捐款超过了85亿元。
- ★ **distress:** *n.* [U] a feeling of extreme unhappiness 忧虑；苦恼；悲伤  
*During that period, young people in some countries experienced emotional distress caused by job loss and educational disruption.* 在那期间，一些国家的年轻人由于失业和教育中断而遭受情绪困扰。

8 In the United States, there are many different stories about the downturn in the proper use of English. (Para. 5)

**Meaning:** In the United States, there are a lot of different explanations of why students' ability to use English is getting poorer.

★ **downturn:** *n.* [C, usu. sing.] a period or process in which business activity, production, etc. is reduced and conditions become worse (经济活动、生产等的) 下降, 衰退

*The downturn in the auto industry has affected the entire economy of the United States.* 汽车工业的衰退影响了整个美国的经济。

9 Surely, students should be able to **distinguish between** *their, there* and *they're* or the **distinctive** difference between **complimentary** and **complementary**. (Para. 5)

**Meaning:** Of course, students should be able to recognize and understand the differences between *their, there,* and *they're,* or the obvious difference between *complimentary* and *complementary*.

★ **distinguish:** *v.* recognize the difference between things or people 区分; 辨别  
*The formal education with emphasis on history, literature, and culture helps students learn how to distinguish right from wrong.* 正规教育注重历史、文学和文化, 能帮助学生如何明辨是非。

★ **distinguish between:** recognize and understand the difference between two or more things or people 区分; 辨别  
*The ability to read in a critical way involves the ability to distinguish between facts and opinions.* 批判性阅读能力包括区分事实与观点的能力。

★ **distinctive:** *a.* easy to recognize because of being different from other people or things of the same type 与众不同的; 特殊的; 特别的

*The distinctive design of a product provides a powerful competitive advantage over other products.* 独特的设计使产品具有比其他产品更强有力的竞争优势。

## Usage note

### distinguished, distinctive, distinct

这三个词词形相近, 但意思有很大的差别, 不能互换使用。

- 1 distinguished 指“卓越的; 杰出的; 著名的”。其同义词是 well-known 和 outstanding, 不是 distinctive。例如:  
*His grandfather had been a distinguished university professor.* 他的祖父曾是一位杰出的大学教授。  
*These few Chinese scholars have already had several interesting talks with distinguished scholars from various countries.* 这几位中国学者已经与来自不同国家的杰出学者有过几次有趣的会谈。
- 2 distinctive 指“(特征、性格或外表)独特的, 有明显不同的”, 强调“表示差别的”“有特色的”“特殊的”。例如:

*Irene had a very distinctive voice.* 艾琳嗓音非常独特。  
*Can you find the distinctive watermarks of this stamp?* 你能看出这枚邮票上特殊的水印吗?

- 3 distinct 表示“清晰的; 明了的; 清楚的”。例如:  
*I have the distinct feeling that my friend did not realize what was happening.* 我明显感到我朋友并未察觉正在发生的一切。

*There is a distinct fragrance of roses in her room.* 她房间里有一股明显的玫瑰花香。

distinct 的另一个词义是“明显不同的; 有区别的”。例如:

*Our interests were quite distinct from theirs.* 我们的兴趣与他们的截然不同。

现将 distinguished、distinctive 和 distinct 用在一个句子里, 以便区分:

*"One of the distinctive features of this book is its distinct illustrations," said that distinguished scholar.* 那位著名的学者说: “这本书有别于其他书的特点之一 就是图解清楚了。”

★ **complimentary:** *a.*

- 1) given free to people 免费赠送的  
*All guests will receive a complimentary gift.* 所有客人都将得到一件免费赠送的礼物。
- 2) saying that you admire sb. or sth. 赞美的; 钦佩的



*We have received some very complimentary remarks from our customers about the services we offer.* 我们从客户那里收到了一些关于我们服务的好评。

★ **complementary:** *a.* complementary things go well together, although they are usu. different 互为补充的; 互补的  
*The economies of the two countries are complementary to each other in nature.* 两国经济在本质上具有互补性。

10 However, they unfairly bear the **bulk** of the **criticism** for these knowledge **deficits** just because there is a public opinion that they should know better. (Para. 5)

**Meaning:** However, students unfairly become the target of severe criticism for the lack of knowledge, simply because people assume that such knowledge should be acquired.

★ **bulk:** *n.* (**the ~ of sth.**) the majority or largest part of sth. (某物的) 大部分, 多半  
*The firm sold off the bulk of its information systems and global services business.* 该公司出售了大部分信息系统和全球服务业务。

★ **criticism:** *n.* [C, U] remarks that say what you think is bad about sb. or sth. 批评; 批判; 指责  
*No one wants to hear negative comments, but we need to learn to use criticism as a tool for improvement.* 没有人愿意听到负面评论, 但我们需要学会使用批评作为改进的工具。

★ **deficit:** *n.* [C]

1) a lack of a quality, skill, or ability that you should have (素质、技能或能力的) 缺乏, 不足  
*knowledge / language / sleep deficit* 知识缺乏 / 语言缺陷 / 睡眠不足  
*He shed light on the possible cultural roots of the country's creativity deficit.* 他阐明了可能造成该国创造力不足的文化根源。

2) the amount by which sth. is less than you need or should have 赤字; 亏损; 逆差  
*Owing to the heavy deficit, the company is apparently on the verge of bankruptcy.* 由于巨额亏损, 该公司显然已濒临破产。

#### Note

The word *deficit* is mainly used in the second meaning, i. e. “赤字; 亏损; 逆差”.

11 Students are not **dumb**, but they are being misled. (Para. 6)

**Meaning:** Students are not stupid, but they are being guided in the wrong direction.

#### Note

Here, the present progressive tense in *they are being misled* is used for emphasis, emphasizing an ongoing situation of “being misled”. It implicitly shows the author’s attitude of disapproval of this phenomenon. The present progressive tense can also be used to express irritation or annoyance. For example: *She is always interrupting.* 她总是打断别人。

★ **dumb:** *a.* (*infml.*) stupid 愚蠢的  
*To play dumb, one of the Thirty-Six Strategies of Chinese ancient wisdom, is now used in business, sports, as well as daily life.* 假痴不癫是蕴含中国古代智慧的三十六计之一, 现在被用于商业、体育以及日常生活中。

12 For example, signs in **grocery stores** point them to the **stationary**, even though the actual **stationery** items – pads, albums, and notebooks – **are not nailed down**. (Para. 6)

**Meaning:** For example, signs of merchandise in grocery stores lead students to the “stationary” department selling stationery like pads, albums, and notebooks. However, these displayed stationery items are movable, not nailed down in an immovable state.

**Meaning beyond words:** Taking the wrongly spelled signs in grocery stores as an example, the author argues that it is not students' fault for their knowledge deficits. Here, the verb phrase *nail down* is cleverly used to describe how movable "stationery" items are displayed under the sign of "stationary (immovable)", a distinct spelling mistake.

★ **grocery store:** *n.* [C] (*AmE*) a supermarket 超级市场

*Many small grocery stores offer cooking classes and relevant seminars on a regular basis.* 许多小型超市会定期提供烹饪课程和相关的培训会。

★ **stationary:** *a.* standing still instead of moving 不(移)动的; 静止的

*Stationary cars in traffic jams cause a great deal of pollution.* 交通堵塞中静止不动的汽车产生大量污染。

★ **stationery:** *n.* [U] materials used for writing, such as paper, pens, and pencils 文具

*We accept telephone and online orders for personal stationery items.* 我们接受个人文具用品的电话订购和网上订购。

★ **nail sth. down:**

1) fasten sth. to sth. else with nails 把...钉住; 将...钉牢

*Will you nail down that loose board in the floor?* 请把那块松动的地板钉牢好吗?

2) (*infml.*) reach a final and definite agreement or decision about sth. 最终确定; 对...作出定论

*Two days isn't enough to nail down the details of an agreement.* 要把协议的所有细节都确定下来, 两天时间是不够的。

13 Friends and loved ones often **proclaim** they've just *ate* when, in fact, they've just *eaten*. (Para. 6)

**Meaning:** Friends and loved ones often make mistakes when speaking English. For example, they say publicly they've just *ate*, but actually, they should say they've just *eaten*.

★ **proclaim:** *vt.* (*fml.*) say publicly or officially that sth. important is true or exists 宣布; 声明  
*He proclaimed that the way to achieve inner peace is to finish all the things you have started.* 他宣称实现内心平静的方法就是完成你已经开始的所有事情。

### Usage note

#### proclaim, claim, exclaim

1 **proclaim** 表示正式宣告或公开宣告, 比 **claim** (“声明”) 要显得正式而严肃。例如:

*The government has proclaimed a new law.* 政府已公布了一项新法令。

*They proclaimed that he was a traitor.* 他们宣称他是卖国贼。

2 **claim** 表示根据权利声明、根据权利要求或索赔, 或根据权利认领。

• 声称; 断言; 主张。例如:

*They claim to have discovered a cure for the disease.* 他们声称已经发现了治疗此病的方法。

*She claimed that the ring was stolen, not lost.* 她断言那只戒指是被偷的, 而不是遗失的。

• 要求; 索赔; 认领。例如:

*The old man claimed the land.* 老人要求得到这块土地。

*You can still claim on your insurance, but then the insurer will get back the cost from the airline.* 你仍然可以向保险公司索赔, 但随后保险公司会从航空公司索回赔偿费。

3 **exclaim** 表示由于惊奇、气愤或激动而惊叫、大声叫。例如:

*She exclaimed in delight when she saw me.* 她见到我时高兴得叫了起来。

14 Therefore, it doesn't make any sense to **criticize** our students. (Para. 6)

**Meaning beyond words:** There's no good reason to criticize our students, which is unfair to them.

★ **criticize:** v. express your disapproval of sb. or sth., or talk about their faults 批评; 指责  
*Nobody likes to be criticized, and for some, harsh criticism can even feel like a real physical blow.* 没有人喜欢被批评, 对某些人来说, 严厉的批评甚至就像身体受到真实的重击。

### Sentence structure note

- 1 sth. makes sense 指某事易于理解、有意义, 或表述清晰。例如:  
*She doesn't talk much, but what she says makes much sense.* 她不太讲话, 但她说的话言之有理。
- 2 It makes sense (for sb.) to do sth. 指(对某人来说)做某事是明智的、合乎情理的。例如:  
*It makes sense to limit your outdoor activity if the air quality is poor.* 如果空气质量差, 限制你的户外活动是合乎情理的。
- 3 It makes sense that / if 指某事解释得通、有道理。例如:  
*I think it makes sense that my boyfriend and I got to know each other in this way.* 我认为我和男朋友以这种方式相互了解是有道理的。

15 In a sense, schools should be blamed for the **scandal** of this language deficit because they should have set high standards of English language **proficiency**. (Para. 7)

**Meaning:** To a certain degree, it is schools that should be responsible for students' language inability, because they should have established high standards of English language competence.

★ **scandal:** n.

- 1) [sing.] a situation that shocks you and makes you angry, esp. one that you think sb. in authority should change (尤指当局本应改变的) 令人震惊的事, 引起愤慨的事  
*It is a scandal in some countries that a person can be stopped by the police for no reason.* 在一些国家, 警察竟可以毫无理由地拦人, 这很令人震惊。
- 2) [C] an event in which sb., esp. sb. important, behaves in a bad way that

shocks people (尤指牵涉重要人物的) 丑闻, 丑事  
*The official got involved in a scandal and was forced to resign weeks later.* 那位官员卷入了一桩丑闻, 几个星期后被迫辞职。

★ **proficiency:** n. [U] a good standard of ability and skill 熟练; 精通  
*Evidence of basic proficiency in English is part of the admission requirements.* 英语基本熟练是入学条件之一。

16 **Moreover**, some teachers don't pay much attention to these **vital** structures of language because they also went without **exposure** to them. (Para. 7)

**Meaning:** In addition, some teachers don't care much about these important structures of language since they didn't learn them at school either.

★ **moreover:** ad. (fml.) in addition 而且; 再者; 此外  
*My parents always eat healthy food. Moreover, they become more concerned about their health as they grow older.* 我的父母总是吃健康的食物。此外, 随着年纪增大, 他们更加关注自己的健康。

### Usage note

moreover 在句中用作连接副词, 用于表示补充或增加信息。类似的连接副词还有 therefore、consequently、however、also、furthermore、nevertheless 等, 表因果、转折、递进等。这类词可以位于句首, 也可以位于句中; 既可用于句子主语之后, 也可用于第一个情态动词或助动词之后。它们连接句子或从句。例如:  
*She saw there was a man immediately behind her. Moreover, he was observing her strangely.* 她看到有一个人紧跟在她身后。并且, 他还在奇怪地观察着她。(位于句首)  
*The rent is too high. Furthermore, the house is too far from the city center.* 房子租金太高。此外, 它离市中心太远。(位于句首)

*The dry weather has had an enormous harmful effect on wild flowers; however, this is often overlooked.* 干燥的天气对野花有着巨大的危害，但这通常被忽视了。(位于句中)

*He has seen the situation before and has consequently developed a feeling for what will happen next.* 他以前见过此情形，所以知道接下来会发生什么。(位于第一个助动词之后)

*His first book was published in 1932, and it was followed by a series of novels. He also wrote a book on British pubs.* 他的第一本书于1932年出版，接着他出版了一系列的小说。他还写了一本有关英国酒吧的书。(位于句子主语之后)

★ **vital:** *a.*

- 1) extremely important and necessary for sth. to succeed or exist 极其重要的；必不可少的

*To promote the full development of the country, it is vital for China to become self-reliant in science and technology.* 为了推动国家的全面发展，中国在科学技术方面自力更生至关重要。

- 2) full of energy in a way that is exciting and attractive 生气勃勃的；充满活力的  
*This performance was so exciting and so vital that I was deeply touched.* 这场表演如此激动人心，如此充满活力，让我深受感动。

★ **exposure:** *n.*

- 1) [sing., U] the chance to experience new ideas, ways of life, etc. 接触；体验  
*It is suggested that exposure to a foreign language should take place in elementary school.* 建议孩子们应该从小学就开始接触外语。

- 2) [U] when sb. is in a situation where they are not protected from sth. dangerous or unpleasant 暴露  
*Too much exposure to the sun is bad for our skin and may cause cancer.* 晒太阳过多对我们的皮肤有害，可能会致癌。

**Note**

*Exposure* is formed from the verb *expose*, which means “接触；体验” and is usually used in the phrase *be / get exposed to*. For example:

*Some children have never been exposed to classical music.* 有些孩子从来没有接触过古典音乐。

- 17 Schools fail to **adequately** teach the essential framework of language, **accurate** grammar and proper vocabulary, while they should take the responsibility of pushing the young onto the path of **competent** communication. (Para. 7)

**Meaning:** Although schools are responsible for getting students on the track of effective communication, they are unable to sufficiently teach students the main components of language – correct grammar and appropriate vocabulary.

- ★ **adequate:** *a.* enough in quantity or of a good enough quality for a particular purpose 足够的；充分的；合乎需要的  
*The local government strives to give all the schools fair treatment and adequate support.* 当地政府努力为所有学校提供公平的待遇和足够的支持。

**Usage note**

**adequate, abundant**

- 1 **adequate** 表示在数量或质量上足以满足特定的标准，强调刚好够用、没有多余。例如：  
*He doesn't earn a large salary but it is adequate for his needs.* 他挣钱不多，但也够用了。
- 2 **abundant** 表示“充裕；绰绰有余”，强调数量很多或充足有余。例如：  
*We have abundant proof of his guilt.* 我们有他犯罪的充分证据。

- ★ **adequately:** *ad.* in a way that is enough for a particular purpose 足够地；充分地；合乎需要地

*China is stepping up efforts to ensure power will be adequately provided amid rising*

*electricity demand*. 中国正在加紧努力，以确保在电力需求不断增长的情况下能充足供电。

★ **accurate:** *a.* correct and true in every detail  
正确的；准确的

*His knowledge of physical science was considerable and remarkably accurate.* 他的物理科学知识很丰富，而且非常准确。

★ **competent:** *a.*

1) satisfactory but not esp. good 合格的，过得去的（但不见得特别好）

*It's fair to say that this essay is competent rather than excellent.* 公平地说，这篇文章还不错，但并非优秀。

2) having enough skill or knowledge to do sth. to a satisfactory standard 合格的；能干的；胜任的

*My secretary is perfectly competent, but she doesn't have much patience.* 我的秘书非常能干，但是她没有多少耐心。

### Usage note

#### competent, competitive

1 competent 表示“有能力的；能胜任的”。例如：  
*He is not competent to look after young children.* 他没有本事照看小孩。

*We know you are competent in doing this job.* 我们知道你可以胜任这项工作。

*Is he competent as a teacher?* 他胜任教师工作吗？

2 competitive 表示“竞争性强的；有竞争力的”。例如：

*No longer is our firm competitive in the world market.* 我们公司在世界市场上已不具有竞争力。  
*Our prices are competitive.* 我们的价格是有竞争力的。

### Collocation note

In Para. 7, we have two collocation pairs with the same word: *advanced / proper vocabulary*. In fact, the word *vocabulary* can collocate with some other adjectives as well. The common ones are *large, big, extensive, wide, rich, limited, poor, small, technical, and formal*. For more co-occurrence of different words in this unit, please refer to the Collocation section.

18 Since grammar is kind of boring to most of the young students, I think that it must be handled delicately, step by step. (Para. 8)

**Meaning:** As grammar is somewhat uninteresting to most young students, in my opinion, it should be taught with special care, bit by bit.

19 The chance came when one day I was driving with my son. As we set out on our trip, he noticed a bird in **jerky** flight and said, “It’s flying so unsteady.” (Para. 8)

**Meaning:** One day, the opportunity to teach him English came when we were both in the car. Seeing a bird struggling to fly, he commented that the bird was flying “unsteady”.

★ **jerk:** *n.* [C] a sudden quick movement 猛的一动；猝然一动

*The old bus started all of a sudden, so the passengers shook with a jerk.* 那辆旧的公共汽车突然开动，乘客们猛地摇晃了一下。

★ **jerky:** *a.* moving roughly with many starts and stops (在行进中) 不平稳的，颠簸的  
*After the bus came to a jerky halt, the passengers got off the bus hurriedly.* 公共汽车颠簸着停下来以后，乘客们都匆忙下车了。

20 I carefully asked, “My son, how is the bird flying?” “What’s wrong? Did I say anything incorrectly?” he **got lost**. “Great! You said *incorrectly* instead of *incorrect*. We use adverbs to describe verbs. Therefore, it’s flying so *unsteadily* but not so *unsteady*.” (Para. 8)

**Meaning:** I asked him cautiously how the bird was flying. My son didn’t have any idea about what was wrong, so he asked if he said anything incorrectly. By praising his correct use of *incorrectly* first, I

explained that an adverb is needed to describe a verb, so to describe the verb *fly*, it should be *unsteadily* instead of *unsteady*.

**Meaning beyond words:** From “I carefully asked” and “Great!” we can see the way the father used to correct his son’s grammatical mistake is very encouraging and tactful. In other words, the father was handling the grammar teaching “delicately”.

★ **get / feel / be lost:** be unable to understand sth. because it is new, difficult, complicated, etc. 弄不懂; 困惑

*She got lost in these jokes because she was new to the country and unfamiliar with its culture.* 她对这些笑话感到迷惘, 因为她刚到这个国家, 对其文化不熟悉。

- 21 Curious about my correction, he asked me what an adverb was. Slowly, I said, “It’s a word that tells you something about a verb.” It led to his asking me what a verb was. I explained, “Verbs are action words; for example, Dad drives the truck. *Drive* is the verb because it’s the thing Dad is doing.” (Para. 9)

**Meaning:** Fascinated by my correction, he wondered what an adverb was. After he got the answer, he went on with a question about the meaning of a verb. To explain clearly to him, I used the example of driving, an action I was doing.

**Meaning beyond words:** The boy was obviously very curious about and alert to new or interesting things. His learning experience with his father also illustrates that it’s fun to learn grammar.

- 22 Then, **out of** his own **curiosity**, he asked me if other words had names for their use and **functions**. (Para. 10)

**Meaning:** After that, driven by his own curiosity, he asked if other words also had specific names for their use and the roles they play.

★ **out of curiosity:** because of curiosity 出于好奇

*Out of curiosity, she opened this photo album and found some old photos of herself.* 出于好奇, 她打开了这本相册, 发现了几张她自己的老照片。

★ **function:**

*n.* [C, U] the purpose that sth. has, or the job that sb. or sth. does (事物的) 功能, 作用; (某人的) 职责

*One of the chief functions of education is to equip students with career skills.* 教育的一项主要功能就是帮助学生掌握职业技能。

*vi.* work or operate in the correct or normal way 正常工作; 正常运转

*If the Internet stopped functioning, the consequent losses could be measured in tens of billions of dollars.* 如果因特网出故障, 由此产生的损失可用数百亿美元来衡量。

- 23 Within the **span** of a 10-minute drive, he had learned to recognize the major parts of speech from **scratch**: verbs, adverbs, nouns, and adjectives. It was painless learning and great fun! (Para. 10)

**Meaning:** Having spent 10 minutes in the car with me and having no previous knowledge, he had learned to understand the main parts of speech. Learning grammar turned out to be interesting and enjoyable, not painful!

★ **span:** *n.* [C] a period of time between two dates or events (两个日期或事件之间的) 时段, 期间

*In many countries, property gained within*

*the span of marriage such as salary is considered jointly owned property.* 在很多国家，婚姻关系存在期间获得的财产，如工资，都视为夫妻共同财产。

★ **scratch:** *n.*

- 1) (**from** ~) from a point where nothing has been done, so you have to do everything yourself 从零开始；从起点开始  
*He's going to start the project from scratch, including recruiting people and building a team.* 他将从头开始这个项目，包括招募人员和建立团队。
- 2) [C] a thin mark or cut on the surface of sth. or on sb.'s skin (物件或皮肤上的) 刮痕，划痕  
*The scratch on the watch was almost too minute to see.* 手表上的划痕小得几乎看不见。

- 24 Perhaps, language should be **looked upon as** a road map and a valuable possession. Learners should often study the road map (check grammar) and **tune up** the car engine (**adjust** vocabulary). Learning grammar and a good vocabulary is just like driving with a road map in a well-conditioned car. (Para. 11)

**Meaning:** Maybe, you should regard language as a road map and a good car. You should often look at the road map (review grammar) and adjust your car engine (improve vocabulary). Learning English is exactly like driving an excellent car with a road map.

**Meaning beyond words:** The road map and the car are used metaphorically to mean that grammar and vocabulary are powerful devices that will enable students to freely explore the world of language learning.

- ★ **look upon ... as:** consider sb. or sth. in a particular way, or as a particular thing 把... 看作

*We look upon corruption in public office as a threat to society.* 我们把公职腐败视为对社会的威胁。

★ **tune:** *vt.*

- 1) (**also ~ up**) make small changes to an engine so that it works as well as possible 调整，调节 (发动机，使达到最佳状态)  
*In order to keep drivers safe, mechanics are urged to make sure that car engines are properly tuned up.* 为了保证司机的安全，要求机械师确保调整好汽车发动机。
- 2) make small changes to a musical instrument so that it will produce the correct notes 为 (乐器) 调音，定弦  
*Someone is coming tomorrow to tune the piano.* 明天会有人来给钢琴调音。

★ **adjust:**

- vt.* change or move sth. slightly to improve it or make it more suitable for a particular purpose 调整；调节  
*The economic figures have been adjusted for inflation.* 经济数据因通货膨胀而做了调整。
- v.* gradually become familiar with a new situation (使) 适应；(使) 习惯  
*He soon adjusted himself to army life.* 他很快就适应了军队生活。

**Usage note**

**adjust, adapt**

- 1 当表示“(使)适应环境”时，adjust和adapt为同义词，常与介词to搭配，即adjust (sth. / oneself) to sth. 和adapt (sth. / oneself) to sth.。例如：  
*Once you get to a new country, you will have to adjust yourself to a completely new lifestyle.* 一旦你到了一个新的国家，你就需要进行调整，以适应全新的生活方式。  
*The body adjusts itself to changes of temperature.* 体会自行调整适应温度的变化。

*The children found it hard to adapt to the new school.* 这些孩子们发现很难适应这所新学校。

- 2 **adjust** 用作及物动词时，还有“调节；整理（穿戴物）；校准”之义，而 **adapt** 不具有这些意思。例如：

*adjust a radio dial* 调准收音机的选台指针

*adjust color on a TV* 调整电视的色彩

*adjust one's tie in a mirror* 照镜子整理领带

*adjust a clock* 调准时钟

*adjust a telescope to one's eyes* 调节望远镜使之适合眼睛观看

- 3 **adapt** 用作及物动词时，还有“改编；改写；改装；改造”之义，其同义词是 **modify**，不是 **adjust**。

例如：

*These teaching materials can be adapted for older children.* 这些教学资料改写一下可以给大一点的孩子用。

*He adapted his old car engine to the boat.* 他把旧汽车引擎改装到那只船上。

- 25 The road map provides guidance on your trip, but it won't tell you exactly what trees or flowers you will see, what kind of people you will encounter, or what types of feelings you will experience on your journey. (Para. 12)

**Meaning beyond words:** The road map can only give you the direction you need for your trip, but it's impossible for you to predict what kind of trip it will be like ahead of you.

- 26 Here, the vocabulary makes the journey's true colors come alive! (Para. 12)

**Meaning beyond words:** *Vocabulary* in this context refers to the car. The sentence implies that vocabulary is as important as grammar, and therefore, students cannot miss one or the other.

- 27 **Equipped with** grammar and a good vocabulary, you have flexibility and excellent control. (Para. 12)

**Meaning beyond words:** Just as traveling with a road map and a good car, with the help of grammar knowledge and a large vocabulary, you feel more comfortable and confident when using the English language.

★ **be equipped with sth.:** be provided with the things that are needed for a particular kind of activity or work 以…为装备；配备有  
*In Chinese universities, dormitory rooms are equipped with high-speed Internet access.* 在中国的大学，学生宿舍都有高速互联网接口。

- 28 While the road map guides your journey to your **destination**, an excellent vehicle helps you to fully enjoy all of the sights, sounds, and experiences along the way. (Para. 12)

**Meaning:** The road map leads you to the place where you want to go, and the well-conditioned or well-tuned car enables you to completely enjoy your trip along the road.

★ **destination:** *n.* [C] the place that sb. or sth. is going to 目的地；终点

*Not only did he help me find the right bus, he also accompanied me to my destination.* 他不但帮我找到了公交车，还陪我到达了目的地。

- 29 Effective, **precise**, and **beneficial** communication depends upon grammar and a good vocabulary, the two essential **assets** in learning a language, but unfortunately, they are not fully taught in schools. (Para. 13)

**Meaning:** Accurate grammar and a good vocabulary are the two must-have tools that enable students to sustain efficient, clear, and constructive communication, but unfortunately, students are not given a comprehensive knowledge of these at school.

★ **precise:** *a.* exact, clear, and correct 精确的；准确的

*In preparing scientific reports, students*



should explain their findings in precise language. 在准备科学报告时，学生应该使用精确的语言来解释自己的发现。

★ **beneficial:** *a. having a good effect* 有利的；有帮助的；有用的

*Parents can always have beneficial conversations with their children.* 父母总是可以跟他们的孩子展开有益的对话。

### Note

As well as modifying nouns, *beneficial* also often collocates with the preposition *to*. For example: *Cycling is highly beneficial to health and the environment.* 骑自行车对健康和环境都大有裨益。  
*The teacher said, "I think reducing the homework load is beneficial to students."* 那位老师说：“我认为减轻家庭作业负担对学生是有益的。”

### Collocation note

In Para. 7, we have come across *competent communication* and here we have *precise communication* and *beneficial communication*. In fact, more words can collocate with *communication*: *human, animal, regular, daily, poor*, etc. For more co-occurrence of different words in this unit, please refer to the Collocation section.

★ **asset:** *n.*

1) [C, usu. sing.] sth. or sb. that is useful because they help you succeed or deal with problems 有利条件；长处；有用的人  
*If you know a few foreign languages, you have a great asset.* 如果你懂几种外语，你就有一大有利条件。

2) [C, usu. pl.] sth. valuable belonging to a person or organization which can be used for the payment of debts 资产；财产  
*In addition to the money in his bank account, his assets include his house and his car.* 除了银行账户里的钱以外，他的资产还包括房子和车。

30 Just this morning, my son and I were eating breakfast when I attempted to add milk to my tea. “Dad,” he said, “if I were you, I wouldn’t

do that. It’s **sour.**” (Para. 14)

**Meaning:** While having breakfast this morning, I tried to pour some milk into my tea but my son stopped me, saying that he wouldn’t do that because it would taste like a lemon.

★ **sour:** *a. having a sharp acid taste, like the taste of a lemon or a fruit that is not ready to be eaten* 酸的

*In my mouth, I have a sour, vinegar taste coming from my stomach.* 我的嘴里有从胃中泛出的醋酸味。

31 “Oh my!” I said, **swelling** with pride toward my son. “That’s a grammatically perfect sentence. You used *were* instead of *was*.” (Para. 15)

**Meaning:** Feeling so proud of my son, I shouted out excitedly and told him that he did a good job in grammar.

**Meaning beyond words:** The father was extremely happy and impressed by his son’s good English.

### Note

“Oh my!” is often heard in an informal conversation. Not infrequently, you also hear people say “Oh my goodness!” or “Oh my gosh!”. All these can be used when people show surprise, excitement, boredom, or distress. The sense can be either positive or negative, and it is based on the speaker’s tone and the situation in which it is used.

★ **swell: (swelled, swollen)**

v. (~ **with pride / anger, etc.**) feel very proud, angry, etc. 洋洋得意 / 怒气冲冲等  
*Whenever the Spring Festival is approaching, Chinese people would swell with happiness and hope.* 每当春节临近，中国人就喜气洋洋，满怀希望。

vi. (*also ~ up*) become larger and rounder than normal, used esp. about parts of the

body (尤指身体部位的) 肿, 肿胀  
*I have trouble walking normally because my feet swell up and ache.* 我无法正常行走, 因为我的双脚又肿又痛。

- 32 “I know, I know,” he said with a long agreeable sigh. “It’s the **subjunctive mood**.” (Para. 16)

**Meaning:** With a sigh of relief, my son joyfully said that he knew it’s the subjunctive mood in grammar.

★ **subjunctive:**

- a. relating to a mood of a verb, used in some languages to express doubt, wishes, etc. (动词的) 虚拟语气的  
*This lesson will explain the use of past tense in the subjunctive clause.* 这节课会讲解过去时在虚拟从句中的使用。
- n. [C] (动词的) 虚拟语气  
*Today we’re going to go over the English subjunctive, which is useful in daily communication.* 今天我们将练习英语的虚拟语气, 它在日常交流中很有用。

- 33 I was, like, whoa! (Para. 17)

**Meaning:** I was really surprised and impressed by my son’s grammar knowledge.

**Meaning beyond words:** The father was very proud of his son. The expression used here is to contrast with the one said at the beginning of the text when the author describes the student’s incapability to express herself using the English language. The father’s use of “whoa” is an amusing play on this “condensed non-statement” and shows the author’s skillful sense of humor.

## Structure analysis and writing

### Moving from paragraph to essay

The move from analyzing text structures to writing passages has always been one of the highlights of *New Horizon College English*. Students will go through the same process for essay writing as they did for paragraph writing. In college writing, students are required to write essays composed of 3-5 paragraphs. An essay normally has three main parts: introduction, body, and conclusion.

### Introduction

The introduction is usually one short paragraph that introduces the topic to be discussed and the thesis statement which is often placed at the end of the introductory paragraph. The thesis statement usually expresses the writer’s attitude to or opinion about a given topic. An introductory paragraph should be interesting, to make the reader want to continue reading. A good introduction may start with an anecdote, a short story, a thought-provoking question, a famous quotation, or a general statement. Read the example below:

*Engineers and inventors continually develop new products that affect our everyday lives. One product that was developed and has become popular in the last few decades is the microwave oven. Microwave ovens now appear in homes, businesses, restaurants, and even on boats and in campers. Indeed, they are everywhere. Most people would agree that this invention, with its many advantages, has had a positive effect on our lives. It has made our busy lives easier.*

The introduction begins with a general statement that new products affect our daily lives. It narrows down to the more specific idea that the microwave oven has a particular effect on our lives, making our lives easier. The last sentence of the paragraph presents the thesis statement the writer is going to develop. This statement tells us what to expect in the body paragraphs.

## Body

The body is the main part of an essay. It may contain several short paragraphs which can develop ideas by using various writing methods, such as example, narrative, cause and effect, comparison and contrast, classification, and argumentation. (Since many writing methods for the body part of an essay are introduced in Book 1, we just skip the details here.) Make sure the body paragraphs have unity, which means all the details in the body paragraphs should be closely linked to and support the thesis statement.

## Conclusion

The conclusion wraps up the discussion of a certain topic. It can briefly summarize the main points discussed and can also restate the thesis statement by using different words and structures. At the end of the conclusion, the writer's final thoughts on the topic may be added, such as a prediction, a suggestion, or a warning. To signal the ending of an essay, certain transitional words can be used at the beginning of the conclusion: *in brief, in short, to summarize, in summary, to conclude, in conclusion, all in all*, and so forth. Look at the example:

*In summary, the microwave, one of the most important inventions in the last few decades of the 20th century, has indeed made our lives more convenient. We should appreciate living in a society surrounded by modern technologies and an abundance of useful products.*

## Structure analysis of the whole text

Text A has a narrative writing mode, but in terms of content, it resembles an argumentation. While narrating his personal experience in giving an effective English lesson to his son, the author argues that students unfairly bear the bulk of the criticism for their language deficiency.

Part One (Paras.1-5) is the introduction of the narrative. This part provides the background information of the story: 1) about the author himself, a man absorbed in grammar; 2) an anecdote that describes how the author was shocked by his student's inability to properly describe her trip to Europe; and 3) the learning environment that is misleading students. The introduction ends with the author's viewpoint: Students unfairly bear the bulk of the criticism for their knowledge deficits.

Part Two (Paras. 6-13) is the body of the narrative, which contains two sections to support the author's point of view.

The first section (Paras. 6-10) claims that students should not be blamed for their language deficiency for two major reasons: 1) Students are misled by the language environment; 2) schools are not teaching the language adequately and efficiently. To validate his viewpoint, the author goes on with a demo of a grammar lesson with his son, illustrating how an effective way of teaching could arouse children's interest in learning English grammar.

The second section (Paras. 11-13) elaborates the author's opinion about the importance of grammar and vocabulary, by way of metaphors. To him, grammar is just like a road map and vocabulary is like a well-tuned car, and both are essential in learning English. Para. 13 re-emphasizes that effective, precise, and beneficial communication depends upon grammar and a good vocabulary.

Part Three (Paras. 14-17) is the conclusion of the narrative. Toward the end, the author narrates another occasion when his son unconsciously uttered a grammatically perfect sentence in the subjunctive mood, which further proves that it's unfair to blame students.

## Introduction

The author's son sees him as the father who he has to obey and an oddity absorbed in grammar. (Para. 1)

The author was shocked at his former student's language inability to properly describe her excursion to Europe. (Paras. 2-4)

It presents the author's point of view: It is unfair to blame students for their language deficiency. (Para. 5)

(Paras. 1-5)

## Body

### The first section

Provides two major reasons why students shouldn't be blamed for their language deficiency. (Paras. 6-7)

Validates the author's viewpoint using the grammar lesson with his son: Students can learn better. (Paras. 8-10)

### The second section

Elaborates the importance of grammar and vocabulary in learning English by way of metaphors. (Paras. 11-12)

Re-emphasizes the importance of learning grammar and vocabulary. (Para. 13)

(Paras. 6-13)

## Conclusion

The author narrates another occasion when his son unconsciously uttered a grammatically perfect sentence in the subjunctive mood, which further supports what the author claimed at the beginning: It's unfair to blame students. (Paras. 14-17)

## Section B

### Reading skills

#### Reading for the key ideas in sentences

Finding the key idea of a sentence is of great importance since we always read for information. To find out the key idea of a sentence, students need to keep several things in mind:

- 1 **Who** or **what** the sentence is about.
- 2 **What action** is taking place. (What is the person or object doing? What is being done to the person or object?)
- 3 **Why** and **how** the person or object is doing this or that.
- 4 **When** and **where** something is happening to the person or object.

Many words in a sentence describe things about the subject of the sentence, but they merely add details. If we ask *when*, *where*, *how*, or *why*, we will find the details, which helps us see the key idea of the sentence indirectly.

In addition to the sentences from Text B in the Student's Book, ask students to read a few more sentences from Text A and see how to get the key ideas of these sentences.

- 1 *She nodded three or four times, searched the heavens for the right words, and then exclaimed, "It was, like, whoa!"* (Para. 3)  
**Key idea:** She didn't know what to say.
- 2 *Surely, students should be able to distinguish between their, there and they're or the distinctive difference between complimentary and complementary.* (Para. 5)  
**Key idea:** Students should know the differences between words that sound the same but are spelled differently.
- 3 *For example, signs in grocery stores point them to the stationary, even though the*

*actual stationery items – pads, albums, and notebooks – are not nailed down.* (Para. 6)

**Key idea:** Grocery stores misspell words on signs and thereby give wrong information.

- 4 *Schools fail to adequately teach the essential framework of language, accurate grammar and proper vocabulary, while they should take the responsibility of pushing the young onto the path of competent communication.* (Para. 7)

**Key idea:** Schools fail to teach students the basic knowledge of the language.

To get the key idea in a sentence, it is of crucial importance to separate the key idea from the details that usually tell us about *when*, *where*, *how*, and *why*. They are important only in the sense of supporting the key idea, but they are definitely not the key idea of a sentence.

## The great journey of learning

### Background information

#### Malcolm X

Malcolm X (1925-1965) was a minister, speaker, and human rights activist. He was born Malcolm Little, in Nebraska on May 19, 1925, and grew up in Michigan. At the age of 21, he was arrested for theft and sent to prison. During his years in jail, Malcolm underwent a spiritual and intellectual transformation. He joined a religious group. In prison, he also undertook an intellectual process of self-education, which included learning English by way of copying every page of a dictionary. He changed his name to Malcolm X, with X representing the unknown name of his African ancestors. Later, he became a minister for the religious group. His eloquence, quick wit, and profound knowledge, combined with

his experience in his earlier years, made him a remarkable speaker and a dynamic leader. He was assassinated on February 21, 1965.

Malcolm X has been described as one of the greatest and most influential African Americans in history. Many African Americans feel that Malcolm X articulated their complaints concerning inequality. In his major literary achievement, *The Autobiography of Malcolm X* (1965), composed during the last two years of his life, Malcolm presented his perspectives on inequality.

## Detailed study of the text

- 1 Malcolm X was an African-American **civil rights activist**, writer, and speaker. (Para. 1)

**Meaning:** Malcolm X, an African American, did many things. He was a civil rights activist, writer, and public speaker.

- ★ **civil rights:** *n.* [pl.] the rights that every person should have, such as the right to vote or to be treated fairly by the law, whatever their sex, race, or religion 公民权  
*She launched a vigorous campaign to promote civil rights.* 她发起了一场强有力的运动，以促进公民权利。

### Note

*Civil rights* is a compound noun just like *animal rights* and *human rights*.

- ★ **activist:** *n.* [C] sb. who works hard doing practical things to achieve social or political change 积极分子；活动家  
*The police suspect the attack on the biology laboratory was carried out by animal rights activists.* 警察怀疑是动物权益活动积极分子袭击了该生物实验室。

### Usage note

当两个单数可数名词连用表示同一个人或物时，通常在第二个名词前不用冠词。例如：

*a civil rights activist and a writer* 一位民权活动家和一位作家（指两个人）

*a civil rights activist and writer* 一位民权活动家和作家（指一个人）

- 2 Born in 1925, he was **mysteriously assassinated** in 1965. (Para. 1)

**Meaning:** Malcolm X was born in 1925 and was murdered in 1965 for unknown reasons.

- ★ **mysterious:** *a.* difficult to explain or understand 难以解释的；神秘的  
*The moon has always been mysterious to human beings.* 月球对人类来说一直很神秘。
- ★ **mysteriously:** *ad.* 难以解释地；神秘地  
*The room is still mysteriously locked up after the renovation.* 那个房间在整修后仍然被神秘地锁着。
- ★ **assassinate:** *vt.* murder an important person 暗杀；行刺  
*Two weeks ago, a gunman nearly succeeded in assassinating the president.* 两周前，一名枪手几乎成功暗杀总统。
- 3 By the time of his death, his own telling of his life story, *The Autobiography of Malcolm X*, had been widely known. (Para. 1)

**Meaning:** Before he died, his own account of his life story, *The Autobiography of Malcolm X*, had already been well-known.

- ★ **autobiography:** *n.* [C, U] a book in which sb. writes about their own life, or books of this type 自传  
*He gives a vivid description of his childhood in his autobiography.* 他在自传中生动地描述了自己的童年。

## Note

autobiography (自传) vs. biography (传记)  
*Are there any new biographies or autobiographies due out this summer?* 今年夏天有没有新的传记或自传出版?

4 He was born Malcolm Little **into** a poor household. (Para. 1)

**Meaning:** He was born into a poor family and he was called Malcolm Little.

★ **be born into / to / of sth.:** be born in a particular situation, type of family, etc. 出生于某种境况 (或家庭等)

*He was born into a single parent family.* 他出生于一个单亲家庭。

★ **household:** *n.* [C] all the people who live together in one house 家庭; 一家人  
*a one- / two- / four-person household* 单口之家 / 两口之家 / 四口之家

*This company provides Internet services for low-income households.* 这家公司为低收入家庭提供互联网服务。

5 Later, he took the name Malcolm X after joining a religious organization. (Para. 1)

**Meaning:** Later, he changed his name to Malcolm X after he joined a religious group.

6 Malcolm X learned about the organization while in prison for **committing** criminal acts such as theft. (Para. 2)

**Meaning:** Malcolm X became aware of the organization when he was in prison for performing illegal activities such as stealing.

★ **commit:** *vt.*

1) do sth. wrong or illegal 犯 (错误或罪行)  
*The lecture helped me to understand how people can commit immoral and even criminal acts because of drug addiction.* 这次讲座帮助我了解了人们是如何因为毒瘾

而做出不道德的行为, 甚至犯罪。

2) **decide to use money, time, people, etc.** for a particular purpose 投入 (钱、时间、人力等)

*Many local leaders have committed enough time, resources, and energy to improving their people's lives.* 许多地方领导人为改善人民的生活投入了足够的时间、资源和精力。

7 Because he was poorly educated, he felt inadequate to teach his new beliefs to others. (Para. 2)

**Meaning:** As he did not have much education, he didn't have the ability to teach others about his new beliefs.

8 As a young man, he could **sketch** his thoughts with poor grammar and little vocabulary using the simple, **unsophisticated** language of people on the street. (Para. 2)

**Meaning:** When he was young, he could express himself with limited grammatical knowledge and vocabulary using the simple, rough language spoken by uneducated people.

★ **sketch:**

*vt.* (*also ~ out*) describe sth. in a general way, giving the basic ideas 概述; 简述  
*He sketched a 10-year program for rebuilding the city in southwest China.* 他简单介绍了重建中国西南部这个城市的十年规划。

*v.* make a quick, rough drawing of sth. (给...) 画速写; (给...) 画素描

*He quickly sketched the bird before it flew away.* 他在鸟飞走之前很快地画出了鸟的草图。

*n.* [C] a short written or spoken description 简述; 速写; 概述

*The English class recently read a biographical sketch of Shakespeare.* 英语

班的学生最近阅读了莎士比亚的生平简介。

★ **sophisticated:** *a.* (of a machine, system, etc.) clever and complicated in the way that it works or is presented (机器、体系等) 复杂的, 精密的

*He was criticized for often using sophisticated vocabulary to communicate with others.* 有人批评他与别人交流时经常使用复杂的词汇。

★ **unsophisticated:** *a.* simple and basic; not complicated 简单的; 不复杂的

*He apparently used unsophisticated language in his writing.* 他显然在写作中使用了简单粗浅的语言。

- 9 As an adult, when he tried to inform people about his new beliefs, he found that he didn't have the adequate communication skills he needed. (Para. 2)

**Meaning:** When he was older, he found that he didn't have the necessary communication skills to explain his new beliefs to other people.

- 10 In his own words, he "wasn't even functional". (Para. 2)

**Meaning beyond words:** He realized that he wasn't even able to do very basic things.

★ **functional:** *a.* operating in the correct way 正常运转的

*The new hospital isn't fully functional as yet but should be very soon.* 到目前为止, 这家新医院没有完全正常运转, 但很快就会的。

- 11 **In a bid to** increase his knowledge and improve his skills, **desperate** Malcolm X **devised a scheme.** He turned to books, believing this would be beneficial. (Para. 3)

**Meaning:** In order to expand his knowledge and better his language skills, frustrated Malcolm X worked out a plan – to resort to books, which, he believed, would help him learn.

★ **bid:**

*n.* [C] 1) an attempt to achieve or obtain sth. (为争取某物而作的) 努力

*Police are encouraging residents to join their email information line in a bid to crack down on criminals.*

为了打击犯罪分子, 警方正在鼓励居民加入他们的电子邮件信息热线。

2) an offer to pay a particular price for sth., esp. at an auction (尤指拍卖时的) 出价

*The buyer obtained the antique because he made the highest bid.* 这位买家出价最高, 所以拍得了那件古董。

*v.* (**bid, bid**) offer to pay a particular price for goods, esp. in an auction (尤指拍卖时) 出价

*He certainly won't bid \$18 billion for this company.* 他当然不会为这家公司出价180亿美元。

★ **in a bid to do sth.:** in an attempt to achieve or obtain sth. 试图 (或力求) 做

*Small company managers will hold a conference in a bid to survive the recession.* 小公司的经理们将召开会议, 以努力从经济衰退中挺过来。

★ **desperate:** *a.*

1) willing to do anything to change a very bad situation, and not caring about danger (为了改变糟糕境遇而) 不惜冒险的, 拼命的; 绝望的

*A desperate search was under way to save 14 workers trapped in a flooded tunnel.* 为了营救围困在被淹隧道中的14名工人, 人们在拼命地搜索。

2) needing or wanting sth. very much 非常需要...的; 极其需要...的

*Her desperate need to be loved comes*



from a deep feeling of insecurity. 她不顾一切渴望被爱源于她极度缺乏安全感。

### Usage note

#### desperate, despair

二者有相同的拉丁词根，语义上相关，但用法上有不同。

- 1 **desperate** 用作形容词，表示“(因为绝望而)不惜冒险的，不顾一切的”。例如：

*This prisoner has become increasingly desperate and should not be approached.* 这名犯人因绝望而越来越胆大妄为，千万不要靠近。

*The doctors were making a desperate attempt / effort to save the boy's life.* 医生们不顾一切地努力挽救男孩的生命。

- 2 **despair** 可用作名词，表示“绝望”；也可用作动词，表示“失去希望；丧失信心”。例如：

*He sank into despair after his business failed.* 生意失败后，他陷入了绝望。

*Don't despair! We'll find a way out!* 不要绝望！我们会找到办法的！

★ **devise**: *vt.* plan or invent a new way of doing sth. 想出；设计；发明

*If we could devise an inexpensive saltwater filtering system, we could turn ocean water into drinking water.* 如果我们能够发明出一种廉价的咸水过滤系统，我们就可以把海水转化成饮用水。

★ **scheme**: *n.* [C] (*BrE*) a plan or system for doing or organizing sth. 计划；方案；体系；体制

*My mother's scheme to gently push me toward literature from an early age was absolutely right.* 我母亲慢慢培养我从小对文学产生兴趣的计划是绝对正确的。

- 12 However, when he tried to read serious books on his own, he was distressed as he didn't know most of the words. (Para. 3)

**Meaning:** Yet, when he tried to read some serious books, he was upset since most of the words were unfamiliar to him.

- 13 To speed up his language learning scheme, he skipped all the words he didn't know and then

would end up with no **clue** as to what the book was about. “I became **frustrated**,” Malcolm X wrote in his autobiography, **speaking of** his inadequate language skills. (Para. 3)

**Meaning:** To accelerate his learning, he ignored all the words he didn't know, and in the end he found himself having no idea of what the book was about. Malcolm X wrote, “I became frustrated,” when talking about his inadequate language skills in his autobiography.

### Usage note

- 1 **end up** 接名词时，与介词 **with** 搭配，即 **end up with sth.**。例如：

*Anyone who swims in the river could end up with a stomach upset.* 在这条河里游泳的人最后可能会肠胃不适。

- 2 **end up** 还可以接动名词，即 **end up doing sth.**。例如：

*Many slimmers end up putting weight back on.* 许多减肥的人最后又发胖了。

★ **clue**: *n.* [C]

- 1) (**not have a ~ / have no ~**) (*informal*) not have any idea about the answer to a question, how to do sth., what a situation is, etc. (对…) 一无所知，毫无头绪  
*When I met her, she didn't have any clue about basketball, but now she is a fan of it.* 我当初遇到她的时候，她对篮球一无所知，但是她现在已经是篮球迷了。

- 2) a fact or piece of evidence that helps sb. discover the answer to a problem (问题答案的) 线索，提示

*DNA gathered from the crime scene could provide a clue to finding the criminal.* 从犯罪现场收集到的DNA可以找出罪犯提供线索。

★ **frustrate**: *vt.*

- 1) make sb. feel annoyed and impatient by preventing them from doing or getting sth. 使懊丧；使懊恼

*I was frustrated by the continuing lack of success when my method looked great.*  
当我的方法看起来很棒的时候，我却一直没有成功，这让我很沮丧。

- 2) prevent sb.'s plans, efforts, or attempts from succeeding 挫败；阻挠  
*The terrible after-sales services frustrated the sales plan of the new product.* 糟糕的售后服务让新产品销售计划受挫。

★ **frustrated:** a. 懊恼的；沮丧的

*When things go wrong, it is natural for us to feel disappointed and frustrated.* 出问题时，我们自然会感到失望和沮丧。

★ **speak of:** mention or talk about 提到；提及  
*Speaking of poverty alleviation, China has achieved amazing progress.* 提到扶贫，中国已经取得了惊人的成就。

- 14 Malcolm X's considerable **frustration** at his inability to read and write **launched him on a quest** to overcome his deficiencies. (Para. 4)

**Meaning:** Malcolm X's great disappointment at his inability to read and write pushed him to start a search for ways to improve his insufficient language skills.

★ **frustration:** n. [C, U] the feeling of being annoyed, upset, or impatient, because you cannot control or change a situation, or achieve sth. 懊丧；懊恼；沮丧  
*If the user doesn't know where to click, it might cause frustration and prevent them from further exploring the digital interface.* 如果用户不知道点击哪里，可能会导致挫败感，并阻止他们进一步探索数字界面。

★ **launch:** vt. start sth., usu. sth. big or important 发动；发起；开始从事  
*Many companies will launch a big recruitment drive in the autumn.* 许多公司都会在秋季发起大规模的招聘活动。

★ **launch sb. on sth.:** make sb. start sth., usu. sth. big or important 使某人开始进行某事  
*It is this person who launched him on a career in the music business.* 正是这个人引领他投身于音乐事业。

★ **quest:** n. [C] a long search for sth. that is difficult to find (长期的) 寻求；探索；追求  
*In her quest to achieve a healthy body, she exercises four times a week.* 为拥有健康的身体，她每周运动四次。

- 15 He said, "I saw that the best thing I could do was **get hold of** a dictionary – to study, to learn some words." (Para. 4)

**Meaning:** He realized that the best thing he could do was to get a dictionary so as to study and learn some words.

★ **get hold of sth.:** find or borrow sth. so that you can use it 找(或借)来  
*The old billing system didn't allow accountants to easily get hold of necessary data or documents.* 旧的计费系统使得会计师很难轻松获取必要的数据和文件。

- 16 And he was also lucky enough to reason that he should try to improve his handwriting. (Para. 4)

**Meaning:** And he was very lucky to decide that it was good for him to improve his handwriting.

- 17 "It was sad. I couldn't even write in a straight line," he told us. (Para. 4)

**Meaning beyond words:** He felt embarrassed about his poor handwriting.

- 18 These ideas together moved him to **appeal** to the prison authorities **for** some paper and pencils. (Para. 4)

**Meaning:** All these ideas pushed him to make an urgent request to the prison authorities for some paper and pencils.

★ **appeal:** *vi.* make a serious public request for help, money, information, etc. 呼吁; 恳请; 恳求

*The United Nations has appealed for help from the international community.* 联合国已经呼吁国际社会提供援助。

★ **appeal to sb. for sth.:** make an earnest or urgent request to sb. to get sth. that you need 请求某人提供某物

*The police are appealing to the public for any information about the missing girl.* 警方呼吁公众提供任何有关失踪女童的信息。

19 For the first two days, Malcolm X just **skimmed** through the pages of the dictionary, trying to **negotiate** his way through its unfamiliar **format**. (Para. 5)

**Meaning:** Malcolm X only went over the pages of the dictionary quickly for the first two days in an attempt to find an effective way to deal with its unfamiliar design.

★ **skim:** *v.* read sth. quickly to find the main facts or ideas in it 浏览, 略读 (以找出主要信息)

*Although he barely skimmed through it, my teacher said that my essay was excellent.* 虽然老师只浏览了一下我的论文, 但他说我写得很棒。

★ **negotiate:**

*vt.* successfully deal with sth. that is preventing sb. from achieving an aim (成功地) 解决, 处理, 克服

*He's been trying to negotiate the disputes between the two neighbors.* 他一直努力去解决这两个邻居之间的纠纷。

*v.* try to reach an agreement by discussing sth. in a formal way, esp. in a business or political situation (尤指在商业或政治上)

谈判, 协商

*They negotiated about the contract; however, the outcome was without satisfactory results.* 他们就合同进行了谈判, 但没有令人满意的结果。

#### Note

The word *negotiate* is more commonly used in the second meaning.

★ **format:** *n.* [C, U] the arrangement, design, or organization of sth. 安排; 设计; 组织方式  
*The format of this book is alive with visuals and packed with persuasive language.* 这本书的排版视觉效果很好, 语言也极有说服力。

20 He told us of his amazement at how closely related the words seemed – how **moist** could be the root of **moisture**, and how **advisable** and **advisory** had the same root! (Para. 5)

**Meaning:** He was surprised at the close relation between words. How come the word *moist* could be the basic form of *moisture* and *advisable* and *advisory* had the same root!

★ **moist:** *a.* slightly wet, esp. in a way that is pleasant or suitable 潮润的; 微湿的; 湿润的  
*If you want to spend some time in a warm, moist climate, I would recommend a trip to Yunnan.* 如果你想在温暖湿润的气候中度过一段时间, 我建议你去云南。

★ **moisture:** *n.* [U] small amounts of water that are present in the air, in a substance, or on a surface 水分; 水汽; 湿气  
*All medicines should be stored away from moisture, direct sunlight, and heat.* 所有的药物应存放在远离潮湿、阳光直射及高温的地方。

★ **advisable:** *a.* (not before noun) (fml.) sensible and a good idea in order to achieve sth. 可取的; 明智的  
*I don't think it advisable that he be assigned to the job since he has no experience in it.* 我

认为让他做这个工作是不明智的，因为他没有经验。

★ **advisory:** *a.* having the purpose of giving advice 顾问的；咨询的

*He has chaired the advisory committee for the past 11 years.* 过去11年里，他一直在顾问委员会担任主席。

- 21 “I didn’t know which words I needed to learn,” he said. “Finally, just to start some kind of action, I began copying.” In his slow, careful, and **crude** handwriting, Malcolm X copied everything on the first full page of the dictionary into a notebook. (Para. 5)

**Meaning:** Not knowing what to learn specifically, Malcolm X finally decided to start with copying everything into a notebook from the first full page of the dictionary, with his slow, careful, and uneven handwriting.

★ **crude:** *a.*

1) not developed to a high standard, or made with little skill 粗制的；粗糙的  
*In the grave, they found some crude tools made of stone.* 在坟墓里，他们发现了一些粗糙的石制工具。

2) not exact or without any detail, but generally correct and useful 粗略的；大概的  
*Most of us can draw a crude sketch of the house that we lived in as a child.* 我们大多数人都是可以画出我们小时候居住的房屋的草图。

- 22 He even copied the **quotation marks!** This took him one full day. After that, he read everything he had written aloud. “Over and over, aloud, to myself, I read my own handwriting,” Malcolm **recalled**. He also **logged** important things that happened every day. (Para. 5)

**Meaning:** He spent a whole day copying the first full page of the dictionary, even the quotation marks. Then, again and again, he would read aloud everything he had copied to himself. He also wrote down the important things that happened every day.

**Meaning beyond words:** Malcolm X was a very motivated and conscientious person who had extraordinary patience to copy a dictionary.

★ **quotation:** *n.* [C] a sentence or phrase from a book, speech, etc. which you repeat in a speech or piece of writing 引语；引文

*There is a quotation that I especially like: “Peace on earth begins at home.”* 有一句话我特别喜欢：“世间和平从家庭开始。”

★ **quotation mark:** *n.* [C, usu. pl.] 引号

*Please don’t forget to put quotation marks when you want to quote someone’s words.* 当你想引用某人的原话时，请不要忘记加上引号。

★ **recall:** *v.* remember a particular fact, event, or situation from the past 回想；回忆起

*Her face was very familiar to me but I could not recall who she was.* 她的脸我很熟悉，但我想不起来她是谁。

★ **log:**

*vt.* make an official record of events, facts, etc. 正式记录（事件、事实等）

*“All phone calls are logged,” said the secretary to her supervisor.* 那位秘书对主管说：“所有的电话都做了记录。”

*v.* cut down trees 伐木；砍伐

*They logged a large section of the forest in only two days.* 他们仅用了两天的时间就砍伐了林区大部分的树木。

- 23 **Repetition** helped move him from basic literacy toward true proficiency. (Para. 5)

**Meaning:** By repeating words and phrases, he managed to progress from simply being able to read and write to real language competence.

★ **repetition**: *n.* [U] doing or saying the same thing many times 重复

*The comedian's repetition of the same jokes was starting to annoy the audience.* 这位喜剧演员不断重复相同的笑话, 开始让观众感到厌烦。

★ **literacy**: *n.* [U] the state of being able to read and write 读写能力; 识字

*The conference aims to narrow the scientific literacy gap between countries through a joint effort.* 该会议旨在通过共同努力缩小各国之间的科学素质差距。

### Collocation note

In Para. 7, Text A, we have learned *English language proficiency*. Here in the sentence we see *true proficiency*. Other common words that can collocate with *proficiency* are *great, high, limited, oral, academic, and technical*. For more co-occurrence of different words in this unit, please refer to the Collocation section.

24 Malcolm X **depicted** how, the next morning when he woke up, he kept thinking about the words he had copied and read aloud and about the **acquisition** of the knowledge he was pursuing. (Para. 6)

**Meaning:** Malcolm X described how, the next morning when he woke up, he kept thinking about the words he had copied and read aloud and how he had gained the knowledge he was trying to learn.

★ **depict**: *vt.* (*fml.*) describe sth. or sb. in writing or speech, or show them in a painting, picture, etc. 描写; 描述; 描绘  
*Words fail to depict the pain and despair I experienced at that time.* 语言无法描述我那时经历过的痛苦与绝望。

★ **acquisition**: *n.* [U] the process by which you gain knowledge or learn a skill (知识、技能的) 获得, 习得  
*Teaching and learning isn't just a matter of*

*knowledge acquisition.* 教与学不仅仅是获得知识的问题。

25 It was a **marvellous** feeling. He felt immensely proud. (Para. 6)

**Meaning:** It was such a wonderful feeling that he felt extremely proud of himself.

★ **marvellous**: *a.* (*AmE marvelous*) extremely good, enjoyable, impressive, etc. 极好的; 绝妙的; 了不起的

*He wrote a marvellous description of the hill he had just climbed.* 他对刚刚爬过的小山做了一番绝妙的描述。

26 He was so fascinated that he went on copying the next page of the dictionary. (Para. 7)

**Meaning:** He was extremely interested in what he had done, so he continued copying the next page of the dictionary.

27 Once again, he awoke, proud and **energized**. (Para. 7)

**Meaning:** When he woke up again, he was filled with pride and full of energy.

★ **energize**: *vt.* make sb. feel more determined and energetic 使增强决心; 使充满活力  
*China has released a guideline that will improve the business environment and make the market more energized.* 中国出台了指导意见, 要改善营商环境、增强市场活力。

### Note

The phrase *proud and energized* is used to explain the state of the subject *he*. This kind of phrase is usually separated from the main clause with a comma. For example:

*Happy and excited, they talked about the performance they had just seen.* 他们兴高采烈, 谈论着刚刚观看的演出。

*My grandparents were holding hands in a subway train, close and intimate.* 我的祖父母在地铁列车上手牵着手, 亲密无间。

- 28 With every succeeding page he copied and read aloud, Malcolm X found he was learning and remembering more and more words. With each **successive** day, his **confusion diminished**. (Para. 7)

**Meaning:** With every new page that he copied and read aloud, Malcolm X found he could learn and remember more words; day by day, he became less confused.

- ★ **successive:** *a. (only before noun)* coming or following one after the other 连续的; 接连的; 相继的

*The soccer team has had five successive victories. With each successive day, the team's confidence grew stronger.* 这支足球队已连胜五场。随着每一天的继续, 球队的信心越来越强。

- ★ **confusion:** *n. [U]* a feeling that you do not understand sth. or cannot decide what to do 迷惑; 困惑

*I frowned in confusion and wondered where to go from here.* 我困惑地皱起眉头, 不知道从这儿应该去哪儿。

- ★ **diminish:** *v.* become or make sth. become smaller or less (使) 减少; (使) 减小  
*As the dry season continues, the amount of water in the rivers and lakes will diminish.* 随着旱季的继续, 河流和湖泊中的水量将减少。

- 29 As Malcolm X's word base broadened, he began to better understand the books he read. (Para. 8)

**Meaning:** As Malcolm X's vocabulary expanded, it became easier to understand the books he read.

- 30 It was the first time in his life this had ever happened. (Para. 8)

**Meaning:** He had never been able to read or understand books so well before.

- 31 "Anyone who has read a great deal can imagine the new world that opened." From then until he left that prison, his **concentration was focused on** reading. He was so absorbed in it that months passed without his even thinking about being in prison. "In fact, up to then, I had never been so truly free in my life." (Para. 8)

**Meaning:** "Anyone who has read a lot can understand how he had access to a whole new world." From that moment until he left that prison, he gave all his attention to reading. He was so absorbed in it that for several months he stopped thinking about being in prison. Actually, he had never felt so free in his life.

- ★ **concentration:** *n. [U]* the process of giving all your attention to sth. 集中精力; 专心; 专注

*It takes a lot of concentration to study here; it's far too noisy.* 在这里学习需要专心致志, 这儿太嘈杂了。

- ★ **focus (sth.) on:** give a lot of attention to one particular person, subject, or thing 集中; 特别关注

*Building trust among the team was what I focused on from the very beginning!* 在团队内建立信任是我从一开始就关注的事情!

- 32 "I knew right there in prison that reading had changed forever the course of my life," Malcolm X wrote. (Para. 9)

**Meaning:** Malcolm X wrote that he realized right there in prison that reading had changed the direction of his life forever.

#### Note

*Course in the course of my life* refers to the direction of one's life. It makes sense that Malcolm X completely changed his whole life ever since he started learning the English language in prison.

33 He described how one day a writer telephoned him from London for an interview. The interviewer asked Malcolm X what college he had graduated from as he could write so **fluently**. (Para. 9)

**Meaning:** He described how a writer from London interviewed him on the phone. Since Malcolm X could write so smoothly and naturally, the interviewer asked him what college he had graduated from.

**Meaning beyond words:** Malcolm X had already achieved a high level of English proficiency, at least equivalent to the level of a college graduate.

★ **fluent:** *a.* fluent speech or writing is smooth and confident, with no mistakes (语言或文字) 流畅熟练的

*He got a position in a well-known company because he is a fluent writer.* 他得到一家知名公司的聘用, 因为他文笔流畅。

★ **fluently:** *ad.* (语言或文字) 流畅熟练地  
*He can write French fluently, but he still needs to improve his speaking.* 他法语文笔流畅, 但口语仍需提高。

34 He told the Englishman that his personal university was “books”. (Para. 9)

**Meaning:** Since he had achieved language proficiency through reading books, he told the interviewer that books were his personal university.

35 Malcolm X’s life is a wonderful example of the **profound** effect of learning a language. (Para. 10)

**Meaning:** Malcolm X’s life is a good illustration of what can be achieved through learning a language.

**Meaning beyond words:** It drives home the significance of language proficiency and how it positively impacts one’s life. In this case, had Malcolm X not put his heart into learning, he would never have succeeded or become part of the larger world.

★ **profound:** *a.*

1) having a strong influence or effect (影响) 深刻的, 极大的

*China is facing profound and complex changes in its economic development.* 中国的经济发展正面临深刻而复杂的变化。

2) showing strong serious feelings (感情) 强烈的, 深切的, 严肃的

*We learned at the outset that life is a profound and passionate journey.* 我们从一开始就知道生活是一段严肃而充满激情的旅程。

36 He was born into a world full of poverty and **ignorance**. (Para. 10)

**Meaning:** He was born into an environment where people were poor and uneducated.

★ **ignorance:** *n.* [U] lack of knowledge or information about sth. 无知; 愚昧

*Ignorance of the law is no excuse when one commits a crime.* 对法律的无知, 不能作为犯罪的借口。

37 However, as he acquired knowledge, his **horizons expanded**. (Para. 10)

**Meaning beyond words:** Despite the fact that he was born into a poor and ignorant world, his vision became broader as he gained more knowledge.

★ **horizon:** *n.*

1) (~s) [pl.] the limit of one’s ideas, knowledge, and experience (思想、知识和经验的) 范围, 界限; 眼界

*By learning about other cultures, we*

*actually broaden our horizons.* 通过学习其他文化，我们实际上开阔了视野。

- 2) (**the** ~) the line far away where the land or sea seems to meet the sky 地平线  
*We could see a ship on the horizon.* 我们能看见地平线上有一艘船。

### Note

*Horizon* should be in the plural form when used with the verb *expand* or *broaden*. People usually say "broaden / expand one's horizons".

★ **expand:** v. become larger in size, number, or amount, or make sth. become larger (使)扩大; (使)增加

*Whatever your interests are, the Internet will help them expand further.* 无论你的兴趣是什么，因特网都会让它们进一步得到发展。

- 38 He had left behind the narrow, **ignorant** world of his youth to join the world community of thoughts and actions ever since he started with his great journey of learning in prison. (Para. 10)

**Meaning:** He was no longer a young man confined to a narrow-minded and illiterate world and he had joined the world community driven by wonderful ideas and humanitarian actions ever since he started with his great journey of learning in prison.

★ **ignorant:** a. not knowing facts or information that you ought to know 无知的; 愚昧的

*I am still ignorant as to why this particular event happened.* 我仍然不知道为什么这件事会发生。

## Collocation

This unit focuses on language teaching and learning, which is directly related to students' lives and interests. Accordingly, the collocations

are closely linked with the unit theme: language teaching and learning. The teacher should encourage students to find as many collocations as possible from the two texts. Some of the possible collocations in this unit are listed below.

### Text A

*distinctive difference, language deficit, high standard, language proficiency, advanced vocabulary, essential framework, proper vocabulary, competent communication, valuable possession, excellent control, effective communication, precise communication*

### Text B

*sketch a thought, unsophisticated language, devise a scheme, considerable frustration, overcome a deficiency, true proficiency, acquire knowledge*

### Note

Both nouns and adjectives can collocate with another noun to form different collocation pairs. Besides the ones listed above, students can also get familiar with the following pairs:  
*oral / clear / poor / interpersonal / face-to-face / two-way + communication*  
*English / reading / limited + proficiency*  
*large / rich / limited / poor / basic + vocabulary*



# PART II

## KEY TO EXERCISES

### Section A

#### Pre-reading activities

1

- 1 Li Ming didn't do well in his English class because he thought he was a science major and didn't need to learn English.
- 2 His English teacher encouraged him to learn English well and use English to exchange ideas with people abroad.
- 3 English can enable him to stay informed of the world's latest achievements and also help him better tell China's stories and make China's voice heard.
- 4 He changed his opinion and now he is happy because his English is improving.

2

(Answers may vary.)

#### Script:

I'm Li Ming, a science student at a university in China. While I performed very well in all my major courses, I was not very good at English. Whenever the English teacher asked me to speak or write something in class, I would get stuck, not knowing where to start. However, I didn't care, thinking it was unnecessary for me to learn English since I was a science major. I thought as long as I could pass exams, it would be fine. One day, while chatting with my English teacher, I shared my thoughts with him. You know what? He said, "English is a useful tool. If you have good English, you can exchange ideas with people abroad. That way, you can stay informed

of the world's latest achievements in science and technology. Moreover, you can better tell China's stories and make China's voice heard." His words shed light on the reasons for learning English. Indeed, learning English is not only beneficial to my professional development but also beneficial to the country. After that, I changed my opinion and made up my mind to learn English well. I'm glad my English is improving now.

#### Reading comprehension

#### Understanding the text

1

- 1 Because the son is tired of listening to his father and thinks his father is too interested in grammar rules which he dislikes.
- 2 The civilization of Greece and the glory of Roman architecture are so marvelous and remarkable that they deserve a detailed account; however, what the student could do was only one single utterance of "whoa!" without any specific comment.
- 3 Because the schools fail to set high standards of language proficiency. They only teach students a little grammar and far from enough advanced vocabulary. Moreover, some teachers don't pay much attention to the vital structures of language.
- 4 Because teaching grammar is not an easy job and most of the students will easily get bored if it's not properly dealt with.
- 5 He familiarized his son with different parts of speech and discussed their specific grammatical functions with vivid illustrations, including how to use adverbs to describe verbs.
- 6 Because the son had never heard before about the various grammatical terms and their respective functions in an English sentence.
- 7 The author uses "road map" and "car" to describe grammar and vocabulary respectively.

8 Since the subjunctive mood is a fairly advanced grammar point, the interjection “whoa!” reflects the tremendous pride the father had toward his son.

## Critical thinking

2

- 1) English grammar helps a lot because students can:
    - create sentences correctly;
    - use various words properly;
    - talk with English speakers confidently; and
    - communicate with people effectively.
  - 2) English grammar helps little because students:
    - only get complex rules that are hard to remember;
    - don't have enough time to recall the rules in speaking; and
    - can't always apply grammar to idiomatic expressions.
- 2 • Apply grammar concepts in their daily communication.
- Get some confusing grammar points or rules clarified.
  - Check their writing with the grammar they learned.
  - Use grammar to understand some difficult sentences.
- 3 • Read English passages and books.
- Watch TV or videos and listen to the radio in English.
  - Talk with English speakers and learners.
  - Use English-English dictionaries if possible.
  - Take notes of the newly learned words.
  - Practice new words as often as possible.
- 4 • Making more foreign friends.
- Understanding different cultures.
  - Exchanging ideas with English speakers.
  - Better present China to the world.

## Language focus

### Words in use

3

- |             |                |
|-------------|----------------|
| 1 condense  | 2 exceeded     |
| 3 deficit   | 4 distinguish  |
| 5 asset     | 6 adequately   |
| 7 competent | 8 adjusting    |
| 9 precise   | 10 proficiency |

### Word building

4

- |              |               |
|--------------|---------------|
| 1 editorial  | 2 recovery    |
| 3 managerial | 4 provincial  |
| 5 Ministry   | 6 mastery     |
| 7 Treasury   | 8 secretarial |

### Banked cloze

5

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1) M | 2) L | 3) E | 4) B | 5) D  |
| 6) F | 7) I | 8) K | 9) H | 10) G |

### Expressions in use

6

- |                  |                       |
|------------------|-----------------------|
| 1 are obliged to | 2 get serious about   |
| 3 run into       | 4 distinguish between |
| 5 fresh from     | 6 am allergic to      |
| 7 got lost       | 8 become attracted to |
| 9 looked upon as |                       |

## Structure analysis and writing

### Structured writing

7

Some bookworms in my dormitory often spend hours reading their favorite book, *Practical English Grammar*, and do a lot of exercises in that book, but I don't care about it at all. My assumption is that since I have never learned Chinese grammar, learning English grammar can't be that important. In fact, English grammar has

always been a big headache to me.

English grammar is very complicated because, unlike Chinese, there are many verb tenses. Even stranger than verb tenses, English grammar also contains things that are very confusing. For example, I still remember how many times my middle school teacher tried to emphasize to us the differences between *used to* and *be used to*. Sometimes, he would go on with the explanation for 20 minutes or so. He even summarized the differences by listing three or four points for us to memorize. But, they could never stay in my head. I still remember how many times I made mistakes with *used to* or *be used to* in my exams. I was really confused by these two phrases, and I could never get them right.

In brief, learning English grammar is tough for me. Curiously, I just wonder if native speakers of English have a microcomputer in their head to help them promptly utter the two phrases with just a click of their brain mouse. It's unfortunate that my head doesn't have it.

## Section B

### Reading skills

1

- 1 He found he couldn't communicate well.
- 2 He was amazed at how closely related the words seemed.
- 3 Malcolm X kept thinking about what he had learned.
- 4 Malcolm X found he was improving gradually.
- 5 He joined the world community of thoughts and actions.

## Reading comprehension

### Understanding the text

2

- 1 D      2 A      3 C      4 A      5 C  
6 B      7 C      8 D

### Critical thinking

3

- 1 • Effort counts.
  - No pain, no gain.
  - Where there is a will, there is a way.
- 2 • Perseverance.
  - Determination.
  - Motivation.
- 3 • More time commitment.
  - More learning strategies.
  - More perseverance.
- 4 • Probably not, since it's too tedious and will drive me crazy.
  - Probably will, if it would work and help me improve my English.
- 5 • Yes, because one's knowledge is acquired through language. One's mind can be changed if the person uses the acquired knowledge.
  - No, because language is just language and it has nothing to do with one's mind. One's mindset has more to do with their nature, personality, and life experience.

### Collocation

#### Warm-up

- 1 essential framework
- 2 distinctive difference
- 3 high standard
- 4 valuable possession
- 5 considerable frustration

- 6 acquire knowledge
- 7 overcome a deficiency
- 8 sketch a thought
- 9 devise a scheme

#### 4

- 1) essential framework
- 2) proper vocabulary
- 3) excellent control
- 4) language deficit
- 5) high standards
- 6) language proficiency
- 7) acquire knowledge
- 8) competent communication
- 9) overcome deficiencies
- 10) sketch (their) thoughts
- 11) effective communication
- 12) advanced vocabulary

## Section C

### Translation

- 1 As is known to all, Chinese calligraphy is a unique art and also an art treasure valued by the world.
- 2 In the long process of evolution, Chinese characters have always been playing an important role in exchanging ideas and inheriting culture.
- 3 Apparently, the formation and development of Chinese calligraphy are closely related to (associated with / connected to / linked with) the evolution of Chinese characters.

## Unit project

### Objectives

- Help students reflect upon their language learning strategies.

- Improve students' communication and evaluation skills.
- Engage students in writing a short report.

### Teaching tips

- 1 Introduce more language learning strategies to students:
  - practice for various situations in front of a mirror, such as introducing yourself, disagreeing with someone's ideas, or asking for information;
  - make friends with exchange students on campus as they are here to experience cross-cultural communication;
  - find a friend or two who agree to speak English at regular times, such as every Monday after class or before dinner; and
  - take every opportunity to use English when traveling around such as speaking with flight attendants, hotel and restaurant staff, or fellow travelers.
- 2 Remind students to make sure they should interview both male and female classmates so that they can find out if there are some gender differences in learning strategies.
- 3 Encourage students to summarize the learning strategies they collected in groups, where everyone needs to talk and share.
- 4 Help students make a short report of 5-6 sentences. The writing frame may be used for their reference:
 

I interviewed \_\_\_\_\_. Their learning strategies are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

I think all the learning strategies they use are \_\_\_\_\_. I especially like \_\_\_\_\_, because it not only \_\_\_\_\_ but also \_\_\_\_\_. To improve my English, I will \_\_\_\_\_.

# READING PASSAGE TRANSLATION

## 课文 A

### 一堂难忘的英语课

- 1 如果我是唯一一个还在纠正小孩英语的家长，那么我儿子也许是对的。对他而言，我是一个乏味的怪物：一个他不得不听其教诲的父亲和一个沉湎于语法规则的男人。对语法规则，我儿子似乎颇为反感。
- 2 我觉得我是在最近偶遇我以前的一位学生时才开始对这个问题认真起来的。这个学生刚从欧洲旅游回来。我满怀着诚挚期待，问道：“欧洲之行如何？”
- 3 她点了三四下头，搜索枯肠想寻找恰当的词语，然后突然蹦出：“嗯，哇！”
- 4 没有下文了。希腊文明和古罗马建筑的辉煌居然囊括于一个浓缩的、不完整的语句之中！我的忧虑远超我学生的“哇！”给我带来的震撼。
- 5 在美国，关于正确使用英语的能力下降这个问题，有许多不同的故事。的确，学生本应该能够区分诸如 *their*、*there* 和 *they're* 等词，或辨别 *complimentary* 跟 *complementary* 之间显而易见的差异。然而，由于这些知识缺陷，他们承受着大部分不该承受的批评指责，仅仅因为舆论认为他们应该学得更好。
- 6 学生并不笨，他们只是被误导了。举例来说，超市的指示牌会把他们引向“静止处”(*stationary*)，虽然便笺本、相册和笔记本等文具用品 (*stationery*) 实际上并没有被固定在那儿。朋友和亲人常说 *they've just ate*；实际上，他们应该说 *they've just eaten*。因此，批评学生不合乎情理。
- 7 从某种意义上说，这种缺乏语言功底引起的指责应由学校承担，因为学校应对英语能力设定高标准。可相反，学校只教零星的语法，高级词汇更是少之又少。而且，有些教师也不太关注这些重要的语言结构，因为他们过去也没接触过。学校有责任教会年轻人如何进行有效的沟通，可他们并没能把语言的基本框架——准确的语法和恰当的词汇——充分地教授给学生。
- 8 因为语法对大多数年轻学生而言有些枯燥乏味，所以我觉得讲授语法得一步一步、小心翼翼地进行。有一天机会来了，我跟儿子开车外出。我们出发时，他看到一只鸟飞得很不平稳，就说：“它飞的这么不稳 (*It's flying so unsteady*)。”我小心翼翼地问：“儿子，鸟飞得怎么样？”“有问题吗？我说得不对吗 (*Did I say anything incorrectly*)？”他一头雾水。“太好了！你说的是 *incorrectly* 而不是 *incorrect*。我们用副词来描述动词。所以，要用 *unsteadily* 来描述飞，而不是 *unsteady*。”
- 9 他对我的纠正很好奇，就问我什么是副词。我慢慢解释道：“副词是用来修饰动词的词。”这又引出了他询问我什么是动词。我解释说：“动词是表示行为的词，例如：爸爸开卡车。‘开’是动词，因为它是爸爸正在做的事。”
- 10 他开始对表示行为的词产生兴趣，所以我们又罗列了几个动词：“飞行”“游泳”“跳水”“跑步”。然后，他好奇地问我，其他的词有没有说明它们的用法和功能的名称。这就引发了我们对名词、形容词和冠词的讨论。就在这十分钟的车程里，他从零开始，学会了识别动词、副词、名词和形容词等主要词性。这是一次毫无痛苦又非常有趣的学习经历。
- 11 也许，语言应该被看成一张路线图和一件珍品。学习者要常常查看路线图（核对语法）和调整汽车的引擎（调整词汇）。学好语法和掌握大量的词汇就好比拿着路线图在车况良好的车里驾驶。
- 12 路线图为你的旅行提供指南，可是它不会告诉你一路上你究竟会看见什么树或什么花，会遇见什么样的人，或会有什么样的感受。这里，词汇会使你的旅途变得五彩缤纷、栩栩如生。大量的词汇让你能够享受开车途中所见的点点滴滴。借助语法和丰富的词汇，你就有了灵活性，掌控自如。路线图会把你带到目的地，而一台好车能让你完全陶醉于旅途

的所有景色、声音及经历之中。

- 13 有效、准确且有益的沟通取决于语法和丰富的词汇，它们是学习语言的两个重要的有利条件，但糟糕的是学校并没有充分教授学生这些。
- 14 就在今天早上，我跟儿子吃早饭时，我想把牛奶加入茶中。“爸爸，”他说，“如果我是你的话，我不会这样做（if I were you, I wouldn't do that）。茶会变酸。”
- 15 “哦，天啊！”我无比自豪地对儿子说，“这是一句语法完全正确的句子。你用了were而不是was。”
- 16 “我知道，我知道。”他愉悦地长舒了一口气，“这是虚拟语气。”
- 17 这下轮到“哇！”了。

## 课文 B

### 伟大的学习之旅

- 1 马尔科姆·艾克斯是一位非裔美国民权活动家、作家和演说家。他生于1925年，1965年被神秘暗杀。在他去世之前，他对自己生平的自述《马尔科姆·艾克斯自传》已广为人知。他出生于一个贫民家庭，取名马尔科姆·利特尔。后来，他加入了一个宗教组织，之后改名为马尔科姆·艾克斯。
- 2 马尔科姆·艾克斯因当时犯有诸如偷窃等罪而入狱，他在监狱里了解了这个组织。由于没有受过良好的教育，他在向别人传授他的新信仰时感到力不从心。作为一名年轻人，他可以用草根语言来概述自己的想法，语言简单、粗浅，语法差劲，且词汇贫乏。可作为一名成年人，当他试图向人们阐述他的新信仰时，他发觉自己缺乏所需的交流技能。用他自己的话说，他“甚至没有这个功能”。
- 3 为了增长知识，提高沟通技能，深陷绝望的马尔科姆·艾克斯制定了一个计划。他求助于书籍，相信读书会使他受益。可是当他试图独力阅读一些严肃的书本时，他感到苦恼，因为大部分的词他都不认识。为了加快他的语言学习计划，他跳过了所有不认识的字，最终他全然不知这本书里写了什么。马尔科姆·艾克斯在他的自传里谈到他贫乏的语言技能时是这样写的：“我变得沮丧。”
- 4 由于无法阅读和写作而遭受的巨大挫折促使马尔科姆·艾克斯开始探索如何攻克自己的语言缺陷。他说：“我想我唯一能做的就是弄到一本词典来学习，学一些单词。”他也幸运地意识到应该努力改进自己的书写。他告诉我们：“很令人伤心，我甚至不能把英文写成直线。”这些想法促使他向狱管提出请求，要了一些纸和铅笔。
- 5 头两天，马尔科姆·艾克斯只是很快地浏览了一下词典，试图在这不熟悉的格式里找出他自己的应对方法。他告诉我们，他对这些单词之间的密切关系感到诧异。moist怎么会是moisture的词根；advisable跟advisory竟是同根词！“我都不知道哪些单词我需要学。”他说，“最后，为了有所行动，我开始抄写词典。”马尔科姆·艾克斯缓慢、仔细却又蹩脚地书写着，他把词典的第一页全都抄写在一个笔记本上，甚至把引号也抄了。这花了他整整一天的时间。在此之后，他高声朗读所有抄写下来的东西。“我一遍又一遍地给自己大声朗读自己抄写的东西。”马尔科姆回忆道。他还把每天发生的重要事情记录下来。反复抄写与朗读帮助他从一个仅有一些基础文化知识的人变成了真正精通语言的人。
- 6 马尔科姆·艾克斯描述了第二天早晨醒来时，他如何努力回忆他抄写和朗读过的单词以及他如何努力获取知识。这是一种神奇的感觉，他感到无比自豪。
- 7 他被强烈吸引着，继续抄写着词典的下一页。他醒来时再次感到骄傲且精力充沛。随着不断抄写和朗读，马尔科姆·艾克斯发现自己在学到东西，也记住了越来越多的单词。他的困惑逐日减少。
- 8 随着马尔科姆·艾克斯的词汇量不断扩大，他开始能更好地理解所阅读的书了。这种现象还是第一次发生。“任何一个阅读广泛的人都能想象那个敞开的新世界。”从那时起到他离开那座监狱，他一直专注于阅读，被它深深吸引，数月过去了，他竟然没感到自己在坐牢。“事实上，在这之前，我从没如此真正地感受过人生的自由。”
- 9 “就是在监狱里我意识到阅读永远地改变了我的人

生轨迹。”马尔科姆·艾克斯写道。他描述了有一天一位作家从伦敦打电话来采访他。那位作家问马尔科姆·艾克斯，他文笔那么流畅，是从哪所大学毕业的。马尔科姆告诉那位英国人他自己的大学是“书本”。

- <sup>10</sup> 马尔科姆·艾克斯的一生精彩地例证了语言学习对人生的深刻影响。他出生于贫穷、无知的世界，可是知识开阔了他的眼界。从他在监狱里踏上伟大的学习之旅起，他就离开了青年时代狭隘、无知的世界，加入了有思想、有作为的国际社会中。





## PART I

UNDERSTANDING  
AND LEARNING

## Overview

When discussing the choice of a college major, we should give students some guidance as to what major will satisfy the needs of both students and society. The right major can empower students and make them more autonomous in their studies. The two texts, therefore, aim to give students some useful advice. The author of Text A tells a story about her personal experiences in choosing her college major: how she struggled but finally found her calling – journalism, a major that she was passionate about and that suited her. Text B, on the other hand, claims that students who study the humanities will become well-rounded and also have more opportunities.

Both texts are tied to the topic of choosing a major, but their writing styles are entirely different. In Text A, the author tries to be humorous while giving a vivid description of how she was struggling to choose a major. She starts her story with a fairy tale in order to introduce her

three tries in an amusing way. Even though she struggled a lot, she was always open-minded and optimistic, so the tone throughout the text is quite delightful, and the ideas also flow smoothly. In contrast, Text B has a more serious and persuasive tone since it's argumentation. The author first points out the current harsh reality – fewer students major in liberal arts and take courses in the humanities – and then gives his strong support to the study of the humanities.

When working on the texts, the teacher can elicit responses from students in respect of the two writing methods, narration vs. argumentation. Obviously, the two have different writing purposes: One is to share; the other is to persuade. Class activities can revolve around the topic of choosing a major through peer interviews, pair work, or class discussion. Possible questions for discussion or activities can be: How do you know the major you choose will suit you? In what way can the right major make students stronger? Can the studies in the humanities such as history or literature benefit students? Why do you think choosing a college major should be associated with the needs of society and the country?

## Section A

# The road to my major

### Background information

#### 1 Goldilocks and the Three Bears

Originally titled “The Story of the Three Bears”, “Goldilocks and the Three Bears” is a 19th-century fairy tale, and there are three different versions. The first version of the tale tells of a badly-behaved old woman who enters the forest home of three bears while they are away. She sits in their chairs, eats some of their porridge, and sleeps in one of their beds. When the bears return and discover her, she wakes up, jumps out of the window, and is never seen again. The second version replaced the old woman with a little girl named Goldilocks. The third and by far the most well-known version replaced the original bears with Papa Bear, Mama Bear and Baby Bear, just as they are addressed in our text. So, what was originally a frightening tale has become a cozy family story now. The story has also been adapted for film, opera, and other media. “Goldilocks and the Three Bears” is one of the most popular fairy tales in English-speaking countries.

#### 2 college major

In the United States, a college major requires satisfactory completion of both required and elective courses in the chosen area, such as math and physics. In addition, most colleges and universities require that all students take a general core curriculum in the liberal arts, called general education (GE) courses. An academic major is administered by senior faculty in an academic department. A major administered by more than one academic

department is called an interdisciplinary major. In some settings, students may be permitted to design their own major, subject to faculty approval. Also, students are usually not required to choose their major when first enrolling as an undergraduate. Normally, students are required to declare a major by the end of their second year. A student who declares two academic majors is said to have a double major.

#### 3 AP program

AP (Advanced Placement) is a program created by the U.S. College Board, a non-profit organization, which offers college-level curricula and examinations to high school students, allowing high school seniors to study college-level material and take exams that would enable them to get college credit. Colleges and universities may assign course credits to students who obtain high scores in the examinations. AP exams are also accepted by some other countries.

#### 4 spelling bee

A spelling bee is a competition in which spellers are asked to spell a broad selection of words, usually with a varying degree of difficulty. It originated in the United States, but spelling bee events are now also held in some other countries around the world. The Scripps National Spelling Bee is held annually in the United States for about three days at the end of May or the beginning of June. Every speller in the competition has previously participated in a local spelling bee, usually organized by a local newspaper. The game is primarily an oral competition conducted in elimination rounds until only one speller remains.

#### 5 college minor

A college minor is a student’s declared secondary academic discipline during their undergraduate studies. As with a major, the college or university provides a framework of required classes that a student must complete

to earn a minor. To obtain an academic minor in America, students are usually required to undertake three years of study at a university in a selected subject. Some students will prepare for their intended career with their major while pursuing personal interests with a minor, such as majoring in civil engineering while minoring in a foreign language. Other students may pursue a minor to provide specific specialization and thus make themselves more impressive to employers. It is not infrequent for a physics major to minor in computer science, or an engineering or economics student to minor in mathematics. Students intending to become teachers often major in their teaching subject areas, such as history or chemistry, and minor in education.

## Detailed study of the text

- 1 Do you know the **fairy tale** of “Goldilocks and the Three Bears”? Goldilocks entered the house of the three bears. There, she tried Papa Bear’s porridge, and it was too hot. Mama Bear’s was too cold. But Baby Bear’s was just right, so she ate it all up. (Para. 1)

**Meaning:** Have you ever heard about the children’s story of “Goldilocks and the Three Bears”? A blonde girl walked into a house occupied by three bears. In the house, she first tasted Papa Bear’s porridge and then Mama Bear’s, but she found one was too hot and the other was too cold. She finally tried Baby Bear’s and found it was not too hot nor too cold, just right, so she swallowed it.

**Meaning beyond words:** The purpose of the author to start with this fairy tale is to create an analogy between the tale and her own experiences in choosing a college major.

★ **fairy:** *n.* [C] a small imaginary creature with magic powers, which looks like a very small person 仙子; 小精灵

*She used to think there were fairies at the bottom of her garden.* 她过去经常认为她的花园深处有小精灵。

★ **fairy tale:** *n.* [C] (*also fairy story*) a children’s story in which magical things happen 童话; 神话; 神仙故事

*Now it is an entirely new place, as though I had stepped through a window into a fairy tale.* 现在这里是一个全新的地方,就好像我穿过一扇窗户进入了一个童话故事。

- 2 Thus, essentially, she committed the crime of **burglary** and **grabbed** a full serving of food belonging to an innocent child. Shame on her! (Para. 1)

**Meaning:** Therefore, she broke the law by breaking into someone’s house and she stole a meal from a young child. She should feel guilty and ashamed!

★ **burglary:** *n.* [C, U] the crime of getting into a building to steal things 入室盗窃 (罪)

*Apart from the burglary figures, crime as a whole was on the decrease, according to the report.* 报告称,除了入室盗窃案发数量外,整体犯罪数量在下降。

★ **grab:** *vt.*

- 1) get sth. for yourself, sometimes in an unfair way 霸占; 捞取; 强夺

*Burglars tend to grab things easy to carry off, such as cash, jewelry, and computers.* 窃贼往往会偷取容易带走的东西,例如现金、珠宝和电脑。

- 2) take hold of sb. or sth. with a sudden or violent movement 攫取; 抓住

*The first book in my recently published series is currently free and you can grab yourself a copy.* 我最近出版的系列里第一本书目前是免费的,你可以自己拿一本。

- 3 Interestingly, the **plot** in this fairy tale is very similar to my experience in choosing my college major. It took me three tries as well to find a major and a career that I loved and that fit me. (Para. 2)

**Meaning:** It's interesting that the situation in this story is very much like what I experienced when I was trying to choose my college major. It was exactly three times that I tried to choose a major and a career that I liked and that suited me.

**Meaning beyond words:** It's difficult to make a choice of a college major, and having three tries is very common for college students who are trying to find the right major.

★ **plot:** *n.* [C]

- 1) the events that form the main story of a book, film, or play (书、电影、戏剧的) 情节  
*The film has a brilliant plot, but it is only secondary to the characters.* 这部电影的情节很精彩，但与电影的人物角色相比是第二位的。
- 2) a secret plan by a group of people to do sth. harmful or illegal 密谋；阴谋；秘密计划  
*A plot to kidnap the politician's daughter was uncovered when the police were patrolling the street.* 警察在街上巡逻时发现了一起绑架政治家女儿的阴谋。

**Usage note**

**career, profession, occupation, position**

这一组名词表示“工作；职业”等，比较容易混淆，有必要进行辨析。

- 1 **career** 表示“事业”，往往指某人一生的职业生涯，职业生涯所经历的、取得成就的过程。例如：  
*He finally developed his lifetime career as a writer, but he started as a teacher by profession.* 他最终把写作当成终生的事业，但他最初的职业是教师。

- 2 **profession** 表示“职业”，指需要经过专业教育和训练才能胜任的职业或行业，尤指律师、建筑师、会计师、医师等。例如：

*She wants to take accounting as her profession since she has realized that her acting career is over.* 她想把会计作为职业，因为她已经意识到自己的演艺生涯结束了。

- 3 **occupation** 表示“工作”，往往指生活来源的主要依靠，可以跟在 *full-time*、*current*、*skilled*、*unskilled*、*white-collar*、*blue-collar* 等词的后面。其中有些是 **profession**，有些可以发展为 **career**，有些只是谋生手段。例如：

*Copying was a well-paid occupation in 19th-century France.* 誊写在19世纪的法国是一项高薪工作。

- 4 **position** 表示“工作；职务”等。有些人经过培训和学习，工作或职务 (**position**) 可能会改变，从而拥有自己的 **profession** 或 **career**。例如：

*She got a position in a bank immediately after graduation.* 她一毕业就在一家银行谋到了一个职位。

- 4 For many of us, it can be a very lengthy process of self-discovery before we realize what we want to do and what we **are really passionate about**. (Para. 2)

**Meaning:** Many of us have to go through a long process to discover who we are before we can decide what we want to do and find what we are enthusiastic about.

**Meaning beyond words:** To find a major that students love and that suits them could be a long process, because a lot of times students don't even understand themselves very well. They're not clear what merits and qualities they possess and what they are really enthusiastic about.

- ★ **passionate:** *a.* very enthusiastic or interested 非常热情的；极其感兴趣的

*She's a keen photographer and a big fan of basketball, and recently she has also developed a passionate interest in deep sea diving.* 她是一名摄影爱好者，也是一名超级篮球迷，近来还对深海潜水产生了浓厚的兴趣。

★ **be passionate about:** have special interest in sth. 热衷于  
*He has always been passionate about sports, especially football and golf.* 他一直热衷于运动, 尤其是足球和高尔夫。

5 **Believe it or not**, engineering was my high school **version** of a future career. Sounds **weird**, doesn't it? (Para. 3)

**Meaning:** I know it sounds unbelievable but my dream career at high school was to become an engineer. Doesn't it sound strange?

**Meaning beyond words:** Her career goal during her high school years sounds unbelievable today since both her major and career are in the field of the humanities rather than science.

★ **believe it or not:** used when you are saying sth. that is true but surprising 信不信由你  
*People at a conference call may not be able to see you, but believe it or not, smiling on the phone affects your tone of voice.* 电话会议上的人可能看不到你, 但不管你信不信, 你通电话时微笑会影响你说话的语气。

★ **version:** *n.* [C] a copy of sth. that has been changed so it is slightly different 版本; 变体  
*Users without the latest version of the anti-virus software may be unable to detect the virus.* 没有最新版本的防病毒软件的用户, 可能无法检测到这种病毒。

★ **weird:** *a.* (*informal*) very strange and unusual, and difficult to understand or explain 古怪的; 奇异的  
*I heard some kind of weird sound that came from the sea.* 我听到了某种来自大海的怪异的声音。

6 I, **currently** a writer who does nothing with numbers, wanted to be an engineer during my high school years! (Para. 3)

**Meaning:** It is strange to think that somebody like me – a writer who never works with numbers – wanted to be an engineer when in high school.

★ **currently:** *ad.* at the present time 现时; 当前  
*Many patients are currently hospitalized and some of them are in intensive care.* 许多患者目前住院治疗, 其中一些人在重症监护室。

7 At that time, it truly made sense, though. I was extremely **obsessed with** the **magnificence** of **massive** engineering structures. (Para. 3)

**Meaning:** However, back at that time, it was very reasonable to me because I was completely fascinated by the brilliance of huge engineering structures.

★ **obsess:** *vt.* (*usu. passive*) completely fill your mind so that you cannot think of anything else, in a way that is not reasonable or normal 使痴迷; 使迷恋; 使着迷  
*The race to be first with the news obsesses most journalists.* 大多数记者痴迷于抢先获取新闻。

★ **be obsessed with / by:** think about sth. a lot, with the result that you don't pay attention to other things or people 沉迷于; 对...着迷  
*She was obsessed with some food for about a month and a half, and then she would change her mind and wouldn't go near it.* 她沉迷于某种食物约一个半月, 然后她就会改变主意, 不再碰那种食物。

★ **magnificence:** *n.* [U] the quality and state of being magnificent 宏伟; 壮丽; 华丽; 富丽堂皇  
*The magnificence of the scenery was enough to make one forget for a moment their troubles.* 壮丽的风景足以让人暂时忘记他们的烦恼。

★ **massive:** *a.*  
1) very large, solid, and heavy 大而重的; 厚重的

*China's massive hydropower station, the world's seventh-largest, was put into operation.* 世界排名第七的中国大型水电站已投入运行。

- 2) unusually large, powerful, or damaging 巨大的; 强大的; 强烈的; 极具破坏力的  
*Heavy snowstorms forced flight cancellations and caused massive delays.* 暴雪天气迫使航班取消并造成了大面积延误。

- 8 I would wander the streets of Boston **gazing** up at the skyscrapers **in awe**, and I was so fascinated by roller coasters in the theme parks. (Para. 3)

**Meaning:** I walked along the streets of Boston without any specific purpose and looked up at the high rises with respect and admiration. I also admired the roller coasters in the theme parks.

**Meaning beyond words:** This is a good illustration of the reason why she wanted to become an engineer when she was in high school. It was simply because of her passion and keen interest in engineering.

- ★ **gaze:** *vi.* look at sb. or sth. for a long time, giving it all your attention, often without realizing you are doing so (常指无意识地) 凝视, 盯着看  
*He and his little brother would go up on the roof on clear nights and gaze at the stars.* 他和弟弟会在晴朗的夜晚登上屋顶, 凝望星空。
- ★ **awe:** *n.* [U] feelings of respect and slight fear; feelings of being very impressed by sth. or sb. 敬畏; 惊叹  
*The awe she held for her father was well-established in her early childhood, and now she still respects him a lot.* 她对父亲的敬畏早在幼年时就已养成, 现在仍然非常尊重他。
- ★ **in awe:** in a mood of great admiration and respect, often combined with fear 敬畏的(地); 崇敬的(地)  
*I looked at her in awe, and she was so*

*genuine and kind and generous.* 我崇敬地看着她, 她是如此真诚、善良和慷慨。

- 9 I was good at math and was doing well with the advanced math classes, but when it was time to decide whether or not to take the AP (Advanced **Placement**) math course in high school, I **hesitated**. (Para. 3)

**Meaning:** Though I was good at math and performed well in my advanced math classes, I was still kind of nervous when I had to make a decision whether to take the college-level math course in high school.

**Meaning beyond words:** She was not sure whether her math would be good enough for the AP math course, indicating she was still struggling in the process of self-discovery, not knowing what she was good at.

- ★ **placement:** *n.* [U] the process of finding sb. a place where they can live, work, or study 安置; 安排; 安顿  
*Some students choose to take English placement tests to help them find out what English courses are appropriate for them to take.* 有些学生选择参加英语分班考试, 以帮助他们找到适合自己的英语课程。
- ★ **hesitate:** *vi.* pause before saying or doing sth. because you are nervous or not sure 犹豫; 踌躇; 迟疑  
*He hesitated a moment and then started to tell his story.* 他犹豫了片刻, 然后开始讲述自己的故事。

- 10 Why? I lacked confidence and knew there was a chance I wouldn't succeed. (Para. 3)

**Meaning:** Why did I hesitate? I wasn't confident about the course, afraid that I might fail.

**Meaning beyond words:** She didn't know how far she could go in that course because college courses are more challenging than high school courses.

- 11 I started questioning my decision to become an engineer, so the first **semester** at college, I took the **introductory** engineering math class to **confirm** or **disprove** my doubt – whether I have a talent for engineering. (Para. 4)

**Meaning:** I began having doubts about my decision to become an engineer, so as soon as I started college, I signed up for the initial math course to see if I could become an engineer.

- ★ **semester:** *n.* [C] one of the two periods that the school or college year is divided into 学期 (一学年分两个学期)  
*The primary mode of communication among students and instructors for both semesters was the university's email system.* 在这两个学期, 学生和教师之间的主要沟通方式是大学的电子邮件系统。
- ★ **introductory:** *a.* (only before noun) intended for people who have never done a particular activity before 入门的; 初步的  
*Our department offers some introductory psychology courses to undergraduates of the whole school.* 我们系为全校本科生开设了几门心理学入门课程。
- ★ **confirm:** *vt.* show that sth. is definitely true, esp. by providing more proof (尤指通过提供更多证据) 证实, 证明  
*The professor called her to confirm the appointment tomorrow and ask about the purpose of the meeting.* 教授打电话跟她确认明天的预约, 并询问见面的目的。
- ★ **disprove:** *vt.* show that sth. is wrong or not true 证明…错误 (或不属实)  
*Your reason may well be valid, but it doesn't*

*disprove the reason that I offered.* 你的理由可能很合理, 但并不能反驳我提出的理由。

### Usage note

#### confirm, prove

这两个动词后面都可以接名词或 that 引导的从句, 都可以用来表示“证实; 证明”等意思, 比较容易混淆。

- 1 confirm 表示对已知事实或已发生的情况进行确认。

例如:

*Please confirm your telephone message by letter.* 请写信确认你电话中所说的内容。(后接名词)

*Her announcement confirmed that she would be resigning as Prime Minister.* 她的声明证实了她会辞任首相。(后接 that 引导的从句)

*The X-ray has confirmed that he has not broken any bones.* X光检查证实他没有骨折。(后接 that 引导的从句)

- 2 prove 表示对未知事件或情况用证据来证明, 证明其是真实的。例如:

*I'll give it back to you if you can prove ownership.*

如果你能证明这是你的, 我就会把它还给你。(后接名词)

*You have to prove to the police that you were at home that night.* 你得向警方证明那天晚上你在家。(后接 that 引导的从句)

*Tests have proved that the system works.* 测试证明该系统有效。(后接 that 引导的从句)

- 12 Well, I struggled. Not just “I'm having trouble with this chapter” kind of struggle. The concepts were simply beyond me. (Para. 4)

**Meaning:** I found the class very hard, and it wasn't just a question of one chapter. I simply couldn't get any concepts.

- 13 My math level was fairly advanced in high school, but at college I found I **wasn't up to par**. (Para. 4)

**Meaning:** In high school, my math was pretty good, but taking the college course made me realize that my current level wasn't up to the required standard.

★ **par:** *n.* [U] the usual or expected standard 标准; 水准  
*This year, the transaction activity by the company remains on a par with its historical average.* 今年, 该公司的交易活动仍与历史平均水平持平。

★ **not up to par:** less good than usual or below the proper standard 在一般水平以下; 达不到标准  
*The survey indicates that only 5 percent of the engineering students consider their education inadequate and not up to par.* 调查显示, 只有5%的工程专业学生认为他们的教育不足, 不符合标准。

14 I struggled so much that I dropped the course and gave up my high school dream – to become an engineer. The porridge was too hot! (Para. 4)

**Meaning:** I was so stressed out that I withdrew from the course and stopped thinking about becoming an engineer. Engineering was too hard for me!

#### Note

Now it should be clear to students why the author uses the story to be the introductory part of her account of her own experiences. “The porridge was too hot!” at the end of the paragraph is appropriately and vividly used. It not only summarizes the main idea of the paragraph but also makes her tone more humorous. Here *porridge* is a metaphor, referring to engineering.

15 I also had a **new-found hatred** of math **thereafter** – so much that to this day I don’t even want to **calculate** the tip on a restaurant bill. (Para. 5)

**Meaning:** Afterward, I started to hate math – a feeling that was so deep that today I still want to skip the calculation of the tip on a restaurant bill.

★ **new-found:** *a.* (only before noun) recently obtained, found, or achieved 新获得的; 新发现的; 新实现的

*He used some of his new-found free time to give his parents a ride to the beach.* 他利用新获得的一些空闲时间驾车带父母前往海滩。

★ **hatred:** *n.* [C, U] an angry feeling of extreme dislike for sb. or sth. 憎恶; 憎恨; 仇恨

*The agreement set an end to a terrible century of war and hatred between the two countries.* 该协议结束了两国之间可怕的一个世纪的战争和仇恨。

★ **thereafter:** *ad.* (*fml.*) after a particular event or time 其后; 此后

*My first day, and every day for several months thereafter, was spent working as an ICU nurse to help patients.* 第一天以及之后几个月的每一天, 我都在重症病房当护士, 帮助病人。

★ **calculate:** *vt.*

1) find out how much sth. will cost, how long sth. will take, etc. by using numbers 计算; 核算

*Top-level teams now employ specialists to calculate exactly what the riders need each day in terms of proteins.* 现在, 顶级团队都聘请专家来准确地计算骑手每天所需的蛋白质。

2) guess sth. using as many facts as you can find 估计; 预测

*It’s difficult to calculate the long-term effects of these changes in the law.* 法律上的这些变化带来的长期影响是难以预测的。

16 I felt the subject **let me down**, so my next career consideration was, naturally, to do something on the opposite side of the **spectrum**, something free and **artistic**. (Para. 5)



**Meaning:** Engineering made me feel like a loser, so it was natural for me to look for a career which would be completely opposite – something to do with free thinking and artistic taste.

**Meaning beyond words:** She made up her mind to change to a new career that would be completely different from the previous one and something that she could be good at and have a talent for.

★ **let sb. down:**

- 1) make sb. less successful or effective 使略逊一筹; 使美中不足

*Many believe it was his shyness and insecurity that let him down.* 许多人相信是他的羞涩和不安全感使他略逊一筹。

- 2) make sb. disappointed by not doing sth. 使失望; 辜负(别人的信任或期望)

*The teacher urged his students to work hard and not to let him down.* 老师督促他的学生努力学习, 不要让他失望。

★ **spectrum:** *n.* [C] (*pl.* spectra)

- 1) a complete range of opinions, people, situations, etc., going from one extreme to its opposite (观点、人、情况等) 范围, 幅度

*The course covers a wide spectrum of musical activity, from opera to rock.* 该课程所涵盖的音乐活动非常广泛, 从歌剧到摇滚乐。

- 2) the set of bands of colored light into which a beam of light separates when it is passed through a prism 光谱

*He has used the spectrum in the rainbow effectively to create an atmosphere of calm.* 他有效地利用了彩虹中的光谱来营造一种平静的氛围。

★ **artistic:** *a.*

- 1) relating to art or culture 美术的; 艺术的  
*Global artists presented artistic works with sustainable development themes in China.* 全球艺术家在中国用艺术作品来呈

现可持续发展主题。

- 2) good at painting, drawing, or producing beautiful things 艺术精湛的; 有艺术才华的

*The annual cultural event in this region draws artistic talent from different parts of the country.* 该地区一年一度的文化活动吸引了来自全国各地的艺术人才。

- 17 I browsed the options on my college website. The graphic design program reminded me of my childhood days of excessive drawing. (Para. 6)

**Meaning:** I searched my college website for more choices of majors. The graphic design program made me think of my childhood when I was fond of drawing.

**Meaning beyond words:** The author thought that the graphic design program might be good for her because she loved drawing when she was a kid.

Note

Now we can see the echo of the previous sentence "... so my next career consideration was, naturally, to do something on the opposite side of the spectrum, something free and artistic". The two tries help students better comprehend the meaning of "on the opposite side of the spectrum": engineering vs. graphic design. One is a science subject that has to do with numbers; the other is an arts subject that requires creativity and inspiration.

- ★ **browse:** *v.* search for information on a computer or on the Internet (在计算机或因特网上) 浏览(信息)

*One of the reasons why people purchase smartphones is that they can browse the web while on the go.* 人们购买智能手机的原因之一是他们可以在忙碌时浏览网页。

- ★ **option:** *n.* [C] a choice you can make in a particular situation 选择; 可选择的东西  
*We were given the option of canceling the trip and receiving a refund in the mail.* 我们

可以选择取消这次旅行，并通过邮件收到退款。

★ **graphic:** *a.*

1) (*only before noun*) connected with or including drawing, printing, or designing 绘画的；图样的；印刷的；平面设计的

*Here are graphic illustrations, watercolors, and oil paintings.* 这些是插图、水彩画和油画。

2) a graphic account or description of an event is very clear and gives a lot of details, esp. unpleasant ones (叙述或描写) 清楚详细的，细致的（尤指包含令人不愉快的细节）

*Above all, the book is a graphic account of the strength and bravery of these revolutionaries under the threat of death.* 最重要的是，该书详细地描述了这些革命者面对死亡威胁时体现出的力量和勇气。

18 This part of the porridge **turned out** quite brief, since the requirements to enter the program were not demanding. (Para. 6)

**Meaning:** To be accepted as a graphic design major was easy because the requirements for getting into the program were not that high.

**Note**

*This part of the porridge* refers to entering the graphic design program, which is less challenging as compared to other programs.

★ **turn out:** happen in a particular way, or have a particular result, esp. one that you didn't expect 最后结果是；最终成为  
*I know everything will turn out fine, exactly as you want it.* 我知道一切都会变得很好，正如你所愿。

**Note**

The phrasal verb *turn out* is often followed by an adjective. It can also be followed by a clause or an infinitive. For example:

*If the day turns out wet, we may have to change our plans.* 如果当天下雨，我们也许不得不改变计划。

*It turned out that luck wasn't a part of her success at all.* 事实证明，她的成功绝不是靠运气。

*He turned out to be my new physics professor.* 他原来是我的新物理学教授。

19 Nevertheless, I still didn't feel quite right because I was not excited about it. I walked away. The porridge was too cold! (Para. 6)

**Meaning:** However, I still thought there must be something wrong because I didn't feel enthusiastic about it. I gave up enrolling in the program because it was neither challenging nor exciting.

**Meaning beyond words:** Her disappointment at the graphic design program is obvious, based on the sentences "I was not excited about it" and "I walked away".

20 It was at this point that I felt completely frustrated, a **sentiment** shared by many college students browsing majors. (Para. 7)

**Meaning:** I felt extremely frustrated – a feeling that many college students have when looking through majors online.

**Meaning beyond words:** Her disappointment turned into frustration now. She had tried two different areas, but still couldn't find a major that she liked and that suited her.

★ **sentiment:** *n.*

1) [C, U] (*fml.*) an opinion or feeling you have about sth. 意见；观点；感想  
*In the face of anti-globalization sentiment, a more open China will inspire confidence worldwide.* 面对逆全球化情绪，一个更加开放的中国将激发全世界的信心。

2) [U] feelings of pity, love, sadness, etc. that are often considered to be too strong or not suitable for a particular situation 多愁善感；感情因素

*An invitation or a card is probably one of the best ways to share sentiment with friends and family.* 邀请函或卡片可能是与朋友和家人分享情感的最佳方式之一。

- 21 I **picked the brains of** my advisor, carefully read the information on the career services website, and continued to hesitate about my major choice. (Para. 7)

**Meaning:** I asked my academic advisor to help me, and took a close look at the online information provided by the school's career services, but I still couldn't make a decision on my major.

**Meaning beyond words:** Though frustrated, she didn't stop her endeavor and continued to make use of all the sources available to find herself an appropriate major.

- ★ **pick one's brains:** ask sb. who knows a lot about sth. for information and advice about it 向…讨教（或请教）

*If you want to learn how to operate the machine, you have to pick the brains of one of the engineers here.* 如果你想学习如何操作机器，你得请教这儿的一位工程师。

- 22 Things didn't change till I got a phone call from my dad. (Para. 7)

**Meaning:** The situation remained unchanged till my dad called me one day.

- 23 Talking to him, I **threw out** the idea of applying for a position at a student-run newspaper on campus, more like a last **resort** than an actual consideration. (Para. 7)

**Meaning:** When on the phone, without much serious thought, I told my dad that I might apply for an on-campus job with a student-run newspaper. For me, this was just a random thought rather than a seriously considered option.

**Meaning beyond words:** Disappointed and frustrated, she now grew desperate. That's why she said it was her last resort.

- ★ **throw sth. out:** say sth. in a way that suggests you have not given it a lot of thought 脱口而出；随口说

*He threw out a suggestion but withdrew it right after, afraid it might offend others.* 他提出了一个建议，但又立即撤回，担心会冒犯别人。

- ★ **resort:**

n. 1) (**last / final** ~) what you will do if everything else fails (其他方法都失败后采用的) 最后的手段

*The employer said he believed this action would be a last resort for the solution of the problem.* 雇主说他相信这一行动将是解决问题的最后手段。

2) [C] a place where a lot of people go for holidays 度假胜地

*This country has many seaside resorts for people to spend their holidays.* 这个国家有许多海滨度假胜地供人们度假。

- v. (~ **to**) do sth. extreme or unpleasant in order to solve a problem 采取；诉诸；求助于

*The two governments agreed to settle all disputes by peaceful means without resorting to the threat or use of force.* 两国政府同意不诉诸武力，不以武力相威胁，和平解决所有争端。

- 24 “You know, you've always been good at writing,” he said. (Para. 7)

**Meaning beyond words:** Her father had full confidence in her writing ability.

- 25 You know what? My **prolonged** hesitation over my major ended dramatically, not with more excessive overthinking, but rather, as a sudden realization. (Para. 7)

**Meaning:** Can you believe it? The long period of uncertainty about my major ended all of a sudden, not because of my much more careful thinking, but because of a sudden awareness.

**Meaning beyond words:** She realized that her talent for writing was what could determine her major and future career.

★ **prolong:** *vt.* deliberately make sth. such as a feeling or an activity last longer 延长, 拉长, 拖长 (感觉或活动)

*Many interesting issues have been raised, so I think that we could prolong this debate for a short while.* 大家提出了许多有趣的问题, 所以我认为我们可以将这场辩论延长一点儿时间。

★ **prolonged:** *a.* continuing for a long time 持久的

*A prolonged rainy season caused a lot of trouble for fruit farmers.* 漫长的雨季给果农造成了很多麻烦。

26 All I needed was an outside **source** to confirm the fact: Journalism was my **calling**. (Para. 7)

**Meaning:** What I needed was the confirmation from someone that my profession was surely journalism.

**Meaning beyond words:** She was very happy that her father called her and helped her make the decision.

★ **source:** *n.* [C]

1) a person, book, or document that supplies you with information 提供消息者; 资料来源

*This outside source confirms that the previous reports of the budget are correct.* 该外部资料证实了先前的预算报告是正确的。

2) a thing, place, activity, etc. that you get sth. from 来源; 出处

*Roommates can be a source of enjoyment in college life.* 室友可以成为大学生生活快乐

的源泉。

★ **calling:** *n.* [C]

1) (*fml.*) sb.'s profession or trade 职业; 行业  
*He was suddenly awakened to a realization that a career in theater and films was his calling.* 他突然醒悟, 意识到从事戏剧和电影工作就是他的职业。

2) a strong desire or feeling of duty to do a particular job, esp. one in which you help other people 使命感; 责任感  
*I think in this community, there's still a lot of work to be done, so my calling is to work for the people here.* 我认为在这个社区还有很多工作要做, 所以我的使命就是为这里的人工作。

27 "Why didn't it hit me before?" I asked myself. (Para. 8)

**Meaning:** I was surprised that I didn't even think about journalism before.

#### Note

If a fact *hits* you, you suddenly realize its importance and feel surprised or shocked. So the expression in quotation marks can be paraphrased into "Why didn't I realize it before?". For example:

*He would never be back, but it didn't hit me until I arrived in England.* 他不会回来了, 可是直到我到了英格兰, 我才意识到这一点。

28 As a child, I won writing contests and got second place in two Spelling Bees. I earned straight A's in English and writing classes. Even at college, friends let me **proofread** their papers. (Para. 8)

**Meaning:** When I was a child, I won writing competitions and also won second place twice in spelling contests. I got A's in all my English and writing classes. When I was at college, my friends also asked me to double-check their essays before they submitted them.

**Meaning beyond words:** Her excellent writing skills helped her stand out among her peers. It further explains why journalism was her calling.

★ **proofread:** *v. (also proof) (proofread, proofread)* read through sth. that is written or printed in order to correct any mistakes in it 校对; 校阅

*Final drafts of essays will be reviewed and proofread by these volunteer graduate students.* 论文的最终稿将由这些研究生志愿者进行审核和校对。

- 29 The signs were right there in front of me, but I just **ignored** them because I didn't think my abilities were unique. (Para. 8)

**Meaning:** I should have been aware of my writing abilities, but I didn't consider them as something unusual, so I never paid attention to them.

★ **ignore:** *vt.* deliberately pay no attention to sth. that you have been told or that you know about 对...置之不理

*We know that the real news was purposely ignored in favor of the fake and manufactured version.* 我们知道真实的新闻被故意忽略,取而代之的是假的、编造的版本。

- 30 Journalism, to me, is the perfect balance between what I loved about engineering and graphic design. (Para. 9)

**Meaning:** Journalism gave me the perfect opportunity to explore everything I loved about engineering and graphic design.

**Meaning beyond words:** She was now quite sure of her calling and happy about what she had realized and discovered.

- 31 It's structured, like engineering, in the fact that you need to know grammar rules, **journalistic** styles, press **releases**, and the like. (Para. 9)

**Meaning:** Journalism is a profession that requires structures, just like engineering, because you need to understand grammatical rules, writing styles relating to journalism, the way to write up news reports, and so forth.

**Meaning beyond words:** She was clear about what skills she needed in order to be competent for the job. This part of journalism is very much like engineering.

★ **journalistic:** *a. (only before noun)* relating to journalism or journalists 新闻业的; 新闻记者的

*The senior journalist began his journalistic career in the early 1980s in China.* 这位资深记者于20世纪80年代初在中国开始了他的记者生涯。

★ **release:**

*n.* [C, U] an official statement, report, etc. that is made available to be printed or broadcast, or the act of making it available 发布的声明(或报告等); (声明、报告等的)发表, 发布

*I authorize the release of information on all aspects of my employment history with the company.* 我授权发布我在该公司的所有工作经历。

*vt.* let news or official information be known and printed 公开发表; 发布

*My friend released a statement through his lawyer on Friday.* 我的朋友星期五通过他的律师公开发表了一份声明。

- 32 But it's also artistic in the fact that you get to explore a range of **thought-provoking** topics, express them in a creative light, and put them all in front of readers. (Para. 9)

**Meaning:** It's also artistic because you need to search for a lot of topics that require critical thinking, write articles and reports in a creative way, and then present them all to your readers.

**Meaning beyond words:** She understood that besides structures, she also needed to be creative. This part of journalism is very much like graphic design.

★ **provoke:** *vt.*

- 1) cause a reaction or feeling, esp. a sudden one 激起; 引起

*What he said recently provoked a storm of protest from the union.* 他最近的发言引发了工会的强烈抗议。

- 2) make sb. angry, esp. deliberately 激怒; 使恼火

*There are times when you have to provoke people in order to challenge them to go further.* 有时你必须激怒别人, 以便激励他们走得更远。

★ **thought-provoking:** *a.* making people think seriously about a particular subject 发人深省的; 引人深思的

*His lectures were often thought-provoking, and the students would spend hours discussing them.* 他的讲座经常发人深省, 学生们会花好几个小时来讨论。

- 33 I ended up **majoring in** journalism with a **minor** in English after rediscovering my love for writing. (Para. 10)

**Meaning:** In the end, I studied journalism as my major and English as my minor after I rediscovered my love for writing.

★ **major in:** (*esp. AmE*) study sth. as your main subject at college or university (在大学) 主修

*The high demand for persons with knowledge about computers is why I chose to major in computer science.* 对具有电脑知识的人才的高需求是我选择主修计算机科学的原因。

★ **minor:**

*n.* [C] (*AmE*) the second main subject that you study at university for your degree

(大学中的) 辅修科目

*The courses I took can be used as part of a minor in World Literature.* 我所学的课程可以作为世界文学辅修科目的一部分。

- v. (~ **in**) (*AmE*) study a second main subject as part of your university degree (大学里) 辅修 (某课程)

*Often, students will minor in a major-related subject, such as mathematics if doing a major in economics, to enhance their major.* 通常学生会辅修一门与专业有关的学科, 例如主修经济学时辅修数学, 以增强他们的专业学习。

- 34 I then applied for the newspaper job and was accepted on my first try. (Para. 10)

**Meaning:** Afterward, I applied for the on-campus newspaper job and got the offer after I tried the first time.

**Meaning beyond words:** She felt happy that she could get the position on her first try, which undoubtedly gave her a lot of encouragement.

- 35 I was lucky enough to be at a school with a **reputable** journalism program. (Para. 10)

**Meaning:** I was very lucky that I could study at a school that had a reputation for its excellent journalism program.

★ **reputable:** *a.* respected for being honest or for doing good work 声誉好的; 有声望的; 信誉佳的

*You should find a reputable accountant to help you manage your asset.* 你应该找有信誉的会计师来帮助你管理资产。

- 36 I was also lucky in the sense that I discovered my career **aspirations** at the ripe age of 20, not just because it saved me unknown **tuition** dollars pursuing unknown degrees with unknown extra classes. (Para. 10)

**Meaning:** Moreover, I was fortunate that I figured out what I wanted to do as a career at the early age of 20, not just because I saved a lot of tuition fees for unsuitable degrees and unnecessary classes.

### Note

- 1 The phrase *at the ripe age of 20* is used humorously. Sometimes, *ripe* is used to show it's surprising or impressive that someone is doing something or has achieved something at a very young age. Since the author found her career at the age of 20, it's very impressive.
- 2 The sentence uses the word *unknown* three times to emphasize the author's uncertainty about the consequences if she hadn't found her right major.

★ **aspiration:** *n.* [C, usu. pl., U] a strong desire to have or achieve sth. 志向; 抱负; 强烈愿望  
*The complete reunification of the motherland is an aspiration shared by all the Chinese people.* 实现祖国完全统一是全体中国人民的共同愿望。

★ **tuition:** *n.* [U] (*BrE tuition fees*) the money you pay for being taught 学费  
*Many students pay their tuition with loans, which they pay back later after graduation.* 很多学生用贷款支付学费, 他们在毕业后再偿还。

### Sentence structure note

in the / a sense that 的意思是“从……意义上来说”。在该结构中, 连词 *that* 引导的同位语从句解释说明 *sense* 的具体内容, 而且连词 *that* 不能省略。例如:  
*I did grow up with both of them in the sense that they were both very involved in my life.* 从他们密切参与了我的生活这个意义上来说, 我确实是和他们两个一起长大的。

- 37 I found the porridge just right, so I swallowed it. (Para. 10)

**Meaning beyond words:** She found that her major suited her exactly, so she was very happy.

## Structure analysis and writing

### Focusing on a narrative essay

This unit provides students with the opportunity to practice writing a narrative. There are several ways to organize sentences in a narrative.

However, the most common one is to use chronological order: to arrange the details in the order of their occurrence in time. The combination of all the occurrences in a narrative can be seen as an experience. That experience may be in the past; it may be a typical experience of what people usually do, or it may be still going on now.

Ordering sentences and ideas chronologically is not hard. However, it can be difficult to make the occurrences in the narrative connected in a clear and reasonable way, because many times students include unnecessary or irrelevant details in their writing. In this case, being able to give a keyword, either directly said or embedded in the thesis statement, is very important. The keyword helps achieve unity and make the narrative focused. For example, if students want to narrate their experience in taking a driving test, the thesis statement can be “I was extremely embarrassed the day when I took my driving test”. Clearly, the keyword is *embarrassed*, which helps students focus on this particular scenario in the narrative.

Another issue in writing a narrative deals with coherence. A narrative essay tells a story or describes a sequence of events; therefore, it is important to show the time relations between sentences and ideas. Using adverbs of time can help achieve coherence. However, if the occurrences are not so close along a time string, time signal words could be used less frequently. A good example is Text A, which narrates a lengthy process of choosing a college major. Even so, students can still figure out the time sequence of occurrences: from high school to college, specifically from the high school dream to the

choice of a major at college, and three tries one after another.

Finally, a good narrative usually contains a lot of descriptive words to make the occurrences more vivid and lifelike. Look at these two sentences: 1) *A cat is at the window*; 2) *A black and white cat is crouching at the dusty wooden window, ready to jump down*. Students can easily see the second sentence is more visual and impressive than the first one. So, to prepare students for writing a good narrative, it's important to encourage them to use adjectives and descriptive detail.

## **Structure analysis of the whole text**

Text A is an account of the author's personal experiences when she was trying to decide on her college major. The writing is a narrative, so the organization of the text is in chronological order. The text starts with a fairy tale and proceeds to more specific details about her hesitation and stress on the choice of a major. Finally, the text ends with her discovery of the major that she was passionate about. The narrative can be divided into three parts.

Part One (Paras. 1-2) is the introduction of the narrative. The author cleverly links the fairy tale with her own experiences, since her experiences in exploring her major were very much like the story. Both Goldilocks and she had three tries before they found the one "just right" for them: the porridge that was not too hot or too cold, and the major she was passionate about. Specifically, Para. 1 is the storytelling of Goldilocks, and Para. 2 is the author's explanation of why her experiences were similar to the fairy story, together with her claim that choosing a college major is a long process of self-discovery.

Part Two (Paras. 3-8) is the major part of the narrative. This part contains the details of her exploration of a college major. Para. 3 mentions

the author's dream career in high school – to become an engineer – and why she was so passionate about engineering. Para. 4 has a vivid description of her first try – taking an introductory engineering math course the first semester at college. However, the course was too challenging, and she struggled and experienced frustration. The next paragraph further states her new-found hatred for math. Para. 6 narrates her second try – entering the graphic design program. Nevertheless, she still didn't think it was a major right for her because it was not challenging enough. Then came her third try, discussed in Paras. 7-8. Para. 7 gives the details of her frustration and hesitation when she continued with her search. In the end, what her father said helped her realize that journalism was her calling. The next paragraph just further proves that she has a talent for journalism.

Part Three (Paras. 9-10) serves as the ending of the narrative. Para. 9 states why journalism is the perfect balance of engineering and graphic design, and Para. 10 announces her discovery of the major she loves, with great excitement.



## Introduction

Tells the fairy tale: how Goldilocks entered the house of three bears and tried their porridge. (Para. 1)

Relates the author's personal story to the fairy tale, along with her claim that looking for a proper major can be a very lengthy process of self-discovery. (Para. 2)

(Paras. 1-2)

## Body

Recalls her high school's dream career – to become an engineer, her strong passion for massive engineering structures, and her quite advanced math skills in high school. (Para. 3)

Narrates how her first try – taking an introductory engineering math course the first semester at college – let her down and why she decided to find a major opposite to engineering. (Paras. 4-5)

Describes her second try at the graphic design program, which she finally let go since entering the program turned out not that challenging. (Para. 6)

States how frustrated she was after the two tries and how her father's call helped her realize that journalism was her calling. Her good writing skills ever since her childhood proved her talent for journalism. (Paras. 7-8)

(Paras. 3-8)

## Conclusion

Emphasizes that journalism is the perfect balance of engineering and graphic design for her, and that she felt lucky to have found the right college major. (Paras. 9-10)

## Section B

### Reading skills

#### Reading for major details

The reading skill of this unit focuses on major details of a paragraph, as distinguished from minor details. Students learn in the Student's Book that when they are reading a paragraph, they should first try to identify the main idea of the paragraph and then try to separate major details from secondary or less important details. To clarify, there are three different terms that students should know: the main idea, major details, and minor details. Once they understand these three terms, they can better comprehend what they read, especially when paragraphs or texts are lengthy. Specifically, there are two ways to help students locate major details in a written text:

- 1 Learn to read for the main idea. If students are active readers and keen enough to identify the main idea of a paragraph, the major details to support that main idea will stand out.
- 2 Understand that facts, evidence, and details in a paragraph are not equally important. To find major details, they should only look for those that further support and closely relate to the main idea.

Here are two more examples from Text A besides the one provided in the Student's Book.

#### Example 1

*I started questioning my decision to become an engineer, so the first semester at college, I took the introductory engineering math class to confirm or disprove my doubt – whether I have a talent for engineering. Well, I struggled. Not just “I’m having trouble with this chapter” kind of struggle. The concepts were simply beyond me. My math level was fairly advanced in high school, but at college I found I wasn’t up to par. I struggled so much that I dropped the course and gave up my*

*high school dream – to become an engineer. The porridge was too hot!* (Para. 4)

**Main idea:** I took the introductory engineering math class to confirm or disprove my doubt.

**Major detail:** I struggled so much that I dropped the course and gave up my high school dream. (The major detail states the result of my taking the math class.)

#### Example 2

*Journalism, to me, is the perfect balance between what I loved about engineering and graphic design. It’s structured, like engineering, in the fact that you need to know grammar rules, journalistic styles, press releases, and the like. But it’s also artistic in the fact that you get to explore a range of thought-provoking topics, express them in a creative light, and put them all in front of readers.* (Para. 9)

**Main idea:** Journalism, to me, is the perfect balance between what I loved about engineering and graphic design.

**Major detail:** It’s structured, like engineering, but it’s also artistic.

(The major detail explains why she thinks journalism is the perfect balance between engineering and graphic design.)

In addition, students can identify minor or less important details of a paragraph. Minor details usually answer some of the questions concerning the major detail. Here are some examples:

- 1 Why does the author’s high school version of a future career sound weird? (Para. 3)

**The minor detail that answers the question:**

I, currently a writer who does nothing with numbers, wanted to be an engineer during my high school years!

- 2 How does the author express her new-found hatred of math thereafter? (Para. 5)

**The minor detail that answers the question:**

... so much that to this day I don’t even want to calculate the tip on a restaurant bill.

# The humanities: out of date?

## Background information

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### 1 the humanities

The humanities are a group of academic disciplines that study the human condition, using methods that are primarily analytical, critical, or speculative. Therefore, they are distinguished from the approaches of natural science. The humanities include history, anthropology, communication studies, cultural studies, law, language, literature, philosophy, music and theater, etc. Through exploring the subjects in the humanities, students learn how to think creatively and critically, how to reason, and how to ask questions. Because these skills allow students to gain new insights into everything from poetry and paintings to business models, subjects in the humanities have been at the heart of a liberal arts education. Today, knowledge of the humanities continues to provide the ideal foundation for exploring and understanding the human experience.

### 2 liberal arts and liberal arts education

Liberal arts education can claim to be the oldest program of higher education in Western history. Historically, the liberal arts subjects or skills were essential for people to take an active part in civic life, such as participating in public debate, defending oneself in court, serving on juries, and most importantly, doing military service. Today, liberal arts can refer to academic subjects such as literature, philosophy, mathematics, and social and physical sciences; liberal arts education can refer to overall studies in a liberal arts degree program.

There are also liberal arts colleges that

emphasize undergraduate studies in liberal arts. The teaching at liberal arts colleges is often typically with small classes and often has a lower student-to-teacher ratio than at large universities. In addition, most four-year colleges are not devoted primarily to liberal arts degrees, but they do offer a liberal arts degree and allow students not majoring in liberal arts to take courses to satisfy their personal needs.

### 3 self-awareness

Self-awareness isn't a quality that you demonstrate by telling a story, but rather it has to do with how you tell the story and your ability to communicate what you learned. For example, being able to explain to the admissions committee why you value one accomplishment above others, what you learned from a setback, or the deeper meaning of your career goals, is evidence of self-awareness. Furthermore, a self-aware individual has knowledge of both his strengths and weaknesses. In other words, self-awareness is the ability to recognize oneself as an individual, separate from the environment and other individuals. It is how an individual consciously knows and understands their own character, feelings, motives, and desires.

### 4 Sally Ride

An American physicist and former NASA astronaut. In 1983, aged 32, she became the first American woman and the youngest American to enter space.

### 5 Bruce Lee

A Chinese-American actor, martial arts instructor, philosopher, film director, film producer, and screenwriter. He was considered the most influential martial artist and a cultural icon. Born in San Francisco, he was raised in Hong Kong, China, until his late teens. He moved back to the United States at 18 and studied philosophy at the University of Washington.

## Detailed study of the text

- 1 When the going gets tough, the tough take accounting. (Para. 1)

**Meaning beyond words:** When economic conditions become difficult, determined people choose to study the subject of accounting, hoping they can more easily find a job in the future.

### Note

A more common saying in the similar structure is “When the going gets tough, the tough get going”. This is an informal expression and popular motto meaning “When the situation becomes difficult, strong people take the necessary action to deal with it (艰难之路, 唯勇者行)”. Now people often creatively use the motto by only quoting the first part, “when the going gets tough”. The author is very witty here in that he uses “take accounting” to be humorous.

- 2 When the job market worsens, many students calculate they can't major in English or history. (Para. 1)

**Meaning:** When there are fewer job openings, many college students make a judgment about the situation and think they can't study English or history as their major.

**Meaning beyond words:** Many students will not take the classes that they think won't help them get a job later.

- 3 They have to study something that **boosts** their **prospects** of landing a job. (Para. 1)

**Meaning:** They have to study something that increases their chances of success in finding a job.

\* **boost:** *vt.* increase or improve sth. and make it more successful 促进; 推动; 使兴旺  
*The farmers hope that warmer weather and*

*more rain will boost their farm output.* 这些农民希望更温暖的天气和更多的降雨能提高他们的农业产量。

\* **prospect:** *n.* [C, U] the possibility that sth. will happen 可能性; 希望

*I think career prospects in science and technology are virtually unlimited.* 我认为科技领域的就业前景几乎是无可限量的。

### Collocation note

The first paragraph tells us that the students are calculating how to *land a job* when *the job market worsens*. The two collocation pairs are useful for describing a shrinking job market.

- 4 The data show that as students in the U.S. have increasingly shouldered the ever-rising cost of tuition, they have **defected** from the study of the humanities to applied science and “hard” skills that they **bet** will lead to employment. (Para. 2)

**Meaning:** The facts and information show that as students in the U.S. have spent increasingly more money on tuition, they have turned away from the humanities and chosen to take practical courses that they believe will enable them to get a job more easily.

\* **defect:**

*vi.* leave a country, political party, etc., esp. in order to join an opposing one 背叛; 叛逃

*About 800 soldiers defected from the eastern part of the country.* 约有800名士兵从该国东部叛逃。

*n.* [C] a fault in sb. or sth. 缺点; 欠缺; 不足之处

*Women in the region lived in constant fear of bearing children with genetic defects.* 该地区的妇女曾一直担心会生育有遗传缺陷的孩子。

## Usage note

### defect, deficiency

1 在表示人的缺点、设计制造方面的缺陷时，**defect** 和 **deficiency** 词义相近。例如：

*physiological defect / deficiency* 生理缺陷

*The new car had to be withdrawn from the market because of a mechanical defect.* 这款新车因机械缺陷必须被撤出市场。

*The deficiency of this plan is very clear, so it can't possibly succeed.* 这项计划的缺陷是很明显的，所以它不可能成功。

2 表示“缺乏；不足”时，只可用 **deficiency**。例如：

*patients with iron deficiency* 缺铁的病人

*There are serious deficiencies in the number of suitable aircraft.* 适用的飞机数量严重不足。

*During the war, children suffered from a deficiency of nutrients.* 战争期间孩子们遭受了营养不良之苦。

## Note

**Humanities** is considered as a plural noun when it refers to different subjects such as history, philosophy, or English, but nowadays, it can be considered as grammatically singular when it refers to an academic discipline or field. For example:

*The humanities is the cornerstone of a college education, providing students with knowledge, skills, etc.* 人文学科是大学教育的基石，为学生提供知识、技能等。

*The humanities is an interdisciplinary area of study that focuses on human culture and thought.* 人文学科是一门跨学科的研究领域，主要研究人类文化和思想。

*At Jacksonville University, humanities is all about making connections.* 在杰克逊维尔大学，人文学科的宗旨是建立联系。

### ★ bet: (bet, bet)

*vt.* be fairly sure that sth. is true, that sth. will happen, etc., although you cannot prove this 肯定

*I bet the train will be late.* 我敢肯定，列车会晚点。

*v.* risk money on the result of a race, game, competition, or other future event 赌；与...打赌

*As China's economy grows stronger and its financial markets accelerate*

*the opening up, global investors bet on China's markets.* 随着中国经济的发展壮大和金融市场的加速开放，全球投资者押注中国市场。

5 In other words, a college education is more and more seen as a means for economic betterment **rather than** a means for human betterment. (Para. 2)

**Meaning:** In other words, a college education is increasingly considered as a method to improve students' future economic status rather than a way to improve human nature or behavior.

**Meaning beyond words:** The quality of a college education is increasingly questionable because many colleges become more like a business and less like an academic setting.

★ **rather than:** instead of 代替（某事物）

*What China seeks is win-win cooperation rather than dominance, equality rather than bullying, and peaceful coexistence rather than confrontation.* 中国追求的是合作共赢而不是称霸，是平等而不是霸凌，是和平共处而不是对抗。

6 This is a trend that is likely to **persist** and even **accelerate**. (Para. 2)

**Meaning:** Very likely, the trend will continue to exist and even speed up.

★ **persist:**

*vi. (fml.)* continue to exist 继续存在；持续  
*If the bad weather persists, the farmers will suffer great losses this year.* 如果恶劣天气持续，农民今年将遭受巨大的损失。

*v.* continue to do sth., although this is difficult, or other people oppose it 坚持；执意

*Students must persist in their efforts if they wish to do well.* 学生如果想取得好成绩就必须坚持努力。

## Usage note

### persist, insist

1 **persist** 和 **insist** 表示“坚持”时，容易产生混淆。

- **persist** 表示“坚持”时，后接介词 **in**，多用于褒义。有时用于贬义，指“不听劝告执意（做某事）”。例如：

*To get his health revived, he persists in doing exercise every day.* 为了恢复健康，他坚持每天锻炼。

*Her mother tried to persuade her to go to bed early, but she persisted in working until the small hours.* 她母亲劝她早点睡，但她仍坚持工作到凌晨。

- **insist** 表示“坚持”时，后接介词 **on**，表示“坚持（做某件事，尤指麻烦或令人讨厌的事）”。例如：

*She insisted on washing her hair just when I wanted to have a bath.* 当我想洗澡时，她还在那儿洗头。

2 **persist** 可用于表示“继续存在；持续”，尤其用于不好的事情，而 **insist** 没有此义。例如：

*Contact your doctor if the cough persists.* 如果咳嗽持续，请联系您的医生。

*These problems persisted for much of the decade.* 这些问题持续了很多年。

3 **insist** 可表示“对意见、主张等坚持”。**insist** 用于此义时，可接介词 **on**，也可以接 **that** 引导的从句（是否用虚拟语气，视情况而定，若从句内容为事实则不用虚拟语气），而 **persist** 无此义，也不接 **that** 从句。例如：

*They insist on having a job done well no matter how much time is required.* 他们坚持要将工作做好，无论需要多少时间。

*He insisted that she (should) do it this way.* 他坚持认为她应该这样做。

*The doctor insisted that she (should) take the medicine, but she insisted that she was not ill.* 医生坚持让她服药，但她坚持认为自己没病。

★ **accelerate**: v. happen or make sth. happen at a faster rate (使) 加快；促进

*Human activities can cause or accelerate permanent changes in natural systems.* 人类的活动可能导致或加速自然系统的永久变化。

7 Over the next few years, as labor markets struggle, the humanities will probably continue their long slide in **succession**. (Para. 3)

**Meaning:** In the next few years, as the labor markets continue to experience difficulties, the interest in the humanities will continue to decrease non-stop.

## Note

Students have learned the word *slide* before, but now it might be worthwhile to review the word used as either a noun or a verb:

*n.* [usu. sing.] a situation in which sth. gradually gets worse or sb. develops a problem (情况) 变糟，恶化；(人) 出现问题

*School administrators were unable to explain the slide in students' performance.* 学校管理人员无法解释学生成绩下降的原因。

*vi.* gradually become worse, or begin to have a problem 逐渐变糟；每况愈下

*Students' test scores in the school started to slide in the mid-1990s.* 20世纪90年代中期，这所学校里学生的成绩开始下滑。

★ **succession**: *n.*

1) (**in** ~) happening one after the other without anything different happening in between 连续不断；一个接一个  
*She is an accomplished Chinese athlete and won the championship four times in succession.* 她是一名有成就的中国运动员，连续四次获得冠军。

2) [*sing.*] a series of people or things of the same type 一连串，一系列（同类型的人或物）  
*After graduation, he took a succession of low-paid jobs, but he cared more about accumulating work experience.* 毕业后他干了很多报酬低微的工作，但他更注重的是积累工作经验。

8 There already has been a nearly 50 percent decline in the portion of **liberal arts** majors over the past years, and it is **logical** to think that the trend is **bound** to continue or even accelerate. (Para. 3)

**Meaning:** There already has been a decrease of about 50 percent in the number of students majoring in liberal arts over the past years. And it is reasonable to think that the trend will surely continue or even speed up.

★ **liberal:** *a.* accepting different opinions and ways of behaving and tending to be sympathetic to other people 心胸宽广的; 开明的

*Talking about how to educate children, she is more liberal than others.* 谈及如何教育孩子, 她比其他人更开明。

★ **liberal arts:** *n.* [pl.] (*esp. AmE*) the areas of learning which develop sb.'s ability to think and increase their general knowledge, rather than developing technical skills 文科  
*Students from different educational backgrounds are encouraged to obtain a broad liberal arts education.* 我们鼓励来自不同教育背景的学生去获得广泛的文科教育。

★ **logical:** *a.* connecting ideas or reasons in a sensible way 合乎逻辑的; 合理的  
*It is logical to think that when people are deprived of their familiar surroundings, they will feel disoriented.* 脱离熟悉的环境时, 人们会感到迷失方向, 这样想是符合逻辑的。

★ **bound:** *a.* (~ to do / be sth.) certain or likely to happen, or to do or be sth. 一定会; 很可能会  
*The weather is bound to get better tomorrow.* 明天的天气肯定会变好。

9 Once the **dominant pillar** of university life, the humanities now play little roles when students take their college tours. These days, labs are more **vivid** and **compelling** than libraries. (Para. 3)

**Meaning:** The humanities that once dominated university life now play a trivial role when students have their college visits; nowadays, labs are more eye-catching and fascinating than libraries.

**Meaning beyond words:** Libraries were once the primary place where students spent much time reading materials, doing research, and writing papers. However, as more students are taking science courses, labs where students do scientific experiments play a more important role in learning than traditional libraries.

### Note

A *college tour* is a series of campus visits to a number of colleges or universities by a prospective student. College tours may be taken individually or organized by school groups and educational programs as a way for a large number of people to visit several schools over a short period of time. In addition, many colleges now offer virtual tours on the Internet.

★ **dominant:** *a.* more important, powerful, or successful than the other people or things of the same type 有优势的; 占统治地位的  
*Researchers from China discovered that human activities were the dominant factor influencing the Asian dust storm of 2,000 years ago.* 中国研究人员发现, 人类活动是2000年前亚洲沙尘暴的主要影响因素。

★ **pillar:** *n.* [C]

1) a very important part of a system of beliefs or ideas (信仰或思想的) 支柱, 核心

*Equality is one of the pillars of a stable society.* 平等是社会稳定的支柱之一。

2) a thick strong upright post that supports part of a building 柱子; 支柱

*Eight massive stone pillars supported the roof.* 八根巨大的石柱支撑着房顶。

★ **vivid**: *a.* having or producing very clear and detailed images in the mind 清晰的; 生动的  
*Lishu County's farmer paintings are a way for farmers of northeast China to depict their vivid rural life.* 梨树县农民画是中国东北地区农民描绘生动乡村生活的一种方式。

★ **compel**: *vt.* force sb. to do sth. 强迫; 逼迫  
*Online fundraising websites shouldn't compel their visitors to donate.* 在线筹款网站不应强迫其访问者捐款。

### Usage note

#### compel, oblige, force

这三个词都有“强迫”之义, 但程度不同。

1 **compel** 表示“强迫; 逼迫”, 强调运用权力、力量迫使某人做某事, 尤其在被动语态中含“别无他法; 不得不做”之意。**compel** 的强迫程度比 **force** 弱。

例如:

*His illness compelled him to stay in bed.* 他的病迫使他卧床休息。

*His cleverness and talents compel our admiration.* 他的精明和才干令我们不得不肃然起敬。

*She was compelled to take in washing to help support the family when she was young.* 她还小的时候就不得不干洗衣服的活儿以贴补家用。

2 **oblige** 表示“强制; 不得不”, 强调因法律、道义、习俗或承诺的约束而必须去做某事, 多用被动语态。语气相对较弱。例如:

*We are obliged to stop the car at a red light.* 我们遇到红灯时必须停车。

*Falling profits obliged them to close the factory.* 利润下降迫使他们关闭了这家工厂。

3 **force** 表示“强迫; 迫使; 逼迫”, 强调以暴力、武力强迫某人做某事。**force** 的语气比 **compel** 和 **oblige** 强。例如:

*They were grabbed by three men who appeared to force them into a car.* 三个人抓住了他们, 看起来要逼迫他们上车。

*If the management wouldn't listen to their demands, they would have to force the issue by striking.* 如果管理层不理睬他们的要求, 他们就不得不通过罢工来迫使问题得到解决。

*In the movie, the poor peasant was forced to sell his daughter to the landlord.* 在电影里, 那位穷困的农民被迫将自己的女儿卖给了地主。

★ **compelling**: *a.* interesting or exciting enough to keep your attention completely 有强烈吸引力的; 引人入胜的; 令人激动的  
*The life of the late scientist Yuan Longping makes a compelling story.* 已故科学家袁隆平的一生是一个引人入胜的故事。

10 Here, please allow me to **stand up for** and **promote** the true value that the humanities add to people's lives. (Para. 4)

**Meaning:** I here ask for your permission to let me defend and advocate the true value that the humanities bring to people's lives.

★ **stand up for**: support or defend a person or idea when they are being attacked 支持; 捍卫; 维护

*He stood up for me at the meeting, sparing me some embarrassment.* 他在会议上支持了我, 使我免遭受些尴尬。

★ **promote**: *vt.* support or encourage sth. 支持; 鼓励; 提倡

*The acknowledgement of other cultures promotes goodwill among people of different backgrounds.* 承认其他文化能够促进来自不同背景的人相互之间友好亲善。

11 Since ancient times, people have **speculated about** the **mystery** of those inner forces that drive some people to greatness and others to **self-destruction**. (Para. 4)

**Meaning:** Ever since ancient times, people have thought carefully and seriously about the mysterious forces coming from their inner world which could make some people great but others morally deteriorate.

★ **speculate**: *v.* form an opinion about sth. without knowing all the details or facts 推测; 猜测; 推断

*He speculates that a new cell phone may be unveiled as early as the beginning of*



*November*. 他推测可能在11月初就会推出一款新手机。

★ **speculate about / on**: make guesses about the possible causes or effects of sth. 猜测; 推测

*It is too early to speculate about the outcome of the negotiations between the two sides.* 现在推测双方的谈判结果, 还为时过早。

★ **mystery**: *n.* [C] sth. that you are not able to understand, explain, or get information about 不可思议的事物; 无法解释的事物; 谜  
*No one had ever been able to explain the mystery of the Bermuda Triangle.* 从来没有能够解释百慕大三角之谜。

★ **destruction**: *n.* [U] damage that is so severe that sth. stops existing or can never return to its normal state 毁灭; 摧毁; 破坏  
*Do you realize how much destruction the storm has caused to people's property?* 你知道这场风暴给人们的财产造成了多大的破坏吗?

★ **self-destruction**: *n.* [U] the act of doing things to deliberately harm yourself 自毁  
*It is no exaggeration that drug abuse can be considered as self-destruction.* 毫不夸张地说, 吸毒可被视为自我毁灭。

12 This inner drive has been called many things over the centuries. (Para. 4)

**Meaning:** Over the past centuries, many different names have been used to describe this inner force of human beings.

13 The famous psychologist, Sigmund Freud, called it the “unconscious mind” or, more familiarly, “instinct”. (Para. 4)

**Meaning:** Sigmund Freud, a famous psychologist, called it “unconscious mind” or “instinct” – feelings and thoughts that exist in our brain, without us realizing they are there.

★ **conscious**: *a.*

1) conscious thoughts, memories, etc. are ones which you know about (思想、记忆等) 有意识的, 意识到的, 知道的

*He said he had no conscious memory of his stay in hospital.* 他说他对住院没有任何有意识的记忆。

2) (*not before noun*) noticing or realizing sth. 注意到的; 意识到的

*I would only charge my cell phone once a day and would be conscious of removing it from the charger when it hits 98 percent.* 我每天只会给我的手机充电一次, 并且当电量达到98%时, 我就会将手机从充电器上拔下来。

★ **unconscious**: *a.*

1) an unconscious feeling or thought is one that you do not realize you have (感情或想法) 无意识的, 不自觉的

*I don't know if he noticed my unconscious desire.* 我不知道他是否注意到了我潜意识里的愿望。

2) in a condition similar to sleep in which you do not see, feel, or think, usu. because you are injured (通常因受伤而) 失去知觉的, 不省人事的

*The girl had fallen out of bed and was unconscious, but fortunately, she was rescued.* 女孩从床上掉下来昏迷不醒, 但很幸运, 她获救了。

14 From the beginning of time, this inner aspect of our being, this drive that can be **constructive** or **destructive**, has captured our imagination. (Para. 5)

**Meaning:** Since ancient times, it is this very inner force of our being, either helpful or harmful, that has stimulated our imagination.

★ **constructive**: *a.* useful and helpful, or likely to produce good results 建设性的; 积极的  
*I am open to constructive criticism or*

*helpful comments because they can help me improve.* 我愿意接受建设性的批评或有益的意见，因为它们可以帮助我改进。

★ **destructive:** *a.* causing damage to people or things 毁灭性的；造成破坏的  
*Lack of trust is very destructive in a relationship.* 缺乏信任在人际关系中是很有破坏性的。

15 The stories of this amazing struggle have formed the basis of cultures the world over. (Para. 5)

**Meaning:** It is these stories about this fascinating inner struggle of human beings that have laid the foundation of world cultures.

16 Historians, architects, authors, **philosophers**, and artists have captured the words, images, and meanings of this inner struggle **in the form of** story, music, **myth**, painting, architecture, sculpture, **landscape**, and tradition. (Para. 5)

**Meaning:** Our historians, architects, authors, philosophers, and artists have successfully caught the words, images, and meanings of this inner force by way of stories, music, myths, paintings, architecture, sculptures, landscapes, and traditions.

★ **philosopher:** *n.* [C] sb. who studies and tries to explain the meaning of things such as life, knowledge, or beliefs 哲学家；哲人  
*Confucius was a great ancient Chinese educator and philosopher.* 孔子是中国古代伟大的教育家和思想家。

★ **in the form of:** in the way sth. is or appears to be 以…形式；以…方式  
*They received a benefit in the form of a tax reduction.* 他们获得了减税优惠。

★ **myth:** *n.* [C, U]

1) an ancient story, esp. one invented in order to explain natural or historical events (古代的) 神话

*These sculptures help us see a modern interpretation of an ancient myth.* 这些雕塑让我们看到了现代对古代神话的解读。

2) an idea or story that many people believe, but which is not true (许多人相信的) 错误观念，荒诞说法

*It's a myth that soft skills cannot be taught like hard skills.* 软技能不能像硬技能一样被教授，这是一个错误观念。

★ **landscape:** *n.* [C, usu. sing.] everything you can see when you look across an area of land, including hills, rivers, buildings, trees, and plants (陆上的) 风景，景致，景色  
*The landscape is dotted with the tents of campers.* 露营者的帐篷点缀着这片风景。

17 These men and women developed artistic “languages” that help us understand these aspirations and also educate generations. (Para. 5)

**Meaning:** The artistic works and masterpieces created by these men and women help us understand the strong desires and beautiful dreams of human beings and also help educate future generations.

#### Note

*Languages* is in quotation marks because the word doesn't just refer to the regular meaning but to all the things mentioned earlier: story, music, myth, painting, architecture, sculpture, landscape, and tradition.

18 **This vast body of work** from ancient times, the very foundation of civilization, forms the basis of the study of the humanities. (Para. 5)

**Meaning:** The large amount of work from ancient times is the fundamental component of civilization and it provides the basis for the study of the humanities.

★ **a body of sth.:** a large amount or mass of sth., esp. sth. that has been collected 大量的某物  
*Acquiring a language is learning a skill, not just collecting a body of information.* 学语言是学习技能，而不仅仅是获取大量的信息。

19 Studying the humanities improves our ability to read and write. No matter what we do in life, we will have a huge advantage if we can read complex ideas and understand their meaning. **Likewise**, we will immensely benefit if we can write a clear and **elegant** analysis of those ideas. (Para. 6)

**Meaning:** Studying the humanities helps us improve our reading and writing ability. In whatever situation, it is a great advantage if we can understand complex ideas through reading. Similarly, if we are able to analyze those complex ideas in a clear, intelligent yet simple manner, we will benefit tremendously.

### Sentence structure note

no matter 常与疑问代词或疑问副词一起构成连词词组，引导让步状语从句，意思是“不管……；无论……”。在使用时应注意以下几点。

1 注意从句的时态。

由 no matter 引导的从句多用一般现在时或一般过去时。例如：

*No matter who you are, you must obey the rules.* 无论你是谁，都应该遵守规则。

*Our aim was to recruit the best person for the job, no matter where they were from.* 当时我们的目标是招聘到该工作的最佳人选，不管他们来自哪里。

2 注意被修饰的名词、形容词以及副词的位置。

no matter what / whose / which 修饰名词时，该名词必须紧跟其后；no matter how 修饰形容词或副词时，该形容词或副词也必须紧跟其后。例如：

*No matter which method you use, you will get the same result.* 不管你用哪种方法，结果都一样。  
*No matter how hard he works, he finds it difficult to feel self-worth.* 无论工作多么努力，他总是很难感受到自我价值。

★ **likewise:** *ad. (fml.)* in the same way 同样地；相似地

*Other countries will watch and learn what China does, and likewise, China can learn from other countries' successes.* 其他国家会观察和学习中国的做法；同样，中国也可以学习其他国家的成功经验。

★ **elegant:** *a.*

1) (of a plan or an idea) clever but simple (计划或想法) 简练的，简洁的，简明的

*The document impressed me with its elegant simplicity.* 该文件简洁明了，给我留下了深刻印象。

2) beautiful, attractive, or graceful 优美的；高雅的

*At an average age of 88, a group of Chinese ladies in elegant qipao has found a way to express their love for life.* 一群平均年龄为88岁、穿着优雅旗袍的中国女士找到了表达她们热爱生活的方式。

20 Studying the humanities makes us familiar with the language of emotion and the creative process. (Para. 7)

**Meaning:** We get familiar with the expressions of emotion and the process of creation by studying the humanities.

21 In an information economy, many people have the ability to produce a useful product. Yet, very few people have the ability to create a **spectacular** brand. (Para. 7)

**Meaning:** In an economy driven by information, many people are capable of producing a useful product. But very few people have the ability to create something brilliant.

★ **spectacular:** *a.* extremely impressive 引人入胜的; 非常壮观的  
*There was a spectacular sunset yesterday.* 昨天的日落极其壮观。

22 Most importantly, studying the humanities **invests us with great insight and self-awareness, thereby** releasing our creative energy and talent **in a** positive and constructive **manner.** (Para. 7)

**Meaning:** The most important advantage for us to study the humanities is that it enables us to become more analytical and self-aware; therefore, our creativity and talent are brought out in a positive and constructive way.

★ **invest:** *v.* use your money with the aim of making a profit from it 投资  
*China's urban residents were more willing to increase consumption and deposit savings than to invest.* 中国城市居民更愿意增加消费和储蓄而不是投资。

★ **invest ... with sth.:** (*fml.*) give sb. or sth. a particular quality 赋予...以(某种性质)  
*Nature has invested these animals with a capacity for not showing fear.* 自然界赋予了这些动物不显露恐惧的本领。

★ **insight:** *n.*

1) [U] the ability to notice and understand a lot about people or situations 洞察力; 领悟力

*It is an interesting book; it shows the author's remarkable insight into human nature.* 这是本有趣的书, 它体现了作者对人性非凡的洞察力。

2) [C, U] an understanding of what sth. is like 洞悉; 了解

*Her research has given us some insight into what sparks a teenager's curiosity.* 她的研究使我们了解了什么会引起青少年的好奇心。

★ **awareness:** *n.* [U] knowledge or understanding of a particular subject or situation 认识; 意识

*This article seeks to raise public awareness of the importance of balanced nutrition and healthy lifestyles.* 这篇文章旨在提高公众对均衡营养和健康生活方式的重要性的认识。

★ **self-awareness:** *n.* [U] knowledge and understanding of yourself 自知; 自我了解; 自我认识

*It is clear that while self-awareness is a healthy quality, too much self-analysis can be harmful.* 很明显, 自我意识是一种健康的品质, 而过度的自我分析是有害的。

★ **thereby:** *ad. (fml.)* because of or by means of what has just been mentioned 因此; 从而; 借此

*We started our journey early, thereby avoiding most of the traffic.* 我们早早地开始了旅程, 从而避开了车流高峰。

★ **in a ... manner:** in the way in which sth. is done or happens 以...方式; 以...方法

*I felt uncomfortable when my friend talked with me in a conceited manner.* 当我的朋友以自负的方式跟我说话时, 我感到不舒服。

### Collocation note

In the sentence there are four collocation pairs: *creative energy, creative talent; positive manner, constructive manner.* For more collocation pairs of this unit, please refer to the Collocation section.

23 Perhaps the best argument **in favor of** the humanities is the **scope** of possibilities that are widely open to us. (Para. 8)

**Meaning:** The most valid argument to support the humanities is perhaps that they can provide us with a wide range of opportunities.

★ **in favor of:**

1) supporting a person or an idea, proposal, etc. that you believe is right 支持; 赞同

*The government has decided in favor of a grand housing development.* 政府已决定支持一项庞大的住房发展计划。

- 2) in exchange for another thing (because the other thing is better or you want it more) 为了支持…

*Due to our limited budget, we canceled our vacation in favor of getting some new furniture.* 由于预算有限，我们就取消了度假，选择了增添一些新家具。

★ **scope:** *n.* [U] the range of things that a subject, activity, book, etc. deals with (学科、活动、书籍等的) 范围

*The Student Association has promised to widen the scope of activities.* 学生会已承诺要扩大活动范围。

### Usage note

#### the scope of, the range of, a range of

这三个短语后面都紧跟名词。the scope of 和 the range of 都表示范围，scope 强调内容涉及的范围、领域，而 range 表示具体数量或种类的幅度。Text A 中出现的 a range of 表示“一系列”，不是指范围。例如：  
*These topics lie outside the scope of this book.* 这些话超出了本书范围。

*These computers fall within the price range of 3,000 yuan to 6,000 yuan.* 这些电脑的价格在3,000元到6,000元的范围之内。

*The kitchen has a range of wooden shelves and storage cabinets throughout.* 整个厨房配有各种木制搁板和储物柜。

- 24 Did you know that Sally Ride, the first American woman getting into space, had a degree in the humanities, **aside from** physics? **Martial arts** actor Bruce Lee also majored in the humanities. (Para. 8)

**Meaning beyond words:** All of these famous individuals should attribute their success to their previous studies in the humanities, which invested them with great insight and self-awareness.

★ **aside from:** (*esp. AmE*)

- 1) in addition to 除了…以外 (还有…)

*Aside from helpful tips, the book also contains a guide to the city's restaurants.* 除了提供有用的建议外，书中还有该市的餐厅指南。

- 2) except for 除了…外

*I hardly watch any television, aside from news and current affairs.* 除了看看新闻和时事，我很少看电视。

★ **martial art:** *n.* [C, usu. pl.] any of the fighting sports that include judo and karate 武术

*Chinese traditional martial arts have fascinated the children in this school.* 中国传统武术让这所学校的孩子们着迷。

- 25 Famous people who studied the humanities make a long list. It's easy to see that the humanities can **prepare us for** many different careers and jobs we can **undertake**, whether medicine, business, science, or entertainment. (Para. 8)

**Meaning:** Many famous people studied the humanities. Obviously, the humanities enable us to engage in many different careers and jobs, whether they are medicine, business, science, or entertainment.

### Note

“Whether medicine, business, science, or entertainment” is an elliptical clause. It can be understood as “whether they are medicine, business, science, or entertainment”. In an elliptical clause, some words are left out. Because it's within a context, it is usually clear what is missing. As a rule, elliptical sentences consist of two clauses, one containing the grammar elements the other has left out. For example:

*Jessica had five dollars, while Monica (had) only one.* 杰茜卡有五美元，而莫妮卡只有一美元。

*Leave quickly when (you are) ready.* 准备好就赶紧离开吧。  
*Although (she is) known for her beauty, Cornelia has a bad temper.* 虽然科妮莉亚以美貌著称，不过她脾气很差。

★ **prepare sb. for:** make sb. ready and able to deal with a future event 使…做好准备（来应对未来）

*We should prepare our college students for the country's future, especially by training them to think creatively and be problem-solvers.* 我们应该使大学生为国家的未来做好准备，尤其是培养他们创造性地思考并成为问题解决者。

★ **undertake:** vt. (**undertook, undertaken**)

agree to be responsible for a job or project and do it 承担；着手做

*These professors undertook the task of writing a comprehensive English dictionary.* 这几位教授承担了编写综合英语词典的任务。

- 26 If we study only mathematics, it's likely we will be a **candidate** only for jobs as a mathematician. (Para. 8)

**Meaning:** If we study only mathematics, very possibly we will be a person who only competes for jobs as a mathematician.

**Meaning beyond words:** We can be more competitive if we study the humanities, together with mathematics.

★ **candidate:** n. [C] sb. who is being considered for a job or is competing in an election 候选人；申请者

*I don't know if an artist like myself could be a candidate for leadership.* 我不知道像我这样的艺术家是否能成为领导候选人。

- 27 If we include studying the humanities, we can break through many **barriers** and are limited only by our effort and imagination. (Para. 8)

**Meaning:** If we also study the humanities, we can successfully remove many obstacles on our way and can develop our potential unless we don't try enough or lack imagination.

★ **barrier:** n. [C] anything that prevents progress or makes it difficult for sb. to achieve sth. 障碍

*They are very warm, but the language barrier keeps us apart.* 他们很热情，但语言障碍使我们之间产生距离。

- 28 Of course, nowadays, if we study the humanities alone, we are **liable** to miss many opportunities. (Para. 9)

**Meaning:** It is for sure that nowadays if we study the humanities alone, we are likely to miss many chances.

★ **liable:** a. (~ to do sth.) likely to do or say sth. or to behave in a particular way, esp. because of a fault or natural tendency 可能（或易于）做某事的

*Many parts of the country are liable to suffer from flooding.* 该国的许多地方容易遭受水灾。

- 29 Each one of us needs to become as technically and professionally skilled as possible to meet the needs of modern life. (Para. 9)

**Meaning:** To satisfy the needs of modern life, all of us need to try our best to become technically and professionally skillful.

- 30 In fact, increasingly a pairing of technical knowledge and inner insight is seen as the **ideal** in the establishment of a career. (Para. 9)

**Meaning:** In fact, a combination of technical knowledge and inner insight is increasingly looked upon as the best start for a successful career.

★ **ideal:**

a. the best or most suitable that sth. could possibly be 理想的；最好的；最合适的  
*Fusion energy is considered the ideal "ultimate energy" for the future of humanity.* 核聚变能源被认为是人类未来理想的“终极能源”。

n. [C] a principle about what is morally right or a perfect standard that you hope to achieve 理想  
*The secret to the success of the Chinese revolution lies in ideals and convictions.*  
中国革命成功的秘诀在于理想和信念。

31 If I were the **Dean** of Admissions at a medical school and two people applied to our school, both having the required basic science courses, one a **philosophy** major and the other **solely** a pre-med student, the philosophy **applicant** would be chosen. (Para. 9)

**Meaning:** Suppose I were the Dean of Admissions at a medical school and two students applied to our school. Both of them took the required basic science courses, but one is a philosophy major and the other just a pre-med student. I would surely choose the one with a background in philosophy.

★ **dean:** n. [C] a senior official at a college or university (学院或大学的) 院长, 系主任, 教务长  
*He is the Dean of Princeton University's School of Engineering and Applied Science.*  
他是普林斯顿大学工程与应用科学学院院长。

#### Note

In American culture, the dean is usually the head of a division or college within the larger unit of the university.

★ **philosophy:** n.

- 1) [U] the study of the nature and meaning of existence, truth, good and evil, etc.  
哲学  
*"Harmony" is an important characteristic of traditional Chinese culture and ancient philosophy.* “和”是中国传统文化和古代哲学的一个重要特征。
- 2) [C] a particular set or system of beliefs resulting from the search for knowledge

about life and the universe 哲学体系; 思想体系

*China experts around the world believe that the key to the CPC's success over the past century is its people-centered philosophy.* 世界各国的中国专家认为, 中国共产党百年成功的关键在于以人民为中心的理念。

★ **sole:** a. (only before noun) the sole person, thing, etc. is the only one 唯一的; 仅有的  
*The sole purpose of his trip was to attend a concert in Shanghai, China.* 他此行的唯一目的是参加在中国上海举办的一场音乐会。

★ **solely:** ad. involving nothing except the person or thing mentioned 只; 唯一地; 仅仅  
*The school board maintained that scholarships should not be given solely on the basis of financial needs of students.* 学校董事会坚持认为奖学金的颁发不能只基于学生的财务需求。

★ **applicant:** n. [C] sb. who has formally asked, usu. in writing, for a job, university place, etc. 申请人  
*The number of invention patents granted by China to foreign applicants increased by 23 percent from the previous year.* 中国向外国申请人授权的发明专利数量比前一年增加了23%。

32 In summary, the humanities help to create **well-rounded** human beings with insight and understanding of the passions, hopes, and dreams common to all humanity. (Para. 10)

**Meaning:** To summarize, the humanities can help create all-round people who are insightful and who understand the passions, hopes, and dreams embraced by all human beings.

★ **well-rounded:** a.

- 1) having a variety of experiences and abilities and a fully developed personality 全才的; 通才的; 全面发展的

*Such an education would produce a well-rounded person whose knowledge and ethics would mix perfectly.* 这样的教育会培养出全面发展、德才兼备的人。

- 2) providing or showing a variety of experience, ability, etc. 全面的; 面面俱到的  
*Colleges provide libraries, laboratories, sports fields, and all the other resources for a well-rounded education.* 大学为全面教育提供了图书馆、实验室、体育场以及其他所有资源。

33 The humanities, the ancient timeless **reservoir** of knowledge, teach us to see things differently and broaden our horizons. They are as useful and relevant in our modern age as they have always been. (Para. 10)

**Meaning:** The humanities, the ancient timeless resource of knowledge, teach us to see things from different perspectives and expand our horizons. They are useful and related to our modern life, just as they have always been.

★ **reservoir:** *n.* [C]

- 1) a large quantity of sth. that can be used  
积蓄; 储备  
*Colleges are a reservoir of talent for companies.* 大学是企业的人才库。
- 2) an artificial or natural lake where water is stored so that it can be supplied to the houses in an area (人造的) 水库; (天然) 蓄水湖  
*If it rains heavily, the reservoir will overflow.* 如果下大雨, 水库里的水会溢出来。

34 Doesn't it make sense to spend some time **in the company of** the humanities, our **outstanding** and remarkable treasure of knowledge? (Para. 10)

**Meaning beyond words:** It's beneficial to study the humanities.

★ **in the company of:** with sb. or sth. 和...在一起; 陪伴; 伴随

*I really enjoy traveling in the company of my high school classmates.* 我非常喜欢和我的高中同学一起旅行。

★ **outstanding:** *a.* extremely good or impressive 杰出的; 出众的; 显著的

*His performance in charitable activities was outstanding.* 在公益活动方面, 他的表现非常出色。

### Note

This is a rhetorical question (反问句), thereby requiring no answer at all. In other words, a rhetorical question is one which is asked in order to make a statement rather than get an answer. For example:

*Don't you know you are mistaken again?* 你难道不知道自己又错了吗?

*Why don't you let your brother speak rather than interrupt each time he tries to talk?* 每次你弟弟试图发言时你就打断他, 为什么就不能让他说话?

### Collocation

This unit centers around the choice of a college major and enables students to ponder on the value of higher education. Does a college major matter to students' future careers? How can they know what major fits their particular interest and passion? Should students pursue their studies in the humanities or natural sciences? What specific value and benefits can studying the humanities bring to students? The collocation exercises are aligned with these vital questions.

To make students more familiar with the collocations in the unit, the teacher can first encourage students to locate all the collocation pairs from the two texts and then prompt them to shout out in class. Though there are quite a few



collocations in this unit, only the following ones will appear in the exercises and the test.

### Text A

*lengthy process, lack confidence, fairly advanced, career consideration, completely frustrated, prolonged hesitation, sudden realization, perfect balance, thought-provoking topic*

### Text B

*dominant pillar, positive manner, great insight, constructive manner, creative talent, creative energy, elegant analysis*

### Note

A lot of times, a word can co-occur with different words of the same part of speech to form different collocation pairs. For instance, the same noun can be preceded by different adjectives, or vice versa – the same adjective can modify different nouns. For example:

*positive manner, constructive manner  
creative talent, creative energy*

## PART II

# KEY TO EXERCISES

## Section A

### Pre-reading activities

#### 1

1 B    2 B    3 A    4 B

#### 2

- 1 • Without a clear idea of what major to choose. I had a general idea of what I wanted to study but was considering other things at the same time, such as job opportunities and financial benefits.
- Without professional advice and guidance. I knew my major would be closely related to my future career. However, I couldn't find a counselor or an advisor to give me advice on the potential major.
- 2 • Consider a major that can balance your passion and future career.
- Choose a double major if you are torn between two career paths.
- Don't walk away from hard majors if your country urgently needs specialists in those fields.
- Think about what you can do for society and the people with your major.
- You don't have to buy what other people tell you; you're simply asking for opinions.
- 3 • Know about their social responsibilities.
- Have a consciousness to serve the people.
- Have a sense of devotion and contribution.
- Try all out to help realize the Chinese Dream.

**Script:**

**Male:** Hi Sara, can you tell me how to choose a major that fits me?

**Sara:** Well, it's hard to say. Interest, personality, ability, and ambition are all essential factors.

**Male:** Is that the reason why you picked history as your major?

**Sara:** You got it! History has always been my passion, and it helps me learn a lot about ancient China and other parts of the world.

**Male:** If I'm correct, you mean the major I choose should broaden my horizons.

**Sara:** You can say that.

**Male:** By the way, did you decide to major in history at the very beginning?

**Sara:** Yes. Even though many of my high school classmates chose business, I was thinking more about my interest, ability, and personality.

**Male:** I'm glad you didn't shy away from the history major.

**Sara:** Thanks. I really admire some scientists who intentionally chose hard or unpopular majors needed by the country.

**Male:** I know. They were really courageous!

**Sara:** You bet! Anyway, you will have a sense of accomplishment if you can use your knowledge to serve society and the country after graduation.

**Male:** Gotcha! Thanks for your advice. It really helps.

**Sara:** My pleasure.

- 2 Because the process requires students to make a lot of effort to think, experience, and seek opinions before making the right decision.
- 3 She was always amazed by the magnificence of massive engineering structures, and she was also doing well with the advanced math classes.
- 4 Because she struggled in the introductory engineering math class, which made her realize that her math was not good enough for her to become an engineer.
- 5 Because she thinks that it was math that let her down. That's why even today, she still doesn't want to calculate the tip on a restaurant bill.
- 6 The requirements to get into the program were not challenging, and she couldn't feel any excitement about the subject. She had no passion for it, so she walked away from it.
- 7 When her father called and told her she was always doing well in writing, which shed light on her hesitation. At that moment, she suddenly realized that journalism was her true calling.
- 8 Because journalism combines what she loved about engineering and graphic design. It's structured, like engineering, but it's also artistic, for writing needs to be creative.

**Critical thinking****2**

- 1 • The choice of a major is often closely linked to one's future career prospects, social standing, and quality of life.
- The choice of a major involves many factors, such as personal interest and ability, as well as the development trends of relevant industries, so it needs to be weighed carefully.
- Many majors are similar and not very distinct from each other; relatively speaking, students lack a comprehensive and in-depth understanding of many majors.
- 2 • Have more motivation and passion for learning new things.

**Reading comprehension****Understanding the text****1**

- 1 Because, like Goldilocks, she had to try three different things before she made the right choice.

- Be more aware of the related subjects and disciplines.
  - Become more knowledgeable in a particular field.
  - Possess more analytical and critical-thinking skills.
  - Demonstrate more creative problem-solving abilities.
- 3 • Yes, because they are more prepared for resolving complicated issues.
- Yes, because they are usually more well-rounded and efficient.
  - No, because their knowledge may not be profound enough for two majors.
  - No, because they do not necessarily have more problem-solving skills.
- 4 • Yes, because employers prefer hiring someone holding a relevant degree.
- Yes, because it's more helpful at work to have some relevant knowledge.
  - No, because sometimes the efforts and other factors are what counts, not a major.
  - No, because hands-on abilities and critical thinking skills are more important.
- 5 • Difficulty level of the interested major.
- Time needed to complete the study.
  - Potential employment opportunities.
  - Needs of our society and country.

## Language focus

### Words in use

**3**

- |                |               |
|----------------|---------------|
| 1 prolonged    | 2 release     |
| 3 artistic     | 4 browsing    |
| 5 magnificence | 6 options     |
| 7 confirm      | 8 reputable   |
| 9 provokes     | 10 aspiration |

## Word building

**4**

- |              |               |
|--------------|---------------|
| 1 dressing   | 2 bearing     |
| 3 lasting    | 4 elective    |
| 5 filling    | 6 restrictive |
| 7 conclusive |               |

## Banked cloze

**5**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1) A | 2) C | 3) E | 4) J | 5) N  |
| 6) O | 7) I | 8) G | 9) K | 10) L |

## Expressions in use

**6**

- |                    |                      |
|--------------------|----------------------|
| 1 in awe           | 2 thrown out         |
| 3 let them down    | 4 pick the brains of |
| 5 passionate about | 6 not up to par      |
| 7 turned out       | 8 obsessed with      |

## Structure analysis and writing

### Structured writing

**7**

Frequently, students have a tough time and can be paralyzed by fear when they are faced with an activity beyond their ability. However, my freshman-year learning experience made me think otherwise. I had never thought I could do it, but I finally conquered my fear of public speaking.

At the beginning of the semester, my English teacher gave the assignment of speaking for three minutes in front of the class. It was an individual project worth 10 percent of the course grade. Since I was very nervous about speaking in public, I worried about it for two months. Having no choice, I wrote all of my ideas on note cards. I practiced my speech with my notes in front of a mirror and in front of my dog. Would I be able to give my speech in front of my class?

When the day of my speech came, I was ready. As

I walked to the front of the class, I looked at my classmates and smiled. Then I looked down at my note cards. Only at that moment did I realize that I had taken the wrong cards. These were the notes for my biology test, not the information about my speech! I closed my eyes and took a deep breath. Suddenly, I began to speak. To my surprise, the words flowed from my lips. I just couldn't believe it! Everyone applauded my speech, and I felt like a winner.

After all, the three-minute speech that day made me realize that people can always overcome the odds if they are motivated. Public speaking is no longer a nightmare for me. Instead, I love it!

## Section B

### Reading skills

1

- 1 **Main idea:** Over the next few years, as labor markets struggle, the humanities will probably continue their long slide in succession.  
**Major detail:** There already has been a nearly 50 percent decline in the portion of liberal arts majors over the past years, and it is logical to think that the trend is bound to continue or even accelerate.
- 2 **Main idea:** Perhaps the best argument in favor of the humanities is the scope of possibilities that are widely open to us.  
**Major detail:** It's easy to see that the humanities can prepare us for many different careers and jobs we can undertake, whether medicine, business, science, or entertainment.
- 3 **Main idea:** Nowadays, if we study the humanities alone, we are liable to miss many opportunities.  
**Major detail:** In fact, increasingly a pairing of technical knowledge and inner insight is seen as the ideal in the establishment of a career.

### Reading comprehension

#### Understanding the text

2

- 1 C    2 D    3 D    4 A    5 D  
6 B    7 C    8 B

#### Critical thinking

3

- 1 • A product is made by a company and can be purchased by a consumer, while a brand is built through consumer expectations and experiences with it.
- A product can be copied or replaced by others. However, a brand has unique value based on the emotions that consumers develop through previous experiences with it.
  - A product can be instantly useful to consumers, but a brand is meaningless until consumers have a chance to experience it, build trust with it, and believe in it.
- 2 • Gain more insight in life and society.
- Understand the human mind and behavior.
  - Realize how the past has shaped the present.
  - Give a more objective evaluation of themselves.
  - Acquire critical thinking and analytical skills.
- 3 • Yes. Students majoring in mathematics only acquire the knowledge of mathematics. They can be very good at numbers but are ignorant of other subjects. Also, they only focus on mathematics and are not usually interested in other subjects or areas. So many of them end up becoming a mathematician.
- Not really. Many students majoring in mathematics are well-rounded. They not only have a profound knowledge of mathematics but also know other subjects very well. At school, they take humanities courses besides mathematics, and they have a wide range of interests in life. These students won't be limited to mathematicians.

- 4 • Know the real meaning of life.
  - Do self-reflection from time to time.
  - Train one's mindset and develop a habit of thinking.
  - Understand human behavior so as to collaborate better with others.
  - Have a sense of various economic, political, and historical phenomena in society.
- 5 • Yes. It invests students with great insight.
  - Yes. It helps students become well-rounded.
  - Yes. It provides students with career flexibility.
  - No. It doesn't satisfy students' needs for their future career.
  - No. Colleges need to prioritize their financial resources.
  - No. Society needs more skills, not just literature.

## Collocation

### Warm-up

- |                           |                   |
|---------------------------|-------------------|
| 1 fairly advanced         | 2 perfect balance |
| 3 lack confidence         | 4 positive manner |
| 5 sudden realization      |                   |
| 6 thought-provoking topic |                   |

### 4

- |                      |                            |
|----------------------|----------------------------|
| 1) thought-provoking | 2) career                  |
| 3) lack              | 4) positive / constructive |
| 5) prolonged         | 6) frustrated              |
| 7) great             | 8) dominant                |
| 9) creative          | 10) elegant                |
| 11) perfect          | 12) lengthy                |

## Section C

### Translation

- 1 Since the reform and opening up, China's

education has developed rapidly and made remarkable achievements.

- 2 China's achievements in education are mainly reflected in the popularization of nine-year compulsory education and the realization of mass higher education.
- 3 We will fully implement the strategy for invigorating China through science and education, continue to give high priority to the development of education, cultivate talent for the Party and the country, and comprehensively improve our ability to nurture talent at home.

## Unit project

### ► Objectives

- Engage students in writing a short survey report.
- Help improve students' critical thinking skills.
- Enable students to elaborate their viewpoints in writing.

### ► Teaching tips

- 1 Go over the statements listed in the survey and invite questions in class.
- 2 Group the class by one of these two methods:
  - Students choose their own group.
  - The teacher assigns groups by letting them call out a number: 1, 2, 3, 4 ... The students who get the same number will stay in the same group. The advantage of this method is that students can have more chances to talk to different classmates.
- 3 Walk around the classroom to make sure everyone is involved in the survey activity.
- 4 Time the survey activity to allow students to interact for 4-5 minutes.
- 5 Encourage students to express and share their opinions freely in groups.
- 6 If necessary, provide the writing frame to help students write up the report:  
Since the choice of a major \_\_\_\_\_, we conducted a survey which contains \_\_\_\_\_.

## PART III

# READING PASSAGE TRANSLATION

Based on the completed survey, the statements that most people agreed with were \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. For these three responses, I would like to share my personal views with you. First, \_\_\_\_\_. Second, \_\_\_\_\_. Finally, \_\_\_\_\_. In short, \_\_\_\_\_.

(For reference only)

Since the choice of a major has always been an important issue in college, we conducted a survey that contains 10 statements. Based on the completed survey, the statements that most people agreed with were a long process to choose a major we are really interested in, a tough job to decide whether to major in science or liberal arts, and the uncertainty about the benefit our current major might bring us. For these three responses, I would like to share my personal views with you. First, choosing a major we like is never easy since it involves many factors, such as family, peer pressure, and future career expectation. Second, whether we major in natural science or the humanities, we all learn new things and acquire new knowledge, so as long as we are learning, we are staying on the right track. Finally, it is always difficult to predict what the future holds. It is better to focus on the advantages of our major now. In short, if we learn how to think creatively and have solid knowledge, we're on our way to career success.

## 课文 A

### 通往我的专业之路

- 1 你知道“金发姑娘和三只熊”的童话故事吗？金发姑娘进入了三只熊的房子。在那里，她尝了尝熊爸爸的粥，太烫了。熊妈妈的粥太凉了。但是，小熊的粥温度正好，所以她就把它全喝了。因此，本质上她犯了入室盗窃罪，并强夺了一整份本属于无辜孩子的食物。她应该感到羞耻！
- 2 有趣的是，这个童话故事中的情节与我选择大学专业的经历非常相似：我也尝试了三次才找到我喜欢的并且适合我的专业和职业。对于我们许多人来说，要经历非常漫长的自我发现过程之后，我们才能意识到自己想要做什么以及我们真正酷爱什么。
- 3 信不信由你，工程学是我高中时期对未来职业生涯的规划。听起来怪怪的，对吗？我现在是跟数字无缘的作家，可在高中时竟想成为工程师！但在那时，我的想法确实是有道理的。我非常沉迷于庞大工程建筑的宏伟壮观。我会在波士顿的街道上徘徊，敬畏地凝视着摩天大楼；我对主题公园里的过山车也非常着迷。我擅长数学，并且高级数学课学得很好，但是当我要决定是否选修高中的大学预修数学课程时，我犹豫了。为什么？我缺乏信心，我知道我可能不会成功。
- 4 我开始质疑自己想成为工程师的决定，所以在大学的第一个学期，我选修了工程数学入门课来证实或反驳我的疑虑——我是否有工程学方面的才能。唉，我学得很吃力。不只是“我在本章遇到麻烦”那种吃力。这些概念简直超出了我的理解范畴。高中时我的数学水平算是高的，但在大学我发现我还没有达到标准。我学得太累了，只好放弃了

该课程，放弃了高中时想成为工程师的梦想。这碗“粥”太烫了！

- 5 我的同学知道我从理科转到了文科都很惊讶。之后，我还对数学产生了未曾有过的憎恶——憎恶如此强烈，我至今都不想计算餐馆账单上的小费。我觉得这门学科让我逊人一筹，所以我考虑的下一个职业当然是做截然不同的事情，从事一些自由且有艺术性的工作。
- 6 我浏览了大学网站所提供的各种选择。平面设计学科让我想起了我童年时大量的绘画。平面设计这碗“粥”的介绍非常简短，因为进入该学科的要求并不高。尽管如此，我仍然感觉不对，因为我对这门学科一点儿都不感到兴奋。我走开了。这碗“粥”太凉了！
- 7 在这个时候，我倍感沮丧，这种情绪是许多在网上浏览专业的大学生都有的。我听取了学术顾问的意见，仔细阅读了职业服务网站上的信息，可仍然对选择什么专业犹豫不决。情况没有丝毫改变，直到我接到父亲的一个电话。与他交谈时，我漫不经心地说起打算去校内学生报申请一个职位。这听起来更像是无可奈何的最后一招，而不是慎重考虑后的决定。“你知道，你一直擅长写作。”他说。你知道吗？听到这句话，我长期以来在选择专业方面的踌躇不决突然消失了，不是因为更多的、大量的、过度的思考，而是突然领悟了。我需要的只是从他人人口中证实这一事实：新闻是我的事业。
- 8 “为什么我以前就没想到呢？”我问自己。小时候，我赢过写作比赛，并两次在拼字大赛中荣获第二名。在英语和写作课上我都获得全优。即使在大学，朋友们也让我校对他们的论文。种种迹象就在我面前，我却忽略了它们，因为我认为我的能力并没有什么不同寻常。
- 9 对我来说，新闻工作是我喜欢的工程学和平面设计学之间的完美平衡。与工程学一样，新闻报道是有结构的，因为你需要了解语法规则、新闻风格、新闻发布，等等。但它也具有艺术性：你可以探索一系列发人深省的主题，以创造性的方式表达它们，并将它们完全呈现在读者面前。
- 10 在重新发现我对写作的热爱后，我最终主修了新闻专业，并将英语作为我的辅修。然后，我申请了学

生报的工作，首次尝试就被录用了。我很幸运能够进入一所在新闻学专业有着良好声誉的学校。我也很幸运在20岁年纪轻轻时就找到了自己的职业志向，不仅仅是因为这为我节省了一笔未知的费用，不必为得到未知的学位而去学习那些未知的课程。我发现这碗“粥”正好，不烫也不凉，所以我把它吞下去了。

## 课文 B

### 人文学：过时了吗？

- 1 当形势变得困难时，强者会选学会会计。当就业形势恶化时，许多学生估算着他们不能主修英语或历史。他们得学一些能改善他们就业前景的东西。
- 2 数据显示，随着美国学生越来越多地承担了不断增长的学费，他们已从学习人文学转向他们相信有益于就业的应用科学和“硬”技能。换言之，大学教育越来越被看成是改善经济而不是提升人类自身能力的手段。这种趋势可能会持续，甚至有加快之势。
- 3 在未来几年内，由于劳动力市场不景气，人文学可能会继续其长期低迷的态势。在过去几年里，主修文科的学生数跌幅已近50%。认为这种趋势会持续甚至加速的想法是合情合理的。人文学曾是大学生活的重要支柱，而今在学生们参观校园的时候只是一个点缀。现在，实验室要比图书馆更栩栩如生，受人青睐。
- 4 在这儿，请允许我为人文学给人们的生活所增添的真实价值进行支持和宣传。自古以来，人们一直在思索人类具有什么神奇的内在力量使一些人变得崇高伟大，而使另一些人走向自我毁灭。几个世纪以来，这股内在驱动力有众多的称谓。著名的心理学家西格蒙德·弗洛伊德称之为“潜意识”，或更为人们熟知的“本能”。
- 5 从一开始，人类本性里的这股力量，这股可以是建设性也可以是毁灭性的驱动力，就令我们心驰神往。这些惊人的、充满内心挣扎的故事形成了世界文化的基础。历史学家、建筑师、作家、哲学家和艺术家们以故事、音乐、神话、绘画、建筑、雕

刻、景观和传统习俗等形式，捕捉到了这些撞击心灵的文字、形象及内涵。这些男男女女创造出了具有艺术性的“语言”，帮助我们了解人类的强烈愿望，并用以教育一代又一代人。自古就有的这种成果，数量庞大，它们正是文明的底蕴，奠定了人文研究的基础。

- 6 学习人文学会提高我们阅读和写作的能力。无论我们这一生从事什么职业，如果我们能读懂复杂的思想并理解它们的内涵，我们会拥有极大的优势。同样，如果我们能够对这些思想写出既明确又简洁的分析，我们会获益极大。
- 7 学习人文学会让我们熟悉表达情感的语言及进行创造的过程。在信息经济中，很多人都有能力创造一个有用产品。然而，仅有很少的人有能力创造一个精彩品牌。最重要的是，学习人文学使我们具有伟大的洞察力和自我意识，从而以积极的、建设性的方式来发挥我们的创造力和才能。
- 8 也许，支持人文学的最好论点是，人文学为我们提供了广泛的机会。你知道美国第一个登上太空的女宇航员萨莉·赖德除了物理学外还拿到人文学的学位吗？武术演员李小龙也曾主修人文学。学习人文学的有名人士可以列出一长串。显而易见，人文学能为我们从事许多不同的职业做准备，不管是医学、商务、科学还是娱乐。如果我们仅学习数学，我们很可能只能申请数学教师之类的工作。如果我们还学了人文学，我们就能突破许多障碍，只要我们愿意付出努力，敢于想象。
- 9 当然，在当下，如果我们仅学习人文学，我们可能会失去很多机会。我们每个人都需要尽可能变得技能化、职业化，以满足现代生活的需要。事实上，技术知识和内在洞察力的结合越来越被看成建立职业生涯的理想模式。如果我是某个医学院的招生部主任，有两个人同时申请我们学校，这两个人都学过基础科学的必修课程，一个主修哲学，另一个仅是医学院的预科生，我会选择那位哲学专业的申请者。
- 10 总之，人文学帮助造就全面发展的人，这些人具有洞察力，能理解全人类共有的激情、希望和理想。人文学，这个古老、永恒的知识储蓄库，教我们以不同的方式看待事物，同时也拓宽我们的视野。在

现代，人文学一如既往地同生活息息相关，也发挥着重要作用。我们花一些时间与人文——我们杰出而非凡的知识宝藏——相伴，这难道不是明智的吗？