

# 1 UNIT

## The true value of education

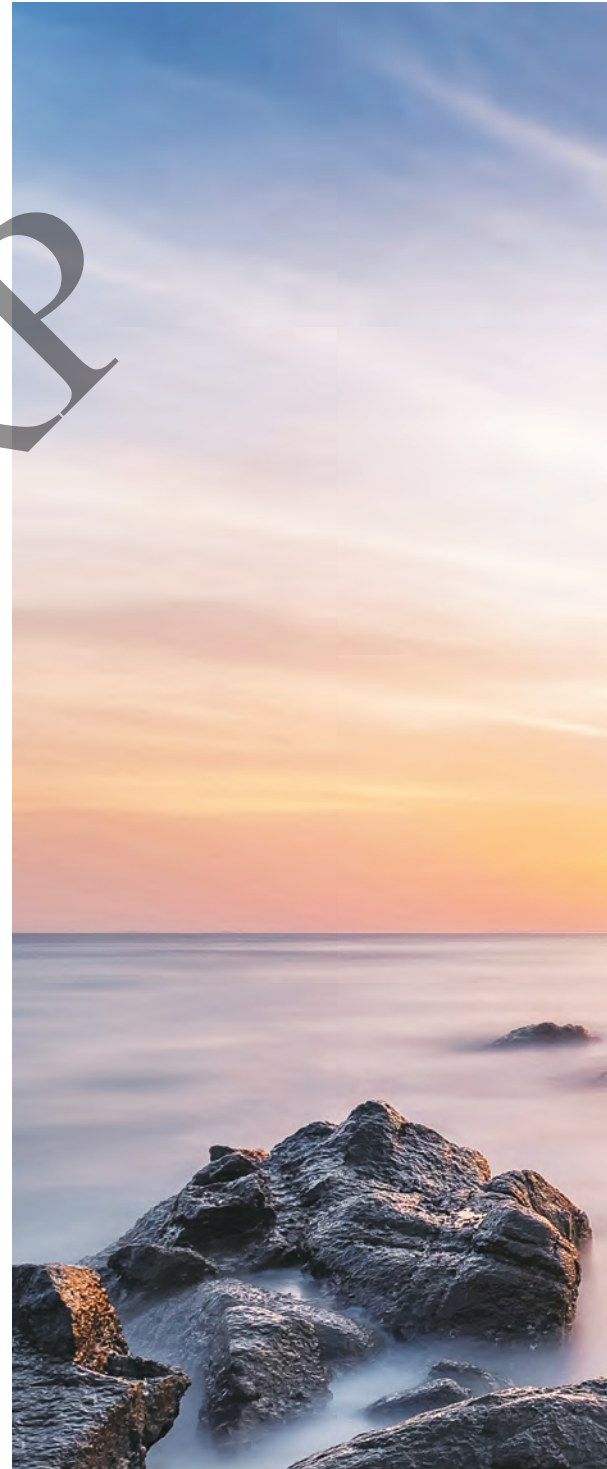
### Set the scene

What's the primary purpose of college education? Have you ever given this question serious thought? To acquire knowledge? To develop your mental capabilities and social skills? To help you land a good job? There is no answer that is agreed upon by all. Perhaps the ultimate goal of college education is about preparing you for success in life by helping you become a responsible and enlightened citizen capable of thinking critically and communicating effectively. To achieve this, different teachers may adopt different educational philosophies and approaches. Under their guidance, you will stretch your knowledge boundaries, and learn to read, reflect, and explore, thus laying a solid foundation for a promising future.

### Learning objectives

**Upon completion of this unit, you will be able to:**

- talk about various aspects of college education;
- write an argumentative essay to refute someone's opinions;
- put yourself in other people's shoes and use problem-solving skills to tackle real-life problems.



Enlightening the ignorant through education so that they follow the right path — this is the achievement of sages.

— *The Book of Changes*

ELTRP

**Reading 1**

**The commencement speech you'll never hear P5**

**College: An all-forgiving world? P6**

**Reading 2**

**The wicker chair P14**

**Unit project**

**Challenges in college and their solutions P22**

## Get ready to read



Audio clip

### NEW WORDS

**two cents** *n.* 意见;  
观点

**commencement**  
*n.* 毕业典礼

**oration** *n.* 演讲; 演说

**Hebrew** *n.* 希伯来语

**disputation** *n.* 辩论

**Princeton University**  
(美国) 普林斯  
顿大学

**oratory** *n.* 演讲术;  
雄辩术

**academic** *n.* 大学教  
师; (大学里的)  
学者

**creep** *vi.* 逐渐出现

### Listen for information

The commencement speech is one of the highlights of a commencement ceremony and it has a pretty long and interesting history. Listen to a recording and answer the questions.

1. What is the feature of the commencement speech as a genre?  
\_\_\_\_\_
2. What did students debate about in early commencement ceremonies?  
\_\_\_\_\_
3. Why is the commencement speech a very old custom in universities?  
\_\_\_\_\_
4. Who were often selected as speakers in early commencement ceremonies?  
\_\_\_\_\_
5. Why does it seem like there are more commencement speeches today than ever?  
\_\_\_\_\_

### Listen and discuss

Work in groups and discuss the questions.

1. Whom would you like to have as your commencement speaker and why?
2. What do you want the speaker to talk about in his / her commencement speech?





# The commencement speech

## you'll never hear<sup>1</sup>

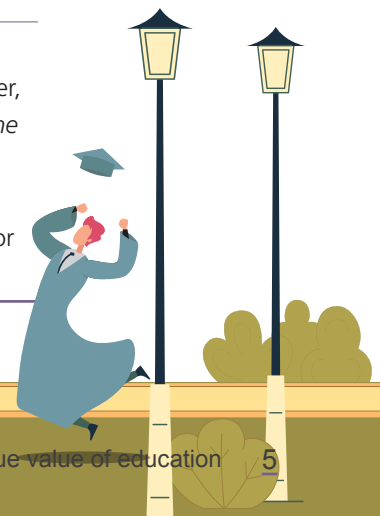
- 1 We the **faculty** take no pride in our educational achievement with you. We have prepared you for a world that does not exist, indeed, that cannot exist. You have spent four years supposing that failure leaves no record. You have learned at Brown that when your work goes poorly, the painless solution is to drop out. But starting now, in the world to which you go, failure marks you. **Confronting** difficulty by quitting leaves you changed. Outside Brown, **quitters** are no heroes.
- 2 With us you could argue about why errors were not errors, why **mediocre** work really was excellent, why you could take pride in routine and **slipshod** presentations. Most of you, after all, can look back on honor grades<sup>2</sup> for most of what you have done. So, here grades can have meant little in distinguishing the excellent from the ordinary. But tomorrow, in the world to which you go, you had better not defend errors but learn from them. You will be ill-advised to demand praise for what does not deserve it, and abuse those who do not give it.
- 3 For years we have created an altogether **forgiving** world, in which whatever slight effort you gave was all that was demanded. When you did not keep appointments, we made new ones. When your work came in beyond the **deadline**, we pretended not to care.
- 4 Worse still, when you were boring, we acted as if you were saying something important. When you were **garrulous** and talked to hear yourselves talk, we listened as if it mattered. When you **tossed** on our desks writing upon which you had not labored, we read it and even responded, as though you earned a response. When you were **dull**, we pretended you were smart. When you were predictable, **unimaginative**, and routine, we listened as if to new and wonderful things. When you demanded free lunch, we served it. And all this why?

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### Notes

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- 1 The passage, which was written by Professor Jacob Neusner of Brown University, was never delivered as a speech at the commencement. Rather, it was published as an essay in Brown University's campus newspaper, *The Brown Daily Herald*.
  - 2 Here "honor" means "of or showing honor." The expression "honor grades" means "high grades for a course." A similar expression is "honor roll," which means "a list of students achieving academic distinction."
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## Notes

- 3 Here “address” means “a formal speech made in front of an audience.”  
e.g. *The president was surrounded by security officers as he made his address.*
- 4 Here “it” refers to what is mentioned in the previous two sentences. The whole sentence means: Our willingness to tolerate such unacceptable behaviors, as mentioned earlier, is not driven by our desire to be liked by you.
- 5 Here “peer-paralyzed” means “not able to think independently as a result of being too concerned about what one’s peers think or say.”
- 6 The passage, written by Ida Timothee, a student at Brown University, was a response to the passage written by Professor Jacob Neusner.

- 5 Despite your **fantasies**, it was not even that we wanted to be liked by you. It was that we did not want to be bothered, and the easy way out was **pretense**: smiles and easy Bs.
- 6 It is **conventional** to quote in addresses<sup>3</sup> such as these. Let me quote someone you’ve never heard of: Professor Carter A. Daniel, Rutgers University:
- 7 “College has **spoiled** you by reading papers that don’t deserve to be read, listening to comments that don’t deserve a hearing, paying attention even to the lazy, ill-informed and rude. We had to do it, for the sake of education. But nobody will ever do it again. College has **deprived** you of **adequate** preparation for the last 50 years. It has failed you by being easy, free, forgiving, **attentive**, comfortable, interesting, unchallenging fun. Good luck tomorrow.”
- 8 That is why, on this commencement day, we have nothing in which to take much pride.
- 9 Oh, yes, there is one more thing. Try not to act toward your **co-workers** and bosses as you have acted toward us. I mean, when they give you what you want but have not earned, don’t abuse them, **insult** them, act out with them your **parlous** relationships with your parents. This too we have **tolerated**. It was, as I said, not to be liked.<sup>4</sup> Few professors actually care whether or not they are liked by peer-paralyzed<sup>5</sup> **adolescents**, fools so shallow as to imagine professors care not about education but about popularity. It was, again, to be rid of you. So go, **unlearn** the lies we taught you. To life!

## College: An all-forgiving world?<sup>6</sup>



- 1 In “The commencement speech you’ll never hear,” Jacob Neusner argues that we have been made to believe, according to our college experience, that “failure leaves no record” and that things can be easily achieved. It seems to Neusner that college is not a good **preparatory** school for life because it is making us ready “for a world that does not exist.”

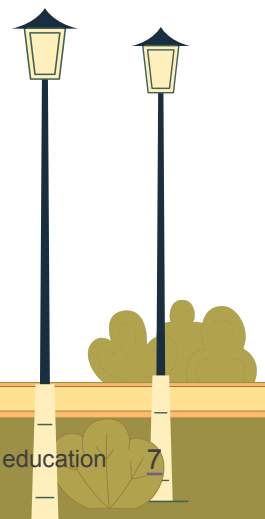
- 2 There's no doubt that Neusner should have taken a closer look at what college life is really like before **formulating** such a strong opinion about it. He is completely ignoring all the pressures and hard times students go through to make it at college. It is not the way he describes it at all.
- 3 Is college not preparing us for real life, as Neusner puts it? Is what we are experiencing something not useful to learn for the real world? These are the questions that pop into my mind when I think about what Neusner says. I think that he is very wrong. The college years, for many of us, are when we start to be independent, make crucial decisions on our own, and become responsible for them. At college, we must learn to budget our time (and money!) and to be **tolerant** (otherwise we couldn't survive in a crowded dorm room!). We meet people from different parts of the world that **broaden** our view of the world itself and help us understand each other better. If these things are not useful for the real world, then I don't know what could be.
- 4 Neusner believes that in college we are trained to think that "failure leaves no record" because we can **supposedly** get away with mistakes easily. I have news for him.<sup>7</sup> If you fail a test, you can't take it again, and the teacher won't **erase** the grade even if he thinks you will hate him for the rest of your life. If you drop out of a class, next **semester** you will have to take more courses. If you get low grades, your chances of getting into a fine graduate school are almost none. If your grade point average is not reasonably high for a number of classes, you just don't get your degree. When **midterms** and **finals** come, no one can avoid taking them. When the going gets tough, the tough have to get down to work<sup>8</sup> because, unlike what Neusner believes, college does not give "painless" solutions to mistakes. It is not "an altogether forgiving world," and by no means have teachers "pretended not to care" when deadlines are not kept or when things aren't done at the time they are supposed to be.
- 5 To me, living in a crowded dorm room, having a one-day reading period before finals, tons of reading, papers, and midterms **due** the same week are not exactly my idea of "easy, free, forgiving, attentive, comfortable, interesting, unchallenging fun."

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### Notes

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- 7 "I have news for sb." or "I've got news for sb." is a set expression, meaning "You are going to tell sb. the facts about sth., which they will probably not like to hear."  
e.g. *You may think I'm finished, but I've got news for you — I'll be back.*
  - 8 This is a twist of the saying "When the going gets tough, the tough get going," meaning "When conditions or progress becomes difficult, strong and determined people work even harder to succeed." The first "tough" means "difficult," and the second one means "able to endure hardship."
- 



## Read and understand

### Global understanding

Read the passages and complete the summary of the authors' arguments with information from the passages.



#### Prof. Neusner's argument

College is a(n) 1) \_\_\_\_\_ world and it has prepared students for 2) \_\_\_\_\_.

#### Sub-argument 1 (Para. 1)

In college, failure 3) \_\_\_\_\_.

#### Sub-argument 2 (Para. 2)

In college, students can defend 4) \_\_\_\_\_, and take pride in mediocre work.

#### Sub-argument 3 (Paras. 3-5)

College teachers are forgiving and pretend not to care about students' misbehavior as they do not want to be 5) \_\_\_\_\_.

#### Prof. Neusner's conclusion (Paras. 6-8)

Teachers can take no pride in their work because college has failed students by being "easy, free, forgiving, attentive, comfortable, interesting, unchallenging fun."

#### Prof. Neusner's advice (Para. 9)

- Do not mistreat your co-workers and boss;
- 6) \_\_\_\_\_ college taught you.



#### Ida Timothee's argument (Paras. 1-2)

College is not like 7) \_\_\_\_\_ at all.

#### Counter-argument 1 (Para. 3)

College does prepare students for the real world.

- Students start to be independent and take responsibility for 8) \_\_\_\_\_.
- Students learn practical skills such as how to budget 9) \_\_\_\_\_.
- Students learn to be tolerant of others.
- Students broaden their horizons and improve their understanding of people.

#### Counter-argument 2 (Para. 4)

College is by no means "an altogether forgiving world."

- Failure 10) \_\_\_\_\_.
- Students do need to work hard to earn good grades.
- Teachers are serious about class requirements.

#### Ida Timothee's conclusion (Para. 5)

College is by no means "easy, free, forgiving, attentive, comfortable, interesting, unchallenging fun."

## Detailed understanding

Read the passages again and decide whether the statements are true (T), false (F), or not given (NG).

- \_\_\_ 1. Prof. Neusner believes that it is difficult to get high grades in college.
- \_\_\_ 2. Prof. Neusner thinks that teachers should respond to students' writing, however little effort they have made on it.
- \_\_\_ 3. According to Prof. Neusner, some students are under the illusion that teachers really care if they are popular with students.
- \_\_\_ 4. Prof. Neusner thinks college students are under too much peer pressure.
- \_\_\_ 5. College life taught Ida Timothee how to be more tolerant toward others.
- \_\_\_ 6. According to Ida Timothee, if one drops out of a class, they have to earn extra credits in the next semester.
- \_\_\_ 7. Ida Timothee has no complaints about her dorm life, although she has to share the dorm with other students.
- \_\_\_ 8. Ida Timothee wishes her teachers could be more attentive to students' needs.

## Read and think

### Why a commencement speech “you’ll never hear”?

**Step 1** The title of the first passage indicates that Prof. Neusner's commencement speech is a very special one, and that you are not likely to hear it at a commencement ceremony. Discuss in pairs how it is different from other more “conventional” commencement speeches. You may use what you have learned about commencement speeches in the “Get ready to read” section for reference.

**Step 2** What is Prof. Neusner's purpose in writing this passage? Is he merely voicing his disappointment in students, is he trying to caution them to mind the gap between life in college and the real world, or is he secretly motivating students to try harder and be a better version of themselves?

### The role of college

**Step 1** Prof. Neusner says that college is too forgiving and thus fails to prepare students for the real world, while Ida Timothee maintains that college life is challenging and college does prepare students for the real world. Whose idea do you agree with and why?

**Step 2** Despite their different views on the effectiveness of college education, Prof. Neusner and Ida Timothee both hold that colleges should prepare students for the real world. In your opinion, what skills should colleges help students develop so that they could succeed in today's fast-changing world?



## Read and practice

### Word building

Complete the sentences with the proper form of the words given in brackets.

1. Although my grandfather had little formal \_\_\_\_\_, he could read well. (educate)
2. "I have no doubt that he will grow up to be a(n) \_\_\_\_\_ artist someday!" said the child's art teacher. (imagine)
3. Over the past few weeks, my English tutor has given me quite a few effective test \_\_\_\_\_ tips. (prepare)
4. All teachers should be \_\_\_\_\_ to students' emotional needs and guide them in managing their emotions. (attend)
5. The students were relieved to find the professor was more \_\_\_\_\_ of their mistakes than expected. (tolerate)

### Synonyms

Replace the italicized words in the sentences with words from the passages. Change the form if necessary.

1. The course is designed to help students *expand* their knowledge of modern American literature.
2. It is wrong to assume that students in *second-rate* schools have little chance of entering good universities.
3. Although my thesis has undergone several rounds of revision, it still needs a few *minor* modifications.
4. In 1912, the US Naval Academy became the first institution to start *throwing* graduation caps at commencement ceremonies.
5. It is of vital importance for parents to provide *proper* supervision for their children.
6. Nearly half of the *teachers* turned out to show their support for the university's debate team.

### Language in use

Complete the sentences by translating the Chinese in brackets into English.

1. It is high time that you \_\_\_\_\_ (开始认真修改) your term paper.
2. The solution to that math problem \_\_\_\_\_ (突然出现在我脑海中) when I was folding my clothes last night.
3. She is \_\_\_\_\_ (绝非一个没有经验的教师), but there is still room for improvement in her teaching.
4. George \_\_\_\_\_ (回顾) his college years with a great deal of pride.
5. Researchers need to \_\_\_\_\_ (更仔细地观察) how students interpret the recognition and praise they get from their teachers.
6. In Professor Smith's class, no one can \_\_\_\_\_ (不受惩罚) not handing in their homework on time.

## Banked cloze

Complete the passage with suitable words from the word bank. You may not use any of the words more than once.

adequate	assigned	closing	collect	conventional
deadline	due	edited	finals	involved
mediocre	midterms	preparatory	review	slight

In college, the end of the semester brings about many term papers and 1) \_\_\_\_\_. What I would suggest you do is first create a calendar showing when all the exams are scheduled and papers are 2) \_\_\_\_\_, and then add the days and time when you plan to study for each exam and write each paper. Having a schedule like this helps you to organize the work and gives you 3) \_\_\_\_\_ time to study for and complete each assignment.

When you study for exams, it is advisable to organize your class notes by topic. Often, there are several books that the professor has 4) \_\_\_\_\_. In these texts, you could highlight key terms and mark important sections. You could 5) \_\_\_\_\_ all of the information you have, and then quiz yourself on the key concepts and terms.

There is often a significant amount of research and review 6) \_\_\_\_\_ when you write term papers since they encompass an entire semester's worth of learning. Be sure to give yourself enough time to prepare a draft of the paper and revise it before the 7) \_\_\_\_\_. You could consider going to the school's writing center because you will find that many times the tutors at the writing center could provide you with valuable feedback on how to improve a(n) 8) \_\_\_\_\_ paper. Also, don't forget to have your paper 9) \_\_\_\_\_ and proofread before submitting it.

In addition to preparing for the end of the current semester, you may also do some 10) \_\_\_\_\_ work in regard to the upcoming one by meeting with your advisor and registering for classes.

## Read and translate

Translate the paragraph into English.

在中国，教育有着悠久的历史，积累了非常丰富的教育思想。中国教育思想的基本特征包括：第一，重视教育的社会功能，认为教育对于治理国家、稳定社会具有重大作用。第二，强调教育对人的健康成长的必要性。第三，讲求德育与智育的结合。在教学上，中国的教育者强调因材施教，认为教师应选择符合学生能力水平的教育内容和教学方法。同时，他们还认为教师应启发学生，通过引导来调动学生的积极性。

## Read and write

### Write to refute

Refutation is when a writer or speaker argues against an opposing argument or viewpoint. Writers or speakers can refute an argument in several ways. For example, one might employ evidence or logic in a refutation. Suppose you would like to refute a statement by a teacher that you skipped class yesterday because the school bus driver didn't recall seeing you. To refute the claim, you can offer the logical argument that the bus driver might have simply forgotten seeing you or mistaken you for some other student.

A three-part organizational pattern can often be used when you refute or rebut an argument:

**The opponent's argument:** Bear in mind that your readers may not have read or remembered the argument you are refuting. Thus, at the beginning of your refutation you should state, accurately and fairly, the main points of the argument you will refute.

**Your position:** Next, make clear the nature of your disagreement with the argument you are refuting. You might assert, for example, that a writer has not proved his / her point because the evidence provided is outdated, or that the argument is full of fallacies.

**Your refutation:** The specifics of your counter-argument will depend upon the nature of your disagreement. If you challenge the writer's outdated evidence, then you must present the more recent evidence. If you challenge assumptions, then you must explain why they do not hold up.

- Step 1** Read Paragraphs 3 and 4 of "College: An all-forgiving world?" again and analyze with a partner how Ida Timothee refutes Professor Neusner's arguments that college does not prepare students for the real world and that college is an "all-forgiving world."
- Step 2** Discuss with your partner if Ida Timothee organized her refutation paragraphs in accordance with the three-part organizational pattern introduced above.
- Step 3** Now read the following paragraph and sum up the writer's main argument. Then write an essay of no less than 150 words to refute his / her argument. Remember to use logic and evidence to back up your argument, and to follow the organizational pattern of refutation you have learned above.

I'm not saying that college is a waste of time, but a lot of universities require you to complete core classes, which leads you into taking ultimately pointless classes that you don't care about and will never use in the future. To fulfill my core requirements, I took classes like statistics, biology, and physics — ultimately useless to an English major, and still useless now that I'm a photographer. Obviously, those classes are useful to someone going into a profession related to the sciences — but the core classes like literature and intro to drawing are probably equally as useless to them as science classes are to me. Instead of impractical core classes, or even just as possible elective courses, it would've been nice to have a couple classes like "taxes 101," "how to not screw up your finances," or really just "how to survive out in the world" — I guarantee those courses would have one hell of an enrollment list.




## Get ready to read

### Watch for information

Watch a video clip about three teachers' ideas about good university teaching and complete the table.



Video clip

Teachers	Ideas about good university teaching
 <p><b>Charles Knight</b></p>	<ul style="list-style-type: none"> <li>Teachers need to do the 1) _____ to make their lectures 2) _____ and practice-informed.</li> <li>Teachers need to be 3) _____ when they are in the classroom.</li> <li>Teachers should give students a 4) _____ for them to step into and come up with their own answers.</li> </ul>
 <p><b>Rebecca Bushell</b></p>	<ul style="list-style-type: none"> <li>Teachers should teach not only 5) _____ knowledge, but also employability skills and higher-order 6) _____ skills.</li> <li>Good teachers get students to use their own 7) _____ and justify what they are thinking about.</li> </ul>
 <p><b>Sara Wolfson</b></p>	<ul style="list-style-type: none"> <li>Students and teachers should be 8) _____.</li> <li>Good university teaching is about developing the 9) _____ person. It involves not just educating students in terms of the subject content, but also helping develop their socio-cultural and 10) _____ skill sets.</li> </ul>

### NEW WORDS

**employability** *n.*

就业能力

**ivory tower** *n.* 象牙塔

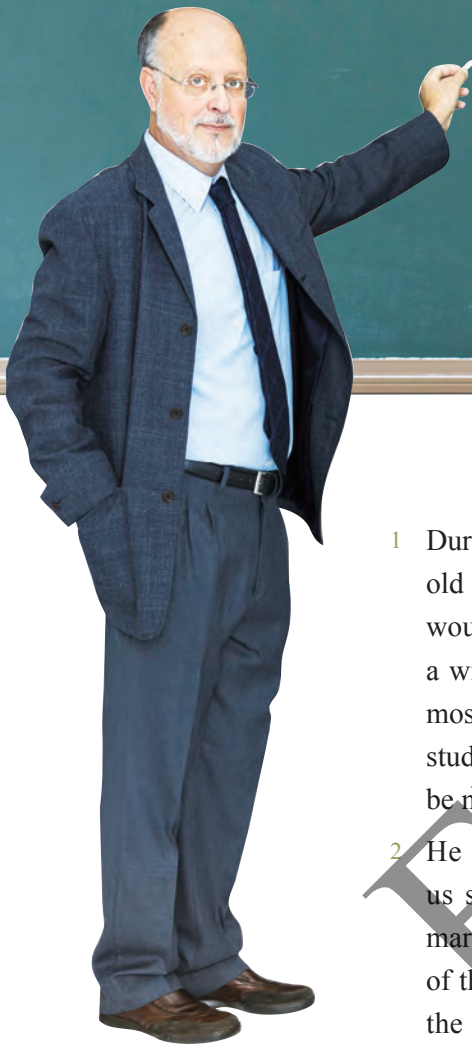
**academia** *n.* 学术界

### Watch and discuss

Work in groups and discuss the questions.

1. What do you think of what the teachers said about good teaching in the video clip? Which opinion do you agree with the most and why?
2. In your opinion, what are the most important qualities of a good university teacher?

# The wicker chair



- 1 During my senior year in college, I took a marketing class taught by a **grumpy** old man. On the first day of class, he made some predictions. First, he said we would always remember his name. **Visualize** a jack-o'-lantern<sup>1</sup> in the seat of a wicker chair and you will always remember Jack Wickert. Second, he said most people would do very badly in this class because he had no patience with students who didn't do **assignments** or follow instructions. Last, there would be no more than three As out of the 40 students in the class.
- 2 He made us sweat<sup>2</sup> all semester. He taunted and **jeered** at us and called us stupid. However, we did learn something about creative methods for marketing products. The final exam was scheduled for the second-to-last week of the semester and we would review the results on the last night of class. On the night of the final exam, Jack Wickert told the class there was only one question. Then he **stunned** us all by announcing, "This is an open exam. You may look through your books, your notes or anything that will help. You may also do any research you like."
- 3 Then, Wickert **proceeded** to write the problem on the board: Develop a marketing plan for an electronic rat trap costing \$500.

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## Notes

- 1 A "jack-o'-lantern" is a pumpkin with a face cut into it and a candle put inside to shine through the holes. It is usually made at Halloween as a kind of decoration.
  - 2 Here "sweat" means "be anxious, nervous, or worried about sth."  
e.g. *We were sweating as we waited for the results.*
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- 4 I looked over at one of my friends. He **arched** his **eyebrows**, **shrugged** and shook his head. What a horrible thing to have to market. Who's going to spend a whole week's salary on one rat trap? If you really had rats, you were likely to be living in a **slum** and certainly couldn't afford such a high price. If you could afford it, you lived where there were no rats.
- 5 I just sat there, staring at the blackboard. I knew there was a catch<sup>3</sup>. Knowing Wickert, I was sure there was a trick to this. And the answer was easy. He just knew we'd be too silly to get it. So, I sat there staring and thinking. Finally, I got it! The answer was clear. You couldn't sell it. Write the report, briefly explaining that this was not **marketable**, cut your losses and move on to something practical. So, I wrote it out on one page. I started packing up my things and looked up to catch Mr. Wickert looking at me with a **smug**, evil **leer**. His look told me that he thought he had won. I sat there looking at him, but he was just sitting there smiling broadly, pretending to read.
- 6 So, I was forced to reflect on the rat trap. It was so expensive and big (we had the **dimensions**). Where would you even put this thing if you could afford to buy one? I **contemplated** the problem some more. And more. And more.
- 7 Slowly, I started to think about large **warehouses**, factories ... places you store things, like food, paper, boxes, **grains** ... **industrial** facilities. Yes! Keep going. What else? Stores, supermarkets, restaurants. They could afford this. I was starting to get excited. Yes, they have room to place this huge device somewhere.
- 8 But it could cut into the **revenues** of **exterminators**. Yes! Exterminators. What a great market! They could buy them and sell them to their customers. Better still, they could rent them out and collect huge profits. And off I went.<sup>4</sup> That night, I developed a 20-page marketing plan. It was logical, reasonable and **feasible**.
- 9 I was quite satisfied with my marketing plan and just before 10:00 p.m., I dropped it on his desk. He was still looking smug, but anyway, I had tried.
- 10 Next Wednesday, he showed up in class with the results. He announced, "You met my lowest expectations. Most of you missed the whole point, and your grades reflected it. I was annoyed, but I was forced to grant one more A than I had predicted." And he **glared pointedly** at me. "There were four this semester."

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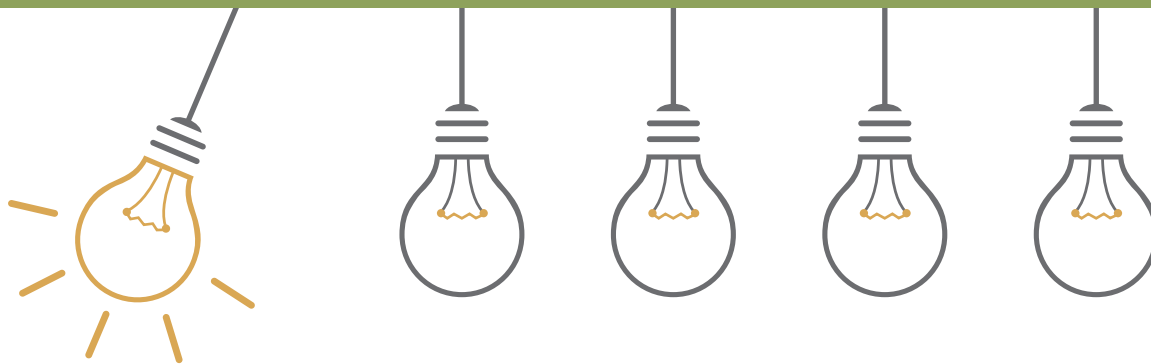
### Notes

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3 Here "catch" is used as a noun, meaning "a hidden problem or difficulty."  
e.g. *This deal looks too good to be true — there must be a catch somewhere.*

4 Adverbs expressing directions of movement, such as "up," "down," "in," "out," "on," "off," "away," and "back," can come before the subject.  
The inversion is for the sake of emphasis. When the subject of the sentence is not a pronoun, the verb needs to be put in front of the subject.  
e.g. *Out he rushed with his slippers.*  
*Away goes the beautiful bride.*

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- 11 He handed out the graded<sup>5</sup> finals and the **groans** were **audible**. However, I had gotten an A. But why did I sense he wasn't going to let me enjoy it?
- 12 Wickert **interrupted** all the complaints. "I warned you at the beginning of the class that if you took the lazy way out, it would cost you. If you had followed my instructions, this final would have been a **slam dunk**. Now that it's over, I can tell you. I took the case straight out of the textbook. **Verbatim**. I did not even bother to change the name of the case. I knew you wouldn't notice."
- 13 You could hear the sound of pages **rustling** as we **frantically** searched the textbook and the **index**, looking for the case. Then, there was dead silence as we read it. **Oddly** enough, the case's marketing plan turned out to be very similar to my own. They thought up a few things that I hadn't and **vice versa**.
- 14 "Only three people figured out what I had done during the final and took the information out of the book," he said. "But one person did it the hard way and actually reasoned it out on her own. It would have saved her a lot of time if she had just done what I had asked."
- 15 Yes, it would have saved me time and embarrassment. But, I did figure it out myself, although I hadn't followed his directions. I had thought it through and come up with the correct answer. Could Wickert have been trying to push us young students into thinking?
- 16 Even to this day I wonder if Wickert was secretly proud of me, as well.

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## Notes

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- 5 Here "grade" is used as a verb, meaning "give a mark to an examination paper or to a piece of schoolwork."  
 e.g. *She spent the weekend grading papers.*
- 



# Read and understand

## Global understanding

Read the passage and complete the outline of the story with information from the passage.

Paras.  
1-3

Background  
of the final

**The course:** Marketing

**The teacher:** Jack Wickert, a(n) 1) \_\_\_\_\_

**The task:** Developing a marketing plan for a(n)  
2) \_\_\_\_\_

Paras.  
4-5

The author's  
initial answer

A single-page report  
explaining why the product  
is not 3) \_\_\_\_\_

Paras.  
6-9

The author's  
final answer

A(n) 4) \_\_\_\_\_ marketing  
plan detailing how to sell the product to  
5) \_\_\_\_\_, factories, stores,  
supermarkets, etc., as well as to exterminators.

Paras.  
10-14

Results of  
the final

The author was one of the four students who got an A.  
Although she, like most others, didn't know the case  
was 6) \_\_\_\_\_ the textbook, she was the  
only student who 7) \_\_\_\_\_ on her own.

Paras.  
15-16

The author's  
realization

Prof. Wickert may have  
been pushing students into  
8) \_\_\_\_\_.



## Detailed understanding

Read the passage again and choose the best answer to the questions.

1. What prediction did Wickert make of his students at the beginning of the semester?
  - A. They would have difficulty following his instructions.
  - B. They would not do their homework as required.
  - C. They would not have a good time in the class.
  - D. They would soon give him a nickname.
2. Which is one of the reasons why the rat trap was hard to sell?
  - A. Those who could afford it already owned similar products.
  - B. The price was too high for those who needed it.
  - C. It was too small for people living in slums.
  - D. Very few people would actually need it.
3. What made the author decide to work more on the final?
  - A. Her realization that there must be a trick to the task.
  - B. The fact that she only wrote a one-page answer.
  - C. The self-satisfied look on the teacher's face.
  - D. Her dissatisfaction with her previous answer.
4. How could exterminators benefit the most financially from the rat trap?
  - A. By reselling them after using them.
  - B. By selling them to their clients.
  - C. By renting them out to their clients.
  - D. By charging clients an extra fee.
5. What did many students do upon getting the test results?
  - A. They looked for answers in the book.
  - B. They showed their disappointment.
  - C. They breathed a sigh of relief.
  - D. They fell into silence.
6. How did the author feel after learning that the case in the final was taken from the textbook?
  - A. Embarrassed yet proud.
  - B. Encouraged yet puzzled.
  - C. Confused and disappointed.
  - D. Surprised and overjoyed.

## Read and think

### Use of short sentences in narratives

**Step** 1 There are quite a few short sentences in the passage. Scan the passage and find them.

**Step** 2 Read the following excerpts from *The Old Man and the Sea* and *Take over, Bos'n* and discuss with a partner what the two excerpts have in common stylistically.

But he seems calm, he thought, and following his plan. But what is his plan, he thought. And what is mine? Mine I must improvise to his because of his great size. If he will jump, I can kill him. But he stays down forever. Then I will stay down with him forever.

He felt faint again now but he held on the great fish all the strain that he could. I moved him, he thought. Maybe this time I can get him over. Pull, hands, he thought. Hold up, legs. Last for me, head. Last for me. You never went. This time I'll pull him over.

*The Old Man and the Sea*, by Ernest Hemingway

Barrett's eyes kept watching me, waiting. I hated him. I hated him all the more because he'd slept. He had that advantage now. He wouldn't keel over.

And long before noon I knew I couldn't fight any more. My eyelids were too heavy to lift. As the boat rose and fell on the long swells, I could feel sleep creeping over me like paralysis. I bent my head. It filled my brain like a cloud. I was going, going ...

*Take over, Bos'n*, by Oscar Schisgall

**Step** 3 Work in pairs to discuss the effects of the use of short sentences in both the passage and the above examples.

### Professor Wickert

**Step** 1 Work in pairs and sum up the personality traits and teaching style of Professor Wickert.

**Step** 2 Based on the discussion about the qualities of good teachers in the section of "Get ready to read," would you say that Professor Wickert is a good teacher? Give your reasons.

## Read and practice

### Word building

Complete the sentences with the proper form of the words given in brackets.

- I was so surprised when Prof. White turned up — I'd \_\_\_\_\_ someone much older. (visual)
- \_\_\_\_\_ enough, believing you aren't successful sometimes can bring you success. (odd)
- In this course, you are going to learn about different types of \_\_\_\_\_ pollution. (industry)
- I don't think it's fair to say that students of liberal arts majors graduate without many \_\_\_\_\_ skills. (market)
- She ignores his \_\_\_\_\_ and keeps talking about her plan for the coming holiday. (interrupt)

### Meaning in context

Choose the best answer from the four choices marked A, B, C, and D to complete the sentences.

- Mention "pop quiz" (突击测验) to a classroom of students and you'll likely hear a chorus of \_\_\_\_\_.  
A. cheers      B. weeping      C. laughter      D. groans
- During her junior year, Sharon has been seriously \_\_\_\_\_ going to graduate school.  
A. wondering      B. reflecting      C. contemplating      D. conceiving
- He kept talking during the school concert, and many among the audience were \_\_\_\_\_ at him.  
A. glancing      B. glaring      C. cursing      D. complaining
- For today's homework, you need to use a ruler to measure the \_\_\_\_\_ of regular geometric shapes.  
A. scope      B. extent      C. dimensions      D. distances
- The detailed \_\_\_\_\_ lists alphabetically all the key terms and subjects discussed in the book.  
A. reference      B. index      C. preface      D. acknowledgement
- You should explain in your proposal why this project is worthwhile and \_\_\_\_\_.  
A. feasible      B. believable      C. predictable      D. memorable

## Sentence structure

Rewrite the sentences following the examples given.

**Example:** I just sat there and *stared at the blackboard*. ► I just sat there, staring at the blackboard.

1. She went out of the room in a hurry and *took the guitar with her*.
2. *We did not have her phone number* and couldn't contact her.
3. *He was extremely busy himself* and couldn't help us with our research project.

**Example:** *She rushed out, with tears in her eyes*. ► Out she rushed, with tears in her eyes.

4. The man lit the fuse (引信) and after a few seconds *the rocket went up*.
5. The teacher blew a whistle and *the children ran off* toward the finish line.
6. The child tiptoed quietly to the bird, but *it flew away* just as he was about to catch it.

## Error correction

Identify the errors in the sentences and make corrections.

1. Volunteers will come around and hand in leaflets before the lecture officially begins.
2. Why don't you call your professor, or better even, go and talk to him in person?
3. I plan to pack off my things and go home as soon as all my finals are over.
4. I sought through the entire book but I still couldn't find the section you had described.
5. Contrary to all expectation, she was chosen as the lead actress of the play.
6. The poor grades I got in my quiz made me wonder if I should save my losses and drop the class.

## Read and translate

Translate the paragraphs into Chinese.

Larger undergraduate class sizes have led to an increased workload for graders. Homework grading makes up much of this workload. One feasible solution has been to grade only a subset of tasks from each assignment. Yet time spent on grading has remained lengthy and beneficial feedback is infrequent. In other cases, professors assign but do not collect homework.

However, it has been shown that learning is hindered without graded homework, as students lose some valuable opportunities to contemplate or think through what has been taught in class.

Web-based tools for developing interactive assignments have improved significantly in recent years, and many universities have begun to experiment with assigning homework online. The effectiveness of online assignments has been witnessed in college courses ranging from general chemistry and math to sociology and microeconomics. In most cases, students view these online systems favorably because they: 1) walk them through the problem-solving process, 2) allow multiple attempts, 3) give instant feedback, and 4) keep all documents associated with the course in an organized way.



Additional  
translation skills

## Put on a short play

### Challenges in college and their solutions

College students face all kinds of challenges in their studies and daily life. In order to help students better tackle their problems, your class decides to hold a class meeting to give students an opportunity to talk about the biggest problems they are facing and how to solve them.



#### Step 1 Form groups and discuss the problems

① The class is divided into four groups. Each group holds a discussion on the biggest problem students face in one of the following fields, i.e. their studies, their extracurricular activities, their interpersonal relationships, and their part-time jobs or internships.

#### Step 2 Carry out interviews

② After deciding on the biggest problem in their given field, each group then carries out interviews after class to get students' and teachers' / counselors' views on how to solve the problem.

#### Step 3 Discuss the solutions

③ Based on the findings from the interviews, each group carries out further discussion on the best possible means to help students solve the problem.

#### Step 4 Prepare for the play

④ After finalizing the problem-solving approach, each group writes up the script for a two-act play, with one act showing the specific problem and the other showing a discussion between student(s) and teacher(s) / counselor(s) to solve the problem. You should rehearse for the play.

#### Step 5 Act out the play

⑤ Present the two-act short play to the class and invite the audience to comment on the solution as well as the performance.

## Reading 1

### New words

★ **commencement** /kə'mensmənt/ *n.*

1) [C, U] (*AmE*) a ceremony at which university, college, or high school students receive their diplomas (大学或高中的) 毕业典礼

e.g. *The high school commencement speaker was giving a rather inspiring address.*

2) [U] the beginning of sth. 开始; 开端

e.g. *Would passengers please turn off their mobile phones before the commencement of the flight?*

★ **faculty** /'fæklti/ *n.*

1) [C, U] (*AmE*) all the teachers in a university (大学的) 全体教员

e.g. *A drop in enrollment (招生人数) will affect students, faculty, and administrators.*

2) [C] a department or group of related departments within a university 系; 部; 院

e.g. *These plans were part of a reorganization that divided the university into six faculties.*

★ **confront** /kən'frʌnt/ *vt.*

1) deal with a problem or difficult situation 处理, 解决 (问题或困境)

e.g. *You must confront your fears and doubts and take risks again and again.*

2) (of a problem or difficult situation) appear and need to be dealt with by sb. (问题或困境) 临到...头上; 使面对

e.g. *Here are some problems that have confronted scientists all over the world in the past decade.*

★ **quitter** /'kwɪtə/ *n.* [C]

(*informal*.) sb. who does not have the determination or courage to finish sth. that is difficult 遇到困难就放弃的人; 半途而废的人

e.g. *I have asked you to do this tough task because I know you are not a quitter.*

**mediocre** /,mi:di'əʊkə/ *a.*

not very good 不太好的

e.g. *Tourists crowd the gift shops along the street to*

*buy mediocre products at high prices.*

**slipshod** /'slɪp,ʃɒd/ *a.*

done too quickly and carelessly — used to show disapproval 马虎的, 随便的, 草率的 (含贬义)

e.g. *She complained that the research project was delayed mainly due to slipshod management.*

★ **forgiving** /fɔ'gɪvɪŋ/ *a.*

willing to forgive 宽容的; 宽大的

e.g. *The public was more forgiving of the president's mistakes than the press and fellow politicians.*

★ **deadline** /'ded,laɪn/ *n.* [C]

a date or time by which you have to do or complete sth. 截止时间; 最后期限

e.g. *Without extra help, it's going to be very difficult for us to meet the Friday deadline.*

**garrulous** /'gærələs/ *a.*

talking too much, esp. about unimportant things (尤指对琐事) 喋喋不休的, 饶舌的

e.g. *I had talked too much about myself and felt like a garrulous old fool.*

★ **toss** /tɒs/ *vt.*

throw sth., esp. sth. light, with a quick gentle movement of your hand 扔, 掷, 抛 (尤指轻的东西)

e.g. *She picked up the package and casually tossed it into her handbag.*

★ **dull** /dʌl/ *a.*

1) slow in understanding; stupid 迟钝的; 愚笨的

e.g. *It's such a simple question. If you don't understand then you are duller than I thought.*

2) not interesting or exciting 无趣味的; 不刺激的; 不生動的

e.g. *The documentary lasts for more than two-and-a-half hours, and there is scarcely a dull minute.*

★ **unimaginative** /,ʌnɪ'mædʒɪnətɪv/ *a.*

not new, original, or clever; not showing any imagination 无创意的; 缺乏想象力的

e.g. *He simply couldn't understand why she thought him to be a stiff and unimaginative person.*

★ **fantasy** /'fæntəsi/ *n.* [C, U]

an exciting and unusual experience or situation that you imagine happening to you, but which will probably never happen 幻想; 想象

\* 词汇表中加星号(★)的单词为四级词汇, 加菱形(◆)的单词为六级词汇, 未作标记的为超纲词汇。斜体的单词是相关生词的词根。

e.g. Young children sometimes cannot distinguish between fantasy and reality.

\* **pretense** /prɪ'tens/ *n.* [U, sing.]

(*BrE* **pretence**) a way of behaving which is intended to make people believe sth. that is not true  
假装; 作假; 做作

e.g. Now that the pretense was over, he could tell them what he really thought.

\* **conventional** /kən'venʃn(ə)l/ *a.*

(*usu. before noun*) following what is traditional or the way sth. has been done for a long time 依照传统的; 符合习俗的

e.g. It's not a hotel, in the conventional sense, but rather a whole village turned into a hotel.

\* **spoil** /spɔɪl/ *vt.* (**spoiled, spoiled; BrE also spoilt, spoilt**)

have a bad effect on sth. so that it is no longer attractive, enjoyable, useful, etc. 毁掉; 糟蹋; 破坏  
e.g. They had an entire week, so there was no need to rush into a conversation that might spoil everything.

\* **deprive** /dɪ'praɪv/ *v.*

(~ **sb. of sth.**) prevent sb. from having sth., esp. sth. that they need or should have 剥夺  
e.g. Some people worry that the advances in information technology may deprive citizens of their privacy.

\* **adequate** /'ædɪkwət/ *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  
e.g. The lunchtime menu is more than adequate to satisfy the biggest appetite.

\* **attentive** /ə'tentɪv/ *a.*

1) helpful; making sure that people have what they need 关心的; 肯帮忙的

e.g. It is an excellent childcare center for babies as the staff are friendly, relaxed and attentive.

2) listening or watching carefully and with interest 注意的; 留心的; 专心的

e.g. People who watch the news tend to be more attentive to what is on the screen.

**co-worker** /'kəʊ,wɜ:kə/ *n.* [C]

sb. who works with you and has a similar position  
同事; 同僚

e.g. The manual explains what to do if a co-worker is injured and in need of medical attention.

\* **insult** /ɪn'sʌlt/ *vt.*

offend sb. by saying or doing sth. they think is rude  
侮辱; 冒犯

e.g. In some cultures, you insult your host if you do not accept their offer of food.

**parlous** /'pɑ:ləs/ *a.*

(*fml.*) in a very bad or dangerous condition 状况极坏的; 非常危险的

e.g. Relations between the two countries have been in a parlous state for some time.

\* **tolerate** /'tɒlə,reɪt/ *vt.*

1) allow people to do, say, or believe sth. without criticizing or punishing them 容忍; 宽容

e.g. According to the spokesperson, the government is not prepared to tolerate the situation any longer.

2) be able to accept sth. unpleasant or difficult, even though you do not like it 忍受; 忍耐

e.g. For years the workers have had to tolerate low wages and terrible working conditions.

\* **adolescent** /,ædə'lesnt/ *n.* [C]

a young person, usu. between the ages of 12 and 18, who is developing into an adult 青少年 (常指 12 至 18 岁之间的人)

e.g. We know that adolescents are neither children nor adults and they have specific developmental needs.

\* **unlearn** /ʌn'lɜ:n/ *vt.*

(*infml.*) deliberately forget sth. you have learned, in order to change the way you do sth. 设法忘记, 抛弃 (已学会的东西)

e.g. You must start by unlearning all the bad habits your previous piano teacher taught you!

\* **preparatory** /prɪ'pærətɔ:ri/ *a.*

(*only before noun*) done in order to get ready for sth. 预备的; 准备的

e.g. Months of preparatory work needs to be done before construction work can really begin.

\* **formulate** /'fɔ:mjʊ,leɪt/ *vt.*

1) think carefully about what to say, and say it clearly 仔细思考并明确表达

e.g. She has lots of good ideas, but she has difficulty formulating them in front of investors.

2) develop sth. such as a plan or a set of rules, and decide all the details of how it will be done 规划; 制定; 准备

e.g. *The city government is currently formulating policies on road expansion to solve traffic problems.*

\* **tolerant** /'tɒlərənt/ *a.*

allowing people to do, say, or believe what they want without criticizing or punishing them 宽容的; 容忍的

e.g. *My friends are more tolerant, more willing to accept me for what I am.*

\* **broaden** /'brɔ:dn/ *vt.*

increase sth. such as your knowledge, experience, or range of activities 增长 (知识、经验等); 扩大 (活动范围等)

e.g. *The course helps school-leavers broaden their knowledge of the world of work.*

\* **supposedly** /sə'pəʊzɪdli/ *ad.*

used when saying what many people say or believe is true, esp. when you disagree with them 据说; 据称; 一般相信; 一般看来

e.g. *He was supposedly delivering some papers to her but I think it was just an excuse to see her.*

\* **erase** /ɪ'reɪs/ *vt.*

1) remove sth. completely 清除; 消除; 消灭

e.g. *Mr. Woods wants a convincing victory to erase doubts about his team's ability.*

2) remove information from a computer memory or recorded sounds from a tape 删除 (计算机文件); 抹去 (磁带录音)

e.g. *It appears the names were accidentally erased from the computer hard drive.*

\* **semester** /sə'mestə/ *n.* [C]

one of the two periods of time that a year at high schools and universities is divided into, esp. in the US (尤指美国中学和大学的) 一学期, 半年

e.g. *I was finishing my last semester in college and trying to look for a job in my hometown.*

**midterm** /,mɪd'tɜ:m/ *n.*

1) [C] (*AmE*) a test that students take in the middle of a semester or quarter 期中考试

2) [U] the middle period of an elected government's time in power (政府任期的) 中期

e.g. *A commitment to making reforms to the care system will form part of tomorrow's midterm progress report.*

\* **final** /'faɪnl/ *n.* [C]

1) (*AmE*) an important test that you take at the end of a particular class in high school or college (高中或大学的) 期终考试

2) the last and most important game, race, or set of games in a competition 决赛

e.g. *He's through to the men's tennis final for the first time in his career.*

\* **due** /dju:/ *a.*

(*not before noun*) expected to happen or arrive at a particular time 预定的; 预期发生 (到达) 的

e.g. *They suddenly gave up the deal the day before they were due to sign the contract.*

## Phrases and expressions

### drop out

leave a school or university before your course has finished 退学; 辍学

e.g. *To everyone's surprise, Bill dropped out of college after his first year and joined a rock-and-roll band.*

### look back

think about sth. that happened in the past 回忆起; 回顾

e.g. *When you look back on this experience in a year or two, it won't seem so bad.*

### the easy way out

what is easiest in a difficult situation 省事的做法

e.g. *It is the easy way out to blame others for our failure though it doesn't make any sense.*

### act out

express your feelings about sth. through your behavior or actions, esp. when you have been feeling angry or nervous 用行动来表现情绪 (尤指愤怒或紧张)

e.g. *These teenagers are likely to act out their feelings of insecurity by being moody and aggressive.*

### be rid of

have taken action so that sb. / sth. is no longer there to worry or annoy you 摆脱某人 / 某事物

e.g. *He found his job tedious and time-consuming and he was glad to be rid of it.*



## pop into one's mind / head

suddenly think of sth. 突然冒出 (想到)  
 e.g. *List the product's strengths as well as weaknesses at random as they pop into your mind.*

## get away with

not to be caught or punished when you have done sth. wrong (做错事) 不被发现, 不受惩罚  
 e.g. *It's time they put a stop to his bad behavior. He's been getting away with it for too long.*

## get down to

start to direct your efforts and attention to sth., esp. work 开始认真对待; 开始努力做  
 e.g. *That's a tourism hotspot. I must get down to booking the hotel as soon as possible.*

## by no means

not at all 绝不; 一点都不  
 e.g. *It is by no means clear where the money is going to come from to fund this project.*

## Proper names

**Brown (Brown University)** 布朗大学 (美国大学, 位于罗得岛州)

**Carter A. Daniel** /'dæn.jəl/ 卡特·A. 丹尼尔 (人名)

**Rutgers /'rʌt.gəz/ University** 罗格斯大学 (美国大学, 位于新泽西州)

## Reading 2

## New words

**wicker** /'wɪk.ə/ *n.* [C] 干枝条; 干柳条; 芦苇杆

**grumpy** /'grʌmp.i/ *a.*

bad-tempered and easily annoyed 脾气坏的; 易怒的  
 e.g. *I have not had enough sleep lately and I am feeling kind of grumpy.*

★ **visualize** /'vɪzʊə.laɪz/ *vt.*

(*BrE visualise*) form a picture of sb. / sth. in your mind 设想; 想象

e.g. *An architect can look at a drawing and visualize a three-dimensional shape.*

★ **assignment** /ə'saɪnmənt/ *n.*

1) [C] a piece of work that a student is asked to do (学生的) 作业

e.g. *Students will need to complete three written assignments this semester.*

2) [C, U] a piece of work that is given to sb. as part of their job (分配的) 任务

e.g. *She told me that she will be in Greece next week on assignment for one of the national newspapers.*

**jeer** /dʒɪə/ *v.*

laugh at sb. or shout rude remarks at them to show that you do not respect them 嘲笑; 嘲弄

e.g. *After the match, the disappointed fans were all jeering at the football team.*

◆ **stun** /stʌn/ *vt.*

(*not in progressive*) surprise or upset sb. so much that they do not react immediately 使 (某人) 震惊

e.g. *Sasha was too stunned by what had happened in the office to say a word.*

★ **proceed** /prə'si:əd/ *vi.*

(*fml.*) (~ **with**) continue doing sth. that has already been started; continue being done 继续进行; 继续做

e.g. *The discussions between the two firms are proceeding slowly but satisfactorily.*

◆ **arch** /ɑ:tʃ/ *v.*

form or make sth. form a curved shape (使) 拱起; (使) 成拱形

e.g. *His eyebrows arched as if he were angry.*

★ **eyebrow** /'aɪbrəʊ/ *n.* [C] 眉 (毛)

★ **shrug** /ʃrʌg/ *v.*

raise one's shoulders slightly to express doubt, indifference, ignorance, etc. 耸 (肩) (以示怀疑、与己无关、不知道等)

e.g. *He shrugged his shoulders as if to say that there was nothing he could do about it.*

◆ **slum** /slʌm/ *n.* [C]

a house or an area of a city that is in very bad condition, where very poor people live (城市中的) 贫民窟, 贫民区

e.g. *My friend Bobby lives with his three sisters in a slum near the city center, but he doesn't lose faith in life.*

**marketable** /'mɑ:kɪtəbl/ *a.*

marketable goods, skills, etc. can be sold easily because people want them (商品、技能等) 有市场的, 有销路的, 畅销的

e.g. *The program is designed to provide students with real, marketable skills.*

**smug** /smʌg/ *a.*

showing too much satisfaction with your own cleverness or success — used to show disapproval  
自满的，自鸣得意的，沾沾自喜的（含贬义）  
e.g. *Peter was wearing an unbearably smug expression and waving the tickets in front of me.*

**leer** /lɪə/ *n.* [C]

an unpleasant look suggesting lust or ill will 挑逗性的或不怀好意的目光  
e.g. *He has a most unpleasant leer.*

\* **dimension** /dar'menʃn/ *n.* [C]

1) [usu. pl.] the length, height, width, depth or diameter of sth. 大小；尺寸  
e.g. *It is important to measure the exact dimensions of the room before buying furniture.*

2) a part of a situation or a quality involved in it (形势或品质的) 方面，层面  
e.g. *You can have a spiritual dimension to your life without being religious.*

♦ **contemplate** /'kɒntəm,pleɪt/

*v.* think about sth. seriously for a period of time  
深思；细想  
e.g. *As he lay in his hospital bed that night, he cried as he contemplated his future.*

*vt.* think about sth. that you might do in the future  
打算；想；考虑  
e.g. *Many years ago he had contemplated writing a book about his childhood.*

\* **warehouse** /'weə,haʊs/ *n.* [C]

a large building for storing large quantities of goods  
仓库；货栈  
e.g. *Police are investigating a fire at a furniture warehouse.*

\* **grain** /greɪn/ *n.*

1) [C] a single seed of corn, wheat, etc. 谷粒  
e.g. *Mum must have left in a hurry, since there were quite a few grains of corn left on the floor.*

2) [U] the seeds of crops such as corn, wheat or rice that are gathered for use as food, or these crops themselves 谷物；粮食  
e.g. *The government intends to import only five percent of the country's grain.*

\* **industrial** /ɪn'dʌstriəl/ *a.*

relating to industry or the people working in it 工业的；产业工人的  
e.g. *Reports showed industrial production rose 1.3 percent in November from the month before.*

\* **revenue** /'revə,nju:/ *n.* [U]

(also **revenues**) money that a business or organization receives over a period of time, esp. from selling goods or services (公司、机构的) 收益，收入  
e.g. *These companies are sure to encounter financial trouble if they only rely on advertising revenue for funding.*

**exterminator** /ɪk'stɜ:mɪ,neɪtə/ *n.* [C]

a person whose job is to kill animals such as rats or mice, because they are annoying or dangerous 职业的消灭害虫者  
e.g. *Can you believe that nearly one hundred million rats are killed each year by pest exterminators?*

\* **feasible** /'fi:zəbl/ *a.*

a plan, idea, or method that is feasible is possible and is likely to work (计划、想法或方法) 可行的，可实行的，行得通的  
e.g. *It was no longer financially feasible to keep the community center open.*

♦ **glare** /gleə/ *vi.*

look angrily at sb. for a long time 怒目而视  
e.g. *Noah was furious at what I just said but he didn't shout and just glared at me silently.*

**pointedly** /'pɔɪntɪdli/ *ad.*

in a way that is deliberately meant to show that you are annoyed, bored, or disapprove of sth. 明确地；尖锐地；直言不讳地  
e.g. *Miss Phillips looked at the clock pointedly and I realized that it was time for me to leave.*

♦ **groan** /grəʊn/ *n.* [C]

1) a complaint 抱怨  
e.g. *They've got the usual moans and groans like everybody else.*

2) a long deep sound that you make when you are in pain or do not want to do sth. (疼痛时的) 呻吟；(不愿做某事时的) 哼哼声  
e.g. *The rescuers could hear the groans of someone trapped in the ruins.*

**audible** /'ɔ:dəbl/ *a.*

loud enough for you to hear it 听得见的  
e.g. His voice was barely audible above the noise of the crowd.

\* **interrupt** /,ɪntə'rʌpt/ *v.*

stop sb. from continuing what they are saying or doing by suddenly speaking to them, making a noise, etc. 打断某人的讲话; 中断某人的行动; 打扰  
e.g. I'm sorry to interrupt your meeting, but may I speak to Michael for a moment?

**slam dunk** /'slæm ˌdʌŋk/ *n.* [C] (*fml.*)

1) sth. that is certain to be successful 稳操胜券的事  
e.g. His new movie is predicted by many critics to be this season's slam dunk hit.

2) (in basketball) the act of jumping up and putting the ball through the net with a lot of force 强力灌篮; 扣篮

e.g. He marked his first appearance with a slam dunk for his first points.

**verbatim** /vɜ:'beɪtɪm/ *a. & ad.*

(*fml.*) repeating the actual words that were spoken or written 逐字的(地); 一字不差的(地)  
e.g. The president's speeches are regularly reproduced verbatim in the state-run newspapers.

**rustle** /'rʌsl/ *v.*

if leaves, papers, clothes, etc. rustle, or if you rustle them, they move about and make a soft, dry sound (使)(树叶、纸、衣物等)沙沙作响

e.g. A gentle breeze blew through the windows, lightly rustling the curtains.

♦ **frantic** /'fræntɪk/ *a.*

done quickly and with a lot of activity, but in a way that is not very well organized 紧张忙乱的; 手忙脚乱的

e.g. People were frantic, trying to call relatives after the earthquake.

**frantically** /'fræntɪkli/ *ad.*

done in a hurried way and in a state of excitement or confusion 手忙脚乱地

e.g. I've been working frantically all week to get the term paper finished before the deadline.

\* **index** /'ɪndeks/ *n.* (*pl.* indexes)

an alphabetical list of names, subjects, etc. at the back of a book, with the numbers of the pages

where they can be found (书后的)索引

e.g. Look under B in the index to see if biology is covered in the book.

\* **oddly** /'ɒdli/ *ad.*

1) (*also ~ enough*) used to say that sth. seems strange or surprising 奇怪的是; 真奇怪  
e.g. Oddly enough, someone asked me the same question yesterday.

2) in a strange or unusual way 奇怪地; 古怪地; 异常地

e.g. Didn't you think she was behaving very oddly at Susan's birthday party yesterday?

**vice versa** /,vaɪs 'vɜ:sə/ *ad.*

used to say the opposite of a situation you have just described is also true 反之亦然

e.g. He refuses to believe anything they say and vice versa.

## Phrases and expressions

**cut one's losses**

stop doing sth. that is failing, so that one does not waste any more money, time, or effort 及早脱手以减少损失

e.g. Cut your losses with projects that are not going to work and do things that make you feel comfortable.

**pack up**

put your possessions into a bag, etc. before leaving a place (在离开前)收好物品

e.g. We arrived just as the musicians were packing up their instruments.

**smile broadly**

have a big smile on your face that clearly shows you are happy or amused 咧着嘴笑

e.g. He tiptoed closer, smiling broadly, waiting for Suzanne to spot him.

**cut into**

make sth. less or smaller 削减

e.g. Some business owners are cutting into their profits to help raise money for the foundation.

**better still**

used to say that a particular choice would be more satisfactory 更好的选择是

e.g. *I started to hunt for a cheap restaurant nearby or, better still, a snack shop.*

### **hand out**

give sth. to each person in a group 分发；散发

e.g. *He was busy handing out leaflets on the musical to the audience.*

### **reason out**

find an explanation or solution to a problem, by thinking all the possibilities (通过推理) 解释，解决

e.g. *I spent the entire night reasoning out the solution to the puzzle.*

### **think through**

think carefully about the possible results of sth.

认真地考虑 (某事可能产生的结果)

e.g. *People need time to think through what the changes in taxation will mean for them.*

## **Proper names**

**Jack Wickert** /'wɪkə(r)t/ 杰克·维克特 (人名)

FLTRP