

PART I WARMING-UP

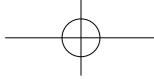
Task 1

Script

Of studies

Francis Bacon

Studies serve for delight, for ornament, and for ability. Their chief use for delight, is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgment and disposition of business. For expert men can execute, and perhaps judge of particulars, one by one; but the general counsels, and the plots and marshalling of affairs, come best from those that are learned. To spend too much time in studies is sloth; to use them too much for ornament is affectation; to make judgment wholly by their rules is the humor of a scholar. They perfect nature, and are perfected by experience: for natural abilities are like natural plants that need pruning by study; and studies themselves do give forth directions too much at large, except they be bounded in by experience. Crafty men contemn studies, simple men admire them, and wise men use them, for they teach not their own use; but that is a wisdom without them, and above them, won by observation. Read not to contradict and confute, nor to believe and take for granted, nor to find



talk and discourse, but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and attention. Some books also may be read by deputy and extracts made of them by others, but that would be only in the less important arguments and the meaner sort of books; else distilled books are like common distilled waters, flashy things. Reading maketh a full man, conference a ready man, and writing an exact man. And therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little, he had need have much cunning, to seem to know that he doth not. Histories make men wise; poets, witty; the mathematics, subtle; natural philosophy, deep; moral, grave; logic and rhetoric, able to contend.

...

Task 2

Key

1. B 2. A 3. C 4. E 5. F 6. D

PART II LISTENING & SPEAKING

Task 1

Key and Script

Dialog 1

Speaker A: How many courses are you going to take this semester, Steve?

Speaker B: Three. They are Business English, Intercultural Communication, and International Trade.

Dialog 2

Speaker A: How many credits do you need to get the degree?

Speaker B: Totally 24 credits, 18 for compulsory courses and 6 for elective ones.

Dialog 3

Speaker A: Hi, Sam. How are your term papers going?

Speaker B: I've just finished one and I wish I could finish the other two within one week.

Dialog 4

Speaker A: Hey, Kate. How are you getting on with your English?

Speaker B: I still have a lot of trouble in pronunciation.

Dialog 5

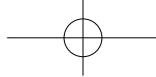
Speaker A: Hello, Professor Walker. Here is the first draft of my paper.

Speaker B: Great! I'll give you some feedback this Friday morning.

Dialog 6

Speaker A: What is the most effective way to learn a language?

Speaker B: I think practice makes perfect.



Task 2

Key

(1) frustrated (2) effective (3) far from (4) diligence (5) Making mistakes

Script

Andrew: Hi, Jessica. I heard that you've won the first prize in the CCTV Cup English-speaking Contest. Congratulations!

Jessica: Thank you, Andrew. You know, I've been crazy about English since I was a junior middle school student.

Andrew: How did you make it? You know, I work very hard, but I still can't speak good English. I'm really frustrated and don't know what to do.

Jessica: Come on. Don't lose heart, Andrew. You can make it too if you develop some effective learning habits.

Andrew: Can you give me some suggestions?

Jessica: How many hours do you spend in learning English every day?

Andrew: Usually two hours.

Jessica: That's far from enough. I spend 6 hours a day. I get up at 6 o'clock every morning to read, listen, imitate, and also to speak to myself.

Andrew: Wow, diligence definitely pays off! Maybe that's the secret to success.

Jessica: Yes. Nobody would be able to speak good English unless he practices a lot. Do you practice a lot after class?

Andrew: Well, to tell the truth, I'm afraid to speak English in public. I always make mistakes.

Jessica: Don't be afraid of making mistakes. It's a part of the learning process. I suggest you find a partner to practice spoken English.

Andrew: That's a good idea. I will do that. I wish I could speak fluent English as you do in the near future.

Jessica: Of course you can!

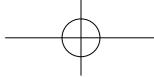
Task 3

Key

(1) vital (2) reading (3) meaningful context (4) successive (5) appropriate

Script

To learn English well, enlarging vocabulary is of vital importance. But many students complain that memorizing new words is quite difficult. So, today, I'd like to tell you my secret of enlarging vocabulary—learning new words through reading. I read newspapers, magazines and books a lot in my spare time, which helps me to expand my vocabulary naturally. Some of you may choose to memorize a dictionary, but I'd rather learn words in a meaningful context. And I'm used to reviewing the same piece of reading for seven successive days at least so as to keep the new words and their context deep in my mind. What's more, I'd create some chances to use them in



an appropriate way. Quite simple, isn't it? You see, it takes time to develop a large vocabulary of English words. I hope you can find your own way to enlarge your vocabulary and stick to it.

Task 4

Suggested Answers

2. They hope to...

- They hope to arrive around two this afternoon.
- They hope to win the gold medal in the National Business English Practice Contest.
- They hope to achieve greater progress in the fourth quarter.

3. We wish we did/were...

- We wish we could speak Spanish.
- We wish we didn't have to go to work today.
- We wish we were supermen.

4. Peter wishes he had done...

- Peter wishes he had published more academic papers.
- Peter wishes he had succeeded in applying for the job.
- Peter wishes he hadn't gone to the party.

5. Wishing...

- Wishing this annual conference a complete success!
- Wishing all of you a pleasant stay in Shenzhen!
- Wishing you a future filled with success!

6. I wish to...

- I wish to see you soon.
- I wish to speak at the national conference.
- I wish to stand out from the crowd in the annual English-speaking Contest.

Task 5

Open-ended.

Script

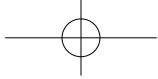
Fred: Hey, Christina. There must have been more than two weeks since I saw you last time. What are you busy doing?

Christina: Hi, Fred. You see, it is the 17th week now, and the finals are coming soon. So, I spend a lot of time in the library preparing for my finals. What about you?

Fred: Oh, time flies! I haven't begun my preparations yet. I've got five subjects to be examined this semester. I hate examinations, you know.

Christina: Take it easy, Fred. Exams can be useful because they help us find out the unknown parts of the subjects and make us learn more.

Fred: I agree. I'm just upset that everyone is working hard now, but I even don't know where to begin!



Christina: Don't worry about it. Let's make a plan for the review now.

Fred: All right. I hope to get a high GPA this semester.

Christina: No pains, no gains. If you work hard enough, you can make it, Fred!

Fred: I know. I'm worried about my International Management. Would you please help me with it?

Christina: No problem. Let's start.

PART III GUIDED READING & WRITING

参考译文

灯泡亮了

我最棒的一次学习经历是在六年级的一堂科学课上。那是一个典型的科学课环境，黑色的科学实验桌摆放成行，每人都有一起做实验的搭档。

我讨厌那些做实验的日子！我记得那天我们走进课室，发现每两张实验室桌上放有一个盘子。很明显，这意味着我们要四人一组开展工作，而我一直内向腼腆。我也不喜欢这种场合下必须去分配或被别人分配不同的任务。我悄悄走过去，不安地坐在自己的位置上。其他孩子进来时，我需要一些东西来分散自己的注意力，于是我打开背包，拿出笔记本，假装在忙点什么。

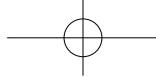
老师把我们召集在一起，交了两件事：“四人一组，用上所有提供的材料，让灯泡亮起来。”就这些。没有多余的话，没有解释，没有预期，就说了声“现在开始。”我们很尴尬，完全不知道要干什么。没有安排，也没有指导，这意味着我们必须互相交流！我们小组悄悄聚在一起，研究我们的材料，希望能从这次大考验中摸出点门道来。

我记得我们有一节大号电池，两三根电线，一个土豆，一个灯泡。对那一时刻的我来说，除了朋友、同学和自己以外，其他任何事都无关紧要，我实在不知道如何处理眼前的这堆东西。土豆到底该怎么用？

我们开始行动起来，问一些类似于“谁知道我们应该做什么？”“有没有人以前做过这个实验或者用过这些材料？”这样的问题。当然，谁也没做过。所以我们开始将电线胡乱地连接上，试图让灯泡亮起来，但毫无效果。老师只是来回走动，观察我们，不时冲我们露出有些奇怪的表情，好像在揣摩我们的心思，试图判断我们的心路历程。我们四处张望，查看其他组的进展情况。大家都一脸困感受挫的表情，没有人取得任何进展。

这种情况像是持续了好几天——当然实际上只有大概半个小时。时间一点点过去，我们分析、测试了不同的操作，小组成员开始敞开心扉，适应彼此。我们终于找到了共同话题，开始就这个项目开些玩笑。最终我们让灯泡亮了起来！我们为自己的成功感到高兴，大声欢呼，甚至还能解释我们的思路以及电路的工作原理。

我时常想起这个实验，想起它如何让我们每一个人都参与其中。那天离开时，我们都学到了很多，这些都是我们自己努力得来的。这就是我最棒的学习经历——一次彻底的发现。



Task 1

Suggested Answers

- ① Open-ended.
- ② An introverted person is usually shy, quiet, and not good at communicating. They like to stay alone, hide their opinions and feelings, and avoid showing themselves in public.
Open-ended.
- ③ In order to release his nervousness, the author opened his backpack and pulled out a notebook to look busy doing something.
- ④ Because the teacher wanted the students to learn how to explore things by working together and finish a task without guidance.
- ⑤ expect—expectation, guide—guidance, arrange—arrangement
- ⑥ Two more examples:
 - A. Up he stood when the police asked him a question.
 - B. In came the old woman when we were having a meeting.
- ⑦ Refer to the translation of the passage.
- ⑧ Refer to the translation of the passage.
- ⑨ aboveground, fairground, belowground
- ⑩ Because the unforgettable class taught him how to solve a problem independently, and also helped him learn how to work together with his classmates. He experienced great fun in this experiment.
- ⑪ Two more sentences:
 - A. She came running toward me.
 - B. She sat at a desk, reading a newspaper.
- ⑫ Learning to learn seems to be more important than how much students can learn from textbooks and their teachers. Students have to learn how to deal with problems independently, how to discover new things and how to cooperate with others.
Open-ended.

Task 2

Suggested Answers

introverted

adj. more interested in your own thoughts and feelings than in spending time with other people

内向的; 不喜欢交往的

e.g. 1) Ma Chen was a lonely, introverted child.

2) After the war, the girl had become nervous and introverted.

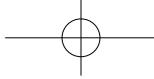
反义词: extroverted

delegate

v. to give part of your work to somebody in a lower position than you 委派(工作)

e.g. 1) Some managers find it difficult to delegate.

2) The job had to be delegated to an assistant.



distract

v. to take somebody's attention away from what they are trying to do 转移（注意力）；使分心

e.g. 1) You're distracting me from my work.

2) It was another attempt to distract attention from the truth.

搭配: distract sb/sth from

file in

v. to walk in a line of people, one after the other, in a particular direction 列队前进（进入）

e.g. 1) At 8:30, the bell rang and students filed in.

2) The doors of the museum opened and the visitors began to file in.

mortify

v. to make somebody feel very ashamed or embarrassed 使窘迫；使难堪

e.g. 1) She was mortified to realize he had heard every word she said.

2) It mortified me to have to admit that I'd never actually read the book.

survey

v. to look carefully at the whole of something, especially in order to get a general impression of it 查看；审视

e.g. 1) The next morning we surveyed the damage caused by the fire.

2) He surveyed himself in the mirror before going out.

make sense out of

to understand something, especially something difficult or complicated 理解；领悟

e.g. 1) Can you make sense out of this article?

2) To make sense out of the chart, you need to read the whole article.

ordeal

n. a difficult or unpleasant experience 困难的事情；煎熬

e.g. 1) The interview was less of an ordeal than she'd expected.

2) Seated beside him, I bore the ordeal for two hours.

fit

v. to be of the right size, type or number to go somewhere 可放进或容纳某物/某人

e.g. 1) All the kids will fit in the back of the car.

2) I'd like to have a desk in the room but it won't fit.

confused

adj. unable to understand or think clearly about what someone is saying or what is happening 困惑的；糊涂的

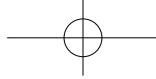
e.g. 1) If you are confused about anything, phone me.

2) I'm totally confused. Could you explain that again?

搭配: be confused about

frustrated

adj. feeling annoyed, upset and impatient because you cannot control or change a situation 沮丧的；懊恼的



- e.g. 1) She became increasingly frustrated with her life as she lost her job.
2) He gets frustrated when people don't understand what he's trying to say.

搭配: be frustrated with/at

get somewhere

to make progress in what you are doing 有进展

- e.g. 1) Well, that's a problem solved. At last I feel we're getting somewhere.
2) We have tried for several times in the experiment. This time it looks as if we're really going to get somewhere.

analyze

v. to examine the nature or structure of something, especially by separating it into its parts, in order to understand or explain it 分析

- e.g. 1) The job involves gathering and analyzing data.
2) With the failure of the project, we need to analyze what went wrong.

evaluate

v. to form an opinion of the amount, value or quality of something after thinking about it carefully 评估; 评价

- e.g. 1) We need to evaluate how well the policy is working.
2) Our research attempts to evaluate the effectiveness of different drugs.

crack jokes

to tell jokes 开玩笑

- e.g. 1) He cracked jokes and talked about beer.
2) We started cracking jokes about the event.

circuit

n. the complete path of wires and equipment along which an electric current flows 电路; 线路

- e.g. 1) He finally understood how the circuit worked.
2) Any attempts to cut through the cabling will break the electrical circuit.

involved

adj. taking part in something; being part of something or connected with something 参与; 作为一部分

- e.g. 1) He wanted to be actively involved in school life.
2) More than 30 software firms were involved in the project.

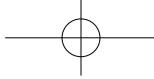
搭配: be/get involved in

accountable

adj. responsible for your decisions or actions 负责的

- e.g. 1) Politicians are ultimately accountable to the voters.
2) Someone must be held accountable for the killing.

搭配: be accountable for



Task 3

Suggested Answers

Para (s)	Answers
1	<p>Introduction</p> <ul style="list-style-type: none"> His best learning experience was in his sixth grade science class.
2	<p>Body</p> <ul style="list-style-type: none"> The author was introverted and shy at that time, and he hated having to delegate or be delegated the different roles in class. The teacher called the students together and asked them to work in groups of four and make the bulbs light up by using all materials provided. They worked together by asking each other questions, sticking wires here and there and looking around to see how other groups were doing. Finally, they were able to get their light bulb to shine. The author joined the group work and as the time went on, he found his group started to open up and feel comfortable with each other.
3	
4-6	
7	
7	<p>Conclusion</p> <ul style="list-style-type: none"> The students all left knowing and being accountable for their own learning that day.

Task 4

Key

(1) introverted
(4) sticking

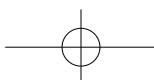
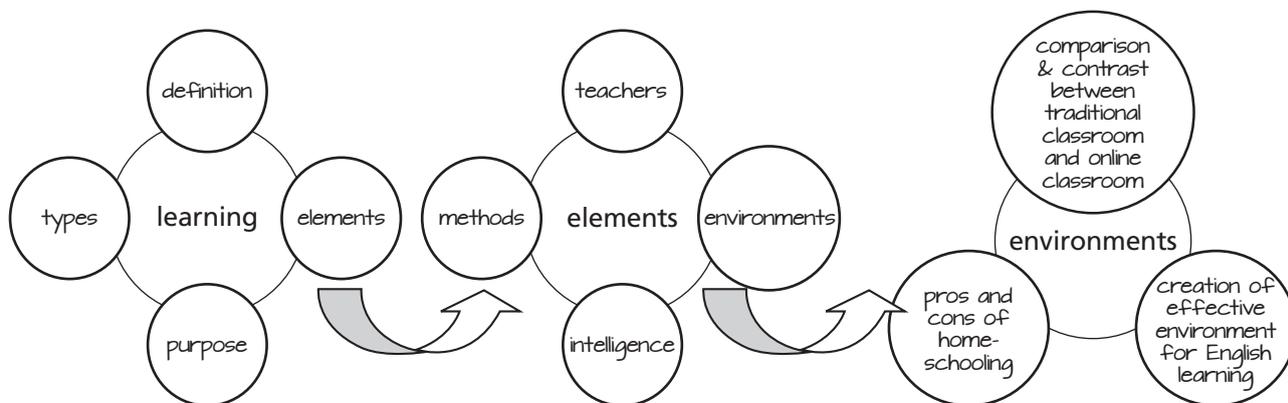
(2) roles
(5) looking around

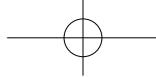
(3) groups of four
(6) accountable

Task 5

Suggested Answers

Step 1





Step 2

Sample

Title: How did I create a rich English environment for myself?

Thesis statement: I decided to create a rich English environment in order to learn English well.

Introduction: A foreign friend made me realize the importance of a rich English environment for an English learner.

Body: I made several plans to create a rich English environment for myself.

- ① I proposed to set a particular weekday as the English Day.
- ② I transformed my study room into an independent English world.
- ③ I spoke English outside the classroom as much as possible.

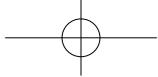
Ending: I have to say goodbye since it is time for me to practice my oral English.

Step 3

- ⑥ Verb form error in subjunctive mood
Correction: became → become
- ⑦ Article error (addition)
Correction: the colorful → colorful
- ⑧ Article error (omission)
Correction: pure → a pure
- ⑨ Wrong tense
Correction: becomes → has become
- ⑩ Inconsistent pronoun reference
Correction: her → him

The following are three kinds of grammatical mistakes teacher and students should focus on in this task.

	Type of error	Explanation	Example
1	Inconsistent pronoun reference 代词指代前后不一致	Pronoun references are not consistent in the sentence.	If you study hard, <u>we</u> can make progress quickly. Correction: we → you
2	Verb form error in subjunctive mood 虚拟语气中动词形式错误	Verb form is not correct in the subjunctive sentence.	If I <u>was</u> you, I will do it. Correction: was → were
3	Article error (addition) 冠词多余	The article "a/an/the" is redundant.	<u>The Beijing</u> is the capital of China. Correction: The Beijing → Beijing



Step 4

Comments

The composition belongs to the kind of how-to essays which tell readers how to perform a particular task. Since the author used the first person “I”, she made it less declarative and authoritative, but more personal and interesting. At the beginning, the author explained what stimulated her to create an English environment. In the body paragraphs, the author described how she carried out her plans. Obviously, she was in a tongue-in-cheek manner when talking about these proposals, so readers should not take her words too seriously. But to a certain extent, readers will find something more or less practical in her attempts. At the end of the writing, the author didn't wrap it up with a formal conclusion like reminding her readers once again how important an English environment is for an English learner. Instead, she ended it up in a casual and humorous way.

PART IV INDEPENDENT READING & WRITING

参考译文

清单

一天，老师让学生在一张纸上列出班里其他同学的名字，在各个名字之间留出空白。老师让学生们思考其他同学最美好的一面，然后写在空白处。课堂上剩下的时间都用来完成此项作业，学生们下课离开时，把清单都交了上来。

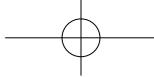
星期六，老师把每个学生的名字单独写在一张纸上，然后把其他同学的评价列在后面，星期一，她把清单发给每个学生。很快，整个班级的学生都笑意盈盈。“真的吗？”她听到有人悄悄说到。“我从来不知道我对别人来说很重要！”“我不知道其他人这么喜欢我。”多数人都是这样的反应。

学生们再也没有提起过课堂上的那些纸条，他们是否在课后或者与父母讨论过，老师也从未求证，但这并不重要，因为这项任务的目的已经达成。学生们既为自己也为他人高兴。

几年后，一名叫马克的学生在越南牺牲，老师参加了他的葬礼。她以前从未在军用灵柩里见过军人。他看起来那么英俊，那么成熟。教堂里挤满了他的朋友。这些爱他的人一个接一个从灵柩旁走过，送他最后一程，老师最后一个为灵柩祈祷。

葬礼后，多数马克的老同学都聚在一起吃午餐。马克的父母也在其中，他们想和老师聊聊。

“我们想给您看点东西，”他的父亲边说边从口袋里掏出一个钱包，“马克遇难后，他们在他身上发现了这个，我们想您或许知道这是什么。”



马克的父亲打开皮夹，小心翼翼地取出了两张破旧的笔记本纸，显然已经被多次粘贴、折叠、再折叠。老师看都没看，就知道这正是她用来记录每个同学对马克的赞美的那两张纸。“谢谢您这么做，”马克的母亲说，“如您所见，马克非常珍惜。”

马克的老同学们逐渐聚在一起。查利腼腆地笑了笑，说：“我也还保留着，在我家书桌最上面的抽屉里。”查克的妻子说：“查克让我放在我们的结婚相册里。”“我也留着呢，”玛丽莲说，“在我的日记本里。”

然后，另一个同学维基把手伸进包里，取出钱包，将一张破损的清单展现在众人面前，“我一直随身带着，”维基说。她的眼睛一眨不眨，继续说到，“我想我们都保存着我们的清单。”

泪水从这位谦逊的老师的脸颊滑落。人生中我们会遇到许许多多的人，在这些相遇相知中，能看到美好的东西令人喜悦，这种喜悦弥足珍贵。

Task 1

Suggested Answers

A Open-ended.

B Open-ended.

After students make their own lists, teacher may ask some students to share their feelings when they see the comments from their classmates.

C The assignment may help students remember all the good and happy things about their classmates, find out the kindness of human nature, learn how to appreciate others and keep all the good virtues.

D They both refer to the meal at noon. To save time, people usually take a simple and light lunch, such as a sandwich, a hamburger, or a hot dog. A luncheon is more formal, which is usually done with others for work, such as a business luncheon, or for other purposes, such as a meeting, a ceremony, or a gathering.

E reread, rewrite, redo, restart, reunion

F Because the list always reminded the students that they were valued and appreciated by others, which would encourage them to keep doing well to others.

Task 2

Suggested Answers

sheet

n. a piece of paper for writing or printing on, usually in a standard size 一张纸（通常为标准尺寸）

e.g. 1) Please start each answer on a fresh sheet.

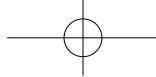
2) You can pick up one of our free information sheets at the reception.

remainder

n. the remaining people, things or time 其他人员；剩余物；剩余时间

e.g. 1) I kept some of his books and gave away the remainder.

2) Most of our employees work in New York; the remainder are in London.



assignment

n. a task or piece of work that somebody is given to do, usually as part of their job or studies
(分派的) 任务, 工作

- e.g. 1) I had set myself a tough assignment.
2) You need to complete three written assignments per semester.

individual

n. a person considered separately rather than as part of a group 个人, 个体

- e.g. 1) Treatment depends on the individual involved.
2) The competition is open to both teams and individuals.

entire

adj. including everything, everyone or every part 全部的; 完全的

- e.g. 1) The entire village was destroyed.
2) I wasted an entire day on it.

comment

n. something that you say or write which gives an opinion on or explains somebody or something 议论; 评论

- e.g. 1) She made helpful comments on my work.
2) Have you any comment to make about the cause of the disaster?

mention

v. to write or speak about something or somebody, especially without giving much information
提到; 写到; 说到

- e.g. 1) Nobody mentioned anything to me about it.
2) Now that you mention it, she did seem to be in a strange mood.

military

adj. connected with soldiers or the armed forces 军事的; 军队的

- e.g. 1) We may have to take military action.
2) The attack has caused severe damage to American military forces.

mature

adj. behaving in a sensible way, like an adult 成熟的; 明白事理的

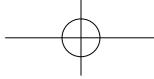
- e.g. 1) Jane is very mature for her age.
2) He got a mature and sensible attitude to his work.

packed

adj. extremely full of people 异常拥挤的; 挤满人的

- e.g. 1) The truck was packed with sheep.
2) The restaurant was packed.

搭配: be packed with



worn

adj. damaged or thinner than normal because it is old and has been used a lot 用旧的; 磨破的

e.g. 1) The stone steps were worn and broken.

2) She put on a pair of worn jeans.

treasure

v. to have or keep something that you love and that is extremely valuable to you 珍视; 珍重

e.g. 1) I shall treasure this gift always.

2) She treasures her memories of those joyful days.

sheepishly

adv. in a embarrassed manner 羞涩地; 难为情地

e.g. 1) Mary sheepishly smiled to him.

2) He sheepishly admitted he had lost the money in a card game.

album

n. a book in which you keep photographs, stamps etc 相册; 集邮册等

e.g. 1) Theresa showed me her photo album.

2) The wedding pictures had pride of place in the family album.

not bat an eyelid

to not seem to be shocked, surprised or embarrassed 眼都不眨一下

e.g. 1) She didn't bat an eyelid when she was given the bill.

2) When shooting, the young man even didn't bat an eyelid.

humble

adj. showing you do not think that you are as important as other people 谦逊的; 虚心的

e.g. 1) He gave a great performance, but he was very humble.

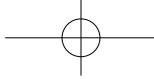
2) We should be humble enough to learn from our mistakes.

encounter

v. to meet somebody or experience something 遇到

e.g. 1) She was the most remarkable woman he had ever encountered.

2) We encountered a number of difficulties in the first week.



Task 3

Suggested Answers

The List

Several years ago

Para 1

- The teacher asked her students to write down the nicest things they could say about each of their classmates.

Para 2-3

- That Saturday, the teacher listed what each student had said about others in the class.



Several years later

Para 4

- The teacher and many Mark's former classmates attended the funeral.

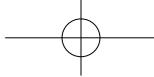
Para 5-10

- Mark's father: Mark's father showed the teacher two worn pieces of notebook paper on which she had listed all the good things each of Mark's classmates had said about him.
- Other students: Other students who attended Mark's funeral told the teacher how they treasured their lists for years.
- The teacher: Tears rolled down the face of the humble teacher.

Task 4

Key

This passage tells a story of a wonderful list. One day, a teacher asked her students to write down the nicest things they could say about each of their classmates. That Saturday, the teacher listed what each student had said about others in the class, and on Monday she gave each student his or her list. The students were happy with themselves and one another. Several years later, the teacher attended the funeral of Mark, one of her students. After the funeral, Mark's father showed the teacher two worn pieces of notebook paper on which she had listed all the good things each of Mark's classmates had said about him. Mark's parents thanked her for doing that. Some of her students who attended Mark's funeral told her how they treasured their lists for years. The teacher was moved to tears.



Task 5

Suggested Titles

1. Why do I go to college
2. The comparison and contrast between traditional classroom and online classroom
3. Some efficient methods to improve your oral English
4. What a good English teacher can bring to you

PART V EXTENDED READING

参考译文

电子书在数字化学习中的价值

我们利用信息、获取知识的方式已经真真切切开始发生变化。现在，只要触动按钮或点击鼠标，我们就能与有影响力的人产生联系，接触他们的思想和智慧。说到数字教育，我们有机会接触到的最令人激动的技术产品之一就是电子书。但电子书到底是什么，又是如何增加数字化学习的价值的呢？

一、可用资源范围广

电子书涵盖了各种资源和主题。小说和非小说资源都可以在网上找到。如果你是学生，你也可以在亚马逊推出的 Kindle 电子书包月服务中获取资源和电子书，比如教育和教学类电子书。

二、购买方便

很多在线平台都可以购买电子书。因此，如果你是学生或学习者，需要电子书资源，你可以轻松访问他们的网站，如亚马逊 Kindle 电子书商店和 Google 电子书商店。

三、如影随形，融入你的生活。

电子书很容易在网上找到，并能如影随形，融入你的生活方式。如果你有硬盘，你可以轻松地随身携带许多文件。通过这种方式，你可以同你的课业和启发你灵感的资料一起度假，一起上班，甚至去世界上任何一个地方。

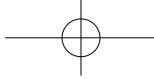
四、电子书版式与数字结构配合良好。

从数字化与线上的角度看，许多电子书的版式十分方便阅读。用户可以使用搜索功能轻松搜索电子书里的内容。各个章节的标题也可以点击。它还有点击或滑动翻页功能，给人阅读“真实书本”之感。用户在数字设备上也可以翻页。如今电子书编辑们还在他们的书中创建可点击的内部链接，这样读者可以被导航到相关的页面、图表或书中信息。

五、数字化学习促进更加个性化的学习体验。

每个人都有不同的学习方法和喜好。有些人可能更喜欢传统的方法。然而现在有许多人喜欢在线阅读。数字图书无缝地融入了学生的生活之中。人们也可以按照个人的节奏，来吸收书中的资源。

在教育领域，世界正进行着更加宏大的技术整合。数字资源和电子书正以前所未有的速度驶入我们的领域。为了与当前的技术时代共同进步和发展，我们必须适应和拥抱我们所面临的新技术。放开你的思想，丰富你的经验。这不仅仅是一种必要，还会给你的学习体验带来刺激和新鲜感。



Task 1

Open-ended.

Task 2

Key

1. T 2. F 3. T 4. T 5. F

Task 3

Key

- | | |
|----------------------------------|-------------------|
| 1. at the touch of; connect with | 2. have access to |
| 3. point of view | 4. flip through |
| 5. bring about | |

PART VI PRACTICAL READING

Task 1

Open-ended.

Task 2

Key

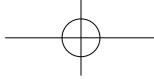
Note of the Elective Music Course

- *Course title: Early Romanticism*
- *Instructor: Carmel Graves*
- *Time and date: Thursday 4:10 pm—6:00 pm*
- *Classroom: 622 Building B*
- *Contact No.: 6982*

Task 3

Suggested Answers

1. The class will be held in 812 Building A from 4:00 pm to 5:15 pm on Tuesday.
2. It refers to Hindi film, which reflects the social life in South Asia and beyond.
3. Music and Madness. Because it is for the students interested in music, history and medicine.
4. Early Romanticism. It lasts for 1 hour 50 minutes each time.
5. Open-ended.



PART VII PRESENTATION

Suggested Topics

1. How to improve your English listening/speaking/reading/writing skills
2. How to take photos with a mobile phone
3. How to cook a pizza
4. How to make PowerPoint slides
5. How to make a successful presentation

Peer assessment form

Content	<ul style="list-style-type: none"> • Is the content relevant and engaging? • Does the presentation focus on major issues? • Are the major issues clearly described?
Structure	<ul style="list-style-type: none"> • Is the structure clearly and logically outlined? • Is the balance of various parts effective? • Are transitions of various parts made smoothly?
Use of Visual Aids	<ul style="list-style-type: none"> • Do the visuals help illustrate the important points? • Are the key words used instead of sentences? • Do the presenters use them competently?
Delivery	<ul style="list-style-type: none"> • Are the presenters talking about the slides rather than simply reading them to the audience? • Do the presenters appear well-prepared and to understand the material fully? • Do the presenters use effective ways to make the audience understand the major facts or ideas?
Language	<ul style="list-style-type: none"> • Is the pronunciation intelligible? • Do the presenters use vocabulary with good precision? • Do the presenters produce accurate sentence structures? • Do the presenters speak coherently with appropriate cohesive features?
Nonverbal Language	<ul style="list-style-type: none"> • Are the presenters' postures upright and confident? • Do the presenters' gestures enhance what they are saying? • Are the presenters making proper eye contact across the audience?