# 1 Unit



# **Session One**



### **Opening Session**

### Tips for classroom activities (for beginning classes)

- ▶ 1. The teacher introduces himself/herself.
- ▶ 2. Introduce the overall structure of the textbook.
  - a. Ten units.
  - b. Three parts in each unit: Part 1: Text A and Text B with reading comprehension questions and notes to the texts; Part 2: Word Study; Part 3: Writing Practice.
  - c. Each text is about 400 words long and is to be given equal attention.
- ▶ 3. Introduce the main teaching approaches.
  - a. Since this course aims at developing students' English competence in an all-round way, attention will be given to the skills of reading, listening, writing, speaking and translation.
  - b. Students are expected to preview the lessons before class. If they do not do so, they will be unable to take part in many classroom activities.
  - c. Students should review the lessons and do all the exercises after class. Teachers will begin each class with a check on students' review and exercises.
  - d. Students are encouraged to take an active part in class.
  - e. Students will be given plenty of opportunities to practice using the language in and outside class.
  - f. Students' classroom performance will be an important factor determining their final grades for the course.
- ▶ 4. Finally, ask the students if they are clear about the main points of the course and if they have any other concerns.

### Tips for classroom activities (for continuing classes)

By now, students have been studying English in the college for one semester or a year. They may be asked to recall what they could do with English when they first entered college and compare it with what they can do with it now. In what aspect(s) have they made the greatest progress? In what aspect(s) have they remained the same or even gone worse? Ask them to

discuss in groups and try to find some possible reasons for their progress or lack of progress. In the end, some student representatives can be asked to report the results of their discussion to the class.

## Text A



### **Chinese Translation**

#### 学习革命

很奇怪,没几个人知道如何正确地阅读。我要说的还不是那种每分钟能读几千单词 的超级阅读技巧。

我们先来看两个问题: 你认为你每天能看完四本书而且能了解它们的主要内容吗? 这个星期你看过一份报纸吗?

如果你对第一个问题的回答是否定的,而对第二个问题的回答是肯定的——那么请你再想一想,如果你每天读随便哪个大城市的一份日报,那么你每天的阅读量至少相当于四本书。

你是怎么看报纸的? 你只看那些自己感兴趣的东西。你是怎么知道的? 因为报纸有不同的版面,如果你对体育感兴趣,你只看体育版; 如果你想了解商业信息,你只看商业版。即使这样,你也不会看所有的体育报道或商务文章。报纸的标题突出了文章的要点,这就方便了你的选择。另外,报纸的写作格式也使你很容易了解要点。在每一个标题下面,你通常都会看到综述要点的一段文字。这样,你便可以选择只读综述或通读全文。

很显然,你已经知道每天如何浏览报纸,所以你也应该知道如何浏览四本书或其他 印刷品。同样的原理也适用于所有非小说类读物。

阅读之前先问自己:我为什么要读这本书?我想要从中获得什么?我希望了解什么新信息?然后,看看这本书的结构。几乎所有非小说类读物都会在引言中介绍其主要内容,它会告诉你这本书会不会提供你所要的答案,这样你就能决定是否每章都要读。

一般情况下,非小说类读物的作者会以讲话的口吻写引言。一个演讲者会先告诉你他将要讲什么,然后是演讲的主体,最后再总结演讲的要点。而书的每一个章节往往也是用相似的方法写成的:章节的标题和说明主题的第一段或开头几段,然后是进一步讨论,结束时可能会有一个总结。如果书中有小标题,这些小标题也会有帮助。

另一个提示:不要看得太慢。即使是你觉得需要仔细看的那些部分也会包含只需略读的内容。记住你读书的目的以及你所要寻找的主要答案。如果你想了解主题思想,那么前面的浏览也许就足够了。如果你要找具体的信息和引文以便用于一份报告、一篇文章或一本书,你就得停止阅读,把这些信息和引文记下来。用记号笔将关键的内容标出来。当你以后想重新寻找相关信息时,这些标记会帮你回忆。



### **Before Reading**

#### **Tips for classroom activities**

- ▶ 1. Write "Comparing newspaper reading with book reading" on the blackboard. Divide the class into two groups, one trying to find as much as possible about the similarities between the two kinds of reading while the other concentrating on the differences. Students in each group may begin by brainstorming independently. Then they can share their findings in pairs. Finally, different pairs may pool their findings to form ONE list of similarities or differences between the two kinds of reading.
- ▶ 2. Representatives from each group report the results of the group discussions to the whole class.



### **After Reading**

#### Tips for classroom activities

- ▶ 1. Ask one or two students to convert the graph in the Main Idea exercise into a paragraph that summarizes the main idea of the text and report their answers to the class. Students can use the words and expressions provided in the exercise. They can also accomplish the task using their own language.
- ▶ 2. Read the following statements to the class and ask the students to correct them according to the text.
  - a. This passage tries to teach people some super-reading techniques. (*The author talks about using newspaper reading skills in nonfiction reading.*)
  - b. The passage is for people who know nothing about skimming. (*The passage is for people who know how to skim newspapers*.)
  - c. Businessmen only read the business sections of newspapers. (People read the sections they are interested in. If businessmen are interested in other issues, they may also read other sections of newspapers.)
  - d. If people are interested in certain sections of a newspaper, they will read everything in those sections. (Even if people are interested in certain sections of a newspaper, they will only read part of them.)
  - e. Newspaper headlines give background information related to the news stories. (Newspaper headlines highlight the main points of the articles.)
  - f. Introductions in nonfiction books can provide answers to your questions. (*Introductions in nonfiction books can give the main points.*)

- g. The questions you ask yourself before reading can help you remember the main points of what you read. (*The questions you ask yourself before reading can help you select the parts of a book that you are interested in.*)
- h. Reading slowly can help you understand better. (You should not read the parts that have nothing to do with the purpose of your reading.)
- i. Highlighting will help you find the main points. (*Highlighting will make it easy to refresh your memory when you want to retrieve the information later.*)
- ▶ 3. Explain the following sentences taken from Text A.
  - a. And we're not talking about super-reading techniques of thousands of words a minute. (And we are not concerned about ways in which people read thousands of words a minute.)
  - b. ...if you read a daily newspaper in any major city, you've read the equivalent of at least four books. (...reading four books is about the same as reading a daily newspaper in a major city.)
  - c. You read only those things you are interested in. (*If you are not interested in something, you will not read it.*)
  - d. Newspaper headlines highlight the main points, and make it easy for you to choose. (Newspaper headlines help you choose what you read because they make it easier for you to see the main points.)
  - e. After each headline, you'll generally find them summarized in the first paragraph. (You can often find the most important fact of a newspaper article in the first paragraph.)
  - f. So you can either read the summary or devour the whole story. (So you can read the whole story with a lot of interest or just read the summary.)
  - g. The same principle applies to all nonfiction reading. (It is the same with all nonfiction reading.)
  - h. Then find the book's formula. (Then find how the book is organized/structured.)
  - i. Generally, nonfiction authors write books like speeches in the introduction... (*Generally, nonfiction authors write introductions in much the same way as they do in speeches...*)
  - j. Even those pages you think you need to read will include much information that can be skimmed. (You may think you need to read certain pages, but even here, you don't have to read everything.)
  - k. If you're looking for main ideas, then that skimming may be all you'll need. (*That skimming may be enough to help you find the main ideas you want.*)
- ▶ 4. Have the students do After Reading Exercise D on Page 7 of the Student's Book.
- ▶ 5. Ask the students to translate the following into English.
  - a. 正确地阅读 (read properly)
  - b. 每分钟几千词 (thousands of words a minute)

- c. 相当于四本书 (the equivalent of four books)
- d. 使某人做某事很容易 (make it easy for someone to do something)
- e. 写作风格 (writing style)
- f. 浏览报纸 (skim a newspaper)
- g. 印出来的东西 (something in print)
- h. 从书中获得某些信息 (get some information out of a book)
- i. 提供你所要的答案 (provide the answer you want)
- j. 总结他所告诉你的一切 (summarize what he's told you)
- k. 以一首歌结束 (end with a song)
- 1. 检索特定信息 (retrieve the specific information)
- ▶ 6. Ask the students to translate the following into English.
  - a. 以一个问题开始 (begin with a question)
  - b. 复述一个故事 (retell a story)
  - c. 穿蓝衣服的小女孩 (a girl in blue)
  - d. 浏览一个章节 (skim a chapter)
  - e. 从她那里了解到真相 (get the truth out of her)
  - f. 说话风格 (speaking style)
  - g. 正确地写作 (write properly)
  - h. 提供村民们所需要的水 (provide the water the villagers want)
  - i. 把他给你的东西给我看看 (show me what he's given you)
  - j. 相当于三个苹果 (the equivalent of three apples)
  - k. 每天几百公里(路) (hundreds of kilometers a day)
  - 1. 使某人难于做某事 (make it difficult for someone to do something)
- ▶ 7. The following words are taken from the New Words and Expressions part of Text A. Ask the students to choose one word from each column and make a sentence with the pair of the words chosen. For example, one can use *summary* and *divide* to make such a sentence: The summary can be divided into three parts. Each student should make at least five sentences. Students can do this task on their own first, and then compare notes in pairs or groups of three or four. If time allows, ask some students to share their sentences with the whole class.

Column A	Column B
revolution <i>n</i> .	divide v.
equivalent n.	highlight v.
section <i>n</i> .	summarize v.

(to be continued)

#### (continued)

headline <i>n</i> .	skim v.
summary n.	apply v.
paragraph <i>n</i> .	indicate v.
principle <i>n</i> .	amazingly <i>ad</i> .
introduction <i>n</i> .	besides ad./prep.
title <i>n</i> .	
theme <i>n</i> .	
quote n.	

- ▶ 8. The following words are often used with certain prepositions. Find the preposition that often goes with the word and make a sentence with them.
  - a. equivalent (of; to)
- b. divide (into)
- c. (in) print
- d. (in) principle
- e. apply (to; for)
- f. introduction (to)
- g. quote (from)
- ▶ 9. The following vocabulary information is for the teacher's reference.
  - amaze vt. to surprise someone very much: Dave amazed his friends by suddenly getting married. 【近】 surprise | amazed a. very surprised: You'd be amazed how much money you can save./Visitors are often amazed to discover how little the town has changed. 【近】 surprised | amazing a. so surprising you can hardly believe it: It's amazing how often you see drivers using mobile phones. 【近】 surprising amazingly ad.: These shoes were amazingly cheap.

super- prefix more, larger, greater, or more powerful: the super-rich/super-efficient

- equivalent n. something that has the same value, purpose, job, etc. as something else: This word has no equivalent in English./He had drunk the equivalent of five bottles of beer. | a. having the same value, purpose, job, etc. as a person or thing of a different kind: a decrease of 10% in price compared with the equivalent period in 1998 【近】 same
- **section** *n*. 1. one of the parts that something such as an object or a place is divided into: *the non-smoking section of the place* 【近】part, area 2. a separate part of a book, newspaper, document, report, etc.: *This issue will be discussed further in section two*.
- highlight vt. 1. to make a problem or subject easier to notice so that people pay attention to it: Your resume should highlight your skills and achievements. 2. to mark written words with a special colored pen, or in a different color on a computer: Use the cursor to highlight the name of the document you want to print. | n. the most important, interesting, or enjoyable part of something such as a holiday, performance, or sports

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- competition: That weekend in Venice was definitely the highlight of our trip.
- besides prep. in addition to someone or something that you are mentioning: People choose jobs for other reasons besides money./Besides myself, the only English people there were Keith and Doreen. 【近】in addition (to)
- summarize vt./vi. to make a short statement giving only the main information and not the details of a plan, event, report, etc.: The authors summarize their views in the introduction./To summarize, in most cases the schools were achieving the standards set. 【近】sum up
- **summary** *n*. a short statement that gives the main information about something, without giving all the details: *A brief summary is given on a separate sheet.*/ The group produces a monthly summary of their research./In summary, do not sell your shares.
- skim vt. to read something quickly to find the main facts or ideas in it: Julie skimmed the sports page./Just skim through the second section to save time. 【近】scan
- principle n. 1. a moral rule or belief about what is right and wrong, that influences how you behave: Schools try to teach children a set of principles./He's got no principles at all!

  2. the basic idea that a plan or system is based on: The general principle is that education should be available to all children up to the age of 6. 【近】 theory
- **apply** v. 1. to have an effect on or to concern a particular person, group, or situation: *Do the same rules apply to part-time workers?* 2. to make a formal request, usually written, for something such as a job, a place in a university, or permission to do something: *She applied for a job with the local newspaper./I applied to four universities and was accepted by all of them.*
- formula n. 1. a method or set of principles that you use to solve a problem or to make sure that something is successful: We're still searching for a peace formula./a formula for the withdrawal of US forces from the area 【近】 solution 2. a series of numbers or letters that represent a mathematical or scientific rule: the formula for calculating distance
- introduction n. 1. a written or spoken explanation at the beginning of a book, speech, etc.: In the introduction he explains why he wrote the book. 2. the act of formally telling two people each other's names when they first meet: Pete, are you going to make the introductions? 3. the act of bringing something into use for the first time: the introduction of a range of new products
- title n. 1. the name given to a particular book, painting, play, etc.: The title of this play is "Thunderstorm". 【近】name 2. a name that describes someone's job or position: Her official title is editorial manager. 【近】position
- **indicate** vt. 1. to show that a particular situation exists, or that something is likely to be true: Research indicates that over 81% of teachers are dissatisfied with their salary.

The study indicates a strong connection between poverty and crime. 【近】show 2. to say or do something to make your wishes, intentions, etc. clear: *Professor Johnson has indicated his intention to retire at the end of next year*. 【近】tell

theme *n*. the main subject or idea in a piece of writing, speech, film, etc.: *The book's theme is the conflict between love and duty*. 【近】subject, main idea

**quote** *n*. a sentence or phrase from a book, speech, etc. which you repeat in a speech or a piece of writing: *a quote from the minister's speech* | *v*. to repeat exactly what someone else has said or written: *She quoted from a newspaper article./He quoted a short passage from the Bible*. 【近】quotation

#### **Homework**

- ▶ 1. Finish the Vocabulary Practice exercises after Text A.
- ▶ 2. Preview Text B together with the comprehension questions.

# **Session Two**



### **Revision of Text A**

#### Tips for classroom activities

- ▶ 1. Choose one paragraph from Text A for dictation. When this is done, the teacher can have the following options to check the results:
  - a. Ask one student to read back his/her paragraph;
  - b. Ask all the students to check their paragraphs with (against) the original text;
  - c. Ask the students to check each other's paragraphs;
  - d. Collect the paragraphs from five randomly selected students for checking later.
- ▶ 2. Ask two students to give a summary of Text A orally.

### Text B



### Chinese Translation

#### 写作: 大学学习的基石

对于哈佛大学说明文写作教学组主任萨默斯博士和许多学生而言,写作是大学学习的基石。哈佛大学所有一年级学生都要上一个学期的说明文写作课。这门研讨课强调仔细的阅读、校订和研究,是为学生们今后在哈佛所读的课程打基础的一门课程。

萨默斯说,写作不仅在大学学习中起着重要的作用,作为一种有力的工具,它能帮助学生"认识到他们是积极的参与者,而且他们有能力从事他们所做的事情。"

萨默斯于 1987 年来到哈佛大学,当时担任说明文写作教学组副主任。到 1993 年任主任时,她将美国最早的大学写作教学带入第三个百年。

有几十门写作课程供一年级学生选择,这些课程包括"消费文化"、"绘制思维之图"、 "西方世界的爱"等等。这些课程的开设为学生的写作提供了一个"有感而发的机会"。

萨默斯于 1996 年抓住了自己的机会。这一年,她得到资助用于研究本科生写作,还得到了哈佛大学校长办公室的帮助。1997 年秋,她请所有一年级学生参加一项在线调查。当时她预计会有百分之十的回答率,但后来惊讶地发现这一届学生的四分之——422 名学生——在线注册以分享他们的写作愿望。

在接下来的四年里,她的研究小组集中研究了65 名学生,每个学期都与他们见面,分析他们所写的每一篇作文。去年6月,这组学生从大学毕业——为萨默斯留下了500 磅重的论文、诗歌和散文。

萨默斯在研究开始时想要了解写作在本科教育中所起的作用,但很快她便意识到,随着学生写作作业的不断增加,写作的作用每年都在发生变化。

萨默斯说:"通常,一年级学生写作的一个典型特点是概念化及非此即彼的思维模式。但到了四年级,写作中从头到尾都会充满错综复杂的论述。学生首先是模仿他们所学的东西,然后超越模仿,跳出课程的内容,提出他们自己的问题。"

根据萨默斯的经验,当学生从事自己选择的研究,干那些"有助于形成自己的爱好、发现自己的兴趣所在的工作"时,学生们所提的问题会引发一个令人惊讶的自我发现的过程。



### **Before Reading**

#### Tips for classroom activities

- ▶ 1. Write "Should all college students take a Chinese composition course?" on the blackboard. Divide the class into two groups, one having a positive answer to the question and the other being against the idea. Students in each group may begin by brainstorming independently and then they can write down the main points of their arguments. Finally, the teacher can select three to four students from each group to present their ideas to the class.
- ▶ 2. At the end of the presentations, ask some students to make a comment on the two groups' performance.



### **After Reading**

#### **Tips for classroom activities**

- ▶ 1. Ask one or two students to convert the graph in the Main Idea exercise into a paragraph that summarizes the main idea of the text and report their answers to the class. Students can use the words and expressions provided in the exercise. They can also accomplish the task using their own language.
- ▶ 2. Ask the students to answer the following questions, making use of the materials from the first exercise under the Detailed Understanding task.
  - a. In what program do all students at Harvard University participate? (At Harvard University, all students participate in the Expository Writing Program.)
  - b. How long does the expository writing course last? (It lasts for one semester.)
  - c. In what way can students improve themselves through the expository writing program? (*They learn to be confident in themselves*.)
  - d. What post did Sommers serve when she first came to Harvard? (*She was the associate director of the writing program.*)
  - e. By 1993, how long had the writing program lasted at Harvard? (300 years.)
  - f. For what purpose are courses like "Mapping the Mind" designed? (*They are designed for the purpose of writing practice.*)
  - g. How was the 1997 survey conducted? (It was conducted with the help of the computer network.)
  - h. How many times did the researchers meet with the 65 students before the students graduated? (At least eight times.)

- i. What did Sommers learn from the study? (*She was surprised to learn that writing plays different roles at different times.*)
- j. What was generally found in freshman writing? (There was generally a lot of generalization and imitation in freshman writing.)
- k. What did senior students like to include in their writing? (*They liked to ask questions which were beyond their courses.*)
- ▶ 3. Explain the following sentences taken from Text B.
  - a. All Harvard freshmen take a semester of expository writing... laying the foundation for future Harvard courses. (All first-year students at Harvard take the writing course in order to lay the foundation for future courses.)
  - b. In addition to its central academic role, Sommers says that writing provides a vital means of support... (Writing not only plays a central role in students' academic work, it also provides an important means of support...)
  - c. Freshmen choose from dozens of classes with titles like "The Culture of Consumption"... (Each freshman chooses one of the classes with titles like "The Culture of Consumption"...)
  - d. She received additional support from the Harvard president's office... (In addition, she received support from the Harvard president's office...)
  - e. Sommers hoped for a 10 percent response rate... (Sommers expected that only 10 percent of the students would respond...)
  - f. ...the role changes yearly, as students undertake increasingly intensive writing projects. (...the role differs from year to year, as students have more and more writing projects.)
  - g. but by the senior year, there is a complicated, complex argument sustained throughout. (but throughout the senior year, the argument of the students' writing is becoming more and more difficult to understand.)
  - h. ...and then they go beyond imitation, beyond the questions of the course, to ask questions of their own. (...and then they do more than imitation and ask their own questions that are outside the course.)
  - i. ...as students pursue research of their own choosing and undertake assignments that "help to shape their passions and show them what they're interested in." (...by doing research chosen by themselves and taking tasks that could help them, the students form their own passions and learn what they are interested in.)
- ▶ 4. Have the students do After Reading Exercise D on Page 15 of the Student's Book.
- ▶ 5. Ask the students to translate the following into English.
  - a. 给……打基础 (lay the foundation for)
  - b. 除·····以外 (in addition to)

- c. 积极的参与者 (active participants)
- d. 一种重要的方式 (a vital means)
- e. 几十门课程 (dozens of classes/courses)
- f. 西方世界 (the Western world)
- g. 抓住一个机会 (seize an occasion/opportunity)
- h. 得到额外的帮助 (receive additional support)
- i. 参加一个调查 (participate in a survey)
- j. 十分之一的回答率 (a ten percent response rate)
- k. 登录 (log on)
- 1. 交流他们对写作的期望 (share their writing expectations)
- m. 开始她的研究 (launch her study)
- n. 在……方面起作用 (play a role in...)
- o. 到了四年级 (by the senior year)
- p. 复杂的论述 (a complex argument)
- q. 模仿所学到的东西 (imitate what they learn)
- r. 一个自我发现的过程 (a process of self-discovery)
- ▶ 6. Ask the students to translate the following into English.
  - a. 参加讨论 (participate in a discussion)
  - b. 几十个鸡蛋 (dozens of eggs)
  - c. 生长过程 (a process of growth)
  - d. 东方世界 (the Eastern world)
  - e. 交附加税 (pay an additional tax)
  - f. 十分之一的正确率 (a ten percent correct rate)
  - g. 一个重要的器官 (a vital organ)
  - h. 到了第四年 (by the fourth year)
  - i. 记录下所听到的东西 (write down what they hear)
  - j. 扮演哈姆雷特 (play Hamlet)
  - k. 另外 (in addition)
  - 1. 抓住要点 (seize the key point)
  - m. 开始他们的项目 (launch their project)
  - n. 复杂的过程 (a complex process)
  - o. 退出登录 (log off)
  - p. 常规参与者 (regular participants)

- q. 交流他们的驾驶经验 (share their driving experience)
- r. 摆饭桌 (lay the table)
- ▶ 7. The following words are taken from the New Words and Expressions part of Text B. Ask the students to choose one word from each column and make a sentence with the pair of the words chosen. Each student should make at least five sentences. Students can do this task on their own first, and then compare notes in pairs or groups of three or four. If time allows, ask some students to share their sentences with the whole class.

Column A	Column B
semester n.	emphasize v.
seminar <i>n</i> .	participate v.
revision <i>n</i> .	associate v.
foundation <i>n</i> .	invite v.
participant <i>n</i> .	astonish v.
director n.	analyze v.
dozen n.	launch v.
consumption <i>n</i> .	undertake v.
survey n.	characterize v.
quarter <i>n</i> .	sustain <i>v</i> .
senior n.	pursue v.
argument <i>n</i> .	central a.
imitation <i>n</i> .	vital a.
	intellectual a.
	additional a.
	intensive <i>a</i> .
	senior a.
	complicated a.

▶ 8. The following words are often used with certain prepositions. Find the preposition that often goes with the word and make a sentence with them.

a. foundation (for; of)

b. participate (in)

c. associate (with)

d. dozens (of)

e. survey (of)

f. argument (for; against)

g. imitation (of )

h. (be) astonished (at)

i. launch (into; out)

j. (be) characterized (by)

k. vital (to)

- ▶ 9. The following vocabulary information is for the teacher's reference.
  - academic a. 1. relating to education, esp. at college or university level: He possessed no academic qualifications. 2. concerned with studying from books, as opposed to practical work: the study of art as an academic discipline

- **seminar** *n*. 1. a class at a university or college for a small group of students and a teacher to study or discuss a particular subject: *a Shakespeare seminar* 2. a class on a particular subject, usually given as a form of training: *Publishers and writers from 13 countries attended the seminar*.
- **emphasize** vt. to say something in a strong way: The report emphasizes the importance of improving safety standards./The Prime Minister emphasized that there are no plans to raise taxes. 【近】 stress
- **revision** *n*. 1. the process of changing something in order to improve it by correcting it or including new information or ideas: *I'm making some revisions to the book for the new edition*. 2. a piece of writing that has been improved and corrected
- foundation n. 1. the solid layer of cement, bricks, stones, etc. that is put under a building to support it: It took the builders three weeks to lay the foundations. 【近】 base 2. a basic idea, principle, situation, etc. that something develops from: The course gives students a solid foundation in the basics of computing. 3. the establishment of an organization, business, school, etc.: The school has served the community since its foundation in 1835. 【近】 founding
- **central** *a.* 1. in the middle of an area or an object: *He lives in central London*. 2. more important and having more influence than anything else: *Owen played a central role in the negotiations*. 【近】key
- vital a. 1. extremely important and necessary for something to succeed or exist: The work she does is absolutely vital./It is vital to be honest with your children. 【近】crucial 2. full of energy in a way that is exciting and attractive: Rodgers and Hart's music sounds as fresh and vital as the day it was written. 【近】lively
- participate vi. to take part in an activity or event: Some members refused to participate./
  Everyone in the class is expected to participate actively in these discussions. 【近】 take part (in)
- associate v. 1. to make a connection in your mind between one thing or person and another: I don't associate him with energetic sports. 【近】 connect 2. to spend time with someone, especially someone that other people disapprove of: I don't like these kids you're associating with. 3. to show that you support someone or something: He did not associate himself with the new political party. 【近】 support
- **consumption** *n*. 1. the amount of energy, oil, electricity, etc. that is used: *energy/fuel* consumption 2. the act of eating or drinking: *The consumption of alcohol is forbidden* on this campus.
- intellectual a. 1. relating to the ability to understand things and think intelligently: intellectual development 【近】 mental 2. an intellectual person is well-educated and interested in serious ideas and subjects such as science, literature, etc.: Mark's very

- $intellectual. \mid n.$  an intelligent, well-educated person who spends time thinking about complicated ideas and discussing them: a leading British intellectual
- additional a. more than what was agreed on or expected: Additional information can be obtained from the center. 【近】extra
- invite vt. 1. to ask someone to come to a party, wedding, meal, etc.: Who should we invite to the party?/Gail invited me to stay with her while her husband was out of town.

  2. to politely ask someone to do something: Anyone interested in contributing articles is invited to contact the editor. 【近】 request
- survey n. 1. a set of questions that you ask a large number of people in order to find out about their opinions or behavior: We conducted a survey of parents in the village. 2. an examination of an area of land in order to make a map of it 【近】 exploration | vt. 1. to ask a large number of people questions in order to find out their attitudes or opinions: Of the 100 companies surveyed, 10 percent had a turnover of 50m to 99m. 2. to look at or consider someone or something carefully, esp. in order to form an opinion about them: They got out of the car to survey the damage. 【近】 study 3. to examine and measure an area of land and record the details on a map: There were many voyages to survey the ocean depths in the nineteenth century. 【近】 explore, examine
- astonish vt. to surprise someone very much: Her reply astonished me./What astonishes me most is his complete lack of fear. 【近】amaze
- **quarter** n. 1. one of four equal parts into which something can be divided: a quarter of a mile/It's about a page and a quarter. 2. a period of 15 minutes: I'll meet you in a quarter of an hour.
- analyze vt. 1. to examine or think about something carefully, in order to understand it: She still needs to analyze the data. 2. to examine a substance to see what it is made of: The cell samples are analyzed by a lab. 【近】examine
- launch vt. 1. to start something, usually something big or important: The Canadian police plan to launch an investigation into the deal./The press launched an attack on the President. 【近】 start 2. to send a weapon or spacecraft into the sky or into space: A test satellite was launched from Cape Canaveral. 【近】 set up 3. to make a new product, book, etc. available for sale for the first time: The company hopes to launch the new drug by next October. 4. to put a boat or ship into the water n. when a new product, book, etc. is made available or made known: the launch of a new women's magazine
- undertake vt. 1. to accept that you are responsible for a piece of work, and start to do it: Dr. Johnson undertook the task of writing a comprehensive English dictionary. 2. to promise or agree to do something: He undertook to pay the money back in six months. 【近】promise
- intensive a. 1. involving a lot of activity, effort, or careful attention in a short period of

- time: a one-week intensive course in English 2. involving or needing a lot of energy, knowledge, etc.: a knowledge-intensive industry
- **characterize** *vt.* 1. to describe the qualities of someone or something in a particular way: *The group was characterized as being well-educated and liberal.* 2. to be typical of a person, place, or thing: *Bright colors characterize his paintings*.
- senior a. having a higher position, level, or rank: White men hold most of the jobs in senior management. 【反】junior n. 1. (American English) a student in their last year of high school or university: Jen will be a senior this year. 2. (esp. American English) a senior citizen: Seniors can get a 10% discount.
- **complicated** *a.* 1. difficult to understand or deal with, because many parts or details are involved: *For young children, getting dressed is a complicated business.* 【近】complex 2. consisting of many closely connected parts: *a complicated pattern*
- argument n. 1. a situation in which two or more people disagree, often angrily: I broke the vase during an argument with my husband. 【近】 disagreement 【反】 agreement 2. a set of reasons that show that something is true or untrue, right or wrong, etc.: We need to provide a convincing argument as to why the system should be changed.
- sustain vt. 1. to make something continue to exist or happen for a period of time: She found it difficult to sustain the children's interest. 【近】 maintain 2. if food or drink sustains a person, animal, or plant, it makes them able to continue living: They gave me barely enough food to sustain me.
- **imitation** *n*. 1. a copy of something: *She wore an imitation of a sailor's hat*. 2. copying someone else's actions: *Many people think that children learn language by imitation*.
- pursue vt. 1. to continue doing an activity or trying to achieve something over a long period of time: Students should pursue their own interests, as well as do their school work.
  2. to chase or follow someone or something, in order to catch them, attack them, etc.: Briggs ran across the field with one officer pursuing him.

#### **Homework**

- ▶ 1. Finish the Vocabulary Practice exercises after Text B.
- ▶ 2. Review both texts of Unit 1.
- ▶ 3. Preview Text A of Unit 2 together with the comprehension questions.

# **Additional Resources**



### 1. Fast Reading Style

#### Use a fast reading style when you need to:

- gain an overview of the material
- separate relevant from irrelevant material
- locate specific information
- identify the central theme or idea

#### Three effective fast reading styles are:

- scanning
- key words spotting
- skimming

These styles can be used on their own, or in combination with each other.

### **Scanning**

#### What is scanning?

Scanning involves examining the organization of a text to locate specific information. Most people use scanning to read Web pages when surfing the Internet.

#### Why scan?

Scanning helps you establish where in a book the information is located. The point of scanning a text is to find information quickly and efficiently. Avoid the temptation to read large amounts of material.

#### How do I scan?

Suppose you have found a book whose title looks very promising in terms of the information that you are seeking.

**Step 1:** Open the book and look at the table of contents, located at the front of the book. It will list most, but not necessarily all of the following subsections:

- a preface
- a list of diagrams or tables or illustrations
- an introduction
- the various chapters in sequence from 1 to n
- a conclusion
- a bibliography



an index

**Step 2:** Read the chapter headings. Do they contain the information that you are looking for? If not, then go to the index at the back of the book.

**Step 3:** Search the index for relevant topics or key words. If this also draws a blank, then put the book away and look for another that might be more fruitful for your topic.

**Step 4:** When you find a relevant reference:

- in the table of contents Go to the appropriate section of the book and read the first two paragraphs. These often contain a statement about what information will be covered. This will help you to assess whether the material is relevant to your topic. If you are still uncertain about the usefulness of the material, then read the final two paragraphs of the summary.
- in the index Go to the appropriate page or pages in the book. Find the paragraph in which the reference appears. Read the paragraph. If necessary, read the paragraph before and after the one specified by the index entry.

#### **Key Words Spotting**

#### What are key words?

Key words spotting involves looking in a given paragraph or passage for the key words that are relevant to your topic. It is a process that can be used in conjunction with scanning.

Key words spotting enables you to gain an overview of the material.

#### How do I find key words?

Key words and ideas are often found in the opening paragraph(s) of a chapter or subsection of a chapter. Pay particular attention to the opening sentence and the opening paragraph(s).

Look for any hints given by the author. These might include:

- underlining
- bolding
- italics
- subheadings
- section breaks

Move your eyes across the page to locate key words or phrases. Beginning in the top left-hand corner of the page, move your eyes from left to right in a "z" shaped motion.

Allow your eyes to focus only on the key words of the text. Filler words like *the*, *it*, *and* and so on can be ignored.

### **Skimming**

#### What is skimming?

Skimming involves reading key parts of the text. You can use it when you need to cover a large amount of material in a limited period of time.

#### Why skim?

Skimming helps you to:

- get an overview of an author's main line of argument
- identify the main themes or ideas pursued by the author

#### How do I skim?

There are two basic skim-reading techniques:

Start-finish. The strategy here is to use a slow reading style to examine the first and last few paragraphs of each chapter or section.

First sentences. This strategy assumes that the first or opening sentence of each paragraph introduces the main point(s) to be discussed in that paragraph. Reading only the opening sentence of each paragraph enables you to gain a fair idea of what the material contains and get through a chapter or article quite quickly.

It is important to assess which of these two techniques is appropriate for you. This will depend on:

- the sort of material that you will be working with
- the outcome that you are trying to achieve

### 2. The Writing Process

(Writing a Response or Reaction Paper)

Each semester, you will probably be asked by at least one instructor to read a book or an article (or watch a TV show or a film) and to write a paper recording your response to the material. In these reports, or reaction papers, your instructor will most likely expect you to do two things: summarize the material—briefly—and detail your reaction to it.

#### Part 1: A Summary of the Work

To develop the first part of a report, do the following:

- 1. Identify the author and title of the work and include in parentheses the publisher and publication date. For magazines, give the date of publication.
- 2. Write an informative summary of the material. Condense the content of the work by highlighting its main points and key supporting points. Use direct quotations from the work to illustrate important ideas.
- 3. Summarize the material so that the reader gets a general sense of all key aspects of the original work. Do not discuss in great detail any single aspect of the work; keep

the summary objective and factual. Do not include in the first part of the paper your personal reaction to the work; your subjective impression will form the basis of the second part of your paper.

#### Part 2: Your Reaction to the Work

To develop the second part of a report, do the following:

- 1. Focus on any or all of the following questions. (Check with your instructor to see if he or she wants you to emphasize specific points.)
  - a. How is the assigned work related to ideas and concerns discussed in the course for which you are preparing the paper? For example, what points made in the course textbook, class discussions, or lectures are treated more fully in the work?
  - b. How is the work related to the problems in our present-day world?
  - c. How is the material related to your life, experiences, feelings and ideas? For instance, what emotions did the work arouse in you? Did the work increase your understanding of a particular issue? Did it change your perspective in any way?
- Evaluate the merit of the work: the importance of its points, its accuracy, completeness, organization, and so on. You should also indicate here whether or not you would recommend the work to others, and why.

#### Points to Keep in Mind When Writing the Report

Here are some important matters to consider as you prepare a report.

- 1. Apply the four basic standards of effective writing (unity, support, coherence, and clear, error-free sentences) when writing the report.
- 2. Make sure each major paragraph presents and then develops a single main point. For example, in the sample report that follows, the first paragraph summarizes the book, and the three paragraphs that follow detail three separate reactions of the student writer to the book. The student then closes the report with a short concluding paragraph.
- 3. Support any general points you make or attitudes you express with specific reasons and details. Statements such as "I agree with many ideas in this article" or "I found the book very interesting" are meaningless without specific evidence that shows why you feel as you do. Look at the sample report closely to see the way the main point or topic sentence of each paragraph is developed by specific supporting evidence.
- 4. Organize your material. Follow the basic plan of organization explained above: a summary of one or more paragraphs, a reaction of two or more paragraphs, and a conclusion. Also, use transitions to make the relationships among ideas in the paper clear.
- 5. Edit the paper carefully for errors in grammar, mechanics, punctuation, word use, and spelling.
- 6. Document quotations from the book or article you are writing about, or from any

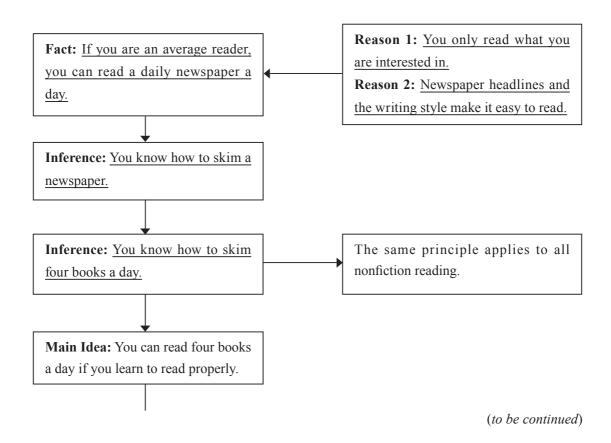
other works, by putting the author and page number in parentheses after the quoted material.

You may use quotations in the summary and reaction parts of the paper, but do not rely on them too much. Use them only to emphasize key ideas. Publishing information can be incorporated parenthetically or at the bottom of the page in a footnote. Consult your instructor to determine what publishing information is necessary and where it should be placed.

# **Key to Exercises**

# Text A

#### A. Main Idea



(continued)

#### Tips of Reading:

- 1. Decide what to look for before you read.
- 2. <u>Find where the introduction is, where the</u> development is and where the summary is.
- 3. Do not read slowly.
- 4. Mark important information with a highlighter.

#### B. Detailed Understanding

I.

1. F 2. T 3. T 4. F 5. T 6. T 7. T 8. F 9. T 10. T

II.

- 1. people read thousands of words a minute
- 2. reading a daily newspaper in a major city
- 3. you will not read it
- 4. choose what to read
- 5. in the first paragraph
- 6. the summary
- 7. all nonfiction reading
- 8. is organized/structured
- 9. as people do in speeches
- 10. don't have to read everything
- 11. find the main ideas

#### D. Talking About the Text

I have read a newspaper of a major city this week. This means I have read the equivalent of at least four books. When I read a newspaper, I only read what I am interested in. I know this because newspapers are divided into sections, and I only read the sports pages if I am interested in sports, the business pages for business. Furthermore, newspaper headlines and the special writing style make it easy for me to get the main points. Now that I know how to skim a newspaper, I should also know how to skim a book. Before I do my reading, I should ask myself a few questions and find the books formula. Then I should know that books generally contain themes, developments and summaries. Finally, I should read fast and mark the information and quotes that I want to include in my reports, articles and books.

#### **E. Vocabulary Practice**

I.

1. equivalent 2. in print 3. divided 4. summarized 5. formula

6. quote 7. theme 8. indicated

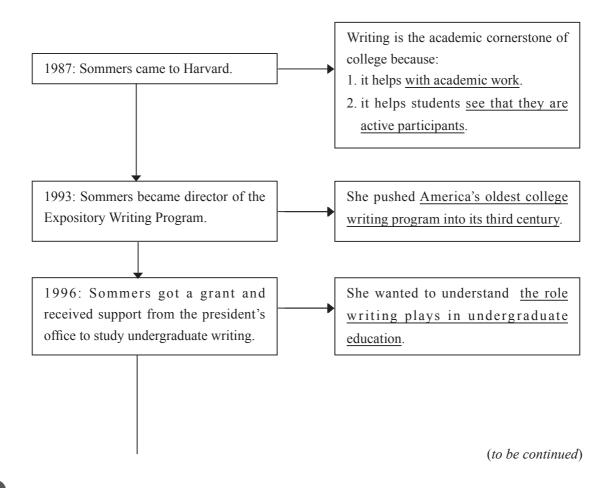
9. applying 10. introduction

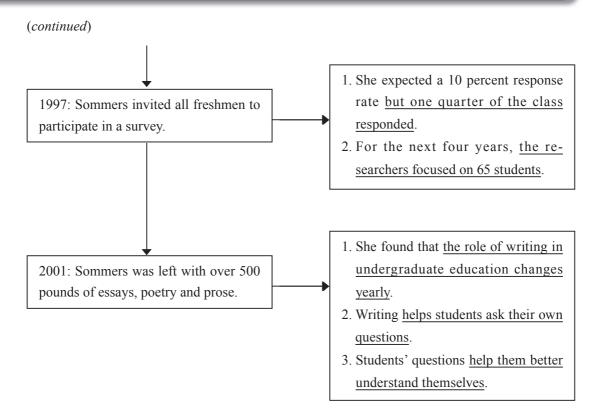
II.

Revolution
 summary
 principle
 Besides
 highlights
 tip
 equivalent
 quoted
 theme
 headlines

# Text B

#### A. Main Idea





#### **B.** Detailed Understanding

I.

$$1. \ i \quad 2. \ d \quad 3. \ a \quad 4. \ k \quad 5. \ h \quad 6. \ g \quad 7. \ b \quad 8. \ j \quad 9. \ e \quad 10. \ c \quad 11. \ f$$

II.

- 1. lay the foundation for future courses
- 2. also provides a vital means of support
- 3. of the classes with titles like "The Culture of Consumption"
- 4. she received support from the Harvard president's office
- 5. ten percent of the students would respond
- 6. was left with over 500 pounds of essays, poetry and prose
- 7. become more and more intensive
- 8. is complicated and complex
- 9. that are outside the course
- 10. their own passions; what they are interested in

#### E. Vocabulary Practice

I.

- 1. D (动词, 其余为形容词)
- 2. A (以 -sion 结尾, 其余以 -tion 结尾)
- 3. C (指人)
- 4. C (四个音节, 其余为三个音节)
- 5. B (只作动词, 其余既可作动词, 也可作名词)

II.

- 1. 1) complexity
   2) complex (a.)
   3) complex (n.)
   2. 1) participation
   2) participate
   3) participants
- 3. 1) analyzing 2) analysis
- 4. 1) graduate 2) graduated 3) graduation 4) graduate
- 5. 1) imitate 2) imitation

# **Writing Practice**

I.

- 2. Yao Ming, a professional basketball player who plays for the Houston Rockets, is currently the tallest player in the NBA.
- 3. One of the most famous swimmers in history, Michael Phelps won eight gold medals in the 2008 Beijing Olympic Games.
- 4. Liu Xiang, the defending Olympic champion of men's 110-meter hurdles, pulled out of the race because of injury.
- 5. Shawn Johnson, the 2008 Olympic women's balance beam gold medalist, currently attends Valley High School in West Des Moines, Iowa.

II.

- 1. A large painting by Jasper Johns, the 50-year old pop artist, is sold at the gallery.
- 2. Judith, winner of men's international master title, and Zoey, a women's master title holder, started playing chess before they were five.
- 3. Their father, Laurence, once a lecturer in psychology, now their business manager, wanted the kids to become world champions.

- 4. The girls' mother, a language teacher, says that she wants her children to become world champions.
- 5. A team under Robin Bailey, a British archeologist, has unearthed 164 stone tablets.

#### III. (Open-ended.)

#### IV.

- 1. Not surprisingly, few people in this town have had the chance to travel abroad.
- 2. Sadly, few students passed the examination.
- 3. The rich water resources here make it easy for the farmers to grow rice.
- 4. The reference material makes it easy for students to understand the text.
- 5. The old man got up early every day, doing some physical exercises and preparing breakfast for the family.
- 6. A heavy storm came, driving away the heat and bringing the long expected rain.
- 7. The farmers can only eat what they grow.
- 8. Students will practice what they are taught.

#### V.

- 1. Because newspapers are divided into sections, you only read the sports pages if you're interested in sports, the business pages for business.
- 2. So you can either read the summary or devour the whole story.
- 3. This will tell you whether the book can provide the answers you want.
- 4. If you're looking for specific information and quotes to include in a report, article or book, you'll need to stop and note them.
- 5. All Harvard freshmen take a semester of expository writing, a seminar emphasizing close reading, revision, and research, laying the foundation for future Harvard courses.
- 6. Sommers seized her own occasion in 1996, when she got a grant to study undergraduate writing.
- 7. Sommers hoped for a 10 percent response rate, and was astonished when one quarter of the class—422 students—logged on to share their writing expectations.
- 8. Sommers launched her study wondering what role writing plays in undergraduate education, but quickly realized that the role changes yearly, as students undertake increasingly intensive writing projects.

#### VI.

- 1. Let's start with two examples.
- 2. To most students, English is one of the most important courses in college.
- 3. Courage is all you need.
- 4. The law does not apply to this case.
- 5. Astonishingly/Amazingly, I found the place described in the book.
- 6. Hope for the best, prepare for the worst.
- 7. Her aunt died last year and left her with three million dollars.
- 8. I can't stand this increasingly heavy coursework.

#### VII.

每个人的脑袋都不一样,这就是说有的人要花五年的时间学的东西,别的人可能只 用一年的时间就够了。学生应该承认自己脑袋有所能和有所不能,在大部分情况下要准 备花几年,而不是几个月来学习。甚至在几年之后还会有很多英语没学会。学习一门语 言就是这么一回事。