



普通高等教育“十五”国家级规划教材

CONTEMPORARY COLLEGE ENGLISH

Listening

现代大学英语

● 总主编：杨立民

● **听力**

3

● 教师用书

● 主 编：金 莉

● 副主编：陈兰芳

邓小文

● 编 者：梁 泓

宋 颖

王展鹏

张笑一

赵秀英

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



普通高等教育“十五”国家级规划教材



北京市高等教育精品教材立项项目

Contemporary College English

现代大学英语

总主编：杨立民

Listening

听 力 3

教师用书

主 编：金 莉

副主编：陈兰芳 邓小文

编 者：梁 泓 宋 颖

王展鹏 张笑一

赵秀英

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

图书在版编目(CIP)数据

现代大学英语听力 3 教师用书 / 杨立民总主编; 金莉主编. — 北京: 外语教学与研究出版社, 2008.1

(现代大学英语)

ISBN 978-7-5600-7175-6

I. 现… II. ①杨… ②金… III. 英语—听说教学—高等学校—教学参考资料
IV. H319.9

中国版本图书馆 CIP 数据核字 (2008) 第 008082 号

出 版 人: 于春迟

项目负责: 胡伟春

责任编辑: 刘琦榕 江舒桦

封面设计: 高 瓦 韩晓梦

版式设计: 路丽佳 付玉梅

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京京科印刷有限公司

开 本: 787×1092 1/16

印 张: 20

版 次: 2008 年 3 月第 1 版 2008 年 3 月第 1 次印刷

书 号: ISBN 978-7-5600-7175-6

定 价: 29.90 元(含 MP3 光盘 1 张)

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

编者说明

《现代大学英语听力》为杨立民教授担任总主编的“现代大学英语”系列教材中的配套听力教材，全套四册，供高等院校英语本科一至二年级学生及其他水平相当的英语学习者使用。

听力作为英语学习的基本技能之一，是学习者在基础阶段一项具有相当难度和挑战性的任务。因此，在这一阶段，重视和加强听力训练十分必要。本教材的编写旨在提高学生的听力水平，帮助他们学会各种提高听力的技巧，从而提高他们的英语综合能力，为他们真正掌握英语打下坚实的基础。

一、编写原则

1. 努力体现新教学大纲的精神，狠抓基本功的训练。
2. 教材内容具有合理的坡度，由浅入深，循序渐进，帮助学生逐步提高听力水平。
3. 充分考虑到中国学生学习外语的特点，并注意汲取国外语言教材的先进方法。
4. 努力兼顾语言技巧的训练与教材的文化内容，在帮助学生掌握听力基本技能的同时，提高学生的人文修养。
5. 精心设计，严格把关，力求编写一套融功能性、知识性、思想性和趣味性为一体的精品教材。

二、具体安排

1. 教材的难度设计

- 1) 参照教学大纲的要求和《现代大学英语精读》一册的难度，本套教材的起点定为2000词左右的词汇量。
- 2) 听力教材每学期一册，难易程度大致与《现代大学英语精读》同步。
- 3) 提供丰富多彩的语言材料，重点放在活用语言。不单纯以词汇数量的多少为追求目标，而侧重于内容的理解和掌握。
- 4) 帮助学生适应和熟悉有声语言的特点，听懂规定语言难度之内、以正常语速朗读的较规范的英美口音的语言材料。
- 5) 合理设计教材坡度，体现在题材和体裁上的由易到难，以及在录音语速上的由慢到快。同时教材在题材上采用了滚动式前进的办法，以保证合理的重复。
- 6) 学生在完成四册学习之后应能达到通过英语专业四级考试中听力部分的水平。

2. 教材的整体设计

- 1) 本教材的一个特色是为学生同时提供了课堂听力(Intensive Listening)和自主听力(Extensive Listening)两部分材料。它们每册各15单元,每单元的课堂听力和自主听力的材料各长15—20分钟左右。
- 2) 课堂听力在教师的指导下完成,突出一个“精”字,强调听的“质量”。要求学生通过学习和使用不同的听力技巧掌握所听材料并完成各种课内练习。自主听力由学生在课外完成,它是课堂听力材料的扩充,强调听的“数量”。要求学生自行安排听力时间,通过反复练习,提高听力水平。课堂听力与自主听力材料在主题上大致相同,两者相辅相成,相得益彰。精和泛、质与量的有机结合将帮助学生加深对课堂听力内容的印象,巩固新学到的知识,有效提高学习效率,使听力水平得到大幅度提高。
- 3) 教材按不同主题安排单元,每单元供一周(3—4课时)使用。

3. 教材的选材

- 1) 本教材在选材中努力体现功能性、实用性材料和人文性材料的兼顾。教材既包括学习与生活的一般内容,也包括文化、社会、时政、科技、历史和文学等方面的内容。在第一、二册中两者的比例向前者倾斜,在第三、四册中向后者倾斜。
- 2) 在文体上体现口头语言和一般较正式文体的兼顾。教材中既有具有时效性的日常生活对话和讨论,也有较正式的辩论、演讲、短文等内容;在第一、二册中两者比例向前者倾斜,在第三、四册中两者比例向后者倾斜。
- 3) 在体裁和题材上充分体现出多样性,力求实用性和趣味性的兼顾。教材的选篇内容丰富、范围广泛,既涵盖了几十个不同主题,也包括了不同体裁的内容。使学生在提高水平、学习知识的同时,也确实享受到收听这些材料所带来的乐趣。

4. 单元的构成

1) 课堂听力

学生用书

- | | |
|---------------------|---------------|
| (1) Objectives: | 每一单元的基本要求 |
| (2) Listening Aids: | 以英语注释的生词表 |
| (3) Tasks: | 形式多样的听力片断 |
| (4) Exercises: | 根据选篇内容设计的各种练习 |

教师用书

- | | |
|-----------------|-----------|
| (1) Objectives: | 每一单元的基本要求 |
| (2) Script: | 有声资料的书面材料 |

- (3) Key: 练习答案
- (4) Notes: 选篇的背景介绍或教学提示
- 2) 自主听力
- (1) Questions: 为帮助学生理解录音内容而设计的问题
- (2) Script: 有声资料的书面材料

5. 练习的设计

- 1) 目的在于使学生在教师的指导和帮助下通过不断练习提高对有声语言的理解水平。
- 2) 在为学生提供生词注释的基础上, 为了使学生真正听懂录音, 并巩固所学内容, 教材中由易到难、由浅入深地安排了各种目的明确的单项和综合听力练习, 如: 填空、回答问题、选择题、是非题、记笔记、听写、总结等等。
- 3) 从第一册开始介绍一些听力技巧: 如何抓住核心内容词, 如何借助语法词汇帮助理解, 如何通过篇章结构帮助理解, 如何抓住大意, 如何预测与推断等等, 帮助学生突破听力难关。
- 4) 为解决学生在听英语时经常遇到的语言难点, 如: 数字的表达方式、口语中的各种缩写形式以及一些语法现象, 设计了专门听力练习。
- 5) 为了提高学生听力的精确性, 从第一册起, 每一单元都系统安排了听写技能训练, 如: 填空、句子听写、段落听写等, 并在教材的后两册中逐步利用听力材料进行一些初步的口译练习, 为高年级的听译课与口译课做准备。
- 6) 针对英语专业四级考试设计了类似的练习。

《现代大学英语听力》主编为北京外国语大学金莉教授, 参与编写的其他人员全部为北京外国语大学英语学院教师。第一册的副主编为宋颖、王展鹏, 第二册的副主编为王展鹏、张笑一, 第三册的副主编为陈兰芳、邓小文, 第四册的副主编为梁泓、宋颖。

编者衷心希望这套教材能够得到使用者的认可, 诚恳期望同行和朋友们不吝赐教。

编者感谢北京外国语大学领导和英语学院对于教材编写工作的大力支持, 感谢外语教学与研究出版社在整套教材编写过程中所做的大量工作。Pat Adler 女士审阅了全部书稿, 我们在此也一并致谢。

编者谨向为本教材的编写提供过帮助的所有同事和朋友们致以衷心的感谢。

编者

2005 年 2 月

Acknowledgements

We are extremely grateful to the authors and publishing houses of all the articles we have chosen as the texts for this textbook. We apologize for the insufficient information in some cases due to lack of resources. We intend to show every respect for intellectual property rights, but we hope our pleading for the permission to use the related articles for teaching purposes will receive kind and generous consideration.

- Abbs, Brian and Ingrid Freebairn, *Building Strategy*, Teacher's Book/Strategy 2, Longman Group Limited
- Abbs, Brian and Ingrid Freebairn, *Discoveries*, Students' Book 3, Longman Group UK Limited
- Alexander, L.G., *For and Against*, Longman Group Limited
- Allen, Virginia French, *Progressive Reading Series*, US Information Agency
- Bennett, Matthew, *Points Overheard*, Macmillan Press Limited
- Blundell, Lesley and Jackie Stokes, *Task Listening*, Cambridge University Press
- Broughton, Geoffrey, *Expressions*, Collins ELT
- Broughton, Geoffrey, *Success with English*, Penguin Books Limited
- Byrne, Donn, *Listening Comprehension, Teacher's Book*, Longman Group Limited
- Doff, Adrian, Christopher Jones, and Keith Mitchell, *Meaning into Words*, Cambridge University Press
- Dunn, Viviane and Diann Gruber, *Listening, Intermediate*, Oxford University Press
- Ellis, Mark and Printha Ellis, *Counterpoint*, Nelson House
- Ellis, Rod and Brian Tomlinson, *Speaking Intermediate*, Oxford University Press
- Falk, Randee, *Spotlight on the USA*, Oxford University Press
- Foley, B. H., *Now Hear This! Listening Comprehension for High Beginners and Intermediates*, Newbury House Publishers
- Gattegno, Caleb, *Short Passages*, Educational Explorers Limited
- Geddes, Marion, and Gill Sturtridge, *Listening Links, Teacher's Book*, Heinemann Educational Books
- Gray, Joanna, *Discovering English*, A Pre-intermediate Course, Book 2, Cassell Limited
- Harmer, Jeremy, *Meridian, Teacher's Guide*, Longman Group Limited
- Hill, L. A., *Advanced Stories for Reproduction*, Oxford University Press
- Hinton, Michael and Robert Marsden, *Options: Advanced English*, Nelson House: Thomas Nelson and Sons Ltd
- Jones, Leo, *Functions of English*, New Edition, Cambridge University Press
- Loader, Mandy and Shane Wilkinson, *Making Waves*, Second Wave Teacher's Book 2, Penguin English
- Maley, Alan and Alan Duff, *Beyond Words: Teacher's Book*, Cambridge University Press
- Martin, M. H. Combe, *Listening and Comprehending*, Macmillan

Matteoni, Louise, et al, *First Watch*, The Economy Company
 Matteoni, Louise, et al, *Worldwind*, The Economy Company
 Matteoni, Louise, et al, *Lasttrain*, The Economy Company
 McDowell, John, and Christopher Hart, *Listening Plus*, Teacher's Book, Edward Arnold
 Nolasco, Rob, *Listening, Elementary*, Oxford University Press
 O'Connell, Sue, *Focus on First Certificate*, Collins ELT
 O'Neill, Robert, *Kernel, Book Two*, Longman Group Limited
 O'Neill, Robert, *Kernel Lessons Plus: A Post-Intermediate Course*, Student's Book, Longman Group Limited
 O'Neill, and Robert Patricia Mugglestone, *The Fourth Dimension*, Longman Group Limited
 Palmer, Michael and Donn Byrne, *Track 3*, Longman Group Limited
 Russell, Michael, *Listen in, Speak out*, Teacher's Book, Heinemann Education Press Books
 Scarbrogh, David, *Reason for Listening*, Cambridge University Press
 Slager, William R., et al, *English for Today*, Book Four, McGraw-Hill Book Company
 Smith, Bradford, *A Dangerous Freedom*, Dell Publishing Co.
 Stein, M. L., *How to Be a Journalist*, Pyramid Books
 Stockton, James, *Forerunners*, The Economy Company
 Thorn, Michael, *Exploring English*, Book 3, Cassell Publishers Limited
 Tillitt, Bruce, and Mary Newton Bruder, *Speaking Naturally*, Cambridge University Press
 Vincent, Monica, and David Foll, *Time for English*, Book 1, Collins ELT
 Vincent, Monica, and Jan Keane, *Time for English*, Book 2, Collins ELT
 Walker, Mellgren, *New Horizons in English 4: Teachers' Guide*, Addison-Wesley Publishing Company
 Willis, Jane, *Television English 6*, BBC English

And the following Internet resources:

<http://scijinks.jpl.nasa.gov>

<http://www.ucar.edu>

<http://www.spainexchange.com>

<http://www.npr.org>

<http://www.hyperhistory.com>

<http://www.worldhistory.com>

<http://www.bbc.co.uk/worldservice>



Contents

| | | |
|----------------|--------------------------------------|------------|
| Unit 1 | Higher Education | 1 |
| Unit 2 | Love and Marriage | 23 |
| Unit 3 | Film and TV | 45 |
| Unit 4 | Agriculture | 67 |
| Unit 5 | Medical and Health Work | 85 |
| Unit 6 | Advertising | 105 |
| Unit 7 | Fine Arts | 131 |
| Unit 8 | News (I) | 153 |
| Unit 9 | Computers | 177 |
| Unit 10 | Changing Life | 197 |
| Unit 11 | Business | 213 |
| Unit 12 | Life Philosophy | 235 |
| Unit 13 | Music | 255 |
| Unit 14 | A Woman's Place | 273 |
| Unit 15 | News (II) | 291 |

Objectives:

- ◇ Listen to the materials on higher education.
- ◇ Compare the university systems in different countries.
- ◇ Understand the aims of higher education and the role of universities in society.
- ◇ Practise note-taking and outlining skills.

Task 1

Script

My coming to Cambridge has been an unusual experience. From whatever country one comes as a student one cannot escape the influence of the Cambridge traditions—and they go back so far! Here, perhaps, more than anywhere else, I have felt at one and the same time the past, the present and even the future. It's easy to see in the old grey stone buildings how the past has moulded the present and how the present is giving shape to the future. So let me tell you a little of what this university town looks like and how it came to be here at all.

The story of the University began, so far as I know, in 1209 when several hundred students and scholars arrived in the little town of Cambridge after having walked 60 miles from Oxford.

Of course there were no colleges in those early days and student life was very different from what it is now. Students were of all ages and came from anywhere and everywhere. They were armed; some even banded together to rob the people of the countryside. Gradually the idea of the college developed, and in 1284, Peterhouse, the oldest college in Cambridge, was founded.

Life in college was strict; students were forbidden to play games, to sing (except sacred music), to hunt or fish or even to dance. Books were very scarce and all the lessons were in the Latin language which students were supposed to speak even among themselves.

In 1440 King Henry VI founded King's College, and the other colleges followed. Erasmus, the great Dutch scholar, was at one of these, Queens' College, from 1511 to 1513, and though he wrote

that the college beer was “weak and badly made”, he also mentioned a pleasant custom that unfortunately seems to have ceased.

“The English girls are extremely pretty,” Erasmus said, “soft, pleasant, gentle, and charming. When you go anywhere on a visit the girls all kiss you. They kiss you when you arrive. They kiss you when you go away and again when you return.”

Many other great men studied at Cambridge, among them Bacon, Milton, Cromwell, Newton, Wordsworth, Byron and Tennyson.

Key

A. Fill in the blanks with what you hear on the tape.

My coming to Cambridge has been an unusual experience. From whatever country one comes as a student one cannot escape the influence of the Cambridge traditions—and they go back so far! Here, perhaps, more than anywhere else, I have felt at one and the same time the past, the present and even the future. It's easy to see in the old grey stone buildings how the past has moulded the present and how the present is giving shape to the future. So let me tell you a little of what this university town looks like and how it came to be here at all.

B. Fill in the following chart.

A Chronicle of Cambridge's Early Years

| Years | Events |
|-------|---|
| 1209 | Several hundred students and scholars arrived in Cambridge from Oxford. |
| 1284 | Peterhouse, the oldest college in Cambridge, was founded. |
| 1440 | King Henry VI founded King's College. |

C. Answer the following questions.

- 1) In what ways was college life strict in the Middle Ages?

Key: Students were forbidden to play games, to sing (except sacred music), to hunt or fish or even to dance.

- 2) What was the pleasant custom mentioned by Erasmus?

Key: When people went anywhere on a visit, the pretty English girls all kissed them.

3) List at least five great men who once studied at Cambridge.

Key: Erasmus, Bacon, Milton, Cromwell, and Newton (or Wordsworth, Byron, Tennyson, etc.).

Notes

1 As one of the oldest universities in the world and one of the largest in the United Kingdom, the University of Cambridge is rich in history—its famous colleges and University buildings attract visitors from all over the world. Many of the University's customs can be traced to roots in the early years of the University's long history.

In this letter, a young student, who came to Cambridge, looks to the past to find the origins of much that is distinctive in the University.

2 This is the story of how the University of Cambridge began.

In 1209, several hundred students and scholars arrived in Cambridge from Oxford. They were all churchmen and had been studying in Oxford. It was a hard life at Oxford for there was constant trouble, even fighting, between the townsfolk and the students. Then one day a student accidentally killed a man of the town. The Mayor arrested him, along with three other students who were innocent, and by order of King John (who was quarrelling with the Church) they were hanged. In protest, many students left Oxford, some coming to Cambridge; and so the new University began.

3 Some great figures who once studied at Cambridge

Erasmus, Desiderius (1469—1536): Dutch humanist who was the greatest scholar of the northern Renaissance, the first editor of the New Testament, and also an important figure in patristics and classical literature

Bacon, Francis (1561—1626): English statesman, philosopher, and essayist. His essay "Of Studies" is popular among Chinese readers.

Milton, John (1608—1674): English poet and prose writer. His famous works include the epics *Paradise Lost* and *Paradise Regained*.

Cromwell, Oliver (1599—1658): Chief commander of the parliamentary forces in the English Civil Wars against Charles I. He was Lord Protector of England, Scotland and Ireland from 1653 to 1658 in place of a king during the Commonwealth.

Wordsworth, William (1770—1850): Major English Romantic poet and poet laureate of England.

His *Lyrical Ballads*, written with Samuel Taylor Coleridge, helped launch the English Romantic Movement.

Byron, George Gordon (1788—1824): English Romantic poet. His major works include *Childe Harold's Pilgrimage* and *Don Juan*.

Tennyson, Alfred (1809—1892): English poet often regarded as the chief representative of Victorian poetry

Newton, Sir Isaac (1642—1727): English physicist and mathematician

Task 2

Script

Now let me give you some idea of what you would see if you were to walk around Cambridge. Let us imagine that I am seeing the sights for the first time. It is a quiet market town and the shopping centre extends for quite a large area, but I notice more bookshops than one normally sees in country towns, and more tailors' shops showing in their windows the black gowns that students must wear—long gowns that hang down to the feet for graduates and shorter ones for undergraduates.

In the centre of the town is the market place where several times each week country traders come to sell their produce. Everywhere there are teashops, some in modern and many in old buildings, reached by climbing narrow stairs. There is a great deal of bicycle traffic, mainly undergraduates who race along thoughtless of safety, with long scarves (in various colours to denote their college) wound round their necks.

Continuing, I find my way to the river which flows behind the college buildings and curls about the town in the shape of a horseshoe. This narrow river is the Granta, and a little farther on changes its name to the Cam. It flows slowly and calmly. The "Backs", as this part of the town behind the colleges is called, have been described as the loveliest man-made view in England. It is indeed beautiful. To the left, across the stream, there are no buildings, merely meadows, colleges' gardens and lines of tall trees. Everything is very green and peaceful. On the river bank are willow trees with their branches bending into the water and, at intervals along the river, stone bridges cross the stream and lead into the colleges which line the right bank. The deep coloured brick or stone of the college walls, sometimes red and sometimes grey, is 500 years old. The walls rise out of their own reflection in the water and

their colour contrasts charmingly with glimpses of the many green lawns.

Walking along the river bank, where the only sound is the noise of the gentle wind in the tree tops, I came to my college, King's College. Across a bridge and beyond a vast carpet of green lawn stands King's College Chapel, the largest and most beautiful building in Cambridge and the most perfect example left of English fifteenth-century architecture.

The colleges join one another along the curve of the river. Going through a college gate one finds one is standing in an almost square space of about 70 yards known as a "court". Looking down into the court on all sides are the buildings where the students live. The colleges are built on a plan common to all. There is a chapel, a library, and a large dining-hall. One court leads to another and each is made beautiful with lawns or a fountain or charming old stone path. The student gets a good impression of all the English architectural styles of the past 600 years—the bad as well as the good.

There are 28 colleges, excluding three for women students. Women students do not play a very active part in university life at Cambridge, but they work harder than men.

It is difficult to walk around the quiet courts of the colleges without feeling a sense of peace and scholarship. And the sense of peace that green lawns always suggest to me is found in the town too, for often one is surprised to meet open stretches of grass in the midst of the streets and houses giving a charmingly cool countryside effect and reminding one of the more graceful days of the eighteenth century. I'll finish as I began on that note, the feeling one has here of the past in the present, of continuing tradition and firm faith.

Key

A. Choose the best answer.

- 1) In the centre of Cambridge, _____ often race bicycles along the streets without considering their own safety. [← **a**]
a) undergraduates b) graduates c) country traders
- 2) _____ have/has been described as the loveliest man-made view in England. [← **b**]
a) The colleges b) The "Backs" c) The centre of the Cambridge town
- 3) _____ is the largest and most beautiful building in Cambridge. [← **a**]
a) King's College Chapel b) Queens' College c) The Granta
- 4) At Cambridge, there are _____ colleges including those for women students. [← **c**]
a) 28 b) 30 c) 31

B. Answer the following questions.

- 1) What do students at Cambridge usually wear? How can you distinguish a graduate from an undergraduate there?

Key: They usually wear black gowns. Long gowns that hang down to the feet are for graduates, and shorter ones for undergraduates.

- 2) What does Petro say about the women students at Cambridge?

Key: Women students do not play a very active part in university life at Cambridge, but they work harder than men.

C. Fill in the blanks with what you hear on the tape.

- 1) It is indeed beautiful. To the left, across the stream, there are no buildings, merely meadows, colleges' gardens and lines of tall trees. Everything is very green and peaceful. On the river bank are willow trees with their branches bending into the water and, at intervals along the river, stone bridges cross the stream and lead into the colleges which line the right bank. The deep coloured brick or stone of the college walls, sometimes red and sometimes grey, is 500 years old. The walls rise out of their own reflection in the water and their colour contrasts charmingly with glimpses of the many green lawns.
- 2) It is difficult to walk around the quiet courts of the colleges without feeling a sense of peace and scholarship. And the sense of peace that green lawns always suggest to me is found in the town too, for often one is surprised to meet open stretches of grass in the midst of the streets and houses giving a charmingly cool countryside effect and reminding one of the more graceful days of the eighteenth century.

Notes

- 1 In the second half of the letter, Petro describes what he sees and hears during his pleasant walk around the Cambridge town: places, objects, people and events. It is important for students to understand the spatial relationships between the places he describes. Pay attention to the prepositions indicating the relationships, for instance:

—In the centre of the town is the market place where...

—... I find my way to the river which flows behind the college buildings and curls about the town...

—Walking along the river bank, where the only sound is the noise of the gentle wind...

—Across a bridge and beyond a vast carpet of green lawn stands King's College Chapel, ...

- 2** In Cambridge, there are 31 colleges including three for women (New Hall, Newnham and Lucy Cavendish). Each college is an independent institution with its own property and income. The colleges appoint their own staff and are responsible for selecting students, in accordance with University regulations. The teaching of students is shared between the colleges and University departments. Degrees are awarded by the University. The colleges are also the places where students live, eat and socialise. In addition to resources provided by the University, each college has its own library and sports facilities, and some have their own bar and theatre. Most colleges have their own clubs and societies, offering a variety of non-academic activities to students.

Task 3

Script

On March 7, US Consul General David Hopper and three other officials from the Visa Section of the American Embassy met with students at Peking University. One of the officials presented “Five Secrets” for getting a student visa.

Secret One:

Get free, accurate information on applying for a student visa. Visit the US Embassy website. There is no charge for using these resources. Why pay to get the same information from other sources?

Secret Two:

Be thoroughly prepared. Make sure you bring:

- Your I-20 form (or IAP-66 form);
- Your diploma(s);
- Your standardized test score reports (TOEFL, GRE, GMAT, LSAT, etc.);
- All letters and e-mails from the school, especially those that discuss scholarships, assistantships, fellowships and other forms of financial aid;
- Evidence of funding for your studies (bank documents, etc.);
- Your business cards (if you have a job);
- Any other documents that you think might be important.

Secret Three:

Answer those questions that are asked. Don't give the visa officer a prepared speech! Here's an

example of what to avoid.

Visa officer: Hi, how are you today?

Applicant: I'm going to study chemical engineering at X University.

Visa officer: X University? I've been to the campus many times.

Applicant: I will surely return to China and find a good job with a major multinational company.

Visa officer: So tell me, what color is the sky?

Applicant: I was given a teaching assistantship because the school believes my test scores and credentials are excellent.

These people are not communicating, and the applicant is not advancing his cause!

Secret Four:

Tell the truth. If the visa officer thinks you're lying, you won't get a visa.

Secret Five:

Come back to China. We mean that in two ways:

1. Come back to see your family and maintain your ties to China. Keep up your friendships and professional contacts here. Students returning on vacation don't even need to come in for an interview; they can simply use the drop-box service offered at many CITIC Bank locations.
2. Come back to China after you graduate. Use those advanced skills and theories that you learn in the US to make China a better place.

Key

A. Choose the best answer.

- 1) What does the example of the conversation between a visa officer and applicant illustrate?
[← **b**]
 - a) An applicant must be thoroughly prepared.
 - b) An applicant must avoid a prepared speech.
 - c) An applicant must be honest.
- 2) A student who comes back to China on vacation _____ when he/she returns to the US. [← **c**]
 - a) does not need a visa
 - b) must go to the US embassy to get a visa