

综合英语基础教程

(上册)

■ 主编 王家年 韦汉



Integrated English
(Book One)



西安电子科技大学出版社
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(Book One)

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西安电子科技大学出版社

内 容 简 介

《综合英语基础教程》分上、下两册，本册为上册，供英语专业一年级使用。本册每个单元都包括 Text A、Text B、Text C 三个部分，课文内容广泛，涉及经济、社会、教育、科技、文学等方面的话题，使学生在掌握英语知识的同时，还能扩大视野，提高思辨能力。本册的练习设计种类多样，每个单元前面的课前准备活动，要求学生通过网络查找与课文相关的背景知识，并开展小组交流等活动，旨在提高学生的自主学习能力和语言交际能力。每个单元前面还有听力理解和听写练习，课文后面有阅读理解、词汇、翻译、课文讨论及写作等练习，目的在于通过听、说、读、写、译等技能的训练，提高学生综合运用英语的能力，为高年级的英语学习打下扎实的专业基础。

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前 言

《综合英语基础教程(上、下)》是新世纪广西高等教育教学改革工程项目的研究成果之一,分上、下两册,供英语专业一、二年级学生使用。

《综合英语基础教程(上、下)》以《高等学校英语专业英语教学大纲》的基本要求为宗旨,着重训练低年级学生的听、说、读、写、译等各项基本功。本教程在编写过程中,遵循了国内优秀精读教材编写的一般规范,在知识结构的编排方面突出了逻辑性和系统性。整套教程基本覆盖了专业英语四级的全部词汇,下册收入了部分八级词汇。同时考虑到英语专业学习者考级考试的诉求,我们把《高等学校英语专业四、八级考试说明》的基本精神内化于教程之中,在练习部分有意编写了四、八级考试的各类题型,供学生自主学习训练。这是本教程的第一个特点。

《综合英语基础教程(上、下)》的每个单元都包括 Text A、Text B、Text C 三个部分,课文均选自英、美、澳、新、加等英语国家 21 世纪各类报刊杂志、教材、读物的原文和世界知名作家的作品。入选的每篇文章都经过了精心筛选,无论是从题材的丰富性、体裁的多样性,还是文章的趣味性、可读性而言,这些材料都称得上精品。整个教程的语言地道,风格明快,内容新颖。这是本教程的第二大特点。

本教程的第三大特点是我们在每一个单元的前面都安排了“课前准备”、“查阅资料”、“各抒己见”、“背景知识”等自主学习内容,旨在提高学生通过互联网获得知识和利用图书馆查阅资料的能力。学生可以充分利用从网上或图书馆获得的知识开展小组交流、班内讨论或探究性学习,从而提高语言交际能力。“背景知识”以教师提供的听力训练和听译训练材料为主要形式,帮助学生了解课文的背景知识,以降低学习课文的难度,提高学习兴趣。

因所选文章的篇幅和难度不一,师生可根据本校实际情况进行取舍。本教程中不乏可供反复阅读的经典之作,有些单元还对听、说、读、写、译等技能、技巧进行了简明扼要的讲解。学习者在阅读欣赏之余,可以细加揣摩和学习,以提高自己的英语综合应用能力。

我们希望《综合英语基础教程(上、下)》能为英语专业低年级学生的听、说、读、写、译等基本功训练提供精品语料,并为其养成良好的学习习惯,培养外语学习兴趣打下良好基础。本教程的编写者虽然都是英语专业的一线教师,但因能力有限,书中难免会存在不妥之处,希望使用者不吝赐教。

编 者

2013 年 4 月于桂林

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Unit 1 Education

In this unit

Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. In this unit, Text A “The College That Would Not Go Gently” will show you a different style of higher-education institution; Text B “What’s Your Minor?” will give you some valuable advices on how to pick a minor; Text C “Academics Debate Value of Teacher Reviews” will explore the significance of students’ evaluation on their teachers’ performance.

Previous Activities

I . Acquisition of Internet Resources.

Please collect materials from the Internet about

1. Higher education in the United States
2. Antioch
3. Antioch College

II . Group Work.

Task 1: Share your knowledge or information with your group partners by reporting what you have acquired from the Internet (based on Previous Activity I).

Task 2: Give your opinions or comments on higher education in the United States.

III. Dictation.

Listen to a passage concerned with Text A that you will learn. The passage will be read to you four times. During the first reading, you should listen and try to understand the meaning. For the second and third readings, you should fill in the blanks with the words you have heard. During the last time you should check your work.

“Higher education” in the United States refers to all formal education beyond the ____ (1) ____ level. Although the term “college” is often used to mean any ____ (2) ____ of higher education, a college is actually a four-year ____ (3) ____ school that grants ____ (4) ____ degrees. A college may or may not be part of a “university”, which is ____ (5) ____ of one or more ____ (6) ____ schools in addition to the undergraduate college. Graduate schools are divisions of universities that grant a wide variety of degrees at the master’s and doctoral levels.

The United States does not have a national university system but rather many ____ (7) ____ and

public institutions, each with differing (8) regulations, calendars, departmental structures, and course offerings. Regional and national (9) establish standards for higher education and (10) schools that meet these standards. All of the universities where LASPAU-administered grantees are placed are accredited.

IV. Listen to the conversations about education between the speakers and choose A, B, C or D to answer the questions.

1. What do we learn from the woman's remark? _____
 - A. The visiting economist has given several lectures.
 - B. The guest lecturer's opinion is different from Dr. Johnson's.
 - C. Dr. Johnson and the guest speaker were schoolmates.
 - D. Dr. Johnson invited the economist to visit their college.
2. What does the woman mean? _____
 - A. She can't finish her assignment, either.
 - B. She can't afford a computer right now.
 - C. The man can use her computer.
 - D. The man should buy a computer right away.
3. What was Mary doing? _____
 - A. Reading on the campus lawn.
 - B. Depositing money in the bank.
 - C. Applying for financial aid.
 - D. Reviewing a student's application.
4. What does the woman imply? _____
 - A. The man should work harder to improve his grades.
 - B. The man will benefit from the effort he's put in.
 - C. It serves the man right to get a poor grade.
 - D. It was unfair of the teacher to give the man a C.
5. What does the woman mean? _____
 - A. Alice does not know much about electronics.
 - B. Alice is unlikely to find a job anywhere.
 - C. Alice is not interested in anything but electronics.
 - D. Alice is likely to find a job in an electronics company.

V. Now you will hear a short passage based on the background knowledge. Listen to it carefully and then answer the questions that follow.

1. In the United States what organization rates universities and colleges? _____
 - A. Local state government.
 - B. The accreditation agencies.
 - C. Department of Labor.
 - D. Department of Education.

2. According to the passage, universities and colleges are rated on some criteria except____.
 - A. the quality of their libraries
 - B. the publishing records of their faculty
 - C. the number of students
 - D. the degrees which their faculty hold
3. According to the passage, in the US universities are _____ institutions.
 - A. research-oriented
 - B. profit-oriented
 - C. entertainment
 - D. charity
4. According to _____, the US has the second largest number of higher education institutions in the world.
 - A. International Labor Organization
 - B. World Health Organization
 - C. World Intellectual Property Organization
 - D. UNESCO
5. According to the passage, how many colleges and universities were there in the US in 2007? _____
 - A. 3,865.
 - B. 5,863.
 - C. 4,861.
 - D. 4,865.

Text A The College That Would Not Go Gently

Patricia Cohen

1 As any student at Antioch College can tell you, our view of reality is socially constructed. What we consider to be truth is often just a reflection of the power structure, a single narrative propounded by a privileged class that must be countered by alternative narratives. Put simply, there is more than one side to any story.

2 For students, there is no better example than the predicament Antioch finds itself in at the moment: barring any last-minute rescue, soon after next Saturday's commencement the 156-year-old campus in Yellow Springs, Ohio, will be emptied of students, faculty and staff, lose its accreditation and cease operations for at least a few years.

3 Exactly why this happened and who is to blame is a subject of bitter and angry debate. Depending on your view, years of bad management have been compounded by (A) deceitful university administrators who favor the string of adult-education campuses at the expense of the undergraduate college, (B) alumni who didn't follow through on financial pledges, (C) inept

trustees who voted last June to close the college, (D) militant students or (E) all of the above.

4 Amid the hostile factions, last-ditch negotiations and lofty debates about purpose and values, however, are the people who have lived on a nearly bankrupt campus for the past 10 months with the up-and-down uncertainty of where they will be and what they will do when the fall term rolls around. In addition to the usual routines of going to class, writing papers and falling in and out of love, students have been occupied by save-the-college strategy sessions, transfer deadlines and the possibility that they will have to repay their college loans early. Faculty members and staff have continued to teach and care for students at the same time they have sued the university, hunted for new jobs and pondered uprooting themselves and their families.

5 And they've done it all on a campus with dark and shuttered buildings, bathrooms without soap, undependable heating systems, curtailed library hours and temperamental Internet access—not to mention the lack of a decent cup of coffee.

6 Still, out of dozens of people interviewed, hardly anyone said they regretted being on campus during these final months. Indeed, if there is one thing the rival factions share, it is a deep, fierce love for the college and a belief that an important learning experience unique among higher-education institutions in America is being lost.

7 Tyler Lee has had an unusually brief tenure at Antioch. He arrived in Yellow Springs as a first-year student in January, when fewer than 200 students, 37 teaching faculty members and a skeletal staff remained on a campus built for 2,000.

8 “Ever since I first heard about Antioch, I wanted to come here,” said Mr. Lee, 19, who grew up in the small, mostly conservative town of Chester, Ohio. With a slight frame and brush of hair pushed to the left, Mr. Lee could be the kid brother of Christian Siriano, the latest winner of “Project Runway”. “I wanted to have the Antioch experience, even if it was only for one semester” (for the next, he’s considering the university’s study-abroad program).

9 For those whose only glimpse of the college is through the occasional news article, the Antioch experience seems to consist mainly of nostalgia for 1960s radicalism; a sexual-offense policy (“Each new level of sexual activity requires consent”) that was famously lampooned on “Saturday Night Live”; and what the previous Antioch president labeled a “toxic campus culture” in which students were harassed for wearing Nikes, seen as a symbol of corporate globalization.

10 All of that could be found here, but so could much else: Antioch’s history of social protest, which swelled enrollment to 2,500 in 1967; its system of community governance; the pioneering cooperative education program and the close mentoring.

11 Antioch is the type of place where during the run-up to the Iraq war, a journalism teacher decided to tear up the syllabus and take his students to Washington for a peace march, and where students quote Antioch’s founder, Horace Mann: “Be ashamed to die until you have won some victory for humanity”.

12 “There is a different type of person who wants to go to Antioch or wants to teach at Antioch,” Mr. Lee said last month over brussels sprouts and soup at the sparsely populated cafeteria. “They’re intellectual enough to see around social norms”; they’re more interested in

“trying to change how things are”.

13 His dorm room, on the fourth floor of North Hall, is in one of three original buildings from 1852. It now sits amid a fleet of boxy, industrial-looking structures. On the door leading to the shower stalls in the coed bathrooms, students post whether they are male, female or transgendered and which, if any, genders are permitted to enter at that moment. Downstairs are the wellness center, a reflection room and a story room where, once a week, students read children's books to one another.

14 When Mr. Lee and others speak of “the Antioch experience”, it reminds you of Muslims who say they want to see Mecca before they die. Students, faculty and alumni say the college has indelibly marked them. “It was literally a life-changing experience,” said Dan Shoemaker, a 1992 graduate with boyish red hair and a beard flecked with white who now teaches popular culture at Bowling Green State University in Ohio. “There is no institution of higher education in the United States like this one”.

(www.nytimes.com)

(920 words)

New Words

accreditation [ə,kredɪ'teɪʃən] *n.* official approval prove that achieve a standard 达到合格, 达到标准

administrator [əd'mɪnɪstreɪtə] *n.* one who administers; an executive 管理者, 行政官员; 主管

alternative [ɔ:l'tɜ:nətɪv] *adj.* a choice between two or more things 二选一的, 选择性的

alumni [ə'lʌmnaɪ] *n.* the former students of a school (统称)校友, 毕业生

amid [ə'mɪd] *prep.* in the middle of; surrounded by 在……中间; 被……包围

bankrupt ['bæŋkrʌpt] *adj.* without money to pay debt 破产的

barring ['bɑ:rɪŋ] *prep.* apart from, excepting 不包括, 除……之外

brussels sprouts ['brʌslz, sprauts] *n.* a vegetable in the mustard family 芽甘蓝

cafeteria ['kæfɪ'tɪəriə] *n.* a restaurant where you choose and carry your own foods to a table 自助餐厅

coed ['kəu'ed] *adj.* place or team is used by people of both sexes 男女都开放的, 男女同校的

commencement [kə'mensmənt] *n.* a ceremony for academic degrees; a beginning 毕业典礼; 开始

compound [kəm'paʊnd] *v.* make sth worse; mix; combine to form a whole 使恶化; 混合; 组合以成为整体

consent [kən'sent] *n.* agreement or acceptance 同意, 接受

conservative [kən'sə:vətɪv] *adj.* opposed to great social change 保守的, 守旧的

cooperative [kəu'ɔ:pərətɪv] *adj.* work together towards a shared aim 合作的, 协作的

corporate ['kɔ:pərit] *adj.* shared by all the members of a group 全体的, 共同的

counter ['kauntə] *v.* respond to in opposition; an electronic device that counts 反驳; 计算器

curtail [kə:'teɪl] *v.* to cut short; abbreviate 缩短; 省略

debate [di'beɪt] *n.* a discussion or an argument 辩论, 争辩
deceitful [di'si:tfɪl] *adj.* given to cheating or deceiving; dishonest 骗人的; 不诚实的
faction ['fækʃən] *n.* a group of person within a large group (大团体中的) 派系, 派别
fierce [fiəs] *adj.* done with a lot of energy and strong feelings, and sometimes violent 猛烈的
glimpse [glɪmps] *n.* a brief, incomplete view or look 粗略的一瞥或一看
harassed ['hærəst, hə'ræst] *adj.* tired and unpleasant 疲倦的, 厌烦的
hostile ['hɒstail] *adj.* vercy unfriendly or argue to fight 敌意的, 敌对的
indelibly [in'delɪbli] *adv.* impossible to remove or forget 不可磨灭地, 难忘地
inept [i'nept] *adj.* incompetent; acting or done sth with no skills 无能的; 缺乏技巧的
label ['leɪbl] *v.* describe or cclassify 描绘或归类
lampoon [læm'pu:n] *v.* satirical or criticize sth 嘲讽, 讥讽
last-ditch *n.* a final attempt to achieve sth. 作最后的努力
literally ['lɪtərəli] *adv.* really, actually; word for word 真实地, 确切地; 逐字地
loan [ləʊn] *n.* a sum of money lent at interest 贷款
lofty ['lɔ:(:fti] *adj.* high moral or intellectual value 高级的, 崇高的
mentoring ['mentə:rɪŋ] *n.* a system where a lot of experienced people to advise and help people
导师制
narrative ['nærətɪv] *n.* a description of sth. 叙述; 记事
negotiation [ni,gəʊ'fɪ'eɪʃən] *n.* formal discussion between people to reach an agreement 谈判,
磋商
nostalgia [nɒs'tældʒɪə] *n.* feeling of thinking of happy times in the past 怀旧, 念旧
occasional [ə'keɪʃənəl] *adj.* happening or done sometimes but not often 偶尔的, 偶然的
occupy ['ɔkjʊpaɪ] *v.* busy to do sth. 忙于某事
pledge [pledʒ] *n.* sth. given to guarantee payment of a debt 抵押物(为保证偿还债务而担保)
predicament [pri'dɪkəmənt] *n.* an unpleasant and difficult situation 困境, 苦处
privileged ['prɪvɪlɪdʒd] *adj.* having special rights or advantages 有特权的; 受特别优待的
propound [prə'paʊnd] *v.* suggest an idea of explanation 提出; 提议
protest ['prəʊtest] *n.* a formal disapproval or objection 抗议, 反对
reflection [ri'flekʃn] *n.* an account of or a description of sth. 记录; 描述
rival ['raɪvəl] *adj.* competing or against each other 敌对的, 竞争的
routine [ru:'ti:n] *n.* order and way you regularly do things; boring 常规, 正常顺序; 无聊
session ['seʃən] *n.* a series of such meetings 一系列这样的会议
skeletal ['skelɪtl] *adj.* 骨瘦如柴的; 骨骼的
sparsely ['spɑ:sli] *adv.* existing in small amounts 稀疏地
sue [sju:, su:] *v.* to formally ask for sth, especially in court 请求, 要求(尤用于法庭)
swell [swell] *v.* increase or expand 增加, 扩张
syllabus ['sɪləbəs] *n.* an outline or a summary of the text 课程提纲
tenure ['tenjʊə] *n.* the right to stay permanently in job(esp. in university) (尤指大学教师的)终
身职位, 长期聘用

transfer [træns'fə:] v. hand over the possession of (property, etc) 移交(财产)所有权; 转让;
move sth / sb from one place to another 迁移; 移动; change to another place, group,
occupation, etc 调动; 转移(到另一地点、组、职业)

transgendered [trænz'dʒendəd] adj. involving a partial or full reversal of gender 跨性别的

undependable [ˌʌndi'pendəbl] adj. not easily relied or depended on 靠不住的

unique [ju:'ni:k] adj. being the only one of its kind 唯一的, 仅有的

vote [vəʊt] v. a formal choice through an election 投票

Useful Expressions

a fleet of: a group of planes, buses, taxis, etc. travelling together 一群, 机群, 车队

a subject of: a topic or theme of 关于……的主题

at the expense of sb/sth : with loss or damage to sb/sth 在牺牲……的情况下

be to blame (for sth): to be responsible for sth. bad 对(坏事)负有责任

consist of: to be formed from the things 由……组成(或构成)

flecked with: having small marks or spots on the surface 有斑点的, 有污点的

hunt for: look for sth that is difficult to find 搜寻, 搜索

in addition to: mention another person or thing after sth else 除……以外(还)

lack of: not having enough of sth 缺乏, 匮乏, 短缺

roll around: with the time passing 时间的流逝

run-up to sth: a period of time leading up to an important event; the preparation 前期, 准备阶段

uproot yourself/sb: to leave a place where you have lived for a long time 离开家园

Exercises

I . Reading Comprehension: Choose the best answer to each of the following questions or unfinished statements.

1. Read the text for the first time trying to understand the meaning of each paragraph and the whole passage, and then finish Problems 1)-8) below.

1) The title “The College That Would Not Go Gently” suggests _____.

- A. Antioch College won't be closed
- B. university administrators will take action to save the college
- C. students, faculty and alumni won't forget the Antioch experience
- D. inept trustees will vote for closing the college

2) “There is more than one side to any story” (in Para.1) means _____.

- A. the truth is a reflection of the power structure
- B. it's hard to say why the college will be closed only from one aspect
- C. student's view of reality is socially constructed
- D. it's very easy to explain why the college would not go gently

3) The reasons why the Antioch College is going to be closed are _____.

- A. alumni who didn't follow through on financial pledges

- B. inept trustees who voted last June to close the college
- C. years of unworkable system of management
- D. all of the above

4) The students who lived in the campus in the last ten months did following things except _____.

- A. students did things as usual, like going to class, writing papers
- B. they have sued the university
- C. they have been busy doing save college actions
- D. they have to repay their college loans

5) All of the following are the problems of Antioch College except _____.

- A. a shortage of students and money
- B. dark and shuttered buildings
- C. undependable heating system
- D. short library hours and temperamental Internet access

6) Faculty members and staff in the college continued to do following things except _____.

- A. they had classes as usual
- B. they looked for new jobs
- C. they voted to close the college
- D. they thought to leave college with their family

7) Which of the following is not the difficulty for the students of Antioch? _____

- A. There won't be students in Antioch College.
- B. Students of Antioch will be transferred to another place.
- C. Students meet last-minute rescue to save college.
- D. Antioch College is going to be closed.

8) How about the rival factions feeling about the college? _____

- A. Rival factions regretted staying in the campus.
- B. Rival factions complained bad management of Antioch College.
- C. They disliked living in the college.
- D. They had a deep and strong love for the college.

2. Read the text again carefully and finish Problems 1)-9) below.

1) Why the students didn't regret staying in the college of last months? _____

- A. Because they didn't know where they would go.
- B. They liked their professors.
- C. They enjoyed living in North Hall.
- D. Because students had a very deep love to their college.

2) The following are Antioch history except _____.

- A. it has a history of social activism
- B. during the 1960s, the college had more than 2,000 students

- C. students liked wearing Nikes
 D. the school had the pioneering cooperative education program
- 3) According to the text, who was the founder of Antioch College? _____
- A. Horace Mann.
 B. Christian Siriano.
 C. Tyler Lee.
 D. Dan Shoemaker.
- 4) What is the action of a journalism teacher in the period of Iraq War? _____
- A. He criticized the college on Saturday Night Live.
 B. He described a toxic campus culture in the college.
 C. The teacher left the college to find a new job.
 D. He guided his students to Washington for a peace march.
- 5) Antioch College is different from other schools for the following reasons except that _____.
- A. Antioch College set up the system of community governance
 B. it was different because the college admitted female students
 C. the college started the mentoring program
 D. during the 1960s, Antioch students were active in the civil rights movement
- 6) What does the last sentence “There is no institution of higher education in the United States like this one” mean? _____
- A. Antioch College offers the highest education than other schools.
 B. The Antioch’s students think that the college is unique and they can gain Antioch experience.
 C. Antioch College is the best college in America.
 D. Students can only have an important learning in Antioch College.
- 7) What conclusion can you imply from the text? _____
- A. The author implied a bit of sympathy feeling towards the college being closed.
 B. The system of community government means that you only need responsible for yourself.
 C. Unworkable system of management was the only one reason that caused bad situation of Antioch College.
 D. Antioch’s teachers are not interested in trying to change how things are.
- 8) According to the text, what is the true meaning of Antioch experience? _____
- A. It is a learning experience that you’ve got in Antioch College.
 B. It is a unique experience in higher institution.
 C. It is a life-changing experience in the United States.
 D. It is as much of a family as the one you have at home.
- 9) Following the last paragraph, the author is mostly like to discuss _____.
- A. who is to blame for the college

- B. the alumni's attitudes towards Antioch
- C. why the college is special
- D. the higher education of the United States

II. Discussion and Learning: Here are some sentences from the text, which are difficult or have particular meanings in the contexts. Discuss with your partners first, and then paraphrase the sentences with your own words.

1. What we consider to be truth is often just a reflection of the power structure, a single narrative propounded by a privileged class that must be countered by alternative narratives. (Para.1)
2. Exactly why this happened and who is to blame is a subject of bitter and angry debate. (Para.3)
3. Mr. Lee could be the kid brother of Christian Siriano, the latest winner of "Project Runway". (Para.8)
4. What the previous Antioch president labeled a "toxic campus culture" in which students were harassed for wearing Nikes, seen as a symbol of corporate globalization. (Para.9)
5. They're intellectual enough to see around social norms. (Para.12)
6. When Mr. Lee and others speak of "the Antioch experience", it reminds you of Muslims who say they want to see Mecca before they die. (Para.14)

III. Read Aloud.

1. Read the following five sentences aloud until you can say them coherently and fluently. Pay much attention to the liaisons in the sentences while reading.

- 1) A single narrative propounded by a privileged class that must be countered by alternative narratives.
- 2) Exactly why this happened and who is to blame is a subject of bitter and angry debate.
- 3) Bathrooms without soap, undependable heating systems, curtailed library hours and temperamental Internet access.
- 4) Its system of community governance; the pioneering cooperative education program and the close mentoring.
- 5) Mr. Lee said last month over brussels sprouts and soup at the sparsely populated cafeteria.

2. Read the following paragraph(s) aloud until you can say it (them) from memory.

Amid the hostile factions, last-ditch negotiations and lofty debates about purpose and values, however, are the people who have lived on a nearly bankrupt campus for the past 10 months with the up-and-down uncertainty of where they will be and what they will do when the fall term rolls around.

IV. Word Building.

1. Adjectives started with prefix *il-*, *ir-* or *im-* and *in-* can be made into their corresponding antonyms. And mostly *il-+l*, and *ir-+r*

e.g. regular—irregular
possible—impossible

legal—illegal
correct—incorrect

Now change the following adjectives into antonyms and fill in blanks with the words.

<i>responsible</i>	<i>logical</i>	<i>balance</i>	<i>perfect</i>
<i>licit</i>	<i>direct</i>	<i>resistible</i>	<i>visible</i>

- 1) It needs improving; it's too _____ as it is.
- 2) Germs are _____ to the naked eye.
- 3) I cannot refuse this offer; it is _____.
- 4) It's hard to find a good answer. It's only an _____ answer.
- 5) It is _____ to vote for a candidate whom you have no faith in.
- 6) To protect his reputation, he sued the _____ newspaper.
- 7) Balance is temporary, _____ permanent.
- 8) The _____ sale of alcohol to youngsters is becoming a problem in our area.

2. The suffix *-ment* is added to a verb to change into their corresponding nouns. Choose from them to fill in the blanks of the sentences that follow.

<i>amaze</i>	<i>involve</i>	<i>achieve</i>	<i>agree</i>
<i>move</i>	<i>govern</i>	<i>curtail</i>	<i>commit</i>

- 1) We should make a _____ to peace.
- 2) _____ of income has been seriously affected people.
- 3) The country has always had been controlled in fair _____.
- 4) The resistance _____ started a campaign of terror against the colonial rulers.
- 5) She denies any _____ in the robbery.
- 6) We are in _____ with their decision.
- 7) I was struck with _____ as I saw the great ship for the first time.
- 8) Flying across the Atlantic for the first time was a great _____.

V. Vocabulary Work.

1. Fill in the blanks with one of the verbs given below. Change its form if necessary.

<i>propound</i>	<i>vote</i>	<i>transfer</i>	<i>occupy</i>	<i>sue</i>
<i>regret</i>	<i>lampoon</i>	<i>label</i>	<i>swell</i>	<i>curtail</i>

- 1) Membership has _____ to over 20,000.
- 2) His cartoons mercilessly _____ the leading politicians of the day.
- 3) I had to _____ my holidays for SARS.
- 4) They threatened to _____ if the work was delayed.
- 5) It is to meet every week, and each member in turn has to _____ a problem.
- 6) He _____ to Cambridge after his freshman year.