



普通高等教育“十五”国家级规划教材

总主编 戴炜栋  
副总主编 蒋秉章

# 新世纪高职高专英语

NEW CENTURY ENGLISH  
INTEGRATED COURSE

**综合教程**

(修订版)

主编 楼迎宪 杨亚军 徐小贞 周玉林

教师手册

TEACHER'S HANDBOOK



上海外语教育出版社

外教社



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主 编

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## 修订版前言

普通高等教育“十五”国家级规划教材《新世纪高职高专英语》(综合教程)于2000年正式出版发行。由于该套教材充分利用国内外英语教学科研成果,全面体现高职高专英语教学规律,突出“五项创新”,深受广大师生欢迎。为了使这套教材更加完善,上海外语教育出版社组织我国四所高职名校,即深圳职业技术学院、上海第二工业大学、北京联合大学、华东师范大学职业技术学院的英语骨干教师对教材进行了全面修订。我们采用调查表和座谈会的形式,广泛征求用户和专家的意见和建议,并按照教育部高等教育司颁布的《高职高专教育英语课程教学基本要求》,结合高职高专英语教学实际,在保留原有特色的基础上,本次修订主要作了以下改进:

一、每册课本更新了三分之一的课文,使课文内容更加引人入胜、题材更加丰富、体裁更加多种多样、语言点更加切合教学实际。Read More 的部分内容也作了相应调整,以确保每单元围绕同一主题展开。

二、根据《基本要求》所附的词汇表和英美出版的英语单词词频统计,控制每课生词的数量、安排生词出现的顺序及重现的频率,并在每单元 New Words 后标注了生词量、生词率、纲内词、纲外词等信息,使学生更主动地把握词汇学习规律,提高教学效果。

三、对练习题进行了较大的修改,减少了多项选择题型的数量,增加实际运用英语的题型,以提高学生的英语应用能力。

四、将原有 Work Out 中的 Grammar (第一、二册) Usage (第三、四册) 两项改为 Grammar Tips, 有针对性地归纳语言现象中的重点、难点并配有相关练习。

五、根据《基本要求》中的“语言技能表”,全套教材安排了 Skill Building。第一、二册训练阅读技巧,第三册写作技巧,第四册翻译技巧。这部分讲解言简意赅,强调技巧的实际应用,并通过相关练习加以掌握。

六、根据《基本要求》中的“交际范围表”,在第一、二册中增加了 Practical Reading 和 Practical Writing 两项内容,使英语应用能力的培养自始至终地贯穿高职高专英语教学当中,同时也便于学生学完前两册教材后,即可参加《高等学校英语应用能力考试》。

七、为了使学主尽快适应大学英语学习,培养良好的学习习惯,在第一册中增加了 Study Guide,以精炼、地道的英语介绍如何使用图书馆、合理安排时间、参与课堂讨论、避免考前紧张等。

八、为了突出主题学习,同时便于学生课外自学,提高学生学习兴趣,每单元后面介绍了相关的英语网站,教师可将学生分成小组,就本单元主题在互联网上搜集信息,并加以整理,然后在课堂上通过 Power Point 等方式加以展示。

九、在每单元后增加了 Memorable Quotes,精选一些语言优美、内容健康的警句、格言等,供学生课后背诵,对学生的语言能力、思想品质起潜移默化的作用。



十、根据编者的教学实践和用户的意见反馈,纠正原书中的错误。

与教材配套的《教师手册》,与初版相比有了很大改动,它是传统意义上的教案与教师参考书的结合。Teaching Objective and Procedures 介绍了教学目的和主要内容,便于教师总体把握。在 Background Information 里,补充了与 topic-related words or phrases 相关的知识。Summary Questions and Concluding Remarks 有助于开展课堂思考与讨论。在 Study of Words and Phrases 里提供了充足的例句,帮助学生温故而知新。Grammar Tips, Reading Skills, Read More, Practical Reading, Practical Writing, Key to Exercises 等各栏目里,都为教师提供了丰富的信息和语料,供选择使用,以方便教师备课。

参加修订的单位有上海第二工业大学、北京联合大学、深圳职业技术学院。总主编为戴炜栋,副总主编为蒋秉章。第一册教师用书主编为楼迎宪(上海第二工业大学)、杨亚军(北京联合大学)、徐小贞、周玉林(深圳职业技术学院),参加编写的有:杨任明、翟世骏、吴小玲、邱瑞年、杨丁芳、陈大明。

本教材的修订是在上海教育出版社的关心和支持下进行的,本教材的责任编辑杨自伍还对修订工作给出了指导性意见,深圳职业技术学院的外籍教师王道明先生通读了全书并提出了宝贵意见,在这里一并表示感谢。

本书虽经编者精心设计,却因为水平有限,难免还有疏漏和不足之处,恳请广大师生继续批评指正。

编者

2003年6月

# Contents

## Unit One Why College?

|   |    |
|---|----|
| Teaching Plan .....                                       | 1  |
| Lead In .....   | 1  |
| Read In .....   | 1  |
| I. Background Information .....                           | 1  |
| II. Text Presentation and Language Points .....           | 4  |
| III. Paraphrases of Difficult Sentences in the Text ..... | 9  |
| IV. Summary Questions and Concluding Remarks .....        | 10 |
| V. Summary of the Text .....                              | 10 |
| VI. Translation .....                                     | 10 |
| VII. Study of Words and Phrases .....                     | 11 |
| Read More .....   | 14 |
| Practical Reading .....                                   | 16 |
| Practical Writing .....                                   | 16 |
| Key to Exercises .....                                    | 17 |

## Unit Two Who's Afraid of Maths Anyway?

|   |    |
|---|----|
| Teaching Plan .....                                       | 25 |
| Lead In .....   | 25 |
| Read In .....   | 25 |
| I. Background Information .....                           | 25 |
| II. Text Presentation and Language Points .....           | 27 |
| III. Paraphrases of Difficult Sentences in the Text ..... | 32 |
| IV. Summary Questions and Concluding Remarks .....        | 33 |
| V. Summary of the Text .....                              | 34 |
| VI. Translation .....                                     | 34 |
| VII. Study of Words and Phrases .....                     | 35 |
| Read More .....   | 38 |
| Practical Reading .....                                   | 40 |
| Practical Writing .....                                   | 41 |
| Key to Exercises .....                                    | 42 |



## Unit Three     Paradise Lost?

|   |    |
|---|----|
| Teaching Plan .....                                       | 49 |
| Lead In .....   | 49 |
| Read In .....   | 49 |
| I. Background Information .....                           | 49 |
| II. Text Presentation and Language Points .....           | 52 |
| III. Paraphrases of Difficult Sentences in the Text ..... | 58 |
| IV. Summary Questions and Concluding Remarks .....        | 58 |
| V. Summary of the Text .....                              | 58 |
| VI. Translation .....                                     | 59 |
| VII. Study of Words and Phrases .....                     | 59 |
| Read More .....   | 63 |
| Practical Reading .....                                   | 65 |
| Practical Writing .....                                   | 65 |
| Key to Exercises .....                                    | 66 |

## Unit Four     Moving from Detroit to Hobbs

|   |    |
|---|----|
| Teaching Plan .....                                       | 73 |
| Lead In .....   | 73 |
| Read In .....   | 73 |
| I. Background Information .....                           | 73 |
| II. Text Presentation and Language Points .....           | 75 |
| III. Paraphrases of Difficult Sentences in the Text ..... | 80 |
| IV. Summary Questions and Concluding Remarks .....        | 80 |
| V. Summary of the Text .....                              | 80 |
| VI. Translation .....                                     | 81 |
| VII. Study of Words and Phrases .....                     | 82 |
| Read More .....   | 85 |
| Practical Reading .....                                   | 87 |
| Practical Writing .....                                   | 87 |
| Key to Exercises .....                                    | 88 |

## Unit Five     Winning at All Costs

|   |    |
|---|----|
| Teaching Plan .....                             | 96 |
| Lead In .....                                   | 96 |
| Read In .....                                   | 96 |
| I. Background Information .....                 | 96 |
| II. Text Presentation and Language Points ..... | 98 |

|   |     |
|---|-----|
| III. Paraphrases of Difficult Sentences in the Text ..... | 102 |
| IV. Summary Questions and Concluding Remarks .....        | 102 |
| V. Summary of the Text .....                              | 103 |
| VI. Translation .....                                     | 103 |
| VII. Study of Words and Phrases .....                     | 104 |
| Read More .....   | 106 |
| Practical Reading .....                                   | 109 |
| Practical Writing .....                                   | 109 |
| Key to Exercises .....                                    | 110 |
| <b>Unit Six Why Are We Addicted to Soaps?</b>             |     |
| Teaching Plan .....                                       | 118 |
| Lead In .....   | 118 |
| Read In .....   | 119 |
| I. Background Information .....                           | 119 |
| II. Text Presentation and Language Points .....           | 119 |
| III. Paraphrases of Difficult Sentences in the Text ..... | 124 |
| IV. Summary Questions and Concluding Remarks .....        | 125 |
| V. Summary of the Text .....                              | 125 |
| VI. Translation .....                                     | 125 |
| VII. Study of Words and Phrases .....                     | 126 |
| Read More .....   | 130 |
| Practical Reading .....                                   | 132 |
| Practical Writing .....                                   | 132 |
| Key to Exercises .....                                    | 133 |
| <b>Unit Seven The Richest Man in the World</b>            |     |
| Teaching Plan .....                                       | 140 |
| Lead In .....   | 140 |
| Read In .....   | 140 |
| I. Background Information .....                           | 140 |
| II. Text Presentation and Language Points .....           | 142 |
| III. Paraphrases of Difficult Sentences in the Text ..... | 147 |
| IV. Summary Questions and Concluding Remarks .....        | 148 |
| V. Summary of the Text .....                              | 148 |
| VI. Translation .....                                     | 149 |
| VII. Study of Words and Phrases .....                     | 149 |
| Read More .....   | 153 |
| Practical Reading .....                                   | 156 |



|   |     |
|---|-----|
| Practical Writing .....                                   | 156 |
| Key to Exercises .....                                    | 157 |
| <b>Unit Eight      This Generation Means Business</b>     |     |
| Teaching Plan .....                                       | 165 |
| Lead In .....   | 165 |
| Read In .....   | 165 |
| I. Background Information .....                           | 165 |
| II. Text Presentation and Language Points .....           | 167 |
| III. Paraphrases of Difficult Sentences in the Text ..... | 173 |
| IV. Summary Questions and Concluding Remarks .....        | 174 |
| V. Summary of the Text .....                              | 174 |
| VI. Translation .....                                     | 174 |
| VII. Study of Words and Phrases .....                     | 175 |
| Read More .....   | 179 |
| Practical Reading .....                                   | 182 |
| Practical Writing .....                                   | 183 |
| Key to Exercises .....                                    | 184 |
| <b>Unit Nine      Waterloo Bridge</b>                     |     |
| Teaching Plan .....                                       | 192 |
| Lead In .....   | 192 |
| Read In .....   | 192 |
| I. Background Information .....                           | 192 |
| II. Text Presentation and Language Points .....           | 194 |
| III. Paraphrases of Difficult Sentences in the Text ..... | 201 |
| IV. Summary Questions and Concluding Remarks .....        | 202 |
| V. Summary of the Text .....                              | 202 |
| VI. Translation .....                                     | 202 |
| VII. Study of Words and Phrases .....                     | 205 |
| Read More .....   | 209 |
| Practical Reading .....                                   | 211 |
| Practical Writing .....                                   | 212 |
| Key to Exercises .....                                    | 213 |
| <b>Unit Ten      Going the Distance</b>                   |     |
| Teaching Plan .....                                       | 222 |
| Lead In .....   | 222 |
| Read In .....   | 222 |

I. Background Information ..... 222

II. Text Presentation and Language Points ..... 224

III. Paraphrases of Difficult Sentences in the Text ..... 229

IV. Summary Questions and Concluding Remarks ..... 229

V. Summary of the Text ..... 230

VI. Translation ..... 230

VII. Study of Words and Phrases ..... 231

Read More ..... 235

Practical Reading ..... 238

Practical Writing ..... 238

Key to Exercises ..... 239

|                     |  |   |
|---------------------|--|---|
| Key Points          | Vocabulary   | academic advanced beyond degree executive<br>graduate major master privilege require<br>research reserve serve talented variety<br>view as in addition to |
|                     | Structure  | the more..., the more...; either...or   |
|                     | Skills   | Using context clues to find out the meanings of words<br>Scanning for specific information<br>Form-filling  |
| Teaching Procedures | Lead In Activity; Study of the Text; Study of Words and Phrases;<br>Study of Read More; Study of Practical Reading; Study of Practical Writing |   |

Lead In

1. Ask the students to look at the pictures on Page 1 in the textbook and discuss in pairs why some high school graduates go to college and why some do not, and then ask some pairs to tell their opinions to the whole class.
2. Ask the students to find out about the advantages and disadvantages of going to college and of finding a job or, of joining the army after high school, and then to tell the reasons to the whole class.

Read In

I. Background Information

1. Education in the United States

The national system of formal education in the United States took shape in the 19th century. It differed from educational systems of other Western countries in three fundamental



# Unit One

## Teaching Plan

### Why College?

|                     |  |  |          |        |   |
|---------------------|--|--|----------|--------|---|
| Teaching Objective  | Master the key words and structures, and understand why people go to college for further studies so as to have enough education for a good job |  |          |        |   |
| Key Points          | Vocabulary   | academic   | advanced | beyond | degree executive graduate major master privilege require research reserve serve talented variety view...as in addition to |
|                     | Structure  | the more..., the more...; either...or  |          |        |   |
|                     | Skills   | Using context clues to find out the meanings of words<br>Scanning for specific information<br>Form-filling |          |        |   |
| Teaching Procedures | Lead In Activity; Study of the Text; Study of Words and Phrases; Study of Read More; Study of Practical Reading; Study of Practical Writing    |  |          |        |   |

### Lead In

1. Ask the students to look at the pictures on Page 1 in the textbook and discuss in pairs why some high school graduates go to college and why some do not, and then ask some pairs to tell their opinions to the whole class.
2. Ask the students to find out about the advantages and disadvantages of going to college and of finding a job or, of joining the army after high school, and then to tell the reasons to the whole class.

### Read In

#### I. Background Information

##### 1. Education in the United States

The national system of formal education in the United States took shape in the 19th century. It differed from educational systems of other Western countries in three fundamental

respects. First, Americans were more inclined to regard education as a solution to various social problems. Second, because they had this confidence in the power of education, Americans provided more years of schooling for a larger percentage of the population than other countries. Third, educational institutions were primarily run by local authorities rather than by federal ones. The most notable characteristic of the American educational system is the large number of people it serves. In 1995, 87 percent of Americans between age 25 and 29 graduated from high school. Among those who completed high school, 62 percent completed at least some college, and 28 percent earned at least a bachelor's degree. Expanding access to college education is an important priority for the U. S. government. In his 1997 State of the Union Address ex-President Bill Clinton called for the creation of a new public policy to enable virtually every high school graduate to receive some form of college education.

## 2. Colleges and Universities

Colleges and universities are degree granting institutions of higher education. In the original sense of the word, a college was a group of students who gathered to share academic and residential facilities. Each college was a component part of a corporate body called a university. Today, especially in the United States, a college may be affiliated with a university or be independent. American undergraduates traditionally have been required to take general survey courses before they specialize in major areas of concentration; the undergraduate program generally is four years, and each year is split into two or three semesters. In contrast, European students begin their higher education with specialized studies because their general education is completed in secondary school. In general, European universities have no prescribed courses, attendance requirements, or course grades. Students may attend lectures, but do their work directly with tutors who prepare them for examinations. Programs may be completed in two to six years.

## 3. Degrees

Students who pass the regular program of courses receive a bachelor's degree in arts, science, commerce, engineering, education, or any of several other fields. Bachelor's degrees in law and theology are granted to those possessing a bachelor's degree from a college. Graduates may continue their course of study for at least one more year for a master's degree. A master's thesis or project may be required for a degree. The university offers doctor's degrees and special certificates. Students may continue working for at least two years beyond the master's level toward the degree of doctor of philosophy, doctor of science, or other type of doctorate. In graduate school, seminars give advanced students opportunities to do research work and then to submit their findings for evaluation and criticism. The doctor's degree is conferred on the basis of courses, seminars, a dissertation, and written and oral examinations.

## 4. Cyndi Lauper

Cyndi Lauper (full name: Cynthia Ann Stephanie Lauper Thornton), was born in Brooklyn, New York, on June 22nd, 1953. She went to four high schools. The one that gave her the honorary high school diploma was Richmond Hill High School in Richmond Hill, NY. Cyndi Lauper is listed as the 21st most successful artist of the 1980's in NZ ahead of big-name artists such as Dire Straits, Tina Turner, Bruce Springsteen etc. She was the Top Recording Artist on the NZ singles chart in 1984. During her career, Cyndi received a lot of nominations, such as Grammy Awards, MTV Video Music Awards, American Music Awards, Top 100

Video Countdown, Emmy Awards. Her albums include *She's So Unusual* (1983), *True Colours* (1986), *Music Speaks Louder Than Words* (1988), *Hat Full of Stars* (1991), *Sisters of Avalon* (1997), *Christmas Album* (1998), etc.

### 5. Topic-related words or phrases:

**academic dress:** formal dress, usually comprising cap, gown, and hood, worn by university staff and students. Graduates and undergraduates must appear in academic dress at public ceremonies of a university.

**academic credit:** a section of an examination syllabus satisfactorily completed, as in higher and professional education

**lecturer:** somebody who works as a teacher at a British university or college and whose position is lower than that of a professor

**associate professor:** university teacher, member of a college or university faculty ranking typically above an assistant professor and below a professor

**tenured professor:** a professor in the university whose position is permanent

**vocational education:** instruction in skills necessary for persons who are preparing to enter the labor force or who need training

**compulsory course:** a course in the university which is required by regulations

**visiting scholar:** person invited to teach in a college or university other than his own, often in another country, for a certain period, such as a term or year

**correspondence school:** a school or college offering correspondence courses

**online learning:** form of education. All UK universities are connected to the Internet via the academic network known as JANET. A high-speed broadband version of this network, Super JANET, is being developed. It currently links 60 universities and enables high-quality moving video to be networked for remote teaching and research purposes. In 1993, through the Teaching and Learning Technology Programme, the Higher Education Funding Council provided large sums of money for 76 projects to develop software materials to support the university curriculum. Use of such materials is encouraged by 20 university centres set up under the Computers in Teaching Initiative. The use of the Internet and CD-ROM to access information continues to grow. In 2000 the Higher Education Funding Council for England (HEFCE) announced a new project, the "e-University", to develop web-based learning for higher education institutions.

**MBA:** Master of Business Administration

**MPA:** Master of Public Administration

**GRE:** graduate record examination, standardized test required by most institutions of higher education in the United States for admission



**GMAT:** The Graduate Management Admission Test is a multiple-choice test for applicants to business schools. The test is administered by the Educational Testing Service (ETS), under the sponsorship of the Graduate Management Admission Council (GMAC). The GMAT is a computer-adaptive test (CAT), and consists of three sections:

Two 30-minute essays to be written on the computer

One 75-minute, 37-question Math section

One 75-minute, 41-question Verbal section

**TOEFL:** Test of English as a Foreign Language, a test of English for speakers of other languages that is an entrance requirement for study at a U.S. university.

**IELTS:** International English Language Testing System. As you probably know, there are two modules of the IELTS Test — academic (to study at an English-speaking university) and general (to immigrate to an English-speaking country). If you wish to immigrate to an English-speaking country, you will have to pass the general module of the IELTS.

The IELTS Test takes 2 hours and 45 minutes. During that time you will be tested in Listening, Reading, Writing and Speaking.

**Listening:** This module includes 4 sections (40 questions) and takes 30 minutes.

**Reading:** This module consists of 3 sections (40 questions) and takes 60 minutes (both academic and general reading modules).

**Writing:** This module includes 2 tasks (of at least 150 and 250 words) and takes 60 minutes to complete.

**Speaking:** The speaking module takes between 10 and 15 minutes.

## II. Text Presentation and Language Points

Lines 1—12

*“The more you learn, the more you earn,” said the pop singer Cyndi Lauper as she accepted her high school diploma — at the age of 35! Although Cyndi made it without a high school degree, most people don’t. In the U.S.A. today, about 75% of jobs require some education or technical training beyond high school degrees; college graduates outearn those without a college education; people with master’s degrees outearn those with only a bachelor’s; and the highest incomes of all are earned by people with advanced degrees. However, more diplomas don’t always mean more money. Many skilled blue-collar workers, salespeople, business executives, and entrepreneurs outearn college professors and scientific researchers. And great athletes and entertainers outearn everyone else!*

### Questions:

- ◆ What did Cyndi Lauper say when she accepted her high school diploma at the age of 35? She said: “The more you learn, the more you earn.”
- ◆ How do you understand “the more you learn, the more you earn”? That means you can make more money if you receive more education.

- ◆ What happens to most people without a high school diploma?  
Without a high school diploma, most people cannot earn more money.
- ◆ What level of education do most of the jobs require?  
Most of the jobs require at least a high school education.
- ◆ What kind of people earn more in most cases?  
Those who receive more education can earn more.
- ◆ Besides education, what makes people earn more?  
Skills and other talents can also make people earn more than others.

1. The more you learn, the more you earn.

This is a structure used to show that two things happen together.

Examples:

- A. The more practice you have, the fewer mistakes you will make.
- B. We'll have to begin our journey early tomorrow; in fact, the earlier, the better.
- C. Actually, the busier he is, the happier he feels.
- D. The more I read the poem, the more I understood it.

2. ...as she accepted her high school diploma.

diploma: a certificate of graduation from a school or college

Examples:

- A. He received a diploma from Harvard in 1978.
- B. She worked hard to earn her music diploma.

3. Although Cyndi made it without a high school degree, most people don't.  
make it: be successful (in one's career, etc.)

Examples:

- A. He failed to make it as a writer.
- B. It's hard to make it to the top in show business.

4. In the U.S.A. today, about 75% of jobs require some education or technical training beyond high school degrees; college graduates outearn those without a college education;...

1) require: need

Examples:

- A. What do you require of me?
- B. They required me to be quiet.
- C. It is required that the instrument should be tested before it is actually used.

2) beyond: outside the range of

Examples:

- A. The car is beyond repair.
- B. Your work is beyond all praise.
- C. They're paying \$100,000 for a small flat — it's beyond belief.

3) outearn: earn more than

Example:

Tom outearns his father.

4) out-: to a greater extent; surpassing, such as outdo, outlive, outnumber

**Examples:**

- A. Jim outlived his wife by five years.
- B. John was unable to outdo his elder brother at tennis.
- C. The teenager outgrew his shoes in four months.
- D. Our army outnumbered the enemy's troops.

5. Many skilled blue-collar workers, salespeople, business executives, and entrepreneurs outearn college professors and scientific researchers.

executive: person or group in a business organization with administrative or managerial powers

**Example:**

I would like to apply for the position of sales executive.

**Lines 13—17**

*But a college education is not only preparation for a career; it is also (or should be) preparation for life. In addition to courses in their major field of study, more students have time to take elective courses. They may take classes that help them understand more about human nature, government, the arts, sciences, or whatever else interests them.*

**Questions:**

- ♦ What is the purpose of college education according to this paragraph?  
On the one hand, a college education is preparation for a career. On the other hand, it is a kind of preparation for one's future life.
  - ♦ What do students learn at college?  
Students take some courses in their major field of study, and some elective courses as well.
  - ♦ What is the purpose of elective courses?  
Elective courses help students to learn more about human nature, government, the arts, science, or something else that is useful in life.
6. But a college education is not only preparation for a career; it is also (or should be) preparation for life.  
career: job or profession

**Examples:**

- A. People choose their careers for many reasons.
  - B. A résumé always includes a description of your career objectives.
7. In addition to courses in their major field of study, most students have time to take elective courses.
- 1) in addition to: as well as; besides

**Examples:**

- A. In addition to giving a general introduction to computers, the course also provides practical training.
  - B. We saw a Mickey Mouse cartoon, in addition to the cowboy movie.
- 2) major as an adjective: greater or more important

**Example:**

- A. Cigarette smoking is a major factor contributing to cancer.
- B. Chicago is one of the major cities of the United States.



major as a noun: a chief or special subject at a university

Example:

She chose economics as her major.

major in: specialize in (a certain subject) at college or university

Example:

Helen majored in two subjects at the University of Maryland.

8. ...or whatever else interests them.

whatever: (used as pronoun or adjective)

Examples:

A. Whatever happens, don't forget to write to me.

B. You can take whatever book you like on the bookshelf.

Lines 18—26

*Going to college, either full-time or part-time, is naturally becoming the next step after high school. Today, more than half of American high school graduates enroll in college. But recent high school graduates no longer dominate the college campuses. Today, it is quite common for adults of all ages to come back to college either for career advancement or personal growth. By 1992, about half of all American college students will be older than 25, and 20% of them will be over 35. Serving this great variety of people are about 3,400 colleges and universities enrolling more than 12 million students.*

Questions:

◆ What is the next step after high school?

For most young people, going to college full-time or part-time is the next step after high school.

◆ What is the percentage of high school graduates studying at college?

More than 50% of high school graduates go to college after high school.

◆ Why is it that high school graduates no longer dominate the college campuses now?

Because more and more adult students come back to college for continuing education nowadays.

◆ Why do more and more adult students come back to college?

They want to learn more for career advancement or personal growth.

◆ What is the probable average age of college students in America now?

The probable average age of college students is over 25 in America.

◆ How many students and colleges and universities are there in the U.S.A.?

There are 12 million students studying in about 3,400 college and universities.

9. But recent high school graduates no longer dominate the college campuses.

1) graduate as a noun: person who has completed a course at a college, school, etc.

Example:

College graduates in China are now ready to accept lower-paid jobs.

graduate as a verb: complete an educational course

Example:

He graduated from Oxford ten years ago.

2) dominate: have power and control over