



**COLLEGE
ENGLISH**

航海类专业适用

大学英语

第二版

—— 读写教程 ——

Reading and Writing

主 编 罗卫华 王海华 鹿学军



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大连海事大学出版社

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Reading and Writing

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《大学英语》(航海类专业适用)系列教材使用五年来,作为国内首套专门为航海类专业编写的大学英语教材,为航海类专业的英语教学提供了全新的解决方案。教材在满足普通大学英语教学要求的基础上,创新性地加入了与海事相关的题材和内容,实现了通用英语和航海类专业英语之间的衔接,体现了前瞻性,并在切实提高高等院校航海类专业学生的英语综合能力,顺利完成从通用英语向航海类专业英语的过渡方面起到了重要作用。

从2011年教材初版发行之日起,我们就开始组织修订工作。在保持原来风格和特点的基础上,此次修订的主要目的是使教程的难易程度更适应航海类专业学生英语学习的实际能力和水平。整个修订是在总结全国使用单位对本教材的反馈意见的基础上,结合教育部高等学校大学外语教学指导委员会制定中的《大学英语教学指南》的指导性意见进行的。

一、教材特色

《大学英语》(航海类专业适用)是一套博采众长且具有开拓意义的大学英语系列教材。在建设多层次、多元化教学目标体系,满足学生个性化学习需求的同时,强调大学英语的主要目的是在高中英语的基础上进一步提高听、说、读、写、译能力,通过大学英语与海事专门用途英语的自然融合,使其工具性得到充分体现。

本次修订继续保持原有特色。本教材针对目前航海类专业大学英语教学发展趋势、航海类专业大学英语学习的规律及特点,以新颖、实用为原则进行编写。编写组就教材设计与编写等相关方面进行了广泛且深入的调查与研讨,在设计与编写中借鉴与采纳了近年来大学英语教学改革的经验与成果,在把握大学英语教学的性质与目标的基础上,遵循分类指导、因材施教的原则,以适应航海类专业英语综合能力培养的要求。

具体特色如下:

- * 主题鲜明,每个单元体现一个主题,密切联系航海类专业学生的未来生活和工作。
- * 选材新,题材广,航海特色突出,内容表现形式多样,信息量大,注重文化内涵,反映时代发展,展现语言魅力。
- * 应用类内容充实,尤其是听、说的输入量高于同类教材。
- * 注重在跨文化交际情境中使用恰当、得体、地道英语能力的培养。
- * 注重由浅入深、由易到难、循序渐进,体现系统性和连续性。

二、编写意义

在教育部高等学校大学外语教学指导委员会制定中的《大学英语教学指南》和国际

海事组织推出的《STCW 公约马尼拉修正案》得以贯彻执行的背景下,随着航海类专业教学改革和大学英语课程改革的发展,航海类专业大学英语的课程与教学体系亟待相应地改革完善,其中,教材建设是一项奠基性的工作。本套教材作为国内首套专门为航海类专业编写的大学英语教材必将为提高航海类专业教学质量,为大学英语教学的特色化发展做出贡献。

三、指导原则

2011 年出版的《大学英语》(航海类专业适用)是以教育部 2007 年颁发的《大学英语课程要求》为依据的。此次修订的主要目的是使教材的难易程度更适应航海类专业学生英语学习的实际能力和水平,从而向建立教育部高等学校大学外语教学指导委员会制定中的《大学英语教学指南》提出的建设多层次、多元化教学目标体系迈进一步,满足学生个性化学习需求的目标。该指南强调大学英语的主要目的是在高中英语的基础上进一步提高听、说、读、写、译能力,同时强调专门用途英语是语言工具性的重要体现。

此次修订充分考虑并吸纳了这些指导性意见,同时参考了 STCW 公约有关船员英语语言能力方面的基本要求,总的指导原则是突出学生交际能力和语言综合应用能力的培养。教材的编写不仅立足于现实,也着眼于未来,还考虑到近年来大学英语教学的进步和广大师生对教学改革的迫切愿望。为了使新编教材能适应 21 世纪经济和社会文化发展的新形势,编者在教学内容和编排结构等方面努力体现现代语言教学理论的新成果,并在编写过程中贯彻实用性、交际性、科学性、前瞻性和趣味性,注重学生听、说、读、写、译五种能力以及思维能力和自学能力的全面提升。

在编写设计上具体遵循以下原则:

1. 实用性原则

教材内容紧密结合学生的实际需要,符合航海类专业学生各阶段的学习特点,强调学以致用。

2. 交际性原则

教材充分考虑语言交际目的,针对航海类专业学生听说能力方面的特点,重视交际能力和语言综合应用能力的培养。同时,教材注重航运背景下的跨文化意识的培养,提高学生对不同文化的理解以及在跨文化交际情境中使用恰当、得体、地道英语的能力。

3. 科学性原则

教材考虑了学生的特点,循序渐进地安排教学内容。教材不过于偏重语言知识或专业内容,而偏重于提高航海类专业学生的英语学习兴趣和其在相关领域的英语交际能力及阅读能力。另外,教材充分利用统计语言学的理论和实践,对难易程度排列次序,对词汇的分布、出现频率以及四六级词汇和海事相关词汇的覆盖率等重要数据进行了技术处理。

4. 前瞻性原则

教材还考虑到中学生英语能力、学习习惯、认知水平、思维方式不断提高对大学英语教学提出的更高层次、更多样化的需求,因此为课堂教学与网络自主学习提供了丰富的立体化资源,以满足新教学模式的需要,从而为学生创建个性化、自主化的学习环境。

四、组织结构

《大学英语》(航海类专业适用)针对大学英语“基础目标”级别设计,供两个学年使用。如果学时和其他教学安排恰当,也可达到“提高目标”级别。本套教材由《大学英语读写教程》《大学英语视听说教程》和《大学英语快速阅读》三套教程构成。每套教程分4册,分别对应大学英语1~4级。每册含8个不同主题的单元,每个单元都有与海事相关的内容。与教材配套的还有教学参考书、MP3光盘及教学课件。

五、使用建议

《大学英语读写教程》每册8个单元,每单元围绕同一主题展开,包含两篇主要阅读文章(其中一篇涉及海事相关内容),达到听、说、读、写、译各项技能有机结合。《大学英语视听说教程》《大学英语快速阅读》与《大学英语读写教程》各单元主题呼应,并通过各类活动与练习提高学生听、说、读、写、译的综合能力。建议在教材使用过程中充分利用网络教学资源,合理安排课堂授课与课下自主学习的内容,同时注重对学生自主能力的培养。每个单元教师精讲材料应约占教材内容的1/3,学生自主学习和合作学习约占2/3。课时安排最低应达到216学时。如果可用课时较少,可以根据实际教学情况适当减少学生活动、小组讨论,可将快速阅读、写作等安排在课外进行,教师以灵活方式进行检查。每套教程的每个单元一般需要6~8学时,教师可以根据实际教学情况灵活安排教学时数。

六、编写人员

《大学英语读写教程》主编为罗卫华教授、王海华教授、鹿学军副教授、张颖秋副教授、李燕副教授、徐瑾副教授,《大学英语视听说教程》主编为罗卫华教授、王海华教授、鹿学军副教授、李燕副教授,《大学英语快速阅读》主编为罗卫华教授和吕弘教授。教材主审为范凤祥教授和夏廷德教授。参与《大学英语》(航海类专业适用)系列教材策划与编写的还有国内外多位专家与教师。本套教材的编委会成员包括来自大连海事大学、大连海洋大学、集美大学、青岛远洋船员职业学院等多所院校的英语教师,他们都为教材的合理使用与教学方法的创新提供了大量建议。Susan Webber Eshleman, Lynn S. Fair 和 John David Redenbach 等外籍专家认真审阅了本教材,并提供了宝贵意见和帮助。在教材使用中,我们希望得到更多院校师生的反馈意见与建议,以便我们不断完善教材,为使用者提供更全面的服务。

编者
2016年5月

编写说明

《大学英语读写教程》是《大学英语》(航海类专业适用)系列教材的重要组成部分。本套教程共4册,每册8个单元,每个单元围绕同一主题展开,以听、说来引出话题,以阅读为主体来深入话题,以写作展开话题,从而达到运用的目的。同时针对航海类专业的需求,每个单元 Text B 的选材都是围绕该单元的话题,选择与海事相关的材料,使学生首先对该主题有一个宏观的认识,然后以航海为焦点,将话题引入航海领域,切实做到英语语言与航海专业的特色相结合。本套教程是适应我国英语教学改革与培养实用型人才的一种探索,是全国首套融合通用英语与专门用途英语的教材。

修订原则

结合全国使用院校的反馈意见,在保持原有风格和特点的基础上,此次修订的主要目的是使教程的难易程度更适应航海类专业学生英语学习的实际能力和水平。同时,进一步更新教材内容,完善教材结构,使其符合新时代航海类大学英语教学的特点和需求。本次修订更换了部分素材,使其更加贴近学生生活,更富有时代感;对课后练习重新进行甄选、评价、结构调整后,再进行更加科学、合理、系统的全新设计,使其总体上趋于简单可操作,语言的交际性及实用性更强。

单元结构

本套教程每册按不同主题分为8个单元,供一个学期使用。各册的体例大体相同,但各有侧重。本册为《大学英语读写教程(第二版)》第1册,每个单元主要由以下5个部分组成:

Part I 读前活动(Pre-reading Activities)以主题为中心,分别以音频、视频、图片及表格等形式进行相关主题的文化输入,激发学生的兴趣,调动他们的积极性,做好阅读前的有效准备。

Part II 主题课文 A(Theme-related Reading Text A)是每个单元的主体阅读文章,突出主题思想,并配有读后的理解、词汇及口语等各种形式的练习。

Part III 主题课文 B(Theme-related Reading Text B)是以海事题材为主,同时体现单元主题的阅读文章,并配有读后的理解、词汇及口语等各种形式的练习。

Part IV 写作训练(Writing Practice)是每个单元集中进行写作指导的部分,其中包含理论及技能的介绍,以及写作实践的指导与演练。

Part V 课后活动(After-class Activities)包括相关主题的知识扩充,并提供相关主题的网址以便学生自主学习,还提供了与主题相关的歌曲、幽默故事、诗歌或绕口令等寓教于乐的内容,使学生在收获知识的同时,也获取乐趣。

主要特色

* 题材广泛,体裁多样,内涵丰富,体现时代风貌与航海特色

在选材上,以主题为线索,结合社会发展与大学生思维特点,融合经典与新近佳作。内容涉及大学生生活、语言学习、人与自然、文化节日、网络世界等多个主题,每个话题下设有两篇阅读,第一篇以主题为中心,第二篇以涉及海事内容的文章展现本单元话题。选文贴近实际,展现社会趋势,哲理深刻,寓意丰富,生动感人,语言优雅,语句流畅,规范地道。

*** 融合多种技能,培养综合素质,提高学生英语应用能力**

本册教程注重培养学生英语运用技能,每个单元读前活动部分都设计了与本单元主题相关的练习,使学生通过视、听、说了解本单元话题,以此导入课文的学习。读后再以口语交际(复述课文和讨论话题)和英语写作训练来深化本话题。此外,读后练习中还有一项拓展练习(Post-reading Reflection Presentation),旨在培养学生调查研究、自我训练等自学能力。每个单元听、说、读、写、练环环相扣,以形式多样的活动使各项技能互为补充,综合训练。同时又能以寓教于乐的方式提高学生的综合素质。

*** 优化练习模式,总结技巧,满足个体需求**

在选材上,考虑到学生的英语基础,阅读内容难度适中,练习题形式多样。其中,构词部分在提供例示之后设计了充分的练习,使学生熟悉这些构词成分,提高词汇理解与扩展的能力。同义词在辨析讲解基础上,安排了针对性的练习。完形填空部分形式多样化,从不同角度对学生进行训练。翻译部分为单句翻译(英译汉和汉译英),注重学生对词语的搭配及用法的训练。写作部分的前6个单元立足于文章段落的写作,对段落的基本知识等内容进行介绍、辅导和训练,再与所在单元的主题相结合,进行主题写作的实战演练;最后2个单元安排了感谢信、邀请函与答复信等实用写作部分。写作部分在各个单元内自成体系,遵循统一框架,每个单元的内容安排从基本知识的输入、相关主题写作的准备步骤到文章的成稿一脉相承。

*** 寓教于乐,生动活泼,激发学生英语学习兴趣**

本册教程设计精细,内容丰富,寓意深刻,生动诙谐,语句优美,耐人寻味,图文并茂,为学生营造一种轻松、愉快的英语学习氛围。其中有简短的视频、新颖的构图、地道的英语朗读录音、启迪心智的画面;练习中有鼓励以学生为主体进行讨论的口语交际,更有Fun Time所提供的歌曲、幽默故事、诗歌或绕口令等,使学生能够在轻松的学习氛围下享受英语语言所带来的无穷乐趣。

*** 提供网络信息来源,体现时代特色,培养学生自主学习意识**

To Know More 为学生提供与单元话题相关的内容,并给出相关网址供学生课后查询,有利于学生利用网络资源进行自主学习。

本册教程由罗卫华、王海华、鹿学军任主编,孙智、佟大明、杨丽娟、支丹、侯春杰任副主编,参加编写的人员有王英力、杨琦、李沿围、王颖、许琳、高琳、孙婷婷、单文博、丛波、陈镇炎、杨慧盛、傅秋香、关长辉。外籍专家 Lynn S. Fair 认真审阅了本教材,并提供了宝贵的意见和帮助,在此表示诚挚的谢意。

编者
2016年5月

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Part I Pre-reading Activities	Part II Theme-related Reading Text A	Part III Theme-related Reading Text B	Part IV Writing Practice	Part V After-class Activities
/34	•Time: You Have as Much as the President! /35	•Getting Along at Sea /46	•Section A Writing Basics /53 •Section B Theme-related Writing /54 •Section C Final Draft /56	•To Know More /57 •Fun Time! /58

Unit 3 The World of Women /59

Part I Pre-reading Activities	Part II Theme-related Reading Text A	Part III Theme-related Reading Text B	Part IV Writing Practice	Part V After-class Activities
/60	•I Want a Wife /62	•Women: Facing a Coalition of Resistance /73	•Section A Writing Basics /82 •Section B Theme-related Writing /84 •Section C Final Draft /85	•To Know More /87 •Fun Time! /88

Unit 4 Man and Nature /89

Part I Pre-reading Activities	Part II Theme-related Reading Text A	Part III Theme-related Reading Text B	Part IV Writing Practice	Part V After-class Activities
/90	•When Nature Is Nurture /91	•A Lot of Bottles: Life on Board the Plastiki /103	•Section A Writing Basics /112 •Section B Theme-related Writing /114 •Section C Final Draft /116	•To Know More /118 •Fun Time! /119

Unit 5 Suspense Story /121

Part I Pre-reading Activities	Part II Theme-related Reading Text A	Part III Theme-related Reading Text B	Part IV Writing Practice	Part V After-class Activities
/122	•After Twenty Years /123	•Who Was the Mysterious Stranger? /135	•Section A Writing Basics /145 •Section B Theme-related Writing /147 •Section C Final Draft /148	•To Know More /150 •Fun Time! /150

Unit 6 Health and Security /153

Part I Pre-reading Activities	Part II Theme-related Reading Text A	Part III Theme-related Reading Text B	Part IV Writing Practice	Part V After-class Activities
/154	•Already Perfect /155	•Seafaring Superstitions & Marine Myth Ritual Explored /168	•Section A Writing Basics /175 •Section B Theme-related Writing /177 •Section C Final Draft /179	•To Know More /180 •Fun Time! /180

Unit 7 Festival and Culture /181

Part I Pre-reading Activities	Part II Theme-related Reading Text A	Part III Theme-related Reading Text B	Part IV Writing Practice	Part V After-class Activities
/182	•A Sailor's Christmas Gift /183	•Christmas at Sea /196	•Section A Writing Basics /203 •Section B Theme-related Writing /208 •Section C Final Draft /210	•To Know More /211 •Fun Time! /212

Unit 8 Virtual World /213

Part I Pre-reading Activities	Part II Theme-related Reading Text A	Part III Theme-related Reading Text B	Part IV Writing Practice	Part V After-class Activities
/214	•Surfing the Web with Nothing but Brainwaves /215	•Social Networking for Safety's Sake /227	•Section A Writing Basics /235 •Section B Theme-related Writing /238 •Section C Final Draft /240	•To Know More /242 •Fun Time! /243

Glossary /245

Appendix Maritime Vocabulary /257

Unit 1

College Life



No man should escape our universities without knowing how little he knows.

— Julius R. Oppenheimer



Part I Pre-reading Activities



I. Listen to the song *Bright College Days* and then discuss with your classmates the question: *What is college life like in the song?*



toast *n.* 祝酒

swig *v.* 豪饮

Chevrolet *n.* 雪佛兰牌汽车

crib *v.* 抄袭

genius *n.* 天才

strife *n.* 奋斗, 努力

II. Look at the following pictures and match them with the words or phrase listed below.



(a)

1. stadium



(b)

2. dormitory



(c)

3. library



(d)

4. Student Activity Center



(e)

5. cafeteria

III. Complete the table with the different points between your high school and college.

Differences	High School	College
Living place	Living at home	Living in a dorm with three classmates
Study methods		
Student relationship		
Educational facilities		
Social activities		

Part II Theme-related Reading *Text A*

How College Is Different from High School

Jennifer Klein and Alicia LaPolla

Students who understand the key differences and learn how to bridge the gap between high school and college should have a greater chance for success.

1 College really is the best time of your life. It is a time to **be involved in** everything your college or university will have to offer. When you reach your 30s, you will likely look back at your college experience and wish you really could do it all over again. College is a time when the “cool kids” disappear. Who you eat lunch with does not **define** you as a person. There is no such thing as “uncool”. Welcome to college, where you are now considered an **adult**.

High School vs. College: Being a First-Year Student/Orientation

2 Being a first-year student is fun! Unlike high school, where your first year is usually filled with anxiety and the **occasional** wrong-classroom **mishap**, colleges prepare first-year students with an orientation that builds a strong link among class members. Attend as many orientation **options** as possible. It will make your college **transition** easier if you already have links with your classmates. Once orientation is over and the upper-class students are back on **campus**, you will find that they are excited to meet the first-year students, and you become very comfortable in the college setting very quickly.

High School vs. College: The Learning Environment

3 Get used to saying “Professor” or “Dr.”. Your teachers are no longer Mr. or Ms. Brown, but Professor or Dr. Brown, and guess what? You are expected to have an opinion! You are no longer a passive learner who just sits and listens to a teacher, **occasionally** writes a paper, and takes a test in which

you are expected to simply repeat what you have learned or been told by the teacher. You will not be provided with notes; rather, you are expected to **figure out** on your own what's important. (Professors are **available** during their office hours for help if what's important is ever unclear.) In college your professors are expecting you to voice your thoughts, and disagreeing with the professor's opinion is considered an interesting **debate**, not bad **behavior**. Class **participation** and providing your own opinion and **analysis** are key to success in the college learning environment.

High School vs. College: Your Social Life

4 **Balancing** academic and social life is difficult. This balance is something that most likely your parents helped you with in high school. Now that you are in college, you can no longer depend on your parents for rules or **academic motivation**. All of these are now in your hands. Being at college can be **socially overwhelming** — a variety of evening and weekend activities are open to you, including lectures, club/organization events, **formals**, **dorm** events, and of course, parties. **In addition**, many students go to schools in a place they have not lived in before, so a lot of time is spent exploring their new **surroundings**. Some students become so involved in social activities that they forget their **academics**. While it is good to explore new surroundings and take advantage of social opportunities, it is important that you cut out time to **focus** on your studies. Some students find it helpful to spend studying time in the school library, where they can focus without any **interruption**. Forming study groups with **peers** from your classes can also be very helpful, as well as agreeing on a daily “study time” with your roommates, when your dorm room will have the atmosphere of the library.

High School vs. College: Culture

5 If you are from anywhere other than a big city, most of your friends are probably a lot like you. You may not all share the same **personality**, but the things you consider “normal” are probably the same. You go to the same type of restaurants as your friends. You and your friends probably share similar ideas of what is fun to do on a Friday night. Until you get to college, it seldom

occurs to you that life could be any different — until you find yourself surrounded by hundreds of students just like you, with very different stories. You quickly learn that “normal” simply doesn’t **exist**. One of the best things about going to college is the chance to **interact** with a wide variety of cultures. Students from the other side of the world and the other side of the country will likely both be living on your dorm floor. Take advantage of this amazing **multicultural** environment that you might never have **access** to again.

High School vs. College: Making Your Own Choices

6 When you are in high school, your parents are often there to stand between you and **temptations**. Once parents are removed from the **equation**, you are left with you and your choices. Just because your parents said you cannot do something does not mean you cannot do it. However, this is where personal choice and **responsibility** come in. Once you are in college in many ways you are considered an adult. You choose how to balance your academic and social life. You make all of your own decisions, and you are **responsible** for the results. You choose whether or not you are comfortable with drinking, drugs and/or sex. Remember that being an adult does not mean you need to figure everything out by yourself. Collecting information about these and other decisions, and talking to parents and friends can help you make these important decisions. Most campuses also have **counselors** and health-care workers available to provide information and a listening ear.

(901 words)

Words and Expressions

(◆符号表示四级词汇, ★符号表示六级词汇)

involve◆ /ɪnˈvɒlv/

vt. to cause to become connected or concerned 使卷入; to have as a necessary part or result 需要, 包含

be/get involved in

to take part in (an activity or a situation) 参与(活动), 陷入(某情况)

define◆ /dɪˈfaɪn/

vt. to be a feature or quality that shows exactly what sb. or sth. is like 显示……的特征; to give the meaning of a word or idea 给……下定义; to explain 解释

adult◆ /ˈædʌlt/

n. a fully grown person or animal 成年人, 成年动物

vs

orientation★ /ˌɔːriən'teɪʃn/**occasional**◆ /ə'keɪʒənəl/**mishap** /'mɪʃəp/**option**◆ /'ɒpʃn/**transition**★ /træn'zɪʃn/**campus**◆ /'kæmpəs/**occasionally**◆ /ə'keɪʒənli/**figure**◆ /'fɪɡə(r)/**figure out**◆**available**◆ /ə'veɪləbl/**debate**◆ /dɪ'beɪt/**behavior**◆ /bɪ'heɪvjə(r)/**participation**◆ /pɑːtɪ'sɪpeɪʃn/**analysis**◆ /ə'næləsɪs/**social**◆ /'səʊʃl/**balance**◆ /'bæləns/**academic**◆ /ˌækə'demɪk/**motivation**◆ /ˌməʊtɪ'veɪʃn/

prep. (*abbr.* = *versus*) used to compare two different ideas, choices, etc. 与……相对

n. a program of welcoming students to campuses 迎新情况介绍; a position or direction 方位, 方向

a. happening from time to time 偶然的, 不经常的

n. sth. that goes wrong 小的意外; a slight accident 轻微的事故

n. sth. that you can choose in a particular situation 可供选择的事物; the freedom to choose 选择(的自由)

n. the act of changing or passing from one form, state, subject, or place to another 过渡, 转变

n. the grounds and buildings of a university or college (大学的) 校园

ad. sometimes 偶然地

vt. to think (sth.) 想(某事物)

to come to understand or discover by thinking 理解, 想出

a. able to be seen, had, used, etc. 可见的, 可获得的, 可用的

n. a discussion in which people or groups state different opinions about a subject 辩论, 讨论

n. the way of treating others, manners 待人态度, 举止; the way of acting or functioning 行为方式, 活动方式

n. the process of taking part in an activity or event 参加, 参与

n. (*pl.* *analyses*) an examination of sth. in detail in order to understand it or explain it 分析

a. connected with activities in which people meet each other for pleasure 社交的; of human society, its organization, or quality of life 社会的

v. to (cause to) have or be given equal weight, amount, importance, or influence (使) 均衡; to (cause to) be steady, esp. in a difficult position (使) 保持平衡

n. a state in which opposite or competing influences are given equal importance or are evenly matched 均势; a state in which all weights and forces are evenly spread, so as to produce a condition of steadiness 平衡

a. being or based on subjects that are taught to develop the mind rather than to provide practical skills 学术的

n. a feeling of enthusiasm or interest that makes you determined to do sth. 动力, 动机