



普通高等教育“十一五”国家级规划教材
普通高等教育“十二五”规划教材

大学英语立体化网络化系列教材

博雅



大学英语教程 1

读写译

黄必康 总主编

College English



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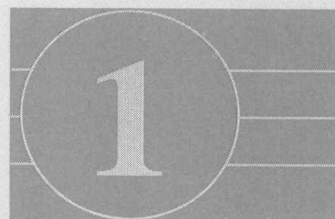


根据教育部《大学英语课程教学要求》编写

Student's Book

COLLEGE ENGLISH

大学英语教程



读写译

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总序

新世纪之初,我国的大学英语教学正面临着一个新的起点:提升英语综合运用能力,走向英语实际运用。这是一个立足于社会现实,尊重语言社会功能的学习视界。知识经济的到来,信息社会的产生,全球化的趋势,多元文化的共存,这些人类现象共同构筑了我们今天的社会现实,而英语作为国际通用语言,正是一个国家或个人有效地参与国际竞争和文化交往的重要工具。而最能表现语言的工具性质的,莫过于在语言的实际运用过程中了。

过去的二十多年,我国的大学英语教学随着改革开放的发展进程取得了显著的进步和成绩。但是,新的社会现实向我们提出了新的学习策略和要求。如果我们用英语实际应用能力,特别是听说能力、语言社会交往能力的标准来衡量,我国大多数的大学生还需要持久的努力。不少学生勤勉刻苦,闯过道道英语考试难关,但在需要应用英语进行交流和学业讨论时却又往往表现不尽人意,甚至一筹莫展。对于我国成千上万的大学生来说,把握英语这门国际通用语言,真正提高英语听力和口语能力,以便在当今这个经济文化日趋全球化的信息社会中最大限度地获得事业的成功和文化思想的乐趣,是他们内心深处最大的企盼,也是他们愿意为之努力奋斗的方向。

面对这样的企盼和强烈的愿望,任何人想要担负起编写一套既符合外语学习的一般规律,又有利于培养学生实际语言应用能力的大学英语教材的重任,都必须慎之又慎。更何况,在过去的二十多年中,优秀的大学英语教材层出不穷,已经为大学英语教学提供了良好的教材选择空间。

但是,大学英语教材的不断更新和建设历来都是促进大学英语教学改革,提高教学质量的先行任务。目前,国家教育部和全国高校外语教学指导委员会坚定推行大学英语教学改革,制定颁布了新时期的大学英语课程教学要求,为新的大学英语教材的编写提供了指导依据,同时也显示了编写新的大学英语教材的必要性和紧迫性。正是在此情势下,北京大学教材建设委员会重点立项“大学英语”教材建设,北京大学外国语学院全力支持,北京大学出版社组织、策划了“大学英语”立体化网络化系列教材的整个编写和出版工作。北京大学、北京师范大学、北京航空航天大学、中国农业大学等院校负责大学英语教学的诸位专家教授义不容辞,汇聚一处,以编写全新的大学英语教材的强烈责任心和使命感,反复认真研究新的教学要求,形成新的教学理念和教材思路。总主编拟定编写大纲和教材总体框架,编写样章,各分册主编组织严格选材,反复琢磨,同时选拔大学英语优秀骨干教师,积极与美国厄湾加州大学寻求合作,共同组成强大的编写队伍,经过持续有序的工作,几易其稿,终于成书,素朴定名为《大学英语教程》,付梓出版,及时奉献给广大师生使用。

本套系列大学英语教材首先推出《大学英语教程》(包括1~6册学生用书和教师用书,共12册),其中1~4册的难度对应教育部《大学英语课程教学要求》中的“一般要求”水准,5~6册达到“较高要求”的水平,此后通过专业英语系列教材的学习达到“更高要求”的标准。同时,我们与美国著名的汤姆森学习出版集团(Thomson Learning)实现合作,由北京大学、北京交通大学、河北师范大学、云南大学等院校英语教学专家改编新型大学英语听说教材《大学英语实用视听说教程》(包括1~4册学生用书和教师用书,共8册),作为《大学英语教程》的听说辅助教材,有针对性地加强培养学生的实用听说能力。全书提供网络版资源和配套光盘。

本套《大学英语教程》系列教材在编写宗旨、教学理念、教学设计原则和网络教学各方面都具有鲜明的特点。

一、编写宗旨

《大学英语课程教学要求》根据我国新的社会需求和文化交流的特点,对我国大学英语教学的总目标、教学模式和教学手段做出指导性调整,明确规定:“大学英语的教学目标是培养学生英语综合应用能力,特别是听说能力,使他们在今后的工作和社会交往中能用英语有效地进行口头和书面的信息交流,同时增强其自主学习能力、提高综合文化素养,以适应我国经济发展和国际交流的需要。”

这一目标突出英语在国内外新的社会生存和发展环境中的工具性特征,强调培养学生在当今信息社会国际交流中的英语语言运用能力,是我国大学英语改革的正确的努力方向。本套《大学英语教程》系列教材的编写以此为宗旨,努力贯彻这一新的教学要求,适应新的时代需求,全面提升我国高校本科大学生英语听说能力,切实有效地培养大学生英语综合应用能力和文化素养。同时,注重培养学生英语听说能力,在方法上不是向听说领先法的简单回归,也不是片面追求交际教学,或忽视阅读和写作教学,而是从实际出发,兼收并蓄,以增强大学生英语听说能力为基本目标,拓展开来,探讨开发适合中国大学生英语学习的各种教学路子。

二、教学理念

我国的大学英语教学具有其特殊的现实:缺乏目标语实用语境,学生群体庞大,起点水平参差不齐,师生比例严重失调,总体缺乏分类指导。在此状况下,我们不应盲目套用某种或某几种外语教学理论,来指导教材编写和教学实践。应充分认识现状,从实际出发,综合运用各种教学理论,重视和总结我国大学英语教学独特的教学经验,走出自己的大学英语教学路子。

在我国大学英语教学的特殊语境中,我国大学英语学习应该是学习者以学习内容主题意义为先导,自觉自主的兴趣学习活动,是一个通过教师在课堂示范指导,重点突破,学生模仿操练,反复认知,模拟实践的有声意识活动,还是一个充分借助现代传播技术和计算机网络技术进行个性化广泛的语言拓展体验活动。是一个由学生对主题意义认知为引导,由有声模仿、形式记忆、内容认知、文化习得、社会交际运用等学习活动组成的反复循环递进的过程。新的大学英语教材必须充分呈现这一过程,避免把语言习得过程知识化和结构化,而应该使学生在语言行为模仿、内容主动认知、语言交际相互促动循环的过程中完成学习任务,形成语言能力,达到文化建构。这是一种以教师为学习主导,以学生为学习主体,实事求是,博采众长的多维立体、互动循环的教学理念。

三、教材设计基本原则

主题型循环原则

以课文主题为组织单元学习的核心,读写译的材料在同一主题的统筹下,主题词汇和语言表达反复呈现,循环印证,强化语言学习的记忆和保持度,促成长期记忆,以此培养学生读写译的综合运用能力。

学生认知型选材原则

选材充分考虑到大学生认知水平发展和学习心理,题材内容贴近大学生生活经验和思维水平,具有一定的文化影响力和思想深度。此外,注重学习材料内容的时代性、新颖性和趣味性,以及语言形式的多样性和准确性。注意各单元、各分册主题内容的系统性和连贯性。选材的难度进阶标准既

考虑现行国家四、六级水平词汇量和语法内容的难度范围因素,又在总体上顾及大学生对知识、主题内容的认知水准,以及未来四、六级考试有关加强听力和口语测试的改革。

自主性练习设计原则

从我国外语教学的实际出发,注重学生自主对语言信息处理的多样性,减少同一性客观型练习,增加旨在鼓励学生自主生成语言表达的主观构成型题型,例如以听带说,读写并联,组建句子,判断正误后改正或改写句子等;同时,尊重外语学习规律,适当引入母语的积极参与。同时,教师参考书中编入每单元的参考教案和教学建议及说明,并提供尽可能详细的参考资料。

四、配套网络教学系统

本套教材的编写与现代信息传播技术紧密结合,配置有现代多媒体教学内容的《大学英语教程》网络版,为学生个性化学习和大量的声像语言互动练习提供保证,形成一个由有声模仿、形式记忆、内容认知、文化习得、社会交际运用等学习活动组成的反复循环语言学习过程。网络版的开发满足立体化、网络化、个性化英语教学和学习的实际需要,建立计算机和课堂教学的英语多媒体教学模式。网络版建设基于如下原则:

1. 完全按照教育部《大学英语课程教学要求》和《网络课程课件评测标准》设计开发。
2. 除提供《大学英语教程》课程完备的教学内容,还提供大量丰富的教学支持资源和灵活的链接,包括教学所需的英语基础知识、与《大学英语教程》相应的听说读写材料和各种实用资源。通过多媒体技术,提供大量音像和多媒体素材,可以在网络上运行。
3. 贯彻教育部新的英语教学改革精神和教学要求,更多强调学生的自主学习。针对学生的个体学习差异,提供个性化的教学环境和开放可扩展的教学内容。应用先进的网络技术,提供师生之间、学生之间多种网络交互手段和交流平台。
4. 为适应起点不一的不同学校的教学环境,提供灵活的设置选项。可以对教学过程进行不同层次和强度的强制学习设置,以督促和检查学生的学习情况。通过对网络范围的设置,可以在教学局域网、校园网和 Internet 远程教育网络中运行,以方便学生根据自己的学习习惯自主学习。

我国英语教学界著名教授李赋宁先生、北京大学著名教授胡壮麟先生担任本套大学英语系列教材总顾问,北京大学外国语学院英语系黄必康教授任总主编,中国农业大学外语系李建华教授任网络版主编。首先推出的《大学英语教程》各分册编写分工为:

- 第一册主编:北京大学外国语学院英语系黄必康教授
- 第二册主编:北京师范大学外国语学院王焱华教授
- 第三册主编:北京大学外国语学院英语系高彦梅副教授
- 第四册主编:北京航空航天大学外语系李养龙教授
- 第五册主编:北京大学医学部外语系孙秋丹教授
- 第六册主编:中国农业大学外语系李建华教授

本套教材由北京大学教材建设委员会列为重点教材建设项目,重点支持。编写过程中我们也得到了各主编所在院校的大力支持和配合,得到了复旦大学、南京大学、中山大学、吉林大学、东南大学、大连理工大学、华南理工大学、东北大学、四川大学、福州大学、重庆大学、云南大学、河北师范大学等院校数十位专家教授的关注和支持,对此我们深表谢忱。我们感谢本套系列教材编写者、几十位英语教学专家认真细致、富有成效的工作,感谢北京大学外国语学院英语系资深教授解又明先生

的指导和对部分稿子的认真审读。我们还要特别感谢美国厄湾加州大学英语系教学中心主任约翰·W·哈洛维教授(John W. Hollowell)、瑞·茨梅曼教授(Ray Zimmerman),他们为本教程在厄湾加州大学现场采编听说材料和录像精心策划,并提供有力的支持,同时感谢厄湾加州大学英文系的 Rebecca Thom, Johanna Wyers, Michelle Cho, Amelia Parkin, Dennis Lopez, Duy Nguyen, Dennise Moore, Molly Donelan 等研究生,他们为本教程听说材料的采编和制作付出了大量的精力和时间。外籍专家 P. Boyd Hales 和 Lyona Hales 审读了大部分书稿,我们也一并在此表示谢意。

中国大学英语改革任重道远,大学英语教材建设未有止境。本套大学英语系列教材既循改革步伐,探索教学新路,缺点与不足乃至谬误之处在所难免。衷心希望得到专家学者的批评指正,听到广大师生的改进意见。

黄必康

2004年3月

编排体例及教学课时说明

一、体例编排原则

本册的编写全面贯彻“主题循环、认知选材、听说先导、自主练习”的总体编写原则,在编排体例方面充分考虑不同院校的教学实际和学生自主学习的需要,力图使本教程达到较高的教学可操作性和灵活性。

二、选材主题范围

针对入校大学生的思想实际和学习兴趣,本册的选材主题范围为:父子情、夫妻情、师生情,以及人生历程和大学教育改革等。

三、单元编排体例及说明

各单元由 Language Skill, Language in Context 和 Toward Productive Language 三个部分组成。各部分教学环节安排及其功用说明如下:

第一部分: LANGUAGE SKILL

本部分为基础语言技能形成阶段,为第二部分的学习打下兴趣和语言基础。其中:

- | | |
|------------------------|----------------|
| Key Words Made Easy | 在主题相关句子中学习主要词汇 |
| Key Expressions in Use | 在主题相关句子中学习主要词组 |

第二部分: LANGUAGE IN CONTEXT

本部分为语言认知、巩固和提高阶段,围绕A课文以教师讲解、课堂讨论、构成性语言练习等方式组织学习活动。其中:

- | | |
|---------------------------|----------------------|
| Reading Selection: Text A | 由双语兴趣和读前活动导入的A课文语言输入 |
| Questions for Discussion | 阅读理解和阐释学习活动 |
| Study and Practice | 词汇练习、句子构成、篇章综合、翻译等练习 |
| Cross-Cultural Experience | 在中西文化信息差并中锻炼跨文化交往能力 |

第三部分: TOWARD PRODUCTIVE LANGUAGE

本部分为语言拓展和输出能力锻造阶段,以B课文为核心展开读写并连、基本写作技能培养等学习活动,其中:

- | | |
|----------------------|-----------------------------|
| Reading Activities | 由双语兴趣和读前活动导入的B课文语言输入 |
| Reading-Writing Link | 读写并连;以笔头形式准确表达阅读理解;自选汉英循环翻译 |
| Writing Awareness | 初级英语写作知识输入 |
| Writing Exercises | 初级英语写作练习 |

四、教学课时安排建议

本册共设8个单元,供周课时4学时、一个学期16个教学周使用,即每两周8课时完成一个单元的教学,第一学期完成第一册,第二学期使用第二册,以此类推,两学年学完本教程的1—4册,达到教育部最新颁布《大学英语课程教学要求(试行)》(以下简称《要求》)规定的“一般要求”(具体教学学时安排见本册《教师用书》中每单元的Unit Overview)。此后第三学年的两学期分别使用第五册和第六册,达到《要求》规定的“较高要求”。对于基础好,学有余力的部分学生,可通过各校开设专业英语选修课的学习,争取达到《要求》规定的“更高要求”。

对于学生入学英语水平较高的院校,可用一周4课时完成一个单元,期中考试后进入第二册。第一学期即可完成第一、二册的教学,第二学期进入三、四册的教学。这样,通过一学年的教学,即达到《要求》规定的“一般要求”。第二学年可使用本教程第五、六册(相应提高英语口语和英文写作要求),一学年达到《要求》规定的“较高要求”。此后进入各校开设的专业英语选修课体系,达到《要求》规定的“更高要求”。

编者

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Unit 1

COLLEGE LIFE

Part I LANGUAGE SKILL

KEY WORDS MADE EASY

A Read aloud the following sentences and figure out what each italicized word means. The clue in the parentheses will help.

1. It's necessary to ensure a smooth *transition* between the old education system and the new one. (passage)
2. The first few weeks on campus are extremely *critical* for all new students. (crucial)
3. The seniors offer some tips on college roommate life and a college campus *survival* guide to the freshmen. (basic)
4. For all his learning, he didn't know how to *tackle* the situation. (handle, deal with)
5. Different living habits are the most common source of roommate *conflict*. (disagreement, argument)
6. Learning about each other's differences and similarities will likely *enhance* your college experience. (improve)
7. Sleeping in and skipping that 8 am class will be *tempting* at times. (allure, attractive)
8. College life is a mixture of social and *academic* happenings. (scholarly)
9. There are a number of resources *available* to help students combat stress. (ready to be used)
10. It is good to *explore* new surroundings and take advantage of social opportunities. (research; examine carefully)

KEY EXPRESSIONS IN USE

A Study the following expressions.

a myriad of

*extremely large number of,
countless*

大量的,无数的

have an impact on

have an effect on

对……有影响;对……起作用

cope with

tackle, deal with

解决;应付

in the event of

in case of

万一,倘若

regardless of

despite; in spite of

不管,不顾

B Read aloud each of the following sentences. See how these expressions are used.

1. You start college with a clean academic slate, along with a lot of independence and a *myriad of* critical decisions.
2. The decisions that you make and the actions you take during this first year of college will *have a major impact on* the rest of your college experience.
3. Find a way to *cope with* homesickness, such as making a phone call or sending some email home.
4. *In the event of* a conflict, you try communicating with your roommates first to resolve the issue.
5. *Regardless of* your outlook when beginning your first year, you may benefit from talking with others who have already made that transition.

PART II LANGUAGE IN CONTEXT

READING SELECTION: TEXT A

新学期伊始,校园里来了一群略带稚气的学子。他们对大学生活充满了好奇,满怀着对新知识的强烈渴望和对未来人生的美好憧憬。人生理想将在这里确立,未来的发展将在这里奠基,美好的生活将从这里开始。面对崭新的学习生活环境,同学们将会遇到许多不适和困难,这是很自然的事情。如何尽快适应大学新生活,为今后的健康成长打下良好的基础,这是每个同学都想知道的。For many college freshmen, transition from high school to college can be quite a new task because everything is new and different. This text provides some tips for you as you move into this exciting time in your life. College is a place where you learn about yourself and the world. Enjoy it!

Preview Questions

Work in pairs or groups, and discuss the following questions.

1. In your opinion, what are some possible ways to live in harmony with your roommates?
2. Going to college is a major milestone in a young person's life. It's the first taste of independence, and most likely the first time one is away from home. After entering college, what differences have you found between high school life and college life?
3. What will you do if you have difficulty adapting to teaching and study skills in college?

How to Adjust to College Life

Randall S. Hansen, Ph.D.

1 Perhaps you were class president in high school. You could have graduated in the

top percentile of your graduating class; perhaps you were even valedictorian. Actually, it doesn't really matter what you did in high school as you make the transition to college.

2 You start college with a clean academic slate, along with a lot of independence and a myriad of critical decisions as you begin the transition into adulthood. The decisions that you make and the actions you take during this first year of college will have a major impact on the rest of your college experience.

3 The first few weeks on campus are extremely critical for all new students. It is during this time that you make critical decisions that will have an effect on the rest of your life. Some of these tips are critical during your first weeks, while the others are meant for longer-term guidance and survival. Whatever you do, be sure to be yourself and try to enjoy your college experience as much as possible.

4 **Learn to cope with homesickness.** It's only natural that there will be times when you miss your family, even if you were one of those kids who couldn't wait to get away. Find a way to deal with those feelings, such as making a phone call or sending some email home.

5 **Don't procrastinate; prioritize your life.** This is the cardinal rule of adjusting to college life and making the most out of that first year, but it's the rule that's also the most easily broken. Whatever you do, don't procrastinate or put off assignments until the last minute. If you wait until the last minute, you won't be able to produce the best product, and your instructor will be able to see that immediately.

6 **Tackle roommate conflict.** Learning to live with someone new can be one of the most challenging aspects of going to college. Different living habits are the most common source of roommate conflict (i.e. neat vs. messy; quiet vs. noisy; early-to-bed vs. up-all-night). To avoid roommate conflict you should communicate your needs and expectations respectfully, while recognizing your own habits that might affect your relationship. Your Roommate Contract is a great way to clarify expectations and enhance communication between you and your roommate(s). In the event of a conflict, try talking with your roommate(s) first to resolve the issue.

7 **Go to class.** Obvious, right? Maybe, but sleeping in and skipping that 8 am class will be tempting at times. Avoid the

percentile /pə'sentail/ *n.* 百分位 *adj.* 按百等分排列的
 valedictorian /ˌvælɪdɪk'tɔːrɪən/ *n.* (毕业典礼时)致告别辞的学生代表

transition /træn'zɪʃən/ -sɪʃən/ *n.* 过渡, 转变 (*transit v.*)

academic /ˌækə'demɪk/ *adj.* 学院的, 理论的, 学术性的 (*academy n.*)

slate /sleɪt/ *n.* 板岩, 石板, 石片 *v.* 铺石板

myriad /'mɪrɪəd/ *adj.* 无数的 *n.* 极大数量 (a myriad of 大量, 许多)

critical /'krɪtɪkəl/ *adj.* 批评的, 决定性的, 危险的; 挑剔的 (*criticize v.*)

have an impact on 对……有影响 (have an effect on)

survival /sə'vaɪvəl/ *n.* 生存

cope with 解决; 应付 (*tackle*)

procrastinate /prə'kræstɪneɪt/ *v.* 延迟, 迁延, 耽搁 (*postpone*)

prioritize /praɪ'ɒrətaɪz/ *v.* 把……区分优先次序 (*priority n.*)

cardinal /'kɑːdɪnəl/ *adj.* 主要的; 深红色的 (*principle*)

assignment /ə'samənt/ *n.* (分派的)任务, 工作; (课外)作业, 功课 (*assign v.*)

tackle /'tækəl/ *v.* 处理; 抓住 (*cope with*)

conflict /'kɒnflɪkt/ *n.* 冲突, 矛盾, 争执

messy /'mesi/ *adj.* 散乱的, 污秽的 (*dirty, sloppy*)

clarify /'klærfaɪ/ *v.* 澄清, 阐明, 使……明晰 (*clear up*)

enhance /m'hɑːns/ *v.* 提高, 加强, 增加 (*enhancement n.*)

in the event of 万一, 倘若 (*in case of*)

resolve /rɪ'zɒlv/ *v.* 决定, 解决, 决心 (*determine*)

tempt /tempt/ *v.* 诱惑 (*temptation n.*)

temptation. Besides learning the material by attending classes, you'll also receive vital information from the professors about what to expect on tests, changes in due dates, etc.

8 **Seek a balance.** College life is a mixture of social and academic happenings. Don't tip the balance too far in either direction. Study hard so you can play hard.

9 **Get involved on campus.** A big problem for a lot of new students is a combination of homesickness and a feeling of not quite belonging. A solution? Consider joining a select group of student organizations, clubs, sororities or fraternities, or sports teams. You'll make new friends, learn new skills, and feel more connected to your school. Stay on campus as much as possible. The more time you spend on getting to know the campus and your new friends, the more you'll feel at home at school.

10 **Strive for good grades.** Remember the words of the opening paragraph; while good grades could have come naturally to you in high school, you will have to earn them in college—and that means setting some goals for yourself and then making sure you work as hard as you can to achieve them.

11 **Take advantage of the study resources on campus.** Just about all colleges have learning labs and tutors available. If you're having some troubles, these resources are another tool available to you. Another idea: form study groups.

12 **Make time for you.** Be sure you set aside some time and activities that help you relax. Whether it's watching your favorite movies or writing in a journal, be good to yourself.

13 **Don't feel pressured to make a hasty decision about a career or a major.** It doesn't matter if it seems as though everyone else seems to know what they're doing with their lives—believe me, they don't—college is the time for you to really discover who you are and what you want to be. It's not a race; take your time and enjoy exploring your options.

14 **Take responsibility for yourself and your actions.** Don't look to place the blame on others for your mistakes; own up to them and move on. Being an adult means taking responsibility for everything that happens to you.

15 **Make connections with students in your classes.** One of my best students said his technique in the first week of classes was to meet at least one new person in each of his classes. It expanded his network of friends—and was a crucial resource at times when he had to miss a class.

16 **Find the Career Services Office.** Regardless of whether you have your entire future

tip the balance 起决定性作用, 扭转局势

combination /ˌkɒmbɪˈneɪʃən/ *n.* 结合, 联合 (combine *v.*)

sorority /səˈrɒrɪti/ *n.* 妇女联谊会, 女学生联谊会

fraternity /frəˈtɜːnɪti/ *n.* 友爱; 互助会, 兄弟会, 男大学生联谊会

strive for 奋斗, 争取

available /əˈveɪləbəl/ *adj.* 可用的; 有效的 (avail *v.*)

make time for 腾出时间(做某事)

set aside 把……放置一旁, 不理睬; 取消, 驳回; 留出 (leave aside)

explore /ɪkˈsplɔː/ *v.* 探险, 探测, 探究; 探讨 (exploration *n.*)

option /ˈɒpʃən/ *n.* 选择 (optional *adj.*)

responsibility /rɪˌspɒnsəˈbɪlɪti/ *n.* 责任 (responsible *adj.*)

expand /ɪkˈspænd/ *v.* 使……膨胀; 详述; 扩张 (contract 反义)

crucial /ˈkruːʃəl/ *adj.* 关键的, 决定性的 (critical, decisive)

at times 有时, 间或 (occasionally)

regardless of 不管, 不顾 (despite)

mapped out, seek out the wonderful professionals in your college's career services office and get started on planning, preparing, and acting on your future.

keep track of 记录;掌握……的线索;保持对……的联系

cut corners 抄近路

cram /kræm/ v. 塞满,填满;猛吃 (crammed, crammed)

adapt /ə'dæpt/ v. (使……)适应;改编 (adaptable adj.)

settle in 安顿下来,适应于新家

17 **Keep track of your money.** If you've never had to create a budget, now is the time to do so. Find ways to stretch your money and avoid all those credit card temptations you'll soon be receiving.

18 **Don't cut corners.** College is all about learning. If you procrastinate and cram, you may still do well on tests, but you'll learn very little. Even worse, don't cheat on term papers or tests.

19 When you follow these suggestions you will certainly adapt to college life quickly, easily and without needing a lot of time to settle in. You will be off and running and should consider these tips as your success guide for settling into college.



Notes

Dr. Randall S. Hansen: CEO of EmpoweringSites.com. He has been empowering people in his entire adult life—to help them better their lives. In fact, empowerment is part of his professional philosophy statement. He is also the founder of Quintessential Careers, one of the oldest and most comprehensive career development sites on the Web, as well as the founder of My College Success Story.com and EnhanceMyVocabulary.com. He is publisher of Quintessential Careers Press as well as a published author, with several books and hundreds of articles. He's often quoted in the media and conducts empowering workshops around the country. Hansen is also an educator, having taught marketing at the college level for more than 15 years. He is the founder and caretaker of EmpoweringRetreat.com.

QUESTIONS FOR DISCUSSION

Discuss the following questions in pairs or groups.

For Comprehension

1. What is the article mainly about?
2. How should we treat the success or honor we have achieved in high school?
3. What's the author's idea about finishing assignments in college?
4. What suggestions by the author are relevant to your study?