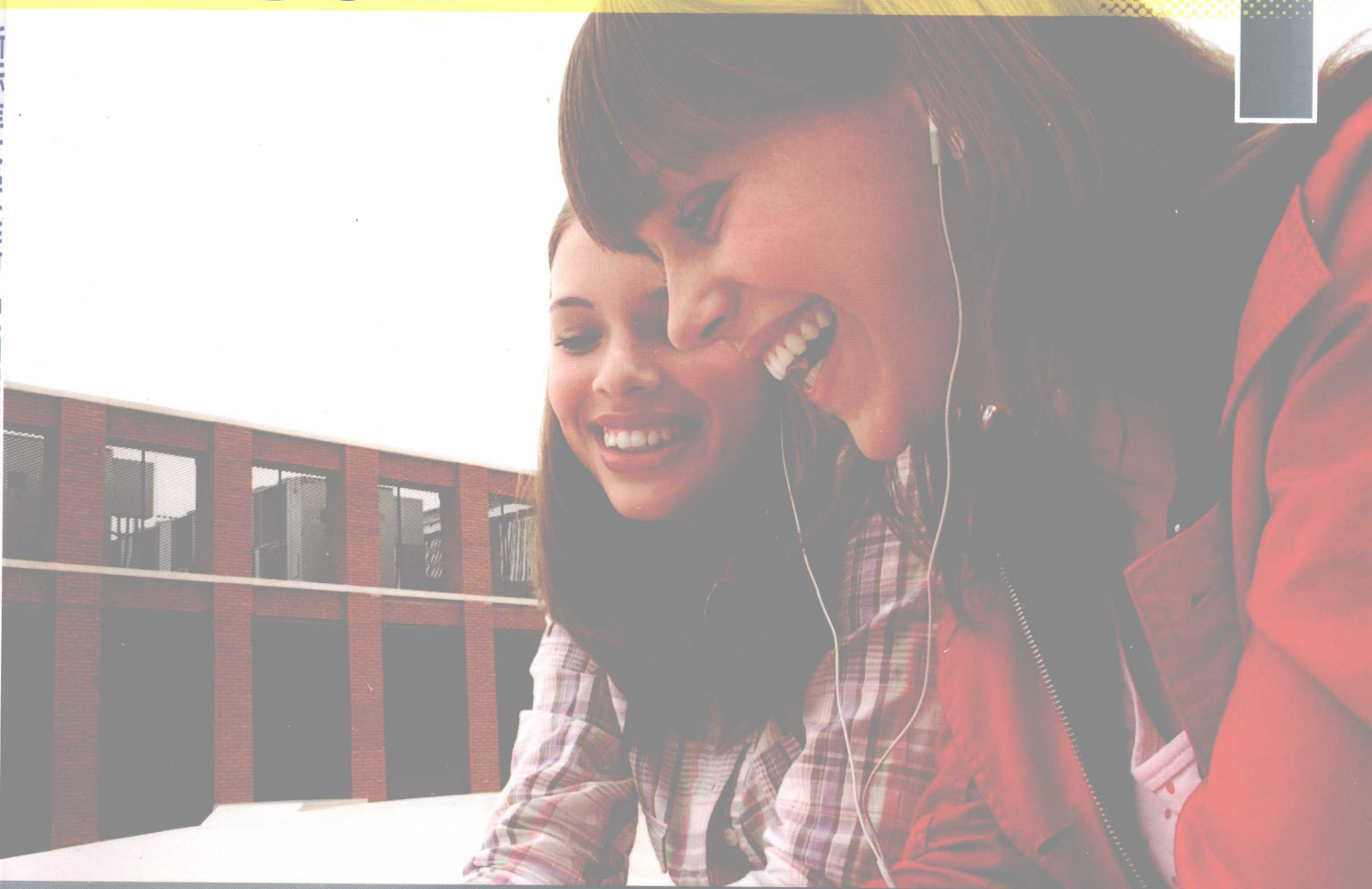


MACMILLAN

综合训练

Real Communication Workbook

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新标准大学英语

NEW STANDARD COLLEGE ENGLISH

总主编：Simon Greenall (英) 文秋芳

外语教学与研究出版社
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新标准大学英语

NEW STANDARD

COLLEGE ENGLISH

总主编: Simon Greenall (英) 文秋芳

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藏书章

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Workbook

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前言

承外语教学与研究出版社与英国麦克米伦出版公司之邀,由中英双方作者组成的编写委员会联合主持编写了《新标准大学英语》这套国际化、立体化系列教材。

自 2005 年项目启动以来,《新标准大学英语》编委会成员密切合作,充分发挥各自优势与专长,就教材设计与编写等相关方面进行了广泛而深入的调查与研讨。在此过程中,我们拜访专家,研究现行教材,到课堂听课,与教师座谈,与学生交流,经过充分调研与反复论证,确定了本教材设计理念与编写方案。2008 年秋,我们在国内选定多所院校进行试用,在认真听取试用院校师生反馈意见与建议的基础上,又对教材进行了调整和完善。现正式出版,与广大高校师生见面。

编写依据

- 一、《新标准大学英语》以教育部颁布的《大学英语课程教学要求》为指导,在设计与编写中力求准确把握大学英语教学的性质与目标,遵循对学生英语综合应用能力培养的要求,贯彻为实现教学目标所倡导的教学模式、教学评估与教学管理等原则。同时,《新标准大学英语》借鉴与采纳了近年来大学英语教学改革的成功经验与教学实践的成果,希望通过新的教材体系与教学理念进一步推动大学英语教学的发展。
- 二、《新标准大学英语》充分考虑与基础阶段英语教学的衔接,满足新形势下的教学需要。自 2001 年起,教育部先后颁布了基础义务教育阶段与高中阶段《英语课程标准》,高中新课程实验自 2004 年开始实施。目前,根据《英语课程标准》“一条龙”教学培养出的中学生正大批升入大学,他们的英语能力、学习习惯、认知水平、思维方式等都已不同于以往入校的学生。这势必对大学英语教学提出更新、更高的要求。《新标准大学英语》在设计中充分考虑了新的教学对象的学习需求,并为教学提供了多种解决方案。
- 三、《新标准大学英语》体现“教师主导,学生主体”的教学思想,充分考虑学生与教师在教学过程中的关系、作用与需求,促进师生的积极互动与共同发展。本着“以人为本”的理念,《新标准大学英语》从教材到网络自主学习平台的设计,从每一教程、每一单元到每一具体语言点的设计,都以学生的学习与发展为根本;同时,在教学内容、教学活动与教学过程的安排中,注重教师的主导作用与师生的互动交流,从而实现在教师的启发与指导下,学生积极地、富有创造性地学习。

教材特色

一、选材内涵丰富,语言鲜活地道,体现社会发展与时代特色

《新标准大学英语》在选材上结合新一代大学生的知识结构与思维特点,主题内容以人与人、人与自然、人与社会的关系为主线,涵盖生活、学习、情感等日常话题及政治、经济、历史、文化、科技等深层问题。所选文章与视频材料注重语言质量、文化内涵、思想深意与创作视角,既有经久传诵的文学佳作,也有风格独特的优美时文。全书语言地道,贴近实际,鲜活生动,折射出社会的发展,也充分展现了语言的魅力。

二、融合多种技能,培养综合素质,提高语言能力与思维能力

《新标准大学英语》在练习与活动设计上注重对学生综合能力的培养。《综合教程》与《视听说教程》主题呼应,相互配合,训练多种技能;同时,每一单元内各板块环环相扣,内容彼此联系,技能互为补充。

前言

丰富的语言材料、形式多样的活动、具有启发性的训练（如 Reading and interpreting, Developing critical thinking 等）既能够培养学生的英语综合应用能力，又能够提高学生的学习策略与创新思维能力。

三、展示多元文化，探讨文化差异，培养跨文化意识

《新标准大学英语》的编者充分发挥中西文化背景结合的优势，在教材中融入世界各国的文化传统、风俗习惯和价值观念，引导学生探讨和鉴别中西文化差异。无论是文化内涵深厚的选材、课文中的文化注释、练习中的文化比较，还是专题文化短篇（Reading across cultures），都在潜移默化地传授文化知识，培养文化意识，提升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。

四、优化教学模式，提供立体资源，构建自主学习平台

《新标准大学英语》贯彻《大学英语课程教学要求》所倡导的教学模式，提供课堂教学与网络自主学习所需要的立体化资源。学生可以根据个人需要，通过多媒体光盘巩固所学知识，通过网络课程拓展学习内容。在网络平台中，学生可以在教师指导下，设定自己的学习目标与进程，选择相应练习，加强语言训练；也可以在线完成作业、参加测试、查询练习记录、与教师或同学进行交流。丰富的教学资源与个性化、自主式的学习环境有助于学生进一步提高语言能力与学习能力。

五、寓教于乐，激发兴趣，创建轻松学习环境

《新标准大学英语》通过对内容与形式的精心设计为学生与教师营造了一种轻松、愉快的教学氛围。其语言材料不但耐人寻味、启迪心智，而且体裁多样、文笔优美，读来让人身心愉悦；教材的版面设计色彩明快、构图新颖、画面生动；所配的声像材料场景真实、表演自然、语音地道。网络平台界面友好、操作方便，使学生在轻松的学习环境中享受学习的乐趣。

六、满足个性化教学需要，促进教师专业化发展

《新标准大学英语》丰富的教学资源给了教师广阔的自主设计与发挥空间，教师可根据学生特点与教学需要组合资源，因材施教。同时，与教材配套的教师用书、教学光盘和试题库为教师提供了全面、系统的教学支持。为促进教学交流，提升教学效果，《新标准大学英语》网络平台为教师管理教学、共享资源、交流信息提供了平台，还开通了教师与编者之间沟通的渠道，使教师在教学中不断提高，在探索中不断发展。

教材构成

《新标准大学英语》针对大学英语“一般要求”设计，包含1-4级，供两个学年使用。每一级设有《综合教程》、《视听说教程》与《综合训练》。与教材配套的还有学习光盘、教学光盘、网络自主学习平台、试题库等教学资源。不同分册、不同媒体间紧密联系，相互支持。

《综合教程》每级10个单元，每单元围绕同一主题展开，包含两篇主要阅读文章与一个专题文化短篇，读、写、译、说各项技能有机结合。《视听说教程》与《综合教程》各单元主题呼应，提供真实、生动的视频与音频材料，并通过各类活动与练习提高学生的听说综合能力。《综合训练》主要配合《综合教程》各单元内容，提供词汇、语法、阅读、翻译等形式多样的语言综合练习，帮助学生加强语言训练，学会活用语言。

教学建议

《新标准大学英语》提供四个级别、两条主线（《综合教程》与《视听说教程》）以及丰富的立体化资源，教师可根据本校教学条件及学生英语水平选择合适的教学材料，进行“分类指导”与“分层教学”；同时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，实施基于计算机网络的教学模式。网络平台中的记录、测试与评估功能还可协助教师进行形成性评价与终结性评价，加强对学生的学习过程中语言应用能力发展的检测。

由于教学条件的差异，教师在教授《新标准大学英语》时必然会采用不同的处理方式与多样的教学方法，也会产生许多有创见的思路与方法。我们鼓励多种教学方法的交流与共享，也将积极提供平台，促进教师之间的沟通，共同探索如何发挥教材特色，优化教学效果，实现在新形势下培养学生英语综合能力、自主学习策略以及综合文化素质的目的。

编写团队

《新标准大学英语》系列教材的中方总主编为北京外国语大学中国外语教育研究中心主任文秋芳教授，英方总主编为国际英语教师协会前任主席、英语教育与教材编写专家 Simon Greenall 教授。《综合教程》主编为北京大学柯彦玢教授。《教师用书》主编为英国华威大学 Martin Cortazzi 教授与英国迪蒙福特大学金立贤博士。

参与《新标准大学英语》系列教材策划与编写的还有国内外多位专家与教师。为确保教材的适用性，我们曾在国内多所高校征求意见，进行试用。本套教材的编委会成员包括来自北京大学、南京大学、中国人民大学、北京航空航天大学、首都师范大学、北京工商大学、山东大学、湖北大学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许多建议。

《新标准大学英语》诞生于我国教育改革的重要时期，是当前大学英语教学改革发展的必然产物，也将为我国大学英语教学注入新的活力，引发新的思考，探索新的标准。在四年多的编写与开发过程中，我们汇集多方意见与建议，凝聚多位专家与一线教师的经验与智慧，在教材内容与形式上进行了探索与创新。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，提供全面支持。

《新标准大学英语》编委会

2009年3月

Introduction

Overview

New Standard College English has a number of important principles:

- it presents a balanced approach between language knowledge and language skills, so that the students not only learn about English, but also learn how to use their knowledge in interactive situations
- it develops effective communication strategies by integrating the language skills of reading, writing, speaking and listening in a holistic way, which reflects real-life language use
- it encourages the development of intercultural awareness, to allow the students to use their language knowledge and skills with speakers from different cultures
- it promotes a learner-centred approach, where the students are encouraged to personalize the process of language acquisition, to make best use of the resources within their classroom as well as online, and to develop learning strategies which are most appropriate to their personal requirements and circumstances
- it exposes the students to the variety of language which is spoken and written in everyday situations today
- it develops critical thinking, which encourages the students to look beyond the passages and consider the broader implications of what they have read or listened to

Components and course organization

There are four levels for *New Standard College English* to be used over the two years of English language instruction. Each level contains:

- Real Communication: An Integrated Course Student's Book
- Real Communication: Listening and Speaking Student's Book
- Real Communication: Workbook

- Real Communication: An Integrated Course Teacher's Book
- Real Communication: Listening and Speaking Teacher's Book

The Listening and Speaking course contains video and audio passages. The whole course is supported by an online version, which will both enhance the textbook version and include specially written material.

Each Student's Book contains ten units, and each unit contains a single broad theme, such as starting out at college, learning to think, communication, feelings and emotions, popular science, travel etc. As the Integrated Course book is designed to be used alongside the Listening and Speaking book, the themes are the same in both books.

Course design and syllabuses

The course design adopts a multi-syllabus approach appropriate to the university students and teachers.

The syllabuses include:

- themes, chosen for their interest and relevance to university students studying in China, but who have a desire to learn about countries and cultures around the world
- lexis, guided by the wordlist in the College English Curriculum Requirements (CECR) and supported by the *Macmillan English Dictionary for Advanced Learners* (2nd edition, 2007)
- grammar and sentence patterns, presented in the context of the passages
- skills: reading, listening, speaking, writing and translating
- pronunciation, focusing on particular areas of difficulty for Chinese speakers of English
- intercultural awareness, through exposure to a wide variety of international issues as well as the linguistic and non-linguistic conventions, customs, traditions, attitudes and beliefs of cultures from all round the world

Unit organization

Real Communication: An Integrated Course

The unit follows a basic pattern:

Starting point introduces the unit theme by a variety of speaking activities, including questionnaires, discussion points and famous quotations.

Active reading (1) contains the first main reading passage and focuses on the words which should be learnt either for receptive or productive use. There is preparation for reading and prediction work, a while-reading activity, and a **Language and culture** box with information about cultural references in the passage which may be unfamiliar to the students.

Then there is a series of stages which focus on:

- **reading and understanding**, in which the main ideas and detailed meaning of the passage is explored
- **dealing with unfamiliar words**, where there are three types of words and activities. The words in the tinted vocabulary box are words which are prescribed by the CECR wordlist, and the activities which accompany them are designed to explore their meaning and form. There are also lexical sets in the vocabulary box which are related to the topic. The final type of words are those which are beyond the required level, but which need to be understood in order to be able to understand the main idea of the passage. The accompanying activity encourages the students to develop skills to deal with unfamiliar words, both within and beyond the passage
- **reading and interpreting**, in which aspects of inference, style, and writer's purpose are examined
- **developing critical thinking**, a series of questions which develop the ideas presented in the passage, and encourage independent thinking

Talking point is a short section where the unit theme is further explored by an opportunity for less intensive discussion and interaction.

Active reading (2) contains the second main reading passage, and covers the same stages as in Active reading (1). The passage explores the unit theme from a different perspective and is written in a different genre from the passage in Active reading (1). This ensures that the students are exposed to a variety of viewpoints and genres.

Talking point occurs again, and serves a similar function to the first Talking point.

Language in use is designed to explore aspects of grammar and complex sentence patterns which are presented in the two reading passages. There may also be extra information about particular words or expressions, or some work on collocations. The section finishes with translation from and into Chinese.

Reading across cultures contains a passage which shows an aspect of cultural life, customs or behaviour in a country or culture other than China, and with which the students may not be familiar. There are comprehension questions and questions which provide an opportunity for the students to compare the culture shown in the passage with their own culture.

Guided writing uses the passage in Reading across cultures as a model for writing practice. Aspects of language which are commonly found in written English, especially academic writing, are explored, and the section finishes with an activity designed to help the students perform a new and unique piece of writing which practises the aspects of language explored earlier.

Unit task provides a task which allows the students to review all the language skills they have encountered in the whole unit.

Unit file is a summary of the language points and skills presented in the unit.

Real Communication: Listening and Speaking

Starting point is a pair- or group-work activity which introduces the unit theme.

Inside view provides listening practice by means of

Introduction

a video story of three students, Mark (English), Kate (American) and Janet (Chinese) at the University of Oxford in England. Filmed on location in Oxford, it shows their typical lives, interests and concerns, and provides an insight into the university and the city. There are comprehension activities and a **Language and culture** box to explain unfamiliar cultural references. **Everyday English** highlights some of the words and expressions which are very common in spoken, contemporary English, and which may be difficult to understand. The section ends with a guided functional dialogue, with a box of useful functional expressions, taken from the video story as references.

Talking point is a pair- or group-work activity which remains close to the unit theme, but allows a change of pace in the lesson.

Outside view uses short extracts from video material in which the English is authentic and roughly graded to the students' level. The accompanying activities are designed more to enable the students to understand the main ideas, rather than to check detailed comprehension. There is a section for **Developing critical thinking**, with a similar intention to the ones in the Integrated Course.

Listening in contains two listening passages which provide further practice listening to roughly graded material. As with Outside view, the intention is to expose the students to language which may be slightly higher than their present level of English, but which will prepare them for listening and understanding in real-life contexts. This section finishes with a **Developing critical thinking** activity too.

Presentation skills includes advice on techniques for giving effective presentations, as well as a box of functional expressions. The main activities lead the students to give a presentation related to the unit theme.

Pronunciation focuses on the specific points in pronunciation, stress and intonation which cause Chinese speakers of English difficulty, and includes aspects such as linking sounds, stressed words, and sense groups.

Unit task contains a task which allows the students in pairs or groups to review all the language skills they have covered during the unit.

Unit file is a summary of the language points and skills presented in the unit.

English in 21st-century China

"If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people."

The Chinese proverb is equally well-known in English. *New Standard College English* plans for a lifetime of learning by promoting best practice in language teaching and quality education.

The course aims to encourage the students to enjoy using English and to develop a sense of progress and achievement in their learning.

Secondly, it sets a new standard for English language teaching in Chinese universities. It stands as the sum of our knowledge about English in the 21st century, about language teaching methodology, about how to choose content which reflects the interests of university students, and about how to bring all these features together in an attractively designed, state-of-the-art textbook.

Above all, *New Standard College English* lays the foundations of educating a lifetime of English users in China, which will encourage their membership of the worldwide and intercultural English-speaking community. It invites the students to reach beyond their university, beyond their region and beyond China itself, and to join an international community where English is used both as the language of commerce, economics, entertainment, culture and politics, and as a means to promote international understanding and peace.

Simon Greenall

Co-editor in chief

New Standard College English

《新标准大学英语 综合训练》编写说明

本书是《新标准大学英语 综合教程》的配套用书。本书的编写以《大学英语课程教学要求》为指导，遵循“以人为本”的教学理念，注重对学生语言综合应用能力、跨文化交际意识以及创造性、批判性思维的培养。

本书配合《新标准大学英语 综合教程》提供更多语言训练，将语言知识重点及难点通过各种语境，以不同的练习形式呈现，让学生反复操练，以达到灵活使用、逐步内化的目的。

《新标准大学英语 综合训练》包括 1-4 级，每级 10 个单元。每单元主要内容如下：

Vocabulary and structure (词汇与结构训练)

本部分练习题型灵活多样，考查学生对积极词汇及重要句型的活用能力：通过多项选择、词形转换、词汇替换、词语搭配、选词填空等题型训练词义辨别、词汇用法、介副词搭配等方面的内容，并通过句型转换、连词成句等练习巩固课堂所学的句式和结构。

Reading (阅读理解训练)

本部分是对课文主题理解的加深与拓展，也是对阅读技能的进一步强化与提高：除提供《综合教程》Active reading 两篇课文的补充理解练习外，还增加两篇阅读文章。课文补充理解练习主要涉及篇章结构和部分细节理解。两篇阅读文章则紧扣单元主题，精彩生动，向学生传递多元文化以及鲜活的语言表达，并配有灵活多样、实用有效的阅读练习。

Integrated skills training (语言综合技能训练)

本部分包含多种综合语言练习，设计新颖，题型多样，从语法句式到谋篇布局，训练学生综合运用语言的能力。本部分的翻译练习是对《综合教程》翻译部分的补充训练，旨在提升学生的翻译技巧，强化语言活用，增强文化意识。

本书最后提供所有练习的参考答案，供学生自学自查之用。

《新标准大学英语 综合训练》内容丰富、练习多样、设计灵活，体现了“新标准大学英语”系列教材语境生动、语言地道、注重综合能力与文化素养的整体特色。本书作为《综合教程》的有力补充，能够帮助学生消化和巩固课堂所学的语言知识，打下扎实的语言功底，培养良好的学习习惯，从而一步步提高语言应用能力、跨文化交际能力和综合文化素养。

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Answer Key

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Starting out

Vocabulary and structure

1 Form compound nouns with the words in the box.

dancing hall jacket sport year

- | | |
|------------------|-----------------|
| 1 ballroom _____ | 6 team _____ |
| 2 dining _____ | 7 lecture _____ |
| 3 gap _____ | 8 folk _____ |
| 4 book _____ | 9 extreme _____ |
| 5 leather _____ | |

Compound nouns are nouns made up of two or more words, eg *university student*. In this example, the first word describes the second word.

2 Complete the sentences with the correct form of the compound nouns you formed in Activity 1.

- _____ such as basketball and rugby have always been very popular with students.
- The _____ showed a picture of an Oxford University college.
- Students who are late should sit at the back of the _____.
- Alice signed up for the _____ club because she was interested in waltz.
- During my _____, I spent three months travelling around Australia.

3 Underline the correct preposition or adverb to complete each sentence.

- Our tutor said he would run *in / through / on* the explanation again if we wanted.
- I was walking to the lecture hall when I ran *into / after / up* my friend Tina, who I thought had gone away for the weekend.
- It's easy to run *out / up / in* large debts while at university.
- I was revising for my exams at two in the morning and realized that I had run *out of / into / by* coffee.
- Can I run an idea *at / on / by* you? I'd like to know what you think.
- The librarian ran *on / after / along* Max with the library book, which he had left on the desk.
- My brother got run *at / over / across* in his first few weeks at university. Fortunately, he was not injured too badly.
- He was unhappy as a teenager and had run *out / through / away* from home several times.

4

Read the information.

Word formation

Adjective	Prefix meaning "not"	Opposite adjective
friendly	<i>un-</i>	unfriendly
complete	<i>in-</i>	incomplete
regular	<i>ir-</i>	irregular

Now form the opposite adjectives of the words.

- 1 informed _____ 6 pleasant _____
 2 impressed _____ 7 capable _____
 3 adequate _____ 8 intelligent _____
 4 complicated _____ 9 rational _____
 5 responsible _____

"Ir-" is used before
adjectives beginning
with "r".

5

Replace the underlined words with the adjectives you formed in Activity 4. You may need to make other changes.

- The interviewers were not impressed by the student's performance.
- The students did not behave pleasantly towards the newcomer.
- I'm not capable of understanding higher mathematics.
- The explanation was not complicated and easy to understand.
- Students can sometimes be not responsible.
- "That's not an adequate explanation," my tutor said. "Try again."
- "Your explanation is not rational," he continued. "Think harder!"
- I agreed that it was not an intelligent thing to say.
- I felt that the last part of the book was not important, so I didn't read it.

6

Complete the paragraph with the correct form of the words and expressions in the box.

admiring admissions office attitude background chat determined
 get to know queue study late into the night textbook

I left the library pleased that I had found the (1) _____ I had been looking for, went to the dining hall and joined the long (2) _____ for lunch. Although it was only my third day at university, I (3) _____ five or six people and was pleased to find myself next to Terry, a boy I had met on my first day. We started (4) _____ and he reminded me that we needed to go to the (5) _____ to collect some documents. He told me that he (6) _____ and the girl next to him looked at him (7) _____. It was clear that Terry had a very responsible (8) _____ to work, but I found myself wondering if he was working too hard. We had lunch together and he told me that his family (9) _____ was very academic. It soon became clear that he was (10) _____ to become as successful as his parents in the academic world.

7**Underline the correct word or expression to complete each sentence.**

- 1 We met a group of *undergraduates* / *graduates* who were celebrating the fact that they had got good *grades* / *degrees* at the end of their four years at university.
- 2 Everyone agreed that the university *rules* / *laws* were very fair.
- 3 I'm glad that I won't have to *take* / *pass* any exams until March.
- 4 Realizing that he was late, Max *speeded* / *rushed* down the corridor towards the lecture hall.
- 5 Many of the students were very *nervous* / *frightened* about whether they would make friends.
- 6 Often in lectures I write notes so quickly that afterwards I can't read my *print* / *handwriting*.
- 7 The tutor was surprised that the freshers were so *ignorant of* / *sure about* the university's history.

8**Rewrite the sentences using *with* / *without*.**

- 1 She is an experienced tutor. She has a lot to say about students' problems in their first few months at university.

- 2 The admissions officer turned his face to someone else. He didn't answer my question.

- 3 The girl I was sitting next to at lunch was blue-eyed. She had long blond hair that almost reached her waist.

- 4 Anna walked confidently into her hall of residence. Her best friend was beside her.

- 5 He spoke loudly. He didn't consider whether he was actually answering the question.

- 6 My tutor is a kind man. He does not have the cold manner that Oxford tutors sometimes have.

9**Complete the paragraph with *a* / *an* / *the*.**

I have (1) _____ monthly allowance from my parents, but I've spent most of it already and it's only (2) _____ third week of the term. (3) _____ biggest cost I have is textbooks. For example, (4) _____ textbook I'm reading at (5) _____ moment costs £40. But I've also spent (6) _____ great deal of money on things which I don't really need, such as clothes. For example, at (7) _____ end of Freshers' Week I went out with (8) _____ new friend I'd made. She is (9) _____

Londoner and Londoners tend to spend money on clothes. She persuaded me to buy (10) _____ absolutely gorgeous dress, although I knew I had only (11) _____ little of my allowance left. It was (12) _____ really stupid thing to do. Yesterday when I went to (13) _____ bank, (14) _____ bank clerk told me that I was overdrawn and that I only had (15) _____ very small amount of money left – (16) _____ fact I knew already, of course. I immediately rang my parents and asked them if they could increase my allowance, but they refused. My mother said, “Darling, you’re (17) _____ university student, you’ve got to learn to live on nothing!” So (18) _____ only thing I could do was borrow some money from (19) _____ friend I went shopping with! What (20) _____ idiot I was! I’ve learnt (21) _____ lesson I won’t forget.

Reading

1

Read the passage *Diary of a fresher* and complete the sentences.

- 1 The writer’s mother is short of breath because _____.
- 2 The writer’s father leaves the room because _____.
- 3 The writer stops feeling hungry because _____.
- 4 Sophie realizes that the writer has just got up because _____.
- 5 The writer is impressed by Sophie because _____.
- 6 The writer signs up for four clubs because _____.
- 7 The writer’s brother has tried to rent out the bedroom because _____.
- 8 The writer is not sure what happens to her dirty clothes because _____.
- 9 The writer wants her mother to ring on Friday because _____.
- 10 The writer’s mother phones every day because _____.

2

Read the extract from *Tis: A Memoir* and choose the best way to complete the sentences.

- 1 The writer feels he’s in heaven because he _____.
 - (a) has read Dostoyevsky and Melville
 - (b) is at NYU
 - (c) is going to take the Introduction to Literature course
 - (d) is very interested in the history of education in America
- 2 The writer doesn’t ask any questions because _____.
 - (a) people would start to guess where he’s from
 - (b) people laugh at him when he speaks
 - (c) his American accent doesn’t work
 - (d) the class would stare at him because he’s Irish

- 3 The Pilgrims' ideas about education _____.
 (a) took a long time to form
 (b) were about a different way of seeing the world
 (c) were new and exciting
 (d) were formed by the Reformation
- 4 The writer feels confused by _____.
 (a) the amount of information the professor is giving out
 (b) the other students' questions
 (c) the fact that the English persecuted the Irish
 (d) the fact that the women are busier scribbling than the men
- 5 The writer wants to impress a girl with _____.
 (a) how much he knows about Dostoyevsky and Melville
 (b) how clever he is
 (c) how much he knows about the history of education in America
 (d) how attractive he is

3 Read the passage.

Freshers' Week

Hi folks,

Welcome to St Bedes College. I'm Kathy Macmillan, President of the Students' Union, and I'm in my third year, reading Physics. I'm also responsible for organizing Freshers' Week social events this year, so you can blame me if you have a bad time.

Freshers' Week is a great way to kick start your life at uni. Use this week to relax, make new friends, meet the staff, and discover Bedes and the area around it – that's quite a list!

Be sure to look out for our Students' Union representatives as they'll show you where you are staying on campus and help you settle in – they're the guys in red T-shirts. The Students' Union is the social centre of the university, so don't make the mistake of missing the Welcome Party there on Saturday evening and be sure to wear your party gear.

On Sunday we've prepared a fabulous sports tournament for freshers versus undergraduates to

help different years get to know each other. Then prepare yourself for Band Night in the Students' Union with the Shanghai Blues, a fantastic pop group from (you've guessed it) Shanghai!

On Monday, at the Freshers' Fair you can join the different societies at St Bede's – the Debating Society is one of the best. We all want something for nothing, and there'll be free T-shirts, posters, and caps. You can also join a sports club. Last year our rowing eight won first prize at the Bede's Regatta.

On Tuesday, lectures start for some and for the rest it's interviews with your course leaders and academic tutors. But be ready for our Full Moon Party and a dip in the river.

Other events are listed on Students' Union noticeboard and if you've got any problems, email me at kathymacmillan@bedes.net.

Have an awesome Freshers' Week and an unforgettable start to your university career!