



新标准高职英语专业系列教材

应用英语综合

INTEGRATED COURSE

教师用书

主编 邹 申

应用英语综合 1

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前言

为适应行业发展和国家产业转型升级对高技能英语专门人才的需求,上海外语教育出版社组织外语教育专家编写了“新标准高职英语专业系列教材”。教材按照“高职高专英语教学文件”(下面简称“教学文件”)中对英语类专业的培养目标、素质结构和能力结构的要求编写,着重培养学生在新时代背景下生活和工作所需的英语语言应用能力和跨文化交际能力,兼顾相关职业素养和人文素养的提高。

作为该系列主干教材的组成部分,《应用英语综合》严格按照教学文件中的原则和精神编写,在编写宗旨、单元设计、材料选择、课堂活动和课堂练习的设计上力图忠实地诠释教学文件中的各项指标。

一、编写总则

1. 以教学文件为准则,以先进的外语教学理论为指导,采用灵活、多样的教学方法和手段;
2. 大力提倡以学生为中心的教学理念,积极创造宽松、友好、融洽的课堂学习环境,充分调动学生的学习积极性,增强学生的自信心,培养学习兴趣;
3. 在教学过程中做到“四个结合”:语言知识与语言技能相结合、单项技能与综合应用能力相结合、语言教学与文化传授相结合、课堂教学与自主学习相结合;
4. 注重培养学生的语言应用能力、学习策略和综合文化素养;
5. 读写为主,听说为辅;以职场交际为最终目标,突出职业能力的培养。

二、选材要求

内容要具有时代性、人文性、基础性和实用性,体现职场交际特色。材料语言内涵丰富,主题贴近时代和学生学习生活。

三、练习特点

1. 形式多样,有新意,注重情景化;
2. 鼓励课堂师生互动或学生间互动;
3. 在练习过程中融合语言能力的训练和语言知识的强化。

四、教程架构

本教材共分三册,每册包含学生用书、教师用书。每单元教学量为8课时。

五、单元框架

学生用书		教师用书
READING	Text A: Before Reading Reading After Reading Oral work	Background Information Text Analysis New Words and Expressions Language Study Reference Answers Translation of Text A
	Text B: Before Reading Reading After Reading Oral work	Background Information New Words and Expressions Language Study Reference Answers Translation of Text B
WRITING	Explanation Assignment	Reference Answers
INTEGRATED EXERCISES	Public Speech Training Dictation Vocabulary Study Grammar Focus Translation Classroom Interaction	Reference Answers

六、教师用书指南

教师用书除提供练习答案外，还具有以下特点：

1. 每个单元含有背景知识(Background Information)。这部分主要根据每个单元的主题，提供相关的信息和知识，以协助教师在课堂教学中拓宽学生的知识面和提高人文素养。

2. 每个单元针对Text A提供了课文分析(Text Analysis)。此部分由四块内容组成：课文小结(Text Summary)、课文结构(Text Organization)、写作特色(Text Features)和重难点句讲解(Key Sentences)。课文小结板块以凝练的语言道出课文的主题思想和核心内容，帮助教师高屋建瓴地把握文章的大致框架；课文结构板块勾勒出课文的行文脉络，并给出各个篇章段落的主要内容；写作特色板块主要讲解课文的修辞手段，包括句法和词汇特色。重难点句讲解板块以点带面，从剖析重点句、难句的语法特征着手，引出相关语法点的讲解和例证。

课文分析部分采取由上至下的文本解剖模式，引导教师更全面、深入地讲解课文，是教师用书的核心板块。

3. Language Study部分主要讲解New Words and Expressions中词汇的扩

展意义，以扩大学生的词汇量。比如，litter 在New Words and Expressions中意为rubbish（垃圾）。在Language Study中我们介绍了litter的扩展释义，比如：

1) an untidy collection of things lying about 乱七八糟

e.g. a litter of sleeping bags on the floor

He was surprised to see his room in such a litter.

2) a number of young animals born to an animal at one time 一窝(仔畜)

e.g. a litter of five kittens five young at a litter

4. 课文处理采用“三段式”教学模式：Before Reading, Reading和After Reading。Before Reading旨在通过小组活动的形式，激活相关经历和知识，以提高学生对单元主题的兴趣。Reading的目的是培养学生的阅读技巧和提高阅读理解能力。为了帮助学生掌握正确的阅读方式方法，编写者在课文的右侧设计了提示性问题。提示性问题包括细节题、文章结构题、词汇题和评价题等，其目的是启发学生的求知欲望，提高阅读好奇心和兴趣；在问题的引导下去寻找答案，使阅读过程成为一个有目的和有意义的活动。After Reading部分包括不同类型的阅读练习，用于检查学生的阅读理解效率。Before Reading, Reading和After Reading三个部分组成一个阅读教学有机体，循序渐进地培养学生的阅读能力。

虽然本系列教材以读写为主，但是编写者仍然在每篇课文后设计了一个口语活动(Oral Work)。该部分是一个扩展性教学活动：即教师围绕课文内容，在课堂上组织学生开展各种口语活动（小组讨论、角色扮演、大班演示等），以巩固和运用已学内容和技能。

5. 每单元包括写作部分：第一册以讲解句子为主，第二册侧重段落和应用文写作，第三册主要教授各种类型短文的写作技巧。学生用书的写作部分讲解和练习并重，教师用书包括附加解释。

6. 每单元包括综合练习(Integrated Exercises)：综合练习包括听力、口语、语法、词汇、翻译等方面。口语训练主要体现在Public Speech Training和Classroom Interaction。Public Speech Training是贯穿本系列教材的一项练习，它采用循序渐进的方式培养学生的口语基本功、表达能力等。第一册侧重单词、词组和句子的朗读(语音、语调、句子重音/重读等)；第二册着重训练学生的短文朗读技巧(语音、语调、句子重音/重读、节奏等)；第三册简单介绍公共演讲的基本技巧以及跨文化交际技能。

Classroom Interaction是一个集口语、听力为一体的综合性练习，突出语言的实用性和应用性。

Grammar Focus注重语法知识的运用。第一册主要培养学生对英语句子的正确认识和运用能力。第二、三册则侧重段落和篇章层面上语法知识的运用。

Translation练习的难度采取螺旋式上升方式，从易到难。第一册和第二册的汉译英均为句子翻译，第三册为段落翻译。

《应用英语综合》的编者具备深厚的理论语言学、二语习得及外语教学理论功底，同时长期在英语教学一线工作，有着丰富的教学经验。愿本教材能以其时代性、人文性、基础性、实用性以及职场交际特色，为推动我国高职英语教学改革助一臂之力。

主编 邹申

Contents

UNIT 1	UNIVERSITY LIFE	1
	TEXT A Ali Goes to University	1
	TEXT B How College Is Different from High School	10
	WRITING	16
	INTEGRATED EXERCISES	18
UNIT 2	MEMORIES	24
	TEXT A The First Day of Middle School	24
	TEXT B The Brewer's Son	35
	WRITING	46
	INTEGRATED EXERCISES	48
UNIT 3	HUMAN LOVE	53
	TEXT A The Greatest of These	53
	TEXT B Working Christmas Day	64
	WRITING	76
	INTEGRATED EXERCISES	79
UNIT 4	TECHNOLOGY	85
	TEXT A Mobile Phones	85
	TEXT B Trains: Past, Present and Future	101
	WRITING	110
	INTEGRATED EXERCISES	113
UNIT 5	LANGUAGE	119
	TEXT A Why the British Are So Bad at Foreign Languages	119
	TEXT B The Meaning of Words	133
	WRITING	142
	INTEGRATED EXERCISES	145
UNIT 6	PEOPLE AND SOCIETY	150
	TEXT A The Language Was Universal	150
	TEXT B Severing the Human Connection	164
	WRITING	176
	INTEGRATED EXERCISES	179
UNIT 7	COMMUNITY	184
	TEXT A What Community Really Means	184
	TEXT B Sidewalks Can Make a Town a Neighbourhood	195
	WRITING	204
	INTEGRATED EXERCISES	206
UNIT 8	ENTREPRENEURSHIP	212
	TEXT A Hunks of Junk	212
	TEXT B Ten Keys to Success	226
	WRITING	236
	INTEGRATED EXERCISES	238

1

University Life

TEXT A Ali Goes to University

BEFORE READING

The purpose of this section is to arouse students' interest in the theme of the unit and to reactivate their relevant background knowledge or to recall their personal experience so as to better prepare them for the succeeding tasks.

The pictures provided show students' first day at the university. Ask students to describe and compare the two pictures.

Before reading activities can be organized as group work so that students share with each other their own experience on the first day of university life. The following table is for teachers' reference.

My First Day at the University	
What I did	How I felt
Arrived with my parents/grandparents/relatives; Went to the dorm and cleaned my bed and desk; Registered in the Department/School; Had a walk around the campus and went to find out where my department/school/classroom was; ...	Excited, nervous, curious, interested, high-spirited, feeling at a loss, ...

Background Information

hall of residence: 国外大学生宿舍

Types of student accommodation

Overseas universities offer several accommodation options to both undergraduate and graduate students over 18 years. The accommodation options range from homestay, sharing a house/flat to halls of residence.

Homestay means to stay with a host family. The advantage of homestay is that it gives you a sense of security and home comforts. Your room is fully furnished. Meals are prepared and washing is often done for you. Besides, homestay enables you to observe, at close range, how your host family goes about their daily routine. So it is an ideal option for international students, who need to adapt themselves to the culture and customs of the host country.

Another type of accommodation is for students to share a house or flat. The advantage of sharing a house or flat is that you have a lot of flexibility. You can choose accommodation that suits your need, e.g. bed-sit(起居室兼卧室的两用房间)/studio(一室户), or flat/house. You can share with friends, a lot of people, on your own, or just one or two people. What's more, you can prepare your own meals or share cooking with other members of the flat. One more point, you can use your own furniture if you don't like the furniture there.

The third type of student accommodation is halls of residence, which are often located on campus. The advantage of living in a hall of residence is that with a safe, and friendly atmosphere and usually within short walking distance, a hall of residence offers an ideal place to live, study and begin life-long friendships. Generally speaking, there are two types of halls of residence: those providing three meals a day to residents and those without meals (i.e. students cook their own meals). The former is called full-catering hall, while the latter self-catering hall.

READING

TEXT ANALYSIS

◆ Text Summary

The story is a vivid and realistic narrative of Ali's new life in the fictional University of Rumidge in Britain. The story depicts three main characters: Ali, a newcomer into Rumidge University, Katia, a girl born into a wealthy family considering everything boring around, and Femi, a poor girl from Africa, who is grateful to every minute of the free life in university and is ambitious to make a difference to her country.

◆ Text Organization

Paragraphs 1–2: introductory part	Ali, a new high school graduate and newcomer to university, is starting his new life as an independent adult for the first time.
Paragraphs 3–17: climax of the story (main body)	Ali, greatly influenced by Katia at first, is described as a copycat of her. He pretends that he is bored with everything, misses lectures, forgets essays, and etc. A feeling of strong loss and boredom is projected pervasively. Then one dialogue between Ali and Femi brings to Ali a new world and new insight into the meaning of study and life. Ali begins to see another aspect of university life, a more meaningful life of significance and value.
Paragraph 18: concluding part (an epilogue 后记)	Ali is trying to make a difference to his life and study after a close introspection of his ignorance and laziness in before.

◆ Text Features

The style of the text is characterized by a mixture of both formal words (c.f. *pursue, eventually, profound*) and colloquial words and phrases (c.f. *a little bit, I'd love to, so what*), and by a flexible use of simple, compound (并列句), and complex (复杂句) sentences as well as by plain narration and vivid description with direct speeches (直接引语). The article contains details that create vivid characters by either direct description or dialogue between Ali and Femi.

As a narrative, the article moves between the past and the present tenses with clarity, in which the past is mainly shown by declarative sentences (陈述句) whilst the present in direct speeches. These tenses of verbs are the forms that show the story chronologically and also add a touch of diversity to the style of the text. Besides, though featuring simple sentences and expressions, the text displays an alternative use of relative and subordinate clauses (关系从句, 参见后面 Key Sentences 第四项) and noun substitutes (名词性替代, 参见后面 Key Sentences 第一项) from time to time, which creates a rhythm and variety exemplified in paragraphs 2, 16, 17 and 18.

It can also be noted that the author resorts to a skillfully echoing use of words in order to create an emphatic effect throughout the text. For example, *boring* and *bored* are repeated in paragraphs 2, 5, 6, 7, 8, 10 and 12, for the purpose of emphasizing the state of mood of Ali and Katia at that time.

◆ Key Sentences

1. **Like many people his age in Britain, for Ali, going to university wasn't a chance to develop his education or to pursue academic interests. (Para. 2)**

This sentence uses noun substitute (名词性替代) *going to university* as subject for effective writing, getting movement and vitality into the sentence. There are mainly four kinds of noun substitutes — -ing participles, infinitives (不定式), that-clauses, and wh-clauses. The noun substitute has the meaning of a complete sentence, but it appears only as a part of another sentence, in a spot normally occupied by a noun or a pronoun. For example:

- Dying with dignity and grace is an ancient idea. (-ing substitute)
- To live is to struggle. (infinitive substitute)
- That the sun rises in east and falls in west is eternal truth. (that substitute)
- Why the hijackers were allowed to go free puzzled the public. (wh- substitute)

2. **She had been the brightest girl in her class at school, and she had hoped to be able to go to university. (Para. 15)**

The repeated use of the past perfect tense (过去完成时) in this sentence represents its typical usage: 1) a past action ends before another past action begins and, 2) subjunctive mood. For example:

- By nine o'clock last night, we had got 200 pictures from the spaceship (action ended before a past action)
- They had wanted to help but could not get there in time. (subjunctive mood)

3. **Ali didn't say anything while Femi told him her story. But he was listening very carefully, even if he was pretending to look bored. (Para. 16)**

While and *but* clarify the contrast between two actions. A paragraph is coherent when its ideas flow smoothly from sentence to sentence. There are other strategies of coherence for linking sentences to one another and for introducing new paragraphs: 1) the use of connectives (连接词) such as *and*, *so*, *however* etc, 2) reference to earlier words and phrases. For example:

- Exercising is important. *Still*, the only sure way to lose weight is to stop eating. (by using the connective)
- Some arid regions (干旱地区) of the world receive an average of only two or three hundredths of an inch of rain annually and may go on for years without getting a drop. *But when the rain does come*, it usually comes in torrential downpours. (reference to earlier phrase)

4. **The life that Femi had had up until now, and the experiences that she had in her hometown were so much more profound than anything Katia had done. (Para. 16)**

The subject of the sentence is *the life* and *the experiences*, both of which are precedent (先行词) of a relative clause (关系从句) with word *that* as the relative word (关系代词). Other relative words include *which*, *who*, *whom*, and *whose*.

Relative sentences allow people to write without unnecessary repetition and make their writing vivid and forceful. For example:

- A gust of wind, which began as a faint sigh, suddenly broke the terrible silence.
- The women whom Gloria spoke to support the Equal Rights Amendment (平等权利修正案).

NEW WORDS AND EXPRESSIONS

pursue /pə'sju:/ *v.* to continue doing an activity or trying to achieve something over a long period of time 追求、继续进行

e.g. Mary pursued her dancing career with great determination.

He decided to pursue his studies after obtaining his first degree.

academic /,ækə'demɪk/ *a.* connected with education, especially at college or university level 学术的

e.g. academic books academic standards

get off to leave (train or bus) 下 (火车、汽车)

e.g. I'm getting off the coach at the next station.

independent /,ɪndɪ'pendənt/ *a.* confident and able to do things by yourself in your own way, without wanting help or advice from other people 独立的; 有主见的

e.g. She never borrows anything; she's far too independent for that.

settle in/into to become used to a new home, job, surroundings etc. 适应 (新的家、工作、环境等)

e.g. It takes a few months for her to settle into life at college.

After years of travel, the couple decided to settle in London.

flame-red /fleɪm red/ *a.* here **flame** [n] means "bright light, or brilliant colour, usu red or orange"; the compound adjective **flame-red** means "of bright red colour" 火红色的
This is a compound adjective (复合形容词):

e.g. duty-free, war-weary, admission-free

according to as shown by something or said by someone 据……所示 (所说)

e.g. According to Mary you were attending a conference last week.

imitate /'ɪmɪteɪt/ *v.* to copy the behaviour of someone or something; take or follow as an example 学 (某人/某物) 的样子; 仿效

e.g. Decide what you want to do; don't just imitate others.

pretend /prɪ'tend/ *v.* to behave as if something is true when in fact you know it is not 假装, 佯称

e.g. He pretended that he had never met her before.

Victoria pretended to be cheerful and said nothing about the quarrel.

essay /'eseɪ/ *n.* a short piece of writing by a student as part of a course of study (学生为某门课程所写的) 短文, 论说文

e.g. She has to write two essays on 20th-century American literature before the end of this month.

assignment /ə'saɪnmənt/ *n.* a piece of work that is given to someone as part of their job, or that a student is asked to do (分配的) 任务; 作业

e.g. The term assignment is to write a paper on history.

The newcomer was sent abroad on a difficult assignment.

midday /'mɪdɪeɪ/ *n.* [U] the middle of the day; twelve o'clock 中午, 正午

e.g. We are going to meet him at midday.

unlikely /ʌn'laɪklɪ/ *a.* not likely to happen 未必会发生的, 不大可能的

e.g. It is unlikely that it will rain this afternoon.

The patient's condition is unlikely to improve.

give up to stop doing something or having something, especially something that you do regularly 放弃 (尤指经常做的事情或拥有某物)

e.g. She had many difficulties in study, but she wouldn't give up.

We have given up expecting her to change.

eventually /ɪ'ventʃʊəli/ *ad.* after a long time, especially after a long delay or a lot of problems
终于, 最终

e.g. She eventually passed her driving test.

Eventually the trade dispute between the two countries was solved.

grant /grɑ:nt/ *n.* an amount of money given to someone, especially by the government for a particular purpose (政府发给的) 补助金; here "grant" means **student grant** (助学金)

e.g. She applied for a student grant from the local council.

even if no matter if 即便, 纵然

e.g. Even if he leaves 15 minutes earlier on Monday morning, he is likely to be late for work.

up until not further or later than something; as far as something 不多于; 不迟于; 直到

e.g. Up until now he's been very quiet.

profound /prə'faʊnd/ *a.* deep, intense or far-reaching; very great 深的; 深远的

e.g. profound changes, profound interest, profound influence

superficial /,su:pə'fiʃəl/ *a.* not thorough; shallow 肤浅的; 浅薄的

e.g. a superficial book, a superficial mind

He has a superficial knowledge of Japanese business methods.

affect /ə'fekt/ *v.* to do something that produces an effect or change in someone or something
影响

e.g. The region was affected by a big flood.

The disease will affect the central nervous system.

ashamed /ə'ʃeɪmd/ *a.* [not before noun 不用于名词前] feeling shame or embarrassment because of something you have done 羞耻的; 内疚的; 惭愧的

e.g. I was ashamed of having lied to my best friend.

I feel ashamed that I haven't written for so long.

embarrassed /ɪm'bærəst/ *a.* ashamed, nervous, or uncomfortable in a social situation 难堪的, 尴尬的

e.g. an embarrassed smile/look

I broke a glass at the party — I was so embarrassed!

ignorance /'ɪgnərəns/ *n.* [U] lack of knowledge or information about something 无知, 愚昧

e.g. If he did wrong it was only through ignorance.

The parents were in complete ignorance of their son's plan.

LANGUAGE STUDY

interest *n.*

- [U] a feeling that makes you want to pay attention to something or to find out more about it 兴趣

e.g. The boy listened to the story with interest.

They share an interest in tennis.

- [C, U] the things that bring advantages to someone or something 利益; 好处

e.g. The government should protect the interests of the old people.

It would be in your best interests to keep quiet on this issue.

- [U] money charged for borrowing money, or paid to someone who invests money 利息

e.g. The interest on the loan is 6% per year.

the bank's interest rate, an interest-free loan

adult

- The word, when collocated with certain words, can express meaning of sensuality such as adult movie (成人电影).
- Other common collocations are adult education (成人教育), adult school (成人进修学校).

independent

1. n. a neutral or uncommitted person (especially in politics) 无党派人士
2. a. free from external control and constraint 自由的, 独立的; 如: independent thinking/study
独立研究 / 独立思考
be independent of: We'll be independent of family when we reach 18 years old.

flame-red: This is a compound adjective. Other examples of compound adjectives (复合形容词):

形容词+形容词: bitter-sweet, deaf-mute
形容词/副词+ing分词: good-looking, easy-going, hard-working
形容词/副词+ed分词: bright-coloured, well-presented, poor-lit
名词+ing分词: ocean-going, law-abiding, mouth-watering
名词+ed分词: suntanned, hand-made, city-bred
形容词+名词+ed: kind-hearted, absent-minded

superficial a.

1. of or on the surface only 表面的; 在表面上的
e.g. She escaped with only superficial cuts and bruises.
2. apparent when looked at quickly or carelessly, but perhaps not real 表面的 (乍看起来的, 未必真实)
e.g. a superficial similarity a superficial concern

AFTER READING

READING COMPREHENSION TASKS

1. Complete the following statements according to the information in TEXT A.

- 1) According to Ali, his hometown was small and boring.
- 2) Katia had bright red hair and liked black clothes.
- 3) Femi was a clever, hardworking girl.
- 4) There were many differences between Katia and Femi.
- 5) Femi wanted to study for a Master's degree when she completes her undergraduate course.
- 6) After hearing Femi's story, Ali began to think seriously about his study and what he was going to do.

2. Answer the following questions.

- 1) He wanted to have a new life and meet new people.
- 2) Ali had a sense of freedom, independence and excitement.
- 3) He was impressed by Katia's attitude towards people and things around her, and he began to imitate her.
- 4) She had been the brightest girl in her class at school. She never got bored and she was determined to do what she wanted to do. She loved her home, parents and friends.
- 5) Yes. He realized how superficial Katia was.
- 6) Their totally different attitude towards study and life.

- 7) Ali no longer thought everything was boring; he began to be serious about his study and thought about what he could do to his hometown.
- 8) Words that show time sequence are: until, when, then, for the first time, after, etc.
- 9) As college students, we should adopt correct attitudes towards life and study and we should think about what changes we can bring about to society.

3. Explain the underlined parts in your own words.

- 1) Like many people his age in Britain (Para. 2)
as old as he
- 2) develop his education (Para. 2)
go on studying
- 3) to miss a lot of his lectures and classes (Para. 7)
be absent from a lot of his lectures and classes
- 4) She had been the brightest girl (Para. 15)
most clever
- 5) to follow her dream (Para. 15)
realize what she wanted to do
- 6) When I finish my degree (Para. 17)
complete my course of study for a degree
- 7) it will always stay that way (Para. 17)
it will always remain unchanged

ORAL WORK

The teacher can ask students to form groups of four to write down the lines for Ali, Katia, Femi and the narrator according to the information in TEXT A. Then invite several groups to present the short play to the whole class.

TRANSLATION OF TEXT A

阿里上大学

要到九月份才能报到入学，阿里可真等不及了！终于，他的生活将有变化了，因为他已经被卢米杰大学录取。

可是，阿里如同许多英国同龄人一样，并没有把上大学看成是求学深造的良机——完全没有。在他看来，上大学则是一个远离家乡父母，广交朋友，从少年成长为成人的时机。阿里所处的这座城镇很小，生活单调且无变化，十分枯燥，阿里早就按捺不住想要离开了。

阿里从卢米杰火车站下车后，有一种终于获得了自由的感觉。他的随身行李只有一只小提箱——他不想从家里带来过多的东西，他要把老家忘掉。此刻，他感受到平生以来从未有过的自由和独立。阿里住进了学生宿舍楼，兴奋不已。