



普通高等教育“十一五”国家级规划教材

新时尚
New
Vogue

大学 实用英语

◆总主编 陈仲利 李德荣 ◆副总主编 郭浩儒 王秀珍 郭万群



综合教程 1

主编 郭浩儒 周 梅

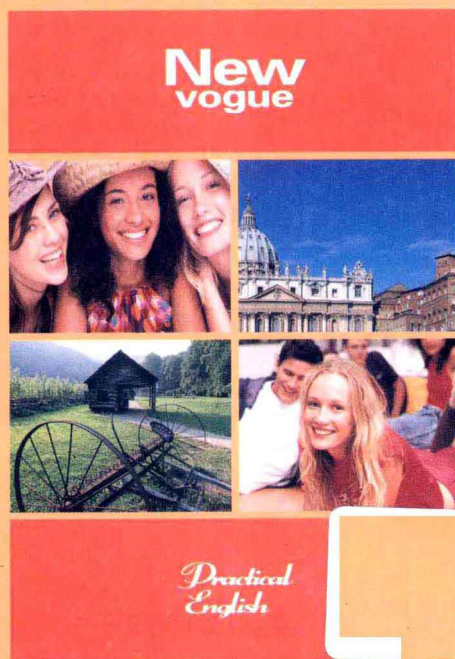
上海交通大学出版社



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综合教程 ①

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内容提要

本教程依据教育部颁布的《大学英语课程教学要求》，针对全国独立学院和非重点大学的教学实情，借鉴吸取大学英语教学研究和教材改革的最新成果，按照“三主一体化”的教学理念，以动机为先导，以兴趣为动力，以学生为中心，以任务为基础，强调培养学生的英语听说能力以及读写译等英语综合能力，适应主体化、个性化、自主化英语教学和学习的需要。全书结构严谨，精细实用；个性鲜明，针对性强；选材广泛，内容鲜活；理念新颖，题型多样；精彩设计，图文并茂；让学生在轻松愉悦的氛围中享受快乐的学习。

本教程适用于全国独立学院和非重点大学以及成人教育本科学生使用，也可作为英语学习爱好者的参考读物。

图书在版编目(CIP)数据

大学实用英语综合教程 1/郭浩儒,周梅主编. —上海:上海交通大学出版社,2009(2010 重印)

ISBN 978-7-313-05614-6

I. 大... II. ①郭... ②周... III. 英语—高等学校—教材 IV. H31

中国版本图书馆 CIP 数据核字(2009)第 151683 号

大学实用英语综合教程 1

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上海交通大学出版社出版发行

(上海市番禺路 951 号 邮政编码 200030)

电话:64071208 出版人:韩建民

郑州市毛庄印刷厂印刷 全国新华书店经销

开本:889mm×1194mm 1/16 印张:13 字数:324 千字

2009 年 9 月第 1 版 2010 年 7 月第 2 次印刷

ISBN 978-7-313-05614-6/H 定价(含 MP3):35.00 元

ISBN 978-7-88844-411-9

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为推动大学英语教学改革,提高大学英语教学质量,教育部颁布了《大学英语课程教学要求》。该《要求》明确指出大学英语课程的教学目标是:培养学生的英语综合应用能力,特别是听说能力,使他们在今后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,该《要求》对我国大学英语教学提出了三个层次的要求,并要求各高校充分利用现代信息技术,采用基于计算机和课堂的英语教学模式,改进以教师讲授为主的单一教学模式。

为了有效地进行大学英语教学改革,我们实施了教育部批准的“实用性英语教学的改革与实践”教改项目。在该项目中,我们首次提出了“三主一体化”的教学理念,即主线、主体、主导为一体的教学机制。尤其要体现学生在学习过程中的主体地位和教师在教学中的主导作用。这一理念在《大学英语课程教学要求》中得到了体现和应用,在即将面世的《大学实用英语》教材中得到验证。

为贯彻落实教育部深化高等教育教学改革,加强教材建设的精神,针对独立学院和非重点大学的教学实际,我们组织了国内大学英语教学、教材研究专家和教学一线的优秀教师联合编写了《大学实用英语》系列教材。该教材分为《大学实用英语视听说教程》(共4册)、《大学实用英语综合教程》(共4册)、《大学实用英语快速阅读教程》(共4册)。

《大学实用英语》体现了大学英语教学的指导思想。以建构主义为理论,以动机为先导,以兴趣为动力,以学生为中心,以任务为基础,强调培养学生的英语听说能力,以及读写译等英语综合应用能力,适应主体化、个性化、自主化英语教学和学习的需要。《大学实用英语》无论是主要基于计算机的视听说教程还是基于课堂教学的综合教程,其内容都充分体现个性化。整套教材采用“以学生为中心的主题教学”理念。“以学生为中心”旨在理解和体现学生在知识、智力、情感、个性等方面的需求。“主题教学”指以主题为依据,选取与学生校园和社会生活息息相关的有关话题,提供给学生大量的、相互有联系的、符合认知需求的语言材料和丰富的语汇。《大学实用英语》提供了全新的教学模式,使英语教学朝着个性化、主动式学习的方向发展,体现了英语教学的实用性、文化性和趣味性的融合,充分调动了教师与学生两个方面的积极性,确立了学生在学习过程中的主体地位。《大学实用英语》遵循了以学生的发展为本的理念,强调教材内容从学生的学习兴趣、生活经验和认知水平出发,倡导交互、体验、实践、参与、合作与交流,提高学生的综合语言运用能力。

《大学实用英语》还应用了最新的英语教学理论,吸收了最新的英语教学成果,符合我国大学英语教学改革的最新要求,其主要特色如下:

一、结构严谨,精细实用

本教材以培养学生英语综合应用能力 (use English in an all-round way) 和学习能力 (learn to learn) 为目的,前后按照由浅入深、循序渐进的原则系统而连贯地设计完成,篇章纵横结合、相得益彰,各册互相渗透、融会贯通,形成科学的有机整体。

二、个性鲜明，针对性强

本教材广泛汲取国内外同类教材的精华，针对独立学院和非重点大学的教学实际，按照《大学英语课程教学要求》设定英语学习起点和目标，充分体现国家教育部有关大学英语教学改革的精神，真正彰显英语教学的个性化风格。

三、选材广泛，内容鲜活

本教材选材语言规范，场景真实准确，表达地道优美，让学生在浩瀚的知识海洋中，多方汲取营养；内容涉猎文学、政治、科技、经贸、金融、教育、文化、艺术、宗教、娱乐等多个领域，适合不同专业学生的学习需求。

四、理念新颖，题型多样

本教材练习题型的设计基于帮助学生促进猜测、预测和验证能力的提高，运用最新的“相互关联”(Interactive)阅读模式，将“用法”(Usage)与“运用”(Use)有机地结合在一起。同时，为适应CET 4/6机考最新要求，加大了视听说训练，并在第四册设计具有专门针对性的CET应试强化内容。

本系列教材适用于独立学院和非重点大学以及成人教育本科学生使用，也可作为英语学习爱好者的参考读物。作为我国大学英语教学改革实践的创新成果，虽经我们精心编纂，精心制作，但难免百密一疏，恳请各位读者和专家提出宝贵意见，以便在修订中日臻完善。

总主编 陈仲利

编写使用说明

本书为《大学实用英语综合教程》第一册，共有八个单元，每两周学习一个单元，与《大学实用英语视听说教程》、《大学实用英语快速阅读教程》配套，可供一个学期使用。

本册遵循“以学生为中心的主题教学”理念，选取了与学生校园和社会生活息息相关的八个话题，分别是：校园生活、文化娱乐、社交礼仪、餐饮文化、节日习俗、浪漫爱情、人物传奇、人生哲理。

本册每个单元分为五个部分：Section A Reading, Section B Reading Skill, Section C More Reading, Section D Writing and Translation, Section E Situational Dialogues and Proverbs.

Section A 旨在帮助和指导学生学习打好语言知识基础。为此，练习部分除课文理解练习外，全部围绕语言基础知识的认知、扩展、巩固和应用进行设计，力求语言知识的系统性和实用性。

Section B 旨在全面训练学生的阅读能力。每个单元训练一项阅读微技能，将阅读技能训练与语言知识的巩固提高紧密结合。

Section C 旨在指导学生适应各级各类考试。练习形式有Reading Comprehension, Test Zone, Error Correction等常见题型。

Section D 旨在系统训练学生的写作能力和初步的翻译能力。

Section E 旨在指导学生熟练朗读情景会话，结合本单元的主题模仿会话中常用句式。

本册生词释义采用双语形式，难以用英语解释清楚的则直接给出汉语意思。每个单词前有词级标记。无标记的为一般要求，即教学应重点完成的四级词汇。生词量控制在总词量的20%以内，四级以上词汇控制在生词量的5%以内。第一册每单元生词量平均在90个左右。

本册的练习设计了较多的段落或篇章式练习，旨在指导学生在篇章层面上掌握英语语法和词汇短语。同时，设计了较多的主观性题型和开放式题型，既增加学生动笔操练的机会，又拓宽学生的思维，从而实现语言知识的巩固，了解英语族群的文化。有条件的班级可用一定时间在教师指导下开展课堂讨论和课外活动，以提高英语学习兴趣和口头表达能力。

本册Section A Reading的Pre-reading Activities通常由两个部分组成：Pre-reading Questions和Discussions，前者围绕本课文的中心话题，既可以要求学生预习时做好准备，也可以作为课文导入性问题；后者一般为了引发学生学习本话题的兴趣，选取了看图说话、幽默故事或至理名言等形式，课文前的导读文字浅显易懂，富有启迪。Section A中的练习涵盖两个部分：课文理解性练习和课文语言知识巩固性练习，后者又包括构词法练习、已学过语法知识的归纳性练习、同近义词的比较练习、常用短语练习，其中语法知识归纳性练习基于课文中出现的语法现象，可先指导学生观察、提炼规则、教师系统归纳后由学生完成练习。Section C中Test Zone的练习有一定难度，可在教师指导下完成。

本册Section D Writing and Translation对学生提高英语应用能力尤为实用，讲解部分浅显易懂，练习部分虽有一定挑战性，但尚可由学生自主学习、独立完成。教师可做提示性讲解和作业讲评。

本书由北京航空航天大学北海学院和广西桂林工学院鹿山学院部分英语教师合作编写而成。由郭浩儒、周梅任主编，李树德、詹慧芳、时锦瑞任副主编。参编人员有李树德、刘宁、汤绚春、周梅、王玉英、项宏萍、郑荣华、董月琳，李丹，黄丽璆。顾问 Robbie Barfield(美国)。

由于编者的水平有限，加之时间仓促，书中难免存在疏漏，敬请指正。

编 者

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Campus Life

Section A

Pre-reading Activities

I Pre-reading questions

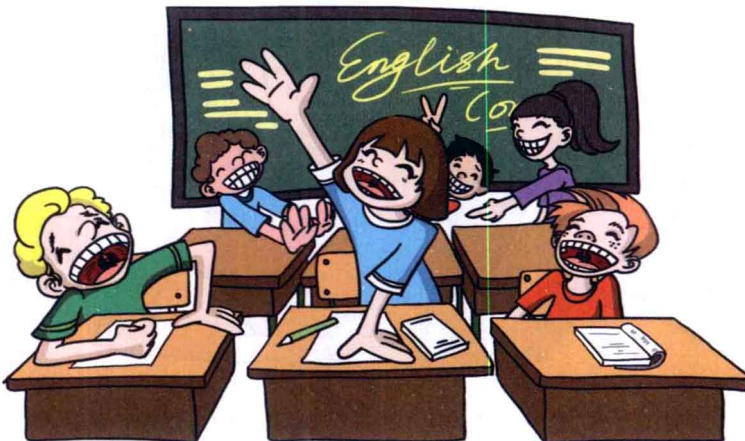
1. It is said that college life is "the best time of one's life", do you agree? Why or why not?
2. Some of the most common challenges faced by college students are listed as anxiety, stress, loneliness, and homesickness. Have you ever met such problems? What did you do to solve the problems?

II Discussions

1. Describe the possible identity of the boy in the picture and what he was planning to do, using the words given below:

confident, hopeful, dependent, expect every problem to be solved by his parents, dirty clothes

2. These are a few jokes told in an English class. Can you tell what the joke is? Can you think of similar plays with words?



An English professor wrote down these words on the blackboard, "woman without her man is nothing", and asked his students to make up sentences. A boy student came up with, "Woman, without her man, is nothing." A girl said however, "Woman! Without her, man is nothing."

When a student asked a professor to explain the meaning of "relief", the professor wrote down these words, "Relief. v. What trees do in spring."

Passage A

Perhaps you have been in college for several days. There are new classmates, new dormitories, a new library, new textbooks and new teachers. Everything is new for you. Of course, you are excited because you are **crossing a milestone**. On the other hand, it's natural for you to be **homesick** and **overwhelmed**. You may even feel it hard to go to sleep. All this means you need help from others. OK, help is just around the corner and it is up to you to seek it. Reema Saffarini tells you how.

The First Days in College

Reema Saffarini

- 1 When you wake up in the morning, you find that your life has totally changed. For the next four years you will be a college student. But just a few months ago you hung out with friends in your high school playground.
- 2 Suddenly it's up to you to attend classes, handle your money, wash your clothes, sit for exams, manage your time, go partying and hang out with friends. In other words, you've become independent!
- 3 However, as excited as some students are to spend what adults usually call "the best time of their lives", many have their fears and worries.
- 4 It's okay to be worried. It's okay to wonder if you're in the right place or studying the right major. All students are trying to get a foot in the door and you are no **exception**. Some show their fears and some don't.

Significant event

- 5 New students usually face many challenges when they first start college. This happens because attending college is the major turning point in young adults' lives. It is as **significant** as getting a job for the first time.

Orienting students

- 6 **Adapting** to the new university life is clearly not easy. Universities usually hold an **orientation** day for **freshers** to help them get **acquainted** with the institutions' rules, services, departments and teachers.
- 7 During orientation students are given information about university life, and they learn their rights and **responsibilities**, meet their professors and find out where to go for help. In other words, they learn all about the university's social and **academic** aspects.



Facing the challenges

③ But what are some of the serious challenges for students when they first enter college? The most common challenges students face are **anxiety**, **stress**, **loneliness** and homesickness.

⑨ Anxiety is to be afraid of the unknown. Most new students are worried about passing a class, not **graduating**, not choosing the right major and not proving themselves to their families, friends and teachers.

⑩ Stress is also common because of the pressure to learn how to adapt to a new **educational** system, try to get **accustomed** to teachers, make new friends and live in a new environment. **Struggling** with **new-found** independence and responsibility is also expected.

Share your thoughts

⑪ It is said that the **healing** process starts when one admits there is a problem. So, if you feel that you are stressed, always worried, or cannot sleep, seek help.

⑫ Students can get support from teachers, academic **advisers**, and student **counselors**. Students should talk about their problems and seek help. These problems are easy to handle with **professional** support.



I hate my major

⑬ One of the main issues for the students is to choose their major. Some are forced into studying a subject because of family pressure. Some are lucky and **enroll** in a programme of their **liking**. Others, however, remain “undeclared”.

Major and career link

⑭ Every student must know the job you will do in future is **related** to the major that you have chosen. You’d better like it or you will regret your decision.

⑮ The key to choosing a major is to see how **relevant** it is to the **workplace**. There is a need for communication, design and business graduates. In addition, all service jobs will be in demand such as social work, teaching, nursing, counseling, etc.

Last words

⑯ Enjoying college life is a **combination** of many **elements**: choosing the right major, making friends, enjoying independence and learning new things.

⑰ “We need to succeed in college because it is related to our happiness. Happiness is a **mental** decision we make, followed by some actions we take and some bad habits we break. So enjoy your college life as much as you can,” says a student from Harvard.

(625 words)

from <http://www.wisegeek.com>

New Words

cross [kros] *v.* to move or go across (sth.) 越过; 交叉

■ **milestone** [maɪlstəʊn] *n.* a significant event in life, history, etc. 里程碑; 重大事件

overwhelm [ˈəʊvəwelm] *vt.* to overpower the thoughts, emotions, or senses 使不知所措

■ **homesick** [ˈhəʊmsɪk] *a.* longing to return home 思家, 思乡

▲ **exception** [ɪk'sepʃən] *n.* sth. or sb. that is not included in a general statement or does not follow a rule or pattern 例外

significant [sɪɡ'nɪfɪkənt] *a.* very important 意义重大的

▲ **orient** [ˈɔːriənt] *vt.* to help someone learn about and become familiar with a new situation 使(某人)了解新环境

▲ **orientation** [ɒ(ː)riən'teɪʃən] *n.* training and preparation for a new job or activity (为熟悉新工作或活动的) 培训

adapt [ə'dæpt] *vt.* to adjust (sb. esp. oneself) to different conditions, a new environment, etc. 使适应(新环境等)

■ **fresher** [freʃə] *n.* a first-year undergraduate 大学一年级新生

acquaint [ə'kweɪnt] *vt.* to make sb. familiar with 使熟悉, 使了解

responsibility [rɪs.pɒnsə'bɪlɪtɪ] *n.* the state or position of being responsible 责任

academic [ækə'demɪk] *a.* relating to the work in universities; involving studying and reasoning rather than practical or technical skills 教学的; 学术的, 理论的

anxiety [æŋg'zaɪətɪ] *n.* the feeling of being very worried about sth. that may happen or may have happened 焦虑, 担心

loneliness [ləʊnlɪnɪz] *n.* the state of being alone with no one to talk to 孤单, 寂寞

graduate [grædʒueɪt,-dʒueɪt] *vt.* to receive an academic degree or diploma 毕业; 获得学位

educational [edʒu(ː)'keɪʃən] *a.* relating to education 教育的

accustom [ə'kʌstəm] *vt.* to make (oneself) familiar (with) or used (to), as by practice, habit, or experience 使习惯

struggle ['strʌɡl] *vi.* to try extremely hard to achieve sth., or deal with sth. difficult 同……斗争 (against; with; for)

■ **new-found** [nju:'faʊnd] *a.* newly or recently discovered 新发现的

heal [hi:l] *vt.* to make sb. healthy again 使(某人)康复

adviser [əd'vaɪzə] *n.* a teacher who gives students advice on courses or personal problems (学生的) 指导 老师; 顾问

counsel ['kaʊns(ə)l] *vt.* to give advice or guidance to 提供帮助(或专业咨询); 建议

counselor ['kaʊnsələ(r)] *n.* some who gives advice about problems 顾问

professional [prə'feʃən] *a.* of, relating to, or engaged in as a profession 职业的; 专业的

enroll [ɪn'rəʊl] *vt.* to become or cause to become a member 加入, 注册入学; 登记

■ **liking** ['laɪkɪŋ] *n.* the feeling of a person who likes 兴趣, 爱好

career [kə'riə] *n.* a profession or occupation chosen as one's life's work 生涯, 职业

link [lɪŋk] *vt., vi.* to connect or be connected with or as if with links 连接(常与together, to, with连用)

relate [rɪ'leɪt] *vt.* to have relation or reference (to sth. else) 联系(to, with)

relative ['relətɪv] *a.* having meaning or significance only in relation to sth. else 有关的, 相关的

relevant [relɪvənt] *a.* directly related to the subject or problem being discussed 紧密相关的, 恰当的

workplace ['wɜ:kpleɪs] *n.* a place, such as a factory or office, where people work 工作场所

combination [ˌkɒmbɪˈneɪʃən] *n.* the act of combining or state of being combined 联合, 合并

element ['elɪmənt] *n.* one part of a whole system, plan, piece of work, esp. one that is basic or important 部分; 要素

mental ['mentl] *a.* affecting the mind; happening in the mind 内心的, 精神的

stress ['stres] *n.* pressure or worry caused by the problems one meets 精神压力; 紧张情绪

注: 不加标志的是四级词汇或起点词汇。 ▲ 较高要求词汇 ◆ 更高要求词汇 ■ 超纲词汇

Phrases & Expressions

wake up 醒来

sit for (exam, etc.) 参加 (考试等)

be up to sb. 取决于 (某人)

get sb. acquainted with 让某人熟悉……

get a foot in the door 迈出第一步

in other words 换句话说

around the corner 即将来临

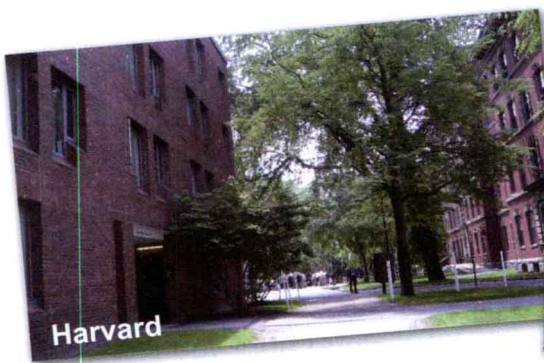
be accustomed to 习惯于……

hang out (inform) 闲逛

Proper Name

Harvard ['hɑ:vəd]

哈佛大学



Notes

1. Suddenly **it's up to** you to attend classes, handle your money, wash your clothes, sit for exams, ... (Para. 2)

突然间, 由你自己来决定是否上课、怎样花钱, 自己洗衣服, 自己参加考试……

be up to sb. 是一个习惯用语, 意思是“由……决定”, “是……的责任”。

2. In other words, you've **become independent!** (Para. 2)

换句话说, 你已经独立了!

become 是一个系动词, 后面可以接形容词作表语, 共同构成谓语。

3. **Adapting to the new university life is clearly not easy.** (Para. 6)

适应新的大学生活显然不容易。

Struggling with new-found independence and responsibility is also expected. (Para. 10)

对新出现的独立意识和责任感应付吃力, 这也是可以预料到的。

Enjoying college life is a combination of many elements... (Para. 16)

能否享受大学生活, 需要多种因素结合作用。

课文中这三句话都是以动名词（短语）做主语。当动名词作主语时，常用先行词it作形式主语，而把真正的主语动名词置于句末，特别是在下面这一结构中：It is useless (no use, no good, no harm, etc.) doing... 做……是无用（无益，没有好处，无害）的；It is a waste of time doing... 做……是浪费时间

4. orientation day (Para. 6)

（新生）熟悉环境日，（社团）迎新日
指新生入学后为他们熟悉学校环境而设立的活动日。这类活动一般都由大学的学生会主办，主要安排了一系列的信息讲座，从校内设施、教学活动、校内住宿、个人培养到工作咨询等等各个方面无所不包。

5. It is said that the healing process starts when one admits there is a problem. (Para. 11)

人们说，当一个人承认问题存在时，他就开始被治愈了。
句子中的it 是形式主语，真正的主语是that 引导的主语从句。为了避免句子头重脚轻，我们常常把it放在句首作为形式主语，而把真正的主语，也就是主语从句置于句末。

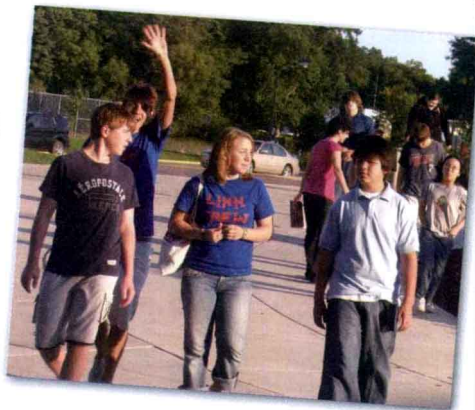
6. One of the main issues of the students is to choose their major. (Para. 13)

学生的主要问题之一就是选择专业。

The key to choosing a major is to see how relevant it is to the workplace. (Para. 15)

选择专业的关键是看它与未来工作是否相关。

两个句子中，不定式在句中中都作表语。



Exercises

I Read Aloud

Read the first two paragraphs aloud until you learn them by heart.

II Reading Comprehension

1. The author introduced college life and listed some of the issues faced by college students. Try to complete the sentences with what you have learned from the text.

1) Orientation Day.

→ This is to help them get acquainted with the institutions' rules, services, departments and teachers. Students come from _____. Holding an orientation day for them would _____.

2) Some of the most common challenges students face are _____, stress, loneliness and _____.

→ Solution: If you feel that you are always under pressure and your health is being affected, _____. Students can get support from teachers or advisers.

3) A major issue students face is how to choose their major.

→ Solution: The key to choosing a major is to see how relevant it is to the workplace. You will be working in a job related to the major for the rest of your life. So _____ or you will regret your decision later.

2. Based on what you have learned from the text, decide whether the following statements are true [T], false [F], or with no information available [NA] in the text.



1) Going to college is one of the most important events for teenagers.

2) College students enjoy freedom to an extent that they have never experienced in their school life.

3) You are the only person who is faced with the challenges of a new life in college.

4) On orientation day, new students can learn everything they want to learn about the university.

5) Choosing their major is not an issue for the freshers, because it has already been decided by their parents.

6) If you feel homesick, you can get support from your teachers and advisers.

7) Every student should choose a major relevant to his future career.



8) If you have chosen the right major, made a lot of friends, become independent and learned many new things, it can be said that you are enjoying your college life.

III Vocabulary and Structure

1. Please select one word for each blank from what are given.

textbooks	additionally	information	familiar	exciting
lend	used	attend	prepared	members
arrival	classes	excited	actually	classroom

After high school students receive the acceptance letter from a college or university of their choice, they anxiously wait for the (1)_____ of the first day of school. This day can be (2)_____ but also stressful if they are not well (3)_____. So, here are several ways students could easily sail through that first day of college.

Ask others about the college or university. Family (4)_____, friends, or anyone else who graduated from the college or university may be good sources to get the inside (5)_____ on college life at that school. They may give detailed and more personal accounts on the following topics:

- 1) Figuring out which (6)_____ and professors to take (and avoid).
- 2) Deciding what (7)_____ to buy (or borrow) at the best prices.
- 3) Choosing the right clubs to join such as drama, football, debating or any other campus organization.
- 4) Searching (搜寻) for the best places to eat on campus.

Orientation can be exciting, yet long. But new students should (8)_____ because it gives a general overview of the college. Students learn more about the college and departments, offices of all kinds, services, and clubs and organizations. (9)_____, student leaders may give campus tours which can help students become more (10)_____ with the new college environment.

2. Choose the right word and complete each of the following sentences with its proper form.

1) to learn / to study

- (1) Generally speaking, children _____ things faster than adults.
- (2) Most students had _____ English for six years before they came to the college.
- (3) When and where did you _____ how to use computer?
- (4) The Dean and his assistant are _____ the proposal put forward by Mr. Brown.

2) each / every

- (1) _____ English major should have a copy of *The Advanced Learner's Dictionary of Current English*.
- (2) I asked all the children and _____ told a different story.
- (3) She cleans her room _____ day.
- (4) Since there isn't much time left, _____ speaker can only have three minutes.
- (5) We go to visit our parents in the countryside _____ other month.

3) anxious / worried

- (1) When it was already twelve o'clock and her husband has not come home, she began to feel _____.
- (2) It was an _____ moment. Everybody was looking at him and hoping that he would score.
- (3) Are you _____ about your exam? Relax. Have a good sleep and you will be able to give a good performance.
- (4) No matter how _____ he might have felt, he didn't show it.

IV Practical Grammar

1. The suffixes (后缀) *-tion*, *-ation* and *-sion* are used to make nouns from verbs.
e.g.

orient (v.) → orientation (n.) inform (v.) → information (n.)
educate (v.) → education (n.) communicate (v.) → communication (n.)

1) Change the verbs into their corresponding nouns by adding *-tion*, *-ation* or *-sion*.

Verb	Noun	Verb	Noun
act		invent	
attract		invite	
celebrate		liberate	
collect		operate	
compose		organize	
connect		permit	
construct		prepare	
correct		protect	
discuss		revolve	
impress		suggest	