



普通高等教育“十一五”国家级规划教材

第二版为普通高等教育“十五”国家级规划教材
曾获全国普通高等学校优秀教材一等奖

Practical English

Teacher's Manual

实用英语 教师参考书

1

《实用英语》教材编写组 编

第四版

Fourth Edition



高等教育出版社
Higher Education Press



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内容提要

《实用英语》系列教材是教育部规划的高职高专公共英语教材。本套教材 1995 年正式出版发行,先后进行了两次修订。为了更加有利于学生英语应用能力的培养,结合《实用英语》的教学使用反馈情况,编写组以教育部颁发的《高职高专教育英语课程教学基本要求(试行)》为依据,现对《实用英语》进行第三次修订。

本书为《实用英语教师参考书 1》(第四版),内容涉及《综合教程》相关单元的单元目标、课前引入、课文讲解、技能训练、练习参考答案和参考译文等,供广大教师教学使用。

本书附有电子教案。

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第四版前言

《实用英语》是一套供高职高专层次使用的系列教材，也是国内最早专门为高职高专英语教学编写的教材之一。自1995年出版以来，其内容的实用性、教学的针对性和编写的科学性受到使用者的欢迎，先后列为“面向21世纪课程教材”、“21世纪高职高专规划教材”、“普通高等教育‘九五’教育部重点教材”，第二版获得全国普通高等学校优秀教材一等奖，第四版又被评为普通高等教育“十一五”国家级规划教材。

本教材在编写过程中注意吸收现代外语教学理论中适合我国英语教学实际的观点，采纳传统外语教学理论中合理部分，结合我国外语教学中行之有效的理论、方法，针对我国高职高专英语教学的现状，力求正确处理好打好语言基础和语言应用的关系，突出加强英语实践能力的培养和实际运用，并注意结合学生毕业后实际工作的需要，将语言基础能力与实际涉外交际能力的培育有机地结合起来。

本系列教材共分3册，每册包括《综合教程》、《综合训练与自测》、《教师参考书》及配套的多媒体光盘、MP3等。

《综合教程》1-3册每单元的基本结构为：

课前准备 (Getting Ready)

- 课文A (Text A)
- 课文B (Text B)

技能训练 (Skills Development and Practice)

- ◆ 阅读技能实践 (Reading Skills)
- ◆ 翻译实践 (Translation Practice)
- ◆ 写作实践 (Guided Writing)
- ◆ 听与说 (Listening and Speaking)

本书为配合《实用英语综合教程》第一册的《教师参考书》，共8个单元，供一年级第一学期使用。《教师参考书》各单元的基本结构是：

Aims

Text A

- I. Introduction
 - 1. Introductory Remarks
 - 2. Introductory Questions
- II. Outline
- III. Detailed Study of the Text
- IV. Summary of the Text
- V. Text-related Information

Text B

- I. Introduction
 - 1. Introductory Remarks
 - 2. Introductory Questions
- II. Outline
- III. Detailed Study of the Text
- IV. Summary of the Text

V. Text-related Information

Skills

Reading Skills

E-C Translation Skills

Guided Writing

Key to the Exercises

Listening and Speaking

参考译文

为了使广大教师能够更好地了解本书的单元结构，从而更好地使用本教材，下面就各个单元的具体组成部分作如下说明。

Aims部分列出了本单元的教学重点，以方便教师教学，内容包括课文A和课文B的词汇、短语、句子结构和技能训练的项目。Introduction 部分设置与课文内容相关的问题，通过提问为学生更快、更好地进入文章学习作铺垫。Outline 部分列出了本单元文章的段落划分，侧重培养学生的语篇意识。Detailed Study of the Text 部分列出了本单元文章学习中的重点词语、句式以及常用搭配等，并提供补充例句供教学使用。Summary of the Text 部分对本单元的内容作小结，以加深学生对文章的理解，教师也可用它作为课堂上的听写材料。Text-related Information 部分对课文中所涉及的文化、地名、人名和专有名词等作较详细的介绍，给教师提供背景知识，这部分内容教师不一定要在课堂上讲解。在 Skills 部分分别对阅读技能实践、翻译实践和写作实践等作简单讲解，补充了部分例子，供教学参考。Translation Skills 介绍英译汉的基本技能并提供了补充例句。Key to the Exercises 提供学生用书中相关练习的答案。Listening and Speaking 除了提供答案外，还提供听力录音的原文。最后是课文的参考译文。

《实用英语综合教程教师参考书1》（第四版）主编为上海交通大学陈永捷教授和金霞副教授。

参加修订工作的有陈永捷、金霞、宋娜娜、方青、纪昌娥、毛悦勤、王星、余继英等。

编者对参加前三版教材编写和修订的作者表示衷心感谢，他们是：

第一版《实用英语教师参考书》总主编吴银庚、陈永捷，《实用英语教师参考书》第一册主编孙立良和编者吴银庚、陈永捷、孙立良、汪俭、陈希文、范菊芬、奚兆炎、葛亮宏等。

第二版《实用英语教师参考书》第一册修订者孔庆炎、姜怡、姜欣、安晓灿、刘然、向前进。

第三版《实用英语教师参考书》第一册修订者陈永捷、金霞、余继英、宋娜娜、毛悦勤、王星、方青。

编者对使用本教材的师生表示感谢，感谢他们对本教材编写工作的支持和使用教材后给予的反馈意见，希望他们在使用过程中继续提出宝贵意见，以使本教材进一步完善。

编 者
2009年4月

第三版修订说明

《实用英语》系列教材是一套供高职高专英语课程使用的教材。自1995年正式出版发行以来，它所坚持内容的实用性、教学的针对性和编写教材的科学性受到了使用者的热烈欢迎。广大师生把它看作我国专科层次英语教学自己的教材。与此同时，他们本着爱护和培育这块英语教学园地的精神，希望《实用英语》在发扬其优点的同时，能及时对其存在的不足进行适当的修订，使之更加完善，更加符合当前高职高专层次英语教学的需要。为此，我们根据近年来广大师生提出的改进意见，再次对《实用英语》的《综合教程》、《泛读教程》、《综合训练与自测》和《教师参考书》进行了修订。同时，我们还把原《实用英语》的业务英语接续篇《实用业务英语》纳入到《实用英语》的体系中来，变成《实用英语》的第四册，从而使这次修订的《实用英语》成为一套既含基础英语又含业务英语的完整的实用英语教程。

修订后的《实用英语》（第三版）仍然分为《综合教程》、《泛读教程》、《综合训练与自测》和《教师参考书》。根据当前高职高专英语教学的实际情况，各册教程均由原来的10个单元修订为8个单元，对技能训练部分的项目作了少量调整，并调换了部分单元的课文。修订后的《实用英语》按照《高职高专教育英语课程教学基本要求（试行）》（2000年）中的词汇表重新对课文的分课词汇表进行了标记和增删。

《实用英语教师参考书1》（第三版）修订工作包括：调换了第一单元Text B、第六单元Text B、第七单元Text A与Text B和第八单元Text B的课文讲解、译文和《综合教程1》中重新编写的练习部分的答案。

《实用英语教师参考书1》（第三版）的修订工作由上海交通大学陈永捷教授和金霞副教授总负责。参加具体修订工作的有陈永捷、金霞、余继英、宋娜娜、毛悦勤、王星、方青等。

《实用英语》（第二版）系列教材曾获2002年全国高等学校优秀教材一等奖。为了使《实用英语》不断完善，编者希望使用本书的教师和学生在使用过程中继续提出宝贵意见。

编者
2004年2月

第二版修订说明

《实用英语》自1995年正式出版发行以来，它所坚持的内容的实用性、教学的针对性和编写教材的科学性受到了使用者的热烈欢迎。广大师生把它看作我国专科层次英语教学自己的教材。与此同时，他们本着爱护和培育这块英语教学园地的精神，希望《实用英语》在发扬其优点的同时，能及时对其存在的不足进行适当的修订，使之更加完善，更加符合当前专科层次英语教学的需要。为此，我们根据近年来广大师生提出的改进意见，对《实用英语》的《综合教程》、《教师参考书》和《综合训练与自测》进行了如下调整和修订：

一、《综合教程》

1. 对每单元的结构进行了如下调整：

调整前	调整后
课文A (Text A)	课文A (Text A)
课文B (Text B)	课文B (Text B)
● 阅读技能实践 (Reading Skills)	技能训练 (Skills Development and Practice)
综合练习 (Comprehensive Practice)	● 阅读技能实践 (Reading Skills)
● 写作实践 (Guided Writing)	● 翻译实践 (Translation Practice)
● 翻译实践 (Translation Practice)	● 写作实践 (Guided Writing)
● 听与说 (Listening and Speaking)	● 听与说 (Listening and Speaking)

2. 对听说训练部分进行了较大的调整：

- 1) 听力训练：适当降低了难度，主要是Listening Passage部分。修订后的听力训练文章短小精悍，生动有趣，且尽可能与Conversation Practice所涉及的话题相关，使听与说的训练更紧密结合；
- 2) 会话练习按功能和情景两大类进行了局部调整，第一、二册以功能为主线，第三册以情景为依托，并把话题情景加以具体化，使之尽可能适合中国学生在国内可能会遇到的涉外交际场景，以增强会话训练的针对性和实用性。

3. 对写作练习部分进行了局部调整：

原书的写作部分分为“基础训练”和“实用英语写作”两个小模块，这是本书的特色之一，受到师生们的好评。但基础训练部分有的练习偏长偏难，这次作了适当简化或更新。对部分应用文进行了删换，删除了部分内容偏专的商业信函，增补了传真、求学信、成绩单和公证书等专科学子可能会实际使用的涉外应用文。

4. 把《综合教程》中的部分综合练习与《综合训练与自测》中的相关内容合并统一编排，使练习更加紧凑合理。

5. 调整了个别课文与相应练习。

二、《教师参考书》

依照《综合教程》的调整和修订，《教师参考书》也相应调整和修订了练习答案、录音脚本、课文译文等内容。

三、《综合训练与自测》

增加了构词法的例示，修订了词汇练习部分。

修订工作由孔庆炎教授总负责，《综合教程》和《教师参考书》中的听说部分由姜怡、姜欣修订编写，应用文部分由安晓灿、刘然修订编写，课文部分由向前进修订编写，《综合训练与自测》由余渭深、刘寅齐、安晓灿修订编写。

本修订版承蒙《实用英语》第一版总主编吴银庚教授和华南理工大学郭杰克教授审阅，在此谨表示衷心地感谢。

修订后的《实用英语》在保持了第一版注重基础，强调实用特点的同时，练习更加紧凑，结构更加合理。它不仅适用于高等专科学校的学生，也适用于高等职业教育的学生。希望广大师生在使用过程中继续提出宝贵意见。

编 者

1999年4月

第一版前言

《实用英语》系列教材是根据教育部1993年颁布的《普通高等专科学校英语课程教学基本要求》编写的，供高等专科学校文理工各专业英语课程教学使用。《基本要求》规定，普通高等专科学校英语课程教学的目的是：培养学生掌握必需的、实用的英语语言知识和语言技能，具有阅读和翻译与专业有关的英文资料的初步能力，并为进一步提高英语的应用能力打下一定的基础。

为了体现上述教学目的，在编写《实用英语》系列教材的过程中，我们既注意吸收现代外语教学理论中适合我国英语教学实际的某些观点，又采纳传统外语教学理论中某些合理部分，结合我国外语教学中行之有效的理论和方法，力求处理好语言基础和语言应用的关系，突出加强英语实践能力的培养和实际运用。

《基本要求》将专科英语课程教学分为两个阶段。第一阶段重视语言共核教学，培养基本的语言技能；第二阶段结合专业，强调基本的阅读和翻译技能在本专业的实际应用。根据这样的教学安排，本套教材也分为两个阶段。第一阶段包括《实用英语综合教程》和《实用英语泛读教程》各三册，第二阶段包括《实用业务英语》一册。第一阶段的教材重视语言基础，兼顾文、理、工各科的通用性，侧重培养学生掌握基本的语言知识和技能，并在教学内容和技能训练方面逐步向第二阶段教材过渡。为了帮助广大师生使用上述教材，我们还编配了配套的《教师参考书》和同步练习性质的《综合训练与自测》。

本书是《实用英语教师参考书》第一册，内容包括《综合教程》第一册各单元教学重点，课文语言点解释，课文内容提要，背景知识介绍，阅读、翻译和写作技能训练要点，练习答案(包括听力部分的文字材料)，课文参考译文以及《泛读教程》第一册的注释和练习答案。《综合教程》中有些练习，如主观性题目，可能有不同的答案，因此本书提供的答案仅供参考。

《综合教程》各单元的练习量较大，教师在处理这些练习时，可根据教学实际情况有所侧重。

本书旨在为教师备课提供参考资料，在实际教学中教师可根据学生的不同情况，采用灵活的方法组织教学，充分利用教材所提供的内容，落实《基本要求》规定的教学目标。

《实用英语教师参考书》总主编为吴银庚、陈永捷，《实用英语教师参考书》第一册主编为孙立良，参加本书编写的编者为吴银庚、陈永捷、孙立良、汪俭、陈希文、范菊芬。《综合教程》第一册课文由奚兆炎翻译，葛亮宏提供了《综合教程》第一册的部分练习答案，本教材试点班教师王洁、王磊、沙韵、张翼、陶佩华参加了本书部分教案的编写工作。

本书由上海交通大学刘鸿章教授和大连理工大学孔庆炎教授审定，美籍专家Melisa Smith女士审校了每篇课文的导语和内容概要。

由于时间仓促，疏漏之处在所难免，希望广大读者批评指正。

编者
1997年4月

教材使用说明

《实用英语》系列教材是一套供高职高专层次使用的教材，也是国内最早专为高职高专英语教学量身定制的教材之一。自1995年正式出版以来，至今已有十余年了，其间有过两次修订，由于其所坚持内容的实用性、教学的针对性和编写的科学性受到了使用者的欢迎。从第一版以来，它曾先后被列为“面向21世纪课程教材”、“21世纪高职高专规划教材”、“普通高等教育‘九五’教育部重点教材”，第二版获得全国普通高等学校优秀教材一等奖，第四版被列为普通高等教育“十一五”国家级规划教材。本次修订调整了部分练习，更换了部分课文。我们希望修订后的教材能更好地为我国高职高专英语教学服务，以满足21世纪对高职高专人才的需求。

《实用英语综合教程》为《实用英语》的主干教材，教材的编写力图体现我国高等学校高职高专英语教学的特点，贯彻高职高专教育“实用为主、够用为度”的总体指导方针，遵循英语教学的原则，汲取我国英语教学的经验，充分反映中国学生学习英语的学习规律和要求，同时体现我国英语教学研究的新成果、新思想和新理念。教材设计充分考虑高职高专的课程设置、课时、教学要求和高职高专人才培养的要求与目标，力求处理好打好英语语言基础与培养英语语言应用能力的关系，强调英语语言基本技能的训练与培养实际使用英语从事交际活动的语言应用能力并重。

《实用英语综合教程》（第四版）第一册共有8个单元，主题包括大学生活、音乐、安全上网、第一印象、社区服务、体育明星传奇和尴尬一刻等，每个单元围绕一个主题，由Text A和Text B组成，并有技能训练(Skills Development and Practice)模块。

为了进一步帮助教师深入了解与掌握《实用英语综合教程》各个环节的编写意图，从而更好地使用本教材，下面就各个主要部分作具体说明。

在每个单元前有Getting Ready活动，该活动与单元的主题相关，以激发学生对主题的思考、提问和对一些问题的质疑，为学习本单元的课文打下铺垫。教师可根据学生的具体情况，让学生在课外自助开展，或以小组活动形式进行，也可以在课堂上进行。通过活动，学生不仅为学习本单元的课文做好准备，提高采访、提问、口头汇报等语言技能，还能培养学生独立思考的能力。

在Text A和Text B前有一项“热身活动”(Pre-Reading)，问题与课文主题有关，也可能涉及课文的具体内容，引导学生进入课文的主题。While Reading (Text A) 练习帮助学生养成良好的阅读习惯，After Reading练习使学生进一步加深对课文的理解，并对课文主要内容进行小结。阅读理解练习既可以在课堂上进行，也可以在课下进行，还可以让学生在小组活动中用一问一答的方式进行。

Vocabulary and Structure旨在帮助学生掌握和正确使用课文中出现的重要词语和结构，掌握词语的搭配，提高学生的使用能力。在这个部分中，我们安排了较多较为传统的词语练习，即用课文中出现词语的正确形式填空，以检验学生是否掌握了课文中出现的重点词语，通过在新的语境中使用这些词语，帮助学生加深理解和提高应用这些词语的能力。教师可以视学生的实际情况决定是否对这些练习作补充讲解。

Skills Development and Practice分为读、译、写和听说四个模块。阅读技能实践(Reading Skills)利用已学课文介绍和操练基本的阅读策略，第一册包括通过主题句确定中心思想、猜测生词词义、有效利用目录和附录查阅资料、阅读中注意标点符号、正确理解指代关系与逻辑连接词等技能。翻译实践(Translation Practice)由两部分组成：第一部分为英译汉基本技能操练，第一册的内容包括选择词义、引申词义、转译词类和增词译等；第二部分为Text A和Text B中的句子翻译或练习课文中出现的词语结构等。写作实践(Guided Writing)也由两部分组成：一般写作和实用英语写作。在第一册中，第一部分侧重句子水平的写作和操练，第二部分包括缩略语的使用、标志用语的使用、信封书信格式和明信片、

传真、贺卡、名片、便条、电子邮件、告示、海报等写作实践。听与说 (Listening and Speaking) 由辨音 (Sound Discrimination)、会话实践 (Conversation Practice) 和听力训练 (Listening Practice) 三个部分组成。我们在《教师参考书》中对每单元的技能练习都作了重点讲解, 并补充了例子供教学参考。特别要说明的是听与说 (Listening and Speaking) 这个模块虽然放在书的最后部分, 但教师可以根据实际情况和学生未来工作的要求在教学中灵活安排。

我们希望本教材能为教师提供一个教学平台, 希望教师根据学生的实际情况创造性地使用本书。

编 者
2009年4月

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Unit 1 Going to College

Aims

Aims	Text A		Text B	
Words	account, adjust, aspect, confuse, cope, federal, handle, locate, responsibility, savings		ability, achieve, challenge, education, experience, introduce, opportunity, retire, secret, share	
Phrases	add to, adjust to, cope with, have...off, in a row, on one's own, sleep in		at the end of, be afraid of, be interested in, dream of, grow up, look around, smile at, stay young, take on, turn around	
Structures	1. where 引导的定语从句 2. who 引导的定语从句			
Skills	Reading	Translation	Writing	Listening & Speaking
	Topic Sentences	选择词义：根据词在句中的搭配关系和上下文正确地选择词义	缩略词	1. Sound Discrimination 2. Greeting 3. Listening Practice

Text A

College — A New Experience

I. Introduction

1. Introductory Remarks

College is a place many young people are longing for. They are fond of college life for different reasons. In this passage, the author gives us her reasons why she likes college.

2. Introductory Questions

Students are expected to go over the text very quickly. Then they are required to make a True/False response to each of the following statements:

- 1) The author likes college only because she loves being on her own. (F)

T: Being on her own, talking with friendly people, and having Fridays off are some things she likes about college.

Practical English

- 2) Before the author entered college, her parents always seemed to be around her, saying what she should do and what she shouldn't. (T)
- 3) The author feels comfortable in the dorm because there are friendly people around to talk with. (T)
- 4) It seems that the author is very busy with her studies at college. (T)
- 5) The author likes to get up early. (F)
T: She loves to sleep in.
- 6) When the author was at high school she couldn't sleep late in the morning. (T)
- 7) The author likes college so much that she almost forgets her family in New York. (F)
T: Although she likes college, she can still get homesick.

II. Outline

Para. 1	Brings up the main idea of the article: Being on my own, talking with friendly people, and having Fridays off — these are just some things I like about college.
Para. 2	Living at college gives me a sense of responsibility of being on my own.
Para. 3	Friendly people
Para. 4	I love having Fridays off.
Para. 5	Conclusion

III. Detailed Study of the Text

1. **I'm away from home, so I have many things to adjust to.**
— Since I've left my home, there are many things for me to get used to.
adjust to: to get used to by changing behavior or ideas
e.g. The body adjusts itself to changes in temperature.
You should adjust your expenditure to your income.
2. **(be) on one's own:** (to be) alone, (be) independent
e.g. He can't be left to work on his own.
The old lady is now on her own in a small town.
We are expected to solve the problem on our own.
3. **have (some time) off:** to have a rest for a period of time, be away from work or duty
e.g. I would love to have a year off.
You'd better have a few days off.
4. **a sense of responsibility:** an ability to behave sensibly so that you can be trusted to do the right thing
e.g. Parents need to encourage a sense of responsibility in their children.
“Sense” here means a general feeling or understanding.

e.g. a sense of being on my own, a sense of duty

He felt a sense of loss.

5. handle my own life: control my own life

handle: to control, deal with

e.g. She couldn't handle the pressures of her new job.

My secretary will handle all the details.

She's very good at handling difficult customers.

6. account:

1) an arrangement with a bank, shop or other organizations by which they take care of your money or allow you to buy things and pay for them later

e.g. I've opened an account with a building society.

Have you got a bank account?

cf. **checking account** (支票存款账户, 活期存款账户), **deposit account** (定期存款账户), **savings account** (储蓄存款账户)

2) a written or spoken description of an event

e.g. She gave a vivid account of her recent visit to China at the meeting yesterday.

He kept a detailed account of the suspect's movements.

7. ... or where they were located: ... or the place where they were situated

be located in/by/near, etc.: to be in a particular position

e.g. The business is located in the center of the town.

8. now (that): because of the fact (that)

e.g. Now that you have mentioned it, I do remember.

Now that you have grown up, you must stop this childish behavior.

9. I was a bit confused about where I was going.

— I didn't know for sure where I was going. / I was wondering where I was going.

be confused: not be clear, don't know exactly what to do

e.g. I'm afraid I'm a little confused about these things.

Many people are confused about the new ways of measuring temperature.

a bit: to some degree, rather, a little

10. be supposed to: should, must, be expected to

e.g. Everyone is supposed to know the rules.

You are supposed to report the matter to the police as soon as possible.

I'm not supposed to talk to you about this.

11. add to: to put (one thing together with another)

e.g. The Yangpu Bridge has added greatly to the beauty of Shanghai.

Adjectives add to the meaning of nouns.

12. cope with: to deal with successfully; endure

e.g. John and Sally coped with all their problems cheerfully.

Poor families have to cope with a lot of strain.

Practical English

13. in a row: one after another without a break

e.g. We had three bad summers in a row.

He was elected president three times in a row.

14. sleep in: to sleep late in the morning

e.g. We usually sleep in for a bit on Sundays.

I slept in by mistake and was very late for work.

He worked late and decided to sleep in the next morning.

IV. Summary of the Text

The author regards college life as a new and different experience and gives three reasons to explain this. First, she thinks college life makes her feel responsible for herself and independent because she has to make decisions on everything she does. Then she writes about the friendly people she can get help from and talk with. Lastly, she mentions the possibility of having Fridays off. In short, she enjoys this new life in spite of the fact that she is far from her hometown.

V. Text-related Information

1. Credit Card:

Credit card is a card that identifies its owner as one who is entitled to credit when purchasing goods or services from certain establishments. Credit cards originated in the United States in the 1930s; their use was wide-spread by the 1950s. They are issued by many businesses serving the consumers, such as oil companies, retail stores and chain stores, restaurants, hotels, airlines, car rental agencies and banks. Some credit cards are honored in a single store, but others are general-purpose cards for use in a wide variety of establishments. Bank credit cards are examples of the general purpose card. Establishments dispensing almost every form of product or service are honoring such cards, and it is predicted that credit cards might some day eliminate the need for carrying cash.

When a credit card is used, the retailer records the name and account number of the purchaser and the amount of the sale, and forwards this record to the credit card billing office. At intervals, usually monthly, the billing office sends a statement to the card holder listing all the charged purchases and requesting payment immediately or in installments. The billing office reimburses the retailer directly.

Most of the work involved in credit card operations is now handled by computers. Charges for the use of a credit card are sometimes paid directly by the card holder, and sometimes borne by the retail establishments that accept them. In the latter case, the cost is absorbed into the price of the merchandise. Department stores usually charge interest to credit customers who do not settle their bills within a month, but certain credit plans do not charge interest until a bill has been outstanding for several months. Interest rates for overdue balances are regulated by state law. A continuing problem involved in the use of credit cards is the ease with which they can be used fraudulently if stolen or lost, although the liability of the owner is limited.

2. Universities and Colleges:

Universities and colleges are institutions that offer education beyond the secondary (preparatory or high school) level. This broad category of institutions may include colleges offering only undergraduate

preparation; universities offering undergraduate and graduate education; free-standing professional colleges offering degrees in law, medicine, engineering and the like; and two-year community and junior colleges offering technical, vocational and liberal arts programs.

Terminology for institutions as well as types of programs vary greatly within a single country. In general, a college offers degree programs for undergraduate students, but it may have Master's degree programs also. The universities are usually dedicated to three comprehensive activities: instruction for undergraduate, graduate, and professional degrees; research geared to expanding the frontiers of knowledge; and outreach or dissemination of learning beyond the boundaries of the institution through the printed word, scholarly associations, formal and non-formal instruction, and worldwide telecommunications and computer linkages.

National systems of higher education in general are geared to serving youth between the ages of 17 and 25. The enrollment as a percentage of the country's total population has been growing appreciably in many countries. Where once higher education was reserved for a small elite, today university education in many countries is a massive social enterprise.

Despite the ravages of two world wars and the damage and disruption of uncounted local military contests, many nations of the world have received increasing demands for higher education from their people and have responded by building more universities and other types of higher education institutions. The Third-World nations in Africa, Southeast Asia, and South America have built new universities. Some universities have reached enormous size, such as the National Autonomous University of Mexico, which has over 300 000 students.

Text B

Never Too Old to Live Your Dream

I. Introduction

1. Introductory Remarks

Everyone has his or her dream. Having a dream in life not only makes us stay young and be happy, but also helps us live a meaningful life. However old you are, it is never too late to realize your dream. It is up to you to realize your dream. But, for some reason, some people lose their dreams, even when they are very young. This passage tells us a story about an eighty-seven-year-old woman who taught by example that it is never too old to live your dream.

2. Introductory Questions

- 1) What happened in the first day of school?
- 2) How old was the old woman Rose?
- 3) Why did the woman want to go to college at such an old age?
- 4) What did they talk about after class?
- 5) What were the four secrets to staying young, being happy and achieving success according to the old woman?
- 6) What did the author and his schoolmates learn from the old woman?