


● 高等院校英语专业精品系列教材

# Expressing English Integrated Coursebook

## 表达英语 综合教程 3

○总 主 编 王立非 郑玉琪  
○主 编 郑玉琪 石云龙

 高等教育出版社

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## 《表达英语综合教程3》

主 编：郑玉琪 石云龙

编 者：侯 旭 吴 婧 黄文英

王 晓 玲 秦 楠

# 前言

《表达英语综合教程》*Expressing English*以最新《高等学校英语专业英语教学大纲》为指导原则，运用国际第二语言习得理论的新成果，充分体现“以人为本”的思想，突出英语专业的特色和优势，注重培养英语专业学生的语言、认知、逻辑等能力。

本套教材为英语专业本科1—2年级基础阶段编写，核心理念是关注英语表达能力的培养，将思考、听力、口语、阅读、写作、翻译融为一体，综合提高英语表达能力。

## 一、编写理念

与国内同类教材相比，本套教材在编写和选材理念上突出3个特点：

### ● 外语教育整体性

强调外语教学中的语言能力、思维能力、策略能力、知识面、人生观的平衡关系和综合发展。

### ● 外语学习一体性

根据第二语言习得中输入——输出假设原则，将输入与输出有机结合，通过提高语言输入能力，促进语言输出能力发展，达到增强外语表达核心竞争力的目的。

### ● 外语交际双向性

强调中西文化表达的平衡，在口头表达训练中提供相关中文信息，在笔头表达训练中强调英汉对译。

本套教材在选材上注重内容的思想性、文化性、可读性，语言地道，范文质量高，题材广泛多样，篇幅适当，内容涉及社会、文化、教育、科技等领域。练习设计强调与主题内容相关，形式多样，如理解思考题、语言运用题、测试模拟题等。教材设计的整体思路围绕4条路径展开：

### ● 以读促思 (Read to Think)

### ● 以读促说 (Read to Speak)

### ● 以读促写 (Read to Write)

### ● 以读促译 (Read to Translate)

## 二、教材结构与使用建议

本套教材基础阶段共4册，每学期使用1册，每册共分12个单元，每单元教学时间为6课时，也可根据各院校教学计划而定。每个单元围绕一个主题，包含两篇课文（主、副课文各一篇）。每6个单元结束后设计1套复习测试题，检查和巩固学生所学知识。每单元由9部分组成，使用建议如下：

### 经典名句 (Proverbs and Sayings)

每单元精选一句语言精炼、思想内容深刻并且与该单元内容有一定联系的经典名句，如谚语、歇后语、名言等，要求学生课前熟记或背诵，使学生尽快进入该单元的学习状态。

### 课前准备活动 (Pre-reading Activities)

围绕本单元的主题和课文内容开展相关的课堂导入活动，要求学生查找资料，就课文将要涉及的内容了解相关背景信息，开展交流和讨论。

### 主课文 (Text A)

主课文Text A用于课堂精讲，一般用2课时完成。

#### 以读促思 (Read to Think)

本部分包含针对主课文内容和结构的两类问题。教师在课堂上可以就课文的内容、结构、语言等组织学生进行讨论，并回答问题，帮助学生加深理解。

#### 以读促说 (Read to Speak)

本部分提供与本单元主题相关的口语练习话题。口语练习形式主要包括复述、自由发言、即席讨论、辩论等，教师可以要求学生事先准备，也可以让学生以对子、小组、大组发言等形式练习。

#### 以读促写 (Read to Write)

本部分包括续写、改写、指导性写作、自由写作等形式，主要训练学生运用在本单元所学过的单词、词组、句型等表达类似课文中的思想内容。教师可要求学生当堂写作，也可以作为课后作业布置给学生。

#### 以读促译 (Read to Translate)

本部分包含英译汉和汉译英两部分。英译汉部分由课文中的重点句子组成，主要考查学生对重点和难点的掌握情况；汉译英部分主要训练学生熟练运用课文中的重点词汇、短语、句型进行翻译并适当扩展的能力。

#### 语言研习 (Language Studies)

本部分设计了一系列练习，着重训练语言形式，如与本单元主题相关的词汇、短语、句型结构、篇章等。

### 副课文 (Text B)

本部分可以在课堂讲解，也可以作为课后补充阅读。课文后设计两种练习：细读 (Reading for Details)、略读 (Reading for Main Ideas)，重点检查阅读理解的广度和深度。

### 三、教材特色

本教材以第二语言学习输入——输出假设为理论基础，特别强调语言表达对语言学习的作用，尽量做到：

1. 以表达输出促进语言的流利性和自动化；
2. 以表达输出使学习者从意义加工转移到语言形式加工；
3. 以表达输出让学生检测对目的语的假设；
4. 以表达输出获得相应的反馈；
5. 以表达输出培养学生的话语能力；
6. 以表达输出建立自信心。

在编写时：

1. 注重认知思维能力与语言能力培养相结合，强调综合语言技能教学的理念；

2. 突出英语表达能力的培养, 以表达技能(说、写、译)为主线索, 贯穿始终;
3. 以主题形式组织单元内容, 文章关联性与可读性强, 课内一篇以读为中心(阅读、思考、欣赏), 课外一篇以写为中心(词、句、段、篇), 课内和课外在内容和形式上形成有机整体;
4. 兼顾英语专业四、八级测试, 让学生逐步熟悉考试内容和考试题型。

本套教材配有教学参考书, 提供相关练习参考答案。

本套教材编写队伍阵容强大, 包括国内知名的第二语言习得专家和多所知名院校外语专业教师, 由国内外资深英语专家审校, 并得到江苏省高校外语教学研究会和高等教育出版社的大力支持, 在此表示感谢。

编者

2009年1月

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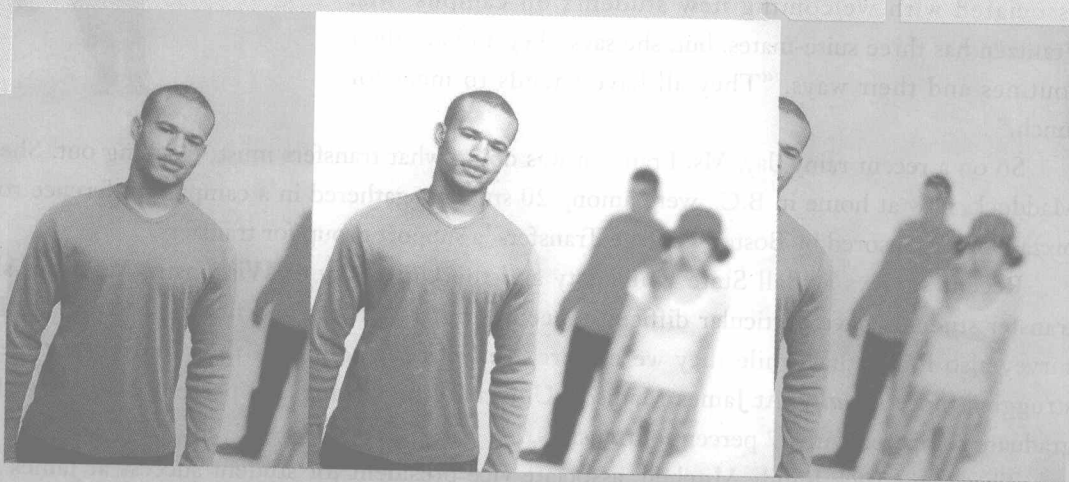
## Unit

# 1

# College Nomads

*Look at frustration as a positive thing. It is the frustration that drives you to improve.*

— John Lyons



## Pre-reading Activities

1. Are there transfer(转学) students in your class or do you know any transfer students? Interview them and present what you've found from the interview to the whole class. You may focus on such topics as why they decided to transfer, whether they came across any difficulties and what achievements they have made after transferring. You may also choose your own topics.
2. Discuss the following questions with your partner or in small groups:
  - 1) Have you ever thought of transferring to other majors? Why or why not?
  - 2) Are you for or against the policy of allowing students to transfer between universities and majors?
  - 3) If you were a transfer student, what difficulties do you think you would possibly have?
  - 4) Read the title of the text and guess what it is about.

## Text A

## Lost, Alone and Not a Freshman

1 It is tough enough to be new on campus — outsider to daily rhythms and local lingo<sup>1</sup> — without having to do it more than once. Freshmen are expected to be *naive*, refer to campus maps and travel in *packs*. After that, *ignorance* isn't cool.

2 “I didn't know where one of the dining halls was for a year because I didn't want to ask,” admits Kerri Maddock, who transferred from Villanova University to Boston College her sophomore year.

3 Others already have friends, some even the *forged* bonds that last a lifetime. This can be *intimidating*. Ask Sara Frantzen, a sophomore who arrived at Boston College from the University of Warwick in England in January. Absent were the celebratory flourishes — balloons, banners, themed cookouts — typically associated with welcoming new students on campus. Ms. Frantzen has three suite-mates, but, she says, they all have their routines and their ways. “They all have friends to meet for lunch.”



4 So on a recent rainy day, Ms. Frantzen was doing what transfers must: reaching out. She and Ms. Maddock, now at home in B.C., were among 20 students gathered in a campus conference room for a pizza lunch sponsored by Boston College Transfers, a support group for transfers.

5 Recent surveys at Ball State University and the University of Wisconsin, Madison, show that transfer students have particular difficulty meeting other students and finding friends; the Ball State survey also found that while they were more *academically* confident than first-year students, they struggled more *socially*. At James Madison University in Virginia, 80 percent of “native” freshmen graduate compared with 72 percent of transfers.

6 That gap struck Randy Mitchell, associate vice president for student success at James Madison. Many surveys and focus groups later, he *pinpointed* an adjustment problem. “Transfer students felt they were dropped into the *institution*<sup>2</sup> without a lot of support and they were lonely,” he says. “We do a great job for freshmen. What we did for transfers paled in comparison.”

7 Last year, Mr. Mitchell started a program of peer helpers, Assisting New Transfer Students. Next fall, Madison Transfer, an information and social center for transfer students, will open. “This,” he says, “is what the students told us: ‘We need a place we can go where we can just ask questions, where we can make contact with other transfer students.’”

8 Frankie Santos Laanan, an assistant professor who studies transfer trends at Iowa State University, says that switching colleges can leave students surprised, socially and emotionally — and can result in

1 **lingo**: a type of language that contains a lot of unusual or technical expressions

2 **institution**: an organization for helping people with social needs, such as an orphanage, a home for old people, etc.

a temporary dip in grades. “It is that shock that could make a student dissatisfied or *disillusioned*,” he says.

9 Monica Graves, a dance major who left the University of Oregon her sophomore year for the University of Illinois, Urbana, says she was unprepared for the jarring<sup>1</sup> realities of college in the Midwest, citing *a dearth of* organic produce, limited enthusiasm for recycling and the flat terrain. In Oregon, she says, “you drive one way, you get mountains; drive the other way, you get ocean. Here you drive one way, you get corn, the other way you get soybean. No matter how far you drive, the biggest hill you will ever find in Illinois is an overpass.”

10 Ms. Graves found a farmers’ market and moved to a nearby area with a more extensive recycling program. The flatness is *unalterable*.

11 To *ease* the isolation she felt, she also mobilized<sup>2</sup> other transfer students in dance, starting the plainly named Transfer Group. The group won representation on a student advisory board and has had a list of grievances and goals, from more generous transfer of credits to having its own Web page. The most important mission, however, is helping new transfers feel comfortable. This semester, they are compiling an insider’s guide to the dance program and off-campus life in Urbana-Champaign.

12 Kristine Kirwin, a 2004 graduate of Boston College, says she felt support lacking when she transferred sophomore year from Hendrix College in Arkansas. She started Boston College Transfers because she thought “transfers could use a mentor, someone they could ask without embarrassment, ‘What is the D-Line?’ ‘What is Mary Ann’s?’”

13 “For freshmen, you are given everything on a platter,” says Ms. Kirwin, now a career counselor at Princeton. “When I was transferring I saw all the activities for Freshmen Welcome Week. They went to a Red Sox game, they had a barbecue, and I thought, ‘I’d like to sign up, but I don’t want to be the sophomore signing up with all the freshmen.’”

14 Paige Crowther, formerly at the State University of New York, Purchase, is one of seven students now running the group. At the pizza lunch, she urged the others to sign up for a trip to dinner in the city’s Italian neighborhood. She introduced members and offered contact information. Announcements gave way to conversation, punctuated by the names of colleges that students had passed through — Holy Cross, Dickinson, Bates, Colgate, among others.

15 Ms. Frantzen, the transfer from England, politely tried to carve a slice of vegetable pizza with a plastic knife as she chatted with Ms. Maddock. They discovered they had attended the same high school. *Revelations mingled* with *durable* advice from old transfers to new: push aside inhibitions, join campus clubs, seize social opportunities.

16 And be creative. Tanesha Wright and her roommate shared a *tip* for making friends: last year, they attached Smarties and Hershey’s kisses to their door with a sign welcoming passersby to help themselves. “People would come by and leave messages,” says Ms. Wright, a junior who transferred from Hartwick College in 2004. Sometimes, she adds, there were even invitations: “People put down their room numbers.”

1 **jar**: If a sight, sound or experience jars, it is so different or unexpected that it has a strong and unpleasant effect on something or someone.

2 **mobilize**: to organize or prepare something, such as a group of people, for a purpose.

- 17 Colleges are focused on retaining students, not on helping those who are leaving or arriving in academic *midstream*. Once students break the continuity of their education, they must take charge of it themselves. “Whether a student ends up with a rich educational *tapestry*<sup>1</sup> or a loose *patchwork*<sup>2</sup> ends up being up to them,” says Alexander C. McCormick, senior scholar at the Carnegie Foundation for the Advancement of Teaching at Stanford. What to do?
- 18 Learn the ropes. “Transfer student capital” is what Frankie Santos Laanan, an assistant professor at Iowa State University, calls knowing how to negotiate the process. That includes understanding credit-transfer agreements between colleges, grade requirements for admission into a desired major, and course *prerequisites*. And if a gap exists, he says, take needed courses before the academic year begins.
- 19 Plan ahead. There is no academic *down time*<sup>3</sup> in the several months between deciding to transfer and arriving on a new campus. It should be planning time. “They need to know what they need to be doing right away when they get here,” says Shelly Brown, transfer services counselor at the University of California, Irvine, which has *set aside*<sup>4</sup> two dorms for transfer students. (Who wants to live with freshmen?) Ms. Brown sends e-mail messages to transfers before they set foot on campus. She wants them to *foster* relationships quickly with professors and arrange research that will help secure letters of recommendation for graduate programs.
- 20 Test the water. There are good reasons to switch colleges, but it’s *disruptive* to personal life and education and can add to the duration and cost of a degree. So do your homework and visit the campus to make sure the next college is the one for you. (1 235 words)

## Endnotes

### 1. *About the author*

Laura Pappano is an American essayist and a local journalist (Commonwealth contributing writer). She is also a visiting scholar at Northeastern University and the Murray Research Center at Radcliffe Institutes for Advance. She writes a weekly column on education for the *Boston Globe* and has expanded an article for the *Boston Globe* magazine into a book called *The Connection Gap*.

### 2. *Red Sox*

The Boston Red Sox, a base ball team in Boston, swept the St. Louis Cardinals four games to none to capture their first World Series since 1918. The Red Sox clinched the best-of-seven series at Busch Stadium in St. Louis, Mo., on October 27 by beating the Cardinals 3–0 behind Derek

1 **tapestry**: a piece of cloth whose pattern or picture is created by sewing or weaving different colored threads onto a special type of strong cloth

2 **patchwork**: cloth which is made by sewing together a lot of smaller usually square pieces of cloth with different patterns and colors

3 **down time**: a period of time when you have finished what you were doing and you can relax or do something you had not originally planned to do

4 **set aside**: to save something, usually money or time, for a special purpose

Lowe. The Red Sox became the third consecutive wild-card team to win a World Series. In the World Series opener at Boston's Fenway Park on October 23, the Red Sox outsluged the Cardinals 11–9. In game two on October 24, the Red Sox again vanquished the visiting Cardinals 6–2 as Curt Schilling, despite an ankle injury, pitched six innings. Jason Varitek, Orlando Cabrera, and Bellhorn each batted in two runs for the Red Sox. In game three at St. Louis on October 26, Pedro Martinez yielded just three hits over seven innings, and Ramirez hit a first-inning home run off Jeff Suppan, the losing pitcher, to propel the Red Sox to a 4–1 triumph and a three-games-to-none lead.

### 3. *Smarties and Hershey's kisses*

Smarties is a type of artificially fruit-flavored candy produced by Ce De Candy, Inc. in the United States.

Hershey's kisses is a popular brand of chocolate produced by Hershey Chocolate Corporation. The factory was founded by Milton Hershey, an American manufacturer and philanthropist in 1903, and later became the world's largest chocolate manufacturing plant. The company town of Hershey received many public amenities under his firm but benevolent control. In 1918 Hershey turned over the bulk of his fortune to the M.S. Hershey Foundation, which supports the Milton Hershey School, a vocational school founded by him.

## I. Read to Think

### 1. Read to understand the contents of the text.

- 1) What difficulties might people have if they are new on campus?
- 2) Why does the author say "This can be intimidating."?
- 3) What does "reaching out" and "at home" mean respectively in Paragraph 4?
- 4) What struck Randy Mitchell and what did he do accordingly?
- 5) What did Randy Mitchell mean when he said "What we did for transfers paled in comparison."?
- 6) Who were the peer helpers in Mr. Mitchell's program?
- 7) Why did Ms. Graves find a farmers' market and move to an area where there was a more extensive recycling?
- 8) What does "the flatness is unalterable" mean?
- 9) What is the function of such questions as "What is the D-Line" and "What is Mary Ann's" in Paragraph 12?
- 10) What does "For freshmen, you are given everything on a platter." mean?
- 11) Why did Ms. Kirwin say "but I don't want to be the sophomore signing up with all the freshmen."?
- 12) What does "learn the ropes" mean?
- 13) What does "Transfer student capital" refer to?
- 14) What are "secure letters of recommendation for graduate programs"?

15) What homework must be done according to Paragraph 20?

**2. Read to understand the organization of the text.**

- 1) What is the relation between Paragraph 1 and the rest of the article?
- 2) After you finish reading the whole article, read paragraph 1 again and explain what the author means by “Freshmen are expected to be naive. ... After that, ignorance isn’t cool.”
- 3) The body part of the article is organized by weaving transfer students’ problems with conclusions or people’s solutions to the problems. Complete the following chart by identifying which part is about the problem and how it concludes or solves the problem. The first two have been done for you.

Paragraph number	Function
Paragraphs 2—4	<i>Problems of Kerri Maddock and Sara Frantzen</i>
Paragraphs 5—6	<i>Conclusion of transfer students’ problems</i>
Paragraphs 7—8	
Paragraphs 9—10	
Paragraphs 11	
Paragraphs 12—13	
Paragraphs 14—16	

**II. Read to Speak**

**1. Guided Speaking**

Work in pairs. One is a transfer student who comes across some difficulties. The other is his/her friend who is going to give some suggestions. Make up a dialogue between the two and cover the main points as listed below.

- 1) The difficulties as mentioned in the article.
- 2) The suggestions or solutions as given to transfer students in the text.

**2. Free Speaking**

This article is about some problems that transfer students encounter on campus and it also gives some suggestions on how to cope with the problems. Think about your own experience as a freshman in university. Have you ever had any problems? Were they similar to the problems discussed in the text? Share with your group members your experience and your solutions to the problems. Then ask a group representative to present your ideas to the whole class.

(Idea input)

进大学的第一个心理准备，是对大学生活少一点幻想，要学习面对不尽如人意的现实，放弃不切实际的期待，发挥自己的主观能动性。进大学的第二个心理准备，是重建生活的目标。进了大学，思想更成熟，眼界更开阔，经过一段时间探索，完全可以重新确立自己的人生目标。第三个心理准备，是要重新给自己定位。自己的弱点，既可能成为成长的阻力，也可能成为成长的助力，关键在于你如何看自己。第四个心理准备，是要学会和适应大学的教学方法，充分利用学校的资源。学生要主动求教于老师；大量的时间需要自己去安排；要学会研究性学习，善于发现和提出问题等等。第五个心理准备，是要学会与不同背景的人共同生活，学会合作与分享。大学里学会与不同背景的同学相处，学会处理同学间的矛盾和冲突，无疑会有利于今后走入社会。第六个心理准备，是学会自我管理。学会自我管理也是大学生活的重要一课。需要学会管理的東西挺多，比如：个人生活物品怎样保管、利用（想用时找得到、用得上），钱怎样花，时间怎样利用，情绪怎样调整等等。自我管理能力之所以重要，是因为它影响人学习、工作的成效。

## III. Read to Write

### 1. Guided Writing

- 1) Study the following examples and learn to write sentences of your own by following the same pattern.

Pattern 1: inversion.

Example: Absent were the celebratory flourishes — balloons, banners, themed cookouts — typically associated with welcoming new students on campus.

Your own sentences:

- (1) \_\_\_\_\_  
 (2) \_\_\_\_\_

Pattern 2: present participle

Example: Monica Graves says she was unprepared for the jarring realities of college in the Midwest, citing a dearth of organic produce, limited enthusiasm for recycling and the flat terrain.

Your own sentences:

- (1) \_\_\_\_\_  
 (2) \_\_\_\_\_

- 2) Complete each of the following sentences by choosing a word or phrase listed below for Step One. Then decide the correct order of the sentences and use the linking words and phrases in the box for Step Two to combine the sentences into a summary of the text. Part of the summary has been done for you.



## Step One:

to as since before as well as one thing so that

## Step two:

meanwhile secondly moreover first of all

### Step One:

- (1) Special programs have been set up \_\_\_\_\_ they can help each other \_\_\_\_\_ obtain assistance from other people.
- (2) \_\_\_\_\_ solve these adjustment problems, many efforts have been made.
- (3) It is hard for them to make friends \_\_\_\_\_ others all have their own routines and ways.
- (4) Some suggestions are given concerning what to do \_\_\_\_\_ students decide to transfer.
- (5) \_\_\_\_\_ they don't want to be regarded as freshmen, they don't want to obtain help specifically offered to freshmen.
- (6) \_\_\_\_\_ is to encourage transfer students to reach out.

### Step Two:

Compared with freshmen, transfer students in university must experience a harder life. \_\_\_\_\_, since they don't want to be regarded as freshmen, they don't want to obtain help specifically offered to freshmen. \_\_\_\_\_, it is hard for them to make friends as others all have their own routines and ways. To solve these adjustment problems, many efforts have been made. One thing is to encourage transfer students to reach out. \_\_\_\_\_, special programs have been set up so that they can help each other as well as obtain assistance from other people. \_\_\_\_\_, some suggestions are given concerning what to do before students decide to transfer.

## 2. Free Writing

This article discusses the difficulties transfer students have in America and how they can solve their problems. In China, transferring between majors is also being practiced and people hold different opinions. Some believe that transferring will do good to education as it gives students a second chance to decide what their real interest is whereas other people believe that transferring is a sword with two blades because it can also pose such problems as adaptability to new environment and disorderly teaching management.

Work in groups and make a survey among your classmates and friends and write an essay about the pros and cons of the issue.

## IV. Read to Translate

### 1. Translate the following sentences from the text into Chinese.

- 1) It is tough enough to be new on campus without having to do it more than once.