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Unit 1 College Life

你是否曾经无数次幻想着大学的校园生活？想象着沉浸在书的海洋中，漫步于林间小道中？而如今你身在大学的校园里，又将如何度过这几年的大学生活呢？

Situational dialogues

A: Hi, Susan.

B: Hello.

A: We haven't seen each other for a long time.

B: Yes, since graduation. By the way, which university you are studying now? .

A: In a business college, I have been here for more than a year, and I feel university life is really fine.

B: Yes, college life is quite good, here one can do many things I like and everyone can do their own thing, such as I can read my favorite books, join the club that I like, what is more important is that I can feel oneself like the course.

A: What college course do you like most?

B: I like cut history for history most, I like it very much, the civilization our ancestors created was great. In the learning process, I feel my identification to motherland culture deepened ceaselessly. Through the study, I just know the world to China's misunderstanding, modern ancients understanding. You know, we can't use the vision to judge the ancients now.

A: Boon, I agree with what you said. for foreigners to our misunderstandings are too deep, and we don't know much about the country's history, there are many misunderstandings.

B: Except history, I like a lot of other courses. Economics is also my favorite, as long as we know we have the opportunity to study, we are really very happy.

A: Then we should cherish this chance more, we must study hard.

B: Well, let us work together.

Text A A Satisfying College Experience

Pre-reading Activities

1. Work in groups and discuss the following questions.

(1) Name some of the most famous colleges and universities in the world. What are they famous for?

(2) What's your impression of your college?

(3) What's your ideal college life?

(4) How will you spend your college years? Draw up a plan.

Please give an oral report on the topics above.

2. Look at the important things in one's college life and choose the items which you are supposed to do in your college years.

☐ study

☐ falling in love

☐ part time jobs

☐ social communication

☐ study programs

☐ physical training

☐ student associations

☐ computer games

☐ reading widely

☐ playing truant

Now compare your answers with your partners. Can you think of other important things in your college life?

A Satisfying College Experience

Through the years, my answer to the age-old question, “what do you want to be when you grow up?” has evolved tremendously. At the age of four, like most hopeful preschoolers, I felt confident that I could be the president of the United States. When I started elementary school, I developed marginally more attainable goals—perhaps I could be an astronaut or a scientist. However, with my middle school years came a wake-up call: I had no aptitude for science. So, by the time high school rolled around, I decided that my niche was in English and I would make a career for myself in an area that would allow me to do what I loved most—read and write.

As a rising senior with a major in English and a minor in journalism, I am proud to say I have yet to abandon that dream, even though what I want to be when I grow up will undoubtedly take a backseat to what job I can find after graduation.

With every raised eyebrow I receive and every “why?” I hear when I tell people

what I'm studying in college, this realization has grown, but so has my self-assuredness. After three years at the university, I'm confident that all of the clichés about college are true. These will likely be the most educational years of our lives. Not just academically, but in that they mold us into the people we became. The choices we make in college profoundly affect the interests we develop and the values we deem important. I may not land a dream job in publishing right after graduation, but I don't and never have regretted my choice of major.

At a friend's graduation party this summer, I watched several of my friends talk about glum job prospects and post-graduation depression. These are some of the most intelligent, talented and hardworking friends I have. All of them have impressive résumés chock—full of internships for every season of year, board positions in countless clubs and high GPAs. Many of them are English majors. But still, I have hope.

In college I've had real-life experience in the things I value. I've gotten to live the life of a journalist, completing with interviews, deadlines and the satisfaction of seeing my writing in print. In literature classes, I've read authors whose works have stood the test of time, whose values I share or disagree with, all the time becoming a more intelligent, cultured and open-minded person. It may take a while for me to find a career that is just as satisfying as these college experiences, but I'm confident I will. I am eternally grateful for the liberal arts education I've received at the university and I know it will continue to enrich my life.

While I haven't always been this confident in my choice of major and minor, I'm glad that as a senior, I hold these convictions. If there's one thing I wish I knew before freshman year, it's that if something feels like the right decision, it probably is. I urge the incoming freshmen to follow their intuitions and take advantage of the wealth of opportunities that college offers and treasure them. I intend to enjoy every moment of my senior year, because it doesn't get any better than this.

New Words

evolve/ <i>ɪˈvɒlv</i> /	<i>v.</i>	演变, (使)进化, (使)发展
tremendously/ <i>trɪməndəsli</i> /	<i>ad.</i>	可怕地, 极大地, 惊人地
elementary/ <i>elɪˈmentəri</i> /	<i>a.</i>	基本的, 初级的, 小学的
marginally/ <i>ˈmɑːdʒɪnəli</i> /	<i>ad.</i>	轻微地, 少量地
attainable/ <i>əˈteɪnəbl</i> /	<i>a.</i>	可达到的, 可获得的
aptitude/ <i>ˈæptɪtjuːd</i> /	<i>n.</i>	(学习方面的)才能, 天资
niche/ <i>nɪtʃ</i> /	<i>n.</i>	壁龛; 合适的职务(环境、位置等)

续表

career/kə'reɪə/	<i>n.</i>	职业; 经历, 生涯
minor/'maɪnə/	<i>a.</i>	较小的; 次要的
	<i>v.</i>	副修
backseat	<i>n.</i>	后座, 次要位置
eyebrow/'aɪbrəʊ/	<i>n.</i>	眉毛
realization/ˌrɪəlaɪ'zeɪʃən/	<i>n.</i>	实现; 领悟
assuredness/ə'ʃʊədnis/	<i>n.</i>	确实, 确信, 自信
academically/ækə'demɪkəli/	<i>ad.</i>	学术上, 学业上, 理论上
mold/mould/	<i>n.</i>	霉(菌); 模型; 性格
	<i>v.</i>	模制, 塑造成
profound/prə'faʊnd/	<i>a.</i>	深深的, 深刻的
glum/glʌm/	<i>a.</i>	闷闷不乐的, 阴郁的, 阴沉的
prospect/ˌprɒspekt; prəs'pekt/	<i>n.</i>	前景; 景象; 有希望的候选人
depression/dɪ'preʃən/	<i>n.</i>	沮丧; 不景气
intelligent/ɪn'telɪdʒənt/	<i>a.</i>	职能的; 聪明的; 理解力强的
chock/tʃɒk/	<i>n.</i>	楔子, 木楔, 楔形木垫
	<i>v.</i>	用楔子垫阻
eternally/ɪ'tɜ:nəli/	<i>ad.</i>	永久地; 不朽地
liberal/'lɪbəərəl/	<i>a.</i>	心胸宽阔的; 自由(主义)的; 慷慨的
conviction/kən'vɪkʃən/	<i>n.</i>	确信, 坚定的信仰; 说服, 信服; 定罪
freshman/'freʃmən/	<i>n.</i>	大学新生; 新手
urge/ɜ:dʒ/	<i>v.</i>	鼓励; 强烈要求; 催促; 极力主张
	<i>n.</i>	强烈的欲望
intuition/ɪntju'ɪʃən/	<i>n.</i>	直觉

Phrases and Expressions

have an aptitude for	对……有天赋
major in	主修
minor in	副修
mold sb. into	塑造成
liberal arts	人文科学
take advantage of	利用, 占……便宜

Exercises on the text

Reading and Appreciating

I. Read the following paragraph aloud to appreciate it.

While I haven't always been this confident in my choice of major and minor, I'm glad that as a senior, I hold these convictions. If there's one thing I wish I knew before freshman year, it's that if something feels like the right decision, it probably is. I urge the incoming freshmen to follow their intuitions and take advantage of the wealth of opportunities that college offers and treasure them. I intend to enjoy every moment of my senior year, because it doesn't get any better than this.

Reading and Understanding

II. Give brief answers to the following questions, using your own words as much as possible.

1. According to the writer, his dreams changed greatly. What was the author's original dream? How did it change?
2. What does the author love most?
3. What is the author's major and minor?
4. After three years at the university, what makes the most educational years of our lives?
5. What did the author urge the incoming freshmen to do?

Vocabulary Focus

III. Match the words in the box with their definitions.

elementary	aptitude	academically	mold
conviction	liberal	prospect	profoundly

1. to shape a soft substance by pressing or rolling it or by putting it into a mold
2. willing to understand and respect other people's behavior, opinions, etc. , especially when they are different from your own; believing people should be able to choose how they behave
3. in or connected with the first stages of a course of study
4. natural ability or skill, especially in learning
5. (for sth.) the act of finding sb. guilty of a crime in a court of law; the fact of having been found guilty
6. in a way that has a very great effect on sb. /sth.
7. the possibility that sth. will happen
8. relating to education, especially at college or university level

IV. Fill in the blanks with the words given below. Change the form where necessary. You may not use any of the words in the bank more than once.

intuition	eyebrow	urge	minor	prospect
glum	evolve	major	attainable	profoundly

1. As a rising senior with a major in English and a _____ in journalism, I am proud to say I have yet to abandon that dream.
2. I _____ the incoming freshmen to follow their intuitions and take advantage of the wealth of opportunities that college offers and treasure them.
3. At a friend's graduation party this summer, I watched several of my friends talk about glum job _____ and post-graduation depression.
4. The choices we make in college _____ affect the interests we develop and the values we deem important.
5. With every raised _____ I receive and every "why?" I hear when I tell people what I'm studying in College, this realization has grown, but also has my self-assuredness.
6. It is unrealistic to believe perfection is a/an _____ goal.
7. When animals or plants _____, they gradually change and develop into different forms.
8. Your _____ are unexplained feeling you have that something is true even when you have no evidence or proof of it.

V. The following passage is the summary of the text. Read it through quickly and fill in the blanks with the correct form of the words in the box. You may not use any of the words more than once.

elementary	niche	evolve	liberal arts
eternally	attainable	aptitude	marginally

Through the years, my answer to the age-old question, "What do you want to be when you grow up?" has _____ tremendously. When I started _____ school, I developed _____ more _____ goals—perhaps I could be an astronaut or a scientist. However, with my middle school years came a wake-up call: I had no _____ for science. So, by the time high school rolled around, I decided that my _____ was in English and I would make a career for myself in an area that would allow me to do what I loved most—read and write. It may take a while for me to find a career that is just as satisfying as these college experiences, but I'm confident I will. I am _____ grateful for the _____ education I've received at the university and I know it will continue

to enrich my life.

Translation

VI. Translate the following sentences into Chinese.

1. By the time high school rolled around, I decided that my niche was in English and I would make a career for myself in an area that would allow me to do what I loved most—read and write.

2. After three years at the university, I'm confident that all of the clichés about college are true. These will likely be the most educational years of our lives. Not just academically, but in that they mold us into the people we become. The choices we make in college profoundly affect the interests we develop and the values we deem important.

3. In literature classes, I've read authors whose works have stood the test of time, whose values I share or disagree with, all the time becoming a more intelligent, cultured and open-minded person.

4. I urge the incoming freshmen to follow their intuitions and take advantage of the wealth of opportunities that college offers and treasure them.

VII. Complete the following sentences by translating the Chinese in the brackets into English.

1. The students can _____ (主修各种课程) offered by different departments of the college.

2. These will likely be the most educational years of our lives. Not just academically, but in that they _____ (将我们塑造成什么样的人).

3. _____ (常识, 或直觉) or self-evident truths derives from man's perceptions of the world about him.

4. Humanity is _____ (被你的所作所为深刻地影响).

Thinking and Speaking

VIII. Discuss the following questions and give an oral report.

1. What do you want to be when you graduate from the college?

2. Adjusting to college life can be very difficult for students because everything is different and new, can you think of the tips that how to be better prepared for college life?

3. How will you interpret the meaning of college life in your own way?

Writing

Level of words: formal, common, and colloquial words

By level of usage, words can be classified into three categories: formal, common,

and colloquial words.

Formal words are words chiefly used in writing, especially in books written in a more elevated style, in official documents, or in formal speeches.

Please try to find some formal words from the following passage:

There is nothing new in the recognition, within a given language, of a distinction between common usage and uses of the language for more restricted purpose and often enough, perhaps characteristically, more elevated purpose. The monolithic nature of English is not questioned when literary essayists like Emerson contrast poetry and common speech. The latter is recognized in America to be the proper subject for the investigation of linguists who, however, now show some incipient inclination to investigate poetry, too, and other noncasual utterances in a given language.

——C. F. Voegelin

Common words are words connected with the ordinary things or activities necessary to everyday life. They are stylistically neutral, and hence they are appropriate in both formal and informal writing and speech.

For examples:

Common Words	Formal Words
same	identical
speech	oration
stiff	rigid
try	endeavor
piece	fragment

Colloquial words are words or expressions used mainly in spoken English, as in conversation among friends and colleagues. They can also be used in informal writing, but are inappropriate in formal speech or writing, or in conversation with a person whom one does not know well or who is one's superior.

For examples:

—God works.

—Not so bad.

—No way!

—Don't flatter me.

—Hope so.

—Go down to business.

—I'm not going.

—Does it serve your purpose?

—I don't care.

—None of my business.

—It doesn't work.

—You are welcome.

Can you identify the classification of the underlined words or phrases from these following sentences?

1. The world's population needs to urgently deal with.
2. The world's population needs to urgently address.
3. Awareness of pressure on the environment is building up.
4. Awareness of pressure on the environment is growing.
5. Such measures are helping coal to keep up its status as a major supplier of the world's energy needs.

Text B Commencement Address of Harvard University

Pre-reading Activities

Guess the meanings of the following underlined words or phrases according to the context.

(1) I also feel reinvigorated. Because now, along with eight other very distinguished honorary graduates, I'm a member of the class of 1998, and I can come back in 30 years' time and feel quite young.

- A. famous B. active C. permissive D. capable

(2) I'm proud to see so many capable young men and women about to embark on a future career where they can put their years of learning and preparation to good use.

- A. work out B. work on C. break up D. believe in

(3) I draw strength from being part of an incredible and broad human rights community.

- A. unbelievable B. flexible C. forgettable D. enjoyable

(4) By virtue of your education, you can offer society the benefit of your focused knowledge, as well as a wider vision and a great sense of purpose.

- A. because of B. by the end of
C. in order to D. in all

(5) Each of you has been the beneficiary of a rare privilege.

- A. knowledge B. education C. right D. career

Commencement Address of Harvard

It is a great honor and pleasure to be invited today to share this happy occasion, not only with the members of graduating class of 1998, but also with the families and friends who have no doubt supported you along the way with their kind words of advice and encouragement. I do remember sitting where you sat this morning, when I was part of the class of 1968. I still remember how uncertain and insecure I felt but how proud my father was on the day. I called my father recently and told him that I would be coming here today and giving this address and that it would bring back memories. I also feel reinvigorated, because now, along with eight other very distinguished honorary graduates, I'm a member of the class of 1998, and I can come back in 30 years' time and feel quite young. Your families and your professors are rightfully proud of your achievements and they are delighted to see you graduating with futures so bright with promise.

I too am proud. I was very impressed with the three addresses we heard this morning, one in Latin and two in English. And if that's indicative of the class of 1998, then it's good to hear. I'm proud to see so many capable young men and women about to embark on a future career where they can put their years of learning and preparation to good use. Having passed through the rigors of a formal education, you are now ready to assume new responsibilities and tasks, becoming answerable only to yourselves with regards to your performance, your humanity and your soundness of judgment, in a world full of possibilities.

But I would ask you to remember that it's not a world full of possibilities for all. Each of you has been the beneficiary of a rare privilege. You have received an education and mine, and in many, many other parts of our world, who are just as innately talented and just as ambitious as you are but will never have such an opportunity. I say this not to make you feel guilty. You should be proud of what you have achieved. But I do ask that you use your education to pursue only the worthiest of goals; goals that contribute to the betterment of the lives of others; and goals that give you personal satisfaction because of their contribution to the society we live in.

As High Commissioner for Human Rights, I draw strength from being part of an incredible and broad human rights community, a community which encompasses both organizations and individuals, and which represents all cultures, traditions and who have come back for their graduation, to join the efforts of the human rights community by committing yourselves to the principles enshrined in the Universal Declaration, the opening lines of which recognize the inherent dignity and equality of all members of the

human family as the foundation of freedom, justice, and peace in the world.

I'd like to draw on the address of President Rudenstine. He was in fact precisely conveying that message—the importance of using the resources, the intellectual resources that this great university represents, and to bring them to the issues that rights and we must all find our own way to do what it required.

You who graduate today, and you who are recent and not so recent graduates, who return to meet your Harvard friends again, I believe, do much to contribute to the betterment of society. You can become interested and involved in the world around knowledge, as well as a wider vision and a great sense of purpose. You also have the skills to teach others that your recognition of this special responsibility will guide your actions.

I wish you much happiness and success in the years ahead. May your memories of Harvard, as mine are, and the friends you have made here be with you always. Congratulations, new graduates, and I am very honored to be linked with the honored graduates up here of 1998 and to be rejuvenated by joining the class of 1998. Thank you very much.

New Words

commencement/kə'mensmənt/	<i>n.</i>	开始；毕业典礼，学位授予典礼
reinvigorate/ˌriːɪn'vɪɡəreɪt/	<i>v.</i>	使再振作，使复生
distinguished/dɪ'stɪŋɡwɪʃt/	<i>a.</i>	著名的，卓越的
capable/'keɪpəbəl/	<i>a.</i>	有能力的，有技能的
embark/ɪm'bɑːk/	<i>v.</i>	上船(或飞机等)；(on)着手，开始工作
rigor/'rɪɡə/	<i>n.</i>	严格，严厉，严酷，艰苦
humanity/hjuː'mænɪti/	<i>n.</i>	人类，[总称]人(性)；人道；[pl.]人文学科
beneficiary/benɪ'fɪʃəri/	<i>n.</i>	受惠者，(遗产的)受益人
rare/reə/	<i>a.</i>	稀有的；珍奇的；稀薄的；煎得嫩的
privilege/'prɪvɪlɪdʒ/	<i>n.</i>	特权，优惠
exceptional/ɪk'sepʃənəl/	<i>a.</i>	优越的，杰出的；例外的，独特的，异常的
innately/ɪ'neɪtlɪ/	<i>ad.</i>	天赋地，天生就有地
ambitious/æm'bɪʃəs/	<i>a.</i>	有抱负的，雄心勃勃的；有野心的
opportunity/ɒpə'tjuːnɪti/	<i>n.</i>	时机，机会
commissioner/kə'mɪʃənə/	<i>n.</i>	专员；政府特派员
incredible/ɪn'kredəbəl/	<i>a.</i>	不可信的；不可思议的，惊人的
encompass/ɪn'kʌmpəs/	<i>v.</i>	包围，包含或包括某事物

续表

individual/ˌɪndɪˈvɪdʒʊəl/	a.	单独的，个人的
	n.	个人
enshrine/ɪnˈʃraɪn/	v.	奉为神圣，珍藏
inherent/ɪnˈhɪərənt/	a.	内在的，固有的，生来就有的
dignity/ˈdɪɡnɪti/	n.	庄严，端庄；尊严，高贵
foundation/faʊnˈdeɪʃən/	n.	地基；基础；基金会；建立，创办
precisely/prɪˈsaɪsli/	ad.	精确地；刻板地
issue/ˈɪʃuː/	n.	问题；分发，流出
	v.	颁布，发行，出版
confront/kənˈfrʌnt/	v.	遭遇；勇敢地面对，正视；使对质
dour/daʊə/	a.	严厉的，不爱讲话的，沉沉的
custodian/kʌˈstəʊdiən/	n.	管理人
rejuvenate/rɪˈdʒuːvəneɪt/	v.	恢复活力

Phrases and Expressions

embark on	从事，开始工作
draw on	动用，利用
by virtue of	借助，由于
be linked with	与……相关

Exercises on the text

Reading and Understanding

I. Choose the best answer to each of the following questions.

1. Why did the author feel reinvigorated in Paragraph 1 ?

A. Because she graduated from this university.

B. Because her father came.

C. Because she still remembered how uncertain and insecure she felt but how proud her father was on the day.

D. Because she was a member of the class of 1998.

2. Which one is NOT mentioned by the addresser in Paragraph 3?

A. You should be proud of what you have achieved.

B. You use your education to pursue only the worthiest of goals.

- C. You have received an unusually good education at an exceptional place.
- D. You are talented and just as unsuccessful as you are but will never have such an opportunity.
3. What message did NOT President Rudenstine convey in his address?
- A. The importance of using the resources.
- B. Joining the efforts of the human rights community by committing yourselves to the principles.
- C. Bringing them to the issues that confront all of our societies a dour global vil-lage.
- D. The intellectual resources that this great University represents.
4. How many addressees did Mary hear this morning?
- A. One.
- B. Two.
- C. Three.
- D. Four.
5. Because of their education, what can students do for the society?
- A. They can offer society the benefit of knowledge.
- B. They offer society a narrow vision.
- C. They have skills to teach others to be more intolerant.
- D. They will earn plenty of money.

Vocabulary Focus

- II. Answer the questions about the underlined words and expressions.
1. If you describe a person or their work as distinguished, you mean that they have been very(a)successful(b)unsuccessful in their career and have a good reputation.
2. If you embark on something new, difficult, or exciting, you start(a)doing(b)not doing it.
3. Something that is rare is(a)not common(b)common and is therefore interesting or valuable.
4. A privilege is(a)a special right or advantage(b)a common right or disadvantage that only one person or group has.
5. If you describe something or someone as incredible, you(a)like them very much or are impressed by them(b)dislike them.
6. A quality that is inherent in something is(a)a natural part of it and cannot be separated from it(b)can be separated from it.