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UNIT **1**

College culture

PASSAGE 1

Directions:

Read the following passage with 10 statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.

阅读和练习实际用时 _____

正确答题数 _____

Why does college cost so much?

- A** The artisanal nature of higher education makes it expensive, and technology is more a cause of price increases than a solution. At this time of year, many rising high school seniors are visiting college campuses, trying to determine which schools interest them. Their parents are busy figuring out what they will have to pay.
- B** Here are three salient (显著的) facts about tuition and fees. Over the last 30 years, the average sticker price at public and private American universities has accelerated upward. Since 1981, the lowest level of tuition and fees has risen sixfold while the consumer price index has only increased two-and-a-half times. This fact is well known, and it fuels much of the talk about a crisis in higher education. The other two facts are less well known. The average family bill for a college education has been increasing faster than the overall inflation rate for much of the past century, so rising inflation-adjusted

college tuition is not a new issue. And lastly, higher education is not alone. There is a set of important industries with price behavior that is remarkably similar to what college students and their families have experienced.

- C** A forthcoming book attempts to explain all three of these facts in a way that ties higher education to the broader development of the economy.
- D** Most of what is written about rising college costs places primary blame on a dysfunctional university system. The culprits (罪魁祸首) are things like wasteful prestige games among elite schools, gold plating of facilities for students, and a lax (松懈的) workplace culture that breeds both inefficiency and a stiff resistance to innovation. Like many large organizations, American universities could be made more efficient, but our review of the evidence convinces us that the primary forces that are driving up costs are not to be found by scouring the account books of colleges for examples of waste. For starters, the dysfunction stories have trouble explaining why inflation-adjusted college costs were flat or falling for over a decade in the 1970s and early 1980s. They also cannot explain why the rate of cost increases is so high today but was comparatively low in the 1960s, when baby boomers began flooding into school.
- E** Instead of holding up a magnifying glass to the industry, we take an aerial view. The view from above shows us different things. Rising college costs are an important byproduct of broad economic forces that have reshaped the entire economy, and in particular of the technological progress that has so dramatically raised living standards over time.
- F** Our technology story rests on three strong pillars. First, like many personal services, higher education remains essentially an artisanal industry. These are industries in which technological progress has not reduced the number of labor hours needed to “produce” the service. By contrast, labor productivity in basic manufacturing has soared, and this is why the cost of a year of college has gone up faster than say the purchase price of a basic car or a basket of groceries. Students’ interacting directly with professors and other students in small groups remains a benchmark of quality in education. Ask any family if they want their son or daughter to learn in small group seminars taught by tenured professors, or if they prefer giant impersonal lectures or online chat rooms monitored by adjunct teachers who answer lots of email questions.

- G** Secondly, higher education shares with many other personal services a reliance on an extremely highly educated labor force. Starting in the late 1970s, the cost of hiring highly educated people began a sustained rise. This has driven up costs in any industry that cannot easily shed expensive labor.
- H** Lastly, technological change affects higher education directly. But unlike steel or autos, where the primary impact of new techniques is to reduce the amount of labor or energy it takes to make the product, new technology in higher education tends to change what we do and how we do it. Colleges must offer an education that gives students the tools they need to succeed in the modern economy. The contemporary chemistry students, for instance, need to be familiar with current laboratory tools, which are more expensive than the chalk-and-test-tube world of the past. As in modern medicine, there is a standard of care that higher education must meet, and that standard is set in the labor market that hires our graduates.
- I** The greatest difficulty lies in the fact that almost all solutions carry with them inevitable trade-offs. This means that there are no simple methods, like price controls, that would not reduce the quality of the education we offer either.
- J** Yet there are indeed significant problems to solve in American higher education. As the national income distribution has skewed (使偏斜) toward those with ever more years of schooling, children from families with wage earners that are less well-educated find a college education, especially from a selective four-year institution, harder to afford. This is a problem for our financial aid system, which is part of the problem. It is needlessly complex, and it increasingly fails to provide access to many students who could succeed in college. We need to streamline this system and rewrite the funding relationship between public universities and their state sponsors.

(869 words)

- 1 There are no easy solutions to the rising college costs, which would not lower the quality of college education either.

- 2 In higher education, the development of technology cannot reduce the working hours of the teachers.
- 3 The luxurious facilities for students and the slack working atmosphere contribute to the lack of innovation and efficiency in the universities.
- 4 A lot of rising high school seniors visit college campuses and further decide which colleges they are interested in, whereas the parents have to consider the tuition and fees.
- 5 Generally speaking, the development of technology results in higher living standards as well as rising college costs.
- 6 The rate of cost increases in the 1960s was comparatively low compared to the rate today.
- 7 Higher education depends on the highly educated labor force, and since the late 1970s the expenses of employing them began a continuous increase.
- 8 We also have to put the blame on the financial aid system which fails to help those low-income families.
- 9 New technology in higher education influences the way we do education.
- 10 The tuition and fees have increased much more in contrast with the cost of consumer goods and services.

PASSAGE 2

Directions:

Read the following passage with 10 statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.

阅读和练习实际用时 _____

正确答题数 _____

Fraternities and sororities: The secret history of Greek-letter societies

- A** While the secretive worlds of fraternities and sororities are not too familiar outside of North America, within the U.S. they play a large part in university life. If you are considering studying in the U.S., you will no doubt come into contact with fraternities and sororities, and it may help to know a little about these organizations before you get there.
- B** The names fraternity and sorority come from the Latin words “frater” and “soror,” meaning brother and sister. In the United States and Canada, fraternities and sororities are most commonly known as social organizations for undergraduate students. Fraternities are usually all male while sororities are usually all female, though some co-ed (男女同校的) organizations do exist. Fraternities and sororities do exist outside of North America, most notably in the Philippines and in a few European countries, but for the most part they are a solely American institution.
- C** The general purpose of fraternities and sororities is to provide social support for their members. Different types of fraternities and sororities emphasize service to the community, professional advancement, or academic achievement.

- D** Many fraternities and sororities are national or international organizations with chapters at individual schools. Most top universities in the U.S. have chapters on campus and some even house the organizations' headquarters or nationals on their campus. The societies' headquarters help to decide policies regarding membership, housing and behavior of members.
- E** Traditionally, North American fraternities and sororities use two or three Greek letters to form their name. This explains why fraternities and sororities are often referred to as "Greek-letter societies." Phi Beta Kappa, founded in 1776 at the College of William and Mary, is generally held to be the first organization to use Greek letters in its name. Sigma Phi, founded in 1827 at Union College, is reported to have been the first fraternity to go national when it opened a second chapter at Hamilton College in 1831. Pi Beta Phi, founded in 1867 at Monmouth College, was the first sorority, based on the model of the male fraternity.
- F** Today there are over 1,500 fraternities and sororities in existence that use Greek letters in their names. Many Greek-letter organizations are informally known more by their nicknames than by their Greek letters. For example, Kappa Alpha Order is known as "KA." Sometimes an invented word based on the letters, such as "Pike" from Pi Kappa Alpha, or "Sammy" from Sigma Alpha Mu, is used. At other times the letters of the organizations are shortened or removed completely, for example, Psi Upsilon as "Psi U" and Pi Kappa Phi as "Pi Kapp." Some organizations choose to go by just the dominant letters in their names, which include "Beta" for Beta Theta Pi, and "Kappa" for Kappa Kappa Gamma.
- G** The process of joining a fraternity or sorority by undergraduates or international students usually begins with "rush week." During rush week a series of events and activities are organized by existing members, so potential members can learn about each other and the organization. At the end of the rush week, the various organizations offer invitations of membership.
- H** There is often a period of "pledgeship" before a full invitation to the society. During this time pledges must fulfill a number of requirements that may be imposed either by the school or the organization itself, often including

a minimum grade point average, wearing a pledge pin, learning about the history and structure of the fraternity or sorority, and performing a public service.

- I Finally, there is a full initiation into the society by those pledging. The initiations often involve some form of secret ceremony known only to those in the particular fraternity or sorority. There is also a fee required to join a fraternity or sorority, which is decided by the society. If you're considering joining a society, this cost needs to be calculated into your student finances.
- J Fraternities and sororities also provide university housing for their members, the idea being that living together in a large house or apartment complex reinforces the bonds of brotherhood or sisterhood. Houses provide accommodation for visiting society members from different chapters, for international students, or those on study abroad programs. This can be a good way of seeing different parts of the U.S. in an inexpensive manner and with locals who already know the area.
- K The decision of which fraternity or sorority to join, or whether to join at all, is very subjective and down to the individual. Some undergraduates find their loyalty to a fraternity or sorority an important aspect of their identity both during their time of study for their university degree and in their career beyond. However, many people also decide that being part of a fraternity or sorority is an unnecessary drain on their student finances and get along just fine without joining one.

(793 words)

- 1 In addition to North America, fraternities and sororities also exist in the Philippines and some European countries.
- 2 We call the fraternities and sororities "Greek-letter societies" for the common use of Greek letters to form their name.
- 3 Choosing to join a fraternity or sorority, as well as which one to join, depends on the individual's personal preference.

- 4 Fraternities and sororities can accommodate their members because they believe living together makes them more like siblings.
- 5 Fraternities and sororities are not so common in universities of other parts of the world as in universities of North America.
- 6 There are different types of fraternities or sororities. If you are a member of a fraternity or sorority, you can ask other members for help.
- 7 Usually, a potential member of a fraternity or sorority has the possibility of receiving the invitation after the rush week.
- 8 If you plan to join a fraternity or sorority, you have to take membership fees into consideration.
- 9 In most cases, you could find branches of the fraternities and sororities of a university when you are at home or abroad.
- 10 In order to receive the final full invitation, you should also meet some requirements either from the college or the organization.

PASSAGE 3

Directions:

Read the following passage with 10 statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.

阅读和练习实际用时 _____

正确答题数 _____

Colleges see rise in mental health issues

- A** They may not tell their roommates or even close friends, but on college campuses all across the United States, more students than ever before are seeking help for mental health issues, according to recent national surveys of campus counselors (顾问).
- B** And it's not just for homesickness and relationship problems, says the University of Michigan's Daniel Eisenberg. He directs the Healthy Minds Study, a study that surveys mainly students, but also a sampling of college counselors, about mental health issues, including the commonness of clinical depression, anxiety and eating disorders on campus. Eisenberg says his findings agree with those of a large national survey of counseling center directors, led by the University of Pittsburgh's Robert Gallagher.
- C** "One of the questions is whether they're seeing an increase in the number and seriousness of students with mental health problems," Eisenberg says. "And over 90 percent of college counseling services are saying yes to that question." Just one example: In 2007, around 15 percent of students reported having been diagnosed with depression at some point in their lives; that's up from 10 percent in 2000.
- D** Eisenberg and other experts say they haven't yet teased out all the reasons behind the rise of mental health issues on campus, but think it doubtful that today's teenagers are more psychologically disturbed than past generations.

Other explanations seem more likely. Better screening and earlier diagnosis of mental illness in high school, and even before, may be one factor, Eisenberg says. “Especially when drugs to relieve mental depression came onto the scene in the late 1980s and in the 1990s, the likelihood of teenagers getting treatment went way up,” he says. Now, many of those teens getting treatment are in college and are accustomed to turning to counselors for help.

- E** Researchers suspect the increased seriousness of mental illness that counselors are seeing may be partly the consequence of a good thing: better treatment. Twenty years ago, many high school students with an illness as difficult as bipolar disorder (狂躁抑郁症) or deep, persistent depression might never have made it to college or been able to stay there. Now such students are on every campus. Many are thriving, but in need of significant support to make it through.
- F** Some are first hit with the illness in college. Stanford University’s senior student Manda Gelender found herself battling a deep depression for the first time in her freshman year. After weeks of going it alone, exhausted and “crying under the covers for hours” in the dorm, she says, she finally called her doctor. She was eventually diagnosed with bipolar disorder and found significant relief, with the right medication and other support, that enabled her to stay on campus and even keep up her near 4.0 grade average. Still, for years, she never told friends, professors or classmates of her diagnosis or ongoing struggle. “I felt like the most isolated person in the world,” she says of that time. “I didn’t feel like anybody would understand what I was going through.”
- G** Last January, Gelender broke her silence. She’s the cofounder of a student theater group called Stanford Theater Activist Mobilization Project (STAMP), and for a project last winter, STAMP appealed for nameless true-life letters from schoolmates living with depression, panic attacks, obsessive-compulsive disorder (强迫症) and other mental health problems. In January, Gelender and the group dramatized the accounts as plays in their theater production, *Out of Sight, Out of Mind*.
- H** The student actors performed the plays in various locations around the campus – including 13 student dorms. After each performance, Gelender and several other students acknowledged their own diagnoses and took questions.

- I** The campus response to *Out of Sight, Out of Mind* was irresistibly positive, Gelender says. One student residence adviser told her it was “probably the best thing that has been done for mental health on campus in a long time.” He could really sense a change in his dorm. “Just giving voice to these thoughts can open a floodgate,” says Alex Holtzman, one of the student actors. Holtzman performed the anonymous plays about a student with obsessive-compulsive disorder. “There were many people at these performances in the dorms who had never talked about their mental illness to anybody else.”
- J** “I used to hide all these things,” Gelender says. “But I don’t want to do that anymore. It’s a big part of my life, and I’m trying to be franker about it.” Her classmates and professors know about all her accomplishments – her academic scholarships and public service awards. Why not, when appropriate, let them know about her struggles?
- K** “I think that some people definitely look at you differently when they find out,” she says. But she’s also convinced that the only way to change that is more people are willing to be open and show classmates just how many people on college campuses – roughly 18 million by some estimates – are dealing with mental health issues today.

(809 words)

- 1 According to Gelender, their plays enjoy a good audience response on campus.
- 2 Today, school students who suffer from serious mental diseases get better treatment on campus than in the past.
- 3 Galender and other students with mental health issues would discuss their problems after the performance of *Out of Sight, Out of Mind*.
- 4 Many American college students are reluctant to share their mental health concerns with their friends.
- 5 Gelender strongly believes that the bias against mental illness will be eliminated when more people are willing to express and talk about their own mental diseases.

- 6 According to Eisenberg, the number of students who suffer from mental health problems is on the rise.
- 7 It is unlikely that students are more mentally disturbed nowadays than they were previously, irrespective of the rise in mental health problems.
- 8 *Out of Sight, Out of Mind* is the name of a theater production adapted from real-life stories.
- 9 Eisenberg says that his findings are consistent with those of a large national survey.
- 10 Gelender asked for help from the doctor after she failed to conquer the deep depression on her own in her first year at college.

PASSAGE 4

Directions:

Read the following passage, and then answer the questions. For questions 1–7, choose the best answer from the four choices marked A, B, C, and D given below each question. For questions 8–10, complete the sentences with the information given in the passage.

阅读和练习实际用时 _____

正确答题数 _____

Meeting and making friends on campus

What can you do when you find yourself in school without enough friends? Making friends on campus is not an easy thing to do, especially when you are new. But meeting people at school need not be a discouraging task. There are several methods that you can try out.

Start by looking around at people you tend to see very often, such as people who you see in your classes, dorms and dining areas. Often an easy way to start a conversation is to focus on an area of obvious common interest. This gets you past the most difficult part, which is starting the first conversation. Be sure to introduce yourself before the end of the conversation.

If your campus has a dining facility, café or coffee cart, then there will be more opportunities for meeting people. After you've introduced yourself and talked about class, it's the perfect time to ask the other person to join you for a cup of coffee. Once you are at the table it should be easier to talk about where you're from, what your major is, what you think of the class, and so on. Once you start a conversation, you've gotten past the most difficult part. It will be much easier to suggest meeting again for coffee, or meeting socially off campus.

Go to study lounges (休息室)

Study lounges are great places to meet people, because there is only so much time people will study before they take a break. And if you are in the lounge with

them when they're taking a break, there's a good chance that you'll be able to strike up a conversation.

Work on campus

Working on campus is a good way to meet people, as well as put some money in your pocket, thus solving two problems at once. It depends on the job, of course. If you have a job where you interact with people, and have some time to talk with them, then you are going to meet a lot more people who you will see repeatedly. Beware, if your job involves wearing a silly uniform, it may not help you meet people, and may even hinder meeting people.

Join social events

Social events can be good ways to meet people. Imagine attending vibrant school dances, engaging in campus socials, and enjoying happy hours, where you'll find shared interests to discuss. You could approach someone and say, "Isn't it wonderful how these events bring us all together?" or ask, "Don't you enjoy the lively atmosphere here?" These are good ways to start a conversation, because suddenly you've something in common to talk about.

Take active actions

If you believe strongly in something and you join a cause, you will meet other people who share your passion. That passion translates into a sense of belonging and connection between people. Participating in group activities and spending time with new friends can inspire a feeling of camaraderie as you work toward a common goal.

Make a table your office

Sit in the same area several times a week and you are bound to meet and get to know people who are also there very often. As you keep doing so, people will begin to feel that they know you. While this will work at any eating area, it is especially good in a coffee house environment, if your school has one. There is something about coffee or tea that brings people together and stimulates conversation.

Form study groups

Forming study groups has the added benefit of helping you study in a more enjoyable way and get better grades. Spending long hours studying together creates a feeling of common cause and may lead to social meetings for coffee or drinks.

Be polite and outgoing

In general, if you spend time in places with other people, being polite will go a long way toward breaking the ice. Saying hello to people, smiling and asking about them will make them more interested in knowing you. It's not so hard to meet people if you simply start the conversation.

(676 words)

- 1 Which of the following is an appropriate strategy to start a conversation on campus?
 - A. To talk about the weather.
 - B. To talk about the class.
 - C. To talk about local customs.
 - D. To talk about common interest.
- 2 What is something that you must do during a conversation?
 - A. Introduce yourself.
 - B. Give your phone number.
 - C. Discuss common interest.
 - D. Ask for the other speaker's phone number.
- 3 According to the author, where are there more opportunities to meet new people?
 - A. In the classroom.
 - B. In the school library.
 - C. In the café.
 - D. At a dinner party.
- 4 You are very likely to start a conversation with students in study lounges when they _____.
 - A. have discussions
 - B. stop to have a rest
 - C. face difficulties in their studies
 - D. look for some reference books
- 5 A job on campus may have a negative effect on making friends if it _____.
 - A. involves an embarrassing uniform
 - B. has nothing to do with meeting people
 - C. is too time-consuming
 - D. is manual labor with low wages

- 6 The significance of social events in making friends is that _____.
- A. you can enjoy yourself with others of similar social background
 - B. you can find something in common with others in conversation
 - C. they offer you a chance to meet people from all over the country
 - D. they encourage you to show yourself in front of many strangers
- 7 Taking part in a cause enables you to _____.
- A. have the right to throw bad people out of school
 - B. foster a sense of responsibility toward others
 - C. discuss college policies with school authorities
 - D. develop a strong sense of connection with others
- 8 Once you make a table your office, people will probably feel they _____.
- 9 Studying in groups can produce a sense of _____ and may give you a chance to meet people socially.
- 10 People will probably show their _____ in knowing you if you are open and friendly to them.