



育“十一五”国家级规划教材

第二册

学生用书

大学英语

新理念综合教程

COLLEGE ENGLISH
NEW CONCEPT

总主编 马玉玲 郑淑媛
主 编 周登超 刘真彪

北京出版社出版集团
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编写说明

《大学英语新理念综合教程》是根据教育部颁布的《高职高专教育英语课程教学基本要求》编写的一套供高职高专学生使用的大学英语教材。旨在使学生通过本教材的系统学习,在英语语言知识、应用技能、学习策略和跨文化交际方面能够达到《基本要求》中所规定的内容。

一、编写原则

1. 以《基本要求》为依据,重点培养学生英语综合应用能力。
2. 以人为本,因人而异,始终考虑使用对象的现有英语水平和实际学习需求。
3. 充分体现以“实用”为主、“应用”为目的的教学目标。强调其选材的思想性、知识的实用性和内容的趣味性,并注重对创新精神和实践能力的培养。特别是实用英语写作部分,突出英语应用能力的训练,涵盖了《基本要求》中所提到的各种信函、个人简历、产品介绍、说明书、广告、应用文写作等。

二、教材特色

《大学英语新理念综合教程》,其新理念主要体现在“新颖”、“简练”、“实用”三个方面:

1. 新颖

教材吸取先进的教学理念和方法,符合语言学习规律,恰当充分地利用现代化教育技术手段,以视为先。如:选电影或录像中的一个场景,作为单元主题的导入,以视觉的形式输入。光盘和课件的设计,力求形式活泼、新颖、实用。考虑到有的学校没有完全配备多媒体教室,因此也录制了光盘和磁带,做到即使不在多媒体教室上课,也可用光盘和磁带在普通教室上课。

2. 简练

与国内主要教材相比,本教材编者洞察学生的英语水平和学习需求之实并以为之本,教材编著与设计力求适应学生之求并扼之以要,不求教材大而全而求其简练。作者充分考虑学生今后就业、学习和交际的需要,尽可能控制难度,确保学生接受语言信息输入的效果。特别是语法和应用文写作的编排,理论阐述简之又简,实训练习则涵盖各知识点。

3. 实用

本教材的基本指导原则是“实用为主,够用为度,以应用为目的”。因此,

教材紧扣高职高专学生的职业特点,在注重文化教育,人文教育的基础上,选材突出了与学生的学习、生活及日后就业密切相关的内容。如第一册围绕生活、交际方面选材;第二册围绕学习、科研方面选材;第三册围绕工作、就业、创业方面选材。

每单元第一页设有学生成绩评价表,让学生学习一课后对自己作出评价,学一课收获一课,使学生有成就感。

三、教材内容

本系列教材共有四册,一至三册为基础英语,每册由学生用书、教师用书、综合实训、教学光盘、电子教案、录音磁带六个部分构成。第四册为专门用途英语。每册专门用途英语含有2本:学生用书和教师用书。专门用途英语根据专业所开的主要课程编写。如:计算机英语、商务英语、文秘英语、旅游英语、护理英语等。

《大学英语新理念综合教程》每一册含10个单元,每单元由六部分组成,围绕一主题选材,中心突出,层层展开,环环相扣,由浅入深,循序渐进。六部分为:Section I Lead-in (A. Watching B. Speaking C. Listening), Section II Reading (Text A Text B), Section III Practical Writing, Section IV Language Skill Development, Section V Extended Exercises, Section VI Funny Time “Funny Stories or Proverbs or Tongue Twisters”。

《综合实训》每一册含10单元。每单元包含两部分:第一部分是课文知识巩固练习,针对课文中的重点词汇、句子结构、单元主题等设置了 Word Building, Vocabulary, Reading Comprehension 三个模块的练习;第二部分练习的编写,作者借鉴了《高等学校英语应用能力考试 A、B 级》的一些题型,希望能为学生参加考试做好铺垫。

《教师用书》为教师提供了每单元的相关知识背景介绍、重点词汇的讲解示例、难句的解析、语法、写作的补充材料、课文参考译文、学生用书和《综合实训》的参考答案以及电影片断的台词和听力原文。

本教材聘请全国知名专家和从事高职高专教育多年的资深教授编写。在编写过程中得到了广大院校及李宝琨等专家的鼎力相助和指导。在此谨致谢忱。并恳请广大院校和读者在使用教材的过程中对所发现的不当之处给予批评指正。

编 者

前言

FOREWORD

《大学英语新理念综合教程》第二册,共计 10 个单元,在学生学习第一册教材的基础上,注重围绕学习、科研等方面的内容进行编排,循序渐进,进一步提高学生创新和实践能力,突出培养具有高素质、高能力适合现代社会主义建设的应用型人才。充分体现了以“实用”为主、“应用”为目的的教学目标。

每个单元基本安排是:

- 自我评价表
- 视听说:◆ 影视欣赏
 - ◆ 主题讨论
 - ◆ 听力理解
- 阅读:◆ 课文 A(Text A)
 - ◆ 课文 B(Text B)
- 实用写作
- 语法
- 扩展练习
- 趣味学习

其中:

课文 A 与 B 是本教程的基本阅读材料。文章语言规范、题材丰富。分别为 Study, Memory, Fashion, Cultural Difference, Education, Internet, Sight-seeing, Custom & Tradition, Invention, Character 等。课文 A 与 B 的练习分别由阅读理解练习、词汇练习、翻译练习等几个模块组成。

实用写作部分包括奖学金申请、介绍信、推荐信、证明书、欢迎辞、祝酒词、感谢信、传真、电子邮件、会议议程等。理论联系实际,使学生在实训的过程中掌握必要的写作技巧。

语法包括强调句、定语从句、主谓一致、倒装、虚拟语气、状语从句、名词性从句、动名词、现在分词/过去分词、感叹句、标点符号、独立主格结构等。凸显学生学习英语的基础语法知识。

扩展练习实用有效,包括词型转换、阅读、翻译、实用写作、写作练习等。

其大部分的题型符合“高等学校英语应用能力考试”的考试要求。

视听说部分中紧扣单元主题的影视短片,对话练习和情景反应练习及趣味学习部分中的笑话、谚语、绕口令等则体现了本套教材的生动活泼性,充分激发学生的学习兴趣。

编者相信,这样的内容模式不仅有利于课堂教学的组织安排,还有利于学生自主学习、复习和巩固提高。

本教材共 10 个单元。第一单元由马玉玲编写;第二单元为连博甘编写;第三单元为吴麦仙编写;第四单元为郭萍利编写;第五单元由李娜编写;第六单元由常丽媛编写;第七、八单元由唐婉、王峥、陈荣芳编写;第九、十单元由张化丽编写;实用写作部分由吴麦仙编写。他们为此系列教材的编写工作付出了辛勤的劳动。编写期间认真负责,查阅了大量的相关资料。

为了使《大学英语新理念综合教程》不断完善,编者希望使用本书的教师和学生为我们提出宝贵意见。

编 者

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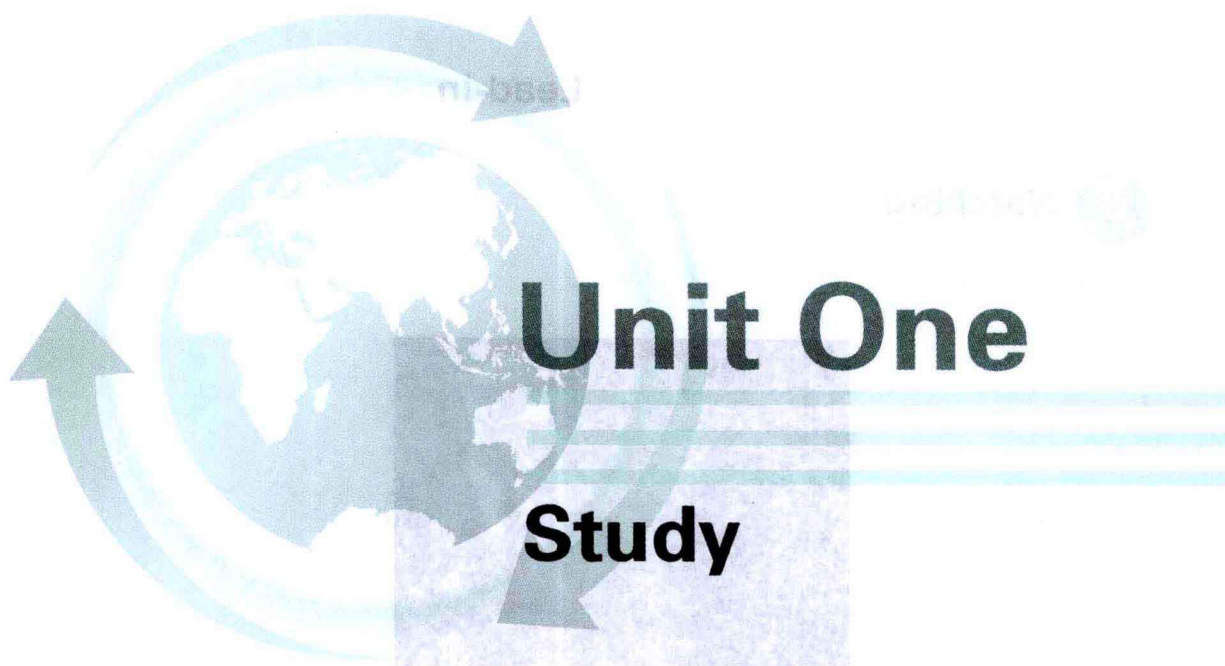
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Learning Focus

- ★ Gain some knowledge about learning and study.
- ★ Be familiar with some new words and know how to use them.
- ★ Be familiar with the grammar: tag question and emphasis.
- ★ Know how to write an application letter for scholarship.

Self - evaluation

After learning this unit, I have grasped:

Items \ %	100%	80%	60%	Below 50%
Vocabulary				
Listening				
Reading				
Writing				

★★★ Section I Lead-in ★★★

A Watching

I. Cinema time (or listen to the tape)



II. Fill in the blanks according to the film.

Robbie: I'm writing _____.

Dad: Can't you finish it tomorrow?

Robbie: No, I _____.

Dad: What's it about?

Robbie: I'm _____.

Dad: And ... how do you feel?

Robbie: Me? _____.

Dad: _____.

Robbie: The scary part's _____.

Dad: Oh, leaving home is _____. Well,
don't work all night.

Robbie: I don't mind. I enjoy writing.

Dad: Well, maybe _____.

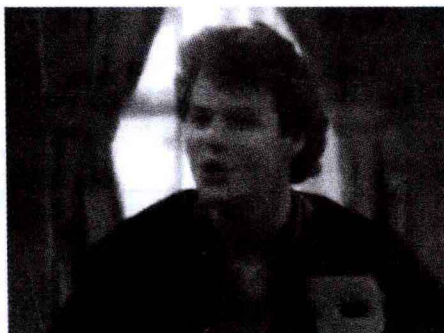
Robbie: Maybe I should.

Dad: _____.

Robbie: _____.

B Speaking

I. Cinema time (or listen to the tape)



II. Make a dialogue according to the film.

- Work in pairs according to the instructions given in Cue Card A & B.

Cue Card A

Situation: Li Hong and Susan Green are talking about choosing a university.

Speaker A: You think the teaching faculty is important.

Tips for speaking

- Li Hong, a high school student who is to graduate.
- Talk about what kind of schools to choose.
- Why do you choose your school?

Cue Card B

Situation: Li Hong and Susan Green are talking about choosing a university.

Speaker B: You think the size of the school is crucial.

Tips for speaking

- Susan Green, Li Hong's classmate.
- Talk about what kind of schools to choose.
- Why do you choose your school?

III. Give a short talk on a topic related to the film after group discussion.

Better study habits will increase your ability to memorize information.

- The importance of good study habits.
- How to form good study habits.

C Listening

I. Listen to the following sentences twice and fill in the missing words you hear on the tape.

1. Write in _____.
2. Someone wants to do _____.
3. Jack wants a _____.
4. Sally Green had to train herself _____ school, _____ school and at _____.
5. He tried to put his head _____.

II. Listen to the following short conversations twice and choose the best answer to each question you hear on the tape.

Question 1 is based on the first dialogue.

1. () A. One. B. Two. C. Three. D. Four.

Question 2, 3 and 4 are based on the second dialogue.

2. () A. Finding a house to rent.
B. Buying a house.
C. Registering at a school.
D. Finding a person to help him to study.
3. () A. \$9. B. \$36. C. \$28. D. \$60.
4. () A. They are decorating it.
B. They are painting it.
C. They are furnishing it.
D. They are fencing it.

Question 5 and 6 are based on the third dialogue.

5. () A. Reading a novel. B. Playing card.
C. Watching TV. D. Studying.
6. () A. He doesn't like his roommate.
B. He hates being cheated.
C. The second speaker always takes his notes away without his permission.
D. He loves to lend his notes to his roommate.

Question 7 and 8 are based on the fourth dialogue.

7. () A. He is trying to write his first novel.
B. He is preparing for the examination.
C. He is making a list of characters.
D. He is designing the front cover.



8. () A. He has planned well for the novel.
B. He hasn't had a clear idea whether to write the novel.
C. He is busying doing his homework.
D. He will think clearly what happens next.

Question 9 and 10 are based on the fifth dialogue.

9. () A. One. B. Four.
C. Two. D. Not mentioned.
10. () A. For enjoyment.
B. For he is interested in the novel.
C. To write a paper on it.
D. To please his professor.

III. Listen to the short passage three times and choose the best answer to each question.

1. () A. He thinks the holidays are too long.
B. He loves the holidays.
C. He hates the children being so bored.
D. He thinks the pattern should be changed.
2. () A. No.
B. Yes.
C. It depends.
D. Not mentioned.
3. () A. Because they have to work hard at school.
B. Because they are children and the parents have to raise them.
C. Because they have no will to earn money by themselves.
D. The author gives us no answer.

★★★ Section II Reading ★★★

Text A

The Process of Learning

The reason for our existence today and for our progress in civilization is our ability to learn. This statement must be considered as a long-term concept because as human beings, and considering the many problems we are currently experiencing around the world, you could say we still have a lot to learn.

2 How do people actually learn? Let us get back to the basics for a moment.