



普通高等教育“十五”国家级规划教材
教育部推荐使用大学外语类教材

COLLEGE ENGLISH

Reading Course (Foundation)
Student's Book



上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

全新版

New

大学 英语

阅读教程

预备级

学生用书

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主编 李霄翔
编者 郑玉琪 金 晶

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《大学英语》系列教材（全新版）

编写前言

1. 编写宗旨和编写过程

《大学英语》系列教材(全新版)是一套依据全新的教学理念、全新的构思、全新的素材编写而成的供大学英语教学使用的系列教材。

本教材的宗旨是：在遵循现代外语教学理念、充分运用先进信息技术的基础上，注重为学生创造自主学习环境，强调个性化学习，全面培养学生的英语综合应用能力；尤其是听说能力，使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流。

《大学英语》系列教材自1986年的试用本问世以来，受到广大师生和英语学习者的青睐，先后被千余所院校采用，成为我国高校英语教学的首选教材，并荣获全国高等学校第二届优秀教材特等奖和国家教委高等学校第二届优秀教材一等奖。在这期间，教材曾数度修订，分别在1992年、1997年出版了正式本和修订本，较好地满足了当时教学的需求。然而，随着新世纪的到来，世界进入了经济全球化、科学技术一体化时代，英语作为当前国际上使用最为广泛的信息载体和交流工具，其重要性越发突出。近年来，由于我国的社会和经济迅猛发展、国际交往日益频繁，国家和社会对大学英语教学，对大学生的英语综合应用能力，尤其是听说能力，提出了更高和更迫切的要求。我国的大学英语教学面临着新的挑战。大学英语教学改革必须进一步深化。另一方面，我国的外语教学环境正逐步改善，多媒体、网络等现代教育技术的发展使得大学英语教学多样化、个性化有了可能。人们纷纷探求更适合我国国情的新的教学路子。许多教师已开始利用多媒体和网络技术进行英语教学，以弥补传统的课堂教学的不足，并取得成效。基于计算机/网络+课堂教学的新型教学模式日渐形成。教材作为教改的一个重要方面，作为教学思想的一种载体，更应更新观念跟上形势，有新的作为。

正是在这种新形势下，上海外语教育出版社组织、策划了《大学英语》系列教材(全新版)的编写工作。在该社的全力支持、协调下，开展了广泛而深入的调研、论证工作，并在此基础上经过精心设计，认真编写出《综合教程》和《听说教程》的样课，在复旦大学等院校部分班级试用，同时征询了二十多个省市的数百所院校的意见，历经近三年时间的准备后，编写出这套全新的系列教材，更好地服务于新世纪我国的大学英语教学。

《大学英语》系列教材(全新版)(以下简称《全新版》)由复旦大学、北京大学、华东

师范大学、中国科学技术大学、华南理工大学、南京大学、武汉大学、南开大学、中国人民大学、中山大学、西安交通大学、东南大学、华中科技大学和苏州大学的数十位资深教授、英语教学专家分工协作、集体编写而成,复旦大学李荫华担任总主编,董亚芬、杨惠中、杨治中担任顾问。

2. 编写原则

1)《全新版》根据新世纪我国大学英语课程教学要求编写,供大学英语课程的一般要求和较高要求层次的教学使用。

2)《全新版》编写的指导方针是:立足本国,博采众长,自主编写。即,充分吸取我国在外语教学中长期积累起来的行之有效的经验和方法,并仔细分析、研究中国学生在英语学习过程中经常产生的问题,同时认真学习、借鉴国外的教学理论和方法,根据我国当前的教学需要和现有条件,视其可行性,有选择地加以消化、改造、吸收,自行规划、自行设计、自行选材、自行编写。为此,本教材采用糅合中外多种教学法之长的折中主义(eclecticism)的教学法。

3)《全新版》倡导基于计算机/网络+课堂教学的新型教学模式。在现有的大学英语课堂教学的基础上,引进多媒体和网络技术,改进英语教学环境和教学手段,应该是我们当前教改的主攻方向。但这一模式不应该是一成不变的,它应该随着各校甚至各个班级的具体情况的不同而有所不同。

基于多媒体与网络的教学软件便于学生个性化学习,有助于学生反复进行语言操练,有助于学生在网络环境下用英语进行交流,在使用过程中巩固语言知识、提高语言技能。但我们认为,将多媒体和网络技术引进大学英语教学,决不等于取消或削弱课堂教学。恰恰相反,课堂教学的任务更重了。在学时较少的情况下,教师讲课更要精炼、更要切合学生的实际需要。同时,教师应大力加强小班辅导。

我们提倡学生自主学习,即学生应成为学习的主体,主动地、创造性地学习,同时又主张充分发挥教师的主导作用。我们认为教师能否组织好教学——包括课堂教学和计算机辅助学习——是教学成败的关键。同时,教师还应指导学生掌握正确的学习方法和学习策略。

4)《全新版》特别加大听说教学的力度,但又保持传统教材长于读写译教学的特色。

《全新版》力求通过课堂内外、网上网下、大班小班、自学面授等一系列互动互补的教学环节,全面提高学生的听、说、读、写、译的应用能力,特别是听说能力。我们认为学生的操练,特别是说、写方面的实践活动,必须以一定量的语言输入为前提。

5)《全新版》主张选用当代英语的常见语体或文体的典型样本作为素材。供学习的主课文,不仅要语言规范,而且应富有文采、引人入胜、给人以启迪;选文题材应广泛,以反映现实生活为主,科普内容的读物须占有一定比重;体裁应多样;语体兼顾书面语和

口语以及正式语和非正式语。

6)《全新版》主干教程——《综合教程》——采用每一单元设一主题的形式。主题选自当代生活中的重大题材。这样可以将语言学习贯穿在了解、思考、探讨现实生活中的各种问题的过程中,充分体现交际法的教学原则。其他教程的相应单元与该主题亦有一定的呼应。

7)《全新版》的练习设计,一切从有利于学生提高语言应用能力出发,针对我国学生的薄弱环节和实际需要,做到有的放矢;形式尽可能采用交互方式(interaction),如pair work、group discussion、debate等,或采用“任务”方式(task-based approach),如口头或书面就某个问题发表看法等。

8)考虑到学生在读完四、六级后参加大学英语四、六级考试的实际需要,《全新版》除了在各教程中均设有有一定数量的类似四、六级考题形式的练习外,还特地将《综合教程》中的Test Yourself设计成四、六级考卷形式,以帮助学生有所准备。

3. 教材框架

《大学英语》系列教材(全新版)由书面教材和网络学习系统两部分组成。网络学习系统又包括网络课程、教辅资源、网上测试和管理平台四大部分。

书面教材由下列几部分组成:

综合教程(1—6册,其中1—4册供修读一般要求的学生使用,5—6册供修读较高要求的学生使用)

(每册由8个单元组成)

阅读教程(通用本)(1—6册,其中1—4册供修读一般要求的学生使用,5—6册供修读较高要求的学生使用)

(每册由8个单元组成)

阅读教程(高级本)(1—6册,其中1—4册供修读一般要求的学生使用,5—6册供修读较高要求的学生使用)

(每册由8个单元组成)

快速阅读(活页)(1—6册,其中1—4册供修读一般要求的学生使用,5—6册供修读较高要求的学生使用)

(每册由8个单元组成)

听说教程(1—6册,其中1—4册供修读一般要求的学生使用,5—6册供修读较高要求的学生使用)

(每册由16课组成)

另有供预备级使用的教材一套,组成与上述同,每种教程一册。

另编有**语法手册**一本,供学生课外参考使用。

除快速阅读外，各教程均配有**教师手册**；综合、听说教程配有相应的录音磁带和多媒体教学光盘。快速阅读各册也配有多媒体光盘。

4. 使用说明

建议每两周(8课时)处理系列教材的一个单元，即综合、泛读、快速阅读各一个单元和听说教程两课。使用时，各校可根据具体情况灵活掌握。

编 者

关于《阅读教程》(预备级)的编写和使用

1. 编写宗旨

本教程为非英语专业学生提供了较系统且题材多样化的课外阅读材料,旨在培养学生熟练地运用阅读技巧、正确理解篇章的能力,扩大学生的知识面和文化视野,增进学生的阅读理解和欣赏水平。

2. 全书框架

本册教程共有8个单元,每个单元有3篇阅读文章,共24篇阅读文章。每个单元包含以下几个部分:

1) 每篇阅读文章前均设计了 Warm-up Questions 和 Introduction,以激发学生对文章主题和相关文化背景知识的了解,增强他们的阅读兴趣。

2) 每篇阅读文章的生词和短语均采用边注形式加以注释,以及时扫清学生在阅读过程中因词汇而引起的阅读障碍,帮助学生将阅读重点放在语篇水平上的理解。

3) 每个单元的3篇文章均围绕一个主题展开,并与《综合教程》的相关单元相呼应。其目的是使学生在同一主题上有更多的信息“输入”,强化有关信息和语言表达形式的内化,有助于学生提高相关信息的表达能力。

4) 本册阅读教程选材注重短小精悍,体裁和题材力求多样化,既有利于培养学生对人文知识的兴趣,扩大其知识面,又方便该教程的课堂使用和课余自学。

5) 每个单元的练习设计形式多样,力求体现英语学习过程中多种语言技能的综合训练,同时考虑到学生的认知特点和生活经历,尽可能将语言学习与思考思辨、增强社会阅历和培养跨文化交际技能有机地结合起来,帮助学生全面发展。

6) 本册教程还附有总词汇表,方便学生查找和记忆。

7) 本册教程配有教师用书,提供较为详尽的课文难点注释和各种练习的参考答案。

本册教程由东南大学外语系编写,李霄翔教授任主编,参加编写的有郑玉琪教授和

金晶老师。我们在编写过程中得到了本书总主编李荫华教授的精心指导和热情鼓励，外籍专家 Tony Ward 审阅了书稿并提出了宝贵的意见。我们借此向他们表示衷心的感谢。

· 编 者

2005 年 4 月 18 日于南京

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UNIT ONE COLLEGE LIFE

1. English Learning in China: a Viewpoint

Adapted from an article by Norman Pritchard

Warm-up Questions

1. What do you think is the purpose of learning a foreign language?
 - A. To pass the exam for a better college.
 - B. To communicate with people from other countries.
 - C. To study and work abroad.
 - D. To gain more opportunities for personal and national development.
2. How many years have you been learning English? Are you satisfied (满意) with your English? In what way do you think you can improve (提高) it?

Introduction

English learning has become important and necessary for Chinese young people. But as a matter of fact, after having studied English for six or nine years, many of us still have difficulty speaking and writing good English. What went wrong? Here is a viewpoint from an English teacher.

Text

Today's world moves at a fast pace¹. To survive² in it you need to be able to keep up learning new skills as they become necessary and raise your standard of education or training many times during your working lifetime. But young people in China preparing themselves for a future that will be ever more challenging³ in terms of⁴ its demands on their skills are being let down⁵ by an educational system that forces them to study instead of learning.

But surely, you object⁶, study IS learning. No, it isn't — at least not necessarily. Nor is learning study — necessarily. The simplest example is the skill of riding a bicycle. You could attend a series of⁷ lectures⁸ on the subject, copy instructions⁹ on how to do it from the blackboard, memorize diagrams¹⁰, analyze¹¹ it or take notes on the mechanics¹² involved. You could learn all these things off by heart before going into an examination room. And then you would write two hours' worth of examination answers on the subject and be awarded¹³ a degree in bicycle studies. But would you be able to ride a bike?

All right, you might say that's riding a bicycle, and everybody knows you can't learn that only with theory¹⁴. You have to do it with practice, but surely that's not true of learning science or history or language, is it? You have to be taught these things: you need a teacher.

Far be it from me to say the world doesn't need teachers: I am one myself. But if there's one thing I've learned as a teacher, it's that there's a limit¹⁵ to what you can achieve through teaching, but no limit to what you can accomplish¹⁶ through learning. This is because true learning only comes from within the learner himself. And the chief responsibility¹⁷ of an instructor¹⁸ is not to teach but rather to organize situations in which learners can learn.

1. pace /peɪs/ *n.* 步伐, 速度
2. survive /sə'vaɪv/ *v.* 幸存, 生还
3. challenging /'tʃælɪndʒɪŋ/ *a.* 具有挑战性的
4. in terms of 就...来说
5. let down 使失望
6. object /əb'dʒekt/ *v.* 反对, 抗议
7. a series of 一系列
8. lecture /'lektʃə/ *n.* 演讲, 讲座
9. instruction /ɪn'strʌkʃən/ *n.* 指导, 指令
10. diagram /'daɪəgræm/ *n.* 图表
11. analyze /'ænəlaɪz/ *vt.* 分析, 分解
12. mechanics /mɪ'kæniks/ *n.* 机械结构
13. award /ə'wɔ:d/ *vt.* 授予
14. theory /'θiəri/ *n.* 理论
15. limit /'lɪmɪt/ *n.* 局限
16. accomplish /ə'kʌmplɪʃ/ *vt.* 完成
17. responsibility /rɪ'spɒnsɪ'bɪləti/ *n.* 责任, 职责
18. instructor /ɪn'strʌktə/ *n.* 教师

Here's one from my own field. Can you speak English? Or if
 30 you can, what about your classmates? Are they all fluent¹⁹ in English?
 They should be. Many Chinese students now start learning English
 in primary²⁰ school. By the end of the full secondary-school system,
 they have studied (or been studying) English for something like six
 35 to nine years, they know at least 2,000 words, and over 90% of them
 pass English in the school-leaving examination. Yet, as you well
 know, few of them can put together a proper²¹ sentence in English.

Why? Because they studied but they didn't learn. They were
 taught but didn't do. They depend upon the teacher to tell them
 everything, and the reason they did that was the exam looming²² at
 40 the end of the course, one that didn't establish whether they could
 actually use English, but simply checked how many facts they knew.
 It didn't test whether they could perform²³ creatively²⁴, but only if
 they could remember.

I know how difficult this can make things from my own early
 45 language-learning experience²⁵. In Britain we used to learn languages
 rather badly too. I left school able to read Racine and Molière in
 French, but unable to speak a word with real confidence²⁶. In my
 first week in France, needing shampoo²⁷ and not knowing the word
 (Racine doesn't mention it), I explained to a puzzled²⁸ shop assis-
 50 tant²⁹ that I needed "a special soap to wash my horses" ("cheveux"
 means hair and "chevaux" means horse). She finally got the picture
 and gave me some "shampooing" — the Franglais word for shampoo.

Now I can see that this embarrassing³⁰ experience should not
 repeat itself among Chinese students. For most of us it's not our
 55 objective to learn the differences between "cheveux" and "chevaux",
 but rather to become skillful in using them to meet our actual needs.
 Therefore, to learn English for a real purpose of communication³¹
 should become a learning objective. In this sense, the more you
 learn, the more skillful you will be, the more you will feel interested,
 60 and the more progress you will make in your college life.

19. fluent /'flu:ənt/ *a.* 流利的

20. primary /'praɪməri/ *a.* 初
步的, 初级的

21. proper /'prɒpə/ *a.* 适当
的, 正确的

22. loom /lu:m/ *v.* 隐现,
逼近

23. perform /pə'fɔ:m/ *v.* 做

24. creatively /kri'eɪtɪvli/ *ad.*
创造性地

25. experience /ɪk'spiəriəns/ *n.*
体验, 经历

26. confidence /'kɒnfɪdəns/ *n.*
信心

27. shampoo /ʃæm'pu:/ *n.* 洗
发精, 洗发香波

28. puzzle /'pʌzl/ *v.* 使迷惑
不解

29. assistant /ə'sɪstənt/ *n.* 助手

30. embarrassing /ɪm'bærəsɪŋ/
a. 令人尴尬的

31. communication /kə'mju:n-
'keɪʃən/ *n.* 交际, 沟通

EXERCISES

I. Read the text and choose the best answers to the following questions.

1. What is the main idea of the passage?
 - A. Chinese students must learn to learn, not just to study.
 - B. Learning riding a bicycle is different from learning Racine and Molière.
 - C. The teacher's role in English learning.
 - D. Why and how to learn English.
2. How does the author support his viewpoint in the passage?
 - A. With examples of many famous people.
 - B. With his personal teaching experience.
 - C. With statistics (数据) from a book.
 - D. With two different examples.

II. Read the text again and decide whether the following statements are true (T) or false (F).

- _____ 1. The author seems not satisfied with the way Chinese students learn English.
- _____ 2. The example of learning to ride a bicycle shows that one can learn things only with theory.
- _____ 3. There is a limit to what a teacher can teach, but no limit to what one can achieve through learning.
- _____ 4. Many Chinese students can pass exams and write a proper sentence in English.
- _____ 5. According to the author, learning English requires (需要) not only a knowledge of English, but also lots of practice in communication.
- _____ 6. The examples show the importance of practice and failure of study in terms of language learning.

III. Read the text again and discuss the following questions with your partners.

1. What do you know about the author?

2. What does the author think is true learning?

3. What do you think is the teacher's responsibility in language teaching?

4. According to the author, what is wrong with our English exam? Do you agree with him?

2. My First Day on Campus

Maty Fernandez

Warm-up Questions

1. Do you still remember the moment you left home for college? What did you do and what did your parents and other family members do?

2. Did your parents accompany (陪伴) you to your university? What did they do on campus? How would you have felt if television cameras had been filming you at the time?

Introduction

For a college student moving away from home for the first time, the first day on campus can be unforgettable. Do you ever recall the moment you waved goodbye to your family? How did you feel at the time?