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全国高等院校创新型“十二五”重点规划教材

新编 大学实用英语

主 编 黄卫军 曾 妍



中南大学出版社
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编写说明

《新编大学实用英语》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》编写的一套供职业类大学使用的英语教材。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、本系列教材的编写原则

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、本系列教材的基本框架

本系列教材共有四册,一至三册为基础英语,第四册为专门用途英语。

基础英语每册包括:

- 《新编大学实用英语》综合教程;
- 《新编大学实用英语》教学参考书;
- 《新编大学实用英语》综合实训练习册;
- 《新编大学实用英语》教学光盘。

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。

专门用途英语每册2本:学生用书和教学参考书。

三、本系列教材特色

《新编大学实用英语》综合教程，其基本特色为“设计新颖”、“主线明确”、“强调实用”三个方面：

1. 设计新颖

本系列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。光盘和课件的设计，力求形式活泼、新颖、实用。

2. 主线明确

本系列教材编者洞察学生的英语水平和学习需求之实，坚持教材编著与设计的基本原则以“单元话题”和“学习任务”为主线。即在一个单元中设几项语言活动任务，围绕一个主题展开，以期达到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上，尽量做到理论阐述简之又简，实训练习则涵盖各知识点。

3. 强调实用

本系列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。

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。

四、教材内容

《新编大学实用英语》综合教程每一册含8个单元，每单元由五部分组成，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。

五部分为(以第一册为例)：

Section I Communicating

(A. Opening Your Mouth B. Looking and Thinking C. Talking Together)

Section II Intensive Reading

(Passage A and Passage B)

Section III Building Your English

第一册此模块内容为：词汇扩展、语法操练、应用文写作训练；

第二册为：阅读技巧、应用文写作技巧训练；

第三册为：翻译技巧、写作技巧、英语写作训练。

Section IV Extending English

Section V Fun in Learning

《综合实训》每一册含 8 单元。每单元包含两部分：

第一部分是课文知识的巩固练习，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 and Structure, 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。

本教材聘请从事高职高专教育多年的资深教授和一线骨干教师编写。在编写过程中得到了广大院校英语教学名师及美籍专家 Jim Edgcomb 的鼎力相助和指导，在此谨致谢忱，也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

《新编大学实用英语》综合教程第一册, 共计 8 个单元, 每单元围绕一主题选材, 中心突出, 层层展开, 环环相扣。编写由浅入深, 循序渐进, 符合英语学习的认知规律和《高职高专教育英语课程教学的基本要求》。

教材由 5 部分构成。其中主要部分为:

Section I Communicating: 该模块提供了同一主题, 不同场景的对话和形式各异的口语练习, 根据主题提示和任务要求驱动课堂语言活动, 让学生模拟和创编对话, 以训练学生用语言解决实际问题的能力。

Section II Intensive Reading: 该模块提供了 2 篇同一主题的文章。主课文围绕生活、交际方面选材, 不仅注重时代性、知识性和趣味性, 还注重体现其思想性和实践性。如: Campus life, Career Planning, Human Relationship, Health, Enjoy Shopping, Entertainment, Eating Out 等。

Section III Building Your English 该模块由 2 部分组成。其中:

“Grammar Tips”部分, 主要对英语的构词法、基本句型、时态语态、主谓一致、非谓语动词、各种从句、虚拟语气等进行概括性的复习, 理论阐述够用为度, 注重实训练习。练习部分形式多样, 适度而充分, 实用而有效, 足以满足一般的课堂教学需求和有助于学生对所学知识的掌握。

“Practical Writing”则系统地介绍了应用文的写作方法, 提供了应用文范文, 应用文模拟写作及翻译练习。

《综合实训》共 8 单元。每单元包含 2 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 and Structure, 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》和大学英语四级考试的一些题型, 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、课文的参考译文、学生用书和《综合实训》的参考答案。

本教材还配有教学光盘。

本教材由黄卫军、曾妍任主编。赵新明(Unit One);罗佳(Unit Two);刘萍倩(Unit Three);黄卫军(Unit Four);曾妍(Unit Five);罗艳(Unit Six);曹晓慧(Unit Seven);万莹(Unit Eight)等任编者。

编者在编写过程中得到了许多专家的指导和同行们的帮助、指点,也借鉴和参考了部分优秀教材,在此一并致谢。

因编者水平有限,疏漏之处在所难免,恳请广大同仁批评斧正。

编 者

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Unit One

Campus Life

Learning Focus ►

- ★ Be able to talk about your College Life.
- ★ Master the new words and expressions.
- ★ Be familiar with English word formation.
- ★ Review the five basic sentence patterns and tenses in English.
- ★ Learn how to write NOTICES and POSTERS.

Self-evaluation ►

After learning this unit, I have grasped:

Items \ %	100	80	60	Below 50
Words				
Comprehension				
Reading				
Writing				

Section I

Communicating

A. Opening Your Mouth

Dialogue One

Mary: Excuse me, is this your book?

Tom: Yeah, it's mine. Thank you so much.

Mary: You're welcome. Are you a freshman?

Tom: Yes. I just came to register yesterday. My name is Tom. Nice to meet you.

Mary: My name is Mary. Nice to meet you.

Tom: I come from Seattle.

Mary: Really? I am from that city, too.

Tom: Yes, it's such a small world.

Mary: Absolutely. I major in Business English. What's your major?

Tom: Computer Science. I don't really like it. But my parents said it would do good for my future job.

Mary: I picked my own major because I know what I want. I like my major. I would like to do foreign trade in the future.

Tom: Sounds great! Look! The boys are playing basketball there. I will join them. Let's keep in touch, OK?

Mary: Sure. Here is my phone number—1217853.

Tom: Mine is 1212656. Nice meeting you. Bye!

Mary: Bye!

Dialogue Two

Lily: Hey, Mary. Your uniform is cute.

Mary: Hi, Lily. You know, I don't like the uniform at all, but I have to wear it.

Lily: Why do you say that?

Mary: I think it's too old-fashioned. Everybody looks the same. There is no need for the college students to wear a uniform; that's really unfair.

Lily: Well, I think it's good enough. We need to pay attention to our appearance, but we should focus more on our study.

Mary: That's true, however campus life should be colorful. This is not the army, girls need to be beautiful, and you know it's Friday today. Do you think it is reasonable to wear it?

Lily: Yeah, a little bit weird.

Mary: Right, if we can wear what we like on weekends that will be better.

Lily: Why not suggest our college to change the rule? The students can wear the uniform as they like.

Mary: That's really a good idea. Why didn't I think of that?

Lily: Incredible! No kidding!

Mary: I really mean it.

Lily: Let's go.

Mary: I'm with you.

B. Looking and Thinking

○ 1. Match the key words or expressions with Pictures 1 – 4. Work in pairs to describe one picture you like best by using the words and phrases given.



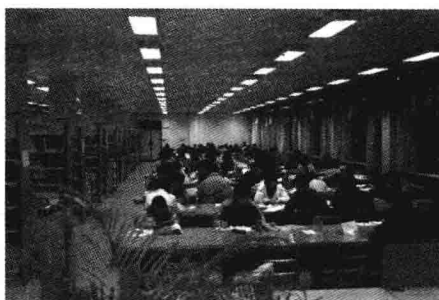
(1)



(2)



(3)



(4)

A. freshman

B. students' union

C. library

D. western culture

E. military training

F. the organizer of student activities

G. document searching

H. talking with a foreign teacher

(1) _____

(2) _____

(3) _____

(4) _____

C. Talking Together

○ I. Work in pairs to practice the following conversation by using the proper responses given below.

Mary: Excuse me, is this your book?

Tom: Yeah, it's mine. Thank you so much.

Mary: You're welcome. Are you a freshman?

Tom: Yes. I just came to register yesterday. My name is Tom. Nice to meet you.

Mary: My name is Mary. (1).

Tom: I come from Seattle.

Mary: Really? I am from that city, too. We are town fellows, (2)?

Tom: Yes, it's such a small world.

Mary: Absolutely. I major in Business English. What's your major?

Tom: Computer Science. I don't really like it. But my parents said it (3).

Mary: I picked my own major because I know (4). I am interested in my major. I would like to (5) in the future.

Tom: Sounds great! Look! The boys are playing basketball there. I will join them. Let's (6), OK?

Mary: Sure. Here is my phone number—1217853.

Tom: 1212656, this is mine. Nice meeting you. Bye!

Mary: Bye!

- a. would do good for my future job
- b. keep in touch
- c. aren't we?
- d. do foreign trade
- e. Nice to meet you.
- f. what I want

○ II. Work in pairs and make a dialogue according to the Cue Cards given below.

Cue Card A

Situation: You two met at the campus. Talk about the school uniform.

Speaker A: You think the uniforms are good for college students.

Tips for speaking

- uniform is cute
- appearance is important, but college students should focus more on their study
- sense of recognition

Cue Card B

Situation: You two met at the campus. Talk about the school uniform.

Speaker B: You think the uniforms are too old-fashioned.

Tips for speaking

- uniform is old-fashioned
- college life should be colorful
- at weekends we should make our own choices