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NEW

新大学英语

综合教程·卓越篇

Experiencing English

Coursebook *Learning to excel*

总主编 余渭深 王海啸
主 编 伍忠杰

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总主编：余渭深 王海啸

《新大学英语综合教程·卓越篇》

主 编：伍忠杰

副主编：李京南 曾 路 蒋 柳

编 者：吕 汀 许雪蕾 朱 萍 蒋 晖 胡杰辉

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项目编辑：邓中杰

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封面设计：王凌波

版式设计：王东岗

责任校对：马文敏

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前 言

体验式教学思想自古有之，但一直到20世纪才形成较为系统的体验式教育理念。在第二语言教学领域，人们已经普遍认识到语言、认知和社会知识是三个既有区别，又相互紧密联系的系统。语言学习的过程就是对新的语言系统不断体验、认知、再体验、再认知的过程。语言不但是外部世界在人脑中的反映，也是人们认识、体验外部世界的结果。

近年来，外语教学界所提倡的交际式外语学习强调语言的使用在外语教学中的重要作用。这一点也为体验式外语教学所提倡。但也有越来越多的研究表明，在外语教学中过分强调教学活动的交际性，忽略学习者对学习活动的反思、对新的语言现象的注意和有意识的练习，也不利于有效的外语学习。因此，体验式外语教学在强调语言使用的同时，也注重学习者对自身学习过程的认识。不同的学习者会有不同的学习风格和学习目的。因此，他们也可能选择不同的学习内容，使用不同的学习方法。外语学习的过程应该是一个不断体验和不断反思的过程。

我国大学英语教学现阶段所实施的《大学英语课程教学要求》指出，大学英语“以英语语言知识与应用技能、跨文化交际和学习策略为主要内容”；大学英语教学应“促进学生个性化学习方法的形成和学生自主学习能力的提高”，应允许并使学生能够“选择适合自己需要的材料和方法进行学习”。这些理念和要求与体验式外语教学思想有高度的一致性。本教材正是遵循这样的理念与要求编写的。

不同的教材编写理念主要体现在对语言材料的选择、编排和处理上。传统的外语教学往往根据语言难度选择和编排在内容上互不相关的语言材料，然后再将一份份完整的语言材料拆开来教授给学生。比如在阅读教学中，教师会在教学中将完整的阅读篇章分割成词汇、句子、段落、篇章结构等不同的形式呈现给学生。外语学习的过程基本上就是处理语言碎片的过程。本教材主张语言学习的过程是学习者对自己的语言体系不断创建和不断完善的过程。学习者不但需要从外界吸收语言形式，还要创造性地使用已有的语言材料，完成实际的交际任务，最终实现构建自己新的语言体系的目的。这也正符合《大学英语课程教学要求》所提出的“培养学生的英语综合应用能力”，“同时增强其自主学习能力和提高综合文化素养，以适应我国社会发展和国际交流的需要”这一总体教学目标。

为此，本教材的每一个单元都是围绕一个具有实际意义的项目来设计的。项目的完成涉及一系列的语言活动。单元学习的结果即是意味着项目的完成。而每一个项目的结果都会落实在一个完整的语言形式上，或者是一个演讲，或者是一份研究报告，或者是一次辩论。单元学习过程就是运用不同的语言材料和语言技能完成项目的过程。

在教材结构上,《新大学英语综合教程》和《新大学英语同步练习》形成有机的整体。前者所涉及的教学活动主要是围绕项目的完成而设计的。后者则更加强调对语言形式的学习,以及对相关学习内容和技能训练的拓展。

本书为《新大学英语综合教程》系列“卓越篇”,共8个单元,每个单元包括5个部分。每部分由若干学习任务和活动构成。所有的学习任务和活动都与单元主题及项目相关,前后呼应,连贯成线。

第一部分(Part One: Warming Up)以学生课前预习为主。结合单元主题引入一些相关的阅读和视听材料,导入相关背景材料,训练学生的信息搜寻和查找能力,同时也为学习单元内容提供一些语言样本。

第二部分(Part Two: Initializing the Project)主要启动单元学习项目。通过与单元话题相关的学习内容和活动激发思考或引发关注,并提供相关话题谈论的场景、方式和常用语言,把话题的讨论引向深入。

第三部分(Part Three: Exploring the Field)是单元学习的重点。该部分提供两篇阅读课文,通过细读(Detailed reading)和快读(Fast reading),引导学生综合分析课文的相关信息,训练批判阅读(Critical reading)能力和独立思维(Independent thinking)能力。通过该部分的学习和讨论,加深学生对话题的理解,以便形成自己的研究角度和研究方法。

第四部分(Part Four: Constructing the Project)是单元学习的核心部分。这一部分围绕项目的实施设计一系列教学任务和活动,指导学生提出研究问题,开展项目调查和研究,分析总结研究成果并陈述和报告项目研究的成果等。同时,通过项目研究展开学术阅读(Academic reading)、学术技能(Academic skills)、学术报告与表达(Academic report and presentation)等语言技能的训练并培养学生的自主阅读能力。

第五部分(Part Five: Assessing Learning)围绕内容讨论(Concept building)、语言学习(Language development)、学术技能训练(Academic acquisition)等三个方面为学生提供一个反思框架,回顾评价自己在本单元的学习和进步。

本教材是我们对体验式外语教学理念在我国大学英语教学中应用的一次新的尝试。由于编者水平有限,教材中如有疏漏和其他不尽完善之处,还请广大师生提出宝贵意见和建议。

编者

2013年11月

Contents

Unit 1	Rediscovering Yourself.....	6
Unit 2	Approaching Giants.....	22
Unit 3	Being a Citizen	38
Unit 4	Cultivating Leadership.....	58
Unit 5	Promoting Honesty	74
Unit 6	Marketing Your Innovation	92
Unit 7	Deciding Your Career.....	108
Unit 8	Pursuing Graduate Study	128

Contents

Unit 1	Rediscovering Yourself.....	6
Unit 2	Approaching Giants.....	22
Unit 3	Being a Citizen	38
Unit 4	Cultivating Leadership.....	58
Unit 5	Promoting Honesty	74
Unit 6	Marketing Your Innovation	92
Unit 7	Deciding Your Career.....	108
Unit 8	Pursuing Graduate Study	128

Contents

Unit	I. Warming Up	II. Initializing the Project
<p style="text-align: center;">1</p> <p>Rediscovering Yourself (pp 6–21)</p>	<ul style="list-style-type: none"> ◆ Reading: Poem: <i>The Man Who Thinks He Can</i> ◆ Viewing / Listening: Video: A poet in you ◆ Main activities: <ul style="list-style-type: none"> – Write your own verse – Transform verse into prose – Respond to the scene in the video 	<ul style="list-style-type: none"> ◆ Reading: Building the empire of KFC with just a fried-chicken recipe ◆ Main activities: <ul style="list-style-type: none"> – Write your plan of how to succeed – Make a report about your plan
<p style="text-align: center;">2</p> <p>Approaching Giants (pp 22–37)</p>	<ul style="list-style-type: none"> ◆ Reading: Poem: <i>Do It Anyway</i> ◆ Viewing / Listening: Video: Mother Teresa ◆ Main activities: <ul style="list-style-type: none"> – Explore the greatness of Mother Teresa – Write your own verse – Respond to the scene in the video 	<ul style="list-style-type: none"> ◆ Reading: Beethoven and his Ninth Symphony ◆ Main activities: <ul style="list-style-type: none"> – Make sentences with given phrases – Learn about Beethoven’s great contribution to music
<p style="text-align: center;">3</p> <p>Being a Citizen (pp 38–57)</p>	<ul style="list-style-type: none"> ◆ Reading: <i>Chinese Toddler Struck by Van, Ignored by Passers-by</i> ◆ Viewing / Listening: Song: <i>Just Another Day In Paradise</i> ◆ Main activities: <ul style="list-style-type: none"> – Pick out the facts revealed in the news report – Rewrite the song as a news report – Write a narration to present <i>Who, What, When, Where</i> and <i>How</i> information 	<ul style="list-style-type: none"> ◆ Reading: <i>Yueyue’s Death Is China’s Shame, But We Have Our Own</i> ◆ Viewing / Listening: Video: The makings of a citizen ◆ Main activities: <ul style="list-style-type: none"> – Locate <i>Who, What, When</i> and <i>Where</i> facts – Discuss the concepts of <i>wealth, knowledge</i> and <i>justice</i>
<p style="text-align: center;">4</p> <p>Cultivating Leadership (pp 58–73)</p>	<ul style="list-style-type: none"> ◆ Reading: Poem: <i>The True Leadership Treasure</i> ◆ Viewing / Listening: Video: Leadership of Abraham Lincoln ◆ Main activities: <ul style="list-style-type: none"> – Identify the four traits of good leaders – Complete a crossword puzzle with words relevant to leadership traits 	<ul style="list-style-type: none"> ◆ Reading: Henry Ford and the V-8 engine ◆ Main activities: <ul style="list-style-type: none"> – Act out three scenes – Study quotes about vision

III. Exploring the Field

IV. Constructing the Project

- ♦ **Reading:**
Passage 1: *Find Your Inner Einstein*
Passage 2: *Power to Make the Difference*
- ♦ **Main activities:**
 - Identify the main point of the texts
 - Understand the contextual meaning of vocabulary
 - Summarize the Ultimate Success Formula of successful people

- ♦ **Making my Ultimate Success Formula**
 - Step 1:** Do a case study
 - Step 2:** Present the findings of your research
 - Step 3:** Write a short passage on *We Are What We Dream To Be*
 - Step 4:** Publish your passage online

- ♦ **Reading:**
Passage 1: *The Night I Met Einstein*
Passage 2: *The Great People of Our Time*
- ♦ **Main activities:**
 - Describe the traits of Einstein
 - Role-play an interview with Einstein and the author of the text
 - Explore how great people achieve their qualities for success

- ♦ **Simulating a face-to-face talk with a great person**
 - Step 1:** Do a case study
 - Step 2:** Prepare questions for an interview
 - Step 3:** Role play an interview with a great person
 - Step 4:** Evaluate the performance of each group

- ♦ **Reading:**
Passage 1: *Wheels of Kindness*
Passage 2: *The Heart of San Francisco*
- ♦ **Main activities:**
 - Decide on the contextual meaning of each word in the text
 - Complete a crossword puzzle with words from the text
 - Share an act of kindness
 - Study and decide on the meaning of words in specific contexts

- ♦ **Doing a survey on citizenship consciousness**
 - Step 1:** Decide on a group of people to survey
 - Step 2:** Design the section for personal information
 - Step 3:** Design questions and develop a questionnaire
 - Step 4:** Distribute and collect questionnaire
 - Step 5:** Write a report the results of the survey
 - Step 6:** Improve your report

- ♦ **Reading:**
Passage 1: *You Make a Difference*
Passage 2: *The Heart of Leadership*
- ♦ **Main activities:**
 - Write out the full names of acronyms
 - Write out antonyms
 - Write on the skills and qualities required for specific positions

- ♦ **Taking the first step to be a leader**
 - Step 1:** Search for information about the skills and qualities required for a particular position
 - Step 2:** Present the findings of the research
 - Step 3:** Hold a press conference
 - Step 4:** Do a cross-evaluation on the performance

Unit	I. Warming Up	II. Initializing the Project
<p style="text-align: center;">5</p> <p>Promoting Honesty (pp 74–91)</p>	<ul style="list-style-type: none"> ◆ Reading: Honor code pledges ◆ Main activities: <ul style="list-style-type: none"> – Decide what behavior is a violation of the honor code – Conduct a survey on students' behavior in tests 	<ul style="list-style-type: none"> ◆ Reading: <i>SAT Cheating Scandal in New York</i> ◆ Viewing / Listening: Video: Arrests of students cheating in SAT ◆ Main activities: <ul style="list-style-type: none"> – Identify information about <i>Suspect, Charge</i> and <i>Possible Penalty</i> for cheating – Discuss the policies regarding penalties for cheating in tests
<p style="text-align: center;">6</p> <p>Marketing Your Innovation (pp 92–107)</p>	<ul style="list-style-type: none"> ◆ Viewing / Listening: Video: <i>Think Different</i> ◆ Main activities: <ul style="list-style-type: none"> – Identify information about 18 iconic 20th century personalities – Discuss the skills and qualities which are important for an individual to make outstanding achievements 	<ul style="list-style-type: none"> ◆ Reading: College students and entrepreneurship ◆ Main activities: <ul style="list-style-type: none"> – Identify favorable conditions for college students to start a business – Complete a questionnaire to see whether you have the potential to become a college entrepreneur
<p style="text-align: center;">7</p> <p>Deciding Your Career (pp 108–127)</p>	<ul style="list-style-type: none"> ◆ Reading: Ad: <i>Wanted: Island “Caretaker”</i> ◆ Viewing / Listening: Video: Two job applicants ◆ Main activities: <ul style="list-style-type: none"> – Compare the two candidates – Make a video to demonstrate your qualifications for this “Best Job in the World” 	<ul style="list-style-type: none"> ◆ Reading: <i>These Jobs You’ve Never Heard of</i> ◆ Main activities: <ul style="list-style-type: none"> – Find out what these people really do – Find out what qualifications are required for these jobs – Write a letter to your friend recommending one of these jobs to her
<p style="text-align: center;">8</p> <p>Pursuing Graduate Study (pp 128–146)</p>	<ul style="list-style-type: none"> ◆ Reading: Chart: <i>Earnings and Unemployment Rates by Educational Attainment</i> ◆ Viewing / Listening: Video: Elle Woods' application to Harvard ◆ Main activities: <ul style="list-style-type: none"> – Do a presentation based on the statistics provided by the chart – Explore and reflect upon motivation for postgraduate study 	<ul style="list-style-type: none"> ◆ Reading: <i>When Should I Pursue My Graduate Study?</i> ◆ Main activities: <ul style="list-style-type: none"> – Evaluate the two options and justify your preference – Make a report on the advantages and disadvantages of your choice

III. Exploring the Field

IV. Constructing the Project

♦ **Reading:**

Passage 1: *The Red Dress*

Passage 2: *Why We Lie*

♦ **Main activities:**

- Summarize findings about what makes people cheat
- Analyze how the author and his group study cheating behavior through experiments

♦ **Conducting a study on campus cheating**

Step 1: Define the problem

Step 2: Analyze the problem

Step 3: Propose a solution

Step 4: Report your study

Step 5: Present your points of view in a class panel

♦ **Reading:**

Passage 1: *Getting Entrepreneurial with Toilet Paper*

Passage 2: *The Coolest Little Start-Up in America*

♦ **Main activities:**

- Anticipate while reading
- Reflect after reading
- Plan before acting

♦ **Making a plan to start up my business**

Step 1: Summarize the skills and qualities that contribute to success

Step 2: Research more stories about college students starting their own businesses

Step 3: Write a short passage on *Am I Ready to Start My Own Business?*

Step 4: Analyze the structure of your passage

♦ **Reading:**

Passage 1: *How I Changed Careers When I Was Nearly 40*

Passage 2: *Work — Don't Settle for Less Than a Calling*

♦ **Main activities:**

- Complete the general profile of the author
- Decide on the contextual meaning of each metaphor used in the passage

♦ **Working toward my dream career**

Step 1: Find out about yourself

Step 2: Find out about what career suits you best

Step 3: Research occupations to find your career

Step 4: Reflect on your choices

Step 5: Analyze your career pathway with the help of your group members

♦ **Reading:**

Passage 1: *Graduate Education as Preparation for Leadership*

Passage 2: *So You Want to Go to Grad School*

♦ **Main activities:**

- Compare undergraduate and graduate education
- Distinguish fact from opinion

♦ **Writing My PS to pursue graduate study**

Step 1: Understand the nature of a personal statement (PS)

Step 2: Analyze the structure of PS

Step 3: Find out how to produce a good PS

Step 4: Write your own PS

Step 5: Make a check of your PS

Unit 1



Rediscovering Yourself

In this unit you will learn how to rediscover yourself through a series of tasks, which include:

- understanding factors relevant to a person's development;
- exploring the secrets of success of some geniuses;
- doing a case study on a successful person;
- taking the first step to achieve your full potential.

Part One | Warming Up

Some people say you are what you do, while others say you are what you eat, or wear, or love, or own, or read, or think or even what you Tweet. Are we really what we think we are? If so, why are we always interested in finding out what other people think of us? It seems necessary to explore what we can do, what value we can create for the world, and how we can make best use of our qualities and talents.

Reading

Read the poem below and complete the following activities.

The Man Who Thinks He Can

Walter D. Wintel

*If you think you are beaten, you are.
If you think you dare not, you don't.
If you'd like to win, but think you can't,
It's almost a cinch you won't.
If you think you'll lose, you're lost,
For out in the world we find
Success begins with a fellow's will;
It's all in the state of mind.
If you think you are outclassed, you are.
You've got to think high to rise.
You've got to be sure of yourself before
You can ever win a prize.
Life's battles don't always go
To the stronger or faster man;
But sooner or later the man who wins
Is the one who thinks he can.*

Activity 1 Follow the style of the poem and write a few verses of your own.

If you think _____, you are.
If you think _____, you _____.
If you'd like to _____, but think _____,
It's almost a cinch you won't.

Activity 2 Transform the following verse into prose.

*You've got to be sure of yourself before
You can ever win a prize.
Life's battles don't always go
To the stronger or faster man;
But sooner or later the man who wins
Is the one who thinks he can.*

Viewing / Listening



Watch a video clip from **Dead Poets Society** and complete the following activities.

Activity 3 Read the following questions carefully. Then watch the video clip and try to answer the questions.

1. What was the student (Todd Anderson) required to do before the class?

2. What was he required to demonstrate to the class?

3. What did he finally succeed in?

Activity 4 Listen again to the conversation from the video clip, and fill in the blanks.

John Keating: Now, who's next? Mr. Anderson, I see you sitting there 1)_____. Come on, Todd, step up. Let's 2)_____.

Todd Anderson: I ... I didn't do it. I didn't write a poem.

John Keating: Mr. Anderson thinks everything inside of him is 3)_____. Isn't that right, Todd? Isn't that your worst fear? Well, I think you're wrong. I think you have something inside of you that is worth a great deal.

"I sound ... my barbaric ... yawp ... over the 4)_____ of the world." W.W. Uncle Walt, again.

Now, for those of you who don't know, a yawp is 5)_____.

Now, Todd, I would like you to give us a demonstration of a barbaric yawp. Come on, you can't yawp 6)_____. Let's go. Come on, up. Got to get in yawping stance.

Activity 5 Discuss about what we can learn from Todd Anderson's experience.

1. How did he feel about writing poetry at the beginning?
2. What did the teacher want him to use to describe the picture of Walt Whitman?
3. What was the reaction of the class to his poem?

Part Two | Initializing the Project

We often hear people say "I can't" when they are confronted with a challenge, be it accomplishing a difficult task, or expressing their opinions in public, or even answering a question in English. But how do they know they can't? They haven't even tried before they make the negative judgment on their ability. Even if they have tried and failed, they can always learn from failure and then turn it into success. So if we want to fulfill our potential, we must remember: "Success begins with a fellow's will," as we have learned from the above poem "The Man Who Thinks He Can".

Reading

Read the story below and complete the following activities.

Ever had a piece of Kentucky Fried Chicken? Do you know how Colonel Sanders built the empire that made him a millionaire and changed the eating habits of a nation? When he started, he was nothing but a retiree with a fried-chicken recipe. That's all. No organization. No nothin'.

He had owned a little restaurant that was going broke because the main highway had been routed elsewhere. When he got his first Social Security check, he decided to see if he could make some money selling his chicken recipe. His first idea was to sell the recipe to restaurant owners and have them give him a percentage of the proceeds.

Now that's not necessarily the most realistic idea for beginning a business. And, as things turned out, it didn't exactly rocket him to stardom. He drove around the country, sleeping in his car, trying to find someone who would back him. He kept changing his idea and knocking on doors. He was rejected 1 009 times, and then something miraculous happened. Someone said "Yes." The colonel was in business.

How many of you have a recipe? How many of you have the physical power and charisma of a chunky old man in a white suit? Colonel Sanders made a fortune because he had the ability to take massive, determined action. He had the personal power necessary to produce the results he desired most. He had the ability to hear the word "no" a thousand times and still communicate to himself in a way that got him to knock on the next door, totally convinced that it could be the one where someone said yes.

(273 words)

Activity 1 Answer the following questions by completing the sentences according to the passage.

- What did Colonel Sanders want to do when he retired?
He had a _____, and intended to sell it to _____ so that he could make some money from the _____.
- What actions did Colonel Sanders take to reach his goal?
He drove _____, and kept knocking _____ in order to find _____ his idea.
- What difficulties did Colonel Sanders meet in his trying to reach his goal?
He _____ before he finally persuaded someone to start the business with him.
- What accounts for the success of Colonel Sanders?
He had the ability to take _____, the ability to hear _____, and the _____ to believe that the next one would say yes.

Activity 2 Suppose you have something like a recipe (e.g. an innovative idea for a product or service), what actions will you take to make it accepted or successful? Write your plan below:

Your "Recipe"	_____
Your Actions	1. Set up your goal: _____ 2. Decide what to do: _____ 3. Anticipate difficulties: _____ 4. Adjust your strategy: _____

● **Activity 3** Make a report to your study group or class about your business plan for your product or service.

Part Three | Exploring the Field

The more we learn about the glorious achievements of those brilliant minds, the more humble we may feel about ourselves, thinking ourselves far from those geniuses. But we shouldn't. Every one of us is an Einstein in one way or another. What we need to do is find our "Inner Einstein" and the "Power to Make the Difference".

Passage 1

Read the passage and complete the following activities.

Find Your Inner Einstein

Steve Chandler

- 1 The next time you see a picture of Albert Einstein, realize that that's actually you. See Albert Einstein and say, "there I am."
- 2 Every human has the capacity for some form of genius. You don't have to be good with math or physics to experience genius level in your thinking. To experience Einstein's creative level of thinking, all you have to do is habitually use your imagination.
- 3 This is a difficult recommendation for adults to follow, though, because adults have become accustomed to using their imaginations for only one thing: worrying. Adults visualize worst-case scenarios all day long. All their energy for visualization is channeled into colorful pictures of what they dread. What they don't comprehend is that worry is a *misuse* of the imagination. The human imagination was designed for better things. People who use their imaginations to create with often achieve things that worriers never dream of achieving, even if the worriers possess much higher IQs. People

