

新思维 大学英语

1

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副主编：刘 艳

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端义镭 刘 惠 陆维卫

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前言

本套教材针对全日制非英语专业大学本科生编写，以教育部颁发的《大学英语课程教学要求》为指导，在设计与编写中力求从学生的实际需求出发，以学生的学习与发展为根本，充分体现了《大学英语课程教学要求》所提倡的教学原则、内容和方法。

本套教材共分4册，每一册由8个单元组成，每一单元有三篇文章，围绕一个主题，内容彼此联系，如生活、学习、情感、时尚、健康、人际交往、文化差异、经济文化、人与自然等。选文力求新颖、睿智、励志、经典。体裁丰富多样，既有经典的文学佳作，也有优美时文。语言地道，内容新颖，贴近学生生活，反映时代潮流。

从教材特色上来看，本套教材每篇课文都设计了精炼的导读，使学生整体把握课文的提要，尽快进入该课文的主题中。每一单元中的第二和第三篇文章前设置了阅读速度自测，以帮助学生监控自己的阅读速度，培养其阅读策略，提高其阅读技能和自主学习能力。

每一单元的三篇文章难度合理，呈现梯度，其中第一篇文章为精读课文，第二篇和第三篇为泛读课文，方便不同层次的学生使用。同一级别的学生也可以根据不同材料实现精度、泛读等不同阅读目的，充分满足了个性化、分层外语教学的需求，方便教师根据不同层次的教学对象合理选择，并灵活实施不同的教学方案。

课后练习题的设计从学生的实际水平出发，遵循循序渐进的原则，着重培养学生的听、说、读、写、译等各项技能。多项练习与现行的大学英语四级考试题型紧密结合，以帮助学生提高语言应用能力和应试能力。

全套教材对每册词汇的分布做了严格的筛选。编写中参照普通高中英语课程标准词汇表和大学英语课程教学要求词表，使用 Paul Nation 的词汇分布分析软件，使每册书中的词汇分布得到有效控制。每篇课文后的生词根据一定的标准进行了分类。其中，无符号标记的词汇为一般要求词汇；“★”标记的词汇为较高要求词汇；“▲”标记的词汇为更高要求词汇；“●”标记的词汇为超纲词汇。

本套教材在编写过程中得到了南京师范大学外国语学院马广惠教授的指导和帮助，在此表示衷心感谢！

由于编者水平有限，经验不足，教材中难免存在一些问题和不足之处，敬请各位专家、同行批评指正，以便我们再改版时改进。

编写说明

1. 使用对象

本套教材针对全日制非英语专业大学本科学生编写，共四册，供大一、大二两个学年使用。

2. 编写依据

本套教材以教育部颁发的《大学英语课程教学要求》为指导，在设计与编写中力求从学生的实际需求出发，立足大多数学生的学习水平，注重与其高中基础阶段英语教学的衔接，充分体现了《大学英语课程教学要求》所倡导的教学原则、内容和方法。同时，本套教材在编写理念和设计上借鉴并采纳了近几年来的先进教学实践成果和优秀教材编写范式。

3. 编写目标

本套教材的总体目标是：通过四个学期的英语学习，使学生具有较高的阅读能力和一定的写作与翻译能力；培养学生英语综合运用能力，使他们能够顺利地通过四、六级英语考试，能在以后的工作和社会交往中用英语有效地进行口头和书面的信息交流；增强学生的自主学习能力，让他们掌握良好的语言学习方法和较高的综合文化素养，以适应未来社会发展的需要。在这一总体目标的指导下，本套教材每一册主要从阅读、写作和翻译三方面培养学生的英语运用能力。

第一册侧重培养学生对积极词汇和句子结构的运用能力，使其熟练掌握常用的构词法和简单句结构，掌握基本的阅读技能，能够读懂和课文难度相当的文章；能熟练地用英语简单句进行书面写作；能够把课文中的短语、句型等准确地应用于翻译。

第二册侧重扩展学生的词汇量，培养学生的自主学习能力，完成与高中阶段基础英语的衔接。学生掌握快速阅读技巧，了解中西方文化差异；了解段落的构成特点和写作思路，能用复合句、复杂句以及复合复杂句写出段落；能灵活运用课文中的典型词汇、短语、句型来翻译复杂长句或篇章。

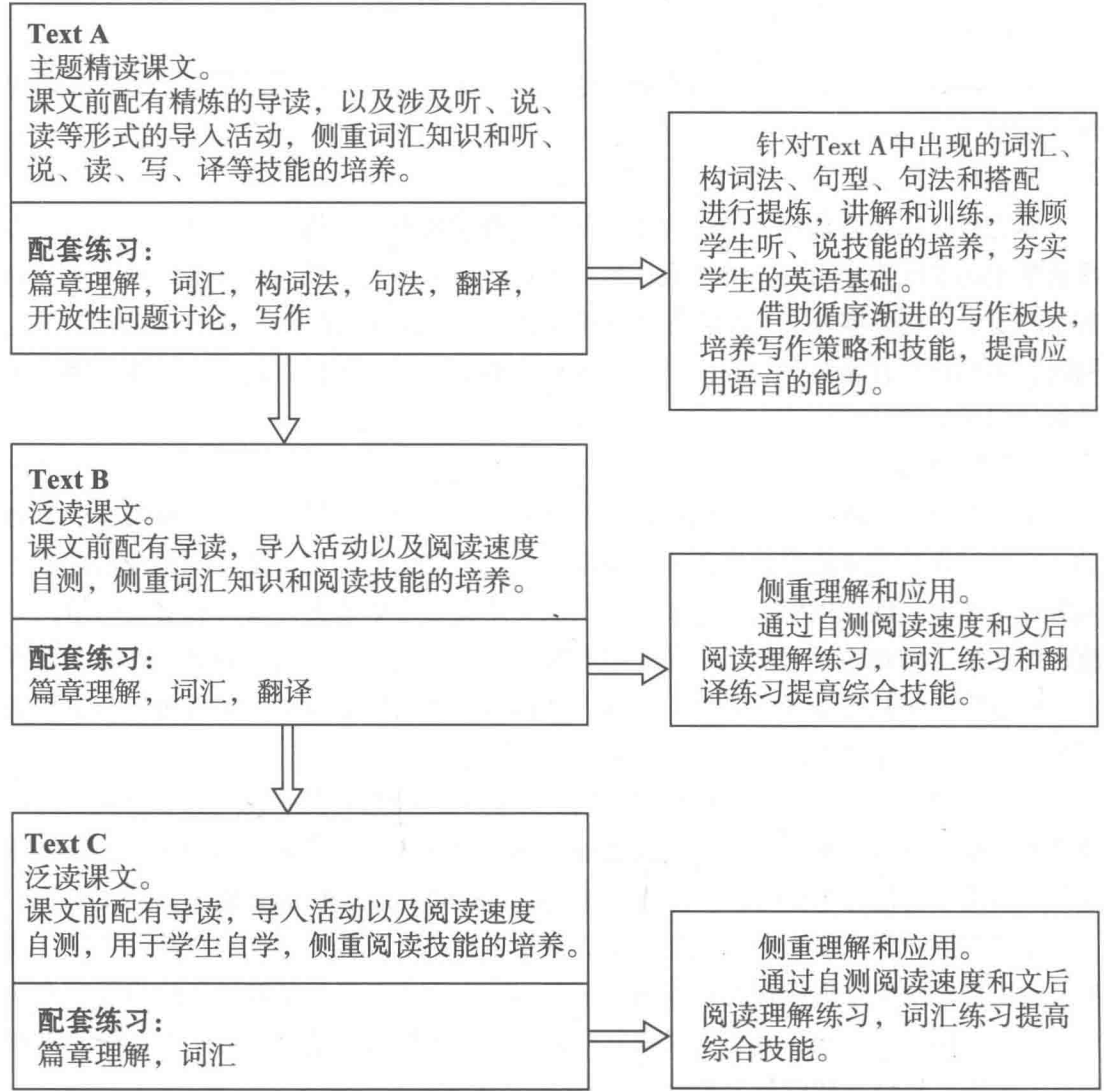
第三册侧重培养学生的阅读能力。让学生扩大阅读量，提高阅读速度，加强领悟力，用所学的阅读技巧轻松地完成同级水平的阅读理解习题；写作的侧重点由句子和段落组织转向篇章组织，要求学生学会布局谋篇，进行短文写作；掌握恰当的翻译技巧，

能借助词典对题材熟悉的文章进行英汉互译。

第四册侧重培养学生语言运用能力。学生能顺利阅读难度中等的一般性题材的文章，通过分析、推理和判断，掌握中心大意，领会作者的观点和态度；掌握常见应用文，如英语书信的写法；能就给定话题在半小时内写出 120–150 词的短文，会运用常见的修辞手法；能借助词典将难度略低于课文的英语短文译成汉语。

4. 编写体例

本套教材共分 4 册，每一册由 8 个单元组成，每单元结构如下：



5、配套资源

除教材之外，本套教材配有教师用书，多媒体课件和 MP3 光盘。教师用书提供了课文的参考译文和课后练习参考答案；多媒体课件提供背景知识、文化信息、语言点讲解以及与课文相关的文本、音像资料等；MP3 光盘提供课文与生词的录音。

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UNIT 1

College Life

Text A

A Satisfying College Experience

College is the best place to make your dream come true.

Text B

Commencement Address of Harvard University

The recognition of the special responsibility will guide our actions.

Text C

Why MIT Matters

Today, MIT remains unrivaled when it comes to the basic and applied research needed to address the complex challenges of this century.



● 你是否曾经无数次幻想着大学的校园生活？想象着沉浸在书的海洋中，漫步于林间小道上？而如今身在大学的校园里，你又将如何度过这几年的大学生涯呢？

Pre-reading Activities

1. Work in groups and discuss the following questions.

- (1) Name some of the most famous colleges and universities in the world. What are they famous for?
- (2) What's your impression of your college?
- (3) What's your ideal college life?
- (4) How will you spend your college years? Draw up a plan.

Please give an oral report on the topics above.

2. Look at the following things in one's college life and choose the items which you are supposed to do in your college years.

- | | |
|---|---|
| <input type="checkbox"/> study | <input type="checkbox"/> falling in love |
| <input type="checkbox"/> part-time jobs | <input type="checkbox"/> social communication |
| <input type="checkbox"/> part-study programs | <input type="checkbox"/> physical training |
| <input type="checkbox"/> student associations | <input type="checkbox"/> computer games |
| <input type="checkbox"/> reading widely | <input type="checkbox"/> playing truant |

Now compare your answers with your partner's. Can you think of other things in your college life?

Text A

A Satisfying College Experience

- ① Through the years, my answer to the age-old question, "What do you want to be when you grow up?" has evolved tremendously. At the age of four, like most hopeful preschoolers, I felt confident that I could be the president of the United States. When I started elementary school, I developed marginally more attainable goals—perhaps I could be an astronaut or a scientist. However, with my middle school years came a wake-up call: I had no aptitude for science. So, by the time high school rolled around, I decided that my niche was in English and I would make a career for myself in an area that would allow me to do what I loved most—read and write.

- ② As a rising senior with a major in English and a minor in journalism, I am proud to

say I have yet to abandon that dream, even though what I want to be when I grow up will undoubtedly take a backseat to what job I can find after graduation.

- 3 With every raised eyebrow I receive and every “why?” I hear when I tell people what I’m studying in college, this realization has grown, but so has my self-assuredness. After three years at the university, I’m confident that all of the clichés about college are true. These will likely be the most educational years of our lives. Not just academically, but in that they mold us into the people we become. The choices we make in college profoundly affect the interests we develop and the values we deem important. I may not land a dream job in publishing right after graduation, but I don’t and never have regretted my choice of major.
- 4 At a friend’s graduation party this summer, I watched several of my friends talk about glum job prospects and post-graduation depression. These are some of the most intelligent, talented and hardworking friends I have. All of them have impressive résumés chock-full of internships for every season of the year, board positions in countless clubs and high GPAs. Many of them were English majors. But still, I have hope.
- 5 In college I’ve had real-life experience in the things I value. I’ve gotten to live the life of a journalist, complete with interviews, deadlines and the satisfaction of seeing my writing in print. In literature classes, I’ve read writers whose works have stood the test of time, whose values I share or disagree with, all the time becoming a more intelligent, cultured and open-minded person. It may take a while for me to find a career that is just as satisfying as these college experiences, but I’m confident I will. I am eternally grateful for the liberal arts education I’ve received at the university and I know it will continue to enrich my life.
- 6 While I haven’t always been this confident in my choice of major and minor, I’m glad that as a senior, I hold these convictions. If there’s one thing I wish I knew before freshman year, it’s that if something feels like the right decision, it probably is. I urge the incoming freshmen to follow their intuitions and take advantage of the wealth of opportunities that college offers and treasure them. I intend to enjoy every moment of my senior year, because it doesn’t get any better than this.

New Words

evolve /ɪˈvɒlv/	v.	演变, (使) 进化, (使) 发展
● tremendously /triˈmendəsli/	ad.	可怕地, 极大地, 惊人地
elementary /,elɪˈmentəri/	a.	基本的, 初级的, 小学的
● marginally /ˈmɑːdʒɪnəli/	ad.	轻微地, 少量地
● attainable /əˈteɪnəbəl/	a.	可达到的, 可获得的

▲ aptitude /'æptɪtju:d/	<i>n.</i>	(学习方面的)才能, 天资
● niche /nɪʃ/	<i>n.</i>	壁龛; 合适的职务(环境、位置等)
career /kə'riə/	<i>n.</i>	职业; 经历, 生涯
minor /'maɪnə/	<i>a.</i> <i>v.</i>	副修科目, 选修课程 副修
● backseat /'bæksi:t/	<i>n.</i>	后座, 次要位置
▲ eyebrow /'aɪbraʊ/	<i>n.</i>	眉毛
realization /,rɪəlaɪ'zeɪʃən/	<i>n.</i>	实现; 领悟
● assuredness /ə'sʊədnis/	<i>n.</i>	确实, 确信, 自信
● academically /,ækə'demɪkli/	<i>ad.</i>	学术上, 学业上; 理论上
mold /məʊld/	<i>n.</i> <i>v.</i>	霉(菌); 模型; 性格; 模制, 塑造成
★ profoundly /prə'faundli/	<i>ad.</i>	深深地, 深刻地
● glum /glʌm/	<i>a.</i>	闷闷不乐的, 阴郁的, 阴沉的
prospect /'prɒspekt/	<i>n.</i>	前景; 景象; 有希望的候选人
depression /dɪ'preʃən/	<i>n.</i>	沮丧; 不景气
intelligent /ɪn'telɪdʒənt/	<i>a.</i>	职能的; 聪明的; 理解力强的
● chock-full /tʃɒk'fʊl/	<i>a.</i>	装满的, 塞满的
● eternally /ɪ'tɜ:nəli/	<i>ad.</i>	永久地; 不朽地
liberal /'lɪbərəl/	<i>a.</i>	心胸宽阔的; 自由(主义)的; 慷慨的
conviction /kən'vɪkʃən/	<i>n.</i>	确信, 坚定的信仰; 说服, 信服; 定罪
● freshman /'freʃmən/	<i>n.</i>	大学新生; 新手
urge /ɜ:dʒ/	<i>v.</i> <i>n.</i>	鼓励; 强烈要求; 催促; 极力主张 强烈的欲望
★ intuition /,ɪntju'ɪʃən/	<i>n.</i>	直觉

注: 单词表中一般要求词汇无标记, 较高要求词汇标记为“★”, 更高要求词汇标记为“▲”, 超纲词汇标记为“●”。

Phrases and Expressions

have aptitude for	对……有天赋
major in	主修
minor in	副修
mold sb. into	塑造成
stand the test of time	经得起时间的考验
liberal arts	人文科学
take advantage of	利用, 占……便宜

Notes

1. **GPAs:** (AmE) the abbreviation for **GRADE POINT AVERAGE**: a number which is the average mark received for all the courses a student takes and shows how well the student is doing.

Exercises

Reading and Appreciating

◆ I. Read the following paragraph aloud to appreciate it.

While I haven't always been this confident in my choice of major and minor, I'm glad that as a senior, I hold these convictions. If there's one thing I wish I knew before freshman year, it's that if something feels like the right decision, it probably is. I urge the incoming freshmen to follow their intuitions and take advantage of the wealth of opportunities that college offers and treasure them. I intend to enjoy every moment of my senior year, because it doesn't get any better than this.

Reading and Understanding

◆ II. Give brief answers to the following questions, using your own words as much as possible.

1. According to the writer, his dreams changed greatly. What was the writer's original dream? How did it change?
2. What does the writer love most?
3. What is the writer's major and minor?
4. After three years at the university, what makes the most educational years of our lives?
5. What did the writer urge the incoming freshmen to do?

Vocabulary Focus

◆ III. Match the words in the box with their definitions.

elementary
conviction

aptitude
liberal

academically
prospect

mold
profoundly

1. to shape a soft substance by pressing or rolling it or by putting it into a mould
2. willing to understand and respect other people's behavior, opinions, etc., especially when they are different from your own; believing people should be able to choose how they behave:

3. in or connected with the first stages of a course of study
4. natural ability or skill, especially in learning
5. (for sth.) the act of finding sb. guilty of a crime in a court of law; the fact of having been found guilty
6. in a way that has a very great effect on sb./sth.
7. the possibility that sth. will happen
8. relating to education, especially at college or university level

◆ IV. Fill in the blanks with the words given below. Change the form where necessary.

You may not use any of the words in the box more than once.

intuition	eyebrow	urge	minor	prospect
glum	evolve	major	attainable	profoundly

1. As a rising senior with a major in English and a _____ in journalism, I am proud to say I have yet to abandon that dream.
2. I _____ the incoming freshmen to follow their intuitions and take advantage of the wealth of opportunities that college offers and treasure them.
3. At a friend's graduation party this summer, I watched several of my friends talk about glum job _____ and post-graduation depression.
4. The choices we make in college _____ affect the interests we develop and the values we deem important.
5. With every raised _____ I receive and every "why?"...
6. It is unrealistic to believe perfection is a(n) _____ goal.
7. When animals or plants _____, they gradually change and develop into different forms.
8. Your _____ are unexplained feelings you have that something is true even when you have no evidence or proof of it.

◆ V. The following passage is the summary of the text. Read it through quickly and fill in the blanks with the correct form of the words in the box. You may not use any of the words more than once.

elementary	niche	evolve	liberal arts
eternally	attainable	aptitude	marginally

Through the years, my answer to the age-old question, "What do you want to be when you grow up?" has (1) _____ tremendously. When I started (2) _____ school, I developed (3) _____ more (4) _____ goals—perhaps I could be

an astronaut or a scientist. However, with my middle school years came a wake-up call: I had no (5) _____ for science. So, by the time high school rolled around, I decided that my (6) _____ was in English and I would make a career for myself in an area that would allow me to do what I loved most—read and write. It may take a while for me to find a career that is just as satisfying as these college experiences, but I'm confident I will. I am (7) _____ grateful for the (8) _____ education I've received at the university and I know it will continue to enrich my life.

Word Formation

◆ VI. Look at the following sentences. Note the italicized words.

- (1) At the age of four, like most hopeful *preschoolers*, I felt confident that I could be the president of the United States.
- (2) At a friend's graduation party this summer, I watched several of my friends talk about glum job prospects and *post-graduation* depression.

The prefix *pre-* is used to form words that indicate that something takes place before a particular date, period, or an event. Some more examples:

<i>pre-</i> + history	→ prehistory
<i>pre-</i> + pay	→ prepay
<i>pre-</i> + caution	→ precaution
<i>pre-</i> + dict	→ predict

The prefix *post-* is used to form words that indicate that something takes place after a particular date, period, or an event.

<i>post-</i> + war	→ post-war
<i>post-</i> + hoc	→ post-hoc
<i>post-</i> + secondary	→ post-secondary
<i>post-</i> + mortem	→ post-mortem

Study the words given below and complete the following sentences with them.

prehistory
post-war

prepay
precaution

predict
post-industrial

1. _____ is used to describe many Western societies whose economies are no longer based on heavy industry.
2. Human _____ is divided into three successive periods: the Stone Age, the Bronze Age and the Iron Age.
3. "The war will continue another two or three years," he _____.
4. Normally, the seller should _____ the bills three days in advance.
5. The shark will rip you off if you don't take every _____.
6. _____ is used to describe things that happened, existed, or were made in the period immediately after a war, especially the Second World War.

Grammatical Structure

◆ VII. Look at the following sentence. Note the use of the structure "so has...".

With every raised eyebrow I receive and every "why" I hear when I tell people what I'm studying in college, this realization has grown, but so has my self-assuredness.

"So + auxiliary verb (is/are/have/do...) + subject" means "also, as well, it is the same with..." The sentence above can be rewritten like this:

With every raised eyebrow I receive and every "why" I hear when I tell people what I'm studying in college, this realization has grown, and my self-assuredness also has grown.

Rewrite the following sentences with "so + auxiliary verb + subject".

1. I have finished my task ahead of schedule, and he also has finished his.
2. Peter read *The Guardian* and I read it too.
3. Everyone who meets her adores her and I adore her too.
4. I have great health insurance and every member of Congress has great health insurance.
5. We have been waiting here for over an hour, and all these other people have been waiting her for over an hour as well.

Translation

◆ VIII. Translate the following sentences into Chinese.

1. By the time high school rolled around, I decided that my niche was in English and I would make a career for myself in an area that would allow me to do what I loved most—read and write.
2. After three years at the university, I'm confident that all of the clichés about college are true. These will likely be the most educational years of our lives. Not just academically, but in that they mold us into the people we become. The choices we make in college profoundly affect the interests we develop and the values we deem important.
3. In literature classes, I've read writers whose works have stood the test of time, whose values I share or disagree with, all the time becoming a more intelligent, cultured and open-minded person.
4. I urge the incoming freshmen to follow their intuitions and take advantage of the wealth of opportunities that college offers and treasure them.

◆ IX. Complete the following sentences by translating the Chinese in the brackets into English.

1. The students can _____ (主修各种课程) offered by different departments of the college.
2. These will likely be the most educational years of our lives. Not just academically, but in that they _____ (将我们塑造成什么样的人)。
3. _____ (常识, 直觉) or self-evident truths derives from man's perceptions of the world about him.
4. Humanity is _____ (被你的所作所为深刻地影响)。

Thinking and Speaking

◆ X. Discuss the following questions and give an oral report.

1. What do you want to be when you graduate from the college?
2. Adjusting to college life can be very difficult for students because everything is different and new, can you think of some tips that how to be better prepared for college life?
3. How will you interpret the meaning of college life in your own way?