

MACMILLAN

综合教程

Real Communication
An Integrated Course

1



新标准大学英语

NEW STANDARD
COLLEGE ENGLISH

总主编: Simon Greenall (英) 文秋芳

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

新标准大学英语

NEW STANDARD
COLLEGE ENGLISH

总主编: Simon Greenall (英)

文秋芳

主 编: 柯彦玢

综合教程

Real Communication
An Integrated Course

1

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
北京 BEIJING

京权图字: 01 - 2009 - 1289

© 2009 Foreign Language Teaching and Research Press & Macmillan Publishers Ltd.

图书在版编目(CIP)数据

新标准大学英语综合教程. 1 / (英) 格林诺 (Greenall, S.), 文秋芳主编. — 北京: 外语教学与研究出版社, 2008.8 (2009.3 重印)

(新标准大学英语)

ISBN 978 - 7 - 5600 - 7733 - 8

I. 新… II. ①格… ②文… III. 英语—高等学校—教材 IV. H31

中国版本图书馆 CIP 数据核字 (2008) 第 124194 号

新标准大学英语 综合教程 1

总主编: Simon Greenall (英) 文秋芳

主 编: 柯彦玢

编 者: Simon Greenall (英) David Newbold (英) 柯彦玢 董 欣 茆卫彤

本册编委: Simon Greenall David Newbold 文秋芳 柯彦玢 高 艳 吕 绵 高 慧

出 版 人: 于春迟

项目策划: 李朋义 姚希勤 Bernadette Longley (澳) 常小玲

项目负责: 李会钦

责任编辑: 高 颖 谢 芸

封面设计: 孙莉明

版式设计: 郭 子

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京华联印刷有限公司

开 本: 889×1194 1/16

印 张: 10 词汇手册: 2.5

版 次: 2009 年 3 月第 1 版 2009 年 3 月第 1 次印刷

书 号: ISBN 978 - 7 - 5600 - 7733 - 8

定 价: 34.90 元 (含 MP3 光盘一张)

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

物料号: 177330101

前言

承外语教学与研究出版社与英国麦克米伦出版公司之邀，由中英两方作者组成的编写委员会联合主持编写了《新标准大学英语》这套国际化、立体化系列教程。

自2005年项目启动以来，《新标准大学英语》编委会成员密切合作，充分发挥各自优势与专长，就教材设计与编写等相关方面进行了广泛而深入的调查与研讨。在此过程中，我们拜访专家，研究现行教材，到课堂听课，与教师座谈，与学生交流，经过充分调研与反复论证，确定了本教材设计理念与编写方案。2008年秋，我们在国内选定多所院校进行试用，在认真听取试用院校师生反馈意见与建议的基础上，又对教材进行了调整和完善。现正式出版，与广大高校师生见面。

编写依据

- 一. 《新标准大学英语》以教育部颁布的《**大学英语课程教学要求**》为指导，在设计与编写中力求准确把握大学英语教学的性质与目标，遵循对学生英语综合应用能力培养的要求，贯彻为实现教学目标所倡导的教学模式、教学评估与教学管理等原则。同时，《新标准大学英语》借鉴与采纳了近年来大学英语教学改革的成功经验与教学实践的成果，希望通过新的教材体系与教学理念进一步推动大学英语教学的发展。
- 二. 《新标准大学英语》**充分考虑与基础阶段英语教学的衔接**，满足新形势下的教学需要。自2001年起，教育部先后颁布了基础义务教育阶段与高中阶段《英语课程标准》，高中新课程实验自2004年开始实施。目前，根据《英语课程标准》“一条龙”教学培养出的中学生正大批升入大学，他们的英语能力、学习习惯、认知水平、思维方式等都已不同于以往入校的学生。这势必对大学英语教学各个方面提出更新、更高的要求。《新标准大学英语》在设计中充分考虑了新的教学对象的学习需求，并为教学提供了多种解决方案。
- 三. 《新标准大学英语》**体现“教师主导，学生主体”的教学思想**，充分考虑学生与教师在教学过程中的关系、作用与需求，促进师生的积极互动与共同发展。本着“以人为本”的理念，《新标准大学英语》从教材到网络自主学习平台的设计，从每一教程、每一单元到每一具体语言点的设计，都以学生的学习与发展为根本；同时，在教学内容、教学活动与教学过程的安排中，注重教师的主导作用与师生的互动交流，从而实现在教师的启发与指导下，学生积极地、富有创造性地学习。

教材特色

一. 选材内涵丰富，语言鲜活地道，体现社会发展与时代特色

《新标准大学英语》在选材上结合新一代大学生的知识结构与思维特点，主题内容以人与人、人与自然、人与社会的关系为主线，涵盖生活、学习、情感等日常话题及政治、经济、历史、文化、科技等深层问题。所选文章与视频材料注重语言质量、文化内涵、思想深意与创作视角，既有经久传诵的文学佳作，也有风格独特的优美时文。全书语言地道，贴近实际，鲜活生动，折射出社会的发展，也充分展现了语言的魅力。

前言

二. 融合多种技能, 培养综合素质, 提高语言能力与思维能力

《新标准大学英语》在练习与活动设计上注重对学生综合能力的培养。《综合教程》与《视听说教程》主题呼应, 相互配合, 训练多种技能; 同时, 每一单元内各板块环环相扣, 内容彼此联系, 技能互为补充。丰富的语言材料、形式多样的活动、具有启发性的训练(如 Reading and interpreting, Developing critical thinking 等)既能够培养学生的英语综合应用能力, 又能够提高学生的学习策略与创新思维能力。

三. 展示多元文化, 探讨文化差异, 培养跨文化意识

《新标准大学英语》的编者充分发挥中西文化背景结合的优势, 在教材中融入世界各国的文化传统、风俗习惯和价值观念, 引导学生探讨和鉴别中西文化差异。无论是文化内涵深厚的选材、课文中的文化注释、练习中的文化比较, 还是专题文化短篇(Reading across cultures), 都在潜移默化地传授文化知识, 培养文化意识, 提升学生对不同文化的理解以及在跨文化交际情境中使用恰当、得体、地道英语的能力。

四. 优化教学模式, 提供立体资源, 构建自主学习平台

《新标准大学英语》贯彻《大学英语课程教学要求》所倡导的教学模式, 提供课堂教学与网络自主学习所需的立体化资源。学生可以根据个人需要, 通过多媒体光盘巩固所学知识, 通过网络课程拓展学习内容。在网络平台中, 学生可以在教师指导下, 设定自己的学习目标与进程, 选择相应练习, 加强语言训练; 也可以在线完成作业、参加测试、查询练习记录、与教师或同学进行交流。丰富的教学资源与个性化、自主式的学习环境有助于学生进一步提高语言能力与学习能力。

五. 寓教于乐, 激发兴趣, 创建轻松学习环境

《新标准大学英语》通过对内容与形式的精心设计为学生与教师营造了一种轻松、愉快的教学氛围: 其语言材料不但耐人寻味、启迪心智, 而且体裁多样、文笔优美, 读来让人身心愉悦; 教材的版面设计色彩明快、构图新颖、画面生动; 所配的声像材料场景真实、表演自然、语音地道。网络平台界面友好、操作方便, 使学生在轻松的学习环境中享受学习的乐趣。

六. 满足个性化教学需要, 促进教师专业化发展

《新标准大学英语》丰富的教学资源给了教师广阔的自主设计与发挥空间, 教师可根据学生特点与教学需要组合资源, 因材施教。同时, 与教材配套的教师用书、教学光盘和试题库为教师提供了全面、系统的教学支持。为促进教学交流, 提升教学效果, 《新标准大学英语》网络平台为教师管理教学、共享资源、交流信息提供了平台, 还开通了教师与编者之间沟通的渠道, 使教师在教学中不断提高, 在探索中不断发展。

教材构成

《新标准大学英语》针对大学英语“一般要求”设计, 包含1-4级, 供两个学年使用。每一级设有《综合教程》、《视听说教程》与《综合训练》。与教材配套的还有学习光盘、教学

光盘、网络自主学习平台、试题库等教学资源。不同分册、不同媒体间紧密联系，相互支持。

《综合教程》每级10个单元，每单元围绕同一主题展开，包含两篇主要阅读文章与一个专题文化短篇，听、说、读、写、译各项技能有机结合。《视听说教程》与《综合教程》各单元主题呼应，提供真实、生动的视频与音频材料，并通过各类活动与练习提高学生的听说综合能力。《综合训练》主要配合《综合教程》各单元内容，提供词汇、语法、阅读、翻译等形式多样的语言综合练习，帮助学生加强语言训练，学会活用语言。

教学建议

《新标准大学英语》提供四个级别、两条主线（《综合教程》与《视听说教程》）以及丰富的立体化资源，教师可根据本校教学条件及学生英语水平选择适合的教学材料，进行“分类指导”与“分层教学”；同时充分利用网络教学资源，合理安排课堂授课与课下自主学习的内容，实施基于计算机网络的教学模式。网络平台中的记录、测试与评估功能还可协助教师进行形成性评价与终结性评价，加强对学生在学习过程中语言应用能力发展的检测。

由于教学条件的差异，教师在教授《新标准大学英语》时必然会采用不同的处理方式与多样的教学方法，也会产生许多有创见的思路与方法。我们鼓励多种教学方法的交流与共享，也将积极提供平台，促进教师之间的沟通，共同探索如何发挥教材特色，优化教学效果，实现在新形势下培养学生英语综合应用能力、自主学习策略以及综合文化素质的目的。

编写团队

《新标准大学英语》系列教材的中方总主编为北京外国语大学中国外语教育研究中心主任文秋芳教授，英方总主编为国际英语教师协会前任主席、英语教育与教材编写专家 Simon Greenall 教授。《综合教程》主编为北京大学柯彦玠教授。《教师用书》主编为英国华威大学 Martin Cortazzi 教授与英国迪蒙福特大学金立贤博士。

参与《新标准大学英语》系列教材策划与编写的还有国内外多位专家与教师。为确保教材的适用性，我们曾在国内多所高校征求意见，进行试用。本套教材的编委会成员包括来自北京大学、南京大学、中国人民大学、北京航空航天大学、首都师范大学、北京工商大学、山东大学、湖北大学等多所院校的英语教师，他们都为教材的合理使用与教学方法的创新提供了许多建议。

《新标准大学英语》诞生于我国教育改革的重要时期，是当前大学英语教学改革发展的必然产物，也将为我国大学英语教学注入新的活力，引发新的思考，探索新的标准。在四年多的编写与开发过程中，我们汇集多方意见与建议，凝聚多位专家与一线教师的经验与智慧，在教材内容与形式上进行了探索与创新。在教材使用中，我们希望得到更多院校师生的反馈意见与建议，以便我们不断完善教材，提供全面支持。

《新标准大学英语》编委会
2009年3月

INTRODUCTION

Overview

New Standard College English has a number of important principles:

- it presents a balanced approach between language knowledge and language skills, so that the students not only learn about English, but also learn how to use their knowledge in interactive situations
- it develops effective communication strategies by integrating the language skills of reading, writing, speaking and listening in a holistic way, which reflects real-life language use
- it encourages the development of intercultural awareness, to allow the students to use their language knowledge and skills with speakers from different cultures
- it promotes a learner-centred approach, where the students are encouraged to personalize the process of language acquisition, to make best use of the resources within their classroom as well as online, and to develop learning strategies which are most appropriate to their personal requirements and circumstances
- it exposes the students to the variety of language which is spoken and written in everyday situations today
- it develops critical thinking, which encourages the students to look beyond the passages and consider the broader implications of what they have read or listened to

Components and course organization

There are four levels for *New Standard College English* to be used over the two years of English language instruction. Each level contains:

- Real Communication: An Integrated Course Student's Book
- Real Communication: Listening and Speaking Student's Book
- Real Communication: Workbook
- Real Communication: An Integrated Course Teacher's Book

- Real Communication: Listening and Speaking Teacher's Book

The Listening and Speaking course contains video and audio passages. The whole course is supported by an online version, which will both enhance the textbook version and include specially written material.

Each Student's Book contains ten units, and each unit contains a single broad theme, such as starting out at college, learning to think, communication, feelings and emotions, popular science, travel etc. As the Integrated Course book is designed to be used alongside the Listening and Speaking book, the themes are the same in both books.

Course design and syllabuses

The course design adopts a multi-syllabus approach appropriate to the university students and teachers.

The syllabuses include:

- themes, chosen for their interest and relevance to university students studying in China, but who have a desire to learn about countries and cultures around the world
- lexis, guided by the wordlist in the College English Curriculum Requirements (CECR) and supported by the *Macmillan English Dictionary for Advanced Learners* (2nd edition, 2007)
- grammar and sentence patterns, presented in the context of the passages
- skills: reading, listening, speaking, writing and translating
- pronunciation, focusing on particular areas of difficulty for Chinese speakers of English
- intercultural awareness, through exposure to a wide variety of international issues as well as the linguistic and non-linguistic conventions, customs, traditions, attitudes and beliefs of cultures from all round the world

Unit organization

Real Communication: An Integrated Course

The unit follows a basic pattern:

Starting point introduces the unit theme by a variety of speaking activities, including questionnaires, discussion points and famous quotations.

Active reading (1) contains the first main reading passage and focuses on the words which should be learnt either for receptive or productive use. There is preparation for reading and prediction work, a while-reading activity, and a **Language and culture** box with information about cultural references in the passage which may be unfamiliar to the students.

Then there is a series of stages which focus on:

- **reading and understanding**, in which the main ideas and detailed meaning of the passage is explored
- **dealing with unfamiliar words**, where there are three types of words and activities. The words in the tinted vocabulary box are words which are prescribed by the CECR wordlist, and the activities which accompany them are designed to explore their meaning and form. There are also lexical sets in the vocabulary box which are related to the topic. The final type of words are those which are beyond the required level, but which need to be understood in order to be able to understand the main idea of the passage. The accompanying activity encourages the students to develop skills to deal with unfamiliar words, both within and beyond the passage
- **reading and interpreting**, in which aspects of inference, style, and writer's purpose are examined
- **developing critical thinking**, a series of questions which develop the ideas presented in the passage, and encourage independent thinking

Talking point is a short section where the unit theme is further explored by an opportunity for less intensive discussion and interaction.

Active reading (2) contains the second main reading passage, and covers the same stages as in

Active reading (1). The passage explores the unit theme from a different perspective and is written in a different genre from the passage in Active reading (1). This ensures that the students are exposed to a variety of viewpoints and genres.

Talking point occurs again, and serves a similar function to the first Talking point.

Language in use is designed to explore aspects of grammar and complex sentence patterns which are presented in the two reading passages. There may also be extra information about particular words or expressions, or some work on collocations. The section finishes with translation from and into Chinese.

Reading across cultures contains a passage which shows an aspect of cultural life, customs or behaviour in a country or culture other than China, and with which the students may not be familiar. There are comprehension questions and questions which provide an opportunity for the students to compare the culture shown in the passage with their own culture.

Guided writing uses the passage in Reading across cultures as a model for writing practice. Aspects of language which are commonly found in written English, especially academic writing, are explored, and the section finishes with an activity designed to help the students perform a new and unique piece of writing which practises the aspects of language explored earlier.

Unit task provides a task which allows the students to review all the language skills they have encountered in the whole unit.

Unit file is a summary of the language points and skills presented in the unit.

Real Communication: Listening and Speaking

Starting point is a pair- or group-work activity which introduces the unit theme.

Inside view provides listening practice by means of a video story of three students, Mark (English), Kate (American) and Janet (Chinese) at the University of Oxford in England. Filmed on location in Oxford, it shows their typical lives, interests and concerns, and provides an insight into the university and the city.

INTRODUCTION

There are comprehension activities and a **Language and culture** box to explain unfamiliar cultural references. **Everyday English** highlights some of the words and expressions which are very common in spoken, contemporary English, and which may be difficult to understand. The section ends with a guided functional dialogue, with a box of useful functional expressions, taken from the video story as references.

Talking point is a pair- or group-work activity which remains close to the unit theme, but allows a change of pace in the lesson.

Outside view uses short extracts from video material in which the English is authentic and roughly graded to the students' level. The accompanying activities are designed more to enable the students to understand the main ideas, rather than to check detailed comprehension. There is a section for **Developing critical thinking**, with a similar intention to the ones in the Integrated Course.

Listening in contains two listening passages which provide further practice listening to roughly graded material. As with Outside view, the intention is to expose the students to language which may be slightly higher than their present level of English, but which will prepare them for listening and understanding in real-life contexts. This section finishes with a **Developing critical thinking** activity too.

Presentation skills includes advice on techniques for giving effective presentations, as well as a box of functional expressions. The main activities lead the students to give a presentation related to the unit theme.

Pronunciation focuses on the specific points in pronunciation, stress and intonation which cause Chinese speakers of English difficulty, and includes aspects such as linking sounds, stressed words, and sense groups.

Unit task contains a task which allows the students in pairs or groups to review all the language skills they have covered during the unit.

Unit file is a summary of the language points and skills presented in the unit.

English in 21st-century China

“If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people.”

The Chinese proverb is equally well-known in English. *New Standard College English* plans for a lifetime of learning by promoting best practice in language teaching and quality education.

The course aims to encourage the students to enjoy using English and to develop a sense of progress and achievement in their learning.

Secondly, it sets a new standard for English language teaching in Chinese universities. It stands as the sum of our knowledge about English in the 21st century, about language teaching methodology, about how to choose content which reflects the interests of university students, and about how to bring all these features together in an attractively designed, state-of-the-art textbook.

Above all, *New Standard College English* lays the foundations of educating a lifetime of English users in China, which will encourage their membership of the worldwide and intercultural English-speaking community. It invites the students to reach beyond their university, beyond their region and beyond China itself, and to join an international community where English is used both as the language of commerce, economics, entertainment, culture and politics, and as a means to promote international understanding and peace.

Simon Greenall
Co-editor in chief
New Standard College English

《新标准大学英语 综合教程》编写说明

作为《新标准大学英语》系列教材的主干教程之一，《新标准大学英语 综合教程》的编写以《大学英语课程教学要求》（以下简称《课程要求》）为指导，遵循“以人为本”的理念，注重对学生语言综合能力、跨文化交际意识以及创造性、批判性思维的培养。

《新标准大学英语 综合教程》包括1-4级，每级10个单元。每单元结构如下：

Starting point

由多样的口语练习导入单元主题，开拓思维，激发兴趣。

Talking point

形式多样、生动有趣的口语活动，探讨单元主题，调节学习节奏。

Language in use

讲解和训练两篇课文中出现的语法、句法和词汇难点。

Unit task

要求综合运用本单元语言知识和语言技能，完成一项实践活动。

Unit file

总结单元核心语言点与技能，方便学生自查和复习。

Active reading (1)



不同体裁的两篇主课文，从不同视角探讨单元主题。侧重阅读策略、词汇学习策略与批判性思维的培养。



Active reading (2)



Reading across cultures

专题文化短篇，文体多样，内容生动，展示不同国家的文化生活、传统习俗与价值观念。



Guided writing

以 Reading across cultures 短文为摹本，引导学生写作一篇与主题相关的短文，比较中西文化，掌握写作方法。

Reading and understanding

考查学生对课文大意与部分细节的理解与掌握。

Dealing with unfamiliar words

包含不同功能的词汇练习，帮助学生解读课文、掌握词义与用法、扩展词汇量，并提高词汇学习技巧。

Reading and interpreting

引导学生对课文的深层理解，包括言外深意、语言风格、写作手法、作者意图等。

Developing critical thinking

围绕主题的开放性问题，培养学生的批判性思维与创新能力。

单元设计思路

《新标准大学英语 综合教程》每单元以轻松口语活动引入主题，之后的两篇课文围绕这一主题展开，视角和观点或相互补充，或截然相反，培养学生多角度、批判性地看待问题。学生在对课文充分理解、讨论与表达后，可以阅读一个专题文化短篇，了解与单元主题相关的不同国家的文化，进一步拓展视野；并参考文化短篇的写作模式，结合中国文化或自身经历完成一篇写作练习。在大量的语言和信息输入之后，单元最后的 Unit task 要求学生综合运用本单元所学的内容，完成一项课外实践活动，提高语言应用能力。单元所有内容都围绕同一主题，环环相扣，有机融合。

课文选材

《新标准大学英语 综合教程》主题丰富、选材广泛、体裁多样，1-4级从生活方式、校园学习、情感交流等日常话题逐步过渡到社会经济、历史文化、科技发展等深层问题，其中涉及许多近年出现的新观念与新事物。课文多选自近年英美报刊书籍，其中既有经典名篇，也有优秀时文，或睿智隽永，或幽默诙谐，或辛辣尖锐，在促进学生语言技能提高的同时也有助于提升其人文素质、道德修养与社会责任意识。

学习策略培养

《新标准大学英语 综合教程》注重对学生进行各类学习策略的培养，包括阅读策略、词汇学习策略、写作策略等。为方便学生查找，书中所有学习策略说明采用统一设计：

Using figurative language

Poems often use language figuratively. For example, we don't usually *shed a sigh* ("A marriage") and we can't normally *tread on dreams* ("He wishes for the cloths of heaven"). Sometimes poems make surprising and effective connections between quite different things. The onion in "Valentine" is a good example of this. It is described as a moon wrapped in brown paper. The onion and its outer skin refer to the silver-coloured moon and the brown paper, but they also convey the idea of wrapping the moon in paper

阅读策略：

每篇课文之前设计预测练习，帮助学生掌握 Predicting 的方法与技巧。课文后的阅读练习层层深入：从理解文章基本大意 (Reading and understanding)，到扫清语言障碍和理解细节 (Dealing with unfamiliar words)，再到深度分析文章内涵 (Reading and interpreting)，引导学生细化并深化对文章的理解，培养良好的阅读习惯与有效的学习策略。之后的批判性思维讨论题 (Developing critical thinking) 有助于他们进一步联系现实，拓展思维，交流见解。

词汇学习策略：

《新标准大学英语 综合教程》遵循语言学习规律，注重教材中英语高频词汇的覆盖、复现与活用，同时通过不同形式的词汇练习帮助学生区分词汇类型，掌握常用词汇的词义与用法。

以下将说明练习中出现的四种不同功能的词汇：

类型一：此类框中词汇为《课程要求》中的“一般要求”词汇，学生需掌握词义、形式与用法，并学会活用。

Dealing with unfamiliar words

4 Match the words in the box with their definitions.

creative critical effective generate identify
integrate logical recall transfer

- 1 to connect or combine two or more things so that together they form an effective unit
- 2 involving a lot of imagination and new ideas
- 3 connecting ideas in a sensible way

5 Complete the passage with the correct form of the words in Activity 4.

Writing an essay requires a number of special skills. One of these is to (1) _____ information from different sources into a single, short document. Another is to present an argument which is (2) _____ and easy to understand.

类型二：此类框中词汇为主题相关词汇，帮助学生联想记忆，扩展词汇量。

4 Answer the questions about the words for telephoning.

handset house phone landline range
signal subscriber voicemail

- 1 What do *subscribers* pay for?
- 2 What part of the phone is the *handset*?

类型三：此类题型中的词汇为非《课程要求》词汇，但对理解课文造成困难。练习主要帮助学生通过语境猜测大致词义，加深对课文的理解。不必要求学生掌握此类词汇的用法。

6 Answer the questions about the words.

- 1 Does a *bill* refer to (a) a bird's mouth, or (b) a request for money in the poem?
- 2 Is *satin* (a) a soft delicate material, or (b) a hard rough material?

类型四：日常使用中出现频率较高的词汇及其常用搭配。学生需掌握。

collocations

Adjectives which often go before:

career brilliant promising varied

Nouns which often go after:

killer disease instinct virus

maintain contact links relations

7 Complete the sentences with suitable expressions from the collocation box. Sometimes more than one collocation is possible.

- 1 How does your university _____ with former students?
- 2 His _____ as a young diplomat was interrupted when he became seriously ill.

除词汇练习外，每单元最后的 Unit file 总结了本单元所有需要学生熟练掌握的“一般要求”词汇，方便学生在每单元学习结束后检测学习效果，进行复习。教材最后还附有词汇索引表，方便学生快速查询生词所在课文。

同时，《新标准大学英语 综合教程》配有单独的词汇手册，提供本单元所有生词、短语列表和中文释义，同时为重点词汇和所有短语提供了例句，方便学生在阅读课文或课下学习词汇时使用。多种词汇呈现方式有效结合，提高学生词汇学习的效果。

写作策略：

以文体多样、内容丰富的专题文化短篇(Reading across cultures)为摹本，通过明确清晰的指导，引导学生一步步掌握有效的写作技巧。1-2级以模仿篇章写作为主，熟悉写作过程，学会谋篇布局；3-4级细化精练写作技巧，进一步提高写作质量。

文化输入与练习

《新标准大学英语 综合教程》提供大量的文化信息与相关练习，帮助学生了解多元文化，提高跨文化意识与能力。每篇课文都提供 Language and culture，讲解文中的重要语言与文化信息。每单元的专题文化短篇展示不同国家的文化生活、传统习俗、价值观念等。课文后的阅读理解和文化对比练习探讨中外文化差异，培养文化意识，提高学生对不同文化的敏感度以及在跨文化交际中得体表达的能力。

Language and culture

The **High Street** is the main street in a town or area where there are a lot of shops.

Premier League is a group of English football teams that compete against each other. The teams are put in order of points they have won.

Telly is an informal spoken word for *television*.

Footie is an informal spoken word for *football*.

立体化支持

《新标准大学英语 综合教程》配有MP3光盘，提供课文与生词录音；网络课程提供补充背景知识、文化信息、语言点讲解、课文译文，以及与主题相关的文本、音像资源等。全方位、立体化的学习资源与个性化、自主式的学习环境有助于学生进一步增强语感，强化语言，提高语言综合应用能力。

Map of the book

Unit	Active reading	
	Passages	Reading skills
Unit 1 Starting out P1	Diary of a fresher P2 Extract from <i>Tis: A Memoir</i> P6	Predicting Humour through exaggeration Inferring
Unit 2 Food, glorious food! P15	The first oyster P16 Chocolate P21	Predicting Inferring Evaluating the text
Unit 3 Learning to think P29	Thinking for yourself P31 Hone your study skills P34	Inferring Evaluating the text
Unit 4 Person to person P43	No network: Can we live without our mobile phones? P44 Thank you for inviting us, when can we leave? P48	Understanding writer's style Linking ideas and ellipsis Predicting Inferring
Unit 5 All you need is love P57	Extract from <i>Wuthering Heights</i> P59 Poems: A marriage P62 Valentine P63 He wishes for the cloths of heaven P63	The writer and the storyteller Using figurative language
Unit 6 Shop till you drop! P71	Retail therapy or shopaholism? P73 How to shop with your boyfriend P76	Fact or opinion Understanding writer's style
Unit 7 Family affairs P85	The pickle jar P87 Relative values: Venus and Serena Williams, sisters and tennis legends P90	Predicting Metaphor Using figurative language
Unit 8 Arrivals and departures P99	The armchair traveller P100 Duelling by folk dance P104	The writer's inner voice Predicting Humour through irony
Unit 9 Body and mind P113	Quitters are winners, Bulldogs are losers P114 Walk your way to health P119	Focusing questions Predicting Evaluating the text
Unit 10 Environmental matters P127	Green fatigue P128 The Eden Project P132	Predicting Reacting to the text Understanding writer's style
Glossary P141		

Language in use	Reading across cultures	Guided writing	Unit task
<i>with / without</i> collocations Pp10-11	Settling down at college around the world P12	Writing a narrative P13	Preparing a welcome guide for next year's freshers P14
giving extra information leaving out words word formation: <i>non-</i> , <i>-aholic</i> , <i>-sick</i> , <i>-ful</i> Pp24-25	Street food around the world P26	Writing an argumentative passage P27	Keeping a food diary P28
<i>much</i> <i>while / when</i> + participle subject-verb inversion Pp38-39	Thinking across cultures P40	Structuring a passage P41	Writing study tips for new students P42
<i>it</i> + passive voice <i>over</i> emphatic structures with <i>what</i> Pp52-53	Saying it without words P54	Contrasting: describing differences P55	Writing a guide for foreigners on how to communicate with Chinese P56
<i>whatever</i> , <i>whoever</i> etc present participles <i>no more ... than</i> collocations Pp66-67	Love makes the world go round P68	Writing a description of a custom P69	Writing short articles for a gossip magazine P70
<i>There is nothing comparable to ...</i> <i>if / when</i> collocations word formation: <i>-ion / -ation</i> , <i>-ance</i> , <i>-ism</i> , <i>-ing</i> , <i>-able</i> Pp80-81	Market trading P82	Reformulation: paraphrasing or clarifying P83	Preparing a shopping guide for your town P84
<i>as / when</i> <i>like</i> emphasis Pp94-95	Summer camp P96	Introducing a concession P97	Writing a family description P98
<i>no sooner ... than</i> <i>despite / in spite of</i> comparative structures collocations Pp108-109	Ecotourism P110	Giving examples P111	Describing a dream trip P112
word formation: <i>re-</i> <i>before / during / after which</i> <i>commit oneself to doing something</i> collocations Pp122-123	Cold climate, hot habit P124	Adding information P125	Producing a leaflet on how to keep fit P126
<i>however</i> + <i>adj.</i> <i>otherwise</i> <i>come up with</i> collocations Pp136-137	Making the desert flourish P138	Linking cause and effect P139	Creating a webpage for an environmental project P140

Unit
1

Starting out

First impressions of a fresher

Read how one student settles down during her first few days

Memories of college in the 1950s

Then and now and how it's all changed

Now you're here, but will you survive?

Find out how students cope with starting university in other countries

New Standard
College English

Starting point

1 Work in pairs. Look at the photo of a university. Choose words to describe it.

modern friendly traditional dynamic
quiet serious busy impressive
spiritual lively academic

Now think of words to describe your own college.

2 Make a list of places on your college campus.

Example: gym sports centre
swimming pool laboratory
bar dormitory medical centre
Students' Union library lecture hall
seminar room bookshop supermarket
arts centre dining hall Internet café

Which ones will you spend most time in?

Active reading (1)

Predicting

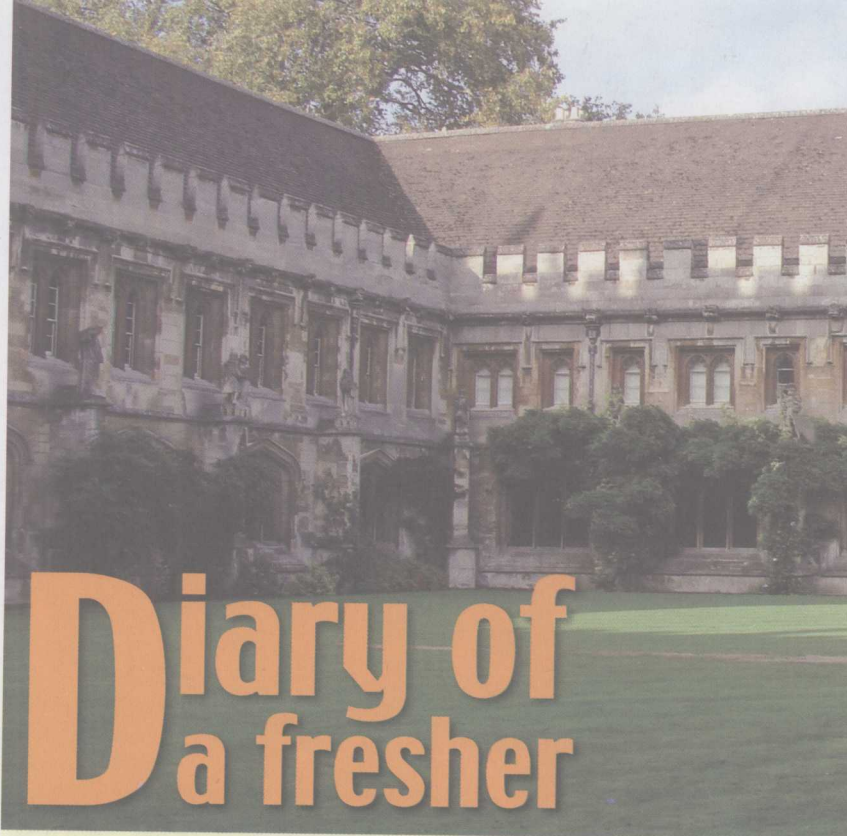
Before we start reading a passage, we may look at the title, headings and photos to predict what the passage is about. We may prepare ourselves by thinking about:

- the likely contents
- the writer
- the type of writing: fact or fiction
- the style

Even if we don't guess correctly, we'll be able to understand the passage better.

1 Look at the title of the passage and predict what you're going to read.

Now read the passage and check your answer.



Diary of a fresher

Sunday ☀

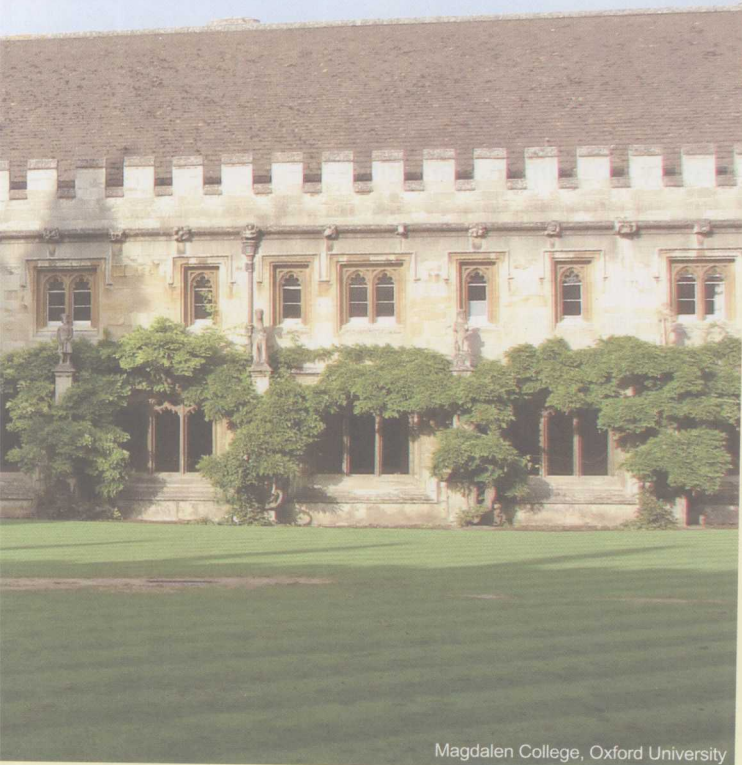
- 1 After a long drive from home, we arrive at my hall of residence, and I check in. The warden gives me a set of keys and a room number. It's five floors up, and the lift doesn't work. Finally, with my mother red in the face and short of breath, we find Room 8, I unlock the door, and we all walk in.
- 2 After one minute, my father climbs out. The room is barely big enough for one, and certainly not big enough for the whole family. I can lie on the bed and touch three walls without moving a muscle.
- 3 Lucky my brother and my dog didn't come too.
- 4 Later. My parents have just left. I'm here alone, surrounded by my books and a suitcase. What do I do next?

Monday ☀

- 5 There's a coffee morning for first year students. I meet my tutor, who is tall with round shoulders, and looks determined to be pleasant.
- 6 "Have you come far?" he asks me. As he speaks, he moves his head from side to side, which makes his coffee spill into the saucer.
- 7 "I live not far from Edinburgh, about six hours away," I explain.
- 8 "Splendid!" he says, and moves on to the girl standing beside me. "Have you come far?" he asks, "splendid," he says, without waiting for the answer, and moves on. He takes a sip of coffee, and looks surprised to find the cup is empty.
- 9 My mother calls. She asks if I've met my tutor yet.

Tuesday ☁

- 10 Am feeling a little hungry, and I realize I haven't eaten for two days. I go downstairs and find that I can have three meals a day



Magdalen College, Oxford University

in the dining hall. I go down and join a very long queue.

11 "What's for breakfast?" I ask the boy in front of me.

12 "Don't know. I was too late for breakfast. This is for lunch."

13 It's self-service and today's menu includes chicken, rice, potatoes, salad, vegetables, cheese, yoghurt and fruit. The boy in front puts it all on his plate, pays for it, and goes to sit down.

14 Not feeling very hungry any more.

15 My mother calls. She asks if I'm eating proper meals.

Wednesday 🌧️

16 I have a lecture at 9 am. I wake up at 8.45. No one has woken me. Strange.

17 I get dressed, and rush over to the lecture hall. I sit down beside a girl who looks half asleep. She looks at me. "Just got up?" she asks. How can she tell?

18 The lecture takes an hour, and at the end I look at my notes. I can't read my handwriting.

19 The girl's name is Sophie and she's an English literature major, like me. She looks very intelligent, and when we chat after the lecture, she tells me she read the whole of this term's reading list during her gap year. She impresses me, and I feel so ignorant that I shouldn't even breathe the same air as her.

20 Mum calls. She asks if I slept OK.

Thursday ☀️

21 It's the Freshers' Fair today, and Sophie and I go along to see how many clubs we can join. We both agree that we want to make a lot of friends, so I sign up for ballroom

dancing, the Artificial Intelligence Society, bell ringing and the Extreme Sports Club. Sophie signs up for Amateur Dramatics and the Mozart choir.

22 I wonder if Sophie and I are going to stay good friends.

23 Mum calls. My brother has tried to rent out my bedroom back home. Mum assures me that it's mine for as long as I need it, that it's my home and that they miss me very much, especially the dog. I burst into tears.

Friday 🍷

24 In the morning, I go to the library. But it seems I need an ID card which is used for identification. For some reason, I have to swear that I won't damage the books or break the library rules, and if I do, I'll be sent to prison. (What!? For speaking too loudly?) It seems that it's a very old library, and the university is very proud of it.

25 There's a disco tonight, but I've run out of clean clothes. I'm not sure what happens to my dirty clothes after putting them in the clothes basket and before finding them clean, ironed and folded in my wardrobe. Maybe Mum will call soon. ■

Language and culture

A **fresher** (*AmE* freshman) is a student in their first year at university.

A **hall of residence** (*AmE* dormitory) is a large building at a college or university where students live. Students usually have their own room or share with one person.

A **gap year** is a year usually between finishing school and starting university or college when you travel or work. Young people take a gap year in order to become more independent and gain work experience before starting at college, or if they are not sure what they want to study.

A **Freshers' Fair** is an event when all the university clubs and societies try to attract new members.

Ballroom dancing is a type of dancing done by a man and a woman together, often in a room where formal balls, or dances, take place. Ballroom dances include the waltz, the foxtrot and the tango.

Bell ringing is the activity of making a set of bells ring to produce a pleasant musical sound, especially church bells. Traditionally, church bells were rung to tell people nearby that a church service was about to begin.