

Guidance

for Student's Learning of College English Integrated Course (New)



宁夏大学“十一五”教材建设丛书

陈育宁 主编

《大学英语综合教程》 学习指导 (全新版)

丁文英 朱洁 主编

宁夏人民教育出版社

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序

陈育宁

教材建设是高等学校教学基本建设的重要组成部分,选用和编写高质量的教材,是高校不断提高教学水平、保障教学质量的基础。

为了落实教育部《关于进一步加强高等学校本科教学工作的若干意见》和宁夏大学“十一五”教学工作规划及教材建设的主要任务,更新课程体系,提高教学质量,以适应现代化建设和市场经济的需要,适应培养面向 21 世纪新型高素质人才的需要,启动宁夏大学“十一五”教材建设工程,编写、出版“宁夏大学‘十一五’教材建设”丛书,是必要和及时的。

这套丛书的编写和出版,必须坚持为我校的教育教学工作服务,要根据我校专业建设、课程建设、生源状况、教学水平及师资力量等实际情况,充分发挥我校学科优势和专业特长,努力使教材建设不断深化,整体水平不断提高;要逐步建立以国家规划教材的使用为重点,特色鲜明的自编教材为补充的学校教材建设与管理体制;要不断扩大教材种类,提高教材质量,探索教材建设与供应新途径,建立教材编写与选用新机制,开拓教材使用与管理新局面。

近年来,我校的教育教学工作随着学校规模的不断扩大和办学实力的增强,有了新的发展和提高。2005年,教育部与宁夏回族自治区政府签署协议,共建宁夏大学,为我校加快发展提供了新的机遇。实现学校的发展目标,培养高素质的建设人才,主动服务于国家和地方经济社会发展,是我校面临的重要战略任务。而高层次、高质量的人才培养,必须要求有高水平、高质量的教材建设。为此,本科教育的学科、专业及课程设置,都要作相应的调整。“宁夏大学‘十一五’教材建设”丛书的编写和出版,要适应这一调整,紧紧把握中国高等教育改革与发展的脉搏,与时俱进,面向未来,服务社会;要结合21世纪社会、经济、科技、文化、教育发展的新特点,吸收新成果,解决新问题;要根据素质教育和学分制教学管理的需要,突出适用性和针对性;要在加强基础课、实验课教材编写与出版的同时,不断深化基础理论基础课、实验课教材编写与出版的同时,不断深化基础理论研究,拓宽教材知识面,努力实现整套教材科学性、系统性、开放性、前瞻性和实践性的有机结合,充分体现起点高、水平高、结构严密、体系科学、观点正确、应用性强的特点。

我们相信,在我校广大教师和科研骨干的努力下,在出版界同人的支持下,“宁夏大学‘十一五’教材建设”丛书的编写出版,必将提高质量,多出精品,形成特色;必将面向市场,走向社会,服务教学,为宣传宁夏大学,树立宁夏大学学术形象,推动宁夏大学本科教学水平不断提高发挥积极作用。

2005年8月于银川

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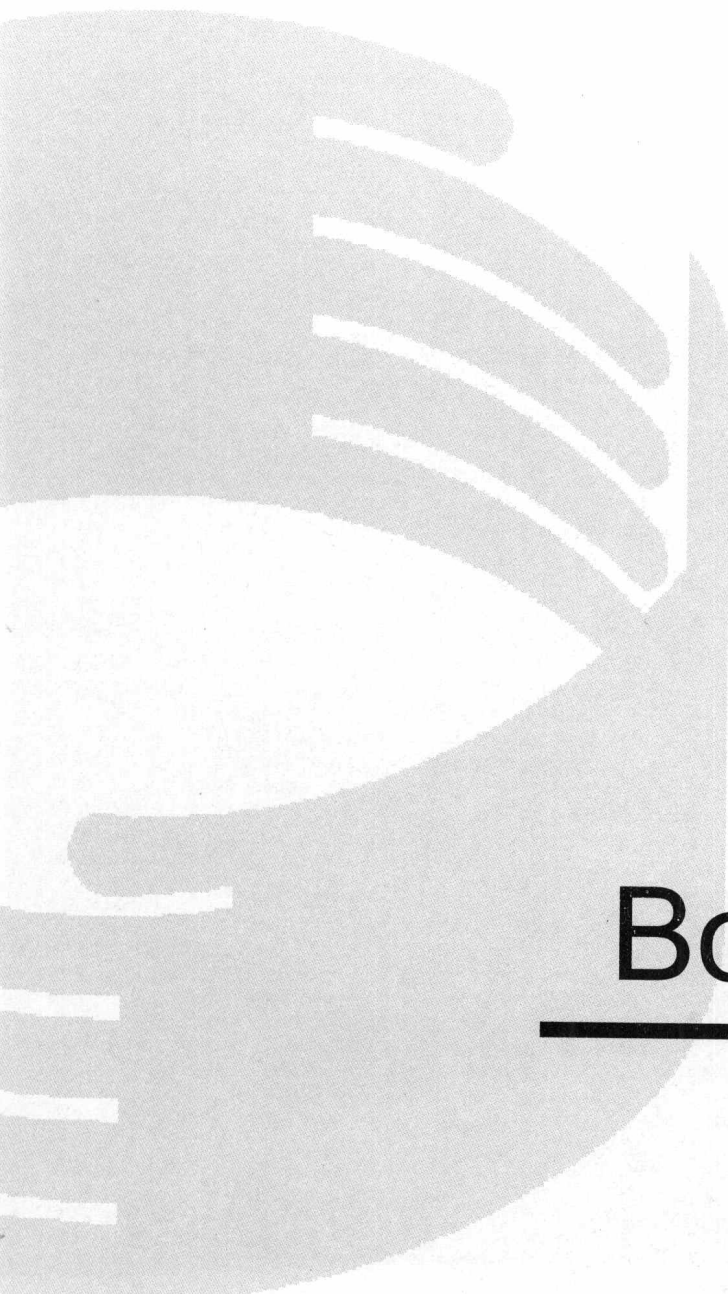
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Book One

Unit One GROWNING UP

Text A Writing for Myself

Study of the Text

—Warm-up Questions

1. How do you think of growing up? (hints: Life becomes better as one grows up; It takes time to grow up; Life is not always what one has planned, but is full of surprises; Life is not easy; Life is adventurous.)
2. Please tell us some interesting experiences in your growing up.

—Part Division and Questions for Discussion

Main Idea: The essence of writing is to write what one enjoys writing.

Part One (Paragraphs 1–2): Baker was bored by everything associated with English course, including essay writing.

Questions:

1. When did he have the idea to become a writer? When did he begin to think it is possible for him?
2. How did Baker use to feel about English course?
3. What did Baker hear about Mr. Fleagle? How about his own impression?

Part Two (Paragraphs 3–5): Baker found himself attracted by one particular topic and wrote about it for his own joy.

Questions:

4. How did Baker prepare to spend his later year with Mr. Fleagle?
5. How do you understand "...for a long time was not disappointed."? (L16)
6. Why did he put off the writing assignment till the last minute?
7. What was the topic that attracted his attention? Why did he want to write about it?
8. In what way did Baker want to write his essay?
9. What did he think Mr. Fleagle would do if he were to write the essay the way he wanted? Why?



Part Three (Paragraphs 6-9): The experience of writing the essay helped Baker discover his talent for writing and realize what he wished to do in life.

Questions:

10. Why did Baker hand in the essay he wrote to himself?
11. What was Baker prepared for when he found all the papers were given back but his?
12. What was Mr. Fleagle's announcement?
13. What did Mr. Fleagle do to the class? How did the class respond?
14. What was Baker's feeling while Mr. Fleagle was reading his essay to the entire class?
15. Why did Baker feel so delighted?
16. Why did he think it possible for him to become a writer that year?

Summary Questions

1. How do you understand the title "Writing for Myself"?
2. How do you think about the teachers' praise to their students?

Study of the New Words and Phrases

- 1. bore** vt. make (sb.) become tired and lose interest 使(人)厌烦

e.g. He always bored her by telling the same story.
他总是重复同样的故事,使她觉得厌烦。

collocation: bore sb. with sth./ bore sb. by doing sth.

e.g. The long speech bored us all. 那冗长的演讲使我们都感到厌烦。
He always bored her with the same story.

extension: boring adj. 乏味的,令人厌烦的; bored adj. 感到厌倦的; boredom n. 厌烦; bore n. 令人厌烦的人或事

e.g. The lesson was boring, and the students were bored by it.
那一课乏味,学生也感到厌烦。

It's a bore having to go out again on a cold night.

这么寒冷的夜晚还要再外出真是讨厌。

- 2. associate** v. join or connect together; bring in mind 使联系起来,使联想

e.g. I associate Switzerland with Alps. 我一想到瑞士就想到阿尔卑斯山。

collocation: associate... with ... 把(某事物与其他事物)联系在一起

associate with sb. 结交,交往,(与……)为友

e.g. He seems to associate with criminals. 他好像与不法分子交往。

- 3. assignment** n. a piece of work that is given to a particular person (分配的)工作,

任务,作业

e.g. She was sent to a difficult assignment. 她被派去执行一项艰巨的任务。

extension: assign vt. 分配,分派

collocation: assign sb. sth./ assign sth. to sb.

4. anticipate vt. expect 预期,期望

e.g. Do you anticipate (meeting) any trouble? 你预料会有麻烦吗?

collocation: anticipate +n. / that... 预期,预想

anticipate doing sth. 预期(期盼)做……

analysis: expect: expect +n./ that... 预期

expect sb. to do sth. 预料(期望)……会……

expect to do sth. 预期(期盼)做……

e.g. I'm expecting a letter. 我正在等一封信。

I expect that he'll pass the examination. 我预料他会通过考试。

The officer expected his men to do their duty in the coming battle.

这位军官期望他的部下在下一场战斗中尽忠职守。

He expects to fail the examination. 他预料无法通过考试。

5. tackle vt. try to deal with 应付,处理

e.g. The question set by the teacher was so difficult that the pupils didn't know how to tackle it. 老师出的问题很难,学生们不知如何回答。

collocation: tackle sth. 应付,处理,解决

tackle sb. about/ over/ on sth. (就……)和(某人)理论

analysis: tackle; deal & cope

tackle 为及物动词; deal, cope 为不及物动词,后应接 with.

e.g. Everyone has his own problems to tackle. 每个人都有自己的事情要处理。

How do you deal with (cope with) a drunken husband? 你怎么应付喝醉酒的丈夫?

6. distribute vt. divide and give out among people, places, etc. 分发,分配,分送

e.g. The demonstrators distributed leaflets to passers-by. 示威者向行人分发传单。

collocation: distribute sth. to/ among sb. 分配……给……,散发,配给

distribute sth. over...把……分布;把……散布,散发

e.g. The teacher distributed the handouts (讲义) to the students. 老师给学生们分发讲义。

This species of butterflies is widely distributed over our country. 这种蝴蝶在我们国家分布很广。





7. respectable adj. (of behavior, appearance, etc.) socially acceptable, deserving respect 体面的, 文雅的; 可敬的

e.g. The teacher is respectable, so we are all respectful to him.
老师值得尊敬, 所以我們都很尊重他。

analysis: respectable; respectful & respective
respectful adj. showing respect to others (be respectful to sb.)
尊敬的, 有礼貌的, 尊敬人的

respective adj. of or for each 各自的, 分别的

e.g. Be more respectful to your seniors. 对长辈要更加有礼貌。
The boys have their respective future dreams. 那几个少年对未来有着各自的梦想。

8. recall vt. bring back to the mind; remember 回想, 回忆; 记起

e.g. I recognize the face but can't recall her name. 我认出了她, 但想不起她的名字。

I don't recall ever meeting her. 我想不起曾经见过她。

collocation: recall + n. / doing sth. / that ...

e.g. She recalled that she had to see the doctor again that afternoon.
她记起来那天下午她还得更去看医生。

9. command n. order 命令

e.g. The commander gave the command that all prisoners of war should be well treated. 司令下令要优待战俘。

extension: command vt. give an order to 命令

e.g. The captain commanded his men to leave the ship immediately.
船长命令部下立即离船。

collocation: command sb. to do sth.

command that ... (in a that-clause after command, subjunctive mood is used, just as the one after "suggest", "demand")

e.g. The king commanded that the victory day (should) become a national holiday. 国王下令把获胜的这天作为国庆节日。

10. avoid vt. keep or get away from 逃避, 避免

e.g. The little boy who had broken a neighbor's window ran away to avoid punishment. 为了逃避惩罚, 打碎了邻居家窗户的小男孩逃跑了。

collocation: avoid + n. / doing sth.

e.g. I tried to avoid meeting him because he always bored me. 他老是烦我, 所以我尽量避免和他见面。

11. off and on from time to time, now and again, irregularly, sometimes 断断续续

的,有时

e.g. I'd dozed off and on until daylight. 我时而打盹,时而醒来,直到天亮。

It rains off and on in this region. 这个地区有时会下雨。

12. take hold become established 生根,确立

e.g. Old habits die hard. That's why you should quit smoking before the habit takes hold. 旧习难改,所以你应该在习惯生根之前戒烟。

analysis: take hold of : catch hold of; get 抓紧,得到

e.g. The boy took hold of his mother's hand with fear. 这个男孩害怕得紧紧抓住妈妈的手。

13. face up to deal with or accept bravely 勇敢地对待或接受

e.g. she couldn't face up to the fact that she was no longer young.
她无法面对自己不再年轻的事实。

14. what's more more importantly, furthermore 而且,更加

e.g. We felt exhausted. What's more, we lost all our belongings.
我们筋疲力尽。更糟糕的是,我们把行李丢了。

15. hold back 1) prevent the development of 阻碍,阻止

e.g. You could become a good musician, but your lack of practice is holding you back. 你可以成为优秀的音乐家,但练习不够阻碍了你。

2) control 抑制(情感或情绪)

e.g. Jim was able to hold back his anger and avoid fighting.
吉姆抑制住怒火,避免了打架。

3) be slow or unwilling to act 退缩

e.g. Mary is afraid of people; she always holds back when we take her to a party. 玛莉怕社交,我们带她参加舞会时,她总是缩在一角。

4) keep secret 保密,隐瞒

e.g. We must have the whole story, don't hold anything back.
我们必须知道整件事的始末,你不要有什么保留。

Useful Expressions

- | | |
|--------------------------------|-----------|
| 1. off and on | 断断续续,有时 |
| 2. take hold | 生根,确立 |
| 3. turn out | 编写,生产,制造 |
| 4. be bored by ... | 厌倦,感到乏味 |
| 5. find ... dull and difficult | 感到……枯燥难懂 |
| 6. have a reputation for ... | 有……的名声,名誉 |



- | | |
|--------------------------------------|-------------|
| 7. sb. be said to be | 据说某人…… |
| 8. lie on a sofa | 躺在沙发上 |
| 9. face up to | 勇敢地接受或应付 |
| 10. out of date | 过时的,落伍的 |
| 11. be due | 到期 |
| 12. put sth. down | 写下,记下 |
| 13. a failing grade | 不及格的成绩 |
| 14. knock for one's attention | 敲……以引起某人的注意 |
| 15. with open-hearted enjoyment | 开怀大笑 |
| 16. It's of the very essence of sth. | 这才是……的精髓 |

Grammar and Structure

冠词(Article) 1

冠词是虚词,本身不能单独使用,也没有词义。它用在名词的前面,表示名词所指的事物是否确定。英语中的冠词有三种,一种是定冠词(the Definite Article),另一种是不定冠词(the Indefinite Article),还有一种是零冠词(Zero Article)。

不定冠词 a (an)

a 用于辅音音素前,一般读作[ə],而 an 则用于元音音素前,一般读作[en]。

1. 表示“一个”,意为 one,指某人或某物。

e.g. (a) Rome was not built in a day.

(b) It was not your fault. It was an accident.

2. 用于泛指,代表一类人或物。

e.g. (a) A knife is a tool for cutting with.

(b) A loyal friend is the medicine of life.

3. 用于专有名词前,表示某一个,相当于 a certain。

e.g. A Mr. Henry is calling you.

Unit Two FRIENDSHIP

Text A All the Cabbie Had Was a Letter

Study of the Text

—Warm-up Questions

1. Do you have many friends? What's your idea of friendship?
2. What is a fair weather friend?
3. Do you often write letters to your friends? According to your opinion, what is the best way to express one's innermost feelings? Letter, call, or Internet?

—Part Division and Questions for Discussion

Main Idea: Never delay expressing your true feeling to a friend.

Part One (Paragraphs 1–20): From a conversation with the cab driver, the author learned how much he regretted failing to keep up correspondence with his old friend Ed.

Questions:

1. What was the cab driver doing when the author wanted to take the taxi?
2. What's wrong with the cab driver?
3. What helped to start a conversation between the driver and the author?
4. Whom did the author guess the letter from? Why did he think so?
5. How long had the driver and Ed been friends?
6. What did the driver and Ed use to do when they were kids?
7. How often did they see each other over the past 25 or 30 years? Why?
8. What had happened to Old Ed by the time the story took place?
9. What did the driver repeat? Why?

Part Two (Paragraphs 21–35): Reading the letter by himself, the author learned more about the lifelong friendship between the driver and Old Ed.

Questions:

10. How did the author get to learn more about the friendship between the driver

