



普通高等教育“十一五”国家级规划教材



新世纪网络课程建设工程项目

大学体验英语[®]

Experiencing English

(第二版)

Integrated
Coursebook

综合教程

《大学体验英语》项目组 编

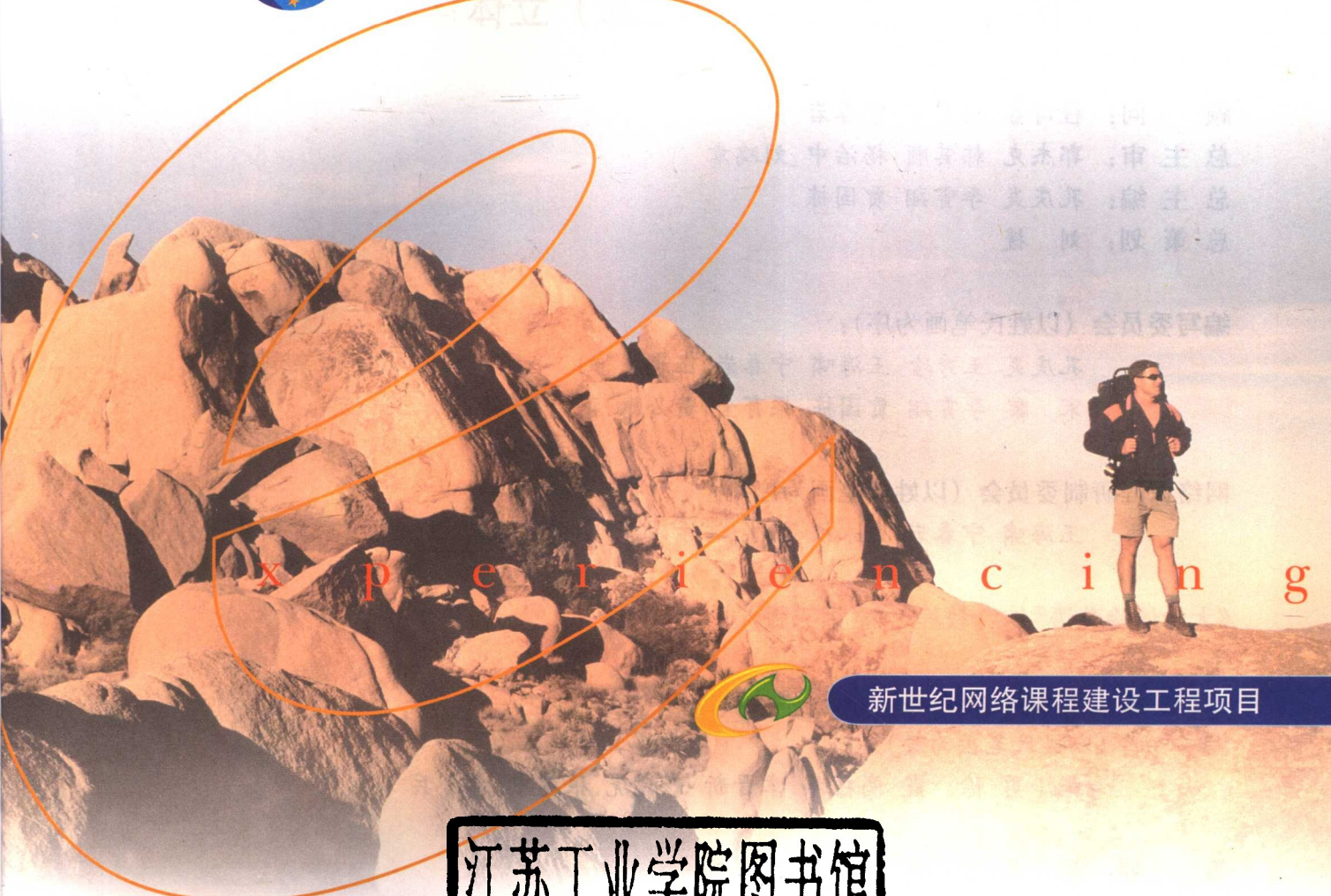
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高等教育出版社



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江苏工业学院图书馆

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1

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学习

大学**体验**英语®

体验

英语学习乐趣

第二版前言

音乐首先是一种感受,只有在感受中才能体验音乐,培育音乐感。英语也是一种感受,因此我们也可在感受英语的体验中学习英语,掌握英语。不步入音乐殿堂,我们很难体味音乐的美妙;不涉足英语世界,我们也很难体验英语世界的奥妙。我们的《大学体验英语》选择了一些文体轻松随意、内容亲切现实的英语素材,设计了一些有话可说、有话愿说的练习,使英语学习成为一种学生愿意参加的欢悦经历和体验。不少使用过和正在使用《大学体验英语》的学生,都感到“体验”二字乍听起来新奇,可学后又倍感名副其实。对那些一学英语就感到畏难的同学来说,他们的心理负担在愉快的英语体验中开始缓解;对那些喜欢学习英语的同学来说,他们的英语在新的体验式学习当中得到升华。

同学们和老师们还把自己学习和教课的体验归纳成希望我们修订再版《大学体验英语》的意见,用各种方式告诉了我们。意见提得中肯,我们听得认真,再版修订时我们更加发挥和完善了“体验”的特点。在保持广大师生认可的第一版的体系、特质和风貌的基础上,更新了部分教材内容,将《大学体验英语》的修订重点放在语言交际训练的编排上,更便于学生去“体验”《大学体验英语》,“体验”英语学习乐趣,“体验”英语能力的不断提高。第二版更好地体现了编写《大学体验英语》时确立的“加强听说、加强表达、加强实用”的三项原则。与此同时,我们还聘请优秀的一线教师为每册教材编写了至少一课的典型示范教案,帮助教师更好地引导学生去“体验”英语。

此次修订主要涉及如下方面:

1. Passages

根据广大师生的反馈意见,我们删换了少量课文,使全书内容更加符合当代大学生的需求和爱好。

2. Lead-in

适当减少了听写填空的数量,以降低学生理解导入部分的难度,便于学生迅速进入单元内容的学习和训练。

3. Communicative Tasks

- 1) 提供了更加简明清晰的语境说明,使学生能立即进入交际角色;
- 2) 改编了交际手段提示(Tips),使学生能轻松地找到进行某一交际话题所需要的语言表达手段。力求把语言交际训练变为学习选择使用不同语言表达手段去完成交际任务的实际体验过程。

4. Read and Explore

加强了对文章理解和运用的综合训练,把阅读理解练习中的单句填空调整为用填空的形式对所读文章内容进行归纳小结,引导学生提高全面理解整篇文章的能力。

5. Language Focus

在加强综合理解能力训练的同时,突出了重点词语的用法训练,进一步加强和提高学生使用这些基本词语进行语言表达的能力。为此增编了一项形式多样的重点词语用法练习,帮助学生在提高英语综合运用能力的同时加强词语用法的训练。

6. Read and Simulate

对文章中的某些精练、典型的句子进行模拟表达训练,是提高学生表达能力的有效途径。此次修订对这一练习形式进行了全面的改进,精选了句子,加强了模拟点的挑选和模拟套用的指导,使学生学完每一个单元都能模拟这些精选句型套写出类似的句子。

7. Self-assessment Tests

调整重编了自测试题,以适应大学英语四级考试(CET-4)改革后的题型和要求。

8. Practical Writing

精选删换了部分应用文写作样例,使之更加典型实用。

9. Culture Salon

在第一版的文化沙龙中,我们提供了生动有趣的相关文化背景知识,受到了师生的广泛欢迎。为降低学生理解这些背景知识的难度,此次修订将其中涉及的重要生词加注了汉语释义。

我们希望通过这次修订,《大学体验英语》(第二版)能为同学们学习英语带来更多的欢乐。祝同学们在《大学体验英语》(第二版)和老师的引领下,早日实现英语学习从量变到质变的飞跃,使英语成为我们融入世界和求知探索的重要工具,让我们中国大学生不但能享受汉语所承载的中华文明的硕果,而且能在体味英语所承载的西方文明的同时,为人类的科学与人文辉煌做出贡献。衷心希望大家继续关注和支持《大学体验英语》。

编 者

2006年10月

第一版前言

《大学体验英语》系列教材是根据教育部大学英语教学改革精神和我国当前高等学校大学英语教学实际以及我国社会经济迅猛发展对大学英语教学要培养具有很强国际竞争能力人才的要求,加强了实用性英语教学,以培养学生的英语综合应用能力为目标,特别突出和加强了听说与交流能力的训练与培养,而设计开发的一套理念创新、内容实用、体系科学并具时代特色的全新立体化系列教材。《大学体验英语》根据新世纪我国大学英语课程教学要求,分为1~6级,供大学英语课程的一般要求和较高要求层次的教学使用。每级由《综合教程》、《扩展教程》、《听说教程》、《教学参考书》以及配套的多媒体学习课件、网络课程以及电子教案和学习系统等组成。此外,还编写了《大学体验英语——基础教程》一册,供入学水平低于第一级起点要求的学生使用。

《大学体验英语》充分研究了国内外各教育层次的英语教材的编写原则与特点,既吸纳了国内教材注重思想性、人文性、科学性以及注重打好语言基础等优点,又注入了国外社区教育、大众教育、终身教育的实用、应用型教学的特点;既注意打好语言基础,更侧重培养应用能力,特别是实际使用英语进行涉外交际的能力。在培养阅读能力的同时,加强听、说、写、译等语言技能的综合训练,尤其注重口头和书面实用表达能力的训练与培养,以适应中国入世以后对外交往的需要。在上述总体思路的指导下,更新教学理念和内容体系,这主要体现在如下几个方面:

1. 注重培养表达能力。《大学体验英语》不仅重视语言技能的训练,更注重这些技能的实际运用。以任务为主线进行教材的编排,使课文和练习成为一个有机的整体,有利于培养学生实际使用英语进行涉外交际的能力。

2. 强调交际内容的实用性。《大学体验英语》在选材中注重思想性、现代性、科学性、前瞻性、趣味性和可操练性。文章短小精悍,易于学习、操练。为了突出英语作为涉外交际的工作语言这一特点,本教程还特别突出交际内容的实用性,而且听、说、读、写、译各项技能的培养与训练都围绕同一交际话题展开。

3. 课堂教学和自主学习相结合。《大学体验英语》充分注意课堂教学与课外自主学习相结合,使课堂教学的内容在课外得以延展。《大学体验英语》的《综合教程》(Integrated Coursebook)和《听说教程》(Listening and Speaking)主要用于课堂教学,《扩展教程》(Extended Coursebook)供学生自主学习使用。二者紧密配合,相辅相成。

4. 重视文化教学,培养“跨文化意识”。跨文化交际中的文化因素在外语教学中具有特殊意义。《大学体验英语》注意语言材料与文化内容的融合,注意对西方文化背景的介绍与教学,专门设计的“文化沙龙”模块就是其特点之一。

5. “教、学、考”相互照应。《大学体验英语》的《扩展教程》专门设计了自测试题,供学生自我检测学习《综合教程》和《扩展教程》的效果。

6. 立体化教材为英语学习提供全方位服务。《大学体验英语》是包括文字版、网络版、多媒体学习课件、电子教案、大学英语学习系统等在内的立体式系列教程,为英语教学网络化及使用多媒体等现代化教学手段提供了立体、互动的英语教学环境。倡导基于计算机/网络+课堂教学的新型教学模式。

7. 图文并茂,版式新颖。《大学体验英语》有大量与主题相关的启发性强的图片,为语言学习提供了形象的立体的训练情景,加强了学生对学习和使用语言的实际体验。

本书为《综合教程》第1册。《大学体验英语》的《综合教程》每册有8个单元。每个单元都由听说(Listen and Talk)、阅读(Read and Explore)、写作(Write and Produce)和文化沙龙(Culture Salon)4个部分组成。各部分的具体编排如下:

1) Listen and Talk:

听说部分以简短的引导语(Lead-in)引出单元的主题。引导语后面一系列精美图片展示了与主题有关的方方面

面,为学生提供了联系自我、“开怀畅谈”的素材。两个紧扣交际主题的对话为学生提供了谈论主题的样例。两个交际任务和完成该任务的提示激发学生“有话想说”的欲望,使学生边学、边练、边用,达到“有话会说”的目的。

2) Read and Explore:

阅读部分的训练除阅读理解训练(Read About It)之外,针对文章内容或联系学生自身体验还设计了语篇层次的口头表达训练(Talk About It)和书面表达训练(Write About It)。

阅读部分共包括2篇阅读文章,文章A和文章B(《扩展教程》也包括2篇阅读文章,文章C和文章D;网上另有2篇自学文章及其他资源)。文章相对短小精悍,以保证阅读教学中对说、写、译等表达技能的训练。练习部分除一般语言技能训练外,还包括精选句型模拟练习(Read and simulate),即从文章中选取精辟的句子供学生模拟操练其句式和用法,这是本书的另一特点。

3) Write and Produce:

此部分又分为一般写作(General Writing)和实用写作(Practical Writing)两部分。前者侧重培养学生的essay-writing的能力,后者培养学生阅读和模拟套写在交际环境下的常用应用文的能力。第1、2册的一般写作以纠正学生写作中的句子层面的结构错误为主,第3、4册以段落、篇章写作为主,以培养学生在清楚表达意思、整体构思、谋篇布局等方面的能力。

4) Culture Salon:

选配了与本单元主题相关的语言精炼、图文并茂的文章,侧重文化背景与文化差异,培养学生学习、体验、欣赏英语和英美文化的能力。

《大学体验英语》可以明显提高学生实际使用英语进行涉外交际的能力,较好地体现了大学英语教学要突出全面培养提高学生的英语综合应用能力的大方向。

本套教材是集体科研和智慧的结晶,它的编写和出版得益于以下院校教授、专家的参与和辛勤的工作:北京大学、南京大学、华南理工大学、电子科技大学、华中科技大学、大连理工大学、中山大学、武汉大学、重庆大学、西安交通大学、湖南大学、东南大学、四川大学、西南财经大学、东北大学、中国农业大学等。

《大学体验英语》网络技术指导委员会的领导和专家有:吴中福(重庆大学校长,教育部现代远程教育资源建设专家组组长)、邹寿彬(电子科技大学校长,教育部现代远程教育资源建设专家组副组长)、樊明武(华中科技大学校长,中国工程院院士)、陈准民(对外经济贸易大学校长、教授)、庾建设(湖南大学副校长,网络教育学院院长)、陈建平(广东外语外贸大学副校长、教授,全国高等学校外语专业教学指导委员会委员,中国英语教学研究会副会长)、王洪(教育部现代远程教育资源建设委员会办公室副主任、高等教育出版社副总编)、顾宗连(中国人民大学网络教育学院院长)、张亚斌(华南理工大学网络教育学院副院长)。上述领导和专家对本系列教材的编写和网络课件的研制开发给予了建设性的指导和极大的支持。

本教材的编写还得到了许多同事和朋友的热情关心、帮助和指导。美籍专家Tom Cook博士为本书编写做出了突出贡献;美籍专家Richard Sjoquist、北京外国语大学夏祖焯教授审阅了书稿,并提出了宝贵的意见和建议;高等教育出版社的编辑们在整套教材的策划、编写、版式设计、题图设计、插图选配等方面做了大量工作。在此,编者一并表示感谢。

《大学体验英语》是我们在大学英语教学内容和课程体系改革方面所作的一次大胆尝试,其中定会存在不当和疏漏之处,敬请使用者批评指正。

编 者

2002年5月

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College Life

In this unit, you will:

- ◆ first listen and then talk about college life
- ◆ read about how much there is to learn in college
- ◆ write about your most memorable examination
- ◆ practice reading skills: reading with a purpose
- ◆ practice forming compound and complex sentences
- ◆ learn to fill in registration forms and design name cards
- ◆ visit the culture salon about college life in the United States

1 Listen and Talk

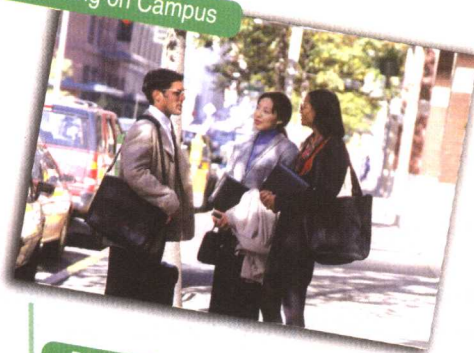
Lead-in

Listen to the following passage and try to fill the missing words in the blanks.

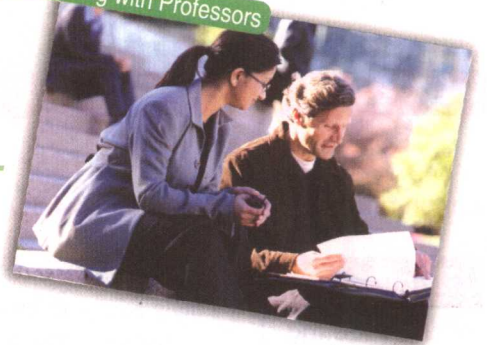
Hi, welcome to our college. You will spend at least four years here. College days will be the golden time in your life. There are many opportunities for you to _____ the unknown and you can _____ a lot. You can make lifelong friends; you can enjoy _____ kinds of activities; you can _____ your personal interests; and you will meet some outstanding _____. Keep a good balance and _____ a solid foundation. There are many doors to your dreams. You decide how many you can open.



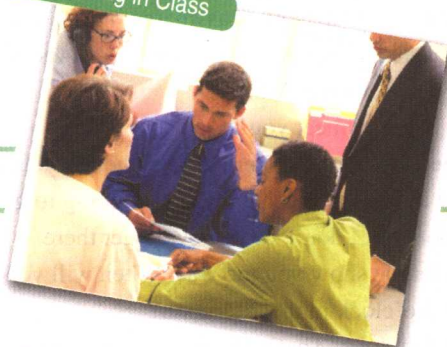
Meeting on Campus



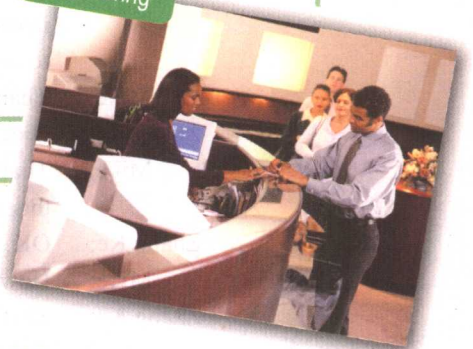
Discussing with Professors



Discussing in Class



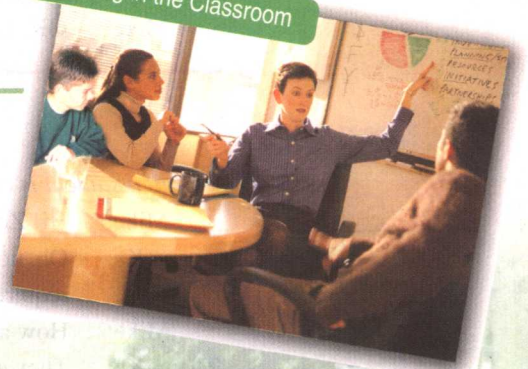
Registering



Comparing Notes



Chatting in the Classroom



Look at these pictures, which you are most probably familiar with. Try to say something about them or a related experience in your college life.



Dialogue Samples

Listen and read the samples carefully, then complete the communicative tasks that follow.

Dialogue 1

Meeting on Campus

Two students meet on campus and one of them starts a conversation with the other.

- Zhang Ke: Excuse me, aren't you Mike Brown from the United States?
- Mike: Yes, I am. May I know your name?
- Zhang Ke: Zhang Ke. I'm one of your classmates in this university. I was told that an international student would come to our class. And we've been looking forward to seeing you. Welcome, Mike.
- Mike: Thank you. Nice to meet you!
- Zhang Ke: Nice to meet you, too! I'm here to see whether you need any help.
- Mike: That's very kind of you, Zhang Ke. I'm going to go to the Registration Desk this afternoon, but I don't know how to get there.
- Zhang Ke: OK. Mike, let me show you the way. When will you go?
- Mike: How about 3 o'clock in the afternoon?
- Zhang Ke: That's fine. Oh, look. That's Dr. Wang over there. He teaches in the Language College. Maybe you'd like to meet him. He'll be one of our professors this semester.
- Mike: OK. Let's go and talk with him.

Dialogue 2

At the Registration Desk

A foreign student is choosing courses, and a Chinese student is giving him a hand.

- Mike: Hi! Zhang Ke, can I take all the courses I like?
- Zhang Ke: Oh, no. We have both required and elective courses. The courses listed here are required, and you have to take them for a degree.
- Mike: How about the courses on this page?
- Zhang Ke: They are elective courses. You can decide on whatever you like.
- Mike: How many credits will I get for the elective courses?
- Zhang Ke: I'm not sure. It depends on what courses you choose. But you have to take at least three for this semester.
- Mike: How much does each credit cost?
- Zhang Ke: Eighty yuan.
- Mike: Can I drop out if I don't like it?
- Zhang Ke: Yes, you will get a refund if you withdraw within 12 class days. Have you decided which courses to take?
- Mike: Not yet. But at least I know that I want to take martial arts for my elective course.
- Zhang Ke: Let's go and fill in the forms over there.

Communicative Tasks

1 Work with your partner and take turns starting the conversations.

TASK 1:

Situation: You are a freshman meeting a foreign student, Tom Wilson, for the first time. You greet each other, introduce yourselves, and talk about your studies.

Tips:

Here are some things you can say:

Where are you from?
When did you arrive here?
How long will you stay here?
Do you know some Chinese?

Here are some things Tom can say:

I arrived here ... (last week / month / year, etc.).
I will be here ... (two more years / weeks, etc.)
I just know a few words of Chinese.
Your English is quite good.
Your English is much better than my Chinese.

Here are some things both can say:

What is your major?
My major is ...
Why do you like it?
I like it because ...
It was very nice meeting you.

TASK 2:

Situation: You are in the course registration office helping your foreign friend select his courses. Before you start, you are trying to find out about your friend's plans.

Tips:

Here are some things you can say:

What are your (best/worst) subjects?
What are your (most/least) favorite subjects?
What subjects are you most curious about?
Do you work well with (words/numbers)?
Everyone has to take ... and ...
I think you should take ... and ...

Here are some things your foreign friend can say:

What courses are required?
What courses will help me most?
I've always wanted to take ...
I'd rather not take ...

Here are some things both can say:

Some required courses are quite boring.
We shouldn't just study what we like best.
Maybe we can take some classes together.
It's hard to have too many classes in the (morning/afternoon/evening).



2 Read and Explore

Passage A

Think about it

- 1 What do you expect to learn at college?
- 2 What do the students in the passage think they have learned after four years' college study?

Read about it

So Much to Learn

It was the last day of final examinations in a large Eastern university. On the steps of one building, a group of engineering seniors huddled, discussing the exam due to begin in a few minutes. On their faces was confidence. This was their last exam before they went on to commencement and jobs.

Some talked of jobs they already had; others of jobs they would get. With all this assurance of four years of college study, they felt ready and able to conquer the world.

The approaching exam, they knew, would be a snap. The professor had said they could bring any books or notes they wanted, requesting only that they did not talk to each other during the test.

Jubilantly, they filed into the classroom. The professor passed out the papers. And their smiles broadened as the students noted there were only five essay-type questions.

Three hours passed. Then the professor began to collect the papers. The students no longer looked confident. On their faces was a frightened expression. No one spoke as the professor faced the class with the papers in her hand.

She surveyed the worried faces before her, then asked: "How many completed all five questions?"

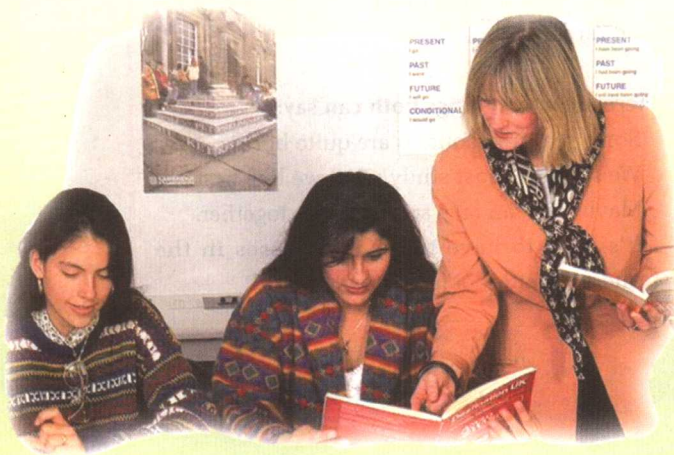
Not a hand was raised.

"How many answered four?"

Still no hands.

"Three? Two?"

The students shifted restlessly in their seats.



5

10

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- 25 “One, then? Certainly somebody finished one.”
But the class remained silent. The professor put down the papers. “That is exactly what I expected,” she said.
“I just want to impress upon you that, even though you have completed four years of engineering, there are still many things about the subject you don’t know. These questions you could not answer are relatively common in everyday practice.” Then, smiling, she added: “You will all pass this course, but remember that even though
- 30 you are now college graduates, your education has just begun.”
The years have obscured the name of this professor, but not the lesson she taught.

(321 words)



Please visit the following websites for the notes of the passage:
www.CFLO.edu.cn / www.englishXP.edu.cn

Content Awareness

Read and think

- 2 Answer the following questions with the information you got from the passage.

- 1 What exam were the students going to take?
- 2 How did the students feel about this exam before they took it?
- 3 Did the questions turn out to be easy or difficult? How do you know?
- 4 What did the professor say about the result of the exam? Were the students able to pass the course?
- 5 Why did the professor give such a test?

Read and complete

- 3 Fill in the blanks with words or phrases from the passage. Don't refer back to it until you have finished.

It was the last day of final examinations in a large Eastern university. On the steps of one building, a group of engineering seniors huddled, 1 _____ the exam 2 _____ in a few minutes. On their faces was 3 _____. This was their last exam before they went on to 4 _____.

Some 5 _____ jobs they already had; others of jobs they would get. With all this assurance of four years of college study, they 6 _____ conquer the world.

The approaching exam, they knew, would be a snap. The professor had said they could 7 _____ or notes they wanted, requesting 8 _____ they did not talk to each other during the test.

Jubilantly, they 9 _____ the classroom. The professor passed out the papers. And 10 _____ as the students noted there were only five essay-type questions.