

English

21世纪

高职高专教育 公共英语
系列规划教材

NEW HOPE COLLEGE ENGLISH

大学英语 综合教程 1

- 总主编 / 杜瑞清 毕胜利
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NEW HOPE COLLEGE ENGLISH

- 陕西省高等教育教学改革研究项目
- 高职高专教育系列规划教材·公共英语

新希望

综合教程

1

大学英语

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NEW HOPE

COLLEGE ENGLISH

前言 PREFACE

早在2003年,在陕西省教育厅的指导下,西安外国语大学和陕西省高职高专教育学会即牵头组织相关院校专家,对高职高专英语教学情况进行全面调研。经过一年多的深入调研,提出了按照“实际、实践、实用”的“三实”原则,针对传统教材在体系和结构上存在的学科性特点过于突出、篇幅过长等问题进行教改研讨,进而形成了编写蕴涵现代教学理念、内容清新实用、操作简单有效的教材的设想;2005年秋,该设想以高职高专公共英语教材为题,获准陕西省高等教育教学改革研究立项。

随后,我们在已有调研的基础上,组织专家队伍,邀请教学一线教师参与,遵循“人类对语言本质属性的认识直接作用于对外语教学的认识,进而直接影响外语教学的原则的制定”这一规律,根据学习者的认知需要、情感需要、语言交际需要编写教材。

经过两年多的努力,数十次会议的反复研讨,本套教材初见雏形。

这套教材含《综合教程》一至三册,《教师用书》一至三册,《阅读教程》一至三册,以及为学生学习配套的《拓展训练》一至三册。教材中所蕴涵的主要思想、观念体现在以下几个方面:

1. 在编写中,我们充分注意所选材料丰富的社会生活内涵,内容朴实而贴近生活。在遵循学科知识系统性的前提下,尽力做到从学生已有的知识出发,指导学生从语言知识和语言所负载的信息及内容入手,激发和满足其学习欲望,获取语言知识。

2. 教学活动的设计及安排着力体现“以学生为中心,以教师为主导”的观念。书中为学生提供生动活泼、具有丰富社会生活内容的知识背景,将学习材料置于学生生活环境之中,教师可在课堂活动设计中充分发挥自身动态语言示范作用,从而准确把握学生语言发展和交际需要之间的关系,使学生的学习欲望进一步得到激发,学习进入良性发展过程。

3. 教材安排的大量任务性活动(Task-based-Activities)为教学的有效开展提供了丰富的内容、素材和方法。学生在有意义的思维活动的基础上,在有真实交际需要的推动下,其学习语言和使用语言的潜能得到发挥。教师的角色是为学生自主学习不断地创造有利的环境,鼓励他们将自己的生活经验与语言活动及语言学习联系起来。该教材为高职高专层次具有不同认知能力的学生提供了丰富的学习素材,使他们对英语国家的文化有较深入的了解,从而达到语言交际的目的。

4. 教师用书除了提供教学必须的学科知识和背景知识以外,主要是为教师合理有效地组织课堂教学活动编排的。课堂教学效率达到最大化,要求学生和教师对课前准备的内容进行强化,这样,有助于完成教学任务,也可对学生以后的自主学习奠定良好的基础。

《新希望大学英语》系列教材以其《综合教程》为核心,以《阅读教程》和《拓展训练》为支撑,突出“实用为主”的原则,以“够用为度”统筹全套教材。

《综合教程》每册安排八个单元,每单元包括同一题材的两篇课文。课文前安排有听说训练,内容为学生熟悉并与其生活相关的话题。每单元均安排“Word Building, Grammar Building, Basic Writing, Practical Writing以及Translation Skills and Practice”等五个练习项目。这些项目贯通整个教材,从不同侧面强化《高职高专教育英语课程教学基本要求》和《高等学校英语应用能力考试》中

要求掌握的英语语言知识和交际技能,使学生进一步了解语言,认识语言,从而把握语言并提高使用语言的能力。

《阅读教程》是本套教材的重要支撑之一,每册安排亦为八个单元,每单元安排两篇阅读文章。文章内容为学生喜闻乐见的一般性知识,以使学生能在较好了解人类丰富的文化知识的同时,提高自己的英语水平。阅读课的宗旨是培养学生的阅读兴趣,提高学生的阅读能力,阅读课后安排的练习也是为此而设计的。当然,大量的语言实践使学生熟能生巧,应考的能力也会大大提高。

《拓展训练》在《综合教程》和《阅读教程》出现的语言知识及语言技能所涵盖的空间内,设计并安排了适量的练习题。这些项目不是一般意义上的应试练习,而是在学生已具备的英语基础上,提出具有普遍意义的词汇、语汇、语法等语言现象,让学生进一步加强对英语的认识,逐步建立英语语感,为将来适应社会工作打好基础。

本套教材在编写中参考了国内外多种同类书籍和资料,吸收了众多教学科研工作者有益的科研成果,在此谨向他们表示衷心的感谢。

本套教材作为陕西省高等教育教学改革研究项目的成果,是集体智慧的结晶。在编写过程中,得到了西北大学、西北工业大学、西安外国语大学、西京学院、西安思源学院、西安培华学院、西安欧亚学院、杨凌职业技术学院、陕西工业职业技术学院、西安航空高等专科学校、陕西职业技术学院、陕西国防工业职业技术学院、陕西交通职业技术学院、陕西青年职业学院、陕西铁路工程职业技术学院、西安铁路职业技术学院、陕西财经职业技术学院、陕西电子信息学院、西安海棠学院、西安电力高等专科学校、陕西航空职业技术学院、陕西能源职业技术学院、安康职业技术学院等二十余所高等院校领导的大力支持和骨干教师的积极参与。在教材的前期调研和后期编写中,陕西省高职高专教育学会基础学科委员会主任孙燕、副主任魏水利多次主持调研工作,对教材的编写倾注了心血。在此,向支持和关心教材编写的各院校领导、同事和朋友表示衷心的感谢。

本套教材由教育部高等学校外语专业教学指导委员会委员、西安外国语大学原校长、英语教授杜瑞清博士和毕胜利教授担任总主编;教育部高等学校高职高专英语类专业教学指导委员会委员、西北工业大学辛柯教授任主审;西安外国语大学的美籍专家Christa Michele Harrison和Adam Daniel Sigal 审阅了书稿英文稿件并为听力部分和课文录音;西北工业大学的宋雪玲等老师为教材制作了课件;西北大学出版社的编辑同志在付梓前仔细编审,精心设计。他们都付出了大量劳动,在此一并表示衷心的感谢。

由于编者水平和经验及编写时间有限,不足之处在所难免。我们恳切地希望专家、同行和使用本套教材的广大师生提出宝贵的意见,以利于今后做好修订工作,使其日臻完善。

《新希望大学英语》编写组

2007年7月

编写及使用说明

《新希望大学英语》教材之《综合教程》以打好语言基础，同时强调培养学生综合应用能力和用英语进行交际的实用能力为目的。

在《综合教程》的编写过程中，编者走访了全国多所使用不同教材的高职高专院校，征询并采纳了许多英语教师的意见，制定了编写提纲，确定了编写内容。整套教材由多所大学的教授，包括高职高专院校有教学经验的中青年骨干教师参与编写，保证了教材的编写与高职高专的英语教学规律紧密结合，教学内容和水平体现高职高专英语教学的实际需求。

本教材全部语料来自地道的英语环境，材料新颖，语言规范，题材多样，内容侧重学生生活和需求。整个材料具有时代性、趣味性、可思性和前瞻性。

与《综合教程》配套的有《拓展训练》《教师用书》以及多媒体教学光盘等材料。

《综合教程》第一部分“Listening and Speaking”，围绕学生熟悉和与学生生活相关的话题，以听为导入，听说融合学习，从而使学生感觉最难的英语听说学习变得轻松而富有成效。本部分每单元建议安排2课时，教学的重点应放在听力部分，然后根据各班的实际情况，即班级大小、学生的语言基础适度组织口语训练。

第二部分“Reading”以阅读为宗旨，听、说、读、写、译综合训练。每个单元两篇阅读由同一题材的文章组成，课前的导入活动旨在激发学生对本单元内容的学习兴趣，开阔思路，使学生进入积极的学习状态；课后练习紧扣本单元学习内容，突出课文中的难点和重点。本部分第一篇课文为必讲精讲精练课文，第二篇课文可以根据各班的教学实际进行精讲或略讲，或者作为课外阅读材料，老师在课堂上结合重点知识和语言点进行读写或者口头操练。《高等学校英语应用能力考试》（A/B级）要求掌握的词汇在词汇表中用黑体标出，以便于学生重点学习和记忆。

贯通整套教材的“Word Building, Grammar Building, Basic Writing Skills and Practice, Practical Writing Skills and Practice以及Translation Skills and Practice”各部分从不同侧面强化《高职高专教育英语课程教学基本要求》及《高等学校英语应用能力考试》中要求掌握的英语语言知识和交际技能。

“Word Building”通过基本构词法的学习，帮助学生掌握基本的词汇构成规律，解决学生基本的单词记忆问题。

第三部分“Grammar”从语法规则讲解入手，进行实际操练，解决语法的重点和难点问题。

第四部分“Writing”由“Basic Writing Skills and Practice”和“Practical Writing Skills and Practice”两部分组成。“Basic Writing”遵循少讲和适度练习的原则，主要解决学生从句子到篇章的基础写作问题；“Practical Writing”部分旨在通过对各种日常应用文和商业函件的写作方法及技巧的学习与实践，使学生熟悉日常应用文和商业函件的写作要求与方法；读懂通用的简短实用文字材料，借助参考资料能写出简短的英语应用文和商业函件。

第五部分“Translation Skills and Practice”，技巧学习和操练并重，通过系统的学习，学生可以掌握翻译的基本技能和技巧。

第二至第五部分建议安排6~8课时，教师可以根据本校的教学计划与学生实际进行适当的调整和取舍。

NEW HOPE

COLLEGE ENGLISH

《教师用书》为教师提供讲解《综合教程》的基本材料，包括教学目标、有关背景知识、课堂活动材料、教学导言、难句解释、语言点释例、课文参考译文和练习答案等。各部分尽可能做到详尽具体，最大限度地帮助教师解决教学中资料不足的问题，减轻教师的教学负担，在编排上尽量方便教师使用。例如，教参中讲解的语言点在课文中用黑体标示，教师讲课时可以很方便地查阅。当然，任何详细的教参都不能代替老师的备课，更不能满足所有层次教学的需求。因而，教师还需要根据教学实际认真备课，精心组织教学。

《拓展训练》是《综合教程》的补充材料，通过更多的相关练习，旨在进一步加强和巩固学生的听、读、写、译能力，并能使学生为参加高等学校英语应用能力考试做好充分的准备。

《综合教程》与《拓展训练》以及《教师用书》分工不同、各有侧重，相互间紧密配合，形成一个有机的整体，以期实现高职高专教育英语课程教学要求应达到的目的。

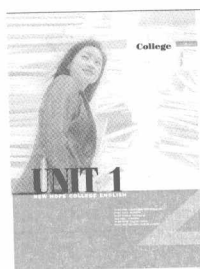
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2007年7月

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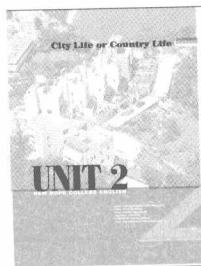
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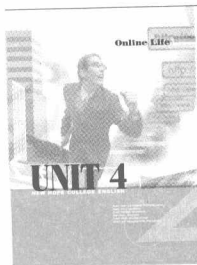
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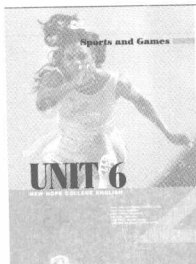
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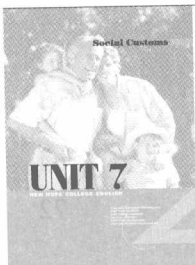
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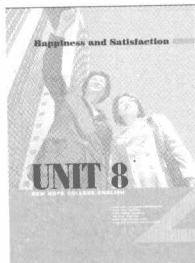
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College

UNIT 1

NEW HOPE COLLEGE ENGLISH

PART ONE: LISTENING AND SPEAKING
PART TWO: READING
PART THREE: GRAMMAR
PART FOUR: WRITING
PART FIVE: TRANSLATION
PART SIX: READING FOR PLEASURE



LISTENING AND SPEAKING

Vocabulary Task

Complete the sentences. Use the words in the box.

capital 首都 interesting 有趣的 transportation 交通 hometown 家乡 population 人口

1. Seoul is the _____ of Korea.
2. There's good public _____ in Seoul.
3. What's the _____ of Seoul?
4. What's your _____?
5. Are your classes _____?

Now listen and check your answers.

Listening Task

Task 1 Hi?

Words to Know

San Anselmo 圣安斯摩(地名) Seoul 首尔(韩国首都) guys 朋友们, 伙伴们(复数)

Listen to the conversation and give the best answer to each question.

1. What greetings do you hear in the conversation?
 - A. How are things?
 - B. Hi!
 - C. How's life?
2. Ali introduces Lee to Beth. What does he say?
 - A. Beth, this is Lee.
 - B. Beth, please meet my friend, Lee.
 - C. Beth, this is my friend Lee.
3. What's Lee's answer?
 - A. Nice meeting you.
 - B. Nice to meet you.





C. Hi!

4. How many people are there in San Anselmo?

- A. 20,000
- B. 30,000
- C. 1,300,000

5. When will the library close?

- A. In five minutes.
- B. In ten minutes.
- C. At ten.

Task 2 What Is Your Name?

Words to Know

avenue 大街 apartment 公寓 fax 传真 e-mail 电子邮件 information 信息

Listen to the conversations and write the information that you hear. If the person doesn't give personal information, write "X".

1. First name _____ Last name _____
Address _____ East Park Avenue, Apartment _____
Telephone number _____
2. First name _____ Last name _____
Address _____ Southern Avenue
Telephone number _____
Fax number _____
3. First name _____ Last name _____
Address _____ Shing Wong Street, Hong Kong
Telephone number _____
E-mail address _____
4. First name _____ Last name _____
Telephone number _____

Task 3 Where Are You From?

Words to Know

Mexico City 墨西哥城 Central Avenue 中央大街 buddy (美, 口语)朋友

Listen to the conversations and give the best answer to each question.



Conversation 1

What is the Mexico City Like?

- A. a town.
- B. a city.
- C. a very large city.

Conversation 2

Why isn't Lee going home for New Year?

- A. Because Seoul is far away.
- B. Because the airfare is cheap.
- C. Because the airfare costs too much money.

Conversation 3

How will the man go to Central Avenue?

- A. He'll go by bus.
- B. He'll walk.
- C. He'll go by car.

Conversation 4

Why doesn't Beth take the subway?

- A. It's too crowded.
- B. It's not fast enough.
- C. It's too comfortable.

Conversation 5

What does Ali like about his new place to live?

- A. It's small.
- B. It's cold.
- C. It's close to the school.



Task 4

How Do You Get To School?

Words to Know

subway 地铁

Listen to the conversation and fill in the blanks.

Woman: So, how do you get to school _____?

Man: I take the subway. It's _____.



Woman: You don't take the bus?

Man: Nah, the bus's too _____. I take subway to get to school from my place.

Woman: Yeah, I know what you _____.

Man: How about you?

Woman: Oh, I walk — my apartment's close — about a mile from school. It's just a _____ walk.

Man: Wow, that's great. My place is far away from school — about _____. So I can't walk...

Woman: Yeah, that's about a _____ walk!

Speaking Task

Work with your partner. Work out six personal information questions and then write the following information about him/her.

First name: _____

Last name: _____

Address: _____

Telephone number: _____

Fax number: _____

E-mail address: _____

PART TWO

READING

Before You Read

1. Share with the classmates your knowledge and expectation of college and college life.

The following topics might help to remind you of your past.

1. The colleges that attracted me most when I was in senior high school are...

key universities local colleges vocational schools

2. When I needed advice for college decision, I got help from....

my parents teachers classmates college students



3. When I made my college decision, I thought over something like...

my interests my scores location of the college

4. The key factor that leads to my final major decision is...

my interests my parents' expectation future job

II. Work in groups and discuss:

1. your idea of college life before you came to college (including the campus, classroom buildings, dormitories, students' cafeterias, library, classmates, teachers, etc.)
2. the similarities and differences between your expectations and the reality

III. Some people say that "the better college you attend, and the better major you take, the better future life you will have". Do you believe it? Work in pairs and discuss the connection between one's college experience and future life.

Reading One

Why College



1 "The more you learn, the more you **earn**," said the pop singer Cyndi Lovell as she accepted her high school diploma at the age of 35. In the U.S.A. today, about 75% of jobs require some education or technical training **beyond** high school. The lowest wage earners¹ in the U.S.A. are those without high

school **degrees**; college graduates **outearn** those with only bachelor's²; and the highest incomes of all are earned by people with **advanced** academic degrees³. These facts explain why most of young Americans go to college. But more diplomas doesn't always mean more money. Many skilled blue-collar workers⁴, salespeople, and business executives outearn college professors and scientists. And great athletes and actors outearn everyone else!





2 But college education is not only preparation for a career, it is also (or should be) preparation for life. **In addition to courses** in their **major** field of study, most students have time to take elective courses⁵. They may take classes that help them understand more about human nature, government, the arts or sciences.

3 Today, more than half of American high school graduates go to college. But recently high school graduates no longer **dominate** college campuses. Today, it is quite **common** for adults of all **ages**⁶ to come back to college for personal growth. Now about half of all the American college students are older than 25, and 20% of them are over 35.

4 For Americans, receiving college education is very important. This is **proved** by the rising number of Americans who have at least a bachelor's degree. About 20% of Americans are college graduates. However, among younger adults and working people, the percentage is at least 25%, much higher than in most other major nations. In the U.S.A., college education is not **regarded** as a privilege for the wealthy or the academically **talented**⁷. In fact, everyone who wants to go to college can do so.

(315 words)

New Words

diploma / di'pləʊmə /	n.	an official paper showing that a person has successfully finished a course of study or passed an examination 毕业证书, 及格证书
beyond / bi'jɒnd /	prep.	out of reach; outside the limit of ; besides; except (for) 为……所不能及; 超出……的范围; 除……以外
wage / weɪdʒ /	n.	a daily or weekly received payment of money for labor or services (按时、日、周计算的) 工资
degree / di'ɡriː /	n.	a title given by a university 大学颁授的学位
graduate / 'ɡrædʒuət /	n.	a person who has received a degree or diploma on completing a course of study at a university 毕业生
	v.	receive a degree on completing a course of study 毕业
bachelor / 'bætʃələ /	n.	学士学位
income / 'ɪŋkʌm /	n.	payment for goods and services, or from rents 收入, 收益
advanced / əd'vɑːnst /	adj.	far on in development 高级的, 先进的
academic / ,ækə'demɪk /	adj.	concerning teaching or studying in a college or university 教学的, 学术的
executive / ɪg'zekjʊtɪv /	n.	a person making and carrying out decisions in business 商业行政官, 执行者



professor /prə'fesə/	n.	大学教授
athlete /'æθli:t/	n.	运动员
career /kə'riə/	n.	a job or profession for which one is trained and intends to follow for one's whole life 职业生涯, 事业
course /kɔ:s/	n.	set of lessons on one subject 课程, 教程
major /'meɪdʒə/	adj.	great when compared with others in size, number, or importance 较大的, 主要的
	n.	a chief or special subject taken by a student at a university 主修科目, 专业
elective /i'lektɪv/	adj.	of a position filled by election 选举的
nature /'neɪtʃə/	n.	性质, 天性
government /'gʌvnmənt/	n.	政府
dominate /'dɒmineɪt/	v.	have the most important place or position 居主位
campus /'kæmpəs/	n.	the grounds of a university, college or school 校园
common /'kɒmən/	adj.	found or happening often and in many places; usual 共同的; 平常的, 普通的
prove /pru:v/	v.	show to be true; give proof of 证明; 证实
adult /ə'dʌlt/	n.	a person who is fully grown, developed 成年人
percentage /pə'sentɪdʒ/	n.	百分比
privilege /'prɪvɪlɪdʒ/	n.	a special right or advantage limited to one person or a few people of a particular kind 特权
talent /'tælənt/	n.	special natural ability or skills 天赋, 才气
talented /'tæləntɪd/	adj.	having or showing talent 有才气的, 有才华的

Phrases and Expressions

in addition to	besides; as well as 除……之外 (还)
be regarded as	be considered or thought of as 认为……是

Proper Names

Cyndi Lovell /sɪndi 'lʌvel/	辛迪·洛弗尔
U.S.A.	the United States of America 美利坚合众国