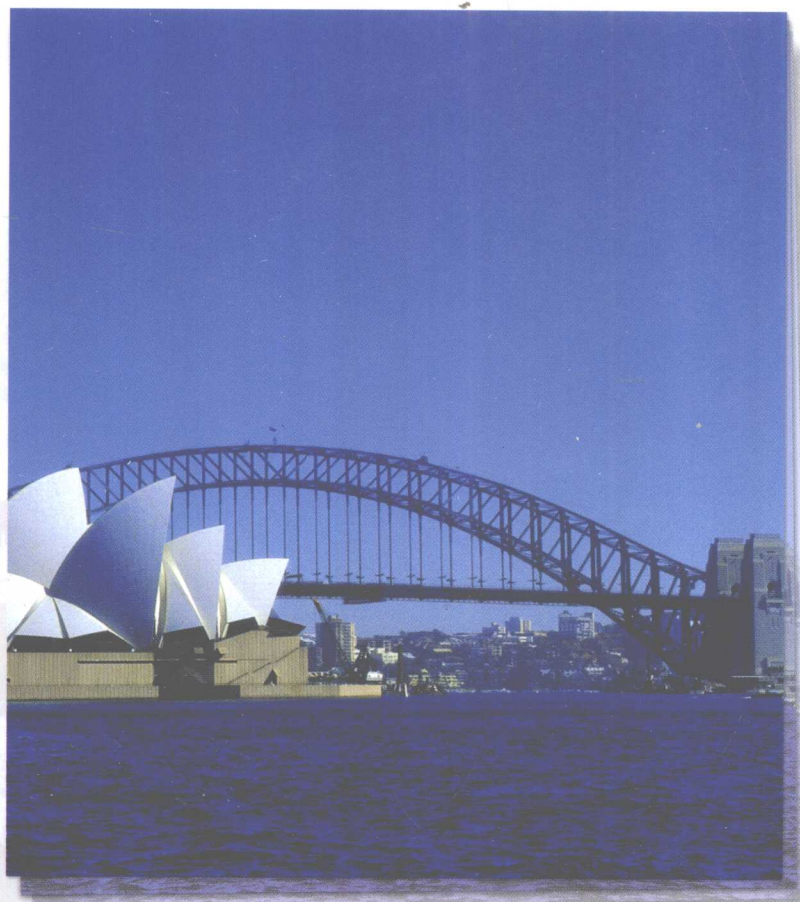




普通高等教育“十五”国家级规划教材  
教育部推荐使用大学外语类教材

# COLLEGE ENGLISH

*Integrated Course (Foundation)*  
*Student's Book*



上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

**全新版**

*New*

# 大学 英语

综合教程  
预备级  
(低起点)

学生用书

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# 《大学英语》系列教材(全新版)

## 编写前言

### 1. 编写宗旨和编写过程

《大学英语》系列教材(全新版)是一套依据全新的教学理念、全新的构思、全新的素材编写而成的供大学英语教学使用的系列教材。

本教材的宗旨是:在遵循现代外语教学理念、充分运用先进信息技术的基础上,注重为学生创造自主学习环境,强调个性化学习,全面培养学生的英语综合应用能力,尤其是听说能力,使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流。

《大学英语》系列教材自 1986 年的试用本问世以来,受到广大师生和英语学习者的青睐,先后被千余所院校采用,成为我国高校英语教学的首选教材,并荣获全国高等学校第二届优秀教材特等奖和国家教委高等学校第二届优秀教材一等奖。在这期间,教材曾数度修订,分别在 1992 年、1997 年出版了正式本和修订本,较好地满足了当时教学的需求。然而,随着新世纪的到来,世界进入了经济全球化、科学技术一体化时代,英语作为当前国际上使用最为广泛的信息载体和交流工具,其重要性越发突出。近年来,由于我国的社会和经济迅猛发展、国际交往日益频繁,国家和社会对大学英语教学,对大学生的英语综合应用能力,尤其是听说能力,提出了更高和更迫切的要求。我国的大学英语教学面临着新的挑战。大学英语教学改革必须进一步深化。另一方面,我国的外语教学环境正逐步改善,多媒体、网络等现代教育技术的发展使得大学英语教学多样化、个性化有了可能。人们纷纷探求更适合我国国情的新的教学路子。许多教师已开始利用多媒体和网络技术进行英语教学,以弥补传统的课堂教学的不足,并取得成效。基于计算机/网络+课堂教学的新型教学模式日渐形成。教材作为教改的一个重要方面,作为教学思想的一种载体,更应更新观念跟上形势,有新的作为。

正是在这种新形势下,上海外语教育出版社组织、策划了《大学英语》系列教材(全新版)的编写工作。在该社的全力支持、协调下,开展了广泛而深入的调研、论证工作,并在此基础上经过精心设计,认真编写出《综合教程》和《听说教程》的样课,在复旦大学等院校部分班级试用,同时征询了二十多个省市的数百所院校的意见,历经近三年时间的准备后,编写出这套全新的系列教材,更好地服务于新世纪我国的大学英语

教学。

《大学英语》系列教材(全新版)(以下简称《全新版》)由复旦大学、北京大学、华东师范大学、中国科学技术大学、华南理工大学、南京大学、武汉大学、南开大学、中国人民大学、中山大学、西安交通大学、东南大学、华中科技大学和苏州大学的数十位资深教授、英语教学专家分工协作、集体编写而成,复旦大学李荫华担任总主编,董亚芬、杨惠中、杨治中担任顾问。

## 2. 编写原则

1)《全新版》根据新世纪我国大学英语课程教学要求编写,供大学英语课程的一般要求和较高要求层次的教学使用。

2)《全新版》编写的指导方针是:立足本国,博采众长,自主编写。即,充分吸取我国在外语教学中长期积累起来的行之有效的经验和方法,并仔细分析、研究中国学生在英语学习过程中经常产生的问题,同时认真学习、借鉴国外的教学理论和方法,根据我国当前的教学需要和现有条件,视其可行性,有选择地加以消化、改造、吸收,自行规划、自行设计、自行选材、自行编写。为此,本教材采用糅合中外多种教学法之长的折中主义(eclecticism)的教学法。

3)《全新版》倡导基于计算机/网络+课堂教学的新型教学模式。在现有的大学英语课堂教学的基础上,引进多媒体和网络技术,改进英语教学环境和教学手段,应该是我们当前教改的主攻方向。但这一模式不应该是一成不变的,它应该随着各校甚至各个班级的具体情况的不同而有所不同。

基于多媒体与网络的教学软件便于学生个性化学习,有助于学生反复进行语言操练,有助于学生在网络环境下用英语进行交流,在使用过程中巩固语言知识、提高语言技能。但我们认为,将多媒体和网络技术引进大学英语教学,决不等于取消或削弱课堂教学。恰恰相反,课堂教学的任务更重了。在学时较少的情况下,教师讲课更要精炼、更要切合学生的实际需要。同时,教师应大力加强小班辅导。

我们提倡学生自主学习,即学生应成为学习的主体,主动地、创造性地学习,同时又主张充分发挥教师的主导作用。我们认为教师能否组织好教学——包括课堂教学和计算机辅助学习——是教学成败的关键。同时,教师还应指导学生掌握正确的学习方法和学习策略。

4)《全新版》特别加大听说教学的力度,但又保持传统教材长于读写译教学的特色。

《全新版》力求通过课堂内外、网上网下、大班小班、自学面授等一系列互动互补的教学环节,全面提高学生的听、说、读、写、译的应用能力,特别是听说能力。我们认为

学生的操练,特别是说、写方面的实践活动,必须以一定量的语言输入为前提。

5)《全新版》主张选用当代英语的常见语体或文体的典型样本作为素材。供学习的主课文,不仅要语言规范而且应富有文采、引人入胜、给人以启迪;选文题材应广泛,以反映现实生活为主,科普内容的读物须占有一定比重;体裁应多样;语体兼顾书面语和口语以及正式语和非正式语。

6)《全新版》主干教程——《综合教程》——采用每一单元设一主题的形式。主题选自当代生活中的重大题材。这样可以将语言学习贯穿在了解、思考、探讨现实生活中的各种问题的过程中,充分体现交际法的教学原则。其他教程的相应单元与该主题亦有一定的呼应。

7)《全新版》的练习设计,一切从有利于学生提高语言应用能力出发,针对我国学生的薄弱环节和实际需要,做到有的放矢;形式尽可能采用交互方式(interaction),如 pair work、group discussion、debate 等,或采用“任务”方式(task-based approach),如口头或书面就某个问题发表看法等。

8)考虑到学生在读完四、六级后参加大学英语四、六级考试的实际需要,《全新版》除了在各教程中均设有有一定数量的类似四、六级考题形式的练习外,还特地将《综合教程》中的 Test Yourself 设计成四、六级考卷形式,以帮助学生有所准备。

### 3. 教材框架

《大学英语》系列教材(全新版)由书面教材和网络学习系统两部分组成。网络学习系统又包括网络课程、教辅资源、网上测试和管理平台四大部分。

书面教材由下列几部分组成:

**综合教程**(1—6 册,其中 1—4 册供修读一般要求的学生使用,5—6 册供修读较高要求的学生使用)

(每册由 8 个单元组成)

**阅读教程(通用本)**(1—6 册,其中 1—4 册供修读一般要求的学生使用,5—6 册供修读较高要求的学生使用)

(每册由 8 个单元组成)

**阅读教程(高级本)**(1—6 册,其中 1—4 册供修读一般要求的学生使用,5—6 册供修读较高要求的学生使用)

(每册由 8 个单元组成)

**快速阅读(活页)**(1—6 册,其中 1—4 册供修读一般要求的学生使用,5—6 册供修读较高要求的学生使用)

(每册由 8 个单元组成)

**听说教程**(1—6册,其中1—4册供修读一般要求的学生使用,5—6册供修读较高要求的学生使用)

(每册由16课组成)

另有供预备级使用的教材一套,组成与上述同,每种教程一册。

另编有**语法手册**一本,供学生课外参考使用。

除快速阅读外,各教程均配有**教师手册**;综合、听说教程配有相应的录音磁带和多媒体教学光盘。快速阅读各册也配有多媒体光盘。

#### **4. 使用说明**

建议每两周(8课时)处理系列教材的一个单元,即综合、泛读、快速阅读各一个单元和听说教程两课。使用时,各校可根据具体情况灵活掌握。

编 者

2005年8月

## 关于《综合教程》学生用书的编写与使用

本书为《大学英语》(全新版)《综合教程》(预备级低起点)学生用书。本教程侧重对学生阅读与写作能力的训练,同时兼顾对其他相关语言知识的学习与语言技能的培养。

全书共分八个单元,每单元分四个部分。其中核心的阅读部分由一篇主课文与一篇副课文组成,写作练习则主要围绕课文阅读理解和对与课文主题相关的材料的分析活动展开。

各单元的第一部分为阅读前的准备阶段,通过组织学生对与课文主题密切相关的问题展开讨论,激发他们的阅读兴趣或帮助学生激活其已有的背景知识,从而使其能够更有效地理解阅读材料。

第二部分的教学材料围绕一篇精读课文展开,主要由主课文、生词表、阅读理解,以及词汇和句子练习等组成。阅读材料难易度适中,长度一般为 600 词左右,具有较强的可读性和可思性。阅读理解部分的内容既考查学生对文章整体结构的理解,也考查学生对文章细节的理解;既设计了选择题,也设计了需要学生动手写作和开口交流的练习,充分体现了编者力求将阅读与写作和口语训练融为一体的理念。词汇和句子的练习部分既保留了广大师生较为熟悉且实践中行之有效的题型(如词语填空与构词练习等),也包括了一些由编者开发的新题型(如模仿翻译与模仿造句等)。这样,学生在做练习时既可以获得一定的指导,又保留有一定的创造性空间,从而克服了某些传统题型过于机械、呆板的缺点。

第三部分的教学材料则是围绕一篇与精读课文主题相关的阅读材料展开,其结构与第二部分基本一致,但阅读理解与词汇练习部分的题型稍有不同,多为形式新颖、具有较强趣味性的题型。

各单元的第四部分旨在帮助学生综合运用多种语言技能,参与各类具有较强交际性的课堂活动,从而在实践中巩固所学知识,提高语言能力。



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# Unit One

## Starting College

<b>Text A:</b>	<b>Fresh Start</b>	<b>3</b>
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For most young people, going to college means leaving their parents and going to live alone in an unfamiliar environment for the first time. After the first excitement, many may wonder how best to start their new life. Evelyn Held wrote the following essay to share with us her experience of being a college freshman.

## ***P*art One:**

### ***Pre-Reading Task***

***Discuss the following questions:***

1. Describe your first day on campus.
2. How did you become familiar with the campus?
3. What are your expectations of college life?

## ***P*art Two:**

### ***Intensive Reading***

#### ***Introduction***

*For most young people, going to college means leaving their parents and going to live alone in an unfamiliar environment for the first time. After the first excitement, many may wonder how best to start their new life. Evelyn Herald wrote the following essay to share with us her experience of being a college freshman.*

**TEXT A*****Fresh Start******By Evelyn Herald***

I first began to wonder what I was doing on a college campus anyway when my parents drove off, leaving me standing pitifully in a parking lot, wanting nothing more than to find my way safely to my dorm room. The fact was that no matter how mature I liked to consider myself, I was feeling just a bit first gradish. My plan was to keep my ears open and my mouth shut and hope no one would notice I was a freshman.

2 With that thought in mind, I raised my head, squared my shoulders, and set off in the direction of my dorm.

3 I spent the whole afternoon seeking out each of my classrooms so that I could make a perfectly timed entrance before each lecture without having to ask silly questions about where it was.

4 The next morning I found my first class and marched in. Once I was in the room, however, another problem arose. Where to sit? Freshman manuals advised sitting near the front. After much consideration, I chose a seat in the first row and to the side. I was in the front (as advised), but out of the professor's direct line of vision.

5 I had prepared the first chapter of our textbook on American Literature and written the date on top of the first page. "Welcome to Biology 101," the professor began. A cold sweat broke out on the back of my neck. I took out the timetable and checked the room number. I was in the right room. Just the wrong building.

6 So now what? Get up and leave in the middle of the lecture? Wouldn't the professor be angry? I knew everyone would stare. Forget it. I settled into the chair and tried to take notes as other students in the room.

7 After class I decided my stomach needed something, and I hurried to the cafeteria. I bought a sandwich, put it on a tray and was heading for the salad bar when I stepped on a piece of cheese and, in no time, my hands were on the floor and my feet high up as if trying to catch the flying tray.

8 In the seconds after my fall I thought how nice it would be if no one had noticed. But as all the students in the cafeteria came to their feet, table by table, cheering and laughing, I knew they had not only noticed, they were determined that I would never forget it. Slowly I kicked off the cheese and ran out of the cafeteria.

9 For three days I had all my meals in the dorm. On the fourth day I thought I needed some real food. Perhaps three days was long enough for the campus to have forgotten me. So off to the cafeteria I went.

10 I made my way through the food line and carefully sat at a table. Suddenly I heard a crash that sounded familiar. I looked up to see that another student had met the fate I'd thought would only fall on me. My heart went out to him as people began to cheer and laugh as they had for me. He got up, smiling as if nothing had happened. I expected him to run out of the cafeteria as I had, but instead he turned around and began preparing another tray. And that's when I realized I had been taking myself far too seriously. Probably everyone in the cafeteria had done something equally silly when he or she was a freshman — and had lived to tell about it.

11 Who cared whether I dropped a tray, where I sat in class, or even whether I showed up in the wrong lecture? Nobody. This wasn't like high school. Popularity was not so important; running with the crowd was no longer a law of survival. In college, it didn't matter. This was my big chance to do my own thing, be my own woman — if I could forget about doing everything perfectly.

(657 words)

## New Words and Expressions

campus / 'kæmpəs / *n.* 校园

anyway / 'eniweɪ / *ad.* 无论如何, 总之

pitifully / 'pitifuli / *ad.* 令人怜悯地, 可怜地

parking lot 停车场

dorm / dɔ:m / *n.* 宿舍

mature / mə'tjuə / *a.* 成熟的

first gradish 像一年级新生似的

freshman / 'frefmən / *n.* 大学一年级新生

entrance / 'entrəns / *n.* 进入

arise / ə'raɪz / *vi.* 出现

manual / 'mænjʊəl / *n.* 手册, 指南

consideration / kənsɪdə'reɪʃ(ə)n / *n.* 考虑

vision / 'vɪʒ(ə)n / *n.* 视力, 视觉

chapter / 'tʃæptə / *n.* (书籍的) 章

textbook / 'tekstbʊk / *n.* 教科书, 课本

literature / 'lɪtərəʃə / *n.* 文学

biology / baɪ'ɒlədʒi / *n.* 生物学

sweat / swet / *n.* 汗水

timetable / 'taɪmtetɪb(ə)l / *n.* 时间表

cafeteria / ,kæfɪ'tɪəriə / *n.* 食堂

tray / treɪ / *n.* 托盘

salad / 'sæləd / *n.* 色拉

bar / bɑ: / *n.* 售酒(或食物等的)柜台

cheese / tʃi:z / *n.* 奶酪

determined / dɪ'tɜ:mɪnd / *a.* 决定的, 决意的

crash / kræʃ / *n.* 碰撞, 跌落, 撞击声

fate / feɪt / *n.* 命运

show up 参加, 到场, 出席

popularity / ,pɒpjʊ'lærɪti / *n.* 受欢迎, 名声

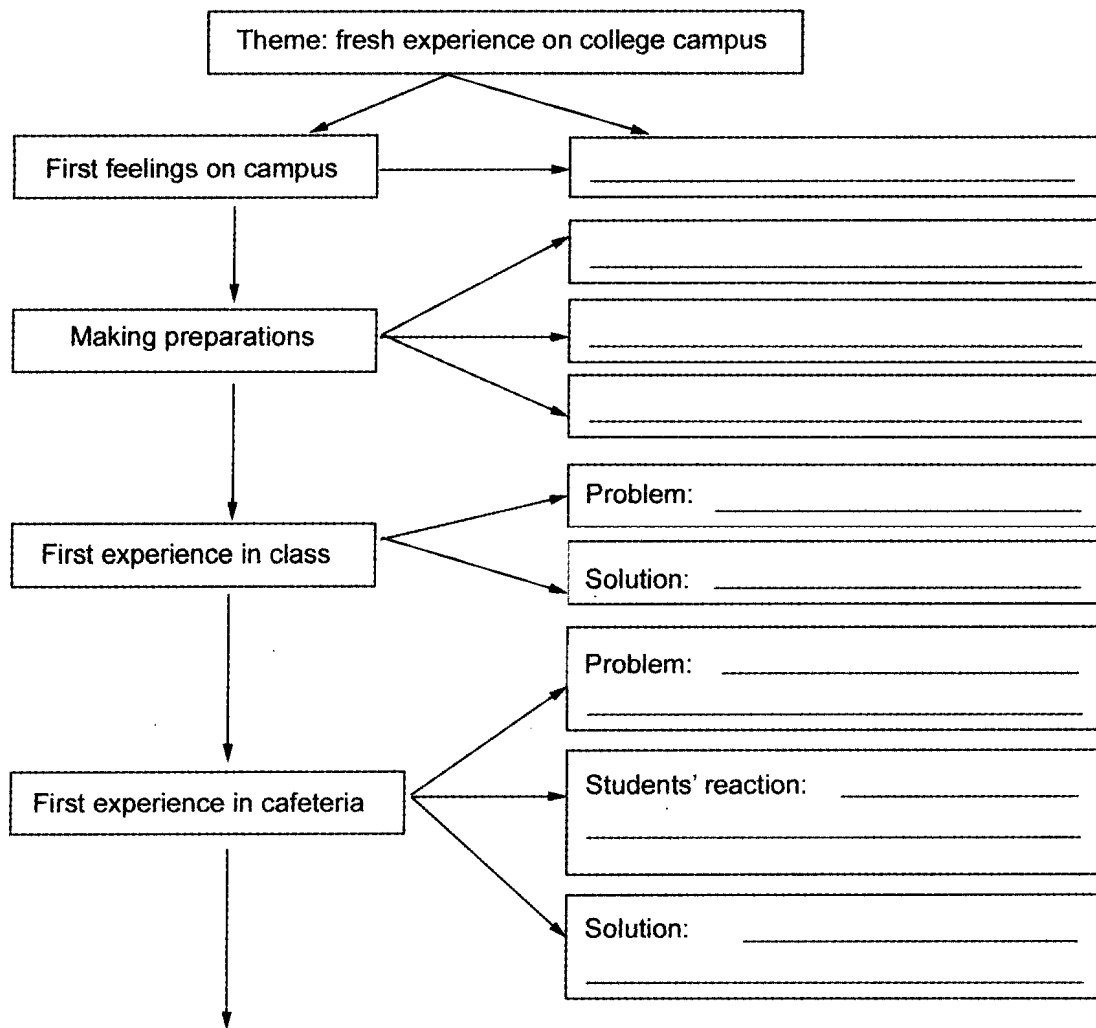
survival / sə'vaɪvəl / *n.* 幸存, 继续生存

## Reading Comprehension

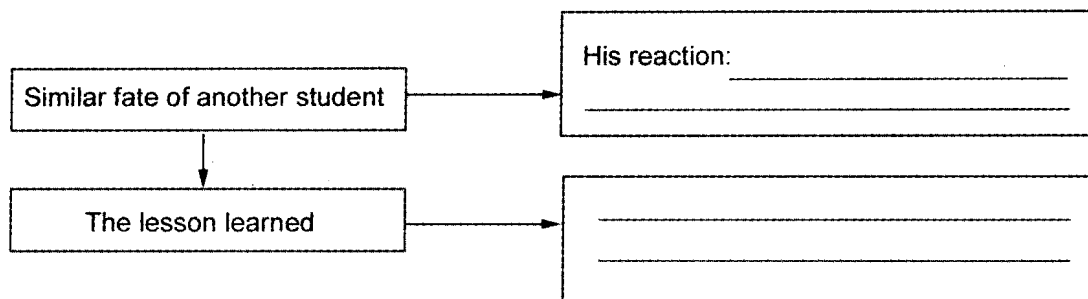
1. Fill in the blanks in the diagram with the following expressions.

1. reading freshman manuals
2. in the wrong classroom

3. to do my own thing, be my own woman
4. doing the same as the other students
5. pitiful and first gradish
6. falling to the ground and dropping the tray
7. reading the first chapter of the textbook
8. having meals in her room for three days
9. cheering and laughing
10. getting up and getting another tray
11. seeking out each of her classrooms







**II. Complete the following statements according to the text.**

1. The writer did not want others to regard her as \_\_\_\_\_.
2. The writer raised her head and squared her shoulders in order to show \_\_\_\_\_ a freshman.
3. The writer made sure about her classrooms in order to \_\_\_\_\_.
4. \_\_\_\_\_ suggested that freshmen had better sit near the front.
5. The first class the writer wanted to attend was \_\_\_\_\_.
6. The writer decided to stay in the wrong classroom and pretended that \_\_\_\_\_.
7. The writer fell on the floor in the cafeteria because she \_\_\_\_\_.
8. The writer wished that \_\_\_\_\_ when she fell down.
9. The writer \_\_\_\_\_ three days later because she thought she needed some real food.
10. Before the other student fell, the writer had thought that such a \_\_\_\_\_.
11. Now the writer considered sitting in the wrong classroom and running out of the cafeteria after the fall were both very \_\_\_\_\_.
12. According to the writer, \_\_\_\_\_ was more important in high school than in college.

**III. Decide whether the following statements are true (T) or false (F).**

1. \_\_\_\_\_ When she was alone on campus, Evelyn did not know why she should go to college.
2. \_\_\_\_\_ Nobody realized that she was a freshman because she looked mature.
3. \_\_\_\_\_ She chose a seat in the first row as advised in freshman manuals.
4. \_\_\_\_\_ She wrote, "Welcome to Biology 101" on the textbook.
5. \_\_\_\_\_ She made a mistake about her classroom even though she had made careful preparations the day before.