

全国普通高等教育“十三五”规划教材

大学英语

COLLEGE ENGLISH 综合教程

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The Integrated Course of
College English

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大学英语综合教程

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前言

《大学英语综合教程》是一本适合高校大学学生学习的面向 21 世纪的英语综合教程,在遵循现代外语教学理念、针对高校教育英语教学现状的基础上,本教材以全面提高学生综合素质为宗旨,注重培养学生的策略能力、语言尝试能力、和语言思维能力。

根据高校英语教学内容和课程体系改革的要求,本教材以“听、说”为重点,将精读、泛读和扩展阅读融为一体,使听、说题材与课文主题保持一致,把听、说、读、写、译五种技能的训练和培养围绕着同一主题展开,形成一个有机的整体,使学生的听、说训练贯穿于课程教学的始终。

在教材选材方面,强调教学的整体性,注重内容的趣味性、信息性和实用性,语言的规范性和文体的多样性,不仅重视英语语言基础知识和基本技能的训练,还同时注意将文化内容与语言材料相融合。

本书由东北大学秦皇岛分校任艳、包头职业技术学院祝洁、孙远担任主编,鞍山师范学院赵月、沈阳工学院李薇薇担任副主编。具体编写分工如下:任艳负责编写Unit4的内容;祝洁负责编写Unit5的内容;孙远负责编写Unit6的内容;赵月负责编写Unit7~Unit10的内容;李薇薇负责编写Unit1~Unit3的内容。任艳负责拟定本书的编写方案,祝洁负责全书的统稿工作,孙远负责全书的审稿工作。

在本书写作过程中,参阅了大量的相关著作、教材和案例资料,在此谨向这些作者表示由衷的感谢。

由于作者水平有限,本书一定存在不足之处,敬请读者批评指正。

编者

内容提要

本教程共分十个单元,每单元一个主题(Theme)。课文及听、说、读、写均围绕该主题编写。每五个单元加一个复习测试单元。每单元包括如下内容:

Part I Listening:培养学生掌握诸如 Listening for the Main Idea, Drawing Inferences, Summarizing 等重要听力技能,提高学生理解日常生活用语的能力。

Part II Speaking:训练学生正确发音,培养口头交际能力。

Part III Reading:培养学生的阅读能力,使学生能顺利阅读语言难度适中的一般性题材的文章,掌握中心大意,并能说明中心大意的事实和细节,领会作者的观点和态度。阅读部分主要包括:

1. Pre-reading(读前准备活动)

2. Reading(阅读)

3. Post-reading(读后)

Part IV Study & Practice:强化学生对所学知识的理解和运用能力。侧重于与主题相关的语言训练。

Part V Practical writing:进一步深化综合性写作实践活动。

Part VI DIY(Do it yourself): Extensive reading 用以扩展学生的知识面,培养学生的英语阅读和自学习惯。

Part VII Grammar:巩固和加深基本语法知识,提高语篇水平上运用语法知识的能力。

Part VII Enjoyment:选用格言、幽默故事、电影对白、歌曲等内容,提高学生学习英语的兴趣,体验轻松愉快的英语学习。

通过对本套教材的学习,预期达到的能力目标为:

1、词汇量

领会式掌握 3200 个单词(其中复用式掌握的单词量为 1800),以及由这些词构成的常用词组,并具有按照基本构词法识别生词的能力。

2、语法

巩固和加深基本语法知识,提高语篇水平上运用语法知识的能力。

3、阅读能力

能顺利阅读语言难度适中的一般性题材的文章,掌握中心大意并能说明中心大意的事实和细节,同时能进行一定的分析、推理和判断,领会作者的观点和态度,阅读速度达到每分钟 60 词。在阅读篇幅较长、难度较低、生词不超过总词数 3% 的材料时,能掌握中心大意,抓住主要事实和有关细节,阅读速度达到每分钟 80 词。

4、听的能力

能听懂英语讲课,并能听懂题材熟悉、句子结构比较简单、基本上没有生词、语速为每分钟 100 ~ 120 词的简短会话、谈话、报道和讲座,掌握其中心大意,抓住要点和有关细

节,领会讲话者的观点和态度。

5、说的能力

能就教材内容和适当的听力材料进行问答和复述,能用英语进行一般的日常对话,能就所熟悉的话题经准备后作简短的发言,所作发言表达思想比较清楚,语言、语调基本正确。

6、写的能力

能在阅读难度和课文相仿的书面材料时做笔记、回答问题、写提纲,能就一定的话题或提纲在半小时内写出 120 词的短文,能写短信和便条,表述清楚,无重大语言错误。

7、译的能力

能借助词典将难度和课文相仿的英语短文译成汉语,译文达意,译速达到每小时 260 英语单词。能借助词典将内容熟悉的汉语文字材料译成英语,译文达意,无重大语言错误,译速达到每小时 200 汉字。

Unit 1 Music

Part One Listening

目 录

Unit 1 Music	1
Unit 2 Philosopher's Stone	16
Unit 3 Animals	33
Unit 4 Entertainment	54
Unit 5 Fashion	68
Revision(Lesson 1-Lesson5)	83
Unit 6 The Olympics	92
Unit 7 Cultural relics	106
Unit 8 Dreams	123
Unit 9 Virtue	137
Unit 10 Love	151
Revision(Lesson 6-Lesson10)	166

Unit 1 Music

Part One Listening



I . Imitation

1. Music plays an important role in our life. 音乐在我们的生活中起着重要作用。
2. Music makes us feel happy and strong. 音乐使我们欢乐强壮。
3. Music can make us laugh and cry. 音乐会使我们开怀大笑也会使我们哭泣。
4. Music can express love, longing, happiness, anger and frustration. 音乐能表达爱、渴望、幸福、生气和沮丧。
5. Music is the universal language. Sometimes, it may communicate more clearly than words. 音乐是世界语。有时,它可能比文字表达得更清楚。

II . Listening comprehension

1. Listening and answering

Directions: There are 5 recorded questions in this section. After each question, there is a pause. The questions will be read twice. When you hear a question you should choose the correct answer from the 4 choices marked A, B, C, and D.

- | | |
|--|--|
| 1) A. He didn't like that computer. | B. He didn't find what he liked. |
| C. The price of the computer was too high. | D. That type of computer was sold out. |
| 2) A. Go to a lecture. | B. Go to a concert. |
| C. Go shopping. | D. Go sightseeing. |
| 3) A. Write a letter for the woman. | B. Take the woman to the office. |
| C. Drive the woman home. | D. Finish the report for the woman. |
| 4) A. She was tired of reading it. | B. She liked it very much. |
| C. She didn't think much of it. | D. She wasn't interested in it. |
| 5) A. When he can receive the order. | B. What the order number is. |
| C. When he should send the order. | D. What's wrong with the order? |



2. Conversation

Directions: This section is to test your ability to understand short dialogues. There are 2 recorded dialogues in it. Choose the correct answer from the 4 choices marked A, B, C, and D.

Conversation 1(6-7)

6) A. Three weeks ago.

C. Last week.

7) A. Install more machines.

C. Buy more machines.

B. Last month.

D. Last Monday.

B. Test the machines.

D. Sell the machines.

Conversation 2(8-10)

8) A. Sightseeing around the city.

C. Shopping in the city.

9) A. This afternoon.

C. Tomorrow morning.

10) A. At the party.

C. At the meeting.

B. Attending a meeting

D. Giving a party.

B. This evening.

D. Tomorrow afternoon

B. In the office.

D. In the hotel.

3. Passages

Directions: In this section you will hear a recorded short passage. The passage is printed on the book, but with some words or phrases missing. The passage will be read three times. During the second reading, you are required to put the missing words or phrases in the blanks according to what you hear. The third time is for you to check your answer. Now the passage will begin.

11. What can visitors see at the exhibition?

They can see most of the latest _____ of the company.

12. Which section do the visitors go to see first?

The _____ section.

13. For whom are the products specially designed?

For _____.

14. What's special about the keyboard'?

Its keys are _____.

15. What kind of sound does the mouse produce?

It produces _____ sounds.

Part Two Speaking



I . Useful expressions

1. pop/rock/country/jazz/classical music/prefer chamber(室内) music
2. favorite singer/songs
3. Italian operas
4. Listening to music is pleasant.
5. The music/song is moving /stimulating.
6. I don't usually like pop songs ,but there're always some exceptions.
7. I love/ enjoy/ like/care for classical music best.
8. I dislike hip-hop. / Hip-hop is awful.
9. I used to learn how to play drums/the guitar/the violin/the piano/but now I can just play a little piano.
10. I enjoy listening to music more than any other pastime.
12. When I feel low ,I prefer listening to something soft and quiet.

II . Speaking activity

Directions: You are supposed to talk about your favorite music with your friends. Exchange your ideas with your partner. The following models may help you.

Dialogue 1: Do you like folk music?

A: Do you like folk music?

B: I'm crazy about it.

A: What's your favorite folk song?

B: It's hard to say. There are so many wonderful songs.

A: Who's your favorite singer?

B: Song Zuying. I love listening to her songs, you know.

A: I don't like her that much.

Dialogue 2:

A: Do you care for music?

B: Yes, I do, very much.



A: Which do you like better, pop music or classical music?

B: Classical music.

A: Do you just listen to it or go to concerts?

B: I prefer going to a concert.

A: Shall we go to a concert performed Saturday evening?

B: Good idea!

Part Three Reading

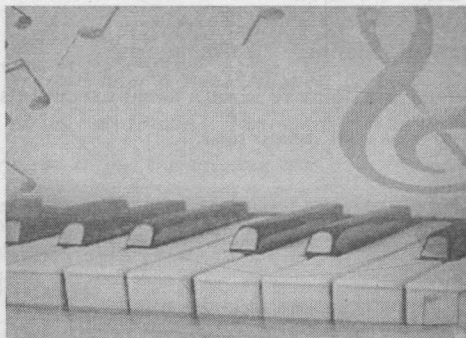
I . Pre-reading task

Discussion: Think about the following questions and talk about them with your partner.

1. Do you like music? What type of music do you like best? Traditional Chinese music or Western music? Classical or popular?
2. What kind of music makes you feel relaxed? And what kind of music excites you?

II . Reading

Text



PIANO MUSIC

I came from a large family with a single parent, my mother could not send me to school and pay for it. If I wanted to go to college, it was up to me to find out how to get there.

I qualified for some grants because of the size of our family, my mom's income and my SAT scores. There was enough to cover school and books, but not enough for room and board. I washed dishes in the school cafeteria as part of a work-study program.

To help myself study, I made cards that fit perfectly on the large metal dishwasher. After I loaded the racks, I stood there and flipped cards, learning the makeup of atoms while water and steam broke them down all around me. I learned how to make Y equal to Z while placing dishes in stacks. My wrinkled fingers flipped many cards, and many times my tired brain drifted off, and a glass would crash to the floor. My grades went up and down. It was the hardest work I had ever done.

Just when I thought the bottom was going to drop out of my college career, an angel appeared. Well, one of those that are on earth, without wings.

"I heard that you need some help," he said.

“Well, I make it okay. I just have trouble working all these hours and finding time to study.”

“Well, I think I have a way to help you out.”

He went on to explain that his grandparents needed help on the weekends. All that was required of me was cooking meals and helping them get in and out of bed in the morning and evening. The job paid four hundred dollars a month, twice the money I was making washing dishes. I would have time to study and I accepted the job.

My first discovery was his Grandmother's great love of music. She spent hours playing her old, off-key piano. One day, she told me I didn't have enough fun in my life and took it upon herself to teach me the art.

Grandma was impressed with my ability and encouraged me to continue. Weekends in their house became more than just books and cooking; they were filled with the wonderful sounds of the out-of-tune piano and two very out-of-tune singers.

When Christmas break came, Grandma got a chest cold, and I was afraid to leave her. But I hadn't been home for a long time, and my family was anxious to see me. I agreed to come home, but for two weeks instead of four, so I could return to Grandma and Grandpa. I said my good-byes, arranged for their temporary care and returned home.

As I was loading my car to go back to school, the phone rang. “Daneen, don't rush back,” he said.

“Why? What's wrong?” I asked, panic rising.

“Grandma died last night, and we have decided to put Grandpa in a retirement home. I'm sorry.”

I hung up the phone feeling like my world had ended. I had lost my friend and that was far worse than knowing I would have to return to dishwashing.

I went back at the end of four weeks, asking to begin the work-study program again. The financial aid advisor passed me an envelope. “This is for you.” he said.

It was from grandma. She had known how sick she was. In the envelope was enough money to pay for the rest of my school year and a request that I take piano lessons in her memory.

I don't think “The Old Grey Mare” was even played with more feeling than it was my second year in college. Now, years later, when I walk by a piano, I smile and think of Grandma. She is tearing up the ivories in heaven. I am sure.

New words and expressions

be up to

qualify['kwɒlɪfaɪ] v.

qualify for

grant n.

income n.

从事于, 胜任

(使...) 具有资格

有.....资格

a giving of funds for a specific purpose 助学金

earnings 收入, 收益, 进款, 所得



SAT scores

cover *v.*

board *n.*

v.

cafeteria [ˌkæfəˈtrəriə] *n.*

work-study program

metal [ˈmetl] *n.*

dishwasher *n.*

load *vt.*

rack *n.*

flip *vt.*

makeup *n.*

atom [ˈætəm] *n.*

stack *n.*

wrinkle [ˈrɪŋkl] *v.*

drift *v.*

crash *v.*

grades *n.*

bottom *n.*

drop out

career [kəˈrɪrə(r)] *n.*

angel [ˈendʒl] *n.*

require sth. of sb.

off-key *adj.*

take sth. upon oneself to *v.*

be impressed with

encourage sb. to do sth.

out-of tune

get a chest cold

temporary [ˈtempəˈreri] *adj.*

panic [ˈpænɪk] *n.*

financial [faɪˈnænsɪl] *adj.*

advisor *n.*

request *n.*

tear up

ivory [ˈaɪvəri] *n.*

学业能力评估测试成绩

pay 支付

膳食费用

提供膳食费用

a self-service restaurant 自助餐厅

勤工俭学计划

金属

洗碗机

to put (something) into or onto sth. 装, 装满

shelf 架,

turn over especially with a light, quick motion; 翻动书页(或纸张)

construction. 组成

原子

heap 堆

使皱

to be carried along (使) 漂流

smash 碰撞, 坠落

scores 成绩

the deepest or lowest part 底, 底部,

不参与, 退出

occupation, calling 事业, 生涯, 速度

天使

某人有……的要求

〈音〉走调的

视为己任, 承担, 毅然

(常与 with 连用) 使(人)印象深刻; 使铭记

鼓励某人做某事

走调的

肺炎

暂时的, 临时的, 临时性

a sudden terror 惊慌, 恐慌

财政的, 金融的

顾问, <美>(学生的)指导老师

something asked for. 请求, 要求

飞奔

象牙

ivor *n.*

[PI][俚]钢琴的键

Proper names

Daneen

丹宁

Notes

1. This text is taken from English Square (November 2006) and is simplified.
2. I qualified for some grants because of the size of our family, my mom's income and my SAT scores. 根据我的家庭人口、母亲的收入以及我的学习成绩这几方面的因素, 我有资格获得学校的助学金。
3. I washed dishes in the school cafeteria as part of a work-study program. 我参加了学校里组织的一项勤工俭学计划, 那就是在学校的自助餐厅里洗盘子。
4. I made cards that fit perfectly on the large metal dishwasher. 我做了一套正好能够安装在那台庞大的金属洗碗机上的教学卡片。
5. After I loaded the racks, I stood there and flipped cards, learning the makeup of atoms while water and steam broke them down all around me. 当我把碗碟装到架子上以后, 我就站在那里翻阅卡片, 学习原子的结构, 而在我的周围, 细小的水珠飞溅着, 满屋都是如雾的水蒸气。
6. I learned how to make Y equal to Z while placing dishes in stacks. 我在把洗好的碗碟摞起来的同时, 学习如何去解数学方程式。
7. My wrinkled fingers flipped many cards, and many times my tired brain drifted off, and a glass would crash to the floor. 我那被水泡得起皱的手指翻过了许多卡片。很多时候, 我的大脑极度疲劳, 有一种飘飘忽忽的感觉, 以至于玻璃杯都掉到地上摔碎了。
8. My grades went up and down. 我的学习成绩时好时坏, 起伏不定。
9. Just when I thought the bottom was going to drop out of my college career. 就在我想到我将面临被迫退学的底线时, 一位天使来到了我的身边。
10. All that was required of me was cooking meals and helping them get in and out of bed in the morning and evening. that 引导定语从句修饰 all, cooking 和 helping 是动名词短语作表语。
11. Weekends in their house became more than just books and cooking; they were filled with the wonderful sounds of the out-of-tune piano and two very out-of-tune singers. 在他们家周末并不仅仅只有书本和烹饪。而且还充满了那架走调钢琴发出的动听的音乐和两个老跑调的歌手的美妙歌声。
12. panic rising 独立结构作状语。心头顿时涌起一阵恐慌。
13. a request that I take piano lessons in her memory. that 引导定语从句修饰 that 引导定语从句修饰 a request。她还请求我继续去上钢琴课, 就算是对她的纪念
14. "The Old Grey Mare" 《当家的老妇人》
15. She is tearing up the ivories in heaven. 她肯定正在天堂里尽情地弹着钢琴呢。



III. Post-reading

1. Reading Comprehension

Content Questions

Directions: In this part there are 9 questions for you to answer.

1) Why did the writer say if he wanted to go to college, it was up to him?

2) What did the writer do to pay for his study?

3) How did he help himself study?

4) Why did his brain drift off?

5) The sentence "I thought the bottom was going to drop out of my college career" means

6) What did the writer mean by saying "an angel appeared"?

7) What happened to Grandma when the writer intended to go back to school?

8) Why did the writer feel like his world had ended?

9) What do you think of Grandma?

Part Four Study & Practice

I. Vocabulary and Structure

Directions: There are 10 incomplete statements here. You are required to complete each statement by choosing the appropriate answer from the 4 choices marked A, B, C, and D.

1. My friend looked at me _____ I had lost my mind.

- A. even if B. as if C. even though D. as well

2. The government gave us a _____ to build another classroom.

- A. grant B. money C. income D. pay

3. Michael was given some grants, but that was just enough to _____ school and books.

- A. spend B. cost C. payment D. cover

4. Mary flipped cards, _____ the makeup of atoms.

- A. learned B. learn C. to learn D. learning

5. Lisa has trouble _____ time to study.

- A. to find B. find C. finding D. found

6. Susan _____ to teach me Italian.

- A. took over B. took upon C. took for D. took to

7. Weekends at home _____ the wonderful sounds of the violin.
 A. were filled with B. filled with
 C. filled out D. were filled out
8. He was _____ to see his family, for he hadn't been home for a long time.
 A. conscious B. serious C. continuous D. anxious
9. All that was required _____ me was sending a reply to the applicants.
 A. for B. to C. of D. with
10. He decided to _____ before graduation and earn money to support his family.
 A. drop in B. drop by C. drop out D. drop off

II. Cloze

Directions: Choosing the best answer from the given choices for each of the following blanks.

Musical works and their composers are usually 1 as belonging to a specific era. The six major periods of music are Middle Ages, Renaissance, Baroque, Classical, Romantic, and 20th Century. Each period has its own representative composers and its own distinctive music style. Bach, 2, wrote "Baroque" music, Beethoven and Mozart wrote classical music, and Chopin was a "romantic" composer.

These terms serve 3 a sort of shorthand to tell us that a music piece 4 aspects of style with other pieces 5 at roughly the same time. Music of a particular period reflects broad changes 6 society and culture that influenced the way music was written, 7, and heard.

8 the 20th Century, some composers of the traditional school 9 a conscious decision to distance themselves from the styles and values of the past. 10 the French composer Claude Debussy said, "The century of the airplane ought to have it sown music." 11 other composers were equally enthusiastic in trying to return to some aspects of the past, especially the elements of the classical style. On the other hand, popular music, especially jazz, country and rock became the central musical focus of the 12 of people in the world. There was also a growing interest 13 musicians in the other cultures. A new "world music" style started to emerge. This style, 14 freely mixed elements from various cultures, helped to promote global communication.

- | | | | |
|------------------|----------------|--------------|-----------------|
| 1. A. described | B. describes | C. describe | D. describing |
| 2. A. as well as | B. for example | C. too | D. however |
| 3. A. for | B. with | C. to | D. as |
| 4. A. shared | B. share | C. sharing | D. shares |
| 5. A. written | B. write | C. wrote | D. writing |
| 6. A. for | B. to | C. in | D. with |
| 7. A. perform | B. performing | C. performed | D. will perform |
| 8. A. Since | B. To | C. During | D. On |
| 9. A. did | B. made | C. had | D. took |



- | | | | |
|-----------------|----------|-------------|---------------|
| 10. A. For | B. As | C. Like | D. When |
| 11. A. But | B. Then | C. And | D. However |
| 12. A. minority | B. minor | C. majority | D. major |
| 13. A. in | B. with | C. as | D. among |
| 14. A. which | B. that | C. instead | D. instead of |

III. Translation

1. 他不能帮我做实验了,一切全靠我自己。
2. 麦克尔参加了学校里组织的一项勤工俭学计划。
3. 我父亲让我铭记艰苦劳动的价值。(impress)
4. 失去朋友远比失去金钱要糟糕得多。
5. 我们做了要求我们所做的一切。

Part Five Writing

Directions: You are required to write a short passage according to the following instructions.

come from a large family with a single parent be up to sb. to go to college as part of a work-study program have trouble doing intend to drop out college career have great love of music old, off-key piano take upon be filled with wonderful sounds of the out-of tune piano out-of-tune singers pay for the rest of the school year years later walk by a piano think

Part Six Extensive reading



A Story about Mozart

One day Mozart saw an old blind street-performer playing the violin in a street corner. He recognize(认出) the old man was playing one of his composition(乐曲). The old man played for some time but the hat in front of him was still empty-nobody had put any money in it. Mozart asked the old man, "Do you of tenplay compositions by Mozart?" "Yes, sir," the old man replied, "Now, everybody theol man said he did. Mozart took over the violin from the old man and began to play."

He played so well that all the passers-by stopped to listen to the wonderful music and soon the old man's hat was full of money. The old man was full of admiration(羡慕) and felt surprised that a