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综合教程

**Real** Communication  
An Integrated Course

3

新标准大学英语

**NEW** STANDARD  
COLLEGE ENGLISH

总主编：Simon Greenall (英) 文秋芳

外语教学与研究出版社  
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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### 新标准大学英语 综合教程 3

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# 前言

承外语教学与研究出版社与英国麦克米伦出版公司之邀，由中英双方作者组成的编写委员会联合主持编写了《新标准大学英语》这套国际化、立体化系列教材。

自2005年项目启动以来，《新标准大学英语》编委会成员密切合作，充分发挥各自优势与专长，就教材设计与编写等相关方面进行了广泛而深入的调查与研讨。在此过程中，我们拜访专家，研究现行教材，到课堂听课，与教师座谈，与学生交流，经过充分调研与反复论证，确定了本教材设计理念与编写方案。2008年秋，我们在国内选定多所院校进行试用，在认真听取试用院校师生反馈意见与建议的基础上，又对教材进行了调整和完善。现正式出版，与广大高校师生见面。

## 编写依据

- 一、《新标准大学英语》以教育部颁布的《大学英语课程教学要求》为指导，在设计与编写中力求准确把握大学英语教学的性质与目标，遵循对学生英语综合应用能力培养的要求，贯彻为实现教学目标所倡导的教学模式、教学评估与教学管理等原则。同时，《新标准大学英语》借鉴与采纳了近年来大学英语教学改革的成功经验与教学实践的成果，希望通过新的教材体系与教学理念进一步推动大学英语教学的发展。
- 二、《新标准大学英语》充分考虑与基础阶段英语教学的衔接，满足新形势下的教学需要。自2001年起，教育部先后颁布了基础义务教育阶段与高中阶段《英语课程标准》，高中新课程实验自2004年开始实施。目前，根据《英语课程标准》“一条龙”教学培养出的中学生正大批升入大学，他们的英语能力、学习习惯、认知水平、思维方式等都已不同于以往入校的学生。这势必对大学英语教学提出更新、更高的要求。《新标准大学英语》在设计中充分考虑了新的教学对象的学习需求，并为教学提供了多种解决方案。
- 三、《新标准大学英语》体现“教师主导，学生主体”的教学思想，充分考虑学生与教师在教学过程中的关系、作用与需求，促进师生的积极互动与共同发展。本着“以人为本”的理念，《新标准大学英语》从教材到网络自主学习平台的设计，从每一教程、每一单元到每一具体语言点的设计，都以学生的学习与发展为根本；同时，在教学内容、教学活动与教学过程的安排中，注重教师的主导作用与师生的互动交流，从而实现在教师的启发与指导下，学生积极地、富有创造性地学习。

## 教材特色

### 一、选材内涵丰富，语言鲜活地道，体现社会发展与时代特色

《新标准大学英语》在选材上结合新一代大学生的知识结构与思维特点，主题内容以人与人、人与自然、人与社会的关系为主线，涵盖生活、学习、情感等日常话题及政治、经济、历史、文化、科技等深层问题。所选文章与视频材料注重语言质量、文化内涵、思想深意与创作视角，既有经久传诵的文学佳作，也有风格独特的优美时文。全书语言地道，贴近实际，鲜活生动，折射出社会的发展，也充分展现了语言的魅力。

### 二、融合多种技能，培养综合素质，提高语言能力与思维能力

《新标准大学英语》在练习与活动设计上注重对学生综合能力的培养。《综合教程》与《视听说教程》主题呼应，相互配合，训练多种技能；同时，每一单元内各板块环环相扣，内容彼此联系，技能互为补充。

# 前言

丰富的语言材料、形式多样的活动、具有启发性的训练（如 Reading and interpreting, Developing critical thinking 等）既能够培养学生的英语综合应用能力，又能够提高学生的学习策略与创新思维能力。

## 三、展示多元文化，探讨文化差异，培养跨文化意识

《新标准大学英语》的编者充分发挥中西文化背景结合的优势，在教材中融入世界各国的文化传统、风俗习惯和价值观念，引导学生探讨和鉴别中西文化差异。无论是文化内涵深厚的选材、课文中的文化注释、练习中的文化比较，还是专题文化短篇（Reading across cultures），都在潜移默化地传授文化知识，培养文化意识，提升学生对不同文化的理解以及在跨文化交际情境中使用恰当、得体、地道英语的能力。

## 四、优化教学模式，提供立体资源，构建自主学习平台

《新标准大学英语》贯彻《大学英语课程教学要求》所倡导的教学模式，提供课堂教学与网络自主学习所需要的立体化资源。学生可以根据个人需要，通过多媒体光盘巩固所学知识，通过网络课程拓展学习内容。在网络平台中，学生可以在教师指导下，设定自己的学习目标与进程，选择相应练习，加强语言训练；也可以在线完成作业、参加测试、查询练习记录、与教师或同学进行交流。丰富的教学资源与个性化、自主式的学习环境有助于学生进一步提高语言能力与学习能力。

## 五、寓教于乐，激发兴趣，创建轻松学习环境

《新标准大学英语》通过对内容与形式的精心设计为学生与教师营造了一种轻松、愉快的教学氛围。其语言材料不但耐人寻味、启迪心智，而且体裁多样、文笔优美，读来让人身心愉悦；教材的版面设计色彩明快、构图新颖、画面生动；所配的声像材料场景真实、表演自然、语音地道。网络平台界面友好、操作方便，使学生在轻松的学习环境中享受学习的乐趣。

## 六、满足个性化教学需要，促进教师专业化发展

《新标准大学英语》丰富的教学资源给了教师广阔的自主设计与发挥空间，教师可根据学生特点与教学需要组合资源，因材施教。同时，与教材配套的教师用书、教学光盘和试题库为教师提供了全面、系统的教学支持。为促进教学交流，提升教学效果，《新标准大学英语》网络平台为教师管理教学、共享资源、交流信息提供了平台，还开通了教师与编者之间沟通的渠道，使教师在教学中不断提高，在探索中不断发展。

## 教材构成

《新标准大学英语》针对大学英语“一般要求”设计，包含 1-4 级，供两个学年使用。每一级设有《综合教程》、《视听说教程》与《综合训练》。与教材配套的还有学习光盘、教学光盘、网络自主学习平台、试题库等教学资源。不同分册、不同媒体间紧密联系，相互支持。

《综合教程》每级 10 个单元，每单元围绕同一主题展开，包含两篇主要阅读文章与一个专题文化短篇，读、写、译、说各项技能有机结合。《视听说教程》与《综合教程》各单元主题呼应，提供真实、生动的视频与音频材料，并通过各类活动与练习提高学生的听说综合能力。《综合训练》主要配合《综合教程》各单元内容，提供词汇、语法、阅读、翻译等形式多样的语言综合练习，帮助学生加强语言训练，学会活用语言。

## 教学建议

《新标准大学英语》提供四个级别、两条主线（《综合教程》与《视听说教程》）以及丰富的立体化资源，教师可根据本校教学条件及学生英语水平选择合适的教学材料，进行“分类指导”与“分层教学”；同时充分利用网络教学资源，合理安排课堂授课与课下自主学习的内容，实施基于计算机网络的教学模式。网络平台中的记录、测试与评估功能还可协助教师进行形成性评价与终结性评价，加强对学生在学习过程中语言应用能力发展的检测。

由于教学条件的差异，教师在教授《新标准大学英语》时必然会采用不同的处理方式与多样的教学方法，也会产生许多有创见的思路与方法。我们鼓励多种教学方法的交流与共享，也将积极提供平台，促进教师之间的沟通，共同探索如何发挥教材特色，优化教学效果，实现在新形势下培养学生英语综合能力、自主学习策略以及综合文化素质的目的。

## 编写团队

《新标准大学英语》系列教材的中方总主编为北京外国语大学中国外语教育研究中心主任文秋芳教授，英方总主编为国际英语教师协会前任主席、英语教育与教材编写专家 Simon Greenall 教授。《综合教程》主编为北京大学柯彦玠教授。《教师用书》主编为英国华威大学 Martin Cortazzi 教授与英国迪蒙福特大学金立贤博士。

参与《新标准大学英语》系列教材策划与编写的还有国内外多位专家与教师。为确保教材的适用性，我们曾在国内多所高校征求意见，进行试用。本套教材的编委会成员包括来自北京大学、南京大学、中国人民大学、北京航空航天大学、首都师范大学、北京工商大学、山东大学、湖北大学等多所院校的英语教师，他们都为教材的合理使用与教学方法的创新提供了许多建议。

《新标准大学英语》诞生于我国教育改革的重要时期，是当前大学英语教学改革发展的必然产物，也将为我国大学英语教学注入新的活力，引发新的思考，探索新的标准。在四年多的编写与开发过程中，我们汇集多方意见与建议，凝聚多位专家与一线教师的经验与智慧，在教材内容与形式上进行了探索与创新。在教材使用中，我们希望得到更多院校师生的反馈意见与建议，以便我们不断完善教材，提供全面支持。

《新标准大学英语》编委会

2009年3月

# Introduction

## Overview

*New Standard College English* has a number of important principles:

- it presents a balanced approach between language knowledge and language skills, so that the students not only learn about English, but also learn how to use their knowledge in interactive situations
- it develops effective communication strategies by integrating the language skills of reading, writing, speaking and listening in a holistic way, which reflects real-life language use
- it encourages the development of intercultural awareness, to allow the students to use their language knowledge and skills with speakers from different cultures
- it promotes a learner-centred approach, where the students are encouraged to personalize the process of language acquisition, to make best use of the resources within their classroom as well as online, and to develop learning strategies which are most appropriate to their personal requirements and circumstances
- it exposes the students to the variety of language which is spoken and written in everyday situations today
- it develops critical thinking, which encourages the students to look beyond the passages and consider the broader implications of what they have read or listened to

## Components and course organization

There are four levels for *New Standard College English* to be used over the two years of English language instruction. Each level contains:

- Real Communication: An Integrated Course Student's Book
- Real Communication: Listening and Speaking Student's Book
- Real Communication: Workbook
- Real Communication: An Integrated Course Teacher's Book
- Real Communication: Listening and Speaking Teacher's Book

The Listening and Speaking course contains video and audio passages. The whole course is supported by an online version, which will both enhance the textbook version and include specially written material.

Each Student's Book contains ten units, and each unit contains a single broad theme, such as starting out at college, learning to think, communication, feelings and emotions, popular science, travel etc. As the Integrated Course book is designed to be used alongside the Listening and Speaking book, the themes are the same in both books.

## Course design and syllabuses

The course design adopts a multi-syllabus approach appropriate to the university students and teachers.

The syllabuses include:

- themes, chosen for their interest and relevance to university students studying in China, but who have a desire to learn about countries and cultures around the world
- lexis, guided by the wordlist in the *College English Curriculum Requirements (CECR)* and supported by the *Macmillan English Dictionary for Advanced Learners* (2nd edition, 2007)
- grammar and sentence patterns, presented in the context of the passages
- skills: reading, listening, speaking, writing and translating
- pronunciation, focusing on particular areas of difficulty for Chinese speakers of English
- intercultural awareness, through exposure to a wide variety of international issues as well as the linguistic and non-linguistic conventions, customs, traditions, attitudes and beliefs of cultures from all round the world

## Unit organization

### Real Communication: An Integrated Course

The unit follows a basic pattern:

**Starting point** introduces the unit theme by a variety of speaking activities, including questionnaires, discussion points and famous quotations.

**Active reading (1)** contains the first main reading passage and focuses on the words which should be learnt either for receptive or productive use. There is preparation for reading and prediction work, a while-reading activity, and a **Language and culture** box with information about cultural references in the passage which may be unfamiliar to the students.

Then there is a series of stages which focus on:

- **reading and understanding**, in which the main ideas and detailed meaning of the passage is explored
- **dealing with unfamiliar words**, where there are three types of words and activities. The words in the tinted vocabulary box are words which are prescribed by the CECR wordlist, and the activities which accompany them are designed to explore their meaning and form. There are also lexical sets in the vocabulary box which are related to the topic. The final type of words are those which are beyond the required level, but which need to be understood in order to be able to understand the main idea of the passage. The accompanying activity encourages the students to develop skills to deal with unfamiliar words, both within and beyond the passage
- **reading and interpreting**, in which aspects of inference, style, and writer's purpose are examined
- **developing critical thinking**, a series of questions which develop the ideas presented in the passage, and encourage independent thinking

**Talking point** is a short section where the unit theme is further explored by an opportunity for less intensive discussion and interaction.

**Active reading (2)** contains the second main reading passage, and covers the same stages as in Active reading (1). The passage explores the unit theme from a different perspective and is written in a different genre from the passage in Active reading (1). This ensures that the students are exposed to a variety of viewpoints and genres.

**Talking point** occurs again, and serves a similar function to the first Talking point.

**Language in use** is designed to explore aspects of grammar and complex sentence patterns which are presented in the two reading passages. There may also be extra information about particular words or expressions, or some work on collocations. The section finishes with translation from and into Chinese.

**Reading across cultures** contains a passage which shows an aspect of cultural life, customs or behaviour in a country or culture other than China, and with which the students may not be familiar. There are comprehension questions and questions which provide an opportunity for the students to compare the culture shown in the passage with their own culture.

**Guided writing** uses the passage in Reading across cultures as a model for writing practice. Aspects of language which are commonly found in written English, especially academic writing, are explored, and the section finishes with an activity designed to help the students perform a new and unique piece of writing which practises the aspects of language explored earlier.

**Unit task** provides a task which allows the students to review all the language skills they have encountered in the whole unit.

**Unit file** is a summary of the language points and skills presented in the unit.

### Real Communication: Listening and Speaking

**Starting point** is a pair- or group-work activity which introduces the unit theme.

**Inside view** provides listening practice by means of



# Introduction

a video story of three students, Mark (English), Kate (American) and Janet (Chinese) at the University of Oxford in England. Filmed on location in Oxford, it shows their typical lives, interests and concerns, and provides an insight into the university and the city. There are comprehension activities and a **Language and culture** box to explain unfamiliar cultural references. **Everyday English** highlights some of the words and expressions which are very common in spoken, contemporary English, and which may be difficult to understand. The section ends with a guided functional dialogue, with a box of useful functional expressions, taken from the video story as references.

**Talking point** is a pair- or group-work activity which remains close to the unit theme, but allows a change of pace in the lesson.

**Outside view** uses short extracts from video material in which the English is authentic and roughly graded to the students' level. The accompanying activities are designed more to enable the students to understand the main ideas, rather than to check detailed comprehension. There is a section for **Developing critical thinking**, with a similar intention to the ones in the Integrated Course.

**Listening in** contains two listening passages which provide further practice listening to roughly graded material. As with Outside view, the intention is to expose the students to language which may be slightly higher than their present level of English, but which will prepare them for listening and understanding in real-life contexts. This section finishes with a **Developing critical thinking** activity too.

**Presentation skills** includes advice on techniques for giving effective presentations, as well as a box of functional expressions. The main activities lead the students to give a presentation related to the unit theme.

**Pronunciation** focuses on the specific points in pronunciation, stress and intonation which cause Chinese speakers of English difficulty, and includes aspects such as linking sounds, stressed words, and sense groups.

**Unit task** contains a task which allows the students in pairs or groups to review all the language skills they have covered during the unit.

**Unit file** is a summary of the language points and skills presented in the unit.

## English in 21st-century China

“If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people.”

The Chinese proverb is equally well-known in English. *New Standard College English* plans for a lifetime of learning by promoting best practice in language teaching and quality education.

The course aims to encourage the students to enjoy using English and to develop a sense of progress and achievement in their learning.

Secondly, it sets a new standard for English language teaching in Chinese universities. It stands as the sum of our knowledge about English in the 21st century, about language teaching methodology, about how to choose content which reflects the interests of university students, and about how to bring all these features together in an attractively designed, state-of-the-art textbook.

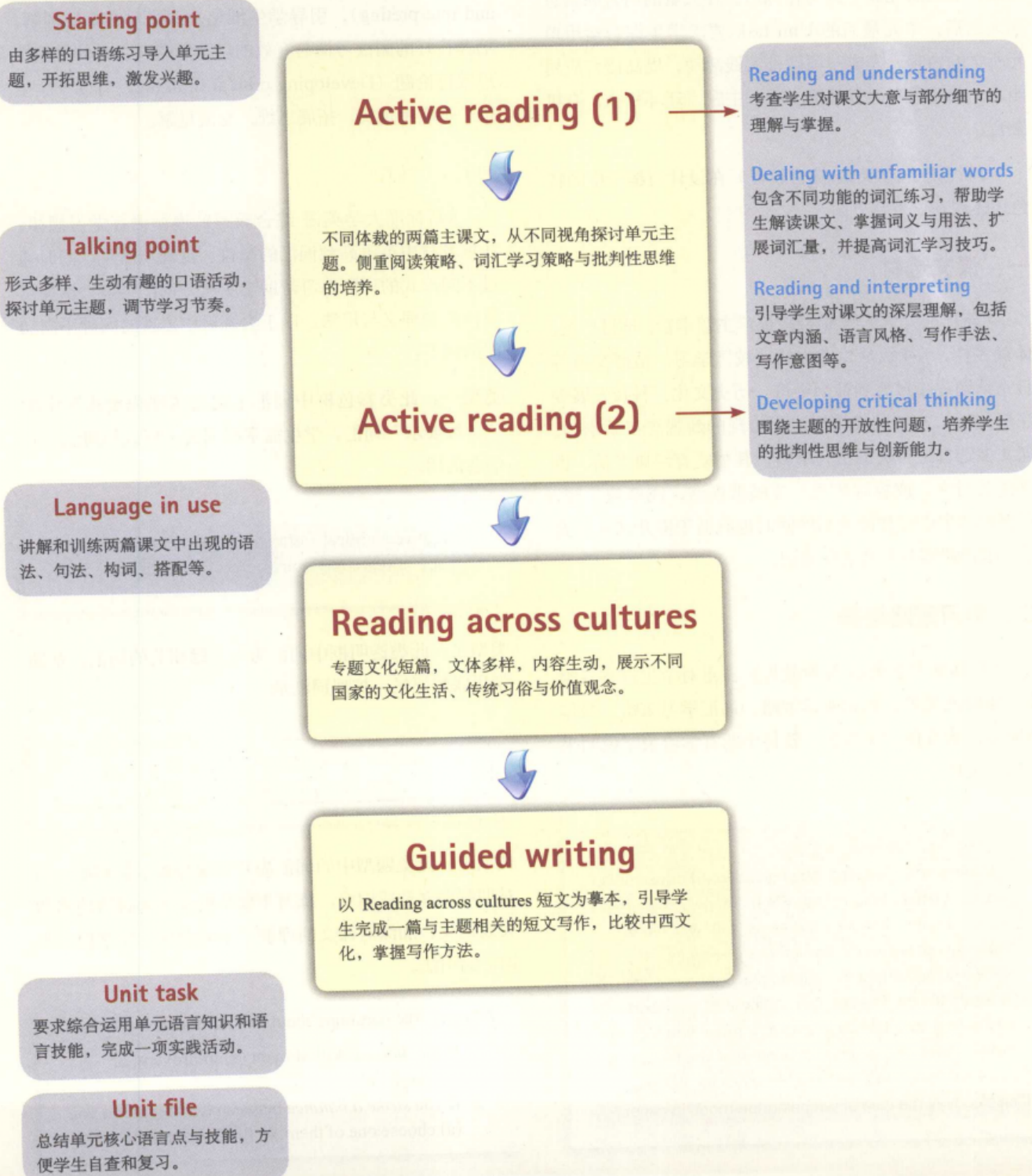
Above all, *New Standard College English* lays the foundations of educating a lifetime of English users in China, which will encourage their membership of the worldwide and intercultural English-speaking community. It invites the students to reach beyond their university, beyond their region and beyond China itself, and to join an international community where English is used both as the language of commerce, economics, entertainment, culture and politics, and as a means to promote international understanding and peace.

Simon Greenall  
Co-editor in chief  
New Standard College English

# 《新标准大学英语 综合教程》编写说明

作为《新标准大学英语》系列教材的主干教程之一，《新标准大学英语 综合教程》的编写以《大学英语课程教学要求》（以下简称《课程要求》）为指导，遵循“以人为本”的理念，注重对学生语言综合能力、跨文化交际意识以及创造性、批判性思维的培养。

《新标准大学英语 综合教程》包括1-4级，每级10个单元。每单元结构如下：



每单元的设计思路是：以轻松的口语活动引入主题，之后的两篇课文围绕这一主题展开，视角和观点或相互补充，或截然相反，培养学生多角度、批判性地看待问题。学生在对课文充分理解与讨论后，可以阅读一个专题文化短篇，了解与单元主题相关的不同国家的文化，进一步拓展视野；并参考文化短篇的写作模式，结合中国文化或自身经历完成一篇写作练习。在大量的语言和信息输入之后，单元最后的 Unit task 要求学生综合运用单元所学的内容，完成一项课外实践活动，提高语言应用能力。单元所有内容都围绕同一主题，环环相扣，有机融合。

《新标准大学英语 综合教程》在设计与编写中的特色还体现在以下几方面：

## 一、课文选材

《新标准大学英语 综合教程》主题丰富、选材广泛、体裁多样，1-4 级从生活方式、校园学习、情感交流等日常话题逐步过渡到社会经济、历史文化、科技发展等深层问题，其中涉及许多近年出现的新观念与新事物。课文多选自近年英美报刊书籍，其中既有经典名篇，也有优美时文，或睿智隽永，或幽默诙谐，或辛辣尖锐，在促进学生语言技能提高的同时也有助于提升其人文素质、道德修养与社会责任意识。

## 二、学习策略培养

《新标准大学英语 综合教程》注重对学生进行各类学习策略的培养，包括阅读策略、词汇学习策略、写作策略等。为方便学生查找，教材中所有学习策略说明采用统一设计：

### Using figurative language

Poems often use language figuratively. For example, we don't usually *shed a sigh* ("A marriage") and we can't normally *treed on dreams* ("He wishes for the cloths of heaven"). Sometimes poems make surprising and effective connections between quite different things. The onion in "Valentine" is a good example of this. It is described as a moon wrapped in brown paper. The onion and its outer skin refer to the silver-coloured moon and the brown paper, but they also convey the idea of wrapping the moon in paper

### 阅读策略：

每篇课文之前设计预测练习，帮助学生掌握 Predicting 的方法与技巧。课文后的阅读练习层层深入：从理解文章基本大意和部分细节 (Reading and understanding)，到扫清语言障碍 (Dealing with unfamiliar words)，再到深入分析文章内涵 (Reading and interpreting)，引导学生细化并深化对文章的理解，培养良好的阅读习惯与有效的学习策略。之后的批判性思维讨论题 (Developing critical thinking) 有助于学生进一步联系现实，拓展思维，交流见解。

### 词汇学习策略：

《新标准大学英语 综合教程》遵循语言学习规律，注重教材中英语高频词汇的覆盖、复现与活用，同时通过不同形式的词汇练习帮助学生区分词汇类型，掌握常用词汇的词义与用法。以下为练习中出现的四种不同功能的词汇：

类型一：此类彩色框中词汇主要为《课程要求》中的“一般要求”词汇，学生需掌握词义、形式与用法，并学会活用。

creative critical effective generate identify  
integrate logical recall transfer

类型二：此类透明框中词汇为与主题相关的词汇，帮助学生联想记忆，扩展词汇量。

handset house phone landline range  
signal subscriber voicemail

类型三：此类题型中的词汇为非《课程要求》词汇，但对理解课文造成困难。练习主要帮助学生通过语境猜测大致词义，加深对课文的理解。不必要求学生掌握此类词汇的用法。

### 7 Answer the questions about the words and expressions.

- 1 If you *hone* a skill, do you (a) improve it, or (b) forget it?
- 2 If you *strike a balance* between two things, do you (a) choose one of them, or (b) find a middle way?

类型四：日常使用中出现频率较高的词汇及其常用搭配。学生需掌握。

### collocations

Adjectives which often go before:

**career** brilliant promising varied

Nouns which often go after:

**killer** disease instinct virus

**maintain** contact links relations

7 Complete the sentences with suitable expressions from the collocation box. Sometimes more than one collocation is possible.

- 1 How does your university \_\_\_\_\_ with former students?
- 2 His \_\_\_\_\_ as a young diplomat was interrupted when he became seriously ill.

除词汇练习外，每单元最后的 Unit file 总结了本单元所有需要学生熟练掌握的“一般要求”词汇，方便学生在每单元学习结束后检测学习效果，进行复习。教材最后还附有词汇索引表，方便学生快速查询生词所在课文。

同时，《新标准大学英语 综合教程》配有单独的词汇手册，提供本单元所有生词、短语列表和中文释义，同时为重点词汇和所有短语提供了例句，方便学生在阅读课文或课下学习词汇时使用。多种词汇呈现方式有效结合，提高学生词汇学习的效果。

### 写作策略：

以文体多样、内容丰富的专题文化短篇 (Reading across cultures) 为摹本，通过明确清晰的指导，引导学生一步步掌握有效的写作技巧。1-2级以篇章模仿写作为主，熟悉写作过程，学会谋篇布局；3-4级细化、精练写作技巧，进一步提高写作质量。

## 三、文化输入与练习

《新标准大学英语 综合教程》提供大量的文化信息与相关练习，帮助学生了解多元文化，提高跨文化交际意识与能力。每篇课文都提供 Language and culture，讲解文中的重要语言与文化信息。每单元的专题文化短篇展示不同国家的文化生活、传统习俗、价值观念等。课文后的阅读理解和文化对比练习探讨中外文化差异，培养文化意识，提高学生对不同文化的敏感度以及在跨文化交际中得体表达的能力。

### Language and culture

The **High Street** is the main street in a town or area where there are a lot of shops.

**Premier League** is a group of English football teams that compete against each other. The teams are put in order of points they have won.

**Telly** is an informal spoken word for *television*.

**Footie** is an informal spoken word for *football*.

## 四、立体化支持

《新标准大学英语 综合教程》配有MP3光盘，提供课文与生词录音；网络课程提供补充背景知识、文化信息、语言点讲解、课文译文，以及与主题相关的文本、音像资源等。全方位、立体化的学习资源与个性化、自主式的学习环境有助于学生进一步增强语感，强化语言，提高语言综合能力。

## Map of the book

Unit	Active reading	
	Passages	Reading skills
<b>Unit 1</b> <b>Discovering yourself</b> P1	Catching crabs P3 We are all dying P8	Using narrative devices Predicting Understanding writer's style
<b>Unit 2</b> <b>Childhood memories</b> P17	Superman P18 Cultural childhoods P22	Predicting Use of imagery
<b>Unit 3</b> <b>Art for art's sake</b> P33	How we listen P35 The mystery of <i>Girl with a Pearl Earring</i> P40	Evaluating the text Predicting Linking ideas
<b>Unit 4</b> <b>Changing times</b> P49	Work in corporate America P51 Our supposedly exciting times are really rather dull P55	Predicting Using irony to create empathy Fact or opinion Paradox
<b>Unit 5</b> <b>A place in society</b> P65	Dinner at Joanne's P66 I, we, they P72	Describing characters Ordering and leaving out information Inferring
<b>Unit 6</b> <b>Streets full of heroes</b> P81	Last man down: the fireman's story P82 Eleanor Roosevelt: First Lady of the World P88	Predicting Understanding writer's style Using quotations
<b>Unit 7</b> <b>The secret life of science</b> P97	Can bad luck be explained? P99 The diva within P104	Evaluating the text Narrative balance
<b>Unit 8</b> <b>High days and holidays</b> P113	International Women's Day P115 Chinese or Western, it's a time to relax P119	Understanding text organization Metaphor
<b>Unit 9</b> <b>What's in a name?</b> P129	What's in a name? P130 Calling your kid Noah or Coke – how wet is that? P135	Predicting Understanding text organization Understanding humour
<b>Unit 10</b> <b>Tales ancient and modern</b> P145	Urban myths or urban legends? P147 Echo and Narcissus P152	Evaluating the text Using old-fashioned language
<b>Glossary</b> P161		

Language in use	Reading across cultures	Guided writing	Unit task
word formation: compound words <i>It's what / how ... that ...</i> <i>It is / was not just that ... but ...</i> collocations Pp12-13	Rites of passage P14	Planning an essay P15	Carrying out a survey on students' fears and ambitions P16
unpacking complex sentences collocations Pp28-29	Childhood around the world P30	Describing habitual actions in the past P31	Making a collection of childhood memories P32
word formation: compound nouns <i>might have been / done</i> <i>may be due to the fact that ...</i> <i>insist that ...</i> collocations Pp44-45	The top five paintings in Western art P46	Listing items P47	Producing a leaflet on places of artistic interest P48
<i>in such a way / fashion that ...</i> word formation: <i>in-, un-, dis-</i> <i>for all + noun phrase</i> <i>as + adj. ... as</i> collocations Pp60-61	Britain's disappearing jobs P62	Giving examples P63	Defending a traditional job or trade P64
word formation: <i>pro-</i> and <i>anti-</i> <i>not just to ... but to ...</i> <i>prep. + which / whom</i> unpacking complex sentences collocations Pp76-77	Destination Europe P78	Using the passive P79	Preparing a guide for immigrants to China P80
word formation: gender-inclusive language <i>Why is it that ...?</i> <i>adj. + though it + be</i> collocations Pp92-93	Heroes in Western literature P94	Using quotations P95	Writing a nomination for an unsung hero P96
word formation: <i>-ity and -ility</i> <i>when it comes to ...</i> <i>if only</i> collocations Pp108-109	What's in a number? P110	Comparing and contrasting P111	Ranking scientific research projects P112
<i>Be it / they ...</i> fronting <i>as</i> collocations Pp124-125	Day of the Dead P126	Narrating and describing customs and festivals P127	Making a Calendar of Chinese festivals P128
word formation: <i>-something and -odd</i> <i>as much / many ... as there is / are</i> unpacking complex sentences collocations Pp140-141	Nicknames P142	Expressing quantities P143	Preparing a report about names P144
word formation: <i>sub-adj. + or not</i> <i>that of ...</i> <i>while</i> collocations Pp156-157	Crow brings the daylight: a story from the far north P158	Writing a traditional story P159	Writing a description of Chinese myths or legends P160

Unit  
1

# Discovering yourself



## A father and son's fishing trip

Read how a father gives advice  
to his son about the future

## Tomorrow may never happen

Advice on how to live life  
in the moment

## Rites of passage

Find out how young people  
around the world make the  
transition to adulthood

## Starting point

1 Match the questions with the answers.

### Getting to know YOU

- 1 What is your earliest memory?
- 2 When was your happiest moment?
- 3 Which famous person do you most admire?
- 4 What makes you depressed?
- 5 What characteristic do you most dislike about other people?
- 6 What characteristic do you most dislike about yourself?
- 7 Which do you respect most: your character or your appearance?
- 8 What's your favourite word?
- 9 Who would you invite to your dream dinner party?
- 10 What do you consider your greatest achievement so far?
- 11 What's the nicest thing anyone has ever said to you?
- 12 How would you sum up yourself in six words?

**David Beckham, Mick Jagger, Tony Blair, Bill Gates and my grandfather, who died last year.** Alice, Hong Kong, China

**When I was two years old, and saw the snow for the first time.** Peter, Germany

**Nelson Mandela.** Gavin, Australia

**Bad manners, bad driving.** Mary, Ireland

**Grey clouds, rain.** Harry, UK

**Bad reputation. Such a good girl.** Mercedes, Venezuela

**I don't think I'm very pretty, but I hope I'm a kind and friendly person.** Megan, New Zealand

**Butterfly, but don't ask me why!** Millie, South Africa

**Having a beautiful, perfect, gorgeous baby boy.** Georgina, UK

**My mother stopped to talk to a friend in the street, and I got bored.** Konnie, India

**I try not to, but I get very jealous.** Mark, Nigeria

**I missed you.** William, Spain

2 Work in pairs and discuss your answers to the questions.

## Active reading (1)

1 Work in pairs and discuss the main worry of a final-year student in the US. Choose from the list:

- saying goodbye to all their college friends
- thinking about a job for the future
- passing the final exams
- finding a partner to spend the rest of their life with

2 Answer the questions about how you might feel during your last year at university.

- 1 How will the last year at college be different from earlier years?
- 2 What will you be thinking more about, your exams or your future?
- 3 How sure are you about what you want to do?
- 4 Who is also likely to be concerned about your future?
- 5 Who will you turn to for advice?
- 6 What do you think they'll say?

Now read the passage and find out how the writer might answer the questions.





# Catching CRABS

<sup>1</sup> In the fall of our final year, our mood changed. The relaxed atmosphere of the preceding summer semester, the impromptu ball games, the boating on the Charles River, the late-night parties had disappeared, and we all started to get our heads down, studying late, and attendance at classes rose steeply again. We all sensed we were coming to the end of our stay here, that we would never get a chance like this again, and we became determined not to waste it. Most important of course were the final exams in April and May in the following year. No one wanted the humiliation of finishing last in class, so the peer group pressure to work hard was strong. Libraries which were once empty after five o'clock in the afternoon were standing room only until the early hours of the morning, and guys wore the bags under their eyes and their pale, sleepy faces with pride, like medals proving their diligence.

<sup>2</sup> But there was something else. At the back of everyone's mind was what we would do next, when we left university in a few months' time. It wasn't always the high flyers with the top grades who knew what they were going to do. Quite often it was the quieter, less impressive students who had the next stages of their life mapped out. One had landed a job in his brother's advertising firm in Madison Avenue, another had got a script under provisional acceptance in Hollywood.

The most ambitious student among us was going to work as a party activist at a local level. We all saw him ending up in the Senate or in Congress one day. But most people were either looking to continue their studies, or to make a living with a white-collar job in a bank, local government, or anything which would pay them enough to have a comfortable time in their early twenties, and then settle down with a family, a mortgage and some hope of promotion.

<sup>3</sup> I went home at Thanksgiving, and inevitably, my brothers and sisters kept asking me what I was planning to do. I didn't know what to say. Actually, I did know what to say, but I thought they'd probably criticize me, so I told them what everyone else was thinking of doing.

<sup>4</sup> My father was watching me but saying nothing. Late in the evening, he invited me to his study. We sat down and he poured us a drink.

<sup>5</sup> "So?" he said.

<sup>6</sup> "Er ... so what?"

<sup>7</sup> "So what do you really want to do?" he asked.

<sup>8</sup> My father was a lawyer, and I had always assumed he wanted me to go to law school, and follow his path through life. So I hesitated.

<sup>9</sup> Then I replied, "I want to travel, and I want to be a writer."

<sup>10</sup> This was not the answer I thought he would expect.