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The new
curriculum
college
English




新课程 大学英语

综合教程

(第1册)



 南京大学出版社

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新課程 大学英语 综合教程

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编写说明

1. 使用对象

本套教材针对全日制非英语专业大学本科学生编写,共四册,供第一学年和第二学年两个学年使用。

2. 编写依据

本套教材以教育部颁发的《大学英语课程教学要求》为指导,在设计与编写中力求从学生的实际需求出发,立足大多数学生的学习水平,注重与其高中基础阶段英语教学的衔接,充分体现了《大学英语课程教学要求》所倡导的教学原则、内容和方法。

3. 编写目标

本套教材的总体目标是:通过四个学期的英语学习,使学生具备较高的阅读能力和一定的写作与翻译能力;培养学生的英语综合运用能力,使他们能够顺利地通过四、六级英语考试,能在以后的工作和社会交往中用英语有效地进行口头和书面的信息交流;提高学生的自主学习能力,使他们掌握良好的语言学习方法和具有较高的综合文化素养,以适应未来社会发展的需要。

在这一总体目标的指导下,本套教材第一册侧重培养学生对积极词汇和句子结构的运用能力,使其熟练掌握常用的构词法和英语简单句结构。阅读方面:通过阅读让学生掌握基本的阅读技能,使其能够读懂和所学课文语言难度相当的文章。写作方面:能熟练地用英语简单句结构进行书面写作。翻译方面:能够把课文中的短语、句型等直接套用到翻译中来,快速准确地做到活学活用。

第二册侧重扩展学生的词汇量,培养学生的自主学习能力,完成与高中基础阶段英语教学的衔接。阅读方面:能够运用所学的阅读技能进行快速阅读,了解英美文化特征,能够进行中西方文化对比。写作方面:能用所学的英语复合句、复杂句以及复合复杂句写出段落,弄清段落的构成特点和常见的写作思路。翻译方面:能灵活运用课文中的适当句型、短语和词汇来翻译复杂长句或一段文章。

第三册侧重培养学生的阅读能力。阅读方面:扩大阅读量,提高阅读速度,加强理解领悟力。能读懂国内英文报纸上的大部分文章,能用所学的阅读技巧轻松地完成同级水平的阅读理解习题。写作方面:由学会写段落转向学会写完整的短文。写作的侧重点由句子组织、段落组织转向篇章组织,要求学生具备谋篇布局的能力。翻译方面:能借助词典对题材熟悉的文章进行英汉互译,译文能基本上传达原文的意思,学会在翻译时使用恰当的翻译技巧。

第四册侧重学生语言运用能力的培养。阅读方面:能顺利阅读难度中等的一般性题

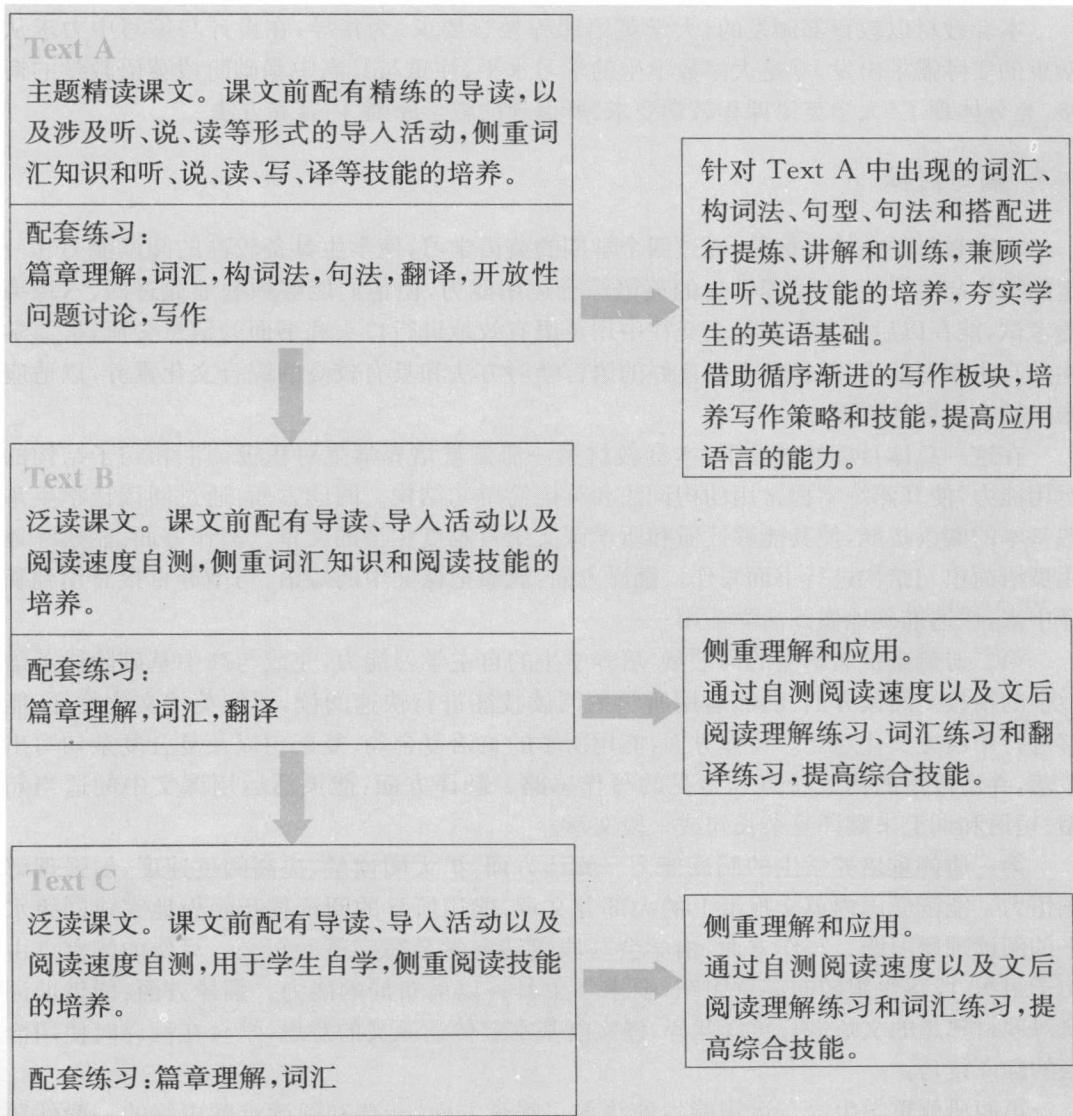


材的文章,掌握中心大意,并能进行一定的分析、推理和判断,领会作者的观点和态度。写作方面:能在阅读难度与课文相仿的书面材料时做笔记、回答问题、写提纲,能就一定的话题或提纲在半小时内写出 120~150 词的短文,运用常见的修辞手法写出应用文如英文书信等。翻译方面:能借助词典将难度略低于课文的英语短文译成汉语,理解正确,译文达意。

4. 编写体例

本套教材共四册,每册八个单元,每个单元围绕同一个主题展开,主题内容涵盖生活、学习、情感、时尚、健康、人际交往、经济文化、人与自然等方面。

每单元结构如下:





5. 配套资源

除教材之外,本套教材还配有教师用书、多媒体课件和 MP3 光盘。教师用书提供课文的参考译文和课后练习参考答案;多媒体课件提供背景知识、文化信息、语言点讲解以及与课文相关的文本、音像资料等;MP3 光盘提供课文与生词的录音。

前言

本套教材针对全日制非英语专业大学本科生编写,以教育部颁发的《大学英语课程教学要求》为指导,在设计与编写中力求从学生的实际需求出发,以学生的学习与发展为根本,充分体现了《大学英语课程教学要求》所倡导的教学原则、内容和方法。同时,本套教材在编写理念和设计上借鉴并采纳了近几年来的先进教学实践成果和优秀教材编写范式。

本套教材共分四册,每一册由八个单元组成,每一单元有三篇文章,围绕一个主题,内容彼此联系。选文力求新颖、睿智、励志、经典。体裁丰富多样,既有经典的文学佳作,也有优美的时文。语言地道,内容新颖,贴近学生生活,反映时代潮流。

从教材特色上来看,本套教材每篇课文都设计了精练的导读,使学生整体把握课文的提要,尽快进入该课文的主题。每一单元中的第二篇和第三篇文章前设置了阅读速度自测,以帮助学生监控自己的阅读速度,培养阅读策略,提高阅读技能和自主学习能力。

每一单元的三篇文章难度合理,并具有梯度性,其中第一篇文章为精读课文,第二篇和第三篇为泛读课文,但难度不同,方便不同层次的学生使用。同一级别的学生也可以根据不同材料实现精读、泛读等不同阅读目的,充分满足了个性化、分层外语教学的需求,方便教师根据不同层次的教学对象合理选择,并灵活实施不同的教学方案。

课后练习题的设计从学生的实际水平出发,遵循循序渐进的原则,着重培养学生的听、说、读、写、译等各项技能。多项练习与现行的大学英语四级考试题型紧密结合,以帮助学生提高语言应用的综合能力和应试能力。

全套教材对每册词汇的分布做了严格的筛选。编写中参照普通高中英语课程标准词表和大学英语课程教学要求词表,使用 Paul Nation 的词汇分布分析软件,使每册书中的词汇分布得到有效控制。每篇课文后的生词根据一定的标准进行了分类。其中,无符号标记的词汇为一般要求词汇;★标记的词汇为较高要求词汇;▲标记的词汇为更高要求词汇;●标记的词汇为超纲词汇。

除此之外,本套教材还配有教师用书、多媒体课件和 MP3 光盘。教师用书提供课文的参考译文和课后练习参考答案;多媒体课件提供背景知识、文化信息、语言点讲解以及与课文相关的文本、音像资料等;MP3 光盘提供课文与生词的录音。

本套教材在编写过程中得到了南京师范大学外国语学院马广惠教授的指导和帮助,在此表示衷心感谢!

由于水平有限,经验不足,教材中难免存在一些问题和不足之处,敬请各位专家、同行批评指正,以便我们再版时改进。

编委会

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Unit 1 College Life

Text A A Satisfying College Experience

College is the best place to make your dream come true.

Text B Commencement Address of Harvard University

The recognition of the special responsibility will guide our actions.

Text C Why MIT Matters

Today, MIT remains unrivaled when it comes to the basic and applied research needed to address the complex challenges of this century.



你是否曾经无数次幻想着大学的校园生活? 想象着沉浸在书的海洋中, 漫步于林间小道中? 而如今你身在大学的校园里, 又将如何度过这几年的大学生涯呢?

Pre-reading Activities

1. Work in groups and discuss the following questions.

- (1) Name some of the most famous colleges and universities in the world. What are they famous for?
- (2) What's your impression of your college?
- (3) What's your ideal college life?
- (4) How will you spend your college years? Draw up a plan.

Please give an oral report on the topics above.

2. Look at the important things in one's college life and choose the items which you are supposed to do in your college years.

- | | |
|---|---|
| <input type="checkbox"/> study | <input type="checkbox"/> falling in love |
| <input type="checkbox"/> part time jobs | <input type="checkbox"/> social communication |
| <input type="checkbox"/> part study programs | <input type="checkbox"/> physical training |
| <input type="checkbox"/> student associations | <input type="checkbox"/> computer games |
| <input type="checkbox"/> reading widely | <input type="checkbox"/> playing truant |

Now compare your answers with your partners. Can you think of other important things in your college life?

Text A

A Satisfying College Experience

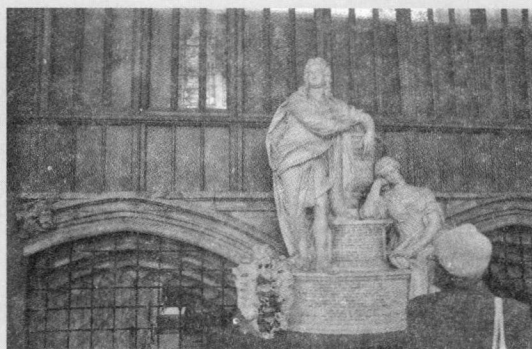
- 1 Through the years, my answer to the age-old question, "What do you want to be when you grow up?" has evolved tremendously. At the age of four, like most hopeful preschoolers, I felt confident that I could be the president of the United States. When



I started elementary school, I developed marginally more attainable goals—perhaps I could be an astronaut or a scientist. However, with my middle school years came a wake-up call: I had no aptitude for science. So, by the time high school rolled around, I decided that my niche was in English and I would make a career for myself in an area that would allow me to do what I loved most—read and write.

2 As a rising senior with a major in English and a minor in journalism, I am proud to say I have yet to abandon that dream, even though what I want to be when I grow up will undoubtedly take a backseat to what job I can find after graduation.

3 With every raised eyebrow I receive and every “why?” I hear when I tell people what I’m studying in college, this realization has grown, but so has my self-assuredness. After three years at the university, I’m confident that all of the clichés about college are true. These will likely be the most educational years of our lives. Not just academically, but in that they mold us into the people we become.



The choices we make in college profoundly affect the interests we develop and the values we deem important. I may not land a dream job in publishing right after graduation, but I don’t and never have regretted my choice of major.

4 At a friend’s graduation party this summer, I watched several of my friends talk about glum job prospects and post-graduation depression. These are some of the most intelligent, talented and hardworking friends I have. All of them have impressive résumés chock—full of internships for every season of the year, board positions in countless clubs and high GPAs. Many of them were English majors. But still, I have hope.

5 In college I’ve had real-life experience in the things I value. I’ve gotten to live the life of a journalist, complete with interviews, deadlines and the satisfaction of seeing my writing in print. In literature classes, I’ve read authors whose works have stood the test of time, whose values I share or disagree with, all the time becoming a more intelligent, cultured and open-minded person. It may take a while for me to find a career that is just as satisfying as these college experiences, but I’m confident I will. I am eternally grateful for the liberal arts education I’ve received at the university and I know it will continue to enrich my life.

6 While I haven’t always been this confident in my choice of major and minor, I’m glad that as a senior, I hold these convictions. If there’s one thing I wish I knew before



freshman year, it's that if something feels like the right decision, it probably is. I urge the incoming freshmen to follow their intuitions and take advantage of the wealth of opportunities that college offers and treasure them. I intend to enjoy every moment of my senior year, because it doesn't get any better than this.

New Words*

evolve /ɪˈvɒlv/	v.	演变,(使)进化,(使)发展
• tremendously /triˈmendəsli/	ad.	可怕地,极大地,惊人地
elementary /ˌelɪˈmentəri/	a.	基本的,初级的,小学的
• marginally /ˈmɑːdʒɪnəli/	ad.	轻微地,少量地
• attainable /əˈteɪnəbl/	a.	可达到的,可获得的
▲ aptitude /ˈæptɪtjuːd/	n.	(学习方面的)才能,天资
• niche /niːʃ/	n.	壁龛;合适的职务(环境、位置等)
career /kəˈrɪə/	n.	职业;经历,生涯
minor /ˈmaɪnə/	a.	较小的;次要的
	v.	副修
• backseat	n.	后座,次要位置
▲ eyebrow /ˈaɪbraʊ/	n.	眉毛
realization /ˌrɪəlɪˈzeɪʃən/	n.	实现;领悟
• assuredness /əˈʃʊədnis/	n.	确实,确信,自信
• academically /ækəˈdemɪkəli/	ad.	学术上,学业上,理论上
mold /məʊld/	n.	霉(菌);模型;性格
	v.	模制,塑造成
* profound /prəˈfaʊnd/	a.	深深的,深刻的
• glum /glʌm/	a.	闷闷不乐的,阴郁的,阴沉的
prospect /prɒspekt; prəsˈpekt/	n.	前景;景象;有希望的候选人
depression /dɪˈprefən/	n.	沮丧;不景气

* 单词表中一般要求词汇无标记,较高要求词汇标记为*,更高要求词汇标记为▲,超纲词汇标记为●。



intelligent /ɪn'telɪdʒənt/	a.	职能的;聪明的;理解力强的
• chock /tʃɒk/	n.	楔子, 木楔, 楔形木垫
	v.	用楔子垫阻
• eternally /i:'tɜ:nəli/	ad.	永久地;不朽地
liberal /'lɪbəərəl/	a.	心胸宽阔的;自由(主义)的;慷慨的
conviction /kən'vɪkʃən/	n.	确信, 坚定的信仰;说服, 信服;定罪
• freshman /'freʃmən/	n.	大学新生;新手
urge /ɜ:dʒ/	v.	鼓励;强烈要求;催促;极力主张
	n.	强烈的欲望
* intuition /ɪntju'ɪʃən/	n.	直觉

Phrases and Expressions

have aptitude for	对……有天赋
major in	主修
minor in	副修
mold sb. into	塑造成
liberal arts	人文科学
take advantage of	利用, 占……便宜

Notes

GPA: (AmE) the abbreviation for GRADE POINT AVERAGE, a number which is the average mark received for all the courses a student takes and shows how well the student is doing.



Exercises

Reading and Appreciating

◆ I. Read the following paragraph aloud to appreciate it.

While I haven't always been this confident in my choice of major and minor, I'm glad that as a senior, I hold these convictions. If there's one thing I wish I knew before freshman year, it's that if something feels like the right decision, it probably is. I urge the incoming freshmen to follow their intuitions and take advantage of the wealth of opportunities that college offers and treasure them. I intend to enjoy every moment of my senior year, because it doesn't get any better than this.

Reading and Understanding

◆ II. Give brief answers to the following questions, using your own words as much as possible.

1. According to the writer, his dreams changed greatly. What was the author's original dream? How did it change?
2. What does the author love most?
3. What is the author's major and minor?
4. After three years at the university, what makes the most educational years of our lives?
5. What did the author urge the incoming freshmen to do?

Vocabulary Focus

◆ III. Match the words in the box with their definitions.

elementary	aptitude	academically	mold
conviction	liberal	prospect	profoundly

1. to shape a soft substance by pressing or rolling it or by putting it into a mold



2. willing to understand and respect other people's behavior, opinions, etc., especially when they are different from your own; believing people should be able to choose how they behave
3. in or connected with the first stages of a course of study
4. natural ability or skill, especially in learning
5. (for sth.) the act of finding sb. guilty of a crime in a court of law; the fact of having been found guilty
6. in a way that has a very great effect on sb./sth.
7. the possibility that sth. will happen
8. relating to education, especially at college or university level

◆ IV. Fill in the blanks with the words given below. Change the form where necessary. You may not use any of the words in the bank more than once.



intuition	eyebrow	urge	minor	prospect
glum	evolve	major	attainable	profoundly

1. As a rising senior with a major in English and a _____ in journalism, I am proud to say I have yet to abandon that dream.
2. I _____ the incoming freshmen to follow their intuitions and take advantage of the wealth of opportunities that college offers and treasure them.
3. At a friend's graduation party this summer, I watched several of my friends talk about glum job _____ and post-graduation depression.
4. The choices we make in college _____ affect the interests we develop and the values we deem important.
5. With every raised _____ I receive and every "why?"
6. It is unrealistic to believe perfection is a/an _____ goal.
7. When animals or plants _____, they gradually change and develop into different forms.
8. Your _____ are unexplained feelings you have that something is true even when you have no evidence or proof of it.



- ◆ V. The following passage is the summary of the text. Read it through quickly and fill in the blanks with the correct form of the words in the box. You may not use any of the words more than once.



elementary	niche	evolve	liberal arts
eternally	attainable	aptitude	marginally

Through the years, my answer to the age-old question, “What do you want to be when you grow up?” has _____ tremendously. When I started _____ school, I developed _____ more _____ goals—perhaps I could be an astronaut or a scientist. However, with my middle school years came a wake-up call: I had no _____ for science. So, by the time high school rolled around, I decided that my _____ was in English and I would make a career for myself in an area that would allow me to do what I loved most—read and write. It may take a while for me to find a career that is just as satisfying as these college experiences, but I’m confident I will. I am _____ grateful for the _____ education I’ve received at the university and I know it will continue to enrich my life.

Word Formation

- ◆ VI. Look at the following sentences. Note the italicized words.

- (1) At the age of four, like most hopeful *preschoolers*, I felt confident that I could be the president of the United States.
- (2) At a friend’s graduation party this summer, I watched several of my friends talk about glum job prospects and *post-graduation* depression.

The prefix “*pre-*” is used to form words that indicate that something takes place before a particular date, period, or event. Some more examples:

<i>pre</i> + history	→	prehistory
<i>pre</i> + pay	→	prepay
<i>pre</i> + caution	→	precaution
<i>pre</i> + dict	→	predict

The prefix “*post-*” is used to form words that indicate that something takes place after a particular date, period, or event.

<i>post-</i> + war	→	post-war
<i>post-</i> + hoc	→	post-hoc
<i>post-</i> + secondary	→	post-secondary
<i>post-</i> + mortem	→	post-mortem