



“十二五”普通高等教育本科国家级规划教材  
教育部推荐使用大学外语类教材

总主编 李荫华

# 全新版大学英语 New College English

第二版

## 综合教程 预备级

### Integrated Course

学生用书  
Student's Book

主编 王海啸

 上海外语教育出版社  
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS  
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# 综合教程

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# 前言

《全新版大学英语》系列教材酝酿于上世纪末，诞生于新世纪初。

《全新版大学英语》系列教材依据现代外语教学理念，运用多媒体、网络等现代教育技术，立足本国，博采众长，完全自主编写而成，是一套集纸质教材(学生用书、教师手册、教学辅助用书等)、多媒体课件(助学光盘、电子教案、题库等)和网络学习系统之大成的立体化教材。

教材的编写宗旨是：遵循外语教学的客观规律，满足我国当代大学生学习的实际需求，既适用于课堂教学又便于学生上机上网自主学习，既有利于巩固语言基础又能更好地培养学生较强的英语综合应用能力，尤其是听说能力，使他们在今后学习、工作和社会交往中能用地英语有效地进行口头和书面的信息交流。

教材按照《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。

教材编写的指导方针是：充分汲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，详尽分析、研究中国学生在英语学习过程中以及在跨文化交际中经常产生的问题，学习、借鉴国外的教学理论和方法并根据我国的教学需要和现有条件加以消化、改造、吸收，自行规划、设计，自行选材、编写。为此，本教材采用了集中外多种教学法之长的折中主义(eclecticism)教学理念。

教材的编写原则是：

1. 倡导基于课堂教学+计算机/网络的新型教学模式。教学中多媒体和网络技术的引进，既可改善语言教学环境和教学手段，又便于学生个性化学习和语言操练，有助于师生之间的沟通。但这一模式不应一成不变，它应随着各校、各班级的具体情况而有所不同。此外，在利用现代信息技术的同时，应充分发挥传统课堂教学的优势，使之相辅相成。

2. 提倡学生自主学习，同时主张充分发挥教师的主导作用。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。除了课堂教学，教师更应加强课外辅导，应指导学生掌握正确的学习方法和学习策略。

3. 在加强听、说的同时，充分兼顾对学生读、写、译等应用能力的培养，使学生能较好地掌握英语的书面语。这不仅是大学英语课程本身的性质所使然，更是我国多数大学生今后学习、工作的需要。而学生的外语学习，特别是说、写方面的实践活动，必须以读、听一定量的语言素材输入为前提。因此，必须通过课堂内外、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，才能全面提高学生的听、说、读、写、译的应用能力。

4. 选用当代英语的常见语体或文体的典型样本作为素材。选文语言规范、富有文采、引人入胜、给人以启迪；题材广泛，以反映现实生活为主，科普内容亦占有一定比重；体

裁多样;语体兼顾书面语和口语。

5. 充分考虑对学生的文化素质培养和国际文化知识的传授。大学英语课程不仅是一门语言基础课程,也是拓宽知识、了解世界文化的素质教育课程,兼有工具性和人文性。因此,教材在文化背景介绍和知识拓展方面也有相应的板块设计。

6. 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,以便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. 练习设计从有利于提高学生语言应用能力出发,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,如pair work、group discussion、debate等,或采用“任务”方式(task-based approach)。

8. 考虑到学生参加大学英语四、六级考试的实际需要,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,还特地在《综合教程》中参照四、六级考卷设计了Test Yourself,以帮助学生熟悉考试题型。

教材框架如下:

《全新版大学英语》系列教材由纸质教材(含多媒体教学课件)和网络学习系统(即新理念大学英语网络教学系统)两部分组成。网络学习系统又包括网络课件、教辅资源、网上测试和管理平台四大部分。

纸质教材由以下教程组成:

综合教程(1—6册)(每册由8个单元组成)

听说教程(1—6册)(每册由14个单元组成)

阅读教程(高级本)(1—6册)(每册由8个单元组成)

阅读教程(通用本)(1—6册)(每册由8个单元组成)

快速阅读(1—6册)(每册由8个单元组成)

上述各教程中,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。前三种教程编有供预备级使用的教材各一册。另编有语法手册一本,供学生课外参考使用。

综合、听说教程配有相应的MP3录音光盘和网络课件。快速阅读各册也配有助学光盘。除快速阅读外,各教程均配有教师手册(综合和听说教程各册还配有电子教案)。

## 二

《全新版大学英语》系列教材问世十年以来,受到了全国高校师生的普遍欢迎,先后被列为教育部推荐使用大学外语类教材、普通高等教育“十五”国家级规划教材和普通高等教育“十一五”国家级规划教材,并获得2003年度上海市优秀教材一等奖。

然而,时代在进步,社会需求和人才培养在这十年间也发生了巨大的变化。我国的经济、政治、文化等各项建设事业,正在新的历史起点上全面向前推进;教育改革也在向纵深发展,作为大学基础课程的大学英语教学改革在过去的十年间亦在不断地深入。教育部此前特制订了《大学英语课程教学要求》,作为各高等学校组织非英语专业本科生英语教学的主要依据;目前又颁布了《国家中长期教育改革和发展规划纲要(2010—2020年)》。鉴于当前新形势,我们对《全新版大学英语》系列教材进行了一次认真、彻底、全面的修

订,使之更好地满足我国大学英语教学和改革的进一步需要。

本次修订的总体目标是:根据《大学英语课程教学要求》,在坚持并发扬第一版原有特色的基础上,通过全面修订,使新版教材更贴近教学的实际需要、更贴近广大使用者。

本次修订的重点是:梳理全书,改正讹错;适当降低原书难度;坚决删改掉教学效果差或不太符合当前教学实际的课文和练习;替换进一批更精彩的选文和更富有成效的新的练习形式;调整某些单元先后排序,使其更符合循序渐进原则;适当压缩、精简内容,做到便于教、便于学。

本次修订中,各教程编者本着认真、负责的态度,对教材进行了较大幅度的改动。《综合教程》1—4册共64篇课文,此次更新了21篇,更新量超过30%;编者还根据调研中同学们喜欢英语诗歌的反馈,尽可能多地选用了英诗中最脍炙人口的部分增补到各册中去。《听说教程》花大力气将听力材料的长度从原来的500字左右普遍缩短到250—380字,调整了材料的难易度,同时从第一册开始就帮助学生逐渐熟悉四、六级考试题型,口语部分的设计也大大方便了操作。《阅读教程》(高级本)60%以上的文章是重新选用的。《阅读教程》(通用本)也换上了许多更为精彩的文章。《快速阅读》教程考虑到学生参加大学英语四、六级考试的需要,适当增加了部分文章的长度,此外还新增了information transfer 和gap filling等考核学生快速阅读能力的练习形式。《语法手册》删繁就简,提高质量,方便参考、使用。如今修订工作已接近完成,各教程第二版将陆续面世。我们希望通过我们的努力和辛勤劳动,给支持我们的广大使用者献上一套高质量的精品教材。

《全新版大学英语》(第二版)系列教材仍由复旦大学、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长期从事大学英语教学的资深教授、英语教学专家分工协作、集体编写而成,董亚芬、杨惠中、杨治中三位教授任顾问。

第二版启动前,上海外语教育出版社曾在全国开展了大规模问卷调查和召开座谈会,收集到大量宝贵的意见和建议,为我们的修订、编写提供了可靠的依据。在此谨向各位参与问卷调查或座谈会的全国各地的读者,向历年通过邮件或口头形式对教材提出批评、建议的读者,向所有使用和关心教材的老师和同学,表示深深的敬意和感谢,欢迎你们今后一如既往地不吝指教。上海外语教育出版社庄智象社长、张宏副社长、严凯和孙玉副总编、高等教育事业部谢宇主任和责任编辑梁泉胜女士等,多年来为教材的策划、编写、出版、营销做了大量工作,英国专家、也是本人与之合作共事长达20多年的友人Anthony J. Ward博士更是在教材的编审过程中倾注了大量的心血,借此机会也一并向他们表示深切的谢忱。

总主编 李荫华  
2010年3月



## 编者的话

本书为《全新版大学英语》(第二版)系列教材《综合教程》预备级的学生用书。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。

编者

2010年3月

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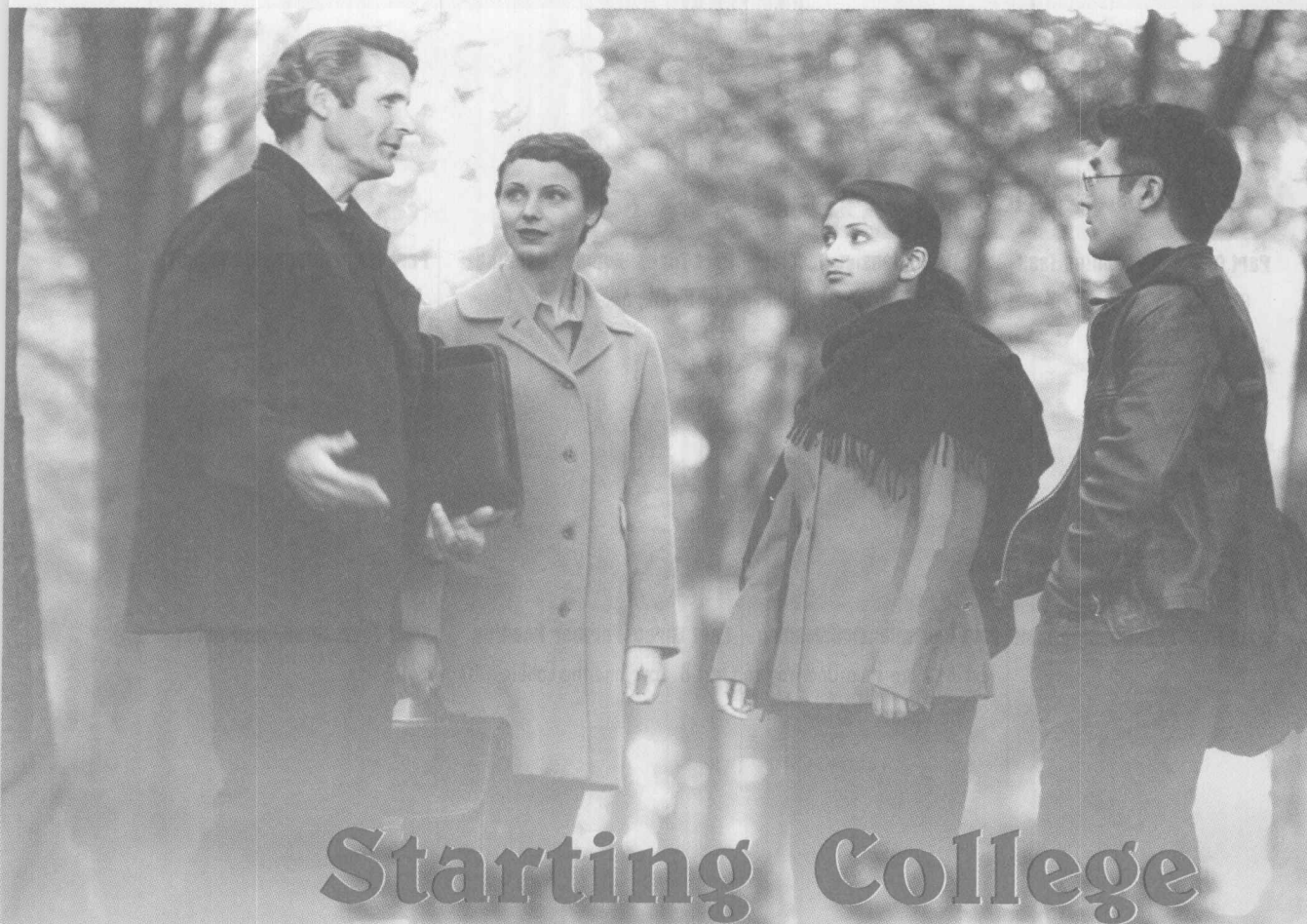
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# Unit One



## Starting College

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**Text A    Fresh Start**

**Text B    How to Ace College**

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# Part 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?

## Part 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

### New Words and Expressions

**campus** /'kæmpəs/ *n.* 校园

**anyway** /'eniwei/ *ad.* 无论如何，  
总之

**pitifully** /'pɪtɪfʊli/ *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** /'frefsmən/ *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** /'tekstbuk/ *n.* 教科书，课  
本

**literature** /'lɪtərətʃə/ *n.* 文学

**biology** /baɪ'ɒlədʒi/ *n.* 生物学

**sweat** /swet/ *n.* 汗水

**timetable** /'taɪmteɪb(ə)l/ *n.* 时间表

## Fresh Start

By Evelyn Herald

1 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.

2 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.

2 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.

**cafeteria** /kæfi'tɛriə/ *n.* 食堂

**tray** /treɪ/ *n.* 托盘

**salad** /'sæləd/ *n.* 色拉

**bar** /bɑː/ *n.* 售酒(或食物等的)柜台

**cheese** /tʃiːz/ *n.* 奶酪

**determined** /dɪ'tɜːmɪnd/ *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** /ˌpɒpjʊ'lærɪti/ *n.* 受欢迎, 名声

**survival** /sə'vaɪvəl/ *n.* 幸存, 继续生存

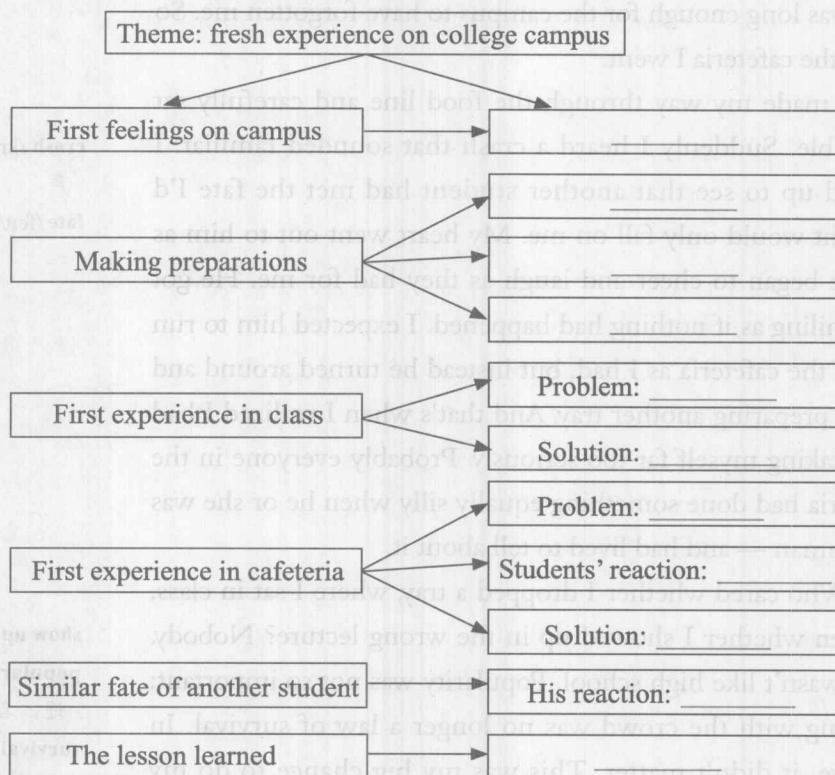
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## Reading Comprehension

### I. 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.
6. \_\_\_\_\_ Many college students enjoyed seeing others slip and fall on the cafeteria floor.
7. \_\_\_\_\_ When the writer fell, all the other students were so busy with their own meals that no one seemed to notice it.
8. \_\_\_\_\_ She felt ashamed of her fall and ran away without having her meal.
9. \_\_\_\_\_ She did not go back to the cafeteria until she believed others had forgotten her fall.
10. \_\_\_\_\_ The other student did not worry about his fall because he had seen other people falling on the floor.
11. \_\_\_\_\_ In high school, there is more pressure to be like others.



## FROM READING TO SPEAKING

Work in pairs and ask each other the following questions.

1. Where did the parents leave Evelyn?