



macmillan
education

文化阅读教程

REAL COMMUNICATION
CULTURE READING

1

NEW STANDARD
COLLEGE ENGLISH

新标准大学英语

总主编: Simon Greenall (英) 文秋芳

第二版 SECOND EDITION

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

NEW STANDARD
COLLEGE ENGLISH

新标准大学英语

第二版 SECOND EDITION

文化阅读教程

1

REAL COMMUNICATION
CULTURE READING

总主编: Simon Greenall (英)
文秋芳

编者: Willy Cardoso (巴西)
Ben Cevik (英)
许宏晨
方雪华
穆 静

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

京权图字：01-2016-9224

© 2016 Foreign Language Teaching and Research Press & Macmillan Publishers (China) Ltd.

图书在版编目(CIP)数据

新标准大学英语(第二版)文化阅读教程. 1: 英文 / (巴西) 威利·卡多索 (Willy Cardoso) 等编. — 2版. — 北京: 外语教学与研究出版社, 2016.12
(新标准大学英语 / (英) 西蒙·格林诺 (Simon Greenall), 文秋芳主编)
ISBN 978-7-5135-6259-1

I. ①新… II. ①威… III. ①英语—阅读教学—高等学校—教材 IV. ①H319.4

中国版本图书馆 CIP 数据核字 (2016) 第 322774 号

出版人 蔡剑峰
项目策划 李朋义 姚希勤 Mary-Jane Newton (德) 常小玲
项目负责 高颖
责任编辑 张宇
封面设计 英合创意
版式设计 黄浩 涂俐
出版发行 外语教学与研究出版社
社址 北京市西三环北路 19 号 (100089)
网址 <http://www.fltrp.com>
印刷 北京汇林印务有限公司
开本 889×1194 1/16
印张 10.5
版次 2017 年 1 月第 2 版 2017 年 1 月第 1 次印刷
书号 ISBN 978-7-5135-6259-1
定价 39.90 元

购书咨询: (010) 88819926 电子邮箱: club@fltrp.com
外研书店: <https://waiyants.tmall.com>
凡印刷、装订质量问题, 请联系我社印制部
联系电话: (010) 61207896 电子邮箱: zhijian@fltrp.com
凡侵权、盗版书籍线索, 请联系我社法律事务部
举报电话: (010) 88817519 电子邮箱: banquan@fltrp.com
法律顾问: 立方律师事务所 刘旭东律师
中咨律师事务所 殷斌律师
物料号: 262590001

前言

编写背景

《新标准大学英语》是由外语教学与研究出版社与麦克米伦教育共同开发、中外英语教育专家合作设计与编写的一套国际化、立体化大学英语系列教材。教材于2009年首次出版，自出版以来，以其先进的编写理念和多元的学习体验取得了良好的教学效果，深受广大教师及学习者好评。

教育一直以来是国家万年根本之大计，是国之重器。《国家中长期教育改革和发展规划纲要（2010—2020年）》指出：“提高质量是高等教育发展的核心任务。”而提高高等教育质量则要求高校提供优质的外语教育。近年来，我国大学英语教学改革不断深化，一方面满足国家人才培养的战略需求，另一方面也满足学生学习深造、国际交流、工作就业的需求。教育部《大学英语教学指南》指出，大学英语应以培养学生的英语应用能力，增强跨文化交际意识和交际能力，同时发展自主学习能力，提高综合文化素养为教学目标。

为顺应大学英语教学深化改革的趋势，也为满足新形势下国家、社会人才培养的需求以及学生个性化发展的需求，《新标准大学英语》的编写团队深入教学一线进行广泛而深入的调研，了解院校的教学实际情况，收集教材使用反馈，并在此基础上对第一版教材进行了全面的修订与完善，推出《新标准大学英语》（第二版）系列教材。第二版继承第一版的优势与特色，贯彻“分类指导、因材施教”的原则，体现“以教师为主导，以学生为主体”的教学理念，并充分考虑与支持新时期高校课程改革、教学模式创新和学生个性化学习的需求。

编写依据

《新标准大学英语》（第二版）认真贯彻《国家中长期教育改革和发展规划纲要（2010—2020年）》和《关于全面提高高等教育质量的若干意见》的精神，基于我国大学英语教学实际，依据先进的教学理念，通过严谨的编写、科学的设计和多媒介的教学支持资源，全面支持大学英语教学，有效提升学生英语综合应用能力、跨文化交际能力和综合文化素养。

- 一、《新标准大学英语》（第二版）以教育部《大学英语教学指南》为指导，针对通用英语阶段“基础目标”和“提高目标”设计，在编写中力求准确把握大学英语教学的教学目标，贯彻为实现教学目标和要求所倡导的教学方法与手段、教学评价与教学管理原则，注重培养学生的英语综合应用能力和跨文化交际能力。同时，教材借鉴并采纳近年来大学英语教学改革的成功经验与教学实践的成果，希望通过完善的教材体系与先进的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》（第二版）的编写与设计充分体现英语课程人文性和工具性的有机统一。一方面，教材设计力求满足新形势下的大学英语教学需求，构建生动语境，融合语言技能，全面提升学生的语言综合应用能力。另一方面，教材通过内涵丰富的语言学习素材、多元的文化信息输入以及启发性的练习设计帮助学生拓展视野，增进对于不同文化的了解与理解，提升跨文化交际能力和综合人文素养。
- 三、《新标准大学英语》（第二版）体现“以教师为主导，以学生为主体”的教学理念。任务式、探究式和启发性的活动设计激发学生兴趣，鼓励学生主动参与，利于教师组织、启发和引导，实现了学习活动由“教”向“学”的转变。此外，教材注重培养学生的自主学习策略和自主学习能力，引导学生由“被动学习”向“主动学习”转变。
- 四、《新标准大学英语》（第二版）满足高校分级教学和创新教学模式的需求。教材以提高学生语言技能与知识、提升跨文化交际能力和学习策略为总体教学目标，1-4 各级别在主题内容、词汇学习、练习设计、技能训练等方面充分考虑难度的循序渐进，便于各院校根据学生的不同起点水平进行分级教学；教材同时提供学习光盘、数字课程、移动学习资源、Unipus 高校外语教学平台等丰富的配套学习资源，课堂学习与自主学习相结合，线上与线下学习相结合，满足混合式教学需求。

教材特色

一、选材主题丰富，语言鲜活地道，体现社会发展与人文内涵

《新标准大学英语》（第二版）在选材上充分结合新一代大学生的特点，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、情感等日常话题以及政治、经济、历史、文化、科技等深层次的话题。选材语言鲜活地道，交际语境真实生动，使学生通过生动的语言载体，感知时代发展，了解世界文化，提升人文素养。

二、融合语言技能，强化学习策略，提高思辨力与语言综合应用能力

第二版教材保持了第一版教材系统性、多样性的练习设计，并在此基础上强化词汇搭配、增加文化翻译和新闻听力等应用性的练习，综合培养学生的听、说、读、写、译等语言技能。此外，第二版教材注重学生阅读、词汇、写作、听说、语音等语言学习策略的培养，并通过启发性和思辨性的练习设计启迪学生思考，提高思辨能力。

三、展示多元文化，探讨文化差异，提升文化意识与跨文化交际能力

第二版教材的编者团队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、社会习俗和价值观念，引导学生了解和探讨中西文化差异。教材通过文化内涵丰富的选材、实景拍摄视频(Inside view)、文化专题板块(Reading across cultures)、文化注释、文化对比翻译练习以及专门的《文化阅读教程》分册等，潜移默化地传授文化知识，培养文化宽容态度，提升学生对不同文化的理解以及在跨文化交际中得体表达的能力。

四、倡导混合式教学模式，提供立体化教学资源，打造全新 Unipus 高校外语教学平台

第二版教材依托外研社 Unipus 高校外语教学平台，全面升级、优化《综合教程数字课程》和《视听说教程数字课程》，并全新开发《综合训练数字课程》和《长篇阅读数字课程》，提供丰富、立体的教学资源和便捷的教学管理功能。同时重新开发与《综合教程》和《视听说教程》配套的手机应用“外研随身学 App”，提供移动学习资源，方便学生随时随地学习。院校可根据教学实际情况选择线下、线上教学或混合式的教学模式。教材、在线数字课程、移动应用、学习光盘等不同媒介、不同载体的学习资源有助于学生进行主动学习、自主学习、个性化学习和泛在学习。

五、满足个性化教学需求，搭建资源共建平台，促进教师专业化发展

第二版教材为教师提供丰富的教学资源，教师可根据需要组合资源，因材施教。教师用书、教学课件和试题库等为教师提供全面、系统的教学支持。“Ucreate 一起备课”搭建院校资源共建平台，教师可共建、共享备课资源。此外，丰富的教师培训课程打通学习先进教学理念、交流成功教学经验的渠道，帮助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》(第二版)针对通用英语阶段“基础目标”和“提高目标”而设计，包含1-4级，每一级设有《综合教程》(配教师用书)、《视听说教程》(配教师用书)、《文化阅读教程》、《综合训练》与《长篇阅读》。此外，教材提供学习光盘、教学课件、外研随身学 App、数字课程、Unipus 高校外语教学平台、试题库等配套教学资源。不同课程、不同媒介的教学资源相辅相成，相互支持。

《新标准大学英语》(第二版)各个分册单元主题呼应，围绕同一主题提供全方位的语言输入，拓展学生视野，并在此基础上引导学生完成听、说、读、写、译等语言输出活动，提高语言的实际应用能力和跨文化交际能力。《综合教程》选篇内涵丰富，富有启发性，展现多元文化；多样的练习设计侧重语言知识的学习与读、写、译等语言技能的提升。《视听说教程》提供真实、精彩的视听资源，语音地道，语境生动，有效提高学生的听说能力。《文化阅读教程》全面解读《综合教程》和《视听说教程》中的文化信息，深入挖掘其文化内涵，并从中西方文化的不同视角补充生动有趣的阅读材料，培养学生的跨文化意识和跨文化交际能力。《综合训练》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练习，练习设

计体现大学英语四、六级考试改革思路,帮助学生巩固语言知识,提高语言技能。《长篇阅读》通过针对性的阅读训练培养学生分析、推断和快速获取信息的阅读技能。

教学建议

《新标准大学英语》(第二版)提供系列教材、学习光盘、教学课件、数字课程、试题库、移动应用、Unipus 高校外语教学平台等丰富的立体化教学资源,为实施分级教学、分类指导与创新教学模式提供较大的选择空间。教师可根据院校教学条件及学生英语水平,依据基于本校特色的教学目标与教学要求,自主选择教学材料。同时,教师可利用 Unipus 高校外语教学平台的教学管理功能,合理安排课堂授课与在线自主学习的内容,监控学生学习进程,进行形成性测试与终结性测试,探索基于信息技术的混合式教学模式。教师还可指导学生使用“外研随身学 App”,利用碎片化时间进行自主学习,提高学习效率。

编写团队

《新标准大学英语》(第二版)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玢教授。《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教授。

参与《新标准大学英语》(第二版)系列教材编写的还有国内外多位专家与教师。本系列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,他们都为第二版教材的修订与编写提供了许多建设性的意见与建议。

《新标准大学英语》(第二版)为顺应新形势下大学英语教学的改革而诞生,遵循国家教育改革的新方略、新指南,必将为我国大学英语教学探索新标准,注入新活力。在此也欢迎专家、老师和同学在审阅和使用教材的过程中多提宝贵意见,以使教材不断完善。

编者

2016年3月

Introduction

Overview

New Standard College English (Second edition) builds upon the groundbreaking success of its predecessor. Whilst remaining true to the core methodological principles that made the first edition such an innovative publication for the China market, the second edition has been revised based on extensive market surveys and feedback from users over the years. The revisions have been made to meet the changing requirements of university staff and students, to yield greater flexibility to meet teaching needs via methods such as blended learning and individualized learning.

New Standard College English (Second edition) incorporates 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, reflecting 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, encouraging 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* (Second edition) 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: Culture Reading
- 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 eight units, and each unit contains a single broad theme, such as starting out at college, learning to think, 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 who have a desire to learn about countries and cultures around the world
- lexis, guided by the teaching objectives advised by the Guidelines on College English Teaching 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

Each unit follows a basic pattern:

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 are explored
- **Dealing with unfamiliar words**, where there are three types of words and activities. The coloured words are high-frequency words which the students are expected to learn to use productively, and the activities which accompany them are designed to explore their meaning, form and usage. The second type is the lexical sets which are related to the topic. The accompanying activities are designed to help the students learn to use these expressions. 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 and critical thinking

Talking point is a short section where the unit theme is further explored in 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 is also extra information about particular words or expressions, as well as activities on collocations. The section finishes with culture translation from and into Chinese. This is a new feature of the second edition. The activities aim to cultivate students' translation skills and their intercultural communication skills.

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 produce 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

Inside view provides listening practice by means of 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 daily 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 contemporary spoken English, but 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 a news report or a lecture / talk, and 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 also finishes with a Developing critical thinking activity.

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 difficulty for Chinese speakers of English, and includes aspects such as linking sounds, stressed words, and sense groups.

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

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

Firstly, the course aims to encourage 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.

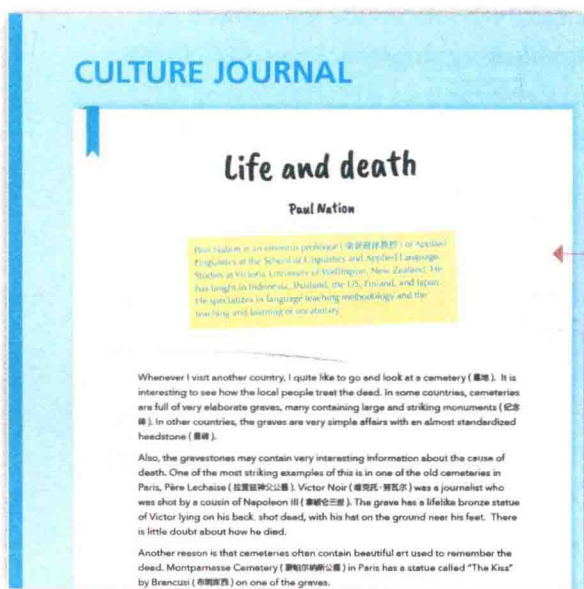
Finally, and above all, *New Standard College English* (Second edition) lays the foundations for a lifetime of learning by Chinese students of English, which will encourage their membership of the worldwide and intercultural English-speaking community. It invites them to reach beyond their university, 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

《文化阅读教程》编写说明

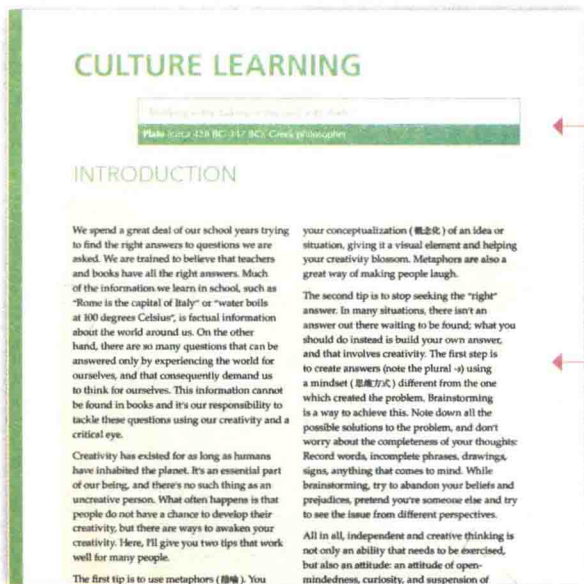
《文化阅读教程》是《新标准大学英语》(第二版)系列教材之一。第二版《文化阅读教程》以《大学英语教学指南》为指导,遵循“以人为本”的理念,全面解读第二版《综合教程》和《视听听说教程》中的文化信息,分享跨文化交际趣事,补充文化阅读短篇,帮助学生理解多元文化,培养文化宽容意识,并提升跨文化交际能力。

《文化阅读教程》包括1-4级,每级8个单元。单元结构如下:



CULTURE JOURNAL

邀请社会各界知名人士分享他们在跨文化交际中遇到的趣闻轶事,将学生引入真实的、多元的文化场景,使学生深切感受文化冲突的无处不在。



CULTURE LEARNING

本部分包括:

- 名人名言

与单元主题相关的名人名言,引导学生在与知名人士的智慧碰撞下思考文化人生。

- Introduction

一篇介绍文化背景的小短文,结合古往今来、形形色色的文化知识和现象,帮助学生在深入、全面学习文化信息之前,了解与主题相关的文化背景。

CULTURE POINTS

Integrated Course Active reading (1)

1 Oysters and seafood

In France, Spain, and Britain, oysters are expensive and a delicacy (佳肴) to be eaten on special occasions, such as at Christmas and New Year or at other special meals. Oysters are considered by many in Western Europe to demand sophisticated and grown-up tastes, so the father in the passage is enjoying introducing his son to his first oyster, perhaps treating the boy like a young man for the first time. We can infer that it is an experience his own father may have enjoyed with him, and the whole event feels like a rite of passage.

Seafood is popular in France. You will always find a fish stand in a local market, even in towns a long way from the sea. In the UK, seafood is becoming more popular, although much of the produce from its seas is exported to Spain. Commonly, white wine is drunk with seafood and fish. It is usually served very cold and brought to the table in a wine cooler or a bucket of ice.



Oysters and white wine

海鲜并非英国人饮食的首选。各种肉类(如牛肉、羊肉、猪肉和鸡肉)在他们的饮食中仍然占主要地位。以前,英国人烹制食物主要是通过炖和烤的方式。而在他们多将咖喱(curry)作为调味料。这种变化与人们对于健康的关注度密切相关。研究表明,常吃咖喱可以降低癌症风险。

2 The Atlantic coast

The Atlantic coast in France is a popular tourist region, characterized by long sandy beaches and offshore fishing. Near the Atlantic coast there are many places of interest, such as the town and region of Cognac (干邑地区), home of French brandy (法国白兰地酒) and the aperitif (餐前酒) Pineau. It is also famous for its historic churches with medieval carvings, the city of Bordeaux (波尔多), which is surrounded by miles and miles of famous vineyards (葡萄园), producing some of the best wines in the world, and also

10 Older-sister syndrome

Older-sister syndrome is not necessarily recognized as a psychological syndrome, but refers to the desire by an older sister to protect and look after her younger brothers and sisters. The expressions 'big brother' and 'big sister' also have the same connotation, although they may be used for people who are not related.

Reading across cultures

11 Summer camp

Summer camp is a programme of activities for children and teenagers during the long summer holidays, when their parents may still be working. The camp usually takes place either in the countryside or in a place where the children can have access to the outdoors, and can be encouraged to take healthy risks in a safe environment. A summer camp often includes activities such as hiking and canoeing, allowing students to enjoy an outdoor life style during the warmest season of the year. However, there are more specialized camps available for children interested in the performing arts, music, language learning, or other forms of cultural, educational, and religious development. Summer camp is known in the English-speaking world as a typical feature of US family and educational life, although the concept has become common in many countries around the world.



Culture points

《文化阅读教程》甄选《综合教程》和《视听教程》的素材及配图中涉及的重要文化信息进行深入而全面的讲解,对部分文化点配以中文注释,帮助学生体会教材的文化内涵,深入了解中外文化信息。

Listening and Speaking

Inside view

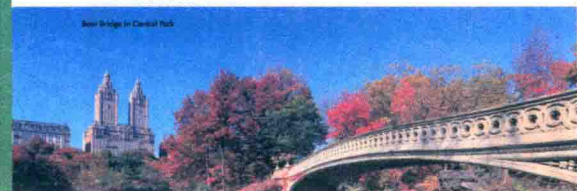
Conversation 1

1 Sightseeing in New York State, New York City, and Boston

Sightseeing in New York State, New York City, and Boston is rich in its variety. New York State is bounded from west to north by Lake Erie (伊利湖), the Niagara Falls (尼亚加拉瀑布), Lake Ontario (安大略湖), and Quebec province; on the east by the New England states of Vermont, Massachusetts, and Connecticut; on the south-east by the Atlantic Ocean and New Jersey; and on the south by Pennsylvania. It's notable for its countryside, forests, rivers, and mountain ranges.

New York City has one of the largest populations within a metropolitan area in the world. Its famous sights include the Statue of Liberty, the Empire State Building, Times Square, Broadway, Central Park, the UN building, and many museums, as well as its iconic skyline.

Boston in Massachusetts is one of the oldest cities in the US, the largest city in the north-east region of the country known as New England, and where the colonists from England made a settlement in 1630. It is also famous for a number of battles during the American Revolution (1775-1783). Today it is home to many colleges and universities, and is an important centre for medicine. Because of its place in US history, there are many historic sites preserved as part of the Boston National Historical Park. Among the many important art museums is the Museum of Fine Arts (美术博物馆).



Bow Bridge in Central Park

4 Sage and thyme

Sage and thyme are herbs originally from the Mediterranean region. They can now be found in many places all over the world and are used in cooking. Sage was used in the past as a medicine to strengthen the memory and promote wisdom. Nowadays in cooking it is used to add flavour to sausages, chicken, and pork. Thyme was used to prepare the dead before burial. It was also thought to be a source of courage, and to protect people from bad dreams. It is now used in cooking in the Middle East, India, and many countries in Europe, often with lamb and tomatoes, and is one of the most important ingredients for dishes from Provence, France.



Sage



Thyme

5 Vitamin pill

A vitamin pill is a dietary supplement taken by many people in the West. People take them when they think their diet lacks certain nutrients which are essential for a healthy life. Vitamin supplements are a multi-million-dollar industry in many countries. While there are circumstances where vitamin supplements are helpful or even essential, such as when a woman is pregnant or a person is on a restricted diet, most doctors agree that a balanced and healthy diet will provide people with all the vitamins they need. Taking vitamin supplements can encourage some people to continue with an unhealthy diet, and an overdose of some vitamins can actually cause illness. In such cases, the only advantage of vitamin pills is their

CULTURE FOCUS



Jane Austen and romance literature

《傲慢与偏见》是英国最畅销的小说之一，也是英国文学史上最受欢迎的小说之一。这部小说在1813年出版，至今仍广受欢迎。这部小说讲述了一个关于爱情、社会地位和财富的故事。这部小说是英国文学史上最受欢迎的小说之一。

Romance is a genre of literature that was first developed in the West. Romance novels focus on romantic relationships. In the US, romance is a best-selling genre, selling millions of copies every year. The genre is mostly read by women, and the most famous stories are often adapted for cinema. This genre is also found in classic literature. One of the most widely read British writers in this category is Jane Austen, who between 1811 and 1816 published a number of books whose plots revolved around love and social relationships, mainly from a female point of view. Some of her books have been adapted for television and cinema.

The butterfly lovers: China's Romeo and Juliet



Love stories are popular in many cultures, and some of the most often told are those about a boy and a girl who fall in love but cannot be together. These stories can be very dramatic, and convey the message that love endures, even if the lovers do not find their happy ending.

In the West, one of the best-known love stories is that of Romeo and Juliet, who were a very young couple whose families were enemies, making the union impossible. Even with a tragic ending, the story of Romeo and Juliet has inspired many generations of romantics.

CULTURE FOCUS

两篇与单元主题相关的文章，一篇介绍国外风情，一篇阐释中国文化，引领学生感悟中外文化的源远流长。每篇文章均提供中文注释，文后配有思考题目，引导学生进行中外文化对比，提高批判性思维能力。

CULTURE LINKS



Boyhood (2014)

Shot over a period of 12 years with the same actors, this is a unique family drama. The children mature as we watch, going through the usual rites of passage, while the parents grow older and wiser. *Boyhood* is a feature film posing as a home movie, and it takes real life as its plot.



The Simpsons Movie (2007)

This animated film is based on the long-running cartoon series *The Simpsons*, which shows a parody (滑稽的模仿/恶搞) of an American family. It's humorous and exaggerated, but has been praised for its affectionate portrayal of family life, culture, and customs.



Of Bees and Mist (2009)

This story by Erick Setawan is about a young bride called Meridia who leaves her parents' strange, lonely house to live with her new husband's family. There, she begins to uncover the dark secrets that connect their families and that lead her on a very personal journey of hope, love, and forgiveness.

Anne of Green Gables (1908)

This book by L. M. Montgomery is a story of an orphan who settles down in a new life with a family on Prince Edward Island in Canada.

CULTURE LINKS

精心推荐与单元主题相关的英语电影、图书和网站，并配以简短介绍，将文化学习和课外娱乐相结合，帮助学生在轻松愉悦的氛围中体验中外文化。

《文化阅读教程》富含文化信息，涉及不同国家的文化生活和习俗传统，方便教师在课堂上讲解文化知识，也便于学生课下自主学习。教材注重从学生的兴趣出发，引导学生体验有趣的多元文化，培养和提高学生的中外文化宽容意识、跨文化交际能力以及批判性思维能力，进一步帮助学生成长为知晓多元文化的国际化人才。

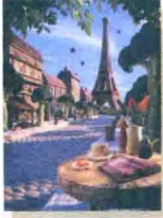


《文化阅读教程》搭配外研随身学 App，提供教材中文章和文化点的录音，方便学生进行个性化、自主式学习。

CONTENTS



1 Starting out *P1*



2 Food, glorious food! *P21*



3 Learning to think *P39*



4 Family affairs *P57*



5 News 24/7 *P73*



6 Arrivals and departures *P91*



7 All you need is love *P109*



8 Body and mind *P127*

Starting out

国外的大学生活和我们的大学生活有什么不同？世界各地的大学新生入学时是否都面临相似的问题？

在异地求学的大学生应该怎样调节思乡、孤独和自我怀疑等情绪？应该如何规划自己的学习和生活？怎样才能平衡学业发展和社会交往的关系？

本单元将带你步入不同国度的大学校园，向你介绍国外大学生的生活方式、学习习惯、业余活动，让你领略知名高校的历史发展、人文特色，为你搭建了解世界各国同龄人的平台。大学是人生的一个重要转折点，丰富精彩，令人期待。让我们做好准备，开始新的生活吧！