



“十二五”普通高等教育本科国家级规划教材

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综合教程

REAL COMMUNICATION
AN INTEGRATED
COURSE

3

NEW STANDARD
COLLEGE ENGLISH

第二版 SECOND EDITION

新标准大学英语

智慧版

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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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、科学的设计和多媒体教学支持资源，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，打造全新数字化教学管理平台

第二版教材依托外研社 Unipus 高校外语教学管理平台，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、网络教学管理平台、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、网络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,教师可利用网络教学资源与教学管理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.

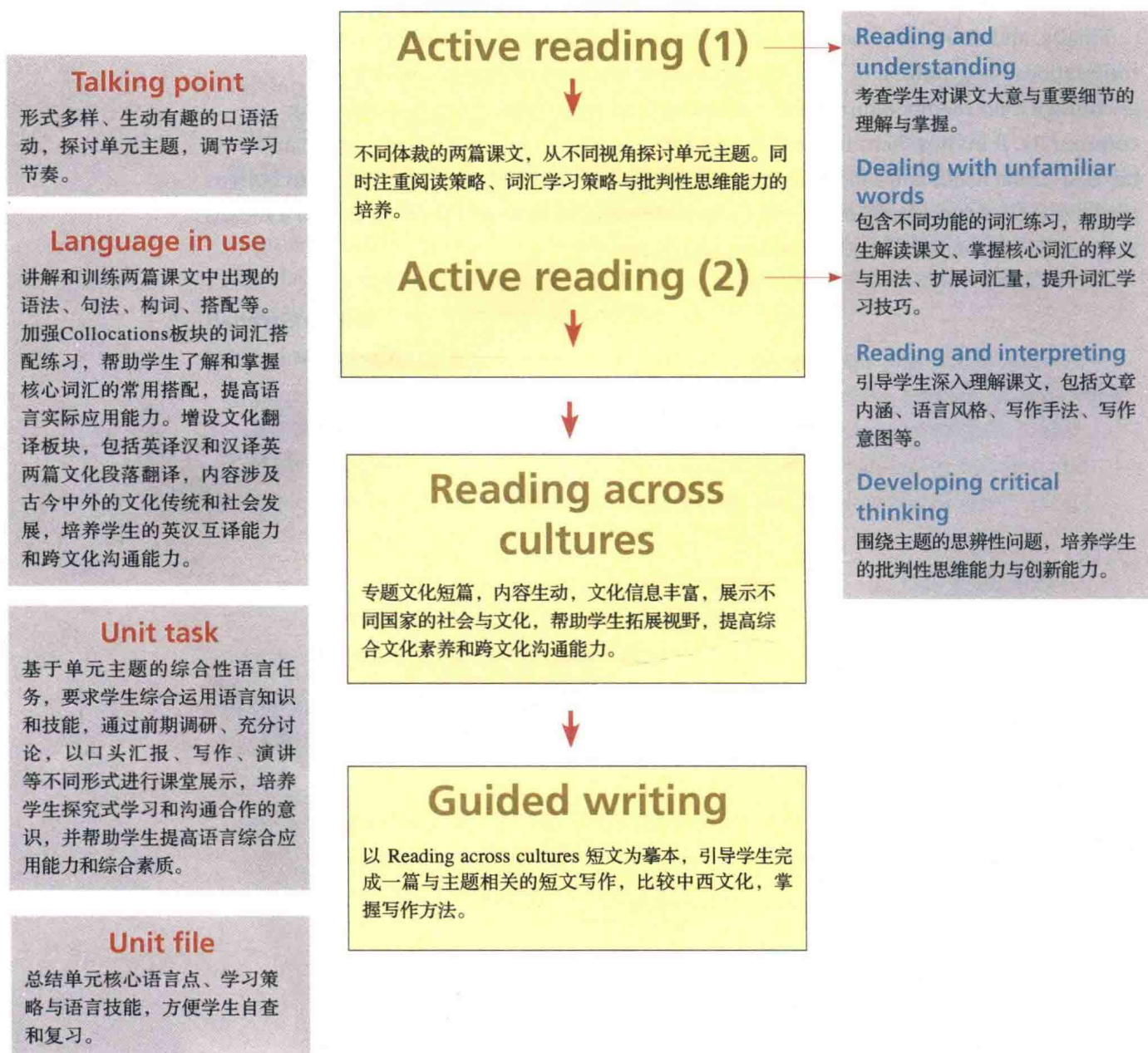
Simon Greenall
Co-editor in chief

《综合教程》编写说明

《综合教程》是《新标准大学英语》（第二版）系列教材的主干教材。第二版《综合教程》以《大学英语教学指南》为指导，以新形势下的大学英语教学需求为依据，以第一版教材的使用反馈为参考，全面修订第一版教材，完善教材结构，更新教材内容。

单元结构

第二版《综合教程》包括1-4级，每级8个单元。各单元围绕一个主题设计语言输入与输出活动，环环相扣，有机融合。单元结构如下：



教材特色

《新标准大学英语（第二版）综合教程》充分考虑大学英语教学的新需求与新一代大学生的特点，在深入调研、广泛收集反馈的基础上，调整单元主题，替换部分选篇，合理安排梯度，以体现时代的发展，契合当代大学生的学习兴趣。教材强化词汇搭配练习，增加文化翻译板块，帮助学生提高语言综合应用能力。《综合教程》在设计与编写中体现以下特色：

一、课文选材

《综合教程》主题丰富、选材广泛、体裁多样，1-4级从校园学习、生活方式、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，选篇注重思想性和趣味性的结合，每单元两篇主课文注意观点的相互碰撞与补充，引导学生多维度、批判性地看待问题；在促进学生语言应用能力提高的同时，也有助于提升其人文素养，体现语言学习的工具性与人文性。

二、学习策略培养

《综合教程》注重对学生阅读策略、词汇学习策略、写作策略等学习策略的培养。教材中对于学习策略的解释与说明采用统一设计，清晰明确，方便使用。

Predicting
Before we start reading a passage, we may look at the title, headings and photos to predict what the passage is about. We may prepare ourselves by thinking about:

- the likely contents
- the writer
- the type of writing: fact or fiction
- the style

Even if we don't guess correctly, we'll be able to understand the passage better.

1 Look at the title of the passage and predict what you're going to read.
Now read the passage and check your answer.

Using figurative language
We use figurative language to be more persuasive and effective, often in an appealing and literary way. Figurative language often goes beyond the literal, dictionary meaning of the words by making use of similes, metaphors, images, alliteration, exaggeration and other devices. A good example is how Venus Williams says "My mum would say that if Dad was the body, she was the spine."

Dealing with unfamiliar words
When we come across a new word, we can try to work out its general meaning by thinking about:

- what part of speech it is
- if you already know one of its meanings
- if there are clues to its meaning in the immediate context or elsewhere in the passage

For some new words, we should not only learn about their meanings, but also how to use them. For some others, we may not need to know what they exactly mean, or how to use them.

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，逐步推进：从理解文章大意和重要细节（Reading and understanding），到扫清语言障碍（Dealing with unfamiliar words），再到深入解析文章内涵（Reading and interpreting），引导学生细化并深化对文章的理解，培养有效的阅读策略以及进行分析、推断的能力。之后的思辨性讨论题（Developing critical thinking）进一步引导学生拓展思维，联系实际，交流见解。

词汇学习策略

《综合教程》的词汇练习设计遵循语言学习规律，注重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掌握核心词汇的词义与用法，根据语境推断一般词汇的意义。根据词汇学习不同目标与要求，教材设计四种不同形式的词汇练习：

- 1** 类型一：这类词汇或词组为通用英语阶段需要掌握的核心词汇、日常高频词汇及常用词组，学生需掌握其意义、形式与用法，并学会活用和表达。

admirable detect inadequate persecution
scribble subway

engage with follow up go through
think over try out

- 2** 类型二：与主题相关的词汇，帮助学生联想记忆，扩展词汇量。

conquer delightful grief humble passionate scorn

- 1 Jane's enthusiasm for Rochester is evident when she weeps.
- 2 Her sadness at losing him makes her feelings more violent.
- 3 At first Jane doesn't realize that she has won Rochester's heart.

Words of passion

When feelings and emotions are running high, it's common for the writer to use strong or extreme words to describe them, instead of more neutral, basic ones. So Jane didn't simply cry when she could hide her feelings no longer, she wept.

- 3** 类型三：这类题型中的词汇为非核心词汇或日常使用频率不高、但对理解课文造成语言障碍的词汇。学生不必掌握这类词汇的用法。针对这类词汇的练习旨在帮助学生通过语境猜测词义，从而加深对课文的理解。

- 1 If something has *room for improvement*, is it (a) not as good as it should be, or (b) much better than it was?
- 2 Is a *query* likely to be (a) something you know, or (b) something you don't know?
- 3 Scaffolding is the poles and boards outside a building. Is the *scaffolding* of a subject likely to be (a) the main ideas, or (b) particular details?

- 4** 类型四：日常使用中的高频词汇及其常用搭配。掌握这类词汇搭配能有效帮助学生在扩展语言知识的基础上，提高语言实际应用能力。

Nouns which often go after:

critical analysis illness moment thinking
effective means method treatment way
engage audience reader
someone in conversation
overall control cost majority winner
revise assignment judgment manuscript
opinion work
solve crime crisis dispute mystery problem

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

- 1 They tried to _____ the _____ of why so many students left their courses before they'd finished.
- 2 In some countries developing _____ is part of the teaching methods, whereas in others, it has to be taught explicitly.

除词汇练习外,各单元最后的 Unit file 总结本单元需要熟练掌握的核心词汇,方便学生在单元学习结束后自测、复习。教材最后还附有词汇索引表,方便学生快速查询、检索。

此外,《综合教程》配有单独的词汇手册,包括各单元生词、短语和专有名词。词汇手册提供中英文释义,重点词汇和短语提供例句,方便学生在阅读课文或自学词汇时使用,提高词汇学习的效率。

写作策略

以文体多样、内容丰富的专题文化短篇(Reading across cultures)作为摹本,通过明确清晰的指导,引导学生掌握有效的写作技巧。1-2级以篇章模仿写作为主,帮助学生熟悉写作过程,学习谋篇布局;3-4级进一步细化、精练写作技巧,提升写作水平。

三、文化输入与练习

《综合教程》提供大量的文化信息与相关练习,帮助学生开阔视野,了解多元文化,提高跨文化交际意识与能力。Language and culture 讲解课文中的重要语言与文化信息;专题文化短篇展示不同国家的文化生活、传统习俗与价值观念;文化对比练习和文化翻译探讨中外文化差异,培养跨文化意识,提高学生的综合文化素养以及在跨文化交际中得体表达的能力。

<p>Language and culture Coming of age is the age at which a child is legally an adult, but it also means that the child behaves like an adult and enjoys adult pleasures and tastes. In some religions, such as Christianity, Buddhism, Islam and Judaism, coming of age is marked with a formal ritual.</p> <p>Fish and chips is a piece of fish that is covered in batter and fried in oil and served with chips. It is a very popular food in Britain and often bought from a restaurant to take home.</p> 	<p>Translation</p> <p>6 Translate the paragraph into Chinese.</p> <p>Today, gap year refers mostly to a year taken before starting university or college. During their gap year, American students either engage in advanced academic courses or do some volunteer work to improve themselves in knowledge, maturity, decision-making, leadership, independence, self-sufficiency and more, thus improving their résumés before going to college. British and European students, however, take a much more holiday-style approach to the gap year by generally working for 3-6 months and then travelling around the world before college begins. This is intended to expand the mind, personal confidence, experiences and interests prior to college. It is a much less structured approach than taken in the United States, and is generally viewed by parents as a formative year for young adults to become independent and learn a great deal of responsibility prior to engaging in university life.</p> <p>7 Translate the paragraph into English.</p> <p>今天,很多中国的大学非常重视培养学生的创新意识和创业精神(entrepreneurship)。很多知名大学与多家公司建立长期的合作关系。这些公司会定期从大学中录用合格的毕业生。此外,有些校友还创建启动资金,支持学生创办自己的企业。一些大学的校长表示,创业与学习并不矛盾。鼓励学生创业可以帮助他们将专业知识应用于实践,提升自身的竞争力(competitiveness)。</p>	<p>Reading across cultures</p>  <p>Street food around the world</p> <p>The words "fast food" usually conjure up an image of hamburgers and French fries. We think of an unhealthy meal served in excess packaging to modern citizens who regard food as fuel rather than as something to enjoy.</p> <p>In fact, fast food is not a modern phenomenon at all. Travel anywhere in the world and you will encounter the sights and sounds of street vendors, selling a variety of local dishes, usually made from a few basic local ingredients, which are freshly cooked and served while you wait.</p> <p>Commercial fast food is made using an industrial process where pre-prepared ingredients are cooked in large quantities and reheated. Wherever you go in the world and eat at McDonald's, the food will taste exactly the same.</p> <p>Street food, on the other hand, is prepared and cooked on the spot in most places. All you have to do is take in the delicious smell,</p> <p>1 Read the passage and answer the questions.</p> <ol style="list-style-type: none">1 How is commercial fast food prepared?2 How is street food usually prepared?3 What health problems could you have if you eat street food? Why?4 What street foods are mentioned in the passage?5 What are the main differences between street food and fast food according to the writer?6 Why is street food so popular according to the writer?7 Do you think the writer likes street food? Why / Why not?
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四、全方位、立体化教学支持

《综合教程》提供配套词汇手册,外研随身学 App 提供课文与单词录音,数字课程提供拓展性学习与练习。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强化语言知识,提升语言技能,提高语言综合应用能力。

Map of the book

Unit	Active reading	
	Passages	Reading skills
1 Discovering yourself <i>P1</i>	Catching crabs <i>P3</i> We are all dying <i>P11</i>	Using narrative devices <i>P8</i> Understanding writer's style <i>P16</i>
2 Childhood memories <i>P23</i>	<i>The Glass Castle</i> <i>P25</i> Cultural childhoods <i>P33</i>	Reading between the lines <i>P30</i>
3 Art for art's sake <i>P45</i>	How we listen <i>P47</i> The photo <i>P55</i>	Dramatic licence <i>P60</i>
4 No place like home <i>P67</i>	Golden memories <i>P69</i> No place like home? <i>P77</i>	Humanizing the non-human <i>P74</i> Rhetorical questions <i>P82</i>
5 A place in society <i>P89</i>	Dinner at Joanne's <i>P91</i> I, we, they <i>P99</i>	Describing characters <i>P96</i> Ordering and leaving out information <i>P96</i>
6 High days and holidays <i>P111</i>	Christmas Day in the morning <i>P113</i> Chinese or Western, it's a time to relax <i>P121</i>	Understanding text organization <i>P125</i> Metaphor <i>P126</i>
7 Streets full of heroes <i>P133</i>	Last man down: the fireman's story <i>P135</i> Eleanor Roosevelt: First Lady of the World <i>P143</i>	Understanding writer's style <i>P140</i> Using quotations <i>P148</i>
8 Tales ancient and modern <i>P155</i>	Urban myths or urban legends? <i>P157</i> Echo and Narcissus <i>P165</i>	Using old-fashioned language <i>P170</i>
Glossary <i>P179</i>		