

高等职业教育规划教材

大学

实用英语

PRACTICAL COLLEGE ENGLISH

● 总主编 俞洪亮

主 编 曹 丹 刘 源

第 3 册

◆ 苏州大学出版社

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编写说明

《大学实用英语》是根据教育部2000年10月颁布的《高职高专教育英语课程教学基本要求》(试行)(下称《基本要求》),为普通高校非英语专业的专科学生编写的一套以实用为主要特点、以培养学生语言综合运用能力为主要目标的综合教材。

本套教材在编写指导思想、材料选择、练习设计等方面力求以《基本要求》为指导,遵循外语教学基本规律,反映最先进的外语教育理念和最新的研究成果,在编写过程中聚焦以下几个特点:

1. 教材的框架设计遵循去繁就简的原则,贯穿了强化语言技能一体化教学的思路。“去繁就简”原则指教材避免过多的阅读材料、过多的模块设计和过多的练习安排,教材重点直接指向英语语言基础知识学习和涉外语言交际训练两个核心主题。

“语言技能一体化教学”理念主要体现在教材内容体系中各语言技能训练内容上的整体化平衡设置,如读、写技能训练不是孤立的单项语言技能训练,其中也有口语技能的训练,做到“读”中有“说”、“写”中有“说”、“说”中有“译”等。基于这个编写思路,本套教材打破了以单项语言技能训练为主要内容的教材编写传统,从高职高专英语教学的特点出发,强调语言技能训练之间的交叉,融合了外语教学和学习两个核心主题,即融合形式与意义的关系、理解与产出的关系,强化语言的运用,努力使学生从传统的语言“学习者”转变成语言“使用者”。因此,本套教材没有刻意设计阅读、听说、写作分册,而是将其定位为集听、说、读、写、译为一体的综合教材。

2. 材料选择遵循场景化和情境化原则,突出材料的主题特征、真实特征和时代特征,力求将材料的知识性、趣味性、思想性和实用性有机地结合在一起。本套教材从近1 000篇真实语料中选取阅读材料和听力材料,主课文围绕30多个主题,涵盖生活、工作、文化活动等涉外场景,突出了“大商务”背景下的职场语言输入。此外,选材兼顾了课堂教学和自主学习的材料准备,如写作模块有丰富的课堂教学内容,也有可供学生自主学习的内容。

3. 练习设计坚持以语言活动为基础,语言活动紧扣《高等学校英语应用能力考试大纲》(下称《考试大纲》)考试内容和考试题型。各单元设计的练习围绕以词汇语法为中心的语言基础知识的学习与巩固和以交际为目标的语言技能训练,遵循以读促说、以读促写、以读促译的语言学习理念,突出学生的产出性表达技能的培养。

本套教材学生用书分为3册,每册含8个单元,每个单元的内容都是一个完整的学习体系,各语言活动的设计均有系统的、循序渐进的引导路径,语言实践活动最大程度地融合了意义驱动和形式驱动的英语学习。各单元主要模块包括:

1. Pre-reading activities 该模块针对学习内容和学生的个人学习生活实际而设计问

题,活动方式可以是 pair work, role play 或 group discussion,也可以围绕图片作简单的口头描述,目的是促使学生的意识聚焦于文章主题,同时也训练了口语技能。

2. Post-reading activities 该模块的设计围绕主课文内容展开,设计的指导思想是“少讲多练”,强调以学生为中心的语言操练。形式包括快速阅读、仔细阅读、词汇语法、翻译等,练习量控制在课堂内基本可以完成的范围内,部分练习可以作为学生自主学习的内容,如词性转换知识、词汇深度的学习等,教师可以根据学习者水平取舍。这部分的各类语言活动着重于阅读技能的训练、词汇语法知识的学习和巩固及基于课文内容的翻译等。

3. Listening activities 该模块依据《考试大纲》考试项目设计,听力内容形式包括对话、会话或短文,练习目的主要包括促进学习者的词汇宽度学习,培养他们在听力活动中获取细节信息和主旨信息的能力。这部分的语言活动还体现了“语言技能一体化教学”理念和语言学习的频次效应,我们在各单元最后以附录的形式给出了听力内容的脚本,目的是让学生反复操练,并通过阅读脚本,提高学生语体意识。此外,学生也可以利用脚本进行口语操练和口头翻译练习等。

4. Extended reading activities 该模块的阅读材料与主课文的主题相关,涉及内容均为实用性文字材料,设计的练习相对简化,主要目的是让学生了解各种实用文体及培养他们从书面文字材料获取信息的能力。

5. Practical writing activities 该模块的内容安排由易到难,循序渐进,由实务函电知识介绍、实务英语写作范文和模仿写作三个小模块组成。其主要特点是应用性和实用性,每册中该部分的内容都是主要围绕大商务背景下的实务函电,包括日常书面交际和业务书面交际而组织或展开的,目的是培养学生套写应用性短文、信函,填写英文表格或翻译简短的实用性文字的能力。

除了上述主要模块外,每册各单元最后还设计了形式多样的娱乐学习活动模块(entertainment),供学生自主安排,目的是降低学习者的情感焦虑,提高学习者的学习兴趣。

在本套教材的编写过程中,我们得到了苏州大学出版社领导和编辑人员的支持和指导,得到了不少专家的指点,更得到了工作在教学一线的教师积极参与。本套教材会存在着这样和那样的缺陷,希望同行和专家批评指正。

编 者

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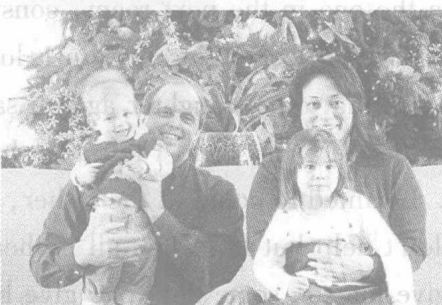
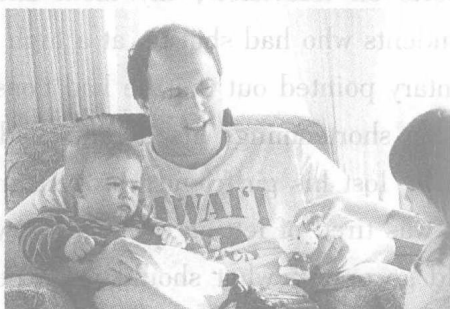
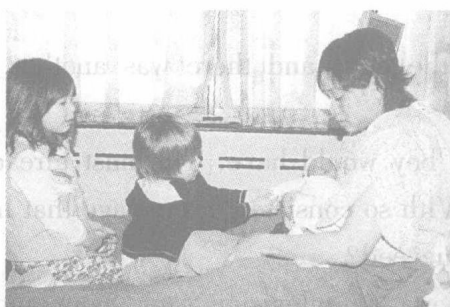
Unit One

FAMILY

PRE-READING ACTIVITIES

Discuss the following questions:

1. How often do you talk with your parents?
2. What do you usually talk about?
3. Do you have any problems in communicating with your parents?



Text

The Father and the Son

1 I listened to them while I ate my breakfast, a young boy and a man, apparently father and son, on the other side of the wall in the smoking section of the restaurant. The boy's voice seemed small and quiet, in that awkward range between childhood and puberty. The man's voice grew very loud in contrast.

2 The man had done nothing during all that time but looked down upon him for wanting to lift weights, for wanting to read his father's newspaper, for every thing he did and said. "Jerk," I thought, then was overwhelmed by a wash of pity for the boy, always seeking and never winning his father's approval. Couldn't this man see what he was doing to his son?

3 "I think I can do it," the boy mumbled in that dull, low tone. I could see him, looking down at the table, maybe blushing. His father laughed, cruelly it seemed to me. It was a laugh that told me that he had no confidence in his son's abilities as clearly as any words could have.

4 "You aren't smart enough," he told the boy, and there was another peal of mocking laughter.

5 I wondered then what kind of life that boy would have. He must already have suffered enough disapproval for a lifetime. With so consistent a message that he was a failure, how could he ever be expected to succeed?

6 On an afternoon with nothing but sports on television, my mom and I had watched a documentary on one of the first students who had shot up at a high school, killing his parents beforehand. The documentary pointed out that he had consistently failed at everything he's tried, but despite his shortcomings his parents had always been supportive. He's simply snapped when he lost his girlfriend, broken under the weight of his failures. In his own words, "I was tired of letting everyone down."

7 If that kid, from a loving family, could go crazy, what should we expect from boys like the one in the next room, constantly looked down upon by his father?

8 The boy said something else in a low voice. I couldn't hear the words, but his father began that cruel laughter again, saying, "You'll never make it."

9 It made me angry, and I felt a fresh wave of some other emotion I couldn't easily identify. I wanted to confront the father, to tell him to give his son a chance, that the boy couldn't help but fail when all he heard was that he already had. I wanted to tell him to give his son some hope, to give him some possibility of pleasing his father.

10 But in our society, people don't do that. We mind our own business unless it gets bloody. Nobody says anything until a tragedy happens. Then we all crowd in front of the camera to tell the world we'd seen it coming.

11 By the time I'd finished my breakfast, I was so depressed that I wanted to cry. As youngsters, we recognize when our parents have treated us unfairly, we vow never to make the same mistakes with our children. Yet every one of us, when grown with children of our own can at one time or another identifies our parents' voices coming out of our mouths. We become what we know.

12 This boy was doomed to relate to his children in the same way his father was relating to him. I left money on the table for the bill and the tip, gathered my things and moved to leave through the main restaurant. I could have probably left through the side door, which was much closer. But it was important to me to see this boy, this father. When I reached the doorway, I pretended to put my jacket on and zip it up, taking the time to look around the room for the pair I sought. Then I heard the laugh again.

13 He was an older man, fat and bald, dressed in a mechanic's uniform. The boy must have been thirteen or so, tall for his age and very thin, wearing glasses and slumped in his seat.

14 To my surprise, the father had his arm around his son's shoulder, and in contradiction to the harshness of his laugh, he smiled at the boy. His son smiled up at him unconfidently. The love between them was obvious.

15 My depression lifted, and I smiled at them when they looked up at me. This boy would be fine, and when he has a son of his own, they would joke with each other some Saturday morning, having breakfast before he had to go to work, in exactly this same way. It would be a good morning for both of them.

NEW WORDS

approval /ə'pru:vəl/	n.	赞成, 同意
awkward /'ɔ:kwəd/	adj.	尴尬的, 使用不便的
*bald /bɔ:ld/	adj.	秃顶的, 秃的, 无毛的
beforehand /br'fɔ:hænd/	adv.	预先
bloody /'blʌdi/	adj.	血腥的, 有血的
*blush /blʌʃ/	n.	脸红, 羞愧

childhood /'tʃaɪldhʊd/	n.	孩童时期
confront /kən'frʌnt/	v.	面对, 正视, 对抗
consistent /kən'sɪstənt/	adj.	一致的, 持续的
consistently /kən'sɪstəntli/	adv.	一致地, 持续地
constantly /'kɒnstəntli/	adv.	经常地, 不变地
contradiction /,kɒntrə'dɪkʃn/	n.	矛盾, 对立
contrast /'kɒntrɑːst/	n.	差别, 对比
cruelly /'kruəli/	adv.	残忍地
depressed /dɪ'prest/	adj.	沮丧的, 忧郁的
depression /dɪ'preʃn/	n.	沮丧, 忧郁
despite /dɪ'spaɪt/	prep.	尽管, 不论
disapproval /,dɪsə'pruːvl/	n.	不赞成, 不同意
documentary /,dɒkjʊ'mentɪrɪ/	n.	纪录片
doom /duːm/	v.	注定, 命定
doorway /'dɔːweɪ/	n.	门口
dull /dʌl/	adj.	呆滞的, 单调的
emotion /ɪ'məʊʃn/	n.	情绪, 情感
*harshness /hɑːʃnɪs/	n.	严厉, 严酷, 无情
identify /aɪ'dentɪfaɪ/	v.	识别, 发现, 确定
*jerk /dʒɜːk/	n.	〈俚〉蠢人, 傻瓜
laughter /'lɑːftə/	n.	笑, 笑声
lifetime /'laɪftaɪm/	n.	一生, 终身, 寿命
mechanic /mɪ'kænik/	n.	技工, 机械师
*mocking /'mɒkɪŋ/	adj.	嘲笑的, 嘲弄的
*mumble /'mʌmbəl/	v.	咕哝, 喃喃而语
*overwhelm /,əʊvə'welɪm/	v.	淹没, 受打击, 压倒
*peal /piːl/	n.	隆隆声, 响亮的钟声
possibility /,pɒsə'bɪlətɪ/	n.	可能性
pretend /prɪ'tend/	v.	假装
*puberty /'pjʊ:bətɪ/	n.	青春期
range /reɪndʒ/	n.	范围, 行列
recognize /'rekəɡnaɪz/	v.	承认, 公认
section /'sekʃn/	n.	部分, 区
seek /siːk/	v.	寻找, 寻求

*slump /slʌmp/	v.	(沉重或突然地)倒下, 陷落,失败,消沉
*snap /snæp/	v.	突然折断,崩溃
supportive /sə'pɔ:tɪv/	adj.	支持的,支援的,鼓励的
*tragedy /'trædʒədi/	n.	悲剧,不幸,灾难
unconfidently /ʌn'kɒnfɪdəntli/	adv.	不自信地
unfairly /,ʌn'feəli/	adv.	不公平地
uniform /'ju:nɪfɔ:m/	n.	制服
*vow /vaʊ/	v.	宣誓,发誓
*zip /zɪp/	v.	拉上拉链

PHRASES & EXPRESSIONS

be doomed to	注定(死亡、毁灭、失败等)
in contrast	对比,对照
let sb down	使失望
look down upon	贬低,看不起
mind one's own business	管自己的事情
or so	大约,大概
point out	指出

POST-READING ACTIVITIES



Activity 1: Read the text quickly and decide whether the following statements are true (T) or false (F).

- () 1. The writer had breakfast with a father and his son.
- () 2. The writer thought it was stupid of the father to blame his son.
- () 3. The father laughed at his son because he had no confidence in his son.
- () 4. The student in the documentary killed his parents because they were not supportive of him.
- () 5. To the writer, kids from unloving families easily commit crimes.

- () 6. The writer was angry with the father and had an argument with him.
- () 7. The writer believed that the boy would blame his children the way his father did to him.
- () 8. The writer left through the side way because it was much closer.
- () 9. The writer saw another father blaming his son before he left.
- () 10. The writer was in a bad mood when he left the restaurant.

Activity 2: Read the text carefully and answer the following questions.

1. Where did the writer hear the conversation between the father and the son?
2. What did the man do to his son during all that time?
3. What did the man's laugh mean to the writer?
4. Why did the writer believe that the boy could not expect to succeed?
5. Why did the student in the documentary kill his parents?
6. What did the writer want to tell the father? Did he actually do that?
7. What did the writer mean by saying "We become what we know"?
8. What would the boy do to his children when he grew up?
9. What did the father's second laughter mean to the writer?
10. What did the writer feel when he left the restaurant?

Activity 3: Practise using the rules of word formation.

1. Examine how the words "Chinese" and "length" are formed. Find out the meanings of the suffixes "-ese" and "-th" with the help of a dictionary.
2. Turn the following words into adjectives or nouns that end with the suffixes "-ese" or "-th". Add more words to the list.

Noun	Noun/ Adjective	Adjective	Noun
Congo		broad	
Guyana		deep	
Japan		foul	
Lebanon		strong	
Malta		true	
Nepal		young	
Portugal		warm	
Vietnam		wide	
...		...	

Activity 4: Fill in the blanks with words or phrases chosen from the box below. Change the form where necessary.

approval	awkward	confront	contradiction
depression	dull	identify	lifetime
possibility	recognize	seek	supportive
uniform	unfairly	range	section
emotion	despite	constantly	look down upon

1. Even a small baby can _____ his mother by her voice.
2. Many things like males and females or honesty and dishonesty end up being _____ with one another.
3. Tiredness, lack of appetite and sleeping problems are all symptoms of _____.
4. It's an issue we have to _____ at some point, no matter how unpleasant it is.
5. The _____ is quite small that white girls marry blacks.
6. It's a(n) _____ corner to drive round, so take it slowly.
7. A _____ person normally doesn't understand jokes, not to mention makes one.
8. The project has now received _____ from the government.
9. Doubts about the government's policies are being expressed even by people who have been _____ of the government in the past.
10. Doctors are trained to _____ the symptoms of different diseases.
11. Legal advice should be _____ before you take any further action.
12. Very often, girls in business are _____ deprived of their chances to be promoted.
13. It is not his poverty but his dishonesty that makes him _____.
14. Men in _____ prove attractive since it may make those who are so dressed look smart and energetic.
15. Men often find it hard to express their _____.
16. Contestants spent a(n) _____ in a minute waiting for their scores.
17. A good rifle lies a great deal on its shooting _____.
18. _____ repeated assurances that the product is safe, many people have stopped buying it.
19. Does the restaurant have a non-smoking _____?
20. She's a girl of caprice, namely, she's _____ changing her mind.

Activity 5: Study the meanings of the phrases listed below and then complete each of the following sentences with an appropriate phrase in its proper form.

think

think about 思虑, 思考

think aloud 自言自语, 把想法有声地表达出来

think of 想起, 考虑, 想一想, 认为

think of ... as 把……看作, 以为……是

think over 仔细考虑

1. _____ every possibility to ensure your success.
2. This is a serious matter, so I need more time to _____ it _____.
3. How do you _____ this film?
4. She has the habit of _____.
5. He is a man _____ a sissy boy.
6. _____ it before you make the decision.
7. I always _____ you as my best friend.
8. _____ things _____ is a good habit.

run

run down 撞倒, 减少

run into 撞上, 偶然碰见

run off 逃跑

run out (of) 被用完, 被耗尽

run over 溢出, 碾过

run through 贯穿

1. I _____ an old friend whom I haven't met for many years.
2. The candle happened to have _____ when there was no electricity the other day.
3. The background music _____ his whole speech.
4. It rained hard. Water _____ the bank.
5. Prisoners who _____ become outcasts.
6. The car didn't have time to stop so that it _____ a cat.
7. The number of his fans has _____ since his scandal was exposed.
8. I _____ my money when I came back home from abroad.

Activity 6: Complete the following sentences with the appropriate forms of the words in the brackets.

1. _____ (give) time, he would win by perseverance(毅力).