

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 刘 猛 张 吟

第 1 册

◆ 苏州大学出版社

高等职业教育规划教材

大学 实用英语

PRACTICAL COLLEGE ENGLISH

第 1 册

总主编：俞洪亮

主 编：刘 猛 张 吟

编 者：刘 猛 张 吟 唐 蕾 曹 丹

霍 红 张志祥 吴普云

图书在版编目(CIP)数据

大学实用英语. 第1册/刘猛,张吟主编. —苏州: 苏州大学出版社, 2008. 7
高等职业教育规划教材
ISBN 978-7-81137-000-3

I. 大… II. ①刘…②张… III. 英语-高等学校: 技术学校-教材 IV. H31

中国版本图书馆 CIP 数据核字(2008)第 076739 号

大学实用英语

第1册

刘 猛 张 吟 主编

责任编辑 杨 华

苏州大学出版社出版发行

(地址: 苏州市干将东路 200 号 邮编: 215021)

丹阳市兴华印刷厂印装

(地址: 丹阳市胡桥镇 邮编: 212313)

开本 787mm×1 092mm 1/16 印张 14.25 字数 355 千

2008 年 7 月第 1 版 2008 年 7 月第 1 次印刷

ISBN 978-7-81137-000-3 定价: 25.00 元(含光盘)

苏州大学版图书若有印装错误, 本社负责调换

苏州大学出版社营销部 电话: 0512-67258835

《大学实用英语》编委会

(按姓氏笔画为序)

刘 猛 刘 源 汤定军 杨 华 李寿春 吴培华
张 吟 陈兴昌 沈海牧 俞洪亮 高 敏 唐 蕾
曹 丹 蔡 祥 霍 红 魏重宪

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的积极参与。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

2008年4月定稿于扬州

Contents

大学实用英语 第1册 .

目 录

Unit One Orientation

Pre-reading Activities	(1)
Text	(2)
Post-reading Activities	(5)
Listening Activities	(10)
Extended Reading Activities	(14)
Practical Writing Activities	(17)
Classic Movie Appreciation	(21)
Fun Zone	(22)

Unit Two College Study

Pre-reading Activities	(26)
Text	(27)
Post-reading Activities	(30)
Listening Activities	(36)
Extended Reading Activities	(39)
Practical Writing Activities	(41)
Classic Movie Appreciation	(46)
Fun Zone	(47)

Unit Three Online Learning

Pre-reading Activities	(51)
Text	(52)
Post-reading Activities	(55)
Listening Activities	(61)
Extended Reading Activities	(66)
Practical Writing Activities	(68)
Classic Movie Appreciation	(72)
Fun Zone	(74)

Unit Four Life & Money

Pre-reading Activities	(77)
------------------------------	------

Text	(78)
Post-reading Activities	(81)
Listening Activities	(87)
Extended Reading Activities	(91)
Practical Writing Activities	(93)
Classic Movie Appreciation	(96)
Fun Zone	(97)

Unit Five Safety

Pre-reading Activities	(101)
Text	(102)
Post-reading Activities	(105)
Listening Activities	(111)
Extended Reading Activities	(115)
Practical Writing Activities	(118)
Classic Movie Appreciation	(121)
Fun Zone	(122)

Unit Six Psychology

Pre-reading Activities	(125)
Text	(126)
Post-reading Activities	(130)
Listening Activities	(136)
Extended Reading Activities	(140)
Practical Writing Activities	(142)
Classic Movie Appreciation	(146)
Fun Zone	(147)

Unit Seven Holidays

Pre-reading Activities	(150)
Text	(151)
Post-reading Activities	(155)
Listening Activities	(159)
Extended Reading Activities	(163)
Practical Writing Activities	(166)
Classic Movie Appreciation	(168)
Fun Zone	(170)

Unit Eight Sports

Pre-reading Activities	(173)
Text	(174)

Post-reading Activities	(178)
Listening Activities	(184)
Extended Reading Activities	(188)
Practical Writing Activities	(190)
Classic Movie Appreciation	(194)
Fun Zone	(195)
Glossary	(199)
常见英语学习资源网站	(215)



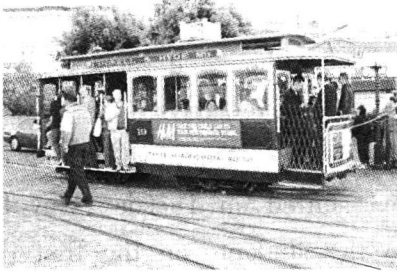
Unit One

ORIENTATION

PRE-READING ACTIVITIES

Discuss the following questions:

1. What do you expect from your college life?
2. How did you feel when you stepped onto the college campus for the first time?
3. Have you been informed about what facilities and services are provided in your college?



Text

Adjusting to College Life: The First Few Days

1 After my last breakfast at home, I put the last few boxes into the car and, along with my father and younger brother, began the journey to Boston University.

2 Questions about what college life would be like filled my head during the entire trip. After an infinite three-hour trip, I arrived on campus. I turned the key and opened the door. I scanned the room, and was very relieved to find it was relatively large. No bunk beds. My roommate had obviously moved in. This made it easier for me to unpack. With everything unpacked, my father, brother and I went to the dining hall for lunch. With so many choices, I ate a lot during my first on-campus meal. As I walked back to the car to see my father and brother off, I realized that this signified the end of a part of my life. It also served as a beginning.

3 I knew that once I arrived in college, I would face new experiences and challenges. It would be a time to learn and grow, to make mistakes, and to learn from those mistakes. As I waved goodbye, I promised myself that I would take that freedom seriously and not abuse it. For the first time, I was alone on campus. A Saturday night and no homework yet. With the large number of activities offered the first few nights, it became obvious that the university was aware of the problem of freshman drinking.

4 My second day of college included orientation activities. I came to know university policies, rules and procedures during information sessions. For the most part, however, I had free time. I visited every building where I would have classes, to make sure I wouldn't be late on the first day. Although it seemed like a large campus at first, it became easy to walk through after a few days.

5 Up until Tuesday, I mostly relaxed and settled in. Then, something changed. The dreadful thought of classes. Once school started on Tuesday, my free time vanished. Each professor gave a syllabus to the students on the first day. The syllabuses outlined what to read before each class, when tests would be given, what was expected of the students, and when office hours were. This proved helpful, and also provided an additional challenge. It was now up to me to manage my own schedule. The professors would not check to see if I did the reading, or even if I came to class. I was truly on my own.

6 What are some of the differences between high school and college? Classes do not meet every day. Every student has his or her own individual schedule. If a student

misses a class, most professors will not notice. It is up to the students to attend classes, and to make up the work when they don't. One of the largest adjustments that I had to make was to the communal atmosphere. Everything at college is shared and privacy does not exist. Students share the bathroom, the bedroom, the dining area, study rooms, and everything else imaginable. Sharing definitely isn't a bad thing, and it is just something new and different for most students.

7 How much studying is there for classes? According to advisers and professors, for every credit a student earns, that student should study for at least three hours a week. Therefore, with my schedule of 17 credits, I should study 51 hours per week. That's over two days of studying. Still, even with all the studying, it is important to get involved in different activities in college. Most colleges have a student involvement fair sometime during the first few weeks. There, students involved in all types of activities discuss what their clubs do and try to recruit new members. I enjoyed the involvement fair, and would highly recommend it to all new students.

8 The most important thing is to remember that college is the last time in your life when you are surrounded by people of your own age. Take advantage of it. Join some student organizations that match your interests. Make new friends. Try new things. But most of all, have an open mind. Be tolerant of the views and differences of others and enjoy yourself. Good luck. I hope your experiences will be as good as mine have been so far.

NEW WORDS

* abuse /ə'bjuz/	v.	滥用,虐待
additional /ə'dɪʃənəl/	adj.	另外的,额外的,附加的
adjust /ə'dʒʌst/	v.	调整,调节,适应(to)
adjustment /ə'dʒʌstmənt/	n.	调整,调节
adviser /əd'vaɪzə/	n.	(学生的)指导老师
advantage /əd'vɑ:ntɪdʒ/	n.	利益,优势,有利条件
atmosphere /'ætmosfɪə/	n.	气氛,环境
* bunk /bʌŋk/	n.	(= bunk bed) 双层床
campus /'kæmpəs/	n.	校园
challenge /'tʃælɪndʒ/	n.	挑战
* communal /'kɒmjʊnəl/	adj.	公共的,群居的,社会的
credit /'kredɪt/	n.	学分

definitely /'defɪnətli/	n.	无疑地,明确地
*dreadful /'dredfʊl/	adj.	可怕的
entire /ɪn'taɪə/	adj.	全部的,完整的
exist /ɪg'zɪst/	v.	存在
experience /ɪk'spɪəriəns/	n.	经历,阅历,体验
freshman /'freʃmən/	n.	新生,新手
imaginable /ɪ'mædʒɪnəbl/	adj.	可想象的,可能的
include /ɪn'klu:d/	v.	包括,包含
individual /,ɪndɪ'vɪdʒʊəl/	adj.	个别的,单独的
infinite /'ɪnfɪnət/	adj.	无穷的,极大的
involve /ɪn'vɒlv/	v.	使陷入,使卷入
involvement /ɪn'vɒlvmənt/	n.	卷入,牵连,包含
journey /'dʒɜ:nɪ/	n.	旅行,旅程
obvious /'ɒbvɪəs/	adj.	明显的
obviously /'ɒbvɪəslɪ/	adv.	明显地
organization /,ɔ:gənəɪ'zeɪʃən/	n.	组织,机构,团体
orientation /,ɔ:rɪən'teɪʃən/	n.	(对新环境的)适应,定向,定位
outline /'aʊtlaɪn/	v.	描绘轮廓,概述
pack /pæk/	v.	包装,捆扎
privacy /'praɪvəsi/	n.	隐私,秘密
procedure /prə'si:dʒə/	n.	程序,手续
professor /prə'fesə/	n.	教授
provide /prə'vaɪd/	v.	提供,供给
realize /'rɪəlaɪz/	v.	认识到,体会到,实现
recommend /,rekə'mend/	v.	推荐,介绍
*recruit /rɪ'kru:t/	v.	征募,招聘
relatively /'relətɪvli/	adv.	相对地,比较地
relax /rɪ'læks/	v.	放松,休息
relieve /rɪ'li:v/	v.	减轻,解除
*roommate /'ru:mmeɪt/	n.	室友,同屋者
scan /skæn/	v.	浏览,扫描
schedule /'ʃedju:l/	n.	时间表,课程表
serve /sɜ:v/	v.	服务,招待,侍候
*session /'seʃən/	n.	会议
share /'ʃeə/	v.	分享,共有

* signify /'sɪgnɪfaɪ/	v.	表示, 意味着
surround /sə'raʊnd/	v.	包围, 围绕
* syllabus /'sɪləbəs/	n.	教学大纲
tolerant /'tɒlərənt/	adj.	容忍的, 宽容的
unpack /ˌʌn'pæk/	v.	打开(包裹), 拆(包)
vanish /'vænɪʃ/	v.	消失, 突然不见

PHRASES & EXPRESSIONS

along with	与……一道
be up to someone	取决于某人
for the most part	就绝大部分而言, 多半
make up	弥补, 补足, 占……比例
most of all	最最, 特别(最糟糕的是)
on one's own	独自地, 独立地
settle in	在新居安顿, 适应新环境
see off	送行
take advantage of	对……加以利用

PROPER NAMES

Boston /'bɒstən/ University	(美国) 波士顿大学
-----------------------------	------------

POST-READING ACTIVITIES



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

- () 1. The writer went to the university by himself and no one else went with him.
- () 2. The writer considered the three-hour trip long because he was so eager to be on campus.
- () 3. The writer had thought that his room would be large.
- () 4. It seemed that the writer had only one roommate.
- () 5. Freshmen usually drink a lot during their first few days on campus.

- () 6. The previously(先前) large campus became smaller because the writer was getting closer to it.
- () 7. The professors always care about whether students attend their classes or not.
- () 8. The writer doesn't seem to be against sharing.
- () 9. The writer didn't show much interest in the student involvement fair.
- () 10. According to the writer, one of the most important things for freshmen to remember is to keep an open mind in college.

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

- How did the writer get to the university?
- Why did the writer consider the three-hour trip long?
- What did the writer realize when he saw his father and brother off?
- What is the common problem among freshmen?
- What did the writer learn during information sessions?
- What is usually outlined in syllabuses?
- What are some of the differences between high school and college?
- What is the purpose of a student involvement fair?
- What is the most important thing to remember in college?
- What is the right attitude towards different views?

Activity 3: Practise using the rules of word formation.

- Examine how the words “unpack” and “imaginable” are formed. Find out the meanings of the prefix “un-” and the suffix “-able” with the help of a dictionary.
unpack: _____ + _____
imaginable: _____ + _____
- Turn the following words into verbs or adjectives that start with the prefix “un-” or end with the suffix “-able”. Add more words to the list.

Verb	Verb	Verb	Adjective
balance		agree	
bar		compare	
freeze		consider	
cover		desire	
loose		eat	
mask		forget	
pick		negotiate	
plug		remark	
rest		predict	
screw		perish	
...		...	

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

vanish	tolerant	share	scan	orientation
exist	involve	unpack	outline	recommend
relieve	entire	surround	imaginable	experience
abuse	challenge	adjust	relax	privacy

- _____ is the ability of an individual or group to keep their lives out of public view.
- Yesterday afternoon Frank Hawkins told about his _____ as a young man.
- Can you _____ a good restaurant nearby for me?
- The purpose of the _____ week is to talk about problems faced by freshmen.
- I thought it would rain, but the clouds _____ and it's a fine day.
- Do you want to take a break to _____ yourself after break?
- You can buy any product _____ with just a few clicks of your mouse.
- The new book _____ the main challenges facing mankind.
- He often _____ the morning papers while eating breakfast.
- Reducing the gap between the rich and poor is one of the main _____ facing the government.
- She got a very bad cold and spent the _____ day in bed.
- Don't _____ other people in your trouble.
- We should be _____ of views different from ours.
- Some students are unable to _____ themselves to the new environment.
- Do you think life _____ only here on the earth?
- This town is _____ by clear water and green trees.
- We _____ land because we regard it as a commodity(商品) belonging to us.
- Bill and Bob _____ the work equally between them.
- She _____ her luggage and took out all her clothes.
- This will _____ pressure on the trains to some extent.

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

break

break away 突然离开, 突然改变

break down 发生故障, 压倒, 停顿, 中止

break in 闯入, 打断

break into 破门而入, 侵占

break off 中断, 折断, 突然停止, 暂停

break out 突然发生, 爆发

break through 突围, 突破

break up 打碎, 破裂, 分裂, 结束

1. The governor's speech _____ the teachers' opposition to school reform.
2. Modern music like jazz _____ from the old traditional rules.
3. The thieves _____ through the back door when we were away.
4. Two gunmen _____ the jewelry and stole nearly all the valuable necklaces.
5. The robbery suspect _____ from the lockup(拘留所) yesterday.
6. The crowd _____ cheers and the drunk bowed.
7. He _____ in the middle of a sentence.
8. At last, those doctors _____ in their fight against heart disease.
9. Let's _____ for half an hour and have some tea.
10. Please don't _____ when the hero is telling his own story.
11. It was almost midnight that a fire _____ in this neighborhood.
12. The enemy's defenses were strong but our soldiers _____.
13. Hostilities(对抗) _____ between the two countries.
14. The ice will _____ when the warm weather comes.
15. We could not get out when the lift _____.
16. The couple _____ when they realized they didn't love each other any longer.

call

call at (短暂地)访问, 停靠

call back 再打电话, 收回(意见等), 叫回来

call for 叫(某人)来, 去/来接(某人), 需要, 要求

call in 召集, 召来, 来访

call it a day 今天到此为止, 暂停

call off 叫走, 放弃, 使转移走

call on 号召, 呼吁, 邀请, 访问

call up 打电话给, 使人想起

1. The headmaster _____ the students to work harder.
2. Sorry, I am busy now and I will _____ you _____ in an hour.
3. This kind of work _____ patience.
4. Please _____ your dog. It is so annoying.