

高等院校艺术体育类非专业英语系列教材

总主编 范 谊 龙云飞

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# 大学英语

## 综合教程

(下册)



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# 大学英语综合教程

(下册)

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## 内 容 简 介

本书包括 10 个单元,每单元由口语练习、语法、课文、阅读和写作五大部分构成,每部分后均有相关练习。为增强学生的学习兴趣,每单元后还增加了短小的幽默故事,文字浅显且诙谐幽默。

本书可供具有大学英语初级水平的学生使用。

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# 前 言

高校不断扩招,招生比例不断提高,使得高校学生的水平差距不断加大。在大学英语方面,这种差距更为凸显。目前,在我国大多数的高等院校里,大学英语教学所使用的教材应当说在某种程度上更适合于中等偏上水平的学生,而未能照顾到起点较低的学生。为实现真正意义上的因材施教,有的放矢,选编针对当前大学英语初级水平教学而使用的教材成为一个亟待解决的问题。本教材也正是在这种情况下应运而生。本教材的教学对象为普通高校里起点较低的非英语专业本科生,亦可作为其他院校同等水平学生的大学英语教材。

现行的《大学英语教学大纲》于1998年12月修订公布,之后于2004年又下发了《大学英语课程教学要求(试行)》。自该课程设置在全国实施以来,应当说它基本上符合我国高校实际情况,为大学英语教学做出了有目共睹的贡献。但是,我国现有1000多所各种层次、各种类别的高等院校,招生也是分五六个批次进行;本科的和专科的,重点的和非重点的,各校的生源水平、师资条件不尽相同。一个教学大纲、一种课程模式,显然不切实际(蔡基刚,《复旦教育》2002年第一期)。用全国通用的《大学英语教学大纲》来要求不是站在同一起跑线上的学生既不切实际,也不能达到教学预期目标,对学生也是有失公允的。

在教过的众多学生群体中,我们发现,只要方法得当,材料适宜,各类学生都可以以其自身现有的水平为起点,取得大幅度的,至少是一定程度的进步。然而,令人遗憾的是,目前还没有一本较为规范的可供大学英语初级水平学生学习使用的英语教材。因此,编写一套符合大学英语初级水平学生认知规律、与专业相结合、实用性较强、利于发挥且注重与专业需求有效互动的大学英语初级水平的教材是十分必要的。

在长期的教学过程中,我们发现英语水平相对较低的学生一般都具有不能较长时间保持注意力集中的特点。然而,该类学生却有着其他学生无可比拟的优势,如思想活跃、善于表现、勇于展示、容易接受新事物等。有鉴于此,本教材在编写过程中,将课文的单词量控制在450词~650词之间。选材尽量结合热门话题并与相关专业有一定联系,以激发学生的学习兴趣 and 感性认识。同时注

重中西方文化介绍,避免现行教材中偏重西方文化介绍,导致“中国文化失语症”的现象。练习部分除保留现行教材中语言基本技能训练外,同时为挖掘和启发学生勇于表现的特点,增加可操作性内容,如讨论、角色扮演、小组课题等形式。为了改变重阅读、轻口语的现象,本教材的编写注重了口语内容的加强。同时考虑到该类学生英语基础较差,每单元后会以经典句型等形式引入相关语法介绍。教材的编写还考虑到教学内容的深浅搭配,内容由浅入深,呈现一定的梯度,其目的在于让程度较高的学生和程度较低的学生都有可学的内容,力争使每个学生都处在一种“蹦一蹦,够得到”的学习状态。因此,在参照了国内外近年出版的相关教材的基础上,就听说、读、写、译等知识进行了有效整合后编写了本教材。教材的主要特点在于:

(1) 每单元均设置了对话内容,重在口语练习。内容由浅入深,从日常生活对话逐步过渡到与一定专业相关的对话,具有一定的实用性。

(2) 根据学生语法较为薄弱的特点,教材对常用语法进行了系统的讲解。内容的安排是根据各类考试中较常出现的语法,由浅入深、循序渐进地进行。

(3) 选材新颖,与现实生活密切相关。每单元课文均有课前导读和课后讨论,讨论的话题与学生兴趣及专业相结合,极具操作性。

(4) 练习中融入了大量近年常用考试(如 CETS-3、CETS-4、PETS)的真题,旨在帮助学生熟悉这些考试形式,更好地应对并通过考试。

(5) 每单元后还增加了短小的幽默故事,文字浅显且幽默诙谐,便于教师利用其调动学生学习兴趣,更好地完成课堂教学。

总之,教材的编写从学生特点出发,坚持以能力培养为核心,突出语言核心知识与实际能力的提高。教材内容与培养目标有机地结合,形成一个以综合能力培养为主体,突出语言运用能力为目的的教材模式。教师在使用本教材的同时,可充分利用其他现有资源,包括报纸、杂志、音像材料、网络、媒体以及其他来源的真实语料和老师根据多年经验自行设计的一些材料,满足不同程度学习者不同的学习需求,提高他们综合运用知识的能力和实际的语言交际能力。

全套教材是编写人员基于对所教学生近五年的教学跟踪调查,同时吸取兄弟院校的教学经验编写而成。宁波大学外语学院院长范谊任总主编,宁波大学外语学院院长助理杨廷君、宁波大学外语学院大外部主任杨新亮担任总策划。具体编写由宁波大学、浙江绍兴文理学院、贵州师范大学、四川大学、华北煤炭医学院、浙江纺织服装学院、东莞理工学院、宁波工程学院、四川西昌学院等教师共同编写。

本系列教材得以顺利出版得益于宁波大学外语学院院长范谊,院长助理杨廷君,大学外语部主任杨新亮、苗丽霞、林艳,英语系主任徐亮等领导的大力支持和指导,同时也得到了宁波大学外语学院大学外语部及绍兴文理学院诸多同事的鼎力相助。宁波大学外籍教师 Dale Depalatis 对全书进行了通读和审校,并提出宝贵意见,在此一并表示感谢。

鉴于编者水平有限,编写过程中难免出现疏漏和不妥之处,敬请同行专家及广大读者不吝赐教。

编 者

# 使用说明

本书为初级阶段《大学基础英语综合教程》系列教材。使用对象为在学习本教材之前应该已经掌握英语语音和语法的基本知识,已有英语词汇量在 1000 个左右,并在听说读写等方面接受过初步训练的学生。

本教材重视语言的共核教学,培养基本的语言技能。此外,中西文化的导入也是此次编写的主导思想之一,力图避免现行教材中偏重西方文化介绍,导致“中国文化失语症”的现象。

教程分为上、下两册(附配套练习册),每册由 10 个单元构成。每单元由口语练习(Oral English Practice)、语法(Grammar)、课文(Text)、阅读(Reading Activity)和写作(Writing)五大部分构成,每部分后均有相关练习。全书共有 20 个单元,可依学时或学生程度的不同,分两个或四个学期使用,或依具体情况而定。其中:

口语练习部分(Oral English Practice):

语言的最终目的是交流,而口头交流又是目前学生中普遍存在的难题。正是基于这一点,我们设置的 Dialogue 形式,重在口语练习,增加了可操作内容,目的在于培养学生的实际口语交际能力。如根据学生专业特点或学生所熟悉的身边事,布置相关练习。

语法部分(Grammar)

每单元后以典型例句等形式引入相关语法介绍,其语法内容的安排由浅入深、循序渐进,其相关练习涵盖在课文练习中。

课文与阅读部分(Text & Reading Activity)

选材力求多样,内容丰富有趣。讲解课文时应以篇章教学为主,对一些常用词及短语的用法进行操练。课后练习形式有朗读、课文理解、语法、词汇、翻译和阅读。阅读部分主要以具体文章为蓝本向学生传授阅读技巧,并完成相关练习,如猜测词义、通过主题句确定中心思想等;该部分的练习主要结合所讲单元的阅读技巧设置,形式有最佳选择和就下划线部分进行翻译两种。

写作部分(Writing)



鉴于该类学生基础较差,写作部分从句子开始,逐步过渡到段落写作,其间包括英汉语序的异同、主题句写作、结尾句写作、发展句写作、段落写作以及衔接、连贯等。

本教材编写宗旨是以学生现有水平为基础,从多方位、多角度,全面地培养学生英语听说读写译及综合运用能力,并使其得到进一步的巩固和提高。

另外每单元后还增加了短小的幽默故事,文字浅显,幽默诙谐,教师可充分利用以增加学生学习兴趣。

编 者

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# Unit One Museums in the Modern World

## Focus:

1. Oral Practice: Hobby
2. Grammar: Noun Clauses I
3. Text: Museums in the Modern World
4. Writing: Concord

## Section A: Oral English Practice

### Warming Up

#### Hobby

**Part A: Hobby plays an important role in our daily life. Do you know how to talk about hobbies with others?**

- Supposing you ask one of your friends
- Supposing you ask a new friend
- Supposing you ask a person older than you or a person you respect
- Supposing you want to ask in a simple way
- Supposing you need to ask someone on a formal occasion
- Supposing you ask your good friend whom you haven't seen for many years

**Part B: Look at the following sentences and learn to ask each other in the same way.**

- 1) When good friends ask each other, they usually say:  
**Alice:** What's your hobby?  
**Bob:** Watching TV and reading books.
- 2) When they are friends, but not close friends, they usually say:  
**Mary:** Can I know your hobby?  
**Joe:** Sure. I prefer travelling.  
**Mary:** Good, that's also one of my interests.
- 3) When asking an older or a respected person, they usually say:

**Susan Lee:** Would you mind telling me your hobby?

**Jane Bright:** When I was in your age, I liked playing basketball. But now, I love Taiji very much.

4) When in a simple way, people usually say like this:

**Bill:** Hobby?

**Lisa:** Swimming.

5) When people ask someone on a formal occasion, they usually say:

**Lynda Brock:** Would you please tell me what's your hobby?

**Helen Taylor:** My hobby is collecting stamps.

6) When asking a friend whom you haven't seen for a long time, they usually say:

**Mike:** I know your hobby is painting when we were at college, do you have any new interest these years?

**Joe:** Yeah. Playing table tennis interests me a lot recently.

### Conversation

#### New Words and Expressions

latest /'leɪtɪst/ *a.* 最新的,最近的

button /'bʌtən/ *n.* 纽扣,扣子

as a matter of fact 事实上,实际

put one's feet up 放松,休息

at least 至少

peacefully /'piːsfʊli/ *adv.* 安静地

talent /'tælənt/ *n.* 天赋,才能

insist on 坚持

admit /əd'mɪt/ *v.* 承认

**Tom:** There's a football match between England and Italy this evening on CCTV 5, shall we enjoy it together?

**Rose:** Why ask me that? Don't you know I am not interested in watching football match?

**Tom:** Too busy with the latest hobby, are you? What is it this time, collecting buttons? Or paper cutting? I wish I had as much free time as you do.

**Rose:** Men! As a matter of fact, you probably have more than I do. But you waste it all watching football match.

**Tom:** Maybe you are right. But when I come home from work, I need to put my feet up, at least for a while. Life's not all work, you know.

**Rose:** I know, I know.

- Tom:** So now we agree. You can go peacefully back to your button collection, and I can watch my football match.
- Rose:** If only you organized yourself better, there's so much you could do, really. You are wasting your talents. And one last thing: I'm not collecting buttons.
- Tom:** What are you doing then? Paper cutting?
- Rose:** No, I'm learning how to make moon cakes, and the first ones came out very well. Of course, if you are too busy watching your football match, I won't insist on you trying them.
- Tom:** Oh, no. I'd admit you have a very nice hobby this time.
- Rose:** OK, let's try them together.
- Tom:** I'm coming.

## Section B: Text Learning

### Think about it:

1. What is a museum like in your eyes?
2. Exemplify certain museums you know?
3. What is the ideal museum like in your view?

### Text: Museums in the Modern World

<sup>1</sup> When it comes to museums, you may think of places full of stillness. But now museums have changed. They are no longer places for the privileged few or for bored vacationers to visit on rainy days. Action and democracy are words used in descriptions of museums now.

<sup>2</sup> At a science museum in Ontario, Canada, you can feel your hair stand on end as harmless electricity passes through your body. At the Metropolitan Museum of Art in New York City, you may appreciate those 17th century instruments while listening to their music. At the Modern Museum in Sweden, you can put on costumes provided by the Stockholm Opera. As these examples show, museums are reaching out to new audiences, particularly the young, the poor, and the less educated members of the population. As a result, attendance is mounting.

<sup>3</sup> More and more, museum directors are realizing that people learn best when they can somehow become part of what they are seeing. In many science museums, for example, there are no guided tours. The visitor is encouraged to touch, listen, operate, and experiment so as to discern scientific principles for himself.

He can have the experience of operating a spaceship or a computer. He can experiment with glass blowing and paper making. The purpose is not only to provide fun but also to help people feel at home in the world of science. The theory is that people who do not understand science will probably fear it, and those who fear science will not use it to best advantage. Many museums now provide educational services and children's departments. Other than the usual displays, they also offer film showings and dance programs. Instead of being places that one "should" visit, they have become places to entertain.

<sup>4</sup> There are many causes for such changes. Two of them are worth mentioning. One cause is the increase in wealth and leisure time. The other cause is the rising percentage of young people in the population. Many of these young people are college students or college graduates. They are better educated than their parents. They see things in a fresh and diverse way. They are not content to stand and appreciate works of art, they want art they can participate in. The same is true of science and history. In the US, certain groups who formerly were too poor to care about anything beyond the basic needs of daily life are now becoming curious about the world around them. The young people in these groups, like young people in general, have benefited from a better education than their parents received. All these groups and the remainder of the population as well, have been influenced by television, which has taught them about other places and other times.

<sup>5</sup> The consequence of all this has been to change existing museums and to encourage the building of new ones. In the US and Canada alone, there are now more than 6,000 museums, almost twice as many as there were 25 years ago. About half of them are devoted to history, and the rest are evenly divided between the arts and sciences. The number of visitors, according to the American Association of museums, has risen to more than 700 million a year.

<sup>6</sup> In reality, the crowds of visitors at some museums are creating a major problem. Admission to museums has always been either free or very inexpensive, but now some museums are charging entrance fees for the first time or raising their prices. Even when raised, however, entrance fees are generally too low to finance a museum, with its usually large building and its highly trained staff.

(615 words)

### **New Words and Expressions**

when it comes to

privileged /'privilidʒd/ *a.*

涉及……的时候

有特权的



vacationer /və'keɪfənə/ <i>n.</i>	度假者, 休假者
action /'ækʃən/ <i>n.</i>	处于精力充沛的活动状态
democracy /di'mɒkrəsi/ <i>n.</i>	民主
description /dis'kripʃən/ <i>n.</i>	描述, 描写
Ontario /ɒn'tɛəriəu/ <i>n.</i>	安大略湖
on end	连续地, 直立着, 竖立着
Metropolitan Museum of Art /,metrə'pɒlɪtən/	大都会美术馆
instead of	代替, 而不是
cause /kɔ:z/ <i>n.</i>	原因, 起因, 缘故, 理由
instrument /'ɪnstrəmənt/ <i>n.</i>	乐器
leisure /'leɪʒə/ <i>n.</i>	空闲时间, 闲暇
Modern Museum	现代博物馆
Sweden /'swɪdn/ <i>n.</i>	瑞典
costume /'kɒstjʊm/ <i>n.</i>	服装, 剧装
Stockholm Opera /'stɒkhəʊm 'ɒpərə /	斯德哥尔摩歌剧院
particularly /pə'tɪkjʊləli/ <i>adv.</i>	特别, 尤其
as a result	结果, 因此
attendance /ə'tendəns/ <i>n.</i>	出席人数
mount /maʊnt/ <i>v.</i>	增加, 上升, 逐步增加
director /di'rektə/ <i>n.</i>	董事, 经理
guided tour	有导游带领的旅行团
permit /pə'mɪt/ <i>v.</i>	允许, 许可, 准许, 使有可能
discern /di'sɜ:n/ <i>v.</i>	看见, 辨明, 觉察出, 识别
operate /'ɒpəreɪt/ <i>v.</i>	操作
experiment /ɪks'perɪmənt/ <i>v.</i>	实验, 尝试
scientific principle	科学原理
spaceship /'speɪsɪʃɪp/ <i>n.</i>	宇宙飞船
glass blowing	吹制玻璃
paper making	造纸
department /di'pɑ:tmənt/ <i>n.</i>	部, 部门, 系
other than	除了, 绝不是, 不同于, 不
film showing	电影放映
dance program	舞蹈项目
entertain /,entə'teɪn/ <i>v.</i>	款待, 招待, 使欢乐, 使娱乐, 考虑
increase /ɪn'kri:s/ <i>n.</i>	增长, 增量, 增加
diverse /daɪ'vɜ:s/ <i>a.</i>	不同的, 多种多样的, 多变化的