

21世纪

成人教育系列教材

ESSYJOCRJYXUJC

English

# 实用英语教程

主编 黄学军

II

English

西南师范大学出版社

21 世纪成人教育系列教材

English

实用英语教程

(II)

西南师范大学出版社

.....  
**图书在版编目(CIP)数据**

实用英语教程(Ⅱ)/黄学军主编. —重庆:

西南师范大学出版社, 2003.8

(21世纪成人教育系列教材)

ISBN 978-7-5621-2909-7

I.实... II.①黄... III.英语—成

人教育:—教材 IV.H31

中国版本图书馆CIP数据核字(2003)第068648号  
.....

## **实用英语教程(Ⅱ)**

---

**主编 黄学军**

---

**责任编辑:** 杨景罡 周 松

**特约编辑:** 黄 军

**封面设计:** 王正端

**出版发行:** 西南师范大学出版社

(重庆·北碚 邮编 400715)

**经 销 者:** 新华书店

**印 刷 者:** 西南师范大学教材印刷厂

**开 本:** 787mm × 1092mm 1/16

**印 张:** 16.5

**字 数:** 422千

**版 次:** 2008年1月 第2版

**印 次:** 2008年1月 第1次印刷

**书 号:** ISBN 978-7-5621-2909-7

---

**定 价:** 19.00 元

## 世纪成人教育系列教材编委会

---

李长泰  
季若霞  
张学斌  
周渝锋

郑家福  
李 惠  
许 茜  
郑劲松

陈贵珍  
张嘉生  
徐一鸣  
曾义平

策划：李长泰      杨景罡

# 总序

教材是体现教学内容和实施教学活动的重要依据,是传输知识的主要载体和工具,代表着本门学科比较权威的观点。成人高等教育办学体制、招生对象、教学方式等诸方面的特殊性,决定了其教材建设的特殊性。在1999年6月召开的第三次全国教育工作会议上,中共中央、国务院颁布了《关于深化教育改革,全面推进素质教育的决定》(以下简称《决定》),把成人教育、职业教育作为提升国民文化素质的重要途径。《决定》第二章第十四条指出:“成人教育、职业教育要增强专业的适用性,开发和编写体现新知识、新技术、新工艺和新方法的课程及教材。”

成人高等教育教材必须具有鲜明的时代色彩、实用特性和开放特点。第三次全国教育工作会议后,各省(市、自治区)教委(教育厅)根据有关政策法规,先后制定了若干普通高校成人教育统一考试和公共基础课水平测试的文件和措施。所以,开发一套适应成人教育特性和市场需要、能够体现和保障成人高等教育水平的公共基础课教材,已经具备了理论和现实基础。同时,开发自编教材也是《高等教育法》关于高校自主权的一个重要阐释。我们还拥有一批长期从事成人教育公共基础课教学并有较深系统研究的专家、学者,他们曾编写出版过有影响的专著和教材。这为编写成人高等教育系列教材提供了理论支撑、学科基础和质量保证。

在这样的背景、前提和观念指导下,我们组织编写了成人高等教育系列教材——首批出版《邓小平理论概论》、《实用英语教程》(I)、《实用英语教程》(II)、《计算机应用基础》、《应用文写作教程》、《现代应用文写作》。本套教材力求体现以下3个特点:

## 一、鲜明的时代性和传统学科精髓相结合

这是由成人高等教育专业设置、培养目标和生源状况的社会特性所决定的。所谓时代性,就是指学科知识的实用性和前沿性。成人高等教育各专业均是根据社会需求所开发的,它是普通高等教育的重要补充。同时,成人教育必须与时代需要相适应,每门教材的编写,尽量充分考虑和吸收该门学科近年来的最新研究动态和最新学术成果。此外,国家教育部相关文件中曾明确指出了成人高等教育本、专科毕业生必须达到“同专业、同层次、同水平的培养规格”,这就要求我们所编教材必须所握该门学科的传统精髓,对本门课程的基本内容、知识体系、基本技能有一个清晰的勾勒,从而使得教材

在实施教学活动中体现出系统性、正确性和权威性。

## 二、针对性和普遍性相结合

就教材的接受者而言,成人高等教育对象——学员的文化知识结构、生活阅历及背景比较复杂,他们对教材内容的思考和理解过程与全日制普通高校学生有所不同。本套教材力求将基本理论和鲜活的社会实践结合起来,利用成人学生比较成熟的思维方式,倾向于实践操作和经验指导,使学生易于接受和掌握。另一方面,成人学员大部分为在职从业人员,甚至相当一部分是从事基础教育的教师,他们接受知识的同时又肩负着提升自我教学或工作能力的任务。所以,教材在加强专业针对性的同时,也强调了公共基础课的广泛适应性,在基本理论、基础常识、基本技能训练上有较多着墨,使之能在学员职业工作中发挥相应的指导作用。

## 三、知识点与能力培养相结合

本套教材在知识点分布及其对学生s的能力训练方面做了一些尝试和探索。从成人教育的教学活动特点出发,有意识地调整了以往教材的系统的静态的知识点结构,而偏重于阅读、理解、操作、运用等能力训练,以便于教师灵活授课和学员自学。在一定程度上克服了成人教育教材纯粹以与普通高等教育教材为参照系,教师和学员难以把握该门学科知识的难度和广度的弊端,不同专业不同学习形式讲授时可以适当倾向和弹性发挥。如《应用文写作教程》和《实用英语教程》就分别编写了主要供脱产和函授学员用的教材,在知识点布局中各有侧重,体现出科学的、开放的动态特征。

使用本套教材,应注意以下问题:

一、注重理性线索和感性材料,全面培养能力。本教材引入基础理论知识并设计相应的练习,理论知识注重内在逻辑性,同时以大量感性材料对理论加以阐释,旨在使学员运用理论时比较规范,并学会把握学科的整体适应性,并能在适当的环境中予以运用,从而适应工作需要。

二、实行单元教学,把握学科基本体系。教学中,应从各个单元在整套教材及所在学科序列中的地位出发,准确把握单元教学的要求和重点,认真处理好各个单元的教学内容及相应关系,实现教学过程的整体优化。

三、针对成人特点,培养思维能力。要注意成人学员的思维特点,运用比较的方法,从多方面、多角度进行比较,以掌握各个单元及各篇课文的重点和特点,培养和训练学生对一门学科的思维能力和分析问题、解决问题的能力。

四、把握教材弹性,灵活组织施教。为适应不同专业、不同课时的需要,本教材力求具有弹性。施教中,可根据实际情况,对教材内容进行适当的增删调整,以便更好地发挥教材的作用。

# 前言

随着经济的全球化、英语的国际化以及我国改革开放的不断深化,社会对英语人才的需求量日趋扩大,人们迫切需提高英语水平。尤其我国已经加入 WTO,企业、商业、教育、旅游业、医疗、法律、机关等各个部门对外交流与合作都在不断增加,英语在社会各个层次的需求量都急剧加大。但由于种种原因,成人学习英语存在较大困难,如“哑巴”英语、“聋子”英语、英语词汇量太小、学习时间有限等。本书针对成人学习英语的特点,突出了语言的实践性、灵活性和实用性,并着重培养学生较系统地掌握一定的英语基础知识,使之能综合应用听、说、读、写、译等基本技能。

本书具有如下编写体例及特色:

1. 以成人在日常生活中较常接触的主题为单元主题,如与个人生活息息相关的语言学习、兴趣爱好、健康、工作、家庭与婚姻、养育孩子到传媒、广告、偶像崇拜、金钱与道德、教育模式、自然与环境、社会问题等人们关注的问题,涉及面广。
2. 每单元以课文为中心。课文内容皆取材于最新的国内外相关资料,强调语言的实用性、内容性、规范性和时代性。每篇课文的字数都控制在400字左右,篇章的安排依据循序渐进的原则。
3. 以课文为基础,围绕单元主题,进行拓展性学习。听、说、读训练都紧扣单元主题,是对课文内容的有效延伸学习。
4. 系统地培养学习者读和译的技能和策略。对基本的阅读技能和翻译技巧遵从由易到难、由字至句、由句到段的原则,清晰、简明地讲解并配以适时练习。
5. 写作的范围从日常生活中各类书信的写作、申请表格的填写、使用说明书的格式,到工作中的发传真、下定单、致欢迎辞和告别辞等,几乎囊括了实用性写作的各方面。模式和范文简明规范,再配上及时、有效的操练,

有助于学习者快速地掌握应用文的写作技巧和方法。

6. 每单元最后的“愉快学习”，让学习者在愉快中感受英语的奥秘和学习英语的乐趣。

7. 在每单元开头提出了该单元的教学目标，以便于教师明确教学重点和难点；学生明确学习目标，做到有的放矢。

8. 本书操作简便，配有磁带；书中还附有自测题、练习参考答案、听力录音材料及课文译文，既方便教师课堂教学，也方便学生自学，且适用面广，适宜继续教育类的本、专科学生及水平相当的英语自学者。

本书编者为长期从事大学英语教学的一线教师，熟悉成人学习英语的特点，在编写本书过程中参考了国内外最新相关教材、教辅和杂志等资料，力求在编写体例、语言材料等方面突出实用性、实践性、时代性，帮助成人理解、记忆语言，循序渐进地掌握语言，结合实际运用语言。

本书由黄学军统筹和主编，王敏和文和平为副主编。其中黄学军编写了 Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6, Unit 12, Unit 13, Unit 14；王敏编写了 Unit 7, Unit 8, Unit 9, Unit 10, Unit 11；文和平负责全书的统稿。

本书在编写过程中得到了李长泰教授和李如平副教授的大力支持，感谢他们在百忙中为本书的编写提供了宝贵意见。

由于诸多原因，书中难免有疏漏之处，敬请读者赐教。

编 者



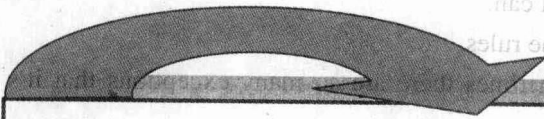









# 目 录

Unit 1 A Successful Language Learner.....	1
Unit 2 Health.....	15
Unit 3 Life Stories.....	29
Unit 4 Bringing up Children.....	44
Unit 5 Unusual Achievements.....	57
Unit 6 Media .....	70
Unit 7 Family and Marriage .....	84
Unit 8 Hobbies .....	96
Unit 9 Advertising.....	107
Unit 10 Work .....	119
Unit 11 Education .....	132
Unit 12 Money and Morality.....	142
Unit 13 Nature and Environment .....	155
Unit 14 Social Matters .....	170
Model Test One.....	185
Model Test Two .....	194
Key to Exercises.....	203
课文参考译文.....	226
Vocabulary .....	234
Tapescripts .....	243
Appendix.....	252

# Unit 1

## A Successful Language Learner

**In this unit you will**

- 
-  **read a text about how to be a successful language learner**
  -  **develop your integrated skills**
    -  learn the "word" idioms by listening
    -  learn how to use the basic reading skill: Determining the Main Idea
    -  learn to use the basic translation skill: Conversion
    -  learn how to write an informal letter
    -  talk orally practice about how to become a good language learner
  -  **learn about grammatical focus of word formation**
  -  **learn merrily: Why Do Earthworms Come Out after a Rain**

## Warming-up Activity

*How long have you been studying English? Do you think of yourself as a successful language learner? Do the following quiz and try to be as honest as you can. (You may tick more than one choice.) Then you may know what kind of learners you are.*

1. When you start learning English, do you know what you want to get out of it?  
A. Yes, always.                      B. Yes, sometimes.                      C. No, never.
2. Do you know more or less what level you are now?  
A. Yes.                                  B. No.
3. When you learn a new piece of language, do you try to practice it afterwards?  
A. Never                                  B. Occasionally.                      C. Sometimes.  
D. Usually.                              E. Always.
4. Do you try to understand the rules of the language you are learning?  
A. Not really, I just try to speak it as well as I can.  
B. Yes, I think it's important to understand the rules.  
C. I'd like to understand the rules, but sometimes there are so many exceptions that it's impossible!
5. How do you remember new vocabulary?  
A. I don't!                                  B. I write alphabetical lists in my notebook.  
C. I revise new words regularly.                      D. I write lists with translations.  
E. I draw pictures.
6. Do you check your work before you give it to the teacher?  
A. Always.                      B. Sometimes.                      C. Occasionally.                      D. Never.
7. Do you ever have any contact with English speakers?  
A. No, I don't live in an English-speaking country, so it's difficult for me to meet them.  
B. Yes, I'm living in an English-speaking country now, so I meet them everyday.  
C. Yes, sometimes. I try to meet them as much as I can even though I don't live in an English-speaking country.  
D. It's not important for me to meet English speakers, so I never do.
8. What do you do when you feel depressed about your English?  
A. I think to myself: "Everybody gets depressed about their English sometimes; I must carry on."  
B. I go and do something else for a bit.  
C. I take up aerobics instead.  
D. I think about learning another language instead.
9. How do you feel about learning English? (Be honest!)  
A. I hate it, but I have to do it.  
B. I like it most of the time, but sometimes it's rather dull and boring.

- C. I love it.  
D. I have no feelings about it — I just need to do it for my work or my studies.
10. How do you feel about either British or American or Australian culture?  
A. I am not interested in it at all.  
B. I am quite interested in it.  
C. I am very interested in it.  
D. I am not really interested in it, but I realize I need to understand it in order to understand the language better.

*Then go to refer to the Answers and Interpretations in the appendix, you will get to know which kind of learners you are and get some advice on how to adjust your learning ways and become a more successful language learner.*

## Text

### How to Be a Successful Language Learner?

Learning a foreign language is usually a very difficult task for most adults. They need hundreds of hours of study and practice, and even this will not guarantee success for every adult language learner.

Language learning is different from other kinds of learning. Some people who are very intelligent and successful in their fields find it difficult to succeed in language learning. Conversely, some people who are successful language learners find it difficult to succeed in other fields.

Then you may wonder what a successful language learner do? Language learning research shows that successful language learners are similar in many ways.

First of all, successful language learners are independent learners. They do not depend on the book or the teacher; they discover their own way to learn the language. Instead of waiting for the teacher to explain, they try to find the patterns and the rules for themselves. They are good guessers who look for clues and form their own conclusions. When they guess wrong, they guess again. They try to learn from their mistakes.

Successful language learning is active learning. Therefore, successful learners do not wait for a chance to use the language; they look for such a chance. They find people who speak the language and they ask these people to correct them when they make a mistake. They will try anything to communicate. They are not afraid to repeat what they hear or to say strange things; they are willing to make mistakes and try again. When communication is difficult, they can accept information that is inexact or incomplete. It is more important for them to learn to think in the language than to know the meaning of every word.

Finally, successful language learners are learners with a purpose. They want to learn the

language because they are interested in the language and the people who speak it. It is necessary for them to learn the language in order to communicate with these people and to learn from them. They find it easy to practice using the language regularly because they want to learn with it.

What kind of language learner are you? If you are a successful language learner, you have probably been learning independently, actively, and purposefully. On the other hand, if your language learning has been less than successful, you might do well to try some of the techniques outlined above.

## New Words

guarantee /,gæərən'ti:/ *n.* *vt.* 保证; 保修

intelligent /in'telidʒənt/ *a.* 聪明的, 明智的

conversely /'kɒnvə:sli/ *adv.* 相反地

similar /'similə/ *a.* 相似的, 类似的

independent /,indi'pendənt/ *a.* 独立的, 自主的

pattern /'pætn/ *n.* 模式, 样式; 花样, 图案

clue /klu:/ *n.* 线索, 提示

communicate /kə'mju:nikeit/ *vi.* *vt.* 交际, 交流; 传达, 传播

inexact /,inig'zækt/ *a.* 不正确的, 不精确的

incomplete /,inkəm'pi:t/ *a.* 不完整的

regularly /'regjuləli/ *adv.* 整齐地, 经常地

purposefully /'pə:pəsfuli/ *adv.* 有目的地, 蓄意地

technique /tek'ni:k/ *n.* 技术; 技巧

outline /'aʊtlain/ *vt.* *n.* 概括 / 大纲, 提纲

## Useful Expressions

in one's field

在某人所从事的领域

succeed in...

在……成功

first of all

首先, 第一

depend on

依靠; 依赖; 依……而定

instead of

代替, 而不是

for oneself

独自地; 亲自地; 为自己

be willing to

愿意, 乐意

on the other hand

另一方面

less than

不太

might do well to

最好……做, 做……为好

## Exercises for the text

I. Please judge whether the following statements are true(T) or false(F) according to the text.

- ( ) 1. It is not very easy for most students to learn a foreign language, such as English.
- ( ) 2. A successful language learner may not be successful in some other fields.
- ( ) 3. Almost all the successful language learners are using the same way to learn.
- ( ) 4. An independent learner does not pay much attention to books and teachers, they make their own conclusion about the language.
- ( ) 5. A successful language learner is ready to make mistakes and then correct them.
- ( ) 6. For a successful language learner, he doesn't think the meaning of a word is the most important.
- ( ) 7. A successful language learner thinks the only purpose of learning a foreign language is to communicate with the native speakers and learn from them.

II. Choose the best items and use their proper forms to complete the following sentences.

first of all	on the other hand	instead of	finally	be willing to
depend on	succeed in	do well to	therefore	in one's field

1. On the one hand he saved money. But \_\_\_\_\_ he wasted time.
2. As far as I am concerned, \_\_\_\_\_, you must be frank.
3. I'd rather stay \_\_\_\_\_ leaving.
4. He is an architect, \_\_\_\_\_ he will be able to advise us on the layout of the new park.
5. Forty students from this class \_\_\_\_\_ the college entrance examination.
6. That country \_\_\_\_\_ foreign aid for funds.
7. You would \_\_\_\_\_ take your doctor's advice.
8. What decision did you \_\_\_\_\_ arrive at?

III. Please translate the following sentences into English, using the expressions in the brackets.

1. 我相信, 要学好一门外语, 目的性是很重要的。(with a purpose)
2. 语言学习是一种主动的学习。因此学习者应该利用一切机会运用语言。(make use of)
3. 一名好的语言学习者是不怕犯错误的。(be afraid to)
4. 你最好能尝试一下这些记忆词汇的技巧。(might do well to)
5. 许多英语学习者发现要流利地说英语是相当困难的。(find it difficult to)

## Integrated Skills Development

### Listening practice

#### the "word" idioms

I. *Pair work. Please guess the meaning of the following idioms and discuss with your partner.*

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1. to have the final word        | 2. in other words                |
| 3. I give you my word.           | 4. to put in a good word for sb. |
| 5. I don't believe a word of it! | 6. to eat your words             |
| 7. by word of mouth              | 8. a dirty word                  |
| 9. to have a word in sb.'s ear   | 10. lost for words               |

II. *Listen to the ten dialogues twice and match the idioms with the following expressions. Write the corresponding numbers in the brackets.*

- ( ) A. I don't believe it at all.
- ( ) B. to make the final decision
- ( ) C. to speak on somebody's behalf, to support or defend sb.
- ( ) D. to be so amazed, shocked or moved by sth. that you do not know what to say
- ( ) E. to express the same thing in different words
- ( ) F. to speak to sb. privately about a delicate matter
- ( ) G. I promise.
- ( ) H. something you disapprove of
- ( ) I. by speaking and not by writing
- ( ) J. to admit to be wrong

### Basic Reading Skills

#### Skill 1 Determining the Main Idea

**Step 1** Skim over the passage to get a general sense.

**Step 2** Carefully read the passage and underline the topic sentence or key words that express the implied main idea.

**Step 3** Go over what has been underlined and determine the main idea.

#### Sample

If you are planning to buy a television set, the following advertisement would certainly attract your attention: "Color TV, only \$79. Two day sale. Hurry." However, when you go to the store ready to buy, you may discover that the advertised sets are sold out. But the salesman is quick to reassure you that he has another model, a more reliable set which is "just right for you".

It costs \$359. This sale tactic is called "bait and switch". Buyers are baited with a sales offer, and then they are switched to another more costly item. Buying items on sale requires careful consideration of the merchandise and the reasons for the sale.

### Questions

1. Which of the following best expresses the main idea?
  - A. The customer must be on his guard when purchasing items on sale.
  - B. Color television sets which sell for \$79.00 are sold out quickly.
  - C. Many stores use the "bait and switch" technique to attract customers.
  - D. Anyone planning to buy a television set should look for a sale.
2. Underline the sentence which supports your answer for Question No.1.
3. This paragraph could be entitled \_\_\_\_\_.
  - A. "Buying a TV Set"
  - B. "Buyer Beware"
  - C. "Closeout Sale"
  - D. "Sales Tactics"

### Answers and Explanations

- Q1 A is the correct answer. This statement best expresses the main idea. B and D are obviously wrong, and C serves as an example to support the author's main idea.
- Q2 The last sentence. It is, actually, the topic sentence of this paragraph.
- Q3 B is the correct answer. This title might help to bring out the main thought the author is driving at.

### Checking your basic reading skill

Science and technology have come to pervade every aspect of our lives and, as a result, society is changing at a speed which is quite unprecedented. There is a great technological explosion around us, generated by science. This explosion is already freeing vast numbers of people from their traditional bondage to nature, and now at last we have it in our power to free mankind once and for all from the fear which is based on want. Now for the first time, man can reasonably begin to think that life can be something more than a grim struggle for survival. But even today, in spite of the high standard of living which has become general in the more fortunate West, the majority of people in the world still spend all their time and energy in a never-ending struggle with nature to secure the food and shelter they need. Even in this elementary effort millions of human beings die unnecessarily and wastefully from hunger, disease or flood.

### Questions

1. The main idea of this selection may be best expressed by the statement that \_\_\_\_\_.
  - A. our lives are rapidly being altered by science and technology
  - B. hunger, disease and flood still claim millions of victims
  - C. science and technology have given man hope that there can be something more to life



than just a struggle to survive

D. while living conditions have improved for many yet the great proportion of mankind is still involved in a struggle to survive.

2. Underline the topic sentence of this paragraph.

3. A suitable title for this passage might be \_\_\_\_\_.

A "Life — An Endless Struggle"

B. "A Grim Struggle for Survival"

C. "The Benefits of Science and Technology — the Privilege of A Few"

D. "Science, Technology and Human Society"

## Basic Translation Skills

### Conversion 转译法

在英译汉过程中,由于英汉两种语言的表达方式不同,不能逐词对译。原文中有些词在译文中需要转换词类,才能使译文通顺自然。下面介绍几种常见的词类转译现象。

#### 一、转译成动词

1. 名词转译成动词: 英语中有很多名词是由动词派生的或由动词转化来的,还保留着动词的词义,有时需译成动词。

The insurance company has been in **operation** for many years.

这家保险公司已经经营多年。

We mustn't lose **sight** of the fact that environmental pollution is getting worse and worse in our country. 我们不能忽略这一事实,环境污染在我国日益严重。

2. 介词转译成动词: 英语中介词的数目比汉语多,使用的场合和频率也比汉语高。

Do you know the girl **in** a red skirt? 你认识那个穿红裙的女孩吗?

Shanghai, which means "above the sea", is **on** the Huangpu River.

上海的意思是“在海上”,它坐落在黄浦江畔。

3. 形容词转译成动词: 英语中表心理状态的形容词做表语时,常译成动词。如: afraid, alive, ashamed, asleep, awake, aware, content, fond, glad 等。

She seems **afraid** of losing her job. 她似乎害怕丢掉工作。

The students are intensely **cautious** not to make mistakes in spelling.

学生们非常小心,免得出现拼写错误。

#### 二、转译成名词

1. 动词转译成名词

This store **features** round-the-clock service. 这家商店的特点是昼夜服务。

Television **works** in much the same way as radio.

电视的工作原理与无线电广播几乎完全相同。