



高等院校网络教育系列教材

主 编 / 陆伟忠

编 著 / 秦 颖 董慧敏 丁青华

COLLEGE ENGLISH ONLINE

# 大学英语。 网络教程。



(专科预备)



华东理工大学出版社  
EAST CHINA UNIVERSITY OF SCIENCE AND TECHNOLOGY PRESS



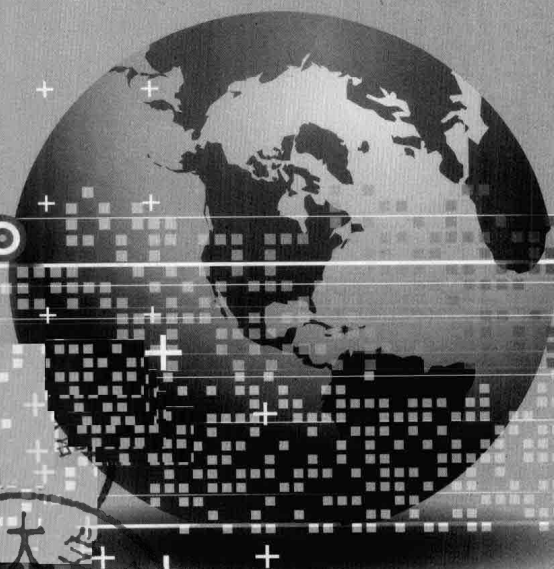
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# 前 言

教育部在《面向 21 世纪教育振兴行动计划》中明确提出：“实施‘现代远程教育工程’，形成开放式教育网络，构建终身学习体系”。自此，我国网络高等教育迅速发展，取得了前所未有的成绩。

网络教育模式是一种以多媒体技术为主要手段，通过网络进行跨越时间和空间，实时或非实时的交互式教学。作为远程教育，网络教育不同于传统教育，师生之间是相对分离的。学生主要通过网络，利用网络课程资源获取知识，这使教育资源在网络教育中有着举足轻重的地位。

教育部颁布的《现代远程教育资源建设技术规范》中指出，网络课程资源是“通过网络表现的某门学科的教学内容及实施的教学活动的总和，它包括两个组成部分：按一定的教学目标、教学策略组织起来的教学内容和网络教育支撑环境”。对于网络教育的主体——进行自主学习的成人学习者来说，网络课程资源是他们获得知识的重要途径之一。网络课程资源的好坏直接影响他们的学习兴趣和动力。开发优质的网络课程资源，是提高网络教育质量的重要因素。而一套适合网络高等教育的教材更是必不可少。

本套教材在编写过程中融入了网络教育主讲教师多年的经验，在借鉴以往大学英语教材优良传统的同时，也充分考虑到网络教育学生的基础和特点。教材中选取的素材贴近网络教育学生的生活和工作，并力求兼顾时尚性和趣味性。

本套网络教材每册均包含八个精选的主题单元，每单元围绕一个主题，由课文部分及语法部分组成。其中，课文部分包括 A、B 两篇文章，以 Lead-in(导入)开始，以双语介绍与该单元主题相关的背景知识并提出预习问题，接下来是两篇课文及其相关的词汇、句型、完型填空和翻译等练习。A 篇作为精读文章，旨在帮助学生掌握基本的词汇量，同时培养一定的阅读、翻译和综合能力；B 篇为同一主题的补充阅读，希望扩大学生词汇量并加强其阅读能力。

语法部分遵循从易到难、从基础到纵深的原则来编排，覆盖了基本句型、名词、介词、非谓语动词、时态、虚拟语气和从句等诸多语法范畴，每部分语法讲解之后均有配套练习。在系统学习之后，学生们应该可以建立起一个基本全面的语法体系。

本书编写者均为从事大学英语教学多年的教师，主要编写者都在网络教育学院担任主讲教师多年。本书由陆伟忠老师任主编，并负责全书的主审，秦颖和赵春雨老师负责统稿，具体编写工作由秦颖、董慧敏、赵春雨、赵蔚、丁青华和史晓慧等老师完成。

囿于编者水平所限，错漏在所难免，请各位专家与读者不吝指正。

编 者

2010 年 1 月

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# Unit 1 Education



## Part 1

### Lead-in .....

## I . Background Information

The remarkable growth of distance education all over the world has been accepted as an alternative to the traditional education. It has been regarded by many educators as an effective system to achieve the national educational goal. Though it seems to be a relatively new term in China, more and more attention has been turned to this new educational system. As an alternative system in education, it has many characteristics which make it different it from traditional education. The special national situations ensure the popularity of distance education in China.

全世界远程教育蓬勃发展,它被视为传统教育外的又一学习方式。许多教育家认为远程教育是实现全民教育目标的有效方式。虽然相对来说它在中国是个新生事物,但这种新的教育方法已备受关注。作为一种新的学习方式,它与传统教育有很多不同的特征。但中国的国情能使远程教育得到普及。

## II . Warm-up Questions

1. How many different schools have you attended in your life?
2. Which university do you study in now?
3. What is your major?
4. Which course do you like most?
5. Do you think students should pay for their education?

Part  
2

Text A

I. New Words and Expressions

<b>education</b> [ˌedʒuˈkeɪʃən]	<i>n.</i>	教育
<b>whether</b> [ˈweðə(r)]	<i>conj.</i>	是否, 无论
<b>steer</b> [stiə(r)]	<i>v.</i>	掌舵, 驾驶
<b>success</b> [səkˈses]	<i>n.</i>	成功
<b>reconsider</b> [ˌriːkənˈsɪdə(r)]	<i>v.</i>	再考虑
<b>claim</b> [kleɪm]	<i>v.</i>	声称; 认领
<b>dropout</b> [ˈdrɒpaut]	<i>n.</i>	中途退学; 辍学的学生
<b>successful</b> [səkˈsesfəl]	<i>a.</i>	成功的
<b>part-time</b> [ˌpɑːtˈtaɪm]	<i>a.</i>	兼职的
<b>threaten</b> [ˈθretən]	<i>v.</i>	威胁
<b>full-time</b> [ˈfʊlˈtaɪm]	<i>a.</i>	全职的
<b>discourage</b> [dɪsˈkʌrɪdʒ]	<i>v.</i>	使泄气, 使灰心
<b>diploma</b> [dɪˈpləʊmə]	<i>n.</i>	文凭
<b>wide-ranging</b> [ˈwaɪdˈreɪndʒɪŋ]	<i>a.</i>	范围宽广的
<b>encourage</b> [ɪnˈkʌrɪdʒ]	<i>v.</i>	鼓励
<b>grateful</b> [ˈɡreɪtful]	<i>a.</i>	感恩的
<b>attend</b> [əˈtend]	<i>v.</i>	出席, 参加; 照料
<b>offer</b> [ˈɒfə(r)]	<i>v.</i>	给予, 提供
	<i>n.</i>	出价
<b>various</b> [ˈveəriəs]	<i>a.</i>	各种各样的
<b>subject</b> [ˈsʌbdʒɪkt]	<i>n.</i>	主题, 科目
	<i>v.</i>	使屈从于, 使隶属
<b>jeopardize</b> [ˈdʒepədaɪz]	<i>v.</i>	危害
<b>appropriate</b> [əˈprəʊpriət]	<i>a.</i>	合适的
<b>academic</b> [ˌækəˈdemɪk]	<i>a.</i>	学术的
<b>range</b> [reɪndʒ]	<i>n.</i>	范围
<b>hundreds of</b>		几百, 许多
<b>send e-mail</b>		发邮件
<b>ask for advice</b>		寻求建议
<b>drop out of college</b>		从大学退学
<b>a small number of</b>		几个
<b>seek guidance</b>		寻求向导
<b>take advantage of</b>		利用

think of ... as	认为……是……
care about	关注, 担忧
be aware of	意识到
let alone	更不必说
look for	寻找
sign up for	报名(参加课程)
lose oneself in	沉迷于
make a mistake	犯错误
take a deep interest in	对……非常感兴趣
lead to	导致
end up	结束
be good at	擅长……
worry about	担心
take the opportunity to do sth.	抓住机会做某事

## II . Text

### Education Does Count

*Bill Gates*

Hundreds of students send me e-mails each year asking for advice about education. They want to know what to study, or whether it's OK to drop out of college since that's what I did.

A smaller number of parents send messages, seeking guidance for their son or daughter. "How can we steer our child toward success?" they ask.

My basic advice is simple and heartfelt. "Get the best education you can. Take advantage of high school and college. Learn how to learn."

It's true that I dropped out of college to start Microsoft, but I was at Harvard for three years before dropping out — and I'd love to have the time to go back. As I've said before, nobody should drop out of college unless they believe they face the opportunity of a lifetime. And even then they should reconsider.

Kathy Cridland, a sixth grade teacher in Ohio, wrote to say, "Several of my students claim that you never finished high school. Since you are a success, my students



think of that as a reason not to care much about getting a good education.”

I finished high school!

The computer industry has lots of people who didn't finish college, but I'm not aware of any success stories that began with somebody dropping out of high school. I actually don't know any high school dropouts, let alone any successful ones.

In my company's early years, we had a bright part-time programmer who threatened to drop out of high school to work full-time. We told him no.

Quite a few of our people didn't finish college, but we discourage dropping out. Having a diploma certainly helps somebody who is looking to us for a job.

In high school there were periods when I was highly *focused on* (专注于) writing software, but for most of my high school years I had wide-ranging academic interests. My parents encouraged this, and I'm grateful that they did.

Although I attended a lot of different kinds of classes in college, I signed up for only one computer class the whole time. I read about all kinds of things.

One parent wrote me that her 15-year-old son “lost himself in the hole of the computer”. He got an A in web site design, but other grades were dropping, she said. This boy is making a mistake. High school and college offer you the best chance to learn broadly — math, history, various sciences — and to do projects with other kids. It's fine to take a deep interest in computers, dance, language or any other subjects, but not if it jeopardizes breadth.

In college it's appropriate to think about specialization. Getting real expertise in an area of interest can lead to success — unless the specialty ends up being a dead end or you're not good at it.

Choosing a specialty isn't something high school students should worry about. They should worry about getting a strong academic start.

But it's a real mistake not to take the opportunity to learn a huge range of subjects, to learn to work with people in high school, and to get the grades that will help you get into a good college.

### III. Exercises

#### 1. Comprehension Questions

1. Why do many students send the writer e-mails each year?
2. What is the writer's advice to the students' questions?
3. When did the writer start Microsoft?
4. Does the writer regret dropping out college?
5. Does the writer think that students shouldn't attend university?
6. Why didn't many students care much about getting a good education?





- D. number

**C. Fill in the blanks with the proper form of the word in the brackets.**

1. This film is very \_\_\_\_\_ in Hollywood. (success)
2. Recent information may persuade the board to \_\_\_\_\_ the expansion of the company. (consider)
3. Drug abuse poses a major \_\_\_\_\_ to society. (threaten)
4. We should not be \_\_\_\_\_ by the failure. (encourage)
5. The fact that he cannot speak a foreign language has put him at a \_\_\_\_\_. (advantage)
6. Bob was still \_\_\_\_\_ of the whole affair while others all knew it. (aware)
7. I have had enough of their \_\_\_\_\_ arguing. (end)
8. There is a general \_\_\_\_\_ that things will soon get better. (believe)
9. Can you tell the \_\_\_\_\_ between the twin sisters? (different)
10. We sell good quality good at \_\_\_\_\_ prices. (reason)

**3. Structure**

**Directions:** Complete the following sentences with the given structure.

**A. “what+从句、不定式”: 名词性结构**

**Model:** They want to know **what** to study.

1. (我看到的是) \_\_\_\_\_ was two men crossing the street.
2. Jenny doesn't know (买什么) \_\_\_\_\_ in the supermarket.
3. He has no idea (他该做什么) \_\_\_\_\_ next.

**B. “unless+从句”: 除非**

**Model 1:** I've said before, nobody should drop out of college **unless** they believe they face the opportunity of a lifetime.

**Model 2:** Getting real expertise in an area of interest can lead to success — **unless** the specialty ends up being a dead end or you're not good at it.

1. The sports meet will not be postponed \_\_\_\_\_ (除非下大雨).
2. Do not touch anything in this lab \_\_\_\_\_ (除非你收到指示).
3. I sleep with the window open \_\_\_\_\_ (除非天很冷).

C. “let alone+名词、动词原形”:更不用说

**Model:** I actually don't know any high school dropouts, **let alone** any successful ones.

1. We do not hesitate to give our lives for our cause, \_\_\_\_\_  
(更不用说吃苦了).
2. He can not stand up, \_\_\_\_\_ (更不用说跳了).
3. He cannot speak well his mother language, \_\_\_\_\_ (更不用说讲外语了).

4. Cloze

**Directions:** There are 20 blanks in the following passage. For each blank there are 4 choices. Choose the one that best fits into the passage.

Nowadays most people decide quite 1 what kind of work they would do. When I was at school, we had to choose 2 when we were fifteen. I chose scientific subjects. “3, scientists will earn a lot of money,” my parents said. 4 I tried to learn physics and chemistry, but in the 5 I decided that I 6 a scientist. It was a long time 7 I told my parents that I wasn't happy at school. “I didn't think you were,” said my mother. “8,” said my father. “Well, the best thing to do now is to look for a job.”

I 9 about it with my friends Frank and Lesley. 10 of them 11 suggest anything, but they promised that they would ask their friends. A few days later 12 I was still in bed, 13 telephoned. “Is that Miss Jenkins?” a man's voice asked. “I 14 your hobby is photography and I've got a job that might interest you in my clothes factory. My name is Mr. Thomson.” He seemed pleasant on the phone 15 I went to see him. I was so excited that I almost forgot 16 goodbye. “Good luck!” my mother said to me.

I arrived 17 early and when Mr. Thomson came he asked me if I 18 waiting a long time. “No, not long.” I replied. After talking to me for about twenty minutes he 19 me a job not as a photographer though, 20 a model!

- |                         |                  |                    |              |
|-------------------------|------------------|--------------------|--------------|
| 1. A. early             | B. presently     | C. soon            | D. quickly   |
| 2. A. what should study |                  | B. What be studied |              |
|                         | C. what to study | D. what studied    |              |
| 3. A. For the future    | B. In the future | C. For future      | D. In future |
| 4. A. In three years    |                  | B. For three years |              |