

“十二五”规划大学教材

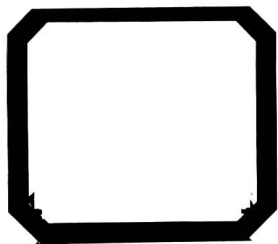
大学英语

孙国艳 马亚伟 多晓萍 主编



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前言

为适应我国高等教育发展的新形势，深化大学公共英语改革，培养大学生的英语综合实用能力，根据教育部新近颁布的《大学英语课程教学要求》编写的、融英语语言知识及技能于一体的复合型英语教材。作为一门必修基础课程，它是以素质教育为本，全面培养学生的英语综合应用能力，使学生具有较强的阅读能力和听说，写译能力，尤其是听说能力，增强学生跨文化交际意识，帮助他们掌握基本的跨文化交际知识及技能，使其在毕业后的社会交往和工作，学习和研究中能够用英语有效地进行口头和书面的跨文化交流，同时，使学生掌握良好的自主学习的方法，提高综合文化和人文素养，以适应将来各方面发展的需求。

本教材充分考虑读者在经济、贸易、金融、管理等方面的专业需求，力求以人为本，将英语技能的培养和专业知识的学习有机地结合起来，满足学生在专业和英语两方面的需求；提高学生的英语交际能力；拓宽学生的知识领域，培养学生具备国际化视野，全面提高学生的综合素质。

本教材是一套培养复合型、应用型人才的语言实践课教材，其设计和编写完全是从提高学生的综合语言应用能力出发，选材新颖，内容丰富。并且在选材上注重内容的知识性、趣味性、可思性、时效性和前瞻性，同时也注重语言的规范性和致用性。教材中专业知识覆盖面广，旨在为学习者创造一个真实、生动的交际环境，有效地激发他们的学习欲望，使他们能自觉地提高自己用英语进行活动的的能力。

本教材从内容到形式有许多大胆尝试，但由于编者的水平所限，书中难免有不妥或疏漏之处。欢迎外语界专家、同仁以及本教材的所有使用者批评指正。

编者

目 录

Unit One	1
Section A Reading Activities	1
Text A The Truth About College Teachers	1
Text B Cloning	14
Section B Listening and Speaking	18
Section C Grammar Items: 动词的时态	19
Section D Practical Writing: 段落的统一性和连贯性	25
Unit Two	29
Section A Reading Activities	29
Text A The Four Marks of Leadership	29
Text B There's Only Luck	38
Section B Listening and Speaking	42
Section C Grammar Items: 语态	45
Section D Practical Writing: 简历	49
Unit Three	52
Section A Reading Activities	52
Text A Space Effort	52
Text B Law and Order	59
Section B Listening and Speaking	64
Section C Grammar Items: 词类和句子成分	66
Section D Practical Writing: 段落结构、主题句	68
Unit Four	73
Section A Reading Activities	73
Text A The Gratitude We Need	73

Text B	Firearms and Gun Controls	81
Section B	Listening and Speaking	86
Section C	Grammar Items: 句子类型与基本句型	88
Section D	Practical Writing: 扩展句、结尾句	91
Unit Five	.....	97
Section A	Reading Activities	97
Text A	So What's So Bad About Being So-So?	97
Text B	Shopping in the United States	106
Section B	Listening and Speaking	110
Section C	Grammar Items: 名词性从句	112
Section D	Practical Writing: 应试作文	116
Unit Six	.....	124
Section A	Reading Activities	124
Text A	The ABCs of the U. S. A. ; America Seen with European Eyes	124
Text B	Merchants of Death	135
Section B	Listening and Speaking	143
Section C	Grammar Items: 分词	145
Section D	Practical Writing: 邀请信	150
Unit Seven	.....	155
Section A	Reading Activities	155
Text A	Scientists Try to Find out What's So Funny about Humour	155
Text B	The Innocent Eye	161
Section B	Listening and Speaking	168
Section C	Grammar Items: 形容词性从句	171
Section D	Practical Writing: 电子邮件与传真	174
Unit Eight	.....	184
Section A	Reading Activities	184
Text A	The Earth Day	184
Text B	Mountaineering	189
Section B	Listening and Speaking	192

Section C	Grammar Items: 动词不定式	195
Section D	Practical Writing: 合同	199
Unit Nine	.....	205
Section A	Reading Activities	205
Text A	US Presidents and Chinese Chopsticks	205
Text B	Sam Adams, Industrial Engineer	208
Section B	Listening and Speaking	213
Section C	Grammar Items: 虚拟语气	215
Section D	Practical Writing: 申请信	221
Unit Ten	.....	226
Section A	Reading Activities	226
Text A	Unjust Desserts	226
Text B	Is a Large Asteroid Headed for Impact with the Earth in 2 880? ...	230
Section B	Listening and Speaking	236
Section C	Grammar Items: 副词性从句	239
Section D	Practical Writing: 四、六级作文	243
Unit Eleven	.....	248
Section A	Reading Activities	248
Text A	The Computer Virus	248
Text B	Sleep: Your Body's Means of Rejuvenation	252
Section B	Listening and Speaking	256
Section C	Grammar Items: 动名词	258
Section D	Practical Writing: 便条	261

Unit One

Section A Reading Activities

Text A The Truth About College Teachers

(1) A recent TV news story told about a group of college professors from a nearby university who were hired by a local school system to help upgrade the teaching in the community's public schools. The professors were to visit classrooms, analyze teachers' skills, and then conduct workshops to help the teachers become more effective at their jobs. But, after the first round of workshops, the superintendent of schools decided to cancel the whole project. He fired the learned professors and sent them back to their ivory tower. Why did the project fall apart? There was a simple reason. The college professors, who were supposedly going to show the public school teachers how to be more effective, were themselves poor teachers. Many college students could have predicted such a disastrous outcome. They know, first-hand, that college teachers are strange. They know that professors often exhibit bizarre behaviors, relating to students in ways that make it difficult for students to stay awake, or — if awake—to learn.

(2) One type of professor assumes, legitimately enough, that her function is to pass on to students that vast store of knowledge she has acquired. But because the "Knowledgeable One" regards herself as an expert and her students as the ignorant masses, she adopts an elitist approach that sabotages learning. The Knowledgeable One enters a lecture hall with a self-important air, walks to the podium, places her yellowed-with-age notes on the stand, and begins her lecture at the exact second the class is officially scheduled to begin. There can be a blizzard or hurricane raging outside the lecture hall; students can be running through freezing rain and howling winds to get to class on time. Will the Knowledgeable One wait for them to arrive before beginning her lecture? Probably not. The Knowledgeable One's time is precious. She's there, set to begin, and that's what matters.

(3) Once the monologue begins, the Knowledgeable One drones on and on. The Knowledgeable One is a fact person. She may be the history prof. who knows the death toll of

every Civil War battle, the biology prof. who can diagram all the common biological molecules, the accounting prof. who enumerates every clause of the federal tax form. Oblivious to students' tired eyes and stifled yawns, the Knowledgeable One delivers her monologue, dispensing one dry fact after another. The only advantage to being on the receiving end of this boring monologue is that students do not have to worry about being called on to question a point or provide an opinion; the Knowledgeable One is not willing to give up one minute of her time by giving students a voice. Assume for one moment that a student actually manages to stay awake during the monologue and is brave enough to ask a question. In such a case, the Knowledgeable One will address the questioning student as "Mr." or "Miss.". This formality does not, as some students mistakenly suppose, indicate respect for the student as a fledgling member of the academic community. Not at all, this impersonality represents the Knowledgeable One's desire to keep as wide a distance as possible between her and her students.

(4) The Knowledgeable One's monologue always comes to a close at the precise second the class is scheduled to end. No sooner has she delivered her last forgettable word than the Knowledgeable One packs up her notes and shoots out the door, heading back to the privacy of her office, where she can pursue her specialized academic interest — free of any possible interruption from students. The Knowledgeable One's hasty departure from the lecture hall makes it clear she has no desire to talk with students. In her eyes, she has met her obligations; she has taken time away from her research to transmit to students what she knows. Any closer contact might mean she would risk contagion from students, that great unwashed mass. Such a danger is to be avoided at all costs.

(5) Unlike the Knowledgeable One, the "Leader of Intellectual Discussion" seems to respect students. Emphasizing class discussion, the Leader encourages students to confront ideas ("What is Twain's view of morality?" "Was our intervention in Vietnam justified?" "Should big business be given tax breaks?") and discover their own truths. Then, about three weeks into the semester, it becomes clear that the Leader wants students to discover his version of the truth. Behind the Leader's democratic guise there hides a dictator. When a student voices an opinion that the Leader accepts, the student is rewarded by hearty nods of approval and "Good point, good point". But if a student is rash enough to advance a conflicting viewpoint, the Leader responds with great politeness: "Well, yes, that's an interesting perspective. But don't you think that..." Grade-conscious students soon learn not to chime in with their viewpoint. They know that when the Leader, with seeming honesty, says, "I'd be interested in hearing what you think. Let's open this up for discussion," they had better figure out what the Leader wants to hear before advancing their own theories. "Me-tooism" rather than independent thinking, they discover, guarantees good grades in the Leader's class.

(6) Then there is the professor who comes across as the students' "Buddy". This kind of professor does not see himself as an imparter of knowledge or a leader of discussion but as a pal, just one in a community of equals. The Buddy may start his course this way. "All of us know that this college stuff — grades, degrees, exams, required reading — is a game. So let's not play it, okay?" Dressed in jeans, sweatshirt, and old sneakers, the Buddy projects a relaxed, casual attitude. He arranges the class seats in a circle (he would never take a position in front of the room) and insists that students call him by his first name. He used no syllabus and gives few tests, believing that such constraints keep students from directing their own learning. A free spirit, the Buddy often teaches courses like "Psychology of Interpersonal Relations" or "The Social Dynamics of the Family". If students choose to use class time to discuss the course material, that's fine. If they want to discuss something else, that's fine, too. It's the self-expression, the honest dialogue, that counts. In fact, the Buddy seems especially fond of digressions from academic subjects. By talking about his political views, his marital problems, his tendency to drink one too many beers, the Buddy lets students see that he is a regular guy — just like them. At first, students look forward to classes with the Buddy. They enjoy the informality, the chit-chat, the lack of pressure. But after a while, they wonder why they are paying for a course where they learn nothing. They might as well stay home and watch TV.

(7) Obviously, some college professors are excellent. They are learned, hardworking, and imaginative; they enjoy their working and like being with students. On the whole, though, college professors are a strange lot. Despite their advanced degrees and their own exposure to many different kinds of teachers, they do not seem to understand how to relate to the students. Rather than being hired as consultants to help others upgrade their teaching skills, college professors should themselves hire consultants to tell them what they are doing wrong and how they can improve. Who should these consultants be? That's easy: the people who know them best — their students.



New Words

upgrade [ˈʌpɡreɪd] *vt.*

raise to a higher grade or rank; improve

提高, 使升级; 改善

workshop [ˈwɜːkʃɒp] *n.*

a period of discussion or practical work on a particular subject in which a group of people share their knowledge and experience 研讨会, 讲班

superintendent [ˌsjuːpərinˈtendənt] *n.*

监管人, 主管人; (机关、团体等的) 负责人;

superintendent of schools	地方教育官员;教育局长
ivory ['aɪvəri] <i>n.</i>	the hard white substance from the tusks of an elephant 象牙
ivory tower	a place where people are separated from the realities of ordinary life and so are unable to understand them (脱离实际生活的)象牙塔 supposedly according to what is supposed (but not known for certain) 根据推测;据认为;大概
[sə'pəuzɪdli] <i>ad.</i>	effect or result (of an event, etc.) 效果;结果
outcome ['aʊtkʌm] <i>n.</i>	gained or coming directly from the original source 第一手的(地);直接的(地)
first-hand <i>a. & ad.</i>	strange in appearance or effect; eccentric 奇形怪状的;古怪的
bizarre [bi'zɑː] <i>a.</i>	1. lawfully 合法地
legitimately [li'dʒɪtɪmətli] <i>ad.</i>	2. reasonably 正当地,合理地
knowledg(e)able ['nɒlɪdʒəbl] <i>a.</i>	knowing many facts about sth. 知识渊博的
elitist [ei'li:tɪst] <i>a.</i>	精英(主义)的;主张培养精英的
sabotage ['sæbətɑːʒ] <i>vt.</i>	破坏
self-important <i>a.</i>	thinking that one is much more important than one really is; pompous 自视过高的,妄自尊大的;高傲的
podium ['pəʊdiəm] <i>n.</i>	讲台;乐队指挥台;交通指挥台
yellowed-with-age <i>a.</i>	年久发黄的
officially [ə'fɪʃəli] <i>ad.</i>	publicly or formally 公开地;正式地
schedule ['ʃedju:l] <i>vt.</i>	arrange that (an event or activity) will happen at a particular time 安排(某事);排定
<i>n.</i>	a timetable 时刻表;时间表
blizzard ['blɪzəd] <i>n.</i>	severe snowstorm 暴风雪
hurricane ['hʌrɪkən] <i>n.</i>	a storm that has very strong fast winds 飓风
howling ['haʊlɪŋ] <i>a.</i>	狂吠的;咆哮的;怒号的
howl [haʊl] <i>vi.</i>	(狼、狗等), 嗥叫;(风等)呼啸;(因愤怒、痛苦等)吼叫, 哀号
monolog(ue) ['mɒnəlɒg] <i>n.</i>	long speech by one person, esp. in a play, etc. 长篇大论;(戏剧等中的)独白,独角戏
drone [drəʊn] <i>vi.</i>	1. make a low humming sound 发出嗡嗡声

diagram['daɪəgræm] *n.*

vt.

molecule['mɒlɪkjʊ:l] *n.*

accounting[ə'kaʊntɪŋ] *n.*

enumerate [i'nju:məreɪt] *vt.*

clause[klɔ:z] *n.*

federal['fedərəl] *a.*

oblivious [ə'blɪviəs] *a.*

stifle['staɪfl] *vt.*

yawn[jɔ:n] *vi.*

n.

dispense [dis'pens] *vt.*

address[ə'dres] *vt.*

formality[fɔ:'mælɪti] *n.*

mistakenly[mi'steɪkənli] *ad.*

fledgling ['fledʒlɪŋ] *a.*

impersonality[,ɪm'pɜ:sənælɪti] *n.*

precise[pri'saɪs] *a.*

forgettable[fə'getəbl] *a.*

hasty['heɪsti] *a.*

2. talk in a flat monotonous tone of voice 低沉单调地说

drawing or plan made to explain or show sth.

图表,示意图;图解

draw a diagram of; represent by a diagram

绘制……的示意图;用图表表示

the simplest unit of a chemical substance, usu. a group of two or more atoms 分子

会计学

1. name one by one 列举

2. count 数,点

1. a paragraph or section in a legal document(法律文件的)条款

2. 从句,分句

relating to the central government 联邦政府的

(of, to) unaware of or not noticing sth. ; having no memory of sth. 不知不觉的,不注意的;忘却的;健忘的

1. make unable to breathe; suffocate 使窒息;闷死

2. suppress; restrain 扼杀;抑制,阻止

take(usu. involuntarily) a deep breath with the mouth wide open, as when sleepy or bored 打哈欠

act of yawning 哈欠

give out; distribute 施与;分配;分发

use(a particular name or title) in speaking or writing to (sb.) 用(某姓名或头衔) 称呼(某人)

拘礼;礼节;繁文缛节;俗套

wrongly 错误地

young and inexperienced 年轻而无经验的;初出茅庐的

无人情味

exact and accurate 正是的;恰好的;精确的

easy to be forgotten 易被忘记的

done in a quick or hurried way 急速的;匆忙的;仓促完成的

contagion [kən'teidʒən] <i>n.</i>	接触传染
unwashed [ˈʌn'wɒʃt] <i>a.</i>	dirty; poor and uneducated 肮脏的, 未洗的; 平民百姓的; 无知的
morality [mə'rælɪti] <i>n.</i>	principles of good behavior 道德
intervention [ˌɪntə(:)'venʃən] <i>n.</i>	插入, 介入; 干涉, 干预
intervene [ˌɪntə'vi:n] <i>vi.</i>	interfere so as to prevent sth. happening or to change the result 干涉, 干预; 调停
democratic [ˌdemə'krætɪk] <i>a.</i>	民主的
guise [gaiz] <i>n.</i>	the appearance of sb. or sth. , esp. when intended to deceive 外表伪装
dictator [dɪk'teɪtə] <i>n.</i>	独裁者; 爱发号施令的人
approval [ə'pru:vəl] <i>n.</i>	feeling or showing or saying that one thinks sth. is good or acceptable or satisfactory 赞成, 同意; 嘉许
rash [ræʃ] <i>a.</i>	acting or done without careful consideration of the possible consequences; impetuous 鲁莽的; 轻率莽撞的
grade-conscious <i>a.</i>	注重分数的
chime [tʃaɪm] <i>v.</i>	(in) interrupt or speak in a conversation, usu. to agree with what has been said 插话(说)(通常表示赞同)
me-tooism <i>n.</i>	附和对方意见的做法
guarantee [ˌgærən'ti:] <i>n.</i>	(written or printed) promise that certain conditions agreed to in a transaction will be fulfilled 保证; 保证书
	<i>vt.</i>
impart [ɪm'pɑ:t] <i>vt.</i>	promise with certainty 担保; 保证 tell or give (information, news, knowledge etc.) to sb. 告知; 通知; 传授
pal [pæl] <i>n.</i>	friend 朋友
sweatshirt [ˈswetʃə:t] <i>n.</i>	宽松、无领长袖运动衫
sneaker [ˈsni:kə(r)] <i>n.</i>	a type of light soft shoe with a rubber sole, used for sports 软运动鞋; 跑鞋
syllabus [ˈsɪləbəs] <i>n.</i>	教学大纲, 课程大纲
interpersonal [ˌɪntə'pə:sənəl] <i>a.</i>	existing or done between two people 人与人之间的, 人际的

dynamics [dai'næmiks] *n.*

self-expression *n.*

digression [dai'greʃən] *n.*

marital ['mærɪtl] *a.*

informality [,ɪnfə:'mælɪti] *n.*

chit-chat ['tʃɪtʃæt] *n.*

imaginative [i'mædʒɪnətɪv] *a.*

lot [lɒt] *n.*

exposure [ɪks'pəʊʒə] *n.*

the way in which things or people behave, react, and affect each other 动力;活力;推动力

自我表现,个性表现

离题;题外话

connected with marriage 婚姻的

不拘礼节

聊天,闲聊

having or showing imagination 富于想象力的;爱想象的

(口)特定种类的人

暴露,显露;接触



Phases and Expressions

fall apart

1. disintegrate; break into pieces; break up

崩溃;破碎;破裂

relate to

2. end in failure 以失败告终

establish a social relationship with 与……相处

pass on to

hand or give (sth.) to (sb.) 把(某物)传给或交给(某人)

on and on

without stopping; continuously 不停地;不断地

come to a close

end 结束

pack up

put (sth.) into cases, etc. before leaving a place; put away 将(东西)装好离开某地;把(东西)收起来放好

shoot out

rush out quickly 冲出

head back to

go back to 返回

at all costs

no matter what the price; without regard to the cost 不惜任何代价

chime in

interrupt by speaking, esp. to agree with sb.

插话;插话表示赞成

come across as

seem to be (judging from behavior) 看上去似乎是

might as well

还不如;结果都一样

on the whole

considering everything 总的说来

. 8 .

- II . Answer the following questions.**

- . 9 .

- () 3. Judging from the context, “an elitist approach” (Para. 2) probably means a teaching method _____.
- A. the aim of which is to cultivate an elite — a group of talented people
- B. used by a person who believes he belongs to the elite — a small group of the best and talented people
- C. the supporters of which believe in the rule of an elite — a group of people who are considered the best
- D. none of the above
- () 4. From the text we may infer that “a fact person” (Para. 3) means a person who _____.
- () 5. Which of the following is true of a class conducted by the Knowledgeable One according to the text?
- A. The teacher pays so much attention to the delivery of her lecture that she fails to notice that the students are fed up with her monologue.
- B. The students do not have to worry about contributing to the class since the teacher shows no interest at all in listening to their viewpoints.
- C. The teacher will address a student as “Mr. ” or “Miss” with due respect, even if he or she interrupts her lecture abruptly with an irrelevant question.
- D. All of the above.
- () 6. The professor labeled as “the Leader of Intellectual Discussion” (Para. 5) is one who _____.
- A. encourages students to join in intellectual discussions but only approves of views similar to his own
- B. attaches great importance to an intellectual discussion and knows how to get every student actively involved in it
- C. truly respects students as his equals and tries every possible means to encourage them to advance their own viewpoints
- D. tightly controls the discussion and openly ridicules anyone with a different opinion from his own

7. What does “me-tooism” (Para. 5) mean?

8. Why do students use the strategy of “me-tooism” according to the author?