

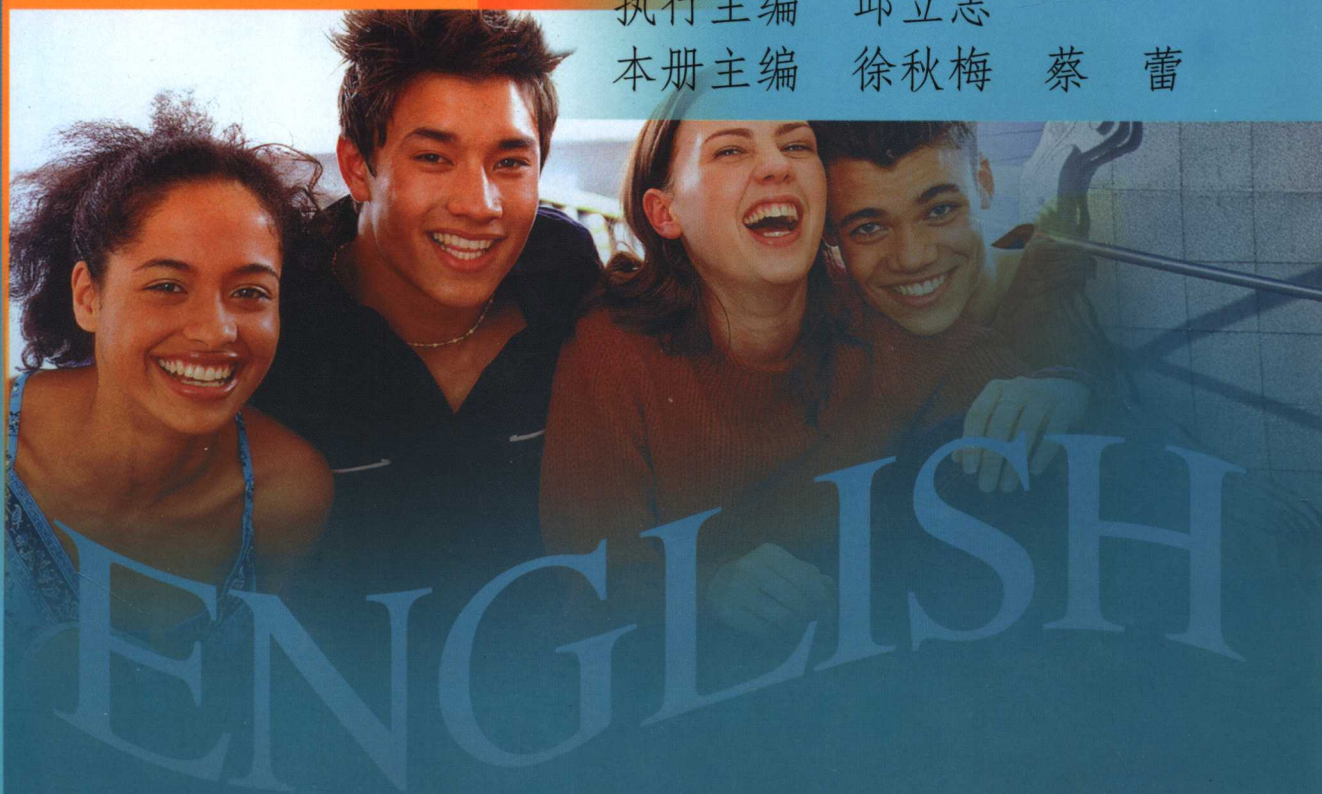


实用大学英语

教程

第三册

总 主 编 张道真
执行主编 邱立志
本册主编 徐秋梅 蔡 蕾





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编写说明

高等教育的迅猛发展和教育技术的普遍应用,客观上要求大学英语教材能更加紧密地结合课堂教学实际和现代计算机、网络技术在课堂教学的应用。本着适应教学需要、适应教师使用、方便学生自学和复习巩固的要求,我们组织编写了这套《实用大学英语教程》。

本套教材以教育部高等教育司颁布的供高等职业学校、高等专科学校、成人高等学校和本科院校职业技术学院适用的《英语课程教学基本要求(试行)》、部分省级学位委员会办公室联合编写组编写的《成人高等教育学士学位英语水平考试大纲(非英语专业)》和《大学英语教学大纲(修订本)》要求为依据,在专家的指导下,以教学第一线教师为主体,紧密结合英语教学实际,前后历时两年编写而成。

一、本套教材的特点

为了更好地体现现代高等教育英语教学的特点和要求,真正做到以学生为主体、适应课堂教学和自主学习相结合的特点,本套教材在以下方面下了一些功夫:

(1) 紧密结合教学大纲的要求和课堂教学实际。编写队伍全部都是来自教学第一线的教学骨干,充分地把各位编者的教学经验融入到教材中,特别是在选编课文时,注重选编短小精悍的短文,让师生在一个教学单位时间内能够完成一个相对完整的内容。

(2) 选材新颖。无论是交际技能,还是课文学习,抑或是写作训练,从形式到内容,编者都注重选择最新的语料,并努力使英语学习寓于趣味性、娱乐性之中,以使得课堂教学和课后自学都不会觉得枯燥乏味。

(3) 注重基础训练。各册内容特别注重基本知识和基本技能的训练,设计了数量可观的练习;同时,考虑到部分学生入学时需要加强英语基础知识的学习,本套教材特别编写了《预备教程》,以供有需要的班级和学生在语音和基础语法方面加强复习和练习。

(4) 编排形式科学。本套教材的主体部分按照交际技能、课文学习、综合练习和写作训练进行编排,努力做到在听、说、读、写、译五个方面提高学习者的英语水平。

(5) 强调自主学习的特点。现代教育强调“教师为主导、学生为主体、学生自主学习”的理念;同时,高中毕业后进入高等院校继续学习的学生对母语已经掌握得比较好了,而有些学生英语语感相对较差。为此,我们特别编写了《基础英语语法》,以使英语学习者更好地利用母语优势。

(6) 结合现代教育技术和利用辅助教学手段。与纸质教材配套,我们充分利用了现代计算机和多媒体技术制作了供学生使用的多媒体光盘和供教师使用的课堂教学软件,以使得课堂教学和课后自学都更加直观和有趣。

二、教材构成和选用建议

本套教材由两大部分构成:主体课程和辅助课程。其中主体课程包括:

第一册,为基础课程,供具有初中毕业英语水平或者高中英语基础较薄弱的学生使用,要求在入门课程的基础上进一步学习语法结构,在听、说、读、写等方面打下一定的基础。

第二册,为提高课程,供具有高中毕业英语水平的学生使用,要求在第一册的基础上基本掌握英语语法,在听、说、读、写、译等方面打下一个较好的基础。

第三册,为技能培养课程,供基本掌握专科阶段英语的本科学生或者需要进一步提高的专

科学生使用,要求在第二册的基础上比较熟练地掌握英语语法,在听、说、读、写、译等方面有进一步的提高。

第四册,为技能发展课程,供较好掌握专科阶段英语的学生使用,要求在第三册的基础上熟练地掌握英语语法,在听、说、读、写、译等方面向应用方向发展。

辅助课程和材料包括:

《预备教程》,为入门课程,供入学时英语基础薄弱的班级作为过渡教材,也可以供英语初学者使用,从ABC和音标开始,学习最常用的语法结构。

《基础英语语法》,结合英语学习的特点,对英语语法作一个比较系统的描述,以配合学生在学习主体课程时使用和参考。

《教学参考用书》,预备教程、第一至四册均配有《教学参考用书》,包括教学提示、难点注释、文化背景、练习答案、听力部分的文字材料等。

《综合练习册》,第一至四册均配有《综合练习册》,主要是配套练习题,以供学生练习和教师检测学习效果。

三、教学建议

为了便于教学安排,编者对本套教材的课堂教学提出如下建议,以供各位教师在课堂教学和学生复习巩固和自学时参考。

学时安排:本套教材每册可以使用60个课堂教学学时,也可以根据具体情况增减课时。其中《预备教程》平均每个单元两个学时完成;第一册和第二册平均每个单元三个学时完成;第三册和第四册平均每个单元四个学时完成;《基础英语语法》可以用作语法专题讲解和学生课后自学参考,也可以供课堂讲解以加强理解 and 应用。

教学过程:学习是一个循序渐进的过程,本套教材按照“递进”模式推进,每个单元完成后都要经过一个检测,合格后才能进入下一单元的学习,具体过程如图1所示:

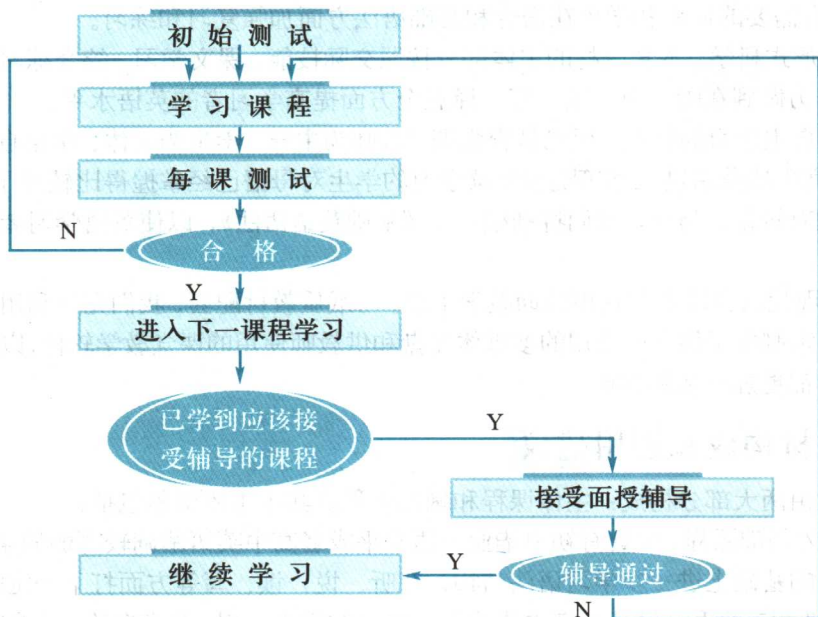


图1

课堂教学模式: 信息技术的发展推动了计算机辅助教学的广泛使用, 本套教材采用了课本和多媒体教学紧密结合的课堂教学设计模式, 具体如图 2 所示:

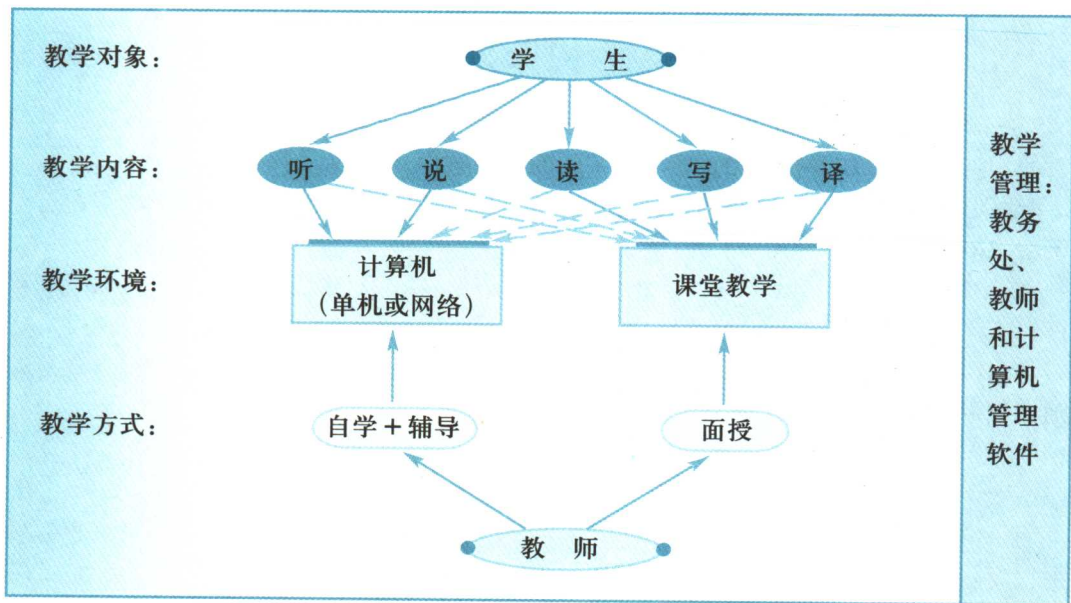


图 2

我们组织了全国数十所高校的一线教师参加了本套教材的编写工作, 把大家的教学经验融入进来, 充分利用了各位编者对教学实际的了解和多年的教学储备资料。初稿完成后, 各册主编和本套教材执行主编邱立志老师对书稿进行了认真的筛选和校阅, 并请外籍专家对会话和课文内容进行了审读。对他们的辛勤劳动, 我们表示衷心的感谢。尤其要感谢的是我国著名英语教育家张道真教授担任了本套教材的总主编工作, 从编写大纲的拟定、编写体例的确定到定稿内容的修改和完善, 张先生不顾八十岁的高龄始终参与其中, 我们深受鼓舞。

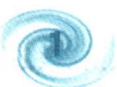
尽管从构思到定稿, 我们始终在努力做得更好, 但由于编者的水平和学识有限, 加上是全国范围内的分散作业, 难免存在这样或那样的不足和问题, 恳请各位同行和同学在使用本套教材的过程中随时提出宝贵的意见和建议, 并请直接发送电子邮件到 qiu1965@21cn.com 或者给中国人民大学出版社继续教育出版事业部来信 (地址: 北京市海淀区中关村大街 59 号文化大厦 1802 室, 邮编 100872), 在此, 我们表示诚挚的谢意。

《实用大学英语教程》编委会
2006 年 3 月 28 日

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UNIT 1

PART I Communication Skills

Expressing Opinions

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Bringing up Children (II)

PART IV Writing Work

Letters of Thanks and Congratulations



PART I Communication Skills

Expressing Opinions

Words to Know

folk	fəʊk	adj.	民间的
loyal	'ləɪəl	adj.	忠实的
picnic	'pɪknɪk	n.	野餐
terrific	tə'rɪfɪk	adj.	很好, 很棒的
phenomenon	fɪ'nɒmɪnən	n.	现象
worm	wɜ:m	n.	虫子
emergency	ɪ'mədʒənsɪ	n.	紧急事件
reasonable	'rɪznəbl	adj.	合理的
appealing	ə'pi:lɪŋ	adj.	有吸引力的
skyscraper	'skaɪskreɪpə	n.	摩天大楼

Short Conversations

Directions

There are five short conversations in this section and each conversation takes place between two people. Some words or phrases have been left missing. Listen to them carefully and fill in the blanks with the words you hear.

- 1 A: What do you think of _____?
B: Very good, I think. I especially appreciate the speaker's _____.
- 2 A: Do you enjoy the _____?
B: As far as _____, I don't quite like this type of film.
- 3 A: How did you like your _____ yesterday?
B: It was _____! We had a good time there.
- 4 A: Are you a _____?
B: Yes, I am. I am almost _____ for this sport.

- 5 A: What kind of music do you prefer? _____ or pop music?
B: Neither, I would say I _____.

Situational Dialogues

Directions

There are two situational dialogues in this section and each takes place in a certain situation. Each dialogue is followed by five questions or incomplete statements. Listen to them carefully and answer the questions or finish the statements by choosing the best one from A, B, C and D.

Dialogue 1

You will hear a dialogue between Lisa and Molly.

- 1 What are they talking about in the dialogue?
A. The use of library. B. All-around abilities.
C. Balance between study and work. D. Study.
- 2 Which of the following words can best describe Molly's attitudes towards students' doing part-time jobs?
A. Approval. B. Disapproval. C. Indifferent. D. Enthusiastic.
- 3 Which of the following explanations is in the closest meaning to "book worm"?
A. A kind of worm. B. A name of a book.
C. A person who studies all the time. D. A book describing worms.
- 4 Which of the following abilities is NOT mentioned in the dialogue?
A. The ability of communication.
B. The ability of handling emergencies.
C. The ability of working by oneself.
D. The ability of working creatively.
- 5 According to Molly, how can a student achieve a balance between study and part-time jobs?
A. To concentrate on study.
B. To give up work.
C. To make a reasonable timetable.
D. To spend more time on work.



Dialogue 2

You will hear a dialogue between Wang and Cai.

- 1 What places does Cai prefer to visit?
A. Seaside. B. Forest. C. Cities. D. Countryside.
- 2 Which city has Cai NEVER been to?
A. Nanjing. B. Beijing. C. Wuhan. D. Shanghai.
- 3 When will Wang go to Shanghai?
A. This spring. B. This summer.
C. This autumn. D. This winter.
- 4 How many times has Cai been to Shanghai?
A. Twice. B. Three times.
C. Four times. D. Five times.
- 5 Which of the following is NOT included in Cai's description of Shanghai?
A. Subways. B. Tall buildings.
C. Highways. D. Modern dresses.



Useful Sentences & Expressions

Useful Sentence Patterns

Actually,...

说实话,

As far as I am concerned,...

就我看,

As for me,...

就我看,

As I see it,...

在我看来,

Frankly, I think...

坦率地说, 我认为.....

I am afraid...

恐怕.....

I can't see that...

我不认为.....

I don't think that...

我不认为.....

I feel that...

我认为.....

I think that...

我认为.....

I believe that...

我认为.....

If I may say so...

如果我说.....

If you ask me...

如果要问我的意见的话.....

In my opinion,...

在我看来,

In my point of view,...

依我看,

It seems to me that...

依我看,

Personally,...

我个人认为.....

To tell the truth...

说实话,

Well, I must say...

嗯, 我得说.....

Virtually,...

事实上,

Are you kidding / joking / crazy?

你在开玩笑吧? / 你疯了?

It's very good.

这很不错。

It sounds interesting.

这听起来很有趣。

I thought it was marvellous.

我认为这很棒。

I enjoyed it very much.

我很喜欢。

I really hate it.

我真地很讨厌它。

That's absurd / ridiculous!

这太荒唐了!

Useful Expressions and Phrases Related

absurd	荒唐的, 可笑的
joke	开玩笑
actually	实际上
kid	开玩笑
appealing	有吸引力的
marvelous	好的, 棒的
attractive	有吸引力的
nonsense	废话, 乱说
concern	与……有关
opinion	意见
fantastic	棒的

personally	个人地
fascinating	迷人的, 好的
ridiculous	荒谬的
frankly	坦率地
terrific	很好的
great	好的, 棒的
viewpoint	意见, 观点
in fact	事实上
virtually	实际上
interesting	有趣的
wonderful	好的

Role-Play Oral Practice

1 Imitative Practice

Directions Work in pairs. Study the situational dialogues carefully and imitate their themes, sentence patterns and styles to make up your own dialogues.

2 Creative Practice

Directions Work in pairs. Please make up your own dialogues based on the following situations, and you may refer to the "Useful Sentences & Expressions."

(1) You have just read a good novel; share your views on the book with your friend.

(2) Your friend is asking for your opinion on her new dress; tell her your views on the dress.

PART II

Text A

Bringing up Children (I)

It is generally accepted that the experiences of a child in his first years largely determine his character and later personality. Every experience teaches the child something and the effects are cumulative. "Upbringing" is normally used to refer to the treatment and training of a child at home, which is usually distinguished by the term "education." In a society such as ours, both parents and teachers are responsible for the opportunities provided for the development of the children, so upbringing and education are interdependent.

The ideas and practices of child upbringing vary from culture to culture. In general, the more rural is the community, the more uniform are the customs of child upbringing. In more technological developed societies, the period of childhood tends to be extended over a long time, resulting in more opportunities for education and greater variety in character development.

Early upbringing at home is naturally affected both by the cultural pattern of the community and by the parents' capabilities and their aims, and depends not only on upbringing and education but also on the abilities of the child. Parents can decide what is normal in physical, mental and social development, by referring to some of the many books based on scientific knowledge in these areas, or by comparing notes with friends and relatives who have children.

Intelligent parents, however, realize that the particular setting of each family is unique, and there can be no rigid general rules. They use general information only as a guide in making decisions and solving problems. For example, they will need specific suggestions for problems such as speech difficulties or problems in learning to walk or control of bodily functions. In a more general sense, though, problems of upbringing are recognized to be problems of relationships within an individual family.

All parents have to solve the problems of freedom and discipline. The younger the child is, the more readily the mother gives in to his demands to avoid disappointing him. An example of this is the young child's need to play with mud and sand and water. The child must be allowed to enjoy this game before he reaches a higher stage of development. Similarly, throughout life, each stage depends on the satisfactory completion of the one before.

