

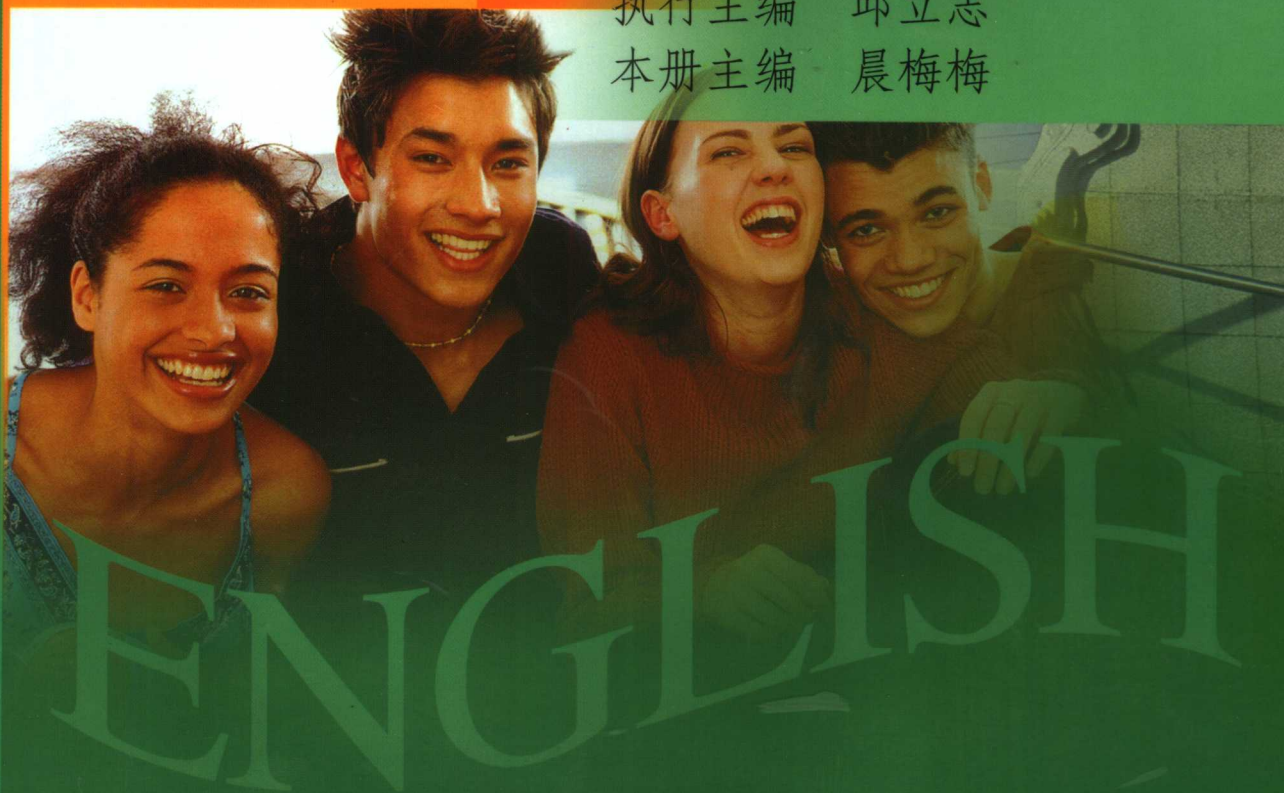


实用大学英语

教程

第四册

总 主 编 张道真
执行主编 邱立志
本册主编 晨梅梅



图书在版编目(CIP)数据

实用大学英语教程第四册 / 张道真总主编

北京: 中国人民大学出版社, 2006

ISBN 7-300-07504-5

I. 实…

II. 张…

III. 英语—高等学校—教材

IV. H31

中国版本图书馆 CIP 数据核字 (2006) 第 098966 号

实用大学英语教程第四册

总 主 编 张道真

执行主编 邱立志

本册主编 晨梅梅

出版发行: 中国人民大学出版社

社 址: 北京中关村大街 31 号

邮编: 100080

电 话: 010-62511242 (总编室)

010-62511239 (出版部)

010-82501766 (邮购部)

010-62511239 (门市部)

010-62515195 (发行公司)

010-62515275 (盗版举报)

网 址: <http://www.crup.com.cn>

<http://www.ttrnet.com>(人大教研网)

经 销: 新华书店

印 刷: 北京宏伟双华印刷有限公司

规 格: 210 mm × 285 mm 16 开本

版次: 2006 年 8 月第 1 版

印 张: 15.25 插页 1

印次: 2006 年 8 月第 1 次印刷

字 数: 445 000

定价: 38.00 元

版权所有 侵权必究

印装差错 负责调换

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和应用。

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:

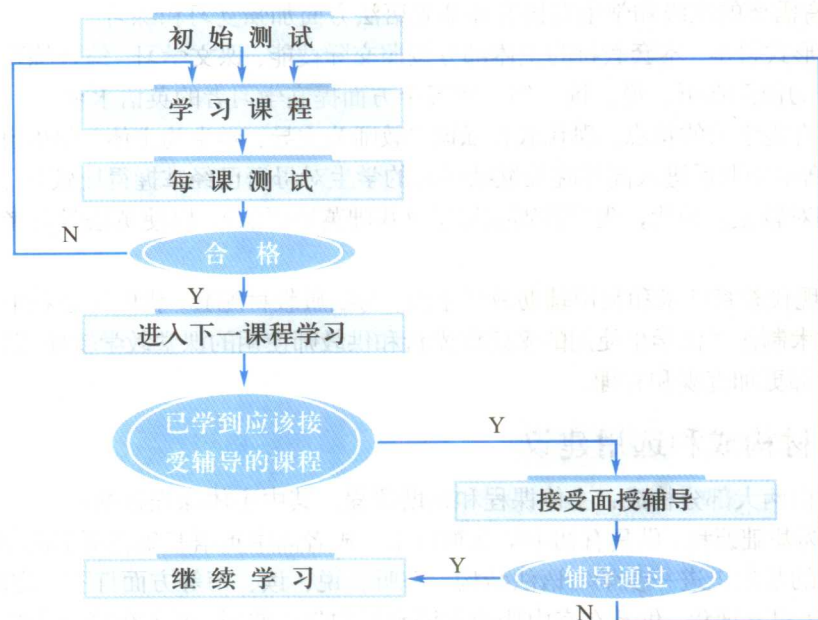


图1

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：

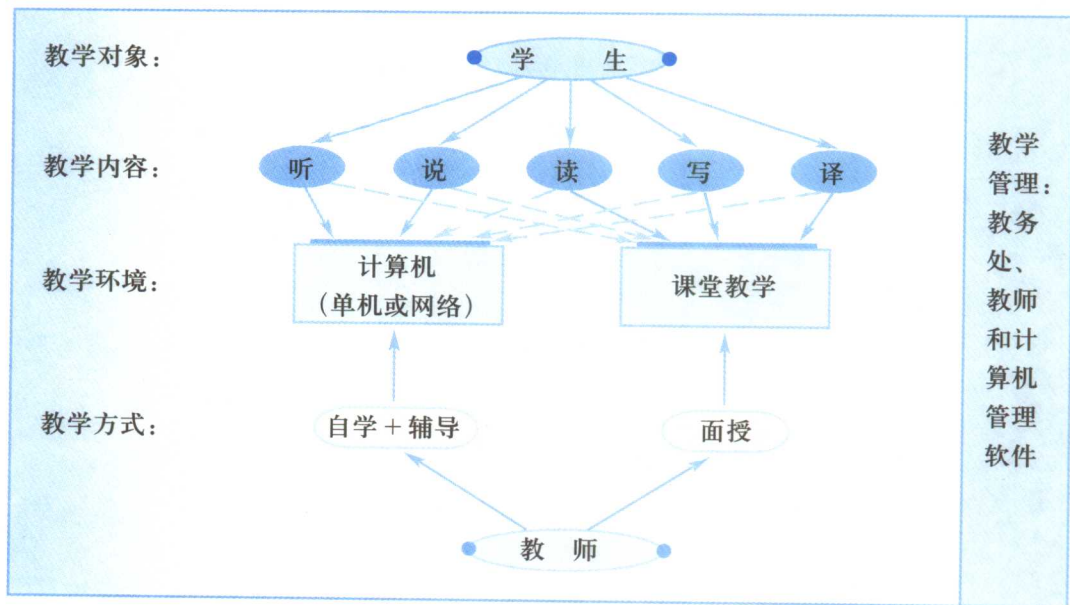


图2

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1508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

CONTENTS



UNIT 1

1

PART I	Communication Skills	
	Expressing Likes and Dislikes.....	2
PART II	Text A	
	College Pressures.....	7
PART III	Text B	
	Kindergarten University.....	11
PART IV	Writing Work	
	Paragraph Writing: How to Make a Topic Sentence.....	14



UNIT 2

15

PART I	Communication Skills	
	Expressing Satisfaction / Dissatisfaction and Complaint.....	16
PART II	Text A	
	Fashion.....	21
PART III	Text B	
	Social Visits.....	25
PART IV	Writing Work	
	Paragraph Writing: How to Develop a Paragraph(Description).....	28



UNIT 3

29

PART I	Communication Skills	
	Expressing Hope / Wishes and Disappointment.....	30
PART II	Text A	
	Advertising.....	35
PART III	Text B	
	How to Select the Advertising Media.....	39
PART IV	Writing Work	
	Paragraph Writing: How to Develop a Paragraph(Definition).....	43



UNIT 4

45

PART I	Communication Skills	
	Expressing Appreciation.....	46
PART II	Text A	
	My Son, the Junkie.....	50

PART III	Text B	
	How Do You Deal with Aging Population?	54

PART IV	Writing Work	
	Paragraph Writing: How to Develop a Paragraph (Exemplification, Listing & Classification)	57



UNIT 5

59

PART I	Communication Skills	
	Expressing Sympathy and Comfort	60

PART II	Text A	
	Thank You, Mr. Chips	64

PART III	Text B	
	Attack on America	69

PART IV	Writing Work	
	Paragraph Writing: How to Develop a Paragraph (Logical Order)	73



UNIT 6

75

PART I	Communication Skills	
	Expressing Fear and Surprise	76

PART II	Text A	
	Reykjavik: Pearl on the Iceland	81

PART III	Text B	
	Kuala Lumpur	85

PART IV	Writing Work	
	Paragraph Writing: How to Develop a Paragraph (Description of Charts and Graphs)	88



UNIT 7

91

PART I	Communication Skills	
	Expressing Indifference	92

PART II	Text A	
	E-books: A New Way to Spend Time	97

PART III	Text B	
	Sharing E-mails: A No Go Area	101

CONTENTS

PART IV Writing Work

Paragraph Writing: How to Develop a Paragraph (Explanation of Causes and Reasons).....	105
---	-----



UNIT 8

107

PART I Communication Skills

Expressing Apology and Regrets.....	108
-------------------------------------	-----

PART II Text A

Our Own Planet.....	113
---------------------	-----

PART III Text B

The Wonder of Water.....	116
--------------------------	-----

PART IV Writing Work

Paragraph Writing: How to Develop a Paragraph (Comparison and Contrast).....	119
---	-----



UNIT 9

123

PART I Communication Skills

Expressing Interest.....	124
--------------------------	-----

PART II Text A

The Rise and Fall of Kinetoscopes.....	129
--	-----

PART III Text B

Review of Forrest Gump.....	133
-----------------------------	-----

PART IV Writing Work

Paragraph Writing: How to Develop a Paragraph(Analysis).....	137
--	-----



UNIT 10

139

PART I Communication Skills

Expressing the Possibility of Guessing.....	140
---	-----

PART II Text A

The British, an American's View.....	145
--------------------------------------	-----

PART III Text B

Friendship in Black and White.....	149
------------------------------------	-----

PART IV Writing Work

Paragraph Writing: How to Develop a Paragraph (Comment and Criticism).....	153
---	-----



UNIT 11

155

PART I	Communication Skills	
	Expressing Expectations.....	156
PART II	Text A	
	Peoples of Britain.....	160
PART III	Text B	
	McDonald Brothers' Business Careers.....	165
PART IV	Writing Work	
	Paragraph Writing: How to Develop a Paragraph (Viewpoint Demonstration).....	168



UNIT 12

171

PART I	Communication Skills	
	Space Description.....	172
PART II	Text A	
	In the Public Interest.....	176
PART III	Text B	
	Significance of the American Revolution.....	181
PART IV	Writing Work	
	Paragraph Writing: How to Develop a Paragraph (Refuting a Viewpoint).....	185



UNIT 13

187

PART I	Communication Skills	
	Expressing Amount, Size and Measure.....	188
PART II	Text A	
	Napoleon and the Furrier.....	193
PART III	Text B	
	The King and the Spider.....	197
PART IV	Writing Work	
	Paragraph Writing: How to Develop a Paragraph (Narration of Scene).....	200



UNIT 14

201

PART I	Communication Skills	
	Expressing Methods and Means.....	202

CONTENTS

PART II	Text A	
	Germany Reclaims Einstein as Their Hero.....	207
PART III	Text B	
	Diana, Princess of Wales (1961 — 1997).....	212
PART IV	Writing Work	
	Paragraph Writing: How to Develop a Paragraph (Narration of Methods and Ways).....	217



UNIT 15

219

PART I	Communication Skills	
	Expressing Calculations and Measurements.....	220
PART II	Text A	
	London Olympic 2012 Plan.....	225
PART III	Text B	
	Martial Arts.....	229
PART IV	Writing Work	
	Paragraph Writing: How to Develop a Paragraph (Narration of Process).....	233

Expressing Likes and Dislikes

UNIT 1

PART I Communication Skills

Expressing Likes and Dislikes

PART II Text A

College Pressures

PART III Text B

Kindergarten University

PART IV Writing Work

Paragraph Writing: How to Make a Topic Sentence





PART I Communication Skills

Expressing Likes and Dislikes

Words to Know

dormitory	'dɔːmɪtri	n.	学生宿舍
melodious	mɪ'ləʊdiəs	adj.	(旋律) 优美的
Confucianism	kən'fjuːʃənɪzəm	n.	儒学
instructive	ɪn'strʌktɪv	adj.	有教益的
enlightening	ɪn'laɪtnɪŋ	adj.	有启发作用的, 使人领悟的
appeal to	投……所好		
be fed up with	对……厌倦了		
cater to	迎合		
in particular	特别是		

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: Tell us something about your _____, Mike.

B: I am fond of reading. And I also love _____.

2 A: What is your _____ class, chemistry or mathematics?

B: I prefer _____ to chemistry.

3 A: I really hate _____ so early to school every day.

B: So do I. I always enjoy staying in bed late _____.

4 A: Hi, Bob, have you finished your _____?

B: Not yet. I've been working on it _____. And I'm fed up with it.

5 A: How do you like your life _____?

B: Oh, it's exciting and interesting. But I can't _____ the crowded and noisy dormitory.

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 Peter, a young American student who has been learning Chinese in Beijing University for 3 years, and Ann, a friend of Peter's who has just arrived in Beijing.



1 What is Peter doing at the airport?

- A. Visiting the airport.
- B. Boarding a plane.
- C. Meeting a friend.
- D. Working.

2 How was Ann's flight?

- A. Smooth and on time.
- B. Smooth but delayed.
- C. Canceled due to bad weather.
- D. Unpleasant.

3 What is Peter's favorite class?

- A. Chinese cooking.
- B. Chinese painting.
- C. Chinese dancing.
- D. Traditional Chinese culture.

4 What arouses Peter's interest in traditional Chinese culture?

- A. Self-teaching.
- B. Reading a lot.
- C. Teachers' lectures.
- D. His classmates' influence.

5 What is Ann's favorite?

- A. Chinese food.
- B. Beijing Opera.
- C. Chinese people.
- D. Chinese religion.

Dialogue 2

You will hear a dialogue between Jamie and his friend Diane talking about what they like.

1 What are they talking about?

- A. Their favorite music.
- B. Sports.
- C. School.
- D. Their holiday.

2 What sort of music did Diane use to love?

- A. Pop music.
- B. Rock and roll.
- C. Jazz.
- D. Classical music.

3 What is Diane's feeling towards jazz now?

- A. She is still crazy about it.
- B. She dislikes it terribly much.
- C. She still has some interest in it.
- D. She has a passion for it.



4 Why doesn't Diane care much for pop songs?

- A. Because some of the songs are meaningless.
- B. Because they are melodious.
- C. Because she never listens to them.
- D. Because she is mad about jazz.

5 Why do pop songs attract a lot of young people?

- A. Because young people have no taste for classical music.
- B. Because many pop songs appeal to the young.
- C. Because they sell well.
- D. Because pop songs always try to teach the young.

Role-Play Oral Practice

1 Imitative Practice

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

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) Suppose you bought a dress / suit yesterday, but you don't think you like it very much. So you want to exchange your purchase. Talk about why you don't like it with your friend or desk-mate.
- (2) Talk about something you like best with your teacher or classmate.
- (3) Talk about why you like a certain teacher's lectures with your classmate.

Useful Sentence Patterns

What's your favorite book?

你最喜欢什么书?

I like football best.

我最喜欢足球。

He likes collecting stamps.

他喜欢集邮。

I love traveling by myself.

我喜欢独自旅行。

Some people enjoy skiing.

有些人喜欢滑雪。

I'd rather read than watch TV.

我宁愿读书而不愿看电视。

Which do you prefer, fishing or mountain-climbing?

钓鱼和登山, 你更喜欢哪一个?

I prefer tea to coffee.

和咖啡相比, 我更喜欢茶。

He's crazy / mad about Yao Ming.

他疯狂喜爱姚明。

She has a particular interest in painting.

她特别爱好绘画。

He has a passion for Buddhism.

他很热衷于佛教。

She is fond of teaching.

她喜欢当老师。

Does his film appeal to you?

你喜欢他的电影吗?

This magazine caters to her taste.

她特别喜欢这本杂志。

I find French movies more to my liking than American movies.

我觉得法国电影比美国电影更合我胃口。

I never grow tired of novels though I read them every day.

我每天看小说, 但从没厌烦过。

He is not keen on modern dancing.

他不热衷于现代舞。

She hates boxing.

她讨厌拳击。

She is fed up with housework.

她厌倦了做家务。

She is sick of watching boxing.

她厌恶观看拳击。

What do you dislike most about this movie?

这部电影中你最不喜欢什么?

I can't bear / stand the traffic noise.

我忍受不了交通噪音。

Playing volleyball just isn't my cup of tea.

我不喜欢打排球。

He doesn't care too much for classical music.

他不喜欢古典音乐。

Useful Expressions and Phrases Related

the goal of education	教育的目的	grant	助学金
university	(综合性) 大学	the Hope Project	希望工程
attach importance to	重视教育	scholarship	奖学金
education		quit from school	辍学
science student	理科学学生	undergraduate	本科生
quality-oriented	素质教育	be tired of school	厌学
education		the cost of higher	高等教育的费用
engineering student	工科学学生	education	
exam-oriented	应试教育	research and	科研与著述
education		publication	
campus	大学校园	tuition	学费
cheat in exams	考试作弊	elementary school	小学
bachelor's degree	学士学位	teaching assistantship	助教职位
creative thinking	创造性思维	middle school	中学
master's degree	硕士学位	part-time student	非全日制学生
study load	学习负担	junior high school	初中
doctor's degree	博士学位	school of business	商学院
diploma	文凭	senior high school	高中
educational reform	教育改革	MBA program	工商管理硕士课程
IQ — Intelligence	智商	course/program	课程
Quotient		study abroad	留学
educational system	教育体制	liberal arts	文科
EQ — Emotional	情商	brain drain	人才流失
Quotient		liberal education	人文教育
adult education	成人教育	transcript	成绩单
the entrance exam	入学考试	humanities	人文
quality of teaching	教学质量	4-year path	四年制
poverty-stricken	贫困学生	paper	论文
students		cram	(考前) 死记硬背
private school	私立学校	thesis	毕业论文
teenager drop-outs	失学少年	the faculty	(学校里的) 教职人员

College Pressures

I see four kinds of pressure working on college students today: economic pressure, parental pressure, peer pressure, and self-induced pressure. It is easy to look around for villains — to blame the colleges for charging too much money, the professors for assigning too much work, the parents for pushing their children too far, the students for driving themselves too hard. But there are no villains, only victims.

“In the late 1960s,” one dean told me, “the typical question that I got from students was ‘Why is there so much suffering in the world?’ or ‘How can I make a contribution?’ Today it’s ‘Do you think it would look better for getting into law school if I did a double major in history and political science, or just majored in one of them?’”

Note the emphasis on looking better. The transcript has become a sacred document, the passport to security. How one appears on paper is more important than how one appears in person. Today, looking very good is no longer good enough, especially for students who hope to go on to law school or medical school.

They know that entrance into the better schools will be an entrance into the better law firms and better medical practices where they will make a lot of money. They also know that the odds are harsh.

The pressure is almost as heavy on students who just want to graduate and get a job. Long gone are the days when students journeyed through college with a certain relaxation, sampling a wide variety of courses — music, art, philosophy, classics, anthropology, poetry, religion — that would send them out as liberally educated men and women. If I were an employer I would rather employ graduates who have this range and curiosity than those who narrowly pursued safe subjects and high grades. I know countless students whose inquiring minds exhilarate me. I like to hear the play of their ideas. I don’t know if they are getting As or Cs, and I don’t care. I also like them as people. The country needs them, and they will find satisfying jobs. I tell them to relax. They can’t.

