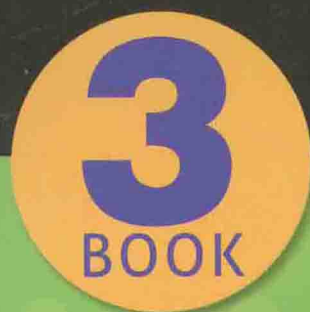


实用大学英语系列教材
全国应用型高等院校精品系列教材

实用大学英语 综合教程

王淙 马青 丁晶 主编



PRACTICAL
COLLEGE ENGLISH
COMPREHENSIVE COURSE



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全国应用型高等院校精品系列教材

Practical College English
Comprehensive Course 3

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主 编 王 淙 马 青 丁 晶

副主编 张艳华 王建娜

参 编 寇国芳 王云刚 张 江

高 艳 牛妮妮 刘丹青

骆 亮 罗 颖

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Comprehensive Course 3
实用大学英语综合教程 3

王 淙 马 青 丁 晶 主编
责任编辑: 胡小平 符梦醒

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北京市朝阳区惠新东街 10 号 邮政编码: 100029

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出版说明

应用型高等教育是在我国高等教育开始进入大众化阶段后,为适应市场对人才培养多方面的要求,在扩大高等教育内涵的新形势下产生的,主要培养应用型人才,促进职业、技能和知识的直接结合,为经济建设服务。对外经济贸易大学出版社为适应教育发展的形势,努力推动应用型高等院校的教材建设,组织编写了这套全国应用型高等院校精品系列教材。

本套教材具有以下特点:

1. 对接社会和专业需求,体现市场最新发展趋势

本套教材涵盖了商务英语、英语和财经等专业,在了解市场需求的基础上,对编写及内容体系的构建进行了创新探索和实践,一些先进的教学理念及最新知识点都在教材中得以体现。

2. 以就业为导向,强调应用性和适用性

针对应用型院校的特点,本套教材内容的编写以就业为导向,充分体现了应用性和适用性,强调能力的培养和技术的应用。教材编写过程中,教师结合自身的教学实践、调研论证和各行业专家对工作岗位的实际要求来安排课程结构和内容,形成了应社会所需,与市场接轨,与企业合作,实践与理论相结合的全新教材编写理念。

3. 教学方法和内容设计以学生为中心,提高教学效果

本套教材在传统教学方法的基础上进行改革,以学生为中心。为达到最好的教学效果,本套教材多运用启发、引导、讨论和参与式教学,激发学生的学习兴趣,营造独立思考的氛围,提高学生独立思考和解决问题的能力。

本套教材暂包括《实用大学英语综合教程 1-4》、《商务英语口语》、《商务英语写作》、《商务英语阅读》、《国际商务谈判》、《旅游英语》、《酒店英语》、《经济学基础》、《国际贸易实务》、《国际单证实务》、《报关报检实务》、《市场营销》、《基础会计》、《财务会计》、《财务管理》、《工商管理实务》等。本套教材的编写得到了有关院校领导和教师的大力支持,在此一并表示感谢。编写教师不但具有丰富的教学经验,且有一线工作经历,主持或参与过多项应用技术研究,有力地保证了本套教材的质量和水平。

每册教材均配备有 PPT 课件(网站下载 www.uibep.com),并根据课程内容选配有教学参考书或者 MP3 光盘,提供立体化教学资源辅助教学。

对外经济贸易大学出版社

2014 年 3 月

Preface

前言

全国应用型高等院校精品系列教材是对外经济贸易大学出版社联合多家全国重点应用型高等院校，在充分借鉴国内外英语教学先进理念和宝贵经验的基础上推出的一套全新的公共英语教材。参编教师精力充沛，具有多年丰富的公共英语教学实践经验。质量是本套教材的生命线。

根据目前教育界提出的“工学结合，以项目为中心，案例驱动教学，边讲边练”的理念，本套教材着眼于学生的实际操作能力和就业能力，围绕实际应用交际话题编写，以“学一点、会一点、用一点”，“边学边用、学用结合”为原则，让学生学完一个话题，即能够围绕该话题进行简单实用的英语交际。本套教材注重听说技能训练，注重对实用文体阅读能力的培养，将加强语言基本功与实际交际相结合。

本套教材共四册，第一册和第二册分别有十个单元，第三册和第四册分别有十二个单元，每单元涉及一个主题，主要由“听”、“说”、“读”、“写”和一个“文化阅读”部分组成。第三册具体内容由 Listening, Reading, Grammar Tips, Translation 和 Practical Writing 五大板块构成。

● Listening

本部分由难度适中的会话语篇或短文等听力材料组成，学生边听边完成题目。旨在提高学生的听力能力。

● Reading

本部分精选两篇实用性强和时代性强的文章作课文，并在课文之后编有各种形式的练习，使学生更好地掌握各单元知识内容。TEXT A 作为单元主课文供教学使用，TEXT B 作为可选课文供程度较好的学生自学或程度较好的班级教学使用。

● Grammar Tips

本部分结合课文，安排重点语法讲解，强化学生的语法知识。

● Translation

本部分讲解了翻译技巧，意在提高学生的翻译水平。

● Practical Writing

本部分安排难度适中且实用性强的写作任务，锻炼学生动笔能力，提高学生英语应用能力。

为衔接学生在中学期间的英语学习，教材第一册以略高于高中英语的水平编写，第

二册、第三册和第四册在第一册的难度基础上循序渐进、由浅入深式编写。本套教材有以下几大突出的特点:

1. 教学设计严谨, 强调“以学生为中心, 以教师为主导”的教学原则。在教师及时正确的引导下, 突出学生, 调动学生的参与意识, 培养学生勤于思考, 善于思辨, 注重实践的能力。

2. 选材新颖广泛, 内容丰富。本套教材涉及多个主题, 包括大学生活、人物、环境、经济、爱情、科技、节日、健康饮食、时尚、工作生活、旅游、名人演讲等。经过认真筛选, 这些主题文章选材广泛, 新颖独特, 有较强的代表性, 紧密联系实际生活。

3. 适用性和实用性强。本套教材在选材、难度梯度上充分考虑大多数学生的需求, 针对授课对象量体裁衣。

4. 时效性、前沿性、时代性和趣味性强。本套教材选材能够把握时代脉搏, 萃选热点话题, 紧扣时代主旋律, 调动学生学习兴趣, 实现教学培养目标。

5. 练习题与考试紧密结合, 突出多样性和互动性, 重视学生自主性和创造性的发挥。考虑到学生在学习期间的考级需求, 本套教材中的听力及课文练习也更多地采用了接近英语应用能力考试 A、B 级和大学英语四、六级的题型, 希望对学生有所助益。

本套教材第一册由西安翻译学院教学团队编写, 得到了对外经济贸易大学出版社刘军先生、宋海玲和田园女士的大力支持。王淙任主编, 负责教材设计, 通审全稿。马青任第二主编, 负责分工、组稿、审稿, 并负责编写第十一单元和制作相关 PPT。丁晶任第三主编, 负责校对全稿。王建娜任副主编, 负责校稿并编写第十二单元和制作相关 PPT。张艳华任副主编, 负责校稿并负责编写第六、七单元和制作相关 PPT。寇国芳负责编写第一单元并制作相关 PPT。王云刚负责编写第二单元并制作相关 PPT。张江负责编写第三单元并制作相关 PPT。刘丹青负责编写第四单元并制作相关 PPT。牛妮妮负责编写第五单元并制作相关 PPT。高艳负责编写第八单元并制作相关 PPT。罗颖负责编写第九单元并制作相关 PPT。骆亮负责编写第十单元并制作相关 PPT。编写过程中, 西安翻译学院武汉生、西安欧亚学院刘淑颖、西安外事学院孙新法、西安科技大学高新学院王军平、西安外贸职工大学李鼎峰、王永红、孟根茂以及西京大学王君丽等专家给予了很好的意见, 在此一并表示感谢。我们努力为广大学生奉献一套精品教材, 但由于编写时间和水平有限, 书中不妥之处在所难免, 敬请同仁和读者不吝赐教, 批评指正。

编 者

2014 年 4 月

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Unit 1

The Function of University Life

Part 1 Listening

There are 5 short conversations. At the end of each conversation, one question will be asked about what was said. Both the conversation and the question will be spoken only once. You should decide on the correct answer from the 4 choices marked A), B), C) and D).

1. A) An art museum. B) A beautiful park.
C) A college campus. D) An architectural exhibition.
2. A) Colleagues. B) Husband and wife.
C) Employer and employee. D) Mother and son.
3. A) At 10:30. B) At 10:25.
C) At 10:40. D) At 10:45.
4. A) The Edwards are quite well-off.
B) The Edwards should cut down on their living expenses.
C) It'll be unwise for the Edwards to buy another house.
D) It's too expensive for the Edwards to live in their present house.
5. A) To find out more about the topic for the seminar.
B) To make a copy of the schedule for his friend.
C) To pick up the woman from the library.
D) To get the seminar schedule for the woman.

Part 2 Reading

Lead-in

Discuss the following questions in groups.

1. What can you learn in college?
2. What do you think are the differences between the first year and the second year at college?
3. Do you like your major? Why?

Text A

The Function of University life

- 1 Life in the university is not as satisfactory as expected.
- 2 First of all, we are tightly hounded by continual classes, excessive homework and exams;

some students complain that we are becoming “exam machines”. Secondly, living conditions need to be improved and food in the dining-hall is far from attractive or tasteful.

3 In spite of all these adversities, we still enjoy our life in the university. During the four-year university study, we can not only acquire a lot of book learning, but also foster various abilities. All types of extracurricular activities such as sports meetings, speech contests, different social gatherings and dancing parties provide opportunities to make friends, and many of these friendships may last a long time.

4 Four years is only a short period when compared with our whole lifetime. In the university we mature, and in the university we prepare ourselves for the real world. Although there are many things less than satisfactory, the four years in the university is a worthwhile period in our whole lifetime. This is a time when a student begins to form his or her ideas about life in general. Attending classes and studying in the library keep a student busy and provide him or her with access to valuable information, adding to his or her knowledge base.

5 As to the college graduates’ obstacles in finding a job, one argument here is that college students pay their tuition to get a good job after graduation, and university education thus should satisfy their needs of such a nature. I personally would not take this side on this issue. I believe that the function of university should still be cultivating educated citizens for our society, rather than simply producing workers for it.

6 To start with, my belief of university functions does not exclude all channels. Students have to enhance themselves for better employment opportunities. My position is just that career preparation should never be placed in the leading position, as some college students are currently doing, which is a worrying phenomenon. Basic academic training and career development don’t contradict with each other. It’s true that the majority of what you have learned in universities cannot be directly applied to practical use, however, the ability to absorb information, to analyze situations and most importantly, the ability to acquire new knowledge and learn new skills cannot be obtained by simply attending career talks and model interviews.

7 Also, when we put the issue into a bigger picture, we can find that there are a lot more to be done to solve this problem. For example, the structure and proportion of higher educational institutions and vocational educational organization, the restructuring of economic development and a better organized internship plans should all take a higher position in the to-do list of solving the raised problem.

8 In summary, we should not take the assumption that priority in university education should be reallocated. All in all, higher educational institutions should have more important functions in our society than simply providing it with more workers. And the difficulties faced by graduates cannot be solved by changing the priorities of university education. Also, some more related issues should be paid attention to, which will actually ease this problem to a considerable extent. So I strongly believe that universities should be and will be places where

better citizens are cultivated.

(611 words)

New Words

1. **assumption** [ə'sʌm(p)(ə)n] *n.* something that you think is true although you have no definite proof 假定, 设想
2. **contradict** [kɒntrə'dɪkt] *v.* to disagree with something 提出论据反对, 反驳
3. **cultivate** ['kʌltɪveɪt] *v.* to work hard to develop a particular skill, attitude, or quality 培养, 陶冶
4. **destiny** ['destɪni] *n.* the things that will happen to someone in the future, especially those that cannot be changed or controlled 命运, 天命
5. **extracurricular** [ekstrə'kɪkjələ] *adj.* extracurricular activities are not part of the course that a student is doing at a school or college 课外的, 业余的
6. **foster** ['fɒstə] *v.* to help a skill, feeling, idea etc. develop over a period of time 培养, 养育
7. **hound** [haʊnd] *v.* to keep following someone and asking them questions in an annoying way 烦扰
8. **obstacle** ['ɒbstəkl] *n.* something that makes it difficult to achieve something 障碍, 干扰
9. **priority** [praɪ'ɒrɪti] *n.* the right to be given attention first and before other people or things 优先考虑的事
10. **reallocate** [ri:'æləkeɪt] *v.* assign sth. to sb. for a special purpose again 再分配
11. **vocational** [və(ʊ)'keɪʃ(ə)n(ə)l] *adj.* teaching or relating to the skills you need to do a particular job 职业的

Phrases

1. **apply to** 适用于; 应用于
e.g. Organization could be **applied to** international trade.
2. **the to-do list** 待办事项清单
e.g. She was crossing off things that she had done from **the to-do list**.

Notes

Higher educational institutions: They include 1) public universities, 2) private universities, 3) foreign university branch campuses, 4) polytechnics.

Tasks

I. Complete the outline of text A.

Through four-year university study, we can not only acquire a lot of book learning, but also _____ various abilities. Although there are many things lacking, the four years in the university is a worthwhile period in our whole lifetime. When talking about college graduates' _____ in finding a job after graduation, I personally would not _____ that university education thus should satisfy their needs of such a nature. To start with, university students have to improve themselves for better employment opportunities, and career development don't _____. It's true that the majority of what we have learned in universities cannot be directly _____ practical use, and I strongly believe that universities should be and will be places where better citizens are _____.

II. Choose the best answer from A), B), C) and D) to complete the following sentences.

- The family were _____ out of their home by 18 months of abuse.
A) moved
B) hounded
C) affected
D) effected
- _____ his efforts, he at last succumbed to the terrible fever and died in the hospital.
A) Despite of
B) In spite of
C) Regardless
D) In spite
- The bishop helped _____ the sense of a community embracing all classes.
A) foster
B) adopt
C) affect
D) develop
- Money for the project is still _____.
A) looking
B) leaking
C) lacking
D) filling
- Personally, I would not _____ on this agreement.
A) approve him
B) take his side
C) admit him
D) expect him
- The speaker had got confused and started _____ himself.
A) refusing
B) denying
C) disagreeing
D) contradicting
- It seems quite _____ to expect anyone to drive for 3 hours just for a 20 minute meeting.
A) reasonable
B) unbelievable
C) absurd
D) impossible
- It can be _____ to cosmetics, paint and cement in industry.
A) put on
B) used

- III. Fill in the blanks with the words given in the box. Change the form when necessary.

1. My calculations were based on the _____ that house prices would remain steady.
2. The speaker had got confused, and started _____ himself.
3. School is the melting pot of youth, and mind is a temple to _____ oneself.
4. As the TV productions are done as an _____ activity, the students' schoolwork is not compromised.
5. The couple wanted to adopt a black child they had been _____.
6. They separated people with separate _____.
7. He was _____ out of his job by jealous rivals.
8. Revenues will be _____ among developing countries.
9. The poverty of a district is an _____ to good education.
10. With so little money available, repairs must remain a low _____.

1. Attending classes and studying in the library keep a student busy and provide him or her with access to valuable information, adding to his or her knowledge base.
2. They not only develop their intellectual abilities, but also social skills as well as knowledge and wisdom necessary for choosing a future career.
3. The function of university should still be cultivating educated citizens for our society, rather than simply producing workers for it.
4. Basic academic training and career development don't contradict with each other.
5. Nowadays, more and more university students complain about having great difficulties in finding a good job. The reasons for this phenomenon are as follows: First, college students spend most of their time at school studying academic subjects and it is only when they start looking for a job that they realize they lack necessary job training. Second, competition

among graduates has become fiercer and fiercer.

V. Complete the following sentences by translating Chinese into English.

1. However, exiting the investment appears to _____ (远不如) Sir Fred's thoughts.
2. The mother tried to _____ (培育) her son's interest in music.
3. He attempts to show that it is not enough merely to win support and persuade people to _____ (支持他).
4. Basic academic training and career development _____ (相互矛盾).
5. My position is just that career preparation shouldn't _____ (占主导地位).

Text B

University vs High School

1 There is no doubt that as a student, my major task is to study. Following this pattern, I have been studying hard for eighteen years. From kindergarten to primary school, from primary school to high school, then to university, these different life experiences at each stage all give me a deep impression. I often think about my study life and compare my life experiences of each stage. I have to admit that as the time passed away, my memories about kindergarten and primary school have gradually died away. However, my high school life and university life are so impressive that I will never forget them. My high school life was filled with tears and sweat while my university life is full of laughs and happiness. Actually, I prefer my university life to high school life in that the university gives students more chances to improve their capabilities, which is good for students' growth. There exist many different aspects between the two school lives, such as the environment, class, pressure, extracurricular activities and living styles.

2 As to the environment, the university usually has a big campus. It always takes a long time to go around the campus. If you want to get familiar with the campus, it would take more time. Walking in the big campus, you would be fascinated by the beautiful scenery. The clean lakes, green trees, colorful flowers, all of these make the campus a place of interest. It's really enjoyable. The most impressive thing in my university is our library. It is said that our library is famous around the country. Whenever I go into the library, the feeling of pride would fill my heart. In the living area, we have many dormitories. Among the dormitories, there are different kinds of stores like fruit store, department store, barbershop and so on. Anyway, our university is like a small city in which we can do all kinds of things. However, the environment in high