

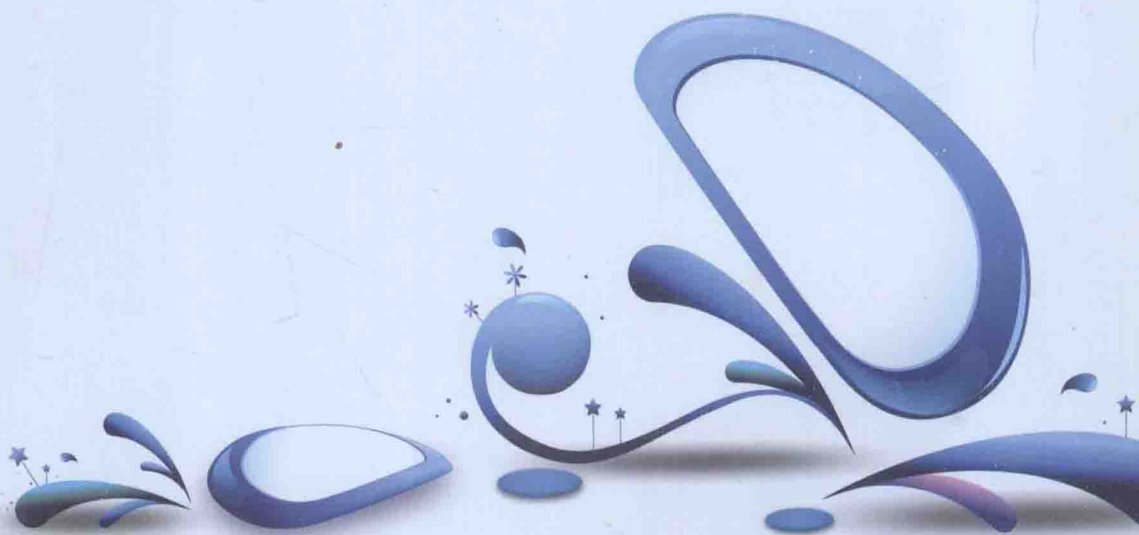


高等职业教育“十二五”规划教材

# 大学英语 (第一册)

DAXUE YINGYU

主编◇顾振宇



 **北京理工大学出版社**  
BEIJING INSTITUTE OF TECHNOLOGY PRESS

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# 大学英语 (第一册)

主 编 顾振宇

副主编 汪 楠 张树丽

参 编 张 帆 高素伟

李 璇 罗述姣



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## 内 容 简 介

本书分为:充实人生、人生哲学、现代生活、信用危机、生活的智慧、成功与幸福、学校教育、心灵家园、心理健康、经济纵横、男人和女人、母爱、美国人的价值观、了解自我,以及科学与健康 15 个单元,共两册。本书以单元主题为核心、以学生为教学中心、以能力应用为导向,采用任务型语言教学模式,拓展学生语言交际能力,兼顾语言知识结构学习,培养社会和企业所需要的应用型人才。

本书可作为高等职业院校英语教学使用,也可作为其他相关人员的参考用书。

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随着我国经济和社会的快速发展,市场对高职教育培养出的人才的需求日益迫切,要求也越来越高。目前,我国的高职教育已经发展到一个新的阶段,面临着新的挑战。在这一宏观背景下,我们根据教育部《高职高专教育英语课程教学基本要求》的精神,针对高职院校特点,编写了本套供高职高专院校大学英语教学及各类成人大专英语教学使用的教材。本套教材旨在以任务型语言教学为核心理念,以学生人生职场发展为教育导向,以课堂项目活动为教学驱动,为国家、为社会培养高等应用复合型人才。

### 一、编写思路

本套教材的基本编写思路是:以单元主题为核心、以学生为教学中心、以能力应用为导向,采用任务型语言教学模式,拓展学生语言交际能力,兼顾语言知识结构学习,培养社会和企业所需要的应用型人才。

本套教材倡导主题教学模式,通过侵入式阅读(快速阅读、精读)、基本语法拾掇、职场英语写作、职场英语听说等环节,引导学生在循序渐进、集腋成裘中积累基本常用词汇,掌握英语语言的基本知识和技能,树立信心,获得满足感和成就感,并针对就业实际应用,培养学生的综合技能。

在编写过程中,我们根据高职学生的英语基础和接受能力,实事求是,教材内容贴近现实生活,难度适中;精心设计课堂教学环节,精讲多练、突出重点,力求使学生学得扎实、用得有效。

### 二、教材特色

#### 1. 集趣味性、知识性于一体

课程的教学对象为高职院校的学生和成年人,教学主旨是培养应用型人才。因此,在内容方面,课文选择与生活密切相关的话题,如感情驿站、人生哲理、人情世故、西方风情等,让学生通过了解西方文化,增强人生阅历。

#### 2. 结构清晰、内容精炼

本套教材总体结构和单元结构简练、层次分明、重点突出、练习精炼,体现“够用为度”的原则,同时有助于教师将学生置于教学主体地位,激发学生积极参与课堂活动,培养学生语言实际应用能力。

### 3. 语言真实、课文难度逐步提升

本书所选用的课文全部为地道的英语原文，基本上没有进行改写。课文的篇幅、难易程度逐步提高。

### 4. 充分考虑高职学生、成年英语学习的特点

本教材在设计和练习的编写上体现为启发式提问、支架式讲解和挖掘式延伸相结合，使学生在潜移默化中掌握基本语言技能，洞悉中西语言文化差异，提高自身素质。

### 5. 每册书后附有词汇表

教材按照字母顺序排列，并按照每册书的级别对超纲词汇用星号加以标识，有助于学生根据个人基础，灵活掌握。

## 三、教材框架

本教材分两册，共15单元。第1~4单元为初级部分，每篇课文字数为150~200字。以记叙文和夹叙夹议的小品文为主，涉及基础的词汇和语法，旨在培养学生基本的语言技能；第5~8单元为中级部分，每篇课文字数为200~300字，以小品文和说明文为主。较初级单元，词汇语法难度略有增加，语言技能的要求有所提高；第9~15单元为高级部分，每篇课文字数为300~450字，题材以议论文为主。词汇语法正式程度较高，旨在培养学生篇章分析、情景会话、长句翻译等能力。

第1册与第2册侧重指导学生建立正确的人生观和价值观，旨在推动学生学习兴趣的同时，为学生毕业后快速适应社会、进入职场角色奠定一定的基础，使学生英语水平与应聘岗位的业务能力相结合。

## 四、使用说明

本教材每个单元围绕一个主题，设计了阅读、语法、写作和听说四个部分，来全面培养学生的听、说、读、写、译综合能力。每个单元包括四个部分。

**侵入式阅读 (Fast & Intensive Reading):** 通过快速阅读和精读相结合的方式，加强学生综合阅读能力。

**基本语法拾掇 (Grammar Picking):** 通过适当的讲解和大量的实践练习，查漏补缺，巩固提高学生的英语语法知识和语言应用能力。

**职场英语写作 (Practical Writing):** 将常见的各种应用文体的写作与商务公文写作相结合，通过一系列的范例学习和写作实践来完成写作教学，使学生有较强的动手能力。



职场英语听说 (Office English): 根据日常生活和职场交流需求, 通过大量训练和模仿练习, 有效培养学生的语言交际能力。

### 五、结语

本书由顾振宇任主编, 汪楠和张树丽任副主编。参加编写的有: 张帆、高素伟、李璇、罗述姣。本教材在编写过程中得到了各方面的支持和帮助, 并参照了很多文献资料, 在此, 我们向所有的文献作者表示感谢。同时, 编者还得到了来自家人的默默支持和不断鼓励, 在此一并表示感谢。

由于时间紧迫, 编者水平有限, 书中难免有疏漏和不妥之处, 恳请老师和同学们批评指正。

编者



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## Unit 1

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# Way to A Full Life

## 充实人生

### Focus

Part 1 Fast & Intensive Reading

Fast Reading Wind of Forgiveness

Intensive Reading Love—A Two-way Street

Part 2 Grammar Picking Noun

Part 3 Practical Writing A Business Card

Part 4 Office English Following up call after Interview



## Part 1 Fast & Intensive Reading



### Fast Reading

#### Wind of Forgiveness

The story goes that two friends were walking through the desert. At some point of the journey, they had an argument, and one friend slapped the other one in the face. The one who got slapped felt hurt, but without saying anything, wrote in the sand: "Today my best friend slapped me in the face."



They kept on walking until they found an oasis, where they decided to take a bath. The one who had been slapped got stuck in the mire and started drowning, but the friend saved him. After he recovered from the near drowning, he wrote on a stone:

"Today my best friend saved my life." The friend who had slapped and saved his best friend asked him, "After I hurt you, you wrote in the sand and now you write on a stone. Why?" The other friend replied: "When someone hurts us we should write it down in sand where winds of forgiveness can blow it away. But when someone does something good for us, we must cut it in stone where no wind can ever wipe it."

(182 words)



### Test Your Understanding

**Directions:** Choose the best answer according to the passage.

1. The main idea of this passage is \_\_\_\_\_.



- A. true friends should forgive each other  
 B. true friends should never quarrel  
 C. we should remember what is done to us  
 D. we should forget our friend's mistake
2. From the passage, it can be inferred that \_\_\_\_\_.  
 A. it is difficult to find an oasis in the desert  
 B. it is dangerous to walk through desert alone  
 C. there are many mires in desert  
 D. it is easy for friends to have a quarrel
3. In this passage, got stuck probably means \_\_\_\_\_.  
 A. got stricken      B. got stroke      C. got helped      D. got held
4. What's the style of this text? \_\_\_\_\_.  
 A. Description.      B. Narration.      C. Argument.      D. Exposition.
5. Which of the following is not mentioned in the text? \_\_\_\_\_.  
 A. Wind is strong in the desert.  
 B. The two friends found an oasis at last.  
 C. One of the friends likes to keep record of things.  
 D. One friend was almost drowning when the other saved him.



## Teach Yourself

### Vocabulary

journey	/'dʒə:ni/	n.	旅行, 旅程
argument	/'ɑ:gjumənt/	n.	争论, 辩论, 论据, 论点
slap	/slæp/	v.	拍, 掌击, 拍击
* oasis	/əu'eisis/	n.	绿洲, 舒适的地方
bath	/bɑ:θ/	n.	沐浴, 浴室
* mire	/'maɪə/	n.	泥潭
drowning	/'draunɪŋ/	n.	溺死
recover	/ri'kʌvə/	v.	痊愈, 复原
* forgiveness	/fə'gɪvnɪs/	n.	宽恕, 宽仁之心
wipe	/waɪp/	vt.	擦, 揩, 擦去



## Structure

### 1. The story goes that two friends were walking through the desert.

故事的开始是这样的：两个好友正徒步穿越沙漠。

(1) “The story goes” 是经常使用的一句讲故事的套话，类似于汉语中的“故事开始了、故事是这样的”。也可以说 “as the story goes”。你也可以用这个开头给别人讲故事。如：

The story goes that in ancient China there were three kingdoms. . .

话说古代中国有三个皇帝……

(2) “The story goes” 还表示“据传说、据说”。如：

1) The story goes that John was murdered.

据说约翰被谋杀了。

2) The story goes that his wife ran away with another man.

据说他的太太和另一个男人跑掉了。

(3) 一个类似的习语是 “as saying goes”，相当于汉语中的“常言道、俗话说”。如：

1) as the saying goes

常言道/俗话说

2) as the Chinese saying goes

正如中国老话说的

3) “More haste, less speed”, as the saying goes.

常言道，“欲速则不达”。

4) As the saying goes, “Something has to give.”

正如老话所讲，“有些事情必须得舍弃”。

5) As a popular saying goes, “everything has two sides.”

常言道：事情总是一分为二的。

6) An old saying goes, “actions speak louder than words.”

有一句老话说，“行动胜于语言”。

### 2. They kept on walking until they found an oasis, where they decided to take a bath.

他们一直走到一个绿洲，并决定在那里洗个澡。

(1) “keep on doing sth.” 继续做某事、坚持做某事。如：

1) Prices keep on increasing.

物价不断上涨。

2) Don't give up, keep on trying.

不要放弃, 继续努力。

3) They keep on jogging every morning.

他们坚持每天早上慢跑。

(2) “until” 可作介词和连词, 意思是“到……为止, 在……以前, 直到……才”。如:

1) Could you wait until tomorrow?

能不能等到明天再说?

2) He worked until/till midnight.

他一直工作到午夜。

3) We can't go until Thursday.

我们要到星期四才能去。

4) You cannot leave until your work is finished.

你们只有完成工作才能离开。

5) Stay here until I return.

留在这儿, 直到我回来。

(3) 本句中, 注意 where 引导的是非限制性定语从句, 表示补充说明。如果用两个句子来说, 结构就没有这么紧凑严谨了。如:

1) After three days in Paris, where I met my Jane, I went on to London.

在巴黎待了三天, 在那里还遇到了简, 之后我去了伦敦。

2) I was born in 1970s, when there was no such a thing as internet.

我出生在 20 世纪 70 年代, 那时没有网络。

### 3. The one who had been slapped got stuck in the mire, ...

那个被打的人陷入进了泥潭, .....

(1) “who has been slapped” 是定语从句, 修饰先行词 “one”;

(2) “get stuck” 指“被卡住、被堵住”, 该结构中 “get” 相当于系动词 be, stuck 是 stick (夹住、卡住) 的过去分词。如:

1) They got stuck in the traffic jam yesterday.

昨天他们被堵在路上了。

2) The keys on the keyboard sometimes get stuck.

键盘上的键有时被卡住。

### 4. After he recovered from the near drowning, he wrote on a stone: “Today my best friend saved my life.”

脱离了差点溺死的危险之后, 他在石头上写道, “今天我的好朋友救了我的命。”

“recover”, 动词, 意思是“恢复”, 其对应的名词是 “recovery”。如:

1) economic recovery

经济复苏

2) It took three days for him to recover from the long trip.

长途旅行之后，他花了三天才恢复过来。

3) She never recovered from that tragedy.

她再也没能从那场悲剧中恢复过来。



## Intensive Reading

### Love—A Two-way Street

A father sat at his desk busy with his work when his young son rushed in and said, "Dad, because this is your birthday and you're 55 years old, I'm going to give you 55 kisses, one for each year!" When the boy started making good on his word, the father said, "Oh, Andrew, don't do it now; I'm too busy!"

The boy immediately fell silent as tears welled up in his big blue eyes. Apologetically the father said, "You can finish later."

The boy said nothing but quietly walked away, disappointment written over his face. That evening the father said, "Come and finish the kisses now, Andrew!" But the boy didn't respond.

Unfortunately, a few days later, the boy had an accident and was drowned. His heartbroken father wrote...

"If only I could tell him how much I regret my thoughtless words, and could be assured that he knows how much my heart is aching."

Love is a two-way street. Any loving act must be warmly accepted or it will be taken as rejection and can leave a scar. If we are too busy to give and receive love, we are too busy! Nothing is more important than responding with love to those who are near and precious to us, because there may be no chance at all as in the case of the little boy.

(229 words)







## New Words

rush	/rʌʃ/	vi.	冲进来, 闯进来
immediately	/i'mi:diətli/	adv.	立刻, 马上
tear	/tiə/	n.	眼泪
well	/wel/	v.	涌出来, 如泉水般涌出
* disappointment	/disə'pɔɪntmənt/	n.	失望的情绪, 失落的状态
respond	/ri'spɒnd/	v.	做出反应, 回答, 响应
* unfortunately	/ʌn'fɔ:tʃənətli/	adv.	不幸地, 令人遗憾地
accident	/'æksɪdənt/	n.	意外事件, 事故
drown	/draʊn/	v.	溺死, 淹死
heartbroken	/'hɑ:t.brəʊkən/	adj.	伤心的, 令人心碎的
regret	/ri'gret/	v.	懊悔, 惋惜, 遗憾
assure	/ə'ʃʊə/	v.	使……相信, 使……确信, 向……保证
thoughtless	/'θɔ:tlɪs/	adj.	不加考虑的, 轻率的
ache	/eɪk/	v.	感觉痛的, 疼痛
accept	/ək'sept/	v.	接受, 认可, 承认
rejection	/ri'dʒekʃən/	n.	拒绝的行为, 拒绝的言辞
receive	/ri'si:v/	v.	收到, 接到
scar	/ska:z/	n.	伤疤, 疤痕
precious	/'preʃəs/	adj.	珍贵的, 宝贵的
chance	/tʃɑ:ns/	n.	机会, 可能性

## Phrases & Expressions

make good	成功, 实现
well up	涌现, 涌出
in the case of	就……来说, 在……情况下