



新世纪应用型高等教育公共英语类课程规划教材
普通高等教育“十二五”规划教材

新世纪



大学英语 进阶教程



DAXUE YINGYU JINJIE JIAOCHENG

新世纪应用型高等教育教材编审委员会 组编

主 编 颜 泓



大连理工大学出版社



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前言

《大学英语进阶教程》为普通(应用型)高等学校非英语专业文理科本科通用教材。本套教材在我国社会发展和“十二五”规划的新形势下,为了适应国家对应用型人才的要求,深化大学英语教学改革,以《大学英语教学大纲(文理科本科用)》为基准,遵照教育部2007年颁布的《大学英语课程教学要求》对大学英语提出的教学目标,即“以外语教学理论为指导,以英语语言知识与应用技能、跨文化交际和学习策略为主要内容,并集多种教学模式和教学手段为一体”,“培养学生的英语综合应用能力”。教材编写贯彻“分类指导、因材施教”的原则,创新模式、特色鲜明、目标清晰。本套教材使用普通性应用型英语语言,不体现较强的专业倾向,旨在为学生今后进一步的学习打下全方位的基础,以适应其可能涉及的各类专业方向。

“个性化、协作化、模块化”为全套教材的编写理念。首先,尊重学生个体差异性,充分发挥学习者的主观能动性。其次,由于语言本质所决定的人们使用语言的根本目的,即表达思想,实现概念功能,同时在社团中互相交际,实现人际功能,所以引入协作化学习,使学生能够在真实语境中与人交流。最后,为了实现《大学英语课程教学要求》所提出的培养学生听说读写译等英语语言综合应用能力,特别是听说能力的目标,而采用了模块化进阶教学模式。具体表现在如下方面:第一,针对性。教材的编写遵循分类指导和因材施教的原则,针对使用对象的特点对不同阶段的模块设置有所侧重,并且充分考虑语言的实用性的特点,充分调动学生学习的积极性和主动性,使学生能“学以致用”,同时增强其自主学习能力;第二,趣味性。教材中的课文内容丰富,题材广泛,涉及学习、生活、情感、家庭、友谊、文学、科技、体育、医学、环境等方方面面,选材新颖,体裁多样,信息性强,能帮助学生提高综合文化素养;第三,科学性。循序渐进地安排各模块教学内容,难易度适中,采用现代英语,语言通用,地道规范,适应我国社会发展和国际交流的需要。

全书共分四册,每册十个单元,各含两个自测单元。依照不同阶段学生的学习特点及课程规律,分别设定各册的教学侧重点。第一册将听说、词汇、语法作为教学重点,覆盖阅读、翻译基础、写作基础等,使学生为本课程后三学期的学习打下坚实基础。第二册将阅读、翻译作为教学重点,覆盖听说、写作等,使学生在第一学期的学习基础上,进行更全面的语言训练。第三册将阅读、写作作为教学重点,覆盖听说、翻译等,使学生更扎实全面地打下英语语言基础,提高语言应用能力。第四册侧重综合能力培养,使学生在经过前三学期各模块的系统训练后,全面提升其英语综合应用能力。课文全部选用时代感强、贴近生活、语言地道的原文材料,并根据需要做适当删减。词汇以全国大学英语四级考试大纲词汇为基础,同时选取了大量在日常交流,网络应用中出现的新词、热词,丰富学生的视野。此外在整套教材编写过程中也会适当参考大学英语六级考试大纲词汇,使学生的英语水平顺利向大学英语六级过渡。

本书为《大学英语进阶教程》学生用书第一册,供大学一年级学生使用。本册共有十个单元,供一个学期使用。本册第一到第四单元分 Listening, Speaking, Intensive Reading, Study & Practice, Focus on Grammar, Guided Writing, Extensive Reading 七大部分;第六至第九单元除了以上各部分,在“Focus on Grammar”部分后加了“Translation Techniques”部分。

词汇采用分级标注,英、汉结合释义的方式,便于学生学习和记忆。一般情况下,尽量用浅显易懂的英汉双语注释,难以用英语解释清楚的直接用汉语释义。

精读课文(Intensive Reading Text)的练习(Study & Practice)包括课文理解(Comprehension of the Text)、词汇结构(Vocabulary & Structure)、翻译(Translation)、完形填空(Cloze)等部分。考虑到本册学习对象是入学新生,为打好他们的学习基础,编写时在“Listening”部分加进了辨音、朗读、背诵等语音训练内容,配有一些英语诗歌、歌词及名人名言,在“Vocabulary & Structure”部分加进了构词训练内容,要求学生熟悉现代英语中的主要构词法,熟练掌握一些常用的前缀、后缀,借以有效扩大词汇量。

语法(Focus on Grammar)部分在本册和第二册以模块形式出现,目的在于帮助学生对高中所学语法知识进行整体复习和巩固,并根据大学英语四级考试的要求规范训练,提高他们实际应用的能力。

翻译技巧(Translation Techniques)部分在本册重点是词的辨析及翻译。

有引导的写作(Guided Writing)在本册中是以为学生提供应掌握的句型为主要形式,要求他们记忆积累,为段落写作打基础。

泛读课文(Extensive Reading Text)的练习主要有文章理解、句子翻译等。

书中第五单元和第十单元是自测题(Test Yourself),用来帮助学生阶段性地复习并巩固所学的内容。

书中精、泛读课文的参考译文和各项练习的所有参考答案均附于教师用书书末。

本教材经全体编写人员的通力合作、专家的严格审阅以及出版社的鼎力相助最终得以顺利出版,对于此期间给予我们的所有帮助和指正,一并致以诚挚的感谢!

本教材由颜泓担任主编,石立国、李娥担任副主编,常何、王艳荣、何丽荣参与了编写工作。

教材中如存在纰漏之处,敬请各相关院校和读者在使用本教材的过程中给予指正,并将改进意见及时反馈给我们,以便下次修订时完善。

所有意见和建议请发往:dutpwy@163.com

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Contents

Unit	Section	Topic
Unit 1 College Life Page 1~24	Listening	1 Syllables; Short & Long Conversations; Passages
	Speaking	6 Introductions and Greetings
	Intensive Reading	8 How to Spend Your College Life
	Study & Practice	11 Comprehension of the Text, Vocabulary & Structure, Translation, Cloze.
	Grammar	17 Nouns and Pronouns
	Guided Writing	21 Learn to Start a Paragraph
	Extensive Reading	22 Tips for Students Starting College
Unit 2 Celebrity Page 25~45	Listening	26 Consonants; Short & Long Conversations; Passages
	Speaking	30 Celebrities
	Intensive Reading	31 Love and Loss
	Study & Practice	34 Comprehension of the Text, Vocabulary & Structure, Translation, Cloze.
	Grammar	39 Articles, Numerals and Conjunctions
	Guided Writing	42 Cohesion (I) Make a Comparison
	Extensive Reading	43 Audrey Hepburn
Unit 3 Pets Page 47~67	Listening	48 Vowels; Short & Long Conversations; Passages
	Speaking	51 My Pets & Choosing a Pet
	Intensive Reading	52 The Loyal Dog — Fido
	Study & Practice	56 Comprehension of the Text, Vocabulary & Structure, Translation, Cloze.
	Grammar	62 Adjectives and Adverbs
	Guided Writing	64 Cause & Effect
	Extensive Reading	65 Pets
Unit 4 Festivals Page 69~89	Listening	70 Vowels; Short & Long Conversations; Passages
	Speaking	74 Festivals
	Intensive Reading	75 Halloween
	Study & Practice	79 Comprehension of the Text, Vocabulary & Structure, Translation, Cloze.
	Grammar	84 Verbs and Tenses
	Guided Writing	86 Draw a Conclusion
	Extensive Reading	87 The Remembrance of Lilacs
Unit 5 Test Yourself 1 (for Units 1 ~ 4) Page 91~103		

Unit	Section	Topic
Unit 6 Lifestyle Page 105~128	Listening	106 Vowels; Short & Long Conversations; Passages
	Speaking	109 Hobbies
	Intensive Reading	111 How to Have a Healthy Lifestyle
	Study & Practice	116 Comprehension of the Text, Vocabulary & Structure, Translation, Cloze.
	Grammar	121 Modal Verbs
	Translation Techniques	124 Wording and Phrasing (1)
	Guided Writing	125 Criticism
	Extensive Reading	125 How to Pursue Happiness
Unit 7 Entertainment Page 129~151	Listening	130 Stressed Syllables; Short & Long Conversations; Passages
	Speaking	133 Popular Stars
	Intensive Reading	135 Broadway Musicals
	Study & Practice	139 Comprehension of the Text, Vocabulary & Structure, Translation, Cloze.
	Grammar	144 Active Voice and Passive Voice
	Translation Techniques	146 Wording and Phrasing (2)
	Guided Writing	147 Develop the Writing by Examples
	Extensive Reading	148 Facts Behind the Cartoon
Unit 8 Virtues Page 153~171	Listening	154 Rhythm and Stressed Words; Short & Long Conversations; Passages
	Speaking	157 Good Manners
	Intensive Reading	158 Salty Coffee
	Study & Practice	161 Comprehension of the Text, Vocabulary & Structure, Translation, Cloze.
	Grammar	165 Subjunctive Mood
	Translation Techniques	167 Wording and Phrasing (3)
	Guided Writing	168 Supporting a Topic Sentence with Facts and Illustrations
	Extensive Reading	169 American Moral Values
Unit 9 Psychological Health Page 173~197	Listening	174 Liaison; Short & Long Conversations; Passages
	Speaking	177 Seeing Doctors
	Intensive Reading	180 Choose Optimism
	Study & Practice	184 Comprehension of the Text, Vocabulary & Structure, Translation, Cloze.
	Grammar	190 Basic Sentence Patterns
	Translation Techniques	192 Translation of Proper Names
	Guided Writing	193 Learn to End a Passage
	Extensive Reading	194 Power of Self-Talk
Unit 10 Test Yourself 2 (for Units 6 ~ 9) Page 199~212		
Glossary Page 213~243		



Unit One

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College Life



Listening

Section A

Directions: Listen to monosyllables and words having more than one syllable and then repeat them after the speaker.

(English words can be divided into syllables. Each spoken vowel sound makes one syllable. A syllable can be: a single vowel like **a**, a vowel followed by a consonant like **on**, a vowel following a consonant like **to**, or a vowel between consonants like **cute**. A word may be of single syllable, or be made up of more than one syllable, that is, a word may contain one, two, three or more syllables.)

Single Syllable	Two Syllables	Three Syllables	Multiple Syllables
oh	repeat	banana	community
on	begin	together	experiment
ice	okay	outstanding	security
to	city	decision	original
be	baby	animal	mechanical
you	army	chocolate	seriously
big	follow	condition	innocently
tough	income	visitor	considerable
cute	female	busiest	professionally
I	cartoon	furniture	comfortably

Section B

Directions: Listen to the dialogues once and then choose the correct answers.

- A. In the classroom.

B. On the street.

C. In the library.

D. In a shop.
- A. Football.

B. Tennis.

C. Baseball.

D. Badminton.
- A. Play the video games.

B. Go to see a movie.

C. Play cards.

D. Go shopping.
- A. Turn on the TV.

B. Turn on the radio.

C. Turn off the radio.

D. Turn off the TV.

5. A. The man will go shopping with the woman today.
B. The man will go fishing with the woman today.
C. The woman will go shopping with Tom today.
D. They cannot go out because of the rain.
6. A. The sports meeting is cancelled.
B. The football game is cancelled.
C. Their classes in the afternoon are cancelled.
D. They are taking exams this afternoon.
7. A. English. B. Japanese.
C. French. D. Maths.
8. A. Lawyer. B. Doctor.
C. Student. D. Teacher.
9. A. Strangers. B. Classmates.
C. Brother and sister. D. Workmates.
10. A. She is waiting for her friend. B. She is waiting for her teacher.
C. She is waiting for a bus. D. She is taking a walk.

Section C

Directions: Listen to the conversations once and then choose the correct answers.

Conversation 1

1. A. At Mary's home. B. At Sam's home.
C. In the library. D. In the classroom.
2. A. Chemistry. B. English.
C. Maths. D. Music.
3. A. They both are free right now.
B. They both are in Mrs. Green's class.
C. They are in an empty classroom.
D. The library is too noisy to study.

Conversation 2

4. A. Mild. B. Boring.
C. Kind. D. Open-minded.
5. A. English. B. Math.
C. Art. D. Biology.

6. A. Mary dislikes her English teacher.
B. Mary has a lot of English homework to do today.
C. Mary's English teacher comes from England.
D. Mary likes her English teacher very much.

Section D

Directions: Listen to the passage twice, for the first time you do Step 1: choosing the correct answers to the questions you hear, and for the second time you do Step 2: marking the statements True (T) or False (F).

Step 1

1. A. Intercultural Commerce. B. Interaction in Communication.
C. Intercultural Communication. D. Culture and Language.
2. A. 3:05 p.m. to 4:15 p.m. B. 3:15 p.m. to 4:50 p.m.
C. 3:50 p.m. to 4:50 p.m. D. 3:45 p.m. to 4:50 p.m.
3. A. Once a month. B. Twice a month.
C. Three times a month. D. Four times a month.
4. A. Participation. B. A research project.
C. Presentation in the class. D. A final test.
5. A. The students haven't got their books yet.
B. The students only have to take the final test in this course.
C. The students will be using the research lab every other week on Thursdays during the last two months of the class.
D. The teacher's office hours are from 1:00 to 2:00 p.m. on Wednesdays.

Step 2

1. This is the first class of this course. ()
2. This class meets on Tuesdays and Wednesdays. ()
3. The students should be able to purchase the books at the bookstore the day after tomorrow. ()
4. Grade is determined by students' performance on the midterm and final tests, weekly tests, a research project, and classroom participation. ()
5. Students can only set up appointments with the teacher during his office hours. ()

Section E

Directions: Listen to a song and fill in the blanks with the missing information.

Every Time

Notice me.

Take my 1.

Why are we 2 when

Our love is 3?

Why carry on without me?

Every time I try to fly,

I 4 without my wings.

I feel so small.

I guess I 5 you, baby!

And every time I see you in my dreams,

I 6 your face, it's haunting me.

I guess I need you, baby!

I make 7

That you are here.

It's the only way

I see 8.

What have I done?

You seemed to move on easy.

... (repeat)

I may have made it rain.

Please 9 me.

My weakness caused you pain,

And this song is my sorry.

At night I 10

That soon your face will fade away.

... (repeat)

Speaking

Introductions and Greetings

The following sentences are often used in introductions and greetings; read and learn them by heart.

How to introduce yourself:

May I introduce myself?

Hello, I'm Hanson Smith.

Excuse me, I don't think we've met. My name's Hanson Smith.

How do you do? I'm Hanson Smith.

I'm David Anderson. I don't believe I've had the pleasure.

First let me introduce myself.

How to respond to an introduction:

I'm glad to meet you.

Nice meeting you. (Nice to meet you.)

How nice to meet you.

I've heard so much about you.

Helen has told me all about you.

I've been wanting to meet you for some time.

I'm delighted to make your acquaintance.

How to introduce someone who is with you:

Jane, this is Tom. Tom, this is Jane.

Jane, I'd like you to meet my friend Tom.

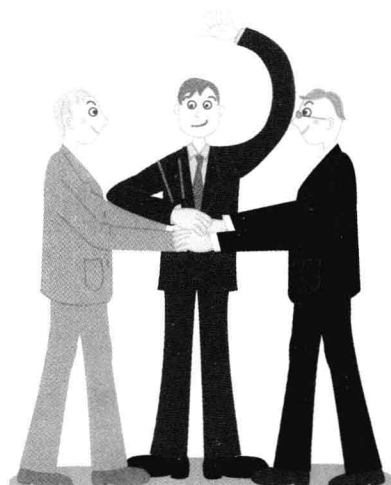
Jane, have you met Tom?

Jane, do you know Tom?

Look, Tom's here. Tom, come and meet Jane.

Jane, this is Tom. He's a friend from college.

Jane, Tom is the guy I was telling you about.



Do you know each other?

Have you two met?

Have you two been introduced?

Allow me to introduce Professor Linda Ferguson of Harvard University.

Let me introduce our guest of honor, Mr. David Morris.

Practice

Directions: Work in groups and take turns to approach someone, introduce yourself and introduce others to someone else.

Sample:

Amber and Ethabella arrive for work on Monday morning. Ethabella introduces Amber to a number of co-workers on the way in.

Ethabella: Good morning, Jim. I'd like you to meet Amber. She's our new Sr. Software Engineer. Amber, Jim is our Personnel Officer.

Jim: Hello, it's a pleasure to meet you, Amber. Welcome aboard.

Amber: Thank you. I'm glad to meet you, too.

Ethabella: And this is Frank. He's part of your team.

Amber: Hi, Frank, I'm very happy to meet you.

Frank: Hello, Amber, I'm glad to meet you.

Ethabella: Only good things, John. Oh, and here comes Ed Blakely, the Department Manager.

Ed: Hello, you must be Amber. Pleased to meet you.

Amber: It's an honor to meet you, sir. I'm looking forward to working for you.

Ed: From what I've heard, you're going to fit in just fine. I'll see you this afternoon to go over things.

Amber: Fine with me.

Ethabella: And this is Margot. She's also part of your team.

Margot: Hello, Amber. It's good to see you.

Amber: Hello, Margot. The pleasure's all mine.



Warm-up Questions

1. Are you ready for the college life?
2. Is this your first time away from home? Do you enjoy the independent life?
3. Do you have any plan for your college life?

How to Spend Your College Life

by Li Kaifu

Dear daughter,

College will be the most important years in your life. It is in college that you will truly discover what learning is about. I encourage you to be inquisitive, but I also want to tell you: “education is what you have left after all that is taught is forgotten”. What I mean by that is the materials taught aren’t as important as you gaining the ability to learn a new subject, and the ability to analyze a new problem. College will be the period where you go from teacher-taught to master-inspired, after which you must become self-learner. So do take each subject seriously, and even if what you learn isn’t critical for your life, the skills of learning will be something you cherish forever.

Do not fall into the trap of dogma. There is no single simple answer to any question. Remember during your high school debate class, I always asked you to take on the side that you didn’t believe in? I did that for a reason — things rarely are “black and white”, and there are always many ways to look at a problem. This is called “critical thinking”, and it is the most important thinking skill you need for your life. This also means you need to become tolerant and supportive of others. I will always remember when I went to my Ph.D. advisor and proposed a new thesis topic. He said, “I don’t agree with you, but I’ll support you.” After the years, I have learned this isn’t just flexibility, it is encouragement of critical thinking, and an empowering style of leadership, and it has become a part of me. I hope it will become a part of you too.

Follow your passion in college. Take courses you think you will enjoy. Don’t be trapped in what others think or say. Steve Jobs says when you are in college, your passion will create many dots, and later in your life you will connect them. In his great speech given at Stanford commencement, he gave the great example where he took calligraphy, and a decade later, it became the basis of the beautiful Macintosh fonts, which later ignited desktop publishing, and brought

wonderful tools like Microsoft Word to our lives.

Most importantly, make friends and be happy. College friends are often the best in life, because during college you are closer to them physically than to your family. Also, going through independence and adulthood is a natural bonding experience. Pick a few friends and become really close to them — pick the ones who are genuine and sincere to you. Don't worry about their hobbies, grades, looks, or even personalities. People are not perfect, so as long as they are genuine and sincere, trust them and be good to them. They will give back. This is my secret of success — that I am genuine with people and trust them (unless they do something to lose my trust). Some people tell me that occasionally I would be taken advantage of. They are right, but I can tell you that that loss is nothing compared to what I gained. In my last 18 years of leading people, I have realized that only one thing matters — to gain the trust and respect of others, and to do so, you need to trust and respect others first. Whether it is for management, work, or friendship, this is something you should ponder.

Love,

Dad

[572 words]

Words

(黑正体表示四级词汇,黑斜体表示六级词汇,白正体表示其他词汇)

college	<i>/ˈkɒlɪdʒ/</i>	n.	institution for higher education or professional training 大学;学院
truly	<i>/ˈtruːli/</i>	ad.	genuinely; really 真正,确实
discover	<i>/dɪsˈkʌvə/</i>	v.	come to know or realize (sth.) 了解到;认识到
inquisitive	<i>/ɪnˈkwɪzɪtɪv/</i>	a.	showing curiosity 好学的;好奇的
gain	<i>/geɪn/</i>	v.	obtain, win (esp. sth. wanted or needed) 获得;取得
master	<i>/ˈmɑːstə/</i>	n.	teacher 教师;大师
inspire	<i>/ɪnˈspaɪə/</i>	v.	fill sb. with thoughts, feelings or aims 激励;鼓舞
subject	<i>/ˈsʌbdʒɪkt/</i>	n.	branch of knowledge studied in a school, etc. 学科;科目;课程
seriously	<i>/ˈsɪəriəsli/</i>	ad.	in a serious way 认真地;严肃地
critical	<i>/ˈkrɪtɪkəl/</i>	a.	decisive; crucial 关键的;至关重要的
cherish	<i>/ˈtʃerɪʃ/</i>	v.	protect or tend (sb./sth.) lovingly; care for 珍爱;钟爱;爱护
trap	<i>/træp/</i>	n.	trick or device to make sb. betray himself, reveal a secret, etc. 圈套;诡计

dogma	/ˈdɒgmə/	n.	belief or set of beliefs put forward by some authority, esp. a church, to be accepted as a matter of faith 教条; 信条
debate	/dɪˈbeɪt/	v.	argument or discussion in general 辩论
rarely	/ˈreəli/	ad.	not often; seldom 罕有; 很少; 不常
tolerant	/ˈtɒlərənt/	a.	having or showing tolerance 容忍的; 宽容的; 忍受的
supportive	/səˈpɔːtɪv/	a.	giving help, encouragement or sympathy 支持的; 给予鼓励和帮助的
advisor	/ədˈvaɪzə/	n.	person who gives advice, esp. sb. who is regularly consulted 顾问; 提供意见者
propose	/prəˈpəʊz/	v.	offer or put forward sth. for consideration; suggest 提议; 建议
thesis	/ˈθiːsɪs/	n.	long written essay submitted by a candidate for a university degree; dissertation 论文; 学位论文
empower	/ɪmˈpaʊə/	v.	give lawful power or authority (to sb.) to act 授权
leadership	/ˈliːdəʃɪp/	n.	ability to be a leader 领导才能; 领导应有的品质
flexibility	/ˌfleksɪˈbɪlɪti/	n.	the quality of being adaptable or variable 灵活; 柔韧
passion	/ˈpæʃən/	n.	strong feeling, eg. of hate, love or anger 激情; 酷爱
course	/kɔːs/	n.	series of lessons, lectures, etc. 课程
dot	/dɒt/	n.	small round mark 点; 小圆点
commencement	/kəˈmensmənt/	n.	ceremony at which academic degrees are officially given 毕业典礼; 开始
calligraphy	/kəˈlɪgrəfi/	n.	beautiful handwriting 书法; 书法艺术
decade	/ˈdekeɪd/	n.	period of ten years 十年, 十年期
basis	/ˈbeɪsɪs/	n.	foundation; main principle that underlies sth. 基础; 要素
font	/fɒnt/	n.	specific size and style of type within a type family 字型, 字模
ignite	/ɪɡˈnaɪt/	v.	(cause sth. to) catch fire 点燃; (使)燃烧
physically	/ˈfɪzɪkli/	ad.	bodily 身体上; 肉体上
independence	/ˌɪndɪˈpendəns/	n.	state of being independent 自立; 独立
natural	/ˈnætʃərəl/	a.	of, concerned with or produced by nature, not by human beings 自然的; 正常的