



“十二五”普通高等教育本科国家级规划教材



APPLIED COLLEGE
ENGLISH

应用型大学英语

合教程

1

基础篇 (第四版)

顾问 王守仁
总主审 孔庆炎
总主编 王 志
主 编 任 嫣
审 校 [美] Sean Patrick Mulhern



大连理工大学出版社



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前言

PREFACE

《应用型大学英语》系列教材是“十二五”普通高等教育本科国家级规划教材，是针对以应用型人才培养为目标的院校学生实际情况和学习需求而设计的一套综合型、立体化教材。

我们广泛听取全国各地英语教师的使用反馈意见及建议，深入调研大学英语教学现状，以《大学英语教学指南》为指导，对上一版教材进行了全面修订及完善。本次修订除了保持和发扬本系列教材原有特色和亮点之外，重新选取了大部分素材，使教材内容更加新颖和实用，既注重知识性和科学性，又兼顾多样性和趣味性。新版教材在体例安排、练习设计等方面都有所创新。整套教材更加注重适应以应用型人才培养为目标的院校实际教学需要，突出教学内容的实用性和针对性，激发学生学习潜能，培养学生实际运用语言的能力。

编写 原则

全新版《应用型大学英语》在设计与编写中坚持以下原则：

一、立足国情，体现多样化和个性化

新版教材的编写立足大学英语教学现状，充分考虑与高中英语教学的衔接，循序渐进地安排教学内容。配合大学英语教学目标将教材体系分为“基础”“提高”“发展”三个等级。每个等级在选材、生词、练习、训练目标等方面逐层递进，学校可灵活根据学生入学水平、人才培养规格及目标等选择合适等级的教材，自主确定起始层次，更好地适应个性化教学的实际需求。

二、注重提高英语应用能力，体现工具性和人文性

新版教材的编写以应用型人才培养为目标，遵循语言教学和学习规律，以提高学生的英语应用能力，增强跨文化交际意识和交际能力，同时发展自主学习能力，提高综合文化素养，使他们在学习、生活、社会交往和未来工作中能够有效地使用英语，满足国家、社会、学校和个人发展的需要。

三、创新教学方法与手段，体现“教师主导，学生主体”

教材在选材及练习的设计上充分考虑到现在学生的个体差异及学习习惯不同，增加教师与学生、学生与学生之间课堂的互动练习，强调以学生为主体的“学的需要”，教师发挥主导作用，从而实现教师引导和启发、学生积极主动参与的教学常态。教材配套的网络自主学习平台及APP应用，利用信息化的教学手段改变课堂模式及方法，实现课前、课中、课后有效结合的多模态学习环境。

教材特色

1. **选材紧跟时代特色,突出应用性。**本系列教材针对学生不同学习阶段的学习要求,在选材的难易度及思想深度上呈现适当的梯度。内容主题涉及校园话题、社会话题、深层次思维话题及实践性较强的话题。既注重实际教学的需要,又符合现代大学生的兴趣和需求,有利于激发学生学习潜能。语言地道,充分展现出时代特色与社会发展。

2. **遵循语言教学规律,提高语言技能与思维能力。**《综合教程》与《视听说教程》话题一致,学习不同语言技能时既能温故又能知新。“语音”“语法”“阅读技巧”“听力技巧”“口语技巧”在十二册教材中系统分布,并配有知识点微课。设立“批判性思维与写作(Critical Thinking & Writing)”及“批判性思维(Critical Thinking)”等板块,引导学生从不同视角进行分析、思考、输出,提升学生的思辨能力及创新思维能力。

3. **了解中外文化差异,培养跨文化意识。**除了选材中展现国外多元文化外,教材中的注释及练习引导学生对中外文化差异进行思考,培养其跨文化意识。在学习国外文化的同时,每册精心设立“中国文化”主题单元,弘扬民族文化,提高学生在跨文化交际中灵活、恰当使用英语的能力。

4. **学用结合,培养学生用英语做事、解决问题的能力。**语言的学习在于应用。新版教材结合学生未来的实际需要,安排了大量形式多样、有趣的语言训练项目,并设置了一系列与单元主题密切结合的实践活动,有利于培养学生综合运用所学知识和技能进行项目实践的能力,使学生在英语语境中进行丰富有趣的探索实践活动。练习中兼顾了大学英语四级考试题型,可在提升语言综合技能的同时,满足备考所需。

5. **立体化数字教学资源,提高教与学的效果。**利用“智慧外语云课堂”PC教学管理平台、移动APP应用,教师可以实现教学管理、教学评估、评价测试、教学备课等。学生可以学习在线课程及数字化教材,完成在线作业、测试,获取课外学习资源等。利用二维码等技术,实现课外资源(文本、微课、音/视频、数字化课程等)与课本知识无缝对接,丰富教学内涵,更新教学手段,调动学生学习的积极性,培养学生自主学习能力。

教材构成

按照《大学英语教学指南》的教学要求,《综合教程》和《视听说教程》分为“基础篇”“提高篇”“发展篇”三个等级。每个等级包含两册,难度递增。“基础篇”侧重校园话题,“提高篇”侧重社会话题,“发展篇”侧重深层次思维及实践性较强的话题。本

次修订每册分为八个单元,其中包括一个中国文化单元。同时提供与教材配套使用的《教师用书》《同步拓展训练教程》《阅读教程》《听说教程》《听力教程》《口语教程》及教学课件、音/视频资料、外语教学管理平台、移动 APP 应用、数字课程、考试题库等。

编写 队伍

《应用型大学英语》系列教材总主编为教育部职业院校外语类专业教学指导委员会副主任委员、首都师范大学王志教授,他多年致力于语言教学法及应用、教师发展等方面的研究。除了全国数十所高校的专家及骨干教师之外,我们还特别邀请了多位企业资深 HR 及培训师参与到教材的设计、编写中,保证教材满足实际应用所需。在教材编写过程中,我们力求精雕细刻、精益求精,吸收并借鉴了国内外同类教材的精华,努力打造精品。在教材的编辑、制作过程中多位外籍专家给予了专业的审定,他们勤奋、认真,在本系列教材中倾注了多年的教学经验和在教学实践中积累的精华素材。

鸣谢

在本系列教材的出版过程中,得到了学术界前辈王守仁教授和孔庆炎教授的审定和指导。在此,我们特别表示真诚地感谢。

本系列教材作为大学英语教学改革的实践成果展现给广大读者。由于编纂工作浩繁,难免存在纰漏之处,敬请相关院校和读者在使用本系列教材的过程中给予关注,并将改进意见和建议及时进行反馈,以便修订时加以完善。

编 者

2018 年 4 月

所有意见和建议请发往:dutpwy@163.com

欢迎访问教材服务网站:<http://www.dutpbook.com>

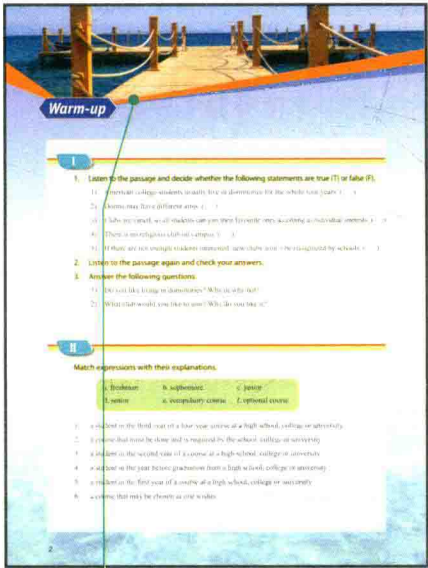
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编写与使用说明

套系说明

《应用型大学英语综合教程》包括“基础篇”“提高篇”“发展篇”三个等级,每个等级包含两册,难度递增。“基础篇”侧重校园话题,“提高篇”侧重社会话题,“发展篇”侧重深层次思维及实践性较强的话题。每册由八个单元组成,其中包含一个中国文化单元。使用院校可以根据学生英语基础的不同,选择不同的起始学习分册。

板块说明



Learning Objective

列出单元学习目标,使学生明确本单元学习重点。

Research Study

根据本单元主题设置预习任务,引导学生利用网络资源进行信息检索,并通过对所得资料的分析、整理、思考,培养学生自主学习能力及解决实际问题的能力,为进入本单元学习打下基础。

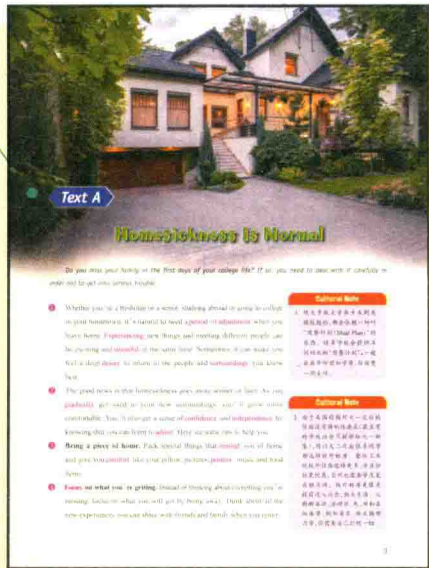


Warm-up

以图片、音频、视频、小活动等形式导入单元主题。预热单元核心词汇、短语,夯实学生语言基础,激发学生学习兴趣,调动其学习的主观能动性。

Text A

A 篇文章重点训练学生的精读能力。精心选取与单元主题相关的各种题材的文章,选材兼顾视野的广度和思维的深度,符合当代大学生的认知和兴趣所在。设计“核心词汇”“短语”“专有名词”“长难句”“相关背景知识”等板块,帮助学生全面掌握篇章基础知识。课后练习形式多样,既包括选择、填空、判断等经典题型,也包括匹配型阅读、中国文化段落翻译等大学英语四级考试题型的练习,保证学生稳步提升英语综合能力的同时,完成大学英语四级考试备考。其中:



“文化点拨”板块,对课文中涉及的文化点及理解难点进行信息补充,帮助学生更好地理解文章内容。

“语音/语法聚焦”板块系统讲解语音知识和语法知识,讲练结合,配套同步微课讲解,为基础薄弱的学生提供易学、易懂、易练的平台。

“阅读理解”板块形式多样,既有传统的选择题,也有大学英语四级考试题型中的匹配型阅读题型,考查学生对主题文章的理解程度。

“批判性思维”板块通过开放式问题的设置,启迪学生思考,增强其批判性思维能力的培养及口语输出能力的培养。

“构词讲解及练习”板块对课文中出现的常用词根/词缀/构词法,通过其原意讲解、常用词汇举例及练习,讲练结合,帮助学生拓展词汇量。

“文章结构导图训练”板块利用文章结构导图填空的形式,考查学生对文章整体的理解程度,帮助学生梳理文章脉络,为学生写作输出做准备。

Pronunciation Focus

Pronunciation Rules (发音规则)

(一) 字母组合:
以字母组合开头的单词,其中有一个字母是辅音,这个字母就是辅音字母。辅音字母按发音部位,如 apple /æpl/ 中的 p 就是清辅音。
例词: a green house (一座绿色的房子) → a greenhouse (温室)

(二) 音节:
音节是发音的最小单位。音节由一个或多个字母组成。音节按发音部位,如 apple 中有 4 个音节: /æpl/。音节按发音部位,如 apple 中有 4 个音节: /æpl/。音节按发音部位,如 apple 中有 4 个音节: /æpl/。

(三) 重音:
重音是音节中发音最响亮的部分。重音的位置不同,句子的意思也会不同。重音的位置不同,句子的意思也会不同。重音的位置不同,句子的意思也会不同。

(四) 连读:
连读是指两个或多个音节连在一起发音。连读可以使句子听起来更流畅。连读可以使句子听起来更流畅。连读可以使句子听起来更流畅。

(五) 语调:
语调是指说话时声音的高低起伏。语调可以表达不同的情感。语调可以表达不同的情感。语调可以表达不同的情感。

Text B

Time Management Skills for College Students

Text B

Time Management Skills for College Students

Text B

Time Management Skills for College Students

Writing About It

从写字词,到写句子,最后到写段落,逐层提高任务难度,达到提高学生写作能力的目的,通过线索引导学生对所给问题进行头脑风暴,启迪学生的批判性思维及写作输出的能力。其中:

- “短语填空”板块强化单元核心词汇及短语训练。
- “实用文体写作”板块系统讲解各种应用文体写作技巧,并给出范例和对应的写作练习。
- “批判性思维与写作”板块设置本主题下开放式的话题,引导学生从不同角度展开思考,进行批判性思维训练,最终完成写作任务。
- “拓展练习”板块增加本主题下的额外写作任务,供学有余力的学生使用。

Writing About It

Use expressions in the box to complete the following paragraph, and make changes where necessary.

Expressions: come from, well-being, used to be, inner as, despite, be responsible for

Paragraph: Chinese Kung Fu (中国功夫) is a part of Chinese traditional culture. Kung Fu (功夫) is a martial art that has been practiced for centuries. It is not just a sport, but a way of life. It teaches people to be strong and healthy. It also teaches people to be calm and patient. Kung Fu is a great way to stay fit and healthy. It is also a great way to learn about Chinese culture. Kung Fu is a great way to learn about Chinese culture. Kung Fu is a great way to learn about Chinese culture.

Practical Writing

日程表(Schedule)

Time	Activity
7:00 a.m.	Registration of Participants
9:00 a.m.	Opening Ceremony
10:30 a.m.	Group Photo
11:30 a.m.	Lunch
2:00 p.m.	Plenary Session (For AFEM Delegates only)
2:30 p.m.	Four Times for Accompanying Guests and Non-AFEM Delegates
7:30 p.m.	Dinner

日程表(Schedule)

Time	Activity
8:00 a.m.	Technical Sessions
10:00 a.m.	Lecture: "The Future of Electronics"
11:30 a.m.	Lunch
1:30 p.m.	Technical Sessions
7:00 p.m.	Formal Dinner and Dance

Positive ideas: send warnings to human beings; help to make people be aware of the importance of being together; help scientists to know more about the earth.
Negative ideas: destructiveness; bring sorrows to life; cause massive losses to properties; unpredictable

Mini-project

An Interview About Understanding to Natural Disasters

1. Work in pairs. Student A should ask student B the following questions on Card A, and student B should ask student A the questions on Card B.

Card A

- (1) What comes to mind when you hear the term "natural disasters"?
- (2) What are natural disasters?
- (3) Have you ever experienced a natural disaster?
- (4) What was the last natural disaster you saw on TV?
- (5) Have you ever prepared for a natural disaster?
- (6) Are there often natural disasters in your country?
- (7) Do you think natural disasters are happening more frequently in the world today?
- (8) What's the worst natural disaster in your opinion?
- (9) Do you think the world should be more concerned about natural disasters or terrorism? Why?
- (10) What's the best natural disaster movie you've ever seen?

Card B

- (1) Which one is worse, a natural disaster or a man-caused disaster?
- (2) Would you move if you lived in a place where natural disasters were common?
- (3) Why are there so many natural disaster movies?
- (4) Do you know anyone who has been caught in a natural disaster?
- (5) What are the worst natural disasters you can remember?
- (6) Are natural disasters acts of God?
- (7) Do you think governments have done sufficient jobs to help people after natural disasters?
- (8) What would happen if a giant comet hit the earth?
- (9) If a natural disaster hit your town, what would you do?
- (10) Do you think natural disasters always seem to affect poor people most? Why?

2. Every student should keep brief notes.

3. The volunteers of the pairs report the result to the whole class.

Mini-project

针对主题及AB篇文章的讲解,紧密结合实际生活,编写成小型的任务作业,分步引导学生利用所学,通过调研、讨论等手段完成具体的实践任务。调动学生课下自主学习的积极性,培养其团队合作意识。

Review Checklist

针对本单元学习重点进行分类总结,帮助学生自检学习效果。

Review Checklist

Function

Vocabulary: vocabulary on natural disasters and preparations for them;
Key Phrases: take precautions against; learn about; in the face of; yet;
Key Sentence Pattern: in case that...;
Key Grammar: if引导条件状语从句;
Affixes: "-fy" "-in".

Grammar Focus

Nouns.

Reading Skill Focus

Ways to differentiate main ideas and supporting details.

Writing Skill

How to write an application letter.

使用建议

本系列教材每册分为八个单元,其中包括一个中国文化单元,供一个学期使用。同一级别的《视听听说教程》与《综合教程》主题完全一致,可以匹配使用,也可以单独使用。建议上限学时为五十六学时,教师可根据教学实际情况灵活使用。本系列教材配有《教师用书》、数字化教学管理平台、手机APP、教学PPT等教学辅助材料,供教学使用。

编者
2018年4月

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Unit

1

A Brand-New Start

Unit Preview

Learning Objectives:

Themes of the Unit

To discuss homesickness of college freshmen.

To read about time management skills.

Vocabulary

To grasp vocabulary relevant to education and college life.

Language Point

To practice vowel pronunciation.

Reading Skill

To guess unknown words properly.

Writing Skill

To write a letter.

Mini-project

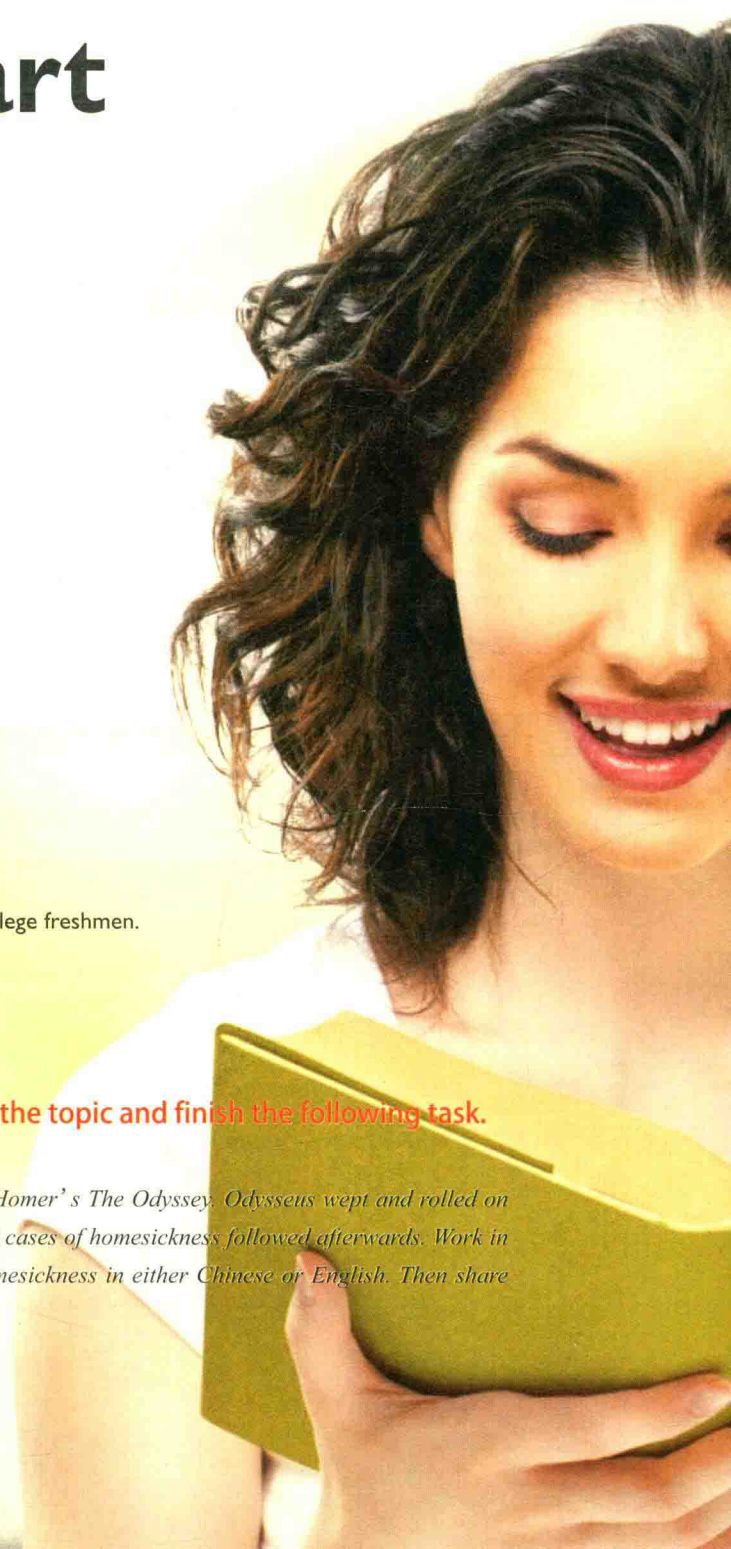
To discuss how to cope with psychological problems of college freshmen.

Research Study:

See what you can find out by searching online with the topic and finish the following task.

Topic: Descriptions on Homesickness in Literature

Task: Homesickness can be traced back to Odysseus from Homer's *The Odyssey*. Odysseus wept and rolled on the hard ground thinking of home. Actual documented cases of homesickness followed afterwards. Work in groups to search for descriptions in literature on homesickness in either Chinese or English. Then share them with the class.





Warm-up

I

1. Listen to the passage and decide whether the following statements are true (T) or false (F).

- 1) American college students usually live in dormitories for the whole four years. ()
- 2) Dorms may have different aims. ()
- 3) Clubs are varied, so all students can join their favourite ones according to individual interests. ()
- 4) There is no religious club on campus. ()
- 5) If there are not enough students interested, new clubs won't be recognized by schools. ()

2. Listen to the passage again and check your answers.

3. Answer the following questions.

- 1) Do you like living in dormitories? Why or why not?
- 2) What club would you like to join? Why do you like it?

II

Match expressions with their explanations.

- | | | |
|-------------|----------------------|--------------------|
| a. freshman | b. sophomore | c. junior |
| d. senior | e. compulsory course | f. optional course |

1. a student in the third year of a four-year course at a high school, college or university
2. a course that must be done and is required by the school, college or university
3. a student in the second year of a course at a high school, college or university
4. a student in the year before graduation from a high school, college or university
5. a student in the first year of a course at a high school, college or university
6. a course that may be chosen as one wishes



Text A

Homesickness Is Normal

Do you miss your family in the first days of your college life? If so, you need to deal with it carefully in order not to get into serious trouble.

- ① Whether you're a freshman or a senior, studying abroad or going to college in your hometown, it's natural to need a **period of adjustment** when you leave home. **Experiencing** new things and meeting different people can be exciting and **stressful** at the same time. Sometimes, it can make you feel a deep **desire** to return to the people and **surroundings** you know best.
- ② The good news is that homesickness goes away sooner or later. As you **gradually** get used to your new surroundings, you'll grow more comfortable. You'll also get a sense of **confidence** and **independence** by knowing that you can learn to **adjust**. Here are some tips to help you.
- ③ **Bring a piece of home.** Pack special things that **remind** you of home and give you **comfort** like your pillow, pictures, **posters**, music and food items.
- ④ **Focus on what you're getting.** Instead of thinking about everything you're missing, focus on what you will get by being away. Think about all the new experiences you can share with friends and family when you return.

Cultural Note

1. 绝大多数大学新生来到美国校园后,都会依赖一种叫“用餐计划(Meal Plan)”的东西。许多学校会提供不同档次的“用餐计划”,一般会在开学前和学费、住宿费一同支付。

Cultural Note

2. 由于美国校园对大一之后的住宿没有强制性要求(甚至有学校宿舍只提供给大一新生),所以大二之后很多同学都选择校外租房。整体上来说校外住宿选择更多,并且价位更优惠,当然也需要学生更具独立性。校外租房更像是提前进入社会,独立生活。从斟酌房源,办理水、电、网和其他杂费,到和房东、物业据理力争,你需要自己打理一切。

Cultural Note

3. 美国大学的“开学仪式 (Orientation)”盛大且直接。你可以通过“开学仪式”进一步了解学校、学习章程以及结交朋友等。

Cultural Note

4. 开学前还有一个很重要的环节就是选课。美国大学开设的课程繁多, 并且机制灵活。美国大学要求学生选修很多与专业没有直接联系的课程, 譬如人文、历史、社会等课程。强调通识教育可以帮助学生们对这个世界形成更深刻的认识, 更好地找到自己的择业观和人生观。

- 5 **Know that you're not alone.** Everyone who is new is in the same boat, so find a friend to go **exploring**. Walk around and get to know the **campus** and the city. The more **familiar** you become with your new surroundings, the more your feelings of homesickness will **fade**.
- 6 **Get active.** Join a club or a study group, or find a part-time job that will get you into **contact** with other people. Knowing that you will see the same faces and work on a regular **schedule** helps a lot.
- 7 **Plan a visit.** Invite friends and family to visit you and act as their tour guide. It also helps to schedule a trip back home, but **avoid** going home on every weekend. You'll get more confidence by sticking it out and finding new things to do.
- 8 **Talk about your feelings.** Homesickness is natural. If you find you are having trouble **coping** with it, talk to a friend, a roommate, or a campus **counselor**. It's important to **admit** your feelings rather than keep them inside. You are surely not the first student to experience homesickness, and by sharing what you're going through with others, you'll find even more ways to start to adjust.

(390 words)

I Words to Know

period	[ˈpiəriəd] <i>n.</i>	一段时间, 周期, 时期
△adjustment	[əˈdʒʌstmənt] <i>n.</i>	调节, 调整
experience	[ɪkˈspɪəriəns] <i>vt.</i>	经历, 经受
	<i>n.</i>	经历, 经验
stressful	[ˈstresfl] <i>adj.</i>	有压力的
desire	[dɪˈzaɪə(r)] <i>n.</i>	渴望, 欲望, 渴求
surrounding	[səˈraʊndɪŋ] <i>n.</i>	周围的事物(常用复数形式), 环境
gradually	[ˈɡrædʒuəli] <i>adv.</i>	逐渐地, 逐步地
confidence	[ˈkɒnfɪdəns] <i>n.</i>	信心
independence	[ˌɪndɪˈpendəns] <i>n.</i>	独立性
adjust	[əˈdʒʌst] <i>vt.</i>	适应, 使适合
remind	[rɪˈmaɪnd] <i>vt.</i>	提醒
comfort	[ˈkʌmfət] <i>n.</i>	安慰, 帮助, 使人感到宽慰的事物
poster	[ˈpəʊstə(r)] <i>n.</i>	海报, 画报
focus	[ˈfəʊkəs] <i>vt. vi.</i>	集中(注意力)于, 聚焦于
explore	[ɪkˈsplɔː(r)] <i>vt.</i>	探究, 仔细检查

campus	['kæmpəs] <i>n.</i>	校园
familiar	[fə'miliə(r)] <i>adj.</i>	熟悉的
fade	[feɪd] <i>vi.</i>	衰弱, 消失, 褪色
contact	['kɒntækt] <i>n.</i>	接触, 联系
schedule	['ʃedju:l] <i>n.</i>	日程表, 进度安排
	<i>vt.</i>	安排日程
avoid	[ə'vɔɪd] <i>vt.</i>	避免, 防止
cope	[kəʊp] <i>vi.</i>	对付, 处理
△ counselor	['kaʊnsələ(r)] <i>n.</i>	顾问, 参谋
admit	[əd'mɪt] <i>vt. vi.</i>	承认

II Phrases to Know

sooner or later

get used to sth.

remind sb. of sth.

focus on

share with sb.

be in the same boat

make an effort to do sth.

get in contact with

avoid doing sth.

stick sth. out

have trouble (in) doing sth.

迟早

习惯于某事

提醒某人某事

聚焦于……, 集中注意力于……

与某人分享

与……境况相同, 同舟共济

努力做某事

与……接触

避免做某事

坚持到底做某事, 一直忍下去做某事

做某事有困难

III Notes

- Whether you're a freshman or a senior, studying abroad or going to college in your hometown... (Para. 1)
whether... or... 译为“无论……还是……”，需要连接两个相同的语法成分内容。
译文：无论你是大一新生还是四年级学生，无论你是在国外学习还是在家乡上大学，……
- Experiencing new things and meeting different people can be exciting and stressful at the same time. (Para. 1)
experiencing new things 和 meeting different people 为动名词短语做主语。
译文：经历新事物和遇见不同的人会让人觉得既兴奋又压力重重。
- The good news is that homesickness goes away sooner or later. (Para. 2)
1) news 单词本身以 s 结尾但事实上是不可数名词，所以此句谓语动词为 is。
2) that 引导的从句是做谓语动词 is 的表语从句。
译文：好消息是思家之情迟早会消失。
- As you gradually get used to your new surroundings, ... (Para. 2)
as 为关系副词，引导状语从句，译为“随着……”。
译文：随着你逐渐适应新环境，……
- Instead of thinking about everything you're missing, ... (Para. 4)
instead of 译为“不要……，而是……”。
译文：不要总是考虑自己正失去的东西，而是……

IV Pronunciation Focus

Vowels I (元音 1)

单元音	短元音	[ɪ] [ə] [ʊ] [ʌ] [e] [æ]
	长元音	[i:] [ɜ:] [ɔ:] [u:] [ɑ:]
双元音		[eɪ] [aɪ] [ɔɪ] [aʊ] [əʊ] [ɪə] [eə] [ʊə]

示例：

Symbol	Word	Phonetic Transcription	Symbol	Word	Phonetic Transcription
[ɪ]	sit	[sɪt]	[e]	bed	[bed]
[i:]	see	[si:]	[æ]	cat	[kæt]
[ə]	winner	['wɪnə]	[eɪ]	day	[deɪ]
[ɜ:]	her	[hɜ:]	[aɪ]	wise	[waɪz]
[ʊ]	not	[nɒt]	[ɔɪ]	boy	[bɔɪ]
[ɔ:]	law	[lɔ:]	[aʊ]	now	[naʊ]
[ʊ]	put	[pʊt]	[əʊ]	no	[nəʊ]
[u:]	soon	[su:n]	[ɪə]	near	[niə]
[ʌ]	run	[rʌn]	[eə]	hair	[heə]
[ɑ:]	father	['fɑ:ðə]	[ʊə]	tour	[tuə]