



“十二五”普通高等教育本科国家级规划教材  
新思维本科公共基础课系列规划教材

APPLIED COLLEGE ENGLISH

应用型大学英语

综合教程

Level 3 (第三版)

顾问 王守仁  
总主审 孔庆炎  
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大连理工大学出版社





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# 总序

目前我国高等教育本科层次根据高考录取批次的不同分为一本、二本和三本院校。生源的差异、学校层次、学校类型、办学定位、人才培养目标等因素决定了这三类本科院校应该根据实际情况,遵循语言教学和学习规律,合理安排相应的英语教学内容。根据不同的教学需求设计的教材也应该具有不同的功能与特色。“十二五”普通高等教育本科国家级规划教材《应用型大学英语综合教程》和《应用型大学英语视听说教程》正是在这样的理念下应运而生。本套教材为大连理工大学出版社组织全国专家及一线教师认真学习教育部关于大学英语教学改革文件的精神,结合上一版使用情况反馈,修订完善而成,主要针对我国本科二本、三本院校层次编写。

二本、三本院校大多以应用型人才培养为目标,与以研究型定位的一本院校不同,此类院校更加需要提供贴近就业需求的大学英语实践课程体系训练,以培养具有应用型特色的优秀毕业生。如果使用超出学生英语起点水平很高的教材,一定程度会挫伤他们学习大学英语的积极性,教学效果难以保证。因此,无论是大学英语的课程设置还是使用的大学英语教材,都必须满足应用型院校的实际教学需求。

本套教材秉承如下编写理念:

**1. 体现“建构主义”思想,努力解决“学习结果不同”的现实。**提供小组学习和互动式、引导式学习条件。

**2. 加强教师引导、学生自主学习的环节。**教材配套的相关练习及课堂讨论引导学生自主整理相关学习内容,进行深入学习研究,培养学生学习兴趣,养成预习、复习的良好英语学习习惯和对特定话题着手更深入研究、进行探究式自主学习的能力。

**3. 强调案例式教学风格。**精心设计实用性较强的“项目作业”(Project Work)使学生在英语语境中进行丰富有趣的应用型活动,培养学生用英语思考、做事及解决问题的能力,突出“任务型”“应用型”的教学理念。

**4. 实现从 Usage 到 Use 的转变。**语言学习是人脑认知的过程,要经历感知、理解、吸收(输入)、运用(输出)等过程才能转化为学习者的语言能力。学生的此类学习过程不可简化,同时也不应该忽视学生个体思考、吸收的过程。教学环节设计如结对活动(Pair Work)、小组活动(Group Work)等既让学生积极参与课堂,又需要学生个体独立思考、理解、吸收新知识。

**5. 进一步夯实应用基础。**充分考虑到学生的实际英语学习起点,以简易精炼的语言及形式讲解语音、语法基础知识及相应练习,严格控制课文中生词数量与结构难度,帮助学生弥补英语基础知识和基本技能的不足,实现大学英语教学基本要求的软着陆。

**6. 充分利用现代信息技术手段。**提供丰富的配套多媒体资源及数字化教学运行系统,将教与学通过现代技术实现融合。



7. 坚持为“教师”“教学”服务的编写理念。本着学习者的学习效果得益于教师教学方法这一教学原理,本系列教程的配套《教师用书》及《教学设计书》为教师提供了具体且多样的教学方法、教学步骤和教学重点的建议,具有实际指导意义与学术价值。

8. 培养学生具有中国情怀。每册设立两个中国元素单元,注重培养学生跨文化交际能力和弘扬我国优秀民族文化的爱国情怀。

9. 增加“批判性思维与写作”(Critical Thinking & Writing)训练。引导学生深入思考,发展思辨能力,培养英语使用能力,拓宽学生的国际视野。

本套教程借鉴现代教材研究理论成果,符合现代教学理论,充分体现高等教育特点,基础性和应用性相结合,兼顾语言技能训练和跨文化教育。教材选材与编写科学、规范、合理,将现代教育技术应用于教学之中,富有实用创新等显著特色。更为重要的是,本套教材充分考虑层次、区域不平衡,适合二本、三本院校大学英语教学实际。相信本套教材会得到越来越多的使用院校认可,并不断改进完善。

王守仁

2015年7月



# 前言

在全体作者与本系列教程使用院校同仁的共同努力下,尤其是在大连理工大学出版社的大力支持下,《应用型大学英语》系列教程被成功评选为“十二五”普通高等教育本科国家级规划教材。在新的起点上,本系列教程编委会感到更大的责任,我们要以更高的要求,更广阔的视野,更加体现“以学生为中心”的服务精神,为广大学生与老师呈现一套高质量的教材。由此决定全面修订本系列教程。

在当今全球化时代,一个国家要想在国际舞台上有所作为,就必须拥有自己民族的、独特的东西。只有大力弘扬中国优秀的传统文化,才能得到世界的承认。因此,在大学英语教学中,我们应该充分反映中国国情,反映我们博大精深的优秀文化,引导大学生在英语学习中树立文化自觉和文化自信。同时,在前进的道路上,我们要时刻注意学习其他国家先进的文化和科学技术,而英语语言有着强大的影响力,正是学习吸收先进科技和优秀文明的便捷的桥梁。

我们将继续贯彻上述思想理念,确保本系列教程既具有国际视野,又具有中国特色。在设计、编写和制作上,贯彻教育部对大学英语教学的指导精神,与社会对大学英语的教学要求保持高度一致。

除了保持和发扬本套教程原有特色和亮点之外,本次修订更加注重大学生创新思维、批判性思维的能力培养。在编写过程中,我们精选课文材料,对于每一个话题做深入思考。本次修订增加了“批判性思维与写作(Critical Thinking & Writing)”模块,目的是加强培养思维方法,提升思维品质,使学生在学英语的过程中,勤于思考,提高思辨能力。

此外,我们把原来的“在线研究”模块(Online Research)改为“研究性学习”(Research Study)模块,目的是加强培养学生“学习与研究”的能力,在学习课文之前,为学生设置相关问题,要求学生不仅要做好预习,而且要对相关问题进行探索和研究。在单元学习结束时,要求对该单元话题做批判性的思考并写出一篇思辨型文章。

在编写过程中,我们力图做到精雕细刻、精益求精,吸收并借鉴国内外同类教材的精华,努力打造精品。尤其是努力提炼课后练习部分,使学生在英语语境中进行丰富有趣的探索实践活动。

本次修订重点考虑了应用型本科院校对于英语的教学需求。在选材和练习编写上充分体现应用型特色。本系列教程延续了原有的特点,即:低起点、缓上坡、高接轨。注意各册之间内容与难度的衔接,体现循序渐进。从第五册开始结合单元内容,系统安排与全国大学英语四级考试相关的题型,并逐渐增加难度,针对性地提高学生实用能力,达到国家对英语学习的一般要求。

本系列教程具有如下特色:

**1. 语言地道,材料新颖。**除个别经典主题文章,课文材料均选自近几年新发布的英文材料,原作者均为英语为母语的学者。

**2. 话题全面,系统一致。**本系列教程全面覆盖大学生必须了解的各类话题,尤其是做到了《综合教程》与《视听说教程》话题的完全对应,“听、说、读、写、译”等语言技能围绕同一话题展开,更加有益



于语言知识的重现、记忆与积累。

**3. 循序渐进,规范系统。**“语法板块”系统分布于1~4册;“写作板块”由易到难,系统分布在1~6册中。

**4. 中国元素,体现精华。**精心选取“中国文化”,触及现实生活内容,弘扬民族文化,体现跨文化型属性。

**5. 形成能力,用英语做事。**本系列教程着力营造培养“学生具有运用语言的能力”。考虑学生“学业与就业”结合的需要,专门设计“项目作业(Project Work)”任务,从“认识大学”“如何学习”到“就业准备”和“出国深造”等,体现了“学以致知”与“学以致用”并举的实践教育理念。

**6. 培养研究型学习能力。**为了提高学生学习兴趣,增强钻研精神,扩大学习视野,形成深厚功底,特别增加了“研究性学习(Research Study)”模块。

**7. 培养批判性思维能力。**专门设立“批判性思维与写作(Critical Thinking & Writing)”模块,针对不同话题启发学生思考不同观点,引导学生用不同视角分析、思考问题,形成思辨能力。

**8. 搭载现代化教学手段,培养自主学习能力。**本系列教程搭载时下最科学、先进的数字化教学运行系统。本系统集学习者自主学习,教师监督、交流,院校管理及出版社管理于一体,充分体现未来数字化立体外语学习环境。

《应用型大学英语综合教程》(1~6册):每册由10个单元组成,包括两个中国元素单元。每5个单元后安排一个“项目作业”(Project Work)。

《应用型大学英语视听说教程》(1~6册):每册由10个单元组成,包括两个中国元素单元。主题与《综合教程》同步。

本系列教程作为大学英语教学改革实践的成果呈现给广大读者。由于编纂工作浩繁,疏漏在所难免,望广大读者不吝指正,以求共同进步。

王 志

2015年4月

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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

## 一、编写宗旨

本教程为《应用型大学英语综合教程》系列中的第三册。教程的编写以提高学生的英语综合应用能力为教学目标,依托现代教学理念及数字化多媒体教学手段,旨在循序渐进地提高学生的英语综合能力,以满足学生在学习及工作中对英语交流能力的需求。

## 二、框架设计

本套教程分为1~6册,每册设10个单元,其中两个单元为中国元素内容,另有两个“项目作业(Project Work)”。每个单元包括A、B两篇课文。教程每个单元讨论一个话题,A、B两篇文章的角度略有不同,课后练习也各有侧重。课文A着重培养学生对文章语篇分析的能力;课文B着重培养学生对文章整体的把握能力和对本单元重点短语、句型的灵活运用能力。课文题材的选择充分体现趣味性、主题性、实用性与跨文化性。主题包括学生生活及未来工作所需的方方面面。

本教程每单元内容分为如下模块:

### Part One Before You Read

在阅读本单元之前,要求学生针对本单元话题设置的问题进行思考,结合对课文的预习,利用网络资源和传统图书资料等进行“研究性学习”,获得针对课文深入讨论的“资本”,以期养成良好的学习习惯,打下“宽”“广”“厚”的基本功。

### Part Two As You Read (Text A)

呈现主题文章A,设计“文章导读、词汇、短语、注释、背景链接”等板块,帮助学生全面掌握篇章基础知识,并注重引导学生学会利用网络学习资源。同时本部分还安排了“语法”等板块,帮助学生基础知识进行梳理。

### Part Three After You Read

围绕主题文章A,设计“阅读理解、课文概述、单词连线、完型填空、翻译练习及与主题相关的口语练习”等多种训练模式,有效进行英语语言输出。

### Part Four As You Read (Text B)

呈现主题文章B,设计“文章导读、词汇、短语、注释、背景链接”等板块,与文章A的主题宏观相同,帮助学生进一步掌握主题词汇与表达。

### Part Five After You Read

围绕主题文章B,设计“阅读理解、词汇、短语”等练习。可以让学生自行检验学习成果,锻炼学生英语应用技能。同时,本部分还设计了“批判性思维与写作”板块,旨在培养学生批判性思维的能力。

## 三、使用建议

本教程分为10个单元、两个“项目作业”,供一个学期使用。建议上限课时量:60课时。如每周安排3课时的精读课,则可供使用20周。每两周(8~10课时)完成《综合教程》和《视听说教程》的一个对应单元。教师可根据教学实际情况,单独使用《综合教程》或《视听说教程》。本教程配有《教师用书》、《教学设计书》、数字化教学运行系统及教学PPT,供教学所需。

本教程的设计、选材、编写的过程是一个充满创新的探索过程,我们诚挚地欢迎广大使用本教程的教师和学生给予批评指正。

编者

2015年7月



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<b>After You Read</b> <b>Helping You Understand</b> I Reading Comprehension II Text Summary III Vocabulary Exercises IV Structure Exercises <b>Further Practice</b>	<b>As You Read</b> <b>Text B Online Scammers Prey on the Jobless</b> I Words to Know II Phrases & Expressions III Proper Nouns IV Notes V Background Links	<b>After You Read</b> <b>Helping You Understand</b> I Reading Comprehension II Vocabulary Exercises <b>Reading Skills</b> <b>Writing About It</b> Task A Original Writing Practice Task B Critical Thinking & Writing <b>Review Checklist</b>
<b>After You Read</b> <b>Helping You Understand</b> I Reading Comprehension II Text Summary III Vocabulary Exercises IV Structure Exercises <b>Further Practice</b>	<b>As You Read</b> <b>Text B Fatigued? Get some exercise!</b> I Words to Know II Phrases & Expressions III Proper Nouns IV Notes V Background Links	<b>After You Read</b> <b>Helping You Understand</b> I Reading Comprehension II Vocabulary Exercises <b>Reading Skills</b> <b>Writing About It</b> Task A Original Writing Practice Task C Critical Thinking & Writing <b>Review Checklist</b>
<b>After You Read</b> <b>Helping You Understand</b> I Reading Comprehension II Text Summary III Vocabulary Exercises IV Structure Exercises <b>Further Practice</b>	<b>As You Read</b> <b>Text B The Effects of Nurture on Nature</b> I Words to Know II Phrases & Expressions III Proper Nouns IV Notes V Background Links	<b>After You Read</b> <b>Helping You Understand</b> I Reading Comprehension II Vocabulary Exercises <b>Reading Skills</b> <b>Writing About It</b> Task A Original Writing Practice Task B Critical Thinking & Writing <b>Review Checklist</b>



	Part One	Part Two
Unit 8 Education in China (139~158)	<b>Before You Read</b> Warm-up Research Study	<b>As You Read</b> <b>Text A Pressure Cooker</b> I Words to Know II Phrases & Expressions III Notes IV Grammar Focus
Unit 9 Children's Education (159~178)	<b>Before You Read</b> Warm-up Research Study	<b>As You Read</b> <b>Text A Right or Wrong: The Death of Handwriting</b> I Words to Know II Phrases & Expressions III Notes IV Background Links V Grammar Focus
Unit 10 History of Sports (179~198)	<b>Before You Read</b> Warm-up Research Study	<b>As You Read</b> <b>Text A Is a sub-2-hour marathon possible?</b> I Words to Know II Phrases & Expressions III Proper Nouns IV Notes V Background Links VI Grammar Focus
Project Work II Use Our Library (199~204)		



Part Three	Part Four	Part Five
<b>After You Read</b> <b>Helping You Understand</b> I Reading Comprehension II Text Summary III Vocabulary Exercises IV Structure Exercises <b>Further Practice</b>	<b>As You Read</b> <b>Text B Bilingual Education in China</b> I Words to Know II Phrases & Expressions III Notes IV Background Links	<b>After You Read</b> <b>Helping You Understand</b> I Reading Comprehension II Vocabulary Exercises <b>Reading Skills</b> <b>Writing About It</b> Task A Original Writing Practice Task B Additional Topics for Writing Task C Critical Thinking & Writing <b>Review Checklist</b>
<b>After You Read</b> <b>Helping You Understand</b> I Reading Comprehension II Text Summary III Vocabulary Exercises IV Structure Exercises <b>Further Practice</b>	<b>As You Read</b> <b>Text B Homeschooling</b> I Words to Know II Phrases & Expressions III Proper Nouns IV Notes V Background Links	<b>After You Read</b> <b>Helping You Understand</b> I Reading Comprehension II Vocabulary Exercises <b>Reading Skills</b> <b>Writing About It</b> Task A Original Writing Practice Task B Critical Thinking & Writing <b>Review Checklist</b>
<b>After You Read</b> <b>Helping You Understand</b> I Reading Comprehension II Text Summary III Vocabulary Exercises IV Structure Exercises <b>Further Practice</b>	<b>As You Read</b> <b>Text B The Commercial Value of Sports Clothing</b> I Words to Know II Phrases & Expressions III Proper Nouns IV Notes V Background Links	<b>After You Read</b> <b>Helping You Understand</b> I Reading Comprehension II Vocabulary Exercises <b>Reading Skills</b> <b>Writing About It</b> Task A Original Writing Practice Task B Additional Topics for Writing Task C Critical Thinking & Writing <b>Review Checklist</b>



# Unit 1

## Friendship

### UNIT PREVIEW

In this unit, you will:

#### Contents

discover the benefits of friendship

read a story about two championship skiers, who were bound as rivals and friends

#### Vocabulary Skills

use words and expressions to describe friends and friendship

use comparison expressions

#### Grammar Focus

learn the infinitive

#### Reading Skills

identify the main idea

#### Writing Skills

write a paragraph about friends, friendship, and activities with friends







# Part One

## Before You Read

### Warm-up

Directions: Work in groups of three or four to discuss the following questions.

1. What do you define as a “friend”?
2. What are the benefits of friendship?
3. How do people start new friendships?
4. How do people keep friends?

### Research Study

Directions: See what you can find out by searching online with the key words and phrases and finish the following tasks.

### Key Words & Phrases

1. benefits of friendship
2. different types of friends

### Tasks

#### Task 1:

Friendship is one of the essential relationships in our life. It has beneficial effects on our mental and physical health. There are hundreds of quotes about friendship. Work in groups, surf on the Internet and find at least 10 famous quotes on friendship. Share your findings with your partners, recite one of your favorite sayings and explain why.

#### Task 2:

In a broad sense, acquaintances, online friends, mentors and a BFF( best friend forever) can all be classed as friends. Friendships grow in time from one stage to the next, with two people becoming closer and closer. Not every friendship will reach best friend status as each relationship is different. It all depends on the people involved, their expectation levels, and how much time and effort they are willing to devote to the friendship. Work in groups, interview your partners about their understanding of different types of friends and, at the same time, share your own story about a special friend of yours.







# Part Two

## As You Read

### Text A

## Why Friends Are Good for You

*We may not be exactly sure what “friendship” means, but it is fairly certain that good personal relationships have beneficial effects on our health.*

- ① How do we make friends, and why are they important? Shared goals, interests and activities in common, similar cultural backgrounds, and generally **compatible perspectives** on life certainly help to bring two people together, but these factors do not really explain how the relationships we call “**friendships**” develop. Neither are our personal perspectives very helpful. Most of us can say that our friends might make us feel happy, warm, safe, or comfortable, but it

isn't clear why playing basketball, going shopping, or listening to jazz together, or just chatting about **nothing in particular** should have those effects. We just know it's good to be with those people, even if we can't quite say why.

- ② Science, however, is more **definite**. Friendship offers significant mental and **physical** health benefits, as many formal studies have shown. A Yale University study of 194 terminally ill people compared those with two friends with

those who had none. Of those with friends, 63% were alive at the end of the year; of those without, only 43% were still **surviving**. Similar results were **obtained** from a study of 1,368 heart disease **patients**, conducted by the

compatible 和谐的  
perspective 观点  
friendship 友情

definite 明确的  
physical 身体上的

survive 幸存  
obtain 获得

