



普通高等教育“十一五”国家规划教材

College Practical English
Integrated Course

大学实用英语 综合教程

(第一级)

总主编 于洪颖

主 编 陈望波 黄桂荣



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主 编 陈望波 黄桂荣

副主编 郭小秋 全 红 何剑波

编 者 胡红霞 谈慧娟 夏章胜

王丽珍 张剑萍 邓 煜

易小莉

本书编委会 (按姓氏笔画排列)

丁丽军 于洪颖 江 峰

陈望波 郑淑媛 曹久平

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前 言

《大学实用英语》是根据教育部颁布的《高职高专教育英语课程教学基本要求》(以下简称《基本要求》)编写的一套供高职高专学生使用的大学英语教材。2006 年被教育部正式批准为“十一五”国家规划教材,是我国高职高专英语教学的一个重要科研项目。

本套教材共分四级:预备级、第一级、第二级、第三级,每级包括《综合教程》、《听说教程》、《教师参考书》和《综合教程练习册》四个分册。

其中,《综合教程》包含四大模块:Speaking、Reading、Writing、Grammar。每单元由三篇课文组成,课文 A 为精读材料,配有阅读理解、词汇词组、句子结构、英汉翻译等多种练习。课文 B 突出英语应用能力训练,按照《基本要求》编写,由浅到深,包括日常交际能力训练和业务能力训练,涵盖了《基本要求》中所提到的各种信函、外贸单证、经贸合同等高职高专学生将来就业常用的应用文。课文 C 为泛读材料,并配有阅读理解练习题,供学生们课外阅读。这四大模块包括了“说”“读”“写”,而将“译”融于 Text A 后的练习中。《综合教程》预备级,有 16 个单元,《综合教程》一至三级,每册含 10 个单元。

《听说教程》配合《综合教程》使用,力求使学生在“听”、“说”两方面进一步得到训练。每单元设有三大部分,既有单词、句子等基础训练,又有情景会话、短文阅读等能力的提升训练。为保证学习效果,教材配了录音磁带和光盘,同时聘请经验丰富的英美语言专家朗读,使用一流语音设备制作,并派专人监制。

《综合教程练习册》按高等学校英语应用能力 A、B 级考试要求编写。题型相似,但内容又紧扣教材,学生通过本书练习,可熟悉英语应用能力考试题型,有助于学生参加高等学校英语应用能力 A、B 级考试。

《教师参考书》为教师提供了每单元的相关背景知识、难句解释、语言点释例、补充材料、课文参考译文和练习答案,以及《听说教程》中听力的原文和练习答案。多媒体课件由我们和北京洪恩教育科技有限公司共同制作。

本书为《综合教程》第一级,包含 10 个单元,主要供各个学制的高职以及高等专科院校的一年级学生下学期使用。主题以文化和生活为主,涉及语言、

文化差异、友谊、互联网络、广告、时间、自然风光、娱乐、健康、生活十大方面；课文B部分主要是各种信函应用的写作，从常见信封写法入手，介绍了商务信函、私人信函、介绍信、自荐信、推荐信、邀请信，此外还附有欢迎词、祝酒词、赠物语三种文体写作手法；从本级开始语法已经以《基本要求》中对高职高专学生要求的内容为主，除设置专门模块讲解语法知识外，还将语法知识融于课文学习当中。同时从本级开始还加大课后练习量。

《大学实用英语》组织了一批国内知名的专家、教授及部分高校骨干教师参与编写。英籍专家 Andrew Meek 也参加了部分内容的编写和审阅。对他们的辛勤工作，我们表示衷心的感谢。

编 者

2007 年 4 月

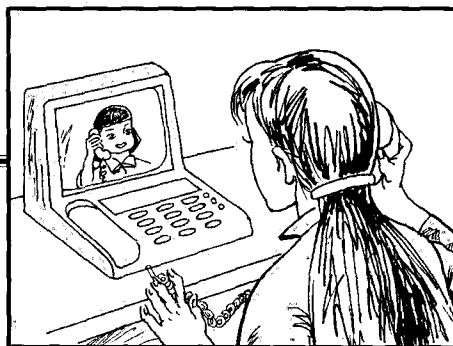
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Unit One

Language

Speaking



Dialogue

How to Study English

Li Ming: How to learn English according to your experience?

Liu Ying: Well, first you should be clear about the purpose of your English study.

Li Ming: Yes, I see. But can you recommend some good methods in learning English?

Liu Ying: You should develop a large vocabulary as quickly as possible, I think.

Li Ming: Of course. But it's difficult to memorize the new words.

Liu Ying: I used to keep a word-book with me and read it if I had time. But now I find it's even better to enlarge the vocabulary through reading.

Li Ming: I think they will surely work. What else should I pay attention to?

Liu Ying: Sentence patterns! Yes, sentence patterns! I suggest you learn as many sentence patterns as possible.

Li Ming: How about the grammar?

Liu Ying: Grammar? It's a big problem to Chinese students. You'd better use the grammar you've learnt in practice, including listening, speaking, reading and writing. And the most important thing is practice.

Li Ming: Well, I see. Thank you very much.

Liu Ying: You're welcome.

Practice

1. Match the parts on the left with those on the right.

(1) How to improve spoken English?

A. Well, first, you should be confident of yourself and try to open your mouth.

(2) Yes, I see. But can you give me some good advice?

B. O. K. You should enlarge your vocabulary. And at the same time, you must learn as many sentence patterns as possible.

(3) I know. But I don't know how to use them when I talk to someone.

(4) Well, I see. Thanks.

C. It's my pleasure.

D. That's the problem. You must use what you've learnt in practice as much as possible. That's the most important thing.

2. Write a dialogue like the one above about learning English. Use these phrases to help you.

A

How to...?

give sb. advice

What else...?

B

to enlarge one's vocabulary

to memorize grammar rules

sentence patterns

Reading

Text A Intensive Reading

Learning Foreign Languages

—By Marian Hobson Jeannere

Languages will continue to change. Even if English is becoming the universal language, it will still take many different forms. Indeed the same could happen to English as has happened to Chinese.

We will continue to teach other languages in some form, and not just for practical reasons. Learning a language is good for your mental health; it forces you to understand another cultural and intellectual system. So I think we should develop a more rational approach to the foreign languages available to students. Because so many people believe it's no longer important to know another language, I fear that time spent on language teaching in schools may well continue to reduce. But you can argue that learning another language well is more tiring than, say, learning to play chess well—it involves sensitivity to a set of complicated grammar rules, and also to the context.

Technology will certainly make a difference to the use of foreign languages. Computers may, for instance, help us do much translation work. But no one who has seen a computer translation will think it can substitute for live knowledge of the different languages. A machine will always be behind the times. Still more important is the fact that no computer will ever get at the implications that may not be expressed but which carry much of the

meaning. In languages like Arabic the context is very important. Languages carry heavy cultural baggage too—in French or German if you miss the cultural references behind a word, you're very likely to be missing the meaning. It will be very hard to teach all that to a computer.

Some people predict that fewer and fewer people will speak English in the 21st century. I don't think foreign languages will really become less important and the number of people who speak it will decline, but they might be perceived to be—and that would in the end be a very bad thing.

Notes

1. take...forms: 语言由于演变而形成的不同形式成为“变体”。take many different forms (以许多不同形式出现) 可以简单译成“有许多变体”。
2. other languages: 这里指英语以外的语言,对英国人来说也就是“外语”。
3. you can argue that: “你可以表明……”,可译成“可以说”。
4. say: 插入语,举例时使用,相当于 for example, 译成汉语时可以省略。
5. get at the implications: 掌握暗含意义。
6. heavy cultural baggage: baggage 的意思是“行李,包袱”,但“沉重的文化包袱”带有贬义,所以得译成“深厚的文化沉淀”。
7. cultural references: “文化参照”,也就是“典故”。

New Words

universal [ˌjuːniˈvɜːsəl]	a. 世界通用的
mental ['mentl]	a. 心理的,精神的
cultural ['kʌltʃər(ə)]	a. 与文化有关的
intellectual [ˌɪntɪˈlektʃuəl]	a. 智力的,知识的,思想的
rational ['ræʃənl]	a. 理性的,合理的
approach [əˈprəʊtʃ]	n. 方法,态度
available [əˈveɪləbl]	a. 有用的,可以得到的
tiring ['taɪərɪŋ]	a. 令人疲倦的
involve [ɪnˈvɒlv]	v. 牵涉,涉及,包含
sensitivity [ˌsensɪˈtɪvɪti]	n. 敏感性
complicated ['kɒmplɪkeɪtɪd]	a. 复杂的,难以解释、理解的
Arabic ['æərəbɪk]	a. 阿拉伯的,阿拉伯语的
context ['kɒntekst]	n. 上下文,文章的前后关系
substitute ['sʌbstɪtjuːt]	n. & v. 取代,代替
live [laɪv]	a. 活的
implication [ˌɪmplɪˈkeɪʃən]	n. 暗示

predict [pri'dikt]

n. 预测

perceive [pə'si:v]

v. 知觉, 察觉, 理解

decline [di'klaɪn]

v. 减少, 下降, 衰落

Phrases and Expressions

available to

可以得到的

be behind the times

落后于时代

be likely to

有可能

be perceived to be

被人视为

in the end

最终, 到头来

make a difference to

使……发生变化, 给……带

来变化

may well

很可能

sensitivity to

对……的敏感性

substitute for

取代, 代替

I . Reading Aloud

Read the following paragraph, paying attention to your pronunciation and intonation.

We will continue to teach other languages in some form, and not just for practical reasons. Learning a language is good for your mental health; it forces you to understand another cultural and intellectual system. So I think we should develop a more rational approach to the foreign languages available to students. Because so many people believe it's no longer important to know another language, I fear that time spent on language teaching in schools may well continue to reduce. But you can argue that learning another language well is more tiring than, say, learning to play chess well—it involves sensitivity to a set of complicated rules, and also to the context.

II . Comprehension

1. Answer the following questions briefly.

- (1) Why will languages continue to change according to the author?
- (2) Why does the author say learning a language is good to our mental health?
- (3) What will make a difference to the use of foreign languages?
- (4) Why can't a computer replace human translation?
- (5) What do some people predict about English in the 21st century?

2. Decide whether the following statements are true (T) or false (F) according to Text A.

- (1) _____ English will still take many different forms even if it is to become the universal language.
- (2) _____ Learning a language forces one to understand another cultural and intellectual system, so it's good for one's mental health.
- (3) _____ The author predicts that computers will replace the human in translation in the future.
- (4) _____ The author thinks that more and more people will speak English in the 21st century.
- (5) _____ The author thinks it's a bad thing if foreign languages become less important.

3. Group discussion.

- (1) Do you agree with the author that fewer and fewer people will speak English in the 21st century?
- (2) What role does technology play in the use of foreign languages?

III. Vocabulary

1. Fill in each blank with an appropriate word or phrase from the box. Change the form if necessary.

involve	perceive	live	approach	available
practice	sensitivity to	substitute for	prediction	decline

- (1) Can you recommend some good _____ to English study?
- (2) Do you think robots can _____ human beings in the future?
- (3) Children are usually _____ blame.
- (4) To accept the position you offer would _____ my living in London.
- (5) The book you ordered is not _____.
- (6) On entering his house, we at once _____ him to be a man of taste.
- (7) It was a _____ broadcast, not a recording.
- (8) Your invention is excellent, but not very _____.
- (9) He _____ to discuss his plans with the newspaper men.
- (10) That scientist _____ that there will be an earthquake.

2. Complete each of the following sentences with an appropriate form of the word in brackets.

- (1) Human beings are more _____ than animals. (ration)
- (2) The books in the library must be _____ to the students. (avail)
- (3) War causes _____ misery. (universe)
- (4) The news that there will be an earthquake is just a _____. (predict)
- (5) What are the _____ of this statement? (imply)

IV. Word Building

1. The suffixes -ment, -ation, -sion and -ion are used to form nouns from verbs. Study the table below and then give the noun form of each of the following verbs. Make changes in the spelling where necessary.

- | | |
|-----------------------|------------------------|
| (1) announce _____ | (2) collect _____ |
| (3) examine _____ | (4) develop _____ |
| (5) connect _____ | (6) imagine _____ |
| (7) permit _____ | (8) improve _____ |
| (9) participate _____ | (10) revise _____ |
| (11) solve _____ | (12) concentrate _____ |
| (13) organize _____ | (14) express _____ |
| (15) move _____ | (16) divide _____ |

2. The suffixes -er and -or can be used to form nouns referring to someone who does something. Now add -er or -or to the following words, or cut off -er or -or to form new words, and fill in the following blanks with some of the new words you have formed.

garden	calculate	receive	contain
command	remain	hiker	inspect
steam	process	supervisor	build
contribute	consume	painter	teenage

- (1) The position of manager involves training and _____ all the clerks in the office.
- (2) A school _____ visits our school regularly and then reports to the board of education about what he's found.
- (3) When you divide 12 by 5, the _____ is 2.
- (4) A new word _____ would be a big help to our business; the old one is barely working.
- (5) Being a _____ is a wonderful job for anyone who enjoys a quiet life and understands what plants need.
- (6) I don't understand why students can't use _____ during exams; in real life, no one does math in their heads anymore.
- (7) The _____ ordered his soldiers to attack the city under the cover of darkness.
- (8) Some food can be kept fresh for weeks if it's stored in the right kind of _____.
- (9) During the spring time, many people go _____ in the forests and mountains.
- (10) The school is planning to form a team of _____ to visit their sister school in British this summer.

V. Cloze

1. Choose the appropriate word for each blank.

In every language, new words are constantly being (1) _____ (invented/coined) to express new aspects of developing culture. It might be a change in (2) _____ (technology/science),

which requires us to use laptop-computers(手提电脑), or e-mails. It might be a change in the (3) _____ (job-market/society), which in the last few years has produced the word “dump” and “downsize”.

Although new words are born every day, very few of them will be (4) _____ (about/around) the language in ten years' time. So when you hear two young women talking to each other about a young man who one of them met recently, what do you think is meant when one says “I'm not sure whether to write a letter to him, or just e-mail him?” It is not your fault if you didn't understand this. The young woman was wondering whether to take a young man's phone number for a future (5) _____ (meeting/date), or to forge him as (6) _____ (suitable/unsuitable).

How many of these new words will (7) _____ (exist/survive) no one can really say. No one these days talk about the wireless, or beatniks, on the other hand, expressions such as Okay, All-right, and way of life, once new, are now (8) _____ (part/all) of normal, everyday English.

2. Translate the following sentences into English.

- (1) 这些票的有效期只有一个月。(available)
- (2) 老师是脑力劳动者。(mental)
- (3) 勿做不必要的花费。(involve)
- (4) 那位老人的想法已经过时了。(be behind the times)
- (5) 电脑永远不能取代人类。(substitute for)

3. Translate the following paragraph into Chinese.

It is often said that English is quickly becoming a world language. It is certainly the most widely used language in the world, and second only to Chinese in its number of native speakers, but there are certain dangers in choosing English as an international language.

Text B Reading for Thorough Understanding

Practical Course

Envelope(信封)

格式一:

N. K. Robey
Admission Office
Ball State University
Muncie, IN 47306
U. S. A

Stamp

VIA AIR MAIL

Mr. Wan Yibing
Foreign Languages College
Hunan Normal University
Changsha, Hunan 330046
P. R. China

格式二:

Chen Hong

105 Nanjing Road

Nanchang Jiangxi 330015

P. R. China

Stamp

Mr. Adam Smith

48E . Main Street

New York City, N. Y. 11204

U. S. A.

Notes

信封写法

1. 寄信人姓名、地址写在信封的左上角, 商贸机构所用的信封, 通常已在左上角印好寄信人地址。
2. 收信人姓名地址写在信封中央偏下位置, 现在的流行写法, 除缩略语外, 已不用标点符号。
3. 邮票贴在信封右上角, 现国外来函大多已在右上角印妥邮资。
4. 寄信人和收信人姓名、地址现多用平头式, 也可用缩行式。其排列顺序与汉语相反, 先写姓名, 后写地址, 写地址应由小至大, 即先写机构名称, 依次写门牌、街道城市名、州(省)名及邮区代号, 最后写国名。
5. 关于信件类别, 投递方式及其他事项说明, 写在信封左边寄信人地址下, 或写在左下角。
6. 现在还有一种窗式信封。窗口部分是透明纸, 折信时将信内地址叠在外面, 对着窗口。
7. VIA AIR MAIL 标在右上角邮票之下为美国式, 标在左上角为英国式。

Practice

1. Translate the following phrases into Chinese.

- (1) Via Air Mail
- (2) Via Hong Kong
- (3) Express Delivery
- (4) Printed Matter
- (5) If undelivered, please return to...

2. Write an envelope according to the styles mentioned above.

寄信人: 香港广州路 217 号 林洪涛

收信人: 江西省南昌市中山路 36 号王海先生转王平先生

Text C Fast Reading

Crazy English

—By Clair Froster

Let's face it—English is a crazy language. There is no egg in eggplant nor ham in hamburger; neither apple nor pine in pineapple. English muffins weren't invented in England or French fries in France. Sweetmeats are candies while sweetbreads, which aren't sweet, are meat.

We take English for granted. But if we explore its paradox, we find that quicksand can work slowly, boxing rings are square and a guinea pig is neither from Guinea nor is it a pig.

And why is that writers write but fingers don't fing, grocers don't groce and hammers don't ham? If the plural of tooth is teeth, why isn't the plural of booth beeth? One goose, 2 geese. So one moose, 2 meese? One index, 2 indices? Doesn't it seem crazy that you can make amends but not one amend, that you comb through annals of history but not a single annal? If you have a bunch of odds and ends and get rid of all but one of them, what do you call it?

If teachers taught, why didn't preachers praught? If a vegetarian eats vegetables, what does a humanitarian eat? If you wrote a letter, perhaps you bote your tongue?

Sometimes I think all the English speakers should be sent to an asylum for the verbal insanity. In what language do people recite at a play and play at a recital? Ship by truck and send cargo by ship? Have noses that run and feet that smell? Park on driveways and drive on parkways?

How can a slim chance and a fat chance be the same, while a wise man and a wise guy are opposites? How can overlook and oversee be opposites, while quite a lot and quite a few are alike? How can the weather be hot as hell one day and cold as hell another?

You have to marvel at the unique lunacy of a language in which your house can burn up as it burns down, in which you fill in a form by filling it out and in which an alarm clock goes off by going on.

English was invented by people, not computers, and it reflects the creativity of the human race(which, of course, isn't a race at all). That is why, when the stars are out, they are visible, but when the lights are out, they are invisible. And why, when I wind up my watch, I start it, but when I wind up this essay, I end it.

Notes

1. We take English for granted. 我们总爱想当然地理解英文。
2. And why is that writers write but fingers don't fing, ... fing 和 groce 是作者按 write 和 writer 之间的规律,杜撰的两个词。
3. Have noses that run and feet that smell? 常见的搭配应该是 feet that run, noses that

- smell, 但两个动词互换后,意思就不同了,这里的 run 指流鼻涕,smell 指脚臭难闻。
4. a slim chance = a fat chance: 都指机会渺茫,而 slim(苗条的)刚好与 fat(肥胖的)意思相反。
 5. a wise man: 哲人,聪明人 a wise guy: 自作聪明的人,自命不凡的人。
 6. as hell: 很,非常。按字面理解是,既像 hell(地狱)一样热,又像地狱一样冷。到底 hell 是热还是冷?
 7. unique lunacy: 绝无仅有的荒谬。
 8. fill in 和 fill out 都是“填写”的意思; go off 发出闹铃,这里指闹钟因为不停走动(go on)到点闹铃才会响。
 9. stars are out: 指星星出现,而 lights are out 指灯熄灭。
 10. wind up a watch: 给钟表上紧发条; wind up an essay: 结束一篇文章。

New Words

eggplant ['egplɑ:nt]	n. 茄子
ham [hæm]	n. 火腿
pineapple ['painæpl]	n. 菠萝
sweetmeat ['swi:tmi:t]	n. 果脯,蜜饯
sweetbread ['swi:tbred]	n. 杂碎
explore [iks'plɔ:]	v. 探险,探测,探究
paradox ['pærədɒks]	n. 有明显的矛盾特点的事物
quicksand ['kwiksænd]	n. 流沙
grocer ['grəʊsə]	n. 杂货商
plural ['pluərəl]	a. 复数的,复数形式
booth [bu:θ]	n. 货摊,摊位
moose [mu:s]	n. 驼鹿
index ['indeks]	n. 索引
amends [ə'mendz]	n. (复)赔罪,赔偿
comb [kəʊm]	v. 梳理,整理,搜查
	n. 梳子
* annals ['ænəlz]	n. (复)编年史
bunch [bʌntʃ]	n. 串,束,卷
preacher ['pri:tʃə(r)]	n. 说教者,传教人
* vegetarian [,vedʒi'teəriən]	n. 素食者
* humanitarian [hju(:),mæni'teəriən]	n. 人道主义者
* asylum [ə'sailəm]	n. 收容所,救济院,精神病院
verbal ['və:bəl]	a. 词汇的
* insanity [in'sæniiti]	n. 疯狂
recite [ri'sait]	v. 朗诵,背诵
recital [ri'saitl]	n. 朗诵,背诵

注:“*”表示不在《高职高专教育英语课程教学基本要求》之内的词汇,学生只作了解而不需要掌握。

cargo [ˈkɑːgəʊ]	n. 船货, 货物
driveway [ˈdraɪvweɪ]	n. 车行道
parkway [ˈpɑːkweɪ]	n. (以小客车交通为主的) 风景区干道, 公园大路
overlook [ˌəʊvəˈlʊk]	v. 忽视
oversee [ˌəʊvəˈsiː]	v. 监视
marvel [ˈmɑːvəl]	v. 大为惊异, 觉得惊奇
unique [juːˈniːk]	a. 唯一的, 独特的
* lunacy [ˈljuːnəsi]	n. 荒谬
visible [ˈvɪzəbl]	a. 看得见的
invisible [ɪnˈvɪzəbl]	a. 看不见的, 无形的

Phrases and Expressions

boxing rings	拳击台, 摔跤台
burn down	全部烧掉
burn up	烧掉
English muffins	英式松饼
fill in	填写
fill out	填写
French fries	炸土豆条
guinea pig	豚鼠
marvel at	对……感到惊讶
odds and ends	零星东西, 琐碎事

Comprehension

1. Answer the following questions briefly.

- (1) Is guinea pig a kind of pig? If not, what's it?
- (2) Is the plural form of the word 'booth' beeth?
- (3) Do the phrases 'fill in' and 'fill out' mean the same?
- (4) What does the phrase 'as hell' mean in the sentence 'How can the weather be hot as hell one day and cold as hell another?'
- (5) According to the last paragraph, what does English reflect?

2. Choose the best answer for each of the following questions or statements.

- (1) Why does the author say English is a crazy language?
 - A. Because the people who speak it are crazy about it.
 - B. Because it's different from any other language.
 - C. Because the meanings of some English words cannot be taken for granted.
 - D. Because it can make people crazy.