

21世纪全国成人教育规划教材

实用英语教程 1

SHIYONGYINGYUJIAOCHENG

总主编 毕兆年 凌双英

主 编 凌双英



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出版说明

《实用英语教程》是中国财政经济出版社严格按照教育部高等教育司颁布的《全国成人高等教育公共课教学基本要求》组织编写的一套全国成人高等学校使用的英语教材。它坚持“以应用为目的、实用为主、够用为度”的大方向，吸取国内各成人高等学校英语教材的长处，针对我国成人高等学校学生实际情况，既考虑到与高中英语教学的衔接，又注重学生参加“高等学校英语应用能力考试”(PRETCO)的实际需要。

《实用英语教程》共分4册，每册包括《综合教程》、《教学参考书》、《同步练习册》，磁带和光盘，从第1册到第4册内容循序渐进，语法由浅及深，交际技能要求逐步提高。《综合教程》、《教学参考书》和《同步练习册》每册8单元，《同步练习册》另附期中、期末考试试卷各1套和《高等学校英语应用能力考试全真试题》1套，教学负担适中，能在规定的学时内完成。

在《实用英语教程》策划过程中，编者在全国成人高等学校进行了广泛调研，综合目前主流英语教材的长处，并对英语教学中反映的问题作出针对性的改进，最终确定编写大纲。参加编写《实用英语教程》的作者都是来自全国十多所高等院校的资深教授和一线骨干教师，他们既有深厚的英语理论功底，又有丰富的教学经验，掌握学生的真实水平和能力，从而使教材切合成人高等教育英语教学实际。《实用英语教程》全部由加拿大 University College of the Fraser Valley 的英语教学专家审定，确保该教材体系符合现代英语规范。本教材具有如下特色：

- 紧扣《教学基本要求》——贯彻“听、说、读、写、译”并重及“边学边用、学用结合”的原则；
- 模块化设计——整个教材体系由听说、阅读、语法和写作3个模块构成，每位主编既负责其中一个模块的整体设计又负责某一分册的模块整合，从而在横向保证教材完整性，纵向保证连贯性；
- 主题循环法——每单元各模块内容基本围绕同一主题，练习题也主要选用课文语言材料或围绕单元主题；
- 中国与加拿大合作结晶——全套教材均由加拿大 University College of the Fraser Valley 的三位英语教学专家审定。

2006年5月



前言

财经版《实用英语教程》按照教育部高等教育司《全国成人高等教育公共课教学基本要求》(以下简称《基本要求》)编写而成,是一套供全国成人高等学校非英语专业学生使用的英语教材。学生在学习本套教材之前一般应掌握基本的英语语音和语法知识,认知英语单词 1000~1600 个,在听、说、读、写、译等方面受过初步的训练。

一、本套教材的框架

本套教材共分四册,每册包括:

1. 《实用英语教程》综合教程
2. 《实用英语教程》教学参考书
3. 《实用英语教程》同步练习册
4. 《实用英语教程》录音磁带
5. 《实用英语教程》助学光盘
6. 《实用英语教程》电子课件

二、本套教材的特色

——指导思想

本套教材贯彻《基本要求》的指导思想,坚持“以应用为目的,实用为主,够用为度”的大方向,把打好学生的语言基础作为本套教材的重要目标。同时,重视培养学生的语言应用能力。《实用英语教程》遵循语言学习的自然规律,把听、说、读、写、译等各种语言技能训练融为一体,以学生为本位,充分发挥教师和学生的双主体作用,提倡即学即用,巩固学生的语言基础,同时培养学生实际运用语言的技能,特别是运用英语处理日常和涉外业务活动的能力。

——选材与编排

《实用英语教程》基本按照《基本要求》的交际范围表选择题材,语言材料涉及日常交际和业务交际的主要内容,涵盖了成人高校学生在校期间应重点掌握的语言基础知识和语言交际能力。教材按照《基本要求》的词汇表裁剪语料,生词的级别都有明确的标注,生词量和超纲词均得到了有效的把握和控制。为了避免因阅读文章过长而造成课堂教学操作上的困难,或因文章过短而造成语言信息量不够、生词相对集中等因素而挫伤学生的阅读积极性,《实用英语教程》对阅读课文的长度均有适当的控制,第一册文章的长度在 350~400 个单词左右,第二册文章的长度在 400~500 个单词左右,第三册文章的长度在 500~600 个单词左右,第四册文章的长度在 550~650

个单词左右。选材既重视语言材料的实用性和科学性,同时注意语言材料要新鲜有趣、难易适度。

3. 单元结构合理

《综合教程》每册共分8个单元,每个单元的教学课时建议为8课时,另外每4个单元安排复习各4课时,因此,每册的教学总课时为72课时,符合目前成人高等学校非英语专业英语课程的教学计划和课时安排。每单元内容基本围绕一个主题,采用主题引导和任务引导(Topic-based & Task-based)相结合的方法,着重培养学生运用语言的综合能力,突出成人教育实用英语教学的特点。其结构为:

Focus on Talking: 提供3个同一主题、不同场景的对话和4个形式各异的口语练习,根据主题提示和任务要求驱动课堂语言活动,让学生模拟和创编对话,以训练学生用语言解决实际问题的能力。

Focus on Listening: 提供听力单项技能训练、功能对话、和语篇整体听力训练,语言难度由第一册到第四册拾级而上,训练模式既考虑到学生的听音特点,又兼顾到高等学校英语应用能力考试中的听力题型设计。

Reading: 提供两篇同一主题的文章,其中Text A作为精读材料,Text B作为泛读材料。阅读题型设计上,首先采用Group-discussion模式,讨论与课文主题相关的问题,以此导入课文内容的学习;改变教师传统的提问模式,设计了让学生就课文提问、小组讨论和教师总结的形式,鼓励学生积极思考、大胆发言,加强群体协作和师生互动。同时设计了针对课文中出现的常用单词、短语和句型的训练,以便对课文采取精讲多练,提高学生把握语言的准确性。

Translation: 在两篇阅读文章和练习之后设计了翻译技巧介绍和翻译练习,加强学生的翻译技能训练。

Grammar: 提供一种语法知识介绍,并设计语法练习,加强学生语言基本功训练,在提高英语实用性的基础上,提高学生运用语言的规范性。

Writing: 提供基础英语写作练习、应用文写作方法介绍、应用文范文、应用文模拟套写或套译练习。

English Fun: 提供脍炙人口的英文歌曲或趣味英语知识,主题尽可能接近单元主题,使学生在轻松愉快之中学习英语知识,提高学习英语的兴趣。

三、立体化教学资源

1. 《实用英语教程》教学参考书

《实用英语教程》教学参考书不仅提供了综合教程上的听力录音脚本、练习答案、文章(或应用文范文)翻译,还提供了与课文主题相关的背景知识、生词、短语、难句解释、生动有趣的例句。是教师备课、学生学习不可缺少的教学辅导书。

2. 《实用英语教程》同步练习册

《实用英语教程》同步练习册根据综合教程各单元的主题内容进行编写,每4单元编写一套复习测试题,旨在进一步拓展单元主题,巩固教学效果。该同步练习册与



综合教程配合使用,能使學生更全面、更系統地復習和鞏固綜合教程上的語言要點和知識體系,熟練掌握聽、說、讀、寫、譯各項技能,提高英語語言的綜合能力。

5. 《實用英語教程》錄音磁帶和多媒体課件

《實用英語教程》除配套的錄音磁帶外,為學生提供多媒体助學光盤、為教師提供多媒体教學課件,有利于利用現代化計算機輔助教學模式,充分調動學生自主學習的興趣、提供個性化的學習空間;有助于更有效地在課堂上傳授語言信息,使教師把更多精力放在課堂的組織上,加強課堂上師生之間的語言交流,促進教學模式的轉變。

四、本套教材的編寫特色和編寫隊伍

本套教材在編寫上采取模塊分工的方式。在縱向上,全套教材的編寫按以下三個模塊分工: Focus on Talking 和 Focus on Listening, Reading, Grammar 和 Writing。這樣的分工有利于編寫內容的連續性和難易程度呈階梯型循序漸進。在橫向上,各分冊、各單元都采取主編負責制,保證了每單元的各模塊內容相互聯系、相互交融,進而確保各單元、各分冊之間內容的連續性和進階性。各單元的最后一部分 English Fun 材料由各編寫老師提供,最終由各分冊主編根據單元主題和具體內容確定。

《實用英語教程》的總主編為畢兆年、凌雙英。在縱向分工上, Focus on Talking 和 Focus on Listening 模塊(全四冊)主編為劉寅齊; Reading 模塊主編為凌雙英(第一、二冊)和柳吉良(第三、四冊); Grammar 和 Writing 模塊(全四冊)主編為孫民霞。在橫向分工上,第一冊主編為凌雙英,副主編為吳平安、甘永明,參加編寫的人員有陳剛、李堅、吳平安、凌雙英、王青、吳曉影、潘誠、甘永明、王曉霞、燕靜君、周欣奕、畢玉紅;第二冊主編為孫民霞;第三冊主編為柳吉良;第四冊主編為劉寅齊。此外,劉建明、張卿、孟祥年為本書做了大量的指導工作,安娜、陳桃秀、張熹春、龍梅和戴云霞做了大量的審核工作,王琦、徐榮、趙舒為本書的編寫做了大量的輔助工作。

《實用英語教程》由加拿大 University College of the Fraser Valley 的三位專家 Maria Bos-Chan, Marcela Jonas 和 Raymonde Tickner 審定。在此對她們辛勤而細致的工作表示衷心的感謝。

由于編者水平有限,疏漏和不妥之處在所難免,懇請專家和讀者不吝指正。

編者

2006年4月

CONTENTS

Unit	Page	Topic	Focus on Talking	Focus on Listening	Reading
1	1	Starting College Life	Starting College Life	Starting College Life	A. The College Experience B. Tips for Freshmen
2	25	Study	Study	Study	A. How to Be a Successful Language Learner B. The Biggest Challenges Facing an English Learner
3	49	Thanks	Thanks	Thanks	A. A Glass of Milk B. Dear Mom... Dear Daddy
4	74	Congratulations	Congratulations	Congratulations	A. Internet Revolution B. Internet Alienates Users
5	98	Invitations	Invitations	Invitations	A. Marco polo B. Thomas Jefferson
6	120	Hobbies	Hobbies	Hobbies	A. Shopping Behavior of Men and Women B. A Nice Cup of Tea
7	142	Parties & Receptions	Parties & Receptions	Parties & Receptions	A. How Do the Movies Do It? B. Country Western Music
8	165	Apologies	Apologies	Apologies	A. Animals B. Animals' Early Warning Systems
Glossary	188				



Translation	Grammar	Writing	English Fun
Translation of Words	Parts of Speech	Business Cards	An English Humor Get a Job
Conversion	Word Formation	Post Cards	An English Humor Day after Day
Literal Translation and Liberal Translation	Sentence Patterns and Sentence Elements	Thank-you Notes	An English Song My Heart Will Go On
Amplification	Punctuation	Congratulation Cards	An English Humor Adam and Eve
Translation of Tenses (I)	Tense (I)	Invitation Cards	An English Humor Wouldn't you know
Translation of Tenses (II)	Tense (II)	Invitation Letters	An English Humor An Exact Number
Translation of the Passive Voice	Passive Voice	Leave-taking Memos or Notes	An English Song Take Me Home, Country Road
Ellipsis	The Agreement	Letters of Apology	An English Humor A Clever Doy



Unit 1



Starting College Life



Section 1 : Focus on Talking



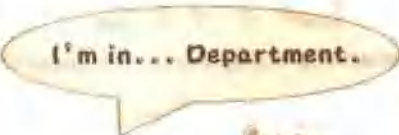
Do you know how to register for online courses?
How do you show someone the way to a classroom building?

Part A: Learn to Say

Dialogue 1:



I'm... from...



I'm in... Department.

A: Good morning. You are a newcomer, aren't you?

B: Yes. My name is Alice Brown.

A: I'm John Smith from the United States. Where are you from, Alice?

B: I'm from Greece.

A: Which department are you in?

B: Business Management. How about you?

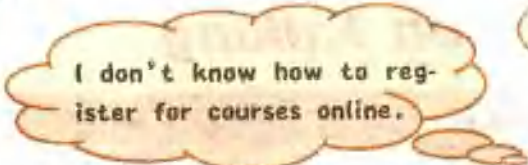
A: I'm in Chemical Engineering Department.

B: What year are you in?

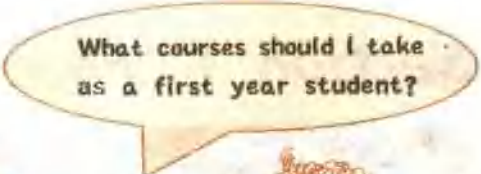
A: I'm in my third year.

Task: Try to introduce yourself to your classmates.

Dialogue 2:



I don't know how to register for courses online.



What courses should I take as a first year student?



A: Mr. Davis, could you show me how to register for courses online?

B: Sure. Look, this is the website of the Teaching Affairs Office.

A: Yes. And what do I do next?

B: Put in your ID number here.

A: OK.

B: Click "Course Registration" and select courses from the list.

A: I see. But what courses should I take as a first year student?

B: Generally speaking, you can choose any of the electives.

Task: Ask your partner how to register for a course online.

Dialogue 3:

Where is...?

Could you show me the way to...?



A: Excuse me. Where is the Teaching Affairs Office?

B: Sorry, I'm new around here. You can ask the man over there.

A: Thanks. ... Excuse me, sir, could you show me the way to the Teaching Affairs Office?

C: Yes. First, go to the office building.

A: The office building?

C: Yes. Look, the highest building over there is the office building.

A: Oh, I see.

C: The Teaching Affairs Office is in Room 206 on the second floor.

A: Thank you very much.

Task: Ask your schoolmate how to get to the library.



Part B: Oral English Activities

Activity 1: Match the item on the left with the best reply on the right.

1. Hello. I'm David Chain. Just call me David.
2. Where are you from, Christina?
3. What's your major?
4. What year are you in?

- A. I'm in first year.
- B. I'm from Chengdu in Sichuan Province.
- C. I am majoring in Human Resources Management.
- D. Hi, David. My name is Christina Leo.

1. _____ 2. _____ 3. _____ 4. _____

Activity 2: Complete the following dialogue with the help of the Chinese in the brackets.

A: Have you finished 1- _____ (网上选课)?

B: Ah, yes.

A: 2- _____ (你选了多少门课程)?

B: 17 courses, about 39 credits together.

A: Oh, that will surely keep you busy this term.

B: A little. 3- _____ (我每天有 7 到 8 节课). How about you?

A: 4- _____ (我选了 12 门课).

B: You'd better 5- _____ (多选两门课), or you will be busy in the future.

Activity 3: Complete the following conversation with the information given in the box.

- A. I'll take you there
- B. Classroom Building No. 5
- C. I'm a newcomer
- D. aren't you
- E. the student dorm





A: Excuse me. How can I get to the student dorm?

B: I'm sorry. I'm _____. You can ask the woman over there.

A: Thank you. ... Excuse me, young lady, Could you show me the way to 2 _____.

C: Sure. Go to Classroom Building No. 5 and turn right.

A: But where is 3 _____?

C: You are a newcomer, 4 _____?

A: Yes.

C: Please follow me. 5 _____.

Activity 4: Use the information given below to create a role-play.

Christina is a first year student. She asks David how to get to the student dorm. David offers to take her to the dorm. They introduce themselves to each other and then talk about their own departments, majors and other things on campus.

TIPS

Could you show me the way to...?

What program are you in?

Where are you from?

I am majoring in...

Section II: Focus on Listening

Part A:

In this section you will hear ten words. Listen carefully and choose the word that you hear. Each word will be read two times.

/w/ /v/

/æ/ /e/

/i:/ /ɪ/

/ʌ/ /ɑ:/

/n/ /ɒ/

/ʌ/ /æ/

/u:/ /ʊ/

/p/ /ɔ:/

/ɑ:/ /eɪ/

/i:/ /eɪ/

1. A. when

2. A. sad

3. A. deed

4. A. come

5. A. not

6. A. run

7. A. fool

8. A. pot

9. A. course

10. A. week

B. win

B. said

B. did

B. calm

B. nut

B. ran

B. full

B. port

B. case

B. wake



Part B:

Listen to the following three dialogues on the tape and complete the task after each dialogue. Each dialogue will be read two times.

Task 1: Listen to Dialogue 1 carefully and fill in the following blanks.

1. Tina comes from _____.
2. Mike majors in _____.

Task 2: Listen to Dialogue 2 carefully and complete the answer to each question.

3. What is Tina going to do?
She is going to _____.
4. Where do the two speakers plan to go?
They plan to go to the _____.

Task 3: Listen to Dialogue 3 carefully and choose the best answer.

5. Where does the woman want to go?
A. The student dorm. C. The computer center.
B. The classroom building. D. The office building.
6. How many minutes will it take for the woman to get there?
A. Three. B. Four. C. Five. D. Six.

Part C:

You'll hear a passage on the tape. Listen carefully and fill in the blanks with the exact words you have heard. The passage will be read two times.

My first day in college was a 1 _____ and different experience for me. The experience changed my thoughts towards 2 _____. As soon as I stepped in the college my whole world 3 _____. Everything around me seemed so 4 _____. The buildings were so tall, and the people were so friendly. I was very excited the 5 _____ I came to the college. "Excited", "6 _____", and "curious" are the words to describe my first day in college.



► New Words and Expressions in Section I & Section II

Greece /grɪs/	n.	希腊
department /dɪ'pɑːtmənt/	n.	系, 部
introduce /,ɪntrə'djuːs/	v.	介绍
engineering /,endʒɪ'nɪərɪŋ/	n.	工程学
* dorm /dɔːm/	n.	宿舍
* credit /'kredɪt/	n.	学分
* click /kɪk/	v.	点击
* website /web'saɪt/	n.	网站
* elective /ɪ'lektɪv/	n.	选修课程
major /'meɪdʒə/	n./v.	专业; 主修
excited /ɪk'saɪtɪd/	a.	激动的, 兴奋的
describe /dɪs'kraɪb/	v.	形容, 描述
register for a course online		网上选课
ID number		身份代码
the office building		办公楼
the Teaching Affairs Office		教务科, 教务处

Section III: Reading

Part A: Text A

► Pre-reading Task: Group-discussion

1. What's college life like in your eyes?
2. Do you think there are any differences between college and high school?
3. What's your plan for your college life?



The College Experience

Going to college! How exciting! It's a trip that has everything great that you have heard about. To a great extent, you will be on your own. True, there are a lot of people ready to help you, but generally you must go for it by yourself.

Most of you have decided on a career. Even though many of you will change your minds later, the initial decision allows you to set class goals and pursue them step by step toward that, the final objective of graduation, such goals are essential for success. In advising students, I always tell them to discipline themselves and be prepared to study hard.

I hope that you have gathered by now that going to college means a lot more than earning a grade. To limit your college experience will be a waste to you and to all of the people, past and present, who have invested their pennies, dimes and dollars—often at great personal sacrifice—to make educational opportunities open for you. To speak frankly, college is a place to be greedy—take all you can get and then some more.

Also consider this—are you going to take a course to learn or are you going to take it only to have it on your record? I talk too far to many students going to school just to get the certificates to “get a job”. Again, they are cheating themselves. Get into the subjects in great depth to gain a true understanding. Don't be content to just skim over courses with “only to pass” in mind. By taking the in-depth approach you will be exploring many of the disciplines you will enjoy the rest of your life.

Let me share with you a final observation. The person doing an honest piece of work, the work one can be proud of, is the truly happy person. This is true of the porter, secretary, teacher, whatever. The pain of just getting by will eventually tear one apart. The habit of honest work and pride in your work can be established to a great extent in college.

Thus, as you stand at the entrance of your college career, commit yourself and stand by that commitment. From the first day in class, discipline yourself to make learning fun, not an unpleasant task, and to get the most from the educational opportunities open to you.

► New Words

experience /ɪkˈspɪəriəns/	n.	经历, 阅历, 经验, 体验
career /kəˈrɪə/	n.	职业, 谋生之道
* initial /ɪˈnɪʃəl/	a.	开始的, 最初的
allow /əˈlaʊ/	v.	允许, 准许, 允许……进入
goal /ɡoʊl/	n.	目标, 目的