

ENGLISH IN USE

大学英语

College English

读写译教程

总主编 张柏然



 吉林大学出版社

21世纪全国普通高等学校公共英语规划教材

致翔

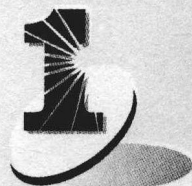
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《致用大学英语》编委会名单

总主编 张柏然

编 委 (以姓氏笔画为序)

Preface

前言

在《致用大学英语》的编写过程中,我们在 11 所高校进行调研,调查了几百名在校学生的学习情况,走访了 20 多位全国大学英语教学指导委员会委员、四六级考委会委员和几十位高校一线教师。经过 3 年多时间的打造,《致用大学英语》系列教材终于面世。它既是本书编者多年心血的结晶,也是大学英语教学改革中的一次创新和探索。

对大学英语教与学的思考

几十年来,我们对如何教好大学英语,如何学好大学英语,进行了艰难的探索,但收效甚微。我们投入巨大的精力,付出沉重的代价学习英语,但是,只有极少数人习得了英语的应用能力,而绝大多数受教育者或学习者,都只是经历了一个投入巨大而收获极少的几乎无价值的学习过程。细数几十年的大学英语教育,我们可以将它划分三个阶段:

第一阶段:“学院式教育”阶段。恢复高考以后,大学英语成为高校的必修课,大学英语教师中的精英们成为大学英语教育的核心力量。他们博闻强识,治学严谨、英语语言功底深厚。他们编写出选文精美,用语精致的《大学英语》教材。然而,学生经过几年的教育和学习,却没有形成基本的英语语言应用能力。毕业生不但无能力对外交流,就连升学考试、四六级考试,也要另寻他路。

第二阶段:“应试教育”强势进入大学英语教育阶段。“学院式教育”没有实现大学英语教育的终极目标,即培养大学生一定的英语语言综合应用能力,也没有完成提高学生应试能力的任务。而成千上万的学子拥有出国留学考试、升学考试、毕业考试、应聘考试的实际需求。在这种条件下,以新东方为代表的应试培训机构,以非官方和非建制的方式强势进入大学英语教育领域。一些高等院校削弱了传统的学院式的大学英语教育,加强了以四六级考试通过率为目标的应试教育。应试教育者教授学生用简捷的方法快速记忆和拓展单词量,教授学生阅读技巧,尤其是他们精通各类英语考试的技巧,使应试者在考试过程中大受裨益。但是,即便是通过各种考试,绝大多数应试者的英语语言综合应用能力仍然比较低,整个英语学习除了应试价值之外,几乎没有其他意义。

第三阶段:呼吁并实施改革大学英语教育阶段。学院式教育始终主导着大学英语教育。事实上,学院式教育也具有“应试”的特征,只是它的应试的强度过低,应试的方法随意,应试的标准模糊,且不被社会广泛认可。应试教育拥有巨大空间,成为学院式教育在应试方向的补充。无论是学院式教育,还是应试教育,都没有实现大学英语教育的终极目标,即培养大学生一定的英语语言综合应用能力。为此,大学英语教育成为众矢之的,来自各个层面的改革呼声唤起人

们的改革热情,从专家学者到行政官员,已经开始了改革的探索。

大学英语的教育教学改革是一个系统工程,这个系统工程主要包括四个方面:大学英语教学的终极目标;大学英语教学效果和学习效果的考核和检测方式;大学英语的教学模式;大学英语的学习方法。其中,关于大学英语教学的终极目标,教育部《大学英语课程教学要求》予以明确,即培养大学生一定的英语语言综合应用能力。其他三个方面均是大学英语教与学的难题,需要我们进行不懈的探索,才能找到答案。《致用大学英语》系列教材的出版,既是探索和破解大学英语教与学难题的一次努力,亦是大学英语教与学全新理念的一次展示。

《致用大学英语》的特点

顾名思义,《致用大学英语》就是学以致用用的大学英语。《致用大学英语》力争实现两大实实在在的终极目标:有效地提高大学生英语语言综合应用能力;有效地提高大学生英语应试能力。为实现这两大目标,我们赋予《致用大学英语》如下特点:

第一,《致用大学英语》搭建了一个学好大学英语的丰实的平台。大学教材不同于中学教材,现行的中学教材强调的是,内容的选择和取舍,一定要在规定的课时中得到一一讲解和训练,这是应试教育的产物。大学教材则应该直接为培养大学生英语语言综合应用能力服务,而不应该拘泥于中学应试教育的思维方式,再去无价值地强调课程内容与课时的对应。因此,凡是有利于提高学习效率和有利于培养语言综合运用能力的学习要素,都被融汇到教材中,进而搭建了学习大学英语的平台。这个平台包括丰富的语言素材和系统的知识体系。在语言素材方面,改变现行教材全部选文用于教学讲解的传统做法,较大幅度地增加了选文数量,在《致用大学英语·读写译教程》中,每个单元选编了四篇文章,其中,第一篇文章为精讲文章,第二篇文章为简讲文章,第三篇文章为自学文章,第四篇文章为欣赏文章(配译文),课后附有格言、笑语或绕口令。教师可根据教学需要,灵活选择第一或第二篇文章为精讲文章。在语言知识体系方面,改变现行教材不介绍或选择介绍语言知识的传统做法,根据听、说、读、写、译这五种语言应用能力的内在要求,系统地介绍了语法、构词法、翻译、写作和阅读技巧的基础知识。教师可以根据课时量,灵活选择精讲的内容。

第二,《致用大学英语》给出了学好大学英语的多元的路径。每个人的学习心理和学习特质各有不同,有人视觉记忆好,有人听觉记忆好,有人直觉记忆好,有人逻辑记忆好,等等。由此,每个人都应该根据自己的学习特质,找出多元的学习路径和学习方法。我们在《致用大学英语·读写译教程》中给出数量较多的文章,为直觉记忆好的学生提供了内涵丰富的阅读素材;同时,系统介绍了英语语言基础知识,以使逻辑记忆好的学生在学习语法、构词法、翻译和写作过程中,发现和掌握英语语言规律,提高学习效率。我们还在《致用大学英语·实训教程》中介绍了具体的学习路径和学习方法。

第三,《致用大学英语》提供了能够内在地促进大学英语学习的丰满多元的素材库。我们根据人生生命历程的内在需要,设定了学习生活、爱情婚姻、人生智慧、人生价值、励志创业、精英传奇、科学探索、英美文化等若干主题,围绕这些主题选择课文。细细品之,每一篇文章所包含的知识、信息、理念、智慧和精神,几乎都是我们打造精彩人生所不可缺少的要素。我们相信,这些极富价值的阅读,不但能够引发大学生学习英语的兴趣,而且能够极大提高当代大学生的人生品位。

第四,《致用大学英语》求真务实,摒弃一些不切实际的做法。例如,改变了现行教材仿效学习母语的方式,拒绝在教材中使用汉语的做法,尊重学习英语是学习外来语的现实,用汉语

解读英语语言基础知识,以使学学生更快更准确地理解和应用英语语言基本规律。事实上,对于一个学习英语的学生来说,用学习母语的方式学习英语,不可避免地要投入更大的精力。再如,改变了现行教材轻视语法知识的做法,系统地介绍了语法知识,解答了语法难题。语法知识是对语言规则和规律的高度概括,是高效率学习语言的捷径,英语国家也同样学习英语语法。尽管一些语法知识在中学已经学习过,但是,此时系统地介绍英语语法知识,会使学生更加明晰地理解英语语言规律,进而提高学习效率。

《致用大学英语》的体系

《致用大学英语》是一个体系,这个体系包括:

《致用大学英语预备级教程》学生用书(附赠学习光盘)

《致用大学英语预备级教程》教师用书(附赠电子教案)

《致用大学英语·读写译教程》学生用书 1~6 册(附赠学习光盘)

《致用大学英语·读写译教程》教师用书 1~6 册(附赠电子教案)

《致用大学英语·听说教程》学生用书 1~6 册(附赠学习光盘)

《致用大学英语·听说教程》教师用书 1~6 册(附赠电子教案)

《致用大学英语·快速阅读教程》学生用书 1~6 册(附赠学习光盘)

《致用大学英语·实训教程》学生用书 1~6 册(附赠学习光盘)

本册是《致用大学英语·读写译教程》第 1 册,共 8 个单元,每个单元包括 6 个部分:

Part I Pre-class Task (Warm-up; Key Words Preview; Brainstorming)

Part II Intensive Reading (Text I, Exercises; Text II, Exercises)

Part III Exploring (Word-building; Grammar; Translation; Writing)

Part IV Self-testing (Text III, Exercises)

Part V Extended Reading (Text IV)

Part VI Kaleidoscope (Proverbs / A Tongue Twister; Humour Dessert)

《致用大学英语》的未来和理想

我们将把《致用大学英语》建设成一个开放的课程体系,《致用大学英语》教材作为这个课程体系的基本组成部分,将不断地更新其素材体系、习练体系、知识体系和教与学的方法体系。欢迎各位专家学者和广大读者参与我们的课程建设,您可以向我们推荐精美的文章,向我们介绍学习方法或教学方法,也可以对本教材提出修改意见,还可以挑本教材的错,届时我们予以奖励。

我们的理想是:您能够参加到《致用大学英语》的建设中来,《致用大学英语》能够为大学英语的教与学作出令人难忘的贡献!

我们感谢支持本书编写出版的各位专家学者,尤其感谢对全书进行逐字审读修改的四六级考委会的专家学者!

编 者

2010 年 3 月

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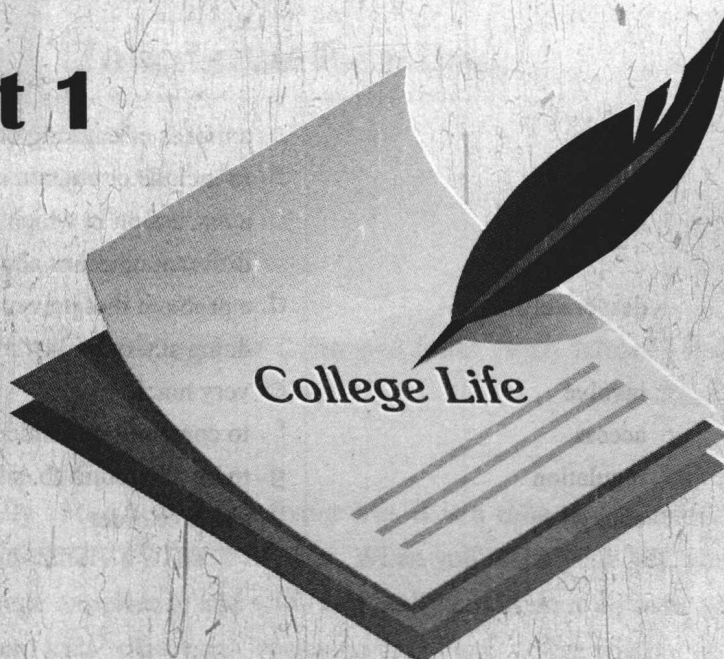
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Unit 1



Part I Pre-class Task

I Warm-up

Form a group of two or three to have a discussion about the following topics.

1. Ask each other about parents, hometown, high school, etc.
2. In your opinion, how is college life different from high school life?
3. How do you get used to the college life? Which do you think is the most difficult to get used to?
4. Do you feel homesick when you are away from home? How do you deal with it?

II Key Words Preview



Match the words in Column A with the definitions in Column B.

A

- _____ 1. debate
- _____ 2. barrier
- _____ 3. surround
- _____ 4. desperately
- _____ 5. involve
- _____ 6. access
- _____ 7. regulation
- _____ 8. emerge

B

- a. a means of entering or using
- b. to include or contain as a part
- c. a discussion in which people state different opinions about a subject
- d. a problem that prevents sb. from doing sth. or makes sth. impossible
- e. very much
- f. to come out of a hidden place
- g. to be all around sb./sth.
- h. a rule or order



Complete the following sentences with some of the words in Column A, changing the form where necessary.

1. We are _____ by the enemy and we must find a way out.
2. The only _____ to the farmhouse is across the fields.
3. He was fined for breaking traffic _____.
4. At the morning meeting, the committee passed the law with little _____.
5. Poverty and the heavy burden of Gordon's family didn't become _____ to his pursuit of knowledge.
6. The job _____ traveling abroad for three months each year.

III

Brainstorming

Answer the following questions.

1. What's your plan for your first year of college?
2. How do you spend your time as a freshman?
3. What is your parents' role in your college life?

Part II

Intensive Reading

TEXT

I

How Is College Life Different from High School Life?

Jennifer Klein & Alicia LaPolla

1 College really is the best time of your life. It is a time to get involved in everything your college or university will have to offer. When you reach your 30s, you will likely look back at your college experience and wish you really could do it all over again. College is a time when the "cool kids" disappear. Welcome to college, where you are now considered an

adult.

High School vs. College: The Learning Environment

2 Get used to saying “Professor” or “Dr.”. Your teachers are no longer Mr. or Ms. Brown, but Professor or Dr. Brown, and guess what? You are expected to have an opinion! You are no longer a passive learner who just sits and listens to a teacher, occasionally writes a paper, and takes a test in which you are expected to simply review what you have learned or been told by the teacher. You will not be provided with notes; rather, you are expected to figure out on your own what is important. (Professors are available during their office hours for help if what’s important is ever unclear.) In college your professors are expecting you to voice your thoughts, and disagreeing with the professor’s opinion is considered an interesting debate, not impolite behavior. Class participation and providing your own perspective and analysis are key to success in the college learning environment.

High School vs. College: Culture

3 If you are from anywhere other than a big city, most of your friends are probably a lot like you. You may not all share the same personality, but the things you consider “normal” are probably the same. Your parents are probably a lot like your friends’ parents. They probably even share the same tax bracket. You go to the same type of restaurants as your friends. You and your friends probably share similar ideas of what is fun to do on a Friday night. Until you get to college, it rarely occurs to you that life could be any different—until you find yourself surrounded by hundreds of students just like you, with very different stories. You quickly learn that “normal” simply doesn’t exist. One of the best things about going to college is the opportunity to interact with a wide variety of cultures. Students from the other side of the world and the other side of the county will likely both be living on your dorm floor. Take advantage of this amazing multicultural environment that you might never have access to again.

High School vs. College: What to Eat / The Freshman 15

4 In high school, most likely your parents did most of the grocery shopping and cooking. Eating healthily was not something that you needed to think about because somebody else was buying and cooking the healthy food. Once in college, you have a wide variety of healthy and unhealthy foods to choose from every meal. Sorts of desserts are offered for both lunch and dinner. Poor snacks are usually main foods of a dorm room. People make jokes about the “Freshman 15”, but it is reality for many students. Less important than the weight gain is the unhealthy diet. Remember that it is very easy to eat healthfully while at college; you just need to make that effort. There are just as many nourishing foods in dining halls as there are junk foods. You need to make the decision to eat properly on your

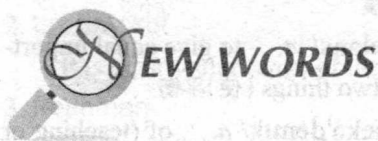
own.

High School vs. College: Making Your Own Choices

5 When you are in high school, your parents are often there to stand between you and temptations. Once parents are removed from the relation, you are left with your own choices. Just because your parents said you cannot do something does not mean you cannot do it. However, this is where personal choice and responsibility come in. Once you are in college you are considered an adult in many ways, and you have more opportunities to be sexually active. You might have been involved in some of these things in high school, but the “barrier” of your parents’ rules (or boarding-school regulations) made decisions easier. You choose how to balance your academic and social life. You make all of your own decisions, and you are responsible for the consequences. Remember that being an adult does not mean you need to figure everything out by yourself. Gathering information about these and other decisions, and talking to parents, siblings and friends can help you make these important decisions. Most campuses also have advisers and health-care workers available to provide information and a listening ear. (And, of course you can also ask your roommates.)

783 words

Suggested Reading Time: 7.8 minutes



NEW WORDS

一般要求词汇不做标注,较高要求词汇加*,更高要求词汇加▲,超纲词汇加■

involve /ɪnˈvɒlv/ *vt.* ① to ask or allow sb.

to take part in sth. 使卷入, 使参与 ② to have as a necessary part or result 包括; 包含

vs. * /ˈvɜːsəs/ (= versus) *prep.* against; in opposition to ……对……(比赛等); 与……对比

occasionally /əˈkeɪzənəli/ *ad.* sometimes but not often 偶尔; 有时候

debate /dɪˈbeɪt/ *n.* a discussion in which people state different opinions about a subject 辩论; 争辩; *v.* to discuss or argue

讨论; 辩论

participation /pɑːtɪsɪˈpeɪʃn/ *n.* the act of taking part in sth. 参与; 参加

perspective /pəˈspektɪv/ *n.* a way of thinking about sth. 视角, 观点

analysis /əˈnæləsɪs/ *n.* detailed study or examination of sth. 分析

personality /ˌpɜːsəˈnæləti/ *n.* ① a person's character 性格; 个性 ② the qualities of a person that make him/her attractive 气质; 魅力

tax /tæks/ *n.* money to be paid to the government 税

bracket* /'brækɪt/ *n.* a particular range; a category 等级

rare /reə/ *a.* not done, seen, happening, etc. very often 稀少的; 稀罕的

rarely *ad.*

occur /ə'kʊː/ *vi.* to happen 发生

surround /sə'raʊnd/ *vt.* to be all around sb./sth. 围绕

opportunity /,ɒpə'tjuːnəti/ *n.* a favorable moment or time 机会; 时机

interact /,ɪntər'ækt/ *vi.* ① to communicate with sb. 交流; 沟通 ② to have an effect on each other 互相作用

variety /və'raɪəti/ *n.* number or range of different things; quality of not being the same 不同种类; 多样化

amazing /ə'meɪzɪŋ/ *a.* very surprising esp. in a way that makes one feel pleasure 令人惊奇的; 令人惊喜的

multiculturalism /,mʌlti'kʌltʃərəl/ *a.* including people of several different races, religions, languages and traditions 多元文化的; 多种文化融合的

access /'ækses/ *n.* ① the opportunity or right to use sth. or to see sb./sth. (使用或见到的) 机会, 权利 ② a way of entering or reaching a place 通道; 入口

freshman /'frefsmən/ *n.* a student who is in his or her first year at a university, college or high school (大学或中学) 一年级新生

grocery /'grəʊsəri/ *n.* a shop or a store that sells food and other things used in the home 食品杂货店

snack* /snæk/ *n.* a small meal or amount of food, usu. eaten in a hurry 快餐; 点心

nourish /'nʌrɪʃ/ *vt.* to give (sb.) what is needed in order to live, grow and stay healthy 滋养

nourishing *a.*

junk* /dʒʌŋk/ *n.* things that are considered useless 无用的东西; 垃圾

temptation /temp'teɪʃn/ *n.* ① [C] a thing that makes sb. want to do or have sth. 诱惑人的事物 ② [C, U] strong desire to do or have sth. that one knows one should avoid 引诱; 诱惑

responsibility /rɪ'spɒnsə'bɪləti/ *n.* a duty to deal with or take care of sb./sth. 责任; 负责

barrier /'bæriə/ *n.* sth. that prevents sb. from doing sth. 障碍; 阻力

regulation /,regju'leɪʃn/ *n.* an official rule 规章, 制度

balance /'bæləns/ *vt.* to give equal importance to two things (使) 平衡

academic /,ækə'demɪk/ *a.* of (teaching or learning in) schools, colleges, etc. 学院的; 学术的

sibling* /'sɪblɪŋ/ *n.* a brother or sister 兄; 弟; 姐; 妹

campus /'kæmpəs/ *n.* the buildings of a university or college and the land around them 校园; 校区



PHRASES AND EXPRESSIONS

involve sb. in (doing) sth.	to make sb.	a variety of	a collection of unlike things,
take part in sth. (使)某人参加;加入		esp. of the same general group	不同种类的;
look back	to think about sth. in the past 回首 (往事);回顾	多种多样	
figure out	to think about sb./sth. until understanding them/it 弄懂;弄清楚	take advantage of	to make use of sth. 利用
on one's own	without help 独立地	be responsible for	having the duty of doing sth. or taking care of sb./sth. 有责任;负责
occur to sb.	(of an idea or a thought) to come into mind 被想到;出现在头脑中	by oneself	without help 独立地



NOTES

1. office hours

It means the hours during which an office is open for business. In colleges, they refer to the times when a professor stays in his or her office for student visits.

2. tax bracket

It is a particular range of income levels on which the same rate of tax is paid.

3. freshman

It means the student who is in his or her first year at a university, college or high school. The students in the following three years are commonly referred to as sophomore, junior, and senior. Freshman 15 refers to the phenomenon that freshmen typically gain 15 pounds during their first year.

4. boarding-school

It is a school where students can live as well as study. The word "boarding" is used in the sense of "bed and board", that is, food and lodging.

Exercises

Text Comprehension

I. Answer the following questions according to the information from the text.

1. How do you understand the sentence "College is a time when the 'cool kids' disappear" in

