



高等院校成人教育“十二五”规划教材

E university English **专科**

大学英语

主 编 秦乐娱 傅丽颖
副主编 彭晓娥 李丽莎
高 涛

上册



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全国成人高等教育规划教材

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总序

FOREWORD

党的十八大报告指出：要积极发展继续教育，完善终身教育体系。继续教育是我国高等教育的重要组成部分，是传统学校教育向终身教育发展的一种新型教育制度。大力发展以成人教育为主的继续教育是提高劳动者素质、振兴经济和推进教育现代化的重要环节。国家实行继续教育制度，鼓励发展多种形式的继续教育，建立与完善终身教育体系，培养大批贴近社会、服务社会的各类应用型人才，对于加强社会主义精神文明建设，促进社会进步和经济发展，都将起到十分重要的作用。

按照教育部关于成人高等教育人才的培养目标，构建适用的教材体系，是成人高等教育在新形势下继续发展不可缺少的一环。经过编审委员会、作者和出版社的共同努力，“高等院校成人教育‘十二五’规划教材”将陆续出版，我向他们表示诚挚的祝贺和感谢。

综观这套系列教材，具有以下特点：

一是体例新颖。在每章开篇给出明确的学习目标与重点难点提示，涵盖教学大纲的重点或主要内容。教材中充分考虑到学生学习时可能遇到的问题，给他们以提示和建议。在章后和书后分别设置“同步测验与解析”和“综合测验与解析”栏目，涵盖本章及本书的重要知识点，并给出详尽的参考答案，对难题进行分析点评，列出解题思路与要点，以方便学生自学自测。

二是内容丰富、形式多样。教材内容既有基础知识、基本理论，又有基本技能的展示；既注重基本原理与应用知识的传授，又将纸质教材与多媒体教学资源、网络资源相结合，将与课程内容相关的法律法规、工具模板、操作范例等以多媒体网络资源的形式提供给学生。

三是实用性强。遵循成人高等教育人才培养模式与教学规律，在教材的编写上将理论与实际紧密结合，注重案例的引入，教材中尽可能多地安排案例，并进行详细的分析讲解。旨在通过案例教学，对课程重点难点进行深化分析和实操训练，加强学生对知识点的理解和记忆，强化学生分析问题、解决问题以及动手操作的能力。

在此,我相信“高等院校成人教育‘十二五’规划教材”的出版,对湖南建设教育强省这一目标的实现必将起到积极的推动作用。同时,继续教育教材建设是一项系统工程,尚处在起步阶段,缺乏足够的经验,肯定存在许多问题。各院校在使用教材过程中有什么问题和建
议,请及时反馈编委会,以便改进编写工作,真正把我省成人教育的教材建设提高到一个新的水平。

湖南省教育厅副厅长: 申纪云

前言

P R E F A C E

《大学英语》(上、下册)专供成人教育非英语专业(包括成人教育、函授教育、网络教育、电视大学和自学考试)专科学生学习使用。本教材编写以《成人高等教育英语课程教学基本要求》和《全国各类成人高等学校专升本招生复习考试大纲》为依据,充分考虑了成人学生学习英语的特点,着重采纳了成教教师和成人学生的诸多意见和建议,力求使教材具有科学性、系统性和趣味性。教材内容收集了英语国家最新教学素材,并加以改编,分单元循序渐进,可操作性强,便于教师课堂教学安排以及学生课后自主学习。

在本教材编写过程中,编者十分重视选材和练习能贯穿窄式主题输入。每单元的各项技能活动都围绕同一主题进行。这有利于学生提高英语学习的兴趣,更熟练地理解和运用各语域共用的常用表达方式。同时,教材编写注重学生的技能培养,每单元内容设置包括听、说、读、写、译各环节,旨在增强学生运用英语进行交际的综合能力。

本教材包括主教材《大学英语》(上册)和同步配套教材《大学英语》(下册)。

主教材《大学英语》(上册)共十二个单元。每单元主要包括以下内容:

1. 口语技巧(Communicative Skills)。每单元包括交际技能的训练,主要内容有常用表达法和小对话练习,旨在培养学生的口头表达能力。

2. 课文学习(Text A, Text B)。材料选自英文报刊、图书原文。两篇课文题材相同,具有较强的知识性和趣味性,有利于调动学生的学习积极性,扩大学生的知识面。

3. 课文注释(Text Notes)。每篇课文后有比较详细的注释,包括课文内容相关的背景知识、难句解释和语言要点释例,方便学生自学。

4. 语言技能(Language Skills)。每篇课文后配有课文理解和各种练习,单项练习与综合练习并重,帮助学生在精练与多练中得到巩固和提高。(课文理解有: Reading Aloud, Comprehension of the Text。语言要点有: Words, Phrases, Word Formation, Sentence Structure 和 Text Review。)

5. 语法学习(Grammar Focus)。根据成人高考(专升本)考试的语言点帮助学生复习学过的语法知识,以易混淆的语法现象为重点,进行综合练习。

6. 实用写作(Practical Writing)。每单元介绍一个应用写作项目,提供实例,介绍学位写作考试题型,并配有相应的写作训练,以增强学生的写作能力。

7. 快乐学习(Merry Learning)。每单元后有谚语、笑话和语音练习,以增强教学的趣味性。

同步配套教材《大学英语》(下册)包括课文同步练习(含主教材各单元学习重点提示)、同步练习参考答案、成人高考(专升本)英语应试训练、主教材练习参考答案和主教材课文参考译文共五部分。“课文同步练习”在文章题材、语法练习、应用写作等方面与主教材紧密配合。“成人高考(专升本)英语应试训练”紧扣大纲,讲解要点,重点分别从语音、语法、完形填空、阅读理解、补全对话、短文写作等六个方面进行专题训练,设置了自测试题及答案,供学生检验自己的学习成果。

《大学英语》(上、下册)是我们针对成人教育教学内容和课程体系的特性所作的一次创新,其中一定会存在不当和疏漏之处,敬请使用者批评指正。

编者



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Learning Strategies

Overview

This is the first unit. In the Communicative Skills section, you will learn how to express greetings and introductions. Text A in Unit 1 is about learning, such as learning habits, learning types and relative learning strategies. Text B is about some tips for you to become more intelligent. Both of these texts are telling us how to learn more effectively and become more knowledgeable.

Upon completion of Unit 1, students are required to

1. get familiar and create dialogues with the frequently used expressions for expressing greetings and introductions;
2. understand the main ideas of Text A and Text B, grasp the words, expressions, structures and word formation used in the texts, and discuss the texts and answer the questions;
3. have a basic idea of the correct use of the Article;
4. get familiar with the format of how to write a sentence.

Communicative Skills

Expressing Greetings and Introductions

Frequently Used Expressions

1. Good morning/afternoon/evening.
2. Excuse me, are you Mr. and Mrs. Jones?
3. Are you Mr. Mike from the United States?
4. How are you?
5. I'm fine. Thank you. And you?
6. I am fine, too.
7. May I introduce myself?
8. I am Lisa, the sales manager of Hunan Textile Company.
9. Nice to meet you. /How nice to see you! /I am glad to see you.
10. It's a pleasure to be with you.
11. Could I have your name card?
12. My name is Julia, the secretary of Hunan Import and Export Corporation.
13. Hello, you must be Andy. Pleased to meet you.
14. Is this your first trip to China?
15. It's an honor to meet you, sir. I'm looking forward to working for you.

Fill in the blanks with the above expressions.

1. Man: How are you?

Woman: _____

Man: I'm fine too.

2. Man: Nice to meet you. _____

Woman: Yes, please.

Man: My name is Li Huang. I am the secretary of the General Manager.

Woman: Nice to meet you.

3. Man: _____ Are you Mrs. Smith from America?

Woman: Yes.

Man: Nice to meet you, Mrs. Smith. I am Wang Xi from ANC Company.

Woman: Nice to meet you, too.

4. Man: Good morning, Mrs. Jones.

Woman: Hi, morning.

Man: I am Li Huang, the secretary of the Sales Department.

Woman: _____

Text A How to Cater to Your Personal Learning Type

With the new school year quickly approaching, it's time to get ready for a successful semester. And while you may be revamping your wardrobe for fall, it's also important to freshen up your study skills.

Have you ever noticed that your study habits are different than those of your friends? Do you seem to learn certain subjects faster? Some people are quick to blame the professor or subject for their difficulties, but that isn't always the case. One thing that many people seem to overlook is their learning type.

Now, you may be wondering what a learning type is and how to find yours. There are three different learning types: Visual, Auditory, and Kinesthetic. You can be a combination of learning types, but most people have one type that dominates.

Visual learners learn best by seeing. If you seem to easily retain information from pictures, graphs, and videos, you are likely a visual learner.

Auditory learners learn best by hearing. If you seem to remember things by hearing them, whether listening to a lecture or repeating information out loud, you are likely an auditory learner.

Kinesthetic learners learn best by doing. If you seem to learn best by working with your hands



or testing out what you are shown, you are likely a kinesthetic learner.

So now that you know your personal learning style, the trick is to find out how to use your new-found knowledge to help you with your subjects.

Pay attention! For visual learners, this is very important and always respectful. If your professor uses a PowerPoint, observe the pictures they might include and their significance. Take notes by drawing graphs and connecting ideas instead of just copying down a list. In this way, your brain will easily connect the different concepts. You can even draw pictures if you find that works better for you. Colors code your notes and/or your note cards. This will aid your brain in keeping all of the information separate. You can code by chapter, type of information, or any way that helps you. Download the notes or presentations if your professor makes them available. In this way, you can go back over them before an exam and quickly re-read to retain the information.

Again, pay attention! If you aren't listening while the lecture is happening, as an auditory learner, you're missing out on the easiest way for you to learn being unable to make up for it later on. If you think it would help and you obtain permission from the professor, you can record the lecture for future listening. If you find that taking notes distracts you from listening, ask friends if you can borrow their notes or directly after the lecture, write down everything you remember.

For kinesthetic learners, it's extremely important that you take notes either by writing or typing, in order to actively engage with information as you receive it. If possible, translate the information into examples. This is something that can help kinesthetic learners retain what they need to know. One method that can help kinesthetic learners is to visualize yourself picking up information and putting it into a category. This may sound silly, but in this way you're "doing" something without actually physically doing it.

Take advantage of labs and other class activities. These moments are when you're at your prime for learning. Concentrate on what you're learning from the experience and pay close attention to the process that you go through.

(575 words)

<http://www.douban.com/note/233999623/>

New Words

personal /'pɜːsənl/

approach /ə'prəʊtʃ/

semester /sɪ'mestə/

revamp /ri:'væmp/

wardrobe /'wɔːdrəʊb/

fall /fɔː/

freshen /'freʃən/

certain /'sɜːtən/

subject /'sʌbdʒɪkt, -dʒe-,

adj. concerning or affecting a particular person 个人的

vi. come near 接近

n. one of the two divisions of an academic year 学期, 半年

vt. to patch up or renovate; repair or restore 翻新

n. a tall piece of furniture that provides storage space for clothes 衣柜

n. the season when leaves fall from trees 秋天

vt. become or make oneself fresh again 使焕然一新

adj. definite but not specified or identified 某, 某个

n. a branch of knowledge 科目

səb'dʒekt/
 blame /'bleɪm/
 overlook /'əʊvə'lʊk/
 visual /'vɪʒʊəl/
 auditory /'ɔːdlətəri/
 kinesthetic /'kɪnɪs'tetɪk/
 wonder /'wʌndə/
 dominate /'dɒmɪneɪt/

 retain /rɪ'teɪn/
 information /,ɪnfə'meɪʃən/

 graph /grɑːf, græf/

 video /'vɪdɪəʊ/
 likely /'laɪkly/
 trick /trɪk/
 attention /ə'tenʃn/
 respectful /rɪ'spektfʊl/
 professor /prə'fesə/

 PowerPoint /paʊəpɔɪnt/
 significance /sɪɡ'nɪfɪkəns/
 brain /breɪn/

 connect /kə'nekt/
 concept /'kɒnsept/
 code /kəʊd/
 aid /eɪd/
 separate /'seprət/
 download /,daʊn'ləʊd/

 presentation /,prezən'teɪʃən,
 priː-/
 available /ə'veɪləbl/
 obtain /əb'teɪn, ɒb-/
 permission /pə'mɪʃən/
 distract /dɪs'trækt/
 extremely /ɪk'striːmli/

vt. 责备
vt. look past, fail to notice 忽略
adj. relating to or using sight 视觉的
adj. of or relating to the process of hearing 听觉的
adj. of or relating to kinesthesia 动觉的
vt. have a wish or desire to know something 想知道
vt. be larger in number, quantity, power, status or importance 占优势; 在……中占主要地位
vt. keep; continue to have or hold 保持; 雇; 记住
n. a message received and understood, knowledge acquired through study or experience or instruction 信息, 知识
n. diagram consisting of a line or lines showing the variation of quantities 图表
n. the visible part of a television transmission 视频
adj. has a good chance of being the case 很可能的
n. exact or best way of doing sth. 诀窍
n. action of applying one's mind to sb. /sth. 注意力
adj. full of or exhibiting respect 恭敬的; 有礼貌的
n. someone who is a member of the faculty at a college or university 教授, 教师
n. (微软办公软件) 幻灯片
n. meaning, importance 意义; 重要性
n. the part inside the head of a person or an animal that thinks and feels 头脑
vt. connect, fasten, or put together two or more pieces 关联
n. a thought, idea, or principle 概念, 观念
vt. attach a code to 编码
vt. give help or assistance; be of service 帮助, 有助于
adj. independent; not united or joint 分开的
vt. transfer a file or program from a central computer to a smaller computer or to a computer at a remote location 下载
n. a show or display; the act of presenting something to sight or view 陈述, 演示
adj. that you can get, buy or find 可得的, 可利用的
vt. (cause to) get or acquire 获得
n. approval to do something 允许
vt. draw someone's attention away from something 分心
adv. to a high degree or extent; favorably or with much

engage /In'geɪdʒ/	respect 非常, 极其
translate /træns'leɪt/	<i>vi.</i> carry out or participate in an activity; be involved in 从事
visualize /'vɪʒʊəlaɪz/	<i>vt.</i> express in another language; interpret; take to be the meaning or significance 翻译, 转化
category /'kætɪgəri/	<i>vt.</i> imagine; conceive of; see in one's mind 形象化
advantage /əd'vɑːntɪdʒ, əd'væn-/	<i>n.</i> a collection of things sharing a common attribute 种类, 分类
moment /'mɒmənt/	<i>n.</i> condition or circumstance that gives one superiority or success 优势
prime /praɪm/	<i>n.</i> a particular point in time 重要时刻
experience /ɪk'spɪəriəns/	<i>n.</i> the period of greatest prosperity or productivity 全盛时期
concentrate /'kɒnsəntreɪt/	<i>n.</i> sth that happens to one; event or activity that affects one in some way 经历, 经验
	<i>vi.</i> direct one's attention on something 全神贯注, 集中

Phrases and Expressions

cater to	to provide special or favorable treatment for someone or something 迎合
get ready for	be ready for 为……做准备
freshen up	become or make oneself fresh again 使(思想等)具有新内容, 使更新
different than	different from, other than, other from 不同于
pay attention	集中注意力
pay close attention	密切关注
take notes	记笔记
distract from	使分心
instead of	in place of, rather than 代替, 不是……而是……
copy down	抄下来
miss out on	to lose a chance for 错过……机会
make up for	补偿, 弥补
later on	happening at a time subsequent to a reference time 以后, 过些时候
take advantage of	to put... to good use 利用
concentrate on	center upon 全神贯注于
go through	to experience 经受, 经历

Notes

1. With the new school year quickly approaching, it's time to get ready for a successful semester. 随着新学年即将来临, 该是为新学期成功作准备的时候。
“with + 名词或代词 + 动词分词”是英语中的一种常见结构, 表示“随着……”。It's time to do sth. 固定结构, 表示“该做……的时候”, get ready for sth. 固定词组, 表示“为……做准备”。

2. Have you ever noticed that your study habits are different than those of your friends? 你曾注意到你的学习习惯与你朋友的学习习惯不尽相同吗?
different than 是固定词组, 表示“与……不同”, 等于 different from.
3. Some people are quick to blame the professor or subject for their difficulties, but that isn't always the case. 有些人很快就把困难的责任推给教师或学科本身, 可是情况并非如此。
blame... for 固定词组, 表示“为……责备……”。
4. One thing that many people seem to overlook is their learning type. 很多人似乎忽略了一件事, 就是他们的学习类型。
that many people seem to overlook 是 one thing 的定语从句。
5. You may be wondering what a learning type is and how to find yours. 现在你可能想知道: 什么是学习类型? 如何找到你的学习类型?
what a learning type is and how to find yours 是 wonder 的宾语从句。
6. ... the trick is to find out how to use your new-found knowledge to help you with your subjects.其诀窍是找到如何利用新了解的知识帮助你学习。
help sb. with sth. 是固定词组, 表示“帮助某人做某事”。
7. Take notes by drawing graphs and connecting ideas instead of just copying down a list. 用画图表并用概念间关联的方式做笔记, 而不只用抄的方式记笔记。
by 短语是方式状语, by 表示“通过, 以, 用”。instead of 是固定词组, 表示“代替, 而不是”, copy down “记下来, 抄下来”。
8. For kinesthetic learners, it's extremely important that you take notes either by writing or typing, in order to actively engage with information as you receive it. 对于动觉型学习者来说, 为了积极地消化所获取的信息, 用手写或打字的方式做笔记极为重要。
either... or... 表示二者选一, 意为“不是……就是……, 或……或……”。连接句子中两个并列的成分。如: When the girl is happy, she either sings or dances. 那个女孩高兴时, 不是唱就是跳。
in order to 是固定词组, 表示目的“为了……”。engage with 固定词组, 表示“忙于……”, 在此表示“消化学习内容”。
9. One method that can help kinesthetic learners is to visualize yourself picking up information and putting it into a category. 有助于动觉型学习者学习的一种方法就是将获取的信息形象化, 并将信息进行分类。
that 定语从句修饰 one method, to visualize yourself picking up information and putting it into a category 在句中作表语。此句结构与注解 4 相同。
10. Concentrate on what you're learning from the experience and pay close attention to the process that you go through. 全神贯注于你从体验中所学的一切, 并密切关注你经历的过程。
此句由两个祈使句并列而成。concentrate on 是固定词组, 表示“全神贯注于”。what you're learning from the experience 是宾语从句。pay close attention to 是固定词组, 表示“密切关注……”。that you go through 是定语从句, 修饰 process。