

总主编 / 杨瑞英

*College English*  
*Integrated Course*

现代远程教育英语课程系列教材

大学英语

综合教程

4

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## 现代远程教育《大学英语》课程 教材改革与实践项目专家委员会

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## 前 言 / PREFACE

《大学英语综合教程》是陕西省教育厅 2009 年成人继续教育教学改革研究项目——“远程教育大学英语教材改革与实践(陕教高(2009)27 号 09J14)”的成果之一,旨在填补目前国内缺乏远程教育英语专用教材的空白。

本套教材以《全国成人高等教育英语课教学基本要求》(非英语专业)和教育部 2010 年最新颁布的试点高校网络教育部分公共基础课全国统一《大学英语》(B)考试大纲为依据,针对从业继续教育重在检验学生掌握基础知识的水平及应用能力的教学目标,充分考虑各高校接受远程教育各专业(不包括英语专业)本专科生的特点,准确把握成人高等教育英语教学的性质与要求,继而形成了以下编写特色:

(1) 在编写思想上本教材融合了最新二语习得的理论,重视协调语言形式与功能的关系、语言与文化的关系及听、说、读、写、译内容的相互渗透。在词汇学习方面,强调词块的整体输入与输出以及上下文语境在词汇理解和记忆过程中的重要作用。在阅读理解和写作能力的培养方面,重视语篇体裁知识的学习。同时,该系列教材关注学生英语思维能力的培养,但为了满足不同起点学生的需要,大部分解释和练习采用了英汉双语。

(2) 在选材上本教材尽量选取思想性、人文性和趣味性强的题材,主题涵盖生活、学习、情感等日常话题及环境、政治、文化、教育等深层问题;体裁力求多样化,包括记叙文、散文、说明文、议论文、演讲和访谈;既有经典名篇,也有优秀时文;有些文章睿智隽永,有些幽默诙谐,有些发人深省,有些催人奋进。这些文章在促进学生语言技能提高的同时也有助于提升其人文素质、道德修养与社会责任意识。

(3) 在内容安排上本教材注重科学性与系统性,以阅读材料为中心,开展系统的听、说、写或译的综合技能训练,每单元各部分内容尽量相互关联,提高相关词汇及语法点的复现率,提高学习效率。

(4) 在编写与教学活动设计方面本教材注重贯穿“个性化学习”和“自主学习”

的教学理念,设计了丰富的语言练习活动供学生选择;在提高学生英语综合应用能力的同时,注重对学生学习技能的培养,包括阅读词汇学习技能、写作技能和翻译技能,使他们在课程的学习过程中学会学习,继而乐于学习。

(5)本教程配有学习指导用书和学习光盘,听力内容、课文和单词全部配有录音及跟读模式,最大程度地方便学生自学。同时,为了利于各远程教育学院使用,也配备了视频授课课件,授课教师均是参编院校的富有经验的优秀教师。针对参加远程教育的学生学习时间相对分散的特点,我们首次尝试以模块为单位的学习方式,也打破了传统的45分钟为一个课时的授课方式,以期达到灵活授课,轻松学习的目标。

该系列教材由西安交通大学、陕西师范大学和西北工业大学具有远程英语教学经验的教授和骨干教师分工协作,集体编写而成。全书的总主编为西安交通大学外语学院院长杨瑞英教授,各分册主编分别为:陕西师范大学段亚绒副教授(第一册),西北工业大学陈冬梅副教授(第二册),西安交通大学王芳副教授(第三册),西安交通大学杨瑞英教授(第四册)。以上各校均属教育部教学改革的试点院校,在远程大学英语教学改革方面积累了丰富的经验,接受其远程教育的学生群体也有相当的代表性,故此希望该系列教材亦具有较宽的适应面和较高的应用价值。

在教材编写这两年多的过程中,我们得到了很多人的帮助。首先,非常感谢西安交通大学网络教育学院、陕西师范大学远程教育学院、西北工业大学网络教育学院、西安电子科技大学网络与继续教育学院、西北大学出版社的领导和相关人员的关心和帮助;其次,在大纲讨论阶段,西安电子科技大学的马春霞老师也提出了很多宝贵的经验,在此一并致谢;最后,还要特别对 Margaret E. Lawrence 和 Ray La Point 两名外籍专家给予的大力帮助表示感谢。

限于水平和时间的关系,教材诸多方面尚待完善,恳请使用本系列教材的师生们提出宝贵意见,以便对教材做进一步的修正。

杨瑞英

2011年7月

## 编写说明

《大学英语综合教程(第四册)》包含8个单元,计划50~60学时授课,与教材配套的还有《大学英语综合教程学习指导用书》《听力与对话电子书》、视频授课课件和网络自主学习平台等教学资源。

《大学英语综合教程(第四册)》中的每个单元围绕一个主题展开,由6个模块组成: Listening and Speaking, Text A, Grammar, Writing, Translation Skills, Text B. 除翻译模块以外,每个模块都设有相应的练习题,帮助学生进行语言操练,完成自我检测。

每个模块的主要内容如下(每册书根据本册内容填写):

(1) Listening and Speaking: 本部分由 Before You Listen, While You Listen, After You Listen 构成,围绕一个话题穿插进行听说训练。该部分设计注重激活学生已有的知识图式,在此基础上,注重学生对会话意义的理解及语言形式的掌握。通过回答问题、多项选择、判断对错与语篇填空、自编会话等练习形式,帮助学生掌握英语会话的基本交际功能,提高英语交际能力。

(2) Text A: 主要由课文、词汇表和练习三部分组成。练习有四部分,主要包括 Comprehension, Text Organization, Vocabulary 和 Translation。其中 Comprehension 部分的问题包含对课文主旨、细节、结构以及课文表述的观点的思考与讨论,帮助学生全面深度理解课文; Text Organization 引导学生了解语篇结构,其主要思想及支持信息,使他们能够宏观地把握语篇组织规律并为写作打下一定的基础; Vocabulary 引导学生用英语解释理解词义,在语境中学习词汇和短语; Translation 旨在加强对课文中重点或难点词句的理解、把握和灵活应用。

(3) Grammar: 简要并系统地讲解了定语从句,同位语从句、虚拟语气、一致性、并列结构、强调句和倒装句等语法点。讲解中力求从相应单元的课文中选取例句;讲解之后附有相关练习。

(4) Writing: 采用基于语篇体裁的写作教学方法,主要培养学生的应

用文写作能力。应用文的体裁包括询问函、求学申请信、邀请信、抱怨信、表扬信、求职信、简历等。

(5) Translation Skills: 主要讲解由英汉两种语言差异造成的翻译难点及解决这些难点的技巧。由于这些难点的翻译有着一定的规律性,学生通过学习可以较大地提升翻译的水平。

(6) Text B: 由课文、词汇表和练习组成,课文主题与 Text A 相呼应,起到强化与拓展单元内容的目的。

《大学英语综合教程学习指导用书(第四册)》是与《大学英语综合教程(第四册)》配套的教学辅助用书,目的是为接受远程教育的学生提供学习指导,帮助学生完成学习任务。针对《大学英语综合教程(第四册)》8个单元的6大模块,《大学英语综合教程学习指导用书(第四册)》在每个单元设有教学目标,听说内容的文字材料及练习答案,Text A 的背景知识、课文注释、译文、练习答案,语法模块练习答案,写作模块练习答案,Text B 的背景知识、译文、练习答案。另外,每个单元后面还附有与本单元话题相关的不同形式的拓展练习。

《大学英语综合教程(第四册)》的编写团队由西安交通大学外国语学院杨瑞英、陈琦、许明、靳蓉、宋晓爽和杜思杨组成。其中,杨瑞英担任本册主编并编写第一单元和第四单元,陈琦编写第三单元和第六单元,许明编写第二单元和第五单元,靳蓉编写第七单元和第八单元。宋晓爽、杜思杨协助资料收集和整理工作。

本书若有错误或不足之处,真诚希望读者和同行们多提宝贵意见。

编者

2011年7月

# CONTENTS 目录

## Unit 1 / Education

- **Listening and Speaking:** Information Inquiry 询问信息
- **Text A:** Education Does Count 教育是有价值的
- **Grammar:** Attributive Clause 定语从句
- **Writing:** Letter of Inquiry 询问函
- **Translation Skills:** Addition and Omission 增译与省译
- **Text B:** Teacher's Bet 教师的赌注

**PAGE 1~22**

## Unit 2 / Technology and Life

- **Listening and Speaking:** Seeking and Offering Help 寻求与提供帮助
- **Text A:** The Plot Against People 与人对着干
- **Grammar:** Appositive Clause 同位语从句
- **Writing:** Application Letter for Admittance 求学申请信
- **Translation Skills:** Translating Long English Sentences 英语长句翻译
- **Text B:** Low-tech Fixes for High-tech Problems 低技术应急法解决高科技难题

**PAGE 23~46**

## Unit 3 / Career and Achievement

- **Listening and Speaking:** Interests and Hobbies 表达兴趣与爱好
- **Text A:** You've Got to Find What You Love 你必须找到你热爱的东西
- **Grammar:** Subjunctive Mood 虚拟语气
- **Writing:** Letter of Job Application 求职信
- **Translation Skills:** Translating No-subject Chinese Sentences into English 汉语无主句的英译
- **Text B:** The Story for Success 成功的故事

**PAGE 47~70**

## Unit 4 / The Art of Living

- **Listening and Speaking:** Managing Stress 缓解压力
- **Text A:** The Art of Living 生活的艺术
- **Grammar:** Agreement(1) 一致(1)
- **Writing:** Letter of Thanks 感谢信
- **Translation Skills:** Transformation of Voice 语态的转换
- **Text B:** The Handsome and Deformed Leg 美腿与丑腿

**PAGE 71~92**



# CONTENTS 目录

## Unit 5 / Environmental Protection

- **Listening and Speaking:** Agreeing and Disagreeing 同意与不同意
- **Text A:** Global Warming: Causes, Effects and Prevention 全球变暖: 原因、影响及预防
- **Grammar:** Agreement(2) 一致(2)
- **Writing:** Letter of Advice 建议信
- **Translation Skills:** Transformation 转换法
- **Text B:** Earth-friendly School 环保型学校

**PAGE 93~114**

## Unit 6 / Sports

- **Listening and Speaking:** Likes and Dislikes 表达喜欢与不喜欢
- **Text A:** An Uplifting Power 振奋人心的力量
- **Grammar:** Coordination 并列结构
- **Writing:** Letter of Complaint 投诉信
- **Translation Skills:** Repetition in Translation 词语的重复
- **Text B:** How Running Has Affected My Life 跑步对我生活的影响

**PAGE 115~134**

## Unit 7 / Globalization and Culture

- **Listening and Speaking:** Invitations 邀请
- **Text A:** An African Student in America 一位留学美国的非洲学子
- **Grammar:** Emphasis 强调
- **Writing:** Letter of Invitation 邀请信
- **Translation Skills:** Adjustment of Word Order 词序调整
- **Text B:** Reckoning with Chinese Gen-Y 对中国Y一代的思考

**PAGE 135~156**

## Unit 8 / A Taste of Literature

- **Listening and Speaking:** Asking for Permission 请求许可
- **Text A:** The Five Boons of Life 生命的五种恩赐
- **Grammar:** Inversion 倒装
- **Writing:** Resume 个人简历
- **Translation Skills:** Translation of Negation in English Sentences 英语否定句型汉译法
- **Text B:** Mammon and the Archer 财神与爱神

**PAGE 157~182**

## CONTENTS 目录

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### 指导用书

Unit 1	Education	<b>PAGE</b>	184 ~ 190
Unit 2	Technology and Life	<b>PAGE</b>	191 ~ 199
Unit 3	Career and Achievement	<b>PAGE</b>	200 ~ 207
Unit 4	The Art of Living	<b>PAGE</b>	208 ~ 214
Unit 5	Environmental Protection	<b>PAGE</b>	215 ~ 221
Unit 6	Sports	<b>PAGE</b>	222 ~ 229
Unit 7	Globalization and Culture	<b>PAGE</b>	230 ~ 237
Unit 8	A Taste of Literature	<b>PAGE</b>	238 ~ 247

# Unit 1

*Education*

## Education

### Focal Points 单元重点

- Listening and Speaking: Information Inquiry 询问信息
- Text A: Education Does Count 教育是有价值的
- Grammar: Attributive Clause 定语从句
- Writing: Letter of Inquiry 询问函
- Translation Skills: Addition and Omission 增译与省译
- Text B: Teacher's Bet 教师的赌注

# Listening and Speaking 听说

## Information Inquiry 询问信息

### Before You Listen

Think about the following questions.

1. What kind of questions do you think you will need to ask while studying at a university?
2. What has your experience been like in the past when you asked questions? Did you get the answers you needed?
3. What advice can you give to new students?

### Useful Expressions

Asking for information	Giving answers
What is your academic interest?	I am interested in business administration / international relations. . .
Do you have any other interests?	I have lots of other interests. . . Yes, I am also interested in. . .
What kind of job do you have in mind?	I'd like to be a teacher / an engineer / a businessman. . . I want to be a photographer / accountant. . .
What courses are you going to take this term?	I'm going to take cultural studies, political science . . .
Where can I find this book?	I bought it at the university bookshop. You can get it at. . .
Can you tell me where the library is?	It is the tallest building in the centre of the campus.
Do you know the way to the language laboratory?	Yeah, it is on Hill Street. You can. . .
I wonder whether I could ask you a question.	Sure, what is it?
I wonder whether you could spare some time for me. I need to discuss with you. . .	Yes, my office hours are 4 - 6 p. m. on Wednesday afternoon.

### While You Listen

I. Listen to the conversation and decide whether the following statements are true ( T ) or false ( F ) .

- (     ) 1. The student Karen went to the counselor to inquire what courses to select for next term.

counselor 顾问  
geology 地质学  
biological anthropology 生物人类学  
Midland 米德兰(美国城市)  
dinosaur 恐龙  
Michigan 密西根(美国州名)

- ( ) 2. Karen is not interested in business and economics anymore because she does not like to travel all over the world.
- ( ) 3. The counselor suggested that Karen take three courses in the respective aspects she mentioned so that she could explore her interests further.
- ( ) 4. The counselor played a very important role in helping students to select appropriate courses to accommodate their interests and to satisfy the university's requirements.

## II. Listen to the conversation again and complete the outline below.

Counselor: I see that you're from Midland Michigan.

Karen: Yes, ( 1) \_\_\_\_\_, like 40 minutes from here.

Counselor: Okay, you say that you'd like to discuss with me ( 2) \_\_\_\_\_ for next year, right?

Karen: Yes. I was ( 3) \_\_\_\_\_ business and economics when I entered college. But now I am not sure of myself.

Counselor: Okay, so what, what ( 4) \_\_\_\_\_ and what had it changed to?

Karen: But I don't know if I wanna spend my time behind a desk, not really enjoying where I am, you know.

Counselor: Well, do you have any other interests?

Karen: I have lots of other ( 5) \_\_\_\_\_ like international relations, geology and biological anthropology.

Counselor: Have you done any digs or anything like that?

Karen: No. I really like dinosaurs, that stuff fascinates me, but I don't know if that's like ( 6) \_\_\_\_\_.

Counselor: You know, you might wanna ( 7) \_\_\_\_\_ this biological anthropology course. . . These courses can give you the ( 8) \_\_\_\_\_ of those areas that you are interested in.

Karen: Okay, right, I ( 9) \_\_\_\_\_.

Counselor: ( 10) \_\_\_\_\_.

Karen: Nice meeting you, too. Bye-bye.

Counselor: Bye.

## After You Listen

Make up a new conversation based on one of the following situations.

**A**

Tom is a new student at an American university. He goes to see his counselor and wants to get advice on what courses to select for the first semester.

**B**

Julia is interested in joining the Public Speaking Association. She asks one of the students recruiting new members about the purposes and activities of the association.



## Text A

### Education Does Count



Bill Gates

*Nowadays, quite a few students lose themselves in computer games or other kinds of hobbies, and thus forget their school work. They may think that education is not that important as some successful people did not even finish college. Do you agree with them? What kind of role do you think education can play in your life?*

- 1 Hundreds of students send me e-mails each year asking for advice about education. They want to know what to study, or whether it's OK to drop out of college since that's what I did.
- 2 A smaller number of parents send messages, often poignant, seeking guidance for their son or daughter. "How can we steer our child toward success?" they ask.
- 3 My basic advice is simple and heartfelt. "Get the best education you can. Take advantage of high school and college. Learn how to learn."
- 4 It's true that I dropped out of college to start Microsoft, but I was at Harvard for three years before dropping out — and I'd love to have the time to go back. As I've said before, nobody should drop out of college unless they believe they face the opportunity of a lifetime. And even then they should reconsider.
- 5 Kathy Gridland, a sixth grade teacher in Ohio, wrote to say, "Several of my students claim that you never finished high school. Since you are a success, my students perceive that as a reason not to care about getting a good education."
- 6 I finished high school!
- 7 The computer industry has lots of people who didn't finish college, but I'm not aware of any success stories that began with somebody dropping out of high school. I actually don't know any high school dropouts, let alone any successful ones.
- 8 In my company's early years, we had a bright part-time programmer who threatened to drop out of high school to work full-time. We told him no.
- 9 Quite a few of our people didn't finish college, but we discourage dropping out. Having a diploma certainly helps somebody who is looking to us for a job.
- 10 College isn't the only place where information exists. You can learn in a library. But somebody handing you a book doesn't automatically foster learning. You want to learn with other people, ask questions, try out ideas and have a way to test your ability. It usually takes more than just a book.
- 11 Education should be broad, although it's fine to have deep interests, too.

**12** In high school there were periods when I was highly focused on writing software, but for most of my high school years I had wide-ranging academic interests. My parents encouraged this, and I'm grateful that they did.

**13** Although I attended a lot of different kinds of classes in college, I signed up for only one computer class the whole time. I read about all kinds of things.

**14** One parent wrote me that her 15-year-old son “lost himself in the hole of the computer”. He got an A in website design, but other grades were sinking, she said. This boy is making a mistake. High school and college offer you the best chance to learn broadly — math, history, various sciences — and to do projects with other kids that teach you first-hand about group dynamics. It's fine to take a deep interest in computers, dance, language or any other disciplines, but not if it jeopardizes breadth.

**15** In college it's appropriate to think about specialization. Getting real expertise in an area of interest can lead to success — unless the specialty ends up being a dead end or you're not good at it. Graduate school is one way to get specialized knowledge, although extended college education isn't always a good investment from a purely economic standpoint.

**16** Choosing a specialty isn't something high school students should worry about. They should worry about getting a strong academic start.

**17** There's not a perfect correlation between attitudes in high school and success in later life, of course.

**18** But it's a real mistake not to take the opportunity to learn a huge range of subjects, to learn to work with people in high school, and to get the grades that will help you get into a good college.

(683 words)

## New Words and Expressions 词汇表

<b>drop out</b>	leave school or college without finishing 退出, 退学
<b>dropout</b> /ˈdrɒpaut/ n.	someone who quits school before graduating 退出者, 退学者
<b>poignant</b> /ˈpɔɪgnənt/ adj.	keen or pertinent in mental appeal 热切的, 强烈的
<b>steer</b> /ˈstiə/ vt.	direct the movements or course of (a person, conversation, etc.) 指导
<b>opportunity</b> /ɒpəˈtjuːniti/ n.	a chance or prospect 机会
<b>perceive</b> /pəˈsiːv/ n.	become aware of, recognize or observe 感到, 认为
<b>be aware of</b>	get to know 知道

<b>programmer</b> /'prəʊgræmə/ n.	a person who writes a program so that data may be processed by a computer 程序员
<b>diploma</b> /di'pləʊmə/ n.	a document conferring a qualification, recording success in examinations or successful completion of a course of study 文凭
<b>foster</b> /'fɒstə/ v.	to promote the growth or development of 培养
<b>academic</b> /ækə'demik/ adj.	belonging or relating to a place of learning, esp. a college, university, or academy 学术的
<b>dynamics</b> /dai'næmiks/ n.	forces that produce change in any field or system 能量; 机能
<b>discipline</b> /'disiplin/ n.	a branch of learning or instruction 学科; 专业
<b>jeopardize</b> /'dʒepədaiz/ v.	put in harm's way; endanger 危害; 危及
<b>appropriate</b> /ə'prəʊpriət/ adj.	suitable 合适; 适当
<b>dead end</b>	a situation in which no more progress is possible 死胡同, 没有发展前途
<b>specialization</b> /speʃəlai'zeiʃən/ n.	the act of specializing or the process of becoming specialized 专门化
<b>specialty</b> /'speʃəlti/ n.	a special pursuit, occupation, aptitude, or skill 专业
<b>specialized</b> /'speʃəlaizd/ adj.	developed or designed for a special activity or function 专业化的, 特殊化的
<b>extend</b> /iks'tend/ vt.	stretch or pull out 扩大
<b>economic</b> /ikə'nɒmik/ adj.	of or relating to an economy 经济的
<b>correlation</b> /kɒri'leiʃən/ n.	a mutual or reciprocal relationship between two or more things 联系

## Proper Names 专有名词

- Harvard** /'hɑ:vəd/ 哈佛大学
- Kathy** /'kæθi/ 凯西(女子名, Katherine 的昵称)
- Ohio** /əu'haiəu/ 俄亥俄州(美国)

## Culture Notes 文化介绍

**Harvard University** is a private Ivy League university located in Cambridge, Massachusetts. It was established in 1636 and is the oldest institution of higher learning in the United States. 哈佛大学, 世界著名大学, 美国最古老的大学, “常春藤盟校”成员。





## Comprehension

### I. Answer the following questions according to what you have read in Text A.

1. Why did the author write this essay?
2. What is the author's attitude towards education?
3. What is the author's attitude towards dropping out of high school?
4. Does the author know any successful stories of high-school dropouts?
5. What is the difference between learning from books in a library and learning in school or college?
6. What's the author's idea about issue of breadth versus depth in education?
7. According to the author, when should students consider specialization?
8. What are the questions that the author tries to answer in this essay?
9. What is the author's advice to high school students?
10. What is your point of view on education?

## Text Organization

### II. The text can be divided into three parts. Write down the main idea of each part.

Parts	Paragraphs	Main Ideas
Part I	Paras. 1 – 3	
Part II	Paras. 4 – 10	
Part III	Paras. 10 – 18	

### III. Fill in the following table with the examples and details that the author used to support his points.

Main points	Examples / supporting details
There is no possibility for high school dropouts to be successful.	a. I finished high school!
	b.
	c.
The relationship between breadth and depth	a. I studied a wide range of academic subjects in high school and read widely.
	b.
	c.