

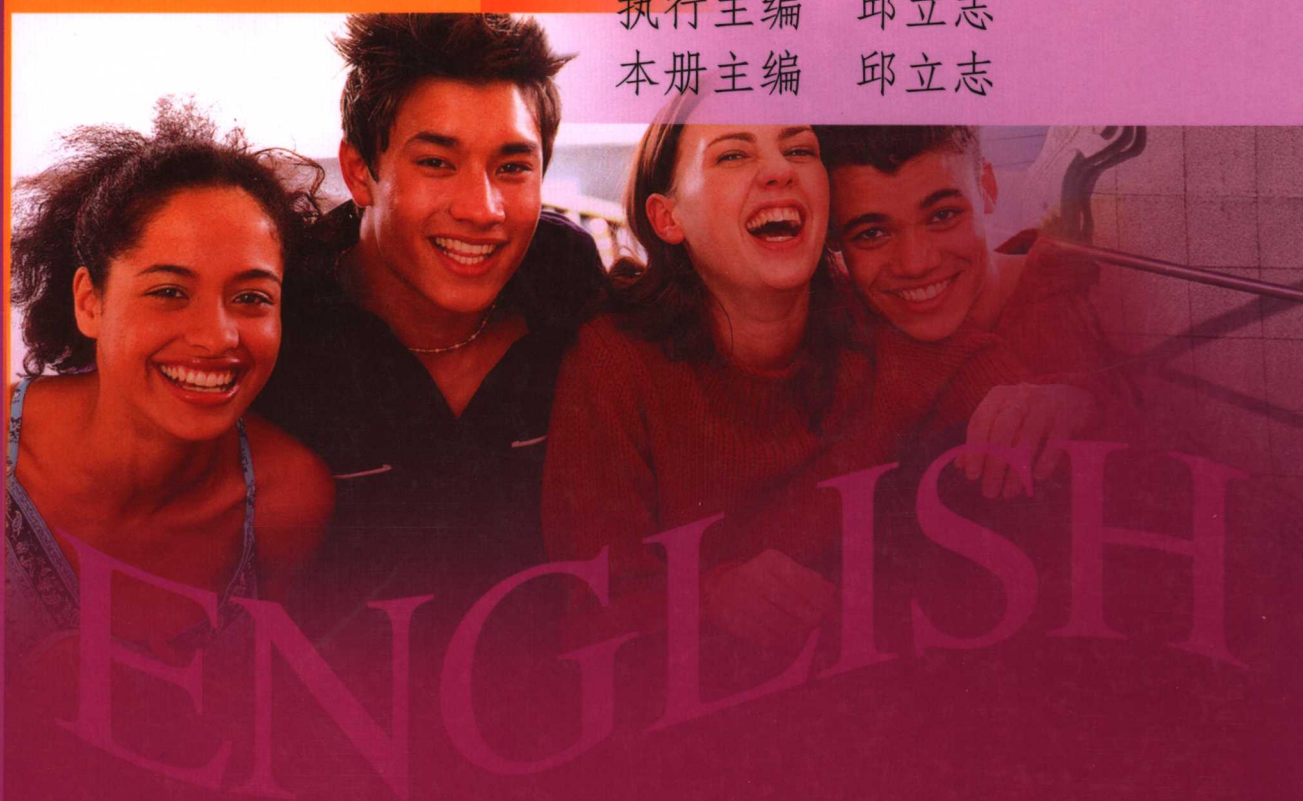


# 实用大学英语

## 教程

第一册

总主编 张道真  
执行主编 邱立志  
本册主编 邱立志



中国人民大学出版社





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### 第一册

总 主 编 张道真  
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编 者 袁 行 刘蔚婷



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编 者: 袁 行 刘蔚婷

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# 编写说明

高等教育的迅猛发展和教育技术的普遍应用,客观上要求大学英语教材能更加紧密地结合课堂教学实际和现代计算机、网络技术在课堂教学的应用。本着适应教学需要、适应教师使用、方便学生自学和复习巩固的要求,我们组织编写了这套《实用大学英语教程》。

本套教材以教育部高等教育司颁布的供高等职业学校、高等专科学校、成人高等学校和本科院校职业技术学院适用的《英语课程教学基本要求(试行)》、部分省级学位委员会办公室联合编写组编写的《成人高等教育学士学位英语水平考试大纲(非英语专业)》和《大学英语教学大纲(修订本)》要求为依据,在专家的指导下,以教学第一线教师为主体,紧密结合英语教学实际,前后历时两年编写而成。

## 一、本套教材的特点

为了更好地体现现代高等教育英语教学的特点和要求,真正做到以学生为主体、适应课堂教学和自主学习相结合的特点,本套教材在以下方面下了一些功夫:

(1) 紧密结合教学大纲的要求和课堂教学实际。编写队伍全部都是来自教学第一线的教学骨干,充分地把各位编者的教学经验融入到教材中,特别是在选编课文时,注重选编短小精悍的短文,让师生在一个教学单位时间内能够完成一个相对完整的内容。

(2) 选材新颖。无论是交际技能,还是课文学习,抑或是写作训练,从形式到内容,编者都注重选择最新的语料,并努力使英语学习寓于趣味性、娱乐性之中,以使得课堂教学和课后自学都不会觉得枯燥乏味。

(3) 注重基础训练。各册内容特别注重基本知识和基本技能的训练,设计了数量可观的练习;同时,考虑到部分学生入学时需要加强英语基础知识的学习,本套教材特别编写了《预备教程》,以供有需要的班级和学生在语音和基础语法方面加强复习和练习。

(4) 编排形式科学。本套教材的主体部分按照交际技能、课文学习、综合练习和写作训练进行编排,努力做到在听、说、读、写、译五个方面提高学习者的英语水平。

(5) 强调自主学习的特点。现代教育强调“教师为主导、学生为主体、学生自主学习”的理念;同时,高中毕业后进入高等院校继续学习的学生对母语已经掌握得比较好了,而有些学生英语语感相对较差。为此,我们特别编写了《基础英语语法》,以使英语学习者更好地利用母语优势。

(6) 结合现代教育技术和利用辅助教学手段。与纸质教材配套,我们充分利用了现代计算机和多媒体技术制作了供学生使用的多媒体光盘和供教师使用的课堂教学软件,以使得课堂教学和课后自学都更加直观和有趣。

## 二、教材构成和选用建议

本套教材由两大部分构成:主体课程和辅助课程。其中主体课程包括:

第一册,为基础课程,供具有初中毕业英语水平或者高中英语基础较薄弱的学生使用,要求在入门课程的基础上进一步学习语法结构,在听、说、读、写等方面打下一定的基础。

第二册,为提高课程,供具有高中毕业英语水平的学生使用,要求在第一册的基础上基本掌握英语语法,在听、说、读、写、译等方面打下一个较好的基础。

第三册,为技能培养课程,供基本掌握专科阶段英语的本科学生或者需要进一步提高的专



科学生使用,要求在第二册的基础上比较熟练地掌握英语语法,在听、说、读、写、译等方面有进一步的提高。

第四册,为技能发展课程,供较好掌握专科阶段英语的学生使用,要求在第三册的基础上熟练地掌握英语语法,在听、说、读、写、译等方面向应用方向发展。

辅助课程和材料包括:

《预备教程》,为入门课程,供入学时英语基础薄弱的班级作为过渡教材,也可以供英语初学者使用,从ABC和音标开始,学习最常用的语法结构。

《基础英语语法》,结合英语学习的特点,对英语语法作一个比较系统的描述,以配合学生在学习主体课程时使用和参考。

《教学参考用书》,预备教程、第一至四册均配有《教学参考用书》,包括教学提示、难点注释、文化背景、练习答案、听力部分的文字材料等。

《综合练习册》,第一至四册均配有《综合练习册》,主要是配套练习题,以供学生练习和教师检测学习效果。

### 三、教学建议

为了便于教学安排,编者对本套教材的课堂教学提出如下建议,以供各位教师在课堂教学和学生复习巩固和自学时参考。

学时安排:本套教材每册可以使用60个课堂教学学时,也可以根据具体情况增减课时。其中《预备教程》平均每个单元两个学时完成;第一册和第二册平均每个单元三个学时完成;第三册和第四册平均每个单元四个学时完成;《基础英语语法》可以用作语法专题讲解和学生课后自学参考,也可以供课堂讲解以加强理解和应用。

教学过程:学习是一个循序渐进的过程,本套教材按照“递进”模式推进,每个单元完成后都要经过一个检测,合格后才能进入下一单元的学习,具体过程如图1所示:

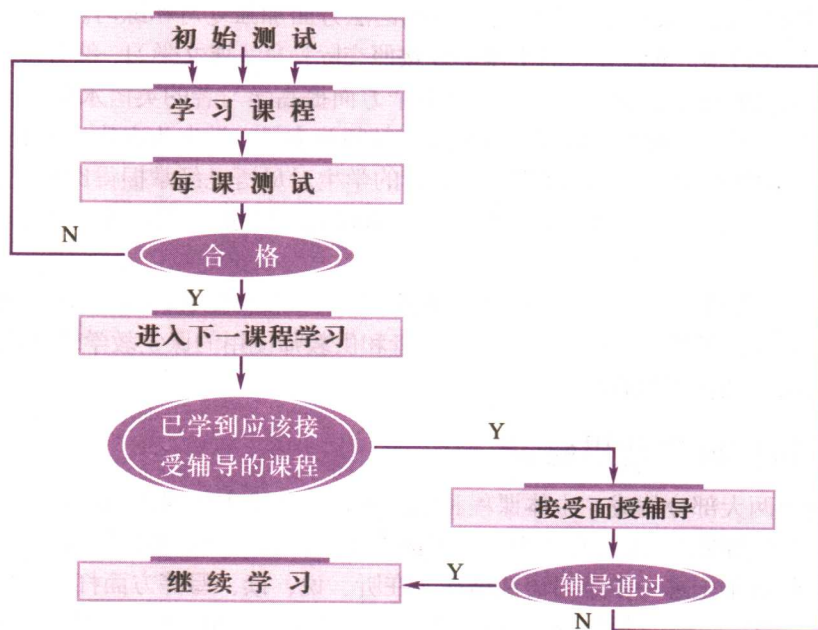


图1

课堂教学模式: 信息技术的发展推动了计算机辅助教学的广泛使用, 本套教材采用了课本和多媒体教学紧密结合的课堂教学设计模式, 具体如图 2 所示:

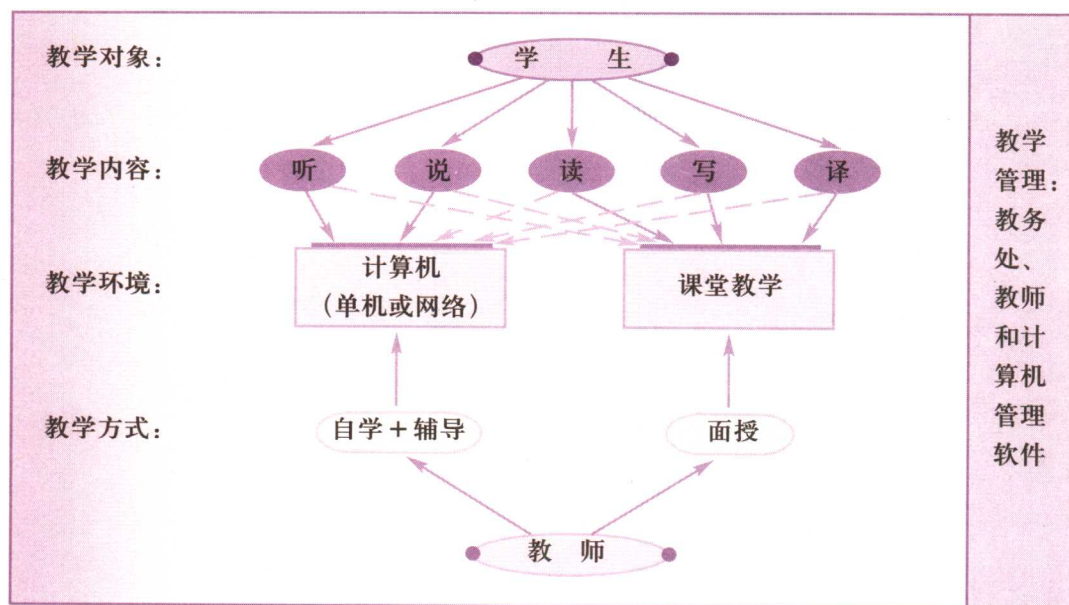


图 2

我们组织了全国数十所高校的一线教师参加了本套教材的编写工作, 把大家的教学经验融入进来, 充分利用了各位编者对教学实际的了解和多年的教学储备资料。初稿完成后, 各册主编和本套教材执行主编邱立志老师对书稿进行了认真的筛选和校阅, 并请外籍专家对会话和课文内容进行了审读。对他们的辛勤劳动, 我们表示衷心的感谢。尤其要感谢的是我国著名英语教育家张道真教授担任了本套教材的总主编工作, 从编写大纲的拟定、编写体例的确定到定稿内容的修改和完善, 张先生不顾八十岁的高龄始终参与其中, 我们深受鼓舞。

尽管从构思到定稿, 我们始终在努力做得更好, 但由于编者的水平和学识有限, 加上是全国范围内的分散作业, 难免存在这样或那样的不足和问题, 恳请各位同行和同学在使用本套教材的过程中随时提出宝贵的意见和建议, 并请直接发送电子邮件到 [qiu1965@21cn.com](mailto:qiu1965@21cn.com) 或者给中国人民大学出版社继续教育出版事业部来信 (地址: 北京市海淀区中关村大街 59 号文化大厦 1508 室, 邮编 100872), 在此, 我们表示诚挚的谢意。

《实用大学英语教程》编委会  
2006 年 3 月 28 日





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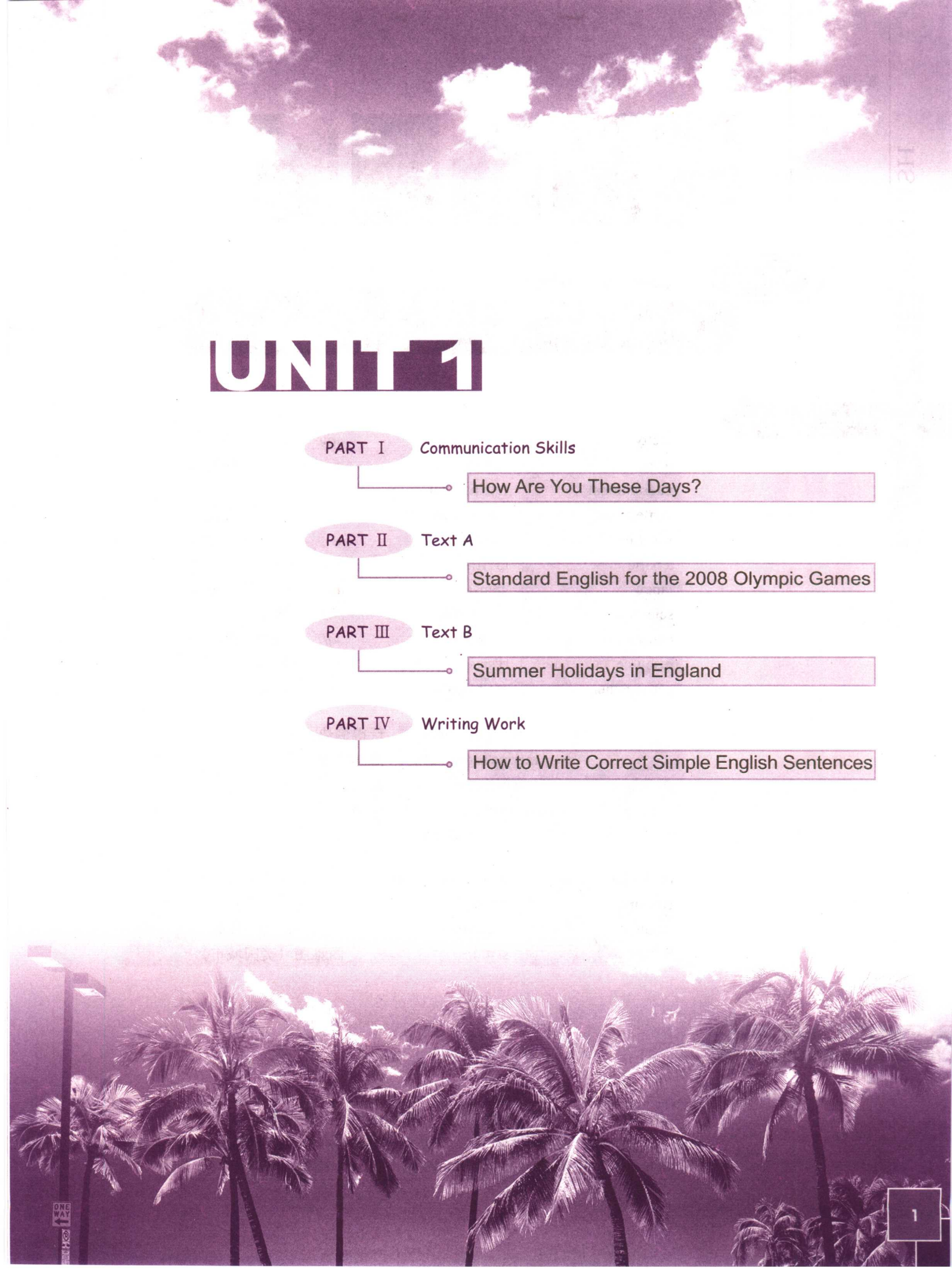
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# UNIT 1

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Standard English for the 2008 Olympic Games

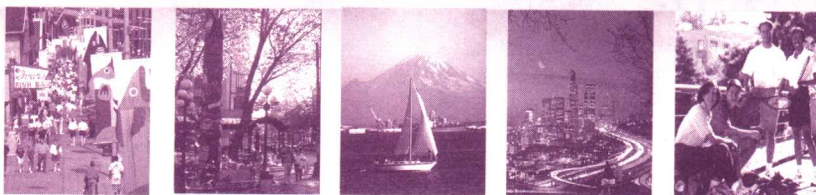
## PART III Text B

Summer Holidays in England

## PART IV Writing Work

How to Write Correct Simple English Sentences





## PART I Communication Skills

## How Are You These Days?

## Words to Know

|               |             |      |          |
|---------------|-------------|------|----------|
| pretty        | 'prɪtɪ      | adv. | 相当, 颇    |
| recently      | 'ri:səntli  | adv. | 最近, 新近   |
| international | ɪntə'næʃənl | adj. | 国际的      |
| conference    | 'kɒnfərəns  | n.   | 会谈, 会议   |
| vacation      | və'keɪʃn    | n.   | (大学的) 假期 |
| terrific      | tə'rɪfɪk    | adj. | 极好的      |
| fancy         | 'fænsɪ      | adj. | 奇特的, 异样的 |
| scientific    | saɪən'tɪfɪk | adj. | 科学的      |
| marine        | mə'ri:n     | adj. | 海的, 海中的  |
| resource      | rɪ'sɔ:s     | n.   | 资源       |
| get-together  | get-tə'geðə | n.   | 聚会       |

|                     |          |
|---------------------|----------|
| have a good time    | 玩得愉快, 开心 |
| marine resources    | 海洋资源     |
| from bad to worse   | 每况愈下     |
| have a get-together | 聚会       |
| pick up             | (开车) 接人  |

|                   |                      |            |
|-------------------|----------------------|------------|
| the United States | ðə ju:'naɪtɪd steɪts | 美利坚合众国     |
| Krumpe            | 'krʌmpɪ:             | 克朗丕 (姓氏)   |
| Atlantic          | ət'læntɪk            | 大西洋; 大西洋的  |
| Seattle           | sɪ'ætl               | 西雅图 (美国城市) |

## Short Conversations

## Directions

There are five short conversations in this section and each conversation takes place between two people. Some words or phrases have been left missing. Listen to them carefully and fill in the blanks with the words you hear.



- 1 A: Good morning. How are you \_\_\_\_\_?  
B: \_\_\_\_\_ good. Thank you, and how are you?  
A: Not too bad.
- 2 A: Hello, where have you been \_\_\_\_\_?  
B: I went to the \_\_\_\_\_ for a visit.
- 3 A: Hi, Jack, what's \_\_\_\_\_ today?  
B: Hi, Mary. We're going to have a \_\_\_\_\_ next week.
- 4 A: Good afternoon, \_\_\_\_\_. I haven't seen you for a long time.  
B: Yes, Dr. Scott. I've just been back \_\_\_\_\_ for an international conference.
- 5 A: How are things \_\_\_\_\_ you, Mr. Krumpe?  
B: Everything is \_\_\_\_\_. How about you these days?  
A: Very good.

## Situational Dialogues

### Directions

There are two situational dialogues in this section and each takes place in a certain situation. Each dialogue is followed by five questions or incomplete statements. Listen to them carefully and answer the questions or finish the statements by choosing the best one from A, B, C and D.

### Dialogue 1

You will hear a dialogue between Zhang and Smith, who are greeting each other.

- 1 Mr. Zhang and Miss Smith haven't seen each other \_\_\_\_\_.  
A. recently      B. today      C. for a long time      D. for two days
- 2 How is Mr. Zhang?  
A. Quite good.      B. Not too good.      C. Very bad.      D. Something is not smooth.
- 3 Who has just spent his or her vacation?  
A. Miss Smith.      B. Mr. Zhang.      C. Both.      D. Neither.
- 4 Where did Mr. Zhang go?  
A. China.      B. Atlantic Ocean.      C. City of Mexico.      D. Atlantic City.
- 5 Did Mr. and Mrs. Zhang spend a good holiday?  
A. Yes, they did.      B. No, they didn't.      C. Not mentioned.      D. Cannot decide.

### Dialogue 2

You will hear a dialogue between Larry and Mary who meet by accident.

- 1 Where did Mary and Larry meet one day?  
A. In New York.      B. At a meeting.      C. At a dinner.      D. In Seattle.



2

What did Larry stay in Seattle for?

- A. To a meeting.      B. To a dinner.      C. For her vacation.      D. For a tour.

3

What kind of meeting did Mary attend?

- A. A medical conference.      B. A marine resources conference.  
C. A get-together of friends.      D. A weekend party.

4

Who probably lives in New York?

- A. Larry.      B. Mary.      C. Larry's parents.      D. None.

5

What time may there be a get-together for Larry and Mary?

- A. At 6 PM Friday.      B. At 6 AM Friday.  
C. A couple of days later.      D. This weekend.



## Useful Sentences &amp; Expressions

## Useful Sentence Patterns

How are you doing?

你过得好吗?

How's it going?

你好吗?

How are you today?

你今天好吗?

How have you been?

你近来好吗?

What's happening?

有什么事吗?

What's up?

什么事?

What's new?

什么新鲜事?

Long time no see.

好久不见。

I haven't seen you for a long time.

我很长时间没看到你了。

Long time no talk.

好久没和你通话了。

How are things going?

事情进展得怎么样?

How are you getting on?

你过得如何?

How are things with you?

你的事情进展得怎么样?

How are things?

情况如何?

How is everything?

一切如何?

How is life?

生活如何?

Very well, thank you. And you?

很好, 谢谢。你怎么样?

Quite well, thank you. What about you?

很好, 谢谢。你怎么样?

Wonderful, thank you. How about you?

好极了, 谢谢。你呢?

Fine, thanks. And you?

好, 谢谢。你呢?

Ok, thanks. And how are you?

好, 谢谢。你呢?

Not too good, I'm afraid. Actually, it's going from bad to worse. What about you?

我觉得情况不是很妙, 实际上是每况愈下。你怎么样?

You can call me Bill.

你可以叫我 Bill。

Just call me Bill.

叫我 Bill 好了。

Don't honey me.

不要对我甜言蜜语。





## Useful Expressions and Phrases Related

|                |         |                 |         |
|----------------|---------|-----------------|---------|
| How glad I am! | 我多高兴啊!  | Oh, good!       | 噢, 好!   |
| Well! well!    | 够了!     | Fie, for shame! | 呸, 不要脸! |
| I did it!      | 我做到了!   | Well done!      | 干得好!    |
| I say!         | 喂!      | Hell!           | 畜生!     |
| I made it!     | 我做到了!   | Hurrah!         | 好哇!     |
| Fancy!         | 哼!      | Go to hell!     | 该死!     |
| I'm so happy!  | 我是多高兴啊! | Great!          | 好极了!    |
| Golly!         | 哼!      | Confound it!    | 真该死!    |
| How nice!      | 多好啊!    | Excellent!      | 妙!      |
| Well, I never! | 我真是没见过! | Confound you!   | 混账!     |
| Thank God!     | 感谢上帝!   | Splendid!       | 真好!     |
| You don't say! | 你敢再说一遍! | Damn you!       | 该死的!    |

## Role-Play Oral Practice

## 1 Imitative Practice

**Directions** Work in pairs. Study the situational dialogues carefully and imitate their theme, sentence patterns and styles to make up your own dialogues.

## 2 Creative Practice

**Directions** Work in pairs. Please make up your own dialogues based on the following situations, and you may refer to the "Useful Sentences & Expressions".

(1) In the morning you happen to meet your teacher on the playground. Say hello to him and talk about something you like (such as morning exercises or weather).

(2) The holiday is over. You meet your classmates again. Say hello to one of them and talk about something interesting during the holiday.

