

普通高等教育“十二五”规划教材

Applied College English Book Four

应用型 大学英语教程

(第

4

册)

总主编 李鹏飞
本册主编 杨都林



国防工业出版社

National Defense Industry Press

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·北京·

内 容 简 介

本书是《应用型大学英语系列教程》第4册。本书按照“大学英语课程教学要求”的精神,突出听、说、写、译等交际能力的培养,扩大阅读范围,加大课文难度,提高学生的语篇理解和分析能力,促进常用词汇、同义词、多义词的学习、辨析及活用,为顺利通过大学英语四、六级考试和提高英语实际运用能力服务。全书分10个单元,每单元设预听说、主课文学习及与之相关的重点词汇讲练、同义词语用法辨析、写作专题指南、翻译专题指南和听说对话专题练习。每单元的第5部分,围绕该单元中心主题,编有模式化听说对话操练,学讲幽默故事,背诵名言、名段,还配有以该单元主题为纲的常用实务术语、句型集锦以及通过上网搜索进行自主学习等项目。本书所选课文语言精美、经典与时文并举、题材多样、反差鲜明、情趣相宜、寓教于乐,激活教学亮点,促进学以致用,鼓励学生追求人生更高目标。

本书可作为普通高等学校公共英语基础课教材。

图书在版编目(CIP)数据

应用型大学英语教程. 第4册/李鹏飞主编;杨都林分
册主编. —北京:国防工业出版社,2011.4
普通高等教育“十二五”规划教材
ISBN 978-7-118-07346-1

I. ①应... II. ①李... ②杨... III. ①英语-高等
学校-教材 IV. ①H31

中国版本图书馆 CIP 数据核字(2011)第 049722 号

※

国防工业出版社 出版发行

(北京市海淀区紫竹院南路23号 邮政编码 100048)

北京奥鑫印刷厂印刷

新华书店经售

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开本 787×1092 1/16 印张 27½ 字数 634 千字

2011年4月第1版第1次印刷 印数 1—4000册 定价 49.00元

(本书如有印装错误,我社负责调换)

国防书店:(010)68428422

发行邮购:(010)68414474

发行传真:(010)68411535

发行业务:(010)68472764

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前 言

2004年,教育部制定了《大学英语课程教学要求》,提出“大学英语的教学目标是培养学生的英语综合应用能力,特别是听说能力,使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流”。

根据上述的教学要求,大学英语这门课程教学的中心任务,就是培养学生的“英语综合应用能力”。然而,这种综合应用能力的核心又是什么呢?语言教育学家海默斯(Hymes)从语言认知和语言教学角度出发,对乔姆斯基(Chomsky)提出的语言能力(language competence)的概念做了释义和扩展,认为语言交际能力(the communicative competence)具有四个组成部分,即可能性(possibility)——生成合乎语法的句子的能力;可行性(feasibility)——生成能够为人脑所理解的句子的能力;适宜性(appropriateness)——在具体的社会变化场合准确使用语言形式的能力;行事性(performance)——使用语言表达思想的行为或事物。后来,西方的一些语言教育学者和专家们就依据海默斯的观点,拟定出了相应的语言交际功能教学大纲、意念功能大纲和情景交际大纲等。迄今为止,在我国大学英语教育界,按照蔡基刚教授的说法,已经编出和推出了四代大学英语教材,而当前呼之欲出的该是第五代大学英语教材了。

对于第五代大学英语教材该如何编写,众多的名师大家意见不一。在我们这个人口众多的国家,大学入学新生的英语基础参差不齐。而目前市场上出现的大学英语教材,已有多种。虽然众多学者历尽艰辛,但对目前使用的教材,大家普遍的反映是练习编得越来越多,课本编得越来越厚,配套辅助教材多得无力应付,教师和学生都感到不堪重负。

然而,在普遍追求“大、洋、全”的趋势下,由于害怕完不成国家规定的教学要求,或担心迎合不了学生多学求新的市场购书愿望,很少有人敢违背这个趋势。本系列教材的编者们和我们众多的大学英语教学同仁,从自己的教学实践中感受到这种穷于对付“大、洋、全”的状况,再也不能继续下去了。因为,在普通高等学校里,按照全国统一教学要求,如继续使用当下一些大学英语教材,穷于对付过多的材料和拼命赶进度,实在无法达到预期的效果。这一形势迫使我们探索、着手编写适合于这些院校学生使用的应用型教材。

基于上述认识,经过在学生中进行调查研究,充分酝酿和讨论,我们统一了以下编写理念:

1. 强调针对性,坚持少而精 这套教材定名为《应用型大学英语教程》,其核心追求就是强调针对性,坚持少而精。真正的学问,追求的不在多,而在于“运用之妙,存乎一心”。根据这一理念,在本教材中,每个单元都设置了必背“口语常用句型”(Sentences for Imitation and Recitation)和必背段落(Passages for Recitation)。要求学生回答课文问题并进行双人对话和小组讨论。在课文的选择上,也坚持少而精,从第1册课文坚持500个英文词开始,到第4册最长的课文不得超过850词。每一单元的A、B、C三篇课文,练

习总量不超过 10 项。

2. 严格坚持选材标准,追求时文与经典结合 我们确定的选材标准是,正式作为课文使用的素材必须是英语国家的作者在报刊、杂志、正式网络和书籍中公开出版发表过的文章。但听说、词汇学习或句型练习的素材则可适当放宽一些。在本系列教材所选择的 160 余篇课文素材中,时文约占 80%,包括环境科学和环境保护,饮食、营养与人类的健康、幸福;心理学、社会学;动植物生活;名胜旅游、运输车辆与计算机科学;商业与营销、公司或企业管理和 CEO 必备素质;未来社会发展预测等十几个方面。其余 20% 左右的文章,选自 Virginia Woolf 和 Bertrand Russell 等著名作家、学者,包括英美作家论述英语历史、英语学习方法、伦理道德、思维逻辑等类文章,希望这些课文对学生扩展知识、增强人文道德修养等方面具有感染作用,通过把英语作为一门语言课来学习,认识到英语世界和汉语世界一样,有着厚重的文化底蕴和精神文明根基。

3. 编写架构系统明晰,寓结构与功能为一体 语言的核心是语音、词汇和语法三大要素。语言的使用和思想的交流寓于其文化之中。在目前以交际法和交际能力培养为主流的大学英语教学趋势下,语法教学似乎变得无足轻重了,这是由于四、六级考试中,grammar(或称 structure)方面的题目越来越少。但对普通院校的学生来说,语法学习不应被忽视。英国著名语言教育学者 Leech 在 1986 年的一次研讨会上就说过,“长期以来,语言教育界有关人士对语法的重要性没有给予必要的重视,致使语法没有得到它应当具有的重要地位。”(Dawei, 1987: 52)我们非常同意这一观点。鉴于这一认识,我们在本教材中,以要点归纳和综合运用练习的方式对此做了适当的安排。本系列教材对词汇教学也给予了高度重视。根据教学大纲的精神,突出 2500 个左右的复用高频词的教学。每个单元都设有重点词汇和短语学习部分,以求通过本系列教材的 42 个单元,让学生对几百个最有生命力、搭配关系和词义引申头绪繁多的高频词能掌握得较为透彻。本系列教材第 3 册和第 4 册的每个单元还设有常用同义词和近义词意义与用法辨析部分,以求帮助学生学会正确使用这些词语,并逐渐意识到英语世界里同义词、近义词特别多的历史渊源。为了促进学生的词汇学习,本系列教材编选了大量的谚语、名言、顺口溜、绕口令、短对话、背诵警句,以求寓教于乐。

4. 横向扩展与纵向提高并举,知识技能输入循序渐进、布局合理 紧紧扣住《大学英语课程教学要求》,让学生比较扎实地掌握听、说、读、写、译五项技能,其中特别强调听说训练。本书依照由浅入深、由简到繁、由易到难、由基础到应用的顺序,力求循序渐进、逐步加深、渐次增加难度。例如,本系列教材的汉译英练习,前三册书一直坚持只要求学生翻译句中的部分词语或半句话。本系列教材各册的重点也是以由易到难的顺序进行安排的。第 1 册突出口语基础训练,每个单元设 5 个人们见面使用频率最高的必背口语句子,强化基本的语音语调训练,强化英语基本句式和基础词汇的熟练运用。第 2 册把重点放在培养学生的阅读能力(由句段阅读理解水平向语篇阅读能力的过渡),并突出主要语法结构(即通常说的语法十大块,如时态与语态、虚拟语气、非谓语动词用法(独立主格结构)、连接词语和复合句、复杂句以及主谓一致、代词与所代名词的指代关系以及各种时态之间的呼应、照应和搭配关系)等应用能力的训练。在词汇教学方面,突出常用高频复用词的教学,在训练学生熟练掌握基本词汇上下功夫。第 3 册加强语篇阅读能力、快速阅读能力和翻译写作能力的训练,兼顾四、六级考试听力理解和听写能力的培养,以求

有助于学生通过四、六级考试。第4册的重点放在职场求职和未来职业所需要的口笔头交际技能上,如求职面谈,求职应用信件写作,个人简历和自我性格、能力、爱好的陈述,以及对自己向往的企事业单位的看法和信念的描述等。但每个单元的主课文则仍然以全书内容的大中心大循环大系列为主脉,坚持以从语篇水平上强化和提高学生阅读理解能力和语言驾驭能力为中心。

5. 辩证看待教学与考试关系,恰当处理教学与四、六级考试的关系 对于四、六级考试,社会各界看法不一,但作为一种综合测试英语应用能力的手段,经过多年的改进,其效度具有客观性。有一篇题为《重要重访:国家从未要求把四、六级考试与学位挂钩》的文章中说,“根据国家教育部的一项调查:在实施四、六级考试前的80年代初,我国的大学生每分钟能达到读17个英语单词这样的阅读速度的人只有1/3,而大学英语四级考试的阅读速度是每分钟70个单词以上。而今能达到这一水平的大学考生已超过一半,何况还有听、写等要求,其进步的进度与十几年前真是不可同日而语。这几年的统计表明,全国重点大学本科生毕业时,四级通过率平均为62.4%以上,其中的一些学校接近100%。这些事实表明,四、六级考试对我国大学英语教学水平的提高确实起到了重要的推动作用。但是,无论是教育部还是全国大学英语四、六级考试委员会,从未硬性规定过高校必须参加这项考试,更没有要求过四级考试的成绩要和学位挂钩。”总体而言,全国规模的四、六级考试,作为一种能力考试,其积极、正面的作用是应当肯定的。尤其对普通高校学生来讲,通过这一考试,确实能体现其英语学习应达到的相应高度。为了帮助学生达到这一目的,本系列教材采取的应对策略是:加强基本词汇、语法结构、阅读技能和听力及写作的训练。例如在第2册和第3册中,设有专项的听力理解和听写练习、快速阅读理解练习(形式与考题形式一致)和写作、翻译练习。

6. 发挥学生自主创新学习能力,与学生网上知识信息资源学习挂钩 在编写这套教材的同时,我们也在筹建《应用型大学英语教程》校内学习网站,网址为 <http://www.yyx-english.zhbitwaiyu.com>,并在教程的每个单元专设一项为 Study More on the Topic by Surfing the Internet 的练习。教师在进行相应单元的教学时,还可根据学生的学习兴趣和学生身心发展需求的特点和愿望,帮助学生个人或小组,设计有特色的语言活动,开展小型学习专题研讨,发表不同见解。随着学生个人、学校、社会学习设备和网络资源的快速丰富,上网学习、搜索、开发和整合因特网、校园网、校际网上可供学习的资料,不仅可以促进英语课堂学习的成果,更可以极大地满足学生的求知欲望,使他们增强自学能力,养成好学习习惯,坚持终生进取。

本书在编写过程中,广泛听取了教师和同学们的意见和建议,反反复复地研讨方案。在宋天锡教授的策划和鼓励下,历经两年多时间,终于成书。在此,我代表编委会向所有参与编写此书和审稿的教授、专家们表示深切感谢!由于本系列教材首次出版,尚有不足之处,望不吝指正。

李鹏飞
于北京理工大学

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Unit One

Central Topic of the Unit

Fighting for Education Equality

Highlights of the Unit

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Part I Warming-up Activities



Listen and Talk on Equality for Education and Knowledge

Step 1. Read the following proverbs and sayings. Can you add more to the list?

- We must accept finite disappointment, but we must never lose infinite hope. (*Martin Luther King*)
- I want to be the white man's brother, but not his brother-in-law. (*Martin Luther King*)
- Those who deny freedom to others deserve it not for themselves. (*Alexander Pope*)
- As I would not be slave, so I would not be a master. (*Abraham Lincoln*)
- Can man be free if woman is a slave? (*Percy Bysshe Shelly*)

Step 2. Here is a piece of news on the victory speech of Mr. Obama made in his hometown of Chicago Tuesday night , 05 November , 2008. Now listen to it and take notes to jot down the main points.

In his victory speech in his hometown of Chicago Tuesday night, _____.

The road ahead will be long, he said. Our climb will be steep. _____.

Mr. Obama is the son of a black Kenyan father _____.

President Bush paid tribute to the historic nature of the election, _____.

They chose a president whose journey represents _____.

Preparations for the transition _____.

As an African American, _____.

Mr. Obama's victory was hailed overseas, _____.

On the streets of Nairobi a man named Bernard summed up the feelings of many in his country. _____.

Step 3. Now answer the following questions after your listening to the news.

1. In his above speech, Mr. Obama said _____.
 - A. there is a long way to go to solve Iraque problem
 - B. America is a great country
 - C. the road ahead for America will be endless
 - D. it will be not easy to solve America's problems
2. Mr. Obama grew up in _____.
 - A. Hawaii
 - B. Indonesia
 - C. Indiana
 - D. A and B
3. Talking on his victory, Obama said , "They chose a president whose journey represents _____.
 - A. a triumph of the American story
 - B. America has been working hard
 - C. America is faced with a testament
 - D. the American victory
4. Mr. Obama's victory was hailed overseas, with particular enthusiasm in Kenya, where _____.
 - A. he was born
 - B. his father and mother were born
 - C. he is regarded as a native son
 - D. he was hailed overseas
5. On the streets of Nairobi a man named Bernard summed up the feelings of many in his country, saying _____.
 - A. Kenyan people won't forget the bitter history of American slave system
 - B. Kenyan people have got a lot to learn from the American election
 - C. it does not matter where Obama was born
 - D. Obama's victory is the victory of the whole world

Step 4. Think over the above proverbs or sayings and the passage you have just heard.

And now discuss what the most important or meaningful problems Obama has mentioned in his victory speech in Chicago. You can use the expressions given below to help you :

Expressing Opinions

From what he said, we can guess . . .

We are glad to see the changes taking place over there, but . . . , . . .

When we ask them justice, what we can get is . . .

In final analysis, we must look for . . .

What do you think his government can do in this way if he takes into power . . . ?

Of course, we have to admit the change, but God knows . . .

2 Part II Focus Reading



Text A

Long Journeys Reflect Quest for Knowledge, Equality

Pre-reading Questions

1. Have you ever heard anything on the racial discrimination in American schools?
2. Do you have any idea on the American school life?
3. How can the children be educated in school with creative skills in your opinion?
4. How do you understand educational quality?

1 Their daily journeys take them in opposite directions. Seth Dewboys, 7, and Howard Brim, 16, gladly **pay the price for a good education**.

2 “We just are going to **make sacrifices** that we want **for** Seth,” said his mother, Lori Dewboys. That **sacrifice** means up to three hours a day on a bus. Seth Dewboys travels west from a mostly white Louisville neighborhood to an inner-city school with high test scores and a **racially** mixed student body.

3 On the other hand, Howard Brim takes public transportation east from the city’s **predominantly** African-American West End to a suburban high school that has an equally strong academic and athletic program. Brim’s mother was not available for an interview. But the teen spoke for himself, “I think a lot of people are afraid to change,” he said. “The fact is, today you need to learn how to change and go with the flow, and

adapt with the times now.” The boys, one black, one white, have become the faces of a bitterly fought legal battle. The dispute is not over what they learn, but where. The Supreme Court is expected to rule this week on what role, if any, **affirmative** action should play in determining which students get competitive spots in elementary and secondary schools.

4 The Kentucky case and another in Washington State have been debated internally by the justices since early December. People on both sides of the issue agree that classroom **diversity** is an important goal.

5 It has become a battleground in the culture wars **roiling** in the nation’s courtrooms. “Nobody is really in favor any more of all-white public schools,” said Thomas Goldstein, the Supreme Court legal analyst. “On the other hand, even if you favor diversity, you’re really concerned about your child being on a bus for an hour and a half each way.”

6 The high court’s ruling could help clarify when and to what lengths state and local officials can go to promote diversity in K-12 education.

Long road to equality

7 The year 1975 marked the beginning of what became a quarter-century of federal court **oversight** in Jefferson County, including forced busing. Black students were **pelted** with rocks and bottles on their first day of school. When court oversight ended in the late 1990s, county officials came up with a plan requiring that African-American enrollment in most public schools be between 15 percent and 50 percent. The goal, to reflect the whole of Jefferson County, which is 60 percent white and 38 percent black.

8 Officials say the plan reflects not only the need for diversity, but also the desire of parents for greater school choice. A white parent, Crystal Meredith, sued, saying her child was twice denied entrance to the school nearest their home and instead had to **endure** a three-hour daily bus ride to a school that was not their top choice. No bus service was initially available to the distant location, so she had to drive her then-kindergarten-age son back and forth to school, she said.

Quality vs. equality?

9 Meredith’s lawyer, Teddy Gordon, told the Supreme Court that the bottom line should be educational quality across the board, not what he called “artificial” attempts at imposing racial harmony.

10 The fact that some children, white or black, are denied entrance to better-ranked neighborhood schools solely because of their race is **nothing more than** discrimination, he said.

11 Much of Louisville and its suburbs remains racially divided. Deborah Stallworth’s son, who is African-American, attends nearby Central High School in a historically

black neighborhood, at her insistence. Stallworth was one of the original parents who sued the school system, which has about 100,000 students. “What I like to see happen is that children go to their neighborhood school, and then after that, with choice, bus them to the best schools, the middle, the best high school, until you run out of room, then filter down to there,” Stallworth told CNN.

12 “I’m asking for fairness here.”

13 Three years ago, the Supreme Court agreed that race can be used as a factor in admissions to state-funded colleges, as part of an overall effort to achieve diversity in the classroom. The issues now before the high court will not turn on public school efforts to achieve racial balance, but the **discretion** officials should be given to maintain it. The sticking point could be whether those efforts represent a “compelling government interest.”

14 The high court’s new conservative **makeup**, with Chief Justice John Roberts in charge, could make the difference. If the arguments are any indication, the chief justice may have the votes to strike down all or parts of both Seattle’s and Louisville’s school choice plans.

15 The key swing vote, as has been true in every **contentious case** heard this term, will likely be Justice Anthony Kennedy. While he expressed sympathy during arguments for schools seeking to end minority isolation, Kennedy questioned the two plans, telling a Seattle lawyer that the high court in 2003 concluded “outright racial balancing” was “patently **unconstitutional**.”

16 He added, “Isn’t that what you have here? You are choosing each student by the color of their skin.”

(Words: 846)

(Source: adapted from CNN in-depth-news, June 27, 2007 written by Bill Mears)

New Words

quest [kwest] *n.*

1. the act or an instance of seeking or pursuing something; a search 追求, 寻找 (或指寻之物)

2. an expedition undertaken in order to perform a prescribed feat 调查, 探险

sacrifice ['sækrɪfaɪs] *n.*

the act of offering something to a god or the thing given up 供奉, 祭品

racially ['reɪʃəli] *adj.*

of or belonging to a race 种族的, 人种的