

*Practical College English*

# 大学公共英语实用教程

(第四册)

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# 大学公共英语实用教程

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## 第四册

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## 前言

随着我国经济的迅猛发展和对外交流合作的进一步深化,社会各界对在职人员英语水平的要求日益显现。为此,教育部考试中心设计了面向社会的、开放的、非学历性英语等级证书考试——全国英语等级考试(Public English Test System, PETS)。该英语水平考试体系分为1—5级,考试分笔试和口试两部分,内容包括听力、语言知识、阅读、写作、口语。笔试和口试均合格者,由教育部考试中心颁发《全国英语等级考试合格证书》。合格证书既可作为持有者英语能力水平的权威性证明,又可为各地各单位对其所用人才的英语水平提供一个公正、统一的评价尺度。虽然这一考试自1999年推出以来逐步获得社会各界的认可,但适合该考试的教材却为数不多,而针对成人教育的此类教材更少。

《大学公共英语实用教程》系列教材根据《全国英语等级考试考试大纲》以及我国成人教育教学和高职高专教学的特点编写而成。本系列教材定位于全国英语等级考试1—3级的难度,共五册,包括专科两册(第一册、第二册)和本科三册(第三册、第四册、第五册)教材及配套的音频和电子教案等,旨在帮助成人教育学生切实提高英语应用能力,提升在对外交流合作进一步深化的大环境下的岗位胜任能力。本系列教材注重实用性和针对性,将语言基础能力的培养和交际能力的训练有机地结合起来,并结合PETS考试的题型,从听、说、读、写四个方面着手,由浅入深设计每单元的内容,帮助学生建立扎实的基本功,并了解和熟悉PETS的考试题型,以备应考。

本系列教材选材广泛,体裁多样,注重时代感、趣味性以及教考结合。

本系列教材的编写实行主编负责制,副主编协调,编者参与。每位主编、副主编与编者合作,共同完成所负责内容的编写、修改和增补,主编负责全书统稿。每册的听力录音由英美专家录制,全书由国内外专家审定。本册教材的Unit 1和Unit 5由韩丽萍负责编写;Unit 2和Unit 3由李思静负责编写;Unit 4和Unit 6由李丹云负责编写;Unit 7和Unit 8由夏金华负责编写。

在本系列教材的编写过程中,我们得到了来自各方的扶持与帮助,在此谨向有关单位和人士表示感谢。尤其感谢海南医学院外籍专家Geffery A. Hall(英国)参与审稿。由于编者学识所限,书中难免存在纰漏和谬误,请各位同行不吝指正。

《大学公共英语实用教程》编写委员会

2013年12月26日

## 使用说明

本书为《大学公共英语实用教程》第四册，起点词汇为3 500词，适合普通高等院校成人教育本科英语教学第二学期使用。本册教材以PETS-3的难度作为起步点，逐步过渡到PETS-4的难度要求。本书兼顾大学生的接受水平及理解能力，旨在为成人教育本科一年级学生打下坚实基础。

本书共8个单元，每单元均包括听说、读写和实用技能训练三大板块的内容。听说板块围绕每单元的主题，参照PETS-3的题型特点设计兼顾听力及口语训练的课堂任务。读写板块包括Text A（精读）、Text B（泛读）和Text C（扩展阅读），并配有相应的练习。实用技能训练板块根据成人教育的特点及相应的学习需求提供有针对性的实用训练，包括Grammar、Writing及Reading Skills等内容。全书通过多样化的训练，力求从听、说、读、写、译等方面提高学生的语言综合运用能力。

在本书中，听说板块围绕每单元的内容主题及交际主题，结合学生学习和工作的实际需要，进行听力与口语方面的专门训练，通过原汁原味的口语材料最大限度地训练学生的语言输出能力。

在读写板块中，所有阅读材料均选自英语国家媒体，尽量不做删改，以保证学生接触到原汁原味的英语。在内容上选取生活态度、教育、文化、运动、健康、环境、科技及经济等多个与当代大学生生活密切相关的主题，并融合记叙文、议论文、说明文等多种体裁。难度上也做了相应的控制，结合成人高等教育语言学习的特点，参照《全国英语等级考试考试大纲（第三级）》，将每篇课文的总词数控制在900词以内，生词数尽量控制在文章总词数的4%~7%（纲外词以◆标出）。同时，每篇课文后也针对文章中实用性较强的词汇及短语设计了相应的巩固练习，培养学生运用词汇的能力，方便学生有针对性地复习巩固，也为今后更高难度的学习奠定扎实的语言基础。

课后练习部分不仅包含了针对文章内容的多样化阅读理解练习，还包含针对词汇、句型、段落结构而设计的读、写、译等语言技能训练。另根据PETS-3的考试题型，每单元特别设计Use of English部分，题型为完形填空。

本书实用技能训练板块根据成人教育的特点，设计了Grammar、Writing及Reading Skills等内容。Grammar、Writing部分在第三册的基础上进一步巩固学生的语法基础及提高学生的写作技能。新增的Reading Skills部分以学生的视角为立足点，对阅读策略的描述和解释简明扼要，且辅以具体的例子，便于学生理解。为了方便教学，实用技能训练穿插于每单元精读部分之后，配合之前大量的输入练习进行输出练习，供学生参考使用。

本书为成人高等教育本科阶段第二册，在使用过程中，教师可根据本校情况，结合学生的认知特点和能力有机结合各项学习任务，有针对性地为学生安排课堂活动，因材施教。同时建议采用自主学习和合作学习相结合的模式，结合不同任务的语言输入或输出特点充分进行课堂设计，创造性地将本书中的各项内容运用于教学实践。我们希望通过本书的学习，学生能在提高综合语言能力、达到成人高等教育的最终教学目标的同时，提升在工作实践中的语言应用能力，如掌握日常交流技巧、阅读文书、撰写应用文等。

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# POSITIVE ATTITUDE

## Preview

This is the first unit of Book Four. In the Listening and Speaking section, we will learn phrases and expressions for asking for permission and will do some practical exercises. In the Reading and Writing section, the writers bring forward an important topic in our lives—a positive life attitude. Text A tells us the importance of never giving up hope in life. Text B introduces some helpful hints to keep a positive life attitude. Text C teaches us to be thankful and practice unconditional love to make us happier, brighter and more successful.

# Listening and Speaking

## Part 1 Listening and Speaking: Asking for Permission

### 1. Useful expressions: Listen to the recording and fill in the blanks with the missing words.

When we want to know if we \_\_\_\_\_ do something, we usually ask someone for permission. \_\_\_\_\_ make our requests sound more polite, we usually use the words like \_\_\_\_\_. Also, we could use the following sentence patterns.

\_\_\_\_\_ ...

Could I...?

\_\_\_\_\_ if I...?

\_\_\_\_\_ if I...?

\_\_\_\_\_ if I...?

I wonder if \_\_\_\_\_...?

Anybody mind if I...?

I hope \_\_\_\_\_, but would it be possible for me to...?

Do you mind if I...?

### The positive responses usually go like:

\_\_\_\_\_.

Yes, I guess so.

Yes, please do.

No problem.

Sure, go ahead.

That's fine.

### The negative responses would be:

Perhaps, you had better not because....

\_\_\_\_\_ you didn't.

No, please don't.

I'm sorry, but that's not possible.

\_\_\_\_\_ you can't.

**2. Short conversation: Listen to the conversation and fill in the blanks with the missing words.**

**Student:** I'd like to ask some questions about this history exam.

**Teacher:** \_\_\_\_\_.

**Student:** Would it be OK to tell me when it will begin and how long it will last?

**Teacher:** Yes, certainly. It will begin at 8 o'clock and it will last for 2 hours.

**Student:** \_\_\_\_\_ look at my notes in the examination?

**Teacher:** \_\_\_\_\_. This is a close-book exam.

**Student:** \_\_\_\_\_ to have a few more minutes to go over my notes before the exam?

**Teacher:** \_\_\_\_\_. Please \_\_\_\_\_ study for a few more minutes.

**Student:** I hope \_\_\_\_\_, but would it be possible for me to take a make-up exam if I fail in the exam?

**Teacher:** I'm afraid you can't. We don't have a make-up exam. You have already prepared well for it. \_\_\_\_\_ and you will make it.

**Student:** Thank you very much.

**Teacher:** You are welcome.

**Now listen to the conversation again and answer the following questions:**

- 1) What is the student going to do?
- 2) How long will the exam last?
- 3) Is the student allowed to look at the notes in the exam?
- 4) Is the teacher going to fail his student in the exam?
- 5) What does the teacher encourage the student to do?

## Part 2 Further Listening and Speaking

**3. Mini-dialogues: Listen to the following dialogues, and then for each question below, choose the best answer from the four choices given. Each dialogue will be spoken only once.**

- 1) What do we learn from the conversation?
  - [A] The woman is watching a film with the man.
  - [B] The woman can't take a photo of the man.
  - [C] The woman is filming the mountain.
  - [D] The woman is running to the mountain.
- 2) What does the woman imply?
  - [A] The man is in good condition.
  - [B] The man is going to buy another house beside his present house.
  - [C] The man should cut down on the expenses.
  - [D] It'll be unwise for the man to buy another house.
- 3) What are they talking about?
  - [A] The effects of the earthquake.
  - [B] Earthquakes of the past ten years.
  - [C] The cause of the earthquake.
  - [D] The heroic fight against the earthquake.
- 4) What does the man mean?
  - [A] The watermelons and grapes might not be so good.
  - [B] The watermelons are not as good as the grapes.
  - [C] The watermelons and grapes are very good.
  - [D] The watermelons and grapes are as good as they look.
- 5) What will the woman probably do?
  - [A] Turn off the air-conditioner for a while.
  - [B] Have someone repair the air-conditioner.
  - [C] Ask the man to fix the air-conditioner.
  - [D] Buy a new air-conditioner.

**4. Long conversation: Listen to the following long conversation, and then for each question below, choose the best answer from the four choices given. The conversation will be spoken only once.**

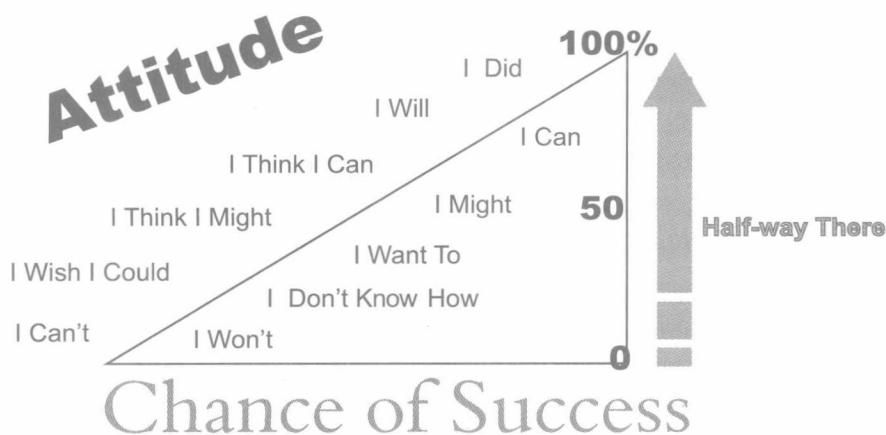
- 1) Why is the daughter angry with her mother?
  - [A] Because her mother asks her to do the homework.
  - [B] Because her mother makes her feel mad.
  - [C] Because her mother forbids her from playing games.
  - [D] Because her mother asks her to have apple pie.
- 2) How does the mother show her unconditional love to her daughter?
  - [A] She loves her daughter with all her heart.
  - [B] She does everything for her daughter.
  - [C] She gives her daughter everything she wants.
  - [D] She takes all her daughter's yelling, screaming, and threatening.
- 3) What will the mother do if her daughter continues to yell at her?
  - [A] She will get rid of her games system and CDs.
  - [B] She will continue loving her.
  - [C] She will walk away and forget it.
  - [D] She will not love her any more.

**5. Passage: Listen to the following passage, and then for each question below, choose the best answer from among the four choices given. The passage will be spoken only once.**

- 1) What have the researchers of Texas University found?
  - [A] A positive attitude may delay the aging process.
  - [B] Positive people are as young as they look.
  - [C] Pessimists are less likely to show signs of aging.
  - [D] Psychosocial factors play the least role in aging process.
- 2) How many older people have taken part in the tests?
  - [A] 1,158.
  - [B] 1,518.
  - [C] 1,558.
  - [D] 1,585.

- 3) What did the researchers measure to assess the development of aging?
  - [A] Participants' exhaustion.
  - [B] Participants' weight loss.
  - [C] Participants' walking speed and grip strength.
  - [D] All of the above.
- 4) What is Dr Glenn Ostir's explanation for the result?
  - [A] There is a connection between mind and living habit.
  - [B] Our attitudes affect our physical functioning and over-all health.
  - [C] Our physical functioning affects our attitudes.
  - [D] Our immune functioning affects our attitudes.

**6. Look at the picture below carefully, describe what you've seen in the picture and tell everyone what you think about it. Then ask one of your classmates to say something more about this picture. You'll have 5 minutes to develop your speech.**



## 7. Topic discussion.

- 1) Everyone has times of ups and downs. When you are faced with difficulty or troubled by something, what do you usually do?
- 2) What do you think is a positive attitude while studying at college?

# Reading and Writing

## Text A

### Lead-in Activities

It is well known that hope is very important in our lives. Hope keeps us alive, drives us, inspires us, and moves us on. What role does hope play in your life? Share your stories of hope with your classmates.

### *The Importance of Never Giving Up Hope*

I have learned an important lesson during my lifetime. It is to always have hope. Hope is not merely wishful thinking. It is much more than that. Hope keeps the positive side alive and invigorates me. Without it, I would be very lost and sad. Without it, I would lose the vitality that keeps life moving. Hope is uplifting, promising, strengthening and faith restoring. There are many helpful ways to keep hope alive and constant in our daily lives. This article lists some practical ways to do so and may help you keep hope by your side as a constant and fearless friend.

Hope is an indispensable part of our lives. I view my hope as a giant mountain that I have climbed. I stand on it and know that I have come far. I see hope as a point of peace, happiness and something to always look forward to. I try to keep in mind that hope is not a promise of achievement. It is a will to reach a goal and a tool to use in trying to get there. Hope is knowing that you will go on and never give up. It gives you a reason to get up in the morning. It gives you a place to put what you need to be and do what you need to do even if you do not know what these things are yet.

Hope comes from deep inside you. It is you that gives you this feeling. You have to keep the frame of mind that all things are possible and believe in yourself. You own your hope, care for it and watch it grow. It is yours and only yours. Finding ways to make your hope stay with you, grow and spread is a daily challenge. I found that I have to keep a list of positive and good things in my mind to keep hope alive.

Everyone has things that they are proud of and goals that they have attained. Even surviving a bad experience gives us strength to find hope.

One of the most important ways to keep hope alive in your life is to love yourself. If you really like who you are and know that you are a good person, this helps. The best way to do this is to try to treat others as you wish to be treated. What you give is what you get and though you may think you are kind, sometimes, you get a wake-up call from a friend or relative who will let you know that you were not kind. Heed the words and think them over, it may be hard and hurt but, you will learn from your mistakes.

Another way to keep hope by your side is to realize when you are being selfish. This tends to make us feel guilty, weighed down and unhappy. If you can place less value on material things and more value on yourself and those that you care about, you will be on the right path. It is hard and doing this takes much patience, time and thought. The hardest thing is to realize that you are even being selfish in the first place. For instance, are you arguing, mad or yelling just because you know that you are right or to get your view across? Well, if you can back up or stop and walk off and think about it, you will learn that it is doing no good to do this. You are projecting negativity, which will stop you from dealing with the situation well. After taking time and cooling off, you restore hope, calmness and a positive attitude. You will feel and know this.

Additionally, you must be in a happy and loving environment to keep hope fresh in your mind. One tip is to have pictures of those that you love around you. Another one is to memorize the proud moments in your life. Also, it is advisable for you to write down goals that you have reached and things that you have helped others achieve. You can't help but look at these things and feel proud and full of hope. That is an important thing to remember. You can create this on your own or with your loved ones. You have to decide if you are happy. This will keep hope by your side every day.

Finally, believing and trusting in yourself and your instincts is a must. Following your heart often leads you to where you will be happiest. The road may be longer and harder but, in the end, the reward is a lifetime full of hope, happiness and peace. Believe in hope. Whoever has hope has everything.

(Words: 787)



## New Words

merely ['miəli]	<i>ad.</i> just, only 只是, 仅仅是
wishful ['wiʃfʊl]	<i>a.</i> having or expressing a wish 有愿望的
invigorate [ɪn'vɪɡəreɪt]	<i>vt.</i> make sb. feel healthier, stronger and have more energy 使生气勃勃, 使精神焕发
vitality [və'tælɪti]	<i>n.</i> [U] great energy and eagerness to do things 精力, 活力
◆uplifting [ʌp'liftɪŋ]	<i>a.</i> making one feel happier and more hopeful 令人振奋的
strengthen ['streŋθən]	<i>v.</i> become stronger or make sth. stronger (使)变强, 使更坚固
faith [feɪθ]	<i>n.</i> [U] a strong feeling of trust or confidence in someone or sth. 相信, 信任
restore [rɪ'stɔ:]	<i>vt.</i> make sth. return to its former state or condition 恢复
helpful ['helpfəl]	<i>a.</i> providing useful help in making a situation better or easier 有用的, 有帮助的
article ['ɑ:tɪkəl]	<i>n.</i> [C] a piece of writing about a particular subject in a newspaper or magazine 文章, 论文
practical ['præktɪkəl]	<i>a.</i> being likely to succeed or being effective in a situation 切实有效的, 切实可行的
fearless ['fiələs]	<i>a.</i> not afraid of anything 无畏的, 不怕的
indispensable [ɪn'dɪ'spensəbəl]	<i>a.</i> essential 必需的, 不可或缺的
giant ['dʒaɪənt]	<i>a.</i> extremely big; much bigger than other things of the same type 巨大的, 特大的
achievement [ə'tʃɪvmənt]	<i>n.</i> [C] sth. important that one succeed in doing by one's own efforts 成绩, 成就
will [wɪl]	<i>n.</i> [C] determination to do sth. that one has decided to do, even if this is difficult 意志, 毅力
frame [freɪm]	<i>n.</i> [C] the main ideas, facts etc. that sth. is based on 构想, 框架
attain [ə'teɪn]	<i>vt.</i> succeed in achieving sth. after trying for a long time 得到, 获得
◆heed [hi:d]	<i>vt.</i> pay attention to someone's advice or warning 注意(别人的建议或警告)
selfish ['selfɪʃ]	<i>a.</i> caring only about oneself and not about other people 自私的, 自私自利的