

内蒙古自治区职业与成人教育协会
成人高等教育教材建设专业委员会

推荐使用教材

大学英语

(上)

◎主编 赵秀凤



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主 编 赵秀凤

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内 容 简 介

本书分为上、下两册,集趣味性 with 知识性于一体,采用启发式提问、支架式讲解和挖掘式延伸的编写形式,有助于学生们根据个人基础灵活掌握。本书可作为现代远程教育、成人高等教育教材使用,也可作为职业教育、高等教育自学考试教学用书。也能作为其他相关人员参考用书。

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岁月荏苒，风云激荡。当今世界正在以前所未有的发展速度和面貌展现着惊人的变化，人们如何抢抓机遇、提升素质、应对挑战成为一个值得探索的新课题。因此，终生学习、致力成才成为了一种必然趋势。现代远程教育和成人高等教育也就成为了帮助成人实现人生理想的重要路径。

现代远程教育是利用计算机、多媒体和互联网等现代信息技术传授知识的一种全新学习方式和教育模式。成人高等教育是指针对符合规定标准的在业或非在业成年人实施的高等教育。现代远程教育和成人高等教育已经成为我国高等教育体系的重要组成部分，在促进教育信息化、大众化以及构建终身教育体系方面发挥着独特的作用和优势。为使现代远程教育和成人高等教育更好地适应成人的学习特点和需求，我们组织出版了该系列丛书。这套丛书可作为学生学习的教材，也可作为网络课程的核心内容。

该系列丛书的作者，都是本学科领域的学术带头人和教学名师，具有丰富的教学经验。在编写过程中，力求做到结构严谨、层次清晰、重点突出、难点分散、文字通俗、分量适中，以体现教材的指导和辅导作用，引导学生在学的过程中做到学、思、习、行的统一，充分发挥教材的质疑、解惑和激励功能。该系列丛书具有以下四个方面的鲜明特点：一是教育理念先进。遵循现代远程教育和成人高等教育理念，使教材符合学生的学习特点和认知规律，体现以学生为本的理念。二是内容安排科学。充分反映了每门课程发展的最新成果，理论与实践有机结合、结构合理、详略得当。三是编写内容生动。结合图片、案例等进行讲解，图文并茂，通俗易懂。四是思考训练丰富多样。在课后习题和配套练习册或辅导手册的设计和编排上，通过练习和案例相结合的形式，努力实现传授知识、培养能力和提高觉悟的统一。可以说，这是一套大胆实践、勇于探索的创新教材。在编写过程中参考了本学科领域的最新研究成果，本书在编写过程中还得到了内蒙古自治区职业与成人教育协会的大力支持和帮助，在此一并表示感谢。

“乘风破浪会有时，直挂云帆济沧海。”相信这套系列教材在同行专家学者的指导和帮助下一定会不断地完善和提高。同样，经过精心培育的现代远程教育成人高等教育的学生，必将胸怀理想，发奋攻读，为描绘中国特色社会主义建设的新蓝图，为实现中华民族的伟大复兴贡献出自己的青春、智慧和力量！

内蒙古自治区成人高等教育教材编写委员会

《大学英语》(上、下册)是一本专门为现代远程教育和成人高等教育编写的英语教材。这本教材在编写过程中,根据成人教育“学生成人化、方式自主化”的特点,遵照建构主义教学理论,采用博采众长、兼收并蓄的原则,强调学生在具体语境和统一主题下学习的主动性、社会性和情境性。本教材目的在于通过英语学习掌握语言技能,更重要的是通过语言了解文化、拓宽视野、提高素养。这一理念贯穿于课文选材、课件制作、辅导与练习设计等诸多环节。

本教材编写的整体指导思想是“利用鲜活话题,激发兴趣,设定阶梯式可及目标,培养自得其乐式学习心态,把技能培养与素质教育相结合”。基于这一指导思想,我们在课文选材、内容设计、练习编写等方面考虑到了以下几方面因素。

第一,集趣味性与知识性于一体。课程的教学对象为成年人,教学主旨是培养应用型人才,因此,在内容方面,课文选择与成年人生活密切相关的话题,如感情驿站、人生哲理、人情世故、西方风情等,让学生通过学习了解西方文化,增加人生阅历。在英语知识和技能方面,我们把传授必要语言系统知识和培养实际应用语言能力作为统领性要素。通过浸入式阅读(快速阅读、精读)、基本语法拾掇、职场英语写作、职场英语听说等环节,引导学生在循序渐进、集腋成裘中积累基本常用词汇,掌握英语语言的基本知识和技能,树立信心,获得满足感和成就感。通过积累词汇,扩充语言知识,学生们从听、读输入型逐渐向输出型转变。

第二,语言真实、课文难度逐步递升。所选用的课文全部为地道的英语原文,基本上没有进行改写。课文的篇幅、难易程度逐步提高。第1~4单元为初级,每篇课文字数为150~200字。在体裁上主要体现为记叙文或夹叙夹议的小品文,涉及基础的词汇语法,主旨是培养基本的语言技能,如单句翻译、简单会话、微型应用文写作;第5~8单元为中级,字数为200~300字,体裁以说明文和小品文为主。较前一个模块,词汇语法难度有所提升,语言技能的要求有所提高,如复合句翻译、日

常功能会话、各类信函写作；第9~15单元为高级，课文字数为300~450字，体裁主要为议论文。词汇语法正式程度较高，语言技能上旨在培养篇章分析、长句翻译、情景会话、较长应用文如履历写作等能力。

第三，充分考虑成人英语学习的特点。本教材在设计和练习的编写上体现为启发式提问、支架式讲解和挖掘式延伸相结合，使学生在潜移默化中掌握基本语言技能，洞悉中西语言文化差异，提高自身素质。

第四，每单元后附有词汇表。教材按照字母顺序排列，并按照每册书的级别对超纲词汇用星号加以标识，这有助于学生们根据个人基础，灵活掌握。

《大学英语》（上、下册）作为现代远程教育和成人高等教育教材，集培养语言交际能力和提高文化素养于一体，使学生循序渐进地提高英语应用技能的同时，开拓国际视野，造就适应现代社会的优良品质。

本教材在编写过程中参照了很多文献资料，恕不一一列举。在此，我们向所有的文献作者表示感谢。由于时间紧，编者水平有限，书中必有不当和疏漏之处，敬请广大使用者批评指正。

编者

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Unit 1

Way to A Full Life

充实人生

Focus

Part 1 Fast & Intensive Reading

Fast Reading Wind of Forgiveness

Intensive Reading Love—A Two-way Street

Part 2 Grammar Picking Noun

Part 3 Practical Writing A Business Card

Part 4 Office English Following up call after Interview

Part 1 Fast & Intensive Reading



Fast Reading

Wind of Forgiveness

The story goes that two friends were walking through the desert. At some point of the journey, they had an argument, and one friend slapped the other one in the face. The one who got slapped felt hurt, but without saying anything, wrote in the sand: "Today my best friend slapped me in the face."



They kept on walking until they found an oasis, where they decided to take a bath. The one who had been slapped got stuck in the mire and started drowning, but the friend saved him. After he recovered from the near drowning, he wrote on a stone:

"Today my best friend saved my life." The friend who had slapped and saved his best friend asked him, "After I hurt you, you wrote in the sand and now you write on a stone. Why?" The other friend replied: "When someone hurts us we should write it down in sand where winds of forgiveness can blow it away. But when someone does something good for us, we must cut it in stone where no wind can ever wipe it."

(182 words)



Test Your Understanding

Directions: Choose the best answer according to the passage.

1. The main idea of this passage is _____.

- A. true friends should forgive each other
 B. true friends should never quarrel
 C. we should remember what is done to us
 D. we should forget our friend's mistake
2. From the passage, it can be inferred that _____.
 A. it is difficult to find an oasis in the desert
 B. it is dangerous to walk through desert alone
 C. there are many mires in desert
 D. it is easy for friends to have a quarrel
3. In this passage, got stuck probably means _____.
 A. got stricken B. got stroke C. got helped D. got held
4. What's the style of this text? _____.
 A. Description. B. Narration. C. Argument. D. Exposition.
5. Which of the following is not mentioned in the text? _____.
 A. Wind is strong in the desert.
 B. The two friends found an oasis at last.
 C. One of the friends likes to keep record of things.
 D. One friend was almost drowning when the other saved him.

Teach Yourself

Vocabulary

journey	/ˈdʒəːni/	n.	旅行, 旅程
argument	/ˈɑːɡjʊmənt/	n.	争论, 辩论, 论据, 论点
slap	/slæp/	v.	拍, 掌击, 拍击
* oasis	/əu'eisis/	n.	绿洲, 舒适的地方
bath	/bɑːθ/	n.	沐浴, 浴室
* mire	/ˈmaɪə/	n.	泥潭
drowning	/ˈdraʊniŋ/	n.	溺死
recover	/riˈkʌvə/	v.	痊愈, 复原
* forgiveness	/fəˈɡɪvnɪs/	n.	宽恕, 宽仁之心
wipe	/waɪp/	vt.	擦, 揩, 擦去



Structure

1. The story goes that two friends were walking through the desert.

故事的开始是这样的：两个好友正徒步穿越沙漠。

(1) “The story goes” 是经常使用的一句讲故事的套话，类似于汉语中的“故事开始了、故事是这样的”。也可以说 “as the story goes”。你也可以用这个开头给别人讲故事。如：

The story goes that in ancient China there were three kingdoms...

话说古代中国有三个皇帝……

(2) “The story goes” 还表示 “据传说、据说”。如：

1) The story goes that John was murdered.

据说约翰被谋杀了。

2) The story goes that his wife ran away with another man.

据说他的太太和另一个男人跑掉了。

(3) 一个类似的习语是 “as saying goes”，相当于汉语中的“常言道、俗语说”。如：

1) as the saying goes

常言道/俗话说

2) as the Chinese saying goes

正如中国老话说的

3) “More haste, less speed”, as the saying goes.

常言道，“欲速则不达”。

4) As the saying goes, “Something has to give.”

正如老话所讲，“有些事情必须得舍弃”。

5) As a popular saying goes, “everything has two sides.”

常言道：事情总是一分为二的。

6) An old saying goes, “actions speak louder than words.”

有一句老话说，“行动胜于语言”。

2. They kept on walking until they found an oasis, where they decided to take a bath.

他们一直走到一个绿洲，并决定在那里洗个澡。

(1) “keep on doing sth.” 继续做某事、坚持做某事。如：

1) Prices keep on increasing.

物价不断上涨。

2) Don't give up, keep on trying.

不要放弃, 继续努力。

3) They keep on jogging every morning.

他们坚持每天早上慢跑。

(2) “until” 可作介词和连词, 意思是“到……为止, 在……以前, 直到……才”。如:

1) Could you wait until tomorrow?

能不能等到明天再说?

2) He worked until/till midnight.

他一直工作到午夜。

3) We can't go until Thursday.

我们要到星期四才能去。

4) You cannot leave until your work is finished.

你们只有完成工作才能离开。

5) Stay here until I return.

留在这儿, 直到我回来。

(3) 本句中, 注意 where 引导的是非限制性定语从句, 表示补充说明。如果用两个句子来说, 结构就没有这么紧凑严谨了。如:

1) After three days in Paris, where I met my Jane, I went on to London.

在巴黎待了三天, 在那里还遇到了简, 之后我去了伦敦。

2) I was born in 1970s, when there was no such a thing as internet.

我出生在 20 世纪 70 年代, 那时没有网络。

3. The one who had been slapped got stuck in the mire, ...

那个被打的人陷入进了泥潭,

(1) “who has been slapped” 是定语从句, 修饰先行词 “one”;

(2) “get stuck” 指“被卡住、被堵住”, 该结构中 “get” 相当于系动词 be, stuck 是 stick (夹住、卡住) 的过去分词。如:

1) They got stuck in the traffic jam yesterday.

昨天他们被堵在路上了。

2) The keys on the keyboard sometimes get stuck.

键盘上的键有时被卡住。

4. After he recovered from the near drowning, he wrote on a stone: “Today my best friend saved my life.”

脱离了差点溺死的危险之后, 他在石头上写道, “今天我的好朋友救了我的命。”

“recover”, 动词, 意思是“恢复”, 其对应的名词是 “recovery”。如:

1) economic recovery

经济复苏

2) It took three days for him to recover from the long trip.

长途旅行之后，他花了三天才恢复过来。

3) She never recovered from that tragedy.

她再也没有能从那场悲剧中恢复过来。



Intensive Reading

Love—A Two-way Street

A father sat at his desk busy with his work when his young son rushed in and said, “Dad, because this is your birthday and you’re 55 years old, I’m going to give you 55 kisses, one for each year!” When the boy started making good on his word, the father said, “Oh, Andrew, don’t do it now; I’m too busy!”

The boy immediately fell silent as tears welled up in his big blue eyes. Apologetically the father said, “You can finish later.”

The boy said nothing but quietly walked away, disappointment written over his face. That evening the father said, “Come and finish the kisses now, Andrew!” But the boy didn’t respond.

Unfortunately, a few days later, the boy had an accident and was drowned. His heartbroken father wrote. . .

“If only I could tell him how much I regret my thoughtless words, and could be assured that he knows how much my heart is aching.”

Love is a two-way street. Any loving act must be warmly accepted or it will be taken as rejection and can leave a scar. If we are too busy to give and receive love, we are too busy! Nothing is more important than responding with love to those who are near and precious to us, because there may be no chance at all as in the case of the little boy.

(229 words)

