

专升本·第一册

新时代实用英语

PRACTICAL ENGLISH FOR THE NEW ERA

学习指导

WORKBOOK ①

INTERMEDIATE LEVEL

总主编：盛跃东

主编：潘章仙 副主编：徐知媛



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前 言

《新时代实用英语》是一套为成人、夜大和函大等成人高等教育编写的英语教材，也适用于高职高专英语教学。

本教材遵循《全国成人高等教育英语课程教学基本要求(非英语专业专科用)》，以先进的教育理念为思想指导，以全面提高学生的综合素质为宗旨，在传授英语语言基本知识的基础上，注重开发和培养学生在英语听、说、读、写、译方面的应用能力以及学生的创新精神，从而顺应时代潮流，满足社会需求，为成人和高职高专学生的终身学习、工作、生活及个人发展奠定良好的科学基础。此外，本教材以人为本，体现和满足学生学习的基本需求。

根据成人高等教育英语课程设置要求和特点，本系列教材共由7册组成，其中专科有3册，专升本有3册，高升本有1册。专科以打好基础为目标。通过第一至第三册的学习，学生应能够具备通过高等学校成人专科英语考试的能力或英语应用能力考试B级的能力。通过专升本第一至第三册的学习，学生应当能通过高等学校成人大学英语考试或具备通过高等学校英语应用能力考试的A级水平或大学英语三级考试的能力。高升本为高起点英语课本，通过学习，学生应当具备通过国家大学英语四级考试的能力。本教材的词汇起点大约是900个单词和词组，从专科第一册到高升本，词汇量分别设立为1300、1800、2300、2800、3300、3900和4700。听、说、读、写、译也是从基础知识和能力开始，循序渐进，由浅入深，最终达到成人高等教育英语课程教学的基本要求。

本教材每册均由10个单元组成。每个单元以一个热门话题为中心，共有7个部分，即：**第一部分 听力**，**第二部分 口语**，**第三部分 阅读**，**第四部分 语法**，**第五部分 翻译**，**第六部分 写作**，**第七部分 巩固与提高**。这7个部分主题鲜明，中心突出，层层展开，环环紧扣，相互促进，不断提高，从各个方面向学生提供丰富的语言和文化等方面的知识，并为学生构建了全面实践所学知识的平台。

本教材所选材料在注重时代性、知识性、趣味性、可思性和语言规范性的同时，更加注重学生的实践性。这些集时代性、知识性、趣味性、可思性、语言规范性和实践性于一体的阅读材料有助于学生提高学习兴趣，提高应用语言的能力。例如，很多单元提供了相同主题下与中国文化相关的阅读文章。学生在学习英语的同时，可以从

各个不同侧面和角度学习中国文化,从而缩短了学生与外语学习之间的情感距离,使学生真正知道将来在用英语传播中国文化、表达自己的思想时该说些什么和怎么说。这种新颖别致和学以致用选材突破了现今外语教材传统的选材模式和框架。

提高语言应用能力的一个重要途径是练习。在设计和编写练习时,本教材力争将练习与提高语言能力和应对考试有机结合起来。全套教材的练习设计以全面提高学生的应用能力和应对考试能力为目标,针对成人高校学生英语学习的特点,将教与学结合起来,将课堂学习与课外学习结合起来,力争做到练习形式活泼多样,寓教于乐,让学生通过各种输入与输出学习活动,不断加深对所学知识和技能的掌握与提高,为今后进一步学习英语打下扎实的基础。

为了充分调动学生自主学习的积极性,培养学生自主学习的能力,本教材编写人员同时编写了与教材紧密配套的《新时代实用英语·学习指导》。该学习指导用书包括课文听力原文、每课课文要点注解和课文翻译以及一套自测题,该书附有光盘,内容包括课文听力原文、课文自测题听力部分的朗读,以提高学生的自学能力。此外,还配有内容丰富的《新时代实用英语·教学参考》,该书附有光盘,内容包括课文听力原文、课文和自测题听力部分的朗读,以及 PowerPoint 等备课使用的参考资料,它为教师的教学提供了很好的帮助。

为了了解成人英语教学的真实现状,本教材编写组先后深入许多成人高等院校,以多种方式对成人英语高等教育现状和特点、教师和学生情况等进行了深入细致的调查,并获得了大量第一手真实数据。这些数据为本教材的框架设计、材料选择和练习安排提供了有益的帮助,并使本教材极具针对性和实用价值。

我们衷心感谢浙江大学各级领导对本教材的指导和关心,衷心感谢众多为本教材作出贡献的成人高等院校以及个人。浙江大学出版社为本教材的出版做了大量工作,特别是樊晓燕副总编及责任编辑张颖琪、张琛对本教材进行了精心策划和认真编审,而且还在本教材的编写、结构和版式等方面提出了许多宝贵意见,谨此一并致谢。

本套教材由盛跃东任总主编, Kathryn Koop 担任主审。本册主编潘章仙, 副主编徐知媛, 编者(以姓氏汉语拼音为序): 白晋明、崔巧、冯丽春、李侠、沈椿萱、盛翔宇、孙文求、徐燕、宇菲菲、张佳媚和张培青。

由于编者水平有限,加之时间紧张,疏漏之处在所难免,恳请广大同仁批评指正。

盛跃东

2010年8月26日于紫金港

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Study
Unit 1
Learning
Learning Focus

Listening	购买衣服
Speaking	提醒和警告
Reading	1. 外语学习的重要性; 汉语学习策略 2. 常用词、短语和句型的用法, 例如: sense, benefit, target, promote, exchange, research, moreover, increase, chance, admit, advantage, operation, affair, effective, efficient, process, characteristic, identify, perform, various, predict, cooperate, enable sb. to do sth. , take ... for granted, apply for, trace back to, tend to, focus on, rather than, be capable of 等
Grammar	动词不定式: 用作主语和宾语
Translation	数字
Writing	商务和个人名片
Further Development	本单元综合知识的运用

Part 1 Listening

Activity 1 Conversation Clothes Shopping

Directions: In this part you will hear 5 short conversations. Listen carefully and fill in each of the following blanks with the words you hear.

**Conversation 1**

A: Excuse me. Can you tell us the best store to buy clothes here?

B: We have a lot of stores here from Wal-Mart to JC Penney and Nordstrom.

A: Which store do you recommend?

B: It depends on what you are going to buy and how much you want to pay.

A: I want to buy some cheap clothes (1).

B: Then Wal-Mart is the best store for you.

A: What if I want to buy expensive ones?

B: Then, I recommend Nordstrom.

**Conversation 2**

A: Welcome to Nordstrom. Can I help you?

B: Yes, where can I find women's clothes?

A: Go straight and turn right at the second counter (2).

B: Thanks. Do you have the medium size for this suit?

A: Let me check it on the computer. Sorry, we only have large sizes right now.

B: How much is it?

A: \$89.99 plus tax.

B: Thank you very much.

**Conversation 3**

A: Wow! This T-shirt is on sale.

B: Yes, all T-shirts are on sale, and we have all sizes too.

A: Do you think the large size (L) fits me?

B: It looks about right (3), but you need to try it on.

A: Excuse me. Where can I try it?

B: The fitting room is to the left of the aisle.

A: What do you think?

B: I think it fits you nicely.

**Conversation 4**

A: Excuse me. How can I buy pants for myself?

B: Do you know your sizes?

A: What sizes?

B: To buy pants, you need two sizes: waist and inseam (leg length).

A: Sorry, I don't know my sizes because I have never bought pants myself.

B: It doesn't matter (4) whether you know your sizes or not.

A: Really?

B: Yes, if you try a pair and it fits, then the pants' sizes are your sizes.



Conversation 5

A: Do you know how to buy shoes here?

B: For you or your friend?

A: What is the difference?

B: For you, you needn't know your size. Simply try it on (5) to see if it fits.

A: What if I buy it for my friend?

B: Then, you do need to know the size.

A: How do I get the US shoe size since I only know my Chinese shoe size?

B: Just to give you an idea: 42 ma is equivalent to Size 9 and 37 ma is Size 6.5 in the US.



Activity 2 Passage

Directions: Listen to the passage twice and fill in each of the blanks with the word you hear.

My mother has three children, and she treats us fairly and equally. She often helps us, even though (1) we sometimes do not want her help. Her help, care (2), and love to us are unconditional. Whenever we have problems or run (3) into trouble, she is always there to help us. She helps us to get our minds clear. Unlike (4) many other mothers, she understands our feelings (5). Instead of controlling (6) us, she lets us know what is right and what is wrong, and what should be done and what should be avoided (7). My mother trusts (8) us and lets us take care of our own things. She works very hard at home so that we have more time to study. In addition (9), she works hard at work and was once nominated as the employee of the year. Many of her friends call her an extraordinary (10) woman.

Part 2 Speaking



Speaking Activity Dialogue



Dialogue

A: Be careful!

B: Careful for what?

A: It is hot.

B: Hot?

A: Yes, it is very hot.

B: Well, it is hot!

A: You see. If you touch it, you will get burned.

B: Thank you very much for warning me.

Part 3 Reading



Warm-up Activity Learning Habits

- plan one's time carefully
- make a list of things that one has to do
- make good use of time
- find a good place to study
- focus on important materials
- skip less important materials
- listen to the teacher carefully in class
- take notes
- go over notes after class
- study regularly
- take the initiative in the learning process
- be enthusiastic about learning
- set aside enough time for entertainment and relaxation



Reading Text A

Importance of Learning a Foreign Language

Notes to the Text

1. Mastering a foreign language may give you a sense of pride as well as academic power. (Para. 1)

此句的主语为动名词短语: *mastering a foreign language*。动名词(短语)可作句子的主语。例如:

1) *Talking to him is talking to a wall.* 和他说话等于对牛弹琴。

2) *Getting a satisfying job is all she hopes.* 她全部的希望就是找到一份满意的工作。

a sense of 是常用词组, 表示“……感”的意思。例如: *a sense of humor* (幽默感), *a sense of rhythm* (节奏感)。

as well as 是常用短语, 表示“除……之外, 也, 还”的意思, 用于连接两个并列的成分, 重点强调前者。例如:

1) *He grows flowers as well as vegetables.* 他既种菜也种花。

2) *The tournament is open to amateurs as well as professionals.* 这次锦标赛不仅职业运动员可以参加, 而且业余运动员也可以参加。

2. As a native speaker you may not realize certain functions, features, and rules of grammar of your own language, because you are grown up with them and take them for granted. (Para. 3)

because 引导原因状语从句, 从句中两处 *them* 均指主句中的 *certain functions, features, and rules of grammar of your own language*。

as 是介词, 意为“作为, 当做”。例如:

1) *She had been there often as a child.* 她小时候常去那里。

2) *I respect him as a doctor.* 我尊敬他这个医生。

certain 是形容词, 意为“某种”, 用于不提及细节时说明某人或某事。例如:

1) *For certain personal reasons I shall not be able to attend.* 由于某种个人原因, 我将不能出席。

2) *Certain people might disagree with it.* 某些人对这事可能不会赞同。

take...for granted 为固定短语, 意为“(因视为当然而)不把……当回事, (因习以为常)对……不予重视”。例如:

1) We take it for granted that everyone should have the chance of being educated. 我们理所当然地认为每个人都应该有受教育的机会。

2) Her husband was always there and she just took him for granted. 她丈夫随时都出现在身边, 她只是认为他理应如此。

3. Moreover, learning a foreign language well increases your chances to be admitted to the college you like to attend. (Para. 4)

you like to attend 是定语从句, 补充说明先行词 the college, 此处省略了关系代词 that/which。当先行词在定语从句中作动词的宾语时, that/which 往往可以省略。例如:

1) I have never regretted the decision (that/which) I made years ago. 我从来没有为我几年前作出的决定感到遗憾。

2) You'd better review the words (that/which) you learnt yesterday. 你最好复习一下昨天学的单词。

moreover 为副词, 表示“此外, 而且”。例如:

1) The composition is not well written, and moreover, there are many spelling mistakes in it. 这篇作文写得不好, 而且文中还有许多拼写错误。

2) A talented artist, he was, moreover, a writer of some note. 他是一位有才气的艺术家, 而且还是一位颇有名气的作家。

chance 意为“可能性”, 尤指希望发生的事情。例如:

1) Is there any chance of getting tickets for tonight? 有可能弄到今晚的票吗?

2) The operation has a fifty-fifty chance of success. 这次手术成功和失败的可能性各占一半。

admit 表示“接纳, 容许”的意思, 常用搭配为 admit sb. to/into sth.。例如:

1) Women were only admitted to/into the club last year. 这家俱乐部去年才接纳女会员。

2) Only ticket-holders will be admitted into the stadium. 只有持票者才可进入体育场。

4. You will be a top pick by your employer, because nowadays most major businesses have to compete globally in order to survive and advance. (Para. 5)

because 是连词, 引导原因状语从句。例如:

1) The boy was late because he missed the last bus. 因为错过了末班公交车, 男孩迟到了。

2) We cancelled the outdoor activity because it is too cold. 我们取消了户外活动, 因为天气太冷了。

pick 为名词, 意为“挑选, 选择”。例如:

1) You can have any one you like - take your pick! 你想要哪一个都行——自己挑吧!

2) She was his pick for best actress. 她是他选中的最佳女演员。

in order to 为固定短语, 意为“为了, 目的是”。to 要与动词不定式连用。例如:

1) She arrived early in order to get a good seat. 她早早到场为了找个好位置。

2) In order to get a complete picture, further information is needed. 为掌握全面情况,

还需要搜集详细资料。

本句中 *in order to* 后跟有两个并列的动词, 即 *survive* 和 *advance*, *survive* 意为“生存, 继续存在”, *advance* 意为“发展, 进步”, 两者在语义上为递进关系, 企业要先确保生存才能发展, 故这两个动词的位置不可互换。

5. One important but often an unnoticed benefit for mastering a foreign language is to promote cultural exchanges and communications. (Para. 6)

本句的主语是 *one important but often an unnoticed benefit for mastering a foreign language*, 中心词为 *benefit*。形容词 *important* 和 *unnoticed* 由表转折关系的连词 *but* 连接共同修饰 *benefit*。动词不定式 *to promote cultural exchanges and communications* 在句中作 *is* 的表语, 表示目的。动词不定式可作表语, 表示目的。例如:

- 1) *The purpose of the exchange program is to promote the understanding between the two schools.* 这项交流计划旨在促进两校之间的相互了解。
- 2) *To live is to do something meaningful.* 活着就是要做一些有意义的事情。

形容词 *unnoticed* 是由动词 *notice* (注意, 觉察) 的过去分词加否定前缀 *un-* 构成, 此类形容词还有 *unfinished* (未完成的), *unexpected* (意外的), *unprepared* (无准备的) 等。

Translation of the Text

学习外语的重要性

在信息时代, 越来越多的人意识到学习一门外语的重要性。掌握一门外语能在增强学术能力的同时, 给你带来一种自豪感。事实上, 学习外语的益处有很多。

人们普遍认为, 通过学习外语你能够了解该国的文化, 传统和历史。意大利电影导演费德里科·费里尼曾经说过, “一种不同的语言代表了一种不同的生活景象。”除非你以该文化自身的方式去理解, 不然就不能说你了解到了该文化的精髓。如果你能说两种语言, 你就能消除文化沟壑, 继而促进文化沟通和交流。

研究表明, 学习外语可以让你更好地了解本国语言。作为母语使用者, 在母语环境中长大, 可能注意不到母语中一些特定的语法功能、特征和规则, 因为从小就这么说, 觉得理所当然。而学习外语时你会系统地学习它的语法。所有的语言都有相同的词性分类, 当然同一词性在不同的语言中各有特点, 所以说学习外语有助于更好地了解母语。

此外, 学好外语可以增加你被理想大学录取的可能性。现在的大学往往要求学生在高中阶段拥有至少两年的外语学习经历。一些重点大学可能还要求学生学会多门外语。因此, 学习外语的益处是显而易见的。

大学毕业后找工作, 学习外语的益处就更为明显了。如果你掌握了一门外语, 比如说英语, 这将会是你的一大优势。现在大多数行业都在全球环境下竞争, 以求生存

与发展,懂外语的你就会成为雇主们的首选。

掌握外语还有一个很重要但往往被忽视的益处,那就是促进文化交流与沟通。如果来自不同文化背景且有着不同爱好的人们可以相互沟通并找到共同点,大家就能走到一起,共同建设和谐世界。



Reading Text B

Strategy Is Needed to Learn Chinese

Notes to the Text

1. Strategy for big operations or actions can be traced back to 2,500 years ago, when Sun Zi, an ancient Chinese military thinker, wrote the book *The Art of War*. (Para. 1)

trace back to 为固定短语,表示“追溯到”的意思,类似于短语 date back to。例如:

- 1) His fear of snake can trace back to an experience in his childhood. 他对蛇的惧怕溯自他孩童时的一次经历。
- 2) The origin of the Group can date back to 1866 in Switzerland. 该集团的历史可追溯到 1866 年的瑞士。

when Sun Zi...*The Art of War* 是 when 引导的非限制性定语从句,解释说明先行词 2,500 years ago。when 是关系副词,可引导非限制性定语从句。主句和从句往往用逗号隔开。例如:

- 1) Our friendship dates back to 10 years ago, when we lived in the same village. 我们的友谊可以追溯到 10 年前,当时我们住在同一个村庄。
- 2) I read this book several years ago, when I was a high school student. 我是在几年前读这本书的,那时我还是一个高中生。

定语从句中的主语为 Sun Zi, 名词短语 an ancient Chinese military thinker 是同位语,对孙子的身份进行说明,即我国古代军事家。名词短语可以作同位语,例如:

- 1) I'm reading a book about Confucius, a great educator in Chinese history. 我正在读一本有关中国历史上伟大的教育学家孔子的书。
- 2) I want to go to Paris, the city of fashion. 我想去时尚之都巴黎。

2. Language learning strategy is the systematic planning for effective and efficient language learning, i.e., language teachers have to think carefully what and how to teach so that students can learn faster. (Para. 2)

language teachers have to think carefully 后跟有两个并列的宾语,即 what 和 how to

teach, 由连词 and 进行连接, 说明教师要认真思考教什么和怎么教这两个问题, 以帮助学生更有效地学习中文。

so that 是常用短语, 表示“以便, 为了”的意思, 常用于引导目的状语从句, 从句中常使用 can /could /may /might /will /would /should 等情态动词或助动词。例如:

- 1) The little boy saved every coin so that he could buy his mother a present on Mother's day. 小男孩省下每一分钱为了给妈妈买母亲节礼物。
- 2) Ask the children to be quiet so that I can work. 让孩子们保持安静, 这样我才能工作。

so that 也可用于引导结果状语从句, 意为“因此, 所以”, 从句中一般不用 can 和 may 等词。例如:

- 1) She bought a digital camera online so that she would save a lot of time. 她在网上买了一个数码相机, 所以节省了很多时间。
- 2) My mother said she would call me in the morning so that I would not oversleep. 我妈妈说她早上会打电话给我, 这样我就不会睡过头了。

形容词 effective 和 efficient 并列修饰名词结构 language learning, 两个单词意思相近但有所区别。其中, effective 强调效果, 往往指物, 而 efficient 强调效率, 可指人也可指物。例如:

- 1) The new interest rate will become effective next month. 新利息下月生效。
- 2) This medicine can be very effective if you take it regularly. 如果你定时吃药, 这药会很有效。
- 3) The manager needs an efficient secretary. 经理需要一个有效率的秘书。
- 4) The new machine is more efficient in production than the old one. 新机器比老机器生产效率更高。

i.e. 源自拉丁文 (id est), 表示“即, 也就是”的意思, 用于对刚才所说的作确切的说明。例如:

- 1) The film is only open to adults, i.e. people over 18. 该影片只限成年人观看, 即 18 岁以上者。
- 2) They need the basic essentials of life, i.e. housing, food and water. 他们需要生活的基本需要, 即住房、食物和水。

3. The problem now is that teachers tend to focus more on the language itself rather than on the learning process. (Para. 2)

tend to do sth. 是常用短语, 意为“易于, 往往会做某事”。例如:

- 1) Women tend to live longer than men. 女人往往比男人长寿。
- 2) When I'm tired, I tend to make mistakes. 我累了就容易出错。

focus on 是常用短语, 表示“集中于, 关注”的意思。on 是介词, 要与名词或动名词连用。例如:

- 1) Educational reforms should focus on raising the quality of education. 教育改革的