



新标准高职英语专业系列教材

应用英语综合

1

INTEGRATED COURSE

学生用书

主编 邹 申

应用英语综合 1

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主编 邹 申

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前言

为适应行业发展和国家产业转型升级对高技能英语专门人才的需求,上海外语教育出版社组织外语教育专家编写了“新标准高职英语专业系列教材”。教材按照“高职高专英语教学文件”(下面简称“教学文件”)中对英语类专业的培养目标、素质结构和能力结构的要求编写,着重培养学生在新时代背景下生活和工作所需的英语语言应用能力和跨文化交际能力,兼顾相关职业素养和人文素养的提高。

作为该系列主干教材的组成部分,《应用英语综合》严格按照教学文件中的原则和精神编写,在编写宗旨、单元设计、材料选择、课堂活动和课堂练习的设计上力图忠实地诠释教学文件中的各项指标。

一、编写总则

1. 以教学文件为准则,以先进的外语教学理论为指导,采用灵活、多样的教学方法和手段;
2. 大力提倡以学生为中心的教学理念,积极创造宽松、友好、融洽的课堂学习环境,充分调动学生的学习积极性,增强学生的自信心,培养学习兴趣;
3. 在教学过程中做到“四个结合”:语言知识与语言技能相结合、单项技能与综合应用能力相结合、语言教学与文化传授相结合、课堂教学与自主学习相结合;
4. 注重培养学生的语言应用能力、学习策略和综合文化素养;
5. 读写为主,听说为辅;以职场交际为最终目标,突出职业能力的培养。

二、选材要求

内容要具有时代性、人文性、基础性和实用性,体现职场交际特色。材料语言内涵要丰富,主题贴近时代和学生学习生活。

三、练习特点

1. 形式多样,有新意,注重情景化;
2. 鼓励课堂师生互动或学生间互动;
3. 在练习过程中融合语言能力的训练和语言知识的强化。

四、教程架构

本教材共分三册,每册包含学生用书、教师用书。每单元教学量为8课时。

五、单元框架

学生用书		教师用书
READING	Text A: Before Reading Reading After Reading Oral work	Background Information Text Analysis New Words and Expressions Language Study Reference Answers Translation of Text A
	Text B: Before Reading Reading After Reading Oral work	Background Information New Words and Expressions Language Study Reference Answers Translation of Text B
WRITING	Explanation Assignment	Reference Answers
INTEGRATED EXERCISES	Public Speech Training Dictation Vocabulary Study Grammar Focus Translation Classroom Interaction	Reference Answers

《应用英语综合》的编者具备深厚的理论语言学、二语习得及外语教学理论功底，同时长期在英语教学一线工作，有着丰富的教学经验。愿本教材能以其时代性、人文性、基础性、实用性以及职场交际特色，为推动我国高职英语教学改革助一臂之力。

主编 邹 申

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University Life

TEXT A

Before Reading

- 1 Look at the following pictures and describe with your classmate(s) what people in the pictures are doing.



- 2 Do the pictures remind you of your first day at the university? Recall what you did that day and complete the following table.

My First Day at the University	
What I did	How I felt

- 3 Why do young people go to university? Can you think of a few reasons?
 4 How do you find about your classmates?
 5 Do you have any plans for your university study?
 6 Do you know anything about "hall of residence"?

Now, read TEXT A to find out what Ali thinks of university.

Reading



Ali Goes to University

- 1 Ali couldn't wait until September. Finally, his life was going to change. He had been offered a place at the University of Rummidge.
- Why did Ali want to go to university? 2 Like many people his age in Britain, for Ali, going to university wasn't a chance to develop his education or to pursue academic interests. No, for Ali, going to university was a chance to get away from his hometown and his parents, to meet lots of new people, to stop being a child and become an adult. The town he lived in was very small. There was never anything new, or different, or unusual. It was boring, very, very boring. Ali couldn't wait to leave.
- How did Ali feel about university life? 3 When he got off the train at Rummidge, Ali felt free at last. He had only one suitcase with him. He didn't want to bring much from home. He wanted to forget his home. He felt free and independent for the first time in his life. He settled into his hall of residence, full of excitement.
- What kind of person was Katia? 4 Then Katia appeared.
- 5 Katia was a girl with flame-red hair who lived in the same hall of residence as Ali. She always dressed completely in black. She always looked a little bit bored.
- 6 Indeed, according to Katia, everything was boring. Her course was boring. The other students were boring. This university was boring. Rummidge was boring.
- What did Ali think of Katia? 7 Ali was so impressed by Katia that he started to imitate her. He pretended that he was bored with everything too. He started to miss a lot of his lectures and classes. He forgot to write the essays and do the assignments

pursue /pə'sju:/ v. to continue doing an activity or trying to achieve something over a long period of time 追求、继续进行

academic /,æka'demik/ a. connected with education, especially at college or university level 学术的

get off to leave (train or bus) 下 (火车、汽车)

independent /,ɪndɪ'pendənt/ a. confident and able to do things by yourself in your own way, without wanting help or advice from other people 独立的; 有主见的

settle in/into to become used to a new home, job, surroundings etc. 适应 (新的家、工作、环境等)

flame-red /fleɪm red/ a. here flame [n] means "bright light, or brilliant colour, usually red or orange"; the compound adjective flame-red means "of

bright red colour" 火红色的

according to as shown by something or said by someone 据……所示 (所说)

imitate /'ɪmɪteɪt/ v. to copy the behaviour of someone or something; take or follow as an example 学 (某人/某物) 的样子; 仿效

pretend /prɪ'tend/ v. to behave as if something is true when in fact you know it is not 假装, 佯称

essay /'eseɪ/ n. a short piece of writing by a student as part of a course of study (学生为某门课程所写的) 短文, 论文

assignment /ə'saɪnmənt/ n. a piece of work that is given to someone as part of their job, or that a student is asked to do (分配的) 任务; 作业

he had to do.

One day, there was a knock on the door of his room. He woke up and looked at his clock. It was midday. He had slept right through the morning. He got up and opened the door. He hoped it would be Katia. But it wasn't Katia. It was Femi, who was doing the same course as Ali. She was from Africa. He hadn't spoken to her much.

"Have I just woken you up?" asked Femi.

"Errr, yeah," said Ali, pretending to try and look bored.

"You've been missing a lot of classes recently."

"So what?" said Ali. "They're boring. Everything's boring."

"Why don't you go back home, then?" asked Femi.

"Home's boring too," said Ali.

"I'd love to be able to go home," said Femi. "But I love it here too. I'm lucky to be here. You don't know how lucky you are." Femi sat down and began to tell Ali her story. She had been the brightest girl in her class at school, and she had hoped to be able to go to university. However, she was from a small town, her parents were not rich, and it was very unlikely that she would be able to follow her dream and go on to study at university. But she had not given up, she had continued to study, and eventually she won a grant to be able to come and study in the UK. "I love it here. I love the freedom and independence you have. I never get bored for one minute. But I miss my home a lot. I miss my parents and my family and my old friends."

Ali didn't say anything while Femi told him her story. But he was listening very carefully, even if he was pretending to look bored. Katia had a lot of interesting stories, her parents were rich and she had travelled and done lots of interesting things, but she didn't seem to realise how much these things meant. The life that Femi had had up until now, and the experiences that she had in her hometown were so much more profound than anything Katia had done. He realised now how superficial Katia was. How lucky she was, and how little she understood how lucky she was.

What do we know about Femi's past experience?

What did Ali think about Katia now?

midday /'mɪdə/ n.[U] the middle of the day; twelve o'clock 中午, 正午

unlikely /ʌn'laɪkl/ a. not likely to happen 未必会发生的, 不大可能的

give up to stop doing something or having something, especially something that you do regularly 放弃 (尤指经常做的事情或拥有某物)

eventually /ɪ'ventʃuəli/ ad. after a long time, especially after a long delay or a lot of problems 终于, 最终

grant /gra:nt/ n. an amount of money given to

someone, especially by the government for a particular purpose (政府发给的) 补助金; here "grant" means student grant (助学金)

even if no matter if 即便, 纵然

up until not further or later than something; as far as something 不多于; 不迟于; 直到

profound /prə'faʊnd/ a. deep, intense or far-reaching;

very great 深的; 深远的

superficial /su:pə'fiʃəl/ a. not thorough; shallow 肤浅的; 浅薄的

- What was Femi planning to do after university? 17 “When I finish my degree, I hope to be able to do a Master’s degree. Then I’m going to go back home to be a teacher. I want to be able to make a difference in my country. Yes, it might be boring compared to here. But I think about all those people who haven’t been as lucky as I was. And I know that if I don’t do something, it will always stay that way.”
- How did Ali feel after hearing Femi’s story? 18 Femi’s story affected Ali a lot. He didn’t know why he hadn’t spoken to her before, and felt a bit ashamed and embarrassed about his ignorance. He started to think about his exams. He hoped he was going to pass them. After he could perhaps go to Africa. He could perhaps meet up with Femi there. Or perhaps he could go back home. He could go back to his boring, little hometown, and he could try to make a difference there.

Notes

- Rummidge (Para. 1)** a fictional city used by David Lodge in some of his novels, particularly *Changing Places*, *Small World: An Academic Romance*, and *Nice Work*. It is based on the English city of Birmingham, colloquially known as Brummagem, and the University of Rummidge is based on the University of Birmingham, where Lodge taught English literature for decades.
- to stop being a child (Para. 2)** no longer continue to be a child
- make a difference (Para. 17)** bring about change(s)
- compared to here (Para. 17)** When you compare life in my country to life here. Here “compared” introduces a past participle phrase.

affect /əˈfekt/ *v.* to do something that produces an effect or change in someone or something 影响
ashamed /əˈʃeɪmd/ *a.* [not before noun 不用于名词前] feeling shame or embarrassment because of something you have done 羞耻的; 内疚的; 惭愧的

embarrassed /ɪmˈbærəst/ *a.* ashamed, nervous, or uncomfortable in a social situation 难堪的、尴尬的
ignorance /ˈɪgnərəns/ *n.* [U] lack of knowledge or information about something 无知, 愚昧

After Reading

• Reading Comprehension Tasks

1 Complete the following statements according to the information in TEXT A.

- 1) According to Ali, his hometown was _____ and _____.
- 2) Katia had _____ and liked _____.
- 3) Femi was a _____, _____ girl.
- 4) There were many _____ between Katia and Femi.
- 5) Femi wanted to _____ when she completes her undergraduate course.
- 6) After hearing Femi's story, Ali began to _____.

2 Answer the following questions.

- 1) Why did Ali want to go to university?
- 2) How did Ali feel about university life?
- 3) What did Ali think of Katia?
- 4) What kind of person was Femi?
- 5) Did Ali change his opinion of Katia?
- 6) What is the main difference between Katia and Femi?
- 7) What change can we see in Ali at the end of TEXT A?
- 8) TEXT A tells the story of Ali, Katia and Femi, so it arranges details according to time sequence. Can you identify at least THREE words that show time sequence?
- 9) What can we learn from TEXT A?

3 Explain the underlined parts in your own words.

- 1) Like many people his age in Britain (Para. 2)
- 2) develop his education (Para. 2)
- 3) to miss a lot of his lectures and classes (Para. 7)
- 4) She had been the brightest girl (Para. 15)
- 5) to follow her dream (Para. 15)
- 6) When I finish my degree (Para. 17)
- 7) it will always stay that way (Para. 17)

• Oral Work

Form groups of four and act out the story of Ali, Katia and Femi. One student acts as the narrator.

TEXT B

Before Reading

- 1 Look at the following pictures and describe with your classmate(s) what college students are likely to do. What are you likely to do in college?



- 2 What are the differences between life in high school and in college? Have a discussion with your partner about the possible differences, and complete the following table.

	High School	College
Learning style		
Teacher's lecture		
Parent's discipline		
Relationship		
Freedom		
Friends		
Social life		

- 3 What are your expectations for college?
- 4 What are your goals to achieve in your college study?
- 5 The following are some of the key words and expressions in TEXT B. Find out their meanings from a dictionary.

look back	figure out	debate
deviant	rely on	motivation
overwhelming	neglect	focus
peer	personality	occur
responsible	consequence	

Now, read TEXT B to find out how college is different from high school.

Reading

How College Is Different from High School

Jennifer Klein & Alicia LaPolla

1 College really is the best time of your life. It is a time to be involved in everything your college or university will have to offer. When you reach your 30s, you will likely look back at your college experience and wish you really could do it all over again.

2 Welcome to college, where you are now considered an adult.

High School vs. College: Learning Styles

3 Get used to saying “Professor” or “Dr.” Your teachers are no longer Mr. or Ms. Brown, but Professor or Dr. Brown, and guess what? You are expected to have an opinion! You are no longer a passive learner who just sits and listens to a teacher, occasionally writes a paper, and takes a test in which you are expected to simply reiterate what you have learned or been told by the teacher. You will not be provided with notes; rather, you are expected to figure out on your own what’s important. (Professors are available during their office hours for help if what’s important is ever unclear.) In college your professors are expecting you to voice your thoughts, and disagreeing with the professor’s opinion is considered an interesting debate, not deviant behavior. Class participation and providing your own perspective and analysis are key to success in the college learning environment.

High School vs. College: Academic and Social Life

4 Balancing academic and social life is difficult. This balance is something that most likely your parents helped you with in high school. Now that you are in college, you can no longer rely on your parents for rules, or academic motivation. All of these are now in your hands. Being at college can be socially overwhelming — an array of evening and weekend activities is open to you, including lectures, club/organization events, dorm events, and of course, parties. Some students become so involved in social activities that they neglect their academics. While it is good to take advantage of social opportunities, it is imperative that you cut out time to focus on your studies. Some students find it helpful to spend studying time in the school library, where they can focus without any interruption. Forming study groups with peers from your classes can also be extremely helpful, as well as agreeing on a daily “study time” with your roommate, where your dorm room will adopt the atmosphere of the library.

In what ways is college different from high school?

What is a passive learner?

What are you supposed to do in college learning?

What are the suggestions to balance your academic and social life?

How college is
different from high
school in terms
of classmates or
friends?

High School vs. College: Meeting Friends from Different Backgrounds

If you are from anywhere other than a big city, most of your friends in high school are probably a lot like you. You may not all share the same personality, but the things you consider “normal” are probably the same. Your parents are probably a lot like your friends’ parents. They probably even share the same tax bracket. You go to the same type of restaurants as your friends. You and your friends probably share similar ideas of what is fun to do on a Friday night. Until you get to college, it rarely occurs to you that life could be any different — until you find yourself surrounded by hundreds of students just like you, with very different stories. You quickly learn that “normal” simply doesn’t exist. One of the best things about going to college is the opportunity to interact with a wide variety of cultures. Students from the other side of the world and the other side of the country will likely both be living on your dorm floor. Take advantage of this amazing multicultural environment that you might never have access to again.

Why is it important
to make your own
choices?

High School vs. College: Making Your Own Choices

When you are in high school, your parents are often there to stand between you and temptations. Once parents are removed from the equation, you are left with you and your choices. Just because your parents said you cannot do something, it does not mean you cannot do it. However, this is where personal choice and responsibility come in. Once you are in college, in many ways you are considered an adult, and you have more options. You choose how to balance your academic and social life. You make all of your own decisions, and you are responsible for the consequences. Remember that being an adult does not mean you need to figure everything out by yourself. Gathering information about these and other decisions, and talking to parents, siblings, and friends can help you make these important decisions. Most campuses also have counselors and health-care workers available to provide information and a listening ear.

Notes

1. **rather (Para. 3)** instead
2. **Professors are available during their office hours (Para. 3)** Professors are ready to talk to you during their office hours.
3. **Some students become so involved in social activities that they neglect their academics. (Para. 4)** Some students take part in so many social activities that they cannot pay much attention to their study.
4. **it is imperative that you cut out time to focus on your studies (Para. 4)** It is important that you spend enough time on your studies.
e.g. It is imperative that these safety measures be taken immediately.
It is imperative to take these safety measures immediately.
5. **If you are from anywhere other than a big city (Para. 5)** If you come from places outside a big city
6. **They probably even share the same tax bracket. (Para. 5)** Their income is perhaps similar and, accordingly, they pay roughly the same rate of tax. This means that these families have similar economic status.
7. **it rarely occurs to you (Para. 5)** you would seldom think

After Reading

• Reading Comprehension Tasks

- 1 **Read the following statements and put C beside the statements describing college life and H beside the statements describing high school life.**

You are expected to simply reiterate what you have learned or been told by the teacher.	
You and your friends probably share similar ideas of what is fun to do on a Friday night.	
You quickly learn that "normal" simply doesn't exist.	
You make all of your own decisions, and you are responsible for the consequences.	
Voicing your thoughts or different opinions is not considered a deviant behavior.	
Your parents are always there to stand between you and your temptations.	
Personal choice and responsibility come in at this stage.	

2 Answer the following questions.

- 1) In which aspects is college different from high school?
- 2) How learning in college is different from that in high school?
- 3) What are the key elements to success in the college learning environment?
- 4) What role does the first paragraph play?
- 5) Throughout the text the author has used "you" to address the audience. What kind of relationship does "you" indicate between the reader and the author?
- 6) Is the word "equation" in paragraph 6 used as a metaphor?
- 7) There are a few sentences in the text that begin without the subject(主语), for example, "Get used to saying 'Professor' or 'Dr.'", or "Remember that being an adult does not mean you need to figure everything out by yourself". What is the function of these sentences?
- 8) In "All of these are now in your hands. Being at college can be socially overwhelming — ...", what does the punctuation mark "—" mean?

3 Explain the underlined parts in your own words.

- 1) Get used to saying "Professor" or "Dr." (Para. 3)
- 2) All of these are now in your hands. (Para. 4)
- 3) Being at college can be socially overwhelming (Para. 4)
- 4) Once parents are removed from the equation, you are left with you and your choices. (Para. 6)
- 5) this is where personal choice and responsibility come in (Para. 6)
- 6) to provide information and a listening ear (Para. 6)

• Oral Work

Discuss and list some main differences between your life in college and what usually happens in high school. For example:

Life in college	Life in high school
<i>In college, I share a dorm with three other students.</i>	<i>In high school, I stay at home and have a room of my own.</i>