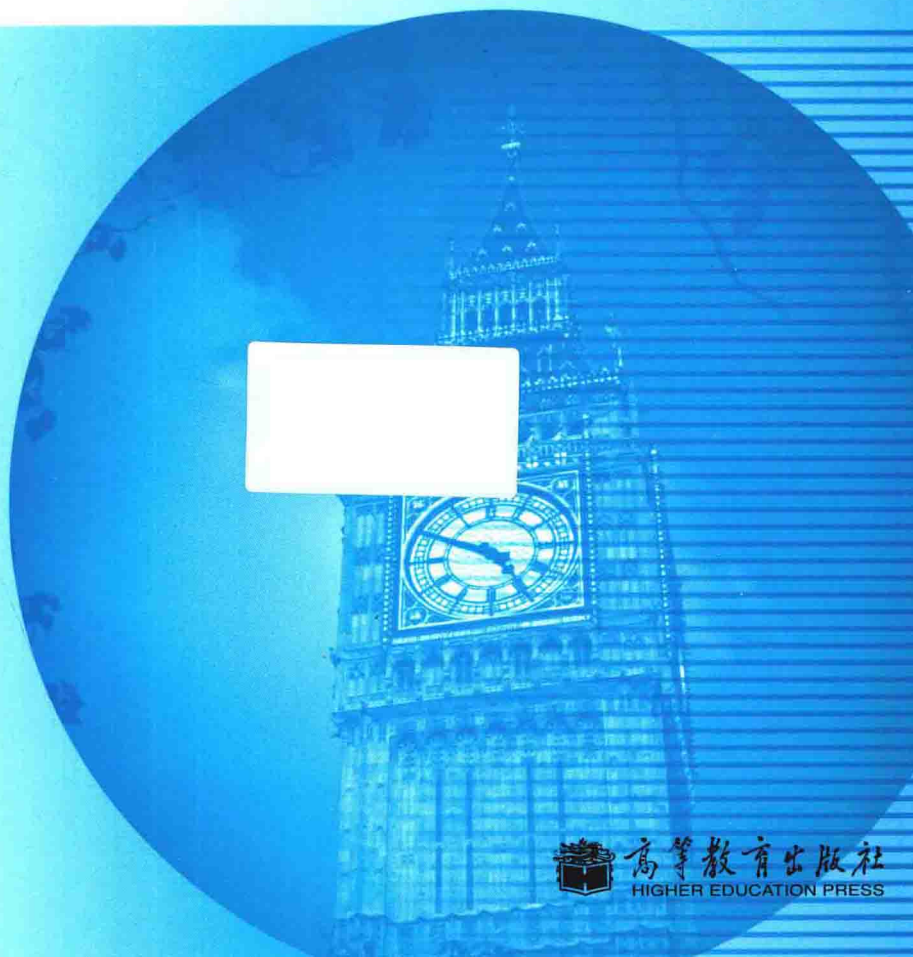


Practical College English

大学公共英语实用教程

(第三册)

主编 窦岩



高等教育出版社
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Practical College English

第三册

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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,社会各界对于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、非学历性的英语等级证书考试——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主要由李伟负责编写;Unit 2和Unit 7主要由王少峰负责编写;Unit 3和Unit 6主要由廖梦麟负责编写,Unit 4和Unit 8主要由李海燕负责编写。

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。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》第三册，起点词汇为3000词，适合普通高等院校成人教育本科英语教学第一学期使用。本册教材以PETS-2的难度作为起点，逐步过渡到PETS-3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版块的内容。听说版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。读写版块包括Text A（精读）、Text B（泛读）和Text C（扩展阅读），并配有相应的练习。实用技能训练版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和Writing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，听说版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程度地训练学生的语言输出能力。

在读写版块中，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。在内容上选取校园、文化、饮食、娱乐生活、人际关系等多个与大学生日常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尽量控制在800词以内，生词数尽量控制在文章总词数的6%~8%（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。

本书实用技能训练版块根据成人教育的特点，设计了Grammar和Writing等内容。其中，Writing部分根据PETS-3大纲要求，包含段落写作、应用文写作及图表写作等内容，增强了实战性。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，部分应用文写作还附上了句型结构及写作思路，以供学生参考使用。

本书为成人高等教育本科阶段第一册，在使用过程中，教师可根据本校情

况，结合学生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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COLLEGE LIFE

Preview

Welcome to college life! This is the first unit of Book Three. Since you're a new college student, you may face a lot of difficulties. In this unit, we are going to learn some tips to plan and live a colourful and meaningful life. In the Listening and Speaking section, we're going to learn how to support your opinions. In Text A we're going to learn some tips on making a study plan that fits you. In Text B we'll discuss the ways to balance the time of study and relaxation, while in Text C we're going to discover the skills of setting and reviewing your goals in college life. Early bird catches the worm. Are you ready for your life on campus?

Listening and Speaking

Part 1 Listening and Speaking: Supporting Opinions

1. Phrases for conversation: Listen to the recording and fill in the blanks with the missing words.

When we _____ our opinions, we may _____, give further explanations, introduce more details or use _____ to support our opinions. _____, we can make our opinions more persuasive (有说服力的) and easier to _____.

Here are some models we can use to support our opinions:

For _____/For instance...

Let me _____/illustrate/elaborate (解释,说明) ...

To give you an example,...

Let me give you an example,

Let me _____,

To explain _____...

To be specific...

In addition/Besides/What's more/Moreover...

First (second, etc.) ...

2. Short conversation: Listen to the conversation and fill in the blanks with the missing words. Before listening, read the following new words and phrases that may help your understanding.

on one's own 独立地, 独自地

figure out 找出, 明白

go over 带过, 涉及

that's the point 这才是重点 (这才是问题的关键)

Tom: Lisa, I'm so worried! I just can't grasp the key points professor Wang

mentioned on the first class! _____, his lesson is a difficult task for me.

Lisa: _____, Tom. In college we have to learn everything _____, so it's common that we find the new lessons hard to understand. Now, tell me, which part keeps you from _____?

Tom: You see, I just can't _____ the meaning of "the writing method of the text". Professor Wang _____ this part too quickly today.

Lisa: Oh, the writing method... _____. This passage is written with a general statement (综述) supported by various examples about the tips to have a good college life. _____.

Tom: Hmm... _____.

Lisa: OK, _____. First the writer introduces the main idea of the text at the beginning, then he introduces each small key point _____ in each paragraph to support his main idea. That's the writing order, _____ the writing method of the text.

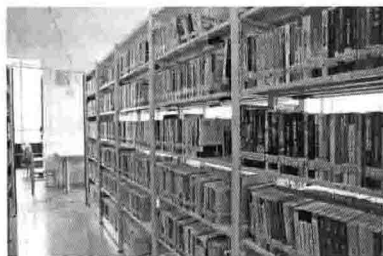
Tom: So, _____ the main idea appears at the beginning and the supporting details follow the main idea? And, _____, each paragraph _____ a certain detail?

Lisa: Exactly.

Now listen to the conversation again and answer the questions below.

- 1) What is Tom's problem on the first class?
- 2) For Lisa, why do new students often find the new lesson hard to understand?
- 3) What part can't Tom understand?
- 4) What did Lisa explain to Tom the second time?
- 5) Do you think Lisa's explanation is easy to understand? Why?

3. Speaking (Pair Work)





What do you think of your new campus? There must be something you want to talk about. Look at these four pictures which stand for different places on campus:

1. Library 2. Dining room 3. Sports center 4. Dormitory

Work in pairs, share your opinions with each other about these places in your school. You can refer to the pictures as a guide to develop your speech.

Part 2 Further Listening and Speaking

4. Short dialogues: Listen to the following dialogues. After each dialogue there'll be a question based on it. Choose the correct answers. You will hear the recording only once.

- 1) What does the woman say about the class?
 - [A] The class is interesting, new and unique.
 - [B] She has noticed the class for a long time.
 - [C] She likes the professor of the class.
 - [D] She doesn't agree with the man.
- 2) What can we learn from the dialogue?
 - [A] She thinks her dorm is perfect.
 - [B] She doesn't want to be alone.
 - [C] She thinks the man is warm-hearted.
 - [D] Six students are too much for her in a dorm.
- 3) Which of the following is NOT true according to the dialogue?
 - [A] The girl is not familiar with the college.
 - [B] It will take 20 minutes to go there by bike.
 - [C] The library is not far from the office building.
 - [D] It's the girl's first year in college.

4) What is the most probable relationship of the two speakers?

- [A] Mother and son.
- [B] Teacher and student.
- [C] Monitor and classmate.
- [D] Waiter and customer.

5) Where does this dialogue most probably take place?

- [A] At school canteen.
- [B] At the library.
- [C] At the school supermarket.
- [D] At the sports center.

5. Long conversations and passages: You will hear two long conversations or monologues. Before listening, you will have 5 seconds to read each of the following questions based on the conversation or monologue. Answer the questions after listening. You'll hear the recording only once.

Questions 1–3 are based on the conversation between a student and a professor.

1) What is the woman worried about?

- [A] She can't understand what the professor said in class.
- [B] She may not do a good job in mid-term test.
- [C] She's not good at listening and grammar.
- [D] She doesn't know how to take notes.

2) What does the professor suggest the woman to do?

- [A] Read a little more.
- [B] Take the exam again.
- [C] Review and reflect on every lesson after class.
- [D] Look at the test scores again.

3) What does the professor think about the woman?

- [A] She will be better next time if she follows his suggestion.
- [B] She can't get a higher score next time.
- [C] She should study hard in grammar.
- [D] She is doing OK in the mid-term exam.

Questions 4–7 are based on the conversation between a college librarian and a new student.

- 4) What's the man's problem according to the woman?
- [A] The library doesn't have the books he wants.
 - [B] He has to pay a lot of money to buy the books.
 - [C] He was late for 10 minutes to return the book.
 - [D] Some of the books he borrowed are overdue(过期) and he has to pay the fines for it.
- 5) Which of the following is true according to the dialogue?
- [A] The man has borrowed the books for half a year.
 - [B] The man has less than 10 *yuan* with him right now.
 - [C] The man will pay his fines by himself at once.
 - [D] The man will pay his fines the next day.
- 6) What does the woman suggest the man to do to pay his fines?
- [A] Ask his classmates to pay the extra fines for him now.
 - [B] Clear his fines next time he comes to the library.
 - [C] Pay the money when he borrows books again next term.
 - [D] Return the books first and pay the fines later.
- 7) What will the man probably do next?
- [A] Go back to his dorm and get some money.
 - [B] Telephone his roommate.
 - [C] Take his time and clear the fines next day.
 - [D] Borrow 10 *yuan* from the woman.

6. Look at the picture below carefully and 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. You can use the expressions learned in Exercises 1 & 2.

Notes: shoulder *n.* 支撑点, 支持者, 肩膀 therapy *n.* 治疗, 疗法



7. Topic discussion.

1) Suppose you are the headmaster (校长) of your college, what measures do you think should be taken to improve the environment of your campus? Share your ideas in class.

2) Do you prefer to work in college, either as a teacher or a school worker? Why or why not? Give your reasons.

Reading and Writing

Text A

Lead-in Activities

Do you have plans for the following years of college life? Different people may have different plans for their dreams. Discuss in pairs about your overall plans in your college life, then share your plans in class. Here are some aspects you may include in your plan.

Aspects	Examples
Academic studies	Get good grades/pass all the exams...
Social activities	Join social clubs/organizations/volunteer groups...
Hobbies and interests	Learn guitar/a foreign language/how to cook...
Entertainment (娱乐)	Travel around China/join a singing contest...
Future jobs	Be a doctor/an office worker/a teacher...
Further improvements	Continue to study abroad/be a postgraduate(研究生)...

The first text you will learn in this unit is about tips for making college study plans, which may be useful for you in future.

Create a Study Plan

A study plan is an organized schedule that students create to outline study times and learning goals. Just like with work or school schedules, college students should develop a study schedule where they can mark days and times in their calendar for studying. Creating a study plan not only helps you become more organized, but it also makes you responsible for your own learning results.

A study plan is an effective way to help you go through your college education in an organized way. Every student will develop a different study plan; there is no correct study plan for everyone. When creating your own study plan, you will need to do some self-evaluation of your recent schedule and time management. Find days when

you have fewer personal tasks when you can make some study time. Remember, each student studies differently, so the amount of time you need to study will be different from the time your classmates devote to studying. Some students find that studying for thirty minutes every night is more effective than studying a few times a week for a longer period of time.

You have to set up your learning goals for each study stage in order to maximize these scheduled study times. Determine why you are studying, and develop a plan that can help you achieve those goals. Think about future tests, your results in certain courses, and subjects on which you will spend more time than others.

You should also create a study plan that is reasonable. Although you must make enough time in your schedule for your studies, arrange five hours with no break will bring you failure. You can spend less time studying if you arrange time correctly. For a detailed look at how to make your own study plan, please learn the following steps below carefully.

Create a timetable of your recent activities. Creating a timetable will allow you to see how you spend your time from day to day. For a one-week period, take notes about your daily activities. Write down things like when you are at work, school, or home with family. Even remember when you eat and sleep. Once you have done this for a week, look for times that you can slip in an hour of studying. This table can be helpful for determining days and times that you can devote to studying.

Develop a schedule. Now that you have determined available days and times for studying, make a mark in your planner or calendar. For example, use detailed notes to mark times on your calendar so that you are reminded every time you look at it. It is best to have a schedule written down so you don't forget. Seeing it written down can make it seem more important, like a doctor's appointment you cannot miss. Also, it is helpful to write down which subject you plan to study, so you can be sure to devote enough time to each of your classes. Mondays and Thursdays can be arranged for studying math, while Tuesdays and Fridays can be devoted to English.

Determine your study goals. At the beginning of each week, determine why you need to study and what you plan to achieve in each class. Do you want to raise your scores in a particular class in order to maintain a certain GPA? Are you preparing for a big exam? For example, if you are studying for an important mid-term exam, change your study plan two weeks before the test to review old tests and notes of your class. On the other hand, when you don't have an upcoming test, use your study time