



普通高等教育“十一五”国家级规划教材

COLLEGE PRACTICAL  
ENGLISH  
INTEGRATED  
COURSE

大学

实用英语

综合教程 (第一级)

总主编 于洪颖

主 编 陈望波 黄桂荣 朱 静

浙江科学技术出版社  
江西科学技术出版社



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# 大学实用英语

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# 前 言

《大学实用英语》是根据教育部颁布的《高职高专教育英语课程教学基本要求》(以下简称《基本要求》)编写的一套供高职高专学生使用的大学英语教材。2006年被教育部正式批准为“十一五”国家级规划教材,是我国高职高专英语教学的一个重要科研项目。

本套教材共分五级:预备级、第一级、第二级、第三级和提高级,每级包括《综合教程》《听说教程》《教师用书》和《综合教程练习册》四个分册。

其中,《综合教程》包含四大模块:Speaking、Reading、Writing、Grammar。每单元由三篇课文组成,Reading中Text A为精读材料,配有阅读理解、词汇词组、句子结构、英汉翻译等多种练习;Text B为泛读材料,并配有阅读理解练习题,供学生们课外阅读。Writing中的课文突出英语应用能力训练,按照《基本要求》编写,由浅到深,包括日常交际能力训练和业务能力训练,涵盖了《基本要求》中所提到的各种信函、外贸单证、经贸合同等高职高专学生将来就业常用的应用文。这四大模块包括了“说”、“读”、“写”,而将“译”融入Text A后的练习中。《综合教程》预备级,有16个单元,《综合教程》一级至三级和提高级,每册含10个单元。

《听说教程》配合《综合教程》使用,力求使学生在“听”、“说”两方面进一步得到训练。每单元设有三大部分,既有单词、句子等基础训练,又有情景会话、短文阅读等能力的提升训练。为保证学习效果,教材配了录音磁带和光盘,同时聘请经验丰富的英美语言专家朗读,使用一流语音设备制作,并派专人监制。

《综合教程练习册》按高等学校英语应用能力A、B级考试要求编写。题型相似,但内容又紧扣教材,学生通过本书练习,可熟悉英语应用能力考试题型,有助于学生参加高等学校英语应用能力A、B级考试。

《教师用书》为教师提供了每单元的相关背景知识、难句解释、语言点释例、补充材料、课文参考译文和练习答案以及《听说教程》中听力的原文和练习答案。多媒体课件由我们和北京洪恩教育科技有限公司共同制作。

本书为《综合教程》第一级,包含10个单元,主要供各个学制的高职以及高等专科院校的一年级学生使用。主题以文化和生活为主,涉及语言、文化差异、友谊、互联网络、广告、时间、自然风光、娱乐、健康、生活十大方面;Writing中的应用文主要是各种信函应用的写作,从常见信封写法入手,介绍了商务信函、私人信函、介绍信、自荐信、推荐信、邀请信,此外还附有欢迎词、祝酒词、赠物语三种文体写作手法;从本级开始语法已经以《基本要求》中对高职高专学生要求的内容为主,除设置专门模块讲解语法知识外,还将语法知识融于课文学习中,同时从本级开始还加大课后练习量。

《大学实用英语》组织了一批国内知名的专家、教授及部分高校骨干教师参与编写。英籍专家 Andrew Meek 也参加了部分内容的编写和审阅。对他们的辛勤工作,我们表示衷心的感谢。

编 者

2009年4月

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# Unit 1 *Language*



## ● Speaking

### ● Dialogue

#### How to Study English

Li Ming: How to learn English according to your experience?

Liu Ying: Well, first you should be clear about the purpose of your English study.

Li Ming: Yes, I see. But can you recommend some good methods in learning English?

Liu Ying: You should develop a large vocabulary as quickly as possible, I think.

Li Ming: Of course. But it's difficult to memorize the new words.

Liu Ying: I used to keep a word-book with me and read it if I had time. But now I find it's even better to enlarge the vocabulary through reading.

Li Ming: I think they will surely work. What else should I pay attention to?

Liu Ying: Sentence patterns! Yes, sentence patterns! I suggest you learn as many sentence patterns as possible.

Li Ming: How about the grammar?

Liu Ying: Grammar? It's a big problem to Chinese students. You'd better use the grammar you've learnt in practice, including listening, speaking, reading and writing. And the most important thing is practice.

Li Ming: Well, I see. Thank you very much.

Liu Ying: You're welcome.

## ● Practice

### 1. Match the parts on the left with those on the right.

- |  |  |
|--|--|
| (1) How to improve spoken English?                                   | A. Well, first, you should be confident of yourself and try to open your mouth.  |
| (2) Yes, I see. But can you give me some good advice?                | B. OK. You should enlarge your vocabulary. And at the same time, you must learn as many sentence patterns as possible.   |
| (3) I know. But I don't know how to use them when I talk to someone. | C. It's my pleasure.   |
| (4) Well, I see. Thanks.   | D. That's the problem. You must use what you've learnt in practice as much as possible. That's the most important thing. |

### 2. Write a dialogue like the one above about learning English. Use these phrases to help you.

- |                 |                             |
|-----------------|-----------------------------|
| A               | B                           |
| How to...?      | to enlarge one's vocabulary |
| give sb. advice | to memorize grammar rules   |
| What else...?   | sentence patterns           |

## ● Reading

### ● Text A Intensive Reading

#### Learning Foreign Languages

—By Marian Hobson Jeannere

Languages will continue to change. Even if English is becoming the universal language, it will still take many different forms. Indeed the same could happen to English as has happened to Chinese.

We will continue to teach other languages in some form, and not just for practical reasons. Learning a language is good for your mental health; it forces you

to understand another cultural and intellectual system. So I think we should develop a more rational approach to the foreign languages available to students. Because so many people believe it's no longer important to know another language, I fear that time spent on language teaching in schools may well continue to reduce. But you can argue that learning another language well is more tiring than, say, learning to play chess well—it involves sensitivity to a set of complicated grammar rules, and also to the context.

Technology will certainly make a difference to the use of foreign languages. Computers may, for instance, help us do much translation work. But no one who has seen a computer translation will think it can substitute for live knowledge of the different languages. A machine will always be behind the times. Still more important is the fact that no computer will ever get at the implications that may not be expressed but which carry much of the meaning. In languages like Arabic the context is very important. Languages carry heavy cultural baggage too—in French or German if you miss the cultural references behind a word, you're very likely to be missing the meaning. It will be very hard to teach all that to a computer.

Some people predict that fewer and fewer people will speak English in the 21<sup>st</sup> century. I don't think foreign languages will really become less important and the number of people who speak it will decline, but they might be perceived to be—and that would in the end be a very bad thing.

### Notes

1. take... forms: 语言由于演变而形成的不同形式称为“变体”。take many different forms(以许多不同形式出现)可以简单译成“有许多变体”。
2. other languages: 这里指英语以外的语言,对英国人来说也就是“外语”。
3. you can argue that:“你可以表明……”,可译成“可以说”。
4. say: 插入语,举例时使用,相当于 for example,译成汉语时可以省略。
5. get at the implications: 掌握暗含意义。
6. heavy cultural baggage: baggage 的意思是“行李,包袱”,但“沉重的文化包袱”带有贬义,所以得译成“深厚的文化沉淀”。
7. cultural references:“文化参照”,也就是“典故”。

### New Words

universal [ˌjuːniˈvɜːsəl]  
 mental [ˈmentl]

a. 世界通用的  
 a. 心理的,精神的

cultural ['kʌltʃər(ə)l]

intellectual [ˌɪntɪˈlektʃuəl]

rational ['ræʃənəl]

approach [ə'prəʊtʃ]

available [ə'veɪləbl]

tiring ['taɪərɪŋ]

involve [ɪn'vɒlv]

sensitivity [ˌsensi'tɪvɪti]

complicated ['kɒmplɪkeɪtɪd]

Arabic ['ærəbɪk]

context ['kɒntekst]

substitute ['sʌbstɪtju:t]

live [laɪv]

implication [ˌɪmplɪ'keɪʃən]

predict [prɪ'dɪkt]

perceive [pə'si:v]

decline [di'klaɪn]

a. 与文化有关的

a. 智力的, 知识的, 思想的

a. 理性的, 合理的

n. 方法, 态度

a. 有用的, 可以得到的

a. 令人疲倦的

v. 牵涉, 涉及, 包含

n. 敏感性

a. 复杂的, 难以解释、理解的

a. 阿拉伯的, 阿拉伯语的

n. 上下文, 文章的前后关系

n. &amp; v. 取代, 代替

a. 活的

n. 暗示

v. 预测

v. 知觉, 察觉, 理解

v. 减少, 下降, 衰落

### Phrases and Expressions

available to

可以得到的

be behind the times

落后于时代

be likely to

有可能

be perceived to be

被人视为

in the end

最终, 到头来

make a difference to

使……发生变化, 给……带来变化

may well

很可能

sensitivity to

对……的敏感性

substitute for

取代, 代替

## I . Reading Aloud

Read the following paragraph, pay attention to your pronunciation and intonation.

We will continue to teach other languages in some form, and not just for practical reasons. Learning a language is good for your mental health; it forces you to

understand another cultural and intellectual system. So I think we should develop a more rational approach to the foreign languages available to students. Because so many people believe it's no longer important to know another language, I fear that time spent on language teaching in schools may well continue to reduce. But you can argue that learning another language well is more tiring than, say, learning to play chess well –it involves sensitivity to a set of complicated rules, and also to the context.

## II . Comprehension

1. Answer the following questions briefly.

- (1) Why will languages continue to change according to the author?
- (2) Why does the author say learning a language is good to our mental health?
- (3) What will make a difference to the use of foreign languages?
- (4) Why can't a computer replace human translation?
- (5) What do some people predict about English in the 21<sup>st</sup> century?

2. Decide whether the following statements are true(T) or false(F) according to Text A.

- (1) \_\_\_\_\_ English will still take many different forms even if it is to become the universal language.
- (2) \_\_\_\_\_ Learning a language forces one to understand another cultural and intellectual system, so it's good for one's mental health.
- (3) \_\_\_\_\_ The author predicts that computers will replace the human in translation in the future.
- (4) \_\_\_\_\_ The author thinks that more and more people will speak English in the 21<sup>st</sup> century.
- (5) \_\_\_\_\_ The author thinks it's a bad thing if foreign languages become less important.

3. Group discussion.

- (1) Do you agree with the author that fewer and fewer people will speak English in the 21<sup>st</sup> century?
- (2) What role does technology play in the use of foreign languages?

## III . Vocabulary

1. Fill in each blank with an appropriate word or phrase from the box. Change the form if necessary.

involve	perceive	live	approach	available
practice	sensitivity to	substitute for	prediction	decline

- (1) Can you recommend some good \_\_\_\_\_ to English study?

- (2) Do you think robots can \_\_\_\_\_ human beings in the future?
- (3) Children are usually \_\_\_\_\_ blame.
- (4) To accept the position you offer would \_\_\_\_\_ my living in London.
- (5) The book you ordered is not \_\_\_\_\_.
- (6) On entering his house, we at once \_\_\_\_\_ him to be a man of taste.
- (7) It was a \_\_\_\_\_ broadcast, not a recording.
- (8) Your invention is excellent, but not very \_\_\_\_\_.
- (9) He \_\_\_\_\_ to discuss his plans with the newspaper men.
- (10) That scientist \_\_\_\_\_ that there will be an earthquake.

2. Complete each of the following sentences with an appropriate form of the word in brackets.

- (1) Human beings are more \_\_\_\_\_ than animals. (ration)
- (2) The books in the library must be \_\_\_\_\_ to the students. (avail)
- (3) War causes \_\_\_\_\_ misery. (universe)
- (4) The news that there will be an earthquake is just a \_\_\_\_\_. (predict)
- (5) What are the \_\_\_\_\_ of this statement? (imply)

#### IV. Word Building

1. The suffixes *-ment*, *-ation*, *-sion* and *-ion* are used to form nouns from verbs. Study the table below and then give the noun from of each of the following verbs. Make changes in the spelling where necessary.

- |                       |                        |
|-----------------------|------------------------|
| (1) announce _____    | (2) collect _____      |
| (3) examine _____     | (4) develop _____      |
| (5) connect _____     | (6) imagine _____      |
| (7) permit _____      | (8) improve _____      |
| (9) participate _____ | (10) revise _____      |
| (11) solve _____      | (12) concentrate _____ |
| (13) organize _____   | (14) express _____     |
| (15) move _____       | (16) divide _____      |

2. The suffixes *-er* and *-or* can be used to form nouns referring to someone who does something. Now add *-er* or *-or* to the following words, or cut off *-er* or *-or* to form new words, and fill in the following blanks with some of the new words you have formed.

- |            |           |            |         |
|------------|-----------|------------|---------|
| garden     | calculate | receive    | contain |
| command    | remain    | hiker      | inspect |
| steam      | process   | supervisor | build   |
| contribute | consume   | painter    | teenage |

- (1) The position of manager involves training and \_\_\_\_\_ all the clerks in the office.

- (2) A school \_\_\_\_\_ visits our school regularly and then reports to the board of education about what he's found.
- (3) When you divide 12 by 5, the \_\_\_\_\_ is 2.
- (4) A new word \_\_\_\_\_ would be a big help to our business; the old one is barely working.
- (5) Being a \_\_\_\_\_ is a wonderful job for anyone who enjoys a quiet life and understands what plants need.
- (6) I don't understand why students can't use \_\_\_\_\_ during exams; in real life, no one does math in their heads anymore.
- (7) The \_\_\_\_\_ ordered his soldiers to attack the city under the cover of darkness.
- (8) Some food can be kept fresh for weeks if it's stored in the right kind of \_\_\_\_\_.
- (9) During the spring time, many people go \_\_\_\_\_ in the forests and mountains.
- (10) The school is planning to form a team of \_\_\_\_\_ to visit their sister school in Britain this summer.

## V. Cloze

### 1. Choose the appropriate word for each blank.

In every language, new words are constantly being (1) \_\_\_\_\_ (invented/coined) to express new aspects of developing culture. It might be a change in (2) \_\_\_\_\_ (technology/science), which requires us to use laptop-computers(手提电脑), or e-mails. It might be a change in the (3) \_\_\_\_\_ (job-market/society), which in the last few years has produced the word "dump" and "downsize".

Although new words are born every day, very few of them will be (4) \_\_\_\_\_ (about/around) the language in ten years' time. So when you hear two young women talking to each other about a young man who one of them met recently, what do you think is meant when one says "I'm not sure whether to write a letter to him, or just e-mail him." It is not your fault if you didn't understand this. The young woman was wondering whether to take a young man's phone number for a future (5) \_\_\_\_\_ (meeting/date), or to forget him as (6) \_\_\_\_\_ (suitable/unsuitable).

How many of these new words will (7) \_\_\_\_\_ (exist/survive) no one can really say. No one these days talk about the wireless, or beatniks, on the other hand, expressions such as Okay, Alright, and way of life, once new, are now (8) \_\_\_\_\_ (part/all) of normal, everyday English.

### 2. Translate the following sentences into English.

- (1) 这些票的有效期只有一个月。(available)
- (2) 老师是脑力劳动者。(mental)
- (3) 勿做不必要的花费。(involve)
- (4) 那位老人的想法已经过时了。(be behind the times)

(5) 电脑永远不能取代人类。(substitute for)

3. Translate the following paragraph into Chinese.

It is often said that English is quickly becoming a world language. It is certainly the most widely used language in the world, and second only to Chinese in its number of native speakers, but there are certain dangers in choosing English as an international language.

● Text B Fast Reading

Crazy English

—By Clair Froster

Let's face it—English is a crazy language. There is no egg in eggplant nor ham in hamburger; neither apple nor pine in pineapple. English muffins weren't invented in England or French fries in France. Sweetmeats are candies while sweetbreads, which aren't sweet, are meat.

We take English for granted. But if we explore its paradox, we find that quicksand can work slowly, boxing rings are square and a guinea pig is neither from Guinea nor is it a pig.

And why is that writers write but fingers don't fing, grocers don't groce and hammers don't ham? If the plural of tooth is teeth, why isn't the plural of booth beeth? One goose, 2 geese. So one moose, 2 meese? One index, 2 indices? Doesn't it seem crazy that you can make amends but not one amend, that you comb through annals of history but not a single annal? If you have a bunch of odds and ends and get rid of all but one of them, what do you call it?

If teachers taught, why didn't preachers praught? If a vegetarian eats vegetables, what does a humanitarian eat? If you wrote a letter, perhaps you bote your tongue?

Sometimes I think all the English speakers should be sent to an asylum for the verbal insanity. In what language do people recite at a play and play at a recital? Ship by truck and send cargo by ship? Have noses that run and feet that smell? Park on driveways and drive on parkways?

How can a slim chance and a fat chance be the same, while a wise man and a wise guy are opposites? How can overlook and oversee be opposites, while quite a lot and quite a few are alike? How can the weather be hot as hell one day and cold as hell another?

You have to marvel at the unique lunacy of a language in which your house can burn up as it burns down, in which you fill in a form by filling it out and in which an