

电大英语专业本科导学系列丛书



高级日常英语导学

熊 崑 郭红霞 马幼平 编

中央广播电视大学出版社

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前 言

“电大英语专业本科导学系列丛书”是人才培养模式改革和开放教育试点项目中以课程为单元的多种媒体教学资源一体化建设的有机组成部分。“导学”为文字辅导教材,与主教材及录音、录像、VCD、CAI、网络等多种媒体相辅相成,指导开放教育的学习者自主学习,并进行自我评价。同时,也可以供辅导教师参考使用。

“电大英语专业本科导学系列丛书”由中央广播电视大学外语部和全国电大英语教研中心组共同策划并制订编写方案。编写者都是全国电大开放教育第一线的英语教师,他们既熟悉教材又熟悉学生,由他们所编写的材料具有实用性、针对性和可操作性;学习任务的设计力求新颖、真实、贴近生活;编写中把握“实用为主,够用为度”的原则,尽量不加重学习者的学习负担。

本导学系列丛书不同于传统意义上的教学辅导,是对现代远程开放学习环境下教学模式的实践和探索。在编排设计上突出“导、学、评”三个字。导即辅导(tutor)、指导(guide),根据每单元的话题,重点辅导学生在学习中遇到的疑难问题,进一步指导学生完成各项语言技能的评价。学即学习,包括学生自主学习(autonomous learning)、小组学习(group learning)和面授辅导课的学习活动。体现个性化学习方式和做中得学(learning by doing)的学习理念,通过完成相关的学习任务,保障学习过程的落实。评即评价(assessment),书中设计的各种评价项目,都与每单元的学习过程同步,可用于自我评价(self assessment)、同学互相评价(peer assessment)和教师评价(tutor assessment)。

《高级日常英语导学》是以英语国家日常生活的话题为主要内容来设计编写的,内容新颖实用;语言浅显易懂;练习丰富多样;范例翔实生动。这本导学教材结合主教材,以语言、文化和情景为主线,“以学习者为中心”,内容包括学习辅导、评价练习、答案及参考译文三个部分。学习辅导部分主要解决学生在学习主教材过程中遇到的疑难问题,如词汇、习惯用法、疑难句子等,并提供与主教材主题相关的英美文化、习俗等方面的背景知识和参考资料。评价练习部分的各种评价项目是按照教学大纲要求的学习目标而设计的,融各项语言基本技能于一体,对词汇、语法、口语、阅读、写作、翻译等方面的语言知识和技能进行评价。练习编排由易到难,形式多样,使学习者能够做到边学边练,真正体现了“学一点儿,练一点儿,用一点儿”。在英语口语和写作技能方面的评价项目设计中,突出语言交际技能的综合训练。口语有双人、小组和个人三个层次的训练模式;写作

有体裁要素、写作方法、范例和情景几个方面的具体提示。所提供的指导、范例、任务与评价环环相扣,循序渐进,进行了一体化设计,便于学习者自主学习和个性化学习。答案及参考译文部分包括本书评价练习部分的参考答案及主教材课文的参考译文,供学习者参考。

本导学教材的使用对象是电大开放教育英语专业本科的学员和辅导教师,同时也适合网络学院的学员以及自学者使用。编写分工是:熊银(第5~8单元的学习辅导和参考译文部分);郭红霞(第1~4单元);马幼平(第5~8单元的练习部分)。由熊银统稿,张向阳审阅。

在编写过程中,我们参考了国内外多种书刊以及网上资料,并汲取了其中诸多有益的内容,在此恕不一一说明,谨对其作者致以衷心的感谢。

由于时间仓促,编者水平有限,各种疏漏在所难免。欢迎同行和广大读者在使用过程中提出宝贵意见,使之日臻完善。

编 者

2003年4月

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Unit 1

Section 1 Learning Guide

Activity 1

Tasks 1, 2 and 3 (pp.6-9)

1. **identical** exactly the same, or very similar 同一的;完全相同的
e.g. They're wearing identical clothes. 他们穿着相同的衣服。

Activity 2

Tasks 1, 2, and 3 (pp.10-13)

2. **business-like** efficient; systematic 有效的;有条不紊的
e.g. Negotiations were conducted in a business-like manner. 谈判按部就班地进行。

Activity 3 (p.14)

3. **garment** (*fml* 文) article of clothing (一件) 衣服
e.g. a strange shapeless garment that had once been a jacket 用夹克衫改成的怪模怪样的衣服

Tasks 1 and 2 (pp.15-17)

4. **cardigan** a knitted upper garment, such as a sweater or a jacket that opens down the front 开襟汗衫,一种衣服前面开口的针织上装,如针织紧身毛衣或夹克衫
5. **sneakers** a sports shoe usually made of canvas and having soft rubber soles 帆布胶底运动鞋
6. **blankly** lacking understanding 茫然地;毫无表情地
e.g. The man looked blankly at the picture. 那个人呆呆地看着照片。
7. **suspender** (*often pl.* 常用复数形式) an elastic strap worn over the shoulders to support trousers 背带

8. **braces** (*Brit. 英*) straps supporting trousers from the shoulders (裤子的)背带 (Cf. *US suspenders*)

Activity 4 (p.18)

9. **tell apart** distinguish between 分清;区分

e.g. Can you tell Tom and his twin brother apart? 你能分辨出汤姆和他的孪生兄弟吗?

10. **fabric** type of cloth, esp. one that is woven 织物;布

e.g. woolen, silk, cotton, etc. fabrics 毛、丝、棉等的织物

11. **denim** a hard-wearing twill-weave cotton fabric used for trousers, work clothes, etc. 斜纹粗棉布

12. **acrylic** of, derived from, or concerned with acrylic acid 丙烯酸的

Tasks 1, 2 (pp.19-22)

13. **checked** having a pattern of small squares 格子花纹的

14. **geometric** of or relating to geometry and its methods and principles 几何学的;与几何学及其方法、原理有关的

15. **plait** a length of hair, etc., that has been plaited 辫子

16. **wavy** having curves like the waves of the sea 波状的;波浪式的;波纹的

e.g. a wavy line 波状线 a wavy hair 卷发

17. **bun** a hair style in which long hair is gathered into a bun shape at the back of the head(盘在后脑的)圆发髻

18. **fringe** (chiefly *Brit. 主英*) a section of the front hair cut short over the forehead 刘海儿

19. **crew cut** 小平头

Activity 5

Tasks 1, 2, 3 and 4 (pp.22-25)

20. **appearance** outward aspect 外表;外貌

e.g. Don't judge by appearance - appearances can be misleading. 勿以外貌取人——外貌不可靠。

21. **sketch** rough quickly-made drawing, without many details 素描;速写;草图

Tasks 5, 6, 7 and 8 (pp.26-28)

22. **gorgeous** giving pleasure and satisfaction; wonderful 令人愉快而满意的;极好的

23. **casual** (of clothes) for informal occasions; not formal (衣服) 便服的, 非正式的
e.g. casual wear 便装
24. **gathering** meeting or coming together of people 集会; 人群的聚集
e.g. a small family gathering 家庭小聚会

Activity 6

Tasks 1, 2, 3 and 4 (pp.29-31)

25. **fiancée** (*French* 法) a woman to whom another is engaged to be married 未婚妻
26. **fiancé** (*French* 法) a man to whom another is engaged to be married 未婚夫
27. **(be) engaged to** be under a promise to marry 与……订婚
e.g. Mary is engaged to Peter. 玛丽与彼德订了婚。

Tasks 5, 6, 7 and 8 (pp.32-36)

28. **personality** characteristics and qualities of a person seen as a whole 人格; 个性
e.g. He has a very strong personality. 他个性很强。
29. **well-behaved** acting or conducting in a good manner 表现良好的; 举止优雅的
30. **(be) jealous of** envious or resentful of (a person or a person's advantages, etc.) 妒忌
e.g. She is very jealous of Tom / Tom's success. 她很妒忌汤姆/汤姆的成就。

Activity 7 (p.36)

31. **squabble** (with sb or over sth) quarrel noisily (为琐事) 争吵
e.g. John keeps squabbling with his sister about who is going to use the bicycle. 约翰跟妹妹都争着要骑那辆自行车。

Task 1 (pp.37-40)

32. **sociable** fond of the company of other people; friendly 好交际的; 友好的; 合群的
e.g. I'm not in a sociable mood. 我没兴致与人交往。
33. **easy-going** relaxed in manner or attitude; inclined to be excessively tolerant 脾气随和的
e.g. My mother doesn't mind who comes to stay, she's very easy-going. 我母亲不在乎和什么人来往, 她非常随和。

Task 2 (pp.38-40)

34. **positive** with no possibility of doubt; clear and definite 明确的; 确定的

- e.g. We have no positive proof of her guilt. 我们没有她犯罪的确凿证据。
35. **negative** expressing denial or refusal 表示否定或拒绝的
e.g. a negative decision on an application 对申请的否决
36. **leave sb/sth out** omit; not include or mention 省去;遗漏;不考虑
e.g. This word is wrongly spelt; you've left out a letter. 这个字拼错了,你漏了一个字母。
37. **protective** giving or capable of giving protection 给予保护的;防护的
38. **tomboy** a girl who acts or dresses in a boyish way, liking rough outdoor activities or skills 爱打打闹闹的女孩子
39. **feminine** of or like women; having the qualities or appearance considered characteristic of women 女性的;阴性的;有女性外貌特征的
40. **lenient** inclined not to be harsh or strict;merciful;generous or indulgent 不苛刻的;仁慈的
e.g. I hope the judge will be lenient. 我希望法官宽大为怀。
41. **spoil** make (esp. a child) selfish from having too much attention or praise 娇惯;溺爱
e.g. That little girl is terribly spoilt - her parents give her everything she asks for. 那个女孩真被惯得不像话——父母对她是有求必应。
42. **exhibitionist** someone who wants to be looked at and admired 好自我表现的人
43. **be strict with** be rigorous in the imposition of discipline 对……严厉的;严格的
44. **settle down** apply oneself (to work, an activity, a way of life, etc.) 定居;平静下来;专心于
e.g. Let's settle down to our studies. 让我们安心学习吧。
45. **anti-social** avoiding the company of other people; unsociable 不爱交际的

Tasks 3, 4, 5, 6 and 7 (pp.40-46)

46. **spontaneous** occurring, produced, or performed through natural feeling, proceeded without external influence 自发的
e.g. a spontaneous offer of help 主动提供的帮助
47. **discipline** provide training of the mind and body to produce obedience and self-control 训练,磨炼
e.g. You must discipline yourself to finish your work on time. 你必须严格要求自己,按时完成任务。

Activity 8 (p.47)

48. **reinforce** to give more support to; emphasize 给予更多的支持;加强
e.g. This evidence reinforces my view that he is a spy. 这个证据证实了我认为他是间谍。

谍的这一看法。

Section 2 Assessment

Vocabulary and Structure

1. Give the Chinese version to the names of the following clothes :

- | | |
|---------------------|---------------------|
| 1) coat _____ | 2) trousers _____ |
| 3) trainers _____ | 4) sweatshirt _____ |
| 5) jeans _____ | 6) sweater _____ |
| 7) cardigan _____ | 8) pants _____ |
| 9) blouse _____ | 10) shorts _____ |
| 11) sneakers _____ | 12) sunhat _____ |
| 13) tee-shirt _____ | 14) vest _____ |

2. Give the Chinese version to the following description of different patterns, designs on fabrics .

- | | |
|----------------------------------|---------------------|
| 1) striped _____ | 2) spotted _____ |
| 3) checked _____ | 4) flowered _____ |
| 5) plain _____ | 6) with stars _____ |
| 7) with an abstract design _____ | |
| 8) with a geometric design _____ | |

3. There are 15 sentences in this section . Beneath each sentence there are four words or phrases marked A, B, C and D. Choose one word or phrase that best completes the sentence .

- 1) Were you _____ in the heavy shower yesterday?
A. met B. caught C. centered D. arrested
- 2) They _____ that they are unable to attend the reception on 18th September.
A. regret B. sympathize C. beg D. apologize
- 3) These leather shoes are all made _____.
A. at hand B. in hand C. on hand D. by hand
- 4) I am very much looking forward _____ visiting your country.
A. by B. with C. to D. at
- 5) If it _____ too much trouble, I'd love a cup of coffee.
A. hadn't been B. isn't C. weren't D. may not be
- 6) I am _____ of making excuses for your rudeness to our friends.

- A. annoyed B. worried C. tired D. angry
- 7) Xiao Li finished the paintings _____ for the exhibition.
A. in good time B. for the time being C. from time to time D. time after time
- 8) They have not seen their uncle _____ 1975.
A. until B. since C. in D. from
- 9) He really ought to apologize _____ what he said yesterday.
A. over B. about C. for D. of
- 10) They _____ to accept the blame for having caused the accident.
A. denied B. refused C. disagreed D. resigned
- 11) I'm sorry I didn't phone you last night, I was up to my _____ in work.
A. head B. ears C. shoulders D. eyes
- 12) After failing his driving test four times, he finally _____ trying to pass.
A. gave up B. gave away C. gave off D. gave in
- 13) The President made his last public _____ before his term of office ended.
A. engagement B. meeting C. appearance D. gathering
- 14) The _____ at the football match became silent when their team lost.
A. spectators B. groups C. observers D. customers
- 15) The great _____ of people in this country nowadays own a TV set.
A. part B. majority C. number D. mass

Speaking

1. Pair Work

Task 1 Dialogue

Model 1:

(1) A: How do you do?

B: How do you do?

(2) A: How are you?

B: I'm fine. (I'm well. / Not bad.) Thank you. And (How are) you?

A: I'm fine, too.

Use Model 1 to practise general greetings. You can begin with:

- How's everything going?
- How's everything with you?
- How's your work going?
- How are things with you?
- How are you getting along these days?
- Good morning!

- Good afternoon!
- Good evening!
- Morning!
- Afternoon!
- Evening!

Model 2:

A: Who is the man over there?

B: Which one?

A: The one wearing a striped shirt.

B: Oh, I know him. He is Mr. Smith.

Use Model 2 to describe people's appearance:

hair styles – long straight hair; pony tail; medium length wavy hair; short curly; bun; plaits; crew cut; short hair and a fringe

clothes' fabrics – wool; cotton; nylon; denim; silk

clothes' patterns and designs – checked; spotted; flowered; with a geometric design; plain; striped; with an abstract design

Task 2 Conversation

Situation: Mr. Green meets the Wangs and their friend in a supermarket. The Wangs introduce their friend Mr. Lu to Mr. Green. They greet to each other.

Suggested pattern:

Mr. Green: Good morning, Mr. Wang.

Mr. Wang: Good morning, Mr. Green. This is my wife.

Mr. Green: Glad to know you, Mrs. Wang.

Mrs. Wang: So am I.

Mr. Wang: Mr. Green, allow me to introduce Mr. Lu to you. This is my good friend Lu Yong, and this is Mr. Green.

Mr. Green: How do you do, Mr. Lu?

Mr. Lu: It's nice to meet you, Mr. Green. Are you going to buy something?

Mr. Green: Yeah. But these prices are ridiculous, aren't they? I can't imagine how you can make ends meet.

Mr. Wang: Believe me. It isn't easy. But we're managing all right.

Mr. Green: Sure. Well, I've got to go now. Goodbye.

Mr. Wang: Goodbye.

Mr. Lu: Goodbye.

2. Group Work

Task 1 Conversation and Self Recording

Situation: You have a brother studying at the university. One day he brings John, one of

his friends freshly from America, to visit your family. It's on the weekend, and both you and your parents are at home. As he enters the house, your brother begins to introduce his friend to the family.

Now make the conversation with your partners in your study group, and then record your own voices in a tape.

The conversation should include the following:

greeting, introduction, the topics the friends talk about for the first time, such as one's education background, personal interests, routine activities, likes and dislikes and leisure time activities.

Task 2 Discussion

Situation: Jim and Jack were neighbors five years ago and meet unexpectedly in friend's birthday party. They begin to sit down and talk warmly about their new homes, their families, their jobs and so on.

Suggested topics:

1. The former impression of a particular member in the family
2. The changes in person's characters and appearances in both families
3. Their jobs today
4. Their new living environments

Now start your discussion.

3. Individual Work (Oral Presentation)

Task: Introduce your family members from a photo to your classmates. Try to describe their hair styles, their clothes and personalities.

Suggested Pattern:

I love this photo. It's quite a good one of everyone. Look, ... is in the middle wearing.... That's..., behind..., a guy with... hair. He's always elegant when he's wearing He's always a ... boy in my mind. The ... sitting under the tree on the left, wearing ... , is my mom. She really likes children and always keeps them entertained...

Reading

In this section there are two passages followed by questions or unfinished statements, each with four suggested answers marked A, B, C and D. Choose the one that you think is the best answer.

Passage 1 A Bilingual Childhood

I remember to start with that day - now nearly thirty years past - when I first

entered a classroom, able to understand some fifty English words, in a **neighborhood Roman Catholic** school.

The **nun** said, in a friendly but impersonal voice, "Boys and girls, this is Richard Rodriguez." It was the first time I had heard anyone name me in English.

Many years later there was something called **bilingual** education. It was a program that sought to permit non-English-speaking children, many from low-class homes, to use their family language as the language of school. I heard them and was forced to say no: it was not possible for a child – any child – ever to use his family's language in school. Not to understand this was to **misunderstand** the public uses of schooling.

I grew up in a house where the only regular guests were my relations. No one in the family knew the names of the old couple who lived next door; until I was seven years old, I did not know the names of the **kids** who lived across the street.

My mother and father addressed me only in Spanish, and in Spanish I learned to reply. I learned my first words of English **overhearing** my parents speak to strangers. At five years of age, I knew just enough English for my mother to trust me to stores one block away. No more. I was unable to hear my own sounds, but I knew very well that I spoke English very poorly.

At school, when the teacher asked questions, I kept silent. I wouldn't answer, I wouldn't try to answer.

Three months. Five. Half a year passed. My teachers noted my **silence**. One Saturday morning three nuns arrived at the house to talk to my parents. The moment after the visitors left, the change was **observed**. My father and mother united to tell us to speak in English.

At first, it seemed a kind of game. After dinner each night, the family gathered to practice "our" English. Laughing, we would try to **define** words we could not pronounce. We played with strange English sounds. We filled the smiling **gaps** of our sentences with familiar Spanish sounds. But that was cheating, somebody shouted. In school, **meanwhile**, like my brother and sister, I was required to attend a daily tutoring session.

Weeks later, it happened: One day in school I raised my hand to volunteer an answer. I spoke out in a loud voice. And I did not think it **remarkable** when the entire class understood.

At last, seven years old, I came to believe what had been technically true since my birth: I was an American citizen.

But the special feeling of closeness at home was **diminishing** by then. Gone was the desperate, intense feeling of being at home. We remained a loving family, but one that greatly changed. Neither my elder brother nor my sister rushed home after school. Nor did I.

Following the dramatic **Americanization** of their children, even my parents grow more