

普通高等教育“十一五”国家级规划教材
获上海普通高校优秀教材一等奖



复旦卓越·英语系列

总主编 翟象俊 余建中 陈永捷

(第2版)

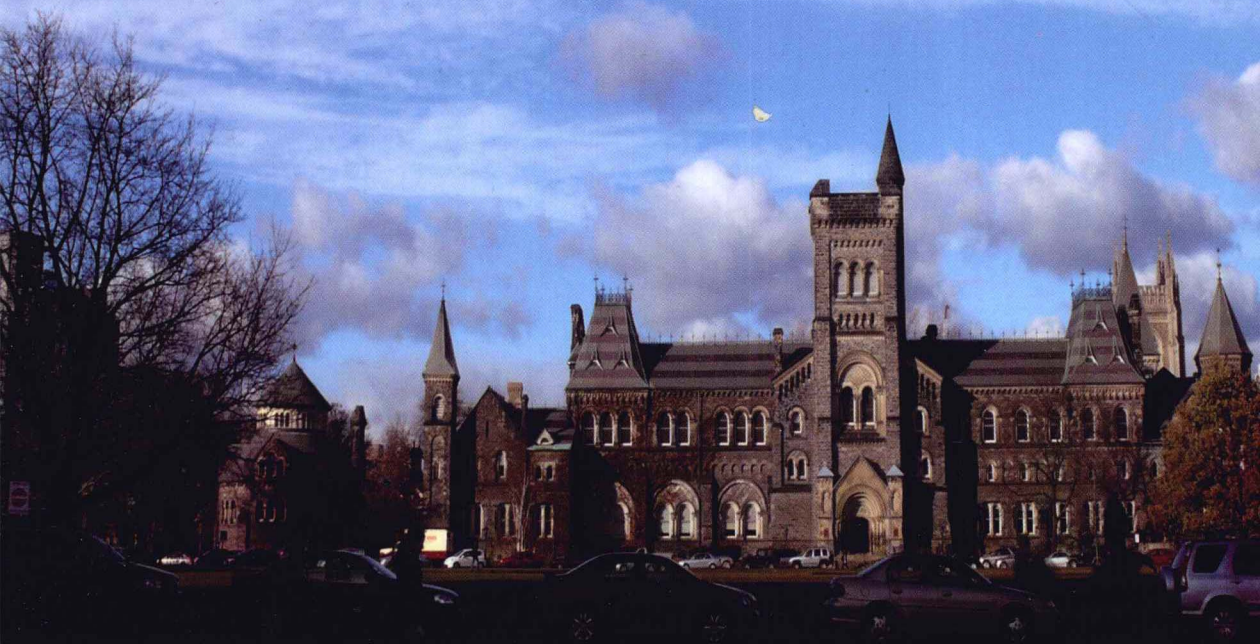
21世纪大学实用英语

21st Century Practical College English

综合教程 1

Students' Book

本册主编 翟象俊 余建中 陈永捷 梁正溜



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内 容 提 要

《21 世纪大学实用英语》系列教材（第 2 版）根据《高职高专教育英语课程教学基本要求》以及我国高职高专人才培养特点和教学改革的最新成果编写而成，突出教学内容的实用性和针对性，将语言基础能力的培养与实际涉外交际能力的训练有机地结合起来，以满足 21 世纪全球化社会经济发展对高职高专人才的要求。

本套教材包括《综合教程》、《综合练习》、《教学参考书》（每一种分为基础教程和 1-4 册）及配套的 MP3 光盘、音带、多媒体课件、电子教案等。本套教材供高职高专院校普通英语教学使用。

本书为《综合教程》第 1 册，共 8 个单元，每个单元均包括听说、读写和实用技能训练三大板块的内容。听说部分围绕每单元的主题，并结合高职高专学生学习生活和毕业后工作实际需要，进行听力与口语方面的专门训练。读写板块包括 Text A（精读），Text B（泛读）和 Practical Reading（实用阅读），并配有相应的练习。实用技能训练部分根据高职高专教育的特点，提供以提高职业技能和素质为目标的实用训练，包括 Grammar Review, Practical Writing 和 Basic Reading Skills 等内容。

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前 言

《21 世纪大学实用英语》系列教材（第 2 版）根据教育部颁发的《高职高专教育英语课程教学基本要求》编写，包括《综合教程》、《综合练习》、《教学参考书》（每一种分为基础教程和 1-4 册）及配套的 MP3 光盘、音带、多媒体课件、电子教案和网络课程等。本套教材供高职高专普通英语教学使用。《综合教程》第 1 册的起点词汇量为 1 000 词，《基础教程》的起点词汇量为 600 词。一般以第 1 册作为起点，基础稍弱的学生也可以从《基础教程》学起，而基础较好的学生则可以将第 2 册作为起点。

《综合教程》每册 8 个单元，每个单元包括三大板块（听说板块、读写板块和实用板块）和导语。本册中“听说板块”围绕每单元的主题，并结合高职高专学生学习生活和毕业后工作实际需要，对学生进行听力与口语方面的专门训练。“读写板块”由同一题材的两篇文章以及一篇实用阅读材料组成：Text A 为精读材料，配有课文前的热身练习，课文后的口语、阅读理解、词汇、结构、翻译等技能训练；Text B 为泛读材料；Practical Reading 为实用阅读材料，并配有与阅读材料相关的练习。“实用板块”则根据高职高专英语教学的特点，提供以提高职业技能和素质为目标的实用训练，包括语法复习、实用写作和基本阅读技能等内容。为方便教学，实用板块穿插于每一单元中。

《综合练习》每册 8 个单元，每个单元包括两个部分。第一部分是根据《综合教程》各个单元中 Text A 和 Text B 的内容而设计的相关练习，并配合各单元的主题，增加 2-3 篇快速阅读短文；第二部分结合高等学校英语应用能力考试（Practical English Test for Colleges）的要求设计练习试题，所有题型和题量均以 B 级和 A 级考试大纲和样题为依据。此外，按照期中、期末的学制安排，《综合练习》还包含期中、期末考试练习卷各一份，最后还附有一份 PRETCO 模拟试卷。

《教学参考书》每册 8 个单元，每个单元根据《综合教程》的相关内容配以教法推荐、背景知识、课文译文、课文逐段详解和相应例句（全部例句均配中文译文）以及练习答案。另外还附有《综合练习》中的练习答案和录音原文。

《21 世纪大学实用英语》（第 2 版）吸取了现行国内外同类教材的优点，以我国高职高专人才培养特点和教学改革的最新成果为依据，突出教学内容的实用性和针对性，将语言基础能力与实际涉外交际能力的培养有机地结合起来，以满足 21 世纪全球化社会经济发展对高职高专人才的要求。具体说来，本套教材具有以下几个特点：

1. 注重培养听说能力。本教材根据高等教育英语教学内容和课程体系改革的

要求,与时俱进,以“听、说”为重点,将听、说题材与课文主题保持一致,把听、说、读、写、译的技能训练有机地结合起来,使学生的听、说训练贯穿于课程教学的始终。

2. 着眼于提高学生的职业技能和素质。本教材根据高等教育英语教学的特点,提供相关的实用训练,力求使学生通过切合实际的学习过程打下一定的基础,在日常或涉外工作时能更加熟练地掌握和使用英语。

3. 选材广泛,注重“跨文化”知识的教学。本教材注重选材内容的趣味性、信息性和实用性,语言的规范性和文体的多样性,不仅重视英语语言基础知识和基本技能的训练,还同时注意将文化内容与语言材料相融合,介绍西方文化背景。

4. 强调教学的整体性。本教材将听、说内容与读、写内容相结合,将精读、泛读和实用阅读融为一体,把听、说、读、写、译五种技能的训练和培养围绕着同一主题展开,形成一个有机的整体。

5. 将“教、学、练、考”融为一体。除了与课文内容相关的练习和期中、期末练习试卷以外,本教材还配有专门针对高等学校英语应用能力考试的习题和题解,以期让学生在巩固所学内容的同时,能够适应各种英语能力考试。

6. 拓展教学时空,实现教材的立体化。本教材包括配套的MP3光盘、音带、多媒体学习课件、电子教案及网络课程等,以期充分利用多媒体和网络化现代教学手段,立体、互动地引导学生开发各种学习潜能。

《21世纪大学实用英语》系列教材(第2版)的主干教材由复旦大学、上海交通大学、上海商学院等高校的翟象俊教授、余建中教授、陈永捷教授、梁正溜教授、姜荷梅副教授等主编。上海及其他省市多所高等院校的资深专家共同参加了编写工作。

编者
2009年6月

使用说明

本书为《21世纪大学实用英语》系列教材(第2版)《综合教程》第1册。全书共8个单元,供一学期使用。

每一单元包括内容简介(Preview),听说(Listening and Speaking),读写(Reading and Writing)三部分。

内容简介用简单易懂的语言对整个单元作总体介绍,以使学生对面临的学习任务有所了解。

听说部分共设10个练习。练习一的主要内容是一篇口语体的短文,要求学生边听短文边做听写填空练习。练习二则要求教师与学生共同总结短文内容和相关表达方式,然后让学生用所学的词汇和句型进行口头表述。练习三为两段二人或多人会话,要求学生先做听写填空练习,然后根据会话内容回答问题。练习四主要是给学生创造一个活用所学内容的机会。上述四个练习一般须在课堂内完成。练习五至练习十是为了让学生巩固以上所学内容而设的,可以由学生通过自主学习在课外完成,但是教师可以请部分学生在下一单元开始前就练习十的内容进行演讲。

读写部分的内容比较广泛,共配有两篇课文、一篇实用阅读材料和相关练习及其他实用练习。

Text A为精读材料。教师在教学过程中,应该充分利用课文前的Starter。该练习能够起到引入课文、活跃气氛、启发思想的作用。本书Text A和Text B后的生词表将单词、词组和专有名词分别列出,这两篇课文后还分别有Notes on the Text,这主要是为了方便教学,同时也方便学生预习或自习。配合Text A的练习共包括Reading Aloud, Understanding the Text, Reading Analysis, Vocabulary, Structure, Translation等项。

Reading Aloud 练习选择部分课文段落供学生朗读、背诵。

Understanding the Text 主要采用问答形式,该练习可以作为学生预习课文的思考题,也可结合课文讲解进行。

Reading Analysis 主要使用表格归纳、解析课文的结构和段落大意。教师可以在讲解课文前后根据学生的预习情况让学生当场完成分析任务。当然,教师也可以把本练习作为回家作业,让学生课后完成。

Vocabulary 练习主要针对课文中出现的常用词和词组,帮助学生掌握它们的用法。教学大纲以外的词和词组一般不出现在这一练习中。

Structure 选取课文中最为有用的英语句子结构或表达方式,教师应该在课堂上通过诸如句型转换、完成句子、翻译、造句等形式,让学生切实学会使用它们。

Translation 包括汉译英和英译汉两部分，一般可以作为学生的回家作业。翻译练习的主要目的是让学生将课文中的词语和表达方式准确地应用到句子中去，并循序渐进地掌握基本的翻译技能。

Grammar Review 以系统复习英语语法为主，练习重点放在学生容易混淆、容易出错的语法现象上。教师可以在课堂上花适当时间讲解这部分内容，或者根据学生的具体情况掠过语法复习。

Practical Writing 是根据学生今后工作需要而编写的实用写作训练，内容较多，其中的大部分练习应该由学生在课后完成。教师除了定期抽查学生的写作练习外，还应该在课堂上多讲一些范文或实例，以帮助学生学习写作要点。

Text B 为泛读材料，其阅读理解和词汇等练习需要在课堂上处理。

Practical Reading 为实用阅读材料，并配有相关练习，可以让学生在课外完成。

Basic Reading Skills 是每个单元的最后一项内容，主要讲解一些基本的英语阅读技能并配有相应的练习。

一般来说，课堂上处理本书一个单元应花 8 节课时间，具体做法可参见教师用书的相关部分。

编者
2009 年 6 月

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UNIT

Highlights

Preview

Listening & Speaking

Introducing Yourself
Getting to Know People
Listening Practice

Reading & Writing

Text A

College — A Transition
Point in My Life

Grammar Review

Countable and Uncountable
Nouns

Practical Writing

Registration Forms

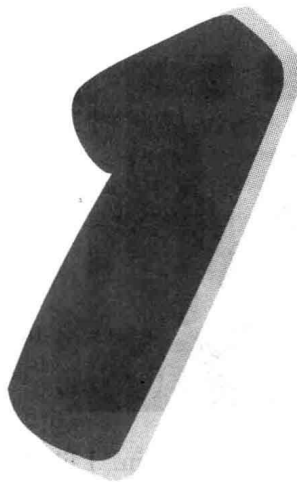
Text B

What I Hope to Gain from a
College Education

Practical Reading

Basic Reading Skills

Reading for the Main Idea:
Topic Sentence (1)



Preview

This is the first unit of Book One. In the Listening and Speaking section, you will learn how to start a conversation with other people and how to talk about yourself. In the Reading and Writing section, Text A tells us about the transition the author experienced from high school to college; Text B tells us what the writer wants from his college education; Practical Reading includes a college calendar.

Listening & Speaking

Introducing Yourself

- 1 You're going to meet two new college students. Listen to them talk about themselves and fill in the blanks with the missing information.



Hello! _____ is Zhang Hong and I'm eighteen years old. I _____ a small town in Hebei. It's a nice place with a big lake and many small hills. _____ are doctors. I'm the _____ in the family.

I'm very happy to _____ you here at this college. I hope we'll be _____.

Hi! _____ Li Qiang and I'm nineteen. I come from Tianjin. I like _____ and _____ very much. I listen to music every day and often go to _____ on weekends. I enjoy _____ very much. I'm very happy to have the opportunity to _____ with you. I'm sure we'll get along and become good friends.

- 2 Now introduce yourself to your class telling them your name, your age, where you come from, when you began to learn English and what you like to do on weekends.

Getting to Know People

3

- 1) Before you listen to the first conversation, read the following words and expressions which may be new to you.

by the way	顺便问一下,顺便谈一下
department	系
major	主修科目,专业
management	管理
terrific	极好的,了不起的
come on	快;走吧

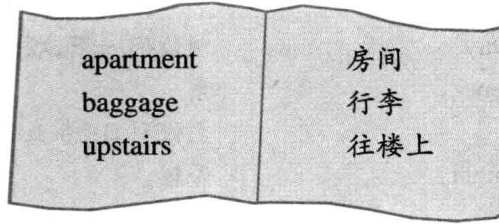
Listen to the conversation twice and fill in the blanks with the missing words.

- Li Ming:** We're having great weather, _____?
- Wang Ying:** We sure are. By the way, I'm Wang Ying.
- Li Ming:** Hello. _____ Li Ming.
- Wang Ying:** Which department _____, Li Ming?
- Li Ming:** I'm in the Department of Computer Science. I'm from Beijing.
- Wang Ying:** Really? _____ meet you! I'm also from Beijing.
My major is Hotel Management.
- Li Ming:** That's terrific. My classmate Jun Jun is over there. She's from Shanghai. Come on, _____ meet her.

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

1. Which department is Li Ming in?
2. Where is Li Ming from?
3. Which department is Wang Ying in?
4. Where is Wang Ying from?
5. What does Li Ming want Wang Ying to do?

2) Before you listen to the second conversation, read the following words which may be new to you.



Listen to the conversation twice and fill in the blanks with the missing words.

Li Ming: Jun Jun, I'd like you to meet my new friend Wang Ying.

Jun Jun: _____, Wang Ying. My name is Zhang Xiaojun, but everybody calls me Jun Jun.

Wang Ying: How do you do, Jun Jun?

Jun Jun: How do you do?

Li Ming: Wang Ying is in the Department of Hotel Management. She is from Beijing and has just arrived.

Jun Jun: _____?

Li Ming & Wang Ying: Yes.

Jun Jun: Have you found your apartment, Wang Ying?

Wang Ying: Yes, I've been told it's on the 3rd floor of this building.

Jun Jun: That's good. _____.

Wang Ying: _____. I can do it myself.

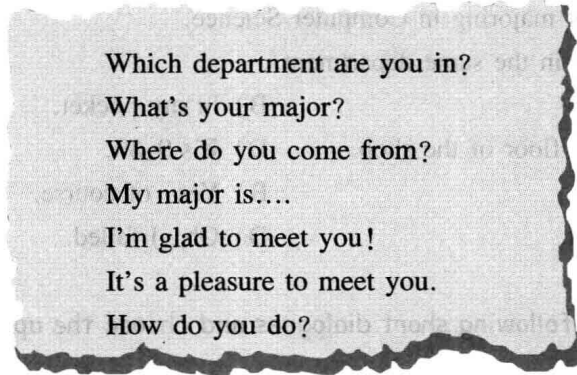
Jun Jun: If there's anything we can do for you, we'll be happy to help.

Wang Ying: _____.

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

1. What is Jun Jun's real name?
2. Of the three people talking to each other, which two come from the same city?
3. Where is Wang Ying's apartment?
4. What does Jun Jun want to help Wang Ying do?
5. What will Wang Ying do if she is in need of help?

- 4** Form a dialogue with one of your classmates, telling each other your names, where you come from, your majors and your departments. You can use the sentences given below.



Listening Practice

- 5** Listen to people speaking and decide what they are talking about.

- A) Study.
C) Weather.
- A) Weather.
C) Hobby(业余爱好).
- A) Exercise.
C) Study.
- A) School.
C) Department.
- A) Hobby.
C) College.
- B) College.
D) Hometown.
- B) Study.
D) Exercise.
- B) Weather.
D) Courses.
- B) Classmate.
D) Study.
- B) Courses.
D) Exam.

- 6** Listen to the following questions and choose the appropriate answers.

- A) Sorry, I don't know.
C) Yes, I like it.
- B) It starts at eight.
D) It's very interesting.

2. A) It's over there. B) Yes, thank you.
C) It's very nice. D) No, sorry.
3. A) I'm in the Physics Department.
B) Yes, I am.
C) No. I'm not majoring in Computer Science.
D) Yes. We're in the same department.
4. A) In the park. B) In my pocket.
C) On the third floor of the shop. D) It's 9:30.
5. A) Yes, I did. B) Yes, of course.
C) No, I didn't. D) Oh, I failed.

7 Listen to the following short dialogues and choose the appropriate answers.

1. A) \$ 25. B) \$ 13.
C) \$ 30. D) \$ 26.
2. A) \$ 70. 4. B) \$ 14. 7.
C) \$ 17. 4. D) \$ 14.
3. A) \$ 14. 50. B) \$ 40. 50.
C) \$ 4. D) \$ 4. 50.
4. A) Five years. B) Six and a half years.
C) Six years. D) Half a year.
5. A) \$ 4. B) \$ 10.
C) \$ 40. D) \$ 30.

8 Listen to the following talk and fill in the blanks with the missing words. The talk is given twice.

People go to college for many reasons. Some go to college to _____ who they are and what they want to become. Others go to college to follow their _____.

For me, going to college gives me the opportunity to have new _____. At college I have to organize my time and the way I spend my money. I also have to _____ myself. What I like best here is that I can make full use of the _____, which has so many books, newspapers and magazines.