



应用型大学英语系列教材

1

学生用书

Student's Book



应用型

大学英语

综合教程

总主编 张春柏 俞理明

Application-oriented College English Course

主 编 俞理明

上海交通大学出版社

应用型大学英语综合教程

Application-oriented College English Course

第一册

总 主 编 张春柏 俞理明

主 编 俞理明

编 者 (排名不分先后)

俞理明 张春柏 吴 云 施志渝

毛 锋 刘云腾 史 文 李 昆

邵军航 张 鸽 姚晓鸣

上海交通大学出版社

内 容 提 要

本书是根据“大学英语课程教学要求”，特别是基于计算机和网络平台上的大学英语教学新要求，利用“二语习得”等英语教学法，对国外原版经典材料和行业英语信息进行编排整理，力求用现代的、立体的语言教学模式，使当代大学生掌握较高的语言技能和行业英语技能，同时培养当代大学生具有能够利用科技手段独立自主地学习英语的能力。

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第一册

俞理明 主编

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顾 问 文秋芳
总 主 编 张春柏 俞理明
本册主编 俞理明
执行主编 吴 云 施志渝
主 审 Mark Picco

编委会成员（排名不分先后）

文秋芳	张春柏	束定芳	俞理明
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Mustaq Missouri

序

截止到目前为止,全国本科院校有1100多所(包含独立院校),招收的学生人数众多。这些高等院校被分为一本院校、二本院校和独立院校等,学科定位、学生的英语水平和就业去向都有所不同,但他们却在使用着以一本院校为核心的大学英语教材,这显然是不合理的。俞理明教授、张春柏教授迎难而上,认真研读《大学英语课程要求》,针对这一特点编写了“应用型大学英语系列教材”。该教材突出“应用型”、“基于计算机和网络平台”的大学英语教学新模式,读者群清晰、特色鲜明,丰富了目前市场上大学英语教材的种类,必将对以“应用型”为主的大学英语课程教学质量的提高起到积极的推动作用。

浏览了这套教材,很是欣慰。有感于教材的编写,有几点值得在这里一提:

1. 全书从教材内容选择到结构安排,从课堂活动构思到课外练习设计,都从学生的实际水平出发,为他们未来就业的需要考虑,将他们的未来可持续发展能力作为终极学习目标。

2. 该教材精心选择职场需要的典型场景与任务,组织教材内容与活动练习,让学生“以言行事”,学用结合,在完成任务的过程中体验学习英语的快乐与收获,感受运用英语的真实与可能。

3. 该教材的编写恰当地兼顾语言知识、语言技能和语言应用,同时还有意识地将人生观、世界观的教育贯穿其中,将中外的优秀文化融入各项语言活动中,让学生在学习语言的过程中,心智得以健康发展。

4. 该教材的编写者既考虑了学生的学习,又考虑了教师的教学。通常,有些院校英语教师的教学工作量偏重,能用于备课的时间不够充分。为此,该教材编写者为那些在授课中可能碰到困难的教师着想,编写了《教师用书》,其内容极为丰富,解释特别详细,课堂教学建议具体,可操作性强。

编教材就如同潜心修行,是件苦事、难事,要编写出好教材更是难上加难。

“应用型大学英语系列教材”的出版可喜可贺。我相信该教材在使用过程中会得到大家的认同,并得以改进与完善。

文秋芳(教授、博士生导师)

北京外国语大学中国外语教育研究中心

2009年2月

前言

文秋芳(2002)在论述英语专业教材的编写原则时提到了以下三条重要原则:以“人的发展”为重要依据、以第二语言理论的最新成果为依据、充分体现中国外语教学的特色。我们认为这三条同样是大学英语教材编写应遵循的原则。

在文秋芳提出的上述三个原则中,“人的发展”这一条似乎在国内出版的各种各样的教材评论中很少提及。其实,所谓“人的发展”这一编写教材的原则,也就是我们常说的以学生为中心的教学原则。对以学生为中心的教学原则的贯彻,不是仅局限于课堂教学过程中,而是要体现在整个外语教学的每一环节上,其中当然包括教材编写这一非常重要的环节。

纵观目前已经出版的种目繁多的本科大学英语教材,我们发现一个突出的问题就是把使用教材的大学生看成是清一色的整体,认为一套教材能适用所有学生。而事实上,不同英语水平、不同专业方向、不同就业目标的大学生对大学英语教材的需求是不同的。就拿英语水平来说,几乎每一个在校的大学生从小学到高中学习英语约有十年之久,他们之间的英语水平也就有很大差异。我们大学英语教材如何去满足英语水平不同的学生需要?最常见的做法是用一套大学英语教材来满足各种英语水平学生的需要,最多再搞一个预备级来满足英语水平低的学生需要。在我们看来,这不是以学生为中心的编写原则,而是以教材编写者为中心,不是以教材来适应学生,而是以学生来适应教材。Cunningworth(1995)指出,教材扮演的是一个辅助学习的角色。如同教师一样,教材在学习者和目的语之间,通过提供相应级别或水平的语言来充当一种媒介作用,教材编者也参与了这个教与学的过程。所以如何针对不同目的语(即英语)水平编写不同的英语教材应当成为教材编写者主要考虑的一个问题,但目前似乎还没有人对这个问题做过详细的研究。

文秋芳在我们引述的文章中进一步指出,教材可以分成三大板块:(1)语言板块;(2)人生观与世界观板块;(3)终生学习与研究能力板块。其中语言板块处于中心地位,其他两个板块的内容必须贯穿于语言板块的始终。因此,如何处理好语言板块成为教材编写的一个核心问题。本教材在处理语言板块时,明确以中、低起点的学生为主要对象,从选材到练习,充分考虑这些学生的实际英语水平和心理特征。

除了在教材难度上充分考虑本教材使用者的目的语的实际水平外,我们还真正把应用性放在第一位,把学生的就业需要充分考虑进去。值得注意的是,虽然在我国目前出版的大学英语教材中都提到“实用”或“应用”,但这些教材往往先考虑人文性,再兼顾应用性。我们在教材编写中,每一单元大致可以分成阅读和应用二大模块,这样从体例上体现了实用性的语言训练和传统的“精读”平分秋色的特色。本书的实用模块涵盖语言功能、场景功能和信息功能。语言功能涉及介绍、邀请、请求、祝贺、约会、建议、拒绝、抱怨、等30多项;场景功能涉及商务电话、商务谈判、演讲、销售等60多个常用场景;信息功能涉及可能性、原因与结果、信息核查与核实、意念对照与比较、表述趋势、信息分类、信息综合、信息切换、信息转化等。此外,本系列教材同时也非常强调对学生实用写作技能和商务技能的训练和提高。实用写作技能涉及预订书信、邀请信、感谢信、旅行报告、演讲、欢迎词、简历、求职信、导游讲解、景点介绍、水单、留言记录表、中西餐菜单、通关表单、通知、海报、新闻稿、E-MAIL、传真、自荐信、留学表单等。商务技能涉及意向书、咨询函、索赔、投诉、祝贺、商务请柬、账单、接受/拒绝工作意向、合同、催款、调研报告、市场分析报告、业绩汇报、祝酒词、开幕词、会议议程、会议记录、贸易等。

语言板块处理好了,这也为文秋芳所说的“人生观与世界观板块”和“终生学习与研究能力板块”的建设奠定了良好的基础。这两个模块体现在以下几方面:

一、着眼学生的学习动机，点燃学生的学习激情

二语习得研究告诉我们，学生的学习动机是外语学习成功与否的一个关键因素。没有学生的学习积极性和主动性，外语学习是不会有成效的。而学生的动机正确与否取决于多方面的因素，教材是否合适是其中一个非常重要的因素，因此，如何激发学生的学习动机是摆在每个教材编写者面前的一个必须解决的问题。

本系列教材的语言模块，语料新颖实用，形式短小，言语生动有趣，练习精当，时代感强，体现很强的实用型、趣味型、情景型、职场型、言语型、文化渗透型等特色。我们阅读课文中，使用“新”、“趣”、“奇”的故事情节，来抓学生的“兴奋点”，燃起他们学习和使用英语的热情。

看一本教材能否激发学生的动机，除了语言材料要为学生喜闻乐见之外，教材还要反映学生的需要。学生的需要有二种，一是将来就业的需要，上面已经讲到，我们教材采用实用型，就是为了解决学生的这一需要；此外，学生还有通过四、六级考试的需要，我们仔细研究四、六级新动向。教材练习的编写体现了四、六级最新题型。

二、注重学生人文精神培养，启迪学生心灵

二语习得研究者指出，在外语学习中，不能把注意力仅仅聚焦到语言形式上，而是在关注语言的同时，还要关注这种语言形式所表达的思想内容。但我国出版的教材几乎完全把提高学生英语能力作为教材编写的出发点和归宿，而把提高学生人文精神看作与己无关的“份外事”。课文分析讲解几乎都集中在语言形式，对课文内容只满足于一般的理解，而不去引导学生深入挖掘课文深层次的含义。

我们认为，如果提高语言能力是编写教材的唯一目的，那么教材中怎么能建造“人生观与世界观”板块呢？事实是，语言离不开文化，语言学习离不开对内容的理解和思想的交流。课文难度越高，表达越复杂，语言、思想和文化的交织程度就越高。因此，到了大学英语教学阶段，如何处理好语言和文化教学是每个教材编写人员都无法避免的问题。我们在教材编写过程中，既重视语言的教学——这包括课文语言点的原句、该句的翻译、句法结构分析、语法分析、生词词义、词性、英文解释、中文词义、举例、词义辨析、习惯语用法，甚至还有修辞技巧分析等，也注重对课文思想内容的深入探讨。比如在第一册的第一单元，阅读课文讲述的是一个美国中学生如何冲破世俗观念，勇敢地为自己理想去奋斗的故事。在该单元中，我们就把实现梦想作为一条主线，听、说和口译活动按这条主线展开。在课文讲解上，我们在教师用书必要的地方还提供了有关课文故事情节的点拨，以期教师可以凭借这些元素帮助学生更深入地理解课文。我们将语言和内容并重，这不仅有利于学生对语言知识的掌握，还能提高学生的人文修养，启迪学生的心灵。

三、充分利用现代科学技术手段，培养学生的自主学习能力

信息技术的发展给我们教材编写者如何利用网络这个平台，给学生创造一个学习和使用语言技能的舞台提出更高的要求，这也是教育部对外语教学的最新精神。本系列教材配套提供的相关网络资源，引导学生学会利用计算机和网络来进行自主性学习。本书部分练习需要学生到指定网站或本书提供的光盘上去搜索、阅读、剪辑、整理相关信息。

我们认为，进行案例式教学，用实用性较强的场景所设计的问题来引导学生学习案例、思考问题、解决问题，有利于以学生为中心的课堂氛围的形成，有利于学生自主学习能力的培养。

华东师范大学 张春柏（院长、教授、博士生导师）

上海交通大学 俞理明（教授、博士生导师）

2009年2月

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One 1

S: A song: I have a dream
L: My dream
R: Don't let anyone steal your dreams

W: Simple sentences
Internet work: Introducing Harvard University

Two 31

S: Refusing guests
L: What a snob
R: The landlord's mistake
W: Compound sentences (1)

Internet work: Searching for a seminar on presentation and public speaking in English

Three 62

S: A song: that's the way of the world
L: A job hunting experience
R: The jumpers

W: Compound sentences (2)
Internet work: Introducing the employee benefits

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S: A poem: a red, red rose
L: A story: blind mind
R: The powerful gift of love
W: Complex sentences (1)

Internet work: Finding out the difference in gift-giving between China and the United States

Part 2 Language in Use

Part 3
Enhancement of Language Abilities

R&L: Dialogue: freshman orientation week

S: Talking about freshman orientation
Language for talking about freshman orientation

R: Harvard opening ceremony speech

Research project:

Giving a speech introducing a student organization

L&W: A campaign speech

Language for making a campaign speech

Get your pronunciation

right: Sound linking

Reading skills: Reading skills development and cultivation of good habits

R&L: Dialogue: at the sales meeting—discussing items

S: A presentation at a sales conference
Language for business meetings

R: Choosing information for a presentation

Research project:

Presentation on the current situations of residential house sales

L&W: A business presentation

Language for a business presentation

Get your pronunciation

right: Sense-group and pause

Reading skills: Taking a global perspective in reading

R&L: New employee orientation—employee onboarding

S: Welcoming a trainee
Language for showing someone around your company

R: Overcoming HR woes

Research project:

Companies' motivational approaches

L&W: Training supervisor wanted

Language for a job advertisement

Get your pronunciation

right: Word stress

Reading skills: Headings deserve your closest attention in reading

R&L: Dialogue: placing an order

S: Talking about an order
Language for placing an order

R: US department stores launch counter-attack

Research project:

Making a purchasing decision

L&W: Kuna Crest Trail running shoes

Language for a TV shopping commercial

Get your pronunciation

right: Sentence stress

Reading skills: The role of topic sentence in reading comprehension

Unit	Page	Part 1 Language Skills Development	
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Part 2 Language in Use

Part 3
Enhancement of Language Abilities

R&L: Dialogue: dealing with complaints

S: Settling complaints
Language for handling complaints

R: You be the judge

R&L: Dialogue: ordering from the menu

S: On the menu
Language for ordering dishes and drinks

R: Casual fine dining

R&L: Dinner toasting speeches

S: Delivering dinner toasts
Language for toasting

R: Dinner party etiquette

Research project: Planning a function & arranging a room for a year-end dinner party

R&L: Dialogue: a travel reservation

S: Reserving a travel
Language for making a travel reservation

R: Travel agent

Research project:

Mock court

L&W: A letter of complaint

Language for writing a letter of complaint

Research project:

Recommending a restaurant to your boss

L&W: A reply to an invitation

Language for writing letters of invitation and reply

L&W: A farewell speech

Language for a farewell speech

Research project:

Presentation on a tour plan

L&W: A letter of confirmation

Language for writing a letter of confirmation

Get your pronunciation

right: Rhythm & strong and weak forms

Reading skills: Anatomy of long sentence structures

Get your pronunciation

right: Incomplete plosion

Reading skills: Sentence patterns are finite while sentences are infinite

Get your pronunciation

right: Assimilation

Reading skills: Hypothetical statements and subjunctive mood

Get your pronunciation

right: Elision

Reading skills: Different kinds of negative sentences

UNIT 1

Part 1 Language Skills Development

Highlights

S: A song: I have a dream (P 2)

L: My dream (P 3)

R: Don't let anyone steal your dreams (P 3)

W: Simple sentences (P 12)

Internet work: Introducing Harvard University (P 14)

1

Starter

A. Read the lyrics of a song. Listen to the tape or the CD and sing in chorus.

I Have a Dream

I have a dream, a song to sing
To help me cope with anything
If you see the wonder of a fairy tale
You can take the future even if you fail
I believe in angels
Something good in everything I see
I believe in angels
When I know the time is right for me
I'll cross the stream I have a dream



I have a dream, a fantasy
To help me through reality
And my destination makes it worth the while
Pushing through the darkness still another mile
I believe in angels
Something good in everything I see
I believe in angels
When I know the time is right for me
I'll cross the stream I have a dream

I have a dream, a song to sing
To help me cope with anything
If you see the wonder of a fairy tale
You can take the future even if you fail
I believe in angels
Something good in everything I see
I believe in angels
When I know the time is right for me
I'll cross the stream I have a dream
I'll cross the stream I have a dream

B.

Listen to a short passage entitled “My Dream” and answer the following questions.

1. What was Martin Luther King’s dream?
2. What was Lincoln’s dream?
3. What is the speaker’s dream?



kindle /'kindl/ vt.

点燃

flame /fleɪm/ n.

火焰

illuminate /ɪ'luːmɪneɪt/ vt.

照亮

starvation /stɑː'veɪʃn/ n.

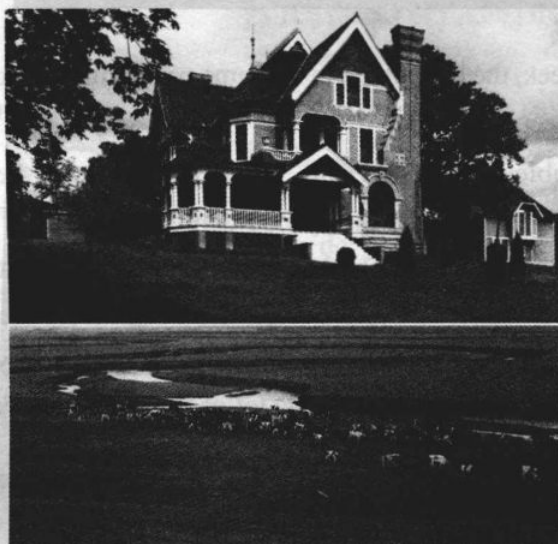
饥饿

2

Text: Don’t Let Anyone Steal Your Dreams

1 I have a friend named Monty Roberts who owns a horse ranch in San Ysidro. He has let me use his house to put on fund-raising events to raise money for youth at risk programs.

2 The last time I was there he introduced me by saying, “I want to tell you why I let Jack use my house.” It all goes back to a story about a young man who was the son of an itinerant horse trainer who would go from stable to stable, race track to race track, farm to farm and ranch to



ranch, training horses. As a result, the boy's high school career was continually interrupted. When he was a senior, he was asked to write a paper about what he wanted to be and do when he grew up.

3 That night he wrote a seven-page paper describing his goal of someday owning a horse ranch. He wrote about his dream in great detail and he even drew a diagram of a 200-acre ranch, showing the location of all the buildings, the stables and the track. Then he drew a detailed floor plan for a 4,000-square-foot house that would sit on a 200-acre dream ranch.

4 He put a great deal of his heart into the project and the next day he handed it in to his teacher. Two days later he received his paper back. On the front page was a large red F with a note that read: "See me after class."



5 The boy with the dream went to see the teacher after class and asked, "Why did I receive an F?"

6 The teacher said, "This is an unrealistic dream for a young boy like you. You have no money. You come from an itinerant family. You have no resources. Owning a horse ranch requires a lot of money. You have to buy the land. You have to pay for the original breeding stock and later you'll have to pay large stud fees. There's no way you could ever do it." Then the teacher added, "If you will rewrite this paper with a more realistic goal, I will reconsider your grade."

7 The boy went home and thought about it long and hard. He asked his father what he should do. His father said, "Look, son, you have to make up your own mind on this. However, I think it is a very important decision for you."

8 Finally, after sitting with it for a week, the boy turned in the same paper, making no changes at all. He stated, "You can keep the F and I'll keep my dream."

9 Monty then turned to the assembled group and said, "I tell you this story because you are sitting in my 4,000-square-foot house in the middle of my 200-acre horse ranch. I still have that school paper framed over the fireplace." He added, "The best part of the story is that two summers ago that same schoolteacher brought 30 kids to camp out on my ranch for a week. When the teacher was leaving, he said, 'Look, Monty, I can tell you this now. When I was your teacher, I was something of a dream stealer. During those years I stole a lot of kids' dreams. Fortunately you had enough gumption not to give up on yours.'"

10 Don't let anyone steal your dreams. Follow your heart, no matter what.

New Words

(符号说明: 一般要求词汇: 无标记; 较高要求词汇: ☆; 更高要求词汇: △; 超纲词汇: ◇。)

单词 / 音标 / 词性

词义

△ranch /rɑːntʃ/ *n.*

[C] a farm consisting of a large tract of land along with facilities needed to raise livestock (esp. cattle) 牧场

fund-raising /'fʌndreɪzɪŋ/ *a.*

relating to an organized activity or an instance of raising money for a cause or project 筹募基金活动的

◇itinerant /aɪ'tɪnərənt/ *a.*

traveling from place to place, esp. to perform work or a duty 巡回的, 流动的

stable /'steɪbl/ *n.*

[C] a farm building for housing horses or other livestock 马厩, 马棚

track /træk/ *n.*

1) [C] a course laid out for running or racing 跑道

2) [C, usu. *pl.*] a line or series of marks left by a moving vehicle, person, animal, etc. 踪迹, 足迹, 痕迹

3) [C] a path or rough road, esp. one made by people walking there 路, 小径

vt.

to follow the marks, signs, etc. of sb./sth. 跟在……足迹后; 跟踪

continually /kən'tɪnjuəli/ *ad.*

happening often, repeatedly 不停地, 频繁地

senior /'siːniə(r)/ *n.*

1) [C] a student in his/her last year of high school or university (中学或大学的) 毕业班的学生

2) [C] someone who is over 60 years old or who is retired 较年长的人

diagram /'daɪəgræm/ *n.*

[C] a simple drawing or plan that shows exactly where something is, what something looks like, or how something works 图解, 图表

acre /'eɪkə(r)/ *n.*

[C] a unit of area used in English-speaking countries (equal to 43,560 square feet or equal to 6.070 *mu*) 英亩

location /ləʊ'keɪʃn/ *n.*

1) [C] the position of something 地点, 位置, 定位

2) [U] the act of finding the position of sb./sth. 发现、找出某人(某物)的位置或地点

detailed /'diːteɪld/ *a.*

having many details or paying great attention to details; thorough 详细的, 极注意细节的, 详尽的

unrealistic /ʌnˌrɪə'lɪstɪk/ *a.*

having a wrong idea of what is likely to happen or of what you can really do; not based on facts 不切实际的, 不实在的

resource /rɪ'sɔːs/ *n.*

1) [C, usu. *pl.*] a source of aid or support that may be drawn upon when needed 资源

2) [C, usu. *pl.*] natural substances such as water and wood which are valuable in supporting life 天然资源

original /ə'rɪdʒənəl/ *a.*

1) existing from the beginning; first or earliest 原始的, 最初的; 原先的; 最早的

breeding /'bri:diŋ/ *n.*

2) newly created or formed; fresh 新创的, 创新的, 新颖的

[U] the activity of keeping animals or plants in order to produce animals or plants that have particular qualities (为繁殖的) 饲养

stock /stɒk/ *n.*

1) [U] all the animals kept or raised on a farm; livestock 家畜; 牲畜

2) [C, U] store of goods available for sale, distribution or use, in a shop, warehouse, etc. (商店、货栈等的) 库存物, 存货

3) [C, U] supply or amount of sth. available for use, etc. 供给, 供应; 储备量

◇stud /stʌd/ *n.*

[U] the use of animals, esp. horses, for breeding, or a place where this is done 种马; 种马场

fee /fi:/ *n.*

1) [C] an amount of money that you pay to professionals for their work 酬金, 服务费

2) [C] an amount of money that you pay to join an organization or to do sth. (加入组织或做某事付的) 费用

rewrite /,ri:'raɪt/ *vt.*

to write (sth.) again in a different form or style 重写; 改写

realistic /,ri:ə'lɪstɪk/ *a.*

1) based on facts rather than on sentiment or illusion; practical 现实的, 实事求是的

2) (in art and literature) showing realism (文艺的) 现实主义的, 写实主义的

reconsider /,ri:kən'sɪdə(r)/ *vt.*

to consider (sth.) again, esp. to change an earlier opinion, decision, etc. 重新考虑 (某事物)

state /steɪt/ *vt.*

to formally say or write a piece of information or one's opinion 陈述或说明 (某事)

assemble /ə'sembəl/ *vi./vt.*

1) (to cause people or things) to come together; to collect 集合; 聚集; 收集

2) to fit together (the parts of sth.) 装配, 安装

frame /freɪm/ *vt.*

1) to put a picture in a structure that will hold it firmly 给画镶框

2) to express (sth.) in words; to compose or formulate (用文字) 表达 (某事); 创作

△fireplace /'faɪəpleɪs/ *n.*

[C] an open space for a fire in a room, usu. made of brick or stone and set into a wall 壁炉

◇gumption /'gʌmpʃn/ *n.*

[U] the ability and determination to decide what needs to be done and to do it 勇气, 决心

Phrases and Expressions

put on

举办 (展览等); 演出 (戏剧); 穿上, 戴上; 假装, 伪装

raise money

集资; 筹款

at risk

有危险, 有风险