

4

College English integrated course

大学英语

综合教程

主编 李家霞 王佃春



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大学英语综合教程（4）

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贵州师范学院内部使用

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内容摘要

《大学英语综合教程》秉承先进的教学理念，贯彻应用为本的设计思想，体现新时期的教学要求，贯彻分类指导、因材施教、实用为主、够用为度的原则以及体现以交际为目的的语言教学原则。

本教材共分四册，每册8个单元，每单元围绕主题提供丰富的素材和形式多样的练习，旨在提高学生读、写、译三方面的能力。其中每单元具体由Section I 和Section II 两部分构成。Section I 包含Text A和 Text B以及相关的阅读理解、词汇、短语、句型、句子翻译等练习。Section II 部分为实用写作训练，旨在巩固学生的语法知识，培养学生阅读、写作和翻译应用文的能力，提高学生的基本写作能力，内容主要包括信函、假条、海报、备忘录等多种常见应用文体。

本书可作为成人高教、职业技术教育本、专科学生学习之用，也可供相关培训辅导学习之用。

前 言

成人高等教育是我国教育事业的重要组成部分，是传统学校教育向终生教育发展的一种重要的教育形式，对不断提高全民族素质，促进经济和社会发展具有重要的作用。特别是近年来，成人高等教育在国家构建终身教育体系和建设学习型社会的过程中做出了巨大贡献，日益显示出勃勃生机和旺盛的生命力。

在教学组织和教材编写方面，成人高等教育与普通高等教育有很大差别。因面向的对象不同，普通高等教育的教材应注重知识的全面性、理论的系统性；而成人高等教育面向在职人员，他们很难拿出像普通全日制学生那样足够的时间投入到学习中，所以成人高等教育教材应更加注重应用性、指导性，教材编写与组织更应站在方便学生自学的角度，压缩理论性知识的推导内容，注重应用的效果。

本套教材分四册，编写人员都是具有10余年成人高等教育英语教学经验的主讲教师。教材编写组成员在编写过程中，结合山东省成人高等教育品牌专业建设需要，充分考虑了成人学生的特点和知识基础，教材编写以实用为原则，优化了课程体系内容，并制作了精良课件，能很好地适应网络学习环境，极大地解决了成人工学矛盾。该教材一、二册供专科一、二学期使用，三、四册供专升本一、二学期使用，全书供高起本使用。

全书由山东科技大学姜泗平教授统稿，在此表示衷心感谢，在教材编写中还借鉴、参考了一些专家学者的研究成果，在此一并感谢。由于编者的时间和水平所限，书中不妥之处在所难免，敬请读者批评指正。

编 者

2014年11月26日

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UNIT



Job Hunting

Brainstorming

- ▶ Describe the job you want to do after graduation.
- ▶ Think about the qualifications the job requires.
- ▶ Make a list of the qualifications you have acquired, and make an assessment on yourself.
- ▶ Make a list of your shortcomings for doing the job and figure out the way to improve yourself.
- ▶ Do you think it necessary to find a job related to your major?
- ▶ Tell your friends your first job interview experience.



SECTION I

Try Your Brain

Text A



Before Reading



Questions:

1. What kind of job do you want to do? Give your reasons.
2. If you were a boss of a company, what kind of people would you like to employ? Why?



Reading

Tips for Job Hunting

Finding your first job can be both a rewarding and frustrating experience. The following are some tips for new **graduates**, which should be attached great importance to in job hunting.

1. Relevant experience

Twenty-five percent of hiring managers say the candidate's ability to relate their experience to the job **at hand** is the most important factor in the hiring decision. Unfortunately, new graduates often **underestimate** the experience. They think the **requirement** of experience is unfair for them, because they are new graduates. However, college students may already have some work experience through **volunteer** work, **internships**, part-time jobs and **extracurricular** activities. Even **unpaid** work experience is **beneficial** in your job search. Not only is it a great

way to get experience which you can put on your **resume** or on a job **application**, it is also a great way to try out a career to see if it is really what you want to do.

2. Fit within the company culture

Just because you look good on paper doesn't mean you're a **shoo-in** for the job. To twenty-one percent of employers, the **trait** they most want to see in a candidate is the ability to fit in with co-workers and the company. **Offering up a blank stare** when the interviewer asks why you are the right fit for the job will not go over well. Just be yourself, but **mind you**—never **insult, interrupt** or **irritate** the interviewer. You may also be **evaluated** by that “unimportant” small talk at the beginning of an interview or non-job-related questions like “What was the last book you read?”

3. Educational background

Nineteen percent of hiring managers place the most **emphasis** on your educational background: the **institution** you **attended**, major, **minor** and degree earned. **Be sure** to also include in the resume the courses taken and completed projects if relevant to the job. With grade point average, it's **tricky**. A good **rule of thumb** is to **omit** it unless it is 3.0 or higher.

4. Enthusiasm

Passion for the job is the top **characteristic** nineteen percent of employers look for in a candidate. Employees who are **passionate** about their jobs **tend to** be more **productive** workers. The answer to “Why do you want to work here?” should always focus on the strengths of the company and the challenge of the position, not the **perks**. A “take it or leave it” attitude about the job will leave the employer feeling **the same** about you.

5. Preparedness

Eight percent of hiring managers say the ideas you bring to the table and the questions you ask carry the most **significance**. Come in prepared to discuss how your **qualifications** can **specifically contribute to** the success of the company. Actually put yourself in that role and explain how you would perform your work and the ways to improve it.

The above-mentioned are valuable factors new graduates should firstly **think over** when stepping out for interviews. **In addition**, don't neglect the important network. Friends and relatives are best resources for help. A support group, such as friends and family, will offer **continuous encouragement** and **assistance** in your job search.

New Words



frustrating /frʌs'treɪtɪŋ/ *adj.* 使人沮丧的, 令人泄气的

graduate /'grædʒʊət/ *n.* 毕业生, 研究生

★ **attach** /ə'tætʃ/ *v.* 把……固定; 贴上

eg. Please attach the label on the bottle. 请把标签贴到瓶子上。

relevant /'reləvənt/ *adj.* 有关的; 切题的

★ **candidate** /'kændɪdeɪt/ *n.* 申请人; 候选人

eg. Three candidates will join the election. 三个候选人将会参加竞选。

underestimate /,ʌndər'estɪmeɪt/ *v.* 过分低估 (某人/某物)

★ **requirement** /rɪ'kwaɪəmənt/ *n.* 要求, 必要条件; 必需品

eg. His requirements were reasonable. 他的要求很合理。

volunteer /,vɒləntɪə/ *n.* 志愿者

unpaid /,ʌn'peɪd/ *adj.* 未支付的; 无偿工作的

beneficial /,benɪ'fɪʃl/ *adj.* 有益的, 有好处的

resume /rɪ'zju:m/ *n.* 简历; 摘要

★ **application** /,æplɪ'keɪʃən/ *n.* 申请, 请求; 应用

blank /blæŋk/ *adj.* 没表情的; 空白的

★ **stare** /steə/ *n.* 凝视, 注视; 盯 *v.* 凝视, 注视; 盯着看

eg. It's impolite to stare at others. 盯着别人看是不礼貌的行为。

★ **insult** /ɪn'sʌlt/ *v.* 侮辱; 辱骂 *n.* 侮辱; 辱骂

eg. The bad guy even insulted his parents. 这个坏蛋甚至辱骂过他的父母。

★ **interrupt** /,ɪntə'rʌpt/ *v.* 打断 (某人) 讲话; 打扰

eg. Don't interrupt me when I'm talking. 在我讲话的时候别打断我。

irritate /'ɪrɪteɪt/ *v.* 使愤怒、烦恼

★ **evaluate** /ɪ'væljueɪt/ *v.* 评价, 估计, 评估

eg. It's hard to evaluate the loss after the earthquake. 地震后的损失难以估计。

educational /edʒu'keɪʃən/ *adj.* 教育的

★ **emphasis** /'emfəsis/ *n.* 强调; 重视

★ **institution** /ɪnstrɪ'tju:ʃn/ *n.* 机构; 风俗, 习惯

★ **attend** /ə'tend/ *v.* 参加, 出席; 照料

eg. He didn't attend the meeting that day, because he was ill.

因为他那天病了, 所以没有出席会议。

★ **minor** /'maɪnə/ *n.* 辅修科目

tricky /'trɪki/ *adj.* 难处理的; 微妙的

omit /ə'mɪt/ *v.* 删除; 忽略; 漏掉

productive /prə'dʌktɪv/ *adj.* 多产的, 有生产能力的

perk /pɜ:k/ *n.* 额外收入, 津贴, 小费

★ **significance** /sɪg'nɪfɪkəns/ *n.* 重大意义, 重要性

eg. He wasn't aware of the significance of the history.

他没有意识到历史的重要性。

★ **qualification** /kwɒlɪfɪ'keɪʃn/ *n.* 资格, 资历; 证书

specifically /spɪ'sɪfɪkli/ *adv.* 特别地; 具体地

★ **continuous** /kən'tɪnjuəs/ *adj.* 持续不断的, 不间断的

eg. We are seeking for continuous improvements not great breakthroughs.

我们在寻求持续的改进, 而不是重大的突破。

encouragement /ɪn'kʌrɪdʒmənt/ *n.* 鼓励

assistance /ə'sɪstəns/ *n.* 帮助, 援助

internship /'ɪntɜ:nʃɪp/ *n.* 短期工作实习; 实习生

extracurricular /'ekstrəkə'rɪkjʊlə/ *adj.* 课外的, 业余的

trait /treɪt/ *n.* 特征, 特点

shoo-in /'ʃu:ɪn/ *n.* 稳操胜券的人, 十拿九稳的取胜者

Phrases & Expressions



attach importance to 认为……有重要性, 重视

at hand 在手边, 在附近; 即将来临

offer up 贡献, 献上

mind you 请注意(留心)

be sure 确信, 肯定

rule of thumb 经验, 法则

tend to 倾向于, 易于

the same 同样的, 相同的

contribute to 有助于, 促成

think over 仔细考虑

in addition 另外, 此外

Notes to the Text



1. The following are some tips for new graduates, which should be attached great importance to in job hunting. 下面几条建议可供应届毕业生参考, 在找工作的过程中需要引起高度重视。which should be attached great importance to in job hunting 是非限制性定语从句, 补充说明 some tips。关系代词 which 在从句中作主语, 指代 some tips。attach great importance to 意思是“十分重视, 高度重视”。

2. Twenty-five percent of hiring managers say the candidate's ability to relate their experience to the job at hand is the most important factor in the hiring decision. 25%的招聘经理称应聘者有没有相关工作经验是决定其是否被雇用的最重要因素。本句的主语是 twenty-five percent of hiring managers; 谓语动词 say, 意思是“表明(看法、意见等)”; 宾语是一个省略了 that 的从句。在宾语从句中, ability 是主语, to relate their experience to the job at hand 是 ability 的后置定语。例如: ability to cope with difficulties, 解决困难的能力; ability to communicate with others, 与人交往的能力。in the hiring decision 是宾语从句中的状语。

3. Not only is it a great way to get experience which you can put on your resume or on a job at hand application, it is also a great way to try out a career to see if it is really what you want to do. 这些不仅是获取经验的一种方法, 你可以将这些经验写入简历或工作申请中, 而且还是尝试一份职业的好方法, 你可以看看这份职业是不是你真正想要从事的。本句是 not only... (but) also 结构, 意思是“不但……而且……”。当 not only 置于句首时, 其所在分句主谓要倒装, 而 but also 所在分句保持正常语序, also 放在系动词之后, 行为动词之前。在前一分句中, 不定式 to get experience 作后置定语, 修饰 a great way。which you can put on your resume or on a job application 是定语从句, 修饰 experience。try out 意思是“试

验”。

4. Just because you look good on paper doesn't mean you're a shoo-in for the job. 你的简历做的好并不意味着就能找到工作。Just because you look good on paper是句子的主语。

5. To twenty-one percent of employers, the trait they most want to see in a candidate is the ability to fit in with co-workers and the company. 21%的招聘者最希望应聘者具有的素质是能与同事相处融洽、能融入公司。they most want to see in a candidate是省略了that/which的定语从句，修饰句子的主语trait。fit in with sb./sth.意思是“与某人相协调；与某事物相适应”。

6. Offering up a blank stare when the interviewer asks why you are the right fit for the job will not go over well. 在被问到为什么认为自己适合这份工作的时候，面无表情地紧盯面试官就不是一个好做法。offering up a blank stare是动名词短语作主语；when the interviewer asks why you are the right fit for the job是整个句子的时间状语，在时间状语中why引导的从句作asks的宾语。be fit for sb./sth.意思是“对某人/某事物适宜，合适，适当”。go over well意思是“受到热烈欢迎”。

7. You may also be evaluated by that “unimportant” small talk at the beginning of an interview or non-job-related questions like “What was the last book you read?” 面试前“不重要”的简短谈话，或那些与面试无关的问题，如“你最近读过什么书”，也会成为评估你的因素。non-job-related相当于一个形容词的作用，修饰说明questions。

8. Be sure to also include courses taken and completed projects if relevant to the job. 如果你学过的课程、完成的项目和这份工作有关，一定要写在简历中。be sure to do sth.意思是“务必要做某事”。taken和completed都是过去分词，分别修饰courses和projects。if relevant to the job是if引导的条件状语从句，省略了主谓they are，完整的句子是if they are relevant to the job。

9. With grade point average, it's tricky. A good rule of thumb is to omit it unless it is 3.0 or higher. 如果成绩一般，那就有点儿困难。一个经验之谈是除非成绩特别好，如高于3.0，否则就没必要在简历中提了。grade point average意思是“年级平均成绩”。

10. The answer to “Why do you want to work here?” should always focus on the strengths of the company and the challenge of the position, not the perks. 回答“为什么你想在这家公司工作”时，应该集中在这家公司的实力及职位的挑战性上，而不是报酬。the answer to意思是“……的答案”。to “Why do you want to work here?”是后置定语，修饰answer。focus on意思是“聚焦于，集中在”。

11. Eight percent of hiring managers say the ideas you bring to the table and the questions you ask carry the most significance. 8%的招聘经理对于应试者阐述的想法以及提出的问题最为看重。the ideas you bring to the table and the questions you ask carry the most significance是宾语从句，作say的宾语，省略了连接词that。在宾语从句中，you bring to the table和you

ask 分别修饰 the ideas 和 the questions。

12. Come in prepared to discuss how your qualifications could specifically contribute to the success of the company. 有备而来, 讨论你的能力具体会如何给企业带来成功。Come in prepared 是祈使句, 省略的主语是 you, prepared 是主语补足语, 补充说明主语的状态。例如: I found the beggar lying on the ground, dead. 我发现那个乞丐躺在地上, 已经死了。contribute to 意思是“促使, 有助于”。

Grammar Tips



名词从句(Noun Clauses)

★ 名词从句的定义

在句子中起名词作用的句子叫名词从句。名词从句的功能相当于名词词组, 它在复合句中能担任主语、宾语、表语、同位语、介词宾语等, 因此, 根据它在句中不同的语法功能, 名词从句又可分为主语从句、宾语从句、表语从句和同位语从句。

★ 名词从句的类型

一、主语从句: 在句子中作主语的从句叫主语从句。

1. that 引导的主语从句。例如:

(1) That the earth travels around the sun is a fact.

(2) That she is still alive is her luck.

2. 由连接代词(副词)或 whether 引导的主语从句。例如:

(1) Who will win the match is still unknown.

(2) How she chooses to live is her own business.

(3) Whether they can finish the work on time is still a problem.

3. 由关系代词 what 引导的主语从句。例如:

What she lacks is experience.

二、宾语从句: 在句子中作宾语的从句叫宾语从句。

1. 由 that 引导的宾语从句。例如:

He said that he would not go to the party with me.

2. 由连接代词(副词)或连词 whether (if) 引导的宾语从句。例如:

(1) He wanted to know why we are so late.

(2) Only you can decide which one suits you best.

(3) I wonder whether he will come or not.

3. 由关系代词 what 引导的宾语从句。例如:

I don't remember what he looked like.

三、表语从句：在句子中作表语的从句叫表语从句。

1. that引导的表语从句。例如：

My opinion is that you ought to go to together.

2. 由连接代词(副词)或连词whether引导的表语从句。例如：

(1) The problem is whom we can get to replace her.

(2) The question is whether they will be able to help us.

(3) That's where we differ.

3. 由关系代词what引导的表语从句。例如：

The question is what you want to do.

四、同位语从句

Choose the best answer.

(1) _____ they found in the forest was an unusual plant.

- A. What B. Which C. How D. Who

(2) The true value of life is not in _____, but _____.

- A. which we get; what give we B. what we get; what we give

- C. which do we get; what do we give D. how we get; that we give

(3) It was _____ he said _____ disappointed me.

- A. what; that B. that; that C. what; what D. that; what

(4) It is generally considered unwise to give a child _____ he or she wants.

- A. however B. whatever C. whichever D. whenever

(5) _____ is a fact that English is being accepted as an international language.

- A. What B. How C. That D. It

(6) His father is worried about _____ he has lost his work.

- A. that B. if C. whether D. what

(7) I read about it in some book or other. Does it matter _____ it was?

- A. where B. what C. how D. which



After Reading

Exercises



I. Answer the following questions after reading Text A.

1. How can college students get work experience before graduation?

2. According to the author, what does the word “unimportant” mean here?

3. On what do most hiring managers put emphasis concerning the candidates' education?

4. Why do employers prefer candidates who are enthusiastic about their jobs?

5. Besides the five tips the author mentioned, what else might be helpful to you while hunting for jobs?

II. Fill in the blanks with the words given below. Change their forms if necessary.

attach	stare	minor	continuous
enthusiasm	frustrating	characteristic	interrupt

1. You should be thankful that you have survived with only _____ injuries.
2. He _____ a label to each piece of luggage he brought.
3. Ambition is one of the _____ of all successful businessmen.
4. Mary tried to explain what had happened but he kept _____ her.
5. The patient is seriously ill and is being kept under _____ observation.
6. _____ is necessary for a qualified teacher.
7. He sat quietly for hours, _____ into the distance.
8. It was really _____ to know that I failed the interview.