



普通高等教育“十一五”国家级规划教材



高职高专综合英语教程 学生用书

CAMBRIDGE

Chris Redston
Gillie Cunningham 原版作者
Nicholas Tims

Vocational College English
Student's Book • Book Three

《新时代交互英语——高职高专综合英语教程》项目组 改编



新时代交互英语 NEW ERA INTERACTIVE ENGLISH



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清华大学出版社





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出版前言

我国高职高专的英语教育遵循“应用为目的、实用为主、够用为度”的思想，提出英语教学不仅要培养学生的英语语言基础知识和基本技能，更要注重培养学生使用英语从事实用涉外交际的能力，包括日常和涉外业务交际的能力。为了反映我国高职高专英语教学的需求，集成国内外优秀的学习资源，清华大学出版社联合剑桥大学出版社推出了《新时代交互英语——高职高专综合英语教程》，教材编写集中体现了国内外语言教学研究的新理念、新成就、新方法、新手段。其主要特点如下：

1. 教材开发参照《高职高专教育英语课程教学基本要求》（下称《基本要求》），突出针对性，强调语言知识、语言技能和实用涉外交际能力教学的并重，着力培养学生的英语综合应用能力。

2. 教材开发以《基本要求》为基础，坚持怎么要求，就怎么教，怎么教，就怎么考，实现教、学、考三者的统一。教材编写中所涉及的交际场景和交际任务既是《基本要求》规定的教学目标，也是“高等学校英语应用能力考试 B/A 级”的考试内容和考试形式，最大程度反映教学目标和教学考试的要求。

3. 教材开发注重语言技能的综合训练，特别是听说能力的训练，对纠正教学中忽视听说能力的弱点，克服“聋子英语”、“哑巴英语”问题，将产生积极的作用。

4. 教材开发强调实用为主，无论是学习材料的选择，还是练习活动的设计都充分体现实用和应用，教学内容包括了《基本要求》中规定的日常生活和工作环境中常见的涉外交际活动。

5. 教材选材除了注重实用性外，还十分注重学习材料的思想性、人文性、科学性、趣味性和时代气息。教材的读写译板块中选编了大量贴近学生生活、当代大学生感兴趣的报刊网络时文；听说板块中选编了大量包含各种日常生活常见情景等在内的大量真实的录像录音资料，故事性强、情节生动，具有很高的语言学习价值，为学生营造了地道的语言环境。

6. 教材开发以交际教学法为编写原则，体现任务型教学模式。每单元以典型的交际场景和交际任务为中心，设计系列交际活动，融语言知识和语言技能学习于特定的应用活动之中，坚持“学”与“用”的统一。教材练习任务设计丰富多样，既包括个人练习，也包括 pair work、group work、role play 等交互练习。

7. 教材开发强调课堂教学的可操作性，采取化整为零的原则把听说学习、读写学习模块小型化、分散化，严格控制选文篇章的长度和难度，便于课堂组织，“听一点、说一点、读一点、写一点”贯穿整个学习过程，提倡语言技能的综合训练。

8. 教材开发实现立体开发，除纸质教材外，还开发研制了基于计算机技术的学习系统，充分利用丰富的视频、音频等多媒体技术和人工智能方法，开发了标准示范、跟读模仿、录音对比等许多新的语言练习形式，将很大一部分内容（尤其是听说应用能力训练和培养的内容）转移到了多媒体学习软件中，拓展了学习方式，更真实地展现了语言学习的语境，扩大了语言输入和输出，充分调动学生的学习积极性，由学生在计算机上进行个性化和自主性学习。《新时代交互英语——高职高专综合英语教程》努力做到将学生与机器、教师与学生、课堂与上机学习、自学与辅导等有机结合，形成互动与互补，为学生攻破英语学习难关，特别是听说难关，提供了整体的学习解决方案，以达到理想的教学效果。

《新时代交互英语——高职高专综合英语教程》共3册，每册包括学生用书、教学参考书、多媒体教学软件CD-ROM、MP3光盘和活页模拟题（Test Yourself）。每单元由3部分（Sections）组成：

Section 1

- I. Listening and Speaking 1 围绕两个实用的交际场景进行听说训练。
- II. Reading Text 1 一篇相关短文，包括理解、语言、翻译和拓展运用等练习任务。

Section 2

- I. Listening and Speaking 2 围绕两个实用的交际场景进行听说训练。
- II. Reading Text 2 一篇相关短文，包括理解、语言、翻译和拓展运用等练习任务。

Section 3

- I. Listening and Speaking 3 复习和拓展本单元所学习的听说内容，进行实用口语练习，包括实用文体朗读、实用问答、项目陈述等。
- II. Developing Skills 包括实用阅读、阅读与词汇、综合填空、翻译以及写作等练习和任务。

为了帮助学生进行自主学习，每单元设定了明确的学习目标和重点，并且在单元最后设计了自我评估表，让学生形成阶段性自我评价的学习习惯，及时查漏补缺，稳扎稳打地取得进步。

《新时代交互英语——高职高专综合英语教程》是大型立体化新型教材《新时代交互英语》的重要组成部分之一。全套教材涵盖高职高专英语教学要求和本科大学英语教学要求，使用这套教材能为学有余力的高职高专学生继续学习英语，报考大学英语四、六级考试和专升本后学习本科大学英语课程搭建桥梁。我们相信，使用该教材会给广大师生带来全新的感受，推动学生英语综合实用能力的提高。同时我们也期待《新时代交互英语——高职高专综合英语教程》的出版与使用为我国高职高专英语课程教学改革做出新的贡献。

由于时间仓促，编者水平有限，教材中难免会存在缺点和不足，恳请专家、学者及广大师生不吝赐教。

《新时代交互英语——高职高专综合英语教程》项目组

2008年7月

使用说明

本教程共 3 册。各有 8 个单元。每单元由 3 部分组成，每部分都涉及听、说、读、写、译各项技能的训练和词汇语法知识的学习。一般来说，每个单元可用 4~6 课时完成。用 12~16 周完成一个学期 48~64 课时的教学进度。同时，教师选择课堂教学内容的余地很大，课时安排可视具体情况而定。建议教师根据各自学校专业设置特点、课时安排要求、学生学习基础等特点，进行最合理、最优化的单一或组合选择。

一、教材使用过程中需要特别注意的几个问题

- 建议以课堂教学为主，学生利用多媒体教学软件 CD-ROM 进行上机学习为辅。
- 各种载体（学生用书、CD-ROM、教学参考书、活页模拟题和 MP3 光盘）所承载的内容相互补充、相辅相成，在教学过程中需要配合使用才能达到听、说、读、写齐头并进的学习效果。
- CD-ROM 中所包含的具体内容：
 1. 针对每单元主题设计的音频、视频、动画等交互式练习；
 2. 学习资源和工具库，如语法库、单词库、发音示范库、录像库、学习记录查询系统、自测试卷自动生成系统；
 3. 每单元听说部分的主要声音材料（带脚本，需在电脑中播放），如学生用书 1 第一单元的 R1.1、R1.2、R1.4、R1.9、R1.11、R1.13、R1.18，学生用书 2 第一单元的 R1.1、R1.3、R1.4、R1.5、R1.6、R1.8、R1.14、R1.15、R1.17，学生用书 3 第一单元的 R1.1、R1.4、R1.6、R1.11、R1.12。
- MP3 则包括学生用书和教学参考书所有教学环节中所涉及的全部声音素材，如语音语调、听力训练、语法结构、词汇学习、附录部分的歌曲以及教学参考书中提供的 Progress Tests 中部分听力板块的声音材料。建议学生课下充分利用，或由教师在课堂上和测试中让学生充分训练和利用这部分资源，以达到完整的学习效果。
- CD-ROM 为单机版，无需依靠网络环境和账号密码，使用方便简单。
- 为方便学生更好地适应全国高等学校英语应用能力考试，特赠送活页模拟题两套。

二、对学生的建议

- 课前要充分预习。借助书本教材、多媒体教学软件 CD-ROM 和其他工具书，尽力自己在课前扫除基本障碍，找出难点和重点，为课堂的语言实践和交际活动做好准备。通过有效的预习来学习和积累语言知识，同时也锻炼和提高自己的英语自学能力。
- 课堂上要积极参与。利用课堂上的各种活动环节，努力自觉进行实践，针对自身的弱点和难点有的放矢地进行各种课堂活动，进而提高自己的英语应用能力。
- 课后要及时复习。用多种方法交替进行读、听、说、写、译的语言实践活动，尤其要充分利用多媒体教学软件 CD-ROM 中的练习、测试和各种资源对每单元的学习重点进行反复巩固和强化，不断总结、整理和提炼，达到系统积累的效果，不断提高语言的综合运用能力。
- 学生是整个教学活动的主体，教师不可能在课堂上将所有的内容都讲授一遍，所以学生用书和 CD-ROM 教学软件的设计都充分体现了学生自主性、个性化学习的特点，学生要摆正自己的位置，积极地成为主动、独立的学习者，成为学习过程中的主角。如学生用书中每单元的写作部分，设计非常细腻、科学合理，以读导入，遵循先输入后输

出的语言学习规律，步步引导和帮助学生逐步积累和掌握基本写作技巧和知识，学生完全可以充分发挥自己的主观能动性，自主进行学习；又如 CD-ROM 中的测试题自动生成系统，则充分体现了个性化学习的特点，学生可根据自己的特点和需求选择适合自己的自测题。

三、CD-ROM 使用指南

● 启动 CD-ROM

1. 将“新时代交互英语——高职高专综合英语教程 CD-ROM”插入电脑光驱；
2. 如果自动播放程序有效，CD-ROM 会自动打开，开始启动；
3. 如果自动播放程序无效，则打开“我的电脑”，打开光驱所在的磁盘区，然后即可启动程序。

● 将 CD-ROM 安装到电脑硬盘

1. 打开“我的电脑”，打开光驱所在的磁盘区；
2. 双击“setup”；
3. 按照屏幕上显示的安装提示完成安装。

● 系统要求

1. Windows 2000 或 Windows XP；
2. 128Mb RAM（建议最好在 256Mb 以上）；
3. IE 浏览器 5.0（或以上）版本；
4. 500Mb 的硬盘空间（如果安装到电脑硬盘的话）。

● 技术支持

如果在 CD-ROM 的使用过程中有任何问题，请访问 www.cambridge.org/elt/cdrom 寻求帮助。

体例说明

1. 听说和写作板块常用符号对照表

V	Vocabulary
G	Grammar
RW	Real World
HwL	Help with Listening
R	Reading (在目录中) Recording (在正文中)
W	Writing
P	Practice
⊙	CD-ROM
para.	Paragraph
L	Line

2. 生词表常用符号和缩略语对照表

★表示该词条为《高职高专教育英语课程教学基本要求》(下称《基本要求》)中的 A 级要求词汇。

▲表示《基本要求》中未列入的词汇。

单词表中 B 级要求词汇未做标记。

n.	noun	名词
v.	verb	动词
adj.	adjective	形容词
adv.	adverb	副词
prep.	preposition	介词
conj.	conjunction	连词

// 内是国际音标 (IPA)。

；表示该词条有多个意项。

/表示前后两部分为任意关系。如 objective n./a. 表示该词条可用作名词或形容词。

3. 阅读课文中，生词均以加粗字体显示

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- HwL** 'll and won't

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- HwL** going to

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HwL understanding fast speech

D What's Edinburgh Like? 94

- RW** asking about places: What ... like?
V adjectives to describe places

Reading 95

- R** Western European Wedding Traditions

Section 3 99**Listening and Speaking 99****Developing Skills 101****Writing 104**

- W** connecting words (2): similarities, differences and comparisons; a description

Unit 5 Life Isn't Perfect 108

Language Summary 5; CD-ROM 5A-D

Section 1 108**Listening and Speaking 108****A Problems, Problems 108**

- V** everyday problems
G first conditional; future time clauses with when, as soon as, before, after, until

B Sleepless Nights 110

- V** adjectives to describe feelings
G too, too much, too many, (not) enough

Reading 112

- R** Ann's Life as a Princess

Section 2 118**Listening and Speaking 118****C In the Neighborhood 118**

- V** phrasal verbs
Skills Reading: a letter to a newspaper; Listening: a news report
HwL fillers

D Invitations 120

- RW** invitations and making arrangements
HwL intonation (2)

Reading 121

- R** Real Men Take Care of Themselves

Section 3 126**Listening and Speaking 126****Developing Skills 127****Writing 129**

- W** paragraphs; expressing sympathy and giving advice; an e-mail (2)

Unit 6 Shop Till You Drop 132

Language Summary 6; CD-ROM 6A-D

Section 1 132**Listening and Speaking 132****A Going, Going, Gone! 132**

- V** verbs often used in the passive
G Present Simple passive; Past Simple passive

B Changing Trends 134

- V** anything, someone, no one, everywhere, etc.
G used to
HwL used to

Reading 136

- R** Shopping in Korea

Section 2 140**Listening and Speaking 140****C Fashion Victims 140**

- V** use of articles: a, an, the, no article
Skills Reading: a magazine article; Reading and Listening: a profile

D Can I Help You? 142

- RW** in a shop
V shopping
HwL what shop assistants say

Reading 143

- R** Your Brain on Shopping

Section 3 148**Listening and Speaking 148****Developing Skills 150****Writing 153**

- W** connecting words (3); giving your opinion

Unit 7 Gossip and News 156

Language Summary 7; CD-ROM 7A-D

Section 1 156**Listening and Speaking 156****A Guess What? 156**

- V** verb-noun collocations (3)
G Present Perfect for giving news with just, yet and already
HwL /t/ at the end of words (2)

B Murder Mystery 158

- V** crime
G relative clauses with who, which, that and where

Reading 160

- R** How Much Do We Gossip?

Section 2 164**Listening and Speaking 164****C Here Is Today's News 164**

- V** guessing meaning from context
Skills Listening: the news; Reading: a newspaper article
HwL sentence stress (2)

D Did You? 166

- RW** echo questions
HwL intonation (3)

Reading 167

- R** How to Put an End to Office Gossip

Section 3 171**Listening and Speaking 171****Developing Skills 173****Writing 175**

- W** verb forms in narratives; getting ideas; a narrative

Unit 8 Achieving Your Goals 178

Language Summary 8; CD-ROM 8A-C

Section 1 178**Listening and Speaking 178****A A Year Off 178**

- V** money
G reported speech
HwL /h/ at the beginning of words

B Taking Chances 180

- V** unusual activities
G second conditional

Reading 182

- R** Lance Armstrong

Section 2 186**Listening and Speaking 186****C Men of Magic 186**

- V** connecting words (2): first, next, then, etc.
Skills Listening: a radio interview; Reading: a magazine article
HwL linking: review (2)

Reading 188

- R** Achieving Your Goals

Section 3 192**Listening and Speaking 192****Developing Skills 193****Writing 196**

- W** common mistakes; describing your goals in a posting

Songs 200

Pair and Group Work 202

Language Summaries 214

总词汇表 232

Unit 1 Into the Future

Section 1

Listening and Speaking

A Man or Machine?

QUICK REVIEW ●●●

Work in pairs. Ask *Have you ever ... ?* questions and find five things you've done in your life that your partner hasn't done.

Vocabulary

Verb-noun collocations (1)

(动词与名词搭配)

1 Work in groups. Discuss these questions.

- Which invention was the most important, do you think: TV, cars or computers? Why?
- Have you seen any films with robots in? What were they about? Did you like them?
- Would you like to have a robot? Why?/Why not?

2 a) Match the verbs in A to the words/phrases in B. Check in

V1.1 p214.

A	B
look after	someone's face
build	old people
recognise	cars
take over	someone
look like	easily
move around	the world
do	the carpets
feed	the cat
clean	the housework

b) Write another word/phrase for each verb in A in 2a).

look after a pet

c) Work in pairs. Which of the things in 2a) can robots do now, do you think?

Vocabulary: verb-noun collocations (1)

Grammar: *will* for prediction; *might*; *will be able to*

Help with Listening: 'll and won't

Review: *Have you ever ... ?*

Listening and Grammar

3 a) **R1.1** Listen to an interview with Dr. Dylan Evans, a robotics expert. Tick the things he talks about.

- things robots can do now
- robots and sport
- intelligent robots
- his own robots
- robots in the home
- robots in 2020
- robot toys for children
- robot animals
- robots on TV

b) Listen again. Which of these sentences does Dr. Evans think are true?

- At the moment robots can move around easily.
- By 2020 robots will be able to walk and run.
- By 2050 robots might win the football World Cup.
- Not many people will have robots in their homes.
- Domestic robots won't look like humans.
- Robots will take over the world.

c) Work in pairs. Were your guesses in 2c) correct?



Dr. Dylan Evans

Help with Grammar *will* for prediction; *might*; *will be able to*

Help with Listening *'ll* and *won't*

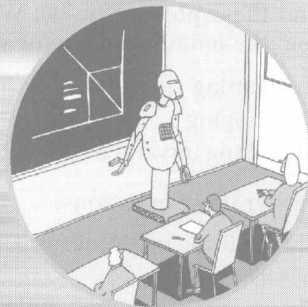
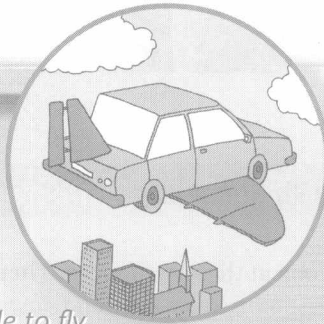
- 4 a) Look at sentences 3–6 in 3b). Then answer the questions.
- 1 Do we use *will* to predict the future or talk about personal plans?
 - 2 Which verb form comes after *will*?
 - 3 What's the negative form of *will*?
 - 4 Which verb do we use to say *will possibly*?
- b) Make questions with these words. What are the positive and negative short answers to these questions?
- 1 humans / domestic robots / Will / look like ?
 - 2 robots / the world / take over / will / Do you think ?
- c) Look at sentences 1 and 2 in 3b). Then answer the questions.
- 1 How do we talk about ability in: a) the present? b) the future?
 - 2 Which verb form comes after *will be able to*?
- d) Check in G1.1 p214.

- 6 a) R1.2 Listen to how we say these phrases. Notice the difference.
- | | |
|-------------|--------------|
| 1 I stay | I'll stay |
| 2 you have | you'll have |
| 3 we go | we'll go |
| 4 they have | they'll have |
| 5 I want | I won't |
- b) R1.3 Listen to these sentences. Circle the words you hear.
- 1 I / I'll stay at home all day.
 - 2 They / They'll have their own lives.
 - 3 We / We'll have two children.
 - 4 I'll / I'll speak English fluently.
 - 5 We want to / We won't be in England.
 - 6 I want to / I won't have children.

- 5 a) Look at these ideas about the year 2020. Write sentences you think are true.
- b) Work in groups. Compare sentences. Give reasons for your ideas if possible.

In the year 2020 ...

- 1 cars / be able to fly
Cars won't be able to fly.
I (don't) think cars will be able to fly.
(I think) cars might be able to fly.
- 2 people / do all their shopping online
- 3 children / have robot teachers
- 4 most people / have videophones in their homes
- 5 planes / be able to fly without pilots
- 6 people / have computers inside their heads
- 7 most people / have robots in their houses
- 8 robots / look after old people



- 7 a) R1.4 Listen to four conversations about life in the year 2020. Match conversations 1–4 to the things they talk about a)–d).

- a) work and studies
- b) living abroad
- c) his/her future family
- d) age and appearance

- b) Listen again. Make notes on what each person says.
- c) Work in pairs. Compare notes.
- d) Listen again and find all the examples of *will*, *won't*, *might* and *be able to*.

- 8 R1.5 P Listen and practise.
I'll / all / stay at home all day.

- 9 a) Make five sentences with *will*, *won't* or *might* about you or your family's life in 2020.
- b) Work in groups. Compare sentences. Are any the same?

Get Ready ... Get It Right!

- 10 Work in pairs. Student A → p203.
Student B → p208. Follow the instructions.

B Never Too Old

QUICK REVIEW ●●●

Make five sentences with *will*, *won't* or *might* about your life in three years' time. Work in threes. Compare sentences. Are any the same?

Vocabulary: verb-noun collocations (2)

Grammar: future plans and ambitions: *be going to*, *be planning to*, etc.

Help with Listening: *going to*

Review: *will* for prediction

Vocabulary and Grammar

1 Work in groups. Answer the questions.

- At what age do people usually retire in your country?
- Do you know anyone who is retired? How do they spend their time?
- What's the best and worst thing about being retired, do you think?

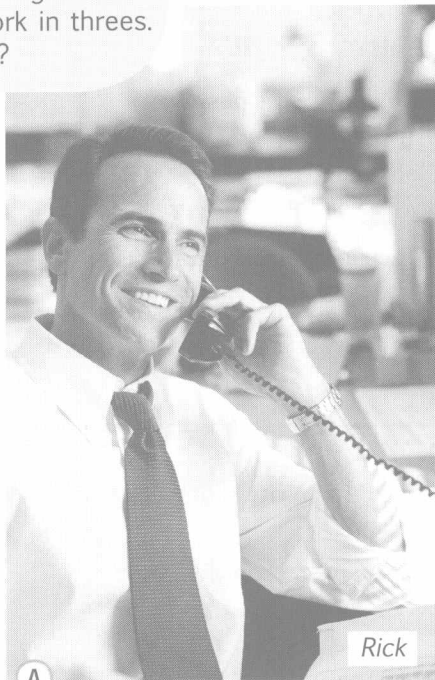
2 Choose the correct verbs in these phrases. Check in **V1.2** p214.

- have* / *spend* a great time
- spend* / *give* time doing (something)
- make* / *do* a degree (in biology)
- take* / *spend* time with (someone)
- live* / *leave* abroad
- take* / *make* photos
- learn* / *want* how to do (something)
- get* / *do* a suntan

3 a) Read these people's plans for when they retire. Match them to photos A–C.

- I'm going to retire next year. I'm looking forward to spending more time doing the things I enjoy. And I'm thinking of doing a degree in history of art.
- I'm planning to retire early, before I'm 50. I'm not going to work after that. Then I'd like to live abroad.
- We're going to drive around Australia. We're hoping to spend about a year travelling and we're really looking forward to it. I'm sure we'll have a great time.

b) **R1.6** Listen and check.



A



B

Kelly and Greg

Help with Grammar Future plans and ambitions

4 a) Look at these sentences. Then answer questions 1–4.

We're going to drive around Australia.
I'm sure we'll have a great time.

- Do both sentences talk about the future?
- Which is a prediction?
- Which is a plan?
- Which verb form comes after *be going to*?

b) How do we make negatives and questions with *be going to*?

c) Check in **G1.2** p215.

5 a) Find these phrases in **3a**). Which verb form comes after each phrase: the *infinitive with to* or *verb+ing*?

- | | | |
|------------------------------|---------------------------|-----------------------|
| 1 I'm planning ... | <i>infinitive with to</i> | 4 I'd like ... |
| 2 We're hoping ... | | 5 I'm thinking of ... |
| 3 I'm looking forward to ... | | |

b) Answer these questions.

- Which phrase in **5a**) means: *I'm excited about this and I'm going to enjoy it when it happens*?
- Which is more certain: *I'm planning to ...* or *I'm thinking of ...*?
- Which is less certain: *I'm going to ...* or *I'm hoping to ...*?

c) Check in **G1.3** p215.