

总主编 孟兴坤

21 世纪高职高专英语系列规划教材

应用英语教程

(第二册)

◎ 段慧业 主编

*A*ppplied English Course

(Book II)

华中科技大学出版社

<http://www.hustp.com>

21 世纪高职高专英语系列规划教材

应用英语教程

(第二册)

丛书主编:孟兴坤

主 编:段慧业

副 主 编:李宁宇 蔡世文 刘丽权 沈朝晖

编 委:曹兰英 李青云 李 萍 秦 静

余 军 鲁晓莉

华中科技大学出版社

中国·武汉

图书在版编目(CIP)数据

应用英语教程(第二册)/段慧业 主编. —武汉:华中科技大学出版社,
2008年9月
ISBN 978-7-5609-4850-8

I. 应… II. 段… III. 英语-高等学校:技术学校-教材 IV. H31

中国版本图书馆 CIP 数据核字(2008)第 132846 号

应用英语教程(第二册)

段慧业 主 编

责任编辑:曾 光 肖海欧
责任校对:吴 晗

封面设计:刘 卉
责任监印:周治超

出版发行:华中科技大学出版社(中国·武汉)

武昌喻家山 邮编:430074 电话:(027)87557437

录 排:武汉星明图文制作有限公司

印 刷:湖北恒泰印务有限公司

开本:710mm×1000mm 1/16

印张:17

字数:356 000

版次:2008年9月第1版

印次:2008年9月第1次印刷

定价:27.00 元

ISBN 978-7-5609-4850-8/H·633

(本书若有印装质量问题,请向出版社发行科调换)

《应用英语教程》编委会

主 任:孟兴坤 石茂祥 段慧业
副主任:冯 健 王木林 李宁宇 刘丽权
委 员:丁 绚 干湘珠 高艳梅 胡玉蓉
刘真彪 刘 芳 黎闯进 王 涛
王芝基 吴晓薄 余 秋 石 慧
潘 丽

内 容 简 介

本书为大学英语高职高专专门用书，读者对象是高职高专学生，作者均为有丰富教学经验的一线教师。全书以大学英语学习中要求掌握的基础知识为主线编排，并配以大量的词、词组、短语和例句，习题量充实，内容丰富；紧贴《高等学校英语应用能力考试大纲》的主题，融系统性、知识性、应用性为一体。同时针对“高等学校英语应用能力考试”的题型，精编和精选了大量例题，在巩固学生学习的同时，提高他们在考试中的实战能力。

前 言

《应用英语教程》是根据教育部颁发的《高职高专教育英语课程教学的基本要求》(以下简称《基本要求》),以高职高专逐步改制为基点,并参照大多数高职高专教学总学时的实际而编写的。旨在精要地概括常用生词、短语、语法规则等,将重点放在学生容易产生理解偏差的知识上,注重听和说的训练,在篇章、例词、例句和各项习题的内容上,贴近了《高等学校英语应用能力考试大纲》(以下简称《考试大纲》)的要求。学生完成本教程一、二两册的学习,即可达到《基本要求》的 A 级水平。

一、教材的基本框架

《应用英语教程》每册共有 10 个单元,每个单元由五个部分组成:Section I. Listening and Speaking(听和说),Section II. Intensive Reading(精读课文),Section III. Grammar(语法),Section IV. Extensive Reading(阅读训练)和 Section V. Applied Writing(实用文体写作),并附有教学参考书和学生练习册。

Section I. Listening & Speaking

听的主要目的是通过英语会话,采用提问式回答选项问题,回答或完成短文问题。题型与“高等学校英语应用能力考试”相同,便于师生了解题型,以利于教与学。说的目的是通过师生间的教学互动或学生间的会话,使学生掌握单词、句子的准确发音和语音语调,以及理解篇章内容。该部分旨在启发、引导学生进入课文学习,适应“高等学校英语应用能力考试”。

Section II. Intensive Reading

精读课文题材广泛,包括文化、体育、语言教学、现代科技、人文景观、校园生活、人物故事等。课文的篇幅和词汇量适中,文后还编写了七种紧贴课文的重点词汇和短语,以及“高等学校英语应用能力考试”类似题型的集中习题,针对性强,应用价值高,加强了语言知识的运用。

Section III. Grammar

语法项目的编写采用图表式,简明扼要,重点突出,便于指导和学习。针对高职高专学生的实际,语法论述后面还编写了两至三道专项习题,较系统地对语法知识进行梳理和归纳,有助于学生学习、复习、巩固和扩展语法知识。

Section IV. Extensive Reading

阅读训练两篇短文的编写参照了“高等学校英语应用能力考试”的篇幅进行。其题材广泛,内容丰富,难度适中,目的在于提高学生的阅读速度、答题的准确度以及阅读技能。每篇短文后面还编写了与“高等学校英语应用能力考试”类似题型的

两道习题,可供学生进行自测。

Section V. Applied Writing

实用文体写作的编写参照了“高等学校英语应用能力考试”的题型,较为详细地介绍了各项题材写作的格式、方式、要求和技巧,并在每个题型前提供一定的信息点,学生可在教师的指导下完成写作任务。(为提高学生写作能力,特在第二册写作部分增设写作练习。)

二、教材的特点

本教程是以《高职高专教育英语课程教学的基本要求》和《高等学校英语应用能力考试大纲》为基点而编写的,是遵循《基本要求》和《考试大纲》的产物。为了使教程详实、新颖和具有特点,编者参照和查阅了一些经典著作,征求了一些专家、学者的意见,在课文、例句和习题等选材过程中,尽力做到以系统性、实用性、知识性和前瞻性为原则,强调了应用性,使本教程形成了自身的特点。

1. 内容全面,条目系统

本教程分听和说、精读课文、语法、阅读课文和写作五大部分,共计 20 个单元(60 篇文章),24 个语法条目、300 多个语言点,符合教材编制体系。各个部分内容广泛、丰富,既巩固复习了中学所学的知识,又全面扩展了新的内容,是名副其实的“大全”。

2. 针对性强,实用价值高

①听和说是严格按照“高等学校英语应用能力考试”的题型编制的,使师生在使用过程中,能清晰掌握题型的第一手资料,加强训练,勇夺听力高分。

②在语言知识的运用上,针对学生容易混淆的问题,重笔对这些问题进行详尽的分析比较,使学生辨明是非,区别异同。

③注重了当代英语语言的发展,在编写过程中,既尊重传统语言的表述,又有选择地介绍一些逐渐或已经为人们所接受的新观点和新论点。

④各个部分习题的编写由浅入深,循序渐进,逐步深入,围绕课文、语法等项目,紧贴“高等学校英语应用能力考试”的题型,使师生更加明确教与学的关系和目的,达到了“实战演练”的效果。

本教程的参编者大多具有大学英语教学的实践经验,集各家教学、辅导的经验之长,形成了各自的教学特色和风格,因此该书是所有参编者的智慧和辛勤劳动的结晶。在成书过程中,编者全面审稿多次,并得到了部分大学外语学院领导、同行的支持和帮助,在此向他们表示诚挚的谢意。

由于编写时间仓促,书中难免存在一些疏漏,诚望师生不吝指正。

编 者

2008 年 5 月

Contents

Unit 1	(1)
Listening & Speaking	(1)
Intensive Reading	(3)
Text A What Is a Great Book?	(3)
Grammar 动词不定式(Infinitive)	(13)
Extensive Reading	(20)
Text B Sports in Britain	(20)
Text C Guidelines for Giving Presentations	(22)
Applied Writing 语法的应用	(24)
Unit 2	(29)
Listening & Speaking	(29)
Intensive Reading	(32)
Text A Fifty Years of Love	(32)
Grammar 动名词(Gerund)	(41)
Extensive Reading	(44)
Text B Turning in Your Assignment on Time	(44)
Text C The Best Years of Your Life	(46)
Applied Writing 应用文应试技巧	(49)
Unit 3	(51)
Listening & Speaking	(51)
Intensive Reading	(53)
Text A A Gift for Mother's Day	(53)

Grammar 分词(Participle)	(62)
Extensive Reading	(67)
Text B How to Make Your Holidays	(67)
Text C Types of Transitions	(70)
Applied Writing 备忘录	(72)

Unit 4 (75)

Listening & Speaking	(75)
Intensive Reading	(78)
Text A Influencing the Younger Generation	(78)
Grammar 名词性从句(The Noun Clause)	(87)
Extensive Reading	(92)
Text B Thought for the Day	(92)
Text C Youth	(94)
Applied Writing 通知的类型及写作	(96)

Unit 5 (99)

Listening & Speaking	(99)
Intensive Reading	(102)
Text A A World without Oil	(102)
Grammar 定语从句(The Attributive Clause)	(108)
Extensive Reading	(112)
Text B Energy of Thoughts	(112)
Text C Global Warming May Be Twice as Bad as Feared	(114)
Applied Writing 广告.....	(116)

Unit 6 (120)

Listening & Speaking	(120)
Intensive Reading	(123)
Text A New World under the Sea	(123)

Grammar 状语从句(The Adverbial Clause)	(132)
Extensive Reading	(137)
Text B Leap Second	(137)
Text C Weddings in the United States	(139)
Applied Writing 求职简历.....	(142)
Unit 7	(147)
Listening & Speaking	(147)
Intensive Reading	(150)
Text A Effects of Music on Animals	(150)
Grammar 倒装句(The Inverted Sentence)	(160)
Extensive Reading	(164)
Text B Prometheus	(164)
Text C Music of the Ancients	(166)
Applied Writing 英文自传.....	(168)
Unit 8	(170)
Listening & Speaking	(170)
Intensive Reading	(173)
Text A Transport and Trade	(173)
Grammar 否定(The Negative Structure)	(182)
Extensive Reading	(185)
Text B A Doctor's Story	(185)
Text C Advantages and Disadvantages of Nuclear Energy	(187)
Applied Writing 图表.....	(190)
Unit 9	(195)
Listening & Speaking	(195)
Intensive Reading	(198)
Text A Avian Influenza (Bird Flu)	(198)

Grammar 虚拟语气(The Subjunctive Mood)	(208)
Extensive Reading	(214)
Text B Respecting Our Differences and Working Together	(214)
Text C To Save a Life	(216)
Applied Writing 图表作文(一).....	(218)
Unit 10	(221)
Listening & Speaking	(221)
Intensive Reading	(224)
Text A Sustainability Today	(224)
Grammar It 的用法(The Usage of It)	(233)
Extensive Reading	(236)
Text B A Boy's Heartsong	(236)
Text C The Gettysburg Address—By Abraham Lincoln	(238)
Applied Writing 图表作文(二).....	(241)
Glossary	(243)

Unit 1



Listening & Speaking

Task 1

Directions: This task is to train your ability to understand short dialogues. There are 5 recorded dialogues in it. After each dialogue, there is a recorded question. Both the dialogues and questions will be spoken only once. When you hear a question, you should decide on the correct answer from the 4 choices marked A, B, C and D given below.

1. A. Patient and doctor. B. Wife and husband.
C. Waitress and customer. D. Secretary and boss.
2. A. On a plane. B. On a train. C. On a boat. D. On a bus.
3. A. Jack didn't visit them.
B. Jack will not visit them because it's not on his way.
C. They hope Jack will visit them.
D. They are sure that Jack will visit them.
4. A. Buy a parrot.
B. Talk to the parrot.
C. Find some one to care for her parrot.
D. Teach the parrot to talk.
5. A. Spain. B. Sweden. C. Scotland. D. Switzerland.

Task 2

Directions: This task is to train your ability to understand short conversations. There are 2 recorded conversations in it. After each conversation, there are some recorded questions. Both the conversations and questions will be spoken twice. When you hear a question, you should decide on the correct

answer from the 4 choices marked A, B, C and D given below.

Conversation 1

6. A. He has to finish his writing. B. He has to finish a letter.
C. He has to do the cleaning. D. He has to finish his homework.
7. A. In the park. B. At his home. C. In the school. D. At a library.

Conversation 2

8. A. 2%. B. 3%. C. 4%. D. 5%.
9. A. Catalogues. B. Price-lists. C. Sample cutting. D. Booklet.
10. A. Consider the commission.
B. See whether a trial order is possible.
C. Never miss the opportunity.
D. Give an early reply.

Task 3

Directions: This task is to train your ability to comprehend short passages. You will hear a recorded passage. After that you will hear five questions. Both the passage and the questions will be spoken twice. When you hear a question, you should complete the answer to it with a word or a short phrase below.

11. When will he have a holiday?
He'll have a holiday _____.
12. Where does Paul always want to go?
He always wants to go _____.
13. When did Paul get the letter from Jim?
Paul got the letter from Jim _____.
14. How far is the lake from Paul's house?
It's about _____.
15. Does Paul know how to spend his holiday?
_____.

Task 4

Directions: This task is to train your ability to speak in English. You are to listen

to the following dialogue twice and fill in the blanks with the missing words. After that, make your dialogue with one of your classmates, using the same pattern.

Chen Ping: Mary, I'd like you to meet my friend Li Hong.

Mary: _____, Li Hong. My name is Mary Brown. Please call me Mary.

Li Hong: _____, Mary?

Mary: How do you do?

Chen Ping: Li Hong is in our English Department. She is from Guangdong.

Mary: _____, don't you?

Li & Wang: Yes.

Chen Ping: Have you found your apartment, Li Hong?

Li Hong: Yes. _____ it's on the fifth floor of this building.

Mary: Is this your luggage, Li Hong?

Li Hong: Yes. I have just arrived.

Chen Ping: That suitcase looks very heavy, Li Hong. _____ carry it for you?

Mary: I can lend you a hand, too. Let's help you carry your luggage upstairs.

Li Hong: Oh, thank you very much. I really need your help.



Intensive Reading

Text A

What Is a Great Book?

There is no end to the making of books, nor does there seem to be any end to the making of lists of "great books". There have always been more books than anyone could read. And as they have multiplied through the centuries, more and more blue-ribbon lists have had to be made.

The listing of the best books is as old as reading and writing. The teachers and librarians of ancient time did it. It is to be expected that the selections will change with the times. Yet there is a surprising uniformity in the lists which represent the



years.

Great books are probably the most widely read. They are not best sellers for a year or two. They are enduring best sellers. A great book need not even be a best seller in its own way. It may take time for it to accumulate its ultimate audience.

Great books are popular, not pedantic. They are not written by specialists about specialties for specialists. Whether they be philosophy or science, or history or poetry, they treat of human, not academic, problems.

Great books are always contemporary. In contrast, the books we call “contemporary”, because they are currently popular, last only for a year or two, or ten at the most. You probably cannot recall the names of many earlier best sellers, and you probably would not be interested in reading them. But the great books are never outmoded by the movement of thought or the shifting winds of doctrines and opinions.

Great books are the most readable. They will not let you down if you try to read them well. They have more ideals per page than most books have in their entirety. That is why you can read a great book over and over again and never exhaust its contents.

Great books are the most instructive. This follows from the fact that they are original communications; they contain what cannot be found in other books. Whether you ultimately agree or disagree with what they say, these are the primary teachers of mankind; they have made the basic contributions to human thought.

Great books deal with the persistently unsolved problems of human life. There are genuine mysteries in the world that mark the limits of human

best choices of any period.

What are the signs by which we may recognize a great book? The six I will mention may not be all there are, but they are the ones I’ve found most useful in explaining my choices over the



knowing and thinking. Great minds acknowledge mysteries honestly. Wisdom is fortified, not destroyed, by understanding its limitations.

(437 words)

New Words

multiply ['mʌltiplai]	v.	to increase the amount, number, or degree of 繁殖; 乘, 增加
blue-ribbon [ˌblu:'rɪbən]	a.	of outstanding quality; especially consisting of individuals selected for quality, reputation, or authority 头等的, 第一流的
librarian [laɪ'brɛəriən]	n.	a person who is a specialist in library work 图 书馆员, 图书管理员
ancient ['eɪnfənt]	a.	old; way back in history 远古的, 旧的
selection [si'lekʃən]	n.	a collection of selected books 选集, 精选品
uniformity [ˌjuːni'fɔːmiti]	n.	the quality or state of being uniform 同样, 一 式, 一致, 均匀
represent [ˌreprɪ'zent]	v.	to stand for; symbolize 代表象征
sign [saɪn]	n.	something that suggests the presence or existence of a fact, condition, or quality 标 记, 符号, 征兆, 迹象, 征候
recognize ['rekəɡnaɪz]	v.	to perceive or show acceptance of the validity or reality of 认可, 承认, 公认, 赏识
mention ['menʃən]	v.	to refer to, especially incidentally 提及, 说起
	n.	the act of referring to something briefly or casually 提及, 论及
widely ['waɪdli]	ad.	over or through a wide area 广泛地, 普遍地, 广博地, 相差大地
enduring [ɪn'djuəriŋ]	a.	lasting; continuing; durable 持久的, 不朽的
accumulate [ə'kju:mjuleɪt]	v.	to gather or pile up; amass 积聚, 堆积
ultimate ['ʌltɪmət]	a.	eventual 最终的
audience [ˈɔːdiəns]	n.	the listeners at a performance 听众, 观众
pedantic [pi'dæntɪk]	a.	characterized by a narrow, often ostentatious concern for book learning and formal rules 书 生气的; 迂腐的, 学究式的

specialist ['speʃəlɪst]	n.	one who is devoted to a particular occupation or branch of study or research 专家
specialty ['speʃəlti]	v.	a special pursuit, occupation, aptitude, or skill 专业
philosophy [fɪ'lɒsəfi]	n.	the science comprising logic, ethics, aesthetics, metaphysics, and epistemology 哲学
poetry ['pəʊtri]	n.	the art or work of a poet 诗
academic [ˌækə'demɪk]	a.	things that are related to school and learning and studying 学院的,理论的,学术的
contemporary [kən'tempərəri]	a.	current; modern 当代的,同时代的;暂时的
recall [rɪ'kɔ:l]	v.	to remember; recollect 回忆,回想,记起
outmoded [aʊt'məʊdɪd]	a.	not in fashion; unfashionable 过时的
shift [ʃɪft]	v.	to change 替换,转移,改变
doctrine ['dɒktrɪn]	n.	a principle or body of principles presented for acceptance or belief, as by a religious, political, scientific, or philosophic group; dogma 教条,学说
opinion [ə'pɪnjən]	n.	a belief or conclusion held with confidence but not substantiated by positive knowledge or proof 意见,看法,主张,判断,评价
readable ['ri:dəb(ə)l]	a.	pleasurable or interesting to read 易读的
entirety [ɪn'taɪərɪti]	n.	the state of being entire or complete; wholeness 全部,完全
exhaust [ɪg'zɔ:st]	v.	to use up completely 用尽,耗尽,抽完,使筋疲力尽
original [ə'ɹɪdʒənəl]	a.	independent and creative in thought or action 最初的,原始的,独创的,新颖的
communication [kə'mju:nɪ'keɪʃn]	n.	the exchange of thoughts, messages, or information, as by speech, signals, writing, or behavior 传达,信息,交通,通讯
contain [kən'teɪn]	v.	to have within; hold 包含,容纳,容忍
primary ['praɪməri]	a.	first or highest in 第一位的
contribution [ˌkɒntri'bju:ʃən]	n.	the act of contributing 捐献,贡献,投稿