



 高等职业院校规划创新教材

**C** 白靖宇 主编  
**omprehensive**

# 英语综合教程

**English**  
**Course**

# 2

陕西师范大学出版社





高等职业院校规划创新教材

材料科学与工程学院

# 英语综合教程 2

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高等职业院校规划创新教材



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# 出版说明

职业技术教育是现代化教育的重要组成部分。发展职业技术教育是加快提高劳动者素质,振兴我国经济的必由之路。为了促进高等职业教育健康发展,2006年教育部下发了《关于全面提高高等职业教育教学质量的若干意见》。《意见》指出,要以课程建设与改革为核心,加强教材建设,这是发展高等职业教育的一项基础性工作,对实现办学指导思想和培养合格人才具有举足轻重的作用。为此,我们组织有关高等职业技术学院的专家,对相关专业的教材进行了多次研讨,遴选了一些较为成熟的成果,组织编写了“高等职业技术学院规划创新教材”,以推动高等职业院校教育教学的改革与发展。

本系列教材坚持科学的发展观和以人为本的指导思想,突出德育为先,立德树人;坚持以就业为导向,面向市场、面向社会,培养学生的可持续发展能力,为就业和再就业服务;坚持“必需、够用”原则,注重讲清基本概念、基本原理和基本方法,尽可能避免大篇幅的理论分析和繁琐的公式推导,实训教材简明实用,内容科学合理,让学生易于理解、掌握和运用,使其技能操作符合职业技能鉴定规范;坚持教学的适用性,根据学生水平、培养目标、课时数确定教材内容、深浅程度和篇幅,方便教师教学,符合学生发展需要,为学生进一步提高打下基础。

本系列教材的编写和出版,得到许多高等职业技术学院领导的亲切关怀和大力支持。各学科参编者多为长期在职业技术学院从事教学、具有丰富教学实践经验的骨干教师。为了确保教材质量,我们还约请了其他院校部分学术造诣深厚的专家参与编写大纲的讨论和审稿。本系列教材在坚持科学性、突出实用性、增强灵活性等方面具有许多创新之处。我们向有关高等职业技术学院的领导和教师表示衷心的感谢。今后,我们还将不断出版反映现代科学技术水平,具有职业教育特色,品种多样,系列配套,层次衔接,有利于培养高素质劳动者和高、中、初级实用人才的职业教育教材。

本系列教材还可供其他高专、成人高校、普通中专、职业中专相关专业选用。

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2008年7月

# 总 序

当今世界,科学技术突飞猛进,各国竞争日趋激烈。以经济实力、国防实力和民族凝聚力为主要内容的综合国力竞争,从根本上讲是人才的竞争。因此,培养和造就适应 21 世纪社会经济发展的各级各类高技术应用型人才,是促进我国在本世纪实现社会现代化的强大动力。毫无疑问,大力发展高职高专教育是培养大量应用型人才的一条根本出路。随着社会信息化和经济全球化趋势的发展,英语已成为现代高等职业教育人才培养过程中一个重要组成部分。我国未来社会经济发展和建立创新型国家需要懂技术、会英语的高素质合格人才。《21 世纪高职高专英语综合教程》(Vocational College English for 21st Century)系列教材就是为了适应这一新形势编写的英语教材。

《21 世纪高职高专英语综合教程》是一套供高等职业技术学院和高等专科学校使用的英语系列教材。本教材的编写以教育部颁布的《高职高专教育英语课程教学基本要求》(教育部高教司 2000 年 10 月颁布/试行)(以下简称:教学基本要求)为依据,以“强基础、重实用”为指导思想,突出高职高专教育特色。

1. 高职高专学生英语基础相对薄弱,加强英语基础知识和基本技能是十分必要的。本教材注重基础性,强化英语语言基本知识和技能的训练,使学生掌握一定的英语基础知识和技能,具有一定的听、说、读、写、译的能力,为今后进一步提高英语的交际能力打下基础。

2. 高职高专学生学习英语的目标主要是为了满足以后工作中的实际需要。提高英语语言应用能力是需要解决的一个实际问题。本教材旨在实用性,通过英语语言应用能力的提高,使学生能借助词典阅读和翻译有关英语业务资料,在涉外交际的日常活动和业务活动中进行简单的口头和书面交流。

3. 结合基础性和实用性的原则,本教材编写采用一体化(Whole Language Approach)课程设置的教學模式。正确处理读、写、译、听、说的关系,读写与听说并重,即加强英语语言基础知识和基本技能训练的同时,重视培养学生实际使用英语进行交际的能力,全面培养和提高英语综合应用能力。

4. 根据英语综合应用能力培养的实际需要,本教材采用主题化

(Topic - based Approach)教材的编写模式,每个单元有一个话题,A 篇课文和 B 篇课文主题相关,选用国外最新语言材料,题材广泛,内容涉及 21 世纪社会生活和科技文化,充满时代气息,溶知识性、时代性和实用性于一体。

21 世纪高职高专英语综合教程构成体系:

根据高职高专英语教学的实际需要,本教材由三部分 10 册组成:学生用书 4 册、教师用书 4 册和测试练习 2 册。听力部分配有听力原文、录音磁带(MP3)和多媒体教学光盘。

### 1. 学生用书模块

根据《教学基本要求》,本教材采用综合本形式和模块式结构。

(1) 读、写、译、听、说的学习内容全部集中编写成一种综合英语教程,按 220 个学时和结合教学实践,全套学生用书综合教程共分为 4 册,每册 8 个单元。“鉴于目前高职、高专和成人高专学生入学时的英语水平差异较大,本课程的教学要求分为 A、B 两级,实行分级指导。”因此,各学校可按实际情况安排学时,在教学中对教材进行取舍,本教材在课时安排和教学内容上有一定弹性,以方便教学,达到国家教育部对高职高专学校的英语教学要求。

### (2) 模块结构

每册教材分为 8 个单元(Unit),每个单元包括 4 个技能模块:听说技能(listening and Speaking)、阅读技能(Reading)、语法知识(Grammar)和写作技能(Writing)。

#### 1) 听说技能(Listening and Speaking)

包括听写(Dictation)、小对话(Short Dialogue)和短文会话(Short Conversations)三个部分,主要为日常生活内容。听力部分配有听力原文和录音磁带(MP3)。按照《教学基本要求》中口语(Speaking)训练项目,主要为情景会话(Situational Dialogues),强调实用性与趣味性相结合。

#### 2) 阅读技能(Reading)

包括课文 A(Text A)和课文 B(Text B)两部分:课文 A(Text A)为课堂教学材料,包括课文、词汇、注释和综合练习 4 部分,综合练习有课文理解、词汇、翻译(英译汉)练习形式;课文 B(Text B)为课外阅读材料,练习采用选择形式,主要扩大阅读量。课文 A(Text A)和课文 B(Text B)主题(内容)相关,课文长度为 400 - 1000 词,具体为一册 400 词左右、二册 500 词左右,三册 700 词左右、四册 900—1000 词左右。每册

都附有总词汇表。

### 3) 语法知识 (Grammar)

根据《教学基本要求》，本教材一册、二册、三册有语法项目，主要复习巩固已学语法知识，并配有语法练习。

### 4) 写作技能 (Writing)

《教学基本要求》中写作技能，安排在本教材二册、三册、四册。写作技能包括三部分：基本技能 (Basic Skills)，如基本的语句及段落写法；应用文写作 (Applied Writing)，主要为常用应用文的写作技巧和方法；短文写作 (Essay Writing)，主要为短文写作技巧和方法，并配有范文和写作练习。

## 2. 教师用书和测试练习

本教材配有 4 册教师用书，主要包括：课文背景知识、语言点、练习答案和课文参考译文。同时，本教材配有 B 级和 A 级测试练习两册，供学生参加 B 级和 A 级考试使用，主要根据高职高专学生参加英语等级考试 (高等学校英语应用能力考试) 的客观需要，依照教育部颁发的《高等学校英语应用能力考试大纲和样题》，设计多种题型的测试题，帮助学生掌握英语基础知识和基本技能，提高考试通过率。

《21 世纪高职高专英语综合教程》系列教材由陕西师范大学出版社教材中心组织，陕西师范大学外国语学院、西安职业技术学院、咸阳职业技术学院、宝鸡职业技术学院、渭南职业技术学院、安康职业技术学院、商洛职业技术学院等高校有丰富教学经验的教师合作编写。陕西师范大学出版社的领导对教材的编写和出版十分重视，给予了大力支持。对此，我们表示衷心的感谢。

由于我们水平有限，书中难免有错误和不妥之处，希望广大师生提出宝贵意见。

白靖宇

2008 年 7 月于西安



# 前 言

《英语综合教程2》是21世纪高职高专英语系列教材中的第二册。该教程是以国家教育部(原国家教委)颁布的《高职高专教育英语课程教学基本要求》为依据而编写的,贯彻了《21世纪高职高专英语综合教程》编写大纲的指导思想,突出高职高专英语基础性和实用性的特色。

《英语综合教程2》依照循序渐进的学习和教学规律,在《英语综合教程1》的基础上加长了课文长度和增加了写作部分,逐步提升学生的英语水平。根据教学的实际需要,本教程由8个单元组成,每个单元包括听说技能(listening and Speaking)、阅读技能(Reading)、语法知识(Grammar)和写作技能(Writing)四部分。本教程配有教师用书、录音磁带(MP3)和多媒体教学光盘,以方便教学。

本教程延续了《英语综合教程1》的风格,在教材的编写中尝试了以认知主体为本的编写原则。我们认为,教材选材应突出基础性和实用性,练习设计应遵循语义记忆、语义提取、言语理解等语言学习的认知规律。《英语综合教程2》选材广泛,涉及到当今社会的许多热门话题,具有很强的可读性、趣味性及时代感。文章思想和内容把握适当、准确,适合在高职高专阶段的英语学习中进行讨论式教学,以达到强化基础、联系实际的目的。同时,该教材练习题的设计丰富多彩,紧密结合课文,既能够巩固已掌握的知识、提高了语言技能,又能够充分调动学生学习语言的积极性。

《英语综合教程2》供各类高职高专一年级学生第二学期使用,也适合具有同等英语水平的读者自学。

本教程在编写过程中,选用了一些国外报刊、杂志和网站上的语言材料,语法部分和写作部分参考了国内出版的一些书籍,在此向原作者表示感谢。

由于水平有限,书中难免有错误和不妥之处,希望广大师生批评指正。

编 者

2008年9月

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# Unit One

## Listening and Speaking

### Section A Dictation

#### 1. Word Dictation

**Directions:** In this part, you will hear three sentences, each of which will be read two times. Fill in each blank with a word exactly as you hear.

- (1) Over the last decades, the country's port facilities have been \_\_\_\_\_.
- (2) You can both \_\_\_\_\_ money and fame through this business.
- (3) As a housewife, she regards working at home as a \_\_\_\_\_ job.

#### 2. Spot Dictation

**Directions:** In this part, you will hear a short passage. The passage will be read three times; the first time is for your comprehension; the second time is for you to fill in each blank with what you hear during the pause; the third time is for you to check up. Now let's begin.

The use of money has a long history. Money began very simply thousands of years ago when certain (1) \_\_\_\_\_ such as metals, shells, stones, grain, and other things came into use as (2) \_\_\_\_\_ of exchange. Instead of merely trading goods for goods, people began to (3) \_\_\_\_\_ these early forms of money for goods. (4) \_\_\_\_\_ used metals were gold and silver. These metals had certain (5) \_\_\_\_\_ that are desirable in any form of money.

## Section B Short Dialogue

**Directions:** You are going to hear 5 short dialogues. After the dialogue, there is a recorded question. Both the dialogue and the question will be spoken only once. When you hear the question, you should decide on the correct answer from the 4 choices marked A, B, C and D.

- (1) A. To do morning exercises.  
B. To catch the bus.  
C. To catch the train.  
D. To buy tickets.
- (2) A. 13 miles per hour.  
B. 30 miles per hour.  
C. 40 miles per hour.  
D. 14 miles per hour.
- (3) A. Bus.      B. Walk.      C. Car.      D. Both A and B.
- (4) A. Because the baby is very noisy.  
B. Because the baby gets sick.  
C. Because the parents want to go out and will come back late.  
D. Because the parents want to travel for a short time.
- (5) A. Her car is crashed.  
B. Her car has no fuels.  
C. Her car needs cleaning.  
D. Her car is stolen.

## Section C Short Conversation and Passage

### 1. Short Conversation

**Directions:** You are going to hear a conversation. After the conversation, there are some recorded questions. Both the conversation and the 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.

- (1) A. Airport.      B. Restaurant.      C. Park.      D. Concert.
- (2) A. He feels ill about the food.  
B. He loses his wallet.  
C. He is overcharged.  
D. He can not use his checks.
- (3) A. 5.05.      B. 5.      C. 5.55.      D. 5.50.

## 2. Short Passage

**Directions:** You are going to hear a recorded passage. After that passage, you will hear five questions. The passage will be spoken two times. When you hear a question, you should complete the answer to it with a word or a short phrase. The incomplete answers are printed in your book. Here is the passage.

- (1) It wants to sell \_\_\_\_\_.
- (2) He is \_\_\_\_\_.
- (3) It aims at \_\_\_\_\_.
- (4) Because people see the product as \_\_\_\_\_.
- (5) He hopes the customers associate the brand with \_\_\_\_\_.

## Section D Speaking

**Directions:** You, as a sophomore, introduce the campus life to the freshmen of your college, including course, department, professors, library and students' activities.



## Reading

### Text A

#### Is Globalization to Blame for Income Inequality?

Dieter Braeuninger

Doubts have been growing in Europe and the US over globalization. Besides globalization opponents, established economists and politicians question whether the benefits of the global division of labor come at increasingly heavy costs, especially social injustice. However, a closer look shows that a growing economic gap in developed countries has more to do with developed technology than with global connectedness.

Several months ago, US Federal Reserve Chairman Ben Bernanke warned about widening inequality in the US, and German Federal President Horst Koehler referred to social injustice in Germany. Both the Fed chairman as well as the German president ask for wise political reactions, especially greater effort in education.

It is not possible to reverse the global division of labor that globalization has brought. As Bernanke, Koehler and many other economists warn, neither is protectionism a solution. Separation from the global market would be a burden to manufacturing companies dependent on components and other inputs from emerging markets. Consumers would be forced to pay higher prices for imported goods, leading to a decrease in domestic demand. The result of protectionism would therefore be a loss of economic richness, which would disadvantage the low - skilled employees even more.



The solution to the economic gap has to be found in forward - looking strategy combining new educational policy, health care and benefits.

It would be inaccurate simply to conclude that wages of high - income earners have increased faster than those of low - income earners. A major source of income inequality actually is unemployment.

In many countries, there exists a strong relation between the increase in unemployment, which mainly affects the low - skilled, and income inequality. The media often blame globalization as the major driving force. Economists, however, believe that globalization takes a backseat.

Instead, they identify the strong pace in technological progress and, in particular, the revolution in IT as the engine of change. The triumphant advance of the microchip, the PC and the internet started a wave of automation, as well as a change to flexible and accelerated production processes. This not only improved production, but also resulted in a change from labor - intensive to capital - intensive production methods.

So the winners are both owners of capital goods as well as the highly qualified labor force. Investments into modern IT - dependant production need extensive capital funds. The setting and using of this equipment require qualified specialists. In addition, the new technologies allow the replacement of less qualified labor through physical capital, such as machines and computers. As long as less - skilled workers cannot change to more productive tasks, increasing income inequality remains a threat.

For the less skilled workers, to get employed is a key question. There's a need to strengthen education and further training. The relation between individual abilities and personal income is high. Most importantly, education and training act as an effective protection against unemployment. Training should include individual - related measures to improve personal skills and social ability as well as other aid in taking away impediments, through traffic system, aid or childcare.

A dynamic economy finds it easier to achieve equal benefits produced by globalization. Therefore much depends on sound economic policy that strengthens the growth forces to provide a basic safety net, with health and retirement benefits. All in all, much can be done to increase the number of globalization winners in the industrial countries.

(546 words)

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### New Words and Phrases

- globalization [ ,gləʊbəlaɪ'zeɪʃən ] n. 全球化
- inequality [ ,ɪni'kwɒləti ] n. 不平等, 不同, 不平均



opponent	[ə'pəʊnənt]	n.	敌手, 对手; 反对者
benefit	[ˈbenɪfɪt]	n.	an advantage
reaction	[ri'ækʃən]	n.	反应; 感应
reverse	[ri'veɜ:s]	n.	颠倒; 翻转
component	[kəm'pəʊnənt]	n.	组件, 成分, 元件
emerge	[i'mə:dʒ]	v.	出现; 出来
intensive	[in'tensɪv]	a.	集中的, 强化的, 精细的, 深入的
conclude	[kən'klu:d]	v.	bring to a close
media	[ˈmi:diə]	n.	媒体, 新闻媒介, 传播媒介
impediment	[im'pedɪmənt]	n.	妨碍, 阻碍; 障碍物
dynamic	[dai'næmɪk]	a.	动态的
triumphant	[traɪ'ʌmfənt]	a.	得胜的, 得意扬扬的
automation	[ˌɔ:tə'meɪʃn]	n.	自动化
accelerate	[æk'seləreɪt]	v.	cause to go faster and faster 增加……的速度, 使加快

### Notes

1. Dieter Braeuningger 迪特尔·布罗伊宁格, 资深经济学家, 在德意志银行从事研究, 德意志银行集团的智囊团成员。
2. US Federal Reserve 美国联邦储备系统

### Exercises

#### 1. Reading Comprehension

**Directions:** Answer the following questions according to the text.

- (1) What causes the economists to doubt the globalization?
- (2) How to bridge the widening economic gap?
- (3) What should the less skilled workers do?

#### 2. Vocabulary

##### A. Fill in the Blanks

**Directions:** There are 6 incomplete statements here. Fill in the blanks with the right words or phrases.

- (1) We want him to get maximum \_\_\_\_\_ from the project.
- (2) The win of the semi-final has \_\_\_\_\_ the team's confidence.
- (3) The board was trying to take measures to \_\_\_\_\_ the sales rate.