

江苏省五年制高等职业教育试用教材

英语

第二册

《英语》编写组 编

苏州大学出版社

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前 言

从1995年起,原国家教委先后批准我省部分重点中专校试办五年制高职班,对我省职业教育的发展和提高起到很大的促进作用。为确保高职教育的培养目标与教学质量,努力办出高职特色,1996年11月初,在原国家教委的关心指导下,省教委在无锡召开了“江苏省五年制高职教育工作研讨会”,就中专办高职的办学指导思想和管理、教学计划的制定与修订、教材建设、师资队伍建设等问题进行认真研讨,会上成立了“江苏省五年制高职教育学校协作委员会”及语文、英语、数学、物理四门公共课教材编写组,会后即组织所有试办高职班的学校的有关教师与专家,经过近两年的反复研讨,六易其稿,编写了这四门公共课的教学大纲及试用教材。

编写五年制高职公共课教材的指导思想是为了逐步构建一套适合于高职教育的公共课教材体系。在编写过程中,首先强化培养目标,开发好课程大纲,并以课程大纲为依据来组织教学内容,尽可能地体现五年制高职教育中公共课的基础性和实用性。在教学内容的安排和取舍上,遵循“尊重学科,但不恪守学科性”的原则,删旧增新,减少理论推导,着重阐明实践应用价值,强调公共课与相关学科之间的横向连接,注意与专门课程的接口,力求做到立足实践与应用,拓宽基础知识面,强化能力训练和迁移,使一般能力的培养和职业能力的培养相结合。教学内容留有适当的弹性,使不同专业和学有余力的学生可灵活选用与自学。本套教材主要适用于五年制高等职业教育,同时也可作为五年制专业班和四年制中专的教材或参考书。

四门公共课教材的编写工作,由省教委职教办组织,省高职协作会具体负责。教材编写采用主编负责制,主审协助主编把好教材质量关。编写五年制高职教材是新的探索,我们力求编好,但限于经验和水平,教材的缺点和不完善之处在所难免,请使用本教材的师生及同行们予以指正,使这套教材在实践中不断完善。

江苏省五年制高等职业教育教材编审委员会
1998年5月

编写说明

本教材从高等职业教育培养目标的实际出发,根据《江苏省五年制高等职业英语教学大纲》编写而成。

英语是学习知识,吸收人类文明成果,进行人际交往和开展国际交流合作的重要工具,是高等职业教育中一门重要的基础课程。高职英语课程的任务是:传授必要的基础知识,有针对性地对学生进行英语基本技能训练,着重培养学生使用英语进行人际沟通的能力;学生毕业后应具备职业岗位所需要的一定的听说能力、较强的阅读和翻译本专业一般技术资料的能力、书写常用应用文的能力并为今后学习和运用英语打下扎实的基础。高职英语教学大纲所确定的英语课程的性质和任务,是编写本教材的出发点和选择教材内容的依据。

高职英语课程的教学分两个阶段:基础英语阶段和专业英语阶段。前三学年为基础英语阶段。本套教材共三册,供高职各专业基础英语阶段使用,原则上每学年一册。一、二册编写体例相同,每个教学单元由会话、课文、阅读及相应的配套练习组成,部分单元设有语法内容。第三册体例略有变化。本教材侧重选用语言共核方面的材料,注意与初中英语及专业英语的衔接。从具体内容看,教材力求反映以下特色:(1) 会话内容,贴近生活;(2) 语法知识,不强调完整性和系统性;(3) 应用文和科普文章篇幅较多;(4) 练习设计,重在语言能力训练;(5) 教材容量留有余地,以便不同门类的学校结合专业需要加以调整和变更。

使用本教材时,应打破以语法讲授为纲、以解释语言知识为目的的教学模式,提倡以学生为主体,突出教学过程交际化的施教途径,通过语言技能训练,形成运用英语的实际能力。

本套教材可作为中等职业教育的教材或参考书。中专使用本书时,每个单元的阅读材料,可不列入课堂教学要求,也可根据学生基础水平和专业实际情况,删去一部分篇目。

成书过程中,参阅了部分国内外出版物。毛云萍、徐广鸿、张仁华、张春明、程道光 and 钱学欣为本书做了不少文字工作。苏州卫生学校、苏州大学出版社对本教材的编写与出版给予很大支持。江苏省试办高职的所有学校都参与了教学大纲的撰写工作。在此一并致以诚挚的谢意。

编写高职英语教材实属首次,涉及的专业多、专业差异性大,探索之中缺点难免。我们殷切希望广大师生提出宝贵意见,以便不断改进,更臻完善。

《英语》编写组

1998年3月

修 订 说 明

高职英语教材出版以来,使用该教材的学校师生对之给予了充分肯定,并对进一步完善教材提出了许多有益的建议。此次修订,主要进行了以下几方面的改动:

1. 调整了部分单元的教学内容,以期增强可读性;
2. 对会话和阅读材料中出现的生词加注了音标,以便于学生自学;
3. 增写了部分练习,以期加强语言能力训练。

参加本册修订工作的人员有:(以姓氏笔画为序)朱盘宝、胡兴国、侯志燕、谢煜山、廖芝顺。谢煜山负责统稿。徐鹏教授审阅了修订稿。

《英语》组写组
2000年7月

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Unit 1

Dialogue

Future Plans

A: Hello, Bob.

B: Hello, Richard. How are you?

A: Fine, thanks. And you?

B: Not too bad. I am thinking of going on holiday somewhere next month. I don't know if you've made your holiday plans yet, but if not, perhaps you'd like to come with me.

A: Thanks. That's very kind of you. Where are you planning to go?

B: I thought I might go camping in Scotland. What do you think of that?

A: Fine. Sounds like a good idea. And for how long - a fortnight?

B: Yes. I'm hoping to have two weeks' holiday next month.

A: Good. Well, providing I finish all my work on time, I'll be able to have two weeks' holiday, too.

B: Will Joyce be coming with us?

A: I'm not sure. Maybe. The problem is that she always gets one week's holiday, and of course she can't really afford a holiday this year.

B: Oh, dear! That's a pity! Well, the holiday shouldn't cost very much.

somewhere ['sʌmhwɛə] *ad.* 在某处;到某处 *n.* 某地

camping ['kæmpɪŋ] *n.* 野营,露营

fortnight ['fɔːtnaɪt] *n.* 十四日,两星期

providing [prə'vaɪdɪŋ] *conj.* 以……为条件,假如

afford [ə'fɔːd] *vt.* 担负得起(……的费用、损失、后果等);抽得出(时间)

Patterns

1. What are you planning to...?
2. What's your plan for...?
3. What do you like to...?
4. Where do you intend to...?
5. I'm thinking of...

6. I'd like to...
7. We really need to plan better...
8. I hope we do much planning...
9. I haven't made up my mind whether...or...
10. She wants to be a...when she leaves school.

Oral practice

I. Substitution drills.

1. What are you **hoping** to do after class?
 planning
 going
 intending
2. What are Mr. Cooper's plans for **this weekend**?
 next week
 Friday evening
 next month
3. What do you **hope** to do this weekend?
 plan
 intend
 like
4. **I'm** going to **Shanghai**.
 She's Hangzhou
 Bob's New York
 My mother's Tokyo
5. What are you going to be when you **leave school**?
 grow up
 go abroad
 settle down there

II. Participation drills.

Student A

Your mother will go to Dalian
 this summer, won't **she**?

- A. Your parents
- B. Your uncle
- C. Mr. Zhang
- D. Professor Xu

Student B

I'm not sure where **she'll** go.
She can't decide where to go.

III. Talk with your partner about the following topics.

1. what to do after class
2. what to do this weekend
3. where to go on National Day

Text

Do You Want to Be a Top Student?

Perhaps you are an average student with average intelligence. You do well enough in school, but you probably think you will never be a top student. This is not necessarily the case, however. You can receive better grades if you want to. Yes, even students of average intelligence can be top students without additional work. Here's how:

1. Plan your time carefully. Make a list of your weekly tasks. Then make a schedule or chart of your time. Fill in committed time such as eating, sleeping, meetings and classes. Then decide on good, regular times for studying. (Be sure to set aside enough time to complete your normal reading and work assignments. Of course, studying shouldn't occupy all of the free time on the schedule. It's important to set aside time for relaxation, hobbies, and entertainment as well. This weekly schedule may not solve all of your problems, but it will make you more aware of how you spend your time. Furthermore, it will enable you to plan your activities so that you have enough time for both work and play.

2. Find a good place to study. Choose one place for your study area. It may be a desk or a chair at home or in the school library, but it should be comfortable, and it should not have distractions. When you begin to work, you should be able to concentrate on the subject.

3. Make good use of your time in class. Listening to what the teacher says in class means less work later. Sit where you can see and hear well. Take notes to help you remember what the teacher says.

4. Study regularly. Go over your notes as soon as you can after class. Review important points mentioned in class as well as points you remain confused about. Read about these points in your textbook. If you know what the teacher will discuss the next day, skim and read that material too. This will help you understand the next class. If you review your notes and textbook regularly, the material will become more meaningful and you will remember it longer. Regular review leads to improved performance on tests.

5. Develop a good attitude about tests. The purpose of a test is to show what you have learned about a subject. The world won't end if you don't pass a test, so don't worry too much about a single test. Tests provide grades, but they also let you know what you need to spend more time studying, and they help make your new knowledge permanent.

There are other ^{techniques} ^{技术} that might help you with your studying. Only a few have been mentioned here. You will probably discover many others after you have tried these. Talk with your classmates about their study ^{techniques} ^{技巧}. Share with them some of the techniques you have found to be helpful. Improving your study habits will ^{improve} ^{提高} your ^{grades} ^{成绩}.

New Words and Expressions

- average [ˈævərɪdʒ] *a.* 通常的, 正常的, 平常的
 intelligence [ˌɪnˈtelɪdʒəns] *n.* 智力; 理解力; 聪明
 necessarily [ˈnesɪsəri] *ad.* 必定; 必然
 additional [əˈdɪʃənəl] *a.* 附加的; 另外的
 weekly [ˈwi:kli] *a.* 一星期的; 每周的
 task [tɑːsk] *n.* 任务; 工作
 chart [tʃɑːt] *n.* 图
 commit [kəˈmɪt] *vt.* 指定……; 用于
 aside [əˈsaɪd] *ad.* 在旁边, 在一边
 assignment [əˈsaɪnmənt] *n.* 指定的(课外)作业
 occupy [ˈɒkjʊpaɪ] *vt.* 占用, 占(时间)
 relaxation [ˌrɪləkˈseɪʃən] *n.* 休息; 娱乐
 entertainment [ˌentəˈteɪnmənt] *n.* 娱乐
 aware [əˈweə] *a.* 意识到的, 知道的
 furthermore [ˌfəðəˈmɔː] *ad.* 而且; 此外
 enable [ɪˈneɪbl] *vt.* 使能够; 使成为可能
 comfortable [ˈkʌmfətəbl] *a.* 舒适的, 惬意的
 distraction [dɪsˈtrækʃən] *n.* 转移注意力; 分心; 干扰
 concentrate [ˈkɒnsəntreɪt] *vi.* 集中; 专心
 regularly [ˈregjʊləli] *ad.* 规则地, 经常地
 review [rɪˈvjuː] *vt.* 再检查; 复习
 mention [ˈmenʃən] *vt.* 提及
 confused [kənˈfjuːzd] *a.* 混乱的; 混淆的
 skim [skɪm] *vt.* 浏览, 略读
 meaningful [ˈmiːnɪŋfʊl] *a.* 意味深长的; 富有意义的
 performance [ˌpɜːfɔːməns] *n.* 行为; 成绩; 功绩; 演出
 attitude [ˈætɪtjuːd] *n.* 态度; 看法
 permanent [ˈpɜːmənənt] *a.* 永久的; 持久的
 technique [tekˈnɪk] *n.* 技术, 技巧
 improve [ɪmˈpruːv] *vt.* 使更好, 改善, 增进

Notes

1. This is not necessarily the case, however.
然而,实际情况未必如此。
be the case: 是实际情况。又如:
He thought he had found the right answers, but that was not the case.
他以为他已经找到了正确答案,但实际情况不是那样。
2. Fill in committed time such as eating, sleeping, meetings and classes.
把用于像吃饭、睡觉、开会、听课等这样一些非花不可的时间填上。
committed time: 花在必须要做的事情上的时间。
3. Be sure to set aside enough time to complete your normal reading and work assignments.
一定要留出足够的时间,用来完成日常的阅读和课外作业。
set aside: 留出,拨出,放开。又如:
I set aside my coat and took out my summer clothes.
我把上衣放起来,取出了夏天的衣服。
set 是一个用法活跃的动词,除可与 aside 搭配以外,还可以与 about, off, out, up 等词搭配,形成短语动词。详见本单元课文练习Ⅲ。
4. Regular review leads to improved performance on tests.
定期复习是提高考试成绩的有效途径。

Exercises

I. Answer the following questions.

1. Do you want to be a top student? How can you become one?
2. Do you often make plans? Why is it important to plan your time carefully?
3. Where do you prefer to study, in your classroom or in the reading room? Why?
4. How can you make good use of your time in class?
5. What should you do after class?
6. What is the purpose of a test?
7. Which of the five suggestions in the text do you find the most helpful for you?

II. True (T) or false (F)?

- () 1. A student with average intelligence can hardly be a top student unless he does a lot of additional work.
- () 2. A weekly schedule or chart of time will solve all of your problems.
- () 3. You should spend all your time on your work.
- () 4. A good place for study should be comfortable and have no distractions.
- () 5. Being attentive and taking notes in class will save you a lot of time after class.

- () 6. If you review class work regularly, you will surely get better grades in tests.
- () 7. The main purpose of a test is to provide grades.
- () 8. Improving your study habits means having better learning techniques.
- () 9. The author thinks he has covered all important study techniques in this article.

III. Fill in each blank with a phrasal verb from the list given below, changing the form where necessary.

set about – to begin to do something

set aside – to save for a special purpose

set off/out – to begin a journey

set up – to establish

1. It is important _____ time for relaxation.
2. She _____ her homework immediately after supper.
3. The retired teacher _____ on a trip across China.
4. The village school _____ in 1999.
5. Each week she tried _____ a few dollars.
6. A special committee _____ to look into the accident.
7. Captain Alison will _____ at eight o'clock, so we shall have plenty of time.

IV. Fill in each blank with a word from the list given below, changing the form where necessary.

relax improve develop aware enable

confuse case decide concentrate set

1. He tried to _____ aside a few minutes each day for his oral practice.
2. Everyone should be _____ of the dangers of cigarette smoking.
3. She believes she is good at reading comprehension, but actually that is not the _____.
4. I have not yet _____ on any definite plan.
5. He _____ on his reading so that he could understand the story.
6. I am _____ about the difference between these expressions.
7. This new technique will _____ them to double their production.
8. She has _____ the good habit of taking notes while reading.
9. Playing a game of chess with me every evening is one of my father's favourite _____.
10. Since the beginning of this semester, Bob has shown some _____ in both his reading and writing.

these those

V. Choose the best answer.

1. Be sure to _____ your work at the end of the exam.
A. look over B. hang up C. set aside D. catch sight of
2. The airplane arrived one hour behind _____.
A. time B. plan C. date D. schedule
3. If you _____ your name and address on the card, we'll send the book to you as soon as it is returned.
A. go over B. fill in C. find out D. carry out
4. It is said that an immediate review of what you have learned will help make your knowledge _____.
A. interesting B. useful C. permanent D. deep
5. I suggest that you _____ these lessons before you take the final exam.
A. go across B. go over C. go up D. go on
6. It is more difficult for the Smiths to _____ money now because of the high rate of inflation.
A. set down B. set about C. set up D. set aside

Reading

Plan Your Time of Study

One of the wisest but most difficult rules of studying is to set a definite schedule and then follow it. This is difficult to do because there are often unexpected interruptions. Nevertheless, if you are really interested in studying well, try to follow the rule: Plan your work and work your plan.

There are enough hours in the day for fun and relaxation as well as for studying, but you may not get it all done unless you plan your time. If you do not have a timetable to keep you on schedule, you may waste your time. Plan a study schedule. Here are some important points to keep in mind.

1. For courses which depend largely on recitation (such as languages), plan a study period just before class. For example, in the evening before your English class, read the assignment, check your comprehension. Then plan time just before class to review the reading and vocabulary.

2. For courses which depend largely on lectures, plan a study period immediately after the class. After the lectures plan to revise your notes while material is still fresh in your mind.

3. Many courses use both a lecture and recitation method of instruction. You will have to plan or revise your schedule accordingly.