



教育部高职高专规划教材



新编英语教程

(五年制)

第二册

● 侯焕玲 段小平 主编
● 杨 舒 主审



化学工业出版社
教材出版中心

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出版说明

高职高专教材建设工作是整个高职高专教学工作中的重要组成部分，改革开放以来，在各级教育行政部门、有关学校和出版社的共同努力下，各地先后出版了一些高职高专教育教材。但从整体上看，具有高职高专教育特色的教材极其匮乏，不少院校尚在借用本科或中专教材，教材建设落后于高职高专教育的发展需要。为此，1999年教育部组织制定了《高职高专教育专门课课程基本要求》（以下简称《基本要求》）和《高职高专教育专业人才培养目标及规格》（以下简称《培养规格》），通过推荐、招标及遴选，组织了一批学术水平高、教学经验丰富、实践能力强的教师，成立了“教育部高职高专规划教材”编写队伍，并在有关出版社的积极配合下，推出一批“教育部高职高专规划教材”。

“教育部高职高专规划教材”计划出版500种，用5年左右时间完成。这500种教材中，专门课（专业基础课、专业理论与专业能力课）教材将占很高的比例。专门课教材建设在很大程度上影响着高职高专教学质量。专门课教材是按照《培养规格》的要求，在对有关专业的人才培养模式和教学内容体系改革进行充分调查研究和论证的基础上，充分吸取高职、高专和成人高等学校在探索培养技术应用性专门人才方面取得的成功经验和教学成果编写而成的。这套教材充分体现了高等职业教育的应用特色和能力本位，调整了新世纪人才必须具备的文化基础和技术基础，突出了人才的创新素质和创新能力的培养。在有关课程开发委员会组织下，专门课教材建设得到了举办高职高专教育的广大院校的积极支持。我们计划先用2~3年的时间，在继承原有高职高专和成人高等学校教材建设成果的基础上，充分汲取近几年来各类学校在探索培养技术应用性专门人才方面取得的成功经验，解决新形势下高职高专教育教材的有无问题；然后再用2~3年的时间，在《新世纪高职高专教育人才培养模式和教学内容体系改革与建设项目计划》立项研究的基础上，通过研究、改革和建设，推出一大批教育部高职高专规划教材，从而形成优化配套的高职高专教育教材体系。

本套教材适用于各级各类举办高职高专教育的院校使用。希望各用书学校积极选用这批经过系统论证、严格审查、正式出版的规划教材，并组织本校教师以对事业的责任感对教材教学开展研究工作，不断推动规划教材建设工作的发展与提高。

教育部高等教育司

2001年4月3日

前 言

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《新编英语教程》是根据教育部 2000 年 8 月颁发的《高职高专英语课程教学基本要求》(以下简称“基本要求”)组织编写的系列教材。本系列教材包括学生用书 1~3 册,教师用书 1~3 册,并配有录音带。

本教材编写的基本理念是:(1)面向学生,注重素质教育。课程特别强调要关注每个学生的情感,激发他们学习英语的兴趣,帮助他们建立学习的成就感和自信心,使他们在过程中发展综合语言运用能力,提高人文素养,增强实践能力,培养创新精神。(2)整体设计目标,体现灵活开放。基础教育阶段英语课程的目标是以学生语言技能、语言知识、情感态度、学习策略和文化意识的发展为基础,培养学生英语综合语言运用能力。该教材努力体现基础教育阶段学生能力发展循序渐进的过程和课程要求的有机衔接,保证国家英语课程目标的整体性、灵活性和开放性。(3)突出学生主体,尊重个人差异。英语课程应成为学生在教师指导下构成知识、提高技能、磨砺意志、活跃思维、展现个性、发展心智和拓展事业的过程。(4)采用活动途径,倡导体验参与。本课程倡导任务型的教学模式,让学生在教师的指导下,通过感知、体验、实践、参与和合作等方式,实现任务的目标,感受成功。在学习过程中进行情感和策略调整,以形成积极的学习态度,促进语言实际运用能力的提高。(5)注重过程评价,促进学生发展。建立能激励学生学习兴趣和自主学习能力发展的评价体系。有利于促进学生综合语言运用能力和健康人格的发展,促进教师不断提高教育教学水平。

本教材编写的基本特色是:(1)与初中英语教学相衔接,贴近目前五年制高职英语教学的实际情况。符合“基本要求”的各项规定及量化指标,覆盖了“基本要求”的全部语法项目、所有的交际功能项和 90% 的词项目。(2)以话题为纲和以“综合英语”为基础。教材中每个教学单元的各种教学活动都围绕一个与学生日常生活密切相关的话题进行,展开听、说、读、写活动,培养学生语言综合应用能力。由“综合英语”向听、说、读、写等交际技能和词汇、语法等语言项目辐射,同时体现了语言项目是交际手段和交际技能。听、说模块结合交际功能并围绕单元话题展开,充分体现了“基本要求”突出实用性的要求。“综合英语”模块以相关话题为纲编写,词汇、语法的教学均围绕有关话题进行。(3)整套教材采用“以学生为中心”的主体教学模式。词汇、听力、阅读均符合“基本要求”的各项规定及量化指标。听、说、读、写的技能也是按“基本要求”规定“实用为主、够用为度”的要求编写的。(4)选材多样,形式灵活,知识性、趣味性并重。本教材所选用的材料语言规范,具有时代性、知识性、趣味性、创新性。

全套教材共 3 册,可分 6 个学期使用,各学校也可根据本校的具体教学情况及学生的专业特点自行安排。教学总时数为 300~360 学时。《新编英语教程》每学年一册,每周安排 4 学时,每册 16 个教学单元。各教学单元均以特定话题为中心,由听、说、综合英语、快速阅读、词汇和写作 6 个模块组成。建议每单元以 6~8 学时教学。

在教材的编写过程中，我们采用了多种方式征求了一些经验丰富的一线教师的意见，得到了肯定和热情支持，同时也得到了不少颇有见地的意见和建议，在此谨向他们表示感谢。

本教材由中国矿业大学外国语言文化学院院长杨舒教授主审，并提出了许多宝贵的意见和建议，编者获益匪浅，在此表示衷心的感谢。在编写过程中，还得到了徐州工业职业技术学院的领导和教师的大力帮助，在此深表谢意。

本教材由侯焕玲、段小平任主编并负责统稿。参加编写的人员有：邵长白（Unit 1）；毕玉红（Unit 2）；侯焕玲（Unit 3, Unit 4, Unit 14）；张仁杰（Unit 5, Unit 6）；段小平（Unit 7, Unit 8）；张明杰（Unit 9）；李爱君（Unit 10）；李永芳（Unit 11, Unit 12）；时丽珊（Unit 13）；葛正利（Unit 15, Unit 16）。

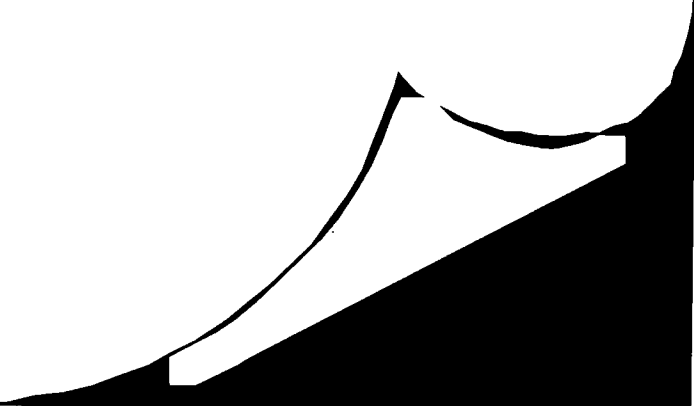
尽管我们力求呈现给高等职业院校英语教育一本比较好的教材，但由于编者水平所限，加之时间仓促，疏漏不妥之处，恳请广大师生及读者指正，以便改进。

编 者
2004 年 5 月

内 容 提 要

本书是教育部规划的五年制高职英语课程的教学用书，在教材的编写上以注重交际应用能力培养、突出职教为特色。本书选编的听力、会话、阅读等模块内容紧贴日常生活，所设计的练习注重语言技能培训。

本书既可作为高等职业技术教育的教学用书，也可以作为广大英语爱好者和从事高职英语教育人士的参考资料。



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Unit 1

Friendship

Everyone has his own friends. Can you list your good friends' names?
What is your understanding about friendship?

Listening

This part is to test your listening ability. It consists of 3 sections.

Section A

Directions: This section is to test your ability to understand short dialogues. There are 5 dialogues in it. After each dialogue, there is a question. The recording 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 in this section.

1. _____
A. Only 5 minutes.
B. 8: 30.
C. 8: 00.
D. 8: 15.
2. _____
A. Mr. Smith was sawing the tree.
B. In the factory.
C. In the forest.
D. In his back yard.
3. _____
A. The delivery boy.
B. Postman
C. Neighbor's daughter.
D. Their neighbor.
4. _____
A. To remove the school farther away.
B. The hotdog stand has nothing to do with it.
C. Parents should take their children to school.

D. To remove the hotdog stand farther away from the school.

5. _____
A. 12: 05 B. 11: 35 C. 11: 50 D. 10: 25

Section B

Directions: This section is to test your ability to understand short conversations. There are 2 recorded conversations in it. After each conversation, there are some questions. The recording will be played 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 in your test paper.

Conversation 1

1. _____
A. 7: 00 p. m. Saturday evening.
B. 7: 00 p. m. Sunday evening.
C. 17: 00 p. m. Saturday evening.
D. 17: 00 p. m. Sunday evening.
2. _____
A. His wife. B. His friends.
C. Himself. D. His manager.

Conversation 2

1. _____
A. Tina. B. Gina.
C. Lily. D. Lydia.
2. _____
A. This evening. B. This afternoon.
C. Tomorrow morning. D. Not mentioned.

Conversation 3

1. _____
A. A party. B. An interview.
C. A lecture. D. An exam.
2. _____
A. Study. B. Review.
C. Go home. D. Take a break.

Conversation 4

1. _____
A. At 7: 00. B. At 7: 20.
C. At 7: 30. D. At 8: 00.
2. _____
A. Maybe he is ill.
B. Perhaps he forgets it.

C. Perhaps he is eating his dinner.

D. He is out.

Conversation 5

1. _____

A. He has exams.

B. He has classes.

C. He has some letters to write.

D. It is the weekend.

2. _____

A. In the gym.

B. In the dining hall.

C. At McDonald's.

D. At home.

Section C

Directions: This section is to test your ability to comprehend short passages. You will hear a 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.

Question 1~5 are based on the passage you have just heard.

1. What is love between two people?
2. Are there many different kinds of love?
3. What is friendship?
4. Friends do things together and share thoughts, feelings and ideas, don't they?
5. How would you feel without a friend?
6. What are necessary if we want a happy world?

Speaking

Section A Sample Dialogues

Directions: In this section, you will see two persons' dialogue. Mr. Smith thanks for being given gifts by Mr. Wang.

Dialogue

Mr. Wang: So you're leaving tomorrow, Mr. Smith?

Mr. Smith: Yes. How time flies!

Mr. Wang: We'll feel sorry to see you go.

Mr. Smith: I'm sorry, too. But that's life.

Mr. Wang: Yes, I suppose it can't be helped.

Mr. Smith: Mr. Wang, you are such a nice young man and you have been taking good care of me ever since I first arrived here. I shall always feel grateful to you for everything you've done for me.

Mr. Wang: It's very kind of you to say so. Thank you.

Mr. Smith: Look! I've got this little article for you as a token of our friendship.

Mr. Wang: Thank you. It's lovely! Mr. Smith, here's a present for you from our corporation. I hope you like it.

Mr. Smith: Thank you for your gift. Ah, it's a porcelain vase.

Mr. Wang: I hope you like the design.

Mr. Smith: Yes, it's lovely! I've been wanting something like this for a long time. Thank you very much.

Mr. Wang: I'm glad you like it.

Questions for discussion

1. Can you imagine the relationship between the two speakers?
2. What did Mr. Smith give to Mr. Wang as a gift?
3. How does Mr. Wang like the gift?

Section B Useful Expressions and Exercises

Useful Expressions

1. You're leaving tomorrow.
2. How time flies!
3. We'll feel sorry to see you go.
4. I suppose it can't be helped.
5. I shall feel grateful to you for everything.
6. It's very kind of you to say so.
7. I've got this little article for you as a token of our friendship.

Exercises

Direction: Suppose you are Lin Tao. According to the information offered to you, complete the dialogue with your partner. There are some sentences below you can take as reference.

A: I am sorry to be late for our tutorial. Someone stopped to talk to me downstairs.

B: Oh, that's all right. ____ that you have taken time to help me with my English.

(Later)

A: Perhaps we can make up the time tomorrow. ____ tomorrow morning at ten o'clock?

B: Oh, I'm sorry but I have another appointment tomorrow at ten o'clock.
Are you free at two o'clock?

A: Yes, ____

B: Thank you. ____ at two tomorrow then.

Possible answers for reference

1. I'm very grateful.
2. Are you free.
3. I can come at two o'clock.
4. I'll see you.

Section C Class Activities

1. Work in pairs. Practice the dialogues in Sections A and B, then act them out in front of the class.
2. Find some information about how to show your thanks, then show how to thank for other's gifts.

Reading

Comprehensive English

Pre-reading Questions:

1. What do you think about friendship?
2. American friendliness is not always an offer of true friendship, isn't it?

American Culture Modes and Values

An aspect of American culture shared by most Americans is the concept of friendship. Given the American values of self-reliance and self-actualization, we can realize why Americans tend to avoid personal commitments that might bring obligations. They simply do not like to get involved. If an American smiles at you, that smile may not mean what a smile means in your country. It may mean no more than an acknowledgement of your presence.

Another example of friendly, but impersonal, behavior may occur in work relationships with Americans. During working hours, he may be joking and talking with you and making you feel included. Then, as soon as



working hours are over, their behavior seems to change. They act as if they hardly know you any more and don't even include you in any of their personal activities. Many of us from foreign countries have "comprehensive" or "whole" friendships that include all aspects of our lives. Americans usually do not. American friendships tend to be compartmentalized; certain friendships revolve around work or school activities while others revolve around church or club activities. Some even revolve around the family. Friendships that are centered around the office often do not spill out into recreational or even school activities.

Americans use the word "friend" in a very general way. They may call both casual acquaintances and close companions "friends". These friendships are based on common interests. When the shared activity ends, the friendship may fade. In some cultures friendship means a strong life-long bond between two people. American society is one of rapid change. Studies show that one out of five American families moves every year. American friendships develop quickly, and they may change just as quickly. People from the United States may at first seem friendly. Americans often chat easily with strangers. But American friendliness is not always an offer of true friendship. Learning how Americans view friendship can help non-Americans avoid misunderstandings. It can also help them make friends the American way.

Notes

1. Given the American values of self-reliance and self-actualization, we can realize why Americans tend to avoid personal commitments that might bring obligations.

了解了美国人那种依靠自己充分实现个人抱负的价值观点，我们就会明白美国人为何尽量避免会给自己带来义务的委托及牵连的深交。

Give...self-actualization 是过去分词短语，用做状语，相当于一个状语从句。例如：

- ① Given health, he could accomplish the task all by himself.

如果身体健康的话，他一个人都能完成这项任务。

- ② Granted your premises, your conclusion is still false.

就算你的前提正确，你的结论仍是错误的。

2. ...that smiles may not mean what a smile means in your country.

这种笑和你在自己国家看到的那种笑有着不同的意义。

3. It may mean no more than an acknowledgement of your presence.

它仅可能意味着对你出现的认可 (no more than 只是)。

请注意下列各句中 more than 和 no more than 意思的区别。

- ① They were more than willing to help you.

他们非常乐意帮助你。

- ② The child was more frightened than hurt.
这孩子的伤倒算不了什么，只是受惊不小。
- ③ It costs him no more than one dollar a week.
这事每星期只花他 1 元钱。
- ④ He's no more able to read Spanish than I am.
他和我一样都读不懂西班牙语。
4. Then, as soon as working hours are over, their behavior seems to change.
然而，一旦下了班，他们简直判若两人。
seem 似乎，好像。其用法及搭配方法如下。
- ① seem + *adj.*
This problem seems complicated, but actually it is simple.
这个问题看似复杂，其实很简单。
- ② seem to do
I seem to have seen him somewhere before.
我好像以前在哪见过他。
- ③ It seems that
It seems that everything is going on well.
好像一切正常。
- ④ It seems as if...
- It seems as if it is going to rain.
看来快要下雨了。
5. Friendships that are centered around the office often do not spill out into recreational or even school activities.
以办公室为中心的友谊通常不会延伸到休闲活动或学校活动中去。
center around 把某人/物当做中心、重点或主题。例如：
The social life of the village centers around the local sports club.
村民的社交活动都集中在当地体育俱乐部。
6. These friendships are based on common interests.
这些友谊都是基于共同的兴趣。
base sth. on sth. 以某事物为另一事物的根据、证据等。例如：
This novel is based on historical facts.
这部小说是以历史事实为依据的。
7. Learning how Americans view friendship can help non-Americans avoid misunderstandings.
了解美国人对友谊的看法，有助于非美国人避免误解。
view sth. 考虑或认为某事物。例如：
How do you view your chances of success?
你认为你获得成功有多大把握？
avoid *v.* 避开，预防
I think he's avoiding me.

我觉得他在躲着我。

I just avoided running over the cat.

我差一点儿轧着猫。

Exercises

Exercise I : Answer these questions with information from the passage or with what you know.

1. Why do Americans tend to avoid personal commitments?
2. What does an American's smile usually mean?
3. What do they do in free time?
4. Do friendships that are centered around the office often spill out into other activities?
5. What does friendship mean between two people in some cultures?
6. Americans often chat easily with strangers, don't they?

Exercise II : Decide the following statements true (T) or false (F) according to the passage.

- () 1. Americans have the value of self-reliance and self-actualization.
- () 2. Americans never show smiling to others.
- () 3. In the office, Americans' behavior will all make you feel included.
- () 4. Americans use the word "friend" in a general way.
- () 5. One out of five American families moves every year.

Exercise III : Read the passage carefully and check your understanding by doing the multiple choices.

1. Americans tend to avoid personal commitments that might bring ____.
Which answer is not right?
 - A. responsibility
 - B. guarantee
 - C. friendship
2. Do most Americans like to get involved in all kinds of friendship?
 - A. Yes
 - B. No
 - C. not mentioned
3. Americans act as if ____ when working hours are over.
 - A. they never know each other
 - B. they know more about each other
 - C. they never involve more than working
4. Americans use the word "friend" in a very ____ way.
 - A. chief
 - B. head
 - C. special
 - D. usual
5. In some cultures friendship means a strong life-long ____ between two people.